

# **Cleveland College of Art and Design Single Equality Policy and Equality Action Plan**

Agreed by Corporation Board: July 2009



## Contents

	Page
<b>Foreword from the Principal</b>	<b>5</b>
<b>Executive summary – Single Equality Policy</b>	<b>6</b>
Purpose	6
Key points	6
<b>Cleveland College of Art and Design’s vision for equality and diversity</b>	<b>7</b>
Strategic Commitment	7
The need for a Single Equality Policy	8
<b>Responsibility for the Single Equality Policy</b>	<b>9</b>
<b>Legislative context</b>	<b>9</b>
Race	10
Disability	10
Gender	11
Age, sexual orientation and religion or belief	12
<b>Impact assessment</b>	<b>12</b>
<b>Annex A - Race Equality Policy</b>	<b>14</b>
1. Commitment	14
2. Definitions and scope	14
3. Our statutory duties	15
4. Meeting our duties	15
5. Monitoring our progress	15
6. Positive action	16
7. Division of responsibilities	16
7.1. Governors	16
7.2. Managers	17
7.3. Staff	17
8. Publicising our policy and progress	18
9. Complaints	18
10. Review and consultation	18
11. General	19
<b>Annex B - Disability Equality Scheme</b>	<b>20</b>
Part 1. Introduction	20
Students - Strengths	20
Staff Strengths	22
Student – Issues to be addressed	23
Staff - Issues to be addressed	24
Staff and Student profile in relationship to impairments	24
The Context and Culture of the College	25
The legal context in which this duty is introduced	26
Involvement of disabled staff and students	27
Part 2. – Disability equality vision, values and principles	28
Where we want to be in three years time	29
Key Priorities	30
Part 3 – Actively engaging with disabled people	31
Part 4 – Leadership and Management	34
Part 5 – Carrying out impact assessments	35
Part 6 – Gathering Information	35

Part 7 – Putting the Scheme into practice	36
Part 8 – Monitoring and Evaluation	37
<b>Annex C - Gender Equality Scheme</b>	<b>38</b>
Introduction	38
Specific Duties	38
Gathering and analysing data	39
Policies	39
Data	40
Students	40
Complaints	41
Review	41
Consultation with stakeholders	41
Meeting the gender equality duty in employment	42
The Gender equality duty for equal pay	42
Gender Equality Objectives	42
Harassment	42
Discrimination	42
Promotion of Gender Equality	42
Actions from Scheme from which a formal action plan is to be developed	43
<b>Annex D - Equality Action Plan for Cleveland College of Art and Design</b>	<b>44</b>
<b>Annex E - Table Summarising Legislative Responsibilities</b>	<b>49</b>
<b>Annex F - Glossary of Terms</b>	<b>52</b>

## Foreword from the Principal

Welcome to the College's Single Equality Policy and Equality Action Plan.

We are committed to the promotion of equality and diversity and believe there is no place for unlawful discrimination in any of our services and activities.

We believe everyone who could benefit from our specialist academic provision should be given the opportunity to do so. We also believe in the many educational, social and business benefits of working and studying in a diverse environment where individuals are valued, supported and treated with respect, free from harassment and discrimination.

We aim to ensure that our policies, procedures and practices do not unfairly discriminate and that appropriate measures are taken to redress any inequalities in employment practices, provision of services to students and customers or the way in which we manage our business.

We wish to provide a working and learning environment that acknowledges the richness of diversity, as well as valuing and managing each individual's equality of opportunity within the College, whether they are members of staff, students or visitors.

The College seeks to recognise and celebrate diversity in its staff and student community. This diversity reflects visible and non-visible differences. We believe that harnessing these differences will create a productive environment within the College in which all individuals are valued, where their potential is maximised and in which the College's mission can be achieved.

We are therefore committed to creating an environment where learners, customers, staff, governors and other stakeholders celebrate equality and diversity in all activities. We respect all our students and staff and value their differences.

We do not tolerate any form of discrimination or harassment. We will ensure to the best of our ability that learners, customers, staff, governors and stakeholders are not discriminated against directly or indirectly because of their gender, race, disability, age, religion/belief, marital status or sexual orientation.



**Martin Raby**  
**Principal**

# **Executive summary – Single Equality Policy**

## ***Purpose***

This is Cleveland College of Art and Design's Equality Policy. It sets out the colleges approach to equality and diversity, both as an employer of approximately 205 staff, and as a provider of further and higher education in England. The Equality Policy responds to the statutory duties to promote equality in three areas – race, disability and gender. The statutory duties are under the following legislation:

- Race Relations (Amendment) Act 2000 (RRAA)
- Disability Discrimination Act 2005 (DDA)
- Equality Act 2006 (EA)

## ***Key points***

The Single Equality Policy contains the College Race, Disability and Gender Equality Policies / Schemes (Annexes A, B and C). The equality schemes are underpinned by a comprehensive Equality Action Plan (Annex D) which explains how the college aims to implement the schemes.

The Race Equality Policy was originally produced in response to the Race Relations (Amendment) Act 2000. The Disability Equality Scheme and Action Plan were originally produced in response to the Disability Discrimination Act 2005. The Gender Equality Scheme was originally produced in response to the Equality Act 2006. All individual schemes will be revised over time to fit in with the single equality policy agenda.

This Single Equality Policy brings together the college's race, disability and gender equality schemes and sets out an equality action plan to address these issues. Currently there are no statutory positive duties in place to promote equality on the basis of sexual orientation, age, religion and belief, and gender reassignment. However, the college is aiming to go beyond meeting positive statutory duties, and is committed to integrating these other strands into the Equality Policy, so that it reflects the spirit, as well as the letter, of the law. The college is currently at the planning stage of embedding these strands into the action plan. This will be an ongoing process.

## **Cleveland College of Art and Design's vision for equality and diversity**

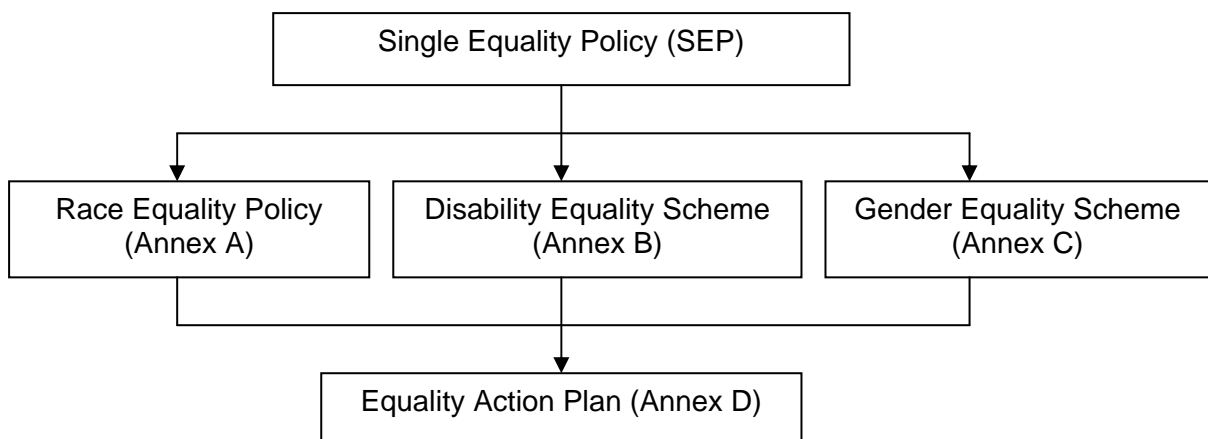
1. Cleveland College of Art and Design is committed to achieving equality for all who learn and work at the college.
2. The college aims to ensure that all students and employees (actual or potential) are treated equally regardless of: disability, race, colour, ethnicity, nationality, religion or belief, gender, marital status, responsibility for dependents, sexual orientation, gender reassignment, trade union activity, unrelated criminal convictions, age (subject to contractual retirement age for staff), or other irrelevant criteria.
3. The college aims to apply this equal treatment throughout the learning or employment experience, from initial enquiry prior to joining the college, through to leaving the college.
4. The college believes that all forms of prejudice and discrimination are unacceptable. It seeks to promote cohesion between different social groups and to challenge inequality, prejudice and discrimination whenever it occurs. (The term discrimination means less favourable treatment of an individual on any grounds listed in paragraph 2 above).

### ***Strategic Commitment***

5. The college's commitment to promoting diversity and equality of opportunity is expressed within the College Strategic Plan which drives and gives shape to all of the College's activities:
  - a) One of the College's key themes and values within the strategic plan is to embrace diversity by providing a "personal and supportive environment in which every individual is encouraged to fulfil their own potential".
  - b) This key theme and value is underpinned by a key strategic objective: "To meet planned growth in response to the priorities of the LSC, HEFCE and ONE with emphasis on open access, widening participation and inclusiveness", and by an additional supportive objective: "To create an inclusive learning and working environment".
6. The College Single Equality Policy (SEP) is informed by these commitments, and sets out the vision of how the College plans to achieve this for race, gender and disability equality within the individual equality schemes (see Annexes A, B and C) and in the equality action plan (see Annex D).

## ***The need for a Single Equality Policy***

7. The college believes that a combined equality scheme will make it better able to communicate and manage its equality commitments and action. The college also believes that publishing one combined scheme is a low-burden approach to equality. This scheme demonstrates the commitment to go beyond mere compliance with the legislation, and to move towards mainstreaming equality and diversity by bringing together the work into one place, consulting widely on it and putting in place a comprehensive equality action plan to ensure commitments are carried out.
8. Whilst the equality action plan for the Single Equality Policy is focused upon the three legislatively required equality areas of race, disability and gender, the college recognises that there are four other commonly recognised areas of equality: age, sexual orientation, religion or belief and gender reassignment. Where appropriate, activities will encompass all such areas of equality and diversity and the college will work towards an all-inclusive approach.
9. The college appreciates that issues of equality are not always clear-cut and that discrimination can affect people in different ways. For instance, a person may experience discrimination on the basis of more than one identity, such as their disability and gender, or their race and religion. The notion of multiple identities is one which underpins the Equality Policy and approach to equality as a whole. While the college required by law to have schemes for race, disability and gender the college recognises that equality is a multi-dimensional issue. The college looks forward to the further work of the Commission for Equality and Human Rights (CEHR), which will hopefully bring the separate areas of equality closer together.
10. This SEP provides an overarching view of the college equality schemes and equality action plan:



11. The college aims to support managers and student representative groups in recognising and meeting the differing needs of people from diverse

backgrounds within their day to day activities, and to embed the principles of equality in all that they do.

12. The college will review the structure of the SEP annually to ensure it is assisting the College in achieving its equality and diversity aims, and the aims of further legislation and guidance produced by the Commission for Equality and Human Rights (CEHR), funding providers such as Learning and Skills Council (LSC), Higher Education Funding Council (HEFCE) and other relevant organisations such as the Association of Colleges (AOC).

## **Responsibility for the Single Equality Policy**

13. The SEP will be managed by the **Equality and Diversity Committee**, which is chaired by the Principal. The Committee will include representatives from all areas of the college, including students.
14. All **staff and students** have a responsibility to adhere to the ethos of the SEP: to avoid discriminatory practices including the victimisation, harassment and intimidation of other staff and students, and to discourage them in others.
15. All **staff and students** are encouraged and will be supported in reporting any instances or suspicions of discrimination or harassment. The college will ensure all allegations are fully investigated with due regard to confidentiality.
16. The **Director of Personnel and Student Support** has overall responsibility for equality and diversity issues and will ensure annual reports are made to the Corporation Board. Reports will include equality data monitoring and the SEP equality action plan.

## **Legislative context**

17. Three pieces of legislation are central to this SEP. These are:
  - a) Race Relations (Amendment) Act 2000 (RRAA);
  - b) Disability Discrimination Act 2005 (DDA);
  - c) Equality Act 2006 (EA).
18. These laws impose positive duties on all public bodies to promote race, disability and gender equality in everything that they do. The general duties for public authorities and the specific duties for the college as a provider of Further and Higher education for each strand are outlined below. Further detail can be found in the Race, Disability and Gender equality schemes in Annexes A to C. A map of legislative responsibilities can be found at Annex E.

## ***Race***

19. Under the general duty of the RRAA, public authorities are required to have due regard to the need to:

- a) Eliminate unlawful racial discrimination;
- b) Promote equality of opportunity;
- c) Promote good relations between people of different races.

20. The college also has a specific duty to:

- a) Prepare and maintain a written race equality policy;
- b) Assess the impact of its policies on students and staff from different racial groups;
- c) Monitor the admission and progress of students and the recruitment and career progress of staff by racial groups;
- d) Set out the College's arrangements for publishing the results of assessments and monitoring;
- e) Where reasonably practicable publish annually the results of assessments and monitoring.

## ***Disability***

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

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

22. The college also has a specific duty to:

- a) Publish a Disability Equality Scheme, which demonstrates how the college intends to fulfil its general and specific duties.
- b) Involve disabled people in the development of the scheme.
- c) Include in the scheme a statement of:
  - i) the way in which disabled people have been involved in the development of the scheme
  - ii) the method for impact assessment
  - iii) the steps which will be taken towards fulfilling the general duty (the 'action plan')
  - iv) the arrangements for gathering information in relation to employment, and, where appropriate, the delivery of education

- v) the arrangements for using the information gathered, in particular in reviewing the effectiveness of the action plan and in preparing subsequent Disability Equality Schemes.
- d) Within three years of the scheme being published, to take the steps set out in the action plan (unless it is unreasonable or impracticable to do so) and to put into effect the arrangements for gathering and making use of information.
- e) To publish a report that summarises the steps taken under the action plan, the results of information gathering, and the use to which the college has put the information.
- f) To assess the impact of policies and practices on the 'educational opportunities' available to and the achievements of disabled students.

23. The DDA 2005 also requires employers to undertake specific information-gathering on the effect of an organisation's policies and practices on the recruitment, development and retention of disabled employees.

### **Gender**

24. Under the Equality Act 2006, public authorities are required to have due regard to the need to:

- a) Eliminate unlawful discrimination and harassment;
- b) Promote equality of opportunity between men and women.

25. The college also has a specific duty to:

- a) Publish a Gender Equality Scheme, by 6 April 2007, identifying gender equality goals and showing the actions that will be taken to implement them.
- b) Consult employees and stakeholders as appropriate in drawing up the gender equality scheme.
- c) Monitor progress and publish annual reports on progress.
- d) Review the scheme at least every three years.
- e) Develop and publish a policy on developing equal pay arrangements between men and women – including measures to promote equal pay and ensure fair promotion and development opportunities to tackle occupational segregation – which will be reviewed at regular intervals (for example every three years).
- f) Conduct and publish gender impact assessments, consulting appropriate stakeholders, covering all major proposed developments in employment, policy and services.
- g) Develop and publish an arrangement for identifying developments that justify conducting a formal gender impact assessment.
- h) Assess the impact of policies and practices on educational opportunities available to and achievements of female, male and transsexual students.

## ***Age, sexual orientation and religion or belief***

26. The college acknowledges that equality and diversity mean more than the promotion of race, disability and gender equality. The college therefore regards the following legislation as relevant to its SEP:

- a) Employment Equality (Age) Regulations 2006;
- b) Employment Equality (Sexual Orientation) Regulations 2003;
- c) Employment Equality (Religion or Belief) Regulations 2003.

27. These laws do not have positive duties to *promote* equality associated with them but they do apply to employment and the provision of further and higher education. The college will therefore ensure that through its functions, policies and employment practices, it is not discriminating on any of these grounds.

## **Impact assessment**

28. Through impact assessment the college will measure whether it is meeting its obligations as laid out in paragraph 21 - 28 and in the specific race, gender and disability schemes. The impact assessment process will highlight areas of work that will be added to the action plan and prioritised appropriately.

29. The plan for impact assessment of all CCAD policies, procedures and practices can be found within the Equality Action plan at annex D.

30. The new approach to impact assessment will be backed by issuing guidance to CCAD staff, which will include training, and will link to the involvement of staff in the Equality Scheme more broadly.

31. If, as a result of this new approach, the college finds that an existing or proposed CCAD policy is likely to have an adverse impact on its ability to uphold equality on the basis of race, disability, gender, sexual orientation, age, or religion or belief, or gender reassignment then CCAD staff responsible for the policy will consider the following:

- a) How the college can best meet its duties under the legislation.
- b) Alternatives that could meet the policy objectives without the adverse impact.
- c) Whether the adverse impact is unavoidable, and whether it can be justified in relation to the aims and importance of the policy. If the policy was adapted, could that compensate for any adverse effects?
- d) Taking measures that would help to reduce the predicted adverse impact.
- e) Where a significant change to a policy is required to avoid adverse impact on equality, whether to undertake a further consultation.

32. For existing policies, the college will also:

- a) Examine any relevant and appropriate data (both quantitative and qualitative).
- b) Generate relevant and appropriate data where they are not currently available, where feasible.
- c) If it is determined that the policy is likely to have an adverse impact on equality on the basis of race, disability or gender, the college will apply the principles set out in paragraph 31 above.
- d) Secure independent assessment of the impact of outcomes where necessary.

**CLEVELAND COLLEGE OF ART AND DESIGN****Annex A - Race Equality Policy**

Author: Catherine Clennett, Personnel Manager  
Latest version approved by Governors: February 2005

**1. *Commitment***

- 1.1. The College celebrates and values the diversity brought to its workforce by individuals, and believes that the College will benefit from engaging staff from a variety of racial, ethnic and national backgrounds, thus allowing it to meet the needs of a diverse student population within a multi-cultural society. The College will treat all employees and students with respect and dignity, and seek to provide a positive working and learning environment free from racial discrimination, harassment or victimisation.
- 1.2. The College will seek not only to eliminate discrimination, but also to create a working and learning environment based on positive relations between members of different racial groups. To this end, the College undertakes to provide training and support for staff, to consult with under represented racial groups about their experience of the working environment, and to provide diverse images in any material which it produces for learners and staff. The aim is to create a positive inclusive ethos where issues of racism, stereotyping and discrimination can be discussed openly, with a shared commitment to challenging and preventing racism and discrimination, to respecting diversity and difference, and to encouraging good relations between people of different groups.
- 1.3. The College will work towards the elimination of racism whether overt or covert, and will seek to ensure that individuals and communities have equal access to learning programmes and facilities.

**2. *Definitions and scope***

- 2.1. Both institutional and individual racism “can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantages ethnic minority people”.  
(Macpherson).
- 2.2. The College recognises that institutional racism can exist, and that no organisation is immune to it.
- 2.3. This Policy is applicable to both College staff and student matters.

### **3. *Our statutory duties***

- 3.1. Under the Race Relations Act 1976 (as amended by the Race Relations (Amendment) Act 2000), the College has a general duty to have due regard to the need to:
- Eliminate unlawful race discrimination
  - Promote equality of opportunity
  - Promote good relations between people from different racial groups.
- 3.2. It also has a specific duty to:
- Prepare and maintain a written race equality policy
  - Assess the impact of its policies on students and staff from different racial groups
  - Monitor the admission and progress of students and the recruitment and career progress of staff by racial groups
  - Set out the College's arrangements for publishing the results of assessments and monitoring
  - Where reasonably practicable publish annually the results of assessments and monitoring.

### **4. *Meeting our duties***

- 4.1. We will seek to ensure that:
- Governors, staff, learners and their sponsors (including work placement providers) are aware of our racial equality policy and the action needed for its implementation.
  - Staff, learners and their sponsors (including work placement providers) are aware of the value placed upon equal opportunity and that action will be taken in the event of any breach of the policy.
  - Governors and staff have access to comprehensive information, which assists them to plan, implement and monitor actions to carry out their responsibilities under the policy.
- 4.2. We will also ensure the College's publicity materials present appropriate and positive messages about minority racial groups.

### **5. *Monitoring our progress***

- 5.1. The monitoring process will be used to ensure that under represented racial groups are treated equally in terms of promotion, staff development, grading etc.
- 5.2. To inform the setting of targets and the measurement of our progress in achieving them, we will collect and analyse the following information by racial group origin:
- 5.3. For learners:
- Racial group profiles of learners
  - Applications, success and failure rates for admission to programmes

- Retention rates
- Achievement rates
- Work placements including success rates, satisfaction levels and job offers
- Complaints by learners or their sponsors

5.4. For employees:

- Racial group profiles of employees by grade/salary scales and type of work
- Job application rates
- Selection success rates
- Type of contract (permanent, temporary)
- Training / staff development
- Promotion application and success rates
- Disciplinary / capability proceedings
- Grievances
- Exit surveys.

## 6. ***Positive action***

6.1. In specific circumstances, the Act allows positive action as a way of overcoming racial inequality.

6.2. Positive action allows organisations to:

- Provide facilities or services (in training, education or welfare) to meet the special needs of people from particular racial groups (section 35 of the Act);
- Target job training at particular racial groups that are under-represented in a particular area of work (sections 37 and 38 of the Act);
- Encourage applications from racial groups that are under-represented in particular work areas (see section 38 of the Act).

6.3. The College undertakes, once the results of monitoring are available, to consider targets to reduce any disadvantage suffered by ethnic minority employees and learners. If monitoring reveals that specific racial minority groups are disadvantaged, some targets may relate to those specific groups. The targets will be published annually in an Action Plan.

6.4. Positive action strategies are intended to be temporary measures only. They must be kept under regular review and can not be used once the special needs have been met or if the under-representation no longer exists. The College will ensure that when using positive action as a strategy, it falls within the law.

## 7. ***Division of responsibilities***

### 7.1. **Governors**

Governors are responsible for ensuring that:

- The membership of the Corporation reflects the diversity of the communities served by the College;
- The College's strategic plan includes a commitment to race equality
- Equalities training features as part of the College's strategic plan;
- They are aware of the Corporation's statutory responsibilities in relation to race legislation as an employer and service provider;
- They receive and respond to the racial group monitoring information on learners and staff.

## **7.2. Managers**

Managers are responsible for ensuring that (where applicable):

- The College Principal / Chief Executive and Senior Management Team are responsible for taking the lead in creating a positive, inclusive ethos that challenges racist or inappropriate behaviour on the part of the managers, staff or learners;
- They are aware of the College's statutory duties in relation to race legislation;
- All aspects of College policy and activity are sensitive to racial issues; ethnic minorities
- Racial group monitoring information is collected and analysed.
- Targets are set for the recruitment, retention and achievement of learners based upon the analysis of the racial group monitoring information
- The procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities;
- Targets are set on the recruitment and promotion of staff based on the analysis of racial group monitoring;
- The College's publicity materials present appropriate and positive messages about minority racial groups;
- Learner induction programmes and tutorial programmes reflect the College's commitment to promote equality of opportunity;
- Appropriate training and development is available to support the appreciation and understanding of diversity.

## **7.3. Staff**

Staff are responsible for ensuring that:

- They are aware of the College's statutory duties in relation to race legislation;
- Their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of cultural diversity;
- They challenge inappropriate behaviour by learners, work placement providers, outside contractors or other members of staff;
- The College and each of its individual staff confront racism, whether witting or unwitting, whenever it occurs;
- They keep up to date with the law on race relations, and taking up training and learning opportunities.

## **8. *Publicising our policy and progress***

- 8.1. **To the public** (including learners, work placement providers and staff):
- Our commitment to racial equality will be highlighted in our prospectus and our strategic plan;
  - A summary of the results of our monitoring information will be represented annually to the Corporation Board where confidentiality is not breached.
- 8.2. **To learners:**
- All learners will receive a summary of this policy. Copies of the policy will be on display in Learning Resource centres of the College.
  - The induction programme for learners will highlight the College's commitment to racial equality, the action to be taken by learners who suffer discrimination and the action to be taken against such perpetrators of discrimination;
- 8.3. **To staff:**
- All staff will receive a full copy of the policy as part of the staff Induction Day;
  - The induction day will also highlight the College's commitment to racial equality, action to be taken by staff who suffer discrimination and the action to be taken against any perpetrators of such discrimination;
  - Any published information will have due regard for individual confidentiality.

## **9. *Complaints***

- 9.1. The College will seek to provide a supportive environment for those who make claims of discrimination or harassment.
- 9.2. Acts of racial discrimination (direct or indirect), harassment, victimisation or abuse will be treated as a serious disciplinary offence.
- 9.3. Staff/students who feel they are being discriminated against on racial grounds by other members of staff/students should raise the matter under the relevant Grievance / Harassment Procedure, which will, if the accusation is upheld, be treated as a serious disciplinary offence.
- 9.4. If, in the course of their work, College staff suffer racial discrimination from members of the public, the College will take appropriate action and provide appropriate support.

## **10. *Review and consultation***

- 10.1. The Equality & Diversity Committee will review this policy on a regular basis in accordance with legislative developments and the need for good practice.

10.2. As part of the review the Committee will seek and take into account the views of stakeholders including: learners, the local consultation arrangements within the College, and appropriate equality bodies (e.g. CRE).

## **11. *General***

11.1. This policy should not be read in isolation, but cross-referenced with all relevant College employment and student policies.

**CLEVELAND COLLEGE OF ART AND DESIGN****Annex B - Disability Equality Scheme**

Author: Nigel Clifton, Director of Quality

Approved by Governors: December 2006

***Part 1. Introduction***

The following scheme and Action Plan builds on the good practice in the College and seeks, with cooperation from users and external agencies, to ensure, standards and compliance in accordance with the Disability Equality Duty legislative guidance.

**Students - Strengths**

The College has a robust system for encouraging students to disclose their Disability or Learning Difficulties and effectively supporting their individual needs.

The College is SENDA compliant on its two main sites. The future of the third site is under review, but is appropriate for the disability needs of current students.

Students with Disabilities and Learning Difficulties are retained and succeed at the same levels as non-disabled students.

Course publicity encourages application from disabled students and the Admissions process makes it easy to apply.

Student support staff, when required attend Further Education interviews alongside Academic staff to ensure that the needs of disabled students are fully recognised and in order to put in place the support for their particular needs. The College will arrange further meetings if a learner, their parents or carers request it, or if the College needs to clarify issues or carry out a 'Risk Assessment', which is carried out by a member of the Estates Department. During induction all students are screened to assess if they have any identified learning difficulties, such as Dyslexia, Dyspraxia and Scotopic Sensitivity. Where concerns are identified, further testing is carried out by trained support staff and, if required, support is put in place. In addition, all students are assessed to identify their preferred learning style.

Where appropriate, the College will involve external agencies such the RNIB, The Sensory Awareness Unit (based at Stockton Riverside College), The Dyslexia Association, The University of Teesside – Assessment Centre, Social Services and Connexions, to ensure students are effectively supported.

As well as supporting disability through academic and support provision, the College also provides a counselling service, which in many ways is more important in that it gives disabled students the opportunity to discuss personal

and emotional issues that may arise from their condition in a confidential environment.

Within the teaching situation staff make sure that students receive individual support and encouragement that takes into account the needs of disabled students.

Student feedback is positive about the support given to disabled students. All students can raise issues and comment upon their experiences through a range of mechanisms that include questionnaires, student assemblies, and complaints and grievance procedures. In addition students are represented on Course & Programme Boards, the Equality & Diversity Committee and Corporation Board. The Principal also chairs a Student Consultative Committee, which can raise issues for discussion.

To date no dissatisfaction with the support given to disabled students has been registered through any of the above mechanisms.

All disabled students can, if they wish, attend one day or extended educational visits. Arrangements are made to provide a buddy system for disabled students and staff are made fully aware of any medication and support the student needs.

Special arrangements for assessment and exams are available for Further Education students who are assessed as needing it.

#### Identifying students with a disability

Disclosure paperwork and follow up systems are in place to ensure students are picked up and offered the opportunity to declare a disability at various stages following application. All students are asked to declare any disabilities, health conditions or learning difficulties at application, interview, enrolment, induction and in one to one meetings with a student support adviser once the student has started.

All students who disclose are offered a needs assessment to discuss the impact of their condition and any support / action required from the College. This can involve further screening for dyslexia, risk assessment from Health and Safety, discussion with course teams on appropriate formats for assignment briefs or supporting notes .

All students are screened at Induction for indications of dyslexia and scotopic sensitivity as well as preferred learning styles. This enables Additional Support Staff to prioritise further screening for students who appear in greatest need of support.

#### Provision of support

All FE students are allocated a Student Support Adviser who is responsible for all non-academic issues. This includes the identification and recording of

any declaration of disability, conducting a needs assessment and sharing the information with relevant staff.

There is also a nominated contact Student Support Adviser for HE students.

CCAD Learning Resource Centres (LRCs) have a range of assistive technology available for use by students with a disability or learning difficulty.

CCAD waives the limit on the number of sickness episodes to maintain entitlement to weekly EMA / ALG payments for Further Education students with an identified disability, so long as the sickness is related to the students disclosed disability. Thus CCAD ensures students with a disability are not disadvantaged financially because of their condition.

CCAD employs 3FTE staff as Additional Support Lecturers to provide additional one to one tuition to students with a specific learning difficulty, taking them through phonic reading programmes, assisting with annotation and written work etc. Where appropriate to the needs of the disabled student one to one support is also available for 'skills for life' (Key & Basic skills) studies.

CCAD has worked closely with the local assessment centre to provide an effective service for HE students requiring educational psychological assessment and/or formal needs assessment. CCAD has documented the process in a new guidance document for students so they are aware of the possible points of delay in what can be a lengthy process. This is being used as an item of good practice by the assessment centre.

CCAD provides one to one dyslexia support to HE students before a DSA is approved, so students do not have to struggle without support until their DSA is approved (which can take up to a year).

#### Eliminate disability related harassment

Under Every Child Matters, consultation took place with students on a draft bullying and harassment policy, which includes harassment because of a disability. Group sessions continue to be offered to students on this matter by the Student Counsellor. Feedback from the sessions tends to be positive.

CCAD employs a qualified counsellor to help students deal with any issue, including any matters arising because of a disability.

#### **Staff Strengths**

People with a disability are identified throughout the employment process and support put in place.

CCAD holds the employment service 'positive about disabled people' symbol.

CCAD asks applicants to identify any disability as part of the application process. This information is not available to the selection panel but personnel

staff ensure that any applicant who declares a disability and meets the minimum specification for a vacancy are offered an interview.

In the past, application forms have meant it was often difficult to determine whether an applicant did meet all of the essential criteria for the post. Individually adapted application forms were piloted at the end of 05/06 and are now being used for all posts. This should have a positive impact on the number of applicants with a disability being automatically selected for interview.

In the invitation to interview letter applicants are asked if they require any special arrangements because of a disability – applicants have been offered ground floor interview rooms, additional time or larger font size for written tests etc.

At appointment all new staff are required to complete a medical questionnaire or have an appointment with Occupational Health so the College is fully informed of any conditions that might not previously have been declared (sometimes applicants do not know their health condition might be considered a disability).

A declaration form is also completed either confirming their disability or that the employee will inform personnel should they ever develop a condition that might be deemed a disability whilst employed by CCAD. This is to enable appropriate support to be put in place.

Employees developing conditions during their employment have been offered altered working patterns, amended roles, time off to attend rehabilitation with their role being held open for them on their return and adaptive equipment. The employment service 'Access to Work' scheme has been used for assessment and funding for equipment.

Support is offered throughout long term sickness via supportive meetings with Personnel staff to check progress and facilitate return to work by arranging appropriate support, which can include confidential counselling with Occupational Health to support the transition back to work.

Where all other options have been exhausted or are inappropriate to the individual, CCAD fully supports staff through an application for ill health retirement via the appropriate pension scheme. This involves explaining the process to the employee and paying for all medical reports required.

### **Student – Issues to be addressed**

At the beginning of the year, there can be a mismatch between who the support services are helping and who is recorded as disabled in the MIS system. There is a need for these inconsistencies to be cleared up at an early stage to ensure no student is disadvantaged and that the data for the College is correct to enable meaningful tracking.

In exceptional circumstances, one to one support can sometimes be delayed if a student misses Induction or course teams do not identify that an individual student is struggling with course work. The College will seek to ensure that such occurrences are minimised, to ensure disabilities are recognised as early as possible and appropriate support put in place.

### **Staff - Issues to be addressed**

Alongside the annual statistics on the proportion of staff employed who have a disability compiled for Governors, the College needs to identify any common issues that need to be included in the Action Plan. At the moment actions continue to be undertaken in response to individual need.

### **Staff and Student profile in relationship to impairments**

The College keeps detailed record of the impairments of both staff and students. The following information relates to current student and staff numbers in the academic year 2005-06

#### Students

Level 1 - of the 14 students enrolled 6 (43%) have a learning difficulty and 3 (14%) have a disability. 2 have both a disability and learning difficulty.

Level 2 - of the 69 students enrolled 14 (20%) have a learning difficulty and 13 (19%) have a disability. 5 have both a disability and learning difficulty.

Level 3 – of the 524 students enrolled 75 (14%) have a learning difficulty and 66 (13%) have a disability. 26 have both a learning difficulty and a disability.

Higher Education – of the 408 students enrolled 41 (10%) have a learning difficulty and 18 (4%) have a disability. 9 students have both a learning difficulty and disability.

Part-time NCFE – of the 136 students enrolled on NCFE courses 22 (16%) have learning difficulties and 8 (6%) have a disability. 4 students have both a learning difficulty and disability.

The major learning difficulty is dyslexia – 12% of all full - time students. Other difficulties include dyspraxia, dyscalculia, scotopic sensitivity, Attention Deficit Disorder, Semantic Pragmatic Disorder.

Disabilities include:- Disability affecting mobility, emotional /behavioural difficulties, hearing impairment, Aspergers syndrome , ME, Epilepsy, asthma, diabetes, mental health issues, visual impairment, Arthritis, Blackouts, brain tumour, depression, heart condition, immune deficiency.

#### Staff

Currently the number of staff who meet the definition of disabled as described in the DDA4 is 20, which represents 9.95% of staff. The highest percentage is

among Senior Managers at 22.22% the lowest is 0% for caretakers and cleaners. Of teaching staff 7(14.89%) are designated as disabled.

In terms of the range of conditions, these are as follows:-

Asthma	Prolapsed disc in spine	Diabetes (8)
Heart disease	Tinnitus	Glaucoma
Dyslexia (2)	Ankylosing Spondylitis	Depression (2)
Parkinsons Disease	Fibromyalgia	Reflect Sympathetic Dystropy

### Students

Currently the College is supporting 266 (23%) students who have declared or been identified as having a disability and/or learning difficulty as defined under the Act. The biggest single area requiring support is Dyslexia, which has a dedicated team who screen students, carry out additional testing and provide one to one support on this issue. Screening is carried out on all FE full-time students and for HE and part-time students on request. The following grids illustrate the range of disability/learning difficulty issues and the number by NVQ level.

### Learning Disability

NVQ Level	Number supported	% of enrolled number
Level 1	6	43%
Level 2	14	20%
Level 3	75	14%
HE	41	10%
Part-time	22	16%

### Disability

NVQ Level	Number supported	% of enrolled number
Level 1	3	21%
Level 2	13	19%
Level 3	66	13%
HE	18	4%
Part-time	8	6%

## **The Context and Culture of the College**

The College has a history of supporting the individual regardless of their circumstances and background. This approach is evidenced by the retention and high grades achieved by students. Withdrawal rates are low and there is

no evidence that anyone leaves due to a lack of, or inappropriate, support. Disabled and students with Learning Difficulties achieve the same standards and progress to further study the same as non-disabled students. This personal approach also applies to staff where responses to disability are individual and designed for each circumstance as appropriate.

While for monitoring purposes student/staff disabilities have to be categorised (Medical Model), support is focused on the individual needs of each individual and their context (Social Model) and is delivered through a process of negotiation and mutual agreement. This personal approach is demonstrated throughout the whole College in the design of policies and practice

The nature of the College and concern for the whole person has created an environment in which both staff and students disclose their disability in the secure knowledge that they will be supported, that difference is respected and diversity celebrated. Further Education (FE) Course teams are encouraged to develop respect and celebrate diversity through creative design briefs, which raise student awareness to a range of equality and diversity issues, including disabilities.

This is also supported through a programme of enrichment delivered to students by Student Services under the 'Every Child Matters' programme.

### **The legal context in which this duty is introduced**

The current 'Disability and Equality Duty' is the present culmination of legislation and change arising out of the Disability Discrimination Act 1995.

DDA part 1 - gives the definitions of a disabled person

DDA part 2 – deals with discrimination in employment

DDA part 3 – deals with discrimination in the provision of goods and services

DDA part 4 – gave disabled learners and applicants new legal rights to education

The new duty to promote Disability Equality applies to education providers and other public sector bodies including the LSC, HEFCE, Ofsted and ALI, covers staff as well as students and significantly strengthens current DDA legislation. The new legislation builds on progress already made, but extends current requirements – to anticipate and respond to the individual needs of disabled people and to ensure that the policies, procedures, plans and practice of the College assure this.

Under the duty the College must become pro-active agents of change, taking a whole College approach so that disability equality is central to all that is done and is embedded across the whole organisation.

The new Duty requires the College to demonstrate due regard to:-

- Eliminating unlawful discrimination
- Eliminating disability related harassment
- Promoting equality of opportunity between disabled people and other people
- Taking steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life

In addition there are specific duties which apply to the College, which include:-

- The publication of this current scheme.
- To prepare and regularly review an Action Plan that sets out the steps to fulfil the new duties.
- To publish a reviewed/revised scheme every three years.

### **Involvement of disabled staff and students**

Although evidence exists of high level success for disabled students in accordance with the guiding principles of the DED guidance, the College has sought through student and staff questionnaires to gauge satisfaction and identify strengths and areas for improvement of these groups. About 40% of students and 25% of staff with disabilities replied. The feedback and issues raised were then followed up in subsequent meetings with staff and students.

Although the College's current 'Disability Statement meets the requirements of DDA part 4, the College is still in the process of establishing how this document will impact on other key College documents. It is clear that the implementation of the scheme will need to be recorded in the Three Year Development Plan, progress and outcomes commented on in the SAR and its implications and implementation considered in strategic planning. The SAR and Course Reviews already comment on the support and progress made by disabled students as compared with other students and how disability equality is developed in the courses and this will be extended to HE programmes for 2006-07 reviews. Data for these comparisons already exist in the College's data systems allowing for comparison across a number of years. The Action Plan will also note the need to align the Equality and Diversity Policy with the implications of this legislation.

Student Assemblies and Course Boards already include an agenda item dealing with equality and diversity and will continue as one vehicle through

which students can comment on Disability issues and compliance with the scheme.

## ***Part 2. – Disability equality vision, values and principles***

The College's Mission is:

'To provide specialist Further and Higher Education programmes in Art & Design and related areas as a centre for creative excellence.'

The prime driver and motivator as indicated in the above 'Mission Statement' is the pursuit of creative excellence. Implicit in the statement is that excellence is achieved by creating the right environment for each learner. This is one in which they can feel free to be themselves with out recrimination or harassment and are enabled to learn through the removal of barriers, such as disability, and that learning takes place in an environment that promotes awareness and tolerance towards others.

All staff and services of the College are committed to achieving the above. The College recognises the need to be explicit and consistent in describing and assuring the ways in which disabled users as defined in the Disability Discrimination Act (DDA) and the 'Disability Equality Duty' (DED) can be informed about, access and achieve at this College in a climate and environment that anticipates, recognises and supports the individuality of the learner including disability issues.

The College's Equality and Diversity Committee is charged with ensuring that all equality and diversity issues including Disabilities are properly noted, developed, and monitored in the College to ensure that these areas deliver the support needed in respect of the individuals whose profiles encompass the diversity covered by this committee. The Disability Steering Committee will have many common staff members and will report both to the Principal and the E & D Committee.

Data shows that in respect of students with Disabilities and or Learning Disabilities they are retained and achieve at levels commensurate with students with no disability. Feedback from inspections and student feedback support this.

The establishment of the scheme will serve to strengthen the College's commitment to maintaining and improving on existing good practice monitored by the Equality and Diversity Committee by ensuring, through the Action Plan, that all policies and practices clearly define for disabled students and staff what their rights are and how students will be supported to achieve and progress or for staff ensure that they are able to feel valued and able to do their job through appropriate support.

The College wishes to continue to grow and improve and we hope that through the recognition this scheme gives to supporting disabled students that we can build on our existing reputation for supporting the individual.

We also hope that the status of this legislation will provide the impetus for disabled students to become more forthcoming in expressing their views in order that we can have improved evidence for change and the continued development of support, if necessary, refocusing support on particular groups, an example of which is the current support for Dyslexia which is the single largest disability requiring support at this moment.

As expressed earlier, the College believes that, in terms of delivery, a social model as described in the recent LSC guidance on 'The Duty to Promote Disability Equality' produced by LSDA is more desirable than a purely medical model, which primarily deals with the naming of a disability.

The 'Medical Model' can lead to false assumptions being made about both symptoms and solutions. It is a good indicator of broad categories and is explicit in highlighting key physical and medical needs, but in order to provide focused and effective support, both the disabled student and the College need to consider the wider indicators encompassed in the 'Social Model of Disability'.

By using this model, both the disabled person and the College are not only cognisant of the disability but can consider issues such as access and support within the context of Colleges physical make up and resources, as well as the College's ethos and approaches to learners as enshrined in policies and practice. This approach allows for a full debate of the applicant or student's disability and needs and whether the College can adequately support the student to succeed and is the right choice for the student.

Building on the College's existing good practice the College believes that implementation of the Action Plan will over the next three years ensure that the College will, through its culture, policies and practices, ensure an environment which attracts disabled students and leads to security and success for both disabled students and staff. In addition all staff and students will be knowledgeable of, and sensitive to, the diversity of the College and the world at large and be engaged fully in promoting and monitoring through quality mechanisms, disability issues in the College and, where appropriate, the wider community.

### **Where we want to be in three years time**

As confirmed above the ethos of the College has always been to recognise and support individual needs to enable success and enjoyment, whether staff or student. The College's goal over the next three years is to build on this success, by ensuring through its Action Plan that all disabled people have confidence in the College as an institution that delivers high standards in delivery and success, for all applicants and particularly in respect of this Scheme – Disabled staff and learners. To achieve this we will have in place

effective policies, procedures, and practice that anticipate and recognise diversity and ensure that the individual needs of disabled people are recognised and supported in an appropriate manner from enquiry through to progression or moving on. The Action Plan will also detail how disabled people will be involved in maintaining and improving on standards, how disability awareness will continue to be developed and how any form of discrimination or harassment will be dealt with (though the College wishes to emphasise that such issues are currently non-existent in the College and that it believes that given the ethos of CCAD this will remain the case.)

The Action Plan will be regularly monitored with an annual report going to the Corporation Board. The whole scheme will, as required, be reviewed and amended at the end of the three years.

Details of the Colleges plans to achieve the above are contained in a separate Action Plan document that accompanies this scheme

### **Key Priorities**

The following key priorities are taken from the Action Plan and take into account the views of disabled staff and learners as expressed in questionnaires and discussions held so far:

#### Disabled Students

- Publicity – ensuring accessibility and information for disabled students
- Improved information on disabilities for staff
- Promoting Art and Design and the College as a positive route for disabled people
- Ensuring common standards of support and information across all courses
- Updating student questionnaires to reflect the opinions of disabled students

#### Disabled Staff

- To consider alternative formats of application form for prospective disabled staff
- To improve on the monitoring of disabled staff taking up training
- To update all staff on disability legislation on a more regular basis
- To ensure that disabled staff opinion is more regularly included in monitoring and evaluation

#### Institutional issues

- To continue with impact assessments on current and future policies

- Termly Health and Safety checks are to make specific reference to the safety and support of disabled students and staff
- To continue with the practice of involving disabled people in the development of refurbishment of site facilities

### ***Part 3 – Actively engaging with disabled people***

The College has a history of gathering information on student opinion. This includes a range of questionnaires, student assemblies and the involvement of student representatives on a range of College committees, including the Academic Board and Corporation Board.

Student Assembly and Course Board agendas have, for a number of years, asked for feedback on quality and diversity issues which include disability. However, this process did not systematically gather data on the support and promotion of disability within the institution, but rather isolated individual instances or success.

In preparation for the writing of this scheme, the College targeted both staff and student disabled learners with a questionnaire to gather specific information relating to their needs, satisfaction and promotion of disability within the institution.

#### Staff Questionnaire

25% of disabled staff responded, highlighting the need to focus on services for and the importance of consultation with disabled staff. There were few individual comments, however, two comments were felt to be important:

- The College is pro-active in informing staff of help available
- Line Managers clearly understand the specific limitations relating to a person's disability

#### Student Questionnaire

32% of disabled students responded, the single most prevalent disability is dyslexia and other related learning difficulties.

The majority (65%) rated the disclosure process as good or better, none rated it as poor.

In terms of provision for disabled students, the majority of students were satisfied with most aspects although certain comments regarding the Refectory and some toilets echoed the opinion of questionnaires applying to all students.

There were far more satisfied comments than dissatisfied. These generally commented on the attitude of staff within the institution in a range of support roles. Some of the following comments give a flavour of the positive views expressed by students:

- *Computer Rooms are easily accessible*
- *All the 2<sup>nd</sup> floor (Middlesbrough) are easily accessible and have wide, open corridors*
- *The level of support in Student Services is good*
- *Access, enrolment, general information and the Learning Support Centre are all really good*
- *Assistance with written work is very good*
- *Student Services tutors and staff are excellent and very understanding/giving me confidence*
- *Everyone (Academic and Support Staff) have been patient and supportive*
- *Tutors are always there for you and are willing to make changes to the programme of work to help you achieve the best you can*

Individual comments did, however, highlight some issues. One comment expressed concern with the layout and access to first floor provision at the Hartlepool site. This has, however, been addressed through the installation of a lift and new corridors linking the first floor towers.

One hearing impaired student commented on the difficulties encountered when the communicator did not attend. Tees Valley Colleges use a common provider for sensory support based in Riverside College, Stockton. Information about this service is available through the Student Services unit and this issue will, as normal, be addressed by them.

The time taken by some external agencies in processing Disabled Student Allowances was criticised specifically and some general comments about the delay in processing were received from Higher Education Students. Student Services are dealing with this as an ongoing issue.

Other than these three comments, all other negative comments related to general issues about the number and suitability of toilets. This should not be seen out of context as, in fact, both main sites have suitable disabled toilet provision which has been developed to meet specific disability and access needs. The College is addressing other facilities issues through its ongoing building development plans.

#### Marketing and information

68% of students felt that they had received sufficient information regarding disability support before they entered the College. However, some suggestions were made on how things could be improved. Information on Notice Boards, better publicity on disability within the College, specific information on disability in the form of a pack or on the website, better information on a one-to-one basis or focus group meetings where suggestions, if not specifically referenced, will be considered in the issues outlined in the Action Plan.

The disabled student questionnaire went on to ask learners to prioritise what they saw as the key areas on which the Disability Equality Scheme needs to concentrate. They saw the priorities as:-

Academic provision - including appropriateness of facilities and diversity in teaching and learning.

Staff development and training i.e. ensuring that staff are aware of the diversity of disability needs and appropriate support is in place.

IT support - as mentioned earlier, this is seen as a positive facility. The Learning Resource Centres and Student Services on both sites have a range of assistive technology which is available to students.

Services for Disabled Students - ensuring that individual disability needs are anticipated, assessed and supported in an appropriate manner.

As well as questionnaires, the College has already undertaken to meet with disabled students and valued the feedback it received. Due to timetabling problems, the College still has to meet with disabled staff as a group. However, the views of individual staff have been considered in forming the Action Plan.

At this point, the College has not deliberately sought the views of a diverse range of external groups, but has concentrated on feedback from its existing partners, such as the Sensory Unit (Riverside College), the Assessment Unit (University of Teesside) and Connexions. The College will seek in the Action Plan to widen its contacts and gain further views, but believes that the current scheme will be appropriate for the range of disabilities displayed by current and previous profiles.

#### How disabled people will be involved in implementing, monitoring and evaluating the scheme

As already mentioned, the College has a range of monitoring instruments but it recognises that these are not sufficiently specific to highlight disability feedback and, therefore, as part of its scheme will develop and implement the following mechanisms:-

- The College has established a steering group which will consist of the Director of Quality (Chair), Director of Personnel and Student Services, Director of Estates and/or Manager, 14-19 Curriculum Manager, HE Curriculum Manager, Marketing and Recruitment Manager, Learning Resource Centre Manager and 4 students (2 FE and 2 HE) representing a range of disabilities. This group will report directly to the Principal. This group will meet once per term or as required and will be responsible for producing the annual report on the Disability Equality Scheme.
- As stated in the Action Plan, student feedback questionnaires will be broadened to include specific analysis on disability.

- Staff will be required to ensure that Individual Learning Plans hold comprehensive information on the needs and support of disabled students so that student satisfaction with support can be discussed as part of the tutorial process.
- Disabled people will continue to be involved in the development of any new or refurbished sites. This proved particularly effective in meeting the current SENDA standards.
- Course Reviews will continue to reflect on the experience of disabled students but will be required to include direct evidence from disabled learners.
- The College will undertake to hold separate forums twice a year for a group of disabled staff and students to give them the opportunity to be informed about potential changes to the College and provision for disability and seek suggestions for the improvement of the service.

#### ***Part 4 – Leadership and Management***

The College is fully committed to the rights of disabled people and its importance is reflected within the structure of the Steering Group.

The responsibility for the development, implementation and maintenance of the Disability Equality Scheme is the Director of Quality who reports directly to the Principal. All senior members of staff have been made aware of their responsibilities in respect of the scheme and have been active in considering the six strands and providing evidence and ideas for inclusion in the Action Plan. As noted in the above, several senior managers will also be on the Steering Group.

Governors will be involved with the Disability Equality Scheme by receiving and approving the annual update. The Quality and Standards Committee, which is a sub-committee of the Corporation Board, which meets three times per year, will receive an update on progress of the plan, together with newly presenting issues at each meeting.

Staff Development has been, and will continue to be, provided for all staff to ensure that awareness of the importance of eliminating discrimination and the promotion of disability equality remains an important issue within the College.

The College has consistently provided training to staff dealing with disabled people in order for them to carry out their roles effectively and provide a context in which disabled people can, with appropriate support, achieve. This process will continue as normal to ensure that new practice and policies are effective in supporting their aspirations.

The Steering group and forum meetings will look at strategies to raise awareness of the DED and also consider ways to highlight the benefits of the scheme to all parties within the organisation, including benefit to the organisation as a whole. The Action Plan contains reference to those dissemination meetings which will occur post December 2006. In addition,

raising awareness of the DES and embedding disability equality within the College will be an important issue as well as the expansion of partnership working to include interested outside parties. These groups will also investigate ways in which to maintain a high priority on achieving disability equality and systems and processes to embed the process across the whole organisation.

As already mentioned, disability equality will be recognised within Course Reviews and the Self Assessment Report.

### ***Part 5 – Carrying out impact assessments***

As indicated in the Action Plan, the Director of Quality will take overall responsibility for the identification and prioritising of the policies, procedures, plans and practice as well as the timescales involved in putting these actions in place during the lifespan of the DES. Consultation has already taken place in the form of meetings with senior managers, the Disability Equality Group and students and their views have been represented within this report and the Action Plan.

The Steering Group and forum meetings will move this process forward by advising and being involved in the discussions leading to decision making activities and by ensuring that the points on the Action Plan are implemented and will monitor progress as required as well as seeking evidence that those responsible for the individual actions are taking the required action and that deadline dates can be achieved.

Evidence will be sought in the form of questionnaires and meetings to inform these groups of the impact of measures implemented on the embedding of disability equality across the whole organisation.

### ***Part 6 – Gathering Information***

The identifying of disabled students is carried out during the interview and enrolment processes through the disclosure process, with further information on assessment and support being provided by the Student Services Unit. This information is entered onto the College Records system by Student Records. These mechanisms are already in place within the College and these will continue to be used and developed to inform and support the process by ensuring that information and support provided regarding disabled learners is included within their Individual Learning Plans as mentioned in the Action Plan. Achievement data already includes age, gender and ethnicity and will be widened to include disabled learners.

The recruitment of disabled staff is encouraged within advertisements which display the 'positive about disabled people symbol' ("2 tick"). Staff Development is available to all staff regardless of disability and the Equality and Diversity Policy is given to all staff during induction. All staff are encouraged to disclose any disability or the development of such and

are made aware that the sickness absence procedure is very supportive in enabling them to continue their employment within the organisation.

The questionnaires sent out to both staff and students were mainly positive in their responses, but did highlight some issues which have been noted.

As indicated in the Action Plan, the College intends to further enhance this knowledge and data on information relating to its disabled learners. In addition, the College will seek to set its support and success of learners into local and national contexts through contact with external groups and the further use of national success databases.

Prime responsibility for the gathering of information will be with the Quality Unit, however, all staff will be expected to feedback through a range of quality mechanisms the impact of support and teaching and learning for institutional analysis. This will be ongoing process and as information gathering cycles are established will be included in the Quality Cycle for the College which will be available to staff through academic handbooks and the Intranet.

Disabled applicants will, as anticipated in the Action Plan, be able to access information on College facilities and success through the College's website.

The information gathered will feed into the College's Strategic Plan, Three Year Development Plan and Directorate Plans, all of which will be informed through the various Quality mechanisms and focus groups, which includes the DES Steering Group managed by the Quality Unit.

Each of these plans and directorates will be expected to demonstrate, through individual reviews, the College's Self Assessment Report and Annual Scheme Report that issues raised and the subsequent Action Plan are being progressed in an appropriate manner.

### ***Part 7 – Putting the Scheme into practice***

The Disability Equality Scheme will be published on the College's web site and Intranet. Individual copies will be available from the Student Services Unit, telephone 01642 298704 or the Quality Unit on 01642 298760.

The original DES will be annually updated and sent to the Corporation Board for its December meeting; interim report on progress will be sent to the Quality and Standards sub-committee of the Corporation Board. These reports will include progress against the Action Plan, the results of impact assessments and response to information gathered.

Annual reports will be available to staff, learners and other interested stakeholders by accessing the College's Intranet. Statistical data on student performance will be available to staff for review purposes through

the Quality Unit, who already have robust mechanisms for tracking student success.

External enquires regarding the College's compliance with the DED should be directed to the Director of Quality, Green Lane, Linthorpe, Middlesbrough, TS5 7RJ.

### ***Part 8 – Monitoring and Evaluation***

The responsibility for the progressing of the Scheme is the responsibility of the Director of Quality and the Quality Unit. The unit will be responsible for annual review and analysis and ensuring that outcomes are reported to the appropriate sections of the College and, where required, external agencies.

All of the processes will be contained within the College's annual Quality Cycle and particularly reflected in the Self Assessment Review.

**CLEVELAND COLLEGE OF ART & DESIGN****Annex C - Gender Equality Scheme**

Author: Nigel Clifton, Director of Quality

Approved by Governors: Remained draft from April 2007

***Introduction***

The following Gender Equality Scheme for Cleveland College of Art & Design (CCAD) has been written in response to the national 'Gender Equality Duty' (from this point onwards referred to as the 'Duty') which requires public bodies including Further and Higher education providers to publish a Gender Equality Scheme (from this point onwards referred to as the 'Scheme') by the 30<sup>th</sup> April 2007.

The Scheme developed by the College, whilst addressing the General and Specific duties as detailed under the Duty, has been designed to reflect the unique culture of CCAD and, what the College believes, is a wealth of good practice in respect of equality issues. As a small institution, in accordance with guidance in the Duty, the CCAD Scheme reflects the size and resources of the institution, with the Action Plan identifying clear and achievable targets that will build on the good practice identified under the consultation process.

***Specific Duties***

Under The Equality Act 2006 the College Scheme has sought to respond to the following specific duties:

- **To prepare and publish a gender equality scheme**, showing how it will meet its general and specific duties and setting out its gender equality objectives.
- **To gather and use information** on how the public authority's policies and practices affect gender equality in the workforce and in the delivery of services.
- **To consult stakeholders (i.e. employees, service users and others, including trade unions) and take account of relevant information** in order to determine its gender equality objectives.
- **To assess the impact of its current and proposed policies and practices** on gender equality.
- In formulating its overall objectives, **to consider the need to include objectives to address the causes of any gender pay gap.**

- **To implement the actions set out in its scheme** within three years, unless it is unreasonable or impracticable to do so.
- **To report** against the scheme every year and **review** the scheme at least every three years.

In preparing the scheme the College has reflected on the following aspects identified under Eliminating Unlawful Discrimination in the Duty.

These aspects are (as defined in the SDA):

- eliminating unlawful discrimination
- eliminating harassment
- promoting equality of opportunity between men and women
- direct and indirect discrimination against married persons and civil partners
- victimisation
- harassment and sexual harassment.

### ***Gathering and analysing data***

In order to assess current practice and arrive at appropriate actions in respect of the Duty the College has looked at its policies and data.

### **Policies**

The College has a range of policies covering all aspects of student and staff activity. Some policies, though not actually including detailed equality guidance, refer users to The Equality and Diversity Policy, which is a primary document for use by both staff and students. Other policies that are central to this scheme are:

- Student and Staff Grievance and Disciplinary policies
- Harassment policy
- Complaints policy & procedure
- Equal Opportunities policy
- Learner Support policy
- Admissions
- Student harassment & Bullying policy & procedure

In addition, the College's Race Equality Policy and Disability Equality scheme expand on specific equality issues and complement this scheme.

All policies are available to staff on the Colleges Intranet. Students are informed of relevant policies through Induction and a comprehensive network of academic and support staff.

The College has considered the 'impact assessment' of the above policies and will extend this as appropriate to other relevant policies as part of the action plan.

Generally the outcome of the 'impact assessment' shows that the College policies are anticipatory and suited for purpose. In practice the College has had no complaints lodged under any policy that has related to any aspect of equality or diversity.

## **Data**

The College has for many years carried out extensive data analysis on the profile and performance of its learners at all levels. The Colleges current profile and outcomes confirm the following:

## **Students**

### Further Education

Level one - attracts more males than females, however this tends to reflect the under achievement of young males in secondary education rather than a gender issue. Achievement of both sexes is 100%. High grades are similar for both sexes and above the national benchmark. Retention for both sexes is good.

Level two - positive action on the part of the College addressed the imbalance on the full-time FE course at level two. 2005/06 saw an improved application from males, which has largely continued. Achievement of both sexes is 100%. High grades are similar for both sexes and above the national benchmark. Retention for both sexes is good.

Level three - Gender balance across the combined National Diplomas has improved with the 2006-07 in take. However there remains an imbalance in certain programmes. ND Fashion has significantly larger numbers of female students, conversely ND Multimedia have more males. In neither case can the reason for this be attributed to a gender issue in the College. Marketing and management of the course is positive in promoting the course as routes to success for both sexes. By and large, the imbalance appears to be due to cultural bias, which promotes certain stereotyped images regarding participants in these subjects. The College does all it can to demystify these subjects and promote positive role models to address these imbalances. Proof of this can be seen in the ND Graphics and 3D, both which have improved the number of females taking up these subjects and succeeding at the same levels as males. Steady improvements in gender balance are also occurring within ND Fine Art. Overall the College is satisfied that through its publicity, open days and contact with schools that it is positively addressing stereotyping and opening up choice to both sexes.

### Higher Education

At HE, the breakdown of male/ female ratios, to some extent, echo FE with certain courses, such as BA (Hons) Textiles, having mainly female students. Again, this not untypical of such courses nationally and reflects cultural assumptions. However, the College does all it can through its marketing to dispel such assumptions and certainly within all courses, equality of experience is of vital importance.

### **Complaints**

As stated earlier the College has policies and procedures to deal with student/ staff complaints, grievance and harassment. Analysis of data for this Scheme is not applicable as no issue raised under these mechanisms have made reference to gender issues. However, where these mechanisms have been used in respect of other issues they have worked leading to a clearly evidenced conclusion.

### **Review**

The College has robust mechanisms for both staff review and monitoring student progress and satisfaction. Again, to date, these mechanisms have not raised any gender issues and, in the case of students, Ofsted confirm the robustness of the College's quality systems that include the opportunity for students to express concerns or raise issues in a variety of formats and forums.

As well as annual reviews and the above mentioned policies and procedures, all staff have access to line managers and appropriate support mechanisms to raise concerns. Comments in the Annual Course reviews reflect favourably on the ease of access to, and effectiveness of, line managers.

The success of the College relies on a culture in which all stakeholders are valued and are confident in raising issues.

The summation of this data analysis is that while the College will continue through its contact with Schools and the wider public to correct assumptions about specific areas of art & design, internally (supported by the views of Ofsted) the College has the culture and robust systems to meet the requirement of the Duty.

### ***Consultation with stakeholders***

In addition to the above analysis, the College has undertaken a questionnaire with staff and consulted with Unions. The results of the questionnaire confirm that the staff consider the College to have policies and systems in place to support the requirements of the Duty. The survey confirmed the findings of the Annual Course reviews which highlight the effectiveness of line managers in dealing with issues. The College will, however, continue to monitor and review

such policies to ensure that this remains the view of the staff. The results of the staff questionnaire are attached as an appendix.

### ***Meeting the gender equality duty in employment***

Aspects relating to employment issues are under consideration by the College at the present time and an expanded statement of this area will be published at a later date.

### ***The Gender equality duty for equal pay***

The College is not aware of any issues relating to equal pay, however, this area is part of the employment issues currently under consideration and will be dealt with at the same time.

### ***Gender Equality Objectives***

#### **Harassment**

The College holds the view that every member of staff and student has a right to work or study without fear of harassment or victimisation. For details of handling harassment claims, see the Harassment Policy.

The College will continue to review the policy to ensure its effectiveness and monitor the number of complaints received and their outcomes.

#### **Discrimination**

The Equality and Diversity policy clearly states that all forms of prejudice and discrimination are unacceptable and the Race Equality Policy (a separate section to address the RRA 2000) seeks to promote a positive working and learning environment for all employees and students and follows positive action measures to rectify any disadvantages in employment or services.

The Equality and Diversity Committee (a sub-committee of the Academic Board) oversees all aspects of the policy within the College.

#### **Promotion of Gender Equality**

The College will continue to monitor any imbalance of gender across its programmes and will also continue to address stereotyping through various avenues in a positive manner.

**Actions from Scheme from which a formal action plan is to be developed**

Senior management support through Equality and Diversity Committee

Placing Gender Equality Scheme under the 'umbrella' of Equality and Diversity Policy

Continuation of monitoring of gender data of both staff and students

Report against the scheme on an annual basis and review the scheme every 3 years

Assess the impact of any new policies or procedures on gender equality

Staff development to inform staff of the scheme

Ensure that data collected is used to inform both SAR and strategic planning

## Annex D - Equality Action Plan for Cleveland College of Art and Design

Responsibility for reviewing and updating the action plan lies with the Equality and Diversity Committee – last updated October 2009

Action Number	Race	Gender	Disability	Age	Rel/belief	Sex Orientation	Gender reassign	Action	Timescale	Lead Person	Requires input from	Progress to date
A								<b>Starting the process</b>				
A1	√	√	√	√	√	√	√	Seek approval for new single equality policy (SEP) from Equality and Diversity Committee (EDC), trade union representatives and Governors	By Easter break 2009	Director of Personnel	EDC, TUs, Governors	Policy approved July 2009
A2	√	√	√					Write initial action plan incorporating the current disability action plan and including race and gender targets and seek approval from EDC	By Easter break 2009	Director of Personnel	EDC	Included within Policy approved July 2009
A4	√	√	√	√	√	√	√	Publish agreed SEP on website, intranet and VLE	By Easter 2009	Director of Personnel	-	Published
A5	√	√	√	√	√	√	√	Agree format for Equality and Diversity Impact Assessments (IAs) looking at sector good practice, frameworks and advice from appropriate bodies (as above).	By Easter 2009	Student Support Manager	EDC	Format agreed by Principal, Student Support Manager and Director of Personnel & Student Support, April 2009
A6	√	√	√	√	√	√	√	Agree priorities and timetable for Equality and Diversity Impact Assessments (IAs) taking into account existing sector good practice.	By Easter	Student Support Manager	EDC	Existing written policies and procedures given first priority by group above, April 2009
A7	√	√	√					Review individual policies / schemes (race, disability and gender) that underpin the SEP in consultation with relevant employee and student groups, seek advice, good practice and existing frameworks from appropriate bodies e.g. Commission for Equality and Human Rights (CEHR), HEFCE, LSC and seek approval from EDC and Governors	By December 2009	Director of Personnel	EDC, Governors	
A8	√	√	√	√	√	√	√	Arrange training for staff on SEP and conducting IAs	By July 2009	Director of Personnel	Student Support Manager	General Equality in the Classroom training delivered June 09. How to conduct screening for IAs discussed at October meeting of EDC.

Action Number	Race	Gender	Disability	Age	Rel/belief	Sex Orientation	Gender reassign	Action	Timescale	Lead Person	Requires input from	Progress to date
A9	√	√	√	√	√	√	√	Compile currently available statistics for all categories of minority group at all stages of the learning experience from initial enquiry to progression (including course selection, attendance, retention and achievement) and develop an action plan to address gaps in information collection, and to redress any imbalances. Report to Governors.	July 2010	Director of Personnel	Quality Manager, Marketing Manager, Student Admin Manager	
A10	√	√	√	√	√	√	√	Compile currently available statistics for all categories of minority group at all stages of the employment experience from initial enquiry to termination of employment (including appointment, training and promotion) and develop an action plan to address gaps in information collection, and to redress any imbalances. Report to Governors.	July 2010	Director of Personnel		
B								<b>STAFF &amp; STUDENTS - Access</b>				
B1			√					All Reception areas (Including the LRCs) have, under SENDA compliance, been made user friendly, with lowered sections for wheel chair users. Review annually whether further adjustments are required	December 2009	Facilities Manager	Director of Estates	
B2	√	√	√	√	√	√	√	Ensure premises and facilities meet the needs of each equality group wherever possible – review annually	December 2009	Facilities Manager	Director of Estates	
C								<b>STUDENTS</b>				
C1	√	√	√	√	√	√	√	Annually review disciplinary, grievance, complaints and harassment procedures to ensure sufficient reference to equality groups – that harassment or bullying on these grounds is unacceptable	December 2009	Quality Manager	Students	
D								<b>Publicity</b>				
D1	√	√	√	√	√	√	√	Ensure all publicity material is accessible to all groups. Review annually.	Summer 2009	Marketing Manager		Reviewed.
D2			√					Ensure all prospectus' include a statement on accessibility, the opposition of unfair discrimination, and are disabled 'friendly'	March 2009	Marketing Manager		Achieved.

Action Number	Race	Gender	Disability	Age	Rel/belief	Sex Orientation	Gender reassign	Action	Timescale	Lead Person	Requires input from	Progress to date
D3			√					Ensure the new website includes a link to the up to date disability statement and review annually with each update to the statement.	March 2009	Director of Personnel	IT	Achieved February 2009
D4			√					Ensure the new website is easy to navigate and includes clear information on the support for disabled students.	March 2009	Director of Marketing	IT / Director of Personnel	New site launched February 2009.
D5			√					Ensure the new website includes sufficient and up to date links to sites dealing with issues and groups pertinent to disabled students.	March 2009	Director of Personnel		Achieved March 2009
D6	√	√	√	√	√	√	√	Ensure all information and links on the website are up to date.		Director of Marketing		
E								<b>Admissions</b>				
E1			√					Ensure applicants are encouraged to disclose disabilities or learning difficulties at an early stage so the college can support their needs.	Summer 2009	Student Support Manager	Academic staff, Student Support team	Disclosure process revised for interviews for 09/10 entry. Shared with FE course Leaders and HE programme leaders
E2			√					Improve knowledge of academic staff on various prevalent conditions and the support they and the support team can provide.	Summer 2009	Student Support Manager	Academic staff	Aspergers leaflet available. Information on dyslexia needs updating. Information on other conditions needs developing.
E3			√					Ensure risk assessments are carried out on students where required and annually review the process for this.	Summer 2009	Facilities Manager	Student Support Manager	These are carried out as required.
E4			√					Examine ways to speed up the process of needs assessment for HE students	Summer 2009	Student Support Manager		Needs assessment for DSA now carried out in house. Further review required.
F								<b>Enrolment</b>				
F1			√					Review arrangements for disabled access to enrolment process annually	Summer 2009	Student Admin Manager	Marketing Manager, Facilities Manager	Achieved during enrolment meetings.
G								<b>Induction</b>				

Action Number	Race	Gender	Disability	Age	Rel/belief	Sex Orientation	Gender reassign	Action	Timescale	Lead Person	Requires input from	Progress to date
G1	√	√	√	√	√	√	√	Ensure all students are alerted to the SEP, its ethos and its impact on other related procedures	September 2009	Student Support Manager	Student Support Advisers	Equality and Diversity ethos covered during induction September 2009
H								<b>During Study</b>				
H1	√	√	√	√	√	√	√	Ensure all schemes of work include reference to and where possible exploration of equality issues	Ongoing	Curriculum Managers	Academic staff	
H2			√					Ensure all support provided to a student is entered on ILPs for FE students	October 2008	Student Support Manager		New paperwork systems implemented for additional support to allow easier inclusion in ILPs October 2008. Reviewed Easter 2009. Further review required for new electronic ILP.
H3	√	√	√	√	√	√	√	Ensure needs of minority groups are taken account of when planning enrichment activities such as trips – ensuring inclusiveness wherever possible	Ongoing	Curriculum Managers	Academic staff	
I								<b>Progression</b>				
I1	√	√	√	√	√	√	√	Raise aspirations of minority groups by using examples of success from each minority group in poster campaigns, VLE, Green Lane reception video	Easter 2009	Student Support Manager	LRC Manager, IT	
J								<b>STAFF</b>				
J1	√	√	√	√	√	√	√	Annually review disciplinary, grievance and harassment procedures to ensure sufficient reference to equality groups – that harassment or bullying on these grounds is unacceptable	December 2009	Director of Personnel	TUs	
K								<b>Recruitment</b>				
K1			√					Annual review of employment service positive about disabled people symbol ('two tick') – ensure college meets standards	Ongoing	Director of Personnel		

Action Number	Race	Gender	Disability	Age	Rel/belief	Sex Orientation	Gender reassign	Action	Timescale	Lead Person	Requires input from	Progress to date
K2	√	√	√	√	√	√	√	Ensure job adverts appear in publications and with organisations where minority groups can see them and are encouraged to apply. Ensure no bias in adverts.	Ongoing	Director of Personnel		Appropriate equality website found and used briefly. However, price rises meant it no longer presented value for money
K3			√					Ensure alternative means of application are available and advertised on college website and in application packs. Improve application forms to enable on line completion.	July 2010	Director of Personnel	IT	Alternative means of application is advertised on the website and in application pack from March 2009
K4			√					Ensure short-listed applicants are offered appropriate arrangements e.g. accessible interview room, additional time for written tests	Ongoing	Director of Personnel		
K5			√					Ensure staff are asked at appointment, and throughout their employment whether they have a health issue that could be considered a disability so the college can assess any required adjustments	Ongoing	Director of Personnel		
L								Induction				
L1	√	√	√	√	√	√	√	Ensure staff are made aware of the SEP and other relevant policies and procedures e.g. the supportive nature of sickness absence procedure	Ongoing	Director of Personnel		Equality issues raised at staff induction from September 2008
M								Training				
M1	√		√		√	√	√	Provide training and information on disability awareness and conditions prevalent in students, on cultural awareness to raise awareness of issues of race, religion and belief, and where appropriate on sexual orientation and gender reassignment	July 2010	Director of Personnel	Student Support Manager	Training offered to all academic staff on equality in the classroom June 2009.

## Annex E - Table Summarising Legislative Responsibilities

Legislative responsibility	Race	Disability	Gender	Age*	Religion / Belief*	Sexual orientation*	Gender reassign- ment
Eliminate unlawful discrimination	Y	Y	Y	Y	Y	Y	
Eliminate unlawful harassment			Y	Y		Y	
Eliminate harassment based on minority status		Y		Y		Y	
Promote positive attitudes towards minority groups		Y					
Promote good relations between people of different races	Y						
Promote equality of opportunity between the minority group and 'mainstream' others	Y	Y	Y				
Have a written equality policy, demonstrating how the college will meet its general and specific responsibilities, identifying goals and actions	Y	Y	Y				
Consult minority groups in the development of the written equality policy		Y	Y				
Include in the scheme a statement of: <ul style="list-style-type: none"> <li>e) the way in which minority groups have been involved in the development of the scheme</li> <li>f) the method for impact assessment</li> <li>g) the steps which will be taken towards fulfilling the general duty (the 'action plan')</li> <li>h) the arrangements for gathering information in relation to employment, and, where appropriate, the delivery of education</li> <li>i) the arrangements for using the information gathered, in particular in reviewing the effectiveness of the action plan and in preparing subsequent Equality Schemes</li> </ul>		Y					
Assess the impact of <b>policies</b> on the 'educational opportunities' available to and the achievements of <b>students</b> from minority groups, incl transsexual students	Y	Y	Y				
Assess the impact of <b>practices</b> on the 'educational opportunities' available to and the achievements of <b>students</b> from minority groups, incl transsexual students		Y	Y				

Legislative responsibility	Race	Disability	Gender	Age*	Religion / Belief*	Sexual orientation*	Gender reassign- ment
Monitor the admission and progress of students and the recruitment and career progress of staff by minority groups	Y						
Assess the impact of <b>policies</b> on <b>staff</b> from minority groups	Y						
Undertake specific information-gathering on the effect of an organisation's policies and practices on the recruitment, development and retention of employees from minority groups		Y					
Conduct and publish minority group impact assessments, consulting appropriate stakeholders, covering all major proposed developments in employment, policy and services.			Y				
Develop and publish an arrangement for identifying developments that justify conducting a formal minority group impact assessment.			Y				
Set out the College's arrangements for publishing the results of assessments and monitoring	Y						
Monitor progress (the results of assessment and monitoring, or the steps taken, results of information gathering and the use to which the college has put the information) and publish annual reports on progress.	Y <sup>1</sup>	Y <sup>2</sup>	Y				
Review the scheme at least every three years.			Y				
Within three years of the scheme being published, to take the steps set out in the action plan (unless it is unreasonable or impracticable to do so) and to put into effect the arrangements for gathering and making use of information		Y					
Encourage participation by minority groups in public life		Y					
Take steps to take account of minority status, even where that involves treating minority groups more favourably than others		Y					

<sup>1</sup> where reasonably practicable

<sup>2</sup> doesn't have to be annual

Legislative responsibility	Race	Disability	Gender	Age*	Religion / Belief*	Sexual orientation*	Gender reassign- ment
Develop and publish a policy on developing equal pay arrangements between men and women – including measures to promote equal pay and ensure fair promotion and development opportunities to tackle occupational segregation – which will be reviewed at regular intervals (for example every three years).			Y				

\*Age, religion/belief and sexual orientation refer to employment only and not to students

In summary the college needs to:

1. Eliminate unlawful discrimination
2. Eliminate harassment on the grounds of membership of a minority group and promote positive attitudes towards and between minority groups
3. Provide equality of opportunity regardless of membership of a minority group
4. Have a written policy on how it will meet its general and specific responsibilities under equalities legislation, and consult minority groups where appropriate
5. Assess the impact of policies and practices on students from minority groups
6. Assess the impact of policies and practices on staff from minority groups
7. Monitor progress and report annually
8. Review action plans on a three yearly basis

## Annex F - Glossary of Terms

AOC	Association of Colleges
CCAD	Cleveland College of Art and Design
CEHR	Commission for Equality and Human Rights
Discriminate against	To treat (somebody) differently and especially unfavourably on the grounds of race, sex, religion etc. <sup>3</sup>
Discrimination	Prejudicial treatment, e.g. on the grounds of race, sex, religion etc. <sup>3</sup>
EDC	Equality and Diversity Committee at CCAD
EDIM	Equality and Diversity Impact Measure – action taken as a result of an IA
FE	Further Education – post 16, pre-degree level provision. Usually level 3 qualifications or qualifications leading up to level 3.
Gender	Femaleness or maleness in a cultural and social context as opposed to sex, which is determined biologically
Gender reassignment	The process of applying to the Gender Recognition Panel to apply for gender recognition to an acquired gender, i.e not the sex and therefore gender physically born with.
HE	Higher Education – degree level provision (level 4)
HEFCE	Higher Education Funding Council for England – funds HE programmes
IA	Impact Assessment
Intranet	Internal website accessible only by staff, containing useful information
LSC	Learning and Skills Council – funds FE courses
Prejudice	A preconceived opinion, especially a biased and unfavourable one formed without sufficient reason or knowledge / An irrational attitude of hostility directed against an individual or group. <sup>3</sup>
Transsexual	Someone physically of one sex who has an urge to belong to or resemble the opposite sex <sup>3</sup>
SEP	Single Equality Policy
VLE	Virtual Learning Environment. IT based system where students can access course based information and other important information they may need whilst at college. The VLE used at CCAD is Blackboard.

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<sup>3</sup> Penguin English Dictionary