

Single Equality Scheme 2009

SINGLE EQUALITY SCHEME

March 2009

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SINGLE EQUALITY SCHEME

1. Foreword from Principal and Chief Executive

Motherwell College 'enriches lives'. Our vision statement is unqualified and we are fully committed to supporting all individuals in our community to realise their potential.

The College fully embraces the principles of equality and will continue to act to eliminate discrimination and harassment and to promote equality.

This Scheme replaces a disparate range of Equalities Schemes, bringing the key underlying principles of each into one Scheme. More fundamentally, it recognises the College's key duties and responsibilities in respect of equality.

Equalities are not issue specific but should operate in a core philosophical context.

I would like to thank all colleagues, learners, Trade Union representatives and other stakeholders who contributed to the preparation of this Scheme. My colleagues and I will proceed to ensure that the desired outcomes detailed in the Scheme are met and make a real difference to people.

Hugh Logan
PRINCIPAL AND CHIEF EXECUTIVE

December 2008

2. Introduction

The College has demonstrated a commitment to support individuals to achieve their potential through the ethos of equality. The promotion of equality has been led by the College's Board of Management, the Senior Management Team and members of staff. The College understands that some individuals do experience discrimination in society and will support the Government's commitment to equality based on the belief that:¹

- the individual has a basic right to be free from prejudice and discrimination;
- an equal society gives greater social cohesion; and
- a modern economy thrives in a culture of equality which brings employers the widest labour pool recognising that diversity helps us to compete in a global economy.

3. Policy Context

It is recognised that the legislation supporting equality has become more complex and there is the opportunity to incorporate the relevant policies, including the Equal Opportunities Policy, Race Equality, Gender Equality Policy and the Disability Equality Scheme that the College has developed into one scheme. There are currently nine major pieces of discrimination legislation detailing rules and regulations. In support of the Government's agenda to rationalise this area the College will implement a Single Equality Scheme incorporating previous work that determines how the College will meet its equality duty addressing any discriminatory practice, dealing with differences sensitively and monitoring overall practice and impact of how the College can promote diversity. This Single Equality Scheme incorporates all of the previous work and applies the principles of equality to all the affected groups detailed below.

3.1 Relevant Legislation

As an organisation, the College will fulfil the provisions and requirements of the following legislation, which applies to the field of equality:

- Equal Pay Act 1970;
- Sex Discrimination Act 1975 (as amended);
- Race Relations Act 1976 (as amended);
- Disability Discrimination Act 1995 (as amended);
- Employment Equality (Sexual Orientation) Regulations 2003;
- Employment Equality (Religion or Belief) Regulations 2003;
- Employment Equality (Age) Regulations 2006;
- Trade Union Labour Relations (Consolidation) Act 1992.

¹ Framework for a Fairer Future – The Equality Bill

These pieces of legislation make it unlawful for an organisation to discriminate directly or indirectly on grounds of gender, marital status, gender reassignment, pregnancy or maternity, race, colour, nationality, ethnic or national origin, age, sexual orientation, religion or belief or Trade Union membership or activity.

For age, sexual orientation and religion or belief, discrimination is unlawful whether it is based on reality or a perception of a person's age, sexual orientation or religious views or other beliefs and, in addition, some parts of the legislation make it unlawful to discriminate against an individual based on their association with others of, for example, a particular sexual orientation or race.

In addition, the College will meet the requirements of the Rehabilitation of Offenders Act (1974) (Exception) Order 1975, which makes it unlawful for an organisation to discriminate on grounds of a 'spent conviction' in the recruitment of rehabilitated persons.

Definitions of discrimination, harassment and victimisation are given in Appendix 1 which also refers to other related terms.

In exceptional circumstances, it is lawful for the College to treat individuals differently if it is a genuine occupational requirement that the jobholder must be of a particular gender, colour, race, nationality, ethnic or national origin, sexual orientation or religion or belief. This may apply to posts which involve contact with people who may reasonably object to it being carried out by individuals of a particular gender, colour, race, nationality, ethnic or national origin, sexual orientation, religion or belief.

In determining if a genuine occupational requirement applies, the College will carefully consider the nature of the work and the context in which it is carried out. Such posts will be reviewed on a regular basis to determine if the requirement continues to apply. Where a genuine occupational requirement has been identified, the College will ensure that this is stated clearly at each stage of the recruitment and selection process.

Legislation in the field of equality is a rapidly changing, complex area. This scheme is not designed to provide specific legal advice, but to provide an overview of the key issues and areas of potential discrimination. Further information is available from Human Resources and other sources of information are specified in Appendices 2 and 3.

4. Purpose of the Scheme

Motherwell College recognises the dignity and worth of every individual and promotes equality of opportunity for all.

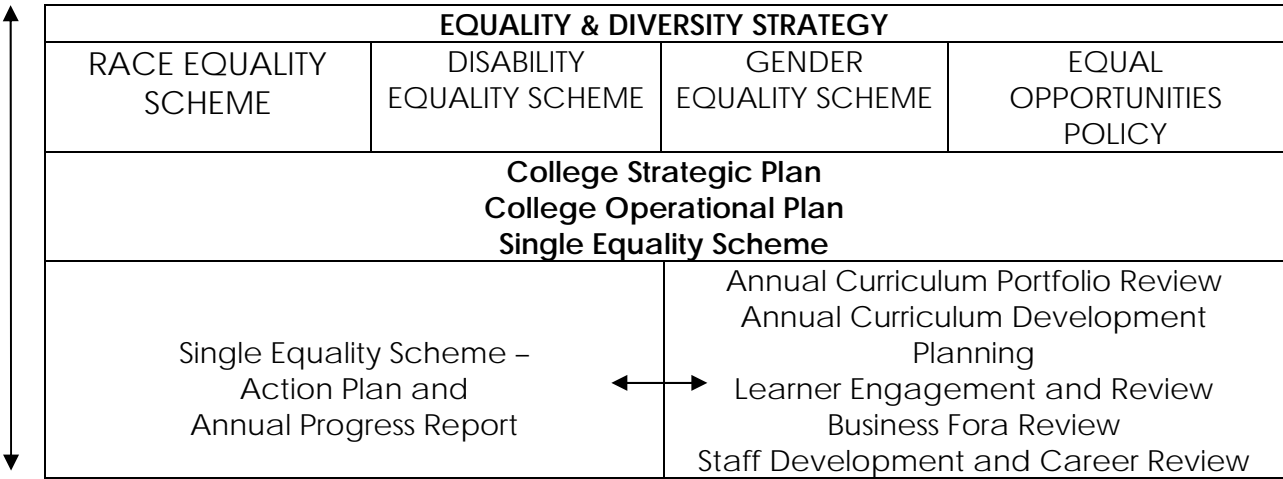
The Single Equality Scheme will provide guidance and an Action Plan incorporating a timetable of how the College will ensure equality, Appendix 4. This scheme will be reviewed annually as the College’s experience and practice of managing diversity evolves. This will be reviewed with continuing involvement of the College’s Board of Management, senior team and Trade Unions and Staff representatives. Consultation will also involve existing and potential College beneficiaries, partners, community groups and individuals interested in the work of the College. This will allow for continuous adaptation to new developments and legislation as well as to reflect growing understating of any emerging issues. As part of the review the College will be receptive to individual/groups needs and as part of our inclusive strategy take account of these views when developing and revising the scheme.

The scheme is designed to ensure that the College meets its general legal duties to:

- Work towards the elimination of discrimination
- Promote equality regardless of sex, race, disability, sexual orientation, age, religion, belief, status, life-style, social background, country of origin or any other group definition of society.

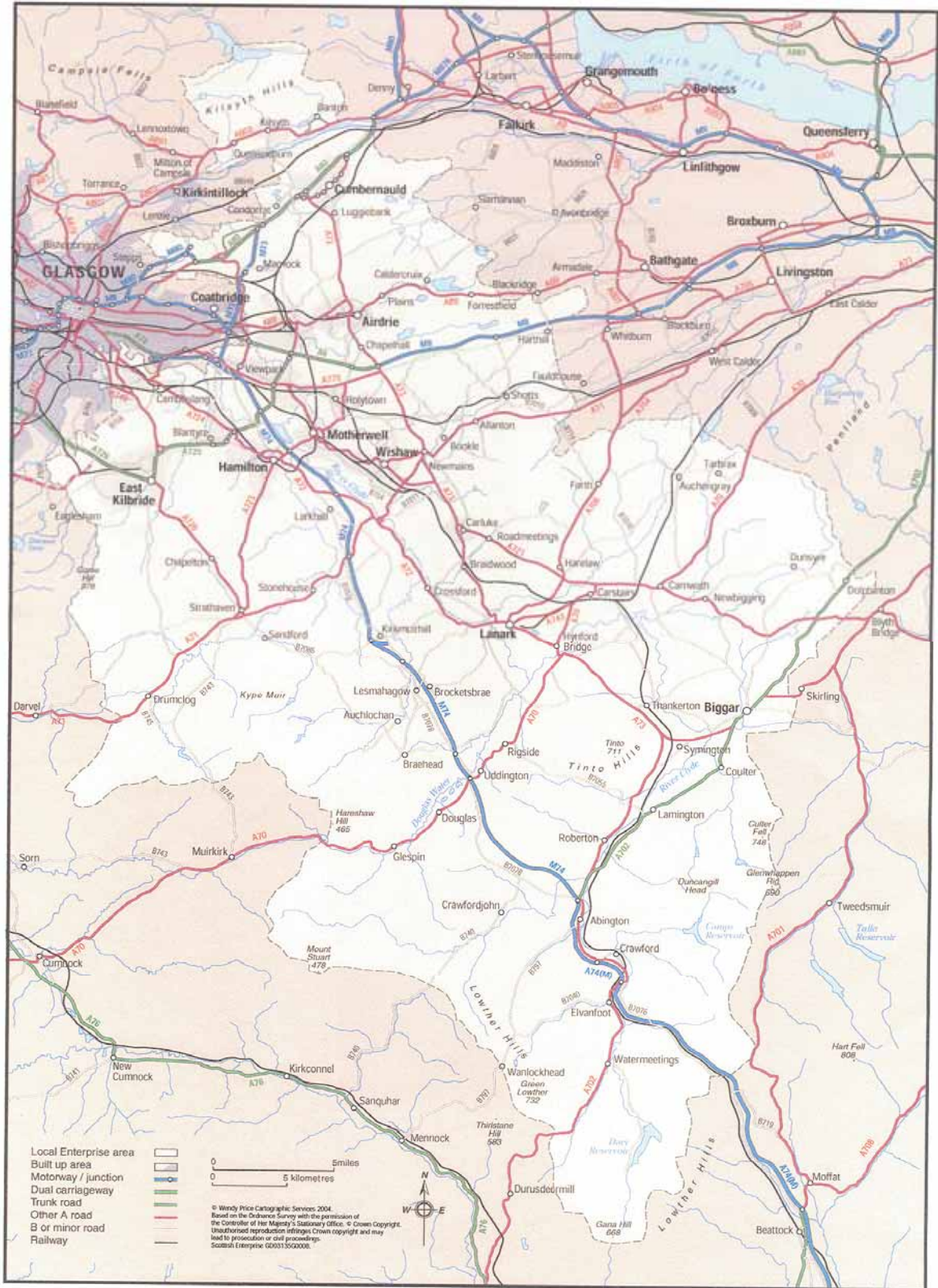
The College will meet its specific legal duties in relation to particular groups of people:

- Race: promote good relations between people of different racial groups
- Gender: promote equality of opportunity regardless of sex/sexual orientation and address the causes of any gender related pay gaps
- Disability: promote positive attitudes towards disabled people, encouraging their participation in public life and adjusting what we do to ensure they are treated in the same way as others, even where these steps means treating them more favourably.



5. College Context

Map of Lanarkshire



5.1 Motherwell College Context in North Lanarkshire

5.1.1 Physical Description of North Lanarkshire

North Lanarkshire is the fourth largest local authority area in Scotland and is bordered by East Dunbartonshire, Falkirk, Glasgow City, South Lanarkshire, Stirling and West Lothian local authority areas.

The local authority area predominantly comprises of urban settlements characterised by traditional industrial town centres and one 'new' town centre (Cumbernauld) which, with a population of over 50,000, is the most populated town within this local authority area. These urban centres provide the locus of essential services within North Lanarkshire and are seen as critical to the local economy. However, it is also recognised that these urban areas play a key role in establishing North Lanarkshire both as an area of economic need and opportunity.

North Lanarkshire's economy has been most affected by the loss of its heavy industry, particularly during the 1980's and early 90's, and more recently significant reduction in its manufacturing sector which has suffered a decline of approximately 40% between 1995 and 2005 (representing a loss of some 10,000 jobs). The impact of this has resulted in high levels of worklessness and economic deprivation across much of North Lanarkshire (particularly in and around its urban centres) and extensive levels of environmental dereliction left as a legacy of this area's industrial past.

However, positioned between the city regions of Glasgow and Edinburgh, North Lanarkshire is well connected to Scotland's main economic centres and primary labour markets through a series of road and rail transport routes.

Moreover, over the last decade there has been significant investment in the regeneration of this area which has not only resulted in improved economic performance but also extensive renewal of its urban centres and reclamation of significant areas of derelict land. Of particular importance has been investment in strategic vacant and derelict land sites at Gartcosh and, in particular, Ravenscraig which as a new town will provide opportunity for business space, retail, leisure facilities and residential accommodation and, in its own way, reflects the economic and industrial restructuring of North Lanarkshire.

5.1.2 The Role of the North Lanarkshire Partnership

Motherwell College are fully active within the North Lanarkshire Partnership (NLP) which was established in 1997 in recognition of the complex and inter-related nature of the economic, environmental and social issues affecting North Lanarkshire as outlined above.

In recognition that these could not be resolved by single agencies alone, NLP (in line with government policy) was established to provide a much needed multi-agency approach to support the regeneration of North Lanarkshire's most disadvantaged communities through the delivery of integrated partnership actions led by key service providers. In taking this action forward, NLP has established a vision for North Lanarkshire whereby in 2015 this area will be a place where people:

- **Want to live** because of the range, quality and affordability of the housing available, the safety of our communities, the quality and accessibility of the natural environment, and the quality of amenities and services in the area;
- **Live well** because the health, well-being, and life chances of its people are as good as those elsewhere in Scotland;
- **Choose to do business** because support for new and existing businesses, business sites, the transport network, and the quality of workforce are second to none in Scotland;
- **Participate in learning** at all ages and stages of life, and achieve their full potential;
- **Have a fair chance in life** and where factors that presently limit some people's opportunities and prospects are overcome;
- **Particularly our children and young people** are safe, nurtured, healthy, achieving, active, respected, responsible and included.

NLP are responsible for driving forward this vision through the community planning agenda in North Lanarkshire which is guided by the new draft North Lanarkshire Community Plan (2008 – 2012), the objectives of which are directly aligned to the strategies and priorities of community planning partners and provide a framework for the implementation of regeneration activity through Single Outcome Agreement (SOA) activity (and related annual action plans) and other partnership programmes.

5.2 Socio-Economic Analysis

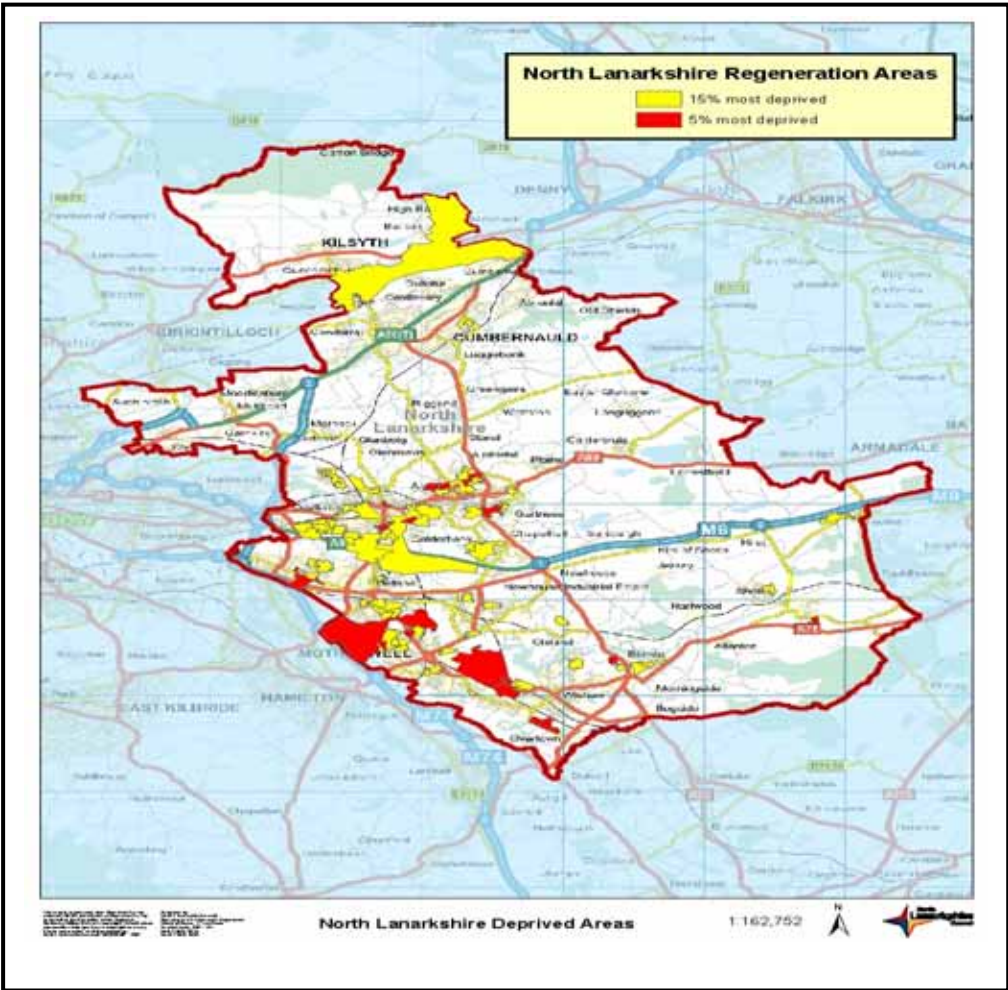
The nature of NLP and the need to ensure partner priorities are aligned and focused result in this organisation placing a heavy emphasis on policy and intervention development which is fully evidenced and can demonstrate significant demand and need. As such, the design and structure of the CPP proposals has been guided by a full analysis of socio-economic conditions within North Lanarkshire as outlined in the following section and the CPP proposals have been targeted.

5.3 Economic Need

5.3.1 Deprivation

North Lanarkshire suffers disproportionately from deprivation with the 2nd highest number of datazones of multiple deprivation (8.6% of Scotland’s total) in any local authority area in Scotland (surpassed only by Glasgow City) and over 20% of its population living in neighbourhoods judged to be among the 15% most deprived in Scotland (Scottish Index of Multiple Deprivation [SIMD], 2006). Moreover, 17 of the neighbourhoods ranked among the 5% most deprived in Scotland in 2006 were in North Lanarkshire (SIMD, 2006).

It is widely acknowledged that unemployment and economic inactivity are recognised as the main casual factors contributing to multiple deprivation and this is reflected in the weighting given to the employment domain within the SIMD. This is particularly relevant to North Lanarkshire which according to the SIMD 2006 rankings has, with the exception of Glasgow, the highest level of employment deprivation of all local authority areas in Scotland with over 8.2% of Scotland’s employment deprived neighbourhoods (worst 15%).



5.4 Motherwell College Context in South Lanarkshire

5.4.1 Physical Description of South Lanarkshire

South Lanarkshire is located in the Central Belt of Scotland and straddles the upper reaches of the River Clyde, extending into the Southern Uplands. In population terms, South Lanarkshire, with an estimated 307,670 people (2006 mid year estimate) is the fifth largest local authority in Scotland. It covers 1,772 square kilometres the eleventh largest area in Scotland, almost 80% of which is in agricultural use. The area encompasses a diverse mix of urban and rural environments covering four main areas:

- Clydesdale
- East Kilbride
- Hamilton
- Rutherglen and Cambuslang

Its major settlements lie in the north of the Council area and include Hamilton, the former county town, the former New Town of East Kilbride, and smaller towns such as Cambuslang and Rutherglen which lie close to the City of Glasgow. The rural area includes former market towns such as Lanark and Strathaven and former settlements such as Forth and Carluke.

It can be seen therefore that the economy in South Lanarkshire has also changed and that this presents challenges where heavy industry and agriculture are less dominant.

5.4.2 Lanarkshire

In summary, Motherwell College sees itself having a pivotal role in working with both councils which includes workforce development, regeneration and ensuring that its communities have access to training and learning to sustain positive growth in the region. Programmes are funded through partners, eg. Scottish Enterprise Lanarkshire (now part of Skills Development Scotland), Jobcentre Plus, Careers Scotland and at Motherwell College.

Overall Lanarkshire has a population of 627,000 and an active workforce of 291,000. Three million people live within one hour's drive of Lanarkshire.

Employment growth in Lanarkshire was almost double the Scottish rate between 2000 and 2005. Over the next decade job creation in Lanarkshire is expected to continue to grow at a faster rate than that forecast for Scotland.

Lanarkshire exports £2.3 billion each year, 12% of Scotland's total exports.

Wages in Lanarkshire currently run at 8% less than the UK average, representing an attractive cost proposition.

In the last decade Lanarkshire's local business growth rate has been double that of Scotland's as a whole. The financial and business services sectors have doubled in a decade. One reason is that our people are excellent at customer service.

In 2005, 27% of Lanarkshire's working age population were educated to degree level. Lanarkshire has four Colleges and in 2006/2007 educated more than 40,000 students. There is one newly constituted University with almost 10000 FTE learners. 13 of Scotland's 20 Universities are within easy reach. (Source Lanarkshire.com website).

- 5.5 Provide Lifelong Learning Opportunities to Promote Employability, Develop Personal and Employment Skills and Encourage Achievement and Progression.

5.5.1 Improving Employability and Skills

The College continues to extend activity within the area of workforce development and will play a major part in supporting 'Workforce Plus' an Employability Framework for Scotland through the delivery of programmes in partnership with Job Centre Plus, local councils, Skills Development Scotland and local employers. The focus for these initiatives will be based on early client focused intervention, employer engagement and joined up planning and delivery of services, supporting the principles of equality.

The Scottish Funding Council's Report 'Employability in Colleges: Baseline Study and Next Steps' (March 2007)² confirms Scottish Colleges' strong position in the delivery of employability skills. Employability will continue to be an essential part of our core business. We will continue to deliver Employability programmes as stand alone provision but essentially employability skills will be an integral part of our learning and teaching strategy and fully supported by the new **'Integrated Employability Framework'**³.

² Employability in Colleges: Baseline Study and Next Steps', Published 9 March 2007, Circular SFC/15/2007

³ Integrated Employability Framework, North Lanarkshire Council Community Planning Partnership, Strategic Context, Published November 2007

The College's role in contributing to the Scottish Executive's report 'More Choices, More Chances' 'A Strategy to Reduce the Proportion of Young People not in Education, Employment or Training in Scotland'⁴ will be vital. We continue to engage with partners and Skills Development Scotland to ensure the recommendations of ensuring the availability of guaranteed options; clear routes to education, employment and training are on offer. The College has and will further support transitions and expand quality of learning opportunities to improve young people and provide them with sustainable outcomes and progression.

The College has extensive engagement with employers to improve work based training opportunities for young people and is a main partner in the recently formed North Lanarkshire 'More Choices, More Chances' partnership group. The group's remit will be to lead develop and co-ordinate an action plan which will be the focus for developing opportunities and common support structures for the pre and post 16 service provision across Lanarkshire.

5.5.2 Community Planning and Community Learning and Development

Community Planning

Motherwell College are strategic partners in the North Lanarkshire Community Plan 2004 – 2008. The main theme for the group is 'Learning Through Life' with a priority of the 'World of Work and Lifeskills'. The College will work towards achieving the agreed measures of success namely:

- **Improving access to quality learning opportunities**
- **Raising achievement for all**
- **Closing the Opportunity Gap**

Community Learning and Development

The College continues to support local Community Learning and Development Plans throughout North and South Lanarkshire and actively supports and participates in the work of the Community Learning and Development partnerships in North and South Lanarkshire respectively. During 2006-07, the College delivered around 160 community learning programmes across 70 centres in delivering around 3000 hours Lanarkshire.

⁴ More Choices, More Chances (MCMC), Published June 2006, endorsed by Scottish Government May 2007

The progressive expansion of community based learning aims to encourage local people, particularly those who are not participating in education and training, to make lifelong learning a reality in the communities in which they live. In 2007-08 we engaged with over 1,500 learners. To ensure excellence in the delivery of outreach courses, the College introduced tailored evaluation tools to ensure that feedback from community learners is used to influence improvements.

Improving literacy and numeracy remains a priority. The College works collaboratively with North and South Lanarkshire Partnerships to meet the Scottish Executive targets of engaging new learners within the Literacy and Numeracy Action Plans.

Currently the College's curriculum department teams have an input to the design and delivery of vocational and non-vocational training programmes to meet local need.

Programmes in the areas of ICT, Care, First Aid, Hospitality, Beauty Therapy, Languages and Construction Skills are readily available in a wider range of centres.

The College also delivers programmes as part of the local regeneration agreement in Data Zone areas, formerly known as Social Inclusion Partnerships (SIPs), and aims to develop this provision by building on current Community Learning and Development strategies.

An example of an effective programme is the College as an established delivery partner for the Prince's Trust Volunteer Programme operating two partnerships with South Lanarkshire Council.

5.5.3 Learning Centres

Learndirect Scotland

Through its branded centres in Motherwell College and Motherwell Football Club, the College continues to support Learndirect initiatives such as 'Learning Bytes for Industry'.

This initiative helps improve workforce skills through the provision of courses in areas such as health and safety, assertiveness training, learning to learn and leading a meeting.

Association with Learndirect Scotland, allows the College to continue its wide-ranging course provision including the Scottish Executive's 'Big Plus' literacy and numeracy programmes for the general public, offering the time, place, pace and style of learning that most closely meets learner needs.

In partnership with the other Lanarkshire Colleges, Learndirect, Skills Development Scotland, North and South Lanarkshire councils and Lanarkshire Health Board the College has established a learning portal for Lanarkshire. My Entitlement to Learning (MyETL) provides details of all learning opportunities in Lanarkshire and helps local communities and local industry engage with learning providers delivering a wide range of learning opportunities.

The portal receives around an average of 5000 visits per month. This initiative supports the Growth Agenda for Lanarkshire Colleges and is a further example of our inclusions agenda supporting equality of opportunity working with our stakeholders.

Information regarding the Colleges Staff and Learner Profiles is presented in Appendices 5 and 6 respectively.

5.6 College Policies

The College has developed a number of staff and learner policies which ensure equality for all. Some key College policies in this area which are a useful source of further information are detailed below.

5.6.1 Relevant Staff Policies

- Appointment Policy and Procedure;
- Family Friendly Policies and Procedures;
- Personal Bullying and Harassment Policy and Procedure;
- Staff Code of Conduct;
- Disciplinary Policy and Procedure;
- Grievance Policy and Procedure.

The above policies are contained in the Staff Handbook. Further copies can be obtained from Human Resources.

These policies are informed by legislation, as well as Codes of Practice and other guidance developed by the Equality and Human Rights Commission, ACAS and other appropriate bodies. Examples of this information, such as the ACAS Codes of Practice on Sexual Orientation and Religion or Belief can be accessed from www.acas.org.uk. Where necessary, the College will obtain specialist advice, information and guidance to assist it in meeting its obligations under this policy.

Members of staff who consider that they have been discriminated against, victimised and/or harassed in contravention of the College's Single Equality Scheme should invoke the Grievance Procedure or the Personal Harassment and Bullying Procedure as appropriate.

5.6.2 Relevant Learner Policies

The College has a range of policies covering similar areas, which apply to learners. This information is contained in the following:

- Student Charter
- Student Guide
- Student Diary
- Learner Behaviour Policy

Copies of the above documents are available from Student Services.

Other related policies are referred to in Appendix 7.

6. Scope

This Single Equality Scheme will apply to all individuals concerned with the business of the College in the context of our role as an employer and service provider.

6.1 Employer

- Staff Recruitment, Selection and Retention
- Staff training, career development and progression
- Continued Professional Development
- Promoting Positive Behaviour and Anti-Racist Conduct
- Contractual arrangements with other bodies

6.2 Service Provider

- Learners, Admission and Access
- Curriculum Design and Delivery
- Teaching and Learning
- Learner Guidance and Support
- Learner Retention, Progress and Achievement
- Promoting Positive Behaviour and Anti-Racist Conduct
- Collaboration with external partners and community links

6.3 Responsibility Levels

The success of this scheme in ensuring that all are treated on an equal basis, is dependent upon securing the co-operation and support of everyone at all levels in the College. The overall responsibility for implementing this policy lies with the Principal and Chief Executive.

Activities relating to the positive implementation and administration of the scheme in respect of the recruitment and employment of staff will be the responsibility of the Director with responsibility for Human Resources, who will also be responsible for ensuring the provision of staff development and guidance for those members of staff involved in the recruitment and management of people, to ensure awareness of the College's Single Equality Scheme and our legal responsibilities.

In respect of learner recruitment, guidance and support this will be the responsibility of the Head of Community and Learner Services.

Line Managers will have delegated responsibility for implementing and actively promoting equality of opportunity on a day to day basis and instigating immediately the appropriate procedures in the event of any breach of this Scheme.

Individual members of staff and learners have the responsibility to assist in the prevention of discrimination by creating an ethos of equality and respect for individuals in the College. They must, therefore, promote equality of opportunity in accordance with the College scheme by demonstrating appropriate behaviour.

The College requires staff to treat colleagues and learners with respect, ensuring at all times that you abide by the principles laid down in this document. Appropriate action will be taken against any member of staff who is personally in contravention of the College's Single Equality Scheme or who has knowingly aided another member of staff or learner to breach this policy.

6.4 Individuals with Particular Needs

It is recognised that individuals may have particular needs related to equality and diversity matters. In such cases, there should be dialogue with the line manager to discuss whether such needs can be accommodated within the workplace.

Where individuals have particular cultural and religious needs which may require a modification to existing requirements, the College, where practicable, will endeavour to accommodate these needs, within the constraints of operational requirements. Each situation and request will be treated individually and fairly.

It is the policy of Motherwell College to ensure that discrimination does not occur on grounds of disability.

The College recognise that it is unlawful in terms of the provisions of the Disability Discrimination Act 1995 for an employer and a provider of education and training to discriminate against a disabled person. Access will therefore be based on skills, qualifications, and relevant experience.

Where individuals are placed at a substantial disadvantage as a result of their disability, the College will make reasonable adjustments to the arrangements, practices, premises or equipment provided to remove the substantial disadvantage.

Wherever possible, the College will provide opportunities and training for disabled people, including those who become disabled, in order to make the best possible use of skills and potential.

7. Addressing Inequalities in Education and Learning

The College has a responsibility to demonstrate its commitment and resources to mainstream equality throughout the College and the means by which this will be supported. This is within the context of existing data that identifies inequality within education and learning the demographics of this area.

7.1 Inequality and Diversity

Inequality refers to the experience of discrimination and oppression. It is concerned with differentials in terms of allocation of power, wealth, status, access to resources, and equality of opportunity.

Diversity refers to differences within groups or populations; it is not synonymous with unfairness or discrimination.

To illustrate the difference, consider the example of culturally sensitive services. In delivering the latter for minority ethnic groups within the population, these might comprise the provision of certain foods or facilities which cater for their distinct needs. This would be addressing diversity. In dealing with racial inequality, however, we would need to consider how our practices contributed to discrimination or disadvantage, eg. if we recruited only people from the dominant ethnic group.

7.2 The Social Model of Disability

The social model of disability recognises that the disadvantaged, social exclusion and poverty experienced by many disabled people is not because of their impairments or their medical condition but is because of the attitudinal and environmental barriers they face.

This restricts the opportunities and choices disabled people have, and they are not afforded equal respect or full inclusion in society. Coupled with the individual attitudes many people express towards disabled people, unnecessary restrictions are placed on disabled people.

The College is working to change attitudes, to support disabled people to take control of their own lives and play an equal part in society.

8. Consultation and Involvement

8.1 Internal

Staff co-operation, involvement and commitment to the measures introduced by the College will be sought utilising the Joint Consultative Committee mechanism within the College.

Consultation with the recognised trades unions and the Student Association will take place on an ongoing basis and in turn their co-operation and commitment is essential for the successful operation of the Single Equality Scheme.

The College has also established two cross-college groups to promote equality and encourage good practice relating to diversity. Details of the Equality and Diversity Strategy Group and the Equality Action Group are provided in Appendix 8.

8.2 Partnerships and Community Links

The College where working in partnership with other organisations such as any voluntary organisation, College, public sector provider, private enterprise and stakeholders will require that organisation to comply with the College's public responsibilities and specifically our general duty in accordance with the Race Relations Amendment Act to:

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

Where our learners, as part of their curricular programme, are required to undertake a learner placement, the College will ensure that the receiving organisation will comply with our policy with specific reference to the terms above.

Where possible the College will obtain a copy of the particular organisation's own equality scheme/policy in order that the College is aware of how any potential problems may be addressed.

The College will continue to work with such organisations and partners that demonstrate good practice and the ethos of our inclusive approach.

9. Mainstreaming – Vision for the future

9.1 Vision and Strategic Aims

The values of Motherwell College are fully expressed within our Vision statement below:

Motherwell College enriches lives.

To enrich lives we:

- Close the opportunity gaps by removing barriers to participation and exclusion;
- Provide lifelong learning opportunities to promote employability, develop personal and employment skills and encourage achievement and progression;
- Are a dynamic and responsive organisation committed to professional training and development of our staff

The College's Strategic aims are listed below from which the operational plan is developed:

Aim 1

Ensure effective Governance, Strategic Planning and Financial and Human Resource Management of the College

Aim 2

Maintain and develop a balanced curriculum portfolio and further enhance the quality of provision to all learners and stakeholders

Aim 3

Support the delivery and development of curriculum by ensuring effective support services for both staff and learners

Aim 4

Develop the estates strategy to support all other strategic aims

Aim 5

Promote and develop positive and proactive health, safety and environmental practices

The Operational Plan is a working document and is used by all academic and support departments to ensure a consistent approach to the College's obligations and vision. The operational plan is reviewed for progress at both mid and end year.

- The Single Equality Scheme is part of the continuous process of how the College will ensure that the mainstreaming of equality throughout the organisation in that making certain that all individuals are entitled to the same equal rights and opportunities and have the same responsibilities regardless of their age, disability, gender (and transgender identity), race, religion, or sexual orientation.
- Mainstreaming will be achieved by making sure that all aspects of equality underpin all new developments in policy, planning, training, teaching, service delivery and financial considerations. By doing, so potential inequalities could be anticipated and therefore be addressed, before significant priorities have been established. It must also be acknowledged, that to be successful mainstreaming can only remove imbalances and inequalities if it is a shared responsibility involving key stakeholders, staff, students and the application of relevant legislation.
- Management will continue to support and develop a culture that values equality and diversity and responds to legislative requirements. In doing so the College will maximise the diverse knowledge and skills of its staff and students in the mainstreaming of equality as well as the ongoing development of this Single Equality Scheme.
- The on-going promotion of equality and diversity are seen as having a particular importance by staff and it is the intention of the College to continue to promote a partnership approach that will be evidenced by the successful work of collaborative groups to further develop policies and procedures.

9.2 Terms and Conditions of Employment

It is the policy of Motherwell College that all staff are treated fairly in terms of their pay and other conditions of employment. In exceptional circumstances, it is lawful for the College to treat individuals differently if it is a genuine occupational requirement that the jobholder must be of a particular gender, race, nationality, ethnic or national origin, sexual orientation or religion.

This may apply to posts which involve contact with people who may reasonably object to service provision being carried out by individuals of a particular gender, colour, race, nationality, ethnic or national origin, sexual orientation, or religion.

Those responsible for the determination and administration of terms and conditions of employment must ensure that those aspects are applied fairly, consistently and on a non-discriminatory basis.

Terms and Conditions of Employment will be reviewed annually to ensure equality of opportunity.

9.3 Staff Development and Career Review

The College has maintained its Investor in People status and this underpins its policy of developing the potential of all staff.

Equality of opportunity in staff development and career development will be achieved by encouraging individuals to develop their full capability by offering development opportunities on a non-discriminatory basis. This will be determined by College needs and objectives and the skills, experience and qualifications of individual members of staff. Those responsible for staff development and career development will ensure that such processes are conducted fairly, consistently and on a non-discriminatory basis.

All staff, in conjunction with their line manager will be asked to consider how, in their role, they can support a culture of equality and diversity during the staff development and career process as well as individually reviewing how their own needs in relation to equality may require specific support or action from the College.

9.4 Staff Training and Awareness

The Single Equality Scheme will be issued to every member of staff and publicised throughout the College. It will be included in the Staff Handbook, Induction training and other relevant training courses.

The College will provide training in equal opportunities to existing and new members of staff to help them understand their rights and responsibilities in terms of equal opportunities and to enable them to contribute positively to a climate where each individual is afforded the opportunity to fulfil their potential.

In raising staff awareness and training in our policy, we seek to communicate our commitment and intention to ensure equality of opportunity to our staff, potential members of staff and learners.

9.5 Service Delivery

As an education provider, the College makes a significant contribution to shaping and developing Scottish society. The College is committed to taking action in support of society where:

- All individuals can choose to take up learning opportunities which fit with their aspirations and abilities and are not tainted by age, disability, gender (and transgender identity), race, religion, or sexual orientation assumptions;
- All individuals participate equally in learning opportunities and achieve the success they individually deserve;
- All individuals experience equality in learning and are then enabled to take the knowledge and skills they have gained into the workplace;
- Progression in relation to equality will be realised when individuals make greater use of learning opportunities in areas in which they were previously under-represented, individuals report that College services are increasingly responsive to their needs and performance indicators improve in relation to equality issues.

Equality and diversity considerations are central to the design and delivery of all services offered by the College. As a result of our information gathering and consultative processes in preparation for the publication of the Single Equality Scheme, the College has identified the following areas as key priorities in relation to meeting our equality duty in education and service delivery:

9.6 Subject Choice

The College recognises that stereotyping in relation to gender, race, disability, religion, sexual orientation and age continues to have a significant impact on educational choices and career paths and will work in partnership with colleagues in schools, universities, the Careers Service and industry to promote positive role models and ensure individuals have the opportunity to access all learning opportunities without encountering barriers. Where evidence indicates a low level of take-up in particular subjects, the Marketing team will be responsible for reviewing its strategy.

9.7 Marketing and Promotional Materials

The College will continue to ensure that all its marketing and promotional materials and resources reflect the diversity of our community and portray positive role models to support equality and challenge stereotypes.

9.8 Attendance Patterns and Requirements

Learner feedback suggests that greater flexibility in attendance patterns and requirements would increase the accessibility of learning opportunities to individuals with caring responsibilities. Traditionally, women are more likely to undertake the role of carer than men. The College will continue to review its provision to ensure barriers to female participation in learning are removed. The College will also support students who require flexibility with attendance patterns to ensure their own specific needs in relation to equality may be met. In addition, Motherwell College's sector leading innovative practice in the area of Access and Inclusion, Support and Guidance was highlighted within the College's HMle Report, April 2006.⁵

9.9 Learning and Teaching Methods

The College will continue to take cognisance of the differences in the way individuals learn. A range of learning and teaching methods, which account for diverse needs, will continue to be deployed and their impact will be monitored and evaluated.

9.10 Equality of Opportunity and Learner Work Placements

Work placements provide a valuable opportunity for learners to put their learning into practice. As such, they can influence a learner's future career direction. The College will continue to review learner work placements to ensure equal access to work placements and that placement providers support the College's promotion of equality through their own practices.

10. Priorities, Review and Publication

10.1 Priorities

Through the collation of information as part of the annual review priorities will be identified for the Senior Executive Team to consider and remit to managers, staff and members of the Equality and Diversity Strategy Group actions as appropriate. These actions will inform the College's annual Operational Plan supporting the College's strategic aims.

⁵ HMle College Review, Published 7 April 2006

10.2 Monitoring and Review

Human Resources will continue to examine and review procedures for recruitment, selection, terms and conditions of employment, staff and career development, grievance, discipline and other existing procedures to secure the elimination of direct and indirect discrimination, victimisation and harassment and the provision of equality of opportunity.

In monitoring the effectiveness of the College Single Equality Scheme, basic information relating to staff activity will continue to be gathered and analysed to give organisational statistics in respect of sex, sexual orientation, religion or belief, race, colour, nationality, ethnic or national origin and disability. Individuals are under no obligation to provide such data, however, all information obtained in order to provide statistical information for monitoring purposes will be treated in strictest confidence.

The results of the monitoring conducted by the College will be presented to the appropriate committee of the Board of Management and will be an integral part of the College Strategic Plan.

Should barriers to equality of opportunity relating to staff activity be identified which highlight under-representation, the College will endeavour to take the necessary remedial action by a programme of positive action and support.

Good practice in equal opportunities will be promoted and disseminated with action continuing to be taken to demonstrate to potential applicants, clients and to the public at large, that Motherwell College is an equal opportunity employer.

The College recognises the value of community engagement and this should be an integral part of the evolution of an effective scheme.

As part of our ongoing consultation to support our impact assessment, the College's Equality and Diversity Strategy Group and Equality Action Group will progress focus group discussions with our stakeholders to inform positive action. Potential stakeholders identified by these groups are detailed in Appendix 9.

The College will continue to examine and review existing equality of opportunity procedures to reflect the needs of the College on the basis of experience and statutory obligations as necessary.

10.3 Publication

The Single Equality Scheme will be available to staff, learners and stakeholders via the College website. This will be supplemented with publication of the scheme in relevant College literature and reference made to the scheme in other key documents. It will also be made available to new staff through distribution at induction and extracts issued to learners at induction at the College.

The results of the annual review and Action Plan will be made available on the College’s website, www.motherwell.co.uk as well as the relevant committee of the Board of Management.

POLICY INFORMATION -	
Date of Origin:	Proposed Date of Review:
February 2009	December 2009



Some Useful Definitions

1. Direct Discrimination

- **Direct Discrimination**

Direct Discrimination in the context of equal opportunities means treating an individual less favourably than someone else is or would be treated in the same or similar circumstances because of gender, race, colour, nationality, ethnic or national origin, disability, religion or belief, sexual orientation or on any other ground identified in our Single Equality Scheme.

- **Indirect Discrimination**

Indirect Discrimination also occurs where a provision, criterion or practice is applied which places a certain group of people (who are covered by our Single Equality Scheme) at a particular disadvantage and it cannot be shown that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

It is unlawful to discriminate directly or indirectly on grounds of gender, marital status, gender reassignment, pregnancy or maternity.

Religious Discrimination

Discrimination on grounds of religion or belief is not covered by the Race Relations Act 1976, unless the discrimination mainly affects people protected from unlawful discrimination on racial grounds. Religious discrimination in employment and training is unlawful under the Employment Equality (Religion or Belief) Regulations 2003.

2. General Duty

RACE

A duty placed on public authorities, under section 71(1) of the Race Relations Act 1976 (as amended), to have due regard to the need to eliminate unlawful discrimination and to promote equality of opportunity and good race relations between people from different racial groups.

DISABILITY

A duty placed on public authorities under section 49A(1) of the Disability Discrimination Act 2005, which stated that every public authority shall have 'due regard' to:

- the need to eliminate discrimination that is unlawful under the Act;
- the need to eliminate harassment of disabled persons that is related to their disabilities;
- the need to promote equality of opportunity between disabled persons and other persons;
- the need to take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons;
- the need to promote positive attitudes towards disabled persons; and
- the need to encourage participation by disabled persons in public life.

GENDER

A duty placed on public authorities under the Sex Discrimination Act 1975 (as amended by the Equality Act 2006), which requires all public bodies to have 'due regard' to:

- the need to eliminate unlawful discrimination and harassment; and
- the need to promote equality of opportunity between women and men.

The general duty means that the College must take steps to ensure that men and women are treated fairly and that all of the College's policies, procedures and services take account of the different needs of each group.

3. Specific Duty

RACE

A duty placed on public authorities through the Race Relations Act (Statutory Duties) Order 2001. These specific duties required listed bodies to public a Race Equality Scheme before 31 May 2002 and to review this every three years. The legislation also set out a number of statements to be contained within the Race Equality Scheme produced.

DISABILITY

A duty placed on public authorities through the Disability Discrimination (Public Authorities) (Statutory Duties) (Scotland) Regulations 2005. These specific duties required public authorities in Scotland to publish a Disability Equality Scheme, showing what actions the public authority intended to take to fulfil its general duty as set out in section 49A(1) of the Disability Discrimination Act 2005.

The legislation also set out requirements to involve disabled persons with an interest in the authority's activities in the preparation of the Scheme, set out a number of elements that must be included in the Scheme and prescribed that this should be reviewed every three years after the original date of publication.

GENDER

A duty placed on public authorities through the Sex Discrimination (Public Authorities) (Statutory Duties) (Scotland) Order 2007. These specific duties required listed bodies to publish a gender equality scheme by 29 June 2007 and to report annually. Listed bodies in Scotland were also required to publish an **Equal Pay Statement** by 28 September 2007.

4. **Equal Pay Act 1970**

Affords an individual the same right to contractual pay and benefits as a person of the opposite sex in the same employment, where the male and female are doing:

- The same or broadly similar work;
- Work rated as equivalent under an analytical job evaluation scheme;
- Work of equal value.

Glossary of Terms

Ethnic Group

Defined by the House of Lords as a group that regards itself or is regarded by others as a distinct community by virtue of certain characteristics that will help to distinguish the group from the surrounding community. Two of these characteristics are essential.

Ethnic Monitoring

Ethnic monitoring is the process that you use to collect, store and analyse data about people's ethnic backgrounds. Ethnic monitoring can be used to highlight possible inequalities, investigate their underlying causes and remove any unfairness or disadvantage.

Gender

Refers to the wider social roles, attitudes, values and behaviours attributed to women and men by society which structure women's and men's lives.

Gender Inequality

Refers to lasting and embedded patterns of advantage and disadvantage relating to gender.

Gender Reassignment

The process or steps, taken under medical supervision, of reassigning a person's gender by changing physical, social or other characteristics. This may include, for example, hormone therapy or a sex change operation.

Harassment

Harassment in the context of equal opportunities is unwanted conduct relating to sex, race, colour, nationality, ethnic or national origin, disability, sexual orientation, religion or belief or any other grounds detailed in the Single Equality Scheme which:

- has the purpose or effect of violating an individual's dignity; or
- creates an intimidating, hostile, degrading, humiliating and offensive environment for that individual.

Horizontal Segregation

Where men or women are concentrated into an area of work which attracts lowers pay than the other gender that have similar levels of skill but have jobs doing different work.

National Origins

Defined by the Scottish Court of Session as 'identifiable elements, both historically and geographically, which at least at some point in time reveals the existence of a nation.' National origins are not limited to 'nationality' in the legal sense of citizenship of a nation state, which an individual acquires at birth or through naturalisation. For example, English, Scottish and Welsh people are racial groups, defined by reference to their national origins. National origins may include origins in a nation that no longer exists (Czechoslovakia, for example), or in a 'nation' that was never a nation state in the modern sense, such as 'the Basque nation' or 'the Iroquois nation'.

Nationality

An aspect of a person's identity, conveying rights and duties, and defined by a specific legal relationship between an individual and a state, through birth or naturalisation, which is recognised by that state. Article 2 of the European Convention on Nationality defines 'nationality' as 'the legal bond between a person and a state' which 'does not indicate the person's ethnic origin'.

Occupational Segregation

When women and men are employed in different jobs in the workplace or when men or women predominate a particular job.

Positive Action

Action permitted by the Race Relations Act 1976 that allows employers and others to provide training and encouragement to people of a particular racial group, if they have been under-represented in particular work during the previous 12 months (sections 37 and 38).

Race

The Race Relations Act 1976 uses 'race' both to describe the catch-all class that receives protection under the Act, that is, 'racial group', and as one of five sub-classes that fall within it. The courts and tribunals have not so far been called on to define the term.

Racial Grounds

Grounds of race, colour, nationality (including citizenship) or ethnic or national origins.

Racial Group

A group of people defined by race, colour, nationality and ethnic or national origins. All racial groups are protected from unlawful racial discrimination. Romany Gypsies, Irish Travellers, Jews and Sikhs have been explicitly recognised by the courts as constituting racial groups for the purposes of the Race Relations Act 1976.

Racist Incident

A racist incident is any incident which is perceived to be racist by the victim or any other person.

Sex

Refers to how an individual is born and describes the biological and physical differences between women and men.

Sexual Harassment

A particular type of harassment where an individual is subjected to any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of:

- Violating the individual's dignity; or
- Creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual.

or

Where on the ground of the individual's rejection of or submission to unwanted conduct they are subjected to less favourable treatment than they would have been had they not rejected or submitted to, the conduct.

Support will be available on a confidential basis to members of staff.

Transgender

Refers to individuals who identify their gender to be different from the physical one into which they were born but who choose not to undergo medical treatment and simply live their life in the new gender.

Transsexual

A person who intends to undergo, is undergoing or has undergone gender reassignment.

Vertical Segregation

Limits career development that would enable men or women to progress up career structures and increase their earnings.

Victimisation

Victimisation in the context of equal opportunities means treating an individual less favourably than others are or would be treated in the same or similar circumstances because that individual has asserted, or intends to assert his/her rights under either legislation or the provisions of this policy or has provided information in connection with a complaint brought by another person who has asserted their rights under this policy or legislation.

Sources of Further Information, Advice and Support

Internal Sources

Director with responsibility for Human Resources and Community and Learner Services	01698 232340
Head of HR Services	01698 232343
Head of Community and Learner Services	01698 232205
Learner Services Manager: Community Learning and Development	01698 232686
Learner Services Manager: Access Inclusion and Educational Support	01698 232305
Learner Services Manager: Guidance and Support	01698 232293
Student Liaison Officer	01698 232403

Useful Contacts List

External Sources

Equality and Human Rights Commission	www.equalityhumanrights.com 0845 604 5510 (Helpline – Mon, Tue, Thu & Fri 9am – 5pm) (Helpline - Wed 9am – 8pm) 0845 604 5520 (Textphone) 0845 604 8830 (Fax) 0141 228 5910 (Glasgow Main Office – Non Helpline Calls Only)
ACAS	www.acas.org.uk 08457 47 47 47 (Mon – Fri 8am – 6pm) 08456 06 16 00 (Mon – Fri 8am – 6pm) Minicom Users 0141 248 1400 (Glasgow Office)
Age Positive	www.agepositive.gov.uk 0113 232 4444 (Sheffield Office)
Access Association	www.access-association.org.uk 0113 247 8102 (Sheffield Office)
Close the Gap	www.closesthegap.org.uk 0141 337 8131 (Glasgow Office)
Crosslynx	http://www.crosslynx.org 0141 847 0787 (Glasgow Office) (7.30-9.30pm)
Engender	info@engender.org.uk www.engender.org.uk 0131 558 9596 (Edinburgh Office)
SKILL	www.skill.org.uk 0131 475 2348 (Edinburgh Office) 0800 328 5050 (Information Service)
Strathclyde Gay & Lesbian Switchboard	www.sqsls.co.uk 0141 847 0447 (Glasgow Main Switchboard Office) (7-10pm) 0141 847 0457 (Lesbian Line) (7-10pm) 0141 847 0647 (Homophobic Crime Reporting Line) (7-10pm)
Wise Women	http://www.gvawp.org.uk/InfoWomen/Orgs/WisWom.htm 0800 027 1234 (National Domestic Abuse Helpline) 0141 276 7724 (Glasgow Office)

Company	Address	Contact	Telephone No	E-Mail Address/ Web Site
Deaf Connections	100 Norfolk Street Glasgow	Tasnim Sharif Community Worker (Deaf Black & Ethnic Minorities)	0141 420 1759 Textphone 0141 429 6682	tasnim@deafconnections.co.uk enquires@deafconnections.co.uk www.deafconnections.co.uk
Glasgow Anti Racist Alliance	30 Bell Street Glasgow G1 1LG	Jatin Haria	0141 572 1140	jatin@gara.org.uk www.gara.org.uk
The Equality Challenge Unit	7 th Floor Queens House 55-56 Lincoln Inn Fields London WC2A 3LJ	Juliet Adams	0207 831 1897	juliet.adams@ecu.ac.uk
West of Scotland Racial Equality Council	Napiershall St Centre 39 Napiershall Street Glasgow G20 6EZ	Bushra Iqbal	0141 337 6626	admin@wsrec.co.uk
Glasgow Translation & Interpreting Service	39 Napiershall Street Glasgow G20 6EZ	Bob Cuthbertson – Co-ordinator OR Dr Serjinder Singh Manager	0141 341 0027 OR 0141 341 0028 0141 334 7276 Fax	bob.cuthbertson@sw.glasgow.gov.uk serjinder.singh@sw.glasgow.gov.uk
NUS Scotland	NUS Scotland 29 Forth Street Edinburgh EH1 3LE	Gurjit Singh President	0131 556 6598	mail@nus-scotland.org.uk
NUS	2nd Floor Centro 3 19 Mandela Street London NW1 0DU	No contact	0207 380 6649	nusuk@nus.org.uk
Motherwell College	Dalzell Drive Motherwell ML1 2DD	John Johnston - Student Liaison Officer	01698 232403	jjohnston@motherwell.co.uk
Multi Cultural Matters	Chine Walk 1 Pine Drive East Branksome Park Poole BH13 6DL	Karen Pearce	01202 757850	info@multicultural-matters.com www.multicultural-matters.com



Company	Address	Contact	Telephone No	E-Mail Address/ Web Site
UK Council for Inter-National Student Affairs	9-17 St Albans Place London N1 ONX	No contact	0207 288 4330	www.ukcosa.org.uk
The Foreign and Commonwealth Office	Cultural Relations Dept King Charles Street LONDON SW1A 2AH	No contact	0207 270 1500	www.fco.gov.uk
Buddhist Glasgow Buddhist Centre	329 Sauchiehall Street Glasgow G2 3HW	Buddhist	0141 333 0524	gbc@glasgowbuddhistcentre.com www.glasgowbuddhistcentre.com
Christian Church of Scotland	Manse Road Parish Church Gavin Street Motherwell	Parish Minister	01698 327769	
Christian Roman Catholic	Cathedral House 31 Coursington Road Motherwell	Parish Priest	01698 263045	
Hindu Hindu Mandir	71 Montrose Drive Bearsden Glasgow G61 3LF	Mrs S Nazpal General Secretary	0141 942 8227	
Humanist Society of Scotland	272 Bath Street Glasgow G2 4JR	No contact	0870 874 9002	www.humanism-scotland.org.uk
Islamic Lanarkshire Muslim Welfare Association	Clydesdale Street Mosscend Bellshill ML4 2RS	No contact	01698 730650	www.lanarkshiremosque.com
Jewish		Rabbi Dovid	0141 577 8246 07801 491386	dovid@jchaplaincy.org
Sikh Central Gurdwara	138 Berkley Street Glasgow G3 7HY	No contact	0141 221 6698	



TEMPLATE OF SINGLE EQUALITY ACTION PLAN & ANNUAL PROGRESS REPORT

Review Area	Action	Timescale	PLANNED OUTPUT (Activities/Products)
1. Learner Recruitment, Admissions and Outcomes			
Progress To Date			
Impact Assessment/Policy Review			
Revised Actions & Timescale			
PRIORITY CODE			



INVESTOR IN PEOPLE

Registered Scottish Charity No:SC021206

Profile of College Staff

The Staff Population

The following tables illustrate our staff profile; all figures are given as a percentage of FTE of the staff groups indicated for the year 2006-2007 academic session. These figures are taken from the College's 2007 Annual Staffing Return to the Scottish Funding Council.

AGE				
Banding	29 or less	30-49	50-59	60 or over
Lecturing Staff	6%	50%	33%	11%
Support Staff	17%	57%	21%	6%
All Staff	9%	53%	29%	9%

GENDER		
	Male	Female
Lecturing Staff	49%	51%
Support Staff	29%	71%
All Staff	42%	58%

ETHNICITY				
		Lecturing	Support	All Staff
White	Scottish	89.2%	93.6%	90.8%
	English	7.2%	3%	5.7%
	Welsh	0.1%	0.3%	0.1%
	Irish	0.8%	0.6%	0.7%
	Other White background	1.7%	1.8%	1.8%
Mixed	Any Mixed background	0.3%	0%	0.2%
Asian, Asian Scottish or Asian British	Indian	0.2%	0.5%	0.3%
	Pakistani	0.2%	0.2%	0.2%
	Bangladeshi	0%	0%	0%
	Chinese	0%	0%	0%
	Other Asian background	0%	0%	0%
Black, Black Scottish or Black British	Caribbean	0%	0%	0%
	African	0%	0%	0%
	Other Black background	0%	0%	0%
Other Ethnic Background	Any other background	0.3%	0.2%	0%
Not Known		0.35	0.2%	0.2%

Profile of College Learners

The Learner Population

The following tables illustrate our learner profile; all figures are given as a percentage of the learners indicated for the year 2006-2007 academic session. The total number of learners for the year 2006-2007 is 20687. These figures are taken from the College's 2007 Annual Staffing Return to the Scottish Funding Council.

AGE BANDING OF LEARNERS	
Age Banding	Percentage (%)
1 – 15	13.68
16 – 17	12.49
18 – 25	25.11
26 – 30	9.61
31 – 35	8.08
36 – 40	8.70
41 – 45	7.28
46 – 50	4.93
51 – 55	4.01
56 – 60	2.62
61 – 65	1.45
65+	1.85
No Age Given	0.20

ETHNICITY OF LEARNERS		
White	Scottish	92.04%
	English	2.18%
	Welsh	0.08%
	Irish	0.32%
	Other White background	2.13%
Mixed	Any Mixed background	0.15%
Asian, Asian Scottish or Asian British	Indian	0.19%
	Pakistani	1.11%
	Bangladeshi	0.01%
	Chinese	0.36%
	Other Asian background	0.13%
Black, Black Scottish or Black British	Caribbean	0.14%
	African	0.42%
	Other Black background	0.16%
Other Ethnic Background	Any other background not listed	0.53%
Information Refused		0.02%
Information Unknown		0.01%

GENDER OF LEARNERS		
	Male	Female
Learners	58.19%	41.81%

<i>DISABILITY OF LEARNERS</i>	
No Known Disability	88.26%
Dyslexia	1.45%
Blind/Partially Sighted	0.34%
Deaf/Hearing Impairment	0.76%
Wheelchair User/Mobility Difficulties	0.47%
Personal Care Support Required	0.03%
Mental Health Difficulties	1.00%
An Unseen Disability, eg. diabetes, epilepsy, asthma	2.70%
Multiple Disabilities	0.70%
Disability Not Listed	3.88%
Autistic Spectrum Disorder	0.02%
Additional Support Needs	0.19%
Information Refused	0.04%
Information Unknown	0.11%

Policy Impact Assessment Timetable

POLICIES RELATING TO STAFF

Responsibility: Human Resources

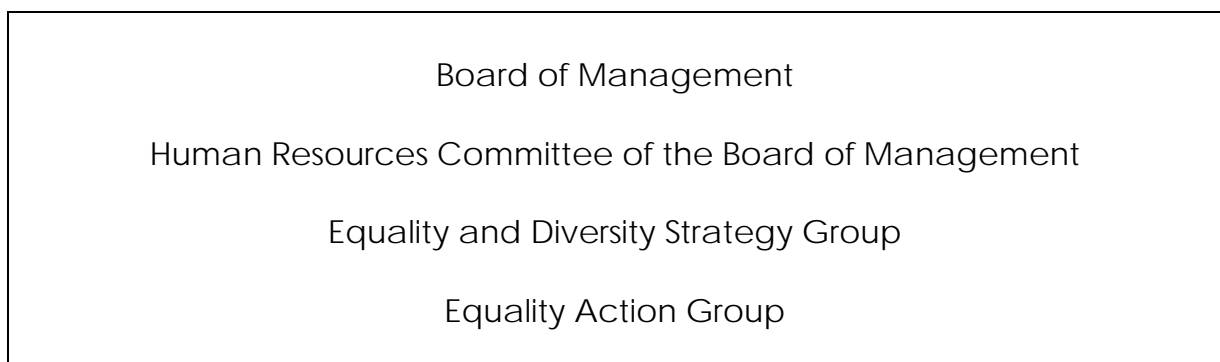
POLICY	DATE OF LAST REVIEW	TIMESCALE FOR IMPACT ASSESSMENT
Absence Management Policy and Procedure	February 2007	February 2009
Appointment Policy and Procedure	October 2005	February 2009
Communication Policy and Procedure	September 2007	September 2009
Disciplinary Policy and Procedure	October 2004	June 2009
Family Friendly Policies and Procedures	June 2008	April 2009
Grievance Policy and Procedure	June 2005	June 2009
Personal Harassment and Bullying Policy and Procedure	February 2008	June 2010
Procedure for the Management of Probationary Periods	January 2006	February 2009
Protection of Employment Policy	March 2006	September 2009
Secondment Policy and Procedure	2007	October 2009
Staff Training and Development Policy and Procedure	December 2007	January 2009
Staff Support Policy: Capability	September 2007	March 2009
Staff Support Policy: Competence	August 2007	March 2009

POLICIES RELATING TO LEARNERS

Responsibility: Associate Director (Curriculum and Academic Planning)/Student Services

POLICY	DATE OF LAST REVIEW	TIMESCALE FOR IMPACT ASSESSMENT
Assessment Policy	November 2005	March 2009
Customer Services Enquiry and Application Policy and Procedure	August 2006	March 2009
Learner Behaviour Policy and Procedure	November 2008	March 2009
Student Complaints Policy and Procedure	July 2005	March 2009
Under-age Students Policy	May 2006	March 2009
Disability Policy	August 2005	March 2009

**Committee Reporting Structure
promoting the ethos of equality through :**



Membership and Remits of Equality Groups

1. Remit of the Equality and Diversity Strategy Group

This group in meeting its corporate and legal responsibilities will promote equality of opportunity. The group will continue to work towards the elimination of discrimination and support an inclusive strategy for the College through receipt and application of the Race Equality Policy and Procedure and any other related policies and procedures.

The group will meet on a regular basis and respond to any secondary legislation.

1.1 Reporting Structure of Equality and Diversity Strategy Group

- The Chair of the group as a member of Senior Executive Team will report to the Senior Executive Team and to the Human Resources Committee of the Board of Management.
- The group will meet at least three times each year.

2.1 Membership of Equality and Diversity Strategy Group

Carol Scott	Director and Chair of Group
Ann Baxter	Academic Head of Department - Care
Brian Casey	Associate Director (Curriculum & Academic Planning)
Brian Gilchrist	Head of HR Services
Jim Sweeney	Head of Community & Learner Services
Neil Thomson	Support HOD - Commercial Development Manager
Carol-Anne Brown	Human Resources Adviser & Secretary to Group

2. Remit of the Equality Action Group

To support the achievement of the College's aims in relation to the six equality strands (age, disability, gender, race, religion and belief, sexual orientation) through:

- Monitoring and reviewing progress towards achievement of actions identified in the various implementation plans, in consultation with responsible officers and members of the Equality and Diversity Group;
- Co-ordinating and supporting the completion of equality impact assessments, ensuring outcomes inform reviews of progress and actions for the future;
- Acting as diversity champions, promoting awareness and good practice throughout the College.

2.1 Reporting Structure of Equality Action Group

- Reporting regularly on progress to the Equality and Diversity Group.
- The group will meet at least three times each year.

2.2 Membership of Equality Action Group

Brian Gilchrist	Head of HR Services and Chair of Group
Carole Gray	Learning Resources Centre Manager
Eileen Imlah	Lecturer and EIS Union Learning Representative
Helen Lawson	Curriculum Leader
Jeanette Gillies	Learner Services Manager
John Johnston	Student Liaison Officer
Michael McGhee	Curriculum Leader
Neil McIntosh	Lecturer
Nikki Slowey	Events and PR Officer
Carol-Anne Brown	Human Resources Adviser & Secretary to Group

Proposed Stakeholders

Blantyre Miners Welfare Charitable Society, Blantyre
Calderside Academy, Blantyre
Cardinal Newman School, Bellshill
Careers Scotland, Bellshill
College Articulation Project, Glasgow Caledonian University
Deaf Connections, Glasgow
Department of Community & Support Services, North Lanarkshire Council
Department of Education North Lanarkshire Council
Department of Education Resources – Integrated Lifelong Learning, South Lanarkshire Council
Department of Education, Falkirk Council
Department of Social Work, Falkirk Council
Guide Dogs for the Blind, Hamilton
Hamilton Job Centre, Hamilton
Head of Regeneration, North Lanarkshire Council
JISC Regional Support Centre, Glasgow
Lanarkshire Association for Mental Health, Hamilton
Lead Scotland, Hamilton Information Project for Youth, Hamilton
Learning Connections, Glasgow
Rathbone Training & Support Centre, Motherwell
Regeneration Services, South Lanarkshire Council
SAAS, Edinburgh
Scottish Enterprise Lanarkshire, Bellshill
Senior Educational Psychologist, North Lanarkshire Council, Motherwell
SQA, Glasgow
Strathclyde Partnership for Transport, Glasgow
The Brite Initiative, Edinburgh
The Prince's Trust, Glasgow
Threshold, Hamilton
UNITE, Glasgow
Wishaw General Hospital, Wishaw