

Key	Ongoing	Concern	Not started	Progressing	Completed	New action
Traffic light						

1 EQUALITY AND DIVERSITY AWARENESS/FEEDBACK AND CONSULTATION

Action	Reason for Action	Accountability	Timescales	Success /Impact measures	Equality strand	Progress/Assessment
1.1 Develop a monthly E & D Committee to take forward a SES and SEAP	Coordination and Overview of SES	Principal/Empl oyment and Organizational Development Committee	November 2009	Minutes and Action Plan implemented	ALL	
1.2 Consultation on Single Equality Scheme and Single Equality Action Plan	Provide feedback and refine scheme and plan	Principal Employment and Organizational Development Committee (Governors) Equality and Diversity Committee (Staff & Students)	April 2010	Feedback calibrated and Scheme and Action Plan finalised and agreed	ALL	
1.3 Develop the role of Equality Strand champions and provide specific training	To promote a focused approach for particular strands in SES	Equality & Diversity Committee Head of Quality	May 2010	100% Training completed by Lead external trainer	ALL	Need to appoint economic disadvantage and sexuality champion
1.4 Train all the Equality and Diversity Committee in investigating incidents of harassment and bullying	To provide a cadre of trained staff who can sensitively investigate and deal with cases of E& D bullying and harassment cases	Principal Head of Quality	May 2010	100% Training completed by lead external trainer	ALL	

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1.5 Training to raise awareness and promote importance of SES and related action plan	Raise awareness and update staff understanding and knowledge of E&D	Principal Head of Quality	By June 2010	90-100% staff participation	ALL	
	Raise awareness and induct students in E&D	Faculty Learning Directors	By Oct 2010	All course areas deliver student Induction content on E&D		Further work planned for September 2010
	Develop resource bank of training and awareness raising literature	Learning Centre Manager	By June 2010	E&D Resource/Reference Bank created in Learning Centres		
1.6 Monitor number and outcomes of compliments, incidents and complaints related to E&D issues	Response to both positive and negative incidents related to discrimination and harassment acted upon and impact monitored	E&D Committee	By July 2010 Ongoing	100% response and satisfactory outcome to incidents and complaints. Compliments correlated and shared and promoted in college publicity and literature	ALL	Ongoing - 7 complaints investigated and actioned for 2009-10
1.7 Organise a programme of E&D events to celebrate diversity involving college, local	Promotion and celebration of diversity	E&D Committee	March to December 2010	Increase in participation and number of events celebrating equality and diversity	ALL	Adult Learner's Week themes 17 th May-21 st May 2010 and also 6 th -10 th September 2010

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communities and partners						
1.8 To consult with staff , students, and/ partners where there is a potential gender, identity ,and/or sexual orientation imbalance to identify barriers	Barriers and underlying reasons for lack of diversity are unclear.	Gender, Identity and Sexual Orientation Champion	By end of July 2010	Barriers to recruitment/retention and progression of staff identified and educed through 1 SMART action per Director	Gender, Identity and Sexual Orientation	E& D question and learner forums during May 2010 but more focused work needs to be completed in each curriculum area

2 FACILITIES/SERVICES

Action	Reason for Action	Accountability	Timescales	Success/Impact measures	Equality strand	Progress/Assessment
2.1 Correlate equality and diversity workforce data for all college staff including sub-contracted services	Analysis and profile of whole college workforce information gathered	HR	RACC Workforce (Jan 2010) Sub-contracted services (May 2010)	Data collected used to capture profile of all college staff and as a E&D workforce planning tool	ALL	
2.2 Review college facilities and accommodation for young learners[aged 14-19 years]	Improved classroom timetables, accommodation , communal areas and access to IT facilities	Age Champion	By July 2010	Improved facilities and accommodation for young learners. Improved young learners' experience and success rates	AGE	Summer Works to be completed in August 2010
2.3 Improve signage and access for	Some mobility issues and restricted access	Disability Champion	By Dec 2010	Access routes and signs improved as	Disability	Summer Works to be completed in August 2010

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learners and staff with disabilities at Clifden Centre	to key areas pose difficulties for learners with disabilities at Clifden			part of new building programme		
2.4 Make E&D explicit within procurement services and external contracts	College procurement procedures meet E&D legal requirements	Vice Principal Finance	By April 2010	Procurement processes updated and documentation includes E&D section	ALL	
2.5 Ascertain whether a multi- faith “quiet” area for students and staff required at college centres	Success rates are lower for BME learners and the cause may be religious belief and practice not catered for.	Race, religion and belief Champion	By May 2010	Data correlated for religious and faith groups in college. Diverse religious beliefs and practice acknowledged and provision for prayer during college time	Race, Religion and Belief	Investigation underway
2.6 Carry out a survey of staff and students’ dietary requirements based on religious and/or ethical beliefs	Improvements in food and drink options provided by canteen contractors	Race, Religion and Belief Champion	By June 2010	Acknowledgment of differing dietary requirements. Increase in food offer and sales to varying religious and cultural groups	Race, Religion and Belief	New caterers have only just started in April 2010

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3.0 STUDENT EXPERIENCE

Teaching , Learning, and Assessment

Action	Reason for Action	Accountability	Timescales	Success/Impact measures	Equality strand	Progress/Assessment
3.1 Collection , analysis and action planning based on E&D data for different groups of learner to improve performance [participation and success] of underachieving group by each Subject Sector Area[SSA]	Monitor and improve participation, and success by SSA. Devise support strategies to recruit and improve performance of indentified learner groups. Set improvement targets in SAR and related QIP for each SSA.	VP Curriculum and Quality	By March 2010 for data By October 2010 for impact	Narrowing of achievement and success at SSA level by 1-3 % on average.	ALL	
3.2Develop effective teaching and learning strategies to embed E&D in curriculum and enrichment areas and share good practice cross college	Need to produce exemplary diversity work and resources. Raise awareness and in each SSA and cross college enrichment work	Advanced Practitioners [APs] Learning Directors Learning Centre Manager	By September 2010	Lesson and course documentation records E&D good practice Lesson observations highlight effective E&D strategies Enrichment activities highlight E&D	ALL	

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4 STUDENT EXPERIENCE

Support for Students

Action	Reason for Action	Accountability	Timescales	Success /Impact measures	Equality strand	Progress/Assessment
4.1 Organise cross college learner E&D focused feedback and tutorial support sessions	Collect learners' views and opinions on positives and required improvements for each stage of the learning journey	VP Curriculum and Quality	April-August 2010	Feedback correlated and action plan with timescales for improvements required	ALL	
4.2 Correlate and analyse number of learners at RACC receiving a "disadvantage uplift" Mainly based on where they live[deprived wards/postcodes]	Plan a support package for identified learner numbers on a yearly basis	S&E Status Champion VP Finance	By April 2010 for 2010-11 intake	Use of Learner Support Funds and bursaries targeted to "disadvantaged" learners	Social & Economic Disadvantage Status	To commence in June 2010
4.3 Correlate and analyse kind of support learners currently receive from the college including crèche, resources, books, travel etc	Identify what we provide financial support for and any gaps for "disadvantaged" learners	S&E Status Champion VP Curriculum and Quality	By August 2010	Successful participation and retention of disadvantaged learners ensured with appropriate support and improvement in attendance and	Social & Economic Disadvantage Status	

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				retention rates by 1-3%		
4.4 Produce a factsheet on local and neighbouring boroughs places of worship, ethnic and cultural support and social groups	Assist and support learners to assimilate and participate in local community organisations	Race, Religion and Belief Champion	By end of August 2010	Improved student support experience Improved retention rates for BME learners Promotion of diversity in local community	Race, Religion and Belief	Work commenced
4.5 To provide positive networking and support to students learning or working in an area where there is a perceived or emerging gender, Identity and sexual orientation imbalance	Poor retention and achievement of those who are under represented in terms of gender ,identity and sexual orientation in some business areas	Gender, Identity and Sexual Orientation Champion	By end of July 2011	10% improvement in levels of participation and retention of staff / students especially in Client Services. IT and Estates	Gender, Identity and Sexual Orientation	Champion needs to be appointed
4.6 To develop and diversify partnerships and marketing campaigns to reduce gender imbalance in participation, retention achievement of students	Staff and student participation in some curriculum is not has diverse in terms of gender ,identity and sexual orientation issues as it could be	Gender, Identity and Sexual Orientation Champion	By end of Dec 2010	2 new partners, community organizations, employers support enrichment and/or awareness raising events at RACC	Gender, Identity and Sexual Orientation	

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5 STAFF EXPERIENCE

Recruitment and Selection, induction

Action	Reason for Action	Accountability	Timescales	Success /Impact measures	Equality strand	Progress/Assessment
5.1 Reduce numbers not responding or declaring disability at recruitment, selection induction stages and whilst in employment at the college	Ensure that “not known” declaration decreases and DDA support /adaptation needs are met	Disability Champion HR	By Dec 2010	Number declaring disability increases by 5-10%	Disability	Leaflet going out with pay slip in May 2010
5.2 To proactively market new job and volunteering opportunities to increase the / gender, Identity and sexual orientation diversity of the workforce using positive images and language.	Opportunities for career and progression are still being limited by stereotyping and a lack of awareness and understanding of the benefits of diversity	Gender, Identity and Sexual Orientation Champion	By end of Dec 2010	Gender imbalance is reduced by 20% in 3 departments through more effective recruitment campaigns for staff and volunteers	Gender, Identity and sexual orientation	

6 STAFF EXPERIENCE

Pay, benefits and reward

Action	Reason for Action	Accountability	Timescales	Success/Impact measures	Equality strand	Progress/Assessment
6.1 To undertake an equal pay review	Statutory duties and good practice for	Gender, Identity and Sexual	By end of July 2011	Any identified issues re: equal pay are	Gender, Identity	

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	public sector organisations	Orientation Champion		addressed positively/proactively	and Sexual Orientation	
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7 STAFF EXPERIENCE

Training and development, career progression

Action	Reason for Action	Accountability	Timescales	Success/Impact measures	Equality strand	Progress/Assessment
7.1 Correlate information on the skills and experience of current teaching staff who have worked with young people	Build a team of teaching staff with expertise in working with young people	AGE Champion	By end of June 2010	Improved success rates for young learners. Professional expertise developed through appropriate support.	Age	Commenced
7.2 Run specific, tailored workshops on use of specialist equipment, resources and software to ensure effective delivery of teaching and learning to LLDD learners	Recently acquired software, equipment and resources under utilised or not effectively used by staff due to training need	Disability Champion	By October 2010	Effective delivery of teaching and learning with noted strengths on observation records	Disability	
7.3 Deliver training workshops for governors on their role and responsibility in relation to monitoring progress	Raise governors' awareness and update their knowledge of current E&D legal duties, implementation of	Clerk to the Governors Principal	By May 2010	All governors participate in training. SES Action plan monitored by governors.	ALL	Commencing In June 2010

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and performance in relation to E&D and the SES	updated college policies, schemes and action plans,					
7.4 Create opportunities to improve internal career progression and promotion of BME staff	Data highlights only 5% BME staff at lecturer level, 2%at management and 1%at Executive level. Majority are either hourly paid staff[75%] or business support{17%}	Race, Religion and Belief Champion HR	By Dec 2010	Number of BME staff participating in career progression schemes such as the FE Black leadership Initiative and other related schemes increased.	Race, Religion and Belief	
7.5 Create training and volunteering opportunities for staff in 3 identified business support depts to ensure staff progression internally	Assist staff with movement up grades and into new roles, for example Caretaking to Estates, Technicians to Teaching	S&E Status Champion HR	By January 2011	Opportunities created lead to promotion and /or different job roles for staff	Social and Economic Disadvantage	
7.6 To raise awareness of career and progression opportunities in areas where there is a limited diversity in gender, identity and sexual orientation representation	Opportunities for career and progression are still being limited by stereotyping and a lack of awareness and understanding of the benefits of diversity	Gender, Identity and Sexual Orientation Champion	By end of Dec 2010	Gender imbalance is reduced by 20% in 3 departments through more effective recruitment campaigns for staff and volunteers	Gender, Identity and sexual orientation	

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8 Miscellaneous

Action	Reason for Action	Accountability	Timescales	Success /Impact measures	Equality strand	Progress/Assessment
8.1 Improve marketing and publicity of curriculum and provision for target group of young learners	Develop marketing strategies to increase recruitment of young learners	AGE Champion	By June 2010	Young learner tailored marketing and publicity produced. Number of young increased by tailored recruitment sessions.	AGE	
8.2 Develop links with external specialist mental health agencies	Increasing number of learners with mental health requiring expert support from college staff	Disability Champion	By end of June 2010	Formal links established with at least 2 agencies	Disability	
8.3 Impact assess all College policies and procedures	To meet equality impact assessment requirement of legislation	Clerk to the Governors and E& D Committee	June 2010	All policies and procedures on R drive reviewed and assessed	ALL	Completed to date but ongoing issue