

Richmond upon Thames College Single Equality Scheme

Action Plan

**Richmond upon Thames College - Single Equality Scheme
Action Plan for the Period March 2008 – February 2011**

No.	Race	Disability	Gender	Action	Lead Person/Team	Timescale	Output	Update May 2010
1 Corporation Responsibilities								
1.1	√	√	√	Review the SES	VP SSS Equality & Diversity Committee	Autumn 2010	Re-affirmed or revised	Reported to Employment Committee May 2010
1.2	√	√	√	Annually monitor the outcomes of the SES Action Plan	VP SSS	Annually (in the Autumn term)	Reports circulated to Equality & Diversity Committee and appropriate Committees of the Corporation	E&D Committee reviewing Action Plan – Spring 2010. Reported to Employment Committee May 2010
1.3	√	√	√	Review the effectiveness of the Equality management structure	VP SSS	Annually (by December each year)	Established groups populated and meetings scheduled	New staff included in subgroups. Meetings held.
1.4	√	√	√	Carry out equality impact assessments on all proposed policies	VP SSS Equality & Diversity Committee	Ongoing	Impact assessment arrangements are agreed. Impact Assessment subgroup reports to E&D Committee.	Model impact assessment (recommended by AOC) already completed on one policy. More planned. No current plan to put form on Moodle
1.5	√	√	√	Report on progress actions and statistics to the Corporation	VP SSS/ VP C&Q	Annually	Corporation reports and annual report	SAR to Corporation Jan 2010 (student data). Annual staff statistics report due this term.
1.6	√	√	√	Monitor the enrolment, retention, achievement and complaints of students by disability, race, gender and age	VP C&Q/ VP SSS	Ongoing and annually for the SAR	Corporation reports and SAR. Information is reported to the Equality and Diversity Committee and governors	08/09 ALIS reports on Race & Gender on Moodle. Stats on Richmis. (No stats on Disability or Age.) SAR on Moodle
1.7	√	√	√	Explore ways to collect statistics on entry for students with Disabilities /Additional Learning				More categories of support included in MIS ALS section.

				Support Needs				Profile of ALS raised and access points increased. Usage is up – awaiting stats
1.8	√	√	√	Monitor all staff both in post (and applicants) by disability, race and gender with regard to recruitment, promotion, turnover, dismissals, access to training, discipline/grievance procedures.	VP SSS	Ongoing and annually for Employment Committee	Information is reported to the Equality and Diversity Committee and governors	Information provided at start of employment is periodically updated. Last update request sent out c.3 years ago. Discipline/Grievances recorded by Personnel.

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2 Marketing and Enrolment								
2.1	√	√	√	Ensure marketing and promotion material reflects a diverse community.	Marketing Manager	Ongoing	Images and materials are inclusive.	maintained
2.2	√	√	√	Ensure marketing and other material, promotional information is available as necessary in a range of formats, with facilities for translation as appropriate and needed.	Marketing Manager	Ongoing	Information and material is accessible to speakers of other languages or who have learning difficulties.	Audio version available on request. The website has the facility for enlarged font if required. Braille version very expensive and not available at present.
2.3	√	√	√	Review course order in prospectus to ensure equality of status	Marketing Manager	For prospectus 2010	Information does not appear to be prioritised in order of status	Prospectus still has level 3 courses first. It was decided that this was appropriate.
2.4	√	√	√	Ensure marketing events are targeted and organised to engage with a diverse community.	Marketing Manager	Ongoing	Events are notified to community groups and events are accessible.	maintained
2.5	√	√	√	Ensure enrolment events and procedures are accessible to all, with documents in a variety of formats and free from bias.	VP SSS	Ongoing	Enrolment activities and procedures support the College commitment to diversity.	Enrolment events are held in ground floor venues. Evening classes are being timetabled on the ground floor wherever possible

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3 Student Services (including ALS; student support; access to the Library and IT)								
3.1	√	√	√	Ensure learner support teams provide to all equitable services across curriculum areas including Adult Courses	VP SSS/ Inclusive Learning Manager	Ongoing Dec 2008	Appropriate and timely services are available to all across curriculum areas. Appointment of Evening facilitator	Appointment made. Promotion of service underway.
3.2	√	√	√	Support and guide academic staff and those in learner facing services to enhance the delivery of teaching and learning for learners with disabilities.	VP SSS/ Inclusive Learning Manager	Ongoing	There are demonstrable examples of adjustments and actions to support disabled students.	Many examples: ASD, SpLD, H.I, V.I, Medical and mental health needs Case studies available
3.3	√	√	√	Develop appropriate support for speakers of other languages.	VP C&Q	Ongoing	Speakers of other languages are offered support to develop their language skills.	ALS support extended. Training in identifying SpLD in ESOL students provided.
3.4	√	√	√	Policies for learners are reviewed to ensure they reflect current concerns within the College Community and compliant with equality legislation	SLT Student Services Manager	Annual Review (by each Dec)	Policies are compliant with equality legislation.	Policies and atatements are reviewed. E.G Child Protection and religious diversity statement updated this AY.
3.5	√	√	√	Students with Disabilities and other ALS needs are included safely in Educational Trips and Visits. Risk Assessments are effective.	VP SSS, Inclusive Learning Manager, Health and Safety Advisor	Ongoing	Risks are assessed and reasonable adjustments made	Risk Assessment process developed. Sample RAs available on Moodle.

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4 Teaching and Learning (including Moodle and teaching methods)								
4.1	√	√	√	Learning, Teaching and Assessments guides / frameworks clearly set out the expectations and requirements.	VP C&Q	Ongoing	Equality issues are embedded in Learning, Teaching and Assessment	Individual teachers are responsible to ensure that this takes place, by factoring differentiation into their lessons. Tutors have access to ALS notes on Richmis and can offer support during tutorial period
4.2	√	√	√	Embed E&D ECM and Safeguarding key themes in Tutorial system.	Senior tutors	Ongoing	Equality /ECM/ safeguarding issues are embedded in Tutorial	Planned tutorial programme 'Every child matters' strands : focus on Be Safe/ health and safety.
4.3	√	√	√	Extend all E&D actions and targets to Adult courses	Enterprise Manager	Ongoing	Equality issues are embedded in Learning, Teaching and Assessment of Adult Courses	Due to the fact that evening students do not have a tutor, issues of equality and support may not be addressed. To be investigated by the Enterprise Manager
4.4	√	√	√	Ensure validation processes make positive references to equality and diversity.	VP C&Q	Ongoing	Equality issues are embedded in curriculum design.	Difficult to measure this, although some reference to this is required to be present in School SARs
4.5	√	√	√	Ensure all course and curriculum review processes make positive references to equality and diversity. Course Materials are accessible	VP C&Q	Ongoing	Commitments to equality and diversity are tracked. Adaptive technology and software available to those who require it.	E&D curriculum based training planned. Consultation with Issues subgroup re current SMART

									targets. Investigate possibility of technician support for adaptive technology and software
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5 Estates								
5.1		√		Involve people with disabilities and staff who work with students with disabilities in developing plans for on-going capital schemes.	VP F&R PM Supported Learning	Dec 08	Evidence of consultation (e.g. from events held) to gain the views of people with disabilities.	Our original new build project cannot proceed as government funding is exhausted. A condition survey is currently being commissioned. This will form the basis of a revised strategy.
5.2		√		Continue to ensure evacuation procedures are clearly understood and are effective.	VP F&R	Ongoing	People with disabilities know what is required of them and staff are clear about their roles in an emergency. Arrangements and facilities support safe evacuation for people with disabilities.	The Estates Manager has confirmed that a Personal Emergency Evacuation Plan (PEEP) is prepared for individuals who have a disclosed disability. Copies are available on file.
5.3	√	√	√	Ensure contractors and sub-contractors are familiar with the College's commitment to equality and diversity.	VP F&R	Ongoing	Induction arrangements operate effectively. Contractors understand their obligations and issues are addressed promptly.	Attention is drawn to the College's Equal Opportunities policy in the tender documentation. Commissionaires and caretakers are all trained to use existing evacuation techniques.

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6 Employment of Staff								
6.1	√	√	√	Ensure that terms of employment (including pay and benefits) are compliant with equalities legislation.	Director of Human Resources	Annual review (by each Dec)	Terms of employment are compliant with equalities legislation.	maintained
6.2	√	√	√	Employment policies are reviewed annually to ensure they are compliant with the equalities legislation.	Director of Human Resources	Annual review (by each March)	Employment policies comply with equality legislation.	maintained
6.3	√	√	√	Implement timely reasonable adjustments for staff in response to monitoring activity	Director of Human Resources	Oct 2010	Review complete and reasonable adjustments completed where applicable.	Review of staff with declared disabilities is taking place in the Summer term 2010. New review documentation includes commentary on reasonable adjustments.
6.4	√	√	√	RuTC is recognised by the Employment Service as a "two ticks" employer and maintains this status.	Director of Human Resources	Annual review and assessment.	"Two ticks" status is retained.	maintained
6.5	√	√	√	Recruitment and Selection panels are required to follow College protocols for recruiting fairly.	Director of Human Resources	Ongoing	A programme is in place for all managers (briefing materials and sessions).	maintained
6.6	√	√	√	Targeted Equality Awareness for Heads of School and PMs to enable them to understand their responsibilities to staff and students	VPSSS Inclusive Learning Manager	Ongoing	CLT are aware of responsibilities. Member of ALS team assigned to each school of study	maintained
6.7	√	√	√	Equality awareness training is embedded in induction training, and specifically addresses race, disability and gender duties.	VP SSS	Ongoing	Induction arrangements are in place and emphasise the RuTC equality commitment.	maintained
6.8	√	√	√	Equality Training is continued and	VP SSS	Ongoing	Teaching and Support staff have	maintained

			developed to reflect roles and staff are aware of their obligations.			continued training.	
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