

**POLICY STATEMENT**  
**Policy Title: Equality and Diversity**

**SCOPE:** All members of the College communities

**STATEMENT:** The College believes that every individual has the right to fair treatment, respect and understanding. It holds that people's ability to achieve their potential should not be hampered by prejudice and unfair discrimination and that everyone should have an equal opportunity to participate in society. It values the benefits that diversity and difference bring to society and actively promotes these within its communities and beyond. It raises awareness of equality and human rights and combats all forms of inequality, disadvantage, prejudice, unfair discrimination and mistreatment within its communities.

**KEY POINTS**

The College and the people that make up its communities (staff, students, governors, agents and visitors) will:

- treat everyone fairly, with respect and understanding
- seek out and welcome individuals and groups from all sections of the local and wider community
- educate its students, staff, agents and visitors together with the wider community in equality, fair treatment, awareness of cultural and social diversity and the benefits they bring
- encourage and promote diversity and difference
- combat mistreatment and unfairness
- continuously improve its equality and diversity through three-year rolling schemes of improvement and development
- seek advice and guidance from external agencies and consult cross-sections of its community
- recognise and address its corporate liability and ensure its members are aware of their individual responsibilities
- have robust systems of monitoring and action
- to continue to set an example of best practice in the sector

**Authors:** Equality Assurance Steering Group and other contributors

**Enquiries to:** members of the Equality Assurance Steering Group

## **POLICY GUIDANCE**

### **Policy title**

#### **CONTEXT**

The College recognises that individuals and groups in society have been, and are, discriminated against unfairly because of their gender, age, ethnic origin, nationality, disabilities, sexuality, gender preference, colour and religion and philosophical beliefs. This discrimination may be direct or caused by attitudes, practices, social or organisational structures.

All eligible persons will have an equal entitlement to learning, employment and advancement based on their abilities, performance and aptitudes. Within the law there will be no discrimination on any other grounds

The College is committed to creating a fair, welcoming and supportive environment for both study and work; it is an equal opportunity employer. Every student and member of staff will be given encouragement to develop and demonstrate their full potential to the benefit of themselves and our communities.

In accordance with the Race Relations (Amendment) Act 2001 the College will, in all aspects of its work:

- promote equality of opportunities for all races
- foster good relations between people of different racial groups
- seek to prevent and avoid unlawful racial discrimination before it occurs
- address the lack of knowledge of other cultures and different communities, preparing students and staff for work in diverse communities
- raise awareness of racial discrimination and prejudice
- provide evidence that it undertakes all of the above and modifies its practice as necessary to achieve the above

In accordance with the disability discrimination legislation the College will, in all aspects of its work, encourage and empower people with disabilities by:

- anticipating and responding to their individual needs, making reasonable adjustments to assist them
- encourage and support their participation
- promote equality of opportunities for them
- eliminate harassment and unlawful discrimination
- provide evidence that it does so and has modified its policies and practices as necessary to achieve the above

The College audits the composition of its students and staff together with that of the local communities and is aware of the areas of disadvantage and unfair discrimination.

## City College Plymouth

The Equality Act of 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on the College, when carrying out its functions, to have due regard to the need to:

- eliminate unlawful discrimination and harassment
- to promote equality of opportunity between men and women
- produce and publish an equality scheme identifying their gender equality goals and action to meet them, in consultation with employers and stakeholders
- monitor and review progress
- review the scheme every three years
- develop, publish and regularly review an equal pay policy, including measures to address promotion, development and occupational segregation
- conduct and publish gender impact assessments of all legislation and major policy developments, and publish their criteria for conducting such impact assessments
- Take positive action to train the minority gender in work where they have been underrepresented for at least the last 12 months (Section 48 SDA) . It remains illegal to discriminate by sex when it comes to selecting who will be recruited or promoted

Much unfair discrimination is illegal and could lead to the prosecution of both the College and individuals. The College will take all reasonable steps to ensure that its students, staff and agents know and conform with the law.

The College recognises that harassment is behaviour which is unwelcome or offensive causing a person stress or fear. It may happen only once or be repeated. It can take the form of violence, unwanted physical contact, verbal or written abuse, exclusion or other mistreatment.

### **College Charter reference:**

“We are committed to treating everyone fairly and with respect. We encourage and support applications from all sections of society and promote the benefits of living in a diverse community. We seek to support your learning and remove any unfair barriers to your study and success.

We are committed to providing support to all students with learning difficulties and / or disabilities.”

“Students and staff are expected to:  
..... treat everyone with equal respect.”

**College mission, vision and values reference:**

“Values

- Diversity: equality, diversity and integration, fair treatment, mutual respect, trust and openness are the rights of all”

**Common Inspection Framework reference:**

**B1. How effectively do teaching, training and assessment support learning and development?**

Inspectors will evaluate the extent to which:

- learning, teaching, training and assessment promote equality and support diversity.

**B4. How effective are the care, guidance and support learners receive in helping them to attain their learning goals?**

Inspectors will take into account:

- whether services are sensitive to and promote equality of opportunity and awareness of cultural and linguistic diversity.

**C4. How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?**

The equality and diversity grade will contribute to and may limit the grade for overall effectiveness in the following ways:

- where a judgement of inadequate is awarded for equality and diversity it is most unlikely that the overall effectiveness of the provider will be better than satisfactory. It is likely that the overall judgement will be inadequate
- where a judgement of satisfactory is awarded for equality and diversity it is most unlikely that the overall effectiveness of the provider will be better than good.

If a provider cannot demonstrate that it is working within the two operating principles this should prompt a judgement of inadequate for equality and diversity. The two operating principles for the inspection of equality and diversity are:

- how effectively a provider is narrowing any achievement gap between groups of learners
- how effectively a provider actively promotes equality and diversity and tackles discrimination.

## **SUPPLEMENTARY DOCUMENTATION**

### **Internal**

Accessibility Commitment  
Anti-Bullying Policy  
College Charter  
Disciplinary and Grievance procedures  
Disclosure Policy  
Harassment Policy  
Self-assessment reports  
Single Equality Scheme  
Moodle guidance  
MIS data and reports  
Safeguarding Policy  
Student Guide  
Staff Handbook  
Departmental and Service policies and Service level agreements such as the Library Charter, Learning Development Policy, etc  
and Equality Impact Assessments for all relevant College policies, procedures and strategies  
Student Union equality and diversity policy

### **External**

**National documents available on Moodle as part of the Rainbow Strand resource whilst local documents are held in Performance and Strategy and the Learning Resource Centres**

### **Legislation**

The Equal Pay Act 1970, 1975 and Amendment 1984  
Rehabilitation of Offenders 1974  
The Sex Discrimination Act 1975, Amendment 1982, Amendment Regulations 2008  
The Race Relations Act 1976, Amendment Act 2000 Amendment Regulations 2003  
The Public Order Act 1986  
The Employment Act 1989  
Disability Living Allowance and Disability Working Allowance 1991  
Management of Health and Safety at Work Regulations 1992  
Asylum and Immigration Appeals Act 1993  
Race Relations remedies Act 1994  
The Pensions Act 1995

## City College Plymouth

The Disability Discrimination Act 1995 Amendment in force from October 2004,  
amendment Act 2005  
The Employment Rights Act 1996  
Asylum and Immigration Act 1996  
Protection from Harassment Act 1997  
The Data Protection Act 1998  
The Human Rights Act 1998  
National Minimum Wage 1998  
Working Time Regulations 1998  
Asylum and Immigration Act 1999  
The Employment Relations Act 1999  
The Maternal and Parental Leave, etc. Regulations 1999  
Sex Discrimination (Gender Re-Assignment) Regulations 1999  
Disability Rights Commission Act 2000  
The Learning and Skills Act 2000  
The Part-Time Workers Regulations 2000  
The Special Educational Needs and Disabilities Act 2001  
Regulations on Fixed Term Workers 2001  
The Employment Equality (Sexual Orientation) Regulations 2003  
The Employment Equality (Religion and Belief) Regulations 2003  
Civil Partnerships Act 2004  
The Gender Recognition Act 2004  
Trade Organisations and Qualifications Bodies Code of Practice (October 2004)  
The Disability Equality Act 2005  
The Employment Equality (Sex Discrimination) Regulations 2005  
Racial and Religious Hatred Act 2006  
The Equality Act 2006  
Employment Equality (Age) Regulations 2006  
Disability Discrimination Act (Public Duty) 2006

### **IMPLEMENTATION**

The College undertakes to conform to the law and implement its duties effectively, setting itself targets to achieve equality for disadvantaged groups and individuals, monitoring and reviewing their achievement. It aims to be an exemplar in its sector.

The College will ensure staff and students are aware of the equality and diversity legislation, the College's policies and its expectations. It will provide guidance on conforming to these and the consequences of failing to do so. It will consult with groups within and outside the College on the effectiveness of its policies and procedures in achieving fair treatment and encouraging diversity.

The College will use positive action to increase recruitment, retention and achievement of students and recruitment and progression of staff from disadvantaged groups. This process will be reviewed regularly and cease when

## City College Plymouth

the under-representation has been addressed, so that other groups are not disadvantaged.

The College will provide means of redress

For students through:

- their tutors and senior curriculum staff
- College Feedback and Complaints system
- Harassment Mediators
- Student Counsellors

For staff through:

- their line managers
- Occupational Health Care Officer
- Harassment Mediators
- the Grievance procedure

If issues remain, the appropriate college procedures may be invoked or national equality bodies approached.

**Agents and visitors** are expected to comply with the law and conform to this policy or an equivalent acceptable to the College.

**Students** are expected to:

- treat everyone fairly and with understanding, making them feel welcome in the College
- abide by the law
- use language carefully, without swearing or inappropriate language, and not say rude, hurtful or disrespectful things about other people
- ensure display material they use does not offend others
- report any bullying, mistreatment, misbehaviour they see or concerns they have to reception, Student Services or the Student Union either directly or by e-mailing, telephoning or leaving a message on the Union Moodle site
- report to reception staff any misbehaviour or graffiti particularly if this attacks or insults other members of the College and its communities
- report any concerns they have for themselves or others
- resolve differences and disagreements amicably (threatening or attacking anyone is a serious disciplinary offence)
- On campus all students are normally expected to speak English in order to promote good relations between different cultural groups and build a feeling of inclusivity for all students

**Each individual member of staff** is responsible for working within and supporting the law and this policy and is accountable for ensuring the policy's implementation, supporting and enabling students to do so. They will take appropriate and immediate action in the event of incidents of harassment,

## City College Plymouth

unfair discrimination or misbehaviour alerting or involving if necessary, senior College staff.

All jobs have an equality and diversity component. Staff will undertake equality and diversity training at least once every three years. Staff and agents are expected to apply the key points in their work and roles. Examples of ways in which this can be done are given below.

### **Teaching Staff will:**

- embed equality and diversity into the curriculum, ensuring that every student considers the benefits of diversity and the implications of prejudice and stereotyping to their chosen area of study
- have equally high expectations of all students, irrespective of race, nationality, socio-economic background, gender, disability and age
- ensure the curriculum meets the needs and reflects and includes the diversity of our student body and communities, building on all the students' prior experience
- use teaching and learning materials and content, which are non-discriminatory (with the exception of literary material) and include positive images of men, women, ethnic and other minority groups and those with disabilities
- adopt a range of teaching methods and learning styles which allows for differentiation to support all students
- create a classroom ethos and learning environment which are inclusive enabling all students to feel comfortable and supported in realising their potential
- provide guidance and referrals of students to Additional Learning Support provision
- use marking policies and assessment methods that treat students impartially and do not discriminate against any group. Standardise marking systems and share the criteria with students
- monitor outcomes and progression by ethnic group, gender, first language, age and disability, socio-economic status and produce course targets and strategies to address any imbalances

Those responsible for course leadership will:

- ensure that admissions criteria for the course (including entry tests) do not discriminate unfairly against any group of students
- using data from the College's management information system, MIS, address any issues of under-representation by ethnic group, gender, first language, age, disability, socio-economic status
- introduce students to the equality and diversity policies and procedures at induction and in tutorials and ensure that they are aware of their entitlements and responsibilities as part of the college commitment to equality

## City College Plymouth

- ensure that students are aware of their responsibilities and rights in respect of unfair discrimination, harassment and bullying and of the procedures for making complaints
- take appropriate and immediate action in the event of incidents of harassment or unfair discrimination
- be aware of the variety of students' personal circumstances and difficulties which may impede study
- provide guidance and referrals to Additional Learning Support and Central Admissions and Learner Services
- ensure a formal programme of individual student induction is given in which students' individual learning styles are noted
- monitor outcomes and progression by ethnic group, gender, first language, age and disability, socio-economic status and produce course targets and strategies to address any imbalances
- address equality issues and inclusive learning in course self-assessments, action plans and other monitoring
- seek to identify reasons for early withdrawal and possible strategies for addressing any evidence of unfair treatment
- facilitate internal and external research being undertaken to improve equality and diversity performance

### **Managers at all levels will:**

- have the responsibility of ensuring that staff and students are aware of the principles of equality and diversity, the benefits that they bring and understand their obligations and personal liabilities under the law and College policies.
- be able to demonstrate satisfactorily that all steps, preventative and reactive, have been taken to ensure that no harassment occurs in their area of responsibility
- recognise their own personal accountability
- ensure that staff carry out their duties within the law and College policies
- ensure that all staff are trained in equality and diversity at least once every three years
- ensure that plans for new courses and curriculum development take account of the needs of all groups in the community and in the College, e.g. course provision, levels of course (whole-college issue)
- keep informed of whole college equality and diversity developments and disseminate these together with good equality and diversity practice to staff
- inform and consult staff on equality and diversity developments
- ensure that equality and diversity issues and inclusive learning are addressed in course reviews
- demonstrate active promotion of the benefits of diversity and of raising cultural awareness

## City College Plymouth

- address equality issues and inclusive learning in self-assessments and produce appropriate action plans and targets
- use the enrolment data reports to review the student profile and produce plans and targets to recruit under-represented groups
- address equality and diversity issues and inclusive learning in staff appraisal
- ensure that the local ethos like that of the College is inclusive and supportive
- ensure that throughout the year classes are timetabled to take account of, as far as possible, of students' commitments e.g. childcare responsibilities, need for part-time employment and sufficient notice to plan for these
- ensure as far as possible that rooming and provision of facilities such as computer rooms, facilitates access by all students, e.g. classrooms on lower floors to enable access by those with mobility problems
- display the equality and diversity policy and provide equality leaflets, copies of policies etc.
- ensure notices and information on display boards are inclusive and conform to best disability discrimination best practice

### **Staff involved in admissions will ensure that:**

- written entry criteria and procedures are free from any form of unfair discrimination
- impartial guidance is provided for all applicants to ensure they join courses that offer them success and progression
- students are selected on the basis of ability and aptitude
- as part of their induction, all students are made aware of their equality and diversity responsibilities and that any harassment will not only be a breach of college regulations but may also be a breach of civil or criminal law

### **The Directorate of Finance and Resources will:**

- ensure that equality and diversity data is recorded, stored, processed and readily available
- maintain and develop its property strategy to provide welcoming and accessible accommodation
- challenge stereotyping and foster diversity through the decoration and displays within College premises
- ensure front-line staff are well versed in supporting diversity through good customer care and assistance
- provide accommodation for religious observances and quiet reflection on both main sites

**Human Resources (Personnel)** will ensure that:

- it has a rolling three-year equality and diversity implementation scheme specific to employment and training
- recruitment policies and procedures actively support equality and diversity.
- each employee's written terms and conditions of employment include a statement that commits the employee to compliance with all college policies and makes them aware that failure to do so may result in disciplinary action and possibly dismissal
- new staff are trained in equality and diversity and understand the College's policies and their responsibilities within 4 months of starting employment
- all staff from under-represented groups of existing staff will be encouraged and supported to compete for appointments and promotions.
- attendance at training courses is monitored by gender, ethnic group, age and disability
- additional staff development will be provided to raise awareness of the special education and training needs of people from disadvantaged groups
- ensure that staff training incorporates equality issues and inclusive learning wherever possible

**The Learning and Development team** will support the effective implementation of equality and diversity within its programme of self assessment and improvement planning. It will contribute to the monitoring of performance on equality and diversity across the College

**The Learning Resources Service** (libraries, print and media services) will:

- ensure that learning resources promote the benefits of equality and diversity, present positive images of disadvantaged groups and individuals
- provide assistance for those in need of support in the use of learning resources
- make reasonable adjustments to enable those from disadvantaged groups to learn and achieve
- through the Printroom provide positive images of individuals and groups from minority or disadvantaged groups and refer materials back to the sender where illustration, layout or type size do not conform to best race equality practice. The use of alternative formats will be promoted when appropriate.

**Those with marketing responsibilities will ensure:**

- all marketing, display and course information promotes equality and diversity, combat stereotypes, is free from explicit or implicit unfair discrimination

## City College Plymouth

- positive images of men, women, ethnic minorities and people with disabilities are used in all illustrations and incorporated into case studies
- marketing materials conforms to best practice in providing for people with disabilities
- alternative versions are available when required

**Student Services** have a significant role in;

- providing and enabling activities to promote greater integration and good relations between cultural groups,
- helping students to achieve their potential through advice, guidance and support
- engaging students in the implementation of the policy

**The Senior Management Team** and third tier managers will:

- carry primary responsibility for ensuring all aspects of this policy are carried out effectively.
- provide information for monitoring to be carried out.

**The Equality Assurance Steering Group** will:

- oversee College policies and practices to maintain the College as one in which equality and diversity flourish
- ensure all relevant college policies encourage diversity and fair treatment for all, particularly those relating to student admissions, assessment, guidance, support, teaching and learning and to staff selection and progression
- arrange for equality audits of working practices to take place
- ensure consultation is carried out on the equality experience of learners and staff
- oversee internal and external research relating to equality and diversity matters
- set measurable equality targets to accomplish the duties of the legislation
- report annually on College compliance with this policy

**The Equality Assurance Officer and the Equality and Diversity Coordinator** will:

- disseminate information on equality and diversity legislation and good practice
- prepare the initial drafts of policies, strategy and self assessment documents relating to equality and diversity
- oversee internal research and consultation activities
- seek the advice of external agencies
- collect evidence of practice within the College
- advise on equality and diversity matters where appropriate

**The Vice Principal (Performance and Strategy) will ensure that the process will allow the College to:**

- incorporate the equality and diversity findings into self-assessment
- monitor by course, programme, curriculum area and College the admission, progress and achievement of students and the recruitment, progress and development of staff
- Providing the section of the College self-assessment report that reports the findings on the performance of disadvantaged groups
- Equality Impact Assessments are published on the College intranets and summarised on the web pages

**The Principal, on the Corporation's behalf:**

- designates a member of the Senior Management team as having overall responsibility for equality and diversity matters
- requires him/her to report back regularly
- takes lead responsibility for training and development of staff in these matters
- is the lead role model in the institution
- proactively champions equality and diversity

**The Corporation:**

- sets and maintains the framework for equality and diversity
- monitors performance and targets
- its champion oversees the inclusion of equality and diversity in consideration in all appropriate items

## **POLICY CONTROL**

**Policy Title: Equality and Diversity**

**Author:** Equality Assurance Steering Group

**Approving Body:** The Corporation

**Monitoring Officer:** Vice-Principal (Performance and Strategy)

**Review and Evaluation Body:** Equality Assurance Steering Group

## **Targets for Continuous Improvement**

These are identified in:

- annual Equality and Diversity Impact Measures (EDIMs)
- the Single Equality Scheme
- Key Performance Indicators (KPIs)
- The corporate and individual team quality improvement plans
- Improvement reports

## City College Plymouth

### **Monitoring, Review and Evaluation**

This will be carried out through the College systems designed to improve performance and capability

The College will report on its performance in its Annual Report, its self assessment report and strategic planning documents

The impact of College policies on disadvantaged groups will be assessed as part of the policy creation and review arrangements

### **Dates of Review**

<b>First issue</b>	<b>July 2008</b>
<b>First Review</b>	<b>July 2009</b>
<b>Second Review</b>	<b>July 2011</b>

**INITIAL SCREENING FOR EQUALITY IMPACT ASSESSMENT**

**1. Name of strategy, policy, procedure, practice or provision**

**EQUALITY AND DIVERSITY**

**2. The person responsible for this screening?** This should be the person able to make changes to the strategy, policy, procedure, practice or provision

<b>Name: Hilary Rees</b>	<b>Telephone: 305800</b>
<b>Role: Equality Assurance Officer</b>	<b>E-mail: hrees@cityplym.ac.uk</b>
<b>Team: Equality Assurance Steering group</b>	<b>Date of screening: June 2008</b>

**3. Briefly, what is the purpose of this strategy, policy, procedure, practice or provision?**

The College believes that every individual has the right to fair treatment, respect and understanding. It holds that people's ability to achieve their potential should not be hampered by prejudice and unfair discrimination and that everyone should have an equal opportunity to participate in society. It values the benefits that diversity and difference bring to society and actively promotes these within its communities and beyond. It raises awareness of equality and human rights and combats all forms of inequality, disadvantage, prejudice, unfair discrimination and mistreatment within its communities.

**4. Who will implement this item?**

**All members of the College community**

**5. Is this a new or existing strategy, policy, procedure, practice or provision?**

NEW / **EXISTING** (please circle the one applicable)

**6. Who is likely to be affected by it?**

**All members of the College community and those associated temporarily or long term with the College**

**7. Who has been consulted on this?**

	Yes	No
<b>Trade unions</b>		✓
<b>Students</b>	✓	
<b>Representatives of disadvantaged groups specify which Learning difficulties, disabilities, BME</b>	✓	
<b>External bodies specify which</b>	<b>AoC E &amp; HR C LSC and College contacts</b>	
<b>Other – if so who</b>		

**8. What evidence have you used for this screening?** Consider internal and external data

Aware that:

- a. Major new bill pending merging current 38 pieces of legislation relating to E & D. General and specific duties allocated to public sector vary according to strand of disadvantage
- b. Wide ranging provision in the College which recognises diverse responsibilities. Priorities affected by government funding and LSC priorities
- c. BME numbers in the city are small and represent 7.2% of the student population and 4.28% of the staff. Small numbers of many different ethnicities – PCC records 75 different home languages of than English spoken by schoolchildren in Plymouth – this makes it problematic to provide materials in other languages
- d. Students with disabilities and difficulties above the national norm

City College Plymouth

- of 18%. Low number of declarations amongst staff
- e. Homophobia occurs at the Kings Road site.
- f. Consultation resulted in simplification of language
- g. Easy read version would be helpful
- h. International students would welcome more social activities  
(more opportunities for integration with home students)

9. What impact would this item have on different groups?

		Positive	Negative	Neutral	No or insufficient Evidence
<b>Could any group be affected?</b>	<b>Age</b>	✓			
	<b>Disability</b>	✓			
	<b>Ethnicity</b>	✓			
	<b>Gender</b>	✓			
	<b>Religion/belief</b>	✓			
	<b>Sexual orientation</b>	✓			
<b>Ties in with Anti-Bullying, Harassment, Disciplinary and Grievance policies and other College documents e.g. Computer User's Code of Conduct. Intended to help prevent unfair discrimination</b>					
<b>Could it help promote equal opportunities for any of these groups?</b>	<b>Age</b>	✓			
	<b>Disability</b>	✓			
	<b>Ethnicity</b>	✓			
	<b>Gender</b>	✓			
	<b>Religion/belief</b>	✓			
	<b>Sexual orientation</b>	✓			
<b>Would it affect good relations between groups?</b>	<b>Age</b>	✓			
	<b>Disability</b>	✓			
	<b>Ethnicity</b>	✓			
	<b>Gender</b>	✓			
	<b>Religion/belief</b>	✓			
	<b>Sexual orientation</b>	✓			
<b>Would it eliminate harassment of individuals from these groups?</b>	<b>Age</b>	✓			
	<b>Disability</b>	✓			
	<b>Ethnicity</b>	✓			
	<b>Gender</b>	✓			
	<b>Religion/belief</b>	✓			
	<b>Sexual orientation</b>	✓			
<b>Would it encourage participation in public life?</b>	<b>Age</b>	✓			
	<b>Disability</b>	✓			
	<b>Ethnicity</b>	✓			
	<b>Gender</b>	✓			
	<b>Religion/belief</b>	✓			
	<b>Sexual orientation</b>	✓			
<b>Yes by being inclusive and encouraging involvement</b>					

**10. If you have identified that this item might have a negative impact on any group you need to carry out a full impact assessment. Should a full assessment be carried out?**

**YES / NO** (please circle the one applicable)

**11. If you have identified a negative impact in question 9 please complete this section**

<b>Are there any related strategies, policies, procedures, practices or provision that need to be assessed alongside this screening?</b>	<b>YES</b>	<b>NO</b>
<b>If so, which ones?</b>		

**We have carried out an initial screening of this strategy, policy, procedure, practice or provision (delete those that do not apply) and a full Impact Assessment is / is not required**

**Signed by: Hilary Rees**

**Date: 17 Sept 2008**

**Name (please print): Hilary Rees**

**Role: Equality Assurance Officer**

**Countersigned by: Phil Davies**

**Date: 17 Sept 2008**

**Name (please print): Phil Davies**

**Role: Deputy Principal Corporate Development & Students**

**Date for Review: July 2009**

An electronic copy must be sent to Vice Principal (Performance and Strategy) and will be summarised on every College web page via the footer "Equality and Diversity" and on the intranet sites. The original signed paper copy and an electronic copy of both this initial screening and where required the impact assessment should be kept by the post-holder leading on the policy