

Single Equality Scheme



ABERDEEN COLLEGE®

Single Equality Scheme

Review Date: April 2014



Single Equality Scheme

Introductory Statement

Aberdeen College provides education and training services to the people of the north east of Scotland. It does so in partnership with a range of other organisations in the public, private and voluntary sectors.

The College has worked hard over the years since it was established in 1993 to create a learning and working environment which is free from discrimination and one in which equality is positively promoted.

We will continue to raise the awareness of students and staff of the importance of equality as we firmly believe that by promoting and maintaining an environment of equality and respect our students, whatever their background or ability, may flourish and achieve their true potential.

This Single Equality Scheme sets out the steps the College has taken to eliminate discrimination and promote equality and the steps it intends to take to build on the work already undertaken.

We are committed to ensuring that students and staff treat each other with dignity and respect. However, we also expect that staff and students alike will challenge conduct or behaviour which is incompatible with our aim of maintaining an environment in which equality is promoted.

Information on College plans to promote equality and on our progress in achieving our goals will be published on the College website. We will invite students and staff to give us their views on what more we can do and what improvements we can make.

We would encourage you to respond to these opportunities and get involved.

Ken Milroy
Chair
Board of Management

Rob Wallen
Principal

Executive Summary

Aberdeen College's Single Equality Scheme sets out the College's aims and objectives for promoting equality and eliminating unlawful discrimination and the ways by which it will meet its statutory responsibilities as a public body.

The Scheme sets out the College's vision, values and principles and the roles and responsibilities of our governors, managers, staff and students in ensuring we meet our equalities objectives.

We have consulted widely with our students and staff in the development of this Single Equality Scheme and we will continue to involve, engage with and consult relevant groups in the development of annual action plans to address equalities issues.

Our Scheme and supporting action plan has been informed by a body of statistical data relating to students and staff. We will continue to collect, analyse and use this data to inform further actions. National statistics produced by the Scottish Funding Council provide useful comparative information.

The College's Equal Opportunities Committee comprised of managers, student and staff representatives provides an excellent forum for monitoring information and regular reports to the College's Board of Management enable our governors to carry out their statutory monitoring function.

Our plans and reports are available to the general public on the College's website.

Staff training and development and public information presentations on equality and diversity help raise awareness in the College community of equalities issues.

Student and staff engagement is encouraged by regular discussion and focus groups and surveys. We welcome feedback on our efforts from students, staff, employer clients, partners and visitors.

The College has resourced the promotion of equality and diversity in a number of ways and has invested in staff time and new technology to support its efforts.

The promotion of equality and diversity has been embedded in the College's strategic and operational planning processes and progress towards the achievement of equality objectives is regularly reviewed as part of this process.

About Us

Aberdeen College is the single largest provider of vocational education and training in the North East of Scotland and plays an important role in meeting the educational and training needs of individuals, firms and communities in Aberdeen City and Aberdeenshire.

The College serves an extensive geographical area of around 60 miles north/south and 60 miles westward from Aberdeen itself, with nearly 50% of its students residing outside Aberdeen City. Increasingly, the College is also providing a range of services at a distance, beyond the Aberdeen travel-to-work area, whether within workplaces, in local communities, or by a variety of forms of access.

In 2009-10 over 28,000 students of 127 different nationalities studied at the College.

The College is committed to ensuring that it provides a high quality education and training service to students and employers. This commitment has been recognised by a number of

quality standards and awards including the Customer Service Excellence Award (formerly Charter Mark) which it has held since 1994.

As a major employer in the area, the College is also committed to implementing good employment practices. It has held the Investors in People (IIP) standard since 1996 and was awarded the IIP People Development Award for Scotland in 2006. In 2006 the College achieved the Scotland's Health at Work Gold Award and in 2008 was the first educational establishment in Scotland to be awarded Scotland's Healthy Working Lives Mental Health Award.

In 2009 the College was awarded the Matrix Standard for its guidance service.

EQUALITY, VISION, VALUES AND PRINCIPLES

1. Our Vision

The College's Board of Management recognises its responsibility to ensure that the College as a publicly-funded institution not only addresses matters of discrimination and equality but is seen to do so. The Board is committed to widening access and offering increased opportunities for participation in further education locally.

As part of the strategic planning process the Board established a number of strategic aims, one of which is:

"To promote equality of opportunity for students and staff in all aspects of College life, in relation to gender, race, disability, religion or belief, sexual orientation and age, and to promote positively race equality, gender equality and disability equality to ensure a learning and working environment free from discrimination".

In delivering its services to the people and communities of Aberdeen City and Aberdeenshire the College works with a number of partner organisations both in the public and private sectors. It ensures that these organisations understand the College's commitment to the promotion of equality and all contracts for services and partnership agreements contain equalities clauses.

2. Commitment to Equality

Since its inception in 1991, Aberdeen College has been strongly committed to offering an inclusive learning environment and an easily-accessible curriculum. Its aim is a simple but important one: it is to work steadily and unremittingly, in partnership with a range of organisations, to identify and remove barriers to participation in further education locally.

As an educational body the College is in a unique position to influence public and individuals' attitudes towards diversity. We believe that the promotion of equality depends crucially on changing people's attitudes by raising awareness and providing them with the information they need. Attitudes, in turn, inform behaviours. The right attitude combined with appropriate behaviours lead to the actions which count.

The promotion of equality is embedded in the work of the College through public commitment in marketing and other promotional materials, presentations on information screens in public areas, mandatory training and development for all staff, a range of policies and procedures to support equality and diversity, regular monitoring of a range of data relating to equality, impact assessment, regular reports to the College's Board of Management and involvement of students and staff in equality-related activities.

3. Equality Roles and Responsibilities

This section provides information on all those in the College with a particular role in relation to equality issues.

Board of Management

The Board of Management is responsible for ensuring that the College has in place policies which enables it to meet its statutory duties under equalities legislation and for monitoring implementation of these.

Principal

The Principal is responsible for providing leadership on equalities issues by visibly and actively promoting equality and for ensuring that policies and procedures are implemented by managers.

Vice Principal (HR)

The Vice Principal (HR) is responsible for developing policies and procedures and for putting these into practice. His or her role is to ensure that the policies and procedures are brought to the attention of staff, relevant training and development is provided and action is taken where these policies are not followed.

Managers

All managers are responsible for implementing equalities policies and procedures in their areas of responsibility and for assessing the impact of these policies on a regular basis.

Staff

All staff are responsible for informing themselves about equalities issues and for promoting equality. All staff are expected to attend relevant training to maintain an up to date knowledge of equalities issues and the need to eliminate unlawful discrimination. All staff are also expected to tackle or report any discriminatory behaviour.

Students

All students are responsible for promoting equality and good relations generally and avoiding discrimination. Students should also be able to recognise discrimination and/or harassment and feel able to challenge or report it if they witness it.

Contractors

All contractors who provide services to the College are expected to observe good employment practice and to comply with equalities provisions in the contracts for services agreed with the College.

4. Formulating the Scheme

This Single Equality Scheme was developed using the Equality Forward model scheme and in consultation with students, staff, employers and partner organisations.

The College consults students and staff annually as part of the review of its race, gender and disability action plans. This is undertaken formally. Members of the senior management team regularly hold discussion groups with students and staff. Participants are invited to answer a range of questions including how well they believe the College has performed in eliminating unlawful discrimination and promoting equality. Results are recorded and are published annually. This allows the College to analyse trends which, in turn, inform annual action plans.

One hundred and twelve student and staff focus and discussion groups were held in the year ended July 2010.

Information was also obtained from annual self-evaluation reviews which for curriculum areas include an analysis of recruitment, retention and attainment of students by race, gender and disability. The Human Resources department similarly analysed staff recruitment, promotion, training, discipline and grievances by race, gender and disability

5. Legislative and Social Context

Equalities legislation in the UK has been developed over time in response to social inequalities. The Equal Pay Act 1970 was enacted with the aim of requiring equal treatment for men and women in the same employment. More recently UK law has been derived from European Union directives.

The Equality Act 2010 which came into effect on 01 October 2010 supersedes former anti-discrimination legislation and introduced the concept of discrimination because of a protected characteristic. There are now 9 protected characteristics: gender, race, religion or belief, sexual orientation, age, disability, maternity and pregnancy, marriage and civil partnership and gender re-assignment. Discrimination by association is also extended and third party harassment applies to all of the protected characteristics. The former three public sector equality duties (gender, race and disability) become one duty.

Other legislation which impacts on the work of the College as a provider of training and education and employer is:

- Equal Pay Act 1970
- Criminal Justice (Scotland) Act 2003
- Education (Additional Support for Learning) (Scotland) Act 2004
- Adult Support and Protection (Scotland) Act 2005
- Protection of Vulnerable Groups (Scotland) Act 2007

All public authorities also have a duty to comply with the Human Rights Act 1998.

Aberdeen College has in place a range of policies and procedures to ensure that it meets its statutory duties to eliminate unlawful discrimination and promote equality. These include:

- Equality and Diversity Policy
- Adoptive Leave
- Childcare Voucher Scheme
- Dignity at Work Policy and Procedure
- Disclosure Policy and Procedure
- Equal Pay Policy
- Flexible Working Policy
- Job Share Policy and Procedure
- Maternity Policy and Procedure
- Mental Health and Well Being Policy
- Parental Leave Policy and Procedure
- Paternity Leave Policy
- Recruitment and Selection Policy

In addition to the above, the College implements a Freedom of Information Policy to demonstrate its commitment to openness and transparency and a Whistleblowing Policy by which means staff who make a disclosure of fraud, corruption, malpractice or dishonesty will be protected and the matter investigated.

6.1 The Public Sector Equality Duty

On 05 April 2011 the public sector equality duty came into effect. The equality duty was created under the Equality Act 2010.

The equality duty consists of a general duty with three main aims:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;

- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

For these purposes the relevant protected characteristics are: age, disability, gender re-assignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

The new duty replaces the three previous duties relating to race, disability and gender equality.

In practice this means that the College will have to:

- Remove or minimise disadvantages experienced by people who share a relevant characteristic that are connected to that characteristic;
- Take steps to meet the needs of people who share a relevant protected characteristic that are different from the needs of people who do not share it;

Encourage people who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such people is disproportionately low.

HOW THE COLLEGE WILL PROGRESS EQUALITY

1. Involvement, Engagement and Consultation

In developing this scheme the College involved students and staff from a range of backgrounds including men and women, people from a range of racial and ethnic backgrounds, disabled people with a range of impairments, people of different ages, heterosexual and homosexual people, people from different faith and belief groups and no religion, faith or belief. We are not aware if any of the people involved were transgender.

The College also invited views from a range of stakeholders such as employers and representatives of partner organisations.

2. Gathering Information and Analysis

The College recognises that actions for improvement must be built on a firm foundation of factual information. The College gathers and analyses information relating to students and staff for the purposes of promoting equality.

All curriculum teams in the College (24) conduct annual self-evaluation reviews and these standard reports include a section on equalities. Information collected and analysed by curriculum teams includes: recruitment, retention and attainment of students which is then analysed by each curriculum area in relation to gender, race and disability and action plans to address any issues of under-representation, retention or attainment are then established. The College identifies under-represented groups through demographic intelligence and through its extensive range of contact organisations.

The College publishes an annual "Facts" booklet which shows trends in relation to recruitment, retention and achievement. National statistics produced by the Scottish Funding Council enable the College to benchmark against other colleges.

Aberdeen College's approach to equality has been commended by Her Majesty's Inspectorate of Education who commented in the annual engagement visit in 2011 of the College:

"The college *Equality and Diversity Report* provides detailed and clear analysis of data in relation to disability, race and gender, and updates on actions taken to address issues. College staff are well aware of their responsibilities for promoting positive attitudes to equality, diversity and sustainability in teaching materials and learning activities as well as within the college environment. In many classes, equality, diversity and sustainability are encompassed in broad themes which help learners to identify wider issues particularly relevant to their chosen career

paths. This is closely tied into the development of Curriculum for Excellence across programmes, with its focus on responsible citizenship. Equality and diversity is explored imaginatively in several classes. In science, for example, learners explore different ethical viewpoints. Learners studying tourism look at its impact on different cultures, while care learners explore how the experience of disability impacts on everyday life. In business programmes, learners participate in customer care role-play with clients from wide-ranging backgrounds. Teaching staff also check materials regularly to ensure they are reflecting diverse aspects of society, such as in core texts for Higher English. The college actively promotes care programmes to men and celebrates differences in ethnic background through festivals and other college events. The college is aware of the need to keep on encouraging all staff to promote positive attitudes to equality and diversity to all learners within their programmes”.

3. Monitoring of Information

The College monitors a wide range of information relating to students and staff. Two monthly reports are submitted to the Board of Management detailing information on student recruitment, staff turnover, absence, disciplinary and grievances and training and development. An annual equality and diversity report is submitted to the College’s Board of Management which includes information on student recruitment, retention, attainment and progression and staff appointments, promotions, grievance and disciplinary cases, training and development.

All the information is disaggregated by gender, race and disability and comparative information over a three year period is shown. This information is used to inform equality action plans, training and development and information displays.

4. Publication of Monitoring Results

The annual Equality and Diversity Report is published on the College’s website. All staff are alerted to this via the College’s News and Events section of the intranet.

5. Monitoring Categories

The College’s student and staff information systems enable monitoring on gender, race, disability and age. Student and staff application forms were amended in 2008 to collect information on transgender. Information is not collected on sexual orientation, religion or belief or pregnancy, however, the College does conduct a range of student and staff focus groups on equalities issues and invites people who have an interest in all or any of the equalities strands to attend.

6. Identification of Key Functions Relevant to Equality

The College has identified the following functions as being relevant to equality:

- The Curriculum – Learning and Teaching
- Access and Facilities
- Admissions Procedures
- Student Guidance and Support
- Working with Others
- Staff Recruitment, Selection and Promotion
- Staff Induction and Development
- Staff Retention and Flexibility
- Procurement and Outsourcing

7. Equality Impact Assessments

The College conducts impact assessments of its policies to identify if any have a disproportionately adverse impact on any particular group. These impact assessments are carried out by groups of staff and actions to address any issues identified are collated by the HR Manager and published on the College’s intranet.

8. Staff Training and Development

Aberdeen College has provided mandatory staff development for all staff on equalities issues for over 15 years. The training now includes the changes introduced by the Equality Act 2010 and is available on the College's Virtual Learning Environment.

All new staff have to undertake equality and diversity training within 3 months of taking up post and this is monitored by HR.

9. Student Engagement

The College conducts student focus groups and student discussion groups which are chaired by members of the Senior Management Team and members of the Quality Assurance Team. By way of illustration, in 2009-10 such groups were convened. These groups covered a range of topics including: general discussions of students' learning experience, equalities issues and factors affecting retention and achievement

It is believed that the actions taken by curriculum teams to address issues raised by students throughout the year were instrumental in improvements in student retention and achievement.

Students also attend course committees and student representatives are members of the College's Board of Management and Equality and Diversity Committee.

10. Procurement and Partnerships

The College contracts out a range of services including: temporary lecturers, catering, cleaning, facilities management, security and occupational health. All of these contracts are awarded following a robust competitive tendering exercise and contain a clause which requires contractors to observe similar values to those espoused by the College in relation to the promotion of equality and the elimination of unlawful discrimination.

Each contract is monitored by one of the two Vice Principals who are responsible for ensuring that the contractual terms are met.

11. Communication and Access to Information

The Single Equality Scheme is available on the College's website www.abcol.ac.uk and in paper format on request. Aberdeen College is committed to ensuring that its publications are available to the general public and will consider all reasonable requests to provide the Scheme in alternative formats or languages.

12. How the Single Equality Scheme will be Monitored and Reviewed

The Single Equality Scheme will be reviewed every three years. This will be the responsibility of the Vice Principal (HR) who will also report annually to the Board of Management on the achievement of equalities objectives.

13. Resource Allocation, Strategic Planning and Control

The Board of Management is responsible for setting the strategic direction of the College and for monitoring progress in the achievement of strategic objectives.

Strategic objective D in the College's 2008-11 Strategic Development Plan is:

"D Equal Opportunities

To promote equality of opportunity for students and staff in all aspects of College life, in relation to gender, race, disability, religion or belief, sexual orientation and age, and to promote positively race equality, gender equality and disability equality to ensure a learning and working environment free from discrimination."

Resources are allocated as part of the operational planning process and specific resources across a range of budget headings have been allocated for activities to support the achievement of this objective.

The College has designed a range of responses to ensure it meets its statutory duties in relation to the protected characteristics and these include:

- Monitoring student recruitment, retention, achievement and progression by race, disability and gender and identifying actions for improvement where appropriate
- Monitoring student disciplinary cases by race, disability and gender and identifying any equality relevant factors
- Ensuring that all staff undertake equality and diversity training which covers the protected characteristics
- Ensuring that all managers undertake recruitment and selection training
- Managing staff recruitment centrally and analysing monitoring information to ensure that recruitment processes are fair
- Carrying out an impact assessment of College policies to identify any disproportionately adverse impact on any group
- Ensuring that all marketing material and teaching materials contain diverse images
- Providing information in different languages
- Carrying out audits of all classrooms to ensure that positive and diverse images are displayed prominently
- Monitoring complaints centrally and reporting on number and categories of complaints to Board of Management
- Disaggregating student and staff data by gender, race and disability and addressing any issues of under-representation
- Targeting marketing at under-represented groups
- Conducting internal audits of how equality issues are addressed in the curriculum
- Holding an annual International Day
- Holding theme days in College restaurants when food from different countries and traditions is served
- Providing a wide range of courses to accommodate the needs of students with additional learning needs
- Ensuring as far as practicable that reasonable adjustments are made to accommodate the needs of students with disabilities
- Ensuring that premises are accessible
- Involving students and staff who consider themselves to be from a minority group in , discussion groups and focus groups to identify areas for improvement
- Implementing an equal pay statement and conducting regular equal pay audits
- Providing public information presentations on equalities issues to raise awareness
- Providing facilities for religious observance and time off for religious holidays

ACTION PLANNING AND EVALUATION

The attached Equality Action Plan 2010-11 sets out the actions the College will take to ensure that it meets its statutory responsibilities and to promote equality and diversity in the academic year 2010-11.

The action plan will be monitored quarterly by the College's Equal Opportunities Committee. An update on progress will be submitted to each meeting of the Committee in 2010-11. A final review will be carried out at the end of 2010-11 and included in the annual equality and diversity report which will be submitted to the Board of Management. The annual equalities report will be published on the College's website.

The annual single equality action will also be an integral part of the College's annual operational plan and will be subject to the same rigorous monitoring and review.

The College will evaluate the effectiveness of its Single Equality Scheme in a number of ways. Student and staff data will continue to be analysed and any equality relevant factors identified and improvement actions implemented. Staff and student focus groups, discussion groups and

surveys will also provide additional valuable information to inform equality objectives, actions and targets. The College will also continue to use internal audit as a driver for improvement and change.

APPENDICES

- 1. Equality Action Plan 2010-11**
- 2. Student Data 2009-10**
- 3. Equality Consultation Trend Data**
- 4. Equality Impact Assessments**
- 5. Partnerships**
- 6. Involvement Activities**
- 7. Audit Tool/Checklist**



DRAFT SINGLE EQUALITY ACTION PLAN 2011/12

Single Equality Action Plan 2011/12

Aberdeen College is committed to promoting and embedding equality and diversity and preventing discrimination in all areas of its work. Through its Single Equality Scheme and Annual Action Plan the College aims to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Protected characteristics under the Act are: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex and Sexual Orientation. The functions through which the College will ensure the integration and mainstreaming of equality are:

- Learning and Teaching (the Curriculum)
- Access and Facilities
- Student Recruitment, Admissions and Outcomes
- Student Guidance and Support
- Working with Others
- Staff Recruitment, Selection and Promotion
- Staff retention and Flexibility
- Staff Induction and Development
- Procurement and Contracted-Out Services
- Quality Assurance and Quality Improvement
- Security.

The Vice Principal (HR) will have overall responsibility for the implementation of the Annual Single Equality Action Plan and all managers and staff will have specific responsibilities.

Priorities for 2011/12 in each of the functions are as follows:

FUNCTION	ACTION	OUTCOME	RESPONSIBILITY	INDICATORS OF SUCCESS
Learning and Teaching	Ensure the College's Equality Policy Statement is available on Student Net	Students will be aware of the College's commitment to equality of opportunity in relation to the protected characteristics	Curriculum Managers, Lecturers, Instructors, Guidance Staff	Positive student feedback through discussion groups and focus groups
	Conduct student focus groups with students across the range of protected characteristics to assess the quality of their learning experience at the College	The College will identify strengths and areas for improvement	Quality Manager	Strengths and areas for improvement will be identified

FUNCTION	ACTION	OUTCOME	RESPONSIBILITY	INDICATORS OF SUCCESS
	Continue to review the content of teaching materials to ensure that they do not include stereotypes and reflect the diversity of current society	Teaching materials will reflect a modern society and reflect equality and diversity	Quality Manager	Positive audit results
	Continue to ensure that students participate in discussions or are provided with information relating to anti – discrimination legislation as appropriate.	Students will gain a greater awareness of issues relating to protected characteristics under the Equality Act 2010 as they apply to specific vocational areas	Curriculum Leaders/Guidance Tutors	Personal learning support plans, Individual Learning Plans, Positive comments on lesson observation reports or student surveys
	As part of the overall approach to developing citizenship skills, take opportunities within the curriculum to address issues of discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010	Focus on issues of equality across the range of protected characteristics within the general curriculum	Curriculum Leaders/Guidance Tutors	Positive comments on lesson observation reports
	Continue to review assessment criteria and instruments of assessment to ensure that they are not discriminatory and that, where possible, reasonable adjustments have been made to take account of the needs of students with a protected characteristic	Assessment criteria will not discriminate against students with a protected characteristic	Associate Principal (SSS)	Internal and external assessment and verification reports coupled with questionnaires from the Learning Development Centre
	Continue to impact assess College policies to ascertain the impact on equality and the student learning experience in relation to a Protected Characteristic	Any issues regarding equality in relation to a protected characteristic will be identified and actions put in place to address these	Vice Principal (HR)	Information on impact of College policies

FUNCTION	ACTION	OUTCOME	RESPONSIBILITY	INDICATORS OF SUCCESS
Access and Facilities	Ensure that the Catering Manager runs regular student user group meetings to take the views of students on the range and quality of food available	Appropriate choice of menus available	Catering Manager	Student satisfaction results
	Ensure that reception staff have an up to date list of all staff who speak languages other than English and who are willing to communicate as the first point of contact if necessary	Enhance customer relations with students whose first language is not English	HR Manager	Student satisfaction results
	Continue to assess the needs of students with disabilities and implement appropriate personal learning and support plans	Students with disabilities will receive additional support as required	Associate Principal (SSS)	Positive student comments and results
	Continue to publicise the facilities of the Learning and Development Centre to establish further communication with students with a disability	Greater awareness of the facilities available at the College	Associate Principal (SSS)	Increased use of facilities by students with disabilities
	Continue to meet and invite representatives from outside agencies to attend as guests speakers to assist in the ongoing consultation to improve equality and eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act	Ongoing communication and consultation with outside agencies to offer opportunities and suggestions for improvement in relation to protected characteristics	Associate Principal (SSS)/Head of Learner Services/HR Manager	Stronger links with outside agencies and improved awareness of College facilities

FUNCTION	ACTION	OUTCOME	RESPONSIBILITY	INDICATORS OF SUCCESS
	Continue to target marketing at areas under represented under the protected characteristics covered by the Act	Advance equality of opportunity and challenge stereotyping	Design, Publicity and Marketing Manager/Sector Managers	Applications for course under represented by those who have a relevant Protected Characteristic
	Organise an annual International Day to celebrate cultural diversity in the College	A successful event with broad based participation	Design, Publicity and Marketing Manager	Level of interest and participation
	Organise an annual Equality Awareness Raising Day	A successful event with participation from outside agencies	Associate Principal (SSS)	Level of participation and interest
Student Recruitment, Admissions and Outcomes	Monitor and analyse student enrolment, retention, achievement and progression by students with relevant protected characteristics and identify any trends, actions to meet the specific needs of students with different disabilities. Targets set to improve retention and achievement where appropriate	Issues affecting specific students will be identified and actions or reasonable adjustments will be put in place to address these	Sector Managers/Quality Manager	Information in monitoring reports
	Provide additional support for students with a relevant protected characteristic at admissions stage through improved links with Learning Development staff.	To ease transition and provide a support mechanism to assist students with a protected characteristic as specified in the Act.	Associate Principal (SSS)	Student satisfaction results.
Working with Others	Ensure that Local Authority partners received a copy of the College's Equality and Diversity Policy as part of the schools/college links arrangement.	Greater understanding on the part of local authorities of the College's commitment to promote equality	Director of Curriculum and Learning	Increase the number of school pupils with a relevant protected attending the College
	Continue to work with local authority partners to improve information to school pupils and parents.	Greater understanding on the part of local authorities of the College's commitment to promoting equality	Director of Curriculum and Learning	Increase the number of school pupils in under represented areas attending the College

FUNCTION	ACTION	OUTCOME	RESPONSIBILITY	INDICATORS OF SUCCESS
	Work with outside agencies such as charitable organisations and employers to increase numbers of work placement opportunities	Students will have a better understanding of work requirements and enhanced opportunities for progression into work	Associate Principal (SSS)	Positive feedback from students
Staff Recruitment, Selection and Promotion	Monitor staff appointments, promotions, disciplinary and grievance cases and turnover by relevant protected characteristics (age, disability, race and gender) and identify any trends and actions for improvement	Identification of any trends or issues and areas for improvement	Vice Principal (HR)	Information in monitoring reports
	Continue to promote job opportunities to outside agencies such as GREC, the Disability Adviser, Job Centre, The International Centre, Multi Ethnic Aberdeen to encourage increased numbers of applicants with relevant protected characteristic	Applicants will have a better understanding of College facilities and support provided prior to applying for a vacancy	HR Manager	Positive feedback from applicants
	Continue to investigate opportunities for work placements within the College for under represented groups	Improving the skills and personal qualities of people with a relevant protected characteristic.	HR Manager/HR Manager (People Development)	Work placements will be introduced where applicable.
	Continue to conduct job evaluations and equal pay audits on an ongoing basis	Ensure all posts within the College continue to be regularly evaluated using Equal Pay monitor as required	HR Manager	To ensure no inequality in pay between those with a protected characteristic
	Continue to implement flexible working arrangements where possible	Staff will see that flexible working is available fairly across the College	HR Manager	Retention of staff and appointment to key posts

FUNCTION	ACTION	OUTCOME	RESPONSIBILITY	INDICATORS OF SUCCESS
Staff Retention and Flexibility	Continue to publish staff appointments and promotions	Staff will feel valued and appreciate the potential for career development within the College	HR Manager	A balanced number of appointments in relation to the relevant protected characteristics
Staff Induction and Development	Monitor staff induction and ensure that all new staff undertake Handling Equality and Diversity training within 6 months of taking up post	All new staff will attend equal opportunities training and will understand their responsibilities	HR Officer (Training)/Staff Development Manager	Positive feedback from staff
	Monitor staff development applications by relevant protected characteristics and identify any trends and actions for improvement	Identification of actions for improvement	HR Officer (Training)/Staff Development Manager	Information in monitoring reports
	Check that adjustments made for new staff with disabilities have been implemented through the induction and three month review process	Reasonable adjustments will be implemented	HR Manager and HR Officer (Training)/Staff Development Manager	Positive staff feedback about adjustments
	Increase awareness of enabling technologies for teaching	Better use will be made of the enabling technologies available within the College	HR Manager (People Development)/Associate Principal (SSS)	Positive feedback and good retention of staff
	Promote improved understanding of equalities issues for staff and heightened awareness of the College's Single Equalities Action Plan and Duty through training sessions, Equalities Update, VLE, AbNet and plasma information screens.	Staff will have an improved understanding of the College Single Equalities Action Plan and Single Equalities Duty	Vice Principal (HR)/HR Manager	Positive feedback from staff
	Continue to promote the use of mediation to encourage effective information dispute resolution	Improved skills of managers in dealing with difficult staffing issues without recourse to formal procedure	HR Manager	Effective resolution of disputes
	Continue to promote Mental Health and Wellbeing	The College will deal appropriately with staff who have mental health issues.	HR Manager	Positive feedback from staff

FUNCTION	ACTION	OUTCOME	RESPONSIBILITY	INDICATORS OF SUCCESS
Procurement and Contracted-Out Services	Ensure that all contracts for services entered into by the College contain a clause regarding the promotion of Equality and Diversity across the relevant protected characteristics.	The College will only contract with organisations that demonstrate a commitment to Equality and Diversity	Vice Principals	Acceptance of contracts with this clause by contractors
Quality Assurance and Quality Improvement	Carry out consultative meetings with staff to assess the effectiveness of the College's approaches to the promotion of equality and diversity for staff	Views of staff will be obtained and actions for improvement will be identified	Vice Principal (HR)	Positive staff feedback
Security	Ensure that employees of College contractors continue to attend training on Handling Equality and Diversity to ensure that they understand the College's commitment to Equality and their responsibilities	Greater awareness by the employees of College contractors' regarding their role in relation to promotion of equality	HR Officer (Training) Staff Development Manager	Positive results arising from internal monitoring procedures

2009-10 Data Analysis

Student Enrolments – Gender and Ethnicity Analysis

Ethnicity	F	M	Enrolments
White	18839	13565	32404
Mixed	79	64	143
Other	855	746	1601
Unknown	36	45	81
Total	19809	14420	34229

Ethnicity	F	M	Enrolments
White	58%	42%	94.67%
Mixed	55%	45%	0.42%
Other	53%	47%	4.68%
Unknown	44%	56%	0.24%
Total	58%	42%	

Student Retention – Gender and Ethnicity Analysis

Ethnicity	F Enrolments Exceeding 25%	F Completed	M Enrolments Exceeding 25%	M Completed	Enrolments Exceeding 25%	Completed
White	17774	16032	12909	11855	30683	27887
Mixed	75	60	60	53	135	113
Other	808	758	713	679	1521	1437
Unknown	35	34	43	42	78	76
Total	18692	16884	13725	12629	32417	29513

Ethnicity	F	M	Retention
White	90%	92%	90.89%
Mixed	80%	88%	83.70%
Other	94%	95%	94.48%
Unknown	97%	98%	97.44%
Total	90%	92%	91%

Student Achievement – Gender and Ethnicity Analysis

Ethnicity	F Enrolments Exceeding 25%	F Achieved	M Enrolments Exceeding 25%	M Achieved	Enrolments Exceeding 25%	Achieved
White	17774	14711	12909	10755	30683	25466
Mixed	75	54	60	46	135	100
Other	808	695	713	637	1521	1332
Unknown	35	29	43	41	78	70
Total	18692	15489	13725	11479	32417	26968

Ethnicity	F	M	Achievement
White	83%	83%	83.00%
Mixed	72%	77%	74.07%
Other	86%	89%	87.57%
Unknown	83%	95%	89.74%
Total	83%	84%	83%

Disability Analysis

Students with Disability	Enrolments Exeeding 25%	No Completing	Achieved
2806	2621	2310	2106

Early Student retention	Student Retention	Achievement
93.41%	88.13%	80.35%



Equality Consultations

		2009/10	2008/09
1	How well do you feel the College acts to eliminate unlawful discrimination and harassment and promote equality with regards to RACE AND ETHNICITY?		
	Very Well	78.8%	67.4%
	Well	19.7%	30.2%
	Fairly Well	1.5%	2.3%
	Poor	0.0%	0.0%
2	How well do you feel the College acts to eliminate unlawful discrimination and harassment and promote equality with regards to RELIGION AND BELIEF?		
	Very Well	69.7%	39.5%
	Well	25.8%	57.1%
	Fairly Well	4.5%	14.3%
	Poor	0.0%	0.0%
3	How well do you feel the College acts to eliminate unlawful discrimination and harassment and promote equality with regards to GENDER?		
	Very Well	73.4%	52.3%
	Well	26.6%	36.4%
	Fairly Well	0.0%	4.6%
	Poor	0.0%	6.8%

4	How well do you feel the College acts to eliminate unlawful discrimination and harassment and promote equality with regards to GENDER REASSIGNMENT?		
	Very Well	58.7%	
	Well	36.5%	
	Fairly Well	4.8%	
	Poor	0.0%	

5	How well do you feel the College acts to eliminate unlawful discrimination and harassment and promote equality with regards to MARRIAGE AND CIVIL PARTNERSHIPS?		
	Very Well	60.9%	52.3%
	Well	32.8%	40.9%
	Fairly Well	4.7%	6.8%
	Poor	1.6%	0.0%

6	How well do you feel the College acts to eliminate unlawful discrimination and harassment and promote equality with regards to PREGNANCY AND MATERNITY?		
	Very Well	69.2%	
	Well	29.2%	
	Fairly Well	1.5%	
	Poor	0.0%	

7	How well do you feel the College acts to eliminate unlawful discrimination and harassment and promote equality with regards to AGE?		
	Very Well	65.6%	43.2%
	Well	26.6%	40.9%
	Fairly Well	7.8%	13.6%
	Poor	0.0%	2.3%

8	How well do you feel the College acts to eliminate unlawful discrimination and harassment and promote equality with regards to DISABILITY?	Very Well	78.8%	56.8%
		Well	13.6%	31.8%
		Fairly Well	7.6%	9.1%
9	How well do you feel the College acts to eliminate unlawful discrimination and harassment and promote equality with regards to SEXUAL ORIENTATION?	Very Well	61.5%	31.8%
		Well	36.9%	56.8%
		Fairly Well	1.5%	9.1%
		Poor	0.0%	2.3%
10	How well do you feel the College challenges stereotypes and segregation?	Very Well	46.6%	7.0%
		Well	46.6%	48.0%
		Fairly Well	6.9%	29.0%
		Poor	0.0%	17.0%
11	How well do you feel the College supports and guides students towards an inclusive culture?	Very Well	56.9%	7.1%
		Well	39.7%	45.2%
		Fairly Well	3.4%	42.9%
		Poor	0.0%	4.8%
12	How well do you feel the College creates equality of opportunity with STAFF APPOINTMENTS?	Very Well	52.5%	34.1%
		Well	37.3%	47.7%
		Fairly Well	8.5%	13.6%
		Poor	1.7%	4.6%

13	How well do you feel the College creates equality of opportunity and PROMOTIONS?		
	Very Well	37.5%	20.5%
	Well	39.3%	31.8%
	Fairly Well	21.4%	36.4%
	Poor	1.8%	11.4%
14	How well do you feel the College creates equality of opportunity with STAFF DEVELOPMENT?		
	Very Well	45.5%	25.6%
	Well	47.3%	32.6%
	Fairly Well	5.5%	34.9%
	Poor	1.8%	7.0%
15	How well do you feel the College creates equality of opportunity with FLEXIBLE WORKING?		
	Very Well	26.8%	23.0%
	Well	25.0%	18.0%
	Fairly Well	26.8%	20.0%
	Poor	21.4%	39.0%
16	How well do you feel the College ensures there is EQUAL PAY?		
	Very Well	62.1%	37.2%
	Well	27.6%	41.9%
	Fairly Well	10.3%	18.6%
	Poor	0.0%	2.3%
17	How well do you feel the College deals with any complaints with regards to DISCRIMINATION, HARASSMENT or BULLYING?		
	Very Well	50.9%	21.1%
	Well	40.4%	47.4%
	Fairly Well	7.0%	29.0%
	Poor	1.8%	2.6%

18

How well do you feel the College's training on Equalities issues provides you with sufficient information to promote equality within your role?

Very Well	62.1%	37.5%
Well	32.8%	45.0%
Fairly Well	5.2%	12.5%
Poor	0.0%	5.0%

Appendix 4

Policy Title	Responsibility	EIA Team	Equalities Impact Assessment 2008			Action sent to responsible person date	Impact assessment approved	Action
			Initial	Partial	Full			
Academic Freedom	S Walker	6		x			Sep-10	Continue to promote equalities and action any complaints.
Acceptable Use Policy (e-mail etc)	A Hay	1		x		31.08.08	Jun-08	Amend reports to disaggregate data across equalities strands.
Acting Positions Policy	A Hay	1	x				Jun-08	
Adoptive Leave	A Hay	1	x				Jun-08	
Alcohol, Drugs and Similar Substances Policy (Students)	F Hughes	1	x				Mar-10	
Appeals Against Assessment Decisions in Internally Assessed Units	F Hughes	6	x				Jun-10	
Borrowing	R Scott	6	x				Dec-09	
Bullying	F Hughes	1	x				Jun-08	
Capability Policy	A Hay	1	x				Jun-08	
Capitilisation (Intangible Assets)	R Scott	6	x				Dec-09	
Capitilisation (Tangible Assets)	R Scott	6	x				Dec-09	
Childcare Voucher Scheme Policy and Guidelines	A Hay	1	x				Dec-08	

Code of Conduct of Staff relating to Child Protection Issues	A Hay	6	x				Jun-10	
College/Local Authority/Schools Partnership Policy	S Walker	1			x	A Hay	Jun-08	
Complaints Policy	A Hay	2		x		F Hughes	Jul-08	Amend policy to include provision for people to complain in any language.
Copyright Policy for Staff	F Hughes	1	x				Feb-10	
Copyright Policy for Students	F Hughes	1	x				Feb-10	
Core Skills	S Walker	1	x				Dec-08	
Course Fees	R Wallen	2	x				Jun-09	
Criteria To Govern Course Provision	S Walker	1		x			Feb-10	Continue to work with equalities action plans to break down barriers and ensure no discriminatory practice.
Curriculum for Excellence	S Walker	6		x			Sep-10	Continue to work with equalities action plans to break down barriers and ensure no discriminatory practice.
Customer Care Policy	F Hughes	2		x		Susan Grant	Jul-08	Continue to work with equalities action plans to break down barriers and ensure no discriminatory practice.

Data Protection for Students and Third Parties	C Dean	2		x			Jun-09	Younger students information has to be shared with Skills Development Scotland which could mean, if not held within the regulations, that their data is mismanaged.
Data Retention Policy	David Hawthorne	6	x				Jun-09	
Delinquent Debt	R Scott	6	x				Feb-10	
Dignity at Work	A Hay	2		x			Jul-08	Amend policy to include reference to transgender/transsexual harassment and to include further explanation of bullying on the grounds of age, sexual orientation and religion and belief.
Disability Equality Scheme	A Hay	2		x			Jul-08	
Disciplinary Policy and Procedure	A Hay	2		x			Dec-08	Amend policy to include reference to provision for translator/sign language interpreter to assist during investigations and hearings. Additional resources for hearing and visually impaired persons during investigations and hearings

Disclosure	A Hay	2	x				Dec-08	
Disposal of Obsolete Equipment and Sundry Items	R Scott	6	x				Jun-10	
Drug and Alcohol	A Hay	2		x			Jun-09	Ensure that alcohol awareness sessions are available to all with a focus on women's health.
Email Etiquette Guidelines	A Hay	2		x			Dec-08	The panel would recommend some consideration given to including an explicit statement instructing those that use College e-mail to reflect on the impact of language used on equality groups.
Environmental Policy Statement	A Hay	2	x				Jun-09	
Equal Opportunities (Students)	A Hay	3	x				Oct-08	
Equal Pay	A Hay	3	x				Oct-08	
Equality & Diversity	A Hay	3	x				Oct-08	
Equipment	R Bellfield	6		x			Dec-09	Examples of equipment used is available in the special examination arrangements impact assessment. Continue to purchase adaptive equipment
External Assessment of SQA Courses	F Hughes	2		x			Jun-09	Special exam arrangements are already in place.
Financial Regulations	R Scott	6	x				Dec-09	

Flexible Assessment	F Hughes	2		x			Dec-08	Adjustments are already in place
Flexible learning	F Hughes	2		x			Feb-10	Adjustments are already in place
Flexible Working	A Hay	3		x			Oct-08	The college is working towards improved work-life balance and flexibility for all with a focus on parental needs.
Freedom of Information	A Hay	2	x				Jun-09	
Gender Equality	A Hay	3		x			Dec-08	See Gender Equality action plan
Gifts Received	Principal	6	x				Feb-10	
Grievance	A Hay	3	x				Dec-08	
Guidance Policy	F Hughes	4		x			Mar-09	The gender equality action plan addresses the actions but in particular, training to guidance tutors to be provided
Inclusiveness Policy	F Hughes	4		x			Mar-09	There are more women than men reporting disabilities. It could be that men are unwilling to report disabilities and therefore more displays of disabled men may help. Further actions are being taken through the Race and Disability Action plans.
Intellectual Property Rights	R Scott	3	x				Oct-09	

Internal Assessment of SQA Units	A Hay	3		x			Oct-09	
Internal Quality Audit	A Hay	3	x				Oct-09	
International Links	F Hughes	3		x			Oct-09	Ensure the advertising of projects is non biased and where appropriate, target the under-represented group.
Investment Policy	R Scott	6	x				Dec-09	
Job Share	A Hay	4	x				Mar-09	
Learning Materials	S Walker	4	x				Mar-09	
Local Government Pension Scheme Discretionary Functions	A Hay	5	x				Dec-08	
Long Service Awards	A Hay	4		x		Alison Hay	Dec-08	Service dates reduced to twenty years allowing more women to apply
Management of Meetings	Principal	6	x				Mar-10	
Maternity	A Hay	5	x				Dec-08	
Mental Health and Well-being	A Hay	6	x				Jun-10	
Official Correspondence	R Scott	6	x				Mar-10	
Parental Leave	A Hay	5	x				Dec-08	
Paternity Leave	A Hay	5	x				Dec-08	
Placement Policy	S Walker	4		x			Mar-09	Increase the amount of placements available across college where applicable to ensure there is no gender bias.
Plagiarism	F Hughes	5	x				Dec-08	
Policy on Policies	Principal	6	x				Feb-10	

Pre-Employment Medical Screening	A Hay	4	x				Dec-08	
Premature Retirement	A Hay	6	x				Jan-09	
Preparation of Employee References	A Hay	6					Jul-10	
Prevention of Fraud	R Scott	6	x				Feb-10	
Procurement	R Scott	6	x				Mar-10	
Protection of Children and Vulnerable Groups Policy	A Hay	6	x				Feb-10	
Quality Assurance for Course Provision	S Walker	6					Jun-09	Continue to positively promote Aberdeen College Learning Development Centre as a resource for disabled students to increase student achievement rates
Quality Policy	Principal	6					Dec-09	Continue to work with learning development centre to provide appropriate training to staff and resources to make adjustments for disabled learners.
Race Equality	A Hay	5	x				Dec-08	See Race Equality Action Plan
Records Management	A Hay	6	x				Jun-09	
Recruitment and Selection	A Hay	5	x				Dec-08	
Redundancy	A Hay	5					Dec-08	Consider in a case by case basis how criteria are applied and weighted to avoid potential discrimination

Refund of Course Fees	C Dean	6	x				Feb-10	
Rehabilitation	A Hay	5	x				Nov-08	
Relocation Policy and Procedure	A Hay	6	x				Jul-10	
Remission of Course Fees for Non Full-Time provision	C Dean	6	x				Jul-10	
Reserve Forces	A Hay	5	x				Dec-08	
Reserves policy	R Scott	6	x				Jun-10	
Retention of Assessment Evidence	A Hay	6					Jun-10	
Risk Management	R Scott	6	x				Jun-10	
Rooming	R Bellfield	6	x				Jun-10	
Safety and Health	Principal	6			x		Feb-10	Given the higher representation of men and younger people involved in accidents, it may be appropriate to provide focused health and safety training to these groups.
Security (Computing)	R Bellfield	6	x				Jun-10	
Severance Arrangements - Senior Staff	A Hay	6	x				Jul-10	
Sickness Absence Management	A Hay	5	x				Dec-08	Monitor absence by age as well as gender and disability
Sponsorship	S Walker	6	x				Jul-10	
Staff Development	A Hay	6	x				Jul-08	
Staff Induction & Review	A Hay	6	x				Dec-08	
Staff Placements	A Hay	6	x				Jul-08	

Strategic and Business Planning	R Scott						Jul-10	
Stress Policy	A Hay	6	x				Jul-08	
Student Records Retention Policy	C Dean	6	x				Sep-10	
Team Briefing	A Hay	6	x				Dec-08	
Value for Money	R Scott	6	x				Jul-10	
Violence At Work	A Hay	6	x				Jul-08	
Web Policy	R Bellfield	6		x			Dec-08	Continue to positively promote Aberdeen College as a diverse college through improved publicity and marketing as well as use of on-line forms in an accessible format.
Whistleblowing	A Hay	6	x				Aug-08	

Single Equality Scheme

Partnerships

In addressing issues relating to equality and diversity Aberdeen College works with a range of partners. One aspect of the work we undertake with partners is to increase participation in further education of under-represented groups whether these are people with disabilities or people who would not traditionally study in certain areas e.g. women on construction courses.

Partners include:

- Aberdeen City and Aberdeenshire Councils
- Award bodies such as Scottish Qualifications Authority
- Equality Practitioners' Network (North)
- Grampian Racial Equality Council
- Her Majesty's Inspectorate of Education (HMIE)
- Primary and secondary schools
- Scottish Funding Council
- Scotland's Colleges
- Training and development lead bodies such as the Construction Industry Training Board
- Voluntary sector organisations such as Aberdeen Foyer

Single Equality Scheme

Involvement Activities

In addressing issues of equality and diversity, Aberdeen College makes considerable efforts to involve as many students, staff and other interested parties as possible.

Involvement activities include:

- Student and staff discussion groups
- Student and staff focus groups
- Student and staff representation on Equal Opportunities Committee
- Equality impact assessment being carried out by small groups of interested staff
- Consultation meetings with students and staff on equality action plans
- Regular surveys of students, staff, employer clients and visitors to the College
- Use of teams of trained staff to carry out internal quality audits which include topics relating to equality and diversity
- Contributions by staff to quarterly Equality Update

Single Equality Scheme

Audit Tool

Aberdeen College carries out annual programmes of internal quality audit. The following audit tool has been developed using as a basis, the gender mainstreaming audit tool developed as part of a European Peer Review project for vocational education institutions, in which Aberdeen College participated.

Indicator	Sources of Evidence
<ul style="list-style-type: none"> The College has a plan, structures and resources to promote equality 	<ul style="list-style-type: none"> College plans, policies and procedures Staffing structure Committee structure Budget responsibilities Staff development records
<ul style="list-style-type: none"> The curriculum includes a range of teaching methods which promote the active participation of all students in learning There is advice on subject choices to ensure that students do not limit their training or employment opportunities All teaching materials are sensitive to equality issues in terms of language, images and examples 	<ul style="list-style-type: none"> Programmes of study Pre-entry guidance arrangements Teaching and learning materials
<ul style="list-style-type: none"> Decision-making teams, committees, groups are diverse in their make-up 	<ul style="list-style-type: none"> Composition of Board of Management, Senior Management Team, middle managers Composition of key College committees
<ul style="list-style-type: none"> Extra curricular activities such as sports and recreational facilities are open to all students and adapted where necessary 	<ul style="list-style-type: none"> Usage data for College gyms Data on events and participation in these

<ul style="list-style-type: none"> Resources are distributed in a way that does not disadvantage any particular group 	<ul style="list-style-type: none"> Data on budgets and expenditure Equal pay audits Staff Development Records Occupational Health Records
<ul style="list-style-type: none"> Access to facilities does not discriminate against any particular group 	<ul style="list-style-type: none"> Evidence of reasonable adjustments to facilities to accommodate the needs of people with disabilities Facilities for people from different religious or cultural traditions Availability of different ranges of food to accommodate different dietary requirements
<ul style="list-style-type: none"> Data collected is disaggregated and analysed on the basis of gender, race, disability and where possible, age, religion or belief, sexual orientation and gender re-assignment 	<ul style="list-style-type: none"> Student data relating to enrolment, retention, achievement and attainment, disciplinary cases Staff data relating to recruitment, retention, promotion, training, discipline, grievance
<ul style="list-style-type: none"> College services are marketed in such a way as to demonstrate it is an inclusive organisation using strong, positive images of under-represented groups 	<ul style="list-style-type: none"> College marketing material Posters and information displayed throughout the College
<ul style="list-style-type: none"> Policies and procedures are regularly impact assessed to ensure that they do not directly or indirectly discriminate against any particular group 	<ul style="list-style-type: none"> Impact assessment records
<ul style="list-style-type: none"> Student and staff representatives are engaged in activities to promote equality 	<ul style="list-style-type: none"> Records of Equal Opportunities Committee Records of Impact Assessment groups Records of student and staff focus groups



Single Equality Scheme

Status:

Date of Version:

Responsibility:

Responsibility for Review:

Review Date:

Approved by HR Committee 2009; amended by Vice Principal HR to reflect legislative changes

April 2011

Vice Principal (HR)

Vice Principal (HR)

April 2014