



Greenwich
Community
College

Single Equality Scheme

2010 - 2012

Promoting equality and celebrating diversity at Greenwich Community College



<i>Policy Title</i>	Single Equality Scheme
<i>E&D Impact Assessed</i>	Yes
<i>Approved by</i>	CEG
<i>Author</i>	Combined authorship / Andrew Smith
<i>Date issued</i>	30 th April 2010
<i>Distribution</i>	All staff and students via Staff Share and LEO
<i>Review date:</i>	April 2011
<i>Revised version approved</i>	

Single Equality Scheme 2010 – 2012

Promoting equality and celebrating diversity at Greenwich Community College

Author: Andrew Smith, Director of Student Services

Date: 24 March 2010



The SES and its action plan will be published via our website gcc.ac.uk

This document can be made available in different accessible formats
on request (eg Braille, Large Print, audio or electronic print)

Call 020 8355 3926 or email info@gcc.ac.uk

1	Introduction	3
1.1	Terms of reference	3
1.2	Contexts	4
1.3	Our mission and guiding principles	7
1.4	Equality wheel and protected characteristics	8
1.5	Staff and learner profile	11
1.6	Influence on key documents	11
2	Our vision for Equality	12
2.1	How the SES aligns to our goals and strategic priorities	12
2.2	Our attitude to equality	14
2.3	Benefits to the College, staff and learners	15
3	Engaging people	17
3.1	Engaging directly with stakeholders	17
3.2	Involvement of staff and learners in planning, Implementation. Monitoring and review	17
4	Leadership	19
4.1	Involvement of senior staff	19
4.2	Responsibilities of Corporation members and key staff	20
5	Equality Impact Assessment measures	23
6	Gathering and using information	24
7	Scheme amendments and updates	24
8	Implementation and Action Plan	25
9	Glossary of terms	26
	Figure 1 – Protected Characteristics (Equality Act 2010)	4
	Figure 2 – The Equality Wheel	8
	Figure 3 – Learner Voice Channels and Agents	16
	Figure 4 – Policy Creation, Implementation and Review	23
	Figure 5 – GCC QED	25

1 Introduction

1.1 Terms of reference

The Single Equality Bill was announced in June 2008 and in April 2009 the Equality Bill was published by the Government. The Bill is now progressing through Parliament and is scheduled to become law in October 2010 as the Equality Act (2010). The intention is for the Act to “reform and harmonise equality law”¹ and enshrine a number of protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex (gender) and sexual orientation.

Greenwich Community College (GCC) works within the scope of all relevant legislation to ensure we meet our statutory duties. We will develop a 3 year Equality and Diversity Action Plan to map out how the College will ensure equality and celebrate the diversity of current and future learners.

The SES forms the cornerstone of our equality and diversity strategy and as the Action Plan develops it will demonstrate our commitment to taking equality and diversity forward to outstanding and ensuring we work to eliminate discrimination relating to any of the protected characteristics described in the Equality Bill – Part 2 (see Figure 1). In particular the College follows its duty to promote race, disability and gender equality. Part of the Action Plan will seek to ensure the College is a **“proactive agent of change, taking the whole organisational approach to E&D [equality and diversity]”**²

The term “race” is used in accordance with statutory definitions to define nationality and ethnicity. The terms “gender” and “transgender” are used in recognition of all gender identities. The College uses the social model of disability; “disabled” is used as defined in the Disability Discrimination Act. The term “Deaf” is used in recognition that many Deaf people do not regard themselves as “disabled” but as part of a linguistic and cultural minority.

¹ Equality Bill – Part 1. 2010.

² Equality, Diversity and Governance in Further Education Colleges. Rose, C. LSIS. 2009

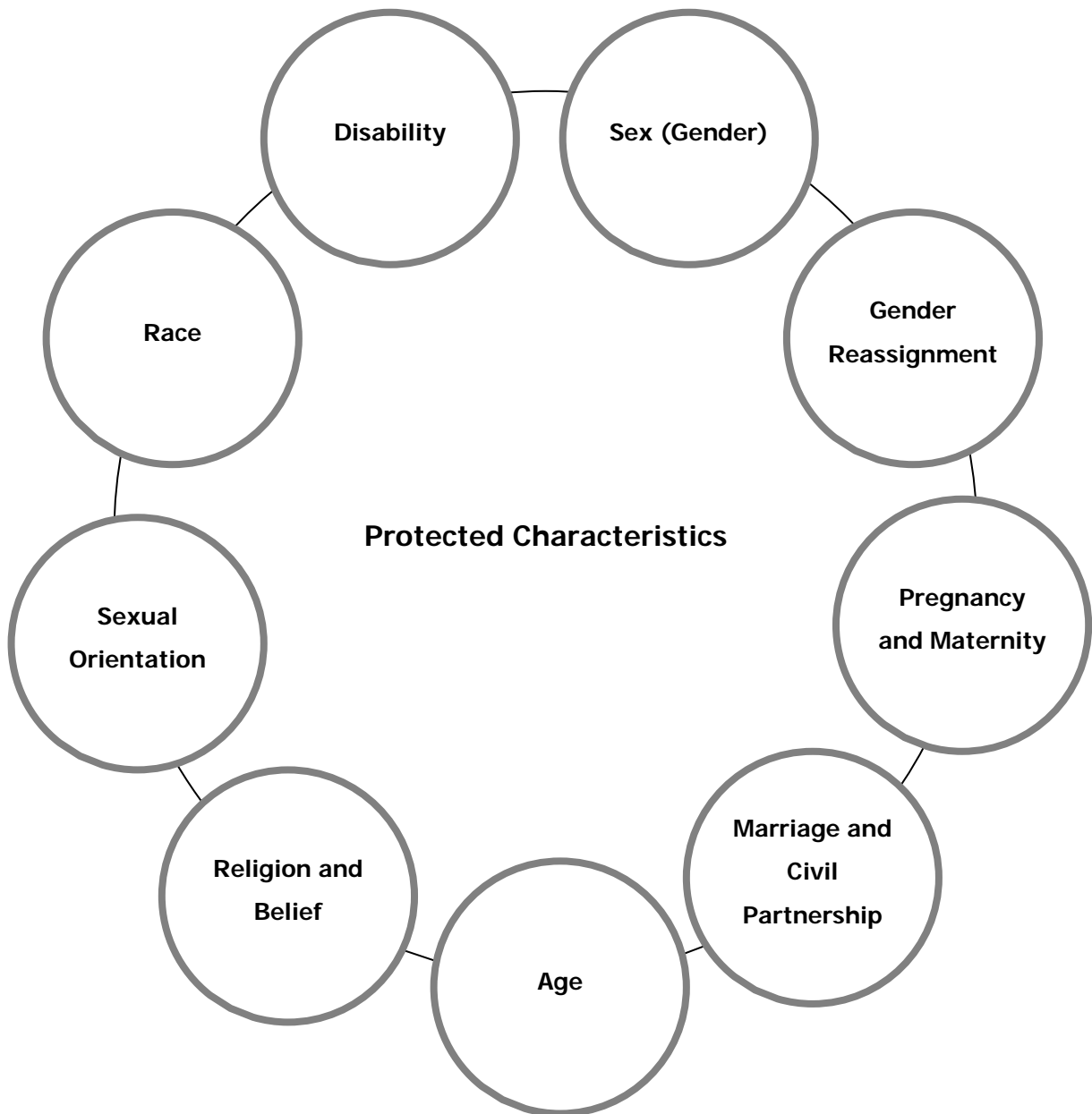


Figure 1 – Protected Characteristics (Equality Bill 2010)

1.2 Contexts

Greenwich Community College is a vibrant learning community supporting the educational aspirations of over 7500 full and part-time learners³. Our learners span a range of heritages, cultures, nationalities, ages, abilities, genders, orientations, beliefs and responsibilities. We cater to the needs of a large group of 14-19 learners and also provide full and part time courses for older learners.

³ GCC Learner numbers 22/01/2010 includes Adult & Community Learning students.

We have an effective additional support team providing assistance to Deaf and disabled learners and people with learning difficulties. Student Services has a demonstrably positive impact on retention and achievement.

We are Stonewall Diversity Champions, a "Two Ticks" employer and are Positive About Disabled People. We are fully committed to the personalisation agenda and meeting the needs of all our learners. The College has excellent partnerships and links with a range of local and national organisations which support and promote equality and diversity, including: The Greenwich Metro Centre, Greenwich Education: Deaf Team, Greenwich PCT, Skill (the national bureau for disabled people).

The College had a successful Ofsted inspection in 2006, in which many aspects of our provision, including Essential Skills, Learning Support and Student Services were given special mention for their quality. The Ofsted report published in June 2006 commented on our "**strong focus on inclusivity and the promotion of equality of opportunity**". We were graded 2 for equality and diversity, have equality policies in place and staff and learners demonstrate a good understanding of equality and diversity.

In the new Ofsted Common Inspection Framework (2009) grading for Equality and Diversity is a limiting judgement and has a particular focus on how the achievement gaps between learner groups is being reduced and how effectively we actively promote equality and diversity and tackle discrimination.

For Greenwich Community College equality is quality and we monitor our achievement data to identify any achievement gaps. For GCC quality = equality. In July 2009, we recommitted ourselves to the principles of inclusion through our "Diversity Challenge Day" where we ran workshops for staff in a number of equality areas. Particular exemplars of good practice included our workshop facilitators on Gender Identity and Deaf Awareness who brought the equality issues in these areas to life for the delegates.

The College's partnership programme between Student Services and Oxleas NHS Trust entitled "Progressions" is an example of the way we are engaging with mental health patients, facilitating the building of practical skills to assist in local community reintegration.

Student Services holds Matrix Accreditation for the quality and consistency of information and guidance delivered to all stakeholders: students, staff, members of the public and employers.

Embracing the learner voice is key in ensuring dialogue and involvement reflective of our student population and their needs. We have been cited by the National Union of Students as a model of good practice and accorded "**a shining example of what can be achieved**". Equality and diversity were central aspects of our Learner Conference in 2009 for which we received an excellence award through the Learning and Skills Improvement Service LSIS for our work in promoting the learner voice.

The College is involved in a Peer Review project to investigate strengths, weaknesses and opportunities relating to equality and share best practice in the sector. We are currently at the point of prioritising outcomes from this project which will directly inform current and future practice. This will involve:

- exploring the most effective way to cascade best practice to ensure quality and diversity remains a priority
- reviewing the consistency with which equality practices are embedded
- maintaining a proactive approach
- measuring the impact of equality and diversity activities
- assessing our capacity to deliver innovative approaches
- developing a relevant and sustainable action plan

1.3 Our mission and guiding principles

Mission

To meet the education and training needs of our communities by being an excellent provider where all learners are empowered to realise their aspirations and achieve their goals.

Guiding Principles

Diversity	value and celebrate the diversity of our stakeholders
Enthusiasm	create and deliver both energy and drive
Equality	recognise and value diversity and promote opportunity for all
Efficiency	endeavour to operate in the most efficient manner possible to improve our effectiveness.
Innovation	challenge existing ideas to develop and encourage creative solutions
Partnership	value the contribution of external partners and actively seek engagement with other organisations
Quality	always strive to deliver the best
Respect	listen, hear and value contributions from all our stakeholders to our decision making processes
Transparency	be open and honest in all our planning and activities

As well as being two of our Guiding Principles, our commitment to equality and diversity is firmly embedded into all of our practices.

1.4 Equality wheel and protected characteristics

The College currently addresses the 7 equality strands: race, disability, gender, gender identity, sexual orientation, age, and religion and belief through existing policy and practice, including our Equality and Diversity Policy. The College recognises its statutory duties to promote race, disability and gender equality and currently does so through practices and processes supported by its Race and Gender Equality policies and the Disability Equality Scheme (DES). The “8th strand” of socio-economic equality shown on the Equality Wheel (Figure 2) is led by our commitment to providing excellent, relevant and affordable courses and support.

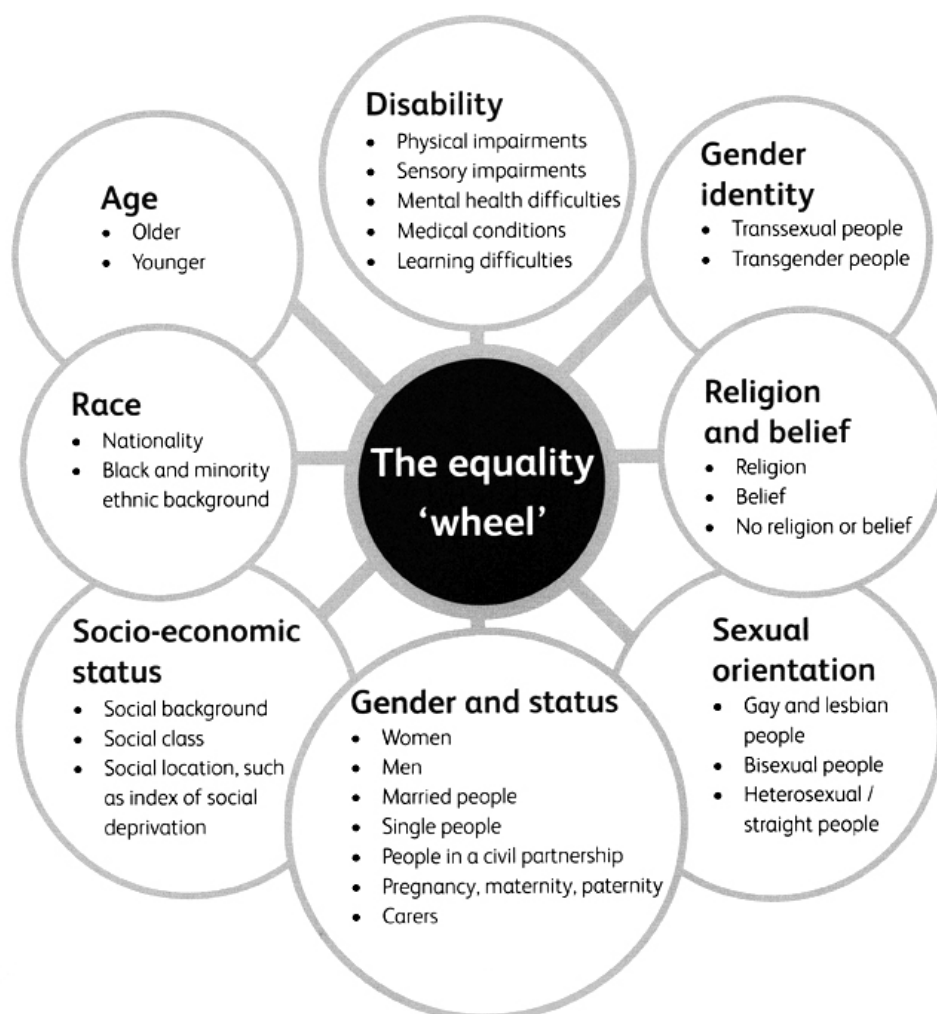


Figure 2 – The Equality Wheel

(from: Equality, Diversity and Governance in Further Education Colleges. Rose, C. LSIS. 2009)

The College is committed to promoting equality, as well as identifying and redressing inequality relating to any and all of the 9 protected characteristics (Figure 1) described in the Equality Bill (including the 8 equality strands). The College operates a number of policies, procedures and processes to ensure this happens. This scheme sets out the following commitment to stakeholders:

- i) Race Equality** – the protected characteristic of race
(Race Equality Policies)
 - eliminate unlawful discrimination
 - promote equality of opportunity
 - promote good relations between people of different global geographic, ethnic and cultural groups

- ii) Disability Equality** – the protected characteristic of disability
(Disability Equality Scheme and Disability Statement)
 - promote equality of opportunity between disabled people and others
 - eliminate discrimination that is unlawful under the Disability Discrimination Act
 - eliminate harassment of disabled people related to their disability
 - promote positive attitudes towards disabled people
 - encourage participation by disabled people in public life
 - take steps to meet disabled people's needs, even if this requires more favourable treatment

- iii) Gender Equality** – including the protected characteristic of sex; and
- iv) Gender Identity Equality** – including the protected characteristic of gender reassignment
(as outlined in our Gender Equality Policies)
 - eliminate unlawful discrimination
 - promote equality of opportunity
 - promote good relations between all genders

As well as following its statutory duties to promote the above protected characteristics, the College is also committed to working towards creating an atmosphere of support, inclusion, respect and tolerance in the following:

v) Sexual Orientation – as a protected characteristic

vi) Age – as a protected characteristic

vii) Religion and Belief – as a protected characteristic

We are proud of our record of celebrating diversity and promoting equality, as a College we have effective measures to manage the interface between sexual orientation and religion and belief. Staff promote the right to freedom of expression which does not seek to deny the expression or repression of others. Staff ensure learners are clear in dealing with issues relating to tolerance and respect.

viii) Socioeconomic status – this is not a protected characteristic proposed in the Equality Bill, however the College mitigates against this inequality in a number of ways. We provide education and support for people on low incomes in an area of South East London which rates highly on the index of social deprivation.

In addition to the equality strands outlined in Figure 1, the Equality Bill also recognises the following protected characteristics:

ix) Marriage and Civil Partnership

x) Pregnancy and Maternity

The College has staff policies that reflect the rights of parents regarding pregnancy, maternity and paternity. It has an onsite Nursery and provides support to learners with children.

Pursuant to its statutory duties the College will work to ensure that it eliminates unlawful discrimination, in particular discrimination experienced by of any of its learners or staff as a result of a protected characteristic.

1.5 Staff and learner profile

Greenwich Community College is the largest provider of further and adult education in Greenwich, serving a multi-cultural community of over 7500 learners. We currently employ over 800 staff, reflecting the cultural, ethnic and linguistic demographic of our student population.

We seek to employ a workforce and appoint governors who reflect the diversity of the local community. We are committed to regularly monitoring our staffing profile to help redress significant imbalances in staffing in relation to our client group, in line with College policy. An Equal Opportunities Monitoring Report is available which includes a profile of staff diversity.

1.6 Influence on key documents

Outcomes from the SES will include an active 3 year Equality and Diversity Action Plan that will influence future self-assessment reviews and departmental Development Plans. It will also drive future equality policy review, update and creation. With reference to the Common Inspection Framework (Framework for Excellence) it will help us to fully assess the impact of our equality and diversity actions and activities, using existing impact measures (quality audits, training plans, complaints system, EDIMs, retention and achievement data, surveys, learner feedback). The Scheme and action plan will capitalise on the channels we have developed to enable the learner voice.

All current Equality College policies are listed in Appendix II. College policies, procedures and practices are currently under Equality Impact Assessment measures as described in section 5.

2 Our vision for equality

2.1 How the SES aligns to goals and strategic priorities

The College's goals are mapped out in the GCC Development Plan 2008 – 2012 "Embracing Our Future"⁴ are:



Excellence - *Become a college recognised as being outstanding*

Involvement of learners and staff as partners on the learning journey is pivotal to the successful implementation of our SES. We have already been recognised for our excellence many areas including the learner voice. We have demonstrated our commitment to equality as described in 1.2 and have seen the positive impact this has on the daily lives and studies of our learners.

⁴ Call 020 8355 3926 or email info@gcc.ac.uk for a copy. Student Services can provide this document in a range of accessible formats (eg Braille, Large Print) on request.

Relevance - Design and deliver a curriculum that responds to the skills needs of our economy, the demands of our local population and promotes social cohesion

We work to ensure our offer meets the needs of our learners, is relevant to and reflects the social and economic aspirations of the local community. Equality and diversity are strong features of College life, not only through tutorials and other learning activities but also through our enrichment programme which promotes an active and socially cohesive College. We also work with local partners in developing initiatives and promoting a safe environment, tolerance and respect, with activities that are relevant to our learners and the local community.

Financial Health - Maintain our excellent financial health through robust controls in order to achieve best value for our learners

Social and economic wellbeing are promoted throughout the College via the services we have on offer and through our commitment to the ECM agenda. We recognise at GCC that every learner matters and have a Student Services team offers learners financial support and advice. The College's Finance Department also offer a programme of fee remission and payment schemes for those in financial hardship across the equalities spectrum.

We also work with learners to ensure they are not financially disadvantaged as a result of any support needs they may have. For example we offer BSL support on eligible courses for learners who qualify to ensure they do not have the expense of providing an interpreter for themselves.

Organisational Climate - *Continually improve our organisational climate so that learners and staff are confident and feel empowered to achieve excellence*

We are proud of our record on equality and are active in celebrating the diversity of both staff and learners alike. We have respect for the culture and traditions of others, where those cultures and traditions exist in an atmosphere of respect or mutual tolerance. This has been demonstrated by our Greenwich Diversity Celebration for learners in December and our Diversity Challenge Day for staff in Summer 2009. We are an equal opportunities employer that provides opportunities for staff and students to get involved in a range of College activities, from celebrations of diversity to College governance.

Learners are represented on committees and on the governing body of the College. Corporation members also make a very direct contribution to a positive organisational culture through their work as governors and their involvement in our Get Employed project with learners.

2.2 Our attitude towards Equality

A society that can truly meet the needs of all of its citizens, without discrimination or prejudice, where these needs are addressed sensitively and practically, is the society we are working towards. As a community college we promote these values to all stakeholders.

We have taken positive action to attract learners, governors and staff at all levels from under-represented groups. Equality of opportunity is a strong feature of the College's culture.

Our ethos is to value the input of learners and staff, as well as all of those partners who contribute to helping us make inclusive access a reality. This is

promoted and supported throughout our management structure, through to the highest level.

The College actively promotes the fact that we are positive about equality, through staff attitudes, management support, staff training, learner tutorials, initiatives such as the “Progressions” courses for learners cited in 1.2.

Through the work of staff within Student Services we are also engaging learners on equality issues. We believe in a College where people can be themselves without fear of the harassment and ridicule that has prevented previous generations learning from difference, finding common ground and genuinely celebrating diversity.

2.3 Benefits to the College, its staff and learners

In the transition towards a more inclusive College we want the input of staff and learners from a wide variety of backgrounds as a means of establishing equality through the shared experiences of others. This will enable us to move forward together towards the mutual creation of a society where we hope to eventually remove the need for labels, or at least where labels are chosen as a positive attribute by the wearer.

We are committed to improving teaching, learning and support for all learners. In creating this document we have engaged learners not only in the question of: “What makes a good lesson?” but also more specifically “What does equality and diversity look like in a good lesson?” The Equality and Diversity Action Plan will provide specific milestones towards our commitment.

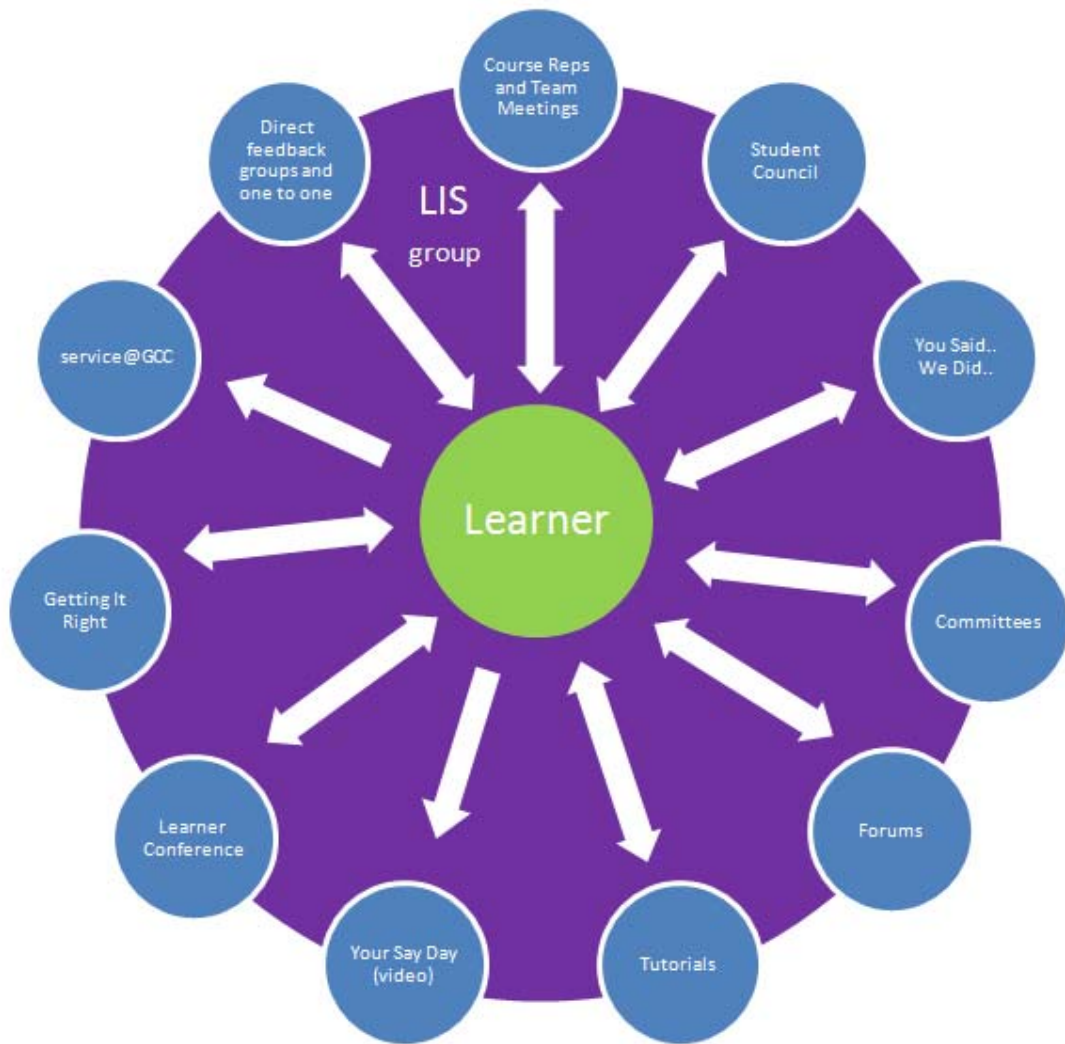


Figure 3 – Learner Voice Channels and Agents

(from the Learner Involvement Strategy Group (LIS) Briefing - March 2010)

3 Engaging people

3.1 Engaging directly with stakeholders

The College has provided many opportunities for learners and staff to feed in to the Single Equality Scheme. This includes running a series of Learner Focus Groups on Equality and Diversity. The annual Learner Voice Conference also presents an opportunity for learners to feed in on equality issues. Student Services runs workshops on equality and diversity in tutorials using the feedback from these workshops to further inform the development of the scheme and the Equality and Diversity Action Plan.

The culture at the College is such that learners are encouraged to contribute ideas and comments without fear or prejudice. The many channels that support this are illustrated in Figure 3. The Student Services team operate an open door (open mind) ethos to maximise the possibility of constructive feedback. This also helps the College to respond to support issues in a timely and effective manner.

3.2 Involvement of staff and learners in planning, implementation, monitoring and reviewing the SES

Planning

Learners have been given the opportunity to contribute to the Single Equality Scheme. The first Diversity and Equality Focus Group specifically for learners was launched in March 2009. The learners elect an Equalities and Diversity Officer to the GCC SU Executive who is involved in the Equality and Diversity Committee.

This scheme has been led by the Director of Student Services with input from the Vice Principal (Planning and Standards), Director of Quality and Head of Supported Learning. The Director of Student Services continues to hold focus groups with staff and learners on the subject of equality and diversity.

Student and staff focus groups have been a key point of evidence gathering relating to:

- a) the impact of equality and diversity activities throughout the College and
- b) staff and learner feedback on new and existing equality measures

Equality is promoted to College managers and they have been given the opportunity to involve their whole departments at team meetings as well as feed in at College Management Group meetings.

Implementation

The Director of Student Services and the Director of Quality will make recommendations for the Scheme's promotion and development together with the Equality Committee. The approved scheme will be promoted College-wide. Our Marketing Department will ensure that it is a document which is widely available and publicly accessible on our website

Monitoring and Review

The Equality Committee will lead on the monitoring and review of the scheme and associated action plan. The Student Union Executive will also play an active part in monitoring the Scheme and will contribute to an annual review. We will seek to explore further ways to involve people in the future development of the Scheme.

4 Leadership

4.1 Involvement of senior staff in SES development

Equality is a College wide priority that will receive the support and commitment of senior staff through the Scheme. Senior staff have contributed to the Scheme in a number of ways for example:

- ensuring the College property is accessible
- investing in appropriate staffing to support learners
- investing in assistive technologies to support learners
- investing in staff development
- supporting appropriate partnerships
- sharing good practice through regional networks
- promoting equality both within the Corporation and throughout the College
- publicising the College's support and commitment to equality and diversity
- leading on equality and diversity development and training within the College
- participation in relevant committees such as the Equality and Diversity Committee, Learner Involvement Strategy Group and SES Group
- policy writing and decision making, and ensuring all College processes fully support equality (including the promotion of Equality Impact Assessments)
- ensuring the College website is accessible

4.2 Responsibilities of Corporation members and key members of staff in supporting and promoting equality and diversity

Corporation Members

Corporation members are responsible for ensuring that the membership of the Corporation and its committees reflects the diversity of the communities served by the College. They also have a responsibility to ensure that:

- the College's strategic plan includes a commitment to equality
- they are aware of the Corporation's statutory duties in relation to equality legislation
- they receive and respond to the monitoring information on learners and staff
- they support and promote the College's commitment to equality and diversity

Senior Managers

Senior Managers are responsible for ensuring they take the lead in creating a positive, inclusive ethos that challenges prejudice or inappropriate behaviour on the part of managers, staff or learners. They also have a responsibility for making sure that targets are set on the following:

- the recruitment, retention and achievement of learners based upon the analysis of the equality and diversity monitoring information
- the recruitment and promotion of staff based upon the analysis of monitoring information and in comparison with local demographic data

Managers

Managers are responsible for ensuring that they are aware of College's statutory duties in relation to equality legislation and that all aspects of College policy and activity are sensitive to equality issues. Managers are also responsible for ensuring that:

- equality monitoring information is analysed
- they work towards compliance with targets for recruitment, retention and achievement of learners based upon this analysis
- teaching observation reports include criteria on equality issues
- internal verification procedures include scrutiny of equality issues
- curriculum areas are required to assess performance and success in relation to equality issues and take action as appropriate
- the procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- compliance with targets are set on the recruitment and promotion of staff based upon the analysis of the equality monitoring information and in comparison with local demographic data
- the College's publicity materials present appropriate and positive messages about the spectrum of people across the equality strands
- learner induction programmes and tutorial programmes reflect the College's commitment to promote equality of opportunity
- appropriate training and development is provided to support the appreciation and understanding of diversity

Staff

All staff are responsible for ensuring that they are aware of the College's statutory duties in relation to equality legislation. The College recognises that we all have a collective responsibility to challenge inappropriate behaviour by either learners, their sponsors, work placement providers, partner organisations, franchise partners, business suppliers, visitors or other members of staff.

Where staff are involved in teaching they have the added responsibility of ensuring that their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of equality and the needs of all learners.

5 Equality Impact Assessment measures

The current Director of Student Services developed a Disability Equality Impact Assessment Framework in 2006. The Director of Quality designed a new Equality Impact Assessment tool which is being used to impact assess all policies and will be rolled out to assess plans, procedures and practices in a prioritised rolling-programme.

New policies will be impact assessed as an integral part of their development under the guidance of the Director of Quality and Director of Student Services. Existing policies will be impact assessed on their next review date unless deemed a priority due to the potential impact within the first year of the Scheme.

The Director of Quality and Director of Student Services will jointly lead on the implementation of the Equality Impact Assessments (EIAs) and in reviewing the EIA Framework.



Figure 4 – Policy Creation, Implementation and Review

6 Gathering and Using Information

Within the scope of the Data Protection Act and the College's Confidentiality and Disclosure Policy, data on learners or staff who disclose a disability is used to ensure that a) those learners with additional needs receive appropriate support to enable them to progress and achieve and b) staff have appropriate support in place to do their jobs. We routinely examine achievement data in relation to demographic to assess positive impact measures and plan future service delivery.

As already mentioned the College also uses data to ensure that staff reflect the learner and community demographics in terms of all equality strands with the exception of religion and belief. We will seek to examine ways in which we can usefully gather data regarding all protected characteristics to ensure that we are acting in the best interests of all of our learners, their choices and responsibilities.

7 Scheme updates and amendments

Any updates amendments identified in any of the three years will not be formally adopted until the SES annual review, unless they are integral to the College's Development Plan, require immediate action or arise from a statutory equality requirement. We reserve the right to make appropriate changes to the SES and its action plan at suitable times throughout its lifecycle. Any major changes will be subject to approval by the Corporation and published accordingly. The SES will continue to be reviewed annually.

8 Implementation and Action Plan

Equality and Diversity at GCC are essential components of a three-way approach to ensuring we deliver on our Mission in line with our Guiding Principles and deliver excellence in teaching, learning and support.

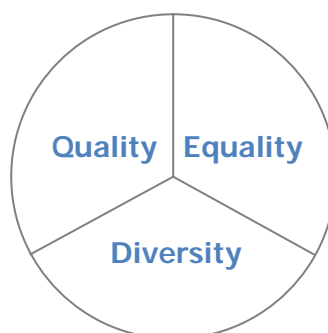


Figure 5 – GCC QED

Having been involved in a recent peer review of equality and diversity in the FE sector, we are now planning to deliver on the following as part of our drive to ensure Equality and Diversity not only remain at the top of the agenda, but at the heart of everything we do. GCC are committed to the following key actions:

- 1 Completion of the peer review group E & D project and investigation into its findings.
- 2 A rigorous self assessment of Equality and Diversity.
- 3 To explore strengths and weaknesses in detail against the CIF and best practice in the sector.
- 4 Develop of the Equality and Diversity Action Plan by July 2010.
- 5 Prioritise recommendations and outcomes to identify importance alongside short and longer term projects by September 2010.
- 6 Implementation and monitoring progress of impact measures. Progress will be monitored by staff and learners.

This scheme presents a further opportunity for us to focus our E&D vision and ensure that it is fully embedded in all aspects of our practice and delivery.

9 Glossary of terms

Action Plan

The College's commitment to continually working to improve equality and celebrate diversity. Will contain details of how the College will move forward on all protected characteristics.

Equality Impact Assessment

This is a mechanism for measuring the positive or adverse impact of a policy, service, project or initiative, and highlighting any steps required to redress inequality that may be necessary prior to implementation.

Equality Strands

A term used previously to describe Race, Disability, Gender, Sexual Orientation, Age, Religion and Belief. Protected characteristics include all equality strands and reference gender identity and gender status (marriage, civil partnership, pregnancy, maternity).

Equality Wheel

A term used in 'Equality, Diversity and Governance in Further Education Colleges' by Dr Christine Rose in 2009 which groups the dimensions of equality as: Race, Disability, Gender Identity, Gender Status, Sexual Orientation, Age, Religion and Belief, Socio-economic status.

Protected Characteristics

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex (gender) and sexual orientation.

Single Equality Bill

A parliamentary Bill to harmonise equality law, becoming the Equality Act (2010), which enshrines a number of protected characteristics.

Single Equality Scheme (SES)

The document outlining the College's approach to equality generally and with due regard to protected characteristics. Also provides an opportunity to synchronise all of the College's equality actions.