



**MORLEY COLLEGE**

**EQUALITY & DIVERSITY SCHEME  
2008 - 2011**

**January 2009**

**Morley College**

**Equality & Diversity Framework**

**1st stage of Single Equality & Diversity Scheme**

**2008-2011**

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## Equality & Diversity Framework 2008-2011

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## **Principal's Foreward**

I am delighted to introduce our first comprehensive Equality Scheme for Morley College. The scheme builds on previous work undertaken at the College. The Scheme outlines our commitment to the promotion of an inclusive and forward-thinking college that not only meets our legal obligations towards equality and diversity but also helps the College to contribute to social justice and community cohesion. It provides a coherent framework from which we can judge progress.

Action to promote equality and diversity is core to our mission, values and strategic objectives. Our vision identifies the College as a provider of inspiring, distinctive and excellent adult learning, a college which contributes to and is responsive to its communities. The promotion of equality and diversity is central to this vision as we strive to provide relevant and challenging education and training for all sections of our community. We must also ensure we are an exemplary employer; and that we have a diverse workforce that is equipped with the skills necessary to achieve our ambitions.

The Scheme is challenging, has been developed in consultation with stakeholders, and provides the first phase of the college's Single Equality Scheme. Every member of our employee and learner body has their part to play, and whilst senior managers will provide the strategic direction, it is the responsibility of every member of staff and every learner to take their responsibilities for treating everyone fairly, with respect and respecting diversity and difference seriously.

We will be working through the Equality and Diversity Steering Group and use our Learner Voice Strategy and staff consultative mechanisms to involve our learners and staff, not only in the further development of the Scheme but in the monitoring of our progress and achievements. We will monitor our progress through self-assessment to ensure that equality and diversity is embedded across all parts of the College.

We welcome all comments on the Scheme and suggestions for improvement.

Ela Piotrowska  
Principal  
January 2009

## Introduction

The Equality and Diversity Scheme for Morley College is intended to set out the College's approach to ensuring inclusion and success for all learners from the communities that the College serves and to ensure that, as an employer, we have inclusive and open recruitment and selection, progression and development processes that develop a diverse workforce who are encouraged to develop and progress.

The Scheme and its key objectives fully support the College's vision to be excellent, distinctive and inspire adult learning. We are committed to the provision of a responsive and sustainable learning programme within a culturally diverse environment and to engage with an increasingly global environment in which we live and work. We want to be a fair organisation, where everyone accepts the differences between individuals and values the benefits and enrichment that diversity brings.

The Scheme aims to mainstream good practice and the principles of inclusion in everything we do; it is therefore everyone's responsibility to meet the objectives set within this Equality Scheme. The success of the Scheme depends on cross-college implementation. This Scheme sets out how the College will go about mainstreaming these activities.

The Scheme incorporates legal requirements and positive duties placed on public bodies under recent race, disability and gender discrimination legislation. The Scheme is divided into separate sections as follows:

- The background and context which sets out the legal context as related to equality and diversity, our local context and the national context in which we work. This section provides some background information to the College, our governance arrangements and the policy and planning frameworks in which we work.
- A section which briefly sets out our commitment as an employer and our commitment to ensuring that we promote best practice.
- Separate sections outline our commitment to promote equality of opportunity in relation to disability, race and gender. These sections outline what specifically we do currently and what we will do in the future to promote equality and diversity in each of these areas. The Scheme as currently written focuses on race, disability and gender and our action plan reflects this prioritisation. As we continue to develop we will incorporate specific actions as appropriate in relation to age, religion and belief and sexual orientation.  
**We will develop a Single Equality Scheme containing the six strands following a programme of training and integration of the current scheme.**
- A section which highlights how we will develop our processes and procedures in relation to impact assessment and monitoring. Undertaking impact assessment is a legal requirement as stipulated by race, disability and gender equality duties. We will adopt College-wide procedures for impact assessment.
- A section which outlines our commitment to consultation and communication in relation to this Scheme.
- A section which highlights the key responsibilities within the College for the implementation, management and promotion of equality and diversity.

## **Aims of Morley's Equality & Diversity Scheme**

Our aims in preparing this Scheme are to:

- Demonstrate our commitment to promoting equality and diversity.
- Make the best use of our systems and planning processes to ensure that they integrate action for equality and diversity into all aspects of our work.
- To make clear what we are asking from all our employees and learners and ensure that everyone is clear about our commitment and their responsibility in helping us to achieve this.
- Demonstrate how we intend to fulfil our statutory obligations to actual and potential learners, employees and other stakeholders.

The establishment of the Commission for Equality & Human Rights (CEHR) and a number of key legislative and policy developments nationally impact on the College and equality and diversity developments. Legislatively, public authorities are required to meet positive duties in relation to race, disability and gender as enshrined within the Race Relations Amendment Act, the Disability Discrimination Amendment Act and the Equality Act. The positive duties will be reflected in all aspects of our equality and diversity commitment and will be:

- To promote equality of opportunity and good relations between all sections of the College's community.
- To eliminate all discrimination.
- To eliminate harassment.
- To promote inclusive and positive attitudes to all sections of society.
- To encourage participation in education by all sections of our community.

Our commitment is to be an example of best practice as a learning provider and as an employer, in meeting this commitment we will:

- Comply with and where appropriate, go beyond legal requirements in relation to equality and diversity.
- Promote equality and diversity including widening participation and reaching out to groups of people who are not currently involved in learning, improving access to different types of learning and improving learners' experience of education and training they undertake.
- Ensure that all learners succeed and can progress in ways that match their abilities and aspirations.
- Promote equality of opportunity as an employer by attracting a diverse workforce within the College and providing working conditions that encourage all staff to stay.
- Be an organisation that harnesses the talents of all and does not tolerate any form of discrimination or harassment.

**In considering the priorities for equality and diversity, Morley College has set the following themes for its equality and diversity action plan.**

- 1. Embedding**  
The management of equality and diversity is the responsibility of all managers. We must ensure that our staff and learner profile is representative of the community and that all our policies, processes and procedures embrace the concept of equality and diversity and do not discriminate against any group of staff or learners. We will ensure that equality and diversity continues to be embedded into core college processes such as lesson observation.
- 2. People development**  
As part of our talent strategy we must ensure that we respond to individual and specific training needs. We must provide best practice guides for staff around equality and diversity issues and ensure that our learners are aware of the College's commitment to diversity through induction processes.
- 3. Data interrogation**  
We must develop rigorous procedures to ensure that our data for staff and learners is accurate and provides a robust baseline from which we can measure improvement. We will analyse our data at course and team level to inform the setting of stretching targets for improvement.
- 4. Communication and consultation**  
We will revise the purpose and remit of the Equality and Diversity Steering Group and ensure we have robust mechanisms of consultation with our key stakeholders both internally and externally. We will positively celebrate diversity and difference and reflect our commitment to equality and diversity within all of our publications and marketing materials.
- 5. Employment practices and procedures**  
We will ensure that the way in which we recruit, manage and reward our staff promotes and upholds equality and diversity best practice and legislative compliance.

**In three years' time we will judge our success by:**

- Compliance with all equality legislation, in letter and spirit.
- Our progress in improving participation, retention, achievement and success of learners from all sections of society.
- Our progress in ensuring a positive experience and environment for all our learners measured through learner perception surveys and mechanisms enshrined within our Learner Voice Strategy.
- The achievement of outstanding grades for social and educational inclusion through inspection visits.
- A positive approach to equality and diversity by our employees measured by the results of staff perception surveys and work around employee consultation and communication mechanisms.
- Our progress in recruiting a diverse workforce.

## **BACKGROUND AND CONTEXT**

### **Legal Responsibilities**

The College has a duty to ensure compliance with the following various pieces of equalities legislation:

- Sex Discrimination Acts 1975, 1986 (including 2005 amendments)
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Rehabilitation of Offenders Act 1974
- Equal Pay Act (including 1983 amendments)
- Disability Discrimination Act 1995
- Special Educational Needs and Disability Amendment Act 2001
- Disability Discrimination Act 2005
- Religion and Sexuality Regulations 2003
- Age Discrimination Act 2006
- Equality Act 2006.
- Part-time Workers Regulations 2006
- Fixed-term Employees Regulations 2002

The College, as a public body, has a legal obligation to meet positive duties in relation to race, disability and gender as follows:

#### **Race Relations (Amendment) Act 2000: Race Equality Duty**

The general race equality duty is to:

- 1 Eliminate unlawful racial discrimination.
- 2 Promote equality of opportunity.
- 3 Promote good relations between people of different racial groups.

#### **Disability Discrimination Acts 1995 and 2005: Disability Equality Duty**

The general disability equality duty is to:

- 1 Promote equality of opportunity between disabled people and others.
- 2 Eliminate unlawful disability discrimination.
- 3 Eliminate disability-related harassment.
- 4 Promote positive attitudes towards disabled people.
- 5 Encourage participation by disabled people in public life.
- 6 Take steps to take account of peoples' disabilities, even where that involves treating disabled people more favourably than others.

#### **Equality Act 2006: Gender Equality Duty**

The general gender equality duty is to:

- 1 Eliminate unlawful discrimination and harassment.
- 2 Promote equality of opportunity between men and women.

### **Local Context**

Morley College serves a very wide range of communities, locally, across and outside London. Locally it serves Lambeth (resident population 269,127) and Southwark (resident population 244,866). In Lambeth 35.2% of the population are from minority ethnic groups and in Southwark 27% of the population are from minority ethnic groups. In Southwark there are some 11,000 refugees and asylum seekers. In 2004

both boroughs ranked among the top 10% of the most economically deprived authorities in England (Lambeth ranked 19 out of 354 and Southwark ranked 26 out of 354). Unemployment rates in 2006/07 were 9.6% in Lambeth and 9.7% in Southwark compared to 7.6% across London and 5.5% across England. In both Lambeth and Southwark only 54% of school leavers achieved 5 GCSEs grades A\* - C against 61% across London.

## **National Context**

*Improving Opportunity and Strengthening Society* is a Government strategy aimed at increasing community cohesion. The document proposes a number of key steps that have clear resonance with the education sector. The issue of citizenship, alongside issues of cultural diversity and difference, has been brought to the forefront of public attention over the last few years. It is now more important than ever that staff and learners have, not only an understanding of, but an appreciation of the diversity and difference, and the valuable contribution that all individuals make within British society.

*Fairness and Freedom: the final report of the equalities review*, commissioned by the Prime Minister and published in February 2007, sets out clearly the challenges and priorities for the whole nation if we are to truly achieve an equal and fair society. This report prioritises the role that education providers play in helping society achieve this aim.

In April 2007, the national LSC published a single equality scheme. As a major funder of the College we must pay due regard to this scheme in the statement of our priorities.

## **Equality & Diversity at Morley College**

The College makes every effort to welcome students and staff from any ethnic background. The College encourages the contributions and richness of experience which people from a range of backgrounds bring to the college.

The College's community is diverse. Over 132 languages are spoken within the College's local community reflecting the diversity within London. In the current year, 2008-09 37% of all learners are from minority ethnic backgrounds. The BME staff profile in 07/08 was 27% and in 08/09 is 29%. The College's staff gender profile for 07/08 was 40% male, 60% female, and for 08/09 is 41% male and 59% female. 11% of all learners have declared a learning difficulty and/or disability. 51% of all learners are new learners and of these new learners 22% are entitled to concessionary fees.

## **Current Strengths across the College**

### **Additional Learning Support and Disabilities**

- Our ALS/Disability office is easily located in the College and staff are open, friendly and responsive to student need.
- Support for learners with disabilities and ALS are provided by the same team, making the service more inclusive and ensuring that we are able to respond to the often complex disability needs of learners.
- We offer an assessment process that draws together previous educational and learner experience and any helpful medical information/history. It also includes information on the course the learner is on so that they receive the appropriate level of support for their course.

- Support is regularly monitored to assess learner achievement in classroom and outside (if receiving individual support). Attendance information is also regularly sought.
- There is an active Student Disability Forum that meets twice yearly to discuss issues of concern to students and enables these to be discussed with senior members of College staff. It also enables learners to contribute to the running of the College by encouraging them to contribute to the Disability Action Plan and future plans for development (building & curriculum).
- The ALS/ Disability team work with our external stakeholders to encourage up-to-date training of staff. We have had very successful training on VI and Deaf Awareness for a cross-section of our staff including those tutors with students with these disabilities in their classes, front-of-house staff and key support sections of the College (enrolment and reception).
- There is a good range of equipment and resources to support students with disabilities

### **Access**

- Access for mobility-impaired students is available throughout the building, with the exception of the print-making block.

### **Promotion of Equality & Diversity in the curriculum**

- The promotion of equality and diversity in teaching and learning is assessed within the college's Observation of Teaching and Learning
- Equality and diversity is celebrated across the college in performances, exhibitions, opportunities for enrichment and within the content of the curriculum.

### **Self Assessment Reports**

- All departmental self-assessment reports include an assessment of the impact of work on promotion of Equality & Diversity

### **Equality & Diversity training**

- A programme of training has been initiated for all staff

### **Multi-Faith Room**

- Access to a prayer room is available through a booking system in reception

### **Developments planned November 2008 – July 2009**

- Action Plan for equalities to be designed with the involvement of staff and students, agreed by Governors, and placed on the internet.
- Impact assessment of policies, using the disability scheme action plan as a basis for the programme of these.
- Review of membership of the Equality and Diversity Steering Group.
- Involvement of LDD learners in planning facilities.
- Staff and student perception surveys.

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## **The College as an employer**

This Scheme covers our responsibilities as an education provider and employer. We aim to recruit, retain and develop high quality staff. The College will start to undertake a process to gain the Investors in People Standard as an external validation of our commitment to staff training and development.

Specifically in relation to our role as an employer we will:

- Review our jobs regularly and remove any requirements that are unnecessary and may exclude certain groups.
- Advertise our vacancies widely to attract a diversity of applicant.
- Work proactively to address issues of under representation within our staff group.
- Encourage the development and progression of all staff to ensure that they actively contribute to the College's success.
- Ensure that our pay and reward processes are fair and address any issues that may exist in relation to equal pay issues.
- To provide managers with training to ensure that they manage staff fairly and treat staff with dignity.
- To support managers in the implementation of equalities legislation.

## **Equality & Diversity Scheme**

### **DISABILITY EQUALITY SCHEME**

#### **Disability Discrimination Acts 1995 and 2005: Disability Equality Duty**

The general disability equality duty is to:

- 1 Promote equality of opportunity between disabled people and others.
- 2 Eliminate unlawful disability discrimination.
- 3 Eliminate disability-related harassment.
- 4 Promote positive attitudes towards disabled people.
- 5 Encourage participation by disabled people in public life.
- 6 Take steps to take account of peoples' disabilities, even where that involves treating disabled people more favourably than others.

The College also has a specific duty to:

- Publish the Disability Equality Scheme showing how the public body intends to fulfil its general and specific duties
- Prepare and review regularly the action plan detailing the steps taken to meet the duties
- Involve disabled people in the development of the Scheme
- Review, revise and publish the scheme every three years

**See appendix one**

### **RACE EQUALITY SCHEME**

#### **Race Relations (Amendment) Act 2000: Race Equality Duty**

The general race equality duty is to:

- 1 Eliminate unlawful racial discrimination.
- 2 Promote equality of opportunity.
- 3 Promote good relations between people of different racial groups.

The College also has specific duties to:

- Prepare and maintain a written race equality policy.
- Assess the impact of its policies on students and staff from different racial groups.
- Monitor the admission and progress of students and the recruitment and career progress of staff by racial groups.
- Set out the College's arrangements for publishing the results of assessment and monitoring.
- Where reasonably practical publish annually the results of assessments and monitoring.

The College has a number of ways in which it currently promotes race equality. The methodologies ensure that the College complies with the positive duties in relation to the promotion of racial equality and good relations between people of different racial groups:

- Monitoring of data by racial origin related to a range of factors for both staff and students.
- The use of non-stereotypical images in all materials it produces for learners and staff and the use of images that promote a positive understanding of different cultures and racial groups.
- The celebration of cultural and religious festivals within the College.
- The College is developing good links with local community.
- The College is establishing a programme of training to support race equality.

### **Development of the Race Equality Scheme**

The College is committed to producing and implementing a race equality scheme with the involvement of students, staff and external stakeholders including community groups, voluntary organisations and individuals with interests in the development of the College.

In order to develop the Race Equality Scheme the College will undertake the following:

- We will review the College's publicity to ensure that there are positive images of ethnicity.
- We will review the College's processes to ensure that there are no barriers to BME students engagement with the College.
- We will Impact Assess all policies and procedures to ensure that they are compliant with all prevailing race relations legislation.
- Monitor recruitment, retention and achievement of declared BME students.
- Address any under-representation of staff from declared BME backgrounds to ensure that they can progress their careers through the College without prejudice and, if necessary the College will implement a Positive Action scheme.
- Monitor curriculum resources and disseminate best practice that addresses antiracism and promotes good race relations.
- Provide training which promotes positive images, role models and perceptions of good race relations.
- Celebrate diversity and promote equality.
- The College will encourage and support students and staff to challenge prejudice, stereotyping & intolerance, and will manage the environment in a way that maintains every individual's dignity & rights.

**See appendix 2**

## **GENDER EQUALITY SCHEME**

### **Equality Act 2006: Gender Equality Duty**

The general gender equality duty is to:

- 1 Eliminate unlawful discrimination and harassment.
- 2 Promote equality of opportunity between men and women.

The College also has specific duties to:

- Prepare and publish a Gender Equality Scheme.
- Must consider the need to have an objective to address the causes of any unequal pay for male and female staff related to their sex.
- Set out actions it has taken or intends to take to gather information on the effect of its policies on men and women and in particular the extent to which they promote equality between male and female staff.

The College will seek not only to eliminate sex discrimination, but also to create a working and a learning environment based on good relations between women and men. To this end, the College undertakes to provide diverse, non-stereotypical images of women and men in any material which it produces for learners and staff. The aim is to create a positive inclusive ethos where issues of gender discrimination and stereotyping can be discussed openly, with a shared commitment to challenging and preventing sexism and sex discrimination, to respecting diversity and difference and to encouraging good relations between men and women.

**See appendix 3**

### **AGE EQUALITY**

We are committed to ensuring that we do not discriminate on the grounds of age as enshrined within the Equality Act 2006. We live in an increasingly ageing society. Ensuring that opportunities are offered to all members of the community to contribute regardless of age will be of paramount importance in this context.

The College's HR policies will reflect this commitment and will not discriminate on the grounds of age in our recruitment and selection or progression processes. We will encourage the full commitment and contribution of all staff regardless of age.

As an education provider it is our duty not only to eliminate discrimination but to foster an appreciation of people of different ages and as such we will celebrate the success of learners and staff regardless of age.

The College provides education and training for a wide range of age groups and is committed to ensuring educational opportunities are available for all people within the community regardless of age.

### **RELIGION AND BELIEF**

The College will seek to promote equality of opportunity between all learners and staff regardless of their religion.

In line with the Equality Act 2006, the College defines religion and belief as:

- Religion means any religion.
- Belief means any religious or philosophical belief.
- A reference to religion includes a reference to a lack of religion.
- A reference to belief includes a reference to a lack of belief.

The College celebrates religious, cultural and other festivals throughout the year and will ensure that learners and staff are provided with an understanding and appreciation of different religions and their contribution to our society.

## **SEXUALITY**

The College will seek to promote equality of opportunity between all learners and staff regardless of their sexual orientation.

In line with the Equality Act 2006, the College defines sexual orientation as an individual's sexual orientation towards:

- Persons of the same sex as him or her;
- Persons of the opposite sex; or
- Both.

The College will eliminate all forms of direct and indirect discrimination against married persons and civil partners.

## **IMPACT ASSESSMENT AND MONITORING**

Under new equalities legislation, the College is under a legal obligation to undertake impact assessment and monitor its progress towards the implementation of its action plan. The College is currently developing an impact assessment process and templates for use across the College.

In conducting its impact assessment the College is committed to consulting with a wide range of bodies and individuals, including representatives from those groups likely to be affected by the policy e.g. people with disabilities, women, BME communities, Trade Unions and other agencies who work to advocate on behalf of a number of groups.

The College's work is organised into the following key departments/functions which are overseen by managers including the college executive team.

Strategic Planning and Curriculum Development  
Capital Projects  
Teaching and Learning  
Quality and Standards  
Learning support services  
College Administration and Student Support  
Human Resources  
Finance and Funding  
Management Information Systems  
Marketing & Communication  
Business Development  
Facilities management

**We will develop our procedures for impact assessment covering all the above broad areas.**

**We will develop procedures for initial and full impact assessment.**

- A review of all existing policy and procedure by February 2009.
- Initial impact assessment and where deemed appropriate, full impact assessment of all existing policies and procedures, in the order of priority by March 2009.
- From September 2009, all policies, procedures and papers with a policy bearing will include an initial equality and diversity impact assessment.
- Decisions and actions to be taken as a result of this impact assessment will be reported annually as part of our review of this Scheme and progress against specified actions.
- We will maintain a central record of all impact assessments and will publish the outcome of impact assessment and action to be taken as a result on our staff intranet and website.
- In addition, the College will embed impact assessment within its self-assessment processes and will develop templates for use within all teams. The results of these impact assessments will be shared with staff, learners and other stakeholders and will form the basis of on-going action planning across the College.
- In order to help with the monitoring process the College will develop an equality and diversity report which will cover key data in relation to gender, race, age and disability. This report will be used by teams in their self-assessment process and will be used by the senior management team as a mechanism to gauge progress against objectives and outstanding issues.
- The College has embedded an assessment of equality and diversity within learning and teaching observations since September 2007. Each year the College will undertake a 'thematic observation process' specifically in relation to equality and diversity. This thematic observation would cover approximately 15 lesson observations and will enable us to identify areas of good practice or areas for development.
- The assessment of performance against equality and diversity objectives has been built into the SAR process with each team.

## **CONSULTATION AND COMMUNICATION**

- The College is committed to consulting with all stakeholders in relation to its equality and diversity objectives. The College will publish this Scheme in draft form and invite comment from a range of stakeholders both internally and externally.
- The College will review the membership and terms of reference for its Equality and Diversity Steering Group with the aim of creating a more robust and effective means of consulting with key external stakeholders and overseeing the operational implementation of this Scheme.
- The College is committed to consulting and communicating with its learners over a range of issues and will use established mechanisms for learner consultation to review and monitor its Equality and Diversity Scheme. The College has started to develop a comprehensive Learner Voice Strategy and

- In relation to our property strategy proposals and developments, we will ensure that LDD learners are engaged with the planning of facilities for learners to ensure that we encourage participation and success by LDD learners.
- We will conduct an annual staff perception survey that will contain key indicators around how staff feel valued and whether they feel respected within the work environment.
- We will utilise learner survey information to gather information about learners' perceptions of the College and how effective our commitment to equality and diversity has been embedded across our learner population.

### **Publications Policy**

We will ensure that this Scheme and appendices are accessible by publishing them electronically on the intranet and website. We will include a feedback form as part of this electronic communication to enable members of the public and all internal stakeholders to feedback comments and suggestions for improvement. We will make this Scheme available on requests in alternative formats to meet individual needs.

We will produce an executive summary of this Scheme for distribution to all staff and learners to ensure that everyone is aware of our commitment and their responsibilities in meeting these commitments.

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## **Implementing the Equality and Diversity Scheme**

### **We will work through the Equality and Diversity Steering Group**

The College will re-constitute an Equality and Diversity Steering Group, which will comprise of both internal and external representatives.

The College will take reasonable steps to ensure that the group is representative of the groups that the College serves.

The group will act as a strategic advisory group to the college executive team and governing body and will monitor progress towards the aims of this Scheme.

The Diversity and Equality Group has the following terms of reference:

- Ensure our policies and procedures for learners and staff reflect current legislation.
- Ensure our strategies positively provide opportunities for widening participation and involvement of diverse groups.
- Monitor our achievements against defined targets.
- Communicate our policy and approach to staff and learners.
- Devise staff development strategies to reflect a positive approach to equality and diversity in curriculum development and offer.

- Review our strategy to ensure equality and diversity.

### **Monitoring and Review**

- Progress against objectives will be monitored by the Equality and Diversity Group and through self assessment and college review processes. This progress will be reported to the governing body on half yearly basis.
- This Scheme will be reviewed in full on a three-year cycle, however, we will undertake an interim annual review, in particular in relation to our action plan. We will publish an annual report of progress against objectives in line with our publications policy.

### **Implementing the scheme**

- We will develop a comprehensive College action plan in relation to equality and diversity. We have prioritised the development and consolidation of race, gender and disability however, we believe that objectives within the action plan will have a positive impact on all strands of equality and diversity. We will review impacts against age, religion and belief and sexuality as part of our on-going development of this Scheme.
- Training will be organised for all employees to familiarise them with the Scheme and their role in its implementation

## **APPENDICES**

**Appendix 1: Disability Equality Scheme**

**Appendix 2: Race Equality Scheme**

**Appendix 3: Gender Equality Scheme**