

SFC Equality Action Plan 2009-12: July 2010 edition

Note: the existing Single Equality Scheme was drafted with particular regard to statutory equality duties on race, disability and gender. These are mapped in columns at the left. The scheme addresses other equalities dimensions. Precise statutory requirements e.g "specific duties" on public authorities regarding the full range of protected characteristics in the 2010 Act are not yet known. Therefore there is no attempt to map to these in the 2010 version of the Action Plan.

Key to acronyms: SFC - Scottish Funding Council; EHRC: Equality and Human Rights Commission; ECU - Equality Challenge Unit; HEFCE - Higher Education Funding Council for England

Outcome	Meets existing equality duty			Action.	Responsibility.	Timescale and Priority; high/medium/low
	Race	Disability	Gender			
Outcome 1: Employability and skills						
Outcome 2: Access, Inclusion and Progression						
Outcome 7: Effective Institutions						
1. Improved leadership and capacity for equality and diversity activity across the sector.	*	*	*	Continue strategic equality and diversity support to the sectors around priorities of equalities leadership, provision of advice and information, action research leading to change, and targeted development and capacity building. SFC to allocate funding and implement this new equality and diversity framework – including the need to finalise a service level agreement with Equality Challenge Unit and HEFCE; and oversee the framework through the establishment of an advisory group with appropriate sector representation. This will include ongoing dialogue with the EHRC. Progress will be monitored through an annual report to Council	Director Strategic Development	Framework operational from August 2010 (Advisory Board in place at this time). High priority.
1. Improved leadership and capacity for equality and diversity activity across the sector.	*	*	*	To provide support to the EHRC to access leadership within the sector.	Director Strategic Development	On-going. High priority.
1. Improved leadership and capacity for equality and diversity activity across the sector.	*	*	*	To work with Universities Scotland, Scotland's Colleges and ECU, to support 3-4 discrete project proposals per year to enhance equality and diversity within the Scottish university and college sectors, liaising with existing regional equality forums. Over the lifetime of the scheme, these are likely to include: *promoting good relations between persons of different racial groups; *religious observance and academic responsibilities *lesbian, gay bisexual and transexual issues from students * understanding and acting on lack of BME college staff.	Director Strategic Development	Ongoing, reporting progress in 2011. High priority.
	*	*	*	To support and fund BRITE (Beattie Resources for Inclusive Technology in Education) until 2011. To undertake a review of BRITE during 10/11 to inform funding beyond 2011.	Director Strategic Development	Note new task of review by end of 2010-11. High priority.
	*	*	*	To draw on case studies including where appropriate from Communications team work and use within the context of Learning for All strategy and annual conference.	Director Strategic Development	Annual. Medium priority.

Outcome	Meets existing equality duty			Action.	Responsibility.	Timescale and Priority; high/medium/low
	Race	Disability	Gender			
2. An improved understanding of under representation, with reference to ethnicity, gender and disability status, among students and staff within SFC funded colleges and universities	*	*	*	To audit, monitor and publish data annually on race, gender and disability status of students and staff within SFC funded colleges and universities.	Deputy Director Knowledge Management with Deputy Director Learning Governance and Sustainability	Annual / Ongoing. High priority.
2. An improved understanding of under representation, with reference to ethnicity, gender and disability status, among students and staff within SFC funded colleges and universities	*	*	*	To also focus activity on improvements in the quality of data on ethnic profile and disability status among HEI staff and to achieve more meaningful data on ethnic profile and disability status linked to professional grade within the college sector. In 2010-11 we will consider with institutions what SFC might contribute to changing quality of data, where this is driven by institutional factors and staff choices on disclosure.	Deputy Director Knowledge Management with Deputy Director Learning Governance and Sustainability	To end June 2011. Medium priority.
1. Equality and diversity is an integrated part of the learning and teaching provision of institutions	*	*	*	To review how SFC can contribute to the sector's work in promoting and improving the accessibility and experience of university and college services from the perspective of people with protected characteristics, free from incidents of discrimination and harassment. This is because institutions have direct responsibility and accountability to EHRC and to the courts and tribunals for their activities on these issues.	Deputy Director Learning Governance and Sustainability	To end 2011. High priority.

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2. An improved understanding of under representation, with reference to ethnicity, gender and disability status, among students and staff within SFC funded colleges and universities			*	To undertake qualitative work in partnership with equality practitioner networks and ECU to understand the kind of issues involved regarding transgender and transsexual staff and students. This will inform a decision on to what extent and in what ways it may be appropriate to seek quantitative data about staff and students. To consider appropriateness of reporting data within the SFC's Learning for All annual update. We will report progress in the June 2011 report.	Director Strategic Development	Reporting progress by 2011 annual report. High priority.
2. An improved understanding of under representation, with reference to ethnicity, gender and disability status, among students and staff within SFC funded colleges and universities	*	*	*	To compile and publish data on equality of opportunity using the performance indicators established in the Learning for All basket of measures. See above.	Deputy Director Knowledge Management	Annual. High priority.
2. An improved understanding of under representation, with reference to ethnicity, gender and disability status, among students and staff within SFC funded colleges and universities	*	*	*	To hold annual Learning for All conference and collate policy makers and practitioners response to data and review our policy response as a consequence.	Director Strategic Development	Annual. High priority.

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2. An improved understanding of under representation, with reference to ethnicity, gender and disability status, among students and staff within SFC funded colleges and universities	*	*	*	Annually monitor the student admissions to higher education and publish this data on our web site. SFC will continue to work with SPA as part of a coordinated engagement with highly selective universities on the application of contextualised admissions to increase participation by students from low performing schools. This work will be linked to a programme of activity aimed at increasing the proportion of students from equality groups accessing high demand subjects within highly selective universities.	Director Strategic Development	Annual. Medium priority.
3. More equal representation within Scotland's colleges and universities, including and according to ethnicity, gender and disability status.	*	*	*	To work with the Wider Access Regional Forums to monitor progress in widening access in relation to the recruitment of people from black minority ethnic (BME) communities, disabled people and men and women where under-representation occurs.	Director Strategic Development	Annual review. Two year notification of programme change. Currently funded until 2011. High priority.
	*	*	*	Prepare for transfer of funding directly to colleges to better target activity on equality groups from 11-12 onwards.	Director Strategic Development	To June 2011. Medium priority.
			*	To ensure that this programme of activity generates specific recommendations to support the recruitment and retention of older males within higher education.	Director Strategic Development	Annual review. Medium priority.

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3. More equal representation within Scotland's colleges and universities, including and according to ethnicity, gender and disability status.	*	*	*	To develop strong links with Scottish Government on MCMC (More Chances, More Choices) and 16+ Learner Choices:	Director Strategic Development	Annual review. Medium priority.
				To continue to support the West of Scotland Colleges Partnership to support colleges as part of the agenda for combatting worklessness in West Central Scotland.	Director Strategic Development	High priority from 2010
3. More equal representation within Scotland's colleges and universities, including and according to ethnicity, gender and disability status.				*To additionally fund 15 colleges to develop the internal systems necessary to meet needs of the MCMC group.	Director Strategic Development with Deputy Director Skills and Funding Policy	On-going. Medium priority.
				*Prioritise funding from August 2010 focussed on those groups identified nationally as requiring continued support, including targeted funding support for those young people from BME communities and young people currently or formerly looked after and accommodated.	Deputy Director Strategic Development with Deputy Director Skills and Funding Policy	On-going. Medium priority.

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3. More equal representation within Scotland's colleges and universities, including and according to ethnicity, gender and disability status.				Work with Scotland's Colleges to realign a series of FE strategic funds to increase participation in further education by those school leavers unlikely to progress to higher education, those young people from BME communities, disabled young people and young people currently or formerly looked after and accommodated along with adults from most deprived communities and / or thematic communities. Reporting of impact will be captured through the annual Further Education Statistics return and analysed within Learning for All.	Director Strategic Development with Deputy Directors Skills and Funding Policy and Knowledge Management	On-going. Medium priority.
3. More equal representation within Scotland's colleges and universities, including according to ethnicity, gender and disability status.	*	*	*	To respond to under-representation through the programmes of work emerging through the SFC Skills and Access and Inclusion Committees, to scope and identify best practice to support equality of access. Each committee will seek to ensure all policies reflect consideration of differential impact according to equality and diversity. The skills committee will give particular consideration to equality and diversity within the Skills Utilisation pilots.	Director Strategic Development and Deputy Director Skills and Funding Policy	until 2012. Medium priority.
			*	To work with the Skills Committee to support initiatives which assist the retraining and reskilling of mature males, linked for example to the PACE initiative with Colleges and through joint work with universities, Universities Scotland and linked to initiatives such as the articulation hubs.	Deputy Director Skills and Funding Policy	On-Going

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			*	To continue to fund projects in response to occupational segregation, evaluate and disseminate findings. For example, to fund a collaborative project with the Scottish Resource Centre for Women in Science, Engineering and Technology to develop and deliver equality and diversity training for students studying construction and built environment to over 600 male and female students.	Director Strategic Development	On-going. High priority.
	*	*	*	Ensure skills utilisation projects steering groups take account of equalities in targeting their interventions and setting priorities. For example, the Engineers of the Future project is actively seeking women in engineering Modern Apprenticeships. Skills Committee to evaluate progress.	Deputy Director Skills and Funding Policy	On-going. Medium priority.
3. More equal representation within Scotland's colleges and universities, including and according to ethnicity, gender and disability status.			*	In partnership with Skills Development Scotland, SFC will develop a more cohesive strategy in response to the challenge of occupational segregation following discussion at August 2010 Skills Committee. This strategy will include projects targeted on discrete funded activity as well as the interventions necessary to impact across all SFC funded work.	Director Strategic Development with Deputy Director Skills and Teaching Funding.	Annual / Ongoing commitment until 2013. High priority.
			*	SFC and SDS will publish this strategy, listing specific project activity and reporting timelines.	Director Strategic Development with Deputy Director Skills and Teaching Funding.	One off. Medium priority.

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3. More equal representation within Scotland's colleges and universities, including and according to ethnicity, gender and disability status.			*	Respond to the underrepresentation of women at professorial level within universities directly through a series of targeted initiatives. Principally by working with Universities Scotland to direct and disseminate our response. Initiatives such as: funding to assist the seniority of women in science for example, working with Interconnect – the Scottish network for women studying science, engineering, technology and the built environment, to highlight this issue and assist in promoting positive action.	Director Research and Internationalisation	On-going. High priority.
	*	*	*	To continue to work with UCAS and Universities Scotland to ensure that admissions mechanisms are bias-free and contain adequate equalities monitoring provisions.	Director Strategic Development	Medium priority.
3. More equal representation within Scotland's colleges and universities, including according to ethnicity, gender and disability status.		*		New in 10-11: Following last year's review, in partnership with Scottish Government, SFC will provide new funding to implement a regional network of support to colleges to better support students with profound and complex needs. SFC will produce an annual report on progress made.	Director Strategic Development	On-going. Medium priority.
		*		To promote awareness of and facilitate training in the Scottish Government's, 'Partnership Matters' initiative. In particular, commending this to universities and promoting it as part of one of our first briefings as part of our post Equality Forward work.	Director Strategic Development	On-going. Medium priority.

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1. Equality and diversity is an integrated part of the learning and teaching provision of institutions	*	*	*	To review how quality assurance and enhancement arrangements for colleges and universities carried out by the Quality Assurance Agency for Higher Education and Her Majesty's Inspectorate of Education on behalf of SFC the above can contribute further to the desired outcome in column 1.	Deputy Director, Learning Governance & Sustainability	Annual report on issues in relation to race, disability and gender. Medium priority.
1. Equality and diversity is an integrated part of the learning and teaching provision of institutions	*	*	*	To ensure equality and diversity is integrated within those agencies and or sector bodies who the SFC funds, contracts or who work on behalf of the Council. Including in schedules of SLAs with, for example, HMIE, QAA, HEA, sparqs. In particular, to work with and report progress with Scotland's Colleges.	Deputy Director, Learning Governance & Sustainability	On-Going. Medium priority.
1. Equality and diversity is an integrated part of the learning and teaching provision of institutions	*	*	*	To monitor achievement of this outcome through including an equalities and diversity perspective in relevant oversight of provision provided by the Quality Equalities and General Purposes Committee, Access and Inclusion Committee and Skills Committees, and advise the boards of SFC and SDS accordingly.	Senior Director, Institutions & Corporate Governance	Ongoing. Medium priority.
3. Better monitoring of equality and diversity issues within the student learning experience and consideration of their impact on teaching and learning.	*	*	*	Long term longitudinal survey of graduates: consider whether this yields robust enough data to be able to carry out analysis relevant to ethnicity, gender and disability status.	Deputy Director, Skills and Teaching Funding	Ongoing. Low priority.

Outcome	Meets existing equality duty			Action.	Responsibility.	Timescale and Priority; high/medium/low
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Outcome 3: Knowledge Exchange Outcome 6: World-class Research						
1. An enhanced contribution from research funding to the economic, social and cultural well being of Scotland, with particular consideration to issues of race, gender and disability.	*	*	*	To disseminate the new Concordat to support the career development of researchers – this sets out the expectations and responsibilities of researchers, their managers, employers and funders.	Director Research and Internationalisation	On-going. High priority.
	*	*	*	To employ a Concordat Implementation Coordinator to ensure successful implementation of the Concordat.	Director Research and Internationalisation	On-going. High priority.
	*	*	*	To monitor progress on the Concordat, particularly the sixth key principal that states, 'diversity and equality must be promoted in all aspects of the recruitment and career management of researchers'. To do this through SFC's contribution to the work of the Scottish Research Career Coordination Forum and the UK national oversight bodies chaired by RCUK.	Director Research and Internationalisation	Medium priority.

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			*	To adjust the gender balance within the Research and Knowledge Transfer Committee, following Council's discussion of Committees in November 2010. To maintain an overall representative gender balance across short life and advisory panels.	Director Research and Internationalisation	Ongoing. Medium priority.
1. An enhanced contribution from research funding to the economic, social and cultural well being of Scotland, with particular consideration to issues of race, gender and disability.	*	*	*	To use the development of the UK Research Excellence Framework to promote equalities issues.	Director Research and Internationalisation	Ongoing. Medium priority.
	*	*	*	To ensure consideration of equality and diversity within our pre-award processes for the Horizon Fund for Universities and assessment of tenders	Director Strategic Development	Ongoing. Medium priority.

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Outcome 4: Specialism and Diversity Outcome 7: Effective Institutions						
Develop policies for SFC funding to colleges and universities that take appropriate account of duties to avoid discrimination on grounds of, or to take positive action concerning, protected characteristics in the Equality Act 2010 including race, gender, and disability.	*	*	*	Consider equality and diversity issues as part of the HEI teaching funding review, the implementation of New Horizons, a strategic programme for the college sector and the strategic review of provision	Senior Director Skills, Research and Knowledge Exchange	Continuing. High priority
	*	*	*	To ensure our next spending review includes consideration of race, gender and disability when providing advice on future funding needs.	Director Funding and Corporate Resources	During 2010-11 academic year. High priority.

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Outcome 7: Effective Institutions						
1. Better leadership by SFC on equality and diversity; More responsive and representative allocations of funding through a more diverse membership of our council and committee	*	*	*	To conduct a review of council and committee membership (including standing orders and appointment procedures) to be discussed at the November 2010 Council meeting. To compile a central record of its equalities profile; publish an annual report on diversity of membership by race, disability, gender and age.	Senior Director Institutions and Corporate Services	During 2010-11 academic year. High priority.
	*	*	*	Provide advice to the Cabinet Secretary based on the council and committee profile analysis.	Senior Director Institutions and Corporate Services	As appropriate depending on outcome of above. Medium priority.
	*	*	*	Produce and or update the induction pack for all new and existing council and committee members to include input on equality and diversity. Head of Secretariat and Clerk to Council will incorporate in round of induction in autumn 2010.	Deputy Director Learning Governance and Sustainability	autumn 2010 and ongoing thereafter.
	*	*	*	To oversee a rolling programme of diversity training, in association with HR that provides refresher training for all council and committee members	Deputy Director Learning Governance and Sustainability	Annual Medium priority.
	*	*	*	To appoint champions for equality and diversity across our council and committees.	Senior Director Institutions and Corporate Services	Annual. Medium priority.

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2. The development of procurement and commissioning procedures that do not disadvantage any equality group.	*	*	*	To equality impact assess our current procurement arrangements	Facilities	By end of 2010-11. Medium priority.
	*	*	*	To provide training to Directors and Assistant Directors on rights and responsibilities of procurement this will include consideration of equality issues.	Facilities	By end of 2010-11. Medium priority.
1. Better leadership by SFC on equality and diversity	*	*	*	To update the SFC web site to feature inspirational case studies – highlighting students overcoming inequality and the staff providing the support.	Communications	Periodic; High priority.
Improved accessibility of information to all internal and external stakeholders.		*		To maintain the SFC web site to AA standards.	Communications	
1. Better leadership by SFC on equality and diversity	*	*	*	To update the SFC image library to reflect positive images of diversity.	HR	On-going. High priority.
2. Recruitment and retention of a diverse workforce within SFC, in line with best practice.	*	*	*	To undertake periodic reviews of our staff monitoring mechanisms to improve disclosure. To provide annually a report on staff promotion and progression and benchmark procedures with others, and update our policies and procedures as required	HR	On-going, periodic. High priority.

Outcome	Meets existing equality duty			Action.	Responsibility.	Timescale and Priority; high/medium/low
	Race	Disability	Gender			
1. Improved diversity monitoring information of SFC staff by race, disability, gender and age.						
2. Recruitment of a diverse workforce within SFC, in line with best practice.	*	*	*	To extend advertising of posts based on a positive action approach and monitor the response.	HR	Ongoing. High priority
2. Recruitment and retention of a diverse workforce within SFC, in line with best practice.	*	*	*	To update SFC's Equal Opportunities Policy to reflect recent legislation and make this integral to the Single Equality Scheme.	HR	Ongoing. High priority
2. Recruitment and retention of a diverse workforce within SFC, in line with best practice.	*	*	*	To implement a coordinated programme of Human Rights and diversity training based on:		High priority
				· The provision of training and mandatory information for all new appointments (not necessarily at induction);	HR	Annual. High priority.
1. Equality and diversity will be embedded within SFC core activity				· Refresher training for existing staff as part of 'diversity debates' across the organisation; and	HR	Periodic. Medium priority.
				· Specific training on Equality Impact Assessments to Senior Directors, Directors Deputy and Assistant Directors.	HR	By end Dec 2010. Medium priority.
2. Recruitment and retention of a diverse workforce within SFC, in line with	*	*	*	To conduct annual equal pay review and report to Chief Executive Group and implement any action arising on pay discrimination in consultation with the Trade Union.	HR	By March 2011. High priority.

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best practice.	*	*	*	To improve awareness levels among SFC staff, we will trial SFC Personal Development training to allow staff access to an agreed number of personal development hours to participate in college or university activity aimed at overcoming inequality of opportunity.	HR	Ongoing. High priority.
Improved access to SFC offices for disabled staff and visitors.		*		Purchase a portable hearing induction system for use across the SFC.	HR	By March 2011. High priority.
				To conduct an annual refresh of the Emergency Evacuation procedures of Disabled Persons across all directorates.	HR	Ongoing. High priority.

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Impact Assessment and Scheme Management						
1. Equality and diversity will be embedded within SFC core activity	*	*	*	To maintain a current single equality scheme.	Deputy Director LGS	Annual /ongoing. High priority
1. Equality and diversity will be embedded within SFC core activity	*	*	*	To monitor progress on the scheme and action plan through quarterly reporting at Chief Executive's Group and inclusion of the Action Plan in the SFC critical programme monitored by the Board.	Deputy Director LGS	Annual 2009-2012. High priority.
	*	*	*	Roll out and subsequently maintain integrated equality impact assessment tool including integration with other new processes for policy and project work thoroughly embedding EIA.	Deputy Director LGS	During 10-11. High priority.
	*	*	*	Coordinate staff training in EIAs and oversee further developments	Deputy Director LGS	During 10-11. High priority.

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1. Equality and diversity will be embedded within SFC core activity	*	*	*	Conduct assessments based on a three year rolling prioritised programme of policy review and impact assessment.	Deputy Director LGS	During 10-11. High priority.
	*	*	*	Collect and publish performance data annually, including on our web site.	Deputy Director LGS	During 10-11. High priority.
	*	*	*	Review the case for a developmental/supportive equalities implementation group following EIA workshops /training.	Deputy Director LGS	By end March 2011. Medium priority.