

# **Equalities Schemes**

## **2009/10-2011/12**

3<sup>rd</sup> draft for 23<sup>rd</sup> Sept 2009

Updated March 2010

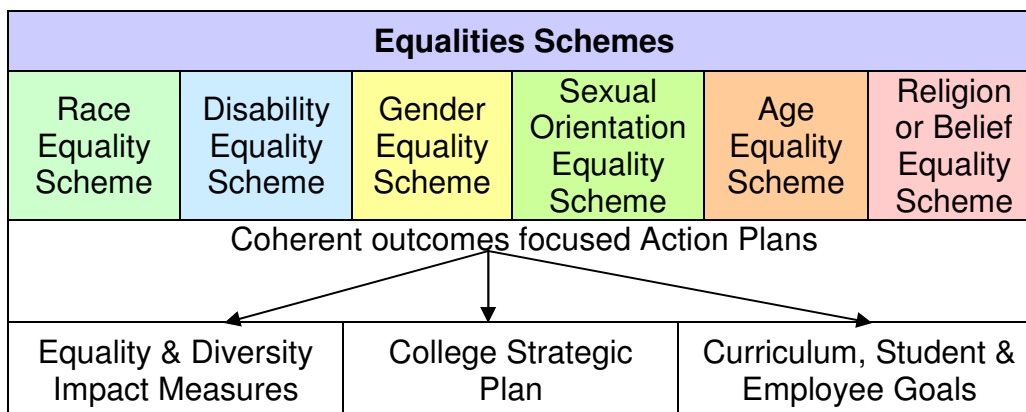
For review: summer 2010

## Contents

1	Introduction	3
2	Ethos	5
3	Equality and Diversity Strategy	5
4	Assessment of Current Performance	6
5	Race Equality Scheme	9
6	Disability Equality Scheme	13
7	Gender Equality Scheme	18
8	Sexual Orientation Equality Scheme	21
9	Age Equality Scheme	23
10	Religion and Belief Equality Scheme	26
11	Three Year Action Plan	29

## Introduction

Cambridge Regional College's Equalities Schemes contain the six strands of gender, ethnicity, disability, sexual orientation, age, and religion or belief. This is in response to the Equality Act 2006, and the establishment of the Commission for Equality & Human rights (CEHR) in October 2007. The purpose of these schemes is to ensure Cambridge Regional College operates as a college of Further Education with sensitivity to differences of sex, race, disability, sexual orientation, age, religion, belief, status, life-style, social background, country of origin, or any other grouping of our society.



The introduction to these Schemes explains why equality is important and how we can fulfil the objectives of the College in a way that will promote equality for all. The scheme has been developed with the involvement of individuals and special interest/identity groups formally through our Equality & Diversity Committee, Student Liaison Committee, our Equality & Diversity Forum, the ACER Equality & Diversity Forum, our Academy Boards, our Staff Forum, unions, and more informally with many individual students and members of staff in a variety of contexts. The actions in the plan to deliver this scheme have been formulated from this consultation and from an evidence based (data) review of the impact of our decisions. The College's EIA policy is at Annex A.

We consider it our duty in the College amongst other things to:

- Eliminate of discrimination
- Promote equality regardless of sex, race, disability, sexual orientation, age, religion, belief, status, life-style, social background, country of origin, or any other group definition in our society and prevent bullying and harassment

In line with the College's strategic direction, our aims are to understand and respond to the needs of the people in the region to develop vocational and occupational skills with equality of opportunity. One of our key objectives is to "manage the college sustainably and ethically" – commitment to E&D is a key facet of managing the college ethically.

The College will review this Single Equalities Scheme at least every three years and will update the action plan annually to take account of practice learned, legislative changes and feedback from stakeholders. The scheme, and its supporting policies, are available in alternative formats.

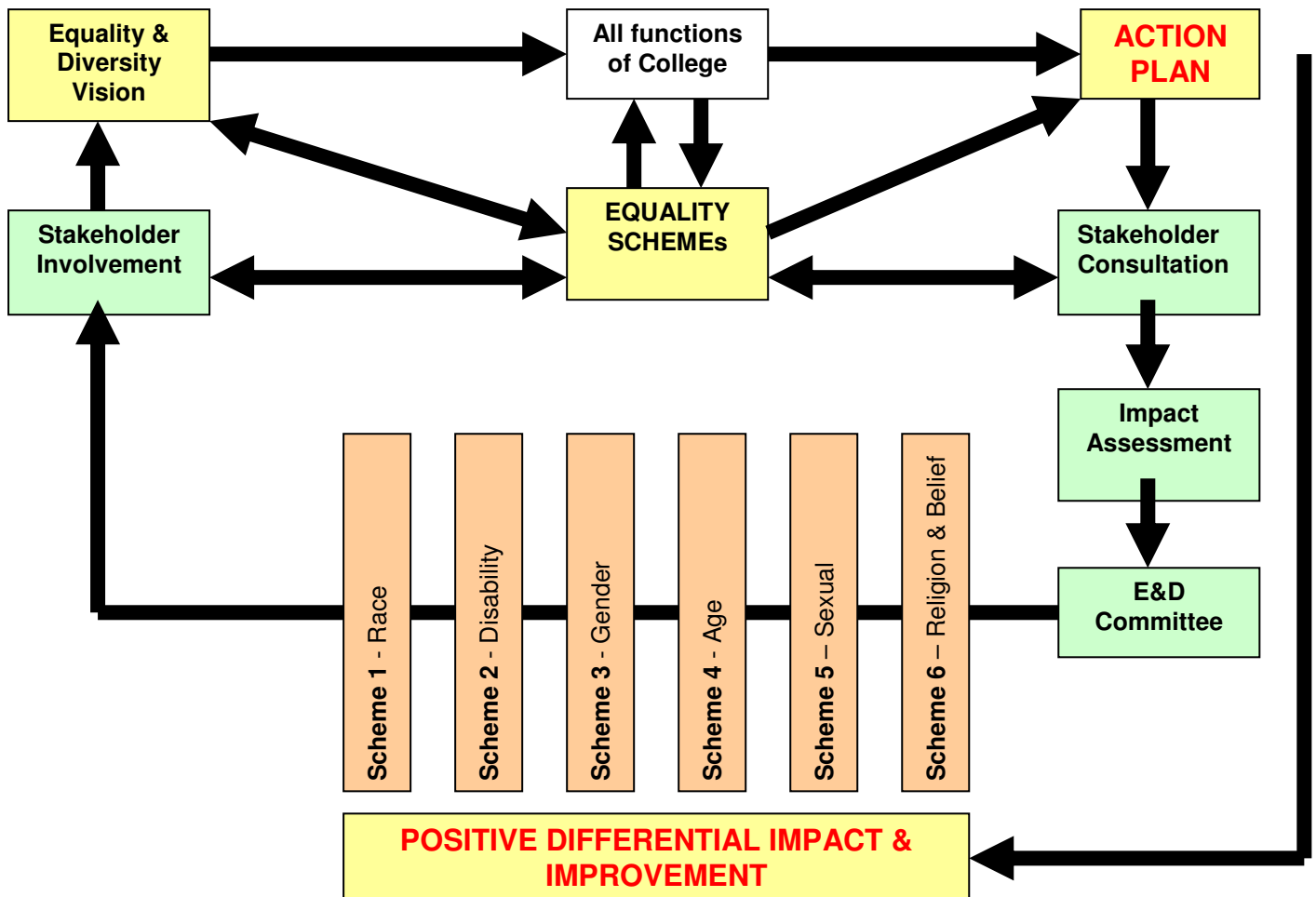
**The College profile (all courses, all staff)**

	Declared Disability			Declared BME			Declared Gender		
	Cambs	CRC	LSC	Cambs	CRC	LSC	Cambs	CRC	LSC
Staff	11.61%	9.5%	2.06	4.07%	4.35%	7.44	M: 50% F: 50%	M: 38% F: 62%	M: 36% F: 64%
Students	11.61%	9.3%		4.1%	19.7%		M: 50% F: 50%	M: 50.5% F: 49.5%	

Sources: 2001 census and LSC 2006

The structures and processes by which we manage our Single Equalities Scheme is outlined below:

**The Cambridge Regional College Equalities Schemes**



## **2 Ethos**

Cambridge Regional College is committed to social justice where all individuals have the opportunity to achieve their full potential. The College recognises that some groups experience discrimination in society, and is committed to challenging discrimination in all forms by ensuring that equality lies at the heart of everything we do.

We strive to be a fair organisation, one where everyone accepts the differences between individuals and values the benefits that diversity brings and how it enriches the College. We work positively to promote diversity and equality of opportunity, recognising that we function in a multi-faceted and complex society.

The College will ensure that any external organisations with which it works are made aware of, and encouraged and supported to adhere to the core Equality & Diversity commitments of the College. The College will overtly seek information on the Equality & Diversity practices of potential contractors when it goes out to tender and take this into account when making decisions.

## **3 Equality & Diversity Strategy**

This document continues the Colleges E&D strategy, with a timetable and realistic action plan of how we are intending to ensure equality. It is an evolving document that will be reviewed and updated in light of continuing involvement of, and consultation with both existing and potential college users, partners, community groups, voluntary organisations and individuals with interests in our work. As an evolving document this scheme is intended to continuously adapt to new developments and legislations, and to reflect our growing understanding of existing and emerging issues. However, the scheme will be formally reviewed annually and the three year Action Plan updated.

In seeking to involve and consult with our communities we will endeavour to be open, responsive to individual/group needs (how, when, and where we involve/consult) and inclusive of all views and to take these into account when making decisions.

The strategy is designed to reflect the College mission and strategy and to demonstrate how it will meet its commitment to equalising opportunity. In doing so it will have three key functions:

1. Analysis of local/regional/national demographics (current trends and predictions)
2. Action Planning to ensure that any negative impacts are eliminated, or minimised where possible
3. Monitoring to ensure action plans successfully remove any negative impacts and to identify any further potential issues

In three years time we aim to be able to demonstrate that we have:

1. Complied with all equality legislation, in letter and spirit
2. Improved equality of opportunity for our students, staff and service users

3. Closed material achievement gaps where they exist, among the student population and established equality of opportunity firmly at the heart of our college in all that it does

The Principal and Chief Executive of Cambridge Regional College has overall responsibility for our Equality Scheme, and the day-to-day running of the scheme rests with the Vice Principal for Quality.

Our strategy is published on the Cambridge Regional College website on an annual basis. Hard copies are available at receptions and in the Learning Resource Centre. As with other college publications, alternative media may be requested to meet individual requirements.

#### **4 Assessment of Current Performance**

##### **Promoting equality and diversity to and for our students:**

1. We have well established screening and diagnostic testing practices which aim to identify any additional learning support students may need to enable them to succeed on their course;
2. We collect information about our students (sex, race, disability, and age) as part of our commitment to developing our curriculum offer, and to work towards it being representative of our local/regional communities needs at all levels;
3. We have an excellent Additional Learning Support (ALS) team who have seen a year on year growth in the numbers of students that they are able to support. Students making declarations are supported for success from application to achievement;
4. Curriculum leaders and managers, through their Course Team Meetings monitor the progress of individual full-time students throughout their course;
5. We have a Core Entitlement Tutorial Team who develop materials and Lesson Plans within an E&D context;
6. We have our own careers advisory team on site with strong links with Connexions and Next Steps;
7. Our provision for learners with learning disabilities is outstanding, and the holder of an AoC award for social inclusion;
8. There are no material achievement gaps between E&D cohorts overall
9. There is a Multi-faith chaplaincy which guides learners spiritual development
10. Our recent OfSTED inspection (March 2008) confirmed that equality of opportunity in the College was good and that, at the highest level of data aggregation, success rates of students in E&D “cohorts” perform in line with their counterparts.

However,

- We need to maximise opportunities to promote equality and diversity in the curriculum, for all our learners, irrespective of the type of programme they follow and we need to ensure that success is consistent between cohorts at course level.

##### **Promoting equality and diversity to and for our staff:**

11. We have a HR E&D Action plan which highlights priorities for action to address the few areas of under-representation in the College

12. Over the past three years we have undertaken an extensive Staff Development programme to raise awareness of, and involvement in Equality & Diversity issues by all staff. This has involved all levels and included Governors
13. All new members of staff have an E&D induction, and all students on Teacher Education programmes have an extended E&D input
14. We are collecting information about our staff (sex, race, disability, sexual orientation, age, and religion or belief) as part of our commitment to developing our workforce, and to work towards it being representative of our local/regional communities at all levels

However,

- We need to review the range of data collected to identify the success of current strategies and to determine whether any additional actions are required.

### **Managing equality and diversity across College:**

15. The College has invested heavily in ensuring that its premises are accessible to all. The final part of the strategy, consolidating its activities onto a single campus, has just been completed and the College will then have superb accommodation none of which will be older than fourteen years. The College will review its accommodation in the light of any business or legislative development on an annual basis and will complete a DDA audit each time a condition survey is carried out.
16. The College has been for the past three years analysing its Equality & Diversity Impact Measures (EDIM) data, and embedding this fully into its Quality Assurance and Improvement processes and strategies. EDIM data is collected at enrolment. Each curriculum delivery manager produces an EDIM Action Plan to address any negative variance, and this is monitored through termly Planning & Business Review (PBR) meetings
17. We have an established Equality & Diversity Committee with involvement of; users, community groups, voluntary organisations and individuals with interests in our work. The Committee considers EDIM data and action plans, and satisfaction surveys, as well as self-generated agenda items
18. All new policies and procedures are Impact Assessed as part of their approval by the College Senior Management Team (see Action Plan)
19. The College is a member of the Association of Colleges – Eastern Region (ACER) Equality & Diversity Forum, which provides an opportunity to share ideas about improving practice
20. The College is accredited to “Positive about Disability” standards
21. We have a specialist Occupational Health Advisor, a mental health worker, qualified counsellors and welfare advisers on site
22. We have a Multi-Faith Chaplaincy team which actively promotes E&D through events, literature and information provided to both staff and students. This team has been shortlisted for an Association of Colleges Beacon Award.

However,

- We need to re-invigorate the E&D committee and improve our consultation processes with students;
- We need to review our impact assessment procedures and our data collection mechanisms which allow for monitoring of impact;
- We need to broaden the remit of our equality and diversity annual report and publish the findings more widely;

- We need to review our policies in the light of legislative change, and update our action plan accordingly

Further details of these, and other actions, are included in our action plan.

# **RACE EQUALITY SCHEME AND ACTION PLAN 2009/10 – 2011/12**

# Principles

## Race Equality Scheme

### Race Equalities Policy

#### **Aim**

The College is firmly committed to equalising opportunities for all who form the college community, and to promoting equality for all as an integral part of all operations. This policy statement outlines the college's commitment to promoting race equality. In doing so it is the College's intention amongst other things to:

- Eliminate unlawful discrimination
- Eliminate harassment on the grounds of race
- Promote equality of opportunity
- Promote harmony between racial groups

#### **Principles**

In order to do this the college will:

1. Embed a commitment to equality in College's values and behaviours, and place an expectation on the college community to work within those values;
2. Assess the impact of all significant decisions, strategies, plans, policies and procedures to ensure that opportunities to promote harmony and encourage participation are maximised, and that discrimination is not inadvertently taking place as a consequence of any decisions;
3. Deliver policies and procedures which ensure that job applicants and potential students are never treated less favourably than others in their application process on the grounds of their race;
4. Develop staff and student recruitment and retention strategies which actively seek to encourage participation, retention and progression within college;
5. Develop mechanisms to increase rates of disclosure of racial origin in order to ensure that College services can anticipate and meet the needs of the widest range of communities;
6. Provide students with language support, where appropriate, to enable participation of non-traditional learners;
7. Provide a set of minimum expectations for the promotion of equality and diversity through the tutorial scheme of work, and support the implementation of this scheme;
8. Proactively promote racial harmony through the programme of citizenship and multi-cultural awareness;
9. Encourage staff to continue to develop effective learning strategies, materials and resources to support this policy;

10. Encourage international learners to integrate with “home” learners so that all benefit from understanding life in other cultures;
11. Publish a bullying and harassment policy and help staff through staff development to understand the expectations of the college with regard to unlawful discrimination and harassment;
12. Provide staff with appropriate training and development;
13. Continue to develop our expertise in understanding the needs of a range of racial origins, and adapt and improve our services to meet those needs;
14. Offer positive images and maximise opportunities to promote the participation of all communities in college life;
15. Share, and learn from, expertise and best practice within college, the sector and other stakeholder organisations;
16. Monitor participation, progression and success of the college community by race to inform future plans for continuous improvement;
17. Have an equality and diversity committee, including external stakeholders, to monitor and support college developments with regard to equality and diversity;
18. Monitor and evaluate the implementation of this, and associated policies, to ensure continuous development.

### **Monitoring and Action Planning:**

In order to determine the impact of our practice with regard to race equality, a range of monitoring procedures are used. The results of such monitoring will be summarised and published on an annual basis.

#### Monitoring – students:

The LSC EDIM categories are used to collect data. This information is captured on the Students Information Systems (SIS) database for statistical Equality & Diversity analysis. This information is not part of the selection process and is removed from applications. All data is held in accordance with the requirements of the Data Protection Act.

The information stored in the SIS database will be reviewed annually by Academy Managers through the Self Assessment Report process (SAR) in respect of:

- Declared BME students on the course compared to the latest LSC EDIM data
- Declared BME applicants to the course compared to the latest LSC EDIM data
- Declared BME Students involved in disciplinary processes
- Declared BME Students identified as being able to benefit from ALS compared to white students
- Declared BME Students taking up ALS compared to white students
- BME students withdrawing from the course compared to white students
- Students completing the course:
  - Achievement of Primary Learning Goal (compared with white students)
  - Achieving their intended intended/actual progression (compared with white students)

### **Action Planning**

Managers will produce action plans with clear timescales and responsibilities, aimed at remedying any issues identified. The collective management team will help and support individual managers to ensure holistic resolutions. ). Managers will also consult with staff and students, trade unions with respect to these action plans and the issues they aim to tackle..

The progress of each full-time student is checked throughout the year in six week cycles in 1:1 Tutorials and follow-up Course Team Reviews of Individual Student progress. At these meetings attendance, punctuality, achievement and targets are discussed and forward planned for the next 1:1 Tutorial meeting, or if necessary immediate action.

It should be noted that this data collection is on the basis of self-declaration, and whilst we make every effort to appropriately encourage such disclosure we may not have an accurate ethnic profile. However, by a process highlighting the positive outcomes of disclosure we aim to increase the reliability of our profiling (see Action Plan). Should any monitoring suggest that certain racial groups are under represented, we will consider whether any form of action is needed in, for example, its efforts to recruit learners and employees.

### Monitoring - employees:

The LSC EDIM categories are used to collect data. This information is captured by our HR Department for statistical Equality & Diversity analysis as part of the recruitment process. This information is not part of the selection process and is removed from applications before short-listing. . All data is held in accordance with the requirements of the Data Protection Act.

Employees for whom no information is held were contacted during the 2006/07 academic year in a specific exercise to improve our ethnic monitoring. Following this exercise HR now undertake regular updates to fit in with our CRB (Criminal Records Bureau) screening cycle of employees.

The information stored on the HR database will be reviewed annually in respect of:

- Declared BME employees in post compared to the latest Cambridgeshire census data
- Declared BME applicants for posts compared to the latest Cambridgeshire census data
- Declared BME employees involved in grievance and disciplinary compared with white employees
- Declared BME employees leaving the College compared to white employees

### **Action Planning**

The Head of Human Resources will analyse the data annually and prepare a report for the first E&D Committee of the academic year. An action plan will be drafted, with clear timescales and responsibilities, aimed at remedying any issues identified. The action plan will then be presented to the Corporation of the College during the Spring Term.

The Vice Principal Quality will prepare an analysis of complaints made by students and staff declaring a BME status compared with students and staff not declaring BME status. The analysis will be made available to the appropriate manager for any necessary action to address inappropriate differential impact.

The Vice Principal Quality will prepare an analysis of complaints made by students and staff relating to BME issues. The analysis will be made available to the appropriate manager for any necessary action to address inappropriate differential impact.

### Development of the Race Equality Scheme

The College is committed to producing and implementing an annual updated action plan produced with the involvement of students, staff, community groups, voluntary organisations and individuals with interests in our work in the development of the College. Details of these actions, along with consultation arrangements, can be found in the attached action plan. These actions supplement the standard practices outlined in the College's race equality policy. Progress towards actions outlined in the previous year's scheme will also be published in the college's annual equality and diversity review.

Race Equality Actions					
Issue to address	Actions to address	Review date 09/10	Lead	Indicative actions 09/10	Indicative actions 10/11
Whilst race is not a differentiating factor for student achievement overall, achievement needs to be monitored to ensure that it is not a differentiating factor at course level and EDIMS set and achieved	Monitor student success by ethnic origin at course level. Where differentiation is occurring, plan to address, and consult with others on those plans	Termly	Heads of Academy/Area		
Lower retention of black Caribbean learners in the arts ensure assignment themes are not eurocentric	Closed gap between success rates for black Caribbean learners	End A/Y	Heads of Academy/Area The Arts		
To increase the BME 16-18 learners on Sport PS and Travel courses	To ensure that all class activities, assessments and resources are appropriate and BME sensitive for all learners. To increase 6% BME to average BME for area.	End A/Y	Heads of Academy/Area Sports, Leisure and Science		
Minority learner groups to achieve as well as their white counterparts in	Provide additional support where required.	End A/Y	Heads of Academy/Area Construction		

Construction					
Increase BME success rates on professional courses	Success rates for BME in line with rates for white students	End A/Y	Heads of Academy/Area Business, ICT and M&P		
underachievement by BME learners in Business and ICT	Impact assess actions. Improved success BME – in line with learners	End A/Y	Heads of Academy/Area Business, ICT and M&P		
ESOL support is needed for increased numbers of learners whose first language is not English, in Business and ICT	Improved level of support leading to raising of achievement levels and grades	End A/Y	Heads of Academy/Area Business, ICT and M&P		
Embedded E&D in each programme re direct cultural referencing in the Arts	100% of programmes have minimum 1 assignment where cultural referencing is the core theme	End A/Y	Heads of Academy/Area The Arts		
Ensure that the HR E&D plan results in a staffing profile which is broadly comparable to the student population, and effectively monitors and acts on other key E&D indicators	Review data. Review recruitment strategy. Diversity advertising/recruitment methods	End AY	L Moffat		
The number of BME job candidates appointed is disproportionate to the number applying	Review data by job category Review reasons for de-selection Action plan in	May 2010	VP Quality and HR		

	response to findings				
The ethnic profile of the Corporation should be reviewed to ensure it matches that of the learner population		Jan 10	RD/Clerk		
Processes for determining whether student disciplinary records show any patterns with regard to race are under-developed	Review data collection mechanisms  Review data once dataset robust	December 008  End of academic year	Head of Learner Engagement and Support	Review student disciplinary process and causes for discipline to determine whether targeted actions/staff development is necessary	
It is unclear why some students do not enrol at college, having applied	Follow up applicants who do not enrol to determine reasons for non-enrolment, and action plan to address where such reasons relate to race issues	November/December 09	Head of Learner Engagement and Support		
Improve Learner Consultation	Introduce race equality student groups	End A/Y	VP Quality	Review impact of group and roll out/adopt model for other E&D Cohorts	
Sharing of best practice is not maximised	Develop shared CPD with SOE re ESOL	End A/Y	Heads of Academy/Area S4L and Outreach		

# **DISABILITY EQUALITY SCHEME AND ACTION PLAN 2009/10-2011/12**

# Disability Equality Scheme

## Disability Equalities Policy

### **Aim:**

The College is firmly committed to equalising opportunities for all who form the college community, and to promoting equality for all as an integral part of all operations. This policy statement outlines the college's commitment to promoting disability equality. In doing so it is the College's intention amongst other things to:

- Eliminate unlawful discrimination
- Eliminate harassment on the grounds of disability
- Promote equality of opportunity between disabled persons and other persons
- Take steps to take account of disabled persons' disabilities, even where that may involve treating disabled persons more favourably than others
- Promote positive attitudes towards disabled persons
- Encourage disabled persons to participate

### **Principles**

In order to do this the college will:

1. Embed a commitment to equality in College's values and behaviours, and place an expectation on the college community to work within those values;
2. Assess the impact of all significant decisions, strategies, plans, policies and procedures to ensure that opportunities to promote positive attitudes and encourage participation are maximised, and that discrimination is not inadvertently taking place as a consequence of any decisions;
3. Work to actively ensure that all parts of the College's estate, including leased premises, are accessible to staff, students, visitors and other users;
4. Deliver policies and procedures which ensure that job applicants and potential students are never treated less favourably than others in their application process on the grounds of their disability;
5. Develop staff and student recruitment and retention strategies which actively seek to encourage participation, retention and progression within college;
6. Develop mechanisms to increase rates of disclosure around disability "type" in order to ensure that College services can anticipate and meet the needs of a range of disabled persons;
7. Provide students with literacy, numeracy and physical access support to enable disabled persons to effectively take part in college life;
8. Further develop processes which support staff with disabilities so that they may effectively take part in college life;
9. Provide adaptive technologies and other tools which enable staff and students to effectively take part in college life;

10. Provide a set of minimum expectations for the promotion of equality and diversity through the tutorial scheme of work, and support the implementation of this scheme;
11. Encourage staff to continue to develop effective learning strategies, materials and resources to support this policy;
12. Publish a bullying and harassment policy and help staff through staff development to understand the expectations of the college with regard to unlawful discrimination and harassment;
13. Provide staff with appropriate training and development;
14. Continue to develop our expertise in understanding the needs of a range of disabled persons, and adapt and improve our services to meet those needs;
15. Offer positive images and maximise opportunities to promote the participation of disabled persons in college life;
16. Share, and learn from, expertise and best practice within college, the sector and other stakeholder organisations;
17. Have an equality and diversity committee, including external stakeholders, to monitor and support college developments with regard to equality and diversity;
18. Monitor participation, progression and success of the college community by disability factor to inform future plans for continuous improvement;
19. Monitor and evaluate the implementation of this, and associated policies, to ensure continuous development.

Anticipatory	Reactionary (irregular)
Profile of high occurrence specialist Support for Success requirements such as: <ul style="list-style-type: none"> <li>• Dyslexia</li> <li>• Aspergers</li> <li>• Hearing Impairment</li> <li>• Reduced dexterity</li> </ul>	Profile of low/irregular occurrence, but high Support for Success requirements such as: <ul style="list-style-type: none"> <li>• Specific mobility impairment</li> <li>• Specific personal care</li> <li>• Multiple and/or complex disabilities</li> <li>• Health &amp; Safety Support Plan (individual Risk Assessment)</li> </ul>

Our recent inspection report has confirmed that we are compliant with the requirements of the DDA, and our ethos will ensure that any sites we subsequently develop have the same high levels of access required of our main campus.

### **Monitoring and Action Planning:**

In order to determine the impact of our practice with regard to disability equality, a range of monitoring procedures are used. The results of such monitoring will be summarised and published on an annual basis.

#### Monitoring – students:

Students are given multiple opportunities and are supported to disclose any disability, or change of circumstance they may have throughout their time with us. This information is captured on the SIS database (within the context of the Data

Protection Act) for statistical Equality & Diversity analysis. This information is not part of the selection process and is removed from applications. Students may declare at any time throughout their course, and it is hoped that by offering all reasonable and appropriate help to support them through their course they will be encouraged to do so.

The information stored in the SIS database will be reviewed annually by Academy Managers through the Self Assessment Report process (SAR) in respect of:

- Students declaring a disability on the course compared to the latest LSC EDIM data
- Applicants to the course declaring a disability compared to the latest LSC EDIM data
- Students declaring a disability involved in disciplinary processes (compared with students not declaring a disability)
- Students declaring a disability withdrawing from the course (compared with students not declaring a disability)
- Students declaring a disability and identified as being able to benefit from ALS (compared with students not declaring a disability)
- Students declaring a disability taking up ALS (compared with students not declaring a disability)
- Students completing the course:
  - Students declaring a disability achievement of Primary Learning Goal (compared with students not declaring a disability)
  - Students declaring a disability achieving their intended/actual progression (compared with students not declaring a disability)
  - Value Added score (compared with students not declaring a disability)

### **Action Planning**

Managers will produce action plans with clear timescales and responsibilities, aimed at remedying any issues identified. The collective management team will help and support individual managers to ensure holistic resolutions.

The progress of each full-time student is checked throughout the year in six week cycles in 1:1 Tutorials and follow-up Course Team Reviews of Individual Student progress. At these meetings attendance, punctuality, achievement and targets are discussed and forward planned for the next 1:1 Tutorial meeting, or if necessary immediate action.

It should be noted that this data collection is on the basis of self-declaration, and whilst we make every effort to appropriately encourage such disclosure we may not have an accurate disability profile. We acknowledge that it is the individuals own perception of either being disabled or not that is important. However, by a process of highlighting the positive outcomes of disclosure we aim to increase the reliability of our profiling (see Action Plan), and thereby our ability to be able to support success.

### **Monitoring - employees:**

Information regarding disability is captured by our HR Department for statistical Equality & Diversity analysis as part of the recruitment process. This information is not part of the selection process and is removed from applications before short-

listing. Employees for whom no information is held were contacted during the 2006/07 academic year in a specific exercise to improve our disability monitoring. Following this exercise our HR Department undertakes regular updates to fit in with our CRB (Criminal Records Bureau) screening cycle of employees.

The information stored on the HR database will be reviewed annually in respect of:

- Employees in post declaring a disability compared to the latest Cambridgeshire census data
- Applicants for posts declaring a disability compared to the latest Cambridgeshire census data
- Employees declaring a disability involved in grievance and disciplinary processes compared to staff not declaring a disability
- Employees leaving the College with a declared disability compared to staff not declaring a disability
- Employees declaring a disability being promoted within the College compared to staff not declaring a disability
- Employees declaring a disability participation in CPD compared to staff not declaring a disability

### **Action Planning**

The Head of Human Resources will analyse the data annually and prepare a report for the first E&D Committee of the academic year. An action plan will be drafted, with clear timescales and responsibilities, aimed at remedying any issues identified. The action plan will then be presented to the Corporation of the College during the Spring Term.

The Vice Principal Quality will prepare an analysis of complaints made by students and staff declaring disability status compared with students and staff not declaring disability status. The analysis will be made available to the appropriate manager for any necessary action to address inappropriate differential impact.

The Vice Principal Quality will prepare an analysis of complaints made by students and staff relating to disability issues. The analysis will be made available to the appropriate manager for any necessary action to address inappropriate differential impact.

### Development of the Disability Equality Scheme

The College is committed to producing and implementing an annual updated plan produced with the involvement of students, staff, community groups, voluntary organisations and individuals with interests in our work in the development of the College. Details of these actions, along with consultation arrangements, can be found in the attached action plan. These actions supplement the standard practices outlined in the College's disability equality policy. Progress towards actions outlined in the previous year's scheme will also be published in the college's annual equality and diversity review.

Disability equality actions					
Issue to address	Actions to address	Review date 09/10	Lead	Indicative actions 09/10	Indicative actions 10/11
Those staff who are disabled may be disadvantaged by the College's secondment policy as a lack of sickness absence is one of the eligibility criteria	Amend policy to take account of this and re-issue	Nov 2009	VP Quality and HR		
Initial assessment for part time learners is underdeveloped	Address support needs for part time learners	End A/Y	DAP		
The impact of Additional Learning Support for those with literacy and numeracy needs is unquantified	Monitor and track ALS within Construction to ensure the needs of the learners and the programmes is met.	End A/Y	Head of Area Construction		
	Monitor the effectiveness of ALS in the Arts so that success rates improve	End A/Y	Heads of Academy/Area The Arts		
	To monitor and improve the effectiveness of ALS delivery in SLS including attendance at meetings. Sufficient and appropriate delivery of ALS in the Academy in accordance with	End A/Y	Heads of Academy/Area Sports, Leisure and Science		

	College guidance and to budget				
Work based learning trainees do not get the level of ALS support needed	ALS needs identified and addressed for apprentices. Applicants on suitable programme for ability level	End A/Y	DAP		
Those who need it do not get timely ALS in Business and ICT	Ensure ALS and tutorial support is timely in Business and ICT	End A/Y	Head of Area Business, ICT and M&P		
There is growth in demand from autistic learners which the College needs to be able to meet	Improve Autistic student FE provision in Cambridge area. Improve support and networking exercise LSC funded Deliver outcomes from action plan march 31 <sup>st</sup> 2010.	End A/Y	Heads of Academy/Area Initial Studies and Supp Ed		
There are an increasing number of students with mental health difficulties attending College	Improve mental health student FE provision in Cambridge area. Improve support and networking exercise. Deliver outcomes from action plan march 31 <sup>st</sup> 2010.	End A/Y	Heads of Academy/Area Initial Studies and Supp Ed		
Whilst disability is not a differentiating factor for student achievement overall, achievement needs to	Monitor student success by disability at course level. Where differentiation is occurring, plan to	Termly	Heads of Academy/Area		

be monitored to ensure that it is not a differentiating factor at course level and EDMIS set and achieved	address, and consult with others on those plans				
Entry level students' retention rates are lower than those entering at level 1 and above in Catering, Hair and Beauty	Timetable experienced members of staff tutor and deliver on these groups. Monitor rigorously the attendance and achievements of these learners at the stop and track days and in 121 reviews	End A/Y	Heads of Academy/Area Catering, Hair and Beauty		
	Successful delivery of E2E giving students another progression route on to further courses in the Academy, an apprenticeship or a job.	End A/Y	Heads of Academy/Area Catering, Hair and Beauty		
Retention for disabled learners on GCSE, Voc sci and Access programmes is lower than that for non-disabled learners	To ensure that assessments, class activities, resources and teaching methods are appropriate	End A/Y	Heads of Academy/Area Sports, Leisure and Science		
Disabled (wheelchair user) student	Re-train fire marshalls.	Jan 2010	H&S Officer		

expectations on evacuation in fire drills not met	Re-issue guidance to students	Jan 2010	H&S Officer		
	Explore possibility of further refuge alerters	Aug 2010	H&S Officer		
Improve Learner Consultation	Introduce Disability equality student groups focusing first on autistic learners	End A/Y	VP Quality	Review impact of group and roll out/adopt model for other E&D Cohorts	
Share good practice	Supportive Education – plan second phase-delivery phase of collaboration to support the Centre of Expertise LDD Employability (funded through LSC Learning for Living and Work Development Fund £200,000 secured) Deliver programmes with HRC, West Suffolk College, CWA and North Hertfordshire. Record for dissemination to region.	End A/Y	Heads of Academy/Area Initial Studies and Supp Ed		
	Appoint a CTL with cross – Academy responsibility for key skills and FS.	Oct half term	Heads of Academy/Area Business, ICT and M&P		

	<p>CQL TD to feed in updates and further training from practitioners group.</p> <p>CQL TD registered as a consultant trainer for LSIS – feedback updates and good practice gathered from any training development.</p>				
It is unclear why some students do not enrol at college, having applied	Follow up applicants who do not enrol to determine reasons for non-enrolment, and action plan to address where such reasons relate to disability issues	November/December 09	Head of Learner Engagement and Support		
Whilst disability is not a differentiating factor in recruitment of staff, internal progression needs to be monitored to ensure that it is not a differentiating factor in promotion	Monitor starters, leavers and internal promotion by disability, and determine whether positive action is needed in response to findings	Annually	Head of HR		
Processes for determining whether student disciplinary records show any	<p>Review data collection mechanisms</p> <p>Review data once</p>	December 09	Head of Learner Engagement and Support	Review student disciplinary process and causes for	

patterns with regard to disability are under-developed	dataset robust	End of academic year		discipline to determine whether targeted actions/staff development is necessary	
Expansion to premises beyond those owned by the College needs to be managed to ensure that such premises are DDA compliant	DDA compliance audits to be carried out prior to committing to new premises	As new premises are identified	Head of Facilities and Estates		
Enhance our actions to promote accessibility	Publish the accessibility guide  Implement actions arising from research project for meeting the needs of autistic spectrum learners  Update DDA audit as part of site survey	Sept 09  End of Academic Year  End A/Y	Head of Learner Engagement and Support Head of Academy for Supportive Education and Foundation Learning  Head of facilities + estates		

# **GENDER EQUALITY SCHEME AND ACTION PLAN 2009/10-2011/12**

## Gender Equality Scheme

### Ethos

The College welcomes all students and staff and encourages the contributions made by all. This scheme is founded on the principles that the College amongst other things will:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women

### **Monitoring and Action Planning:**

In order to determine the impact of our practice with regard to disability equality, a range of monitoring procedures are used. The results of such monitoring will be summarised and published on an annual basis.

#### Monitoring – students:

Gender information is captured on the SIS database for statistical Equality & Diversity analysis. This information is not part of the selection process.

The information stored in the SIS database (within the context of the Data Protection Act) will be reviewed annually by Academy Managers through the Self Assessment Report process (SAR) in respect of:

- Students on the course (male compared with female)
- Applicants to the course (male compared with female)
- Students involved in disciplinary processes (male compared with female)
- Students withdrawing from the course (male compared with female)
- Identification of ALS needs (male compared with female)
- Take up of ALS needs (male compared with female)
- Students completing the course:
  - Achievement of Primary Learning Goal (male compared with female)
  - Achieving their intended/actual progression (male compared with female)
  - Value Added scores (male compared with female)

#### **Action Planning**

Managers will produce action plans, with clear timescales and responsibilities, aimed at remedying any issues identified. The collective management team will help and support individual managers to ensure holistic resolutions.

The Vice Principal Quality will prepare an analysis of complaints made by students and staff by gender. The analysis will be made available to the appropriate manager for any necessary action to address inappropriate differential impact.

The Vice Principal Quality will prepare an analysis of complaints made by students and staff relating to gender issues. The analysis will be made available to the appropriate manager for any necessary action to address inappropriate differential impact.

#### Monitoring - employees:

Gender information is captured by our HR Department for statistical Equality & Diversity analysis as part of the recruitment process. This information is not part of the selection process and is removed from applications before short-listing.

The information stored on the HR database will be reviewed annually in respect of:

- Staff in post (male : female)
- Applicants for posts by level/type (male : female)
- Employees involved in grievance and disciplinary (male compared with female)
- Employees leaving the College (male compared with female)
- Employees being promoted within the College (male compared with female)
- Employees CPD records (male compared with female)

#### Action Planning

The Head of Human Resources will analyse the data annually and prepare a report for the first E&D Committee of the academic year. An action plan will be drafted with clear timescales and responsibilities, aimed at remedying any issues identified. The action plan will then be presented to the Corporation of the College during the Spring Term.

The Vice Principal Quality will prepare an analysis of Teaching & Learning Observation grades by gender each year and provide Academy Managers with data for use in their SAR and Development Action Plan.

#### Development of the Gender Equality Scheme

The College is committed to producing and implementing an annual updated Single Equality Scheme Action Plan produced with the involvement of students, staff, community groups, voluntary organisations and individuals with interests in our work in the development of the College. Details of these actions, along with consultation arrangements, can be found in the attached action plan. Progress towards actions outlined in the previous year's scheme will also be published in the college's annual equality and diversity review.

Gender Equality Actions					
Issue to address	Actions to address	Review date 09/10	Lead	Indicative actions 09/10	Indicative actions 10/11
All staff subjected to formal performance management procedures are male	Gather data and review cumulatively to get a sample size from which reasonable conclusions can be drawn, then plan	End A/Y Annually	VP Quality and HR		
Ensure that decisions in response to request to work beyond retirement age do not discriminate by gender	Monitor applications and approvals to work beyond retirement age cumulatively over more than one year to gather a broader evidence base.	End A/Y Annually	VP Quality and HR		
Females on media courses achieve at a lower rate than males	ensure assignment content and layout appeals to female learners  Sustained marketing campaign to rebalance gender on gender specific courses; music technology, practice and games development.	End A/Y	Heads of Academy/Area The Arts		
Males in sport, public services and travel groups under achieve compared to females	To ensure that resources and assessments are appropriate for both male/female learners	End A/Y	Heads of Academy/Area Sports, Leisure and Science		

There is a need to demonstrate plans for tackling and stamping out harassment on the grounds of gender					
Processes for determining whether student disciplinary records show any patterns with regard to gender are under-developed	Review data collection mechanisms  Review data once dataset robust	December 09  End of academic year	Head of Learner Engagement and Support	Review student disciplinary process and causes for discipline to determine whether targeted actions/staff development is necessary	
There is under-representation of female learners in Construction and other trades	Gender-specific taster days  Use of role models with school pupils  Specific responsibilities assigned to 14-19 diploma leads	Head of Learner Engagement and Support and Heads of Academy  Head of Learner Engagement and Support and Heads of Academy  Associate Principal 14-19			

**SEXUAL  
ORIENTATION  
EQUALITY SCHEME  
AND ACTION PLAN  
2009/10-2011/12**

## **Sexual Orientation Equality Scheme**

### Ethos

The College makes every effort to welcome students and staff regardless of sexual orientation (heterosexual, homosexual, bi-sexual, or other), re-assignment (undergone surgery and recognised in law as being that new gender – not the one registered at birth) or preference (individuals choice to live as a specific gender). Everyone is regarded as an individual, and the College encourages the contributions that they bring to the College.

There is no information gathered on students regarding their sexual orientation. However, by operating an inclusive culture and providing opportunities for all individuals to contribute to the whole College it is envisaged that positive perceptions will be encouraged, and the diversity and breadth of the College community celebrated. We have introduced a process of gathering this information from our staff to support our desire to meet the needs of all individuals. We are reflecting on whether to seek this information from students.

### Development of the Sexual Orientation Equality Scheme

The College is committed to producing and implementing an annual Single Equality Scheme Action Plan produced with the involvement of students, staff, community groups, voluntary organisations and individuals with interests in our work in the development of the College. The College will also undertake the following:

- The Head of Learner Engagement and Support with the Learning and Achievement Strategy Group will review the College's admissions processes to ensure that there are no barriers to students with different sexual orientations engaging with the College
- Impact Assess all policies and procedures to ensure that they are compliant with all prevailing sexual orientations relations legislation
- Monitor recruitment, retention and achievement by different sexual orientations
- Address any under-representation of staff from different sexual orientation backgrounds to ensure that they can progress their careers through the College without prejudice.
- Review curriculum resources and disseminate best practice that addresses different sexual orientation issues
- Provide training which promotes positive images, role models and perceptions of different sexual orientations
- 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.

<b>Sexual Orientation Actions</b>					
Issue to address	Actions to address	Review date 09/10	Lead	Indicative actions 09/10	Indicative actions 10/11
Opportunities to promote equality and diversity in the classroom should be maximised	Provide training for teaching staff in addressing sexual orientation issues	Easter 10	Head of Academy for Teacher Education		
Lack of data on sexual orientation prevents any robust monitoring of practice from taking place	Adapt the staff application form to explain why such data is requested	October 09	Head of HR	Monitor data and plan to address any differential identified	
“Duty to Promote” is less well developed with regard to sexual orientation	Develop a more detailed action plan in response to the new Equality Bill	May 10	VP Quality and HR		

# **AGE EQUALITY SCHEME AND ACTION PLAN 2009/10-2011/12**

## Age Equality Scheme

### Ethos

The College, and any agency it contracts with, will not discriminate against any individual on the basis of age. Criteria will be based on possession of appropriate skills to undertake the course, or employment. The college will not enforce a blanket retirement age of 65 years upon its staff but will negotiate an appropriate timescale with individuals.

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.

### Monitoring – students:

Age information is captured on the SIS database as part of the enrolment process (within the context of the Data Protection Act). Unless there are age restrictions placed upon the intended course in terms of any other prevailing legislation, e.g. government policy on age specific funding, this information will not form any part of the selection process.

The information will be reviewed annually by Academy Managers through the Self Assessment Report process (SAR) in respect of their age group (14-16, 17-18, 19-25, 26-39, 40-50, 51-59, 60-65, 66+)

- Students on the course
- Applicants to the course
- Students involved in disciplinary processes
- Students withdrawing from the course
- Identification of ALS needs by age group
- Take up of ALS needs by age group
- Students completing the course:
  - Achievement of Primary Learning Goal
  - Intended/actual progression
  - Value Added scores

Managers will produce action plans with clear timescales and responsibilities, aimed at remedying any issues identified. The collective management team will help and support individual managers to ensure holistic resolutions.

### Monitoring - employees:

Age information is captured by our HR Department for statistical Equality & Diversity analysis as part of the recruitment process. This information is not part of the selection process and is removed from applications before short-listing.

The information stored on the HR database will be reviewed annually in terms of their age bracket (16-21, 22-30, 31-40, 41-50, 51-59, 60-65, 66+) in respect of:

- Staff in post
- Applicants for posts
- Employees involved in grievance and disciplinary
- Employees being promoted
- Employees leaving the College

The Head of Human Resources will analyse the data annually and prepare a report for the first E&D Committee of the academic year. An action plan will be drafted, with clear timescales and responsibilities, aimed at remedying any issues identified. The action plan will then be presented to the Corporation of the College during the Spring Term.

The Vice Principal Quality will prepare an analysis of Teaching & Learning Observation grades by age bracket each year and provide Academy Managers with data for use in their SAR and Development Action Plan.

#### Development of the Age Equality Scheme

The College is committed to producing and implementing an annual Single Equality Scheme Action Plan produced with the involvement of students, staff, community groups, voluntary organisations and individuals with interests in our work in the development of the College. The College will also undertake the following:

- The Head of Learner Engagement and Support will review the College's publicity to ensure that there are positive images of all ages
- The Head of Learner Engagement and Support with the Learning and Achievement Strategy Group will review the College's admissions processes to ensure that there are no barriers relating to age preventing engagement with the College
- Impact Assess all policies and procedures to ensure that they are compliant with all prevailing age legislation
- Monitor recruitment, retention and achievement of students by age bracket
- Address any under-representation of any age bracket 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 age issues
- Provide training which promotes positive images, role models and perceptions of all age brackets
- Celebrate diversity and promote equality

The College will encourage and support students and staff to challenge prejudice, stereotyping and intolerance, and will manage the environment in a way that maintains every individual's dignity & rights.

Age Equality Actions					
Issue to address	Actions to address	Review date 09/10	Lead	Indicative actions 09/10	Indicative actions 10/11
QA and support processes are insufficiently focused on the under 16s	<p>14-16 curriculum and QA processes integrated into mainstream</p> <p>All learner support mechanisms extended to include pre 16 learners</p> <p>Devise and deliver a staff development strategy to ensure staff delivering the pre 16 curriculum understand the specific needs of these learners and are equipped to help deliver successful outcomes for them</p>	End A/Y	AP 14-16		
Adult learners are sometimes less well supported and guided than those aged 18 and under	<p>Agree adult focus group meetings in Business ,ICT and Professional Development and agree action plan</p> <p>1 ITQ course established in the community</p>	<p>End A/Y</p> <p>End A/Y</p>	<p>Heads of Academy/Area Business, ICT and M&amp;P</p> <p>Heads of Academy/Area Skills for life and</p>		

	Maintain and, where possible, exceed retention and achievement rates for HE provision	End A/Y	Outreach Heads of Academy/Area CHEY		
Whilst age is not a differentiating factor in recruitment of staff, internal progression needs to be monitored to ensure that it is not a differentiating factor in promotion	Monitor starters, leavers and internal promotion by disability, and determine whether positive action is needed in response to findings	Annually	Head of HR		
Processes for determining whether student disciplinary records show any patterns with regard to age are under-developed	Review data collection mechanisms  Review data once dataset robust	December 09  End of academic year	Head of Learner Engagement and Support	Review student disciplinary process and causes for discipline to determine whether targeted actions/staff development is necessary	
20% of College staff are over 55 and may have needs which are different to the rest of the workforce	Review support needs of "greying workforce" and plan accordingly	End A/Y	VP Quality and HR		

**RELIGION AND  
BELIEF EQUALITY  
SCHEME AND  
ACTION PLAN  
2009/10-2011/12**

## Religion & Belief Equality Scheme

### Ethos

The College makes every effort to welcome students and staff regardless of their religion or belief preferences. Everyone is regarded as an individual, and the College encourages the contributions that they bring to the College. The College is a secular organisation and as such will not offer preferential treatment to any faith group.

There is no information gathered on students regarding their religion or belief. However, by operating an inclusive culture and providing opportunities for all individuals to contribute to the whole College it is envisaged that positive perceptions will be encouraged, and the diversity and breadth of the College community celebrated. We have introduced a process of gathering this information from our staff to support our desire to meet the needs of all individuals. We are reflecting on whether to seek this information from students.

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.

### Development of the Religion & Belief Equality Scheme

The College is committed to producing and implementing an annual Single Equality Scheme Action Plan produced with the involvement of students, staff, community groups, voluntary organisations and individuals with interests in our work in the development of the College. The College will also undertake the following:

- The Head of Learner Engagement and Support will review the College's publicity to ensure that there are positive images of religion and belief
- The Head of Learner Engagement and Support with the Learning and Achievement Strategy Group will review the College's admissions processes to ensure that there are no barriers relating to religion and belief preventing engagement with the College
- Impact Assess all policies and procedures to ensure that they are compliant with all prevailing religion and belief legislation
- Monitor recruitment, retention and achievement of students religion or belief bracket
- Address any under-representation of any religion or belief group 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 religion and belief issues
- Provide training which promotes positive images, role models and perceptions of all religions and beliefs
- 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.

<b>Race and Religious Belief Actions</b>					
Issue to address	Actions to address	Review date 09/10	Lead	Indicative actions 09/10	Indicative actions 10/11
Lack of data on race and religious belief prevents any robust monitoring of practice from taking place	Adapt the staff application form to explain why such data is requested	October 09	VP quality	Monitor data and plan to address any differential identified	
The duty to promote racial harmony needs to be fulfilled	An annual programme of race/religious promotion will be devised and evaluated for impact Promote E&D expectations in recruitment material for students	October 09	Multifaith chaplain		
“Duty to Promote” is less well developed with regard to race and religious belief	Develop a more detailed action plan in response to the new Equality Bill	May 10	VP Quality and HR		

# SINGLE EQUALITIES SCHEME - THREE YEAR ACTION PLAN FOR CROSS CUTTING ACTIONS.

## Three Year Action Plan

The Vice Principal – Quality Assurance and Improvement will monitor the action plan and provide reports for the Equality & Diversity Committee, the Senior Management Team and the Governors.

Cross-College Management Issues					
Issue to address	Actions to address	09/10 review point	Responsibility	Indicative 10/11 actions	Indicative 11/12 actions
Currency of equalities schemes	Seek legal input from college solicitor	October half term	VP quality	Review scheme for legislative compliance	Full review of scheme content and impact
	Update based on solicitor's advice	End October	VP quality		
	Include recommendations for action into action plan	End October	VP quality		
Impact assessment process is not embedded in College	Train SMT	09.09.09	VP quality		
	Update procedure	End October			

strategic planning	Implement	Thereafter	VP quality		
Consultation with students is insufficiently embedded in all processes	Identify student representation on impact assessment panels	October 09 (student governor)	VP quality		
Improve the knowledge and awareness of managers of their responsibilities under the common inspection framework	Brief Managers through CPD	2 <sup>nd</sup> Sept 09	VP quality		
Improve the knowledge and awareness of new staff of College E&D practices and of good practice in the classroom and in the workplace	Review and redraft staff induction to focus on legislative detail	September 09	VP quality		
	Staff development programme for DES- <ul style="list-style-type: none"> <li>• D/deaf</li> <li>• Aspergers</li> <li>• Autism</li> <li>• Dyslexia</li> </ul>	Jan 10	VP quality		
	Maintain CQLs targets for promoting E&D in the classroom	October half term	VP learning and		

			achievement		
			VP learning and achievement		
Develop appropriate arrangements for monitoring the implementation of the Scheme	Refresh membership of E&D committee and implementation group to be established to monitor progress of this scheme	October 09	VP quality		
Embed into the curriculum activities which create an understanding of bullying, abuse and internet safety	Tutorial programme, 1-2-1 reviews, issue bullying cards	Oct half term	CS/SC		
Governors annually updated on relevant E&D legislation	Governors training programme delivered	Ongoing	RD		
Opportunities to promote E&D are maximised through learning, teaching, training and assessment	Staff development observation, flagging on tutorial/reviews	Ongoing	CS/SC		
Operate an E&D Committee which effectively monitors and supports College activity, resulting in	E+D membership confirmed.  Full EIA referred	End AY	ACC		

improved practices which impact on staff and learners					
Ensure that Academies monitor EDIMS 09/10 and action plan accordingly. Ensure EDIMS for 10/11 are set	Embedded in target setting and review	Termly PBR and End AY	ACC		
Improve adult disclosure rates and monitor participation and achievement	Increase disclosure rates through 2 <sup>nd</sup> opportunity to declare	End AY	SC/CS		
Ensure that effective E&D monitoring takes place for complaints, incidents, disciplinary actions and exclusions/dismissals (both staff and students) to identify patterns, and plan to act accordingly	Collect & analyse data of complainants by ethnicity and disability as well as gender	Immediate and ongoing	ACC/CS/SC		
Ensure that targets to improve the promotion of E&D in WBL are delivered, and that the actions arising from the LSC/LSIS project are embedded, including actions on bullying	Issue bullying postcards	End AY	CS/AH		

Deliver staff development programme for services and DES which guides them on promotion of E&D, cultural awareness and linguistic diversity	Identify training needs. Agree + deliver programme	Sept 09 End A/Y	ACC/SC		
Pilot E&D qualification for staff with CQL T&L		End AY	PT		
Achieve the "Committed to Equality" kitemark	Action plan to be developed	End June 10	VP Quality and HR		