

APPENDIX A: Equality Report – Students 2008-2009

The following is a summary of student data recorded for the 2008-09 academic session. *Note: figures under the value of 5 have been anonymised, i.e. shown as an asterisk (*), so as not to identify any member of staff.*

1. COMPOSITION OF STUDENTS:

a. Disability:

The following table shows the number of students with disabilities. There has been a small increase from 9.12% in the previous session to 10.5% in 2008-09.

Faculty	Disability Declared	No Disabilities	Total Students	% of Total	Receipt of DSA	% DSA (as a % of Disability Declared)
Arts	321	2550	2871	11.2%	130	40.5%
Social Sciences	263	2754	3017	8.7%	91	34.6%
Sciences	309	2324	2633	11.7%	158	51.1%
Total	893	7752	8521	10.5%	379	42.4%

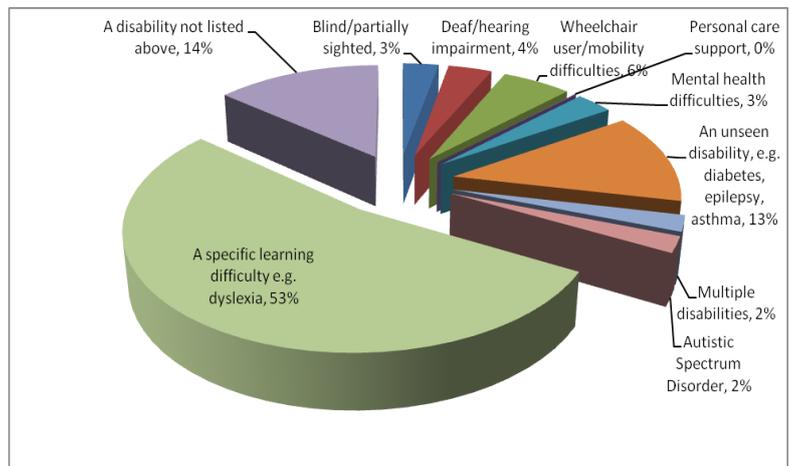
49% of students with disability were female and 51% male. The largest proportion of disabled students, i.e. 51.1%, were studying in the Science faculty.

HEFCW’s disability student profile of all Welsh HEIs was 5.7% for 07/08. Figures for 2008/09 are not currently available from HEFCW.

As seen in the adjacent pie diagram, 53% of students with disabilities declared a specific learning difficulty (e.g. dyslexia), 14% declared a disability not listed and 13% an unseen disability.

94% of students with disability were of White origin, 4% of BME and 2% recorded as information refused.

ACTIONS FOR 2009/2010: (1) To continue improving disclosure rate; (2) to review uptake of DSA allowance and seek to remove any barriers.



b. Gender:

As shown in the table below, 51% of students were female and 49% male, giving equitable gender ratios as in previous years.

Faculty	Female	Male	Total
Arts	1726	1145	2871
Social Sciences	1566	1451	3017
Sciences	1067	1566	2633
Total	4359 (51%)	4162 (49%)	8521

In 2007/08 the figure was 52% female and 48% male. HEFCW’s student gender profile of all Welsh HEIs for 2007/08 is 53.1% female and 46.1% male. Figures for 2008/09 are not currently available from HEFCW.

ACTIONS FOR 2009/2010: (1) To continue to monitor female/male ratios.

c. Ethnicity:

As shown below, the ethnicity of students is as follows:

Ethnicity	Totals
White	88.6%
Other White background (merged with White)	0.0%
BME	7.1%
Not known/ Info Refused	4.3%
	100.0%

Definitions: **White:** HESA codes for White, White British, White Irish and White Scottish. Monitoring codes for Welsh staff and students are also recorded on our databases which are not official HESA categories. **Black and Minority Ethnic (BME):** HESA defined code categories of: Black or Black British – Caribbean, Black or Black British – African, Other Black background, Asian or Asian British – Indian, Asian or Asian British - Pakistani. Asian or Asian British – Bangladeshi, Chinese, Other Asian background, Mixed: White and Black Caribbean, Mixed: White and Black African, Mixed: White and Asian, Other Mixed background, Other Ethnic background. **Other White Backgrounds:** AU normally records this separately and could include people from Eastern Europe or from the USA, New Zealand, etc. It is recognised there may be inconsistencies here with the **Other Ethnic background** code.

This compares with HEFCW's student profiles of all Welsh HEIs for 2007/08 of 97.37 White and 2.63% BME. Figures for 2008/09 are not currently available from HEFCW.

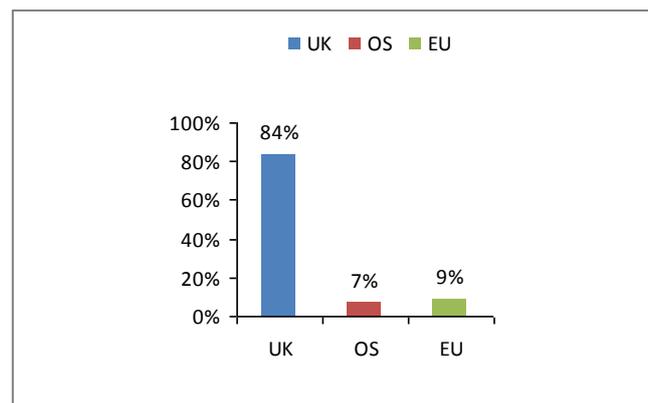
ACTIONS FOR 2009/2010: (1) To monitor the impact of Immigration, Asylum and Nationality Act legislation.

d. Nationality:

As shown in the table below, 84% (7151 students) came from the UK, 9% (788 students) came from the EU, and 7% (582 students) from overseas.

AU has students from over 100 countries.

The Faculty of Social Science has the largest proportions of overseas students (5%) and EU students (5%).



ACTIONS FOR 2009/2010: (1) To monitor student recruitment strategies and their impact on BME staff and (2) to monitor the impact of Immigration, Asylum and Nationality legislation.

e. Age:

The table below shows the ages of students in each age category.

Arts				Social Science				Science			
Entry Age	Male	Female	Total	Entry Age	Male	Female	Total	Entry Age	Male	Female	Total
<21	809	1258	2067	<21	868	643	1511	<21	1266	872	2138
21-30	241	341	582	21-30	400	480	880	21-30	256	162	418
31-40	40	56	96	31-40	116	214	330	31-40	19	20	39
41-50	33	33	66	41-50	45	186	231	41-50	16	7	23
51-60	11	22	33	51-60	18	41	59	51-60	6	*	10
61-65	*	13	17	61-65	*	*	*	61-65	*	*	*
66>	7	*	10	66>	*	*	*	66>	*	*	*
	1145	1726	2871		1451	1566	3017		1566	1067	2633
								Total	4162	4359	8521

The greatest proportion of older ethnic students are between the ages of 31-40 Black or Black British–Caribbean (12 students) and Other Asian Background (11 students) and for the ages of 41-50 Black or Black British–Caribbean (13 students).

ACTIONS FOR 2009/2010: (1) To continue to monitor age alongside other related strands.

f. Religion or Belief:

No data is collected for Religion or Belief at present.

ACTIONS FOR 2009/2010: (1) To review the implementation of monitoring and (2) to consult externally on best practice prior.

g. Sexual Orientation:

No data is collected for Sexual Orientation at present.

ACTIONS FOR 2009/2010: (1) To review the implementation of monitoring and (2) to consult externally on best practice prior.

h. Welsh:

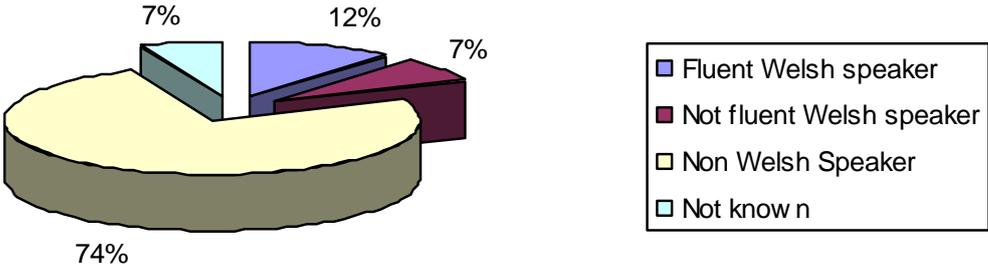
Data is Welsh speakers is shown as follows:

Faculty	Gender	1	2	3	9	Total
Arts	F	295	154	1196	81	1726
	M	175	69	827	74	1145
		470 or 6%	223 or 3%	2023 or 24%	155 or 2%	2871 or 34%
Social Science	F	100	96	1263	107	1566
	M	91	71	1148	141	1451
		191 or 2%	167 or 2%	2411 or 28%	248 or 3%	3017 or 35%
Science	F	108	88	815	56	1067
	M	213	113	1142	98	1566
		321 or 4%	201 or 2%	1957 or 23%	154 or 2%	2633 or 31%
Total		982 or 11.5%	591 or 7%	6391 or 75%	557 or 6.5%	8521

1 = Fluent Welsh Speaker, 2 = Welsh Speaker not fluent, 3 = Not Welsh Speaker, 9 = Not known

As shown above, students studying within the Faculty of Arts are more likely to be Welsh speakers.

A summary of the overall proportions is shown below.



ACTIONS FOR 2009/2010: (1) To review impact of Welsh Language Scheme on students (Centre for Welsh Language Services).

2. APPLICATION, OFFERS, ACCEPTANCES (INTAKE):

The following is a summary of results of student data application data recorded on 01/09/09.

	Applications	Offers (Conditional or Unconditional)	Firm Acceptances
Total	10,057	9640	2794
Gender (Female)	51%	51%	48%
Gender (Male)	49%	49%	52%
Disability	6.1% (Arts 2.2, Social Science 1.5 & Science 2.4 - 1.5% unknown)	6.0% (Arts 2.1, Social Science 1.5 and Science 2.4 - 1.4% unknown)	7.4% (Arts 2.8, Social Science 2.0 and Science 2.6 - 4.4% unknown)
Ethnicity:	30.2% White, 1.1% BME and 68.7% unknown	31.0% White, 1.1% BME and 67.9% unknown	77.6% White, 2.9% BME and 19.5% unknown
Nationality:	83% Home (UK) students, 10% EU and 7% Overseas	83.5% Home (UK) students, 10% EU and 6.5% Overseas	82.5% Home (UK) students, 11.2% EU and 6.3% Overseas
Age:	89.4% = <21, 9.2% = 21-30, 0.9% = 31-40, 0.3% = 41-50, 0.1% = 51-60, 0% = 61-65, 0% = >65	90.5% = <21, 8.4% = 21-30, 0.8% = 31-40, 0.2% = 41-50, 0.1% = 51-60, 0% = 61-65, 0% = >65	85.3% = <21, 12.5% = 21-30, 1.3% = 31-40, 0.6% = 41-50, 0.1% = 51-60, 0.1% = 61-65, 0% = 65
Welsh: Requested correspondence in Welsh	5% Welsh applicants and 95% non Welsh applicants.	5% Welsh applicants and 95% non Welsh applicants	4% Welsh applicants and 96% non Welsh applicants

ACTIONS FOR 2009/2010: (1) To report on National Identity for 2011.

3. RETENTION AND ACHIEVEMENT DATA:

The following tables show student withdrawal data (WD) for 2008/09:

	All Students	
Retained	7941	93.2%
Permanent WD	447	5.2%
Temporary WD	133	1.6%
	8521	100.0%

Gender	Male		Female	
Retained	3828	92.0%	4113	94.4%
Permanent WD	260	6.2%	187	4.3%
Temporary WD	74	1.8%	59	1.4%
	4162	100.0%	4359	100.0%

	Disabled	
Retained	821	91.9%
Permanent WD	52	5.8%
Temporary WD	20	2.2%
	893	100.0%

Age	<21	21-30	31-40	41-50	51-60	61-65	>65
Retained	92%	95%	97%	98%	87%	100%	67%
Permanent WD	6%	4%	3%	2%	7%	0%	33%
Temporary WD	2%	1%	0%	0%	6%	0%	0%

The following tables show achievement data for students in 2008/09:

UG Students	Male							Female							Total Male	Total Female
Faculty	I	II(1)	II(2)	III	PASS	FAIL	Other	I	II(1)	II(2)	III	PASS	FAIL	Other		
Arts	20	164	80	13	0	9	*	45	241	97	8	0	6	*	288	399
Social Science	22	124	103	22	0	12	0	22	125	85	*	*	*	0	283	239
Science	26	97	111	40	34	17	*	30	103	96	9	25	*	*	326	269
Total	68	385	294	75	34	38	*	97	469	278	21	26	12	*	897	907

PG Students	Male							Female							Total Male	Total Female
Faculty	I	II(1)	II(2)	III	PASS	FAIL	Other	I	II(1)	II(2)	III	PASS	FAIL	Other		
Arts	0	0	0	0	93	0	7	0	0	0	0	174	0	10	100	184
Social Science	0	0	0	0	73	*	15	0	0	0	0	82	*	23	92	109
Science	0	0	0	0	16	0	5	0	0	0	0	12	0	*	21	16
Total	0	0	0	0	182	*	27	0	0	0	0	268	*	37	213	309

Total UG & PG	68	385	294	75	216	42	30	97	469	278	21	294	16	41	1110	1216
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Summary of the above achievement data for UG Students is shown below, together with a table comparing disability data:

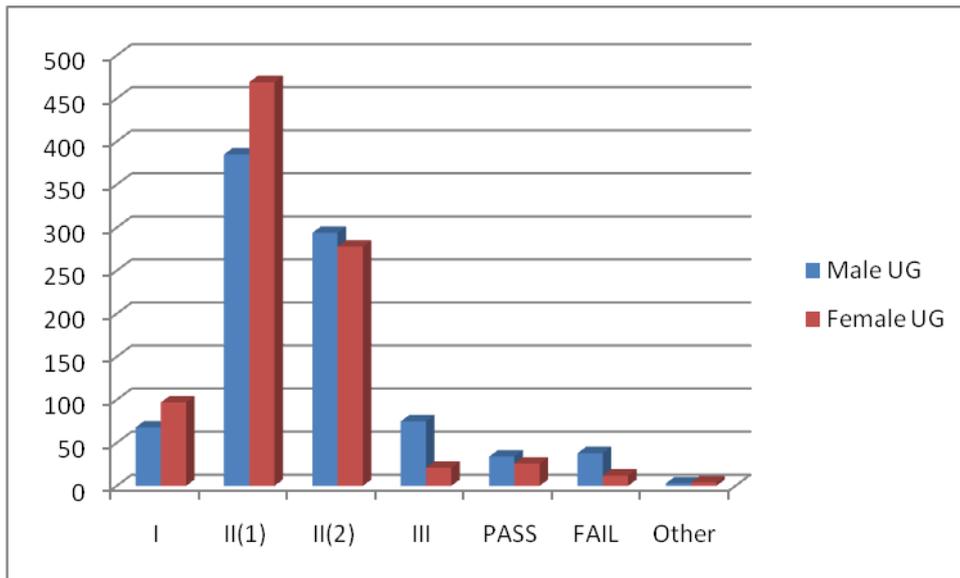
GENDER	I		II(1)		II(2)		III		PASS		FAIL		Other	
UG only														
Male UG	68	3%	385	17%	294	13%	75	3%	34	1%	38	2%	*	0%
Female UG	97	4%	469	20%	278	12%	21	1%	26	1%	12	1%	*	0%
	165	7%	854	37%	572	25%	96	4%	50	22%	58	2%	7	3%

(Note: the % figures are based on the total of 2326)

DISABLED UG Only

Faculty	I		II(1)		II(2)		III		PASS		FAIL		Other		Total Disabled
Arts	6	3%	38	18%	29	13%	5	2%	0	0%	*	1%	*	0%	81
Social Science	6	3%	22	10%	17	8%	0	0%	0	0%	*	0%	0	0%	46
Science	6	3%	34	16%	31	14%	11	5%	*	2%	*	1%	*	0%	90
	18	8%	94	43%	77	35%	16	7%	*	2%	6	3%	*	1%	217

The chart below shows the performance of male and female UGs.



ACTIONS FOR 2009/2010: (1) To disseminate monitoring data to relevant personnel.

4. WORK PLACEMENT DATA:

No data was collated in 2008/2009.

ACTIONS FOR 2009/2010: (1) To collate data from Careers Advisory Service.

5. ISSUES RAISED BY STUDENTS COMPLAINTS PROCEDURE:

No data was collated in 2008/2009.

ACTIONS FOR 2009/2010: (1) To collate data from Student Support.

Equality Report – Staff 2008-2009

The following is a summary of results of staff data recorded from 01/09/08 to 31/08/09 (academic year). Data was extracted during various dates in September 2009.

1. COMPOSITION OF STAFF:

a. Disability:

As shown in the table below, the percentage of staff with disabilities continues to rise slightly and is now at 3.8% of all staff as follows:

	Jul-05	Oct-06	Oct-07	Aug-08	Sep-09
Staff with Disabilities %	3.4	3.3	2.7	3.7	3.8

This compares with HEFCW's staff profiles of all Welsh HEIs for 2007/08 of 2.6% for all staff.

Of these staff, 1.7% are female and 2.12% are male. The main disability recorded is long standing illness.

Of these staff, 35% work in academic departments and 65% work in service/support departments. The greatest proportion of employee groups with disabilities are recorded in 'Campus Services', followed by 'Academics', which shows a spread of grades with disabilities.

Several staff accessed funding and support through the Access to Work Scheme during the year.

ACTIONS FOR 2009/2010: (1) To keep improving disclosure rate, (2) to continue to communicate annually with staff with disabilities in order to offer support, (3) to continue to offer a consultation opportunity through the Accessibility Forum and (4) to continue to promote the Access to Work Scheme.

b. Gender:

As shown in the table below, female and male gender ratios remain balanced:

	Jul-05	Oct-06	Oct-07	Aug-08	Sep-09
Female (%)	49.5	50.1	50.0	49.8	49.9%
Male (%)	50.5	49.9	50.0	50.2	50.1%

This compares with HEFCW's (all Welsh HEIs) staff profiles for 2007/08 of 53.1% female and 46.9% male. The proportion of females in academic departments is 46.6%, and in support departments 53.6%. For males the distribution is 53.4% in academic departments and 46.4% in support departments.

There are differences in gender distributions for certain employee groups, i.e. are JIB (maintenance), AWB (farm workers), Clerical Secretarial and Technical staff. There are 16% more women than men employed in the Administrative, Managerial and Professional employee group.

In the HOD, Prof and SMT employee groups there are 11% female staff and 89% male staff.

The percentage of fixed-term and indefinite contracts for both genders are consistent.

ACTIONS FOR 2009/2010: (1) To review recruitment and retention strategies for certain staff groups, e.g. senior staff members, (2) to undertake an Equal Pay Audit and (3) to continue Women's Roundtable forum in which to discuss topics such as promotion, mentoring, etc.

c. Ethnicity:

The table below shows the ethnicity of staff for 2009 and 2008:

	2009	2008
White	84.80%	80.09
Other White	6.28%	6.40
BME	3.30%	3.36
Not Known	4.44%	8.37
Info Refused	1.18%	1.79

This compares with HEFCW's staff profiles of all Welsh HEIs for 2007/08 of 97.88% White (which includes other white) and 2.12% BME.

Most BME's are recruited in Academic and Campus services and are evenly distributed in female/male genders.

The length of service data also evidences that more BME staff are being recruited.

ACTIONS FOR 2009/2010: (1) To monitor the internal and external recruitment strategies and their impact on BME staff and (2) to monitor the impact of Immigration, Asylum and Nationality Act 2006 (implemented Feb 2008).

d. Nationality:

As shown in the tables below, the recording of visas, work permits and tier certificates have changed over the year due to more stringent monitoring and reporting mechanisms required by the new Immigration, Asylum and Nationality Act 2006 legislation implemented Feb 2008:

	2008
Staff Work Permits	35

	2009
Visas in Force	47
Work Permits	29
Tier Certificates	9

Staff have declared the nationalities of a total of 49 countries. The most popular countries are Poland (26 staff), Ireland (22), Germany (21), United States (19) and China (12).

The table below shows the percentages of staff by Home, International and EU/EEA categories.

UK TOTAL	International	EU & EEA	Not Known
1917	91	96	15
90%	4%	5%	1%

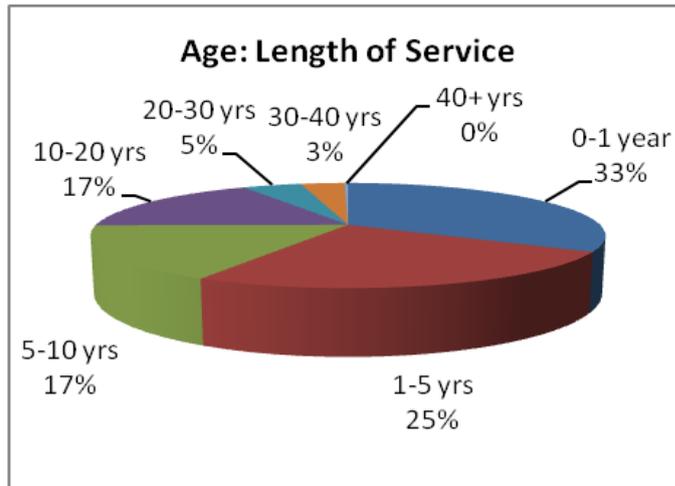
The departments that employ most International staff are International Politics, Computer Science and Law&Criminology/IBERS (IBS Only)/SMB (joint 3rd) and the departments that employ most EU/EEA staff are Residences Team IBERS (IBS only) European Languages.

ACTIONS FOR 2009/2010: (1) To monitor the internal and external recruitment strategies and their impact on BME staff and (2) to monitor the impact of Immigration, Asylum and Nationality Act 2006 (implemented Feb 2008).

e. Age:

The table below shows a consistent distribution of staff across the age groups.

	Aug-08	Sep-09
Under 21	2%	3%
21 - 30	19%	17%
31 - 40	22%	22%
41 - 50	25%	27%
51 - 60	23%	23%
61 - 65	7%	7%
Over 65	2%	1%
	100%	100%



There are more younger female staff under the age of 30 and more older staff over the age of 50 and over. The ages of staff with their length of service is also illustrated above.

ACTIONS FOR 2009/2010: (1) To continue to monitor age and (2) the impact of changes in retirement age.

f. Religion or Belief:

No data is collected for Religion or Belief at present.

ACTIONS FOR 2009/2010: (1) To review the implementation of monitoring and (2) to consult externally on best practice prior.

g. Sexual Orientation:

No data is collected for Sexual Orientation at present.

ACTIONS FOR 2009/2010: (1) To review the implementation of monitoring and (2) to consult externally on best practice prior.

h. Welsh:

Data is currently being reviewed for Welsh.

ACTIONS FOR 2009/2010: (1) To review Welsh data with Centre for Welsh Language Services.

2. RECRUITMENT MONITORING:

Of a total of 173 posts advertised, the HR Department processed 1847 applicants, of which 730 were in academic and 1117 in support departments. This averages 10.7 applicants per post. These data do not include applicants for any IBERS posts. As shown in the table below, there were more appointments to Administration, Managerial and Professional posts than to other employee groups.

	Campus Services (grades 1-6)	Clerical and Secretarial (grades 1-5)	Technical & Comp Operators (grades 1-8)	Admin, Man & Professional (grades 6-10)	Academic (grades 6-10)	Senior Posts: HOD, Prof, SMT etc.
Service/Support Departments	22	28	*	26	*	*
Academic Departments	0	11	8	56	12	*
	22	39	10	82	15	*

An equal proportion of female/male applicants applied for posts.

63 disabled applicants applied for posts (3.4% of total) although the type of disability for 47 of these applicants is unknown.

The table below shows the ethnicity of staff compared to ethnicity of applicants:

	Staff 2009	Applicants 2008/09
White	84.80%	35.7%
Other White	6.28%	9.2%
BME	3.30%	8.0%
Not Known	4.44%	47%
Info Refused	1.18%	

The training of interview/recruitment panel member showed that of 288 panel members that sat on interviews last year, 48 panel members had not undertaken equality training.

ACTIONS FOR 2009/2010:

- (1) To write to panel members that have not undertaken equality training to reinforce this requirement and continue to monitor equality data for panels;
- (2) To implement a Recruitment database to aid more efficient and effective monitoring;
- (3) To collect data for shortlisted candidate and successful applicants (diversity/grade/contract);
- (4) To collect data for promotion/grading;
- (5) To monitor IBERS recruitment data;
- (6) To implement new AU Application Form to aid better monitoring.

3. CAREER PROGRESSION:

In 2008/09 1813 staff (some multiple staff) attended 193 courses. 3 equality courses were run in 2008/09 which were attended by 30 staff.

ACTIONS FOR 2009/2010: (1) To develop diversity data for training and development over the forthcoming year and (2) to implement monitoring process as required under the Framework Agreement.

4. SICKNESS LEVELS:

Data for sickness levels will be reported through Staffing Committee. Diversity data is reported as follows:

- Of the total of staff off sick over the year, 58% were female and 42% were male;
- 5% of staff with sick periods have a recorded disability;
- The ethnicity of staff recorded with sickness period (individual persons) were:
 - 90% White, 4% Other White, 3% BME and 4% Not known/Information refused

ACTIONS FOR 2009/2010: (1) To enhance the data available in relation to sickness levels.

5. TURNOVER:

Leavers:

- There were 447 leavers over the year;
- 53% of leavers were female and 47% were male;
- 4% of leavers declared a disability;
- Ethnicity was recorded as 67% white, 12% Other White, 6% BME and 15% Not/Known/Info refused.

Starters:

- There were 482 starters over the year (or 24% of the current total compliment of staff);
- 49% of starters were female and 51% were male;
- 2% of starters declared a disability;
- Ethnicity was recorded as 75% white, 12% Other White, 5% BME and 8% Not Known/Info refused.

An initial calculation appears to suggest that turnover is approx 11%. However, further work needs to be carried out in this area.

ACTIONS FOR 2009/2010: (1) To develop better monitoring for 'Reasons for Leaving', and (2) to record equality data for various employee groups.

6. GRIEVANCES/DISCIPLINARIES/DIGNITY & RESPECT:

Data for Grievance, Disciplinaries and Dignity and Respect outcomes will be reported through Staffing Committee.

ACTIONS FOR 2009/2010: (1) To collate and monitor diversity data from HR Department.

DEMOGRAPHIC COMPARATORS:

Race: 2001 census records 1.4% of the population of Ceredigion as ethnic minorities. This compares with 2.1% for Wales and 7.9% for the UK as a whole. The main concentration of ethnic minorities in Ceredigion is within Aberystwyth itself, due to the location of the University and Hospital.

Disability: The UK Census 2001 data indicates that almost 9.5 million people (18.2 per cent) report that they have a long-term illness, health problems or disability which limits their daily activities or the work they could do. Of these, 4.3 million are of working age. Ceredigion is recorded as having 20.7% of its population with 'limiting long-term illness' and 10.1% with 'general health not good' (source: Census: <http://www.statistics.gov.uk/census2001/profiles/00NQ-A.asp>).

Gender: The table of Census Data below shows the gender breakdown of female / male residents by Country (Wales) and County (Ceredigion):

APRIL 2001 by Gender	Ceredigion Unitary Authority Population	Wales Country Population
All People	74941	2903085
Females	38395 (51.23%)	1499303
Males	36546 (48.77%)	1403782

APPENDIX B: Equality Duties

a. Race, Disability and Gender General Duties: Currently there are three items of legislation which impose duties on the University, as a public body, to promote race, disability and gender. Under these laws we are required to “have a due regard to the need to” fulfil certain general duties which are the core requirements of the law. In the merging of these pieces of legislation together, it becomes evident that some requirements overlap between the general duties, whereas others are distinct. The interactions between these duties are illustrated in Table 1 below:

Table 1: Meeting the General Duties			
	Race	Disability	Gender
Law	Race Relations Amendment Act 2000 *	Disability Discrimination Act 2005	Gender Equality Duty 2007 (Equality Act 2006)
General Duty came into force:	31 May 2002	4 December 2006	6 April 2007
Requires HEIs to give due regard to the need to:	eliminate unlawful discrimination		
			(including in relation to gender reassignment)
		eliminate unlawful harassment on the grounds of disability and gender	
	promote equality of opportunity and good relations between persons of different racial groups, disabled persons and other persons, and men and women		
		In relation to disability: <ul style="list-style-type: none"> • encourage participation by disabled persons in public life. • promote positive attitudes towards disabled persons. • take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons. 	

© Legislative Requirement Checklist for Single Equality Schemes, Equality Challenge Unit, November 2007.

As well as the RRA 2000, The Race Relations Act 1976 (Amendment) Regulations 2003 introduced a revised definition of indirect discrimination, a new definition of harassment and shifted the burden of proof to the employer.

b. Age, Sexual Orientation and Religion or Belief Regulations: The following summary below (Table 2) of age, sexual orientation and religion or belief regulations do not currently have specific positive duties but apply to employment and the provision of higher education.

Table 2: Brief outline of age, sexual orientation and religion or belief regulations	
Employment Equality (Age) Regulations 2006 <i>Effective Oct 2006</i>	<ul style="list-style-type: none"> • Outlaws age discrimination against employees and applicants (both students and staff) in relation to recruitment/admission, progression and retirement. • Staff are entitled to request working beyond normal retirement date.
Employment Equality (Sexual Orientation) Regulations 2003 <i>Effective Dec 2006</i>	<ul style="list-style-type: none"> • Outlaws discrimination and harassment on grounds of sexual orientation in employment. • Equality Act 2006 extended the Regulations to cover the provision of goods, facilities, services and education. • Sexual Orientation is defined as orientation to same sex, opposite sex or the same and opposite sex. • Law covers discrimination of perceived as well as actual sexual orientation of a person • Civil Partnership Act 2004 gave same-sex couples the same rights as married heterosexual couples.
Employment Equality (Religion or Belief) Regulations 2003 <i>Effective Dec 2006</i>	<ul style="list-style-type: none"> • Outlaws discrimination and harassment on the grounds of a persons religion or belief in employment. • Equality Act 2006 extended the Regulations to cover the provision of goods, facilities, services and education. • Religion or Belief is defined as being “any religion, religious belief, or philosophical belief”. • Law covers discrimination because of perceived as well as actual religion or belief of a person.

c. **Race, Disability and Gender General Duties: Specific Duties:** The University needs to meet Specific Duties which are designed to support the process of planning, delivering, evaluating and reporting activities to meet General Duties. These Specific Duties are shown in on Table, 3 below.

Table 3: Meeting the Specific Duties			
	Race	Disability	Gender
Develop a scheme/ policy to explain how the general and specific duties will be met:	Race Equality Policy	Disability Equality Scheme	Gender Equality Scheme
	Single Equality Scheme		
Involve/consult relevant stakeholders (including staff, students, visitors, trade union members/officials, staff and student associations):	Consult and involve people from minority ethnic backgrounds, as implied in the need to conduct impact assessments.	Actively involve a diverse range of disabled people, and include in the scheme a statement of how disabled people have been involved in its development.	Consult women and men.
Monitor – gather, analyse and act on data and information:	Monitor the admission, progress and attainment of students, and the educational opportunities available to them; and the recruitment, career progress/ development and retention of staff.		Gather and use information on how policies and practices affect gender equality in the workforce and in the delivery of services (including education).
Impact assessment:	Assess the impact, or likely impact, of policies and practices on equality for staff and students.		
	Ensure the scheme includes a statement of the authority's methods for assessing and consulting on the impact, or likely impact, of its policies and practices on equality for the relevant groups, and arrangements for monitoring policies for adverse impact.		
	Ensure the scheme/policy includes a statement of the institution's arrangements for publishing the results of any impact assessment and monitoring exercises and its methods for conducting impact assessments.		
Taking action:	Indicate arrangements for monitoring by reference to racial groups, admission and progress of students, and recruitment and career progress of staff.		Consider the need for objectives that address any gender pay gap.
Time scale for taking action:		Within 3 years, take steps set out in action plan and put into effect arrangements made for gathering and making use of information.	
Reporting:		Report annually on progress, results of information-gathering and how information has been used.	
Reviewing:		Review scheme every 3 years and revise if necessary.	
		Regularly review effectiveness of steps set out in action plan.	
		By 4 December 2009	By 30 April 2010 (can be earlier)
Publishing:	Take steps, as practical, to publish results of monitoring each year. Indicate arrangements for publishing results of impact assessment (including impact assessment of the race equality policy itself). Indicate arrangements for publishing the policy itself, which must be available to the public.	Publish each Disability Equality Scheme and annual reports. Consider accessibility to whole community.	Publish Gender Equality Scheme (must include gender equality objectives).

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Note: with reference to the Gender Equality Duty, it should be noted that there is no obligation for Welsh public authorities to implement specific duties.