

Single Equality Scheme

Policy	Single Equality Scheme
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Lead Manager	Vice Principal Student and Learning Support
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Single Equality Scheme

1.0 Introduction

1.1 At City College Brighton and Hove we believe strongly in the importance and values of equality and diversity as expressed in our strategic aims and our core values. We are committed to promoting equality of opportunity for both staff and students, to understanding and celebrating our diverse community and recognising the value of each individual's contributions. We are fully committed to equality of treatment for all students, potential students, our staff and other service users, regardless of disability, race, gender (including gender reassignment), age, sexual orientation, religion or belief and will not tolerate any form of discrimination.

1.2 This Single Equality Scheme describes in a single document how City College will fulfil its statutory duties to promote equality of opportunity and eliminate discrimination. It is intended to meet the duties of the Equality Act 2010 and associated legislation. The Action Plans detail both generic plans for equality and specific actions for the Race, Gender and Disability strands. This Single Equality Scheme replaces the individual Race, Disability and Gender Schemes and Action Plans previously published.

1.3 However, our commitment to equality and diversity is about more than just meeting our legal obligations. We know that to be a successful college we have to recognise and meet the diverse needs of all our students and staff, not just in achieving qualifications but also to fulfil the potential of each individual. The college has students and staff from hugely diverse backgrounds. How we recognise and respond to this diversity as an institution and as individuals will affect our future success and how we are perceived by our wider community. We want each student and member of staff to be proud to be part of the City College community and to maintain a culture where all are treated fairly and with respect.

This Single Equality Scheme gives more detail and background on how we will achieve these aims.

2.0 Our approach

2.1 Our intention is to build on our existing equality and diversity work with a new Single Equality Scheme which is supported by detailed Action plans.

We will address the potential for discrimination and disadvantage and the need to promote fair access and outcomes for the equality strands identified below. These are:

- Age (employees only at this stage)

- Race
- Gender
- Disability
- Sexual orientation and gender reassignment
- Faith or belief
- Social or economic deprivation (not a legal requirement for colleges)
- Pregnancy and maternity (not education)
- Being married or in a civil partnership (employees only at this stage)

2.2 Social or economic deprivation is one of the strands in the new Single Equality Bill but at this stage does not legally apply to education. However, we feel it is an important area of equality work for the college as a significant proportion of our students come from areas of economic deprivation, and have poor prior educational attainment and low expectations of the opportunities available to them.

2.3 Using the existing legislation as a guide our equality work will focus on:

- The promotion of equality of opportunity for, and between, groups
- Eliminating discrimination, harassment or unfair treatment
- Promoting positive attitudes towards, and participation in, college life by all groups

2.4 We will deliver this by:

- Reducing differences in outcomes of learners through teaching and learning which recognises and uses the diversity of our students and where equality and diversity is embedded into our quality process and curriculum planning
- Ensuring the diversity of our students is positively promoted and supported through all our college programmes, activities and events and that all our students feel able to participate and benefit
- Ensuring the diversity of our staff is positively recognised, supported and used and that equality and diversity is embedded into our HR recruitment and promotion processes and staff training so all our staff feel able to participate and benefit
- Reviewing access to products, services and facilities and assessing the impact of our policies on difference groups to make sure access is equally available to all

- Taking active steps to make the staff and governor profile of our organisation representative of our community and to address any barriers

2.5 The focus of our work will be on outcomes; what difference is our action making for different groups and how can we show it. Our action plans will be driven by specific targets for improvement. We will publish our equalities scheme and action plans and report annually on our progress against them.

3.0 The City College Context

3.1 City College Brighton and Hove is based in an urban area although the college attracts significant numbers of students from outside the city. Brighton & Hove is a densely populated city with a population of just over a quarter of a million people which is projected to grow to almost 300,000 by 2026 based on current trends. The City has consistently attracted higher than average numbers of migrant workers over the past few years.

The population is overall, highly qualified due to the high number of University students who remain in the City after graduation and there are also below average levels of adults with low or no qualifications. Average earnings are below the regional average due to many higher level occupations being in lower value-added sectors and job growth being mainly in relatively low paid and part-time employment. The service sector and the public sector continue to dominate the employment profile of the City. There is significant competition for work and the creation of new jobs has not kept pace with the population growth, leading to problems of unemployment

Brighton & Hove continues to face significant challenges in terms of deprivation and was ranked as the 79th most deprived authority in England in 2007 (out of 354). This puts the City within the top 25% of deprived authorities in the country. Brighton & Hove also contains some of the most significantly deprived areas in England, particularly in East Brighton, Queens Park and Moulsecoomb & Bevendean wards. Alongside many other cities, Brighton & Hove City continues to be characterised by significant inequalities and severe pockets of deprivation, some of which lie within areas of relative wealth.

3.2 The City of Brighton and Hove has a 9% non-white population¹ but 17% (1279) of our students are non-white, of which 13% are 16-18 year olds. The proportion has grown by 14% over the last 3 years. In the college as a whole there are more female than male students. 60% of part-time students are women but for 16-19 students the split is approximately 50/50. However, within particular subject areas a gender bias still remains; on many courses over 90% of students

¹ Brighton and Hove Council City Inclusion Partnership

are of one gender. This is a historical and national pattern that much effort has done little to change.

In the college there were in 2008/9 nearly 1400 students who disclosed additional learning support for learning difficulties, literacy or numeracy support or for disabilities, which represents 14% of all students. The proportion within 16-18s is significantly higher at 27%. There is no clear data to show the profile of disability within the city that allows meaningful comparisons but the high proportion of support indicates that we both attract and have provision for students with support needs.

3.3 Our staff profile shows that 61% of our staff are female and 39% are male which is in line with national FE College averages. However, the percentage of staff from minority ethnic backgrounds is significantly below both the profile of our students and the national averages. This represents an area of concern in our equality work. We also have under-representation of people from minority ethnic groups on our governors. The figures for those who have a disclosed a disability are in line with national FE College averages, but is lower than the profile of our students. Further work is needed to record and, analyse the detailed profile of our staff to identify potential differences in performance.

3.4 The long course success rate for the college as a whole has improved over the last 3 years and in 08/09 was 80%. This overall improvement has been reflected in improved success rates for specific groups and has also resulted in reductions in differences in achievement especially for students receiving additional learning support. However, more detailed analysis of our 08/09 data shows that there are some areas where there are differences in outcomes between learners of differing profile especially in relation to age, gender and ethnicity and mode of study.

3.5 The college has made a specific focus on providing access to education and training for groups that may traditionally have been excluded, especially young people who are not in employment, education or training (NEETs). Brighton and Hove has a higher proportion of NEETs than the national average and the inclusion work has provided education for 150 students in 08/09. However more work needs to be done in developing a flexible, appropriate curriculum for students with previous poor educational history, experiences and achievement.

3.5.1 The college supports an inclusive approach to staff employment through flexible working patterns for parents or other carers, employment of staff on a part-time basis including in management positions and has maintained the two ticks symbol for staff with disabilities and will undergo reassessment in 2010 for Investors in People accreditation. However this is an ongoing work which needs to be supported by further analysis and continual review of best practice.

3.6 Currently the analysis data used to compare Staff profile statistics has used national LLUK FE College data along with a comparison to our Student profile. The last available census information for the City of Brighton, is outdated as relates to 2001 data information. The 2011 Census will provide the College with a more realistic and up to date statistical comparator. In the meantime we will benchmark ourselves against the local population information, as used by the City Council, obtained from the Office of National Statistics. We recognise we have responsibilities as a major employer in the area, therefore will ensure that our recruitment and working methods reflect best practice.

4.0 Legal context

4.1 When carrying out their functions, all public authorities currently have statutory duties with respect to race, disability and gender equality. These equality duties require public bodies to have 'due regard' to the need to eliminate discrimination and to promote equality. The Equality Act 2010 passed into law in April 2010 and replaces the individual duties into one Single Equality Duty. The public sector duties under the act become a legal requirement from April 2011.

4.2 Although we do not view our equality and diversity work as simply a matter of compliance, we still have to ensure that we are meeting our legal obligations to the highest standards of performance and accountability. The requirements of these laws are embedded in College practices either through curriculum delivery or Human Resources policy and procedure.

4.3 We will deal with discrimination wherever it arises through our internal procedures. We will challenge unacceptable behaviour and use disciplinary procedures as well as our policies on bullying and harassment to protect our staff and students from any disadvantage.

4.4 This Single Equality Scheme takes account of the law as it stands in April 2010, in particular:

- Disability Discrimination Act 1995
- Special Educational Needs and Disability Act 2001
- Disability Discrimination Act 2005
- Employment Equality (Age) Regulations 2006
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Equality Act 2006
- Equal Pay Act 1970
- Human Rights Act 1998
- Race Relations Act 1976
- Sex Discrimination Act 1975

Details of the legislation is in Appendix 1

5.0 Governance, Accountability and Reporting

5.1 Whilst all who work at the college have a responsibility for equality and diversity, the lead responsibility lies with the Principal and, as delegated, to members of the college leadership team (CLT). The Principal is responsible for ensuring that the Scheme is put into action throughout the College, delivered by College Managers. The Scheme is accountable to Corporation via the Quality and Resources Committees. This accountability is detailed below.

5.2 Governors

Governors at City College have a specific responsibility to ensure that the College is meeting its obligations in relation to equality and diversity. The role of the governors is to review and scrutinise the effectiveness of strategy, policy and practice, to ensure a culture of good practice through our work and where appropriate to challenge the college leadership team in respect of delivery of equality and diversity outcomes

Governors will:

- Approve and monitor the annual Equality Action Plan through Quality and Resources Committees
- Monitor the overall improvement of the College's equality and diversity practice in terms of compliance and culture
- Be responsible for any safeguarding and similar duties especially where vulnerable people are affected

5.3 College Senior Management Team

The College's senior management team will monitor progress through the Equality and Diversity Committee which meets termly and is chaired by the Principal. This committee receives information on success rates, reviews data to assess if there are any patterns of inequality and receives reports on progress against the action plan by each of the College leads. The committee has the responsibility to evaluate progress, set new targets and approve actions to deliver the overall aims. The committee reports go to Senior Management Team (SMT) and then to Corporation.

Each member of SMT has a specific area of responsibility in line with the college strategic plan

- Curriculum Planning

- Teaching and Learning and Quality
- Quality of Student Experience
- Resources and Legislative requirements in respect of employment

In addition there will be equality strand action groups for each main equality strand, led by a college manager champion and with the responsibility to monitor progress on the equality strand action plan and to identify potential barriers to learning or staff concerns.

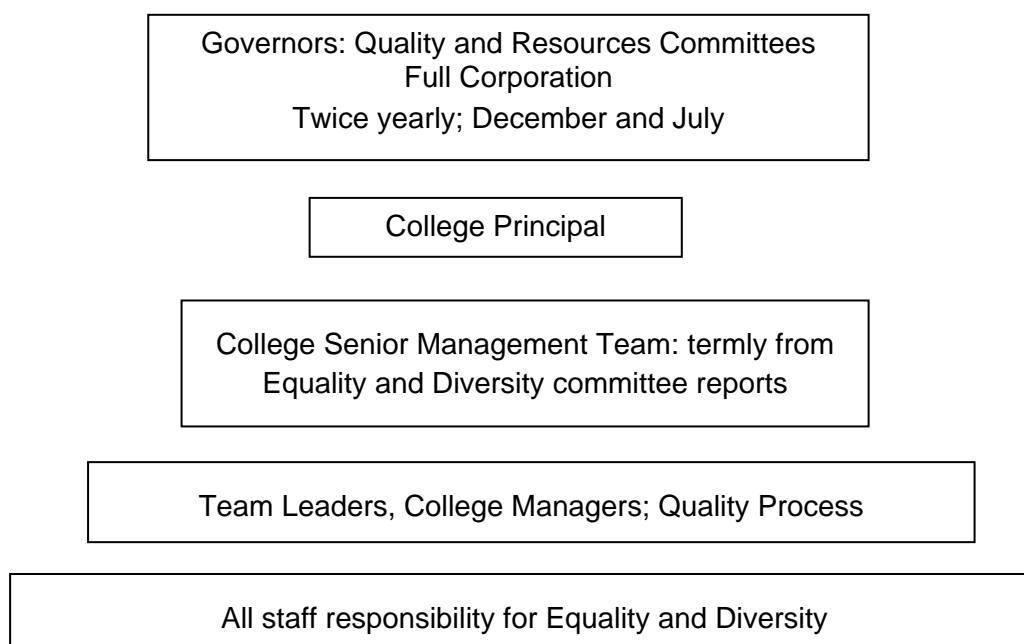
5.4 College Managers and Quality Processes

Equality and Diversity is now embedded into the college self assessment and course review evaluations. The planning and the delivery of the curriculum are a key tool in tackling inequality of opportunity and outcomes and curriculum teams will be asked to evaluate performance and propose actions to improve. College Managers, and through them team leaders, have a specific responsibility to deliver inclusive programmes and to ensure that classroom delivery follows the highest standards of best practice in relation to equality and diversity and to tackle discrimination in any form. This responsibility also applies to recruitment and management and training of staff through the performance development review (PDR) process.

5.5 College staff

All staff are required to comply with the college's equality and diversity policy. However we recognise that the active and positive promotion of equality and diversity is based around creating a culture and set of values that allow staff to fully and freely meet that obligation, to actively participate and convey to students the positive messages about the college and our work. This is enshrined in our core value 'We celebrate difference and respect individuals', our staff expectations of behaviour, our organisational policies and practices and our quality processes. There will be absolutely no tolerance of any form of harassment or discrimination of students or staff.

Reporting Structure



5.5 Reporting and Publication

We will make the following information available to the public through the college website:

- The Single Equality Scheme
- A three year equalities action plan
- An annual self-assessment report that identifies equalities performance issues and plans improvements against them
- Equalities Impact Assessments of key policies and procedures

6.0 Partnerships and Consultation

6.1 We recognised that we cannot effectively understand the needs of different groups or develop action plans for improvement without the involvement of a variety of people and organisation. Working in partnership and wide consultation is critical to the success of equality schemes. Staff have been consulted on the development of the College's schemes through working groups, staff training and invitations via the staff newsletter and intranet. Students have been involved through the Student Council and through the Disabled Students' forum.

6.2 The college is working with the following groups in developing its equality and diversity work:

- Connexions
- Brighton and Hove City Learning Partnership
- Federation of Disabled People

- Black Minority Ethnic Partnership
- Brighton and Hove Race Hate Forum
- Brighton and Hove Police
- Partnership Community Safety Teams; LGBT/Hate Crime/Ant-social behaviour
- Allsorts
- Central Sussex YMCA
- Brighton and Hove Albion
- Job Centre Plus
- UCU, ACM and Unison
- FE Sussex
- Black Managers Network.

Further partnership work is to be developed with Age UK and other local minority support groups.

7.0 Data Collection

7.1 The collection, review and analysis of equalities data is critical to understanding our performance in relation to equality work. This allows us both to assess if there are groups whose performance in terms of certain criteria are different or less than other groups, to set targets for improvement and also to monitor progress in achieving those targets.

7.2 For students: we currently monitor the performance of students by gender, disability and ethnicity in relation to:

- Recruitment profile on course
- Retention
- Achievement
- Success rates
- Student Surveys
- Participation in college activities

7.3 As at July 2010 we have not collected data on the sexual orientation or the faith or belief of our students. We also have not analysed data in relation to areas of economic deprivation. This will be in place for 2010/11.

This data will be available to college managers as a complete information pack. Relevant data is also available electronically as part of the course evaluation review and SAR process.

7.4 We currently monitor the differences of staff and applicants by gender, disability and ethnicity in relation to:

- Employment profile and employment status
- Turnover
- Job type
- Salary
- Staff surveys.

We currently do not collect data on staff in relation to sexual orientation or faith and it is likely we have under disclosure of disability. An adjustment of our staff recruitment application form will collect data for all newly appointed Staff from 1st September 2010. We will also consult on a staff survey to collect further information on data and staff experiences in relation to equality and diversity.

We recognise that further recording and analysis of data in relation to staff recruitment and profile is required to identify any actual or potential barriers or differences in outcome for staff. This will be longer term work in line with AoC guidance. Further analysis of the recruitment stages may highlight any equality impacts that are present from application to appointment at the College. We will invite all existing Staff to confidentially disclose information to the College, for us to improve and develop our services.

8.0 Equality Impact Assessments (EIA)

8.1 It is both a legal requirement and good practice to conduct equality impact assessments. Impact Assessments allow us to determine if our policies, processes and services have any negative or positive impact on specific college communities. EIAs are based on data and consultation. They can lead us to take action to prevent discrimination and to promote positive relations and equality.

8.2 We are introducing a process for assessing the impact of our policies, practices and actions on the different equality strands. These 'impact assessments' seek to ensure that:

- The College's activities do not inadvertently disadvantage students, employees, or service users
- Opportunities to better promote equality of opportunity are identified.

8.3 The assessment will then allow us to see if an existing or proposed policy, procedure, practice or service does, or may, affect people differently. If there is an adverse effect it identifies the changes that need to be made.

8.4 The impact of new policies and practices will be assessed during their development. Existing policies and practices will be prioritised for assessment according to their potential impact and a timetable for completing these assessments over a three year period will be drawn up. In most cases, the College will seek to involve an appropriate variety of people in the process of conducting impact assessments.

9.0 Ten Key Priorities

9.1 The Equality and Diversity action plan details with timescales and lead responsibilities, the ten priority actions for the College over the lifespan of our Single Equality Scheme. These will be:

- To promote and demonstrate our belief in equality and diversity as a critical factor for us to be a successful college and as part of our core values
- To build a college community which celebrates its diversity and the contributions of a wide range of students and staff and where all believe they are welcome and safe
- To reduce the gaps in student achievement/success rates related to identified support need, gender and ethnicity to statistical insignificance (see table below)
- To ensure that equality and diversity are embedded into our quality processes using accurate and relevant data resulting in clear themes and actions at course and team leader level
- To ensure that staff are aware of and are able to positively promote equality and diversity in their teaching and learning including curriculum planning and content
- To promote positive awareness and the success of students in key areas of equality and diversity especially disability and homophobia including induction, tutorial and cross college events and promotional materials
- To undertake Equality Impact Assessments to review and modify our policies and procedures to take account of equality and diversity issues: to use as a tool for embedding E&D impact and awareness
- To develop stronger community links with representative groups to increase participation and understand barriers to learning
- To ensure that access to the colleges products, services and facilities are available to all and that where necessary appropriate reasonable adjustments are made
- To work towards ensuring that the staff profile of the college more accurately reflects the profile of our students and the local community and that any equality barriers are addressed.

10.0 Individual Equalities Strands

Within these overall objectives there are some specific priorities relating to individual equality strands. These priorities and actions will be followed through by Single Equality Strand working groups with reports to the Equality and Diversity Committee.

Ethnicity / Race (Black Ethnic Asian Minority).

- Collect and analyse data to understand the profile of our students and staff to identify any equality issues and address differences in outcomes
- Close the gap in success for learners from specific minority groups
- Increase staff awareness of cultural issues that may affect teaching and learning
- Improve involvement of students in understanding barriers to achievement, providing support and improving staff knowledge
- Increase the profile of black and minority ethnic staff and governors to achieve a workforce that is representative of the college community
- Improve the visibility and positive promotion of the contributions, culture of our BAME students
- Ensure specific references to wider cultural aspects are included in curriculum content and individual lessons
- Clear message and position of absolutely no tolerance of racist behaviour or language for both students and staff
- To ensure staff are trained and confident to challenge these attitudes and behaviours when they arise

Sexual Orientation

- Create a student community where LGB learners feel comfortable, safe, supported, actively involved in college life and that their voices are heard
- Collect data to understand the profile of our students and staff and start to use to analyse performance
- Actively work with students and staff to raise issues of trans/bi/homophobia and the impact this has on individuals
- Clear message and position of absolutely no tolerance of bi/homophobia for both students and staff
- To ensure staff are trained and confident to challenge these attitudes and behaviours when they arise

Faith/ Belief

- Collect and analyse data to understand the profile of our students and staff to identify any equality issues and address differences in outcomes

- Investigate the provision of multi-faith access to worship or links within the college
- Improve links with local places of worship to provide more active support for students and staff, especially of minority faiths
- Improve our understanding of the potential impact of faith issues on teaching and learning and student experiences

Disability

- Improve the disability disclosure rates of our staff and ensure awareness and access to appropriate support
- Address the physical estates issues that act as barriers to learning and employment
- Consider the implication of timetabling processes on stability of support provision
- Clear message and position of absolutely no tolerance on bullying or prejudice on the basis of disability, learning disability or mental health from both students and staff towards both students and staff
- To ensure staff are trained and confident to challenge these attitudes and behaviours when they arise
- Clear focus on the need to positively promote the role of disabled people in society through teaching and learning and to increase opportunities for participation
- Support teaching staff to understand the impact of specific disabilities on learning and employment and how to make reasonable adjustments

Socio-economic deprivation

- Collect and analyse data to understand the profile of our students and staff to identify any equality issues and address differences in outcomes
- Review curriculum offer to ensure that students with poor prior educational experiences and results can access education and training at the College
- More strongly promote and support expectations of high achievement and progression to higher levels of learning

Gender including transgender

- Collect and analyse data to understand the profile of our students and staff to identify any equality issues and address differences in outcomes
- Actively address learner recruitment, advice and guidance so that students and staff are encouraged to access careers of their choice regardless of traditional gender under representation
- Provide active support in college for students or staff that may be of a minority gender in their class or subject area

- To ensure the curriculum and classroom practices positively reflect different gender contributions in the context of the subject area and promotes them equally and effectively
- An approach to transgender issues that promotes understanding and provides a safe learning environment for students and staff

Age

- Collect and analyse data to understand the profile of our students and staff to identify any equality issues and address differences in outcomes
- Actively consider our offer for adults in our curriculum planning and ensure appropriate information and advice and support
- Reduce the achievement gaps between different age groups especially 19+ students and part-time adults receiving additional learning support
- Analyse our staff profile by age groups to see if there are gaps in employment. It is important that working practices should allow staff to be able to contribute fully to the development of the College and their own careers irrespective of their age.
- Review our curriculum offer to ensure that there is adequate and appropriate provision to meet the needs of younger learners who have low previous educational attainment.

Appendix I Legal Context

1. Race Equality Duty

The Race Relations (Amendment) Act 2000 places a statutory '**general duty**' on all public authorities to demonstrate their commitment in working practice to:

- eliminate unlawful racial discrimination
- promote equality of opportunity, and
- promote good relations between people of different racial groups.

Colleges also have the following '**specific duties**':

- to monitor by racial group the number of teaching staff in FE establishments (as defined in the Further and Higher Education Act 1992), and
- to take reasonably practical steps to publish, each year, the results of this monitoring.

2. Disability Equality

The Disability Discrimination Act 1995 amended by the Disability Discrimination Act 2005, places a statutory '**general duty**' on all public authorities to promote disability equality. This means that colleges must, in carrying out all functions, have due regard to their need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in college life, and
- take steps to meet disabled peoples needs, even if this requires more favourable treatment.

Colleges also have the following '**specific duties**' in order to provide a clear framework for them to meet their '**general duty**':

- to report annually on progress made, and
- to review and revise their Equality Scheme every three years.

In addition, each Scheme must include the following:

- a statement of how disabled people have been involved in developing the Scheme
- a method for assessing the impact of policies and practices on disability equality and where improvements can be made
- arrangements for gathering information on:
 - the recruitment, development and retention of disabled employees
 - the educational opportunities available to and achievements of disabled students

- details of how information gathered will be used, in particular when reviewing the effectiveness of action plans and preparing subsequent Schemes
- an Action Plan detailing the steps that are going to be taken to meet the '**general duty**'.

3. Gender Equality

The Equality Act 2006 amended the Sex Discrimination Act 1975 to place a '**general duty**' on all public authorities, when carrying out their functions, to have due regard to their need to:

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

Accordingly, the College is required to produce an Equality Scheme that makes clear:

- the values, principles and standards that guide our approach to gender equality
- the overall strategic aims and objectives adopted to promote gender equality
- clearly defined timescales and actions
- how we will handle complaints about the way we are meeting our duties or other complaints about gender equality matters
- our consultation strategy
- a prioritised list of functions in relation to gender equality
- our primary sources of information for assessing the impact of our policies on equality for women, men and transsexuals.

Our '**specific duties**' in relation to Gender Equality are:

- to consult employees and stakeholders (including trade unions) as appropriate in drawing up our Gender Equality Scheme
- to take into account any information gathered or we consider to be relevant as to how our policies and practices affect gender equality in the workplace and in the delivery of our services
- when formulating objectives, to consider the need to have objectives to address the causes of any pay gap
- to monitor progress of clearly identified actions and publish annual reports on progress
- to conduct and publish gender impact assessments, consulting appropriate stakeholders, covering all major proposed policies and practices, developments in employment, policy and services
- to develop and publish an arrangement for identifying developments that justify conducting a formal gender impact assessment
- to review the implementation of the Scheme objectives at least every three years and revise accordingly.

4. Consolidation of Duties

- **The Equality Act 2010** aims to consolidate nine major pieces of primary anti-discrimination legislation and around 100 statutory instruments into one Act.
- New measures in the Act include new specific measures for bodies such as FE Colleges and the power to bring cases of 'dual discrimination'.

Other Legislation

In addition the following legislation is relevant to a Single Equality scheme:

- Employment Equality (Age) Regulations 2006
- Employment Equality (Sexual Orientation) Regulations 2003
- Equalities Act 2007 (Goods & services for LGB people)
- Employment Equality (Religion or Belief) Regulations 2003

These laws do not have general or specific duties associated with them but they do apply to employment and to the provision of further education. We will, therefore, seek to ensure that through our functions, policies and employment practices, we are not discriminating on any grounds covered by the above legislation.