

Askham Bryan College

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SINGLE EQUALITY SCHEME HR12

Introduction

Askham Bryan College is committed to ensuring equality in all that it does. The College celebrates and values the diversity brought to it by all those individuals who live, work and learn there and believes that the College will benefit from attracting and retaining learners and staff from a variety of backgrounds. The College expects all staff, volunteers and those contracted to provide services to share this commitment.

Equality and Diversity are weaved throughout many of the College's Strategic Objectives, such as:

- To provide an outstanding, enjoyable, educational experience which changes people's lives and exceeds expectations
- To grow student participation, in an inclusive manner, recruiting with integrity and around sound curriculum
- To empower a single staff team to drive the college forward and who both earn and receive respect

It is also upheld specifically one of the College's Core Values;

'We will respect the individual.'

This Scheme, which should be read in conjunction with the College's Equality Action Plan, sets out the College's strategy and plans for ensuring that these commitments are translated into action in relation to race, disability, gender status and identity, sexuality, religion and belief and age.

2. Overview of the Scheme

2.1 The College's Single Equality Scheme and Action Plan sets out:

- The framework within which the College will work to meet the requirements of the Race Equality Duty, Disability Equality Duty, Gender Equality Duty and the Employment Equality (Age) Regulations
- The College's vision of an inclusive environment for the lifespan of the Scheme
- How the Scheme relates to other college plans and policies
- The range and reliability of information it holds in relation to the ethnicity, disability, gender and age of staff and students

2.2 The scheme details the current position of the College including areas of strength

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and areas for development in relation to the implementation of the:

- Race Relations Act 1976 as amended by the Race relations (Amendment) Act 2000
- Disability Discrimination Act 2005 (DDA) including areas of strength and areas for development
- The Sex Discrimination Act 1975 as amended by the Equality Act 2006
- Other equalities legislation, including the recently passed Equalities Bill (see Appendix 1).

2.3 This scheme and action plan builds on the very limited work undertaken previously at the College, as outlined in the Disability action plan developed in 2005. No other action plan has ever been developed at the College.

2.4 From 1 October 2006 the Employment Equality (Age) Regulations made it unlawful to discriminate against workers, employees, job seekers and trainees because of their age.

This scheme incorporates this requirement.

2.5 The College will address the equality strands related to religion and belief and sexual orientation and include these in its scheme and action plan. It will also consider gender identity and social inclusion generally and seek and consider advice and guidance on how to approach these issues.

2.6 In preparing the Scheme, the College will:

- Consult employees, unions and other stakeholders
- Take into account any relevant information, from internal or external sources.

2.7 The College will ensure that the Scheme sets out the actions the college has taken or intends to take to:

- Gather information on the effect of its policies and practices on persons of different groups
- Use the information to review the implementation of the Scheme objectives
- Assess the impact of current and future policies on equality and diversity issues
- Consult relevant employees and stakeholders
- Ensure implementation of the Scheme objectives and actions for gathering and using information within 3 years of publication
- Review and revise the Scheme at least every 3 years
- Report on progress annually.

3. The Race Equality Duty

3.1 The general duty, as set out in section 71(1) of the Act, says that the College must have 'due regard to the need':

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- to eliminate unlawful racial discrimination; and
- to promote equality of opportunity and good relations between persons of different racial groups.

3.2 The Race Relations Act 1976 (Statutory Duties) Order 2001 says that the governing body of a further education institution must:

- prepare a written statement of its policy for promoting race equality
- assess the impact of its policies, including its race equality policy, on students and staff of different racial groups;
- monitor, by reference to those racial groups, the admission and progress of students and the recruitment and career progress of staff; and
- include in its written statement of its race equality policy an indication of its arrangements for publishing that statement and the results of its assessment and monitoring
- take such steps as are reasonably practicable to publish annually the results of its monitoring under this article.

4. The Disability Equality Duty

4.1 Under the Disability Discrimination Act 2005 (DDA), the College must have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.

5. The Gender Equality Duty

5.1 The Equality Act 2006 amends the Sex Discrimination Act 1975 (SDA) to place a statutory duty on all public authorities to have due regard to the need to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women
- eliminate unlawful discrimination
- eliminate harassment against transsexual people. This includes people who intend to undergo, are undergoing or have undergone gender reassignment.

6. Our Equality Vision

6.1 This scheme has been developed to enable the College to achieve its strategic aim of promoting Equalities and Diversity by ensuring that:

- inequalities in participation, retention, achievement and progression are addressed

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- our College is an accessible place for all to learn, work and, where students and staff are resident on campus, to live
- as an employer, our practices promote diversity in the recruiting, developing and retaining of a diverse workforce

6.2 The College recognises that promoting equality brings a range of benefits to the organisation including:

- creating a positive atmosphere where there is a shared commitment to value diversity and respect difference
- delivering a first class service by ensuring there is an inclusive ethos, responding to the needs of individuals
- achieving a more representative workforce, recruiting from a wider pool of applicants
- promoting social cohesion through a greater knowledge and understanding of diverse groups among all learners
- meeting the requirements of audit and inspection bodies

It is recognised that embracing diversity effectively may well deliver benefits to the wider community, outside of College boundaries, encouraging greater diversity into the local population and challenging stereotyping of the land-based sector.

7. Progress to date

7.1 The College made limited progress in its legal obligations before 2009. Despite a Single Equality Policy being developed in 2006, an Equalities Committee being established and a Disability Action Plan being developed, very little planned and co-ordinated action took place, although various ad hoc improvements have been made to further the diversity of our learner and staff population. Changes in personnel in the College's senior management team has meant that the diversity agenda is now being addressed.

7.2 At the last Ofsted inspection (October 2007) Askham Bryan College's approach to equality of opportunity was 'satisfactory'. There was positive reference to access and participation to various curricula, the use of residential accommodation, staff training and the procedures for ensuring that the college met with the requirements of anti discrimination and child protection legislation. Areas for development included the monitoring of E&D action plans, support for dyslexic students, consistency of arrangements to provide literacy, numeracy and language support, and the enhancing of students' awareness and understanding of equality of opportunity issues. These areas have been substantially addressed through the increased focus on Equality and Diversity under the new Common Inspection Framework, which has given a new drive for further development.

7.3 The College's self assessment procedures ensure that issues of equality and diversity including the achievements of learners from a range of backgrounds and abilities and support for students with disabilities, learning difficulties or medical conditions are addressed in curriculum reports and in management reports. All departments as well as curriculum teams consider equality issues in both their self

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assessment report and their quality improvement plans. Any gaps in achievement are identified and evaluated and action plans put into place for improvement wherever possible.

- 7.4 There was no regular reporting to senior management on Equality and Diversity matters until early 2010. Now relevant reports are being taken to the Governing Body to identify issues and propose action in relation to both staff and students.
- 7.5 Success rates for learners are analysed by gender, ethnicity and learning difficulty and disability and this analysis will be taken further in 2010 to include other areas. At present, the headline points are as follows:
- The success rate for males on long courses is 5% higher than that for females (85% as opposed to 80%) – though high grades for females are 9% higher than those for males.
 - There is little evidence of gaps in achievement due to ethnicity – though numbers involved provide little value in data analysis.
 - Learners with learning difficulties do not suffer any disadvantage from those who have no learning difficulties.
- 7.6 The Equality and Diversity Committee has been re-formed as the Equality and Diversity Group and clear terms of reference agreed. In addition to staff who were asked to be on the Group, others have specifically requested attending. The Group includes student representation. Meetings have been increased to half-termly, in recognition of the volume and importance of the work outstanding.
- 7.7 Significant work has been undertaken to embed the terms of the DDA amongst the staff team, with data regarding disability now being fully recorded, dialogue and consultation taking place and reasonable adjustments being made.

8. Areas to address

The following areas have been identified as key priorities for immediate attention:

- Awareness raising of all staff regarding personal prejudice and how this may affect the way they work
- Awareness raising of the positive benefits of a diverse community, leading to a culture of celebrating diversity
- Creation of meaningful Equality Action plans
- Developing data production to support the action plans
- Developing links for effective consultative purposes
- Developing effective review and reporting processes
- Developing a framework for assessing the impact of our actions in the area of equalities
- Developing a training plan for staff and students on equalities.

9. Actively engaging with people

In the process of writing this scheme, the College has and will continue to seek the

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involvement of people with a wide range of impairment types, as well as from a range of age, gender and BME groupings. This has been through staff and student surveys, learner forums and the Investors in Diversity process. The input from consultations has contributed to the development of this scheme. It has also been circulated for consultation with staff, students, employers and organisations within the community. Details of the consultation process are listed in appendix 2.

10. Responsibilities

The responsibility for the development of the Scheme has been devolved to the Equality and Diversity Group which reports to the Senior Management Team and ultimately the Corporation.

- 10.2 The importance which the College places on equality and diversity issues is demonstrated in both the breadth and seniority of the membership of the Equality and Diversity Group. The membership consists of:

- Deputy Principal, Teaching and Learning
- Head of Student Support Services
- Head of Human Resources
- Assistant Director Outreach
- Curriculum Representatives
- Learning Support
- Trade Union Representative
- Student Representative x 2

The Group thus includes senior managers with executive authority to steer the implementation of this Scheme as well as staff working closely with learners, teaching and support staff teams.

- 10.3 The annual report to Governors on progress against this Scheme and the Action Plans will be submitted by the Deputy Principal, Teaching and Learning on behalf of the Equality and Diversity Group.

11. Impact assessments

- 11.1 Impact assessments will ensure that the College's decisions and activities do not disadvantage any employee or learner and also identify opportunities to actively improve equality. The College will undertake impact assessments on its policies, procedures, processes and practices.
- 11.2 The information gathered in monitoring activities will be used in impact assessment to identify areas of adverse impact. Relevant representative groups will also be consulted to get a wide source of evidence when assessing for impact.
- 11.3 The Equality and Diversity Group will take responsibility for creating a prioritized list and timeframe of strategies, policies and procedures to impact-assess and will monitor progress against this.
- 11.4 Any actions resulting from impact assessment will be included in the equalities action plan where relevant. These findings, together with amendments made to

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the policy, procedure, process or practice will be reported to the Equality and Diversity Group for inclusion in the end of year report.

12. Data collection

- 12.1 The College has some robust data on both staff and students but a priority action for the Equality and Diversity Group is to identify how this needs developing, in order for the College to be certain that it's meeting its vision effectively.
- 12.2 To inform the setting of targets and the measurement of progress in achieving them, the College will collect and analyse the following information by age, gender, ethnicity and disability.

For Learners:

- Group profiles of learners
- Applications, success and failure rates for admission to programmes. (Learners are not requested to disclose disabilities at application stage)
- Retention rates
- Achievement rates
- Progression
- Disciplinary action
- Learner Voice
- Complaints by learners or their sponsors.

For Employees:

- Profiles of employees by grade/salary scales
- Job application rates
- Selection success rates
- Type of contract (permanent/temporary, part time/full time)
- Staff development
- Promotion application and success rates
- Disciplinary/capability proceedings
- Grievances and staff complaints
- Age profile
- Disclosure rates of sexual orientation/religion or belief
- Disclosure of disability
- Requests for flexible working
- Exit interviews
- Staff satisfaction surveys.

- 12.3 The Human Resources Department plans to complete a full analysis by gender of pay and conditions to determine whether there is a gender pay gap and the possible causes. Following this analysis, objectives will be set, as appropriate, to address any identified gender pay gap

13. Publishing the scheme

- 13.1 The Single Equality Scheme will be published on the College website and intranet and communicated to all staff via email and the Staff Briefing process. This communication will include information on how staff can comment on the Scheme

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and get involved in its further development and implementation. Copies of the Scheme will be made available at each centre, including a variety of formats, available on request.

- 13.2 From September 2010 an outline of the updated scheme with information on how to access the full scheme and action plan will be included in course handbooks and student induction (replacing the information linking to the previous schemes).

14. Monitoring and Evaluation

- 14.1 Progress with the implementation of the action plan will be a standing item on the Equality and Diversity Group agenda. Progress will be reported to the College Senior Management Team on a termly basis and the minutes of the Equality and Diversity Group will be publicised on Moodle, with matters arising discussed at Senior Management Team as appropriate.
- 14.3 The College will embed equality monitoring into its self assessment reporting and quality improvement plans. Equality and Diversity Impact Measures (EDIMS) in relation to age, gender, disability and race will be reviewed regularly and monitored at course and department level.
- 14.4 Askham Bryan College aims to ensure that through rigorous monitoring and evaluation of the implementation of the Scheme and accompanying Action Plan, it becomes an inclusive and supportive organisation which positively promotes diversity and provides an enhanced experience for all its students, staff and service users.

Legal Framework

The Equality Act 2010

Age

Employment Equality (Age) Regulations 2006

Disability

Disability Discrimination Act 1995

Special Educational Needs and Disability Act 2001

Disability Discrimination Act 2005

Gender

Sex Discrimination (Gender Reassignment) Regulations 1999

Sex Discrimination Act 1975

Equality in Employment (Sexual Orientation) Regulations 2003

Gender Recognition Act 2004

Equality Act 2006

Work and Families Act 2006

Gender Equality Duty Statutory Code of Practice 2006

Civil Partnership Act 2004

Race

Race Relations Act 1976 (amendment) Regulations 2003

Race Relations 1976 (Statutory Duties) 2001

Statutory Code of Practice on the Duty to Promote Race Equality 2002

Religion

Equality in Employment (Religion and Belief) Regulations 2003

Other

Employment Equal Treatment Framework Directive 2000

Equal Treatment Directive 2006

Human Rights Act 1998

Consultation

The following groups were consulted to develop this scheme:

Askham Bryan College Equality and Diversity Group

Henshaws College for the Visually Impaired

UCU

UNISON

Chaplain for Askham Bryan College