

Single Equality Scheme and Action Plan

2010-2013

This Policy is available in alternative formats.
Please contact Human Resources for further information on extension 5076 or 5077

Introduction

Our Current Position

Lowestoft College is committed to equality and diversity in the delivery of its products and services to learners and employers including access to impartial advice and guidance, high quality education, and ongoing support, and as an employer we are proud of our inclusive approach and the embracing of everyone's unique differences which are made explicit in two of our core values:

- Everyone is welcome
- We will respect everyone as an individual

We are keen as a college to not only fully fulfil our statutory duties but to really promote equality of opportunity and avoid discrimination, placing the promotion of equality and diversity at the centre of our work, both as a provider and as an employer.

To give context to the scheme and to gain an understanding of the College please refer to the staff and learner profiles in Appendix A.

The Mission Statement

The Lowestoft College Mission Statement is as follows:

“Lowestoft College will work in partnership to deliver high quality education and training to enable all individuals to gain the skills and qualifications to contribute to a successful economy.”

Core Values

The College's Core Values are shown below:

- Learners come first
- Everyone is welcome
- Our priority is teaching and learning
- We expect the best of ourselves and others
- We will respect everyone as an individual
- We believe we can achieve more by working together

Strategic Aims and Objectives all Relate to the Single Equality Duty

1. Young People (14-19)

“To ensure that all young people exceed their expectations”

2. Corporate strategy

“To ensure the financial viability of the College following investment in resources for learning”

3. Adult learning and skills

“To improve the skills levels and qualifications for adults in Waveney and the economic sub region

Our Priority Equality Objectives

Identifying priorities to improve the work of the College in its response to the Equality Act requires focus on the following;

1. To consult with staff and learners through the Equality and Diversity Committee
2. To monitor and review all College policies for their impact on equalities for staff and learners.
3. To actively engage in partnership arrangements with groups outside of the College to actively promote community cohesion.
4. To seek the views of learners, staff and stakeholders on how the College is meeting its core values, and act on the findings
5. Ensure the development of an effective and diverse workforce.
6. Continue to work in partnership with local, regional and national employers to identify future labour market demands to ensure the best possible progression opportunities are provided to all our learners.

The Legal Context

The College believes that all forms of prejudice and discrimination are unacceptable. In recognition of the fact that they can take a variety of forms, depending on the group against whom they are directed, the College will adopt/develop policies embodying the issues specific to discrimination on the grounds of the nine protected characteristics:

1. Age
2. Disability
3. Gender
4. Race
5. Religion
6. Sexual Orientation
7. Maternity and Pregnancy

8. Gender Reassignment
9. Marriage and Civil Partnership

The Single Equality Scheme for Lowestoft College brings together these separate equality strands into one document to ensure that the key identified priorities for equality are addressed. We are committed to taking action to eliminate prejudice, harassment and discrimination and to actively promote equality.

Legislative framework

Key legislative requirements relating to equality are identified in the following:

- Equality Act 2010
- Disability Discrimination Act 2005
- Human Rights Act
- Race Relations Act
- Race Relations Amendment Act 2000
- Equal Pay Act 1970
- Rehabilitation of Offenders Act 1974
- Protection from Harassment Act 1974
- SENDA 2001
- Sex Discrimination Act
- Age Discrimination

Links with other policies

The Single Equality Scheme links directly to the College Support Statement as well as the following:

- The Equality and Diversity Policy and action plan
- First Aid Procedures
- The Learner Charter
- Recruiting with integrity statement
- NEET Strategy
- Learner Involvement Strategy
- Complaint policy
- LSARP
- Safeguarding children, young People and vulnerable adults
- Anti bullying policy (learners)
- Learner disciplinary procedure
- Staff disciplinary procedure
- Staff procedure for bullying and harassment
- Public interest disclosure policy
- EDIMS policy and procedure
- Volunteer policy
- Staff behaviour
- Professional practice and boundaries policy

Our Commitment

Our commitment is to improving equality, and creating an inclusive environment for all who learn and work in the organisation.

The commitment of senior staff to inclusion and promotion of equality and diversity has been a feature of Lowestoft College for many years. The Equality and Diversity Committee continues to be chaired by a senior team member, who reports progress to the Principal.

Members of Corporation have received training and have participated in development activities which have highlighted the importance of having College strategies which enable all learners to access provision. Updating training for Governors has taken place in the spring term 2009 and was well attended and received. In addition, all agenda items at meetings incorporate a review of any implications which could impact on equality and diversity.

All staff and learners recognise and support the College's Core Values and adhere to the College's code of conduct which expects staff and learners to treat everyone with respect. This is our demonstration to all of our clear equality and diversity commitment.

Embedding the Single Equality Scheme into everyday practice

Staff Training

On-going staff training is a part of the staff training plan and, although voluntary, this does become mandatory for those few staff who have not undertaken training by the summer term. However, participation at training is good, with staff attending on a voluntary basis. In March 2010 the College bought an on line training package that is designed to raise awareness of Equality and Diversity in the workplace and the responsibilities of the individual in law. There is also an extra module available that is designed to support lecturing staff in best practice in teaching and learning.

We are expanding and improving our partnership working to include employers and work-placements, with the aim of increasing employment opportunities for all young people.

Equality is a part of course reviews, self assessment and quality monitoring. We will seek to continue to build on this work to ensure incremental improvement year on year.

Carrying out impact assessments

Our policies, procedures, plans and practices have been, or are in the process of being assessed for their impact on equalities for staff and learners; this is done on a month by month basis. As good practice we have a group of key staff and stakeholders who review policies, procedures, plans and practice as part of a planned and systematic strategy.

The involvement of the quality team ensures that all documents that go through the process are identified, and changes made following review are implemented.

The Quality team will bring to the attention of the author, of any new policy, the need to address the SED when formulating a new policy. The Quality team are responsible for the QD code prior to the policy being ratified by any sub-group (including the Equality and Diversity Committee) of Academic Board and/or following the agreement of the College Corporation where applicable.

Quality Improvement

Self assessment and quality improvement have a strong focus on widening participation, inclusion and working towards excellence. Our Single Equality Scheme is considered to be an intrinsic part of equality of opportunity. Equality and diversity are embedded in the course review process. This tracks learners at risk of dropping out and within the classroom observation process through the identification of differentiation in teaching and learning. The College has a "Recruiting with Integrity Statement" where all full-time learners are interviewed and their learning needs and additional support needs are identified.

The Inclusion Co-ordinator, who completes individual support plans, the Learner Support Admissions and Review Panel, and the inclusion of the Health and Safety Manager where necessary are fundamental to a consistent and positive approach to inclusion, enabling debate and achieving specific packages of individual support. We seek to eliminate barriers to learning and to encourage progression and promotion of under-represented groups which truly reflect a cross-section of society.

Monitoring and evaluation

The action plan is reviewed on an annual basis but monitored on a termly basis by the Senior Management Team. The SED too will be reviewed annually in line with all College policies. Each document is coded and flagged for annual revision. The Quality Team prompts the author in advance of this date. On completion of the revision and ratification by the appropriate committee the revised SED will be added to the website, and Sharepoint portal. This sits alongside the college Equality and Diversity Policy.

Appendix A – Staff Profile

1. Ethnicity

Ethnicity of all contracted staff

Ethnic Group	September 2008	September 2009	September 2010	% of staff in Sept 2010
Total BME staff	6	9	12	3.4
Unknown	39	18	5	1.4
Total White staff ¹	299	295	336	95.2
Total overall	344	322	353	100%

Ethnicity of all relief / casual staff

Ethnic Group	September 2008	September 2009	September 2010	% of staff in Sept 2010
Total BME staff	5	5	5	3%
Unknown	33	23	6	3.7%
Total White staff ²	143	135	153	93.3%
Total overall	181	163	164	100%

There is no significant change in the staffing ethnicity so far in this academic year. Human Resources continues to ensure that posts are advertised as widely as possible to open the potential for a more diverse and representative workforce. Currently 3.4% of contracted staff are from ethnic minority groups. The BME population in Suffolk was 2.8 %³ and Lowestoft was 1.2%⁴.

¹ "White" includes White British, White Irish, White Other

² "White" includes White British, White Irish, White Other

³ 2001 Census Data.

⁴ 2001 Census Data

2. Disability

Disability-Contracted staff

	September 08	September 09	September 2010	% at September 10
Number of staff declaring disability	8	10	15	4.6%

Disability-Relief staff

	September 08	September 09	September 2010	% at September 10
Number of staff declaring disability	3	2	2	1.2%

3. Gender

The tables below show the gender breakdown of both full time/fractional and relief staff, as well as overall figures.

Male Staff

<u>Month</u>	<u>Full Time/Fractional</u>	<u>Relief</u>	<u>All Staff</u>
September 2009	129	56	185
September 2010	124	56	180

Female Staff

<u>Month</u>	<u>Full Time/Fractional</u>	<u>Relief</u>	<u>All Staff</u>
September 2009	193	107	300
September 2010	229	108	337

4. Age Profile

Contracted staff only

Age Profile & Job Classification (Full Time and Part-time)	Management	Lecturer	Skills Instructor	Support Business	Support Curriculum
as at 21.10.10					
up to 19	0	0	0	5	1
20-29	0	16	1	19	25
30-39	7	29	4	30	26
40-49	14	70	4	29	23
50-59	1	61	0	40	26
60-64	2	23	1	11	8
65+	0	11	0	8	3

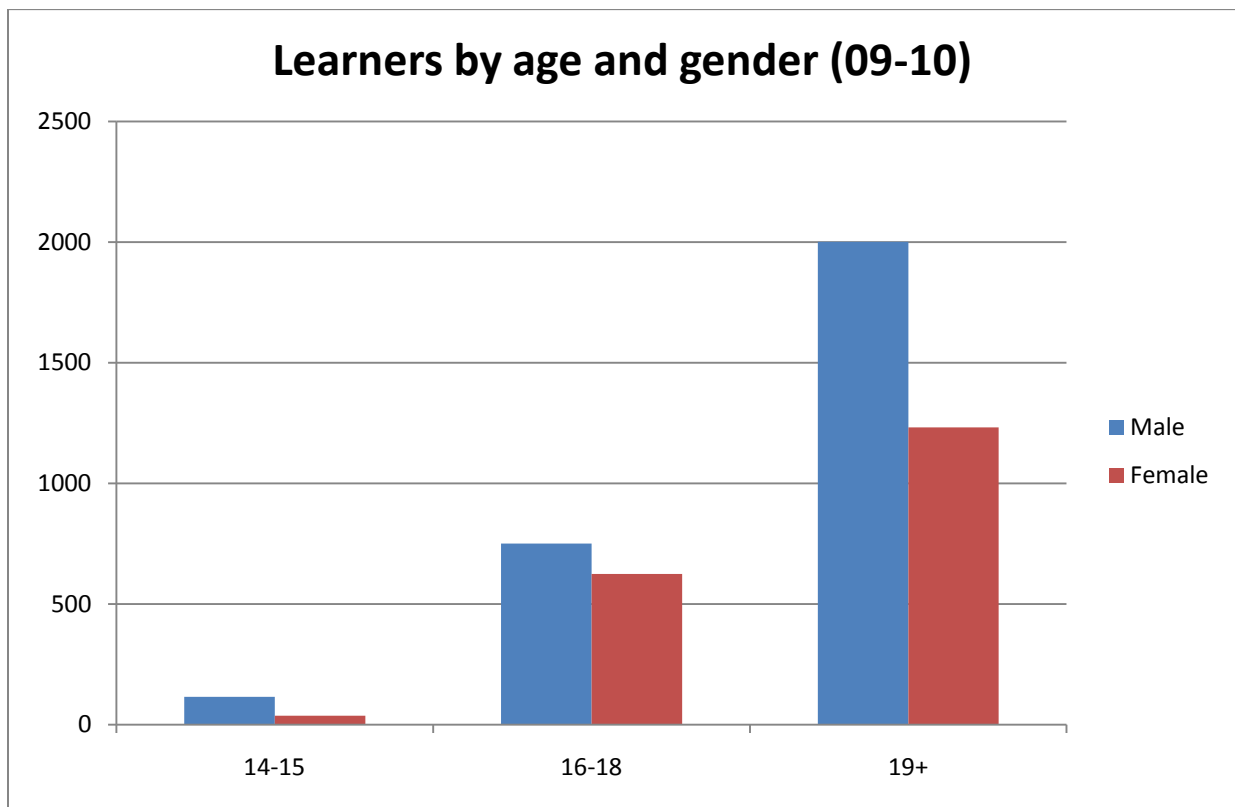
Relief / Casual staff only

Age Profile & Job Classification (Full Time and Part-time)	Management	Lecturer	Skills Instructor	Support
as at 21.10.10				
up to 19	0	0	0	3
20-29	0	13	2	21
30-39	0	19	3	14
40-49	0	30	2	16
50-59	0	17	0	19
60-64	0	13	0	4
65+	0	13	0	6

Appendix B – Learner Profile

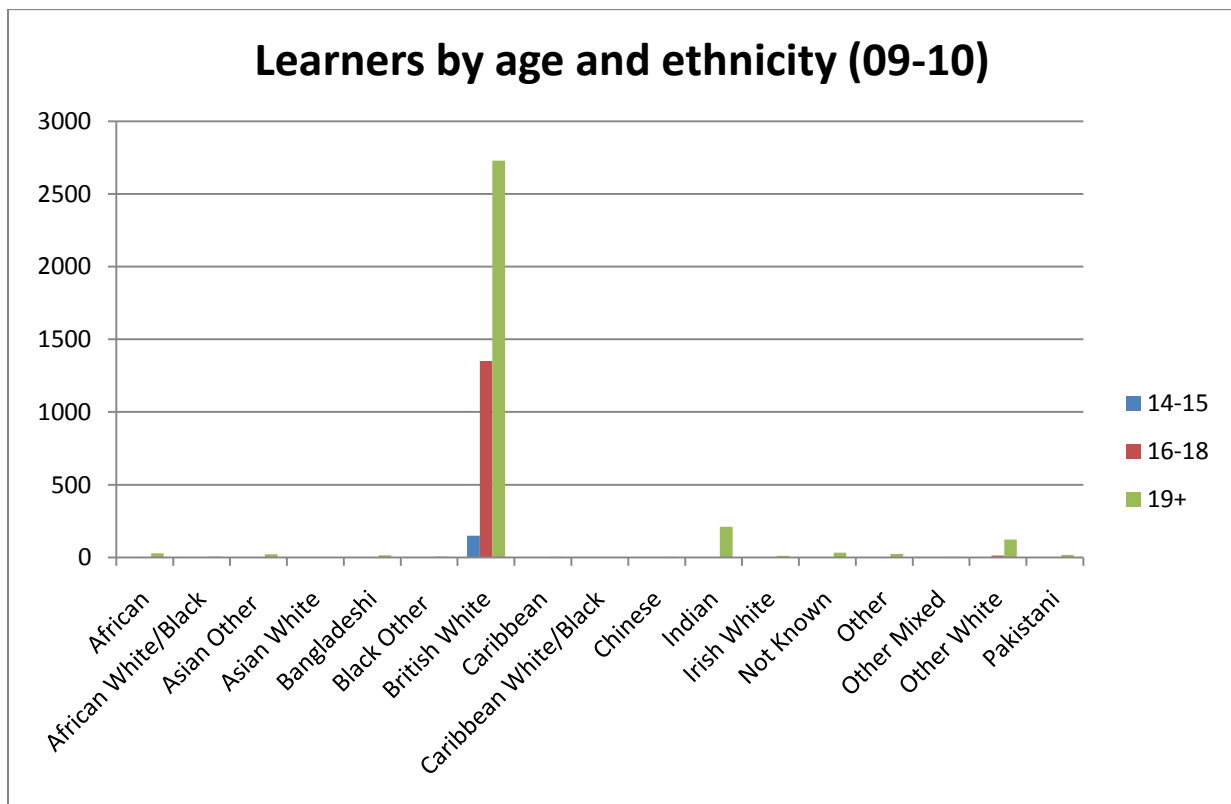
1. Age and Gender

Age Group	Sex	Count
14 - 15	Female	36
14 - 15	Male	115
16 - 18	Female	624
16 - 18	Male	750
19+	Female	1231
19+	Male	2001



2. Age and Ethnicity

	14-15	16-18	19+
African	0	0	28
African White/Black	0	1	7
Asian Other	0	0	21
Asian White	0	2	2
Bangladeshi	0	0	14
Black Other	0	1	5
British White	148	1351	2729
Caribbean	0	1	3
Caribbean White/Black	0	1	1
Chinese	0	0	4
Indian	0	2	210
Irish White	0	0	10
Not Known	0	0	32
Other	1	1	23
Other Mixed	0	1	4
Other White	2	12	123
Pakistani	0	1	16



		<p>of the local community</p> <ul style="list-style-type: none"> • Review contract with Disabled - Go • Review staff equalities data 	HR Team	<p>Disabled –Go website</p> <p>Continue monitoring staffing data and ensure the College’s monitoring criteria meets best practice</p>	<p>Senior Management</p> <p>Monthly report to Senior Management and quarterly report to Personnel Committee</p>	
			HR Team	<p>Research sector best practice</p>	<p>Report to Senior Management every 6 months</p>	
		<ul style="list-style-type: none"> • Ensure the College Single Central Register is maintained using sector best practice 	HR Team	<p>Prepare symbol application</p>	<p>December 2010</p>	
		<ul style="list-style-type: none"> • Review the College Positive about Disabilities 2 tick symbol • Review terms of reference for 	HR Team	<p>Review membership of staff equality meeting and consult with staff and unions</p>	<p>December 2010</p>	

		Staff Equality Group				
Marketing	2,3	<ul style="list-style-type: none"> • Ensure that there are a range of positive images within promotion within school visits • Ensure that prospectus material and website have a range of images and success stories , as well as accessible information eg- Text speak • Work based learning team to ensure that there is clear communication to employers on policies and good practice • Ensure that marketing materials do not cause a barrier to access • To promote positive images 	Marketing team	2010/2011 materials review	Nov open evening 2010	
				Review placement/employer handbook	Dec 2010	
				Curriculum Teams	Dec 2010	
					First Review Dec 2010	

		and case studies of under-represented groups to curriculum areas. Guest Speakers to be invited from these groups.				
Curriculum Planning	3,4	<ul style="list-style-type: none"> To seek external funding sources to reduce barriers to accessing education for certain groups To ensure that there are a range of courses to meet the needs of the local community and employers To ensure that courses reflect need, but also are flexible in delivery to meet needs of 	<p>WBL team</p> <p>Heads of Centre</p> <p>Head of Personal and Community Development</p> <p>WBL team</p>	<p>To access a range of funding streams, LSIS project at present for NVQ Care</p> <p>To develop Apprenticeship framework and subject areas, in line with end of T2G</p> <p>Appropriate portfolio planning tool</p> <p>Course teams to ensure needs are met through planning for courses/starts/requirements</p>	<p>First Review Dec 2010</p> <p>Dec 2010</p> <p>Termly Review Dec 2010, March 2011, July 2011</p> <p>Curriculum review Feb 2011</p>	

		<p>individuals and employers</p> <ul style="list-style-type: none"> • Ensure that all areas have a progression route for subject areas 				
Teaching and Learning	4, 6	<ul style="list-style-type: none"> • Lesson observation team to continue seeking learner feedback and check SoW for equality and diversity links • Staff development sessions to reflect diverse learner needs and abilities 	<p>Observation team</p> <p>Staff development team</p>	<p>Ensure Equality and diversity in action points where needed</p> <p>Staff Appraisals</p>	<p>2010/2011</p> <p>June 2011</p>	

Individual learner support	1,3, 4	<ul style="list-style-type: none"> • Ensure that individual learning needs are recorded 	Study Support	Study support team to renamed “ Support Plans “ Staff to work closely with Head of Learner services and Study Support to ensure needs are met and support in place	Nov 2010	Changed October 2010 and in place
		<ul style="list-style-type: none"> • Support staff and tutors to maintain and extend support networks for meeting learner needs 	Course tutors Learning advisors	Develop networking opportunities Continue close working with Connexions	Sept 2010 to July 2011	Membership of Participation Task Force group in North Suffolk has benefitted learners through improved inter agency work. 50% of staff have already completed part 1 of the package which has been available since March 2010.
		<ul style="list-style-type: none"> • To develop a strong focus on raising staff awareness of cultural and religious needs 	Staff Development	On line training to be completed by all staff and governors, staff development to include diversity sessions by community groups/professional support staff, E.g. ISCRE, SIFRE, college chaplain	July 2011	
		<ul style="list-style-type: none"> • Ensure Learning advisors /WBL 	Staff training and up to date information	Training and provider networks	Review Dec 2010	

		<p>are up to date with IAG information and work with other providers to ensure learner needs are met</p> <ul style="list-style-type: none"> • Ensure that Foundation Studies and LSA team benefit from specific training on meeting individual needs , to ensure inclusion and person centered planning • Continue to work with learners following successful E & D Conference in 2009/10 to capture learner voice 	<p>Staff training Caring Studies Team</p> <p>Head of Learner Services</p>	<p>Centre manager Staff development team</p> <p>Diversity Conference to be planned for Spring Term 2011</p>	<p>Review Dec 2010</p> <p>Spring Term 2011</p>	
Environment	3, 4, 5	<ul style="list-style-type: none"> • Continue to seek financial sources for re-development of campus through 	<p>Estates Manager</p> <p>VP Corporate</p>	Participation on WEP Board and LSP	Sept 2010 to July 2011	Substantial bids already identified and applied for

		external agencies	Services			
Employer	2,4,5	<ul style="list-style-type: none"> To gain regular feedback on course delivery and college service. To ensure courses are relevant to employer needs To provide the opportunity for working meetings to discuss provision, the future and meeting needs 	WBL team Assessor teams Marketing team	<p>Questionnaires and feedback sessions</p> <p>Review of employer rights and responsibilities information</p>	<p>Dec 2010 March 2011</p> <p>Dec 2010</p>	
Community Engagement	3,4	<ul style="list-style-type: none"> To continue links other providers such as Job Centre Plus to ensure fair access to educational and increased employability Continue support through Point 1 Learning to develop 	Centre heads	<p>Network meetings</p> <p>Employer forums</p> <p>Partnership task force meetings</p>	<p>September 2010 – July 2011</p>	

		employability skills in a changing work climate				
MIS and Data Team	1, 4	<ul style="list-style-type: none"> • Ensure accurate information is gained on all learners regarding personal details and any links/evidence relating to uplift data • Continue to develop analysis of learner achievement and success, against learner information such as race and disability. Any identified areas to then be actioned by relevant teams 	<p>MIS team</p> <p>Centre heads and course teams</p>	<p>To gain information on enrolment and close links with course tutors to ensure data held correctly</p> <p>To be monitored through E&D committee and Academic Board</p>	<p>Oct 2010 initial</p> <p>March 2011</p>	<p>SRA now available on Live links by sex, ethnicity, disability and disadvantage uplift. Oct 2010</p> <p>Termly Sept 2010-July2011</p>