

DRAFT



ROTHERHAM
COLLEGE

OF ARTS AND TECHNOLOGY

Single Equality Policy

2010 / 2011

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RCAT will strive to effectively promote equality and diversity, tackle discrimination, through compliance with relevant legislation, setting a high level mission and principles, working on Government set priority areas and developing innovative practices that embed equality and diversity into the fabric of the organisation and its work with partners and the broader community and services.

The purpose of this policy is to:

- Promote an active Single Equality vision for the College community and beyond, based on the College Mission Statement :

Dedicated to **your** learning

Together we value

- The power of learning
- The potential of learners
- The professionalism of staff

The College will demonstrate this by

- Being responsive to the skill needs of employers and individuals
 - Delivering high quality teaching, learning and support services
 - Expecting the highest aspiration and achievement from learners and staff
- Strive to continually improve on an inclusive College culture where all learners, staff, Governors, partners, stakeholders, visitors and contractors can participate and contribute, feel welcome, safe, valued, fairly and respectfully treated and free from discrimination, harassment, victimisation or bullying.
 - Embed Equality and Diversity as key priorities and underpinning values that are integral to all teaching and learning, day to day activities, life within the broader communities, College innovations / developments, business, procurements and delivery of services.
 - Ensure the compliance of the College to all legal duties and specific requirements in relation to the promotion of Equality and Diversity.

The College will specifically seek to :

- Have due regard to the need to challenge and eliminate discrimination, harassment, victimisation or bullying.
- Involve all members of the College community in strategies to eliminate discrimination, harassment, victimisation, bullying or other prejudicial behaviours, including indirect disability discrimination.
- Actively advance equality of opportunity and foster good relations between staff, learners or other service users who, whether they share or do not share protected characteristics including : age, gender, gender reassignment, learning difficulty and/or disability, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

- Exceed compliance to relevant legislation listed below to encompass best practice in relation to the positive spirit of the best in individualised learning, safeguarding, respect and advancement of common themes of understanding.
- Education Reform Act (1988)
 - The Equal Pay Act (1983)
 - The Sex Discrimination Act (1975) (and as amended)
 - The Race Relations Act (1976) (and as amended 2000)
 - Disabled Persons (Employment Acts (1944 and 1958)
 - Disabled Persons Service, Consultation and Representation Act (1986)
 - Children Act (1991)
 - Community Act (1992)
 - European Commission Legislation (as applicable)
 - Further and Higher Education Act (1992)
 - The Disability Discrimination Act (1995) (and as amended FE & HE Regulations Act 1999)
 - The Protection and Harassment Act (1997)
 - The Human Rights Act (1998)
 - The Employment Rights Act (1996) (and as amended by the Employment Relations Act 1999)
 - The Sex Discrimination Regulations (1999) (gender reassignment)
 - The Special Educational Needs and Disability Act (2001)
 - The Employment Equality (Sexual Orientation) Regulations (2003)
 - The Employment Equality (Religion or Belief) Regulations (2003)
 - The Employment Equality (Sex Discrimination) Regulations (2005)
 - The Employment Equality (Age) Regulations (2005)
 - The Equality Act (2006)
 - Five outcomes of Every Child Matters Agenda :
 1. *Be healthy*
 2. *Stay safe*
 3. *Enjoy and achieve*
 4. *Make a positive contribution*
 5. *Achieve economic well-being*
 - Single Equality Duty (proposals : Draft Equality Bill 2009 – aimed at implementation April 2011)
 - Autism Bill (2009)
 - Plan to be responsive to Machinery of Government Changes (2010/11) that will impact on delivery of support for learners with learning difficulties and/or disabilities
 - The promotion of the LSC EDIMS for 2007/10 :
 - EDIM is an acronym for an Equality and Diversity Impact Measure
 - EDIMs promote the principal of putting the learner first. Seen as tools assist positive change, they are supported by statistical information and are reviewed annually. The following have been agreed for the Yorkshire and Humber Region :

Yorkshire and the Humber EDIMs 2007/10

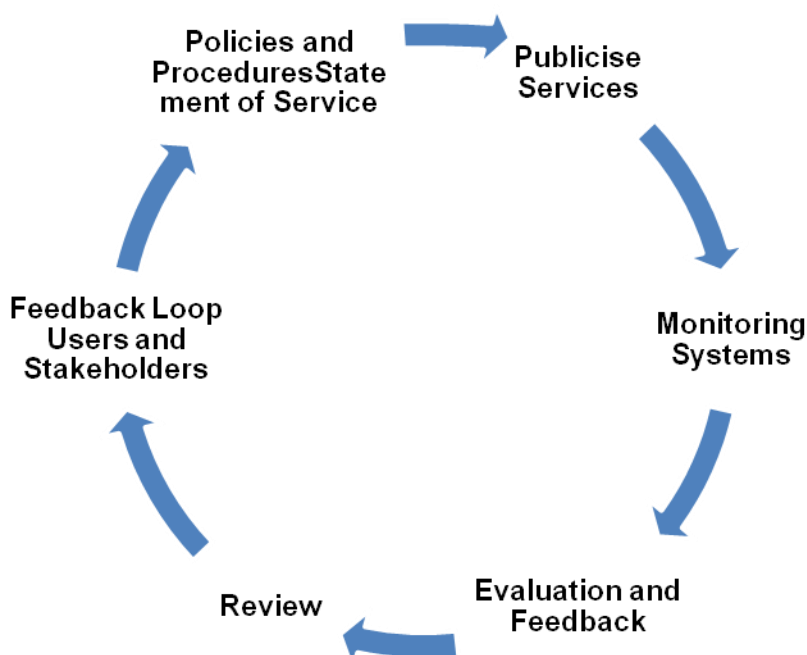
PSA Target	Evidence	EDIM
<p>All young people to reach 19 ready for skilled employment or higher education. Increase the proportion of 19 year olds who achieve at least level 2 by a further 2 percentage points between 2006 and 2008.</p> <p>Increase the proportion achieving at level 3.</p>	<p>Academically males achieve at a lower level than females of the same age. For 16-18 year old in 2005/06 the gap between male and female success rates was 3 percentage points.</p> <p>Black and Black British Caribbean success and retention rates are the lowest of all ethnic groups in Y&H.</p>	<p>Raise the success rates of males aged 16-18 at level 2 and 3.</p> <p>Raise success rates of Black and Black British Caribbean at level 2 for both genders.</p>
<p>Increase the success rate for completing apprenticeships to 59% by 2007/08.</p>	<p>Some minority ethnic groups achieve lower success rates than the regional average particularly Pakistani, Bangladeshi and Black learners.</p> <p>Currently ethnic minority groups make up 6% of the total learners in apprenticeships in Y&H. Population estimates from Yorkshire Futures puts the ethnic minority population in the region at 8%.</p>	<p>Raise the success rates in apprenticeships of Pakistani, Bangladeshi and Black learners.</p> <p>Increase the take-up of apprenticeships from the ethnic minority groups.</p>
<p>Tackle the adult skills gap.</p> <p>Improve the basic skills of 2.25 million adults between 2001 and 2010 with a milestone of 1.5 million in 2007.</p> <p>Reduce by at least 40% the number of adults in the workforce who lack an NVQ at level 2 or equivalent qualification by 2010.</p>	<p>Adult learners with a declared disability have a lower success rates at level 2 than those without. In FE this is currently a one percentage point gap.</p>	<p>Continue to close the gap in adult success rates at full level 2 between those with a declared disability and learners without a disability.</p>
	<p>Many learners do not declare whether they have a disability or not. This currently stands at 12% in FE.</p>	<p>Providers to encourage disclosure at enrolment.</p>

Yorkshire and the Humber EDIMs 2007/10

National EDIM	Evidence	Regional EDIM
Increase the proportion of Leitch Skills for Life target achievements from under-represented groups by 2010.	The % of white British females participating stands at 61% compared to that of males at 39%; this has dropped from 2006/07 when participation stood at 40%. Achievement stands at 38% in 2006/07.	Increase the proportion of white British males, aged 19+ participating and achieving numeracy qualifications.
		Increase the proportion of female learners from a Bangladeshi background participating and achieving literacy and/or numeracy qualifications.

Establish a Single Equality Quality Cycle for setting standards, priorities, objectives, measuring progress and improving practice through innovation.

Quality Cycle for EQ/ALS



- A quality cycle and timed framework will be established for Equality and Diversity by January 2010, which will build on the existing Single Equality processes and statistic reviews, extend current compliance on protected characteristics to include: age, gender, gender reassignment, learning difficulty and/or disability, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

- Review the 3 year action plan for the purposes of the Single Equality Scheme, policy reviews, objective setting and reporting 4.12.10.
- The quality cycle will also ensure involvement of all service users and broader community in reviewing and developing policy and equality objectives, measuring progress against objectives and a virtuous circle of improvement of policy and practice.

The role of Equality and Diversity Champion and Chair of the Equality and Diversity Committee has been assigned to the Assistant Principal Curriculum – Standards.

This policy should be read in conjunction with all other policies, which may be used to monitor and improve Equality and Diversity within College and beyond.

- Staff Training and Development
- Complaints
- Staff and Learner Grievance
- Staff and Learner Disciplinary
- Tutorship
- Health and Safety
- DDA Anti-Harassment
- DDA Disclosure and Confidentiality
- Personnel Policies
- Additional Learning Support Procedures
- Teaching and Learning Handbooks
- Teaching and Learning Observation Procedures
- Student Voice and Influence

Suggestions, offers to volunteer, support, plan and monitor, general or specific aspects of equality are always welcome from staff, students, employers, other agencies or community.

The Equality and Diversity Team can be contacted at equality@rotherham.ac.uk