



**ROTHERHAM**  
**COLLEGE**

OF ARTS AND TECHNOLOGY

# **Single Equality Scheme** **2008–2010**

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# Single Equality Scheme - Dec 2008-Dec 2010

## 1 Introduction

1.1 The Mission Statement of Rotherham College of Arts & Technology is:

“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

1.2 The College continually strives to be an equal opportunities employer, which celebrates diversity and, to the best of our ability, will make College services and facilities accessible to everyone.

1.3 The College will endeavour to ensure that students and staff are not discriminated against because of their gender, race, disability, sexuality, religion or belief or age and will be monitored by the Inclusive Learning Manager. It recognises, values and celebrates the diversity of individuals in the College community of students and staff. The College is totally opposed to any form of discrimination and will take appropriate action if discrimination takes place.

The senior management team are informed of progress towards the scheme via feedback from the Diversity & Equality Committee and Governors are informed through the Quality & Standards Committee.

## 2 Purpose of the Single Equality Scheme

2.1 This scheme is intended to meet the College's duty to produce a Race Equality Scheme, a Disability Equality Scheme, and a Gender Equality Scheme and to meet the requirements of each of these. This scheme subsumes the Race Equality Scheme, Disability Equality Scheme and Gender Equality Scheme. The appended Quality Improvement Plan shows the steps that will be taken to fulfil duties. Although not a legislative requirement, age, religion or belief and sexual orientation are also considered in the scheme and included in the action plan.

2.2 The statutory guidance on the legal requirements of the duty requires public authorities to ensure that they are complying with the law and provide details on D&E processes such as undertaking impact assessments on the College's policies and procedures. The impact assessment process will monitor disability, race, and gender to comply with the College's legal obligations and age, religion or belief and sexual orientation to promote good practice. Impact Assessment reports will be available to view on the staff portal and on the student portal.

2.3 Gender Equality Duty requires all public authorities when carrying out all their functions, to have due regard to:

- Eliminate unlawful discrimination and harassment on the grounds of sex
- Promote equality of opportunity between women and men

The specific duties require organisations to:

- Prepare and publish a Gender Equality Scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives
- In formulating its overall objectives, consider the need to include objectives to address the causes of any gender pay gap
- Gather and use information on how the public authority's policies and practices affect gender equality in the workforce and in the delivery of services
- To consult stakeholders (i.e. employees, service users and others, including trade unions) and take account of relevant information in order to determine its gender equality objectives
- To assess the impact of its current and proposed policies and practices on gender equality
- To implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so
- To report against the scheme every year and review the scheme at least every three years

2.4 It is a legal requirement under the Disability Discrimination Act 1995, as amended by the Further and Higher Education Regulations 2006, for all public authorities to develop and implement a Disability Equality Scheme (DES). Its purpose is to set out how public authorities will meet the statutory general duty (or disability equality duty), which is:

- To promote equality of opportunity between disabled people and other people, e.g. through employment or student and public involvement
- To eliminate unlawful discrimination on the grounds of disability, e.g. by providing equipment to enable people to access services and by providing information in alternative formats
- To eliminate any harassment of disabled people that is specifically related to their disability, e.g. by challenging derogatory or abusive comments or "jokes" or "teasing"
- To promote positive attitudes towards disabled people. e.g. by presenting positive images of disabled people in our literature, publicity
- To encourage the involvement of disabled people in public life, e.g. by ensuring that involvement and consultation work includes disabled people
- To take account of disabled people's disabilities even where that appears to be treating them more favourably, e.g. by providing accessible parking next to main entrances, or by seeing people with learning disabilities 'out of turn' if they are distressed and agitated by waiting

The Disability Equality Duty 2006 contains an obligation for public authorities to publish a Disability Equality Scheme.

The College has a duty under section 71(1) of the Race Relations Act 1976, amended by the Race Relations Amendment Act 2000 and Race Relations (Amendment) Regulations 2003. This includes:

- The elimination of unlawful racial discrimination
- Promoting equality of opportunity
- Promoting good relations between people of different racial groups
- Publish a race equality scheme

### **3 Involving People**

- 3.1 The College has its own Diversity and Equality Committee (D&EC) which consists of managers and representation of staff from all areas of the College.
- 3.2 Involvement in the development of the Single Equality Scheme was invited by displaying posters around the College, inserting articles in the College News for staff and via discussion through the D&EC and Learner Representative Council.

### **4 Monitoring**

#### **4.1 Staff**

- Statistics are produced on staff by application, short-listing and recruitment by gender, age, disability and race
- Statistics are produced on staff progression by gender, age, disability and race
- Where monitoring indicates gaps or potential problems the responsible staff will investigate further and take remedial action as necessary
- Training & development reviews will be undertaken annually to identify the training and development needs of college staff

#### **4.2 Students**

- Statistics are produced on student recruitment, retention, achievement and success by gender, age, disability and race
- Where monitoring indicates wide differences between College statistics and national averages the College will investigate further and take remedial action as necessary
- Students will be invited to comment on the equality of opportunity through the Learner Voice and Influence Group, the College's Mid-Year survey and through the Tell Us What You Think Process
- The Support for Learners with Specific Needs document will be reviewed annually by the D&EC
- Equipment requirements for learners will be reviewed on an individual basis
- Students will be challenged for using inappropriate behaviour

### 4.3 General

- All policies will be impact assessed and revised where deemed appropriate
- The action plan will be reviewed by the D&EC and approved by the Quality & Standards Committee on an annual basis
- The action plan will not be static but will change and develop over time as new issues arise and tasks are completed. The plan is attached to this scheme and is available to view on the staff portal, and on the student portal.

## 5 Promotion of Good Practice

- 5.1 Diversity and equality is promoted and embraced across the College through staff and student inductions, training and development events and through the teaching and learning observation process.

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# Single Equality Scheme 2008-2010 - Statistical Data

## Employment Profile

The data used in this report has been taken from the College's Personnel system and has been gathered from employment statistics for the period 1 September 2007 to 31 August 2008 and includes all permanent employees.

**Rotherham College of Arts & Technology has a total of 536 employees.**

Of the staff employed:

- 62.69% of College employees were female compared to 37.31% male
- 3.92% were from ethnic minorities;
- 6.16% were disabled

## Job Applicants

### Applicant Profile for the Period 1 September 2007 to 31 August 2008

During the same period, a total of 685 applications were received for 68 vacancies and 303 applicants were short listed for interview. Of the total 685 applicants that applied for vacancies within the College:

- 66.13% were female compared to 33.87% male
- 9.3% were from ethnic minorities
- 7.00% were disabled

Of the 303 applicants short-listed for interview:

- 64.03% were female, compared to 35.97% male
- 10.56% were from ethnic minorities
- 10.89% were disabled

## Monitoring Of Appointments

During this period, a total of 68 appointments were made. Of the new staff appointed:

- 54.41% were female, compared to 45.59% male
- 8.82% were from ethnic minorities
- 11.76% was disabled

**Note:** Under the general duty of the Gender Equality Duty, all public organisations are required to eliminate discrimination that is unlawful under the Equal Pay Act. We are requested to set objectives that address the causes of any differences between the pay of men and women that are related to their gender.

The College's current system of using a 'pay scale' for salaries is our method of preventing any imbalance in salaries.

Each job role is assigned a pay point that is agreed upon by the Assistant Principal of HR and the line manager for the particular role/section in question. When deciding the pay point consideration is given to the knowledge and skills needed by people carrying out this role and the level of responsibility of the role. Other roles are considered and compared during this process to ensure that the salaries are fair across the College.

Each person in that job role then receives salary regardless of gender, sexual orientation, age, disability, race, religion, or belief. When recruiting new staff, or moving people internally, the salary is assigned on the basis of the job role itself. This prevents any bias or unfair treatment occurring.

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## **Learner and Staff Targets (Internally Set Equality and Diversity Impact Measures) for 2007-08**

The following targets were in the College's Equality Scheme Action Plan 2007/8

Improve success rates of the following groups of learners:

- Improve the success rate of Black Africans 16-18  
(3 Yr Trend: 2005/06 = 30%: 06/07 = 52%: 07/08 = 65%)
- Improve the success rate of Black Africans 19+  
(3 Yr Trend: 2005/06 = 60%: 06/07 = 56%: 07/08 = 59%)
- Improve the success rate of Black Africans all ages  
(Mean trend = 2005/06 = 45%: 06/07 = 54%: 07/08 = 62%)

Increase enrolments of the following group of learners by 2015:

- Increase enrolment ratio of the males to females from 36:66 nearer to 50:50 (Central Rotherham population)
- Improve enrolment numbers from 6,190 in 05/06 to 6,500 for 19+ males
- Improve enrolment numbers from 12,756 in 05/06 to 13,000 for 19+ females

Increase recruitments of the following staff by 2015:

- Increase ratio of male to female staff from 37:63 nearer to 50:50 (Central Rotherham population).

### **The following Equality and Diversity Impact Measures (EDIMS) have been set by the Yorkshire and Humber LSC:**

- Raise the success rates of males aged 16-18 at levels 2 and 3
- Raise the success rates of Black and Black British Caribbean at level 2 for both genders
- Raise success rates in apprenticeships of Pakistani, Bangladeshi and Black learners
- Increase the uptake of apprenticeships from the ethnic minority groups
- Continue to close gaps in adult success rates at full level 2 for those with a declared disability and those without and encourage disclosure at enrolment
- 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

More detailed analysis and additional EDIMS, included from November 2008, is tabled in the Action Plan (D&E 21) attached and these will now become part of the College's Single Equality Scheme Action plan

## Schedule for Initial Impact Assessment Screening

Title of policy / procedure	Team / person responsible	Completion date
Admissions policy (learners) and flowchart	Student Services	5/12/07
Admissions panel procedure	Student Services	
Applications from students who disclose a previous criminal conviction	Student Services	
Age Equality	Personnel	
Appeals Procedure	Personnel	
Attendance & Absence Monitoring Policy	Student Services	18/6/08
Capability Policy	Personnel	
Code of Practice on Official Conduct	Personnel	
CRB Policy	Personnel	
DDA Disclosure & Confidentiality Policies for Learners	Diversity & Equality Co-ordinator	18/6/08
DDA Anti-Harassment Policy for Learners	Diversity & Equality Co-ordinator	18/6/08
Disability Equality Policy	Personnel	
Disciplinary Policy	Personnel (Staff)	
Disciplinary Policy (Students)		
Diversity & Equality Policy	Diversity & Equality Co-ordinator	25/2/08
Equal Pay Policy	Personnel	
Family and Dependents Leave Policy	Personnel	18/6/08
Flexible Working Policy	Personnel	
Gender Equality Policy	Personnel	
Grievance Procedure	Personnel	
Late applicants (learners) procedure	Student Services	
Leave of Absence Policy	Personnel	
Harassment Policy for Staff	Personnel	
Induction for New Staff - procedure	Personnel	13/2/08
Maternity policy	Personnel	
Parental Leave Policy	Personnel	
Race Equality Policy	Personnel	
RCAT Staff Consultation Policy	Personnel	
Recruitment of Staff Procedure / Recruitment Guidelines	Personnel	23/5/07
Redundancy and Redeployment Policy	Personnel	
Refunds and Cancellation of Courses Procedure	Student Services	17/3/08
Religion or Belief Equality Policy	Personnel	
Retirement Policy	Personnel	
Screening, initial and diagnostic assessment procedures	Student Services	
Sexual Orientation Policy	Personnel	
Sickness Absence Procedure	Personnel	
Sickness Absence Reporting Procedure	Personnel	
Student Code of Conduct	Head of Student Services	
Support for Learners with Specific Needs document	Diversity & Equality Co-ordinator	25/2/08
Suspension of Staff Policy	Personnel	
Transgender Policy	Personnel	
Whistleblowing Procedure	Personnel	

## Single Equality Scheme Quality Improvement Plan 2008-10

Area	Diversity & Equality Committee / College	Manager	H Talbot	Academic Year	2007-08
Issue (Taken from Key Strengths / Areas for Improvement)	Action(s) to Deliver Improvement	Target Date	Person Responsible	Progress Against Action (Only to be completed at termly review point)	Status at Termly Review Point *
Establish learners' response regarding equality of opportunity	D&E questions to be included in Mid-Year Survey	June annually	Curriculum Managers / Deputy Curriculum Managers		A
	Responses to form part of self-assessment report	Dec annually			
Revise Support for Learners with Specific Needs booklet (formerly Disability Statement)	Revise booklet & propose amendments to D&E Committee	Meeting 3	Inclusive Learning Manager		A
	Update existing statement	Feb annually	Inclusive Learning Manager		A
	Circulate to Directorate & Governors for approval	March annually	Inclusive Learning Manager		A
	Organise production	June annually	Inclusive Learning Manager		A
	Ensure that copies are available	By Sep annually	Inclusive Learning Manager		A
	Forward SFLWSN booklet to other identified agencies	By Oct annually	Inclusive Learning Manager		A

<b>Issue</b> (Taken from Key Strengths / Areas for Improvement)	<b>Action(s) to Deliver Improvement</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>Progress Against Action</b> (Only to be completed at termly review point)	<b>Status at Termly Review Point *</b>
Review Access Action Plan	Produce an annual access plan	Nov annually	HoU Estates		A
Review equipment support provided to learners	Consult with disabled learners to determine level of satisfaction with support provided	Dec annually	D&E Co-ordinator		A
Publish results of learner recruitment, retention, success & achievement and staff recruitment, short listing and selection	Produce diversity & equality annual review and publish on the staff portal	31 March annually	Inclusive Learning Manager		A
Review Diversity & Equality Policies	Revise Policies	May annually	D&E Committee / Inclusive Learning Manager		A
Improve communication of diversity & equality	Academic staff to seek student feedback on D & E issues via tutorials – D & E materials to be produced/purchased for this purpose	Ongoing	Academic staff		A
	Diversity & Equality Training is carried out on staff T&D days	Ongoing	Head of Customer Services		A
	Input on D&E is covered at staff induction sessions	Ongoing	D & E Coordinator		A

<b>Issue</b> (Taken from Key Strengths / Areas for Improvement)	<b>Action(s) to Deliver Improvement</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>Progress Against Action</b> (Only to be completed at termly review point)	<b>Status at Termly Review Point *</b>
Collect statistics on enrolment to determine what actions need to be made	Monitor and review enrolments and set appropriate targets	1 Dec annually	CIS		
	CIS to produce reports on gross enrolment by Faculty, Curriculum Area, Programme and Cross College for enrolments - age, disability, ethnicity, gender	1 Dec annually At Programme meeting 2	HoF / Curriculum Managers / Curriculum Leaders / Deputy Curriculum Managers		
	Review above statistics and make judgements in Self Assessment Reports. Any actions to be identified through Q&I Action Plan.	1 Dec annually	CIS		
	CIS to produce statistics to enable comparisons to be made with LSC EDIMs	1 Dec annually	CIS		

<b>Issue</b> (Taken from Key Strengths / Areas for Improvement)	<b>Action(s) to Deliver Improvement</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>Progress Against Action</b> (Only to be completed at termly review point)	<b>Status at Termly Review Point *</b>
Collect statistics on achievement to determine what actions need to be made	Monitor and review achievement and set appropriate targets  CIS to produce reports on achievement by Faculty, Curriculum Area, Programme and Cross College for achievement - age, disability, ethnicity, gender	1 Dec annually	CIS		
	Review above statistics and make judgements in Self Assessment Reports. Any actions to be identified through Q&I Action Plan	1 Dec annually	HoF / Curriculum Managers / Curriculum Leaders / Deputy Curriculum Managers		
Collect statistics on retention to determine what actions need to be made	Monitor and review retention and set appropriate targets  CIS to produce reports on retention by Faculty, Curriculum Area, Programme and Cross College for HoF, Curriculum Manager & Programme Teams - age, disability, ethnicity, gender	1 Dec annually	CIS		
	Review above statistics and make judgements in Self Assessment Reports. Any actions to be identified through Q&I Action Plan Forward Self-Assessment Report to QI	1 Dec annually	HoF / Curriculum Managers / Curriculum Leaders / Deputy Curriculum Managers		

<b>Issue</b> (Taken from Key Strengths / Areas for Improvement)	<b>Action(s) to Deliver Improvement</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>Progress Against Action</b> (Only to be completed at termly review point)	<b>Status at Termly Review Point *</b>
Provide promotional learning and assessment materials in appropriate language and formats	All information and promotional assessment & learning materials for learning programmes and college services will be produced in appropriate languages and formats and audited annually to ensure that they are free from discriminatory assumptions, images and languages  Provide feedback. Template to be provided as evidence	At Learning Observations	Learning Observer / Line Manager HoU LC		A
	Review information produced by LC and make any necessary revisions to material produced	Throughout the year			
	LC to network internally & externally to ensure that learning resources reflect the college community	Ongoing	HoU LC		A
	To approve material for notice boards and displays	Ongoing	HoU Marketing		A

<b>Issue</b> (Taken from Key Strengths / Areas for Improvement)	<b>Action(s) to Deliver Improvement</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>Progress Against Action</b> (Only to be completed at termly review point)	<b>Status at Termly Review Point *</b>
To ensure an environment in which all members of the College and community will feel comfortable by continuing to review equipment requirements for students with learning/visual/physical impairments.	Review equipment requirements  Revise Equipment Action Plan	By Dec annually	HoF Skills for Life		
	At induction, ask students what equipment would support their needs on initial advice & guidance – clarify question on interview/induction sheet	Sep annually	Tutors		A
	Order equipment to support students' needs and inform HoF Skills for Life of items purchased	Through out the year	HoU CSU		A
To ensure that staff recruitment, treatment and access to development opportunities is based on anti discriminatory practice	Identify training & development needs  Undertake training & development reviews	31 March annually	HoF / HoU		A

<b>Issue</b> (Taken from Key Strengths / Areas for Improvement)	<b>Action(s) to Deliver Improvement</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>Progress Against Action</b> (Only to be completed at termly review point)	<b>Status at Termly Review Point *</b>
Collect statistics on staff application short listing and recruitment to determine what actions need to be made	Monitor and review staffing composition by ethnicity, gender, age and disability				
	Produce statistics on staff composition and forward to D&E Co-ordinator	31 July annually	Personnel		A
	Produce statistics on staff recruitment by application, short listing and appointment and forward to D&E Co-ordinator annually and to SMT as requested	31 July annually	Personnel		A
	Categorise employees according to salary, place of work, length of service, full/part time status, contract type and grade. Transfers & promotions will also be monitored on an ongoing basis	Ongoing	Personnel		A
Prepare and maintain Diversity & Equality policies for Students	Diversity & Equality policies Review policies annually	30 Mar annually	Inclusive Learning Manager		A
	Consult with students on impact of the Diversity & Equality policies/Disability Equality Scheme	1 June annually			
Enrolment via Student Services	Disclosure & Confidentiality policies Discuss requirements with learners. Complete and forward Additional Support & Learning Support form appropriately	Ongoing	Student Advisors		A

<b>Issue</b> (Taken from Key Strengths / Areas for Improvement)	<b>Action(s) to Deliver Improvement</b>	<b>Target Date</b>	<b>Person Responsible</b>	<b>Progress Against Action</b> (Only to be completed at termly review point)	<b>Status at Termly Review Point *</b>
Enrolment via Programme Tutor	Disclosure & Confidentiality policies Discuss requirements with learners. Complete and forward Additional Support & Learning Support form appropriately	Ongoing	Programme Tutors		A

\* A = Achieved, PA = Partially Achieved, NA = Not Achieved (Actions / Expected Outcomes not fully achieved should be carried forward for successive QIP)

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## D&E 18: LSC: Yorkshire and The Humber EDIMS 2007 to 2010 Equality and Diversity Impact Measures

PSA target	Evidence	EDIM
<p>All young people to reach age 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 olds in 2005/6 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&amp;H</p>	<ul style="list-style-type: none"> <li>• Raise the success rates of males aged 16-18 at level 2 and 3</li> <li>• Raise the success rates of Black and Black British Caribbean at level 2 for both genders</li> </ul>
<p>Increase the success rate for completing Apprenticeships to 59% by 2007/8</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&amp;H. Population estimates from Yorkshire Futures puts the ethnic minority population in the region at 8%</p>	<ul style="list-style-type: none"> <li>• Raise the success rates in apprenticeships of Pakistani, Bangladeshi and Black learners</li> <li>• Increase the take-up of apprenticeships from the ethnic minority groups</li> </ul>
<p>Tackle the adult skills gap.</p> <ul style="list-style-type: none"> <li>• Improve the basic skills of 2.25 million adults between 2001 and 2010 with a milestone of 1.5 million in 2007.</li> <li>• Reduce by at least 40% the number of adults in the workforce who lack an NVQ at level 2 or equivalent qualification by 2010.</li> </ul>	<p>Adult learners with a declared disability have lower success rates at level 2 than those without. In FE this is currently a one percentage point gap</p>	<ul style="list-style-type: none"> <li>• Continue to close the gap in adult success rates at full level 2 between those with a declared disability and learners without a disability</li> </ul>
	<p>Many learners do not declare whether they have a disability or not. This currently stands at 12% in FE</p>	<ul style="list-style-type: none"> <li>• Providers to encourage disclosure at enrolment</li> </ul>

**Please Note we have now added Skills for life EDIMS as from November 2008**

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

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