



SINGLE EQUALITY SCHEME

April 2011

LINCOLN COLLEGE

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INTRODUCTION

- 1 This is Lincoln College's proposed Single Equality Scheme (the Scheme). It describes how the college will fulfil its statutory duties to
 - Promote equality of opportunity;
 - Avoid discrimination;
 - Place the advancement of inclusion, equality and diversity at the centre of its work;
 - Fulfil the requirements of its remit in a way which promotes equality;
 - Ensure that the college operates best practice as an employer in pursuit of equality.
- 2 Lincoln College has a diverse community of staff, students and visitors and is committed to maintaining its record in teaching and learning by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity.
- 3 The proposed Scheme also sets out, as required, the college's equality objectives for the period 2010 – 2013 and the approach it intends to adopt to deliver them. The approach is set out in the Action Plan at Annex A and provides details about how the college proposes to deliver its objectives. The college welcomes your views. The consultation questions are included in Annex C to help you provide your response or complete the consultation electronically at <http://www.lincolncollege.ac.uk/ses>.

THE COLLEGE'S VALUES AND STRATEGY

- 4 The core values are:
 - Achieve the highest standards and continuously improve in all our activities;
 - Always be honest, fair, transparent and open in all our operations;
 - Support all individuals to reach their full potential;
 - Be innovative and responsive in seeking out opportunities to expand and promote the college;
 - Actively involve students in the life and work of the college;
 - Value diversity and promote equality of opportunity.
- 5 The Strategic Plan identifies the five key targets as follows:
Aim 1: To ensure that the college achieves its targets associated to numbers and funding

Aim 2: To ensure that the college meets its student success targets

Aim 3: To value and develop our workforce and to ensure that the targets for staff qualifications are achieved

Aim 4: To ensure that the college increases its responsiveness to employers

Aim 5: To ensure that the college maintains its financial health to remain a viable institution and deliver its mission and associated targets

6 These ambitions can only be achieved through the college community. The college staff and students reflect the culture, values and ambitions of the organisation. The Single Equality Scheme shows how equality and diversity is promoted in every area of college life and how all staff and students are able to realise their potential and contribute to the achievement of our aims.

7 The college community is diverse – it is made up of over 12,000 students and over 1,000 staff.

8 In addition, Lincolnshire and Nottinghamshire are diverse communities.

- Lincolnshire and Rutland alone has a population of 680,000 and is a large and sparsely populated county which has:
 - Relatively high levels of youth participation and achievement;
 - Low levels of adult participation in learning;
 - Low skill levels in the workforce;
 - Low economic growth;
 - Poor communications and transport infrastructure.
- There has been a significant rise in the number of migrant workers from the European Union, particularly in the south of Lincolnshire, which has increased the demand for ESOL provision. The ethnic minority population in Lincolnshire has risen from 0.7% in 1991 to 1.3% in the 2001 census with numbers still low compared to both regional and national averages.
- The population of Lincolnshire is constantly changing. The population currently stands at over 686,000 and is one of the fastest growing populations in the country, with a projected increase of a further 10% by 2014. The population is growing fastest in rural areas and more slowly in the City of Lincoln. Even though the population has increased substantially Lincolnshire still has a 'low population density' and because of this scarcity factor, Lincolnshire is classed as one of the most rural counties in England, with only one of the seven local authorities (Lincoln) being categorised as urban. This combined with relatively low income levels has resulted in pockets of high levels of deprivation, above the regional and national average for claimants of incapacity benefit and severe disablement allowance.

- The population is also getting older; in 2005 almost 20% of the population was aged 65 and over, and this figure is projected to rise to 22% by the year 2011. The make-up of communities in some areas has also changed rapidly due to migrating workers and expanding EU membership. The largest increases are in the numbers of people from Poland, Lithuania and Latvia. The extent of Lincolnshire's national and ethnic diversity is reflected in the fact that there are now over 60 different languages spoken by the children in schools across Lincolnshire. In addition to those people who live and work in Lincolnshire, there are many seasonal visitors who come from various parts of the country and elsewhere. (Source: Lincolnshire Fire and Rescue SES)

THE STATUTORY FRAMEWORK

9 As a public body, the college operates within a legislative framework. In the context of the Scheme, the legislation below has a particular bearing on the implementation of its responsibilities:

- Race Relations (Amendment) Act 2000: Race Equality Act
- Disability Discrimination Act 2005: Disability Equality Duty
- Equality Act 2006: Gender Equality Duty
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010: Public Sector Equality Duty

10 The equality legislation above provides for a number of general duties (see, www.equalityhumanrights.com/advice-and-guidance/public-sector-duties) which are to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity
- Promote good relations between:
 - People of different racial groups;
 - Men and women;
 - People with and without a disability;
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take positive steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people. This means, as a public body, the college has to take steps that go beyond treating disabled people and non disabled people alike.

11 There were, until the Equality Act 2010, three areas where individuals were protected from discrimination – race, disability, and gender. The Equality Act 2010 identifies additional protected characteristics which protect individuals from discrimination due to their:

- age;
- religion or belief (including those who hold no religion or belief);
- sexual orientation (lesbian, gay and bisexual people);

- transgender (gender identity);
- pregnancy or maternity;
- marriage and civil partnership.

12 All these protected groups are taken into account within the proposed Scheme.

13 In addition, Equality Impact Assessments (EIA) are a requirement of the current statutory framework and equality legislation. These requirements on the college continue to be supported in the Equality Act 2010 as a duty.

THE EQUALITY ACT 2010

14 The Equality Act 2010 harmonises and extends equality legislation and in addition introduces a new Public Sector Equality Duty which requires organisations like the college to:

- Set equality objectives with regard to nine protected groups;
- Demonstrate how equality has been taken into account in priorities and policies;
- Demonstrate what difference(s) these actions make;
- Use procurement to promote equality;
- Produce an annual plan outlining organisational aspirations;
- Demonstrate clear links between the remit, purpose, and aim of the organisation in terms of equality, diversity and inclusion;
- Make inclusion, equality and diversity part of how the organisation thinks and behaves.

LINCOLN COLLEGE'S VISION FOR EQUALITY AND DIVERSITY

15 The college's commitment to Equality and Diversity is widely displayed on all college sites and states that the college:

“strives to treat all its members, and visitors, fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs, religious beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate ground.”

16 The Single Equality Scheme (SES) is designed to show further detail of the college's commitment to equality and diversity, which includes objectives and priorities within an Action Plan (see *Appendix A*).

LINCOLN COLLEGE'S SINGLE EQUALITY SCHEME

17 The college has policies, schemes and action plans in place in response to legislation and to demonstrate the Vision and Values of the organisation - these are listed in *Appendix A*.

- 18 The SES will clarify the college's equality and diversity agenda by reporting on actions to date and identifying an overarching action plan which will address all equality strands and take the college forward for the next three years.
- 19 This Scheme will replace the following documents:
- Equality of Opportunity Policy;
 - Race Equality Policy and Action Plan;
 - Disability Equality Scheme and Action Plan and revised DES (Dec 2009);
 - Gender Equality Scheme and Action Plan.
- 20 The existing action plans and schemes are merged into the Scheme and a report detailing progress on each of the four equality action plans (Equality and Diversity, Race, Disability and Gender) is available.
- 21 The Single Equality Action Plan (*Appendix A*) has taken into account progress on the existing action plans and the college's strategic plan and vision. The Action Plan has been drawn up to promote a holistic approach to equality and diversity and includes actions on all six equality strands (age, disability, gender, race, religion or belief, and sexual orientation).
- 22 The college has consulted on and involved staff, students and community groups on the contents of this Scheme and the Single Equality Action Plan.

ONGOING CONSULTATION, INVOLVEMENT, TRAINING

- 23 The college will consult with and involve staff, students and other partners in the development of the Scheme and the Single Equality Action Plan and any other equality and diversity initiatives as appropriate. In addition it will continue general awareness training on equality and diversity for staff and students and specific training initiatives will be included in the Single Equality Action Plan.
- 24 The college consults with and involves staff in the following ways
- Equality and Diversity Committee;
 - Staff surveys;
 - Trade Unions meeting (JCNC).
- 25 The college consults with and involves students in the following ways:
- College-wide student liaison panels;
 - School liaison panels;
 - student surveys;
 - course representatives;
 - membership of committees.
- 26 The college is a member of a number of groups which offer assistance with equality and diversity issues in particular the Lincolnshire Diversity Partnership and Equality Network.

ACCOUNTABILITY AND COMPLIANCE

- 27 Accountability for meeting the statutory duties and for the delivery of the Scheme rests with the Board of the Corporation who have overall responsibility for Equality and Diversity within Lincoln College. The Equality and Diversity Committee, chaired by the Principal, formulates the policy and reports progress on each curriculum and corporate areas Equality and Diversity Impact Measures (EDIMs) annually.
- 28 In addition, the Equality and Human Rights Commission (EHRC) exist to ensure, amongst other things, that Public Bodies comply with their duties.
- 29 The Principal has designated the Vice Principle Curriculum and Quality of the Senior Management Team (SMT) to be champion for Equality and Diversity. The champion will take responsibility for the management of the college's legal duties under the Equality Act.
- 30 Line managers, supervisors, Heads of Departments, Heads of Units, Directors and Directors of School are responsible for monitoring that staff are complying with the Scheme, for carrying out actions arising from the Action Plan and for promoting equality and diversity to students.
- 31 All members of the community are expected to comply with the Scheme, with the Single Equality Action Plan and with any equality and diversity initiatives.

EQUALITY IMPACT ASSESSMENT (EIA)

- 32 To meet its statutory responsibilities on EIA, the college will conduct EIAs to identify whether an existing or proposed policy, practice or process will have a positive or negative impact on any protected group(s).
- 33 The basic principles of EIAs are to ensure the college can answer two key questions:
- Could/does the policy have a negative impact on one or more of the groups of people covered by the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the impact?
 - Could/does the policy have the potential to create a positive impact on equality by reducing and removing inequalities and barriers that already exist? If so, how can these be maximised?
- 34 EIAs will identify opportunities to improve or change policy, practice or process to promote equality in line with the statutory bodies.
- 35 The Equality and Diversity Champion will review performance against targets and report to the Board of Corporation annually.

MONITORING AND ANNUAL REPORTING

36 A number of activities will continue to be undertaken, as a matter of good practice, and are outlined here rather than separately in the Action Plan:

- monitoring (staff) – applications for vacancies, the staff profile, promotions, training and development activities, grievances and disciplinary procedures, resignations, dismissals and redundancies, incidents of harassment, and participation in training and development
- monitoring (student) –the student profile, retention, complaints and disciplinary procedures and incidents of harassment (see section 12.0 below)
- Consultation will take place regularly with staff and students and through the variety of methods outlined above. As and when required, consultations on specific topics will be undertaken
- Equality Impact Assessments – see above
- Data Cleansing Exercise - will take place regularly to ensure that staff data is as up to date as possible
- benchmarking against other institutions - the college will seek to benchmark its activities in terms of equality and diversity issues to identify and utilise best practice
- Widening Participation – the college will continue to work with schools locally, through a range of programmes and activities
- AimHigher – the college will continue to be involved in a range of initiatives aimed at supporting minority or disadvantaged groups to access Higher Education using targeted AimHigher funding
- Maintain membership of local and regional partnerships/networks as outlined above to share best practice

REPORTING ON PROGRESS

37 Each year the Equality and Diversity Report will be submitted to the Board of Corporation and then to E&D Committee.

38 These reports will contain the following:

- a review of this Scheme, including any feedback and proposed revisions
- a review of progress on the Action Plan
- a review of any relevant equality and diversity policies and proposals for any new policies
- staff profile

- student profile
- a report of learning and development activities
- any other relevant activities which have taken place during the year.

SCOPING / PRINCIPLES UNDERPINNING THE SCHEME

39 In drawing up the scheme, the college has taken account of the public bodies, learners and the college's workforce. The scheme has been shaped and is underpinned by some established principles. These principles derived from the views gathered at the scoping stage are that:

- The Scheme will reflect the college's Mission, Vision and Values.
- The operation of the Scheme will be open and transparent.
- The Scheme will support the college's commitment to undertake EIAs.
- The college will use all the levers and tools available to deliver its objectives.
- The college will operate lawfully and within its remit.

DEALING WITH COMPLAINTS

40 We are committed to meeting our legal obligations to promote equality. Our Complaints Policy and Procedure ensures a fair, proper and constructive response to all complaints within a given time limit. Procedures are in place for dealing with concerns or complaints including allegations of harassment or discrimination, and recording and considering incidents of racism from staff, students, stakeholders, parents and members of the public. Complaint reports are reviewed at Quality Standards Committee and annually at Academic Board.

Annexes

A SINGLE EQUALITY ACTION PLAN

B WORK FORCE DIVERSITY

C CONSULTATION QUESTIONS

Annex A

LINCOLN COLLEGE - EQUALITY AND DIVERSITY ACTION PLAN

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
	RECRUITMENT:				
1	<p>Attract applicants from BME groups</p> <p>White: 97.98% BME: 2.02%</p>	<p>Implement Positive Action strategies where appropriate *</p> <p>Ensure compliance with the Recruitment & Selection Code of Practice *</p> <p>Ensure the college meets all its requirements under the Equality Act *</p> <p>Advertise as appropriate in specialised publications. Committed to The Diversity Group Directory, Right to Work (annual guide published in 2011) and Jobfresh (Nottinghamshire & Derbyshire) for OLASS</p>	Corporate	<p>White: 95% BME: 5%</p>	
2	<p>Attract a healthy mix of both male and female applicants</p> <p>Male: 50% Female: 50%</p>	<p>As Above *</p> <p>Continue to work with the JobCentrePlus on the Local Employer Partnership scheme</p>	Corporate	<p>Male: 55% Female: 45%</p>	
3	<p>Attract applicants from a diverse age range</p> <p>16 – 25: 14.09%</p>	<p>As Above *</p> <p>Utilise both internet recruitment (own website, FEjobs & Monster) &</p>	Corporate	<p>16 – 25: 24% 26 – 35: 23% 36 – 45: 23% 46 – 55: 23%</p>	

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
	26 – 35: 26.17% 36 – 45: 26.17% 46 – 55: 29.54% 56+: 4.03%	traditional media		56+: 7%	
4	Improve the number of disabled applicants applying for posts Disabled: 1.36% Non-disabled: 98.64%	As Above * Maintain Positive about Disabled People status Utilise DisabledGo for recruitment Advertise as appropriate in specialist publications e.g. Able magazine (Nov/Dec edition covering international day for disabled people in Dec), Right to Work (annual guide published in 2011) Consider work trials & voluntary work	Corporate	Disabled: 6% Non-disabled: 94%	
	EMPLOYEE PROFILE:				
5	Work towards shaping the overall ethnic profile of staff to reflect the local population in Lincolnshire White: 98.03% BME: 1.97%	Implement Positive Action strategies where appropriate * Ensure compliance with the Recruitment & Selection Code of Practice * Ensure the college meets all its requirements under the Equality Act * Advertise locally and in specialised publications	Corporate	White: 98.5% BME: 1.5%	

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
6	<p>Ensure there is a gender balance in respect of the college's staff profile</p> <p>Male: 38.86% Female: 61.14%</p>	<p>As Above *</p> <p>Continue to support women in pregnancy, women returning from maternity leave & those with caring responsibilities</p> <p>Continue to support men during paternity leave and those with caring responsibilities</p>	Corporate	<p>Male: 53% Female: 47%</p>	
7	<p>Continue to employ a diverse age range of staff</p> <p>16 – 25: 5% 26 – 35: 15% 36 – 45: 28% 46 – 55: 29% 56+: 23%</p>	As Above *	Corporate	<p>16 – 25: 10% 26 – 35: 22% 36 – 45: 25% 46 – 55: 25% 56+: 18%</p>	
8	<p>Work towards shaping the college's staffing profile so that it reflects the local population in Lincolnshire with respect to the numbers of disabled staff employed</p> <p>Disabled: 2.87% Non-disabled: 97.13%</p>	<p>As Above *</p> <p>Continue to support disabled employees in consideration of reasonable adjustments</p> <p>Support disabled staff through initiatives generated by Health & Wellbeing Group</p> <p>Aim to achieve the Health & Wellbeing Award (Oct '10)</p>	Corporate	<p>Disabled: 20.6% Non-disabled: 79.4%</p>	

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
		<p>Implement action plans following results of the college's Staff Survey (June '10) and Health & Wellbeing Survey (Oct '10 & May '11)</p> <p>Source disability awareness training (e-learning) for managers</p> <p>Commitment to the Mindful Employers Charter</p> <p>Explore possibility of a pre-interview course for disabled staff to encourage disclosure</p> <p>Re-survey staff</p>			
	STAFF DEVELOPMENT:				
9	<p>Ensure that the percentage of staff participating in SD activities is proportional to the number employed in respect of BME groups, age range, males/females & staff with a disability</p> <p>White: 100% BME: 0% Disabled: 5% Non-disabled: 95% Male: 26% Female: 74%</p>	<p>Ensure the college meets all its requirements under the Equality Act</p> <p>Ensure equal access to development opportunities</p> <p>Promote Equality & Diversity training for all staff (launched e-learning version)</p>	Corporate	<p>White: 98.5% BME: 1.5%</p> <p>Disabled: 20.6% Non-disabled: 79.4%</p> <p>Male: 53% Female: 47%</p>	

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
	STAFF TURNOVER:				
10	<p>Ensure that there is no disproportionate loss of staff from BME groups, specific age ranges, specific gender & staff with a disability</p> <p>White: 100% BME: 0% Disabled: 0% Non-disabled: 100% Male: 47.36% Female: 52.64%</p>	<p>Ensure the college meets all its requirements under the Equality Act</p> <p>Offer exit interviews</p> <p>Utilise results of Staff Survey and Health & Wellbeing surveys to identify trends</p>	Corporate	<p>White: 100% BME: 0%</p> <p>Disabled: 0% Non-disabled: 100%</p> <p>Male: 40% Female: 60%</p>	
11	<p>Students from minority groups (BMEs, where there is gender imbalance, where an individual student has a socio-economic disadvantage or second language issues) who are underperforming (ie falling below performance of peers) are identified by tutors and appropriate support or referral is made.</p>	<p>Tutors provide either 1:1 support or group support for those at risk of failing or underperforming. Tutors are notified of at-risk students at the beginning of the year. Progress is tracked using ProMonitor.</p> <p>Tutors refer students to Student Services eg for ALS, mentoring and behavioural support</p> <p>A buddy is offered to students at risk of under-performing</p>	Schools	National averages are achieved as a minimum for all groups	
12	<p>Schools monitor students involved in disciplinary procedures and evaluate if there is an imbalance in terms of gender, disability or BME groups.</p>	<p>Data analysis is performed in School and any imbalance evaluated to ascertain possible bias and trends.</p>	Schools	<p>Figures are made available for all groups of students involved in disciplinary process and suitable actions taken if appropriate</p>	

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
13	Teaching staff regularly provide tutorial and curriculum materials which show a diverse, multi-cultural society without resort to tokenism	<p>Curriculum / tutorial materials are routinely monitored and updated.</p> <p>Peer observations and sharing good practice enable appropriate materials to be shared.</p> <p>Lesson observations for 2010 identified need to look at resources generally.</p> <p>Tutorial content includes tolerance and awareness of minority groups, citizenship and faith. Tutorial briefings cascade information about cross-college groups. Fair trade products used in retail groups.</p>	Schools	Students gain awareness and tolerance of minority groups via relevant, up-to-date teaching material.	
14	<p>Student feedback is monitored to see if there are differences in perception / satisfaction by minority groups (BMEs, people with disabilities, learning difficulties, gender groups) compared to majority groups</p> <p>Responses from former School of Access 4.9% - 6.4% of learners take up of cross college survey</p>	<p>Different means of obtaining feedback are trialled so as not to disadvantage particular groups of students eg those with limited language skills or learning difficulties. For example, a simplified paper-based survey with a reading age of 7 distributed to students and Optivote trialled with a tutor reading out the questions and students answering by pressing a button.</p> <p>College surveys are more actively promoted to improve uptake</p>	Quality	<p>More feedback given due to innovative ways of requesting it.</p> <p>Meaningful data from surveys is achieved due to higher take-up</p>	

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
15	Students from under-represented groups are encouraged to act as group reps or reps to Student Liaison panel and are supported in this process	Students given support by youth workers Student reps offered support of a mentor	Schools		
16	Students from identified 'at risk' groups (including lower socio-economic groups) are supported and their retention monitored against college averages 2009/10 retention benchmarks	Students in 'at risk' categories are offered extra support by referral to Student Services. Some students are placed in tutor groups with tutors trained and experienced in dealing with specific issues. Regular monitoring of student cohort to flag up newly 'at risk' students.	Student Services Schools		
17	Progression routes for Foundation learners are identified and encouraged	A greater understanding of level 1 entry requirements is gained by Foundation team to support positive progressions Early contact with other vocational areas is made to plan realistic progression	Schools Student Services	Progression rates from Foundation level to level 1 are increased	
18	Ways of consolidating substantial improvements made in non-European ESOL student success in 2009-10 are	Other methods of supporting learners are considered in the light of decreased ALS-funded support.	School of Access Student	Student success rates do not decrease	

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
	found in the light of decreased possibilities of extra support this year	Progress is monitored and compared with last year.	Services		
19	Students studying on Community programmes are supported	Community Education pays for on-site community childcare from its budget Evening provision is offered at college to enable more spouses/partners to provide childcare Adult Literacy and Numeracy qualifications are joined up qualifications	Community Education		
20	All student groups are encouraged to have high self esteem and personal expectations.	Study skills sessions are offered to AS students who are highlighted as needing extra support (over 50 students) Seven Habits training is offered to students highlighted as likely to benefit most from it. Progress against baseline target grades is measured	All Schools	Baseline targets are at least reached and at best exceeded	
21	College survey participation rates are raised to ensure this aspect of the Learner Voice is representative of the college population.	Participation is promoted for all groups Low participation rates within Schools are reported on while the survey is live Positive action is taken to increase	Quality	Participation rate for each School is at least 10% Participation rates for minority groups	

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
	College participation rate of 10%	participation within minority groups		correspond to College demographics	
22	Incidences of serious misconduct are monitored and evaluated to determine if there is an imbalance in terms of gender, disability or BME groups	Analysis is conducted and reported by CM Performance and Standards to identify any imbalance Action is taken to further investigate and report on trends	Quality	Where any imbalance is discovered, appropriate remedial action is implemented	
23	Student feedback across the College is monitored to see if there are differences in perception/satisfaction by minority groups (BMEs, people with disabilities/learning difficulties, gender groups) compared to majority groups 2009/10 survey: levels of satisfaction with the course and the College were the same (96%) for both White – British students and those from all other ethnic groups	Results for each minority group are disaggregated Significant differences in levels of satisfaction are further investigated	Head of Teaching and Learning	Levels of satisfaction for each minority group fall within 2% of the college average	
24	Unit monitors support given to students who are pregnant or become pregnant during college course.	Unit records are maintained with interventions recorded on eILP Evidence of referral to and liaison with Connexions and Teenage Pregnancy support for pregnant students	Schools Student Services		

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
	This ensures that the college is meeting its duty under Equality Act 2010 not to discriminate against pregnant women				
25	<p><u>Campus Development</u></p> <p>Ensure the design of new and refurbished accommodation is in compliance with DDA regulations and other statutory legislation.</p> <ul style="list-style-type: none"> • DDA Audit. • BS 8300 • Part L Building Regulations 	<p>The Facilities Unit is working with DisabledGo to enable the existing web dated to be regularly updated following all improvements carried out to buildings and external areas of the College campus. This will ensure that the Marketing Unit has updated information for future use as marketing material.</p> <p>An Accessibility Survey complying to BS8300 – The Design of Buildings and their approaches to meet the needs of Disabled People, will be undertaken by DisabledGo upon completion of the three lift schemes.</p>	Facilities		
26	<p><u>Customer care</u></p> <p>Priority will be given to services offered to disabled staff and students where access is compromised</p>	<p>Work closer with Student Services to ensure that the buildings and external areas are adapted to meet the needs of students in a timely and effective manner.</p> <p>Car Park Management – improve the monitoring of disabled spaces, and provide additional spaces when building work encroaches onto designated disabled car park spaces.</p>	<p>Facilities</p> <p>Student Services</p>		

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
		<p>Facilities staff to report key issues which impact on Equality & Diversity to Facilities Manager.</p> <p>Student Liaison Panel – FM to attend, gather information from users and produce an action plan from any issues arising specific to Equality & Diversity.</p>			
27	<p>Improve the participation of BME applicants into WBL Direct Delivery and TtG funded programmes</p> <p>WBL 09/10 2% learners recorded with Ethnicity code (need to confirm)</p> <p>TtG 09/10 3% learners recorded with Ethnicity code</p>	<p>Establish dialogue with ethnic minority organisations to encourage participation.</p> <p>Market to ethnic minority owned businesses and ensure BDC promotional material is represented with diverse images.</p> <p>(Lincolnshire 98.5% of Population are classified as white)</p>	<p>Business Development Centre</p>	<p>WBL Target for 10/11 2% learners recorded with Ethnicity Code</p> <p>TtG Target for 10/11 3% learners recorded with Ethnicity Code</p>	
28	<p>To increase the proportion of male students who know how to use the Learning Centres and use them to help them with their course.</p> <p>Learner Voice Survey 2009/10 Know how to access the Learning Centres:</p>	<p>LRU Learning Advisers to increase liaison with tutors in Construction and Engineering</p> <p>LRU Learning Advisers to promote the use of the mauve zone to Computing/ IT students</p> <p>To promote off campus services to students in Construction and Engineering</p>	<p>Learning Resources</p>	<p>Decrease difference between male and female responses to accessing and using the Learning Centres in Learner voice survey</p>	

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
	<p>Disagree Male = 9.2% Disagree Female = 5.3% Are using the Learning Centre to help with their course</p> <p>Disagree Male= 19.8% Disagree Female= 12.1%</p>	To work with tutors in Construction and Engineering to promote and integrate learning resources into their course.			
29	<p>To increase the opportunities for students with a disability to provide feedback to the LRU about services, resources and facilities.</p> <p>Learner Voice Survey 2009/10 Responses from students with a disability show a lower agreement of between 3 – 8% compared to non-disabled students</p>	<p>To invite students from Foundation and Entry L1-3 to LRU student focus groups</p> <p>To target reader development activities at students from Foundation and E1 – 3 to increase their confidence in using Learning Centres and increasing opportunities to provide feedback.</p> <p>LRU Learning Advisers to liaise with tutors in the School of Access and Advanced Education to increase awareness of services and resources</p> <p>LRU team to liaise with Student Services and in particular co-workers to increase awareness of Learning Centre facilities, services and resources.</p>	Learning Resources	Increased feedback from students with a disability	

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
		Evaluate any new services introduced to identify their impact on students with a disability.			
30	Expand marketing practices to increase 'reach and offer' to a wider audience. Open taster day at Newark College Careers Advice days with the armed forces	Attendance figures Conversion to enrolment	Marketing		
31	Ensure images of the college used in promotional materials are fully representative of the student population and the areas we serve.	Monitoring of student demographic information and ensure reflection in photography.	Marketing		
32	Promote to students with learning or physical disabilities from feeder schools to taster days. 8 Events 6 Schools	Conversion to enrolment	Marketing		
33	Ensure that special arrangements are made for all examination candidates who require it and that special consideration is sought in a timely manner and in	Action correspondence from Student Services informing Exams team of student requirements for extra time Organise for the requirements and ensure exam timetable identifies extra	Exams Schools	Special arrangements are made for all students who meet the awarding body criteria by way of extra time, scribes or separate	

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
	accordance with the awarding body regulations.	rooms/invigilation to accommodate the extra time for candidates.		rooms to ensure the best opportunity for success.	
34	<p>Care and Salon Services are using Every Child Matter themes to engage learners and staff</p> <p>A pilot for Lincoln College so as to engage students further in their tutorial sessions, personal growth and engagement of learner voice and awareness of ECM.</p> <p>A scorecard has been devised and each group has the opportunity to gain a number of points from a number of grading systems – (challenge 2 is being marked by staff outside of the school)</p>	<p>Students to engage in a set of tasks in their tutor groups to compete for a day out of their choice (costs set). Each task per half term set by DOS. (these can be accessed via the T Drive)</p> <p>To promote equality within all sites and all full time courses</p> <p>To give further growth to individuals in social culture, stretch and challenge their beliefs, opinions and selves</p> <p>To develop and promote team work</p> <p>To add a dimension of competitiveness</p> <p>To raise awareness of ECM / EDIMS</p>	School of Care and Salon Services	A questionnaire was devised and sent with a deadline of 17th January 2010 at 5 pm – evaluation to take place, suggesting issues, problems, solutions and success of the first two challenges. This has now been carried appendix 3. The next two challenges are due to be evaluated after Easter 2011.	
35	School analyses the recruitment process of BME, Female and Disabled applicants.	Analyse changes in numbers from application to interview and from interview to enrolment	School of Construction and Engineering	A gap reduction by improving balances achieved in 2009/10 for the year 2011/12	

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
	<p>This information is used to form strategies that close recruitment and performance gaps.</p> <p><u>2010/11 figures</u> (09/10 in brackets)</p> <p>Construction Male 92% Female 8% (Male 94.2% - Female 5.8%)</p> <p>Engineering Male 96.3% Female 3.7% (Male 91% - Female 9%)</p> <p>Construction White 98.3% BME 1.7% (White 97.8% - BME 2.2%)</p> <p>Engineering White 95% BME 5% (White 97.8%-BME 2.9%)</p> <p>Construction Disabled 11% (4%) Engineering Disabled 11.7% (9%)</p>	Create a strategy depending on the conversion rate, either for better marketing or for interview protocol			
37	Students from families not traditionally going to HE and economically deprived backgrounds are encouraged	AimHigher funding is targeted at students from non-traditional or deprived backgrounds	Student Services		

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
	to progress to HE	Escorted University visits are offered to this group Liaison work with University of Lincoln Widening Participation team developed			
38	LGBT group for students is supported and encouraged	Awareness raising materials are produced in Newsletter and on Stoodle Anti-bullying campaign materials produced Liaison with LCC Anti-Bullying Co-ordinator re Anti-Bullying Week and other campaigns Mentoring project for transgendered students launched and evaluated	Student Services		
39	Student Services Mental Health team meet regularly and receive clinical supervision	Meetings held regularly and clinical supervision evaluated Liaison with DAAT re identified support worker for young people with drug and alcohol issues at Lincoln and Gainsborough Meditation sessions offered by Youth Worker at Lincoln College and student evaluation sought	Student Services		

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
40	Promote a wide range and choice of ethnic heritage food that is inclusive and representative of the college population		Facilities		
41	<p>Improve (and monitor) the gender balance in partner delivery of all funded contracts</p> <p>Gender: Participation</p> <p>Female 63%</p> <p>Male 37%</p> <p>Non-traditional occupations: Male : 0.5% Female: 1%</p> <p>No figures are available yet for national benchmarking.</p>	<p>To encourage partners to widen the scope of provision to attract more male participation in employer responsive provision.</p> <p>To monitor promotional materials to ensure that male employees are targeted more effectively.</p>	Business Development Centre/ Contracts	<p>To continuously improve the gender balance in all employer responsive contracts</p> <p>Female: 60% } Male: 40% }</p>	
42	<p>Improve the participation of Ethnic minorities in all contracts</p> <p>Ethnicity: Participation</p> <p>White British: 91%</p> <p>BME/Other Groups: 9%</p> <p>This is a good reflection of the profile for the East Midlands</p>	<p>To ensure that all partners have an up-to-date Equality & Diversity Policy.</p> <p>To ensure that partner staff receive on-going training.</p> <p>All learning and promotional material will be monitored to ensure that it is equality proofed.</p>	Business Development Centre/ Contracts	<p>Increase participation in individuals from ethnic backgrounds in all contracts:</p> <p>White British : 89%</p> <p>BME/Other Groups: 11%</p>	
43	<p>Increase enrolment of learners with disabilities in Partner provision</p> <p>No disability: 61%</p>	To review partner providers strategies to engage individuals with learning difficulties and disabilities in training.	Business Development Centre/ Contracts	Increase in the number of participants with learning difficulties/disabilities	

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
	Disability: 39%	<p>To encourage partners to engage with organisations who specialise in supporting learners with learning difficulties/disabilities to raise awareness of this provision</p> <p>To support Partners in developing the capacity to provide support for participants or have access to the appropriate support.</p>		to 41%	
44	<p>To actively target individuals most disadvantaged in the labour market to raise aspirations, confidence and improve skills levels</p> <p>13% Basic Skills</p>	<p>To review partner activities to engage with low skilled / disadvantaged workers.</p> <p>To promote the Integrated Employment & Skills (IES) provision through the partnership and encourage partners to support all activities.</p>	Business Development Centre/ Contracts	<p>Increase to 25% delivery of Basic Skills / Level 1 provision delivered through T2G.</p> <p>To meet contracted IES targets</p>	
45	To ensure that in the delivery of sub-contracted provision, the needs and rights of all individuals are met	<p>To review the currency of all Provider policies within the audit cycle.</p> <p>To monitor provider staff development activities.</p> <p>To review learner feedback with regard to equality of opportunities and diversity and discuss feedback with partner providers in their Reviews.</p>	Business Development Centre/ Contracts		

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
46	To monitor success and retention rates for those disadvantaged in the workplace	To monitor the performance of learners who have a disability or from an ethnic background in terms of retention and achievement	Business Development Centre/ Contracts		

OLASS

	OBJECTIVE	ACTION	WHEN/WHO	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
47	To increase the retention of male learners across the whole OLASS cluster Retention Rate in 2009/10 is 70% compared with female retention rate of 83%	Review range of short GLH courses offered Utilise taster courses to ensure learner is matched to correct course	Director of OLASS	Retention Rate of male learners exceeds 80% in 2010/11	
48	To ensure that the achievement rates of learners with Disabilities or Learning Difficulties mirrors that achieved by those without such additional needs in every OLASS site Achievements Rates of those learners with Disabilities or Learning Difficulties is below those without such additional needs at HMP Ranby, HMP North Sea Camp, HMP Morton Hall and HMP Lincoln	Identify programmes where levels of achievement vary Review teaching methodology adopted and available resources to support meeting needs of learners with Disability of Learning Difficulty	Director of OLASS	Achievement Rates of learners with Disabilities or Learning Difficulties is at least equal to those learners without such additional needs in all OLASS sites	

49	To increase the participation of White British learners in education across the OLASS cluster Participation of White British offenders is 66% across the OLASS cluster compared with a prison population profile of 73%	Review participation levels of White British offenders in all OLASS sites Identify individual sites where participation of White British offenders is below 70% Target marketing materials and IAG support	Director of OLASS	Participation of White British offenders is at least 70% in all OLASS sites	
50	To increase the proliferation of translated materials for use in Careers Information and Advice Service marketing	Collate range of translated resources currently available Define core language translations required Generate core marketing and information materials for distribution across all CIAS sites	Director of OLASS	All sites have range of marketing and information materials available in a range of languages	
51	To embed a review of the suitability and diversity of resources used within teaching and learning in lesson observations	Review central Lincoln College criteria Adapt OLASS lesson observation documentation to create discrete requirement	Director of OLASS	Lesson Observations include specific reference to use of resources tailored to learner need, experience and background	

	OBJECTIVES	ACTION	WHO/WHEN	UPDATE AT REVIEW	LINK TO PROTECTED GROUPS
52	To celebrate the diversity apparent within each OLASS site whether derived from ethnicity, religion, age, culture or sexuality The celebration of national and international festivals varies considerably between sites	Generate information awareness material outlining national and international festivals, celebrations and events Embed celebration of such events into curriculum and teaching and learning	Director of OLASS	All sites actively promote events, festivals and celebrations throughout the year embedding topical references into teaching and learning through discrete or embedded activities	

Annex B

Human Resources E&D Statistics 2009/10

	Lincoln College	Local Population Statistics for Lincs	National Benchmark for England
Employee Profile	%	%	%
Age:			
16 - 25	5	12.3	16 – 29: 18.6
26 - 35	15	9.5	30 – 44: 21.6
36 - 45	25	13.6	45 – 59: 19.2
46 - 55	29.5	13.9	60 – 64: 5.7
56+	25.5	32.1	
Gender:			
Male	40	52.6	49
Female	60	47.4 (see note 1 below)	51
Ethnic Heritage:			
White	97.8	96.6	88
BME	2.2	3.4	12
Disability:			
Yes	3.6	5.6	20
No	96.4	94.4 (see note 2 below)	80
Recruitment			
Age:			
16 - 25	23		
26 - 35	23		
36 - 45	26		
46 - 55	21		
56+	7		
Gender:			
Male	41		
Female	55		
No Answer	4		
Ethnic Heritage:			
White	93		
BME	6		
No Answer	1		
Disability:			
Yes	5		
No	93		
No Answer	2		

Note 1: Stats based on Annual Population Survey (July 2007 – June 2008). Includes only working age population

Note 2: Percentage based age between 16 & 64 years

All other stats based on Local Labour Market Assessment (January 2011)



Annex C

CONSULTATION RESPONSE FORM

LINCOLN COLLEGE PROPOSED SINGLE EQUALITY SCHEME

If you wish to respond electronically, please visit <http://www.lincolncollege.ac.uk/ses>.

The information you provide in your response will be subject to the Freedom of Information Act 2000, which allow public access to information held by Lincoln College. This does not necessarily mean that your response can be made available to the public, as there are exemptions relating to information provided in confidence and information to which the Data Protection Act 1998 applies. You may request confidentiality by ticking the box provided, but you should note that this will not necessarily exclude the public right of access.

Please insert 'X' if you want us to keep your response confidential

If you have a query relating to this consultation, please forward your query to ggillespie@lincolncollege.ac.uk.

Name

Organisation (if applicable)

Address

Please insert 'X' in one of the following boxes that best describes you as a respondent:

- Academy (Executive, Governing Body, Trustee, Sponsor)
- School
- College (Sixth Form or FE, Executive, Governing Body, Trustee, Sponsor)
- Independent or Private Training Provider
- Lincoln College Employee
- Learner
- Local Authority
- Employer
- Other Government Department/Central Government
- Faith Organisations

- HE provider or association
- Public Sector Organisation
- Not for Profit/Voluntary sector
- Any other type of organisation/individual - please specify

<p>Q1. To what extent do you agree that the Lincoln College's Single Equality Scheme properly reflects the remit, mission, vision and values and our intent to deliver our objectives?</p> <p>Please comment.</p>				
1	2	3	4	5
Agree strongly <input type="checkbox"/>	Agree <input type="checkbox"/>	Unsure <input type="checkbox"/>	Disagree <input type="checkbox"/>	Disagree strongly <input type="checkbox"/>
Comments:				
<p>Q2. We believe the following are appropriate objectives :</p> <ul style="list-style-type: none"> ▪ To recruit and retain an inclusive and diverse workforce which is appropriately developed to ensure each individual has the opportunity to reach their full potential. ▪ To use available data to support awareness and improvement in regard to inclusion, equality and diversity. ▪ To have in place comprehensive and transparent Equality Impact Assessment (EIA) arrangements which are integral to our business cycle and governance arrangements. This will be a key aspect of monitoring proposals to inform decision making, mindful of the impact on inclusion, equality and diversity. ▪ To improve analysis of available data on the equality protected groups and inclusion. <p>To what extent do you agree?</p> <p>Please comment.</p>				
1	2	3	4	5
Agree strongly <input type="checkbox"/>	Agree <input type="checkbox"/>	Unsure <input type="checkbox"/>	Disagree <input type="checkbox"/>	Disagree strongly <input type="checkbox"/>
Comments:				
<p>Q3. To what extent do you agree that the action plan is sufficiently detailed for delivering the objectives?</p> <p>Please comment.</p>				
1	2	3	4	5
Agree strongly <input type="checkbox"/>	Agree <input type="checkbox"/>	Unsure <input type="checkbox"/>	Disagree <input type="checkbox"/>	Disagree strongly <input type="checkbox"/>

Comments:				
<p>Q4. We believe that our approach to implementing the Scheme (outlined on page 7) meets the requirements to publish and share our progress against the objectives.</p> <p>To what extent do you agree with this?</p> <p>Please comment.</p>				
1	2	3	4	5
Agree strongly <input type="checkbox"/>	Agree <input type="checkbox"/>	Unsure <input type="checkbox"/>	Disagree <input type="checkbox"/>	Disagree strongly <input type="checkbox"/>
Comments:				

Thank you for taking time to respond to this consultation. Please note that we do not intend to acknowledge individual responses.

Completed questionnaires and other responses should be sent to the address shown below by 6 May 2011. If you require this document or a copy of the Single Equality Scheme please contact Cheryl Maxwell, PA to Vice Principal, on 01522 876208 or cmaxwell@lincolncollege.ac.uk.

Please note we have also included an equality monitoring form to support the analysis of this consultation. We would appreciate your contribution to this exercise.



Consultation Equality and Diversity Monitoring Sheet

Lincoln College strives to operate a policy of equality and diversity and not discriminate against any person or group of people. The information you provide will be treated in the strictest confidence and is for monitoring purposes only.

Gender:

Male Female Transgender Prefer not to say

Age

16 – 25 26 – 35 36 – 45

46 – 55 56 – 64 Over 65

Disability:

Do you consider yourself to have a disability as defined under the Disability Discrimination Act 2005?

Yes

No

Nationality:

To which of these groups do you consider you belong? (tick only one)

Asian Bangladeshi Mixed – White and Asian

Asian Indian Mixed – White and Black African

Asian Pakistan Mixed – White and Black Caribbean

Asian – Other Mixed – Any other Mixed background

Black African White – British

Black Caribbean White – Irish

Black – Other White – Other

Chinese Other

The above categories have been suggested by the Commission for Racial Equality. If you have marked any 'other' box, please write in your details below:

Sexual Orientation:

Bisexual Gay Heterosexual

Lesbian Prefer not to say

Religion or Belief:

Angnostic

Buddhism

Christianity

Hinduism

Islam

Janism

Judaism

Sikhism

No religion

Other

Prefer not to say