



REPORT ON

SINGLE EQUALITY SCHEME

JULY 2011

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Single Equality Scheme (SES) – Equality and Diversity Report 2010/11

This report is based around the key progress areas identified for monitoring and reviewing in the Single Equality Scheme (SES). It includes references to the following:

- a) a review of the Single Equality Scheme (SES) including any feedback and proposed revisions;
- b) a review of progress against the SES Action Plan;
- c) a review of any relevant equality and diversity policies and proposals for any new policies;
- d) staff profile;
- e) student profile;
- f) a report of learning and development activities;
- g) any other relevant activities which have taken place during the year.

Introduction

1. Lincoln College is fully committed to the promotion of Equality and Diversity and robustly opposes unlawful discrimination. The Board of Corporation has the ultimate responsibility for ensuring general legal duties identified in the statutory framework have been appropriately met. The values and ethos of Lincoln College provide the cornerstone for interaction and communication with staff, students, employers and contractors. High expectations of compliance are actively promoted and demonstrated at every level of the organisation. Clear lines of responsibility are established at a School and Unit level. Previous Equality and Diversity Acts have had a relatively narrow focus on race, gender, age and disability. The Equality Act of 2010 extends our legal obligation to include age, gender re-assignment, marriage and civil partnership, pregnancy and maternity, religion, or belief and sexual orientation. Additionally, this Act clarifies and draws together protected characteristics from all previous related legislation into a single Act. In particular it replaces the following:
 - 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
2. Timely action is taken to ensure that appropriate mechanisms are in place to collect data that will inform policy writing and reviews and to build up an evidence base for provision that not only meets the letter of the law, as established in the Single Equality Act 2010, but also the spirit of the law too! Representation is made at local groups supporting minority interests, for example the Lincolnshire Diversity Partnership and Equality Network. Visiting speakers from various interest groups also make a contribution to our knowledge base. Proactive working to gain knowledge and develop positive attitudes in the promotion of equality and diversity has underpinned a culture

of encouraging meaningful change. The ability to demonstrate the impact of equality and diversity against action plans and the day-to-day experience of college life in any context is a reflection on how the organisation thinks and believes.

3. The evaluations and analysis are data driven where possible to ensure evidence is factually based. New requirements under the Single Equality Scheme (SES) underpin this need further. Data requirements from April 2011 include an additional statutory need to collect the following details; marriage/civil partnership status, pregnancy and maternity, gender re-assignment, religion or belief and sexual orientation details at enrolment. The collation of student data is via the enrolment process which in turn is recorded on the Individual Learner Record (ILR). Human Resources collect data on new and existing staff for evaluative purposes.
4. The Equality Impact Assessment Group was established in April 2011 to systematically update and review the content of all college policies. In particular, the group judges the impact policies or procedures have on the experiences of those who learn or work at the College. An evaluation is made of the key Strategic Plan aims relating to the SES and attention is given to the clarity of the policies or procedures ensuring positive promotion and an evolving culture meets the core values and diverse needs of the internal and external communities served.

Review and feedback of Single Equality Scheme

5. The Equality Impact Assessment Group was established in April 2011 to systematically update and review the content of all college policies. Prior to the formation of this group some work had been undertaken to categorise policy types. Eight policies have been reviewed to date with six fully completed and two to be further reviewed against progress in September 2011. A monthly schedule has been agreed for the ongoing evaluation of policies and procedures.
6. The assessment group judges the impact policies or procedures have on the experiences of those who learn or work at the College. An evaluation is made of the key Strategic Plan aims relating to the SES and attention is given to the clarity of the policies or procedures ensuring positive promotion and due consideration of any negative potential impact on the policy content.
7. The SES was published in March 2011 and is relatively new in respect of the timescale and implementation of the scheme. However a period of consultation at a cross College level not only promoted the scheme but gave opportunities for feedback to all staff. This was achieved electronically or by making written returns; 85% either agreed or strongly agreed with the questions posed as part of the consultation process.
8. As one academic year merges into the next, the School and Unit Equality and Diversity reports detail specific actions for their areas. It is recognised that success rate data is not sufficiently complete at this point to make sound

judgements on the provision as a whole. The current action plan has entries of monitoring updates and review points within the year to make informed checks. Data relating to success rates for the year ending 2010/11 is being updated in the Management Information System for November submission. Forthcoming Equality and Diversity meetings will provide progressive updates against the action plans specific to Units and Schools.

Combined Equality and Diversity Impact Assessments

9. The process of policy and impact assessment has been phased to consider the range and type of documentation that is currently available. This may include the consolidation of some policies and procedures to ensure that there is a standard format, clarity of purpose and an inclusive approach to content. The review process covers steps of activity which can be summarised as follows:
 - Identification / mapping – for example; is this a policy, procedure or guidance? Policy ownership and main stakeholders are also identified in this section.
 - Screening – assessment of impact on specific groups is identified by evaluative questions which challenge differential or negative impact as well as consider the extent to which the policy positively promotes equality and diversity within key characteristics of the SES.
 - Findings are summarised to determine if a full impact assessment is needed.

Staff Profile (Annual Report 2009/10 presented at the Equality and Diversity Committee Meeting 15 June 2011)

10. A comprehensive report is produced by the Vice Principal Corporate Resources analysing employee recruitment, staff development, staff turnover and staff discipline. Additionally, data is also provided in respect of learner starts demonstrating trends of enrolments between gender groups over a 3 year period. Evaluation of success, retention and achievement against age related students, BME learners and LLDD students are also key aspects of data related judgements. It should be noted that those who have identified a learning difficulty or disability are offered Additional Learning Support (ALS) to close any likely gap in achievement. Learners receiving ALS outperform those not receiving it, improving success rates on a trend basis by 7% in 2009/10 and above the national benchmark.
11. Success rates for BME learners on long qualifications have parity with White British learners at 83% success. Performance for both groups exceeds the national average.

Areas of evaluation cover:

- Employee recruitment and profile;
- Staff Development, turnover, discipline and grievance;
- Bullying harassment and support group;

- Learner disciplinary action;
- Learner profile
- Bullying and harassment

Graphical data has been reproduced from the original report to the Board of Corporation to visually illustrate the key trends of development and improvements against the pre-2010 characteristics. Data and analysis will be added annually as judged against additional requirements necessary.

- 10 The summary of the report explains that; “Lincoln College continues to perform well against all aspects of Equality of Opportunity and Diversity and that there were no issues of concern or matters brought to the attention of the Board of Corporation”.¹
- 11 Data on all the above was provided and outcomes discussed at the June Board of Corporation meeting.

Learning and Development Activities

- 12 Lincoln College provides regular opportunities for staff development and this is planned against specific themes which devolve from common areas of development highlighted in lesson observation summaries. For example; the main theme for 2009/10 was “stretch and challenge”. This is designed to raise awareness of staff to add value to the learning experience by promoting independence in learning but also to plan and develop strategies that support higher grade success particularly for level 3 learners.
- 13 The percentage of female staff participation in continuing professional development is proportional to those employed.
- 14 Teaching, learning and assessment observations provide opportunities for summative comments from individual observers to be included in the area report. The key characteristics prior to April 2010 are commented on frequently and routinely by observers suggesting that there is a high level of awareness in equality and diversity amongst teaching staff.

Other relevant activities

- 15 The centrally managed College tutorial process supports the positive promotion of equality and diversity and publishes a monthly theme and topics. These are designed to be informative, eg washroom advertising and interactive - an Africa day in raising the awareness of a range of barriers that could prevent full participation in College life.

Review of progress on the Action Plan

- 16 Data collection for the additional equality and diversity characteristics will not be completely available until the end of the academic year. As data becomes available it is anticipated that Schools and Units will use data to inform appropriate actions.

- 17 The Lincoln College SES action plan has sections for links for commentary to protected groups. Dates need to be added to the existing plan to provide milestones and timelines for recommended actions.

Future Considerations

- 18 It should be noted that the Equality and Diversity have been judged by Ofsted as grade 2 good at the February 2011 inspection. The self-assessment process will provide Lincoln College with an opportunity to revise this grade upwards at a future point, once additional characteristics have been met. Consultation is currently taking place on a new inspection framework for 2012. It is recommended that inspection has a strong emphasis placed on teaching, learning and assessment and the behaviour and attitude of staff and students. The promotion of Equality and Diversity will be through three key headlines and include outcomes for learners, teaching, learning and assessment and leadership and management.
- 19 Cross referencing between Unit and School action plans and the SES action plan would provide continuity and a clear direction of purpose in the strategic development of Equality and Diversity.
- 20 Additional characteristics now within our legal duties, where appropriate, must be added to the current good practice of analysis of Equality and Diversity as seen in lesson observation summaries.

Reference 1. Paper to Equality and Diversity Committee by Vice Principal
Corporate Resources

Graphs and data supplied by Information Services and Human Recourses.