

Basingstoke College of Technology

Single Equality Scheme 2011-12

BASINGSTOKE
COLLEGE of
TECHNOLOGY



Basingstoke College of Technology

Single Equality Scheme

This Scheme covers the College's commitment to all areas of equality and inclusivity. It sets out to meet the objectives and provisions of the Public Sector Equality Duties as set out by the Equality Act 2010, updating and extending the original Single Equality Scheme published in March 2009. This updated Scheme replaces all previous Schemes which individually covered various equality duties placed upon the college by earlier equality legislation.

This Scheme will be further reviewed during the course of 2011-12, in conjunction with the production of the College's new Strategic Plan, which will commence in 2012-13.

September 2011

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This Single Equality Scheme is published on the college website at www.bcot.ac.uk and the college Intranet and is also available in other formats on request. We also provide an E&D helpline. If you have any questions or queries regarding equality and diversity please email sarah.meeson@bcot.a.c.uk .

BCoT is committed to promoting equality and we strive to ensure that all our communication and learning materials are available in various formats including large font.

AN ENLARGED PRINT VERSION OF THIS DOCUMENT IS AVAILABLE
ON REQUEST

1. FOREWORD FROM THE COLLEGE PRINCIPAL

Basingstoke College of Technology (BCoT) is committed to all aspects of Equality & Diversity, ensuring the elimination of discrimination, creating opportunities for all and viewing difference as a reason for celebration. We aim to be an inclusive college where everyone (learners and staff) has the opportunity to fulfill his/her potential.

The college's values include two which are totally focused on our aim of embedding Equality & Diversity: Opportunities for All and Mutual Respect. The other three values are also relevant: Working and Achieving Together, Inspirational and Enjoyable Learning and Continuous Improvement.

This Single Equality Scheme recognises that we have a tradition of supporting learners and staff with learning difficulties and/or physical disabilities. The actions we have taken over the years to make our estate, courses, policies and procedures as accessible as possible demonstrate our ongoing commitment. However, we also recognise that there is still work to be done.

The Scheme plays an important part in influencing our Learning, Teaching and Assessment strategies, our approach to widening participation, and our Policies and Procedures.

Finally, our action plan sets out what we aim to achieve over the lifetime of the Scheme, and how we aim do so. Ongoing consultation via learners, staff and other stakeholders will assist us in reviewing our priorities and making changes where necessary.

We welcome feedback from individuals, within and outside the college, and look forward to working together to achieve our goals,

Anthony Bravo, Principal

2. BACKGROUND INFORMATION ON THE COLLEGE

BCoT is a general further education (FE) college in the North Hampshire Borough of Basingstoke and Deane. The borough is largely rural with the exception of Basingstoke itself; the borough population is approximately 155,000 which includes a town population of 110,000.

Secondary (11-16) education in Basingstoke is provided by 11 schools in the town, 8 of which have Specialist School status. There is a large sixth form college in Basingstoke, and other colleges for post-16 learners in nearby towns.

The college's vision is to provide a pathway to the future for all our learners, with an emphasis on building a career, and is encapsulated in the strapline "Success through Learning". Our mission is to contribute to the social and economic development of North Hampshire through the delivery of vocational education and professional training that meets the learning ambitions and skill needs of the region.

The college's campuses are in Basingstoke, close to the town centre with outreach centres at Davy Close (Construction), Basingstoke Engineering Training Agency (Engineering) and Norden House (Business and Enterprise). Learners come to the college from across Hampshire and Berkshire and from overseas.

In 2010-11, nearly 40% of North Hampshire school leavers accessed our offer. There were 3546 YPLA/SFA funded learners – 2254 full-time, 1192 part-time, 143 HEFCE funded, 281 14-16 year olds, 29 international and 1332 non-funded/full-cost learners.

The college offers courses in all sector subject areas at all levels from entry level to higher education programmes. There is also an Adult Education programme. The vast majority of the college's courses are employment related and the college is a key provider of work-based learning which is organised through the Business and Apprenticeship Department. The college offers Apprenticeships for both 16-18 and 19+ learners in most occupational areas, commercial NVQs and a range of commercial courses to meet specific employer needs.

The college also works on a number of Department of Work and Pensions (DWP) projects to provide advice and guidance for unemployed people.

The inclusivity profile of the college for 2010-11 was as follows:

- Male learners constitute 48% of starters, and female learners 52%.
- Black and ethnic minority (BME) learners represent 8% of 16-18 and 11% of 19+ learners compared with 11% representation in the Borough and 7% of staff and 6% of governors.
- Disclosed disability of learners is 14% (of which 6% declare disability and 12% learning difficulty) and disclosed disability of staff is 4%.
- 28% of our learners received Additional Learning Support following initial assessment and diagnostic screening.
- Relatively little deprivation is noted with the exception of four wards defined as low income/high crime rates.

- 40% of our full-time 16-18 learners were eligible for Educational Maintenance Allowance due to low level household income.

The college employs approximately 590 staff of whom 328 are permanent; all teaching staff are technical experts.
A further breakdown of diversity data is below.

EQUALITY & DIVERSITY PROFILES

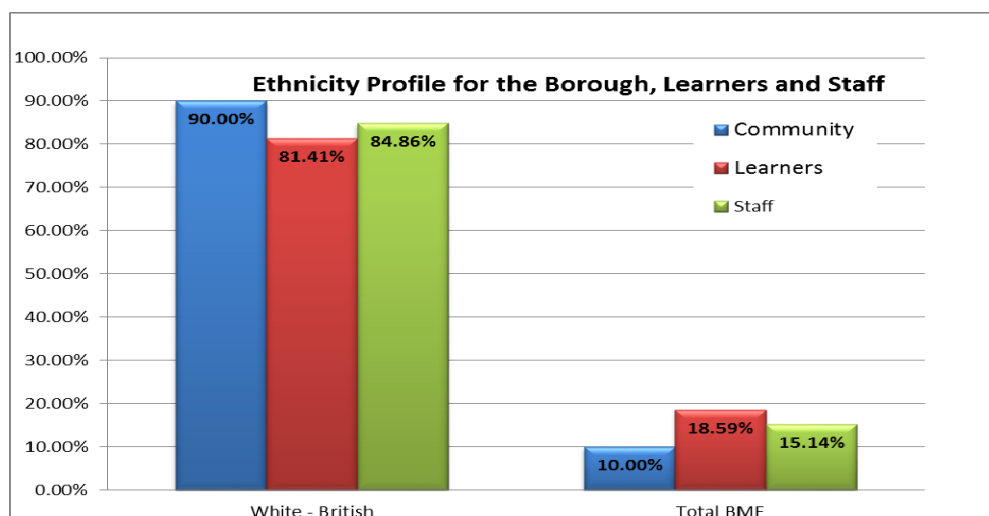
ETHNICITY

The ethnic profile in Table 1 shows that the College has a predominantly White British learner population which stands at 81.41%. Black and Minority Ethnic (BME) learners make up 18.59%¹ of the College population which is higher than the proportion of BME residents in the Borough which is estimated to be 10%. BME staff make up currently stands at 15.14% which although does not reflect the learner profile is significantly higher than the Borough data demonstrating that the College does attract diversity within its workforce.

The largest ethnic groups after White British differ at a community, learner and staff level. At a community level the most significant BME groups consist of White Other (3.15%), Indian (1.39%) and White Irish (1.01%). At a learner level the main BME groups are White Other (6.11%), Any Other (2.51%), Asian Other (1.80%) and Mixed White and Black Caribbean (1%). The main staff BME group is White Other (3.50%).

There are a large number of learners and staff whose ethnicity is 'unknown' (learners 2.51%, staff 7.92%). It should be a college priority to identify the profile of these staff and learners to see the impact on the overall college profile and representation percentage.

Table 1:



¹ Learner data refers to Learner responsive data for 2010/2011.

Due to the small percentages of ethnicities in the locality, the different groups have been clustered to form overall BME groups of White Other, Asian or British Asian, Mixed or Dual Heritage Groups, Black or Black British and all other Ethnic groups. The colours in table 3 show how these have been grouped.

Table 2:

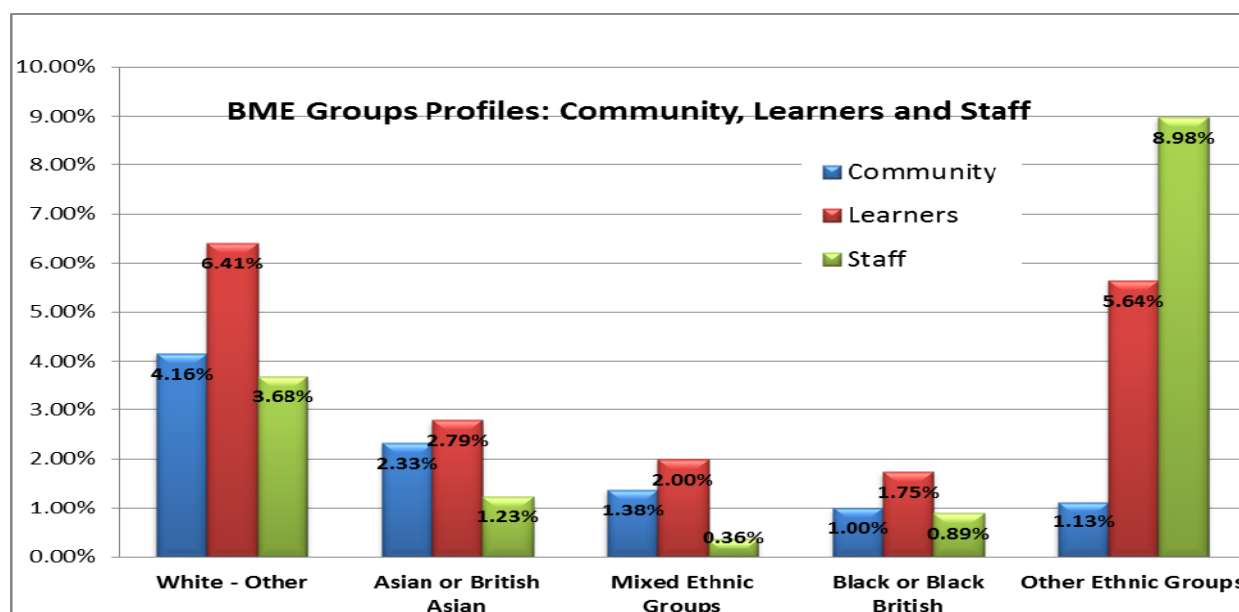


Table 3:

Ethnicity Breakdown	Community	Learners	Staff
White - British	90.00%	81.41%	84.86%
White - Irish	1.01%	0.30%	0.18%
White - Other	3.15%	6.11%	3.50%
Indian	1.39%	0.37%	0.35%
Bangladeshi	0.25%	0.45%	0.00%
Pakistani	0.44%	0.17%	0.00%
Asian Other	0.25%	1.80%	0.88%
Black African	0.50%	0.95%	0.18%
Black Caribbean	0.50%	0.55%	0.53%
Black Other	0.00%	0.25%	0.18%
Mixed - White and Asian	0.50%	0.30%	0.00%
Mixed - White and Black African	0.13%	0.28%	0.00%
Mixed - White and Black Caribbean	0.50%	1.00%	0.18%
Mixed - Other	0.25%	0.42%	0.18%
Chinese	0.63%	0.62%	0.53%
Any Other	0.50%	2.51%	0.53%
Unknown	0.00%	2.51%	7.92%
Totals	158800	6004	568
%	100.00%	100.00%	100.00%

Table 2 above shows the overall breakdown of ethnic groupings by local population, College learners and College staff. The table illustrates the learner profile for most groups are more diverse than the community and staff profiles, which reflects the increased diversity of the learner population.

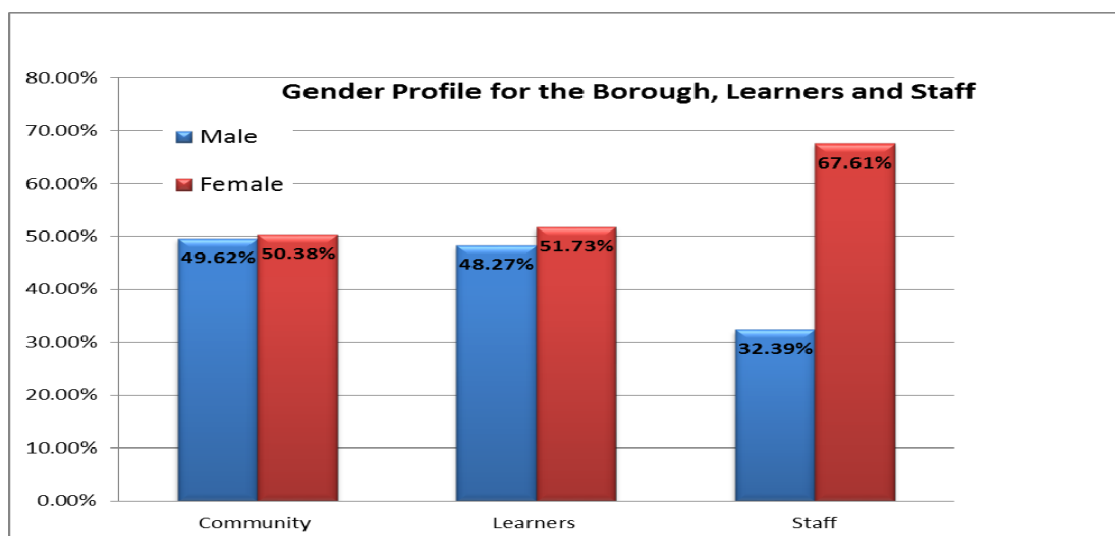
White Other makes-up the largest BME group, followed by Other Ethnic Groups, Asian/British Asian, Mixed or Dual Heritage and Black/ Black British.

GENDER

Table 4 shows the gender profile of learners and staff along with Borough information. The female learner profile is 1.35% higher than the proportion of females in the Borough.

The Gender profile of staff continues to be predominately female and is significantly higher than the percentage of females represented in College learners and in the Borough. The 67.61% is also high when compared to the FE sector norm which is 64% female: 36% male (LLUK Stats 2010).

Table 4:



DISABILITY

In relation to disability the learner profile shows 80.58% of learners have no disability, 14.16% have a declared disability and 5.26% are either unknown or not disclosed. An action for the college would be to reduce the number of unknown or not disclosed thus ensuring learners support needs are appropriately identified and met.

At a staff level, 3.87% have disclosed a disability but this figure is extremely low and more work will be needed to try and increase disclosures and raise awareness on data collection in relation to disability.

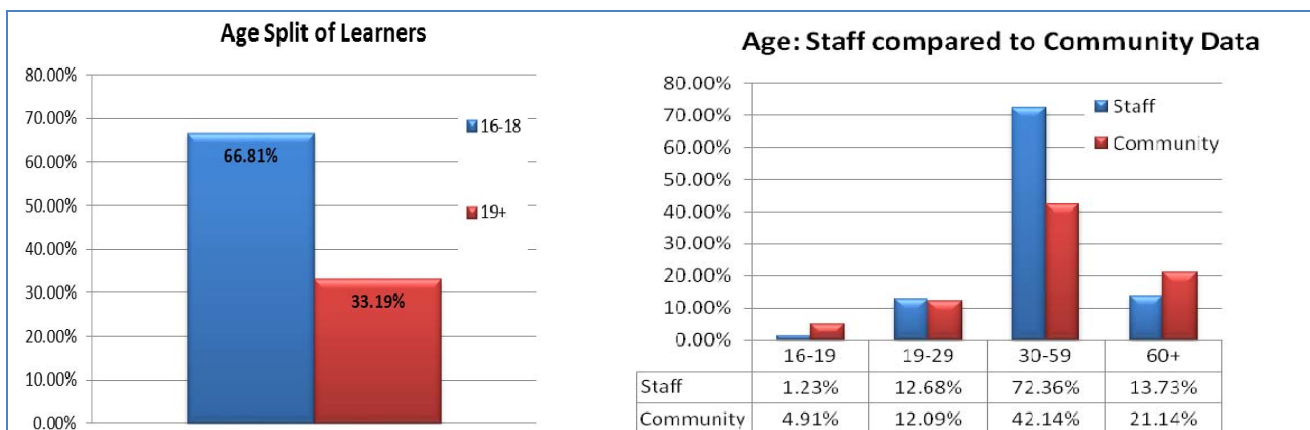
Nationally 1 in 4 people are estimated as having a disability and are of working age, further opportunities for data collection is needed for staff in order for the college to execute its equality duty in relation to disability and consider if there are equality gaps. Examining when and how this information is collected and implementing measures to update staff information at more regular intervals may increase the number of learners and staff disability disclosures especially as disabilities can be developed over time.

AGE

The age split of learner's show 66.81% make up 16-18 learners and 33.19% make up 19+ learners.

Table 5 compared the staff age groups to community data. The largest percentage of staff are from the 30-59 age group (30-39=15.67%, 40-49=26.76%, 50-59=29.93%). Although the table also show a high percentage of the community population are 60+.

Table 5:



LANGUAGE, SEXUAL ORIENTATION AND RELIGION AND BELIEF

The Crystal Report: Diversity Questionnaire 2010 collected some initial base line learner data for languages spoken, sexual orientation and religion and belief. The results from 2615 responses showed that:

- Language: 2282 (87.23%) said English was their first language with 242 (9.25%) said it was not. Of the 242 learners 44 different languages were recorded as being spoken.
- Religion: 1588 (60.72%) responses were made showing a low response rate on this question. 725 with listed a religion and a further 302 said they had no religion. Religions included Christian 643 (24.5%), No religion 302 (11.54%), Other minority religions 28 (1%), Hindu 21 (0.8%), Muslim 16 (0.6%), Buddhist 16 (0.6%) and 1 Jewish.

- Sexual Orientation: There were 181 (6.9%) which had no responses. Heterosexual 1807 (69%), Homosexual 74 (2.8%), Bisexual 34 (1.3%) and 516 (19.73%) had selected Prefer not to say.
- Gender Identity: 3 learners said they were Transgender.

3. OUR COMMITMENT TO EQUALITY AND DIVERSITY

The college is committed to providing a high quality educational experience where all learners and staff can work in a positive and inclusive environment. The 'BCOT Way' is to remove barriers and to raise achievement for everyone through our values of "Mutual Respect" and Opportunities for All". A suite of policies is in place to underpin and support an ethos of equality and diversity in all aspects of college life.

The college's vision, mission and values complement this proactive approach to equal opportunities and diversity.

The college's five values as expressed in the BCOT Way document (see page 26 web based resources) are:

'Our values are the overarching principles that direct our approach to the development of the college and our behaviour when conducting our work. Everything we do should be consistent with these values and everyone who works at BCOT should be comfortable with them. We promote these values to our learners and we expect these values to be upheld by them while they are learning with us and hopefully long after they have left BCoT'.

- Inspirational and enjoyable learning:
Education should be life changing. Excelled teaching is remembered by learners and provides inspiration throughout their lives.
- Working and achieving together:
Having a shared sense of purpose, with individuals and teams working together to achieve their goals and celebrate successes.
- Mutual respect:
Valuing and respecting learners and staff, by promoting equality, diversity and tolerance through positive communication and by challenging discrimination and anti-social behaviour at all times.
- Opportunities for all:
The college is accessible to people of all abilities and encourages the ethos of lifelong learning for everyone.
- Continuous improvement:
Our learners make a commitment to improvement when they come to BCoT to learn. In turn, the college is committed to continuous improvement so that his expectations of our learners can be met.

Practically, we show our commitment to equality and diversity through our policies, procedures and practices which link to how we recruit staff and learners, the way we make all staff and learners aware of their responsibilities to each other, the way we support staff and learners and the way we deal with unacceptable behaviour.

This Single Equality and Diversity Scheme encompasses our commitment to promoting equality, diversity and inclusion across all equality groupings and specifically addresses the college's obligations and legal duties to advance equality and diversity under the Equality Act 2010.

4. AN OVERVIEW OF THE LEGAL CONTEXT

Legislative Overview

The College is defined as a public authority under equality legislation. This means that we have a legal duty to comply with equality laws. The Equality Act 2010 is the most relevant equality legislation that applies to all public bodies named under the legislation and the majority of the Act came into effect on 1st October 2010. The Act replaces all previous equality and anti-discrimination legislation with a single Act which aims to streamline, strengthen and harmonise the previous equality law.

The Act incorporates a wider range of 'protected characteristics' covering age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The legislation is in place to protect and promote equality for everybody and the protected characteristics apply to all staff, learners and visitors to the College. This is realised through a new Public Sector Equality Duty which includes a general and specific duty.

The Public Sector Equality Duty (PSED)

The new public sector equality duty (PSED) was brought into force on 6 April 2011. The aim of the Equality Duty is to embed equality considerations into the day to day work of public bodies, so that they tackle discrimination and inequality and contribute to making society fairer across all the protected characteristics.

The Equality Duty consists of a **general duty**, with three main aims set out in section 149 of the Equality Act 2010; and **specific duties** set out in secondary legislation to accompany the Equality Act 2010. The specific duties are designed to help public bodies meet the general duty. The Duty will replace all existing legal duties in relation to Race, Disability and Gender and instead extend the scope to cover all characteristics protected under the Equality Act 2010 in one single duty.

For most public sector bodies the Equality Duty commenced on 6th April 2011 and they will have until 31 July 2011 to start publishing information about what they are doing.

The **General Duty** places a legal responsibility on the college to have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between different groups; and
- Foster good relations between different groups of people.

This applies to all activities in education, employment and training such as teaching and learning, employing people and providing services. The responsibility of meeting the legislative requirements sits ultimately with the College Governors, however all learners, staff and visitors have responsibilities to ensure the duty is met to ensure legal compliance and to meet the Colleges' commitment towards tackling discrimination and promoting equality and diversity.

The general duty is underpinned by a specific duty which provides a framework to help public bodies meet the general duty.

The **Specific Duty** requires public bodies to set specific, measurable equality objectives and to publish information about their performance on equality, so that the public can hold them accountable. All information must be published in a way which makes it easy for people to access it.

The purpose of the specific duties is to help public bodies to comply with the general equality duty by improving the focus and transparency of its activities to meet the duty. The Equality Act 2010 (Statutory Duties) Regulations 2011 outlined how public bodies will need to address the specific duties.

Under the Specific Duty regulations, a public body is required to:

- **Publish Information** to demonstrate their compliance with the equality duty, at least annually. This will need to include, in particular, information relating to their employees for authorities with 150 or more staff, and others affected by their policies and practices, such as service users.
- **Prepare and Publish Equality Objectives** at least every four years.

The publication of this information will ensure that public authorities are transparent about their performance on the equality duty. As a public authority, the college will be required to publish relevant information demonstrating compliance by 31 January 2012, and their first equality objectives by 6 April 2012.

Protected Characteristics

The following characteristics are protected under the Equality Act 2010:

Age: The Act defines age by reference to a person belonging to a particular age group (e.g. 32 year olds) or range of ages in a group (e.g. 18 - 30 year olds).

Disability: A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

Gender reassignment: is the process of transitioning from one gender to another. It is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with. This may include undergoing medical procedures or could include choosing to dress in a different way as part of the personal process of change.

Marriage and civil partnership: Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

Pregnancy and maternity: Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race: Race refers to a person or a group of people defined by their race, colour, nationality (including citizenship), ethnic and / or national origin. A person has the protected characteristic of race if they belong to a particular racial group, such as 'British people'. Racial groups can comprise two or more racial groups such as 'British Asians'.

Religion and belief: The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief (e.g. Atheism). A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions, Cults and new religious movements may also be considered religions or beliefs. Generally, a belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world to be included in the definition.

Sex: A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to either boys or girls.

Sexual orientation: means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to. Some people are only attracted to those of the same sex (lesbian women and gay men). Some people are attracted to people of both sexes (bisexual people).

Some people are only attracted to the opposite sex (heterosexual people). Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.

Prohibited Conduct

The Equality Act 2010 extends the scope of what conduct is prohibited in relation to the protected characteristics. The following provides an overview of what is included within the scope of the legislation.

Direct Discrimination: Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have, or because they associate with someone who has a protected characteristic.

a) Associative Discrimination: is direct discrimination against someone because they associate with another person who possesses a protected characteristic. Associative discrimination already applied to race, religion or belief and sexual orientation. It is now extended to cover age, disability, gender reassignment and sex.

b) Perceptive Discrimination: is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic. It already applied to age, race, religion or belief and sexual orientation and is now extended to cover disability, gender reassignment and sex.

c) Combined Discrimination: is where a person is discriminated against by another because of a combination of two relevant protected characteristics (e.g. if someone is treated unfairly because they are female and disabled). Note that the provision for dual discrimination under the Act has not yet been brought into force.

d) Discrimination arising from disability: is if a disabled person is treated unfavourably because of something arising in consequence of their disability and it cannot be shown to be proportionate to achieving a legitimate aim.

Indirect Discrimination: can occur when you have a condition, rule, policy or even a practice that applies to everyone but particularly disadvantages people who share a protected characteristic. Indirect discrimination already applied to age, race, religion or belief, sex, sexual orientation and marriage and civil partnership and is now extended to cover disability and gender reassignment.

Indirect discrimination can be justified if you can show that you acted reasonably in managing your business, ie that it is 'a proportionate means of achieving a legitimate aim'. A *legitimate aim* might be any lawful decision you make in running the organisation, but if there is a discriminatory effect, the sole aim of reducing costs is likely to be unlawful. Being proportionate really means being fair and reasonable,

including showing that you've looked at 'less discriminatory' alternatives to any decision you make.

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”. Protection includes harassment because of perception and association.

Harassment applies to all protected characteristics except for pregnancy and maternity and marriage and civil partnership. Employees will now be able to complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves.

Third Party Harassment: The Equality Act makes an organisation potentially liable for harassment of their employees by people (third parties) who are not employees of the company, such as customers or clients. The organisation will only be liable when harassment has occurred on at least two previous occasions, and they are aware that it has taken place, and have not taken reasonable steps to prevent it from happening again. This already applies to sex and is now extended to cover age, disability, gender reassignment, race, religion or belief and sexual orientation.

Victimisation: occurs when a person is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. A person is not protected from victimisation if they have maliciously made or supported an untrue complaint. There is no longer a need to compare treatment of a complainant with that of a person who has not made or supported a complaint under the Act.

Positive Action: The Equality Act allows an organisation to take positive action in limited circumstances if they think that employees or job applicants who share a particular protected characteristic suffer a disadvantage connected to that characteristic, or if their participation in an activity is disproportionately low. The Act does not allow positive discrimination.

Genuine Occupational Requirement: In certain circumstances it is legal to recruit someone purely on the basis of their characteristic. This is where it is legal to recruit someone purely on the basis of age, race, gender, sexual orientation, and religion or belief, where this is a genuine occupational requirement for the job.

Reasonable Adjustments: As well as making it unlawful to treat a disabled person less favourably because of a reason relating to their disability, it is also discrimination if an organisation fails to make 'reasonable adjustments'. Reasonable adjustments aim to remove the disadvantage that a disabled person experiences because of their disability. Making reasonable adjustments means changing policies, practices or procedures and/or providing auxiliary aids or services.

5. EQUALITY AND DIVERSITY POLICY AIMS

The college's Equality and Diversity Policy is a general policy which addresses the college's legal duties and responsibilities to equality and diversity. The aim of the college Equality and Diversity Policy is to prevent and eliminate all forms of unfair discrimination that might occur in the college.

6. THE COLLEGE INFRASTRUCTURE FOR PROMOTING AND DELIVERING EQUALITY AND DIVERSITY

The college has developed an infrastructure to ensure that actions required to eliminate discrimination and to promote equality and diversity across all of its functions are embedded across the college, and that infrastructure is kept under regular review. During the lifetime of this SES (i.e. since March 2009), the original college Equality and Diversity Committee has evolved into a combined Equality and Diversity and Safeguarding forum, recognising the synergies which exist between those two areas of interest. The forum is chaired by the Deputy Principal for Curriculum and Quality and membership of the includes staff at all levels and disciplines across the organisation, learners, and governors. There is a separate Equality and Diversity Monitoring Group chaired by the Director of HR.

The Equality and Diversity monitoring data is collected for learners and staff and reported on in both the annual Equality & Diversity Report and ultimately in the college annual Self Assessment Report (SAR). The resulting Quality Improvement Plan (QIP) includes measurement targets called Equality & Diversity 1mpact Measures (EDIMs). The SAR is the key college process for assessing the impact of the various processes and procedures designed to raise achievement and support all learners to achieve their full potential. Fully subsuming EDIMs into the main quality improvement cycle ensures they remain key priorities and are reviewed regularly for progress made.

The college also sets headline Key Performance Indicators (KPIs) which are monitored monthly by the senior management team and the Board of Corporation. KPIs include attendance, retention and success rates, learner, staff and employer satisfaction and lesson observation grades. These KPIs reflect the fundamental principle of the college, as detailed in the BOOT Way document, that all learners are given the opportunities and support to achieve the same level to success irrespective of any perceived difference.

7. DATA COLLECTION AND MONITORING

The college collects and analyses a range of data for a variety of purposes, including assessment of our performance against strategic aims and objectives and performance indicators. This also includes indicators on progress with equality, diversity and inclusion.

The college monitors equality and diversity information though a system of quantitative and quantitative data collection. This system is a fundamental aspect of

our quality assurance process.

We use statistical data drawn from:

- the college learners' records system
- the Lifelong Learning UK (LLUK) statistics database 2010 (noting that LLUK is now subsumed into LSIS)
- Local authority demographic data
- the Human Resource (HR) information database.

Learner profile

Equal opportunities monitoring data is gathered via the learner application and admissions process. Currently data on ethnicity, disability, gender, age, sexual orientation, religion/belief and gender identity are gathered. Information on language is also collected.

The data is used to monitor/analyse by equality grouping as follows:

- Learner recruitment
- Retention
- Achievement
- Success

This data is analysed in detail, down to course level.

Staff profile

Equal opportunities monitoring data for staff is gathered via the recruitment process in accordance with Civil Service Guidelines regarding the collection of sensitive personal data, in accordance with both the legal duties under the Equality Act 2010 and also taking into account responsibilities under the Data Protection Act 1998. Currently information on ethnicity, disability, gender, religion/belief, age, and sexual orientation is collected.

Data monitoring and analysis for staff currently takes place in relation to the following areas:

- Recruitment
- Leavers
- Staff qualifications
- Grievance, capability and disciplinary occurrences

Staff and learner experience of the college

We currently monitor this through:

- Annual learner and staff satisfaction questionnaires which include questions relating to equality issues; responses are also monitored by age, gender, ethnicity and disability

- Focus groups
- The Learner Involvement Strategy
- In addition, all incident reports (safeguarding/theft/etc) are monitored with reference to diversity data.

(See also section 8 below)

Key findings from the latest learner and staff surveys

Student surveys:

Course Review and Evaluation (CRAE) questionnaires are issued twice a year. One is issued after six weeks to evaluate the advice and guidance, induction and first impressions of the programme, and a second is issued towards the end of the course to evaluate teaching and learning and assessment strategies. Questions are also posed relevant to equal opportunities. In 2007/08 (the data used at the start of this Scheme), 81% of learners agreed that, as a learner with a disability or learning difficulty, the college was making reasonable adjustments to enable success on the course, 92% felt they were treated as individuals and 93% felt safe at college. By 2009/10, the format of the survey had changed, and learners with a disability or learning difficulty are no longer asked separate questions; rather, responses are analysed by the demographics of age, gender, learning difficulty, disability and ethnicity. The analysis also provides an external benchmark.

Headline data to date is as follows:

	2009/10	2010/11
External Benchmark		69
Overall BCoT	66	70
Male	66	70
Female	66	70
14-16	63	73
16-19		70
20+		70
Learning Difficulty	61	70
Disability	65	69
White		70
All other ethnicities		70

It is noted that whilst the headline data for all other ethnicities demonstrates no difference compared with the white student population, there were significant differences between various ethnic groups in both years – but no clear pattern has been identified. This is being further investigated during 2011-12.

Staff surveys

In the 2008 annual staff survey 76% of staff (12% improvement on previous year) agreed that equal opportunities are embedded into the culture of the college. As with the Student Surveys, the format has now changed, and all answers to the survey are now analysed by age, ethnicity and gender. The data for the two years are in Tables 6 and 7 below.

Gender

In both years, men were less satisfied than their female colleagues, although the gap had reduced significantly in 2010-11 (from a gap of 12 in 2009-10 to a gap of 4 in 2010-11).

In both years it was also noted that departments with predominantly male staffing were clearly less satisfied than departments where female employees are in the majority.

Therefore, at this stage, it is not known whether this male/female gap is because of factors affecting male/female perceptions across the college, or whether it is because certain departments are less satisfied than others (or whether the differences in department satisfaction are caused by primarily male/female factors). This will continue to be monitored.

Table 6 – Staff survey results 2009-2010

Breakdown by Gender/Age/Ethnicity (Whole College)	External Benchmark	Gender		Age				Ethnicity	
		Male	Female	16 - 30 yrs	31 - 40 yrs	41 - 50 yrs	51 + yrs	White	All Other Ethnic Groups
		65	159	37	35	64	76	182	8
Purpose, Structure and Direction	74	65	72	67	71	74	67	70	75
Strategic Management	58	52	64	62	64	65	56	62	72
Organisation Values and Culture	53	43	52	60	41	52	47	53	47
Communications	38	30	38	39	32	38	36	39	45
Cross Provider Organisation	66	54	69	69	64	66	62	67	54
My Local Line Management	65	57	71	67	69	68	67	71	57
My Colleagues in the Team	65	71	86	80	83	85	77	85	69
Performance Reviews	59	39	60	54	50	59	54	59	44
Career Development	45	36	41	56	37	44	32	43	14
Equal Opportunities and Safeguarding	77	68	81	72	82	78	78	79	65
Health and Safety	69	59	74	71	67	71	69	73	63
Job Security and Satisfaction	56	35	50	45	45	48	46	50	29
Pay and Benefits	41	35	40	42	40	33	41	42	25
Personal Development and Skills	81	81	82	82	83	80	83	82	79
Self Assessment and Planning	60	52	57	42	67	56	59	58	57
The Work Itself	76	64	73	75	71	69	71	75	56
Working Conditions	54	37	52	49	44	50	47	49	48
Overall Satisfaction	61	44	54	58	50	52	51	55	53
Weighted Average	60	49	61	60	57	60	57	61	54

Table 7 – Staff survey results 2010-11

	External Benchmark	Gender		Age				Ethnicity	
		Male	Female	16-30	31-40	41-50	51+	White	All Other Eth
Numbers		74	172	32	42	78	82	203	13
Purpose, Structure and Direction	73	67	72	68	73	77	63	71	83
Strategic Management	53	50	58	51	57	58	54	56	56
Organisation Values and Culture	47	48	50	59	46	51	47	50	57
Communications	36	34	34	35	31	38	33	35	41
Cross Provider Organisation	63	58	67	63	66	71	57	65	80
My Local Line Management	62	65	69	69	59	68	72	68	74
My Colleagues in the Team	80	79	86	86	74	85	86	84	79
Performance Reviews	56	44	55	59	40	52	54	53	52
Career Development	38	41	34	45	33	39	33	39	41
Equal Opportunities and Safeguarding	75	78	83	81	77	86	80	82	83
Health and Safety	69	71	75	74	68	77	76	75	84
Job Security and Satisfaction	44	40	37	46	32	39	38	38	59
Pay and Benefits	37	39	36	40	31	40	37	38	42
Personal Development and Skills	82	82	83	80	76	85	54	81	84
Self Assessment and Planning	56	60	54	42	58	54	61	55	76
The Work Itself	72	67	71	79	63	70	71	71	73
Working Conditions	52	44	53	51	49	51	50	51	64
Overall Satisfaction	54	47	51	58	47	52	49	51	65
Weighted Average	58	54	58	59	53	59	56	58	65

Age

There seems to be a trend that people in the 16-30 age bracket, and those in the 41-50 age bracket, are more satisfied than their colleagues in the 31-40 and 51+ age brackets. There are very many variables that could be affecting the satisfaction levels of the various age groups and the E & D forum has the investigation of this as an action for 2011-12.

Ethnicity

In 2009-10 the BME groups were significantly less satisfied than their white colleagues, especially in areas concerning pay and benefits, and career development. A focus group found that, whilst there was clearly no difference in pay levels for people doing similar jobs (the College operates on a harmonised pay-scale), there was a feeling that subtle differences of behaviour and expectations between different groups might in some way limit progress for some BME individuals. Because these factors were so subtle, the group felt that they did not want ethnicity to become a major focus for E & D training across the college and the approach adopted was to disseminate the results of the group via the E & D forum. The results for 2010-11 showed a complete reversal of the previous year's results, with the white majority being less satisfied than the ethnic minorities on 16 out of 18 categories. This will continue to be monitored.

8. INVOLVEMENT AND CONSULTATION

The college has a system in place to consult with a wide range of learners, staff and other stakeholders to ensure the services provided are developed and delivered as effectively and accessible as possible. The following are examples:

- learner questionnaires, with results analysed and issues identified
- learner representatives on course teams
- learners' focus group meetings
- departmental Learner Councils
- cross-college Learner Parliament
- learner representatives on Board of Corporation and college committees
- two management/staff liaison committees
- annual staff survey
- cross college events e.g. Healthy College Day, Environmental Day, Diversity day
- celebration of national international events (International Women's Day, World Aids Day etc).

Additionally, in 2009-10, a system of staff-lead working groups was established to provide recommendations to SMT on topics chosen by the staff.

The college recognises that active involvement, engagement and consultation are important elements in promoting equality, diversity and inclusiveness.

9. STRATEGIC AND BUSINESS PLANNING

The college strategic plan "The Journey to Excellence" covers the five-year period 2007-2012. The Strategic Plan includes within strategic priority 3, a strategic aim "to develop provision that is targeted at under-represented groups and individuals" and it goes on to outline a number of initiatives to achieve this strategic aim.

Initiatives include:

- identifying under-represented groups through improved data management techniques
- using Equality & Diversity Impact Measures (EDIMs)
- supporting disaffected and disadvantaged young people
- developing provision aimed at high achieving school leavers
-

The annual business planning cycle is used to identify and plan, at department level, activities and resources in the coming year that will contribute to the delivery and achievement of the Strategic Plan.

All college departments, curriculum and corporate, produce a business plan. Equality issues and developments will be identified through this process by individual departments and examples of actions that have arisen through this process include:

- creation of female changing rooms in Engineering
- relocation of activities to provide improved accessibility
- new curriculum provision targeted at disaffected young people opportunities for 14-16 aged learners to participate in taster
- activities and formal courses at college
- improved accessibility to the Learning Resource Centre

10. EQUALITY IMPACT ASSESSMENT

The purpose of impact assessment

The purpose of equality impact assessment is to ensure that all college functions, policies, practices, procedures, provision and criteria are fair to all groups of people by identifying and removing negative impacts or barriers to equality and by actively seeking opportunities to promote greater equality and diversity within the college.

We carry out impact assessments on all policies, procedures, functions and practices as they are revised /created to ensure equality of opportunity. These are undertaken by the person responsible for the policy, procedure, function and / or practice and involve appropriate consultation with relevant stakeholders such as staff, learners and external experts. The impact assessment is then considered by the E&D Monitoring Group which rigorously assesses it. Once approved the policy is posted on the staff intranet.

As noted in Section 4 above, the college has a legal obligation to ensure that it does not discriminate against particular groups defined under the Equality Act 2010. In addition the college aims to make sure that no other group or individual is treated unfairly for any other perceived difference such as social class, part-time status etc.

The impact assessment process

The college has a two stage approach to Equality Impact Assessment:

Stage one - initial screening:

This identifies potential impacts based on existing information or evidence.

Stage 2 - full equality impact assessment:

This involves full consideration of information and evidence, including involvement of stakeholders, where appropriate. The outcome of the process is to identify potential impacts and develop an action plan to address negative impacts and to further enhance the opportunity for positive impact. The delivery of actions is co-ordinated and implemented by those involved in the impact assessment process.

The process is currently under review, with the intention of emphasizing the importance of advancing equality of opportunity, whilst maintaining the remit to ensure that the policy/process/etc does not impact unnecessarily on any particular group, and that any such impact is mitigated to the extent possible.

The awareness of the need to assess E & D impact has also been heightened, by

ensuring that the E & D impact of decisions/discussions at SMT meetings is considered as an agenda item before a meeting closes.

11. EQUALITY & DIVERSITY TRAINING

The college recognises that training and development of staff is a key element in ensuring that:

- there is good awareness and understanding of equality and diversity issues across the college and an appreciation of the college's values and commitment to inclusion
- unlawful discrimination and harassment are eliminated
- all staff are aware of the potential barriers to inclusion and the need to address these appropriately within the scope of their own remit

The college provides a range of training opportunities for staff. These include:

- NCFE L2 qualification in E&D — an optional activity
- Introduction to E&D at BCOT which is a mandatory training activity for all new staff
- Disability awareness training which is a mandatory training activity for new teaching staff
- Safeguarding training which has been provided for all staff and which is a mandatory training activity for all new staff
- Cross-college E & D events
- Specialist external training for relevant staff
- DVD on Cultural awareness
- Visible and Valued e-learning programme.

In addition, an area on the Staff Intranet (Top Tips for Diversity) is devoted to providing relevant E& D resources; this is regularly updated.

12. PROMOTING EQUALITY OF OPPORTUNITY FOR LEARNERS AND ELIMINATING DISCRIMINATION AND HARASSMENT

The college has developed a number of policies with the aim of promoting equality of opportunity and eliminating discrimination and harassment:

- Equality & Diversity Policy & Procedure (Stu 1)
- Policy and Procedure for Supplying Support for Learners with a Learning Difficulty or Disability (Stu 17)
- Safeguarding Policy & Procedure
- Anti-Bullying & Harassment Policy & Procedure (staff) (Pers 25)
- Anti-Bullying Policy (learners) - includes guidance for learners on what to do if they are being bullied (Stu 25).

The college promotes equality of opportunity through a variety of activities:

- information on expected standards of behaviour included in induction
- all full time learners sign a code of conduct which is promoted on posters

throughout the college and on the VLE

- a "rights and responsibilities" tutorial pack for delivery to full time learners
- promotion of anti-bullying week
- a college counselling service which supports learners who may feel bullied/discriminated against and which can also refer to external agencies
- International Student evenings
- Diversity Day
- World Aids Day/Healthy college events including Lesbian, Gay, Bisexual & Transgender (LGBT) rights and work with the police lesbian and gay liaison officer
- participation in the National Union of Students (NUS) LGBT campaign including the setting up of a peer support email
- an Equality and Diversity officer on the Student Union executive promotion Of Black History month and International Women's Day development of the VLE designed to enable courses to be undertaken flexibly through the use of technology (more development is needed to give maximum choice and flexibility to learners who would like to adapt study to fit with personal circumstances)
- Safeguarding and Every Child/Learner Matters training for all staff AimHigher ambassadors from a variety of backgrounds and nationalities
- poster campaign to draw attention to the issue of self harm AimHigher Mentors who support learners from targeted schools with a background of non participation in FE/HE
- workshops in primary schools to break down course/occupation stereotypes
- use of positive images (re gender, ethnicity, disability) in college publicity materials
- college representation on Common Assessment Framework (CAF) Steering Group and Basingstoke & Deane Borough Council's Children's Plan Action Group
- college nurse's support of learners with medical needs
- travel subsidy to assist learners with the cost of getting to college
- administration of learner support funds, Educational Maintenance Allowance (EMAs) and Adult Learners Grant (ALGs) for learners in financial need
- a comprehensive Learner Involvement Strategy which gives learners good opportunities to express their views.

13. COLLEGE APPROACH TO INCLUSION: COURSE PROVISION AND TEACHING AND LEARNING

Overall the college's response to educational and social inclusion is good. The college has a broad curriculum offer and assists learners who require any type of learning support by the provision of an extensive range of services which are delivered through the Learner Services department and which are coordinated by the manager for those with additional learning needs.

The college curriculum is particularly good at providing opportunities for those who

have limited academic qualifications. Entry level programmes are provided in three vocational areas as well as full-time and part-time English for Speakers of Other Languages (ESOL) programme centred in Learner Services. Level 1 programmes operate in seven curriculum areas and, in Construction and the School of Hair and Beauty, more than one programme is provided. The college 14-16 provision also caters for learners disengaged from the traditional school curriculum and includes:

- a Vocational Skills programme)
- "Links" provision which enables learners from special schools to access realistic working environments
- a full-time programme for learners with behaviour, emotional and social difficulties
- the work of AimHigher mentors and ambassadors in four local secondary schools which lack a tradition of progression to FE and HE (this support continues when such learners come to the collage).

Potential full-time learners who declare a learning difficulty or disability are offered an assessment of their needs before they come to college. In addition, all full-time learners are interviewed and undertake diagnostic assessment at enrolment or during induction to ensure they are on the correct level of programme. Learners needing support are therefore identified early and concerns are discussed and appropriate adjustments to the programme or transfers are made. An 'At Risk' system is in place, with the eILP (electronic Individual Learning Plan) for each learner recording issues and actions/safeguards for the individual. All learners accessing support have an agreed and negotiated learning support plan which is reviewed and monitored throughout their course.

There are very good arrangements for providing additional learning support to identified learners in the classroom or workshop on the majority of programmes, with particularly high level of support on level 1 and 2 programmes. The aim of this support is to provide the individual with independent learning skills but support is of course provided on level 3 programmes for those with particular difficulties. Where the college has advanced notice of additional support needs, the support is in place from the beginning of the learner's programme. For support needs identified post enrolment, the support is in place by the Autumn half term at the latest. This support is co-ordinated by the manager for additional learning support (ALS), who leads a team of ALS tutors and Learning Coaches who work with learners with learning difficulties and / or disabilities both in out of the classroom. The following specific needs are catered for:

- Dyslexia
- Dyspraxia
- Dyscalculia
- Attention Deficit Hyperactivity Disorder (ADHD)
- Asperger's Syndrome
- Autistic Spectrum Disorder
- mental health problems including Obsessive Compulsive Disorder and emotional difficulties

- rare syndromes including Mears Irlen and, in particular, mild/moderate global learning difficulties
- hearing impairment
- wheelchair users.

Learner Mentors (established 2010) also work within the Learner Services department, and provide particular support to learners with social and domestic difficulties.

There is close liaison between the ALS tutors, the Learner Mentors and vocational staff. Support is maintained on a weekly basis and training is also provided for vocational staff regarding techniques for accommodating learners with limited literacy and numeracy skills.

Learners receiving support are monitored and data comparisons are made in terms of achievement and retention with learners not in receipt of support.

The college Learning Resources Centre (LRC) supports access and inclusion in a number of different ways including providing tutorials in accessible formats, assisting individual learners with using the LRC's facilities and graphic images on the shelving to help with the location of materials.

Examples of the types of issues teachers highlight on lesson plans (as relevant) to identify how equality and diversity issues are covered include:

- differentiated tasks for the more able
- differentiated tasks for the less able
- use made of group profiles to inform lesson planning activities which celebrate cultural diversity
- opportunities provided for challenging stereotyping
- opportunities provided for challenging discrimination or unfair treatment
- opportunities provided for challenging prejudice (making judgements in the absence of the facts!)
- strategies used for promoting equality in relation to age, gender, race, ethnicity, nationality, religion and belief, disability, learning difficulty, sexual orientation and transitioning
- use of accessible learning materials such as large font and coloured paper
- use of assistive technologies e.g. use of the accessibility tools available on all PCs
- use of the VLE
- strategies used for learners with different ranges of linguistic skills (non native speakers of English, sign language users, low levels of literacy)
- use of Additional Learning Support (ALS).

Learning methods which help promote equality and diversity include:

Differentiation
Experiential learning

Different learning styles
Comparative learning (group)

Relating theory and practice	Teacher as role model
Multi-sensory learning	Discussion
Use of ILT	Peer reviews
Embedding language, literacy and numeracy.	

14. WIDENING ACCESS

The college provides a purpose built nursery attached to the college. Nursery places can be allocated to staff and learners requiring child care in order to enable them to attend college, by providing affordable childcare and hence assisting with gender equality (especially for young mothers who might otherwise be unable to undertake further education). Learner grants are available for nursery places.

Another initiative the college has developed to provide flexibility for learners is the establishment of a Virtual Learning Environment (VLE). The VLE is designed to enable courses to be undertaken flexibly through the use of technology, allowing remote access to course study materials. This is intended to enable learners with a range of responsibilities, including those with caring responsibilities, to select a mode of study to meet their needs. Work is ongoing to expand this facility in order to encompass an increased range of courses and course materials which will give maximum choice and flexibility to all learners who would like to adapt study to fit with their personal circumstances, including those who might for any reason (including illness or pregnancy for example) be unable to attend college regularly.

In 2010-2011, additional training was provided to staff Blended Learning Champions, prior to rolling out blended learning across all levels of provision in 2011-12, further enhancing the use of the VLE.

15. CONTINUOUS IMPROVEMENT AND QUALITY ASSURANCE

The college has a range of quality assurance mechanisms which aim to identify and address any issues of concern and these contribute to a process of continuous improvement. The quality assurance mechanisms culminate in the production of annual SARs at both departmental (curriculum and corporate) and college levels with accompanying Quality Improvement Plans.

The Quality Assurance system is based on course teams which meet regularly and are required to monitor the quality of the programmes through the timely completion of course Self Assessment Reports (CRAE 3s) which act as an evidence base for department Self Assessment Reports. SARs include detailed information on course retention, achievement and success rates and these are monitored by gender, age, ethnicity and disability.

Similarly the college Lesson Plan pro-forma requires staff to indicate how equal opportunity issues and additional needs/inclusive learning are to be addressed.

The college continuously reviews its quality improvement assurance systems. The current main review body is the Continuous Improvement Team (CIT) which

monitors progress of the "Red Flag" and Board of Studies processes. Under the Red Flag process full-time and significant part time courses of particular concern (based on national averages and previous year's achievement and retention data and in-year withdrawal data) are carefully monitored, including the use of focus groups. These courses are then given extra support with under-performing teachers being supported by a variety of mechanisms including the use of the VLE and Teacher Experts (a new initiative for 2011-12). The Board of Studies system whereby, at set points in the year, teams are required to review learners' achievement and action plan those who are not up to date, is seen as a major factor in improving achievement.

The college's Senior Management Team (SMT) plays an active role in quality assurance. Three of the senior team sit on the CIT and the minutes of this group are an agenda item for full SMT and Heads of Department (HoD) meetings. The college's top level KPIs are considered on a monthly basis at SMT meetings and by the Board of Corporation (BoC). Courses are either removed from or added to the 'Red Flag' category as appropriate.

The college has a rigorous approach to monitoring the quality of lessons, with a specially established and trained observation team consisting of HoDs and experienced Grade 1 teachers. As well as the formal grading awarded by this team during the lesson observation cycle, there are also themed ungraded observations and a system of peer support observations. The college sets challenging targets for teachers to achieve a minimum Grade 2 on observations. Those who are graded as satisfactory (Grade 3) or below are given appropriate support before being re-observed.

16. COLLEGE ESTATES

Much of the South Site of the college was built between the 1950s and 1970s. Little provision for access was made at these times. The North Site was built in the mid-90s but access provision allowed was limited. In the period leading up to 2009-10, the college invested in a number of initiatives to improve access despite plans for new purpose built premises during the life of the current Strategic Plan (2007-2012). These included a new platform stair lift on South Site to provide wheelchair access, especially to the specialist Science Laboratories, and automatic doors being fitted to main access points (such as the entrances to the Restaurant and Beauty Salons on South Site and to the main entrances to North Site). An automatic door was also been installed in the entrance to the LRC. The recent introduction of card-operated door security required a review of fire-door operation, including ensuring safe exit by those with physical impairment.

The Creative Arts Apple Mac Design Suite was moved from the third floor of North Site to the ground floor. The Sound Engineering facilities have been moved from the inaccessible first floor of the Engineering building on South Site to the ground floor of North Site. These moves have completely eradicated access problems to these two specialist areas.

A deaf alert system was installed in 2006 and pagers are issued to those who need

them via Reception on South Site.

Work continues to make the lifts as user-friendly as possible although their age and position makes this difficult. New controls were installed in some lifts and all have Braille decals fitted. All are fitted with voice announcements.

The location of all parking positions have been improved so that there is better provision for those requiring access close to buildings. The college Car Parking Policy has been strengthened so that anyone parking in a disabled parking bay is issued with a fixed penalty notice.

Following the withdrawal of Government funding during 2009-10, the plans for a new build were withdrawn and it is now in the process of updating the current premises, with a major face-lift to the South Site main building and a rebuild of the Engineering block. This provides an opportunity to enhance accessibility to these areas.

The college has also subscribed to "DisabledGo", a web-based information service for those with physical impairment, giving tailored advice about accessibility and appropriate facilities provided by the college to prospective visitors, or those hoping to access learning at the college. The intention is to provide the information in advance of a visit, or taking a decision as to whether to study here, to assist in preventing embarrassment or the need to ask potentially demeaning questions.

17. TAKING STEPS TO TAKE ACCOUNT OF PEOPLE'S DISABILITIES EVEN WHERE THAT MEANS TREATING THEM MORE FAVOURABLY

The college recognises that equality of opportunity cannot be achieved in every case by treating disabled people in exactly the same way as people who are not disabled. We understand the underpinning principle within the Disability Equality Duty encompassed in the Equality Act 2010 means making adjustments where appropriate; to ensure that disabled staff and learners can access equality of outcomes that are the same as for staff and learners who are not disabled.

Examples of the way the college applies this requirement in practice include the following:

- prioritising availability of disabled car parking during the current Engineering block rebuild
- our learner support processes aim to ensure that learners with disabilities are appropriately supported with the facilities, materials, equipment, time or other adjustments needed to ensure they can progress with their studies in the same way as other learners
- the development of an accessible learners survey to ensure all
- learners can provide views on college life
- the college is an accredited Positive About Disabled People (two ticks symbol) employer and offers a guaranteed interview scheme for candidates who meet the minimum recruitment criteria
- a positive approach to employees who may need help to return to work following a period of illness; as well as obvious short-term adjustments (e.g.

temporary alteration of working hours) the college encourages people to stay in work by, to the extent possible, amending duties to suit any long-term impairment.

18. MARKETING

The Equality and Diversity /Safeguarding forum actively debates all marketing initiatives, and inputs ideas for new initiatives, to ensure that maximum emphasis is given to the importance of promoting all aspects of inclusivity. (The marketing manager is a member of the forum). As well as the use of positive role models and case studies detailing success stories being provided in our published literature, including the website, the prospectus and the BCoT page in the Basingstoke Gazette, our face-to-face contact with outside agencies is focused on encouraging inclusivity. Positive images are also displayed internally and externally across the college

Examples include the Engineering & Automotive Technologies Department and the Construction and Interior Skills department both working with primary schools to promote their vocational areas to girls. Engineering has established female changing and locker facilities in the department, has revisited its publicity to include positive female images and has run focus group meetings with female learners to identify strategies and support for attracting more females onto its programmes.

19. PROCUREMENT

The college recognises the requirement to address equality and diversity considerations within the procurement function.

We are currently in the process of updating and enhancing all of our procurement processes and procedures to incorporate best practice with the support of Tenet Education Services Ltd.

The revised processes will build on existing systems to ensure that careful and thorough consideration is given to equality and diversity issues as an integral part of the process and meet the latest legislation.

The college currently operates criteria which incorporate the requirement for approval or authorisation, dependent on the size, scale and financial expenditure for each contract or tendering process and the requirement for adherence to, and demonstration of, specified terms and conditions for organisations participating in tendering for college contracts. Approval from the college's Finance and Resources Committee / BoC is required for all contracts or tenders of a significant nature to ensure the college can demonstrate fairness, financial prudence and objectivity in the allocation of contracts.

20. ENCOURAGING PARTICIPATION IN PUBLIC LIFE

The college has a range of mechanisms to consult with learners and to promote their involvement in the operation of the college. These include:

- learner representatives on course teams
- a wide range of learners involved in Department Learner Councils and the Learner Pediment
- learner representatives on college committees (Board of Corporation, Environmental Action Group, Health, Safety & Welfare Liaison Committee, Equality and Diversity/Safeguarding forum) AimHigher ambassadors who work in designated secondary schools and assist at college events
- V inspired volunteering activities (now replaced by an in-house college volunteering scheme)
- Student Union fund raising activities (e.g. Children in Need, Comic Relief, Epilepsy Association)

Learners are actively encouraged to take part in volunteering and citizenship, with a reward system encompassed in the newly-introduced (for 2011-12) Enterprise Passport.

Staff are also encouraged to take part in community activities, partly as a natural part of their responsibilities in working with our learners, but also by allowing Special Leave for those who undertake community responsibilities.

21. COMMUNITY COHESION

At BCoT, we are fully aware of the debate and consultation on community cohesion which has been on-going and developing since the commencement of this current SES. The concepts originally raised by John Denham, the then Secretary of State for Innovation, Universities and Skills, and Ed Balls, the then Secretary of State for Children, Schools and Families, in a letter to the sector in September 2008 to mark the start of the 2008-09 academic year are still valid. This letter includes references to the role of colleges in developing community cohesion, a role embraced by this college. Three paragraphs in particular focus on this theme:

"We believe that the FE sector has a crucial role to play in enabling this country to meet current and future challenges. Our vision for the sector is therefore an ambitious one: FE is at the heart of our actions to unlock the talent of individuals; build strong and inclusive communities; and develop the skills and innovation employers need to compete successfully".

"FE colleges are leaders in their community — not just in education but as institutions that can drive economic development and regeneration through their presence, participation and leadership. Colleges are therefore essential to delivering this government's commitment to engaging and helping those who are most excluded from education, the labour market and society. Many colleges already do this, in a myriad of ways: giving people the language skills they need to participate as active citizens; helping them develop the skills they

need to enter the workforce; and encouraging them to progress further so they can truly unlock their talents”.

"Another area we would like to recognise is the role of FE colleges within their local communities. We believe that colleges are important agents of social change - helping individuals to succeed and progress but also engaging the hardest to reach, helping to build strong and inclusive communities”.

Included in the vision statement within ‘The Journey to Excellence’, the college’s Strategic Plan 2007-2012, is a reference to ensuring that our learners will be enabled ‘to make a positive contribution to their community’.

22. WORKFORCE CONSULTATION AND INVOLVEMENT

The college has provision for two staff liaison committees (one Corporate and one Teaching), which are fair mechanisms for staff to raise matters relating to employment within the college and to contribute to decision making on relevant issues. An annual staff satisfaction survey is in place.

23. PAY EQUALITY

The college is committed to the principle of equal pay for all our employees.

We aim to eliminate any gender bias in our pay systems. We understand that equal pay between men and women is a legal right under both domestic and European law.

It is in the interests of the organisation to ensure that we have fair and just pay systems. It is important that employees have confidence in the process of eliminating gender bias and we are therefore committed to working in partnership with employee representatives to take any action necessary to ensure that we provide equal pay.

We believe that in eliminating gender bias in our pay system we are sending a positive message to our staff and customers. It is important for good employee relations to have a fair and transparent reward system.

We recognise that avoiding unfair discrimination is a key point of maintaining high morale and efficiency. It is also an element in the requirement to control costs. Our objectives are to:

- eliminate any unfair, unjust or unlawful practices that impact on pay, and
- take appropriate remedial action.

24. HR POLICIES

The college recognises the importance of HR (personnel) policies and procedures in promoting equality and diversity and as such has a suite of policies including those related to recruitment and selection, pay, induction, probation, grievance, discipline and leave, as well as anti-bullying and harassment. All policies and procedures are located on the staff intranet and are updated regionally. All updates and any new policies are subjected to impact assessment against the nine protected characteristics

The college also recognises the particular importance of the recruitment process in delivering fair and equal employment opportunities.

25. ROLES AND RESPONSIBILITIES

Every member of staff has a responsibility for equality and diversity. The reporting and monitoring of equality and diversity occurs through team meetings, the department and college self assessment processes, impact assessments, and also through the Equality and Diversity Monitoring Group, and the E & D / Safeguarding forum. The Quality Committee of the Board of Corporation receives reports on quality and diversity issues. A named Governor has specific oversight of E&D and a designated college manager has overall responsibility for E&D.

BCoT staff and learners have the right:

- to be treated fairly irrespective of their possession, or association with people who possess, any of the nine characteristics protected by the Equality Act 2010, or other perceived differences such as social class or financial status
- to be treated with respect by everyone in the college
- to work free from harassment and bullying.

Staff and learners have the duty:

- to treat others with the respect they would wish to be treated with
- themselves
- not to bully, intimidate, demean, undermine or harass others.

All staff have the duty:

- to be role models in how to behave
- to make appropriate responses if witness to discriminatory behaviour ~ challenge it if able to do so and certainly not to condone it by ignoring it but to report it using the appropriate systems.

Teaching staff need:

- to ensure that lesson plans, lesson content and teaching and
- learning resources demonstrate sensitivity to issues of equality
- to challenge inappropriate behaviour by learners and work placement providers.

26. EQUALITY OBJECTIVES

The college has an overarching aim that it will be welcoming and inclusive to all. However, during the remaining lifetime of this SES, the main equality objectives which the college will pursue in order to fulfill its duties to prevent unfair discrimination of any kind and to advance equality of opportunity and diversity will be as follows:

- Continue to improve data collection and analysis for learners, especially with a view to identifying and eliminating barriers to progression for different ethnic minority groups. (The E & D report and action plan each year will provide further detail).
- To reduce the number of 'unknowns' for disability data for both staff and learners (5.3%); in particular for learners a better knowledge of their disabilities/difficulties will enable the college to provide more sensitively for their needs.
- Staff disclosure rates for disability (approximately 4%) are well below the estimated rate for the national working population (approximately 25%). The college will, by the use of sensitive encouragement, attempt to increase the disclosure rate year on year, so that we are better informed about the possible needs of our staff.
- The ethnic profile of our staff has, by action taken during the recent years of this scheme, moved from being very similar to the local demographics, to being closer to the profile of our learners, and the college will continue to follow recruitment procedures and employment policies which encourage diversity. To the extent possible (given the local demographics), the aim is to have a staff profile which better matches the ethnic profile of our learners.

In addition to these objectives, the college will publish more detailed priorities in the annual E & D report and will continue to update the E & D action plan on an annual basis, to take into account much more detailed actions, as identified from time to time.

27. POST SCRIPT

This updated Single Equality Scheme is now a snapshot of the college as it operates at the start of 2011-12 Academic Year and how it plans to operate until the new Scheme is produced in conjunction with the new Strategic Plan for the period commencing in September 2012. Consequently the statistics used within the text will change within the lifetime of the scheme, and will inform the new Scheme in due course. In the meantime, updated statistical information and data will be accessible through the college intranet, and as published in the Annual Equality and Diversity Report.

28. ASSOCIATED DOCUMENTS

Equally & Diversity Policy and Procedure (Stu 1)
Age Equality Policy
Sexual Orientation Policy
Cultural and Religious Diversity Policy
Role of Equality & Diversity Monitoring Group
Role of Single Equality Scheme Working Group
Learner Involvement Strategy (Stu 4)
Equal Pay Policy Statement
Effective Learning Policy and Procedure (Stu 19)
Disability Statement (Learners) (Stu 27)

29. WEB BASED RESOURCES:

- a) BCoT Way document
- b) Equality and Diversity Annual Report
- c) The Equality and Diversity Annual Report
- d) Check list for Customer Services, Personnel and Facilities in relation to Disability
- e) Accessibility in learning checklist
- f) Edexcel Child Protection Policy for Edexcel staff coming into colleges
- g) Quick Guides to E&D at BCoT
- h) Student Guides to P&Ps
- j) Religious calendar
- k) Safeguarding Policy and Procedure
- l) Anti Bullying Policy and Procedure (Stu 25)
- m) Contractors guide to child protection

APPENDIX A

THE MEANING OF DISABILITY

When is a person disabled?

A person has a disability if s/he has a physical or mental impairment, which has a substantial and long term adverse effect on the ability to carry out normal day to day activities.

What about people who have recovered from a disability?

People who have a disability within the definition are protected from discrimination even if they have since recovered.

What does impairment cover?

It covers physical or mental impairments; this includes sensory impairments, such as those affecting sight or hearing.

Are all mental impairments covered?

The term 'mental impairment' is intended to cover a wide range of impairments relating to mental functioning, including those often known as learning difficulties.

What is a 'substantial' adverse effect'?

A substantial adverse effect is something which is more than a minor or trivial effect. The requirement that an effect must be substantial reflects the general understanding of disability as a limitation going beyond the normal differences in ability which might exist among people.

What about people who know that their condition is going to get worse overtime?

Progressive conditions are conditions which are likely to change and develop over time. Where a person has a progressive condition s/he will be covered by the Act from the moment the condition leads to an impairment which has some effect on the ability to carry out normal day-to-day activities, even though not a substantial effect, if that impairment is likely eventually to have a substantial adverse effect on such ability.

Are people with genetic conditions covered?

If a genetic condition has no effect on ability to carry out normal day to day activities, the person is not covered. Diagnosis does not in itself bring someone within the definition. If the condition is progressive, than the rule about progressive condition applies.

Are any conditions specifically excluded from the coverage of the 2010 Act?

Yes, certain conditions are to be regarded as not amounting to impairment for the purposes of the Act. These are:

- addiction to, or dependency on, alcohol, nicotine, or any other substance (other than as a result of the substance being medically prescribed)
- seasonal allergic rhinitis (e.g. hay fever), except where it aggravates the effect of another condition

- tendency to set fires
- tendency steal
- tendency to physical or sexual abuse of other persons
- exhibitionism
- voyeurism

Also, disfigurements which consist of a tattoo (which has not been removed), non-medical body piercing, or something attached through such piercing, are to be treated as not having a substantial adverse effect on the persons ability to carry out normal day to day activities.

What about treatment?

Someone with impairment may be receiving medical or other treatment which alleviates or removes affects (though not the impairment). In such cases, the treatment is ignored and the impairment is taken to have the effect it would have had without such treatment. This does not apply if substantial adverse effects are not likely to recur even if the treatment stops (i.e. the impairment has been cured).

Does this include people who wear spectacles?

NO. The sole exception to the rule about ignoring the affects of treatment is the wearing of spectacles or contact lenses. In this case, the effect while the person is wearing spectacles or contact lenses should be considered.

Are people who have disfigurements covered?

People with severe disfigurements are covered by the Act. They do not need to demonstrate that the impairment has a substantial adverse effect on their ability to carry out normal day to day activities.

Are there any other people who are automatically treated as disabled under the Act? Anyone who has HIV infection, Cancer or Multiple Sclerosis is automatically treated as disabled underage Act. In addition, people who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist are automatically treated under the Act as being disabled. People who are not registered or certificated as blind or partially sighted will be covered by the Act if they can establish that they meet the Act's definition of the disability.

What is a 'long term' effect?

A long term effect of impairment is one:

- which has lasted at least 12 months, or
- where the total period for which it lasts is likely to be at least 12 months. or
- which is likely to last for the rest of the life of the person affected.

Effects which are not long term would therefore include loss of mobility due to a broken limb which is likely to heal within 12 months and the effects of temporary infections, from which a person would be likely to recover within 12 months.

What if the effects come and go over a period of time?

If an impairment has a substantial adverse effect on normal day to day activities but that effect ceases, the substantial effect is treated as continuing, if it is likely to recur; that is if it is more probable than not that the effect will recur.

What are normal day to day activities?

They are activities which are carried out by most people on a fairly regular and frequent basis. The term is not intended to include activities which are normal only for a particular person or group of people, such as playing a musical instrument, or a sport, to a professional standard or performing a skilled or specialised task at work. However, someone who is affected in such a specialised way but is also affected in normal day to day activities would be covered by this part of the definition. The test of whether impairment affects normal day to day activities is whether it affects one of the following broad categories of capacity:

- mobility
- manual dexterity physical
- co-ordination
- continence
- ability to lift, carry or otherwise move everyday objectives
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand, or perception of the risk of physic danger.

APPENDIX B

GLOSSARY OF TERMS USED IN THIS SINGLE EQUALITY SCHEME

ADHD	Attention Deficit Hyperactivity Disorder
ALS	Additional Learning Support
ALG	Adult Learner Grant
AoC	Association of Colleges
BCOT	Basingstoke College of Technology
BESD	Behaviour; Emotional and Social Difficulties
BETA	Basingstoke Engineering Training Agency
BME	Black and Minority Ethnic
BoC	Board of Corporation (College Governors)
CAF	Common Assessment Framework
CIF	Common Inspection Framework
CRAE	Course Review and Evaluation
CRB	Criminal Records Bureau
EDIM	Equality & Diversity Impact Measure
E&D	Equality & Diversity
EMA	Educational Maintenance Allowance
EHRC	Equality and Human Rights Commission
ESOL	English for Speakers of Other Languages
FE	Further Education
HE	Higher Education
HoD	Head Of Department
HR	Human Resources (Personnel)
IT	Information Technology
KPI	Key Performance Indicator
LRC	Learning Resources Centre
LGBT	Lesbian, Gay, Bisexual and Transgender
NCFE	An awarding body – the letters are not an acronym
NUS	National Union of Students
OFSTED	Office for Standards in Education, Children’s Services and Skills
PC	Personal Computer
QIP	Quality Improvement Plan
SAR	Self Assessment Report
SES	Single Equality Scheme
SMT	Senior Management Team
VLE	Virtual Learning Environment