

## EQUALITY DUTY (2011-2015)

### *Introduction*

The Equality Act 2010 replaces the previous anti-discrimination laws with a single Act. From 5 April 2011, Loughborough College must comply with the public sector Equality Duty requirements and sets out how it will do this through this document.

### *Aims*

Loughborough College aims to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people of different groups; and
- Foster good relations between people from different groups.

These are in accordance with the aims under the general duty of the Act.

### *Protected Characteristics*

The Equality Duty covers the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race (including ethnic or national origins, colour or nationality)
- Religion or belief (including lack of belief)
- Sex
- Sexual orientation

### *Information we will use to show compliance*

In delivering the Equality Duty, Loughborough College must determine what information it will publish to show that it is achieving its aims. Currently Loughborough College publishes information about learners and staff through its Race, Disability and Gender Equality Schemes relating to:

- recruitment (numbers of learner enrolments, staff recruitment)
- learner outcomes (learner success rates)
- satisfaction (learner satisfaction surveys, staff satisfaction surveys)

- workforce data

There are currently gaps in information collected and published in relation to the remaining protected characteristics and the College has been undertaking a consultation exercise to gather further information which will help determine its objectives going forward, including an online learner survey, learner focus groups, an employer survey and staff survey.

### *Outcomes and progress against the aims*

#### *Learners*

- *Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010*

The College has clear policy and Codes of Practice for learners in relation to Equality & Diversity. Feedback from learners including complaints, is analysed and reported. In this academic year there was one complaint that involved perceptions of racism and this was resolved successfully. (Appendix 1)

- *Advance equality of opportunity between people of different groups*

#### Recruitment of learners in 2010-11 (Appendix 2)

- 46% of learners are female, with a higher percentage compared to males in employer engagement activity than mainstream.
- The College has 17% of its learners from ethnic minorities, which is slightly higher than the local Charnwood profile of 15%.
- The percentages of learners with learning difficulties and/or disabilities recorded has increased on the previous year (09-10: 14%; 10-11: 16%), although numbers of learners has actually decreased.
- The College provides provision for young people with medical difficulties through blended learning and has run successful Teen Mums projects to enable young mothers to keep engaged in learning.

#### Success rates in 2009-10 (Appendix 3) identified the following key outcomes:

- Retention and achievement of funded 16-18 year olds was below the college average and this was predominantly affected by achievement of white male learners.
- 14-16 provision was significantly above national averages, with achievement at 98% and improved over 3 years.
- Black Caribbean, Indian and Bangladeshi learner outcomes were below benchmark, as were Chinese learners doing AS levels.
- Learners with medical disabilities, via our Connect provision achieved below those learners without a disability.
- Learners with Asperger's and visually impaired learners do much better than the national average.

- Dyslexic learners are the most significant group of learners with learning difficulties who underperform.
- Although the success rates of learners receiving student support declined in 2009-10 compared to previous years, the decline was not as significant as those not receiving support.

#### Satisfaction of learners in 2009-10 (Appendix 4)

- Female learners were more satisfied than male learners
- 20-35 year old learners were less satisfied with restaurant/canteen and social facilities, whereas under 20s were satisfied more than the College average.
- Learners aged 45-60 were highly satisfied with course organisation.
- Chinese students were less satisfied with how staff dealt with them with regard to politeness.

#### Consultation activity highlighted (Appendix 5):

- Learners with disabilities feel well supported and have their needs met. Teachers are proactive in adapting learning environments to meet learners' needs.
  - Learners with disabilities made a number of suggestions about improving communication in relation to timetable changes, accessing support, exam procedures, initial contact with the College and for wheelchair users during fire drills.
  - Staff and students had no concerns around pregnancy or maternity, however employers feel provision could be more flexibly provided to pregnant learners and those on maternity leave.
  - Apart from raising awareness with all staff and students about the wider range of protected characteristics, there were no other significant concerns raised through the consultation process.
- *Foster good relations between people from different groups*

A themed programme of awareness raising events are held throughout the year for example 'who do you think you are' for Black History Month to raise awareness of the cultural background and history of black students. RNIB students demonstrate practical activities in road shows related to blindness and partial sight. International Women's Day is celebrated to encourage women from the local BME communities to integrate with Loughborough College students. A Diversity Competition helps raise awareness of issues related to Equality & Diversity.

Sports students play wheelchair basket ball.

Sports students have also set a Guinness World record through a 24 hour game of Paralympic sport

In partnership with the Police, Charnwood Borough Council and Human Rights & Equalities Charnwood the College is established as a hate crime reporting centre for all protected

characteristics to provide support to victims and staff training in hate incidents and reporting procedures.

LGBT drop in sessions have been established, run by students, to identify issues and provide support for learners.

## *Staff*

- *Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010*

Loughborough College has a very positive record in terms of fair recruitment supported by policy and a Code of Practice for fair recruitment and selection. The College has maintained its achievement of the 'Disability Two Ticks' symbol. Reasonable adjustments are made for prospective candidates – examples include additional time for tests, support workers attending interview, large font on PC based tasks, help with completing applications, disabled parking spaces reserved, ground floor interview venues, disabled, lift passes provided, coloured paper for tests and lighting adjustments. There has been one complaint which was successfully resolved for the college and the individual.

Staff have a basic awareness and understanding of Equality & Diversity through induction, but there are a significant number of staff who have yet to undertake mandatory training beyond this. This is significantly skewed by hourly paid staff who may find it challenging to attend staff development activity. (Appendix 6)

- *Advance equality of opportunity between people of different groups*

The college has 991 employees 38% of employees are male and 62% are female. The number of staff who consider that they have a disability remains constant at 3%. The proportion of staff from minority ethnic backgrounds has increased slightly to 9% and is above the Charnwood Average of 7.8%

Ongoing monitoring of conversion from short listing to interview statistics has shown improvements with under-represented BME groups. Personnel expertise is used to monitor the quality and fairness of the short listing process and is involved in all interview panels for all salaried posts. The College has set up an employment partnership initiative with the local job centre for recruitment procedures and work trials for under-represented groups, resulting in an increase to 218 BME applicants and 7 offers. Jobs are advertised through a variety of media both locally, regionally and nationally to ensure promotion to wide groups of individuals.

- *Foster good relations between people from different groups*

All staff have access to good Continuous Professional Development. Basic skills training is provided for cleaning staff where English is not their first language.

There were no discrimination issues raised through staff surveys and consultation, and no cases of bullying or harassment, or disciplinary cases relating to the protected characteristics.

### *Equality Objectives 2011-2015*

#### *Overall objectives*

- Review information provided to learners, employers and staff on the protected characteristics and the services available to those with specific needs.
- Develop and establish mechanisms to gather robust information on all the protected characteristics, and benchmark where appropriate.
- Embed equality impact assessments across provision and services by managers and team leaders

#### *Learner-focused objectives*

- Improve retention and achievement of all learners to achieve a College minimum success rate of 85%
- Review the communication strategy with learners in particular those with disabilities and specifically with learners with communication difficulties
- Develop opportunities for blended learning to enable more flexible delivery to learners who are pregnant, on maternity leave or have a medical disability.
- Undertake a Disability Impact Assessment of the estate as it is developed

#### *Staff-focused objectives*

- Investigate the conversion rates of applicants of non-white backgrounds to consider ways to increase BME recruitment of staff
- Review mandatory training in Equality & Diversity to ensure a variety of routes to training are accessible to staff

*Implementation*

*Implementation*

- How do we ensure implementation?
- What training should we provide?
- What information to staff do we provide?
- What tools do we make available to them to implement the Duty?

<b>Equality Objective</b>	<b>Action</b>	<b>Responsibility</b>	<b>Date of completion</b>	<b>Impact Measure</b>
Review information provided to learners, employers and staff on the protected characteristics and the services available to those with specific needs	<ul style="list-style-type: none"> <li>• Review, amend and promote information to learners, employers and staff on the protected characteristics</li> </ul>	Equality & Diversity Co-ordinator	September 2011 (Review January 2012, June 2012)	Accurate and current information available on the website, Learnzone, Sharepoint and in leaflet form – that is accessible and positively reviewed
	<ul style="list-style-type: none"> <li>• Review, develop and promote services available to those with specific needs</li> </ul>	Team Leader – Student Development & Support	September 2011 (Review January 2012, June 2012)	Positive Learner feedback
Develop and establish mechanisms to gather robust information on all the protected characteristics, and benchmark where appropriate	<ul style="list-style-type: none"> <li>• Develop and establish mechanisms to gather information on all protected characteristics</li> <li>• Identify nature of reports required</li> <li>• Identify appropriate sources of benchmarking where appropriate</li> </ul>	MIS Manager	September 2011 (Review January 2012, June 2012)	Accurate and current information available to enable review and evaluation on all protected characteristics
Embed equality impact	<ul style="list-style-type: none"> <li>• Ensure understanding</li> </ul>	Equality & Diversity Co-	June 2012 (Review	All curriculum teams have

Equality Objective	Action	Responsibility	Date of completion	Impact Measure
assessments across provision and services by managers and team leaders	<p>of equality impact assessments in all teams</p> <ul style="list-style-type: none"> <li>• Support teams to undertake equality impact assessments</li> <li>• Establish an annual review</li> </ul>	ordinator	January 2013, June 2013)	undertaken Impact Assessments of curriculum and reviewed annually
Improve retention and achievement of all learners to achieve a College minimum success rate of 85%	<ul style="list-style-type: none"> <li>• See College Quality Improvement Plan – focus on teaching and learning, target setting and monitoring attendance</li> <li>• Review progress in terms of attendance of identified groups (white 16-18 males, Black Caribbean, Indian, Bangladeshi and Chinese, Connect, Dyslexics)</li> </ul>	Assistant Principal Curriculum & Standards	September 2011 (Review January 2012, June 2012)	Equality and diversity analysis of success rates 2010-11: minimum 85% success rate
Review the communication strategy with learners in particular those with disabilities and specifically with learners with communication	<ul style="list-style-type: none"> <li>• Review the communication of curriculum changes to learners, in particular those with disabilities, including timetable</li> </ul>	Team Leader – Student Development & Support	September 2011 (Review January 2012, June 2012)	Positive Learner feedback. Annual report on improvements.

Equality Objective	Action	Responsibility	Date of completion	Impact Measure
difficulties	changes, exam procedures, accessing support, wheelchair users during fire drills, pre-course contact via SAC			
Develop opportunities for blended learning to enable more flexible delivery to learners who are pregnant, on maternity leave or have a medical disability	<ul style="list-style-type: none"> <li>• Include within ILT Strategies blended learning approaches to support learners with particular protected characteristics</li> </ul>	Student & Support Services Manager	September 2012 (Review January 2013, June 2013)	Blended Learning developed to support a wider group of learners
Undertake a Disability Impact Assessment of the estate as it is developed	<ul style="list-style-type: none"> <li>• Undertake a Disability Impact Assessment of the estate as it develops, and in particular including a review of Braille Signage</li> </ul>	Assistant Principal Corporate Services	September 2015 (Review annually)	Positive feedback from people with disabilities to measure the impact of estate developments
Investigate the conversion rates of applicants of non-white backgrounds to consider ways to increase BME recruitment of staff	<ul style="list-style-type: none"> <li>• Establish mechanisms to collect information on the protected characteristics and identify reports required</li> </ul>	Personnel Manager	September 2011 (Review annually)	Annual Report on improving recruitment against the protected characteristics

Equality Objective	Action	Responsibility	Date of completion	Impact Measure
	<ul style="list-style-type: none"> <li>• Develop and Equality feedback mechanism with applicants</li> <li>• Review annually conversion rates of applicants with protected characteristics</li> </ul>			
Review mandatory training in Equality & Diversity to ensure a variety of routes to training are accessible to staff	<ul style="list-style-type: none"> <li>• Establish a programme of blended learning opportunities for mandatory Equality &amp; Diversity training</li> </ul>	Equality & Diversity Co-ordinator	September 2011 (Review January 2012, June 2012)	100% of staff up-to-date with mandatory training

*Appendices*

*Appendix 1- Reported unlawful discrimination, harassment and victimisation  
(Learners)*

**Nature of complaints (Percentage of total feedback logged)**

	<b>2010-11</b>	2009-10	2008-09
Cafeteria	-	1%	1%
Communications on-course	<b>4%</b>	14%	12%
Communications pre-course	<b>4%</b>	6%	4%
Compliment	-	12%	22%
Computer access and reliability	<b>27%</b>	3%	-
Course management and organisation	<b>2%</b>	15%	5%
Environmental including car parking	<b>11%</b>	19%	9%
Equal Opportunities	-	-	-
Exam related	<b>2%</b>	3%	6%
Financial	<b>1%</b>	2%	1%
Lack of facilities	<b>26%</b>	8.5%	1%
Learning Resources Centre	<b>7%</b>	3%	2%
Nursery	-		3%
Off-campus	-	1%	2%
Other Learners' behaviour	-	1%	3%
<b>Racism</b>	<b>1% (1)</b>	<b>1%</b>	<b>4%</b>
Radmoor Centre	<b>1%</b>	-	12%
Suggestion	<b>6%</b>	-	-
Support for Students	-	2.5%	3%
Teaching	<b>5%</b>	8%	11%

**Complaints by Charter**

	<b>2010-11</b>	2009-10	2008-09
Access and opportunity	<b>3%</b>	9%	5%
Accurate information	<b>5%</b>	10%	7%
Additional Support	-	2.5%	1%
Facilities and services	<b>81%</b>	49%	39%
<b>Impartial advice and guidance</b>	<b>1% (1)</b>	<b>2%</b>	-
Responding to feedback	-	-	1%
Teaching and support	<b>10%</b>	27.5%	48%

*Appendix 2- Recruitment of learners 2010-11*

	09-10		10-11	
	Numbers	%	Number	%
Females	5780	48	3913	46%
Ethnic Minorities	2066	17%	1444	17%
Learning Difficulties and/or Disabilities	1674	14%	1333	16%

Appendix 3- Learner Success Rates 09-10

Table 1: Learner Responsive Success Rate by Age excluding key skills

LR Success Rate By Age Group 09/10																		
OVERALL	Retention Rate				Achievement Rate				Success Rate				Bench Mark (Course Context)	Bench Mark (Summary Level)	Starts(-Xfrs)			
	%				%				%				%	%				
COLLEGE (Excluding Key Skills)	89%				89%				79%				79%	81%	10694			
OVERALL BY AGE GROUP	<14	14-15	16-18	19+	<14	14-15	16-18	19+	<14	14-15	16-18	19+	ALL	Bench Mark (Course Context)	<14	14-15	16-18	19+
COLLEGE (Excluding Key Skills)	0%	86%	85%	91%	0%	95%	86%	92%	0%	82%	73%	83%	79%	79%	2	244	4,174	6,274

Table 2: Learner Responsive Success Rate by Race excluding key skills

LR Success Rate By Ethnicity 09/10	College		In Context of the Learning Aims BenchMark	Ethnic Group Benchmark
	Starts	Success Rate		
White (British and Irish)	6,930	77%	79%	80%
	2,732	77%	77%	79%
Ethnic Minority	1,032	98%	83%	80%
	115	77%	78%	76%
African	221	71%	78%	75%
	75	63%	81%	73%
Caribbean	315	72%	74%	81%
	689	79%	79%	81%
Chinese	66	80%	81%	78%
	277	77%	78%	79%
Indian	36	78%	78%	74%
	259	79%	79%	77%
Pakistani	6,873	77%	79%	80%
	57	77%	85%	79%
Other Asian	483	82%	77%	81%
	35	80%	0%	77%
Other Black	35	77%	79%	74%
	80	71%	80%	73%
Other White	46	67%	77%	75%
	1,032	98%	83%	80%
Other Mixed	35	77%	79%	74%
	80	71%	80%	73%
White/Asian (Mixed)	35	77%	79%	74%
	80	71%	80%	73%
White/ Black African (Mixed)	46	67%	77%	75%
	1,032	98%	83%	80%
White/Black Caribbean (Mixed)	35	77%	79%	74%
	80	71%	80%	73%
Other Mixed	46	67%	77%	75%
	1,032	98%	83%	80%
Not Known	35	77%	79%	74%
	80	71%	80%	73%

Table 3: Learner Responsive Success rates by gender excluding key skills

LR Success Rate By Gender 09/10										
OVERALL	Retention Rate		Achievement Rate		Success Rate			Bench Mark (Course Context)	Bench Mark (Summary Level)	Starts (- Xfrs)
	%		%		%			%	%	
COLLEGE (Excluding Key Skills)	89%		89%		79%			79%	81%	10,694
OVERALL BY GENDER	Male	Female	Male	Female	Male	Female	ALL	Bench Mark (Course Context)	Male	Female
COLLEGE (Excluding Key Skills)	89%	88%	88%	91%	78%	80%	79%	79%	5,389	5,305

Table 4: Learner Responsive Success Rates by disability excluding key skills

LR Success Rate By Disability 09/10	COLLEGE		In Context of the Learning Aims BenchMark	Disability Benchmark
No Disability	Starts	8,657		
	Success Rate	77%	77%	78%
With Disability	Starts	794		
	Success Rate	75%	76%	78%
Not Known /Not Provided	Starts	1,243		
	Success Rate	95%	82%	78%
Asperger's	Starts	40		
	Success Rate	90%	78%	78%
emotional /behavioural	Starts	44		
	Success Rate	73%	79%	78%
hearing	Starts	54		
	Success Rate	72%	79%	78%
medical	Starts	205		
	Success Rate	72%	80%	78%
mental health	Starts	25		
	Success Rate	44%	74%	78%
mobility	Starts	34		
	Success Rate	85%	81%	78%
multiple	Starts	45		
	Success Rate	82%	77%	78%
no disability	Starts	8,657		
	Success Rate	77%	79%	78%
not known /not provided	Starts	1,243		
	Success Rate	95%	82%	78%
other	Starts	198		
	Success Rate	72%	77%	78%
physical	Starts	34		
	Success Rate	71%	73%	78%
profound /complex	Starts	16		
	Success Rate	100%	0%	78%
temporary	Starts	2		
	Success Rate	100%	0%	78%
visual	Starts	97		
	Success Rate	84%	78%	78%

Table 5: Learner Responsive Success Rates by Learning Difficulty excluding success rates

LR Success Rate By Learning Difficulty 09/10	COLLEGE		In Context of the Learning Aims BenchMark	Learning Difficulty Benchmark
	Starts	Success Rate		
No Learning Difficulty	Starts	8,177		
	Success Rate	77%	79%	78%
With Learning Difficulty	Starts	1,269		
	Success Rate	76%	74%	78%
Not Known /Not Provided	Starts	1,248		
	Success Rate	95%	83%	78%
autism	Starts	27		
	Success Rate	89%	76%	78%
dyscalculia	Starts	2		
	Success Rate	100%	0%	78%
dyslexia	Starts	429		
	Success Rate	71%	79%	78%
moderate	Starts	283		
	Success Rate	81%	78%	78%
multiple	Starts	41		
	Success Rate	76%	78%	78%
none	Starts	8,177		
	Success Rate	77%	79%	78%
not known/not provided	Starts	1,248		
	Success Rate	95%	83%	78%
other	Starts	365		
	Success Rate	74%	77%	78%
other spec	Starts	52		
	Success Rate	75%	77%	78%
severe	Starts	70		
	Success Rate	99%	0%	78%

Appendix 4 – Learner Satisfaction

Figure 3: Questions significantly higher or lower than the College average when split according to gender.

Question Number	Question	Males	Females
<b>The College in General</b>			
3	Your experience of College Life as a whole	Lo	Hi
4	The quality of the Teaching	Lo	Hi
5	How well the course is organised	Lo	Hi
6	The guidance and information provided to you before you started the course	Lo	Hi
<b>Your Teachers</b>			
10	Teachers' knowledge of the subject	Lo	Hi
11	How teachers relate to you	Lo	Hi
12	How teachers make your subject interesting and enjoyable	Lo	Hi
13	The support the teachers give you (e.g. how to study and learn better)	Lo	Hi
14	How well teachers plan and prepare their lessons	Lo	Hi
16	Teachers set clear targets for you	Lo	Hi
17	Teachers mark your work quickly and giving you helpful feedback	Lo	Hi
18	Teachers managing the class	Lo	Hi
<b>Advice prior to starting</b>			
23	College identifies areas where you might need help and support pre course	Lo	Hi
24	College relates to you as a person pre course	Lo	Hi
25	College responds to your questions clearly and accurately pre course	Lo	Hi

Table Notes:

Lo / Hi Average score for males/females is significantly lower / higher than the college average ( $p < 0.005$ )

Figure 5: Table showing the questions that were significantly higher or lower than the College average when split according to age group.

Question Number	Question	Under 20	20 to 35	36 to 45	46 to 60	Over 60
<b>The College in General</b>						
5	How well the course is organised				Hi	
<b>Facilities and Services</b>						
33	Restaurant / Canteen	Hi	Lo			
37	Social activities		Lo			

Table Notes:

Lo / Hi Average score for under 20/ 20 to 35 / 36 to 45 / 46 to 60 and Over 60 is significantly lower / higher than the college average ( $p < 0.005$ )

## *Appendix 5 – Consultation with Learners*

Through the consultation activity the following information provides an indication of what is working well:

- In focus groups with learners with disabilities, students feel that weekly meetings with specialist tutors are helpful. There is good communication between mainstream tutors and learning support. All students feel their learning needs are being met. Teachers will proactively adapt learning environments to meet the needs of learners. Students with disabilities feel encouraged to participate and contribute to all activities including trips and visits, outdoor pursuits. One disabled student was given the chance to attempt a high wire. “staff hooked me up so I could try. It was a very positive experience. They try to make trips accessible to disabled students”. For the most part students are highly satisfied with the way the college meets its needs and do not feel that this can be improved upon. An ASD student commented “tutors understand individuals’ needs”. An SPLD student commented “I am very happy and couldn’t believe it when I came here that there was a whole department available to help me” Another SPLD student commented “I think my tutors are very supportive.....and they come and ask me if I understand everything or you can visit them in the office, there is no problem, they make time for you”
- Through the online learner survey around 80% of those surveyed understood the law impacts on the protected characteristics. However approximately 20% do not and this raises issues for communicating the law to learners.

Through the consultation activity the following information provides some indication of where the College could focus development/improvement:

- A sample of 13 employers was consulted regarding the protected characteristics. Of these 3 suggested provision could accommodate students who were pregnant or on maternity leave more flexibly. One employer was not aware of the facilities within the college for religion and belief.
- Students and staff were consulted on pregnancy and maternity, but no issues were raised.
- In focus groups with learners with disabilities there was evidence that support was of a very high standard. Of 17 students only one student was unhappy with the support from learning Support Assistants. In one focus group there was an issue raised about information on accessing support and exam procedures. Wheelchair users and ASD learners raised the issue of timetable changes causing concern about where they needed to be. Wheelchair users also feel isolated when put in refuges during fire drills because of having no way of communicating during drills. ASD learners considered there was an issue with pre-course contact as the phone always seemed engaged in the Student Access centre. ASD learners would like more social skills training. Visually impaired students did not feel confident in the learning Resources centre and most liked using the A109b Base Room. Visually impaired students have some difficulty

finding rooms and would like more awareness raising for other learners on visual impairment. SPLD learners considered there were insufficient computers in B109.

- One ex-female student in a male dominated area considered there were no issues with race but that there had been issues around homophobia and sexist terms used.

### **Appendix 6 – Staff Training**

Number of staff who have undertaken Equality & Diversity training

	Equality & Diversity
Number currently trained (May 2011)	450
Number of staff not trained (May 2011)	457

Document produced by Assistant Principal Curriculum & Standards in consultation with the Equality & Diversity Group:

- Assistant Principal Corporate Services
- Equality & Diversity Co-ordinator
- Personnel Manager
- MIS Manager
- Team Leader, Student Development/Support
- Quality Improvement Manager, RNIB College Loughborough