



SINGLE EQUALITY SCHEME & ACTION PLANS 2010-2013



Alternative Formats

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1. Our Commitment to Equality & Diversity

'Fareham College is committed to creating an environment where there is mutual respect and equality of opportunity for students and staff. Equality at Fareham College means that we provide an accessible and supportive educational experience for all. Our commitment to our students and staff, and our expectations of them, is based on the rich diversity of the communities that we serve'

(Equality & Diversity Committee, July 2010)

The primary purpose of Fareham College is to develop and enable our students to reach their full potential, whatever their background, through outstanding teaching and support services. This is achieved by ensuring that students are respected, supported, stretched and challenged. The College's approach to teaching and learning is student-centred and grounded in recognising and meeting the needs and requirements of all our students. A summary of the College is provided in Appendix A.

Equality and Diversity is at the heart of the College's ethos and culture. The College identifies the following key messages as fundamental to the successful implementation of the principles of Equality and Diversity in its operation:

- The College consistently promotes learning to people within its community.
- The College is committed to inclusive learning and takes positive steps to promote equality of opportunity and to enable all people to participate in learning.
- The College's publicity reflects the diversity and requirements of the local community.
- The College has fair and appropriate systems for the recruitment and selection of students and staff.
- The College is thorough in assessing individual needs of students; staff are aware of these needs and proactively work to meet them.
- Students are aware of how they should treat other people and the College's expectations of their behaviour.
- The College actively seeks the views of all students and staff and acts on these views
- The College monitors the participation of students and staff by age, gender, ethnicity and disability and ensures equality of opportunity.
- College staff and students participate in equality and diversity training and activities aimed at skills development and the promotion of equality of opportunity
- The College openly and publicly celebrates the success of its students

Equality and Diversity practice in the College is continually developed to meet the needs of a diverse student population.

The promotion and development of Equality and Diversity in Fareham College's working practices and services to students and staff is embedded in the College's Three Year Strategic Development Plan with specific reference made within the Students and Teaching Function Aim (2010-2013) as shown below:

'to provide a learning environment which strongly promotes equality and diversity and tackles unfair discrimination very effectively, thereby enabling all learners to fulfil their potential.'

2. Meeting Our Duties

It is the College's intention to ensure that the highest standards are applied to meeting its equality duties in accordance with the harmonisation of equality law as established by the Equality Act 2010.

In addition, the College will ensure that equality impact assessments, whilst utilising the same process for all strands, will consider the impact on all duties separately.

Single Equality Scheme Progress will be reported annually and published as part of the Annual Equality & Diversity Report. This will be reported to the College Corporation and the Senior Management Team.

Every three years the Scheme will be reviewed and revised in order to build upon the experiences of the previous three years and improve/enhance the College's promotion of equal opportunities.

The College will undertake to ensure that:

- Governors, staff, students and (where appropriate) their parents and/or employers are aware of our commitments under our Single Equality Scheme and of action needed to enable us to meet them.
- Governors, staff, students and (where appropriate) their parents and/or employers are aware of the value placed upon equality and diversity and that action will be taken in the event of any breach of our commitments.
- Governors and staff have access to information which helps them to plan, implement and monitor actions required to fulfil their responsibilities under the Scheme.
- Any publicity materials present appropriate and positive messages about diversity.
- Teaching and learning and associated resources demonstrate sensitivity to diversity.
- All students have access to appropriate learning opportunities, support, guidance and facilities.
- Applicants for employment are drawn from a wide pool, with positive action to encourage applications from under-represented groups.
- Staff and student recruitment and staff promotion procedures are designed to eliminate any form of bias.
- Staff appraisals and individual development plans are designed to meet the needs and enhance the skills of all.

An overview of the legal context within which the Single Equality Scheme is based and to which the College are adhering to can be found in **Appendix B**.

3. Responsibility for the scheme and action plan

This Single Equality Scheme is developed as part of the business of the College's Equality & Diversity Committee which meets every half-term. Committee membership is made up of Governors, External Agencies, staff and students from a variety of backgrounds.

All employees and members of the College Community have a role to play in ensuring the delivery of this Scheme. It is recognised that the involvement of a variety of people is critical to the success of equality Schemes.

The following groups have responsibility for ensuring the delivery of this Single Equality Scheme:

3.1 The Governing Body

The Governors of the College acknowledge their responsibility for ensuring that this Scheme and Action Plan are at the heart of the College's strategic planning. The Governing Body is made up of representatives from our staff, students, parents, businesses and the local community. The Governors are responsible for:

- Ensuring the College stays within the law and meets all its duties, including the general and the specific duties.
- Ensuring the Single Equality Scheme is followed.
- Striving to ensure that the membership of the Governing Body reflects the diversity of the communities served by the College.
- Ensuring that there is a College Strategic Plan that fosters a positive ethos with regard to diversity and the elimination of discrimination and that the College's Strategic Plan includes a commitment to equality.
- Ensuring they receive and respond to monitoring information on staff via the Finance & Resources Committee.
- Ensuring they receive and respond to reports on recruitment, retention, achievement and success rates for students from different backgrounds via their Students & Curriculum Committee.

3.2 The Principal & Executive

The Principal is accountable for the delivery of the Scheme and with the Executive Team, is responsible for ensuring that the Scheme is put into action across the College. The Executive member with overall responsibility for equality is the Vice-Principal Teaching & Students. In particular, the College Principal and Executive Team are responsible for:

- Giving a consistent and high profile lead on equality issues.
- Promoting the Single Equality Scheme inside and outside the College.
- Ensuring the Single Equality Scheme is implemented and reported on.
- Taking the lead in challenging discriminatory behaviour from any member of the College Community.
- Being aware of the College's statutory duties.
- Ensuring all aspects of College policy and activity is sensitive to equality and diversity issues.
- Ensuring data for monitoring in relation to equality and diversity is collected and analysed, and that targets to improve disability equality are based on this information.
- Ensuring recruitment and promotion of staff follows equality best practice at all times.
- Ensuring that all marketing and publicity material promotes equality and diversity by sending positive and non-stereotypical messages about people.
- Ensuring that there is appropriate training and development to support the promotion of equality.

3.3 College Management

The College Management Team is responsible for ensuring that:

- They are aware of the College's statutory duties in relation to equality legislation.
- All aspects of College policy and activity are sensitive to equality issues.
- Current and planned policies are assessed for their impact in relation to equality.
- Monitoring information is collected and analysed.
- Targets are set on the recruitment, retention and achievement of students based upon the analysis of the monitoring information.
- Quality assurance procedures include scrutiny of equality issues.
- Departments assess performance in relation to equality issues and take action as appropriate.
- The procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities.
- Curriculum planning, learning and teaching methods, classroom organisation, assessment procedures and educational visits take account of the need to promote equality.
- The College's publicity materials present appropriate and positive messages about diversity.
- Student induction programmes and tutorial programmes reflect the College's commitment to promote equality of opportunity.
- All staff know their responsibilities and receive support and training in carrying these out.
- Staff, students, parents and employers are consulted on and are aware of the College's response to equality and diversity.
- The relevant procedures are in place and action is taken against staff or students who discriminate for any reason covered by this Scheme.

3.4 Staff with specific responsibilities

The following members of Management have specific responsibilities under the Single Equality Scheme:

- Senior Managers are responsible for dealing with incidents of discrimination or harassment
- the Personnel Manager is responsible for compiling an annual report on staffing in terms of equality indicators for the Governors' Resources Committee.
- the MIS Manager is responsible for monitoring and reporting on the recruitment, retention and achievement of different groups of students.
- the Staff Development Team are responsible for ensuring that appropriate training is included in the College staff development plan.

3.5 All staff

All staff are responsible for ensuring that they are aware of the duties placed upon them and the College. In particular they must:

- Challenge prejudiced and discriminatory behaviour, whether intentional unintentional, by students, work placement providers, outside contractors or other members of staff.
- Challenge inappropriate behaviour by students, work placement providers or other members of staff.
- Promote equality and good relations and avoiding discrimination against anyone for any reason covered by this Scheme.
- Keep up-to-date with the law on equality and taking up training and learning opportunities.
- Ensure their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of equality.

All new members of staff receive an equality induction from the Personnel Team. This induction is used to introduce key points from equality related policies, give advice and highlight responsibilities.

The Quality Manager is a member of the Equality and Diversity Committee and also leads on coaching to improve teaching and learning practice, working closely with the Senior Management Team, so ensuring that the promotion of equality remains a priority.

3.6 Contractors, partners, volunteers and service providers

All contractors, partners and providers of services are responsible for:

- Complying with legislation on equality and not discriminating against any individual for any reason covered by this Scheme.
- Following the College's Single Equality Scheme and any equality conditions in contracts or agreements.

3.7 Students, their parents and employers, and visitors to the College

All students, their parents and employers, and visitors to the College have a proportionate responsibility to:

- Understand and act in accordance with the Scheme
- Comply with College policies and regulations in respect of equality and diversity

3.8 Equality & Diversity Committee

The Equality & Diversity Committee, under the leadership of the Vice-Principal Students & Teaching, works across the College to coordinate and support activity that promotes equality. Committee membership is from across the College and aims to represent different areas of College work. The Equality & Diversity Committee produces an annual report on equality matters, and also to the Governors on matters related to staffing through the annual Staffing Report which is presented to the Finance & Resources Committee.

3.9 Quality System

The College has a lesson observation system that ensures equality of opportunity is a feature of lesson planning and delivery. Differentiation and meeting individual need, is recognised as an important element of effective teaching and learning. The College has a system of self-assessment that requires departments to comment on their performance on promoting equality of opportunity. The College Self-assessment Report includes direct reference to equality and a contributory SAR Grade for E & D for each Department.

4. Baseline summary

Detailed information and statistics relating to students and staff are available in Appendices D and E. A short summary and further analysis of the College's current position with regard to Equality and Diversity is provided. The change in the Common Inspection Framework means that Equality and Diversity is a limiting grade for the College and a satisfactory grade by Ofsted may limit the Leadership and Management of the whole College.

The College is committed to Equality & Diversity and the pursuit of Grade 1 'Outstanding' across the College.

The Equality and Diversity Committee has met regularly over the past year and has been discussing issues including respect for staff/students/property amongst other issues. The Task Groups have been merged and updated as part of discussion and in light of legislative changes. More students have been asked to join the Task Groups and these are represented as follows:

- Race and Age
- Disability
- Sexual Orientation and Transgender
- Faith & Beliefs and Marriage/Civil Partnership
- Socio-Economic, Pregnancy/Maternity and Gender

Students

Although numbers are relatively equal, the College does attract slightly more female 16-18 students (52%) compared to male students (48%). However, success rates for male students are higher than female students as a whole. This is in contrast to the national trends in success rates which tend to show female success rates as being higher. For 19+ students the contrast is even more apparent with 67% of learners being female and 33% being male. The overall averages for all students are male (41%) and female (59%).

Learners drawn from Black and Minority Ethnic (BME) groups are around 2% compared to the area average of 3%. Success rates for BME groups vary but this is in some areas due to low learner numbers.

Many students currently receive Education Maintenance Allowance and this indicates that these learners are from more challenging financial backgrounds and may require further support.

Staff

Over the past year, there has been significant investment in E & D by the College in terms of training and development for staff and students.

The College staff profile has 3% of employees categorising themselves as 'other' for their ethnic group and this requires further investigation to ensure that the College is representing the 3% BME profile that is given in the local community.

The College has a profile of 60% of staff aged 40 and over. This means that there may be issues in terms of succession planning.

5. Our vision for 2013

'to provide a learning environment which strongly promotes equality and diversity and tackles unfair discrimination very effectively, thereby enabling all learners to fulfil their potential.'

As part of the development of the College's strategic plan, in 2013 the College has the aspiration of being in the following position:

- Student numbers are maintained at the almost 50/50 ratio of male to female students for 16-18 and that the gender balance of 19+ learners is 40%/60% (male/female) or better.
- The representation of students and staff are from Black and Minority Ethnic (BME) groups is at 3% reflecting the local community.
- Success rates of female students are within 3% of male success rates.
- Success rates for students categorised by any of the equality and diversity strands (race, gender, age, religion, sexual orientation, disability, transgender & socio-economic) are at or above national benchmarks and barriers for any group, age or level are reduced or where possible removed completely.
- E & D Champions are working in each department to support and highlight E & D issues
- E & D is included in some form at every Student Conference and E & D is fully embedded within the pastoral and academic tutorial programmes.
- The College are supporting the achievement of an E & D quality mark and/or have made significant progress towards it.
- The College has achieved the Hampshire CAT Mark highlighting that Hampshire County Council have recognised the College's excellent practice offered to support young people.
- E & D opportunities are fully embedded in the teaching and learning practices of staff and students in and around the College.
- The validated SAR Grades for E & D for curriculum and support departments are at least Good or Outstanding in all areas.
- The College is working effectively with a high percentage of different organisations that represent and influence equality and diversity in the local area.
- Multi-faith groups are established in the College are working well and are linking with local groups and agencies to support staff and students.
- High awareness of, and participation in, multi-faith/chaplaincy services by staff and students.
- Bullying, harassment and unfair discrimination is extremely rare and that individuals found to be behaving inappropriately in the College, whether staff or students, are tackled about their performance in an appropriate and robust way.

6. Equality and Diversity Action Plan 2010-2013

Aim	Baseline	Action	Lead	Outcome by 2013
Race				
To increase participation in learning by people from BME groups	BME participation is 2% (2009/10) compared to representation in the population of 3%	Communications and curriculum staff to undertake promotional work to BME groups and communities	Comms Manager and Heads of Department	Increase in applications from BME group to 3% (or more) to at least accurately reflect the local demographic
		Publications to be made more accessible to BME groups in terms of distribution and content	Comms Manager	
		Website to have a link to the Single Equality Scheme	Comms Manager	
To increase the percentage of employees of people from BME groups.	Current employment profile is 3% 'other' but not specifically considering BME groups compared to their representation in the local population of 3%	Promotion of employment opportunities to be targeted at appropriate multi-cultural forums	Personnel Manager Exec HR Director	Increase in the number of employees to 3% from BME groups
To increase the success rates of learners from some BME groups.	The average BME success rate is 2% below the College average for all students. However, small numbers of students have a large impact on the statistics. BME success rates for Black African, Pakistani and those learners who categorise themselves as 'Any other' are higher than the College average compared to learners of Bangladeshi, Chinese and learners who categorise themselves as 'other Asian' which are all lower.	Further investigation into the barriers and specific needs of BME learner groups that may be a barrier to their success.	Admissions and Progression Coordinator Student Services Manager	Success Rate of BME learners to be the same as White British success rates in curriculum areas.
		Further development of IAG provision for specific BME learner groups to ensure that learners are supported in the most effective way for success at College.	Admissions and Progression Coordinator Student Services Manager	
		Support needs of students identified as early as possible using the BKSB initial screening and barriers to success investigated.	Heads of Department ALS Manager	

Aim	Baseline	Action	Lead	Outcome by 2013
To develop partnership arrangements with relevant organisations to encourage community participation in College work relating to race and equality	The College is an active member of the Fareham Cultural Diversity Network and provides meeting accommodation and refreshments for this forum.	Members of the Race Task Group to identify and make contact with local BME groups and arrange promotional opportunities with them and support to access learning	Race Task Group	Positive relationships developed with appropriate local BME groups and an increase in applications from BME students locally to 3%
Gender				
To increase success rates of female learners through specific research into issues that affect female learners of all levels and potential ways to remove and subsequent barriers.	Success rates for female learners are lower than male learners by 2%	Further research into significant differences in success rates for females on highlighted course with recommendations for action.	Quality Improvement Manager Directors	Male and Female success rates to be relatively equal (by a margin difference of no more than 3%) year on year.
		Focus groups with Student Services Team to find out barriers to female learners.	Assistant Head of Student Services ALS Manager E & D Sub Group	
To increase the number of male 19+ learners to be more equal to female 19+ learners.	33% male 67% female in 2009/10	Market research to be carried out and analysis of the courses offered for 19+ learners to find out more about different types of courses that may be available and of interest to male learners. Role models and brochures to be considered.	Communications Manager VP Students & Teaching VP Curriculum & Quality	Male and Female enrolments to be relatively equal (by a margin difference of no more than 3%) year on year.
Age				
To increase the success rates of learners of particular age groups	Success rates for students between the ages of 21 – 36 are lower than those for other age groups	Research to be carried out into the impact of age on particular courses. In some areas this may be affected by small numbers. Recommendations to be given.	QIM Age task group	Success rates for students across all age groups to be within 3% of each other and at or above benchmark in the relevant curriculum area.

Aim	Baseline	Action	Lead	Outcome by 2013
To influence the staff age profile so that it is more equal across all age ranges.	40% of staff in all roles are under 40 and 60% above. Whilst this is good for the FE sector, there are areas within the staffing profile where the majority of staff are older and this needs addressing in terms of succession planning	Profiles of age by curriculum area need to be provided and considered. Recommendations for succession planning need to be made and actions put into place.	Exec Director HR HR Manager E & D Sub Group	Curriculum areas to be balanced in terms of age as much as possible and plans in place for full succession planning.
Religion				
To develop a highly effective multi-faith environment that supports a wide range of beliefs and those who do not have a belief.	No baseline data available	The implementation of a survey to take into account the religious beliefs of students and analysis of the results	Student Services Manager	The provision of a full support service for all learners with a belief and for those without belief as appropriate.
To establish multi-faith groups to support students and staff in the College	Multi-faith Chaplain available to offer support one day a week	Identify appropriate multi-faith groups and make contact with them to promote the College and discuss potential support for students and staff	Religious Task Group	Good links with multi-faith forums established and activities in place to support students and staff.
To offer a full chaplaincy service that is accessed by students and staff providing support for all.	Service available on Wednesday's from 9am-5pm in C017	Develop promotion of chaplaincy services to students and staff using a variety of communication methods for example Tutorial News, the Intranet, email, posters, student diary, student liaison and online methods such as Facebook and twitter.	Student Services Manager Chaplain Religious Task Group	High levels of student and staff support through the chaplaincy service. High awareness of students and staff of the services on offer.
To develop more understanding and appreciation of staff and students of different faiths	Information regarding different faiths, beliefs and events limited to the College Calendar and students/staff own knowledge	Student calendar to be developed to include religious events	Student Services Manager	All students provided with a College Calendar which informs them of religious events and holy days supported by Faith Awareness Events and activities
		Consultation to be carried out with students into different types of activities		
		Faith Awareness Events to be delivered to students and staff	Student Services Manager	

Aim	Baseline	Action	Lead	Outcome by 2013
Sexual Orientation				
To establish an active student-led forum for LGBT students that operates on an annual basis.	LGB group has been in place for previous two years with very varied success.	Promotion of the LGB Forum via Tutorial News, Student Liaison, Enrichment Flyer and Student Diary and other online methods	Student Services Manager	LGB Forum fully established which students to provide support for students. E&D Committee provided with regular updates re: equality of treatment across the College
		Working with other agencies and support groups that are external to the College to make networking and partnership links	Student Services Manager Health and wellbeing coordinator E & D Sub group	
		Hold regular meetings of the LBG Group	Student Services Manager	
To promote forums for students and staff relating to LGBT issues and celebrations.	Minimal links developed with external services	Forums identified and promoted to students and staff	Student Services Manager and HR Manager	Information regarding LGBT support services external to the College is easily accessible to students and staff
Disability				
To improve data capture regarding the participation of learners with disabilities and/or learning difficulties or disabilities	5% learners recorded as no information provided	Admissions and MIS staff to be briefed regarding accurately recording data and ensuring that now information is missing	Admissions and Progression Coordinator MIS Manager	No learners with no information about potential disabilities of learning difficulties
		Interviewing Staff to ensure that all appropriate data is captured on the Alert Forms and passed to the Skills for Life Team for early assessment of support needs	Admissions and Progression Coordinator and Skills for Life Team	
To improve accessibility to campus accommodation for people with disabilities	Current access for people with disabilities 69.5%	Continuation of resource developments to take in to account accommodating people with disabilities	Vice-Principal of Resources and Finance and Estates Manager	Continued increase in the resources and facilities accessible to students with disabilities

Aim	Baseline	Action	Lead	Outcome by 2013
Socio-Economic				
To provide support for students with economic disadvantage to access courses at the College.	Students can apply for funding from the DLSF Funding or Hardship Fund. Local funding arrangements available from the William Price Trust.	Applications for funding support to be sent students in February 2011 to support the early allocation of funding and spread the allocation workload of the Welfare Officer	Student Welfare Officer	Students are provided with a number of sources of funding that are used to reduce the impact of economic disadvantage.
		Funding sources to be investigated to support students from private business and other sources	Student Services Manager VP Students & Teaching SMT	
Transgender				
To provide information and support for students on Transgender services for students and staff.	Information only available on request.	Forums identified and promoted to students and staff	Transgender Task Group and Personnel Manager	Transgender support services are widely publicised and easily accessible for staff and students.
Aims relating to the Three Year Fareham College Strategic Plan 2010-13				
To increase staff development activities to increase the level of awareness of E&D issues	Current level of activity is 53 hours of SD (E&D and Tutorial) activities per year	Review of all training to ensure it addresses Equality and Diversity issues and identification of new training to meet the need of staff	Staff Development Manager	Staff development opportunities regarding E&D increased to 60 hours
To ensure that all policies have an up to date E & D impact assessment complete and that they are regularly reviewed.	All policies being reviewed by Vice-Principal of Students and Teaching	Policies to be reviewed to determine where they can be standardised and consolidated	Vice-Principal of Students and Teaching	All policies are reviewed in a timely manner and that copies of the appropriate E & D impact assessments are held centrally.
To ensure all staff are familiar with College policies relating to E & D and with the Single Equality Scheme	Current staff awareness is through the Intranet and E & D Committee Meeting Minutes		Vice-Principal Students & Teaching	All staff are aware and understand the Single Equality Scheme, including the impact this has on their work

Aim	Baseline	Action	Lead	Outcome by 2013
To ensure that the College are working effectively with all partners and particularly with employers	E & D work and reporting is more ad hoc than formalised	The use of Sunesis as a monitoring tool for all aspects of ER work including E & D.	VP/AP C & Q Director of Vocational Studies	Sunesis fully embedded in to the College systems and monitoring of E & D completed in full.
To ensure that all student incidents/complaints relating to E & D are analysed and action taken to reduce their instance	Some development work has taken place as part of Learner Incident Recording but this is not fully developed	The use of paper-based systems to record learner incidents. The analysis of learner incident report forms at times throughout the year to consider the number of instances of bullying, harassment or discrimination	Student Services Manager VP Students & Teaching	A fully embedded online system for recording incidents/complaints with a clear process for making adjustments and recommendations to practice to avoid them in the future.
To increase the number of events and activities for staff and students that positively celebrate diversity.	Ad hoc celebrations taking place that mostly follow the Christian calendar	The development of events and celebrations that are drawn from a diverse range of people and cultures	Student Services Manager HR Manager	Many opportunities for staff and students to celebrate diversity are on offer throughout the College year.

7. Impact Assessments

The College has a process for assessing the impact (or likely impact) of its policies, practices and actions on race, disability and gender equality. These 'impact assessments' seek to ensure that:

- The College's activities do not inadvertently disadvantage students, employees, or service users.
- Opportunities to better promote equality of opportunity are identified.

The impact of new policies and practices will be assessed during their development. Existing policies and practices will be prioritised for assessment and will normally be assessed at the time when they are due for review. Where appropriate, the College will seek to involve a variety of relevant people in the process of conducting 'impact assessments'.

Please see **Appendix C** for details of the Procedures for Implementing Impact Assessments and a template of a completed form.

APPENDIX A – Background Information on Fareham College

Location

Fareham College was formed in 1984 by the merger of Fareham Technical College and Price's (Sixth Form) College. It was re-designated as a general further education College in 2004. The College operates from a main campus located on the western side of Fareham, about a mile from the town centre but also has a Construction Centre in Gosport which also serves as a base for Gosport College. It currently serves a population of about 186,000 in the boroughs of Fareham and Gosport in South-East Hampshire (LSC Local Area Analysis 2006).

Education

In Fareham and Gosport, around 78% of young people stay in education after age 16 (Fareham Activity Survey 2006). Most attend one of south-east Hampshire's three general FE Colleges or three sixth form Colleges. There is one local school with a sixth form. There are also a number of training providers in the area. The excellent transport links in the area give rise to a significant level of competition between post 16 providers in the sub-region. To remain competitive, the College has re-focused its provision to ensure it continues to meet the needs of students and the local labour market.

The College continues to expand its growth and curriculum portfolio in line with LSC funding priorities. Fareham College offers a diverse range of courses which include academic, vocational and occupational programmes. The majority of our courses are offered at Entry Level to Level 3 with some courses offered up to Level 7.

We currently have approximately 2100 full-time and 1100 part-time students accessing education at the College. For full-time courses 93% of learners are aged 16-18, 6% are aged 19+ with 65% of our learners are aged 16-19 with 11% aged 14-16 and 22% adults learners on part-time courses.

Within the wider context of the local area, there are a number of area/sub-area reviews in train, the outcomes of which will have a direct bearing on the College.

Economic Activity

The Borough of Fareham has a population of 112,000 (1.7% from ethnic minorities), comprises 4,200 businesses and employs 43,900 people. It has an economic activity rate of 87.3% which is higher than the Hampshire & Isle of Wight average of 82.3%. Unemployment is relatively low at 1%. The resident workforce is relatively well-qualified with 20% of working age adults possessing a Level 4 qualification or above (LSC Local Area Analysis 2006). Fareham tends to be a more affluent area than Gosport, with an average weekly gross income of £420-450 per employee. There is a significant programme of urban regeneration and renewal planned for the Borough over the next 10 years including the construction of 10,000 new homes (LSC Local Area Analysis 2006).

The Borough of Gosport has a population of 76, 415 (1.7% from ethnic minorities), comprises 1,700 businesses and employs 19,000 people (67% have less than 5 employees). It has an economic activity rate of 82.8% which is slightly higher than the Hampshire & Isle of Wight average of 82.3%. Unemployment is relatively low at around 1% but there are substantial variations with the highest figures in areas of deprivation which have high proportions of young people living there e.g. Grange Ward, where 35.6% are under the age of 15, and where unemployment is above 5%. Levels of educational, social and financial deprivation in Gosport

tend to be high in most areas and it has 5 of the 20 most deprived wards in Hampshire (LSC Local Area Analysis 2006).

Area Business Profile

Fareham is promoted as a telecommunications hub with high capacity infrastructure. Key sectors in terms of employment are: finance and business services (23%), public services (24%, retail, hospitality and catering (21%) and manufacturing and engineering (19%).

In Gosport, the most significant sectors in employment terms are: public administration, distribution, hospitality and catering and defence-related industries. It has the highest rate of high technology employment in Hampshire, demonstrating local strengths in mechanical, electrical and marine engineering.

Full statistics regarding the local population and student and staff numbers at Fareham College are contained within **Appendices D (students) & E (staff)**.

APPENDIX B – An Overview of the Legal Context

On 8 April 2010 the Equality Bill received Royal Assent and became the Equality Act 2010. The Equality Act 2010 provides that when carrying out their functions, all public authorities have statutory duties with respect to equality regarding Gender, Race, Disability, Age, Sexual Orientation, Religion and Belief, Transgender and Socio-Economic factors

This has expanded the number of equality duty categories from three under previous legislation (race, gender and disability) to eight. These equality duties all require public bodies to have ‘due regard’ to the need to eliminate discrimination and to promote equality.

The *Equality Act 2010 Part 6 – Education, Chapter 2 – Further and Higher Education* Institutions outlines the specific requirements that are placed on Fareham College regarding our ‘general duties’ in relation to:

- Admission and treatment of students
- Courses
- Access to recreational and training facilities

5.1 Aim of the Equality Act 2010

The aim of the Act is to reform and harmonise discrimination law and to strengthen the law to support progress on equality. As the Act is brought into force, it replaces all existing equality legislation, including the Equal Pay Act (1970).

5.2 Timeline for implementation

The timeline for the different parts of the Act to be brought into force is currently as follows:

- **October 2010:** the main sections of the Act relating to employment, equal pay and services, public functions and associations, education (further and higher education) will come into effect, replacing relevant sections of current anti-discrimination legislation covering these areas.
- **April 2011:** the public sector equality duty will be brought into force, replacing the current public sector duties in the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006. The socio-economic duty and dual discrimination protection will also commence at this time.
- **2012:** the ban on age discrimination in the provision of goods, facilities, services and public functions will come into effect.

This timetable is subject to commencement orders by government and secondary legislation. Therefore, Fareham College will refer to existing legislation until the relevant part of the Act is brought into force. For example, in October 2010 Further Education institutions must refer to the Equality Act in relation to employment and education, but consult the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006 in relation to the public sector duties to eliminate discrimination.

The Equality Act provides for the amendment of legislation and harmonisation of equality law. Once fully implemented, it will supersede all current relevant legislation. Until that time the ‘general’ and ‘specific’ duties placed upon Fareham College relating to the previous equality duty categories are provided below:

5.3 Disability Equality

The Equality Act 2010 amends the Disability Discrimination Act 1995 and places a statutory **'general duty'** on all public authorities to promote disability equality. This means that Colleges must, in carrying out all functions, have due regard to their need to:

- Promote equality of opportunity between people with a disability and other people.
- Eliminate discrimination that is unlawful.
- Eliminate disability related harassment.
- Promote positive attitudes towards people with a disability.
- Encourage participation by people with disabilities in College life.
- Take steps to meet the needs of peoples with disabilities, even if this requires more favourable treatment.

Colleges also have the following **'specific duties'** in order to provide a clear framework for them to meet their 'general duty':

- To report annually on progress made.
- To review and revise their Equality Scheme every three years.

5.4 Race Equality

The Equality Act 2010 amends the Race Relations (Amendment) Act 2000 and places a statutory **'general duty'** on all public authorities to demonstrate their commitment in working practice to:

- Eliminate unlawful racial discrimination.
- Promote equality of opportunity.
- Promote good relations between people of different racial groups.

Colleges also have the following **'specific duties'** in order to provide a clear framework for them to meet their 'general duty':

- To monitor by racial group the number of teaching staff in FE establishments (as defined in the Further and Higher Education Act 1992).
- To take reasonably practical steps to publish, each year, the results of this monitoring.

5.5 Gender Equality

The Equality Act 2010 amends the Equality Act 2006 (which itself amended the Sex Discrimination Act 1975) to place a **'general duty'** on all public authorities, when carrying out their functions, to have due regard to their need to:

- Eliminate unlawful discrimination and harassment.
- Promote equality of opportunity between women and men.

Colleges also have the following **'specific duties'** in order to provide a clear framework for them to meet their 'general duty':

- To consult employees and stakeholders (including trade unions) as appropriate in drawing up their Gender Equality Scheme.
- To take into account any information gathered or considered to be relevant as to how policies and practices affect gender equality in the workplace and in the delivery of services.
- When formulating objectives, to consider the need to have objectives to address the causes of any pay gap.
- To monitor progress of clearly identified actions and publish annual reports on progress.

- To conduct and publish gender impact assessments, consulting appropriate stakeholders, covering all major proposed policies and practices, developments in employment, policy and services.
- To develop and publish an arrangement for identifying developments that justify conducting a formal gender impact assessment.
- To review the implementation of the Scheme objectives at least every three years and revise accordingly.

5.6 Other Legislation

The Equality Act 2010 harmonises previous legislation and will, upon its full implementation in 2012 supersede all current legislation. Whilst previously 'specific duties' have not are placed on FE providers relating to other categories relating to equality Fareham College has always acknowledged that equality and diversity mean more than the promotion of race, disability and gender equality, and regards the following legislation as relevant to its Single Equality Scheme:

- Employment Equality (Age) Regulations 2006
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003

These laws do not place upon the College general or specific duties but they do apply to employment and the provision of further education. We will, therefore, seek to ensure that through our functions, policies and employment practices, we are not discriminating on any grounds covered by the above legislation or the Equality Act 2010.

APPENDIX C - IMPACT ASSESSMENT PROCEDURES

A full list of the College's policies and procedures can be found on the College Intranet under 'Policies'.

1. Procedures for Impact Assessment

Any Impact Assessment will adhere to set criteria and will start by asking:

- How relevant is this function for disabled people?
- What effect will this policy, procedure or plan have on disabled people?
- (High/Medium/Low) If the response is low then the reason for this decision will be recorded. If the response is medium or high then a full impact assessment will be carried out.

This will involve asking:

- Is there any adverse effect? If yes, we will move to;
- What can we do to mitigate any adverse impact?
- What alternative policies or procedures might be better to ensure the promotion of disability equality?

The results of the impact assessments will be published in the Equality & Diversity Reports to the Executive, in department self-assessment reports (SAR) and therefore will inform the College SAR. Decisions made about recommended changes to policies or procedures will be published in Equality & Diversity Reports and in the revised action plans.

2. Priorities

The College recognises that it has a considerable number of policies. Many of these are policies in response to Government requirements and as such have little scope for flexibility. Procedures for implementing policies have more flexibility and therefore need to be assessed carefully. Internal policies and procedures need examining for any adverse impact on disabled people. As do all new proposals, plans and decisions.

The Equality & Diversity Committee decided the priority list of policies and procedures for impact assessment. The decision was based on how directly the policy or procedure related to people. The priorities are identified within the Action Plan and include key HR and Student related policies.

3. Responsibility for Impact Assessments

In the initial stages, the Equality & Diversity Committee aims to impact assess existing policies identified as priorities. However, it is expected that all new policies and procedures will be routinely impact assessed by the initiators of the policy. The same is expected of any decisions made regarding the way the College functions. If it is decided that a full impact assessment is needed then the specific members of the Equality and Diversity Committee can be asked to advise. Training will be given to enable people to confidently carry out impact assessments with the focus on disability equality. Records of the results of impact assessments will be forwarded to the Equality & Diversity Committee chair for inclusion in equality reports.

EQUALITY IMPACT ASSESSMENT FORM - EXAMPLE

INITIAL RISK ASSESSMENT

Department	Curriculum & Quality
Policy Title/Service	Students Mobile Phone
New or existing Policy/Service	Existing
Name and role of Assessor	Mary Mussell – Quality Improvement Manager
Date of Assessment	3 rd August 2010

1. Who is responsible for the policy/service that is being assessed?	Mary Mussell
2. Describe the aims, objectives and purpose of the policy/service	Ensure that students receive effective teaching and learning without unnecessary disruption by others using prohibited electronic devices within classroom activities Ensure compliance with College regulations on the use of mobile phones and similar electronic devices
3. Are there associated objectives of the policy/services – if so please give details e.g. national targets?	The policy applies to: All College staff and students within a teaching environment All devices including mobile phones, IPoDs, MP3, MP4 players or other similar electronic devices
4. Who will benefit from this policy/service?	Students & Staff
5. Who was consulted on this policy/service?	MT
6. How has the policy/service been explained to those it might affect directly or indirectly?	To be reinforced to CTL's, HoDs via meeting To be reinforced to students via tutorial
7. What outcomes do you want to achieve from this policy/service?	Effective Teaching & Learning with minimum disruption caused by use of electronic devices
8. What factors could contribute or detract from the outcome?	Non compliance. Insufficient explanation to students.

9. In the table below, for each group of people tick whether the proposed policy or service would be:

Positive: experienced as different and positive action for that group compared to other groups of people (e.g. the provision of a Faith Room is positive action for religious groups)

Negative: experienced as different and negative action for that group compared to other groups of people (e.g. the provision of male changing rooms without female would be seen as positive for men but negative for women).

Neither: neither positive nor negative for any one group of people (equality target group) compared to others.

Equality target group	Positive impact	Negative impact	Neither	Reason / Comment
Men	<input type="checkbox"/>	<input type="checkbox"/>	√	The policy applies to all people and no one group benefit more than another
Women	<input type="checkbox"/>	<input type="checkbox"/>	√	The policy applies to all people and no one group benefit more than another
People from black and minority ethnic communities	<input type="checkbox"/>	<input type="checkbox"/>	√	The policy applies to all people and no one group benefit more than another
Disabled people	<input type="checkbox"/>	<input type="checkbox"/>	√	The policy applies to all people and no one group benefit more than another
Gay, lesbian and bisexual people	<input type="checkbox"/>	<input type="checkbox"/>	√	The policy applies to all people and no one group benefit more than another
Transgender people	<input type="checkbox"/>	<input type="checkbox"/>	√	The policy applies to all people and no one group benefit more than another
Older people (50+)	<input type="checkbox"/>	<input type="checkbox"/>	√	The policy applies to all people and no one group benefit more than another
Younger people (17-25) and children	<input type="checkbox"/>	<input type="checkbox"/>	√	The policy applies to all people and no one group benefit more than another
Faith groups	<input type="checkbox"/>	<input type="checkbox"/>	√	The policy applies to all people and no one group benefit more than another

10. Please give a brief description of how this policy benefits the equality target groups identified in the above table i.e. promotes equality.	Ensures all learners have same opportunity to learn without disruption in lessons
11. If there is a negative impact on any equality target group. Is the impact intended or legal? (If no, then a full EIA should be completed)	
12. What actions could be taken to amend the policy/service to minimise the low negative impact?	
13. If there is no evidence that the policy/service promotes equality, equal opportunities or improves relations within the equality target group what amendments could be made to achieve this?	
14. How long will the policy/service be implemented, including any necessary training?	Next review date : August 1 st 2011

Recommendation
Further action required? No √ Yes <input type="checkbox"/>

Name of Assessor	Mary Mussell
Signature	Mary Mussell
Date	1st August 2010
Authorised by	
Signature	
Date	

APPENDIX D - STUDENT INFORMATION

(Information taken from the Annual Report on Equality & Diversity November 2010)

LEARNER NUMBERS AND PERFORMANCE

Learners on Roll by Age and Gender 2009/10

GENDER	16-18	%	19+	%	Total	%
Male	989	48%	565	33%	1554	41%
Female	1061	52%	1157	67%	2218	59%
Grand Total	2050		1722		3722	

Comment: Gender appears to be inline with previous years and the sector generally. Curriculum and Marketing will continue to focus on the development of, and recruitment to, part-time courses that attract male participants

Learners on Roll by Ethnic Origin

ETHNIC ORIGIN	16-18	%	19+	%	Total	%
WHITE BRITISH	2008	98%	1611	94%	3619	97%
OTHER	42	2%	111	6%	153	3%
Grand Total	2050		1722		3722	

Comment: Still relatively low levels of BME groups. 3% represents a reflection of the local Community.

Enrolments by Disability

Disability	16-18	%	19+	%	Total	%
Known	699	9%	186	7%	885	9%
No disability or not declared	6732	91%	2570	93%	9302	91%
Grand Total	7431		2756		10187	

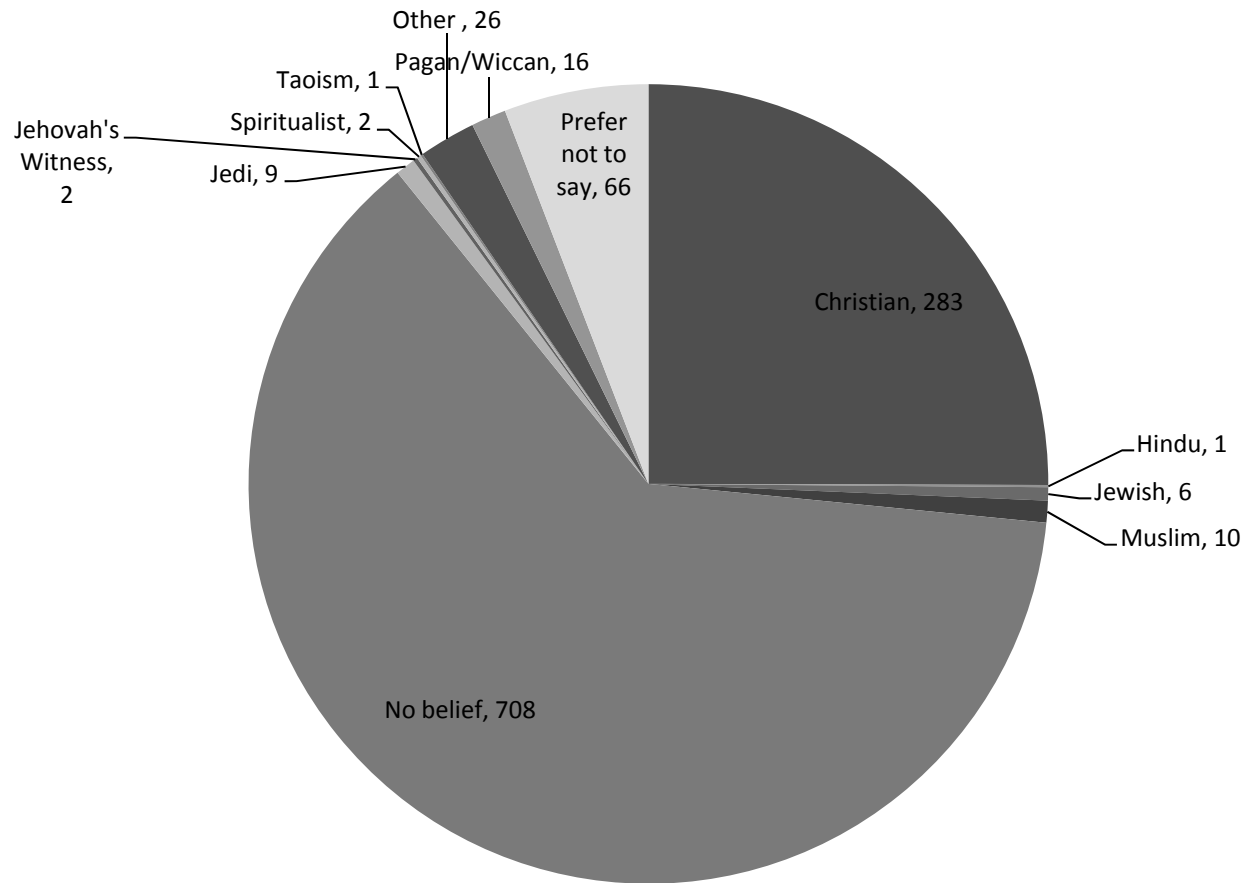
Comment: The percentage of enrolments by disability has dropped this academic year but this is due to the closure of the Aspire Unit giving a reduction in our learners with LDD needs.

Enrolments by Sector Subject Area

SSA	16-18	%	19+	%	Total	%
Health & Public Services	707	12	329	13	1036	12
Science and Maths	207	3	127	5	334	4
Land based and Agriculture	0	0	0	0	0	0
Engineering	329	5	216	9	545	6
Construction	148	2	30	1	178	2
ICT	171	3	81	3	252	3
Retail & Commercial	778	13	424	17	1202	14
Leisure, Travel & Tourism	464	8	38	2	502	6
Arts, Media & Publishing	655	11	214	9	869	10
History, Philosophy	28	0	9	0	37	0
Social Sciences	43	1	11	0	54	1
Languages. Literature	100	2	44	2	144	2
Education & Training	1	0	292	12	293	3
Prep'n for Life & Work	2242	37	479	19	2721	32
Business, Admin & Law	125	2	214	9	339	4
Grand Total	5998		2508		8506	

Comment: Our Profile is heavily distorted to successful areas of the curriculum with a reputation to draw learners and there have been significant increases in numbers in Health and Public Services and Preparation for Working Life due to all first year students now completing a Workskills Qualification (moved from 5% to 37%). There was a significant reduction in 16-18 year old students studying in Retail and Commercial (23% in 2008/9). However, with investment from the Fareham and Gosport Consortium and the retail shops now developed in C Building plans are underway to encourage more students to study in this area.

Student Induction Survey Religious Beliefs 2010



APPENDIX E – STAFF INFORMATION

(Information taken from the Annual Report on Equality & Diversity November 2010)

Staff Data

Establishment by age and gender

Gender	≤40	%	≥40	%	Total	%
Male	52	38	71	35	123	36
Female	84	62	132	65	216	64
Total	136	40	203	60	339	100

Establishment by age and ethnicity

Ethnicity	≤40	%	≥40	%	Total	%
White British	125	91	190	94	315	93
Other	7	5	3	1	10	3
Not stated	5	4	9	5	14	4
Total	137	40	202	60	339	100

Establishment by age and role

Role	≤40	%	≥40	%	Total	%
Manager	12	9	22	11	34	10
Other	123	91	181	89	304	90
Total	135	40	203	60	339	100

Establishment by gender and role

Role	Male	%	Female	%	Total	%
Manager	17	51	17	49	34	10
Other	106	31	198	69	304	90
Total	123	36	215	64	339	100

Comment: Of Management staff, there is almost an equal split between the Genders (51% Male, 49 % Female). However, in the College overall, 64% of the workforce is female, 36% is male in 2010. This is a decrease in female employees from 2008/9 by 3% and has continued a trend since 2007/8.

Staff Training

Number of training courses undertaken by Staff by age group in 09/10

Age	No. of courses attended			Total
	0 to 3	4 to 7	8 or more	
16 -24	6	6	5	17
25 - 29	7	7	12	26
30 - 39	16	22	40	78
40 - 49	21	32	47	100
50 - 59	18	22	41	81
60+	4	13	8	25
Total	72	102	153	327 *

*excludes staff who joined post 31/08/10

Age	% of age group with 0 to 3 courses booked	% of age group with 4 to 7 courses booked	% of age group with 8 or more courses booked	Total %
16 -24	35	35	30	100
25 - 29	27	27	46	100
30 - 39	21	28	51	100
40 - 49	21	32	47	100
50 - 59	22	27	51	100
60+	16	52	32	100