

Single Equality Scheme 2021-2024



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Preface

Equity, Diversity and Inclusion are the central core and pillar to all we do at BSDC. Our culture is one of valuing the individual, be that learners or colleague, so that they can achieve their full potential. Our culture is inclusive and creates an environment for all to thrive. We are open, challenging (yet respectful) of one another and continually hold a mirror to our performance challenging what we see and so that this considers all views and ensures everyone at our college has the chance to succeed.

We celebrate the diversity of our learner cohort and know the importance of our role in ensuring equity of outcome for all of our learners regardless of their background. Cultural, socio-economic, learning and social barriers can prevent our learners from making the progress and achievements they deserve, and we strive to ensure that our approach continually considers this and allows equity for all learners that ensures success based on their time at our college and their future aspirations and not their background or context.

We value, respect and champion our diverse workforce as this brings different insights to our college including differing perspectives and diversity of thought. We value and respect all who undertake their career journey with us, and we continually strive to see alternate perspectives, that may vary from our own, so that this drives our inclusivity agenda.

Our Equity, Diversity and Inclusion journey is continuous. We do know, however, that our culture, values and approach ensures that our learners, staff and ultimately, our wider community benefits greatly from their inclusive and diverse College which provides opportunities for all regardless of their history of context.

Terms of Reference

DIVERSITY, EQUITY & INCLUSION (DEI) FORUM

TERMS OF REFERENCE

1. Membership

Co-Chair and Co-Ordinator	Director of Quality and Performance Improvement
Co-Chair	Head of Human Resources
	Head of Marketing
	Learner Services Team Leader
	People and Performance Officer
	Progress Coach Team Leader
	2x Learning, Teaching and assessment Coaches
	Work-Based Learning Quality CO-Ordinator
	2 x Student Voice Representative
	IT and Estates Representative
	Quality and Performance Improvement Administrator

The quorum for meetings will be 5 members, to include a Chair or their nominated deputy.

2. Purpose and Aim

To progress equity, diversity and inclusion related issues and promote good practice throughout the College for staff, learners, and other users of the College services.

3. Frequency of the DEI Forum Meetings

The DEI forum will meet on a quarterly basis.

4. Communication

Matters arising from the DEI Forum will be shared with the Staff Voice and the minutes will be published on SharePoint. Upon request, a copy of the minutes will also be made available to members of the general public. Separate copies will be made available in alternative formats upon request.

Appointments to discuss DEI issues with the DEI co-chairs and DEI Champions can be booked via the Quality and Performance Improvement Administrator. Our anonymous on-line suggestion box collects ideas and/or comments relating to diversity and equity or inclusion issues within the college.

5. DEI Forum Terms of Reference

The specific terms of reference of the DEI Forum will be to measure the attainment of the College DEI Objectives and compliance with the specific and general duties of the Equality Act 2010.

- To advise the Corporation on the implications of national legislation, guidelines and codes of practice designed to eliminate discrimination and to promote equity of opportunity for all regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender, sexual orientation and transgender status for the College's policies, plans, practices in relation to staff, learners and the wider community.
- Formulate and provide advice and action on policies and procedures for the promotion of equity, diversity, and inclusion across the College.

- Identify, share, and promote equity, diversity and inclusion best practice thereby developing an environment which encourages the elimination of unlawful discrimination, harassment, and victimisation and which fosters good relations.
- Identify and engage with external stakeholders and voluntary/community groups as appropriate to ensure that the College remains informed of all current diversity issues and the College amenities and services are reflective of user needs.
- Oversee the development, implementation, monitoring and review of equity, diversity and inclusion policies, strategies, initiatives, and action plans, listening and responding to views and information received in respect of equity, diversity, and inclusion issues.
- Develop and monitor the implementation of DEI actions and College DEI Objectives and provide termly updates on progress made on their delivery.
- Promote and develop a close working relationship with Staff Voice, Learner Services, and the College Community.
- To ensure that the appropriate equity, diversity and inclusion training and development is provided and accessible to all staff, students and others associated with the College.
- To review and monitor the recruitment, performance and destinations of different learner groups and actions taken to address any identified gaps producing an annual report that analyses equity and diversity data from the whole College and reviews progress against its equity, diversity and inclusion aims.
- To encourage participation of under-represented learner, staff, and stakeholder groups through the use of appropriate marketing campaigns, recruitment drives and promotional materials.
- To monitor that teaching, learning and assessment, including materials and methods used, promote equity, support diversity, meet individual needs and tackle discrimination, victimisation, harassment, stereotyping or bullying and to ensure that appropriate training is provided for staff to facilitate this.
- To review incidents and complaints specifically in relation to equity, diversity and bullying and ensure that these are proactively managed and addressed, including providing training and support as appropriate.
- To ensure the forum provides opportunities for feedback from students and staff.

6. Reporting Structure

- The Senior Leadership Team is responsible for ensuring that the College meets its legal obligations, and that policies and procedures are in place to ensure that no learner or employee suffers discrimination in any way. Equity, diversity and inclusion, however, is the responsibility of all staff and learners and every individual who works at BSDC or who studies with us should be held accountable in supporting our values driven culture from this perspective.
- The Senior Leadership Team monitors activity through representation on the Forum and will work with colleagues from across the organisation to ensure policies and procedures support a culture that is conducive with equity, diversity and inclusion.
- Day to day responsibility for implementation of equity & diversity policies and procedures lies with all staff.

Introduction

At Burton and South Derbyshire College (BSDC) we believe that all those who shape our community (learners, staff, governors, employers, visitors, and wider stakeholders) have a right to be valued and respected equally and to be provided with equity of opportunity in all that they do.

As a result, the College is fully committed to actively promoting shared values that include equity, diversity, and social inclusion, actively involving our community and valuing their contribution to the delivery of our Strategy, demonstrating care and respect for others, and applying honesty and fairness in everything we do. The delivery and active promotion of equity of opportunity underpins the College's mission and Strategic Framework.

As a public body, Burton and South Derbyshire College is subject to legislation which:

- Actively eliminates discrimination, harassment and bullying
- Advances equity of opportunity
- Fosters good relations across the protected characteristics of:
 - ✓ Age
 - ✓ Sex
 - ✓ Race/Ethnicity
 - ✓ Disability
 - ✓ Gender Reassignment
 - ✓ Sexual Orientation
 - ✓ Religion or Belief
 - ✓ Pregnancy and Maternity
 - ✓ Marriage and Civil Partnership

As with all that we do, we aim to go beyond legislation expectations to actively promote equity of opportunity and in valuing diversity across all of the services that we provide.

Key Principles of the Scheme

The key aims and overall purpose of our Single Equality Scheme is to:

- Create an inclusive environment underpinned by outstanding equity practices in which all members of the College community feel valued and respected
- Highlight and keep updated on current legislation on equality, British Values and Prevent
- Raise awareness with regard to discrimination, harassment, and equity of opportunity issues
- Ensure that all members of our community are aware of their responsibilities under the legislation
- Provide guidance in the provision of, and access to services, facilities, and benefits that the College provides
- Provide guidance for best practice in all matters relating to the College community
- Deliver the Single Equality Scheme Development Plan that ensures the College is outstanding in all equity and diversity related matters
- Ensure compliance to all relevant College procedures and processes

Developing and Raising Awareness of the Scheme

In the initial development of the Scheme, the College consulted with learners, staff, and other stakeholders to develop the gender, race, and disability policies to ensure that the Scheme was fit for purpose, met the needs of the College and its community and to ensure ownership of the Scheme content. All comments and feedback received during these consultations have been incorporated into this Scheme wherever possible. which now underpin the Single Equality Scheme.

The scheme is updated to reflect legislative changes and feedback from stakeholders, including updates on progress towards our equity and diversity objectives. In 2021 a significant update was the inclusion of the role of the BSDC Equality and Diversity Champions (EDICs).

The role of the BSDC EDICs is to:

- Ensure we have a culture that respects and values all
- Be an active member of our Equity, Diversity, and Inclusion Forum
- Identify equity, diversity and inclusion priorities and develop appropriate actions to address these
- Raise awareness of equity, diversity, and inclusion issues/activities, share, and promote good practice and celebrate diversity at BSDC
- To ensure that BSDC promotes, celebrates, and raises awareness of equity, diversity, and inclusivity issues
- Be familiar with relevant policies and legislation
- To attend training and network events as necessary

Communication of the Scheme

The College will continue to ensure that all learners, staff, governors, employers, visitors, and wider stakeholders are made aware of our Single Equality Scheme and Development Plan through a variety of communication methods.

Clear references to the Scheme will be included within learner and staff guidance and handbooks. The Scheme will also be drawn to the attention of learners, staff and governors at induction and all new staff will be expected to subscribe to it at the time of appointment.

All of the College's stakeholders are informed of events, developments, and initiatives as they arise, and we will continue to develop our methods of publicising the scheme to all stakeholders. This will include specific thematic events throughout the year which will further support us in achieving our equity duties and in the continued gathering of feedback from our stakeholders.

College Adaptive Framework

As a provider of further and higher education, training, learning and skills, Burton, and South Derbyshire College (BSDC) has a key role in developing a highly skilled, flexible, and innovative future workforce to meet regional, national, and international demand, and as a result, the quality and effectiveness of the systems in place are vital components of this process. The focus on quality and performance, and the pursuit of continuous improvement across all of the provision and services offered is reflected in the implementation of the BSDC Adaptive Plan 2020-2025

Vibrant and Outstanding
A dynamic global college

VISION



MISSION

Inspiring and motivating all to achieve their maximum potential

Creating the skills of tomorrow.

STRATEGIC OBJECTIVE

Growth in apprenticeships

CRITICAL SUCCESS FACTOR

Higher Level Technical and Professional Curriculum

CRITICAL SUCCESS FACTOR

Developing Employability

CRITICAL SUCCESS FACTOR

Investing in international global opportunities

CRITICAL SUCCESS FACTOR

CORE VALUE

THE CUSTOMER IS OUR FOCUS

CORE VALUE

CONSISTENTLY ACHIEVING

CORE VALUE

VALUED & RESPECTED

The Equality Act 2010

The Equality Act came into operation on 01 October 2010 and was followed by additional legislation specifically related to public sector organisations in April 2011.

The Equality Act brings together in excess of 166 separate pieces of legislation into one single Act. Combined, these make up an Act that provides a legal framework to protect the rights of individuals and advance equity of opportunity for all.

The Equality Act simplifies, strengthens, and harmonises legislation to provide the UK with a united discrimination law which protects individuals from unfair treatment and actively promotes a fair and more equal society.

Examples of how the legislation has changed include:

- Protecting people from discrimination by association and perception
- Positive action in recruitment and promotion which provides greater scope to address deficits in the workforce
- Strengthening disabled people's protection from discrimination
- Strengthening the protection for pregnant and breastfeeding mothers
- Introducing a Single Public Sector Equality Duty covering nine protected characteristics

The Public Sector Equality Duty

The Public Sector Equality Duty came into operation across the UK on 05 April 2011 and places additional duties on public bodies to consider all individuals when carrying out their day-to-day work.

This Duty also requires public bodies to:

- Have due regard to the need to eliminate discrimination, harassment and bullying
- Advance equity of opportunity
- Foster good relations between different people when carrying out their activities

The Public Sector Equality Duty offers an outcome-based method of ensuring that colleges are meeting the needs of all of their learners.

The duty provides a framework to help colleges and other education providers tackle persistent and long-standing issues of disadvantage, such as gender stereotyping in subject choice, attainment gaps between different learner groups and low participation rates of disabled people. The Duty also provides a strategic and systematic framework for tackling major entrenched disadvantages across the sector as a whole.

Further information and guidance related to the Equality Act 2010 and the Public Sector Equality Duty can be found through the links below:

[Equality Act 2010](#)

[Public Sector Equality Duty](#)

Meeting our Duties

The College's Single Equality Scheme sets out our approach to equity, diversity, and inclusion, both as an employer of over 400 staff and as a significant provider of education and training in East Staffordshire, South Derbyshire, and the wider West and East Midlands region. The Scheme covers our wider strategies and policies as well as our statutory duties to promote equity and tackle discrimination with respect to the protected characteristics identified under the Equality Act 2010.

Improving equity, diversity and inclusion in-line with the public sector duty requirements will bring many benefits to the College, its learners, staff, and stakeholders. We believe that our Scheme will not only enable us to demonstrate our commitment to meeting the Public Sector Equality Duty, but also:

- To ensure we have a culture based on the values of respecting and celebrating diversity and welcoming ideas, approaches and ways of working that stem from diversity
- Enable the creation of a positive learning and working environment which actively promotes, values, and celebrates equity, diversity, and inclusion
- Enable our learners, staff, and stakeholders to make an active contribution to the economic prosperity of their communities
- Provide high quality inclusive provision, services and support which are responsive to the individual needs of all of our learners, staff, and wider stakeholders
- Enable all of our learners and staff to benefit from individualised high-quality learning and to succeed in what they set out to achieve
- Achieve a more representative workforce and learner body which tackles stereotypes and actively promotes inclusion in under-represented sector areas

As a public sector provider of further and higher education, training and skills development, the College will seek to ensure that learners, staff, governors, and wider stakeholders are fully aware of our Single Equality Scheme and the actions needed for its effective implementation and their own particular responsibilities in relation to the Single Equality Scheme.

Promoting British Values and Prevent

Since September 2015, the College has had a duty to have due regard to the need to prevent people from being drawn into terrorism and extremism. It also has a duty to promote fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

At Burton and South Derbyshire College we actively promote and foster shared values and cohesion that enable our learners to live and work in a multi-cultural and diverse community. Our learners will be guided to not simply tolerate difference but to celebrate it in all its forms. Our ethos upholds core values of shared responsibility and wellbeing for all learners, staff and visitors promoting respect, equity, diversity and understanding achieved through:

- Promoting core values of respect, equity and diversity, democratic society, learner voice and participation e.g., via learner course representation, S.U. activities and opportunities to capture learner voice, Mock Elections to promote democracy
- Wherever possible to ensure opportunities within the broad FE curricula reflect contemporary British values, and cover areas such as the impact of racism on black and white communities and demonstrate the significant contributions made by Black, Asian and Minority Ethnic people to society the contributions made by black people to society.
- Building staff and learner understanding of the issues and confidence to deal with them through staff training and dedicated communication
- Deepening engagement with local communities by actively working with local schools, local authorities, police, and other agencies

Roles and Responsibilities

The Strategic Leadership Team at Burton and South Derbyshire College is fully committed to equity, diversity, and inclusion and as such provides the strategic direction for the College's Single Equality Scheme.

The Chief Executive and Principal, Governors and the Director of Quality and Performance are responsible for leading on equality, diversity, and inclusion across the College. However, the whole College community has a duty and responsibility to abide by the key principles contained in this Scheme.

The College Management Team and all other managers across the College are responsible for ensuring that the staff they manage have a clear vision and shared understanding of what the College is aiming to achieve through its Single Equality Scheme.

The tables below provide details of roles and responsibilities across all College activities:

The Governing Body is responsible for:

- Ensuring the College complies with the Single Equality Scheme and meets all public sector equity duties
- Ensuring the Single Equality Scheme and its procedures are followed
- Ensuring membership of the Governing Body reflects the diversity of the communities served by the College

The Chief Executive and Strategic Leadership Team are responsible for:

- Ensuring the Single Equality Scheme and its procedures are followed
- Providing a consistent and high-profile lead on all equity, diversity, and inclusion matters
- Actively promoting equity, diversity and inclusion internally and externally to the College

The Director of Quality and Performance is responsible for:

- Co-ordinating equity, diversity and inclusion activity across the College
- Monitoring and approving Equality Impact Assessment (EIAs)
- Co-ordinating the development, approval and publication of the Equality and Diversity Annual Report
- Reviewing and amending the Single Equality Scheme and Development Plan
- Ensuring accurate data and monitoring information is readily available for management teams

EDI Champions are responsible for:

- Reporting on Equality and Diversity issues
- Supporting and promoting a learning environment which inspires, encourages, and motivates learners and staff to achieve their full potential
- Supporting the recruitment, induction, and training of new employees
- Supporting teams as an empathetic willing volunteer who is a good listener, non-judgemental, discreet, and trusted by colleagues

College Managers are responsible for:

- Putting the Scheme and its strategies and procedures into practice across all areas of their responsibility
- Ensuring that all staff are aware of their responsibilities, and receive guidance and training in carrying these out in their day-to-day roles

All staff are responsible for:

- Dealing with equity and diversity incidents and being able to recognise and actively tackle bias and stereotyping
- Consistently challenging any inappropriate language or behaviour of learners, staff, and visitors
- Actively promoting equity of opportunity, eliminating discrimination, and fostering good relations in all aspects of their daily roles and responsibilities
- Actively engaging in training and learning opportunities which support their development of equity and diversity principles
- Ensuring that any incidents that contravene the Scheme are reported to their manager or other appropriate member of the College Management Team

Ensuring awareness of our Single Equality Scheme responsibilities and development actions to ensure success:

- The College's internal and external communications and publicity materials present a balance of appropriate and positive messages about age, disability, gender identity, gender race, ethnicity, religion or belief, sexual orientation, and cultural diversity
- Learners, staff, governors, visitors, and wider stakeholders are aware of the value placed upon equal opportunity and that action will be taken in the event of any breach of the Scheme
- Staff, Managers, and governors have access to relevant and appropriate information which assists them in planning, implementing, and monitoring actions to carry out their responsibilities under the Scheme
- All learners can access appropriate support and facilities
- Curriculum content celebrates the contribution of black individuals and where appropriate includes positive images and contributions from black people throughout the year and not just in Black History Month
- Programmes of work, lesson content and teaching resources demonstrate sensitivity and positive promotion of age, disability, gender identity, sex, race, ethnicity, religion or belief, sexual orientation, and cultural diversity issues
- Recruitment and promotion procedures are designed and implemented to eliminate unlawful discrimination, with all managers involved in recruitment undertaking unconscious biased training
- Applicants for employment are drawn from a wide pool with positive action to encourage applications from under-represented groups with recruitment agencies targeted to proactively attract black candidates for leadership posts
- Targeted promotion and succession planning based on diversity of roles within Black, Asian, and Minority Ethnic communities, social media channels and publications
- Staff development activities are designed to meet the particular needs and enhance the skills of individuals of all under-represented groups and are reflective of racial equity issues and includes (for Teaching staff) anti-racist pedagogy, awareness training of unconscious bias and white privilege.

Equality and Eliminating Discrimination, Harassment and Bullying

At Burton and South Derbyshire College, we are committed to embedding best practice across all of the protected characteristics. We aim to completely eliminate any unlawful discrimination, harassment and bullying and break down barriers before they can impact on people.

All members of the College, staff, and learners alike, by their own behaviour and their response to others, are legally responsible for helping to ensure that individuals do not suffer any form of discrimination, harassment or bullying. Difficulty in deciding what constitutes discrimination, harassment or bullying should not deter anyone from complaining of behaviour that they find offensive or distressing. The College will, however, take wilfully false allegations very seriously and may take disciplinary action as a result.

***Discrimination** is any action, which deprives an individual of rights or opportunities. It may be either direct or indirect, by association, or by perception.*

***Harassment** occurs when a person is subjected to unwanted behaviour which is related to one or more of the protected characteristics which has either the purpose or the effect of:*

- *Violating a person's dignity*
- *Creating an intimidating, hostile, degrading, or offensive environment,*
- *Unwanted, unwelcome, or uninvited behaviour*

***Bullying** is offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power which is meant to undermine, humiliate, or injure the person to whom it is directed.*

Discrimination, harassment, and bullying are not acceptable, and a zero-tolerance approach is taken by the College. The College will eliminate all forms of harassment and bullying should they become apparent, and any hate crimes will be reported, and police action may be taken where appropriate.

Equity in Learning

At Burton and South Derbyshire College we aim to ensure all learners and employers are able to fully participate in all aspects of our provision.

We gather data for monitoring purposes at application and again upon enrolment which includes details of race, gender, details of any disability or learning difficulty and the relevance of any Widening Participation category.

Our aim is to ensure that learners with protected characteristics are just as likely to achieve a good qualification in their studies as other learners. We aim to support learners into sustainable careers, including facilitating opportunities for work placements and experience, as appropriate to their programme.

When we present candidates for work placement and work experience, we emphasise ability rather than disability to encourage a fair selection decision by the employer. When arranging a work placement, or work experience, for a disabled learner we will, as appropriate and with the permission of the learner, advise the employer about how to make adjustments based on our experience of working with the learner.

Equity in Employment

At Burton and South Derbyshire College we aim to ensure equity through the employment cycle, including recruitment, selection, staff development, performance management and grievances. The relevant policies are subject to our Equality Impact Assessment (EIA) process and an EIA will be completed at each review or amendment of the policy.

Monitoring data is gathered as part of the recruitment and selection process. All disabled applicants who met the essential criteria for posts are guaranteed an interview. We aim to consider whether there are opportunities for disabled people to work at different grades or parts of the organisation.

The opportunity for improvement is constrained by staff turnover, the overall proportion of disabled people, and the need to avoid positive discrimination. Whilst we may encourage disabled people to apply for management roles and provide more favourable treatment in the selection process to ensure disabled people have an equal opportunity to demonstrate their suitability, selection decisions must be made entirely on competence and merit.

The Human Resource function at the College has provided support to managers in attracting under-represented groups and in arranging adjustments for disabled staff. Positive action is taken, with targeted recruitment for vacancies.

Best Practice in Diversity, Equity and Inclusion

We will continue to ensure that all current and prospective staff are treated equitably, justly, fairly and without discrimination in their working lives by applying all equalities legislation to our Human Resources practices.

We will continue to screen our policies for equity impact, as appropriate and will take action where necessary. Equity of opportunity is promoted through our recruitment procedures including the use of positive action and the monitoring of retention of staff.

Further details of our commitment to ensuring best practice in relation to employment concerns are listed in the appendix section of the Scheme.

Equality and Diversity Training and Development

Both compulsory and non-compulsory equality and diversity training programmes will be provided to support the Single Equality Scheme. This involves everyone throughout the College (Governors, learners, and all staff). Promoting equality, diversity and inclusion will continue to form a part of induction for all new staff and learners.

Training and development activities for all will be publicised and monitored as part of the College's quality review of staff and learners' development. Training and development activity will focus on the topics listed below for all staff and learners at Burton and South Derbyshire College. Non-mandatory topics for staff are included in the mandatory Equality and Diversity Level 2 course with additional training delivered at Staff Development days.

Be Sessions (tutorials) develop learner's knowledge and understanding of nonmandatory topics throughout the academic year. The College recognises the importance of strengthening the mental health of all staff and learners and has a range of support networks including a counsellor and seven mental health first aiders.

Topic Title	Target Audience	Mandatory	Accredited
Introduction to College Equality and Diversity	All New Staff (Induction)	YES	NO
Introduction to College Equality, Diversity and Inclusion	Learners (Induction)	YES	NO
Equality and Diversity L1	All Staff & Governors	YES	YES

Equality and Diversity L2	All Staff & Governors	YES	YES
Equality and Diversity for Managers	All Managers	YES	NO
Hate Crime Training	Customer Experience Staff Progress Coaches, Safeguarding Officers	YES	NO
Cultural Awareness	All Staff and learners	NO	NO
Religion and Belief Awareness	All Staff and learners	NO	NO
Mental Health Awareness	All Staff and learners supported by seven mental health first aiders	NO	NO
Transgender Awareness	All Staff and learners	NO	NO
Disability Awareness	All Staff and learners	NO	NO
LGBT Awareness	All Staff and learners	NO	NO
Equality Impact Assessments	All Managers	YES	NO
Embedding diversity and equity in Curriculum	All Teaching and Assessor Staff, Curriculum Managers	YES	NO
Reducing Gaps in Attainment of Different Learner Groups	All Teaching and Assessor Staff, Curriculum Managers	YES	NO
Unconscious Bias Training	All Managers	YES	NO

Monitoring and Reporting on Progress

We will collect and analyse data to measure our progress towards the values set out in this Scheme. Monitoring is carried out by curriculum teams and the Equity, Diversity and Inclusion forum for information and planning purposes. To inform the setting of targets and the measurement of our progress in achieving them, we will collect as a basic minimum and analyse the following information:

Learner Information:

- Gender, disability, age, and ethnicity profiles
- Applications and success rates for admission to programmes across any groups
- Retention rates across all groups
- Achievement rates across all groups
- Work placements across all groups (Study Programmes)
- Disciplinary action relating to all groups
- Complaints made by learners across all groups
- Assessment appeals by all groups

Staff Information:

- Gender, disability, age, and ethnicity profiles of employed staff by grade and type of work
- Applications for employment, appointments, training, and promotion
- Selection success rates
- Type of contract (permanent, temporary) by group
- CPD applications and take up rates of training and development of all groups
- Promotion rates of all groups
- Disciplinary proceedings for all groups
- Volume of staff who benefit or suffer detriment as a result of performance assessment procedures by all groups
- Sickness absence by all groups
- Grievances by all groups
- Satisfaction survey and views by all groups
- Volume of staff who cease employment by group type

The information collected and monitored will be used by the College to inform a number of decisions, namely:

- To decide whether there are differences in the way different groups are treated
- To decide if there are any gaps in recruitment, attainment, and success of different groups of learners / staff
- To highlight any unfairness, disadvantage or possible discrimination and take action where appropriate
- Identify areas where specific action could be taken and ensure that it is taken
- Compare data to local and national statistics in order to identify success and areas for improvement

Equality Impact Assessments (EIAs)

We recognise that a thriving college and community depend on an environment where everyone is treated fairly and equally. When people are treated equally, they are more readily able to increase confidence, improve motivation, contribute fully and ultimately, fulfil their maximum potential.

Inclusion truly is at the heart of our core values and as a college we are united in our commitment to creating equity in education, through ensuring our programmes and services are equally available to all in terms of need, taking full account of diversity and individual personal and professional circumstances.

Equality Impact Assessment (EIA) is a systematic and evidence-based process which verifies that the College's policies, procedures, and practices are equity proof and not discriminatory. All new or reviewed policies are required to go through this process to ensure that we are not discriminating against any particular group, to identify any gaps and to highlight areas of good practice where we are promoting equity of opportunity.

All College departments and services that have the lead responsibility for developing and revising policies are required to understand and implement the Equality Impact Assessment process.

While the equality act does not explicitly require Equality Impact Assessments (EIA) to be conducted we must consciously consider the three aims of the Equality Duty as part of the process of decision making.

We must ensure that our decision making is robust, transparent and that we have fully considered the impact of our proposal on all equality groups. Having a sound decision-making process not only fulfils our statutory requirements but it also ensures that we are better placed to deliver policies and services that are inclusive, efficient, and effective.

The following principles, (drawn from case law) explain what is essential in order for the Equality Duty to be fulfilled when making decisions:

Knowledge – staff need to be aware of the requirements of the Equality Duty. Compliance with the Equality Duty involves staff knowing exactly what is expected of them and how they can achieve the expectations

Timeliness – the Equality Duty **must** be complied with before and at the time that a particular policy is under consideration or decision is taken – that is, in the development of policy options, and in making a final decision

Real Consideration – consideration of the three aims of the Equality Duty must form an integral part of the decision-making process. We must prove that we have given the proposal serious and rigorous consideration and applied ‘due regard.’ We must also show that the process has influenced the final decision

Sufficient Information – the decision maker must consider what information they have and what further information may be needed in order to give proper consideration to the Equality Duty

The Equality Impact Assessment is conducted by completing six main questions:

1. Identification of Policy, Procedure or Practice (the proposal)
2. Aims and Objectives of the Proposal
3. Identification of Implications for a Protected Characteristic Group
4. Impact Evidence Base – Minimising Negative Impacts, Maximising Positive Impacts
5. Stakeholder Consultation and Feedback Requirements
6. Incorporating or Disregarding Stakeholder Feedback

During the decision-making process the writer or owner of the policy must ensure that they have:

- Not Unlawfully Discriminated
- Engaged in an Evidenced Based Decision-Making Process
- Paid Due Regard to the Public Sector Equality Duties
- Considered the Impact of the Proposal on Equality Groups
- Engaged with Stakeholders (where required based on evidence base)

Feedback Relating to Equity

At Burton and South Derbyshire College we aim to provide service users with a service that exceeds your needs, as well as offering value for money. Our Customer Experience Feedback procedure (compliments and Complaints) aims to set out our commitment to maintaining the highest standards of customer service and experience.

We accept that sometimes we don't quite get things right and when this happens, we'd like to hear about it so we can try to address the issue and make sure it doesn't happen again. There are a number of informal channels, such as speaking to a member of staff at the time, which we expect would usually lead to resolution of the problem. However, if a customer feels it is necessary to pursue a complaint formally, they can be assured that we will treat it seriously and impartially.

Copies of the Single Equality Scheme and Feedback Procedure will be made available around the College (in Receptions, LRCs, Offices and on the College website) and to any member of the College community upon request.

All incidents and feedback of an equity and diversity nature, however informal, will be logged with the Customer Experience Team Leader who will produce an annual report for the College Management Team providing anonymous details of complaints received in the preceding academic year. The report will provide a breakdown by gender, age, ethnicity, and disability.

Feedback can be provided to the College through a variety of other methods:

Online: [Online feedback form](#)

By email: feedback@bsdc.ac.uk

Telephone: 01283 494400

By post: Feedback, Customer Experience Team, Burton and South Derbyshire College, Lichfield Street, Burton on Trent, Staffordshire, DE14 3RL

Appendix 1

BSDC Commitment to Equalities (Protected Characteristics)

Our Commitment to **Age Equality**:

- Actively tackling age discrimination whether overt, covert or by omission
- Advancing equality of opportunity for people of all ages
- Eliminating discrimination, harassment and victimisation related to age
- Fostering good relations between various age groups
- Eliminating any criterion, provision or practice that disadvantages people of a particular age, unless it can be objectively justified
- Creating a working environment underpinned by fair and equitable practices and procedures in which all members of the community can feel comfortable

Our Commitment to **Gender Equality**:

- Advancing equality of opportunity and fostering good relations between people
- Eliminating unlawful discrimination, harassment, and victimisation on the grounds of gender
- Addressing the cause of any gender pay gap
- Assessing the impact of current and proposed policies and practices on gender equalities
- Gathering and using information on how the College's policies and practices affect gender equality in the workforce and in the delivery of services to learners and staff

Our Commitment to **Race/Ethnicity Equality**:

- Eliminating unlawful discrimination, harassment and victimisation relating to race, ethnicity, nationality, or colour
- Advancing equality of opportunity for people of all races
- Fostering good relations between persons of different racial or ethnic groups or nationalities
- Assessing the impact of policies on learners and staff of different racial groups, ethnic or national origins, colour, or nationality
- Ensuring arrangements are in place for the implementation of this Scheme, publicising its contents and the results of its effectiveness

Our Commitment to **Disability Equality**:

- Eliminating discrimination harassment and victimisation of disabled people that is related to their disability, including treating a person unfairly due to disability related sickness absence
- Advancing equality of opportunity for disabled people
- Fostering good relations
- Promoting positive attitudes towards disabled people
- Encouraging participation by disabled people in public life
- Ensuring that all reasonable adjustments are made in accordance with the Equality Act 2010
- Taking steps to take account for a person's disabilities, even where that involves treating disabled persons more favourably than other people

Our Commitment to Gender Reassignment Equality:

- Advancing equality of opportunity for transgendered people
- Embedding systemic action to eliminate discrimination harassment and victimisation related to gender identity
- Fostering good relations
- Promoting gender identity equality widely and consistently alongside other equality strands
- Working with other institutions, local communities, and others to tackle gender discrimination and to encourage and promote best practice
- Ensuring that a person who is undergoing gender reassignment is entitled to use the facilities (including toilets and changing areas) that are appropriate for their own gender identity. *The wishes of the person undergoing gender reassignment will be taken into consideration in all cases.*

Our Commitment to Sexual Orientation Equality:

- Advancing equality of opportunity for people of all sexual orientations
- Fostering good relations
- Eliminating discrimination, harassment and victimisation related to sexual orientation
- Working with other institutions, local communities, and other partners to eliminate discrimination based on a person's sexual orientation and to encourage and promote best practice

Our Commitment to Religion or Belief Equality:

- Actively tackling discrimination regarding religion or belief, whether overt, covert or by omission and promoting equality
- Eliminating discrimination harassment and victimisation related to religion or belief
- Advancing equality of opportunity for people of different religions or beliefs
- Providing a quiet /prayer room facility for use by all faiths and none
- Fostering good relations between groups of different religions, faiths, and beliefs
- Eliminating religious harassment (unwanted behaviour based on religion and which includes proselytising i.e., seeking to convert others to a particular religion or sect)
- Working with other institutions, local communities, and others to tackle discrimination regarding religion or belief and to encourage and promote good practice

Our Commitment to Pregnancy and Maternity Equality:

- Advancing equality of opportunity for women who are pregnant or have given birth in the last 26 weeks or are breastfeeding (Including a female learner of any age)
- Fostering good relations
- Eliminate discrimination harassment and victimisation related pregnancy and maternity

Our Commitment to Marriage and Civil Partnership Equality:

- Treat civil partners in the same way as married people in employment and training. Any benefits provided to married employees will also be offered to civil partners, including flexible working, statutory paternity pay, paternity and adoption leave, health insurance and survivor pensions

Our Commitment to **Opportunity and Progression Equality**:

- Operate an admissions procedure which is based on the ability to succeed and does not involve unduly restrictive conditions or requirements
- Review the information that we provide about our programmes of study to ensure that it is clear, contains relevant facts and is easily understood by all potential learners
- Monitor the composition of the learner body in each curriculum area by gender, ethnicity, age and disability and address identified imbalance and under representation
- Monitor the retention, achievement, and success of learners by gender, ethnicity, age, and disability and seek to address identified imbalances
- Ensure, through our quality and performance improvement procedures that equity of opportunity issues are addressed in the design and delivery of programmes of study
- Seek to make staff more aware of the cultural assumptions, stereotypes and biases which may exist within curriculum materials and assessment methods, and encourage and support them in developing curriculum materials which reflect a wider range of experience and culture
- Review our programmes of study regularly to ensure that the range of opportunities provided reflects the needs of all sections of the community
- Reserve the right to refuse admission to our premises or any of our programmes of study on the grounds of security, safety, or breach of the Single Equality Scheme

Appendix 2

Recruitment and Procurement

The College will approach manage, support, and utilise diversity by recognising the diverse needs of staff, learners, and employers (both actual and prospective), and by ensuring that barriers to diversity are removed in relation to providing a safe and pleasant environment, free from abuse, harassment, and unfair discrimination for all, by encouraging a culture characterised by open communication, participation and consultation, and an absence of prejudice and discrimination.

In relation to recruitment practices (staff and learners), we are committed to:

- Operating a recruitment process that is based on equity of opportunity for all
- Advertise all vacancies in the appropriate medium as determined by HR and having regard to the staff profile and its imbalances in terms of age, disability, gender, and ethnicity
- Ensure a consistent approach on the interpretation of staff documentation (e.g., contracts of employment) and implementation of policies and procedures across the College
- Monitor and review, through our quality and performance improvement processes that equal opportunities during employment and learner enrolment are adhered to
- Treat all staff and learners with dignity and respect, and valuing all contributions made
- Monitor the composition of staff, learner, and applicants across the College and in each department/service by gender, ethnicity, age and disability and address identified imbalances and under representation
- Ensure there is no direct or indirect discrimination in all aspects of the employment relationship including recruitment, pay, working conditions, training, promotion, dismissal, references, and pensions

Procurement

The College promotes equity through its procurement and contracting arrangements. Those delivering education or training services on behalf of the College have been monitored by staff to ensure equity. For all large contracts we have required potential suppliers to have an equal opportunities policy in place.

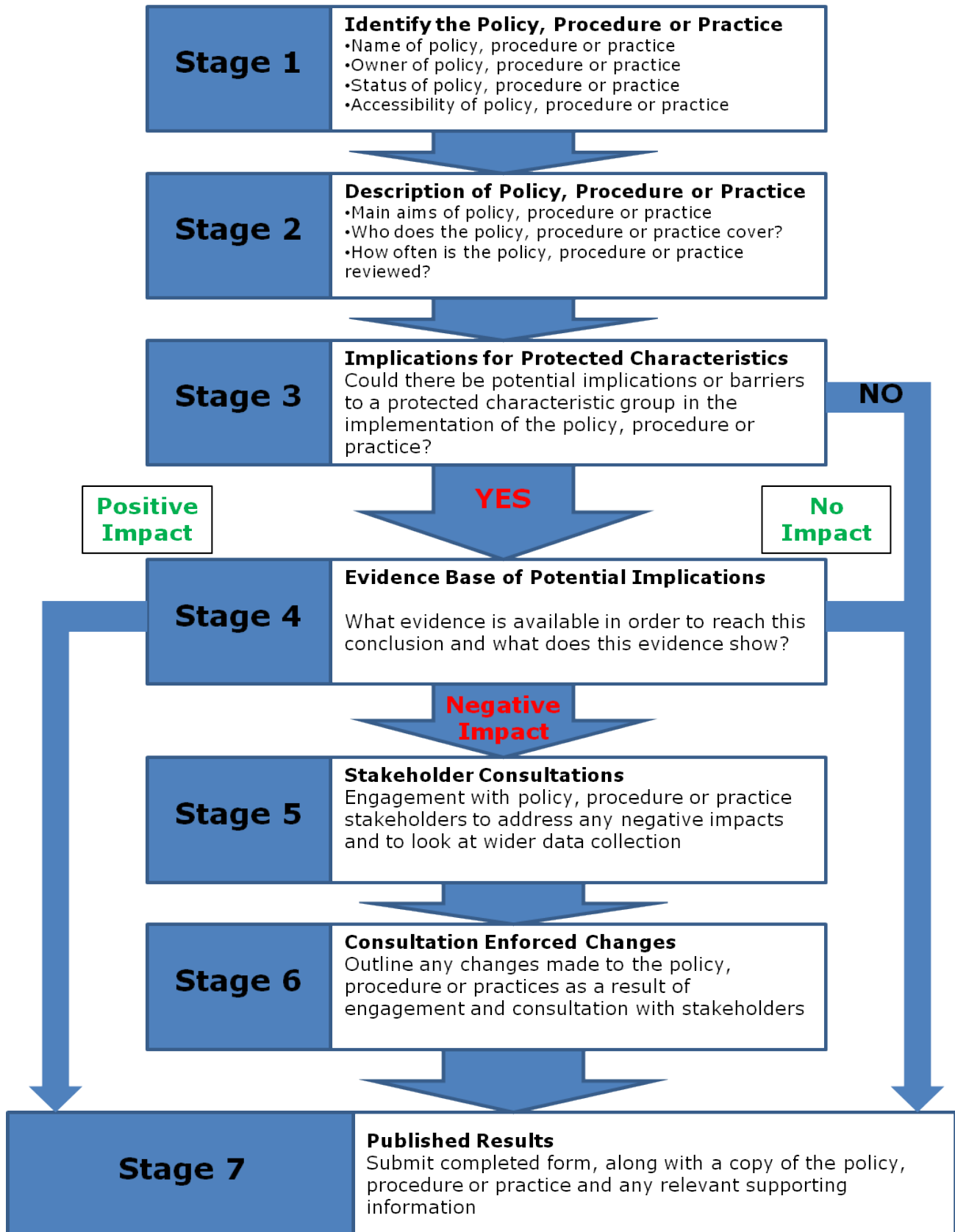
In relation to procurement of services, we are committed to:

- Ensure that all partners, contractors, and consultants are committed to equity and diversity in service provision
- Ensure our procurement policy does not exclude smaller groups and that consultants and contractors demonstrate best practice and sign up to the College's policies
- Ensure that suppliers and contractors are aware of and comply with the Colleges Single Equality Scheme, including through the tender process
- Include equity clauses in all contracts and service specifications

Appendix 3

Equality Impact Assessment Process

Equality Impact Assessment Process



Appendix 4

Legislation and Protected Characteristics

The Equality Act updates, simplifies, and strengthens the previous equality legislation. It covers employment, facilities, goods, services, and education, including the admission and treatment of learners. The Act makes it unlawful for to discriminate against people based on nine protected characteristics:

Age

The Act defines age by reference to a person's age group. An age group can mean:

- ✓ People of the same age or a range of ages.
- ✓ Be wide such as 'people under 25'
- ✓ Be narrow such as people born in 1976.
- ✓ Be relative such as 'a person older than me' or 'younger than me'
- ✓ Be linked to an actual or assumed physical appearance

Sex

Unlawful sex discrimination happens when someone is treated unfairly because of their sex. Women, men and transsexual people can all experience sex discrimination.

Sex discrimination also includes treating someone less favourably because they are married or in a civil partnership: for example, by not hiring married women.

Race/Ethnicity

The act defines race as a person's

- ✓ Colour
- ✓ Nationality
- ✓ Ethnic or national origin
- ✓ Racial group – a group of people that share a colour nationality or ethnic or national origin

Disability

A person is a disabled person under the act if they have 'a physical 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 the person to have a medically diagnosed cause for their impairment what matter is the impairment and not the cause.

Colleges have a duty to make reasonable adjustments for people with disabilities, and cannot unlawfully discriminate, harass or victimise you because of your disability.

Sexual Orientation

The law protects people from discrimination on the grounds of sexual orientations towards people of the same sex, people of the opposite-sex, or people of both sexes. This means they protect lesbian women, gay men, bisexual people and heterosexual people in employment, services, and education.

Gender Reassignment

Gender reassignment is defined as a personal 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. A person will be protected because of gender reassignment where they

- ✓ Make their intention known to someone
- ✓ Propose to undergo gender reassignment surgery (even if it is not completed)
- ✓ On starting gender reassignment surgery
- ✓ Start or continue to dress, behave, or live according to their gender identity
- ✓ Undergo any treatment related to gender reassignment
- ✓ They receive gender recognition under the gender recognition act 2004

Religion or Belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. For a religion to be protected it must have a clear structure and belief system. Belief means any religious or philosophical belief and includes lack of belief. For a belief to be protected under the equality act:

- ✓ It must be genuinely held
- ✓ It must be a belief and not an opinion or viewpoint based on the information available at the moment
- ✓ It must be a belief as to a weighty and substantial aspect of human life and behaviour
- ✓ It must attain a certain level of cogency, seriousness, cohesion and importance
- ✓ It must be worthy in a democratic society
- ✓ It must be compatible with human dignity and not conflict with the fundamental rights of others

Marriage & Civil Partnership

Marriage is defined as a 'union between two people'. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated no less favourably than married couples.

All employees are protected against discrimination on the basis of marriage or civil partnership. However, being married or in a civil partnership is not a protected characteristic for Further Education colleges.

Pregnancy & 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.

Learners with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable education providers to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular learner group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) education providers to take proportionate action to remedy the disadvantage faced by particular groups of learners. Such action could include targeted provision or resources or putting in place additional or bespoke provision to benefit a particular disadvantaged learner group.

It is never unlawful to treat disabled learners (or applicants) more favourably than non-disabled learners (or applicants). Employers are allowed by law, to take positive action to help redress any imbalances that may have arisen in the workplace as a result of past discrimination or disadvantage. The aim of positive action is to ensure that people from previously excluded groups have the opportunity to compete on equal terms with other applicants.

Appendix 5

Development Action Plan (2021 to 2024)

Aim: An outstanding and consistent approach to diversity and equity practice, which provides for a safe and pleasant environment, free from abuse, harassment and discrimination for all		
Objective	Target	Impact
Diversity, Equity and Inclusion are actively promoted within all College activities	<ul style="list-style-type: none"> • Increase the number of learner groups contributing to equity & diversity activities, including social enterprise, Be Fair, programme-based activities etc. • Curriculum content and resources amended, where appropriate, to include positive images and contributions from black people throughout history and not just in black history month (BHM) • Develop sector focussed curriculum content for Black History Month (BHM) that celebrates the contribution of black individuals in those sectors, learns from history and looks at the impact of racism in those sectors • Reviews of teaching, learning and assessment identify those teachers promote equity & diversity, and where needed to tackle discriminatory behaviour and remarks made by learners • Develop core modules for ITT, MDP and ongoing CPD that is reflective of racial equity issues and includes (for Teaching Staff) Anti-Racist Pedagogy, awareness training of unconscious bias and white privilege • Displays promote diversity, equity and inclusion • Electronic materials, plasma screens, websites etc. reflect diversity and equity matters • Majority of internal and external communications reflective of Black and Minority Ethnic Groups 	<p>Learners' understanding of the protected characteristics and how they can promote equity and diversity, and how they celebrate the things we have in common</p> <p>Strong promotion of E&D through teaching, learning and assessment with all teacher training and CPD programmes to include as a central component the consideration of racial equity, and for teacher training, the inclusion of anti-racist pedagogy</p> <p>A radical revision of FE curricula and qualifications to reflect contemporary British values, incorporating the importance of colonial history and its influence on society, historically and now; the impact of racism on black and white communities; the contributions made by black people to society</p> <p>Fair and positive treatment of ethnic minority students, staff, and communities, in terms of optics, content and impact.</p>

<p>An organisational culture of fairness, respect and mutual understanding that values the contributions of individuals and groups</p>	<ul style="list-style-type: none"> • Involve staff, learners, employers, and other stakeholders in assessing the impact of the Single Equality Scheme through a variety of ways – surveys, CPD Days, Committee through range of feedback mechanisms Meetings, Leadership & Management, online forums and suggestion schemes • Proportionate representation of staff on Committees and Working Groups • Provide further training to learner representatives around diversity and equity matters • Proportionate representation of equalities groups for learner representatives • Learners and staff feedback that they feel safe from harassment, bullying and discrimination • Any alleged incidents of harassment, bullying and discrimination are investigated and reported on • Continue to publish data on recruitment and success overall and by equalities group • Unconscious bias training for all managers involved in recruitment • Introduction of the Rooney Principles (interview at least one ETHNIC MINORITY candidate for each leadership role). Set recruitment agencies targets to proactively attract black candidates for leadership posts • Targeted promotion of roles at BSDC within Black, Asian, and Minority Ethnic communities social media channels and publications. Succession planning based on diversity 	<p>Leaders & managers actively promote DEI, tackle bullying and discrimination</p> <p>Relationships among learners and staff reflect a positive and respectful culture where the principles of diversity and equity are nurtured</p> <p>Incidents and complaints concerning DEI are managed and acted upon</p> <p>College recruitment processes, including the deployment of recruitment companies, to proactively address, imbalances in the diversity of leadership at all levels.</p>
<p>Provision of consistently high-quality learning, teaching and assessment opportunities for all</p>	<ul style="list-style-type: none"> • Progression routes from E3 to HE provided in all subject areas where funding permits • Increase the proportion of male and female learners in non-traditional areas (Construction, Automotive, Computing and Engineering increase female numbers and Health& Care, Hair & Beauty and Animal Care increase males) • Increase recruitment of ETHNIC MINORITY apprentices • Provide increased targeted programmes for disadvantaged groups • Extend apprenticeship disciplines, levels and increase the number of apprentices • Continued development of online, blended, and fast track programmes • Identifying and targeting enhanced support funds to those most in need • Increase online support services 	<p>All learners achieve and make progress toward their learning goals</p> <p>Effectiveness of learning & support using technology</p>

<p>High success rates and exceptional progress and positive progression by all learners</p>	<ul style="list-style-type: none"> • Success rates for all equalities groups to be at least at parity and in the 90th percentile nationally • Success rates for the comparative indicators of age, disability, ethnicity, and gender are monitored at department level and any underperformance addressed • Gap between male and female and ethnic group success rates are minimised • Gaps between male and female attendance rates and learners aged 16 -18 and 19+ reduced to ensure parity 	<p>Achievement gaps are narrowing between different groups of learners</p>
<p>Rigorous assessment of the impact of college work and taking appropriate action in response to findings</p>	<ul style="list-style-type: none"> • Data are produced and used to measure the impact of recruitment, retention, promotion, grievance, disciplinary, harassment, sickness, performance capacity and learning and development policies, procedures, and strategies for staff • Continue to review any gender pay gaps • Data are used to measure the impact of admissions, complaints, bullying, disciplinary, learner voice and support policies and procedures for learners • Collect data on religion & belief and sexual orientation for learners at enrolment • Analyses of the impact of processes, practices, and plans for staff to include by religion & belief and sexual orientation • New policies, procedures, practices, processes, and plans are assessed for impact • Monitor implementation of the Single Equality Scheme 	<p>The impact of a provider's work in relation to DEI is thoroughly assessed and appropriate actions are taken in response</p>
<p>A proportionate representation of equalities groups in the College's staffing and learner profile</p>	<ul style="list-style-type: none"> • Maintain workforce levels at or above local authority % for BME employees • Provide secondment and work placement opportunities through other organisations • Provide voluntary work placements in a broad range of College Departments targeting underrepresented groups • Monitor recruitment against comparative indicators of age, gender, and ethnicity at Departmental Level 	<p>Action taken to ensure that the ethnic profile of staff reflects that of the learner population</p>
<p>The College is proactive in sharing best practice & supporting employers & other external bodies to enhance diversity, equity and inclusion practices</p>	<ul style="list-style-type: none"> • College representation on relevant community boards and participation in key consortia and forums • Work with employers to extend diversity and equity statements to diversity and equity policies • Provide training and sessions on diversity and equity for employers, partners, and wider stakeholders • Develop promotional materials targeting recruitment of underrepresented groups, in particular apprenticeships 	<p>DEI is actively promoted among staff, learners, employers, and other partners</p>

