

Equality and Diversity Information

As a result of the Equality Act 2010, as a public sector organisation Redcar & Cleveland College has a duty to publish Equality Information to demonstrate how the College is working towards complying with its equality duty.

The College Mission of Raising Aspirations and Exceeding Expectations encompasses its commitment to being a dynamic and exciting place to learn and work for all.

Through the College Diversity and Equality Committee a Single Equality Framework has been considered and agreed. An associated action plan is in place which is supported and monitored by the College Diversity & Equality Committee.

Additionally the College has introduced a remitted role of Diversity and Equality Champion.

The College is currently in the process of transferring its Single Equality Scheme to a new Equality Framework that encompasses all 8 of the protected characteristics identified in the Equality Act 2010. This incorporates the steps the College is taking to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it.

Protected characteristics that are explicitly considered are:

Age; Disability, Gender, Gender reassignment, Pregnancy and maternity, Race, including ethnic or national origins, colour or nationality, Religion or belief, including the lack of belief, Sexual orientation.

The College welcomes and supports all learners (its service users) who have the aptitude, prior required qualification and funding eligibility to enrol on its programmes.

College employees who are in post, or those who are recruited to posts, are matched to criteria reflecting the essential and required qualifications, skills, experience and knowledge appropriate to the role. The College holds long established data relating to the composition of staff members in relation to protected characteristics. The College holds long established data relating to the composition of applicants for College job opportunities in relation to protected characteristics.

Reports on both staff and applicants are provided termly to the College's Employment Committee.

The College has in place three overarching Policy documents, approved by the College Board of Governors, which outline its commitment to Corporate and Social Responsibility, The Learner Experience and Quality & Standards that will be published on the website.

College Policy Statements and College Procedures support these three College Policy documents. These are all in place to support and enhance the experiences of both learners and staff members.

As part of the Diversity & Equality Action Plan, all College policy statements and procedures are subject to Equality Impact Assessments within an agreed programme of review. The Equality Impact Assessment process includes the opportunity for identification of good practice with contributions from both internal and external consultation, leading to the identification of any barriers and the identification of opportunities for improvement.


Collectively the Policies, Policy Statements and Procedures demonstrate

- how the College has due regard to the elimination of unlawful discrimination, harassment and victimisation or other conduct prohibited under the Equality Act.
- how the College supports the advancement of equality of opportunity
- how the College fosters good relations between people who share a protected characteristic and people who do not share it.

Copies are available on request to Personnel Department, Redcar & Cleveland College.

Beyond the Equality Duty the College has undertaken the screening and assessment of the impact of its procedures and arrangement supportive carers in the community, both staff and students, through accessible learning systems and working practices.

Additionally the College has committed itself to regular screening and assessing the impact of its policies and procedures on inclusiveness to a number of other groups that experience barriers including; social status, low income, further caring responsibilities, and other groups who may have difficulty in accessing College provision as well as the eight protected characteristics mentioned above.

The College is recognised as an Investor in People and holds the  Positive About Disability symbol.

Reflecting the requirement to monitor and address issues relating to protected characteristics, as at January 2012 the College would report the following information related to its employees:

Staff by Gender	%age Male	%age Female
Substantive	39	61
Management	43	57
Teaching	50	50
Business Support	25	75
Hourly Paid	47	53
Teaching	60	40
Business Support	30	70

Staff by Age	%age Under 25	%age 25 - 34	%age 35 - 44	%age 45 - 54	%age 55 - 64	%age 65+
Substantive	6	16	23	37	18	0
Management	0	5	24	52	19	0
Teaching	0	17	25	36	21	1
Business Support	14	18	20	34	14	0
Hourly Paid	15	23	10	21	15	16
Teaching	3	25	10	23	18	23
Business Support	30	21	9	18	12	9

Staff by Disability	%age Notifying as having an Impairment
Substantive	3
Management	5
Teaching	4
Business Support	2
Hourly Paid	0
Teaching	0
Business Support	0

Staff by Ethnicity	%age White British	%age White English	%age Mixed Other	%age Other
Substantive	95	3	0	2
Management	100	0	0	0
Teaching	93	3	1	3
Business Support	99	1	0	0
Hourly Paid	99	1	0	0
Teaching	97	3	0	0
Business Support	100	0	0	0

FE Students Reported Student Disability	16-18		19+	
	Male (%)	Female (%)	Male (%)	Female (%)
Learner has Learning Diff/Disability	18	18	16	10
Learner doesn't have Learning Diff/Disability	77	80	81	86
Not Known/Not Provided	5	2	4	3

FE Students Reported Student Ethnicity	16-18 (%)	19+ (%)
White British	97.8	95.9
White Irish	0.0	0.2
White Gypsy or Irish Traveller	0.1	0.0
White Other	0.5	1.5
White and Black Caribbean	0.2	0.3
White and Black African	0.0	0.2
White and Asian	0.3	0.2
Any Other Mixed/Multiple Ethnic Background	0.1	0.2
Indian	0.0	0.3
Pakistani	0.3	0.0
Bangladeshi	0.0	0.0
Chinese	0.0	0.3
Other Asian Background	0.3	0.3
Black African	0.0	0.2
Black Caribbean	0.0	0.0
Other Black Background	0.1	0.0
Arab	0.0	0.0
Any Other Ethnic Group	0.2	0.2
Not Known/Not Provided	0.2	0.3

Work Based Learning Reported Student Disability	<u>16-18</u>		<u>19+</u>	
	Male (%)	Female (%)	Male (%)	Female (%)
Learner has Learning Diff/Disability	10.9	4.5	6.9	0.0
Learner doesn't have Learning Diff/Disability	80.4	86.4	81.9	88.4
Not Known/Not Provided	8.7	9.1	11.2	11.6

Work Based Learning Reported Student Ethnicity	<u>16-18 (%)</u>	<u>19+ (%)</u>
White British	100	90.9
White Irish		0.0
White Gypsy or Irish Traveller		0.0
White Other		1.3
White and Black Caribbean		0.0
White and Black African		0.4
White and Asian		0.0
Any Other Mixed/Multiple Ethnic Background		0.4
Indian		0.0
Pakistani		1.3
Bangladeshi		0.0
Chinese		0.0
Other Asian Background		0.9
Black African		0.9
Black Caribbean		0.0
Other Black Background		0.4
Arab		0.0
Any Other Ethnic Group		2.2
Not Known/Not Provided		1.3

Higher Education Reported Student Disability	<u>16-18</u>		<u>19+</u>	
	M(%)	F(%)	Male (%)	Female (%)
Learner has Learning Diff/Disability	2.8	16.7	3.5	7.4
Learner doesn't have Learning Diff/Disability	86.1	83.3	93.9	89.0
Not Known/Not Provided	11.1	0.0	2.5	3.7

Higher Education Reported Student Ethnicity	<u>16-18 (%)</u>	<u>19+ (%)</u>
White British	97.6	91.0
White Irish	0.0	0.3
White Gypsy or Irish Traveller	0.0	0.0
White Other	0.0	2.7
White and Black Caribbean	0.0	0.0
White and Black African	0.0	0.0
White and Asian	0.0	0.6
Any Other Mixed/Multiple Ethnic Background	0.0	0.0
Indian	0.0	0.0
Pakistani	0.0	0.0
Bangladeshi	0.0	0.0
Chinese	0.0	0.0
Other Asian Background	2.4	0.3
Black African	0.0	0.6
Black Caribbean	0.0	0.0
Other Black Background	0.0	0.0
Arab	0.0	0.9
Any Other Ethnic Group	0.0	3.3
Not Known/Not Provided	0.0	0.3

All student data is for Continuing Students as at 30/1/2012, based on Age on the 31/8/12.

The above data relating to both staff and students is provided based on information disclosed by staff or students.

The College does not currently specifically request data in respect of all eight protected characteristics.

Going Forward

The Single Equality Framework Plan identifies objectives for further development which included:

- identifying information gaps and how these are to be overcome
- continuing to monitor, analyse and act upon relevant equality and diversity data and information
- developing further the role of the Equality and Diversity Champion
- continuing to develop the college monitoring of Equality and Diversity standards of contractors and work experience employers in relation to the Equality Act 2010
- continuing to develop all staff on the College workforce onto the Equality and Diversity agenda

- Increasing the participation and involvement of representatives of the protected groups mentioned above with the College Diversity & Equality Committee
- considering the extension of access to policies and procedures through appropriate translation

Additionally to this the college is undertaking:

An Equality needs analysis to identify areas of good practice and opportunities to further eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share them as well as removing barriers and increasing participation in the College for those groups mentioned above.

Carrying out regular screening reviews of all college policies and procedures and conducting Equality Analyses where a need is identified by screening.

Publication of Equality Duty information

This information is made available on the College website. It is also available in hard copy, in enhanced font size, printed on alternative coloured background or in audio version, on application to Personnel Department at Redcar & Cleveland College.