



City College Southampton

Single Equality Scheme

2007 - 2010

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Introduction from the Principal

Welcome to Southampton City College's first Single Equalities Scheme.

The Single Equalities Scheme (SES) is a very significant milestone in the college's commitment to ensure a college community which is representative of the local community, in all its diversity. The new disability and gender equality duties will help the college to drive forward with further improvements in equality and diversity. Improvements in equality and diversity are fundamental to the college's overall quality improvement.

Lindsey Noble

September 2007.

Introduction to the Scheme

This is the College's first Single Equality Scheme, which sets out the background and our obligations to the duties to promote race, disability and gender equality, and how we intend to implement our general and specific duties for these three sets of legislative requirements. We have incorporated our individual policy for race equality, and our disability and gender equality schemes into one overarching Single Equality Scheme to create a coherent framework for promoting equality and diversity within Southampton City College.

The Single Equality Scheme sets out our commitment to diversity and equality and a plan of action for the College that will cover the next three years. It provides a framework for the College to carry out its functions more effectively and to tackle discrimination in a proactive way. Our Single Equality Scheme is based on the core principles that its effectiveness will be determined by

- active involvement with key stakeholders, not just in developing this Scheme but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

We recognise that good practice which evolves in the pursuit of equality is good practice for the College as a whole. A culture which promotes equality will create a positive environment for all who work, learn and use the services of our organisation. We also recognise that, as a provider of further education, we have an important role to play in shaping and implementing equality and influencing improvements as a centre of learning for future employees, managers and leaders

At the heart of the duties to promote race, disability and gender equality is the need to set equality objectives in the context of local concerns as well as national and specific issues relating to equality. We are continuing a journey that will ensure that we measure real outcomes and practical improvements in the day-to-day life and experiences of our disabled staff, students, and visitors, and our staff, students, and visitors who are from black and ethnic minorities. We will strive to ensure that inequality and discrimination experienced by women and trans people are eliminated.

Although we are not required to produce an Equality Scheme for other equality legislation, we must ensure that we do not discriminate in the areas of age, sexual orientation and religion or belief. This Scheme will be implemented in an inclusive way that takes account of these legal requirements.

We have aligned the objectives of this Scheme with our overall priorities so that it will operate strategically, in the mainstream of our work. All staff and students are expected to actively support and implement this Scheme.

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The sections in this Single Equality Scheme are:

- The overall aims and objectives of this Scheme and how this Scheme supports the College's mission and strategic objectives.
- The College profile and context and an outline of our work on equality to date.
- How we have involved key stakeholders in developing this Scheme and our equality objectives
- An outline of the information that we currently gather and the gaps that we have identified,
- The process we will undertake to impact assess all policies and practice
- An outline of how we will publish, report on and update the Scheme.
- An outline of how we will put the Scheme into practice and the responsibilities and accountabilities associated with this.
- Our equality objectives and three year Action Plan

Five appendices are attached to this Scheme:

- (i) Further information on the involvement of key stakeholders (Appendix A)
- (ii) Further information on the overview of the legal requirements (Appendix B)
- (iii) Further information on the legal requirements not to discriminate with regard to age, sexual orientation, religion or belief (Appendix C)
- (iv) Staff and Student Profile (Appendix D)
- (v) Student recruitment and success, by gender and ethnicity (Appendix E)

The College's Mission and Key Objectives

The College's main functions are associated with teaching and learning, and the employment of staff to support and carry these out. Our Vision and Mission are:

College Vision

Southampton City College exists to provide a high quality service of education, training and promotion of learning.

College Mission

The college will thereby:

- Increase the life opportunities of individuals and the productivity of organisations
- Strengthen the development and employability of individuals and employees
- Support the progression of individuals through further education into employment and higher education
- Contribute to the growth and economic development of the region through our curriculum offer

The college has identified the following key objectives and strategic themes for the period 2005-10:

Key objectives

- Student Achievement
- The college will aim to ensure that students achieve their qualification, progress and reach their potential.
- Community and other Partnerships
- The college will play a dynamic role in its partnerships with local communities and other organisations which share its vision.
- Specialised Training and Skills Development
- The college aims to be recognised as a centre of excellence for professional, technical and skills training.

Strategic themes

- Leadership - Dynamic, effective governance and management.
- Economic Importance - Employer and Business Engagement
- Valuing Diversity - Equality of Opportunity and Access
- Workforce Development - Professional, Technical and Skills Training
- Learner Experience - Cutting Edge Methods and Infrastructure
- Knowledge Economy - Focus on Higher Level Skills
- Regional Importance -Working for Southampton and south Hampshire
- Success for All - Learner Achievement and Staff Development

The implementation of this Single Equality Scheme directly supports our vision, mission, key objectives and strategic themes. We will strive to ensure that our positive duties are fully embedded into every aspect of our organisation and at every level.

Our revised Student Charter states that learners can expect '*respect and celebration of differences within the community and promotion of equal opportunities*' The College expects learners to '*develop positive relationships with other students (regardless of differences in culture, race, ability, gender, age, sexual orientation, disability, learning difficulty, medical condition or social class) and choose not to bully or discriminate*'

The Student Code of Conduct makes clear that students may not '*treat anyone disrespectfully due to differences in culture, ability, race, age, gender or sexual orientation, disability, learning difficulty, medical condition or social class* or to engage in any types of behaviour that may '*endanger, threaten or harass another member of the college community*'

The implementation of this Single Equality Scheme directly supports our Student Charter and Code of Conduct.

Aims and Objectives of the Scheme

This Scheme particularly aims to:

- ensure potential and current staff, students, and visitors do not experience discrimination;
- ensure that anticipatory action is taken to provide an inclusive learning and teaching experience and access to all our services;
- ensure that reasonable adjustments are put in place for disabled staff, students, applicants and visitors;
- support the recruitment, retention, progression and personal and professional development of all our staff and students;
- promote a positive working and studying environment for all staff and students;
- promote the social inclusion of people in the region and beyond

The College profile

Background and characteristics of the college

Southampton City College is a medium-sized GFE college, largely based on one site close to the city centre, with a separate centre for its specialism in marine engineering. Southampton, a unitary authority, has a population of around 220,000. Unemployment is low, at just over 2%, although a higher proportion of residents than nationally are economically inactive. The employment sectors with the highest proportion of workers are wholesale and retail trade, and manufacturing, although employment in the traditional engineering and manufacturing sectors has declined in recent years, with growth in the service sector. Southampton ranks 96th out of 354 on the index of relative deprivation. Around a quarter of the adult population have no qualifications, and there are low levels of literacy and, particularly, numeracy. Just over 7% of the population are from minority ethnic groups, although this figure does not include recent migrants from Eastern Europe.

The college operates in a competitive environment. There are two sixth form colleges in the city, and several other SFCs, GFEs and tertiary colleges within travelling distance. Most local schools are 11-16. Performance in Southampton schools is significantly below the national average, by about 10 percentage points for those achieving 5 GCSEs grades A*-C – both in total, and including English and maths.

The college offers a broad vocational curriculum. In 2005/06, around 12,000 learners enrolled on over 21,000 courses. Of these learners, over 80% were adults. Most adult learners are part-time; measured as full-time equivalents (FTEs), 16-18 year-olds constitute 40% of the college's activity and adults 60%. In line with the local population, less than 10% of learners are from minority ethnic groups.

Most enrolments for both age groups are at level 1. For students aged 16-18, the most popular SSAs as measured by FTEs are engineering; construction; retail and commercial enterprise; and health, public services and care. Over a third of adult learners are enrolled on courses in preparation for life and work; the other most popular SSAs are health, public services and care; engineering; and construction.

Apprenticeship programmes, organised under the college's "City Training" arm, are available in several SSAs. Most trainees are in engineering and construction. The college is also involved in a substantial programme of work for students aged 14-16 from local schools.

College Estates

Southampton City College is currently part way through a full redevelopment of its St Mary's Street campus. £8.5 million has already been invested in the first two phases of the redevelopment with a further £34.7 million to be spent over the next four years. City College has already significantly improved the campus by completing the first 2 phases of the redevelopment creating two new buildings, now known as Z and V blocks.

Additionally a new 'mall' was created to provide a safe entrance to the College. The mall acts as a meeting place for students as well as a venue for a number of College events such as open evenings, markets and galleries.

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Phase 3 of the redevelopment will begin in 2008. A central hub will be created, which will act as a focal point of the college, used for a dedicated student guidance area as well as enrolment events, exhibitions and conferences. The three storey hub will have exceptional facilities such as television and radio studios, seminar rooms and open access areas across the top floors.

Highly glazed links will join the hub to Block 2, a new three storey building, which will provide up to date facilities for catering, hair and beauty learning. Block 2 will also house a fitness suite- available for use by both staff and students, seminar rooms and a new student/staff bistro.

The already existing E block will be rebuilt to create modern high quality engineering and construction facilities on three floors. Additional art and design workshops will also be created.

Phases 4 and 5 will be completed by July 2010. Phases 4 and 5 will include a new commercial building, which will allow Catering, Hospitality, Hair & Beauty to put their learning into practice within the state of the art Restaurant and Hair and Beauty Salons, which will be open to the general public.

City College will also be improving some of its current buildings by refurbishing or rebuilding blocks as well as installing new facilities in certain blocks. In particular this will benefit Language, Media, Theatre, Travel & Tourism, I.T and Business students.

Over the last few years the College has incorporated many features into their estate to accommodate the requirements of disabled people. These include

- Installation of two accessible toilets, one with shower facilities, in M block
- An additional accessible toilet in E block
- Level access has been introduced through the pedestrian gate behind M block leading from the parking bay in Chapel Road
- Contrasting paving has been laid between R block and J block on the route between the Learning Centre and the Refectory
- Two additional doors in B block have been fitted with 'push button' automation
- New and replacement signs have a non reflective surface.

An access audit was carried out in 2005 and identified a number of issues for the College to address, including further work on improving signage, emergency evacuation and accessible toilet facilities.

College partnerships

The College works in partnership with a range of external organisations to support current and potential staff and students. For example, 'Fairbridge' supports 13-25 year olds who are not in education, employment or training or who have been identified as being at risk of dropping out. Connexions supports young people between 13 and 19, and the College works closely with local partnerships. 'Wheatsheaf Trust' is a local charity that supports social inclusion.

We also work closely with local secondary schools, to facilitate the transition for learners from school to college. We recognise that this is particularly important for disabled students.

What we need to do

We will investigate and implement strategies to encourage male and female staff and student applications in areas where they are currently underrepresented. We will review our marketing, our staff recruitment and selection procedures, and our student admissions processes, to ensure that these are free from bias and actively welcome people from disadvantaged or unrepresented groups. We will ensure that all staff who participate in staff recruitment and selection or student admissions undertake equality and diversity training.

We will review our marketing materials, our recruitment and selection procedures and our student admission processes to ensure that these are free from bias and actively welcome people from disadvantaged or unrepresented groups.

We are not aware of any staff who intend to, is or has undergone gender reassignment. However, we do not intend this to be a reason for inaction. As a starting point, we will develop a policy for staff who wish to undergo gender reassignment while at the College

The College is committed to achieving a workforce profile that is closer to the profile of Southampton. A range of measures will be implemented including a graduate trainee scheme targeted at ethnic minority students, improvements to recruitment materials to encourage applications from ethnic minority population and advertising in a broader range of publications particularly targeting those read by people from ethnic minority backgrounds.

We will implement a range of measures to ensure that data on disabled staff and students is both valid and reliable. New processes for data collection will enable us to make useful year on year comparisons. For example, we will involve disabled staff who have already declared a disability, learning difficulty or medical condition to help us to identify strategies to encourage staff to disclose. We will review our staff application form and other supporting documentation to ensure that the most appropriate terminology is used and a welcoming environment is created. We will thoroughly overhaul our student disclosure procedures to ensure that the admissions process encourages learners to disclose, that there are ongoing opportunities for disclosure, and that information is efficiently and effectively captured, with learner consent, onto our Individualised Learner Record. These activities will enable analysis of data to be meaningful.

We will ensure that all planned building works have a robust access audit prior to implementation, to ensure that the needs of disabled people are built into plans from the outset. We will implement new Personal Emergency Evacuation Procedures for our disabled staff and disabled students.

In order to meet the commitments required by a 'two ticks positive about disabled people' symbol user, we will:

- provide opportunities for disabled applicants to discuss adjustments required at interview
- put all reasonable adjustments in place to ensure existing employees who have just become disabled continue to work here and use their abilities to the full
- seek the views of disabled applicants and members of staff to get a better understanding of the effectiveness of our recruitment and selection procedures
- track applicants more proactively to ensure applicants declaring a disability are automatically offered an interview if they meet the minimum criteria

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- provide training to all staff to ensure continuing disability awareness
- periodically survey all staff, confidentially, to try to reduce any level of under-reporting of disabilities
- continue to review these commitments and to monitor adjustments that have been made for disabled staff to improve on work practices

We will improve our processes for identifying and arranging learner support and improve our processes for monitoring and evaluating the impact of learner support

We will continue to work in partnership with a range of external organisations that reflect the interests of people from different equality groups

Undertaking Impact Assessments

Under the duties to promote gender, disability and race equality, organisations must conduct impact assessments on their policy and practice.

An equality impact assessment is a detailed analysis of the effects of a proposed or existing policy or practice on a group of people such as disabled people or women. 'Policy and practice' is a broad term that covers every aspect of an organisation's function. The impact assessment process looks for positive impact that may have been missed or better exploited, as well as detecting any actual or negative impact on a particular group of people. It is a way to make sure that individuals think carefully about the likely impact of their work on different groups of people, and take action to improve policy and practice where appropriate

Most good impact assessments will lead to changes in policy or practice. Impact assessments will thus lead to positive changes for different groups of people who work, learn or use the services of our organisation.

The impact assessment process is an important tool for embedding equality across the whole organisation, ensuring that we give 'due regard' to equality in all that we do. It also helps us to shift the focus from meeting the needs of particular groups of people and onto the policies and practice of the organisation.

Usually, an impact assessment will be carried out for any new policy or practice. It is important that this takes place at the beginning of the policy or practice development, so that potential inequality is averted. However, organisations must impact assess their 'back catalogue' of all existing policies and practices to ensure due regard is given to all existing functions and activities.

The Impact assessment process is not an end in itself – the purpose is to achieve real and practical improvements for different groups of people

The College organises its work in six areas:

- teaching and learning
- corporate services, including registry and estates
- organisational development, including HR, staff development, teacher education, equality and diversity and health and safety
- finance
- student services, including learning support and learner support
- employer engagement and marketing

What we need to do

We will identify the policies, procedures, plans, practice and key documentation for each area of the College as part of an initial mapping exercise

We will conduct staff training on equality impact assessment in November / December 2007. Following training, we will determine the College methodology for undertaking impact assessments, the priorities for impact assessment and the timescales involved. We will develop

a tool for staff to support the impact assessment process and we will develop a template for recording the outcomes of impact assessment

This section of the Scheme and the relevant sections of the Action Plan will then be updated to include this information, in particular the details of our methodology for carrying out impact assessments on our policy and practice.

Publishing, Reporting and Updating the Scheme

The Scheme will be published on the College's website and intranet, and made available in hard copy, large print and alternative formats by request. An easy read version will also be made available on request

A summary document will highlight the key features of the Scheme and signpost where further information can be obtained. This summary document will be made widely available and displayed at key locations at the College including reception, learning centres and staff workrooms. They will also be available at the other main centres of the College

A statement highlighting the College commitment to equality and diversity and the Single Equality Scheme will be placed in key publicity materials, including the College prospectus, the Student guide, and staff recruitment literature

An annual report will be made to the Board of Governors on the progress of the Scheme and the implementation of the Action Plan, and in particular

- the results of impact assessments
- the information that has been gathered and used in relation to staff, students and customers
- the narrowing of equality gaps and the achievement of equality targets
- the improved outcomes for people from disadvantaged groups that have been achieved

The annual report will be published on the College's website and intranet, and made available in hard copy, large print and alternative formats by request. A summary of the annual report will be included in appropriate college publications, such as the College newsletter, and sent to relevant employers and work placement providers.

We will review the Scheme each year and update action plans and targets on an interim basis. Updating will take account of changes in the law and College priorities as well as new information relating to equality and diversity and the results of impact assessment. There will be a full review and revision at the end of the Scheme's three year cycle.

Putting the Scheme into practice

- The Board of Governors will promote the College's commitment to equality and ensure adequate resources are made available for implementation of the Single Equality Scheme
- The Senior Management Team is responsible for the overall implementation of our equality commitments and for promoting equality. They will ensure that this Scheme is integral to the College's strategic objectives and business planning process.
- The Equality and Diversity Panel will oversee this Scheme and monitor how far we are achieving our commitments. The Panel will monitor implementation of the Action Plan and are responsible for ensuring that the Board of Governors receive an annual report on the progress of this Scheme and implementation of the Action Plan. The Panel will update the Action Plan in the light of further involvement of key stakeholders, and in the light of information gathering and analysis.
- Managers will make sure that equality issues are core to service delivery, teaching and learning, staff management and recruitment, selection and promotion. They are responsible for ensuring that all staff and students are made aware of this Scheme
- The Director of Organisational Development is responsible for organising events and activities to raise awareness of this Scheme, and for ensuring that all staff understand equality and diversity issues through a rolling programme of staff development. HR are responsible for ensuring that complaints of discrimination, harassment and bullying among staff are investigated in line with College procedures
- The staff development manager will co-ordinate and provide professional development events and guidance to staff in matters related to equality and enable the sharing of good practice amongst all staff. They will ensure that development events are open and accessible and that wherever possible they meet the needs of the individual. They will also work to embed equality and diversity within all staff training events
- The Director of Organisational Development is responsible for gathering the range of staff quantitative and qualitative information outlined in the monitoring section of this Scheme and ensuring that this information is used effectively to improve equality
- The Director of Student and Community Support is responsible for ensuring that students are made aware of this Scheme, and for ensuring that students understand equality and diversity issues and their rights and responsibilities to respect and celebrate differences within the community and promote equal opportunities
- The Director of Student and Community Support is responsible for gathering the range of student quantitative and qualitative information outlined in the monitoring section of this Scheme and ensuring that this information is used effectively to improve equality.
- The Executive Director of Teaching is responsible for ensuring that equality and diversity is embedded within all quality improvement activities such as lesson observations, course reviews, self assessment reports and other quality improvement activities.

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- The Director of Organisational Development and the Director of Student and Community Support will take joint responsibility for producing an annual report to the Board of Governors on the outcomes of information gathering activities
- The Director of Organisational Development will take the lead responsibility for carrying out and acting on the results of the impact assessment. The Director of Organisational Development will also take the lead role in publicising the Scheme
- The Executive Director of Corporate Services is responsible for communicating the Scheme to all contractors with whom the College partners
- All members of the College community are responsible for supporting this Scheme and its implementation and are expected to
 - promote a positive working and studying environment that is free from discrimination, harassment or bullying
 - treat all individuals with dignity and respect

Involvement of key stakeholders

We have involved key stakeholders in developing this Scheme, and by so doing we hope to have increased the effectiveness in identifying and prioritising our equality objectives.

Disabled student focus groups took place in May 2007. We publicised our intention to develop a Single Equality Scheme at our staff conference in August, and reminded staff in our newsletter in September 2007. We engaged the services of an external consultant to help support this development. We sent alerts out via email asking staff to be involved in a series of focus groups, and also gave staff the opportunity to speak to the consultant on a one to one basis either face to face or by email. We also sent out a questionnaire to all staff.

The principle issues that emerged from the focus groups and interviews have been incorporated into our Action Plan and all those who took part in these activities have been given an opportunity to feedback and comment on this Scheme. We have ensured that, as far as possible in this first Scheme, that we have captured people's main priorities and concerns in setting our equality objectives.

Further details of the involvement of key stakeholders can be found in Appendix A.

What we need to do

Each college in the sector is expected to develop a learner involvement strategy to ensure that the learner voice is at the heart of all quality improvement activities. We will ensure that our learner involvement strategies effectively capture the voice of disabled students, ethnic minority students, and our strategies ensure an appropriate gender balance

We are committed to the active and continued involvement of key stakeholders in the monitoring and review of the Action Plan and the development of future Schemes. We recognise that our activities to involve key stakeholders to date are the beginning of a journey to identify College actions to improve equality. We want to build on this involvement. We welcome more disabled staff and students, staff and students from ethnic minority backgrounds and male and female staff and students who are working or learning in under-represented areas, or who have undergone gender reassignment, to come forward to help us further identify areas for involvement, and to help us to review, revise and develop our Scheme and Action Plan. We also welcome the further involvement of people who represent other equality and diversity areas, particularly sexual orientation, age, religion or belief.

Gathering and Using Information (monitoring)

Monitoring in relation to race, gender and disability

The public sector duties to promote race, disability and gender equality contain specific duties requirements for colleges to gather and make use of information in order to assess the impact of activities and to measure progress towards equality (the monitoring duties). For example, under the duty to promote disability equality, the organisation's Scheme should include statements on:

- the type of information used to monitor disability equality, and specifically:
 - the recruitment, retention and career development of disabled staff
 - the educational opportunities available to and the achievements of disabled learners; these should be interpreted broadly and include, for example, access to facilities and trips
- an explanation of how the organisation intends to use this information to promote disability equality, and specifically:
 - to prepare an action plan
 - to review the effectiveness of such an action plan and to prepare subsequent Disability Equality Schemes.

The general duty provides a basis for determining what information we require. For example, guidance by the Disability Rights Commission provides the following illustrations:

- *the need to promote equality of opportunity between disabled people and other people*; for example, do disabled people have the same chances in accessing promotion, employment, services provided as others?
- *the need to eliminate discrimination that is unlawful under the DDA*; for example, is there evidence that disabled people are being treated less fairly than others because of practices that act as barriers?
- *the need to eliminate disability-related harassment*; for example, is there evidence of disability-related hate crime or bullying?
- *the need to promote positive attitudes towards disabled people*; for example, is work being undertaken to challenge negative societal stereotypes about what disabled people can do or how they feel?
- *the need to encourage participation by disabled people in public life*; for example, is there fair representation of disabled people, specifically the diversity of disabled people, on boards, advisory bodies or consumer panels?
- *the need to take steps to meet disabled people's needs, even if this requires more favourable treatment*; for example, is there evidence that disability-specific services meet the needs of their users?

Gathering and using information on the employment experience

The College holds information about staff on its Staff Individualised Record (SIR). We recognise that under-declaration by staff for a disability, learning difficulty or medical condition means that this data is not always valid or reliable.

We currently monitor staff selection success rates by disability, gender, ethnicity and age, but we need to report on this process in a more systematic manner. We monitor staff disciplinary by gender and ethnicity but not by age or disability.

We have conducted staff surveys. Previously these have been anonymous but they now collect the name of individuals

What we need to do

We recognise that there is still much work to be done to ensure that our monitoring arrangements are robust and permit us to identify equality gaps, set equality targets and monitor the achievement of these equality targets in a more systematic manner.

We will address the issue of data validity and reliability in respect of disability by having more robust mechanisms for encouraging staff to disclose a disability, learning difficulty or medical condition.

We will keep under review the quantitative information that we gather and make better use of the qualitative and quantitative data from staff. In particular we will:

- use the findings from regular staff surveys to improve our information, inform actions and to promote equality where appropriate;
- develop a process to analyse staff turnover by gender, race, age and disability, by grade and department;
- analyse staff exit questionnaires, particularly in any areas or grades where there is an indication of a proportionately higher turnover of staff, to improve race, disability and gender based information;
- analyse information on part-time / full-time staff by race, disability and gender and include this analysis in the baseline data report;
- gather information on women returning to work after maternity
- develop a process to enable us to assess the take up of flexible working and part time working by gender and the take up of paternity leave
- monitor staff disciplinary, staff grievance and attendance at staff training events by gender, ethnicity, age and disability.
- Monitor career progression for staff by their grade, length of service and promotion

We will use information from our staff equality monitoring activities to improve equality, by identifying appropriate actions to rectify equality gaps, and to set equality targets in respect of these equality gaps.

We will report on our progress to Governors and to the College Equality and Diversity Panel as part of our monitoring and evaluation of the Single Equality Scheme.

Gathering and using information on the student experience

The College holds a wide range of information on both students and applicants from recruitment and success, to complaints and those undergoing disciplinary procedures. Much of this information can be disaggregated by gender, disability and ethnicity. However, we do not report on these in a rigorous or systematic manner or analyse our performance against college and sector benchmarks. We need to improve and extend our analysis to ensure this information is gathered effectively and used appropriately to monitor our progress on promoting equality.

Initial analysis of student success, by ethnicity, suggests that overall, students from an Asian background perform slightly above the College benchmark, whereas 16-18 students from a Mixed background perform slightly below the College benchmark.

Success rates vary between different schools of study. However, when success rates of black and ethnic minority students are compared to the success rates of white students within the same school of study, broadly comparable rates are found. The exceptions to this appear notable for

- Asian students in construction
- Black students in engineering
- White students in general education and languages

Further information can be found in Appendix E

We have already identified in earlier sections of this Scheme that disaggregating learner performance data by disability would be relatively meaningless as this data is not regarded as sufficiently robust at this present time to permit meaningful analysis.

We currently monitor student disciplinary action by ethnicity and gender but not by disability. We do not currently monitor student complaints by equality and diversity groups.

The College undertakes an annual student satisfaction survey. The survey shows high levels of student agreement with the statement that the College environment welcomes all students regardless of race, sex or disability. Results of this survey are currently analysed by gender and age, but not by disability or ethnicity. However, this year the College has moodle software that will permit this analysis

The college produces an annual summary report for governors. However, this information is not routinely used by Heads of School to improve equality.

Teams currently report on how socially and educationally inclusive is the College and its provision. However, there are opportunities to more explicitly identify strengths and weaknesses in relation to equality and diversity issues within this section of the self assessment report.

We currently do not track uptake of enrichment activities by race, gender or disability.

What we need to do

We recognise that there is still much work to be done to ensure that our monitoring arrangements are robust and permit us to identify equality gaps, set equality targets and monitor the achievement of these equality targets.

We will develop and implement student disclosure procedures to more effectively encourage student disclosure and to ensure this data is effectively and efficiently captured for analysis to be meaningful

We will monitor student disciplinary action, student complaints, and the results of student satisfaction surveys by race, gender and disability

We will monitor student recruitment, retention, achievement and success by race, disability and gender, and disaggregate this information by programme area and by qualification level. We will embed the analysis of this information within our College self assessment process, both at the College level and Head of School level. We will use equality and diversity information more robustly to identify equality gaps and set equality targets.

We will report on the retention, achievement and success of students receiving Additional Learning Support compared to those who are not receiving Additional Learning Support

We will ensure that our learner involvement strategies effectively capture the voice of disabled and ethnic minority students, and ensure our strategies achieve an appropriate gender balance

We will track and report on the uptake of enrichment activities by race, gender and disability.

Gathering and using information for people who use the services of the College

We are not required, under the race, gender or disability equality duties, to gather and use information to improve equality for people who use our services, such as people who attend open day events or people who use the beauty salon, hairdressing salon or training restaurant. However, we recognise that it is good practice to do so.

What we need to do

We will conduct customer satisfaction surveys that will collect and analyse information in relation to race, gender and disability equality. We will also add specific questions on equality and accessibility to our customer satisfaction survey.

Monitoring in relation to age, trans gender, sexual orientation, religion or belief.

We are not required to gather and use information on age, trans gender, sexual orientation, religion or belief in the same way as we are legally required to gather and use information in relation to race, disability and gender. We recognise that collecting information in relation to age, trans gender, sexual orientation, religion or belief is a sensitive and contentious issue. However, we also recognise that monitoring is one way to ensure that discrimination does not take place in practice.

Our priority for the first two years of this Scheme is to ensure that the information we collect in respect of race, disability and gender is

- valid and reliable
- used robustly to eliminate discrimination and promote equality of opportunity
- used effectively and efficiently to monitor our progress in achieving our equality objectives.

In the third year of this Scheme, we will consult with relevant staff and students, and trade unions, to determine the most appropriate ways to collect and use information relating to age, trans gender, sexual orientation, religion or belief.

Equality Objectives and Action Plan

The Equality Objectives and accompanying Action Plan represent a broad outline of the tasks that will be addressed by Southampton City College in order to respond effectively to the requirements of the Race, Disability and Gender Equality Duties, and to implement the College Single Equality Scheme.

The Equality Objectives fall within the following broad areas: -

1. Improve reliability of disclosure data
2. Improve process for arranging adjustments for disabled people
3. Address current gaps in relation to staff recruitment and student recruitment and success
4. Improve marketing, induction, communication
5. Improve mechanisms for gathering and using equality and diversity information
6. Revise HR policies and practice
7. Improve accessibility of estates/Health and Safety
8. Implement equality and diversity training for staff and students
9. Revise terms of reference for the Equality and Diversity Panel
10. Carry out impact assessments on policy and practice

Note. The numbering of the Equality Objectives (EO) does not necessarily indicate the order in which the EO will be implemented or the priority in which the EO should be viewed. An accompanying Action Plan identifies the tasks that will be undertaken to achieve each EO. Some actions contribute to more than one EO, and for simplicity have been placed under one EO.

Abbreviations:

Do14-19PLSQ – Director of 16-19 Provision, Learning Support and Quality

DoOD – Director of Organisational Development

LSCord – Learning Support Coordinator

DoEEM – Director of Employer Engagement and Marketing

EDTLC – Executive Director Teaching Learning and Curriculum

EDCS – Executive Director of Corporate Services

HOS – Head of School

SDM – Staff Development Manager

CtC – Clark to Corporation

MM – Marketing Manager

HSS – Head of Student Support

The Action Plan demonstrates how we are meeting the requirements of the **general duties** to promote race, disability and gender equality, by **cross referencing each action against the duties**. The following code is used in the action plan:

The **race equality duty** is to:

- 1 eliminate unlawful racial discrimination
- 2 promote equality of opportunity
- 3 promote good relations between people of different racial groups.

The **disability equality duty** is to:

- 1 promote equality of opportunity between disabled people and others
- 2 eliminate unlawful discrimination
- 3 eliminate disability-related harassment
- 4 promote positive attitudes towards disabled people
5. encourage participation by disabled people in public life
6. take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably

The **gender equality duty** is to:

- 1 eliminate unlawful discrimination and harassment
- 2 promote equality of opportunity between men and women.

The College also has a duty to:

- 3 consider the need to have objectives that address the cause of any differences between the pay of men and women that are related to their sex.

Southampton City College Single Equality Scheme
2007 - 2010

Objective	Action	Meets Equality Duties			Lead Responsibility	Timescale	Specific Outcomes and Output
		Race	Disability	Gender			
9	Revise terms of reference of E&D panel so that <ul style="list-style-type: none"> • Monitoring and evaluation of SES and action plan is a standing agenda item • Panel receives completed impact assessments and templates • A report on progress in implementing the SES and action plan is presented to Governors and Senior Management at least on an annual basis • Publish an annual report on equality and diversity activities, including outcomes of impact assessment, involvement of stakeholders and gathering information activities, on college website and intranet, and present this to the Governing body 	1-3	1-6	1-3	DoOD	Nov 07	New Equality and Diversity Panel in place, with revised terms of reference
8	Revise staff procedure for applying for internal staff training events to permit staff to request access requirements		2,6		SDM	Dec 07	Staff application for training event modified

Southampton City College Single Equality Scheme
2007 - 2010

Objective	Action	Meets Equality Duties			Lead Responsibility	Timescale	Specific Outcomes and Output
		Race	Disability	Gender			
4	Revise Student Charter and Student Code of Conduct to include student disability, learning difficulty or medical condition		1,4		Do14-19PLSQ	Jan 08	At least 4 different leaflets newly available to students. Including mental health difficulties (MIND) leaflets
7	Develop/revise new risk assessment and personal emergency evacuation plan (PEEP) procedures and documentation, and use as a pivot for staff training		2,5,6		DoOD	Jan 08	New risk assessment documentation in place. Disabled learners aware of and satisfied with PEEPs
7	Develop and implement a new medication procedure and associated forms		2,5,6		Do14-19PLSQ	Jan 08	New risk assessment documentation in place. Disabled learners aware of and satisfied with PEEPs
7	Ensure new building work has an access audit carried out by an access registered consultant, to take account of disabled people's access requirement		2,6		EDCS	Jan 08	Access registered consultant engaged to carry out access audit
10	Agree methodology of impact assessment and establish timescales for a rolling programme of impact assessments: revise Single Equality Scheme and Action Plan	1-3	1-6	1-3	DoOD	Jan 08	All college policies and practices mapped and priorities for impact assessment

Southampton City College Single Equality Scheme
2007 - 2010

Objective	Action	Meets Equality Duties			Lead Responsibility	Timescale	Specific Outcomes and Output
		Race	Disability	Gender			
4	Display leaflets on different impairments, including mental health difficulties, in IAG		3,4,5		HSS	Feb 08	5 posters displayed around college promoting equality and diversity
4	Distribute summary leaflet to staff and student via, for example, induction and presentations at team meetings	1-3	1-6	1-3	DoOD/ Do14-19PLSQ	Feb 08	Staff and students including learners with learning difficulties, aware of SES
5	Ensure college learner involvement strategies have appropriate representation from disadvantaged groups	2,3	4,5	2	Do14-19PLSQ	Feb 08	Proportionate representation of learner views obtained from learners with disabilities, and from black and ethnic community backgrounds
7	Revise procedures for reporting and acting on estate faults, ensuring high priority is given to faults that have access repressions		2,6		EDCS	Feb 08	New procedures in place to report and act on faults
9	Ensure that Equality and Diversity Panel is made up of people from disadvantaged groups, including disabled people and black and ethnic minority people	1,2	3,4	5,6	DoOD	Feb 08	Equality and diversity panel comprises at least one person who is a disabled person and from a black and ethnic minority background
10	Develop a tool to support the impact assessment process and a template for recording outcomes of impact assessment	1-3	1-6	1-3	DoOD	Feb 08	At least 4 learner and 4 staff policies and practices impact assessed and templates completed by June 08

Southampton City College Single Equality Scheme
2007 - 2010

Objective	Action	Meets Equality Duties			Lead Responsibility	Timescale	Specific Outcomes and Output
		Race	Disability	Gender			
1	Develop new procedures for student disclosure		1,2,6		Do14-19PLSQ	March 08	New disclosure procedures, staff recruitment and selection learner admission process
1	Revise application and enrolment paperwork and processes		1,2,5,6		Do14-19PLSQ	March 08	New disclosure procedures, staff recruitment and selection learner admission process
1	Develop new process and paperwork for tutor referral		1,2,6		DoOD	March 08	Increased numbers of staff and learners on SIR/ILR who have disclosed a disability /learning difficulty/ medical condition
1	Develop new learner consent form to pass information to others		2,6		DoOD	March 08	Increased numbers of staff and learners on SIR/ILR who have disclosed a disability /learning difficulty/ medical condition
1	Improve mechanism for updating of ILR following disclosure that take place after enrolment		1,6		DoOD	March 08	Improved reliability and validity of ILR data
1	Revise staff application and interview process		1,2,5,6		DoOD	March 08	Increased numbers of staff and learners on SIR/ILR who have disclosed a disability /learning difficulty/ medical condition

Southampton City College Single Equality Scheme
2007 - 2010

Objective	Action	Meets Equality Duties			Lead Responsibility	Timescale	Specific Outcomes and Output
		Race	Disability	Gender			
1	Establish a focus group of disabled staff to investigate strategies to encourage disabled staff to feel safe to disclose		1,2,4,5,6		DoOD	March 08	Strategies identified and implemented in updated action plan
3	Investigate strategies to recruit more females in engineering, construction, hospitality, maritime			1,2	Relevant HOS	March 08	Increased % of female students in curriculum areas that are traditionally male, and vice versa
3	Investigate strategies to recruit more males in hair and beauty, care and early years			1,2	Relevant HOS	March 08	Increased % of female students in curriculum areas that are traditionally male, and vice versa
3	Investigate strategies to recruit more black and ethnic minority students in teacher training	1,2			Relevant HOS	March 08	Increase % staff from black and ethnic minority students in teaching education
5	Develop customer satisfaction survey to permit analysis by E&D parameters	1,2	1,2	1,2	Do14-19PLSQ	March 08	Customer satisfaction survey piloted
7	Investigate opportunities to improve signage		1,2,5,6		EDCS	March 08	New signage in place
10	Carry out a mapping exercise of all policy and practices				DoOD	March 08	At least 4 learner and 4 staff policies and practices impact assessed and templates completed by June 08

Southampton City College Single Equality Scheme
2007 - 2010

Objective	Action	Meets Equality Duties			Lead Responsibility	Timescale	Specific Outcomes and Output
		Race	Disability	Gender			
1	Establish a focus group of disabled staff to investigate strategies to encourage disabled staff to feel safe to disclose		1,2,4,5,6		DoOD	April 08	Strategies identified and implemented in updated action plan
2	Develop formal procedures for arranging adjustments for disabled staff, including identification of a named person and a process for monitoring adjustments that have been made. Embed procedure in staff induction and publicise on intranet		1,2,6		DoOD	April 08	New procedure for arranging support for disabled staff
3	Investigate possibility to widen advertisement of staff vacancies to include publications targeted at those read by black and ethnic minority communities	1,2			DoOD	April 08	Increase % staff from black and ethnic minority students in teaching education
3	Implement a graduate trainee scheme targeted at ethnic minority students	2			DoOD	April 08	
3	Review Marketing processes to ensure free from bias and specifically welcome people from disadvantaged groups	1,2	1,45	1,2	MM	April 08	Increase % staff and students who disclose a disability, learning difficulty or medical condition
4	Carry out focus groups of learners on pre-entry and entry level provision, and use outcomes to update Action Plan		1,2,3,5		Do14-19PLSQ	April 08	Views of learners with learning difficulties used to identify actions for improvements

Southampton City College Single Equality Scheme
2007 - 2010

Objective	Action	Meets Equality Duties			Lead Responsibility	Timescale	Specific Outcomes and Output
		Race	Disability	Gender			
4	Produce a short PowerPoint presentation and DVD clip of SES on website/intranet	2	1	1	DoOD	April 08	
4	Revise Staff recruitment Literature to include prominent statement on college commitment to E&D/ where SES can be obtained				DoOD	April 08	
6	Carry out an equal pay review			3	DoOD	April 08	Equal pay review undertaken and new policy for staff wishing to undergo gender reassignment in place
6	Revise recruitment and selection procedures to ensure social model of disability is reflected in documentation and practice, all staff who participate in recruitment and selection undergo mandatory E&D training, and procedures are tracked for compliance against the 'Two Ticks' symbol	1	2,5,6	1	DoOD	April 08	Harassment policy and recruitment and selection procedures updated. Increased % of disabled staff
8	Carry out governor training on the legal requirements of E&D legislation	1-3	1-6	1-3	CtC	April 08	80% of staff trained on E&D, Particularly disability equality
10	Carry put training on impact assessment with key staff	1-3	1-6	1-3	DoOD	Jan 08	All college policies and practices mapped and priorities for impact assessment
10	Involve outcomes of stakeholder events in prioritising policy and practice for impact assessment	1-3	1-6	1-3	DoOD	April 08	

Southampton City College Single Equality Scheme
2007 - 2010

Objective	Action	Meets Equality Duties			Lead Responsibility	Timescale	Specific Outcomes and Output
		Race	Disability	Gender			
2	Improve marketing leaflets on ALS		1,4,5,6		LS Cord	June 08	Increased learner awareness of additional support
2	Continue to revise processes and documentation for <ul style="list-style-type: none"> Identify ALS requirements Passing on agreed support plans to tutors and other relevant staff tutors and LSA roles in providing ALS Tracking ALS and monitoring and evaluating impact of ALS 		1,2,3,6		LS Cord	June 08	Systematic process in place to identify, implement and track agreed support plans with disabled learners. Robust procedures in place to evaluate impact ALS
3	Review Staff recruitment and selection processes to ensure free from bias and specifically welcome people from disadvantaged groups				DoOD	June 08	Increase % staff and students who disclose a disability, learning difficulty or medical condition
3	Review Student admissions to ensure free from bias and specifically welcome people from disadvantaged groups				Do14-19PLSQ	June 08	Increase % staff and students who disclose a disability, learning difficulty or medical condition
5	Identify lead responsibility for evaluating learner experiences of discrimination and harassment during work experience/ placements	1,2	1,2	1,2	EDTLC	June 08	Work experience evaluated to determine discrimination and harassment

Southampton City College Single Equality Scheme
2007 - 2010

Objective	Action	Meets Equality Duties			Lead Responsibility	Timescale	Specific Outcomes and Output
		Race	Disability	Gender			
5	Develop new guidelines for HOS in using E*D data in self assessment processes	1,2	1,2	1,2	EDTLC	June 08	Proportionate representation of learner views obtained from learners with disabilities, and from black and ethnic community backgrounds
5	Build E&D into self assessment validation process	1,2	1,2	1,2	EDTLC	June 08	Judgements on equality and diversity more explicitly evaluated in SAR at HOS level
8	Identify priorities for staff training for next two years, including training staff on how to support learners with mental health difficulties		2,4,6		SDM	June 08	Staff training plan in place for E&D/mental health awareness
4	Explore raising awareness of E&D through poster displays	2	4,5	2	Do14-19PLSQ	July 08	5 posters displayed around college promoting equality and diversity
6	Develop a policy for staff wishing to undergo gender reassignment			1,2	DoOD	July 08	Equal pay review undertaken and new policy for staff wishing to undergo gender reassignment in place

Southampton City College Single Equality Scheme
2007 - 2010

Objective	Action	Meets Equality Duties			Lead Responsibility	Timescale	Specific Outcomes and Output
		Race	Disability	Gender			
4	Revised equality and diversity section of student guide to raise profile of ALS, expand FAQ section, make more explicit the college position on harassment	1,2	3,6	1,2	Do14-19PLSQ	Sept 08	Students more aware of: ALS, college position on equality and diversity, and consequences of harassment
4	Revise tutor induction guidelines to ensure equality and diversity section of guide is discussed verbally with all students and given a high profile	1,2	3,6	1,2	Do14-19PLSQ	Sept 08	Students more aware of: ALS, college position on equality and diversity, and consequences of harassment
4	Ensure prospectus and course leaflets advertise availability of alternative formats and ensure these are available on request		6		MM	Sept 08	Staff and student focus groups specifically identify better accessibility of college website and intranet as a feature of improvement
4	Improve accessibility of college website and intranet		2.6		DoEEM	Sept 08	Staff and student focus groups specifically identify better accessibility of college website and intranet as a feature of improvement
4	Publish SES on website and intranet	1-3	1-6	1-3	DoEEM	Sept 08	
5	Produce formal report on outcomes of student gathering information activities, that include all activities stated in the SES, for Equality and Diversity Panel	1,2	1,2	1,2	Do14-19PLSQ	Sept 08	Student equality gaps and targets identified and actions implemented

Southampton City College Single Equality Scheme
2007 - 2010

Objective	Action	Meets Equality Duties			Lead Responsibility	Timescale	Specific Outcomes and Output
		Race	Disability	Gender			
5	Produce formal report on outcomes of staff gathering information activities, that include all activities stated in the gathering information section of the SES, for Equality and Diversity Panel	1,2	1,2	1,2	DoOD	Sept 08	Judgements on equality gaps and diversity more explicitly evaluated in SAR at HOS level
6	Revise harassment policy to expand and make explicit definition and consequences of harassment	1	3	1	DoOD	Sept 08	Equal pay review undertaken and new policy for staff wishing to undergo gender reassignment in place
6	Revise staff induction to include a fourth module on E&D and the college SES	1-3	1-6	1,2	DoOD	Sept 08	Increase staff awareness of college procedures for requesting support for disabilities, learning difficulties, medical condition. All new staff aware of SES
8	Produce an E&D module for the student tutorial, to include a DVD on impact of harassment	1-3	1-6	1-2	Do14-19PLSQ	Sept 08	80% of students on full time courses undertake E&D module
8	Carry out all staff training for next two years on E*D, particularly focusing on disability equality, supporting disabled learners and on harassment	1-3	1-6	1-2	SDM	Sept 08	80% of staff trained on E&D, Particularly disability equality

Southampton City College Single Equality Scheme
2007 - 2010

Objective	Action	Meets Equality Duties			Lead Responsibility	Timescale	Specific Outcomes and Output
		Race	Disability	Gender			
3	Ensure that HOS self assessment reports include evaluation of any underperformance of students from black and ethnic minority groups, compared to the whole cohort, and actions to address issues are included within development plans	1,2			EDTLC	Oct 08	Actions to improve performance for gender and ethnicity are included in development plans
9	E & D Panel to check that annual reports for staff and students summarises outcomes of gathering information activities, and these reports <ul style="list-style-type: none"> • Meet the requirements of the SES • Use internal and where possible external benchmarks to assess performance • Identify actions to address equality gaps • Identify equality targets against which progress can be measured • Are presented to Governors 	1.2	1,2,3,5	1,2	DoOD	Oct 08	Group to be also be comprised of comparable numbers of men and women, and include people of different sexual orientation and religious belief
4	Produce easy read version of SES and summary leaflet	1-3	1-6		DoOD	Dec 08	Staff and Students, including Learners with learning difficulties, aware of SES

Southampton City College Single Equality Scheme
2007 - 2010

Objective	Action	Meets Equality Duties			Lead Responsibility	Timescale	Specific Outcomes and Output
		Race	Disability	Gender			
4	Revise college prospectus to include prominent statement on college commitment to E&D/ where SES can be obtained	2	1	1	MM	Sept 09	
4	Revise student guide to include prominent statement on college commitment to E&D/ where SES can be obtained				Do14-19PLSQ	Sept 09	
5	Involve key stakeholders in investigating how information gathering activities should be revised to include sexual orientation, age, transgender and religion or belief	n/a	n/a	n/a	DoOD	Oct 09	

Involvement of Key Stakeholders

Involvement of Staff

An independent consultant was engaged to conduct interviews with staff. Forums took place on 20th and 21st September 2007. A mix of group and one to one meetings took place. In addition, staff contacted the independent consultant by email to provide additional information for the College to address. A questionnaire was also sent out to staff.

Disabled staff forums

16 disabled staff were involved. People with a range of impairments contributed to discussions, including people with physical and sensory impairments, medical conditions such as cancer, epilepsy, ME and diabetes, mental health difficulties, and specific learning difficulties (dyslexia).

Disability Questionnaire

53 replies were received.

Black and ethnic minority staff forum

Two staff met specifically to discuss BME issues at the college on 20th September 2007.

Gender

8 staff from the above forums were female

The above forums were encouraged to discuss issues across the equality agenda, to include race, disability, gender, age, sexual orientation, gender reassignment and religion and belief. The above forums were represented by people over the age of 55, and lesbian and gay people. It was not known if the above forums specifically represented people from a religious group or people who intend to, are or have undergone gender reassignment. Trade Unions were also represented

We recognise that these forums are very much a starting point in engaging with key staff to help develop and implement this Scheme. The Equality and Diversity Panel will ensure that further involvement activities take place to collect feedback, and to report back on the actions and responses to previous involvement activities. We will make every effort to ensure that the Equality and Diversity panel itself has representatives from each of the seven groups who experience disadvantage, namely race, disability, gender, age, sexual orientation, gender reassignment and religion and belief.

Outcomes

Generally, staff spoke highly of the ethos at the college of mutual respect regardless of a person's impairment, medical condition, gender, age, ethnicity, sexual orientation, religion or belief. People were generally comfortable to openly discuss issues and how these related to their impairments, medical conditions, ethnicity, gender, sexual orientation or age.

However, a range of opportunities for dismantling barriers and improving outcomes were highlighted, and these have been summarised below under the following headings:

Southampton City College Single Equality Scheme 2007 - 2010

- Arrangements for organising adjustments and support for disabled people
- Staff awareness and training
- Promotion of the new single equality scheme
- Communication processes
- College intranet
- Risk assessment and medication procedures

Arrangements for organising adjustments and support for disabled people

- Many staff spoke highly of the adjustments that had been made to provide equality of opportunity. However, staff said that it was not clear to all staff who should be approached at the college to discuss adjustments. A clear process, communicated to all staff should be built into induction, included in a formal college procedure and made widely available to staff.
- Staff identified a minority of tutors that are not always willing to work with disabled students or accept them onto their courses
- Some staff highlighted a concern with emergency evacuation procedures for disabled staff and students, identifying that improvements could be made to college documentation to identify and implement Personal Emergency Evacuation Plans (PEEPS)
- Staff are not routinely asked whether they have access requirements for internal staff training events

Staff awareness and training

- Staff discussed incidences of sexist or homophobic comments that were sometimes made by staff. These were often given in the context of 'banter' but were nonetheless inappropriate. They recognised that this was not widespread practice but rather occurred in isolated pockets in the college. Staff cited examples of such comments made by other staff, or by students where tutors who had heard the remarks did not provide an appropriate challenge. Staff suggested training to raise awareness of the broad definition of harassment, the impact that this can have on individuals, and the legal consequences for people undertaking this type of activity. Staff also suggested making the definition of harassment much more explicit within college policies and procedures and within the student guide
- Staff discussed a recent E&D training that took place. They felt that while the acting session in the theatre was entertaining, the break out activities that followed were not sufficiently engaging and many staff 'switched off'. It was not possible to validate these comments from return of staff training evaluations, as only 21% of staff had completed these. Staff at the forum requested further training, in particular to raise awareness of disability equality, the new duties and what this means in practice for the college. This should be mandatory for all staff and not just those who want to attend or staff who specifically work with disabled students.

- People felt that some staff lacked equality and diversity awareness and were 'treading on egg shells' for fear of causing offence. More training and general awareness is required on how to deal appropriately with situations
- Equality and disability awareness should be more strongly built into the induction process. Currently there are three induction modules, and staff suggested a fourth module to specifically focus on equality and diversity, and to include
 - disability awareness
 - college vision and policies for equality and diversity
 - the new Single Equality Scheme
 - the process for discussing and arranging adjustments for disabled staff and students
 - the college expectation for all who work, learn and use the services of the organisation to treat others with respect regardless of actual or perceived race, disability, gender, age, sexual orientation, gender reassignment and religion and belief

Promotion of the new Single Equality Scheme

- Staff raised concern that all staff may not become aware of the new Single Equality Scheme and noted that email communication was an insufficient mechanism by itself to raise awareness. Staff are often inundated with emails and can often miss important information. Staff suggested that
 - The Scheme is summarised in a short document with a clear signpost of where to go for further information
 - The summary is presented as a short (5-10 min) agenda item at all curriculum and support team meetings
 - Either a leaflet advertising the Scheme, or the summary is inserted into people's pay slips
 - The college website and intranet contain the full Scheme, the summary document, a short PowerPoint presentation and a five minute video clip.
 - A senior manager introduces the Scheme at an appropriate all staff meeting

Communication processes

- Documentation which uses the term 'disabled people', such as staff questionnaires, application forms and the equal opportunities policy, should explain who is covered by this definition. People often think that disabled people are just those with physical or sensory impairments. People with medical conditions or dyslexia are often 'invisible' and can feel isolated.
- Mechanisms to communicate the support requirements of disabled students to tutors should be significantly improved. Tutors cited incidences where students had disclosed to staff, but information on support had not been passed onto tutors. They felt that processes in place for referral or passing information on to others, with learner consent, are not sufficiently robust, and require a thorough overhaul.

College Intranet

- Staff were not always clear on how to make adjustments to the college intranet to improve accessibility. This feature is available, but instructions are not as clear as they could be, and sometimes staff and students are prevented from using this feature.
- There are opportunities to make the College website and intranet more accessible, such as more appropriate choice of colour contrast and font size

Risk assessment and medication procedures

- Administration of medication, including emergency administration of medication, takes place to support disabled students attend College. However, no formal procedures and documentation exist. It would be helpful if these were developed and distributed to key staff including staff working with students on pre-entry and entry level courses, learning support assistants and first aiders.
- Write up of risk assessment reports for disabled students are not always robust, for example an action plan is not in place and risks are not assigned as either low, medium or high risk.

Involvement of Students

Disabled student forums

Forums took place in May 2007 and again on 20th and 21st September 2007. A mix of group and one to one meetings involved disabled students with a range of physical and sensory impairments, medical conditions, mental health difficulties and specific learning difficulties (dyslexia). We recognise that we need to capture the voice of learners with learning difficulties more effectively, and we will carry targeted focus groups and interviews with learners on pre-entry and entry level courses by March 2008. Outcomes from these will be used to inform the Action Plan

Black and ethnic minority student forum

A group of students studying on a health and social care programme met on 20th September to discuss equality and diversity issues. Six students were from a black and ethnic minority background

Gender

Students from the above forums contained a broadly equal balance of male and female students

The above forums were encouraged to discuss issues across the equality agenda, to include race, disability, gender, age, sexual orientation, gender reassignment and religion and belief. The above forums were represented by lesbian and gay students, and students from two religious groups. It was not known if the above forums specifically represented learners who intend to, are or have undergone gender reassignment.

Again, we recognise that these forums are very much a starting point in engaging with students to help develop and implement this Scheme. We intend to invite disabled students onto an ongoing disabled student forum. Further work to involve students from black and ethnic minority groups are planned for in this academic year. The Equality and Diversity panel will ensure that further involvement activities take place to collect feedback, and to report back on the actions and responses to previous involvement activities.

Outcomes

Again, students staff spoke highly of the ethos at the college of mutual respect regardless of a person's impairment, medical condition, gender, age, ethnicity, sexual orientation, religion or belief.

However, a range of opportunities for dismantling barriers and improving outcomes were highlighted, and these have been summarised below under the following headings:

- Induction
- Harassment
- Student training
- Communication
- Arranging adjustments
- estates

Induction

- Students felt that induction did not specifically include equality and diversity issues.
- Some students had read the student guide but were not sure what was meant in certain sections such as the Equality and Diversity section on page 19. For example, students were unclear about who they could go to disclose a disability, learning difficulty, or medical condition or to find out further information about learning support. They did not feel that learning support had a particularly high profile in the college, and information should be more widely available. They were also unclear on who they could turn to for support if they experienced discrimination or harassment. They felt that further information should be signposted more clearly in the guide. They also felt that the section occurred too late in the guide and should feature more prominently earlier on. It would also be helpful to include these issues within the frequently asked section of the guide.
- Some students had not read the student guide and said that discussion of equality and diversity should not simply rely on students reading the guide but should also include tutor discussion, particularly during induction. They also suggested raising awareness through poster displays.

Harassment

- Students said that tutors did not always challenge inappropriate remarks or comments, and gave examples of sexist or homophobic remarks. Tutors should be more proactive in responding to inappropriate student behaviour. Students should be made aware that inappropriate remarks can constitute harassment, and made aware of the potential consequences of this sort of behaviour.
- Non-disabled students can poke fun at disabled students, making disabled students feel uncomfortable. This has been raised in the Student Council meetings in the past. Students should have disability awareness (see below).

Student training

- Students felt that it would be helpful to have a module on equality and diversity. Some students have this as part of their curriculum, but others do not, and it should be included for everyone, perhaps as part of the tutorial programme. Helpful if this was a DVD of past or present students from disadvantaged groups discussing their experiences, to make students think about the impact of discrimination and harassment on individuals. Sometimes students are thoughtless rather than deliberately discriminatory and gave examples such as a student barging in front of a disabled person with a mobility impairment who was waiting for a lift. Non-disabled students should be more aware of disabled students.

Communication

- Some students were unsure of who to go to in order to discuss additional learning support. Some students cited examples where they had spoken to their tutor about their impairment but nothing had happened. Some students cited instances when they had disclosed on their enrolment form that they had an impairment but nothing happened as a result.

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- Students were unsure who exactly has been or would be informed about their support requirements, and how they could request confidentiality, or request that information be restricted to certain individuals such as personal tutor.
- Mental health awareness leaflets, such as those produced by MIND, should be available in student services and signposted in the student guide. Staff were not always aware of how to appropriately support students with mental health difficulties
- Tutors did not always implement adjustments that had been agreed with disabled students. Staff did not routinely and regularly check to ensure that adjustments that had been agreed were in place and working well.
- Tutors did not always work effectively with learning support assistants
- The college absent line is often on answer phone, and it is sometimes difficult to speak to a person, and messages are not always passed on to tutors
- The prospectus should be available in alternative formats. Information needs to be more accessible prior to enrolment

Arranging adjustments

- Tutors should have disability equality awareness training as not all tutors were aware of how to support disabled students effectively
- Disabled students sometimes experience difficulties using computers and accessing the college intranet
- Tutors notes should be available in large print and on coloured paper if requested by disabled students. Tutors should allow students to tape classes.
- Students are not always aware of the support available

Estates

- When lifts or automatic doors break down, they are not always repaired in a timely fashion to prevent disabled students experiencing disadvantage. Procedures for reporting on faults should be tightened up and estates staff should give high priority to faults that have access repercussions.
- Non-disabled students sometimes prevent disabled students from using the lifts. Lift keys are sometimes misused to jam lifts
- Signage could be improved, such as pictorial signs for toilets, vocational areas
- Rules regarding emergency evacuation procedures should be clarified for disabled students. It would be helpful to have a trial run to ensure emergency evacuation works safely for disabled students

An overview of the legal requirements

The duty to promote race equality

The Race Relations Act 1976 has been amended by the Race Relations (Amendment) Act 2000 (the RRAA). This Act was introduced as a result of the MacPherson Report, which followed the Stephen Lawrence inquiry. This report highlighted the issue of institutional discrimination.

As a response, the government introduced a duty to promote race equality for listed public bodies, including the LSC, HEFCE, Ofsted, Colleges and Universities. The duty is designed to assist institutions to tackle discrimination, promote equality of opportunity and promote good race relations. Its aim is to make promotion of race equality central to the way that public bodies work, and to all areas of their work, including policy making, service delivery, (including teaching and learning), regulation and enforcement and employment practice.

The general duty has three inter-related parts, and means that public authorities, in carrying out their functions, must give due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups.

To support progress in delivering the general duty, there are a series of 'specific duties', to:

- assess the impact of policies, including the race equality policy, on students and staff of different racial groups;
- monitor by reference to those racial groups, the admission and progress of students and the recruitment and career progress of staff (including training for staff);
- include in the written race equality policy statement an indication of arrangements for publishing the policy statement and the results of assessment and monitoring;
- publish annually the results of monitoring data
- fully review the race equality policy every three years.

By May 2002 the College was required to;

1. prepare a written statement of policy for promoting race equality;
2. have in place arrangements for fulfilling, as soon as reasonably practicable, its duties (in the form of a race equality action plan).

This Single Equality Scheme incorporates the College race equality policy and action plan.

The duty to promote disability equality

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 to place a duty on all public authorities to promote disability equality

The general duty has six inter-related parts, and will mean that public authorities, in carrying out their functions, must give due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate unlawful discrimination
- eliminate disability- related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

The general duty reinforces the reasonable adjustment duties of the Disability Discrimination Act (DDA). In particular, it complements, and in some cases overlaps with, the anticipatory duty to make adjustments. An anticipatory approach requires adjustments to be made in advance of individual disabled people attempting to use a service or access education. However, the general duty shifts the focus away from the individual and firmly on the shoulders of the institution, dismantling barriers before these have an impact on the individual

Unlawful discrimination under the Disability Discrimination Act 1995 and 2005 means

- a. Direct or indirect (disability-related) discrimination against disabled people in employment and vocational training, education, and the provision of goods and services
- b. Harassment on the grounds of disability, learning difficulty or medical condition
- c. Failure to make reasonable adjustments
- d. Victimisation on the basis of a disability, learning difficulty or medical condition

To support progress in delivering the general duty, there are a series of 'specific duties', to:

- produce a Disability Equality Scheme and equality action plan;
- involve disabled people in the development of the DES and equality action plan;
- explain the method of assessing the impact of policies upon disabled people;
- explain information will be gathered and used on staff and student recruitment and progression;
- explain how the results of steps taken to achieve the Action Plan will be published on an annual basis;
- fully review the DES every three years.

Definition of a disabled person

Under the DDA a person has a disability if s/he has a 'physical or mental impairment which has a substantial or long-term, adverse effect on her / his ability to carry out day-to-day activities. This is a broad definition that is likely to cover people with

- physical or sensory impairments
- learning difficulties, including specific learning difficulties such as dyslexia
- mental health difficulties
- medical conditions such as epilepsy, diabetes, HIV, cancer, multiple sclerosis

It is likely that one in five people of working age are covered by this definition. It is important to note that many impairments are 'unseen'. Over 50% of people who are covered by the DDA definition of a disabled person are unlikely to consider themselves as disabled.

Involvement of disabled people

At the heart of the duty is the need to involve disabled people. The Code of Practice for the Disability Equality Duty makes clear that consultation by itself is not sufficient to meet this legal requirement. Consultation may allow choice between limited, often predetermined options, or canvas opinion, but participants have few or no opportunities to propose alternatives, or to take part in putting plans into action. Participants have a voice, but no power to ensure their voice has influence.

Providers must move beyond consultation to achieve active and genuine involvement. This empowers and enables participants to create a vision of their own future and to become actively involved in making it happen. Participants establish a partnership to share decision-making, are given genuine opportunities and are actively engaged in exploring options, and shaping action and outcomes.

Approaches to disability equality

The Disability Rights Commission highlights the social model of disability as being essential to the successful implementation of the DDA duties. The social model identifies that;

'The disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal and environmental barriers.'

This premise provides the basis for the College's commitment to implement the disability equality duty by examining its policies, procedures and practices and making every effort to remove attitudinal, cultural, social and physical barriers.

By Dec 2006 the College was required to publish its Disability Equality Scheme and three year accompanying Action Plan. This Single Equality Scheme incorporates the College Disability Equality Scheme and Action Plan.

The duty to promote gender equality

The Sex Discrimination Act (1975) has been amended by the Equality Act 2006 to place a duty on all public authorities to promote gender equality.

The general duty has two inter-related parts, and will mean that public authorities, in carrying out their functions, must give due regard to the need to:

- eliminate unlawful discrimination and harassment and
- promote equality of opportunity between men and women.

The duty has been introduced in recognition of the need for a radical new approach to gender equality – one which places more responsibility with public bodies to think strategically about gender equality, rather than leaving it to individuals to challenge poor practice. The duty applies in respect of all the College's functions including policy-making, teaching and learning, and employment. It also applies to our services for people who use the services of the College who are not staff and learners, such as people who use the College salon.

Unlawful discrimination in the Sex Discrimination Act and Equality Act means:

- a. Direct or indirect discrimination against women and men, in employment and education; in goods, facilities and services and in the exercise of public functions.
- b. Harassment, sexual harassment and discrimination on the grounds of pregnancy and maternity leave.
- c. Discrimination on the grounds of gender reassignment in employment and vocational training, which includes individuals intending to undergo, undergoing or having undergone gender reassignment.
- d. Direct and indirect discrimination in the employment field on the grounds that a person is married or has a civil partner.
- e. Victimisation on the basis of gender.

To support progress in delivering the general duty, there are a series of 'specific duties', to:

- prepare and publish a Gender Equality Scheme (GES), showing how the College will meet the general and specific duties and setting out gender equality objectives.
- in formulating overall objectives, to consider the need to include objectives to address the causes of any gender pay gap in support of the Equal Pay Act (1970).
- gather and use information on how policies and practices affect gender equality in the workforce and in the delivery of services, including teaching and learning
- consult stakeholders (i.e. employees, students and others, including trade unions) and take account of relevant information in order to determine gender equality objectives.
- assess the impact of current and proposed policies and practices on gender equality.
- explain how the results of steps taken to achieve the Action Plan will be published on an annual basis;
- fully review the GES every three years.

Transsexual / Transgender Staff and Students

As part of the Gender Equality Duty, public authorities are also required to have due regard to the need to eliminate unlawful discrimination and harassment in employment and vocational training (including further and higher education), for people who intend to undergo, are undergoing or have undergone gender reassignment.

Transgender people are people who identify their gender to be different from the gender assigned to them at birth. Sometimes known as gender dysphoria, this is a recognised medical condition. It is accompanied by a sense of discomfort with one's physical body and a wish to go through a process known as gender reassignment or transition. Some transgender people undergo medical treatment - gender reassignment - which can include cosmetic treatment, such as electrolysis for hair removal, hormone therapy and/or reconstructive surgery. Some people elect not to undergo medical treatment and simply live their life in their new gender role. It is very much an individual decision.

The term transsexual is usually used to describe a person who intends to undergo, is undergoing or has undergone gender reassignment (which may or may not involve hormone therapy or surgery). This group of people is currently offered legal protection by UK law sex discrimination law, and so is covered by the provisions of the gender equality duty. As a matter of good practice the Equal Opportunities Commission recommends that public authorities should ensure that their policies and procedures cover transgender people as well as those who are transsexual.

By April 2007 the College was required to publish its Gender Equality Scheme and three year accompanying Action Plan. This Single Equality Scheme incorporates the College Gender Equality Scheme and Action Plan.

Other Equality Legislation

Equality and diversity means more than the promotion of race, disability and gender equality, and the following legislation is also relevant to the implementation of our Scheme:

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

These laws do not have positive duties to *promote* equality associated with them, but we must ensure that through our policies and practices, that we are not discriminating on any of these grounds. We also recognise that people may experience different forms of, and sometimes multiple disadvantage depending on their gender, age, race, disability, nationality, religion and belief, sexual orientation or marital or civil partnership status. Our Single Equality Scheme aims to monitor and redress these particular forms of disadvantage where possible.

Appendix C provides further information on equality legislation other than race, gender or disability.

The requirements of other equality legislation

Our Single Equality Scheme sets out the background and our obligations to the duties to promote race, disability and gender equality, and how we intend to implement our general and specific duties for these three sets of legislative requirements. We have incorporated our individual policy for race equality, and our disability and gender equality schemes into one overarching Single Equality Scheme to create a coherent framework for promoting equality and diversity within Southampton College

However, equality and diversity means more than the promotion of race, disability and gender equality, and the following legislation is also relevant to the implementation of our Scheme:

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

These laws do not have positive duties to *promote* equality associated with them, but we must ensure that through our policies and practices, that we are not discriminating on any of these grounds.

Sexual Orientation

It is unlawful to discriminate in terms of employment and training on the grounds of sexual orientation, actual or perceived. Training is taken to include all college and university courses. It is also unlawful to discriminate in the provision of goods and services, such as our service to the public for hairdressing.

The Civil Partnership Act came into force on 5th December, and gives virtually all the same rights and responsibilities that married couples currently have to same-sex couples who choose to register their partnership

Religion or Belief

It is unlawful to discriminate in terms of employment and training on the grounds of religion or belief, actual or perceived, or no religion or belief. Training is taken to include all college and university courses.

The Equality Act 2006 extended provisions to cover education, goods and services, premises and education.

The Racial and Religious Hatred Act went through Parliament in February 2006. This introduces an offence to incite religious hatred; this includes the use of threatening language with the intention to foment religious hatred. The Act protects people against those who incite hatred of others because they don't share their beliefs

Age

It is unlawful to discriminate in terms of employment and training on the grounds of age. Training is taken to include all college and university courses. Activities caught by age regulations will include information provided by the prospectus and course leaflets, IAG, and offers of places on courses which in the past have been previously directed at certain age groups. It also impacts on staff recruitment and selection practices. The age regulations are not just about older people, but are also designed to protect young people

Commission for Equality and Human Rights (CEHR)

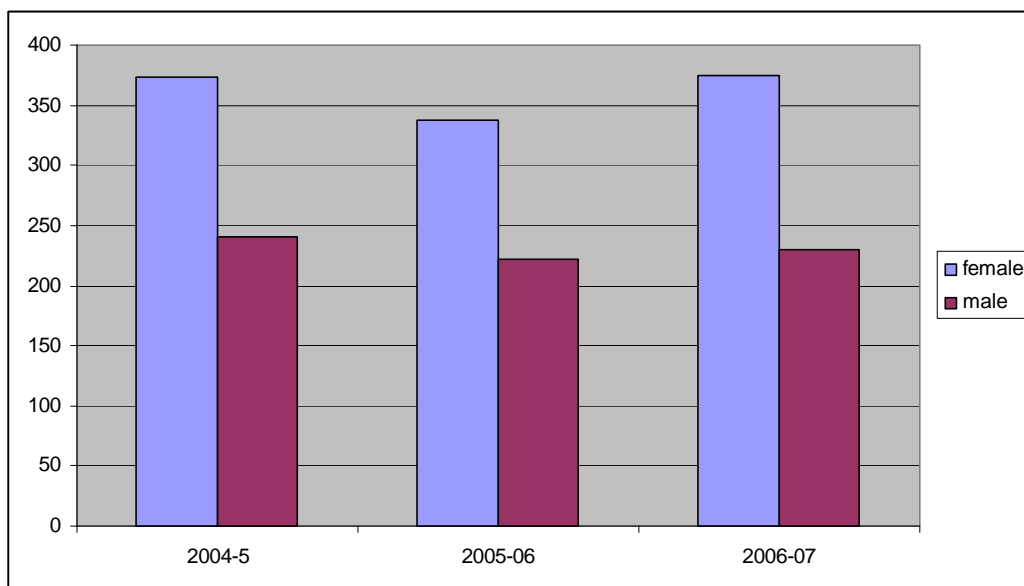
The CEHR will be launched in October 2007. The CEHR will bring together the work of the three existing Commissions, the Commission for Racial Equality (CRE), the Disability Rights Commission (DRC) and the Equal Opportunities Commission (EOC). The CEHR will take on all of the powers of these existing Commissions as well as new powers to enforce legislation more effectively and promote equality for all.

Staff and Student profile

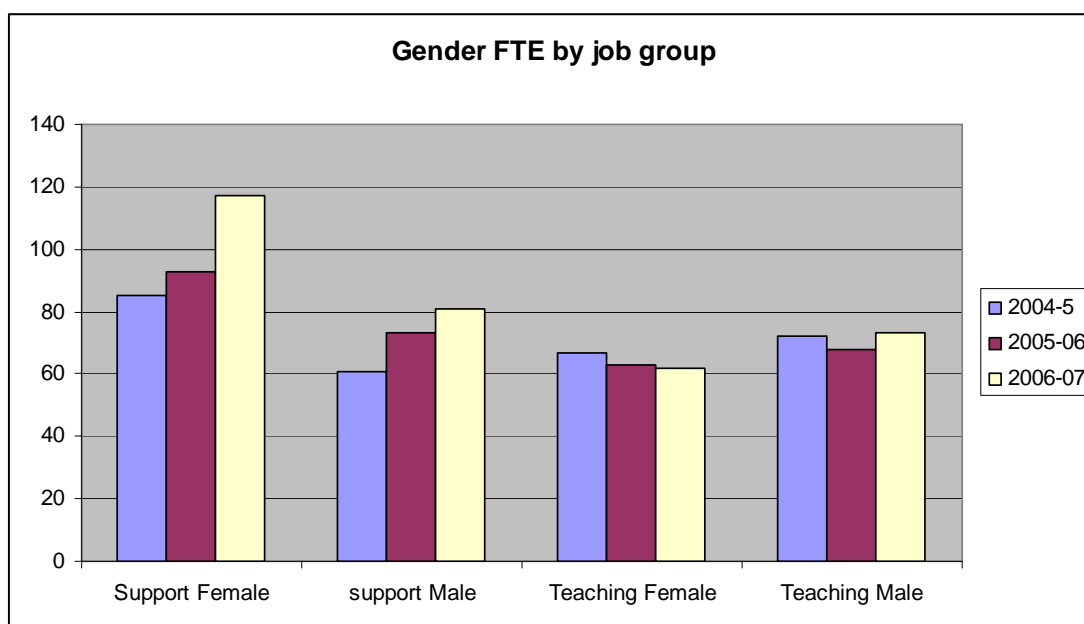
Gender

Southampton has a large population with a broadly equal female to male ratio.

The College staff profile is predominantly female: 62% female compared to 38% male. Overall, this profile has remained relatively static for the last three years.

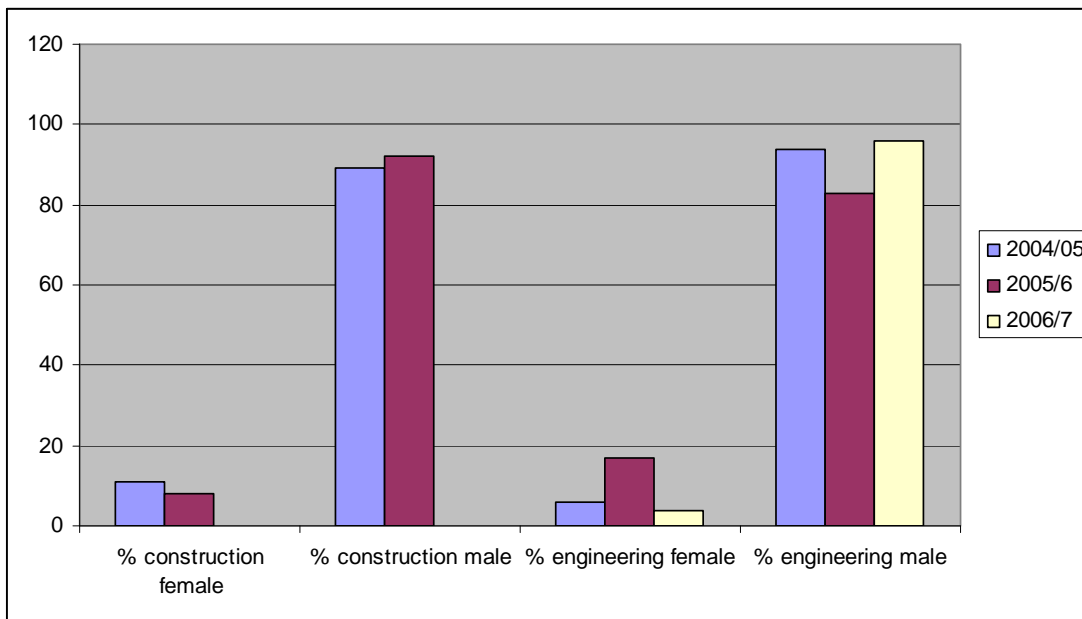


However, when analysed by job group, the gender imbalance is most noticeable within the support staff job role, with the percentage of female support staff in support roles rising year on year.



Southampton City College Single Equality Scheme 2007 - 2010

Gender imbalance is also noticeable within different departments, as some departments still tend to be split with regard to traditional gender roles, for example predominantly female staff in care and beauty, and predominantly male staff in construction and engineering.



The College is currently not aware of a member of staff who intends to, is or has undergone gender reassignment.

The College curriculum is delivered within ten schools of study:

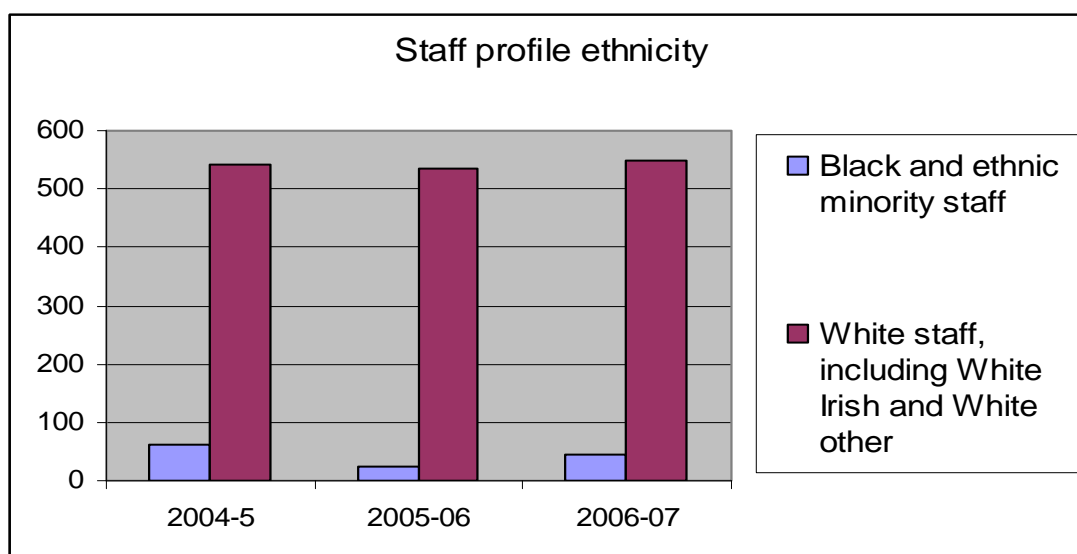
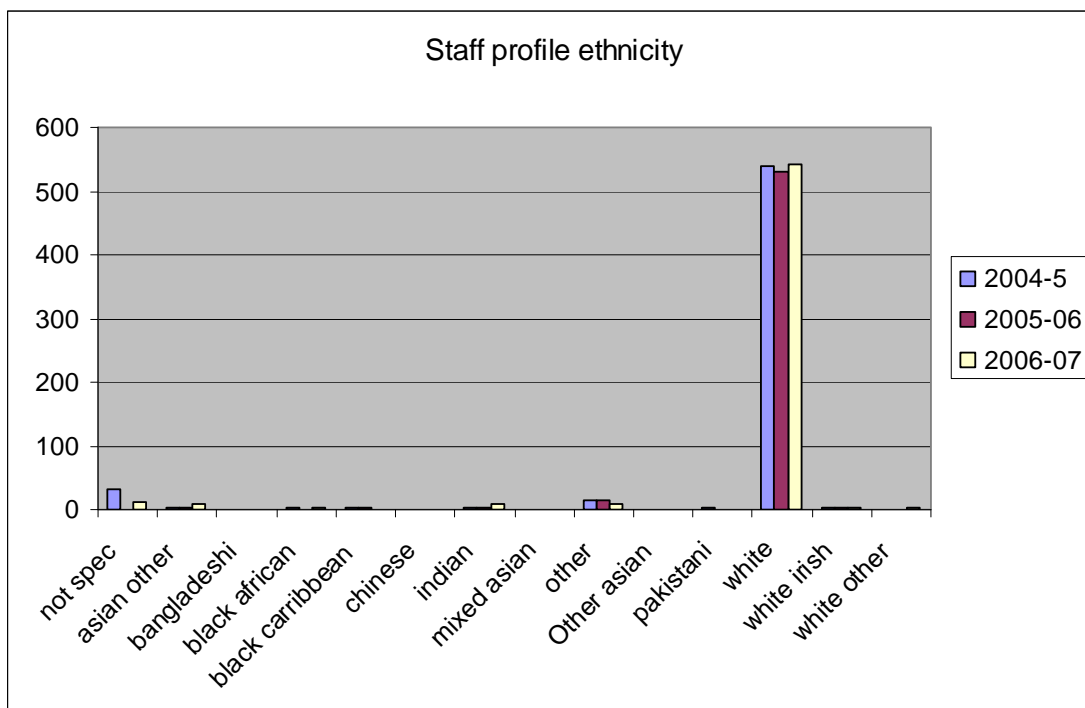
- Adult, Supported and Community Learning
- Art, Design and Media
- Care, Early Years, Business and Tourism
- Construction
- Engineering
- Enterprise
- Hospitality, Hair and Beauty
- Maritime
- Teacher education
- General Education and Languages

The current gender breakdown for students is broadly equal (52% male and 48% female). However, gender imbalance becomes noticeable when gender analysis is carried out by school of study. Certain departments still tend to be split with regards to traditional gender roles, in particular Engineering, Hospitality hair and beauty, Construction, Care, early years, Business and tourism, and Maritime.

Ethnicity

The population of Southampton is predominantly White British. The percentage of the population from minority ethnic groups is 7.6% which is higher than the South East average of 4.9% and lower than the national average of 9.08%. The largest single ethnic group, other than White British, is the Indian population (2.7% of the total). In some ethnic groups, such as the Chinese, a large number of the resident population in Southampton are students.

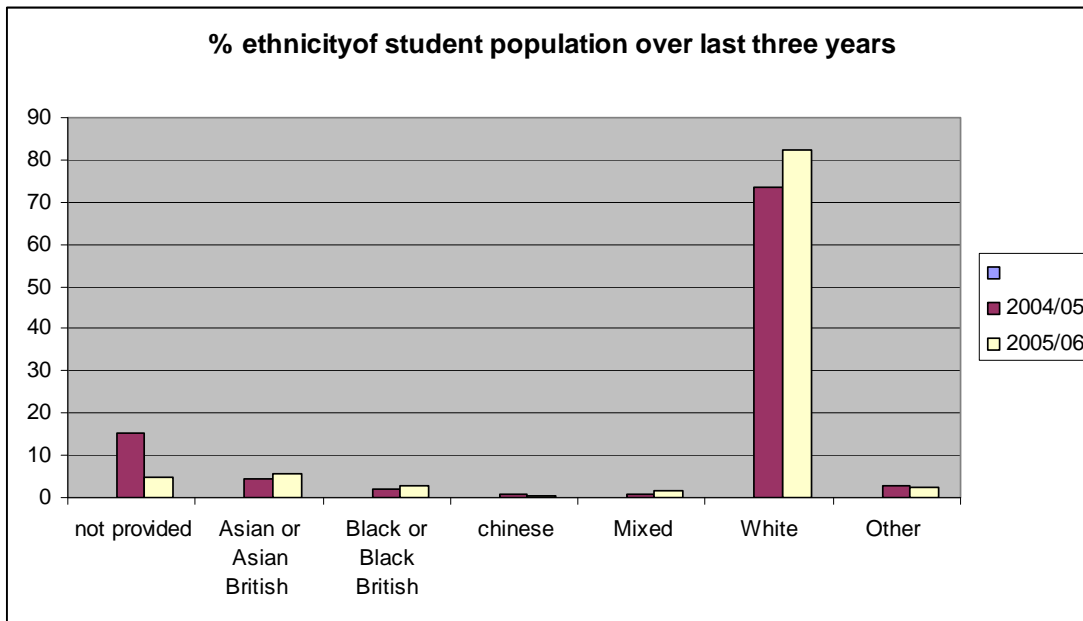
The current staff profile is predominantly White, at 91.6%. The percentage of staff from black and ethnic minority groups is currently 8.4%, slightly higher than the population of Southampton.



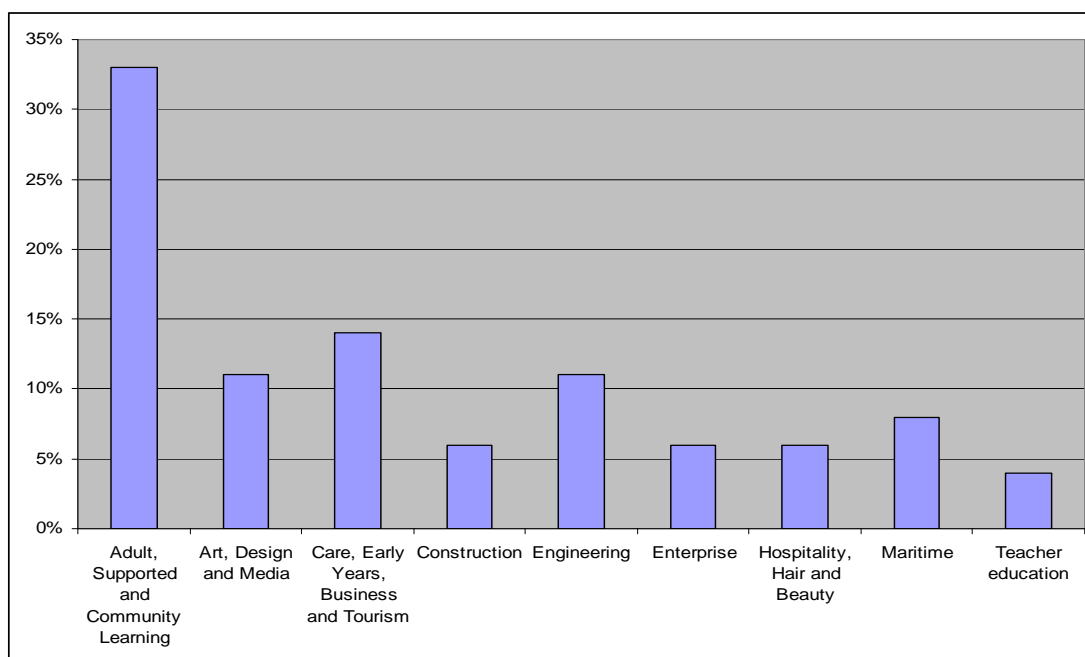
When this information is drilled down to departmental level, Flexible staffing and Adult and Supported Learning departments have the greatest numbers of staff from an ethnic minority background. Most other departments are from a white background.

Southampton City College Single Equality Scheme
2007 - 2010

The profile of students is predominantly White. 13% of students are from an ethnic minority background, higher than the percentage of people from ethnic minority backgrounds in Southampton (7.6%). The college has been more efficient at collecting information about ethnicity from students, which has allowed us to monitor recruitment more carefully.



The highest numbers of black and ethnic minority students are in General education and languages. Black and ethnic minority students, collectively, represent the majority within this school of study. The following chart provides the percentage of black and ethnic minority students, compared to white students, within the remaining nine schools of study. Adult, supported and community learning have the highest percentage of black and ethnic minority students. Construction, Enterprise, Hospitality hair and beauty, and teacher education have the lowest.



Disability

Unlike ethnicity, which has significant regional variation, the number of people with disabilities, learning difficulties or medical conditions remains relatively stable and independent of regional variations. Approximately one in five people of working age are covered by the definition of a disabled person.

Currently we have approximately 5% of students, and 2% of staff who have declared a disability, learning difficulty or medical condition. However, this data is not robust enough to be useful at this time. We believe that we have a significantly higher number of disabled students and staff than our data contains. For example, we are providing a significantly higher number of students with Additional Learning Support.

Support for disabled staff

The College is an accredited 'Two Ticks Positive about Disabled People' Symbol User. This involves the following commitments:

- to interview all applicants declaring a disability, who meet the minimum criteria for any advertised post
- to ensure that disabled employees can develop and use their abilities
- to help disabled employees stay in employment
- to ensure all employees develop appropriate levels of disability awareness needed to make them work effectively and without bias
- to put mechanisms in place to review these commitments and improve on work practices

The College has contracted with an employee support service which provides information, advice and support on a range of issues affecting staff with disabilities, learning difficulties or medical conditions

Support for disabled students

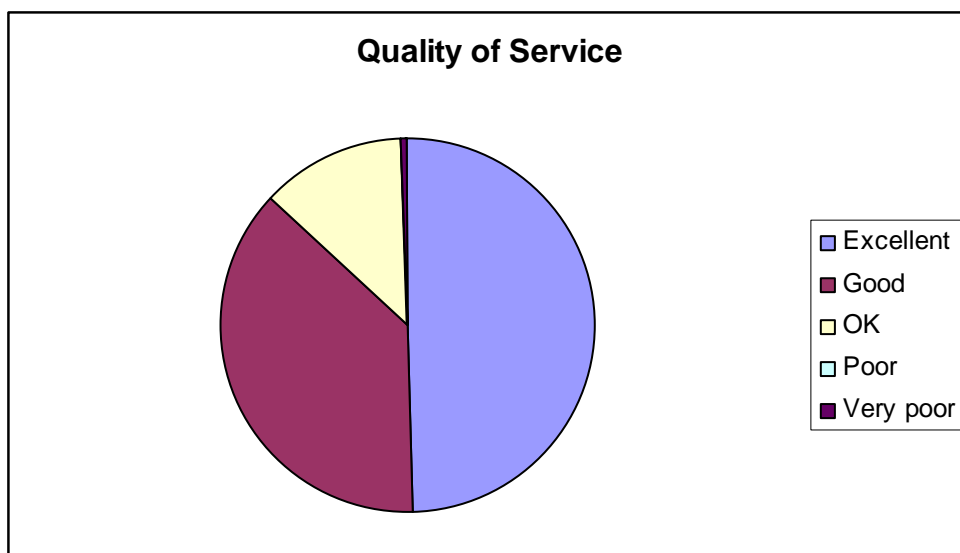
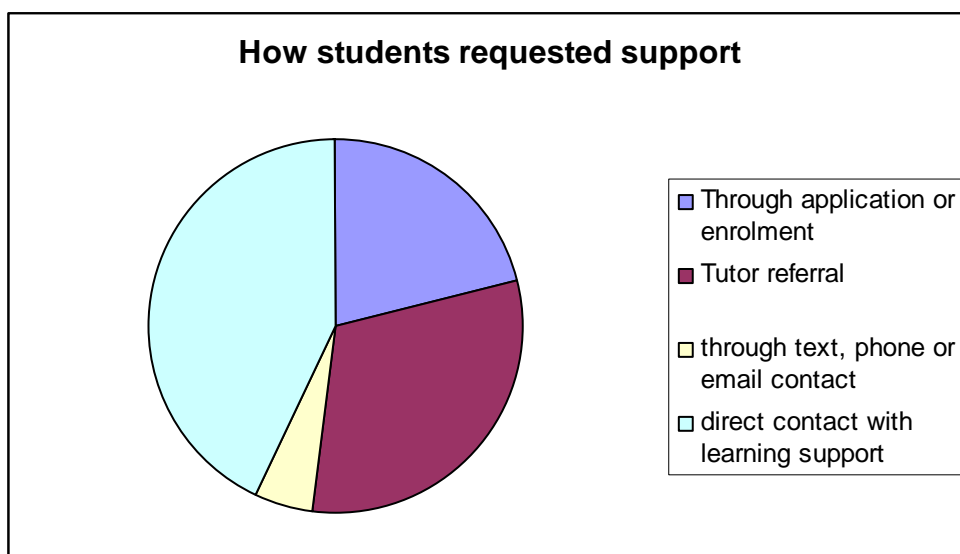
The College is committed to ensuring that students have appropriate resources to ensure access to the curriculum. The College currently provides a range of support for disabled students, including:

- one to one support for course work
- dyslexia assessment and support
- specialist equipment, technical aids and software
- learning support assistants to provide individual support in the classroom or workshops
- BSL signers
- Notetakers
- Specialist support such as speech therapists
- Special access exam arrangements

The learning support team includes dyslexia assessors, a hearing impairment specialist, a learning support tutor and a team of learning support assistants. In addition, there are a range

of more generalist support workers who have developed knowledge and skills for working with students with emotional and behavioural difficulties, learning difficulties and mental health difficulties. This includes a qualified counselor

In the summer 2007 we conducted a survey on how students requested ALS and on their satisfaction with the quality of Additional Learner Support. 154 students responded to the survey with the following results:



Student recruitment and success, by gender and ethnicity

The majority of the College curriculum is delivered within ten schools of study:

Adult, Supported and Community Learning
Art, Design and Media
Care, Early Years, Business and Tourism
Construction
Engineering

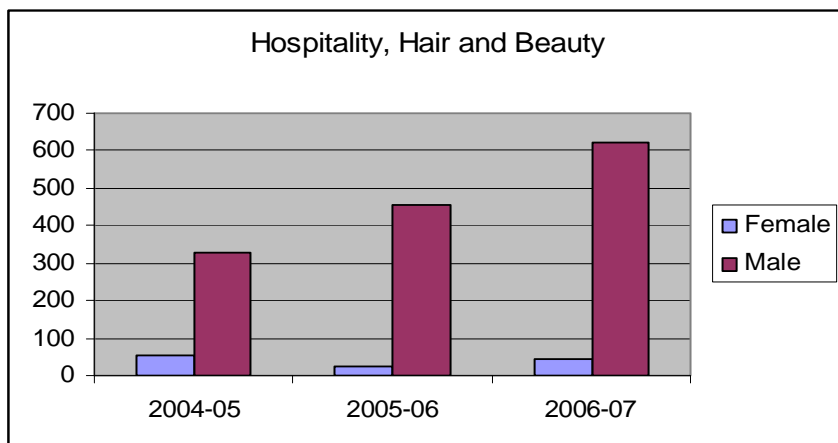
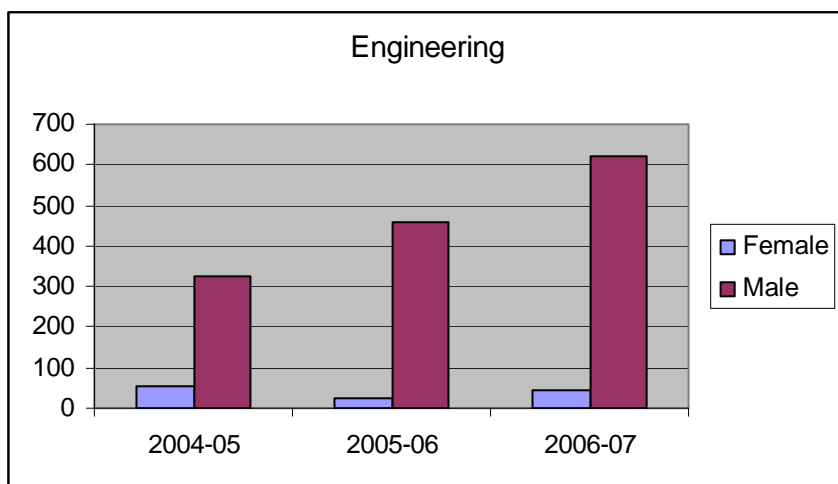
Enterprise
Hospitality, Hair and Beauty
Maritime
Teacher education
General Education and Languages

(i) Gender

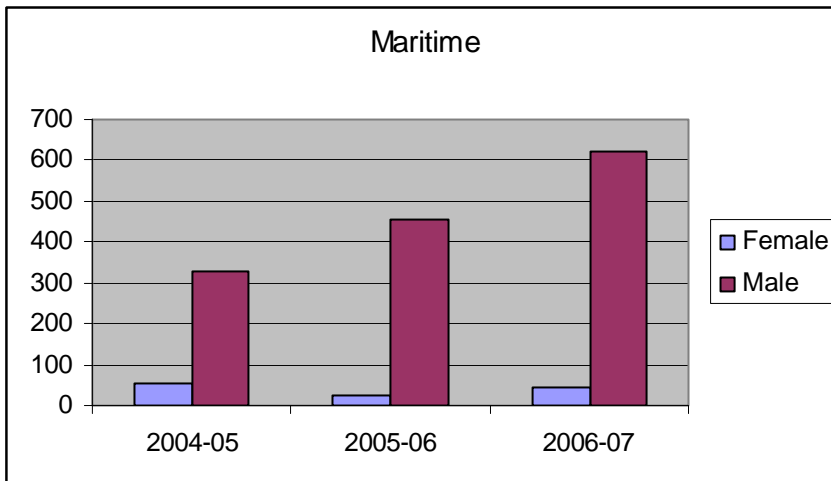
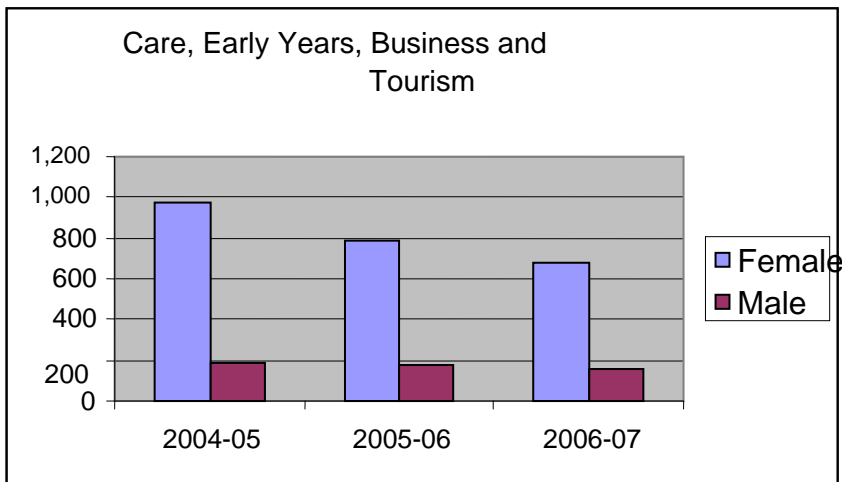
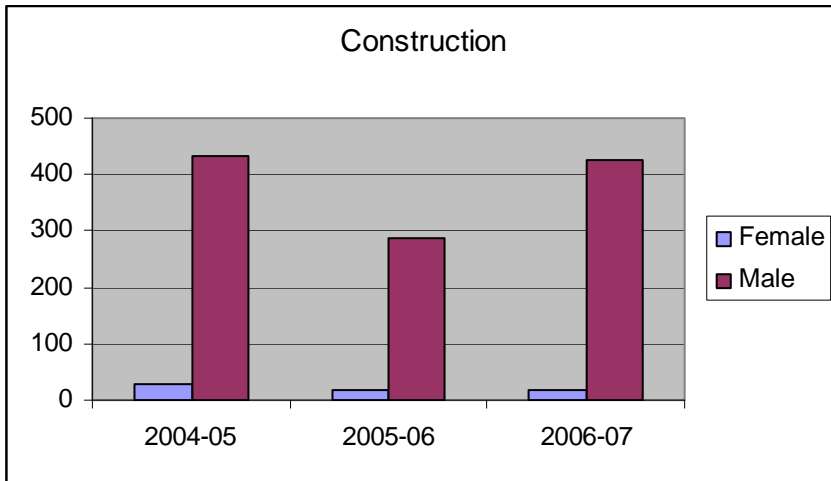
Student recruitment by gender

The current gender breakdown for students is broadly equal (52% male and 48% female). However, gender imbalance becomes noticeable when gender analysis is carried out by school of study. Certain departments still tend to be split with regards to traditional gender roles, in particular Engineering, Hospitality hair and beauty, Construction, Care, early years, Business and tourism, and Maritime.

The following charts provide student recruitment, by gender, for these schools of study

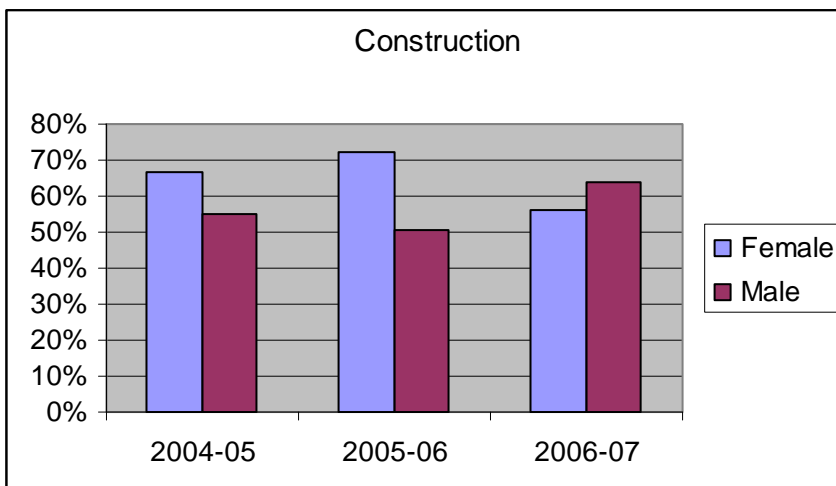
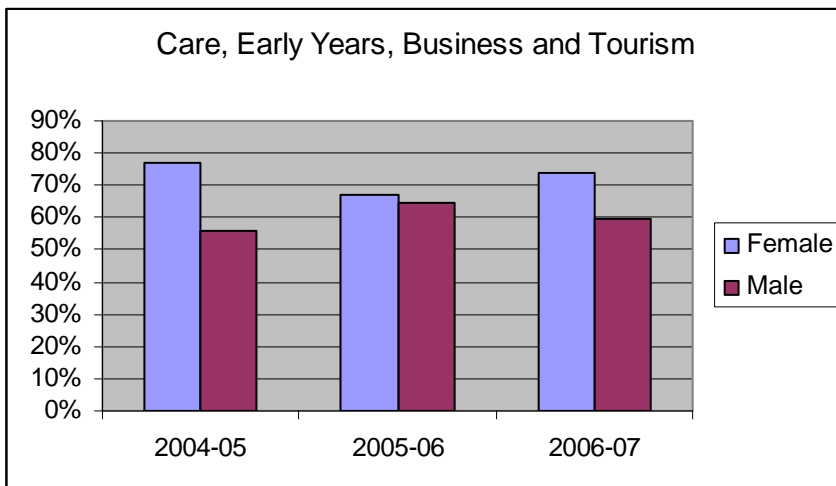
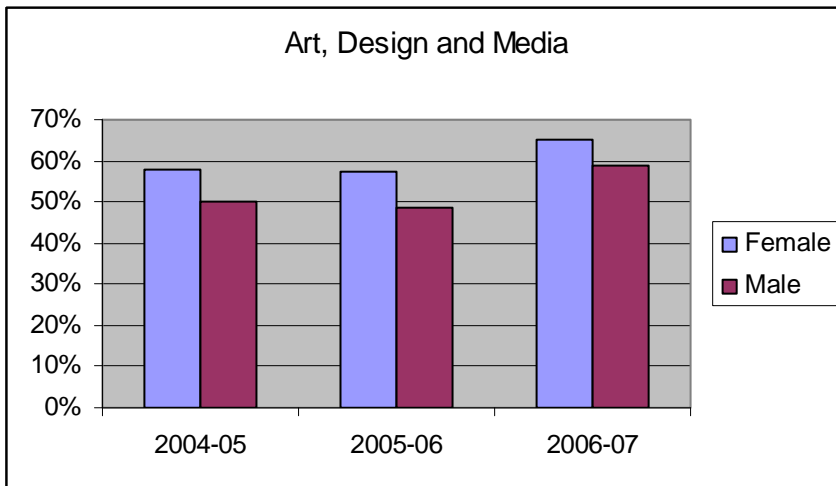


Southampton City College Single Equality Scheme
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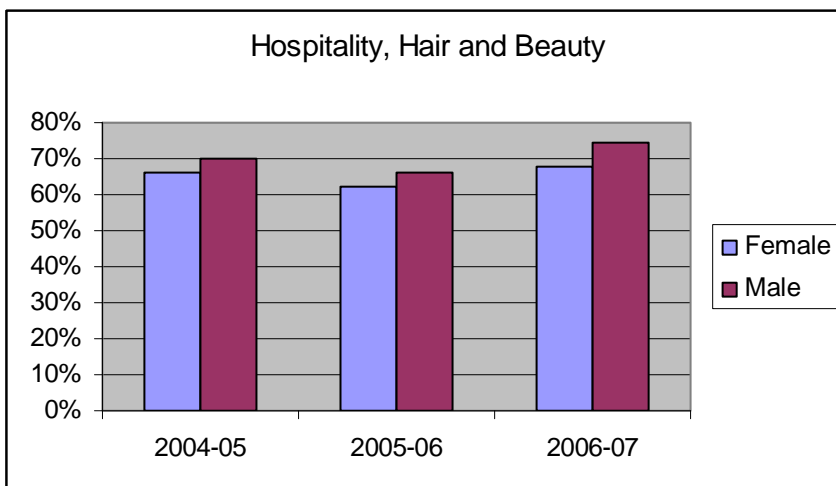
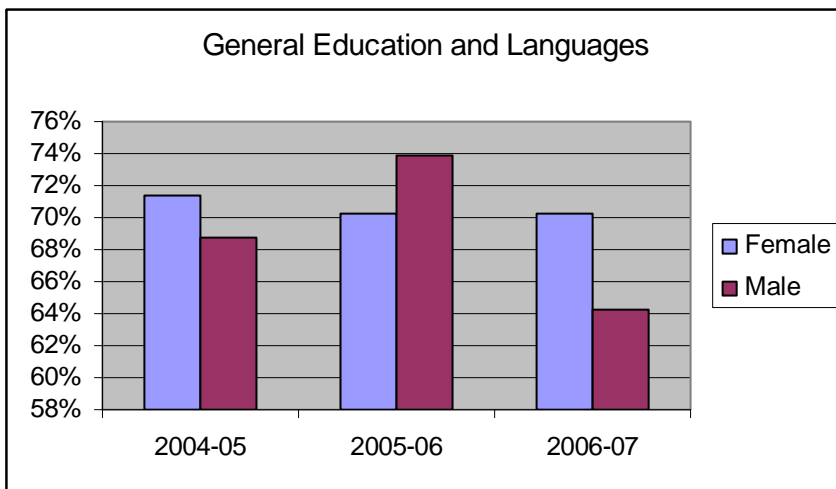
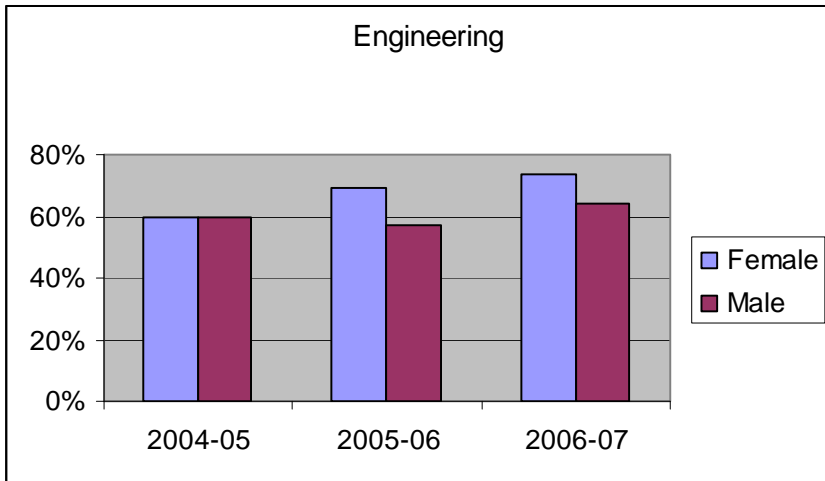


Student success by gender

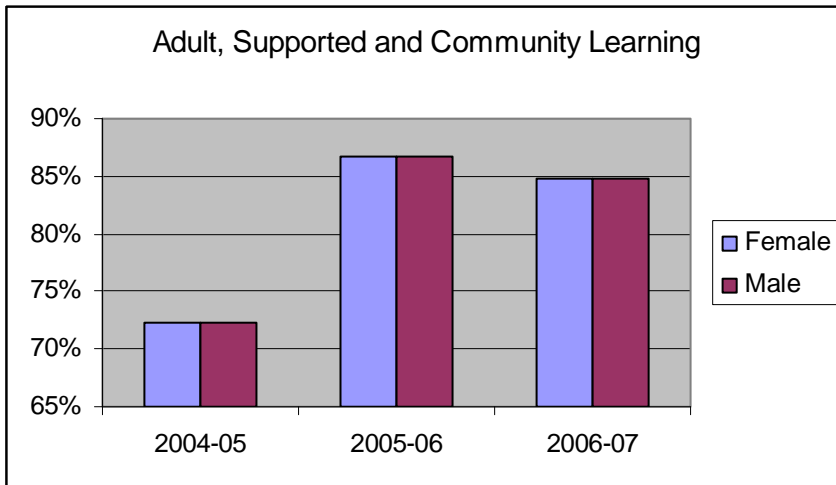
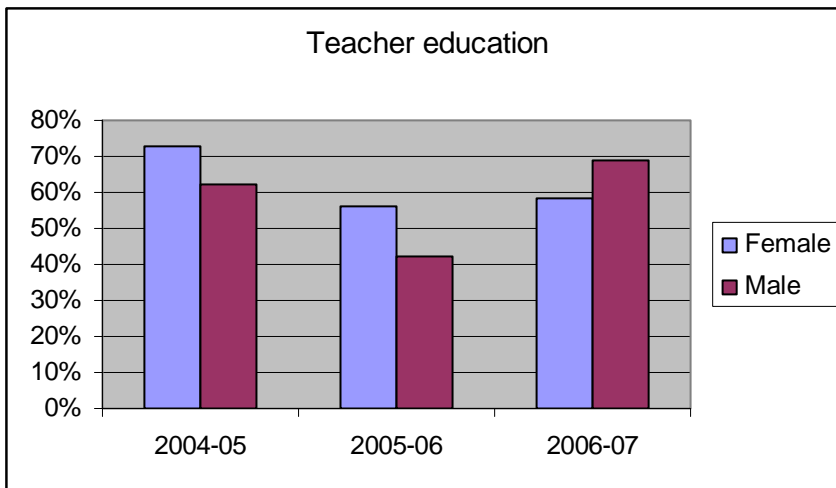
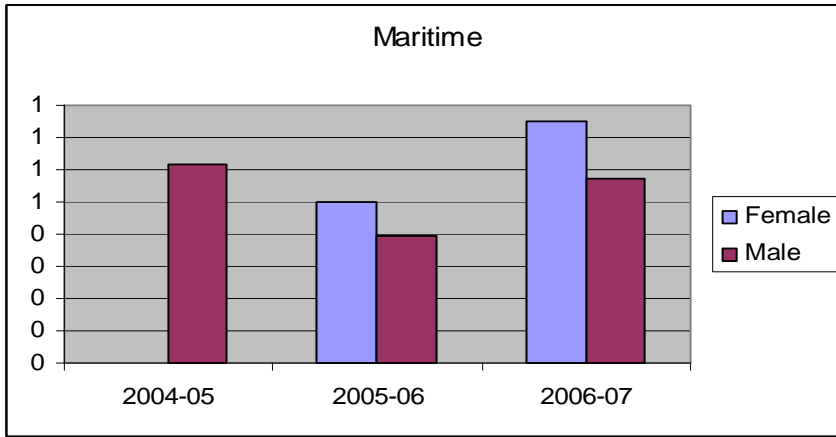
Females consistently achieve better success rates compared to males in Maritime, Care and Early Years and Art, Design and Media. The reverse is true for Hospitality, hair and beauty. The following charts provide success rates, by gender, for each school of study



Southampton City College Single Equality Scheme
2007 - 2010



Southampton City College Single Equality Scheme
2007 - 2010

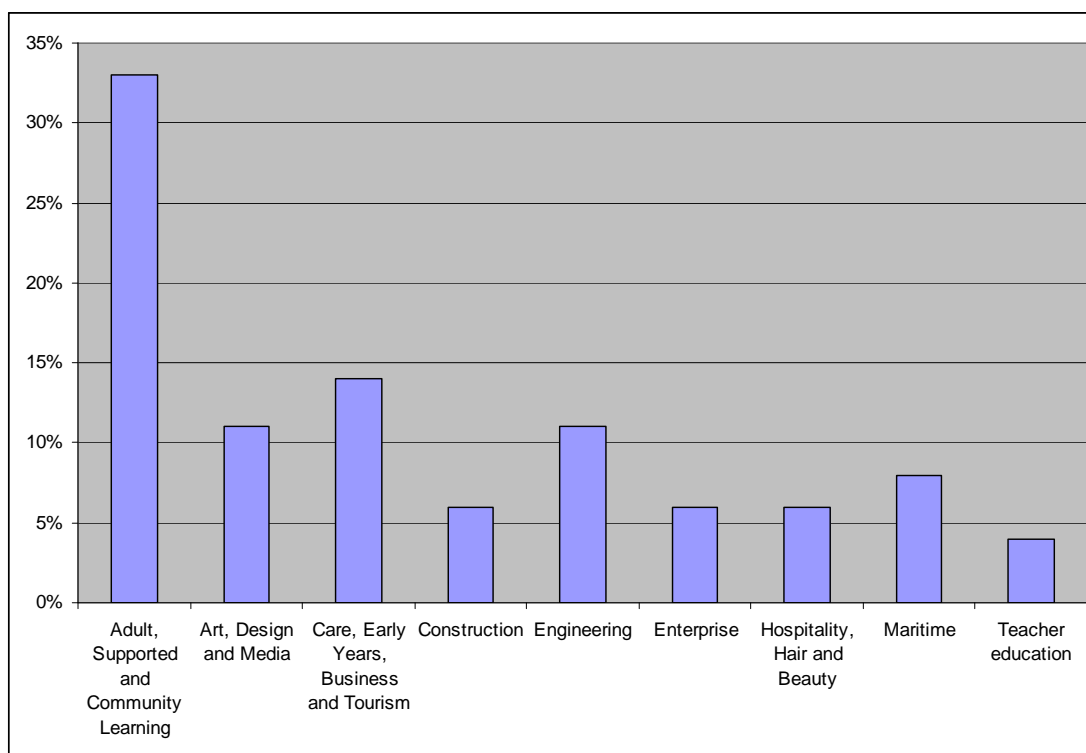


(ii) Ethnicity

Student recruitment by ethnicity

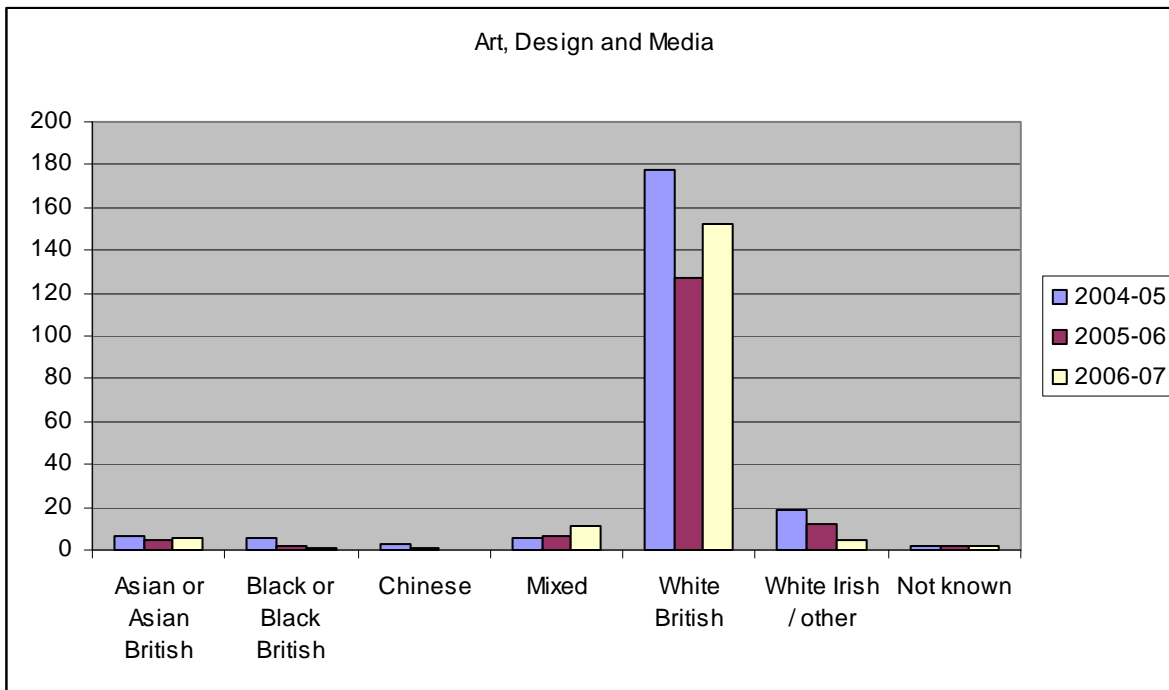
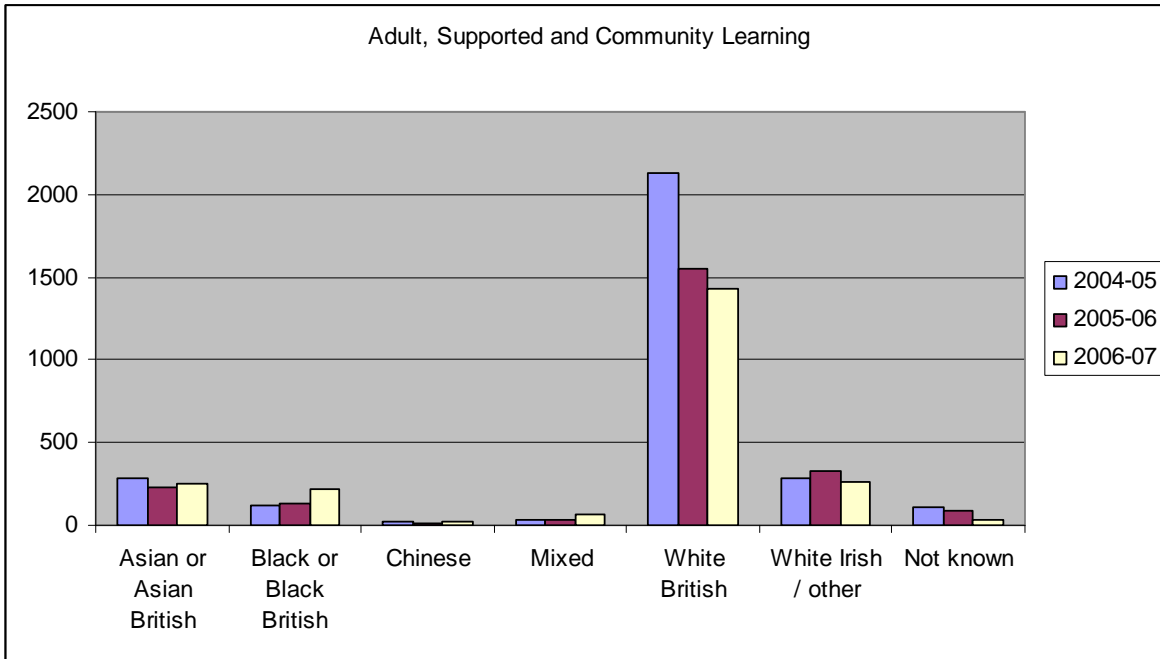
The highest numbers of black and ethnic minority students are in General education and languages. Black and ethnic minority students, collectively, represent the majority within this school of study.

The following chart provides the percentage of black and ethnic minority students, compared to white students, within the remaining nine schools of study. Adult, supported and community learning have the highest percentage of black and ethnic minority students. Construction, Enterprise, Hospitality hair and beauty, and teacher education have the lowest.

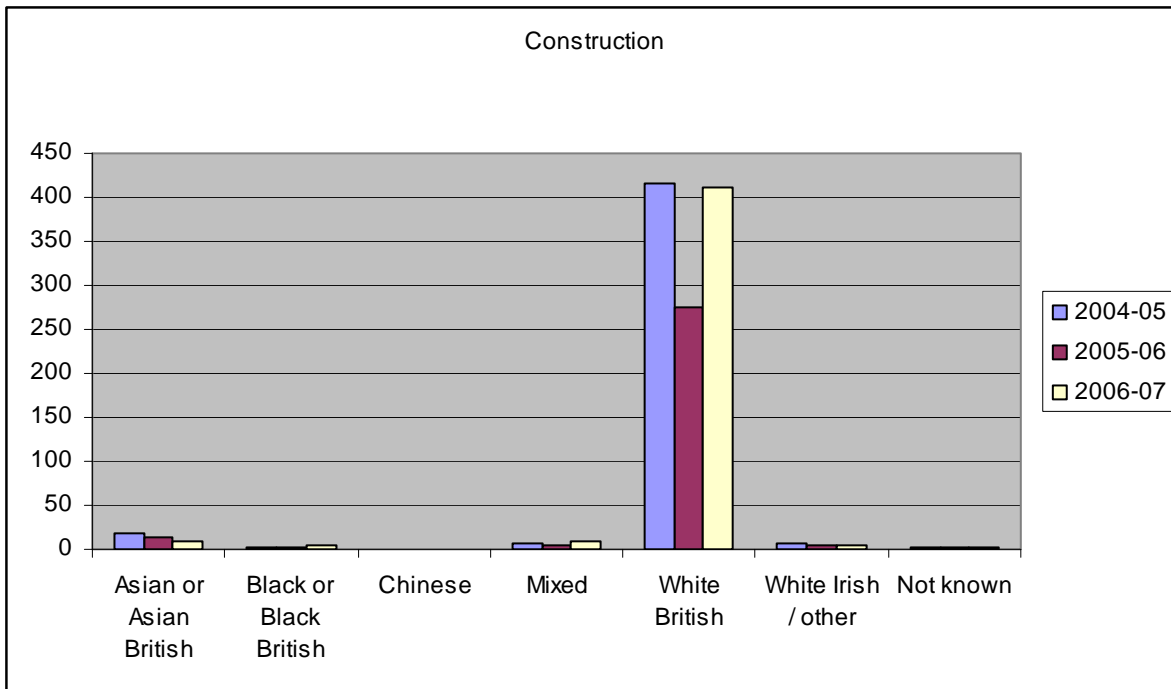
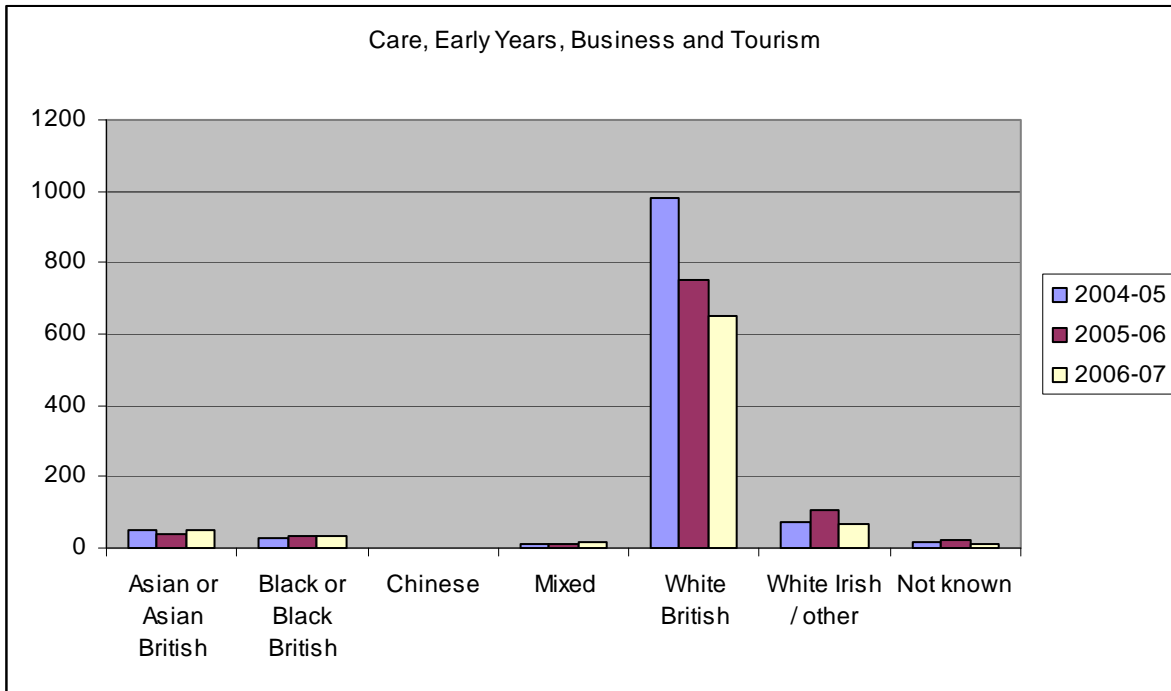


The charts on the following pages provide recruitment by ethnicity, for each school of study.

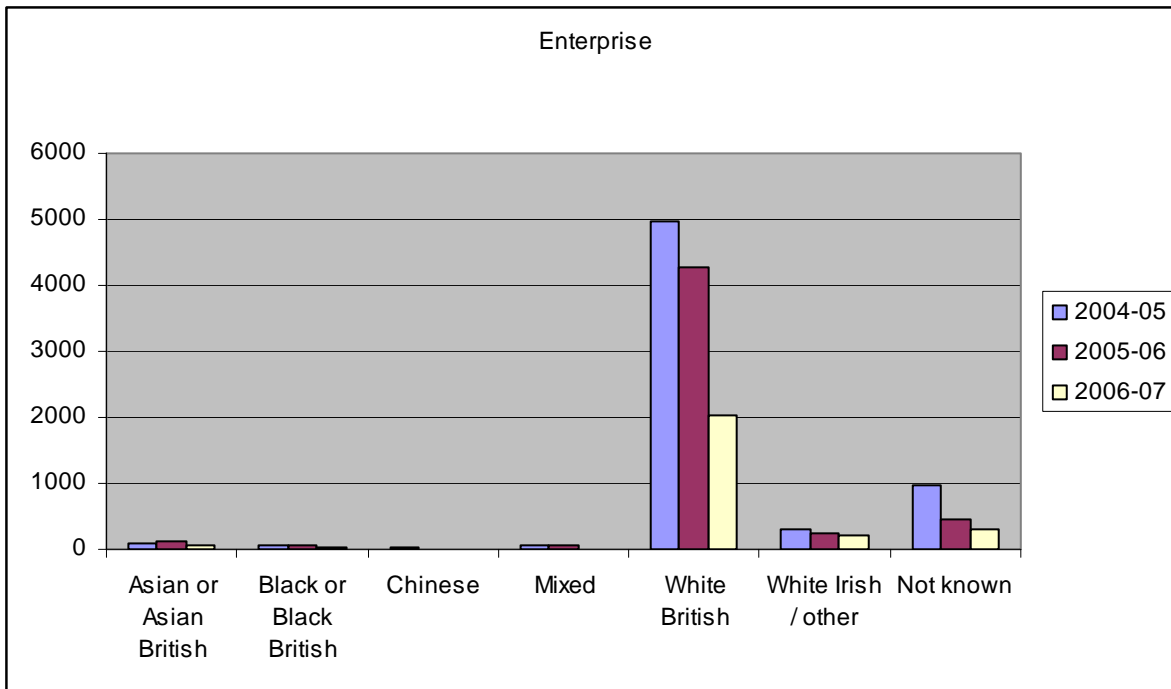
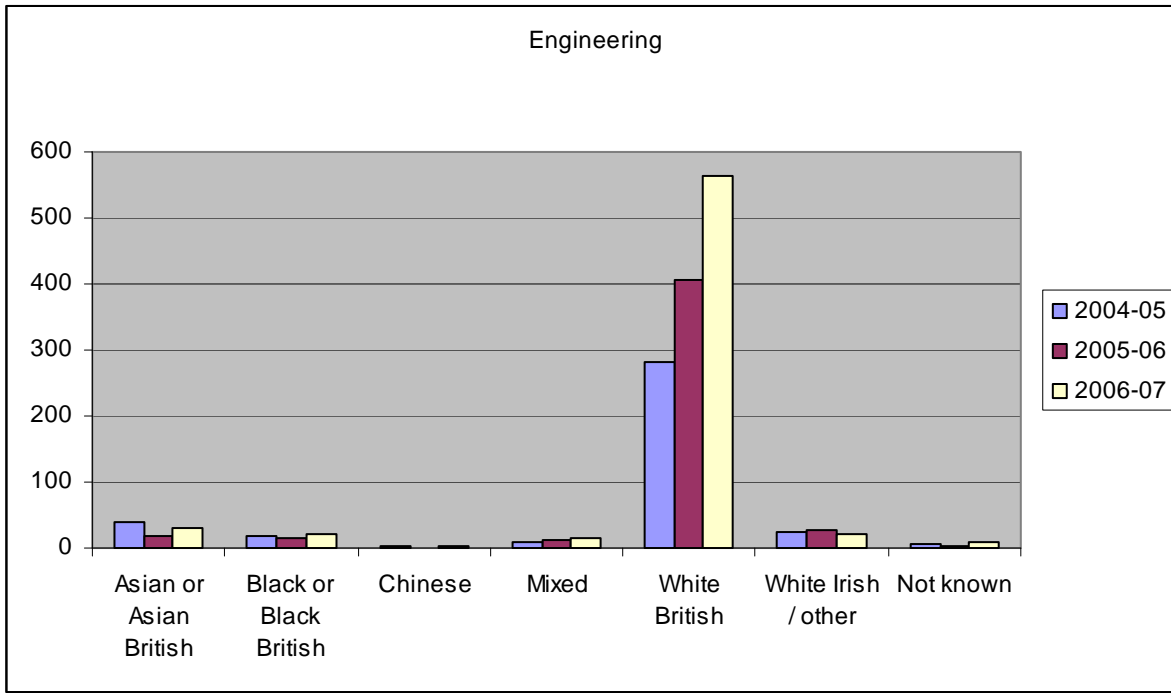
Southampton City College Single Equality Scheme
2007 - 2010



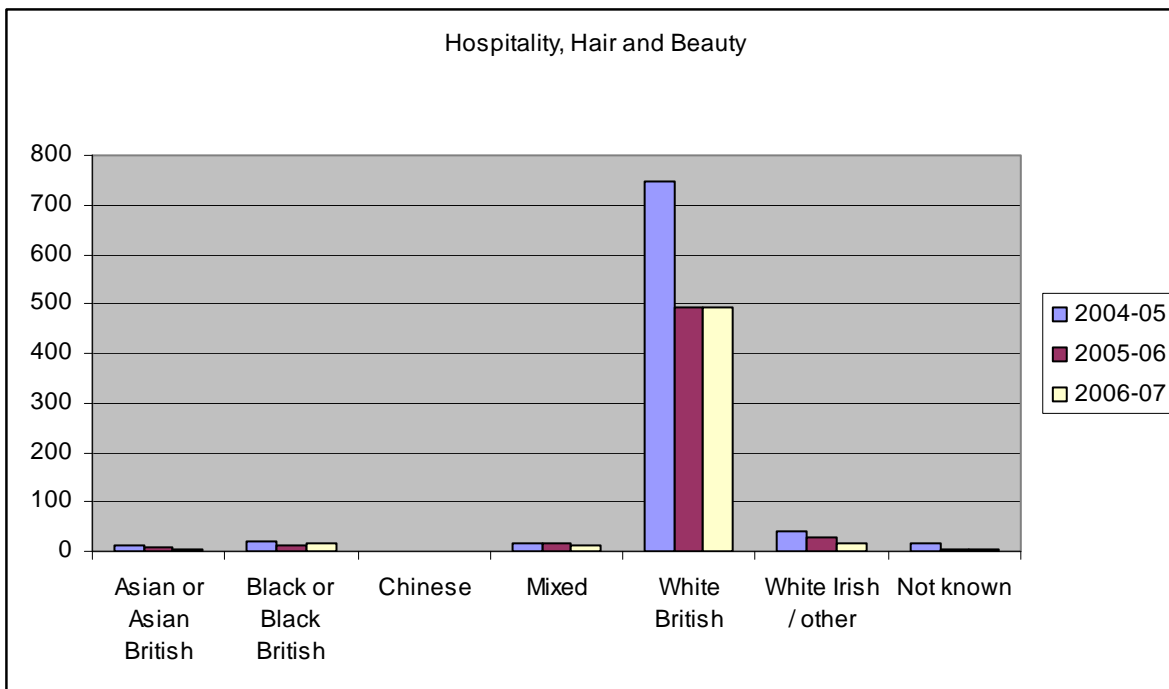
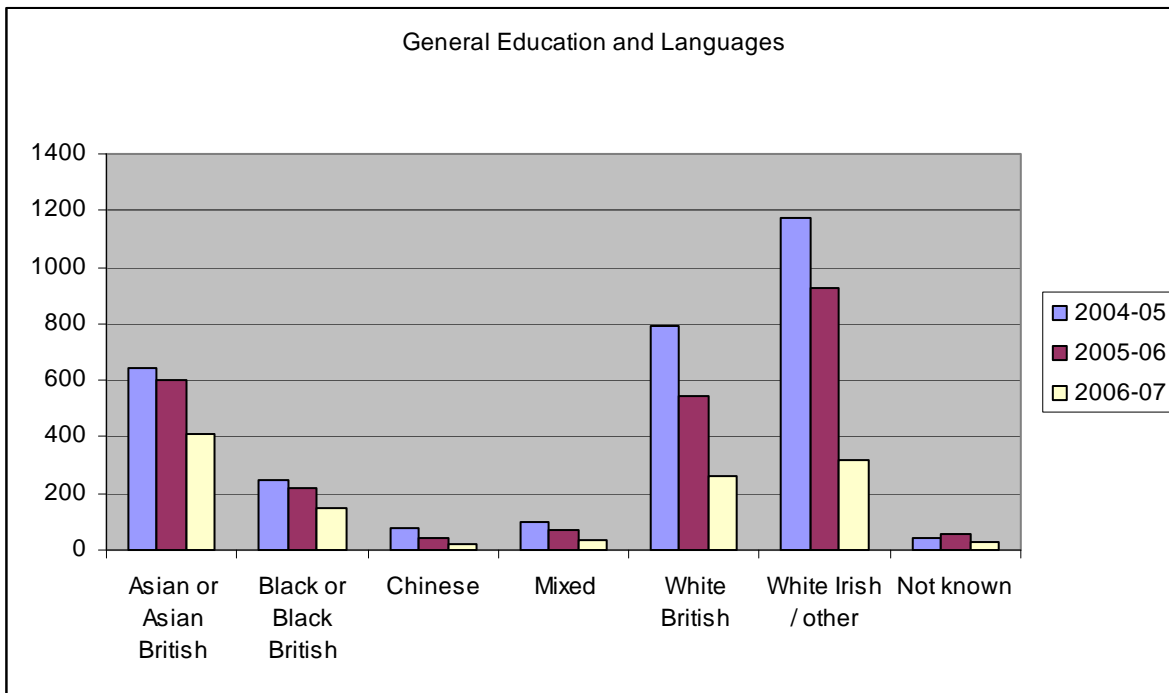
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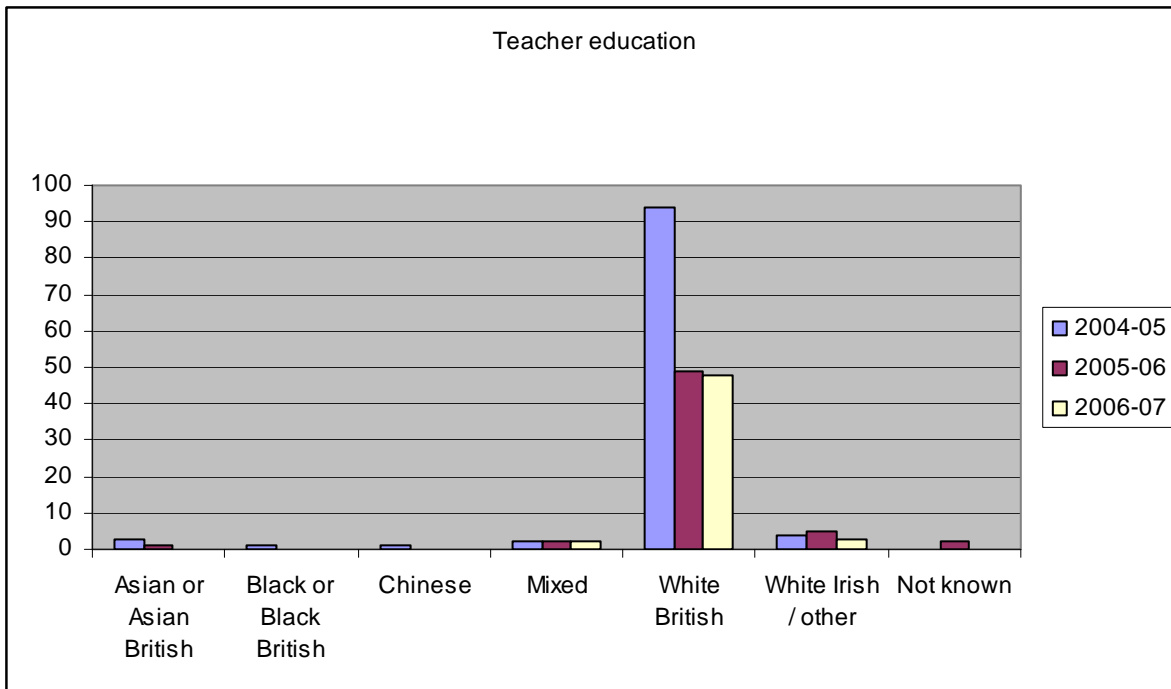
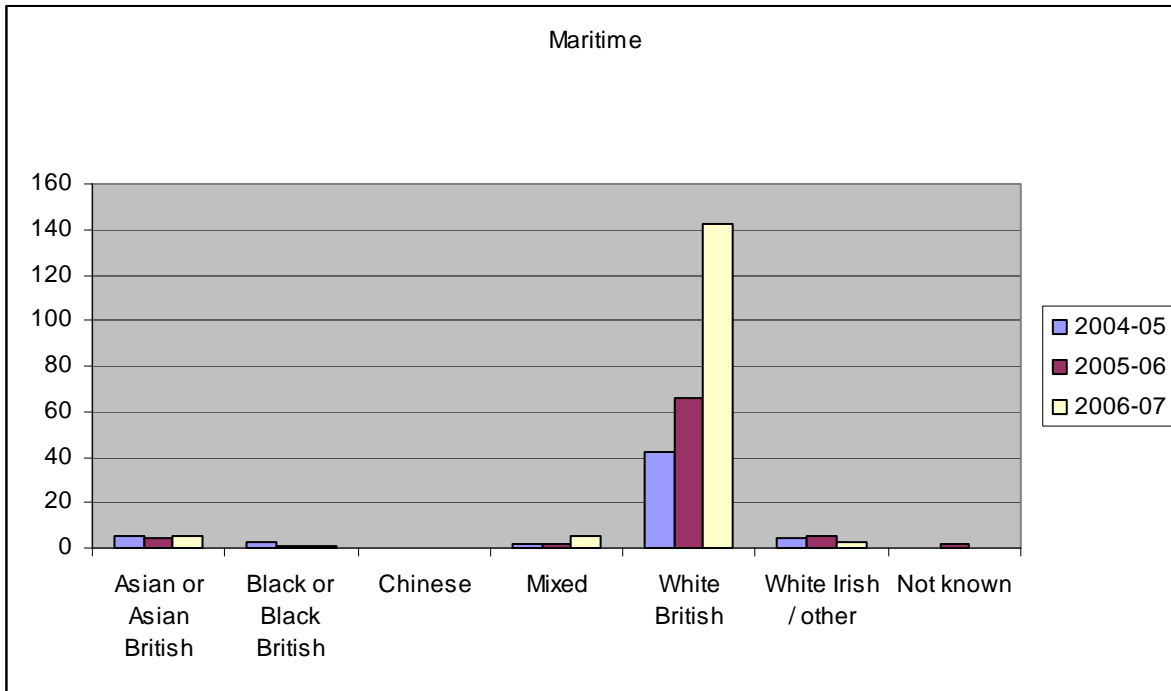
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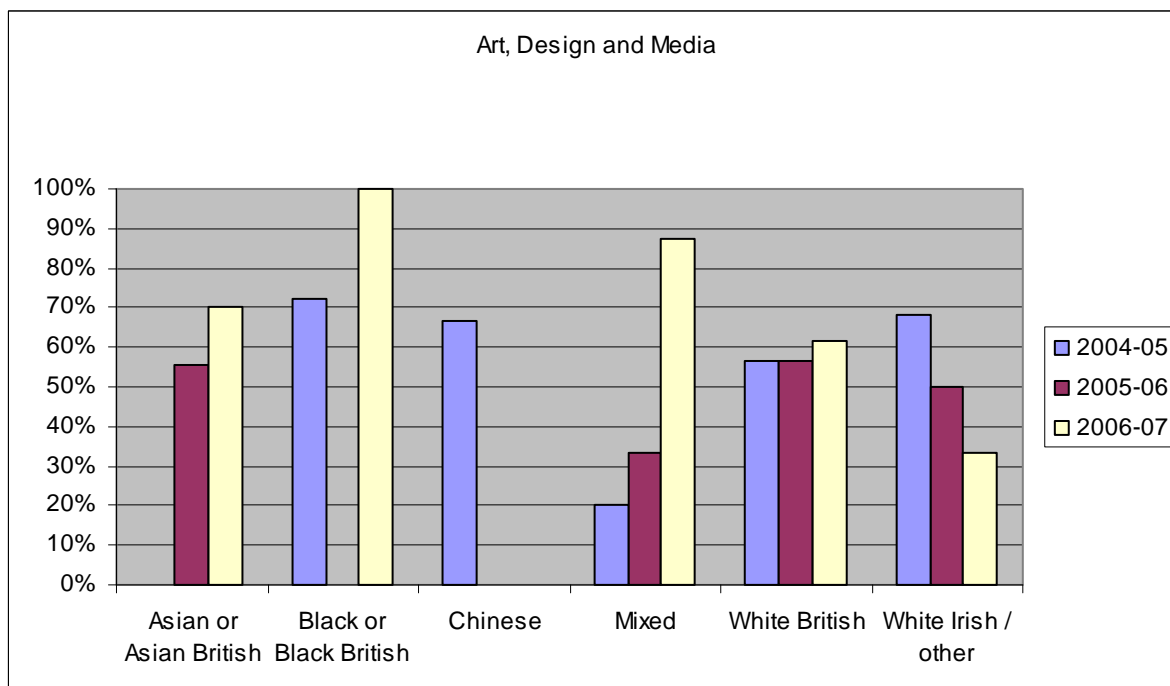
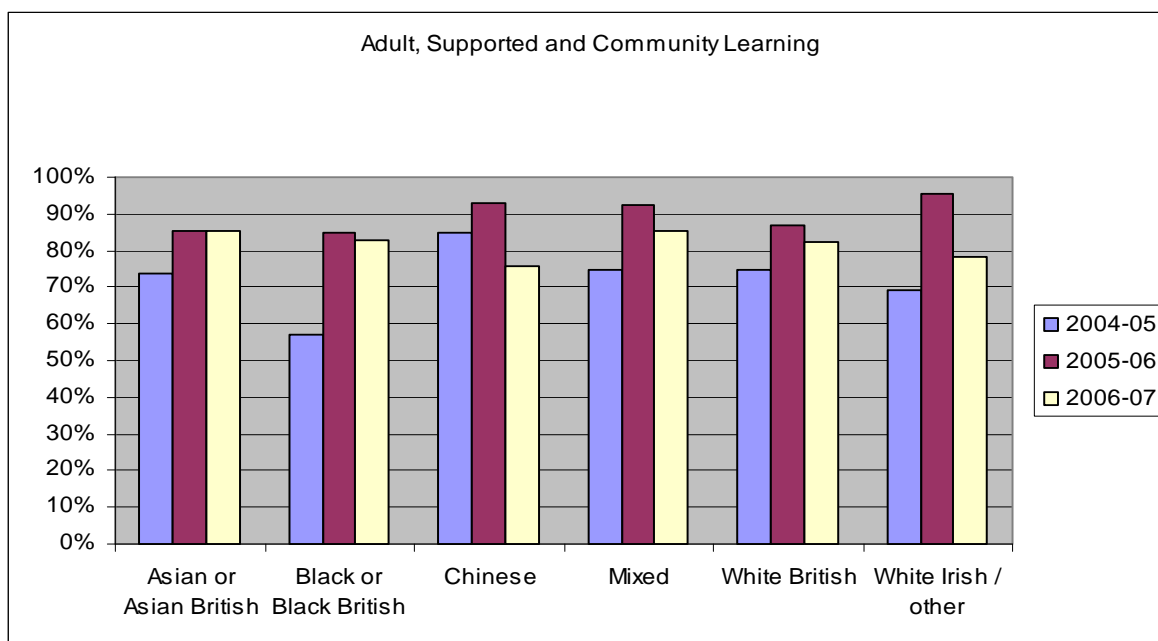


Student success by ethnicity

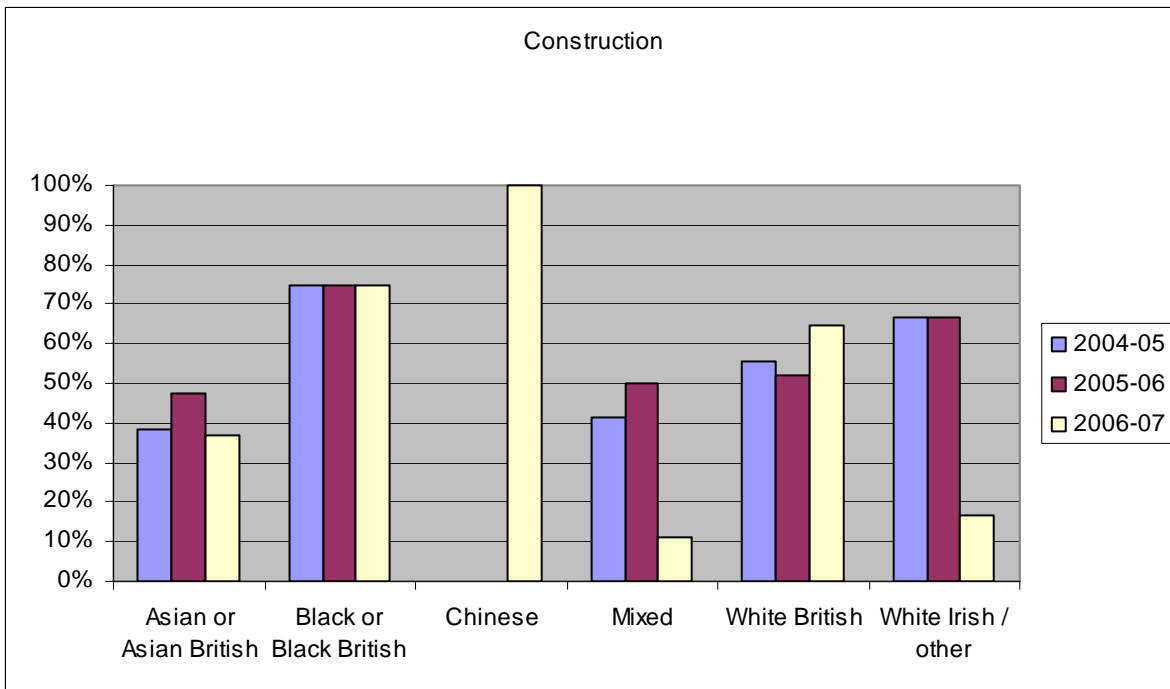
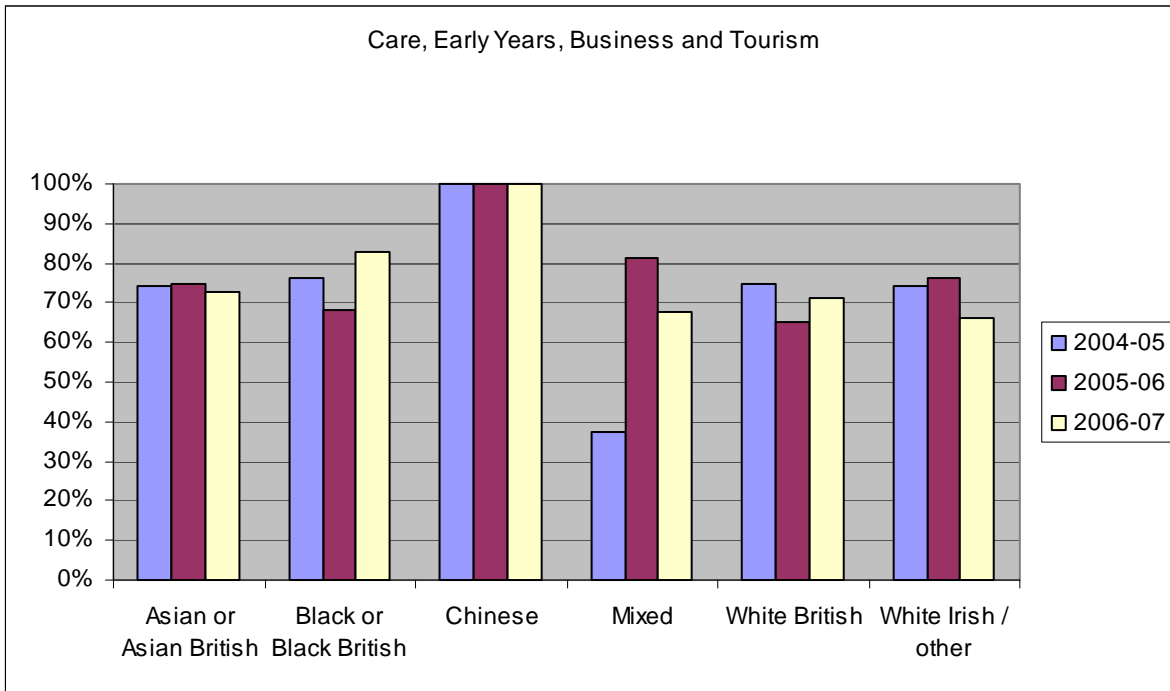
Success rates vary between different schools of study. However, when success rates of black and ethnic minority students are compared to the success rates of white students within the same school of study, broadly comparable rates are found. The exceptions to this appear notable for

- Asian students in construction
- Black students in engineering
- White students in general education and languages

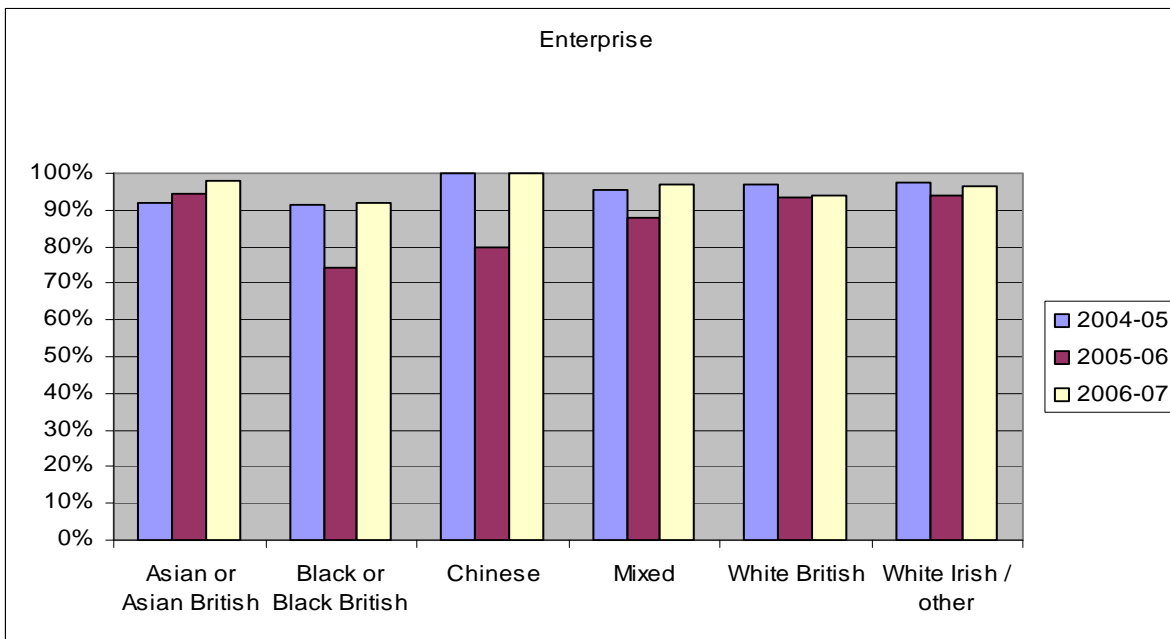
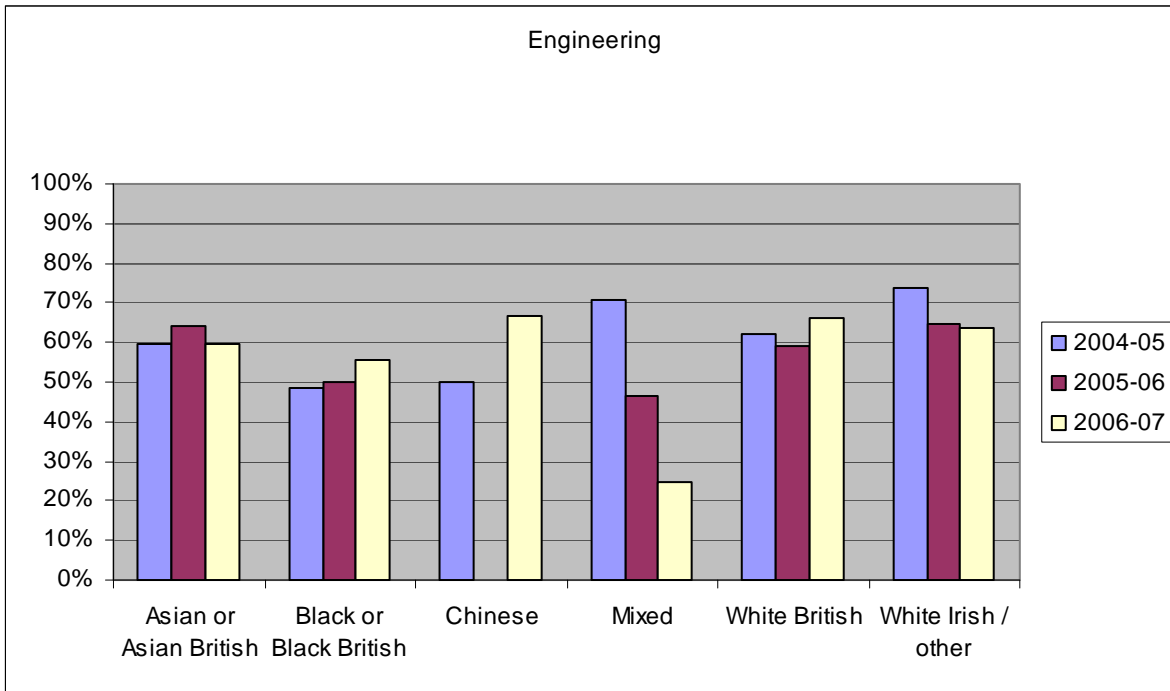
The following charts provide success rates, by ethnicity, for each school of study.



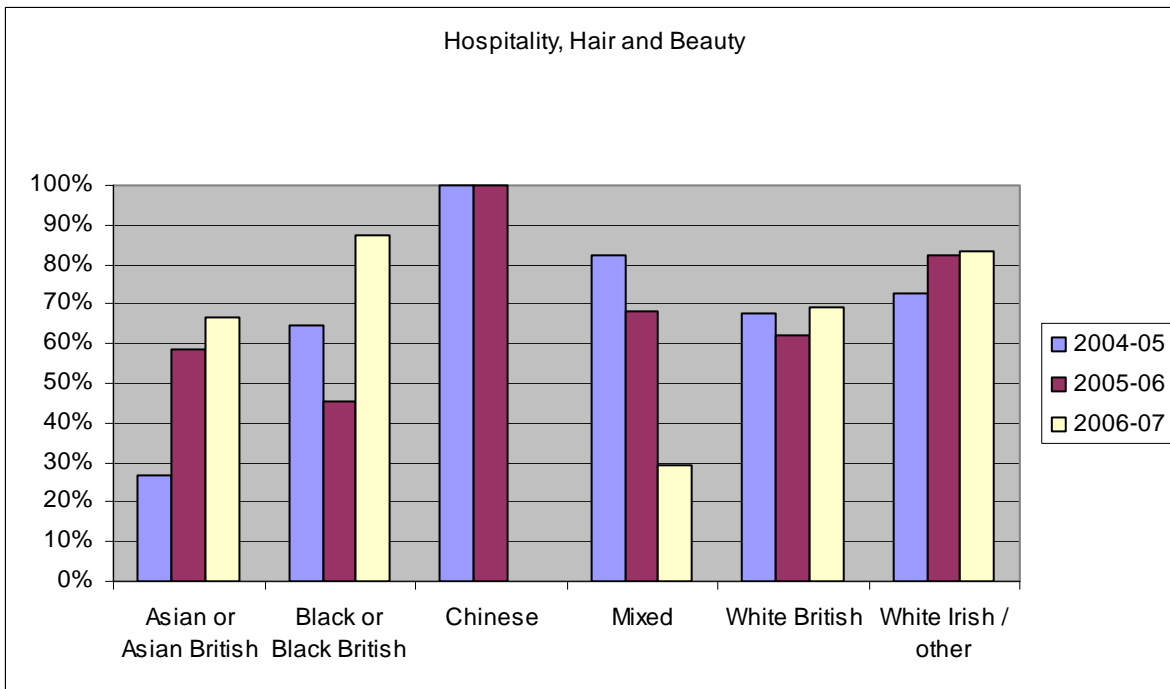
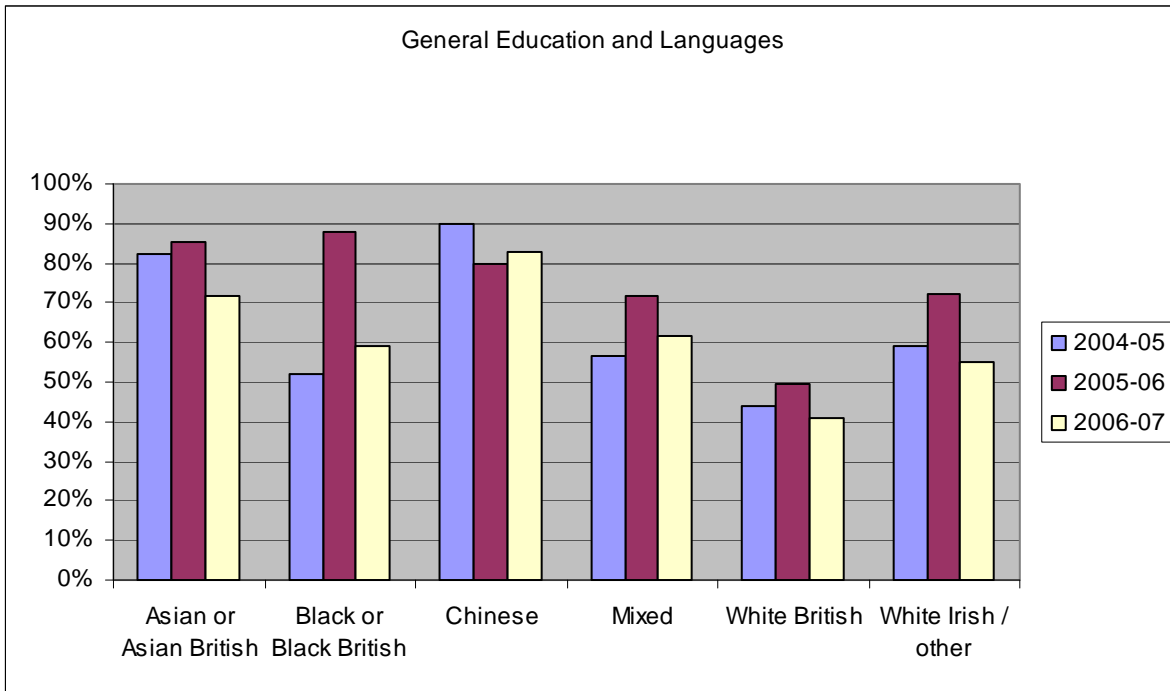
Southampton City College Single Equality Scheme
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