



THE GRIMSBY INSTITUTE
of Further & Higher Education

**Grimsby Institute of
Further & Higher Education**

Single Equality Scheme

This document explains how we plan to meet our statutory duties to promote race, disability and gender equality. It brings together the Institute's race, disability and gender equality schemes and sets out an equality action plan to address these issues.

Foreword

The Institute's Single Equality Scheme (SES) is intended to respond to the spirit as well as the letter of the Race Relations (Amendment) Act 2000, The Disability Discrimination Act 2005 and the Equality Acts 2006 and 2010. It also aims to promote all other forms and strands of equality and human rights that might be relevant to our work. This goes beyond our statutory positive duties to promote race, gender and disability equality and extends to the legislation protecting against discrimination on the grounds of age, sexual orientation and religion or belief. The scheme aims to integrate equality and fair treatment issues into our core priorities and functions. It incorporates existing action plans within our Race Equality Scheme and Disability Equality Scheme.

Leadership and commitment at all levels of the organisation are central to the success of the scheme. In everything we do, we will consider how we can ensure that we do not discriminate against or disadvantage individuals or groups, and we will seek opportunities to promote equality and diversity wherever we can. We recognise that the scheme is work in progress, to be consulted on and refined as necessary. The practical steps to be taken are presented as an action plan.

Purpose

This scheme is valid for a period of 3 years when it will be reviewed.

This is the Institute's first Single Equality Scheme. It sets out our approach to equality and diversity, both for ourselves as an employer of a significant number of staff (1273 in March 2007), and as a major provider of further and higher education in North East Lincolnshire. It is called a 'single' equality scheme because it explains and responds to our statutory duties to promote equality in three areas of equality – race, disability and gender. The statutory duties are under the following legislation:

- Race Relations (Amendment) Act 2000 (RR(A)A)
- Disability Discrimination Act 2005 (DDA)
- Equality Act 2006.

In addition to the legislation referred to above, the following Regulations are also relevant to our Single Equality Scheme:

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

These latter Regulations do not impose a positive duty to promote equality, but they do apply to employment and to the provision of further and higher education. We must, therefore, ensure through our functions, policies and practices that we do not discriminate on any of these grounds.

Our SES will help us to achieve a framework for action across all equality strands, particularly for the three that have positive duties associated with them: race, disability and gender. We believe that a combined scheme will make us better able to communicate and manage our equality commitments and action. We also believe that publishing one combined scheme, and one consultation, is an appropriate and proportionate approach to equality which should maximise people's opportunities to be involved in our policy making. This SES demonstrates our commitment to go beyond mere compliance with the legislation, and to move towards mainstreaming equality and diversity by bringing together our work into one place, consulting widely on it and putting in place a comprehensive equality action plan to ensure our commitments are carried out.

Under the specific duties of the RR(A)A, the DDA 2005 and Equality Act, we have statutory duties to report annually on our schemes' progress. We will accomplish this by submitting an annual report to our Governors on the SES, which will cover activity across the race, disability and gender schemes as well as other equality activity. The annual report to our Corporation is available from the Registrar and Clerk to the Corporation.

News about our SES will be shared with our stakeholders and, particularly with those who have helped us to develop our SES. We will continue to seek the views of others about our SES and about our progress towards the targets set out in our action plan.

Impact Assessments

Our aim is to achieve a practical two stage process to impact assessment, checking for likely impact in terms of race, disability and gender, as well as religion/belief, sexual orientation and age. If the evidence supports further investigation, a full impact assessment (involving people who are or are likely to be affected by our policy) will be carried out.

Monitoring Arrangements

We will continue to monitor the make-up of our learners and staff groups in terms of race, disability, gender and age. We will continue to analyse the overall make up of the workforce, recruitment and promotions, training and development, disciplinary and grievance processes, and turnover together with the retention and achievement of learners and the profile of complainants.

This data will be reported to Senior Management and the Equal Opportunities Committee. The data will also be reported in our annual report.

The Institute as an Employer

We have established employment-related policies and procedures that reflect our commitment to equality and diversity and that will assist us in achieving and retaining a diverse workforce.

The Institute Governance

This Scheme is subject to the approval of the Corporation who will monitor our performance.

The Institute as a Provider of FE & HE

We are committed to ensuring that teaching and learning are available to and accessible for a broad range of students. We will achieve this through: diverse marketing and admissions arrangements; the provision of full and part-time courses many of which are available on a modular basis; the use of a range of teaching methods and media; the delivery of a diverse curriculum; and the provision of a broad range of student support services that cater for students with diverse needs.

The Institute as a Partner

We work in partnership with a broad range of other institutions and agencies to provide our services and to support others in achieving community cohesion. We will work to ensure those partners adopt the same commitment to equality and diversity as the Institute does. Our concern is to ensure that learners enjoy the same positive experience wherever their place of study or work placement. To this end we will work closely with our partners to share experiences and learn from each other's best practice.

The Institute as a Purchaser

When buying products or services from another provider, we will seek to be reassured about that organisation's commitment to equality and diversity. This will be a significant factor in selection during any tendering process.

The Institute Facilities

We are committed to ensuring our buildings and the facilities therein are accessible and create an environment where everyone can live, learn and work with **Grimsby Institute of Further and Higher Education - Single Equality Scheme**

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Action Plan for the Period December 2006 – August 2010

No.	Race	Disability	Gender	Action	Lead Person/ Team	Timescale	Output	Update	Progress		
									1	2	3
1 Corporate Management											
1.1	✓	✓	✓	Review the SES	P Barnard / J Bacon	Spring 2010	Re-affirmed or revised	Structure of SES reviewed January '10		✓	
1.2	✓	✓	✓	Annually monitor the outcomes of the SES Action Plan	P Barnard	Annually (by early August)	Report copies circulated to stakeholders	Under review by those responsible		✓	
1.3	✓	✓	✓	Review the effectiveness of the Equality Management Structure	P Barnard	Annually (by early August)	Established group(s) populated, meetings scheduled.	Diversity Group Access Group Reviewing YCC structure		✓	
1.4	✓	✓	✓	Carry out equality impact assessment on all proposed policy	P Barnard	Annually (by each December)	The equality Impact assessment arrangements are published.	New model agreed by EO Committee in January '10. Carried out IA's May '09. Review of action points GIFHE & YCC Quality and Staff Development policies currently being merged/updated. New policies to be reviewed by the Corporation summer '10.		✓	
1.5	✓	✓	✓	Review equality and diversity outcomes from inspections (including internal ones) and develop action plans	G Alton / P Barnard/ T Mace	Dec 07 and ongoing	Action plans in relation to equality and diversity following inspections	OTL form revised to cover E&D Teaching/Learning Group agreed E&D calendar and community action points All observers have received training for new OTL form and Ofsted CIF resulting in improved evaluative and impact assessment statements recorded for E&D on OTL forms	✓		✓
1.6	✓	✓	✓	Seek out and exploit opportunities to develop relationships with external agencies and groups with equality interests. Continue to embed diversity internally.	P Barnard / J Bacon	Ongoing	GIFHE's active commitment to equality & diversity is well established within the Community.	Continuing to work with local faith & BME communities Developed an LGBT forum group:- <ul style="list-style-type: none"> ● to improve the social inclusion of LGBT 		✓	

1 = Completed
2 = Progressing
3 = No Action

No.	Race	Disability	Gender	Action	Lead Person/ Team	Timescale	Output	Update	Progress		
									1	2	3
								people in NE Lincs. <ul style="list-style-type: none"> ● to promote awareness and understanding of LGBT needs within statutory and voluntary service providers to ensure equality within NE Lincs. ● to represent and support members of the LGBT communities to enable their full participation in society. ● to support LGBT people seeking access to services or experiencing difficulty with these services and, where necessary, to act on their behalf. ● To promote & actively participate in the NEL LGBT Forum to meet the aims & objectives of the forum members and stakeholders. ● to work in partnership with the Community Safety Team and police to reduce fear of crime, to increase reporting of homophobic, biphobic and transphobic crime and to promote greater participation in the prevention and detection of LGBT 			

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No.	Race	Disability	Gender	Action	Lead Person/ Team	Timescale	Output	Update	Progress		
									1	2	3
								Hate crime within NE Lincs. JB Member of LSC LLDD Network & NIACE Mental Health Network. Working to establish contacts in BME community in Scarborough and Skegness JAH member of RAJINY			
1.7	✓	✓	✓	Report progress, actions and reports from monitoring to Corporation	P Barnard / J Bacon	Annually in December	Annual report to Corporation	EO report received December '09	✓		
1.8	✓	✓	✓	Monitor the enrolment, retention, achievement and complaints of students by disability, race, gender and age	P Barnard / B Hodge / E Thinnesen / T Mace / H Callaway	Ongoing and annually for annual EO report (Dec)	Data is reported to the Equal Opportunities Committee and Governors	More detailed information on disability, race, gender and age added to complaint information during 09/10	✓		
1.9	✓	✓	✓	Monitor all staff in post by disability, race, gender and age with regard to recruitment, promotion, turnover, dismissals, access to training, discipline/grievance procedures.	P Barnard	Ongoing and annually for annual EO report (Dec)	Information reported to Equal Opportunities Committee and Governors	In EO report for governors – September and December '09/ March '10		✓	

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2 Marketing, Promotion, Enrolment											
2.1	✓	✓	✓	Ensure marketing and promotion material reflects a diverse community	H Callaway	Ongoing	Images and materials are inclusive	This is an ongoing task as new materials are produced. Improvements, as highlighted from the analysis of the 2008/09 prospectus have been incorporated into the 2010 prospectus. Further work needs to be undertaken to provide relevant information in a wide range of formats		✓	
2.2	✓	✓	✓	Ensure marketing and other material, promotional information is available as necessary in a range of formats, with facilities for translation as appropriate and needed	H Callaway	Ongoing	Information and material is accessible to a wide range of people including those who are speakers of other languages or who have learning difficulties			✓	
2.3	✓	✓	✓	Ensure Institute marketing events are targeted and organised to engage with a diverse community	H Callaway	Ongoing	Events are notified to local and wider communities.			✓	
2.4	✓	✓	✓	Ensure enrolment events and procedures are accessible to all, with documents in a variety of formats and free from bias	A Clarke	Ongoing	Enrolment activities and procedures support the GIFHE commitment to diversity			✓	

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3 Learner Services (including access to IT, Student Support, Library)											
3.1	✓	✓	✓	Ensure learner support teams provide equitable services to all, across curriculum areas	A Clarke & N Hollington	Ongoing	Appropriate and timely services are available to all across curriculum areas	IT services:-Accessible help desk - near lift / DDA compliant / Evening Opening times - customer care training received - staff able to help / deal with all students. Library information All staff and students at Grimsby Institute Group have a right to use the Library facilities and to receive assistance from Library staff. We provide a welcoming environment and ensure staff are friendly, helpful and have good communication skills. The library constantly works towards enhancing access for those who may have difficulties using our services in line with the Institute's drive for equality and staff have taken part in SENDA, DDA and Equality/Diversity related training. We work with colleagues in the Visual Impairment Unit to ensure , if requested, we can provide our user guides and leaflets in a variety of formats. Library staff are taken to the VI Unit during their induction to ensure they are aware of the services on offer and can refer students effectively.		✓	

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									1	2	3
								<p>Via the library PCs we provide access to assistive technology and with our signs and guides try to encourage users of all abilities to gain confidence and independence. We also take recognised recommendations into consideration when designing new notices We also provide a central point to display other Institute Posters reflecting cultural diversity.</p> <p>Learners who need additional support, (i.e. those with dyslexia), are provided with extended loan periods to support their study and we provide easy readers abridged texts for both our foreign students and students with learning difficulties. For those suffering long periods of illness we allow tutor nominated students to be designated as their borrowers.</p> <p>Braille signage & deaf alerters are Institute wide.</p>			
3.2	✓	✓	✓	Ensure that equality and diversity is included in student induction (ref: schemes of work evidence)	C Bagley	Sept 07 and ongoing	Student induction includes equality and diversity (ref: schemes of work evidence)		✓		

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3.3	✓	✓	✓	Support and guide academic staff and those in learner facing services to enhance the delivery of teaching and learning for learners with disabilities.	C Bagley/ E Thinnesen/ S Parsons	Ongoing	There are demonstrable examples of adjustments and actions to support disabled students.	Disability Awareness Training now being delivered via Staff Development. All staff now given the opportunity to disclose their disability to enable Study Support to support both staff members/learners alike. All new staff briefed regarding how Study Support works during Staff Inductions. New SPLD Specialist being recruited to support HE Learners.	✓		
3.4	✓	✓	✓	Develop support for speakers of other languages.	A McKinnon	Ongoing	Speakers of other languages are offered support to develop their language skills.		✓		
3.5	✓	✓	✓	Develop further materials for staff and learners on mental well-being and LGBT issues	J Bacon	Dec '07 and ongoing	Identified action to support mental well-being in place. Identified necessary actions around LGBT issues.	Materials have been developed via the LSC network. Training materials are being developed for use within staff development week around disability. External trainers employed to work with staff on LGBT awareness. LGBT the main diversity theme for '09/10. The Health and Wellbeing team have received 'Mental Health First Aider' training from experts from the local Care Trust and have given all staff information on positive steps for taking personal control over their mental health.		✓	
3.6	✓	✓	✓	Policies for learner behaviour are reviewed to ensure they are compliant with equality legislation	C Bagley	Annual review (by each Dec)	Policies are compliant with equality legislation	Review conducted August '09	✓		

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4 Teaching & Learning (including VLE and teaching methods)											
4.1	✓	✓	✓	Learning, Teaching and Assessments guides / frameworks clearly set out the expectations and requirements	T Mace	Ongoing	Equality issues are embedded in Learning, Teaching and Assessment.	T&L guide to embed E&D has been developed and made available to all staff via the Learning Curve Good Practice folder and Moodle VLE	✓		
4.2	✓	✓	✓	Ensure validation processes make positive references to equality and diversity.	T Mace	Ongoing	Equality issues are embedded in curriculum design.	E&D CPD training workshops and coaching to embed in learning has been scheduled via the Learning Curve for staff		✓	
4.3	✓	✓	✓	Ensure review processes make positive references to equality and diversity.	T Mace	Ongoing	Commitments to equality and diversity are tracked.	QA systems include reference to E&D in SAR and validation	✓		

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5 Estates (including new build project)											
5.1		✓		Involve people with disabilities in developing plans for the new build project (HE University Centre New Build)	N Hollington	Jun '10	Evidence of consultation (eg: from events held) to gain the views of people with disabilities	Consultation meetings taken place. Further stakeholder meetings arranged.		✓	
5.2		✓		Devise online information to guide staff, learners and visitors with disability	J Bacon	Start summer '10					✓
5.3		✓		Continue to ensure evacuation procedures are clearly understood and are effective Personal Emergency Evacuation Plan (PEEP) and documentation in place.	N Hollington	Ongoing	People with disabilities know what is required of them and staff are clear about their roles in an emergency. Arrangements and facilities support safe evacuation for people with disabilities	Work closely with H&S Team		✓	
5.4	✓	✓	✓	Ensure contractors, sub-contractors and external organisations (via Purchasing) are familiar with GIFHE's commitment to equality and diversity	N Hollington	Ongoing	Induction arrangements operate effectively. Contractors understand their obligations and issues are addressed promptly.	Letter issued to all sub contractors.		✓	

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No.	Race	Disability	Gender	Action	Lead Person/ Team	Timescale	Output	Update	Progress		
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6 Employment of Staff											
6.1	✓	✓	✓	Ensure that terms of employment (including pay and benefits) are compliant with equalities legislation	P Barnard	Annual review (by each Dec)	Terms of employment are compliant with equalities legislation	Pay and benefits reviewed summer 08 and kept under review. Life Assurance cover – extended to those between 65 and 75.	✓		
6.2	✓	✓	✓	Employment policies are reviewed annually to ensure they are compliant with the equalities legislation	P Barnard	Annual review (by each Oct)	Employment policies comply with equality legislation	Policies reviewed September '09	✓		
6.3		✓		Grimsby Institute is recognised by the Employment Service as a “two ticks” employer and maintains this status	P Barnard	Annual review and assessment	‘Two tick’s status is retained	2 ticks status reviewed and retained Autumn '09	✓		
6.4	✓	✓	✓	Recruitment & Selection panels are required to follow Institute protocols for recruiting fairly	P Barnard	Ongoing	A programme is in place for all managers (briefing materials and sessions)	Guidance document exists.		✓	
6.5	✓	✓	✓	Equality awareness training is embedded in induction training, and specifically addresses race, disability and gender duties.	J Bacon	Ongoing	Induction arrangements are in place and emphasise the GIFHE Group equality commitment	Equal Opportunities and Diversity covered during new staff inductions. Training material on Moodle. Equal Opportunities and Diversity training delivered via Learning Curve schedule	✓		
6.6	✓	✓	✓	Develop pay policy to ensure equal pay arrangements	P Barnard	Dec 07	Pay policy developed	Pay review 2008/09.	✓		
6.7	✓	✓	✓	Equality Training is continued and developed to reflect roles and staff are aware of their obligations	P Barnard / J Bacon	Ongoing	Teaching and Support staff have continued training.	Regular training as identified above. External trainers where appropriate i.e. Educational Action Challenging Homophobia (EACH), Gendershift Trans Awareness.		✓	

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Legislative Context to Our Single Equality Scheme

Race Equality

The Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000 – referred to here as the Act – places a general duty on public authorities to promote race equality. Under the new duty, and through all relevant functions, public authorities are required to have due regard to the need to:

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

We are required to have and maintain a written statement of our policy for promoting race equality. We are required to assess the impact of our policies on staff and students of different racial groups and, in particular, on the attainment levels of students. We are required to monitor the admission and progress of students and the recruitment and career progression of staff. We are required to make arrangements for publishing our race equality statement and to publish annually the results of our monitoring.

The Institute meets these requirements in its SES.

Disability Equality

The Disability Discrimination Act 2005 - referred to here as the DDA 2005 – places a general duty on public authorities to promote disability equality. Under the new duty, and through all relevant functions, public authorities are required to have due regard to the need to:

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

In addition, the DDA 2005 places specific duties on, *inter alia*, higher education institutions. We are required to publish a Disability Equality Scheme, by 4 December 2006, which demonstrates how we intend to fulfil our general and specific duties. We are required to involve disabled people in the development of the scheme. The Scheme must set out the way in which disabled people have been involved in the development of the scheme, our methods for impact assessment and the steps we will take towards fulfilling the general duty (an 'action plan'). The Scheme must also set out our arrangements for gathering information in relation to employment and our delivery of education, and it must record our arrangements for using the information gathered, in particular in reviewing the effectiveness of our action plan and in preparing subsequent Disability Equality Schemes. We must review our Scheme every three years and we must publish a report setting out the steps we have taken under our action plan and the results of our information gathering.

The Institute meets these requirements in its SES.

Gender

The Equality Act 2006 sets out a new positive duty on public bodies to promote gender equality. Under the new duty, and through all relevant functions, public authorities are required to have due regard to the need to:

- eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act and discrimination that is unlawful under the Equal Pay Act
- promote equality of opportunity between men and women.

GIFHE will be subject to the new duty and we are required to produce a Gender Equality Scheme by 6 April 2007. We are required to consult our employees and stakeholders in drawing up our equality scheme and to publish annual reports of our progress. We must review the Scheme at least every three years. We are required to develop and publish a policy on developing equal Pay arrangements between men and women and to conduct and publish gender impact assessments in employment, policy and services.

The Institute meets these requirements in its SES.