


# Cambridge Regional College Equality Duty Single Equality Scheme

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This document sets out how we plan to meet our Equality Duty obligations and where practicable to go beyond them.

It covers all the nine protected characteristics within the Equality Act 2010 and applies to students, staff and partners. Within this policy, whenever the term student or similar is used, this will refer to all students registered with Cambridge Regional College on any of its educational courses or apprenticeship schemes.

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## 1. Introduction and purpose

- 1.1 This document sets out the overview of how Cambridge Regional College will comply with and apply the principles of the Equality Act 2010 and the Single Equality Duty 2011 requirements within conscious decision-making processes.
- 1.2 This document has been revised following the formal merger of Cambridge Regional College and Huntingdonshire Regional College on 1<sup>st</sup> August 2017.
- 1.3 It will be reviewed and updated at least annually. Future updates will include data relating to our delivery of this policy, to include the characteristics and achievements of our students, and the characteristics of our staff across the whole college
- 1.4 The purpose of this document is to specifically set out the policy and framework, through which we will consciously work, to comply with our legal requirements and where practicable to go beyond these to further the policy's intended outcomes.
- 1.5 Set out below are the legislative context; scope to include our core business working with students and other stakeholders; our role as an employer; and how we will evaluate progress.

## 2. Context

- 2.1 The Equality Act 2010 sets out the requirements placed upon publicly funded organisation, including Further Education colleges. The Equality Duty came into force in April 2011. It ensures that all public bodies play their part in making our society fairer by tackling discrimination and promoting equality of opportunity for all.
- 2.2 The Equality Act 2010 identifies nine protected characteristics of:
  - Age
  - Disability
  - Gender reassignment
  - Being married or in a civil partnership
  - Pregnancy and maternity
  - Race – including ethnic or national origins, colour or nationality
  - Religion or belief – including lack of belief
  - Sex
  - Sexual orientation

2.3 The Equality Act has three aims for us by having due regard for the:

- Elimination of unlawful discrimination
- Advancement of equality of opportunity
- Fostering of good relations

2.4 The Duty ensures that we consider the needs of each individual in our day-to-day work in shaping our policies, in delivering our services and in relation to our own staff.

2.5 The expectations of Ofsted also include the promotion of equality and diversity, and fulfilling the statutory responsibilities under the Equality Act; these are explicit within the Education Inspection Framework and the guidance provided to inspectors.

2.6 The College's legislative responsibilities for safeguarding and to contribute towards the Prevent agenda. These activities overlap with much of the equality, diversity and inclusion agenda.

2.7 The College's Strategic Plan sets out four aims, with specific objectives and priorities. Each of these has a bearing on the way the College is working to provide equality of learning opportunities for all our students and promote positive awareness of diversity.

2.8 The Strategic Aims are:

1. Excellent student experience
2. Excellent employer engagement
3. Excellent staff performance and experience
4. Strong finances

### **3. Policy statement**

3.1 Cambridge Regional College is firmly committed to advancing equality in our roles as service provider and employer. We aim to provide an environment where everyone will be treated with fairness, dignity and respect. We support this through actively working to eliminate unlawful discrimination as well as actively fostering good relationships between people and groups of people.

## **4. Scope and responsibilities**

- 4.1 This policy will apply to all members of the College community including all governors, existing and potential staff, existing and potential students, parents, work placement providers/employers, contractors and sub-contractors, visitors and other users and members of the College.
- 4.2 All College governors and staff are responsible for ensuring that students experience equal opportunity within their learning and College experience and that staff work within a culture and through practices that value equality, diversity and inclusion.
- 4.3 To deliver this policy and our College Values, all members of the College community will be expected to act and behave in accordance with this policy and undertake regular training in order to deliver the aims of this policy.
- 4.4 Equality will be included in corporate planning and throughout the College planning and monitoring cycle.
- 4.5 Working practices will be scrutinised and improved to drive forward the aims and principles of this policy.
- 4.6 The College will ensure learning and teaching is inclusive, actively promoting equality, meeting a wide range of learning needs and incorporating the contributions of a diverse range of people.
- 4.7 The college will make adjustments to ensure that, as far as is reasonable, a person with disabilities or other protected characteristic has the same access to learning, services or employment as a non-disabled person or persons outside the protected characteristics.

## **5. Monitoring and evaluation of impact and progress**

- 5.1 The purpose of monitoring and evaluation is to better understand what it like to be a student and a staff member at Cambridge Regional College, so as to inform planned actions for future practices.
- 5.2 The college will monitor and report on the delivery of this policy though the following formal channels:

- Regular meetings of the College Equality and Diversity Group
- Ensuring all opportunities are taken to collect data on the impact of our services on different groups of people, for example in our quality assurance and improvement processes
- Reviewing the outcomes from student surveys and feedback, staff surveys and employer surveys
- Reviewing the outcomes from formal complaints, staff grievance and disciplinary processes
- Reviewing the attendance, retention, pass rates and achievement of our students
- Regular review and reporting of the recruitment of staff with the intention of ensuring our workforce matches the characteristics of the community we serve
- Self-Assessment monitoring and reporting, with related quality improvement planning

5.3 Updates regarding the impact and progress made with the delivery of this policy will be reported to governors as part of the regular meeting cycle; and to managers and staff through quality reporting and as part of our continuous self-assessment process.

5.4 The college is committed to protecting the personal data of everyone, and all data will be anonymised.

## **6. Communication strategy and review process**

6.1 The content of this document will be communicated through:

- Publishing on the College web-site
- Updates will be communicated through Staff News updates to all staff
- It will be referenced in other related strategies, policies and documentation
- It will be reviewed annually

## Student Participation 2018/19

<b>2018/19</b>		<b>Staff</b>	<b>Students (FT) Total: 3,609</b>	<b>Apprentices Total: 1,988 (506 internal only)</b>
<b>Gender</b>	<b>Female</b>	63%	41%	37% (31%)
	<b>Male</b>	37%	59%	63% (69%)
<b>Disability</b>	<b>Yes</b>	6%	28%	12% (13%)
	<b>No/Unknown</b>	94%	72%	88% (87%)
<b>Ethnicity</b>	<b>White British</b>	74%	80%	84% (89%)
	<b>Any other ethnicity</b>	16%	20%	16% (11%)

## Student Performance: Gender

% Overall Achievement Rate	Male		Female		Difference		Overall	
	16-18	19+	16-18	19+	16-18	19+	Male	Female
19/20	84.6%	89.9%	87.4%	88.9%	2.8%	1%	87.3%	88.3%

## Student Performance: Ethnicity

Overall Achievement Rate	White British		Other		All Age	
	16-18	19+	16-18	19+	White British	Other
19/20 (18/19 NA)	85.8% (82.5%)	92% (89.9%)	85.9% (82.5%)	85.8% (88.6%)	88.8% (85.8%)	85.8% (86.5%)

## Student Performance: Disability

Overall Achievement (Success) Rate	With a disability		No disclosed disability/unknown		All	
	16-18	19+	16-18	19+	16-18	19+
<b>19/20</b>	<b>82.9%</b>	<b>97.3%</b>	<b>87.2%</b>	<b>88.6%</b>	<b>85.5%</b>	<b>89.3%</b>

## Document history

Date	Issue number	Change/Comments	Date Approved	Approved by
<b>2017</b>		Review		(No official numbering)
<b>2018</b>		Review		
<b>2019</b>		Review		
<b>17/3/2021</b>	4	Review	17/3/2021	Assistant Principle Quality Improvement
<b>9/6/2021</b>	4.1	Clarification on the term student used		HoQT





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