

MORLEY BEESTON ROTHWELL  
**JOSEPH·PRIESTLEY**  
*College*

**JPC: Equality Matters**



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## 1. Introduction

- 1.1. This document sets out the Joseph Priestley College Equality Scheme 2009-12. It provides a comprehensive overview of the college's strive for equality of opportunity for all who come into contact with the college. It incorporates the previously separately published race, disability and gender equality schemes and builds on them to include the equality strands of age, sexual orientation and religion / belief.

## 2. The College Context

### 2.1. About the college

- 2.1.1. Joseph Priestley College is a community based further education college serving south Leeds through campuses in Morley, Rothwell and Beeston as well as many other delivery venues in the numerous towns and villages across the area.
- 2.1.2. The college currently employs around 350 staff and in 2008-09 recruited over 4000 learners.
- 2.1.3. The majority of the college's funding comes from central government via a number of agencies including the Learning and Skills Council.

### 2.2. Vision, values, policy and procedures

- 2.2.1. Equality of opportunity is explicit throughout the college's publicly stated Vision, Values, Mission, Standards and Strategic Objectives. All of which were devised through all staff working groups and in consultation with local communities and learners.
- 2.2.2. Many of the statements reflect the culture of equality and other specifically refer to Equality and diversity including:
- 2.2.2.1. *"Respect diversity and equality of opportunity"* (Our values)
- 2.2.2.2. *"Be an inclusive college that values all students and staff and promotes equality and diversity"* (Our Standards)
- 2.2.2.3. *"To be an inclusive college that promotes equality and diversity"* (Our Strategic Objectives 2008/09)
- 2.2.3. A copy of the college's vision, values and strategic objectives document is at appendix A

### 2.3. College structure

- 2.3.1. The college has an Equality and Diversity Committee that is attended by all of the college's senior and college management teams as well as other key staff such as the student development worker. Learners are also members of this committee.

- 2.3.2. This committee currently has three sub groups that focus on issues around, race equality, disability equality and other equality issues. These sub groups lead on the college's response to the current legislative framework.

### **3. Legislative Framework**

#### **3.1. Race**

- 3.1.1. The Under the race relations Act 1976 (as amended by the Race Relations (Amendment) Act 2000), the College has a number of general and specific duties

#### **3.2. Disability**

- 3.2.1. The disability discrimination act was introduced in 1995 and amended in 2005 and places a number of general and specific duties on the college. Further details are set out in the college's Disability Equality Scheme.

#### **3.3. Gender**

- 3.3.1. Under the 1975 Sex Discrimination Act it's unlawful for an employer to discriminate against you because of your gender. The 1970 Equal Pay Act makes it unlawful for employers to discriminate between men and women in terms of their pay and conditions

- 3.3.2. The Gender Equality Duty came into force on 6th April 2007 and applies to all public authorities in England, Scotland and Wales. There is a legal requirement on all public authorities, when carrying out all their functions, to have due regard to the need (1) To eliminate unlawful discrimination and harassment on the grounds of sex, and (2) To promote equality of opportunity between women and men.

#### **3.4. Single Equality Bill**

- 3.4.1. This bill is currently (June 2009) passing through the legislative process of the House and as such is still in its development stage. This scheme should be regarded as a living document until the bill is enacted and all duties upon the college are known and can be responded to.

- 3.4.2. The Bill sets out the provisions for a socio-economic duty, outlawing age discrimination, introducing a single public sector duty, tackling the gender pay gap, promoting equality through procurement, clarifying aspects of discrimination law and positive action.

### **4. Race, Disability and Gender Equality Schemes**

#### **4.1. Race Equality Scheme and Action Plan**

4.1.1. This scheme was developed in 2004 and has since been reviewed annually by the college's committee for race equality.

4.1.2. The current scheme is at appendix B

4.2. Disability Equality Scheme and Action Plan

4.2.1. This scheme was developed in 2006 and has since been reviewed annually by the college's committee for disability equality.

4.2.2. The current scheme is at appendix C

4.3. Gender Equality Scheme and Action Plan

4.3.1. This scheme was developed in 2007 and has since been reviewed annually by the college's committee on diversity

4.3.2. The current scheme is at appendix D

## **5. A Whole College Approach**

5.1. Developing the scheme

5.1.1. This scheme has been in development since the beginning of the 2008-09 academic year. We have sought to involve, have dialogue with and feedback from all of the college's stakeholders.

5.1.2. Equality has been discussed at a number of the College's learner focus group meetings. The college has a community links committee drawing members from community and other organisations from across south Leeds. Their perceptions of the college's equality of opportunity have been discussed at a number of meetings.

5.1.3. College staff have been invited to take part in a 'Diversity Discussion' to gain their views on the extent of the college's diversity and equality of opportunity. These was through questions posed in the staff newsletter for anonymous response, an all college email and as an agenda item at team meetings. Members of the college's E&D committee and subgroups were also invited to discuss issues. The subject was also an agenda item on the college's senior and college management team meetings. Equality and diversity was also an agenda item on the college Governors meeting in December 2008.

5.2. Equality and Diversity Performance Indicators

5.2.1. The college developed Equality and Diversity performance indicators a number of years ago and during 2008-09 has built on these to include further measures.

5.2.2. The relevant PIs are currently:

5.2.2.1. Number of Policies Impact Assessed

- 5.2.2.2. Increased learners accessing ALS
- 5.2.2.3. Achieve and maintain Investors in Diversity
- 5.2.2.4. % BME Learners (Leeds 'non-white' = 8.2%)
- 5.2.2.5. % Male participation
- 5.2.2.6. % Young Males (16-24) on Full L2 or L3 programmes
- 5.2.2.7. Proportion/Number(?) of Staff from BME ethnicity
- 5.2.2.8. Number/%(?) of Staff notified as Disabled
- 5.2.2.9. Number of LLDD Learners
- 5.2.2.10. BME % success

### 5.3. Equality impact assessments

- 5.3.1. The college has embarked on a programme of equality impact assessing all its policies, procedures, plans and activities over a three year period.

## 6. The Equality Scheme

- 6.1. The college will continue to meet its current duties under the separate Equality Acts through the separate schemes. The new Single Equality Act is likely to come into force by the end of 2011 and at which time they will be subsumed into this document.
- 6.2. The college will continue to promote equality throughout all aspects of the college's life and take appropriate positive steps to address inequality.
- 6.3. We will take action to enhance the learner and stakeholder involvement in college decision making.
- 6.4. We will refine our performance indicators to ensure a positive impact upon our diverse communities.
- 6.5. We will look to influence the equality and diversity policies of our stakeholders.
- 6.6. We will develop an action plan that sets out these actions and involve our stakeholders in its development and monitoring.

## 7. Equality Action Planning

- 7.1. Developing and monitoring an action plan
  - 7.1.1. A college Equality Action Plan will be developed during 2009-10.
  - 7.1.2. It will be informed by the information gathered from the stakeholder Diversity Discussions. It will also be informed by other college known information from such sources as incident reports and complaints against the college.
  - 7.1.3. Actions will also be formulated to ensure the college meets externally set standards such as the LSC's framework for excellence or OFSTED identified attributes of excellent provision.

- 7.1.4. It will bring together actions identified in the college's recent successful assessments against the liP and liD standards to ensure continuous improvement.