The Adult College of Barking and Dagenham

# Equalities, Diversity, and Inclusion Policy & Procedures

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| Lead Responsibility | Service Manager - Business Support |
| Designated Officer | |
| Advisory Officer(s) | |
| Approved by | Service Manager - Business Support |
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**Borough related Polices:**

Equality and diversity strategy | London Borough of Barking and Dagenham

Equalities and Diversity in Employment

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# Policy Statement

**Rationale**

The Adult College has a strong record of providing fair access for all to education and employment opportunities.

The Service aims to ensure equal treatment and to eliminate discrimination for staff and service users. It strives to provide a safe environment and promote good relations between all groups in the Adult College, and equality of opportunity for everyone, so that no-one is left behind. A key aspect of this is the implementation of the General Equality Duty, an objective of which is the fostering of good community relations.

The word 'discrimination' is used to describe less favourable treatment applied to all people, but particularly relating to protected characteristics:

1. age
2. disability
3. sex
4. gender reassignment
5. race
6. religious belief
7. marital or civil partnership status
8. pregnancy and maternity
9. sexual orientation

This policy aims to provide a clear framework to protect staff and service users from all forms of discrimination, including direct and indirect, discrimination by perception and association, victimisation, and harassment.

All decision making will also consider the potential impact of changes on those with protected characteristics, minorities and others who may be disadvantaged by changes in practice. In particular, the development of new policies, procedures and processes should consider Equalities. If necessary, proposed changes based on evidence should be reconsidered in the light of this assessment.

Analysis of Equalities data is presented as part of the annual Self-Assessment.

**Aims**

The purpose of this policy is to establish clear Service guidance regarding equality and to establish key principles, structures, and monitoring arrangements for the service. The guidance is applicable to everyone in the service, including service users, volunteers, staff, and visitors.

**Key Principles**

- All staff are responsible for ensuring that they are aware of the Service's statutory duties with regards to the Equalities Act 2010, and any subsequent legal rulings adopted by the Council.

- All staff are responsible for ensuring that the Service addresses discrimination, whether witting or unwitting, whenever it occurs.

- The Service believes that all forms of prejudice and discrimination are wrong and that everyone deserves to be treated with respect and dignity.

- The Service positively promotes diversity and aims to have a workforce and service user body representative of the community they serve.

- All staff should be vigilant and be responsible for ensuring the Service maintains an environment in which equality flourishes.

- The Service will pro-actively support staff and service users who are subject to (or alert us to incidents of) prejudice or discrimination.

- The Service will monitor processes (recruitment, enrolment, assessment, accreditation, CPD, etc.) and act where shortfalls are identified.

- The Service will work in partnership with relevant bodies (trade unions, learner representatives, etc.) to ensure staff and service users are aware and supported in the implementation of this policy.

## Responsibilities

### *The Adult College Advisory Board*

- The Adult College Advisory Body will ensure that the Service monitors Equalities, ensuring that the annual Service Self-Assessment Report contains Equalities monitoring information.

- The Adult College Advisory Body will receive regular profiles of service users analyses against equalities criteria.

### *Principal*

- The Principal has overall responsibility for ensuring that strategy and action plans are fully considerate of the specific needs of all groups.

### *Senior Leadership Team (SLT)*

- SLT will monitor equalities across the Service.

### *Managers*

- Managers at all levels will use equalities data to set and monitor targets and ensure all policies are sensitive to potential equalities issues.

## Implementation

- The Adult College Advisory Board, service users, and staff will be made aware of this policy and related procedures and targets via handbooks, training, and other relevant opportunities.

- Service user & staff inductions will specifically cover our zero tolerance of discrimination and any incidents will be addressed as a disciplinary issue.

- Service users or staff displaying discriminatory behaviours and/or attitudes will be dealt with under the appropriate disciplinary procedures.

- Employment policies and procedures will be as prescribed by LBBD and are recorded separately.

- Employment and enrolment decisions will be made solely on the basis of criteria, merit against agreed standards, national and local priorities.

- Positive action will be applied where it is required to ensure people with a protected characteristic are assisted and their needs met.

- Positive action may be considered when advertising or selecting between two equally qualified candidates for employment or promotion. Where applied, it will be subject to ongoing evaluation and review.

- The Service's publicity materials will always present appropriate and positive messages about all groups of people.

- Marketing materials will positively promote the different equalities groups and will be representative of the broader community.

- Information boards around the Service sites will contain relevant data, targets and progress information and be updated annually.

- Equality audits through self-assessments and area reviews will be carried out routinely.

- SLT Statistics will be made publicly available, and where a shortfall is identified SLT will set targets for improvement and monitor progress in the Quality Improvement Plan (QIP).

- The Adult College Advisory Board and the Leadership team have access to comprehensive information which enables them to plan, implement and monitor their responsibilities under the policy.

**Publicising Our Policy and Progress**

**To the Public (including service users and the community):**

- Our commitment to equality and diversity will be highlighted in the Service prospectus, annual SAR, and our Business Plan.

- A summary of the results of monitoring will be included in our SAR and annual performance statistics.

**To Service users:**

- The induction programme for service users will highlight the Service's commitment to equality, action to be taken by service users who suffer discrimination and the action to be taken against any perpetrators of discrimination.

- Staff will reinforce this information.

**To Staff:**

- All staff will have access on request to a full copy of this and the borough equalities policy (link available on page one).

- The induction programme will highlight the service's commitment to equality, and the action to be taken by staff who suffer discrimination.

- Tutors and assessors will demonstrate differentiation (ensuring access to provision by all) in lesson plans, schemes of work and teaching resources.

- Internal Verification will ensure that all equality and diversity issues are addressed in assessment processes.

# TAILORED LEARNING

Tailored learning, previously known as non-qualification provision, includes AEB funded community learning, some non-regulated provision, and new employer-facing innovative provision, which supports wider outcomes for learners to progress to further learning or employment.

There are 7 defined purposes of Tailored Learning designed to recognise the wider benefits of learning and these are underpinned by a set of learning aims and recognised outcomes for learners.

**Purposes:**
1. Engaging and/or building confidence
2. Preparation for further learning
3. Preparation for employment
4. Improving essential skills (English, ESOL, maths, digital)
5. Equipping parents/carers to support children's learning

6. Health and well-being
7. Developing stronger communities

Adult College Tailored Learning will offer learners the opportunity to take non-qualification Introduction, Access and Preparation courses alongside our Family Learning, and Wellbeing courses with educational, personal, social, health, and well-being benefits.  Our tailored learning is a stepping-stone to more formal learning, providing responsive skills training to meet employer needs, and supporting wider outcomes.

At the end of their programme of study, learners will be asked to identify their outcomes from the ten options below.  Learners may record more than one outcome.

**The outcome areas as documented in the ILR documentation:**

1. **Increased confidence** - Improved belief, or reduced doubt, in ones' abilities.
2. **Improved skills for progressing to further learning** - Skills to enable learners to progress to further learning; and can include generic skills such as study skills and/or sector specific or technical skills.
3. **Improved skills for work -** Skills to enable a learner to gain and sustain employment; and can include generic employability skills and/or sector specific or technical skills.
4. **Improved essential skills** - Essential skills are defined as English (or ESOL), maths and digital skills.
5. **Improved ability to support a child's learning -** Parent/carer more active in the support of their child's learning and development, and better equipped to support and encourage their children's learning.
6. **Improved physical health** - Improved or maintained physical health. Maintained physical health is where health would have deteriorated without the learner participating in the learning programme or engagement.
7. **Improved mental health and well-being** - Improved or maintained mental health and well-being. Maintained mental health is where health would have deteriorated without the learner participating in the learning programme or engagement.
8. **Improved skills to participate in community life** - Learners have the knowledge and skills to take an active role in their local community.
9. **Increased understanding of democratic values** - Learner understands the fundamental British values.
10. **Improved skills for Independent Living** - The skills that learners need to live a life with agency; usually with a focus on life outside of work.
11. **No Outcome Area** – the learner has completed or withdrawn from learning without achieving any of the Outcome Areas 1-10.

Adult learners attending our Tailored Learning courses are expected to meet the same high level of commitment, attendance, and punctuality as all other Adult College learners.

## Statement for Embedded Employability Skills in Adult Education

**Purpose**
The purpose of this statement is to outline the commitment of the Adult College of Barking and Dagenham to integrating employability skills into adult education programmes. This initiative aims to enhance the workforce readiness of adult learners, equipping them with the necessary skills to succeed in the job market, improve their quality of life, and contribute effectively to the community.

**Scope**
This statement applies to all adult education programmes offered by the Adult College of Barking and Dagenham, including foundation and vocational courses, tailored learning programmes and development initiatives.

**Statement**
The Adult College of Barking and Dagenham recognises the critical importance of employability skills in the personal and professional development of adult learners. Employability skills, which encompass a range of soft skills and technical competencies, are essential for the move into the world of work, career advancement, and economic self-sufficiency. To this end, the Adult College is committed to:

1. Curriculum Integration:
   - Embedding employability skills such as communication, teamwork, problem-solving, critical thinking, digital literacy, and time management into all adult education curricula.
   - Regularly reviewing and updating course content to reflect current industry standards and emerging market trends.

2. Delivery strategies:
   - Employing diverse teaching methods that foster practical application of employability skills, including work-based learning, simulations, and volunteering opportunities.
   - Providing professional development opportunities for tutors to effectively enhance their delivery and assessment of employability skills.

3. Assessment and feedback
   - Implementing robust assessment tools to measure the development of employability skills in adult learners.
   - Offering constructive feedback and guidance to help learners improve and refine their employability skills throughout their learning journey.

4. Partnerships and Collaboration:
   - Building strong partnerships with local businesses, industry leaders, and community organisations to ensure our programmes meet the evolving needs of the workforce.
   - Facilitating opportunities for learners to engage with potential employers through job fairs, networking events, and workplace visits.

5. Support Services:
   - Providing comprehensive support through Job Shop Services, including career advice and guidance, CV writing workshops, interview

preparation, and job search assistance, to help learners successfully transition from education to employment.
- Ensuring access to resources and support for learners facing barriers to employment, such as those with disabilities, language challenges, or other socio-economic disadvantages.

6. Continuous Improvement:
    - Regular evaluation of the effectiveness of our employability skills initiatives through learner feedback, employment outcomes, and stakeholder input.
    - Committing to continuous improvement by adapting our strategies and programmes to better serve the needs of our learners and the demands of the job market.

**Responsibilities**
All Adult College staff are responsible for the implementation of this policy. The Curriculum Team will oversee the integration of employability skills into the curriculum and ensure alignment with our key priorities and industry requirements.

**Review**
This statement will be reviewed annually to ensure its relevance and effectiveness in promoting employability skills amongst adult learners.

## Equalities Benchmark targets 2025-26
(Based on the current Education Inspection Framework)

- Leaders, managers, and governors will effectively focus public funding on people who are disadvantaged and least likely to participate in education and training, and work with other partners to widen participation and support learners' progression to further learning and/or employment relevant to their personal circumstances.

- Leaders and managers will use community learning funding well to develop learning programmes and projects that develop stronger communities, where appropriate, and establish a culture of trust between hard-to-reach communities and the Service.

- Where appropriate, the Adult College will record and recognise learners' progress and achievements to inform teaching and support programmes to help learners reach their goals.

- All learners, including those with SEND and those who have high needs, are supported to progress quickly, gain new knowledge, skills, and behaviours, and achieve to their full potential.

- Leaders, managers, and Advisory Board Members will wisely use the funding for learners with high needs so that their individual learning programmes

challenge learners to develop their independence; improve their communication skills; make relevant personal choices and decisions; and prepare themselves for adult life.

- Learners will successfully participate in good-quality and individually tailored learning programmes that lead to paid or voluntary employment where appropriate, and/or to greater independence in their everyday lives.

- Leaders and managers will effectively coordinate all specialist support, including speech and language development, and behaviour management, so that learners develop the skills they need.

- The choice of accreditation helps learners progress towards further learning, vocational training, employment, and independent living.

- Procedures for recognising and recording learners' progress and achievement (RARPA) are rigorous and purposeful and support the achievement of all learners.

- Staff are suitably qualified and/or have appropriate expertise to support learners or specific groups of learners. They will determine whether learning resources, including assistive technology and online/remote learning resources, are to the required standard and specification and whether they are used effectively to support learners to overcome their barriers to achieving their challenging learning goals.

- Learners successfully develop skills to enhance their employment opportunities and independence in their everyday lives in real-life situations, including meaningful work experience, and how well they take an active part in their local communities.

- Learners following academic or vocational qualifications make good progress and achieve, compared with all learners on the same programme. Learners progress into appropriate paid or voluntary employment, further learning, or other activities.

- The curriculum ensures that all learners benefit from high academic, technical, and vocational ambitions. The curriculum is ambitious for disadvantaged learners or those with SEND, including those who have high needs.

- The curriculum remains ambitious and is tailored, where necessary, to meet individual needs, including those with SEND and those who have high needs.

- Learners have consistently high levels of respect for others. They play a highly positive role in creating an environment that values and nurtures difference. Bullying and harassment are never tolerated.

- Programmes develop responsible, respectful, and active citizens who play their part and know how to become involved in public life.

- Programmes develop and deepen learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

- Programmes promote equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.

- Programmes promote an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status, or pregnancy.

- Programmes develop learners' character, which is defined as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity, and cooperate consistently well with others, giving them the qualities they need to flourish in our society.

- Programmes ensure that learners understand the protected characteristics and how they can promote equality and diversity, and how they celebrate the things we have in common and our differences.

- Programmes reflect the extent to which leaders' and managers' high ambitions are for all learners, including those who are difficult to engage.

## Adult College Service Equality Targets

| Metric | 21/22 Outturn | 21/22 % | 22/23 Targets | 22/23 Outturn | 23/24 Targets | 23/24 Outturn | 24/25 Targets |
|---|---|---|---|---|---|---|---|
| Starts in the Adult College (baseline: average 3500; 4500 in 2021-22) | 4607 | | 4000 | 5292 | 4010 | 5334 | 5000 |
| Starts without qualification on enrolment | 1322 | 29% | 29% | 1190 (74.8%) | 75% | 993 | 1008 |
| Starts from 5 most deprived wards (Abbey, Gascoigne, Longbridge, Thames, Whalebone) | 1128 | 24% | 27% | 1699 (32%) | 35% | 1657 | 1600 |
| Learners who are unemployed | 1099 | 62.5% | 63.5% | 1034 (65%) | 66% | 907 | 910 |
| Starts on employability courses | 526 | 11 | 12% | 263 (5%) | 5% | 108 | 200 |
| Starts on Community Learning and Wellbeing Engagement | 2672 | 58 | 60% | 3383 (64%) | 68% | 3040 | 1200 |
| % BAME Learners tbc based on 21/22 outturn | 1365 | 78 | 80% | 1136 (71%) | 75% | 72% | 74% |
| % Disabled Londoners Learners tbc based on 21/22 outturn | 159 | 9 | 12% | 145 (9%) | 9% | 9% | 10% |
| % Older Londoner Learners aged 50+ tbc based on 21/22 outturn | 329 | 19 | 22% | 346 (22%) | 25% | 20% | 21% |
| Retention rate (baseline 94%) | 96.68 | 97 | 95% | 97.13% | 97% | 97.69 | 97% |