

Hampshire Futures Equality and Diversity Framework 2017

Revised
October 2017

 @hantsfutures

 @hantsfutures

Contents

Introduction	3
Our vision for equality	4
Promoting our service	5
Meeting the needs of all learners	5
Working in partnership	8
Gathering and using information	9
a) Consultation and involvement	
b) Gathering quantitative data	
c) Using information to improve practice and performance	
Carrying out equality impact assessments.....	12
Human Resources	12
a) Getting the right people	
b) Creating the right environment	
c) Developing the right skills and expertise	
Appendix A – An overview of equality legislation.....	14

If you have any queries or advice on implementing this framework please contact Donna Beckford at donna.beckford@hants.gov.uk

This document is available in a number of formats. Please request by contacting hampshire.futures@hants.gov.uk, 01962 846 193, or writing to Hampshire Futures, Four Chimneys, Winton Close, Winchester, SO22 6AB.

Introduction

Hampshire Futures works with a number of learning providers to deliver adult, community and young people's learning programmes. We welcome and value all learners regardless of individual differences in age, gender, race, background, disability or learning difficulty, sexual orientation, religion or belief. We recognise that everyone has different needs and we want to be able to respond to those needs. We seek to provide accessible and inclusive learning environments that are relevant and meaningful to everyone. Only by building equality and diversity into every aspect of our work will we create a truly person-centred and responsive service that meets the needs and aspirations of all groups within our society.

When we talk about Equality and Diversity we mean:

Equality = *Fairness*, everyone has the right to fair and equal treatment.

Diversity = *Difference*, everyone has the right to be different and the responsibility to respect the rights of others.

This framework sets out our commitment to equality and social inclusion for adult, community and young people's learning in Hampshire. It is based on the core principles that its effectiveness will be determined by:

- active involvement with key stakeholders
- pro-active leadership
- prioritising activities that produce specific, tangible improved outcomes

This framework will:

- encourage engagement with the full diversity of people to improve practice
- help identify barriers facing particular equality groups and develop actions to address these, appropriate to local need
- ensure a shared understanding of equality and facilitate the sharing of best practice
- ensure that equality and inclusion issues are addressed in a systematic and strategic manner.

In practical terms, this equality framework will be integrated into self-assessment and the continuous quality improvement cycle. It will help drive forward continuous improvement in equality and deliver the culture change necessary to mainstream equality and inclusion in all policy and practice. Monitoring of this equality framework will take place via quality monitoring visits, lesson observation processes and through learner feedback.

Successful implementation of this framework will depend on a partnership with all staff, and will involve:

- Hampshire Futures providing direction and support to actively promote equality and social inclusion
- Hampshire Futures' officers monitoring practice to ensure adherence to the guidelines in this framework

- centre managers demonstrating commitment to equality by promoting equality and social inclusion with their everyday role, for themselves, their staff and their service
- all staff recognising that they have a role in dismantling organisational barriers to ensure that every person has the opportunity to fulfil their potential, regardless of individual differences such as age, disability, ethnicity, gender, sexual orientation, religion or belief, background or personal circumstances
- all staff taking equality and inclusion forward, supporting centre managers to implement the guidelines in this framework, and making themselves accountable through the staff performance management system and the self-assessment process.

Equality legislation sets the parameters within which we will strive to deliver equality of opportunity and equality of outcomes in all that we do. This framework will help us to meet our legal requirements to promote race, disability and gender equality, and to help ensure that we do not discriminate in the areas of age, sexual orientation and religion or belief. Policy and practice to support social inclusion and to reach out to other equality target groups, such as asylum seekers and refugees, complements these legal requirements.

This equality and diversity framework is not a substitute for the law and will not automatically ensure compliance with the duties at all levels. Staff should at all times comply with their legal obligations. Appendix A provides further information on the legal requirements to promote race, disability and gender equality, and the legal requirements not to discriminate with regard to age, sexual orientation, religion or belief. Further information on the requirements of equality legislation can be found at www.equalityhumanrights.com.

Appendix A provides an overview of the requirements of equality legislation.

Our vision for equality

Our vision for equality is one where we:

- create opportunities for all to participate as equal citizens and to realise their full potential, by providing a responsive and accessible service
- promote equality and inclusion
- treat everyone with dignity and respect, whatever our differences
- promote positive attitudes and good relations between people of different groups
- recognise the impact of prejudice, discrimination, harassment and social exclusion on peoples' lives and ultimately society, and therefore
- recognise that we all have a role to play in challenging and eradicating prejudice, discrimination and harassment, dismantling attitudinal and cultural barriers and actively working towards equality and inclusion

We will continue to reach out to those who are at greatest disadvantage and risk of social exclusion. Our vision provides the underpinning approach to this equality and diversity framework.

Promoting our service

Centre managers should effectively promote the range of adult and family learning courses available. They should ensure that publicity and information materials are:

- high quality, and use easy to understand language
- accessible
- free from bias
- sensitive to cultural, social and language differences
- available in alternative formats
- where relevant, made available in a particular community language

Leaflets, posters and newsletters should be supplemented by other methods of promotion, such as face to face information and use of outreach services.

Hampshire Futures' 'Learning for All' leaflet and the Disability Statement are potentially effective mechanisms for communicating and promoting the support available for all learners. This information is also included in the Learner Entitlement. We will update these materials and ensure they are signposted appropriately by centres.

Adult and family learning courses are promoted through the Hampshire Futures web pages, www.hants.gov.uk/hampshirefutures. We will ensure that our vision of equality is prominently displayed, and the website is easily accessible to all.

To help promote equality and inclusion, and recruit the full diversity of learners, centre managers should consider prominently displaying positive images of people who are under-represented or who experience disadvantage, such as disabled and ethnic minority people.

Meeting the needs of all learners

All learners, regardless of individual differences in age, gender, race, background, disability or learning difficulty, sexual orientation, religion or belief, should be able to access and enjoy learning, access the individual support they need, and realise their full potential.

Adult, community and young people's learning courses should be available in inclusive and accessible settings. Teaching and learning should be personalised to meet the needs of individual learners, including those from under-represented or disadvantaged groups. For example, tutors should use a range of strategies and teaching styles that are sensitive to individual needs. Teaching materials should be available in different formats. Teaching should be differentiated to ensure that all learners participate fully in learning.

In particular, disabled learners may require additional learning support to access learning. The term 'disabled people' includes people with a wide range of physical or sensory impairments, learning difficulties, mental health difficulties, and medical conditions such as epilepsy, HIV/AIDS and cancer.

The 'Learning for All' leaflet provides information on support that is available for learners, including:

- changing a room to make access easier
- adapting learning materials to suit learners' needs
- arranging for support in the classroom
- providing specialist software for computer assisted learning
- providing someone to interpret, read, sign or take notes
- arranging classes at suitable times and venues
- offering some courses free of charge or with a subsidy
- making it easier for a carer to attend
- supporting you if you have to miss classes.

Learners are encouraged to identify their support needs when they enrol, during initial assessment or at any time throughout their course. Arrangements for accessing additional support are discussed during induction and further opportunities are provided, for example during tutor reviews of learners' progress. The rights of learners to confidentiality are respected and consent forms provide the explicit consent required before information is passed onto others. All staff should be aware of the processes for arranging additional learning support, and for obtaining consent before passing information onto others.

The Disability Statement provides further information for learners with learning difficulties and disabilities. All centre managers should be aware of the requirements of Disability Discrimination legislation to ensure they plan and make reasonable adjustments to meet the needs of disabled learners and other disabled people using the services of the centre.

Planning for individual learning needs is evidenced through tutors' planning documentation including individual learning plans (ILPs) where appropriate. ILPs are linked to personal care plans or additional support plans, where appropriate.

Hampshire Futures uses a number of centres to deliver adult and family learning. Many have good access. We are committed to improving access where possible. Further information can be found in the Hampshire Futures Disability Statement.

Hampshire Futures recognises that many people may have additional support needs, including those whose first language is not English.

The following case studies illustrate that sometimes learners benefit from targeted courses specifically designed to meet their needs.

Ethnic Minority and Traveller Achievement Service (EMTAS)

Family Learning classes for Nepali speaking parents of children in Farnborough schools take place on Saturday mornings alongside children's community Nepali language classes. These classes are part of an EMTAS project, where staff contact all parents of newly-arrived bilingual children and offer an interview to discuss adult educational needs and provision. The project also trains bilingual assistants to carry out some of the interviews.

Hearing-impaired / visually-impaired learners

Winchester Area Community Action coordinates the delivery of IT courses for learners with visual impairments across the county through the library service.

These courses are designed to meet the needs of learners who are blind or partially-sighted and incorporate a range of techniques and specialist equipment to encourage learners to access IT facilities with confidence.

"I joined the course to learn how to use a computer with JAWS (screen reader software) as this will enable me to access a wide variety of information via the world wide web."

"My carer encouraged me to join the course as I was at home most of the time. I have really enjoyed being here and now feel more confident about using the computer to contact my friends."

Learning support is provided through volunteers who are trained by the tutor and provide help to individuals as requested.

Courses for deaf and hard of hearing learners are delivered by tutors using British Sign Language.

Age Concern, IT Drop-in

Age Concern has a range of IT drop-in facilities across the county. There is a paid coordinator and the service is staffed entirely by volunteers who have expertise in IT. Learners are given one-to-one attention and, following an initial assessment, work with a volunteer who takes them through the appropriate aspects of the curriculum. Most sessions take place in community venues, and occasionally in day centre facilities. Sessions are available for older learners who want to start using IT or develop particular skills such as digital photography or using the internet, often to keep in contact with children and grandchildren.

NCFE Investing in Quality Licence

Courses include 'Confident Cookery', 'Entry Level IT' and 'Art'. Learners have progressed onto food safety and food hygiene courses, vocational courses at the local college, further courses in Art and Drama including degree courses, volunteering or paid employment. Art students have exhibited their work locally.

"When I first came to the Women's Centre I was so nervous, more so because I have a disability and a stammer. Things had got so bad that I lost confidence in myself. I had a lot of help getting my confidence and assertiveness back and I feel much happier for attending the Centre."

"The Centre is a lifeline for people. It helps people move forward."

Working in partnership

We recognise that to promote equality of opportunity and achieve good outcomes for all learners, including those from under-represented or disadvantaged groups, effective partnership working is essential.

Hampshire Futures works in partnership with many internal and external groups to help widen participation and to meet the needs of individual learners. For example, minority ethnic groups with language needs are effectively targeted through partnership working with EMTAS. We will build on a strong structure of networks and partnerships between adult and community learning services and other services, such as:

- NIACE / NIHME network
- Learning disability partnership boards
- Hampshire Interfaith Network
- Local RNIB and RNID offices
- Hampshire County Council Adult Services
- Age Concern Hampshire
- MIND IT
- Phoenix Centre (delivers arts programmes for adults with learning difficulties)
- Trinity Winchester
- University of Winchester in conjunction with Winchester Community Prison

Hampshire Futures and centre managers will identify actions to improve partnership working by monitoring and evaluating performance through the self assessment process.

The Trinity Centre in Winchester

Hampshire Futures supports provision at the Trinity Day Centre. Trinity is a charity providing services for those experiencing the effects of homelessness or vulnerable housing, problems with substance misuse, mental health issues, poverty, unemployment and social isolation. Courses include: Laptops, Come 'n' Cook, and Access to Art. Provision is delivered formally as a series of weekly sessions to provide structure for learners and some learners work towards accreditation. Attendance and punctuality can be erratic, but learners are encouraged to complete their programmes of study with appropriate support until they become more accustomed to the formal structure.

Gathering and using information

Gathering information in a planned, organised and routine way enables centre managers to take a proactive approach to improve equality and inclusion.

a) Consultation and involvement

Effectively involving the full diversity of learners in improving practice helps ensure that services are tailored appropriately to what people want and need.

Adult, community and young people's learning centres use a variety of strategies to engage with learners to improve practice. These include learner evaluations once people finish a course. In addition, learner satisfaction surveys are carried out periodically. These may be used to specifically ask if learners were treated with dignity and respect, and experienced equality of opportunity and treatment.

Centre managers and local learning partnerships will need to explore mechanisms to ensure that the full diversity of learners is appropriately represented in learner involvement strategies. For example, relying on paper-based surveys and questionnaires, even when these are made accessible by ensuring that alternative formats are available, may still exclude certain groups such as people with learning difficulties. Targeted activities focusing on obtaining the views of a particular group may be required if there are particular groups missing from consultation and involvement activities or from service delivery.

Consultation and involvement activities should be carried out in ways which are inclusive, accessible, and culturally appropriate. Some consultation and involvement activities involve written materials and these should be accessible and available in different formats or different community languages if required. Advocacy support should be offered if people require support in completing written materials. We will ensure learner satisfaction surveys are available in alternative formats, including easy read, and we will include further specific questions on equality and support.

We will ensure that our learner involvement activities, including those delivered by Hampshire Futures partnerships, take account of the need to involve the full diversity of learners.

People should be informed of the action taken as a result of consultation and involvement activities. Letting people know what has changed as a result of their input helps to acknowledge their expertise, and to make the time they have given to helping seem worthwhile.

An effective complaints procedure provides centres with invaluable information to improve practice. We will work with centre managers to ensure a consistent approach is taken to the recording and analysis of complaints.

Information from consultation and involvement activities and equality impact assessments should be used to identify actions to improve equality and inclusion. The self-assessment process provides a formal mechanism to record these actions and their outcomes (see below).

b) Gathering quantitative data

Centre managers should have an understanding of their recruitment, retention and success rates, disaggregated by equality parameters such as disability, ethnicity, gender and age. This will provide a baseline against which progress can be actively monitored and tracked.

Using data in this manner provides information about who is accessing courses, and whether teaching and learning is effective and meets the needs of different groups. This in turn enables tutors and centre managers to tailor services more effectively to the needs and interests of under-represented or disadvantaged groups, to increase take up of and satisfaction with these services by these learners over time.

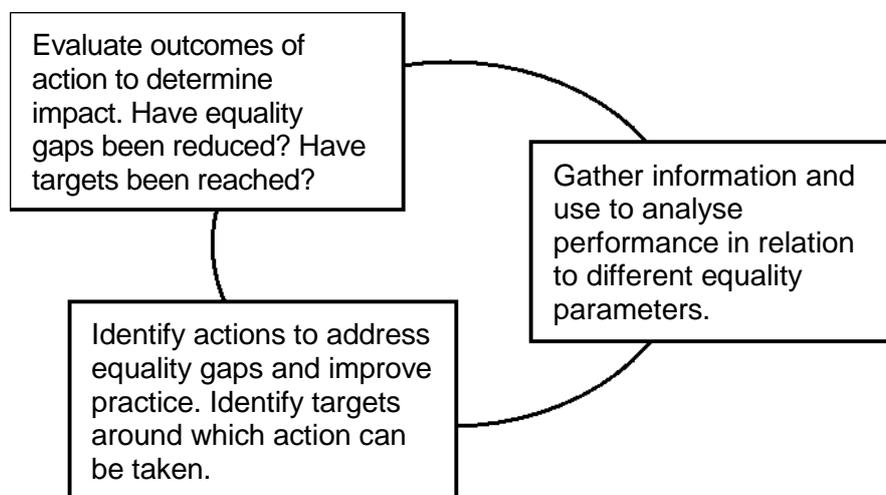
For data analysis to be meaningful, data must be valid and reliable. Centre managers should ensure that the equality and diversity sections of the enrolment form are completed appropriately. It is important to provide ongoing opportunities for learners to disclose a disability or learning difficulty and all staff should be aware of centre referral procedures for obtaining consent to pass information onto others including management information staff at Hampshire Futures. We will improve processes to update management information records for learners who disclose after enrolment.

Hampshire Futures' Planning and Performance Officer supplies detailed equality data to centre managers for use in self-assessment, to identify equality gaps and improve equality during the self-assessment process. This includes learner recruitment data for the centre overall, and by curriculum area, disaggregated by disability/learning difficulty, gender, age and ethnicity. In addition, data on retention, achievement and success, disaggregated by these four quality areas, is provided. To assist analysis, data is supplied as raw figures and as pie charts. To help benchmark performance, centre managers are also supplied with overall county recruitment data, again disaggregated by these four quality areas.

Observation of teaching, learning and assessment reports have a section on equalities and inclusion. Guidance for staff undertaking lesson observations on what to look for when making judgements is included so that equality and inclusion are embedded effectively within the lesson observation process.

c) Using information to improve practice and performance

Gathering the views of the full diversity of learners, and analysing recruitment, retention and success data by different equality parameters, should lead to action. Outcomes from these activities should be documented and used effectively to continually improve practice and performance.



Completing the self-assessment report provides an opportunity for centre managers to formally record the outcomes of their information-gathering exercises, annually review performance and identify actions to continually improve practice. Self-assessment allows centre managers to formally assess:

- how the centre has promoted an inclusive approach
- the extent to which the centre has reached out to disadvantaged or under-represented groups
- the effectiveness of consultation and involvement activities with disadvantaged or under-represented groups in planning and improving services
- the effectiveness of teaching and learning for the full diversity of learners regardless of individual differences in age, sexual orientation, gender, disability, race, religion or belief.

The self-assessment report should clearly indicate performance in relation to equality, and identify where changes are planned or have been made to address issues identified. All centre managers should complete their self-assessment report and discuss this with Hampshire Futures staff during annual monitoring visits.

Development plans arising from the self-assessment process should be regularly monitored, reviewed and evaluated for their effectiveness in tackling inequality, promoting inclusion and achieving equality targets.

Carrying out equality impact assessments

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 (see Appendix A for further information on the need to give 'due regard').

An equality impact assessment is a detailed analysis of the effects of a proposed or existing policy or practice on a particular group of people such as disabled people or people from black and minority ethnic groups. '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. Equality impact assessments are designed to be a challenging process, but they are not intended to be overly complicated. They are about having a 'mindset' of equality and inclusion and taking a common sense approach.

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.

The equality impact assessment process is not an end in itself – the purpose is to achieve real and practical improvements for people who share an aspect of their identity in relation to age, gender, disability, race, sexual orientation, religion or belief.

Human Resources

Effectively implementing the guidelines in this equality framework depends on centres:

- getting the right people
- creating the right environment
- developing the right skills and expertise.

a) Getting the right people

Centre managers will need to collect information on the profile of their staff to ensure that this reflects the diversity of the community that they serve. They will need to review recruitment and selection processes and explore opportunities to widen job advertisements, to encourage people from under-represented groups to apply for posts.

Staff at a centre are asked to periodically complete equality information. The purpose is to help ensure that their staff profile is inclusive and matches the community that they serve.

Staff are asked about their ethnicity, gender, disability, learning difficulty, medical condition, age and post code. They are informed that the information will be stored on a strictly confidential database for the sole purpose of monitoring. Individuals will not be identified in any monitoring reports and an individual's information will not be passed on to anyone else in the organisation.

b) Creating the right environment

Centres should be inclusive and accessible for all people. This will involve ensuring that tutors and support staff are friendly and welcoming to all, treating everyone with dignity and respect, and actively working together to promote equality and inclusion. It will involve ensuring that centres are accessible for disabled people, for example having lifts, ramps, accessible toilets and appropriate signage.

c) Developing the right skills and expertise

Centre managers should build equality and diversity awareness, and their expectations and vision of inclusion, into induction processes for new staff.

Training and development is an important aspect of this framework and forms an integral part of every employee's continuous professional development.

We will ensure that staff have access to appropriate equality and diversity training. This will include general equality and diversity awareness together with workshops to address specific areas such as disability equality, or supporting people with mental health difficulties.

Staff should be involved in identifying their own training needs in relation to equality and inclusion and this should be integrated into the overall centre training plan. Centre managers will want to make sure that training needs analysis includes all aspects of equality, such as disability awareness, race equality and anti-harassment.

Appendix A – An overview of equality legislation

The Single Equality Act

The Equality Act was published in 2010 and sets out laws which aim to help narrow the gap between rich and poor and create a more equal society in this country. It simplified the law which, over the last four decades, had become complex and difficult to navigate. Nine major pieces of legislation and around 100 other measures were replaced being rewritten in plain English to make it easier for individuals and employers to understand their legal rights and obligations.

For more information on the Equality Act see the Government Equality Officer website – www.gov.uk/government/policies/equality

Earlier legislation is summarised below.

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 Local Authorities. 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, 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 help listed public authorities to meet the general duty. This includes the development and implementation of a race equality scheme and action plan.

Definition of ethnicity

The Census of 2011 listed the following ‘ethnic groups’:

Ethnic group population (2011)	Population (2011)	Percentage of total population
White or White British	55,010,359	87.1
Gypsy/Traveller/Irish Traveller	63,193	0.1
Asian or Asian British: Indian	1,451,862	2.3

Asian or Asian British: Pakistani	1,174,983	1.9
Asian or Asian British: Bangladeshi	451,529	0.7
Chinese	433,150	0.7
Asian or Asian British: Other Asian	861,815	1.4

(Source: Census 2011, ONS)

The above does not include some people who may feel that they are a distinct ethnic group, for example Gypsy/Travellers.

The duty to promote disability equality

The Disability Discrimination Act 1995 was amended and updated in to 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 all 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) 1995. In particular, it compliments and in some cases overlaps with the anticipatory duty to make adjustments. 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. To support progress in delivering the general duty, there are a series of 'specific duties' to help listed public authorities to meet the general duty. This includes the development and implementation of a disability equality scheme and action plan.

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'. Furthermore, over 50% of people who are covered by the DDA definition of a disabled person are unlikely to consider themselves as disabled. This has implications for managers, for example when seeking the views of disabled people or for information-gathering activities.

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
- promote equality of opportunity between men and women.

To support progress in delivering the general duty, there are a series of 'specific duties' to help listed public authorities to meet the general duty. This includes the development and implementation of a gender equality scheme and action plan.

The general equality duty also protects transsexual people from discrimination.

Definition of a transgender person

Transgender people are people who identify their gender to be different from the gender assigned to them at birth. This is sometimes known as gender dysphoria, which is a recognised medical condition. Some transgender people undergo medical treatment (gender reassignment) which can include cosmetic treatment, such as electrolysis for hair removal, hormone therapy and reconstructive surgery.

Some people elect not to undergo medical treatment and simply choose to live their life in their new gender role.

The term transsexual is usually used to describe a person who intends to undergo, is undergoing or has undergone gender reassignment. This group of people are currently protected by UK sex discrimination law, and so are 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.

Other equality legislation

Equality and diversity means more than the promotion of race, disability and gender equality, and there are articles of legislation which are also relevant to the implementation of Hampshire County Council equality frameworks. 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 or belief, sexual orientation or marital or civil partnership status.

Further information on the requirements of equality legislation can be found at www.equalityhumanrights.com