

Annex 1: Equality and Diversity Action Plan 2013/14

Key actions	How will this be done and or evidence sources	Lead department/person	By when	Achieved /progress to date	Status
1.1 Analyse profile of learner applications to identify conversion rates by protected characteristic groups and where appropriate develop processes to address any areas of concern	<ul style="list-style-type: none"> • Student Services records • MIS reports • EDSG meetings • Faculty meetings 	Head of IS Director of Student Services VP Curriculum	Dec 13	Report discussed at EDSG More male students are interviewed for courses than female students yet there are more female students in the college than male students. The conversion rates are slightly higher for female students. The impact is not significant.	
1.2 Analyse student success rates by protected characteristic groups and address any success rates that are below College and national averages and identify any targeted support needs	<ul style="list-style-type: none"> • Performance reports looking at retention, achievement and success rates for male students, White British and Mixed heritage students and 16-18 year old students at level 2 • Implement specific actions • Monitor impact of targeted support 	Head of IS VP Curriculum	Nov 13 Jan 14 Termly from Dec 13	NTI meetings have started to ensure that at risk students remain on track to achieve.	
1.3 Analyse student attendance by protected characteristic groups	<ul style="list-style-type: none"> • Analysis EBS reports • Meet with tutors and curriculum managers 	VP Curriculum	Termly from Dec 13	Report analysed at ESSG. Attendance has improved for all categories of staff except Irish, based on this time last year. Attendance by gender or age had no significant differences and similar for adult learners however it is noted that this is higher than at the same point last year. Attendance by disability is slightly lower for those students with affected mobility and those who have mental health concerns. Learners who receive ALS have slightly	

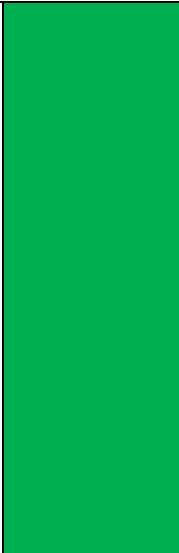
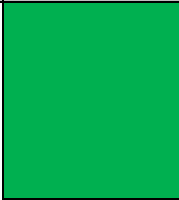
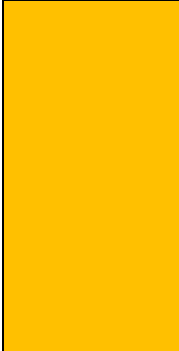
				higher than the norm attendance.	
1.4 Analyse student disciplinary action by protected characteristic groups and address any adverse impact	<ul style="list-style-type: none"> • Student complaints records • Student disciplinary records particularly in relation to Bangladeshi students • Check to see if the above procedures are being implemented consistently 	Director of Student Services	Termly From Sept 13	All 6 students who were excluded from the College were from a Bangladeshi heritage and 5 were male. Analysis of this data revealed no adverse treatment for this group.	
1.5 Analyse take up of student support services and enrichment activities	<ul style="list-style-type: none"> • Enrichment and Mentoring SAR • Ensure service and activities are accessible to learners • Feedback from students via focus groups 	Mentoring & Enrichment Manager	Annually	The report revealed that Foundation Learning students and students with a disability received a significant amount of enrichment.	

Aspect B Quality of Teaching Learning and Assessment: Embed equality and diversity into the student experience by removing barriers and ensuring all students have access to College resources

Key actions	How will this be done and or evidence sources	Lead Department / person	By when	Achieved /progress to date	Status
2.1 Identify and ensure learners have access to appropriate support	<ul style="list-style-type: none"> • Learner Support Service's records • Review impact of support offered • Ensure service accessible to learners 	Head & SCM Foundation Learning	Termly From Sept 13	Manager to produce a report for the next meeting outlining the support and impact on learners.	
2.2 Analyse take up of additional support activities through the learning zone	<ul style="list-style-type: none"> • Use of Learning Zone 				
2.2 Ensure curriculum and support services deliver activities that support the promotion of E&D and tackle discrimination	<ul style="list-style-type: none"> • Enrichment activities • Learner voice records • Tutorial programmes • Student Handbook • Diversity calendar 	VP Curriculum Director of Student Services	From Sept 13	E&D embedded into the curriculum Enrichment activities linked to diversity calendar Student handbook and tutorial activities support the promotion of E & D and tackling discrimination.	

Aspect B Quality of Teaching Learning and Assessment: Ensure E&D is embedded in the classroom

Key actions	How will this be done and or evidence sources	Lead Department / person	By when	Achieved /progress to date	Status
-------------	---	--------------------------	---------	----------------------------	--------

<p>3.1 Ensure E&D is embedded in the classroom by; better promotion through the use of naturally occurring opportunities in lessons as related to their subject specialism</p>	<ul style="list-style-type: none"> Managers check SOW and lesson plans for evidence of differentiation Managers visit lessons as part of lesson observation scheme and informal observations Student survey Teaching materials used before, during and after lessons Sharing of good practice through the use of Advanced Practitioners on CPD days and via Moodle Debating society for Muslim Women students 	<p>VP Curriculum Head of Quality</p>	<p>Termly from Sept 13</p>	<p>Student progression Assessment for learning Student feedback Lesson Observations Internal Quality Review Differentiation Managers checking work Classrooms more accessible. Staff Development day included supporting students with individual needs. E&D will form part of the theme for the staff development day-Managing debates and discussions as well as other issues specific to the classroom.</p>	
<p>Aspect C Leadership and Management: Actively promote equality & diversity and receive feedback from staff, learners, employers and other partners of the College</p>					
Key actions	How will this be done and or evidence sources	Lead department/person	By when	Achieved /progress to date	Status
<p>4.1 Ensure all staff, students and key stakeholders understand their obligations under the Equality and Diversity Action Plan (SES)</p>	<ul style="list-style-type: none"> All staff, students and key stakeholders receive E&D training E&D is an integral part of staff and student induction programmes and is monitored by EDSG. 	<p>Director of HR&OD Director of Student Services</p>	<p>From Sept 13 Nov 13 Nov 13</p>	<p>E & D included in Student Induction Programme. 98% staff completed the E&D on-line course to date. Governors complete the E&D course. This is still outstanding. This needs to be raised with Governors.</p>	 

4.2 Update and monitor the effectiveness of the College's Equality and Diversity Action Plan in light of legislation and other changes	<ul style="list-style-type: none"> EDSG meetings & minutes 	Director of HR&OD VP Curriculum	From Sept 13	Reviewed as part of the E&D meetings in terms 1, 2 and 3.	
4.3 Feedback from students and staff on E&D issues and how it is being embedded	<ul style="list-style-type: none"> Student induction programme Learner Involvement programme and minutes Student survey results Feedback from staff via ESDG Feedback from staff meetings 	Director of HR&OD Director of Student Services VP Curriculum	From Oct 13	E & D especially male students' attitude to female students will be an integral aspect of student induction programmes and focus groups.	
4.4 Ensure marketing activities and the promotion of the College positively reflect the College's ethos and commitment to E&D	<ul style="list-style-type: none"> Marketing materials Learner success stories Prospectus College website Recruitment adverts 	Head of Marketing Director of HR&OD	From Sept 13	On-going. College website Prospectus Recruitment materials reflect cultural diversity of the College.	
4.5 Ensure students are safe, free from discrimination, harassment and bullying on our premises	<ul style="list-style-type: none"> Tutorial Programme Monitor student complaints procedure Work with external agencies and partners on employer agreement (requires employers to have an Equality Policy in place or abide by the College's policy) Student surveys Analyse student complaints and disciplinaries Staff grievances HR policies and processes 	Director of Student Services Training & Skills Manager Director of HR&OD	From Oct 13 From Oct 13	E & D integral aspect of tutorial programme. Student complaints and disciplinary reviewed regularly at EDSG meetings. Had a Council inspection for 14-16 learners. Findings revealed the inspectors were pleased with the provision.	
4.6 Ensure E&D is a requisite part of contract tendering processes	<ul style="list-style-type: none"> E&D policies required at the due diligence stage for potential partners and suppliers Check contracts for E&D criteria Contract monitoring meeting minutes Look for opportunities for female staff to form part of security arrangements 	Head of Estates	From Oct 13	E&D part of OJEU process.	

4.7 Produce and disseminate an annual report for E&D for 2012/13	<ul style="list-style-type: none"> Action Plan produced and acted upon Annual report produced 	Director of HR&OD	Dec 13	Presented at Governors meeting. Actions inform current E&D action plan.	
Aspect C Leadership and Management: Ensure building, facilities and services are accessible to learners, staff and other stakeholders					
Key actions	How will this be done and or evidence sources	Lead department/person	By when	Achieved /progress to date	Status
5.1 Ensure specialist equipment is available to students and staff	<ul style="list-style-type: none"> College inventory Contact students and staff in receipt of specialist equipment and take action if any concerns remain Timeliness of providing equipment 	Head of IT Head of Estates Director of HR&OD	Dec 13	A report was produced for EDSG which outlined the specialist equipment for students. Further confirmation required of its impact on learners.	
5.2 Ensure E&D issues are raised and appropriate action is taken during the implementation of the College's Property Strategy	<ul style="list-style-type: none"> Implementation plans for Property Strategy Regularly communicate with staff and students and act on feedback received. 	Head of Estates	From Oct 13	As and when issues relating to the property strategy emerge Estates need to be mindful of the E&D requirements.	