

EQUALITY & DIVERSITY STRATEGY 2011 -14

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Introduction

The Equality and Diversity Strategy and Action Plan supports our commitment to making our policies and practice fully inclusive, eliminating discrimination and harassment, advancing equality and embracing diversity in all its aspects and fostering good relations within and across all social groups.

We are ambitious for our learners and will work to ensure that every one reaches their full potential and enjoys learning and being part of the College community. We are also committed to their development as members of society and the workforce with rights and responsibilities to themselves and to others. A central plank of our strategy is to use feedback from learners to improve achieve our aims.

The College is committed to wanting the best experience for all its staff irrespective of background, identity and circumstance. We are committed to: recruiting from the widest pool of applicants to attract and retain the most talented staff; to creating a confident, skilled and highly motivated workforce and to be the local employer and college of choice for staff.

Our strategy also reaches out to our suppliers and partners to ensure that they know what our values and standards are and also commit to them.

Gathering Information

The information we collect on how our work affects different groups includes:

- Diversity data at enrolment for students which can be analysed by:
 - Sex
 - Race
 - Age
 - Social deprivation (post-code)
 - Disability and/or learning difficulty

- Learner performance data which can be analysed by the social groups above to gauge in year attendance and retention and end of course success.
- Census and other social research data that provides a benchmark for performance in relation to catchment area.
- Learner feedback
 - Student Council and class representatives
 - End of course evaluations
 - Student surveys
 - Complaints and compliments
- Labour market information
- Focus groups of staff, students, unions, employers and partners
- Trades Union data
- Staff employment information which can be analysed by:
 - Sex
 - Race
 - Age
 - Disability and/or learning difficulty
 - Level of post within the organisation
 - Selection and promotion by social group
- Lesson observation reports
- External judgements
 - Chartermark
 - Investors in People
 - Ofsted
 - Awarding Bodies

Action we take to ensure that information on diversity is full and accurate

- Annual data verification process on staff records to see what information we already hold and identify gaps where we will need to collect information in order to identify any discrimination in our policies, functions or employment.
- Audit of learner records and checks that documentary evidence is provided to support status.

Priorities for Action

1. Find innovative ways to explain why personal data is requested and how it will be used in order to achieve a greater response rate in areas such as disability.
2. Consider gathering data from staff and students on faith and sexual orientation so that the fair treatments of these groups can be evidenced.
3. Further develop focus groups and surveys to provide feedback from staff and students.

Equality Analysis¹ (formerly Impact Assessments)

Managers have been trained on carrying out impact assessments but analysis of existing policies, procedures and practices is inconsistent.

Priorities for Action

4. Review college policies and ensure that equality analyses and action plan address any inequalities.
5. Train more staff in equality analysis

Actively Engaging Our Stakeholders

The College recognises the importance of involving stakeholders and taking account of any relevant information when identifying appropriate equality objectives and to this end will consult through a variety of means including: surveys, focus groups and meetings. In some instances single constituency groups may be convened e.g. people with disabilities.

The consultation process will aim to:

- Build a better picture of the most important equality issues that exist
- Gather evidence to use in determining priorities
- Receive feedback on draft equality objectives
- Improve ownership of those objectives
- Build a useful baseline for use in monitoring
- Ensure that members of all social groups are equally able to contribute to the process

The outcome of the consultation will be fed back to the College's Equality and Diversity Committee which will make the decision on the objectives to be recommended to the Governing Body.

Priorities for Action

6. Devise a consultation process on the E&D policy and strategy which includes identifying how stakeholders would like to be engaged in identifying issues, developing their own knowledge, skills and attitudes and monitoring impact of strategies.

¹ See Appendix for Impact Assessment forms

Publishing Information

To the public:

- Our commitment to equality and diversity and our expectations of users of our services is made public on the website, in promotional materials and within College buildings.
- How to access support such as adjustment for people with disabilities or learning difficulties, or access to prayer rooms is stated in our prospectuses, website and promoted at Open Days.
- A summary of the results of our E&D monitoring information from the College Self Assessment Report is published on the website (updated annually).

To learners:

- Summaries of our commitment to equal opportunities and positive images of under-represented groups and people in non-traditional roles is displayed in public areas of the College.
- Induction makes clear the rights and responsibilities of learners and how they can be involved in promoting E&D
- Copies of the E&D policy is available via the College intranets, and the Student Information Advice and Guidance service can arrange for it to be made available in other formats e.g. audio tape.
- The summary policy and key services and contact information is published in the student handbooks (up-dated August)
- Our responses to learner feedback are published on the website, intranets and displayed on noticeboards.
- Information on performance is published on the website, intranets and displayed on noticeboards.

To staff

- The college commitment to E&D is made clear at every stage to the staff selection process.
- Staff have access to E&D performance information on students through the Individual Learner Record and reporting systems.
- E&D staff data is published in the SAR
- Induction and staff development will highlight the College's commitment to providing relevant services and support for people with disabilities, promoting respect and equality of opportunity for all staff and learners.

- It will also detail action to be taken to support students who report discrimination (student handbook) and the action to be taken against any perpetrators of discrimination (staff handbook and HR policies).

To partners

- All partners receive E&D information within their contracts
- Further information is accessible via the public website

Priorities for Action

7. Ensure that public information is regularly up-dated.
8. Review with staff, students and partners what information they would like to receive.

Monitoring and Evaluation ²

- The quality of teaching and learning is monitored through lesson observation by trained staff with E&D practice a key aspect.
- Student performance is reviewed fortnightly at team level and at termly performance review boards. It is then analysed and reported on in the SAR.
- Complaints from students or members of the public are monitored by the Learner Services manager and reported to the Vice Principal each month and Governors, annually
- Team and College targets are detailed in the College Quality Improvement Action Plan and reviewed termly at PRBs at team level and in February and May at College level and reported to Governors.

Priorities for Action

9. Review PRB report forms to ensure that any differential performance and action to address it is discussed.
10. Set new targets for E&D after the April 2011 consultation

Review and consultation

This policy will be reviewed annually by the Equality and Diversity Committee. As part of the review the views of students and key partners from external organisations will be taken into account. Any recommendations for substantial changes to the policy or strategy will be agreed by College management, the unions and passed to the Governing Body for approval.

The College Self Assessment Report and Quality Improvement Action Plan will report on Equality and Diversity.

² See Equality and Diversity Policy for roles and responsibilities

INDIVIDUAL RESPONSIBILITIES FOR ANNUAL REVIEW

Documents and website

Topic	By Whom	When
Student Handbook	14-19 and Learning Support Manager	July
Staff Handbook	Human Resources Manager	July
Publicity	Marketing Manager	termly
Website	Marketing Manager (content) IT Manager (accessibility)	February
Student recruitment and selection forms	Receptions Manager	February
Staff application forms, documentation, procedures etc.	Human Resources Manager	August

Performance data and reports

Self assessment report	Vice Principal, Curriculum and Quality to Governors	December
Staff profile	Human Resources report to Governors EDIM report in SAR	Termly Pls Dec
Student profile	Student Information Manager reports for SAR	Nov
Retention, Achievement and Success monitoring of students	MIS report to managers and Governors	Oct and Feb
Student feedback/surveys	14-19 manager (internal)report in SAR Quality manager (external)	Dec
Complaints report (students and members of the public)	Learner Services Manager Annual report to Exec and Governors	June
Staff grievances in relation to equalities discrimination	Human Resources Manager	?



Feb 2011 version

Equality Analysis Template

Completed templates should be filed on the Q - drive in the Impact Assessment Section of the Policy folder.

Name of Policy, Procedure, Plan or Practice being assessed	
What is the main aim or purpose of the policy or practice?	
Who is responsible for creating/implementing this? (please state job role)	
Names of staff involved in the equality impact assessment process	
Date of the equality impact assessment	
Is this a new policy or practice or the review of an existing one?	

Date for review:..... person responsible

Gathering and using evidence	
<p>What evidence is already available to help inform the impact assessment process? Consider data, reports and involvement of people in the following social groups:-</p> <ul style="list-style-type: none"> • Disability • Black and minority ethnic • Asylum Seekers and Refugees • Women • Lesbian, Gay, Bisexual, • Transgender • Older/Young People • Religion or belief 	
<p>Is further information required? Would gathering such information be a proportionate response to the policy, procedure, plan or practice, in terms of its importance?</p>	
<p>If yes to the above question, where and how can the information be obtained?</p>	
<p>Which relevant experts of equality groups have been approached to explore these issues? (Please give dates and details of contact)</p>	
<p>How have you gained the views of these experts/groups (e.g. letter, meetings, interviews, forums, workshops)?</p>	

NB. It is important that collection of evidence for one group of people does not stall the process. It may be necessary to undertake actions without all the evidence and complete the process when all evidence is available

Outcomes of the Equality Impact Assessment

Category	Group	Opportunities to eliminate or reduce disadvantage or discrimination for a particular group	Opportunities to further promote equality of opportunity
Race	Asian or Asian British		
	Black or Black British		
	Chinese and other people		
	People of mixed race		
	White people		
	Asylum seekers and refugees		
Religion and Belief			
Disability	Physical or sensory impairments		
	Learning difficulties		
	Mental Health difficulties or people on the autistic spectrum		
	Long term health conditions		
Gender	Women		
	Men		
	Lesbians, gay men and bisexuals		
	Trans gender/sexual		
Age	Older people		
	Younger People		

Action Plan

Action required	By whom	By when

Publish results

This part of the process is about accountability and making sure results are made plain to the public. You should publish summaries of your impact assessment reports annually, distribute them widely and make more detailed reports available to those who ask for them. They can be included on the website on the equality and diversity page, linked to the Corporate Policy Framework and issued to equality groups.

The kinds of information you should consider publishing are:

- A description of the policy
- A summary of the results of the assessment
- The impact of the policy on equality and diversity
- How you intend to review the policy in the light of your assessment
- A statement of what you plan to do next

Please note you must ensure that the report is published in a format that is accessible, taking into account needs of particular groups.

Q:\Policies+Procedures\Impact Assessment

Action plan 2011

Objectives 2011	Review July 2011 for SAR
<ul style="list-style-type: none"> ➤ An explicit and well-publicised commitment to tackle discrimination and bullying is in place (March 2011) ➤ Tangible action to increase the visibility of people with protected characteristics and challenge stereotypes is taken (May 2011) ➤ Training on equality and diversity is completed by all staff through e-learning (Mar 2011) ➤ All managers are trained on 2010 Equalities Act (May 2011) ➤ Information on equality and diversity in staff and student induction is reviewed with input from these constituencies (May 2011) ➤ There is Consultation on the new E&D policy, strategy and identification of 3 year priorities (May 2011. Publication June 2011) ➤ Staff and students are actively engaged in identifying ways to promote social cohesion (May 2011) ➤ Consideration is given to the development of strand specific equality action groups such as: disability, lesbian/gay, black and minority ethnic support groups for staff and learners and other forms of support (June 2011). ➤ Revised job application form and guidance notes results in increased declaration of disability and ethnicity by staff (Oct 2011) ➤ Lesson observations reviewed for good E&D practice and outcome used to focus staff development (April 2011) Lesson ➤ Use of data on student involvement and performance is used effectively to increase recruitment of underrepresented groups and drive institutional improvement programmes ➤ New targets are set and monitored to ensure that strategies are making an impact (set by June 2011) ➤ The achievements of all learners are regularly celebrated across the College (ongoing) ➤ All commissioning and procurement processes are consistent with public sector duty requirements (July 2011) ➤ Develop a workforce strategy to increase the number of staff and managers from underrepresented groups (Sept 2011) 	<p>Achieved</p>