

## EQUALITY AND DIVERSITY ACTION PLAN 2017/2018

	<b>Objective</b>	<b>Actions</b>	<b>By whom</b>	<b>Expected outcome</b>	<b>Outcome</b>
<b><i>Cross College</i></b>					
1	The College continues to promote an effective approach to Equality and Diversity under the Single Equality Act 2010 and meets its legal requirements with regards the Equality agenda.	Develop a team approach to leading the embedding of Equality across the College. Ensure publications are up to date.	Principal	Equality and Diversity are integrated successfully across the College. All managers take an active role in promoting Equality and Diversity within their areas of responsibility.	
2	To continue to raise the importance of equality monitoring for staff and candidates.	Continue to promote the value and importance of the analysis through the induction, line management and application process.	Director of HR	Increased returns for the survey/report.	
<b><i>Teaching and Learning</i></b>					
3	To continue to focus on improving data analysis at subject levels to ensure data is used effectively to ensure teaching and learning meets the needs of all groups of learners.	Continue to use data systems to accurately analyse performance outcomes at all levels according to different equality groupings to	VPs /HOSs/Subject Heads	All groups of learners meet or exceed the national averages. All groups of learners achieve their target grade. Results and SAR analysis at all levels critically analyse the performance of different groups of	

		identify trends and areas for improvement both throughout the year and within the results analysis and SAR process.		learners and actions put in place to address underperformance.	
4	To continue to strengthen the embedding of equality and diversity in teaching, learning and assessment.	<p>Up-to-date Equality and Diversity information and advice to be passed on to teaching staff and TAs to support Equality and Diversity delivery in the classroom. Sharing of good practice within and across subject and curriculum teams.</p> <p>Vocational assessment methods, where appropriate, to take into account a SEND student's disabilities within the scope of the Awarding</p>	VPs/HOS/ Student Services/PDC/ Subject Tutors	<p>Schemes of work to continue identify opportunities for Equality and Diversity to be incorporated in teaching and learning. Staff feel confident to exploit unexpected Equality and Diversity opportunities in the classroom as they arise. Increased evidence of Equality and Diversity issues in lesson observations.</p> <p>Where appropriate, assessment methods for SEND learners to be adapted in the Vocational areas to accommodate the student's disability.</p>	

		Body's assessment regulations.			
5	To achieve consistent performance in all courses across the College.	A focus on underperforming courses with a range of different measures in place to improve performance.	VPs/HOSs/Course Leaders/Subject Heads/Subject Tutors	All courses are equal to or above benchmark for success.	
6	To highlight the different performance of genders at different levels and decrease the differences in achievement rates.	Targeted focus on retention achievement gap between 16-18 female and male students at all levels.	VPs/HOSs	Narrow the gap in performance between males and females in these areas whilst maintaining performance above benchmark for both groups.	
<b><i>Pastoral Support</i></b>					
7	Equality and Diversity issues are addressed and continue to have a high profile through the tutorial system.	The tutorial programme continues to develop its provision of key Equality and Diversity issues.	Student Services Manager/Student Services Staff/Personal Tutors	Students are well informed about Equality and Diversity issues. Students are clear about how to raise an issue related to equality including harassment or discrimination. Students are aware of support available to them both internally and externally. Student perception of Equality and Diversity issues is positive.	

8	Continue to promote British Fundamental Values (democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith).	Address British Fundamental Values through the cross college tutorial programme. Ensure that posters and materials promoting Fundamental British Values are prominent throughout the College.	Student Services Manager, Personal Tutors.	Staff and students can identify and confidently discuss British Fundamental Values. Visual cues are prominent throughout the College.	
9	Continue to celebrate and promote the Study Centre Student Ambassador scheme with vulnerable students and identify more opportunities to help them develop their interpersonal and employability skills.	Vulnerable students are encouraged to play an active role in the Study Centre and College Community while developing good interpersonal and employability skills.	Study Centre	At least an increase of 20% in the take-up of the scheme on the previous year.	
10	Continue to monitor, review and promote the College's 'Fitness to Study' policy and evaluate its effectiveness in supporting learners with medical conditions that prohibit their attendance at College.	Review the value and effectiveness of the Fitness to Study policy and its outcomes for students. Report on	VP/Student Services Manager/HOS/SC co-ordinator/	Effective targeted support for students with mental health and medical issues. Applied consistently by all the curriculum areas.	

		progress to CQLT/SLT – with a particular focus on consistency of use in all the curriculum areas.			
11	Raise awareness of student Mental Health issues with all staff, providing fit for purpose training where possible and useful signposting.	Equip staff and give them the confidence to deal with a range of mental health issues. Give staff appropriate 'signposting' resources.	DSL/SLT/SSM/HOS	More effective and fit for purpose support for students with Mental Health issues. Curriculum teams are confident to address issues with students and parents and signpost them to appropriate support.	
12	Continue to raise awareness and understanding of transgender equality through information and guidance for staff and relevant tutorial materials. Review the support currently available for transitioning/transgender students.	All students to participate in awareness tutorials. Appropriate guidance and information materials sourced and uploaded to portal by Student Services. Appropriate support available for transitioning students. Effectiveness of support	VPs/Student Services Manager/HOS/Tutors	Students and staff have more awareness and understanding of transgender equality and feel confident about discussing transgender issues. Transitioning students are able to access appropriate support where necessary. Extra support in place or signposted as appropriate.	

		reviewed appropriately.			
13	Ensure that learners in “At Risk” group are closely monitored to ensure that they are being effectively supported.	Students ‘At Risk’ to be identified, recorded and their progress monitored at bi-monthly intervals; appropriate interventions put in place and reviewed.	VP/Student Services/Study Centre/HOS/Subject Tutors.	All ‘At Risk’ students are supported with appropriate interventions.	

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