

Equality Objectives 2016-2020								
Number	Objective	By Whom	Target date	EDIM	2016/17	2017/18	2018/19	2019/20
1	Induction programme for staff ensures good understanding of Equality & Diversity and their responsibilities	Head of HR/Assistant Principal Quality and HE	Annual	Training programme revised annually	Training has been reviewed for 2016/17, amendments have been identified and implemented.	Training has been reviewed for 2017/18, amendments identified and implemented. • Equality and Diversity Training *	Induction has been amended for 2018/19	induction has been amended for 2019/20. E & D in the classroom delivered as CPD Sept 2019
			Ongoing	100% of staff trained in principles and responsibilities for equality and diversity	100% of staff have undertaken E & D training (2016/17)	98% of staff have completed E & D training. Those outstanding will complete by end December.	93% of staff have completed E & D training. Those outstanding will be complete by end October 2018	90% staff completed E & D as at 23/9/19
			Annual	Impact of training measured via student experience, classroom observations	The Teaching and Learning Manager reports to E&D Committee re number of good practice sessions identified in E & D in classroom observations (identified 14% as a strength - term 1)	Nov 2017 - E & D recognised as a strength in 8% of observations (increase on end of year 16/17 figure of 6%).	E & D recognised as an area which went well in 3% of learning walks (decrease on 17/18 figures of 8%)	
			Ongoing	Decrease number of observations where E & D is recognised as an area for development by 2%.		Identified as an area for development in 4% of observations (mainly with Sub-Contractors). To support Sub-Contractors in addressing E & D issues as they arise within the teaching environment.	Number of observations where E & D is shown as an area for development reduced by 2.5% (from 2.9% to 0.4%)	
2	To further improve student Equality and Diversity data (for all protected characteristics) available to support analytical research and action planning (multi indices)	Head of MIS HOCs/Director of Student Journey	2016/17	Develop a tool for report creation	Background work is in process for creating a report that will analyse success against multiple protected characteristics. This is likely to be a long term project.			
			2017/18	Tool in use to identify trend/patterns		Tool developed and Heads of Cluster now able to analyse data by multiple protected characteristics		
			2018/19	Further develop Equality & Diversity data tool to allow analysis and subsequent targeting for action			Standardised approach to analysis including Gender, Age, Ethnicity, Disability, Learning Difficulty, Widening Participation	
			2019/20	Explore how best to review recruitment and performance of wider underrepresented groups such as people from Gypsy, Roma and Traveller communities, refugees and children of military families (also the potential to add Carers, Gender Re-assignment, Marriage and Civil Partnerships, Pregnancy and Maternity, Religion or Belief and Sexual Orientation				Student pop up requesting disclosure of all protected characteristics planned for term 1
3	Annual Equality and Diversity Impact measures set for curriculum areas. Deliver targeted support to those who share identified protected characteristics to narrow headline performance gaps	Heads of Curriculum Cluster	2015/16	Narrow the headline 16 - 18 success gap (from 6.8% to 3%) present in 2014/15. In 2015/16, 16 - 18 and 19+ students achieved 87% success (including English and maths)				
			2016/17	Maintain parity of success for all age groups.	When English and Maths are excluded gap is 0.3%. Overall success, was 86% for both cohorts (including English and maths), therefore, parity of success for all age groups maintained.			
			2017/18	No material success gaps for BME, Gender, Age or Disability.		Nov 2017 - 16 - 18 success = 86% Adults success = 87%. No material gap. Disability success = 92% No Disability success = 87.5% Female success = 88.5% Male success = 87.5% BME success = 86.5% Non BME success = 88.9%		

			2018/19	Reduce the ethnicity achievement gap of 2.4% compared with Non BME students. This is a reverse of 2016/17 where BME students were performing 1% better than their non-BME counterparts and therefore a real annual swing of 3.4%. Reduce the Caribbean, other mixed and white/black/Caribbean success gap by 5.8%, 7.6% and 4% respectively			BME 84.6% White British 84% Gap, therefore, 0.6% Caribbean – 87.3% - Caribbean outperformed overall by 3.1% Other Mixed – 88% - Other Mixed outperformed overall by 3.8% White/ Black Caribbean – 90.6% - White /Black Caribbean outperformed overall by 6.4% Overall 84.2%	
			2019/20	Overall achievement 18/19 = 87.1% (including English and maths) African student achievement = 83% - reduce this gap (4.1%) by 2.1% in 19/20. Other mixed race student achievement = 83% - reduce this gap (4.1%) by 2.1% in 19/20 Whilst there is no material achievement gap between the age cohorts (16 - 18 = 85.9% and 19+ = 88.4%) when you drill down into this data the 19-20 achievement equates to 84.3%. Those on discrete adult provision achieve 91.3% whilst those who infill achieve 83.9% which is below the College achievement rate. Target to increase achievement rate of 19 -20 year olds who infill by 1% in 19/20				
4	Increase staff comfort to disclose protected characteristics	Head of HR.	2016	Reduce 'Prefer not to say' response by 2%	Prefer not to say' down across protected characteristics: Religion / Belief down by 2.7%, Disability down by 1.8%, Marital Status down by 5.6% and Sexuality down by 3.9%. Ethnicity has remained static at 1.8% and 100% of staff age and gender is known through the recruitment process			
			2017	Reduce 'Prefer not to say' response by 2%		Prefer not to say decreased across protected characteristics: Disability by 0.5%, Religion/Belief by 1.63%, Ethnicity by 1% and Marital status by 2%		
			2018	Reduce 'Prefer not to say' response by 2%			Prefer not to say increased by 0.8%	
			2019	Increase the disability disclosure rate for staff by 3%				Data not yet available
5	Foster ownership amongst the student body of the development of a set of positive behaviours which reflect the very best in all cultures, but which reaffirm the understanding of and compliance with the rule of British law and British Values.	Director of Student Journey/ LDC Tutorial/HOC/Student Experience Team	2016	90% Students report in surveys, meetings etc. their participation in and or/ understanding of the development of College/society positive values .	92% of students understand what is meant by Positive Communities and British Values			
			2017	2% increase of students understanding of Positive Communities and British Values		95% of students understand what is meant by Positive Communities and British Values (Sept 2017) - increase of 3%		
			2018	2% increase of students understanding of Prevent and British Values			95% of students understand what is meant by Positive Communities and British Values - tutorial 2018/19	
			2019	1% increase of students understanding of Prevent and British Values				Awaiting induction Sept 2019 figures
6	Maintain high standards of accessible facilities to all at the Business and Sports Hub. Additional services to		2016	5% of commercial clients accessing Business and Sports Hub facilities to have a disability.	151 Gym Members - 6 registered disabled = 4% (16/17)			

