

**Equality Objectives and Equality Implementation Plan 2015 – 2017 (Baseline data 2011)**

Objective	Baseline	Action	Outcome	Who	Progress as at November 2015	When
That the College's staff and Governing Body profile reflects that of the community which it serves	The gender balance, 35% female/65% male, of the Corporation membership has improved significantly over recent years and there is 6% BME representation following targeted recruitment and the encouragement of applications from underrepresented groups.	Further improve the age and gender balance of the Governing Body.	Female membership 40%	Search, Governance and Development Committee, Secretary to the Corporation	Through ongoing targeted recruitment, membership is now roughly equal between male and female members with 53% male and 47% female. BME representation dipped slightly in 2014/15 to 6% but has been recently increased following further recruitment.	Review December 2016
	The College's teacher profile closely reflects that of the community which it serves. 95.4% of the local population is of white British or other white ethnic origin. 95.1% of the College's teachers are of white British origin, 98.1% of support staff and 100% of managers	Increase % of College staff of non-white British origin in management and support roles to more accurately reflect the community which the College serves	Staff profile more accurately reflects that of the local community i.e. 4.5% of non-white British origin (over a three year period)	Director of Human Resources	The % of teaching staff of non - White British origin has been maintained at 7.4%. From a position of 100% of managers of White British origin two years ago, this is now 96.6% with 3.4% of Black origin. The number of White British support staff has also reduced	July 2016

					from 98.1% to 96.1% over two years, demonstrating an increase in recruitment from BME groups.	
That the College's range of provision meets the needs of the local community and advances social inclusion	Successful promotion of equality and diversity resulted in 11% of College learners being of either BME or white non-British origin compared to 7% of the community which the College serves. Participation by those of BME origin is consistent with the local demographic. 14.6% of College learners disclosed a learning difficulty/disability. Non-stereotypical participation by female learners in engineering and manufacturing is 25%, construction and planning 7% and information and communication technologies 11%. Male participation in health, public services and care is 27%.	Implement actions at course and curriculum area level to increase non-stereotypical participation in key curriculum areas.	Increased and maintain non-stereotypical participation by 5 percentage points (over three years) in four key sector subject areas; Engineering and Manufacturing Technology, Information and Communication, Education and Training, Health, Public Services and Care	Marketing Manager Heads of Curriculum Area in each of the four key areas	The College enrolled 4,948 learners, 51% male and 49% female. The average % of the local population within the six wards closest to the College's two main sites of BME origin is 1.2% compared to 1.6% for the East Riding as a whole. The proportion of learners of BME origin is 2.57% i.e. higher than the percentage within those wards from which the College recruits the majority of its learners and comparable to that of East Riding as a whole. 8% of the College's learners are of BME or 'White Other' origin compared to 4.6% of the East Riding population.	Review progress December 2016

					Positive action has increased the participation of those with a learning difficulty or disability from 16% in 2012/13 to 21% in 2014/15. Non-stereotypical participation by female learners in engineering and manufacturing is 12%, construction and planning 3% and information and communication technologies 23%. Male participation in health, public services and care is 31%	
That success rates are high for all learners and that achievement gaps between different groups of learners are successfully narrowed	The attainment of all learners has improved in comparison to 2010/11. Success rates are above national averages and in many cases significantly so. There were no significant gaps at college level in attainment between different groups of learners during 2011/12.	Maintain positive action at College, curriculum area and course level to reduce any gaps identified in the attainment of different groups of learners	No significant gaps in attainment between different groups of learners at College level maintained.	College management team	A national and radical change in the success rates methodology introduced in 2013/14 means that it is impossible to make direct comparisons with the success rates reported in the baseline year of 2011/12, however comparisons	Review November 2016

	<p>Male attainment is comparable to that of female learners, male learner success improved by 2 percentage points compared to the previous year. BME learner attainment is higher than that of all learners, success rates for this group of learners have improved by 3 percentage points compared to the previous year. LDD learner attainment is comparable to that of all learners, success rates for this group of learners has improved by 3 percentage points compared to the previous year</p>				<p>between learners with protected characteristics can be made using the new methodology. There were no significant gaps, 5 percentage points or more, at college level in the success rates of male and female learners; those with and without LDD; and White/BME learners. There are some apparent gaps between 16-18 and adult learners although this is due to the profile of qualifications included within 16-18 study programmes compared with adult enrolments – all of which have varying national averages.</p>	
<p>To provide equality of opportunity for all employees in respect of terms and</p>	<p>Robust College policies that are impact assessed and reviewed in accordance with the College review schedule, or as legislation requires,</p>	<p>Policies and contracts of employment to be reviewed in accordance with College review</p>	<p>Participation in staff development activities by those who share a</p>	<p>Director of Human Resources College Management Team</p>	<p>Comprehensive policies have been reviewed and maintained. Participation in staff development is 2.7% BME and 3.2% White non-</p>	<p>July 2016</p>

conditions of employment and career development	and contract terms that are approved by the JCNC and Board of Corporation, ensure staff are treated equally and also have equality of opportunity to access staff development and career opportunities.	schedule.  Staff Development activities to be reviewed annually.	protected characteristic to show year on year improvement (base line 2011/12 participation)		British.	
To protect all members of the College community from bullying and harassment	The College's anti-bullying stance is given a high priority. Learner awareness levels are high. 91% of learners, 12 points above the sector benchmark, agree that the college deals with bullying well. Incidents of bullying relating to protected characteristic are low	Maintain high level of learner awareness relating to anti bullying and harassment. Maintain low level of incidents of bullying or harassment relating to protected characteristic.	Minimum of 91% of learners agree that the College deals with bullying well. Low level of reports of bullying or harassment relating to protected characteristic maintained.	Director of Learner Services, Planning and Diversity	High levels of awareness of the College's arrangements for the reporting of learner bullying and harassment have been maintained. Learners consistently report that they are safe, that they feel safe, that they know who to report bullying and harassment to and that it is dealt with effectively. 96% agree that they know what to do and who to talk to if they are ever bullied or harassed. 99% agree that they feel safe at College. (Source: Induction survey 2014/15)	December 2016
	There are robust policies and procedures that are impact assessed and	Ensure staff continue to be aware of their	Maintain low level of staff grievances	Director of Human Resources	College values support a safe, inclusive and considerate environment	Review July 2016

	reviewed in accordance with the College review schedule, or as legislation requires, that protect staff from bullying and harassment by both staff and learners.	responsibilities regarding bullying and harassment. To promptly address any incidents of bullying or harassment in accordance with College policies	relating to bullying	College Management Team	for all learners and staff. There is a comprehensive Staff Bullying & Harassment Policy that is reviewed tri-annually, or in accordance with legislation requirements. The policy is supported by the Grievance Policy which provides an informal or formal method for addressing alleged incidents of bullying or harassment. New and existing policies are subject to Equality Impact Assessment to ensure that there is no adverse impact, intended or otherwise, on those who share a protected characteristic.	
That satisfaction levels are high for all learners and that gaps in the level of satisfaction between different groups of learners are successfully	Satisfaction levels are very high. The number of learners reporting that they are happy with their course and the College increased from 93% to 94% in 2012. Satisfaction levels are high amongst male and female learners, 95%	Maintain high levels of learner satisfaction. Increase 20+ learner satisfaction levels	Satisfaction levels at or above 2012 levels. 19+ learner satisfaction levels increased from 90% to 95% (over three years)	College Management Team	Overall satisfaction was 89%. Male and female learners enjoy similar levels of satisfaction (female 86%, male 92%) – this slight gap is analysed further within the annual Equality and Diversity Report. Overall levels of satisfaction are slightly	Review progress December 2016

narrowed	and 93% respectively, 16-19 and 19+ learners, 95% and 90% respectively, disability/learning difficulty and all college learners, 98%/96% and 94% respectively <i>Source: QDP survey 2012</i>				higher for adult learners (93%) than 16-18 learners (89%). The overall satisfaction of learners with a learning difficulty (94%) or a disability (92%) are slightly higher than for those without a learning difficulty or disability. <i>(Source: QDP survey 2015)</i>	
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