

Equality Objectives and Equality Implementation Plan 2017-2020 (Baseline data 2016/17)

Objective	Baseline	Action	Outcome	Who	Progress as at November 2018
That the College's staff and Governing Body profile reflects that of the community which it serves	Targeted recruitment has resulted in the gender balance of the Corporation being even with 50% female/50% male membership. BME representation has also been increased to 11% and applications are encouraged from under-represented groups.	Maintain the gender balance of the Governing Body and maintain the BME representation at least in line with the baseline position.	Female membership to remain at >=45% BME membership to remain at least in line with the profile of the local community	Search, Governance and Development Committee, Secretary to the Corporation	Female membership has increased to 53% female in 2017/18 from 50% in 2016/17. BME membership was 12% in 2017/18 compared with 2016/17 and remains higher than the % BME in the local population profile.
	The College's staff profile closely reflects that of the community which it serves. 96% of the local population is of white British origin; 92% of the College's teachers are of white British origin, along with 95% of support staff and 97% of managers	Maintain or increase % of College staff of non-white British origin in all roles to accurately reflect the community which the College serves	Staff profile continues to align to that of the local community	Director of Human Resources, Facilities and SHE	8% of the College's staff in 2017/18 were from non-white British backgrounds compared with 4% of the community. This is most apparent within the academic staff where 10.5% of the workforce are from a non-white British background.
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 7% of College learners being of either BME or white non-British origin compared to 4% of the community which the College serves. Participation by those of BME origin is consistent with the local	Implement actions at course and curriculum area level to increase non-stereotypical participation in	Increase non-stereotypical participation by 5 percentage points (over three years) in engineering and manufacturing technologies;	Marketing Manager Relevant Heads of Curriculum	Non-stereotypical participation within the target sector areas has increased in Public Services (+4ppts) and Engineering and manufacturing technologies (+1ppts), remained the same in Child development and wellbeing, and declined in Health and Social care (-6ppts), and Construction, planning and the built

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	demographic. 23% of College learners disclosed a learning difficulty/disability and the College recruited 39 High Needs students. Local authority forecasts predict a steady increase in the volume of SEND young people leaving school over the next few years. Non-stereotypical participation by female learners in engineering and manufacturing technologies is 12%; in construction, planning and the built environment is 9%; in ICT practitioners is 10%; and public services is 24%. Male participation in health and social care is 26%; and in child development and wellbeing is 2%.	key curriculum areas. Continue to support the local authorities in placing High Needs learners at the College, allowing them to attend local provision which promotes integration and progression.	construction, planning and the built environment; ICT practitioners; public services; health and social care; and child development and wellbeing. Increase the volume of High Needs learners enrolled at the College by 40% over three years.	Head of Curriculum Area, Foundation; Assistant Principal	environment (-1ppt). The target for a 5ppt increase is for 2019/20 and positive action through recruitment, marketing and positive role-modelling continues. The volume of High Needs learners increased from 39 to 53 (+36%) which is almost in line with the 2019/20 target.
That achievement rates are high for all learners and that achievement gaps between different groups of learners are successfully narrowed	The attainment of all learners has increased and achievement rates are above national averages and in many cases significantly so. There were no significant gaps for all qualification types between different groups of learners in 2016/17 (female and male; those with and without learning difficulties and disabilities). The cohort of	Maintain positive action at College, curriculum area and course level to avoid any gaps in achievement rates of different groups of learners.	No significant gaps in attainment between different groups of learners at College level maintained.		2017/18 data confirms no gaps of 5 ppts or more between any groups of learners, and that the achievement rate for all groups improved compared with the previous year.

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	<p>BME learners makes robust comparisons more difficult however the latest data shows no significant gaps in attainment compared with white learners.</p> <p>Other vulnerable learners perform better than the College average, including those who were in receipt of Free School Meals; and those with an Education, Health and Care Plan (EHCP). Learners who are in care or care leavers performed close to the College average on Functional Skills but below the College rate for main qualifications.</p>	<p>Support learners in care or who are care leavers to achieve in line with other groups of learners.</p>	<p>Overall achievement rate for learners in care/care leavers to increase by 5 percentage points over three years, and no significant gap compared with other learners.</p>	<p>College Leadership Team</p>	<p>The achievement rate for those in care/care leavers increased by 13.2ppts from 2016/17 to 2017/18 and at 84.6% this is no longer significantly different to the overall achievement rate for all learners (89.1%).</p>
<p>To provide equality of opportunity for all employees in respect of terms and conditions of employment and career development</p>	<p>Robust College policies that are impact assessed and reviewed in accordance with the College review schedule, or as legislation requires, 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.</p>	<p>Policies and contracts of employment to be reviewed in accordance with College review schedule.</p> <p>Staff Development activities to be reviewed annually.</p>	<p>Participation in staff development activities by those who share a protected characteristic to continue to confirm that staff from all groups successfully access staff development.</p>	<p>Director of Human Resources, Facilities and SHE College Leadership Team</p>	<p>The annual E&D report (appendix 1) confirms that staff from all those who share protected characteristics participated in staff development including both female and male; those with a disability; those from all age categories; and those from all ethnic groups.</p>

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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. 90% of learners, 3 points above the sector benchmark, agree that the college deals with bullying well (<i>QDP survey May 2017</i>). Incidents of bullying relating to protected characteristic are low. 98% of learners confirmed that they felt safe and 98% knew what to do if they are ever bullied (<i>SPOC survey autumn 2016</i>)	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 90% of learners agree that the College deals with bullying well. Low level of reports of bullying or harassment relating to protected characteristic maintained. >=95% of learners to confirm that they know how to report bullying and that they feel safe.	Assistant Principal	89% of learners agreed that the College deals with bullying well (<i>QDP survey June 2018</i>) which is 1ppt below the target. The College continues to take a zero-tolerance approach with an immediate and active response to bullying. Learner focus groups consult with learner reps to ensure that all learners know how to report bullying and this is given high priority throughout induction. 97% of learners confirmed that they knew how to report bullying and 98% confirmed that they feel safe (<i>SPOC survey autumn 2017</i>).
	There are robust policies and procedures that are impact assessed and reviewed in accordance with the College review schedule, or as legislation requires, that protect staff from bullying and harassment by both staff and learners.	Ensure staff continue to be aware of their responsibilities regarding bullying and harassment. To promptly address any incidents of bullying or	Maintain low level of staff grievances relating to bullying	Director of Human Resources, Facilities and SHE; College Leadership Team	Only one grievance was raised by a member of staff during 2017/18 and this did not relate to allegations of bullying.

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		harassment in accordance with College policies			
That satisfaction levels are high for all learners and that gaps in the level of satisfaction between different groups of learners are successfully narrowed	<p>Satisfaction levels are exceptionally high. The number of learners reporting that they are happy with their course and the College increased from 90% to 95% in 2017.</p> <p>Satisfaction levels are very high amongst all groups of learners: male and female learners, 97% and 93% respectively; 95% for all age groups; with or without a learning difficulty, 96% and 94% respectively; with or without a disability, 92% and 95% respectively; BME 100% (QDP survey 2017)</p>	Maintain high levels of learner satisfaction across all groups.	Satisfaction levels >=93% for all groups of learners	College Leadership Team	<p>Overall satisfaction was 94% and remained high for all groups of learners (QDP survey June 2018):</p> <p>Male 94% Female 95% With a learning difficulty 95% With a disability 94% BAME 92%</p>