

EQUALITY AND DIVERSITY ANNUAL REPORT

Reviewed by the Learning and Achievement Committee of Corporation 11th March 2010

Draft til received by Corporation 24th March 2010

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01.12.09

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- A Strategic Plan Summary
- B Self Assessment Report
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- D Equality and Diversity Development Plan

1 Aim:

The purpose of this report is to outline progress towards delivering the College's equality and diversity duties, action plans and priorities during the academic year 2008/09. On advice from specialists, the report also covers the first term of the academic year and thus fulfils the responsibility to publish an annual (calendar year) report.

The report will review progress against key indicators and equality drivers, and will outline priorities for development in the coming years.

2 Equality and Diversity in the College Strategic Plan:

The College's mission is to be "First for Training and Skills". Within its ambition the College clearly articulates its commitment to equality and diversity through:

- The College's four founding principles, where meeting the needs of the community and closing any achievement gaps between E&D "cohorts" is expressly articulated:
- The College's expression of its key markets, where re-engagement of the disadvantaged, support for community learners and increasing our International students are expressly articulated:
- The College's values, which expressly state the commitment to:
 - o Helping all learners to achieve their potential
 - o Valuing each individual
 - o Being positive and challenging negativity
- The themes and objectives of the College's strategic plan, including the expressed intention of "managing the College ethically...", under which the equality and diversity targets fall
- An express equality and diversity targets
 - o to deliver the targets in the equality action plan
 - o to become outstanding for equality and diversity by 2010/11.

The summary of the College's strategic plan is shown at Annex A.

3 Ambitions articulated in the Equalities Scheme

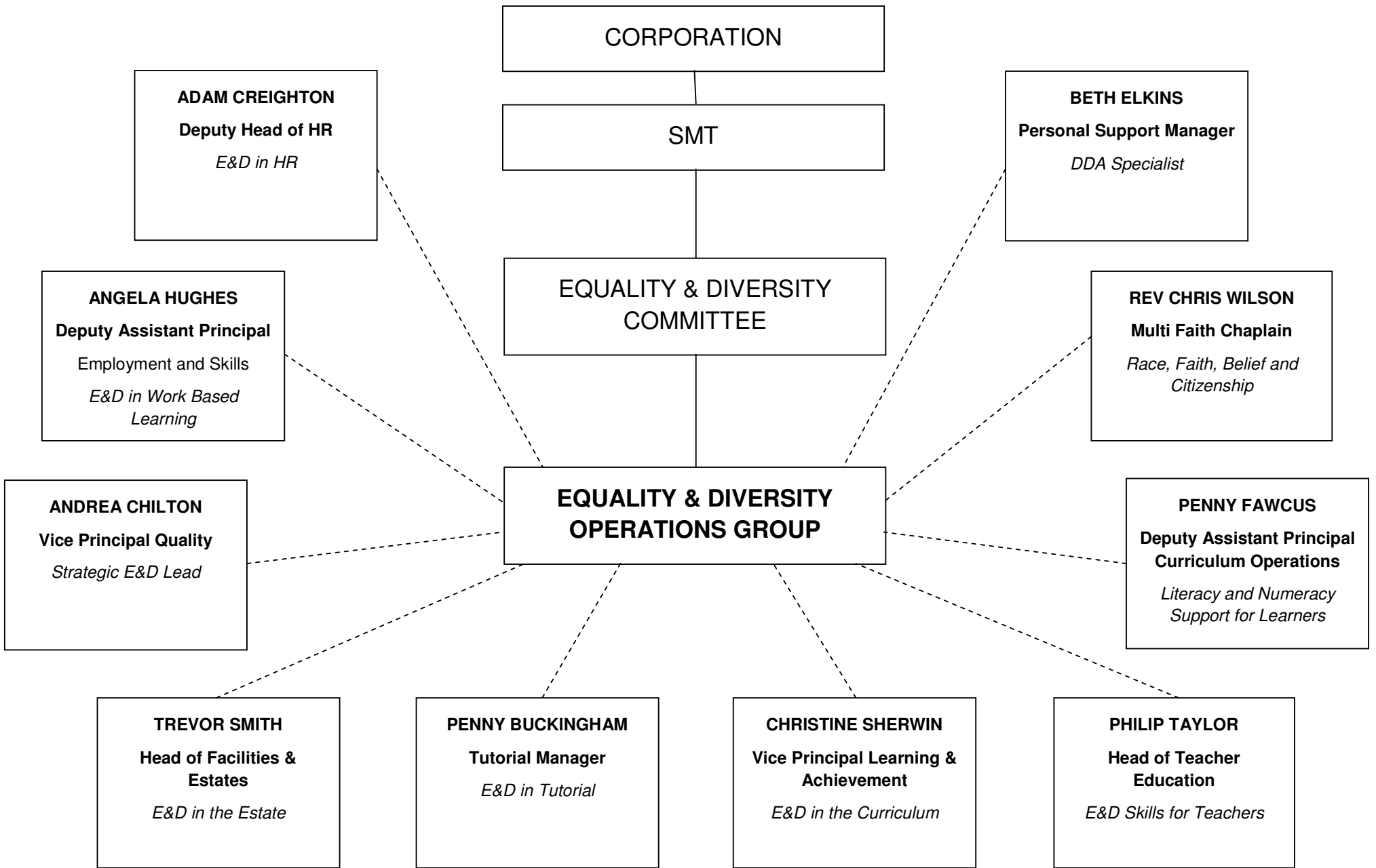
The College has a rolling, three year equality scheme and supporting action plan which is published on the website. The scheme contains the six strands of gender, ethnicity, disability, sexual orientation, age, and religion or belief. This is in response to the Equality Act 2006, and the establishment of the Commission for Equality & Human rights (CEHR) in October 2007. The purpose of these schemes is to ensure Cambridge Regional College operates as a college of Further Education with sensitivity to differences of sex, race, disability, sexual orientation, age, religion, belief, status, life-style, social background, country of origin, or any other grouping of our society.

The Scheme will be updated in light of the new Single Equality Bill post-April 2010.

4 E&D-specific Infrastructure

There is an explicit expectation that all members of the College community (staff, students and visitors) behave in a way which is not discriminatory, disrespectful or intimidating. These expectations are communicated via staff and student handbooks, College posters (branded "it's about respect"), the published College behaviour standards, and, for staff, is expressly written in to job descriptions.

However, to ensure that we deliver our equality ambitions, specific responsibilities are allocated to individual managers in college and this infrastructure is shown overleaf.



5 Self Assessment of Performance

The full equality and diversity self assessment report is appended at annex B. Against the OfSTED criteria, the College has assessed itself as “good”. Key strengths and areas for development include:

| Key Strength | Key Weakness |
|---|---|
| <ul style="list-style-type: none"> The college is effective at supporting learners to succeed, irrespective of their background, with qualification achievement gaps generally narrow and closing. | <ul style="list-style-type: none"> The rate at which adult learners disclose ethnic origin and disability is low |
| <ul style="list-style-type: none"> The College’s approach to educational and social inclusion is good, with learners and parents reporting high levels of satisfaction with the College’s approach | <ul style="list-style-type: none"> Equality improvement targets were not routinely set in 08/09 |
| <ul style="list-style-type: none"> Very good range of provision to support disadvantaged learners, including those who have the potential to benefit from Train to Gain | <ul style="list-style-type: none"> Student involvement in E&D policy consultation is inadequate |
| <ul style="list-style-type: none"> Outstanding support from the core study support team enables disabled learners to achieve to full potential | |
| <ul style="list-style-type: none"> Strong support for spiritual development of students and for the promotion of harmony and tolerance amongst diverse communities | |
| <ul style="list-style-type: none"> College facilities, equipment and resources effectively meet the needs of a wide range of learners | |
| <ul style="list-style-type: none"> Excellent links with a range of partners allows for provision and services to meet the needs of a wide range of learners | |

6 Equality Impact Assessment

The College has made good progress in assessing its practices to ensure that there is no unintentional adverse impact on E&D cohorts and that positive impact is a consequence of College practice is less sophisticated.

26 policies and procedures were impact assessed in the period of this report, as well as the College website, and the following actions were commonly identified:

- A need to reduce dependence on communication in writing, for those for whom this is not the most suitable method of communication;
- A need to enhance the care arrangements for those with disabilities in the event of college closure in bad weather;
- A need to enhance the identification of and provision for support needs for disabled staff being seconded into the organisation

Positive impacts arising from College policies reviewed in the period included:

- Provision of childcare support for both staff and students
- Positive measures to support new and adoptive parent and those with caring responsibilities
- Positive measures to provide literacy and numeracy support to those otherwise potentially disadvantaged by their current levels of skill
- Provision to ensure disability-related sickness absence is treated responsibly
- Provision for the positive promotion of equality and diversity through tutorials

The annual process of reviewing impact is now underway, with priority being given to the key HR practices of:

- Recruitment
- Promotion
- Staff leavers.

7 Priorities for Development 09/10

The equality and diversity development plan is appended at annex D. Priorities for the coming year include:

- Effective implementation of the new equalities bill
- Further improving equality and diversity in the curriculum and in teaching and learning

- Identifying and developing further opportunities to actively promote equality and diversity
- Progressing towards an OfSTED grade of “outstanding” for equality and diversity in 2010/11.

ANNEX A

F&R/12/08-9

(Amended July 2009)

CAMBRIDGE REGIONAL COLLEGE

“First for Training and Skills”

STRATEGIC PLAN 2009/10 – 2011/12: 3rd Draft

Mission

CRC aims to be the first choice provider of training and skills for the Cambridge region. We will use “First for Training and Skills” to communicate this.

The Future of the College

The continuing evolution of the College will be based upon four founding principles:

- **Responsiveness:** growth in market share of the number of learners we serve; flexibility of delivery; meeting the emerging needs of employers; meeting the emerging needs of 14-19 learners; meeting the needs of the wider Cambridge community; enhancing employability.
- **Quality:** all provision and services to be good or outstanding as graded by OFSTED including achieving the range of “outcomes for learners” as defined by ECM and minimising differentials in success rates between E&D cohorts ; adding measurable value to all students’ skills and achievements; maintaining access to a wide range of programmes and guiding students to the appropriate level for them to succeed and progress to further courses and appropriate employment.
- **Financial stability:** securing a surplus on the I&E account in the context of the “responsiveness” and “quality” ambitions; achieving value for money. Strong performance on key financial indicators (cash, surplus, net current assets, investment), in the context of economic and funding volatility.
- **Skilled, stable and high performing staff teams:** recruiting, retaining and developing our staff within a culture of high performance

Key Markets:

We will apply these founding principles to our work in each of our key markets.

For those aged 14-19, we aim to:

- be first choice for vocational education and skills training in the Cambridge region;
- help disadvantaged young people to (re-) engage and progress;
- differentiate our offer as the practical College, with skilled, vocationally competent staff, leading exciting and relevant programmes, resulting in good employability for learners;
- become a truly outstanding College by delivering responsive, high quality programmes and support leading to outstanding learner satisfaction, success, progression and feedback;
- continue to be recognised as a Centre of Excellence for learners with both physical and learning difficulties and disabilities, maintaining as far as resources will allow the current levels of exceptionally high support that the college offers these learners;
- maintain our learner numbers in the face of increased competition and funding restrictions, enabling us to grow our numbers further when the housing growth starts to feed through post-recession.

For our employer clients, we aim to:

- be the first choice for skills training and assessment in the Cambridge Region ;
- be a major provider primarily for the Eastern Region and nationally in key niche specialisms and / or with national companies;
- differentiate our offer as the responsive partner able to provide and source training solutions to add value to companies' operations - providing curriculum, qualifications and funding support;
- support companies efficiently to maintain and develop the skilled workforces they require to meet the challenges of the recession and be well-placed to maximise their advantages post-recession;
- subject to LSC funding, at least maintain our learner numbers and income.

For other adult learners, we aim to:

- serve the adults of the Cambridge region by providing a range of programmes leading to qualifications for progression in their careers and lives (although it will be increasingly challenging both for adults and employers to find the fees for these courses and we project further reduction in recruitment as a result);
- response to redundancy provision including provision of learning opportunities to respond to the training needs of the recent and longer term redundant.

For those wishing to pursue higher education, in the context of no additional funding from HEFCE, we aim to:

- maintain our HE provision in construction, early years and teacher training, whilst actively seeking developmental opportunities for sustainable construction programmes;
- provide management and professional programmes at levels 4 and 5, subject to demand;
- enhance opportunities for HE-level learning for level 3 learners;
- develop international HE programmes with appropriate development and resourcing strategies.

For international students, we aim to:

- increase further individual learner numbers at CRC in the context of the tightened visa regulation and limited homestay accommodation;
- consolidate and develop further European group programmes;
- increase volume of international business through overseas projects and partnerships.

Planning:

As many of the ambitions outlined above have common operational features and interdependencies, we will plan the actions for the benefit of our key markets under two aims and two themes:

Aims:

- To be responsive to our learners, employers and partners
- To achieve learner success and stakeholder satisfaction

Themes:

- To value our staff and maximise our resources and/or optimise our services
- To manage and develop the College successfully

Values

The underpinning values guiding our work and development are:

- Making teaching and learning our priority
- Helping all learners to achieve their potential
- Valuing each individual
- Being positive and challenging negativity

- Striving for excellence
- Acting with honesty, integrity and leading by example
- Putting these values into practice

We have also agreed a clear set of expected behaviours for students, staff and managers.

Risks and Opportunities

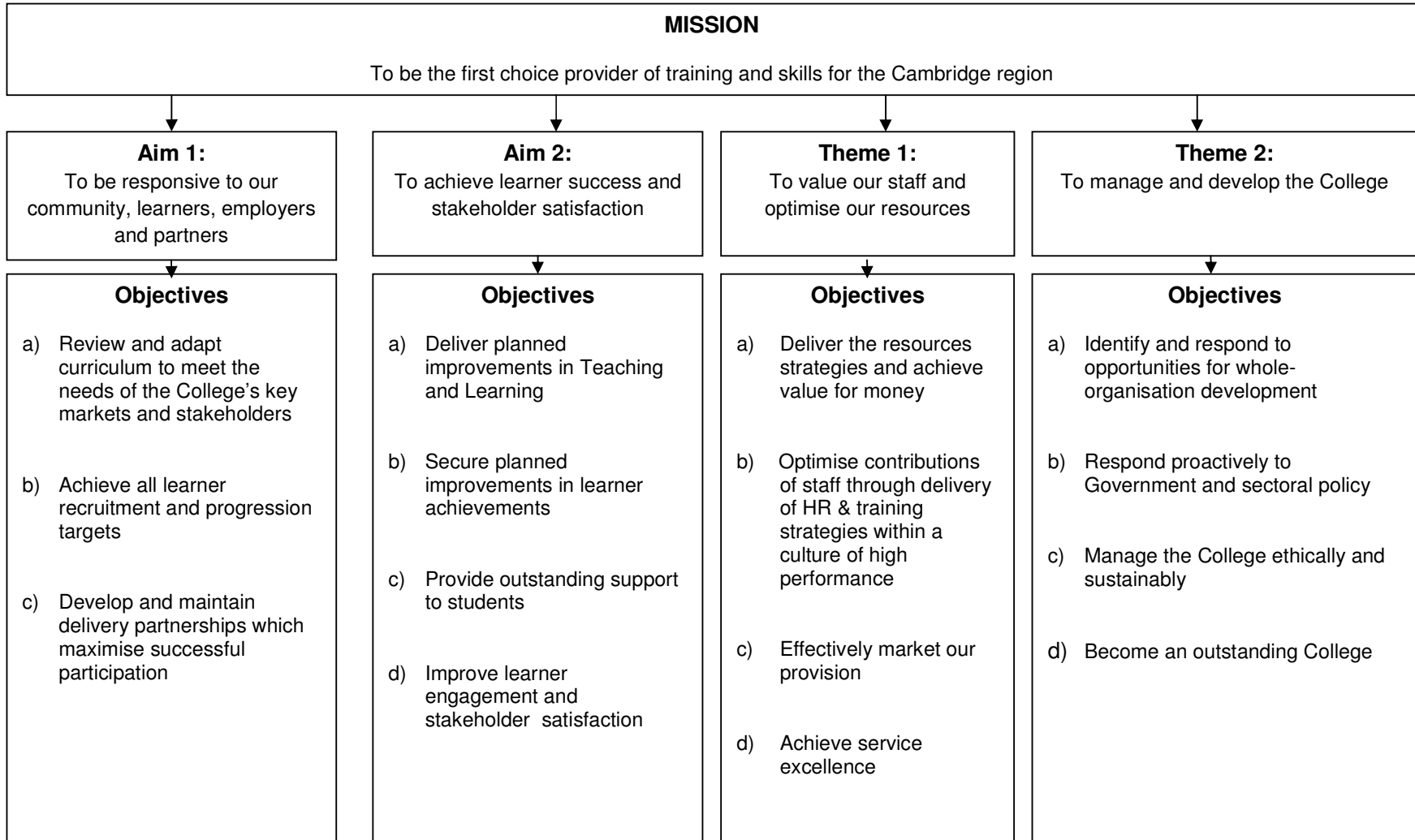
All colleges operate in economic and political environments which are volatile and markets where competition is continually developing. This strategic plan addresses both risks and opportunities inherent in:

- opportunities for training resulting from the recession, including those relating to youth unemployment, redundancy training and enterprise training;
- opportunities to enhance employability of learners and trainees at a time of economic difficulty;
- positioning the College to take advantage of the uplift in demand for employer training as the recession lifts, e.g. in construction and sustainability;
- managing and anticipated increase in demand, post recession, against an anticipated financial settlement which is at best static
- increased competition from schools for the vocational 16-18 market;
- increased competition from other colleges and providers for the employer market;
- changes in inspection and audit requirements and the development of self –regulation for quality assurance;
- unpredictable and unreliable funding regimes;
- machinery of Government changes and the dissolution of the LSC;
- the combined impact of these factors.

Resources

To deliver this strategic plan the College will continue to monitor and direct its resources in a way which balances responsiveness, staffing and quality demands with a need for financial stability. Key elements of the resource plan for the planning period include:

- economies of scale and full use of our assets arising from the new single main campus
- ambitions to become a £40m+ College, supporting ongoing growth and development subject to funding
- enhancing efficiency in the delivery of programmes and services.





SERVICE SELF ASSESSMENT REPORT

2008 - 2009

NAME OF SERVICE/CROSS COLLEGE FUNCTION: Equality and Diversity

MANAGER: Andrea Chilton

SAR NUMBER: 4

GRADE:2

DATE: 15.07.09

Introduction to the Service/Function

Whilst E&D is acknowledged as the responsibility of every member of the College community, specific leads have been identified to drive through all aspects of E&D , as follows:

- Race, faith and belief and citizenship- Rev C Wilson, Multi faith Chaplain
- DDA compliance and personal support – Beth Elkins, Personal Support Manager
- Support for on programme literacy and numeracy – Penny Fawcus, Deputy Assistant Principal
- E&D in the curriculum – Chris Sherwin, Vice Principal for learning and achievement
- E&D in tutorial – Penny Buckingham, Tutorials Manager
- E&D in skills for teachers – Phillip Taylor, Academy Manager for Business ,ICT and professional development
- E&D in WBL – Angela Hughes, WBL Operations Manager.
- E&D in HR – Adam Creighton, Deputy Head of HR
- E&D in the Estate – Trevor Smith, Head of Facilities (as advised by Beth Elkins)
- E&D Committee operation – Gemma Cox, Executive Assistant to VP for Quality
- Support for policy development and EIA – Jane Tulloch, Quality Manager
- Strategic Lead – Andrea Chilton, Vice Principal for Quality.

This group work to deliver and embed E&D best practice to support the Colleges ambition to become outstanding (target for E&D by 2010/11)

Improvements since the last SAR

- Effective E&D Committee supporting in particular EIA
- EDIMS set in 08/09 for 09/10
- Completion of EIA for all revised policies: commencement of EIA for College Strategies
- E&D Training rolled out beyond L&A to DES
- Acquisition of the Inclusion Quality Kitemark in Engineering
- Completion of the WBL E&D project to enhance practice.

| Key Strength (SSC....) | Key Weakness |
|--|--|
| <ul style="list-style-type: none"> • The College's approach to educational and social inclusion is good | <ul style="list-style-type: none"> • Adult disclosure rates are low |
| <ul style="list-style-type: none"> • Very good range of provision to support disadvantaged learners, including those who have the potential to benefit from Train to Gain | <ul style="list-style-type: none"> • EDIMS were not routinely set in 08/09 |
| <ul style="list-style-type: none"> • Outstanding support from the core study support team enables disabled learners to achieve to full potential | <ul style="list-style-type: none"> • Student involvement in E&D policy consultation is inadequate |
| <ul style="list-style-type: none"> • Strong support for spiritual development of students and for the promotion of harmony and tolerance amongst diverse communities | |
| <ul style="list-style-type: none"> • College facilities, equipment and resources effectively meet the needs of a wide range of learners | |

- Excellent links with a range of partners allows for provision and services to meet the needs of a wide range of learners

Priorities for Development

- Continue to close any achievement gaps and monitor impact of EDIMs
- Embed EIA into strategic decision making
- Increase learner involvement in E&D Consultation
- DDA audit of the estate (as per 5 year cycle)

| Educational and Social Inclusion | | Grade 2 |
|----------------------------------|---|---|
| Strengths | | |
| 5.1 | <ul style="list-style-type: none"> Very good range of high quality provision to support disadvantaged learners, including those who have the potential to benefit from Train to Gain | <ul style="list-style-type: none"> Outstanding programmes for learners with learning difficulties Outstanding programmes for literacy and numeracy learners Good programmes for ESOL learners Good on programme literacy and numeracy support Wide range of programmes for disadvantaged students <ul style="list-style-type: none"> Context PALS Work Preparation Improving Choices Options Princes Trust Entry to Employment Programmes supporting those not yet ready to achieve their ambition of an apprenticeship Response to redundancy programmes for those affected by the economic downturn Increased range of entry and level 1 programmes Targeted provision for ethnic minorities, via a specialist sub-contractor, on Train to Gain, with outstanding results |
| 5.2 | <ul style="list-style-type: none"> The College's approach to educational and social inclusion is good | <ul style="list-style-type: none"> A wide range of programmes to support learners from disadvantaged groups to participate, ranging "Equality of opportunity is good" (inspection report) Inclusion kitemark awarded to Engineering Academy 90% of parents/carers agreed that their son/daughter was getting the help they need An increasing proportion of students recognise that they were informed of E&D at induction Partners and sub-contractors undergo rigorous E&D checks prior to contracts being let. |

| Educational and Social Inclusion | | Grade 2 |
|----------------------------------|--|--|
| Strengths | | |
| 5.3 | <ul style="list-style-type: none"> Outstanding support from the personal support team and good support from the on-programme support team enables disabled learners and those with literacy/numeracy needs to achieve to full potential | <ul style="list-style-type: none"> Inspection feedback and Self Assessment Student Feedback Those in receipt of support usually achieve at least as well as, and in most cases at a higher rate than, their counterparts |
| 5.4 | <ul style="list-style-type: none"> Strong support for spiritual development of students and for the promotion of harmony and tolerance amongst diverse communities | <ul style="list-style-type: none"> Multifaith chaplaincy encompassing associate chaplains from major faith communities who contribute to the college wide enrichment activities, ergonomised as a model of best practice A wide range of cultural awareness programmes promotes knowledge of other communities and supports the tackling of discrimination Students confirm that they are learning about other cultures |
| 5.5 | <ul style="list-style-type: none"> College facilities, equipment and resources effectively meet the needs of a wide range of learners | <ul style="list-style-type: none"> There are prayers room for use by all communities Additional room made available for specific religious festivals e.g. Ramadan Exam concessions are effectively managed Well equipped care suites Good range of adaptations to ILCT equipment, provided in a timely manner The College is also DDA compliant and continues to develop its site to be inclusive eg inclusion of sensory garden in new campus development |
| 5.6 | <ul style="list-style-type: none"> Excellent links with a range of partners allows for provision and services to meet the needs of a wide range of learners | <p>Some examples include:</p> <ul style="list-style-type: none"> Youth Justice Programme Faith community awareness raising activities in the public spaces within the College Effective partnership working with social firms giving access into work Supportive partnership working with Connexions Clear links and referral pathways with relevant external agencies e.g. social |

| | | |
|---|--|---|
| Educational and Social Inclusion | | Grade 2 |
| Strengths | | |
| | | services, drug and alcohol units, medical services etc. <ul style="list-style-type: none"> • Primary Care Trust |

| | | |
|---|--|--|
| Educational and Social Inclusion | | |
| Satisfactory | | |
| 5.1 | <ul style="list-style-type: none"> • The college is effective at supporting learners to achieve, irrespective of their background | <p>Achievement gaps, where they exist, are generally narrow and are reducing further, and in some instances under-represented groups succeed at a higher rate than their counterparts</p> <p>On FE programmes:</p> <ul style="list-style-type: none"> • the achievement gaps between males and females are narrowing overall with male achievement being 2% less than female overall compared to 3% below in 07/08 • the achievement gaps between white British and minority ethnic students are narrowing overall, with BME students' success rates now 3% higher overall than white students, compared to 1% below in 07/08, with an overall increase in success rates of 5% • disabled students are broadly equally likely to succeed than their non-disabled counterparts, with a 2% differential, although this compares adversely to a success rate for disabled students which was 4% higher than those for non-disabled students in 07/08. The adverse differential is largely at level 2 where disabled students are 6% less likely than their non-disabled counterparts to achieve (compared to 3% last year). Performance between the cohorts at other levels is minimal (0% or 1%) although disabled 16-18 year old |

| | | <p>learners are less likely to succeed than their 19+ counterparts.</p> <ul style="list-style-type: none"> • On WBL programmes: <ul style="list-style-type: none"> • the achievement gap between males and females is narrowing, with Timely Success Rates closing from 18% in 06/07 to 7.34% in 08/09 • BME achievement on apprenticeship programmes is lower than the white British population (but is statistically insignificant with 12/349 learners) • On TtG programmes: <ul style="list-style-type: none"> • Males succeed at a higher rate than females, although all genders now succeed at a higher rate than in previous years • BME groups are equally likely to succeed as their white British counterparts, both succeeding at a rate of 91.5% | | | | | | | | | | |
|-----------|---|---|------|---|------|-----|--------|-----|-------|-----|-----------|-----|
| 5.2 | <ul style="list-style-type: none"> • The College provides a learning experience which students enjoy, irrespective of their background | <p>“ Overall I am happy with my programme and the College”</p> <table border="1" data-bbox="947 1008 1915 1318"> <thead> <tr> <th>Type</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>73%</td> </tr> <tr> <td>Female</td> <td>73%</td> </tr> <tr> <td>White</td> <td>73%</td> </tr> <tr> <td>Non White</td> <td>73%</td> </tr> </tbody> </table> | Type | % | Male | 73% | Female | 73% | White | 73% | Non White | 73% |
| Type | % | | | | | | | | | | | |
| Male | 73% | | | | | | | | | | | |
| Female | 73% | | | | | | | | | | | |
| White | 73% | | | | | | | | | | | |
| Non White | 73% | | | | | | | | | | | |

| | | | |
|-----|--|---|-------------|
| | | 16-18 | 73% (16-19) |
| | | 19+ | 73% (20+) |
| | | • | |
| 5.3 | <ul style="list-style-type: none"> Satisfactory progress with impact assessment schedule | <ul style="list-style-type: none"> Schedule on target Changes made to some policies and procedures as a consequence of impact assessment Annual review identifying further opportunities for improvements to practices Impact assessment on some key processes is not yet fully based on data | |
| 5.4 | <ul style="list-style-type: none"> Staff are well supported to ensure that E&D issues are, overall, appropriately covered across the curriculum, although there remains variability in practice | <ul style="list-style-type: none"> DTTLS inspection identified that training for trainee teachers strongly promotes E&D Annual Entitlement Planner, suggested Scheme of Work and Lesson Plans for Group Tutorial have specific references and materials for promoting E&D issues All new staff attend an E&D induction All staff new to teaching attend a 12 week Introduction to Teaching course All staff have access to effective and appropriate E&D staff development opportunities However, the observation of teaching and learning process is less effective at identifying and supporting teachers to enhance their E&D practice | |
| 5.5 | <ul style="list-style-type: none"> Governors satisfactorily discharge their E&D duties | <ul style="list-style-type: none"> Governors are kept informed of DDA issues, the work of the E&D Committee and their legislative responsibilities All Governors have received E&D training Governing Body make up reflects local ethnic/gender mix However, there has been no nominated Governor for E&D matters for part of 08/09. | |
| 5.6 | <ul style="list-style-type: none"> Opportunities for the promotion of Equality and Diversity in the curriculum areas and in some WBL reviews are satisfactory and improving | <ul style="list-style-type: none"> Validated self assessment reports identify good and outstanding practice in Arts, CHEY, skills for life and outreach and initial studies and foundation learning: satisfactory practice in construction, engineering, business and IT, | |

| | | |
|-----|---|--|
| | overall | <ul style="list-style-type: none"> catering hair and beauty and sport leisure and science Lesson Plans Staff Development records Lesson Observation WBL E&D project |
| 5.7 | <ul style="list-style-type: none"> There has been satisfactory progress in delivering the SES. | <ul style="list-style-type: none"> SES action plan Reports to the E&D Committee |
| 5.8 | <ul style="list-style-type: none"> There has been satisfactory progress towards the HR E&D action plan | <ul style="list-style-type: none"> HR action plan Reports to E&D Committee |

| Educational and Social Inclusion | | |
|---|---|---|
| Weaknesses | | |
| 5.1 | <ul style="list-style-type: none"> EDIMS were not routinely set in 08/09 | <ul style="list-style-type: none"> Not all academies set E&D targets, although cohort performance is monitored and evaluated at year end as part of self assessment EDIMs have been set during 08/09 for 09/10 activity |
| 5.2 | <ul style="list-style-type: none"> Part time adult disclosure rates are low | <ul style="list-style-type: none"> Mechanisms to follow up adult disclosure rates are under-developed, therefore E&D monitoring for this group is inconclusive |
| 5.3 | <ul style="list-style-type: none"> Student involvement in E&D policy consultation is under developed | <ul style="list-style-type: none"> Student governor changed in year and representation not secured No effective links with E&D officer in NUS Lack of E&D specific consultative fora to discuss relevant matters |

| Improvements since the last SAR | | Evidence | Source |
|---------------------------------|--|--|--|
| 5.1 | <ul style="list-style-type: none"> Effective E&D Committee supporting in particular EIA | <ul style="list-style-type: none"> Advice from E&D Committee has changed practice with regard to vocabulary , issues of personal dignity and on the College website | <ul style="list-style-type: none"> E&D Committee papers |
| 5.2 | <ul style="list-style-type: none"> EDIMS set in 08/09 for 09/10 | <ul style="list-style-type: none"> PBR 3 and draft DPs contain EDIMS | <ul style="list-style-type: none"> PBR minutes DPs |
| 5.3 | <ul style="list-style-type: none"> Completion of EIA for all revised policies: commencement of EIA for College Strategies | <ul style="list-style-type: none"> EIA records show completion SMT training booked for EIA HR strategy | <ul style="list-style-type: none"> EIA records SMT minutes |
| 5.4 | <ul style="list-style-type: none"> E&D Training rolled out beyond L&A to DES | <ul style="list-style-type: none"> Training notes and attendance lists, with relevant action plan including further training | <ul style="list-style-type: none"> Training record |
| 5.5 | <ul style="list-style-type: none"> Acquisition of the Inclusion Quality Kitemark in Engineering | <ul style="list-style-type: none"> Award | <ul style="list-style-type: none"> Engineering records |
| 5.6 | <ul style="list-style-type: none"> Completion of the WBL E&D project to enhance practice. | <ul style="list-style-type: none"> Bullying postcards E&D strapline E&D Training | <ul style="list-style-type: none"> Project records |

ANNEX C

| EIA SCHEDULE : programme to date | Date completed |
|----------------------------------|----------------|
| Tutorial | 06.03.08 |
| Jury service | 03.07.08 |
| Parental leave | 03.07.08 |
| Assessment practice | 03.03.08 |
| Sharing good practice | 03.03.08 |
| Academic appeals | 03.03.08 |
| Internal verification | 03.03.08 |
| Skills for life | 03.03.08 |
| ESOL provision | 03.03.08 |
| Adoption leave | 20.10.08 |
| Staff data protection | 20.10.08 |
| Financial regulations | 20.10.08 |
| Risk management | 28.11.08 |
| Staff leaving | 01.04.09 |
| Redundancy | 24.06.09 |
| Secondment | 01.04.09 |
| Health and safety – evacuation | 03.03.08 |
| Equipment maintenance | 03.03.08 |
| Health safety and welfare policy | 12.06.08 |
| Internet usage | 03.07.08 |
| Working beyond retirement age | 04.11.09 |
| Staff probation | 04.11.09 |
| Staff discipline | 04.11.09 |
| Staff capability | 04.11.09 |

| | |
|----------------------|----------|
| Learner involvement | 04.03.08 |
| Parental involvement | 04.03.08 |

| Strategic Aims | Strategic objectives | Key Target |
|--|---|---|
| Aim 1: To be responsive to our learners, employers and partners | <ul style="list-style-type: none"> A) Review and adapt curriculum to meet local and regional needs and priorities. B) Personalise learning to maximise inclusion and employability. C) Achieve all learner recruitment targets. D) Deliver responsibilities in agreed partnership strategies. | <ul style="list-style-type: none"> • Ensure an appropriate range of provision to attract a diverse student base is on offer • Ensure that good progress in personalising learning is made |
| Aim 2: To achieve learner success and stakeholder satisfaction | <ul style="list-style-type: none"> A) Deliver planned improvements in Teaching and Learning. B) Secure planned improvements in learner achievements. C) Provide outstanding support to students. D) Improve learner engagement and stakeholder satisfaction. | <ul style="list-style-type: none"> • Where achievement gaps exist, ensure Academies/ areas are effectively planning to close such gaps |
| Theme 1: To value our staff and optimise our resources | <ul style="list-style-type: none"> A) Deliver the resources strategies. B) Optimise contributions of staff through delivery of HR and training strategies. C) Achieve value for money in all operations. D) Achieve service excellence. | <ul style="list-style-type: none"> • Ensure that all actions are taken to maximise the match between the College staff profile and its student population |
| Theme 2: To manage and develop the college | <ul style="list-style-type: none"> A) Identify and respond to opportunities for whole organisation development. B) Respond proactively to Government and sectoral policy. C) Manage the college ethically and sustainably. D) Become an outstanding college. | <ul style="list-style-type: none"> • Ensure that E&D grade does not limit overall College grade at inspection • Ensure that legislative requirements are effectively embedded across College • Ensure that effective steps are in place to actively promote equality and diversity and tackle discrimination |

| ISSUE | RISK | ACTIONS | LEAD | DEADLINE | EXPECTED OUTCOME | PROGRESS | REF | |
|---|-------|--|--------|------------------|--|----------|-----|----|
| | R/A/G | | | | | | SO | KQ |
| Achieve all recruitment targets | | | | | | | | |
| | N/A | | | | | | | |
| | | | | | | | | |
| Actions to achieve Academy/ Department targets | R | Ensure that there are effective consultative mechanisms by which the student body can debate and influence E&D matters | ACC | End AY | <ul style="list-style-type: none"> Relevant matters discussed at SLC Focus groups set up for key issues Students Union E&D Rep engaged Use of newsletter and VLE to consult Use of SLC to consult | | 2 | 5 |
| | G | Ensure an appropriate range of provision to attract a diverse student base is on offer | CS | Sept 09& Sept 10 | <ul style="list-style-type: none"> Entry level to Level 3 programmes available in all curriculum areas | | 1 | 3 |
| | A | Ensure that Academies effectively plan to increase and improve personalised learning | ACC/CS | End AY | <ul style="list-style-type: none"> Personalised learning actions on development plans delivered and show impact ILPR Impacting on learner | | 1 | 2 |

| | | | | | | | |
|------------------------------------|---|--|--------|----------------------|--|--|-----|
| | | | | | <ul style="list-style-type: none"> success Differentiation is appropriate in lessons, particularly stretching level 3 students | | |
| | A | Ensure that the College is fully compliant with E&D Legislation | ACC/LM | Ongoing | <p>Legislative targets in SES delivered</p> <p>Consultancy advice secures enhancements to ability to fulfil "duty to promote"</p> | | 4 5 |
| | A | Ensure that learners with L&N and ESOL needs are effectively supported, and taught, so that they complete their programmes and progress | CS/ACC | End AY | <ul style="list-style-type: none"> Increase in key skills success rates of +3% from 0809 % success rates in functional skills and S4L ALS learners achieve at least as well as non ALS learners | | 2 1 |
| | G | Ensure that Academies make arrangements to actively and appropriately identify ALS needs and that such needs are quickly met | CS/PF | End Sept 09 | Well informed ALS in place for those needing and accepting it (subject to funding) by end Sept | | 2 2 |
| | A | Embed into the curriculum activities which create an understanding of bullying, abuse and internet safety particularly social networking sites | CS | Feb half term | Students confirm that they are acquiring relevant knowledge | | 4 4 |
| Actions to address issues from SAR | A | Ensure that equality impact assessment is embedded in strategic decision making and that Managers are appropriately trained | ACC | Sept 09 then ongoing | <ul style="list-style-type: none"> Refresher training day SMT 03.09.09 and EIA embedded in key strategies thereafter Managers trained through core L&M training and EIA embedded in decision making thereafter | | 4 5 |

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|---|--|--------|---------|---|--|---|---|
| | | | | | <ul style="list-style-type: none"> • Change in practice(s) resulting in contribution to G1 for E&D • Full impact assessments to include all Stakeholder reps incl: <ul style="list-style-type: none"> ○ Staff ○ Students ○ Community | | |
| A | Ensure that appropriate development and support enables staff to effectively embed E&D into the curriculum and to support learners from a diverse social and cultural base | ACC/CS | Ongoing | <ul style="list-style-type: none"> • Reduction in differentials in success rates • Staff report that they are well equipped to support learners • Confidence audit leading to targeted staff development and support | | 2 | 5 |
| G | Governors annually updated on relevant E&D legislation | ACC | Ongoing | <p>Appropriately challenge College practice</p> <p>E&D Governor identified</p> | | 4 | 5 |
| R | Opportunities to promote E&D are maximised through learning, teaching, training and assessment | CS | Ongoing | Learners confirm that they have a greater understanding of a range of lifestyles, cultures and backgrounds | | 2 | 2 |
| G | Ensure that the targets in the Single Equalities Scheme are met | ACC | End AY | Change in practice and impact on staff /learners evident | | 4 | 5 |
| G | Operate an E&D Committee which effectively monitors and supports College activity, resulting in improved practices which impact on staff and learners | ACC | End AY | <p>Appropriate challenge to E&D planning</p> <p>Full impact assessment</p> | | 4 | 5 |

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|--------------------------|---|--|--------|-----------------------|---|--|---|---|
| | | | | | completed | | | |
| | G | Operate an E&D Ops Group which drives corporate practice | ACC | End AY | Practice guides, hints, tips created and in use | | 4 | 5 |
| | A | Ensure that Academies monitor EDIMS 09/10 and action plan accordingly. Ensure EDIMS for 10/11 are set | ACC | Termly PBR and End AY | Impact shown against each areas EDIM, and practice changed accordingly Timely and effective planning for delivering EDIMS in 10/11 | | 2 | 1 |
| | R | Improve part time adult evening class disclosure rates and monitor participation and achievement | ACC/CS | End AY | Increase in disclosure rates by 10% and trends identified, with plans to address | | 4 | 5 |
| Delivering HR Priorities | A | Ensure that the HR E&D plan results in a staffing profile which is broadly comparable to the student population, and effectively monitors and acts on other key E&D indicators | ACC | End AY | Achieve targets in E&D action plan | | 3 | 5 |
| | A | Identify opportunities to promote E&D to/within the workforce and implement accordingly | ACC | End AY | <ul style="list-style-type: none"> Consult with staff on preferences for promotion of E&D eg focus groups/support groups//WLN etc and implement Work with TUs on duty to promote Promote own and others' support services via staff bulletin | | | |
| | | Improve recruitment practices so that they support our ability to meet staff needs and that E&D understanding is | ACC | Xmas | <ul style="list-style-type: none"> Standard E&D interview questions identified In offer letters as "would we need to be flexible in | | | |

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|------------------------------|---|--|--------------|-----------------------|--|--|---|---|
| | | suitably tested at interview | | | any of our practices to enable you to successfully work here?" | | | |
| Other operational priorities | A | Review and update policy framework, where appropriate, and ensure effective implementation of anti bullying and anti discriminatory policies | ACC/SMT | Dec 09 | Timely and effective intervention and support | | 4 | 5 |
| | A | Ensure that effective E&D monitoring takes place for complaints, incidents, disciplinary actions and exclusions/dismissals (both staff and students) to identify patterns, and plan to act accordingly | ACC/JC/LMoff | Immediate and ongoing | Analysis of patterns and appropriate action plans | | 4 | 5 |
| | A | The ethnic profile of the Corporation should be reviewed to ensure it matches that of the learner population | RD/Clerk | Jan 10 | Consideration of actions through Search Committee | | 4 | 5 |
| Developmental Projects | A | Ensure that targets to improve the promotion of E&D in WBL are delivered, and that the actions arising from the LSC/LSIS project are embedded, including actions on bullying | CS/AH | End AY | Change in WBL practice | | 4 | 5 |
| | R | Deliver staff development programme for services and DES which guides them on promotion of E&D, cultural awareness and linguistic diversity | ACC | End AY | Improved ability to respond to a wider range of students and to meet their needs | | 3 | 5 |
| | A | Pilot E&D qualification with CQLs | PT | End AY | Decision about appropriateness of qual for further roll out | | 3 | 5 |

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| | A | Develop a staff induction programme with a greater degree of personalisation | PF/KB/JT | End AY | Induction flexible to meet individual staff needs Guidance for job roles produced and in use | | | |
| | A | Consider opportunities to link academies for joint working on E&D promotion | CS/LR | End AY | Staff exchange or student tutorial shared | | | |
| | G | Implement recommendations locally arising from E&D consultancy support | ACC/CS | End AY | Plans implemented and impacting | | | |
| Best Practice sharing | A | Roll out organisational learning from LSC/LSIS WBL project to "internal" College | CS/LR | End AY | Improved practices adopted where appropriate | | 4 | 5 |
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| Achieve VFM target | | | | | | | | |
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