

SINGLE EQUALITY DUTY ACTION PLAN 2017/18



Approved – 14 December 2017
Updated – 19 June 2018

Appendix C

	Date		Date
December	<input type="text" value="14 December 2017"/>	Follow up meeting with SED sub-group	<input type="text" value="N/A"/>
March	<input type="text" value="22 March 2018"/>	Follow up meeting with SED sub-group	<input type="text" value="N/A"/>
July	<input type="text" value="05 July 2018"/>	Follow up meeting with SED sub-group	<input type="text"/>

SINGLE EQUALITY DUTY ACTION PLAN 2017/18

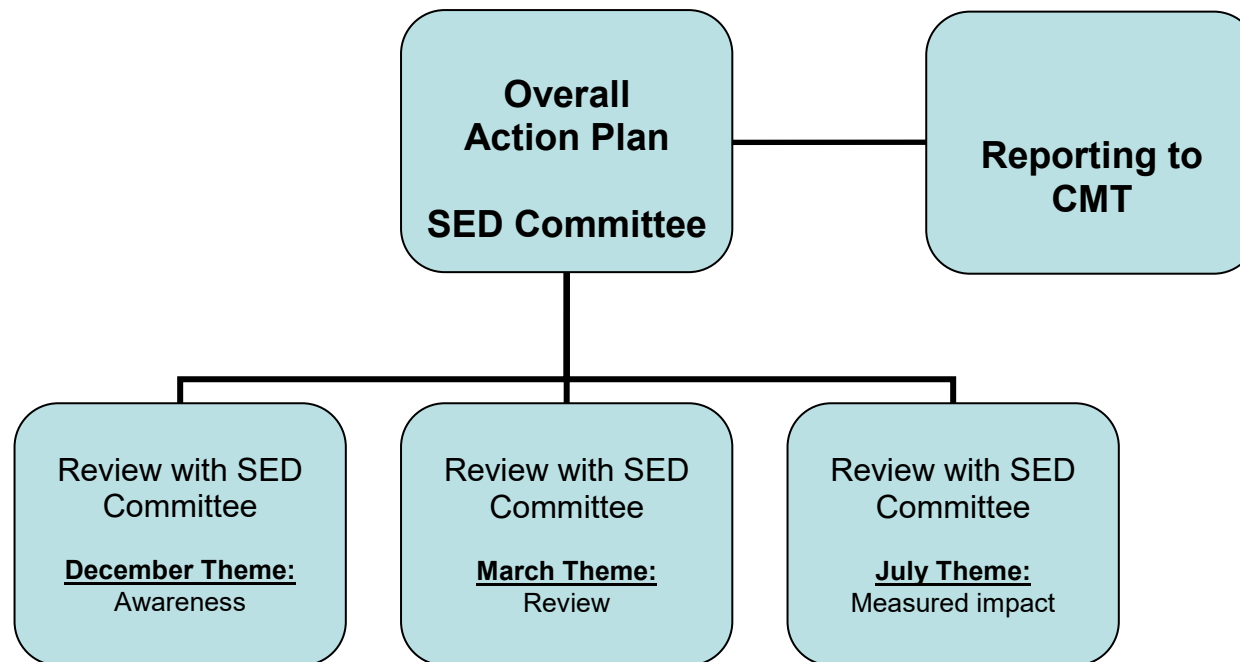
Structure

The Single Equality Duty action plan will consist of three parts. Part 1 represents the SED action points that need to be addressed in relation to learners. Part 2 represents the SED action points that need to be addressed in relation to staff. Part 3 represents the SED action points that need to be addressed in relation to access.

The Action Plan will be reviewed in December, March and July to provide a comprehensive basis for self assessment and to enable intervention where and when needed.

Procedure

The SED Committee will meet regularly to hear the progress of the previous Action Plan review and to evaluate the next Action Plan points. Where action points have not been addressed or completed, a follow up meeting will take place with a sub-group from the SED Committee to ensure timely completion of all action points.



SINGLE EQUALITY DUTY ACTION PLAN 2017/18

1 Learners								
No	Actions Planned	Evidence	Expected Outcomes	Person Responsible for Action	How Monitored (Reportee)	By When	CRAG	Comments
1	Improve the achievement rates of adult apprentices as well under 19 age students (male and female) on classroom provision by directing learning support towards such students	Direct the ALS to proactively support adult apprentices and under 19 students (male and female) on classroom based provision. If such learners have not requested support the LST to monitor their progress indirectly i.e. through their tutors or assessors.	Improved achievement rates	ALS team and named LST member of staff	Weekly informal reviews and 6 weekly formal written evaluations of performance	July 2018	A G	March - ALS team continue to work systematically with regular reviews. Early indications for adult apps is good but 16-18 classroom are being monitored closely with poor retention in Technology June – ALS team has worked closely with adult apprentices and under 19. Early indication is showing that apprentices performance for adults are good however for under 19 this continues to be a struggle.
2	Work closely with marketing to promote more education to adult male students and female apprentices.(b//f from 16/17)	Use marketing materials and events to promote more male adult learners and more female apprentices	Increased recruitments of adult male learners on classroom based courses and female apprentices	Marketing team	Termly review within marketing team meeting	July 2018	A G	March – 2 x more male apps than females. Case study to focus on female engineer. More male EFA funded learners but more PT females than PT males. Black male on cover of PT Guide June – there is an increase in the number of female apprentices and but adult male students' numbers is the same as last year.
3	Improve the achievement rates of apprentices, especially for those from non-white British ethnic background as well students on classroom provision from white British background, by directing learning support towards such students	Continue to support apprentices especially those from non-white British Ethnic background as well students on classroom provision from white British background through promoting a positive culture of success	Teaching, learning and assessments evidence a more inclusive ways of teaching and promotion of ethnicity	Teaching and Quality Manager	Announced and unannounced lesson observations	July 2018	R R	March – all students observed were white June – this is difficult to report on due to lack of stability in management.

SINGLE EQUALITY DUTY ACTION PLAN 2017/18

4	Improve the achievement rates of under 19 age students on classroom provision with or without learning difficulties as well as for adult apprentices with learning difficulties or disabilities to match the college overall achievement rates	Analyse the reasons for the underachievement and set targeted strategies that tackles the underperformance	A report / presentation identifying the cause of underperformance and strategies to support U19 ages students with LD&D as well as adult apprentices with LD&D	ALS Programme Leader	E&D committee updates	July 2018	A G	<p>March – EB to present report at final meeting of the year</p> <p>June – report was completed. Early indication is that there is a significant improvement in adults' achievements rates but for U19 it is too early to evaluate.</p>
5	Analyse the profile of withdrawals by gender/age/ethnicity	Report	Report may highlight specific student profile for extra support	Student Services Manager	Student Services Manager	July 18	A G	<p>March –report to be presented at final meeting of the year</p> <p>June – analysis have shown there is no significance in W/D in relation to gender and ethnicity. However, there are proportionally more U19 withdrawn in relation to the % of adult withdrawals.</p>

SINGLE EQUALITY DUTY ACTION PLAN 2017/18

2 Staff								
No	Actions Planned	Evidence	Expected Outcomes	Person Responsible for Action	How Monitored	By When	CRAG	Comments
1	100% completion of E&D Skillgate programme within 3 months of new staff starting	CPD Record	Improved awareness of E&D related matters amongst staff	Training & Development Officer	Head of HR Services	July 2018	A	March – 96% completed initial training. 65% have completed the 2 yearly update training
2	Promote the 6 month DL E&D course to those who have not yet completed it so that they could champion and review E&D within their department	CPD Record	Key College representatives promoting E&D	Head of HR Services	Head of HR Services	July 2018	A	March – CW working on persuading staff June: BB staff doing L" counselling but could do L2E&D next
3	Equal Pay Audit to be carried out	Audit Report	Audit Report	Head of HR Services	Head of HR Services	April 2018	G	March – Payroll provider unable to provide data up to 31 March 2017 but will report up to 31 March 2018
4	Raise awareness of disabilities: Deafness awareness		Increased awareness of deafness	Head of HR Services	E&D presentation	July 2018	G	March – training on training day well received. Mental health awareness, going forward

SINGLE EQUALITY DUTY ACTION PLAN 2017/18

3 Access and Information								
No	Actions Planned	Evidence	Expected Outcomes	Person Responsible for Action	How Monitored	By When	CRAG	Comments
1	Improve the promotion of diverse faith across the academic year	Termly displays and events in the street celebrating faith	Maintaining a culture of tolerance and respect for faith	Student Services Manager	Termly activities	July 2018	G	March – contemplation room 'softened' and to be promoted during induction
2	Obtain views from staff on accessibility of building	Presentation to SED committee	Awareness of improvements that could be made	Head of HR Services	Head of HR Services	July 2018	A	March – lift usage was 'interesting'

CRAG Summary

1 Learners

Total	R = 1 (20%)	A = 0	G = 4 (80%)	C = 0
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2 Staff

Total	R = 0	A = 2 (50%)	G = 2 (50%)	C = 0
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3 Access and Information

Total	R = 0	A = 1 (50%)	G = 1 (50%)	C = 0
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