

SINGLE EQUALITY DUTY ACTION PLAN 2015/16 (EDIMs)



Approved – 04 November 2015
Updated – 09 November 2016

Appendix C

	Date		Date
November	04 November 2015	Follow up meeting with SED sub-group	08 December 2015
February	03 February 2016	Follow up meeting with SED sub-group	29 June 2016
May	06 July 2016	Follow up meeting with SED sub-group	

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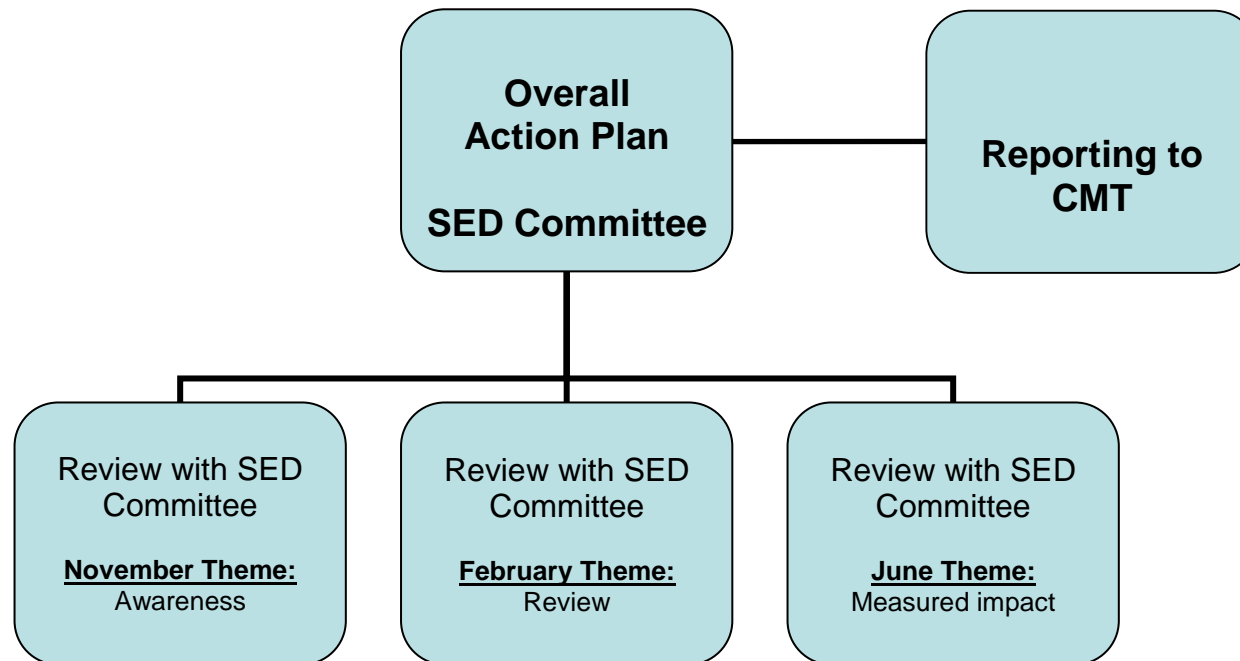
Structure

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 November, March and May 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.



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1 Learners								
No	Actions Planned	Evidence	Expected Outcomes	Person Responsible for Action	How Monitored (Reportee)	By When	CRAG	Comments
1	Improve the success rates of 24+ age male and female apprentices	Report identifying apprentice success rates according to age	Regular ALS for all apprentices over the age of 24	ALS – WBL support team	CM - WBL	July 2016	G	Positive signs. Dedicated ALS established. Help taken up. Awaiting impact. Increased retention due to support of learning mentor
2	Enrol more adult male learners on classroom provision as well as female apprentices by reviewing the curriculum offer and delivery method.	Report showing the %age of learner genders on both classroom based and apprenticeship provision	A better gender mix represented in all marketing activities	Marketing	DP	July 2016	G	Still recruiting so awaiting impact. 3 males on the Foundation Degree. Student Applications Classroom Female 59.82% Male 40.18% - representative of local demographic Apps: Female 25% Male 75%
3	Monitor success rates of non-white British apprentices compared to those of white British apprentices	Report identifying apprentice success rates according to ethnicity	Review performance of all apprentices	WBL co-ordinator	CM - WBL	July 2016	G	The success and retention rates of all apprentices has improved
4	Improve the success rates of 24+ age apprentices with or without learning difficulties and/or disabilities	Report identifying apprentice success rates according to with or without learning difficulties and/or disabilities	Review performance of all apprentices	WBL co-ordinator	SG	July 2016	G	Indications are that 24+ apprentices are doing well

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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 2016	G	All staff (apart from very new) have completed their E&D Skillgate. 98% as at 29.06.16
2	Promote the 6 month DL E&D course to those who would champion and review E&D within their department	CPD Record	Key College representatives promoting E&D	DP	Head of HR Services	July 2016	A	Send email to promote this to all CMs, Learner Services staff and SED Committee 3 staff in process as at 29.06.16 S Moley promoting DL course Staff prioritising Safeguarding and Prevent Training

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 the faith room and other faith related dates	Displays in The Street	Promotion of the provision of a Faith Room and faith related activities	Learner Services Manager	Poster and Faith Calendar Engagement with Chaplain Use of Faith room	July 2016	C	Discussed and covered in main minutes. Room now neutral and fit for purpose but used more by staff than students.

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CRAG Summary

1 Learners

Total	R =	A =	G = 4 (100%)	C =
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2 Staff

Total	R =	A = 1 (50%)	G = 1 (50%)	C =
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3 Access and Information

Total	R =	A =	G =	C = 1 (100%)
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