

EQUALITY & DIVERSITY REPORT: 2018/19

1 INTRODUCTION

- 1.1 Coventry College is a medium-sized college located in the city of Coventry and the LEP area of Coventry and Warwickshire. Coventry College was formed in August 2017 following the merger of Henley College Coventry and City College Coventry. It is the main General Further Education provider in the city, delivering vocational, technical and professional education and training to over 7,000 students of all ages, from entry level to higher education.
- 1.2 The College recruits a high proportion of learners from areas of high social and economic deprivation. The city has above average levels of diversity, with Black, Asian and minority ethnic (BAME) residents comprising 33% of the population, compared to 20% nationally and 21% for the West Midlands; these cohorts include large numbers of Syrian refugees, asylum seekers and newly-arrived communities.
- 1.3 The College has an Equality, Diversity and Inclusion Policy that outlines the College's commitment to equality in all aspects of College life. It is available on the College website. The policy is supported by an equality, diversity and inclusion (EDI) action plan which is reviewed on an annual basis. The plan for 2019/20 can be found at Appendix 1.

2 LEARNER DATA ANALYSIS 2018/19

- 2.1 The following learner data for 2018/19 was collected and analysed:
 - Learner profile by gender, ethnicity, disability and age
 - Performance of learners by gender, ethnicity, disability and age
 - Outcomes for vulnerable learners
 - Outcomes for learners in receipt of free meals
 - Outcomes for learners with an Education, Health and Care Plan (EHCP).
- 2.2 The 2016/17 data is an amalgamation of learner data for the former Henley College and City College.
- 2.3 For comparison purposes, the College's overall learner achievement rate for 2018/19 was 81.3%, against a national average of 85.9%.
- 2.4 In analysing the achievement rates detailed below in order to identify any potential achievement gaps, a rag-rating approach has been applied. Any achievement rate lower than the College's overall achievement rate has been ragged red if the gap is 3% or more. However, as noted above, the College's overall achievement rate was lower than the national average; there are therefore some instances where the achievement rates of particular groups may be higher than the College rate but still lower than the overall national average and/or national average for that particular group.

3 GENDER

3.1 As can be seen from the table below, in 2018/19 the gender balance was comparable, with slightly more male learners. This position is unchanged from last year.

Learner numbers

Gender	2016/17		2017/18		2018/19	
	Learners	%	Learners	%	Learners	%
Female	4,183	49.1%	3,660	49.1%	3,549	49.0%
Male	4,328	50.9%	3,788	50.9%	3,687	51.0%

Achievement rates by gender

Gender	2016/17		2017/18		2018/19	
	Leavers	Ach Rate	Leavers	Ach Rate	Leavers	Ach Rate
Female	5,486	83.5%	5,317	82.1%	5,280	83.2%
Male	5,304	82.2%	4,981	82.3%	5,088	79.2%

3.2 Whilst achievement rates between males and females had been comparable for 2016/17 and 2017/18, the above table highlights a fall in male achievement rates of 3.1% compared to 2017/18. At 79.2%, male achievement is 2.1% below the College's overall achievement rate, 6.7% below the overall national average, and 6.3% below the national average for males as a group.

3.3 Whilst retention was comparable (93.2% and 93.3% for females and males respectively), at 84.9%, male pass rates were lower than females by 4.4%.

4 ETHNICITY

4.1 Overall, in 2018/19, of those learners who declared their ethnicity, 39.7% of College learners were from BAME backgrounds. The table below provides a more detailed breakdown of the different ethnic groups.

Learner numbers

Ethnicity	2016/17		2017/18		2018/19	
	Learners	%	Learners	%	Learners	%
White British	4,576	53.8%	3,907	52.5%	3,650	50.4%
Irish	25	0.3%	29	0.4%	32	0.4%
Gypsy or Irish Traveller	8	0.1%	6	0.1%	6	0.1%
Any other White background	799	9.4%	668	9.0%	596	8.2%

Ethnicity	2016/17		2017/18		2018/19	
	Learners	%	Learners	%	Learners	%
White and Black Caribbean	173	2.0%	169	2.3%	144	2.0%
White and Black African	40	0.5%	46	0.6%	52	0.7%
White and Asian	76	0.9%	55	0.7%	59	0.8%
Any Other Mixed/Multiple ethnic background	83	1.0%	61	0.8%	59	0.8%
Indian	430	5.1%	374	5.0%	362	5.0%
Pakistani	305	3.6%	272	3.7%	269	3.7%
Bangladeshi	64	0.8%	54	0.7%	57	0.8%
Asian/Asian British - Chinese	51	0.6%	37	0.5%	36	0.5%
Asian/Asian British - Any other Asian background	299	3.5%	275	3.7%	272	3.8%
Black/Black British - African	887	10.4%	821	11.0%	865	12.0%
Black/Black British - Caribbean	137	1.6%	105	1.4%	115	1.6%
Black/Black British - Any other Black background	105	1.2%	98	1.3%	105	1.5%
Arab	138	1.6%	130	1.7%	136	1.9%
Other	301	3.5%	299	4.0%	289	4.0%
Not Known/Provided	14	0.2%	42	0.6%	132	1.8%

Achievement rates by ethnicity

Ethnicity	2016/17		2017/18		2018/19	
	Leavers	Ach Rate	Leavers	Ach Rate	Leavers	Ach Rate
African	1,542	82.4%	1,550	79.8%	1,676	81.6%
Any Other Asian background	459	86.7%	485	82.7%	454	85.9%
Any Other Black background	223	89.2%	178	80.3%	189	84.1%
Any other ethnic group	455	83.5%	433	85.7%	543	87.8%
Any Other Mixed/Multiple ethnic background	108	83.3%	91	83.5%	81	76.5%
Any Other White background	1,185	84.2%	1,097	86.1%	945	83.9%
Arab	187	86.1%	210	88.1%	271	89.7%
Bangladeshi	104	85.6%	82	84.1%	92	83.7%

Ethnicity	2016/17		2017/18		2018/19	
	Leavers	Ach Rate	Leavers	Ach Rate	Leavers	Ach Rate
Black Caribbean	201	83.6%	173	78.6%	184	82.6%
Chinese	50	90.0%	37	91.9%	45	93.3%
White British	4,838	81.5%	4,522	81.5%	4,321	79.0%
Gypsy or Irish Traveller	15	60.0%	13	53.8%	11	45.5%
Indian	538	88.1%	492	85.6%	473	84.8%
Irish	38	86.8%	33	87.9%	51	68.6%
Not Provided	15	80.0%	29	75.9%	227	81.5%
Pakistani	435	84.8%	458	81.4%	450	78.2%
White and Asian	108	75.0%	109	84.4%	96	81.3%
White and Black African	65	81.5%	80	80.0%	83	78.3%
White and Black Caribbean	224	75.0%	226	77.4%	176	71.6%

- 4.2 As can be seen from the above table, the majority of groups performed broadly at or above the College's overall achievement rate of 81.3%. However, the largest cohort of learners, White British, were below by 2.3%. At 79.0%, this group's achievement rate fell by 2.5% compared to last year, is 6.7% below the national average for this group and 6.9% below the national average overall. Whilst retention was at 91.1%, slightly higher than last year's figure of 90.2%, pass rates fell by 3.6% to 86.8% in 2018/19.
- 4.3 Notable groups below the 81.3% were White and Black Caribbean learners (by 9.7% - achievement also fell by 5.8% compared to the previous year); learners from Any Other Mixed/Multiple ethnic background (by 4.8% - achievement also fell by 7% compared to the previous year); Irish learners (by 12.7% - achievement also fell by 19.3% compared to the previous year); Pakistani learners (by 3.1% - this cohort has seen a decline in performance of 6.6% over the 3-year period); and White and Black African (by 3% - achievement rates for this cohort have also fallen throughout the 3-year period). Although a small number, at 45.5% Gypsy/Irish travellers were also significantly below the College's overall achievement rate, with performance declining over the 3-year period.
- 4.4 With the exception of Irish learners, the same position could be seen at national level, with the groups listed in 4.3 also performing below the overall national average in 2018/19.

5 DISABILITY

- 5.1 Overall, in 2018/19, of those learners who provided the information, 20.1% declared a disability, learning difficulty, and/or health issue.

Learner numbers

Disability/Learning Difficulty/Health Issue	2016/17		2017/18		2018/19	
	Learners	%	Learners	%	Learners	%
Learning difficulty/disability/health issue	1364	16.0%	1169	15.7%	1408	19.5%
No learning difficulty or disability	6659	78.2%	5703	76.6%	5587	77.2%
No information provided	488	5.7%	576	7.7%	241	3.3%

Achievement rates by disability

Disability, Learning Difficulty and/or Health Issue	2016/17		2017/18		2018/19	
	Leavers	Ach Rate	Leavers	Ach Rate	Leavers	Ach Rate
No learning difficulty or disability	8,747	83.3%	7,995	82.5%	7,984	82.4%
Learning difficulty or disability	1,909	81.1%	2,105	80.7%	2,312	77.6%
No information provided	134	81.3%	198	87.9%	72	75.0%

- 5.2 The above table shows that overall achievement rates for disabled learners have fallen over the 3-year period. They are now 3.7% below the College's overall achievement rate, 4.8% below the achievement rate of College learners who have no learning difficulty or disability and 6.1% below the national average for this group (83.7%).

6 AGE

- 6.1 In 2018/19, most of the College's learners were within the 19+ age group, as can be seen from the table below.

Learner numbers

Age Group	2016/17		2017/18		2018/19	
	Learners	%	Learners	%	Learners	%
14-16	59	0.69%	89	1.2%	71	1.0%
16-18	3,768	44.27%	3,577	48.0%	3,203	44.3%
19+	4,684	55.03%	3,782	50.8%	3,962	54.8%

Achievement by Age

Age Group	2016/17		2017/18		2018/19	
	Leavers	Ach Rate	Leavers	Ach Rate	Leavers	Ach Rate
16-18	6,372	82.9%	6,475	83.6%	5,998	79.0%
19+	4,418	82.9%	3,823	79.8%	4,370	84.3%

- 6.2 The above table highlights that the achievement rate for 16-18 learners was 79.0%, a fall of 4.6% compared to 2017/18 and 2.3% below the College's overall achievement rate. The decline in performance is primarily due to low achievement rates at Level 1,

where achievement rates currently stand at 73.2%, significantly below the national average of 80.8%. Although retention at level 1 was 92.6%, 1.1% above the national average for this level and age group, the pass rate was 79.1%, against a national average of 88.2%.

- 6.3 By comparison, the achievement rate for 19+ learners increased by 4.5% in 2018/19 and was 3% above the College's overall rate. However, at 84.3% this was still 4.8% below the national average for learners within this age group.

7 VULNERABLE LEARNERS

- 7.1 The table below shows outcomes for those learners in receipt of the Vulnerable Bursary over a 3-year period.

2016/17		2017/18		2018/19	
Leavers	Ach Rate	Leavers	Ach Rate	Leavers	Ach Rate
310	80.6	173	79.8	302	79.1%

- 7.2 At 79.1%, achievement rates were 2.2% below the College's overall rate. There has been a gradual decline across the 3-year period.
- 7.3 At 94.1%, retention was higher than the overall College 2018/19 retention rate of 93.3%; however, at 83.9% the pass rate was 3.2% below the College's overall pass rate of 87.1%.

8 LEARNERS IN RECEIPT OF FREE MEALS

2016/17		2017/18		2018/19	
Leavers	Ach Rate	Leavers	Ach Rate	Leavers	Ach Rate
834	84.3%	1,161	85.2%	1,816	82.0%

- 8.1 Although 0.7% higher than the College's overall achievement rate, outcomes for learners in receipt of free meals saw a decline of 3.2% compared to 2018/19.

9 LEARNERS WITH AN EDUCATION, HEALTH & CARE PLAN

- 9.1 The table below shows outcomes for those learners with an Education, Health and Care Plan (EHCP).

	2016/17		2017/18		2018/19	
	Leavers	Ach Rate	Leavers	Ach Rate	Leavers	Ach Rate
Has EH&C Plan	261	86.2%	371	81.7%	372	75.5%
No EH&C Plan	10,529	82.8%	9,927	82.2%	9,996	81.5%

- 9.2 At 75.5%, achievement rates for learners with an EHCP were 5.8% below the College's overall rate for 2018/19, and also fell by 6.2% compared to the previous year. There has been a decline of 10.7% over the 3-year period.

9.3 At 95.7%, retention was higher than the overall College 2018/19 retention rate of 93.3%; however, at 78.9% pass rates were 8.2% below the College’s overall pass rate of 87.1%.

10 STAFFING DATA

10.1 The following staff data was collected and analysed:

- Gender, ethnicity and disability of employees by staff category (management, teaching and business support)
- Gender, ethnicity and disability of employees by grade
- Age profile of staff
- Sexual orientation
- Religion/belief.

10.2 As at 31 July 2019, 405 permanent staff were employed by the College.

10.3 Prior to merger the former Henley College and City College used two different HR systems to hold employee information, including equality data. Post-merger, the transfer of data into the new HR system for the merged college resulted in the loss of a significant amount of staff equality information. The HR team has been steadily re-populating the loss of data manually; whilst good progress has been made in recreating equality information, at the time of writing this report, there were 59 staff for whom this information was not complete. Therefore, it should be noted that the following analysis is based on 346 staff.

10.4 The latest Further Education Workforce Data for England report (2017-18) which provides headline information on the staffing make-up of the FE sector in England, was used to compare Coventry College staffing data with the sector in general.

10.5 GENDER

10.5.1 The majority of College staff are female; women comprise 66% of the permanent College workforce. This is in keeping with the sector in general, although the proportion of female staff at Coventry College is higher than that of the sector, which is 61%.

Gender Staff Profile by Staff Category (as at 31 July 2019)

Staff Category	Actual number of males	Males by category (%)	Actual number of females	Females by category (%)
SLT	1	20	4	80
Management*	8	53	7	47
Teachers	62	41	91	59
Business Support	46	27	127	73
TOTAL	117		229	

* Management is defined as Heads of Faculty/Sections, other CMT Managers

10.5.2 The above table shows that female representation at senior level is good, and at middle management level is broadly comparable. However, given that women

comprise two-thirds of the College workforce they are still slightly under-represented at middle management level.

- 10.5.3 There is significantly higher female representation within the business support staff category.

Gender Staffing Profile by Seniority/Grade (as at 31 July 2019)

- 10.5.4 As at the above date, the gender profile of the College's Senior Leadership Team comprised 1 male (20%) and 4 females (80%).

- 10.5.5 The following tables indicate the College's gender profile across the teaching and business support posts/grades within College.

Teaching posts/grades

Post/Grade	Male (No.)	Male %	Female (No.)	Female %
Heads of Faculty/Other CMT managers	4	57	3	43
Programme Managers/Other Curriculum Managers/Teaching Coaches	8	36	14	64
Teaching Pay Bands	54	41	77	59
Total	66		94	

Business Support posts/grades

Post/Grade	Male (No.)	Male %	Female (No.)	Female %
Heads of Section/Function	4	50	4	50
Senior Officer/Managers (grades SO1, SO2, POD, POE)	6	21	22	79
Scale 4 – 6	34	28	86	72
Scale 1 – 3	2	11	16	89
Point D (General Assistants)	2	40	3	60
Apprentice	2	100	0	0
Total	50		131	

- 10.5.6 The above tables indicate that women are slightly under-represented at teaching middle management level (Heads of Faculty/CMT managers), although representation at business support middle management level is equal. There is greater representation of females in both senior and main grade teaching roles; female representation is also higher at senior business support post level.

- 10.5.7 However, the table for business support posts/grades also indicates that women tend to be over-represented in the lower-graded posts, in particular those at Scale 1-3. Many of the lower-graded posts are also likely to be part-time and/or term time only.

10.6 Gender Pay Gap

- 10.6.1 The Equality Act 2010 (Gender Pay Gap Information) Regulations 2017, in force from 6 April 2017, require private and voluntary sector employers with 250 or more employees in the UK to report their gender pay gap, based on pay data captured at 31 March each year (the 'data snapshot date').

10.6.2 In the latest report (based on data as at 31 March 2018), the College's mean gender pay gap in hourly pay is 12.6% in favour of men. The mean gender pay gap is a measure of the difference between women's mean hourly wage and men's mean hourly wage. However, at 12.6% this is lower than the overall national gender pay gap of 17.9%, and also lower than that of the FE sector overall (15.7%).

10.6.3 The full gender pay gap report can be found on the College's website. Specific actions in relation to addressing the gender pay gap can be found in the EDI action plan (Appendix 1).

11 ETHNICITY

11.1 As at 31 July 2019, of all permanent staff for whom equality data was available and who declared their ethnicity, 60 (17.6%) were from BAME backgrounds. This is slightly lower than the FE sector as a whole (20%).

Ethnicity Staff Profile by Staff Category (as at 31 July 2019)

Staff Category	White (no.)	%	Mixed (no.)	%	Black/ Black British (no.)	%	Asian/ Asian British (no.)	%	Other (no.)	%	Do Not Wish to Dis. (no.)	%
SLT	5	100	0	0	0	0	0	0	0	0	0	0
Management*	15	100	0	0	0	0	0	0	0	0	0	0
Teachers	121	79	6	4	4	3	16	10	3	2	3	2
Business Support	140	81	8	5	7	4	16	9	0	0	2	1
Total	280		14		11		32		3		6	

* Management is defined as Heads of Faculty/Sections and other CMT Managers

11.2 The above table highlights that the highest proportions of BAME staff can be seen within the teaching staff categories (21%). Given that 39.7% of the College's learner body are from BAME backgrounds, it is clear that the current staffing profile does not reflect that of the learner body, nor that of the local community, and the need to improve BAME representation amongst staff is an issue for the College to address. Further information is contained in the staffing section of the EDI action plan (Appendix 1).

Ethnicity Profile by Seniority/Grade (as at 31 July 2019)

Teaching

Post/Grade	White (no.)	%	Mixed (no.)	%	Black/ Black British (no.)	%	Asian/ Asian British (no.)	%	Other (no.)	%	Do Not Wish to Dis. (no.)	%
Heads of Faculty/Other	7	100	0	0	0	0	0	0	0	0	0	0

Post/Grade	White (no.)	%	Mixed (no.)	%	Black/ Black British (no.)	%	Asian/ Asian British (no.)	%	Other (no.)	%	Do Not Wish to Dis. (no.)	%
CMT Managers												
Programme Managers/ Other Curriculum Managers/ Teaching Coaches	18	82	0	0	0	0	4	18	0	0	0	0
Teaching Pay Bands	103	79	6	5	4	3	12	9	3	2	3	2
Total	128		6		4		16		3		3	

- 11.3 The above table shows that there is no BAME representation within the teaching middle management level. However, whilst small numbers, BAME staff are represented within the senior teaching pay band.

Business Support

Post/Grade	White (no.)	%	Mixed (no.)	%	Black/ Black British (no.)	%	Asian/ Asian British (no.)	%	Oth (no)	%	Do Not Wish to Dis. (no.)	%
Head of Section / Function	8	100	0	0	0	0	0	0	0	0	0	0
Senior Officer/Manager (grades SO1, SO2, POD, POE)	26	92	0	0	1	4	1	4	0	0	0	0
Scale 4 – 6	95	79	6	5	3	3	14	11	0	0	2	2
Scale 1 – 3	14	78	1	6	2	11	1	6	0	0	0	0
Point D	3	60	1	20	1	20	0	0	0	0	0	0
Apprentice	2	100	0	0	0	0	0	0	0	0	0	0
Total	148		8		7		16		0		2	

- 11.4 The highest proportion of BAME staff can be seen within the Scale 1-3 and point D pay bands. However, it should be noted that due to the small numbers of BAME staff within each pay banding, the usefulness of percentage comparisons is limited.

12 DISABILITY

- 12.1 As at 31 July 2019, of all permanent staff for whom equality data was available and who declared their status, 26 (7.5%) declared a disability. This is slightly lower than the sector figure of 10%.

Disability Staff Profile by Staff Category (as at 31 July 2019)

Staff Category	Actual number of staff declaring disability	Declared disabled by category (%)	Actual number of staff – no declaration of disability	No declaration by category (%)	Do Not Wish to Disclose	Do Not Wish to Disclose (%)
SLT	0	0	5	100	0	0
Management*	0	0	15	100	0	0
Teachers	11	7	141	92	1	1
Business Support	15	9	158	91	0	0
TOTAL	26		319		1	

* Management is defined as Heads of Faculty/Sections and other CMT Managers

- 12.2 There are no disabled staff employed within senior or middle management roles.
- 12.3 The proportion of learners declaring a disability in College is currently 20.1% and so it is clear that the current staffing profile does not reflect that of the learner body and is an issue for the College to address.

Disability Staffing Profile by Seniority/Grade (as at 31 July 2019)

- 12.4 None of the College's Senior Leadership Team has declared a disability.
- 12.5 The following tables indicate the College's disability profile across the teaching and business support posts/grades within College.

Teaching

Post/Grade	Actual number of staff declaring disability	Declared disabled by category (%)	Actual number of staff – no declaration of disability	No declaration by category (%)	Do Not Wish to Disclose	Do Not Wish to Disclose (%)
Heads of Faculty/ Other CMT Managers	0	0	7	100	0	0
Programme Managers/Other Curriculum Managers/ Teaching Coaches	0	0	22	100	0	0
Teaching Pay Bands	11	8	119	91	1	1
Total	11		148		1	

Business Support

Post/Grade	Actual number of staff declaring disability	Declared disabled by category (%)	Actual number of staff – no declaration of disability	No declaration by category (%)	Do Not Wish to Disclose	Do Not Wish to Disclose (%)
Head of Section/Function	0	0	8	100	0	0
Senior Officer/Manager (grades SO1, SO2, POD, POE)	0	0	28	100	0	0
Scale 4 – 6	14	12	106	88	0	0
Scale 1 – 3	1	6	17	94	0	0
Point D	0	0	5	100	0	0
Apprentice	0	0	2	100	0	0
Total	15		166		0	

- 12.6 The above tables highlight that as well as having no representation at senior and middle management level, there are no disabled staff in senior posts within the teaching or business support categories. Within the business support table the greatest number of disabled staff can be seen within the Scale 4-6 pay band.

13 AGE

- 13.1 The following table indicates the College's overall age profile for permanent staff as at 31 July 2019.

Age Group	No.	% of overall workforce
16 – 19 years	4	1
20 – 29 years	44	13
30 – 39 years	67	19
40 – 49 years	90	26
50 – 59 years	97	28
60 – 64 years	33	10
65+	11	3
Totals	346	100

- 13.2 The majority of staff for which information is available are within the 40-59 age band. This is typical of the sector, with the median age of the FE workforce being 47 years. Only 10% of the sector workforce is under 30.

14 SEXUAL ORIENTATION AND RELIGION/BELIEF

- 14.1 Of the 346 staff for whom equality data was available, 90.3% had chosen to disclose their sexuality. Of these, 87% were heterosexual, 1.8% bisexual, and 1.5% gay/lesbian; 9.7% actively preferred not to disclose.
- 14.2 The Further Education Workforce Data for England report indicates that 79% of the FE workforce self-report as heterosexual, with 2% identifying as gay, lesbian or bisexual and 19% choosing not to disclose.

14.3 In relation to the disclosure of religion/belief, 57.2% of College staff declared themselves as Christian, 4% Sikh, 3.5% Muslim, 1.7% Hindu, 0.3% Buddhist and 2.6% as 'Other'. 24% stated they had no religion or belief; 6.7% preferred not to disclose.

14.4 There is no sector data currently available for religion/belief disclosure.

15 EQUALITY, DIVERSITY AND INCLUSION PRIORITIES FOR 2019/20

15.1 The College has developed an action plan which outlines the key equality priorities for the 2019/20 academic year. It can be found at Appendix 1.

EQUALITY, DIVERSITY & INCLUSION ACTION PLAN: KEY PRIORITIES 2019/20

TEACHING & LEARNING

*Protected characteristic (PC) addressed: Gender (G) Race (R) Disability (D) Age (A) Sexuality (S) Religion/Belief (RB) Gender Re-assignment (GR) Pregnancy/Maternity (PM) Marriage/Civil Partnership (MC)

ACTION/TARGET	*PC	INTENDED IMPACT	LEAD MANAGER(S)	BY WHEN
<p>1. Improve learner performance and narrow achievement gaps through:</p> <ul style="list-style-type: none"> • Personalised target-setting • Improved monitoring of progress (key assessment points) throughout academic year to facilitate timely support/intervention for at-risk learners • Termly ‘critical friend’ reviews at curriculum team level, to identify under- performance of particular groups where applicable and inform strategies to address • Development of digital learning mechanisms to promote independent learning • Use of established learner feedback mechanisms 	All	<p>Improved achievement rates</p> <p>Narrowing of the achievement gap; improved learner success</p>	DD/LB	July 20

ACTION/TARGET	*PC	INTENDED IMPACT	LEAD MANAGER(S)	BY WHEN
2. Undertake comprehensive review of learner support – revised staffing structure implemented to ensure holistic support in place for learners through clear, focused job roles that support achievement and progression and provide the appropriate level and type of support required by vulnerable learners/learners with additional support needs	All	Improved achievement rates Narrowing of achievement gap between learners who have additional support needs and those who do not – outcomes to be comparable	DD/DW	April 20
3. Review process for collecting learner data	All	Complete record of learner information available to facilitate support in relation to declaration of additional needs and to facilitate more accurate reporting of learner outcomes across all equality strands	DW/Head of MIS	Feb 20
4. Continue to embed a varied annual programme of enrichment activities that develops employability, entrepreneurial skills and prepares learners for life in wider society	All	Learners develop personal, social and employability skills, and are able to make a contribution as employees and to life in wider society	KG/JG	Ongoing
5. Implement learner mental health ‘champions’ initiative; deliver programme of activities throughout the academic year specifically raising awareness of mental health issues and support available	D	Excellent support in place for learners experiencing mental health issues; awareness–raising initiatives rolled out to tackle the stigma around mental health	KG/JG	Ongoing

STAFFING

ACTION	*PC	INTENDED IMPACT	LEAD MANAGER(S)	BY WHEN
1. Ensure staff E&D data is fully up to date to facilitate detailed reporting of staff profiles and inform target setting	All	Comprehensive staff data available to facilitate detailed E&D reporting, to inform target-setting and action planning to ensure the staffing profile is representative of the learner body and community	DW/Head of HR	Jan 20
2. Based on analysis of staff profile, increase % of BAME and disabled staff by 2.5% (in line with sector) through: <ul style="list-style-type: none"> • comprehensive review of the staff recruitment process; improved jobs website presence and online application facility • wide range of advertising methods • recruitment fayre – promoting teaching as a career within local community • detailed and regular analysis of progress of under-represented groups through the selection/promotion process 	R, D	Staffing profile more representative of the learner body and community A fair and professional recruitment process is in place in which under-represented groups are not placed at an unfair disadvantage The application process is clear and easily accessible to all	DW/Head of HR	July 20
3. Deliver leadership development programme/ toolkit for managers – to also include aspiring managers	All	The skills of the workforce are maximised; the number of under-represented groups progressing to senior posts within the College is	DW	July 20

ACTION	*PC	INTENDED IMPACT	LEAD MANAGER(S)	BY WHEN
		increased, particularly women, BAME and disabled staff		
<p>4. Offer training/support to staff on range of health-related issues. Priority areas for 2019-20:</p> <ul style="list-style-type: none"> • Mental health awareness • Developing resilience/stress management • General well-being 	D	Promotion of the College as a supportive, flexible employer, committed to the health and well-being of its staff	DW/Head of HR	July 20
5. Sign up to DWP's 'Disability Confident' Scheme for employers	D	Disabled people and those with long term health conditions have the opportunities to fulfil their potential and realise their aspirations	DW/Head of HR	Dec 19
6. Sign up to the 'Time to Change' Employer pledge	D	Excellent practice in place to support staff experiencing mental health issues and to tackle the stigma around mental health	DW	Sept 19

ACTION	*PC	INTENDED IMPACT	LEAD MANAGER(S)	BY WHEN
<p>7. In response to the outcomes of the College's gender pay report, review the following:</p> <ul style="list-style-type: none"> • staff recruitment processes • existing pay scales and grades • assessment of salary on appointment, pay and working practices • flexible working arrangements • training and development opportunities 	G	College is able to identify, and act on, any gender pay inequalities; pay structures are transparent; ability to attract, develop and retain high calibre female staff is improved	DW	Feb 20

EQUALITY: GENERAL

ACTION	*PC	INTENDED IMPACT	LEAD MANAGER(S)	BY WHEN
<p>1. Establish equality-related working groups as follows:</p> <p>a) E&D Management Group</p> <p>b) Cross-College Equality forum, comprising staff and learner representatives</p>	All	<p>To provide a mechanism by which to:</p> <p>a) drive forward E&D priorities and assess progress against targets/action planning</p> <p>b) promote learner and staff voice in relation to E&D, and feed back any issues/developments</p>	DW	Jan 20
<p>2.. Implement the revised equality impact assessment (EIA) process</p>	All	<p>More rigorous assessment of EIA as a result of more effective staff and learner representation and involvement</p>	DW	Jan 20
<p>3. Review and update equality-related policies (e.g. Transgender Policy)</p>	GR	<p>Promote understanding and raise awareness; assist the College in meeting the needs of any transgendered students/staff</p>	DW	Mar 20

ACTION	*PC	INTENDED IMPACT	LEAD MANAGER(S)	BY WHEN
4. Undertake a comprehensive review of the College's estate and services from an equality perspective (accessibility, equity in facilities, services, etc. across both campuses)	All	Both campuses provide good access for individuals with mobility issues; learners and staff have equal access to facilities and services across both campuses	DD/DW/Head of Estates	July 20