

Appendices:

REPORT TO CURRICULUM, QUALITY AND PERFORMANCE COMMITTEE

MONDAY 14 NOVEMBER 2011

EQUALITY AND DIVERSITY ANNUAL REPORT 2010/11

Report compiled by the Vice-Principal Resources, Assistant Principal Learner Support and Inclusion, the Head of Inclusion and Vice Principal Resources.

The Curriculum, Quality and Performance Committee is recommended to approve the Equality and Diversity Annual Report 2010/11.

Summary

1 Relation to College Strategic Plan

This report should be viewed in the context of the College Mission and Corporate Strategy 2011-2014, in particular Objective 1:

“Ensure access to, and promote progression within, a range of personalised learning opportunities in a culture that listens to learners, values and celebrates diversity and learner success, and where staff and students feel and are safe.”

2 Key Issues

The College operates within the legislative framework of the Equality Act (2010) and the Public Sector Equality Duty (2011) and other relevant legislation i.e.:

- The EU Framework for Equal Treatment in Employment Directive (2000)
- The Work and Families’ Act (2006)
- The Human Rights Act (1998)
- The Protection from Harassment Act (2007)

The College is compliant with current legislation through its policies and procedures. procedures and replacing the Single Equality Scheme with a Strategic Equality and Diversity Action Plan. Thus ensuring that the College meets the requirement to publish information to demonstrate compliance with the Equality Duty at least annually (by 31 January) and set equality objectives at least every four years (to be published by 6 April).

The College continues to prioritise embedding equality and diversity through its core values and culture as the Corporate Strategy 2011-2014 clearly identifies inclusivity as a key strategic priority.

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The College performs well within the two key operating principles of Ofsted as evidenced by the outcomes of the Focussed Monitoring Visit: 05 to 06 January 2011 as the College was judged to have made reasonable progress in ensuring all groups of learners achieve as well as they can and any gaps in achievement are narrowing and significant progress in developing and promoting Equality and Diversity (particularly within the classroom).

Staff at all levels are appropriately trained in line with current legislation and Ofsted Common Inspection Framework requirements enabling staff at all levels to understand their role and responsibilities in relation to equality and diversity. Ofsted FMV noted 'that good staff development has clearly communicated the importance of equality and diversity'. In 2010/11 the Head of Inclusion trained 236 staff.

Whole-college data shows participation of female learners to be slightly higher than males (57% females). 22% of college learners declared a disability/learning difficulty or long-term health problem. 11% of learners declared their race/colour or national origin as black or minority ethnic. Of the three characteristics measured, there was no significant difference in retention rates.

In 2010/11 the College made reasonable progress in relation to its learner EDIMs. However, data analysis has highlighted that a key issue is the success rate of 19+ learners, the success rate of 16 to 18 learners on short courses and the success rate of apprentices who declare a disability/learning difficulty or health problem. Further analysis of the data and the implementation of appropriate, learning, teaching and support strategies to address them are being undertaken.

The College student diversity profile reflects that of the local community.

Performance against the College's equality and diversity goals in relation to staff recruitment was mixed during the 2010/11 academic year. As a result of this more emphasis is being placed upon achieving an increase in the number of disabled applicants and applicants with a BME background for College vacancies. This is being addressed through targeting of disabled and BME community groups with College advertisements and more effective promotion of vacancies on the College website and intranet.

The College has graded Equality and Diversity as Good (2) within its Self-Assessment Report.

3 Financial Implications

There are no specific financial implications arising from this report.

4 Learner Implications

- That the College actively promotes Equality and Diversity and tackles discrimination.
- That the College sets challenging targets and uses data to monitor, analyse and improve engagement and performance by different groups of learners to narrow the achievement gap.

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- The promotion of Equality and Diversity has impacted positively across the College as evidenced by the outcomes of the College student surveys.

Equality and Diversity Annual Report 2010 -2011

This report enables the College's Governing Body to monitor compliance with the existing equalities legislation, including the Equality Act 2010 and Public Sector Duty 2011 and performance against Ofsted standards. Appropriate arrangements are in place for reporting on Equality and Diversity to the Governing Body.

Legislative Framework

The Equality Act 2010 replaces previous anti-discrimination legislation within a single act. It aims to simplify the law, remove inconsistencies and make it easier to understand and comply with. It also aims to strengthen the law and to help tackle discrimination and inequality across all the protected characteristics, as defined in the Act

The Public Sector Equality Duty (PSED) requires public bodies, when carrying out their activities, to have "due regard" to the need to eliminate discrimination, advance, equality of opportunity and foster good relations between all groups of people.

The College proposes to operate a strategic approach to assessing "due regard" in relation to requirements of the Equality Act 2010, as opposed to reviewing the operational detail of each policy in isolation from its strategic context. An operational approach limits the opportunity for managers to understand the strategic importance of Equality and Diversity in relation to their scope of responsibility. The starting point will be the College's Corporate Strategy 2011-14 which is underpinned by the Equality Framework, followed by a programme of assessments covering all the management aspects of the College.

The Equality Act (Specific Duties) Regulations 2011 require public authorities to publish information to demonstrate compliance with the Equality Duty at least annually (by 31 January) and set equality objectives at least every four years (to be published by 6 April. In line with the requirements of the Equality Act 2010 all strategies, policies and procedures are currently being further updated to ensure compliance with the Public Sector Equality Duty 2011.

The College continues to prioritise embedding Equality and Diversity through its core values and culture as the Corporate Strategy 2011-2014 clearly identifies inclusivity as a key strategic priority. Moreover the College's Corporate Strategy 2011-2014 identifies the College's commitment to Equality and Diversity through Strategic Objective One.

The College has positively embraced the Equality and Diversity Agenda and comply with legislation through its mission, strategic objectives and its core values and principles. It is integral to all College policies and procedures, which are reviewed annually and are widely available to staff, students, the public and key stakeholders on the College website.

Key Progress

Ofsted's judgement on progress made in ensuring all groups of learners achieve as well as they can and any gaps in achievement are narrowing was *reasonable progress*

Ofsted commented that:

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“Strategies put in place by staff have led to a narrowing of the achievement gap in a number of areas. For example, adult learners with learning difficulties and/or learning disabilities and health problems were achieving less well than their peers but their success rate improved markedly in 2009/10 so that they achieved as well as their peers and in line with the national average. There was minimal difference in the long-course success rate for different age groups. (Focussed Monitoring Visit: 5th to 6th January 2011).

The gap between success rates for male and female adult learners was reduced to 1% in 2009/10, with success rates improving to the national rate. For learners ages 16 to 18 the gender gap, which had reduced in 2008/09, increased slightly in 2009/10. The success rates for both groups of learners increased but there was a greater improvement for female learners. For learners from different ethnic groups there were minimal differences in achievements for most groups and the achievement of many groups of learners improved.”

Ofsted’s judgement on what progress had been made in developing and promoting Equality and Diversity (particularly within the classroom) was *significant progress*.

Ofsted commented that:

“The College has put significant efforts into raising the profile of Equality and Diversity and in their promotion at all levels. A new management role has been developed to focus on inclusion and the performance of different groups of learners. Good staff development has clearly communicated the importance of Equality and Diversity and it has been embraced by staff. Subject area plans include challenging targets and teachers’ promotion of Equality and Diversity is reviewed as part of performance management and through the lesson observation process.

The College promotes Equality and Diversity well in displays of learners’ work, through the intranet and in marketing materials. Equality and Diversity topics are an integral aspect of the tutorial provision and teachers are developing good opportunities to promote Equality in their vocational lessons. Inspectors observed good integration of Equality and Diversity in their four joint observations. Teachers now share examples of good practice and successful lesson activities. The College’s work with vulnerable groups is very good.” (Focussed Monitoring Visit: 5th to 6th January 2011).

Within the College’s Self-Assessment Report the College has graded Equality and Diversity as “good”.

Equality and Diversity Training for Staff and Learners

The College complies with Ofsted guidance on good practice within FE by ensuring that its Equality and Diversity training is effective so that its governors, leaders, managers and staff understand their role and responsibilities in relation to Equality and Diversity.

Between September 2010 and July 2011 the Head of Inclusion trained approximately 236 staff at all levels and approximately 60 learners from across College in a variety of Equality and Diversity programmes.

The Governing Body have received training on the changes to legislation and its consequential impact on the College thus ensuring an understanding of their corporate responsibilities in relation to Equality and Diversity. Further training and reports will be provided to Governors as appropriate.

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The training has impacted positively as evidenced by the Ofsted judgement that: 'Good staff development has clearly communicated the importance of Equality and Diversity and it has been embraced by staff'. The College will continue to prioritise staff training to ensure that staff understand their roles and responsibilities in this regard and embrace the culture of inclusivity and mutual respect moving forward.

Promoting Equality and Celebrating Diversity

During 2010/11 a variety of events were used to promote Equality and Diversity by and within academies, the Student Union and Learning Resource Centre. These include: Epiphany, International Holocaust Memorial day, LGBT History Month, Anti-Bullying Week, Contraception Awareness Week, World Book Day, Fair Trade Week, Anti-Smoking Day, and International Women's Day.

The College effectively promotes Equality and Diversity through its website, the Disabled Go website and College Prospectuses and Student Handbook, plasma screens, promotional materials, College posters, and tutorials and in the curriculum. Additionally there is effective promotion of Equality and Diversity through both its learner and corporate induction.

During the induction 2010/11 students were actively involved in promoting Equality and Diversity through a competition to design a college poster, which was won by students from the Commercial Enterprise Academy. This facilitated ownership of the Equality and Diversity agenda by learners.

The College hosted a national Equality and Diversity and Inclusion conference in April on behalf. 80 delegates attended and gave positive feedback both on the conference contents and the College. The event contributed to increasing the College's profile nationally.

Equality and Diversity was fully integrated into the tutorial programme in recognition of the need to prepare learners for living and working in a multi-cultural society. Equality and Diversity is embedded into all aspects of Learning and Teaching. This programme has impacted positively as demonstrated by the Focussed Monitoring Visit: 5th to 6th January 2011 which identified that 'Equality and Diversity topics are an integral aspect of the tutorial provision and teachers are developing good opportunities to promote'.

The promotion of Equality and Diversity has been effective learners as evidenced by the outcomes of the College's learner surveys:

According to the FE Induction Survey October 2010/11:

- 96% of respondents said that they felt safe in college

According to the On-Programme Survey March 2011:

- 82.5% of respondents agreed/strongly agreed that everyone is treated with respect
- 85% of respondents agreed/strongly agreed that bullying is not tolerated
- 85%of respondents /strongly agreed that the College is a safe place to learn.

Social and Educational Inclusion

In an independent report by R21Education into FE colleges and recruitment equality the College is listed as “excellent”. The report is the result of an Equality Screening Exercise of 100 randomly selected UK Further Education (FE) Colleges, carried out in June 2011. The College webmaster will continue to work closely with the Assistant Principal: Learner Support and Inclusion and The Head of Inclusion to promote Equality and Diversity through the website and via the College’s proposed Equality and Diversity Facebook page. Life Skills learners will edit and manage the Equality and Diversity Blog from 2011/12.

ALS has had a positive impact on both retention and success rates and thereby promoting social and educational for learners in receipt of additional learning support. The overall success rate for all learners in receipt of support was 82%, ie 5% above the whole college rate. This represents continued improvement from 09/10 where the success rate for learners in receipt of ALS was 80%, ie 3% below the College success rate.

Whilst all learners in receipt of ALS make significant progress, success rates for females at 87%, are higher than those for males at 78%. These high levels of success are partially due to the high retention rate of learners who are supported.

Financial Support has impacted positively on retention with a retention rate ranging from 90% to 98% compared to a college rate of 91%.

The College will continue with its strategy of targeted interventions though ALS and Financial Support to promote social and educational inclusion.

The provision for learners with learning difficulties has been self-assessed as a grade one, with an overall success rate of 96%, which is an improvement of 16% on 2009/10 success rates and 4% above the national rate.

Doncaster College actively encourages learners with learning difficulties to express their views on provision. They take part in college surveys and are active members of the Student Parliament and in 2010/11 were members of Speaking Up, Doncaster’s Youth Parliament.

The College has effectively promoted educational inclusion through its 16 to 18 Level 1 (Long) provision where the success rate is 86.5% compared to the national rate of 76.7%. This marks a significant improvement from 2009/10 when the College success rate was 74.3%.

In 2010/11 the proportion of FE learners in receipt of disadvantaged uplift funding in was 62%. This is a 10% increase on the previous year and signifies that the College is recruiting more learners from disadvantaged backgrounds.

The College continues its commitment to social inclusion through the provision childcare at The Hub and High Melton to facilitate access for those with child care responsibilities.

The Head of Inclusion acted as the regional lead in an LSIS/NIACE CPD programme for disabled teaching and non-teaching staff in the Learning and Skills/FE sector. The project helped to raise the profile of the College nationally as a key player in the field of Equality and Diversity.

Reflecting the community and improving engagement

The College has significantly improved its partnership working with local special schools, Connexions and the local authority resulting in a more effective transition and placement process. The Head of Inclusion will continue to foster and developments these relationships to promote social and educational inclusion.

The College has developed an effective transition programme for Y11 Looked After Learners. This programme is in its third year and initially focussed on potential NEET young people. As a consequence of its success the programme has now been extended to include all Doncaster Year 11 LAC.

The College strives to ensure that its student diversity profile represents the local community. A key achievement in relation to social inclusion is that its BAME profile is 9.9% compared to a community profile of 3.5% and those declaring a disability is 15% compared to the community profile of 8.3%. The College's gender balance is 59% female and 41% male. Doncaster consists of 51% females and 49% males.

(Data Source: Student Enrolments: Proachieve 01.11.11)

The College will continue to widen participation in line with its Widening Participation Strategy. This will be further strengthened through its curriculum strategy underpinned detailed and accurate curriculum planning.

Arrangements to protect learners and staff from bullying, harassment and victimisation

The College has a clear Anti-harassment and Anti-bullying policy and procedure to ensure that action is taken to combat such behaviour and promote Equality and Diversity. This policy was reviewed and amended recently to ensure continued effectiveness in the handling of identified bullying and harassment and victimisation where identified. The College's zero tolerance to all forms of bullying, harassment and victimisation is promoted through handbooks, publicity materials, plasma screens, College website, induction and tutorials. There is a direct link from the student website - 'Push the Button' for students to report incidents of bullying, harassment and victimisation.

To further embed the College's zero-tolerance to bullying the Student Union delivered 27 anti-bullying workshops to a total of 434 learners. The impact of this has been to raise learners' awareness of bullying, victimisation and harassment and their impact on others may mean and how to report any perceived incidents. In addition a full programme of anti-bullying workshops has been planned for delivery in 2011/12.

The College follows up on feedback of all its training with the aim of further improving the quality of service to learners.

The College launched the '**Stay Safe on-line**' campaign in December 2011. The campaign is aimed at informing users of dangers that come with using the internet, specifically social aspect; Blogs, Social Media sharing websites (Facebook, Twitter) email and instant messaging. All these areas have direct links to chatdanger.com, direc.gov, smokescreen, CEOP (Child Safety and Online Protection). Since its launch the Stay Safe page has been well used with 1011 unique visitors and 1331 page loads.

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Doncaster College has its own nationally unique bullying reporting mechanism; ***Push the Button***. This site has had 475 unique visitors and 527 page loads.

Doncaster College is first in the borough to become a nationally recognised Hate Crime Reporting Centre. Student Union staff are trained to handle and report hate crimes to the relevant authorities.

Narrowing the achievement gap: Progress Update to 3 November 2011

In line with Ofsted's first Equality and Diversity operating principle, the College has demonstrated that it is effectively narrowing any achievement gap between groups of learners in terms of race, gender and disability. At the FMV in January 2011, inspectors judged that the College had made "reasonable progress" in demonstrating that they had met this requirement.

This has been achieved by setting challenging targets at both College and academy level and using data to monitor, analyse and improve engagement and performance by different groups of learners and to take action to reduce any significant variation in outcomes between different groups of learners to enable them to maximise their potential. Progress against these targets/ key performance indicators is included in the Principal's report to the Corporation: On Progress to Strategic Objectives 2011-14.

Progress against EDIMS: 2010/11 Learner Responsive Provision

Gender EDIM: To incrementally increase success rates for 16 to 18 males in comparison to the success rates for 16 to 18 females.

Partially achieved: Success rates for both males and females in this category increased dramatically: for males by 7% (from 72% in 2009/10 to 79% in 2010/11) and by 7% for females (from 74% in 2009/10 to 81% in 2010/11). However, a 2% achievement gap between male and female 16 to 18 learners remains.

Gender EDIM: To continue to increase success rates for 19+ Level 3 males.

Achieved: In 2010/11 the success rate for Level 3 males increased from 73% in 2009/10 to 79% in 2010/11.

Further analysis: The success rates for 19+ males and females have both fallen significantly: ie by 6% for females to 74% and by 5% to 74%. Both are therefore below the College rate of 78%.

Disability EDIM: To increase by 5% success rates for 16 to 18 learners who declare a learning difficulty/disability/long-term health problem.

Achieved: In 2010/11 the success rate for this cohort was 86%. This represents an increase in success rates of 14% from 72% in 2009/10.

Further analysis: In 2010/11 the success rate for 19+ learners who have declared a disability/learning difficulty or health problem is 74%. This is equal to the success rate for 19+ learners who did not declare a disability/learning difficulty or health problem in contrast to a success rate of 86% for 16 to 18 learners who declared a learning difficulty/disability/long-term health problem

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In 2010/11 success rates for 19+ learners who have declared a disability/learning difficulty or health problem have decreased by 6%.

Ethnicity EDIM: To increase success rates of BAME learners to bring them in line with success rates of White learners to remove the 2% difference in success rates.

Not achieved: In 2010/11 the difference in success rates between BAME learners (75%) and White (78%) increased to 3%.

Further analysis: The success rate for 16 to 18 BAME learners on long courses is 82% compared to the success rate of 80% for 16 to 18 White learners who are on long courses. Overall success rates (long and short) for 16 to 18 BAME learners are 78%. The overall success rates (long and short) for 16 to 18 White learners is 80%. The success rate for 16 to 18 BAME learners on short courses is 66% and 78% for 16 to 18 White learners on short courses.

Ethnicity EDIM: To increase the success rates for 19+ Indian learners by 3%.

Achieved: In 2010/11 success rate for 19+ Indian learners was 71%.

Success rates for 19+ Indian learners increased by 4% from 67% in 2009/10 to 71% in 2010/11.

Further analysis: more detailed work on the success rates for BAME learners is required, particularly for 16 to 18 learners of mixed race whose success rate is 70% in comparison to an overall college success rate of 80% in this category. Retention for this cohort of learners is 77% in comparison to a retention rate of 86% for the whole college.

The key issues with regard to learner responsive provision for the College are the success rates for 19 + learners (regardless of their ethnicity) and the success rate for 16 to 18 BAME learners on short courses. Appropriate learning, teaching and support strategies are being implemented at college and academy level to address these issues.

Further analysis of the data and the issues highlighted above (in particular in relation to the differences in performance around age, gender and ethnicity) will be undertaken on receipt of the QSR report in December. This would also be in line with the legal requirement for the College to publish a report on how it complies with the Public Sector Equality Duty by January 2012. This data will then be reported on in relation to performance against key performance indicators.

Source: ProAchieve LR Ad Hoc Report: SRA 1011: Summary Data 107019 – 06/07 to 10/11 (Rules Applied (Withdrawal Rule – 6 wks).

Date: 01/11/11.

2010/11 Employer Responsive Provision Narrowing the Achievement Gap Analysis Train to Gain

Gender (All ages)

In 2010/11 success rates for both male and female learners increased to 92% for females and 90% for males. This represents an increase in success rates for females of 7% and 6% for males.

Ethnicity (All ages)

Success rates continued to rise in 2010/11 for BAME learners from 89% in 2009/10 to 93% in 2010/11. The differential in performance decreased with BAME learners outperforming by

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2%. Success rates for White learners increased by 7% to 91% in 2010/11 and over the same period by 4% for BAME learners.

Disability (All ages)

In 2010/11 success rates for learners who declared a disability/learning difficulty or health problem increased by 20% to 92% bringing their performance in line with learners who did not declare a disability/learning difficulty or health problem.

Apprenticeships

Gender

Success rates for females in this cohort remained static at 75%, whereas they increased by 8% from 61% for males in 2009/10 to 69% in 2010/11. In line with three-year trend data the number of enrolments by males was more than double that of females in the equivalent cohort.

Ethnicity

In the percentage of enrolments from BAME learners decreased again to 1.3% in 2010/11. Success rates for White learners increased to 72% in 2010/11. Success rates for BAME learners fell by 55% to 25%.

Disability

In 2010/11 only 11 learners declared a disability/learning difficulty or health problem. Their success rates (56%) were 16% below those of learners who did not declare a disability/learning difficulty or health problem but improved by 43% between 2009/10 to 2010/11. As result of the significant achievement gap, apprentices who have declared a disability/learning difficulty or health problem have been targeted to receive ALS support.

Data source: Proachieve as of 27 October 2011. Proachieve figures are based on 2010/11 data but not complete till submission of Final ER ILR on 11 November 2011.

Human Resources Management

Key Issues

The proportion of female staff remained static during the summer term at 62.32%, which was slightly below the sector national level of 63.5%; the annual comparison figure shows a slight increase on 2009/10 to 62.46%. The education sector continues to employ a higher level of females than males. The College response to addressing the local imbalance is highlighted as a strategic recruitment goal.

The percentage of female staff in management positions continues to increase year on year, rising in 2010/11 by 0.5% to 69.23%.

The percentage of staff from an ethnic minority background fell to 4.59% during the summer term against a regional education sector percentage of 6.2%. This downward trend is reflected in the year by year comparison figure. The BAME profile has been disproportionately affected by the staffing reductions over the last two years.

The percentage of staff from an ethnic minority background in a management position fell significantly during the summer term to 2.94%, and the annual figure (5.88%) was lower than the previous two years. This was a direct yet unintentional result of the management restructure which took place in 2010/11.

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The number of employees declaring a disability was higher than the previous two years at 4.48% and is higher in comparison to the local population (3.68%). The HR Department has worked increasingly with the Equality and Diversity Committee to encourage those employees with a disability to declare this formally to the College.

There was a mixed picture in relation to the recruitment of staff declaring a disability in the year; although the annual figure for those shortlisted declaring a disability decreased, applicants declaring a disability during the same period increased.

HRM analysis of equality data relating to equal pay indicates that the gender pay differential favours men with the average pay for women working full time being 96.76% of that for men. The corresponding figure for all contract types for women is 86.39% of that for men.

The College signed up to Stonewall's Diversity Champion Programme. As part of this programme the College submitted an entry to the 2011/ 2012 edition of the STARTING OUT – Lesbian, Gay and Bisexual Recruitment Guide. The guide was launched in October 2012 and will now be promoted on the College website.

Staff Survey 2010/11: Results

- 87% of staff perceived Equality and Diversity as a strength of the organisation.
- This was a 7% increase from 07/08 to 09/10.
- Doncaster College is performing just above the benchmark for colleges nationally with regard to Equality and Diversity (+1%).
- The vast majority of staff agreed that they were familiar with the equal opportunities policy (96%).
- Most staff agreed that the organisation provides equal opportunities for all (88%).
- Most staff agreed that the organisation provides a suitable environment for people with disabilities (86%).
- 91% of respondents agreed that the College provides a safe working environment.
- Most staff would know what to do if someone was being bullied (87%).

Following an inspection meeting in July 2011 the College was re-awarded the two ticks-disability symbol. The symbol is awarded by Job Centre Plus to employers in England, Scotland and Wales who have made commitments to employ, retain and develop the abilities of disabled staff. The disability symbol is made up of two ticks and the words 'positive about disabled people'. The use of the symbol means that the College is positive about employing, developing and retaining disabled people. The symbol is included on the College website, on job adverts and the application form.

In relation to staff there were no cases of harassment and bullying during the year.

Development

The HR Department, in collaboration with Learner Support and Inclusion, is currently reviewing and updating all equality and diversity documentation in light of the recently published Public Sector Equality Duties requirements. Work in this regard will continue during the autumn term 2011/12 culminating in agreed information for publishing by January

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2012 and agreed 4 year objectives by April 2012. The College intends to establish staff forums (linked to specific protected characteristics) on the intranet with the intention of launching the staff forums during the 2011/12 Autumn Term.

The goals for 2011/12 have been agreed and remain as for those in 2010/11 in view of their continued relevance in the context of strategic Equality and Diversity objectives.

Key Priorities for Academic Year 2011/12

To ensure that all members of the College comply with equalities legislation.

To demonstrate compliance with equalities legislation by the required due dates (31 January 2012 and 6 April 2012).

To continue to deliver mandatory CPD around Equality, Diversity and Inclusion that impacts positively across the organisation.

To demonstrate “due regard” by undertaking equality impact assessments across all areas of the College in line with legislation.

To continue to set challenging targets and use data to monitor, analyse and improve engagement and performance by different groups of learners and to take action to reduce any significant variation in outcomes between different groups to maximise potential.

To create a more inclusive environment around disability and sexuality so that more members of the college community feel able to declare.