

## Equality Action Plan 2009-2012

(previously known as Single Equality Action Plan 2009-2012)

### A. Planning, Monitoring & Evaluation

- Objective 1:** to embed within the College structure coherent and robust planning and decision-making processes associated with the provision of services/support for all students, staff and users regardless of such characteristics as age; disability; gender reassignment; pregnancy and maternity; race to include ethnic or national origins, colour or nationality; religion or belief to include lack of belief, sex and sexual orientation
- Objective 2:** to ensure that the College's commitment to all students, staff and users regardless of such characteristics as age; disability; gender reassignment; pregnancy and maternity; race to include ethnic or national origins, colour or nationality; religion or belief to include lack of belief, sex and sexual orientation is embedded in its practices and policies
- Objective 3:** to carry out systematic evaluation, as an integral part of the College's planning and review cycle, of the practices and policies designed to meet the needs of all students, staff and users regardless of such characteristics as age; disability; gender reassignment; pregnancy and maternity; race to include ethnic or national origins, colour or nationality; religion or belief to include lack of belief, sex and sexual orientation

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
A1 To ensure the actions featured in the Single Equality Action Plan are linked to other vehicles for College improvement including Self-Assessment Reports and Operational Plan so that actions are embedded within the College structure.	Part of the electronic operational plan – living document to be updated as needed. Actions carried onto Whole College actions from Operational Plan. Profile of Equality and Diversity issues to be raised in Self-Assessment reports	Autumn 2010	GPB/LJ	Single Equality Action Plan is now part of online operational plan. This means it can be viewed by all staff and reviewed and updated as part of the operational plan evaluation cycle. This is a very useful development. Self-Assessment reports include evaluation of Equality and Diversity aspects and actions as appropriate.	SMG Autumn 2010

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
A2 To ensure the objectives of the Single Equality Action Plan are monitored and reviewed regularly by SMG, Equality and Diversity Committee and by governors.	Plan for a prompt to be sent to all relevant staff to update all aspects of Operational Plan monthly	Autumn 2010	GPB	The reviewing of actions on the Single Equality Action Plan is now part of the review cycle for the Operational Plan. Actions should be monitored in January and April and fully evaluated in August.	SMG Autumn 2010 Equality & Diversity Committee Summer 2011  Governors Summer 2011
A3 To ensure relevant stakeholders contribute to the delivery of the actions contained within the Single Equality Action Plan including members of teaching and support staff, students and members of Senior Management.	Actions need to permeate all aspects of college life. Senior Managers need to ensure that all colleagues are aware of actions and the ways in which they can contribute to their delivery. Equality and Diversity issues and actions need to be discussed and addressed regularly in meetings and in College practices/policies. A whole college approach is required and students need to be aware of the value of their contributions. Minutes of meetings need to indicate relevant discussions and actions.	Ongoing	SMG	Equality and Diversity is part of the College's Mission and Strategic Objectives. All staff, governors and students are aware of the College's Equality and Diversity Policy and their responsibilities. Equality and Diversity issues are frequently discussed in all meetings, including those of Student Association.	SMG Ongoing

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
<p>A4 To ensure the College's commitment to equality and diversity continues to be highlighted in key College documents including the Mission Statement, the prospectus, staff handbook, annual financial statement. In accordance with Equality Duty Act 2010, appropriate data about College's monitoring of Equality and Diversity to be made public via website.</p>	<p>All members of SMG to ensure this is done in their areas of responsibility. Key College documents need to indicate commitment to equality and diversity and should be impact assessed.</p>	<p>Ongoing</p>	<p>SMG</p>	<p>Promotion of Equality and valuing of Diversity is one of College's Strategic Objectives. The College's commitment to Equality and Diversity is outlined in key College documents including its Key Financial document:- Annual Report . This high profile is instrumental in embedding impact assessments throughout the organisation. Relevant reports/data are now on College website.</p>	<p>Equality &amp; Diversity Committee SMG Ongoing</p>
<p>A5 To develop the analysis of equality data on student applications, withdrawal of applications and premature leavers and take action as appropriate.</p>	<p>This data is currently available in various places and, whilst it is reviewed and acted upon, it is not systematically analysed. Making this data readily accessible is a priority and forms part of the overall data development strategy. Analysis of data to be reported on at Equality and Diversity Committee</p>	<p>Autumn 2011</p>	<p>SMG</p>	<p>Development of data systems is ongoing but a good start has been made on disaggregation of data regarding retention - reports are now in place on previous school, ethnic background, average GCSE score, socio-economic background, gender, disability and learning difficulty. Data will be reviewed at SMG level and appropriate actions taken</p>	<p>Equality &amp; Diversity Committee SMG Summer 2012</p>

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
A6 To continue to analyse equality data on student success rates and take action as appropriate.	This will continue to be reported on in the Equality & Diversity KPI report and appropriate actions and targets will continue to be set	Autumn of each year	GPB/ SDH/LJ	The data relating to Summer 2010 and 2011 examinations has been analysed for all groups of students, and actions relating to underachievement in areas have been put in place. Impact of actions will be assessed through College's Quality Assurances procedures.	Equality & Diversity Committee SMG Governors Autumn of each year
A7 To develop equality data on students transferring from first year to second year of a two year Advanced Level programme and take action as appropriate.	Needs to form part of the E&D KPI report	Spring 2012	GPB/SDH/LJ/CH	This data has yet to be analysed in detail and needs to be examined alongside on course retention data. Arrangements are in place for this data to be scrutinised now that data systems have been developed	Equality & Diversity Committee SMG  Governors Summer 2012
A8 To make available and analyse equality data on the progression of students to HE and take action as appropriate.	Needs to form part of the E&D KPI report	Spring 2011	GPB/LJ/SB/CH	This report was presented to Governing Body in March 2011 and will occur annually.	Equality & Diversity Committee SMG Governors Spring 2011

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
A9 To begin to review formally the equality impact assessment of College policies and procedures and to include equality impact assessment from the point of inception for all new College policies and procedures.	Training on Equality Impact Assessments needs to be developed and undertaken by SMG, Governors, members of Equality and Diversity Committee before being rolled out to all relevant staff. Auditing of college practices and policies to indicate high priority ones needs to occur.	Ongoing	LJ	Importance of Impact Assessments has been discussed as part of SMG and Governor training and at Equality and Diversity Committee. The evaluation of impact is central to the College's rigorous Quality Assurance and Self-Assessment procedures, including the Single Equality Action Plan being integrated into the Operational Plan. Policies and procedures have been reviewed and staff have received guidance	Equality & Diversity Committee SMG Governors Ongoing
A10 To ensure Staff Development regularly includes issues connected with equality and diversity.	Include an item on the staff development and appraisal committee on equality and diversity at least once a year.	Autumn 2010	JQH	Equality & Diversity was identified as a priority for 2010/11 by the Staff Development and Appraisal Committee, but it was considered that it should be a theme through all staff development, rather than as a discrete area so that it is embedded further throughout the College. Equality and diversity will appear on future Staff development committee meetings.	Staff Development & Appraisal Committee SMG Autumn 2010
A11 To ensure equality and diversity issues are featured in staff and student induction programmes	Include equality and diversity in all staff induction programmes as appropriate	Autumn 2010	JQH	The staff and student induction programmes includes sessions on equality and diversity. Feedback has been positive. These sessions are now integral part of programmes	SMG Autumn 2010

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
A12 To develop College's recording of complaints and to monitor and act upon any relating to equality and diversity issues	To develop system of recording complaints which is applied consistently by key staff. Procedures regarding equality and diversity are to be employed. Assistance with making complaints to be outlined in Charter	Autumn 2010	TJF/AB/SDH	A central system of recording formal written complaints has been established. The Charter explains the complaints procedure. The one complaint received this year (2010) in relation to a disability issue was dealt with promptly directly by the Principal. The College Charter now has clear instructions explaining how to receive assistance in making a complaint and how to access the complaints procedure in other formats and languages. The one complaint made in 2011 since the revised charter was launched was dealt with to satisfaction of all parties by Assistant Principal.	SMG Autumn 2010

## B. Marketing/Recruitment

- Objective 1:** to ensure that the College's strategic objective and commitment of valuing diversity and embedding equality in all that we do is communicated clearly to all prospective students, staff and users of the College
- Objective 2:** to ensure that the College's procedures for recruitment of students and staff are fully accessible to all applicants regardless of such characteristics as age; disability; gender reassignment; pregnancy and maternity; race to include ethnic or national origins, colour or nationality; religion or belief to include lack of belief, sex and sexual orientation
- Objective 3:** to record equality information disclosed about students/staff on College's Management Information Systems and to consider the implications of this information for the student's and member of staff's experience at the College

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
B1 Continue to promote and market the opportunities offered by the College to all students and staff. Ensure the College's commitment to equality and diversity is highlighted in marketing and recruitment documents, and continue to produce diverse, non-stereotypical images in all marketing materials.	Continue to scrutinise marketing and recruitment materials to ensure that College's commitment to equality and diversity is clearly flagged up. Update materials for adult and community education. Agree a common QE statement and strap line which is included on all materials; ensure images reflect the diversity of our college and local community and serve to promote an aspirational culture.	Ongoing. First phase – prospectus and materials for liaison and Open Evenings November 2010. Second phase – Summer 2011	AB/JAH/CS	A common statement and strap line have been agreed and are incorporated into all official college documents. Images are carefully chosen within marketing materials to reflect the diversity of the college community and to promote an aspirational culture. Adult materials have been reviewed and updated to include more explicit focus upon equal opportunities and the College's inclusive ethos.	SMG Equality and Diversity Committee - Summer 2011

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
B2 To continue to give a high profile to equality and diversity at Open Evenings	Ensure wall displays, images and student representatives reflect and promote diversity. Highlight equality and diversity messages in Principal's talk. Identify visitors with access/mobility difficulties or other needs and make appropriate arrangements. Advertise how College can accommodate needs in advance. Include an appropriate question relating to this on Open Evening evaluation questionnaire	Nov-11	AB/LJ/SDH/JAH/JOC/Directors	Equality and diversity was given high profile at the open evenings: through Principal's talk, wall displays, information re access. Students from a variety of backgrounds were effective in acting as ambassadors for the College.	SMG - Autumn 2011
B3 To continue to challenge stereotypes in subject choices	Scrutinise department literature and marketing materials. Incorporate awareness into staff training: bridging/ enrolment training; subject and Programme Area meetings	Ongoing – Autumn 2011	AB/SDH/LJ/Directors	Departmental literature is subject to the scrutiny afforded to whole college marketing materials. E&D is a standing agenda item at Programme Area meetings. Work in this area is ongoing to further emphasise the importance of E&D amongst all staff.	Equality and Diversity Committee and members of SMG -Spring 2012
B4 To continue to provide methods of disclosure on student and staff application forms and to ensure students/staff know why disclosure is sought	Review the staff and student application forms to ensure disclosure is appropriately highlighted. Review the equal opportunities staff monitoring form to ensure compliance with legislation and the information the College wishes to collect. Ensure staff are aware of the equality and diversity data that is collated for every appointment	Ongoing – June 2011	TJF/AB/CS	Student/ Staff application forms and interview forms are reviewed each year to ensure disclosure is appropriately flagged up in order for appropriate support to be put in place. Further opportunity for first year students to disclose information that will assist their progress has been put in place via a questionnaire which is administered through tutor groups.	Equality & Diversity Committee and SMG - Autumn 2011

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
B5 To continue to record student and staff application disclosures appropriately and sensitively on the College MIS system	Further develop procedures and Unit-e to ensure staff have access to relevant information relating to the needs of students. Ensure that the annual Staff Individual Record is compliant with regulations	Autumn 2011	JOC/CH/AB/CS/TJF	Development of MIS has aided the central recording of student disclosures and has enabled easier access for staff. MIS development is ongoing.	SMG - Autumn 2011 Audit Committee - Summer 2012
B6 To continue to ensure students and staff with disabilities receive appropriate support and advice at application and recruitment stages	Appropriate information is collected via the application form and at interviews. Relevant action is taken to ensure support.	Autumn 2011	JOC/AB/CS/TJF	There are rigorous procedures for ensuring that students with disabilities receive appropriate support. All students who disclose information are interviewed by specialist Learning Support staff to ensure that their needs are met and there is ongoing contact with the student post application and beyond enrolment. In addition, schools information is systematically collected and this gives further opportunity to identify and support students with specific needs. Liaison with schools and formal meetings between QE staff and SENCOs further aid the process. Procedures are in place for staff to disclose any disabilities and to be provided with additional support.	Equality & Diversity Committee and SMG – Autumn 2011

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
B7 To continue to ensure there is sufficient time to discuss equality issues at application and enrolment stages	An annual staff questionnaire is distributed relating to disability and support needs. A similar student questionnaire and guidelines for referral post enrolment are in place. Review of such procedures/practices will take place. Learning Support records and records of staff support interviews are held. This is built in to guidance/enrolment procedures and practice. Further emphasis will be placed on this in guidance/enrolment training and materials. Appropriate questions will be included on the enrolment evaluation questionnaires.	Summer 2010	AB/SDH	Equality issues are firmly established in staff appointments and in the application procedures and enrolment of students; staff are aware of the importance of this and the need to deal sensitively with disclosures.	SMG and Equality & Diversity Committee Autumn 2010
B8 To include equality data in the analysis of students leaving before 1 <sup>st</sup> November in each year	Investigate the feasibility of doing this and link with the new data management systems	Ongoing	CH/SH/LJ	The ability to analyse "in - year" retention is recognised as a key improvement. This is being reported at Senior Management Level and disaggregation of data has begun.	Equality & Diversity Committee - Summer 2012

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
B9 To analyse recruitment trends for students/staff over a 3 year period and take actions as appropriate	Manage data to ensure clear presentation and easy analysis. Further develop awareness via staff training and incorporate into new SA reposting	Summer 2011	AB/LJ/SDH/GPB/TJF/CS	Recruitment trends for students have been examined at Senior Level and appropriate actions have been taken and incorporated into College's Self Assessment Procedures. Staff recruitment trends have been examined by Equality and Diversity Committee and have been presented to Full Governing Body with suggested actions.	Equality & Diversity Committee Summer 2012
B10 To ensure that contractors employed by the College and any work experience placements are aware of the College's expectations regarding equality	Review materials sent out and ensure that contractors and work placement providers are sent details of the College's Equality and Diversity Policy	Autumn 2010	JAH/AB/WDT/TJF	Work placement providers are given a copy of the college E & D policy and are made aware of QE's expectations.	SMG Spring 2010

## C. Support, Guidance & Welfare

- Objective 1:** to provide clear and coherent pastoral support for all students and staff regardless of such characteristics as age; disability; gender reassignment; pregnancy and maternity; race to include ethnic or national origins, colour or nationality; religion or belief to include lack of belief, sex and sexual orientation
- Objective 2:** to ensure accessibility to the full range of Guidance and Welfare Services for all students and staff regardless of such characteristics as age; disability; gender reassignment; pregnancy and maternity; race to include ethnic or national origins, colour or nationality; religion or belief to include lack of belief, sex and sexual orientation

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
C1 To continue to ensure disclosures are passed on to relevant staff as appropriate and when a student changes tutor/teacher	Develop use of database to record equality needs/issues. Develop dissemination of data to relevant staff, especially at key transition points	Autumn Term 2010	AB/JOC	MIS developments have improved communication with staff about individual students' needs but refinements to the system and MIS developments are ongoing.	SMG Autumn 2010
C2 To continue to ensure equality needs are met in tutorial provision	Review content and delivery of tutorial programme to ensure equality and diversity issues are discussed and students receive equality of opportunity. Develop tutorial programme in Spring Term	Autumn Term 2010	AB/LJ/Principal Tutors	Ongoing review of the tutorial programme has taken place with students, tutors and PTs. Materials for E&D have been reviewed and updated and students are aware of the key issues/messages. Focus groups were very positive about E and D sessions in tutorial programme.	GMG Autumn 2010 Reviewed at guidance meetings including PT and tutor team meetings.

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
C3 To continue to promote the college's commitment to valuing diversity through events to celebrate Black History Month and LGBT History Month and through community cohesion and "Make a Difference" events	Raise profile even further of Black History Month, LGBT History Month, 'Make a Difference' event and work of various community groups. Activities in tutorial programme and discussions at SA meetings to increase even further. Raise profile of Chaplain and her multi-faith remit.	Summer 2011	LJ/AB/JOC	The raising of awareness and the celebration of diversity are firmly embedded into cross college events and there has been a strong focus on Black History Month, LGBT History Month and Holocaust Memorial Day. A cross-college group has been set up to develop the promotional work of the College and activities have been organised to celebrate different faiths. E& D is a feature of the tutorial programme and materials have been updated to further raise the profile amongst the student body. The Chaplain's role has been promoted and she has organised events with staff and students.	Equality & Diversity Committee Summer 2011
C4 To explore the use of data to indicate the profile of students who access student support services such as mentors, HE/Careers advisers, College counsellor	Work with Data Manager to see feasibility of recording access and disaggregating data. Have data systems in place	Autumn Term 2011	AB/LJ/ SH/CH	Work has begun to enable Data to be easier to access and in a format that is easy to use/understand. Disaggregation of data has developed.	Equality & Diversity Committee Spring 2012
C5 To develop the use of the "Learner Voice" through representative focus groups and by disaggregating results of student views questionnaires	Develop role of student focus groups and ensure composition reflects diversity of College. Consider how student views expressed on questionnaires which, at present, are anonymous can be disaggregated	Autumn 2011	GPB/LJ	Focus groups have been set up. Student Views questionnaires are currently being reviewed so that College staff are provided with even more useful data	Summer 2012 CMG/GMG/SMG

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
<p>C6 To continue to ensure students contribute fully to the College's decision-making practices through involvement in committees; role of SA Executive and in appointments of staff. Ensure that students involved are representative of the College's student body</p>	<p>Continue to ensure decision making processes include representative students and that there are appropriate mechanisms for students to express their views. Minutes of meetings to indicate these practices</p>	<p>Ongoing</p>	<p>SMG</p>	<p>All committee meetings have student representatives and their presence has been extremely positive in shaping decisions and recommendations. The SA is an inclusive body and their regular meetings ensure that there is a forum for students to raise issues and express their views. The SA Executive includes an Equality and Diversity Co-ordinator. The President of the SA is also a member of the Equality and Diversity Committee which, in itself, contains students who are representative of the College's student body. SA represented on Governing body gives direct student representation at Strategic/Management level. Views of students discussed by SMG and acted upon. Students continue to inform decision making process for staff recruitment.</p>	<p>SMG</p>

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
C7 To publicise the College's Learner Support Fund, Transport Subsidy Scheme and Darlington Educational Charity further to ensure all students who are eligible have access to financial help.	Publicise sources of financial help to ensure equality of opportunity to current and prospective students via student planner, marketing materials, Bulletin, website and SA meetings	Summer 2011	LJ/ AB/SH/	Financial support is publicised to all students pre enrolment and post entry to college. The changing nature of assistance is being flagged up, as appropriate. Detailed in college planner. Publicised in various documents pre-enrolment, via website and in prospectus. Included in student trip documentation; Bursaries and Maintenance Grants applications and guidelines; and via tutor group posters. There has been an increase in the number of students receiving financial help, especially to cover costs linked with their studies. The Student Association helps with allocation of financial help.	SMG Ongoing Summer 2011
C8 To continue to ensure that equality and diversity issues are regularly discussed in support, guidance and welfare meetings and that support for students/staff is publicised and made available	Equality & Diversity issues to feature prominently in range of College meetings and committees to ensure appropriate support is in place for students and staff and to ensure diversity is celebrated. Minutes of meetings to record these discussions. Dignity at Work policy to be developed. Actions arising from 2011 Human Resources report and Recruitment Statistics Equal Opportunities Monitoring Report are to be considered.	Ongoing	SMG Finance staff	There is a strong focus at all levels on the College's work in relation to equality and diversity. Meeting needs of individual students and supporting staff are key aspect of all meetings and committees. Dignity at Work Policy has been approved by Governing Body. Actions from HR reports are under review.	GMG/CMG/SMG Spring 2012

## D. Teaching & Learning/Curriculum

- Objective 1:** to provide a clear, coherent and positive learning experience for all students regardless of such characteristics as age; disability; gender reassignment; pregnancy and maternity; race to include ethnic or national origins, colour or nationality; religion or belief to include lack of belief, sex and sexual orientation
- Objective 2:** to maximise the opportunities for all students to achieve their potential regardless of such characteristics as age; disability; gender reassignment; pregnancy and maternity; race to include ethnic or national origins, colour or nationality; religion or belief to include lack of belief, sex and sexual orientation
- Objective 3:** to design all teaching to be accessible wherever possible to all students regardless of such characteristics as age; disability; gender reassignment; pregnancy and maternity; race to include ethnic or national origins, colour or nationality; religion or belief to include lack of belief, sex and sexual orientation
- Objective 4:** to provide accessible examination and assessment arrangements, wherever possible, to all students regardless of such characteristics as age; disability; gender reassignment; pregnancy and maternity; race to include ethnic or national origins, colour or nationality; religion or belief to include lack of belief, sex and sexual orientation

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
D1 To continue to meet the needs of all students by staff being constantly sensitive to possible different learning needs and to diversity of students	Include as a regular item on Curriculum/Programme Area meetings. Continue to monitor success rates of students regarding disability, gender and race and take appropriate actions.	Spring 2011	SDH/Directors/Course leaders	Monitoring of learning needs for different groups of students has received increased focus through lesson observation scheme. Directors have reported on actions in their Programme Areas to Equality and Diversity Committee. Monitoring of success rates of different groups of learners continues to occur and has been purposefully fed into College's Self-Assessment procedures. All staff have received guidance on equality and diversity in classroom. Issues from Equality and Diversity Quality	CMG SMG Equality & Diversity Committee Summer 2011

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
				Assurance report have been discussed	
D2 To continue to include diverse non-stereotypical images and examples in any teaching and learning materials the College produces or uses	Develop awareness via curriculum areas	Spring 2011	SDH/ Directors	Assessed as part of College's strengthened Lesson Observation Scheme.	CMG/SMG Summer 2011
D3 To develop the use of teaching and learning strategies which maximise the opportunities for the achievements of all students and which contribute to the promotion of equality and diversity in the classroom	Staff development on teaching and learning to take place. Evidence of ranges of learning styles being addressed in Schemes of Work and in lesson plans.	Ongoing	GPB/JQH/SDH	The '10 Pedagogy approaches' document was explored with E&D Committee and subsequently cascaded down through Programme Area meetings. Directors report actions to Equality and Diversity Committee and will feature in Programme Area reports. Guides distributed to staff and placed on VLE. This is an ongoing process particularly due to whole college action of improving boys' achievement as raised in Equality and Diversity QA report 2010-11. Difference this year in pass rates at AS between BEM and White students also needs to be considered, although this could be a blip - previously, pass rates for BEM students were higher.	CMG/SMG/ Equality and Diversity Committee Ongoing

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
D4 To develop the use of resources and specialist equipment which allow all students to achieve	Respond in a positive way to requests for specialist equipment and resources.	Ongoing	SDH/JQH	Requests for specialist equipment are made directly to Senior management. Each request is dealt with positively whenever possible.	Staff/Student Disability Equality Focus Group Equality & Diversity Committee Ongoing
D5 To develop the College's Lesson Observation scheme to ensure good practice regarding equality and diversity is shared and staff development needs are able to be met	Build into the lesson observation scheme procedures for responding to staff development needs and opportunities. Appropriate training for observers. Reference to Equality and Diversity in feedback sessions	Spring 2011	GPB/JQH/LJ	The Lesson Observation cycle continues to be reviewed and refined as appropriate. The identifying of all needs and good practice has become an even more integrated aspect of the process. Observers have received effective training and have noted and shared observations about equality and diversity in the classroom.	CMG/SMG Summer 2011
D6 To develop further the inclusion of equality and diversity data and actions in Programme Area/Course action plans and Self-Assessment reports	To be included in SAR processes for new Common Inspection Framework from 2010. Data and evaluation included in SARs and plans.	Autumn 2011	SDH Directors Course Leaders	Course level self-assessment reports include evaluative comments and actions relating to outcomes for different groups of learners. This process will be developed with the college's plans for greater disaggregation of data.	SMG Autumn 2011

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
<p>D7 To develop the recording of teaching and learning practices related to equality and diversity into schemes of work and lesson plans.</p> <p>D8 To continue to ensure that equality and diversity issues are discussed regularly in curriculum and teaching and learning meetings</p>	<p>References to Equality and Diversity in Schemes of Work and lesson plans</p> <p>Included in agendas and minutes</p>	<p>Spring 2011</p> <p>Ongoing</p>	<p>SDH Directors Course Leaders</p> <p>SDH Directors Course Leaders</p>	<p>Programme areas have shared good practice regarding teaching and learning practices that meet the needs of the full range of students. There is evidence from lesson observations that these are becoming embedded into practice. Further work has occurred to ensure that schemes of work reflect these practices but this is an ongoing process</p> <p>Equality and Diversity issues, especially relating to teaching and learning, have been discussed frequently and thoroughly in a range of meetings including Programme Area; Lesson Observation Group; Senior Management and Equality and Diversity Committee. Arising from these discussions, Equality and Diversity issues and approaches have formed key aspects of whole College Staff Development Evenings.</p>	<p>SMG Summer 2011</p> <p>SMG Spring 2011</p>

## E. Accessible Documentation & Communication

**Objective 1:** to ensure that where practicable all College documentation, publications and means of communication are accessible to all students, staff, governors and the wider community regardless of such characteristics as age; disability; gender reassignment; pregnancy and maternity; race to include ethnic or national origins, colour or nationality; religion or belief to include lack of belief, sex and sexual orientation

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
E1 To continue to ensure that all users of the College are aware that publications can be made available in different formats and languages	Update publication scheme and guidance to include clear statement regarding alternative formats and language availability.	Aug-10	JQH/LJ	Under the Availability sector of the publication scheme it is stated that if people require assistance or information in another format to contact the designated senior manager. A common strapline is now used by the College.	SMG Equality & Diversity Committee Autumn 2010
E2 To develop staff training and resources to ensure that members of staff can communicate effectively with all users of the College	Continue to improve communication methods in College and ensure staff are trained as appropriate.	Ongoing	JD/JQH	The College has introduced student email accounts for all students. WiFi has been introduced to the main site to enable access to the internet resources. Accessing files from home is under development. All of these developments have resulted in improved accessibility of information for college users, especially those with specific needs. Staff training is ongoing	SMG Spring 2011
E3 To ensure that all College documentation and communication (including website) is accessible for all College users	Continue to offer College documentation in a variety of formats and languages. Review all College web based materials to ensure that they are accessible for all College users.	Ongoing	AB/JQH	The prospectus and Charter flag up the availability of materials for users with specific needs and the website is fully accessible. Development of the website is ongoing.	SMG

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
E4To ensure departmental systems are in place to review resources and documentation for accessibility and to consider ways in which material can be transferred to alternative formats as responses to individual requests.	Have agenda item on Equality and Diversity Committee to discuss resources and documentation in respect to accessibility.	Summer 2012	LJ/SDH/JOC		SMG Equality & Diversity Committee Summer 2012

## F. Accessible Buildings & Resources

**Objective 1:** to ensure that, where practicable, all new and existing College buildings are accessible to all users of the College

**Objective 2:** to ensure that access issues are built into new policies and procedures as these are developed and into new projects whether new build or refurbishment

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
F1 To maintain ease of wheelchair access wherever possible to all areas of the College	Visual inspection of corridors. Keeping colleagues and students aware of the mission	Ongoing	TJF/WDT	The Estate manager makes regular inspections of the college to ensure any safety or access issues are dealt with promptly. No complaints have been made or adverse reports received in relation to this area and the corridors have remained clear and passable for all throughout the year to date.	SMG Ongoing
F2 To maintain staff awareness of the availability of keys for the lifts	Regular checks with relevant members of staff	Ongoing	TJF/WDT	A procedure for using lift keys has been agreed with relevant staff and this has worked effectively during the course of the year	SMG Autumn 2010
F3 To ease the opening of doors to make them less "heavy"	Replace or renovate doors at student entrance to improve suitability	Dec-10	TJF/WDT	The heavy double doors to the student entrance have been replaced with a lighter single door which is far more appropriate for uses. Students have commented positively on this development	SMG Spring 2011

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
F4 To continue to keep reviewing the number and geography of disabled parking spaces to meet needs of students, staff and users	Maintain regular review and reporting via Estates meeting and WDT's weekly meeting to TJF	Ongoing	TJF/WDT	The college has ample disabled parking spaces and these are clearly and appropriately marked to ensure visibility in all weather conditions. Any future development of the site will be conducted with a view to at least retaining the current ratio. There have been no cases reported of vehicle users not being able to find a disabled parking space. Disabled spaces have been created and allocated to a student and member of staff in the area where they wish to enter the building.	Estates meeting and WDT weekly meeting with TJF
F5 To provide further study/social space for students with disabilities in consultation with relevant students	Allocate Room 117 to Learning Support function	Sep-10	JOC/WDT/TJF	Further accommodation for students with specific needs has been made available on the ground floor and has been well received and used by students.	SMG Spring 2011
F6 To continue to ensure risk assessment and fire safety procedures are reviewed for students with disabilities	Ensure relevant policies and procedures are reviewed. Incorporate discussion of provision of safety for disabled students and staff in regular dialogues/visits with fire safety officer.	Ongoing	WDT/LJ/TJF	These issues continue to be reviewed by appropriate staff and committees e.g. Staff/Student Disability Focus Group.	WDT weekly meeting with TJF

Area	Action & Evidence/ Performance Indicators	Timescale (date to be completed by)	Staff responsible (including Senior Manager)	Evaluation/Impact	Review Body & Date
F7 To monitor the plans of all further new buildings and refurbishment to ensure accessibility for all staff, students, governors and users of the College	Ensure that accessibility issues are thoroughly considered and appropriate actions taken during the design and build stages of any future estate development of the College and/or Arts Centre sites.	Ongoing	TJF	New reception area has been designed for disabled access (low counter and easier access to reception staff). There is also assistance for users with hearing impairments which has been positively commented on. All new building works conducted are fully compliant with the requirements of the DDA. Any future developments will include thorough consideration of accessibility issues throughout the course of the project.	SMG Spring 2011