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**ART & DESIGN**



**Equality and Diversity Annual Report 2010/2011**

Cover image of a piece of work created by Katie Rogers, FdA Applied Arts student

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**Equality and Diversity Annual Report 2010/2011**

**Executive Summary**

The Equality and Diversity (E&D) Annual Report outlines how the College met the E&D agenda in the academic year 2010/2011; the progress it has made and actions for improvement for 2011/12. The report looks at the structures the College has in place to meet the E&D agenda, and examines evidence of its ethos. This evidence includes the training staff undertake, student / parent satisfaction, support for students with learning difficulties or disabilities, and the way E&D is addressed in curriculum design and delivery. The report then goes on to examine statistics in terms of student enrolment, withdrawal and achievement of high grades, for each protected characteristic, and staff in post and staff recruitment. It finds that, on the whole, the college performs well, but some differences do appear to occur. However, some of the data relates to such small numbers that it is difficult to draw firm conclusions for action; in some cases the differences relate to only a few staff or students. This data will still be examined in more detail to see whether there may be any barriers that might be removed.

The report draws out the following actions from the data for the action plan:

1. Collect data on protected characteristics from students at application stage, and on other college activities such as leisure classes.
2. Investigate the reasons for withdrawal of part time students from HE.
3. Check the reason for the difference in achievement of those with high grades on the basis of student ethnicity.
4. Investigate the reasons for the difference in withdrawal rates and achievement of high grades of some different age groups.
5. Investigate the reason for the higher withdrawal rates of female HE students.*
6. Investigate the reason for the lower achievement of high grades and higher fail rate of male HE students.*
7. Investigate the reason for the lower achievement of high grades for disabled students.*
8. Collect data on religion or belief and gender reassignment from students.
9. Encourage staff who have not declared their nationality or religion to do so.
10. Investigate where job adverts can be placed to encourage people from ethnic minorities to apply.
11. Collect data on gender reassignment from staff.
12. Review the tracking of staff development applications to enable analysis by protected characteristics.

The above action points are in addition to continuing with existing practices such as reviewing the style of printed and electronic publications to ensure they are accessible, assessing the impact of all policies and procedures, ensuring all new staff and students are aware of the E&D ethos of the college, ensuring the curriculum and estate are accessible, etc.

The report concludes that the College works hard to deliver a fully inclusive experience for all students and staff, regardless of their background, and believes it offers opportunities for

success for all.  The College is constantly improving the collection of data to allow appropriate examination and analysis of how successful it is at delivering this inclusion, although it recognises that often the volume of numbers involved make drawing firm conclusions from the data difficult.  The College develops action plans to constantly improve its performance.  Once initial analysis of the information is completed the College will publish some equality and diversity targets to achieve over the next year or over the next 5 years.

**Equality and Diversity Annual Report 2010/2011**

**Introduction**

This report aims to outline how the College meets the equality and diversity agenda, the progress it has made to date on its planned actions for improvement. It outlines statistical data that is available on students and staff by enrolment, non-completion of course, and achievement of high grades, and application, recruitment, staff in post and turnover respectively. It leads to the development of an action plan for the coming academic year 2010/2011.

**Legislative framework**

The report tries to pull together information that is required under the Equality Act 2010, which came into force on 1$^{st}$ October 2010. This legislation aimed to bring together the various strands of equality legislation, to harmonise and simplify them. The College is subject to the public sector equality duties including the specific duties which came into force on 10$^{th}$ September 2011. The specific duties require the College to publish relevant, proportionate information demonstrating its compliance with the equality duty, and to set specific measurable equality objectives. This report aims to meet the requirements to publish information, and to facilitate the identification of some specific objectives for the future.

**College commitment to equality and diversity**

The College aims to ensure that all students and employees (actual or potential) are treated fairly and equally regardless of:

1. age (except for the restrictions on services set by funding bodies),
2. disability (or because of something connected with their disability),
3. gender reassignment (or being transsexual),
4. marriage and civil partnership,
5. pregnancy and maternity,
6. race (including colour, nationality and ethnic or national origins),
7. religion or belief,
8. sex, or
9. sexual orientation.

The College is committed to achieving fairness and equality for all who learn and work at the College and will promote equality and good relations between different social groups.

The above applies regardless of whether the person has the characteristic themselves, or is associated with someone with a protected characteristic, or is perceived to have the characteristic, whether or not they actually do.

The College believes that harassment on the grounds of any of the protected characteristics are unacceptable in any form, and will treat any instances of harassment on these grounds seriously, and as gross misconduct where committed by a student or employee.

**College Structure to address the equality and diversity agenda**

The College has an Equality and Diversity Committee to try to drive forward issues on equality and diversity. The aims of the committee have not changed since the last report and the membership has only changed to reflect turnover of staff, e.g. Student Support Manager. Membership continues to represent all areas of the College at a senior level. The Committee is chaired by the Principal. This demonstrates the level of College commitment to the principles of equality and diversity. There are two student positions on the Committee; the HE position is not currently filled.

The College has an equality and diversity policy covering all protected characteristics which is reviewed annually. The collage also aims to produce an annual report detailing progress to date (this report), and produce annual action plans detailing the action to be taken in the following year.

**Progress in 2010/2011**

The College had an action plan for equality and diversity for the academic year 2010/2011. Attached at appendix A is an update showing progress made.

In addition to the main action plan the College had a program for Equality and Diversity Impact Assessment Screening, where it intended to screen all policies, procedures and practices to assess whether they may have an impact on people with particular characteristics. However, in most areas there was insufficient information to do a full impact assessment.

The College did not collect data on all protected characteristics, e.g. gender reassignment or sexual orientation, and did not collect data at each stage of the student journey, e.g. at initial application stage. The first step in ensuring the College meets its equality and diversity aims was therefore to ensure appropriate data collection throughout the student journey with the College. This should now be in place for the whole of 2011/2012.

In addition the College has set about a complete restructuring and re-writing of all policies and procedures during 2011/2012. Further screening will take place as policies and procedures are reviewed throughout the year.

**General ethos and activity on equality and diversity**

The College provides a safe environment where staff, learners and employers are treated with respect. Bullying and harassment are not tolerated and the very rare instances of such behaviour are dealt with quickly and effectively. The FE students of the College attended sessions to raise awareness of the possible dangers of cyber-bullying as well as other sessions on other aspects of the safeguarding agenda. Other forums such as the FE retention group explore activities or social events that may strengthen group dynamics and therefore prevent bullying within the classroom and the College environment. The student assemblies and Student Councils provide an important link in raising issues to bring forward to other forums. The College has recently heavily invested in rebuilding the students social space in order to increase social integration and networking.

Staff are well informed about equality and diversity issues through their induction programme and subsequent training.  College wide staff development was undertaken in the summer term to update staff on any amendments to relevant legislation and its practical implications.  However the College is extremely cognisant of the need to continuously revisit and improve upon all practices relating to equality and diversity.

**Staff training undertaken**

All staff are required to undertake some updating training on equality and diversity at least every 3 years.

10 members of teaching staff attended an in house session on 'Promoting Inclusivity in the Classroom' during staff development week in July 2011, delivered by Dr Anna Ashby of ACT.  This session covered:

- A guide to equality legislation and the duty to promote

- Promoting equality in teaching and learning, including grade one lesson observations, session planning and curriculum interpretation, promoting equality within tutorials, breaking down stereotypes, Ofsted guidelines.

- Eliminating discrimination in and outside the classroom, how to deal with an incident of direct prejudice

Feedback from those attending the session was excellent: Staff are asked to grade how useful the session was on a scale of 1 – 5.  100% of participants graded it 5 – very useful, and informal comments show they will all use the knowledge gained with their students in the classroom.

53 members of staff attended short workshops on the educational provisions of the Equality Act delivered by Catherine Clennett, Director of Personnel and Student Support during staff development week in July 2011.  Once again the feedback from staff was very good, with a 94% approval rating for how useful the session was.  Most attendees were able to say how they would use the knowledge gained during their day to day work.

The Quality Manager attended a days training on 'embedding equality and diversity within the curriculum' in April 2011 to ensure appropriate advice to the College curriculum team.

**Student / parent satisfaction**

The College seeks the views of students regularly through a variety of means: student assemblies, student representatives on course or programme boards, student coucils, student surveys, and for FE a parents survey.  The College also has student positions on the Board of Governors and relevant committees such as Equality and Diversity Committee.

FE students feel safe in College and speak very positively about the culture of mutual respect between all members of the College community.   The College scored a 90% agreement rating from FE students in the latest student survey that *staff are friendly and helpful* and this is 15% above the QDP benchmark.  (An agreement rating is a weighted score giving higher rating to those who 'strongly agree' than those who 'agree' with the

statement.  All references to percentages from FE student survey in this report are based on this rating rather than the percentage who agree which would give the College a higher score.)  Whilst only 72% of the students feel *that all other students behave well in College*, this is a 5% increase over three years and 12% above the QDP benchmark.  Learners *feel that they are treated fairly* and this has increased by 11% in the learner satisfaction survey over 3 years.  The outcomes from the parents/carers survey also reflects the above views of the students, where 91% of parents/carers felt that *their son/daughter was safe and well supported at College*, an increase of 16% over 3 years.  92% of parents *felt that that all the College staff were friendly and welcoming.*  There has been an increase of 24% over 3 years with regard to the information on the availability of welfare support that parents have received**.**

An initial draft of this report was shared with both FE and HE Student Councils during Autumn term 2011.  Student representatives confirmed they felt the College provided a very inclusive environment, that equality and diversity issues were covering during taught sessions, that FE students welcomed the additional sessions on topics such as cyber-bullying, that they had not witnessed any bullying or harassment at College and that they had no suggestions for improvement on equality and diversity.

**Support for students with disabilities / learning difficulties**

All lecturers are highly sensitive to students who may have any learning difficulties, disabilities or emotional needs.  Suitable arrangements are made after careful and considerate discussions.

Some specific examples are listed below;

- An FE student with autism started the course with a full time care assistant.  This was reduced to the extent where the care assistant was no longer required.  The student became fully integrated into all group activities and achieved straight Distinctions and progressed onto Higher Education.

- An FE student with a brain tumour (and related learning difficulties) has internally progressed through all 3 levels within FE and has now entered year 2 of a level 3 programme.

Comments from parents constantly praise staff for their support in accommodating FE learners with any learning difficulties or barriers to learning, e.g.' *We have found the support from student services very positive and supportive as our child has autism and they have worked closely with us when minor issues occur.  The support from the tutor has enabled him to make the transition from a specialist school smoothly and have praised the way he has been supported in a new environment.*  Or in another instance, *my daughter joined the College after an unsuccessful year at a local College, she has now finished her course a straight 'A' student.*

**Curriculum design and delivery**

There are several specifically designed programmes within the curriculum portfolio that offer a 'lifeline' for those individuals who have underachieved or not achieved in their previous educational experiences.  These courses are very successful at re-engaging those learners who may have become disaffected.

The First diploma (19+) is a course that is excellent in raising confidence in those learners who lack self-belief in returning to education.  The course actively supports this by delivering activities which allow all to succeed irrespective of current ability, engaging in such teaching and learning methods as; differential strategies and open ended briefs devised around the students ILPs.  This effectively resulted in many wishing to progress their studies.

The uniqueness of the College's Foundation Course is that it also gives consideration to recruiting learners on the basis of interest and motivation rather than solely by prior qualifications.  For many students it acts as a bridging programme to HE and/or the opportunity to diversify their career pathways.

The College also offers Saturday classes through the Sorrell Foundation.  This was set up by eminent designer Sir John Sorrel and his wife Francis and aims to inspire young people in the local community offering the opportunity to explore drawing, painting, making and a range of other activities through the resources of the 4 remaining Art and Design Colleges, including CCAD.  Often the students acquire skills to use as part of their GCSE coursework and provide a relaxed yet informed environment to discuss further options within the world of art and design.

Learners achieve and exceed their expectations with the support of lecturers who successfully use a wide range of activities which challenge and stretch all learners.  Differentiated teaching and learning strategies are successfully deployed.

Equality and Diversity is fully embedded into the curriculum as course work often includes discussions on equality and diversity topics.  In the QDP survey the question on does the *Course encourage me to think about equality and diversity issues*, the College was 14% above the QDP rating.

Open briefs and class discussions allow for growth of understanding of differences / similarities in others and how this is contextualized in their own work and that of others.  Much of the curriculum offering concentrates on a variety of themes that enhance the student's understanding of a wide range of equality and diversity issues, such as:

- A Foundation project on morality and ethics prompted a discussion on discrimination and how it still exists in this country

- A interior design project instilled the DDA legislation and the impact it would have on the students design .

- Several students FMPs were based on controversial topics, such as body language through youth culture and pro/anti war movements.  Their research led to group

discussions and debates on many social and moral issues.

- An FdA Applied Arts project asked students to design two pieces of public art for the local NHS hospital trust to acknowledge the generosity of organ donors and bring the issue to public attention in a positive way.

- BA Applied Arts for Enterprise students were asked to design a piece of work for a local hospice. This led to an exploration of the nature of a hospice, respite and end of life care and the cultural issues involved particularly around individual, care, respect and dignity.

The College makes good use of data to identify gaps in achievement and for self-assessment. An analysis of the performance of different groups reveals no significant trends of underperformance by particular groups such as learners from minority ethnic groups. However, it is recognised that there is always work to be done and improvements to be made.

**STUDENT ENROLMENT, RETENTION AND ACHIEVEMENT STATISTICS 2010/2011**

Detail of the enrolment and withdrawal, and of achievement rates of final year students are shown below under each protected characteristic, with a statement on whether any action is required. Detail of enrolment and withdrawal of full and part time students is also included. Note: the data on enrolments and withdrawals will be different to the data reported to funding and statutory bodies that ask for data based on 'starts'. A single student can represent a number of 'starts' by being enrolled on e.g. an extended diploma level 3 course and an A2 course. Data in this report is based on headcount, and only includes those on full year programmes. The data on achievement is based on the following and only refers to main programmes:

FE:
- High Grades – National Diploma - DDD, DDM, DMM & MMM; Foundation Diploma - Distinction & Merit; Level 2 Diploma - Distinction & Merit
- Low Pass Grades - National Diploma - MMP, MPP & PPP; Foundation Diploma - Pass; Level 1/2 Diploma - Pass.

HE:

- High Grades – first, upper or lower second class BA hons
- Low Pass Grades – third or pass

This does not include FdA results, which for 2010/11 are pass or fail with no grades. From 2011/12 grades will be awarded so will be reported on next year.

Action: Ensure equality and diversity monitoring information is collected at all stages of the student experience, including application stage. Ensure data is collected on other College activity such as part time 'leisure' classes and children's Saturday classes.

## Full time / Part time

| Enrolment and withdrawal | Enrolment | | Did not complete the course | |
|---|---|---|---|---|
| **Full time / Part time** | No of Students | % of Enrolments | No of Students | % of non-completers |
| **FE** | | | | |
| Full Time | 676 | 96% | 116 | 96% |
| Part Time | 26 | 4% | 5 | 4% |
| Total | 702 | 100% | 121 | 100% |
| **HE** | | | | |
| Full Time | 471 | 87% | 48 | 73% |
| Part Time | 73 | 13% | 18 | 27% |
| Total | 544 | 100% | 66 | 100% |
| **Grand Total** | **1246** | | **187** | |

<u>Action</u>: Investigate the reasons for withdrawal of part time students from HE. It may simply be that students' circumstances can change significantly over a 6 year period but this needs exploring.

## Race

| Enrolment and withdrawal | Enrolment | | Did not complete the course | |
|---|---|---|---|---|
| **Race** | No of Students | % of Enrolments | No of Students | % of non-completers |
| **FE** | | | | |
| Not Known/Provided | 1 | 0% | 0 | 0% |
| Other Ethnic Groups | 29 | 4% | 5 | 4% |
| White | 672 | 96% | 116 | 96% |
| Total | 702 | 100% | 121 | 100% |
| **HE** | | | | |
| Not Known/Provided | 6 | 1% | 0 | 0% |
| Other Ethnic Groups | 29 | 5% | 3 | 5% |
| White | 509 | 94% | 63 | 95% |
| Total | 544 | 100% | 66 | 100% |
| **Grand Total** | **1246** | | **187** | |

Ethnicity data from the 2001 census for the 5 unitary authorities in the Tees Valley shows the other ethnic group (non-white) population at just under 3% (2.82%). The ethnic composition of the College student population is therefore comparable to the ethnic composition of the local community. The proportion of those who withdrew who were from an ethnic minority is comparable to the proportion of those who enrolled who were from an ethnic minority. Such students are therefore not more likely to withdraw once enrolled.

Action: No investigative or corrective action is required.

| Achievement | High Grades | | Low Pass Grade | | Fail | | Total | |
|---|---|---|---|---|---|---|---|---|
| **Race** | no of students | % | no of students | % | no of students | % | no of students | % |
| **FE** | | | | | | | | |
| White | 271 | 82% | 57 | 17% | 2 | 1% | 330 | 100% |
| Other Ethnic Groups | 12 | 80% | 3 | 20% | 0 | 0% | 15 | 100% |
| Total | 283 | 82% | 60 | 17% | 2 | 1% | 345 | 100% |
| **HE** | | | | | | | | |
| White | 100 | 83% | 17 | 14% | 4 | 3% | 121 | 100% |
| Other Ethnic Groups | 5 | 83% | 1 | 17% | 0 | 0% | 6 | 100% |
| Not Known/ Provided | 2 | 100% | 0 | 0% | 0 | 0% | 2 | 100% |
| Total | 107 | 83% | 18 | 14% | 4 | 3% | 129 | 100% |
| **Grand Total** | **390** | **82%** | **78** | **16%** | **6** | **1%** | **474** | 100% |

There is a slight difference in the achievement of high grades at FE level only.  However if one more of the students from 'other ethnic group' had achieved high grades the percentage achievement of high grades for this category of student would have been 87%. Caution should therefore be exercised when drawing conclusions from this data.

Action: Check whether the difference in achievement of high grades between white students and those from other ethnic groups in FE is a reflection of other variables such as the specific course enrolled on, and (given the variation is small) check to see if any variation continues in 2011/2012.

**Age**

| Enrolment and withdrawal | Enrolment | | Did not complete the course | |
|---|---|---|---|---|
| **Age** | No of Students | % of Enrolments | No of Students | % of non-completers |
| **FE** | | | | |
| 16-18 | 572 | 81% | 93 | 77% |
| 19-25 | 83 | 12% | 16 | 13% |
| 26-34 | 14 | 2% | 7 | 6% |
| 35-44 | 9 | 1% | 2 | 2% |
| 45-54 | 9 | 1% | 1 | 1% |
| 55-64 | 10 | 1% | 2 | 2% |
| 65+ | 5 | 1% | 0 | 0% |
| Total | 702 | 100% | 121 | 100% |

| Enrolment and withdrawal | Enrolment | | Did not complete the course | |
|---|---|---|---|---|
| **Age** | No of Students | % of Enrolments | No of Students | % of non-completers |
| **HE** | | | | |
| 16-18 | 56 | 10% | 9 | 14% |
| 19-25 | 358 | 66% | 36 | 55% |
| 26-34 | 49 | 9% | 8 | 12% |
| 35-44 | 30 | 6% | 7 | 11% |
| 45-54 | 36 | 7% | 5 | 8% |
| 55-64 | 11 | 2% | 1 | 2% |
| 65+ | 4 | 1% | 0 | 0% |
| Total | 544 | 100% | 66 | 100% |
| **Grand Total** | **1246** | | **187** | |

Action: Investigate the reasons for higher withdrawal rates amongst FE students aged 26 – 34.  Investigate the reasons for higher withdrawal rates amongst HE students aged 18 and 26-44.  However, it should be noted that the small number of students involved in this age group make it difficult to draw reliable conclusions from this data.

| Achievement | High Grades | | Low Pass Grade | | Fail | | Total | |
|---|---|---|---|---|---|---|---|---|
| **Age** | no of students | % | no of students | % | no of students | % | no of students | % |
| **FE** | | | | | | | | |
| 16-18 | 227 | 83% | 46 | 17% | 1 | 0% | 274 | 100% |
| 19-25 | 37 | 80% | 8 | 17% | 1 | 2% | 46 | 100% |
| 26-34 | 3 | 60% | 2 | 40% | 0 | 0% | 5 | 100% |
| 35-44 | 5 | 71% | 2 | 29% | 0 | 0% | 7 | 100% |
| 45-54 | 5 | 83% | 1 | 17% | 0 | 0% | 6 | 100% |
| 55-64 | 4 | 100% | 0 | 0% | 0 | 0% | 4 | 100% |
| 65+ | 2 | 67% | 1 | 33% | 0 | 0% | 3 | 100% |
| Total | 283 | 82% | 60 | 17% | 2 | 1% | 345 | 100% |
| **HE** | | | | | | | | |
| 19-25 | 89 | 82% | 15 | 14% | 4 | 4% | 108 | 100% |
| 26-34 | 4 | 67% | 2 | 33% | 0 | 0% | 6 | 100% |
| 35-44 | 3 | 75% | 1 | 25% | 0 | 0% | 4 | 100% |
| 45-54 | 8 | 100% | 0 | 0% | 0 | 0% | 8 | 100% |
| 55-64 | 3 | 100% | 0 | 0% | 0 | 0% | 3 | 100% |
| Total | 107 | 83% | 18 | 14% | 4 | 3% | 129 | 100% |
| **Grand Total** | **390** | **82%** | **78** | **16%** | **6** | **1%** | **474** | **100%** |

Action: Investigate the reasons for a lower proportion of higher grades amongst both FE and HE students aged 26 – 44.  The reasons for this may be the same for the higher rate of withdrawal amongst this age group.  However, once again, the small numbers involved make it difficult to draw reliable conclusions from this data.

**Sex**

| Enrolment and withdrawal | Enrolment | | Did not complete the course | |
|---|---|---|---|---|
| **Sex** | No of Students | % of Enrolments | No of Students | % of non-completers |
| **FE** | | | | |
| Female | 478 | 68% | 82 | 68% |
| Male | 224 | 32% | 39 | 32% |
| Total | 702 | 100% | 121 | 100% |
| **HE** | | | | |
| Female | 432 | 79% | 54 | 82% |
| Male | 112 | 21% | 12 | 18% |
| Total | 544 | 100% | 66 | 100% |
| **Grand Total** | **1246** | | **187** | |

Action: Investigate the reasons for the higher withdrawal rate of female HE students. However, caution should be exercised when drawing conclusions from this withdrawal data as if one less female student had withdrawn and one more male student had withdrawn the data would be 80% and 20% respectively.

| Achievement | High Grades | | Low Pass Grade | | Fail | | Total | |
|---|---|---|---|---|---|---|---|---|
| **Sex** | no of students | % | no of students | % | no of students | % | no of students | % |
| **FE** | | | | | | | | |
| Female | 204 | 86% | 33 | 14% | 1 | 0% | 238 | 100% |
| Male | 79 | 74% | 27 | 25% | 1 | 1% | 107 | 100% |
| **Total** | **283** | 82% | **60** | 17% | **2** | 1% | **345** | 100% |
| **HE** | | | | | | | | |
| Female | 93 | 88% | 11 | 10% | 2 | 2% | 106 | 100% |
| Male | 14 | 61% | 7 | 30% | 2 | 9% | 23 | 100% |
| Total | 107 | 83% | 18 | 14% | 4 | 3% | 129 | 100% |
| **Grand Total** | **390** | **82%** | **78** | **16%** | **6** | **1%** | **474** | **100%** |

Action: Investigate the reason for a lower achievement of high grades and a higher fail rate amongst male HE students. However, once again, the small number of male students involved mean it will be difficult to draw any firm conclusions from this data.

**Disability**

| Enrolment and withdrawal | Enrolment | | Did not complete the course | |
|---|---|---|---|---|
| **Disability** | No of Students | % of Enrolments | No of Students | % of non-completers |
| **FE** | | | | |
| Disability | 146 | 21% | 26 | 21% |
| No Disability | 556 | 79% | 95 | 79% |
| Total | 702 | 100% | 121 | 100% |
| **HE** | | | | |
| Disability | 60 | 11% | 7 | 11% |
| No Disability | 484 | 89% | 59 | 89% |
| Total | 544 | 100% | 66 | 100% |
| **Grand Total** | **1246** | | **187** | |

Action: none required.

| Achievement | High Grades | | Low Pass Grade | | Fail | | Total | |
|---|---|---|---|---|---|---|---|---|
| **Disability** | no of students | % | no of students | % | no of students | % | no of students | % |
| **FE** | | | | | | | | |
| Disability | 53 | 73% | 20 | 27% | 0 | 0% | 73 | 100% |
| No Disability | 230 | 85% | 40 | 15% | 2 | 1% | 272 | 100% |
| Total | 283 | 82% | 60 | 17% | 2 | 1% | 345 | 100% |
| **HE** | | | | | | | | |
| Disability | 7 | 78% | 1 | 11% | 1 | 11% | 9 | 100% |
| No Disability | 100 | 83% | 17 | 14% | 3 | 3% | 120 | 100% |
| Total | 107 | 83% | 18 | 14% | 4 | 3% | 129 | 100% |
| **Grand Total** | **390** | **82%** | **78** | **16%** | **6** | **1%** | **474** | **100%** |

Action: Investigate the reasons for lower rates of achievement of high grades for disabled students, e.g. were they in receipt of support through DSA at HE?, what were the nature of the disabilities – did the disability lead to more absence or exclusion from some activities such as visits/trips?  Once again, the numbers involved are small, so caution should be exercised when drawing conclusions about the severity of the percentages, particularly in HE.

**Sexual Orientation**

This data was collected from HE students but was not input onto the College MIS system. There has been some debate on whether this information should be collected from FE students, most of whom are aged 16 and whose parents might take issue with the notion that they might be sexually active.

Action: Ensure data on sexual orientation is collected again in 2011/2012 from HE students and facility is created to store the information on the MIS system to enable appropriate reporting and analysis.

**Religion or belief**

This data was collected from HE students but was not input onto the College MIS system.

Action: Ensure data on religion or belief is collected again in 2011/2012 from HE students and facility is created to store the information on the MIS system to enable appropriate reporting and analysis.  Ensure this data is also collected and stored on FE students.

**Gender reassignment**

This data was not collected.

Action:  Ensure data on gender reassignment is collected at all stages of the student journey, from application stage.

**STAFFING STATISTICS – staff in post and staff recruited**

The breakdown below shows the composition of staff as at 31st May 2010 to ensure any temporary staff employed during term time are included.  It is broken down by each protected characteristic (also including full and part time split), by managers, non-managers and hourly paid staff.  Hourly paid staff are those listed as on the payroll who may be available for work – they may not have actually done any work for the College.  Some staff within this category also have a contract of employment as a non-manager in a different capacity so are included in the figures twice, e.g. someone may be employed on a contract as a Technician Demonstrator but be available for hourly paid teaching work should some become available.

**Part time / full time**

| | Managers | | Non-managers | | Hourly paid staff | |
|---|---|---|---|---|---|---|
| Staff in post | Head count | % | Head count | % | Head count | % |
| Part time | 6 | 13% | 88 | 62% | 34 | 100% |
| Full time | 41 | 87% | 55 | 38% | 0 | 0% |
| Total | 47 | | 143 | | 34 | |

There has been a small increase in the number of part time managerial posts since the previous year.  There are a larger proportion of part time employees at a non-managerial

level largely due to the existence of ancillary posts that require a fixed short period of work in each day.

Action: no action required.

| | Managers | | Non- managers | | Hourly paid | |
|---|---|---|---|---|---|---|
| Leavers | Head count | % | Head count | % | Head count | % |
| Part time | 1 | 25% | 16 | 80% | 28 | 100% |
| Full time | 3 | 75% | 4 | 20% | 0 | 0% |
| Total | 4 | | 20 | | 28 | |

While there appears to be a high rate of turnover of hourly paid staff this is inevitable as the list of hourly paid staff is 'cleansed' each year, involving the removal of staff who were not used or are not likely to be used in the following year, and student ambassadors leave the College.  There also appears to be a higher turnover of part time staff compared to the proportion of staff in post, particularly amongst non-managers.  Again this is inevitable as this staff group includes part time ancillary posts that traditionally have higher turnover rates.

Action: no action required.

**Race**

| Nationality | Managers | | Non-managers | | Hourly paid staff | |
|---|---|---|---|---|---|---|
| Staff in post | Head count | % | Head count | % | Head count | % |
| Non-British | 1 | 2% | 4 | 3% | 4 | 12% |
| British | 36 | 77% | 119 | 83% | 30 | 88% |
| No data recorded | 10 | 21% | 20 | 14% | 0 | 0% |
| Total | 47 | | 143 | | 34 | |

The majority of staff for whom the College holds this data are British.  The College is not permitted to employ non-British citizens unless they are an EU citizen or have the right to live and work in the UK (e.g. via a work permit) if they are not from the EU.  Clearly most recruitment will be local and most people living locally will be British citizens.

Action: Encourage those staff who have not stated their nationality to do so.

| Nationality | Managers | | Non- managers | | Hourly paid staff | |
|---|---|---|---|---|---|---|
| Leavers | Head count | % | Head count | % | Head count | % |
| Non-British | 0 | 0% | 1 | 5% | 0 | 0% |
| British | 4 | 100% | 17 | 85% | 28 | 100% |
| No data recorded | 0 | 0% | 2 | 10% | 0 | 0% |
| Total | 4 | | 20 | | 28 | |

The nationality composition of leavers is broadly comparative to that of staff in post, so there is no evidence that staff of non-British nationality are less likely to stay employed at the College.

Action: no action required.

| Ethnic Origin | Managers | | Non-managers | | Hourly paid staff | |
|---|---|---|---|---|---|---|
| Staff in post | Head count | % | Head count | % | Head count | % |
| Other ethnic origin | 1 | 2% | 4 | 3% | 0 | 0% |
| White | 44 | 94% | 134 | 94% | 34 | 100% |
| No data recorded | 2 | 4% | 5 | 3% | 0 | 0% |
| Total | 47 | | 143 | | 34 | |

Ethnicity data from the 2001 census for the 5 unitary authorities in the Tees Valley shows the other ethnic group (non-white) population at just under 3% (2.82%).  The College staffing composition is therefore comparable to the local community.

Action: Continue to investigate where job adverts might be placed where ethnic minorities might see them.

| Ethnic origin | Managers | | Non- managers | | Hourly paid staff | |
|---|---|---|---|---|---|---|
| Leavers | Head count | % | Head count | % | Head count | % |
| Other | 0 | 0% | 0 | 0% | 2 | 7% |
| White | 4 | 100% | 19 | 95% | 26 | 93% |
| No data recorded | 0 | 0% | 1 | 5% | 0 | 0% |
| Total | 4 | | 20 | | 28 | |

The ethnic origin composition of leavers is broadly comparative to that of staff in post, so there is no evidence that staff of non-white ethnic origin are less likely to stay at the College.

Action: no action required.

**Age**

| | Managers | | Non-managers | | Hourly paid staff | |
|---|---|---|---|---|---|---|
| Staff in post | Head count | % | Head count | % | Head count | % |
| 16 - 18 | 0 | 0% | 0 | 0% | 2 | 6% |
| 19 - 25 | 0 | 0% | 9 | 6% | 9 | 26% |
| 26 - 34 | 5 | 11% | 28 | 20% | 5 | 15% |
| 35 - 44 | 18 | 38% | 41 | 29% | 5 | 15% |
| 45 - 54 | 15 | 32% | 38 | 27% | 5 | 15% |
| 55 - 64 | 8 | 17% | 23 | 16% | 7 | 21% |
| 65+ | 1 | 2% | 4 | 3% | 1 | 3% |
| Total | 47 | | 143 | | 34 | |

The lack of young managers is inevitable as management roles require some level of qualification and experience that would be difficult to obtain before age 25.  There is also a limit on the number of roles that might be suitable for someone at 'entry level' in the job market.

Action: Explore the possibilities of providing trainee or apprenticeship posts for future relevant vacancies.

| | Managers | | Non- managers | | Hourly paid staff | |
|---|---|---|---|---|---|---|
| Leavers | Head count | % | Head count | % | Head count | % |
| 16-18 | 0 | 0% | 0 | 0% | 2 | 7% |
| 19-25 | 0 | 0% | 4 | 20% | 15 | 54% |
| 26-34 | 0 | 0% | 5 | 25% | 3 | 11% |
| 35-44 | 1 | 25% | 6 | 30% | 3 | 11% |
| 45-54 | 0 | 0% | 2 | 10% | 2 | 7% |
| 55-64 | 3 | 75% | 2 | 10% | 3 | 11% |
| 65+ | 0 | 0% | 1 | 5% | 0 | 0% |
| Total | 4 | | 20 | | 28 | |

The College appears to be successful at retaining managers aged 26-34 and 45-54, and non-managers aged 45-54.  The high rate of turnover of managers aged 55-64 is inevitable as staff decide to take early retirement or move on to their next career post.

Action: no action required.

**Sex**

| | Managers | | Non-managers | | Hourly paid staff | |
|---|---|---|---|---|---|---|
| Staff in post | Head count | % | Head count | % | Head count | % |
| Female | 30 | 64% | 101 | 71% | 21 | 62% |
| Male | 17 | 36% | 42 | 29% | 13 | 38% |
| No data recorded | 0 | 0% | 0 | 0% | 0 | 0% |
| Total | 47 | | 143 | | 34 | |

This data shows that while females make up the majority of the workforce they are slightly less likely to be in managerial posts.  This could be for a variety of reasons e.g. fewer part time managerial posts than non-managerial posts at the College.

Action: No action required.

| | Managers | | Non- managers | | Hourly paid | |
|---|---|---|---|---|---|---|
| Leavers | Head count | % | Head count | % | Head count | % |
| female | 4 | 100% | 14 | 70% | 20 | 71% |
| male | 0 | 0% | 6 | 30% | 8 | 29% |
| Total | 4 | | 20 | | 28 | |

The gender composition of leavers is broadly comparable to the composition of staff in post.

Action: no action required.

**Disability**

| Staff in post | Managers | | Non-managers | | Hourly paid staff | |
|---|---|---|---|---|---|---|
| | Head count | % | Head count | % | Head count | % |
| Disability | 11 | 23% | 13 | 9% | 1 | 3% |
| No disability | 28 | 60% | 113 | 79% | 33 | 97% |
| No data recorded | 8 | 17% | 17 | 12% | 0 | 0% |
| Total | 47 | | 143 | | 34 | |

This demonstrates that the College encourages staff to tell the College if they think they have a condition that could be a disability, and also demonstrates that having a disability is not a barrier to moving into management posts.

Action: Continue to encourage staff to declare whether they have a disability to enable appropriate work adjustments to be made.

| Leavers | Managers | | Non- managers | | Hourly paid | |
|---|---|---|---|---|---|---|
| | Head count | % | Head count | % | Head count | % |
| Disability | 0 | 0% | 2 | 10% | 1 | 4% |
| No disability | 4 | 100% | 18 | 90% | 27 | 96% |
| Total | 4 | | 20 | | 28 | |

The disability composition of leavers is broadly comparable to the composition of staff in post.

Action: no action required.

**Sexual Orientation**

| Staff in post | Managers | | Non-managers | | Hourly paid staff | |
|---|---|---|---|---|---|---|
| | Head count | % | Head count | % | Head count | % |
| Same sex | 2 | 4% | 6 | 4% | 2 | 6% |
| Same and Opposite sex | 1 | 2% | 0 | 0% | 0 | 0% |
| Opposite sex | 28 | 60% | 98 | 69% | 30 | 88% |
| No data recorded | 16 | 34% | 39 | 27% | 2 | 6% |
| Total | 47 | | 143 | | 34 | |

This demonstrates that the College does have an inclusive culture, and that having a sexual orientation other than heterosexual is not a barrier to accessing management posts.

Action: no action required.

| | Managers | | Non- managers | | Hourly paid | |
|---|---|---|---|---|---|---|
| Leavers | Head count | % | Head count | % | Head count | % |
| Same sex | 1 | 25% | 18 | 90% | 24 | 86% |
| Same and opposite sex | 0 | 0% | 0 | 0% | 2 | 7% |
| Opposite sex | 0 | 0% | 0 | 0% | 1 | 4% |
| no data recorded | 3 | 75% | 2 | 10% | 1 | 4% |
| Total | 4 | | 20 | | 28 | |

No conclusions can be drawn from the above data because of the volume of leavers for whom no data is recorded on sexual orientation.

Action: no action required.

**Religion or belief**

| | Managers | | Non-managers | | Hourly paid staff | |
|---|---|---|---|---|---|---|
| Staff in post | Head count | % | Head count | % | Head count | % |
| Christian | 20 | 43% | 83 | 58% | 21 | 62% |
| Other Religion | 2 | 4% | 3 | 2% | 2 | 6% |
| No Religion | 10 | 21% | 26 | 18% | 9 | 26% |
| No data recorded | 15 | 32% | 31 | 22% | 2 | 6% |
| Total | 47 | | 143 | | 34 | |

Comparable data from the 2001 census for the 5 unitary authorities making up the Tees Valley is as follows: Christian 80%, no religion 10%, Muslim 2%, religion not stated 7%, other religions all less than 1%. This shows that for each category of staff the College employs a higher proportion of those declaring a non-Christian religion than is reflected in the local community.

Action: no action required.

| | Managers | | Non- managers | | Hourly paid | |
|---|---|---|---|---|---|---|
| Leavers | Head count | % | Head count | % | Head count | % |
| Christian | 0 | 0% | 10 | 50% | 11 | 39% |
| other | 0 | 0% | 1 | 5% | 2 | 7% |
| no religion | 1 | 25% | 6 | 30% | 11 | 39% |
| no data recorded | 3 | 75% | 3 | 15% | 4 | 14% |
| Total | 4 | | 20 | | 28 | |

The volume of leavers makes it difficult to draw any conclusions on this and comparison to the composition of staff in post is skewed by the volume of 'no data recorded'.

Action: Encourage staff who have not declared their religion to do so.

## Gender reassignment

This data is not currently collected.

Action: Start to collect data from staff on gender reassignment.

## Pay equality issues

The College operates specific published pay-scales so all staff doing a particular role are paid within the same band, with the same opportunity for progression via annual increments (where appropriate) within the the band.  The detail above on the proportion of managers to non-managers indicates there are no major issues with progression to managerial posts for those with protected characteristics.

## Recruitment rates

| Staff recruitment | | | Applicants | | Successful candidates | |
|---|---|---|---|---|---|---|
| | | | No. | % | No. | % |
| Age | | 16 - 20 | 2 | 1% | 0 | 0% |
| | | 21 - 30 | 122 | 50% | 5 | 42% |
| | | 31 - 40 | 56 | 23% | 4 | 33% |
| | | 41 - 50 | 40 | 17% | 2 | 17% |
| | | 51 - 60 | 18 | 7% | 1 | 8% |
| | | 60+ | 0 | 0% | 0 | 0% |
| | | Prefer not to answer | 4 | 2% | 0 | 0% |
| Sex | | Male | 125 | 52% | 5 | 42% |
| | | Female | 112 | 46% | 7 | 58% |
| | | Prefer not to answer | 5 | 2% | 0 | 0% |
| Disability | | Disabled | 7 | 3% | 1 | 8% |
| | | Not disabled | 224 | 93% | 11 | 92% |
| | | Prefer not to answer | 11 | 5% | 0 | 0% |
| Ethnicity | Black / Black British | Caribbean | 0 | 0% | 0 | 0% |
| | | African | 0 | 0% | 0 | 0% |
| | | Other | 0 | 0% | 0 | 0% |
| | Mixed | White and Black Caribbean | 0 | 0% | 0 | 0% |
| | | White and Black African | 1 | 0% | 0 | 0% |
| | | White and Asian | 2 | 1% | 0 | 0% |
| | | Other | 0 | 0% | 0 | 0% |
| | Asian / Asian British | Indian | 1 | 0% | 0 | 0% |
| | | Pakistani | 1 | 0% | 0 | 0% |
| | | Bangladeshi | 1 | 0% | 0 | 0% |
| | | Other | 0 | 0% | 0 | 0% |
| | White | British | 220 | 91% | 12 | 100% |

| Staff recruitment | | | Applicants | | Successful candidates | |
|---|---|---|---|---|---|---|
| | | | No. | % | No. | % |
| | | Irish | 1 | 0% | 0 | 0% |
| | | Other | 8 | 3% | 0 | 0% |
| | Chinese / other | Chinese | 0 | 0% | 0 | 0% |
| | | Any other | 0 | 0% | 0 | 0% |
| | Prefer not to answer | | 7 | 3% | 0 | 0% |
| Religion | Buddhist | | 0 | 0% | 0 | 0% |
| | Hindu | | 1 | 0% | 0 | 0% |
| | Jewish | | 1 | 0% | 0 | 0% |
| | Muslim | | 2 | 1% | 0 | 0% |
| | Sikh | | 0 | 0% | 0 | 0% |
| | Christian | | 134 | 55% | 7 | 58% |
| | None | | 86 | 36% | 5 | 42% |
| | Other | | 6 | 2% | 0 | 0% |
| | Prefer not to answer | | 12 | 5% | 0 | 0% |
| Sexuality | Heterosexual | | 218 | 90% | 10 | 83% |
| | Homosexual | | 9 | 4% | 2 | 17% |
| | Bisexual | | 0 | 0% | 0 | 0% |
| | Prefer not to answer | | 15 | 6% | 0 | 0% |
| Marital status | Single | | 102 | 42% | 5 | 42% |
| | Separated | | 6 | 2% | 0 | 0% |
| | Co-habiting | | 53 | 22% | 4 | 33% |
| | Married / civil partner | | 61 | 25% | 3 | 25% |
| | Divorced | | 8 | 3% | 0 | 0% |
| | Prefer not to answer | | 12 | 5% | 0 | 0% |
| Total applicants / successful candidates | | | 242 | | 12 | |

The above data shows some slight difference in the profile of applicants vs those who are successful. An applicant is slightly more likely to be successful if they are aged 31 – 40, female, disabled, homosexual or co-habiting. However, the numbers involved are so low it is difficult to draw any real firm conclusions for action.

Action: no action required.


**Applications for flexible working**

There was one formal application for flexible working during 2010/2011. This application was approved. A few members of support staff asked for flexible arrangements for a later start time to allow them to use the College buses and all were approved. There is therefore no evidence that protected characteristics are a barrier to applying for or having an application for flexible working approved.

**Applications for training and development**

During the academic year 2010/2011 only two applications for staff development were turned down – one application was deferred until a less demanding time of the year and in the other case the Director considered the applicant already had the skills to be developed at the event. Applications themselves are more difficult to break down by protected characteristic because of the way the information is stored. This will be reviewed for 2011/2012. All staff are encouraged to attend staff development, whether this is by individual application for an external event or attendance at one or more events during staff development week.

Action: Review the tracking of staff development applications to enable tracking of protected characteristics.

**Grievance and disciplinary cases**

There were no formal grievance or disciplinary cases in academic year 2010/2011. There is therefore no discrimination in the application of these procedures.

**Conclusion**

The College works hard to deliver a fully inclusive experience for all students and staff, regardless of their background, and believes it offers opportunities for success for all. The College is constantly improving the collection of data to allow appropriate examination and analysis of how successful it is at delivering this inclusion, although it recognises that often the volume of numbers involved make drawing firm conclusions from the data difficult. The College develops action plans to constantly improve its performance. The equality and diversity action plan for 2011/2012 is attached at appendix B. Once initial analysis of the above information is completed the College will publish some equality and diversity targets to achieve over the next year or over the next 5 years.

# Equality Action Plan 2010/2011 – End of year update

| | Action | Timescale | Lead Person | Output | Outcome | Progress and actions |
|---|---|---|---|---|---|---|
| 1 | Annually monitor student recruitment at all stages of the recruitment process | Annually, by July each year | Vicky Petrie, Director of Marketing and Recruitment | Inclusion in annual equality and diversity report to governors | Ability to track participation in FE and HE by minority groups | |
| 2 | Annually monitor student attendance, retention, achievement and progression at all stages of the student experience | Annually, by July each year | Sue Rae, Quality Manager | Inclusion in annual equality and diversity report to governors | Ability to track participation in FE and HE by minority groups | Retention and achievement included. Attendance and progression needs further exploration. |
| 3 | Annually monitor staff recruitment at all stages of the recruitment process | Annually, by July each year | Catherine Clennett, Director of Personnel and Student Support | Inclusion in annual equality and diversity report to governors | Ability to track interest in employment at CCAD by minority groups, and their success in gaining employment | Data on recruitment had been included in the Equality and Diversity annual report 2010. |
| 4 | Annually monitor staff attendance, turnover (retention), development and promotion at all stages of the employment experience | Annually, by July each year | Catherine Clennett, Director of Personnel and Student Support | Inclusion in annual equality and diversity report to governors | Ability to track employment participation at CCAD by minority groups | Ongoing<br>Data is being collected on all protected characteristics for all staff. Attendance, development and promotion needs further exploration |

| | Action | Timescale | Lead Person | Output | Outcome | Progress and actions |
|---|---|---|---|---|---|---|
| 5 | Ensure equality promotion is included in all publications, whether hard copy promotion, press information or digital media, including statements on accessibility, the opposition to unfair discrimination, links to relevant organisations, etc. | Ongoing | Vicky Petrie, Director of Marketing and Recruitment | Promotional literature | Promote positive attitudes to minority groups | Still ongoing<br><br>Some discussion on how best to do this. Marketing is trying to present a good, realistic mix of students for the prospectus.<br>Website has been checked for accessibility. Catherine Clennett put together one line statement on equality and diversity for publicity and reception areas. Marketing to ensure they are included / displayed. |
| 6 | Review CCAD's house style in relation to its web-site to ensure that it is accessible, easy to navigate and includes clear information on support for disabled students and other minority groups and remains up to date | Annually, by July each year | Vicky Petrie, Director of Marketing and Recruitment | Accessible Website | Promote a positive image of FE and HE at CCAD and its accessibility to minority groups, and raise aspirations | Review of website and development of a new site is underway. Simon Morris to be involved in development of the new site to advise on accessibility. |

| | Action | Timescale | Lead Person | Output | Outcome | Progress and actions |
|---|---|---|---|---|---|---|
| 7 | Review CCAD's house style in relation to all printed publications to ensure that they are accessible | Annually, by July each year | Vicky Petrie, Director of Marketing and Recruitment | Accessible publications | Promote a positive image of FE and HE at CCAD and its accessibility to minority groups, and raise aspirations | Previous Graphic Designer was looking at this.  New Graphic Designer to pick this up. |
| 8 | Ensure promotions / adverts appear in publications / locations and with organisations where minority groups (both staff and students) will see them and be encouraged to apply. | Ongoing | Vicky Petrie, Director of Marketing and Recruitment (students) / Catherine Clennett, Director of Personnel and Student Support (staff) | Records of promotions / adverts | Increased applications from minority groups | Some research needs to be done on readership of various newspapers, etc. – speak with staff and students on where minority groups might see adverts. NB: Some good contacts with disability advisors at Connexions. |
| 9 | Ensure alternative means of application are available where appropriate and are clearly advertised, e.g. on line applications | Ongoing | Vicky Petrie, Director of Marketing and Recruitment (students) / Catherine Clennett, Director of Personnel and Student Support (staff) | Range of methods of application available and utilised | Increased applications from minority groups | At present application forms for employment are available on the web to be printed out, but cannot be completed on line. Difficulties presented by this were discussed. |

|   | Action | Timescale | Lead Person | Output | Outcome | Progress and actions |
|---|--------|-----------|-------------|--------|---------|----------------------|
| 10 | Continue to ensure that taken as a whole, visual images of students and staff on CCAD publications represent diversity. Use positive role models where possible. | Annually, by July each year | Vicky Petrie, Director of Marketing and Recruitment | Range of images | Promote a positive image of FE and HE at CCAD and its accessibility to minority groups, and raise aspirations | |
| 11 | Assess the impact of all College activities (policies, procedures and practices) to ensure they are bias free. This will include the development of information collection systems in order to measure impact. | Ongoing program of Impact Assessment (separate document) and Impact Assessment Action Plan (separate document) | Catherine Clennett, Director of Personnel and Student Support | Completed Equality and Diversity Impact Assessments (EDIAs) | Implementation of Equality and Diversity Impact Measures (EDIMs)where appropriate | Ongoing |

| | Action | Timescale | Lead Person | Output | Outcome | Progress and actions |
|---|---|---|---|---|---|---|
| 12 | Ensure the principles of equality and diversity are promoted to students throughout the curriculum and all other College activities | Annually, as curriculum modules are updated | Barbara Jones, Vice Principal: Academic (curriculum) / Catherine Clennett, Director of Personnel and Student Support (other College activities) | Curriculum delivery documentation that shows promotion of equality issues, and records of other College activities | Students continually explore equality and diversity issues throughout their experience at CCAD | Christine Goult and Margaret Mineham have been looking at this. To be raised at Programme Leaders and Course Leaders meeting. (BH to let Margaret know of this) Sue Rae noted the strength of positive reaction by students re this in QDP questionnaires. |
| 13 | Share good practice on equality and diversity across the College | Ongoing | Catherine Clennett, Director of Personnel and Student Support | Identification of good practice examples. Training events. | Improved practice across the College | Catherine Clennett to arrange workshops for July staff development week. |
| 14 | Annually monitor student feedback data such as NSS student survey, QDP questionnaires and take action where appropriate | Annually, by July each year | Sue Rae, Quality Manager | Feedback reports and action plans | Able to track perceptions of E&D issues held by students in relation to their College experience | A new QDP focusing on equality and safeguarding will be trialed this academic year. Sue Rae will 'drill down' QDP questionnaire results by various protected characteristics |

| | Action | Timescale | Lead Person | Output | Outcome | Progress and actions |
|---|---|---|---|---|---|---|
| 15 | Annually monitor staff feedback data such as QDP staff survey, exit interviews and take action where appropriate | Annually, by July each year | Catherine Clennett, Director of Personnel and Student Support | Feedback reports and action plans | Able to track perceptions of E&D issues held by staff in relation to their employment experience | Noted that no staff QDP this year, but will be able to use exit interviews to address any relevant issues. |
| 16 | Ensure action is taken promptly where issues are raised related to equality and diversity issues | Ongoing | Catherine Clennett, Director of Personnel and Student Support | Appropriate actions and updated disciplinary, grievance and bullying / harassment procedures | E&D issues, where they occur, do not escalate. | Ongoing, but no issues raised |
| 17 | Ensure staff (including governors) are trained in equality and diversity issues to a level and emphasis appropriate to their role on an ongoing basis | Annually, by July each year | Catherine Clennett, Director of Personnel and Student Support | Staff and governor training records | Staff and Governor awareness of E&D issues and College progress towards its E&D goals | Some training was delivered last summer to staff and to Governors before the July meeting. Further training was delivered July 2011. |
| 18 | Ensure all new staff are aware of the equality and diversity ethos of the College at induction | Twice yearly | Catherine Clennett, Director of Personnel and Student Support | Induction training records | Promote positive attitudes and knowledge of the College ethos | Compulsory induction takes place, but, owing to numbers of new starters being sporadic, this may not be twice yearly. |

| | Action | Timescale | Lead Person | Output | Outcome | Progress and actions |
|---|---|---|---|---|---|---|
| 19 | Ensure all new students are aware of the equality and diversity ethos of the College at induction | Annually, each September | Catherine Clennett, Director of Personnel and Student Support | Induction training records | Promote positive attitudes and knowledge of the College ethos | Student Support Advisors talk about E+D during induction, NB Sue Rae reported that academic staff had fed back that recent cyber bullying workshop was very good. |
| 20 | Ensure all buildings and facilities are safe, accessible to students, staff and visitors with various disabilities, and meet the needs of all minority groups | Annually, and with all new estates developments | David Lawton, Director of Estates and Services | Accessibility and audit records, risk assessment records | Increased participation by minority groups | Ongoing.  Both campuses are legally compliant. Dave Lawton commented on reasons why, in some cases, it is proving difficult to make changes, eg listed building status. Discussion with architects is ongoing re proposed estates changes to toilets, lifts, etc. It was noted that Christine Goult has been making arrangements at Hartlepool for some students with accessibility problems. |

| | Action | Timescale | Lead Person | Output | Outcome | Progress and actions |
|---|---|---|---|---|---|---|
| 21 | Ensure the curriculum is accessible to students with disabilities or learning difficulties, within the rules set by exam bodies or HEIs | Ongoing | Barbara Jones, Vice Principal: Academic | Variety of assessment in place | Adaptable curriculum to minimise the risk it is a barrier to participation and achievement by minority groups | Christine Goult commented that there is a range of teaching, learning and assessment strategies in place including a presentation instead of a written dissertation. |
| 22 | Ensure enrichment activities such as trips take account of the needs of minority students and are as inclusive as possible | Ongoing | Barbara Jones, Vice Principal: Academic | Records of participation in enrichment | Participation by all | Christine Goult, Margaret Mineham and Barbara Hackwood to look at inclusion of a statement about meeting student need on educational visit pro forma as an aid memoir for staff when planning activities. |
| 23 | Ensure annual review of the arrangements to identify students or staff with specific needs and meet their requirements where possible | Annually, each December | Catherine Clennett, Director of Personnel and Student Support | Arrangements to identify student needs, the changes year on year to improve them | Increased declaration of student and staff needs | Catherine Clennett to discuss with Simon Morris February/March 2011 |

| | Action | Timescale | Lead Person | Output | Outcome | Progress and actions |
|---|---|---|---|---|---|---|
| 24 | Ensure support or facilities are provided to students or staff who need it e.g. adaptive equipment, additional tuition on skills development, space to pursue faith requirements, etc. | Ongoing | Catherine Clennett, Director of Personnel and Student Support | Records of equipment loans, support sessions, student ILPs | Achievement by minority groups | Ongoing. Discussion needed on relocation of medical room and also whether a quiet space / faith room / contemplation space can be accommodated. David Lawton to look at plans. |
| 25 | Ensure equality and diversity issues remain embedded in all strategic and operational plans | Annually, as plans are developed | Catherine Clennett, Director of Personnel and Student Support | E&D issues are embedded throughout | Fully inclusive strategic and operational plans | To be included in new Strategic Plan (July 2011) |
| 26 | Ensure the Single Equality Policy (SEP) is updated annually, in accordance with legislative changes and best practice and is available on the College website, intranet and VLE | Annually, every September | Catherine Clennett, Director of Personnel and Student Support | Updated Policy | An updated framework, available for all to see, to ensure positive attitudes and fairness for all | Done |

# Equality and Diversity Action Plan 2011/2012

The College will continue with activities undertaken in previous years such as:

| What we will do | When | Who is responsible |
|---|---|---|
| 1. Collection and monitoring of all data on the student and staff journey from application to progression/exit. | Continually | Director of Marketing and Recruitment / MIS Manager |
| 2. Ensure equality promotion is included in all publications, whether hard copy promotion, press information or digital media, including statements on accessibility, the opposition to unfair discrimination, links to relevant organisations, etc. | Continually | Director of Marketing and Recruitment |
| 3. Review CCAD's house style in relation to its web-site to ensure that it is accessible, easy to navigate and includes clear information on support for disabled students and other minority groups and remains up to date | Annually at the end of each academic year | Director of Marketing and Recruitment |
| 4. Review CCAD's house style in relation to all printed publications to ensure that they are accessible | Annually at the end of each academic year | Director of Marketing and Recruitment |
| 5. Ensure promotions / adverts appear in publications / locations and with organisations where minority groups (both staff and students) will see them and be encouraged to apply. | Continually | Director of Marketing and Recruitment / Director of Personnel and Student Support |
| 6. Ensure alternative means of application are available where appropriate and are clearly advertised, e.g. on line applications | Continually | Director of Marketing and Recruitment / Director of Personnel and Student Support |

| What we will do | When | Who is responsible |
|---|---|---|
| 7. Continue to ensure that taken as a whole, visual images of students and staff on CCAD publications represent diversity. Use positive role models where possible. | Continually | Director of Marketing and Recruitment |
| 8. Assess the impact of all College activities (policies, procedures and practices) to ensure they are bias free. This will include the development of information collection systems in order to measure impact. | Continually | All staff – led by Director of Personnel and Student Support |
| 9. Ensure the principles of equality and diversity are promoted to students throughout the curriculum and all other College activities | Continually | Heads of FE & HE |
| 10. Share good practice on equality and diversity across the College | Staff Development week | Director of Personnel and Student Support |
| 11. Annually monitor student feedback data such as NSS student survey, QDP questionnaires and take action where appropriate | End of each academic year | Head of Quality |
| 12. Monitor staff feedback data such as QDP staff survey, exit interviews and take action where appropriate | End of each academic year | Director of Personnel and Student Support |
| 13. Ensure action is taken promptly where issues are raised related to equality and diversity issues | Continually | Head of Quality |
| 14. Ensure staff (including governors) are trained in equality and diversity issues to a level and emphasis appropriate to their role on an ongoing basis | Continually | Director of Personnel and Student Support |
| 15. Ensure all new staff are aware of the equality and diversity ethos of the College at induction | Continually | Director of Personnel and Student Support |

| What we will do | When | Who is responsible |
|---|---|---|
| 16. Ensure all new students are aware of the equality and diversity ethos of the College at induction | Annually | Director of Personnel and Student Support |
| 17. Ensure all buildings and facilities are safe, accessible to students, staff and visitors with various disabilities, and meet the needs of all minority groups | Continually | Director of Estates |
| 18. Ensure the curriculum is accessible to students with disabilities or learning difficulties, within the rules set by exam bodies or HEIs | Continually | Heads of FE & HE |
| 19. Ensure enrichment activities such as trips take account of the needs of minority students and are as inclusive as possible | Continually | Heads of FE & HE |
| 20. Ensure annual review of the arrangements to identify students or staff with specific needs and meet their requirements where possible | End of each academic year | Director of Personnel and Student Support |
| 21. Ensure support or facilities are provided to students or staff who need it e.g. adaptive equipment, additional tuition on skills development, space to pursue faith requirements, etc. | Continually | Director of Personnel and Student Support |
| 22. Ensure equality and diversity issues remain embedded in all strategic and operational plans | Continually | Director of Personnel and Student Support |
| 23. Ensure the Equality and Diversity Policy is updated annually, in accordance with legislative changes and best practice and is available on the College website, intranet and VLE | Continually | Director of Personnel and Student Support |

In addition during 2010/2011 the College will undertake the following:

| Action | Who will lead | Who will be involved | Completion date | Monitoring / evidence |
|---|---|---|---|---|
| 1. Ensure all policies, procedures, guidelines and practices are impact assessed during the approval process. The new template for policies and procedures includes a field on the front cover for the date of the impact assessment, which should serve as a reminder to do the assessment. | Catherine Clennett, Director of Personnel and Student Support | All members of the Equality and Diversity Committee | July 2012 | Equality and Diversity Committee to approve completed screening ad full impact assessments. Record of completed assessments to be held by the Director of Personnel and Student Support |
| 2. Ensure equality and diversity monitoring information is collected at all stages of the student experience, including application stage. | Catherine Clennett, Director of Personnel and Student Support | Nicola Craddock, Marketing and Recruitment Manager<br><br>Charly Butler, MIS Manager | November 2011 | Data collection systems agreed and in place. |
| 3. Ensure equality and diversity monitoring data is stored on pro-solution to enable reporting throughout the student experience | Charly Butler, MIS Manager | Nicola Craddock, Marketing and Recruitment Manager<br><br>Simon Morris, Student Support Manager<br><br>Sue Rae, Head of Quality | November 2011 | Records on pro-solution in reportable fields. |

| Action | Who will lead | Who will be involved | Completion date | Monitoring / evidence |
|---|---|---|---|---|
| 4. Ensure data is collected on other College activity such as part time 'leisure' classes and children's Saturday classes, and stored to enable reporting. | Margaret Mineham, Head of FE | Janette Garrett, Curriculum Development Manager | December 2011 | Records of relevant E&D information.<br><br>Statistical information available for analysis. |
| 5. Investigate the reasons for withdrawal of part time students from HE. It may simply be that students' circumstances can change significantly over a 6 year period but this needs exploring. | Sue Rae, Head of Quality | Christine Goult, Head of HE<br><br>HE Retention Group | December 2011 | E&D committee to consider reasons for withdrawals and whether any action may be appropriate. |
| 6. Check whether the difference in achievement of high grades between white students and those from other ethnic groups in FE is a reflection of other variables such as the specific course enrolled on, and (given the variation is small) check to see if any variation continues in 2011/2012. | Sue Rae, Head of Quality | Margaret Mineham, Head of FE | December 2011 | E&D committee to consider reasons for the slightly lower achievement of high grades |

| Action | Who will lead | Who will be involved | Completion date | Monitoring / evidence |
|--------|---------------|----------------------|-----------------|------------------------|
| 7. Investigate the reasons for higher withdrawal rates amongst FE students aged 26 – 34. Investigate the reasons for higher withdrawal rates amongst HE students aged 18 and 26-44. | Sue Rae, Head of Quality | Christine Goult, Head of HE<br><br>HE Retention Group<br><br>Margaret Mineham, Head of FE<br><br>FE Retention Group | December 2011 | E&D committee to consider reasons for withdrawals and whether any action may be appropriate. |
| 8. Investigate the reasons for a lower proportion of higher grades amongst both FE and HE students aged 26 – 44.  The reasons for this may be the same for the higher rate of withdrawal amongst this age group. | Sue Rae, Head of Quality | Margaret Mineham, Head of FE<br><br>Christine Goult, Head of HE | December 2011 | E&D committee to consider reasons for the lower achievement of high grades |
| 9. Investigate the reasons for the higher withdrawal rate of female HE students. | Sue Rae, Head of Quality | Christine Goult, Head of HE<br><br>HE Retention Group | December 2011 | E&D committee to consider reasons for withdrawals and whether any action may be appropriate. |
| 10. Investigate the reason for a lower achievement of high grades and a higher fail rate amongst male HE students. | Sue Rae, Head of Quality | Christine Goult, Head of HE | December 2011 | E&D committee to consider reasons for the lower achievement of high grades |

| Action | Who will lead | Who will be involved | Completion date | Monitoring / evidence |
|---|---|---|---|---|
| 11. Investigate the reasons for lower rates of achievement of high grades for disabled students, e.g. were they in receipt of support through DSA at HE?, what were the nature of the disabilities – did the disability lead to more absence or exclusion from some activities such as visits/trips? | Sue Rae, Head of Quality | Simon Morris, Student Support Manager | December 2011 | E&D committee to consider the reasons for the lower achievement of high grades |
| 12. Once further investigation of the data has been completed, develop at least two specific equality and diversity targets for the College to achieve over the next year. | Catherine Clennett, Director of Personnel and Student Support | Sue Rae, Head of Quality  Simon Morris, Student Support Manager | January 2012 | Specific measurable targets and an action plan to achieve them published on the website. |
| 13. Ensure data on sexual orientation is collected again in 2011/2012 from HE students and facility is created to store the information on the MIS system to enable appropriate reporting and analysis. | Charly Butler, MIS Manager | Nicola Craddock, Marketing and Recruitment Manager | December 2012 | Data stored on pro-solution ready for analysis. |

| Action | Who will lead | Who will be involved | Completion date | Monitoring / evidence |
|---|---|---|---|---|
| 14. Ensure data on religion or belief is collected again in 2011/2012 from HE students and facility is created to store the information on the MIS system to enable appropriate reporting and analysis. Ensure this data is also collected and stored on FE students. | Charly Butler, MIS Manager | Nicola Craddock, Marketing and Recruitment Manager | December 2012 | Data stored on pro-solution ready for analysis. |
| 15. Ensure data on gender reassignment is collected at all stages of the student journey, from application stage. | Charly Butler, MIS Manager | Nicola Craddock, Marketing and Recruitment Manager | December 2012 | Data stored on pro-solution ready for analysis. |
| 16. Encourage those staff who have not stated their nationality to do so. | Catherine Clennett, Director of Personnel and Student Support | Amy Clark, Personnel Officer | March 2012 | Records of nationality on Select HR database. |
| 17. Explore the possibilities of providing trainee or apprenticeship posts for future relevant vacancies. | Catherine Clennett, Director of Personnel and Student Support | Amy Clark, Personnel Officer | March 2012 | Records of nationality on Select HR database. |

| Action | Who will lead | Who will be involved | Completion date | Monitoring / evidence |
|---|---|---|---|---|
| 18. Continue to encourage staff to declare whether they have a disability to enable appropriate work adjustments to be made. | Catherine Clennett, Director of Personnel and Student Support | Amy Clark, Personnel Officer | March 2012 | Records of nationality on Select HR database. |
| 19. Encourage staff who have not declared their religion to do so. | Catherine Clennett, Director of Personnel and Student Support | Amy Clark, Personnel Officer | March 2012 | Records of nationality on Select HR database. |
| 20. Start to collect data from staff on gender reassignment. | Catherine Clennett, Director of Personnel and Student Support | Amy Clark, Personnel Officer | March 2012 | Records of nationality on Select HR database. |
| 21. Review the tracking of staff development applications to enable tracking of protected characteristics | Catherine Clennett, Director of Personnel and Student Support | Amy Clark, Personnel Officer | March 2012 | Records of nationality on Select HR database. |

Monitoring of the action plan is the responsibility of the Equality and Diversity Committee.