

CC CLEVELAND COLLEGE OF
AD **ART & DESIGN**



Equality and Diversity Objectives

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Cover image a piece of work created by Lisa Marie Wyldbore, FdA Applied Arts student

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Cleveland College of Art and Design Equality and Diversity Objectives

Cleveland College of Art and Design prides itself on its success rates. The college has a history of taking students from a wide range of backgrounds and supporting them to achieve, to achieve high grades, and to progress. There is a high volume of students who progress from level 2 to level 3, and from level 3 to level 4 (degree provision). It is fair to say that a large proportion of these students who succeed in the college's environment did not necessarily succeed at school. The college attempts to create a welcoming environment that is personalized to the individual's needs to enable anyone, no matter what their background, to succeed. In many cases it is the student's "second chance".

The college has an Equality and Diversity Committee that includes senior managers from all areas of the college as well as two student representatives. This committee approves the Equality and Diversity Annual Report, which examines the college's performance with regard to each of the protected characteristics, in relation to both staff and students. In the spring term meeting in 2012 the Committee also considered what it should specify as its Equality and Diversity Objectives. The college is legally obliged to publish one or more equality objectives by 6th April 2012.

Whilst it may be possible to use the action plan arising from the annual report as the published objectives (and these are already available from the college website), it was felt that the college should highlight one or two areas as specific focus to publish as the public objectives. To this end the Committee discussed each of the specific objectives within the annual plan in turn to determine their appropriateness for the published equality objective. The objectives considered by the Committee are contained within appendix B. The considerations and conclusions of the committee are included in the final column. (Appendix A lists the annual cycle of events that the college routinely undertakes to ensure equality and diversity in all its operations).

When discussing each specific objective in the annual plan the committee considered the points in the Equality and Human Rights Commission Guidance: Objectives and the equality duty: A guide for public authorities. This guidance suggests organisations think about:

- "The proportion of people with particular characteristics taking up your services, the quality of their experiences and the practical outcomes for them.
- The proportion of people with particular characteristics you employ and the quality of their experiences and the practical outcomes for them.

- The frequency of the issue occurring versus the harm it may cause to individuals and to groups.
- Who it would be useful to talk to in the process of setting objectives.”

(p7, EHRC December 2011).

When considering the first two points and examining the data collected about staff and students with the various protected characteristics the committee also considered whether the data was reliable and valid enough to draw firm conclusions (some data in reality represented a difference of one or two students). In general this was the most difficult item for consideration. For both staff and students the numbers involved tend to be very small, and so drawing firm conclusions about whether something was a real issue or not required further exploration of year on year trends where this information was available. The Head of Quality and Planning was asked to explore this data for trends for four of the specific objectives within the equality and diversity annual report.

When considering the last point by EHRC it was felt that the representation on the Equality and Diversity Committee was sufficiently wide to limit discussion to that committee at the initial objective setting stage, although objectives would be shared with wider student representatives through student councils.

After much debate and further examination the college decided that its initial Equality and Diversity objectives should initially be:

- 1. Increase the proportion of disabled students in HE achieving high grades¹ from the current level (78% of disabled students) to the equivalent level for non-disabled students (83% in 2011) by July 2015.**
- 2. Increase the proportion of students aged 26 – 34 and 35 – 44 achieving high grades from the current levels (60% and 71% respectively) to the proportion of students aged 19 – 25 achieving high grades (82% in 2011) by July 2015.**

The college has decided to focus its initial targets on HE students as this is the main target area for growth of the college in its current strategic plans.

The Equality and Diversity Committee will be responsible for agreeing and monitoring the action plan to achieve these objectives, and for regularly assessing their relevance as the priority Equality and Diversity Objectives as actions are implemented and new data comes to light.

¹ For this purpose high grades are first, upper or lower second class degree classification on a BA honours programme.

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
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

What we will do	When	Who is responsible
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 2011/2012 the College will undertake the following:

Action	Who will lead	Who will be involved	Completion date	Monitoring / evidence	Discussion by the Committee on whether this is appropriate to publish as an E&D objective
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 and full impact assessments. Record of completed assessments to be held by the Director of Personnel and Student Support	Not suitable as one of the college's main published E&D objectives
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 Charly Butler, MIS Manager	November 2011	Data collection systems agreed and in place.	Not suitable as one of the college's main published E&D objectives

Action	Who will lead	Who will be involved	Completion date	Monitoring / evidence	Discussion by the Committee on whether this is appropriate to publish as an E&D objective
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 Simon Morris, Student Support Manager Sue Rae, Head of Quality	November 2011	Records on pro-solution in reportable fields.	Not suitable as one of the college's main published E&D objectives
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. Statistical information available for analysis.	Not suitable as one of the college's main published E&D objectives

Action	Who will lead	Who will be involved	Completion date	Monitoring / evidence	Discussion by the Committee on whether this is appropriate to publish as an E&D objective
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 HE Retention Group	December 2011	E&D committee to consider reasons for withdrawals and whether any action may be appropriate.	Data on this has been examined and 12% of part time student withdrawals were actually deferrals (1% for full time students). Not suitable as one of the college's main published E&D objectives

Action	Who will lead	Who will be involved	Completion date	Monitoring / evidence	Discussion by the Committee on whether this is appropriate to publish as an E&D objective
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	Committee considered the variation too small to be considered as one of the college's main published E&D objectives
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 HE Retention Group Margaret Mineham, Head of FE FE Retention Group	December 2011	E&D committee to consider reasons for withdrawals and whether any action may be appropriate.	Committee considered that although the variation is small, it may be considered as an E&D objective after further exploration.

Action	Who will lead	Who will be involved	Completion date	Monitoring / evidence	Discussion by the Committee on whether this is appropriate to publish as an E&D objective
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 Christine Goult, Head of HE	December 2011	E&D committee to consider reasons for the lower achievement of high grades	Not suitable as one of the college's main published E&D objectives.
9. Investigate the reasons for the higher withdrawal rate of female HE students.	Sue Rae, Head of Quality	Christine Goult, Head of HE HE Retention Group	December 2011	E&D committee to consider reasons for withdrawals and whether any action may be appropriate.	This may be considered an appropriate E&D target if figures over a number of years show a trend for this.

Action	Who will lead	Who will be involved	Completion date	Monitoring / evidence	Discussion by the Committee on whether this is appropriate to publish as an E&D objective
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	This may be considered an appropriate E&D target if figures over a number of years show a trend for this.
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	This may be considered an appropriate E&D target if figures over a number of years show a trend for this.

Action	Who will lead	Who will be involved	Completion date	Monitoring / evidence	Discussion by the Committee on whether this is appropriate to publish as an E&D objective
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.	This is the target the committee was trying to determine.
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.	Not suitable as one of the college's main published E&D objectives

Action	Who will lead	Who will be involved	Completion date	Monitoring / evidence	Discussion by the Committee on whether this is appropriate to publish as an E&D objective
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-resolution ready for analysis.	Not suitable as one of the college's main published E&D objectives
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-resolution ready for analysis.	Not suitable as one of the college's main published E&D objectives
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.	Not suitable as one of the college's main published E&D objectives

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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.	Not suitable as one of the college's main published E&D objectives
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.	Not suitable as one of the college's main published E&D objectives
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.	Not suitable as one of the college's main published E&D objectives

Action	Who will lead	Who will be involved	Completion date	Monitoring / evidence	Discussion by the Committee on whether this is appropriate to publish as an E&D objective
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.	Not suitable as one of the college's main published E&D objectives
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.	Not suitable as one of the college's main published E&D objectives

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