

Equality, Diversity & Inclusion Action Plan Sept 2011 – Aug 2013

Central College Nottingham's Equality, Diversity & Inclusion Action Plan (updated January 2013), describes how the college will fulfil its statutory duties as set out in the Equality Act 2010 and the Public Sector Equality Duty to promote equality of opportunity and avoid discrimination, demonstrating a clear commitment to placing equality, diversity and inclusion at the centre of every aspect of business and academic functions.

Public Sector Equality Duty

The General Equality Duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.
- Foster good relations between people who share a relevant protected characteristic and those who do not share it.

This Action Plan has been developed in response to key organisational objectives identified as a result of the strategic review of the following:

- College Development Plan;
- College Self-Assessment Report 2011 - 2012;
- EDI Action Plan 2011 – 2013;
- 'Investors in Diversity' Diagnostic surveys 2012;

It is presented in 4 sections, representing the 4 main strands analysed and reviewed by the National Centre for Diversity to enable the college to achieve the Investors in Diversity standard in 2014.

- A. Commitment and Communication
- B. Developing A Culture of Fairness
- C. Learning and Teaching
- D. Training and Development

This plan is to be reviewed on a regular basis and updated annually.

Aim: To ensure that the whole College community own and actively implements EDI objectives within the College's strategic framework

A - COMMITMENT and COMMUNICATION						
No	Objectives	Action (SMART Steps)	Measurable Outcomes (What you expect to achieve)	Responsibility for action (With whom)	Target Date for Achievement	Progress to Date
A1.	Ensure Central College Nottingham has a clear EDI commitment statement which is consistently promoted internally and externally.	<p>EDI commitment statement to be reviewed and agreed by EDI Committee.</p> <p>Ensure EDI statement is publicised on website, StaffNet, StudentNet, prospectus, Staff Handbook and in external vacancies.</p> <p>Marketing team to capture photograph of EMT to publish with the statement to reflect commitment of leadership team to EDI.</p>	<p>A concise statement which describes a culture of fairness and respect is produced and promoted.</p> <p>College's publications routinely reinforce College's EDI agenda.</p> <p>The EDI commitment is shared and driven by college management teams to ensure consistency in the EDI messages.</p>	<p>EDI Manager</p> <p>Head of Marketing & Head of HR</p> <p>Head of Marketing</p>	14 March 2013	<p>Revised EDI statement agreed and work is underway with Marketing Team to ensure consistent usage across media and publications (Feb 2013)</p> <p>Request placed with Marketing Team for EMT photograph to support statement.</p>
A2.	<p>Central College Nottingham's commitment to EDI is a consistent and prioritised consideration in all aspects of academic and business functions, plans and strategic developments.</p> <p>Ensure annual EDI priorities for the College are communicated and understood by stakeholders.</p>	<p>Develop and review consistent EDI target setting and monitoring practices into all college action planning and strategic developments.</p> <p>Produce College performance reports which identify EDI trends to inform target setting.</p> <p>EDI Committee to agree annual EDI priorities and ratify with EMT and Governors before publication and dissemination with stakeholders.</p>	<p>Whole college commitment to embedding EDI and setting targets against findings from strategic reviews.</p> <p>Improvement in Success Rates for underperforming students</p> <p>Identification of development needs to address underperformance.</p> <p>Identification and sharing of best practice.</p> <p>Approved annual EDI priorities</p>	<p>EDI Team</p> <p>EDI and Quality Manager</p> <p>VP OD</p>	ongoing	<p>EDI objectives feature in 3 yr Development Plan.</p> <p>Evidence gathering Action planning to achieve objectives.</p> <p>New site under development on college website to make all information accessible to stakeholders (Feb 2013)</p>

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No	Objectives	Action (SMART Steps)	Measurable Outcomes (What you expect to achieve)	Responsibility for action (With whom)	Target Date for Achievement	Progress to Date
A3.	Review, develop and promote the College's EDI resource on StaffNet for staff and StudentNet for learners.	<p>Use IT infrastructure and online resource as the main tools to communicate and raise awareness of EDI matters to all stakeholders.</p> <p>Review and update EDI section of StaffNet, StudentNet and college website to ensure consistent communication of EDI matters to all stakeholders.</p>	<p>Access to EDI related information and resources is improved, developed and updated for all stakeholders.</p> <p>Up to date EDI related resources are used in Learning and Teaching Planning and to inform CPD activities to support staff to uphold EDI commitment.</p> <p>Communication of legislative developments and implications for employment and education is consistent and up to date.</p> <p>Local and national strategy updates and events are consistently communicated.</p>	<p>EDI Team</p> <p>EDI team</p>	Ongoing	EDI site on StaffNet. Updated regularly with new resources and announcements.
A4.	Ensure that all external partners and training providers actively promote EDI.	Partner contracts include the College's EDI commitment and reflect an expectation that the partner upholds these expectations.	<p>Ensure that all external partners agree to adhere to College policy and practice and incorporate actions with their Quality Improvement Plan</p> <p>Ensure all external partners comply with the Equality Act 2010.</p>	Head of Partnerships	By July 2013	
A5.	The College's commitment to achieve the 'Investors in Diversity' standard is clearly communicated and achievements celebrated with stakeholders.	Communicate each stage and outcomes of the journey towards achieving the standard to ensure stakeholders understand the benefits for the organisation and for themselves.	<p>Stakeholders understand the benefits of carrying out the work along the journey towards achieving the standard.</p> <p>All stakeholders recognise the value of their contributions to and influence in developing a culture in which EDI is embedded.</p>	EDI Team	ongoing	Survey reports have been created Jan 2013 and are to be shared via StaffNet, StudentNet and college website.

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No	Objectives	Action (SMART Steps)	Measurable Outcomes (What you expect to achieve)	Responsibility for action (With whom)	Target Date for Achievement	Progress to Date
A6.	Communicate EDI achievements and developments in an Annual Report.	Annual report to include workforce profile data, learner profile and SSR data, progress against EDI objectives and EDI Team actions during previous calendar year.	Report approved by Governors. Clear evidence of EDI Team impact on stakeholders is provided in a summary report which is communicated to all stakeholders.	EDI Manager With support from Quality manager and Head of HR	January 2013	EDI Annual Report completed Jan 2013. All equality related qualitative and quantitative data collated by EDI Manager.
A7.	Establish a marketing strategy which supports the effective promotion of the College's commitment to EDI and incorporates Positive Action strategies to enhance the diversity of the college community.	Develop and review new EDI section on college website to ensure site is up to date and meets 'transparency' requirements of Public Sector Duty. Create and publish accessible 'EasyRead' versions of strategic documents using 'photo symbols' as communication aids. Agree targeted marketing strategies as Positive Action targets with Marketing Team to support and develop diverse representation of college workforce and learner profiles. Develop promotional materials which are reflective of the college community and the target audience.	EDI Policy, Action Plan, Annual Report, EDI data and EAs are published on external website. EDI commitment is clearly reflected in marketing materials in terms of content and media variety. Learning and working opportunities promoted to diverse and underrepresented groups through the use of positive case studies and targeted marketing to challenge occupational stereotypes and to celebrate an inclusive organisational culture. Boost in workforce diversity particularly in the BME profile.	Head of Marketing EDI team to lead Head of Marketing Head of Marketing	Bu July 2013	

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B - DEVELOPING A CULTURE OF FAIRNESS						
No	Objectives	Action (SMART Steps)	Measurable Outcomes (What you expect to achieve)	Responsibility for action (With whom)	Target Date for Achievement	Progress to Date
B1.	Ensure the college provides a welcoming environment that is appropriately accessible and accommodating of all stakeholders' diverse needs.	<p>Carry out 'Short Surveys' within School Meetings to identify and mitigate any EDI concerns or queries.</p> <p>Discuss the appointment of staff Champions (i.e. for Age, Disability, and Mental health at work) to provide support to staff who feel disadvantaged.</p> <p>Include a question in QDP Learner Survey asking if learners feel welcome and valued by the college.</p>	<p>Reasons identified to explain why 20% of staff said that they 'do not feel valued', in results of Investors diagnostic survey.</p> <p>This stat is significantly reduced in next survey to be carried out in 12 months' time.</p> <p>Establish on course and course completers benchmark of satisfaction rates of learner experience in relation to feeling respected and valued by the college.</p>	<p>EDI team</p> <p>Head of HR</p> <p>Quality Manager</p>	Review at next survey	

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B2.	Ensure College has a clear strategic commitment to tackle incidents of bullying, positively and effectively.	<p>Create a consistent anti bullying policy for staff and for learners.</p> <p>Ensure definitions of 'bullying', 'harassment' and 'victimisation' are communicated clearly through training, materials and posters.</p> <p>Recruit anti bullying Champions for staff and learners who will publicly display our 'zero tolerance' approach to bullying.</p>	<p>Staff and learners engage and participate in training and enrichment activities which focus on impact of bullying behaviours and skills in challenging unacceptable behaviours.</p> <p>A reduction in the reporting of bullying behaviour amongst and between staff and learners at all sites.</p>	<p>Head of Student Services & Head of HR</p> <p>EDI team</p> <p>Head of Student Services & Head of HR</p>	<p>Review no of reported bullying incidents for staff and students at year end</p>	
No	Objectives	Action (SMART Steps)	Measurable Outcomes (What you expect to achieve)	Responsibility for action (With whom)	Target Date for Achievement	Progress to Date
B3.	Embed Equality Analyses process into all Policy, Planning and Service Development across the college to inform decision making and to avoid potential for indirect discrimination.	<p>Equality Analyses are completed at Policy, Planning and Service Development Stage.</p> <p>Training and support in the EA process for staff with responsibility for strategic and operational decision making is accessible.</p>	<p>The College Public Sector Statutory Equality Duties are met, to eliminate potential for unlawful indirect discrimination.</p> <p>Existing Policies and Procedures are reviewed and Analysed accordingly.</p> <p>New Policies, Procedures and developments to Services are Analysed as priority.</p>	<p>EDI Team to coordinate.</p> <p>EDI team</p>	<p>Ongoing as policies are reviewed.</p>	<p>Executive Team updated and trained in completing Analyses.</p> <p>Paperwork updated and guidance documents produced to support analysis process. Documentation available to all staff via StaffNet.</p>

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B4.	Ensure that learner voice is heard and views fed back to College EMT	Recruit EDI Reps from each college site to meet with EDI Team regularly to discuss EDI issues, plans and activities. Reps attend Student Council with EDI Team to give feedback.	<p>Learner Reps to report any EDI related concerns and interests of learners to EDI Team and actions agreed and led by Reps with support of EDI Team.</p> <p>Learner Reps to lead on learner requests and to engage learners in enrichment activities relating to EDI matters.</p>	Head of Student Services VP Organisational Development	ongoing	<p>12 EDI Reps recruited and are actively working with EDI Team.</p> <p>VP Organisational Development and EDI Manager attend Student Council Meetings and feedback taken to EMT.</p>
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No	Objectives	Action (SMART Steps)	Measurable Outcomes (What you expect to achieve)	Responsibility for action (With whom)	Target Date for Achievement	Progress to Date
B5.	Ensure that college facilities are maintained and developed to meet the needs of diverse stakeholders.	<p>Carry out review of 'Prayer Room' facilities in consultation with users across sites to ensure they are maintained and utilised appropriately.</p> <p>EDI Team to meet regularly with catering management staff to discuss stakeholder feedback on meeting diverse dietary needs.</p> <p>Promote collaborative work of Catering, Learner Involvement and Sports teams to celebrate diverse events and the college commitment to health and wellbeing, through the diverse media available.</p>	<p>College facilities are compliant with legislation and cater for the needs of diverse stakeholders.</p> <p>Multifaith Prayer rooms are used and maintained by stakeholders of diverse faiths and none.</p> <p>Catering provisions are promoted using IT infrastructure to communicate variety available across college sites to meet dietary requirements of diverse stakeholders.</p> <p>An increase in positive feedback of stakeholders on the flexibility and diversity of foods provided by the canteen facilities on sites.</p>	<p>Head of Estates</p> <p>Catering manager</p> <p>Catering manager</p>		<p>Prayer rooms at 2 sites to be refurbished during Feb ½ term in response to user consultation.</p> <p>Prayer room facilities to be explored at other sites.</p> <p>EDI team met with Catering Manager to discuss variety of food available, and support offered to ensure positive promotion of menu options.</p>
B6.	Continue to fully embed EDI within the learner recruitment and enrolment processes and ensure legislative changes arising from The Equality Act are incorporated.	<p>Carry out annual review of enrolment form to ensure information is appropriate and accurate.</p> <p>Training is made available to staff feeling support in gathering sensitive EDI information during enrolment and / or induction, such as sexual orientation of learners.</p> <p>EDI Team to work with ESOL and LLDD provision to ensure all information given to learners during enrolment is accessible.</p>	<p>Diverse needs of learners are considered throughout the learning journey and when necessary, adjustments and alternatives are made available.</p> <p>Data for EDI monitoring purposes during enrolment is collected for analysis, meaningfully and sensitively.</p>	<p>Student Services Manager</p> <p>EDI manager and Head of training and learning tech</p> <p>EDI team</p>	Ready for June 2013	<p>Discussions taking place with Student Services Management Team in response to staff concerns about the effectiveness of EDI monitoring on enrolment form.</p> <p>Proposal made for separate EDI form.</p> <p>EDI Team to work with ESOL and LLDD to create an accessible format.</p>

C - LEARNING AND TEACHING						
No	Objectives	Action (SMART Steps)	Measurable Outcomes (What you expect to achieve)	Responsibility for action (With whom)	Target Date for Achievement	Progress to Date
C1.	Identify learner groups according to protected characteristics who are achieving on or beneath national benchmarks across Schools against whole college performance data, to ensure effective targeted strategies are implemented to improve results.	<p>Report on all EDI data gathered throughout the 'learner journey' to identify trends and 'at risk' groups in relation to Application, Enrolment, Withdrawals, Retention and Success rates..</p> <p>Set Service and School targets informed by EDI trend data.</p> <p>Measure LAC impact</p>	<p>Retention and Success rates of learners who have historically achieved on or below national and whole college benchmarks are increased to on or above national and whole college benchmarks.</p> <p>Identify and communicate successful strategies for different racial groups based on three year trend outcomes</p> <p>Measure impact of support provided by LACs on learners from ethnic minority groups who are 'at risk' of withdrawal.</p>	<p>VP Organisational Development</p> <p>Heads of School rep</p> <p>Student Services Manager</p>	Autumn 2013	Data analysed
C2.	Develop an effective and informed strategy to remove barriers faced by learners from minority groups.	<p>Drill down on Retention, achievement and SSR data for Chinese and other Asian groups to identify the courses attended and corresponding national averages.</p> <p>Identify reasons for the drop in retention of Chinese learners through liaison with curriculum staff and discussions with Chinese learners and deploy strategies to remove barriers.</p>	Work with curriculum teams to develop strategies where performance of Chinese students is below the course national average	EDI team	On-going	<p>Complete</p> <p>IAG identified as key issue and being addressed with student services. Now with Student Services</p>

C - LEARNING AND TEACHING						
No	Objectives	Action (SMART Steps)	Measurable Outcomes (What you expect to achieve)	Responsibility for action (With whom)	Target Date for Achievement	Progress to Date
C3	Review Ofsted reports to identify examples of good practice from organisations which have achieved Grade 1 for EDI activities to inform development of college practices.	Review recent Ofsted reports online for FE organisations and communicate successful strategies used by sector.. Arrange visits to 'Outstanding' colleges to inform the development of successful strategies to embed EDI into Learning and Teaching.	Commitment and drive to achieve excellence is informed by good practice within the sector.	VP Organisational Development EDI Manager	On-going	Review system in place
C4	Staff and learners at all levels within the organisation are enhancing their learning around EDI, in both formal and informal settings.	Explore ways to promote and celebrate national EDI events which are meaningful and relevant the developing needs of the organisational culture. Organise trips to EDI related workshops, exhibitions and events. Invite guest speakers to share information and experiences of EDI related subjects. Celebrate success stories of diverse staff and learners in non-traditional subject areas and use as case studies.	Staff and learners engage with and participate in activities and discussions which address college, local, national and global EDI matters. Learners and staff from diverse backgrounds and subject areas work together and learn from each other through organised events and activities to develop new and positive relationships.	EDI team to co-ordinate EDI team EDI team EDI Team Head of Marketing	On-going	

D - TRAINING AND DEVELOPMENT						
No	Objectives	Action (SMART Steps)	Measurable Outcomes (What you expect to achieve)	Responsibility for action (With whom)	Target Date for Achievement	Progress to Date
D1.	Develop Mandatory Training opportunities on The Equality Act 2010 to new, current, sessional, FT and PT staff.	<p>Develop and promote E-learning resource on Moodle via Xerte online toolkits.</p> <p>Create training resources in response to feedback from staff and learners across all areas of college regarding experiences and understanding of EDI matters.</p> <p>Deliver training on how to use college procedures including the Complaints and Cause for Concern, to support the college culture of fairness and respect.</p>	<p>All staff to complete mandatory EDI training modules:</p> <ul style="list-style-type: none"> • Module 1 – Introduction to EDI concepts • Module 2 – Equality Legislation • Module 3 – Taking Responsibility <p>EDI Team supported by CPD Team offer a rolling training programme to staff on tackling bullying in college.</p> <p>An increase in the number of requests made to the EDI and CPD team for training on EDI related topics.</p>	EDI Team with Head of Training and Learning Technologies (all actions)	August 2013	<p>Online introductory EDI training module completed by all staff January 2013.</p> <p>Module 2 (Legislation) launched January 2013 following successful pilot.</p> <p>EDI training event offered in January Learning and Teaching Fair. Feedback was positive.</p>

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D2.	Training needs amongst staff are clearly communicated and responded to positively and effectively.	<p>EDI Team to attend School Team meetings to learn what the EDI questions are in order to respond with meaning in particular areas.</p> <p>Informal discussion to take place with academic teams to answer questions and to share find and share examples of good practice across Schools.</p>	<p>A holistic view of the EDI concerns and training needs is gathered to inform appropriate and effective response.</p> <p>A toolkit is created to give staff hints on embedding EDI into classrooms and to share examples of good practice to inform delivery.</p> <p>To provide every curriculum area team with guidance on embedding EDI and managing behaviour with a commitment from each to at least one action to improve EDI within the classroom.</p>	<p>EDI Team</p> <p>EDI Team</p>	on-going to be complete by July 2013	
D3.	Staff and learners have a clear understanding of the definitions of discrimination and harassment which supports the college culture of fairness and respect.	Training is provided to support staff to challenge unacceptable behaviour both in the classroom and around the college sites.	A reduction in the reporting of bullying behaviour amongst and between staff and learners at all sites.	EDI Team	on-going	