

Completed Equality and Diversity Improvement Plan 2017/18

CRITERIA Area for Improve ment	ACTION POINT What will be done?	PROPOSED OUTCOME What will happen?	PROGRESS
LM6	Further develop information for analysis across the nine protected characteristics, to ensure that equality of opportunity and inclusivity is advanced as a result of the general equality duty. Sufficient information gathered for analysis to demonstrate compliance with general duties.	All nine protected characteristics will be qualified and considered: Age Disability Gender Reassignment* Marriage / Civil Partnership* Pregnancy / Maternity leave* Race Religion or Belief* Sex Sexual Orientation*	EDIMS data is analysed annually as part of the self-assessment process. Actions to be carried forward into 2018/19 for staff analysis
LM9	The College will publish its overall mean and median gender pay gaps by April 2018.	Men and women doing equal work or work rated as of equal value are paid equally. The College's pay system will not be discriminatory.	GPG analysis complete and report published and shared. The analysis did not produce any significant issues or actions
OL8	Ensure that apprentices are recruited with integrity according to the academic requirements of the programmes.	Adverse achievement gap between 16-18 year old male apprentices and their female counterparts will be rectified, as male achievement improves.	Final data not yet available for analysis

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The College self-assesses annually, and key criteria from the Ofsted Handbook (2015) for the Inspection of Further Education and Skills that relate to Equality and Diversity are specified in the Action Plan here.

The criteria relate to:

Effectiveness of leadership and management (LM), consider:
6. how effectively leaders, managers and governors monitor the progress of groups of learners so that none is disadvantaged or underachieves
9. the extent to which leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), and how well learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider
Quality of teaching, learning and assessment (Q) consider the extent to which:
9. teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying
11. teaching promotes learners' spiritual, moral, social and cultural development
Personal development, behaviour and welfare (PD) consider the extent to which:
9. the extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain
Outcomes for Learners (OL) consider the extent to which:
1. learners make progress during their programme compared with their starting points, with particular attention to progress by different groups of learners
8. there are any significant variations in the achievement of different groups of learners.
Safeguarding (S) consider the extent to which:
3. The quality of safeguarding practice, including evidence that staff are aware of the signs that children or learners may be at risk of harm, either within the setting or in the family or wider community outside the setting.