# SINGLE EQUALITY SCHEME 2017-18

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# Introduction

This Single Equality Scheme (SES) for RNN Group (RNN) brings together the College's commitment to the Equality Act 2010 and requirement for a single document that outlines how we plan to meet our statutory requirements.

 **The Equality Act 2010 (Specific Duties) Regulations 2011 came into force from 10 September 2011**

These regulations allow Colleges to perform the general equality duty better by the transparency of publishing equality information, which is accessible to the public. The general Equality Duty requires colleges, when exercising their functions, to have due regard to the need to:

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Equality Act Specific Duties require colleges to:

- Publish information to demonstrate compliance with the general Equality Duty on an annual basis.  This includes information relating to employees and other individuals who share a relevant protected characteristic (see below for definition) who will be affected by their policies and practices.
- Prepare and publish equality objectives by no later than 6 April 2012 and at least every four years thereafter. There is a requirement for one or more objectives, which the organisation believes it should achieve, in order to comply with any part of the general equality duty (points a-c above); the objective(s) must be specific and measurable. There is a legal requirement to ensure all information is published in a way that is easily accessible to the public.

**The Act** protects employees, students and people who access the College's goods, services and facilities, from discrimination on the basis of 'protected characteristics' which include:
- Race
- Sex
- Disability (or because of something connected with their disability)

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- Sexual orientation (lesbian, gay, bisexual or heterosexual)
- Religion or belief
- Gender reassignment/being a transsexual person
- Pregnancy and maternity
- Being married or in a civil partnership (employees only as at October 2011)
- Age (Employees only as at October 2011)

The SES seeks to anchor the legislative requirements firmly within all that the college does and underpins our own values and vision. These are:

**Vision**          We will become one of the UK's leading Further Education Colleges

**Our Mission**    Delivering outstanding technical and professional education and training
                   Helping businesses to succeed and grow, transforming the lives of our students and communities

**Our Values**    Respect:      Valuing each other and the ways in which we work together
                  Support:      Creating an environment that is caring and safe
                  Inclusion:    Valuing and celebrating individuality and the chance for each to reach their full potential
                  Excellence:   Being positive and creative, and striving to be the best we can
                  Partnership:  Working with employers and partners to meet the needs of our students and out community

It is the **purpose and intention** of this SES document to demonstrate:

- the College is committed to tackling any form of discrimination, committed to the promotion of equality and fostering good relations between each of the protected characteristics
- the College has properly considered how its activities as an employer and a provider of education and services affect people with all of the protected characteristics

## Specific Equality Objectives

- Curriculum development which responds to the needs of our students and our communities
- Delivery of targets set for curriculum and business support which are designed to promote equality and diversity or to drive equality forward
- Promote the development of positive behaviours which reaffirm the understanding of and compliance with the rule of British Law and British Values
- Professional development which continues to support staff to promote equality and diversity routinely in their daily activity
- To ensure that any gaps in key learner outcomes are addressed
- To ensure that Equality and Diversity is promoted and celebrated in all that we do
- To achieve an accessible learning environment for all
- To have a representative workforce at all levels that reflects the diversity of our students

**Staff** - **Equality & Diversity – Employee Data**

**Staff Profile compared with Bassetlaw general population**
The College continuously reviews statistics with regard to the Equality & Diversity Profile of its employees and learners.  This data is reviewed on an annual basis and an action plan updated to address any areas of concern. The following table summarises current employee statistics and also compares local and SIR (FE Workforce Data for England) data.

## WHOLE GROUP

| | Support | Support % | Lecturer | Lecturer % | Management | Management % | P/T | P/T % | Total in Group | Total % | Bassetlaw% | Rotherham % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Age Profile** | | | | | | | | | | | | |
| 16 - 25 | 95 | 10.94 | 1 | 0.32 | 1 | 1.15 | 31 | 6.01 | 97 | 7.65 | 11.48 | 12.17 |
| 26 - 35 | 205 | 23.62 | 58 | 18.53 | 14 | 16.09 | 111 | 21.51 | 277 | 21.85 | 10.58 | 11.48 |
| 36 - 45 | 185 | 21.31 | 86 | 27.48 | 23 | 26.44 | 117 | 22.67 | 294 | 23.19 | 14.34 | 14.24 |
| 46 - 55 | 199 | 22.93 | 90 | 28.75 | 33 | 37.93 | 111 | 21.51 | 322 | 25.39 | 14.77 | 14.23 |
| 56 and over | 184 | 21.20 | 78 | 24.92 | 16 | 18.39 | 146 | 28.29 | 278 | 21.92 | 31.23 | 28.86 |
| **TOTAL** | **868** | **100** | **313** | **100** | **87** | **100** | **516** | **100** | **1268** | **100** | **82.40** | **80.97** |
| **Gender** | | | | | | | | | | | | |
| Female | 639 | 73.62 | 161 | 51.44 | 55 | 63.22 | 424 | 82.17 | 855 | 67.43 | 50.40 | 49.07 |
| Male | 229 | 26.38 | 152 | 48.56 | 32 | 36.78 | 92 | 17.83 | 413 | 32.57 | 49.60 | 50.93 |
| **TOTAL** | **868** | **100** | **313** | **100** | **87** | **100** | **516** | **100** | **1268** | **100** | **100** | **100** |
| **Ethnicity** | | | | | | | | | | | | |
| BME | 22 | 2.53 | 9 | 2.88 | 0 | 0.00 | 11 | 2.13 | 31 | 2.44 | 2.5 | 6.42 |
| White | 793 | 91.36 | 292 | 93.29 | 85 | 97.70 | 462 | 89.53 | 1170 | 92.27 | 97.37 | 93.58 |
| Not Known / Provided | 53 | 6.11 | 12 | 3.83 | 2 | 2.30 | 43 | 8.33 | 67 | 5.28 | 0.13 | 0.00 |
| **TOTAL** | **868** | **100** | **313** | **100** | **87** | **100** | **516** | **100** | **1268** | **100** | **100** | **100** |
| **Disability** | | | | | | | | | | | | |
| Yes | 32 | 3.69 | 24 | 7.67 | 4 | 4.60 | 24 | 4.65 | 60 | 4.73 | | |
| No / Not Declared | 836 | 96.31 | 289 | 92.33 | 83 | 95.40 | 492 | 95.35 | 1208 | 95.27 | | |
| **TOTAL** | **868** | **100** | **313** | **100** | **87** | **100** | **516** | **100** | **1268** | **100** | | |

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**DVC**

| | Support | Support % | Lecturer | Lecturer % | Management | Management % | P/T | P/T % | Total in College | Total % | Rotherham % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Age Profile** | | | | | | | | | | | |
| 16 - 25 | 35 | 15.77 | 1 | 1.92 | 1 | 4.35 | 17 | 11.64 | 37 | 12.46 | 12.17 |
| 26 - 35 | 48 | 21.62 | 17 | 32.69 | 6 | 26.09 | 37 | 25.34 | 71 | 23.91 | 11.48 |
| 36 - 45 | 43 | 19.37 | 17 | 32.69 | 5 | 21.74 | 30 | 20.55 | 65 | 21.89 | 14.24 |
| 46 - 55 | 51 | 22.97 | 11 | 21.15 | 10 | 43.48 | 29 | 19.86 | 72 | 24.24 | 14.23 |
| 56 and over | 45 | 20.27 | 6 | 11.54 | 1 | 4.35 | 33 | 22.60 | 52 | 17.51 | 28.86 |
| **TOTAL** | **222** | **100** | **52** | **100** | **23** | **100** | **146** | **100** | **297** | **100** | **80.97** |
| **Gender** | | | | | | | | | | | |
| Female | 154 | 69.37 | 30 | 57.69 | 13 | 56.52 | 116 | 79.45 | 197 | 66.33 | 49.07 |
| Male | 68 | 30.63 | 22 | 42.31 | 10 | 43.48 | 30 | 20.55 | 100 | 33.67 | 50.93 |
| **TOTAL** | **222** | **100** | **52** | **100.00** | **23** | **100** | **146** | **100** | **297** | **100** | **100** |
| **Ethnicity** | | | | | | | | | | | |
| BME | 2 | 0.90 | 1 | 1.92 | 0 | 0.00 | 2 | 1.37 | 3 | 1.01 | 6.42 |
| White | 175 | 78.83 | 46 | 88.46 | 21 | 91.30 | 108 | 73.97 | 242 | 81.48 | 93.58 |
| Not Known / Provided | 45 | 20.27 | 5 | 9.62 | 2 | 8.70 | 36 | 24.66 | 52 | 17.51 | 0 |
| **TOTAL** | **222** | **100** | **52** | **100.00** | **23** | **100** | **146** | **28** | **297** | **100** | **100** |
| **Disability** | | | | | | | | | | | |
| Yes | 8 | 3.60 | 5 | 9.62 | 3 | 13.04 | 4 | 2.74 | 16 | 5.39 | |
| No / Not Declared | 214 | 96.40 | 47 | 90.38 | 20 | 86.96 | 142 | 97.26 | 281 | 94.61 | |
| **TOTAL** | **222** | **100** | **52** | **100** | **23** | **100** | **146** | **100** | **297** | **100** | |

## Rotherham

| | Support | Support % | Lecturer | Lecturer % | Management | Management % | P/T | P/T % | Total in College | Total % | Rotherham % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Age Profile** | | | | | | | | | | | |
| 16 - 25 | 37 | 15.16 | 0 | 0.00 | 0 | 0.00 | 10 | 7.41 | 37 | 8.51 | 12.17 |
| 26 - 35 | 63 | 25.82 | 28 | 17.07 | 7 | 25.93 | 19 | 14.07 | 98 | 22.53 | 11.48 |
| 36 - 45 | 40 | 16.39 | 48 | 29.27 | 6 | 22.22 | 34 | 25.19 | 94 | 21.61 | 14.24 |
| 46 - 55 | 46 | 18.85 | 48 | 29.27 | 8 | 29.63 | 28 | 20.74 | 102 | 23.45 | 14.23 |
| 56 and over | 58 | 23.77 | 40 | 24.39 | 6 | 22.22 | 44 | 32.59 | 104 | 23.91 | 28.86 |
| **TOTAL** | **244** | **100** | **164** | **100** | **27** | **100** | **135** | **100** | **435** | **100** | **80.97** |
| **Gender** | | | | | | | | | | | |
| Female | 165 | 67.62 | 80 | 48.78 | 20 | 74.07 | 102 | 75.56 | 265 | 60.92 | 49.07 |
| Male | 79 | 32.38 | 84 | 51.22 | 7 | 25.93 | 33 | 24.44 | 170 | 39.08 | 50.93 |
| **TOTAL** | **244** | **100** | **164** | **100** | **27** | **100** | **135** | **100** | **435** | **100** | **100** |
| **Ethnicity** | | | | | | | | | | | |
| BME | 13 | 5.33 | 6 | 3.66 | 0 | 0.00 | 7 | 5.19 | 19 | 4.37 | 6.42 |
| White | 224 | 91.80 | 156 | 95.12 | 27 | 100.00 | 125 | 92.59 | 407 | 93.56 | 93.58 |
| Not Known / Provided | 7 | 2.87 | 2 | 1.22 | 0 | 0.00 | 3 | 2.22 | 9 | 2.07 | 0 |
| **TOTAL** | **244** | **100** | **164** | **100** | **27** | **100** | **135** | **100** | **435** | **100** | **100** |
| **Disability** | | | | | | | | | | | |
| Yes | 11 | 4.51 | 14 | 8.54 | 1 | 3.70 | 11 | 8.15 | 26 | 5.98 | |
| No / Not Declared | 233 | 95.49 | 150 | 91.46 | 26 | 96.30 | 124 | 91.85 | 409 | 94.02 | |
| **TOTAL** | **244** | **100** | **164** | **100** | **27** | **100** | **135** | **100** | **435** | **100** | |

## North Nottinghamshire

| | Support | Support % | Lecturer | Lecturer % | Management | Management % | P/T | P/T % | Total in College | Total % | Bassetlaw% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Age Profile** | | | | | | | | | | | |
| 16 - 25 | 23 | 5.72 | 0 | 0.00 | 0 | 0.00 | 4 | 1.70 | 23 | 4.29 | 11.48 |
| 26 - 35 | 94 | 23.38 | 13 | 13.40 | 1 | 2.70 | 55 | 23.40 | 108 | 20.15 | 10.58 |
| 36 - 45 | 102 | 25.37 | 21 | 21.65 | 12 | 32.43 | 53 | 22.55 | 135 | 25.19 | 14.34 |
| 46 - 55 | 102 | 25.37 | 31 | 31.96 | 15 | 40.54 | 54 | 22.98 | 148 | 27.61 | 14.77 |
| 56 and over | 81 | 20.15 | 32 | 32.99 | 9 | 24.32 | 69 | 29.36 | 122 | 22.76 | 31.23 |
| **TOTAL** | **402** | **100** | **97** | **100** | **37** | **100** | **235** | **100** | **536** | **100** | **82.40** |
| **Gender** | | | | | | | | | | | |
| Female | 320 | 79.60 | 51 | 52.58 | 22 | 59.46 | 206 | 87.66 | 393 | 73.32 | 50.4 |
| Male | 82 | 20.40 | 46 | 47.42 | 15 | 40.54 | 29 | 12.34 | 143 | 26.68 | 49.6 |
| **TOTAL** | **402** | **100** | **97** | **100** | **37** | **100** | **235** | **100** | **536** | **100** | **100** |
| **Ethnicity** | | | | | | | | | | | |
| BME | 7 | 1.74 | 2 | 2.06 | 0 | 0.00 | 2 | 0.85 | 9 | 1.68 | 2.5 |
| White | 394 | 98.01 | 90 | 92.78 | 37 | 100.00 | 229 | 97.45 | 521 | 97.20 | 97.37 |
| Not Known / Provided | 1 | 0.25 | 5 | 5.15 | 0 | 0.00 | 4 | 1.70 | 6 | 1.12 | 0.13 |
| **TOTAL** | **402** | **100** | **97** | **100** | **37** | **100** | **235** | **100** | **536** | **100** | **100** |
| **Disability** | | | | | | | | | | | |
| Yes | 13 | 3.23 | 5 | 5.15 | 0 | 0.00 | 9 | 3.83 | 18 | 3.36 | |
| No / Not Declared | 389 | 96.77 | 92 | 94.85 | 37 | 100.00 | 226 | 96.17 | 518 | 96.64 | |
| **TOTAL** | **402** | **100** | **97** | **100** | **37** | **100** | **235** | **100** | **536** | **100** | |

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**SES General Principles and Consultation with Stakeholders**

RNN Group is committed to ensure and promote equality and diversity in all of its work, and this covers equality of opportunity and treatment for all persons in relation to all of the College's activities, such as the employment of staff, consultants and contractors. It also relates to the provision of education and training to individuals and other organisations.

**RNN will:**

- Endeavour to provide equality of access and resources for all
- Support an environment that promotes equality of opportunity for all stakeholders
- Respect and support all students and staff and wider stakeholders
- Work to establish a staff workforce  and Governing Body that reflects the local community
- Provide training in equality and diversity for staff, students and Governors.
- Monitor, analyse and act upon statistical trends, complaints  and other issues in relation to Equality and Diversity per programme area in addition to cross-college provision
- Ensure compliance with  current and new legislation
- Ensure accountability for the promotion of Equality and Diversity takes place at  Governor, Senior Leadership Team and Programme Manager  level

The SES will be reviewed annually in March in order to ensure the College demonstrates full compliance with the general equality duty and continues to establish and monitor specific and published equality objectives. This SES will be communicated to all staff and students and key stakeholders via email and via written communication. Our action plan will ensure that we remain focused upon the key objectives we have set. The Board of Governors will receive an annual report on our progress.

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**Student Profile 2017/18**

Student data is analysed by a number of factors including age, gender, ethnicity and LDD. This is undertaken at programme area level and forms an important part of the annual Self-Assessment Review (SAR). A Quality Improvement Plan (QIP) is developed as part of the SAR process and is reviewed for progress monthly by curriculum teams. An annual review of all complaints made to the college also informs the process in order that we are aware of any developing trends. A review of E&D activity across college is reported termly which celebrates the wide ranging involvement of staff and students. Learner feedback is sought formally through 'learner voice' activities. The college's Observation of Teaching, Learning and Assessment measures the degree to which E&D is embedded in the curriculum which impacts on the overall outcome.

Note: 844 unknown students (Course not designated FT/PT)

**27/02/2018**

|  | FT | | PT | | Total | |
|---|---|---|---|---|---|---|
|  | No of Learners | FT % Total | No of Learners | PT % Total | No of Learners | % Total For Group |
| Widening Participation | | | | | | |
| No WP | 4704 | 59.04% | 3264 | 40.96% | 7968 | 52.43% |
| WP | 3935 | 54.43% | 3294 | 45.57% | 7229 | 47.57% |
| Age Group | | | | | | |
| < 16 | 77 | 39.29% | 119 | 60.71% | 196 | 1% |
| 16-18 | 3718 | 91.13% | 362 | 8.87% | 4080 | 27% |
| 19+ | 4844 | 44.35% | 6077 | 55.65% | 10921 | 72% |
| Gender | | | | | | |
| F | 4494 | 49.67% | 4553 | 50.33% | 9047 | 59.53% |
| M | 4145 | 67.40% | 2005 | 32.60% | 6150 | 40.47% |
| Learning Difficulty/Disability | | | | | | |
| Learning Difficulty/Disability | 1921 | 61.97% | 1179 | 38.03% | 3100 | 20.40% |
| None | 6497 | 55.79% | 5148 | 44.21% | 11645 | 76.63% |
| Not known | 221 | 48.89% | 231 | 51.11% | 452 | 2.97% |

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| Ethnicity | | | | | | |
|---|---|---|---|---|---|---|
| 31 White - British | 7655 | 60.58% | 4982 | 39.42% | 12637 | 83.15% |
| 32 White - Irish | 17 | 48.57% | 18 | 51.43% | 35 | 0.23% |
| 33 White - Gypsy or Irish Traveller | 10 | 76.92% | 3 | 23.08% | 13 | 0.09% |
| 34 White - Any other White background | 333 | 36.35% | 583 | 63.65% | 916 | 6.03% |
| 35 Mixed/Multiple ethnic group - White and Black Caribbean | 50 | 51.55% | 47 | 48.45% | 97 | 0.64% |
| 36 Mixed/Multiple ethnic group - White and Black African | 14 | 33.33% | 28 | 66.67% | 42 | 0.28% |
| 37 Mixed/Multiple ethnic group - White and Asian | 34 | 56.67% | 26 | 43.33% | 60 | 0.39% |
| 38 Mixed/Multiple ethnic group - Other | 32 | 54.24% | 27 | 45.76% | 59 | 0.39% |
| 39 Asian/Asian British - Indian | 25 | 40.98% | 36 | 59.02% | 61 | 0.40% |
| 40 Asian/Asian British - Pakistani | 152 | 38.58% | 242 | 61.42% | 394 | 2.59% |
| 41 Asian/Asian British - Bangladeshi | 4 | 30.77% | 9 | 69.23% | 13 | 0.09% |
| 42 Asian/Asian British - Chinese | 15 | 36.59% | 26 | 63.41% | 41 | 0.27% |
| 43 Asian/Asian British - Any other Asian background | 44 | 44.00% | 56 | 56.00% | 100 | 0.66% |
| 44 Black/Black British - African | 67 | 32.06% | 142 | 67.94% | 209 | 1.38% |
| 45 Black/Black British - Caribbean | 24 | 41.38% | 34 | 58.62% | 58 | 0.38% |
| 46 Black/Black British - Any other Black background | 27 | 50.94% | 26 | 49.06% | 53 | 0.35% |
| 47 Arab | 26 | 34.21% | 50 | 65.79% | 76 | 0.50% |
| 98 Other | 65 | 39.63% | 99 | 60.37% | 164 | 1.08% |
| 99 Not Known/Provided | 45 | 26.63% | 124 | 73.37% | 169 | 1.11% |
| Ethnic Group | | | | | | |
| (31-34) White | 8015 | 58.93% | 5586 | 41.07% | 13601 | 89.50% |
| (35-38) Mixed / Multiple ethnic group | 130 | 50.39% | 128 | 49.61% | 258 | 1.70% |
| (39-43) Asian / Asian British | 240 | 39.41% | 369 | 60.59% | 609 | 4.01% |
| (44-46) Black / African / Caribbean / Black British | 118 | 36.88% | 202 | 63.13% | 320 | 2.11% |
| (47-99) Other ethnic group | 136 | 33.25% | 273 | 66.75% | 409 | 2.69% |
| Grand Total | 8639 | 56.85% | 6558 | 43.15% | 15197 | 100.00% |

**Management of the SES**

The management of Equality and Diversity lies with the Vice Principal and the Director of HR. The Equality and Diversity Management Group, which includes a Governor member, is charged with setting the strategic direction for the College and measuring progress. The Equality and Diversity Committee is chaired by the Head of Student Services and reports to the Management Group. The Committee, which comprises both staff and students, takes a full and active role within the impact assessment of policies and engaging with staff and students that is led by the Director of HR.

**Monitoring Progress**

**Students**

Student data is reviewed on a regular basis and results published on an annual basis in terms of a range of different factors including age, gender, ethnicity and LDD. An annual report that includes student indicators is provided to the Corporation. Specific E&D training and information sessions are provided for all learners through the tutorial programme and through cross-college themed events.

**Staff**

Staff data is reviewed on a regular basis and results published on an annual basis in terms of age, gender, Learning Difficulties and Disabilities and BME. An annual report is provided to the Corporation on both staff and student indicators.  Staff training on Equality & Diversity is provided annually.

**Equality Impact Assessments**

These are carried out by focus groups, including the Equality and Diversity Committee which comprises both staff and students. All policies have been screened, with five identified as requiring a full impact assessment – the outcome of the full assessment confirmed there were no discriminatory elements.

**Publicising our scheme and progress**

This new SES and updated action plan is available on the College website.  We will also publish key data on the website on an annual basis.  A brief guide to the SES has been made available to all staff, students, Governors and employers as part of information about the College. This will be updated on an annual

basis as the SES is reviewed. The action plan (See Appendix 3)   is reviewed and monitored at the Equality and Diversity Management group, which meets six times a year.  The College is gained Investors in Diversity recognition in February 2012 and action plans are monitored by the Equality and Diversity Management Group.

## APPENDICES

Appendix 1        SES Action plan

Appendix 1

## SES Action Plan September 2017 – March 2018

| Action | Responsible person | When | Evidence | Progress update |
|---|---|---|---|---|
| **Annual Publishing** | | | | |
| • Publish revised SES and action plan | HR Director | May 2018 | Published on website and circulated to all stakeholders | Refreshed plan for 2017/18 |
| • Formal report to SLT on a termly basis | E&D Lead | Rolling programme | Reports to SLT | |
| **EDI training** | | | | |
| • All new staff to participate in E&D training and existing staff to attend refresher training annually | HR Director | Ongoing | CPD records | Uptake to be monitored by Director of HR and reported to E&D Management Group |
| • Student training – specific focus on E&D in each curriculum area through tutorials, promotion of ECM and Respect | Assistant Principal and Head of Student Services | Ongoing throughout the year | Delivery captured through PA evidence. Cross-college events include student feedback and reports | Ongoing- more student training planned for 2018/19 in each curriculum area – to be monitored by the E&D Management Group |
| • New Governors to receive E and D training | Clerk to Corporation | New Governor training organised as required | Delivery takes place involving all new Governors | Dates being confirmed for refresher training |

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| Action | Responsible person | When | Evidence | Progress Update |
|---|---|---|---|---|
| *Analysis of staff and student data* **Student** | | | | |
| • Curriculum Areas to continue to review student data by age, gender, BME and LD and D | Curriculum Managers | As part of ongoing SAR process | Improvement plans stored centrally on public drive | Ongoing as part of SAR process and performance management |
| • Include analysis in QIP | Curriculum Managers | Curriculum Managers to present their area performance on reach and impact to the E&D Management Group on a planned basis: dates agreed across the academic year 2018/19 | Reports to E&D Management Group | |
| • Accountability of academic performance reviewed | Assistant Principal | Regular performance reports | Reports to Full Corporation | Continuing |
| • Governor member of the E&D Management Group to report on progress to Full Corporation | Governor member of the E&D Management group | Ongoing | Reports to Full Corporation | Active Governor involvement since October 2011 |
| • Review at mid- year progress made | Director of Quality | Specific mid-year review focus | Mid-year reviews received by Quality Unit and reviewed at E and D Management Group | Mid-year review focus continues each February |
| **Staff** | Director of HR | January each year | | Data for 2017/18 is included in this report |

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| | | | | |
|---|---|---|---|---|
| • Staff data to be analysed on annual basis and any resulting action to be included in action plan | | | Formal report to Full Corporation; review of action plan at E and D Management Group | |
| **Learner Involvement** | | | | |
| • E and D awareness raising delivered via tutorial programme | Head of Student Services | Tutorial focus | Tutorial programme | Ongoing |
| • Learner membership on E and D Committee | Head of Student Services | Ongoing | Minutes of E and D committee | Ongoing |
| • Learner involvement in cross college events | Head of Student Services | Ongoing | Evidenced through recordings and reports | Ongoing |
| **Teaching and Learning** | | | | |
| • Involvement by Quality team in annual E and D 'walk-through' peer quality process | Director of Quality | 'Walk-through' quality processes continue | Evidence of findings cascaded and monitored through to each programme area | 'Walk-through' approach continues |
| • Learning coaches to support embedding of E&D through Coaching network | Director of Quality | Coaching sessions focussed on supporting sustainable development of staff | Feedback from Class visits and PDR | |

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