



Learning Development Unit (Quality)



Equality and Diversity Code of Practice and Action Plan

PROCEDURE NO	QAL/033/000
MANAGEMENT AREA	Vice Principal (Curriculum & Quality)
APPROVED BY	Senior Management Team
AUTHOR	Paul Baker
DATE ISSUED/REVISED	<p><u>15 December 2005</u> (Updated document based on the 2003 former Equal Opportunities Code of Practice, with a new action plan)</p> <p><u>13 December 2007:</u> Action Plan updated</p> <p><u>11 December 2008:</u> Action Plan updated</p> <p><u>01 December 2009:</u> Action Plan updated to include further evidence of progress</p>



INVESTOR IN PEOPLE

1. Publicity

The desire by the College to serve a diverse community is reflected in its promotional material, advertising and public relations activity.

- 1.1 College publicity will be regularly reviewed to ensure that:
 - 1.1.1 it is non-discriminatory to any group or individual;
 - 1.1.2 it is provided in hard copy and electronic forms to ensure that information is widely available and accessible by individuals with a range of needs;
 - 1.1.3 it gives a positive and welcoming image;
 - 1.1.4 applications from members of disadvantaged/under-represented groups are actively encouraged.
- 1.2 Every effort will be made to ensure that appropriate publicity reaches all groups in the community, enabling the widest possible recruitment.
- 1.3 All College users and potential College users should be made aware of:
 - 1.3.1 the available study support;
 - 1.3.2 the College child-care facilities;
 - 1.3.3 the services available within the College to support students with learning difficulties and/or disabilities;
 - 1.3.4 the College counselling and guidance services;
 - 1.3.5 the availability of careers guidance.

2. Student Recruitment

- 2.1 The process of gaining admission to College programmes will be clearly expressed and structured to allow, wherever possible, ease of access to all students throughout the year where appropriate. Prospective students will be offered support and guidance at all stages.
- 2.2 During the admissions process, students will be asked about their ethnic origin and any learning difficulties and/or disabilities, and any relevant health conditions, e.g. epilepsy. This information will be used only for the purposes of providing support, for monitoring and as a reference when considering necessary modifications to curriculum, course times, building and equipment.

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- 2.3 No College employee, or employee of a College partner, will discriminate unfairly, directly or indirectly, in the guidance and recruitment of students.
- 2.4 Students with learning difficulties and/or disabilities will be given the opportunity to discuss any access issues, and should be actively involved in the process of addressing any issues. In this context access is interpreted in its widest sense, including access to the curriculum.

3. Curriculum and Access to the Curriculum

Stafford College is an open access College, which seeks to offer learning opportunities to all, whatever their previous level of achievement.

- 3.1 Course programmes, syllabuses and resources will be regularly examined to ensure they do not discriminate, directly or indirectly, against any student group or individual.
- 3.2 Syllabuses and resources should be enhanced by including positive acknowledgement of the contributions made to society by a diversity of cultures and other groups.
- 3.3 Courses should be accessible to as wide a range of students as possible by enhanced flexibility in both delivery and timing.
- 3.4 Learning support will be made available to all students requiring it, subject to resources.
- 3.5 Ways of modifying curriculum delivery to allow access to classes for individuals with learning difficulties and/or disabilities should continue to be sought.
- 3.6 Assistive technologies will be developed and deployed to assist and enhance the participation of students with disabilities and impairments in their use of learning opportunities.
- 3.7 Learning opportunities will be provided for targeted groups to facilitate access and opportunity.
- 3.8 Procedures for accreditation and assessment will, wherever practicable, be flexible and responsive to the needs of the whole range of students who attend the College.
- 3.9 The College supports the entitlement, for the whole College community, to information, guidance and counselling, which will enable individuals to manage their personal development.

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4. Student Complaints or Grievance

Any student or customer who feels she/he is being discriminated against for reason of, for example, age, race, skin colour, disability, gender, marital status, sexuality or faith should raise the matter formally or informally, as appropriate, with one of the following, in the first instance:

- His/her Tutor; (personal tutor for f/t and class tutor for p/t)
- Faculty Manager
- Head of Faculty or Unit
- Quality Manager
- Vice Principal (Curriculum & Quality)
- Principal

The formal Complaints Procedure is available for cases of alleged discrimination.

All complaints under the Equality and Diversity Policy will be taken seriously. The complaints will be documented and the complainant will receive a response within 7 working days. The Quality Manager will review all complaints regularly and a termly report provided to the Corporation.

Any student who harasses any other member of the College's community on the grounds of, for example, age, race, skin colour, disability, gender, marital status, sexuality or faith will be subject to the College Student Disciplinary Procedure. In serious cases such behaviour could result in expulsion.

5. Employees

The College is an equal opportunity employer. Equal opportunity is about good employment practices and enabling an efficient contribution by our employees.

- 5.1 Recruitment advertisements will indicate that the College is an equal opportunity employer and positive about disability, and will encourage applications from a diversity of groups.
- 5.2 Neither recruitment advertisements nor post details will include conditions or requirements which have an adverse impact for reasons of age, race, skin colour, disability, gender, marital status, sexuality or faith.

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- 5.3 Equality of Opportunity monitoring of job applicants' information will be kept separate from application forms and will remain anonymous.
- 5.4 All employees will be asked to complete a form denoting their sex, ethnic origin and any disabilities. This information will be used for monitoring the effectiveness of policy, including the promotion of race equality, and will remain anonymous.
- 5.5 Short-listing of applicants and selection will be made against specified job criteria. Those short-listing and interviewing will indicate reasons for decisions against such specified criteria.
- 5.6 At interview applicants will not be asked questions which may be considered discriminatory.
- 5.7 The College will pursue non-discriminatory practices relating to pay and conditions within the context of market forces.
- 5.8 Through meeting Investors in People criteria, all staff will have access to induction, regular appraisal and training and development reviews and appropriate staff development.
- 5.9 All employment policies and procedures will be developed and reviewed within the context of the Equality and Diversity Policy.
- 5.10 Any employee may use the grievance procedure to complain about discriminatory conduct. If the matter relates to sexual or racial harassment or harassment on the basis of disability then the grievance may be raised in line with the Harassment Policy or directly with the Personnel Manager. The College is concerned to ensure that staff feel able to raise such grievances and no individual will be penalised for raising such a grievance, unless it is untrue and made with malicious intent.
- 5.11 Any employee who harasses any other member of the College community on the grounds of, for example, age, race, skin colour, disability, gender, marital status, sexuality and faith will be subject to the Disciplinary Procedure. In serious cases such behaviour will be deemed to constitute gross misconduct and as such could result in dismissal.

6. GOVERNOR AND STAFF DEVELOPMENT

- 6.1 Through the Induction and Staff Development programmes, governors and staff will be made aware of:

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- 6.1.1 the legal responsibilities of the College and its employees to eliminate unlawful discrimination and to promote accessibility, equality of opportunity and good race relations;
 - 6.1.2 the Equality and Diversity Policy and Code of Practice;
 - 6.1.3 the College's Admissions Policy and Procedures;
 - 6.1.4 the Policies for students with learning difficulties and/or disabilities;
 - 6.1.5 the needs of disadvantaged groups with the aim of giving all students optimum learning conditions;
 - 6.1.6 race, gender and disability issues and how to recognise casual or passive discriminatory behaviour.
- 6.2 Programmes will be designed to meet staff development needs, as identified in the Action Plan within this Code of Practice.

7. Related Documents

Equality and Diversity Policy (POL/007/000)

8. Distribution

All staff and students via the intranet.

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EQUALITY AND DIVERSITY ACTION PLAN

(incorporating the Race Equality Action Plan)

* An **annual report (in October)** to the Vice Principal (C&Q) on progress and development, **plus a termly update** to the Equality and Diversity Committee.

In addition, the **VP (C&Q) will report annually to SMT (in November) and to the Corporation (in December)**.

At their December meeting each year the Corporation will review and approve any revisions to the Equality and Diversity Policy, Code of Practice and Action Plan.

ACTION (section numbers relate to the Code of Practice)	Performance Indicators (Detailed action points and targets are in relevant SAR Quality Improvement Plans)	Person responsible	Outcomes/Evidence of progress at November 2009
1. PUBLICITY			
<p>Use Marketing, advertising and public relations activity to promote the College curriculum amongst the diverse community we serve.</p> <p>Prepare presentations for school liaison and marketing purposes that are specifically designed to promote equality of access to subjects that are traditionally studied by one gender.</p>	<p>1 (a) More disadvantaged areas targeted compared with previous years</p> <p>1 (b) Images of BME learners included in all major College publications</p> <p>1 (c) All presentations promote E&D issues</p>	<p>Marketing and Student Services Manager</p> <p>Heads of Faculty Marketing and Student Services Manager</p>	<ul style="list-style-type: none"> • Significant increase in promotion of courses in South Staffs and Cannock • All photography uses College students instead of models to reflect diverse College community • Plasma screen messages provide multicultural welcome and monthly celebration of festival days :- Cultural Diversity Day, LGBT history month, Black history month, holocaust memorial day, international women's. • Adult and Community Guide distribution targeted to cover areas of disadvantage • The College Accessibility Statement is available on CD Rom, on the web-site and in leaflet form to explain the entitlement for learner who may have additional needs • Redesigned College web site fully DDA compliant and giving higher profile to services for learners with disabilities, Customers have the facility to view the text on the College web-site in large print. • College presentations address the needs of disadvantaged learners; EMAs, learners with additional learning needs/support, ESOL and highlights the role of the DHCA • Technology publicity materials focused on equality of access re gender e.g. female motor vehicle student featured – 12 new females learners recruited to MV • Promotion materials for Early Years and Health & Social Care used to promote positive male role models in professions and specific campaigns run in liaison with EYDCP • Press releases and newspaper coverage highlights success of disadvantaged learners, age, equality of access re gender. Adult learner winner 2009 Paul Slinn.

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			<ul style="list-style-type: none"> • College prospectuses include a Braille message on the front cover • Ft prospectus welcomes learners in different languages • E & D statement now on course leaflets • The Marketing team now have access to an external translation service • Information about the equality and diversity policies of the College is provided in a variety of ways that include student handbooks, promotional materials, and induction paperwork • On-line enrolments for part-time and leisure courses, text message facility publicised on all advertising. • New video made highlighting how E&D and the respect agenda is integrated into the life of the College – used for AIG and induction • New ESOL leaflet promoting extended provision
2. STUDENT RECRUITMENT			
<p>Clearly express and structure the process of gaining admission to College programmes to allow, wherever possible and appropriate, ease of access to all students throughout the year.</p> <p>Offer prospective students support and guidance at all stages.</p>	<p>2 (a) All recruitment and enrolment policies and procedures allow access, where appropriate, to learners with learning difficulties or disabilities and those from BME groups</p> <p>2 (b) No. of learners for whom no record of ethnicity or learning difficulty or disability is recorded is less than previous year</p> <p>2(c) transition day (School to College) is offered to Learners with Learning Difficulties</p>	<p>Enrolments Manager</p> <p>MIS</p> <p>LLDD Manager</p>	<ul style="list-style-type: none"> • Revised procedure in place from January 2009 for disclosure of learner disability and health conditions during the application/ enrolment process • The enrolment/application forms were updated from January 2009 to include a clearer section to support learner disclosure of disability. • New procedure in place from January 2009 for learners who disclose a criminal conviction • New procedure for Admission of International Students from Feb 09 • Revision made to disclosure procedure to include higher education learners • HE support advisor attached to ALS from Sept 09. • DHCA role developed supported by Cross-College Working Group on Disclosure. • 348 learners referred to DHCA for 07/08, 355 08/09 and 340 as of Oct 09 • 227 learners that had been referred to DHCA in 08/09 achieved Primary Learning Goal update • ALS 'credit card' widely distributed at induction to ensure learners awareness of ALS support and support for mobility, sensory impairment, specific learning needs etc – range of mediums used for

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	annually 2(d) Number of learners from BME backgrounds to reflect at minimum the BME population in the College's catchment area 2(e) Improve ease of enrolment process for all learners. Year on Year improvement in learning rating for ease of enrolment		contacting learners <ul style="list-style-type: none"> • Links with local schools to organise half day taster session for prospective students for Foundation Art and Design course • 40 learners from four different schools attended taster session in Art and Design to help inform choice of course and promote Fashion to males. • Transition team established for learners with additional need – attending local high schools in summer term 09 • The enrolment/application forms are being reviewed in line with the gender equality to include details of transgender/transsexual • Student Induction questionnaire 2008: Q15 "It was easy to enrol" agreement improved from 93%% in 2005/06 to 96% in 2009/10. • Faculty of Gen Ed & Care have "Connect to College" days in June/July '09 for approx 180 new students to help integrate and induct them into the college. • HE – Level 0 study skills course developed and run in conjunction with SURF to support wider access to college's Foundation Degree programmes, particularly from NVQ b/g • Autumn 09 working with Intensive Fostering Scheme to place and support cared for and disadvantaged youngsters in College courses • College transfer Desk enhanced service during Induction 09 (50+ students using the service transferred between) • Increased take up of Intense Summer School for English and maths – allowing D grade learners to commence chosen course of study. Evidence of successful achievement of previous year's starts 75% of learners from 08 summer school achieved chosen vocational course of study in 09. • Support Fund the College provided an additional £50,000 to support learners with financial difficulty
3. CURRICULUM AND ACCESS TO THE CURRICULUM			
Adapt and modify the environment, facilities and curriculum delivery, where appropriate, to make all groups welcome.	3 (a) Annual audit shows that environment, facilities and curriculum	Head of Corporate Services Heads of Faculty & Curriculum	<ul style="list-style-type: none"> • 2009 introduced new options to level 1 Introductory Diploma - to ensure vocational routes available for learners of all abilities in all subjects • Learner Questionnaire outcomes 08/09 show 96% of learners with

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<p>Strive to address the full range of learners' needs through teaching and learning activities which promote equality of opportunity and tackle discrimination.</p> <p>Celebrate diversity through an annual event or activity. Check that offensive material of a discriminatory nature is not displayed in any part of the College.</p> <p>Monitor College communications and publications to avoid the use of language and images that could be potentially discriminatory against any group or individual.</p> <p>Reflect the diversity of the College community through the menus in College catering facilities</p> <p>Provide off-site tuition where appropriate to meet the needs of disadvantaged groups</p>	<p>delivery, where appropriate, make all groups welcome.</p> <p>3 (b) Annual analysis of teaching & learning obs shows full range of learners' needs met.</p> <p>3 (c) Annual analysis of teaching and learning shows learning materials are sensitive to and promote equality and diversity. All learners believe/feel that they are treated fairly and equally</p> <p>3 (d) Annual celebration of diversity event or activity.</p> <p>3 (e) Offensive material of a discriminatory nature is not displayed in any part of the College.</p> <p>3 (f) Menus in College catering facilities reflect the diversity of the College community.</p> <p>3 (g) Maintain or increase by 1 the no.</p>	<p>Units LDU Manager</p> <p>Heads of Faculty & Curriculum Units</p> <p>E&D Coordinator</p> <p>Heads of Faculty & Curriculum Units</p> <p>Head of Faculty of Professional Studies</p> <p>Heads of Faculty & Curriculum Units</p> <p>Heads of Faculty</p>	<p>learning difficulties know the kind of support they can get from College, and they are aware of help for LDD (Q28 and Q49)</p> <ul style="list-style-type: none"> • 100% of learners on L1 and L2 programmes receiving support from day 1 in Sept 09. L3 learners all offered access to Focus Centre. • The tutorial management report (September 09) showed the average overall number of rounds of one to one tutorials completed was 5.62 (5.3 in 07/08; 4.4 in 06/07). In 08.09 Art achieved the full total of 6 rounds per tutor group followed by Gen Ed & Care with 5.77; Technology was 5.43 and Professional Studies averaging the lowest total of 5.28. • New quick response arrangements for LSF embedded in 08/09 in cases of urgent need/hardship and to consider appeals in relation to EMA/ALG payment stoppages • Citizenship course offered to international learners – best practice EV report • Student projects and activity: Hands up for diversity, Exploration of faith event, Holocaust memorial day, Black history month, International women's day, LGBT month • Regular E&D newsletter in 09, new E&D notice boards • Focus group on E&D conducted in 09 with positive feedback on learners' experience of College • College link with ALARM (charity supporting females in Africa) established May 09 • Dyslexia awareness week – exhibition and staff presence in reception Oct 09 • In sample of 279 lesson observations conducted in 08/09, 76% used materials/methods that specifically promoted equality and were sensitive to these issues (compared to 60% in 06/07, 76% in 0708). In addition, in 70% of observations learners' ALS needs had been assessed and addressed (compared to 47% in 06/07 and 64% in 0708. • Early Years involved with promotion of Shoebox appeal across the college. Educational benefits from this (Sept-Nov 09) • HE Card. Widely used in HSC with approx 100 students taking part and provided to provide students from widening participation backgrounds access to HE. Keele Link programme also promotes

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	<p>of off-site tuition venues to meet the needs of disadvantaged groups</p> <p>3(h) Increase the number and diversity of level 1 places on offer to include at least two new curriculum areas in 2008/09</p> <p>3 (i) Involvement with partners to increase support for disadvantaged groups ie NEETS</p> <p>3 (J) All FT tutor groups have one Equality and Diversity session</p> <p>3 (k) All learners believe that learns are responsible and respectful</p>	Heads of Faculty and ECM Coordinator	<p>WP agenda facilitating students developing aspirations for HE study</p> <ul style="list-style-type: none"> • Students take part in the general introduction to HE event and specific access into nursing and allied professions. • Early Years (BTEC) undertaking development work in Stoke schools to widen students' experience and develop understanding of multi-cultural issues with education (Oct '09 onwards). • Public Services staff providing consultancy and QA support to Staffordshire Fire and Rescue Service Young Firefighter programme targeted at disengaged school pupils • Most Successful Celebration of Diversity Day May 09 – greater involvement of the wider community • In 08/09 the College provided learning for learners from 24 different countries • Equality Competition in 08/09 increase in number and range of entries compared with previous year • Discrete classes for offenders in the community on and off site (280 learners since Aug 09) • Lead College for Probation/OLASS provision in community for fourth year • EQUAL project funded information booklet 'Start Again' on employing offenders • Learner Voice policy further developed in 08/09 to give additional opportunity for learners to influence decision making in College • Two residentials organised by LLDD staff to meet the needs of learners with varying physical disabilities • Range of learner needs met through differentiation has increased over time; observations show in 73% of lessons 'differentiation activities, including extension exercises are provided during the lesson', as against 62% in 06/07. • Further emphasis in Group tutorial programme for f/t learners on E&D awareness-raising delivered across college 08/09 – launch of bespoke college E&D film • Extensive range of accessible equipment and software available in libraries to enable learners with specific needs to access learning as well as in additional support • Further development of linkage with Indigo Training (Partnership) to enable NEETS and learners who struggle on main stream

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			<p>programmes to join a more appropriate programme before returning to Stafford college</p> <ul style="list-style-type: none"> • Developed links with Indigo Training and other private providers to design bespoke short employability courses for offenders • A Level Art and ND Fashion projects based on cultures around the world • Performing Arts introduced African dance to their curriculum to widen awareness of a range of cultural forms • Performing Arts have an annual enrichment project with Stafford Day Centre to encourage contact with and awareness of LLDD • Feedback from Technology learner induction process in 2008/09 indicates a positive distance travelled of 17% over last 4 years related to knowing the kind of support available. Also, organisation of initial assessment was up 19% during last 4 years • College learner rating for received initial assessment rose 17% during last 4 years and organisation of initial assessment rose 19% • Additional accessibility toilet installed in Broad Street • 14-16 school pupils take part in voc curriculum with strong progression to f/t study – widening participation • Personal Care packages for learners – new equipment in Personal Care suite – bed, hoist etc • Subscriptions to journals in libraries increased to include black press, disability and ESOL publications. • Accessibility kit bag developed for faculty loan • E&D coordinator has joined LA partnership CAHC dealing with hate crime. • Intensive ESOL provision and family learning programme developed for Ghurkhas – soldiers and families. • Scrapbook project developed with Stafford prison for offenders' families. <p>Healthy College:</p> <ul style="list-style-type: none"> • Healthy College programme promotes healthy lives for all staff and learners within college. Chlamydia testing on-going throughout the year with most recent plan (March 09 – 700 learners screened). • Interactive drama presentation 'trust me' involved 800+ learners in 09 • Weekly 'clinic in a box' sexual health support nurse Sept 09 • Annual Health Fair (June 09) promoting good health, fitness, eating,

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			etc. <ul style="list-style-type: none"> • Full year of health campaigns including World Aids Day, Bike Day, Breast Cancer, Bullying Week. • Annual SHEU health and lifestyle questionnaire completed by 446 16-19 year olds. 78% thought that they felt like a real part of their college (n.a. 71%). 92% considered people at the college to be friendly to them (91% n.a.)

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4. MONITORING OF EQUALITY AND DIVERSITY			
<p>Monitor student complaints to identify and take action, if necessary, on equal opportunities matters which are brought to the attention of the Quality Manager.</p> <p>Produce robust retention, achievement and success rate data that includes analysis of learners by gender, postcode and sector subject area, in order to identify underperformance and to plan effective strategies</p> <p>Improve base information by reducing the percentage of learners for whom no record of ethnicity or learning difficulty or disability is recorded</p> <p>Monitoring the impact of the College's Equality Schemes (Race, Disability and Gender)</p>	<p>4 (a) All managers in action plan have established baseline data where quantitative PIs are possible</p> <p>4 (b) No of complaints upheld on E&D is less than 3 (no. in 2005)</p> <p>4 (c) Any underperforming groups move closer to College average for retention, achievement and success</p> <p>4 (d) PIs in Race Equality Policy, Disability Equality Scheme, Gender Equality Scheme</p>	Quality Manager	<ul style="list-style-type: none"> • Maintained extremely low level of complaints related to E&D in 08/09 • Informal monitoring via incident log being piloted in Gen Ed. • Staff Questionnaire outcomes 08/09: 8% increase in positive responses to Equal Ops questions in last 4 years 'College provides equal opportunities for all' - 92% of staff agree • Learner End of year questionnaire outcomes 08/09 'All learners are treated fairly and equally' – 84% (rating 11% above national average) • Inspection Report Feb 06 – <i>There are no underperforming groups of learners. Male and female learners achieve similar results as do those from ethnic groups. LLDD make good progress and achieve well.</i> Success data for 07/08 supports this assertion • Equality and Diversity Audit conducted Summer 09 • Equality & Diversity Co-ordinator employed in January 09 has significantly raised the profile and awareness across the College • Faculty focus for Monitoring of ALS, broken into gender, ethnicity, support type and mode of study • Analysis of take up and achievement of LSF by ethnic minority groups presented to the Equality and Diversity Committee in June 09 • In 08/09 significant reduction of learners for whom ethnicity and LDD is unknown – improved E&D data collection • Analysis of results for learners receiving LSF reported at 75.8% achievement or acceptance onto second year following successful completion of study • Faculty training provided for self-assessment of E&D • College is part of LSIS pilot for developing single equality scheme
5. EMPLOYEES			
<p>Analyse the composition of the workforce by age, gender, ethnicity and disability to inform recruitment practice.</p> <p>Review current practices in staff recruitment, selection, induction and employment for compliance with the College's Equality and Diversity Policy and Code of Practice.</p>	<p>5 (a) Composition of the workforce by age, gender, ethnicity and disability is at Stafford Borough levels</p> <p>5(b) All policies and procedures for recruitment, selection, induction and employment comply with E&D policy and</p>	<p>Personnel Manager</p> <p>Personnel Manager</p>	<ul style="list-style-type: none"> • Progress made towards achieving a workforce that matches ethnic mix of learners – use of CRC web based recruitment service and FE Jobs online since Spring 06 advertising on ethnic minority websites an increase from 5% to 6.6% seen in 07/08 • Recruitment and Selection policy amended incorporating additional safeguarding and E&D elements including mandatory training in these areas. E&D now an essential criteria for all posts • Positive about disability reaccredited in Oct 09 • Further analysis of staff data to include work life balance requests by gender and f/t p/t – greater take up by males • Number of employees with declared disability increased from 2% to 3.2%

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	code and law		<ul style="list-style-type: none"> • Provision of Faith Room for use of students and staff Oct 08 • Age profile of job applicants data being collected for analysis • Student Counsellor post increased from 50% to full time to provide more support for young learners • ESOL teacher won national STAR awards competition Nov 08
6. GOVERNOR & STAFF DEVELOPMENT			
<p>Review the staff development programme to ensure that staff are regularly updated on their obligations under the law and under the College's Race Equality Policy, Equality and Diversity Policy and Equality and Diversity Code of Practice.</p> <p>Develop bespoke staff development programmes in equality and diversity to new staff at induction, and to all existing staff via on-line training opportunities</p>	<p>6 (a) Annual update on the College's Race Equality Policy, Equality and Diversity Policy and Equality and Diversity Code of Practice is in staff development programme.</p> <p>6 (b) All new staff undertake online E&D training within 3 months of start, and existing staff by Dec 07</p>	<p>Learning Development Manager</p> <p>Learning Development Manager</p>	<ul style="list-style-type: none"> • Discrete classes offered as part of incentivised CPD to all support staff to up skill in Skills for Life • Enhanced input for E&D in staff induction process • Faculty specific staff training in all aspects of inclusion – 'speed dating' event 200+ staff involved summer 09 • DDA training for examinations staff and invigilators – booklet produced • College corporate membership of Women's Leadership Network – Summer 09 • Principal trained as mentor to support LSIS Network for Black Professionals – and awaiting training for WLN mentoring programme • On-line E&D training (Diversity at Work) continued to be promoted to all staff in 08/09. 245 staff successfully completed or on programme • New materials for delivery of E&D in the curriculum provided on Moodle • Equality & Diversity sessions offered in 08/09 as part of the ongoing CPD programme for teachers (7 events, 24 staff) • E&D training for Tutors provided as part of the July Staff Development programme • Impact Assessment completed on all policies and procedures and Afl identified • Front of House sign language staff development with 78% of staff rating it fully valuable • ECM Coordinator CAF trained to support team around the child cases

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