

EDI Action Plan 2014 - 2017



Action	Impact	Lead	Due	Review	RAG
1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by Equality Act 2010.					
Carry out a baseline of the last three year's case management (Capabilities, Disciplinarys & Grievances) to determine the historic level of any discriminatory practices from within the college. Report and publish annually to meet the PSED requirements.	The college will have a clear profile of the level of any historical discriminatory practice and be able to benchmark progress.	NTW	April 2016	Case Management information has been analysed and it has been identified that there are no adverse trends between people sharing protected characteristics.	
Reduce the case management profile by 20% through positive promotion of the college code of conduct and procedures: 1. Poster Campaign 2. Training to managers – How to professionally challenge colleagues 3. Share procedural updates within team meetings / forums	The expectations for staff will be made clear. The college will have made time to update staff on how to challenge one another if incidents of discrimination, harassment or victimisation occur.	NTW	July 2016	Achieved and an ongoing theme within Leadership & Management Forum. Launch of Dignity at College, Allegations Against Staff and College Code of Conduct procedures have been implemented and training is scheduled for September 2017. Standard agenda item on all team briefings. CMM, DMG, SMT, Safe & Equal etc.	
Carry out an analysis to examine the distribution of each protected characteristic subgroup at each pay grade within the workforce. Publish on the College's website.	To ensure the College is complying with the law and good practice and identifying, explaining and eliminating unjustifiable pay gaps. Having rational, fair, transparent pay arrangements.	NTW	April 2016	During the 2015 staff restructure pay scales were reviewed and all front line staff was moved on to the Living Wage scale. All other staff were moved to a Portland Pay Scale and reviewed. Gender Pay analysis is set to be completed by April 2017 in line with Government legislation.	

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Identify aspects of good or outstanding EDI practice and include within the EDI section of the College's Newsletter once per month.	Highlighting the positive work undertaken by staff and learners in championing aspects of EDI.	JB	Feb 2015	Unsung Heroes – Each month nominations sent to Sam Ryde. EDI Awards for 15.07.15 at OURday. Noteworthy EDI themed news items shared to all staff via Branches.	
2. Ensure all learners /citizens have equitable access to college provision and services.					
Carry out a review of the Learning and Teaching curriculum and Portland Freedom offer in relation to EDI.	Provision will be analysed to ensure it is accessible to all.	JP	Jan 2015	Fresh team talks with learners around relationships. Working in collaboration with course team leaders and PF to agree curriculum theme/themes to be followed throughout the year. College wide themes for academic year to be planned covering all 9 PC's to culminate on OURday.	
Include a learner satisfaction question in all learner surveys.	This is another way of judging as to whether learners are satisfied with their programme.	AA	Dec 2014	Induction survey carried out on October 2014. Survey results to be sent to DB & BH. On programme survey was carried out in January 2015. Update Feb 2016 – Learner Induction Survey carried out Term 1 (2015) Learner On Programme Survey distributed Feb 2016. Survey results to be collated and reported to DB & BH in March 2016	

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Report on results of learner questionnaires to the EDIC, QIC	Committee(s) can then make an assessment whether the learners are satisfied with the provision and determine areas for improvement.	AA	June 2015	Results were presented at QIC in January and April 2015. Update Feb 2016 – all learner surveys form part of the new Portland Voice Framework. Results from the surveys will be presented to QIC in April and then at the end of the academic year 2016.
Following feedback from surveys, develop an improvement plan with the Student Council	Learners will take ownership of the improvement process.	RM	July 2015*	Survey carried out regarding how representatives felt about being on the Student Council. Following this an action plan was developed and actions monitored by student services. 2015-16- Theme for year was Learner Voices.
Student services to promote the college offer as part of induction and pre-enrolment tours and assessment.	Prospective and new learners and their families will understand the Portland offer.	RM	June 2015	Overview of the new Curriculum offer for 2015 has been completed and shared with the Marketing and Recruitment team. Course leads have updated information for Marketing & Recruitment to also inform assessment team.
Carry out an Impact Assessment of the learners' and citizens assessment procedure and processes to ensure we are not discriminating against individuals.	To ensure we are providing individuals with the correct programmes at the beginning of their programme.	AAsh	July 2016	Assessment protocols and Impact Assessment paperwork currently being reviewed by Ian Black and Anna Ashton with implementation ready for July 2016. The protected characteristics

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				<p>section of the Learner Application form has been added ready for 2017 intake. A section has also been added to the enrolment pack for 2016 new starters in order to catch their information for this year. All of the data will be collated on the individual's Databridge record.</p>	
<p>3. Ensure achievement gaps between learners /citizens sharing protected characteristics are minimised.</p>					
<p>Report on qualification and achievement success rates from 2013/14, 2014/15 and 2015/16 and implement strategies to overcome areas for development.</p>	<p>Influence over the quality improvement planning for three year period.</p>	<p>AA</p>	<p>Annually</p>	<p>Accredited achievement for learners is outstanding as evidenced by the high success rates within the College. Qualification success rates were 98%, (93% 2012-13) and due to improved data reporting, the College can confirm that 96% of learners made the expected levels of personal progress within the year. Update Feb 2016 – Achievement remains outstanding across L&T with an overall success rate of 95% for 2014-15. Voc success rate = 97% RARPA = 96% Maths = 90%</p>	

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				<p>English = 95% SAR Data booklet Updated to reflect. Update Feb 2017 - Achievement overall = 91% Voc success rate = 91% which is down 6% RARPA = 89% which is down 6% with introduction of 85% achievement required to pass Maths = 92% up 1% English = 89% down 6%.</p> <p>A more in depth analysis of the achievement data has taken place and is reported in the EDI annual report.</p>
Produce a quality achievement report for 2014/15 that illustrates an improved reduction on achievement gaps from previous year.	To judge whether improvement measures have been successful	DB & AA	July 2015	<p>The College monitors the achievement of different groups of learners with due regards to; sex, race, disability, age, mode of attendance. Using both quantitative and qualitative analysis. An action plan update was presented to the College's Equality, Diversity and Inclusion group and Quality Improvement Committee for further scrutiny to ensure that achievement gaps have not emerged.</p> <p>No achievement gaps have</p>

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				been identified in relation to the 9 PC's for 2014/15. Data Manager produced a final data report for EDIC on 03.07.15.	
Learner achievement data to be aligned to the individualised study programmes.	To ensure no learners with protected characteristics have been disadvantaged as a result of the programme that they are studying.	GP	April 2016	Initial Data collected and analysed. Analysis has taken place and narratives added to report Published on the College website 11.04.16.	
Carry out external benchmarking exercise with regards to our EDI data and Safeguarding practices with other comparable ISPs.	To provide a performance check against other comparable ISP's.	GP	Dec 15	EDI data for staff and students was reported in Oct 15 for PRD group – 5 East Midlands Specialist Colleges. Setting up with Marketing.	
4. Ensure all learners/citizens (or their advocates) have an equal opportunity to plan their own transitions.					
Carry out a transition/person centred plan for all learners.	All learners can contribute to their future plans.	DF & RM	June 2015	100% of learners received a Person Centred Review during the year. Staff training for PCP has taken place across support for learning staff teams. 04.07.16 Moving forward amendments to Databridge to generate reports on destination information in care & education will provide robust monitoring in 2016-17 QIP.	
Report on how satisfied learners/citizens are with the support and guidance they receive in planning for their futures.	Committee can make a judgement of the involvement of learners within transition planning.	DF & RM	June 2015*	The Student Support team received feedback from staff and external contacts relating	

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				<p>to the Person Centred Reviews within the FE department. 100% of this feedback has been extremely positive. 100% of learners within the FE department are invited to attend reviews and receive support to facilitate them. As of September 2015 feedback following reviews are recorded and evidenced in the 2015/16 action plan.</p> <p>04.07.16: A wider programme of learner journey tracking will roll out in 2016-17 QIP to provide committee members the opportunity to make judgements on the transitions process.</p>	
<p>5. Ensure Equality, Diversity and Inclusion is promoted and celebrated through college activities.</p>					
Identify by term and course what activities / events will be celebrated around the College.	Clear to all which activities have be identified to be celebrated and provide clear evidence of EDI awareness.	PL, JP & RM	Oct 2014	<p>Joint planning between FE, Portland Freedom and Day services undertaken. Themed curriculum activities for all courses within L&T. OURday celebration took place in July with 89% of survey responses rating the overall event as successful. Update Feb 2016 – JP requests</p>	

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				updates to monitor the EDI events across the curriculum and has a formal update/report in term 2 and term 3 to support curriculum planning and design with specific reference to EDI awareness. Refer to EDI Curriculum overview for planned activities.
Produce evidence of activities that have been celebrated and display on Moodle and notice boards.	Clear evidence of celebrations.	PL, JP & RM	June 2015	BH has worked with Matt Harrison to create a resource area within Branches. Notice board competition took place in July with notice boards covering EDI, SMSC & Promoting FBV. Update Feb 2016 – EDI events continue to develop awareness through curriculum activity. Some further work is needed to evidence the activity through Branches by using photographic and video evidence of learner work/activities/ events. Learners have celebrated Diwali, Black History Month, Valentine’s and the Winter Festival during this academic year. Refer to EDI Curriculum overview for planned activities.

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Ensure all delivery staff receives training on Spiritual, Moral, Social & Cultural education.	To enable delivery staff to better understand the requirements of the CIF	BH	Dec 2015	All delivery staff received SMSC training on 07.12.15 from All Faiths and None (AFAN)	
Ensure Social, Moral, Spiritual and Cultural (CIF) education is embedded within the curriculum offer	Clear to all which activities have been identified and provide clear evidence of SMSC awareness and promotion.	JP, RM & AA	July 2016	Update Feb 2016 – The Curriculum overview identifies where staff are incorporating SMSC into their delivery. This links to a clear SMSC focus in the New Tutorial Framework. The measure of the impact and quality of SMSC delivery by staff in L&T is an integral part of the observation process from learning walks to formal observation. Feedback on findings through observations is being used to shape training and development needs of staff.	
Build on the success of the first 'Our Day' to increase learner/citizen participation	Committee to consider widening the event to OURweek to ensure adequate time is allotted to cover each of the 9 PC's and include elements of Safeguarding & Prevent	BH	July 2016	Safe & Equal Subgroup was established to plan for the year event. The event was extended to five days to ensure full coverage of EDI, Safeguarding & Prevent. Request from learner service to take responsibility for OURday 2017. Learner led event.	

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<p>EDI themed learning walks to be carried out between Portland College and Landmarks College with a focus of evidencing the embedding of EDI, SMSC, BV's and Safeguarding.</p>	<p>To ensure all areas of EDI is interwoven with all aspects of the curriculum and in all aspects of College life to support the 2015 CIF.</p>	<p>AA</p>	<p>Nov 2016</p>	<p>Joint learning walks took place between Portland and Landmarks Colleges during March 2016 and a findings report was produced. Joint college training was developed on identifying EDI, SMSC and Safeguarding opportunities that can be embedded and interwoven into the curriculum delivery and tutorial framework. AA & CW developed a training session that supports cross referencing against SMSC, EDI, BV's & Safeguarding to provide staff with a better understanding and the tools and knowledge to develop in this area. Joint learning walks were revisited in Nov 2016 once training, coaching and mentoring had taken place. Evidence where improvements have taken place. <i>See OTL Report November 2016</i></p>	
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Produce evidence to show how we promote British Values in relation to:	Democracy	RM & TB	Jan 2016	<p>Person centred approaches are deployed within the college. Elected student council representatives.</p> <p>A cycle of learner voices surveys and tutorial sessions are provided for learners to discuss issues with their tutors. Key theme in Tutorial Framework.</p> <p>Democracy Day event held in the college on 14.10.15.</p> <p>EU Referendum Debate took place with learners and citizens on 08.06.16 with visiting speakers attending college representing both the leave and the remain campaigns. Learners and Citizens then took part in a mock vote.</p>
	The Rule of law	RM & TB	Jan 16	<p>All learners have communication and personal development targets to establish an understanding of their rights in relation to the College's Code of Conduct.</p> <p>Safer Internet held on 10th Feb 16. Notts Police Youth Commission came to the college to conduct a workshop on the same day, highlighting 'The Rule of Law' theme of British Values.</p>

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	Individual Liberty	RM & TB	July 16	<p>Learner Support Services have planned to hold regular British Values events throughout the academic year to promote the five main areas. The planning for these events will incorporate the Care and Day Centre teams so that we can raise the profile across all departments.</p> <p>Individual liberty workshops took place with diary room activity on OURday during July 2016 which all learners/citizens fully engaged with.</p>	
	Mutual Respect	RM & TB	May 16	<p>Mutual Respect and Tolerance Day held on 20th May 2016 with the Learner Services Team. This event incorporated the Care and Day Centre teams raising the profile across all departments.</p>	
	Tolerance of those with different faiths and beliefs	RM & TB	July 16	<p>As above and promoted through EDI themed curriculum. Common beliefs and major religious festivals are celebrated.</p> <p>OURday (Diversity event) took place on 15.07.15. This was extended to OURweek in July 2016.</p>	

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6. Ensure all staff have appropriate Equality, Diversity and Inclusion training.					
Enrol the EDI Committee on the City & Guilds EDI L2 Qualification.	All committee members will have a recognised level of basic knowledge.	BH	Dec 2014	<p>BH & RH have undertaken EDI Train the Trainer training.</p> <p>Initial discussion has taken place with Shaping Skills. Explored further options around costings and self-delivery (induction).</p> <p>Due to the College remodelling and investment in the MDP training and development program, it was agreed that funds for the C&G Qualification would be better used to upskill EDI Champions.</p> <p>EDI Champion training to take place in May 2016.</p> <p>Key members of the EDI committee received Workshop to Raise Awareness of Prevent (WRAP) training with Nottinghamshire Police.</p>	
85% of all staff to undertake EDI mandatory training during the two year training cycle.		BH	Aug 2016	<p>62% of staff trained during the first year against two yearly target of 85%</p> <p>98% of staff received EDI training during the two year training cycle 2014 – 2016.</p>	

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100% of all new staff to undertake EDI Awareness Training as part of the new staff induction		BH	Aug 2016	On-going and achieved to date.	
7. Increase the diversity of our workforce.					
Carry out a baseline of staff diversity information via Health & Well-being audit and report and publish annually.	The college will have a clear understanding of its staff diversity.	NTW	Dec 2015	Completed in December 2014. Revisited non completers and re issued the survey in March 2015. Workforce data has now been made available on the College's website for 2015. The nine protected characteristics are now collated at point of recruitment and current EDI data is available.	
Improve staff data responses to the EDI survey through the positive promotion of EDI to the organisation	To obtain a clearer picture of the diversity of our workforce.	NTW	July 2016	Promotional stand to be in place during OURweek 2016, facilitated between the HR and Quality & Data departments which will highlight the importance of data collation and what we do with the information. Resources to be made available for staff to take away. 2016 Annual Equality Report Recommendation for 2016/17 is to Build on the previous positive promotion	

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				of data at the Our Day event to increase staff awareness and understanding of the need and use of data on the nine protected characteristics. The new HR and Payroll system (going live November 2017) will enable staff to update and amend their own personal data. Aim to encourage staff to complete all areas of EDI data capture during roll out of the HR system training.	
The College will carry out statistical monitoring of the recruitment and selection exercise and amend the process if appropriate in an attempt ensure that the staff profile reflects the wider community.	The College's participation in benchmarking exercises can give an early warning of imbalances in the College's workforce diversity profile.	NTW	April 2016	Statistical analysis has taken place however historical information was only captured by Sex, Race and Disability. No adverse impacts identified. All recruitment literature now carries the Mindful Employer Logo as well as the Two Ticks symbol. Data manager will build in the HR database filters to capture the remaining Protected Characteristics.	

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<p>Increase through positive recruitment activities the number of BME and disabled applicants by 5%.</p>	<p>Better reflect of the East Midlands diversity profile.</p>	<p>NTW</p>	<p>Sept 2016</p>	<p>BME applications increased from 3% prior to 2014 to 8% in 2014/2015. (+5%)</p> <p>BME applications decreased during 2015/16 from 8% to 6.5%</p> <p>BME applications increased during 2016/17 from 6.5% to 8 % (+1.5%)</p> <p>Disability applications increased from 2.9% to 7.8% in 2014/15. (+4.9%)</p> <p>Disability applications have decreased from 7.8% to 5.8% during 2015/16.(-2%)</p> <p>Disability applications increased from 5.8% to 8.2% in 2016/17. (+2.44%)</p> <p>These increases are due in part to the way roles have been advertised – open evenings, recruitment events and using more social media to advertise roles.</p>	
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			<p>Positive recruitment activities have taken place and the HR team have engaged with local BME communities such as the Latvian Centre. Going forward the online HR recruitment process will provide a range of data to analyse which will help direct the college towards targeted recruitment campaigns more effectively</p>	
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