

Equality and Diversity Report 2012



Working Towards



Investors in Diversity

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EXECUTIVE SUMMARY

Equality and Diversity Report 2012

South Essex College and Thurrock and Basildon College merged in January 2010 into South Essex College. At the previous Ofsted Inspection South East Essex College gained an Outstanding Grade 1 and Thurrock and Basildon College gained a Good Grade 2 for Equality and Diversity. This has provided South Essex College with a firm foundation to build from and further develop.

Part of this development involved production of a Single Equality Scheme, based around the 'Single' Equality Act and application to become Investors in Diversity and achieve the Two Ticks for Disability.

South Essex College is committed to the principle of inclusivity and to embedding equality of opportunity into all aspects of its work to meet the needs of individuals; learners, staff, college/community users.

The College embraces the new Public Sector Equality Duty (6th April 2011) which replaces the previous race, disability and gender equality duties with one general duty, which covers nine protected characteristics. The duty requires the College to give 'due regard' to:

- eliminating discrimination, harassment and victimisation
- advancing equality of opportunity
- fostering good relations

The Equality Act Legislation introduces the term 'protected characteristic' and applies this to:

1. Race
2. Disability
3. Gender
4. Gender Reassignment
5. Age
6. Sexual Orientation
7. Religion/Belief
8. Pregnancy/Maternity
9. Marriage/Civil Partnership

The first eight characteristics apply to learners, with the ninth applicable to staff and college/community users.

Apart from the requirements of the general duty the College is also required to meet the new specific duty requirements which:

- require annual publication of information, which identifies how effective the organisation is in eliminating discrimination, advancing equality and fostering good relations. The first report is to be published by 31st January 2012.
- require the development and publication of specific measurable equality objectives by 6th April 2012, and then at least every four years.
- require the provider to give 'due regard' to all the aims of the general duty across all functions for all protected characteristics.

Within this report there are two sub sections

- one relating to staff (as over 150 employees)
- and one relating to students

Both sub sections provide data, analysis, and future recommendations; some which will become outcome focused equality objectives. Data is collected from staff and students by employing a variety of methods and providing a number of opportunities to identify protected characteristics. Data collected by the central systems will continue to be for monitoring purposes and for design and development of services to meet newly identified needs.

Current comparisons between College enrolments related to local and national ethnic minority statistics have been based on the 2001 census. Once the 2011 census is published, then available data comparisons will be updated to reflect specific changes.

South Essex College recognises the opportunities that the new annual reporting requirements provide. It sees the report as being a 'living document' which will be regularly reviewed and revised, regarding our progress in promoting and advancing equality and diversity, for students, staff ,College users and the wide ranging external community.

Sue Coole
Vice Principal Learner Support and Community Links

January 2012

Equality and Diversity Report 2012

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Equality and Diversity Report

Introduction

The College vision is to better serve the learning needs of young people adults, employers and communities of South Essex. We aim to become an outstanding college by embedding the concept of transforming Lives through Learning.

The values that underpin our approach to our work are the three As - Aspiration, Access and Achievement

Aspiration: We aim to inspire and empower staff and learners to achieve their full potential.

Access: We aim to provide an environment that is inclusive, supportive, welcoming and safe.

Achievement: We focus on learners and delivering excellence in learning with high quality service and standards.

Our key priority is learner success. The College is committed to the principles of inclusivity and to embedding equality of opportunity into all aspects of its work to meet the needs of individuals; learners, staff, college/community users. The College celebrates the diversity of its current population and aims to extend the knowledge and understanding of its learners by awareness raising and exposure to different cultures, faiths and beliefs.

The College embraces the new Public Sector Equality Duty which requires us to give due regard to:

- eliminating discrimination, harassment and victimisation
- advancing equality of opportunity
- fostering good relations

This report, which will be published annually, aims to build on previous sector successes related to race, disability and gender and to identify the challenges required to meet the needs of all the additional protected characteristics across College functions.

John Hayles
Acting Principal and Chief Executive

January 2012

Equality Information

South Essex College is committed to the principle of inclusivity and to embedding equality of opportunity into all aspects of its work to meet the needs of individuals; learners, staff, college/community users.

The College embraces the new Public Sector Equality Duty (6th April 2011) which replaces the previous race, disability and gender equality duties with one general duty, which covers nine protected characteristics. The duty requires the College to give 'due regard' to:

- eliminating discrimination, harassment and victimisation
- advancing equality of opportunity
- fostering good relations

The Equality Act legislation introduces the term 'protected characteristic' and applies this to:

1. Race
2. Disability
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8. Pregnancy/Maternity
9. Marriage/Civil Partnership

The first eight characteristics apply to learners with the ninth applicable to staff and college/community users.

Apart from the requirements of the general duty the College is also required to meet the new specific duty requirements which:

- require annual publication of information, which identifies how effective the organisation is in eliminating discrimination, advancing equality and fostering good relations. The first report is to be published by 31st January 2012.
- require the development and publication of specific measurable equality objectives by 6th April 2012, and then at least every four years.
- require the provider to give 'due regard' to all the aims of the general duty across all functions for all protected characteristics

Case law has established that 'due regard' requires assessing potential or actual impact of policies, procedures or practice which is evidenced and negative effects dealt with regardless of economic/financial difficulty.

South Essex College and Thurrock and Basildon College merged in January 2010 into South Essex College. At the previous Ofsted Inspection South East Essex College gained an Outstanding Grade 1 and Thurrock and Basildon College gained a Good Grade 2 for Equality and Diversity. This has provided South Essex College with a firm foundation to build from and further develop.

Part of this development involved production of a Single Equality Scheme, based around the 'Single' Equality Act and application to become Investors in Diversity and achieve the Two Ticks for Disability. Investors in Diversity comprise the following four strands:

- **Committing:** Organisation is working towards creating or developing a truly inclusive organisational culture in which diversity is genuinely valued.
- **Learning:** Organisation develops as a learning organisation which continuously and proactively self assesses. Encourages all to improve awareness, knowledge and skills related to diversity.
- **Developing:** Organisation becomes more proactive in developing and sustaining the diversity of the workforce; diversity is promoted within through the provision of support and services and the Organisation seeks to influence its wider partners.
- **Improving:** Organisation adopts or creates a range of self assessment measures to assess development, new opportunities, culture shift and inner well being.

As part of the 'Working towards Investors in Diversity' the Organisation has produced an action plan which covers all its functions in detail. This action plan will be included as an annex to this report to identify how the Organisation gives due regard to all the aims when responding to the specific duty requirements. The IiD Action Plan will be part of the interim measurable indicators required to show the College's progress.

Within this report there are two sub sections; one relating to staff (as over 150 employees) and one relating to students. Both sub sections provide data, analysis, and future recommendations; some which will become outcome focused equality objectives. Included within these subsections will be Equality and Diversity whole staff training; underpinned by the College's approach to marketing and publications.

South Essex College collects data related to gender, race and disability, for both students and staff and this is published annually. Students have provided this information as part of the application and enrolment process and there have been additional opportunities to disclose information via tutorials, Learner Services interviews, Learning Agreements etc. The College has managed to close the gap for students between those who complete, disclose or prefer not to say. The decrease related to unknowns for disability has fallen by 1% each year. Disability unknowns in 09/10 were 4%, falling to 3% in 10/11 and 2% in 11/12. The figures related to unknowns for ethnicity has decreased overall between 09/10 and 11/12. In 09/10 the ethnicity unknowns was 3%; this rose to 6% in 10/11 and now has fallen to 3.5% in 11/12. This overall decline is pleasing and tends to relate to improved training of enrolment staff, continuing equality and diversity training for other staff, and

Group Tutorials providing additional opportunities for learners to declare information once they are more comfortable with their peers and personal tutors.

Current comparisons between College enrolments related to local and national ethnic minority statistics are based around data from the 2001 Census. The 2011 Census report is due for publication early in 2012 and once this is available data comparisons will be updated to reflect specific changes.

Staff numbers who choose to disclose a disability are just slightly lower when compared to the LLUK FE Workforce Data; however this is being addressed by 'Your HR' page on the intranet with all staff being encouraged, on a regular basis, to review information held about them. Staff recruited in 2010-11 were provided with the opportunity to disclose across all the nine protected characteristics and full detail is discussed later in the report.

To address gaps in data collection of students related to the new categories of gender reassignment, age, sexual orientation, religion/belief, pregnancy/maternity, marriage /civil partnership the College has used different methodologies. In 2010/11 the College end of year survey provided an optional section titled ' About You' which allowed the collection of additional data , from approximately 3800 respondents , which previously has not been collected elsewhere in the College.

This information was supplemented in 2011/12 by providing students with the opportunity to complete an Equality and Diversity Survey introduced by a pop up box when they opened up their computer. A Group Tutorial was also used for tutors to revisit Equality Act legislation and to encourage completion of the survey.

Future plans aim to collect student information via the enrolment process and also to provide on-going additional opportunities to disclose via tutorial sessions and use of technology.

Work is also being undertaken with Faculties related to embedding equality and diversity characteristics, both for the FE and HE curriculum, into the traditionally more difficult areas such as Science, Technology, Engineering and Mathematics (STEM). The Applied Science and Technology Faculty have looked at addressing this via the use of positive role models, with disclosed protected characteristics, and who have achieved highly in their specialised fields. The impact of this will be addressed as an on-going part of this project.

South Essex College recognises the opportunities that the new reporting requirements provide. It sees the report as being a 'living document' which will be regularly reviewed and revised, regarding our progress in promoting and advancing equality and diversity, for students, staff, College users and the wide ranging external community .

Sue Coole
Vice Principal Learner Support and Community Links

January 2012

Student Equality and Diversity Report Tables

For the purpose of this report, on roll refers to the total number of learners whilst starts are the number of total enrolments.

Students on Roll (2010/11 and 2011/12)

Students on Roll by Gender and Age

	Overall				Under19		19+	
	10/11		11/12		10/11	11/12	10/11	11/12
	On Roll	%	On Roll	%	On Roll	On Roll	On Roll	On Roll
Female	6713	51	5103	52	3889	3065	2824	2038
Male	6338	49	4794	48	4137	3358	2201	1436
Total	13051	100	9897	100	8026	6423	5025	3474

As of the 6th January 2012 there are 9897 learners enrolled at the College. This number will increase as further learners are enrolled throughout the academic year.

The current percentage of overall starts for male (48%) and female learners (52%) is comparable with the end of year data for 2010/11. When this is split by age we can see that there are 293 more male learners than female for under 19 learners whereas the reverse is true for 19+ learners with their being 602 more female learners. This pattern mirrors the breakdown of gender from the previous academic year.

Students on roll by ethnic origin and age

	Overall				Under 19		19+	
	10/11		11/12		10/11	11/12	10/11	11/12
	On Roll	%	On Roll	%	On Roll	On Roll	On Roll	On Roll
Any Other	193	1.5	127	1.3	69	52	124	75
Bangladeshi	45	0.4	43	0.4	29	23	16	20
Black African	349	2.7	299	3	125	109	224	190
Black Caribbean	84	0.7	61	0.6	44	27	40	34
Black Other	79	0.6	66	0.6	34	29	45	37
Chinese	44	0.4	30	0.3	14	17	30	13
Indian	46	0.4	29	0.2	18	10	28	19
Mixed	289	2.2	230	2.3	193	154	96	76
Other Asian	103	0.8	85	0.8	43	38	60	47
Pakistani	62	0.5	49	0.4	35	23	37	26
Unknown	760	5.8	407	4.1	244	173	516	234
White	10997	84	8471	86	7188	5768	3809	2703
Total	13051	100	9897	100	8026	6423	5025	3474

The overall ethnic mix of learners at the College for 2011/12 follows a similar pattern to 2010/11 when you compare the breakdown by percentage. The majority of the learners at the College (86%) classify themselves as 'White'; the next largest known group is 'Black African (3%) followed by mixed (2.3%) and then any other (1.3%) with the remaining classifications all being below 1%.

E&D Data Tables (2010/11)

The data produced in this analysis excludes the Foundation Learning programmes – learner responsiveness delivered by the Nova Partnership. The National Provider Group Averages used in this report are taken from the QSR data report Success Rates Summaries published on 15/12/11.

Overall College Success Retention and Achievement by Gender

	Starts	Success %	Retention %	Achievement %
Female	7946	83	88	94
Male	7135	82	86	96
Total	15081	83	87	95

The College overall success rate of 83% is 1.6pp above the national provider group rate of 81.4%. When we compare female (83%) and male (82%) success rates we can see only a 1pp difference. Both male and female learner success rates are above the national provider average of 81.4%.

The higher success rate for female learners can be attributed to a better retention rate for female learners. Male learners who stay to the end of their programme of study tend to achieve better than the female learners.

Success, Retention and Achievement by Gender and Age

	Under 19					19+				
	Starts	Success %	National Provider Success %	Retention %	Achievement %	Starts	Success %	National Provider Success %	Retention %	Achievement %
Female	6303	85	82.5	89	96	1643	74	81.6	83	89
Male	6037	83	80.8	87	96	1098	77	80.2	82	94
Total	12340	84	81.6	88	96	2741	75	81	83	91

When we compare the success rates of male and female learners with age we can see that female learners under the age of 19 have a better success rate than males but this is reversed when we compare the 19+ learners. For learners under 19 the better success rate for females is due to better retention whereas the better success rates for male 19+ learners is due to better achievement.

The success rate for learners under 19 years of age is 84% which is 1pp above the College average and is 2.4pp above the national provider group rate (81.6%) for this age group.

Both male (83%) and female (85%) learner success rates are above the national provider rates of 80.8 and 82.5 respectively. Retention is better for female learners but the achievement rate is the same.

The success rate for learners aged 19 and over is 75% which is 8pp below the overall college average of 83% and 6pp below the national provider rate of 81%. There is a 1pp difference in the retention rate between females and males but a 5pp difference in achievement in favour of the male learners.

Retention of all learners is of vital importance to the success of the College and its learners but retaining 19+ learners is an area of focus for the College throughout 2011/12.

Overall Success Retention and Achievement by Disability

	Starts	Success %	National Provider Success %	Retention %	Achievement %
No Disability	11800	83	81.2	87	95
Disability	2828	82	82.4	86	95
Unknown	453	78	80	83	93
Total	15081	83	81.4	87	95

Of the 15081 enrolments at the College, a total of 2828 learners classified themselves as having a disability and 453 were unknown in terms of having a disability or not. There was only a 1pp difference in success rates between learners with a disability (82%) and those without (83%) suggesting a narrowing of the achievement gap between these learners. The success rate of learners with a disability was 0.4pp below the national provider rate of 82.4%.

There is no difference in the achievement rate (95%) of these learners and the 1pp difference in success rates is due to the 1pp difference in retention. It is interesting to note that the success rate for unknown learners is 78% which accounts for just 453 learners.

Success, Retention and Achievement by Disability and Age

	Under 19					19+				
	Starts	Success %	National Provider Success %	Retention %	Achievement %	Starts	Success %	National Provider Success %	Retention %	Achievement %
No Disability	9591	84	81.4	88	96	2209	76	80.9	83	91
With Difficulty/ Disability	2404	84	82.9	87	96	424	74	81.5	81	91
Unknown/ Not Declared	345	82	78.5	85	96	108	64	81.1	77	83
Total	12340	84	81.6	88	96	2741	75	81	83	91

Of the 2828 learners who classified themselves as having a disability, 2404 were under 19 and 424 were over 19 years of age.

The 1pp difference in success rates between learners with a disability and those without irrespective of age can be attributed to the success rates of the learners 19 years and over.

The success rate for learners under 19 years of age with a disability compared to no disability is the same at 84%. Both these groups are above their respective national provider averages. Learners with a disability 84% are 1.1pp above the national provider rate of 82.9 and those without are 2.6pp above the national provider rate of 81.4.

For learners over 19, both groups are below the provider national averages. They are also 8pp below the overall college success rate. Retention is the factor which accounts for below national provider success rates for all groups in this age category, with a 2pp difference between learners with a disability and those without. There is no difference in achievement at 91%.

Success, Retention and Achievement by Type of Disability and Age

Type of Disability	Under 19				19+			
	Starts	Success %	Retention %	Achievement %	Starts	Success %	Retention %	Achievement %
Mobility	29	90	90	100	13	69	69	100
Hearing	44	87	93	95	15	53	60	89
Mental Health	60	87	92	95	34	82	85	97
Visual	63	86	89	96	9	67	67	100
Emotional/ Behavioural	251	85	88	96	45	93	98	96
Medical	721	83	87	96	101	68	75	91
Other	1003	83	87	96	132	69	80	86
Aspergers	45	82	82	100	8	88	88	100
Multiple	119	82	87	93	48	71	81	87
Physical	34	82	91	97	6	83	83	100
Profound/ Complex	21	71	71	100	11	100	100	100
Temporary	14	71	79	91	2	100	100	100
Total	2404	84	87	96	424	74	81	91

The most common classification for learners with a disability is 'other', with the second commonest being 'medical', this is the same for both under 19 and 19+ learners.

The overall College average success rate for learners under 19 with a disability is 84%, which is the same value as the success rate for all under 19 learners identifying a narrowing of the success rate gap. Of the 2404 learners who classify themselves with a disability; 447 learners were above this success rate which equates to 19% of these learners. Of the learners below the 84% success rate, 80% are within 2pp of this.

The overall College average success rate for 19+ learners with a disability was 74% which is 1pp below the average success rate of all 19+ learners. Of the 424 learners classified with a disability 25% have a success rate above the 74%.

It is interesting to note that for learners 19 years and under the classification of 'Mobility' achieved the highest success rate of 90% with the second highest being 'Hearing' 87%. When you compare these categories with the 19+ learners you can see this is nearly the reverse with 'Mobility' having a success rate of 69% and 'Hearing' a success rate of 53% which is the lowest.

Ethnicity

Overall Success, Retention, and Achievement by Ethnicity

Ethnic Group	Starts	Success %	Retention %	Achievement %
White	13130	83	87	96
Other	1527	79	89	90
Unknown	424	79	84	94
Total	15081	83	87	95

Overall 'White' learners have a success rate of 83% which is 4pp above the categories of 'Other' and 'Unknown', although there must be some caution with this comparison as there are a relative small number of these learners.

Success, Retention and Achievement by Ethnicity and Age

Ethnicity	Under 19					19+				
	Starts	Success %	National Provider Success %	Retention %	Achievement %	Starts	Success %	National Provider Success %	Retention %	Achievement %
Black Caribbean	60	93	75.5	97	97	28	82	75.2	93	88
Chinese	23	91	85.8	91	100	12	75	80.4	92	82
Indian	33	91	83.8	91	100	13	62	83	85	73
Mixed	312	88	79.5	90	97	62	77	77.2	89	87
Black African	220	85	81.6	91	94	254	65	77.1	84	78
Other Asian	74	85	81.5	93	91	46	74	79	91	81
Black Other	62	84	77.9	92	91	41	76	75.9	93	82
White	11067	84	81.9	88	96	2063	77	82.3	82	94
Any Other	103	83	79.6	89	92	55	71	78	82	87
Bangladeshi	50	80	80.8	86	93	12	50	77.6	67	75
Unknown	294	80	77.8	84	95	130	78	81.7	83	94
Pakistani	42	62	82.2	79	79	25	56	80.1	72	78
Total	12340	84	81.6	88	96	2741	75	81.4	83	91

The majority of learners at the College categorise themselves as being “White” and represent 86% of the College population, with the next largest group being “Black” which account for a further 4.2%. Most of the overall College success rate for learners under 19 is 84%, which is the equal to the “White” success rate. Most other groups have success rates above the College average. There are four classifications of ethnic groups which fall below this figure, and they are ‘Any Other’, ‘Bangladeshi’, ‘Unknown’ and ‘Pakistani’. The four classifications account for 489 learners which is 4% of the total college enrolments. Apart from Pakistani learners (42) all other ethnic classifications are above the national provider group rate. The ‘Pakistani’ success rate of 62% is 20.2pp below the national provider rate of 80.2, with retention and achievement being low at 79%, this however is skewed by a small number of learners who withdrew but accounted for more than one enrolment each.

For 19+ learners, there is similar pattern due to small numbers and multiple enrolments. ‘Pakistani’ and ‘Bangladeshi’ learners perform significantly below the College and national provider averages with success rates of 56% and 50% respectively. Despite these differences accounting for very small numbers the College is committed to using the data to help identify any individuals or groups whose needs we could better support. In terms of comparison against the national provider averages there are only two classifications of learners on or above the rate. The ‘Black Caribbean’ success rate of 82% is 6.8pp above the national provider average and ‘Mixed’ is on the average of 77%. For ‘Bangladeshi’ and ‘Pakistani’ learners there is a concern with retention and achievement levels. For ‘Indian’ and ‘Black African’ there is a concern with achievement of these learners.

Success on long Qualifications by Ethnicity and Age

Ethnicity	Under 19		19+	
	Starts	Success %	Starts	Success %
Chinese	14	93	10	70
Black Other	29	93	17	53
Indian	21	86	10	50
Black Caribbean	27	85	14	57
Mixed	179	83	42	67
Other Asian	44	82	25	68
Black African	116	79	165	59
Any Other	50	78	32	69
White	6400	76	1565	66
Unknown	151	74	70	70
Bangladeshi	26	65	9	44
Pakistani	20	60	10	40
Total	7077	76	1969	66

The overall College average success rate for learners under 19 years of age on long qualifications is 76% which shows that only the classifications of 'Unknown', 'Bangladeshi' and 'Pakistani' learners are below the College average. This means that that only 0.6% of enrolments are from identified ethnic groups whose overall performance is below that of the college average

The College average success rate for 19+ learners on long qualifications is 66%. There are six ethnic classifications with success rates below this figure which include, 'Black Other', 'Indian', 'Black Caribbean', 'Black African', 'Bangladeshi' and 'Pakistani'. This accounts for 225 learners which is 11% of the total learners 19 years and above.

Data from the End of Year College Learner Survey

The data below was collected from the end of year learner survey for 2010/11. Previous surveys were paper-based and this year an online system was used for the first time. Part of the survey was an optional section titled 'About you', which allowed the collection of additional data which may have not been collected elsewhere at the College. The tables below show the responses to these questions, please note that not all learners responded to each question.

Gender – Number of respondents 3827

Gender	Percentage
Male	48.7
Female	50.2
Transgender	0.6
Transsexual	0.5

Sexuality – Number of respondents 3729

Sexuality	Percentage
Heterosexual/Straight	95
Gay	1.2
Lesbian	1.3
Bi-Sexual	2.5

Age – Number of respondents 3818

Age	Percentage
16-18	69
19-24	18.7
25+	12.3

Your Religion or Belief – Number of respondents 3751

Religion or Belief	Percentage
No Religion	64.4
Baha'i	0.4
Buddhist	1.4
Christian	25.8
Hindu	0.5
Jain	0.2
Jewish	0.7
Muslim	1.5
Sikh	0.2
Any other religion or belief	4.9

Do you have a learning difficulty – Number of respondents 3803

Response	Percentage
Yes	13.4
No	86.6

Do you have a disability – Number of respondents 3799

Response	Percentage
Yes	6.3
No	93.7

Do you have a mental health condition – Number of respondents 3784

Response	Percentage
Yes	4.1
No	95.9

Are you currently pregnant – Number of respondents 3751

Response	Percentage
Yes	2.9
No	97.1

Have you had a baby in the last year – Number of respondents 3724

Response	Percentage
Yes	2.5
No	97.5

Appendix

LR Ofsted CPR - College Cohort Performance – South Essex College of Further & Higher Education 05/06 – 10/11 – Rules Applied – Assigned Level X – (Withdraw Rule – 6Wks & Fund)

Notional Level	Exp End Year	Starts No-Xfr Under 19	Suc %S Under 19	Suc % BS Under 19	Suc % S – BS Under 19	Starts No-Xfr 19 +	Suc %S 19 +	Suc % BS 19 +	Suc % S – BS 19 +
Grouped By: Sex – F									
Grouped By: Notional Level – Long 1									
Long 1	09/10	635	78	81	-3	683	72	76	-4
Long 1	10/11	491	75	81	-6	130	71	76	-5
Total – Notional Level: Long 1 (2 rows)									
		1126	77			813	72		
Grouped By: Notional Level – Long 2									
Long 2	09/10	1698	85	78	7	1131	77	76	1
Long 2	10/11	1190	83	78	5	587	71	76	-5
Total – Notional Level: Long 2 (2 rows)									
		2888	84			1718	75		
Grouped By: Notional Level – Long 3									
Long 3	09/10	2059	80	79	1	652	77	76	1
Long 3	10/11	1929	76	79	-3	368	69	76	-7
Total – Notional Level: Long 3 (2 rows)									
		3988	78			1020	74		
Grouped By: Notional Level – Long H									
Long H	09/10	n/a	n/a	n/a	n/a	117	76	64	12
Long H	10/11	82	90	70	20	97	72	64	8
Total – Notional Level: Long H (2 rows)									
		82	90			214	74		

Grouped By: Notional Level – Long X									
Long X	09/10	1	100	87	13	1	100	90	10
Total – Notional Level: Long X (1 rows)									
		1	100			1	100		
Grouped By: Notional Level – Short (1,2,3,H)									
Short (1,2,3,H)	09/10	1287	89	82	7	757	83	83	0
Short (1,2,3,H)	10/11	2535	94	82	12	453	83	83	0
Total – Notional Level: Short (1,2,3,H) (2 rows)									
		3822	93			1210	83		
Grouped By: Notional Level – V Short (1,2,3,H)									
V Short (1,2,3,H)	09/10	55	100	91	9	63	97	94	3
V Short (1,2,3,H)	10/11	76	93	91	2	8	75	94	-19
Total – Notional Level: V Short (1,2,3,H) (2 rows)									
		131	96			71	94		
Total – Sex: F (13 rows)									
		12038	84			5047	77		

Success by Gender and Age split by Level

Notional Level	Exp End Year	Starts No-Xfr Under 19	Suc %S Under 19	Suc % BS Under 19	Suc % S - BS Under 19	Ret %S Comp Under 19	Ret % BS Comp Under 19	Ret % S - BS Comp Under 19	Ach %C Under 19	Ach % BC Under 19	Ach % C - BC Under 19	Starts No-Xfr 19 +	Suc %S 19 +	Suc % BS 19 +	Suc % S - BS 19 +	Ret %S Comp 19 +	Ret % BS Comp 19 +	Ret % S - BS Comp 19 +	Ach %C 19 +	Ach % BC 19 +	Ach % C - BC 19 +
Grouped By: Sex - F																					
Long 1	10/11	491	75	81	-6	84	88	-4	90	91	-1	130	71	76	-5	79	87	-8	89	88	1
Long 2	10/11	1190	83	78	5	88	85	3	95	91	4	587	71	76	-5	82	85	-3	87	90	-3
Long 3	10/11	1929	76	79	-3	81	87	-6	93	91	2	368	69	76	-7	77	84	-7	89	91	-2
Long H	10/11	82	90	70	20	90	89	1	100	78	22	97	72	64	8	73	84	-11	99	77	22
Short (1,2,3,H)	10/11	2535	94	82	12	96	93	3	98	89	9	453	83	83	0	92	93	-1	89	90	-1
V Short (1,2,3,H)	10/11	76	93	91	2	97	98	-1	96	93	3	8	75	94	-19	100	99	1	75	95	-20
Total - Sex: F (6 rows)		6303	85			89			96			1643	74			83			89		
Grouped By: Sex - M																					
Long 1	10/11	1032	73	79	-6	76	88	-12	96	90	6	138	71	75	-4	76	85	-9	93	88	5
Long 2	10/11	760	80	77	3	83	86	-3	96	89	7	283	68	72	-4	74	81	-7	92	88	4
Long 3	10/11	1462	74	76	-2	81	86	-5	91	88	3	233	73	72	1	76	83	-7	95	88	7
Long H	10/11	25	92	62	30	96	84	12	96	74	22	20	60	64	-4	65	83	-18	92	77	15
Long X	10/11	2	0	89	-89	0	91	-91	0	97	0	3	0	91	-91	0	94	-94	0	97	0
Short (1,2,3,H)	10/11	2614	93	81	12	95	92	3	98	88	10	321	87	81	6	93	92	1	94	88	6
V Short (1,2,3,H)	10/11	142	92	91	1	94	98	-4	97	93	4	100	96	93	3	97	99	-2	99	94	5
Total - Sex: M (7 rows)		6037	83			87			96			1098	77			82			94		
		12340	84			88			96			2741	75			83			91		

Notional Level	Exp End Year	Starts No-Xfr Under 19	Suc %S Under 19	Suc % BS Under 19	Suc % S - BS Under 19	Ret %S Comp Under 19	Ret % BS Comp Under 19	Ret % S - BS Comp Under 19	Ach %C Under 19	Ach % BC Under 19	Ach % C - BC Under 19	Starts No-Xfr 19 +	Suc %S 19 +	Suc % BS 19 +	Suc % S - BS 19 +	Ret %S Comp 19 +	Ret % BS Comp 19 +	Ret % S - BS Comp 19 +	Ach %C 19 +	Ach % BC 19 +	Ach % C - BC 19 +
Grouped By: Sex - M																					
Long 1	10/11	1032	73	79	-6	76	88	-12	96	90	6	138	71	75	-4	76	85	-9	93	88	5
Long 2	10/11	760	80	77	3	83	86	-3	96	89	7	283	68	72	-4	74	81	-7	92	88	4
Long 3	10/11	1462	74	76	-2	81	86	-5	91	88	3	233	73	72	1	76	83	-7	95	88	7
Long H	10/11	25	92	62	30	96	84	12	96	74	22	20	60	64	-4	65	83	-18	92	77	15
Long X	10/11	2	0	89	-89	0	91	-91	0	97	0	3	0	91	-91	0	94	-94	0	97	0
Short (1,2,3,H)	10/11	2614	93	81	12	95	92	3	98	88	10	321	87	81	6	93	92	1	94	88	6
V Short (1,2,3,H)	10/11	142	92	91	1	94	98	-4	97	93	4	100	96	93	3	97	99	-2	99	94	5
Total - Sex: M (7 rows)																					
		6037	83			87			96			1098	77			82			94		
		12340	84			88			96			2741	75			83			91		

Success by Gender Level and Age

LR Ofsted CPR - College Cohort Performance - South Essex College of Further & Higher Education - 05/06 - 10/11 - Rules Applied - Assigned Level X - (Withdraw Rule - 6Wks & Fund)

Notional Level	Sex	Exp End Year	Starts No-Xfr Under 19	Suc %S Under 19	Suc % BS Under 19	Suc % S - BS Under 19	Starts No-Xfr 19 +	Suc %S +	Suc % BS 19 +	Suc % S - BS 19 +
Long 1	F	10/11	491	75	81	-6	130	71	76	-5
Long 1	M	10/11	1032	73	79	-6	138	71	75	-4
Long 2	F	10/11	1190	83	78	5	587	71	76	-5
Long 2	M	10/11	760	80	77	3	283	68	72	-4
Long 3	F	10/11	1929	76	79	-3	368	69	76	-7
Long 3	M	10/11	1462	74	76	-2	233	73	72	1
Long H	F	10/11	82	90	70	20	97	72	64	8
Long H	M	10/11	25	92	62	30	20	60	64	-4
Long X	M	10/11	2	0	89	-89	3	0	91	-91
Short (1,2,3,H)	F	10/11	2535	94	82	12	453	83	83	0
Short (1,2,3,H)	M	10/11	2614	93	81	12	321	87	81	6
V Short (1,2,3,H)	F	10/11	76	93	91	2	8	75	94	-19
V Short (1,2,3,H)	M	10/11	142	92	91	1	100	96	93	3
			12340	84			2741	75		

Success by Level Gender and Age

Sex	Exp End Year	Starts No-Xfr Under 19	Suc %S Under 19	Suc % BS Under 19	Suc % S - BS Under 19	Ret %S Comp Under 19	Ret % BS Comp Under 19	Ret % S - BS Comp Under 19	Ach %C Under 19	Ach % BC Under 19	Ach % C - BC Under 19	Starts No-Xfr 19+	Suc %S 19+	Suc % BS 19+	Suc % S - BS 19+	Ret %S Comp 19+	Ret % BS Comp 19+	Ret % S - BS Comp 19+	Ach %C 19+	Ach % BC 19+	Ach % C - BC 19+
Grouped By: Notional Level - Long 1																					
F	10/11	491	75	81	-6	84	88	-4	90	91	-1	130	71	76	-5	79	87	-8	89	88	1
M	10/11	1032	73	79	-6	76	88	-12	96	90	6	138	71	75	-4	76	85	-9	93	88	5
Total - Notional Level: Long 1 (2 rows)		1523	74			78			94			268	71			78			91		
Grouped By: Notional Level - Long 2																					
F	10/11	1190	83	78	5	88	85	3	95	91	4	587	71	76	-5	82	85	-3	87	90	-3
M	10/11	760	80	77	3	83	86	-3	96	89	7	283	68	72	-4	74	81	-7	92	88	4
Total - Notional Level: Long 2 (2 rows)		1950	82			86			95			870	70			80			88		
Grouped By: Notional Level - Long 3																					
F	10/11	1929	76	79	-3	81	87	-6	93	91	2	368	69	76	-7	77	84	-7	89	91	-2
M	10/11	1462	74	76	-2	81	86	-5	91	88	3	233	73	72	1	76	83	-7	95	88	7
Total - Notional Level: Long 3 (2 rows)		3391	75			81			92			601	70			77			91		
Grouped By: Notional Level - Long H																					
F	10/11	82	90	70	20	90	89	1	100	78	22	97	72	64	8	73	84	-11	99	77	22
M	10/11	25	92	62	30	96	84	12	96	74	22	20	60	64	-4	65	83	-18	92	77	15
Total - Notional Level: Long H (2 rows)		107	91			92			99			117	70			72			98		
Grouped By: Notional Level - Long X																					
M	10/11	2	0	89	-89	0	91	-91	0	97	0	3	0	91	-91	0	94	-94	0	97	0
Total - Notional Level: Long X (1 rows)		2	0			0			n/a			3	0			0			n/a		

Grouped By: Notional Level - Short (1,2,3,H)

F	10/11	2535	94	82	12	96	93	3	98	89	9	453	83	83	0	92	93	-1	89	90	-1
M	10/11	2614	93	81	12	95	92	3	98	88	10	321	87	81	6	93	92	1	94	88	6

Total - Notional Level: Short (1,2,3,H) (2 rows)

		5149	94			95			98			774	85			93			91		
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Grouped By: Notional Level - V Short (1,2,3,H)

F	10/11	76	93	91	2	97	98	-1	96	93	3	8	75	94	-19	100	99	1	75	95	-20
M	10/11	142	92	91	1	94	98	-4	97	93	4	100	96	93	3	97	99	-2	99	94	5

Total - Notional Level: V Short (1,2,3,H) (2 rows)

		218	92			95			97			108	94			97			97		
		12340	84			88			96			2741	75			83			91		

Staff Equality and Diversity Report Tables

Evaluation of Employee Data

The College's workforce data for 2010-11 has been amended to incorporate the nine characteristics required for reporting and monitoring purposes with the implementation of the Equality Act 2010. This data has been monitored for recruitment, performance assessment, promotion and development opportunities, staff and management profiles, staff turnover and complaints.

We have compared the majority of the nine protected characteristics of this report with data from previous years, however it should be noted that a full comparison will not be possible until 2011-12 report provision.

Recruitment of Staff

During this reporting year, between December 2010 and June 2011 all vacancies were placed on hold subject to the outcome of a cost efficiency savings consultation and subsequent restructure process to reduce staffing level. A separate report exists for the Equality Impact Assessment of changes made during this period.

Aside from the cost efficiency process once vacancies were released for recruitment the HR Team undertook 146 separate recruitment events. These consisted of 60 teaching posts, 83 support services posts and 3 management posts. It should be noted that teaching, support services and management posts are recruited from different target populations when advertised externally. Teaching and management posts are recruited nationally and support services posts locally **(See Table 1: Recruitment below)**

Of the 146 events the HR Team received an average of 24.7 applications per post with no one applying over the age of 75. The data demonstrates a fair representation of applications received across all other age bands but with much fewer applications received from people aged 55 or over. The same representation is reflected through the progression from applicant to shortlisted to being invited to recruitment events across all age bands.

In relation to disability of those who applied, 3.8% recorded a disability, with 2.5% progressing through shortlisting to being invited to recruitment events. From the applicants who were offered positions with the College 2.6% recorded a disability.

With regard to ethnicity a majority of the applications received were from White – British applicants with 14% received from Non White-British. With regard to gender, 64% of applications were received from females and 32% from male applicants. One applicant recorded being of both male and female gender and has been recorded under the gender reassignment. The College also received applications from 4 applicants recorded as bisexual, 4 who

recorded homosexual /gay and 2 who recorded they were homosexual / lesbian. The data shows a fair representation of these applicants progressing through shortlisting, recruitment events and appointment.

For Marriage and Civil Partnerships there are no records held, however this information has been included for reporting 2011-12.

It should also be noted that all monitoring data provided by applicants is done so on a separate form in the application process and is removed to enable Management Team to undertake shortlisting of applicants for posts.

Table 1: Recruitment

(The figure in brackets is a percentage of the total)

Protected Characteristic	Total Applications	Shortlisted	Not Shortlisted	No Shortlisting data	Offered	Not offered
Age						
Aged 15-24	762 (22)	221 (19.4)	373 (21.9)	168 (27)	31 (13.3)	190 (21)
Aged 25-34	734 (21.2)	217 (19.1)	385 (22.6)	132 (21.2)	42 (18)	175 (19.3)
Aged 35-44	759 (21.9)	243 (21.3)	382 (22.4)	134 (21.5)	55 (23.6)	188 (20.8)
Aged 45-54	703 (20.3)	227 (19.9)	350 (20.6)	126 (20.3)	48 (20.6)	179 (19.8)
Aged 55-64	266 (7.7)	91 (8)	128 (7.5)	47 (7.6)	20 (8.6)	71 (7.8)
Aged 65-74	19 (0.5)	4 (0.4)	14 (0.8)	1 (0.2)	0 (0)	4 (0.4)
Aged 75+	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
No data	220 (6.4)	136 (11.9)	70 (4.1)	14 (2.3)	37 (15.9)	99 (10.9)
Disability						
Without a Disability	3170 (91.5)	1012 (88.8)	1561 (91.7)	597 (96)	198 (85)	814 (89.8)
With a Disability	133 (3.8)	28 (2.5)	84 (4.9)	21 (3.4)	6 (2.6)	22 (2.4)
No data	160 (4.6)	99 (8.7)	57 (3.3)	4 (0.6)	29 (12.4)	70 (7.7)
Ethnicity						
White – British	2709 (78.2)	820 (72)	1385 (81.4)	504 (81)	169 (72.5)	651 (71.9)
Not Known/Not Provided	269 (7.8)	130 (11.4)	97 (5.7)	42 (6.8)	39 (16.7)	91 (10)
Non White-British	485 (14)	189 (16.6)	220 (12.9)	76 (12.2)	25 (10.7)	164 (18.1)
Gender						
Female	2223 (64.2)	682 (59.9)	1085 (63.7)	456 (73.3)	148 (63.5)	534 (58.9)
Male	1121 (32.4)	377 (33.1)	579 (34)	165 (26.5)	63 (27)	314 (34.7)
No data	119 (3.4)	80 (7)	38 (2.2)	1 (0.2)	22 (9.4)	58 (6.4)
Gender Reassignment						
Yes	1 (0)	0 (0)	1 (0.1)	0 (0)	0 (0)	0 (0)
No	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
No data	3462 (100)	1139 (100)	1701 (99.9)	622 (100)	233 (100)	906 (100)
Marriage and Civil Partnership						
No data	3463 (100)	1139 (100)	1702 (100)	622 (100)	233 (100)	906 (100)
Pregnancy and Maternity						

No data	3463 (100)	1139 (100)	1702 (100)	622 (100)	233 (100)	906 (100)
Religion or Belief						
Buddhist	3 (0.1)	2 (0.2)	1 (0.1)	0 (0)	2 (0.9)	0 (0)
Christian	117 (3.4)	64 (5.6)	40 (2.4)	13 (2.1)	16 (6.9)	48 (5.3)
Hindu	2 (0.1)	2 (0.2)	0 (0)	0 (0)	1 (0.4)	1 (0.1)
Jewish	1 (0)	0 (0)	1 (0.1)	0 (0)	0 (0)	0 (0)
Muslim	3 (0.1)	0 (0)	3 (0.2)	0 (0)	0 (0)	0 (0)
No Religion or Belief	107 (3.1)	61 (5.4)	41 (2.4)	5 (0.8)	17 (7.3)	44 (4.9)
Not Specified	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Other Belief	9 (0.3)	3 (0.3)	6 (0.4)	0 (0)	1 (0.4)	2 (0.2)
Other Religion	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Sikh	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
No data	3221 (93)	1007 (88.4)	1610 (94.6)	604 (97.1)	196 (84.1)	811 (89.5)
Sexual Orientation						
Bisexual	4 (0.1)	1 (0.1)	3 (0.2)	0 (0)	1 (0.4)	0 (0)
Homosexual / Gay	4 (0.1)	2 (0.2)	0 (0)	2 (0.3)	0 (0)	2 (0.2)
Homosexual / Lesbian	2 (0.1)	0 (0)	2 (0.1)	0 (0)	0 (0)	0 (0)
Not Specified	3215 (92.8)	1002 (88)	1610 (94.6)	603 (96.9)	196 (84.1)	806 (89)
Prefer not to say	17 (0.5)	13 (1.1)	4 (0.2)	0 (0)	3 (1.3)	10 (1.1)
Heterosexual / Straight	221 (6.4)	121 (10.6)	83 (4.9)	17 (2.7)	33 (14.2)	88 (9.7)

Staff Profile

Permanent and fixed term appointments

In 2010-11, of 1585 members of staff employed overall 89 members of staff (5.6%) were employed on fixed term contracts and the remaining staff on permanent contracts. In addition to the 89 on fixed term contracts, 160 members of staff were employed as Summer Enrolment Assistants specifically for the August-September enrolment periods during 2010 and 2011, which for the purposes of reporting has been excluded all other data provided from hereon. Of the overall fixed term contract group, 51 were female and 38 were male staff, of which 4 recorded having a disability. With regards to age, the youngest age band 15-24 had the highest number of staff of 51%. Those who did provide details relating to ethnicity there were 26.8% from the Non White-British group and 73% from the White-British group.

It should also be noted that from December 2010 a decision was made to recruit all new staff on fixed term contracts rather than permanent contracts, or consider alternative solutions. The rationale for this decision was to protect existing staff roles within the college and reduce the risk, where possible of potential future cost efficiency savings which may be required and this will be reflected in the data provided.

Type of post

There were 1585 members of staff employed in 2010-11. The majority were employed in the 45-54 age bands with 28.8% and then fewer in the 55-64 bands of 19.4% and 21.6% in the 35-44 age bands see table 2 below. The LLUK's FE Workforce Data for England 2009-10 report provides data taken from the 2009-10 SIR report for comparisons to other colleges in the FE sector. This report shows that overall the average age of the College workforce tends to be in the older age groups and this has not changed significantly over time. This is reflected in the College population with 51.3% of staff employed being either aged 45 or over. There has also been an increase in the 15-24 age bands from 5.8% in 2009-10 to 8.5% in 2010-11.

Although there appeared to be a trend of decreasing staff recording a disability over previous years, in 2010-11 this increased to 2.5%, an increase of 0.9% on the previous year. This figure is slightly lower than the national average of 3.1% of College staff disclosing having a disability in the FE Workforce Data 2010-11.

The FE Workforce Data for England report states that in 2010-11, 12.4% of all FE staff were Non White-British, while 13.3% of teaching staff in FE were Non White-British. The College's workforce has a higher level of diversity than FE colleges generally with 16% of all staff and 19.8% of teaching staff from the Non-White British group.

There was a higher number of female staff at 65.7% compared to 34.3% male staff. This is the same as other colleges with the FE Workforce Data reporting 63.7% of female staff and 36.3% male. This gender difference is less pronounced in the College's teaching staff group, with 57.3% female staff and 42.7% male staff.

In relation to religion or belief overall the majority of staff have not specified this information however those who have recorded are mainly Christian with 6.1% and then 3.6% have stated they have no religion or belief. There are however much fewer representations for other religions identified.

Again with regard to sexual orientation overall the majority of staff (90.1%) have not specified this information with 9.1% indicating they are heterosexual/straight and much fewer indicating another sexual orientation.

With regard to marriage and civil partnerships overall 26.9% of all staff are married with 13.4% single, 5.4% either divorced or separated and lower numbers recorded as either with a partner not cohabiting, widowed or in civil partnerships. There were 49% of the overall staff group for whom their status was unknown.

Appropriate action will be taken to encourage staff to provide information on all of the nine protected characteristics for monitoring purposes and it is

anticipated that we will be able to make more meaningful comparisons year on year from hereon.

Table 2: Academic / Support Service Staff 2010-11, 2009-10, 2008-09
(The figure in brackets is a percentage of the total)

Protected Characteristic	Academic Staff	Support Services Staff	Total Number of Staff (%)	Total Number of Staff (%)	Total Number of Staff (%)
	2010-11	2010-11	2010-11	2009-10	2008-09
	703 (44.4)	882 (55.6)	1585	1601	1138
Age					
Aged 15-24	14 (2.0)	121 (13.7)	135 (8.5)	93 (5.8)	66 (5.8)
Aged 25-34	145 (20.6)	151 (17.1)	296 (18.7)	288 (18)	235 (20.7)
Aged 35-44	177 (25.2)	165 (18.7)	342 (21.6)	372 (23.2)	305 (26.8)
Aged 45-54	205 (29.2)	251 (28.5)	456 (28.8)	440 (27.5)	295 (25.9)
Aged 55-64	141 (20.1)	166 (18.8)	307 (19.4)	341 (21.3)	195 (17.1)
Aged 65-74	19 (2.7)	27 (3.1)	46 (2.9)	64 (4.0)	39 (3.4)
Aged 75+	2 (0.3)	1 (0.1)	3 (0.2)	3 (0.2)	3 (0.3)
Disability					
Without a Disability	690 (98.2)	856 (97.1)	1546 (97.5)	1579 (98.6)	1117(98.2)
With a Disability	13 (1.8)	26 (2.9)	39 (2.5)	22 (1.4)	21 (1.8)
Ethnicity					
White – British	524 (74.5)	715 (81.1)	1239 (78.2)	1186 (74.1)	964 (84.7)
Not Known/Not Provided	40 (5.7)	52 (5.9)	92 (5.8)	116 (7.2)	28 (2.5)
Non White-British	139 (19.8)	115 (13)	254 (16.0)	299 (18.7)	146 (12.8)
Gender					
Female	403 (57.3)	639 (72.4)	1042 (65.7)	1044 (65.2)	749 (65.8)
Male	300 (42.7)	243 (27.6)	543 (34.3)	557 (34.8)	389 (34.2)
Gender Reassignment					
Yes					
No	3 (0.4)	1 (0.1)	4 (0.3)		
Unknown	700 (99.6)	881 (99.9)	1581 (99.7)		
Marriage and Civil Partnership					
Married	199 (28.3)	227 (25.7)	426 (26.9)		
Single	113 (16.1)	100 (11.3)	213 (13.4)		
Unknown	317 (45.1)	459 (52.0)	776 (49.0)		
Divorced	27 (3.8)	39 (4.4)	66 (4.2)		
Partner (cohabiting)	35 (5.0)	36 (4.1)	71 (4.5)		
Separated	8 (1.1)	11 (1.2)	19 (1.2)		
Partner (not cohabiting)	2 (0.3)	6 (0.7)	8 (0.5)		
Widowed	2 (0.3)	3 (0.3)	5 (0.3)		
Civil Partnership		1 (0.1)	1 (0.1)		
Pregnancy and Maternity					
Yes	9 (1.3)	7 (0.8)	16 (1.0)		
No	694 (98.7)	875 (99.2)	1569 (99.0)		
Religion or Belief					
Buddhist		4 (0.5)	4 (0.3)		
Christian	34 (4.8)	63 (7.1)	97 (6.1)		
Hindu					

Jewish		2 (0.2)	2 (0.1)		
Muslim	1 (0.1)		1 (0.1)		
No Religion or Belief	14 (2.0)	43 (4.9)	57 (3.6)		
Not Specified	651 (92.6)	767 (87.0)	1418 (89.5)		
Other Belief	2 (0.3)	2 (0.2)	4 (0.3)		
Other Religion		1 (0.1)	1 (0.1)		
Sikh	1 (0.1)		1 (0.1)		
Sexual Orientation					
Bisexual		2 (0.2)	2 (0.1)		
Homosexual / Gay		1 (0.1)	1 (0.1)		
Homosexual / Lesbian		1 (0.1)	1 (0.1)		
Not Specified	654 (93.0)	774 (87.8)	1428 (90.1)		
Prefer not to say	2 (0.3)	6 (0.7)	8 (0.5)		
Heterosexual / Straight	47 (6.7)	98 (11.1)	145 (9.1)		

Management Status

During 2010-11 the Management group consisted of 98 members of staff compared with 120 in the previous year. This is a total of 6.2% of the overall College Staff population see Table 3 below, which is slightly lower than the national management group of 6.5% compared in the FE Workforce data 2009-10. The reduction was due to either staff leaving or through the outcome of the Cost Efficiency saving process and realignment of roles and responsibilities.

The gender analysis showed that the college had 59.2% female and 40% male managers, this was slightly lower than the College wide FE Workforce Data 2010-11 with 61.5% female managers and 38.5% male managers.

The data shows that 30.6% of the management team are aged between 45-54 with 26.5% in the 35-44 age band, 25.5% in the 55-64 age band and 17.3% in the 25-34 age band. None of the management team is in the 15-24 or 65+ age bands unlike in previous years.

The number of managers with disabilities was slightly higher than the College average, with 4.1% of managers against 1.8% of all staff with a known disability. With regards to ethnicity, managers from minority groups were under represented with 15.3% of the management group being from the Non-White British group compared to 19.8% of all staff. This continues the positive trend of increasing numbers of Non-White British managers found over previous years as shown in table 3.

In relation to Marriage and Civil Partnerships within the Management Group 50% have recorded as being married with 23.5% as single. There were 9.2% of the Management Group as with a partner (cohabiting) and 6.1% divorced whereby for 10.2% of this group their status is unknown. Only a small percentage were separated or widowed.

For monitoring Religion or Belief within the Management group the data shows the majority of 86.7% having not specified this data, however 8.2% who were Christian, 1% recorded another religion and 4.1% who recorded having no religion or belief.

As detailed earlier in the report appropriate action will be taken to encourage staff to provide information on all of the nine protected characteristics for monitoring purposes and it is anticipated that we will be able to make more meaningful comparisons year on year from hereon.

Table 3: Management Status 2010-11, 2009-10, 2008-09, 2007-08

(The figure in brackets is a percentage of the total)

Protected Characteristic	Number of Managers (%)	Number of Staff (%)	Number of Managers (%)	Number of Managers (%)	Number of Managers (%)
	2010-11	2010-11	2009-10	2008-09	2007-08
	98 (6.2)	1487 (93.8)	120	108	98
Age					
Aged 15-24		135 (9.1)			
Aged 25-34	17 (17.3)	279 (18.8)	23 (19.2)	25 (23.1)	20 (20.4)
Aged 35-44	26 (26.5)	316 (21.3)	33 (27.5)	32 (29.6)	28 (28.6)
Aged 45-54	30 (30.6)	426 (28.6)	30 (25.0)	25 (23.1)	33 (33.7)
Aged 55-64	25 (25.5)	282 (19.0)	34 (28.3)	26 (24.1)	17 (17.3)
Aged 65-74		46 (3.1)			
Aged 75+		3 (0.2)			
Disability					
Without a Disability	94 (95.9)	1452 (97.6)	118 (98.3)	105 (97.2)	94 (95.9)
With a Disability	4 (4.1)	35 (2.4)	2 (1.7)	3 (2.8)	4 (4.1)
Ethnicity					
White – British	82 (83.7)	1157 (77.8)	98 (81.7)	95 (88.0)	89 (90.8)
Not Known/Not Provided	1 (1.0)	91 (6.1)	3 (2.5)		
Non White-British	15 (15.3)	239 (16.1)	19 (15.8)	13 (12.0)	9 (9.2)
Gender					
Female	58 (59.2)	984 (66.2)	69 (57.5)	63 (58.3)	58 (59.2)
Male	40 (40.8)	503 (33.8)	51 (42.5)	45 (41.7)	40 (40.8)
Gender Reassignment					
Yes					
No		4 (0.3)			
Unknown	98 (100)	1483 (99.7)			
Marriage and Civil Partnership					
Married	49 (50.0)	377 (25.4)			
Single	23 (23.5)	190 (12.8)			
Unknown	10 (10.2)	766 (51.5)			
Divorced	6 (6.1)	60 (4.0)			
Partner (cohabiting)	9 (9.2)	62 (4.2)			
Separated		19 (1.3)			
Partner (not cohabiting)	1 (1.0)	7 (0.5)			

Widowed		5 (0.3)			
Civil Partnership		1 (0.1)			
Pregnancy and Maternity					
Yes	2 (2.0)	14 (0.9)			
No	96 (98)	1473 (99.1)			
Religion or Belief					
Buddhist		4 (0.3)			
Christian	8 (8.2)	89 (6.0)			
Hindu					
Jewish		2 (0.1)			
Muslim		1 (0.1)			
No Religion or Belief	4 (4.1)	53 (3.6)			
Not Specified	85 (86.7)	1333 (89.6)			
Other Belief	1 (1)	3 (0.2)			
Other Religion		1 (0.1)			
Sikh		1 (0.1)			
Sexual Orientation					
Bisexual		2 (0.1)			
Homosexual / Gay		1 (0.1)			
Homosexual / Lesbian		1 (0.1)			
Not Specified	86 (87.8)	1342 (90.2)			
Prefer not to say	2 (2.0)	6 (0.4)			
Heterosexual / Straight	10 (10.2)	135 (9.1)			

Length of Service

In 2010-11, the most frequently held length of service was 0-2 years service, with 29.3% of staff in this group, (see Table 4 below) . The data also shows overall that staff in the 15-24 and 45-54 age bands each had with 23.2% of staff. In the age band 44-55 this showed the higher proportion of staff for 4-6 years service (31.8%) and 6-7 year services (30.1%). Again in the 8+ year's category the 45-54 age band showed the higher proportion with 35% and 55-64 age band 34.5% of the College population.

In relation to gender overall 59.6% of female staff had between 0-2 years service compared with 40.4% of male staff. There is a fair representation of either male/female gender throughout the age bands overall as shown in the table below.

The most frequently held lengths of service for members of staff with a disability were 0-2 years (2.6%) and 8+ years plus. (4.2%).

From the ethnicity data, the number of staff with 0-2 year's service was higher in the White-British group at 32.5% compared to the College Average at 29.5%. The male and female members of staff length of service were similar across the groups except 0-2 year's service where 40% of males and 59.6% of females had this length of service.

In relation to Marital and Civil Partnerships the majority of staff has not recorded their status; however the data demonstrates a fair representation of each of the categories. For Religion or Belief again the majority of staff have not specified a religion or belief, some have recorded as no religion or belief across the length of service categories.

For both of these categories with the data available being minimal this does not enable us to demonstrate whether there is a fair representation throughout the College for comparison and monitoring purposes. Appropriate action will be taken to encourage staff to provide data on all of the Protected Characteristics to enable more effective monitoring.

Table 4: Length of service 2010-11

(The figure in brackets is a percentage of the total)

Protected Characteristic	Number and % of Staff with 0-2 years	Number and % of Staff with 2-4 years	Number and % of Staff with 4-6 years	Number and % of Staff with 6-8 years	Number and % of Staff with 8+ years
Age					
Aged 15-24	108 (23.2)	22 (6.8)	5 (2.2)		
Aged 25-34	105 (22.6)	80 (24.8)	50 (22.4)	32 (18.9)	29 (7.1)
Aged 35-44	94 (20.2)	92 (28.6)	38 (17.0)	45 (26.6)	73 (18.0)
Aged 45-54	108 (23.2)	83 (25.8)	71 (31.8)	52 (30.8)	142 (35.0)
Aged 55-64	47 (10.1)	37 (11.5)	49 (22.0)	34 (20.1)	140 (34.5)
Aged 65-74	3 (0.6)	7 (2.2)	10 (4.5)	4 (2.4)	22 (5.4)
Aged 75+		1 (0.3)		2 (1.2)	
Disability					
Without a Disability	453 (97.4)	315 (97.8)	221 (99.1)	168 (99.4)	389 (95.8)
With a Disability	12 (2.6)	7 (2.2)	2 (0.9)	1 (0.6)	17 (4.2)
Ethnicity					
White – British	378 (81.3)	268 (83.2)	169 (75.8)	139 (82.2)	285 (70.2)
Not Known/Not Provided	36 (7.7)	8 (2.5)	31 (13.9)	5 (3.0)	12 (3.0)
Non White-British	51 (11.0)	46 (14.3)	23 (10.3)	25 (14.8)	109 (26.8)
Gender					
Female	277 (59.6)	211 (65.5)	142 (63.7)	122 (72.2)	290 (71.4)
Male	188 (40.4)	111 (34.5)	81 (36.3)	47 (27.8)	116 (28.6)
Gender Reassignment					
Yes					
No		2 (0.6)	1 (0.4)	1 (0.6)	
Unknown	465 (100)	320 (99.4)	222 (99.6)	168 (99.4)	406 (100)
Marriage and Civil Partnership					
Married	41 (8.8)	62 (19.3)	87 (39.0)	58 (34.3)	178 (43.8)
Single	35 (7.5)	34 (10.6)	51 (22.9)	36 (21.3)	57 (14.0)
Unknown	361 (77.6)	196 (60.9)	55 (24.7)	45 (26.6)	119 (29.3)
Divorced	12 (2.6)	5 (1.6)	11 (4.9)	10 (5.9)	28 (6.9)
Partner (cohabiting)	12 (2.6)	15 (4.7)	9 (4.0)	16 (9.5)	19 (4.7)
Separated	2 (0.4)	9 (2.8)	5 (2.2)	1 (0.6)	2 (0.5)
Partner (not cohabiting)	1 (0.2)	1 (0.3)	1 (0.4)	2 (1.2)	3 (0.7)
Widowed	1 (0.2)		3 (1.3)	1 (0.6)	
Civil Partnership			1 (0.4)		

Pregnancy and Maternity					
Yes	4 (0.9)	2 (0.6)	3 (1.3)	4 (2.4)	3 (0.7)
No	461 (99.1)	320 (99.4)	220 (98.7)	165 (97.6)	403 (99.3)
Religion or Belief					
Buddhist	3 (0.6)	1 (0.3)			
Christian	31 (6.7)	15 (4.7)	16 (7.2)	11 (6.5)	24 (5.9)
Hindu					
Jewish				1 (0.6)	1 (0.2)
Muslim	1 (0.2)				
No Religion or Belief	33 (7.1)	9 (2.8)	4 (1.8)	2 (1.2)	9 (2.2)
Not Specified	395 (84.9)	297 (92.2)	202 (90.6)	155 (91.7)	369 (90.9)
Other Belief	2 (0.4)		1 (0.4)		1 (0.2)
Other Religion					1 (0.2)
Sikh					1 (0.2)
Sexual Orientation					
Bisexual	2 (0.4)				
Homosexual / Gay	1 (0.2)				
Homosexual / Lesbian	1 (0.2)				
Not Specified	401 (86.2)	300 (93.2)	202 (90.6)	157 (92.9)	368 (90.6)
Prefer not to say	3 (0.6)	2 (0.6)			3 (0.7)
Heterosexual / Straight	57 (12.3)	20 (6.2)	21 (9.4)	12 (7.1)	35 (8.6)

Staff Review Processes

This element is for Staff Development to provide the data.

Annual Salary Review

Following the agreed restriction on salary increases during 2010-11 there was no salary increase applied across the College, mainly due to cost efficiency savings.

Promotions

During 2010-11 there were 8 members of staff who were promoted of which one was an acting up position planned to continue into 2012. All 7 of those who were promoted to substantive positions were female, 4 of which were in the 35-44 age band, 1 was in the 25-34 age band and the remaining 2 were in the 55-64 age band.

The 7 who were promoted were of White British ethnicity. Only one has specified they were of Christian religion with none of the others specifying a religion or belief. One has specified being heterosexual /straight, and again none of the others have specified their sexual orientation. In relation to marital status, 4 confirmed they are married, two are single and one is divorced.

It should be noted that following on from the hold on recruitment, cost efficiency saving process and then subsequent recruitment process there

have been fewer opportunities for promotion during this academic year. Appropriate action will be in the future.

Appraisals

Staff Development Team within Teaching and Learning.

Staff Complaints and Disciplinary Procedures

During 2010-11 the HR Team received 6 allegations from students against staff and 12 allegations of staff against staff. There were also 5 cases of unsatisfactory recruitment check outcomes of which 3 related to unsatisfactory previous employer references received and 2 arose from inconsistencies in relation to disclosure of Criminal Records and the outcome of the CRB disclosure process.

In all cases the allegations were investigated and appropriate action taken. One member of staff was dismissed under the Disciplinary Policy in relation to a safeguarding matter and two further members of staff left prior to the planned hearing. Two of these investigations resulted in a referral to the Independent Safeguarding Authority (ISA) for their consideration. The College does not receive the outcome of their decision.

Although allegations of bullying and harassment have been investigated there has been no evidence identified of bullying in relation to either staff against learners or staff against staff. One investigation included allegation in relation to disability discrimination which through investigation was not proven. There were no allegations raised in relation to discrimination on the grounds of any of the other protected characteristics.

In all cases where allegations were made appropriate action was taken to either minimise any immediate risk or provide appropriate mediation, support or line management support. As at 31 August 2011 there were no outstanding concerns under investigation.

Staff Leaving the College

During 2010-11 336 staff left the College. Of those leaving 18 were from the management group, 127 were Teaching Staff and 191 were from the Support Services staff group. Table 5 below shows the number of leavers categorised by the protected characteristics and table 6 below shows those who have left by group and reasons for leaving.

The majority of those who left were from within the 45-54 age band totalling 23.2% followed by 21.1% from the 35-44 age band and 20.8% from the 55-64 age bands (see table 5). Of those who left 2 members of staff had recorded a disability (see table 5).

Of those who left the College 67.9% were female and 32.1% male which does not appear to be disproportionate to the College overall male /female data. With regard to ethnicity, 17.3% of staff who left were from Non White-British ethnic groups which is slightly higher than the College overall diversity group of 16% of staff (see table 5).

With regard to sexual orientation, 97% of those who left had not specified this information with the remaining 3% of those who left being heterosexual/straight. The majority of those who left being 96.7% had not disclosed to the College their religion or belief and appropriate action will be taken to encourage staff to share this information with the College. Of the remaining staff that left 2.1% were Christian, 0.3% were Jewish and 0.9% had recorded no religion or belief (See Table 5)

The most frequent reason recorded overall for leaving was due to Voluntary Redundancy with 25.6% overall and Compulsory Redundancy with 4.8%. There was 18.8% of staff who did not provide a reason for leaving the College. There was 5.1% of staff who left overall due to Compromise Agreements, however this is reflected with a more positive approach to mutually agreed leaving arrangements with staff where appropriate. Only 0.6% of those who left overall was due to dismissal. In addition 0.3% of the overall leavers were dismissed following an unsatisfactory probation review and 0.3% left whilst undergoing a probation review. Overall 5.7% of staff left due to personal circumstances.

With regard to the teaching staff who left during 2010-11 the main reason was either due to Voluntary Redundancy with 31.5% of Teaching Staff or Compulsory Redundancy with 10.2% of this group. Aside from these cost efficiency saving leavers the most frequent reason provided for leaving the College by teaching staff was either due to personal circumstances with 3.9% or the role was not as they expected in 2.4% of the teaching staff.

For Support Service staff the most frequent reason for leaving was again due to voluntary redundancy with 19.4% as a result of the cost efficiency savings. There was also 6.8% were transferred out of the College under the TUPE legislation. The most popular reason for leaving the College voluntarily provided by Support Service Staff with 6.8% of leavers in this group was due to personal circumstances. There is also a higher percentage of staff leaving under fixed term contracts due to the change in staffing arrangements with 16.8% of those leaving within support serviced due to this reason.

I have not compared this with 2009-10 data due to the numbers who left through the merger process would not provide relevant comparable data.

Table 5: Leavers 2010-11 *(The figure in brackets is a percentage of the total)*

Protected Characteristic	Leavers 2010/11
Age	
Aged 15-24	39 (11.6)
Aged 25-34	63 (18.8)

Aged 35-44	71 (21.1)
Aged 45-54	78 (23.2)
Aged 55-64	70 (20.8)
Aged 65-74	15 (4.5)
Aged 75+	0 (0)
Disability	
Without a Disability	334 (99.4)
With a Disability	2 (0.6)
Ethnicity	
White – British	255 (75.9)
Not Known/Not Provided	23 (6.8)
Non White-British	58 (17.3)
Gender	
Female	228 (67.9)
Male	108 (32.1)
Gender Reassignment	
Yes	0 (0)
No	0 (0)
Unknown	336 (100)
Marriage and Civil Partnership	
Married	61 (18.2)
Single	34 (10.1)
Unknown	216 (64.3)
Divorced	7 (2.1)
Partner (cohabiting)	10 (3)
Separated	4 (1.2)
Partner (not cohabiting)	2 (0.6)
Widowed	2 (0.6)
Civil Partnership	0 (0)
Pregnancy and Maternity	
Yes	0 (0)
No	0 (0)
Unknown	336 (100)
Religion or Belief	
Buddhist	0 (0)
Christian	7 (2.1)
Hindu	0 (0)
Jewish	1 (0.3)
Muslim	0 (0)
No Religion or Belief	3 (0.9)
Not Specified	0 (0)
Not Known	325 (96.7)
Other Religion	0 (0)
Sikh	0 (0)
Sexual Orientation	
Bisexual	0 (0)
Homosexual / Gay	0 (0)
Homosexual / Lesbian	0 (0)
Not Specified	326 (97)
Prefer not to say	0 (0)
Heterosexual / Straight	10 (3)

Table 6: Leavers Reasons*(The figure in brackets is a percentage of the total)*

Protected Characteristic				Leavers
Reasons	Academic	Manager	Support	All
Breach of contract	2 (1.6)	0 (0)	3 (1.6)	5 (1.5)
Broader professional experience	5 (3.9)	1 (5.6)	3 (1.6)	9 (2.7)
Care for dependents	2 (1.6)	0 (0)	0 (0)	2 (0.6)
Career change	1 (0.8)	0 (0)	8 (4.2)	9 (2.7)
Change in working environment	2 (1.6)	0 (0)	1 (0.5)	3 (0.9)
Commuting difficulties	2 (1.6)	0 (0)	0 (0)	2 (0.6)
Compromise Agreement	8 (6.3)	5 (27.8)	4 (2.1)	17 (5.1)
Dismissal	0 (0)	0 (0)	2 (1)	2 (0.6)
End of fixed term contract	1 (0.8)	0 (0)	32 (16.8)	33 (9.8)
Frustration of contract	0 (0)	0 (0)	1 (0.5)	1 (0.3)
Grievance	1 (0.8)	0 (0)	0 (0)	1 (0.3)
Increased income	3 (2.4)	0 (0)	1 (0.5)	4 (1.2)
Medical Dismissal	0 (0)	0 (0)	1 (0.5)	1 (0.3)
Medical/health	1 (0.8)	0 (0)	1 (0.5)	2 (0.6)
Non-starter	4 (3.1)	0 (0)	12 (6.3)	16 (4.8)
Not Provided	28 (22)	0 (0)	35 (18.3)	63 (18.8)
Offer withdrawn	1 (0.8)	0 (0)	4 (2.1)	5 (1.5)
Personal circumstances	5 (3.9)	1 (5.6)	13 (6.8)	19 (5.7)
Reduced workload	1 (0.8)	0 (0)	1 (0.5)	2 (0.6)
Redundant	13 (10.2)	0 (0)	3 (1.6)	16 (4.8)
Relocation	0 (0)	0 (0)	1 (0.5)	1 (0.3)
Retirement	1 (0.8)	0 (0)	5 (2.6)	6 (1.8)
Return to industry/professional practice	2 (1.6)	0 (0)	0 (0)	2 (0.6)
Return to study	0 (0)	0 (0)	1 (0.5)	1 (0.3)
Role not as expected	3 (2.4)	1 (5.6)	5 (2.6)	9 (2.7)
To travel	1 (0.8)	0 (0)	0 (0)	1 (0.3)
Transfer out under TUPE	0 (0)	0 (0)	13 (6.8)	13 (3.9)
Undergoing probationary review process-resigned	0 (0)	0 (0)	1 (0.5)	1 (0.3)
Unsatisfactory Probation/Dismissal	0 (0)	0 (0)	1 (0.5)	1 (0.3)
Voluntary Redundancy	40 (31.5)	9 (50)	37 (19.4)	86 (25.6)
Work/life balance	0 (0)	1 (5.6)	2 (1)	3 (0.9)
Totals	127	18	191	336

Conclusion on HR Elements

Having considered all of the data I have concluded that the following:

In relation to recruitment and selection from the data available it is evident that the College attracts sufficient representation of applicants from all of the 9 protected characteristics as detailed in the Equality Action. There is also evidence that a fair representation of applicants progress through to short listing and then are offered positions.

In relation to the overall staff profile the gender of the College compares favourably with other FE Colleges nationally of a two-third split. The age range within the College is also fair.

With regard to the types of posts in comparison to the LLUK FE workforce data for England 2009/10 it shows that nationally the average age of the college workforce tends to be in the older age ranges and this is reflected within the College. There has however been increased age representation within the lower age bands potentially as a result of a change in focus to recruit to apprenticeship positions within the College. Also although in previous years that had been a trend of decreasing numbers of staff who recorded a disability this has in 2010-11 increased by 0.9%.

The College does have a slightly higher number of female staff compared to male staff however this is similar to the data provided in FE workforce data and the gender difference is less pronounced in the College's teaching groups.

With regard to the management status of the College, there has been a reduction in numbers during this reporting year. The College has a slightly lower percentage of management team compared with the national management average in the FE workforce data 2009/10

The average length of service has reduced to 0-2 years potentially due to increased recruitment opportunities during 2010/11 through merger and the focus on recruiting to apprenticeships within the College. There was a slightly higher number of female to male staff within this length of service and 32.5% were from White British Group compared to the overall college average of 29.5%.

In relation to promotion opportunities whilst there has been reduced opportunity for promotion during this reporting year, it is recognised that all of the substantive appointments for promotion were from female White British staff and from the older age bands. Appropriate action should be taken to review potential promotion opportunities for male staff and staff from non White-British ethnicity.

For Staff leaving the College it is evident that the majority of Leavers were for reasons relating to the cost efficiency saving process either due to Compromise Agreements or redundancy reasons. Of those who left there was a fair proportion of male / female leavers which was relative to the gender difference in the College overall. The data also compares favourably with the teaching / support services staff data and percentages.

In summary it is my view that in all areas the data does not indicate any area where there may be less favourable treatment of any particular group. Throughout all data obtained it is fair to state that for existing staff there is specific data in line with the changes in data monitoring which staff have not as yet shared with the College. This will no doubt impact on the data included

herein and appropriate recommendations have been made below to improve this situation to enable more meaningful data comparators for the future and to ensure appropriate action is taken as required.

Action Required

Further to the outcome of this data analysis and conclusions made the following action will be taken:

- To encourage all applicants to provide the relevant monitoring data required to improve data monitoring and evaluation.
- To encourage existing staff to provide the data required for monitoring purposes, specifically in relation to the protected characteristics as defined within the Equality Act 2010 legislation via, "Your HR" system. This will allow the HR Team to compare and analyse more meaningful data and develop appropriate action plans if required.
- To review the promotion opportunities arisen during 2010-11 and the teams to see if there were opportunities for male staff to apply.
- To consider each new vacancy that arises in conjunction with the staffing team and ensures that male applicants have sufficient opportunity to apply for promotion.

Roney Brooks
HR Manager
January 2012

Marketing Equality and Diversity Report

Sept 2010 – Aug 2011

The Marketing team consider equality and diversity in all aspects of marketing and communications for South Essex College. As well as actively seeking stories; tutors, students and support staff are encouraged to inform us of all interesting stories for use in media releases, case studies, students/staff bulletins and newsletters. These stories cover a range of students, lecturers and visitors but coverage of E&D is restricted by the available stories involving students with E&D characteristics. Statistical reporting is also restricted by the ability to identify characteristics from an image.

Training

All Marketing staff have undertaken Equality and Diversity Training which has increased the awareness of how to deal with staff, students and visitors. Some staff members have attended deaf awareness training to help support them when communicating. Plain English training is planned to improve the team's written communications.

Media and PR

This year, over 20% of stories with images covered people classified as equality and diversity, which is a 100% increase over last year. This is due in part to the expanded areas of criteria.

Last year the majority of stories with images were favoured towards females, but this year there have been more stories with pictures featuring males. This is a trend which is likely to continue in next year's figures (2010/11) due to an increase in NEA and NEETs coverage, often with large group photos, which are predominantly made up of male students.

Proactive and reactive

The generation of stories and features falls into two areas, those that are spearheaded by ourselves, being proactive, or created at the behest of journalists contacting us about a particular local, national or educational issue, thus being reactive.

Figuring out the figures

Each story is sent out to all local media, sector media and with selected releases, national media

Most stories are also uploaded to the College website and the Staff and Student Bulletins. Stories from the website are also linked to the College's Twitter page and Facebook page, both of which are growing in followers.

This means that one story with one female student (and often the same image) can appear in six publications, thus scoring six single hits in the relevant category.

This table shows the number of females, males and students representing eight E&D strands, featured in press coverage.

The eight strands include: Ethnicity, disability, pregnancy/maternity, gender, gender reassignment, age, religion or belief and sexual orientation.

Figures represent the number of stories with images rather than each image in each story (a feature for example may have five images).

	Stories	Male	Female	E&D
Sep-10	8	41	19	2
Oct-10	14	40	59	9
Nov-10	12	25	42	2
Dec-10	14	44	5	9
Jan-11	19	23	13	6
Feb- 11	15	21	22	0
Mar- 11	42	81	80	13
Apr-11	22	22	34	2
May-11	16	11	35	7
Jun-11	17	67	23	22
Jul-11	11	9	10	0
Aug-11	11	34	21	3
	Total Stories	Total Male	Total Female	Total E&D
	201	418	363	75

Variation

Figures often fluctuate throughout the year dependent on particular stories, events or even time of year.

- In September, December and June figures show a significant amount more males featured than females, a contributing factor being Football Academy stories accompanied by group photos of the team which were featured multiple times.
- In November, figures show a significant amount more females featured than males, a contributing factor being a fashion story featuring a large group of predominantly female students.
- March has a particularly high number of stories, largely due to the 100 in 100 Apprenticeship Campaign run in conjunction with the Echo and the St. George's Day Fashion Show run in partnership with the Eastgate Shopping Centre and Basildon Council, both of which received extensive coverage.
- During June 2011, the E&D figure is higher than other months due to a Football Academy story which featured multiple times and included four ethnic minorities
- The figures for males and females featured in photos are lower in July due to the summer half term where there are far less students around

Groups

For example if there is a story featuring the football team then the image will more often than not feature the entire squad, thus meaning an increase in male students featured.

Likewise with larger events such as Celebrating Success, A-level Results Day and Graduation we also always ensure a varied mix of students are covered and interviewed. Some students and their stories lend themselves to more interesting stories than others however, which means they are more likely to be published irrespective of equality and diversity depending on the angle that particular medium is looking for.

The Future

With investment in video equipment and increased reliance on the website and new website materials there will be an increased output of video interviews and video stories, which will form part of the E&D PR mix next year. Each effort will be made to ensure a good mix of E&D, which helps keep it fresh and interesting as well, but as with print media the overriding aspect that applies is that story is king. As hinted last year, we've started producing our own videos and launched our own YouTube channel

Counting images

We will also be looking at how the numbers for photos are gathered as presently it includes all photos related to that article and not those that we just submit. Appearing in the paper we can include a pertinent image, as we always do, but there is no guarantee that that image will be used as part of it or not, especially if it is a feature we are contributing to.

We would however include images that, although we may not have submitted, have set the photo opportunity up as The Echo, and especially the Yellow Advertiser, often like to take their own images rather than have them sent in. We have a duty to ensure that we discover student stories from people from different backgrounds and E&D, for example students with disabilities, and these will be covered either in media releases, prospectuses or video, but demand for the story content by the media will drive most stories and articles, especially regarding retention and recruitment as efficiency savings become ever tighter and less money can be spent on advertising as we fight to maintain our reputation as a quality education provider. Part of that quality, of course, is our equality and diversity in both students and the range of courses we offer them.

Publications

Title	Published	Male	Female	Disabled	White	Ethnic minority
Adult Skills	Aug-11	56	55	1	95	16
School leaver courses	Sep-11	27	22	0	45	4
Apprenticeships guide	May-11	21	10	0	28	3
Undergraduate prospectus	Mar-11	34	44	3	70	8
Short courses (evening & Weekend)	Dec-11	4	2	0	6	0
TOTALS		117	133	4	244	31

Adult Skills – quashing stereotypes

As well as featuring women in traditional roles (care, beauty, customers service), we also have several photos of females in less traditional roles highlighting the opportunities available to women. For example:

- **Page 9**, we feature a young woman operating a forklift truck.
- **Page 17**, we feature a young woman of ethnic origin in a construction/surveyor position (wearing goggles and hard hat).
- **Page 49**, we feature a motorsport group shot of Formula One car in relation to motor vehicle courses. A young lady is also in the group.

School leavers – student ambassadors

This prospectus didn't feature an abundance of student photography. Instead, it has carefully photographed case studies including Bradley Ditta (**page 26**) and Sarah De La Cruz (**page 56**), who are both given half a page of space including a quote from each about College life. We chose a select few students to act as ambassadors for FE education and they were also used online and on external printed advertising. **Page 45** features a story on engineering, an area presumed to be male orientated. Our photo includes a young lady – debunking any preconceived stereotypes of the engineering industry.

Apprenticeship guide – opportunities at all ages

This guide has promoted opportunities for people of all ages to learn new skills and to improve their career prospects. Many preconceptions of Apprenticeships are that they are for young people, but we feature several interviews with adults classed as mature students.

- **Page 22** features Les Marsh, aged 53, Fire Service Manager at Southend Airport. Les has worked at the airport for three years and decided to take on a Management Apprenticeship to become a more consistent and invigorated manager. His manager, Stevie Chalmers said: “there have been a number of positive changes in Les and the Managing Director even commented on how much of a business leader Les has become.”
- **Page 26** features Stewart Bailey, aged 50, a Learning Support Assistant at Shoeburyness High School. Steve wanted to cement his position in the workplace and boost his confidence. He also feels the course has increased his options for career progression.

Undergraduate prospectus – Investor in Diversity

This guide features in-depth interviews with graduates and some lecturers. Again, we carefully selected who to interview to ensure we had a diverse representation of our student/staff body:

- South Essex College is an Investor in Diversity and Committed to Equality Employer. It is also a member of the Network for Black Professionals (NBP). Therefore on **pages 99** and **106**, we feature lecturers Faisal Mustafa and Steve Mvalo respectively. Faisal teaches Computer Games Technology whilst Steve teaches on both the FdSc and BSc (Hons) Network Technology.
- **Page 101** – features mother of one Zoe Kelly, who chose to study a part-time degree in Construction. This highlights the opportunities available to those who want to fit studies in with their personal and

family life. Construction is also deemed as a male orientated industry and for a young mother of one to be studying for a part-time degree in this opportunity is fantastic opportunity that we hope will inspire others in similar scenarios to feel encouraged to do the same.

- **Page 105** features Lithuanian mother of one, Sandra Salciute, who said of her degree: “It’s close to where I live which means I don’t have to travel. Also, as I have a little girl who goes to nursery, I can balance my home life with my studies.”
- **Page 112** features an interview with disabled, black student David Johnson, who actually made the decision to change his career as a lorry driver to work as a television professional. He is studying on the BSc (Hons) Television Production & Screen Media programme and from appearing in our prospectus, he was then asked to appear on the front cover of Forward, the official magazine of the Spinal Injuries Association. The magazine featured a new interview with David and covered his College experience as well as an image of his interview in the College prospectus.

Overview of Publications and digital processes

The Marketing team monitors adherence to equality and diversity targets during the whole production period of publications. As in previous years, the process includes the following aspects:

1. At the start of the production process, briefing of photographers to include as many different students and scenarios as possible in the photo-shoot to reflect the real life of the College
2. Selection of a wide variety of images and testimonies for use in publications (and related adverts) to cover different:
 - Gender
 - Age
 - Disability
 - Ethnicities
 - Levels of student study
 - Abilities/disabilities
 - Race
 - Religion or Belief
 - Sex (Gender)
 - Sexual Orientation
 - Gender Reassignment

- Marriage & Civil Partnership
 - Pregnancy & Maternity
 - Backgrounds - traditional vs non-traditional routes to study (e.g..Entry to Employment students, mature students returning to do a degree; those who may require financial assistance to study etc. as well as traditional school leavers/A-level students etc.)
3. In conjunction with the press side of marketing, obtaining and printing stories and interviews from a range of different students to give first hand impressions of the College from a wide variety of viewpoints.
 4. Equality of general text and case studies for different sectors of our current and potential student community. For example:
 - Pages of text about our Learner Services for those with disabilities or difficulties
 - Details of our College Chaplaincy – a resource for all students and staff regardless of faith, community or world view, and can provide support and care, whilst also tackling moral, spiritual, ethical, social and cultural issues within and outside your particular curriculum area. The Chaplaincy holds various events throughout the year.
 - College nurse – we have a registered nurse, a sexual health specialist and student peer mentors who can advise you about sexual health issues and other health issues, as needed.
 - Specific text for those from other countries or without English as a native language
 - Text about support for financial difficulties
 - Emphasis on College welcoming dialogue with students – e.g., free advice and guidance and availability of feedback channels (e.g., tutorial sessions, complaints procedure)
 5. A general ‘voice’ in publications that assumes that the reader has no prior knowledge of the education system. Text is created or edited accordingly to be clear and not to exclude readers from this early stage (e.g., exhaustive indexes, also see p17 of the 2011 FE guide specifically created to ‘demystify’ the qualifications and guide potential students. ‘How to choose your course’ text and National Qualifications Grid also included in most publications to help in a similar way). At least 3 different staff will proof read publications to minimise any subconscious personal biases or inconsistencies in text.

6. Designers briefed to make text as clear as possible through layout (e.g., see courses pages of 2012 HE guide). Course info was printed on white background with black text to make it as clear as possible. We also use largest font possible within economic and aesthetic constraints.
7. Arrangements currently in place to provide large print formats of publications on demand (publication provided to Learner Services).
8. Final checks (counting up pictures) and adjustments before print, to ensure that all areas of diversity are represented at least once where possible in the publication (e.g., photos of males, females, able-bodied, with disabilities, various ethnicities).
9. A photo library has now been set up containing hundreds of photos categorised by age, gender etc., to enable easy access to a diversity of photos on demand.
10. Distribution of publications deliberately targeted to areas of maximum traffic of all segments of community (e.g., supermarkets, libraries). Publications also distributed to partners and careers libraries (as well as via Call Centre) to ensure they reach as many readers as possible.
11. Research on publications is on-going – to ensure that publications appeal to all target readers.

Publications which do not relate directly to courses/age sectors (e.g. College Charter, Strategic Plan) contain a diversity of images of different aged students.

Events

From the onset Equality & Diversity is considered when planning any event for inclusion, accessibility and support. Each event plan contains a section where all E&D considerations are recorded, addressed and actions are then taken where necessary. Specialist advice usually from Learner Services is sought if the expertise does not lie within the Marketing Team.

Some considerations that have been addressed this year:

- Access to stage for users of wheelchairs, restricted mobility, and pregnancy – support provided.
- Signers provided for staff, students and visitors at major events so that all have the same experience.
- Support booked and provided for students with learning difficulties at various events.

- Participation in We've Got Talent by students who receive supported learning.
- Introduction of the use of iPads at events so that text size can be increased instantly for people who have restricted sight.
- Exit and participation surveys are undertaken to improve the experience of all visitors.

All events are evaluated and the results are fed into the evaluation document and shape the implementation of plans for future events.

Inclusion, Equality and CPD and Training Report

Academic Staff

Advanced Practitioners have been involved, with the Vice Principal Learning Support and Community Links and the Head of Teaching and Learning, in designing and developing CPD sessions to introduce staff to the Equality Act 2010 and legislation.

This CPD training was then swiftly followed by sessions related to embedding inclusion, equality and diversity into the curriculum. This session was further developed at the October Staff Development Day and resulted in individualised Action Plans which are being monitored for impact on teaching and learning by the Advanced Practitioners.

Equality and Diversity Training for all new staff (Academic and Support Services) is being provided on a monthly basis by the Head of Learner Services.

Support Services Staff

The Vice Principal Learner Support and Community Links and the Head of Learner Services designed a CPD session for all Support Services staff which took place on Staff Development Day. The session introduced the legislation related to the Equality Act, provided activities based around perception and stereotyping and provided glossaries and information related to 'acceptable language'. Support Services Managers were provided with training and they then ran the session either in pairs or groups.

This session is being followed with CPD for Equality Good Practice on Staff Development Day in February 2012. The session was piloted with front line Reception and Estates staff and following feedback will roll out to all Support Services Staff.

Support Services Managers are also meeting with the Vice Principal Learning Support and Community Links and are developing Equality and Diversity Action Plans for their teams. These Action Plans will be monitored via termly meetings.

Equality Analysis

College Policies (96) were to be rewritten following the merger and a required part of this process was the Equality Analysis of the policies against all the protected characteristics. Following Equality Analysis each policy holder produced a relevant Action Plan to eliminate any negative impact on students, staff, College users.

The member of the Senior Leadership Team responsible for the policy holds the monitoring role to ensure that action plans are completed prior to sign off

by the Principal. Progress against completion of policies is provided to the College Corporation on a regular basis by the Principal.

The Quality Improvement Team introduced an Equality Impact Assessment template to be used at all Course, Academy and Faculty meetings. Internal verification paperwork, wording and process also went through Equality Analysis and consultation prior to being introduced to the managers at a Curriculum and Quality meeting. Training and development for Learning Observations also includes methods required to assess Equality Analysis for all staff involved in observations. Central College meetings, such as Safeguarding Board and Equality and Diversity Group assess the equality impact of agenda items related to all protected characteristics.

All teaching staff prepare lesson plans which identify differentiation needed to meet individuals'/groups' requirements and possible adjustments required to the activities/environment. Advanced Practitioners are attached to each Faculty and have been training staff related to the Equality Act 2010, embedding legislation into the curriculum and mentoring individuals alongside this.

Engagement Activities

Engagement Activities

Students

Over a number of years students with difficulties and disabilities have been meeting formally together to discuss their experience whilst at College. They have been involved in:

- assessing the College's lift system and suggesting a workable queuing system
- redesigning door openings to provide easier access at Southend Campus
- reviewing the Library and access for students with disabilities
- reviewing the visual alarm system at the Southend campus
- looking at the layout of Scoff regarding access to seating for students with difficulties and disabilities

The students reported findings and recommendations to the Equality and Diversity Group which were then agreed and actioned by the Senior Leadership Team

Engagement activities for students are part of the Group Tutorials and also support curriculum activities undertaken by Faculty staff. This can involve students working in the community as volunteers, undertaking realistic work experience for particular organisations, or highlighting contentious issues regarding mental health issues, such as anorexia.

Students actively use the on line forums to discuss a variety of issues with their peers and these forums are moderated and responded to by appropriate members of staff or the students.

The College has joined Stonewall to gain advice and guidance related to improving support for learners who are lesbian, gay or bisexual. The College aims to become part of the Diversity Champions Programme for both students and staff.

Staff

Staff who have disclosed a disability are invited to attend meetings with the manager from Human Resources (HR) to identify any issues or barriers that are preventing them from playing a full part in the organisation or from fulfilling their full potential . From these discussions, changes can be made to working practices across the College to improve opportunities for all staff.

The College has joined Stonewall to gain advice and guidance related to improving support for staff who are lesbian, gay or bisexual. The College aims to become part of the Diversity Champions Programme for both students and staff.

Conclusions

The aim of this Equality and Diversity Report is to identify the College's compliance with legislation, clarify data and information available and identify areas that require further development and how this will be achieved. This report looks primarily at data for both staff and students and analyses the relevant strengths and areas for development.

Students

An area of strength is that the College is closing the achievement gap between students who have a protected characteristic, related to gender, disability and race. This key success can be built on, in the future, to include the remaining protected characteristics.

A significant part of this success is due to the on-going CPD training that has been undertaken with academic staff to introduce legislation, compliance and embedding into teaching practices. This training has been contextually remodelled for Support Services staff and provides a far more consistent and inclusive approach to front line services provided to learners, staff and College users.

The College has also been successful in continuing to close the gap between students who choose to complete their information and those who decline or prefer not to say.

Staff

Human Resources (HR reports) identify that from the recruitment and selection data the College attracts sufficient representation of applicants from all nine protected characteristics and that there is fair representation of applicants progressing to shortlisting and job offers.

The College benchmarks recruitment data with LLUK FE Workforce data with the College comparing favourably related to gender, age and disability.

Challenges (*Staff and Students*)

The challenges outlined below will be used to inform the equality objectives that will be published by the College by April 2012.

Challenges remain regarding retention of adult learners and the growing gap between BME success rates and the lower achievements of young white males.

Gathering and analysing data, across all the protected characteristics, will require further development work with both students and staff.

Staff need to be encouraged to complete the 'Your HR 'system to enable comparison and analysis of more meaningful data across all the protected characteristics to take place.

Promotion opportunities for 2010/11 need to be reviewed to see if there were opportunities for male staff to apply for vacancies. Any new vacancy that occurs needs to be examined and assessed to ensure that male applicants have sufficient opportunity to apply for the promotion.

Equality and Diversity Objectives

- To promote and advance equality and diversity, build good relations across all members of the College, with key stakeholders, partners and the wider community.
- To ensure that all College Strategies, Policies, Procedures and Practices serve to promote and advance equality and diversity in line with the Equality Duty by June 2013.
- To ensure that the College delivers a programme of at least three events per year, which actively seek to promote and advance equality and diversity across all campuses from the academic year 2012-13 onwards.
- To reduce and narrow equality gaps within the workforce, ensuring it reflects the community we serve.
- To ensure equality and diversity is embedded in our curriculum offer and services and throughout the organisation, adding value and having a positive impact.
- To ensure all staff and students are given the opportunity, and actively encouraged, to disclose personal information relevant to protected characteristics, by December 2012. This will be recorded and used to enable thorough analysis and measurement of performance against objectives.
- To create a curriculum offer which meets the needs of all learners.
- To foster a safe environment for employees and learners where they are able to reach their full potential free from discrimination.
- To ensure that promotion and advancement of equality and diversity is effectively embedded within curriculum delivery and monitored through formal graded and ungraded learning observations.
- All staff to engage in at least two training/development activities, per year, focused on promoting and advancing equality and diversity.
- To reduce and narrow equality gaps in success rates for all learners:
 - To ensure that there continues to be no statistically significant difference in performance between learners from individual ethnic groups and the College average.
 - To identify factors contributing to differences in performance between learners declaring learning difficulties and disabilities and to reduce any difference to less than 3pp by September 2014.

- To identify factors contributing to differences in performance between 16 -18 male and female learner success and reduce the gap to less than 3pp by September 2015.

**Equality and Diversity Report
Appendices**

Appendix 1 – Investors in Diversity Action Plan

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Appendix 1



**Model Investors in Diversity Action Plan mapped
against the Indicators**

January 2012

Strand 1

Committing: Your organisation is working towards creating or developing a truly inclusive organisational culture in which diversity is genuinely valued.

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
1) Written commitment to pursue diversity is manifested in the form of all stakeholders feeling they have the opportunity and responsibility to learn about diversity and to raise the awareness of others.	Every Stakeholder (Internal & External) is fully aware of and understands what the College means by Equality & Diversity	<p>The College already has several publications available for public access including:</p> <ul style="list-style-type: none"> • Inspection Report • Strategic Plan • Operational Plans • Equality & Diversity Policy • Equality & Diversity Annual Report <p>• Disability Equality Scheme</p> <p>• Race Equality Scheme</p> <p>• Gender Equality Scheme</p> <p>These are available through the internal intranet (C-Space) and via the external website. They can be made available in different formats on request.</p> <p>However it should be noted that these are not generally actively promoted externally.</p>	<p>Review College website to increase visibility of our commitment to E&D.</p> <p>Review Learner Services pages as above and E & D pages</p> <p>To be subsumed into the Single Equality Scheme</p>	<p>Head of Marketing</p> <p>Head of Learner Services</p> <p>Vice Principal: Learner Support & Community Links</p>	<p>March 11</p> <p>May 11</p> <p>April 11</p>	<p>Review complete</p> <p>Review complete</p> <p>Single Equality Scheme</p>	<p>Dec 11</p> <p>Jan 2012</p> <p>April 11</p>
		<p>The College also has a variety of Kite Marks and Accreditations where attention to E&D is implied including:</p> <ul style="list-style-type: none"> • MATRIX • Investors in People (IIP) • ROQA • Training Quality Standards (TQS) • OFSTED (limiting grade) • Two Ticks for Disability 	<p>Completion of a Single Equality Scheme</p>	<p>Vice Principal: Learner Support & Community Links</p>	<p>April 11</p>	<p>Completed Single Equality Scheme</p>	<p>April 11</p>
		<p>Internally, the College consults and guides on E&D via:</p> <ul style="list-style-type: none"> • Equality & Diversity Group 	<p>Ensure that the Single Equality Scheme is linked to all the appropriate</p>	<p>Vice Principal: Learner Support &</p>	<p>April 11</p>	<p>Completed Single Equality Scheme</p>	<p>April 11</p>

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
			College Policies,, Procedures and Practices Audit revised policies to ensure that the link to the Single Equality Scheme is evident	Community Links Vice Principal: Learner Support & Community Links	November 2011		
		However membership is not representative of the college's student or staff demographic. Disability groups are consulted and included however there is limited representation from representatives of other protected characteristic groups.	Review membership of E&D groups and boards	E&D Manager	April 11	Minutes of E & D Group Further review undertaken in October 2011	April 11 October 2011
		<ul style="list-style-type: none"> College Corporation Annual report to Corporation re E & D Policy and Procedures 	E & D Policy agreed by College Corporation	Vice Principal Learner Support & Community Links	December 2011	Minutes of College Corporation meeting	
		E&D is promoted internally via events and celebrations including: <ul style="list-style-type: none"> Celebrating Success Olympics We've got Talent Southend Festival 	Ensure alignment of E&D sub groups to the Single Equality scheme.	Vice Principal Learner Support & Community Links	June 11 October 2011	Subgroups being addressed via the E&D Forum following on from training on Staff Development Day	
		The College does support local celebrations however the opportunities to promote E&D to external stakeholders is not fully optimized.	Optimise opportunities for external promotion of our commitment to E&D via the College's Marketing Plan.	Head of Marketing	April 11	E&D is included in prospectuses, media/web/social media stories and is continually monitored.	On-going

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		The College's E&D policy is cross linked into all other internal policies however it is not necessarily linked to activities that directly impact on external stakeholders especially the procurement functions.	Review what Procurement Policy says in relation to Equality & Diversity and make changes as appropriate.	Procurement Manager	June 11 November 2011	Procurement Policy and tenders include E&D impact requirements. Will need regular reviews.	July 2011
		The current person with management responsibility for E&D also has a Safeguarding remit leading to time resource conflicts.	Review roles and responsibilities of staff roles pertaining to E&D.	Head of Learner Services	March 11	E&D & Safeguarding Manager left the College in July 2011. Role taken up by Head of Learner services and VP Learner Support and Community Links	July 2011
		E&D is included in staff development activities but the depth and relevance to staff members is not always apparent.	Review of internal E&D training for current staff. Review of E&D Academic Staff Development following Staff Development Day. Planning sessions to further develop and embed E&D into teaching and learning opportunities.	Head of Teaching and Learning Development Vice Principal Learner Services & Community Links	Aug 11- October 2011 November 2011	Academic staff development activities undertaken throughout August – October 2011 Further review of E&D re Academic staff undertaken with Advanced Practitioners on 3 rd Jan	Achieved October 2011 Achieved January 2012

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
			Further planning meeting to agree Peer Observations, sharing good practice and monitoring methodology by Managers	Head of Teaching and Learning Development and Vice Principal Learner Services and Community Links	Jan2012	2012.	
			Review of E&D Support Services Staff Development following Staff Development Day. Planning sessions to further develop and embed E&D into process and practice		September /October 2011	Support Services Staff - Train the Trainer sessions held with Managers for specific session on Staff Development Day on 21 st October 2011	Achieved Oct 2011
			Meetings with each Support Services Manager to identify areas for development re the training on Staff Development Day. Action Plans and timescales agreed	Vice Principal Learner Services and Community Links	Dec 2011/ Jan/Feb. 2012	Action Plans agreed with each Support Services Manager	
			Second stage contextualised training sessions to further develop	Vice Principal Learner Services and Community	Jan-March 2012	Training plans and attendees	

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
			staff skills regarding categorised difference	Links			
2) <i>The written commitment to equal opportunity is demonstrated by an appropriate increase in stakeholder mobility and an ability to move from the margins into a mainstream organisational culture which is inclusive and which values difference and diversity.</i>	All internal and external stakeholders feel included in a positive and inclusive College culture	E&D is included in Staff Induction activities however it is limited, is geared to the Colleges statutory responsibilities and sometimes lacks relevance for new staff members. This is reflected within the internal stakeholder survey.	Redesign the staff induction programme to align to the Single Equality Scheme.	Head of Teaching and Learning Development	Aug 11	Program designed and in place from Sept 2011	Sept 2011
		E&D training is delivered during the student Induction takes place but is not always relevant to the learner population. This is reflected within the Learner Survey.	Redesign the Learner Induction E&D activities to be more interesting and relevant to the learner population	Academic Tutorial and Learner Voice Manager	July 11	Online induction programme Group Tutorials	Sept 11
		E&D activities are incorporated into the Academic Tutorial Programme however these need to be aligned to the Single Equality Scheme and be relevant to the Learner Population	Increase number of group tutorials that focus on E&D (within the boundaries of Entitlement funding)	Academic Tutorial and Learner Voice Manager	July 11	Group Tutorial modules	Sept 11
		Initial liD survey has been completed and analysed. Although a little tainted by the recent merger processes, information is now available to steer changes to the College's strategies, policies, protocols and practices.	Fully analyse the liD surveys and identify key actions.	Vice Principal Learner Support & Community Links	Feb11	Analysis completed and available for IID assessment period	17.06. 11
		Second survey agreed with liD due to impact of merger processes and reflection on Level 2 IID Assessment	Second liD survey in place to run from December to early January 2012. Analysis of data and comparison with previous survey mid-late January 2012.	Head of Learner Services & Vice Principal Learner Support & Community Links	Jan 2012		Jan 2012
		Although there has been some consultation via the I&D Board, this needs to be expanded to reflect the Single Equality Scheme and include	Design a consultation phase linked to the Single Equality scheme.	E&D Manager	April 11	Single Equality Scheme consulted on	April 2011

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		representatives of all protected characteristic groups (based on the Specific Duties of the College).	<p>Initiate a full consultation exercise aligned to the Single Equality scheme.</p> <p>Action plan updated to reflect the findings of the Single Equality scheme Consultation</p>	<p>E&D Manager</p> <p>Vice Principal Learner Support & Community Links</p>	<p>April 11</p> <p>July 2011</p>	<p>via the Staff and Student C_Space and Bulletins</p> <p>Single Equality Scheme consulted on via the Staff and Student C_Space and Bulletins</p>	<p>April 2011</p> <p>April 2011</p>
		<p>Review previous (Staff) EDIMs : increase staff from black/minority ethnic groups by</p> <ul style="list-style-type: none"> • 4% increase in curriculum leader posts • 3% increase in management group Posts <p>In the next two years reduce the turnover of staff from BME Groups by 3% per Calendar year to bring in line with College average</p>	<p>Review EDIMs and as appropriate set up a focus group /electronic focus group as part of the review process</p> <p>Meeting to take place with VP Learner Support & Community Links, Quality and HR to agree timeline for E&D report for 2010/11 to include review of EDIMs to amend to Key Performance Indicators. Equality Objectives to be published by April 2012 and initial compliance report to be published by 31st January 2012.</p>	Human Resources Manager/ Head of Learner Services	<p>Jan 2012</p> <p>October 2011</p> <p>Jan 2012 & April 2012</p>	<p>Staff HR report completed Jan 2012</p>	
		Eliminate discrimination related to staff /students and gender reassignment	<p>Investigate the use of birth certificates as a means of identification</p> <p>Birth certificates to be redesigned without any</p>	HR Manger/ Head of Learner Services/ Director of Planning and	<p>April 2012</p> <p>October 2011</p>	<p>The law will need to change to enable us to do this. In the meantime we</p>	

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
			indication of gender. Official date to be advised	Resources		still need to evidence ID in various formats and to comply with other processes such as CRB application etc.	
3) Leaders have shown a practical commitment towards embracing diversity.	All members of Leadership & Management Group can demonstrate practical application of our commitment to equality and diversity.	The Senior Leadership Team has led on several initiatives to raise awareness of I &D including:	Develop Leadership and Management Group to embed good practice.	Equality & Diversity Group	Sep 11/Oct 2011	Train the trainers approach to Managers training their own staff related to equality legislation and understanding difference's	Oct 2011
		<ul style="list-style-type: none"> Principal became an 'Apprentice' and tried her hand at a number of Modern Apprenticeships. Principal Question time and New staff lunch 	All selected Support Services Managers trained to undertake E&D activities with staff	VP Learning Support & Community Links and Head of Learner Support Services	Sept/Oct 2011		21.10.11
		Support Services Managers trained to provide E&D training for staff on Staff Development Day	Managers to evaluate E&D staff development activities and plan for additional development	VP Learning Support & Community Links and Head of Learner Support Services	Nov 2011	Staff Development Programme	Achieved Jan 2012
		Development of embedding E&D into Support Services practices and processes					

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		The Corporation fully agreed the revised Equality & Diversity Policy in December 2010 however this needs to be reviewed to reflect the Equality Act 2010 and the Single Equality Scheme.	<p>Single Equality Scheme to be completed and presented to Corporation for approval and buy in.</p> <p>Equality and Diversity Policy revised in line with the Single Equality Scheme.</p> <p>To be presented at the December Corporation meeting for ratification.</p>	<p>Vice Principal Learner Support & Community Links</p> <p>Vice Principal Learner Support & Community Links</p>	<p>July 11</p> <p>August 2011</p> <p>December 2011</p>	<p>Single Equality Scheme ratified by Corporation</p> <p>Revised E&D Policy</p>	<p>11.07.11</p> <p>Achieved August 2011</p>
		Identify barriers to disclosure for staff and students and amend the recruitment, admissions and enrolment processes	Review disclosure processes for disabled staff/learners	Head of Learner Services/HR Manager	July11	Have received CRB process for staff and students with MIS, and have not identified any barriers as yet. Agree to continue to review and HR is looking at alternative electronic application process.	Apr 2012
		Individual exam arrangements /alternative assessments are in line with the awarding body regulations	Review procedures for individual exam arrangements	Head of Learner Services/Head of Quality	April 11	Special considerations 2010/11	April 11

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		The Leadership & Management Group has received training for Safeguarding including Bullying & Harassment incorporating Equality and Diversity awareness. .	<p>E&D training designed for College's Leadership group aligned to liD and the Single Equality scheme.</p> <p>E&D training for Support Staff Managers provided for them to train staff on October Staff Development Day</p> <p>E&D Training for Academic staff (incl Leadership & Management Group) planned and provided via Advanced Practitioners. To include awareness re Single Equality Scheme and embedding E&D into lesson plans and activities</p> <p>Review of future training for Academic and Support Services staff following Staff Development Day</p>	<p>Head of Teaching and Learning Development</p> <p>VP Learner Services and Community Links /Head of Learner Services</p> <p>Head of Teaching and Learning Development/ VP Learning Support and Community Links</p> <p>Head of Teaching and Learning Development/ VP Learning Support and Community Links</p>	<p>July 11</p> <p>October 2011</p> <p>August – October 2011</p> <p>December 2011</p>	<p>In place for Leadership program</p> <p>Staff Development Programme</p> <p>Staff Development Programme</p> <p>Presentation by Advanced Practitioners</p>	<p>Sept 2011</p> <p>October 2011</p> <p>October 2011</p> <p>Jan 2012</p>
		All the College's policies have undergone full Equality Impact Assessment however there has been a limited cascade to practices and core delivery documentation.	Commitment to review and assess equality and diversity measures in SAR and learning observations.	Head of Quality improvement	March 11	Document available	May 11

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		Academy Managers role includes a responsibility for E&D and all job descriptions now include a commitment to E&D. This needs to be cascaded to all job roles.	All JD's are reviewed for a commitment to E&D.	Human Resources Manager	Dec 2011	All Managers' Role Specs incorporate E & D Statement. RB to review all others.	
		Work in partnership with local authorities to obtain historical information regarding students with statements and support needs related to their disabilities. Develop system to obtain transitional information from LEA s regarding achievement and academic grades	Develop systems with local authorities to obtain relevant information Clearer identification required via Single User ID which is not yet available for all College age learners. To be reviewed annually re possible progress	Head of Learner Services/ HR Manager Vice Principal Learner Support & Community Links/Director of Planning & Resources	Feb 2012 May 12	Transition meetings arranged by the LEA to research systems	Dec 2011 & January 2012
		Ensure relevant access to equipment for learners with difficulties/disabilities	Annually review assistive technology and adaptations to computer equipment and make recommendations	Head of Learner Services	Oct 11	Adaptive technology reviewed regarding meeting the needs of individual learners	Oct 2011

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
4) <i>Your organisation has shown wholehearted practical commitment to diversity by taking relevant initiatives forward.</i>	<p>Raise staff and student awareness by ensuring all activities and events are advertised and marketed and publicised.</p> <p>To foster an atmosphere where it is acceptable to discuss diversity.</p>	The College has traditionally developed guides and support resources for learners with a disability however there is limited similar resources for staff members.	<p>Develop resources and information booklets for all protected characteristic groups (learners & staff)</p> <p>Delay in developing booklet due to Learner Services Manager leaving the College in July 2011. Task Group to be reviewed at next I & D Group.</p> <p>Learner Services manager and user/interest groups developed leaflets for both learners and staff</p>	<p>Equality and Diversity Group</p> <p>Equality and Diversity Group</p> <p>Equality and Diversity Group</p>	<p>July 11</p> <p>Nov/Dec 11</p> <p>January 2012</p>	<p>Booklets available for staff and students</p> <p>Completed guides for both staff and students</p>	<p>Achieved Dec 2011</p> <p>Achieved Jan 2012</p>
		Some College E&D initiatives have been promoted i.e. Celebrating success, however there needs to be more promotion of case studies aligned to the Single Equality Scheme and the Protected Characteristics groups (Specific Duties).	Gather case studies from staff by email and bulletin campaign.	Head of Marketing	July 11	Stories/Case studies are file for evidence E & D folder in I:/drive. Staff are encouraged to make us aware of all news worthy stories.	On-going
		There have been some positive comments in inspection reports including the Initial teacher training which stated 'equality & diversity is promoted and cascaded by trainees'	Incorporate a campaign of positive messages within the Marketing Plan	Head of Marketing	May 11	Completed	May 2011
		The Equality and Diversity Group has good representation from Disability groups however some protected characteristics are under-represented. There are limited opportunities to engage with the group in other ways. Improve access to the curriculum for disabled	Create staff and student Equality and Diversity forums that can feed into the Equality and Diversity Group.	Equality and Diversity Group	<p>May 11</p> <p>November 2011</p>	E&D Forums set up and reviewed by E&D Group. Specific feeds to be provided	

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		learners				following the training on Staff Development Day	

**Strand 2
Learning:**

(i) Your organisation develops as a learning organisation which continuously and proactively self assesses. It is able to plan and adapt in order to improve how it manages diversity.

(ii) All are encouraged to improve their own and other people's diversity related awareness, knowledge and skills

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
5) <i>Your organisation is clear about the business or organisational benefits of embracing diversity.</i>	The College can Support its commitment to E&D via a clear Business Case	The College currently has a Business plan which is under pinned by the Strategic Plan and Operational Plan; however the cost benefits of embracing diversity are unclear.	Develop and write a business case that supports the case for developing a commitment to E&D within the College	Head of Learner Services	May 11	Business Plan provided re liD assessment	Achieved Nov 2011
		It should be noted that the College has recognised the organisational benefits of E&D via the establishment of the E&D Managers post, the Learner Services team and its commitment to achieving a variety of kite marks and accreditations.	Consult with the Senior Management Team as incorporating the E&D Business case into the College's Business Plan.	Vice Principal Learner Support & Community Links	Aug 11	To be made as an Agenda Item on SLT C&Q Group in November	
6) <i>Your organisation has successfully conducted effective and proactive stakeholder consultation, and self assessment.</i>	Consultation with all internal and external stakeholders will lead to positive changes within the College	Currently the College undergoes the Self Assessment Review (SAR) process on an annual basis. There is some reference to E&D however this needs to be firmed up with clear service/faculty targets supporting the College's commitment to E&D.	Confirm E&D targets for 2010/11 SAR cycle	All Service and Faculty Heads	March 11	Heads of Faculty and Support Services SARs	October 2011
			Template and format in place to incorporate E&D & Safeguarding into the SAR system for 2010/11 and the development plans for 2011/12.		September 2011		
		Progress review required	November 2011				
		The initial Investors in Diversity surveys have been completed and analysed. Further work is required to consult more widely around the College especially with groups aligned to the Single Equality Scheme.	Investigate and extend surveys and a range of survey options.	Head of Quality Improvement	Sep 11		
			Devise plan for yearly surveys and impact assessments aimed at both internal and external	Head of Quality Improvement	Aug 11		

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
			<p>stakeholders.</p> <p>Revise actions based on survey results.</p> <p>To be an agenda item on I & D meeting in Nov 2011</p> <p>Further survey opportunities re IID negotiated by VP Learning Support and Head of Learner Services. To be implemented in Dec 2011</p>	<p>Equality and Diversity Group I & D Group</p> <p>VP Learning Support and Community Links and Head of Learner Services</p>	<p>Oct 11</p> <p>Nov 2011</p> <p>Dec 2011 /Jan 2012</p>	<p>Agenda and minutes E&D meeting.</p> <p>Rough data received from liD in Jan 2012</p>	Dec 2011
7) <i>Stakeholder consultation and self assessment have informed the creation of your organisation's liD Action Plan. It has clear aims and objectives, which are understood by key members of staff and stakeholders.</i>	Action plan to be an evolving reflection of the College's commitment to E&D	Learner consultation is in place through a variety of medias including on line forums, destination surveys, feedback questionnaires etc. These forms of consultation are not I & D specific although the media forms do allow for adaptations.	<p>Complete initial Investors in Diversity (liD) Action Plan</p> <p>Additional liD Survey negotiated which will take place in /Dec 2011</p>	<p>Head of Learner Services</p> <p>VP Learning Support / Head of Learner Services</p>	<p>March 11</p> <p>Dec 2011 /Jan 2012</p>	<p>Initial action Plan completed and distributed across IID Strategy Group</p>	April 2011
		A Student Council representative is a member of the Equality and Diversity Group however the attendance is varied.	<p>Review action plan on a quarterly basis for progress, achievement and adaptation based on survey results.</p>	Equality and Diversity Group	Quarterly	I & D Minutes	On-going
		Apprentice for Events and Learner Voice attends all I & D meetings and feeds back to Learners via the Student Council/Student Forums	<p>Review feedback from learners via I & D Group</p>	Equality and Diversity Group	Quarterly	I & D Minutes	On-going
			<p>Provide feedback in a 'You said – We did' campaign</p>	Head of Marketing	Quarterly	<p>Link to this is live on the website, posters have been</p>	Jan 12

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
						produced and a process for updating has been agreed.	
			Incorporate the dissemination of survey results and changes to action plans in to the College's Marketing Plan	Head of Marketing	Quarterly	Survey results, project evaluations and relevant changes are put into the Colleges Marketing plan.	
8) Stakeholders are able to adapt to diversity within your organization	All staff members are fully aware of their responsibilities pertaining to E&D.	Training exists for new staff members however it is incorporated within the general induction training and can sometimes be time constrained.	Develop an E&D Training Plan for new and existing staff members	Head of Teaching and Learning Development	Aug 11	New staff training for E&D provided on a monthly basis E learning module not ordered due to financial constraints	Aug 11
			Explore an on-line E&D Training module for all staff members. Training module discounted as far too expensive for current College budget	Head of Teaching and Learning Development	Aug 11		
		Lesson Observations to include feedback on Equality & Diversity however this is not formalised on the Observation Form	Redesign Observation form to capture E&D practice during lesson observations Provide training on the identification of appropriate E&D practice within lessons	Head of Quality Improvement Advanced Practitioners	Feb 11 March 11	Jan 11 Aug-Oct 2011	

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
						sessions across the Autumn Term and also on October Staff Development Day. Registers taken on all sessions	
		All learners receive E&D training during the College's Induction period (first term) however it is inconsistent and sometimes not relevant to the learner demographics.	Consult with the Student Councils as the I & D module within the Learner induction could be more relevant and exciting.	Academic Tutorial and Learner Voice Manager	April 11	Online induction programme	Sept 11
		I & D is available through the Group Tutorial Schemes of Work and is linked to the ECM agenda and College Calendar	Review and redesign I & D training within the Induction Scheme	Academic Tutorial and Learner Voice Manager	July 11 Sept 2011	Group Tutorial programme	Sept 11
9) Stakeholders show high take-up rate of formal diversity awareness training as well as engagement in informal learning from each other.	All staff incorporate E&D fully into their working patterns	Some College services incorporate E&D into daily practice including the Careers Blueprint, Aimhigher and Improving Choices as it is a project requirement, however these principles still need to be adopted universally.	Careers Blueprint and Aimhigher projects to be evaluated for I & D practice and key messages disseminated to the I & D Group Improving Choices to be evaluated and key messages to be disseminated to the I & D Group Case Studies to be generated and disseminated both internally and externally.	Careers Manager Learning Support Manager Head of Marketing	July 11 March 2012 Aug 11	Project discussed at I&D group Case Study provided to YPLA by Learner Services in October 2011	June 2011 Achieved Oct 2011

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		<p>There are memberships for external groups and attendance to some external meetings that offer the opportunity to gain informal learning or disseminate some positive College messages, however attendance is often restricted to senior managers and learning is not always shared. Examples of external meetings include:</p> <ul style="list-style-type: none"> • Vice Principal Learner Support and Community Link chairs ACER Equality and Diversity meeting • Safeguarding and Equality & Diversity Manager attends LSIS Network meetings • Representation on Southend Together Equalities Board • Representation on Southend Anti-Bullying Steering Group 	<p>A full mapping exercise of all E&D groups externally (community and public service led).</p> <p>Meeting attendance to be reviewed for appropriateness</p> <p>Key messages and learning via external meetings to be disseminated within 1 week of attendance</p>	<p>E&D Manager</p> <p>Vice Principal Learner Support & Community Links</p> <p>All staff</p>	<p>Aug 11</p> <p>Aug 11</p> <p>On going</p>	<p>Meetings Schedules</p> <p>Team meetings/ agendas. Managers Meetings I &D Meetings Training/ dissemination sessions</p>	<p>August 11</p> <p>Sept 2011</p>
		<p>Mediums do exist internally to provide and cascade informal learning including:</p> <ul style="list-style-type: none"> • The Leadership & Management Briefing • The Staff Briefing • On line forums • Equality & Diversity Group • Safeguarding Board • Student & Staff Forums • Student Poll of the Week • Student Council • Healthy Eating Group 	<p>Review of team meeting structures and incorporation of an I &D learning agenda item</p>	<p>All management staff</p>	<p>On going</p>	<p>Agendas re SLT C&Q Group</p> <p>C&Q Group E&D Group Forums</p>	

Strand 3

- Developing:**
- (i) As an organisation, we are becoming more proactive in developing and sustaining the diversity of our workforce.
 - (ii) Through the provision of support and services, the organisation promotes diversity within.
 - (iii) Your organisation seeks to influence its wider partners to be positive about diversity

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
10) Our Managers are effective in supporting the development of our stakeholders in relation to diversity.	All Leadership & Management Group fully integrate Equality and Diversity into daily practice.	Monitoring reports are generated annually via HR which include: <ul style="list-style-type: none"> • The Staff Profile • Grievance and Disciplinary Reports HR also produces an I & D report which includes the gender pay gap, turnover and promotion activities.	The Staff Profile needs to be reviewed quarterly and action points attached to anomalies.	Human Resources Manager	Quarterly	Report received	Jan 2012
		Staff Grievance and Disciplinary reports are generated quarterly for the Safeguarding board also for monitoring purposes. There are direct references to various types of Bullying and Harassment however this needs to relate more directly to improvements in the workplace.	Grievance/Disciplinary reports need to be analysed for I & D implications and reported to the I & D Group	Human Resources Manager	Quarterly	Report Received	Oct 2011
		Student Bullying & Harassment reports are also submitted to the Safeguarding Board however these are largely quantitative with limited information to help drive the advancement of I & D within the learner population.	Student reports need to contain information relevant to I & D and reported to the I & D Group Re assessment of E&D Categories re Bullying /Harassment & Disciplinaries to be undertaken at the Safeguarding Board	Head of Learner Services Vice Principal Learner Services and Community Links	Quarterly September /November 2011	Minutes Agendas and Minutes of Safeguarding Board	

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		All recruitment (especially since the recent merger) is equality analysed both internally and by the Unions. However this is reported annually and is used as a monitoring tool.	Action plans need to be in place to ensure that any anomalies identified by the equality analysis are rectified.	Human Resources Manager	Jan 2012	Report received	Jan 2012
		All Managers receive Interview training and cannot undertake any interviews until completed. This is very legislation driven (Employment Law and Race relations Act) and is not linked directly to improving the understanding of I &D in the workplace.	Training need to be developed to include a full understanding of advancement of I &D within Service areas.	Human Resources Manager	May 2012		
		All staff recruitment and retention activity sits with HR. There are no staff focused E&D targets sitting within the Service/Faculty Self Assessment Reviews (SAR).	Progression and Retention Planning to be established and incorporated with the SAR targets.	All Service and Faculty Heads	April 2012		
		Training logs and staff development plans are kept and analysed and reported to the E&D Group annually. There are no action plans attached to overcome bias.	Action planning to be included in all future training and staff development reports.	Head of Teaching and Learning Development	Sep 11		
		The process for applying for training requires Manager sign off prior to submission to Staff Development therefore there is the potential of a barrier that at present is not being monitored.	Appeals process to be developed and included within the training request process.	Head of Teaching and Learning Development	Sep 11		
		All staff undergoes yearly appraisals however targets and development areas are usual service focused and do not include commitments to E&D improvements.	All staff to have an objective to advance E&D within their areas (individual or group)	All Service and Faculty Heads	March 2012		
11) <i>There is encouragement for stakeholders</i>	All stakeholders fully understand the College's commitment to E&D	Students are consulted via a variety of different mediums however the majority are college led. Students can also access the Student Councils directly or via the Student Reps. They can also	Students to be consulted on the Single Equality Scheme via the established routes.	Academic Tutorial and Learner Voice Manager	June 11	Online Forum	Achieved June 11

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
<i>to speak of new opportunities (commercial and non-commercial) based on their own knowledge of diverse needs</i>	and are able to proactively engage in discussion.	use the on line Student Forums which are monitored by staff and referred to relevant departments.					
		There is a Disability Involvement Group however there is no other sub group within the Student Council to discuss issues specific to E&D. A Student Rep from the Student Councils is nominated to attend the E&D Board however attendance is spasmodic.	Review of the Student Councils and the potential of sub groups representing protected characteristic groups. To include Student Representation on the E&D Board.	Academic Tutorial and Learner Voice Manager	June 11	Attendance by Luke Fisher , Student Council Apprentice	Sept 11
		Student rep (Apprentice for Events and Learner Voice) attends E&D & Safeguarding Board	Academic & Tutorial Manager	Bi-Monthly	March 11		
		Staff are consulted about their experience of employment during the exit interview however the contents feed HR reports but are not disseminated to appropriate managers for change, training or investigation.	Review of the Exit Interview process in the context of potential change management.	Human Resources Manager	March 2012		
		Comments and suggestions for improvement can be discussed through the team meeting structures however these are not always consistently recorded or acted upon.	Design and disseminate a consistent agenda and meeting record for all team meetings.	Head of Quality improvement	March 11	Template agreed & distributed	March 11
		Staff can also use the Grievance Procedures however this tends to be as a result of a negative experience.	Review of discussion and communication opportunities for staff feeding into and up within the College.	Equality and Diversity Group	May 11	E & D Forums have been publicised on C Space	June 2011
Internal communications are top down via email and staff bulletins. Some staff forums exist however they are not as proactively used as student forums are.	E&D Report provides data and information regarding	HR Manager	Jan 2012	Report received	Jan 2012		

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
			policies and procedures and staff involvement etc.				
12) <i>The physical workspace is appropriately suitable for the needs of stakeholders.</i>	All College premises and work spaces are accessible and fit for use.	<p>Southend Campus was designed and built to be fully accessible. Students and staff with disabilities can negotiate all areas easily and have access to all floors. Full facilities exist to support disabled staff and students including parking, adaptable desks, translation equipment (Braille, large print), communicators etc.</p> <p>Basildon and Thurrock Campuses are of an older design however lifts and ramps exist to enable disabled learners to access all areas. And all students have access to similar or same facilities and equipment as those with Southend. New builds are currently being considered and these will be designed with accessibility in mind.</p>	Incorporate accessibility in all future builds.	Executive Director Planning & Resources	On going On-going		
		The Disability Involvement Group were consulted on following the build of the Southend campus to ensure fit for use and their involvement will continue in future builds.	Continue consultation with the Disability Involvement Group	Learning Support Manager	Twice per year	Disability Involvement Group minutes	May 11
		Staff work stations are assessed on commencement of employment and yearly thereafter. However staff relocations last year as a result of the merger mean that this is behind schedule at present.	To recommence schedule for Work Station Assessments and incorporate the new DSE requirements.	Head of Health & Safety	Nov 11	Only workstations of staff who have reported a medical problem that may need some additional equipment support are assessed and only at request of HR or the person	

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
						concerned; not all workstations are assessed. There are no outstanding requests for assessment at this time.	
		Health and Safety risk assessments are completed annually and monitored by the Health and Safety Team. This also reports into the Safeguarding Board. Accident reports are submitted to the E&D Group and are currently analysed against some priority groups but not all.	All reports to be analysed against the new priority characteristic groups.	Head of Health & Safety	April 11	A new database which logs first aid reports will enable the analysing of accident and incident reports into groups. This database is not yet available. Module written for Safeguarding Team being tested and will be used with other areas related to the Safeguarding Board.	
		Inclusive Risk Assessments are completed on all Vulnerable students and measures put in place to support as required.	Continue with Inclusive Risk Assessments.	Learner Services/ Head of Health & Safety	September 2011 January 2012	Inclusive risk assessments on-going throughout the year	

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		Emergency Evacuation Procedures take account of learners and employees who require assistance in an emergency evacuation. Where relevant a PEEP (Personal Emergency Evacuation Plan) is put in place.	All disabled staff and students who require assistance to evacuate to have a PEEP which is reviewed annually.	Heads of Faculties and Business Development & Heads/Managers of Support Teams	Through the year		
		Work placements for learners are fully assessed by the relevant Faculty for H&S. The employer's premises are visited and the employer's policies reviewed. Where necessary recommendation for improvements are made prior to the workplace commencing.	Continue with Work placement H&S checks.	Heads of Faculties and Business Development	Through the year		
13) <i>The workplace environment and atmosphere sustains a diverse staff team which is increasingly adaptable to diversity.</i>	The College is welcoming and inclusive for all staff and other stakeholders.	All policies and procedures are Equality Impact Assessed as they are updated or re-written. In most cases this is completed by members of the Leadership and management group and is not cascaded to other staff, which leads to limited understanding of the processes and reasons. There are several policies still to be updates and therefore have not been Equality Impact Assessed.	Leadership and Management Group to train their own teams and monitor policies, procedures and practices for compliance and meaningful change.	All Service and Faculty Heads	May 11	Policies and procedures are rewritten and are provided to staff for a timed consultation period. . Following EIA policies and procedures are signed off BY the principal and if appropriate go thorough P&R Committee and College Corporation	July 2011 Dec 2011
		Where applicable, Equality Analyses are attached to policies however there is no over arching	Develop a statement of commitment to Equality	Equality and Diversity	April 11	Leaflets provided	April 11

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		statement of the College's commitment to E&D included within the policies.	and diversity.	Board			
		<p>There are a wide range of services, activities and facilities geared to providing health and wellbeing including:</p> <ul style="list-style-type: none"> • Exercise opportunities for students and staff • Gym facilities at Basildon & Thurrock Campuses • Staff team rooms • Counselling via Learner Services or HR • Employer Support Helpline • Gym facilities at Wellstead Gardens 	Actively promote the availability of these services to staff and learners.	Human Resources Manager & Head of Marketing & Head of Learner Services	Feb 2012	Posters , leaflets , staff/student bulletins and Cspace utilised to promote opportunities	December /Jan 2012
		Currently the College is exploring the possibility of creating a Health & Wellbeing Centre.	<p>Continue the development of the Health & Wellbeing Centre.</p> <p>Health and Wellbeing centre opened at Thurrock Learning Campus in September 2011. 300 student inductions undertaken and up to 50 students using centre hourly between 11.00-13.00 each day.</p> <p>To be reviewed on a quarterly basis</p>	Vice Principal Learner Support & Community Links	<p>March 11</p> <p>August/ September 2011</p> <p>December 2011</p>	Student registers & induction agreements	<p>September 2011</p> <p>September 2011</p>
		<p>There are also a variety of policies supporting employees ability to work including:</p> <ul style="list-style-type: none"> • Access to Work funding 					

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
		<ul style="list-style-type: none"> Staff Dignity at Work Policy Special Leave Policy Bullying and Harassment Policy 					
		Curriculum Planning and timetabling is used to maximize access to courses. However this process needs to be fully Equality Impact Assessed to ensure that the courses and classes are fully inclusive e.g. religious holidays.	<p>Include religious and cultural calendars into the Curriculum and Planning processes</p> <p>AoC religious calendar placed on C_Space for staff with guidance for individuals (staff) to apply for annual leave. To be agreed by HoF and HR to ensure that E&D opportunities are actively promoted and adhere to the College's Business case.</p> <p>To be incorporated into College Leave Policies and processes</p>	<p>Executive Director Planning & Resources</p> <p>VP Learner Support and Community Links</p> <p>HR Manager</p>	<p>April 11</p> <p>October 2011</p> <p>December 2011</p>	<p>Calendar and guidance on staff C_Space</p> <p>Calendar and guidance on staff C_Space</p>	<p>October 2011</p> <p>December 2011</p>
14) <i>The organisation makes it clear that it wishes to work, where appropriate, with organisations which can prove that they are positive about diversity or who</i>	To work positively with partners who can add value to the colleges commitment to Equality & Diversity	The College has traditionally had good relationships with local VCS organisations in the Southend area, especially those who support Disabled people. However there is less involvement at Basildon and Thurrock.	<p>Refresh the list of potential partners within the Southend area to including organisations who represent the Protected Characteristic groups.</p> <p>Identify and suitably engage partners within the Basildon and Thurrock areas.</p>	Vice Principal Learner Support & Community Links	April 11	College's key Stakeholders lists	<p>April 11</p> <p>April 12</p>

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
<i>are also 'Working Towards Investors in Diversity'.</i>		Currently there is no overarching statement or expectation of Equality & diversity within stakeholder contracts (excepting staff contracts), partnership agreements, tendering opportunities, service level agreements or information associations.	Develop statement of commitment and expectation of Equality and Diversity for Equality with all partnership documentation	Equality & Diversity Group	July 11	Statement from the Procurement Manager	June 2011

Strand 4

Improving:

Your organisation adopts or creates a range of self assessment measures to assess development, new opportunities, the extent of culture shift and any improvement in the feeling of 'inner well being' within your organisation

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
<i>15) Your organisation has developed and is using clear information gathering systems to enable it to measure the impact of the work on diversity.</i>	To have both qualitative and quantitative data collection to assess cultural change and measure the impact	Quantitative data is collected via monitoring forms attached to: <ul style="list-style-type: none"> • Application & Enrolment data • Recruitment data • Success and retention data <p>At present the information collected is driven by the ILR and contractual requirements.</p>	Revise data gathering forms to include all statutory Protected Characteristic groups	MIS	March 11	MIS reports	Jan 2012
		Qualitative information is currently collected through a variety of sources including: <ul style="list-style-type: none"> • Equality and Diversity Annual Report • Self Assessment Review (SAR) • E&D Group/Agenda/Minutes/Actions • Feed back forms • Student polls • Student councils meetings/minutes <p>However some data gathering is relatively recent and as such impact has yet to be assessed</p>	Review use of feed back methodologies across the college and ensure that there is cross service consistency Develop impact assessment criteria based on feedback methodologies	Equality and Diversity Group Equality and Diversity Group	March 12 March 12		

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
16) <i>New opportunities or markets have been explored.</i>	To further develop and explore opportunities that will demonstrate the College commitment to Equality and Diversity	<p>The College currently has several links and initiatives which could identify new opportunities including:</p> <ul style="list-style-type: none"> • Careers Blueprint • LSIS Equality & Diversity Network • ACER Equality & Diversity Network • Local Voluntary Sector Strategic Group • Local Voluntary sector Operational Group • Fresh Start & New Start Course Programme • School Links Programme and Strategy <p>However there is room for further development of these initiatives and identification of new ones.</p>	<p>Development of Careers Blueprint</p> <p>Identify and explore opportunities linked to Equality & Diversity and College Strategic Plan</p> <p>Review non traditional; entry routes and further development of Schools Link Programme</p> <p>Explore opportunities to use current information to promote cultural change and maintain momentum.</p>	<p>Careers Manager</p> <p>Equality and Diversity Group</p> <p>Vice Principal Learner Support & Community Links</p> <p>Head of Marketing</p>	<p>June 11</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Blueprint complete</p>	<p>June 2011</p>
17) <i>Your organisation has delivered on its clear and evidenced based liD Action Plan.</i>	Achieve liD Standard	Develop the Investors in Diversity Action Plan	<p>Write draft liD Action Plan and consult with the E&D Group</p> <p>Send Action Plan to Investors in Diversity for agreement</p> <p>Create portfolio of evidence as actions completed.</p>	<p>Head of Learner Services</p> <p>Head of Learner Services</p> <p>Head of Learner Services</p>	<p>March 11</p> <p>March 11</p> <p>On-going</p>	<p>Issues related to initial survey skewed data due to Merger. Second survey in Dec/Jan</p>	

Destination	Target	Current Position	Actions	Who	When	Evidence	Achieved
18) <i>Your organisation is clear about the benefits of marketing your commitment to diversity</i>	To have a clear Marketing & Communication Strategy To demonstrate the College commitment to the Standard and Equality and Diversity	Currently there are several reports and initiatives supporting the College's commitment to E&D including:	Written Equality and Diversity statement to include liD logo and aims	Equality and Diversity Group	March 11	2012	June 2011
		<ul style="list-style-type: none"> • 'Working Towards' poster placed around College Campuses. • E & D report including Marketing Evaluation • Strategic Plan • Marketing Plan • Development of Staff and Student Focus Groups • Publications are Equality Analysed 	To include a designated member of staff from Marketing on the Equality and Diversity Advisory Group and liD sub group	Head of Marketing	March 11	Agendas and minutes	March 2011
		However there is no unifying policy for marketing E&D that cuts across all College activities (internal and external).	Further development of Marketing Plan re E&D aspects linking to the liD Action Plan	Head of Marketing	On-going		
			Evidence of use of branding re liD	Head of Marketing	May 11		May 11