



# **Single Equality Scheme**

**Jan 2015 to Jan 2018**

**Updated January 2015**

**(Incorporating the College's Equality objectives,  
Equality and Diversity Impact Measures and Annual EDI Action Plan)**

**Approved by the Corporate Board March 2015**

**Produced by HR Manager  
To be approved by Equal Opportunities Group, SLT and College Board  
Revised January 2015 – Annual update**

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If you require this scheme in a larger font or an alternative format please contact the HR team on 01322 6291494 or email [HR@northkent.ac.uk](mailto:HR@northkent.ac.uk). Further copies may be downloaded from [www.northkent.ac.uk](http://www.northkent.ac.uk)

If you have any comments or require any further information on this Scheme please contact HR as detailed above.

## **Introduction from the Principal**

North Kent College (“the College”) prides itself on being inclusive by valuing all members equally from its community and the benefits that diversity brings to it. The College is committed to promoting equal opportunities for staff and students to enable them to: work and study in an appropriate environment; be treated with courtesy and respect; and achieve their potential with regard to individual needs and circumstances.

This Scheme brings together the work already undertaken by the College’s Disability and Gender Equality Schemes and Race Equality Action Plan, as an all embracing Single Equality Scheme. It also begins the process of identifying and gathering data, in response to the requirements contained within the Equality Act, 2010.

Promoting equality and valuing people’s differences concerns all of us. I endorse this Scheme and welcome the progress that the College has made and must continue to make, in promoting equality and celebrating diversity.

**David Glead**  
**Principal**  
**North Kent College**

## 1. Introduction

The College is pleased to present its Single Equality Scheme 2015-2018 (“the Scheme”. This Scheme explains how the College plans to meet its statutory duties to advance equality for all groups in its community.

The College is committed to ensuring that all of its policies, employment practices as well as its educational provision are fair, accessible and appropriate for the diverse society it serves and the workforce it employs.

This document brings together and strengthens the improvements the College has made with regard to promoting equality over the last three years. The College has made progress with the inclusion of equality and diversity within its day to day operations and policymaking processes. The College also recognises that ensuring equality is an ongoing operation and the Scheme will need to continually adapt to address any issues that may emerge in its community.

The Scheme sets out:

- 1.1. how the College will work with its stakeholders on objectives and actions, such as: communications; policies; procedures; data; narrowing any equality gaps in learner recruitment; and overall performance;
- 1.2. the actions the College will take to ensure it provides a working environment where all staff are treated with professionalism, dignity and respect and are able to deliver and develop to the best of their ability, without discrimination or harassment; and
- 1.3. how the College meets its statutory duties and ensures that equality and fairness are embedded in all areas of its work, including planning, employment and education.

The College is committed to eliminating discrimination and promoting equality, both operationally and through its policies. It is committed to all aspects of equality and, in recent years, has followed best practice with an overarching action plan covering all equality strands.

The Single Equality Scheme action plan takes into account the 2010 Equality Act Public Sector duties including:

- 1.4. eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act;
- 1.5. advancing equality of opportunity between persons who share a relevant characteristic and persons do not share it;
- 1.6. fostering good relations between persons who share a relevant protected characteristic and persons who do not share it; and
- 1.7. demonstrating the College’s commitment to comply with the duty imposed by the Act, by publishing the required information relating to persons who share relevant protected characteristics (staff and students) on an annual basis.

Monitoring the College's progress is essential to the ongoing success of the Scheme. This document sets out how the College will meet the legislative duties to promote equality by outlining its:

- 1.8. mission and key objectives;
- 1.9. approach to equality and diversity;
- 1.10. process for consulting with people;; and
- 1.11. approach to impact assessment and monitoring progress.

The College will then set out in more detail its:

- 1.12. objectives and Single Equality Scheme Action Plan

The plan takes into account the College's progress on equality; the lessons learned from the reviews of its previous Single Equality Scheme; and consultation with stakeholders.

## **2. The College Profile**

The College is a large-sized general further education college with 3,405 students aged 16-18 and 2,226 adult students (full time). Located in both Dartford and Gravesend, it completed a major £85 million refurbishment programme during 2012 and serves a travel to learn area of approximately 300,000 people. The College operates from its main campuses in Dartford and Gravesend, but offers courses from a range of other local venues, including Bluewater Shopping Centre and a bespoke centre for sustainable construction in Dartford known as Suscon.

The College provides courses in 14 subject sector areas, ranging from pre-entry to higher level programmes. The College also had 561 apprentices on work-based learning programmes during 2013 - 2014.

By way of analysis of the student cohort, approximately 15.1% of long enrolments for 16-18 year olds are studying at foundation level courses; 26.4% at intermediate; and 58.5% at advanced level. The proportion of enrolments from ethnic minority groups is 18.8%, which is on a par with the representation of the average population of Dartford and Gravesham Borough Council areas. (Census data 2011).

## **3. The College Mission and Key Objectives**

**Mission: TO EXCEL AND TO INSPIRE**

**Strategic aims:**

### **Aim 1 – Excellent Outcomes**

- The College's success rates maintain its position in the top 10% of Colleges nationally year after year; and

- Its students will be equipped with the skills and experiences they need to progress and succeed in their chosen career path.

### **Aim 2 – Inspirational Teaching and Learning**

- The College’s expectation is that all teaching and learning will be good or outstanding; and
- Its culture will support innovation and experimentation to provide a unique and exciting learning experience.

### **Aim 3 – Excellent Engagement**

- The College’s courses will constantly evolve to reflect the needs of local, regional and national employers and the wider community to ensure its students have the best opportunity to secure employment; and
- Its quality and reputation will be such that the College will be seen as the first choice for local and regional stakeholders requiring a vocational training solution.

### **Aim 4 – Inspirational Staff**

- The College’s people will constantly demonstrate that they are outstanding in their aspirations and commitment; and
- Its people will be experts in their field and be supported to achieve their maximum potential.

### **Aim 5 – Excellent Resources**

- The College’s courses are delivered in high quality accommodation and use equipment and facilities that are equivalent to national industry standards; and
- Its financial position remains secure.

## **4. Responsibilities**

### **4.1.1. The College Corporation is responsible for ensuring that:**

- 4.1.1.1. the College complies with the Scheme and meets all public sector equality duties; and
- 4.1.1.2. the Scheme and its procedures, including the action plans, are followed, reviewed, actioned and updated on a regular basis.

#### **4.1.2. Senior Leadership Team is responsible for:**

- 4.1.2.1. Taking the lead in creating a positive, inclusive, ethos that challenges discriminatory attitudes and behaviour.

#### **4.1.3. All staff members are responsible for:**

- 4.1.3.1. ensuring they promote and comply with the College's policies; and
- 4.1.3.2. challenging or reporting prejudice and discriminatory behaviour whether in colleagues, learners, work placement providers or contractors.

#### **4.1.4. All learners are expected to:**

- 4.1.4.1. Treat each other, as well as all staff and visitors to the College, with respect and fairness.

### **5. Equality Commitments**

#### **5.1.1. Sex Equality Commitments:**

The College is committed to:

- 5.1.1.1. eliminating unlawful discrimination, harassment and victimisation on the grounds of sex;
- 5.1.1.2. advancing equality of opportunity and fostering good relations between men and women;
- 5.1.1.3. gathering and using information on how its policies and practices affect sex equality in the workforce and in the delivery of services to learners and staff; and
- 5.1.1.4. assessing the impact of current and proposed policies and practices on sex equalities.

#### **5.1.2. Race Equality Commitments (also includes ethnic or national origins, colour or nationality)**

The College is committed to:

- 5.1.2.1. eliminating unlawful discrimination, harassment and victimisation relating to race, ethnic or national origin, colour or nationality;
- 5.1.2.2. advancing equality of opportunity;
- 5.1.2.3. fostering good relations between persons of different racial or ethnic groups, national origins or nationalities;
- 5.1.2.4. putting in place arrangements for the implementation of this Scheme, publicising its contents and the results of its monitoring and effectiveness; and

- 5.1.2.5. assessing the impact of its policies on learners and staff of different racial groups, ethnic or national origins, colour or nationality.

## **6. Disability Equality Commitments:**

The College has adopted the social model of disability, which promotes the right of a disabled person to: belong; be valued; choose; and make decisions. In adopting this model, the College accepts that it will have to strive to remove disabling barriers created by attitudes, systems and practices that prevent participation by disabled persons.

The College is committed to:

- 6.1.1. eliminating any discrimination, harassment and victimisation of disabled persons that is related to their disability, including treating a person unfairly due to disability related sickness absence;
- 6.1.2. advancing equality of opportunity for disabled people;
- 6.1.3. fostering good relations;
- 6.1.4. promoting positive attitudes towards disabled persons;
- 6.1.5. encouraging participation by disabled persons in public life;
- 6.1.6. ensuring that all reasonable adjustments are made in accordance with the Equality Act 2010;
- 6.1.7. taking steps to take account for a persons' disabilities, even where that involves treating disabled persons more favourably than non-disabled persons; and
- 6.1.8. gathering and using information on how the College's policies and practices affect the educational opportunities available to and the achievements of, disabled learners and staff.

## **7. Age Equality Commitments**

The College is committed to:

- 7.1.1. advancing equality of opportunity for people of all ages;
- 7.1.2. fostering good relations;
- 7.1.3. eliminating discrimination harassment and victimisation related to age;
- 7.1.4. creating a working environment that is underpinned by fair and equitable practices and procedures where all members of the community can feel comfortable;
- 7.1.5. actively tackling age discrimination whether overt, covert or by omission; and



- 7.1.6. eliminating any criterion, provision or practice that disadvantages people of a particular age, unless it can be objectively justified.

## **8. Sexual Orientation Equality Commitments**

The College is committed to:

- 8.1.1. advancing equality of opportunity for people of all sexual orientations;
- 8.1.2. fostering good relations;
- 8.1.3. eliminating discrimination, harassment and victimisation related to sexual orientation; and
- 8.1.4. working with other institutions, local communities and other partners to eliminate discrimination based on a person's sexual orientation and to encourage and promote good practice.

## **9. Gender Identity Equality Commitments**

The College is committed to:

- 9.1.1. advancing equality of opportunity for transgendered people;
- 9.1.2. fostering good relations;
- 9.1.3. embedding systemic action to eliminate discrimination harassment and victimisation related to gender identity;
- 9.1.4. promoting gender identity equality widely and consistently alongside other equality strands;
- 9.1.5. working with other institutions, local communities and others to tackle gender discrimination, and to encourage and promote good practice;
- 9.1.6. ensuring that a person who is undergoing gender re-assignment is entitled to use the facilities (including toilets and changing areas) that are appropriate for their own gender identity; and
- 9.1.7. the wishes of the person undergoing gender re-assignment will be taken into consideration in all cases.

## **10. Faith Religion or Belief Equality Commitments**

The College is committed to:

- 10.1.1. advancing equality of opportunity for people of different religions or beliefs;
- 10.1.2. fostering good relations;
- 10.1.3. eliminating discrimination, harassment and victimisation related to religion or belief;

- 10.1.4. actively tackling discrimination regarding religion or belief, whether overt, covert, or by omission and promoting equality;
- 10.1.5. eliminating religious harassment (unwanted behaviour based on religion and which includes proselytizing i.e. seeking to convert others to a particular religion or sect);
- 10.1.6. working with other institutions, local communities and others to tackle discrimination regarding religion or belief, and to encourage and promote good practice; and
- 10.1.7. providing a quiet/prayer room facility for use by all faiths and none.

## **11. Pregnancy and Maternity equality commitments**

The College is committed to:

- 11.1.1. advancing equality of opportunity for women who: are pregnant; have given birth in the last 26 weeks; or are breastfeeding (including a female student of any age);
- 11.1.2. fostering good relations;
- 11.1.3. eliminate discrimination, harassment and victimisation related pregnancy and maternity; and
- 11.1.4. providing a quiet room or facility for breastfeeding.

## **12. Marriage and Civil Partnership**

The College is committed to:

- 12.1.1. treating civil partners in the same way as married people, in employment and training. All benefits given to married employees will also be available to civil partners, including flexible working, statutory paternity pay, paternity and adoption leave, and survivor pensions.

## **13. Where the College is on equality**

- 13.1.1. Equality and diversity are promoted in the College both to students and staff.
- 13.1.2. An Equal Opportunities Group has been formed to provide an overarching promotion and review body, which operates at a strategic level and covers both equality and diversity in relation to students and staff.
- 13.1.3. The College's Single Equality Scheme and its impact assessments are thorough and current.
- 13.1.4. Training and briefings for all staff are planned on a regular cycle.
- 13.1.5. Data for different equality and diversity categories of students and staff are used effectively to help inform action plans, quality improvement and course development.

The College has reviewed its progress against its previous Single Equality Scheme and action plan, and the results of the most recent review, are contained within Appendix A.

The College summarises its findings (Appendix A) on meeting the Public Sector Duty, and in particular to:

13.1.6. advance equality of opportunity between men and women; persons of different racial groups; and disabled and non-disabled persons;

13.1.7. eliminate unlawful discrimination and harassment; and

13.1.8. promote good relations between people of different racial groups.

Further information on meeting the needs of the College's learners and the staff profile, based on protected characteristics, can be found in the appendices, which are updated annually.

The College is mindful that equality legislation is subject to review and will ensure that the Scheme is amended to comply with any changes. The Scheme is also subject to timely reviews to ensure good practice.

#### **14. How Equality and Diversity is advanced**

Equality and Diversity is advanced throughout the College through: curriculum and quality processes; tutorials; enrichment; events; behaviour standards; and all policies and processes. The effectiveness of this can be seen in the outcomes for learners. The College continues to drive forward the embedding of Equality and Diversity within its curriculum. It is also increasing its levels of community engagement and activity, and this will be reflected in the Single Equality Scheme action plan.

In line with the specific duties set out in the Equality Act 2010, public sector organisations are required to publish one or more Equality Objective(s) at least every four years. Based on data provided to the Equal Opportunities Group during 2012-13, the following equality objectives were deemed requiring further action.

14.1.1. reduce and narrow any achievement gaps;

14.1.2. increase Black and Minority Ethnic ("BME") and female learner participation in Apprenticeships;

14.1.3. increase BME participation at all levels of College organisation workforce;

14.1.4. to further encourage and attract applications for vacancies in under-represented areas of the College; and

14.1.5. further embed Equality and Diversity into the Curriculum.

#### **15. The Common Inspection Framework**

Emphasis is now on embedding: equality and diversity in outcomes for learners; the quality of teaching; learning and assessment; and the effectiveness of leadership and management. The Single Equality Scheme action plan will have equality objectives within the following broad areas:

- 15.1.1. leadership and organisational commitment;
- 15.1.2. learner and stakeholder engagement;
- 15.1.3. learner achievement, access and experience;
- 15.1.4. a modern and diverse workforce; and
- 15.1.5. community awareness and equality mapping.

## **16. Consultation**

The College has involved key stakeholders in developing this Scheme in order to increase its effectiveness in identifying and prioritising equality objectives. Feedback has been obtained via the student voice, student surveys, tutorials, staff voice and recognised trade unions.

## **17. Employment data**

The College's workforce data is currently analysed by: race; gender; disability; and age. The database also holds information on members of staff's: length of service; time in service; salary; hours of work; and employment flexible/established status. The College also collects statistics about promotion, performance appraisals and leavers. It recognises the need to do more to actively encourage and improve staff disclosure rates; this will be reviewed as part of the Single Equality Scheme action plan.

## **18. Complaints**

The College has a well-established formal system for handling complaints with regard to the College, its staff and learners.

The College provides its staff and learners with clear guidance about how they should conduct themselves. Any complaints against staff/learners relating to their conduct - including any form of harassment, is investigated and, if the complaint is upheld, appropriate is action taken in accordance with the College's policies.

## **19. Grievances**

The Human Resources team identifies all forms of harassment and discrimination (whether related to any one or more equality strand) as misconduct or serious misconduct, which line management is required to deal with effectively. HR offer advice to staff on how to raise grievances informally or formally, with line managers, HR staff or via trade union representatives.

HR monitors all formal grievances and discipline cases. To date, proportionally, there have been very few formal grievance or discipline cases raised, therefore, the College is unable to identify any underlining trends. However, all cases are monitored for equality and discrimination issues.

## **20. Procurement standards**

The College reviews its procurement policies and practices to ensure that they do not discriminate unlawfully and that they promote equality of opportunity.

Where relevant, the College works with contractors to develop the delivery of specific goods, works or services in ways that promote equality and diversity. It monitors performance with contractors and consults services in ways that promote equality and diversity. The College regularly monitors performance with contractors and consults service users.

## **21. Undertaking Equality Impact Assessments**

The College has developed a toolkit to carry out equality impact assessments, which has a two-stage process:

21.1.1. an initial screening to assess whether the proposed policy, procedure, plan or practice has potential equality implications for different groups; and

21.1.2. if necessary, a full assessment is undertaken, with detailed evidence analysis, stakeholder engagement and consideration of alternative approaches.

All College policies and procedures are scheduled for review, generally on a three year cycle. At each review or change the impact assessment processed is repeated to ensure that any underlining issues are identified and addressed in a timely manner.

The Equal Opportunities Group monitors the use of impact assessments, in terms of accurate completion. All Equality Impact Assessments outcomes are available on request.

## **22. Publishing, Reporting and Updating the Scheme**

### **22.1. Monitoring progress and evaluation**

The Scheme is reviewed at the end of each term and published on the College's staff intranet and website. The Equal Opportunities Group meets once per term with the Scheme as an ongoing agenda item.

Progress against the Scheme is reported to the College's Senior Leadership Team ("SLT") and the College Corporation on an annual basis.

### **22.2. Annual progress reports**

Annual progress reports on the Scheme are presented to the Equality and Diversity Strategy Group and then subsequently published on StaffNet and College's website.

### **22.3. Equality scheme and action plan review**

The College will review its Single Equality Scheme and action plan every 12 months and carry out a full evaluation within four years' time in order to set a new agenda for action. The Single Equality Scheme action plan will be

updated annually, highlighting progress made and where further work is required. This will be available on the College's website and StaffNet.

## Equality Objectives Action Plan for Period November 2013 to November 2014

**REVIEWED DECEMBER 2014 DRAFT**

**Note:** Job titles have been amended to reflect current staffing structure, following original publication of action plan in January 2014

The Equality objectives and accompanying Action Plan represents a broad outline of the tasks that will be addressed by North Kent College, in order to respond effectively by the requirements of the Equality Act Public Sector Duty to eliminate discrimination, harassment, victimisation, to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; in particular, to the need to (a) tackle prejudice, and (b) promote understanding.

### **The Equality Objectives fall within the following broad areas:**

1. Leadership and Organisational Commitment;
2. Learner and Stakeholder Engagement;
3. Learner achievement, access and experience;
4. A modern and diverse workforce; and
5. Community awareness and equality mapping.

**Note:** The numbering of the Equality Objectives (“EO”) does not necessarily indicate the order in which the EO will be implemented or the priority in which the EO should be viewed. An accompanying Action Plan identifies the tasks that will be undertaken to achieve each EO. Some actions contribute to more than one EO, and for simplicity have been placed under one EO.

### **Abbreviations:**

<b>DP</b>	Deputy Principal	<b>FM</b>	Finance Manager
<b>VP</b>	Vice Principal Finance & Resources	<b>HRM</b>	Human Resources Manager
<b>AP</b>	Assistant Principal (curriculum area)	<b>HRA</b>	Human Resources advisers/business partners
<b>APTL</b>	Assistant Principal Teaching & Learning	<b>SEM</b>	Student Engagement Manager
<b>APEMS</b>	Assistant Principal English, Maths and Support	<b>SSM</b>	Student Services Manager
<b>CC</b>	Clerk to the Corporation	<b>MIM</b>	Management Information Manager
<b>CM</b>	Curriculum Manager	<b>ITM</b>	IT Manager
<b>ACM</b>	Assistant Curriculum Manager	<b>EM</b>	Facilities Manager
<b>MM</b>	Marketing Manager	<b>RM</b>	Risk Manager
<b>WBLM</b>	Work Based Learning Manager	<b>EDG</b>	Equal Opportunities Group

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
<b>Leadership and Organisational Commitment</b>	1. Clear equality priorities have been set, promoted and are owned and understood.	1(a) Ensure all learner inductions cover the College's values and promote E&D by reviewing and revising the College's induction tutorial.	APTL	31.10.14  Partly completed (2015 action plan page 28 section1)	New induction checklist produced for teaching staff. Support staff induction checklist being drafted. Student induction includes equality. Revised target for support staff induction 28.02.15 with review of staff and student inductions during Autumn term 2015.
		1(b) Encourage staff to develop classroom agreements which include respect for all and the challenge of discriminatory behaviour.	APTL	31.10.14 Completed	Departmental behaviour policies in place and or signed students agreements which include equality / behaviour.
		Train work place assessors and classroom based tutors to enhance promotion of E&D. Pilot within Engineering & Construction.	AP C&E	31.10.14 Partly completed (2015 action plan page 28 section1)	Action included in WBL improvement plan. Work ongoing.



Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
		1(c) Maintain three year plan to review policies on a rolling basis.	HRM/VP (for staff related)  DP/APTL (for curriculum related)	31.07.14 Completed	Actioned. Process managed by SLT support team. Policies reviewed on regular basis and documents updated/reviewed as required.
		1(d) Set up and create EQUAL OPPORTUNITIES GROUP with Terms of References.	HRM	31.1.14 Completed	Actioned. From January 2015 agreed one meeting per term.
		1(e) Review staff inductions to ensure E&D policies and procedures are fully understood.	HRM/ HR & APTL	28.2.14 Partly completed (2015 plan page 28 section 1)	New system in place. See 1a.
		1(f) Ensure learners, staff and the wider community are informed about the College's Equality Objectives and SES Action Plan following Corporation approval.	HRM/ MM/AP(all) / APTL	28.2.14 Completed	Actioned. SES with action plan on College external website. Staff & students made aware of SES.
		1(h) Annual E&D report published.	HRM	Next report academic year 13/14 publish by 30.12.14 Completed	Report being drafted Jan 15 for progression to Corporate Board in Feb 2015.
<b>Leadership</b>	2. Equality objectives	2(a) Complete consultation on	HRM	12.2.14	Action plan was

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
<b>and Organisational Commitment</b>	are monitored regularly by EQUAL OPPORTUNITIES GROUP and are communicated to staff and learners.	SES and Action Plan, update and communicate to learners, staff and the wider community.		Completed	emailed to all staff for comments and teaching staff asked to seek student opinion. These were reviewed and incorporated into action plan if appropriate.
		2(b) Complete Single Action Plan with clear actions, ownership and timescales. Review at the EQUAL OPPORTUNITIES GROUP.	HRM	28.2.14 Completed	Completed. Equal Opps Group created and action plan drafted.
		2(c) Review of targets/actions in QIPs and performance as reported in SARs.	EQUAL OPPORTUNITIES GROUP/APs	31.10.14 Partly completed (2015 action plan page 28 section 2)	Equal Opps Group met Jan 15 to review action plan.
		2(d) Updated SES action plan published.	HRM	31.12.14 Completed subject to Board approval	Approval at March 15 Board needed.
<b>Leadership and Organisational</b>	3. Contractors and services are regularly reviewed to ensure	3(a) All subcontracting WBL partners to have E&D policies and reviewed annually.	EM/WBLM	31.07.14 Not completed (2015 action plan	Requirement of SFA Audit. Further review needed.

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
<b>Commitment</b>	they continue to be appropriate and accessible.			page 38 section 3)	
<b>Leadership and Organisational Commitment</b>	4. Effective strategies are in place to communicate the response to local communities' needs and the advancement of good relations amongst diverse groups.	4(a) Regularly review Equality and Diversity webpage to ensure it is up to date.	SEM/MM	Six month reviews Next 31.3.14 Completed	Actioned. Website current with regular updates.
		4(b) Publication of learner case studies demonstrating advancement & good practice.	AP/APTL	Annual basis First review 31.8.14 Completed	Website shows case studies from various student profiles.
<b>Leadership and Organisational Commitment</b>	5. Community relations, harassment and hate crimes are monitored and analysed regularly and appropriate plans to address issues arising are in place.	5(a) All E&D Incidents to be logged and followed up to ensure appropriate action taken.	SEM	Termly reports to EQUAL OPPORTUNITIES GROUP First report by 30.6.14 (2015 action plan page 29 section5)	Incidents logged. Runs in parallel with student complaints procedure. Further work needed to investigate by EDIM category. Staff issues recorded via Dignity at Work procedures with annual report to SLT/Board.
		5(b) Monitor disciplinary issues which involve E&D issues and report to EQUAL OPPORTUNITIES GROUP.	AP/APTL	Termly reports to EQUAL OPPORTUNITIES GROUP	Same as above. Report to be provided in due course for students.

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
				First report by 30.6.14 (2015 action plan page 29 section 5)	Staff report within HR annual report to Board. (October 2014)
<b>Learner and Stakeholder Engagement</b>	6. Learners and stakeholder are satisfied their views have been taken into account, are influential and improving learner outcomes.	6(a) Learner participation on EQUAL OPPORTUNITIES GROUP.	SEM	31.7.14 Agreed that learner surveys will ask E&D related questions as opposed to in person representation at meetings (2015 action plan page 29 section 6a)	Awaiting election of student reps Dec 14 but students have feedback opportunities via learner voice which is well supported.
		6(b) Learner representation on board having received appropriate E&D awareness training.	CC	31.7.14 Not completed due to new Board appointments. Corporate Secretary to review training needs with Chair	Newly appointed reps Dec 14. Training to be discussed via Chair of Board.
		6(c) Review of learner voice survey outcomes related to E&D.	AP/APTL	31.7.14 Completed	Term 3 (summer) survey has specific question about E&D. Will need

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
					annual review.
		6(d) Review of staff voice survey outcomes related to E&D.	AP/APTL	31.7.14 Completed	
<b>Learner achievement, access and experience</b>	7. Systems are in place to collect, analyse and measure how different groups of learners are able to access learning.	7(a) Review student data, agree E&D actions required and monitor results.	MIM/ AP/APTL	31.3.14 Completed	
		7(b) Review marketing materials and website for images of people with disabilities and the visibility of provision for those with disabilities/learning difficulties in publications and on the website.	MM	31.3.14 then annually Completed 2014	Completed. Enrolment form amended with EDIMs for 14/15. Application form amended for 15/16
		7(c) Develop marketing to increase BME participation in underrepresented areas.	MM	31.3.14  (2015 action plan page 30 section 7)	Ongoing. Further work needed to focus on starts and withdrawals. Noted that under representation is covered by curriculum area in SAR and improvement plans Pilot agreed with construction & engineering linked to BME.

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
		7(d) Consider capturing E&D data on application for 15/16 academic year.	MIM/VP	31.09.14 Completed	Actioned
		7(e) Consider capturing data on faith and sexual orientation on enrolment to act as benchmark on access and recruitment.	MIM/VP	31.09.14 Completed	Actioned – voluntary completion.
<b>Learner achievement, access and experience</b>	8. Advice and guidance Advances equality of opportunity and initial learner assessment procedures identify the learner's entry level	8(a) Review applicants versus enrolments in relation to E&D related perceptions.	AP/APTL	31.10.14 Partly completed (2015 action plan page 30 section 8)	
		8(b) Review initial assessment (IA) procedure for FE and WBL and link to diagnostic testing and support needs.	AP/APTL	01.09.14 Partly completed (2015 action plan page 30 section 8)	
		8(c) Introduce improved training for staff responsible for initial learner interviews.	APTL	31.03.14 Partly completed (2015 action plan page 30 section 8)	

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
<b>Learner achievement, access and experience</b>	9. Ensure the appropriate mechanisms are in place to improve recruitment, achievements and success levels of different learner groups	9(a) Analysis of gaps and determine strategies to address the gender balance in learner recruitment, retention and achievement narrowing gap to 3% based on cross College figures.	AP/APTL	31.10.14 Completed	Board paper goes to Standards Committee November 14. However awaiting confirmed figures from awarding bodies Jan 15. At SAR level achievement reviewed by key EDIMS.
		9(b) Identify strategies to increase BME work-based learner recruitment.	WBLM/ APC&E	31.7.14 Not completed (2015 action plan page 30 section 9)	Analysis to be carried out.
<b>Learner achievement, access and experience</b>	10. Ensure the appropriate mechanisms are in place to improve recruitment, achievements and success levels of different learner groups.	10(a) Identify strategies to effectively support all learners for 14/15.	APTL	31.08.14 Partly completed (2015 action plan page 31 section 10)	Learner support review underway following changes in funding and provision for 14/15. Management of learning support to move to new APEMS post from Jan 15.
		10(b) Learner data to be analysed	MIM/	31.12.14	Board paper

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
		for significant achievement gaps against EDIMs.	AP	Completed	November 2014 Standards Committee.
		10(c) Any groups identified as under-represented further investigation to be subject to review by the relevant CM and action taken if required.	AP/CM	31.9.14 Completed via Department SARs	Mechanisms in place to review via curriculum SAR on annual basis.
<b>Learner achievement, access and experience</b>	11. Mechanisms are in place to monitor a review the instances of bullying and harassment and student grievances. Appropriate measures in place to ensure that these are effective.	11(a) Monitor complaints regularly and report to EQUAL OPPORTUNITIES GROUP.	DP/ PA to Principal	First report by November 2015  Not completed Partly due to staff changes (2015 action plan page 31 section 11)	Equal Opps Group meeting. Delayed due to restructure May-July 2014. Will be standard agenda item for Equal Opps group going forward.
		11(b) Review student complaints procedure to ensure appropriate support is given to learners by tutors.	AP/APTL	31.3.14 Partly completed (2015 action plan page 31 section 11)	Student complaint process updated and now more effective (student feedback).
<b>Learner achievement, access and experience</b>	12. The needs of different groups of learners are taken into account when designing and	12(a) Review and further develop process for the formal co-ordination of support for learners with disabilities.	APC&E	31.3.14 Review completed summer 2014	LSA project to define support and allocation.



Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
	providing services.	12(b) Review feedback from learner surveys to assess effectiveness of learner support provision.	SEM	Completed 2014	After new system introduced will be reviewed.
		12(c) Update access audits and review priorities related to the physical make up of College campuses.	EM	31.07.14 Completed	Facilities review on regular basis. College benefits from new builds on both campuses which were fully access compliant. Remedial work programmes in and actioned on cyclical basis.
		12(d) Review needs of work based learners with Additional learning support needs.	WBLM/ AP C&E	31.5.14 Not completed (2015 action plan page 31 section 12)	Included in SAR report for WBL compares success against mainstream students.

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
		12(e) Dyslexia awareness /briefing training for teaching staff.	APTL	31.07.14  Partly completed (2015 action plan page 32 section 13)	Exam concessions in place. Work with Dyslexia Trust has commenced. Awareness is part to the SD programme available to teaching staff. Further work needed for cross College consistency.
		12(f) Review Prayer Room provision.	EM	31.07.14 Completed	Prayer rooms available at Dartford/Gravesend
		12(g) Consider providing quiet rooms.	EM	31.07.14 Completed	Can use prayer rooms as quiet rooms or breast feeding rooms
		12(h) Investigate 'Buttle' Equality Quality Mark.	HRM	31.07.14 Completed	Not being progressed
		12(i) Increase attendance rate for students with Additional learning support needs in line with the attendance rates of their peers.	AP/APTL	31.07.14 Completed	Linked to Learning Support review. Difference more evident in level 1 provision – where health is involved it is noted that student attendance may be

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
					affected but that this would be outside of College support.
<b>A modern and diverse workforce</b>	13. Equality aspects of workforce data is regularly reviewed to identify Adverse trends; plans and strategies are developed, implemented and monitored to Address gaps and barriers.	Compare staff data with census data when available and report to EQUAL OPPORTUNITIES GROUP.	HRM/HRA	31.07.14 Completed  Annual target (2015 action plan page 32 section 14	Annual HR report to Board (November 2014) No issues identified.
<b>A modern and diverse workforce</b>	14. All staff understand their individual responsibility to deliver equality outcomes.	14(a) Ensure all staff have refreshed their E&D training every three years.	APTL	Not completed  New programme Autumn 2015	Due to budget E&D will be included in 15/16 staff development programme.
		14(b) Consider, develop and deliver Employment Law training for all line managers relating to E&D.	HRM	31.12.14 Completed	December 2014 via Employment Lawyer presentation to SLT and HR.
		14(c) Active promotion/ Advancement of E&D required in lesson observation. Put training in place where need identified.	APTL/AP	31.7.14 Completed	Key aspect of lesson observations. Fully integrated into all teacher training materials.

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
<b>A modern and diverse workforce</b>	15. Due regard is given to the cause of gender pay difference and the effects of this cause in the workplace.	Pay for all new starters and requests for increments are reviewed against benchmarks.	HRM	Annual HR report to Board. Next report 31.10.14 Completed	Equal Pay review completed and issued to Board October 14. No issues identified
<b>A modern and diverse workforce</b>	16. Bullying and harassment incidents are monitored and appropriate action is taken.	Monitor staff complaints and grievances and regularly report to E&D panel. Put training in place where need identified.	HRM	Annual report Next report due by 31.12.14 Completed	Part of HR annual report to Staff & Students Committee October 14. No issues identified.
<b>Community awareness and equality mapping</b>	17. Plans are in place to gather evidence on the local community profile, the extent of inequality and disadvantage and to use this data when reviewing services and setting equality objectives.	Analyse local census data and use to review current service provision.	HRM/ MIM	31.07.14 Completed	Within action plan for WBL.
<b>Community awareness and equality mapping</b>	18. Provide equality and diversity materials to partner organisations and work based learning employers.	18(a) Ensure all employers of work based learners receive guidance on equality and diversity.	WBLM	31.10.14 (2015 action plan page 33 sect 18)	In place. Review to take place.
		18(b) Provide additional training to staff who work with employers.	WBLM	31.07.14 Completed	In place.

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
		18(c) Make the E&D training available to other partner organisations.	WBLM	31.07.14 Partly completed	Contractual issues may be involved. Further review necessary.

## Equality Objectives Action Plan for Period January 2015 to January 2016

**Note:** Job titles have been amended to reflect current staffing structure, following original publication of action plan in January 2015

The Equality objectives and accompanying Action Plan represents a broad outline of the tasks that will be addressed by North Kent College, in order to respond effectively by the requirements of the Equality Act Public Sector Duty, to eliminate discrimination, harassment, victimisation, to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; in particular, to the need to (a) tackle prejudice, and (b) promote understanding.

### The Equality Objectives fall within the following broad areas:

1. Leadership and Organisational Commitment;
2. Learner and Stakeholder Engagement;
3. Learner achievement, access and experience;
4. A modern and diverse workforce; and
5. Community awareness and equality mapping.

**Note:** The numbering of the Equality Objectives (“EO”) does not necessarily indicate the order in which the EO will be implemented or the priority in which the EO should be viewed. An accompanying Action Plan identifies the tasks that will be undertaken to achieve each EO. Some actions contribute to more than one EO, and for simplicity have been placed under one EO.

### Abbreviations:

<b>DP</b>	Deputy Principal	<b>FM</b>	Finance Manager
<b>VP</b>	Vice Principal Finance and Resources	<b>HRM</b>	Human Resources Manager
<b>AP</b>	Assistant Principal (curriculum area)	<b>HRA</b>	Human Resources advisers/business partners
<b>APTL</b>	Assistant Principal Teaching & Learning	<b>SEM</b>	Student Engagement Manager
<b>APEMS</b>	Assistant Principal English, Maths and Support	<b>SSM</b>	Student Services Manager
<b>CC</b>	Clerk to the Corporation	<b>MIM</b>	Management Information Manager
<b>CM</b>	Curriculum Manager	<b>ITM</b>	IT Manager
<b>ACM</b>	Assistant Curriculum Manager	<b>EM</b>	Facilities Manager
<b>MM</b>	Marketing Manager	<b>RM</b>	Risk Manager
<b>WBLM</b>	Work Based Learning Manager	<b>EDG</b>	Equal Opportunities Group

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
<b>Leadership and Organisational Commitment</b>	1. Clear equality priorities have been set, promoted and are owned and understood.	1(a) Train work place assessors and classroom based tutors to enhance promotion of E&D. Pilot within Engineering & Construction	AP C&E	October 2015	Action included in WBL improvement plan. Work ongoing
		1(b) EQUAL OPPORTUNITIES GROUP meetings held once per term	HRM	April 2015/ October 2015	
		1(c) Review staff inductions to ensure E&D policies and procedures are fully understood.	HRM & APTL	July 2015	
		1(d) Ensure learners, staff and the wider community are informed about the College's Equality Objectives and SES Action Plan following Corporation approval.	HRM	March 2015	
<b>Leadership and Organisational Commitment</b>	2. Equality objectives are monitored regularly by EQUAL OPPORTUNITIES GROUP and are communicated to staff and learners.	Review of targets/actions in QIPs and performance as reported in SARs.	EQUAL OPPORTUNITIES GROUP /APs	31.10.15	
<b>Leadership and Organisational Commitment</b>	3. Contractors and services are regularly reviewed to ensure they continue to be appropriate and accessible.	All subcontracting WBL partners to have E&D policies and reviewed annually.	WBLM	July 2015	Requirement of SFA Audit.

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
<b>Leadership and Organisational Commitment</b>	4. Effective strategies are in place to communicate the response to local communities' needs and the advancement of good relations amongst diverse groups.	Regularly review webpage including review once accessible to handheld devices.	MM	June 2015	
<b>Leadership and Organisational Commitment</b>	5. Community relations, harassment and hate crimes are monitored and analysed regularly and appropriate plans to address issues arising are in place.	5(a) All E&D Incidents to be logged and followed up to ensure appropriate action taken.	APEMS	Termly reports to EQUAL OPPORTUNITIES GROUP First report by 30.6.15	
		5(b) Monitor disciplinary issues which involve E&D issues and report to EQUAL OPPORTUNITIES GROUP.	APTL /APEMS	Termly reports to EQUAL OPPORTUNITIES GROUP First report by 30.6.15	



Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
<b>Learner and Stakeholder Engagement</b>	6. Learners and stakeholder are satisfied their views have been taken into account, are influential and improving learner outcomes.	Learner participation feedback to EQUAL OPPORTUNITIES GROUP  Note: dependant on student surveys and panels.	SEM	March 2015	
<b>Learner achievement, access and experience</b>	7. Systems are in place to collect, analyse and measure how different groups of learners are able to access learning.	7(a) Review student data, agree E&D actions required and monitor results.	APTL	September 2015	
		7(b) Develop marketing strategy to increase BME participation in underrepresented areas Pilot agreed with Construction and Engineering linked to BME.	MM	December 2015	
		7(c) Use Evolve to record student visits off site and work placements and identify any Equality issues.	APTL	September 2015	
<b>Learner achievement, access and experience</b>	8. Advice and guidance Advances equality of opportunity and initial learner assessment	Review applicants versus enrolments in relation to E&D related perceptions.	AP/APTL	October 2015	

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
	procedures identify the learner's entry level.	Review initial assessment ("IA") procedure for FE and WBL and link to diagnostic testing and support needs. Matrix standards apply. Group being formed to review.	AP/APTL	September 2015	
<b>Learner achievement, access and experience</b>	9. Ensure the appropriate mechanisms are in place to improve recruitment, achievements and success levels of different learner groups.	9(a) Analysis of gaps and determine strategies to address the gender balance in learner recruitment, retention and achievement narrowing gap to 3% based on cross College figures.	APTL	October 2015	
		9(b) Analysis to be carried out.	WBLM/APC&E	July 2015	
<b>Learner achievement, access and experience</b>	10. Ensure the appropriate mechanisms are in place to improve recruitment, achievements and success levels of different learner groups.	Identify strategies to effectively support all learners for 15/16 in particular those with statements.	APEMS	July 2015	
<b>Learner achievement, access and experience</b>	11. Mechanisms are in place to monitor a review the instances of bullying and harassment and student grievances.	11(a) Monitor complaints regularly and report to EQUAL OPPORTUNITIES GROUP.	DP/ PA to Principal	First report by November 2015	
		11(b) Review student complaints procedure to ensure	APEMS	June 2015	

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
	Appropriate measures in place to ensure that these are effective.	appropriate support is given to learners by tutors.			
<b>Learner achievement, access and experience</b>	12.The needs of different groups of learners are taken into account when designing and providing services.	12(a) Update access audits and review priorities related to the physical make up of College campuses.	EM	July 2015	
		12(b) Review needs of work based learners with Additional learning support needs	WBLM/AP C&E	May 2015	
<b>Learner achievement, access and experience</b>	13.The needs of different groups of learners are taken into account when designing and providing services.	Dyslexia awareness /briefing training for teaching staff.	APTL	July 2015	

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
<b>A modern and diverse workforce</b>	14. Equality aspects of workforce data is regularly reviewed to identify Adverse trends; plans and strategies are developed, implemented and monitored to Address gaps and barriers.	Compare staff data with census data when available and report to EQUAL OPPORTUNITIES GROUP.	HRM	October 2015	
<b>A modern and diverse workforce</b>	15. All staff understand their individual responsibility to deliver equality outcomes.	Ensure all staff have refreshed their E&D training every three years. New programme 15/16.	APTL	Roll out programme from October 2015	
<b>A modern and diverse workforce</b>	16. Due regard is given to the cause of gender pay difference and the effects of this cause in the workplace.	Pay for all new starters and requests for increments are reviewed against benchmarks.	HRM	Annual HR report to Board. Next report October 2015	
<b>A modern and diverse workforce</b>	17. Bullying and harassment incidents are monitored and appropriate action is taken.	Monitor staff complaints and grievances and regularly report to E&D panel. Put training in place where need identified.	HRM	Annual report Next report due by October 2015	

Area of Action	Aim of Action	Action	Lead Responsibility	Completed by	Comments/Impact of Action
<b>Community awareness and equality mapping</b>	18. Provide equality and diversity materials to partner organisations and work based learning employers.	Ensure all employers of work based learners receive guidance on equality and diversity. Review needed.	WBLM	October 2015	

## **Appendix A: North Kent College meeting the Public Sector Duty. What the College Achieved in 2013-2014 – A Brief Summary**

### **Public Sector Duty Brief Outline**

The Public Sector Duty was introduced by the Equality Act 2010 and replaced the race, disability and gender equality duties. The duty came into force in April 2011 covering 8 protected characteristics (marriage and civil partnership applies to first element only).

Organisations are required to give due regard to:

1. eliminate discrimination, harassment and victimisation;
2. advance equality of opportunity; and
3. foster good relations

These regulations will promote the better performance of the equality duty by requiring the publication of:

1. equality objectives, at least every four years;
2. the College has had a Single Equality Scheme since October 2010. The document was partially revised in June 2013 and fully redrafted in January 2014. This summary represent the first annual review of the College Single Equality Scheme and its objectives;
3. information to demonstrate their compliance with the equality duty, at least annually. An annual report - Implementing the Single Equality Scheme is written each December and presented to the Equal Opportunities Group in January, then the College Board during the December meeting cycle. This is subsequently published on the Equality and Diversity page of the College website; and
4. the College has produced a range of Equality Impact Assessments (“EIA’s”) which are of good quality. Any underlining issues highlighted within the process have been addressed within designated timeframes.

## **What the College achieved in 2013 to 2014 Academic year**

In 2013-2014 the College produced a new Single Equality Scheme, action plan and set up a new Equal Opportunities Group with enhanced terms of reference. The College continued to embed all aspects of equality into teaching practice and supported teaching staff to be creative in their lesson planning and delivery.

In March 2014, the College underwent a full independent Ofsted inspection; gaining a '**Good**' grading. (The Ofsted grading structure consists of four grades, Outstanding, Good, Requires improvement, Inadequate).

Part of the Ofsted inspection involved a review of Equality practice at the College, both in terms of teaching but also management and leadership. Various staff and students were interviewed by the Ofsted Inspectors in order to confirm that the equality procedures were in place and active. The specific grading for management and equality was 'Good'. The Ofsted outcome demonstrates that the College is providing an acceptable Single Equality Scheme with acceptable ongoing monitoring.

Main priorities detailed in the 2013-2014 action plan were:

1. Leadership and Organisational Commitment;
2. Learner and stakeholder engagement;
3. Learner achievement, access and experience;
4. A modern, diverse workforce; and
5. Community awareness and equality mapping

<p>Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act</p>	<ol style="list-style-type: none"> <li>1. As an organisation the College upholds the values and expectations of Positive about Disabled People. The award was last reassessed in 2010.</li> <li>2. The Positive about disability symbol is used in external staff recruitment advertising.</li> <li>3. Embedding equality into lesson plans is a key aspect of the support delivered to the College's teaching staff from its teaching and learning team.</li> <li>4. Lesson observations include a focus on equality</li> <li>5. Narrowing staffing gender gap with recruitment of male staff in Hairdressing and Beauty and female staff in Engineering and Construction along with Maritime.</li> </ol>
<p>Advance equality of opportunity between persons who share a relevant characteristic and persons who do not share it</p>	<ol style="list-style-type: none"> <li>1. Increase monitoring and reporting activities in 2013 to 2014 with emphasis on learner attendance by gender, ethnicity and disability by age via the REMS system</li> <li>2. A significant programme of activities for local communities such as sport/cookery offered at nil or minimal cost</li> <li>3. Review of marketing publications including the College website with a view to increasing diversity of stock images</li> <li>4. Website has real student case studies captured from a broad range of students</li> <li>5. Student achievement gaps are narrowing between different learner groups – 5% reduction in those students with a disability in particular.</li> <li>6. Student outcomes show no underlying achievement gaps ( outcomes include employment, higher education, voluntary work or continued further education)</li> </ol>
<p>Foster good relation between persons who share a relevant protected characteristic and persons who do not share it</p>	<ol style="list-style-type: none"> <li>1. Equality and Diversity training is included within induction (teaching and business support); Mental health, Promoting equality and diversity in the classroom, Bespoke training to meet team needs and Equality Impact Assessment training is provided on need basis</li> <li>2. Student induction revised to ensure an outstanding induction exists emphasising learners achieving 90% attendance irrespective of equality strands</li> <li>3. Student tutorials include themes on bullying &amp; harassment, citizenship, employability, homophobia, identity, racism, rights and responsibilities and many more</li> <li>4. Promotion of reporting incidents of bullying, cyber-bullying and harassments are available across college in different formats</li> <li>5. Continuation of Learner Voice council with representatives from the majority of curriculum areas and regular student survey information reviewed and action planned in direct response.</li> <li>6. Designated student clubs and enhanced enrichment activities implemented e.g. sport activities including football, Miskin radio, reduced Miskin theatre tickets</li> </ol>



## Learner Success Rates by Ethnicity & Diversity 2013 to 2014

		2010/2011		2011/2012		2012/2013		2013/2014	
		Students	Success Rates %	Students	Success Rates %	Students	Success Rates %	Students	Success Rates %
<b>Age</b>	16-18	5310	78.8	4,901	84.4	4,720	86.1	4,061	83.6
	19+	1319	75.4	1,040	82.2	1,235	82.9	953	82.2
	Attainment Gap	<b>3.4</b>		<b>2.2</b>		<b>3.2</b>		<b>1.4</b>	
<b>Gender</b>									
	Male	3211	7,606	2,845	85	2,990	84.8	2,531	82.2
	Female	3418	7,909	3,096	82.2	2,965	86	2,483	84.4
	Attainment Gap	<b>3</b>		<b>2.8</b>		<b>1.2</b>		<b>2.2</b>	
<b>Ethnicity</b>									
	White British	5,717	77.4	5,074	83.3	4,872	85.4	4,037	83.4
	BME	912	78.8	867	86.1	1,083	85.3	977	82.9
	Attainment Gap	<b>1.4</b>		<b>2.8</b>		<b>0.1</b>		<b>0.5</b>	
<b>Disability</b>									
	Has Disability	955	82.2	1,222	86.3	1939	86.3	2,272	84.1
	No Disability	5,674	77.7	4,719	83.6	4016	85.5	2,742	82.7
	Attainment Gap	<b>4.5</b>		<b>2.7</b>		<b>0.2</b>		<b>1.4</b>	

## **Appendix B - Meeting the needs of learners based on Protected Characteristics**

**Disability:** The College responds positively to the needs of learners with disabilities and the March 2014 OFSTED inspection highlighted its support for learners as a key strength.

An important aspect of staff training is to improve the understanding of what reasonable adjustments can be made to support learners. Where the College does have prior notice of need it works with learners, parents, carers, schools and other specialist educational providers to plan for a smooth transition into the College. Care and support plans are agreed and staff are briefed and trained where appropriate.

In addition to learning support staff, teachers have a particular remit to ensure that the needs of learners with disabilities are better anticipated and barriers to progress are removed.

The College has considerable experience of working positively with learners with a range of disabilities. However future funding cuts related to the provision of learner support when the student does not have a 'statement' are likely to limit the College's ability to provide a higher level of support.

### **Support for disabled learners:**

The College is committed to ensuring that learners have appropriate resources to ensure access to the curriculum. The College currently provides a range of support for disabled learners, including:

1. Dyslexia screening and strategies support
2. Specialist equipment, technical aids and software
3. Learning/Learning support Assistants offered 1-1, in small groups or on-course
4. Communication Support Workers, Interpreters and Note-takers for Communication or signing support for hearing impaired learners
5. Special access exam arrangements

**Gender:** In some curriculum areas there continues to be an imbalance in the recruitment between males and females. For example, care, early years and hair and beauty courses continue to attract more females whilst more males choose construction and engineering courses. This remains an equal opportunities challenge to both the College and wider industries.

The College continues to work with schools in order to tackle individual and family prejudices which can close down a learner's option by the time they reach College. It is also working with employers, especially those who employ apprentices, to address these imbalances.

Changing entrenched opinions can take time and progress over the last three years has been slow. However the College continues to try and influence young people through the careful use of images, language and careers information.

**Race:** Dartford and Gravesend are multi-cultural and this is reflected in the diversity of the population; the 2011 census showed that

1. 77.7% of residents recorded as white British (compared to 88.7% in 2001);
2. 'Other white' population (which includes migrants from Europe) has increased in last 10 years by over 200% (from 5,519 to 17,461); and
3. Largest % increase in 'other Asian' population (833 people in 2001 to 5,281 in 2011).

**Sexual Orientation:** North Kent College has zero tolerance of bullying in all forms, which includes homophobic bullying. The College has seen an increase in cyber bullying related issues linked to social media. This increase has been reflected nationally as a growing issue. Tutorials aim to tackle this growing issue.

**Gender Reassignment:** People considering or undertaking gender reassignment encounter considerable prejudice and can often be isolated within their community. A Further Education college can give opportunities to lessen this isolation. The College will be actively looking at strategies in providing equality of opportunity to people who have decided on or are considering gender reassignment. It will continue to build on this expertise to promote understanding and inclusion.

**Age:** Many of the College's classes, particularly in Basic Skills and Access/Higher Education have a wide range of ages. Members of staff are encouraged to use the different perspectives of younger and older learners as a positive learning opportunity. Age is not a barrier to participation although, as with other state funded educational establishments, the College is subject to age-related funding regulations.

**Religion and Belief:**

The College celebrates Religion and Faith in many formats giving an opportunity to explore and understand other beliefs. Dartford and Gravesend diversity is reflected with a high Sikh population (4.6%) in Gravesend. The proportion of Christians has decreased by 14 percentage points since 2001 whilst the proportion recording no religion has increase.

Promoting the understanding of other beliefs is part of the education the College wants to give its learners. The College has a designated prayer room and alternative arrangements can be made to accommodate individual requests. The College has identified 'quiet rooms' on both campuses.

**Pregnancy and Maternity:**

Whenever possible adjustments will be agreed between the College's staff and pregnant learners to ensure their safety and comfort whilst also encouraging achievement of their learning goals.

## **Appendix C - Staff Profile based on Protected Characteristics**

During 2013 to 2014 academic year the College employed a headcount of 571 staff totalling 473 FTE (Full-Time Established) staff.

The College policies and procedures have been equality impacted assessed to ensure no negative impact exists. Any underlining issues highlighted within the process have been addressed within designated timeframes.

### **Disability:**

As an organisation many opportunities exists for staff to bring any disability/underlining health issue to the College's attention. Provision exists for staff to receive appropriate reasonable adjustments to enable them to continue at work. A government initiative - Access to Work - provides further opportunities for staff to access equipment which may be above the normal requirements required within the workplace.

Under 2% of College staff have identified that they have a disability. It is accepted that this figure is an under representation of the true number of staff with ongoing disabilities or health issues. Under declaration is a well-known factor for the majority of employers nationally. Staff may feel that a disability will affect their ongoing employability, especially in a recession when jobs can be difficult to find.

### **Support for disabled staff:**

The College is an accredited 'Two Ticks Positive about Disabled People' Symbol User. This involves commitment to the following:

1. to interview all applicants declaring a disability, who meet the minimum criteria for any advertised post;
2. to ensure that disabled employees can develop and use their abilities;
3. to help disabled employees stay in employment;
4. to ensure all employees develop appropriate levels of disability awareness needed to make them work effectively and without bias; and
5. to put mechanisms in place to review these commitments and improve on work practices.

The College has contact with an employee support service which provides information, advice and support on a range of issues affecting staff with mental health difficulty, learning difficulties and/or known similar medical conditions namely MCCH based in Dartford. During 13/14 academic year six College staff have been referred to the organisation. The College also offers all staff free and confidential use of a telephone support service – First Assist. They can assist with counselling services (both telephone and face to face) in addition to legal and financial advice on a 24 hours basis.

### **Disability by Association:**

With the introduction of the 2010 Equality Act, employers also have to consider the needs of employees who have members within their families who have a disability/underlining health issues. Carers now receive specific rights and there is now an expectation that employers will assist them to accommodate their individual needs. Individually agreed flexible working conditions have resulted in them continuing to provide a worthwhile contribution to the College workforce. During 13/14 the College progressed five such requests and all were approved following discussion with the individual.

### **Gender:**

The staff profile based on head count is predominately female with 65% compared with 35% male. This ratio has been stable for many years.

The breakdown of gender recruitment based, shows that the higher female staff population are mainly part-time staff often term time only. Although on first appearance this is out of balance, the College is one of the few local employers able to offer term time only employment hours which can fit with childcare responsibilities (which tends to be a female responsibility nationally).

The College has worked tirelessly to recruit staff in under-represented areas and in non-traditional gender subjects. These include male teaching staff in early years, health & social care and hair and female teaching staff working within construction and engineering.

### **Ethnicity:**

The College is committed to addressing any issues of discrimination in the workplace. The College staff population consists of 83 white, 11% BME and 6% unknown. The census data reports a white population of 85% with 15% BME. On balance, it is unlikely that the unknown 6% will all be BME, therefore, it is reasonable to conclude that the College is under represented in terms of BME staff. Consideration will be given to 'positive' discrimination initiatives although the College recruitment policy is based on the best person for the job role.



**Sexual Orientation:**

The College is committed to eradicating any forms of harassment and bullying as outlined by the Equality Act. The College recognises civil partnership as equal to heterosexual marriage and has reviewed policies and procedures to reflect this change. The staff recruitment policy/procedure includes sexual orientation question on the monitoring form.

The College is aware that reporting is difficult due to the low numbers of official disclosures involved; the College recognises its duty to respect and maintain any individual's confidentiality. The issue of under-recording therefore remains, although the volume of disclosures has increased over previous years due to recruitment and the predominance of current staff who are confident to make informal declarations. 3% of staff have declared during 13/14 that they consider themselves to be LGBT (Lesbian, Gay, Bisexual and Transgender).

**Gender Re-assignment:**

The College has a positive approach to transgender which provides assistance and support to staff who wishes to undergo procedures to have an identity which is different from their birth identity.

Further support is provided to ensure no issues of harassment/bullying occur. The College is aware that data collection systems have this category; if and when it is used. The College is mindful that due to small numbers and confidentiality it cannot be reported however it is monitored. During 13/14 the College did not employ any staff who stated they were or had undergone gender re-assignment.

**Age:**

The average age of all staff based on headcount is 45 years which shows a diverse range of ages are employed (age ranges from under 25 to 65+ years) within the organisation.

Many of the College's curriculum staff come with enhanced industrial experience and this is reflected in its profile by age group where approximately 45% of all staff are between 36-55 years old. The Default Retirement Age ("DRA") was abolished in October 2011 and this has resulted in increased numbers of staff working well into their late sixties and seventies.



**Religion and Belief:**

The College includes religion and belief question on the monitoring form, which provides prospective staff an opportunity to indicate any religious observances. All staff have the opportunity to update their personal records on Clearvision (the College HR Database). 55% of staff have declared that they are Christian, whilst 23% stated that they do not have a religion. The third highest category of religion was Sikh at 2.4%.

Staff represent all the main religious groups. Opportunities are provided for staff to access the College prayer room or to implement flexible working conditions enabling them to take prayers off-site.

**Pregnancy and Maternity:**

All employment related policies have taken into account pregnancy and maternity have been equality impact assessed. As this is a temporary or time-limited category, this is not recorded in the College's data systems in the same way as other data.

**Marriage/civil partnerships:**

Although the College HR system records marriage/civil partnership status it has no bearing or influence on staff employment at the College.

### Gender Profile by Post Category at 31 August 2014

	MMT/ SMT 31/08/13	MMT/ SMT 31/08/14	Teaching 31/08/13	Teaching 31/08/14	Support 31/08/13	Support 31/08/14	Sessional /Casual 31/08/13	Sessional /Casual 31/08/14	Total % 31/08/13	Total % 31/08/14
<b>Full time Males</b>	9	<b>10</b>	92	<b>103</b>	58	<b>62</b>			24.7	<b>23.6</b>
<b>Full Time Females</b>	11	<b>13</b>	66	<b>75</b>	77	<b>94</b>			23.9	<b>24.6</b>
<b>Part Time Males</b>	1	<b>0</b>	5	<b>9</b>	6	<b>9</b>	56	<b>60</b>	10.5	<b>10.5</b>
<b>Part Time Females</b>	0	<b>2</b>	39	<b>52</b>	132	<b>142</b>	93	<b>109</b>	40.9	<b>41.3</b>
<b>Totals</b>	21	<b>25</b>	202	<b>239</b>	273	<b>307</b>	149	<b>169</b>	100	<b>100</b>

Female = 66% Male = 43%      (2013 Female = 65% Male = 35%)

### Age Profile by Post Category at 31 August 2014

	MMT/SMT (31/08/13)	<b>MMT/SMT (31/08/14)</b>	Teaching (31/08/13)	<b>Teaching (31/08/14)</b>	Support (31/08/13)	<b>Support (31/08/14)</b>	Sessional/ Casual (31/08/13)	<b>Sessional /Casual (31/08/14)</b>	Total % (31/08/13)	<b>Total % (31/08/14)</b>
<b>Under 25</b>	0	<b>0</b>	0	<b>2</b>	10	<b>14</b>	11	<b>20</b>	3.3	<b>4.9</b>
<b>25-29</b>	0	<b>0</b>	15	<b>16</b>	32	<b>38</b>	12	<b>14</b>	9.1	<b>9.2</b>
<b>30-34</b>	0	<b>1</b>	31	<b>41</b>	20	<b>19</b>	14	<b>8</b>	10.1	<b>9.3</b>
<b>35-39</b>	2	<b>3</b>	19	<b>24</b>	27	<b>34</b>	14	<b>15</b>	9.6	<b>10.3</b>
<b>40-44</b>	5	<b>4</b>	20	<b>26</b>	29	<b>30</b>	22	<b>25</b>	11.8	<b>11.5</b>
<b>45-49</b>	4	<b>5</b>	33	<b>34</b>	43	<b>45</b>	21	<b>22</b>	15.7	<b>14.3</b>
<b>50-54</b>	2	<b>4</b>	41	<b>32</b>	57	<b>64</b>	11	<b>13</b>	17.2	<b>15.3</b>
<b>55-59</b>	6	<b>7</b>	29	<b>43</b>	37	<b>38</b>	16	<b>19</b>	13.6	<b>14.4</b>
<b>60-64</b>	2	<b>1</b>	14	<b>19</b>	14	<b>20</b>	13	<b>14</b>	6.7	<b>7.3</b>
<b>65+</b>	0	<b>0</b>	0	<b>2</b>	4	<b>5</b>	15	<b>19</b>	2.9	<b>3.5</b>
<b>Totals</b>	21	<b>25</b>	202	<b>239</b>	273	<b>307</b>	149	<b>169</b>	100	<b>100</b>

**Comments:** No significant changes. The average age is 45 years, no change from the previous year.

## Ethnic Origin Profile by Post Category at 31 August 2014

	MMT/SMT (31/08/13)	MMT/SMT (31/08/14)	Teaching (31/08/13)	Teaching (31/08/14)	Support (31/08/13)	Support (31/08/14)	Sessional/Casual (31/08/13)	Sessional/Casual (31/08/14)	Total (31/08/13)	Total (31/08/14)	% College (31/08/13)	% College (31/08/14)
White: <b>English/ Welsh/ Scottish/ Northern Irish/ British</b>	14	19	161	190	238	264	121	138	534	611	82.8	82.6
White: <b>Irish</b>	1	0	1	1	1	2	0	1	3	4	0.5	0.5
White: <b>Gypsy or Irish Traveller</b>	0	0	0	1	0	0	1	1	1	2	0.2	0.3
White: <b>Other</b>	2	2	3	4	2	3	3	5	10	14	1.5	1.9
Mixed: <b>White/Black Caribbean</b>	0	0	1	1	0	2	0	0	1	3	0.2	0.4
Mixed: <b>White and Black African</b>	0	0	0	1	0	0	0	0	0	1	0	0.1
Mixed: <b>White and Asian</b>	0	0	0	0	0	0	0	0	0	0	0	0.0
Mixed <b>Any Other / Multiple ethnic background</b>	1	1	2	2	1	1	0	0	4	4	0.6	0.5
Asian/Asian British: <b>Indian</b>	0	0	7	8	7	8	4	4	18	20	2.7	2.8
Asian/Asian British: <b>Pakistani</b>	0	0	0	0	0	0	1	1	1	1	0.2	0.1
Asian/Asian British: <b>Bangladeshi</b>	0	0	0	0	1	1	1	2	2	3	0.3	0.4
Asian/Asian British: <b>Chinese</b>	0	0	0	0	1	1	0	0	1	1	0.2	0.1
Asian/Asian British: <b>Other Asian</b>	0	0	1	1	2	2	2	1	5	4	0.8	0.5
Black/African/Caribbean/ Black British: <b>Caribbean</b>	1	1	4	5	1	2	2	3	8	11	1.2	1.5
Black/African/Caribbean/ Black British: <b>African</b>	1	1	1	3	2	4	1	3	5	11	0.8	1.5
Black/African/Caribbean/ Black British: <b>Other</b>	0	0	1	1	1	1	1	2	3	4	0.4	0.5
Other ethnic group: <b>Arab</b>	0	0	0	0	1	1	1	1	2	2	0.3	0.3
Other ethnic group: <b>Other</b>	0	0	0	0	1	1	1	1	2	2	0.3	0.3
<b>Not Known</b>	1	0	20	21	14	14	10	7	45	42	7	5.7
<b>Totals</b>	21	24	202	239	273	307	149	140	645	740	100	100

**Comments:** No significant changes

## Dartford and Gravesend Ethnicity Census Figures for reference

	<b>Number</b>	<b>Percentage</b>
<b>White</b>	83,850	87.1%
<b>White Irish</b>	950	1.0%
<b>Other White</b>	2,950	3.0%
<b>White &amp; Black Caribbean</b>	500	0.5%
<b>White &amp; Black African</b>	250	0.25%
<b>White &amp; Asian</b>	550	0.5%
<b>Other Mixed</b>	400	0.4%
<b>Indian</b>	4,302	5.6%
<b>Pakistani</b>	800	0.8%
<b>Bangladeshi</b>	400	0.4%
<b>Other Asian</b>	600	0.6%
<b>Black Caribbean</b>	750	0.8%
<b>Black African</b>	1,350	1.4%
<b>Other Black</b>	150	0.2%
<b>Chinese</b>	600	0.6%
<b>Other</b>	550	0.6%
<b>All Groups</b>	96,200	100%
<b>White</b>	87,750	86.6%
<b>BME (Black Minority Ethnic)</b>	12,350	12.8%

### Disability Profile by Post Category at 31 August 2014

	MMT/ SMT (31/08/13)	<b>MMT/ SMT (31/08/14)</b>	Teaching (31/08/13)	<b>Teaching (31/08/14)</b>	Support (31/08/13)	<b>Support (31/08/14)</b>	Sessional / Casual (31/08/13)	<b>Sessional / Casual (31/08/14)</b>	Total % (31/08/13)	<b>Total % (31/08/14)</b>
<b>Disabled – Yes</b>	0	<b>0</b>	6	<b>7</b>	5	<b>5</b>	2	<b>2</b>	2	<b>1.6</b>
<b>Disabled – No</b>	20	<b>24</b>	177	<b>212</b>	258	<b>292</b>	134	<b>155</b>	91	<b>92.5</b>
<b>Unknown</b>	1	<b>1</b>	19	<b>20</b>	10	<b>10</b>	13	<b>12</b>	7	<b>5.9</b>
<b>Totals</b>	21	<b>25</b>	202	<b>239</b>	273	<b>307</b>	149	<b>169</b>	100	<b>100</b>

**Comments:** No significant changes.

### Dartford and Gravesend Census Figures – Percentage of People with a limiting long-term illness for reference

	<b>Number</b>	<b>Percentage</b>
<b>All People</b>	13,578.5	15.1%
Males	6,367	14.4%
Females	7,211.5	15.8%

## Religion Profile by Post Category at 31 August 2014

	MMT/ SMT (31/08/13)	MMT/ SMT (31/08/14)	Teaching (31/08/13)	Teaching (31/08/14)	Support (31/08/13)	Support (31/08/14)	Sessional / Casual (31/08/13)	Sessional / Casual (31/08/14)	Total % (31/08/13)	Total % (31/08/14)
<b>Christian</b>	13	<b>15</b>	99	<b>121</b>	161	<b>175</b>	85	<b>94</b>	56.0	<b>54.8</b>
<b>Buddhist</b>	0	<b>0</b>	2	<b>2</b>	1	<b>1</b>	1	<b>0</b>	0.65	<b>0.4</b>
<b>Jewish</b>	0	<b>0</b>	1	<b>1</b>	0	<b>0</b>	0	<b>0</b>	0.1	<b>0.1</b>
<b>Sikh</b>	0	<b>0</b>	3	<b>4</b>	8	<b>9</b>	5	<b>5</b>	2.68	<b>2.4</b>
<b>Hindu</b>	0	<b>0</b>	2	<b>2</b>	1	<b>1</b>	1	<b>0</b>	0.65	<b>0.4</b>
<b>Muslim</b>	0	<b>0</b>	1	<b>1</b>	1	<b>1</b>	3	<b>4</b>	0.75	<b>0.8</b>
<b>No religion</b>	5	<b>6</b>	49	<b>56</b>	53	<b>65</b>	33	<b>42</b>	21.8	<b>23.2</b>
<b>Any other religion</b>	0	<b>0</b>	2	<b>2</b>	4	<b>5</b>	0	<b>0</b>	0.2	<b>0.9</b>
<b>Unknown</b>	3	<b>3</b>	43	<b>50</b>	44	<b>50</b>	21	<b>13</b>	17.4	<b>17.0</b>
<b>Totals</b>	21	<b>25</b>	202	<b>239</b>	273	<b>307</b>	149	<b>169</b>	100	<b>100</b>

**Comments:** No significant changes

### Dartford and Gravesend Religion Census Figures for reference

	Number	Percentage
<b>All People</b>	90,815	100%
<b>Christian</b>	66,080	72.8%
<b>Buddhist</b>	220	0.2%
<b>Hindu</b>	626	0.7%
<b>Jewish</b>	58.5	0.1%
<b>Muslim</b>	681	0.8%
<b>Sikh</b>	3,661	3.9%
<b>All other religions</b>	223	0.3%
<b>No religion</b>	12,217.5	14%
<b>Religion not stated</b>	7,048	7.8%

### Sexual Orientation Profile by Post Category at 31 August 2014

	MMT/SMT (31/08/13)	<b>MMT/SMT (31/08/14)</b>	Teaching (31/08/13)	<b>Teaching (31/08/14)</b>	Support (31/08/13)	<b>Support (31/08/14)</b>	Sessional /Casual (31/08/13)	<b>Sessional /Casual (31/08/14)</b>	Total % (31/08/13)	<b>Total % (31/08/14)</b>
<b>Bisexual</b>	0	<b>0</b>	1	<b>1</b>	2	<b>2</b>	2	<b>2</b>	0.6	<b>0.7</b>
<b>Gay man</b>	0	<b>0</b>	2	<b>2</b>	1	<b>1</b>	0	<b>2</b>	0.4	<b>0.7</b>
<b>Gay woman/ lesbian</b>	0	<b>1</b>	6	<b>6</b>	2	<b>2</b>	2	<b>2</b>	2.0	<b>1.5</b>
<b>Heterosexual / straight</b>	15	<b>16</b>	123	<b>156</b>	204	<b>232</b>	110	<b>123</b>	70.0	<b>71.2</b>
<b>Other</b>	0	<b>0</b>	2	<b>2</b>	1	<b>1</b>	0	<b>0</b>	0.45	<b>0.4</b>
<b>Prefer not to say</b>	1	<b>3</b>	19	<b>18</b>	11	<b>11</b>	7	<b>9</b>	5.9	<b>5.7</b>
<b>Unknown</b>	5	<b>5</b>	49	<b>53</b>	52	<b>58</b>	28	<b>31</b>	20.5	<b>19.8</b>
<b>Totals</b>	21	<b>25</b>	202	<b>239</b>	273	<b>307</b>	149	<b>169</b>	100	<b>100</b>

**Comments:** No significant changes