



EQUALITY
OBJECTIVES 2016-20



1. Introduction

The primary purpose of Fareham College is to enable our students to reach their full potential, whatever their needs or background, through outstanding teaching and learning and support services. This is achieved by recognising and meeting the needs and requirements of all our students and ensuring that students are respected, supported, stretched and challenged. The College's approach to teaching and learning is student-centred and underpinned by our core values; Respect: Innovate: Excel

The College identifies the following key messages as fundamental to the successful implementation of the principles of Equality and Diversity in its operation:

- The College is committed to inclusive learning and takes positive steps to promote equality of opportunity and to enable all people to participate in learning;
- The College's publicity reflects the diversity and requirements of the local community;
- The College has fair and appropriate systems for the recruitment and selection of students and staff;
- The College is thorough in assessing individual needs of students and staff are aware of these needs and proactively work to meet them;
- The College ensures a structured approach to embedding Equality and Diversity topics in the curriculum and to the sharing of good practice to increase staff confidence.
- Students are aware of how they should treat other people and the College's expectations of their behaviour;
- The College actively seeks the views of all students and staff and acts on these views;
- The College monitors the participation of students and staff by age, gender, ethnicity and disability and surveys perceptions with regard to the nine protected characteristics;
- The College identifies areas for development and measures the performance of specific groups of learners through regular monitoring and reporting.
- Through staff development activities and a varied and engaging tutorial programme, College staff and students participate in equality and diversity training and activities aimed at skills development and the promotion of equality of opportunity;
- The College openly and publicly celebrates the success of its students.

Equality and Diversity practice in the College is continually developed to meet the needs of a diverse student population. The promotion and development of Equality and Diversity in Fareham College's working practices and services to students and staff are embedded in the College's Strategic Plan 2016-18;

Our Vision

Our vision is that by 2017 we will be an 'Outstanding College of Further Education', inspiring learners, creating opportunities and changing lives by:

- *Delivering high quality teaching, learning and assessment by highly effective and dedicated staff*

- *Delivering a rich, inclusive and holistic student experience that provides our students with a 'direct line of sight' to sustainable careers*
- *Leading innovation in learning and skills*
- *Delivering a responsive and accessible curriculum that provides opportunities and supports the development of the local workforce and the regional economy*
- *Working in partnership to deliver a better future for all of our students*

2. Steps taken to have due regard to the general duty

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

A) Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act.

College staff are regularly trained and updated with regard to Equality and Diversity legislation, and encouraged to deal with issues as they arise. We take the view that education and raising awareness are the best ways to deal with negative behaviour, and will always attempt to address matters through learning opportunities, resorting to disciplinary measures only where necessary. Often, thoughtlessness is at the heart of an issue, and can be dealt with easily. Nevertheless, deliberate discrimination will be dealt with as a priority to protect the victim, and may involve the use of staff or student disciplinary measures leading to dismissal or withdrawal respectively.

All staff receive E&D training during induction and then on a bi-annual cycle. The training reflects current legislation and terminology. Embedding E&D into the curriculum has been one of the key focuses in recent staff development days. Lecturers are trained to recognise that they must plan to promote E&D, address any emerging achievement gaps and deal with issues as they naturally occur. The EDHR has trained Governors in E&D, and the Director for Teaching and Learning has attended training with Dr Christine Rose to enable the college to meet its obligations. Dr Rose has also delivered CPD for HoDs and Learning Champions, and has helped to improve college processes with managers, e.g. revised terminology in the prospectus. E&D is included in our Scheme of Work template to prompt all lecturers to plan for its promotion.

The establishment of an Equality and Diversity Working Group which reports directly to the Wellbeing Committee ensures that all aspects of E&D are discussed regularly with any issues being brought to the group for action. The group's action plan is updated regularly and informs and reminds staff of the planned development and associated timescales. The Wellbeing Committee is chaired by a governor who has a particular interest in E&D and the general wellbeing of our staff and student body.

B) Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.

The college is committed to enabling all learners to succeed and will take all feasible steps to ensure equality of opportunity is maintained. Equality and Diversity Impact Measures (EDIMs) have been developed to address possible gaps in; recruitment, both students and

staff; achievement of vulnerable groups, e.g. FSM and LAC; gender specific recruitment, e.g. females in engineering subjects. Data will be scrutinised at course level to ensure that any emerging achievement gaps are addressed and that all learners are challenged to extend their learning and set aspirational but achievable targets for employment or further/higher education. Staff recruitment, development and appraisal will be monitored for fairness and impact on Equality and Diversity issues. The E&D Working Group will play a key role in scrutinising success rates amongst minority and identified groups.

C) Foster good relations between people who share a relevant protected characteristic and those who do not share it.

A number of events and visits have been added to the college calendar and have become a key 'feature' of the academic year. The annual E&D event, run by students for students continues to grow both in participation but also in creativity, with the last event giving students an E&D passport to complete as they 'travelled' their way around the nine protected characteristics. The tutorial programme embeds E&D with weekly themes supported by resources and seminars. For example, 'Religion & Beliefs' 'LGBT – What it means to you' and 'Gender Reassignment' The College work closely with volunteer organisations and are able to signpost students for support as required. Y Svs have an LGBT 'expert' who visits the College on a regular basis and holds seminars, discussions and support groups.

3. Equality and Diversity Objectives 2016-2020

The College is committed to establishing a set of long-term E&D objectives that will drive transparency and continuous improvement around all of the protected characteristics. All functions and operations within the College will be considered. Evidence from self-assessment reports, the annual E&D report and student and staff surveys will be used to assess the impact of the objectives and each year, the College will identify and focus on more short term objectives, identified as 'impact measures'

The objectives will have due regard for the 'general duty' and will link specifically to the strategic plan for the College.

On a more local level, a detailed E&D action plan will be maintained by the E&D Working Group with termly reporting to the Wellbeing Committee. The action plan will specify the intended improvement in areas such as; Staff Recruitment, Publications, Teaching and learning, Learning Support and access Arrangements. The EDIMs will be the measure of the success of the action plan and these will be reviewed at both senior management level and by corporation.

The below objectives detail the immediate and long term priorities for the College and are subject to change as required.

EQUALITY AND DIVERSITY OBJECTIVES 2016-2020

	Priority	General Duty Aim A B C	Performance in 2014/15	Improvement Measure in 2016 - 2020	Performance in 2015/16
1	Increase participation in learning by people from Black and Minority Ethnic groups, including white learners from Asia	B	B&ME participation is 8% compared to their representation in the population of 4%	Increase participation by target group to 10 % of learning cohort	
2	Increase the participation of female learners in SSA4 Engineering & Manufacturing	A,B,C	Participation of female learners in Engineering is 8.38%	Improve participation of female learners in Engineering to 15%	
3	Increase the success rate of male learners in maths	B	Female learners success at 73% compared with male at 64%	Improve the success rates of male learners to within 1% of female learners	
4	Increase the success rate of female learners in English	B	Male learners success at 73% compared with female learners success at 67%	Improve the success rates of female learners to within 1% of male learners	
5	Increase the success rates of specific underperforming BME groups	A,B,C	Success rate for specific BME groups is at 50% compared with whole college at 83% (although this represents very low number – 35 learners)	Increase success rate for specific BME groups to at least college success rate.	
6	Increase percentage of employees of people from Black and Minority Ethnic groups.	A,B,C	Employment Profile reduced to mains at 1.4% compared to their representation in the local population of 4%	Increase percentage of Black and Minority Ethnic groups to at least 4% of establishment to represent local population.	
7	Eliminate incidents of bullying of any person who has a protected characteristic	A,C	Two recorded incidents of cyber-bullying of students from LGBT group	Enhance tutorial programme to raise awareness and understanding of those with protected characteristics	