



**SELF-ASSESSMENT AND
ANNUAL REPORT 2015/16**

EQUALITY AND DIVERSITY

Publication Date

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EQUALITY AND DIVERSITY REPORT

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1. Purpose of This Report

This report describes and analyses the College's performance with respect to Equality and Diversity in the Academic Year 2015/16 and may be of interest to students, staff, Governors, stakeholders and the wider public.

The information presented in this report also serves to demonstrate that the College is compliant with its specific duties under the Equality Act 2010 and is published annually on the College's website.

2. Overview

Northern College is committed to ensuring equality of opportunity for everyone who learns, lives and works at the college. We expect every member of the college community to promote equality of opportunity and achievement; to challenge conditions that place anyone at a disadvantage; and to help create an inclusive community in which diversity is celebrated and valued. The college's strong commitment to the advancement of equality of opportunity is embodied in its mission and values. The college's mission is: *"To provide outstanding adult residential and community education for the empowerment and transformation of individuals and communities"*.

Its five core values, which were reviewed and revised in 2014, are:

- To inspire through learning
- To promote equality and celebrate diversity
- To promote social inclusion through social purpose education
- To foster mutual respect and integrity
- To have a positive, caring and can do attitude

The college recognises that each Governor, employee and student has a part to play in creating a tolerant and inclusive community and will not tolerate any form of behaviour or activity that discriminates on the grounds of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour or nationality
- Religion or belief – this includes no faith or belief
- Sex
- Sexual orientation

The college is committed to the fulfilment of its public sector equality duty under the Equality Act 2010. The college therefore strives to:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Foster good relations between people who share a protected characteristic and those who do not.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.

The college has a single equality scheme, which:

- Sets out the way in which the college will meet its duties under the 2010 Equality Act and in particular to document how it will prevent unlawful discrimination in relation to employment practices and the delivery of services.
- Sets out how the college will meet its specific public sector equality duties.
- Provides guidance to governors and staff on matters relating to equality and diversity; and act as a single reference document that supports the implementation of college policies.
- Helps Governors, staff, students and partners to understand the college's equality and diversity commitments, and their roles in translating policy and intentions into meaningful actions that have impact.

3. Key Judgments from Self-Assessment Report

Below are the key judgements from the annual equality and diversity self–assessment report relating to the academic year 2015/16.

Judgements

Strengths

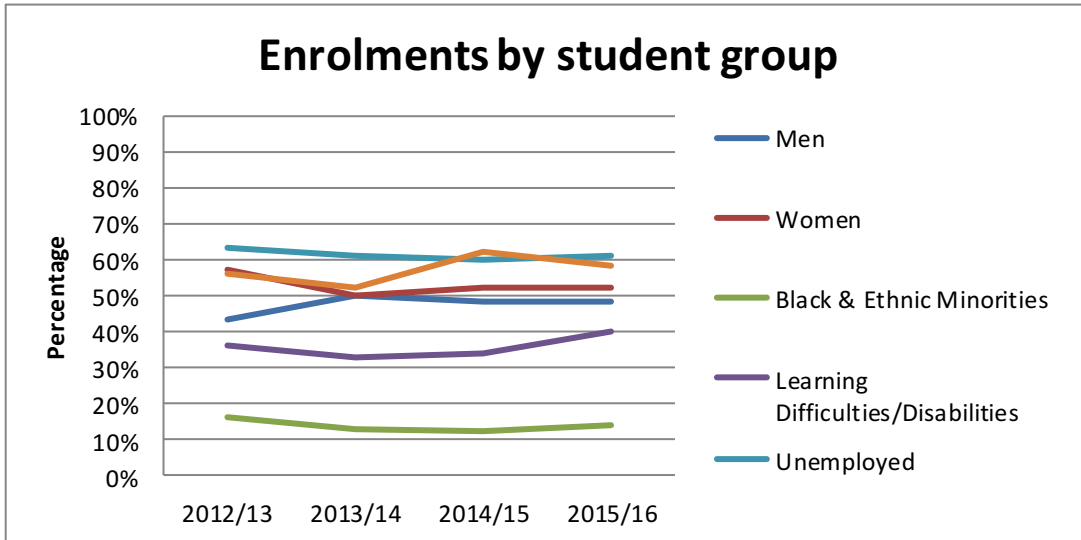
- Leaders, managers, and governors monitor the progress of groups of students very effectively
- The promotion of equality is particularly effective and the college employs a range of strategies to prepare students for life in modern Britain
- Students with disabilities or learning disabilities receive excellent support that encourages independence and sustained improvements on self-confidence and self-esteem
- Excellent support provided by tutors and student services helps students overcome immense personal barriers to learning.
- Staff challenge stereotypes and resources and teaching strategies reflect and value the diversity of students' experience and help them to develop their understanding of people and communities beyond their immediate experience
- Tutors inspire and challenge students and plan learning for individual needs exceptionally well.
- Students are prepared well to take part in life in wider society and demonstrate respect for the diversity of ideas and points of view in the Northern College learning community
- There are no significant variations in the achievement of different groups and students make excellent progress in relation to prior qualifications and starting points

Areas for improvement

- Improve recruitment to short openly recruited short courses from students drawn from Black and Ethnic Minority Communities
- Continue to improve the ethnic diversity of the staff and Governing Body so they are more reflective of the student population
- Reduce small gap in overall achievement for 19-24 year olds, Bangladeshi students and White/Black African students (which relates to a relatively small numbers of students)

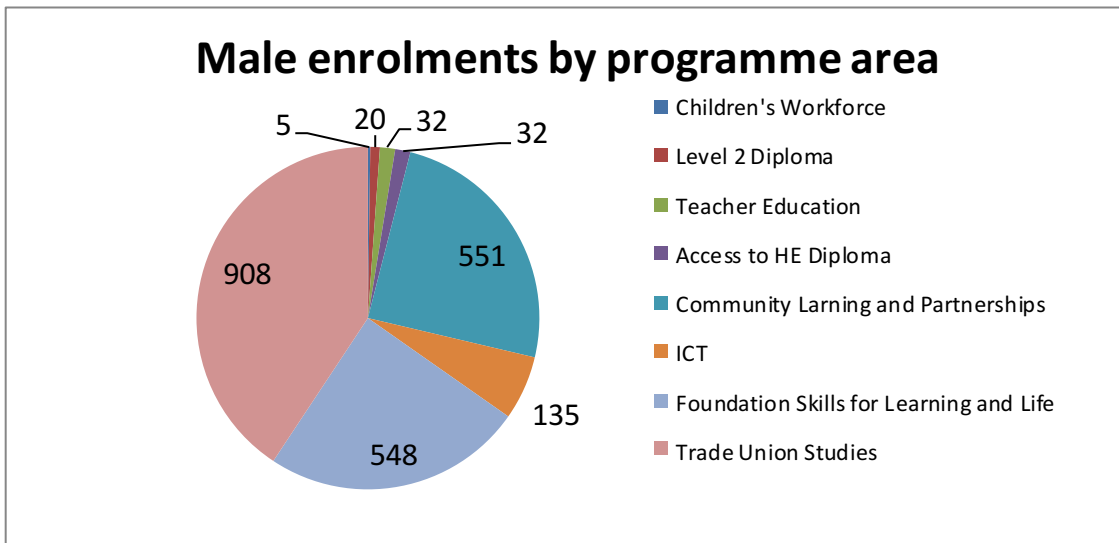
4. Equality and Diversity Student Data Tables

4. **a. 3 year trends:** The following chart shows the pattern of whole college recruitment from the academic year 2012/13 to the academic year 2015/16 by student attribute:

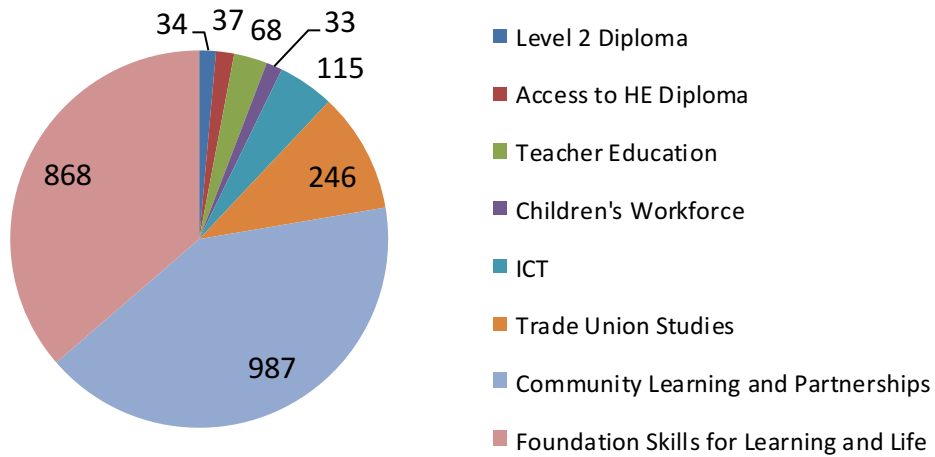


b. College enrolments by programme and student characteristics 2015/16

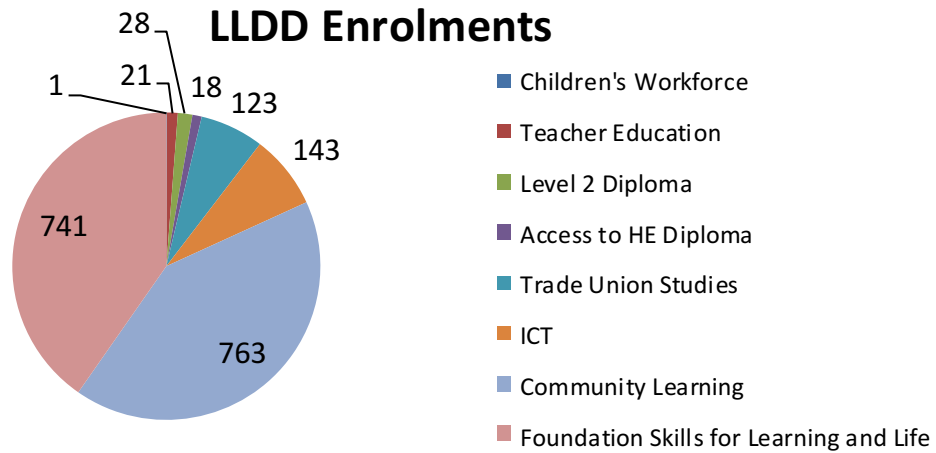
The data below details total enrolments to each programme by student attribute:



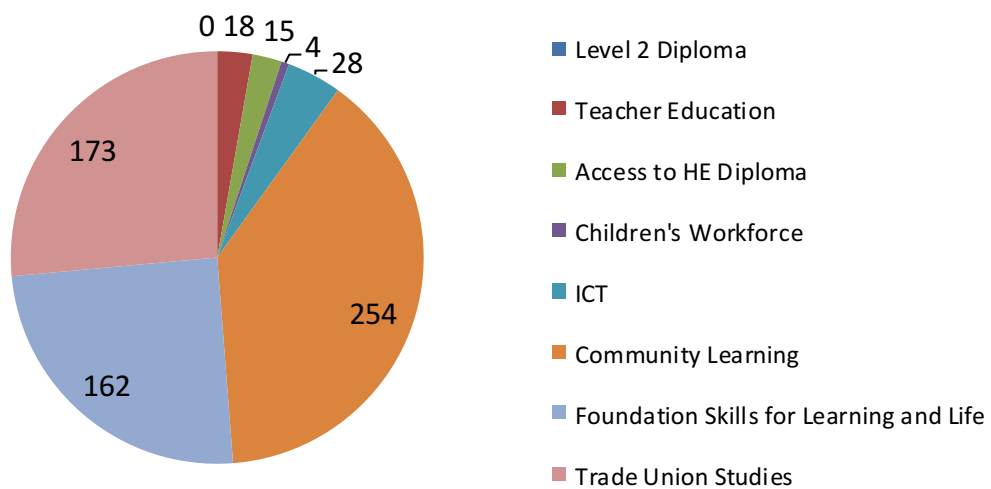
Female enrolments by programme area



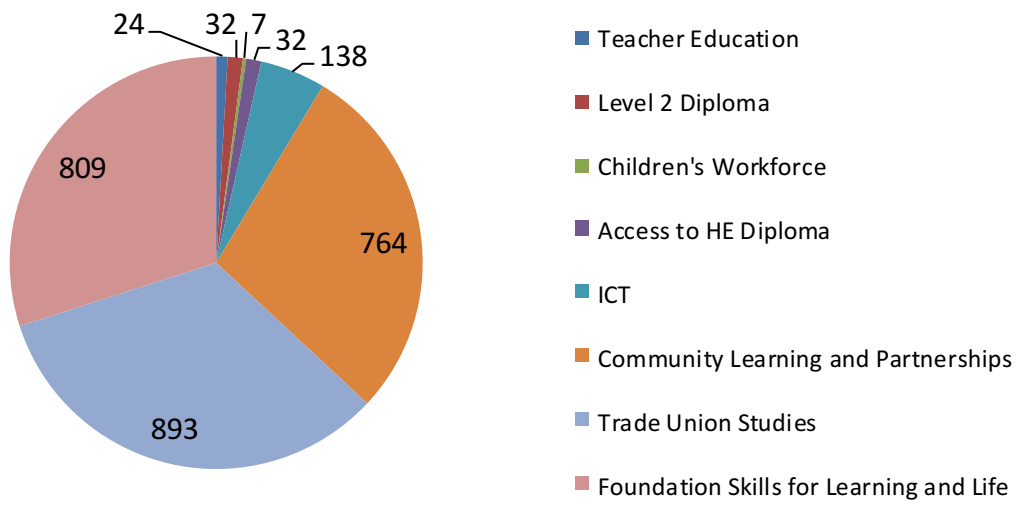
LLDD Enrolments



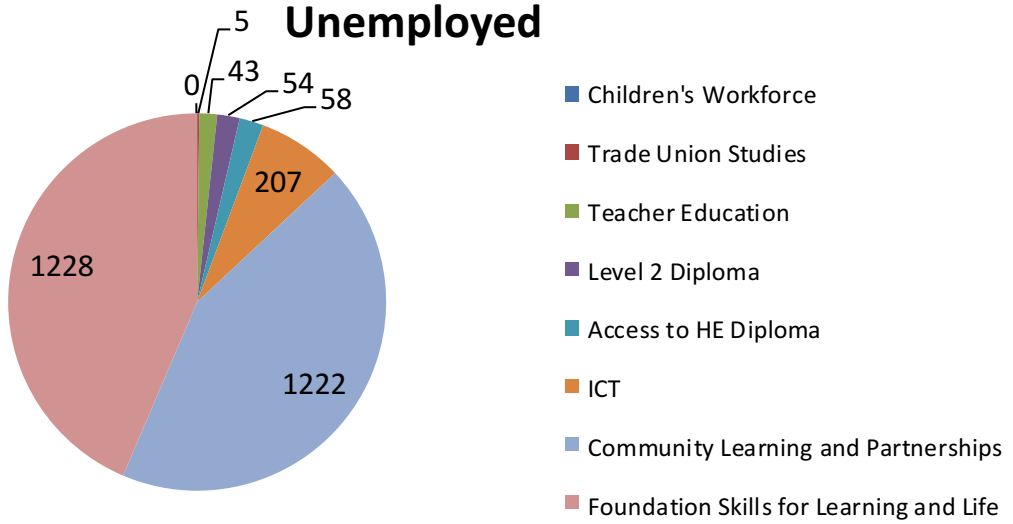
BME Enrolments



No/low prior qualification enrolments



Unemployed



4.3 Retention, Achievement and Success Rates by Student Group

The tables below summarise the retention, achievement and success rates by different student groups over the past 4 years. Where available benchmarking data is included and is based on national success rates for 19+ students in General FE and Tertiary Colleges. The Northern College data refers to performance across all funding streams.

Age – 2015/16

Age group	Leavers	Achievement Overall %	Retention Overall %	Pass Overall %
16-18	6	100.0	100.0	100.0
19-20	91	93.4	96.7	96.6
21-24	238	94.5	96.6	97.8
25-30	508	95.5	98.2	97.2
31-36	545	95.8	98.5	97.2
37-42	691	96.7	98.8	97.8
43-48	783	97.3	99.2	98.1
49-54	718	97.5	98.9	98.6
55-60	482	98.3	99.4	99.0
61-66	220	97.7	99.1	98.6
67+	151	99.3	99.3	100.0
Total - Hybrid End Year: 15/16	4433	96.8	98.7	98.1

Age - Previous Years

Age Band	Starts - 12/13	Suc % 12/13	Success % National Comparison 12/13	Ret % - 12/13	Ach % 12/13	Starts - 13/14	Suc % 13/14	Success % National Comparison 13/14	Ret % - 13/14	Ach % 13/14	Starts - 14/15	Suc % 14/15	Success % National Comparison 14/15	Ret % - 14/15	Ach % 14/15
11-13	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
14-15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				
16-18	6.0	100.0	16.3	100.0	100.0	6.0	100.0	16.3	100.0	100.0	9.0	100.0		100.0	100.0
19-20	107.0	89.7	6	94.4	95.0	126.0	96.0	12.3	97.6	98.4	78.0	91.0		92.3	98.6
21-24	326.0	92.0	8.3	96.9	94.9	362.0	94.5	10.8	97.5	96.9	231	94.6		96.2	98.4
25-30	591.0	93.1	9.4	97.0	96.0	600.0	93.2	9.5	97.3	95.7	442	94.8		96.4	98.4
31-36	696.0	94.0	10.3	97.8	96.0	667.0	94.5	10.8	97.2	97.2	624	95.2		97.3	97.9
37-42	792.0	94.9	11.2	97.9	97.0	831.0	94.6	10.9	98.0	96.6	798	95.2		97.0	98.2
43-48	866.0	93.6	9.9	96.9	96.7	817.0	95.2	11.5	97.7	97.5	720	96.7		97.9	98.7
49-54	799.0	95.4	11.7	98.2	97.1	774.0	95.2	11.5	99.0	96.2	743	97.0		98.1	98.9
55-60	632.0	96.2	12.5	98.3	97.9	523.0	95.4	11.7	98.5	96.9	452	98.0		98.5	99.6
61-66	331.0	96.7	13	99.1	97.6	356.0	96.6	12.9	99.4	97.2	234	98.7		99.6	99.1
67+	296.0	97.6	13.9	98.6	99.0	195.0	97.9	14.2	99.0	99.0	122	99.2		100.00	99.2
Missing	n/a	n/a	n/a	n/a	n/a	2.0	100.0	16.3	100.0	100.0					
	5,442	94.6		97.7	96.8	5,259	95.0		98.0	96.9	4483	96.2		97.5	98.6

Disability 2015/16

Disability category	Leavers	Achievement Overall %	Retention Overall %	Pass Overall %
has difficulty/disability/health problem	1741	96.6	98.6	98.0
no difficulty/disability/health problem	2604	96.9	98.8	98.1
no information provided by the learner	88	98.9	98.9	100.00
Total - Hybrid End Year: 15/16	4433	96.8	98.7	98.1

Disability Previous Years

Difficulty or Disability	Starts - 12/13	Suc % 12/13	Success % National Comparison 12/13	Ret % - 12/13	Ach % 12/13	Starts - 13/14	Suc % 13/14	Success % National Comparison 13/14	Ret % - 13/14	Ach % 13/14	Starts - 14/15	Suc % 14/15	Success % National Comparison 14/15	Ret % - 14/15	Ach % 14/15
has difficulty/disability/health problem	1,924.0	94.6	11.6	97.7	96.8	1,689.0	94.6	11.6	97.6	96.9	1,503	96.2		97.8	98.4
no difficulty/disability/health problem	3,376.0	94.5	10.5	97.7	96.7	3,513.0	95.1	11.1	98.2	96.8	2,877	96.9		98.2	98.7
no information provided by the learner	142.0	97.9	14.4	98.6	99.3	57.0	98.2	14.7	100.0	98.2	78	98.7		98.7	100.00
	5,442	94.6		97.7	96.8	5,259	95.0		98.0	96.9	4458	96.7		98.1	98.6

Sex - 2015/16

Sex	Leavers	Achievement Overall %	Retention Overall %	Pass Overall %
Female	2125	96.8	98.8	97.9
Male	2308	98.9	98.7	98.2
Total - Hybrid End Year: 15/16	4433	96.8	98.7	98.2

Sex – Previous Years

Sex	Starts - 12/13	Suc % 12/13	Success % National Comparison 12/13	Ret % - 12/13	Ach % 12/13	Starts - 13/14	Suc % 13/14	Success % National Comparison 13/14	Ret % - 13/14	Ach % 13/14	Starts - 14/15	Suc % 14/15	Success % National Comparison 14/15	Ret % - 14/15	Ach % 14/15
F	3,120.0	94.6	10.4	97.5	97.0	2,634.0	95.9	11.7	98.4	97.4	2,326	96.7		98.1	98.6
M	2,322.0	94.7	11.4	98.0	96.6	2,625.0	94.1	10.8	97.7	96.3	2,132	96.8		98.1	98.7
	5,442	94.6		97.7	96.8	5,259	95.0		98.0	96.9	4,458	96.7		98.1	98.6

Ethnicity –2015/16

Ethnic Group	Leavers	Achievement Overall %	Retention Overall %	Pass Overall %
White British	3794	96.7	98.7	97.9
Irish	50	100.0	100.0	100.0
Gypsy/Irish Traveller	11	100.0	100.0	100.0
Other White	118	97.5	98.3	98.1
White/Black Caribbean	21	95.2	95.2	100.0
White/Black African	13	76.9	84.6	90.9
White/Asian	8	100.0	100.0	100.0
Other Mixed	16	100.0	100.0	100.0
Indian	40	97.5	97.5	100.0
Pakistani	83	98.8	100.0	98.8
Bangladeshi	9	88.9	88.9	100.0
Chinese	5	100.0	100.0	100.0
Other Asian	15	93.3	100.0	93.3
African	89	97.8	98.9	98.9
Caribbean	62	98.4	100.0	98.4
Other Black	28	92.9	100.0	92.9
Arab	16	100.0	100.0	100.0
Other	16	100.0	100.0	100.0
Not Provided	39	97.6	97.6	100.0
Total - Hybrid End Year: 15/16	4433	96.8	98.7	98.1

Ethnicity - Previous Years

Ethnicity	Starts - 12/13	Suc % 12/13	Success % National Comparison 12/13	Ret % - 12/13	Ach % 12/13	Starts - 13/14	Suc % 13/14	Success % National Comparison 13/14	Ret % - 13/14	Ach % 13/14	Starts - 14/15	Suc % 14/15	Success % National Comparison 14/15	Ret % - 14/15	Ach % 14/15
African	128.0	96.1	14.1	100.0	96.1	122.0	94.3	12.3	99.2	95.0	86.0	97.7		98.8	98.8
Arab	11.0	72.7	-9.7	90.9	80.0	6.0	100.0	17.6	100.0	100.0	8.0	100.0		100.0	100.0
Bangladeshi	6.0	100.0	17.3	100.0	100.0	12.0	100.0	17.3	100.0	100.0	19	100.0		100.0	100.0
Caribbean	43.0	100.0	18.7	100.0	100.0	45.0	93.3	12	93.3	100.0	60	100.0		100.0	100.0
Chinese	32.0	90.6	3.5	93.8	96.7	8.0	100.0	12.9	100.0	100.0	4	100.0		100.0	100.0
Gypsy/Irish Traveller	5.0	100.0	20.5	100.0	100.0	5.0	100.0	20.5	100.0	100.0	24	95.8		95.8	100.0
Indian	56.0	100.0	13.9	100.0	100.0	64.0	98.4	12.3	100.0	98.4	42	100.0		100.0	100.0
Irish	45.0	97.8	15.2	100.0	97.8	25.0	100.0	17.4	100.0	100.0	39	92.3		94.9	97.3
Not Provided	90.0	94.4	12.6	98.9	95.5	74.0	98.6	16.8	98.6	100.0	41	97.6		97.6	100.0
Other	34.0	97.1	15.3	97.1	100.0	12.0	100.0	18.2	100.0	100.0	7	85.7		100.0	85.7
Other Asian	39.0	97.4	14.1	97.4	100.0	24.0	95.8	12.5	100.0	95.8	19	100.0		100.0	100.0
Other Black	27.0	92.6	11	96.3	96.2	24.0	100.0	18.4	100.0	100.0	18	88.9		94.4	94.1
Other Mixed	46.0	93.5	12.3	97.8	95.6	34.0	91.2	10	100.0	91.2	16	93.8		93.8	100.00
Other White	211.0	93.4	8.5	99.1	94.3	118.0	94.1	9.2	95.8	98.2	106	96.2		98.1	98.1
Pakistani	123.0	93.5	10.1	98.4	95.0	92.0	90.2	6.8	97.8	92.2	61	96.7		96.7	100.0
White British	4,484.0	94.7	10.6	97.5	97.1	4,532.0	95.0	10.9	98.1	96.9	3,872	96.7		98.1	98.6
White/Asian	21.0	76.2	-6.6	90.5	84.2	14.0	64.3	-18.5	78.6	81.8	5	100.0		100.0	100.0
White/Black African	5.0	100.0	19.3	100.0	100.0	5.0	100.0	19.3	100.0	100.0	10	90.0		90.0	100.0
White/Black Caribbean	36.0	88.9	9.9	100.0	88.9	43.0	97.7	18.7	100.0	97.7	21	100.0		100.0	100.0
	5,442	94.6		97.7	96.8	5,259	95.0		98.0	96.9	4458	96.7		98.1	98.6

Prior Attainment 2015/16

Qualification Level	Leavers	Achievement Overall %	Retention Overall %	Pass Overall %
n/a	2	100.0	100.0	100.0
Entry Level	21	100.0	100.0	100.0
Full Level 2	556	96.8	98.6	98.2
Full Level 3	419	96.9	98.8	98.1
Level 1	564	97.2	98.9	98.2
Level 4	356	96.3	98.9	97.4
Level 5	62	100.0	100.0	100.0
Level 6	9	100.0	100.0	100.0
Level 7+	9	88.9	100.0	88.9
No qualifications	2004	96.7	98.5	98.2
Not known	402	96.5	99.3	97.2
Other qual level not known	29	100.0	100.0	100.0
Total - Hybrid End Year: 15/16	4433	96.8	98.7	98.1

Prior Attain	Starts - 12/13	Suc % 12/13	Success % National Comparison 12/13	Ret % - 12/13	Ach % 12/13	Starts - 13/14	Suc % 13/14	Success % National Comparison 13/14	Ret % - 13/14	Ach % 13/14	Starts - 14/15	Suc % 14/15	Success % National Comparison 14/15	Ret % - 14/15	Ach % 14/15
n/a	13.0	100.0	16.3	100.0	100.0	12.0	100.0	16.3	100.0	100.0	30	100.0		100.0	100.0
Entry Level	17.0	88.2	4.5	94.1	93.8	20.0	95.0	11.3	95.0	100.0	7	100.0		100.0	100.0
Full Level 2	944.0	94.5	10.8	97.4	97.1	861.0	94.2	10.5	97.4	96.7	556	96.4		98.0	98.3
Full Level 3	750.0	94.5	10.8	97.6	96.9	598.0	94.5	10.8	97.8	96.6	515	96.7		98.3	98.4
Level 1	811.0	93.7	10	97.4	96.2	807.0	95.7	12	98.0	97.6	628	96.7		97.8	98.9
Level 4	591.0	94.4	10.7	98.6	95.7	478.0	95.0	11.3	98.1	96.8	353	96.9		98.3	98.6
Level 5	n/a	n/a	n/a	n/a	n/a	82.0	98.8	15.1	100.0	98.8	42	100.0		100.0	100.0
Level 5+	112.0	92.0	8.3	96.4	95.4	5.0	60.0	-23.7	80.0	75.0					
Level 6	n/a	n/a	n/a	n/a	n/a	2.0	100.0	16.3	100.0	100.0	2	100.0		100.0	100.0
Level 7+	n/a	n/a	n/a	n/a	n/a	2.0	100.0	16.3	100.0	100.0	4	100.0		100.0	100.0
No qualifications	2,162.0	95.1	11.4	97.8	97.3	1,909.0	94.4	10.7	97.9	96.5	2,114	96.5		98.00	98.5
Not known	1.0	100.0	16.3	100.0	100.0	465.0	97.6	13.9	100.0	97.6	175	98.3		98.9	99.4
Other qual level not known	6.0	100.0	16.3	100.0	100.0	15.0	93.3	9.6	100.0	93.3	25	100.0		100.0	100.0
Other quals below level 1	35.0	100.0	16.3	100.0	100.0	3.0	100.0	16.3	100.0	100.0	7	100.0		100.0	100.0
	5,442	94.6		97.7	96.8	5,259	95.0		98.0	96.9	4,458	96.7		98.1	98.6

5. Self-Assessment Report

This report follows the structure of the Ofsted Common Inspection Framework (August 2015) and addresses the supplementary questions published in the Ofsted Further education and skills handbook (August 2015). The questions addressed in each section relate specifically to equality and diversity considerations and issues

<p>How effective is Leadership and Management</p> <p>Judgments</p> <p>Strengths</p> <ul style="list-style-type: none">• Regular and effective monitoring of the progress of groups of learners by the Senior Leadership Team, Academic Directors and governors• The promotion of equality is particularly effective and the college employs a range of strategies to prepare students for life in modern Britain• Students with disabilities or learning disabilities receive excellent support that encourages independence and continuous increases in their self-confidence and self-esteem; which impacts positively in their everyday lives• Robust policies and training to ensure that learners are safeguarded and have an understanding of Fundamental British Values and the Prevent agenda <p>Areas to Improve</p> <ul style="list-style-type: none">• Continue to improve recruitment to short openly recruited short courses from students drawn from Black and Ethnic Minority Communities• Improve the ethnic diversity of the staff and Governing Body so they are more reflective of the student population
<p>Ofsted - key considerations:</p> <ol style="list-style-type: none">1. the extent to which leaders, managers and governors monitor the progress of groups of learners so that none are disadvantaged or underachieve2. the extent to which leaders promote all forms of equality and foster greater understanding and respect for equality and diversity; and how well learners and staff are protected from harassment, bullying and discrimination3. how well the provider prepares learners for successful life in modern Britain and promotes fundamental British values; including preventing the radicalisation of learners4. how well the provider prepares disabled learners or those with special educational needs to become more independent in their everyday life <p>Evidence</p> <p>1. The college collects, monitors and analyses a wide range of data relating to equality and diversity performance. This includes: data about staff and student applications and recruitment; student retention, pass rates and overall achievement by age, gender, ethnicity, disability and prior qualifications. This data is considered in weekly manager's meetings and termly in wider college committees. This results in there being little difference in overall achievements by different groups.</p> <p>1. Equality and diversity are central to the college's strategic planning framework, mission and values. The college manages equality and diversity effectively. The Quality Committee of the Governing Body and the full Governing Body receive regular equality and diversity reports.</p> <p>1. Actions to address areas for improvement are monitored through the Quality Committee, the Academic Standards Committee and Support Standards Committee. The Equality and Diversity Committee met four times in 2015/16 and monitored the progress of the Equality and Diversity Quality Improvement Plan.</p>

Membership of the Equality and Diversity Committee includes academic directors, programme co-ordinators, staff, students, and a representative of wider stakeholders.

"The College has a clear and well documented Equality and Diversity policy. Staff were able to explain how they promoted equality and diversity amongst their students whilst on site, taking a zero-tolerance attitude to comments and behaviours that contravened their policies and actively promoting the positive behaviours that would be expected of them. Termly E&D committee meetings are held involving staff and students to ensure practices are effective. Diversity is celebrated through sessions on Muslim culture, women's studies and festivals such as Diwali. An annual Equality and Diversity Forum ensures that the policies are current and working well." (Matrix Assessment Report, 2016)

The outcomes section of this report demonstrates that the above systems and processes are very effective in ensuring that no particular group of learners is disadvantaged or significantly underachieves.

2. The college has a wide range of policies, procedures and guidelines designed to promote and ensure equality for both learners and staff and to deal with unacceptable behaviour.

The main policies and guidelines are:

- Admissions Policy
- Additional Support Procedure
- Complaints Procedure
- Dignity at Work Policy
- Disciplinary Policy
- Equality and Diversity Policy
- Equality and Diversity Statement
- Flexible Working Policy
- Gender Reassignment Policy
- General Regulations
- Recruitment and Selection Policy
- Safeguarding Policy
- Student Rights and Responsibilities Statement
- Staff Code of Conduct
- Staff Development Policy

2. The college's Single Equality Scheme was reviewed and updated in December 2015. College policies are subject to Equality and Diversity Impact Assessments where appropriate. Where policies are identified as having a potential negative impact on the college's equality duties or mission there is provision for a task group to be set up to examine the impact in more detail. The college's General Regulations, its Recruitment and Selection Policy and Equality and Diversity Policy are compliant with the 2010 Equality Act. The college also has a policy on gender reassignment. The College invites external validation of its commitment to the advancement of equality of opportunity and the extent to which its equality and diversity policies and practices are implemented effectively by applying for relevant awards and accreditations. The College has been assessed against the 'Committed 2 Equality, Diversity Assured Equality Standard' for the past four years. Its score in 2015 was 96.6 (a decrease from 97.7 in 2014). The assessor stated that this was due to a change in the scoring within the assessment and did not reflect a change in our practice. The College maintained its gold award for the fifth successive year.

"Good equality and diversity practices are very much the ethos and culture of the College rather than it just being about remaining compliant with the law. Without doubt, their processes continue to be rigorous, lawful and fair". (Committed to Equality (C2E) Reaccreditation Review – November 2015)

2. The college has clear policies on recruitment and selection, harassment, bullying and discrimination, which it implements rigorously. The annual QDP staff survey shows high scores for equality and diversity and the equality and diversity responses are in the top quartile (where applicable) for all colleges participating in the survey. Of the four equality and diversity questions asked in the survey the following responses were recorded: the college provides equality for all 98% agreement (93% in 14-15); the college is committed to combating institutional racism 98% agreement (96% in 14-15); the college gives appropriate attention to equality of opportunity 93% agreement (96% in 14-15); and I am familiar with the college's equal opportunities policy 98% agreement (96% in 14-15). This demonstrates improvements since 14-15 with most respondents for each question stating that they 'strongly agreed'.

2. In student surveys, a key indicator of the extent to which students feel protected from bullying and harassment is the answer to the question: "How safe did you feel in College?" In answer to this question:

97% said very safe or safe, 2.54% felt fairly safe and 0.36% felt unsafe. 100% of students on the part-time Level 2 Diploma programme felt very safe (81.25%) or safe (18.75%). 98% of full time students on the Level 3 Diploma programme said they felt very safe (57.1%) or safe (40.5%) at the college.

The College has a robust system for dealing with student and staff complaints and addresses specific issues relating to race, gender, disability or any protected characteristics. In 2014/15 the College dealt with 4 complaints from students (relating to a single matter) which had an equality and diversity dimension. These complaints were investigated by the Principal and were not upheld.

3. The college gives training in equality and diversity a high priority. Over the 2015/16 academic year, a varied programme of equality and diversity training was delivered including:

- Mental Health Training – Understanding Depression & Anxiety
- Mental Health Training – Bipolar
- Mental Health Training – Personality Disorder
- Suicide Prevention Training
- Stress Awareness Training (am/pm)
- Bullying and Harassment Training
- Safeguarding Training
- Mental Health First Aid Lite

“The College continues to provide employees with regular equality and diversity training. Their programme is extensive and includes topics on raising awareness of differing cultures and understanding boundaries”. Comments from those interviewed: *“We have lots of training, internal and external, diversity is a big area that we cover; the College are very good at diversity awareness and how different groups are perceived”.* *“We have lots of refreshers and staff development weeks; equality and diversity is what we are about”* (Committed to Equality (C2E) Reaccreditation Review – November 2005)

2. In end of course surveys:

- 98% of short course students said they were made aware of the College’s equality and diversity policy (compared to 96% in 2014/15)
- 98% said that had been made aware of their rights and responsibilities as a student (compared to 97% in 2014/15)
- 98% said that they had been made aware of who to contact if they had any concerns about their own safety or the safety of others (compared to 97% in 2014/15).

3. The college considers that the diversity of its student body is a key factor in preparing its learners for a successful life in modern Britain. The college is proud of its success in recruiting and nurturing a very diverse student community, where a wide range of issues and themes relating to equality and diversity are promoted throughout college and successfully integrated into induction and teaching and learning. These values are integral to the college’s mission and its success.

3. The college celebrated and promoted equality, diversity and fundamental British values with displays in the Main Foyer and Library throughout the year. These included:

- Adult Learners Week
- Black History Month
- Lesbian, Gay and Transsexual History Month
- World Aids Day
- World Religion Day
- International Women’s Day/Women’s History Month

In addition, permanent college displays reflect a wide range of equality and diversity images, questions and issues; which seek to highlight, celebrate and promote equality and diversity. The college promotes and exemplifies the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs; through policies, induction, teaching and learning and the wider college environment.

4. The college has very good systems to ensure that all learners can participate in learning. Although the college is located in a grade 1 listed building, modernisation and disability adaptations mean that most of the site is accessible to wheelchair users. The College offers a high level of support to all learners and learners declaring a disability or learning difficulty are offered additional support that reflects an enhanced

access to learning opportunities. This support may include counselling, welfare advice, specialist equipment, personalised career and educational advice and bespoke intervention to increase confidence. *“In many cases this means that students are able to develop from a low academic level to a point where they can go on to benefit from further or higher education”* (Matrix Accreditation Report, 2016).

The college’s positive and proactive approach to supporting learners with learning difficulties and disabilities is evidenced by the fact that in 2015/16, 40% of enrolments were from learners declaring a disability or learning difficulty. The following comments reflect a range of learner views about the college’s effectiveness in ensuring disabled learners or those with learning difficulties succeed and are able to become more independent in their everyday life:

“Staff made sure that deafness didn’t not stop me getting the best from this course” (Short Course Student Satisfaction survey, 2016).

“This college has helped me so much educationally in getting back into a positive learning environment. but I would not have succeeded without all the extra support from all staff regarding my mental and physical wellbeing.” (Level 2 Student Satisfaction Report 2015/16)

“I have learned so much from the course I feel I am a lot more confident in myself and my abilities. I now believe in myself and feel I can continue to progress on to the next level now.” (Level 2 Student Satisfaction Report, 2015/16)

“The support I receive enables me to get the best from every course I attend and reach my full potential” (Student comment from Feedback Fortnight, 2016)

Despite the college’s affirmative commitments to equality, its staff and Governing Body are not fully reflective of the ethnic diversity of its student community; 6% of the governing body and 5% for staff.

5.2. Quality of teaching, learning and assessment

Judgements

Strengths

- Excellent support provided by tutors and student services helps students overcome immense personal barriers to learning.
- Staff challenge stereotypes through effective teaching resources and strategies which also reflect and value the diversity of students’ experience and help them to develop their understanding of people and communities beyond their immediate experience
- Tutors inspire and challenge students and plan learning for individual needs exceptionally well.

Ofsted - key equality and diversity considerations:

- 1. teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged, enabling them to enjoy learning and develop their knowledge, skills and understanding**
- 2. teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying**
- 3. staff are aware of and plan for individual learners’ diverse needs in teaching or training sessions and provide effective support; including making reasonable adjustments for disabled learners or those with special educational needs**

Evidence

1. Teaching, learning and assessment and the wider college environment promote and exemplify the college’s commitment to equality and diversity. The college’s Equality and Diversity Statement is displayed

throughout the College and in all teaching rooms and the college's Single Equality Scheme is accessible to all via the college website. Publicity images, learning materials and displays across the College are representative of the college's diverse community and seek to raise awareness of diversity issues and student's rights and responsibilities. Regular displays in the college's main entry point promote awareness of diversity issues; and an annual equality and diversity calendar is circulated to identify key dates and celebrations to inform classroom practice and the student activities programme.

1. Feedback from students about the quality of learning support is excellent. 68.7% of students surveyed on short courses rated their additional learning support as excellent (compared to 71% in 2014/15), 28% rated it as good, 3% rated it as satisfactory and 0.3% rated it as poor. 100% of Level 2 Diploma students rated the additional support they had received as excellent.

1. On the Access to HE Diploma the majority of students who benefitted from additional learning support, such as a dedicated learning support worker, note-taker or assistive technology, 96% found these to have been excellent or good.

Students comments from survey responses:

"The tutor was awesome and the support of the support worker was phenomenal. Given me the confidence to do more courses" (short course student)

"I couldn't have got through this without the support team" (Level 3 Diploma student)

2. The college offers a diverse and inclusive curriculum that promotes equality, supports diversity, and tackles discrimination, victimisation, harassment, stereotyping or bullying. It also helps students to develop an awareness of British values, aspects of citizenship and diversity within society.

2. Specific courses seek to build understanding of equality and diversity issues, rights and responsibilities, and to develop wider cultural and religious understanding. In addition, there is a strong equality and diversity focus across the College's mainstream curriculum; including modules relating to stereotyping and discrimination, citizenship, values and diversity and diversity and society.

2. Courses that had a focus on Equality and Diversity in 2015/16 included:

- Understanding Issues in Mental Health
- Understanding Dyslexia
- Stress and Stress Management
- Introduction to the Psychology of Health and Well-being
- Cultural Awareness: An Introduction to Muslim Cultures
- Understanding Race, Ethnicity and Diversity
- Prevent agenda and Fundamental British Values

2. In 2014, Ofsted inspectors found that *"the promotion of equality and diversity through the curriculum is very good. Tutors meet students' individual needs extremely well for all aspects of their learning. They deal skilfully with naturally occurring opportunities to promote equality and diversity in sessions. Tutors and support staff display a wealth of information and posters, some designed by students that promote diversity and a better understanding of disability."* In 2015/16 this excellent practice has continued.

2. Student observations, collected at the 2015 Equality and Diversity Forum stated that:

"We are more tolerant, understanding, open-minded, positive, patient, accepting and mindful"

"We are more likely to challenge discriminatory behaviour and stand up for ourselves and others"

2. Other student comments:

"The course and teacher have been excellent, really interesting and has challenged the way I think. I have thoroughly enjoyed it and will be leaving with a positive way of thinking"

"I have really enjoyed the course. It has made me think about race and racism in a different way"

3. In 2014 Ofsted inspectors found extensive evidence of outstanding practice in the promotion of equality and diversity through teaching and learning: stating that, *"learning activities that stretch and challenge students are evident in most lessons"* and that *"tutors plan learning for individual needs exceptionally well and as a consequence, students make excellent progress."* This excellent practice continues in 15/16.

Personal development, behaviour and welfare of learners

Judgements

Strengths

1. Students are prepared well to take part in life in wider society and demonstrate respect for the diversity of ideas and points of view in the Northern College learning community

Areas for improvement

Ofsted - key equality and diversity considerations:

In making this judgement inspectors will consider, where relevant and appropriate:

- 1. the extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain**
- 2. the extent to which learners feel and are safe and have a good understanding of how they can raise concerns if they do not feel safe; and are they confident that any concerns are taken seriously and followed through**

Evidence

The college's mission is: "To provide outstanding adult residential and community education for the empowerment and transformation of individuals and communities"

A key part of delivering community transformation is equipping students to explore personal, social and ethical issues and take part in life in wider society and in Britain. The College seeks to provide a curriculum, including enrichment activities that help students to develop an awareness of British values and encourages their critical thinking, civic engagement and democratic participation.

1. Some courses have a specific focus in this respect. In 2015/16 such courses included:

- Understanding Politics
- Preparing to Volunteer
- Everyday Ethics
- Global Conflict – Local Impact
- Identifying Community Needs and Opportunities
- Getting Involved, Making a Difference
- Peer Mentoring

The college also offers a range of community focused management and leadership courses designed to improve the capacity and quality of community leaders; in addition to trade union courses that train workplace trade union representatives and a teacher education programme, which has a social purpose focus.

1. There is some evidence of wider impact on the student body of this work to influence student wider behaviour and thinking. In end of course surveys, 94% of short course students said as a result of their course they were more likely to get on with people who were different from them either greatly or moderately and on the Access to HE Diploma this was at 88% (at the end of Semester 2). On the Level 2 Diploma, 100% of students reported that they felt better able to get on with people who were different from them. All of these are improved scores from 14/15.

The same surveys also established that 94% of short course learners and 94% (62.5% greatly and 31.25% moderately) of Level 2 Diploma students thought that their course had enabled them to 'think about things differently'. Similarly, 100% of Access to HE Diploma students noted this change.

Students also felt that they were better equipped to study independently or had developed skills to make changes in their own lives by the end of the course. % of short course learners and 94% (62.5% greatly and 31.25% moderately) of Level 2 Diploma students; which rose to 92% of students by the end of the course. This was also apparent for Access to HE Diploma students, of whom acknowledged this change.

Comments regarding the impact of the course included:

"Felt supported the whole way through. I have progressed since the course ended by volunteering in my local community; now I have more confidence" (short course student)

"This course is so well written, organised and delivered. It has really changed my lifestyle ten-fold,

especially with the relationship I have with my children. A thousand thankyou's wouldn't be enough" (short course student)

2. In student surveys, a key indicator of the extent to which students feel protected from bullying and harassment is the answer to the question: "How safe did you feel in College?" In answer to this question: 97% said very safe or safe, 2.54% felt fairly safe and 0.36% felt unsafe. 100% of students on the part-time Level 2 Diploma programme felt very safe (81.25%) or safe (18.75%). 98% of full time students on the Level 3 Diploma programme said they felt very safe (57.1%) or safe (40.5%) at the college.

The College has a robust system for dealing with student and staff complaints and addresses specific issues relating to race, gender, disability or any protected characteristics. In 2014/15 the College dealt with 4 complaints from students (relating to a single matter) which had an equality and diversity dimension. These complaints were investigated by the Principal and were not upheld.

5.4 Outcomes for learners

Judgements

Strengths

- **There are no significant variations in the achievement of different groups of students and students make exceptional progress in relation to prior qualifications and starting points**
- **Students with learning disabilities and learning difficulties achieve at least as well as learners without learning difficulties or disabilities**
- **Student with no qualifications make excellent progress and achieve very well**

Areas for improvement

- **Increase overall achievement rate for White/Black African and Bangladeshi students**

Ofsted - key equality and diversity considerations:

In making this judgement inspectors will consider, where relevant and appropriate, the extent to which:

- 1. learners make progress during their programme compared with their starting points, with particular attention to progress by different groups of learners**
- 2. learners enjoy learning and make progress relative to their prior attainment and potential over time**
- 3. severely disabled learners or those with severe and complex special educational needs gain skills and progress to become more independent in their everyday life and/or progress to positive destinations such as employment**
- 4. there are any significant variations in the achievement of different groups of learners.**

Evidence

Although the college did not achieve its enrolment target for students from BME communities, at 14% of all enrolments, this proportion is above the regional population average. At 58%, the proportion of enrolments from students with no qualifications above level 1 is high but has decreased compared to 2014/15. Looking at indicators of economic and social disadvantage holistically the College continues to recruit from substantially disadvantaged cohorts.

Looking at recruitment as a whole in 2015/16:

- The college had slightly more enrolments from women (52%) than men (48%) (which was the case in 14/15)
- 14% of the College's enrolments came from Black and Ethnic Minority communities compared to 13% in 2014/15 (2% below target);
- 58% of enrolments were from students with no qualifications above Level 1 compared to 62% in

2014/15 (8% above target);

- 40% of enrolments were from students declaring a learning difficulty or disability compared to 34% in 2014/15 (20% above target);
- 61% were unemployed or unwaged compared to 60% in 2014/15 (11% above target)
- % of enrolments attracted full fee remission.

At Northern College students' starting points are exceptionally diverse and many have multiple and complex barriers to learning. Despite this, almost all make good progress relative to their starting points. In 2015/16 as in the previous academic year, there were no significant achievement gaps between different groups of students. Students with additional learning needs do as well as, and sometimes slightly better, than those without as exemplified by the overall achievement of dyslexic students at 97.3%; compared to 96.7% for students declaring no disability or learning difficulty. Similarly, autistic students (10) and students with multiple difficulties (5) had an overall achievement rate of 100%.

The following commentary summarises the differences and similarities in retention, pass rates and overall achievement for different learner groups:

Age

There are some differences in retention and attainment according to age. With some limited exceptions, older students have better overall achievement rates than younger students. Students aged 19 to 20 (91 enrolments) had a 93 % overall achievement rate (no change compared to 14/15); and students aged 21 to 24 (238 enrolments) had a 95% overall achievement rate (no change compared to 14/15). The 6 students aged under 19 had a 100% overall achievement rate. In comparison, data for students aged 55-60 (482 enrolments) was 98.3%; for 61-66 (220 enrolments) was 97.7%; and students aged 67+ was 99.3%. A comparison for all age groups shows a 5.6% difference in overall achievement between 100% for 16-18 year olds (6 students) and 93.4% for 19-20 year olds (91 enrolments).

Age group data over three years demonstrates on-going improvement across the college, which is largely reflected in the programme areas. Any small shifts in year on year comparisons are not statistically significant or can be accounted for as temporary changes relating to a specific individual or qualification.

Race and Ethnicity

Considering national benchmarks for Adult Skills provision in 2014/15, success rates across all Northern College provision exceeded the national GFE college average for **all** ethnic groups.

Of the eighteen groups now used to classify ethnicity, fourteen groups had retention rates at or above the College average of 98.7%. Fifteen groups had overall pass rates at or above the College average of 98.1%. Thirteen groups had overall achievement rates at or above the College average of 96.8%.

There are no statistically significant retention gaps relating to ethnicity, with retention rates ranging from 100% (e.g. Irish, Gypsy/Irish Traveller, White Asian, Other mixed, Pakistani, Chinese, Other Asian, Caribbean, Arab, Other black and Other) to 84.6% (White/Black African -13 students, 2 not retained). Pass rates ranged from 100% (e.g. Irish, Gypsy/Irish Traveller, White Asian, Other mixed, Chinese and Arab) to 90.9% (White/Black African).

Overall achievement rates ranged from 100% to 76.9% (White/Black African – 13 students, 1 not retained, 1 did not achieve) and 88.9% for Bangladeshi students (9 students). These are notably lower than whole college overall achievement rates but relate to a relatively small numbers of students. In respect to Bangladeshi students, achievement is linked to retention. The lowest overall achievement rates for White/Black African is in the Combined Studies programme and reflects 3 enrolments and an overall achievement rate of 66.7% and a retention rate of 66.7%. Other programme area data reflects the whole college overall achievement rates. Across all provision, White British students (3,794 enrolments) had a success rate of 96.7%.

The view of Ofsted inspectors in 2014 was that where there were small pockets of underperformance these were not statistically significant and did not represent areas of weakness. It is clear from the data that this assessment holds in 2015/16.

The overall trends over three years are improving for particular groups with some small dips in percentages

(compared to 14/15) for African, Indian and Bangladeshi. More notable are the declining overall achievement rates for White/African and White/Black Caribbean (as discussed above).

Sex

Male and female students have very similar retention rates at 98.7% and 98.8% respectively. There is a very marginally difference in pass rates at 98.2% and 97.9%. Overall achievement rates show a small percentage difference of 0.21% and are 96.8% for females and 98.9% for males; which are almost equal and very high, which demonstrates effective equality and diversity policies.

Prior Qualifications

Although there are some small variations in retention, pass rates and overall achievement rates between students with different levels of prior attainment, the range was 88.9% for Level 7+ students (9 students) and 100% for Entry Level, Level 5 and 6 and Other quals. Students with no or low qualifications did at least as well as better qualified students, for example, the 564 enrolments from students with only Level 1 qualifications on entry had a 97.2% overall achievement rate (96.7% in 14/15) which is 0.1% below the college average. The 2004 enrolments from students with no qualifications on entry had a 96.7% success rate and the 419 enrolments from students who had a Level 3 qualification on entry had a 96.9% success rate; which is equal to and above the college average.

Despite these, data relating to three year trends indicates a steady increase across college programmes.

Disability/Learning Difficulty

The overall achievement rate for the 1741 students declaring a disability/difficulty has risen from 96.2% in 2014/15 to 96.6% for 15-16. This is a slight increase and marginally below the 96.9% success rate for students not declaring a learning difficulty/disability. Over the past three years, across all funding streams there have been only marginal differences (of less than 1%) in the overall achievement rates across the two groups.

Although Northern College does not routinely recruit severely disabled students with severe and complex special educational needs in 2015/16 1741 (40%) of its enrolments were from students who declared some form of learning difficulty or disability. The range of disabilities declared and the outcomes of the learners are summarised below and demonstrate that the college is particularly effective in supporting students with mild to moderate learning difficulties; many of whom progress through the college through different levels of learning.

A comparison to 14/15 shows that learners with specific learning disabilities e.g. visual, hearing, mobility, physical and medical achieved better than the previous year. The trends in relation to learning difficulty show an improved or consistent picture when compared to 14/15. Both tables demonstrate high levels of retention and achievement.

Learning Disability	Leavers		Overall Achievement %		Retention %		Pass Overall %	
	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16
visual	10	44	90.0	95.5	100.0		90.0	
hearing	29	65	89.7	98.5	93.1		96.3	
mobility	145	229	97.2	99.1	99.3		97.9	
physical	117	98	94.0	94.9	96.6		97.3	
medical	136	150	96.3	98.7	99.3		97.0	
emotional/behavioural	1	0	100.0	0	100.0		100.0	
mental health	420	574	96.2	94.8	96.9		99.3	
profound/complex	1	38	100.0	97.4	100.0		100.0	
Asperger's	21	33	95.2	93.9	95.2		100.0	
multiple	189	0	97.4	0	97.9		99.5	
other	174	106	95.4	95.3	98.3		97.1	
no disability	3,176	3,078	97.0	97.0	98.2		98.7	
not known/not provided	39	0	100.0	0	100.0		100.0	
temporary	n/k	18	n/k	100.0				

Learning Difficulty	Leavers		Success %		Retention %		Achievement %	
	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16	2014/15	2015/16
Moderate	221	163	94.6	97.5	96.4		98.1	
Severe	9	25	100.0	96.0	100.0		100.0	
Dyslexia	291	299	97.6	97.3	98.6		99.0	
Dyscalculia	5	10	100.0	100.0	100.0		100.0	
Other Spec	5	28	100.0	100.0	100.0		100.0	
Autism	1	10	100.0	100.0	100.0		100.0	
Multiple	24	5	100.0	100.0	100.0		100.0	
Other	61	55	100.0	98.2	100.0		100.0	
None	3,773	3838	96.6	96.7	98.1		98.5	
Not Known/Not Provided	68	0	100.0	0	100.0		100.0	

Key Improvements since the last Self-Assessment Report

With respect to equality and diversity, these are the key improvements since the last SAR:

- Further reduction in attainment gaps
- Sustained recruitment to Access Diploma from students drawn from Black and Ethnic Minority Communities; and an increase for English and Maths

6. Quality Improvement Plan
QUALITY IMPROVEMENT PLAN:
AREA: Equality and Diversity

YEAR: 2015/16

Areas Requiring Improvement	Action required to achieve improvements	Expected Outcomes	Dates of completion (outcomes)	Progress
Key areas for improvement from the SAR				
A limited number of students exhibit prejudiced and discriminatory views and behaviour which impacts on other students	New training for staff on this aspect of behaviour management. Rigorous application of student disciplinary policies in matters of equality Increase equality and diversity focus of the student activities programme	Staff participate in training Low tolerance of discriminatory behaviour Good range of interesting activities offered	Sept 2016	Completed
Improve recruitment to short openly recruited short courses from students drawn from Black and Ethnic Minority Communities	Targeted work with community organisations in addition to targeted work on local authority programme	An increase in the recruitment of BEM group to openly recruited short course programme in these curriculum areas	Sept 2016	Improvements in some areas e.g. English and Maths (16%) Action carried forward – responsibility to include marketing manager and programme co-ordinators
Other on-going actions to develop and maintain good practice				
Make the Colleges' staffing and Governor profile more reflective of the student body as opportunities arise	Continue to work with Governors Search Committee to improve diversity	Governing body profile becomes more diverse –improved representation from women/BME groups	Sept 2016	Improvement – now 6%
As above	Continue to ensure that staff recruitment policies are fair and job advertisements reach a diverse audience	Staff profile becomes more diverse – more BME staff	Sept 2016	On-going
Acknowledge and celebrate cultural	Ensure Student Activities Programme	An increase in the number of student activities that have diversity focus	Sept 2016	Completed

diversity	aligns with College Equality Calendar			
Foster good relations between people who share a protected characteristic (as defined by the 2010 Equality Act) with those who	Ensure College marketing materials represent diversity actively and effectively	Marketing materials reviewed and updated annually	June 2016	Completed and carried forward for monitoring continuation of good practice
Foster good relations between people who share a protected characteristic (as defined by the 2010 Equality Act) with those who do not	8 equality focused displays held over the academic year 2015/16 Equality forum held	Students demonstrate very good awareness of College equality and diversity policies and respect for College values	July 2016	Partially achieved: 6 equality focused displays. Equality Forum did not take place
As above	Visual images across College reflect and reinforce the College's core mission and values	Students demonstrate high levels of awareness of College equality and diversity policies and respect for College values	July 2016	Completed and on-going for monitoring continuation of good practice
As above	Ensure E&D remains a strong focus in new student induction	Students demonstrate high level of awareness of College equality and diversity policies and respect for College values	July 2016	Achieved – 98% of short course students made aware of E&D policies
As above	Offer E&D training and support to NCSU representatives	NCSU take part in E&D Committee and promote E&D amongst the student community	May 2016	Achieved – Committee minutes Carry forward action relating to training of NCSU representatives
As above	Ensure E & D is explicit in lesson planning	All lesson plan address E&D support issues explicitly	July 2016	Achieved – OTL reports
Advance equality of opportunity between people who share a protected characteristic (as defined by the 2010 Equality Act) with those who do not	Stakeholder conference held to consult on College responsiveness to disadvantaged communities	College curriculum offer shaped by community stake-holders	May 2016	Completed – June 2016
As above	Set recruitment targets for specific groups by College programme	Recruitment targets set and monitored regularly	Dec 2015	Completed
As above	Take positive action to attract identified groups into College	Recruitment targets met	July 2016	Partially achieved
As above	Ensure effective support for student with protected characteristics e.g. faith groups, LGBT	Maintain links with support agencies and publicise to students	July 2016	Achieved
As above	Ensure progress towards published equality objectives	Progress made	Dec 2015	Completed

Continue to develop and share good practice in the integration of equality and diversity in teaching and learning	Implement relevant staff development through Community of Discovery activities	Staff participate in development activities and integrate E&D into teaching and learning	July 2016	Completed
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7. Quality Improvement Plan

QUALITY IMPROVEMENT PLAN:

AREA: Equality and Diversity

YEAR: 2016/17

Key areas for improvement	Action required to achieve improvements	Expected Outcomes	Responsibility	Priority	Monitoring arrangements (evaluating and reporting on progress)	Dates of completion (outcomes)
Improve recruitment to short openly recruited short courses from students drawn from Black and Ethnic Minority Communities	Targeted work with community organisations in addition to targeted work on local authority programme	An increase in the recruitment of BEM group to openly recruited short course programme in these curriculum areas	Academic Directors Programme Coordinators	1	Equality and Diversity Committee	Sept 2017
Increase overall achievement rate for White/Black African and Bangladeshi students	Examine particular groups by programme area to identify and implement relevant improvements	An increase in overall achievement rates	Academic Directors Programme Coordinators	1	Equality and Diversity Committee	Sept 2017
Improve the ethnic diversity of the staff and the governing body so they are more reflective of the student population	Continue to work with HR to increase diversity	Staff and governors become more diverse	Academic Director/HR	2	Equality and Diversity Committee	Sept 2017