



Hills Road Sixth Form College Cambridge

2016 Development Plan for: Equality and Diversity

Extract from Single Equality Scheme 2014-2017:

The College has agreed the following five key objectives which have been identified from the more detailed list in this Single Equality Scheme:

1. to provide comprehensive support to, and make specialist information, advice and guidance available to, all applicant students and new students to enable them to access College courses, services and facilities wherever possible
2. to maximise the opportunities for all students to achieve their potential in particular through removal of any possible barriers to accessing learning
3. to ensure accessibility for all students to the full range of Student Services, including Study Skills
4. to equip students with the skills and knowledge needed for life in a global society by embedding a global awareness within the curriculum including providing opportunities for students to learn foreign languages and inter-cultural skills
5. to ensure that all staff teaching students with disabilities have access to relevant information and are supported in their work

The development plan for Equality and Diversity includes specific detail on how we will work towards achieving these objectives in 2016.

INTENDED OUTCOME 1:

(linked to key objectives 1, 2 and 5): To take a formative approach to E&D data collection and analysis, allowing for earlier identification and investigation of underperforming students' personal barriers to learning, and ensuring staff have access to up to date information to act on.

| No. | Actions | Timescales/ milestones | Responsibility for action | Review of actions |
|-----|---|---|--|--|
| 1.1 | To analyse L6 induction, DSA and Leavers' survey responses in terms of E&D category. | April 2016 Nov 2016 | Director of Quality | This was trialled in Nov 2015 (Induction Survey). The results were shared with HoDs and the Guidance team. |
| 1.2 | To analyse high and low performers at progress review in terms of E&D category. | Jan 2016 Feb 2016 | Director of Quality | A new report identifying high (1*) effort grades was drawn up in Jan 2016. L6 Progress review data |
| 1.3 | To use data from surveys and progress review to identify groups of students who may not be on track to achieve their potential. To investigate the reasons behind this using appropriate tools (focus groups, case studies, discussions with tutors). | Jan 2016 March 2016 | Director of Quality, Equality & Diversity Officer | |
| 1.4 | To use equality ambassadors to feedback the results of surveys or progress review analysis (and subsequent investigations) in Department meetings. | April 2016 May 2016 | Equality Ambassadors | |
| 1.5 | To reschedule the E&D report to allow for L3VA value added data to be included and analysed before presentation to Governors. | June 2016 | Equality & Diversity Officer, PA – Resources and Governance | Rescheduled for June 2016. |
| 1.6 | To provide HoDs with E&D/demographic data for their students at the start of the academic year, allowing them to anticipate barriers to learning and plan their responses to potential changes. | June 2016 (preparation) Sept 2016 (delivery) | Director of Quality, HoDs | |
| 1.7 | To continue to record the outcomes of the Lucid Exact screening diagnostics for all students within ProMonitor to provide all staff and students with access to these results, as well as guidance on their interpretation. | Sept 2016 | Head of Study Skills | |

IMPACT: REVIEW OF INTENDED OUTCOMES

INTENDED OUTCOME 2:

(linked to key objectives 2, 3 and 5): to maximise the opportunities for all students to achieve their potential, in particular through removal of any possible barriers to accessing learning, and promote their independence further in preparation for life after Hills Road.

| No. | Actions | Timescales/ milestones | Responsibility for action | Review of actions |
|-----|--|---------------------------|---|---|
| 2.1 | To provide resources/training for teaching staff on the best use of information stored on Promonitor by Study Skills, with the aim of better supporting students in lessons and increasing the number of students who are able to use their access arrangements in class, tests and mocks. | May 2016 | Head of Study Skills | |
| 2.2 | To undertake Mental Health First Aid training for selected staff to act as 'front line' support in the same way as physical first aiders. Make staff and students aware of who has been trained. | Jan 2016 | Human Resources, Relevant Staff | |
| 2.3 | To continue to promote and develop the student mentoring project to bring it to fruition in support of student needs. | July 2016 | Student Support Officer | Themed workshops were introduced in Oct 2015. |
| 2.4 | <i>To respond to the challenges set out in the updated 2016 SEN policy by developing strategies to ensure support offered to students (e.g. in study skills, SILS, tutorial, workshops) is part of a journey to greater independence.</i> | <i>Dec 2016</i> | <i>Deputy Principal, Head of Study Skills, Student Support Officer, Director of Student Support</i> | |
| 2.5 | <i>To continue planning for the possible relocation of the College's Study Skills service and/or SILS to a ground floor central location within College as part of the Phase V building project</i> | <i>Sept 2016</i> | <i>Deputy Principal with Estates Bursar and Head of Study Skills, Student Support Officer</i> | <i>Preliminary plans have now been seen. Ongoing.</i> |

IMPACT: REVIEW OF INTENDED OUTCOMES

INTENDED OUTCOME 3:

(linked to key objective 4): To ensure teaching and tutorial departments are able to promote and embed equality and diversity effectively into their curriculum, through the provision of resources, support and training, including through the championing of best practice by a 'new and improved' equality ambassadors group.

| No. | Actions | Timescales/ milestones | Responsibility for action | Review of actions |
|-----|--|---|--|-------------------|
| 3.1 | <i>To deliver and reflect on the redeveloped tutorial programme, which in part aims to provide more opportunities for raising awareness of equality and diversity issues, as well as highlight the support available for students in college and from outside organisations.</i> | July 2016 | Director of Student Support, Heads of Tutorial Programme | |
| 3.2 | To redefine the role of equality ambassadors as a 'champion of E&D best practice' and ensure all departments are represented by at least one individual. | March 2016 | Director of Quality, Equality & Diversity Officer | |
| 3.3 | To set up regular meetings of the equality ambassadors, to include visitors from inside the college (e.g. study skills, counselling service) with the aim of allowing a frank and open discussion of issues facing particular groups of students. | (plan by) March 2016 (meet by) May 2016 | Director of Quality, Equality & Diversity Officer | |
| 3.4 | To encourage and support departments, via equality ambassadors, in embedding E&D in their curriculum. | May 2016 | Equality Ambassadors | |
| 3.5 | To monitor the promotion and embedding of E&D in learning walks. | Dec 2016 | Lesson Observation Team | |
| 3.6 | To provide ongoing, updated information during the year to all staff through the monthly E&D newsletter, diversity diaries and by updating the E&D area of SharePoint. | (Newsletter) Monthly (SharePoint by) Sept 2016 | Equality & Diversity Officer | |

IMPACT: REVIEW OF INTENDED OUTCOMES

INTENDED OUTCOME 4:

(linked to key objective 4): To equip students with the skills and knowledge needed for life in a global society by embedding a global awareness within the curriculum including providing opportunities for students to learn foreign languages and inter-cultural skills.

| No. | Actions | Timescales/ milestones | Responsibility for action | Review of actions |
|------------|---|-----------------------------------|--|--------------------------|
| 4.1 | To continue to encourage the engagement of students fully in the cultural dimensions of the countries they represent during HillsFest. To embed, via HillsFest, the Olympic and Paralympic values of excellence, respect, friendship, determination, equality, courage and inspiration. | July 2016 | HillsFest Project Team | |
| 4.2 | To continue to foster an atmosphere where students are encouraged and empowered to set up societies that celebrate the diverse community of the College. Ensuring that the Societies code of conduct is adhered to. | Ongoing | E&D Officer, Curriculum Director overseeing Societies | |
| 4.3 | To continue to distribute the E&D Newsletter using TV screens in student areas throughout the College, advising all on a monthly basis of multifaith dates and other days of specific interest (as also highlighted in the Student planner). | Ongoing | E&D Officer | |

IMPACT: REVIEW OF INTENDED OUTCOMES

INTENDED OUTCOME 5:

To ensure, in light of training undertaken in July 2015, all policies and procedures have undergone the appropriate equality impact analysis procedure and that the outcomes of this process are well documented and included alongside the policy in SharePoint.

| No. | Actions | Timescales/ milestones | Responsibility for action | Review of actions |
|------------|---|-----------------------------------|---|---|
| 5.1 | To redevelop our initial screening and full equality impact assessment forms and processes in light of the training undertaken in July 2015. | March 2016 | Director of Quality | The initial screening form was updated in Oct 2015 in light of the training, using forms from other colleges and universities as a guide. |
| 5.2 | To create and maintain database of policies and procedures needing equality impact assessments. Identify policies and procedures due for assessment during the current academic year. | Jan 2016 April 2016 | Equality & Diversity Officer | A database of policies and procedures was set up in Jan 2016. |
| 5.3 | To undertake all necessary equality impact assessments, including those due for renewal and those where previous records cannot be found, for this academic year. | July 2016 | Equality & Diversity Officer, Director of Quality, Equality Forum | The first initial screenings using the new paperwork were carried out in Nov 2016. |
| 5.4 | To ensure all equality impact assessments are stored with the relevant policies and procedures on SharePoint. | July 2016 | PA – Resources and Governance | |

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