

# Equality & Diversity Impact Assessment Academic Action Plans

## **Community and Health Services Academy EDIMS 2009-2010**

Academy has 25 objectives within the subsections of the priority target areas. For efficiency each objective has a key person to track and inform the Academy on progress and suggest new strategies to enable targets to be met. DP – David Pitcher, KK – Katrina Kozuch, SR – Sarah Robins, LG – Lucy Godshaw, LJ – Lee Janaway, FO – Frankie Oliver

Academy Objective	Rationale	Outcome	Responsibility	Date												
<b>1. REPRESENTATION</b>																
1.1 Encourage students to participate in cross college activities, course and enrichment that enable collaborative working with curriculum areas that have similar gender bias, and are male dominated.	<ul style="list-style-type: none"> <li>Support the development of an wider understanding of roles, using the whole college gender balance</li> </ul>	<p>To ensure that cohorts represented by male/female students, who are engaged and aspire to a career in stereotypical male/ female orientated areas of work are aware of possibilities of employment across a range of careers.</p> <p>08/09 data</p> <table border="1"> <thead> <tr> <th></th> <th>Retention</th> <th>Success</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>91.5%</td> <td>85.2%</td> </tr> <tr> <td>M</td> <td>92.8%</td> <td>83.4%</td> </tr> <tr> <td></td> <td>92.2%</td> <td>84.3%</td> </tr> </tbody> </table> <p>Around the world celebration – SfL enabled students and curriculum departments from across college to work collaboratively on this event.</p> <p>SfL team recognise there was an issue regarding collection of “not known” data. Language barriers often make it difficult to determine and to gather accurate information. We have addressed this issue across the team and hope to see an improvement next year, improving on Target group data analysis.</p>		Retention	Success	F	91.5%	85.2%	M	92.8%	83.4%		92.2%	84.3%	<ul style="list-style-type: none"> <li>Deputies cross centre and college</li> </ul>	Ongoing 2010
	Retention	Success														
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<p>1.2 To increase the awareness of opportunities in Health and Childcare for males.</p>	<ul style="list-style-type: none"> <li>• Males accessing Health and Social care courses have increased in the last two years.</li> <li>• In the Children's Workforce sector male representation in the traditionally is low. Data audit of workforce will enable targets for representation in training to be established</li> </ul>	<p>Ensure that all communications and marketing materials contain positive gender information.</p>	<ul style="list-style-type: none"> <li>• Director</li> <li>• Deputies</li> <li>• Director marketing</li> <li>• Director customer service</li> </ul>	<p>Ongoing 2010</p>
<p>1.3 To encourage students to become course representatives and actively participate in Student Parliament</p> <p>To include representation from adult and part time provision throughout the Academy</p>	<ul style="list-style-type: none"> <li>• Students can liaise directly with their peers and uncover hidden inequalities, which they can bring to key forums for discussion and action.</li> <li>• Class reps will be nominated for every onsite SfL class although method of communication will be changed to accommodate their needs</li> </ul>	<p>Course reps for every course attend all events and report on outcome to their peer group and tutors.</p> <p>Course reps meeting, academy reps meetings and Governors Focus Groups are well attended.</p> <p>Teacher Training have installed course reps onto all of their programmes who feedback on their experiences to Deputy Director termly.</p> <p>Health and Social Care: Course reps elected and have attended student parliament. One of the course reps was elected chair of the student parliament. The area also has an E &amp; D student rep.</p> <p>In place – Supported Studies. Course reps. have been elected and trained. Buddy system established where more able, experienced course reps. support less able reps. 4 reps are members of Steering Group working with external agencies.</p> <p>Childhood Studies: Course / Academy Course Reps elected. One Course Rep meeting held in November, next booked for Dec. Class Reps have actively sought views from their class. Each term a set of questions was provided + opportunities to meet also provided and this information has been fed back to course leads, managers and governors. The impact of class reps has resulted in</p>	<ul style="list-style-type: none"> <li>• Director of Academy</li> <li>• Deputy Directors of Academy</li> <li>• Course leads and teams</li> </ul>	<p>October 2009. In place</p> <p>Adult and part time- ongoing</p>

		changes including: introduction of quite are, more IAG and employability provision  SfL – course rep nominated in every class, within on site provision. Disseminate class views to main full time course reps who attend student parliament and governors focus groups.		
<b>2. STUDENT SUCCESS</b>				
2.1 Raise participation and progression for people with learning difficulties and/or disabilities, including mental health problems	<ul style="list-style-type: none"> <li>Directors of Academy to look at participation in curriculum areas, share good practice and work with local disability groups</li> <li>Director and Deputies to develop a strategy to target these areas</li> <li>Deputy Supported Studies to ensure that all Improving Choice students have appropriate curriculum and support in place with opportunities for personalised learning programmes maximised</li> </ul>	<ul style="list-style-type: none"> <li>Director and Deputies of Academy to use reports from Information Services/Quality to inform strategies to meet these targets.</li> <li>Directors and Deputies of Academy to share good practice and target poor performing cohorts</li> <li>Deputies to work with course leads to share good practice and target poor performing courses</li> <li>Monitor the success rates of students who declare a disability</li> </ul> <p><b>Academy retention and success 0809</b> Autism 100% ret 92.9% success Moderate LD ret 92.4% 83.4% success Multiple ret 95.1% 83.6% success Other disability re 92.1 82.8% success</p> <p>17 LDD students accessing Learning for Living and Work Improving Choice funding. This has resulted in widened participation and personalised learning opportunities which are both college based and in partnership with other agencies.</p> <p>Planning in place to implement Foundation Learning across college 2010-11. This will result in a significant increase in opportunities for LDD students to access vocational courses.</p> <p>College commitment to employ LDD students has resulted in one appointment with 4 more planned by end of 2009-10.</p> <p>Partnership working with Herts Careers Service has resulted in the establishment of specialist StopGap provision in Stevenage February 2010. This provides for Level 1 students with Aspergers Syndrome and combines</p>	<ul style="list-style-type: none"> <li>Marketing team</li> <li>Director of Academy</li> <li>Deputies of Academy</li> <li>Course teams</li> </ul>	July 2010

		<p>lifeskills, functional skills, work experience, drama therapy and art therapy.</p> <p>Partnership Working and inclusive leisure courses have improved the engagement of Mental Ill Health Learners. 09/10 data, of May 2010, currently indicates enrolments of 1.47% learners with MIH, against a target of 1% an increase against 08/09 of 1.19%</p> <p>LDD Learners from ACL equate to 20.98%, against benchmark of 15%, indicating that the running of Art/Sport ability courses, and the inclusive nature of all ACL provision is successful. This is on par to 08/09 final data.</p> <p>Dedicated inclusion assistants in place to support students to access mainstream learning.</p>		
2.2 Work to ensure that the full Level 2 and 3 success rate for young people aged 16-18, whatever their ethnicity, disability or gender.	<ul style="list-style-type: none"> <li>Development of FLT in vocational areas to provide progression opportunities for students with learning disabilities and/or disabilities including mental health</li> <li>Success to 78 and 69 per cent or above respectively by 2010</li> </ul>	Director and Deputies of Academy to use reports from Information Services/Quality to inform strategies to meet these targets.	<ul style="list-style-type: none"> <li>Cross college curriculum Directors</li> <li>Director of Academy</li> <li>Deputies of Academy</li> <li>Course teams</li> </ul>	Ongoing 2010 January and July 2010 Timely completion of all Apprentice and NVQ programmes
2.3 Work to ensure that success rates for adults on both short and long courses, whatever their ethnicity, disability or gender are consistent across all college success rates	<ul style="list-style-type: none"> <li>Monitor data reports for ethnicity, disability or gender. Develop actions to resolve any areas of success that are not consistent. Data reports need to be reviewed in line with statistical outputs, which could</li> </ul>	<ul style="list-style-type: none"> <li>Directors and Deputies of Academy to share good practice and target poor performing cohorts</li> <li>Deputies to work with course leads to share good practice and target poor performing courses</li> <li>Monitor local data and course outputs and success of all adults in part time programmes to ensure success is achieved by all groups</li> </ul>	<ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputies of Academy</li> <li>Course teams</li> </ul>	Ongoing 2010

	<p>indicate issues but with very low numbers of individual students.</p>	<p>SfL have identified a key target group to work with in 10/11. In 09/10 SfL analysed RAS data and have identified within the current cohort, Bengali ladies do not have high success rates in comparison to other learners. In discussion with a partner, action research has been carried out and it has been identified that a Bengali ladies discreet group will enable higher retention and success. This will be implemented in 10/11</p> <p><b>Academy 08/09 overall 19+ retention and success</b>  Retention 95.5% - 5.5% above the NHC target – overall college retention 88.1%  Success for all adults regardless of ethnicity and disability:  Success 93.3%  Overall college success 78.6%</p> <p>Academy issue relating to long course retention for 19/20 yr olds at 82% with 76% success. These were white British with 108 starts and 81 completers. HSC &amp; CHS to analyse the data and address.</p> <p>Men in long courses success rising 3yr trend to 84%  Women in long course down in 0809 from 83% to 78%  Male achievement in KB 78%  Male success in KH 77%</p>		
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3. DIVERSITY				
<p>3.1 Increase the representation of males in full time and work based learning, in the traditionally female sectors of child care and health and social care</p>	<ul style="list-style-type: none"> <li>Marketing activities and use of male case studies to target males in local schools and communities</li> <li>Use of male students in open evenings to promote the courses</li> <li>Recruitment of male staff to the area</li> <li>Use of employer male contacts to promote careers in childhood studies and health and social care</li> </ul>	<p>Project working in mixed groups has created greater understanding of different cultures and community need.</p> <p>Round the World activities can help with this L&amp;T did some work with EFL learners last year.</p> <p>Enrolments</p> <p>Health and Social Care: Male students have been involved in all recruitment events. 16 male students were recruited to full time courses. 11 students on the apprenticeship.</p>	<ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> <li>Course leads and teams</li> <li>All Academy staff</li> <li>Departmental Manager</li> <li>Team Coordinators.</li> </ul>	<p>March 2010</p>
<p>3.2 Increase the representation of male learners within the ACL Family Learning provision.</p>	<ul style="list-style-type: none"> <li>Evidence of case studies of previous males within family learning and their progression or success within marketing materials.</li> </ul>	<p>Assess enrolment data, EDIMS termly to address engagement.</p> <p>Male enrolments to date (May2010) within ACL stand at 30.13% against a county benchmark of 27.5%. This has been due to specific parent and child courses, in addition with a wider programme.</p> <p>Monitor and address learning gaps for achievement and success.</p> <p><b>Academy retention 0809 males in community provision</b>  Retention 96.6% - 6.6% above college target  Success 94.7%  Overall college rates:  Retention 19+ males 93.8%  Success 84.8%</p>	<ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> <li>Course leads and teams</li> </ul>	<p>Ongoing 2010  Monitor monthly with FO Deputy ACL</p>
<p>3.3 To identify and widen levels of participation from identified groups within the community.</p>	<ul style="list-style-type: none"> <li>Building relations with BME groups within North Hertfordshire, to promote bespoke and integrated learning.</li> </ul>	<p>Range of students groups undertaking Teacher Training and Management &amp; Professional qualifications.</p> <p>Community partners engaged in promoting learning.</p> <p>Successfully delivered SfL professional qualifications including L 2 Adult Learner Support,</p>	<ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> <li>Community Partners</li> <li>Course leads and teams</li> </ul>	<p>Ongoing 2010  Monitor monthly with FO Deputy ACL</p>

		<p>Level 5 Diplomas in ESOL Literacy and Numeracy and L5 embedded award.</p> <p>Family Learning Literacy and Numeracy activities are scheduled at varied locations across Stevenage and North Hertfordshire. In 08/09</p> <p>Also asked to support and part deliver regional programme delivering L5 embedded award to partners across the region.</p> <p>ACL have supported and worked in partnership with community groups to engage the BME community, resulting in the following to date (May 2010)  <b>County benchmark 10.6%</b>  <b>NHC Target 11.97%</b>  <b>Achievement to date 8.88%</b>  This is an increase against 08/09 end of year by .08% with a term outstanding.</p> <p>ACL have established good relations with partners relating to Over 60's provision and this has resulted in an increase of learners from the key area.</p> <p>To date (May10)  <b>County benchmark 35.7 %</b>  <b>NHC target 25%</b>  <b>Achievement to date 41.26%</b>  <b>Against 08/09 target we have achieved a 10% increase.</b></p>		
4. TRAINING				
4.1 To ensure that all tutors and support staff understand key college policy on E&D and are able to support it.	<ul style="list-style-type: none"> <li>Some key policies on Race, LBGK, Disability, etc. that take college beyond statutory minimum. By creating time to generate staff discussion these areas we can ensure active promotion of the policies.</li> </ul>	<p>Staff understand and support implementation of college E&amp;D policies.</p> <p>All Teacher Training and Management &amp; Professional staff have undertaken E&amp;D Training.</p> <p>Remaining academy staff to undertake E and D training - 28 staff booked to complete in May 10</p> <p>ESOL course lead, part of E&amp;D Task group, disseminating back to the directly to the team.</p>	<p>Director Deputies ACL managers Teacher Training</p>	Ongoing 2010

		ACL – Senior team member is E&D champion, attending E&D taskforce, disseminating to ACL staff and tutors during Tutor training activity in Dec 09.		
4.2 ACL agency tutors to be involved with regular updated training, relevant to their roles.	<ul style="list-style-type: none"> <li>E&amp;D, Safeguarding to be established areas of training within the tutor training sessions, to ensure tutors knowledge of implementation within the classroom environment and to raise awareness of issues and concerns and the appropriate actions.</li> </ul>	<p>Ensure that E and D training is undertaken by Agency and support team staff.</p> <p>Teacher Training implement further E&amp;D into the Teacher Training Programmes.</p> <p>ACL offered tutors opportunity to undertake Level 1 qualification in Safeguarding on Herts County Council Council website. 5 tutors completed.</p> <p>ACL tutors received safeguarding and E&amp;D training during tutor training Dec 09. This has seen an increase in LP's and SOW promoting these areas.</p> <p>ACL Sharepoint page is populated with training materials and quizzes for tutors to access.</p> <p>ACL tutors receive regulate updates via Tutor newsletter informing of training activities, opportunities to request training relevant to their role.</p>	<p>Director Deputies ACL managers Teacher Training Equality and Diversity Trainers</p>	<p>E and D training taken place in July 09 Dec 09 and Jan/Feb 2010</p> <p>Ongoing 2010</p>
<b>5. STUDENT VOICE</b>				
<p>5.1 To ensure that the Director and Deputies meet 6 weekly with Student groups to review the quality of their experience.</p> <p>ACL student voice to be widened, with the introduction of student forums.</p>	<ul style="list-style-type: none"> <li>Need to ensure equality of entitlement for students. Regular student feedback helps to ensure that issues such as access to IT, enrichment, etc. is equitable.</li> <li>Class walk through exercise works best for adult programmes</li> </ul>	<p>Students feedback positively on their experience and the timeliness of any action to eliminate in equalities</p> <p>Teacher Training have engaged course reps onto all of their programmes who feedback on their experiences to Deputy Director termly.</p> <p>Governors focus groups, student rep meetings with key Deputies and Director</p> <p>Supported Studies implemented a buddying system where experienced student reps. work and support new reps. In addition to course rep. meetings, students also members of formal steering group</p>	<ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> <li>Course Teams</li> <li>Course Reps</li> <li>ACL Manager</li> <li>ACL Team</li> </ul>	<p>Review process every 6 weeks</p> <p>Term to term process with key groups.</p>

		<p>arrangements for Briar Patch and North East Transition.</p> <p>Introduction of programme review for part time adult courses introduced Dec 2009.</p> <p>Introduction of programme review process on RORO and short programmes also introduced Feb 2010</p> <p>Adult tutorial framework developed to ensure minimum entitlement for adults and part time learners</p> <p>SfL – six weekly ILP to review objectives and course progression and to discuss areas for concern or improvement.</p> <p>ACL Undertake termly student voice telephone surveys with students to gather feedback.</p> <p>Each course has designated time for the completion of mid way reviews and completion of end of course evaluations. Returned to ACL team for evaluation. Enables decision to be made on improvements and course opportunities for the following term or year.</p> <p>Introduced Focus groups in 09/10 for all ACL students and MIH students. Resulted in a change of design for the brochure 10/11 and marketing.</p> <p>Introduction of course walks to day and evening classes, to talk to students. Valuable information regarding marketing, courses, venue and teaching.</p>		
<b>6. WORKFORCE</b>				
6.1 To ensure that the timetabling recognises needs of different staff and plans to support this.	<ul style="list-style-type: none"> <li>Wherever possible need to structure and timetable to support student need but also to support needs of staff with young</li> </ul>	<p>Staff believe that care is taken to balance work and home priorities wherever possible.</p> <p>Flexibility is given to Teacher Training and Management &amp; Professional Staff who deliver evenings to ensure a fair timetable.</p>	<ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> <li>Course Teams</li> </ul>	Recorded and actioned at Academy Managers meetings

	children, elderly care responsibilities, etc.	<p>Flexibility in arrangements for personal and professional study leave requests</p> <p>No. of both teachers and learning support staff within Supported Studies with fractional appointments are able to negotiate working days to allow time for personal commitments</p> <p>SfL have a mixture of full time and fractional staff supporting flexible working hours to meet the demands of families and work, enhancing flexible learning opportunities.</p>		
6.2 To enable the whole workforce to engage in training and personal development	<ul style="list-style-type: none"> <li>Academy Training plans reflect the training targets from PDR's</li> </ul>	<p>Staff believe that their training needs and aspirations are met.</p> <p>Staff achieve their training outcomes irrespective of ethnicity, disability or gender.</p> <p>SfL team, offer the Additional diploma – Level 5 in Esol Lit and Num, specialist qualification for all SfL staff. 6 staff in 08/09 and 09/10, 3 completed and achieved, 3 continuing.</p> <p>ACL - 1:1's are undertaken monthly allowing opportunity to discuss progression and training needs.</p> <p>Departmental PDR's are regular, allowing opportunities for training needs to be addressed. The college enables access to training at all levels, relevant to the positions.</p> <p>Academy director and deputies are committed to the Leadership and Management MA internally within NHC in partnership with UH</p>	<ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> <li>Course Teams</li> <li>Workforce Development Team</li> </ul>	Ongoing 2010
<b>7. PROMOTION</b>				
7.1 To proactively promote and celebrate cultural diversity.	Need staff, students and visitors to see a positively welcoming environment for	<p>Academy range of activities includes:</p> <ul style="list-style-type: none"> <li>Visiting speakers</li> <li>Events across year</li> </ul>	<p>Director of Academy</p> <p>Deputy Directors of</p>	Ongoing

	<p>people from all backgrounds.</p> <ul style="list-style-type: none"> <li>• Set as a regular agenda item for Deputy and team meetings</li> <li>• Development of across academy action learning sets to share good practice</li> <li>• Greater consistency across curriculum areas and sharing of good practice.</li> <li>• Develop an equality and diversity area on academy SharePoint to share good practice</li> </ul>	<ul style="list-style-type: none"> <li>• Materials development to present different examples in curriculum</li> <li>• Student projects cross college</li> <li>• Visits to different communities, etc.</li> </ul> <p>SfL work to provide Round the World event in conjunction with cross college curriculum areas and students.</p> <p>Also cultural celebrations form part of work done by ESOL learners.</p> <p>Deputies and ALPs to record events and speakers etc in the Academy Sharepoint webspace</p> <p>A display of Teacher Training graduates photos are within the "classroom of the future" Letchworth, promoting their success.</p> <p>Childcare and Health&amp; Social Care promote monthly, cultural activities and or events in the form of displays by students within class.</p> <p>All marketing materials within the academy areas are culturally diverse.</p>	<p>Academy ALPs Equality and Diversity Champion</p>	
<p>7.2 Promotion of activities and provision within the community, highlighting the cohesion and participation of different groups and cultures.</p>	<ul style="list-style-type: none"> <li>• Widen the visual awareness of NHC and the ACL departments, commitment to the widening community.</li> </ul>	<p>At all events and in curriculum Health and Social Care &amp; Supported Studies: E &amp; D is set as a regular agenda item at team meetings. Cultural awareness in line with round the world event timetabled into the tutorial scheme of work for spring term.</p> <p>Show case events, exhibitions of work, attendance to community wide events and activities.</p> <p>Teacher Training DTLLS students visited HMP The Mount and Basingbourn to understand the depth of the lifelong learning sector.</p> <p>Childhood Studies staff rota for festival displays.</p> <p>ACL attend annual community events across</p>	<ul style="list-style-type: none"> <li>• Director of Academy</li> <li>• Deputy Directors of Academy</li> <li>• Course leads and teams</li> <li>• All Academy staff</li> <li>• Departmental Manager</li> <li>• Team Coordinators.</li> </ul>	<p>Ongoing 2010</p>

		Stevenage and North Herts, promoting the department, college course and activities.		
<b>8. DISABILITY</b>				
8.1 To strengthen progression from students with disabilities into mainstream courses and employment.	<ul style="list-style-type: none"> <li>Enable students with disabilities and different ethnicity to access progression in learning</li> </ul>	<p>Academy has good representation of students and staff with disabilities</p> <p>Active course representation from students with disabilities including membership of formal steering groups and participation in interview panel for a new teacher and learning support staff.</p> <p>PT employment opportunity established Jan 2010 for LDD student with additional 4 more PT opportunities by end of 2009-10. Partnership working with Stevenage Borough Council resulted in 2 paid PT jobs planned for 11 weeks in summer 2010.</p> <p>Partnership working with Connexions resulting in the employment of a dedicated employment broker to work with 8-10 students due to leave June 2010 enabling progression into employment.</p> <p>2 students employed during the year as a direct result of work experience.</p> <p>Vocational tasters provide opportunities for LDD students to sample different vocational areas prior to opting for a mainstream progression route.</p> <p>Planning in place to implement Foundation Learning across college 2010-11. This will result in a significant increase in opportunities for LDD students to access vocational courses.</p>	<ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> <li>Course leads and teams</li> <li>All Academy staff</li> <li>Departmental Manager</li> <li>Team Coordinators.</li> </ul>	ongoing
8.2 To enable all students to achieve	<ul style="list-style-type: none"> <li>Students' personal circumstances can inhibit their chances of success</li> </ul>	<p>Students in financial difficulties are supported in Childhood Studies.</p> <p>Travel, Resources and Enrichment support being given.</p>	<ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> <li>Course leads and teams</li> <li>All Academy staff</li> <li>Departmental</li> </ul>	ongoing

		<p>Lunch club provision for students who have difficulty in funding their own food</p> <p>SfL offer a range of programmes at different levels, including Pre entry, discreet programme for ESOL students.</p> <p>SfL offer flexible programmes, MOVE ON, (Lit &amp; Num) with shorter GLH and a flexible drop in mode of learning.</p> <p>Financial support for students within SfL, on low income to reclaim course fees.</p>	<p>Manager Team Coordinators.</p>	
8.3 To offer Foundation Learning opportunities at Entry Level	<ul style="list-style-type: none"> <li>Vocational areas need to offer</li> <li>Offer a FT Your Skills Your Future course which focuses on improving L&amp; N and employability. Need to forge better links with Skills for life and Supported Studies tutors as this could be a progression route for some. The focus may be more work / employment or voluntary work.</li> </ul>	<p>Planning in place to implement Foundation Learning across college 2010-11. This will result in a significant increase in opportunities for LDD students to access vocational courses where practical skills are at a higher level than functional skills.</p> <p>All Level 1 and Entry level course (except for ) to become Foundation learning programmes from September 2010</p>	<p>All cross college Curriculum Directors</p> <ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> </ul>	ongoing
8.4 To encourage students to take up non traditional routes of learning	<ul style="list-style-type: none"> <li>Level 1 to allow progression opportunities from LLDD discrete provision</li> </ul>	<p>Increased progression routes from discrete LDD provision as a result of Foundation Learning where Entry Level functional skills have been a previous barrier to vocational learning at Level 1.</p> <p>Distance learning and the use of electronic portfolios has been implemented on the PTLLS programmes.</p> <p>Flexible learning opportunities are offered across the SfL department to all students.</p>	<ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> </ul>	

<p>To develop wide provision of leisure and skills courses for learners with varied degrees of disability, at venues local, and convenient for access, in addition to the discreet provision at on site partners</p>	<ul style="list-style-type: none"> <li>Next steps – to provide progression opportunities into work skills, qualifications and integration into main stream courses.</li> </ul>	<p>ACL work in partnership with organisations to offer a bespoke provision meeting the needs of key target groups. Headway a centre for Head trauma patients is a key partner.</p> <p>Art ability, Sport ability, students with Mental III Health and Visually Impaired students are offered key provision to meet their needs at venues accessible for all.</p> <p>ACL data for 09/10 to date (MAY2010) indicates the following learners enrolled; LDD - 354 learners Mental III Health – 25 learners</p> <p>Management and professional programmes have been offered to ACL in areas such as PAYE and Tax returns.</p>	<p>ACL Manager and team</p> <ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> </ul>	<p>ongoing</p>
<b>9. REPORTING</b>				
<p>9.1 Track progress against equality targets in a more visible way</p>	<ul style="list-style-type: none"> <li>Targets and progress not sufficiently owned by staff and students. By displaying and reporting more prominently we hope to raise interest in the target process.</li> </ul>	<p>Equality Targets tracked, met and achievement celebrated</p> <p>E&amp;D Targets discussed within Teacher Training Team Meeting, asking the team to consider targets.</p> <p>Display boards to be created in GC4B promoting E&amp;D in Teacher Training and Management &amp; Professional backgrounds</p> <p>SfL - each team member has to comment on E&amp;D issues in relation to targets for each course. Evaluating RAS data against E&amp;D.</p> <p>ACL report against EDIM data for HCC funding programmes annually.</p>	<ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> <li>Course leads and teams</li> <li>All Academy staff</li> <li>Departmental Manager Team Coordinators.</li> </ul>	<p>Reviews and AMM</p>
<b>10. WORK BASED LEARNING</b>				
<p>10.1 To enable workplace vocational learning</p>	<ul style="list-style-type: none"> <li>To increase the number of Apprentices from 16</li> </ul>	<p>Health and Social Care: have recruited 102 students this term.</p>	<ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> </ul>	<p>ongoing</p>

	to Adult	Literacy full time and ESOL full time students all complete either, an internal or external work placement relevant to the subject of study.	Course leads and teams	
<b>11. EMPLOYABILITY AND ECONOMIC WELLBEING</b>				
11.1 To increase employment opportunities for students experiencing financial hardship	<ul style="list-style-type: none"> <li>Some students on EMAs are using funds wholly for transport. By creating employment for these students we can assist them in their basic diet and social needs.</li> <li>Academy focus through training for employment and community partner projects to deliver skills for work throughout the community</li> </ul>	<p>Students employed by college and its partners in support of their college attendance needs.</p> <p>Employability projects form significant role - Has been promoted well on SharePoint and web page</p> <p>Good progression into sustained work for participants</p> <p>Successfully awarded new contracts for supporting adults and young people into employment e.g R2R, Routes in to Work, 6 month Offer</p> <p>Introduction of employability skills provision for Skills for Life learners and for learners accessing provision at probation in Stevenage, Hertford and St Albans</p> <p>ACL successfully completed HEP and Routes to Work projects, working with the unemployed offering CV, interview and basic skills training.</p> <p>Routes to Work achieved; 82 people were assisted to get a job and 28 people received skills development.</p> <p>HEP achieved; 63 assisted to get a job, 135 with skills development, 142 with basic skills (IT)</p>	<ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> </ul>	ongoing
<b>12. LEADERSHIP</b>				
12.1 To lead in a manner that demonstrates individual commitment to E&D excellence	<ul style="list-style-type: none"> <li>Leadership behaviour is key to culture change. By promotion E&amp;D within office displays, interaction with stakeholders, planning of workloads, meetings with students, etc. leaders can establish</li> </ul>	<p>Ofsted recognise commitment to E&amp;D at Academy Director and Deputy Director levels.</p> <p>Consultation through structures of AMM and course teams. "Open door" access for all staff and students</p> <p>E and D a standing item on AMM manage meetings</p> <p>All staff have completed E and D training</p> <p>Senior member of staff is E&amp;D champion dedicated to</p>	<ul style="list-style-type: none"> <li>Director of Academy</li> <li>Deputy Directors of Academy</li> <li>Course leads and teams</li> <li>All Academy staff</li> </ul>	ongoing

	a culture of support for E&D excellence.	<p>ACL, highlights issues and disseminates information at Team meetings and is key point of contact for all agency tutors.</p> <p>All college teaching staff attended a session on integrating E&amp;D into their lessons at December 09 Teaching and Learning staff development event.</p> <p>ESOL course lead on the E&amp;D task force group and disseminates info to cross academy teams</p>		
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## Creative & Cultural Industries – Academy EDIMs for 2009-10

Objective	Outcome and output	Actions	Impact	Responsibility	Date	Progress
<b>REPRESENTATION/STUDENT VOICE</b>						
The groups to which these actions refer are learners aged 16-19 and adults by ethnicity, disability, including mental health problems and/or learning difficulties, and gender. Data will be interrogated to reveal patterns of under-representation in specific sub-groups including variations in participation by gender and ethnicity so as to enable improvement targets to be set to narrow gaps.						
Encourage students to actively participate all aspects of the learner voice.	Minutes and improvement actions from Governor Focus Group, Student Parliament and Principals Question Time.	<ul style="list-style-type: none"> <li>Course Team Leaders help facilitate student participation in focus groups and the Student Parliament etc. Students reflect accurately the cross section of the wider student body.</li> </ul>	Students participate fully in the decision making process of the Academy and the wider college	Course Team Leaders	October 2009	Student representatives were elected for each course. Students have participated fully in the Governors Focus Group and the Student Parliament.
Increased understanding of representation patterns and issues at curriculum area and course level.	Action plan including targets linked to strategies for improving representation where necessary.	<ul style="list-style-type: none"> <li>Deputies to support each Course Team Leader and Administrators in producing a gender ethnicity and disability profile of their current student cohorts.</li> <li>Director to analyse current curriculum area data with historical data to identify any patterns and trends of underrepresentation</li> <li>Administrators to track the profile of current applications.</li> </ul>	The gender and ethnicity trend and how this may impact upon recruitment processes is clear. E&D targets are more fully integrated into curriculum area Self Assessment Reports. Increased economic inclusion for underrepresented groups of students.	Deputy Directors of Academy/ Director of Academy Course Team Leaders/ Administrators	January 2010	Trend data is currently being analysed to identify patterns of under representation. This will be integrated in each curriculum area overview.  Applications for 2010-11 start are currently being analysed.
Challenge current	Action plan including	<ul style="list-style-type: none"> <li>Director to analyse activity by ethnicity and</li> </ul>	Increase the	Deputy Directors of	April 2010	Opportunities for

participation trends	targeted strategies for improving the participation rate of Ethnic Minorities in all aspects of the academy including employer engagement, apprenticeships, partnerships, work experience opportunities etc.	gender against demographics. Identify any needs and actions. <ul style="list-style-type: none"> <li>Deputy Directors/Director to engage more BME employers/organisations where possible e.g. marketing to target Black and Minority Ethnic potential employers</li> </ul>	representation of ethnic minorities in apprenticeships. Increased economic inclusion for underrepresented groups of students.	Academy/ Director of Academy		students at Luton Carnival Arts are currently being explored.
<b>STUDENT SUCCESS</b>						
Data will be interrogated to reveal patterns of under-achievement including poor retention and low achievement in specific sub-groups including variations in participation by gender and ethnicity so as to enable improvement targets to be set to narrow success gaps.						
To raise achievement levels of groups of students that demonstrates lower levels of achievement and success than that of their peer group.	Monthly monitoring and improvement actions where necessary to ensure retention and predicted achievement levels are consistent across all groups of students.	<ul style="list-style-type: none"> <li>Director/Deputy Director to identify any groups of learners that achieve at a lower level than their peer group on a course by course basis and to set improvement targets where necessary through monthly review meetings and the Self Assessment Report.</li> </ul>	Evidence of increased economic inclusion for underrepresented groups of students	Deputy Directors of Academy/ Director of Academy/ Course Team Leaders	February 2010	Top level data has been discussed with Course Team Leaders to enable students from particular groups to be identified.  Further detail has now been developed to enable issues to be identified and monitored more closely (see action plan 2010-11)
<b>DIVERSITY/PROMOTION</b>						
Opportunities to develop new curriculum areas, embed cultural diversity within the curriculum and develop new partnerships will be identified and developed to ensure that students understand and appreciate the importance of wider social and community engagement.						
To provide new opportunities for students to engage more productively with students from a wide range of backgrounds.	The development of new curriculum, and new partnerships.	<ul style="list-style-type: none"> <li>Director to identify opportunities to develop partnerships e.g. additional programmes in Carnival Arts for Performing Arts learners, projects within the local community e.g. projects linked to local charities concerned with disability and new courses e.g. Afro Caribbean Hairdressing.</li> </ul>	Students learning experience is enriched through a greater understanding of different cultures and the importance of community cohesion.	Deputy Directors of Academy/ Director of Academy/ Course Team Leaders if appropriate	April 2010 (planning) with a view to September 2010 commencement.	Programme is due to start in September 2010.
To proactively promote and celebrate cultural diversity	The content of lesson plans, schemes of work and project assignments reflect a broader understanding and	<ul style="list-style-type: none"> <li>Deputy Directors to brief teaching staff on strategies to embed aspects of cultural diversity within the curriculum</li> <li>Director/Deputy Director to support a participative TIE programme led by students</li> </ul>	Students and staff have a broader understanding and appreciation of equality and cultural	Director of Academy/ Deputy Directors of Academy and Course Tutors	February – May 2010	Teaching staff have been briefed about strategies for embedding E&D in lesson planning

	appreciation of equality and cultural diversity.	to challenge attitudes, and promote better practice in the promotion of E&D.	diversity			through Quality Meetings.
<b>TRAINING/WORKFORCE</b>						
Develop a workforce giving employers and individuals the skills they need to improve representation, employability and social cohesion.						
Ensure that staff recruitment supports E&D agenda		<ul style="list-style-type: none"> <li>HR to produce profile of current staff by cost centre.</li> <li>Deputy Directors/Directors to identify (where appropriate) processes for ensuring the staff profile better reflects the population of the local community e.g. how vacancies can be advertised to reach underrepresented groups.</li> </ul>	Profile of Academy staff reflects the regional population	HR/Deputy Directors of Academy/Director of Academy	Ongoing	
To ensure that all tutors and support staff understand key college policy on Equality & Diversity and are able to support it.	Staff understand and fully support implementation of college Equality & Diversity policies.	<ul style="list-style-type: none"> <li>Deputy Directors/Director to identify opportunities for staff development and continuous updating in all aspects of Equality and Diversity.</li> <li>Staff from each curriculum area fully participate in the development of specific actions to address Equality and Diversity targets.</li> </ul>	Staff are aware of college policy on Equality and Diversity and have the skills to implement the policies consistently.	Director of Academy/ Deputy Directors of Academy and Course Tutors	Ongoing	
<b>REPORTING</b>						
Equality and Diversity targets will be identified and improvement actions monitored closely to narrow success gaps, improve participation rates and ensure that students and staff have a greater appreciation and understanding of Equality and Diversity practices.						
Track progress against equality targets in a more visible way	Equality Targets are developed, monitored and met through Review Meetings, Self Assessment Reports and the Academy, Business Plan.	<ul style="list-style-type: none"> <li>Director to ensure that Equality and Diversity targets (from action plan) are fully embedded into monthly review meetings with Deputy Directors.</li> <li>Director to ensure that Equality and Diversity targets and action plan are fully integrated into the Academy business planning cycle.</li> </ul>	Robust quality assurance processes are used to inform progress in achieving Equality and Diversity targets. Targets are clear and transparent to all staff, customers and stakeholders.	Director of Academy/ Deputy Directors of Academy/Course Team Leaders/ Course Tutors	February 2010  July 2010	Equality and Diversity targets are now included in monthly 1:1 meetings with Deputies.  Targets have been integrated in to the 2010-11 Business Plan (see E&D action plan)
Ensure that the Academy is represented on the Equality and Diversity forum	Staff have a clear understanding of all developments in Equality and Diversity policy and legislation	<ul style="list-style-type: none"> <li>Director/Deputy Director to nominate representatives for the Equality and Diversity forum</li> </ul>	Greater ownership of Equality and Diversity targets by staff	Director/Deputy Director	Ongoing	The Academy is represented but reporting processes do need to be improved.
<b>LEADERSHIP</b>						
To lead in a manner that demonstrates individual commitment	Ofsted recognise commitment to E&D at Academy Director and	<ul style="list-style-type: none"> <li>Director to oversee the implementation of the Academy Equality and Diversity action plan.</li> </ul>	The best Equality and Diversity practices are promoted and	Director/Deputy Directors	Ongoing	

to E&D excellence	Deputy Director levels and the effect that this has on wider staff teams	<ul style="list-style-type: none"> <li>Director to ensure that Equality and Diversity is clearly linked to targets in monthly review meetings and the Academy Business Plan</li> </ul>	practised at all levels of the Academy			
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## Employer Responsive - EDIMs for 2009-10

Academy Objective	Rationale	Outcome	Progress to Date (11/05/2010)	Responsibility	Date
<b>13. REPRESENTATION</b>					
To increase and encourage the access to a female Football Academy in conjunction with Watford FC	Females to access and participate in elite football coaching and address the limited access for female students to a Sports Academy.	Females to receive 6 hours of coaching per week and to participate in the FA Premier Ladies League (South).	Discussions with WFC have been fragmented, due their financial situation in January. Further, discussions are expected in July 2010.	Director of Academy (GB) & Deputy Director of Academy (RK)	July 2010
To increase the female representation within the Public Services courses	Females accessing courses has decreased from 07/08 to 08/09 by 14%. Therefore, to address this imbalance of this curriculum area.	To ensure that 35% of the PS cohort is represented by female students, who are engaged and aspire to a career in this stereotypical male orientated industry.	35.4% of the PS cohort are represented by the female gender,	Director of Academy (GB) & Deputy Director of Academy (CS)	<b>Achieved</b>
To encourage students to become course representatives and actively participate in Student Parliament	Students can liaise directly with their peers and uncover hidden equalities which they can bring to key forums for discussion and action.	Course reps for 100% of full time courses and they attend all events and report on the outcomes to their peer group and tutors.	100% engagement by all course representatives in either Academy Focus Groups, Student Parliament or Academy Director meetings	Course Leaders (DL, DH, AC, ML, & ME)	<b>Achieved</b>
<b>14. STUDENT SUCCESS</b>					
To raise retention levels of Indian students on Sports courses	Indian students being retained on Sports courses needs further development. In 08/09 only 75% of this cohort was retained. By	Indian student retention rates to improve to be at or above the college average at 80%.	Currently the retention rate of Indian students is at 100%	Director of Academy (GB), Deputy Directors of Academy (RK/CS)	Ongoing

	identifying the at risk group we will provide early support workshops to address weaknesses before they impact midyear.				
<b>15. DIVERSITY</b>					
To provide and promote opportunities for the large white cohorts of students in Public Services to engage more productively with students, staff, communities and guest speakers from more diverse backgrounds	Important that students working in the Public Service industry can relate and assist people from wide range of backgrounds. By creating a project that enables students to work with communities outside college we will provide greater awareness of different social/ethnic groups and their needs.	Project working in mixed groups has created greater understanding of different cultures and community needs. This will be gained through the Olympic Games Project called Bridging the Gap (BtG) and will allow students to work within London, which has a BME percentage of 41.	45 students are accessing the BtG project through our partner LOCOG. Guest speaker included Derek Redmond who discussed his diverse background to achieve success	Deputy Director of Academy (CS)	<b>Achieved</b>
<b>16. TRAINING</b>					
To ensure that all Academy tutors and managers understand key college policy on E&D and are able to support it	Some key policies on Race, LBGK, Disability, etc. that take college beyond statutory minimum. By creating time to generate staff discussion these areas we can ensure active promotion of the policies.	Staff understand and support implementation of college E&D policies.	100% of Academy staff have updated and accessed appropriate training	Director of Academy (GB)	<b>Achieved</b>
To ensure that the Academy continues to be represented on the Equality and Diversity forum providing updates of Academy EDIMs	Ensuring that all Academy staff are kept abreast of all key E&D matters to ensure a robust and coherent system is in place to disseminate information on emerging topics.	E&D rep for Academy to attend all meetings/events and report on outcome to their Academy colleagues.	JK has attended the E&D forum throughout the year and has reporting on emerging E&D themes	E&D Champion (JK)	Ongoing
<b>17. STUDENT VOICE</b>					
To ensure that the Director and Deputies meet 6 weekly with Student groups to review the quality of their experience.	Need to ensure equality of entitlement for students. Regular student feedback helps to ensure that issues such as access to IT, enrichment, etc. is equitable.	Students feedback positively on their experience and the timeliness of any action to eliminate in equalities	Student reps have engaged and further developed their courses through student voice. For example, a 70k investment of	Director of Academy (GB), Deputy Directors of Academy (RK/CS)	<b>Achieved</b>

			has been made into the refurbishment of the changing rooms		
<b>18. WORKFORCE</b>					
To ensure that the timetabling recognises needs of different staff, students and plans to support this.	Wherever possible need to structure and timetable to support student need but also to support needs of staff with young children, elderly care responsibilities, etc.	Staff believe that care is taken to balance work and home priorities wherever possible.	Timetables have been discussed and created to meet the needs of the staff and students. 9.30am lesson starts have been introduced.	Director of Academy (GB), Deputy Directors of Academy (RK/CS)	<b>Achieved</b>
<b>19. PROMOTION</b>					
To proactively promote and celebrate cultural diversity in the Academy	Need staff, students and visitors to see a positively welcoming environment for people from all backgrounds.	<ul style="list-style-type: none"> <li>• Guests speakers (Jim Brown, NHDC – Policy Manager - Diversity)</li> <li>• Black History Week</li> <li>• Olympic/Paralympics Focus within T&amp;L</li> <li>• Briars Patch WBL Project (Supported Studies)</li> <li>• Herts. Fire &amp; Rescue Recruitment for BME cohorts</li> </ul>	A range of guest speakers have delivered seminars relating to people from different backgrounds, i.e. Jim Brown (NHDC), Promotion of BMEs/females by a guest speaker from the Police.	Director of Academy (GB), Deputy Directors of Academy (RK/CS)	<b>Achieved</b>
<b>20. DISABILITY</b>					
To increase students accessing Academy courses with learning disabilities	Academy is under represented in its individuals with learning disabilities.	Academy has good representation of individuals who have learning disabilities	12 students have enrolled onto Academy courses, who've declared a learning disability.	Deputy Directors of Academy (RK/CS)	Ongoing
<b>21. REPORTING</b>					
Track progress against equality targets in a more visible way	Targets and progress not sufficiently owned by staff and students. By displaying and reporting more prominently we hope to raise interest in the target process.	Equality Targets tracked, met and achievement celebrated	In year data is available with the support of IS. This is viewed through the online system - SharePoint.	Director of Academy (GB), Vice Principal of Quality & Information Systems (CMc)	<b>Achieved</b>
<b>22. WORK BASED LEARNING</b>					
To increase number of female	Under representation of	Target 10 female apprenticeships	10 female	NVQ Manager (ER)	<b>Achieved</b>

apprenticeships in Sport	females undertaking apprenticeships	enrolled on a range of Sport NVQs	apprentices have been enrolled onto programmes e.g. AASE (8) and Activity Leadership (2)	and Key Account Manager (KD)	
<b>23. EMPLOYABILITY AND ECONOMIC WELLBEING</b>					
To increase employment and/or work shadowing opportunities for students.	By creating employment and/or work experience for these students we can assist them in their basic diet and social needs.	10 students employed and/or voluntary placements in the Academy or its partners in support of the students' career ambitions.	2 students employed by NHC as fitness instructors. 4 students employed by AVC Sports as coaches 1 student employed by Schools Sports Partnership as a coach 3 students employed by the local Police force	Director of Academy (GB)	<b>Achieved</b>
To allow students to access an employability skills additional qualification	Limited 'employability skills' content within the students main programmes of study.	All full time students to engage in the BTEC Certificate in Employability Skills	All targeted students (L2/L3) across the Academy are accessing an employability skills additional qualification	Deputy Directors of Academy (RK/CS)	<b>Achieved</b>
<b>24. LEADERSHIP</b>					
To lead in a manner that demonstrates individual commitment to E&D excellence	Leadership behaviour is a key concept to culture change. By promotion E&D within office displays, interaction with stakeholders, planning of workloads, meetings with students, etc. leaders can establish a culture of support for E&D excellence.	Ofsted recognise commitment to E&D at Academy Director and Deputy Director levels.	E&D items are discussed during team and Academy meetings, therefore recognising the importance of E&D within a variety of topics.	Director of Academy (GB), Deputy Directors of Academy (RK/CS)	<b>Achieved</b>

## Pre Vocational Studies - Academy EDIMs for 2009-10

### 1. REPRESENTATION AND PARTICIPATION

Academy Objective/Rationale	Action	Outcome/Target	Responsibility	Date	Monitoring
To ensure that the alternative provision is accessible by a cross section of learners as represented in the school community	To analyse representation and encourage access to a alternative provision by underrepresented groups	Representation statistics will improve	Director of Academy (LJ) & Deputy Director of Academy (JD)	April 2010	In progress All IAG materials include cultural cross section Analysis of success performed 2010.
To encourage students to represent the course at meetings and actively participate in Student Parliament Students can liaise directly with other college students on mainstream courses and uncover equality issues, encourage cohesion with the college community, challenge stereotypes and xenophobia and collate issues and solutions which they can bring to team meetings for discussion and action.	Elect course reps and parliament rep Enable learners to attend and support with inclusion assistance as required	Course reps for New Approach full time courses (cohort size ***) and E2E (cohort size ***) who report on the outcomes to their peer group and tutors.	Course Leaders	October 2009	Reps appointed, NA attended first student parliament of 09/10 but E2E rep unable to attend. Course rep meeting Jan 2010
To maximise the opportunities for NEETS	Analyse data and research available on those NEET by ethnicity, disability and gender. Work with local schools to identify barriers to accessing appropriate programmes of study	Increased participation in 14-16 ESF course	Deputy Director	April 2010	Recruitment to this programme has not been high, relies on release of students from schools for short periods of time. However at post 16 New course for 'young mums' start in may 2010

2. STUDENT SUCCESS					
Academy Objective/ Rationale	Action	Outcome	Responsibility	Date	Monitoring
<p>To raise success levels of *** students on courses, especially PLO</p> <p>To monitor success related to individual needs</p>	<p>MyPlan to be used to track progress of assessments</p> <p>Deputy Director to review progress with other deputies every half term</p> <p>Analyse success as related to background of learner</p>	<p>*** success rates to be at or above the college 0809 average of 81% (for 16-18) and hence success rate to be above 78% (reference LSC target earlier)</p>	<p>Directors of Academy, Deputy Directors of Academy</p> <p>Deputy Director (JD)</p>	<p>Ongoing</p>	<p><b>New Approach</b> success has risen from 75% to 94% over the four year 2006-2009 Key skills success in 2009 was 100% 2009 cohort increased to include year 10 as well as year 11</p> <p><b>Practical Learning</b> success has decreased from 55%, 56% and 51% between 2007-2009 and action plan in place to ensure achievement of 2009 completers and to avoid similar problems for 2010</p> <p><b>E2E</b> positive outcomes for NCFE Employability qualifications in 2009 was at 85%</p>
<p>To increase communication between NA learners and role models in mainstream</p>	<p>Set up curriculum shadowing and tasters in vocational areas for progressing NA and E2e</p>	<p>Shadowing days to have taken place before end of academic year 09/10</p>	<p>Deputy Directors of relevant destination areas</p>	<p>June 10</p>	

courses  NA learners are vulnerable and inexperienced, NA programme aims to reintegrate these learners into either mainstream FE or apprenticeship programmes. Their development would benefit from contact with identified role models/mentors from mainstream programmes to which they aspire	learners				
To ensure that disciplinary hearings are conducted fairly  Good classroom management, underpinned by a well-publicised behaviour code, will encourage learners to stay the course and achieve to the best of their ability.	Review of disciplinary hearings procedure  Review learner handbook and staff handbook focussing on behaviour protocols and tactics	Confirmation of procedure and action plan as relevant  Decreased students services referral rate in 10/11	Deputy Director and Director  Deputy Director and Course team	Feb 2010  May 2010	All disciplinary hearings conducted with Student services, usually Director or Deputy
To analyse success on KS4 Diploma programmes	Analyse success related to town, school, BME and other indicators	Action plan as relevant to findings	Director	August 2010	

### 3. DIVERSITY

Academy Objective/ Rationale	Action	Outcome	Responsibility	Date	Monitoring
To provide and promote opportunities for the predominantly white cohorts of students to engage with students, staff and guest speakers from more diverse backgrounds Important that NA and E2E students are assisted in their interpersonal relations to integrate into the multicultural college community.	Produce list of relevant visiting speakers and visits for academic year	Greater understanding of different cultures and community need.	Deputy Director of Academy (JD)	Ongoing	Motivational short course led by Afro- Caribbean tutor

Induction Induction to facilitate the relationship with teaching staff and student services and empower all students to make use of available services and facilities. It should also give clear messages about their entitlement to a safe, inclusive learning environment and how to access support.	Induction plan to be shared and developed early in planning cycle	Clear and well planned induction schedule with clear focus on E and D agenda	Deputy Director and Course leads	April 2010	Induction in Sept 2009 used the LSC E and D activity booklet  NA and E2E team are the second highest users of Student services induction tutorials and support
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#### 4. TRAINING

Academy Objective/Rationale	Action	Outcome	Responsibility	Date	Monitoring
To ensure that all Academy tutors and managers understand college policy on E&D and are able to support it	Ensure all staff have attended E and D training	Staff understand and support implementation of college E&D policies.	Deputy Director of Academy	December 2009	All trained except those on sickness absence
To ensure that the Academy continues to be represented on the Equality and Diversity forum providing updates of Academy EDIMs	Ensuring that all Academy staff are kept abreast of all key E&D matters to ensure a robust and coherent system is in place to disseminate information on emerging topics.	E&D rep for Academy to attend all meetings/events and report on outcome to colleagues in team meeting.	E&D Champion (TBA)	Ongoing	

#### 5. STUDENT VOICE

Academy Objective/Rationale	Action	Outcome	Responsibility	Date	Monitoring
To ensure that the Director and Deputies meet 6 weekly with Student groups to review the quality of their experience.  Need to ensure equality of entitlement for students and that regular feedback and actions are conducted in timely manner	Course team reps attend meeting every 6 weeks	Students feedback positively on their experience and actions to resolve or respond are timely	Director of Academy , Deputy Director of Academy, Course Tutors	Ongoing	

To ensure that school learners on PLO courses have access to opportunity to feedback on their programme	Feedback questionnaire to all learners in Spring term 2010	Learners feedback on areas for development and suggestions they would like to see actioned	Deputy Director	March 2010	Questionnaire completed
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## 6. WORKFORCE

Academy Objective/ Rationale	Action	Outcome	Responsibility	Date	Monitoring
<p>To ensure that the timetabling recognises needs of different staff, referring agency and school requirements</p> <p>Wherever possible need to structure and timetable to support referring agency need but also to support needs of staff with young children, elderly care responsibilities, etc.</p>	Insert timetabling rationale into all course and staff manuals	<p>Staff believe that care is taken to balance work and home priorities wherever possible.</p> <p>Learners understand the need for timetable constraints</p>	Deputy Director	May 2010	<p>Achieved</p> <p>Timetabling fits in with needs of school day.</p> <p>Teaching programme for teacher returning from maternity organised to efficiently use time of the fractional post whilst allowing blocks of time for parenting</p>

## 7. PROMOTION

Academy Objective/ Rationale	Action	Outcome	Responsibility	Date	Monitoring
<p>To proactively promote and celebrate cultural diversity in the Academy</p> <p>Need staff, students and visitors to see a positively welcoming environment for people from all backgrounds.</p>	Increase the numbers of opportunities for the learners to interact with external groups, speakers, role models	<p>Guests speakers</p> <p>Black History Week</p> <p>Equality and Diversity induction</p> <p>Map E and D activity in SOW</p> <p>Motivational speaker to complete regular session with NA</p> <p>NA/E2E to attend or contribute to round the world</p> <p>NA/E2E to attend WOW event</p>	Deputy Director	Ongoing	<p>Equality and diversity induction activity using LSC materials took place in Sept 09</p> <p>Keetch cottage Hospital project, Autumn term 2009</p> <p>Motivational speaker started</p>

					in Dec 2009
To effectively promote courses ensuring accessibility to course and information Make sure that provider marketing targets Black and Minority Ethnic potential learners and employers within the region	Increase outlets for course leaflets  To engage with promotion of Diplomas to school learner and include events based on challenging stereotypes	Course leaflets more widely available to local community rather than just through Partnership outlets  Gender events take place within 09/10 Ethnic minorities- participation increased for Sep 2010	Deputy Director  Director	Feb 2010  May 2010	Area for development to be carried forward

<b>8. DISABILITY</b>					
<b>Academy Objective/ Rationale</b>	<b>Action</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Date</b>	<b>Monitoring</b>
To strengthen progression from students with disabilities into alternative mainstream courses and employment. Currently no physical disabled students accessing alternative provision	To promote as appropriate within the partnership	Academy has good representation of students and staff with disabilities	Director of Academy Deputy Director	Ongoing	

<b>9. REPORTING</b>					
<b>Academy Objective/ Rationale</b>	<b>Action</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Date</b>	<b>Monitoring</b>
Track progress against equality targets in a more visible way  Targets and progress not sufficiently owned by staff and students. By displaying and reporting more prominently we hope to raise interest in the target process.	Analyses to be shared with team in SharePoint area	Equality Targets tracked, met and achievement celebrated	Director and Deputy Director	Ongoing	Spreadsheet under construction

<b>10. WORK BASED LEARNING</b>					
<b>Academy Objective/ Rationale</b>	<b>Action</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Date</b>	<b>Monitoring</b>
To increase number of apprenticeships progressions from E2E and to monitor the take-up relating to E and D	E2E to attend apprenticeship promotion events E2e to arrange shadowing/visiting speakers relating to apprenticeship	Increased apprenticeship outcomes	E2E team	Ongoing	Details needed  Apprenticeship team worked with New Approach march 2010

<b>11. EMPLOYABILITY AND ECONOMIC WELLBEING</b>					
<b>Academy Objective/ Rationale</b>	<b>Action</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Date</b>	<b>Monitoring</b>
To increase employment and/or work shadowing opportunities for students.  By creating employment and/or work experience for these students we can assist them in their socialisation and aspiration	Work with HS team to secure work experience opportunities for E2E	All E2e students have opportunity to do a work placement	E2E team	Ongoing	Work experience week – see above

12. LEADERSHIP					
Academy Objective/ Rationale	Action	Outcome	Responsibility	Date	Monitoring
To lead in a manner that demonstrates individual commitment to E&D excellence  Leadership to focus on promotion, interaction with stakeholders, planning of workloads, meetings with students,	To collect evidence file of leadership activity	Ofsted recognise commitment to E&D at Academy Director and Deputy Director levels.	Director and Deputy Director	Ongoing	Training records

## Sports, Travel & Public Services - Academy EDIMs for 2009-10

Academy Objective	Rationale	Outcome	Progress to Date (11/05/2010)	Responsibility	Date
<b>25. REPRESENTATION</b>					
To increase and encourage the access to a female Football Academy in conjunction with Watford FC	Females to access and participate in elite football coaching and address the limited access for female students to a Sports Academy.	Females to receive 6 hours of coaching per week and to participate in the FA Premier Ladies League (South).	Discussions with WFC have been fragmented, due their financial situation in January. Further, discussions are expected in July 2010.	Director of Academy (GB) & Deputy Director of Academy (RK)	July 2010
To increase the female representation within the Public Services courses	Females accessing courses has decreased from 07/08 to 08/09 by 14%. Therefore, to address this imbalance of this curriculum area.	To ensure that 35% of the PS cohort is represented by female students, who are engaged and aspire to a career in this stereotypical male orientated industry.	35.4% of the PS cohort are represented by the female gender,	Director of Academy (GB) & Deputy Director of Academy (CS)	<b>Achieved</b>
To encourage students to become course representatives and actively participate in Student Parliament	Students can liaise directly with their peers and uncover hidden equalities which they	Course reps for 100% of full time courses and they attend all events and report on the outcomes to their	100% engagement by all course representatives in	Course Leaders (DL, DH, AC, ML, & ME)	<b>Achieved</b>

	can bring to key forums for discussion and action.	peer group and tutors.	either Academy Focus Groups, Student Parliament or Academy Director meetings		
<b>26. STUDENT SUCCESS</b>					
To raise retention levels of Indian students on Sports courses	Indian students being retained on Sports courses needs further development. In 08/09 only 75% of this cohort was retained. By identifying the at risk group we will provide early support workshops to address weaknesses before they impact midyear.	Indian student retention rates to improve to be at or above the college average at 80%.	Currently the retention rate of Indian students is at 100%	Director of Academy (GB), Deputy Directors of Academy (RK/CS)	Ongoing
<b>27. DIVERSITY</b>					
To provide and promote opportunities for the large white cohorts of students in Public Services to engage more productively with students, staff, communities and guest speakers from more diverse backgrounds	Important that students working in the Public Service industry can relate and assist people from wide range of backgrounds. By creating a project that enables students to work with communities outside college we will provide greater awareness of different social/ethnic groups and their needs.	Project working in mixed groups has created greater understanding of different cultures and community needs. This will be gained through the Olympic Games Project called Bridging the Gap (BtG) and will allow students to work within London, which has a BME percentage of 41.	45 students are accessing the BtG project through our partner LOCOG. Guest speaker included Derek Redmond who discussed his diverse background to achieve success	Deputy Director of Academy (CS)	<b>Achieved</b>
<b>28. TRAINING</b>					
To ensure that all Academy tutors and managers understand key	Some key policies on Race, LBGK, Disability, etc. that	Staff understand and support implementation of college E&D	100% of Academy staff have updated	Director of Academy (GB)	<b>Achieved</b>

college policy on E&D and are able to support it	take college beyond statutory minimum. By creating time to generate staff discussion these areas we can ensure active promotion of the policies.	policies.	and accessed appropriate training		
To ensure that the Academy continues to be represented on the Equality and Diversity forum providing updates of Academy EDIMs	Ensuring that all Academy staff are kept abreast of all key E&D matters to ensure a robust and coherent system is in place to disseminate information on emerging topics.	E&D rep for Academy to attend all meetings/events and report on outcome to their Academy colleagues.	JK has attended the E&D forum throughout the year and has reporting on emerging E&D themes	E&D Champion (JK)	Ongoing
<b>29. STUDENT VOICE</b>					
To ensure that the Director and Deputies meet 6 weekly with Student groups to review the quality of their experience.	Need to ensure equality of entitlement for students. Regular student feedback helps to ensure that issues such as access to IT, enrichment, etc. is equitable.	Students feedback positively on their experience and the timeliness of any action to eliminate inequalities	Student reps have engaged and further developed their courses through student voice. For example, a 70k investment of has been made into the refurbishment of the changing rooms	Director of Academy (GB), Deputy Directors of Academy (RK/CS)	<b>Achieved</b>
<b>30. WORKFORCE</b>					
To ensure that the timetabling recognises needs of different staff, students and plans to support this.	Wherever possible need to structure and timetable to support student need but also to support needs of staff with young children, elderly care responsibilities, etc.	Staff believe that care is taken to balance work and home priorities wherever possible.	Timetables have been discussed and created to meet the needs of the staff and students. 9.30am lesson starts have been introduced.	Director of Academy (GB), Deputy Directors of Academy (RK/CS)	<b>Achieved</b>
<b>31. PROMOTION</b>					
To proactively promote and celebrate cultural diversity in the Academy	Need staff, students and visitors to see a positively welcoming environment for people from all backgrounds.	<ul style="list-style-type: none"> <li>• Guests speakers (Jim Brown, NHDC – Policy Manager - Diversity)</li> <li>• Black History Week</li> <li>• Olympic/Paralympics Focus within T&amp;L</li> </ul>	A range of guest speakers have delivered seminars relating to people from different backgrounds, i.e. Jim Brown (NHDC),	Director of Academy (GB), Deputy Directors of Academy (RK/CS)	<b>Achieved</b>

		<ul style="list-style-type: none"> <li>• Briars Patch WBL Project (Supported Studies)</li> <li>• Herts. Fire &amp; Rescue Recruitment for BME cohorts</li> </ul>	Promotion of BMEs/females by a guest speaker from the Police.		
<b>32. DISABILITY</b>					
To increase students accessing Academy courses with learning disabilities	Academy is under represented in its individuals with learning disabilities.	Academy has good representation of individuals who have learning disabilities	12 students have enrolled onto Academy courses, who've declared a learning disability.	Deputy Directors of Academy (RK/CS)	Ongoing
<b>33. REPORTING</b>					
Track progress against equality targets in a more visible way	Targets and progress not sufficiently owned by staff and students. By displaying and reporting more prominently we hope to raise interest in the target process.	Equality Targets tracked, met and achievement celebrated	In year data is available with the support of IS. This is viewed through the online system - SharePoint.	Director of Academy (GB), Vice Principal of Quality & Information Systems (CMc)	<b>Achieved</b>
<b>34. WORK BASED LEARNING</b>					
To increase number of female apprenticeships in Sport	Under representation of females undertaking apprenticeships	Target 10 female apprenticeships enrolled on a range of Sport NVQs	10 female apprentices have been enrolled onto programmes e.g. AASE (8) and Activity Leadership (2)	NVQ Manager (ER) and Key Account Manager (KD)	<b>Achieved</b>
<b>35. EMPLOYABILITY AND ECONOMIC WELLBEING</b>					
To increase employment and/or work shadowing opportunities for students.	By creating employment and/or work experience for these students we can assist them in their basic diet and social needs.	10 students employed and/or voluntary placements in the Academy or its partners in support of the students' career ambitions.	2 students employed by NHC as fitness instructors. 4 students employed by AVC Sports as coaches 1 student employed by Schools Sports Partnership as a coach 3 students employed by the local Police force	Director of Academy (GB)	<b>Achieved</b>

To allow students to access an employability skills additional qualification	Limited 'employability skills' content within the students main programmes of study.	All full time students to engage in the BTEC Certificate in Employability Skills	All targeted students (L2/L3) across the Academy are accessing an employability skills additional qualification	Deputy Directors of Academy (RK/CS)	<b>Achieved</b>
<b>36. LEADERSHIP</b>					
To lead in a manner that demonstrates individual commitment to E&D excellence	Leadership behaviour is a key concept to culture change. By promotion E&D within office displays, interaction with stakeholders, planning of workloads, meetings with students, etc. leaders can establish a culture of support for E&D excellence.	Ofsted recognise commitment to E&D at Academy Director and Deputy Director levels.	E&D items are discussed during team and Academy meetings, therefore recognising the importance of E&D within a variety of topics.	Director of Academy (GB), Deputy Directors of Academy (RK/CS)	<b>Achieved</b>

## Stevenage Skills Centre - EDIMs for 2009-10

Academy Objective	Rationale	Outcome	Responsibility	Date
<b>37. REPRESENTATION</b>				
To encourage students to become course representatives and actively participate in Student Parliament	Students can liaise directly with their peers and uncover hidden equalities which they can bring to key forums for discussion and action.	Course reps for every course attend all events and report on outcome to their peer group and tutors. Jan 10 10 Course Reps to date, re election in March, original Course reps were not pro active. Course rep meetings held every 2 weeks. <a href="http://our.nhc.ac.uk/academic/SSC">http://our.nhc.ac.uk/academic/SSC</a>	Course team Leaders Director/Deputies Student Services	Jan 10
Encourage more female students into the Construction and Motor Vehicle departments through	Few females are enrolled in both Construction and Motor Vehicle, the industry as a whole is under	Develop a career path for females which is normally dominated by males. Collaboration between Construction , Motor Vehicle and a predominately	Marketing, Course team leaders, staff and Management	March 10

collaboration with other departments	represented by females.	female represented department e.g Hairdressing, to encourage conversations around curriculum offer, and raise awareness for the opportunities to female students. In Motor Vehicle and Construction. March 10 ? To date enrolled on the Construction and Motor Vehicle courses, improvement of ? from 08/09 Female graduate Plumber recruited, who has been successful in her career at a young age	Deputies and Director	
Female competitors for the 2010 UK skills competitions	Very little is mentioned about women in Construction or Motor Vehicle,	Develop role models for students to aspire to Feb 10 Female Bricklaying student entered into the Skills challenge for 09/10	Deputies and staff	March 10
Encourage part time adults to become course reps	No par time adults are currently course reps	Part time adults will be part of the student voice and engage fully with the day to day running of the College programmes and activities	Students Services	Sept 10
Investigate the marketing and promotion of the Diplomas in	Currently no female students on the New Diplomas, both in	The Diploma promotes the wider parts of both industries, and these skills are taken up by a great many female recruits. However no females re being recruited on the Diplomas which may		

schools,	Construction and Motor Vehicle.	mean that they are not being promoted to	Bob Lovelock	June10
<b>38. STUDENT SUCCESS</b>				
To raise achievement levels of male students progressing from level 2 to level 3 in construction	Male students achieving level 2 are struggling to cope with some aspects of level 3 course provision. By identifying the at risk group we will provide early support workshops to address weaknesses before they impact mid year.	Male student success rates of level 3 improve to 3% above benchmark. Feb 10 Predicted success rates for Level 3 programmes ?	All personal tutors	Feb 10
Develop a forum for our hearing impaired students so that they can talk about their experiences, issues, barriers to achieving their goals	More students with hearing impairments are joining programmes in Construction and Motor Vehicle. Most tutors and students do not fully understand the difficulties that these students encounter in busy workshops; this forum will enable students to speak frankly about their difficulties.	Develop strategies for all students to support less able students in the workshops. Dec 09 Successful Hearing impaired student forum, Minutes in share point <a href="http://our.nhc.ac.uk/academic/SSC">http://our.nhc.ac.uk/academic/SSC</a>	Support tutor and course team leaders	Dec 09
<b>39. DIVERSITY</b>				
Develop the tutorial programme to ensure that the group tutorial contain a selection of guest speakers that will enrich the E&D currently provided in the tutorial; scheme of work	Important that students working in the Construction and Motor Vehicle industry can relate and assist people from wide range of backgrounds. Ensuring that they are equipped with the communication and knowledge skills to deal with a diverse range of customers	A more developed work force for the future understanding, the differing needs of a multi cultural community. Feb 10 Themed tutorial approach for all disciplines, where tutors require support, student services take the sessions <a href="http://our.nhc.ac.uk/academic/SSC">http://our.nhc.ac.uk/academic/SSC</a>	Students Services	Feb 10
Develop a varied enrichment programme to cater for all	Currently the enrichment programme caters for the full time	An enrichment programme that		

students	students and does not always lend itself to our part time provision	enriches both fulltime part time, and apprenticeship students	Personal tutors and Deputies	Sept 10
<b>40. TRAINING</b>				
To ensure that all tutors and support staff understand key college policy on E&D and are able to support it.	Some key policies on Race, LBGK, Disability, etc. that take college beyond statutory minimum. By creating time to generate staff discussion these areas we can ensure active promotion of the policies.	Staff understand and support implementation of college E&D policies. Dec 09 SSC staff training plan developed to include E&D. Student Services delivered specific E&D sessions for SSC staff	Staff Development	Ongoing
Lesson planning development to incorporate embedded E&D into every session	There are missed opportunities to embed or identify E&D in the Construction and Motor Vehicle curriculum; Staff requires support in embedding and identifying the E&D in their lesson plans and schemes of work and personalising individual's needs.	More meaningful documentation Staff understand the requirements for lesson planning Oct 09 Teaching and Learning consultant working with individual tutors to sign post E&D in schemes of work and lesson plans	Director, Deputies and Zena Woods	Jan 10 to May 10
Safe guarding, and E&D is a fixed agenda item on every team meeting	Opportunities are missed for sharing good practise across the academy	E&D minuted on every team meeting, Jan 10 E&D evident on minutes of meetings <a href="http://our.nhc.ac.uk/academic/SSC">http://our.nhc.ac.uk/academic/SSC</a>	Director, ALP's, Deputies	Jan 10
Train staff to embed and identify E&D into schemes of work	Currently schemes of work do not identify where E&D is occurring.	Detailed schemes of work that highlight E&D throughout the curriculum Jan 10 E&D and ECM highlighted in different colours on Schemes of work to indicate where themes are covered <a href="http://our.nhc.ac.uk/academic/SSC">http://our.nhc.ac.uk/academic/SSC</a>	Deputies, Zena Woods, Director	Jan 10- April 10

<b>41. STUDENT VOICE</b>				
To ensure that the Director and Deputies meet 6 weekly with Student groups to review the quality of their experience.	Need to ensure equality of entitlement for students. Regular student feedback helps to ensure that issues such as access to IT, enrichment, etc. is equitable.	Students feedback positively on their experience and the timeliness of any action to eliminate inequalities March 10 Director meeting with Course reps every 2 weeks to discuss any issues and recommendations <a href="http://our.nhc.ac.uk/academic/SSC">http://our.nhc.ac.uk/academic/SSC</a>	Director and Deputies	Jan 10
Equip students with the confidence to speak about issues at differing forums, e.g. 7 habits	Construction and Motor Vehicle students are not always confident in speaking out and raising issues during formal meeting	Constructive meetings with staff and students, with a wide participation March 10 Some L2 groups enrolled on the 7 habits qualification	Heather Saunderson	Feb 10
<b>42. WORKFORCE</b>				
To ensure that the timetabling recognises needs of different staff and plans to support this.	Wherever possible need to structure and timetable to support student need but also to support needs of staff with young children, elderly care responsibilities, etc.	Staff believe that care is taken to balance work and home priorities wherever possible. Jan 10 Carpentry tutor is prime career for elderly father, time given to support the care for 1 day Meetings scheduled to ensure that evening tutors retain a reasonable break before teaching commitment starts	Deputies	Jan 10
<b>43. PROMOTION</b>				
To proactively promote and celebrate cultural diversity throughout the curriculum, both in tutorials, workshops and class room activities	Need staff, students and visitors to see a positively welcoming environment for people from all backgrounds.	List all range of activity here: <ul style="list-style-type: none"> <li>• Visiting speakers</li> <li>• Events across year</li> <li>• Materials development to present different examples in curriculum</li> <li>• Student projects cross college</li> <li>• Visits to different communities, etc.</li> </ul> Feb 10 Themed tutorial approach for all disciplines, where tutors require support, student services take the	All staff	Ongoing

Take part in the College around the World event	The SSC has a lot to promote and contribute to other academies across the College.	sessions <a href="http://our.nhc.ac.uk/academic/SSC">http://our.nhc.ac.uk/academic/SSC</a>	All staff	Ongoing
Provide flexible programmes with flexible access to local NEET numbers and probation service	There are a considerable amount of young Neets and possible probation students that would benefit from the Construction and Motor vehicle provision, to develop existing or new skills in order to secure employment	Collaboration between differing departments April 10 SSC represented at the around the world event promoting timber used around the world and the effects.	Director	Jan 10
Ensure that promotions, advertising around the SSC contains appropriate language and E&D images	Images and language around the site does not always promote E&D with female images and other ethnic groups displayed	Reduce unemployment, give opportunities to people that may often be discriminated upon because of past history Jan 10 CSCS programme developed for unemployed craftsmen, 9hr programme	Deputies/Director/Senior Technician	March 10
<b>44. DISABILITY</b>				
To strengthen progression from students with disabilities into mainstream courses and employment.	Academy is under represented in its student and staff from individuals with disability	Academy has good representation of students and staff with disabilities Jan 10 Disabled tutor employed in Electrical Hearing impaired students recruited in Carpentry	Deputies/Director	Jan 10
<b>45. REPORTING</b>				
Track progress against equality targets in a more visible way	Targets and progress not sufficiently owned by staff and students. By displaying and reporting more prominently we	Equality Targets tracked, met and achievement celebrated	Deputies/Director	June 10

Ensure that data on retained females and other ethnic minorities are reported in the SAR's and Course reviews	hope to raise interest in the target process.  Currently not all E&D data is reported effectively in the SAR's and course reviews, staff are not always aware how important this is	Good practise is celebrated throughout the centre March 10 Course reviews contain data and traffic light systems on student's ethnic background and gender.	Deputies/Director	May 10
<b>46. WORK BASED LEARNING</b>				
To increase number of female apprenticeships in construction and Motor Vehicle	Under representation of females in industry	5 new apprenticeships for female applicants Oct 09 1 female Bricklaying student recruited 1 female Plumbing student recruited	Tracey Welbury	Aug 10
<b>47. EMPLOYABILITY AND ECONOMIC WELLBEING</b>				
To increase employment opportunities for students experiencing financial hardship	We have in the past recruited X students as technicians, but not as apprentice technicians	Apprentice Technician, Level 3 students work shadowing tutors, growing tutors for the future Jan 10 Female Apprentice administrator recruited for the SSC	Director	Sept 10
Ensure that all students are aware of their EMA entitlement or ALG through student services	Some students approached about their poor attendance have then explained that they find it difficult to get into College because of the lack of funds, when discussed it is apparent that they should have been claiming EMA	Retention, attendance and punctuality will improve when students feel supported through sometimes daunting paper work	Personal Tutors	Jan 10
<b>48. LEADERSHIP</b>				
To lead in a manner that demonstrates individual commitment to E&D excellence	Leadership behaviour is key to culture change. By promotion E&D within office displays,	Ofsted recognise commitment to E&D at Academy Director and Deputy Director levels.	Deputies/Director/ALP's/Course team leaders	Ongoing

Increase female, and ethnic minority staff representation at the SSC	<p>interaction with stakeholders, planning of workloads, meetings with students, etc. leaders can establish a culture of support for E&amp;D excellence.</p> <p>The staff at the SSC are typically white male.</p>	<p>Regular meetings with Course Reps and Director Employer forum took place in Sept 09</p> <p>Creating a diverse workforce, raising opportunities. March 10 One female agency lecturer recruited on Bricklaying programme Female Graduate Plumber recruited</p>	HR	June 10
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## Technology Services - Academy EDIMs for 2009-10

Academy Objective	Rationale	Outcome	Responsibility	Date	Progress
<b>49. REPRESENTATION</b>					
To increase the female representation within the ICT FE and HE courses	Females accessing courses in ICT FE and HE are in a significant minority.	To ensure that 50% of the IT cohort is represented by female students, who are engaged and aspire to a career in IT.	Directors of Academy & Deputy Director of Academy HE	Ongoing	Invite Olenka Marzick (UH) to talk to ICT FE students Progressed with SJ/OL Good practice considered from Skills Centre Targeting females in Aim higher activities Exploring initiatives with school links – Stevenage ICT group
To encourage students to become representatives and actively participate in Student Parliament (ICT FE-HE)	To raise student voice and encourage representation. Widening student skills and prospects	All FT Courses to be 100%. Full engagement with student consultation groups. 5 ICT Students part of the student parliament	Director of Academy Deputy Director HE & Deputy Director HE Course Leaders (SMcK & MD)	October 2009	HE and FE representation in place

To encourage PT students to be represented in the IT Centre	To encourage mature students to engage in college life and representation.	IT centre to be represented at all time in college events and consultation groups	Deputy Director HE IT centre Manager	December 2009	Christina Austin and Anthony Cragg now representatives of IT centre. In addition, a Feedback, Comments and suggestion book is in place. Feedback provided through evaluations forms and 1-1 reviews.
<b>50. STUDENT SUCCESS</b>					
To raise success levels of Indian, Pakistani and White Asian in the IT Centre in line with other students	Success rates in 08/09 were as follows and below national average in IT Centre average Indian 71% (14 starts) Pakistani 29% (7 starts) White Asian 67% (3 starts)	Success rates above IT Centre and national average	Director of Academy HE Deputy Director HE IT centre Manager	Ongoing	Staff development in E&D. Raised awareness of ethnicity through course review process. Facilitated through use of study buddies Group of learners doing entry level 3 certificate in using ICT from Ethnic minority forum in Hitchin
To improve the success rate of students with learning difficulty and disability (particularly autism, dyslexia and other ) in ICT FE	Overall Success rate is 73% in 08/09 Autism Success rate : 50% (5 out of 10) Dyslexia: success rate dropped from 75% in 07/08 to 46% Other specification: 50 % (1 out of 2)	Increase Success rates by 3%	Director of Academy FE	On going	Raise Staff awareness Initial assessment inline with guidance from ALS for students

					who declare a Learning disability. Success workshops in place to support completion
Increase Male Success Rate in ICT FE	Male success at 70% is 10% less than female in 08/09	Increase Success rates by 3%	Director of Academy FE	Ongoing	Success workshops ILPs in place Raise staff awareness
Increase Adult Success Rate in ICT FE	Success rate in 08/09 for 19+ students was 41%.	Increase Success rates by 5%	Director of Academy FE	Ongoing	Raised staff awareness that 19+ at risk at the start of the program. Targeted reviews to monitor progress.
<b>51. DIVERSITY</b>					
Invite staff and guest speakers from more diverse backgrounds (gender, ethnic, social, cultural) to provide role models and promote opportunities for all cohorts.	Students working in Business and IT will encounter global challenges and need to develop an understanding of different cultures and alternative ways of working.	Project working in mixed groups to generate greater understanding of different cultures, community and global needs.	Deputy Director of Academy HE	Ongoing	Simba Mazise talked to HE IT students- Inspirational Speaker at the employability event
Invite key female guest speakers to talk to students.	Encourage female participation in IT (Level 2 and 3)	Guest speaker to motivate and encourage female students to participate	Deputy Director of Academy HE	March 2010	Progression day organised for HE students - with female role model speakers' OM to talk to FE level 2/3 students
<b>52. TRAINING</b>					
To ensure that all academy tutors and managers understand key college policy on E&D and are able to support it	Raise further awareness. All staff to attend E&D compulsory training.	Effective implementation of college E&D policies.	Directors of Academy Deputy Director of Academy HE IT centre Manager	December 2009	Training attended
To ensure representation in all E&D forums	To ensure all information pertaining to E&D is cascaded to all Academy	E&D Champion for Academy to attend all meetings/events and	E&D Staff Representation	Ongoing	In Place E&D minutes

	staff.	report on outcome to their Academy colleagues.			
<b>53. STUDENT VOICE</b>					
Student Consultation groups to report and review on the quality of the student experience.	Regular student feedback helps to ensure that issues related to E& D are addressed	Regular positive feedback	Director of Academy FE. Deputy Director of Academy HE IT centre Manager	Ongoing	Director of Academy FE ICT met with representatives on several occasions. HE Programme Management Committee Other channels such as Student parliament in place
<b>54. WORKFORCE</b>					
To ensure that the timetabling recognises needs of different staff, students and plans to support this.	Wherever possible need to structure and timetable to support student need but also to support needs of staff with young children, elderly care responsibilities, etc.	Staff Satisfaction surveys and positive feedback in team meetings. Consideration of work/life balance.	Deputy Director of Academy HE	Ongoing	Timetables adapted in HE
<b>55. PROMOTION</b>					
To proactively promote and celebrate cultural diversity in the Academy	Need staff, students and visitors to see a positively welcoming environment for people from all backgrounds.	<ul style="list-style-type: none"> <li>• Guests speakers</li> <li>• Attend Cultural week</li> <li>• International trip</li> <li>• Notices and displays</li> </ul>	Directors of Academy Deputy Director of Academy HE	Ongoing	Guest speaker use in HE classes, Aim Higher and through employability conference and China trip
<b>56. DISABILITY</b>					
To continue to support students with disability	The ICT area attracts a significant proportion of students with disability	Appropriate support in place. Risk assessment to safeguard learners with disability	Director of Academy Deputy Director of Academy HE	Ongoing	Support in place. Close liaison with UH. Risk assessment undertaken.
<b>57. REPORTING</b>					
E&D monitored throughout year and considered in team meetings	Need to continue to monitor participation and success.	Equality and Diversity monitoring in course review.	Director of Academy Deputy Director of	Ongoing	Ongoing

and course review.		Consideration of in year progress Business plan targets met.	Academy HE		
<b>58. WORK BASED LEARNING</b>					
To increase number of female apprenticeships in ITQ	Under representation of females undertaking apprenticeships	Target 5 female apprenticeships	IT Centre Manager	Ongoing	Apprenticeships developed in ITQ – need to review publicity
<b>59. EMPLOYABILITY AND ECONOMIC WELLBEING</b>					
To increase employment and/or work shadowing opportunities for students.	Enhance the student experience	All Yr 2 HE students in WBL projects Offer opportunity of work to year 1	Director of Academy Deputy Director of Academy HE	Ongoing	WBL projects in place. Use of students in NHC as Ambassadors, IT developers etc
To APL previous work experience towards completion of the ITQ	Limited use of 'employability skills' in the delivery.	Create new employability opportunities	IT Centre Manager	2009/10	In progress Terry Loane-ITQ Consultant Training on teaching methods and assessment

## Vlth Form - Academy EDIMs for 2009-10

Academy Objective	Rationale/notes	Outcome	Responsibility	Date	Update May 2010
<b>60. REPRESENTATION</b>					
To increase the participation of male students in most A level subjects and to increase female students in Physics.  Increase number of female students in Foundation Diploma in Business and Higher Diploma in Business.  Predominantly white female	No detailed course figures as yet to compare.  It seems that most A level subjects are gender biased.  This is also shown in the overall figures for the academy area.	Plan specific activities eg female Engineering and Marketing/Business speakers to promote relevant role models. Encourage females to continue to apply for Business Lecturer roles to act as good role models for potential students.	Deputy  Deputy	January 2010	Teams planning strategies targeted at recruiting and supporting male students on A level programme: see Actions 25/05/10 below. Improved picture for gender, with 4/14 AS Physics students female, and 9/29 AS Mathematics students female, A2 Maths 6/13 students female. Introduction of publicity presentations by relevant staff to increase participation of minority groups e.g. by female physicist and mathematician including use of current female students Advertise current student profiles

With exception of physics and AS maths					and use student voice to enhance this Source information/support from science learning centres and STEM to help recruit more females.  Female engineer visits planned for enrichment but not yet achieved. Target top revisit links with Astrium and Ryanair (Luton) who both have senior female engineers.
To increase participation of ethnic minorities in A level programmes.	The overall academy data appears to be skewed by Extended Degree Science and some Business, which have a disproportionate representation of ethnic minority groups. BME groups may be underrepresented in other courses	Review BME balance course by course and inform marketing and recruitment practices eg promotion of Male Administration.	Director, management team, Course Team Leaders.	March 2010	% BME rising year on year across Sixth form Academy.
To increase the representation of females within physics	Females accessing physics has never been high eg no females in A2 Physics 2008/9.  This is probably more due to societal influence rather than the college's attitude to recruitment. Post 16 also can not have same influence on pre-16 entry as schools+ implications for Partnership working.  Having a female physicist as deputy will provide a good role model to schools during open days and visits and other open events.  Inculturation will still be a problem for some years.	Plan specific activities eg female Engineering speakers to promote relevant role models eg during National Science and Engineering week, March 2010.  Involve school partners via Stevenage Partnership.	Director of Academy Deputy Director of Academy	September 2010	4/14 AS Physics students female, and 9/29 AS Mathematics students female, A2 Maths 6/13 students female 2009/10.  Female role model speaker attended for Bioscience March 2010.  Female Physicist Deputy appointed January 2010.

To encourage BME students to become course representatives and actively participate in Student Parliament	Students can liaise directly with their peers and uncover hidden inequalities which they can bring to key forums for discussion and action.  All course reps to undergo 'course-rep' training which is provided by a suitable expert. Should also undergo E&D training so that they are made aware of issues – especially covert discrimination.	Course reps for 100% of full time courses and they attend all events and report on the outcomes to their peer group and tutors.	Course Leaders	April 2010	Course Reps appointed 2009/10 Year 1 BTEC award and certificate both have BME representation. One A level rep BME and has carried out study coaching as well as BME guest (coaching).
EDS does not represent the local community – more of a north London bias.	We should endeavour to promote the course to North Herts schools and colleges to increase the profile of white British.  Widens participation but may be reflecting the lower achievement of EM groups at level 3.	Review postcodes to target marketing for Sixth form based on sound data.	Deputy, Director	June 2010	Local recruitment to EDS remains low at 20%. Local applicants to be prioritised via UofH for 20 places allocated this year (against 120 09/10). Shortfall will be offered Access Science place in expanded and revalidated provision which has always attracted high numbers of local students. University course so does not attract local students who want to study away from home
BTEC Med Sci probably does represent the local community but may be currently high with regard EM groups	This may be because the BTEC has a lower standing and although widening participation it is reflecting the lower achievement of EM groups at level 2.	Review BME data in detail	Course leader	June 2010	See above. Data now available.
GCSE science (evening) is aimed at those wanting to become teachers or are going on to HE due to a mid life change in circumstances. These students tend to be mature and female.	Probably reflects the gender bias of 10 – 20 years ago in the sciences where female participation and success were lower (ie still need GCSE Science). Also reflects the gender bias of the teaching profession.	Review recruitment practices to ensure male role models feature in visuals and/or in face – to – face interviews (use equal M/F staff eg).	Course leader	June 2010	09/10 – 4/24 in evening class Function of gender balance of people going into teaching
<b>61. STUDENT SUCCESS</b>					
General Academy information only available for A level students regarding EM or gender.	General picture is of moderate level of BME students in A level .	Director to liaise with Head ICT to obtain clear specific data at course level	NJ	Feb 2010	May 2010: Data now available. Key headlines are: • Rising proportion of BME

		Data to be analysed for cost centre AA			students across the Academy <ul style="list-style-type: none"> <li>Greater proportion of female than male students.</li> </ul>
Specific course level data needed for BTEC since this is the second year of the programme	Currently at Budget Line level.	“Director to liaise with Head ICT to obtain clear specific data at course level  Data to be analysed for cost centre AA	NJ	Feb 2010	See above.
GCSE science. Majority of students pass at grade C or above. There is insufficient evidence to suggest that males are higher achievers.	Currently at Budget Line level.	“Director to liaise with Head ICT to obtain clear specific data at course level  Data to be analysed for cost centre AA	NJ	Feb 2010	AA data shows the reverse: for AA cost centre, F 09 81% success, M 09 65% success; achievement 69% for males and 85% for females in 0809.
EDS there does not appear to be gender or EM bias towards success.	Currently at Budget Line level.	“Director to liaise with Head ICT to obtain clear specific data at course level  Data to be analysed for cost centre AA	SS	Feb 2010	Data shows 19+ rising trend for Caribbean success and rising trend for BME retention, both to above CA.  However this is not matched by a rising trend for BME achievement overall; African 19+ in particular shows poor success at 46% with 13 starts for AA.
Curriculum subjects lend themselves to direct E & D input eg languages, Sociology	For instance: French - students discuss the rise of the FN ( French BNP), Racism, anti-immigrant feeling. This gives rise to comparison with the UK. In Sociology, Global Issues , gives opportunities for discussion and research on Financial issues, poverty, exploitation in developing countries. These are just 2 examples.	The teaching Team plan weekly teaching and learning meetings. In the next term we plan to word shower each of our subject areas to see what else we can include for E and D, to see if there are gaps or areas we might all have covered lightly- or areas where we can combine.  A level Language students are contributing to the Round the World event, celebrating	IB	March 2010	Data split to course level will show ethnicity patterns within these subjects.  Increased uptake and involvement in Round The World Day March 2010: Ethnic Science display, Sociology Shanty Shack (global Issues), Languages stand.

		cultural diversity in the college and Languages. They will also in-put to World of Work week similarly			
<b>62. DIVERSITY</b>					
Invite minority ethnic entrepreneurs and business people to give talks at college or tours of their business – eg Kane Grade in Stevenage (global importers/exporters of foodstuffs – Indian owner). Also, Mr Sohal of Costa Coffee, Letchworth. Encourage all students within the academy to take part in Round the World Day. Science/maths students could possibly run a stand showing science achievements from various countries.	Should get departments to do some brain storming about ideas. Some ideas may be incorporated into future lessons? As a form of assessment? Ask minority ethnic students for their contacts – they have been very helpful with this.	A level Language students are contributing to the Round the World event, celebrating cultural diversity in the college and Languages. They will also in-put to World of Work week similarly.	IB/SS/DP/AMcL		Range of speakers – see Business Enrichment plan.  Diversity within staff supports authority BME role models: eg Asian staff in Business department; African staff member teaching chemistry.
Science students and engineering students to get together next academic year to make the college Christmas tree from recycled materials.  May be able to include BTEC Art/Design students which appears to be female biased.  <a href="http://atelier29.blogspot.com/2009/12/christmas-tree-made-from-used-plastic.html">http://atelier29.blogspot.com/2009/12/christmas-tree-made-from-used-plastic.html</a>	LBJ already approached.		SS	Dec 2010	Not yet achieved. Christmas tree did involve diverse hand-made messages.
<b>63. TRAINING</b>					
To ensure that all Academy tutors and managers understand key college policy on E&D and are able to support it	Some key policies on Race, LBGK, Disability, etc. that take college beyond statutory minimum. By creating time to generate staff discussion these areas we can ensure active promotion of the policies.	Staff understand and support implementation of college E&D policies.	Director of Academy (NJ)	December 2009	All Sixth form staff have received Equality and Diversity training.
To ensure that the Academy continues to be represented on the	Ensuring that all Academy staff are kept abreast of all key E&D	E&D rep for Academy to attend all meetings/events and report	E&D Champion	Ongoing	SS attends all and Director attends some meetings.

Equality and Diversity forum providing updates of Academy EDIMs	matters to ensure a robust and coherent system is in place to disseminate information on emerging topics.	on outcome to their Academy colleagues.	(SS)		
Academy reps to be given further training to enable understanding of issues between EM groups. Eg Indian/Pakistani, muslim/sikh/hindu Ebo/Yoruba (Nigerian)  Student services to be available for discussion sessions with groups of students. For some students it would be advisable for this person to be Abid Hussein due to the gender/EM bias of students		Specific BME issues to be addressed via course review in light of specific data	Course Team leader	May 2010	Business staff have considerable on-the-ground knowledge. No formal discussions have yet taken place.
Tutorial	All tutorial activities have E and D at their core. A multi-cultural quiz took place as part of end of term activities. Students have been surveyed on whether they are mother-tongue speakers of other languages other than English. This information will be highlighted as a celebration of Cultural diversity within A levels.	We include speakers who will be useful for those wishing to go University and or Employment. Speakers vary in age and gender.  We have a track record of keeping in touch with former students now at University. A 2nd year is coming back in January to speak of his experiences and work shadow.  Our progression events from AS to A2, A2 to University always include student speakers from previous Cohorts.	Deputy, relevant Course Team leaders	Ongoing	Ongoing
<b>64. STUDENT VOICE</b>					
To ensure that the Director and Deputies meet 6 weekly with Student groups to review the quality of their experience.	Need to ensure equality of entitlement for students. Regular student feedback helps to ensure that issues such as access to IT, enrichment, etc. is equitable.	Students feedback positively on their experience and the timeliness of any action to eliminate inequalities  In A level:	Director of Academy (NJ), Deputy Directors of	Ongoing	Ongoing – see minutes.

		There have 3 AS student rep meetings this term with Dep. Director AS levels and student services liaison. Reps have fed back on a number of issues, including positives on teaching, stretching lessons, good variety of teaching styles. They reported back on the preparation given them for being course reps. And the student parliament. Student voice has been widely represented at the Gov's focus group last month. Open Evening gave subject reps from AS and A2 an opportunity to show case their work and practise their soft skills.	Academy (IB/AMcL/DP) Course Team leaders including JS.		
<b>65. WORKFORCE</b>					
To ensure that the timetabling recognises needs of different staff, students and plans to support this.	Wherever possible need to structure and timetable to support student need but also to support needs of staff with young children, elderly care responsibilities, etc.	Staff believe that care is taken to balance work and home priorities wherever possible.	Director of Academy (NJ), Deputy Directors of Academy (IB/DP/AMcL)	Ongoing	Ongoing eg January start; twilight Supporting Success workshops.
Harness cultural diversity of staff of non-UK origin	Staffing. Equal opps offered to disabled staff Joanne (Mary/ Phillip) and Steph. and staff born outside UK, JFG, NGC bringing other cultural perspectives/attitudes/ ways of speaking, being. Also Ana del Rio, Annalisa Conway, Corneille Kessi.	Ensure communication available in correct format eg signer for hearing impaired staff.  Involve staff of all cultural perspectives and disabilities input to SOWs and enrichment activities	IB/AMcL/D Poi	Feb 2010	Continues.
<b>66. PROMOTION</b>					
To proactively promote and	Need staff, students and visitors	• Guests speakers	Director of	Ongoing	Ongoing eg Round the World week;

celebrate cultural diversity in the Academy	to see a positively welcoming environment for people from all backgrounds. Build E & D into tutorial eg through drama group	<ul style="list-style-type: none"> <li>Black History Week</li> <li>Notice board calendars showing festivals and special days. Could be laminated so 'local' diary of events is shown</li> <li>Tutorial SOW</li> </ul>	Academy (NJ), Deputy Directors of Academy (IB/AMcL/DP) Course team leaders.		displays on eg African Gap Year.
<b>67. DISABILITY</b>					
No specific data.	Data made available.	Director to liaise with Head ICT to obtain clear specific data at course level  Data to be analysed for cost centres	NJ	June 2010	Data now available. No significant issues at Academy level though numbers small.
<b>68. REPORTING</b>					
Track progress against equality targets in a more visible way	Targets and progress not sufficiently owned by staff and students. By displaying and reporting more prominently we hope to raise interest in the target process.	Equality Targets tracked, met and achievement celebrated	Director of Academy (GB), Deputy Directors of Academy (RK/CS)	Ongoing	Teams discussing data with focus on underlying causes, strategies and actions past and for 10/11.
<b>69. WORK BASED LEARNING</b>					
To investigate opportunities to form links with local industry	Arrange visits from guest speakers and external visits for students with a view to integrating work based activities within BTEC Science assignments	Students experience work based learning through visits and completion of their assignments	Deputy director with the science team	September 2010	Good links with some employers eg MBDA, Glaxo, Astrium, Paperchase.
<b>70. EMPLOYABILITY AND ECONOMIC WELLBEING</b>					
To increase employment and/or work shadowing opportunities for students. This is especially needed for the vocational BTEC's and possibly some A level courses.	By creating employment and/or work experience for these students we can assist them their decision making with regard HE and employment decisions.	BTEC Med Sci students employed by Science team in the prep room.	Director of Academy (NJ)	Ongoing	Extensive work experience placements in AB including Diploma students.
<b>71. LEADERSHIP</b>					
To lead in a manner that	Leadership behaviour is a key	Ofsted recognise commitment	Director of	Ongoing	Any issues discussed at line

demonstrates individual commitment to E&D excellence	concept to culture change. By promotion E&D within office displays, interaction with stakeholders, planning of workloads, meetings with students, etc. leaders can establish a culture of support for E&D excellence.	to E&D at Academy Director and Deputy Director levels.	Academy (NJ), Deputy Directors of Academy (IB/DP/AMcL)		management meetings or AMM. An example would be supporting performance of a Caribbean member of staff who was finding Teacher Training challenging.
Course leaders should meet once a term to discuss issues with regards E&D, led by E&D champion, share good practice across the academy and to move our intrinsic good practice into the open.	Embed E&D issues at course level. E&D to appear as a regular agenda item during team meetings	Course leaders should meet once a term to discuss issues with regards E&D, led by E&D champion	Course Team leaders, SS.	Review week	In place informally; needs to be agenda item on Student rep and Curriculum Team meetings.

**Actions arising from detailed data 22/05/2010**

	Issue	Action	By whom	By When
Overall A	1. Rising trend of BME retention not matched by achievement.	Informal interviews to be carried out this term with BME students to discuss success factors and possible interventions. Exit interviews to be reviewed for possible supportive interventions.	Tutors	July 2010
	2. Greater proportion of female students on majority of courses; greater proportion of males in some physical science subjects.	Marketing and interview scripts to be reviewed for ethnic and male academic role models. Curriculum tasters to be checked for same. AB interview techniques and materials to inform AA and AN. Curriculum review ongoing.	Course Team Leaders, curriculum teams with deputies.	July 2010
	3. Lower male success overall due to lower achievement.	Tutor teams to carry out informal interviews this term with appropriate gender students (male for AA overall; female for physical science) to discuss success factors and possible interventions. Teams to formulate strategies.	Course Team Leaders, curriculum teams with deputies.	July 2010
AA Science and maths	1. Rising trend of BME retention not matched by achievement.	<ul style="list-style-type: none"> <li>Partly due to an attendance issue on Extended Degree Science. Students must</li> </ul>	Course Team Leaders,	July 2010

	<p>2. Greater proportion of female students on majority of courses; greater proportion of males in some physical science subjects.</p> <p>3. Lower male success overall due to lower achievement.</p>	<p>currently attend 80% for award, and although award money is decreasing 09/10 it has still supported attendance figure which is increasing to 90%. Access to on-line learning resources being further developed all the time. Rising retention due to continuous support from tutors and monitoring of attendance</p> <ul style="list-style-type: none"> <li>• Introduction of publicity presentations by relevant staff to increase participation of minority groups e.g. female physicist including use of current female students. Advertise current student profiles and use student voice to enhance this. Extend to other sciences and maths. Source information from science learning centres and STEM to help recruit more females</li> <li>• Issue: Male students are more likely not to complete homework. Introduction of a homework club with IT facilities. Introduce small group sessions with the learning support team (eg working on their assignments). Ensure Most robust use of college disciplinary procedure for non completion of work and attendance. Parents to be briefed of risk at induction.</li> </ul>	<p>curriculum team with deputy.</p> <p>Course Team Leaders, curriculum team with deputy.</p> <p>Course Team Leaders, curriculum team with deputy.</p>	<p>July 2010</p> <p>July 2010</p>
AB	<p>1. Rising trend of BME retention not matched by achievement.</p> <p>2. Greater proportion of female students on majority of courses; greater proportion of males in some</p>	<ul style="list-style-type: none"> <li>• Parent's newsletter to be sent to all BME students promoting support and employment opportunities.</li> <li>• To set up BME Business Student Association.</li> <li>• Role models in Business, key speakers and lecturing staff.</li> <li>• Marketing materials to include all ethnic groups.</li> <li>• BME reviews 3 X per semester</li> <li>• Promotion of courses with high female/male proportion to the opposite</li> </ul>	<p>Course Team Leaders, curriculum team with deputy.</p> <p>Course Team Leaders, curriculum team with deputy.</p>	<p>July 2010</p> <p>July 2010</p>

	physical science subjects.  3. Lower male success overall due to lower achievement.	gender both in marketing materials and progression talks. <ul style="list-style-type: none"> <li>• More emphasis on exams and controlled timed assessments as opposed to coursework option for submitting BTEC tasks.</li> <li>• More presentations/active assignments – less focus on written submissions.</li> <li>• Choose tutors wisely in groups with lots of males (directive, clear parameters, motivational leaders needed for boys)</li> </ul>	Course Team Leaders, curriculum team with deputy.	July 2010
AN	1. Rising trend of BME retention not matched by achievement.	KAI 1. Initial diagnostic completed at interview and to be disseminated to subject teachers and personal tutors before the start of term so that additional, targeted, individual support can be in place for week 1 of learning.	A Level administrator collating diagnostic reports to database which will be sent to subject teachers and personal tutors week before term starts	August 2010
	2. Greater proportion of female students on majority of courses; greater proportion of males in some physical science subjects.	Student ambassadors from both genders to challenge stereotyping Use of peer mentors to support within subjects and in tutorial groups. Continue to offer opportunities for parents to engage with learner journey via parents/guardian support. Introductory evening/parents evening could be supplemented with additional 'Keeping on track' evening before the mock examinations in November. Subject teachers to recruit peer mentors from AS cohort at the end of term. Names to head of A2 and training to be organised. Head of AS to gather feedback from subjects/tutors re 'Keeping on track'. Mentoring informally tried by IB, LP and NG – formal roll out across AA to be discussed at creative workshop. 'Keeping on track' to be discussed at A Level Humanities creative workshop	Student ambassadors, subject leaders, course team leaders. Subject teachers to provide names to IB/AM Subject teachers  Head AS  Tutor team AS	June 2010