

Equality Information: January 2012

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1. Introduction

Liverpool Community College is completely committed to valuing diversity and to promoting and implementing equality of opportunity in all the activities and services it provides to staff, students, stakeholders and visitors to the college. One of its key performance aims is to promote a culture of equality and valuing diversity in order to support high quality outcomes.

This document highlights the college's equality information and will be updated at least annually in line with public sector specific duties which require FE providers, as public sector providers, to publish equality information which must include information about persons who share a protected characteristic who are its employees and its service users to demonstrate its compliance with the duty.

The information will be updated periodically throughout the year but by law must be updated at least annually. The college will publish Equality Objectives by 6th April 2012 and at least once every four years after that.

Equality Act

The Act came into force in October 2010 replacing over 100 pieces of equality legislation. It protects students from discrimination and harassment based on 'protected characteristics'. For students these are:

- Age
- Disability/learning difficulties
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Pregnancy and Maternity
- Marriage and Civil Partnership

The General Equality Duty

The Act states that the college must have due regard to the need to:

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

2. Equality and Diversity Self Assessment Report 2010/11

Please see Appendix 1

3. Make up of overall student body

Student Profiles 2010/11

- The age, ethnicity, disability and gender profile of the student population has remained what it was in 2009/10.
- There has been an increase of 4% in the number of students from widening participation postcodes and shows that the college is attracting higher numbers of people from disadvantaged backgrounds.

Age

Year	Under 16	16-18	19-24	25+
2010/2011	3%	29%	23%	44%
2009/2010	4%	27%	22%	47%

Ethnicity

Year	BME	Non-BME	Liverpool population
2010/2011	17%	83%	8% BME *
2009/2010	16%	84%	*2001 census

Disability

Year	Disabled	Non-Disabled	Liverpool population
2010/2011	17%	83%	19% disabled
2009/2010	17%	83%	

Gender

Year	Male	Female	Liverpool population
2010/2011	49%	51%	50%
2009/2010	49%	51%	

Social Inclusion

	Students from Widening Participation Postcodes
2010/2011	83%
2009/2010	79%

4. Student Equality and Diversity Impact Measures/Success data

The following tables show the retention, achievement and success rates of:

- Black and Minority Ethnic students per age per level group compared to the college rate
- Disabled students per age group per level compared to the college rate
- Male/female students per age group per level compared to the college rate

4.1 Summary BME/NON BME 2010/11

	16-18			19+		
	BME	Non BME	College Rate	BME	Non BME	College Rate
Starts	1464	6018		2557	5679	
Success	71%	68.5%	70%	68.8%	76.2%	71%

4.2 Summary: LDD/nomad

	LDD	Non LDD	College Rate	LDD	Non LDD	College Rate
Starts	1086	6332		1722	6484	
Success	69.7%	68.6%	70%	70.4%	74.8%	72%

4.3 Summary Male/Female

	Male	Female	College Rate	Male	Female	College Rate
Starts	3630	3852		3239	4997	
Success	69.8%	68.2%	70%	72%	75.1%	71%

4.4 Conclusions from Data

- At summary level, in all but one category, students from profile groups are performing roughly at the college success rate. The exception is BME 19+ which is performing 6% below the college rate.
- Non BME 16-18 year olds are performing 1% below the college rate although there has been a 3% increase from 09/10
- BME 16-18 year olds at Level 1 are performing 3% above the college rate
- BME 19+ students at Level 2 are performing 10% below the college rate
- Disabled 19+ students at level 2 are performing 9% below the college rate
- Achievement rates of 19+ men at level 1 is 4% below the same for women
- Success rates for 19+ men at level 3 is 5% below the same for women

Detailed action plans to address profiled groups performing significantly below college rates will be embedded into Support and Challenge at Head of Section and Head of Faculty level.

5 Student Complaints 2010/11

The college uses the student complaints procedure as one of the ways to receive feedback from its customers. Valid complaints enable staff to review aspects of the services provided and rectify inadequacies. During 2010/11 55 complaints were made by students.

Summary of complaints by centre:

Centre	No. Complaints received	No. Equality or bullying	Outcomes
Arts Centre	5	2	Successful outcome for student
Bankfield	16	0	Successful outcome for student
Clarence St.	22	2	Successful outcome for student
Duke St.	7	1	Successful outcome for student
Vauxhall Rd.	2	0	
Outreach	3	1	Successful outcome for student
Total	55	6	

6 Student Support

<http://www.liv-coll.ac.uk/SupportForYourStudies/LearnerSupport/>

During 2010-11 259 students received study support; 248 assessments of support were completed. 137 students with dyslexia were supported, 14 of which were HE; 251 Dyslexia assessments were carried out.

41 were supported by the Sensory team and 57 assessments were completed.

7 Student Feedback

7.1. Student Union Committee

The college supports a strong student union committee which consist of 2 student governors, a Women's Office, an LGBT officer, a Disability officer and an International Students' Officer. The officers are supported by a group of students in support roles. The group meet on a weekly basis and represent students at a range of events and its mission is to promote, enhance and encourage participation in their local, national and global community by creating an independent identity. In December 2011 a student led conference was held led by the student union and the Enrichment team. This successful event was attended by almost 80 student reps who were given the opportunity to have their voices heard by senior and middle managers from across the college. An additional conference will be held in the summer term with an emphasis on equality and diversity.

7.2 Student Voice

Induction Questionnaires

21 questions were asked in the on-line induction survey was targeted at a sample of 35 groups (approximately 500 students)

283 (56.6%) students completed the survey between 1st and 12th November 2010 of which:

- Female - 149
- Male - 134
- 16-18 - 187 (Male 89, Female 98)
- 19+ 85 - 96 (Male 49, Female 47)

All questions required a Yes / No response.

The highest scores were:

100% - *Have you got your ID card?*

97% - *"I am treated with respect in college"*

96% - *"The expected standard of behaviour was made clear to me"*

96% - *"At the start I was told about College and my course"*

93% - *"I feel I am on the right course"*

93% - *"I know who to go to if I have a problem"*

Scores for Feeling Safe (97%) and Being Treated with Respect (97%) are consistently high year on year.

The lowest scores recorded were

83% - *"I was shown how to use the College Network and VLE"*

77% - *"I am aware of the complaints procedure"*

Findings are shared with the relevant staff to inform improvements.

Principal's Student Surgeries

2010-2011 Series

Principal's Student Surgeries remain a high profile forum for discussing Student concerns. Issues raised remain diverse, but certain issues such as IT resources, the food served in the cafes and assignments are constant. Posters displayed in each centre, are produced from the responses to the issues raised and as a result students are aware that their voice makes a difference.

The meetings were timetabled across two weeks in February 2011

Centre	Date
Arts Centre	3 rd February 2011
Bankfield Road	10 th February 2011
Clarence Street	10 th February 2011
Duke Street	8 th February 2011
Vauxhall Road	3 rd February 2011

Details of topics for discussion at the surgeries were distributed to Student Representatives in advance of the meetings to allow them to gather relevant information from fellow students in preparation for the surgeries. Students could also raise any other concerns they had at the meetings and sensitive issues were discussed with the Principal after the meeting.

Through discussion, the following areas were highlighted as contributing to a positive experience for students;

- Generally all students benefited from the induction process and claimed that they had received useful information about their courses / support available
- Students felt that the quality of teaching and learning on their courses was good, in some cases very good and others stated that the teaching and learning was excellent
- Generally courses are well structured
- All students stated that they received 1:1 tutorials which were useful
- Students feel safe in College

What students like about the College:

- Tutors are knowledgeable, dedicated, very open and supportive. Students felt they could talk to tutors at any time
- Good support with UCAS applications
- Student services are very good and give appropriate information
- Student focus groups allows students to voice opinions
- ID cards make it feel secure at all centres
- Health and safety in classrooms is excellent

The issues raised by the Student Representatives were noted, compiled onto monitoring sheets and sent to the relevant managers and Heads of Faculty. Managers were expected to respond to issues within two weeks

Overview of key issues

Issues Raised	Frequency
Assignments	raised in 2 out of 5 meetings
Tutorials	raised in 1 out of 5 meetings
IT Resources	raised in 3 out of 5 meetings
Accommodation	raised in 3 out of 5 meetings
Centre Issues/facilities/social space	raised in 3 out of 5 meetings
Applications/Advice and Guidance/Course fees	raised in 1 out of 5 meetings
Work experience/placements	raised in 3 out of 5 meetings
Learning Support	raised in 2 out of 5 meetings
Diversity issues	raised in 1 out of 5 meetings
Behaviour of younger students	raised in 2 out of 5 meetings
Timetabling	raised in 1 out of 5 meetings
Info on bullying	raised in 1 out of 5 meetings
Use of IT for social networking	raised in 2 out of 5 meetings
Enrichment	raised in 3 out of 5 meetings
Attendance	raised in 1 out of 5 meetings

Educational visits	raised in 2 out of 5 meetings
Equipment	raised in 1 out of 5 meetings
Advertising and marketing	raised in 1 out of 5 meetings

A cross college student voice strategy is in the process of development.

8 Human Resources

8.1 Staff

The number of employees with different protected characteristics who have left the organisation from 01/09/10 – 31/08/11 either through resignation or dismissal

Total leavers = 72

Of the 72 staff that left 7 staff were disabled

We had 8 BME staff leavers

The Gender breakdown of the leavers 43 Female and 29 Male

The Age breakdown of the leavers was as follows:

Age 16 – 24 = 5

Age 25 – 29 = 2

Age 30 – 39 = 7

Age 40 – 49 = 11

Age 50 – 59 = 24

Age 60+ = 23

8.2 Overall profile of the workforce showing the number of employees broken down by protected characteristic and department

1	Cost Centre	Staff Number	FTE	BME	Male %	Female %	Disability	Age 16 - 24	Age 25 - 29	Age 30 - 39	Age 40 - 49	Age 50 - 59	Age 60+
2	A LEVEL /GCSE	66	59.8143	7.00	58%	42%	2.00	0.00	3.00	11.00	12.00	28.00	12.00
3	ACCESS	2	1.5143	1.00	100%	0%	0.00	0.00	0.00	0.00	0.00	1.00	1.00
4	ARTS	96	84.8628	7.00	49%	51%	5.00	2.00	5.00	26.00	30.00	28.00	5.00
5	AVA	6	6	0.00	83%	17%	0.00	0.00	0.00	0.00	2.00	4.00	0.00
6	BE INVOLVED	1	1	0.00	0%	100%	0.00	0.00	1.00	0.00	0.00	0.00	0.00
7	BUSINESS	27	22.5571	2.00	22%	78%	2.00	0.00	2.00	2.00	4.00	13.00	6.00
8	BUSINESS DEVELOPMENT	10	9.5	0.00	30%	70%	1.00	0.00	2.00	2.00	3.00	3.00	0.00
9	COLLEGE INFO SERVICE	13	12.8286	0.00	77%	23%	2.00	1.00	4.00	4.00	1.00	3.00	0.00
10	COLLEGE START	13	11.7713	0.00	23%	77%	2.00	0.00	0.00	0.00	4.00	6.00	3.00
11	CONSTRUCTION	68	66.7286	3.00	88%	12%	5.00	0.00	1.00	3.00	21.00	32.00	11.00
12	CONTD PROF DEVELOPMENT	2	2	1.00	50%	50%	1.00	0.00	0.00	0.00	2.00	0.00	0.00
13	ENGINEERING	23	22.5	1.00	87%	13%	0.00	0.00	0.00	4.00	7.00	5.00	7.00
14	ESOL	34	27.3713	8.00	18%	82%	1.00	0.00	0.00	5.00	14.00	13.00	2.00
15	ESTATES	7	7	0.00	71%	29%	0.00	0.00	0.00	1.00	2.00	3.00	1.00
16	FINANCIAL SERVICES	19	18.8571	2.00	26%	74%	0.00	0.00	2.00	2.00	7.00	7.00	1.00
17	HEALTH & CARE	34	29.6	1.00	6%	94%	0.00	0.00	0.00	9.00	11.00	13.00	1.00
18	HOSPITALITY, HAIR AND BEAUTY	53	49.2142	1.00	28%	72%	6.00	1.00	3.00	6.00	18.00	20.00	5.00
19	HUMAN RESOURCES	12	10.0143	3.00	17%	83%	0.00	0.00	1.00	4.00	3.00	3.00	1.00
20	INFO TECHNOLOGY	25	23.3286	5.00	52%	48%	1.00	1.00	0.00	5.00	9.00	8.00	2.00
21	INTERNATIONAL DEVELOPMENT	1	1	0.00	0%	100%	0.00	0.00	0.00	0.00	1.00	0.00	0.00
22	IT SUPPORT SERVICE	22	21.6	1.00	73%	27%	2.00	0.00	0.00	4.00	6.00	9.00	3.00
23	LEARNER SUPPORT FUND	1	1	0.00	0%	100%	0.00	0.00	0.00	0.00	1.00	0.00	0.00
24	LEARNING RESRCE CENTRE	23	16.743	2.00	22%	78%	2.00	1.00	2.00	7.00	6.00	6.00	1.00
25	LITERACY AND NUMERACY	51	45.7714	4.00	18%	82%	3.00	0.00	2.00	6.00	13.00	23.00	7.00
26	MARKETING	5	5	0.00	40%	60%	0.00	0.00	1.00	0.00	1.00	3.00	0.00
27	MERSEYSIDE COLLEGES ASS	1	1	0.00	0%	100%	0.00	0.00	0.00	0.00	1.00	0.00	0.00
28	NURSERY	15	11.0829	0.00	0%	100%	1.00	0.00	0.00	2.00	7.00	5.00	1.00
29	PREMISES - ARTS CENTRE	3	3	1.00	67%	33%	0.00	0.00	0.00	0.00	1.00	1.00	1.00
30	PREMISES - BANKFIELD	2	2	0.00	100%	0%	0.00	0.00	0.00	0.00	0.00	1.00	1.00
31	PREMISES - CLARENCE	2	2	0.00	100%	0%	0.00	0.00	0.00	0.00	2.00	0.00	0.00
32	PREMISES - DUKE ST	2	2	0.00	100%	0%	0.00	0.00	0.00	0.00	0.00	2.00	0.00
33	PREMISES - LEARNING EXCHANGE	1	1	0.00	100%	0%	0.00	0.00	0.00	0.00	0.00	1.00	0.00
34	PREMISES - VAUXHALL	4	4	2.00	100%	0%	0.00	0.00	0.00	0.00	2.00	2.00	0.00
35	QUALITY IMPROVEMENT	18	16.8	1.00	33%	67%	2.00	0.00	1.00	0.00	8.00	8.00	1.00
36	RESOURCE MANAGEMENT	21	19.8714	1.00	24%	76%	1.00	1.00	0.00	3.00	8.00	8.00	1.00
37	RETURN TO LEARN	19	15.2429	1.00	16%	84%	3.00	0.00	0.00	1.00	3.00	15.00	0.00
38	SCHOOLS	1	1	0.00	0%	100%	0.00	0.00	0.00	0.00	0.00	1.00	0.00
39	SKILLS FOR JOBS	1	1	0.00	100%	0%	0.00	1.00	0.00	0.00	0.00	0.00	0.00
40	STUDENT SERVICES	34	28.4428	4.00	24%	76%	2.00	1.00	1.00	10.00	10.00	10.00	2.00
41	STUDENT SERVICES AND SUPPORT	82	73.6781	8.00	15%	85%	5.00	4.00	9.00	14.00	33.00	19.00	3.00
42	STUDY SUPPORT	61	43.5473	3.00	21%	79%	6.00	0.00	0.00	10.00	15.00	28.00	8.00
43	TOURISM & SPORT	14	13.0857	0.00	43%	57%	0.00	0.00	1.00	1.00	3.00	6.00	3.00
44	Sum	895	796.328	70.00			55.00	13.00	41.00	142.00	271.00	338.00	90.00

8.3 Applications for promotional opportunities from employees with different protected characteristics and their success rates

The gender breakdown of the successful applicants was 8 male and 12 female.

We had 1 BME member of staff that was promoted

The Age breakdown of the promoted staff was as follows:

16 – 24 = 0

25 – 29 = 3

30 – 39 = 7

40 – 49 = 5

50 – 59 = 4

60+ = 1

We had 0 Disabled staff that were promoted.

8.4 The number of job applications from people with different protected characteristics and their success rate.

No of jobs vacancies from 01/09/10 – 31/08/11 = 58

Protected Characteristic	Shortlisted Applicants	Appointed Applicants
Disabled Applicants	2	0
Gender breakdown Male/Female	Male 77 Female 116	Male 24 Female 116
BME Applicants	18	6
Age 16 – 24	8	3
Age 25 – 29	31	9
Age 30 - 39	55	19
Age 40 – 49	60	14
Age 50 – 59	35	10
Age 60+	6	2

8.5 Grievances or complaints raised by employees that relate to equality issues, harassment or discrimination, and their outcomes

Grievances 2010/11

Upheld	Appeal	Upheld	Gender	Disability	BME	Age
N	N	n/a	F	N	N	40-49
N	Y	Y	F	N	N	50-59
N	Y	Y	F	Y	N	40-49

8.6 Disciplinary and capability proceedings involving employees with protected characteristics and their outcomes for employees with different protected characteristics

Disciplinary 2010/11

Sanction	Appeal	Upheld	Gender	Disability	BME	Age
Written Warning	N	n/a	M	N	N	50-59
Written Warning	N	n/a	M	N	N	50-59
Written Warning	N	n/a	M	N	N	30-39
Dismissal	Y	Y	M	N	N	50-59

8.7 Gender Pay Gap.

The college is committed to avoiding pay discrimination and to rewarding staff fairly. This is the first equal pay audit that the college has undertaken as part of our continuing commitment to fairness.

The data for this report was gathered from the CORE Human Resources System and provides an overview of pay across the college.

This first report covers the gender equality strand however it is intended that work will continue and future reports will cover all equality strands. The audit relates to basic pay and aims to identify whether any specific gender pay gaps can be identified.

Liverpool Community College is a large organisation and at the time the audit data was gathered was directly employing 880 staff. Table 1 below shows the distribution of staff amongst general job groups and identifies average salaries.

Table 1
Whole College Staff Numbers

	Number	Average Salary
Other Support Staff	367	£21,942.00
Technicians	75	£20,437.40
Academic	368	£31,959.28
Management*	70	£46,693.23
TOTAL	880	£27,971.66

*inc SMT

Gender

The gender pay gap is the average difference between male and female full time earnings therefore for the purposes of this audit all part time salaries have been uplifted to full time to allow comparisons across the college.

Distribution of Posts by GENDER

Table 2

Category	Male	Female	Total	% Male	% Female
Other Support	95	272	367	34.92	65.07
Technician	52	23	75	69.33	30.66
Academic	155	213	368	42.11	57.88
Management	31	39	70	44.28	55.71
Total	333	547	880	37.84	62.51

Table 2 shows that overall 62.51% of employees are female however you will note that as an exception to this trend only 30.66% of technicians are female.

Average Basic Pay by Gender

Table 3

This table shows the average male and female pay for each broad area of work

		Number	Average	% Difference
Support	Male	95	£22,401	
	Female	272	£21,781	-2.76
Technician	Male	52	£21,422	
	Female	23	£18,210	-3.88
Academic	Male	155	£31,986	
	Female	213	£31,939	-0.14
Management	Male	31	£45,954	
	Female	39	£47,280	+2.80

NOTE % differences are calculated using female salary as a base. Positive differences are those in favour of females, negative differences are those in favour of males

Advice given on equal pay reviews is that gender pay gaps of 5% or more should be considered as significant indicators of underlying pay discrimination and the reasons for this should be investigated. As is demonstrated in the table above no gender pay gaps at that level exist.

We do however intend to look more closely at the reasons behind the -3.88% gap within the technician's area of work. This is an area which includes a number of roles in hospitality, catering, hairdressing and beauty which are traditionally held by females both inside and out of the college environment

Starting Salaries

Custom and practice on starting salaries for all new employees is that staff are appointed at the bottom point of the relevant pay scale regardless of the post that they are appointed to. Only in exceptional circumstances and where an objective justification has been provided is consideration given to appointing above the bottom point of the scale.

There is no evidence to suggest that starting salaries have led to any gender pay equalities within the college

Pay Progression

Pay progression for all staff is based on automatic incremental rises until the top of the scale is reached and this feature contributes to the absence of gender pay equalities within the college.

Summary & Conclusion

Liverpool Community College has identified that no significant gender pay gaps exist however further work will continue to address the gap identified in the technician's area.

There is no indication of systematic gender pay discrimination in relation to basic pay. Work on an equal pay audit with a broader scope will continue and future reports will cover all equality strands.

8.8 Staff Development activities broken down

Applications for training and development opportunities and their outcome for employees with different protected characteristics.

By Age

16 – 24 = 28

25 – 29 = 151

30 – 39 = 503

40 – 49 = 1074

50 – 59 = 1324

60+ = 345

Total = 3425

By disability

200 training activities have been undertaken by disabled staff. 3225 training activities undertaken by non disabled staff.

By Gender

2099 training activities were undertaken by female staff. 1326 training activities were undertaken by male staff.

By Race

148 training activities have been undertaken by BME staff. 3277 training activities have been undertaken by non BME staff.

8.9 Equality Impact Assessments:

25% of over 700 policies, procedures and functions have been equality impact assessed. 45% of key policies impact assessed prior to the Equality Act 2010 which stated there was no longer a legal requirement to conduct Equality Impact Assessments. Priority for this college is to re establish Equality analysis of all functions during 2012/13 to ensure more attention is focussed on the quality of the analysis and less on the production of a document.

9. Summary of College wide key equality and diversity activities and achievements 2010/11

- Diversity Week
- Key events celebrated across college throughout the year
- Establishment of staff groups; BME staff group; Disabled Staff Group; LGBT staff group established
- Success of Brightside LGBT student group
- College working towards Navajo LGBT equality charter mark
- Liverpool Gay Pride - college representation
- 45% key college policies impact assessed
- Over 200 staff trained on Equality Act and/or equality in the classroom
- Equality and diversity observed and documented in OTL process
- E&D complaints recorded through usual complaints procedure

- EDIM data reviewed
- College recognised as partners of the Olympics and Paralympics - achievement of Get Set award in recognition of diversity of the college
- College achieved Dyslexia Friendly Kite mark

10. Priorities for coming year:

- Establish detailed action plans to address profiled groups performing significantly below college rates.
- Ensure profiled group data is addressed at faculty and course levels by embedding into Support and Challenge meetings.
- Ensure equality and diversity is inclusive to all college strategic planning.
- Ensure equality objectives are published by 6th April 2012 part of the college's equality duties.
- Devise an Equality training plan - roll out training cross college.
- Review and update process for equality impact assessment- now equality analysis. Discuss with Safe and Healthy and Equality Management group.
- Work with the Quality team to ensure the college meets OFSTED requirements for E&D.
- Work with the Safe and Healthy and Equality Management group review and update the Equality and Diversity policy in line with changes to legislation.
- Achieve the Navajo Kite mark.
- Explore possibility of Investors in Diversity recognition.
- Keep ECPD Equality information updated and fit for purpose.
- Ensure Equality information is communicated effectively to staff, students and stakeholders.
- Explore possibility of advancing the collection of personal identification of staff and students.
- Establish detailed action plans to address profiled groups performing significantly below college rates.
- Ensure profiled group data is addressed at faculty and course levels by embedding into Support and Challenge meetings.
- Further develop consultation and engagement processes with staff, students and stakeholders.
- Develop Student Voice Strategy.

Equality organisational structure

Please see Appendix 2.