

Diversity Area	Theme	Objective	Action	Target	Lead
General	Communication and Consultation	Ensure that learners are engaged with the college's equality scheme	<ul style="list-style-type: none"> • Embed equality and diversity within student surveys. • Embed equality and diversity within college learner voice focus groups. • Embed equality and diversity within course review with learners. • Ensure representation on college's equality steering group. • Organise training in equality and diversity for learner reps. 	Learners contribute to the college's equality scheme, and their feedback leads to improvement.	Director: Comms and Marketing.
General	Embedding/ People Development	Equality and diversity is embedded across the curriculum.	<ul style="list-style-type: none"> • Schools of learning have bespoke training in this area. • Equality and diversity is embedded within the lesson observation processes. • An audit of schemes of work is undertaken to ensure that equality and diversity is a part of the curriculum. • Support is offered to schools of learning through the QTLP team. • Equality and diversity is embedded within the teaching and learning strategy. 	100% of schools have completed 2010/11 Lesson observation paperwork includes equality and diversity 100% of schemes of work include equality and diversity. Mentoring for tutors found satisfactory in lesson observation process.	Heads of School, Associate Director Quality and Performance, Director Curriculum and Standards.

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General	Embedding	Impact assessment is embedded as a core process within all teams	<ul style="list-style-type: none"> • Impact assessment procedure launched with CMG. • Impact assessment completed by CMG for policy and procedure within their areas. 	100% of policies and procedures have been impact assessed by appropriate manager.	Director: Comms and Marketing.
General	Embedding/ People Development	Employer and provider partners are aware of their responsibility towards equality and diversity.	<ul style="list-style-type: none"> • Responsibilities included within contracts and handbooks. • Training provided for partners. • Assessment of progress embedded within the partner reviews. 	100% of partners and employers aware of their responsibility	Associate Director Quality and Performance. Director Employer Engagement.
Disability	Data	Reduce number of not knowns for staff disability.	<ul style="list-style-type: none"> • Make completion of monitoring form mandatory on application. • Campaign amongst existing staff to collect data through an update to MyHR. • Release MyHR data to sessional staff and ask them to update the status. • Clear information circulated as to the reasons why the college wants the data. 	Less than 5% of unknowns for staff disability.	Director of HR.
Disability	Embedding	Ensure that additional learning support provides for students with literacy and numeracy needs.	<ul style="list-style-type: none"> • Review current ALS offer and plan for expansion in 2010/11. • Write ALS strategy 		Director Curriculum and Standards
Race	Embedding	Ensure our staff profile matches that of the learner population	<ul style="list-style-type: none"> • Instigate positive action strategy to encourage more BME applicants to 	Staff profile meets student profile by end	Director HR

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			<p>the college.</p> <ul style="list-style-type: none"> • Offer traineeships and internships to BME individuals in high profile positions. • Work with community groups to encourage applicants from the BME community. 	2012.	
Race	Data	Reduce the number of not knowns for staff applicants	<ul style="list-style-type: none"> • Make completion of ethnicity monitoring information mandatory on application. 	Not knowns reduced to less than 5% for staff applicants.	Director HR
Race	Embedding	Reduce the achievement gap between white and non white learners.	<ul style="list-style-type: none"> • Close monitoring of in year retention through school review. • Mentoring and coaching to be offered to learners deemed to be 'at risk'. • Early intervention strategies to be engaged for those students deemed to be at risk. 	Close the achievement gap from 13% in 2008/09 to 5% in 2009/10 to 0% in 2010/11.	Heads of School, Director of Curriculum and Standards.
Race	Data	Ensure that categorisation of ethnicity accurately reflects the college population.	Introduce Eastern European as a data category in 2010/11.		Director: Comms and Marketing
Gender	Embedding	Encourage male and female learners into non-traditional occupational areas.	<ul style="list-style-type: none"> • Use positive role models in marketing and communications materials. • Use role models in schools liaison visits. • Offer gender specific work experience or taster sessions within college. 	Increase male/female representation in Construction, Engineering, Hair & Beauty and Health Care and Education by 5% by 2012.	Heads of School, Director of Curriculum and Standards.

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			<ul style="list-style-type: none"> • Work with employers to recruit non-traditional apprentices in targeted areas. • Promote success of female/male students within the media. 		
Gender	Embedding	Reduce the achievement gap between male and female students.	<ul style="list-style-type: none"> • Close monitoring of in year retention through school review. • Mentoring and coaching to be offered to learners deemed to be 'at risk' • Early intervention strategies to be engaged for those students deemed to be at risk. • Explore positive action strategies to recruit positive male role models within the classroom. 	Reduce achievement gap from 3% to 1% in 2009/10 and then to 0% in 2010/11.	Heads of School, Director of Curriculum and Standards.
Age	Embedding	Implement positive strategies to tackle issues of youth unemployment	<ul style="list-style-type: none"> • Implementation of the vision apprenticeship scheme aimed at 16-18 year olds. 	Recruit an additional 1500 16-18 apprentices by 2012	Director Employer Engagement
Age		Offer adult learning opportunities	<ul style="list-style-type: none"> • Work with the AoC and others in campaigns to protect adult learning. • Promote the success of adult learners through adult learners' week. 		Director: Comms and Marketing
Religion and Belief	Embedding	Introduce multi-faith chaplain	<ul style="list-style-type: none"> • Launch chaplaincy service • Promote the service to students and staff. 		Director Comms and Marketing
Religion and Belief	Embedding	Introduce faith room	<ul style="list-style-type: none"> • Launch faith room 		Director Comms

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			<ul style="list-style-type: none"> Promote the faith room with students and staff 		and Marketing
Religion and Belief	Communication and Consultation	Promote different faiths with students and staff	<ul style="list-style-type: none"> Organise celebration of faith festivals throughout the year. Create strong links with Mansfield Interfaith network and other faith groups. Provide enrichment opportunities for students to understand different faiths. 		Director Comms and Marketing
Sexual Orientation	Communication and Consultation/ Embedding	Undertake positive campaign to stop homophobic bullying.	<ul style="list-style-type: none"> Introduce materials and training resources for use within the classroom. Celebrate LGBT month. Introduce positive poster campaign across the college. Provide staff development for staff to challenge inappropriate language within the classroom. 		Director Comms and Marketing.