



HARTPURY

SINGLE EQUALITY & INCLUSIVITY ACTION PLAN AND OBJECTIVES 2017- 2020

The aim of this document is to identify actions and targets that promote the ongoing implementation of Hartpury's Single Equality Scheme and Equality, Diversity and Inclusivity Objectives. As such it summarises the actions to be taken to promote and ensure equality of treatment regardless of an individual's Age, Disability, Gender re-assignment, Marriage and Civil Partnership status, Race, Religion or Belief, Pregnancy and Maternity, Sex or Sexual Orientation. This document also ensures compliance with Equality & Diversity legislation, that Hartpury tackles discrimination, bullying and harassment and the monitoring of equality outcomes. This document is to be read in conjunction with Hartpury's Single Equality Scheme and is underpinned by Hartpury's 2020 Strategy which states our Priorities and Values.

Equality, Diversity & Inclusivity Objectives

The overarching objectives for the scheme are:

Promote and celebrate equality and diversity	Each equality group to have as positive an outcome as others
Respect and dignity for all	Each equality group to have as positive an outcome as others
An accessible college environment	Each equality group to have as positive an outcome as others
Student and staff recruitment	Student and staff populations to match the relevant populations of Gloucestershire/UK
Fostering a sense of inclusivity	Each equality group to have as positive an outcome as others including student experience, outcomes, achievement and progression.

These high-level inclusivity objectives above are at the heart of our Inclusivity Action plan and Objectives and drive all actions in this scheme. The relevant objectives relating to these overarching objectives are provided in more detail within this document.

The Action Plan is a comprehensive collection of highlights from equality, diversity and inclusive activity across Hartpury which specifically targets activities to resolve the objectives above. They should not be considered an exhaustive list of all equality, diversity and inclusivity activity planned across Hartpury for 2017-2020, as some activities are in the early stage of development, and other essential activities are already embedded.

High Level Objective – Promote and celebrate equality and diversity/ Fostering a sense of inclusivity

Objective 1: Governors, Managers and Staff promote, respect and celebrate equality and diversity and ensure that, as far as possible, the workforce accurately represents the local population in terms of the 9 protected characteristics and that equality and diversity opportunities are embedded in all people-related actions – LESLEY WORSFOLD/VICKY MCBRIDE

Action	Success criteria	Target Date	Progress
Embed Equality, Diversity and Inclusivity Vision into all HR documents	<ul style="list-style-type: none"> • Feedback provided via staff survey • Part of the interview process, induction process and appraisal process • Increase staff confidence to share personal and sensitive data and ensure processes are in place for staff to disclose before and during their employment • Promoting awareness of our Employee Assistance Programme and the Mindful Employer Charter • Equality and Diversity included in Values and competency frameworks 	Spring 2018	<p>Next survey to be issued in 2018 – questions to be discussed at E&D Forum</p> <p>New candidate assessment forms are now being used for interviews and include questions regarding equality, diversity and inclusivity.</p> <p>Usage of EAP was at 13% during the last academic year which was a significant improvement. Our first Wellbeing Day was provided for staff on the 26th June 2017. We are looking to provide a further wellbeing day during the Easter holidays.</p> <p>Competency Frameworks have been amended and are now implemented in our HR processes.</p>

<p>Regularly review Equality, Diversity and Inclusivity policy consistent with any feedback and external best practice</p>	<ul style="list-style-type: none"> • Policy updates discussed by Executive and Equality & Diversity Forum and approval recommended to Corporation • Policy is made accessible to all staff and students • Compliance with legal obligation to have appropriate policies and procedure in place 	<p>By end May each year</p>	<p>Equality, Diversity and Inclusivity Policy was updated in May 2017 Further review in May 2018</p>
<p>Promote the Single Equality Scheme/Inclusivity Objectives and related documents/policies ensuring accessibility to both potential and actual students, staff, stakeholders and the general public as a whole.</p>	<ul style="list-style-type: none"> • Publish scheme on website and intranet and keep up to date so all staff, students and other parties are informed 	<p>Review as part of E&D Forum</p>	<p>New starters receive an email directing them to specific pages on the staff intranet including the Equality and Diversity page. Reviewed SEP Scheme and objectives and draft rebranded as Inclusivity to ensure a more holistic approach.</p>
<p>Ensure Equality, Diversity and Inclusivity work is recognised nationally and promoted internally and externally</p>	<ul style="list-style-type: none"> • Achieve renewal of Equality Standard • Disability Confident Employer highlighted on adverts and commitments renewed annually • MINDFUL EMPLOYERS charter promoted to staff • Consider working towards the Workplace Wellbeing Charter 	<p>May 2016 Ongoing Ongoing</p>	<p>Equality Gold Standard – reaccreditation achieved Renewed for a further two years Renewed for a further two years. Promoted to staff as part of the Mental Health awareness day on 10th October 2017. To be reviewed</p>

<p>Deliver a training programme for all staff in relation to Equality and Diversity and ensure this is embedded within the staff development strategy</p>	<ul style="list-style-type: none"> • Training in place and effectively promoted to all staff • Staff have a good understanding of how equality impacts upon relevant aspects of service delivery and employment and their individual responsibilities • Review online training provider as all staff will be required to complete training every three years • Provide mentoring, CPD opportunities for staff who are under-represented in certain areas of the workforce if requested • Embedded in HR Strategy 	<p>Ongoing</p> <p>Sept 2016</p>	<p>Reviewed training provider and decided to remain with Cylis – existing staff will be required to complete equality and diversity training this academic year</p> <p>Ongoing programme of Equality and Diversity training implemented</p>
<p>Review support currently provided to staff who return from long term absence - maternity, adoption and sickness and identify the potential for further support</p>	<ul style="list-style-type: none"> • Develop maternity/paternity letter to provide staff with all relevant information 		<p>New letters are now being provided to staff</p>
<p>Ensure information on flexible working opportunities is available and provide statistical data</p>	<ul style="list-style-type: none"> • Policies and procedures in place for flexible working • Develop statistical data provided via E & D Forum 		<p>Statistical data is provided via the Equality and Diversity report. Will review Flexible Working policy by June 2017 – to be discussed at next Forum</p>
<p>Review and refresh the employee data that is collected to ensure full coverage of the nine protected characteristics</p>	<ul style="list-style-type: none"> • Maintain mechanisms for ensuring information is up to date and accurate for reporting purposes • All protected characteristics covered within recruitment process 	<p>Ongoing</p> <p>Ongoing</p>	<p>Data validation exercise completed last year</p> <p>To be completed on an annual basis Application form includes all protected characteristics. Data is checked with new starter on their first day</p>

	<ul style="list-style-type: none"> • Staff survey contains questions regarding protected characteristics 	June 2016	Survey completed and results are provided in the equality and diversity report
Further develop staff reporting including recruitment, promotion, leavers, maternity and paternity leave, absence	<ul style="list-style-type: none"> • Suite of reports available and provided to E & D Forum on a termly basis • The collection and use of accurate information which can be used to benchmark performance and set targets which will be included in subsequent Single Equality action plans/Equality Objectives • Incorporated into Equality & Diversity Forum, Executive and Governor reports • Discuss any issues which highlight areas of concern and agree and implement appropriate action 	Ongoing	Statistical information is provided in the Equality and Diversity report.
To conduct equal pay audits as required by law	<ul style="list-style-type: none"> • Identification of options to correct unjustifiable differences 		Equal pay audits to be conducted on an annual basis Gender pay reporting to be completed by the 31st March 2018
High Level Objective – Respect and dignity for all			
<i>Objective 2: All staff, students, service users/visitors to be free from harassment, discrimination and bullying and to treat each other with respect and dignity –LUCY SCANNELL/VICKY MCBRIDE</i>			
Continue to review and improve all policies and procedures related to harassment, discrimination and bullying	<ul style="list-style-type: none"> • Policies reflect best practice and are actively used by staff and students • Zero tolerance to harassment and bullying amongst staff and students • Very clear control mechanisms which are reviewed regularly and systems in place for recording incidents and putting follow-up action in place 	In line with HR policy schedule	The Student Anti-Bullying Policy. Was agreed and has now been updated. The bullying procedure has been reviewed and suggested changes made to make the process more consistent. The discipline process for bullying incidents is also being reviewed.

<p>Raise awareness of Anti-Bullying among all student groups</p>	<ul style="list-style-type: none"> • Annual achievement of Anti-Bullying • Accreditation to include regular review of student policy and screening tools • Promote the annual National Anti-bullying week • Promotion of anti-bullying to all students (Wellfest) and for FE students via the PINK curriculum 		<p>Successfully achieved for the 3rd year running</p> <p>A suite of E-workshops has been developed as part of the Hartpury Certificate and PINK curriculum. As part of this students have to complete an-anti-bullying workshop. Students are unable to move onto another workshop until the anti-bullying workshop has been completed.</p> <p>Anti-bullying week is from 13th November 2017 and will be highlighted in the usual way. As the 2017 theme was 'All Different, All Equal' it was agreed that Anti-bullying would form part of the E&D week resources were printed and was also raised in Heroes. The SU report will detail what was covered. We plan to organise for some anti-bullying organisations to attend WellFest in September 2017. Unfortunately we were let down again by bullying organisations, mainly due to their location but we will endeavour to try again for WellFest 2018.</p>
<p>Review the reporting, recording and processes for dealing with complaints from both staff and students in relation to bullying and harassment to ensure swift resolutions</p>	<ul style="list-style-type: none"> • Policies update and available for all to access • Monitor complaints and look to achieve a year on year reduction 		<p>Ongoing process</p>
<p>High Level Objective – Promote and celebrate equality and diversity/ Fostering a sense of inclusivity</p>			
<p>Objective 3: Promotion of Equality & Diversity, respect and celebration of differences across all student cohorts – DIRECTOR OF MARKETING & COMMUNICATIONS/PHIL METCALFE/SU REPRESENTATIVE</p>			
<p>Promote equality and diversity initiatives across campus to raise awareness and</p>	<ul style="list-style-type: none"> • Annual calendar of events and activities is refreshed and promoted each academic year 	<p>July 2016</p>	<p>Added to the intranet for all staff to access.</p>

<p>celebrate</p>	<ul style="list-style-type: none"> • Deliver a cross college annual Equality & Diversity Celebration week 	<p>November 2016</p>	<p>November 2016's event tied in with Anti-Bullying Week with each day themed around a reason why people could be bullied – gender, culture, religion, sexuality and disability. There were also themed menus in Graze celebrating different foods from around the world. Information stands outside Graze/ULC all week, changing each day with information on Religion, Culture, LGBT, Disability, Gender. 33 entries for our 'name the countries' competition and 10 students played wheelchair basketball with the Gloucester Blazers. Very little interest in a talk from Robin Agascar about the struggles LGBT people have faced over recent years. Going forward, we will advertise earlier and make advertising more specific. Overall, E&D week was well received, and we have some points to work on going forward.</p> <p>The SU have launched their women's campaign. The focus this semester is on opening the conversation around women's health and wellbeing. The campaign is hoping to run a panel discussion type event, with students able to submit questions anonymously and they will be answered by a professional.</p> <p>We have had interest from students to restart the LGBT group and we are hoping this will be set up ready for the next academic year. There is also a small group of students interested in setting up an international society which we are keen to support, again, hoping to set up for September.</p> <p>The SU are supporting the promotion of non-alcohol events around campus to improve inclusivity. Events have been arranged for student volunteering week, providing students with opportunity to make a difference in the local community and learn new skills. RaG (Raise and give) week is scheduled for the end of March and there are plans for non-alcoholic events including a craft afternoon, a rodeo bull and a karaoke night for FE students to encourage them to engage with RaG. Hartpury RAG week raised just shy of £500. We tried to make it as inclusive as possible with</p>
------------------	--	----------------------	---

			sports activities, craft sessions, cake sales, FE only events as well as a party in Legends. Some events were more popular than others, so looking forward we will continue to run different events so all students feel they can get involved in SU activity. The next big event will be freshers week, where I will push more alcohol-free events. From September 2017, Chaplaincy has offered a lunch time social space in the Cavern run by the student chaplain.
Admissions policies to have equality and diversity at the heart of all supporting processes	<ul style="list-style-type: none"> Increase disclosure of personal characteristics for students on application forms and other reporting tools 	Annually reviewed	
Hartpury produced literature to support the equality and diversity ethos of the institution.	<ul style="list-style-type: none"> Recruitment activity, where possible, to include references to our E&D ethos E&D to have a presence on the website beyond the publication of the policy Visitor information to include references to E&D Increase number and membership of specialist SU clubs 	<p>Ongoing</p> <p>Sept 2016</p> <p>Ongoing</p> <p>Ongoing</p>	<p>New website being planned</p> <p>When the leaflet is updated</p>

High Level Objective – An accessible educational environment

Objective 4: Maintain an accessible college environment where all students, staff and service users/visitors feel comfortable and respected – NIKKI PERRY/BETH LEO

All staff students and visitors regardless of their protected characteristics find it easy to travel around campus and have	<ul style="list-style-type: none"> An audit of campus facilities has been completed. 	NP/BL	<p>Outcomes of audit are complete and details have been passed to SDB to include all facilities available on the campus map – COMPLETE</p> <p>Creation of cross college policy to set out appropriate 'best endeavours' to accommodate student needs.</p>
---	---	-------	---

access to appropriate facilities	<ul style="list-style-type: none"> All college facilities with specialist resources have been highlighted for the campus map. 		<p>To be included</p> <ul style="list-style-type: none"> Timetables Transport Accommodation Facilities Care Support <p>The existing policy has been reviewed and amended – agenda item at E & D Forum Meeting in May – new document ready for approval. Approved at July Corporation.</p>
Provide study support areas for learners with SEN	<ul style="list-style-type: none"> Place a supported study area in the CLC supervised by qualified support staff. 	<p>Sept 2016 NP/LW</p> <p>Sept 2017</p>	<p>FE Study Zone now in place in the CLC with support staff available 9.30 to 3.30 5 days a week. COMPLETE</p> <p>HE Designated ULC disability champion available to support students’ needs and refer / update ASC.</p> <p>OUTSTANDING Investigate quiet booths for FE learners in the CLC.</p> <p>OUTSTANDING Quiet or silent zones to be explored with Emma Stevens. Put budget bids in for any further furniture for March 2017</p>
Central EAA assessment area	<ul style="list-style-type: none"> Place EAA assessment centres in CLC 	Sept 2016 NP/LW	Meeting booked with LW/NP to discuss logistics - COMPLETE
Ensure our ASD students have access to safe zones	<ul style="list-style-type: none"> Safe Zones in place with facilities and equipment 	Sept 2017 NP/LW/SC	<p>Budget bid for staff and furniture etc. for 2017/18. Room identified in Courtyard and applying for grant through Barnwood Trust for some equipment –this has been rejected.</p> <p>Suggested name for Safe Zone is Engage – now awaiting for an update on the budget with LW for staffing and reconfiguration of the room.</p>
Local offer includes student experience of the college’s support	<ul style="list-style-type: none"> Collect learner voice Help students write testimonies Film students explaining about their experience of the support they have 	Sept 2017 NP/BL	Learner voice questionnaire written and focus groups set up in early June 2016. Report to be available for FE SAR. UPDATE – FE Student Learning Support rep meeting is now in place termly – ongoing development of marketing for 18/19 launch

	<p>received –Publish these films with a link to local offer on website</p> <ul style="list-style-type: none"> • Include SEN testimonies in prospectus • Celebrate the success of learners who have overcome disadvantages to success. Include these testimonies in our local offer 		<p>Work with SDB to reconfigure web page for learning support for both FE and HE</p> <p>Explore use of Blippar</p> <p>FE SEND student rep meeting has taken place and action plan included in QR1 FE report for learning support</p> <p>FE One short clip produced.</p> <p>FE SEND student reps are working on scripts for website and Moodle.</p> <p>Local offer has been reviewed and is with CW for approval. This will be changed into an interactive app for the website/ Moodle. UPDATE – this has been approved and is with Andy Beddoe</p> <p>Looking into a leaflet for open days and interview days with Blippar link to film clips.</p> <p>Disability Policy and Local Offer needs to be an accessible document for students.</p> <p>HE – Offer ad hoc feedback opportunities and a student survey on an annual basis. This is to be done shortly and feedback will be collated</p> <p>Hartpury TV – interview HE student about Learning Support journey.</p>
<p>Equipment and software to be available for loan in CLC</p>	<ul style="list-style-type: none"> • Equipment will be held in the CLC for loan and list of equipment / software available will be detailed in the support handbook. 	<p>Sept 2016 NP</p>	<p>Agreement with CLC now in place All equipment will be collected from students June 2017 and placed in CLC ready for 2018 intake. For FE 16/17 we have centralised equipment for loan with Kirsty Smith SEN administrator.</p> <p>HE – for 16/17 we have centralised loan system with Beth Leo. For 2017/18 to be held the ULC. Beth Leo to review available budget and update loan equipment.</p>

Equipment and software bursary / loans available to students and staff with SEN	<ul style="list-style-type: none"> Process and budgets in place for students to access funding for specialist equipment and software. 	Sept 2017 LW/IW	HE have a bursary for £200.00 contribution towards a DSA laptop. Can this bursary be made available to FE as well?
Develop a passport to success handbook This document will include all support, equipment and software on offer	<ul style="list-style-type: none"> Student passport in place for 2017 Virtual passport online 	Sept 2017 NP/BL	Highlight several students from the 2016 cohort to help design and develop the handbook. This maybe the same students who have also fed into the learner voice questionnaires. Include details on new web page. BL and NP to meet in the summer 2017 to create handbook.
Develop a CPD program to assist all academic / support staff support learners with SEN.	<ul style="list-style-type: none"> Through the E&D calendar of events, develop CPD to run alongside awareness days to assist staff in supporting learners, and visitors with SEN. Include ASD, Deaf awareness physical difficulties 	Sept 2016 onwards NP/BL	Increase awareness days on E&D calendar Allocated Learning support leads with specialist areas to develop their own knowledge and to deliver CPD - ONGOING BL and NP to co-ordinate an annual timetable of joint CPD activity
Set up specialist careers advice sessions for SEN learners	<ul style="list-style-type: none"> Specialist support sessions available to advice on progression opportunities and preparation for adulthood. 	Sept 2017 NP/BL/CW	St Forwards meeting booked in April for all EHCP and SEND students to have access to. Working with Hartpury ICE to facilitate this COMPLETE sessions arranged
Develop data collection and reporting to include the wider E&D groups	<ul style="list-style-type: none"> Create several key points for people to declare disabilities and protected characteristics and updated online records to ensure that the end of year data is comprehensive and robust. 	CW/LW	Ensure all Mental Health stats are included as disability. Understand the effects of the increase in mental health issues and how best to support these learners. <ul style="list-style-type: none"> Quiet Zones / safe spaces for example Pastoral tutor for each subject area for faculty Ongoing meeting booked mid Feb with key stakeholders regarding data collection and report production. ASC are collecting annual data about wider E&D groups.

Target underrepresented groups for recruitment			
Highlight and address any barriers to retention of students with disabilities	<ul style="list-style-type: none"> • Create a report to ensure we understand why people with disadvantages leave the college. • Create an action plan to reduce the barriers to success from this data set. 		Information to be analysed at end of academic year 16/17. ONGOING
High Level Objective – Fostering a sense of inclusivity/ Student and staff recruitment			
Objective 5: Foster a sense of inclusivity within Higher and Further Education teaching and learning practices to enhance achievement across diverse student groups – CLAIRE WHITWORTH/LINDA GREENING			
Develop awareness amongst students of equality and diversity issues within respective areas of study	<ul style="list-style-type: none"> • Staff to include reference to internal E&D events and global events/examples within taught sessions where appropriate captured by lesson observations to advance awareness • Lead practitioner (FE) will promote awareness across the FE curriculum areas 	Review annually at the end of each academic year	FE - Advancing awareness of events and global issues is an expectation of a lesson where there is a naturally occurring opportunity to do so – this is an area of focus in informal and formal lesson observations. In 2016-2017 80%, of formal lesson observations demonstrated E&D (advancing awareness to prepare students for life in modern Britain) as a strength or 'no missed opportunity for development'. This is also supplemented by wider diversity events throughout the year. This is a continued area of focus for FE staff development, supported by CPD activity. Formal observations are currently underway in FE – this information will be collated to confirm the position regarding advancement of E&D awareness in lessons.
Increase staff awareness of the diversity that exists within the student cohorts using unit-E to generate data reports/ensure focus on narrowing the gap	<ul style="list-style-type: none"> • Data features in department/ programme quality review reports/ FE Self-Assessment (SAR) 	Review annually at December	FE - Overall FE College SAR and departmental SARs are now completed for 2016-2017 (draft submitted for November QuEST approval) and include E&D characteristic data, highlighting any gaps in performance with appropriate commentary; actions are fed through into the Quality Improvement Plans. An extract of the SAR data analysis is presented to the E&D forum for discussion. The overall 2016-2017 analysis has been provided for the November committee meeting. We are now able to report on

			<p>actual student numbers rather than enrolments within this data set since the migration to Pro-achieve. In year reports will be available for presentation at the next committee meeting. Whilst we can report on LDD, we need to do further work in MIS to enable appropriate cross reference to ALS.</p> <p>FE – still under MIS development</p> <p>HE at Feb 17: programme and departmental review documents now include some E&D data. Unit-E is not fully functional within this academic year to increase staff awareness of student profile as anticipated.</p> <p>HE at Nov 17: achievement and retention data report presented at E&D committee for 16/17. This is the first year we have been able to provide a comprehensive report of this nature and with the new student records system up and running in the future we anticipate the detail of these reports will improve.</p> <p>HE at Feb 18: Inclusivity Forum under development to promote key information to HE staff</p>
<p>Raise staff awareness of unconscious biases that can exist within teaching and learning practices using in-house staff development sessions provide staff development to support advancing E & D in lessons</p>	<ul style="list-style-type: none"> Specific sessions scheduled each year to facilitate constructive and supportive evaluation of teaching and learning practices 	<p>Review annually at end of each academic year</p>	<p>Ongoing in CPD sessions although requires further focus this year.</p> <p>HE at Feb 17: Five staff development sessions focussing on Inclusivity have been delivered for HE Staff. The Inclusivity symposium was open to all staff.</p> <p>HE at Nov 17: The Equality Charter Unit have been invited to deliver unconscious bias training to champions within departments for dissemination back to teams in semester two of the academic year 2017/18</p> <p>HE at Feb 18: Still investigating ways to work with ECU</p>
<p>Facilitate arrangements for reasonable adjustments to curriculum following individual requests</p>	<ul style="list-style-type: none"> Review the number and nature of individual requests 	<p>Review annually at end of each academic year</p>	<p>Actioned individually as needed although with Unit E implementation this year, we need to work on timeliness of making adjustments once raised in relation to timetabling</p> <p>FE 15/2/17 – built into 17/18 timetabling guidelines to tighten up with this. No further concerns reported</p> <p>HE at Feb 17: This academic year we have taken curriculum approval in-house and all new</p>

			<p>developments are consulted on to ensure inclusivity is considered.</p> <p>HE at Nov 17: All new students declaring disabilities were met prior to induction to ascertain individual requirements. A specific induction event was hosted for students declaring disabilities specifically linking to mental health conditions.</p> <p>HE at Feb 18: in-house curriculum development ongoing, individual requests for reasonable adjustment (RA) are managed as they arise by RA committee. The pre-induction event is planned the same for the start of next academic year</p>
<p>Report annually on student achievement and set a suitable tolerance percentage for difference in success by characteristic</p>	<ul style="list-style-type: none"> Meet and achieve set percentage(s) 	<p>Review annually at end of each academic year</p>	<p>As above – 3% tolerance set with anything 5% of above requiring action. 3-5% differences require monitoring. FE 15/2/17 – in year monitoring now built into Learning Support Quality reviews for ALS related characteristics – all built into Governor KPI monitoring</p> <p>Report for in year retention under development with MIS</p> <p>HE at Feb 17: in-year monitoring suggests there is a need to address achievement differentials however data is not 100% at present.</p> <p>HE at Nov 17: report to this committee with pleasing outcomes for minority groups from 1617 achievement data</p> <p>HE at Feb 18: targets developed as part of Inclusivity SES 2020. Retention report suggests parity between student groups.</p>