

Equality Scheme Objectives and Implementation Plan 2019-21

Introduction

This document represents Plymouth College of Art's Equality Scheme Objectives for 2019-21. It evolves from the objectives the College has been working towards previously, to further enrich its commitment to meeting the College's strategic plan, promoting creative learning and social justice in providing a unique and specialist learning environment where diversity is recognised, valued and celebrated, and where everyone has access to equal opportunities to fulfil their ambitions.

Supported by the Single Equality Scheme and Equality and Diversity Policy the objectives have been updated to grow the institutional culture of promoting inclusion and equality in line with the three 'aims' of the Equality Act Public Sector Duty on educational establishments and the double helix of Creative Learning and Social Justice:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.

Advance equality of opportunity between people who share a protected characteristic and those who do not.

Foster good Relationships between people who share a protected characteristic and those who do not.

Objective	How we meet objective	Impact Measure / Target	Current Status	Key staff / responsibility
Equality Duty - Eliminate unlawful discrimination				
<p>Eliminate any discrimination, harassment or victimisation under the protected characteristics in recruitment, treatment and progression of staff and students.</p>	<p>Staff and students to have a thorough understanding of the Equality Act and legal duties with an understanding of respect for colleagues and students and recognising and acting on their own unconscious biases.</p> <p>Implementation of definitions including IHRA definition of antisemitism into E&D Policy and disseminated through newsletters and handbooks.</p> <p>Training:</p> <ul style="list-style-type: none"> - e-learning package for staff, monitoring numbers in-date - workshops - E&D newsletters (for staff and students). <p>Student updates at Student Voice with presentations made available for all.</p> <p>Unconscious bias training / information specifically for</p>	<ol style="list-style-type: none"> 1. Target of 95% of staff to be in-date for E&D online training by 2020 (staff turnover makes 100% completion unrealistic). 2. Elimination or reduction of complaints made by students citing any form of discrimination including no incidents of antisemitism or islamophobia. 3. Equality of access - no significant difference in conversion rates from application to offer to enrolment. 4. Equality of outcomes - no significant difference in retention, progression or outcomes between specific groups such as those from lower income backgrounds or BAME backgrounds. 5. Elimination or reduction of grievances made by staff citing any form of discrimination. 6. Feedback from training. 	<ol style="list-style-type: none"> 1. 80% in date (Feb 19) 2. Currently +ve (1 disability discrimination complaint in 2017/18 with none relating to other forms of discrimination - down from 4 in 2016/17). - still too many informal student complaints about bullying/harassment - increase in cyberbullying (other students). 3. Not apparent that conversion rates differ but more detailed data investigation required. 4. Students with DSA currently achieving slightly better degree outcomes and slightly better retention. 5. Confidential (HR) 6. First workshop completed - additional, shorter versions to be implemented. 	<p>All</p> <p>Hd HR Dep Reg (QSP)</p>

	<p>staff who conduct student recruitment interviews.</p> <p>Plan to close the gap in retention, progression and success through the Access & Participation Plan.</p>		<p>6. First newsletter update to be produced for Spring 2019.</p> <p>6. First SV update January 2019.</p> <p>6. Unconscious bias training to be agreed as part of the staff training schedule.</p>	
Reduce gender pay gap	<p>Equal Pay Action Plan</p> <p>Open and transparent recruitment process for all staff.</p>	<p>1. Reduction of gender pay gap - reported by 31 Mar each year (previous year snapshot)</p>	<p>1. Gap currently +11.3% (mean) and +8.3% (median) National pay gap currently +18% mean (+ve figure means males receive higher pay). HERA may have impact.</p>	<p>SLT Hd HR</p>
Equality Duty - Advance Equality of Opportunity				
Provide an excellent student experience through equality, inclusion alongside academic excellence	<p>Further enhance studentship across the College. Embed and integrate equality and inclusion into curriculum and in college documentation.</p> <p>Use all interfaces with the Student union to further develop the student voice and challenge students on every cohort to become more involved in the development of their extra-curricular experiences.</p> <p>Increase student engagement - as SU officers and with</p>	<p>1. Target of retention and attendance improved for both HE and PD - no students withdrawing for reasons linked to bullying/harassment/ discrimination or mental health issues exacerbated with those.</p> <p>2. Survey results Target of NSS showing above average levels of satisfaction - target 84% with no differences between individual student categories by 2021 and Pre-degree exit survey of at least 85% with Q 'I am treated fairly' above 90%.</p> <p>3. Improved attendance on committees by students including E&D Committee.</p>	<p>1. Attendance slightly down in 2018/19 despite target of 80% to qualify for bursary. Retention in HE currently a concern - 76% in 2018 (down from 77%)</p> <p>2. NSS broken down to student category level with only trend being non-white students less satisfied overall (65% v 77%). Overall satisfaction 77% (down from 83% in 2017).</p> <p>2. Pre Degree Exit Survey 85% in 2018 with Q 'I am treated fairly' at 93%. Fall in</p>	<p>Dir LTE (Retention Working Group) Committee Chairs Registry Dep Reg (QSP) SU President</p>

	<p>attendance on E&D Committee Student representation for disability, LGBT+,E&D (HE and PD).</p> <p>Current and relevant Student Charter.</p>	<p>4. Accessible Student Charter in place written by students for students.</p>	<p>Counselling Service (75%) but rise in Wellbeing Service (89%).</p> <p>3. Students represented on Boards and all committees. Currently no volunteers for E&D Rep or Disability Rep. SU President continuing to encourage prospective students.</p> <p>4. Student Charter being updated early 2019.</p>	
<p>Provide exceptional support for students who require additional support</p>	<p>Maintain effective student support activities for students.</p> <p>Offer of counselling and wellbeing services in addition to external DSA support.</p> <p><i>Additional support provided for care leavers (finance, mentoring, counselling).</i></p> <p><i>Additional support in areas of feedback and academic support for students with specific learning disabilities and increase overall satisfaction for students with other disabilities.</i></p>	<p>1. Continued uptake by students of services offered - and available without hindrance.</p> <p>2. Elimination or reduction of complaints about Student Support and in surveys with satisfaction at least 90% where appropriate.</p> <p><i>3. Increase in care leaver recruitment, retention, attainment, outcomes).</i></p> <p><i>3. Acceptance for Care Leavers Covenant.</i></p> <p><i>4. Closure of gap between students with no disabilities and those with SLD on NSS (all scales) and in overall satisfaction on NSS between students</i></p>	<p>1. No waiting list (Jan 19) for counselling / wellbeing services and positive feedback in SSLG.</p> <p>2. No complaints upheld in this area for 2017/18 or 2018/19 to date - nationally this is increasing.</p> <p><i>3. To be reported 2020/21.</i></p> <p><i>4. NSS results 2021.</i> NSS 2019 =</p> <ul style="list-style-type: none"> ● 75 overall ND (-3) ● 69 overall SLD (-7) ● 69 overall (OD) (-5) <p><i>Q6 saw 17 point difference between SLD and OD/ND</i></p>	<p>HoSS Dep Reg (QSP)</p>

		with no disabilities and all students with disabilities.		
To have a diverse staff and student population reflecting regional / national statistics	<p>Actively and positively promote people from different backgrounds in marketing media, events and activities and through the Access & Participation Plan.</p> <p>Interact with and encourage potential students from backgrounds not represented well in certain areas (by gender and age). Recruitment activity outside of the region.</p> <p>College linked into research into subjects with (national) low non-white participation such as interior design and fashion related subjects.</p>	<p>1. Annual data return (on PCA website).</p> <p>2. Annual data return (on PCA website).</p> <p>3. Enrolment statistics (by type) on SoMIS.</p>	<p>1. 2017/18 indicated staff members in line with regional average 5.1% Devon, 8.2%¹ South West and 20.2% England.</p> <p>- HESA stats for 2017/18 show PCA non-white staff members above local average (7.1%).</p> <p>2. Current non-white students at 5.1% in line with county but lower than region and national numbers. Trend over the last 5 years is consistently 5 - 5.5%.</p> <p>2. 22.6% disabled HE students 2018/19 against national average of approximately 10%.</p> <p>- 13% Pre Degree students with a SLD.</p> <p>3.</p> <p>- 70.3% / 29.7% female/male UG / 71.3%/28.7% PD</p> <p>- 75.3% / 24.7% young / mature UG</p> <p>- 3 male students in Interior Decoration & Design (71)</p>	<p>SLT</p> <p>HoSRA</p> <p>HoMIDS</p> <p>HoAR</p>

¹ <https://www.ethnicity-facts-figures.service.gov.uk/british-population/national-and-regional-populations/regional-ethnic-diversity/latest>

			- increase in male representation FMM / Costume 2018/19.	
Equality Duty - Foster Good Relationships				
Foster good relationships between staff and students making a welcoming and inclusive environment.	<p>Inclusive practice in curriculum.</p> <p>Programme teams to work with Student Support and HoF / HoR to make reasonable adjustments to accommodate needs of all students - such as assistive technologies.</p> <p>Pre-degree curriculum embedding values that relate to respect for others - Character Project embedding British values.</p> <p>Inception of International Baccalaureate Career Programme to develop language skills and grow students as global citizens.</p> <p>Implementation of the IHRA definition of antisemitism - included in ad hoc E&D Policy amendment Nov 19 and included in staff/student E&D Newsletter.</p>	<ol style="list-style-type: none"> 1. Year on year reduction in complaints regarding discrimination and regarding bullying / harassment. 2. Demonstrate an improvement in line with comparable benchmarks in the NSS with aim to be a score of 88% in 2021 against the question "I feel part of a community of staff and students" (Q21) 3. HE Induction Survey to score at least 90% for Qs 'treated with respect by staff / students'. 4. Pre-degree Exit Survey to score at least 95% in Q 'I feel safe at the College'. 5. Pre-degree Induction Survey to score at least 90% for Qs 'treated with respect by staff / students'. 6. Quality outcomes of IBCP. 7. Maintain record of no antisemitism in the College. 	<ol style="list-style-type: none"> 1. In 2016/17 there were 4 complaints concerning discrimination (disability) - 1 x pre-degree / 3 x HE - none upheld but one escalated to OIA. 2. 2018 score 75% with a range across programmes from 50% to 94%. 3. 2018 - Staff 92% (-2) / Students 91% (+1) 4. Score of 93% 2016/17 and 2017/18. 4. Character Project established and having a positive impact and influencing student perceptions. 5. 2018 - Staff 93% (-1) / Students 90% (-1) 6. IBCP commencing Sep 19. 7. No recorded incidents. 	<p>Heads of School Dean Pre-degree HoSS / IEPL / Programme teams Dep Reg (QSP) HoF HoR Registry</p>

