



# Equality & Diversity Action Plan 2015-2020



## **Mission**

To create and sustain a safe environment where staff can deliver an innovative, challenging, quality, exciting and inspiring learning experience that meets the needs of learners, non-learners and employers in our local communities.

## **Values**

Maximising learner / customer success and achievement through innovative delivery to improve individual's life chances and / or employment opportunities, in a safe, secure and nurturing environment underpinned by our specific values of:

**Respect, Honesty, Trust, Openness, Equality of Opportunity for all.**

## **Vision**

Through a socially inclusive approach, we will provide high quality learning and training support, to equip individuals with the skills for future employment, further development and or Further Education.

Nova Training are committed to delivering excellence, providing the best possible experience and effective IAG for all of our learners and staff alike; with a strong emphasis on Equality and Diversity and a commitment to **Safeguarding** all of our learners / customers to ensure they feel safe, and are safe. We aim to be a high-performing organisation with a passion for learning and a dedication to become the training provider of choice.

## Introduction

The five year Equality and Diversity action has been developed through discussions with key staff and outcomes from the ‘Learner Voice’ meetings. Equality and Diversity, is an agenda item on all meeting agendas, however, the monitoring for compliance and implementation will be through the Equality and Diversity group meeting which is held quarterly. This plan will be monitored for implementation at various stages throughout the ‘Learning Journey’ and through Nova staff appraisals. It will be updated yearly as to progress.

| OBJECTIVE  | ACTIONS  | RESPONSIBILITY  | COMPLETION DATE   | IMPACT   |
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| <p><b>1. All imagery should reflect and celebrate the diversity of the Nova’s community.</b></p> | <p>a) Continue to ensure learner imagery in publications, display materials, the Nova website and internal wall displays reflects and celebrates the diversity of the Nova’s learner community.</p> <p>b) Continue to monitor learner perception of E&amp;D and incidence of discrimination and harassment through learner surveys, complaints and safeguarding reporting.</p> | <p>Marketing manager<br/>All Staff</p> <p>Managers and Learner Voice lead</p> | <p>Monthly Centre Meetings</p> <p>Monthly at Learner Voice Forums</p> | <p>A)Learners and external partners will visually see that Nova is inclusive of all backgrounds. Nova will attract learners from all ethnicity and diversity backgrounds. Monthly celebrations of all ethnicities are celebrated and recorded.</p> <p>b)Higher learner responses through surveys. More relevant Centre specific feedback which will lead to effective change in behaviour and better learning environment.</p> |

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|                                   | c) Ensure full promotion of Equality and Diversity commitments throughout the learner journey   | All staff                      | Weekly at Case Conference                            | <p>Policies put in place protect the learner and ensure they feel safe throughout the journey.</p> <p>c)Learners will be better educated in different cultures and celebrations. Staff will be more knowledgeable when dealing with sensitive topics. Learners will have a better tolerance and understanding of E&amp;D topics.</p> |
| <b>2. Monitor gender profiles</b> | Continue to monitor gender profiles at qualification level and promote provision through imagery and course literature that challenges gender stereotypes eg. Male hairdressers and female mechanics, | Managers and Marketing manager | Quarterly Performance Plans/Monthly Managers Reports | Higher number of females taking part and successfully completing courses that are currently male dominated and vice-versa. Vocational courses will benefit from all sexes taking part and progressing into various industries.   |
| <b>3. Analyse ethnic</b>          | a) Continue to  |                                | Monthly Managers                                     | Learners will achieve  |

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| <p><b>minority group learner success rate trends</b></p> <p>.</p>  | <p>undertake a qualification level analysis to evaluate success rate trends for ethnic group learners to identify curriculum team plan actions required to ensure any discernible gap analysis is addressed.</p> <p>b)Continue to consider the ethnic minority of staff compared to learners and any impact on learner performance outcomes</p> | <p>Managers</p> <p>Managers</p> | <p>Reports/Quarterly Performance Plans</p> | <p>in relation to their peers regardless of background of learners and staff. Managers will, through the analysis of data be able to better target any underperforming areas and in turn they will even out as an ongoing impact.</p>   |
| <p><b>4. Produce a mid year report of outcomes for learners in receipt of additional support.</b></p> <p>.</p> | <p>a)Establish a mid-year report for the outcomes of learners in receipt of any additional support that integrates with qualification progress tracking to enable targeted interventions of for at risk learners</p>  | <p>Managers</p>                 | <p>31<sup>st</sup> January 2016</p>        | <p>Learners will have a clear indication of where they are and what they need to do in order to successfully complete qualification. More learners that receive additional support will successful complete their programme and in turn raise completion rates and hitting KPI.</p> |

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| <p><b>5)Complete annual Equality and Diversity audit/report in the autumn term</b></p> | <p>a) Continue to ensure annual Equality and Diversity audit/report is completed and presented to SMT/centre manager/WBL managers to integrate into Nova SAR/QIP.<br/> b) Continue to generate database reporting for the success of learners in receipt of the 16-19 Bursary Schemes<br/> c) Continue to promote diversity in learner cohort and new enrolments from black and minority ethnic learners<br/> d)Continue to promote recruitment of gender stereotypes eg. Male hairdressers and female mechanics<br/> e) Review Employment progression by gender when destinations data is evaluated</p> | <p>Policy, procedures and implementation manager, managers and Equality &amp; Diversity champions</p> <p>Data managers</p> <p>Managers and recruiters</p> <p>Managers and recruiters</p> <p>Managers and Placement and progression officers</p> | <p>December 16</p> <p>Monthly Management Data Reports</p> <p>Weekly Case Conference/Monthly Managers Reports</p> | <p>Better E&amp;D awareness across Nova impacting on every learners understanding.</p> <p>More learners understanding different awareness events around the world.<br/> More learners accepting and embracing differences between themselves and others<br/> No significant differences in achievements of learners from different ethnicity backgrounds and learners that are disadvantaged</p> <p>No significant differences in Programme starts of learners from different ethnicity backgrounds and learners that are disadvantaged compared to national/regional data.</p> |
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|  |   |  |                              | No significant differences in employment progression across gender.  |
| <b>6.. Ensure Nova as an employer is disabled friendly.</b><br>.   | a) Ensure that Nova supports staff to access work related opportunities (within reasonable adjustment)<br>b) Ensure Nova has buildings that are accessible (within reasonable adjustment)   | H&S Manager<br><br>Health and Safety Manager                                 | 31 December 2017             | Ensures that the best candidates are employed regardless of disability<br>Promotes disability awareness amongst staff and learners that breaks down stereotypes.<br>Anyone with a disability will be able to access Nova premises (within reasonable adjustment) |
| <b>7. Ensure that all learners and staff promote British values</b><br><b>1. democracy.</b><br><b>2. the rule of law.</b><br><b>3. individual liberty.</b><br><b>4. mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</b> | a) Embed into induction for all new learners and staff<br>b) Staff to embed where appropriate into the strands of the learner journey<br>c) Centres/WBL to display British Values<br>d) Observations to focus on British Values for all graded aspects of the learner | HR, Recruiters and managers<br><br>Staff<br><br>Managers<br><br>Quality team | Ongoing<br><br>31 April 2016 | All staff and learners will have an understanding of British values, how they relate to the programme and how they are used in the workplace and in the UK.<br>Learners will know where the relevant information is and how it impacts on                        |

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|  | <p>journey</p> <p>e)Embedding – part of wider Prevent Agenda – will be included in SoWs &amp; Lesson Plans – monitored by both WBL &amp; SP programme teams – fully embedded by</p> <p>f) Delivered as part of syllabus, monitored by Learner Voice Committee and also by Operational Programme Managers</p> |  |  | <p>them as learners.</p> <p>Better teaching and learning OTTLA grades</p> <p>Less behaviour within centres.</p> |
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