

Working Towards



Investors in Diversity

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Model Investors in Diversity Action Plan mapped against the Indicators

**Strand 1**

Committing: Your organisation is working towards creating or developing a truly inclusive organisational culture in which diversity is genuinely valued.

Destination	Target	Current Position	Achieved?	Action	By Whom	By When
1) <i>Written commitment to pursue diversity is manifested in the form of all stakeholders feeling they have the opportunity and responsibility to learn about diversity and to raise the awareness of others.</i>	Formal strategic commitment to E&D e.g. core values and vision, is evidenced at every level and all members of the College proactively 'live' the mission.	Other standards achieved include: <ul style="list-style-type: none"> • IID Level 1 • IIP (renewed several times) • British Dyslexia Award • You're Welcome + Kirklees Young People's Friendly Award • Befrienders & Mentoring • Mentoring Quality Standard • Commendation in Diverse Britain publication • Healthy College • Kirklees & Calderdale Careers Quality Standard • Positive about Disabled People • International School Award 	28/02/11	Audit statements on E&D to ensure all opportunities for communicating in writing are maximized.	Gerry	March 2011
	To ensure all students are aware of and familiar with the ethos and values of the College, from the outset of their time here.		17/12/10	Explanation of how E&D activities are shared and promoted to staff, students and other shareholders, e.g. through monthly newsletter to all members of the College community.	Zoe/Emily/Ash	Ongoing
	To provide regular opportunities for reflection on learning, from E&D activities.	Written statements about equality and diversity are included in all of the College's promotional materials, such as the prospectus and information sent to job applicants.	28/02/11	Press releases are available to demonstrate how we are publicizing our approach to EDI.	Emily	Ongoing
	Group responsible for E&D e.g. IID Steering group (with terms of reference).	Equality statements are included in all job advertisements, job descriptions and person specifications.	31/08/11	Develop T&L activities to enhance student understanding of E&D	Rob + E&D team	Ongoing
	Self-assessment framework to adequately explore and reference progress made on embedding E&D into the curriculum and student progress.	Communication to all stakeholders on equality and diversity matters could be improved, to encourage opportunities for individuals to take personal responsibility to learn about diversity and to raise awareness in others.	31/08/11	Promote working towards level 2 and achieved level 1. Promote achieved level 2.	Steering group	Ongoing
		Ofsted report & Grade – 2008 inspection – graded 'outstanding' for equality of opportunity, and educational and social inclusion.	28/02/11	Minutes from meetings reflect progress made and involvement of others.	Claire/Zoe	Ongoing

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<p>2) <i>The written commitment to equal opportunity is demonstrated by an appropriate increase in stakeholder mobility and an ability to move from the margins into a mainstream organisational culture which is inclusive and which values difference and diversity.</i></p>	<p>All E&D training & development achieves aim of raising awareness and changing individual and collective behaviour.</p>	<p>Meetings of the E&D strategic group are held half-termly.</p>	<p>31/03/11</p> <p>Focus groups organised for March 2011</p> <p>August 2011</p>	<p>Use student quotes as tutorial material (with student consent).</p>	<p>Shelley/ Mary</p>	<p>Sept. 2011</p>
	<p>We need to be in a position to demonstrate that E&D is mainstreamed, through the vehicle of regular surveys and focus groups.</p>	<p>Meetings of the liD steering group will be held monthly where possible.</p>		<p>Development activities for students to enhance cultural mobility e.g. work experience, NC/DC, internal promotional/awareness raising events.</p>	<p>Kam</p> <p>Ruth/ Sarah</p> <p>Steering group</p>	<p>Ongoing</p>
	<p>Staff and students should be in a position to talk about equality and diversity training, teaching and learning activities, and to describe how they have personally benefited from the training.</p>	<p>Formal training records are held for staff on E&D (including safeguarding, mental health, sign language/hearing impairment, mentoring, first aid etc)</p>		<p>All E&D activities & training evaluated, and improvements made for subsequent events.</p>	<p>Gerry</p>	<p>March 2011</p>
	<p>Training should enable staff and students to be more confident about challenging inappropriate language and behaviour.</p>	<p>Student Ambassadors have been appointed to represent the College at events such as Open Evenings, Welcome Evening etc.</p>		<p>E&D Manager to design an evaluation form and manage the evaluation analysis.</p>	<p>Zoe/ Gerry/ Claire Coupland</p>	<p>March 2011</p>
		<p>NC/DC is a group that is proactive in discussing equality and diversity, and has proved to be an excellent vehicle through which students gain confidence to fully integrate into the College and succeed in their studies. Representatives of the Study Centre and NC/DC showcased their work at the national AoC Equality and Diversity conference on 10th March 2011.</p>				

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3) <i>Leaders have shown a practical commitment towards embracing diversity.</i>	All leaders take personal responsibility for positively promoting E&D.	The Principal has direct strategic and operational responsibility for E&D.	31/03/11	Increased opportunities for Corporation members to meet staff and students.	Clerk (Claire)	Ongoing
		Individuals have been appointed into roles with specific E&D remits, to lead on E&D and ensure it is embedded throughout the College.	28/02/11	Further develop SMT 'meet-and-greet' with new staff, student groups etc.	Angela	From January 2011
		Leaders are engaged in grassroots level e.g. visible around college, involved in activities and lead by example.	28/02/11 (leadership training / in-house E&D training)	Management training to ensure that all leaders are confident of the important role they play in actively promoting equality and diversity and tackling discrimination.	Helen/ Pete	From October 2010
		SMT and designated Governor are members of E&D groups and attend.				
		Single Equality Scheme and Action Plan are currently in draft form; consultation has now ended and the SES will be finalized in November 2010, reflecting the consultation.	18/02/11	Ensure that equality and diversity feature in the College's strategic plan and the SAR and associated process.	Angela/ Pete/ Zoe	Ongoing from October 2010
		SES was finalized in November 2010 and updated in September 2011. Action plan has also been updated to map with liD destinations and the Common Inspection Framework references.	Achieved – T&L Handbook of best practice will be published in September 2011.	Audit and review of Schemes of Work with HoDs/CLs to embed E&D strategies into curriculum planning.	Erika/ Rob	Ongoing from October 2010
				To use the teaching and learning review process to audit the current promotion of equality and celebration of diversity in lessons. This will then be followed up by suggestions for amendments and additions to teams QUIPs.	Erika/ Rob	Ongoing from October 2010
			Training took place in June 2011.	To organise training on embedding E&D within curriculum planning and teaching and learning	Erika/ Rob	June 2011

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<p>4) <i>Your organization has shown wholehearted practical commitment to diversity by taking relevant initiatives forward.</i></p>	<p>All members of College community can cite example of involvement in E&D activity.</p> <p>All members of the College community can describe what E&D means to them and the College.</p>	<p>Initiatives</p> <ul style="list-style-type: none"> • E.g. peer buddies, work experience, NC/DC. • Focus on E&D in tutorial curriculum and enrichment programme. • Themed events are being organised in line with the College's diversity calendar. Events/themes covered so far include: <ul style="list-style-type: none"> ○ Black History Month ○ Anti-bullying week ○ Holocaust Memorial Day ○ LGBT History Month ○ International Women's Day • Staff induction has been revised to incorporate a designated session on E&D. • Introduction to E&D has been a discrete tutorial activity. • Study Centre / NC/DC showcased at the AoC Equality and Diversity conference. • Displays in College related to tutorial themes (e.g. respect/anti-bullying display, respect poster competition winners, LGBT History Month). • Zoe's involvement with the deaf job club (25/03/11). • Zoe's involvement in the E&D event in Doncaster 08/04/11. 	18/02/11	Make sure that 'initiatives' is a standing item on Steering Group agenda and minutes	Zoe	Ongoing
			18/02/11	Photographs, displays around College.	Ash/Emily	Ongoing
			31/03/11	Intranet and website updates.	Website team	Ongoing
				Lunchtime discussion groups.	Staff: Helen/Clive/Suzanne/Zoe	
			30/09/10 (staff E&D induction revised in August 2011)	Audit of induction procedures for staff and students to ensure improved planning for the next academic year.	Students: Helen/Chris/Mary/Zoe/Angela	September 2010
			09/03/11	Seek guidance on purpose and identity of the prayer room.	Asif/ Zoe/ Helen	March 2011
				Food and catering to be impact assessed and monitored/reviewed on a regular basis.	Andrew	November 2011
			31/03/11	Electronic updates, e.g. text messages, email notifications, internal bulletins.	Zoe	Ongoing
			Planning for 2010/11 is complete	Cultural calendar to be planned in advance of the academic year, and integrated into the tutorial programme.	Zoe/ Guidance team	October 2010

Strand 2

Learning:

(i) Your organisation develops as a learning organization which continuously and proactively self assesses. It is able to plan and adapt in order to improve how it manages diversity.

(ii) All are encouraged to improve their own and other people's diversity related awareness, knowledge and skills

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5) <i>Your organization is clear about the business or organizational benefits of embracing diversity.</i>	Staff & students should be able to describe the benefits to them and the College of embracing diversity, e.g. through training, dissemination events, surveys.	Tutorial activities include E&D but need to include benefits.	01/11/10	Staff training day November 1 to include group activity on organisational benefits of promoting E&D.	Zoe	November 2010
		SAR includes analysis of E&D in terms of retention and achievement.	21/10/10	Corporation meeting in October to include group activity on organisational benefits of promoting E&D.	Zoe	October 2010
		HR records show staff profile by different equality strands, and where action is required to meet the needs of individuals and groups, this is planned into staffing strategies.	21/10/10	Further analysis of recruitment monitoring data to inform staff recruitment strategy.	Zoe	January 2011
			27/01/11	Tutorial activity in benefits of a diverse college community (linked to Holocaust Memorial Day).	Guidance team	
			'Benefits of embracing EDI' booklet was produced in April 2011.	Promote the findings from the business case exercise on the support day.	Zoe	April 2011

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6) <i>Your organisation has successfully conducted effective and pro-active stakeholder consultation, and self assessment.</i>	<p>Be aware of who stakeholders are and develop meaningful methods of consultation, to be employed on a regular basis.</p> <p>To be in a position to list and explain who has been consulted on E&D and general issues, and the action taken as a result.</p> <p>List other stakeholders and existing or new consultation methods.</p>	All stakeholder groups have completed liD questionnaire and actions are being developed based on the outcomes.	21/10/10	E&D Annual Report to be published to Governors October 2010. Second report issued for consultation in September 2011.	Zoe	October 2010
		liD Level 1 achieved.				
		SAR process underway and incorporates E&D analysis	02/12/10	Finalise Single Equality Scheme with regard to feedback from consultation.	Zoe	December 2010
		Single Equality Scheme consultation ran from July-September 2010 and the SES will be finalised in November 2010.		To identify and develop multiple methods of communicating with our stakeholder groups.	Steering group	Ongoing
		Internal communications review was conducted in the summer term of 2009/10, and will be revised to reflect feedback.				
		Cross-College satisfaction survey results are being factored into the SAR process.	31/01/11	Update Equal Opportunities Policy.	Zoe	December 2010
			Focus groups are being organized for April/May 2011.	Consider further Qualitative feedback on relevant IID questions from the baseline survey.	Rob/Zoe/Mary	May 2011
	Focus group held on 29/09/11.	Diversity Champions to be involved in focus groups with students.	Zoe/ Jo	Ongoing from September 2011		

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7) <i>Stakeholder consultation and self assessment have informed the creation of your organisation's liD Action Plan. It has clear aims and objectives, which are understood by key members of staff and stakeholders.</i>	liD action plan to be prepared, agreed and to be a working document in terms of monitoring progress against actions and targets.	liD questionnaires have been completed and we are now establishing ways in which to feedback to all members of the College community the response to those surveys, using a 'You said, we did' approach.	31/03/11	List consultation that has already taken place. (Anti-harassment policy, follow-up to Holocaust Memorial Day, revised Equal Opportunities Policy etc.)	Zoe	Ongoing
		The SES has been drafted and will be revised and finalised, with a clear action plan that also supports the liD assessment process.	Feedback postcards have been designed and will be available to parents etc. at Open Evenings and other events.	Consultation exercise with parents e.g. Open & Welcome Evenings.	Zoe	April 2011
			See destination 6	Arrange staff and student focus groups to probe deeper into the survey results and establish what tangible outcomes various groups would like to see.	Zoe/ Rob/ Mary	May 2011

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8) <i>Stakeholders are able to adapt to diversity within your organisation.</i>	<p>All stakeholders are able to appreciate and adapt to what equality and diversity means within Huddersfield New College.</p> <p>Ensure that those who completed the initial surveys are able to describe the outcomes of the survey, in terms of the College's response.</p> <p>Evidence to support a change in attitudes towards a greater acceptance of individual difference, regardless of any of the protected characteristics individuals have.</p>	<p>Equality and diversity awareness training as part of the induction programme for staff and students.</p> <p>NC/DC.</p>	See destination 5	<p>Analysis of IID survey - staff and students combined with further consultation (what did we do about particular issues?).</p> <p>Below not confined to specific E&D issues</p> <ul style="list-style-type: none"> • Workload • Cross-college survey • Communications • IIP • Best Company 	Zoe/ Gerry/ Steering group	May 2011
			31/03/11	<p>Students – liD survey plus further consultation e.g. student satisfaction survey, focus groups for SAR.</p>	Helen/ Zoe	March 2011
				<p>Engage in training with Corporation members, and establish proactive ways in which to liaise with parents on E&D matters.</p>	Angela Gerry Helen/ Gerry	May 2011
				<p>Community liaison e.g. high schools, community cohesion, employers, primary schools.</p>	Rob/Pete	April 2011
				<p>Suppliers & contractors – do they have E&D policies and training?</p>	Claire/ Zoe/ Helen	Ongoing
		Zoe – Job Centre Plus visit 25/03/11			Chris/ Pete + Liaison group	May 2011

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9) Stakeholders show high take-up rate of formal diversity awareness training as well as engagement in informal learning from each other.	See 2 for formal activities.	Records of E&D training are held.	18/02/11	Increased monitoring and evaluation of training events and the take-up of other activities the College organises.	Relevant staff e.g. Jane/Kam/Emily	February 2011	
	Cultural calendar/other informal activities taking place on a regular basis.	Enrichment programme has been organised to reflect the requests of students and staff.	31/03/11 (AoC E&D Conference)	Establish methods of assessing the learning gained from informal settings, such as NC/DC, peer observations etc.	Ruth/Sarah	March 2011	
	All members of the College community should be able to describe how they have benefited from E&D training, and informal learning opportunities.	Peer observations take place.	Offering female only gym sessions.	18/02/11 (displays etc.)	Sporting activities could be adapted to cater for groups currently not participating.	Alex/Jamie	June 2011
		Trips and visits e.g. Castle Hill, Kosovo, Tanzania, theatre group visit, diverse work experience placements, community work (Probation Service, PCT, NHS).			Collect, share, celebrate all things relevant to EDI.	Zoe	Ongoing

Strand 3

- Developing:** (i) As an organisation, we are becoming more proactive in developing and sustaining the diversity of our workforce.
 (ii) Through the provision of support and services, the organisation promotes diversity within.
 (iii) Your organisation seeks to influence its wider partners to be positive about diversity

Destination	Target	Current Position	Achieved?	Action	By Whom	By When
10) <i>Our Managers are effective in supporting the development of our stakeholders in relation to diversity.</i>	Recruitment advertising to reach as wide an audience as possible.	Fair recruitment process e.g. detachable monitoring form, competency based selection measured against the job description and person specification for the role.	September 2011.	SMT to complete Safeguarding and Safer Recruitment training.	SMT	April 2011
		Recruitment and advertising materials contain equality and diversity statements and policy information.	See Single Equality Scheme Action plan and annual E&D report.	Use monitoring data more proactively to inform recruitment and selection procedures and remove potential barriers.	Zoe	Ongoing
		Questions on safeguarding and equality and diversity are longstanding and permanent features of the College's selection process.	26/01/11	Re-assessment for the two ticks award.	Zoe	January 2011
		Managers have received recruitment and selection training, following a revision of the policy and procedure in November 2009. Training took place in June 2010.				
		Budgets are carefully managed to advertise as widely as possible to attract a diverse pool of applicants, without overspending.				
		Probationary review procedure is now established.				
		Exit interviews are common practice (anonymous for reporting purposes) and the outcomes of these are used to inform future staffing decisions.				

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<p>11) <i>There is encouragement for stakeholders to speak of new opportunities (commercial and non-commercial) based on their own knowledge of diverse needs.</i></p>	<p>Stakeholders are suggesting ideas for improving services on a regular basis, and are acknowledged for their contribution.</p>	<p>All staff have an annual review and are encouraged periodically to feedback any concerns they have about any aspect of their working life.</p> <p>Course representatives have been nominated to feedback on any particular concerns about their course.</p> <p>The Principal meets with new staff on a regular basis and has follow up meetings after the first year in post.</p> <p>The Vice Principal meets with new staff on a one-to-one basis to discuss progress and identify any particular issues.</p> <p>New staff have the opportunity to share good practice from previous employment in breakfast meetings.</p> <p>A mentoring system for staff and students is well established.</p> <p>The Probationary Reviews for new staff and those changing roles are a vehicle through which ideas and opportunities can be expressed.</p> <p>Principal meets with students on a weekly basis; short 'tea and chat' meeting.</p> <p>Principal's chat with staff – one per half term (plus open door policy).</p>	<p>18/02/11</p> <p>Surveys and focus groups</p>	<p>Publicise the suggestion box for staff and students.</p> <p>Encourage student feedback – 'learner voice' – through regular communication with the student union and course representatives.</p>	<p>Helen</p> <p>Rob</p>	<p>February 2011</p>
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<p>12) <i>The physical workspace is appropriately suitable for the needs of stakeholders.</i></p>	<p>The College environment is a safe environment in which to work and study, accessible to all.</p>	<p>An access audit has been completed but needs to be reviewed.</p> <p>Individual assessments are conducted by the Health and Safety Manager, in relation to pregnancy, returning to College following a period of absence or if an individual has a particular illness or health concern.</p> <p>Premises are inspected regularly for health and safety hazards.</p> <p>Reasonable adjustments are made where identified, e.g. ergonomic chairs purchased where staff members have presented back problems; adjustable desks for wheelchair users.</p>	<p>July 2011</p> <p>Done – September 2011</p>	<p>H&S Inspection Audit.</p> <p>Access Audit.</p> <p>Safe learner survey of building.</p>	<p>Andrew</p> <p>Aedas</p> <p>Helen/ H&S Manager and students</p>	<p>July 2011</p>
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<p>13) <i>The workplace environment and atmosphere sustains a diverse staff team which is increasingly adaptable to diversity.</i></p>	<p>All staff to recognise the benefits of a diverse body of staff in terms of the quality of provision, and personal and social benefits to individuals.</p> <p>All policies and procedures to be up-to-date and reviewed as part of a rolling programme.</p>	<p>Recruitment monitoring data is collected on an ongoing basis, during and following each recruitment campaign.</p> <p>Staff profile reports are being collated, following an all staff survey to update equality and diversity monitoring information.</p>	31/01/11	Update Equal Opps policy.	Zoe	December 2010
			25/03/11 (work with Job Centre Plus)	Improve community links and provide training to identified groups on how to complete application forms, to encourage applications from minorities.	Zoe	From January 2011
			September 2011.	Fully analyse student data to identify patterns in retention, achievement and internal progression, and take appropriate action.	Julie/Pete	March 2011 onwards
			17/12/10	Review marketing materials with a view to taking positive action to approach under-represented groups and encourage application (staff and students).	Angela	December 2010
			Policy approved March 2011.	Update Safeguarding policy.	Helen	April 2011
			Approved and communicated.	Update anti-harassment policy and procedure (focus on dignity in College and e-safety).	Helen/Zoe	April 2011

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<p>14) <i>The organisation makes it clear that it wishes to work, where appropriate, with organisations which can prove that they are positive about diversity or who are also 'Working Towards Investors in Diversity'.</i></p>	<p>The College works in partnership with local groups and organisations and has good relationships with local employers.</p>	<p>Relationships with employment agencies are established and all vetting checks are in place for candidates supplied to work in the College.</p>	<p>September 2011 (to include safeguarding policy as well).</p>	<p>Invite supplier staff to HNC training events.</p>	<p>Andrew/ Zoe</p>	<p>April 2011</p>
	<p>The College can demonstrate steps taken to work in a collaborative and positive way to promote equality and diversity.</p>	<p>College contractors have had CRB checks and the details are recorded by the HR department.</p>		<p>Check on training & workforce monitoring E.g. start with top 5 suppliers.</p>	<p>Andrew</p>	<p>April 2011</p>
		<p>Students going on work placements have CRB checks, particularly where they are working with children and vulnerable hours.</p>		<p>Identify whether the organisations with which we work have an Equal Opps. Policy, and if not they must sign and agree to adopt ours.</p>	<p>Helen/ Zoe</p>	<p>April 2011</p>
				<p>Community links and events could be improved, through project work and E&D initiatives.</p>	<p>Rob/Kam</p>	<p>Ongoing</p>
					<p>Diversity week scheduled for December 2011. Plans are currently being developed.</p>	<p>Zoe/Emily</p>

Improving: Your organisation adopts or creates a range of self assessment measures to assess development, new opportunities, the extent of culture shift and any improvement in the feeling of 'inner well being' within your organisation

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<p><i>15) Your organisation has developed and is using clear information gathering systems to enable it to measure the impact of the work on diversity.</i></p>	<p>All policies and procedures are impact assessed and rolling programme of EIAs is established.</p>	<p>Programme for Impact Assessments has been devised.</p> <p>Disclosures of disability for staff are recorded in the HR system.</p> <p>Student disclosures are recorded and monitored by the Study Centre team.</p> <p>Equality and diversity monitoring information for staff (age, religion and belief, sexual orientation etc) is recorded confidentially in the HR database. Reporting on data is done in a confidential, anonymous basis for the purpose of catering for all groups.</p>	<p>31/01/11</p> <p>EIA programme is established with priorities set for assessment . Several EIAs have been completed.</p>	<p>Implement EIAs and collate evidence as to how changes have been made as a result.</p>	<p>Zoe/ Gerry/ Steering group</p>	<p>From November 2010</p>

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<p>16) <i>New opportunities or markets have been explored.</i></p>	<p>Evidence to support a changing culture where all College stakeholders feel able to suggest new opportunities to explore, and every opportunity to promote the College as being positive about E&D is taken.</p> <p>Focus on people feeding back new opportunities as with initiatives in destination 4</p>	<p>Relationships with partner schools.</p> <p>Effective Marketing.</p> <p>Whitcliffe Mount (new partner).</p> <p>Building Schools for the Future – campus of the College in North Kirklees – primary aim to promote community cohesion.</p>	<p>Zoe – job centre plus work and E&D event in Doncaster 08/04/11</p>	<p>Discuss and explore other potential opportunities or markets to raise the College’s profile in the community.</p> <p>Consider methods of attracting and retaining both staff and students to non-traditional jobs and/or courses (e.g. male students on childcare courses).</p>	<p>Whom</p> <p>Angela / Pete / Helen</p> <p>Angela / Chris / Pete/ Careers team</p>	<p>When</p> <p>Ongoing</p> <p>Ongoing</p>
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<p><i>17) Your organisation has delivered on its clear and evidenced based liD Action Plan.</i></p>	<p>All actions are implemented and supporting evidence is available.</p>	<p>The liD steering group has formed and the members are committed to achieving the action points on the plan, and the SES action plan.</p> <p>The E&D strategic group plays an important role in incorporating diversity into daily activities.</p> <p>The SAR evidences how E&D is embedded into the curriculum and monitored in terms of retention and achievement.</p>	<p>See destination 5 and liD evidence file</p>	<p>Summarise key action points and outcomes, while collating evidence to support that actions have been achieved.</p> <p>Demonstrate changes and improvements made since the initial liD assessment in April 2011.</p>	<p>Zoe</p> <p>Zoe / Diversity Group</p>	<p>When</p> <p>April 2011</p> <p>December 2011</p>
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<p><i>18) Your organisation is clear about the benefits of marketing your commitment to diversity</i></p>	<p>Marketing the College's commitment to E&D is the norm, and use of relevant logos supports the College's achievement.</p>	<p>The College takes its commitment to promoting E&D seriously, but communication could be improved to ensure all stakeholders understand their personal responsibilities in respect of E&D.</p> <p>Use of internal branding to promote E&D – rainbow logo.</p> <p>Use of liD logo on College materials, e.g. website, prospectus, other marketing literature.</p>	<p>31/01/11</p>	<p>Use liD logo consistently to relate to and reinforce the College's commitment to E&D and the standard.</p>	<p>All</p>	<p>Ongoing</p>