

# **Basingstoke College of Technology**

## **Equality & Diversity Report 2011**



BASINGSTOKE  
COLLEGE of  
TECHNOLOGY



**BCoT**

# EQUALITY AND DIVERSITY REPORT 2011 (OFSTED GRADE 3 – ‘IMPROVING TO GOOD’)

## Equality and Diversity Mission:

*“Ensuring equality of opportunity and inclusive treatment for everyone we serve or employ, by valuing the individual and respecting differences” (proposed ‘Equality and Diversity Mission Statement’ September, 2011)*

BCoT is committed to educational and social inclusion for all. As such the College takes every opportunity to promote equal opportunities and complies with statutory requirements in relation to equality, disability and race relations. We are actively seeking to close achievement gaps and there is an improving trend in previously identified groups. Our managers play an impactful role in identifying targets and developing strategies to secure excellent success rates for all.

This report focuses on demonstrating how strong leadership and management ensure the college provides inclusivity and teachers are working to promote highly effective learning strategies so that every learner achieves their full potential, and challenging behaviour is managed well. It further provides a comprehensive analysis of equality and diversity data so our managers have a clear overview of the key trends across the college in terms of success rates and any achievement gaps.

## 1.0 The Management of Equality and Diversity

The management of equality and diversity is the direct responsibility of the Deputy Principal, Curriculum & Quality with the support of the Director of HR. Equality and diversity is a key priority. For many years the College has been fully committed to equality and diversity and its promotion and it has featured within all key strategic priorities.

From 2009 there has been greater focus and strengthening of equality and diversity as the foundation on which we build all that we do. We have developed a vision for the future in which we have a reputation for equality and diversity excellence where everyone is supported to fulfil their potential.

Whilst the College recognises there remain some disparities between the achievement rates of different groups, we actively seek to follow the steps below to ensure both learners and staff achieve everything they can:

### Our Steps to Equality and Diversity Success:

- **We all know what our vision is for equality and diversity** (\*launch October 2011)
- **We all agree the highest level action plan** for how this will be achieved (\*Singled Equality Scheme update 2011/SES and Equality and Diversity Action Plan 2011)
- **All staff and learners understand the organisation’s expectations** with regard to equality and diversity from the outset (\*Staff and learner mandatory inductions, staff development days, Equality and Diversity Forum, Equality and Diversity Ambassadors, Liberation Groups, Equality and Diversity Innovation project)
- **We have regular formal opportunities to engage with stakeholders** to inform practice and strategy (surveys, Equality and Diversity Forum, Equality and Diversity Innovation project, community links and engagement, employer surveys, and learner surveys)
- **We decide what we want to measure and ensure that we have the resources** to collect and analyse relevant data (\*Diversity Questionnaire 2009-10 established, equality and diversity measure success rates and analysis, on-line embedded Questionnaire 2011, e-profiling of learners/”at risk”)

- **We all act on what the data tells us and we tell the stakeholders what we are doing** (\*annual QiPs per course/department, “You said, We did” feedback to stakeholders)

The College has a developed infrastructure to ensure that actions required to eliminate discrimination and to promote equality and diversity across all of its functions are embedded across the organisation. We are ensuring that we continue to build a comprehensive equality and diversity monitoring framework that makes absolutely sure we act swiftly upon any issue that is identified.

**1.1 The Work of the Equality and Diversity Forum** was established in 2009-10 to provide a forum for debate and discussion, and to provide reporting/monitoring structures for equality and diversity. It promotes and builds awareness of equality and diversity and provides opportunity to review processes and procedures, consider our values and behaviours as an organisation, and to report and review our learners’ successes.

It contains representatives who are trained ambassadors of learners, each department (curriculum and corporate), external representatives from the community, and governor involvement. In this way we can create a culture of strong learner representation and learner involvement to drive improvement.

**The Equality and Diversity Forum’s core objectives are to:**

1. Provide a welcoming and supportive environment for all staff, learners and community members to promote equality and diversity and tackle discrimination.
2. Review achievement disparities between different groups and consider additional actions to support these groups to achieve their full potential, and provide information and guidance to departments/curriculum areas.
3. Be responsible for considering all existing and emerging equality legislation with a view to identifying relevant issues, which are then translated into policies by relevant college departments.
4. Support senior members of the college in distributed leadership/management of our responses to equality and diversity issues and facilitate central consultation on equality and diversity issues.
5. Monitor key strategic issues and produce reports/action plans/innovative solutions for approval.
6. Provide support services to staff and learners with regard to harassment issues, childcare, disabilities (including specific learning difficulties) and recruitment monitoring.
7. Ensure that the Equality and Diversity Forum members have the knowledge, skills and experience required to deliver the other objectives in a way that fits with BCoT’s vision and strategy for equality and diversity.

**1.2 Learner Involvement Strategy** has been re-developed in August 2011 to ensure that engagement and enrichment of our learners in the strategic decision making and operational management processes is established. In 2010-11 ‘Shaping the Future’ groups have been set up to discuss options and developments of our service to learners. These have included the re-design of the Personalised Learning Framework to reduce ‘taught’ tutorial to e-learning offer, and to enhance ‘stretch and challenge’ within the core of the learners programme.

The aim is to create a culture of strong learner representation and involvement, and to ensure that all learners have the opportunity to have a significant, positive impact on the college’s provision.

**1.3 The Equality and Diversity Impact Monitoring Group’s** responsibilities include validation of all impact assessments.

**1.4 The Single Equality Scheme (SES)** Working Group produced a Single Equality Scheme in 2009, and this document together with an action plan and quick guide are

available on the staff and learner intranets, and are published on the BCoT website. This is the college's formal statement of the commitment to the promotion of equality and diversity for its staff, learners and other stakeholders. It outlines what we do, our plans and, in addition, provides details of the resources we have used to inform these processes and the action plan. The SES covers the three-year period 2009 to 2012, and the action plan is updated annually. This year the action plan includes our overall plans to ensure equality and diversity is the foundation on which we build all we do.

## **2.0 Learners' Individual Needs**

The journey to being an outstanding college in terms of equality and diversity practice is non-stop. Whilst success rate gaps may fluctuate from zero to a few percentage points (due to minimal numbers sometimes affecting the data percentages disproportionately), the college is aiming to achieve a culture where equality and diversity is not an after-thought, it is truly embedded.

The College serves its community well, and promotes active participation thus it has a broadening ethnic mix with over 18% of learners from different groups compared to 11% in the surrounding community (data, 2010-11). Its aim is to ensure that every learner's individual needs are met/exceeded. Learners have stated "...this is a very good College, the best I have been to with regards to promoting diversity and giving equal opportunity to all students". (ND Animal Management, 2011)

**2.1 Improved data collection, detail and analysis** - In 2010-11 learners have completed their first Diversity Questionnaire to provide the College with necessary detail to ensure we support learners' needs to the full. A detailed and analytical Diversity Questionnaire has been piloted with adult learners from January, 2010. This provides further insight into, for example, family background, sexuality, language needs and so on, so we, as an organisation can challenge assumption, and more effectively meet the learning needs of our learners and staff.

Completion of student Individual Learning Plans (e-ILP) is a key process for ensuring that students are given the necessary support to address their individual needs, and diagnostic testing at the commencement of their course. Support is then provided by week 2, and key support such as specific diagnostic literacy and numeracy support by week 3.

**2.2 Restructured Learner Services (Student Services and Learning Development are now merged) in 2011** – in June 2011, the way the college manages and supports learners has been restructured to improve our service. The new Head of Learner Services is assessing and re-developing each area to ensure that the support efforts are duly impactful, well-resourced and provide the value for money we want for our learners.

The Diversity Questionnaire from 2010 has been embedded into the screening, support plans and e-ILP 'At Risk' enrolment and induction work. Learner and cohort profiling is provided centrally by the newly formed Learner Services team to all tutors and curriculum heads.

**2.3 Support for learners/success rate analysis in 2011** - In terms of support for learners the Patoss-registered specialist staff support learners. Records are maintained of support across 20 areas of difficulty with learning difficulties, including Dyslexia, Dyspraxia and Dyscalculia and physical difficulties including visual and hearing impairment. Highly qualified deliverers support students with literacy and numeracy issues in a range of settings, from 1:1s to in class. Support referral is also made through self-referral and tutor referral throughout the year. 81% of learners (1% above national average) achieve their primary learning goal, supported by fully qualified specialists in a method to suit the needs of the learner. (See later detailed analysis)

## **2.4 Support for Learners with Learning Difficulties and Disabilities (LDD)**

The College continues to take learners with increasingly complex difficulties. The Hampshire Area Wide Prospectus for LDD is in the process of being compiled; the only learning difficulties/disabilities for which the College cannot provide are severe, profound and multiple learning difficulties.

The College is improving its partnership with schools and other agencies to effect the seamless transition for learners with disabilities/difficulties. By the end of this academic year the number of students who have received support is in excess of 465.

The College has taken the strategic decision to develop its Foundation Pathways and is developing discrete E1-E3 programmes for in-year start in 2011-12. Appropriate pathways through to Level 1, 2 and 3 programmes have ensured seamless progression. Learners in Directions (E1-3 learners) have worked in Care, Hospitality, Animal Care, Hairdressing, Construction and Motor Vehicle. (see detailed analysis later)

**2.5 Enriching Equality and Diversity and Every Learner Matters (ELM) events** and activities are provided centrally by the Student Services Team/Learner Service Team. Harnessing the talents and enthusiasm of learners and their ability to spread the message is central. The College uses its well-run learner councils, parliament and 'shaping the future' groups, liberation groups and individuals who represent the learners on the operational committees and forums to constantly confirm- and re-confirm our commitment to equality and diversity.

Events and activities in 2010-11 have included:-

- Diversity Calendar of all festivals and human rights days.
- Diversity Week/Activities, participation in a range of activities - charity events, business enterprise activities and work experience.
- Liberation groups supporting the needs of women, parents, mature learners, disabled learners, international learners, lesbian and gay learners, and transsexuals.
- Hosted 'Basingstoke and Deane's International Women's Day'.
- PCSOs and our service.
- BCoT Aware groups and LAGLO (Lesbian and Gay Liaison Officer) LGBT and Pride celebrations/World Aids Day.
- Drive Safe, Stay Alive.
- Variety of fortnightly events to support Fair Trade Week.
- Schools link advocates, Schools Ambassadors and Community Ambassadors.
- PEARLS and "V" 2,500 hours of credited volunteering, Make a Difference Award.
- Aim Higher Ambassadors/Schools Liaison, Information Evenings and Events.

## **3.0 Equality and Diversity Monitoring in Lessons**

Research has been conducted in 2009-10 into how equality and diversity is promoted in lessons and how discrimination is tackled, much training was completed in differentiation, and how we can meet individual learning needs more expertly. Attainment gaps were monitored and there were some disparities; establishing a 'trend' was difficult due to low numbers.

Undeterred by the lack of trend, it was clear that not all learners' needs were being met fully to assure that every learner succeeded to their full potential.

The lesson observation framework was utilised in 2010, and thematic observations conducted in January/February of 2010 to see how equality and diversity featured in lessons, and how teachers/assessors were promoting equality and diversity and tackling

discrimination. Mostly we wanted to see how individuals were being supported to achieve, and how well we were utilising support in lessons. From a total of 299 observed lessons in 2009-10, 11% of lessons actively promoted equality and diversity and the activity was perceived as 'good' practice. In 2010-11, 256 lesson observations were conducted, and active promotion of equality and diversity had risen to 32% of lessons.

The monitoring of the instances of equality and diversity being highlighted within the formal lesson observation report process has been improved. However, through moderation of lesson observations, it is evident that this is not always clearly explained in the feedback, and is thus an area for development of the observation team.

In lessons where equality and diversity has been identified all areas for improvement have been addressed and support/training provided. Similarly good practice is identified and used to cascade to other staff via Top Tips, in-department training, peer mentor triangles, and staff development days.

#### **4.0 Human Resources**

The College employs 586 staff of whom 328 are permanent. All teaching staff are technical experts, 96.2% are teacher-trained/training. All staff attend the Induction to BCoT events, Teaching at BCoT Day, Safeguarding and Equality and Diversity events, and the Leadership and Management Programme (as applicable). The college has committed to training all staff to Level 2 Literacy/Numeracy. Rewards and Recognition Ceremonies are to be held three times per year and will include corporate and curriculum teams matched against their Key Performance Indicators and performance targets. Innovation Opportunities will be on offer from autumn 2010 such as the Netshare initiative, Innovation Opportunity and Innovation Bids for staff and teams. The Agent for Change Working Group provides all staff input to development initiatives for improving service to our learners.

The Recruitment Policy was amended in November 2009 to ensure all positions were advertised externally in an attempt to increase diverse group representation.

The recruitment process ensures that all staff are provided with the opportunity to demonstrate their commitment to equality and diversity, and the comprehensive staff induction programme ensures that staff understand the expectation in terms of equality and diversity practice and how to access support and resources to reach/exceed the required standard.

#### **5.0 Staff Development – embedding equality and diversity into the curriculum and 'all we do'**

In addition to the equality and diversity related training of individual members of staff and staff training development days, the following a variety of cross College activities has taken place:

- e-Top Tips for Teaching and Learning was established in November 2009 to support all teachers/tutors and assessors to produce the best lessons for our learners
- e-Top Tips for equality and diversity was established in January 2010 to support the embedding of equality and diversity into the curriculum
- Further development of the Equality and Diversity Forum, a discursive body with members from every department (corporate and curriculum) plus representatives from the student body, governors, externals such as BAME, Multicultural Form, HCC, Faith and so on.
- Ambassador training has been conducted for all participants of the Equality and Diversity Forum, and the ambassadors act as conduits for equality and diversity within each department
- A formal reporting structure has been established for the ambassadors embedded through the whole organisation

- Equality and diversity and the further development of EDiMs has been conducted at course team level, and all course reviews (June 2011) have utilised equality and diversity data to assess their success rate
- DisabledGo has been launched as an access website to BCoT in January 2010
- All current staff have undertaken in-house training on Child Protection and to date 90% have undertaken formal safeguarding training with four Safeguarding Officers appointed and our Designated Officer
- Awareness sessions have taken place on Nepali and Polish culture and education systems within the Equality and Diversity Forum
- Risk assessments have been conducted for those who have not yet attended the level two training
- e-learning staff training packages have been developed in-house on equality and diversity and also on safeguarding
- A DVD on cultural awareness has been posted on the staff intranet
- A training programme covering LGBT issues has taken place
- A work life balance programme provided as part of the national learning at work week
- Stress in the Workplace analysis has been completed for one department.

## **DATA ANALYSIS 2010-11**

This following provides a detailed overview of the key statistics of learners and staff in relation to equality and diversity, report against the performance of different equality groups and identify key areas of development for the coming year. In addition, the Equality and Diversity Action Plan has been enhanced/re-developed to support the College to further drive forward the work in relation to equality and diversity.

Briefly, under equalities legislation (Equality Act 2010), the College as a public body has a Public Sector Equality Duty. These duties state that it must comply with legislation in relation to all the protected equality characteristics of age, race, disability, sex, gender identity, pregnancy and maternity, marriage and civil partnership, religion and belief and sexual orientation.

The College has a general duty to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups of people. It also has a specific duty to publish equality objectives and be transparent in the information they use, the decisions they make and in involving staff, students and stakeholders in drawing up its equality objectives. The College is also required to publish an annual report on how it has responded to the above duties.

Equality and diversity is a 'limiting' grade under the Ofsted inspection framework and will limit the grade for overall effectiveness. Therefore, it is more important than ever that the College ensures it complies with the law as well as addresses the key inspection question for equality and diversity: *'How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?'*

## **• EQUALITY AND DIVERSITY PROFILES**

### **A. ETHNICITY**

The ethnic profile in Table 1 shows that the College has a predominantly White British learner population which stands at 81.41%. Black and Minority Ethnic (BME) learners make up 18.59%<sup>1</sup> of the College population which is higher than the proportion of BME residents in the Borough which is estimated to be 10%. BME staff make up currently stands at 15.14%

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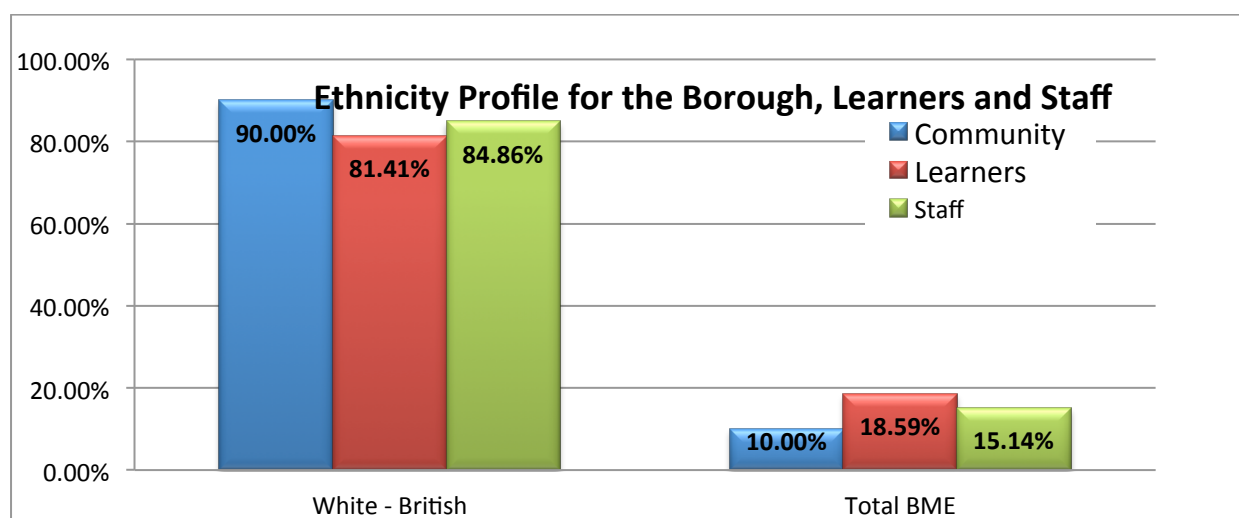
<sup>1</sup> Learner data refers to Learner responsive data for 2010/2011.

which although does not reflect the learner profile is significantly higher than the Borough data demonstrating that the College does attract diversity within its workforce.

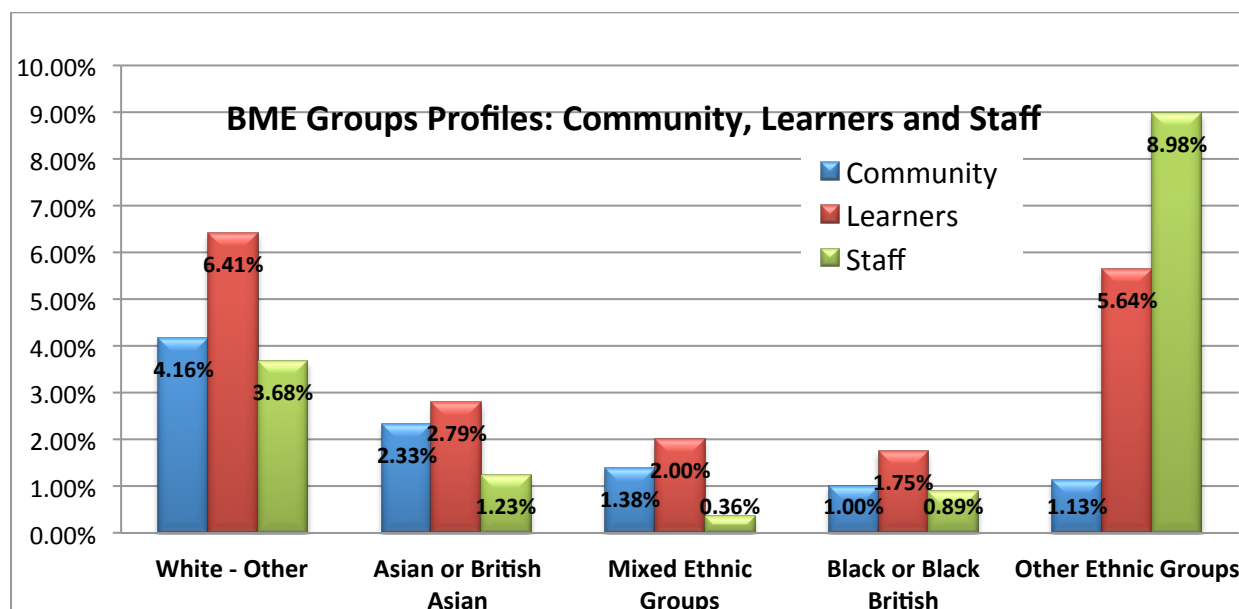
The largest ethnic groups after White British differ at a community, learner and staff level. At a community level the most significant BME groups consist of White Other (3.15%), Indian (1.39%) and White Irish (1.01%). At a learner level the main BME groups are White Other (6.11%), Any Other (2.51%), Asian Other (1.80%) and Mixed White and Black Caribbean (1%). The main staff BME group is White Other (3.50%).

There are a large number of learners and staff whose ethnicity is 'unknown' (learners 2.51%, staff 7.92%). It should be a college priority to identify the profile of these staff and learners to see the impact on the overall college profile and representation percentage.

**Table 1:**



**Table 2:**



**Table 3:**

Ethnicity Breakdown	Community	Learners	Staff
White - British	90.00%	81.41%	84.86%
White - Irish	1.01%	0.30%	0.18%

<b>White - Other</b>	3.15%	6.11%	3.50%
<b>Indian</b>	1.39%	0.37%	0.35%
<b>Bangladeshi</b>	0.25%	0.45%	0.00%
<b>Pakistani</b>	0.44%	0.17%	0.00%
<b>Asian Other</b>	0.25%	1.80%	0.88%
<b>Black African</b>	0.50%	0.95%	0.18%
<b>Black Caribbean</b>	0.50%	0.55%	0.53%
<b>Black Other</b>	0.00%	0.25%	0.18%
<b>Mixed - White and Asian</b>	0.50%	0.30%	0.00%
<b>Mixed - White and Black African</b>	0.13%	0.28%	0.00%
<b>Mixed - White and Black Caribbean</b>	0.50%	1.00%	0.18%
<b>Mixed - Other</b>	0.25%	0.42%	0.18%
<b>Chinese</b>	0.63%	0.62%	0.53%
<b>Any Other</b>	0.50%	2.51%	0.53%
<b>Unknown</b>	0.00%	2.51%	7.92%
<b>Totals</b>	<b>158800</b>	<b>6004</b>	<b>568</b>
<b>%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

Due to the small percentages of ethnicities in the locality, the different groups have been clustered to form overall BME groups of White Other, Asian or British Asian, Mixed or Dual Heritage Groups, Black or Black British and all other ethnic groups. The colours in table 3 show how these have been grouped.

Table 2 above shows the overall breakdown of ethnic groupings by local population, College learners and College staff. The table illustrates the learner profile for most groups are more diverse than the community and staff profiles which reflects the increased diversity of the learner population.

White Other makes-up the largest BME group, followed by Other Ethnic Groups, Asian/ British Asian, Mixed or Dual Heritage and Black/ Black British.

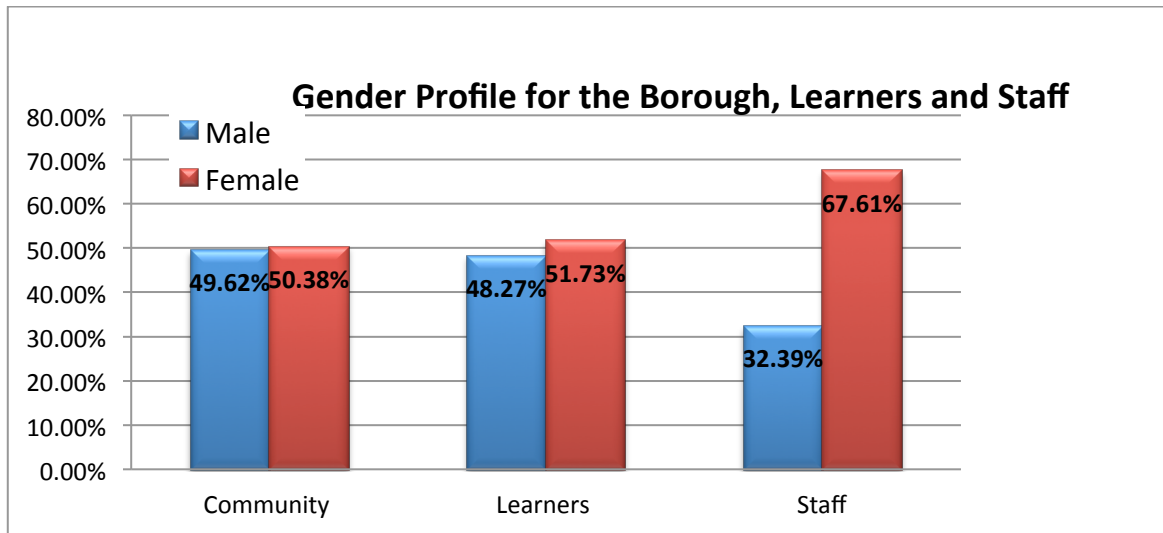
## **B. GENDER**

Table 4 shows the gender profile of learners and staff along with borough information. The female learner profile is 1.35% higher than the proportion of females in the borough.

The gender profile of staff continues to be predominately female and is significantly higher than the percentage of females represented in college learners and in the borough. The 67.61% is slightly higher when compared to the FE sector norm which is 64% female: 36% male (LLUK Stats 2010).

Equality of payment however is fair and representative of the FE sector. The male average mean salary is £27619, the female means average is £20656, the pay gap is £6933, reflective of the slightly higher female percentage, and the recent appointments at senior level as at 1/9/11.

**Table 4:**



**C. DISABILITY**

In relation to disability the learner profile shows 80.58% of learners have no disability, 14.16% have a declared disability and 5.26% are either unknown or not disclosed. An action for the college would be to reduce the number of unknown or not disclosed thus ensuring learners support needs are appropriately identified and met.

At a staff level, 3.87% have disclosed a disability but this figure is extremely low and more work will be needed to try and increase disclosures and raise awareness on data collection in relation to disability.

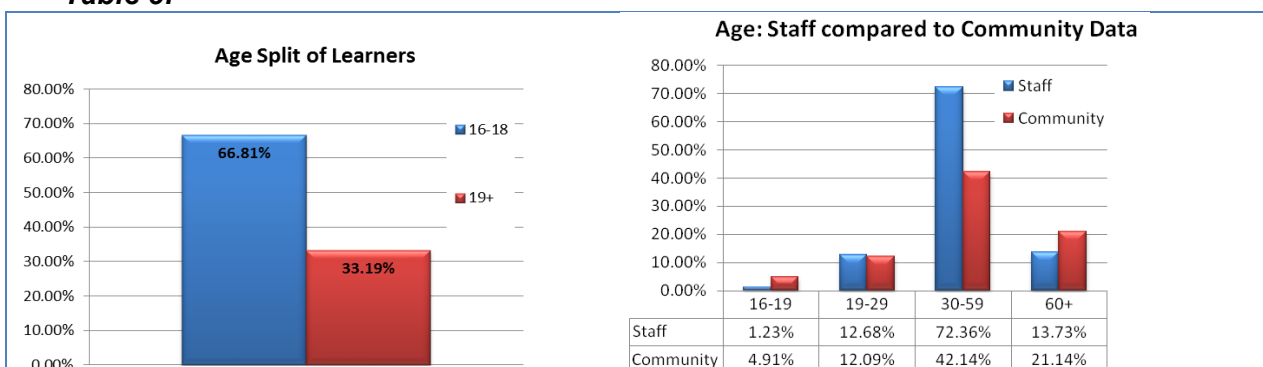
Nationally 1 in 4 people are estimated as having a disability and are of working age, further opportunities for data collection are needed for staff in order for the college to execute its equality duty in relation to disability and consider if there are equality gaps. Examining when and how this information is collected and implementing measures to update staff information at more regular intervals may increase the number of learners and staff disability disclosures especially as disabilities can be developed over time.

**D. AGE**

The age split of learners show 66.81% make up 16-18 learners and 33.19% make up 19+ learners.

Table 5 compared the staff age groups to community data. The largest percentage of staff are from the 30-59 age group (30-39=15.67%, 40-49=26.76%, 50-59=29.93%). Although the table also show a high percentage of the community population are 60+.

**Table 5:**



**E. LANGUAGE, SEXUAL ORIENTATION AND RELIGION AND BELIEF**

The Crystal Report: Diversity Questionnaire 2010 collected some initial base line learner data for languages spoken, sexual orientation and religion and belief. The results from 2615 responses showed that:

- Language: 2282 (87.23%) said English was their first language with 242 (9.25%) said it was not. Of the 242 learners, 44 different languages were recorded as being spoken.
- Religion: 1588 (60.72%) responses were made showing a low response rate on this question. 725 with listed a religion and a further 302 said they had no religion. Religions included Christian 643 (24.5%), No religion 302 (11.54%), Other minority religions 28 (1%), Hindu 21 (0.8%), Muslim 16 (0.6%), Buddhist 16 (0.6%) and 1 Jewish.
- Sexual Orientation: There were 181 (6.9%) which had no responses. Heterosexual 1807 (69%), Homosexual 74 (2.8%), Bisexual 34 (1.3%) and 516 (19.73%) had selected Prefer not to say.
- Gender Identity: three learners said they were Trans.

## • PERFORMANCE MONITORING

It is essential that the College makes effective use and analyses its data to inform planning, monitoring and scrutinises by different groups of learners. This will inform performance improvements in relation to retention, achievement and success rates to support College performance and commitments to equality and diversity.

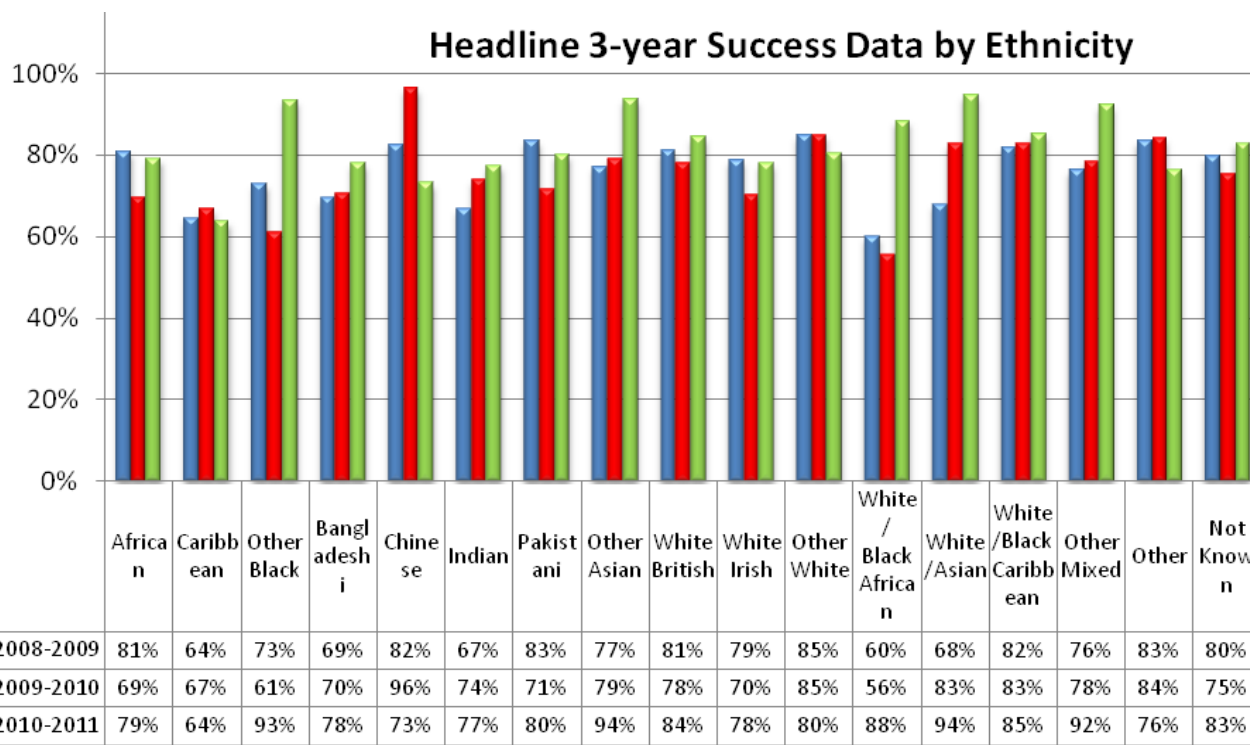
The inspection framework has brought about a greater focus on progress made by different groups of learners and the capacity to make sustained improvements. This section of the report will provide a headline data on how different groups are currently performing in the College and will outline the priority areas for development.

**College Headline Data:** The College headline data for learner responsive 2010/2011 was an overall success rate of **84%** with a retention rate of **89%** and overall achievement rate of **95%**. These percentages will be used to compare against the performance of different equality groups for learner responsive data.

### A. ETHNICITY PERFORMANCE DATA

Table 6 below shows the College headline 3-year success data by ethnic groups. Table 7 shows 2010/2011 retention, achievement and success data by ethnic groups. Table 8 provides information on retention, achievement and success with age split.

**Table 6:**



Tables 6 and 7 show that the largest cohorts of learners who are White British perform at the college headline success rate of 84%. Of the other groups, 6 of the 16 minority ethnic groups have success rates at or above the college headline average of 84%. This includes all mixed or dual heritage learners, Black Others and Asian Other groups. This makes up 85.46% of all learners in the college and therefore the majority of the college learners.

The improvements of these groups from the previous year varies between 2 and 32 percentage points contributing to the narrowing of achievement gaps between different groups of learners.

Tables 6 and 7 also show that the remaining 10 ethnic minority groups are performing under the 84% college success rate. These groups are the Black/Black British groups (African -5, Caribbean -20), Asian/British Asian (Bangladeshi -6, Indian -11, Pakistani -4), White Others (White Irish -6, White Other -4), and other Ethnic groups (Chinese -11, Other -8 and Not known -1). Although these are groups of the smaller ethnicities in the college, they make up a total of 14.54% of all learners compared to a college BME profile of 18.59%.

Six of these 10 groups have seen an improved performance from the previous year varying between 3 and 10 percentage points making a contribution to narrowing the achievement gaps from the previous year.

However, 4 groups have seen a decline from the previous year – these groups were Caribbean (-3), Chinese (-23), White Other (-5) and Other (-8). These groups make up 9.79% of overall learners and over half of the BME learner profile.

**Table 7:**

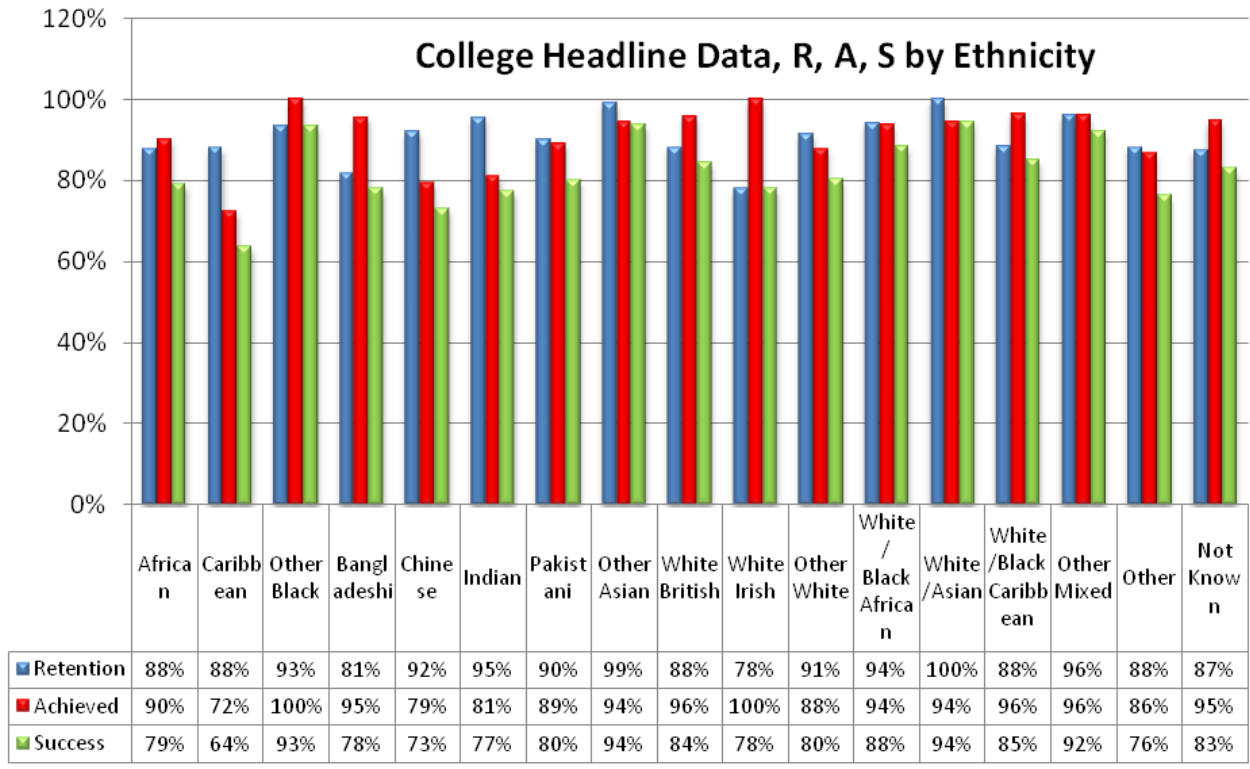


Table 7 show that the retention of 9 of 17 groups are at or above the college headline retention rate of 89% and a further 6 groups have either 1 or 2% below the 89% retention. Two groups have low retention rates: these are Bangladeshi (81%) and White Irish (78%).

Seven of the 17 groups are at or above the college headline achievement rate of 95%, with 3 more below by 1%. 7 groups have lower achievement levels, with the largest groups having been identified above.

Table 8 provides an age breakdown of 2010-2011 results by ethnic groups which provides useful analysis in determining if poor levels of performance from different groups can be attributed to age.

The data shows that at 16-18, retention rates for the majority of learners is at or above college and 16-18 overall. However, there are some lower achievement rates of 16-18 learners from BME backgrounds.

There are a number of 19+ groups where retention is lower than the headline retention of 89% and the 19+ college overall which are impacting on the success rates of 19+ groups.

**Table 8:**

College Headline Data by Ethnicity									
Ethnicity	16-18			19+			Total		
	Retention	Achieved	Success	Retention	Achieved	Success	Retention	Achieved	Success
African	88%	100%	88%	88%	86%	75%	88%	90%	79%
Caribbean	94%	76%	72%	80%	67%	53%	88%	72%	64%
Other Black	100%	100%	100%	80%	100%	80%	93%	100%	93%
Bangladeshi	80%	100%	80%	83%	90%	75%	81%	95%	78%
Chinese	86%	83%	71%	96%	77%	74%	92%	79%	73%
Indian	N/A	N/A	N/A	100%	81%	81%	95%	81%	77%
Pakistani	86%	83%	71%	100%	100%	100%	90%	89%	80%

Other Asian	100%	97%	97%	98%	92%	90%	99%	94%	94%
White British	88%	97%	85%	89%	93%	83%	88%	96%	84%
White Irish	86%	100%	86%	73%	100%	73%	78%	100%	78%
Other White	92%	94%	87%	91%	86%	78%	91%	88%	80%
White/ Black African	100%	89%	89%	88%	100%	88%	94%	94%	88%
White/Asian	100%	100%	100%	100%	50%	50%	100%	94%	94%
White/Black Caribbean	92%	100%	92%	81%	88%	71%	88%	96%	85%
Other Mixed	94%	100%	94%	100%	89%	89%	96%	96%	92%
Other	86%	88%	76%	89%	86%	76%	88%	86%	76%
Not Known	83%	100%	83%	94%	88%	82%	87%	95%	83%
<b>TOTALS</b>	<b>88%</b>	<b>96%</b>	<b>85%</b>	<b>90%</b>	<b>91%</b>	<b>81%</b>	<b>89%</b>	<b>95%</b>	<b>84%</b>

**B. GENDER PERFORMANCE DATA**

Table 9 below shows the College headline 3-year success data by gender, table 10 shows 2010-2011 retention, achievement and success data by gender and table 11 provide information on retention, achievement and success with gender age split.

The data in table 9 shows that the performance gap between males and females which had narrowed in previous years continues to do so with a result of 1% difference in the overall success rates of males (83%) and females (84%). The 4% gap in 2008/2009 narrowed by 2% in 2009-2010 and again by 1% in 2010-2011 showing steady progress.

**Table 9:**

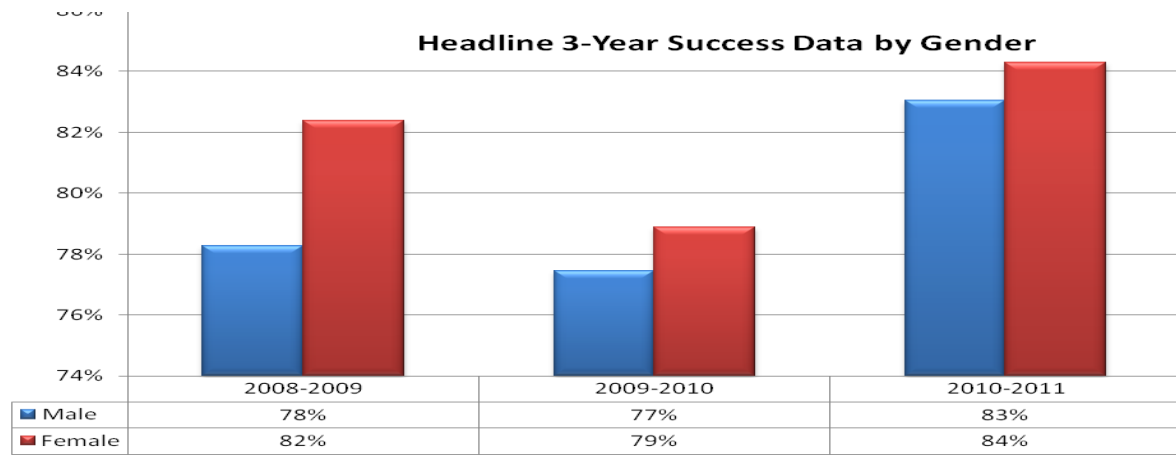
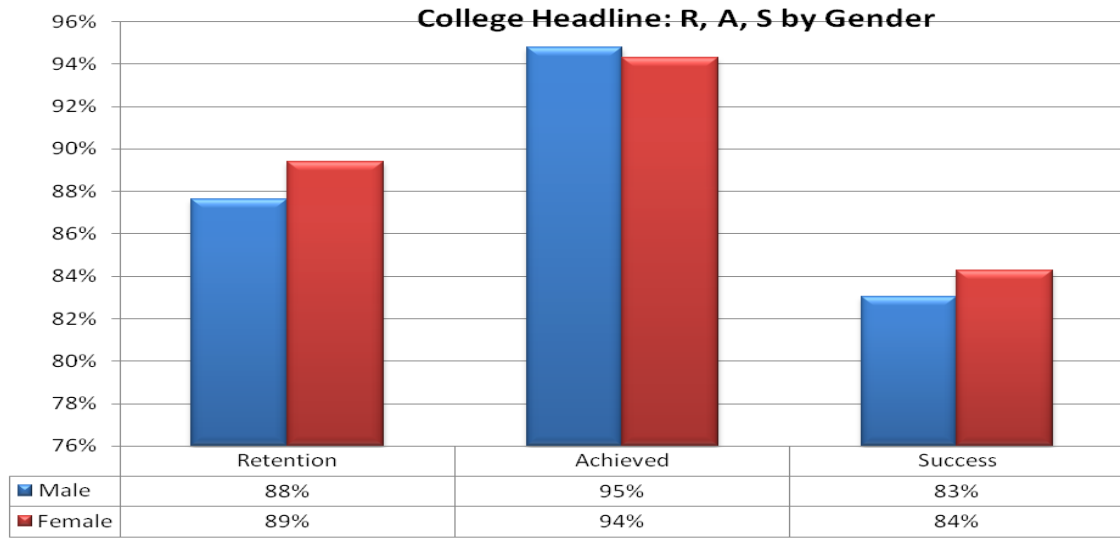


Table 10 illustrates from 2010-2011 data the 1% gap that remains between males and females continues at a retention and achievement level. Retention rates of females are 1% above that of males, but males' achievement is 1% above that of females. The higher volume of female learners at the college (51.73%) does mean that higher retention scores impact positively on the overall success rates in favour of female learners.

In looking at the data in table 11, it is evident that slight variations continue when analysed compared with age split. At 16-18 there is a 1% difference in the achievement of males (96% : 97%) which impact on the success rates of males at 16-18. At 19+, the retention of females is better (91% vs 88%) but the achievement of males is 2% higher than females. Therefore, the lower male success rates could be contributed to by lower levels of male retention with 19+ learners.

**Table 10:**



**Table 11:**

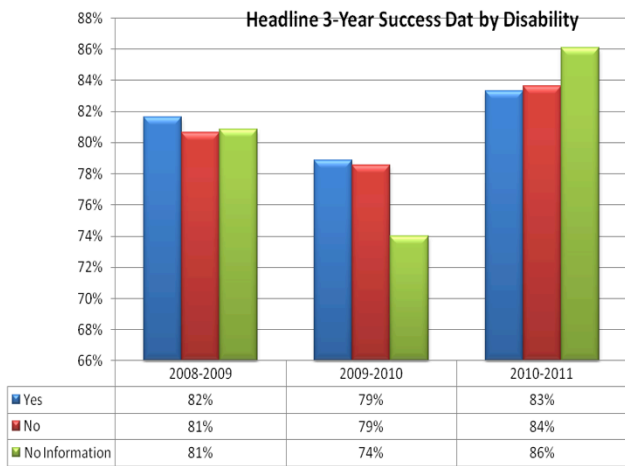
College Headline Data by Gender									
	16-18			19+			Total		
Gender	Retention	Achieved	Success	Retention	Achieved	Success	Retention	Achieved	Success
Male	88%	96%	84%	88%	92%	80%	88%	95%	83%
Female	88%	97%	86%	91%	90%	82%	89%	94%	84%
<b>TOTALS</b>	<b>88%</b>	<b>96%</b>	<b>85%</b>	<b>90%</b>	<b>91%</b>	<b>81%</b>	<b>89%</b>	<b>95%</b>	<b>84%</b>

**C. DISABILITY PERFORMANCE DATA**

Table 12 shows the College headline 3-year success data by disability or learning difficulty. Table 13 shows 2010-2011 retention, achievement and success data by learners with disability and tables 14 provides information on retention, achievement and success by 16-18 and 19+ age split. Tables 15, 16 and 17 compare data by disability type, learning difficulty and additional support.

The headline success rates of learners with disabilities are 1% below that of the overall college headline of 84%. When looking at table 13 it can be seen that this is due to achievement which has a difference of 2% when compared to learners without disabilities or learning difficulties and that of the overall college achievement rate of 95%.

**Table 12:**



**Table 13:**

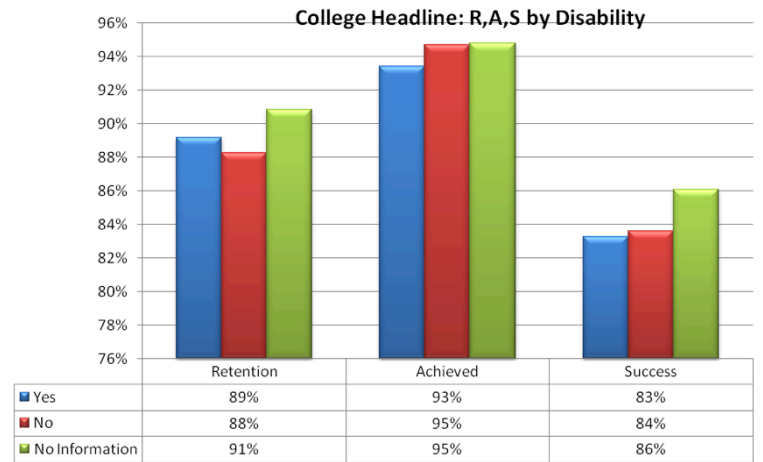


Table 14 shows that the difference in success rates is similar for both 16-18 and 19+ learners (2% difference). The table shows that there are variations between 16-18 and 19+ learner performance. Retention rates for 16-18 learners are the same for learners with or without disabilities or learning difficulties; however there is a 2% difference in achievement rates. At 19+ retention rates for learners with disabilities or learning difficulties is 3% higher but achievement is 1% below learners without disabilities.

**Table 14:**

College Headline Data by Disability / Learning Difficulty									
16-18				19+			Total		
Disability	Retention	Achieved	Success	Retention	Achieved	Success	Retention	Achieved	Success
Yes	88%	95%	84%	92%	90%	83%	89%	93%	83%
No	88%	97%	85%	89%	91%	81%	88%	95%	84%
Unknown	88%	95%	84%	94%	94%	89%	91%	95%	86%
<b>TOTALS</b>	<b>88%</b>	<b>96%</b>	<b>85%</b>	<b>90%</b>	<b>91%</b>	<b>81%</b>	<b>89%</b>	<b>95%</b>	<b>84%</b>

Tables 15, 16 and 17 provide further analysis of data for learners with disabilities or learning difficulties and areas for concern are highlighted in red. By disability type success rates are lower for learners with other disabilities (60%), physical disabilities (64%), emotional/behavioural (67%), medical (76%) and mental health (76%).

**Table 15:**

College Headline Success Data by Disability Type					
Disability Type	10/11 starts	% of starts	2008-2009	2009-2010	2010-2011
Visual	11	0.18%	80%	75%	91%
Hearing	17	0.28%	83%	92%	94%
Mobility	13	0.22%	91%	80%	92%
Physical	14	0.23%	100%	100%	64%
Medical	94	1.57%	74%	69%	76%
Asperger's	31	0.52%	80%	78%	97%
Emotional/Behavioural	39	0.65%	35%	63%	67%
Mental Health	21	0.35%	100%	43%	76%
Multiple	54	0.90%	77%	73%	85%
Temporary	1	0.02%	100%	N/A	0%
Other	20	0.33%	100%	75%	60%
Not Known/Not Provided	366	6.10%	81%	74%	86%
No Disability	5323	88.66%	81%	79%	84%
<b>College Headline</b>	<b>6004</b>	<b>100.00%</b>	<b>81%</b>	<b>78%</b>	<b>84%</b>

**Table 16:**

College Headline Success Data by Learning Difficulty					
Learning Difficulty	10/11 starts	% of starts	2008-2009	2009-2010	2010-2011
Autism	15	0.25%	67%	88%	93%
Dyscalculia	12	0.20%	N/A	100%	83%
Dyslexia	442	7.36%	85%	76%	87%
Moderate	97	1.62%	84%	79%	82%
Multiple	52	0.87%	69%	87%	92%
Severe	11	0.18%	100%	100%	55%
Other spec	19	0.32%	100%	75%	84%
Other	29	0.48%	92%	91%	62%
None	4996	83.21%	81%	79%	83%
Not Known/Not Provided	331	5.51%	81%	74%	86%
<b>College Headline</b>	<b>6004</b>	<b>100.00%</b>	<b>81%</b>	<b>78%</b>	<b>84%</b>

In relation to learning difficulty, performance is lower mainly for learners with severe learning difficulty (55%) and Other Learning Difficulty (62%). There was also a 1% difference for learners with Moderate Learning Difficulty and Dyscalculia. Below the Additional Learning Support (ALS) table shows a 1% difference for learners with ALS in place.

High level of success rates can be seen for many learners with disabilities including for disability and learning difficulties types such as Visual (91%), Hearing (94%), Mobility (92%), Asperger's (97%), Autism (93%) and Multiple Learning Difficulty (92%),

**Table 17:**

<b>College Headline Success Data by Additional Learning Support</b>					
<b>ALS</b>	<b>10/11 starts</b>	<b>% of starts</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>ALS</b>	1656	27.58%	79%	78%	83%
<b>No ALS</b>	4348	72.42%	81%	78%	84%
<b>College Headline</b>	<b>6004</b>	<b>100.00%</b>	<b>81%</b>	<b>78%</b>	<b>84%</b>

## • 2011/2012 KEY PRIORITIES FOR DEVELOPMENT

The following key equality and diversity priorities and Equality and Diversity Impact Measures (EDIMs) are recommended for the College in 2011-12:

### 2011/2012 EDIMs and Priority Areas and Comparative Analysis

#### A ETHNICITY

- To reduce the numbers of 'unknown' ethnicity data for learners (2.51%) and staff (7.92%) to better understand ethnicity profile data.
- Work towards promoting recruitment opportunities to BME communities to attempt to increase BME applications (BME staff profile currently 15.14% against a learner profile of 18.59%).
- To increase the success rate of the of Black, Asian, White Other and Other Ethnic BME learner groups to that of the College headline success rate of 84%. In particular improve the:
  - Retention and success rates for Bangladeshi learners to that of the College headline retention on 89% and success rate of 84%.
  - Retention and success rates for 19+ White Irish learners to that of the 19+ College headline retention on 90% and success rate of 81%.
  - Achievement rates for Caribbean, Chinese and Other ethnic groups to that of the college headline achievement rate of 95%.
  - Achievement rates for 19+ African, Indian and White Other groups to that of the 19+ college headline achievement rate of 91%.
  - Achievement rates for 16-18 Pakistani learners to that of the 16-18 college headline achievement rate of 96%.
  - Achievement rates for White British/males in Engineering and Construction

#### B GENDER

- Work towards promoting recruitment opportunities for male applicants to attempt to increase applications from male candidates (gender staff profile currently male 32.39% compared to female 67.61%).

- To improve achievement rates of 16-18 White British males in predominantly male dominated Engineering and Construction.
- To narrow the achievement gap with males and females in predominantly female dominated Hair and Beauty.
- To ensure that females are identified/supported and intervention strategies introduced to maximise success rates.

## **C DISABILITY**

- Reduce the number of 'unknowns' for disability data for staff and learners (5.26%).
- To increase the number of staff disability disclosures (currently 3.87%).
- To develop additional opportunities during the academic year for learners and staff to make disability disclosures.
- To improve the success rates of some disability types. These are physical, medical, emotional/behavioural, mental health and other disabilities to those learners with no disability and the College headline of 84%.
- To improve the success rates of learners with severe and other learning difficulties to that of the learners with no learning difficulties which are 83%.

## **D OTHER EQUALITY AND DIVERSITY AREAS**

- To improve retention rates of 16-18 and 19+ learners at Level 1, the College headline rate of 89% and to improve retention and achievement rates of 16-18 Level 2 learners to the College headline of 89% and 95% using the At Risk Intervention Strategy.
- To improve the retention and achievement rates for 19+ learners to the College headline rates of 89% and 95% across Levels 1, 2 and 3.
- To investigate further opportunities to raise awareness in the College so learners are aware of why and how the College will make use of data on religion or belief and sexual orientation.
- To monitor curriculum-based EDIMs in relation to equality and diversity on a monthly basis and investigate comparative data between groups.
- Complete further profiling on college governors in relation to all equality and diversity characteristics.
- Continue to profile staff in terms of equality and diversity characteristics and to consider alternative recruitment methodologies to establish greater comparison with the profile of learners.
- In terms of staffing, there seems to be a trend that people in the 16-30 age band, and those in the 41-50 age band, are more satisfied than their colleagues in the 31-40 and 51+ age band. There are very many variables that could be affecting the satisfaction levels of the various age groups and the Equality and Diversity forum has an action to investigate this for 2011-12 and to continue to narrow pay gap between male and female.

- To recruit and market effectively the challenge of gender stereotypes in Engineering, Construction and Health, Hair/Beauty.
- Further investigate the comparative data between groups and types to ensure that specific needs are assessed, intervention strategies are effective, and learner success rates continue to improve.
- To continue to review the Socio-Economic (SEPI) report and triangulate outcomes to ensure that all learner needs are being met to maximise success rates.

## **ACTIONS TO ADDRESS PRIORITIES FOR 2011-12**

- Develop a specific 'at risk' report for identified learners to track through the full learner journey
- Ensure 'at risk' retention strategy for 2011-12 is fully embedded and support plans in place for specific learners
- Identify learners who are 'at risk' at enrolment (before enrolment in learner needs assessment in 2012)
- Initial assessment at guidance interview from January, 2012
- Set up Equality and Diversity Innovation Project to monitor trends and establish focus groups (learners and staff) to improve 'satisfaction' or learners especially Caribbean, Chinese and White Other, 19+ part-time learners, religious belief and sexual orientation, learning difficulty and disability. Review findings at November 2011 to inform further developments to meet 'at risk' learner needs

## Single Equality Scheme / Quality Improvement Plan – 2009-12 (Updated following Equality Act 2010)

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
<b>1. Strategy, Vision and Leadership:</b>						
1.1	<ul style="list-style-type: none"> <li>• Annual monitoring of the SES Action Plan is undertaken.</li> <li>• Set E&amp;D Mission for 2011-12</li> <li>• Resume the development of an Innovation Project to ascertain needs of 'at risk' identified learners and inform strategy for support in 2011-12</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be proactive in the monitoring of the implementation of the SES Action Plan</li> <li>▪ To ensure associated paperwork and information are produced and considered and that subsequently appropriate action plans are developed and implemented</li> </ul>	<ul style="list-style-type: none"> <li>▪ Progress is monitored at E&amp;D Forum and through college structures to ensure action are followed and completed.</li> <li>▪ Annual review is undertaken on the SES action plan.</li> </ul>	Review of planned actions are undertaken and updating is clearly evident.	E&D Forum 2010 Safeguarding and E&D Forum 2011 (hereafter SED Forum)	Completed 2009-10 Completed 2010-11
1.2	Single Equality Scheme requires reviewing and	<ul style="list-style-type: none"> <li>▪ Review and update SES.</li> <li>▪ Ensure SES is published and disseminated across</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review content of current SES</li> <li>▪ Develop SES subgroup to oversee development.</li> </ul>	SES re-published to ensure college is legally compliant.	SES Working Group/Director of HR	Completed 2010-11

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
	updating in line with the Equality Act 2010 and new SES to be developed in conjunction with the 2012 onwards strategic plan	<p>the College and with partners.</p> <ul style="list-style-type: none"> <li>▪ Develop a supporting 3-year Action Plan to the SES.</li> <li>▪ To produce a quick guide /summary document to the SES document for distribution in hard and electronic form to all staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consult with learners, staff and community stakeholders on all aspects of the Equality Act and the SES.</li> <li>▪ Develop key priorities and actions to develop E&amp;D work.</li> <li>▪ Draft SES taken to E&amp;D Forum to discuss / make recommendation</li> <li>▪ Publish SES and Action Plan</li> <li>▪ Summary document produced for staff and learners</li> <li>▪ Ensure SES is marketed and communicated throughout the college.</li> </ul>	<p>College publication of its Equality &amp; Diversity and Action Plan</p> <p>Staff, learners, parents, governors and community stakeholders are aware of the SES and College's commitment to E&amp;D.</p>	<p>Director of HR</p> <p>Marketing</p>	<p>Uploaded on 10.10.11</p> <p>To be remarketed via the Web October 2011/ Booodle</p>
1.3	Further development required to achieve the Investors in Diversity Award. Stage 1 for December 2011	<ul style="list-style-type: none"> <li>▪ Develop work on Investors in People towards achieving improvements in Equality and Diversity.</li> <li>▪ Ensure Action Plan is completed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ liD Action Plan completed.</li> <li>▪ E&amp;D Group agree to progress with the award.</li> <li>▪ Standard achieved.</li> </ul>	Standard achieved.	December 2011	Established Innovation Post for E&D Focus Groups/liD August 2011
1.4	Ensure the College SAR reflects equality and diversity actions across all service and curriculum areas.	<ul style="list-style-type: none"> <li>▪ College Self Assessment Report incorporates E&amp;D Action matched against the Ofsted CIF Criteria.</li> <li>▪ Quality Improvement Plans and Departmental SARs include E&amp;D Actions and were relevant EDIMs.</li> <li>▪ Ongoing reporting established at management level.</li> </ul>	<ul style="list-style-type: none"> <li>▪ SAR 2011/2012 incorporates E&amp;D Actions.</li> <li>▪ QIPs and SARs reviewed for E&amp;D content and reported at E&amp;D meetings.</li> <li>▪ Good Ofsted grade.</li> </ul>	<p>Ofsted Grade 2 for E&amp;D</p> <p>E&amp;D is embedding across the college.</p> <p>Any E&amp;D actions and priorities are identified and acted upon.</p>	<ul style="list-style-type: none"> <li>• SED Forum</li> <li>• Curriculum Teams</li> <li>• Through ERM</li> <li>• CIT</li> <li>• PMR</li> </ul>	Ongoing
1.5	Ensure all Policies	<ul style="list-style-type: none"> <li>▪ Review Policies and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review all policies</li> </ul>	College considers	Director of HR	Completed

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
	and procedures are updated in line with the Equality Act 2010.	<ul style="list-style-type: none"> <li>procures as part of the quality review cycle.</li> <li>Ensure EIAs take into account changes in legislation.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out EIAs on all relevant areas</li> <li>Ensure compliance against all new protected characteristics to ensure groups do not face disadvantage or adverse treatment.</li> </ul>	<p>impact in relation to E&amp;D and Equality Act 2010 in all key policy decisions.</p> <p>Policies complaint with legislation.</p> <p>E&amp;D embedded with strategic decision making and operational workings of the college</p>	Deputy Principal C&Q Director of 14-HE	
1.6	Update procurement procedures to include careful and thorough consideration of E&D issues as part of the process.	<ul style="list-style-type: none"> <li>Update and enhance all procurement processes and procedures to incorporate best practice with support from Tenet Education Services.</li> </ul>	<ul style="list-style-type: none"> <li>Process updated to include E&amp;D considerations.</li> </ul>	E&D becomes an integral part of the procurement process.	Head of Finance	Ongoing
1.7	To review and monitor college procedures and forms.	<ul style="list-style-type: none"> <li>Procedures/forms to be presented at E&amp;D Panel for review.</li> <li>Request from suppliers Diversity Policies or suppliers to sign commitment to our values/behaviours/BCoT Way. New supplier form.</li> </ul>		College procedures and forms reviewed.	E&D Forum  Head of Finance	Ongoing
1.8	Continue to improve governor awareness and input into Equality and Diversity issues at	<ul style="list-style-type: none"> <li>Consult with governors to establish any current gaps in awareness/understanding and information on equality</li> </ul>	<ul style="list-style-type: none"> <li>Regular reports provided to governors.</li> <li>Annual report makes reference to legislative developments and</li> </ul>	Better communication structures at the highest levels.	Deputy Principal C&Q	Completed

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
	the College	and diversity matters which they would wish to see. <ul style="list-style-type: none"> <li>• Monthly reports to governors</li> <li>• Governors monitor the annual E&amp;D report and any priorities and objectives set.</li> </ul>	the relevance to the FE Sector. <ul style="list-style-type: none"> <li>• Governors are aware of the significance of monitoring performance and E&amp;D issues for all Equality groups</li> </ul>	Governors understand the legal duties and how the college complies with the law.  Governors understand their role in relation to E&D.		

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
<b>2. Data Collection, Information and Reporting</b>						
2.1	<p>To develop better systems and data collection to accurately reflect learner cohorts and to inform decisions and strategies</p> <p>Further improve reporting structures for E&amp;D</p> <p>Provide the opportunity for detailed RAS tracking of identified individual learners at course level</p>	<ul style="list-style-type: none"> <li>▪ Demographic data captured from new learners at application/induction stage to now include all strands of diversity, and monitored at entry/through tutorial framework, and all quality mechanisms.</li> <li>▪ Data to be captured from new staff at application stage on all strands of diversity and monitored.</li> <li>▪ Data monitored and reports prepared to analyse data against SES, values/behaviours and SLA/corporate plans.</li> <li>▪ Consolidate reporting and feedback structures so decision making is transparent.</li> <li>▪ Ensure data analysis continues to be improved so 'at risk' identified learners and groups can be tracked through their learning journey</li> <li>▪ Promote the work of the group</li> <li>▪ Review membership.</li> <li>▪ Review the decision making process at the E&amp;D Forum to ensure actions are taken in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Surveys, focus groups, enrolment and recruitment processes collect detailed information and data across all E&amp;D Characteristics.</li> <li>▪ Data reported against and used in reports, EIAs and service planning</li> <li>▪ Dedicated E&amp;D area on internal website which details the work undertaken by the group.</li> <li>▪ Membership reviewed to cover representation from all areas of the College.</li> <li>▪ The College ensure the E&amp;D Forum covers all aspects of E&amp;D appropriately.</li> <li>▪ Communication plan established</li> </ul>	<p>Comprehensive analysis in place to inform service planning.</p> <p>Staff and learners are more confident about the autonomy of the E&amp;D Group.</p> <p>Work on E&amp;D is more widely known across the College</p> <p>Increase satisfaction on staff and learner surveys.</p>	Head of Learner Services	<p>Completed (and continual improvement in place)</p> <p>Reference in Mazars Audit 6.3) Reporting structure completed and disseminated for E&amp;D Ambassadors/ Forum Sept 2011.</p> <p>Reporting development ongoing</p>

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
2.2	To improve staff disability disclosure rates in order to provide relevant levels of support  Further review staff satisfaction rates (Staff Survey 2011)	<ul style="list-style-type: none"> <li>▪ Ensure sensitive handling at selection stage</li> <li>▪ To use the 'working to promote equality for staff with disabilities' checklist to ensure strategies, policies and responsibilities for supporting staff are comparable with those for students</li> <li>▪ Continue with present actions in respect of capability issues where disability may ensue, seeking advice from the Occupational Health Advisor.</li> <li>▪ Provide additional opportunities for disclosers to be made.</li> <li>▪ Conduct an analysis/focus groups to ascertain reasons why those aged 31-40 are less satisfied than those in the 16-30, 41-50 and 50+ age brackets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promote awareness of why data is collected and how data is handled.</li> <li>▪ Additional opportunities for disclosures provided.</li> <li>▪ Update annually the information held with regards to disability</li> </ul>	<p>Current 2.8% disclosers are increased.</p> <p>Staff disability profile reflects that of the learner profile.</p> <p>More accurate information on disabled staff through encouraging disclosure with a breakdown of the descriptions of disability/ learning difficulty.</p> <p>Improved staff survey response 2012</p>	<p>Director of HR</p> <p>Director of HR</p>	<p>Completed Disclosure rate has improved from 2.8 to 3.6% (above the national rate)</p> <p>Stress Survey completed/action plan identified for one dept 2010-11.</p>
2.3	To work towards the establishment of a staff and governor base which reflects the diversity of the learners.	<ul style="list-style-type: none"> <li>▪ Research demographics and track developments</li> <li>▪ Analyse and report on data for current staff, recruitment and leavers in categories of gender, disability, race and age.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Community level data collected and reported on through the E&amp;D Annual Report.</li> <li>▪ Governors' data is monitored and reported against in E&amp;D Report.</li> <li>▪ Targeted recruitment</li> </ul>	To ensure that the profile of staff and governor better reflects the learner population, to take action to address any under-representation.	<p>Director of HR</p> <p>Director of HR</p>	Ongoing Significant development in Governing Body which more accurately reflects the learner

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
		<ul style="list-style-type: none"> <li>▪ To continue to report regularly to Governors on ethnicity, age and gender profile of staff</li> <li>▪ Target advertising as appropriate.</li> </ul>	demonstrates impact in ongoing from of governors	<p>Informed planning for positive action, where appropriate, in recruitment and retention of staff.</p> <p>Future recruitment to attract representation where a need is identified.</p>	<p>Clerk to Board of Corporation /Principal</p> <p>Principal/Search Committee</p>	population
2.4	Improve response rates and process to collecting and capturing 'at risk' information to support learner success	Learner assessment/ incorporating the Diversity Questionnaire specific question directly linked to e-ILP	<ul style="list-style-type: none"> <li>▪ College events promote importance of surveys.</li> <li>▪ Better promotion of surveys at a college and curriculum level.</li> </ul>	Increase information to detail specific 'at risk' needs and be able to respond effectively	September 2011 Head of Learner Services Director of 14-HE	Completed 2010-11 Reporting strategy for course, department, college level 'at risk'
2.5	Collection of Data for new equality characteristics of sexual orientation and religion and belief for staff.	<ul style="list-style-type: none"> <li>▪ Consult on the disclosure of religion, and sexual orientation information.</li> <li>▪ Carry out initial data collection exercise.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain to staff why this information is useful in the college and how it will be used.</li> <li>▪ Provide options of how data can be collected.</li> <li>▪ Use feedback to inform decisions for collecting data.</li> <li>▪ If agreed, put in place initial data capture</li> </ul>	<p>Further positive practices in recruitment and retention of staff following consultation on disclosure.</p> <p>Information to inform service planning</p>	Jan 2011  Director of HR	Completed
2.6	Equality Impact Assessments to demonstrate positive inputs	<ul style="list-style-type: none"> <li>▪ All policies, procedures, plans and proposals are impact assessed as they are introduced, updated or revised in line with Equality Act 2010.</li> <li>▪ All EIAs are monitored, challenged and scrutinised</li> </ul>	<ul style="list-style-type: none"> <li>▪ EIAs carried out as part of the quality review cycle.</li> <li>▪ EIA agreed at E&amp;D meetings.</li> <li>▪ EIAs published online.</li> <li>▪ Summary of completed EIAs included in annual report.</li> </ul>	Impact assessments are carried out and actions are followed through to ensure any adverse treatment of protected groups are anticipated and addressed.	Director of HR  LRC Manager  EIA Team	Ongoing

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
		through E&D Forum.		Ensure all polices are assessed against E&D criteria.		
2.7	Mechanism required to report against any incidents of bullying, discrimination, harassment and hate crime at the college.	<ul style="list-style-type: none"> <li>▪ Develop systems for recording and monitoring incidents of bullying, harassment and hate incidents / Crime.</li> <li>▪ Raise awareness of systems, policies and what is captured under these areas eg at college-wide events and through publicity</li> <li>▪ Report against incidents to senior management and governors.</li> <li>▪ Gather information and analyse equality groups on any incidents/ accidents.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Systems established</li> <li>▪ Report produced with statistics on number of incidents reported.</li> <li>▪ Communication of reporting mechanism promoted throughout the college.</li> <li>▪ Appropriate action is undertaken to address incidents.</li> </ul>	<p>Uniform method of collecting and reporting incidents across the college.</p> <p>Higher levels of satisfaction in learner surveys.</p> <p>Anti-bullying ethos is held throughout the college</p>	<p>Director of 14-HE Director of HR Sept 2010</p> <p>Director of 14-HE</p> <p>Head of Estates SG Officers H&amp;S Committee</p>	<p>Completed</p> <p>Completed 'safe' at college 'well being' results above national average Ongoing</p>

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
<b>3. Achievement of Learners: Success, Retention and Achievement</b>						
3.1	<p>Report against the performance data on the outcomes for different groups of learners at a college level.</p> <p>Monitor 'at risk' identified learners and ensure support is in place to maximise success:</p> <p>Caribbean, Chinese and White Other</p> <p>Gender imbalance in trade areas</p>	<ul style="list-style-type: none"> <li>▪ Analyse and monitor College level data on the progress and outcomes of all equality groups of learners.</li> <li>▪ Report against Age, Race, Gender, Disability, Disability type, learning difficulty and ALS.</li> <li>▪ To monitor success rates against E&amp;D measures to assess the impact on learners.</li> <li>▪ Achievement gaps are identified and actions are put in place through College EDIMs and Departmental QIPs.</li> <li>▪ Attendance to be monitored by gender ethnicity and disability and deprivation</li> <li>▪ Destination to be monitored by gender, ethnicity and disability and deprivation</li> <li>▪ Ensure reporting can identify all learners against the E&amp;D measure within any course at College</li> </ul>	<ul style="list-style-type: none"> <li>▪ Agree annual equalities data set to be produced for the College.</li> <li>▪ Retention, achievement and success rates to be monitored by gender, age, ethnicity, disability and level for trends and identification of good practice and areas of concern or any achievement gaps.</li> <li>▪ EDIMs established and written into E&amp;D Report</li> <li>▪ Curriculum QiPs identify achievement gaps and remedies.</li> <li>▪ Data incorporated and reported to senior management, E&amp;D group and Governors.</li> </ul>	<p>Consistent data set in use across College and used as part of performance management.</p> <p>Narrow the achievement gap between different groups of learners.</p>	<p>E&amp;D Forum HoDs/Team Managers CTM CIT PMR SMT</p>	<p>Completed</p> <p>Data consistent, highly detailed and analytical</p> <p>Analytical E&amp;D Report 2010-11 completed.</p> <p>Achievement Gaps are diminishing, monitoring and action work to mitigate against success gaps ongoing. Curriculum SAR QiPs identify.</p> <p>Ongoing for 2011-12</p>
3.2	<p>Report against the performance data on the outcomes for different groups of</p>	<ul style="list-style-type: none"> <li>▪ Analyse at curriculum and course level the retention, achievement and success of learners according to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Report against race, disability, gender and age data and identify any achievement gaps at a curriculum level.</li> </ul>	<p>Relevant measures according to course are put in place where any discrepancy</p>	<p>HoDs/Team Managers E&amp;D Forum CTM</p>	<p>Completed</p>

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
	learners at a curriculum level and ensure actions are put in place to address any achievement gaps.	<p>equality groups.</p> <ul style="list-style-type: none"> <li>▪ All curriculum areas have agreed actions to address any gaps in retention, achievement and success rates for ant equality groups (EDIMs) and to provide detailed 'at risk' support plans for identified learners.</li> <li>▪ To review diversity action plans and EDiMs from Departments in QiPs</li> </ul>	<ul style="list-style-type: none"> <li>▪ HoDs to review data and targets form QIPs</li> <li>▪ Curriculum EDIMs established.</li> <li>▪ Attendance and retention data monitoring</li> <li>▪ E-ILP/progress tracking of identified 'at risk' learners</li> <li>▪ E&amp;D Forum to quality check</li> <li>▪ Data incorporated into SARs and reported on as part of E&amp;D annual report.</li> <li>▪ QIPs ensure actions are targeted and being met/exceeded and developed monthly/per term formally</li> </ul>	<p>shows in results as evidenced in subject position statements/ SAR.</p> <p>Curriculum areas take account of any gaps or priorities in relation to E&amp;D and acts on data to address inequalities in success, retention and gaps are narrowed</p>	CIT PMR	
3.3	Use data to investigate the socio-economic impact on the achievement of groups of learners.	<ul style="list-style-type: none"> <li>▪ Agree a methodology for monitoring success rates by socio-economic status.</li> <li>▪ Use key stage 4 results data and measure distance travelled with outcomes for learners on R, A,S data.</li> <li>▪ Determine if achievement gaps exist between learners from deprived backgrounds compared to those from affluent backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monitoring data collected.</li> <li>▪ Analysis undertaken.</li> <li>▪ Report against if there is any impact. Where gaps exist, actions are put in place.</li> </ul>	College able to identify areas where action required for socio-economic impact.	Head of Learner Services Deputy Principal C&Q Director of 14-HE	Completed for September 2011  Ongoing

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
3.4	To expand the identification and use of the identification of EDIMs within existing quality assurance processes	<ul style="list-style-type: none"> <li>▪ EDIMs to be identified in curriculum and support department SARs</li> <li>▪ CRAE analysis processes to be proactive in identification of EDIMs</li> <li>▪ Update the Quality Policy Statement to include a requirement for the identification of EDIMs</li> <li>▪ Identification of EDIM KPIs to be considered.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Agree EDIMs for the College for 2011/2012 and put in place effective reporting mechanisms</li> <li>▪ E&amp;D considerations form a more embedded part of the College Quality Self Assessment Review Process.</li> </ul>	EDIMs in place and regularly monitored to help track and report against improvements on identified areas.	<p>Excellence Manager E&amp;D Forum Deputy Principal F&amp;R/Deputy Principal C&amp;Q CIT – SAR review sessions Performance Management Meetings</p>	Completed and continual improvement monitoring

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
<b>4. Teaching and Learning</b>						
4.1	All staff actively promote equality of opportunity in teaching, learning and the curriculum.	<ul style="list-style-type: none"> <li>▪ Monitor learning materials and lessons observation reports to ensure effective promotion of E&amp;D</li> <li>▪ Build Equalities and Diversity into lesson observations so E&amp;D issues are taken into consideration.</li> <li>▪ Provide training for staff on promoting E&amp;D where the need is identified.</li> <li>▪ Review departments' self-assessments for equality and diversity matters to ensure the assessment accurately reflects the work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Schemes of work and lesson plans are in place which promote equality and diversity.</li> <li>▪ E&amp;D issues clearly identified in lesson plans.</li> <li>▪ Staff are trained and more confident in good practice in embedding Equality &amp; Diversity into the Curriculum.</li> <li>▪ Improved/ explicit references to E&amp;D in planning and delivery of courses.</li> <li>▪ Course Self Assessments reviewed against Ofsted criteria.</li> <li>▪ Increase in Staff confidence to</li> </ul>	<p>Planning is more clearly focussed on the relevant equality strands making embedding easier to monitor.</p> <p>All observers confident in what to look for in regards to E&amp;D and good practice is highlighted</p> <p>Improved lesson observation feedback to 65% of lessons for</p>	<p>Teachers/Tutors/ Mentors HoDs/Team Managers Excellence Manager Teacher Experts (impact review termly)</p>	<p>Ongoing</p> <p>Two Teacher Expert roles established in August 2011</p> <p>E&amp;D Innovation project established Sept 2011.</p>

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
		undertaken. These should also be compared to the June 2010 assessments and all progress evaluated and good practice shared.	embed E&D in Self Assessment	2011-12		
4.2	Ensure teaching materials and resources are fully accessible.	<ul style="list-style-type: none"> <li>Teaching materials are audited to ensure accessibility and positive promotion of equality groups.</li> </ul>	<ul style="list-style-type: none"> <li>Materials and resources for audited to ensure accessibility.</li> <li>Information reviewed by staff and learners.</li> <li>Teaching and Learning observations take accessibility of materials and resources into account.</li> </ul>	Improved accessibility of teaching and learning materials.	Teachers/Tutors/ Mentors Excellence Manager eConfidence Manager	Ongoing
4.3	Language, Religion and sexual orientation data from the Diversity Questionnaire (Crystal Report) to be used by College and Departments to inform service planning.	<ul style="list-style-type: none"> <li>Top level college data to be used as part of planning and service delivery</li> <li>Course teams / department to use data collected to better understand the needs of their learners and use data to inform future planning and policy decisions</li> <li>Student Services and learning mentors to support any needs.</li> </ul>	<ul style="list-style-type: none"> <li>Data used as part of EIAs</li> <li>HoD review information and make use of it in department teams.</li> <li>Course teams are able to identify potential barriers to learning.</li> <li>Course teams use data to celebrate their learners.</li> </ul>	Better understanding of learners needs.  Promotion of fostering good relations between different groups of learners.	Sept 2010 HoDs/Team Managers Excellence Manager Director of 14-HE	Completed Incorporation into e-ILP Action and monitoring ongoing
4.4	Some less satisfied (4/17) BME learners compared to the overall college. (CRAE 1b Report 2011)	<ul style="list-style-type: none"> <li>Develop and implement cross college events and activities to promote E&amp;D.</li> <li>Develop activities and opportunities at Department level to explore any issues on E&amp;D and use learner feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Programme in place to address a wide range of E&amp;D topics at a college and curriculum level.</li> <li>Open and effective communications channels established.</li> <li>Carry out feeling pools on Boodle to gain a sense of</li> </ul>	Increase satisfaction of learner groups in the college.  Raise awareness on E&D matters  Develop a sense of	Dec 2011 (review)  April (review)  June (review)  Innovation Bid	Innovation Project in place from Sept 2011.

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
		<ul style="list-style-type: none"> <li>▪ Take every opportunity to celebrate the achievement of learners and promote them across the college.</li> <li>▪ Run focus groups with identified groups to explore any issues which may impact on low satisfaction.</li> <li>▪ Celebrate different cultures and group throughout the college.</li> </ul>	<p>satisfaction midyear in to college.</p> <ul style="list-style-type: none"> <li>▪ Include E&amp;D questions as part of learner meetings with staff.</li> </ul>	<p>pride and belonging.</p> <p>Marketing and communication reflect promotion and celebration of all groups.</p>	<p>(Michelle Shewring) Excellence Manager Head of Tutorial Advice &amp; Guidance Student Enrichment Officer</p>	

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
<b>5. Partnership Working, Promotion and Celebration</b>						
5.1	To further promote partnership working and strengthen links with diverse local communities	<ul style="list-style-type: none"> <li>▪ To represent the college at Borough wide events, groups and meetings and work in partnership with external stakeholders and agencies.</li> <li>▪ To continue to represent the college at local community forums, including Brookvale Residents Association, Local Strategic Partnership, Borough Business Partnership, North Hampshire Chamber of Commerce and Industry, and Basingstoke Consortium of Schools and Colleges,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Membership at forums established.</li> <li>▪ Feedback from meetings is disseminated throughout the college.</li> </ul>	<p>Greater partnership working across the college.</p> <p>Greater awareness amongst the college of local agencies, community groups, projects and services in the borough.</p> <p>Build links with organisations.</p> <p>Promote the work of the college.</p>	<p>HoD SMT Head of Learner Services Head of Tutorial Advice &amp; Guidance Student Enrichment Officer Head of Welfare</p>	Ongoing

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
		<p>Older Persons Partnership Board</p> <ul style="list-style-type: none"> <li>▪ Explore ESOL provision opportunities (on and off site) with minority ethnic groups</li> <li>▪ Support BME and other ethnic group events</li> <li>▪ Continue to support Ethnic Minority Traveller Achievement Service with the provision of use of college facilities</li> </ul>				
5.2	To provide wider dissemination of the Positive About Disabled People 'Two Ticks symbol' annual monitoring report / Disabled Go	<ul style="list-style-type: none"> <li>▪ To disseminate to all staff the annual monitoring report which assesses what has been achieved against the 5 commitments and includes an action plan to improve on them and outlines future plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information about standard disseminated</li> <li>▪ Logo used in college publicity and marketing materials.</li> <li>▪ Annual review undertaken.</li> </ul>	<p>Continue to uphold the two ticks positive about disability standard.</p> <p>Promote awareness and commitment to disability standards.</p>	Director of HR	<p>Completed Disabled Go (Dec 2009)</p> <p>Completed</p>
5.3	To learn from the input of staff and learners in focus/discussion groups and Forum feedback into further improvements in planning and processes.	<ul style="list-style-type: none"> <li>▪ Awareness Training in Diversity at Induction, update for all staff in Equality Act 2010/Diversity promotion performance/data analysis at Performance Review.</li> <li>▪ LOR thematic reviews to be broadened to include 'promotion', curriculum activities linked directly to Diversity themes/and tutorials.</li> <li>▪ Arrange monthly diversity events for learners and staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased satisfaction levels</li> <li>▪ Actions completed as listed.</li> <li>▪ Data is used within service planning and review.</li> <li>▪ Key decisions are run through relevant forums for their input and recommendations.</li> </ul>	<p>Effective communication channels are open and accessible to all stakeholders.</p> <p>The college involved, learners from its stakeholders and its services are shaped as a result of the involvement to better meet their needs.</p>	<p>Director of HR</p> <p>Director of 14-HE</p> <p>Teachers/Tutors /Mentors</p> <p>HoDs</p> <p>Excellence Manager</p> <p>Student Enrichment Officer</p>	Ongoing

Ref	Action Identified	Action Recommended	Milestones	Success Criteria / Outcome	Responsibility & Timescale	Monitoring & Reporting
		<p>to be included in Diversity Calendar –pop-up on screen/Boodle/newsletter/bulletin</p> <ul style="list-style-type: none"> <li>▪ Include Diversity/lifestyle awareness tutorials for learners.</li> <li>▪ Comment from learner representatives at the Panel/learner parliament</li> <li>▪ E&amp;D agenda for learner parliament and reported back to E&amp;D Panel</li> <li>▪ Consult further with: employers, community groups, suppliers, connexions, parents.</li> </ul>				
5.4	Improve communication on equality and diversity across the College/learners/staff.	<ul style="list-style-type: none"> <li>▪ Awareness/Pop-ups on Boodle/Snappy news stories/E&amp;D booklet for staff and students</li> <li>▪ The College should improve communication with E&amp;D Ambassadors in agreeing and analysing what outcomes are desired from equality and diversity events as well as identifying ways of measuring the impact of events.</li> <li>▪ Work in partnership with Borough agencies to promote their services in college as part of college events.</li> <li>▪ Take up opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Communication on E&amp;D across the college are improved</li> <li>▪ Cross college events promote E&amp;D</li> <li>▪ Generate displays which promote E&amp;D</li> </ul>	<p>Equality and diversity is celebrated throughout the college and through its events and activities.</p> <p>Greater partnership working across the college. Build links with organisations. Promote the work of the college.</p>	<p>Marketing &amp; Communications Manager E&amp;D Ambassadors Excellence Manager Student Enrichment Officer</p>	<p>Ambassador position established December 2009</p> <p>E&amp;D Forum set up January 2010</p> <p>SG/E&amp;D merged 2011</p> <p>Ongoing</p>

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		celebrate the successes of learners.				
5.5	Enable and support learners to share good practice in relation to E&D	<ul style="list-style-type: none"> <li>▪ Provide opportunities for learner consultation from all equality groups on college wide issues.</li> <li>▪ Actively encourage student groups to establish links with other colleges to identify and share good practice in relation to E&amp;D.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learner feedback informs service planning</li> <li>▪ Attendance at national / regional events with other student groups.</li> <li>▪ Links with other college student groups established were debates and discussions can be had on E&amp;D issues.</li> </ul>	<p>Learners develop as active citizens and champion E&amp;D issues.</p> <p>Learners share good practice and learn from other peers on driving forward work on E&amp;D.</p>	<p>Learners</p> <p>Learner Parliament/ Student Union Student Enrichment Officer</p>	Ongoing