



EQUALITY AND DIVERSITY
REPORT 2016-17

Equality and Diversity Report 2016-17

Our Equality and Diversity Mission:

“Ensuring equality of opportunity and inclusive treatment for everyone we serve or employ, by valuing the individual and respecting differences” Equality and Diversity Mission Statement

The College has a duty to publish its objectives every four years. The below was published in July 2016

2016 - 2020, our Champions will lead the College towards the following objectives:

- Everyone working for and studying at BCoT will promote our values of equality, diversity and inclusion and this will underpin everything the College does.
- We will review achievement disparities between different groups, action support processes so that these individuals can achieve their full potential, and provide information and guidance to colleagues to support this.
- The College will recruit and maintain a staff and student population which is reflective of the local and wider community.
- The College's vision and values for equality, diversity and inclusion will be communicated to all stakeholders.
- All staff will be supported through training and development to advance the College's values.

“Staff create an inclusive environment where learners and teachers are respectful and tolerant, and work well together.

Learners have a good understanding of diversity and British Values. Regular tutorials in college and the workplace enable learners to explore and extend their understanding of subjects such as disability, mental health and British Values through lively discussions, presentations, videos and interactive quizzes.

Staff provide good support for learners with additional learning needs. Learners with complex needs enjoy a range of individually planned activities to ensure that their journey from leaving school to starting college is positive. Learning support staff have a good understanding of the individual challenges learners face, and they ensure that learners receive the appropriate level of support to enable them to make good progress.” (Ofsted May 2016)

E & D in the Classroom

To ensure staff understand the expectations in terms of equality and diversity practice and how to access resources and support has been, and continues to be a priority. Through training days and Teacher Forums we ensure that we keep E & D high on the agenda. In 2016/17 across the college we continued to promote the link with British Values and E & D.

Through tutorials students are encouraged to look at equality and diversity in different settings, for example through black history month and holocaust themed tutorials. Students

are also encouraged to look at equality and diversity in the work place, examples include equal pay and disability rights.

E & D Cross College Responsibilities

The management of equality and diversity is the direct responsibility of the Director of Student Experience with the support of the Head of HR. The advancement of equality and diversity is a key priority.

- **We all know what our vision is for equality and diversity**
- **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, learning and teaching forums, Safeguarding/Equality and Diversity Forum, learner and staff Equality and Diversity Ambassadors)
- **We have regular formal opportunities to engage with learners/stakeholders** to inform practice and strategy (councils and parliaments, Learning and Teaching Conferences, learner/staff focus groups, identified learner/staff group support sessions, Equality and Diversity Forum, 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 (questionnaire at enrolment/induction for learners and staff, learner need analysis (LNA), e-profiling of learners/"at risk" on the e-ILP, ALS intervention activities, Retention, Achievement and Success report – RAS)
- **We all act on what the data tells us and we tell the stakeholders what we are doing** (annual QiPs per course/department, E&D Ambassadors, Induction and enrichment activities, "You said, We did" feedback to stakeholders).

The Equality and Diversity Impact Monitoring Group's responsibilities include validation of all impact assessments. This is led and managed by the Director of Student Experience

Supporting individual needs

The college provides service to learners with increasingly complex difficulties. The Hampshire Area Wide Prospectus for LDD highlights that we are a comprehensive provider - the only learning difficulties/disabilities for which the college cannot provide are severe, profound difficulties, and this service is offered by specialist schools.

The college is improving its partnership with schools and other agencies to ensure a seamless transition for learners with disabilities/difficulties. In 2015 the role of Transition Manager was created. The role is to support the transition into college by vulnerable students. Transition visits which we piloted in 2015 were built upon and we supported future students to get used to the College environment and to ease any potential anxiety was further developed, we supported more students. As well as the Horizons programme (14-16 year olds who cannot cope with mainstream education) Directions E3 provision we also offered an Employability Course and the Princes Trust in year to support students who had not coped on a mainstream course. These courses were very successful. We kept students with multiple needs in education and prevented them becoming NEET.

Individual Learning Plans (e-ILP) with uploaded Support Plans now provide the central point to ensure that all teaching/support staff can access relevant information centrally, that progress is tracked and that every learners has the necessary support to address their individual needs, in a timely manner

E & D Activities 16/17

Throughout the year events were held to promote E & D, these ranged from workshops to food festivals, E & D is embedded in the curriculum and events such as black history month are on the central calendar. The LGBT officer for the SU ran an LGBT group and also sat on the Basingstoke committee Pride 45. Activities included raising money for various charities, debates on Brexit and students attending a workshop on the Prevent agenda.

Achievement

The overall achievement at BCoT is above the National average in all areas.

	2014/15		2015/16		2016/17		Nat Av.
	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	
AGE							
16-18	3,494	77.7%	3,318	80.9%	2,823	82.5%	79.1%
19+	2,121	84.4%	2,103	87.4%	2,298	88.7%	86.1%
Achievement rate gap		6.7%		6.5%		6.2%	7.0%
GENDER							
Male	2,998	78.3%	2,828	83.1%	2,517	82.3%	81.4%
Female	2,617	82.5%	2,593	83.7%	2,760	84.6%	82.9%
Achievement rate gap		4.3%		0.6%		2.3%	1.5%
ETHNICITY							
White British	4,164	78.7%	3,787	82.2%	2,947	83.2%	81.7%
Other Ethnicity	1,124	85.2%	1,200	87.2%	1,459	84.0%	81.9%
Achievement rate gap		6.5%		4.9%		0.8%	0.2%
DLD							
Yes	1,420	75.2%	1,395	81.6%	935	80.5%	79.5%
No	3,878	82.5%	3,999	84.0%	4,333	83.0%	83.0%
Achievement rate gap		7.3%		2.5%		2.5%	3.5%

New table

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Success Data by Ethnicity

In the three year success data we can see that we have improved the achievement for White British and Other Ethnicity from 14/15. We are well above the National average in Other Mixed/Multiple and other White. We need to do some further work on obtaining the data of ethnicity as the figure is too high.

Achievement Data by Ethnicity							
	14/15 Leavers	14/15 Ach %	15/16 Leavers	15/16 Ach %	16/17 Leavers	16/17 Ach %	15/16 Nat Av.
White British	4165	78.7%	3767	81.8%	3481	83.0%	81.7%
Other Ethnicity	1124	85.2%	1197	86.1%			
<i>African</i>	80	83.8%	93	77.4%	143	83.2%	81.9%
<i>Arab</i>	14	50.0%	12	91.7%	13	92.3%	84.7%
<i>Bangladeshi</i>	16	81.3%	14	92.9%	12	91.7%	84.4%
<i>Caribbean</i>	27	77.8%	38	63.2%	51	96.1%	79.2%
<i>Chinese</i>	22	95.5%	17	82.4%	25	92.0%	87.3%
<i>Gypsy or Irish Traveller</i>	5	40.0%	11	72.7%	5	20.0%	71.0%
<i>Indian</i>	27	96.3%	40	90.0%	51	90.2%	85.9%
<i>Irish</i>	23	95.7%	32	87.5%	22	86.4%	82.2%
<i>Pakistani</i>	10	60.0%	6	66.7%	16	93.8%	82.1%
<i>White and Asian</i>	29	86.2%	25	72.0%	30	90.0%	81.3%
<i>White and Black African</i>	27	92.6%	24	66.7%	22	86.4%	79.4%
<i>White and Black Caribbean</i>	61	72.1%	64	73.4%	65	78.5%	76.1%
<i>Other Asian</i>	168	81.5%	173	85.5%	287	95.5%	83.8%
<i>Other</i>							
<i>Black/African/Caribbean</i>	13	92.3%	10	70.0%	31	87.1%	80.4%
<i>Other Mixed/Multiple</i>	21	85.7%	26	96.2%	34	97.1%	79.1%
<i>Other White</i>	545	88.4%	582	91.8%	559	90.3%	85.1%
<i>Any other ethnic group</i>	36	83.3%	30	86.7%	40	95.0%	82.7%
Not known/not provided	327	82.9%	437	82.4%	270	77.4%	82.6%
College Headline	5616	80.2%	5401	82.8%	5157	84.7%	

Success Data Disability/Learning Difficulty

We have seen a slight drop in the achievement in overall this year but it is above the National Average.

Achievement Data by LLDD and/or Health Problem							
	14/15 Leavers	2014-2015	15/16 Leavers	2015-2016	16/17 Leavers	2016-2017	15/16 Nat Av.
Yes	1422	75.1%	1390	81.9%	917	79.9%	79.5%
No	3877	82.5%	3997	84.0%	4231	84.0%	83.0%
Not known/not provided	317	75.1%	27	81.5%	9	66.7%	81.3%
College Headline	5616	80.2%	5414	83.4%	5157	84.7%	

Achievement Data by Learner's Disability, Learning Difficulty and/or Health Problem							
	14/15 Leavers	2014-2015	15/16 Leavers	2015-2016	16/17 Leavers	2016-2017	15/16 Nat Av.
<i>Asperger's Syndrome</i>	61	70.5%	69	69.6%	47	76.6	36.2
<i>Disability Affecting Mobility</i>	8	87.5%	14	64.3%	20	75.0	53.9
<i>Emotional/Behavioural</i>	135	62.2%	0	0.0%	0	0.0	24.1
<i>Hearing Impairment</i>	19	89.5%	9	88.9%	29	86.2	47.0
<i>Mental Health Difficulty</i>	30	66.7%	49	71.4%	43	76.7	46.7
<i>Multiple Disabilities</i>	22	81.8%	28	92.9%	10	80.0	37.8
<i>Other Medical Condition</i>	60	85.0%	200	82.0%	141	79.4	38.6
<i>Other Physical Disability</i>	1	100.0%	12	66.7%	8	100.0	40.7
<i>Profound Complex</i>	0	0.0%	2	100.0%	1	100.0	33.3
<i>Temporary Disabilities</i>	2	100.0%	1	100.0%	3	66.7	37.0
<i>Visual Impairment</i>	14	35.7%	43	83.7%	40	87.5	53.6
<i>Other Disability</i>	14	64.3%	19	47.4%	11	90.9	39.7
<i>Autism Spectrum Disorder</i>	81	82.7%	104	81.7%	112	71.4	24.0
<i>Dyscalculia</i>	8	100.0%	7	71.4%	6	100.0	39.0
<i>Dyslexia</i>	350	74.6%	377	78.5%	283	80.6	38.4
<i>Moderate Learning Difficulty</i>	78	79.5%	111	78.4%	74	77.0	41.4
<i>Multiple Learning Difficulties</i>	87	70.1%	2	100.0%	0	0.0	31.3
<i>Other specific</i>	112	71.4%	11	81.8%	20	90.0	33.9
<i>Severe Learning Difficulty</i>	0	0.0%	3	100.0%	5	80.0	21.1
<i>Other Learning Difficulty</i>	137	76.6%	65	81.5%	45	71.1	31.9
College Headline	1219		1126		898		

LLDD and Health Problem	Starts	Ret %	Pass %	Ach %	15/16 Nat Av.
Yes	917	87.7%	90.7%	79.9%	79.5%
No	4231	90.5%	94.7%	84.0%	83.0%
Not known/not provided	9	66.7%	100.0%	66.7%	81.3%
College Headline	5157	90.1%	94.0%	84.7%	82.1%

Success Data by Gender

While we are still well above the national average in achievement we have this year seen an increase in the gap between male and female achievement. This year we saw it was the females that had higher achievement than last year while the males stayed broadly the same.

Achievement Data by Gender							
	14/15 Leavers	2014- 2015	15/16 Leavers	2015- 2016	16/17 Leavers	2016- 2017	14/15 Nat Av.
Male	3000	78.2%	2815	82.4%	2419	82.5%	81.4%
Female	2616	82.5%	2586	83.2%	2738	86.7%	82.9%
College Headline	5616	80.2%	5401	82.8%	5157	84.7%	

Human Resources

The on boarding processes provides all staff with the opportunity to share protected characteristic data with us to help us demonstrate our commitment to equality and diversity issues in the workplace. Whilst we ask staff for this data, there is no obligation to provide.

Gender

The gender profile of staff is shown in the table below. It remains roughly 30:70 split between male and female staff as in previous years. However, compared to last year the gap has widened slightly with more female staff making up the workforce.

Year	Male	Female	Ratio	Total
2015/16	128	304	29.6:70.4	432
2016/17	127	318	28.5:71.5	445

Ethnicity

There has been little change in our ethnicity profile since the last report. As to be expected, White British makes up the largest category although it is slightly up on last year. At 87.4% these figures are in keeping with the local population; in the 2011 Census, 88.2%¹ of the residents of Basingstoke & Deane borough defined themselves as White British.

Within the BME categories (i.e. discounting White variants) the number of staff has reduced by 6 (representing a decline of approximately 1.4% of the workforce)

¹ Basingstoke & Deane Equality and Diversity Information 2016 available from (www.basingstoke.gov.uk/content/doclib/1468.docx)

Ethnicity	2016/17	% 2015/16	2015/16	% 2015/16	2014/15	% 2014/15
Asian/Asian British (Bangladeshi)	1	0.2%	1	0.2%	0	0%
Asian/Asian British (Indian)	5	1.2%	2	0.5%	4	1%
Asian/Asian British (Other)	5	1.2%	5	1.2%	5	1%
Asian/Asian British (Pakistani)	1	0.2%	3	0.7%	1	0%
Black/Black British (African)	4	0.9%	4	0.9%	4	1%
Black/Black British (Caribbean)	1	0.2%	4	0.9%	7	1%
Black/Black British (Other)	1	0.2%	1	0.2%	1	0%
Chinese	2	0.5%	2	0.5%	4	1%
Mixed (White and Black Caribbean)	1	0.2%	4	0.9%	4	1%
Not known/Not provided	19	4.3%	18	4.2%	20	4%
Other (Any)	2	0.5%	3	0.7%	2	0%
White (British)	369	87.4%	362	83.8%	406	83%
White (English)	8	1.9%	5	1.2%	6	1%
White (Irish)	2	0.5%	4	0.9%	5	1%
White (Other)	14	3.3%	14	3.2%	23	5%
Total	435		432		492	

Disability

The overall number of staff that have declared a disability has doubled from 10 to 20 over the last 12 months; both learning difficulties and mental ill health have increased by 100%. This should be seen as a positive indicator; staff feel confident that they are able to share their medical condition with their employer, knowing that it will be used support them in employment rather than penalise. The number of staff declining to provide this data has reduced.

Year	No	Prefer Not To Say	Unknown	Learning Difficulty	Mental Ill Health	Physical Impairment	Yes – prefer not say
2014/15	459	2	21	1	1	5	3
2015/16	381	17	20	4	2	5	3
2016/17	393	10	7	8	4	8	3

To allow for accurate comparison following headcount variances, this has been converted to a percentage of the total workforce

Year	No	Prefer Not To Say	Unknown	Learning Difficulty	Mental Ill Health	Physical Impairment	Yes – prefer not say
2014/15	93.3%	0.4%	4.3%	0.2%	0.2%	1.0%	0.6%
2015/16	88.4%	3.9%	4.6%	0.9%	0.5%	1.2%	0.7%
2016/17	88.3%	2.2%	1.6%	1.8%	0.9%	1.8%	0.7%

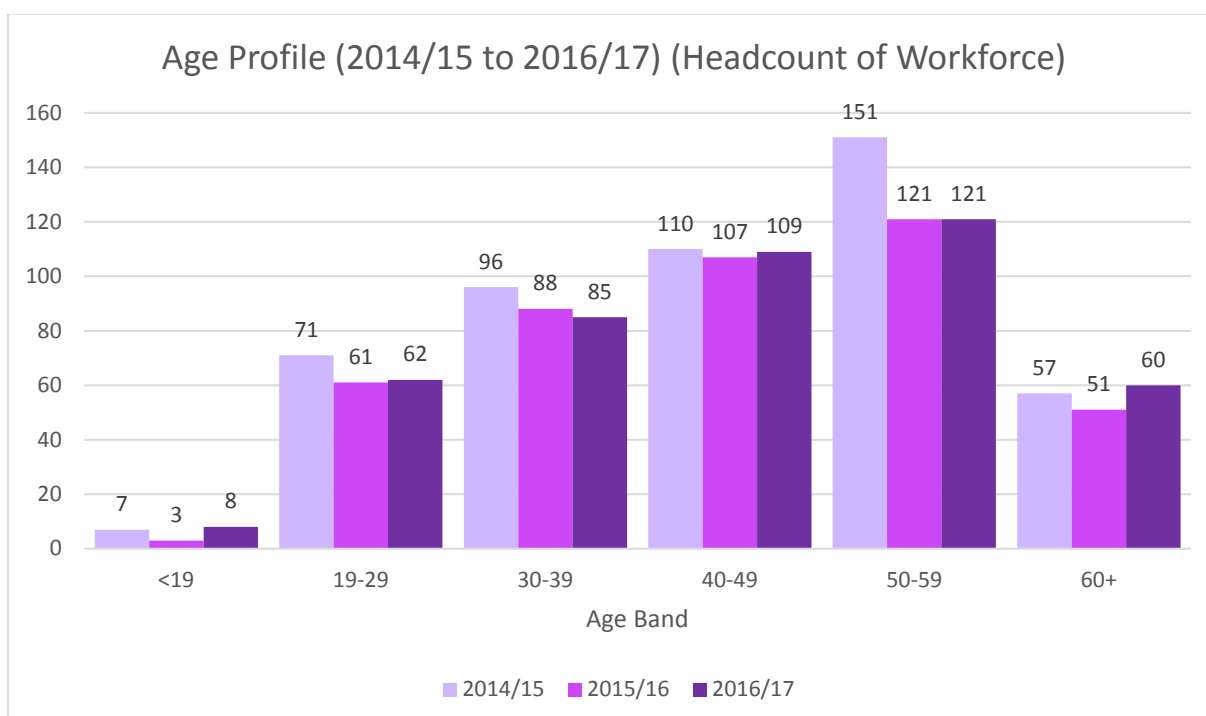
Age

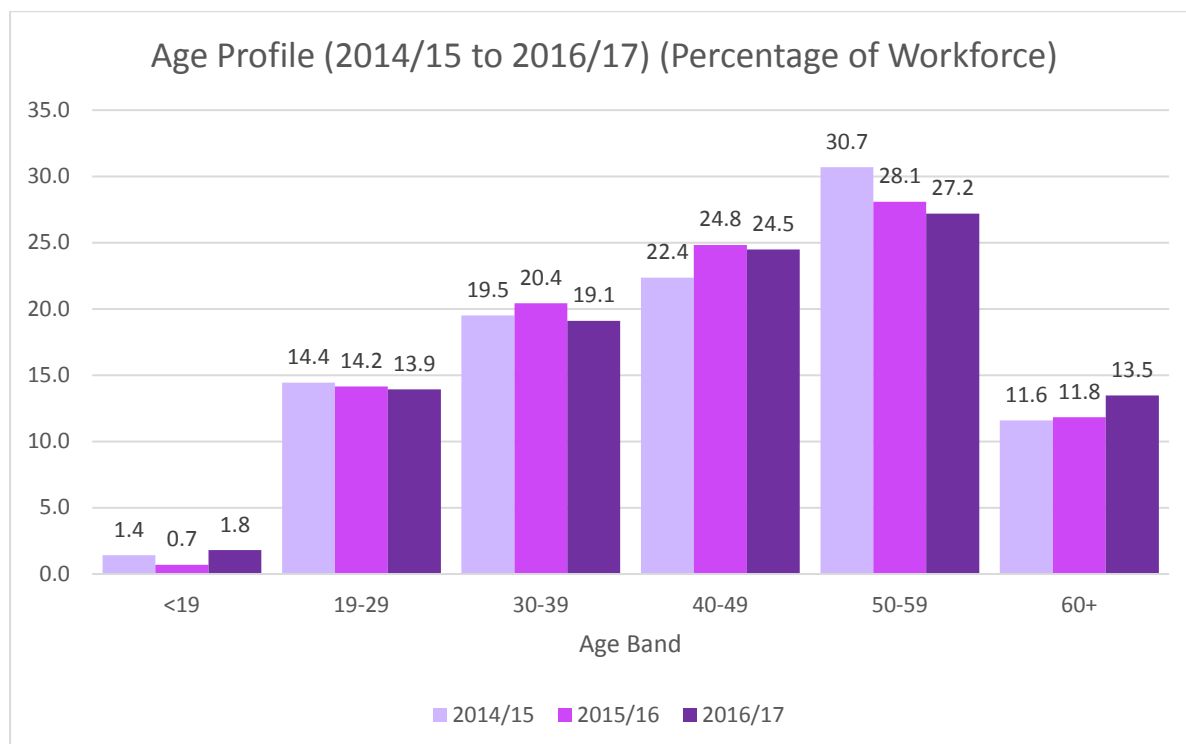
The following table and graph shows the number of staff employed by age group for the last three academic years.

Year	<19	19-29	30-39	40-49	50-59	60+	Total
2014/15	7	71	96	110	151	57	492
2015/16	3	61	88	107	121	51	431
2016/17	8	62	85	109	121	60	445

To allow for accurate comparison following headcount variances, this has been converted to a percentage of the total workforce.

Year	<19	19-29	30-39	40-49	50-59	60+	Total
2014/15	1.42%	14.43%	19.51%	22.36%	30.69%	11.59%	492
2015/16	0.70%	20.42%	20.42%	24.83%	28.07%	11.83%	431
2016/17	1.80%	13.93%	19.10%	24.49%	27.19%	13.48%	445



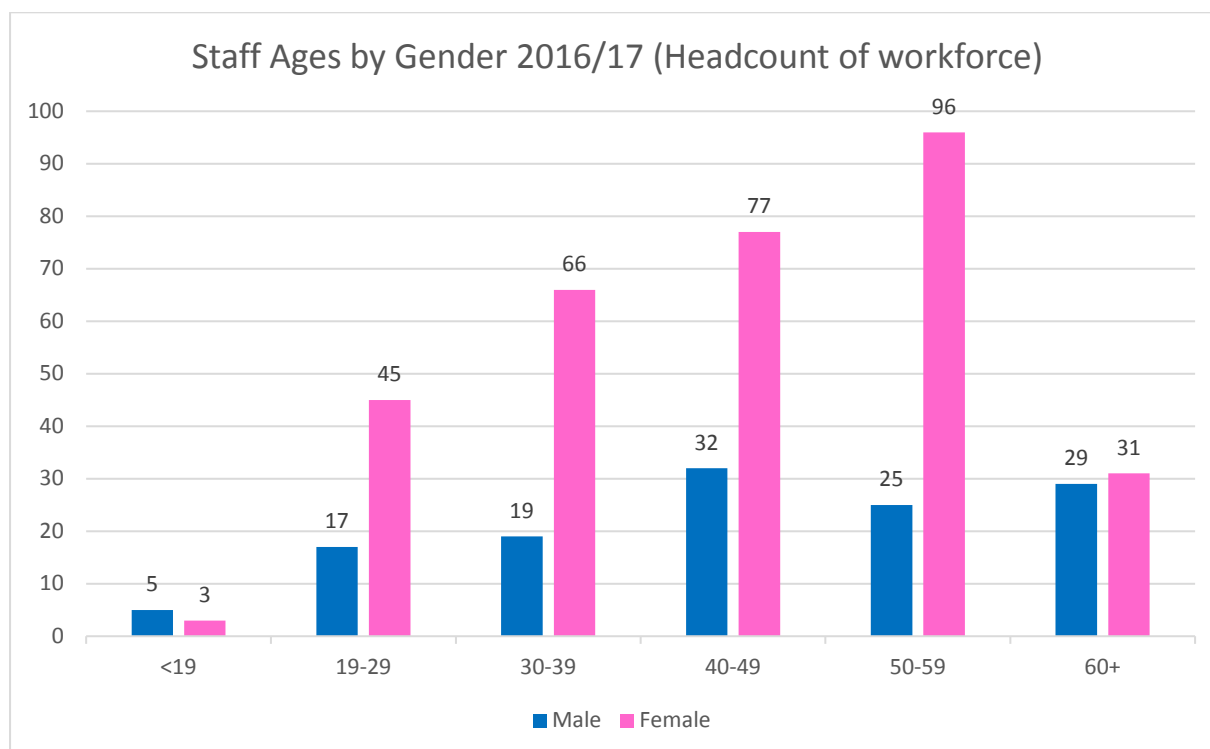


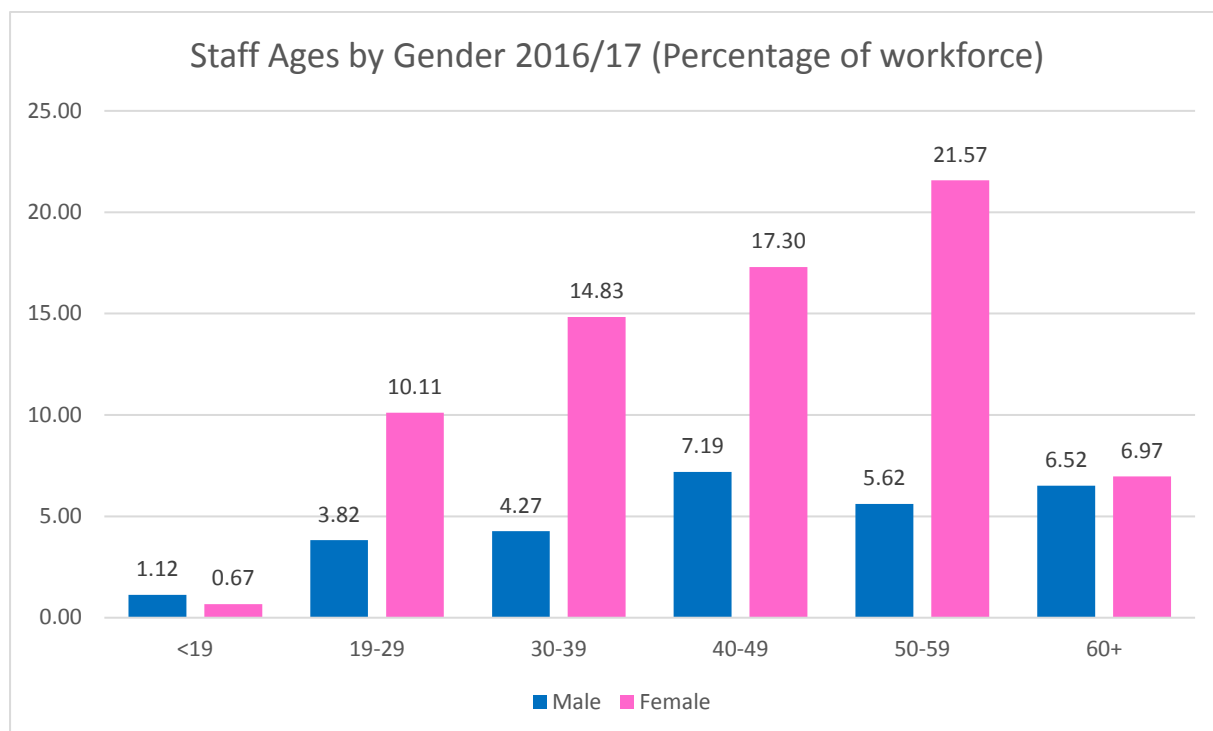
The headline changes from last year:

- The college has increased the number of under 19 people that it employs
- Staff aged between 30 and 39 has dropped by the largest percentage

We have 12 staff members over 65 years (2.7% of the workforce). Our oldest member of staff is 80 years old.

These graphs demonstrate the gender split between male and female staff, based on the defined age groupings – firstly by headcount and then by percentage of the workforce.





The following table breaks down the data for the above graph. The percentage column shows the change from the previous year.

Gender	Year	<19		19-29		30-39		40-49		50-59		60+	
		#	%	#	%	#	%	#	%	#	%	#	%
M	15/16	1		19		30		24		28		26	
	16/17	5	400	17	-10.5	19	-36.6	32	33.3	25	-10.7	29	11.5
F	15/16	1		43		59		83		93		25	
	16/17	3	200	45	4.6	66	11.8	77	-7.2	96	3.2	31	24

Sexual Orientation

Declarations regarding sexual orientation has received the poorest compliance from staff within the college. In previous years, we have seen only 48% of staff choosing to respond to this question. For this year's report, we now have data for 60% of the workforce.

Year	Heterosexual	Gay Man	Lesbian	Bisexual	Unknown
2014/15	231	2	0	1	258
2015/16	225	3	1	2	201
2016/17	260	2	3	5	159

Pay

There is no comment in this report around pay parity this year. From 6 April 2017 employers in Great Britain with more than 250 staff will be required by law (The Equality Act 2010 (Gender Pay Gap Information) Regulations 2017) to publish the following four types of figures annually on their own website and on a government website:

- Gender pay gap (mean and median averages)
- Gender bonus gap (mean and median averages)

- Proportion of men and women receiving bonuses
- Proportion of men and women in each quartile of the organisation's pay structure

The College will comply with this requirement by publishing its data by 4th April 2018.

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

- Weekly Teacher Forums to share good practice.
- Safeguarding and Equality and Diversity Forum
- Induction sessions provided for new staff covering equality and diversity and the college's at-risk policy.
- Induction sessions for new managers covering Recruitment and Selection and Absence/Attendance Management.
- The Learning and Teaching at BCoT induction event for new teaching staff and support staff covers the role of RAP tutor in supporting learners with various learning difficulties/needs.
- H&S Officer provided workplace assessments to meet individual physical needs and attended Fire Evacuation for Disabled People.
- Training for all staff at inset days covered Safeguarding/ Radicalisation and British Values
- Prevent radicalisation awareness training for all staff.
- Support staff attended a variety of training events to support their work
- Careers/student experience staff attended training sessions aimed at supporting learners with various needs and helping a variety of learners into work or further learning suited to them.
- Safeguarding training/refreshers for all staff plus specific training for Safeguarding Officers.
- Training for Readers, Scribes, and Invigilators in Exams for Maths/English exams.

Key priorities for 17/18

A ETHNICITY

- To reduce the numbers of 'unknown' ethnicity data for learners and staff to better understand ethnicity profile data.
- To develop additional opportunities during the academic year to capture learners ethnicity
- Work towards further promoting recruitment opportunities for male applicants to attempt to increase applications from male candidates
- To work with male students to ensure that they are not disadvantaged and are achieving in line with female students.

B DISABILITY

- To improve the success rates of pockets of disability types to college average of 89.6%

- To have a structured support plan for all HN's learners and to ensure this is regularly reviewed.

C OTHER EQUALITY AND DIVERSITY AREAS

- To specifically target pockets of lower success rates by clear 'at risk' identification through the eILP. To hold training and development sessions with Department and coordinating lecturers to ensure better success rates and no disparity.
- 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.
- 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.
- To ensure that the Prevent agenda is raised and that we are compliant in our duty.
- To work with the Student Union to increase the awareness of the LGBT group

Appendix A

Case studies

- 1) LB: (On Horizons programme. Excluded from mainstream, and SEN School)

SEN needs identified before joining: EHCP, ADHD, BESD, Social skills issues, behavioural and anger control issues, not accessing curriculum, missing time in Education, refusal to engage.

Provision offered: Small groups, 1-1 support, Vocational Options, Work with parents, differentiated learning.

Strategies: 1-1 support, clear boundaries and guidelines, close work with home, reward system

Achievements: Reduction in exclusions and behaviours, engagement in lessons, completion of FS English and Maths

Progression: Move onto Foundation Pathways

- 2) CM (On Supported Internships, came from very small school with 1-1 support)

SEN needs: Autism, severe anxiety, expressive and receptive language disorder, and social skills issues.

Strategies: 1-1 support, small groups, extra help with English, strategies for anxiety

Achievements: completed and passed Employability

Progression: Move onto Level 2 Media with continued support

AC – On Future Pathways Course (previously in local mainstream school in the language resource provision)

Special Education Needs identified before joining the BCoT; Severe language disorder (would not talk to adults and had behavioural issues as a result at times), cognition and learning, social skills, behavioural and emotional, Dyslexia, limited self-help skills

Provision offered to AC: SSA support in all lessons & 1:1 sessions to focus on English. Support to find a local placement. Attendance on NCS course.

Strategies offered to AC: Consistent support staff. Access to staff in learner support Hub to discuss concerns.

Achievements: AC travels into college independently. Has a good peer group of friends. Is able to talk easily to adults. Has taken on more responsibility and independence in college and work placement. Moved from U to F grade in English.

Progression: Moving to Level 2 BTEC in Health and Social Care