



EQUALITY AND DIVERSITY REPORT 2018-19

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)

Equality & Diversity in the Classroom

To ensure staff understand the expectations in terms of equality and diversity practice and how to access resources. Support has been, and continues to be a priority. Through training days and Teacher Forums we ensure that we keep Equality & Diversity (E&D) high on the agenda. In 2018/19 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, sharing through google classrooms)
- **We have regular formal opportunities to engage with students/stakeholders** to inform practice and strategy (councils and parliaments, Learning and Teaching Conferences, student/staff focus groups, identified student/staff group support sessions, employer surveys, and student 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 students 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, 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 has a strong partnership with schools and other agencies to ensure a seamless transition for learners with disabilities/difficulties. The role of the Transition Manager is now embedded in the college and feeder schools are aware of the provision. The role is to support the transition into college by vulnerable students. Transition visits continue to support future students to get used to the college environment and ease any potential anxiety. As well as the Horizons programme (14-16 year olds who cannot cope with mainstream education) we also offered an employability course and the Princes Trust to support students who had not coped on a mainstream course. These courses were very successful, keeping students with multiple needs in education and preventing them from

becoming NEET. We also worked with Hampshire NHS to deliver Project Choice which is a supported internship programme for those with EHCP plans. The vast majority of students progressed to full time jobs at the hospital.

Individual Learning Plans (e-ILP) with 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 learner has the necessary support to address their individual needs.

E&D Activities 2018/19

Throughout the year events were held to promote E&D, these ranged from workshops to food festivals. E&D is also embedded in the curriculum with events such as black history month. The LGBT officer for the Student Union ran a LGBT group and also sat on the Basingstoke committee for Pride 45. Activities included raising money for various charities, our online debating society continues to be popular where issues such as BREXIT, fair pay and immigration are discussed.

Achievement

While the achievement is below the national average in some areas, it has maintained for the 16-18 cohort and improved for the 19+. We are above the national average for female, White British and other ethnicity achievement; this year has seen a narrowing.

We are below the national average for male achievement. The achievement gap has been reduced between white British and other Ethnicity. We have seen a rise in the achievement of the White British students. The achievement rate gap for those that declare a DLD is too high but it has closed slightly this year.

	2016/17		2017/18		2018/19		Nat Av.
	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	
AGE							
16-18	2,860	81.4%	2,408	81.8%	2,360	81.7%	82.8%
19+	2,299	88.8%	3,393	86.6%	3,466	88.3%	89.1%
Achievement rate gap		7.4%		4.8%		6.6%	6.3%
GENDER							
Male	2,419	82.5%	2,344	81.7%	2,348	83.7%	85.5%
Female	2,740	86.6%	3,457	86.6%	3,478	87.0%	86.3%
Achievement rate gap		4.1%		4.9%		3.2%	0.8%
ETHNICITY							
White British	3,481	83.0%	3,478	83.7%	4,165	85.2%	85.7%
Other Ethnicity	1,408	90.1%	2,001	86.8%	1,354	87.4%	86.1%
Achievement rate gap		7.1%		3.0%		2.1%	0.4%
DLD							
Yes	917	79.9%	812	79.1%	602	80.4%	83.7%
No	4,233	85.7%	4,982	85.5%	5,213	86.3%	86.6%
Achievement rate gap		5.8%		6.4%		5.9%	2.9%

Success Data by Ethnicity

Three year success data show an improvement in achievement for White British. The Other Ethnicity cohort made improvements compared to the previous year and are above the National Average. We need to do some further work on encouraging student to disclose their ethnicity.

Overall Achievement

Achievement Data by Ethnicity							
	16/17 Leavers	2016- 2017	17/18 Leavers	2017- 2018	18/19 Leavers	2018- 2019	17/18 Nat Av.
White British	3481	83.0%	3478	83.7%	4165	85.2%	85.7%
Other Ethnicity	1408	90.1%	2001	86.8%	1354	87.4%	86.1%
<i>African</i>	143	83.2%	239	86.6%	126	84.1%	86.0%
<i>Arab</i>	13	92.3%	15	100.0%	14	100.0%	87.8%
<i>Bangladeshi</i>	12	91.7%	63	95.2%	29	96.6%	87.8%
<i>Caribbean</i>	51	96.1%	144	93.1%	62	88.7%	83.1%
<i>Chinese</i>	25	92.0%	22	95.5%	16	81.3%	89.9%
<i>Gypsy or Irish Traveller</i>	5	20.0%	3	66.7%	9	100.0%	73.7%
<i>Indian</i>	51	90.2%	106	86.8%	97	90.7%	88.4%
<i>Irish</i>	22	86.4%	28	85.7%	31	80.6%	86.4%
<i>Pakistani</i>	16	93.8%	51	90.2%	46	91.3%	85.6%
<i>White and Asian</i>	30	90.0%	30	80.0%	12	91.7%	85.1%
<i>White and Black African</i>	22	86.4%	27	100.0%	35	74.3%	82.4%
<i>White and Black Caribbean</i>	66	77.3%	76	78.9%	77	67.5%	80.3%
<i>Other Asian</i>	287	95.5%	338	87.0%	143	83.9%	87.8%
<i>Other Black/African/Caribbean</i>	32	84.4%	41	80.5%	33	90.9%	84.3%
<i>Other Mixed/Multiple</i>	34	97.1%	55	89.1%	36	88.9%	84.0%
<i>Other White</i>	559	90.3%	682	84.9%	489	90.0%	87.4%
<i>Any other ethnic group</i>	40	95.0%	81	85.2%	99	92.9%	86.4%
Not known/not provided	270	77.4%	322	80.4%	307	84.0%	84.7%
College Headline	5159	84.7%	5801	84.6%	5826	85.7%	85.9%

Success Data Disability/Learning Difficulty

We have seen a slight increase in achievement in the headline figures but we are still below National Average. Some of our categories have very low numbers. We have seen a better success rate for those with multiple disabilities with 100% achieving. There has also been a rise in achievement for those that have disclosed dyslexia.

Achievement Data by LLDD and/or Health Problem							
	16/17 Leavers	2016- 2017	17/18 Leavers	2017- 2018	18/19 Leavers	2018- 2019	17/18 Nat Av.
Yes	917	79.9%	812	79.1%	602	80.4%	83.7%
No	4233	85.7%	4982	85.5%	5213	86.3%	86.6%
Not known/not provided	9	66.7%	7	100.0%	11	81.8%	84.6%
College Headline	5159	84.7%	5801	84.6%	5826	85.7%	85.9%

Achievement Data by Learner's Disability, Learning Difficulty and/or Health Problem							
	16/17 Leavers	2016- 2017	17/18 Leavers	2017- 2018	18/19 Leavers	2018- 2019	17/18 Nat Av.
<i>Asperger's Syndrome</i>	47	76.6%	38	81.6%	31	77.4%	
<i>Disability Affecting Mobility</i>	20	75.0%	32	84.4%	16	93.8%	
<i>Emotional/Behavioural</i>	0	0.0%	0	0.0%	0	0.0%	
<i>Hearing Impairment</i>	29	86.2%	28	82.1%	23	91.3%	
<i>Mental Health Difficulty</i>	43	76.7%	87	86.2%	71	78.9%	
<i>Multiple Disabilities</i>	10	80.0%	10	70.0%	13	100.0%	
<i>Other Medical Condition</i>	141	79.4%	82	82.9%	69	79.7%	
<i>Other Physical Disability</i>	8	100.0%	8	100.0%	6	83.3%	
<i>Profound Complex</i>	1	100.0%	1	100.0%	3	33.3%	
<i>Temporary Disabilities</i>	3	66.7%	1	100.0%	0	0.0%	
<i>Visual Impairment</i>	40	87.5%	45	91.1%	17	94.1%	
<i>Other Disability</i>	11	90.9%	14	78.6%	6	100.0%	
<i>Autism Spectrum Disorder</i>	112	71.4%	64	81.3%	68	83.8%	
<i>Dyscalculia</i>	6	100.0%	4	100.0%	4	75.0%	
<i>Dyslexia</i>	283	80.6%	226	73.5%	169	81.1%	
<i>Moderate Learning Difficulty</i>	74	77.0%	69	76.8%	81	72.8%	
<i>Multiple Learning Difficulties</i>	0	0.0%	9	100.0%	4	100.0%	
<i>Other specific</i>	20	90.0%	28	57.1%	22	68.2%	
<i>Severe Learning Difficulty</i>	5	80.0%	10	70.0%	17	52.9%	
<i>Other Learning Difficulty</i>	45	71.1%	26	84.6%	14	85.7%	
College Headline	898		782		634		85.9%

Success Data by Gender

Females had higher achievement than last year which was above the national average, males had a slight increase from the previous year. The gap between male and female achievement narrowed slightly.

Achievement Data by Gender							
	16/17 Leavers	2016- 2017	17/18 Leavers	2017- 2018	18/19 Leavers	2018- 2019	17/18 Nat Av.
Male	2419	82.5%	2344	81.7%	2348	83.7%	85.5%
Female	2740	86.6%	3457	86.6%	3478	87.0%	86.3%
College Headline	5159	84.7%	5801	84.6%	5826	85.7%	85.9%

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. There has been a slight increase in the number of male employees.

Year	Male	Female	Ratio	Total
2016/17	127	318	28.5:71.5	445
2017/18	113	308	26.8:73.2	421
2018/19	117	303	27.8:72.2	420

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 down on last year. At 84.5% 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.

Ethnicity	2018/19	% 2018/19	For comparison	
			% 2017/18	% 2016/17
Asian/Asian British (Bangladeshi)	1	0.2%	0.2%	0.2%
Asian/Asian British (Indian)	4	1.0%	1.2%	1.1%
Asian/Asian British (Other)	5	1.2%	1.2%	1.1%
Black/Black British (African)	5	1.2%	1.0%	0.9%
Black/Black British (Caribbean)	2	0.5%	0.5%	0.2%
Black/Black British (Other)	1	0.2%	0.2%	0.2%
Chinese	3	0.7%	0.7%	0.5%
Mixed	3	0.7%	1.0%	0.2%
Not known/Not provided	15	3.6%	3.6%	4.4%
Other (Any)	2	0.5%	0.5%	0.5%
White (British)	355	84.5%	84.1%	84.8%
White (English)	4	1.0%	0.7%	1.8%
White (Irish)	4	1.0%	1.2%	0.5%
White (Other)	16	3.8%	4.0%	3.2%
Total	420			

Disability

The overall number of staff that have declared a disability has increased slightly this year from 15 to 21.

Year	No	Prefer Not To Say	Unknown	Learning Difficulty	Mental Ill Health	Physical Impairment	Yes – prefer not say
2016/17	393	10	7	8	4	8	3
2017/18	381	9	16	5	2	5	3
2018/19	376	7	6	9	3	7	2

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

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
2016/17	88.3%	2.2%	1.6%	1.8%	0.9%	1.8%	0.7%
2017/18	90.5%	2.1%	3.8%	1.2%	0.5%	1.2%	0.7%
2018-19	91.7%	1.7%	1.5%	2.2%	0.7%	1.7%	0.5%

Age

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

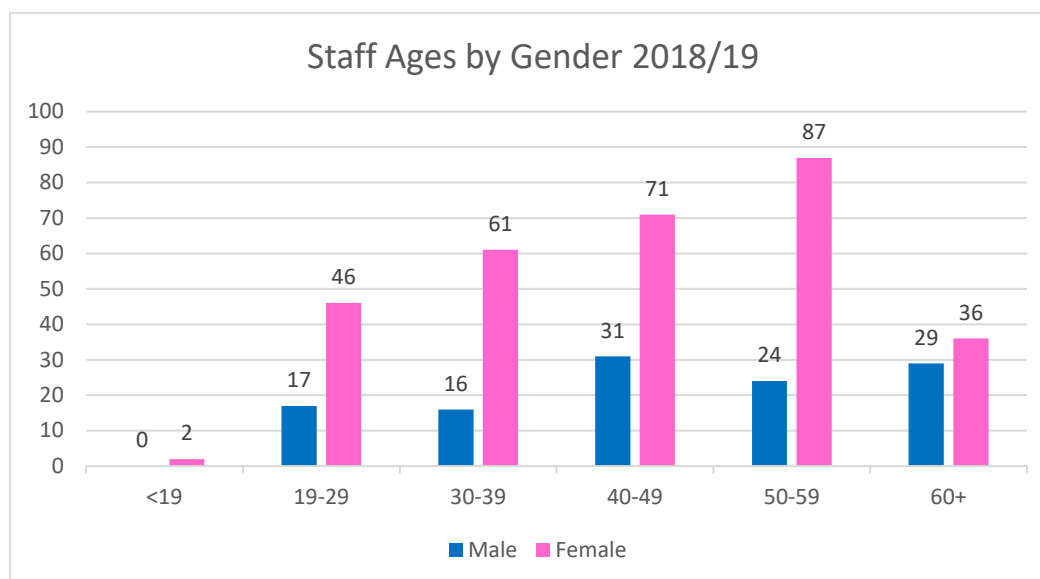
Year	<19	19-29	30-39	40-49	50-59	60+	Total
2016/17	8	62	85	109	121	60	445
2017/18	2	60	86	97	112	64	421
2018/19	2	63	77	102	111	65	420

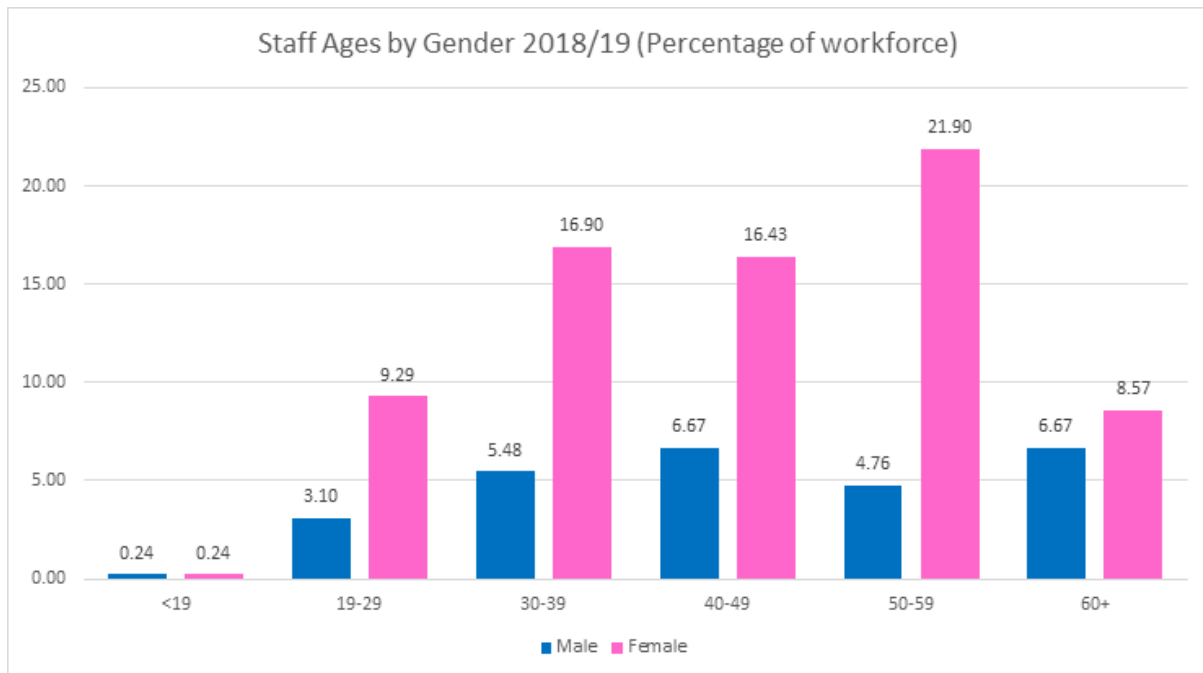
To allow for accurate comparison following headcount variances, this has been converted to a percentage of the total workforce.

Year	<19	19-29	30-39	40-49	50-59	60+	Total
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
2017/18	0.48%	14.25%	20.43%	23.04%	26.6%	15.2%	421
2018/19	0.48%	15%	18.33%	24.29%	26.42%	15.48	420

We have 21 staff members aged 65 years and older (5% of the workforce). Our youngest employee is 17 years old and the oldest member of staff is 82 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.





Sexual Orientation

Declarations regarding sexual orientation has received the poorest compliance from staff. 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 66% of the workforce.

Year	Heterosexual	Gay Man	Lesbian	Bisexual	Unknown
2016/17	260	2	3	5	159
2017/18	260	1	3	6	133
2018/19	269	1	2	6	115

Pay

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 our 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

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

- 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
- 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 for maths/English exams.

Key priorities for 2019/20

A ETHNICITY

- To reduce the numbers of 'unknown' ethnicity data for learners 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 high needs 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 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
- To continue to support students and to review the support for students who have declared mental health difficulties as the achievement for this cohort is too low.
- To monitor the embedding of E&D across the curriculum and to support staff with training as appropriate.