



# EQUALITY AND DIVERSITY REPORT 19-20

## **Equality and Diversity Report 2019-20**

### **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 and Diversity (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 2019/20 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 Assistant Principal 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 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, ALS intervention activities, Retention, Pass, Achievement report – RPA)
- **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 Assistant Principal.

## Supporting individual needs

The college provides service to learners with increasingly complex difficulties. 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), referrals come from Hampshire County Council. We offer vistas for 14-16 year olds, the referrals come from school and we offer English and maths as well as a vocational option. We also work with schools and offer bespoke programmes as appropriate. We deliver an employability course and The Prince's 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 ECHP plans; the vast majority of students progressed to full-time jobs at the hospital

The ECHP or any learning needs are placed on the dashboard providing a central point to ensure that all teaching/support staff can access relevant information. Progress is tracked and every learner has the necessary support to address their individual needs, in a timely manner.

Through lockdown we continued to support students. The student support team logged on to remote lessons and worked alongside the students in the lessons. We also provided one to one remote sessions. Staff set up wellbeing groups where they played word games with students which helped keep them engaged. The feedback was they felt supported.

## E&D Activities 2019/20

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 (SU) ran an LGBT group and also sat on the Basingstoke Pride 45 committee. Activities included raising money for various charities. Our online debating society continues to be popular where issues such as Black Lives Matter, BREXIT, fair pay and immigration are discussed.

## Achievement

This year we have seen a rise in achievement in nearly every area. While we are slightly below national average. We have maintained the achievement rate for females and have seen an increase for males which leads to the gap being narrowed and falling below the national average.

The achievement gap has grown between white British and other ethnicity. Further work is required on recording ethnicity as too many students do not have this information recorded. More rigorous recording could result in a reduction in the gap.

The Achievement rate gap for those that declare a DLD is too high and has increased this year.

	2017/18		2018/19		2019/20		Nat Av.
	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	
<b>AGE</b>							
16-18	2,409	81.7%	2,359	81.8%	2,431	83.2%	83.4%
19+	3,394	86.5%	3,461	88.4%	3,122	88.7%	89.9%
<b>Achievement rate gap</b>		<b>4.8%</b>		<b>6.7%</b>		<b>5.5%</b>	<b>6.5%</b>
<b>GENDER</b>							
Male	2,346	81.5%	2,345	83.8%	2,178	85.3%	86.2%
Female	3,457	86.6%	3,475	87.0%	3,375	87.0%	87.2%
<b>Achievement rate gap</b>		<b>5.0%</b>		<b>3.2%</b>		<b>1.7%</b>	<b>1.0%</b>
<b>ETHNICITY</b>							
White British	3,479	83.7%	4,162	85.3%	3,743	85.2%	86.5%
Other Ethnicity	2,002	86.7%	1,351	87.6%	1,540	89.0%	87.0%
<b>Achievement rate gap</b>		<b>3.0%</b>		<b>2.3%</b>		<b>3.7%</b>	<b>0.5%</b>

DLD							
Yes	812	79.1%	602	80.4%	952	80.1%	<b>84.7%</b>
No	4,984	85.4%	5,207	86.4%	4,581	87.6%	<b>87.4%</b>
<b>Achievement rate gap</b>		<b>6.3%</b>		<b>6.0%</b>		<b>7.4%</b>	<b>2.7%</b>

## Achievement Data by Ethnicity

In the three year achievement data we can see that we have improved and then maintained the achievement for White British the National average achievement has risen this year which means we are slightly below. Our achievement within the other ethnicity cohort has risen every year and we are above national average in nearly every ethnicity. We do have small numbers in some of the areas. We have improved by over 13% in the White and Black Caribbean data but we are just below the 18/18 national average. We have dropped in our achievement rate for other Ethnic group and are below the national average. Our data has improved in the other Asian cohort and is now within 1% of the national average

### Overall Achievement

Achievement Data by Ethnicity							
	17/18 Leavers	2017-2018	18/19 Leavers	2018-2019	19/20 Leavers	2019-2020	18/19 Nat Av.
<b>White British</b>	<b>3479</b>	<b>83.7%</b>	<b>4162</b>	<b>85.3%</b>	<b>3743</b>	<b>85.2%</b>	<b>86.5%</b>
<b>Other Ethnicity</b>	<b>2002</b>	<b>86.7%</b>	<b>1351</b>	<b>87.6%</b>	<b>1540</b>	<b>89.0%</b>	<b>87.0%</b>
<i>African</i>	239	86.6%	125	84.8%	171	87.1%	<b>86.8%</b>
<i>Arab</i>	15	100.0%	14	100.0%	15	100.0%	<b>88.2%</b>
<i>Bangladeshi</i>	63	95.2%	29	96.6%	38	92.1%	<b>89.3%</b>
<i>Caribbean</i>	144	93.1%	62	88.7%	101	92.1%	<b>83.8%</b>
<i>Chinese</i>	22	95.5%	16	81.3%	21	90.5%	<b>90.1%</b>
<i>Gypsy or Irish Traveller</i>	3	66.7%	9	100.0%	9	100.0%	<b>77.2%</b>
<i>Indian</i>	106	86.8%	97	90.7%	100	93.0%	<b>88.8%</b>
<i>Irish</i>	28	85.7%	31	80.6%	41	87.8%	<b>86.1%</b>
<i>Pakistani</i>	51	90.2%	46	91.3%	30	90.0%	<b>86.7%</b>
<i>White and Asian</i>	30	80.0%	12	91.7%	18	94.4%	<b>84.9%</b>
<i>White and Black African</i>	27	100.0%	35	74.3%	29	89.7%	<b>84.1%</b>
<i>White and Black Caribbean</i>	76	78.9%	77	67.5%	75	81.3%	<b>81.7%</b>
<i>Other Asian</i>	338	87.0%	143	83.9%	170	86.5%	<b>87.3%</b>
<i>Other Black/African/Caribbean</i>	41	80.5%	33	90.9%	54	85.2%	<b>85.1%</b>
<i>Other Mixed/Multiple</i>	55	89.1%	36	88.9%	41	87.8%	<b>84.7%</b>
<i>Other White</i>	683	84.8%	487	90.3%	533	90.6%	<b>88.2%</b>
<i>Any other ethnic group</i>	81	85.2%	99	92.9%	94	83.0%	<b>87.4%</b>
<b>Not known/not provided</b>	<b>322</b>	<b>80.4%</b>	<b>307</b>	<b>84.0%</b>	<b>270</b>	<b>85.9%</b>	<b>87.3%</b>
<b>College Headline</b>	<b>5803</b>	<b>84.5%</b>	<b>5820</b>	<b>85.7%</b>	<b>5553</b>	<b>86.3%</b>	<b>86.7%</b>

## Achievement Data Disability/Learning Difficulty

We have seen a slight decrease in achievement in the headline figures this year and we are still below national average. Some of our categories have very low numbers. We have seen a better success rate for those with dyscalculia this year with 100% achieving. We saw a big increase of those with declared mental health, with the higher numbers we have still managed to improve the achievement data.

Achievement Data by LLDD and/or Health Problem							
	17/18 Leavers	2017- 2018	18/19 Leavers	2018- 2019	19/20 Leavers	2019- 2020	18/19 Nat Av.
<b>Yes</b>	812	79.1%	602	80.4%	952	80.1%	<b>84.7%</b>
<b>No</b>	4984	85.4%	5207	86.4%	4581	87.6%	<b>87.4%</b>
<b>Not known/not provided</b>	7	100.0%	11	81.8%	20	85.0%	<b>85.2%</b>
<b>College Headline</b>	<b>5803</b>	<b>84.5%</b>	<b>5820</b>	<b>85.7%</b>	<b>5553</b>	<b>86.3%</b>	<b>86.7%</b>

Achievement Data by Learner's Disability, Learning Difficulty and/or Health Problem							
	17/18 Leavers	2017- 2018	18/19 Leavers	2018- 2019	19/20 Leavers	2019- 2020	18/19 Nat Av.
<i>Asperger's Syndrome</i>	38	81.6%	31	77.4%	19	84.2%	
<i>Disability Affecting Mobility</i>	32	84.4%	16	93.8%	32	93.8%	
<i>Emotional/Behavioural</i>	0	0.0%	0	0.0%	0	0.0%	
<i>Hearing Impairment</i>	28	82.1%	23	91.3%	41	87.8%	
<i>Mental Health Difficulty</i>	87	86.2%	71	78.9%	155	84.5%	
<i>Multiple Disabilities</i>	10	70.0%	13	100.0%	13	76.9%	
<i>Other Medical Condition</i>	82	82.9%	69	79.7%	95	85.3%	
<i>Other Physical Disability</i>	8	100.0%	6	83.3%	19	78.9%	
<i>Profound Complex</i>	1	100.0%	3	33.3%	0	0.0%	
<i>Temporary Disabilities</i>	1	100.0%	0	0.0%	2	100.0%	
<i>Visual Impairment</i>	45	91.1%	17	94.1%	15	73.3%	
<i>Other Disability</i>	14	78.6%	6	100.0%	25	88.0%	
<i>Autism Spectrum Disorder</i>	64	81.3%	68	83.8%	96	76.0%	
<i>Dyscalculia</i>	4	100.0%	4	75.0%	10	100.0%	
<i>Dyslexia</i>	226	73.5%	169	81.1%	258	76.7%	
<i>Moderate Learning Difficulty</i>	69	76.8%	81	72.8%	103	71.8%	
<i>Multiple Learning Difficulties</i>	9	100.0%	4	100.0%	20	85.0%	
<i>Other specific</i>	28	57.1%	22	68.2%	39	71.8%	
<i>Severe Learning Difficulty</i>	10	70.0%	17	52.9%	6	66.7%	
<i>Other Learning Difficulty</i>	26	84.6%	14	85.7%	41	85.4%	
<b>College Headline</b>	<b>782</b>		<b>634</b>		<b>989</b>		<b>86.7%</b>

## Achievement Data by Gender

This year, we saw females maintained achievement and is line with the national average. The males had an increase but is still below the national average. This year the gap between the male and female achievement narrowed again.

Overall

Achievement Data by Gender							
	17/18 Leavers	2017- 2018	18/19 Leavers	2018- 2019	19/20 Leavers	2019- 2020	18/19 Nat Av.
<b>Male</b>	2346	81.5%	2345	83.8%	2178	85.3%	<b>86.2%</b>
<b>Female</b>	3457	86.6%	3475	87.0%	3375	87.0%	<b>87.2%</b>
<b>College Headline</b>	<b>5803</b>	<b>84.5%</b>	<b>5820</b>	<b>85.7%</b>	<b>5553</b>	<b>86.3%</b>	<b>86.7%</b>

## Human Resources

The on boarding processes provides all staff with the opportunity to share protected characteristic data with us. This helps 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. Despite a decrease in the number of staff employed by the college over the last academic year, the gender ratio of staff members has stayed almost the same.

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
2019/20	109	287	27.5:72.4	396

### Ethnicity

There has been a small change in our ethnicity profile since the last report. As to be expected, White British makes up the largest category. It is slightly down on the previous year although Asian/Asian British (Indian) has increased. At a combined figure of 81.57% white staff are now below the local population composition as shown by the last census; in 2011 88.2%<sup>1</sup> of the residents of Basingstoke & Deane borough defined themselves as White British.

<sup>1</sup> Basingstoke & Deane Equality and Diversity Information 2016 available from ([www.basingstoke.gov.uk/content/doclib/1468.docx](http://www.basingstoke.gov.uk/content/doclib/1468.docx))

<b>Ethnicity</b>	<b># 2019/20</b>	<b># 2018/19</b>	<b>% 2019/20</b>	<b>% 2018/19</b>
Asian/Asian British (Bangladeshi)	1	1	0.25%	0.2%
Asian/Asian British (Indian)	10	4	2.53%	1.0%
Asian/Asian British (Other)	5	5	1.26%	1.2%
Asian/Asian British (Pakistani)	2	0	0.51%	0%
Black/Black British (African)	4	5	1.01%	1.2%
Black/Black British (Caribbean)	2	2	0.51%	0.5%
Black/Black British (Other)	2	1	0.51%	0.2%
Chinese	2	3	0.51%	0.7%
Mixed	5	3	1.26%	0.7%
Not known/Not provided	21	15	5.30%	3.6%
Other (Any)	0	2	0%	0.5%
White (British)	319	355	80.56%	84.5%
White (English)	4	4	1.01%	1.0%
White (Irish)	4	4	1.01%	1.0%
White (Other)	15	16	3.79%	4.0%
<b>Total</b>	<b>396</b>	<b>420</b>		

The college will work over the coming 12 months to reduce the number of staff who have not declared their ethnicity so that a clear breakdown of our establishment can be seen.

### Disability

The overall number of staff that have declared a disability has decreased slightly this year from 21 to 17.

<b>Year</b>	<b>No</b>	<b>Prefer Not To Say</b>	<b>Unknown</b>	<b>Learning Difficulty</b>	<b>Mental Ill Health</b>	<b>Physical Impairment</b>	<b>Yes – prefer not say</b>
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
2019/20	348	5	25	8	2	5	2

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

<b>Year</b>	<b>No</b>	<b>Prefer Not To Say</b>	<b>Unknown</b>	<b>Learning Difficulty</b>	<b>Mental Ill Health</b>	<b>Physical Impairment</b>	<b>Yes – prefer not say</b>
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%
2019/20	87.9%	1.3%	6.3%	2.0%	0.5%	1.3%	0.5%



## Age

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

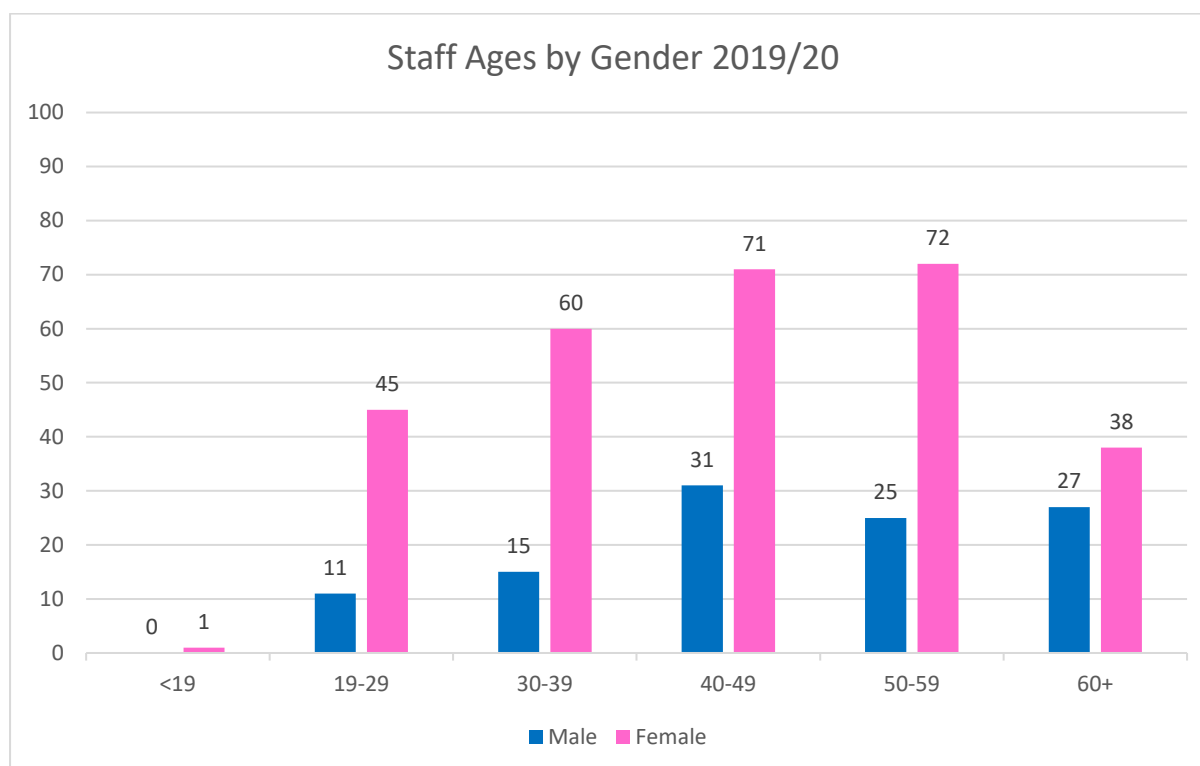
Year	<19	19-29	30-39	40-49	50-59	60+	Total
2016/17	8	62	85	109	121	60	445
2017/18	2	60	86	97	112	64	421
2018/19	2	63	77	102	111	65	420
2019/20	1	56	75	102	97	65	396

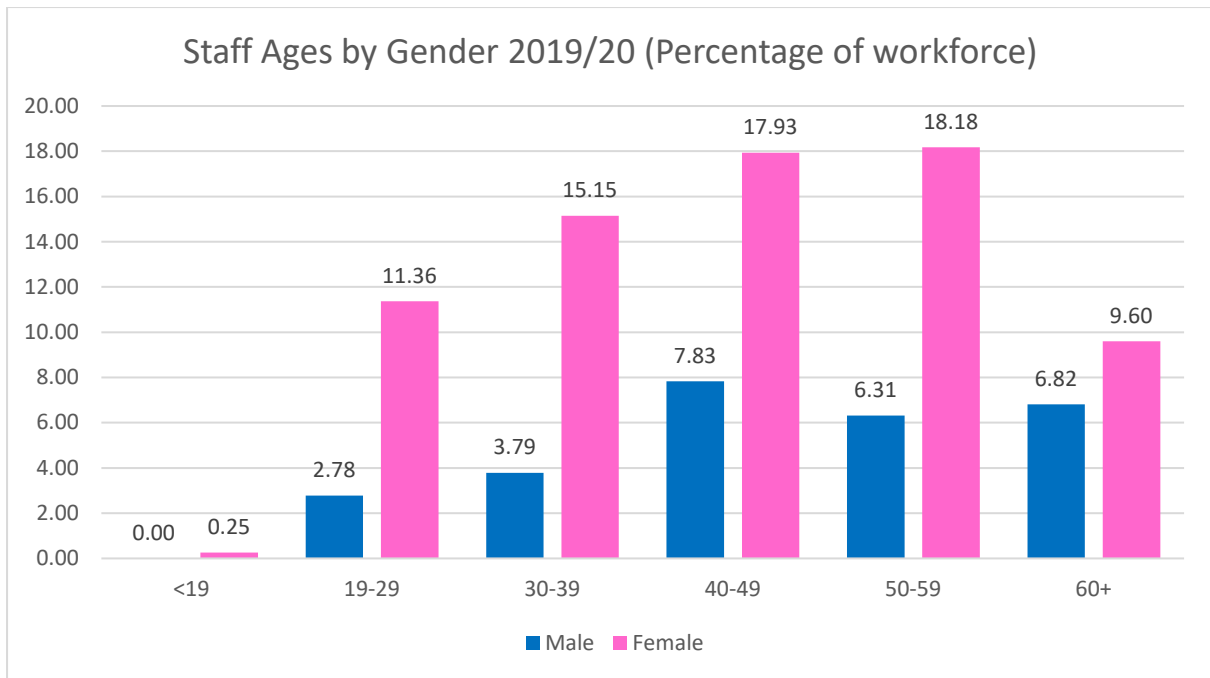
To allow for accurate comparison following headcount variances, this has been converted to a percentage of the total workforce.

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
2019/20	0.3%	14.1%	19.0%	25.80%	24.50%	16.41%	396

We have 15 staff members who have decided to continue working past the notional state retirement age of 66. This group makes up 3.7% of the workforce. Our youngest employee is 19 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 receive the poorest compliance from staff within the college due to the extremely sensitive nature of the data. 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 64% of the workforce (which is slightly down on last year).

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
2019/20	249	0	0	3	144

## Pay

From 6 April 2017 employers in Great Britain with more than 250 staff are 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

Our gender pay gap has narrowed slightly this year.

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

- Teacher forums to share good practice.
- 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 in exams for maths/English exams.

## Key priorities for 20/21

### 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 achievement 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 achievement rates by clear 'at risk' identification through the dashboard. 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 engagement apprentice to increase the awareness of the LGBT group
- To run focus groups with students who have gone into areas that traditionally are female or male dominated, so females in Auto, Construction, Engineering and males in health and social care and early years.
- 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.