



# EQUALITY AND DIVERSITY REPORT 2021-2022

## 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 February 2021.

2021-2025, 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 2021-22 across the college we continued to promote the link with British Values and E&D. All staff completed anti-racism training and through training staff have continued to look at how to decolonise the curriculum.

Through personal development sessions students are encouraged to look at equality and diversity in different settings, for example through black history month and holocaust-themed sessions. Students are also encouraged to look at equality and diversity in the work place; examples include equal pay and disability rights, the Virgin Media campaign has been discussed in English

<https://www.theguardian.com/business/2022/sep/28/virgin-atlantic-staff-can-choose-which-uniform-to-wear-no-matter-their-gender>

## E&D Cross-College Responsibilities

The management of equality and diversity is led by EMT and the Head of HR. In 2021-22 The Unity group was established. This is a group of staff who want to advance anti-racism across the college with staff and students. With support from the Black FE Leadership group who provided training, and a train the trainer session, we continue to deliver sessions internally.

<https://www.bameednetwork.com/resources/audio/unpacking-the-black-fe-leadership-group>

The advancement of equality and diversity is a key priority. The Unity group share resources and key information to ensure staff and students are aware of key issues.

- **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, teaching and learning 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, focus groups and enrichment activities, "You Said, We Did" feedback to stakeholders).

## 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 for 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 schools 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.

## E&D Activities 2021/22

Throughout the year, events were held to promote E&D. LGBTQ+ students recorded podcasts that we used for training for staff on how to support LGBTQ+ students. E&D is also embedded in the curriculum with events such as black history month. We started looking at anti-racism through personal development sessions and this is an area that we are developing in 2022-23. Equality

and diversity is a standing agenda item at Learner Parliament. We have developed the ‘Speak Up Speak Out’ campaign which gives students and staff an easier way to report on offensive behaviours.

## Achievement

This year we have seen the impact of COVID-19 continue. Our achievement rates have dropped and the gap has narrowed between the 16-18 age group and 19+. We have seen the achievement gap between males and females grow and both now sit below the last national average we have had.

The achievement gap has dropped slightly between white British and other ethnicities. 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 has dropped significantly and is below the last reported national average.

|                             | 2018/19 |       | 2019/20 |       | 2020/21 |       | 2021/22 |       | Nat Av. |
|-----------------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|
|                             | Leavers | Ach % | Leavers | Ach % | Leavers | Ach % | Leavers | Ach % |         |
| <b>AGE</b>                  |         |       |         |       |         |       |         |       |         |
| 16-18                       | 2,359   | 81.8% | 2,431   | 83.5% | 2,501   | 89.1% | 2,237   | 81.5% | 83.4%   |
| 19+                         | 3,461   | 88.4% | 3,122   | 88.8% | 3,378   | 88.5% | 1,954   | 81.3% | 89.9%   |
| <b>Achievement rate gap</b> |         | 6.7%  |         | 5.4%  |         | 0.6%  |         | 0.2%  | 6.5%    |
| <b>GENDER</b>               |         |       |         |       |         |       |         |       |         |
| Male                        | 2,345   | 83.8% | 2,178   | 85.5% | 2,202   | 88.6% | 1,708   | 79.0% | 86.2%   |
| Female                      | 3,475   | 87.0% | 3,375   | 87.1% | 3,677   | 88.8% | 2,483   | 83.1% | 87.2%   |
| <b>Achievement rate gap</b> |         | 3.2%  |         | 1.5%  |         | 0.1%  |         | 4.1%  | 1.0%    |
| <b>ETHNICITY</b>            |         |       |         |       |         |       |         |       |         |
| White British               | 4,162   | 85.3% | 3,743   | 85.4% | 3,886   | 87.5% | 3,033   | 80.5% | 86.5%   |
| Other Ethnicity             | 1,351   | 87.6% | 1,540   | 89.0% | 1,692   | 91.3% | 1,158   | 83.9% | 87.0%   |
| <b>Achievement rate gap</b> |         | 2.3%  |         | 3.6%  |         | 3.8%  |         | 3.4%  | 0.5%    |
| <b>DLD</b>                  |         |       |         |       |         |       |         |       |         |
| Yes                         | 602     | 80.4% | 951     | 80.2% | 940     | 83.9% | 815     | 80.4% | 84.7%   |
| No                          | 5,207   | 86.4% | 4,582   | 87.8% | 4,911   | 89.6% | 3,376   | 81.6% | 87.4%   |
| <b>Achievement rate gap</b> |         | 6.0%  |         | 7.5%  |         | 5.7%  |         | 1.2%  | 2.7%    |

## Achievement Data by Ethnicity

In the three-year achievement data, we can see that we have dropped in achievement for both White British and Other Ethnicity. All areas have decreased this year broadly in line across all areas.

**Overall Achievement**

| Achievement Data by Ethnicity        |               |              |               |              |               |              |               |
|--------------------------------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|
|                                      | 19/20 Leavers | 2019-2020    | 20/21 Leavers | 2020-2021    | 21/22 Leavers | 2021-2022    | 18/19 Nat Av. |
| <b>White British</b>                 | <b>3743</b>   | <b>85.4%</b> | <b>3886</b>   | <b>87.5%</b> | <b>3033</b>   | <b>80.5%</b> | <b>86.5%</b>  |
| <b>Other Ethnicity</b>               | <b>1540</b>   | <b>89.0%</b> | <b>1692</b>   | <b>91.3%</b> | <b>1158</b>   | <b>83.9%</b> | <b>87.0%</b>  |
| <i>African</i>                       | 171           | 87.1%        | 179           | 86.0%        | 80            | 78.8%        | <b>86.8%</b>  |
| <i>Arab</i>                          | 15            | 100.0%       | 20            | 100.0%       | 10            | 70.0%        | <b>88.2%</b>  |
| <i>Bangladeshi</i>                   | 38            | 92.1%        | 73            | 95.9%        | 11            | 81.8%        | <b>89.3%</b>  |
| <i>Caribbean</i>                     | 101           | 93.1%        | 108           | 88.9%        | 26            | 65.4%        | <b>83.8%</b>  |
| <i>Chinese</i>                       | 21            | 90.5%        | 20            | 100.0%       | 18            | 88.9%        | <b>90.1%</b>  |
| <i>Gypsy or Irish Traveller</i>      | 9             | 100.0%       | 11            | 90.9%        | 8             | 75.0%        | <b>77.2%</b>  |
| <i>Indian</i>                        | 100           | 93.0%        | 95            | 89.5%        | 54            | 98.1%        | <b>88.8%</b>  |
| <i>Irish</i>                         | 41            | 87.8%        | 45            | 88.9%        | 17            | 70.6%        | <b>86.1%</b>  |
| <i>Pakistani</i>                     | 30            | 90.0%        | 53            | 84.9%        | 8             | 62.5%        | <b>86.7%</b>  |
| <i>White and Asian</i>               | 18            | 94.4%        | 33            | 90.9%        | 26            | 96.2%        | <b>84.9%</b>  |
| <i>White and Black African</i>       | 29            | 89.7%        | 49            | 91.8%        | 24            | 70.8%        | <b>84.1%</b>  |
| <i>White and Black Caribbean</i>     | 75            | 81.3%        | 84            | 90.5%        | 54            | 83.3%        | <b>81.7%</b>  |
| <i>Other Asian</i>                   | 170           | 86.5%        | 144           | 90.3%        | 111           | 86.5%        | <b>87.3%</b>  |
| <i>Other Black/African/Caribbean</i> | 54            | 85.2%        | 55            | 96.4%        | 21            | 71.4%        | <b>85.1%</b>  |
| <i>Other Mixed/Multiple</i>          | 41            | 87.8%        | 52            | 96.2%        | 32            | 84.4%        | <b>84.7%</b>  |
| <i>Other White</i>                   | 533           | 90.6%        | 573           | 92.7%        | 318           | 86.5%        | <b>88.2%</b>  |
| <i>Any other ethnic group</i>        | 94            | 83.0%        | 98            | 91.8%        | 80            | 84.4%        | <b>87.4%</b>  |
| <b>Not known/not provided</b>        | <b>270</b>    | <b>86.3%</b> | <b>301</b>    | <b>89.7%</b> | <b>260</b>    | <b>83.1%</b> | <b>87.3%</b>  |
| <b>College Headline</b>              | <b>5553</b>   | <b>86.5%</b> | <b>5879</b>   | <b>88.7%</b> | <b>4191</b>   | <b>81.4%</b> | <b>86.7%</b>  |

**Achievement Data Disability/Learning Difficulty**

While we have seen a drop in achievement for those with LLDD we have narrowed the gap with those that have no LLDD. Some of our categories have very low numbers

| Achievement Data by LLDD and/or Health Problem |               |              |               |              |               |              |               |
|--|---------------|--------------|---------------|--------------|---------------|--------------|---------------|
|  | 19/20 Leavers | 2019-2020    | 20/21 Leavers | 2020-2021    | 21/22 Leavers | 2021-2022    | 18/19 Nat Av. |
| <b>Yes</b>                                     | 951           | 80.2%        | 940           | 83.9%        | 815           | 80.5%        | <b>84.7%</b>  |
| <b>No</b>                                      | 4582          | 87.8%        | 4911          | 89.6%        | 3355          | 81.8%        | <b>87.4%</b>  |
| <b>Not known/not provided</b>                  | 20            | 85.0%        | 28            | 100.0%       | 21            | 47.6%        | <b>85.2%</b>  |
| <b>College Headline</b>                        | <b>5553</b>   | <b>86.5%</b> | <b>5879</b>   | <b>88.7%</b> | <b>4191</b>   | <b>81.4%</b> | <b>86.7%</b>  |

| Achievement Data by Learner's Disability, Learning Difficulty and/or Health Problem |               |           |               |           |               |           |               |
|---|---------------|-----------|---------------|-----------|---------------|-----------|---------------|
|   | 19/20 Leavers | 2019-2020 | 20/21 Leavers | 2020-2021 | 21/22 Leavers | 2021-2022 | 18/19 Nat Av. |
| <i>Asperger's Syndrome</i>  | 19            | 84.2%     | 29            | 89.7%     | 32            | 84.4%     |               |
| <i>Disability Affecting Mobility</i>  | 32            | 93.8%     | 38            | 89.5%     | 29            | 89.7%     |               |
| <i>Hearing Impairment</i>   | 41            | 87.8%     | 29            | 75.9%     | 11            | 81.8%     |               |
| <i>Mental Health Difficulty</i>   | 154           | 85.1%     | 147           | 80.3%     | 84            | 73.8%     |               |
| <i>Multiple Disabilities</i>  | 13            | 76.9%     | 13            | 76.9%     | -             | -         |               |

## Equality and Diversity Report 2021-2022

|  |            |        |             |        |            |        |               |
|--|------------|--------|-------------|--------|------------|--------|---------------|
| Other Medical Condition                  | 95         | 85.3%  | 154         | 84.4%  | 100        | 88.0%  |               |
| Other Physical Disability                | 19         | 78.9%  | 20          | 100.0% | 20         | 95.0%  |               |
| Profound Complex                         | 0          | 0.0%   | 2           | 50.0%  | 1          | 100.0% |               |
| Temporary Disabilities                   | 2          | 100.0% | 3           | 100.0% | -          | -      |               |
| Visual Impairment                        | 15         | 73.3%  | 13          | 92.3%  | 12         | 83.3%  |               |
| Other Disability                         | 25         | 88.0%  | 20          | 90.0%  | 14         | 78.6%  |               |
| Autism Spectrum Disorder                 | 96         | 76.0%  | 119         | 79.0%  | 143        | 82.5%  |               |
| Dyscalculia                              | 10         | 100.0% | 16          | 100.0% | 11         | 81.8%  |               |
| Dyslexia                                 | 258        | 76.7%  | 207         | 81.6%  | 153        | 78.4%  |               |
| Moderate Learning Difficulty             | 103        | 71.8%  | 102         | 87.3%  | 99         | 88.9%  |               |
| Multiple Learning Difficulties           | 20         | 85.0%  | 13          | 92.3%  | -          | -      |               |
| Other specific                           | 39         | 71.8%  | 43          | 76.7%  | 27         | 63.0%  |               |
| Severe Learning Difficulty               | 6          | 66.7%  | 10          | 60.0%  | 6          | 50.0%  |               |
| Other Learning Difficulty                | 41         | 85.4%  | 30          | 83.3%  | 21         | 66.7%  |               |
| Social and emotional difficulties        | -          | -      | -           | -      | 23         | 69.6%  |               |
| Speech, Language and Communication Needs | -          | -      | -           | -      | 3          | 66.7%  |               |
| <b>College Headline</b>                  | <b>988</b> |        | <b>1008</b> |        | <b>789</b> |        | <b>86.70%</b> |

## Achievement Data by Gender

This year, we saw females and males have a drop in achievement. The gap has also grown. While we do not have a national average, it is clear that covid has had an impact on achievement.

| Achievement Data by Gender |                  |               |                  |               |                  |               |                  |
|----------------------------|------------------|---------------|------------------|---------------|------------------|---------------|------------------|
|                            | 19/20<br>Leavers | 2019-<br>2020 | 20/21<br>Leavers | 2020-<br>2021 | 20/21<br>Leavers | 2020-<br>2021 | 18/19<br>Nat Av. |
| <b>Male</b>                | 2178             | 85.5%         | 2202             | 88.6%         | 1708             | 79.0%         | <b>86.2%</b>     |
| <b>Female</b>              | 3375             | 87.1%         | 3677             | 88.8%         | 2483             | 83.1%         | <b>87.2%</b>     |
| <b>College Headline</b>    | <b>5553</b>      | <b>86.5%</b>  | <b>5879</b>      | <b>88.7%</b>  | <b>4191</b>      | <b>81.4%</b>  | <b>86.7%</b>     |

## Human Resources

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

### 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 slight increase 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   |
| 2020/21 | 115  | 284    | 28.8:71.2 | 399   |
| 2021/22 | 123  | 275    | 30.9:69.1 | 398   |

## 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 last year. At a combined figure of 79.4% 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.

| Ethnicity                         | # 2021/22  | # 2020/21  | # 2019/20  | % 2020/21 | % 2019/20 |
|-----------------------------------|------------|------------|------------|-----------|-----------|
| Asian/Asian British (Bangladeshi) | 1          | 1          | 1          | 0.25%     | 0.25%     |
| Asian/Asian British (Indian)      | 18         | 17         | 10         | 4.26%     | 2.53%     |
| Asian/Asian British (Other)       | 12         | 11         | 5          | 2.76%     | 1.26%     |
| Asian/Asian British (Pakistani)   | 1          | 1          | 2          | 0.25%     | 0.51%     |
| Black/Black British (African)     | 3          | 2          | 4          | 0.50%     | 1.01%     |
| Black/Black British (Caribbean)   | 3          | 2          | 2          | 0.50%     | 0.51%     |
| Black/Black British (Other)       | 2          | 3          | 2          | 0.75%     | 0.51%     |
| Chinese                           | 2          | 2          | 2          | 0.50%     | 0.51%     |
| Mixed                             | 2          | 1          | 5          | 1.25%     | 1.26%     |
| Not known/Not provided            | 13         | 5          | 21         | 1.0%      | 5.30%     |
| Other (Any)                       | 4          | 3          | 0          | 0.75%     | 0%        |
| White (British)                   | 316        | 328        | 323        | 82.21%    | 80.56%    |
| White (Irish)                     | 5          | 5          | 4          | 1.25%     | 1.01%     |
| White (Other)                     | 16         | 18         | 15         | 4.51%     | 3.79%     |
| <b>Total</b>                      | <b>398</b> | <b>399</b> | <b>396</b> |           |           |

The college has worked over the previous 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 increased slightly this year from 22 to 26. This equates to about 6.5% of the workforce.

| 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                    |
| 2019/20 | 348 | 5                 | 25      | 8                   | 2                 | 5                   | 2                    |
| 2020/21 | 353 | 8                 | 16      | 9                   | 3                 | 7                   | 3                    |
| 2021/22 | 344 | 7                 | 21      | 11                  | 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 |
|---------|-------|-------------------|---------|---------------------|-------------------|---------------------|----------------------|
| 2016/17 | 88.3% | 2.2%              | 1.6%    | 1.8%                | 0.9%              | 1.8%                | 0.7%                 |

<sup>1</sup> Basingstoke & Deane Equality key facts available from (<https://www.basingstoke.gov.uk>)

## Equality and Diversity Report 2021-2022

|         |       |       |       |       |       |       |       |
|---------|-------|-------|-------|-------|-------|-------|-------|
| 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%  |
| 2020/21 | 88.5% | 2.0%  | 4.0%  | 2.3%  | 0.8%  | 1.8%  | 0.8%  |
| 2021/22 | 86.5% | 1.76% | 5.28% | 2.77% | 1.00% | 2.00% | 0.76% |

### Age

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

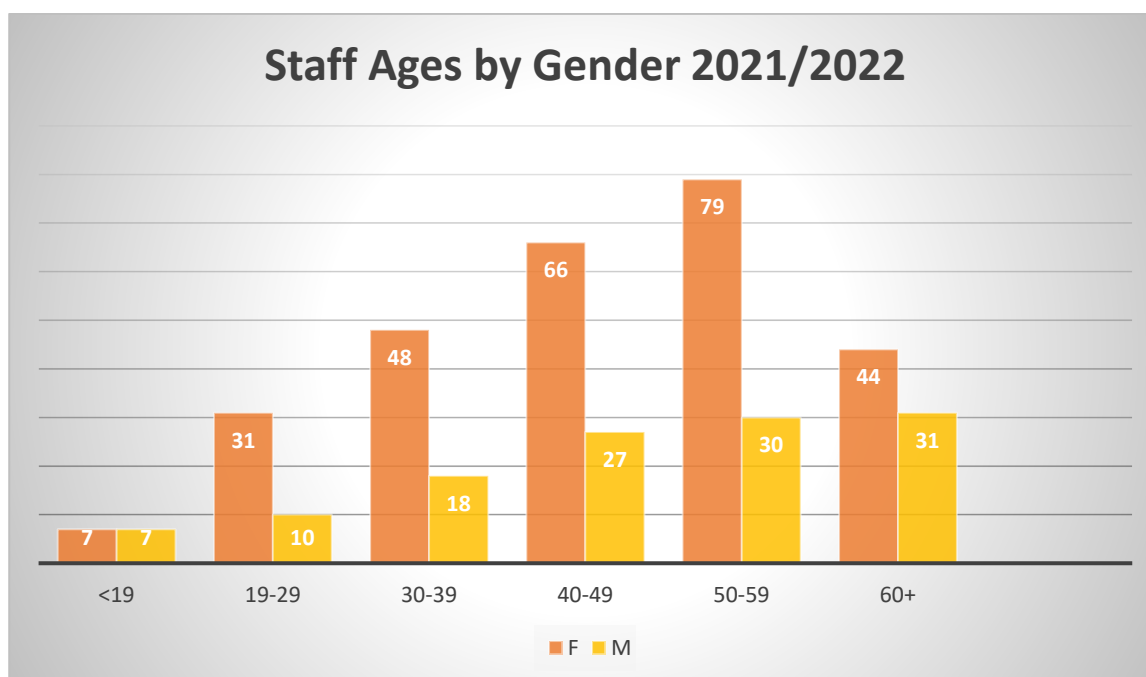
| Year    | <19 | 19-29 | 30-39 | 40-49 | 50-59 | 60+ | Total |
|---------|-----|-------|-------|-------|-------|-----|-------|
| 2018/19 | 2   | 63    | 77    | 102   | 111   | 65  | 420   |
| 2019/20 | 1   | 56    | 75    | 102   | 97    | 65  | 396   |
| 2020/21 | 5   | 48    | 74    | 85    | 112   | 75  | 399   |
| 2021/22 | 14  | 41    | 66    | 93    | 109   | 75  | 398   |

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 |
|---------|-------|--------|--------|--------|--------|--------|-------|
| 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   |
| 2020/21 | 1.3%  | 12.0%  | 18.5%  | 21.3%  | 28.1%  | 18.8%  | 399   |
| 2021/22 | 3.6%  | 10.30% | 16.58% | 23.36% | 27.39% | 18.84% | 398   |

We have 19 staff members who have decided to continue working past the notional state retirement age of 66. This group makes up 4.77% of the workforce. Our youngest employee is 16 years old and the oldest member of staff is 79 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 67% of staff choosing to respond to this question. For this year's report, we now have data for 69.09% of the workforce (which is very slightly up 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     |
| 2020/21 | 261          | 0       | 1       | 4        | 112     |
| 2021/22 | 269          | 2       | 1       | 3        | 123     |

## 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'

- Weekly 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.
- Health & Safety 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 2022-2023

To continue raising awareness with the anti-racism agenda.

## **A ETHNICITY**

- To reduce the numbers of 'unknown' ethnicity data for learners to better understand ethnicity profile data
- Work towards further promoting recruitment opportunities for male applicants to attempt to increase applications from male candidates

## **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 departments 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 events co-ordinator to increase the awareness of the LGBTQ+ group and to support events in the community as appropriate.
- To run focus groups with students who have gone into areas that traditionally are female or male dominated, so females in automotive, 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.

## **D ANTI-RACISM**

- Our race at work policy and ethnicity data can be found on the BCoT website or via the links below:  
  
<https://www.bcot.ac.uk/about-bcot/race-at-work/>  
<https://www.bcot.ac.uk/media/3766/bcot-ethnicity-data.pdf>
- As a college, we need to remember that it is not about the words spoken, it is about the perception of the person receiving them. Offensive words or actions should not be seen as 'banter'. The more we continue to address this the more we can change our culture in a positive way.