

Equality, Diversity and Inclusion Objectives

Objective 1	Planning, monitoring and evaluation. To ensure that we collect all relevant equality information so that it can be used to best support all students		
Public Sector Equality Duty	Advance equality of opportunity. Eliminate Discrimination		
Current Picture 2018-2020	<p>In 2016 we collected limited 'personal' information on students.</p> <p>In the last 2 years we have added categories such as LAC and Young Carers' First language spoken at home, religion and have also captured far more specific information on learning needs and health issues.</p> <p>The electronic enrolment system has also been further improved (enrolment 2019) to enabled us to further improve data collection to further improve the processes of support, monitoring and evaluation. (specifically, pupil premium, mental and physical health needs and access arrangements in place at school)</p> <p>We have set up the system to capture details on sexual orientation should we decide to use this as part of the application.</p>	Intended Outcome	<p>To be able to monitor and review the participation and performance of students and staff according to all protected characteristics in order to take the necessary steps to address any significant discrepancies.</p> <p>To ensure that the College's procedures for pre-enrolment, enrolment and induction are fully accessible to all students.</p> <p>To record equality information disclosed about a student's needs at the earliest opportunity on the College's MIS system and to consider the implications of this information for the student's experience at the College. Eg capturing data on pupil premium allows us to target students for widening participation activities.</p> <p>To use information to ensure representation from all protected groups in learner voice activities, focus groups and subject show case focus groups</p> <p>To fully inform group dynamics data (Staff Advantage) to ensure TLA and support services are geared more appropriately to support these students.</p>

	GDPR – we continue to ensure compliance with GDPR in collection and use of this sensitive data.		
Targets		Lead person	Progress as of Jan 2020
<ul style="list-style-type: none"> a) Update the current student application form from September 2017 in order to capture all relevant data b) Ensure all equality data collected is disseminated onto Staff Advantage reports at earliest opportunity in September of each academic year and that appropriate support networks are available in college. c) Collection of data on religion for 2016/17 via student application form d) Collection of data on sexual orientation to be reviewed for 2020/21 -tbc e) Ensure tutors have sight of all data contained on a student application form. 	<ul style="list-style-type: none"> KL/CD MIS/CD KL/CD KL/CD MIS/CD 	<p><i>a,b,d) Applicants are now required to complete fields on religion and EAL. We have improved the section regarding learning needs and health issues (Physical and Mental) in order to provide more timely information for tutors and teachers and have also incorporated more specific questions on these areas on electronic enrolment forms to ensure a 2nd point of capture. We have set up the appropriate fields for sexual orientation but yet haven't asked for this to be completed. From Sept 2019 all data collected on the application form is double checked at enrolment to ensure accuracy of information</i></p> <p><i>e) Staff advantage provides a section on the student application form and enrolment for so information is accessible to all.</i></p> <p><i>c) All data collected is now part of the monitoring materials used by tutors and subject teachers. We have collected data on religion –but have only made limited use of this so far and could use this more effectively –for example in the promotion of faith groups as part of the enrichment programme.</i></p>	

Objective 2	To ensure that we collect all relevant equality information so that it can be used to best support all members of staff and inform discussions around the diversity profile of the staff body and whether this profile adequately reflects the composition of the student body and local community.		
Public Sector Equality Duty	Advance equality of opportunity. Eliminate Discrimination		
Current Picture	<p>Staff data – a lot of relevant data is captured for new applicants but we need to update records on existing staff.</p> <p>We believe that there is under-reporting in relation to changes to disability status and in particular mental health related illness.</p>	Intended Outcome	<p>To ensure the college’s recruitment policies and procedures are adhered to.</p> <p>To record equality information disclosed about a staff member’s needs, at the earliest opportunity, on the College’s HR system and to consider the implications of this information for the member of staff.</p> <p>To provide comprehensive support to, and make specialist information, advice and guidance available to, all staff members to enable them to access College services and facilities wherever possible.</p> <p>To use information to ensure representation from all protected groups at EDI/Cross College meetings.</p>
Targets	Responsibility	Progress	
<p>a) Review and update the application form for staff for September 2018 in order to capture all relevant data</p> <p>b) Encourage staff to disclose changes to their disability status on a periodic basis and explore introduction of an employee self-check;</p> <p>c) Provide resilience training for managers and staff to reduce levels of stress-related absence;</p> <p>d) Continue to monitor and evaluate the impact of actions taken to improve the diversity of the staff profile.</p>	<p>RP</p> <p>RP</p> <p>RP</p> <p>RP</p>	<p>a) Completed</p> <p>b) Disability status is updated as a result of discussions with staff following absence. Staff can now access their own personal data on staff advantage.</p> <p>c) Resilience training was provided for staff (30 delegates) attended training in June 2018. A staff wellbeing group was established in Autumn 2019 and further actions to support wellbeing have been identified.</p> <p>d) Action take to improve the diversity of the staff profile has resulted in an increase in the number of staff from Black and Asian Minority Ethnic backgrounds</p>	

Objective 3	Closing the Gaps in student performance basis on protected characteristics.		
Public Sector Equality Duty	Advance equality of opportunity.		
Current Picture 2016-2020	Each year the college monitors the achievement data for all groups of students within college.	Intended Outcome	Continued monitoring of college success rate and value-added progress measure. Any gaps between success rates and value added for specific groups and college averages to be reducing. Performance of specific groups at Bilborough college match or exceed national averages for those groups.
Targets	Responsibility	Progress	
<p>a) To continue to produce reports to monitor student success rates/value added by protected characteristics on a regular basis (including in-year progress).</p> <p>b) To review student performance by protected characteristics</p> <p>c) Undertake desk top monitoring of individual students at risk and instigate intervention where necessary.</p>	<p>DIR</p> <p>SLT</p> <p>SLT</p>	<p>a,b,c) Much progress has been made in terms of closing the gaps and this has been possible through closer monitoring of students' progress.</p> <p>Gender Females have a higher achievement rate than males in 2019, by 2.6%. The national JCQ results also showed that females had a pass rate 1% higher than males. Our results are not significantly out of line with national results.</p> <p>Ethnicity The achievement gap between White British and "other" is at its best position in the last 3 years. However, there are specific ethnic heritage groups with significantly lower achievement rates than the White British group. The retention of individual students in the following groups are those we wish to focus on as they are forming a trend of poor performance over the last 3 years : Bangladeshi; Caribbean, White/Black Caribbean, Pakistani, Other, Other Mixed. It is notable that boys have poorer retention than girls in the majority of groups.</p> <p>LLDD (Learners with Learning Difficulties or Disabilities) The achievement rate for LLDD is</p>	

	<p>significantly higher than the non-LLDD students. Considering we support a high proportion of students in this category, this shows that the work we do in college to support these students has a high positive impact on their retention.</p> <p>Looked after Children There are only 4 students in this category and their achievement rate is good overall.</p> <p>Young Carers The number of these students is growing and we need to continue to look carefully at each of the students to review decisions made and advice given regarding the number of courses taken by these students. Their achievement rate is low, mainly due to poor retention, with 3 students leaving college early.</p> <p>Bursary Students Improved retention for bursary students has closed the achievement gap significantly. We believe that improving performance monitoring and purchasing a larger range of items using bursary money, have had a positive effect on students.</p> <p>English as an Additional Language The achievement gap is positive for these students. Providing better signposting for teachers so they aware of these students in their lessons has led to better support.</p> <p>Pupil Premium (Disadvantaged) These students are identified as having funding support at school. However, they are not always the same students as have bursary at college and we are looking into this in more detail so that we are sure that students who had pupil premium do not miss out on bursary if they are eligible to apply. The gap in performance has changed significantly and we need to fully understand why this is the case.</p> <p>Next Steps</p>
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Objective 4	To promote and raise EDI awareness in the classroom and across the whole college community.		
Public Sector Equality Duty	Eliminate discrimination, harassment and victimisation. Foster good relations. Advance equality of opportunity.		
Current Picture	<p><i>Teaching & Learning</i></p> <p>EDI embedded in course planning documents Lesson observation paperwork requires a comment and evaluation of the promotion of EDI. Bilborough Values promoted heavily throughout the curriculum and again is a key focus on LO schedule</p> <p><i>Tutorial</i></p> <p>Tutorial activities focus on general and specific issues relating to equality and diversity. Bilborough Values heavily promoted through a varied tutorial programme</p> <p><i>Student exec, Bilborough Extra and careers</i></p> <p>The Student Executive is heavily involved in promoting awareness of protected characteristics and EDI. The Bilborough Extra team works closely with the exec to promote individual awareness-raising events but also ensures that EDI is actively promoted within the enrichment programme and supports the creation of clubs and societies that promote and raise EDI awareness across the college community.</p>	Intended Outcome	<p>To provide staff development time and resources to raise staff awareness of issues relating to equality through CPD, as part of the Staff Development programme</p> <p>To support the development of the skills and potential of all staff through staff development and promote opportunities</p> <p>To build mutual respect and understanding between different groups, faiths and cultures.</p> <p>To equip students with the skills and knowledge needed for life in a multicultural and global society by embedding a strong global dimension within the curriculum including providing opportunities for students to learn foreign languages and to engage in intercultural activities</p>

	<p><i>Staff Development</i> – over the past year staff development continues to promote targeted and appropriate training on varying aspects of EDI.</p> <p>Please see item 5 of the main report.</p>		
Targets	Responsibility	Progress	
<p>a) CPD time and resources has been dedicated to sharing good practice & developing strategies for integrating EDI in curriculum delivery eg Autumn term 2018, meeting time was ring-fenced for staff to examine in details group dynamics reports for classes and tutor groups and to consider individual support in the light of this. Supporting transgender students inset delivered in Jan 2019.</p> <p>b) Staff Training will provide focus on topical concerns and the wider implications for EDI, Prevent and Bilborough Values.</p> <p>c) Ensure the tutorial programme deals with a wide range of EDI issues – see report for update</p> <p>d) Heighten the role played by the Student Executive and the Bilborough Extra programme in raising awareness of equality and diversity issues (see report for update)</p>	<p>CMT/ HR</p> <p>CMT/ HR</p> <p>MEH</p> <p>DH/MN/ JQ</p>	<p>a) CPD opportunities – supporting transgender students, whole college mental health awareness and plus VESPA</p> <p>b) Growth Mind-set training have all taken place over the past 2 academic years. VESPA based intervention work is being promoted heavily throughout curriculum and tutorial 2018-2020 in order to address individual student needs.</p> <p>c,d) EDI issues continue to be raised through the tutorial programme and the Head of Bilborough Extra is working closely with the Student exec to ensure a wide range of cross college initiatives to promote EDI issues – see annual EDI report.</p> <p>For full details on all this section please see enclosed EDI report</p>	

Objective 5	Consultation with stakeholders on key areas of college activity by protected characteristics. Processes for staff and student consultation, feedback and evaluation to be reviewed and strengthened		
Public Sector Equality Duty	Foster good relations. Advance equality of opportunity. Eliminate discrimination, harassment and victimisation.		
Current Picture	<p>Work undertaken by external consultant regarding specific ethnic heritage group. Results indicated that issues/concerns for this cohort were very similar to the main student body. Therefore, the college will target specific concerns for the whole student cohort.</p> <p>Learner voice activities, SPQs and Focus groups are undertaken at regular intervals and 'you said, we did' feedback is given out via tutor group reps and the student exec.</p>	Intended Outcome	To ensure that all minority groups are represented in college consultation process and that their views are attended to.

Targets	Responsibility	Progress
<p>a) Consultation with students in quality process will routinely include reference to EDI issues. For subject showcase focus groups a balance of representation is always built into each group.</p> <p>b) Focus groups/ online surveys for students to evaluate EDI in college to be established. Now part of student rep / tutor surveys and welfare officer is tasked with following through more detailed surveys with minority groups eg transgender students and their perception of support within college</p> <p>c) Hold targeted focus groups of learners and staff with protected characteristics to help inform college policies and procedure eg students with health issues to review Fitness to Study policy</p> <p>d) Continue to ensure all protected characteristics are represented at the college's EDI meetings. Ensure college policies are reviewed by the EDI group.</p> <p>e) Ensure there is a representative from the EDI group on all cross college meetings.</p> <p>f) Bilborough Extra –active role to promote EDI within thir programme of events – see report</p> <p>g) Continue to act/intervene following desk top monitoring.</p>	<p>KL</p> <p>KL</p> <p>KL/MEH</p> <p>KL/CJB/RP</p> <p>KL/ SLT</p>	<p>SPQ routinely include reference to EDI issues and any negatives are dealt with promptly. – Positive feedback – Nov 2018 SPQ.</p> <p>EDI group no longer exists as EDI is fully integrated across college life and is a regular feature on all college agendas from SLT to CMT and Bilborough Extra.</p> <p>Desk top monitoring of all 'at risk' students is an integral feature of both HoF and SLT responsibilities.</p> <p>Se EDI report for detailed updates on these targets/ objectives</p>