Equality, Diversity and Inclusion Objectives

Date: Feb 2021

Mid-Term Review: July 2021

Final Review: Jan 2021

Background:

'Be who you are, become who you want to be' reflects the desire of Bilborough college to be inclusive to all. Students regularly comment on the culture of acceptance within college. There is a strong tutorial programme which includes specific EDI themes and the diverse range of enrichment groups is a testament to the work done both within the student body and through the Bilborough Xtra team to promote a diverse and inclusive community.

During the recently introduced Subject Showcases, students are asked whether the course is inclusive, developing mutual respect and tolerance. The feedback has been overwhelmingly very positive from this.

The Student Support services are committed to excellent care and support for students. Any incidents of bullying or unacceptable language/behaviour that are reported, either to college staff directly or through the anonymous WHISPER system, are dealt with as efficiently and effectively as possible.

As part of the cross-MAT People Strategy, SLT representatives from each College have begun to look at priorities for staff-related EDI and share ideas regarding future projects/ collaboration.

Review of Targets from Previous EDI Objectives:

Objective 1: To ensure that we collect all relevant equality information so that it can be used to best support all students	
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.	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 e) Staff Advantage provides a section on the student application form and enrolment form so information is accessible to all. 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.
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	
a) Review and update the application form for staff for September 2018 in order to capture all relevant data b) Encourage staff to disclose changes to their disability status on a periodic basis and explore introduction of an employee self-check; c) Provide resilience training for managers and staff to reduce levels of stress-related absence; d) Continue to monitor and evaluate the impact of actions taken to improve the diversity of the staff profile	a) Completed b) Staff can now access their own personal data on Staff Advantage. c) Resilience training was provided for staff (30 delegates) in June 2018. 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
Objective 3: Closing the Gaps in student performance basis on protected characteristics	
a) To continue to produce reports to monitor student	a,b,c) Much progress has been made in terms of closing the gaps and this has

b) success rates/value added by protected c) characteristics on a regular basis (including in-year d) progress). e) To review student performance by protected f) characteristics g) Undertake desk top monitoring of individual students **h)** at risk and instigate intervention where necessary.	been possible through closer monitoring of students' progress. **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. **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.

Objective 4: To promote and raise EDI awareness in the classroom and across the whole college community	
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. Staff Training will provide focus on topical concerns and the wider implications for EDI, Prevent and Bilborough Values. Ensure the tutorial programme deals with a wide range of EDI issues Heighten the role played by the Student Executive and the Bilborough Extra programme in raising awareness of equality and diversity	a) CPD opportunities – supporting transgender students, whole college mental health awareness and plus VESPA 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. c,d) EDI issues continue to be raised through the tutorial programme and the Head of Bilborough Xtra is working closely with the Student exec to ensure a wide range of cross college initiatives to promote EDI issues report

Objective 1:
Improve Data Collection and Reporting across students, staff and governors

- Extend student, staff and governors application form to capture more protected characteristics data (including gender)
- Report on student characteristics in addition to those outlined in the Equalities Act 2010 (including EAL, LAC, Bursary)
- Monitor whether collected data (eg. progress data, student voice feedback, Consultation Evening attendance, retention data) is representative of the whole college population using proportions from the protected characteristics (plus bursary, EAL, LAC/Young Carers) and intervene where necessary to close the gap. AP will generate relevant reports and intervention will be across the tutor system and teaching curriculum.
- Continue to ask EDI question(s) within the subject showcases
- HR collect recruitment monitoring information according to ethnicity, gender, disability to identify potential bias at different stages of the process.

Objective 2: Increase student and staff engagement with EDI issues

- Use an EDI calendar, linked to Coventry University's, to promote EDI issues and engage both students and staff to celebrate diversity.
- EDI Student Management representative to meeting with EDI links from other colleges in MAT and SU EDI link from Coventry University.
- Use social media, Bilborough Xtra App, tutorial system, staff portal and staff briefings to promote EDI activities that are taking place
- CPD events for staff to promote EDI
- EDI working group (staff and student) to meet once a term to identify and address issues
- Review of EDI in tutorial programme and identify any gaps.

Objective 3: Increase diversity across staffing and governors

- Cross-college EDI group to work on specific areas of staff-related EDI
- Improved recruitment, employer 'marketing' and diversity champions
- Core EDI training for staff as part of induction & unconscious bias training for those involved in recruitment
- EDI management induction development programme such as community out-placements & further investigation into benefits of a reverse mentoring programme
- Positive actions initiatives to improve diversity of staff profile at all levels - offering targeted work-placements targeted aspiring managers development programmes