

## EQUALITY AND DIVERSITY –ANNUAL REPORT 2017/18

### INTRODUCTION

Equality is about treating everyone fairly with equal dignity, regardless of their particular characteristics of age, disability, gender, ethnicity, religion/belief, sexual orientation, gender identity, marital status or pregnancy & maternity. As a publically-funded organisation, the college has a legal duty to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

This annual report is a critical appraisal of the current progress of the college towards the aspirations of the college's core values.

### **Stanmore College's Vision**

*Our vision is to ensure that all students will develop the skills and knowledge they need to achieve qualifications and progress into higher-level courses or employment.*

*All students and staff will enjoy their time and be proud of being members of the college.*

*Key aspects of our vision include:*

### **Our core values**

*Stanmore College calls on its staff and students to actively promote these ten values which reflect the aspirations of the College, the community and the country:*

- *Welcoming*                    *putting stakeholders and students first*
- *Inclusive*                    *an accessible working environment valuing everyone*
- *Supportive*                    *to all students, staff and the community*
- *Recognition*                *from stakeholders, students, staff and the community*
- *Growth*                        *investing in our facilities and achieving growth*
- *Collaboration*               *working in partnership*
- *Openness*                    *to listen to students and staff*
- *Aspirational*                *for staff and students to achieve our goals*
- *Commitment*                *to hard work*
- *Value for money*            *ensure resources are used cost-effectively and efficiently.*

Stanmore College has a Single Equality Scheme, updated annually, that aims to:

- ensure equality of access to all potential students.
- ensure that all students enjoy equal access in terms of curriculum, assessment, support services and resources.
- ensure that discrimination, harassment and victimisation are not tolerated under any circumstances.
- work towards a staff team that reflects and complements our communities and clients.
- ensure that all members of staff understand the significance of equality of opportunity and know how to implement it in their work.
- ensure that effective systems for the monitoring and evaluation of equal opportunities are in place.
- comply with all current equalities legislation including the Equality Act 2010

This report covers:

1. Student Numbers
2. Participation by different groups of students-enrolment
3. Narrowing the achievement gap-Success by different groups of students
4. E&D within teaching and learning
5. Impact assessment of policies, procedures and practices
6. Promotion of Equality and Diversity outside the classroom
7. Anti-harassment and anti-bullying measures
8. Analysis of staff profile
9. Progress on equality objectives
10. Progress on the 2017/18 action plan
11. Recommendations for the 2018 / 19 Action Plan

## 1. Student Numbers:

The three-year trends of enrolment numbers for 16-18 and 19+ at the college are shown below. The decreases in numbers from 2015/16 are due to the closure of the A level provision which typically brought 3 subject enrolments per student. In 2015/16 only A2 levels remained and in 2016/17 there were no AS or A2 enrolments.

Business, Sport & Creative Arts	2015/2016	2016/2017	2017/218
	Enrolments	Enrolments	Enrolments
Art & Media	139	124	115
Business	201	172	225
Sports	293	237	234
Performing Arts	22	0	0
Grand Total	655	533	574

Care, Beauty & Humanities	2015/2016	2016/2017	2017/218
	Enrolments	Enrolments	Enrolments
Beauty	56	0	0
Childcare	77	88	95
English	495	500	527
Health & Social Care	105	100	118
Skills for Life	1082	709	1177
Social Science	50	0	0
Workskills	45	0	0
Grand Total	1910	1397	1917

Science, Technology, Engineering & Media	2015/2016	2016/2017	2017/218
	Enrolments	Enrolments	Enrolments
Accounting	54	52	139
Access	41	77	115
Engineering	48	46	33
Information Technology	63	157	123
Mathematics	721	537	565

Science Academic (GCSE Study)	81	94	77
Vocational Science	72	91	100
Grand Total	1080	1054	1152

Employer Community & Business Development	2015/2016	2016/2017	2017/2018
	Enrolments	Enrolments	Enrolments
Employer Engagement	275	373	132
Grand Total	275	373	132

Partnership (Sub-Contracting)	2015/2016	2016/2017	2017/2018
	Enrolments	Enrolments	Enrolments
Sub-Contractors	342	650	683
Grand Total	342	650	683

## 2. Participation by different groups of learners-enrolment by age and ethnicity

North London, where our learners are primarily drawn from, has a particularly diverse population in terms of ethnic heritage. In the 2011 census ([Office for National Statistics \(2012\)](#)) the London Borough of Harrow had 63.8% of its population from the BME (Black and Minority Ethnic) communities. This diversity continues to be reflected in our student profile.

16-18	2015-2016	2015-2016 as % of student population	2016-2017	2016-2017 as % of student population	2017-2018	2017-2018 as % of student population
African	316	12%	275	13%	408	16%
Arab	157	6%	168	8%	159	6%
Bangladeshi	22	1%	24	1.2%	28	1%
Caribbean	189	7%	125	6%	159	6%
Chinese	8	0%	9	0.4%	7	0.3%
Eng/Wel/Sco/Nth I/Brit	324	13%	195	9%	382	15%
Gypsy/Irish Traveller	2	0%	0	0%	1	0.04%
Indian	273	11%	257	12%	193	7%
Irish	14	1%	10	0.5%	11	0.4%
Pakistani	125	5%	123	6%	125	5%
White/Asian	55	2%	40	2%	29	1%
White & Black African	52	2%	37	2%	64	2%
White & Black Caribbean	94	4%	64	3%	69	3%
Any other Asian background	297	12%	270	13%	296	11%
Any other Black/African/Caribbean	159	6%	137	7%	123	5%
Any other Mixed/multiple ethnic background	44	2%	37	2%	51	2%
Any other White background	249	10%	207	10%	306	12%

Any other ethnic background	50	2%	92	4%	84	3%
Not known/not provided	109	4%	0	0%	87	3%
Grand Total	2539	100%	2070	100%	2582	100%

For 16-18 year olds, the relative proportion of student enrolments from individual ethnic heritage groups has not changed by more than 3% for any group, other than: the 'English, Scottish, Welsh, Northern Ireland, British' group which is now, relatively, 6 percentage points larger than in 2015-16; and the 'Indian' group which is now, relatively, 5 percentage points smaller than in 2015-16.

19+	2015-2016	2015-2016 as % of student population	2016-2017	2016-2017 as % of student population	2017/2018	2017-2018 as % of student population
African	129	7%	385	20%	130	7%
Arab	102	6%	191	10%	216	11%
Bangladeshi	18	1%	28	1%	12	1%
Caribbean	69	4%	34	2%	12	1%
Chinese	5	0%	3	0%	3	0.2%
Eng/Wel/Sco/Nth I/Brit	129	7%	88	5%	95	5%
Indian	101	6%	136	7%	117	6%
Irish	9	1%	3	0.2%	6	0%
Pakistani	49	3%	124	6%	51	3%
White/Asian	16	1%	16	1%	31	2%
White & Black African	38	2%	34	2%	27	1%
White & Black Caribbean	28	2%	13	1%	3	0.2%
Any other Asian background	339	20%	303	16%	475	25%
Any other Black/African/Caribbean	47	3%	20	1%	18	1%
Any other Mixed/multiple ethnic background	15	1%	21	1%	9	0.5%
Any other White background	546	32%	470	24%	492	26%
Any other ethnic background	65	4%	69	4%	94	5%
Not known/not provided	24	1%	2	0%	93	5%
Grand Total	1729	100%	1940	100%	1884	100%

For adult learners (19+), the relative proportion of the 'African' ethnic heritage group has decreased by 12 percentage points, and the relative proportion of the 'Any other Asian background' group is now, relatively, 9 percentage points larger. This diversity at 19+ is due to the large provision for ESOL classes.

### 3. Narrowing the achievement gap-Qualification Achievement Rate by distinct groups of students

#### Achievement Rates by Age and Gender

Age	2015-2016	2016-2017	2017-2018	National rate
16-18 Male	72.20%	76.20%	82.80%	80.90%
16-18 Female	79.90%	74.10%	81.70%	82.10%
19+ Male	83.40%	95.90%	89.90%	88.40%
19+ Female	89.80%	83.40%	94.30%	87.50%

The substantial increase in achievement rates for the 19+ male learners in 2016-17 was due to subcontracted short course provision for predominantly male learners. This provision had very good success rates. This provision didn't run in 2017-18. The high achievement rates for ESOL provision, with a high proportion of female learners, contributed to the increases seen in 19+ female achievement.

#### Achievements Rates by Age and Ethnicity 16-18

Achievement Rates by Age and Ethnicity 16-18	2015/2016	2016/2017	2017/2018	National Rate
African	80.10%	73.80%	79.90%	82.30%
Arab	63.70%	82.20%	80.40%	82.80%
Bangladeshi	90.90%	87.50%	75.00%	82.40%
Caribbean	65.60%	52.00%	83.00%	76.30%
Chinese	100.00%	100%	71.4%	88.40%
Eng/Wel/Scot/Nth I/Brit	79.60%	68.70%	84.00%	81.40%
Gypsy/Irish Traveller	50.00%			
Indian	89.40%	85.20%	89.60%	86.40%
Irish	71.40%	100%	100%	76.40%
Pakistani	83.20%	83.70%	76.00%	82.50%
White/Asian	65.50%	47.50%	72.40%	81.80%
White & Black African	63.50%	70.30%	93.80%	79.30%
White & Black Caribbean	71.30%	56.30%	84.10%	76.00%
Any other Asian background	71.40%	78.90%	81.80%	84.30%
Any other Black/African/Caribbean	69.20%	72.30%	80.50%	79.80%
Any other Mixed/multiple ethnic background	75.00%	67.60%	74.50%	78.80%
Any other White background	75.10%	78.70%	81.70%	82.90%
Any other ethnic background	70.00%	82.60%	85.70%	81.50%
Not known/not provided	67.90%	0	87.40%	77.60%

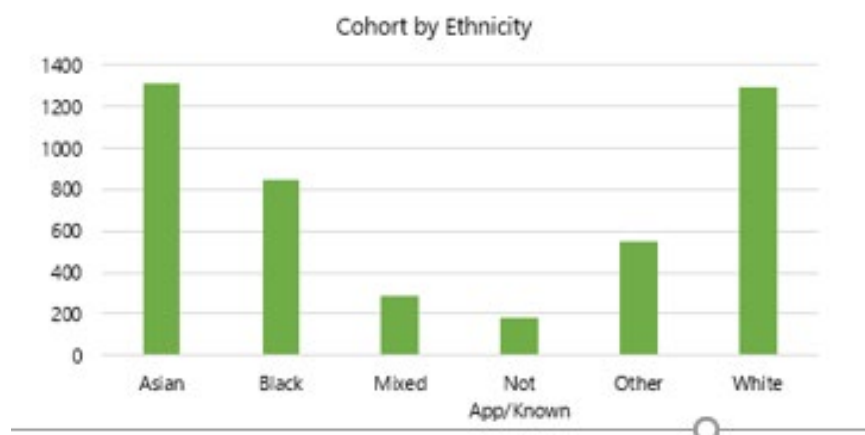
For those groups that represent more than 5% of the college population; two groups have increased in achievement rate from 2016/17, that is learners of African heritage and Caribbean heritage; and two have declined in achievement rate, that is the learners of Pakistani heritage and Arab heritage.

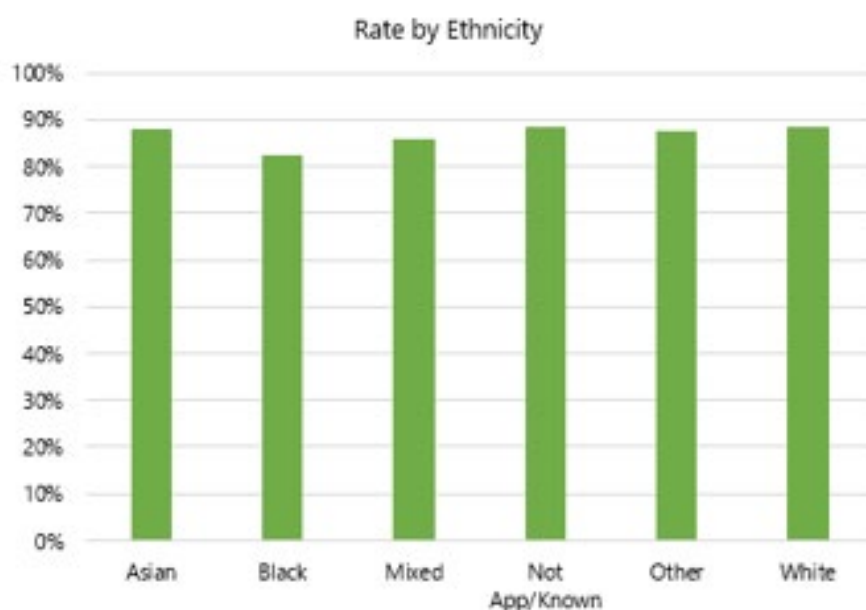
## 19+

Achievement Rates by Age and Ethnicity 19+	2014-2015	2015/2016	2016/2017	National Rate
African	85.30%	89.40%	90.0%	85.3%
Arab	92.20%	90.10%	88.0%	89.2%
Bangladeshi	88.90%	89.30%	91.7%	90.4%
Caribbean	73.90%	61.80%	83.3%	85.9%
Chinese	100.00%	100%	100.0%	88.9%
Eng/Wel/Scot/Nth I/Brit	85.30%	89.80%	94.3%	88.4%
Indian	95.00%	88.20%	90.6%	88.3%
Irish	88.90%	100%	66.7%	88.8%
Pakistani	83.70%	94.40%	100.0%	87.2%
White/Asian	87.50%	50.00%	100.0%	86.3%
White & Black African	92.10%	94.10%	88.9%	84.6%
White & Black Caribbean	64.30%	61.50%	66.7%	84.0%
Any other Asian background	87.90%	81.30%	94.3%	87.7%
Any other Black/African/Caribbean	87.20%	80.00%	88.9%	85.4%
Any other Mixed/multiple ethnic background	80.00%	81.00%	100.0%	84.6%
Any other White background	91.80%	88.70%	96.1%	88.7%
Any other ethnic background	84.60%	81.20%	98.9%	87.5%
Not known/not provided	79.20%	100%	89.2%	85.7%

For those groups that represent more than 5% of the college population; four have increased their relative success rate. These are learners of ethnic heritage of: Eng/Wel/Scot/Nth I/British, Indian, Any other Asian background and Any other White background. None have declined.

The ESFA also publish summary data of our 2017/18 student participation and achievement by ethnicity using broader categories.





This shows that the largest gap between learners of different ethnic heritage groups is that the approx. 7% point gap between the achievement of black heritage and white heritage learners. This data is a summary of the tables on pages 5 and 6 that break down the data into much more detail.

### **Achievement Rates by Age and Learning Difficulties and/or Disabilities**

#### **16-18**

<b>Achievement Rates by Age and Learning Difficulties and/or Disabilities 16-18</b>	<b>2015/2016</b>	<b>2016/2017</b>	<b>2017/2018</b>	<b>National rate</b>
LLDD=yes	534 76.2%	322 70.2%	335 85.1%	79.40%
LLDD- no	2005 74.9%	1748 76.3%	2245 82.0%	81.80%
LLDD- Unknown	3 33.3%	n/a	2 100%	79.40%

For 16-18 year olds, the success rates of those declaring a Learning Difficulty or Disability has increased by 14.9% and is now 3.1% above the rest of the student cohort and 5.7% points above the national rate.

#### **19+**

<b>Achievement Rates by Age and Learning Difficulties and/or Disabilities 19+</b>	<b>2015/2016</b>	<b>2016/2017</b>	<b>2017/2018</b>	<b>National rate</b>
LLDD=yes	85 57.6%	78 79.5%	80 86.3%	85.40%
LLDD- no	1644 89.7%	1859 87.3%	1804 93.8%	87.20%
LLDD- Unknown	n/a	n/a	n/a	

For adult learners, the success rate of those declaring a learning difficulty and/or disability has increased by 6.8% points and is now just above the national rate although 7.5% points below those who have not declared a learning difficulty or disability.

## Achievement rates for looked after children and those in receipt of free school meals and bursaries

### Free School Meals

Free School Meals 16-18	2015/2016	2016/2017	2017/2018	National rate
Learner Eligible for free meals	657 78.5%	807 81.8%	1092 83.9%	82.50%
Not eligible for free meals	1879 74.0%	1263 71.2%	1490 81.3%	82.10%

Free School Meals 19+	2015/2016	2016/2017	2017/2018	National rate
Learner Eligible for free meals	33 54.5%	17 70.6%	29 62.1%	80.90%
Not eligible for free meals	1701 88.8%	1920 87.1%	1855 94.0%	82.10%

Learners who meet the criteria for the discretionary or enhanced learning bursary are automatically entitled to be eligible for free school meals too.

For the 16-18 year old learners, the achievement rates of those in receipt of free school meals has risen by 3.1% points and is now above the national rate.

For adults, the numbers eligible for free meals are very low. However their success rate falls significantly behind that of the rest of the cohort, by a margin of 18.8%.

The final table below, shows the overall QAR of three groups of learners within the college. These are the Children Looked After, those with identified high needs and those who have an EHCP compared to the rest of the cohort. The differences in QAR are small, especially given the small cohort size of these groups. For all groups, their QAR is broadly the same as, or higher than, the rest of the cohort.

Category	Achieved	Vs rest of cohort	Difference
<b>Looked After</b>	82.69%	82.38%	0.31%
<b>High Needs</b>	80.49%	82.38%	-1.89%
<b>With EHCP</b>	81.11%	82.38%	-1.27%

#### 4. E&D In Teaching and Learning

During induction, the College's approach to equality and diversity is explained to new learners via the Student Handbook. The induction programme includes equality and diversity activities, discussing the college approach to equality and diversity and British values and using case studies to further emphasise and develop expectations.

The promotion and embedding of equality and diversity was one of the top ten strengths seen in formal observations. Also, the group tutorial scheme of work ensured that there were discussions of equality and diversity issues around protected characteristics through the



pastoral programme as well as exploitation and embedding of opportunities within the curriculum. A good example of this work is the 'Women in STEM week'. To mark the occasion, our students organised a very successful day with a number of key note speakers, including Harrow's Mayoress, Councillor Margaret Davine, Janice Brown, Clinical Scientist at Mount Vernon Hospital, Charlotte Carvalho, Actuarial Associate at Price Waterhouse Cooper, Vasu Krishnaswamy, Head of Technical and Statistical Intelligence at Pearson, and the Principal.

Regular training has taken place on equality themes within teaching and learning. Over recent years these have included:

- embedding Fundamental British Values within teaching and learning
- managing difficult conversations with students around equality topics
- enhancing stretch and challenge in teaching and learning
- equality impact assessment training
- behaviour management
- supporting learners with mental health issues in the classroom
- mentoring boys.

The impact of including regular topics around E&D themes can be seen in the classroom. In a large proportion of formal lesson observations, observers were able to explain clearly how they had seen equality and diversity embedded in lessons. Often teachers drew on the wide cultural and experiential mix of the student population to highlight equality and diversity themes.

## **5. Impact assessment of policies, procedures and practices**

Impact assessments of college processes and policies seeks to ensure:

- Activities of the college do not inadvertently disadvantage learners, employees or other college users
- Opportunities to promote the equality of opportunity more effectively are identified
- Managers are informed of key performance indicators relating to age, ethnicity, disability and gender.

An update training session for all policy owners has recently taken place and policy updates are now always accompanied by impact assessments.

## **6. Promotion of Equality and Diversity outside the Classroom**

The college celebrates the diversity of its students in many ways and is proactive in eliminating discrimination. There are regular tutorial sessions and resources used to celebrate equality and diversity thus promoting culture, religion, understanding and tolerance of diverse backgrounds, the Equality Act protected characteristics and positive LGBTQ relationships.

The calendar of activities to proactively celebrate key national and college events to support advancement of equality and diversity in tutorials is shared via the tutorial scheme of work. A change for the year ahead is to have greater publicity directly through the college calendar.

The College provides a non-denominational multi-faith reflection room, which has a high usage.

## **7. Anti-Harassment and Anti-Bullying Measures**

There are rigorous reporting and support systems in place to deal with any disclosures of bullying, abuse or harassment. These are disseminated during student induction and staff induction and training days. There are four Designated Senior persons responsible for safeguarding, including the Student Welfare Officer. There is also a college counsellor. Personal tutors are responsible for putting in place action plans and reporting to parents where any issues arise. Ofsted February 2017, stated 'The arrangements for safeguarding are effective. .. Learners feel safe at college and in the workplace. They value the diversity of the learner body and the colleagues with whom they work. They are respectful of staff and each other, both in lessons in social spaces and at work'.

The college promotes the safeguarding of students through a number of ways including:

- The intranet site has a student guide summarising how the college promotes staying safe as a student
- Tutorial sessions promote safeguarding through resources, activities, discussion around specific safeguarding topics such as: radicalisation, online bullying, abuse, child sexual exploitation, gangs and homophobic behaviour
- The student handbook contains comprehensive contact details of internal and external sources of information and support for issues of abuse or bullying
- There are highly visible promotional materials, posters and plasma screens to transmit regular safeguarding messages
- The safeguarding team work closely with a number of outside agencies including Childrens Services, local authority safeguarding boards, CAMHS, Metropolitan Police Services Schools Liaison Officer, Youth Offending Teams and Virtual Schools.

The annual safeguarding report contains more details on the arrangements for safeguarding.

## **8. Complaints**

The analysis of complaints has always included a review of complainants by their gender, ethnicity and whether or not they have a learning difficulty or disability. This data has now been compared to the student population to see if any particular group is over or under represented.

Male students appear to be under-represented in the complainants, with only 31% of complaints from students arising from our male students compared to 69% from female students.

There appears to be a slightly high proportion of learners declaring a learning difficulty or disability compared to the previous year.

- The highest category for complaints from learners declaring a learning difficulty or disability was lack of heating in Beech – 6 complaints (by one person)
- Second highest complaint from students with disabilities/learning difficulties was in relation to quality of teaching and learning - 3 complaints.

Reviewing the ethnicity data, there is only one ethnic heritage group with a slight overrepresentation in the number of complaints. This are learners from 'white – British' heritage. The 8 complaints that relate to this group have been reviewed and there is no particular pattern of concern within these. The largest overall group is the 'unknowns' but this does include the complainants from outside the college.

## 9. Analysis of staff profile

### *Ethnicity*

Since 2013 the proportion of staff whose ethnic heritage is 'unknown' or those who 'prefer not to say' has reduced to zero.

Numbers of staff by ethnicity	Number in 2015-16	Number in 2016-17	Number in 2017-18	Proportion of staff population %
Asian/Asian British - Any other	7	9	9	4.5%
Asian/Asian British - Bangladeshi	4	4	5	2.5%
Asian/Asian British - Chinese	1	1	1	0.5%
Asian/Asian British - Indian	26	31	34	17%
Asian/Asian British - Pakistani	5	6	5	2.5%
Black/African/Caribbean/Black British - African	7	9	15	7.5%
Black/African/Caribbean/Black British - Caribbean	9	13	13	6.5%
Black/African/Caribbean/Black British - Other		2	2	1%
Mixed/Multiple ethnic groups - Any other	2	2	3	1.5%
Mixed/Multiple ethnic groups - White and Black African	1	1	1	0.5%
Mixed/Multiple ethnic groups - White and Black Caribbean	4	2	4	2%
Other ethnic group - Any other	1	0	1	0.5%
Other ethnic group - Arab	1	2	2	1%
White - Any other	11	17	18	9%
White - English/Welsh/Scottish/Northern Irish/British	72	71	76	38%
White - Irish	9	8	8	4%
Grand Total	160	178	202	100%

The staff profile is skewed towards those of English/Welsh/Scottish/Northern Irish/British who make up 38% of the staff mix (down from 45% in 2015/16). This is representative of the population of Harrow, however, it is less diverse than the student population.

### *Gender*

Staff profile by gender	Numbers 2015-16		Numbers 2016-17		Numbers 2017-18		Percentage in each row	
	F	M	F	M	F	M	F	M
Support	54	28	56	29	50	29	63%	37%
Support Management					11	5	69%	31%
Senior Management	1	3	1	2	3	2	60%	40%
Academic Management					9	9	50%	50%
Teaching	42	25	46	30	39	25	61%	39%
Teaching VHL	3	4	9	5	14	6	70%	30%
Total	100	60	112	66	126	76	62%	38%

There are more female staff overall in the organisation. The roles in which the difference is the highest are the teaching VHL roles. Whereas in academic management the roles are evenly balanced.

### *Disability*

The percentage of those staff declaring a disability as a proportion of the number of staff overall is 8%. This compares to the FE Sector average for the proportion of staff declaring a disability of 5% (Staff Individualised Record 2014-15)

The profile of those staff declaring a disability by gender and ethnicity is:

Staff profile by disability	Numbers			Percentage
	2015-16	2016-17	2017-18	By gender
Male	5	6	6	35%
Female	9	11	11	65%
Total	14	17	17	100%

Staff disability profile by ethnicity			
Asian		3	18
White		12	70
Other		2	12
Total		17	100%

We refer staff to our Occupational Health provider and they are able to refer to services such as CBT for stress/anxiety. They also recommend phased returns and reduced hours where necessary.

We provide specialist equipment such as chairs, adjustable desks, computer aides such as keyboards, mouse, voice activated software. And, for staff with more severe physical disabilities we have support workers for them for part of the working week.

### *Age*

Staff profile by age	20upto30	30upto40	40upto50	50upto60	60upto65	65andover	Totals
Management	0	0	1	4	0	0	5
SUPPORT VHL	0	1	0	1	0	0	2
Support	13	11	18	25	9	1	77
Support Manager	0	4	4	7	0	1	16
TEACHING	8	13	18	13	9	3	64
TEACHING MANAGER	0	8	4	6	0	0	18
TEACHING VHL	0	4	4	8	3	1	20
GRAND TOTALS:	21	41	49	64	21	6	202

### Staff sickness absence

Year	Percentage of working days lost to sickness (includes both long and short term sickness)
2014/15	4.08%
2015/16	3.20%
2016/17	3.76%
2017/18	4.20%

FE sector average =3.84% (source: AOC survey of sickness absence in FE 2015/16)  
The higher figure for 2017/18 has been impacted by a small number of staff with long term absence.

### Staff turnover

	Support	Teaching	Total
2014/15	22.1%	32.7%	27.4%
2015/16	29.2%	32.3%	30.8%
2016/17	14.4%	17.8%	16.1%
2017/18	22.3%	19.8%	21.1%

CIPD Resource and Talent planning report 2015: National average 13.6%, Public sector 10.0%

The higher teaching staff turnover in the previous years was due partly to staff changes as the curriculum changed, including redundancies.

## 10. Progress on Equality Objectives

The Stanmore College Equality Objectives in 2017/18 are based on an analysis of the student cohort completing in 2014/15, and are set over four years. The progress to date on each objective is below:

- Increase the achievement rates of male learners by 4% over 4 years. ***Progress: 16-18 male achievement rates have increased by 10.6% points, and 19+ male achievement rates by 8.7% points over the last two years.***
- Increase the success rates for those who consider themselves to have a learning difficulty or disability by 2% over 4 years ***Progress: 16-18 achievement rates for those who have declared a learning difficulty or disability have increased by 7.2% points, and 19+ achievement rates for those who have declared a learning difficulty or disability have increased by 6.5% points over the last two years.***
- Increase the success rates for 16-18 White British learners by 1% over 4 years ***Progress:16-18 White British learners success rates have risen by 4.2% percentage point over two years.***
- Increase the success rates for learners of mixed ethnic heritage and those of heritage other than the specific groups recorded by 3% over 4 years ***Progress: For the success rates of learners of mixed ethnic heritage has increased by 2% points and the success rates of learners of 'other' ethnic heritage groups has increased by 14.4 % points over 2 years.***

- Monitor participation and success of a wider range of learners by increasing the number of groups in the annual equality and diversity report by 2 per year over the next 4 years ***Progress: success data on learners in receipt of free school meals/ bursaries is included in this report, also the data on learners who have EHCP plans and Children Looked After.***
- Increase employee declaration rates in all categories to at least 95% ***Progress: - fully achieved, there were no employees who chose not to declare their age, gender, ethnicity or whether or not they had a learning difficulty or disability in 2015/16. Progress: there are no unknowns in the staff profile data for 2015 /16, 2016/17 or 2007/18.***
- Increase the number of cross college learner events to promote understanding of the needs, cultures and faiths of different groups of learners ***Progress: there have been limited additional cross college events that specifically promote tolerance of needs, cultures and faiths of different groups of learners***

## **11. Progress on action plan**

Following the annual report an action plan is created to ensure that identified recommendations are taken forward. From the 2016/17 annual report, the actions put in place were:

- Ensuring that the college was compliant with the Public Sector Equality Duty and had published publicly key Equality and Diversity data and Equality objectives. ***Progress: Our single equality scheme and a public facing equality and diversity report are published on our website along with the progress we are making on our equality objectives.***
- Routinely analysing E&D data at College, School and Course level to improve performance ***Progress: retention, complaints and survey data are routinely analysed by equality indicators at college level. There has also been a specific focus on monitoring the success rates of male learners.***
- Ensure impact assessment for both written policies and procedures, and for significant college events and changes, are routinely carried out and centrally recorded. ***Progress: following training and example documents, policy owners report feeling more confident with the process and all new practices and policies now routinely have associated impact assessments.***
- Devise, publish and implement a Student Services led I&I calendar of events of themes to be celebrated throughout the year (to include Black History Month and LGBT month). Physical displays in reception areas, student areas, classrooms for all students, staff and visitors - to make it clear what our values, rules, expectations, support offered and celebratory events. ***Progress: staff awareness is good and students feel that all groups are respected. Fundamental British Values posters and displays have been created. An enrichment calendar was agreed and embedded in the tutorial scheme of work. In the year ahead, this will be given a higher visibility and physical displays will be enhanced.***
- Revise the student induction to include more embedding of E&D. ***Progress: the student induction was revised and contains much more emphasis on the***

*promotion of Fundamental British values and our culture of mutual respect and tolerance. More activities around awareness of the needs of diverse groups of learners still to be embedded.*

- Ensure staff have received appropriate recent training on equality and diversity issues and what this means for their professional practice. *Progress: Recent training has included: embedding Fundamental British Values, managing difficult conversations with students, equality impact assessment, mental health awareness and mentoring boys.*
- Review the strategies used to increase success rates for female learners, especially in English and maths. *Progress: Female achievement in English has risen over two years, however, the female achievement in maths has dropped, especially for basic skills in maths.*
- To carry out a review of the embedding of E&D in our work with employers and in work based training. *Progress: The arrangements for the management of work based learning team have changed completely in the last year. E&D awareness is now part of the induction for new employers involved in work based training.*

## **12. Recommendations for 18/19**

When compiling the annual inclusion and impact action plan, the following areas are recommended to be considered:

- Annual review and update of the college equality objectives
- Further routine analysis E&D data at College, School and Course level to improve performance, including the progress of learners in receipt of financial support, those with high needs and Children Looked After.
- Centrally following up on the action plans arising from the equality impact assessments created for all new policies and processes.
- Further raising the profile of E&D across the physical environment, and including the calendar of E&D celebrations and events in the college calendar.
- A review of the impact of improvements in embedding of E&D in our work with employers and in work based training