

Annual Equalities Report 2017-18

Contents

Equality Statement	2
Meeting the General Equality Duty	
1. Eliminating discrimination, harassment and victimisation	2
2. Fostering good relations	3
3. Advancing equality of opportunity	3
Students and Apprentices	
1. Demographic Profile	4
2. Ethnicity	5
3. Age	6
4. Gender	6
5. Disability	6
Attendance	
1. Ethnicity	7
2. Gender	8
3. Age	8
4. Disability	8
Achievement	
1. Whole College	9
2. Gender	10
3. Ethnicity	11
4. Disability	13
5. Age	14
Student Satisfaction	16
Safeguarding Referrals	
1. Age	16
2. Gender	17
3. Ethnicity	17
4. Learning difficulty/disability	17
5. Type of support received	17
6. CBL Outcomes	18
Governors	18
Staff	
1. Gender	19
2. Ethnicity	19
3. Age	20
4. Disabilities/learning difficulties	20
5. Sexuality	21
6. Religion	21
Training and Development	22
Managing Equality, Diversity and Inclusion	
1. Monitoring and Oversight	23
2. Equality Documentation	23
3. Recommendations suggested by this report	23

Equality Statement

The Equality, Diversity and Inclusion Policy states as its purpose that

- 1.1 The City of Bristol College (CoBC) is committed to advancing and promoting equality, diversity and British Values in all our activities for everyone who learns and works within the College Community.
- 1.2 Equality, diversity and British Values are an important part of the mission, values and strategic objectives of the College as we are aware that its success is dependent on attracting and retaining a diverse range of people as staff, learners and partners
- 1.3 The College recognises that excellence is underpinned by educational and training provision and its associated environment and services, which do not close doors to any minority group and meets the needs of individuals from all groups
- 1.4 We aim to embed, sustain and extend good practice in E&D across all areas of the College and through this contribute to: the creation of a confident, skilled and highly motivated workforce; high success rates for all its learners and become the provider and employer of choice in the locality

In addition the College has due regard to meeting its responsibilities under the law in this area, particularly in meeting the Public Sector General Equality Duties

Meeting the General Equality Duty

1. Eliminating discrimination, harassment and victimisation

- 1.1 We welcome the diversity of cultures our students, apprentices and staff bring to our college. Our policies and procedures reflect a culture of respect in which we believe and aim to eliminate discrimination, harassment and victimisation in all its forms throughout a learner's journey and an employee's service to the college.
- 1.2 Integral to our College Values of Integrity, Respect, Ambition and Pride is the recognition that all members of our diverse community can be expected to be treated fairly irrespective of their background and we are committed to working towards the eradication of any disadvantage associated with an individual's identity.
- 1.3 In addition to responding to Equality and Diversity Legislation, we recognise and endorse British Values of Democracy, Rule of Law, Individual Liberty and Mutual Respect, and our responsibilities towards the national Prevent Strategy, thus ensuring safety and fairness for all staff and students and apprentices
- 1.4 To ensure that we respond appropriately to any issues associated with discrimination, harassment and victimisation, in addition to any necessary immediate action, every effort is made to examine all available data sets associated with staff and student activity e.g. pass rates, retention and achievement, by protected characteristics
- 1.5 Our May 2017 Ofsted inspection highlighted:

"The college is a welcoming environment with an inclusive and respectful culture. Staff prepare learners well for living in a diverse society."

"They [learners and apprentices] enjoy learning in an inclusive and supportive environment. They respect their teaching and support staff and work harmoniously with their peers. The good conduct of the vast majority of learners reflects the high expectations placed on them by leaders and all staff at college."

2. Fostering good relations

- 2.1 We foster good relationships across all levels of the organisation and local communities. City of Bristol College sits in a prime strategic location to contribute to the development of the skills, knowledge and capability of the region's citizens, working alongside good quality schools and two prestigious universities. Through students' and apprentices' success, the College makes an active contribution to the wider West of England economy and nationally, though its priority, is being at the heart of the city's growth and development.
- 2.2 Bristol is the only UNESCO Learning City in England and the College is a key player in the Learning City. Our role is to enable access to higher learning, employment, career progression and independence through the development of technical and vocational skills and professional behaviours.
- 2.3 We network with a range of local and national organisations on a strategic and operational level, including West of England Local Education Partnership, Learning Partnership West, Bristol City Council, Bristol Women's Commission, Safeguarding Children's Board, Prevent Regional Office – South West, Somerset and Avon Police, schools and universities and many more.
- 2.4 We have an evolving programme of events aimed at raising students' and apprentices' awareness of different cultures throughout the year, encouraging students and apprentices to participate and appreciate each other's cultures and religions. The programme sees students and apprentices celebrate a variety of cultural events such as Armistice Day, Christmas, Chinese New Year, LGBT history month and many more.
- 2.5 The appointment of a Students Union and Student Engagement Co-ordinator and setting up the College's own Students Union for the first time in many years was another development towards developing a more effective mechanism of managing student voice. It builds on existing channels of collecting student feedback through student satisfaction surveys, VocalEyes, National Student Survey and 'comments, complaints and compliments' forms.
- 2.6 During 17/18, a need to develop our response to the spiritual needs of staff and students was identified. 45 religions are represented in Bristol, despite 37% of the population stating that they have no religion (up from 25% in 2001). Following consultations with other colleges and members of the local community during the year, a successful bid was made to the St Matthias Trust to launch a multi-faith Chaplaincy. A Coordinator was appointed early in the 2018-19 academic year.

3. Advancing equality of opportunity

CoBC is an inclusive college where students and apprentices from a diverse range of backgrounds, abilities and experiences are welcome and we continue improving the accessibility of our learning environment for all. During 2017-18 we did this through:

- 3.1 Offering provision in all seven of the LEP/WECA priority areas. CoBC's strategic direction is to offer accessible opportunities from Entry Level to HE, for young people and adult learners, enabling them to become economically active
- 3.2 The College offers a wide range of courses at Level 1 and 2 including ESOL, to meet the needs of a diverse community

- 3.3 Learner Support Funds - our bursary funds provide financial support for students and apprentices with a specific financial hardship that could prevent them from taking part or continuing in learning. We administer the funds to support attendance, retention and achievement.
- 3.4 Safeguarding service – our team of safeguarding officers have expert knowledge to deal with a wide range of safeguarding issues, linking with external organisations as required to assist students and apprentices in progressing and achieving their learning goals despite challenging personal circumstances.
- 3.5 Additional Learning Support – we provide tailored support, assistive technology, specialist out-of-class tutorials and advice to teaching staff on how to improve the learning experience of those with a disclosed disability but also, and increasingly, those with emotional and behavioural difficulties.
- 3.6 Study Plus – tailored support offered to our students and apprentices, specifically with English and maths needs and/or those with dyslexia, dyspraxia and other specific learning difficulties.
- 3.7 Students and apprentices in Care and Care Leavers – dedicated support provided to students and apprentices in care, care leavers or young carers, including assistance with transitioning into education, financial and progression advice.
- 3.8 Our Supported Internship Programmes continue to develop our young people with learning difficulties and disabilities towards employment and independence.
- 3.9 Participating in citywide initiatives that reflect the diverse community within which the College is situated.

Students and apprentices

1. Demographic profile (ref: The Population of Bristol July 2018, Bristol City Council)

- 1.1 The population of Bristol (estimated to be approximately 459,300) has become increasingly diverse and some local communities have changed significantly. Since the last census, the proportion of the population who are not 'White British' has increased from 12% to 22%. The proportion of people living in Bristol who were not born in the UK has risen from 8% to 15% of the population. There are now at least 45 religions, at least 187 countries of birth represented and at least 91 main languages spoken by people living in Bristol.
- 1.2 Bristol has a much higher proportion of working age (16-64 year old) than nationally – 68% of the total population in Bristol is of working age compared to 63% in England and Wales. The highest proportions are amongst the 20-30 year olds who make up 30% of Bristol's total population compared to 20% nationally. Many of these people in this age group will be students and apprentices living in Bristol during term time.
- 1.3 Whilst Bristol is one of the least deprived areas in the country, one sixth of its residents live in the most deprived areas of England.
- 1.4 The age profile within each ward also varies significantly. Wards where more than a quarter of the population is aged under 16 includes Lawrence Hill (26%), Filwood (26%) and Hartcliffe and Witherwood (26%).

1.5 The Black or Minority Ethnic group (BME) population (all groups with the exception of all the White groups) make up to 16% of the total population in Bristol. This is an increase from 8.2% of all people in 2001. 'White British' make up 78% of all people and 'White non-British' make up 6% of all people.

1.6 In the last 2 years, the number of international in-migrants coming to Bristol has decreased and the number of out-migrants has increased, resulting in a significant drop in international migration to Bristol. The overall net gain due to international migration has decreased from 2,500 in 14/15 to 300 people in 16/17. The majority of the losses were in the 25-44 age group.

1.7 Our College serves the City of Bristol through its four centres, offering a wide range of courses and progression opportunities from pre-entry level to higher education level, including academic and vocational (technical) qualifications and apprenticeships. We cater for students and apprentices from the age of 14 to adults, including higher education students and apprentices and a significant group of students and apprentices with additional learning support needs and/or Education Health and Care Plans (EHCPs).

2. Ethnicity

	Bristol (2011 census)		15/16		16/17		17/18	
Ethnic Group (all provision)	Count	%	Count	%	Count	%	Count	%
Arab	1272	0.3%	105	0.77%	106	0.90%	111	0.94%
Asian/Asian British - Any other Asian background	4255	1%	206	1.50%	209	1.78%	220	1.86%
Asian/Asian British - Bangladeshi	2104	0.5%	64	0.47%	62	0.53%	55	0.46%
Asian/Asian British - Chinese	3886	0.9%	66	0.48%	72	0.61%	59	0.50%
Asian/Asian British - Indian	6547	1.5%	176	1.28%	145	1.23%	125	1.06%
Asian/Asian British - Pakistani	6863	1.6%	264	1.92%	207	1.76%	188	1.59%
Black/Black British - African	12085	2.8%	1024	7.46%	927	7.88%	937	7.92%
Black/Black British - Any other Black background	6922	1.6%	126	0.92%	122	1.04%	125	1.06%
Black/Black British - Caribbean	6727	1.6%	270	1.97%	196	1.67%	231	1.95%
Mixed/Multiple ethnic group - Other	15438	3.6%	134	0.98%	129	1.10%	111	0.94%
Mixed/Multiple ethnic group - White and Asian	Incl. in above count	Incl. in above count	94	0.69%	69	0.59%	80	0.68%
Mixed/Multiple ethnic group - White and Black African	Incl. in above count	Incl. in above count	51	0.37%	55	0.47%	68	0.57%
Mixed/Multiple ethnic group - White and Black Caribbean	Incl. in above count	Incl. in above count	246	1.79%	235	2.00%	203	1.71%
Not Known/Provided			565	4.12%	323	2.75%	224	1.89%
NULL			47	0.34%	5	0.04%	1	0.01%
Other			192	1.40%	201	1.71%	299	2.53%

White - Any other White background	21950	5.1%	1399	10.20%	1295	11.01%	1253	10.58%
White - British	333,432	77.9%	8643	63.00%	7355	62.56%	7486	63.24%
White - Gypsy or Irish Traveller	359	0.1%	8	0.06%	9	0.08%	14	0.12%
White - Irish	3851	0.9%	39	0.28%	35	0.30%	48	0.41%
Grand Total			13719	100.00%	11757	100.00%	11838	100.00%

2.1 The College intake reflects our diverse community positively, attracting students from all groups. The table above shows an increased intake over the period of the last three years of students and apprentices from 'Arab' and black ethnic groups, with only small declines some Asian groups. The College continues to make positive efforts to collect the data in this area to ensure that its offer meets the needs of all groups in the city and it is pleasing to see that the numbers of 'unknown/not recorded' continues to fall.

3. Age

	15/16		16/17		17/18	
Age Group (all provision)	Count	%	Count	%	Count	%
<16	87	0.63%	89	0.76%	45	0.38%
16-19	4440	32.36%	3771	32.07%	3022	25.53%
19+	9192	67.00%	7897	67.17%	8771	74.09%
Grand Total	13719	100.00%	11757	100.00%	11838	100.00%

3.1 Over the last 3 years the number and proportion of learners under the age of 19 has declined and conversely the proportion of adult learners has grown

4. Gender

	14/15		15/16		16/17		17/18	
Gender	Count	%	Count	%	Count	%	Count	%
Female	8608	47.50%	6669	48.61%	5740	48.82%	5866	49.55%
Male	9513	52.50%	7050	51.39%	6017	51.18%	5972	50.45%
Grand Total	18121	100.00%	13719	100.00%	11757	100.00%	11838	100.00%

4.1 The gender make up of our student base reflects a balanced split between female and male students and apprentices, due to a small increase in the proportion of females.

5. Disability

	15/16		16/17		17/18	
Row Labels	Count	%	Count	%	Count	%
Has Learning Difficulty/Disability	2677	19.51%	2370	20.16%	2411	20.37%
No Learning Difficulty/Disability	9150	66.70%	8361	71.12%	8734	73.78%
No information provided	1892	13.79%	1026	8.73%	693	5.85%
Grand Total	13719	100.00%	11757	100.00%	11838	100.00%

5.1 Disability disclosure rates of our students and apprentices continues to improve during last academic year, dropping from 13.79% of students and apprentices who did not disclose in 15/16

to 5.85% in 17/18. Disclosure rates in this area are important as the College can be better prepared to meet the diverse needs of students and apprentices with disabilities.

Attendance

1. Attendance – Ethnicity

Sum of Attendance (all provision – classroom based, work place learning, higher education, full cost; all study programme elements combined)	14-15	15-16	16-17	17-18
Arab	80.1%	82.4%	84.3%	81.1%
Asian/Asian British - Any other Asian background	81.7%	80.0%	83.1%	85.9%
Asian/Asian British - Bangladeshi	72.9%	76.5%	79.7%	79.2%
Asian/Asian British - Chinese	86.2%	87.8%	85.1%	86.5%
Asian/Asian British - Indian	80.9%	81.1%	83.6%	84.9%
Asian/Asian British - Pakistani	77.3%	77.2%	80.9%	83.1%
Black/Black British - African	80.7%	79.7%	83.6%	84.1%
Black/Black British - Any other Black background	74.6%	76.8%	80.5%	82.8%
Black/Black British - Caribbean	76.0%	75.8%	81.5%	82.5%
Mixed/Multiple ethnic group - Other	78.6%	74.8%	80.8%	83.4%
Mixed/Multiple ethnic group - White and Asian	72.5%	77.7%	82.6%	77.5%
Mixed/Multiple ethnic group - White and Black African	74.9%	77.2%	81.7%	85.6%
Mixed/Multiple ethnic group - White and Black Caribbean	73.5%	76.3%	79.5%	76.2%
Not Known/Provided	80.6%	81.2%	83.4%	85.4%
NULL	81.8%	81.8%	79.5%	
Other	79.9%	81.2%	83.8%	83.6%
White - Any other White background	80.7%	82.5%	83.2%	83.7%
White - British	81.6%	81.4%	83.4%	84.5%
White - Gypsy or Irish Traveller	77.0%	82.1%	61.2%	78.0%
White - Irish	72.5%	79.6%	68.7%	81.7%
Totals	80.9%	80.8%	83.1%	84.0%

- The College recognises that attendance has a positive impact on outcomes. Attendance is a significant issue for the secondary sector in Bristol and for many of our feeder schools. The College continues to invest significant effort into securing on-going improvement to attendance.
- The above table indicates that there has been a significant improvement in attendance for almost all ethnic groups apart from Arab, Mixed (White /Asian), Mixed (White/Black Caribbean) accounting for fewer than 5% of enrolments
- The attendance of two categories of students are over 5% below the whole college attendance rate of 84%. These are mixed groups (White/Asian 77.5%) and (White/Caribbean 76.2%)
- Attendance of students and apprentices on full-time study programmes in the College improved as a result of a range of successful actions taken by all staff. The vast majority of students and apprentices recognise the importance of attending college and arriving on time for their lessons.

2. Attendance - Gender

Gender (all provision – classroom based, work place learning, higher education, full cost; all study programme elements combined)	15/16	16/17	17/18
F	80.6%	82.6%	83.6%
M	81.0%	83.5%	84.3%
Grand Total	80.8%	83.1%	84.0%

3. Attendance – Age

Age (all provision – classroom based, work place learning, higher education, full cost; all study programme elements combined)	15/16	16/17	17/18
<16	74.4%	75.4%	75.5%
16-19	79.4%	82.1%	83.5%
19+	84.0%	85.1%	84.8%
Grand Total	80.8%	83.1%	84.0%

4. Attendance – Disability

Disability (all provision – classroom based, work place learning, higher education, full cost; all study programme elements combined)	15/16	16/17	17/18
Has Learning Diff/Disability	81.2%	82.6%	84.1%
No Learning Diff/Disability	80.4%	83.2%	83.9%
No Information provided	81.6%	83.5%	84.8%
Grand Total	80.8%	83.1%	84.0%

- When attendance is further analysed by Gender, Age and Disability and it can be seen that improvements are identified in each category, apart from students and apprentices aged 19+. Attendance for under 16 year olds is closely monitored and managed, but remains an area for improvement at 8.5% below the whole college average.
- Strategies to improve attendance continue to have a high priority in the College SAR and QIP

Achievement

Achievement: (Please note: data highlighted in red indicates a 'gap' in terms of E&D analysis. A 'gap' is defined as data that is below 5% of the overall college performance for that area.

In addition to the data presented below, further analysis by level, qualification type, department, SSA can be found in the SAR Performance Data Pack for FE. This information assists in identifying the issues associated with gaps in performance enabling Managers to prioritise action and therefore improve performance.

Relevant statements from the SAR include

- Students maintain a positive, respectful and inclusive approach to learning
- Effective learning and pastoral support enables students and apprentices to overcome barriers to learning

The 17-18 SAR also notes the key areas for improvement including action to improve progress and achievements for 16-18 year olds, ethnic groups e.g. Indian, Caribbean and Mixed Heritage, and the occupational areas e.g. Construction and Business, and levels (1&2).

In May 2017 inspection Ofsted commented:

“Managers monitor closely the performance of different groups and take actions to address any gaps in achievement.”

“Managers of study programmes closely monitor the progress of learners who are looked after by the local authority or from other disadvantaged backgrounds. As a result, few of these learners are at risk of falling behind.”

1. Achievement – Whole College

Characteristic	15/16			16/17			17/18		
Age Group									
16-18	6969	69.0%	-3.8%	6248	71.6%	-3.1%	6099	72.5%	-7.4%
19+	8431	75.8%	3.1%	8505	76.9%	2.3%	9167	84.7%	4.9%
Gender									
F	8257	72.4%	-0.4%	7845	74.6%	-0.1%	7981	79.8%	-0.1%
M	7143	73.1%	0.4%	6908	74.8%	0.1%	7285	79.9%	0.1%
Ethnic Group									
Any other ethnic group	527	77.4%	4.7%	685	80.4%	5.8%	912	86.3%	6.5%
Asian or Asian British - any other Asian background	403	71.7%	-1.0%	450	79.1%	4.4%	446	84.3%	4.5%
Asian or Asian British - Bangladeshi	97	67.0%	-5.7%	96	74.0%	-0.7%	102	76.5%	-3.3%
Asian or Asian British - Indian	203	75.9%	3.1%	175	78.9%	4.2%	140	70.0%	-9.8%
Asian or Asian British - Pakistani	338	66.3%	-6.5%	320	71.3%	-3.4%	381	81.9%	2.1%
Black or Black British - African	2056	72.2%	-0.5%	2317	75.8%	1.2%	2063	81.8%	2.0%
Black or Black British - any other Black background	217	73.3%	0.5%	238	73.1%	-1.6%	226	81.9%	2.0%
Black or Black British - Caribbean	364	66.8%	-6.0%	295	73.6%	-1.1%	368	73.6%	-6.2%
Chinese	95	76.8%	4.1%	107	77.6%	2.9%	83	88.0%	8.1%
Mixed - any other mixed background	774	67.4%	-5.3%	810	69.6%	-5.0%	743	73.8%	-6.1%
Not Provided	517	76.6%	3.9%	272	74.6%	0.0%	281	84.7%	4.9%
White - British	9809	73.2%	0.5%	8988	74.2%	-0.4%	9521	79.1%	-0.7%
Learning Difficulty or Disability									
Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem	4502	71.5%	-1.2%	4303	71.4%	-3.3%	4177	76.7%	-3.2%
Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem	9276	73.3%	0.5%	9544	76.4%	1.7%	10328	81.0%	1.1%
No information provided by the learner	1622	72.9%	0.2%	906	72.4%	-2.3%	761	81.6%	1.8%
High Needs									

YES	520	80.8%	8.0%	923	73.9%	-0.8%	996	75.3%	-4.5%
ALS Received									
£1-£99	598	68.1%	-4.7%	652	76.5%	1.9%	540	76.5%	-3.3%
£100-£199	179	71.5%	-1.2%	294	71.1%	-3.6%	279	79.6%	-0.2%
£200-£499	329	66.0%	-6.8%	436	75.5%	0.8%	231	79.7%	-0.2%
£500+	1091	77.5%	4.8%	1321	74.2%	-0.5%	1264	75.0%	-4.8%
Receives Free Meals									
YES	1848	68.4%	-4.3%	1619	70.8%	-3.8%	1095	73.2%	-6.7%
Care Leavers/In Care									
YES	311	63.3%	-9.4%	420	74.8%	0.1%	425	81.4%	1.6%
Received LSF									
YES	4506	72.4%	-0.3%	5083	76.1%	1.4%	4197	81.8%	2.0%
Alternative Provision									
YES	286	57.0%	-15.7%	436	57.8%	-16.9%	410	62.0%	-17.9%

In whole college terms the main issues are: 16-18 year olds; those from Indian, Caribbean and Mixed Heritage backgrounds; those that receive Free Meals and those that are from Alternative Provision.

2. Achievement - Gender (classroom based learning*) *enrolments, not unique headcounts

Gender	Values	15/16	16/17	17/18
Female	Starts	9114	8063	7998
	Achievement Rate %	71.9%	74.6%	79.7%
	Retention %	82.1%	84.6%	87.9%
	Pass Rate %	87.6%	88.2%	90.7%
Male	Starts	7694	6996	7299
	Achievement Rate %	71.9%	74.8%	79.8%
	Retention %	82.1%	84.1%	89.4%
	Pass Rate %	87.6%	89.0%	89.3%
Total Starts		16808	15059	15297
Total Achievement Rate %		71.9%	74.7%	79.8%
Total Retention %		82.1%	84.4%	88.6%
Total Pass Rate %		87.6%	88.5%	90.0%

- Over the last three years, there has been a consistent improvement in our achievement, retention and pass rates for classroom based learning for both male and female learners.

2a. Achievement – Gender (apprenticeships)

In May 2017 inspection Ofsted commented:

“Managers of apprenticeship provision have successfully closed the gaps in achievement between groups of learners such as gender, age and learners with difficulties and/or disabilities.”

	15/16		16/17		17/18	
Gender	Leavers	Timely Ach't	Leavers	Timely Ach't	Leavers	Timely Ach't

Female	272	55.9%	233	46.4%	169	67.2%
Male	446	40.1%	482	42.3%	347	48.4%
Grand Total	718	46.1%	719	43.6%	516	53.1%

- Continuing intervention and quality reviews with work based learning apprenticeship provision have stabilised declining achievement rates. The gap was closed in 16/17 (approximately 4%) but has widened again in 17/18 (approximately 19%) as a result of significant improvements to female timely achievement. The data shows that although there are fewer females undertaking apprenticeships in each of the last 3 years, their timely achievement rates are significantly improved and higher than their male counterparts. Analysis suggests this is as a result of variations in quality across subject sector areas.
- Relevant Staff have been made aware of the gender gap and this has been included in the areas of underperformance noted in the SAR. This will be monitored through Performance Quality Review mechanisms.

3.Achievement - Ethnicity (classroom based learning*) *enrolments, not unique headcounts

Ethnic Group	Values	15/16	16/17	17/18
Any other ethnic group	Starts	555	693	912
	Achievement Rate %	76.6%	80.5%	86.3%
	Retention %	87.2%	89.3%	92.2%
	Pass Rate %	87.8%	90.1%	93.6%
Asian or Asian British - any other Asian background	Starts	431	459	447
	Achievement Rate %	70.1%	79.1%	84.3%
	Retention %	81.9%	88.9%	92.8%
	Pass Rate %	85.6%	89.0%	90.8%
Asian or Asian British - Bangladeshi	Starts	114	99	104
	Achievement Rate %	66.7%	74.7%	76.9%
	Retention %	81.6%	86.9%	88.5%
	Pass Rate %	81.7%	86.0%	87.0%
Asian or Asian British - Indian	Starts	224	186	140
	Achievement Rate %	73.7%	79.6%	70.0%
	Retention %	87.9%	90.3%	86.4%
	Pass Rate %	83.8%	88.1%	81.0%
Asian or Asian British - Pakistani	Starts	400	330	383
	Achievement Rate %	63.3%	70.9%	81.7%
	Retention %	74.0%	85.5%	90.9%
	Pass Rate %	85.5%	83.0%	89.9%
Black or Black British - African	Starts	2231	2357	2067
	Achievement Rate %	70.3%	75.8%	81.8%
	Retention %	84.3%	86.2%	91.6%
	Pass Rate %	83.5%	88.0%	89.3%
Black or Black British - any other Black background	Starts	233	238	226

	Achievement Rate %	71.7%	73.1%	81.9%
	Retention %	83.7%	82.4%	92.9%
	Pass Rate %	85.6%	88.8%	88.1%
Black or Black British - Caribbean	Starts	425	302	370
	Achievement Rate %	64.7%	72.5%	73.5%
	Retention %	77.9%	85.1%	88.4%
	Pass Rate %	83.1%	85.6%	83.2%
Chinese	Starts	102	107	84
	Achievement Rate %	78.4%	77.6%	88.1%
	Retention %	87.3%	86.0%	95.2%
	Pass Rate %	89.9%	90.2%	92.5%
Mixed - any other mixed background	Starts	854	832	744
	Achievement Rate %	65.9%	69.7%	73.8%
	Retention %	77.8%	80.5%	85.1%
	Pass Rate %	84.8%	86.6%	86.7%
Not Provided	Starts	553	274	282
	Achievement Rate %	77.4%	74.5%	84.8%
	Retention %	84.6%	82.8%	92.6%
	Pass Rate %	91.5%	89.9%	91.6%
White - British	Starts	10686	9171	9538
	Achievement Rate %	72.8%	74.2%	79.0%
	Retention %	81.9%	83.0%	87.4%
	Pass Rate %	89.0%	89.4%	90.4%
Total Starts		16808	15048	15297
Total Achievement Rate %		71.9%	74.6%	79.8%
Total Retention %		82.1%	84.1%	88.6%
Total Pass Rate %		87.6%	88.8%	90.0%

- Examination of the overall College data suggests that improvements in all measures have been made for almost all ethnic groups. Gaps have been identified in the performance data for Indian students, Black Caribbean and students of any other mixed background. Findings, issues and good practice are being reviewed as part of the College's continuous improvement (self-assessment) cycle. Initial analysis suggests these issues relate to variations in quality across subject sector areas.
- It can also be noted that the Attendance rate for mixed (White/Caribbean) is over 5% below the College performance. This may have an impact on the gaps identified above
- Further analysis of the performance of students in identified ethnic groups has been undertaken by Level, site and Department. For example this has identified differences in achievement rates at Level 1 and 3 and at College Green and Ashley Down for Caribbean Students. This further analysis will be shared with relevant departments and action included in QIPs as appropriate.
- In addition to liaison with Heads of Department, the College has introduced Introduction a Multi-faith Chaplaincy service, part of whose remit is to reach out and support individuals of differing ethnic backgrounds and to assist staff where appropriate

3a Achievement - Ethnicity (apprenticeships)

	15/16		16/17		17/18	
Ethnic Group	Leavers	Timely Ach't	Leavers	Timely Ach't	Leavers	Timely Ach't
Any other ethnic group	2	0.0%	1	0.0%	1	100.0%
Asian or Asian British - any other Asian background	4	50.0%	1	100.0%		
Asian or Asian British - Bangladeshi	2	50.0%	2	0.0%		
Asian or Asian British - Indian	6	66.7%	9	44.4%	12	58.3%
Asian or Asian British - Pakistani	2	50.0%	5	20.0%	6	33.3%
Black or Black British - African	3	66.7%	5	20.0%	4	50.0%
Black or Black British - any other Black background	3	33.3%	3	33.3%		
Black or Black British - Caribbean	6	33.3%	6	33.3%	8	37.5%
Chinese	1	0.0%	1	100.0%		
Mixed - any other mixed background	27	40.7%	18	38.9%	15	53.3%
Not Provided	5	80.0%	2	0.0%	4	75.0%
White - British	657	46.1%	666	43.7%	466	53.2%
Grand Total	718	46.1%	719	43.0%	516	53.1%

4 Achievement - Disability (classroom based learning*) *enrolments, not unique headcounts

Difficulty or Disability	Values	14/15	15/16	16/17	17/18
Student considers himself or herself to have a learning difficulty and/or disability and/or health problem	Starts	5538	4887	4342	4185
	Achievement Rate %	73.0%	70.7%	71.1%	76.7%
	Retention %	84.7%	82.5%	82.5%	88.0%
	Pass Rate %	86.2%	85.7%	86.2%	87.1%
Student does not consider himself or herself to have a learning difficulty and/or disability and/or health problem	Starts	10746	10145	9775	10350
	Achievement Rate %	73.9%	72.5%	76.4%	80.9%
	Retention %	83.4%	82.0%	85.2%	88.8%
	Pass Rate %	88.6%	88.5%	89.7%	91.2%
No information provided by the student	Starts	2834	1776	942	762
	Achievement Rate %	69.3%	71.5%	72.9%	81.5%
	Retention %	79.6%	81.5%	84.3%	90.4%
	Pass Rate %	87.1%	87.8%	86.5%	90.1%
Total Starts		19118	16808	15059	15297
Total Achievement Rate %		73.0%	71.9%	74.7%	79.8%
Total Retention %		83.2%	82.1%	84.4%	88.6%
Total Pass Rate %		87.7%	87.6%	88.5%	90.0%

- Our achievement rate for students and apprentices without a disclosed disability remains higher than for those who disclose a disability. However, all of the trends associated with these groups show

improvements in the narrowing of achievement gaps. Further analysis of pass rate variances is underway.

- Despite improving trends at College Level, further detailed analysis suggests that there are issues associated with students at Level 1 who access Additional Learning Support
- Concern has also been raised regarding the achievement rates for Care Leavers, students from ALP and those with High Needs.

4a Achievement - Disability (apprenticeships)

	14/15		15/16		16/17		17/18	
Difficulty or Disability	Leavers	Timely Ach't	Leavers	Timely Ach't	Leavers	Timely Ach't	Leavers	Timely Ach't
Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem	74	41.9%	86	47.7%	79	40.5%	71	33.8%
Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem	1087	42.1%	548	46.5%	566	42.8%	386	56.2%
No information provided by the learner	74	45.9%	84	41.7%	74	47.3%	59	55.9%
Grand Total	1235	42.3%	718	46.1%	719	43.0%	719	43.0%

Objective:

- This data suggests that further analysis needs to be undertaken with regard to the delivery of ALS at each of the cost elements particularly at Level 1 and 2.
- Other quality assurance mechanisms suggests that the communication between ALS staff and Teachers needs to be improved in some areas.
- Further investigation into the performance of apprentices in this category is indicated by the gap identified above

5 Achievement - Age (classroom based learning*) *enrolments, not unique headcounts

Age Group	Values	14/15	15/16	16/17	17/18
16-18	Starts	8656	7541	6353	6113
	Achievement Rate %	68.3%	67.4%	71.7%	72.4%
	Retention %	80.6%	78.9%	82.3%	85.1%
	Pass Rate %	84.7%	85.5%	87.1%	85.1%
19+	Starts	10462	9267	8706	9184
	Achievement Rate %	76.8%	75.6%	76.9%	84.7%
	Retention %	85.3%	84.7%	85.9%	91.0%
	Pass Rate %	90.0%	89.2%	89.6%	93.1%
Total Starts		19118	16808	15059	15297
Total Achievement Rate %		73.0%	71.9%	74.7%	79.8%
Total Retention %		83.2%	82.1%	84.4%	88.6%
Total Pass Rate %		87.7%	87.6%	88.5%	90.0%

5a Achievement - Age (apprenticeships)

	14/15		15/16		16/17		17/18	
Age Group	Leavers	Timely Ach't	Leavers	Timely Ach't	Leavers	Timely Ach't	Leavers	Timely Ach't
16-18	523	46.5%	369	44.4%	354	44.4%	268	52.6%
19-23	326	43.3%	225	54.2%	233	44.2%	138	52.2%
24+	386	36.0%	124	36.3%	132	37.1%	110	55.5%
Grand Total	1235	42.3%	718	46.1%	719	43.0%	516	53.1%

- Our achievement rates improved for students and apprentices aged 16-18 and 19+, however our 19+ students and apprentices continue to outperform those aged 16-18. In 17/18, a gap was identified in the achievement rate and pass rates for 16-18 year olds
- Over the last three years, our pass rates have been improving for students aged 19+, however pass rates dipped in 17/18 for those aged 16-18.

The College QIP identifies poor performing Areas, where additional E&D analysis may assist in the identification of priorities and action. These are:

- Wet Trades and Wood
- Academic Studies
- Business and Professional services
- Engineering
- Health and Social Care & Counselling
- Animal Care and Horticulture
- Hartcliffe and Withywood Ventures
- Cabot Learning Foundation

Other areas performing well and improving may provide examples of good practice that can be shared across the college.

Objectives:

- Action to address gaps in achievement rates is covered by individual departments in their QIP e.g. strategies to improve TLA
- E&D Lead will support relevant staff in analysing the data for their area, identifying good practice as appropriate and providing training where necessary

Student Satisfaction

- In January 2018, 2567 students and apprentices studying a full time study programme were able to participate in a student satisfaction survey, out of which 1896 students and apprentices completed the survey, an improved response rate by 5 percentage points to 74% (69% in 2017). The survey was completed via Study Coach tutorial sessions and completed in a two-week window.

- Relevant senior managers have reviewed a full report that details responses for each of the questions. This equalities report focuses on responses to the statements 'I have enjoyed my time at CoBC' and 'I would recommend CoBC to others'.
- In total, 87.74% of respondents agreed or strongly agreed with the statement, 'I have enjoyed my time at College'. Of those who responded negatively, least satisfied students were those in the Black categories (1.35%) and White British (8.79%). In 2016-17, ethnicity data indicated that students and apprentices from Asian/Asian British, Bangladeshi and White, and Irish backgrounds were amongst the least satisfied groups of our students and apprentices. However, in 2017-18 these students and apprentices responded positively to this statement
- In total 81.41% of respondents agreed or strongly agreed with the statement, 'I would recommend CoBC to others. Again students in the Black categories (1.9%) and White British (20.45%) were the least likely to recommend the college to others.
- Some 87.67% of respondents with a disclosed disability agreed they enjoyed their time in college. Females in this category were slightly more positive than males (11% negative responses for females and 16% for males). Students and apprentices aged 19 and over, were slightly more positive than 16-18 year olds (11% negative responses for 19+ students and apprentices, and 15% for those aged 16-18).

The results from this survey suggest that the least satisfied students are also those with poor achievements rates. Objectives could include further investigation, including identification of role models, focus groups, guided interviews to gain more insight. Negotiations are underway with the relevant staff.

Safeguarding Referrals

1. Age

Age Group	2014/15	2015/16	2016/17	2017/18
< 16	27	29	44	12
16-18	578	679	578	595
19+	197	217	175	99
Total	802	925	797	706

2. Gender

Gender	2014/15	2015/16	2016/17	2017/18
Male	305	400	356	380
Female	497	525	439	326
Transgender	0	0	2	0
Total	802	925	797	706

3. Ethnicity

Ethnicity	2014/15	2015/16	2016/17	2017/18
Arab	2	8	9	4
Asian/Asian British-Any other Asian background	21	59	42	35
Black/Black British	60	59	68	57

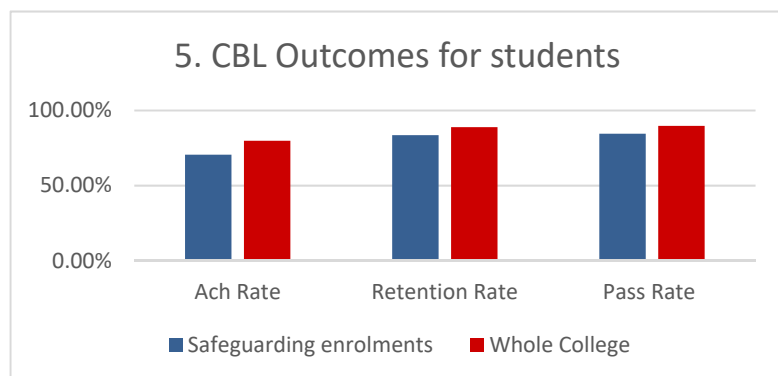
Confidential	27	11	0	0
Mixed/Multiple ethnic group	27	37	42	39
Unknown	185	58	5	8
Other	5	12	2	16
White-Any other white background	23	22	4	39
White-British	452	659	625	508
Total	802	925	797	706

4. Learning difficulty / disability

Referrals	2014/15	2015/16	2016/17	2017/18
Yes	348	593	456	39
No	454	332	341	467
Not recorded				200

5. Type of Support

Support Type 17/18	Students and apprentices Referred
Care Leavers/In care	63
Has EHC Plan	107
High Needs	135
Alternative Provision	50



- As expected there are more referrals from the 16-18 age group as the focus for staff in this area are the needs of vulnerable young people. Despite Safeguarding regulations taking into the account of the needs of vulnerable adult learners (approximately 74% of College enrolments) only 14% of referrals were adult (99 students)
- The numbers of referrals of female students has declined over the last 3 years. However in 2017/18, the numbers of male referrals increased from 365 to 380
- The proportion of referrals from the different ethnic groups reflects the proportions of students in these groups at college level
- A safeguarding service is working with individuals who are vulnerable and often have additional issues. A positive outcome for an individual in this group may well be a transfer to other provision or an exit from the college. Therefore it is expected that outcomes for students will be lower than for the whole college. Trend data would be useful in this area to identify the impact of interventions and possibility of alternative methods of support.
- Objectives could include further examination trend data in each of the categories.

Governors

1. In 2017-18 the gender split of governors was 42% female / 58% male
2. 95% 'White British'
3. 5% disclosed a disability.
4. Age

Age	17/18
<18	5%
19-30	5%
31-40	16%
41-50	37%
51-60	16%
61+	21%

The main issue identified by this data is the disproportion of Governors in the White British and Disability categories. Whilst this is not uncommon, objectives could include examination of recruitment strategies to redress the balance

Staff

- **Gender**

- Gender: our staff profile continues to follow a similar pattern year on year with more than 50% of our workforce being female.
- In Business support the numbers of Females are inflated by learner support staff
- A gender pay gap has been reported of 10.28%, which compares favourably with sector norms

Gender	15/16	16/17	17/18
Male	39.5%	36.6%	35.5%
Female	60.5%	63.4%	64.5%

17/18	Female	Male
Business Support	73.13%	26.87%
Curriculum Staff	58.21%	41.79%
Management	48.39%	51.61%
Overall College	64.52%	35.48%

- **Ethnicity**

Ethnicity	15/16	16/17	17/18
White - English / Welsh / Scottish / Northern Irish / British	53.7%	54.1%	60.64%

Any other ethnic group	0.8%	0.8%	10.89%
Asian or Asian British - Any Other Asian Background	0.2%	0.4%	0.55%
Asian or Asian British - Bangladeshi	0.1%	0.1%	0.11%
Asian or Asian British - Chinese	0.2%	0.3%	0.22%
Asian or Asian British - Indian	0.7%	0.6%	0.78%
Asian or Asian British - Pakistani	0.5%	0.6%	0.44%
Black or Black British - African	0.5%	0.4%	0.78%
Black or Black British - Caribbean	0.7%	0.6%	1.22%
Mixed / Multiple Ethnic Groups - White and Asian	0.2%	0.2%	0.22%
Mixed / Multiple Ethnic Groups - White and Black African	0.2%	0.3%	0.33%
Mixed / Multiple Ethnic Groups - White and Black Caribbean	0.2%	0.4%	0.33%
Mixed/Multiple Ethnic Groups - Any Other Mixed Background	0.2%	0.3%	0.44%
Not Known / Not Provided	16.9%	18.3%	16.1%
Other Ethnic Group - Any Other Background	0.3%	0.3%	0.33%
Prefer Not to Say	22.6%	19.9%	28.27%
White - Any Other White Background	1.5%	1.8%	3.99%
White - Irish	0.7%	0.4%	0.44%

16/17	Any other ethnic group	Asian or Asian British - Any	Asian or Asian British	Asian or Asian British - Chinese	Asian or Asian British - Indian	Asian or Asian British	Black or Black British - African	Black or Black British - Any	Black or Black British	Mixed / Multiple Ethnic Groups -	Mixed / Multiple Ethnic Groups -	Mixed / Multiple Ethnic Groups -	Mixed/Multiple Ethnic Groups -	Other Ethnic Group - Any	Prefer Not to Say	White - Any Other	White - English / Welsh / Scottish	White - Irish
Business Support	1.0 0%	0.5 0%	0.2 5%	0.0 0%	1.0 0%	0.2 5%	1.4 9%	0.0 0%	1.9 9%	0.0 0%	0.7 5%	0.2 5%	0.7 5%	0.2 5%	28.1 1%	4.7 3%	58.2 1%	0.5 0%
Curriculum Staff	0.6 4%	0.6 4%	0.0 0%	0.4 3%	0.6 4%	0.6 4%	0.2 1%	0.0 0%	0.6 4%	0.4 3%	0.0 0%	0.4 3%	0.2 1%	0.4 3%	29.0 0%	3.2 0%	62.0 5%	0.4 3%
Management	3.2 3%	0.0 0%	0.0 0%	0.0 0%	0.0 0%	0.0 0%	0.0 0%	0.0 0%	0.0 0%	0.0 0%	0.0 0%	0.0 0%	0.0 0%	0.0 0%	19.3 5%	6.4 5%	70.9 7%	0.0 0%
Overall College	0.8 9%	0.5 5%	0.1 1%	0.2 2%	0.7 8%	0.4 4%	0.7 8%	0.0 0%	1.2 2%	0.2 2%	0.3 3%	0.3 3%	0.4 4%	0.3 3%	28.2 7%	3.9 9%	60.6 4%	0.4 4%

- 'White – British' continue to form the majority of our total workforce, however we have seen an increase from staff with 'Black or Black British – Caribbean' background as well as 'Mixed/Multiple Ethnic Groups'.
- Further analysis shows recruitment and retention strategies that aim to work towards building staffing that reflects learner and community profiles.

• **Age**

Age	15/16	16/17	17/18
Under 26	5.6%	4.2%	4.43%
26 to 34	13.0%	13.1%	14.19%
35 to 44	23.6%	22.9%	23.90%
45 to 54	31.6%	29.6%	27.82%
55 to 64	23.1%	25.3%	24.60%
Over 64	3.0%	5.0%	4.99%

17/18	< 26	26 to 34	35 to 44	45 to 54	55 to 64	Over 64
Business Support	9.20%	18.15%	19.40%	21.89%	25.12%	6.21%
Curriculum Staff	0.64%	11.08%	26.43%	33.26%	24.30%	4.26%
Management	0.00%	9.67%	45.16%	22.58%	22.58%	0.00%
Overall College	4.43%	14.19%	23.90%	27.82%	24.60%	4.99%

- '26 to 34' age range of our workforce continues to increase year on year. This trend suggests that we continue to attract young talent. Concurrently, there has been a decrease in age groups for '35-44' and '45-55' and therefore employees with more significant life experiences. A skills gap analysis is underway.

- **Disabilities / Learning Difficulties**

- Despite strategies to encourage staff to report in this area, there is still a large proportion of staff who 'prefer not to say'. This means that the College does not have evidence to provide the correct levels of support to staff.
- The College has achieved the Disability Confident Status. This assists organisations with strategies to provide opportunities for employment for individuals with disabilities.

Disabilities / Learning Difficulties	15/16	16/17	17/18
A Disability, Impairment or Medical Condition Not Listed	0.4%	0.1%	0.44%
Blind or a Serious Visual Impairment Uncorrected by Glasses	0.0%	0.0%	0.1%
Deaf or serious hearing impairment	0.0%	0.0%	0.1%
Long Standing Illness or Health Condition (e.g. Cancer, HIV, Diabetes, Epilepsy)	0.0%	0.0%	0.55%
Mental Health Condition (e.g depression, schizophrenia or anxiety disorder)	0.0%	0.0%	0.44%
General Learning Disability	0.0%	0.0%	0.0%
Social Communication Impairment e.g. Autism, Asperger's, Other	0.0%	0.0%	0.0%
No Known Disability	7.1%	13.2%	30.49%
Not known	92.1%	85.7%	1.10%
Physical Impairment or Mobility Issues	0.0%	0.1%	0.66%
Prefer Not to Say	0.3%	0.5%	65.08%
Specific Learning Difficulty (e.g. Dyslexia, Dyspraxia, AD(H)D)	0.1%	0.3%	0.44%
Two or More Impairments and/or Disabling Medical Conditions	0.0%	0.0%	0.55%

16/17	A Disability, Impairment or Medical Condition Not Listed	Blind or a Serious Visual Impairment Uncorrected by Glasses	Deaf or Serious Hearing Impairment	General Learning Difficulty (e.g. Down's Syndrome)	Long Standing Illness or Health Condition (e.g. Cancer, HIV, Diabetes, Epilepsy)	Mental Health Condition (e.g depression, schizophrenia or anxiety disorder)	No Known Disability	Not known	Physical Impairment or Mobility Issues	Prefer Not to Say	Social/Communication Impairment -e.g Asperger's/Other Autistic	Specific Learning Difficulty (e.g. Dyslexia, Dyspraxia, AD(H)D)	Two or More Impairments and/or Disabling Medical Conditions
Business Support	0.40%	0.00%	0.24%	0.00%	0.50%	0.24%	32.80%	0.90%	1.24%	62.44%	0.00%	0.25%	0.75%
Curriculum Staff	0.40%	0.21%	0.00%	0.00%	0.63%	0.63%	27.29%	1.27%	0.21%	68.23%	0.00%	0.63%	0.42%

Management	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	48.38 %	51.61 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Overall College	0.44 %	0.10 %	0.10 %	0.00 %	0.55 %	0.44 %	30.49 %	1.10 %	0.66 %	65.08 %	0.00 %	0.44 %	0.55 %

• **Sexuality**

16/17	Bisexual	Gay Man	Gay Woman	Heterosexual	Other	Prefer Not to Say
Business Support	0.490%	0.746%	0.995%	39.800%	0.248%	57.710%
Curriculum Staff	0.004%	0.006%	0.009%	0.303%	0.002%	0.676%
Management	0.000%	0.000%	0.000%	0.484%	0.000%	0.516%
Overall College	0.443%	0.665%	0.887%	35.144%	0.222%	62.639%

• **Religion**

16/17	Any Other Religion or Belief	Buddhist	Christian	Declined to Specify	Hindu	Jewish	Mormon	Muslim	No Religion	Not Specified	Prefer not to Say	Sikh	Spiritual
Business Support	0.700 %	0.490 %	15.17 %	59.20 %	0.248 %	0.000 %	0.000 %	0.248 %	15.40 %	0.248 %	6.710 %	0.248 %	1.240 %
Curriculum Staff	0.213 %	0.426 %	11.73 %	66.09 %	0.213 %	0.213 %	0.000 %	0.009 %	13.43 %	1.066 %	5.544 %	0.000 %	0.213 %
Management	3.226 %	6.452 %	16.12 %	48.39 %	0.000 %	0.000 %	0.000 %	0.000 %	25.81 %	0.000 %	0.000 %	0.000 %	0.000 %
Overall College	0.554 %	0.665 %	13.42 %	1.109 %	0.222 %	0.111 %	0.554 %	14.75 %	0.665 %	67.18 %	0.111 %	0.665 %	

Action suggested by this data includes:

- Efforts to improve data collection in disability, sexuality and religion categories to provide evidence that the College is working towards ensuring that staffing reflects the Community within which it operates
- Improvements in recruitment practices so that individuals with a 'protected characteristic' are not deterred from applying for vacancies and do not face barriers should they do so e.g. Disability Confident scheme
- Introducing Unconscious bias training for recruiters
- Ensuring that staff understand the College's position on Equality and Diversity through such strategies as introducing 'Champions' and awareness raising for the Multi-faith chaplaincy

Training and Development

1. All new staff are required to complete mandatory training in Equality and Diversity in Teaching / Workplace. They are expected to complete this within the first two weeks of joining the organisation. The course covers a variety of equality and diversity topics including Discrimination, Faith Related Adjustments, Diverse Learner Cohorts and the Law.
2. Our Equality and Diversity training completion figures stood at 99.4% during 2017/18, with the remaining staff being new starters.
3. The College through Organisational Development funding supports and encourages staff to attend further equality and diversity related training and development. In December 2017 we

held a whole College Professional Development Day during which professional services staff attended a number of sessions on equality and diversity, including sessions around our diverse student population. Further Education and Higher Education staff were also involved in this event and attended some of the equality sessions as part of the development day.

4. Our Teaching, Learning and Assessment Coaches continued to offer new and existing teaching staff support with embedding equality and diversity into their teaching practice. Our online Virtual Learning Environment (VLE) system continues to offer online resources covering Equality and Diversity in the workplace.
5. We embed quality and diversity into tutorials as well as classroom and practical based learning. To enable us to be more effective in exemplifying equality and diversity across our tutorial programme we delivered specific training sessions for relevant staff. Amongst others, these included sessions on unconscious bias, healthy relationships training through Speak Out aimed to educate young people about healthy relationships, abuse warning signs, the reality of domestic abuse and how to get help as well as Asylum Seeker and Extremism Awareness training.
6. Our Equality and Diversity Lead worked closely with Organisational Development to run further equality and diversity sessions that were tailor made to departmental needs.
7. The E&D Lead will work more closely with the SAR/QIP process in order to offer customised support including on request customised training in each Department Area

Managing Equality, Diversity and Inclusion

1. Monitoring and Oversight

- In 2017-18 a new cross-college Student Experience Task and Advisory Group was established, chaired by the Vice Principal Curriculum and Quality. Consisting of representatives from professional services and curriculum teams, the Group meets six times annually to monitor and advise the College and Strategic Leadership Teams on progress in enhancing the wider student college experience. This includes contributing to the development of practice and procedure relating to eliminating discrimination, fostering good relations and advancing equality within the college. Minutes of meetings are shared with the strategic Leadership Team.
- The Board of Governors receive and approve the Annual Equality report.

2. Equality Documentation

- During 2017-18 the following policies/procedures were reviewed and this included an equality impact assessment.
 1. Equality, Diversity and Inclusion policy
 2. Transgender Equality (procedure)
- These policies were assessed as having no differential impact in regards of equality and diversity.
- Key findings from this report are incorporated within the 2017-18 cross-College Self-Assessment Report and 2018-19 Quality Improvement Plan. More detailed Equality and Diversity Strategic and

Action Plans for 2018-19 are being developed in collaboration with curriculum and professional services areas as part of the College's on-going continuous improvement cycle.

3. Recommendations suggested by this report

Area	Issue	Action	Owner
All	Identification of Good Practice. The main focus of this document is to identify 'gaps' in the operations of the College.	To improve performance, staff involved in Programme Review to ensure that good practice is shared whenever it is identified	KO
Complaints	To provide further evidence that the College is meeting its duties associated with the Public Sector Equality Duty of eliminating discrimination and harassment	Collection, analysis and reporting of data associated with staff/student complaints, grievances and disciplinary action. Report 3 times to Student Experience Group	CT/TH
Achievement	Further 'gap' analysis of attendance and achievement data including by level, site and school and records of issues and solutions sought by each department	E&D Lead to make contact with HoDs to discuss own QIP challenge and support their analysis and action to redress any imbalances, including customised training through TCTs as appropriate.	HoD/TH
Disadvantaged	Gaps identified for students in ALS (specifically L1), ALP categories	Work with Assistant director to develop strategies to ensure that ALS becomes more effective and the outcomes for students from alternative provision improves	BM
Student Satisfaction	Identification of specific groups who are the least satisfied	Through the Student Experience and Advisory to devise strategies to address concerns e.g. Role Models, focus groups and guided discussions	ER/TH
Staffing Data	Creation of targets and actions to address gaps in data collection particularly in the staffing section	Meeting to discuss <ul style="list-style-type: none"> • strategies to improve data collection • Champions • Disability Confident scheme • Unconscious bias training 	PB/TH
Attendance	Strategies to improve Attendance are included in the SAR/QIP	Overall strategies outlined in College Self-Assessment QIP	KO
Ethnicity	Indian, Mixed Heritage and Caribbean groups do not appear to be performing as well as the rest of the college	<ul style="list-style-type: none"> • Discussion with HoD at Department Level to discuss strategies to redress imbalance • Report on the impact of the introduction of the Multi-Faith Chaplaincy 	TH JS/TH
Safeguarding	Consideration to reporting of Safeguarding Activity by trend	Meeting with relevant staff to discuss the purpose of E&D Reporting in Safeguarding and	JE/TH

		develop strategies to measure the impact of policies	
Governors	Imbalances in ethnicity and disability identified by analysis	Development of recruitment strategy to address Imbalances	JW
HE	Data not included for this area in this report	Produce E&D Analyses for HE and action plan to address any gaps	KO/TH
WBL	Gaps identified in Gender achievements	Report identified gaps to the relevant HoDs and discuss support and strategies to address gaps which will be monitored through PQR	KO