Equality, Diversity and Inclusion 2022/23

1. Executive summary

1.1 This report provides an overview of City of Bristol College's performance and key action in relation to Equality, Diversity and Inclusion (ED&I) for the year 2022/23. It should be read in conjunction with the ED&I policy, the aims of which are outlined in our equalities statement below.

1.2 This report demonstrates how The College is meeting the public sector general and specific equality duties, and provides evidence that we show due regard to:

1.2.1 Eliminating discrimination, harassment and victimisation

1.2.2 Fostering good relations between different groups

1.2.3 Advancing equality of opportunity.

1.3 Our main forums and documents for driving improvements in equality, diversity and inclusion (EDI) are:

1.3.1 The Equality Diversity and Inclusion steering group

1.3.2 Self-Assessment Reports and Quality Improvement Plans

2. Equalities Statement

2.1 The Equality, Diversity and Inclusion Policy states that:

2.1.1 The College 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.

2.1.2 Equality and inclusion underpin 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

2.1.3 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.

2.1.4 We aim to embed, sustain and extend good practice in Equality and Diversity 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.

2.1.5 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.

3. Promoting Equality and Diversity

3.1 Equality Diversion & Inclusion (ED&I) underpins everything we do. In 21/22 we established an internal ED&I steering group to oversee and monitor an action plan to measure how we meet the needs of all our learners and staff in the thriving and diverse city we serve. The group was established, and is chaired, by the Vice Principal, Corporate Services & External Relations with membership from across the College; the Link Governor for ED&I is also a member of the group. The group has continued to thrive and meet half termly throughout 22/23.

3.2 The College continues to take an active role in tackling inequalities wherever these arise working

closely with other partners in the City including Bristol Race Commission, Bristol Women in Business, Bristol Women's Commission, Bristol City of Sanctuary, Bristol Future Talent, BAME Apprenticeship Alliance, Bristol Disability Commission, Babbasa and Bristol Pride. The College also continues to hold College of Sanctuary status.

3.3 EDI updates are discussed at the Executive, Strategic Leadership Team and reported and monitored by the Board through the Curriculum and Quality and Business Services subcommittees.

3.4 In 2022/23 there has been an enhanced focus on student voice. A new Student Council was formed with student rep taking an active lead to represent and convene students from LGBTQ+ communities, black and ethnic minority groups, and students with an identified learning need or disability. 93.3% of students responded positively in the student survey to the question "The College promotes equality, diversity and inclusion".

3.5 The College routinely promotes a wide range of social and cultural events through the curriculum and tutorial programme. This year there has been an enhanced focus on fundraising and social action projects to raise awareness of issues that impact our communities such as 'Care for Calais' and the hugely successful 'Culture Day' for care experienced and unaccompanied asylum-seeking students.

3.6 For staff, there has been a continued focus on promoting EDI through professional development activities. For example, training for teaching staff on understanding additional support needs and making reasonable adjustments to classroom practice. Further training and development on assistive technologies has taken place. There has also been a significant amount of training to support positive student behaviours with a focus on understanding students' backgrounds and lived experiences.

4. Performance against our equality priorities

4.1 This section of the report summarises the progress against our equality measures as published in the College's Position Statement – Equality and Diversity 19/20.

4.2 **Equality objective 1: Apprenticeship provision is less inclusive than other areas of the College, with Black and Minority Ethnic (BAME) apprentices making up only 12% of the total and female apprentices only 26% of the total.**

4.2.1 In 2022/23, the headline figures in both of these areas remained broadly unchanged, however have improved since 21/22. BAME apprentices currently represent 12% of the apprenticeship student population (increase of 5.7pp since 21/22).

4.2.2 The proportion of female apprentices has increased to 31% (increase of 3pp since 21/22)

4.2.3 The apprenticeship team are working with business development managers and the marketing team to develop recruitment strategies that support further inclusion, in terms of apprentice recruitment, employer engagement as well as programme development.

4.3 **Equality Objective 2: Although achievement for the great majority of students is generally similar across gender, ethnicity and disability, there were gaps in achievement in 2019/20 for High Needs students, 16-18 Care Leavers, 16-18 Caribbean male students,16-18 Bangladeshi male students, and 19+ Caribbean female students.**

4.3.1 In 2022/23, achievement rates for students with high needs was 83.2% (0.3pp less than overall

achievement). Last year there was a gap of 3.4pp. This is due to an enhanced focus on high needs progress and achievement through the high needs steering group plus high achievement rates in bespoke provision.

4.3.2 The achievement rate for Care Leavers was 68% in 2022/23. This is a decline of 4.7pp since 19/20. It should however be noted that there has been an increase of 278% care leavers learning aims (333 in 19/20 to 1258 in 22/23).

4.3.3 16-18 Black Caribbean male student outcomes have declined by 5.6pp since 2019/20 (121 leavers in 19/20 versus just 16 in 22/23). This is 15.7pp below the overall average if 84.5%. However, 16-18 Bangladeshi male outcomes have significantly improved with 90% achievement in 22/23 versus 64.3% in 19/20. Outcomes for 19+ Black Caribbean females in 22/23 was 91.3% which is an increase of 8.9pp since 19/20 and 2pp higher than the overall adult average.

4.4 **Equality Objective 3 The proportion of staff of Black and Minority Ethnic background and those who are disabled, does not adequately reflect the profile of the community the colleges serves**

4.4.1 The percentage of staff not declaring ethnicity has dropped by 4% since the same point last year and is now 12% compared to 14% last year

4.4.2 For those that have made a deceleration on ethnicity, the proportion of staff that are from a BAME background has increased to 11.5% from 10% last year.

4.4.3 In the reporting period, staff declaring a disability in stable at 9%.

5. Equality Impact Assessment

5.1 The impact on groups of people, especially those with a protected characteristic, is considered in our policy development and the improvement of accommodation and facilities.

Further information regarding our performance in relation to ED&I is addressed in our student ED&I annual report and gender pay gap reports.

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