Equality and Diversity Annual Report 2016

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Introduction

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:

- Eliminating discrimination, harassment and victimisation
- Fostering good relations between different groups
- Advancing equality of opportunity.

It encompasses quantitative and qualitative data and provides a summary on progress towards the College's equality objectives.

The Single Equality Scheme

Bedford College has a single equality scheme that sets out its equality objectives to 2018 and the manner in which it assesses its performance in this area. The scheme is published on the College's website.

Eliminate discrimination, harassment and victimisation

As part of the induction process, students are made aware of how to stay safe, the importance of the core values of British society and the anti-bullying policy. Any instances of bullying are recorded on Intuition (Student Services database for recording personal information) and emailed to the Student Wellbeing Manager. Outcomes include mediation, tutorials on group dynamics or disciplinary action.

The Spring survey shows that the FE students, apprentices and HE students feel safe at the College and have been treated with respect. Significant differences regarding individual protected characteristics have not been identified.

Foster good relations between different groups

The tutorial programme promotes British values such as respect, the rule of law and democracy, and uses opportunities to develop students' awareness, for instance, the EU referendum and the election of student representatives. The theme for the Student Voice Conference in 2016 was based on the core values of British society. Students' ideas have influenced the way British Values are promoted via logos and posters which are going to be used throughout the College in 2016/17.

The Activation Fund (Sports+) has targets for participation by females, students with disabilities and Black, Asian and minority ethnic (BAME) students. These targets were all exceeded in 2015/16. The Activation Fund project has encouraged students, including those from under-represented groups, to participate in sport, with positive impact on social skills and physical wellbeing.

The Equality and Diversity week in April 2016 was a week-long celebration with a wide range of events. Participation was up 4% with 2631 students joining in a range of activities. Mini-tutorials included discussions on topics such as appearance and body image, political issues, immigration, and national themes such as Children in Need, Mental Health Week and World Aids Day.

A support group for Trans* students, Transform, was launched and ran successfully at Shuttleworth campus.

Advance equality of opportunity

The counselling team work flexibly across all campuses to meet demand. Students attending counselling are still predominantly female although the proportion of male students accessing the service has increased from 32% to 39%.

As a result of the need identified by Student Services staff for progression or transfer opportunities for students identified early in the study programme, the Gateway Programme was developed and piloted in the 14+ Centre. Joint working with the local authority's Early Health team continues to develop, including a process to identify and share information on 'at risk' learners coming to College. Retention of vulnerable learners (in receipt of vulnerable learner bursary) increased from 69% to 87.5% as a result of improved processes for earlier identification and notification to personal tutors to allow them to provide early support.

Additional support staff delivered a session to Careers and Job Shop staff on understanding the impact of students' specific needs and challenges on progression into work.

In Motor Vehicle programme area, the female toilet and washing facilities were improved to increase the retention of female students.

Promotion of Equality and Diversity in Teaching, Learning and Assessment

A number of staff development initiatives included inclusion and diversity themes. Equality and Diversity is now a standard item in the induction programme for new teaching staff 'Teacher Essentials Toolkit'. Sessions on the promotion of the core values of British society in the curriculum were delivered in 11 teams with the remainder planned later in the year. Sessions on inclusive education and legislation in relation to people with disabilities were delivered in teacher training courses. Focused walkthroughs with Advanced Practitioners were carried out in a number of vocational areas, such as Animal sciences, Land & Environment, Engineering, Plumbing, Care, Access, Beauty, Hair, Performing Arts, Art & Design. Professional development for observers included an activity on inclusion and diversity for new observers. A new training module on Moodle 'Educate for Equality and Diversity' was developed specifically for the needs of teachers, tutors, assessors and every practitioner who is involved in the teaching and learning process. The course was tested with users in two subject areas and has been promoted through the sharing best practice newsletter and Golden Hour sessions. The recording of equality and diversity in observation reports was collected for the first time as a quantifiable measure and will be monitored in 2016/17.

A range of resources and guidance have been made available to staff to support the embedding of inclusion and diversity in teaching and learning. In conjunction with Art & Design students, the design of the sharing best practice newsletter has been updated and transformed into 'The Word' which has a more contemporary look. The newsletter has continued to promote best practice in diversity, current research, news and resources linked to equality themes. In response to the demand for guidance on British Values, a section dedicated to resources on the promotion of the core values of British society in all aspects of College life has been added to the Equality and Diversity section of the intranet. Progress is being seen in programme areas as they increase their knowledge and confidence, and use the resources available to include in their sessions. This continues to be a key area of focus in 2016/17.

To increase teachers' competence in supporting Trans* students, staff guidance was produced including further resources, links to videos and free online training for FE professionals. The guidance received positive feedback from the Transform group at Shuttleworth when the members were consulted.

Another priority was the development of students' knowledge in the area of inclusion, equality and diversity. A student guide on Equality and Diversity has been developed and promoted widely. An online module on Moodle 'Equality and Diversity in the Workplace' was launched in 2015 to allow for the flexible embedding of inclusion and diversity themes, and inclusive work based practices in study programmes. In 2015/16 the module was completed by 26 Hair and Beauty students. An audit of equality and diversity themes in induction in programme areas identified inconsistencies and in some cases uncertainty of the issues that needed to be covered with students at the beginning of their study programme. As a result, the staff guidance for student induction (2016/17) has been updated to include standardised guidelines for introducing equality and diversity/ British Values and links to resources.

Some examples of the embedding of Equality and Diversity in the tutorial curriculum are included below:
- In Engineering, following student banter, gender equality sessions were delivered.
- In Hospitality, students learned about the significance of food and dietary requirements within different cultures and during religious celebrations such as Christmas, Easter, Ramadan and Eid.
- In Travel and Tourism, all groups were given group tasks about the type of society we live in and what that actually means to daily life. Some students gave talks about aspects of being British and how that may differ for people in other societies.
- Health and Wellbeing tutorials highlighted topics such as physical health and fitness, mental health, body image, breast cancer awareness, bullying and cyber bullying.

Examples from individual subject areas:
- In Media, the Factual programme allowed the students to engage in various projects, including a local musician living with Asperger's, political issues, local sports teams and businesses. The level 3 and level 4 students filmed the Bedford European Union referendum debate for Macintyre Hudson.
- In Construction, the RESPECT initiative provided learners with a framework for expected behaviours, which employers would require from them in the workplace. It also provided staff with clear guidance to operate by, ensuring a consistent approach by all. The framework has provided all learners with a clear behavioural focus reflecting the requirements of employability skills and promoting the values of respect and the rule of law.
- In Engineering, the apprentices discussed equality and diversity in relation to their place of work and topical issues presented in the news.
- In Land and Environment, six learners with learning difficulties were found placements with employers who had successfully supported learners in previous years.
- In Computing, successful mentoring and motivational schemes have been in place leading to improved retention of 'at risk' learners. 31 students trained as peer mentors gaining valuable additional skills, such as communication, leadership, organisational, and problem solving skills. 20 students received 1:1 peer mentoring support.

A number of measures indicate that there has been a positive impact on the student experience in terms of inclusion and developing their understanding of Equality and Diversity. The Spring survey shows that overall the surveyed FE students and apprentices agree that they have developed their understanding of equality and diversity issues since coming to College. Encouragingly, significant differences with regards to individual protected characteristics (age, disability, ethnicity, gender, religion, sexual orientation and transgender) have not been identified in the responses. The feedback from the Transform group at Shuttleworth has been positive with regards to the experience of Trans* students at the college. The students who attended the Student Voice Conference in Feb 2016 (over 60 delegates) showed their understanding of British values and confirmed that the College promotes the core values of British society through the Equality and Diversity month events, multi-faith room, posters, booklets and discussions in subject areas.

Leadership and Management

Developing staff's awareness of equality and diversity has been a key priority. Since the launch of the online training 'Positive about Equality and Diversity' in July 2015, it has been fully embedded in staff induction. The online training has been updated to include effective ways of working with current equality legislation and equality and diversity aspects of workplace practices. The review of the participants' feedback shows an increase in staff's awareness of equality legislation and of their responsibilities to promote equality and diversity. The theme for the staff conference in July 2016 was 'Communication' and included sessions with a focus on equality and diversity aspects of communication such as 'Managing unconscious bias', 'Communication theory', and 'Communication preferences'.

Another priority has been the embedding of equality and diversity principles in the College's working practices. The priorities and targets in the College Single Equality Scheme up to 2018 have been reviewed and agreed by the College Equality and Diversity group. The progress and completion of the Single Equality Scheme targets are monitored via the College's Single Equality Scheme action plan which is reviewed every half term. One of the achievements has been the guidance for staff for organising inclusive meetings, training events and conferences. It includes Access Avenues, a space on the staff intranet, with detailed information on the accessibility features of all college premises and suggestions for making proactive and reasonable adjustments for participants with additional requirements. The college map of Cauldwell Street has been updated to include lifts, accessible toilets, ramps and pick-up points. The guidance is being promoted across the college in 2016/17.

In terms of the College's marketing, actions have been taken to ensure that our communications are accessible by all and our materials reflect the ethnic diversity of the College and the wider community. For instance, during the year we:

- Offered all of our prospectuses in large print and audio – these are printed as requested;
- Maintained our website to AA accessibility standards;
- Had a British Sign Language interpreter available at Open Days at all sites;
- Ensured subtitles are on all of our promotional films;
- Advertised what extra support is available on our course information, in our prospectuses and on our website;
- Developed a large bank of case studies that reflect the diversity of the College and the wider community.

Another area of work has been the equality and diversity in the College's apprenticeship provision. The system for tracking apprenticeship applicants in comparison to successful

sign-ups from underrepresented groups is now firmly established. The analysis of data sets has highlighted a disproportionate low representation mainly with regards to candidates from Black, Asian and minority ethnic background (BAME). As a next step, a review of the recruitment process for apprentices is being undertaken.
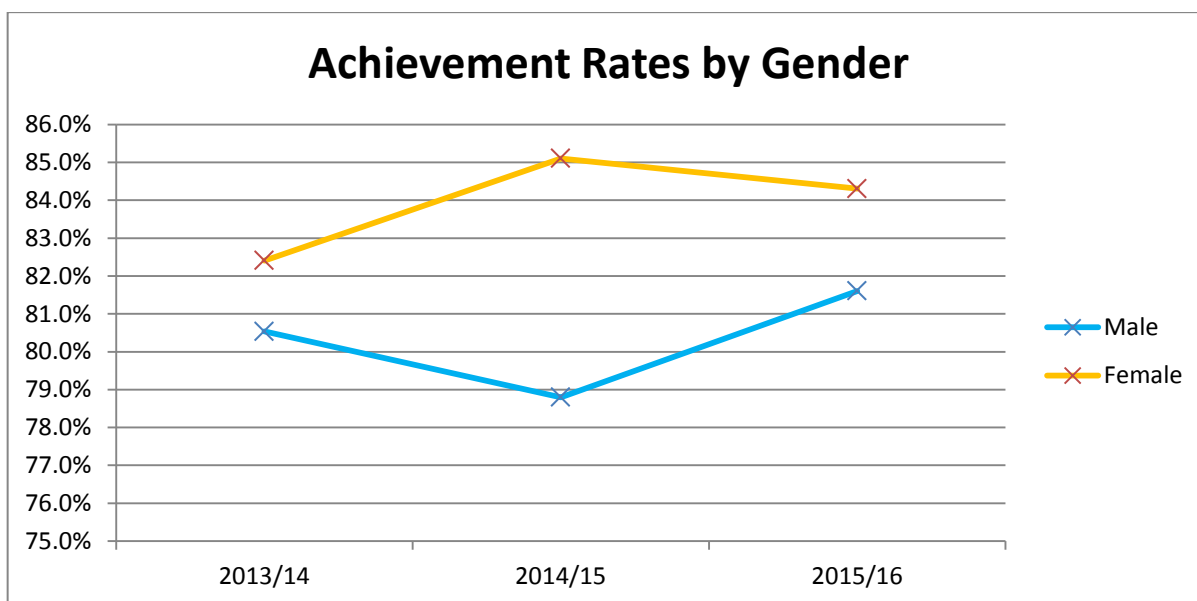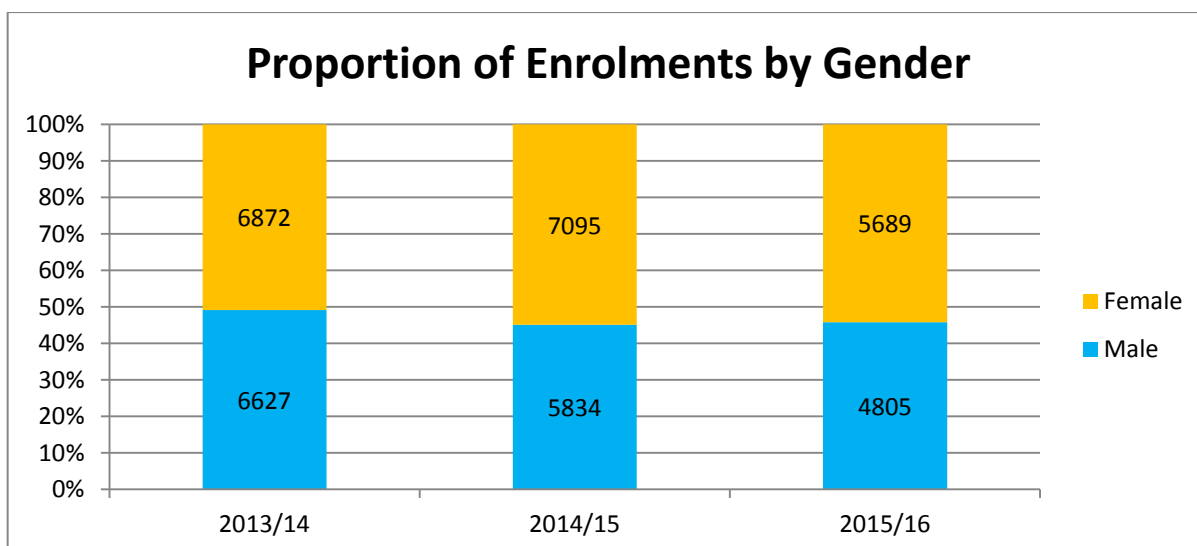
The system for assessing the impact of college-wide policies and new building development (Equality Impact Assessment) is yet to be fully embedded in the College's working practices. Some college-wide policies (Student Search Policy and Guidelines, Fitness to Study Policy and Additional Learning Support Policy) were assessed for their impact on people with protected characteristics, and changes were made to eliminate any potential negative impact. A consultation with staff and students on the proposed animal unit at Shuttleworth provided the architects with a number of suggestions for improving the plans so that the centre is inclusive for all groups of people. At the same time, not all policies and building improvements were included in the scope of the equality impact assessment process.

Summary Data tables and graphs

The College undertakes all its analysis by reference to our six key processes: Learner Success, Financial, People, Environmental, Planning and Quality Assurance. In considering our performance the analysis is conducted at a deeper level than is shown in this summary.
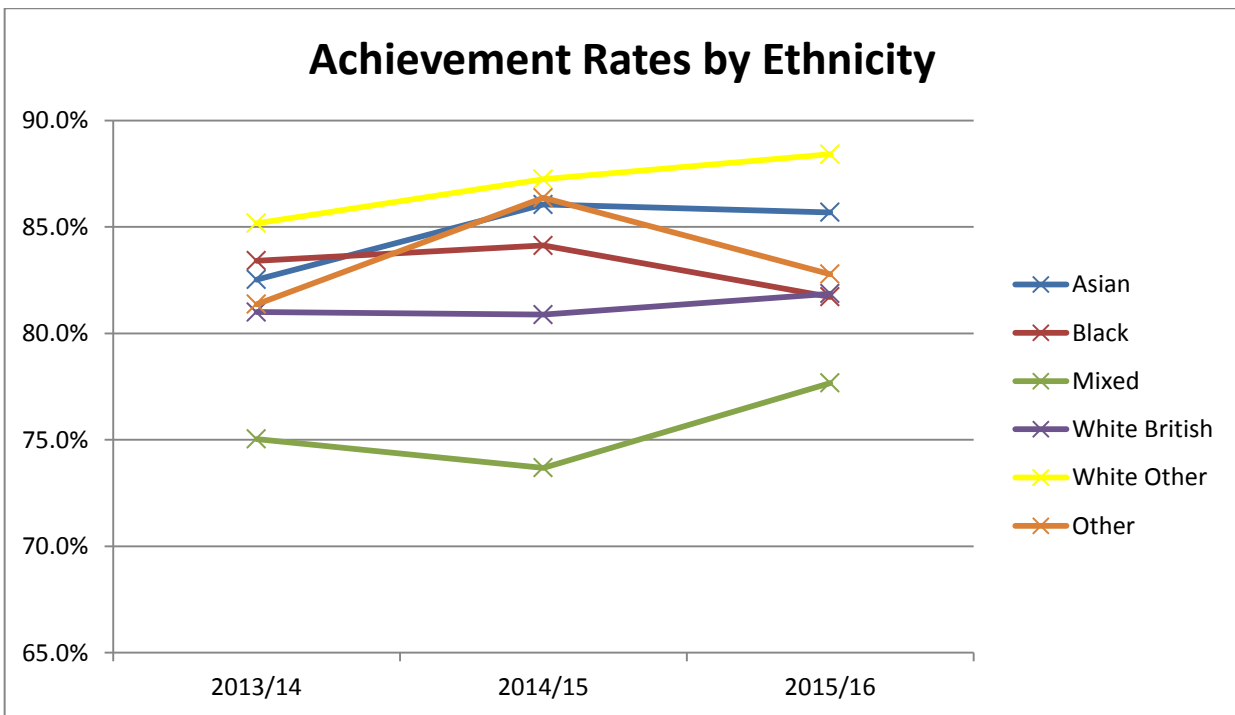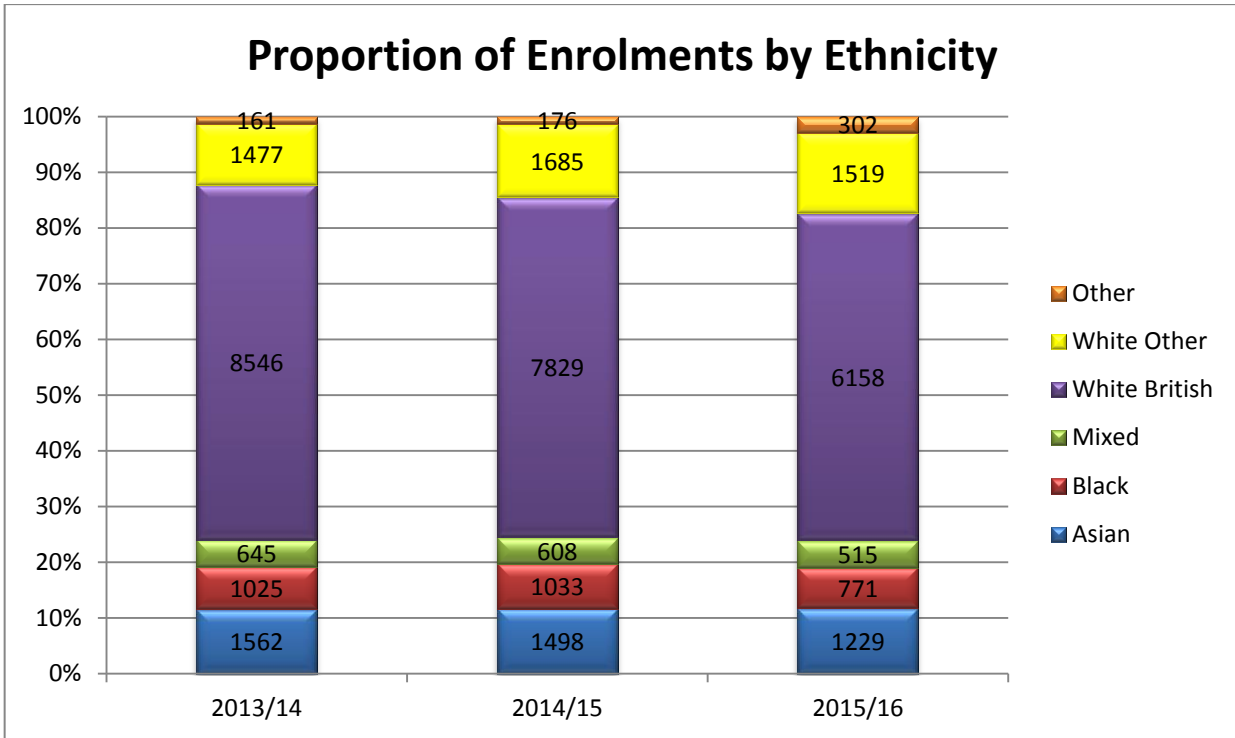
Data relating to Student Success

1A: Recruitment and Success by Gender (All courses)

Proportion of Enrolments by Gender

Year	Female	Male
2013/14	6872	6627
2014/15	7095	5834
2015/16	5689	4805

Achievement Rates by Gender

The proportion of female enrolments has remained at just over 50% during the last 3 years but it is still broadly reflective of the community. The gap in success rates between male and female students widened in 2014/15 but has narrowed again in 2015/16. The gap was mostly because of maths and English, where achievement for males was 59% compared with 68% for females and has been completely eradicated in 2015/16.
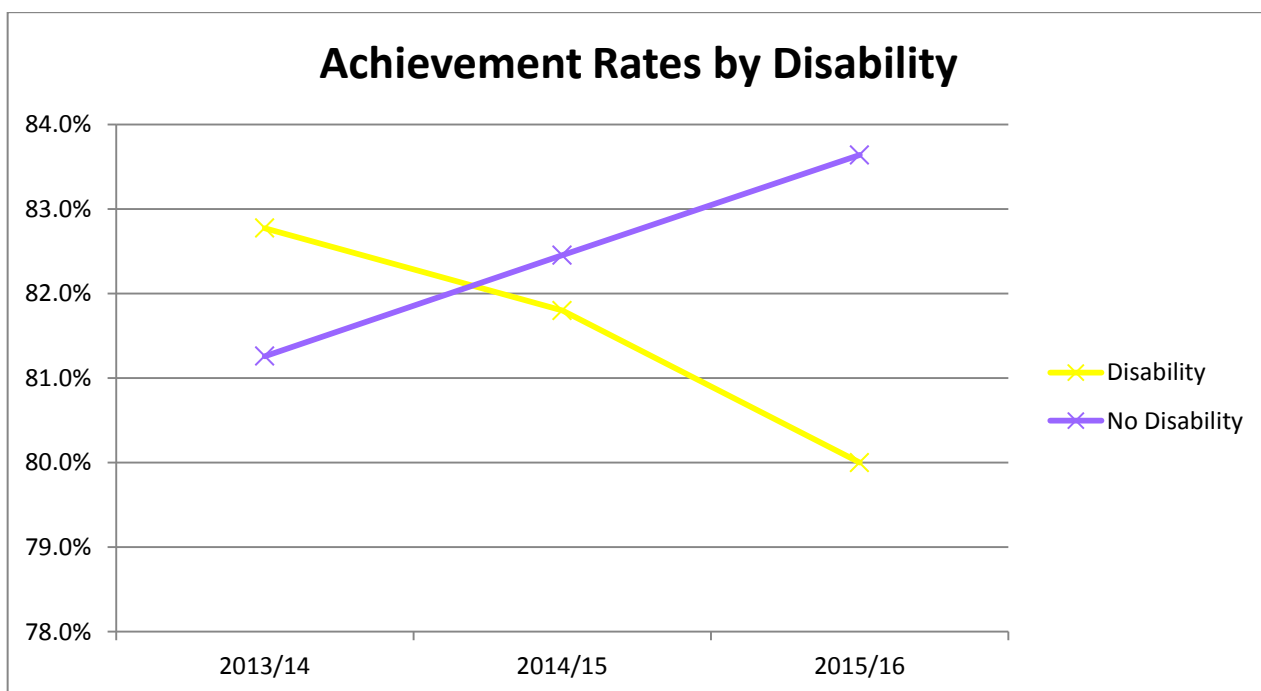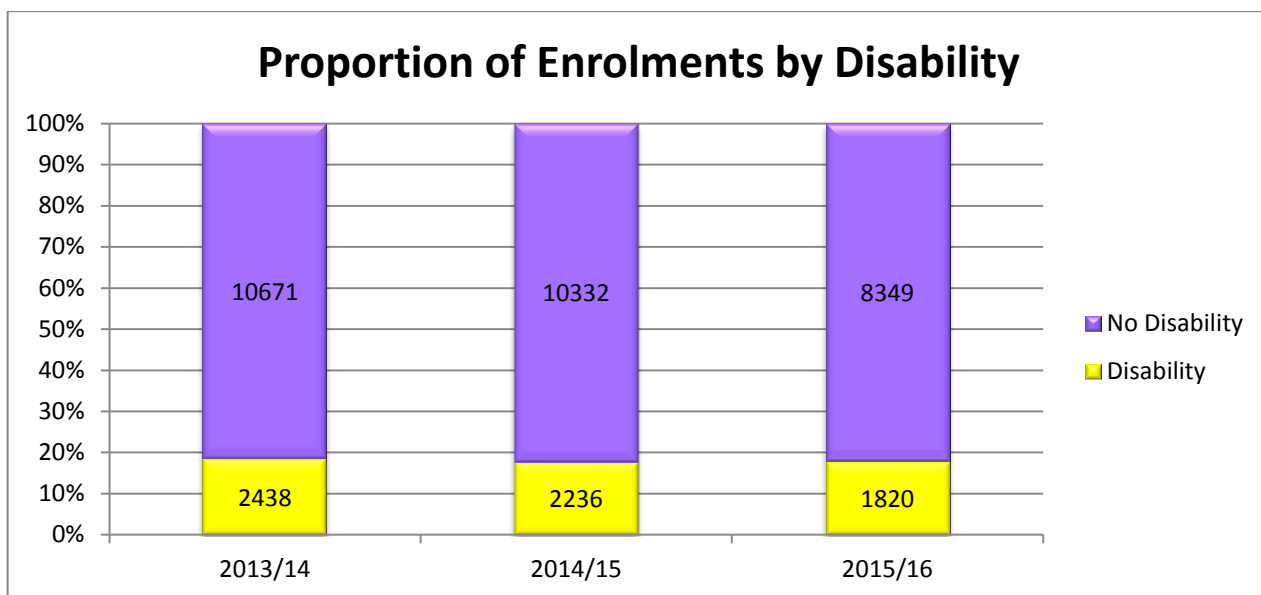
1B: Recruitment and Success by Ethnicity (All courses)

Proportion of Enrolments by Ethnicity

	2013/14	2014/15	2015/16
Other	161	176	302
White Other	1477	1685	1519
White British	8546	7829	6158
Mixed	645	608	515
Black	1025	1033	771
Asian	1562	1498	1229

Achievement Rates by Ethnicity

The proportion of enrolments has remained broadly similar over the last three years. The gaps between achievement rates for most ethnic groups have been largely eliminated. The achievement rate for students of Mixed ethnicity remains lower than the other groups at 77.7%, though the gap has significantly decreased in 2015/16 compared to previous years. Success for White Other is highest at 87% which is mostly because of high success rates in the ESOL department.

1C: Recruitment and Success by Disability (All courses)

Proportion of Enrolments by Disability

Year	No Disability	Disability
2013/14	10671	2438
2014/15	10332	2236
2015/16	8349	1820

Achievement Rates by Disability

The proportion of enrolments from students declaring a disability has remained at just under 20% during the previous 3 years. Achievement rates for those with a declared learning difficulty or disability have fallen nearly 3% since 2013/14 while achievement for students that have not declared a learning difficulty or disability has increased by 2.3% since 2013/14 resulting in a significant gap between the two groups in 2015/16.

1D: Student disciplinary data

Gender	Academic Performance	Misconduct
Male	309 (52.4%)	130 (71%)
Female	281 (47.6%)	53 (29%)
Total	**590**	**183**
Ethnicity	Academic Performance	Misconduct
White British	374 (63.4%)	128 (70.5%)
White Other	55 (9.3%)	9 (4.9%)
All Black	38 (6.4%)	13 (7.1%)
All Asian	58 (9.8%)	23 (12.5%)
All Mixed	48 (8.1%)	8 (4.4%)
Other/not known	17 (2.9%)	2 (1.1%)
Total	**590**	**183**

The number of disciplinaries for poor academic performance fell by 4%. As last year, this can be attributed to the 'fast track' procedure aimed at timely identification of those who are at risk of not achieving and/or who are not performing at the required standard, in order to put early interventions in place. The number of misconduct cases reduced from the previous year, reflecting our whole college approach to behaviour management and clear expectations of student behaviour.

There was no significant change in the ethnicity profile for either misconduct or poor academic performance. In terms of gender, we continue to see a predominance of male students being disciplined for poor behaviour. For poor academic performance, there has been a closing of the gender gap (56.4% male to 43.2% female in 2014/15).

1E: Student destination data by gender and ethnicity

## Student Destinations by Gender, Ethnicity and Disability
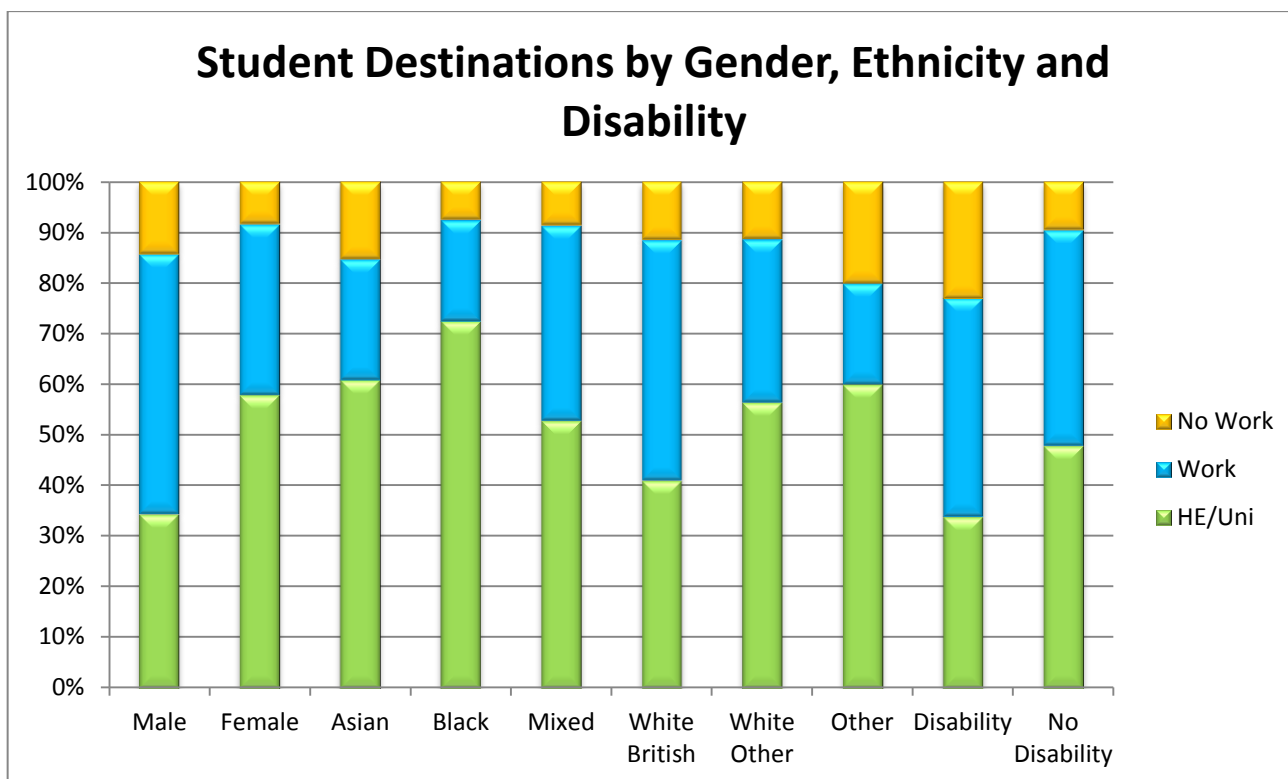
There are some differences in destination outcomes. A considerably higher proportion of female students have gone on to University/Higher Education than males at 58% and 34% respectively. In contrast, a much higher proportion of male students have found employment and there are slightly more males unemployed after completing their course.

A high proportion of Black students have progressed into Higher Education at over 70%. The proportions going into HE are broadly similar for all other ethnic groups at around 50-60% except for White British which is a little lower at 40%. For those that did not go into HE, White British were more successful in securing work with roughly 50% employed and just over 10% still looking for work. All ethnic groups had a higher employment rate than unemployment, though Asian students had a slightly higher unemployment rate than other ethnic groups.

A much higher proportion of students with no declared disability went into HE than students with a declared disability. Students with a declared disability were also less successful at finding work, although there were still roughly 45% employed compared to under 25% unemployed.
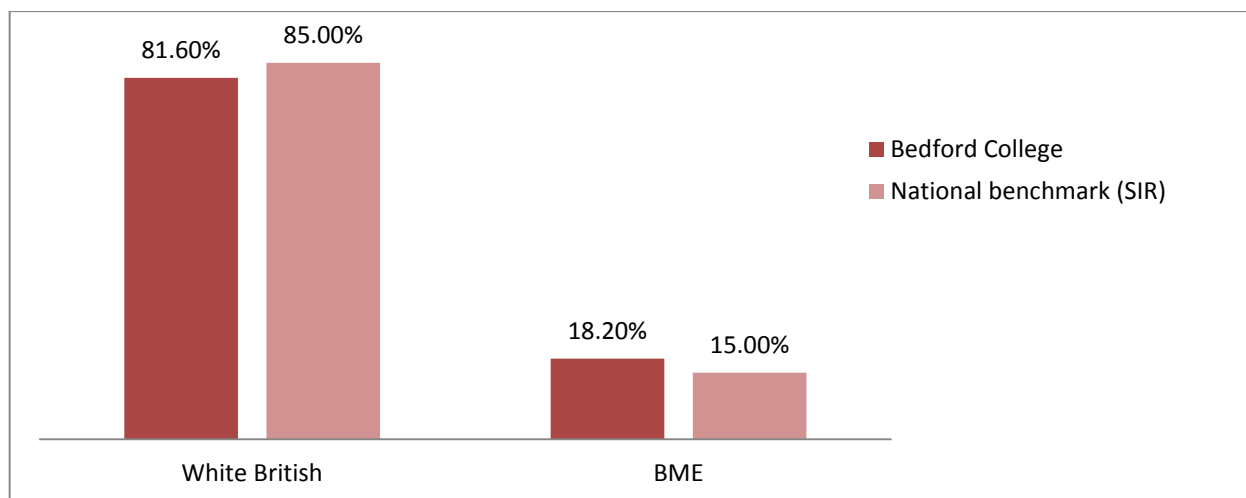
Data relating to People

2A: Staff profile by Gender
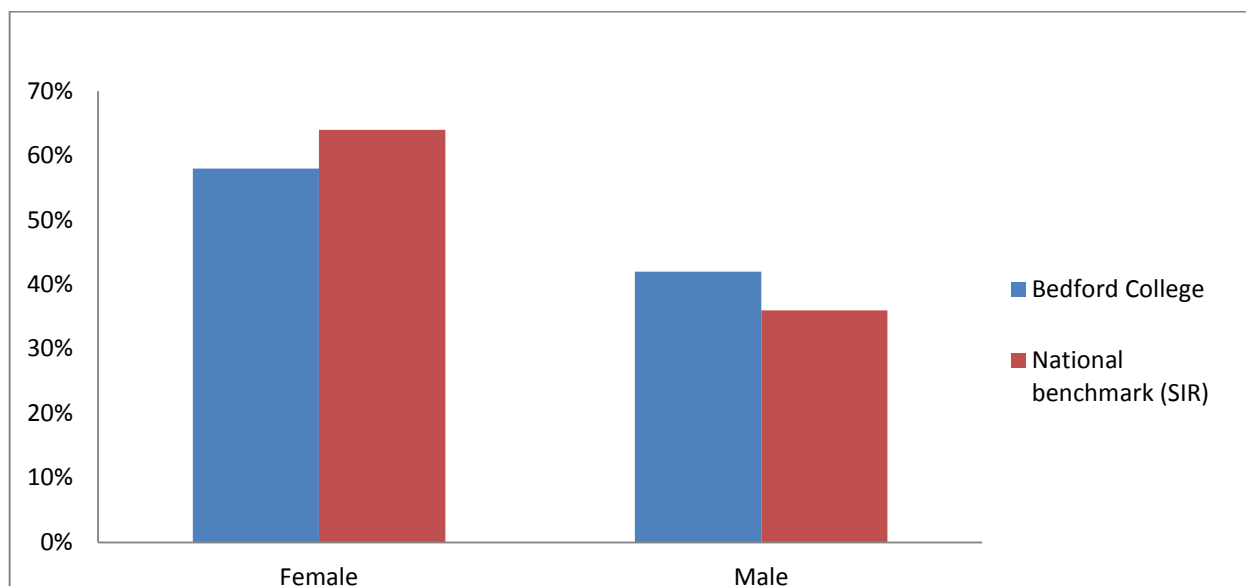
Gender	Our profile 2015-16	National benchmark (SIR)
Female	58%	64%
Male	42%	36%

We have maintained our gender split which is significantly more balanced than the sector as a whole. This is one of our key objectives.

2B: Staff profile by Ethnicity

Ethnicity	Our profile 2015-16	National benchmark (SIR)
White British	81.6%	85%
BME	18.2%	15%
Not known	0.2%	

Our 2015-16 profile of core staff at 81.6% White British and 18.2% Black and minority ethnic compares to 85% and 15% national benchmark. This is an improvement on our 2014-15 profile of 17.4% Black and minority ethnic staff.

We have an ethnicity profile which is more diverse than the national position. Bedford is a diverse town and we expect our staff profile to mirror a mixture of the county and town profile with a target of a White British staff level of no more than 85%. This has been achieved.

2C: Staff profile by Disability
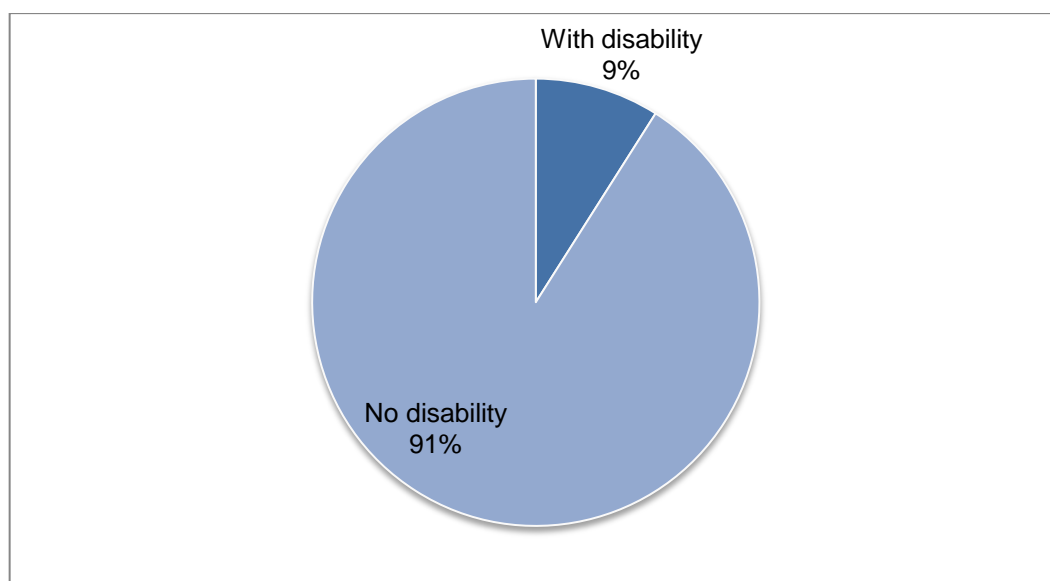
Disability	Our profile 2015-16	National benchmark (SIR)
With	9%	5%

The College has an extremely strong profile in this area, well ahead of the national position. It is committed to maintaining the current ratio.

2D: Remuneration (Performance grades)

Grade	Female (58%)	Male (42%)	Disability (9%)	White British (81.6%)	BME (18.2%)
1	55%	45%	10.5%	90%	10%
2	58.5%	41.5%	9%	83%	17%
3	42.5%	57.5%	7.5%	62.5%	37.5%
4	66.6%	33.3%	0%	66.6%	33.3%

The table shows the breakdown of gender, ethnicity and disability for each grade compared to our profile.

Gender

At grades 1 and 2, there is no significant difference from the gender split for the College as a whole. However at grade 3, the position is reversed and so we will continue to monitor this going forward using a three year profile by individual employee.

At grade 4 (with a headcount of three) the numbers are too low to give any significance.

Ethnicity

At grades 1 and 2, fewer BME staff are achieving these grades than the College ethnicity split and the situation is double the College profile at grade 3.

We will continue to monitor in particular the White British and BME grade distribution and split using a three year profile by individual employee.

At grade 4 (with a headcount of three) the numbers are too low to give any significance.

Disability

It is pleasing to note that more employees with a disability are achieving grades 1 and 2 compared to the College profile.

2E: Staff profile by groups (teaching, support, management, directors)

Age

	Teaching	Support	Management	Directors
16 – 25	0.81%	17.95%	0%	0%
26 – 35	23.89%	25.25%	14.29%	0%
36 – 45	25.51%	18.38%	26.98%	26.67%
46 – 55	33.20%	24.36%	34.92%	20%
56+	16.6%	14.10%	23.81%	53.33%

Almost half of our teaching staff are aged 46 years and older and almost a quarter are 35 years or under. In contrast, almost half of our support staff are aged 35 years or under. 58% of our management are aged 46 years or older and 53% of our Directors are aged 56 years or older.

Disability

Of all staff with a declared disability, 41% are teaching staff, 39% are support staff, 18% are management and 2% are Directors.

Ethnicity

Compared to our profile of 18%, 22% of support staff, 15% of teaching staff, 13% of management and 13% of Directors describe themselves as BME showing that our support staff population is more diverse than the other groups of staff.

Gender

	Teaching	Support	Management	Directors
Female	52.63%	62.37%	63.49%	66.67%
Male	47.37%	37.61%	36.51%	33.33%

It is pleasing to note that around two thirds of our Directors and management are female.

2F: Absence

We will continue to monitor absence to identify any trends with a particular focus on female and BME employees' absence. Long term absence is heavily affected by a few individuals and is therefore not considered unless there is a long term trend.

2G: Staff disciplinary action

The overall numbers are low and we will continue to monitor this.

Note:
National benchmark relating to employee data is sourced from the SIR (Staff Individualised Record for the Further Education Workforce) 2014 – 2015.


Data relating to Environment

Accidents

The College recorded incident rate of 1.30 incidents per 100 fte (staff and students) in 2014-2015. The Health & Safety Manager reported there were no equality and diversity issues resulting from his analysis of these accidents.

3A: Student Surveys

The two most important surveys undertaken are the First Impression survey and the Spring Survey. The following questions have been looked at, with the results summarised in the charts below.

	Question
	First Impression survey
Q1	I find the college welcoming and inclusive
Q2	I have been treated fairly at the college
Q3	I feel safe and secure
	Spring Survey
Q4	I had opportunities to express my views
Q5	I have gained skills that can be used in a job
Q6	I have enjoyed the year
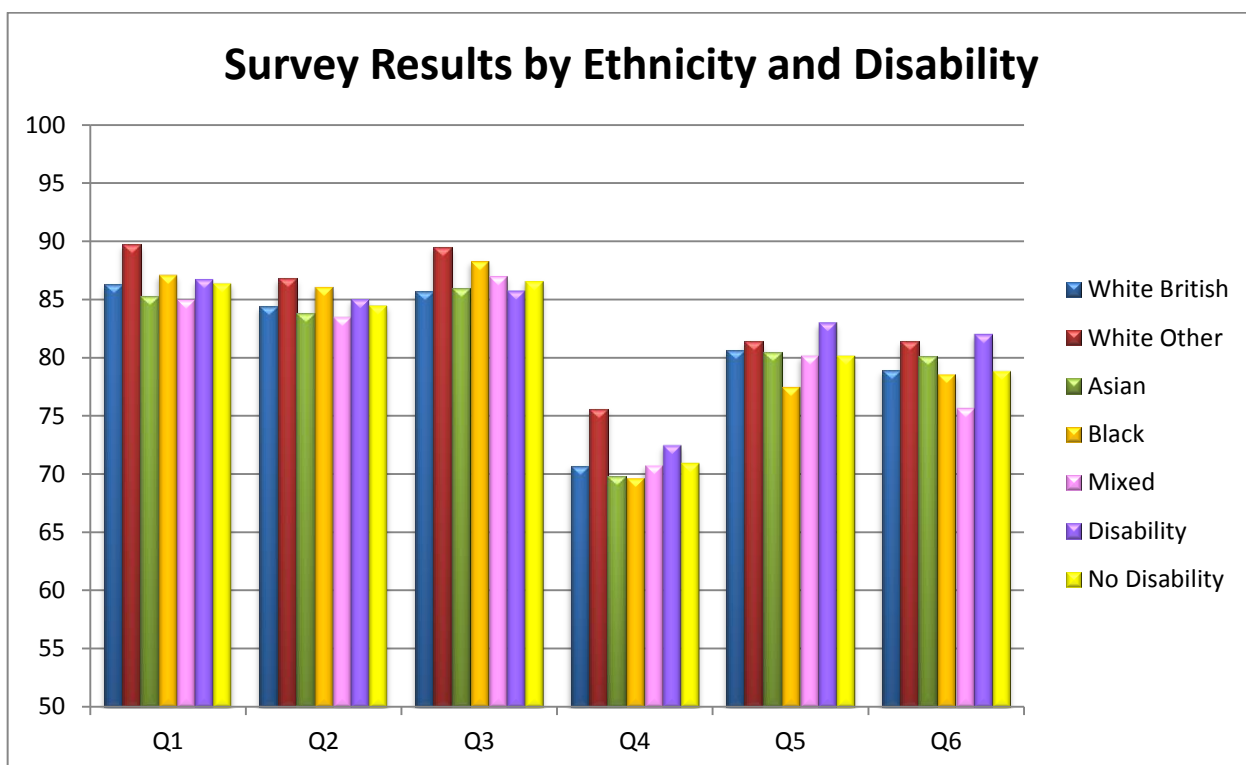
The chart shows generally high levels of student satisfaction across all groups and with only very small gaps between groups. White Other students gave slightly more positive responses than other ethnic groups to each of these questions. In general, a lower proportion of students feel they have had opportunities to express their views. Black students were less positive about having gained skills that can be used in a job and Mixed students did not enjoy their time at Bedford College as much as other ethnicities. There were a couple of minor gaps in the views expressed by students with a declared disability compared to those without. Students with a declared disability were more positive about having gained job skills and enjoyed their course at Bedford College more than those without a declared disability.

Survey Results by Gender and Sexuality
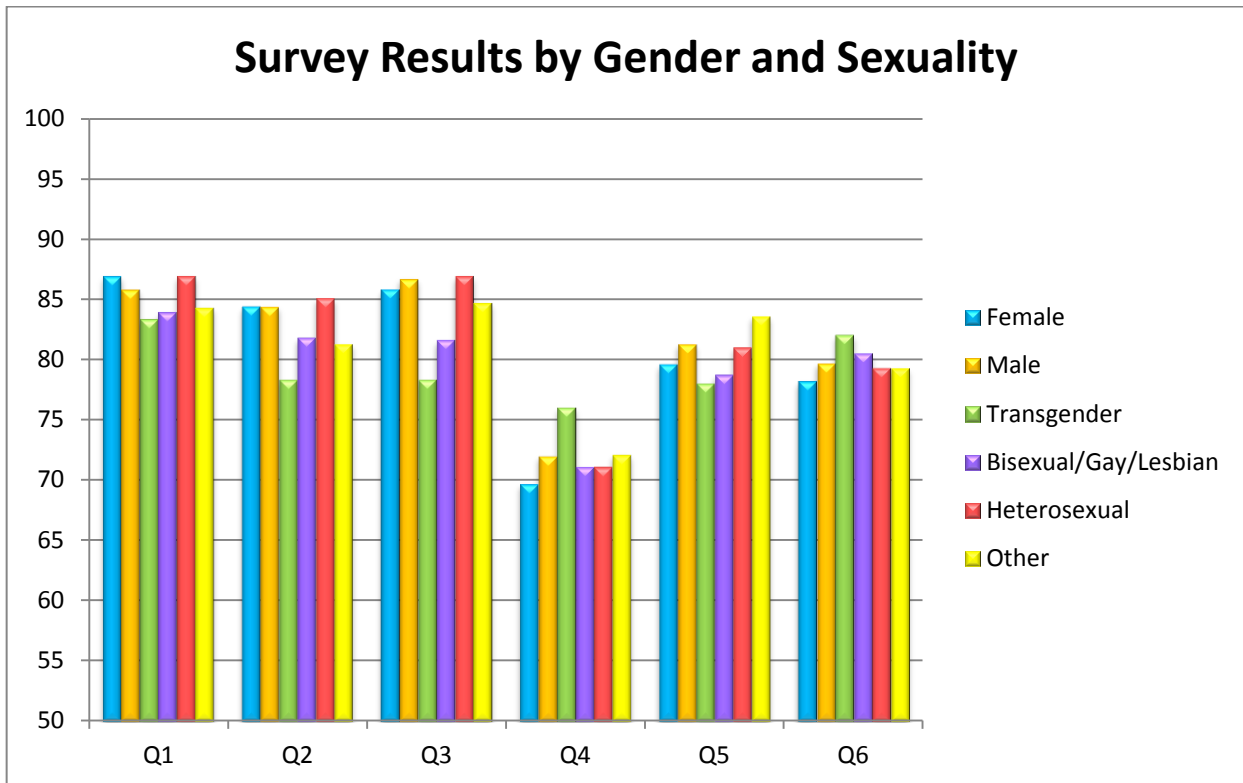
In general, there were only very minor differences in the views between different male and female students. Many more transgender students felt they had opportunities to express their views compared with male and female, although this could be skewed by a relatively small sample size. When exploring the results by sexuality, the differences were again very small for the majority of questions. Bisexual/lesbian/gay students were approximately 3% lower in terms of finding the college open and inclusive, feeling as though they are being treated fairly and feeling safe and secure whilst at the college, which again could be caused by the smaller sample size.

Bedford College Single Equality Scheme – performance against plan

The priorities in the Single Equality Scheme include the period from 2015 to 2018. Performance against our priorities and targets is classified in line with our internal audit descriptors ranging from "substantial progress" through "adequate progress", "limited progress", and "inadequate progress". To sum up, we have made substantial progress on two targets, adequate progress on six targets, limited on six targets and inadequate on one target, as set out below:

Priority 1: To develop of an effective and diverse workforce that is representative of the communities we serve:

Target 1: The staff induction and professional development include Equality and Diversity related activities, training and guidance to ensure that all employees understand the principles and their responsibilities in terms of Equality and Diversity **(substantial progress)**

Target 2: The system for collating staff data with regards to a wide spectrum of protected characteristics is well established and staff have increased comfort to disclose protected characteristics **(inadequate progress)**

Target 3: The diversity factors monitoring for employees in relation to recruitment, job roles, performance grades, staff development opportunities and benchmarking to the local community profile is further developed and is used effectively to implement strategies for the promotion of equal opportunities for staff **(limited progress)**

Target 4: Effective tools are in place for collating staff's views on their experience at the college related to equality and diversity (e.g. surveys, diversity forums), and are used for equality target setting **(limited progress)**

Priority 2: To integrate the promotion of equality and diversity, and the elimination of discrimination and harassment in our working practices so that we meet our legal obligations as required under the Equality Act 2010

Target 1: The improvements of college accommodation and facilities take into consideration the diverse needs of students and staff **(limited progress)**

Target 2: The system for assessing the impact of college-wide policies (Equality Impact Assessment EIA) is fully embedded into the policy review process, and is used effectively to eliminate the negative impact on people with protected characteristics and to promote equality between different groups in the wider college community **(limited progress)**

Target 3: Effective data collection tools are developed further for better understanding of the learner experience with regards to a wide spectrum of equality characteristics and are used for evidence based equality target setting **(adequate progress)**

Target 4: Proactive arrangements are consistently made to accommodate users with accessibility needs in college events **(adequate progress)**

Priority 3: To embed fully equality and diversity in teaching, learning, assessment, tutorials and enrichment activities, and maintain high achievement of all students

Target 1: The student induction, tutorials and enrichment activities give opportunity to increase students' understanding of Equality and Diversity themes, including understanding of the core values of British society **(substantial progress)**

Target 2: The system of walkthroughs and observations of teaching and learning is used effectively to identify best practice examples for embedding Equality and Diversity including core British Values, and for staff support **(adequate progress)**

Target 3: The monitoring of retention and achievement of students in relation to diversity factors is used effectively to identify underachievement of groups of students and to implement timely strategies for closing underachievement gaps **(adequate progress)**

Priority 4: To incorporate fully equality and diversity in our apprenticeship, traineeship and work placement provision

Target 1: The monitoring of apprentices' recruitment by diversity factors is in place to identify under-representation and is used effectively to implement strategies for addressing inequality issues in recruitment (**adequate progress**)

Target 2: The monitoring of retention and achievement of apprentices in relation to diversity factors is used effectively to identify underachievement of groups of apprentices and to implement timely strategies for closing underachievement gaps **(limited progress)**

Target 3: Equality and Diversity checks and guidance are effectively incorporated in employer's and placement provider's assessment (**adequate progress**)

Target 4: There is a structured work placement programme that meets the needs of the individual student and develops their employability skills (**limited progress**)

Overall conclusion

The College has continued to serve the whole community and attracts a broad and diverse student intake. We continue to maintain a more balanced staff profile than is the case in the sector. The College's Equality and Diversity Group continues to act as a committed and enthusiastic champion of equality and diversity within the College.

The evidence of 2015/16 suggests that the key aspects of progress have been in staff professional development in inclusion and diversity, increasing students' awareness of equality, diversity and the core values of British society, and sustaining a college environment in which all groups of students feel safe and secure.

Ian Pryce
Principal & Chief Executive
January 2017