

Equality and Diversity Annual Report Summary– 2018/19

BACKGROUND

This annual report acts to ensure that the College continues to self-assess against the key performance indicators it has established, has analysed the performance against its enrolment and achievement profile and has in place effective strategies to support learners.

The Single Equality Policy provides the guidance framework for this report and forms part of our commitment to fulfil the requirements of the Single Equality Act 2010

It provides an analysis of the achievements of learners who are within protected characteristics categories and for wider recruitment categories.

ACHIEVEMENT ANALYSIS SUMMARY **- Headline performance by category**

Age

There is a significant achievement gap between 16-18 and adult learners. There has been a very slight improvement in performance for the 16-18 group, however it is slightly below the national average. Adult achievement has dropped by 3.5%, but still remains slightly above national benchmarks.

Reduced retention for both age groups has had a detrimental impact on their overall achievement rates, in spite of improvements to pass rates in both categories. Achievement rates are calculated by a measure of both retention and pass rates.

Strategies to address this emerging gap have been identified in the specific curriculum areas and recognised in Continuous Improvement Plans.

Gender

Females have outperformed males in 2018/19 at the headline level despite 16-18 males increasing their achievement outturn. The improvement of adult female and very strong adult female achievement has resulted in a 4.8% improvement to headline achievement rates in this category. Male 16-18 and adult learner's performance declined by 3.7%. Male pass rates dropped in both age categories however, achievement performance is still at or above benchmark. Quality improvement strategies surrounding male pass rates and female 16-18 pass rates are included within identified curriculum area CIPs.

Level

Level 2 and 3 programmes have improved during 2018/19 and outperform level 1 provision across the college, this is directly linked to underperformance in level 1 Functional Skills and areas of our foundation learning provision. Closer monitoring and actions are in place for specific areas. Level 2, which is the largest aspect of our FT provision, has the strongest performance and is significantly above national benchmarks. Performance improvement strategies implemented during 2017/18 have had the desired impact for 16-18 learners at level 3, which has improved by almost 4%, however is still slightly below national averages. The following subject areas identified for improvement in 2018/19 are: Carpentry & Joinery (L1), Plumbing (L1), Hairdressing (L2), Electrical (L3), Childcare (L2) and Business (L3). Clear improvement strategies are included in each area quality improvement plan with 'closer monitoring' procedures underway to ensure impact is swift.

Learning Difficulties and Disabilities

There is an emerging achievement gap for learners who identify as LDD, in comparison with their peers. We are paying significant attention to ensure that support for learning meets the needs of each individual learner. Traditional models of support have been reviewed and throughout the self-assessment process, it has become very clear that strategies in certain areas were ineffective. Subsequently, continuous improvement planning is aiming to address and improve outcomes for learners.

Disadvantaged learners

Despite improvements during 2017/18, 16-18 learners who attend from identified areas of disadvantage perform less well than their peers. A smaller achievement gap exists for adults and all measures are above benchmarks for this age group. Support strategies are under review and reflect targeted approaches to ensure 16-18 learners from this category are provided with the best opportunity to succeed. A focus on retaining learners through a range of pastoral solutions are established, which includes bursary and wider financial support. Parental engagement has proved challenging, however we continue to use different approaches to improve outcomes for learners.

Ethnicity

The majority of minority ethnic groups have achieved exceptionally well. The only statistically significant achievement gap within the ethnicity category is for learners from 'other Asian backgrounds'. There were 17 learners in total with 14 retained and 12 completing their studies successfully. The support for adult learners in this category will be a focus following age group analysis.

Religion

There are no significant statistical achievement gaps in this category. It is worth noting that those who indicate 'No religion' perform less well than those who identify a specific category or did not want to identify a religion. Pass rates are stronger than retention across each of the groups.

Sexuality

Learners who declare they are homosexual are less likely to be retained than other groups. During the early stages of 2019/20 we have established a support group for members of our Lesbian and Gay community (and broader groups –

LGBTQ+) which will improve our collaborative working to meet the needs and interest of our learners.

Apprenticeship learners

Within a strong overall and timely outturn for Apprenticeships there is a significant achievement gap that has emerged in 2018/19 between 24+ learners and other age categories (16-18 and 19-23), especially in timely achievement. Much of this issue is connected to performance in Health & Social Care where improvement strategies are in place for 2019/20. Other areas with significantly less impact due to proportionality also have improvement planning actions in place.

Overall apprenticeship achievement for male apprentices is stronger than females, however female timely achievement is stronger than males, which is a reversal from the previous year.

STRATEGIES FOR IMPACT

Examples of strategies taken forward in continuous improvement planning are:

- refinement of initial advice and guidance to continue to ensure each learner is on the right course, right level that enables progression to their chosen destination;
- differentiated teaching, learning and assessment practices that are innovative and engage learners whilst providing stretch and challenge to maximise potential;
- continue to embed inclusive practice using college and British Values as vehicle to do so;
- frequently check progress through deep dive activity, quality checks, learning walks and observations;
- CPD opportunities focus on the needs identified in performance development reviews and emerging observation themes;
- more effective use of the range 'support for learning' resources;
- English and maths workshops, boosters and surgeries successfully prepare learners for examinations – Mathematics Centre of Excellence developments will enhance progress along with a dedicated functional skills teacher for apprenticeships
- Provide learners with opportunities to extend their literacy, numeracy and digital skills in technical settings.
- Secure broader membership of the Equality Diversity & Inclusion working group

Wider approaches include regular progress review of learners' achievement and emerging achievement gaps in relation to key characteristics and target groups. There will be a strategic marketing focus surrounding promotion to males and females of non-traditional courses such as females into engineering and the nuclear industry and males into the care sector or aspects of service industries.

EQUALITY AND DIVERSITY STRATEGY 2018-21

The strategy has been reviewed over the last half term with a working group involving representatives from across college meeting to agree progress and priorities.

We have outlined a number of priorities that sit within our focused action plan, these include

- working towards a charter mark;
- addressing the gender pay gap;
- Update and awareness training for all staff
- LGBT+ focus groups leading to (ambassador training);
- widening engagement with different faith groups;
- mental health (training and awareness events);
- Student Ambassador engagement