

Barnsley College
Annual Equality and Diversity Report
2017/18

“Education is what remains when one has forgotten what one learned at school.” –Albert Einstein

INTRODUCTION

Barnsley College is a vibrant and dynamic place that seeks to meet its statutory duties in a creative and forthright manner. The college creates an environment of respect and understanding, where everyone is an individual with a unique set of needs and skills.

This report seeks to provide assurance that equality and diversity at Barnsley College in 2017/18 has been a priority, permeating everything that we do, improving the lives of both our students and our staff and not just existing in the liminal world of good intentions.

OUR PUBLIC SECTOR DUTIES

The *Equality Act (2010)* is one of the most important pieces of UK legislation in that it seeks not just to limit behaviours (Eliminate) but to drive positive change (Advance, Foster.) It does this through the conferment of a statutory duty to:

- Eliminate unlawful discrimination.
- Advance equality of opportunity.
- Foster good relations.

The scope of the legal framework places the following ‘Protected Characteristics’ at the forefront of our duty of care:

- Age.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sexual orientation.
- Disability.
- Gender.

Leadership and Management

The College’s strong commitment to equality and diversity starts with the Senior Leadership Team, a member of which chairs the Equality & Diversity Strategy Group.

The Equality and Diversity Strategy Group monitors the progress of the Single Equality Scheme and the associated action plan:

- The link governor for equality and diversity completes a link visit with key staff twice a year to ensure the college is meeting its statutory duties. A report is then presented to the Board of Governors.
- The Senior Management Team leads the setting and monitoring of college targets in relation to equality and diversity.
- Equality and Diversity is monitored in performance reviews for each department.

- The Vice Principal Curriculum ensures that governors are trained in equality and diversity matters and are fully up to date with all relevant legislation.
- All policy holders are required to conduct an Equality Impact Assessment (EIA) on all policies to ensure that no groups are disproportionately affected by college policy.

Governance

The governing body has a duty to ensure that the college is compliant with its statutory duties and that appropriate, effective and meaningful policies and procedures are in place. It carries out this duty through:

- Scrutiny of data on an annual basis.
- Receiving the Equality & Diversity Annual Report.
- Ensuring that a Link Governor conducts regular monitoring visits and reports back to the Board.

Narrowing Performance Gaps

The college has highly effective mechanisms in place to monitor emerging gaps in performance for different groups of learners. Progress towards narrowing gaps is monitored through the college's performance monitoring process on a quarterly basis and the departmental Quality Improvement Plan (QIP) is drawn up to address any emerging issues.

For 2017/18 we have observed the following outcomes in terms of demographics:

Overall achievement rates for 16-18 (83.5%) and 19+ (86.8%) classroom based learning have a 3.3% achievement gap, which is less than the national average achievement gap of 6.4%.

There are gaps in achievement rates between level 3 (88.9%), level 1 (86.6%) and Level 2 (77.5%) 16-18 classroom based learners. The achievement gap between level 2 and the other levels in the main are attributed to Functional Skills, GCSE maths and English and underperformance in C-STEM.

There are gaps in achievement rates between level 1 (92.4%), level 2 (83.0%) and Level 3 (84.4%) 19+ classroom based learners. These achievement gaps in the main are attributed to GCSE English and maths at level 2 and a number of programmes at level 3 including Animal Management, Fitness Instruction and Personal Training and Access to HE (Childcare), which department heads will be addressing during 2018/19.

There are no significant gaps in achievement rates between 16-18 males (82.1%) and females (85.5%) and 19+ males (85.3%) and females (88.0%) in classroom based learners. There are no significant gaps in achievement rates between 16-18 classroom based learners declaring a disability (82.6%) and not declaring a disability (84.1%) and 19+ learners declaring a disability (85.1%) and not declaring a disability (87.8%).

There are no significant gaps in achievement rates between white and non-white classroom based learners. 16-18 white (83.8%) and non-white (83.8%) and 19+ white (86.1%) and non-white (87.4%).

There are no significant gaps in achievement rates between learners in receipt of high needs support and those that are not. 16-18 in receipt (86.3%) and not (83.6%) and 19+ in receipt (90.1%) and not (86.8%).

In apprenticeships there are no significant achievement gaps by age, 16-18 performance is 79.1%, 19-23 performance is 81.0% and 24+ performance is 81.0%. There are no significant performance

gaps by level for the two main cohort groups; intermediate performance is 79.6% and advanced is 81.2%.

Overall there is a positive performance gap between white and BME performance at 79.4% white, and non-white at 83.3%.

The college has one significant area of underperformance in relation to demographics, namely that male learners who under perform at 76.3% against a female performance at 83.5%. The reasons for this gap include the poor performance in Construction and Engineering, where learners are almost entirely male and the poorer performance of males from the lower socio-economic backgrounds- again found in high concentration in Construction and Engineering. This group will be closely monitored at performance reviews during 2018/19 with departments paying specific attention to 'advancing' the performance of this group.

Learners

Capturing 'learner voice' and gathering feedback from learners is central to the college's aim of placing learner views at the heart of the college's decision making.

Ways in which we listens to learners:

- Course representatives.
- Departmental representatives.
- Learner forums.
- 'You Said, We Did'
- Student Union Committee.
- Student Governors.
- Learner surveys.

Equality and Diversity, Visible and Valued

- All students in all departments complete an equality and diversity induction in term one.
- Cross college events to promote equality and diversity have been led by all departments and comprehensively address all aspects of the equality and diversity landscape.
- Equality and diversity is well embedded into the curriculum with excellent levels of promotion.
- Moodle is updated to share examples of good practice and all resources from themed days are shared across college.
- The Advanced Practitioner for equality and diversity uploads, on a daily basis, information to Buzz that can be used with learners and provides a monthly newsletter with links to cultural events.
- Every department takes responsibility for the advancement of equality and diversity through participation in the cross- college equality and diversity calendar, which is augmented by events that are coordinated centrally.
- All staff undertake induction training in E&D.

Examples of Equality and Diversity in Action

- **Curriculum:** Students visited Greta Ormond Street Hospital to look at the way education is delivered to children and young people with illness and disabilities.
- **Student Support:** Students from our 'Sexuality and Gender Awareness' Forum (SAGA) worked with the local authority to promote 'Pride'.
- **Community:** Cross-college roll out of our Rainbow Lanyards.
- **People:** ESOL staff and students looked at food as a way of celebrating and valuing difference.

Partnership Work

Barnsley College works in partnership with all of the statutory agencies across Barnsley and with a number of third sector agencies including:

- Lesbian Gay Bisexual & Transgender Forum - supporting events such as LGBT History Month and Gay Pride.
- Barnsley Equality and Diversity Lead Officer's Group – strategic equality and diversity group across statutory agencies that influences and coordinates equality work across services in Barnsley.
- Barnsley Together Forum.
- Multi-Agency Panel Against Hate Crime - reviewing and monitoring hate crime incidents across Barnsley.
- Prevent – A panel dealing with the statutory duty on extremism.
- Deaf Engagement – ensuring equal access and service for the deaf community.
- Royal British Legion.
- NHS Barnsley.

Staffing

Training that is delivered to recruiting managers includes specific references to the *Equality Act (2010)* and avoiding discrimination throughout the process. Examples of direct, indirect, associative and perceptive discrimination are discussed and highlighted. The college's commitment to equality and diversity is publicised on all recruitment materials.

Equality and diversity information that is provided by candidates is not available to shortlisting managers and can only be viewed by Human Resources (HR). At shortlisting stage, names of candidates are removed to prevent any possibility of discrimination.

The college has been reassessed and awarded 'Disability Two Ticks' status which is reviewed every year. This includes a commitment to interview any disabled candidate who meets the minimum essential criteria. This is monitored by HR and shortlisting managers are advised accordingly. Candidates invited to interview are asked if any adjustments are required to support and enable them to attend. Medical information is not requested until an offer of employment has been made.

All new staff must complete an online equality and diversity training module before they commence employment. Staff must also attend the induction programme where there is a dedicated mandatory equality and diversity session.

To further support and promote equality and diversity, the SES has been circulated to all staff and in the most recent staff survey 97% of staff said they were aware of the scheme. There are also specific equality and diversity questions in the staff survey.

Barnsley College is an outstanding college with an outstanding approach to, and application of, its statutory duties. There is always work to be done and there will be no 'resting on laurels', due to the rigorous processes and high ambitions embodied by our approach to fairness, dignity and advancement for all.