



## EDI SARAP including EDIMS Reports (students & staff) 2020-21

### EXECUTIVE SUMMARY:

The college is required to publish an annual EDIMS (Equality Diversity Implementation Measures) report. Data is taken from a diverse range of sources and cross-referenced with more detailed analyses in other reports and documents, most notably the College SAR, Destinations report, EDI and HR SARAPs. We are making progress on creating centralised, meaningful and timely EDIMS data capture as part of the wider cross-college 'live' data-dashboard project.

Analysis of student data forms Section 1 of this report, whilst Section 2 is a report by HR regarding staff recruitment and profile. Some points to note:

#### Students:

- 24% of applicants are from other than white minority ethnic groups – above the average (11%) for the local population
- Ratio of minority ethnic to white British members of population is broadly similar for staff and students (approximately 20:80 for staff and 23:77 for students)
- 7.46% of students (231/3094) qualify as 'disadvantaged' under DfE's definition (previously in receipt of pupil premium)
- 2.8% of students (87/3094) score at least 4 (out of 8) on the vulnerability index and have more than one of the following forms of vulnerability (EHCP, free college meals, looked after or care-experienced, young carer, widening participation, learning difficulty or disability, low participation postcode, bursary, low GCSE score, distance to travel)
- Retention & achievement rates for other than white minority ethnic groups and disadvantaged students are consistently below college averages – a priority action in the social mobility strategy
- SEND students show more positive levels of achievement and retention across all courses
- Females achieved higher grades than males across all courses
- In A levels, SEND (0.64) and Disadvantaged (0.69) students achieved higher value-added scores than all other cohorts (college average = 0.56)

#### Staff

- Under-representation of applicants from other than white minority ethnic groups (9.51%), but higher % of these applicants were appointed
- When compared to students, people of Asian or Mixed background are underrepresented within staff
- 3-year trend towards a more even ratio of male/female staffing profile (currently 66% female)
- 7.5% of staff appointed identified as LGBT; compared with 12.18% of LGBT applicants
- 5.54% of applicants disclosed having a disability, compared with 10% in previous year
- We have recently used dyslexia software for the first time in order to assist a candidate during the 'test' section of the interview

Section 3 of this report details an abridged version of the EDI SARAP, drafted in Autumn 2021, with headline summary, actions and rag-rated 'in-year' updates.

### LINK WITH COLLEGE STRATEGY:

**College Values:** Respect and Inclusivity, celebrating that BHASVIC is a safe and diverse place to be

#### Strategic Aims:

- A culture of learning that allows all students to achieve above and beyond what they think is possible (Commitment)
- A broad and balanced all-round education, enabling students to develop as independent, confident and well-informed young adults capable of contributing to, and questioning the world around them (Curriculum)
- To cultivate 'High Challenge and Low Threat' culture where staff and students are supported, valued and developed as individuals in a safe environment, knowing their own wellbeing is key to our success (Culture)
- To be an inclusive and accepting college where every individual feels part of a community (Community)

**LINK WITH RISK REGISTER:**

- 1.1 Failure to act within Articles and Instruments
- 2.1 Failure to respond to changes in or breaches of Government policy and legislation
- 2.2 Failure to acquire and utilise management information
- 2.3 Serious reputational damage
- 3.3 Failure to maintain/improve teaching quality
- 3.4 Failure to provide adequate student support including SEND and Equality entitlements

**ACTION REQUIRED:** (Assurance)

- Members of the Q&C Committee are invited to comment upon the report.

Alison Cousens  
Assistant Principal (Student Services)

Jackie Davies  
EDI & Welfare Officer

Genevieve Walter  
HR Manager

# EDIMS 2020-21: Report to Governors (March 2022)

## Introduction:

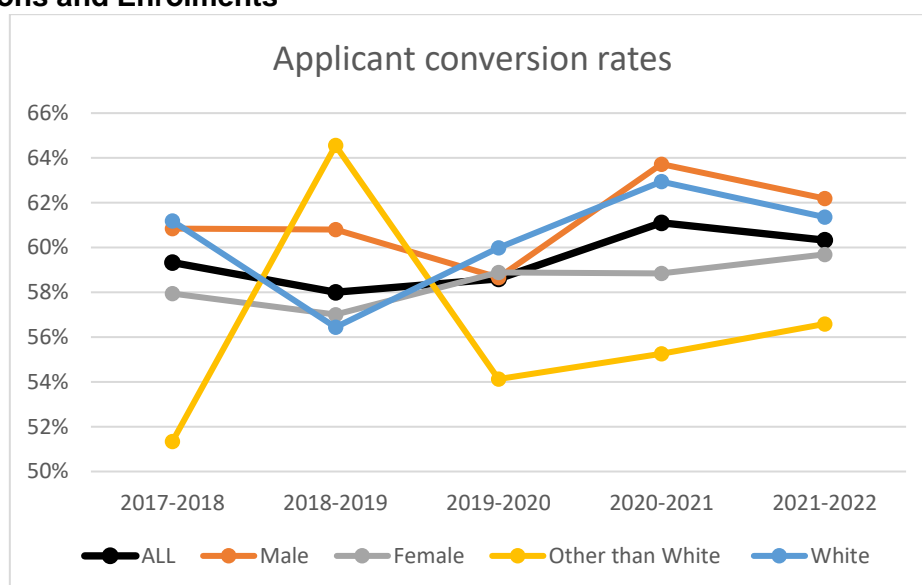
The analysis of EDIMS data for students forms Section 1 of this report. Section 2, is a report by HR regarding staff recruitment and EDI data. Section 3 is the action plan from this year's EDI SARAP, presented to SLT & Governors in the Autumn, and now updated with RAG-rating on in-year progress with actions.

'Disadvantaged' students are defined as those who were registered as 'Pupil Premium' when they were in year 11 at secondary school. The DfE position is that an institution's Disadvantaged students should be benchmarked against the national average of all students. For the past two years we have experimented with a wider 'Vulnerability Index' of students based on local authority auditing (which includes broader widening participation criteria, low GCSE score, distance travelled as well as socio-economic disadvantage). This system is still in its infancy, so for clarity of benchmarking, the data provided for EDIMS analysis is the 'Disadvantaged' data as outlined above.

'BAME' has most recently been the widely used acronym for referencing 'Black, Asian, Minority Ethnic' groups; however, in recognition of the [latest Government guidance](#), we are revising our categories to "Other than White" or "Other than White Minority Ethnic" group. We continue to refine our data reporting to promote greater inclusivity.

## SECTION 1: About Our Students (EDIMS)

### Applications and Enrolments



**Ethnicity:** Applications to the college have risen from 2652 in 2019-20 to 3000 in 2021-22. Looking at the 3-year trend, nearly a quarter of applicants (24%) each year are from 'Other than White' minority ethnic groups, which is significantly above the average for the local population as a whole (approximately 11%); however, a consistently lower proportion of the total numbers enrol (21%). This is a trend which has been noted in the college SAR for the Admissions Department to investigate further, and to be considered in beginning to develop our anti-racist strategy.

**Gender:** Differences in applications to enrolment linked to gender are less marked; however, there have been consistently higher numbers of female to male applicants (3-year average = 53% females/ 46% males) with males more likely to accept and enrol. Anecdotally, this follows a pattern of female applicants being more likely to apply to a wider range of colleges as an insurance, prior to GCSE results.

**Disadvantage, SEND:** There is still work to do in relation to collecting effective admissions data to enable better interrogation of trends within applications and enrolment linked from students with

SEND, pupil premium and other disadvantage categories. This needs to be a priority action for 2022-23.

### **Students on roll compared to staff (by ethnicity):**

In the past two years, we have compared staff and student data in relation to ethnicity, as previously representation of staff according to ethnicity was compared only to the 2011 census. Data for the 2021 census is due to be published later this year. In the light of this, we agreed that it would be useful to make comparisons between staff and student data, initially to identify if there were any actions necessary as part of the college anti-racist strategy. The analysis shows a consistent two-year trend of 77% White British students compared with 80% White British staff at BHASVIC. This demonstrates a broadly equivalent representation. However, it will be useful to see how this compares locally as in 2011 the Brighton & Hove population identifying as 'Other than White minority' was 11% but this is likely to have increased.

### **Disadvantaged students on roll:**

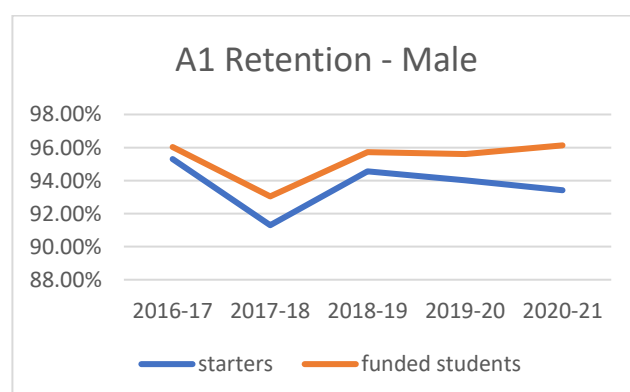
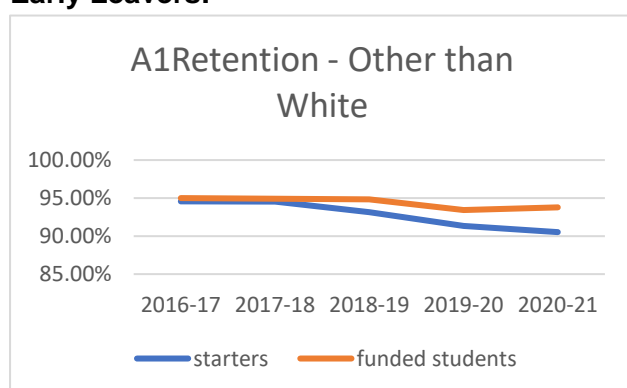
7.46% (231/3094) of students on roll in 2020-21 were from the group defined as Disadvantaged (formerly in receipt of pupil premium) compared with 6.48% in 19-20. Our support provision for students of 'Disadvantage' extends to a wider reach of students, incorporating support needs as outlined in the Vulnerability Index, whereby approximately 66% of students in 20-21 had a score of 1 or more on the vulnerability index; and 87/3094 (2.8%) score above 4 (from a maximum value of 8). As described in the College SAR, a whole-college Social Mobility Strategy has been drafted to support the college's focus, outline the wide array of work we do and identify further gaps and opportunities to enhance outcomes for our disadvantaged students.

### **Retention:**

Retention rates at the college for all students stand at 96.09% for A1 and 98.39% for A2s and have remained consistent during the pandemic. This includes positive retention for SEND students in A1, but in A2 retention rates for Other than White (-1.53%), Male (-0.51%), SEND (-1.35%) and Disadvantaged (-2.56%) students track below the college average. In terms of actual numbers, for A2 Disadvantaged students this means 92/96 completions; 308/318 Other than White A2 students completed; and 361/372 A2 SEND students completed.

For A1 this pattern is more marked for Disadvantaged and Other than White minority ethnic groups. In 20-21, 123/135 (91.11%) of A1 students from 'pupil premium'/disadvantaged background completed the year (-4.9% below college average). For Other than White students, the figure was 93.80% (-2.29%)

### **Early Leavers:**



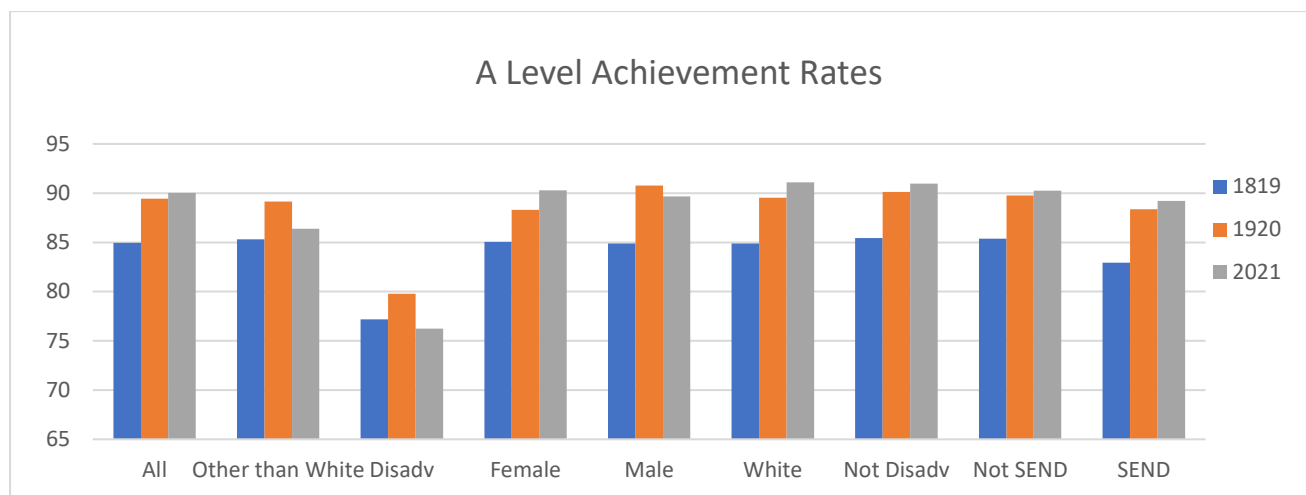
Data suggests that A1 students from Other than White minority ethnic backgrounds are also more likely to become early leavers, leaving prior to the Autumn Term funded deadline (6 weeks after September start) as are male students; although patterns for Disadvantaged students show a more positive trend of retaining starters beyond the funding deadline. This is a helpful focus for offering more targeted induction support towards these cohorts in Autumn 2022.

### ESOL (English as Second or Other Language) Retention:

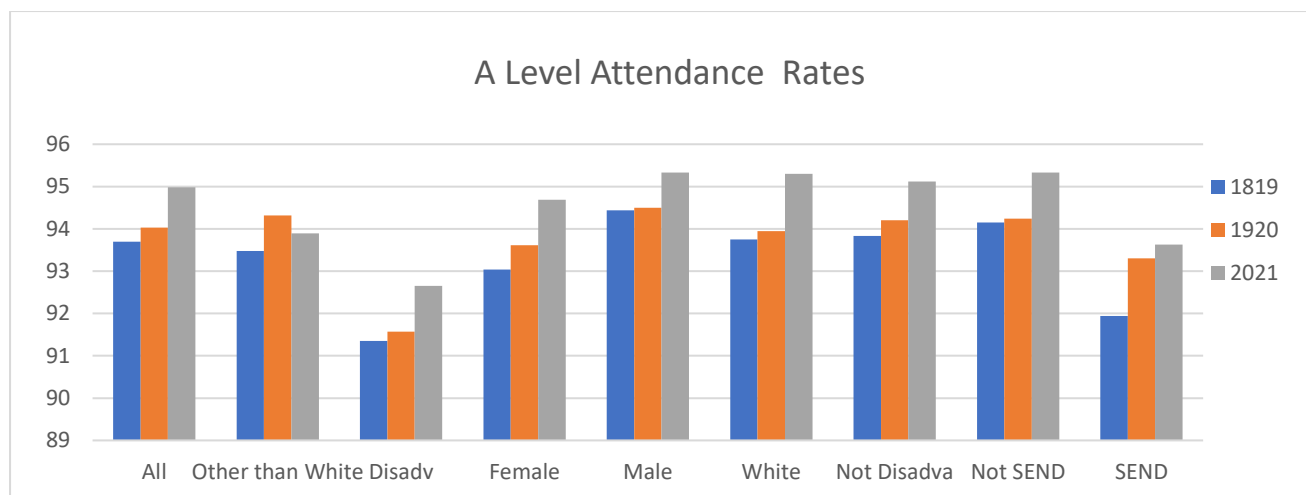
Retention rates for students within our ESOL provision stand at 86.11% with a significant gender imbalance in 20-21 of 4/4 females students completing (100% retention) compared with 27/32 male students completing (84.38%). There were 2 early leavers in total from 38 starters. It remains very challenging to gain precise data linked to SEND and pupil premium for ESOL students, many of whom are asylum seekers and refugees; however, there were fewer than 10 of either category registered within the cohort in 20-21, though this is likely to be under-reporting the precise figure as the entire cohort has significant vulnerabilities and disadvantages.

### Achievement Rates - A level:

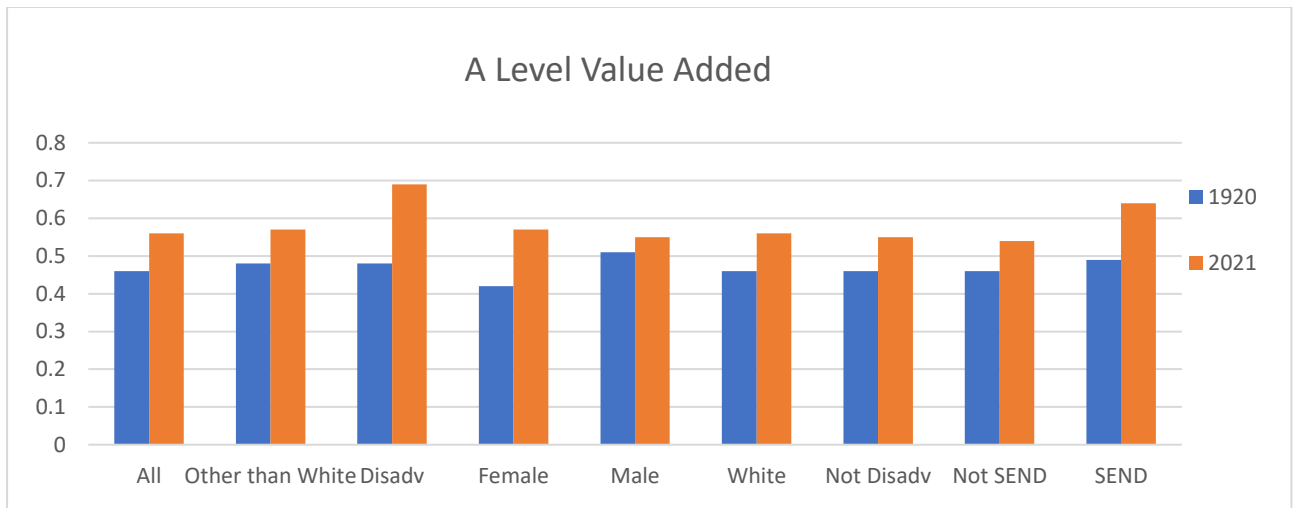
Achievement is calculated as retention multiplied by pass rate. Across the college as a whole, for males this is marginally lower than for females (-0.34% below average) but what is notable is a significant gender disparity in high pass rates: males are -5.44% below average (74.07%) compared with females +4.35% above college average (83.86%).



Whilst achievement for SEND students (89.02%) is -1% below college averages (90.02%), there is more significant work to do with Disadvantaged students in A level (76.25%; -13.77%) and some improvements needed in A level achievement for Other than White (86.39%; -3.63%) groups.



Whilst it has been difficult to monitor attendance during periods of lockdown in the last two years, the data we do have suggests that SEND, Other than White and Disadvantaged groups were again below college averages. However, Value-added scores for Teacher Assessed Grades, do show above average returns for SEND and Disadvantaged students.

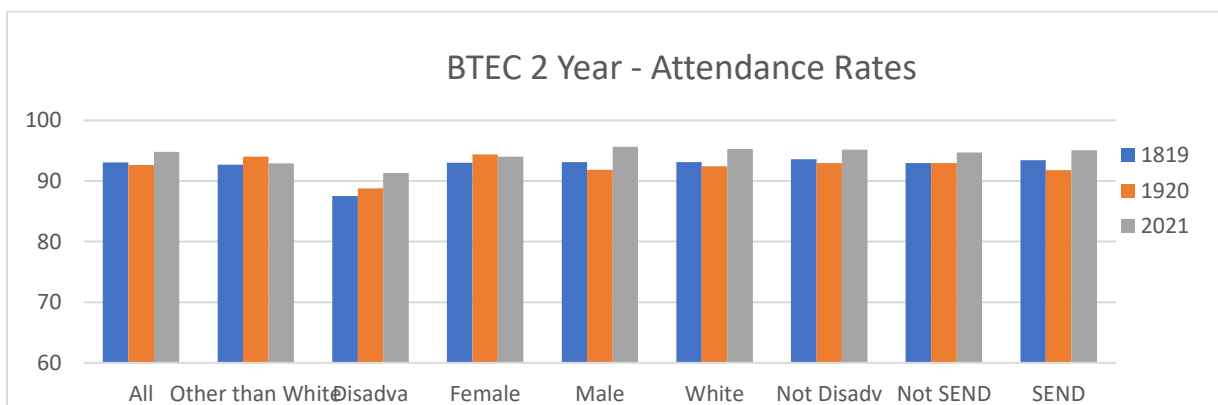
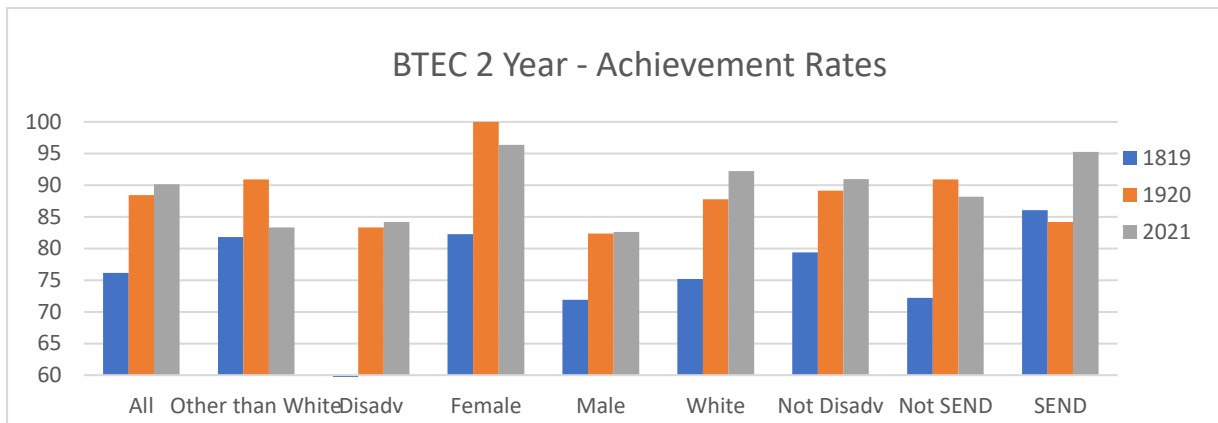


Support and improvements in achievement and attendance for these groups has been identified as a priority action in the College SAR and social mobility strategy.

#### Achievement Rates - BTECs:

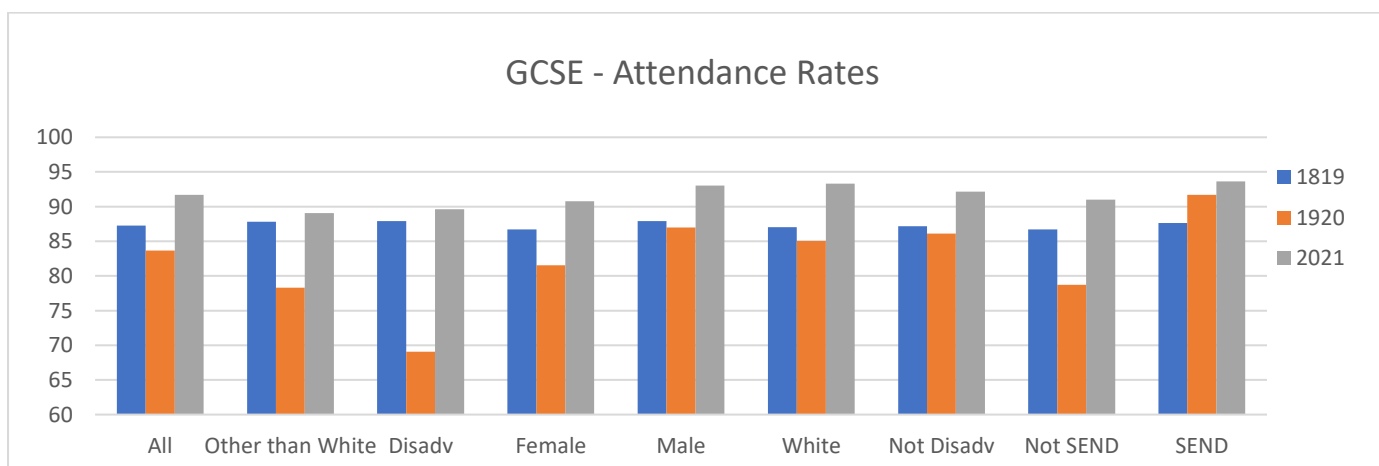
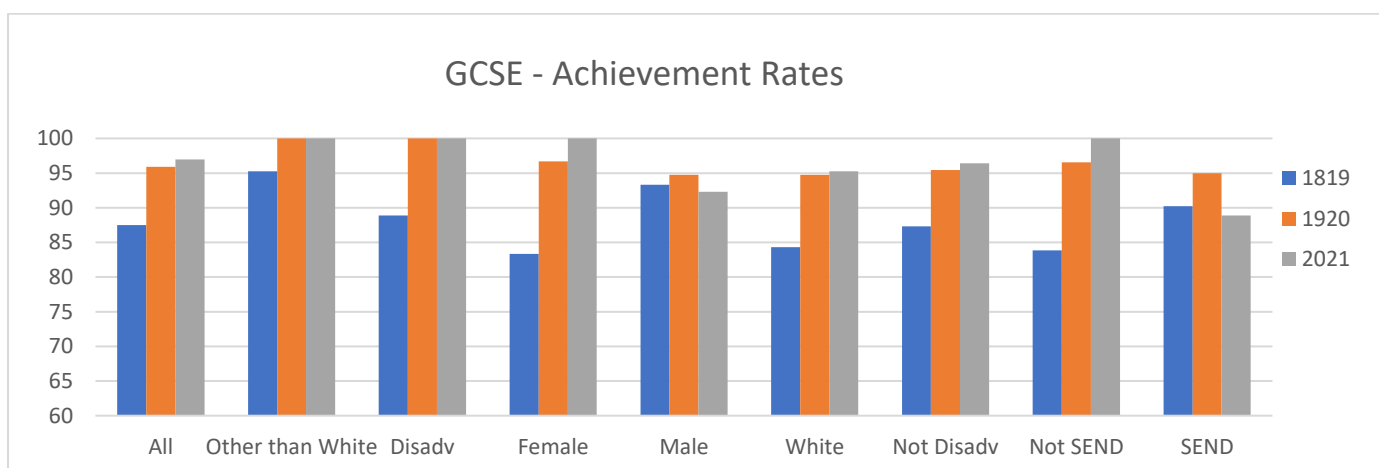
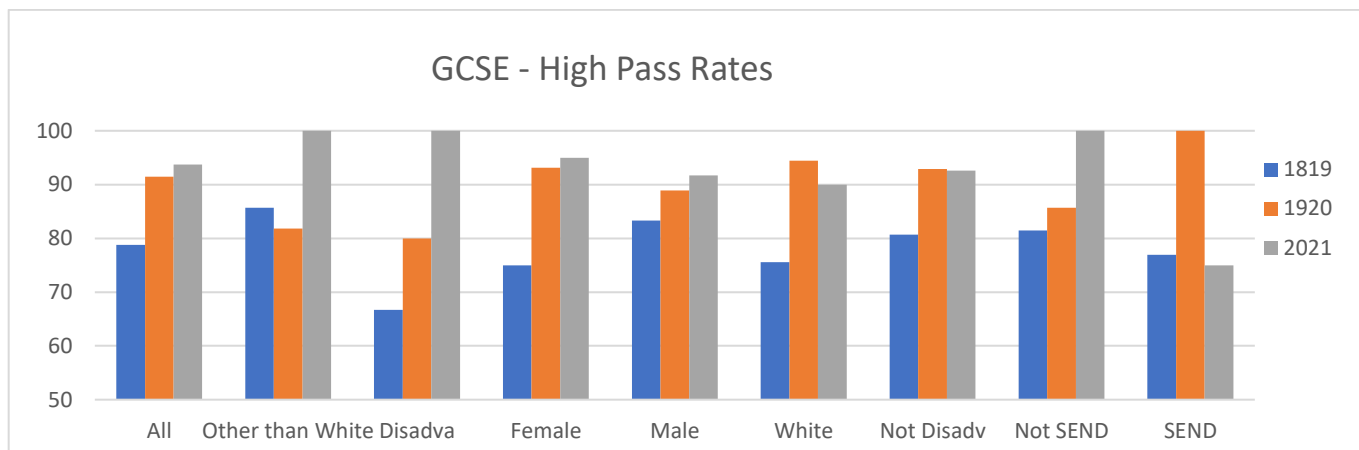
Achievement in 2-year BTECs follows similar patterns to that of A levels in 2020-21, with male students (82.61%; -7.52%) below the college average of 90.13%; Other than White (83.33%; -6.88%) and Disadvantaged (84.21%; -5.92%) students also track below average for BTEC achievement. The same pattern is true of attendance for Disadvantaged (-3.47%) and Other than White (-1.92%) students below college average attendance for BTECs.

The performance of SEND students (95.24%; +5.11%) and female students (96.39%; +6.26%) was good for both achievement and attendance. Males (78.95%) were -2.8% below the college average 81.75% for high BTEC pass rates in 2020-21, compared with females at 83.75% (+2%) and SEND students at 82.5% (+0.75%); but male attendance rates were better than average. Comparative value-added data is currently unavailable for BTECs for 20-21, due to change in specification frameworks.



### Achievement Rates:

**GCSEs:** GCSE pass rates were excellent overall, with 100% pass rates for all cohorts; however, achievement of SEND students at this level appears concerning in 20-21 – high pass rates (grades 7-9) were -18.75% below the college average of 93.75; and overall achievement fell to 88.89% (-8.08% below average). Whilst this needs monitoring by the GCSE and ALS teams, this does not appear to reflect any consistent three-year trend and the numbers of students involved are likely to be small, thus causing more extreme year-on-year variations. It is worth noting that attendance at GCSEs in 20-21 was very consistent across cohorts, with significant improvements for Disadvantaged and Other than White cohorts on the previous year.



## Progression:

For progression data and a fuller overview of destinations outcomes for students who completed their studies at college in summer 2020, please refer to the following reports:

- **BHASVIC Student Destinations Report** - Summer Term Quality and Curriculum Governor Committee, and summarised at Corporation (July 2020).
- **BHASVIC SAR 2020-21**: Autumn Term Quality and Curriculum Governor Committee, and summarised at Corporation (December 2021)

## Headline data for groups of leavers who are of particular interest within an EDIMS context, are in bold, below:

1. Around 70% of our students enter Higher Education with around a quarter taking a gap year before they go.
2. Around 16% of students enter into employment, including apprenticeships, upon leaving BHASVIC. There is significant upward trend as a result of our Employability provision in the past three years.
3. **We continue to be pleased that our percentage of Higher Education acceptance routes for Widening Participation (including low income, first in family to go to university, care-leavers) and BAME groups is significantly higher than the national average.**
4. 60% of BHASVIC students accepted a place at a high tariff university (including Oxbridge & Russell Group), substantially higher than the national average of 35%.
5. The number of Oxbridge offers continues to increase year on year with over 200 offers in the past four years. **Our disadvantaged students in 2020 have a higher chance of an offer compared to our wider cohort.**
6. We have seen a sustained increase in Medics, Veterinary and Dentistry offers.
7. HESA data shows 93.3% of our students achieve first or 2:1 degrees, substantially higher than the general sixth form sector. **Excellent success rates at university study are replicated amongst low participation wards and First-generation scholars.**
8. **70% of our vulnerable and disadvantaged students (low income, young carers, in care, care leavers) go onto university and 60% of our students receiving learning support – figures equal to our main student cohort.**
9. 9% of our students' progress into specialised further education, including very successful art foundation entry.
10. Our Early leaver's rates are higher this year due to COVID with most going back to school sixth form or entering apprenticeships. We continue to monitor.

## DESTINATIONS CHARTS

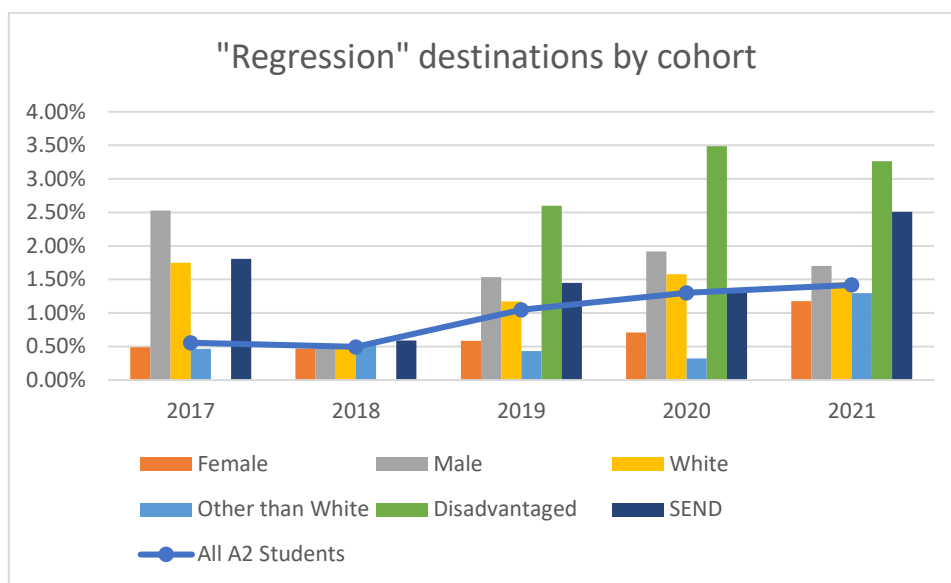
We are currently experimenting with different ways of representing destinations. Further information will be included in the Destinations Report which comes to Governors in Summer Term; however, I include these charts for information, as they are interesting from an EDIMS perspective.

We have divided destinations into:

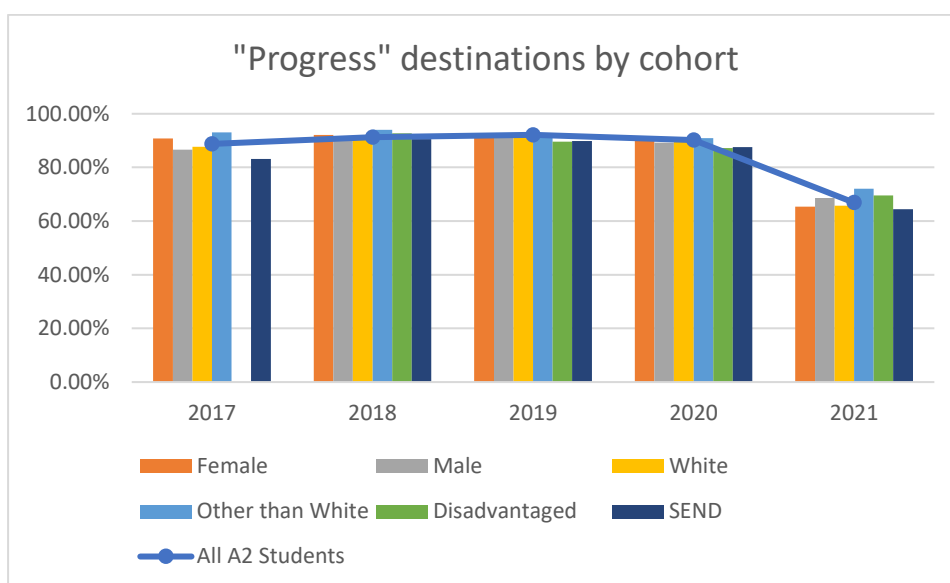
- Progress eg. *Employment, FE, HE; etc.*
- Static eg. *Gap year, part-time work, volunteering etc.*
- Regression eg. *Unemployed, NEET, inactive*
- Unknown

	Current Destination Categories for Principals report and NFs usual Destination report		EDIMS / SAR Revised Categories
	Category	Maps to:	
04 - Part Time Employment	Employment	Employment	Static
10 - Full time employment	Employment	Employment	Progress
11 - Unemployed	Other	Other	Regression
53 - Self employed	Employment	Employment	Progress
54 - Entered Further Education	Education (FE, Apps etc)	Education	Progress
55 - Entered Higher Education	Education - HE	Education	Progress
59 - Found voluntary work	Employment	Employment	Static
75 - Full-Time Education or Training (Not FE or HE)	Education (FE, Apps etc)	Education	Progress
76 - Economically inactive (of working age, not employed, not self employed, not actively seeking work and not in full time education)	NEET	Other	Regression
77 - Not in Education, Employment or Training	NEET	Other	Regression
93 - Apprenticeship	Education (FE, Apps etc)	Education	Progress
95 - Continuing existing programme of learning	Education (FE, Apps etc)	Education	Progress
97 - Other	Other	Other	Static
97 - Other - Gap Year	Other	Other	Static
97 - Other - Part Time Education or Training (Not FE Or HE)	Education (FE, Apps etc)	Education	Static
98 - Destination Unknown	Unknown	Unknown	Unknown

Early analysis suggests that Disadvantaged, Male and SEND cohort are more likely to have regressed in terms of their long-term destination, and Disadvantaged and SEND students also find it harder to positively progress onto HE, FE or employment once they leave college.



	2017	2018	2019	2020	2021
All A2 Students	0.56%	0.50%	1.05%	1.30%	1.42%
Female	0.49%	0.47%	0.58%	0.71%	1.18%
Male	2.53%	0.52%	1.54%	1.92%	1.70%
White	1.75%	0.49%	1.17%	1.58%	1.45%
Other than White	0.47%	0.54%	0.43%	0.32%	1.30%
Disadvantaged	0.00%	0.00%	2.60%	3.49%	3.26%
SEND	1.81%	0.59%	1.45%	1.33%	2.51%



	2017	2018	2019	2020	2021
All A2 Students	88.73%	91.32%	92.15%	90.25%	66.88%
Female	90.82%	92.11%	92.42%	91.23%	65.40%
Male	86.57%	90.43%	91.24%	89.23%	68.62%
White	87.74%	90.82%	91.96%	90.06%	65.70%
Other than White	93.02%	94.05%	91.30%	90.91%	72.08%
Disadvantaged		92.71%	89.61%	87.21%	69.57%
SEND	83.13%	90.59%	89.86%	87.61%	64.44%

This data will need further interrogation but looks to be a useful addition to our EDIMS analysis.

## **SECTION 2 : ABOUT OUR STAFF - EDIMS REPORT 2020-21**

**Report by Genevieve Walter, HR Manager**

### **Recruitment of Staff**

#### **Note about analysis:**

The 2021 Brighton and Hove census data will not be released until the middle of 2022 so for this year, the 2011 Brighton and Hove census data has once again been used as a comparator to assess how representative our recruitment process is of the local community. However, it must be acknowledged that as this data was collected 10 years ago it may not be fully representative of the current Brighton and Hove community. In addition, we would expect to attract candidates from a wider area than just Brighton and Hove, so we might expect some variance to the 2011 census comparison data.

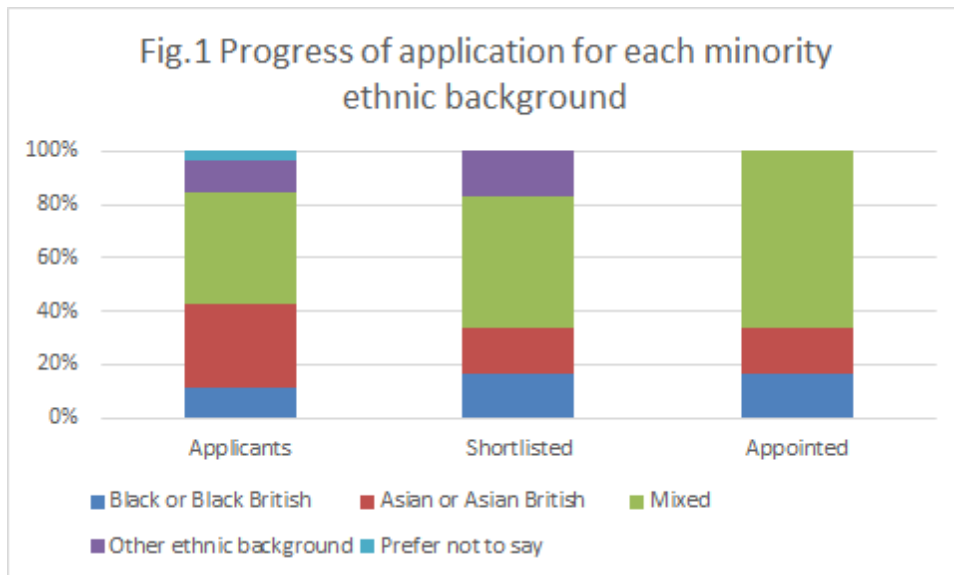
Data is collected for any roles advertised externally using equality and diversity monitoring forms, this is kept entirely separate from the candidates' application forms and the information is then manually entered by the Recruitment team. We would like to develop a method of allowing candidates to enter in their E&D details themselves to minimise errors and create a data set that is more accessible and easier to analyse, this will also enable us to view the data throughout the year. We are also aware that we need to modernise the categories we have for ethnicity and gender and plan to work closely with the EDI team this year to update these.

Another area that requires review is where we place our job advertisements. The data suggests that most applicants come to us via the Times Educational Supplement (TES), we also have a subscription with Brighton and Hove jobs, but this yields a much lower number of applicants. As we try to increase the diversity of our applicants, we need to assess the value of our current subscriptions and look at what alternatives are available that might help us to attract a broader range of applicants.

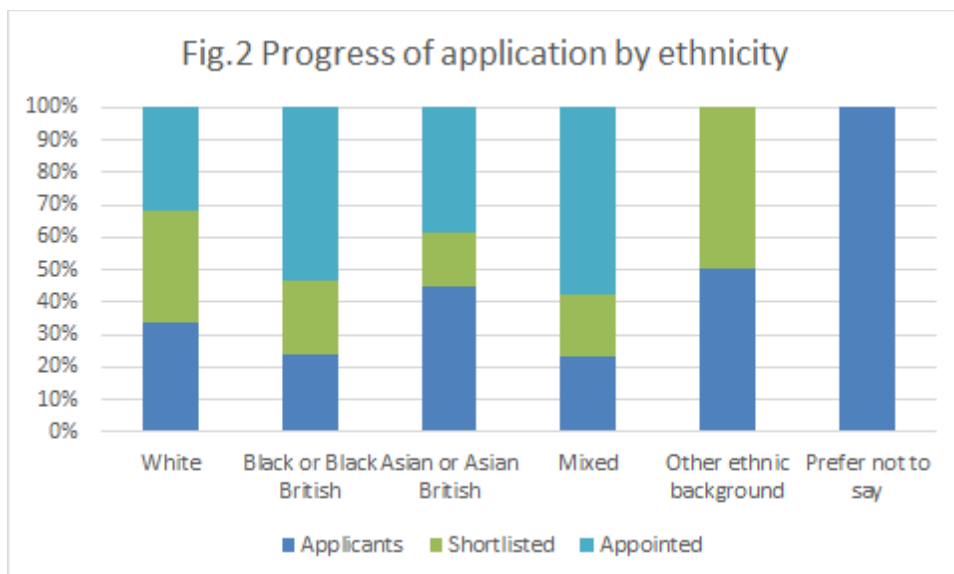
This year, from 325 applications, we received 271 E&D forms, taking into account the 30 internal applicants who would not have been required to complete a form, this gives us a 92% return rate of E&D forms. It is also of note that in previous years we have recruited several Evening Language Tutors who increase the level of diversity within the College; due to Covid-19 and the subsequent lock down this year, the courses did not run and subsequently this recruitment did not happen.

### **Ethnicity**

The 2011 Census suggests the local population of White UK/British inhabitants is 80.5% with the South East being 85%. The percentage of White UK/British applicants we received this year was 90.41% so there is clearly some work to do with regards to attracting a broader range of applicants. Figure 1. below shows the diversity of applicants we received from minority backgrounds at the application stage, the diversity of those who were shortlisted and those who were appointed.



Presenting this data slightly differently in Figure 2. below, shows in more detail the percentage of applicants from each ethnic group, including White UK/British for comparison, who progressed to the shortlisting stage and the percentage who were appointed. This shows that in terms of percentage within each grouping, the number of Black, Asian and Mixed applicants who were appointed, in comparison to how many from each group applied, is much higher than the White UK/British group.



### Action required

This data shows that the hurdles for us are with regards to reaching a diverse range of candidates, rather than any issues within our internal recruiting processes. As previously stated, all personal data is already removed from applications prior to the shortlisting stage so there is no risk of conscious or unconscious bias. The need for this to be addressed is not just found within the data, but anecdotally students have voiced that they feel unrepresented by the staff at BHASVIC and so we need to re-dress the balance. The main focus for the next year should be on researching alternative platforms for advertising our vacancies to ensure that we are reaching as wide an audience as possible.

## Religion or Belief

Table 1. Progress of applications by Religion

	Applicants	Shortlisted	Appointed	B&H Census 2011
Buddhist	0.37%	0%	0%	1%
Christian	25.09%	31.18%	12.50%	42.90%
Hindu	0.74%	0%	0%	0.70%
Jewish	0.37%	0%	0%	1%
Muslim	0.74%	1.08%	3%	2.20%
Sikh	0%	0%	0%	0.10%
No religion	62.73%	55.91%	82.50%	42.40%
Other	2.58%	3.23%	0%	0.90%
Prefer not to say	7.38%	8.60%	5%	

The proportion of applicants who have no religion has increased from 55% in 2019-20 to 62.73% in 2020-2021. There has been no significant increase in the proportion of applicants who are Christian, Hindu, Muslim or Sikh compared with the previous year. There is further progress to be made in encouraging applications from people with diverse religious beliefs and in ensuring the proportion of candidates shortlisted and appointed are representative of those who apply. It is also of note that the results of a recent British Social Attitude (BSA) Survey, taken in 2018, indicated that there has been a steady decline in religious beliefs among British people.

## Gender

The historical data over the last 3 years shows a gradual trend towards a more even split between male and female staff applications and appointments. This is positive as the majority of our current staff (66%) are female. Only 2 applicants did not answer this question but there is some consideration to be given to how this question is presented – Gender identity definitions now span a wide range of options and including an option for people to enter in their own information may reveal a great level of diversity than simply having a ‘male’ ‘female’ and ‘prefer not to say’ box. Allowing candidates space to enter their own details may also help to indicate to prospective candidates that we are a welcoming and accepting employer who acknowledge that for some this is more nuanced than a simple box ticking exercise.

## Age

Although the age distribution varies across staff groups, there is representation of every age group at each stage of the application process. When support staff, teaching staff, and evening language tutors are considered altogether, there is satisfactory representation of every age group in the appointments made in 2020-2021.

## Disability

5.54% of applicants in 2020-21 disclosed that they had a disability, we did short list 4 external candidates who identified as having a disability however none of these candidates were appointed to a role within the College. This is compared to 10% of the staff who were appointed last year.

The College has an open and supportive approach to the appointment of our staff and we have strong links with our Occupational Health provider, Staywell, that enable us to ensure we accommodate the needs of any staff who have disabilities. The focus perhaps should include

supporting candidates more robustly during the interview process, having a greater awareness of any reasonable adjustments that might be required and asking more questions about what support candidates require. We have recently used dyslexia software for the first time in order to assist a candidate during the 'test' section of the interview so we may want to look additional types of support that are available and will meet with ALS to get some advice.

### **Sexual Identity**

Similarly to last year, the vast majority of both applicants and appointed staff identify as heterosexual. In 2020-2021, **12.18%** of applicants identified as Lesbian, Gay or Bisexual. This is a slight increase on last year (12%) and 9% and 10% in the previous 2 years. Of the appointed applicants, 7.5% identified as Lesbian, Gay or Bisexual. The 2011 Census does not explicitly ask respondents to confirm their sexual orientation, however The Corporate Policy and Research Team at Brighton Council estimates the local percentage to be 11-15% of the local population.

### **Current staff**

#### **Note about analysis**

- Members of staff with 2 roles are included for their most senior role or the role where the majority of their FTE sits.
- This does not include casual staff such as invigilators.
- The data includes anyone who was employed in the 2020-21 year (1<sup>st</sup> August 2020 to 31<sup>st</sup> July 2021). FTE and role are as at 1<sup>st</sup> October 2020 (or most recent if they were not employed on that date).
- It does include anyone who was absent due to maternity/shared parental leave.
- 'Manager' includes any member of staff who has line management responsibility for others, who is paid on a management grade, or who has additional responsibility which attracts an allowance (e.g. department assistants, EPQ manager).

### **Ethnicity**

Our current staff are broadly representative of the Brighton and Hove population, and of the BHASVIC student population. However, when compared to students, people of Asian or Mixed background are underrepresented.

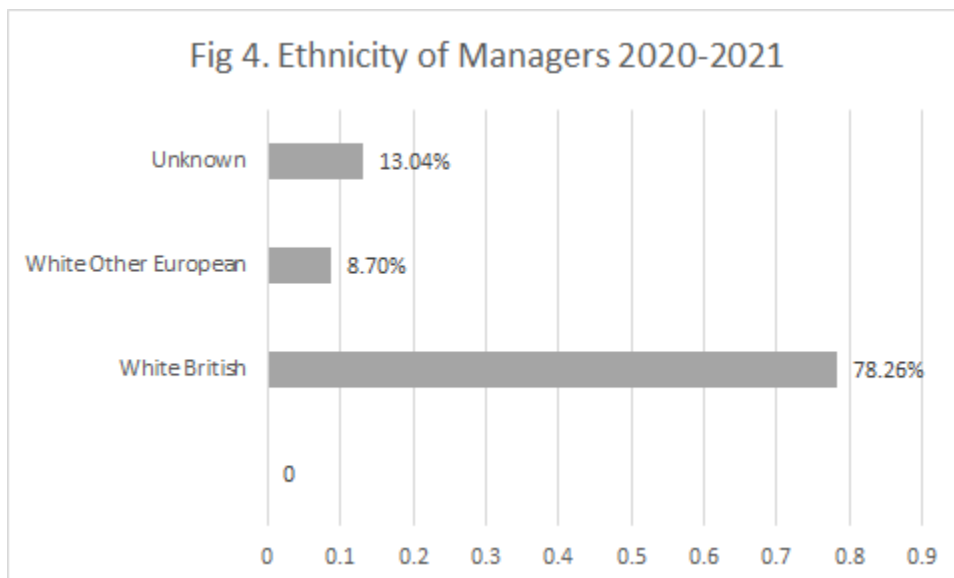
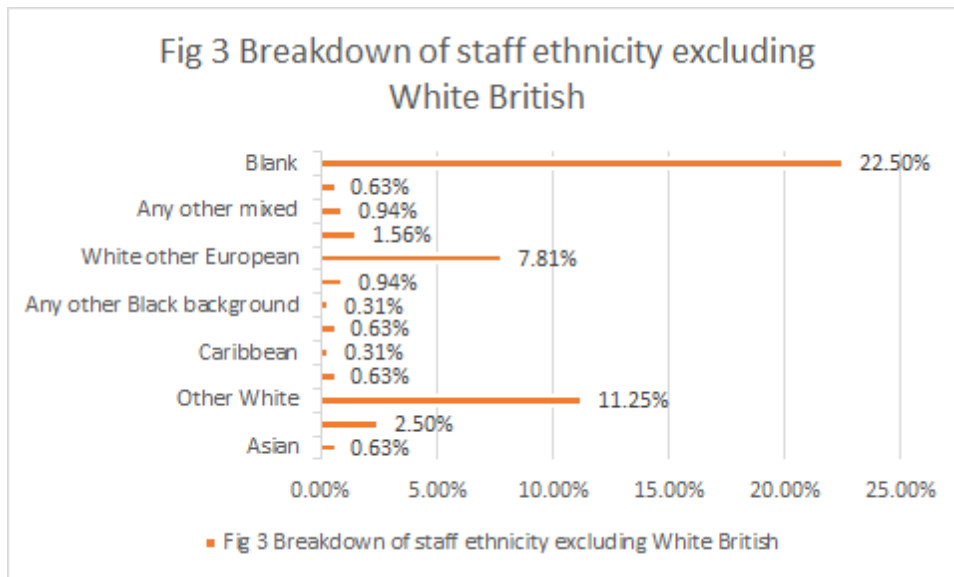


Figure 4 shows the ethnicity of managers as at 1 October 2020, 78.26 % are White British which is an improvement on last year's percentage of 88%. However staff from Asian, Black, or Mixed backgrounds are still not represented at all. Therefore, further action is needed in regards to supporting staff from diverse backgrounds to progress into management positions.

## Gender

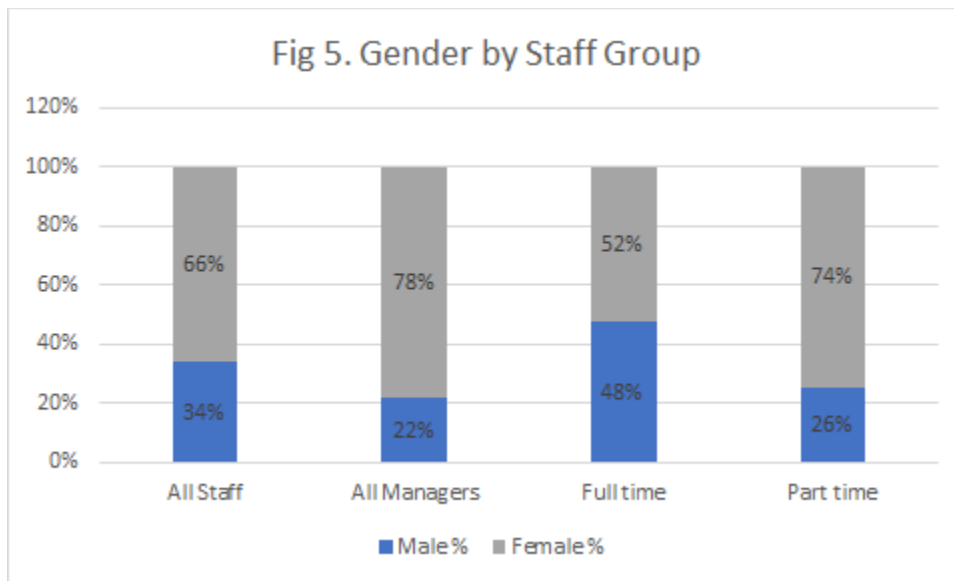


Figure 5 shows the percentage of male and female staff in different staff groups. There has been a significant increase in the number of women in managerial positions across the College which has gone from 62% last year to 78% this year which is very satisfying to see. The decision to include the option for people applying for managerial roles, do to so as part of a job share has already resulted in a Head of Department role being shared by two female members of staff.

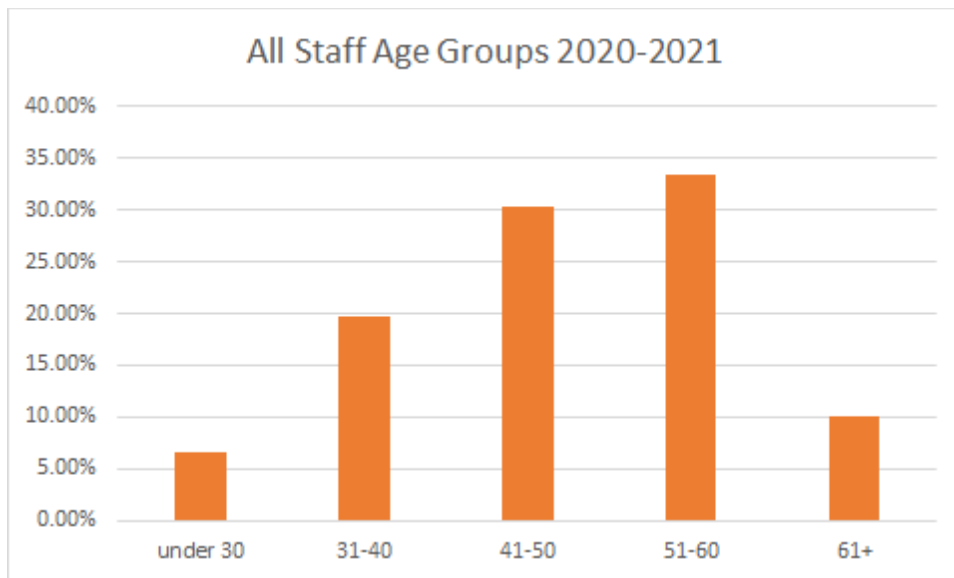
## Religion or Belief

Table 2. Current Staff Religion		
	Staff	B&H Census 2011
Buddhist	0.31%	1%
Christian	13.44%	42.90%
Hindu	0%	0.70%
Jewish	0.63%	1%
Muslim	0.31%	2.20%
Sikh	0%	0.10%
No religion	44.06%	42.40%
Other	3.44%	0.90%
Prefer not to say	5.63%	
Unknown	32.19%	

Although there are a number of religions underrepresented when compared to the Brighton and Hove census, we do have a large number of staff (32.19%) who have not provided this information so our data is incomplete. This information comes from the E&D forms that are completed at the point of application so it's possible candidates may be unaware of our strict internal processes and leave this information blank to avoid any potential conscious or unconscious bias during the recruitment process. Employees do have the option to update these details however and we could potentially gather more information simply by reminding staff that they have the ability to do this.

## Age

The spread of employees across the age groups is very similar to last year. The 2011 Census data suggests that the people aged 20-24 make up the largest proportion of the city's population. We are currently looking at leveraging our reputation as a center for educational excellence in order to attract more ECTs to teaching posts as part of our HR Strategy for next year.

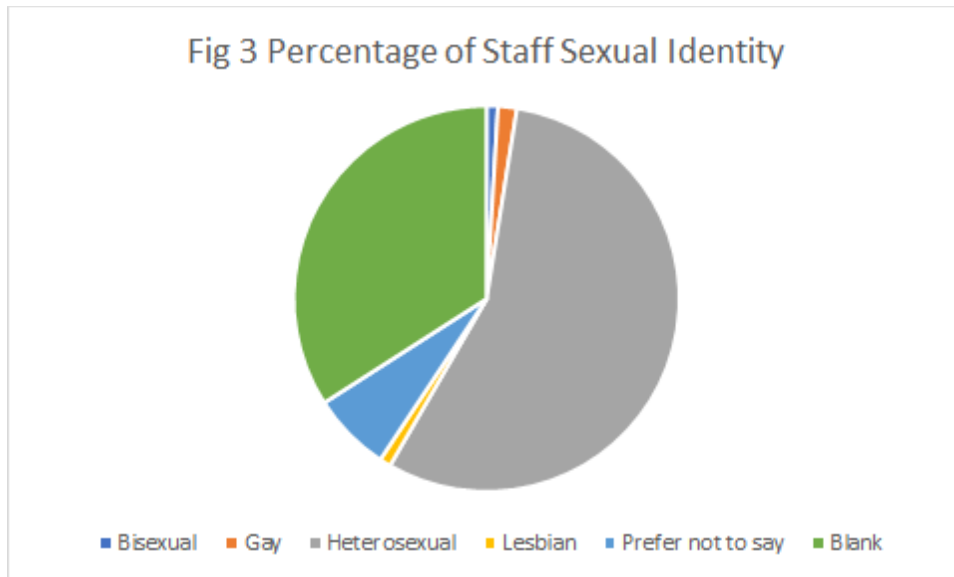


## Disability

3.4% of staff have disclosed that they have a disability (decreased from 4% the previous year). 2.8% said they would prefer not to disclose whether they have a disability or not and a further 15% did not answer the question at all which indicates the real figure may be higher.

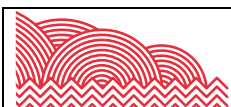
According to the World Health Organisation, the number of people who have a disability is increasing dramatically. This is due to demographic trends and an increase in chronic health conditions. There are also a variety of mental health conditions that are considered a disability that employees may be more willing to discuss with their employer than they may have been in previous years. There is also more awareness of the need to support employees and to make reasonable adjustments in order to support them in their roles. Having said all this, there may remain a stigma attached to disclosing a disability for some people so perhaps there is some work to be done with regards to communicating the support available to staff.

## Sexual Identity



There are still a large number of staff (33.75%) where we do not have this data, this is not people who would 'prefer not to say' but people who have not given us any information. We will continue to encourage staff to keep this information up to date through the HR portal in order to provide a more accurate picture of sexual identity among our staff. As detailed in a 2016 Stonewall report titled 'Do ask, Do tell', monitoring this information helps us to create a more inclusive working environment and can send powerful signals of alliance with LGBT employees.

## SECTION 3



**BHASVIC**

### Equality, Diversity and Inclusion Self-Assessment Report 2020-2021 and Action Plan 2021-2022: Alison Cousens, Jackie Davies

#### Section 1: Headlines from 2020/21

Please record here headline statements, together with any relevant data, which provide a picture of the service the department provided over the year.

Areas of good or outstanding provision and how we know
Citizens UK Leadership Programme for 'other than white' ethnic groups students
College of Sanctuary inclusion projects/ staff INSET
Trans Inclusion work
Partnership working with S7, B&H Council, local organisations
Student Involvement: SU EDI Officers, Student Ambassadors, Forum
Support provision for mental health, welfare, learning support
Tackling the Attainment Gap: Disadvantage Strategy: Flourish, bursary
Online provision and access in pandemic
BIG Meetings, Staff intranet, Teams, resources on VLE.
Work with HR on staff data monitoring, diversity in recruitment, EDIMS
Work with Marketing to update college website

Areas for development and actions we need to take
College of Sanctuary: raising awareness with students/ listening campaign
Embedding LGBTQIA+; particularly Trans Inclusion into processes, practices. Staff training
Sex, Relationships and Consent Campaign to develop. YMCA Survey
Ensuring new EDI policy objectives embedded in practices/ EIA's/ Audits
Establishing the new EDI Team and raising awareness/ Staff Training: new staff EDI Induction.
Anti-Racism Strategy to develop
Links with Curriculum, Enrichment and Learning Support departments.
Young Carers: raising awareness of support across college
Mental Health Strategy; partnership working/ awareness raising
Work with CIS and JAM/CQT on improving data tracking and reporting for EDI to ensure consistency with SAR, CDP etc. And including all cohorts eg. Tracking progression gaps: ESOL
Cross college digital accessibility: website, teaching etc: disability, ESOL

RAG-RATING KEY (February 2022 - update)	
	Actions already taken and in-progress: likely to be achieved by July 2022
	Actions planned for Spring/Summer Term: likely to be at least partially achieved by July 2022
	Actions not yet started – may be delayed or only partially achieved by July 2022

### Section 3: Review of Action Plan from [2020-21]

Target/ Action	Outcome A = Achieved P = Partially N = Not	Commentary, including whether any further actions are proposed
<b>1. Inclusion and Support: 'BAME' students</b> Diagnosis: Before the pandemic 'lockdown' there were incidents arising of overt racism between students on site. The resurgence of the Black Lives Matter movement and the impact of the Covid-19 virus on people of 'BAME' status has galvanised action regarding challenging systemic racism. We need to ensure we continue to provide equal opportunities for students and staff of 'BAME' status, and educate all to understand unconscious bias, and how to challenge micro-aggressions and racism. <b>College of Sanctuary:</b> Diagnosis: To increase inclusion of ESOL students and create a more cohesive and integrated BHASVIC community.	P	Achieved: <ul style="list-style-type: none"> <li>• Black History Month: Celebrated in Tutorial Delivery and panel discussion</li> <li>• Launch of Citizens UK Leadership programme with 'BAME' students</li> <li>• Anti-Racism Working group started, and pledge drafted</li> <li>• College of Sanctuary staff INSET</li> <li>• Projects facilitating inclusion of refugee students</li> <li>• EDIMS/ HR recruitment updates in monitoring re. ethnic diversity of staff</li> </ul> <b>For further actions: see Section 4.</b>
<b>2: Young Carers:</b> Diagnosis: Some young carers at BHASVIC are not being identified, not accessing the full support available, not aware of support, not aware they are young carers. Data on numbers of young carers is currently held in multiple databases. We have worked to raise more awareness of how to identify young carers and what support is available; create and are finalising this work to prepare for progress with implementation of a pilot project for 2020-21.	P	Achieved: <ul style="list-style-type: none"> <li>• Student Pre-Enrolment Survey updated and identifies young carers early</li> <li>• Liaison with CIS, Student Services and GM's, regarding data administration</li> <li>• Young Carer Lead role formalised</li> </ul> Further Actions: (See Student Support SARAP re. Welfare) <ul style="list-style-type: none"> <li>• Enact a programme of visible support for the Young Carers</li> <li>• Offer Welfare support</li> <li>• Young Carer policy needs completion and audit.</li> <li>• Young carer pack to be collated and available online.</li> <li>• Set up a pilot scheme, with the formal evaluative framework</li> <li>• Create a model that can be rolled out onto other post-16 environments.</li> <li>• Engage with cross college 'Disadvantage' working group</li> <li>• Consider where central list of young carers is collated and held as a college.</li> </ul>
<b>3: Supporting Trans Students:</b> Diagnosis: Develop a consistent approach to respond the needs highlighted in supporting students identifying as trans/ gender non-binary, so that we create an inclusive environment and prevent discrimination.	P	Achieved: <ul style="list-style-type: none"> <li>• Clarified procedure for recording name/ gender changes for trans students</li> <li>• Utilised BEEM 'Trans Inclusion Schools Toolkit' from BEEM.</li> <li>• Staff working group</li> <li>• Gender Neutral Toilets in Elms Building</li> <li>• Pronouns section added to Advantage</li> <li>• Gender Identity, Pronouns, Preferred name added to Pre-Enrolment survey</li> </ul>

		<ul style="list-style-type: none"> <li>• Liaison with CIS and Admissions Teams re. data recording</li> <li>• AI system updated</li> <li>• Welfare, LGBTQ+ Society peer support, and Allsorts project advertised</li> <li>• Tutor training sessions on Trans Inclusion</li> <li>• Updated EDI Policy re. commitment to gender and Trans equality.</li> <li>• Partnership work with students, local council, staff</li> <li>• Students utilising BIG meeting, and leading change</li> </ul> <p><b>For further actions see Section 4</b></p>
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## Section 4: Action Plan for [2021-22]

<b>1: Anti-Racism Strategy</b>	<b>Strategy/Actions/Evidence (please consider and include Staff Development needs, where relevant)</b>	<b>By Whom?</b>	<b>By When?</b>	<b>In-year updates</b>
<b>Diagnosis:</b> There have been strong partnerships developed between BHASVIC and local organisations, (including Citizens UK, BMYEPP, Sanctuary Movement, local council, other local colleges, Hummingbird Project), and projects have been initiated that place students at the forefront of decision making/campaigns. EDI Coordinator and BHASVIC staff from the Anti Racism working group attended Racial Literacy training and conferences. We worked with local council guidance to start developing a five-year Anti Racism strategy, involving all departments, which now needs to be consolidated and developed in conjunction with students on the Citizens programme, SU, and more staff. The College of Sanctuary project has progressed and	<ul style="list-style-type: none"> <li>• Publicise support available for reporting racism – develop Report A Concern protocols</li> <li>• Race discrimination workshops for students (consider ‘Small Steps’ organisation re. Far Right extremism education)</li> </ul>	<b>JLU / JXD / NF / AMC</b>	<b>July 2022</b>	Report A Concern escalation protocols currently being developed in discussion with Citizens UK student group & Student Support team (Feb 2022)
	<ul style="list-style-type: none"> <li>• Further develop Anti-Racism Working Group</li> </ul>	<b>WLE / AMC</b>	<b>Ongoing</b>	INSET on Inclusive Leadership (planned for Managers’ Away Day – March 2022)
	<ul style="list-style-type: none"> <li>• Build on partnership with students/ staff/ external agencies,</li> <li>• E.g. EEF group, student societies, external organisations</li> </ul>	<b>JXD/WLE/MP/AMC</b>	<b>Ongoing</b>	AMC has joined local authority anti-racism strategy group (Camille Kumar – Jan 2022)
	<ul style="list-style-type: none"> <li>• Develop Anti-Racism strategy</li> </ul>	<b>WLE/AMC</b>	<b>July 2022</b>	See above – ongoing
	<ul style="list-style-type: none"> <li>• Race Equality Panel Discussion</li> </ul>	<b>JXD/MP</b>	<b>Summer Term 2022</b>	Planned for January 2022 – Holocaust Memorial – deferred due to staff sickness
	<ul style="list-style-type: none"> <li>• Listening campaign/ survey with students: ESOL/ College of Sanctuary</li> </ul>	<b>JXD/AMC/MP</b>	<b>Easter 2022</b>	Dials Club – relaunched Feb 2022
	<ul style="list-style-type: none"> <li>• College of Sanctuary: Raising awareness with students: tutorial/ events</li> </ul>	<b>JXD/NF/MP</b>	<b>Spring Term 2022</b>	Planned for January 2022 – Holocaust Memorial – deferred due to staff sickness Dials Club – relaunched Feb 2022
	<ul style="list-style-type: none"> <li>• College of Sanctuary: parent/ carer awareness and involvement</li> </ul>	<b>AMC/CPA/MP</b>	<b>Autumn 2021/ Spring 2022</b>	Parent/Carer Newsletter – Autumn 2021 & another planned for Spring 2022

we need to consolidate our bid with further actions, to build on this work.	<ul style="list-style-type: none"> <li>Achieve College of Sanctuary status. Inclusivity embedded.</li> </ul>	EDI team	July 2022	Review progress and adjust submission date as appropriate in summer term
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<b>2: Communications/ Staff Training/ Establishing the new EDI Team roles</b> Diagnosis: The pandemic impacted on resourcing for EDI, and the consultation/ realignment of roles process in Student Services highlighted the need for EDI to be placed on the agenda of whole staff communication platforms such as INSET, staff meetings, and a streamlining of staff Teams. It is important that staff have opportunity to access and receive advice and information and EDI related matters and have ample opportunity to raise issues. Online EDI Panel discussion in the pandemic, organised by students/ staff, were poorly attended despite advertising. Now there is an EDI Team, establishing actions regarding communicating the availability of resources and the advertising of events, would be beneficial.	Strategy/Actions/Evidence (please consider and include Staff Development needs, where relevant)	By Whom?	By When?	In-year updates
	<ul style="list-style-type: none"> <li>Consider creating an EDI newsletter or blog if there is time, but if not, continue to update staff intranet, SharePoint, BHASVLE EDI pages: (consider resourcing of this)</li> </ul>	MP/Centre Ops team	Spring 2022	EDI Channel created on Staff Team (Dec 2021) Posts need to be more regular – update on pledges from College of Sanctuary work will be posted in March 2022.
	<ul style="list-style-type: none"> <li>EDI to be a ‘standing item’ on whole staff meeting agendas</li> </ul>	AMC	Ongoing	EDI updates given in November and January staff meetings (AMC)
	<ul style="list-style-type: none"> <li>Advertising of EDI panels needs consideration</li> </ul>	AMC/EDI team	Spring 2022	MP planning panel discussion for International Women’s Day (March 2022)
	<ul style="list-style-type: none"> <li>Establish roles and remit of new of EDI Assistants and EDI Coordinator</li> </ul>	AMC/EDI team	Ongoing	Regular meetings during 21-22 to establish roles and responsibilities
	<ul style="list-style-type: none"> <li>EDI staff induction training to continue to be led by EDI Coordinator</li> </ul>	AMC/HR	July 2022	Review training materials with Livvy Birnie in HR ready for Sept 2022
	<ul style="list-style-type: none"> <li>Resources for staff from Council’s Equality Service/ BEEM to be shared routinely by EDI Coordinator &amp; team</li> </ul>	AMC/EDI team	Ongoing	Regular meetings during 21-22 to establish roles and responsibilities and disseminate training materials
	<ul style="list-style-type: none"> <li>Replace BIG with new staff network / champions (Anna Wexler, Tam Guilmant, Kishani Ranatunga, Tark Grossman, Jason O Grady, Nigel Fisher, Ruth Hilliard, Susan Loxley, Jane Drummond, Lou Clements, Sue Rigby, Judith Shard, Ben Sanders)</li> </ul>	AMC	Summer 2022	This has yet to be organised, but names of interested staff are being collated – meeting to be called early in summer term to feed into next year’s planning & SARAP review (Feb 2022)

<b>3: EDI Audit of Policies, Practices, Processes</b> Diagnosis: There continues to be a need for auditing and updating outdated systems and procedures, with a collaborative and coordinated effort. Equality Impact Assessment documentation and advice has been generated and could form part of this. Staff have continued to request advice on how to ensure practices are inclusive. The local council's Equality Service can offer more support in the form of an Equality Walk and despite there being an extensive repository of resources on EDI on the 'BEEM' Equality Service website it has not been utilised by BHASVIC departments as widely as it could be, due to a lack of advertising/ resourcing.	Strategy/Actions/Evidence (please consider and include Staff Development needs, where relevant)	By Whom?	By When?	In-year updates
	<ul style="list-style-type: none"> <li>Sharing of resources: time needed to signpost and update the staff intranet, VLE, etc, so that all staff can be engaged in embedding EDI with relevant advice</li> </ul>	EDI team	July 2022	EDI planning day needed in summer term to audit policy and practice and forward plan for SARAP – 22-23
	<ul style="list-style-type: none"> <li>EIA's: consider implementing them with departments</li> </ul>	AMC/JXD/ WLE	July 2022	See above – AMC to review local authority templates and seek advice on best practice within sector.
	<ul style="list-style-type: none"> <li>Consider an Equality Learning Walk/ Audit from the council</li> </ul>	AMC/JXD/ WLE	July 2022	See above – AMC to review local authority templates and seek advice on best practice within sector from external contacts - Sam Beal, Camille Kumar, Angie Lynn, Jatin Patel, Melanie Anning.
	<ul style="list-style-type: none"> <li>Ensure EDI embedded into departmental SARAPs</li> </ul>	AMC	Summer 2022	Review SARAP template & run INSET for Managers (March & May 2022)
	<ul style="list-style-type: none"> <li>Consider what student communication platforms there are for EDI and if they are user friendly to students.</li> </ul>	JXD/NF/MP	Spring Term 2022	Student Evaluations planned in tutorial for Spring 2022

<b>4: LGBTQIA+ Inclusion: Trans Inclusion</b> Diagnosis: Students and staff have worked hard to place Trans Inclusion high on the agenda, and collaboration between departments across BHASVIC has resulted in updates to systems, policies and processes.	Strategy/Actions/Evidence (please consider and include Staff Development needs, where relevant)	By Whom?	By When?	In-year updates
	<ul style="list-style-type: none"> <li>Trans Awareness update on Gender Recognition Act Reform proposals.</li> </ul>	JXD/EDI team	July 2022	pending
	<ul style="list-style-type: none"> <li>Tutorial: Trans Awareness workshops (use Allsorts video clip etc)</li> </ul>	JXD/NF/MP	February 2022	Pending – updated materials in tutorial for LGBTQ+ month (Feb 2022) All Sorts workshops being investigated for May INSET
	<ul style="list-style-type: none"> <li>Share the Trans Inclusion Schools Toolkit to help departments update systems, process, practices.</li> </ul>	JXD/AMC	May 2022	Include in All Staff INSET planning (May 2022)

<p>Staff training on Trans Inclusion is needed, to engender confidence in use of terminology and enable discussion about the legal obligations of institutions to avoid transphobia and address unconscious bias. Alongside this, there are actions remaining including implementation of initiatives such as pronouns on email signatures, updates to application forms to reflect gender identity, and sharing of guidance such as the Trans Inclusion Schools Toolkit.</p>	<ul style="list-style-type: none"> <li>i.e. EDI BHASVLE page, Twitter, Instagram?</li> </ul>			
	<ul style="list-style-type: none"> <li>Pronoun email signatures (optional if not all staff wish to subscribe)</li> </ul>	AMC/SLT	July 2022	Launch is pending all staff training
	<ul style="list-style-type: none"> <li>Staff INSET: Trans Awareness</li> </ul>	AMC/JXD/HR	May 2022	Include in All Staff INSET planning (May 2022)
	<ul style="list-style-type: none"> <li>Proposal for the allocation of further toilets with 'gender neutral' signage.</li> </ul>	JXD	ongoing	Research completed into appropriate signage – feedback slot needed at next EDI meeting re next steps
	<ul style="list-style-type: none"> <li>Guidance on changing names/ gender socially or legally.</li> </ul>	JXD	ongoing	Research ongoing - feedback slot needed at next EDI meeting re next steps
	<ul style="list-style-type: none"> <li>All departments need to update documentation, (such as application forms, residential trip forms) to ensure spectrum of gender identities recognised</li> </ul>	AMC/JXD	July 2022	Launch is pending all staff training
	<ul style="list-style-type: none"> <li>Sex, Consent and Relationships Education, (and other PSHE workshops) needs to be LGBTQIA+ inclusive</li> </ul>	JXD/NF/MP	ongoing	Workshops for tutorial designed in conjunction with WiSE Allsorts – also available to advise on next steps
<p><b>5: Sex, Consent and Relationships Education, Reporting, and Safeguarding</b> Diagnosis: Awareness of gender-based violence and sexual harassment has increased through global and national movements, such as #MeToo, and high-profile criminal cases. The government survey (2021) on sexual harassment in young people was a catalyst for reform of recommendations and advancement of compulsory RSE in schools. BHASVIC have worked with local organisations to survey students and staff and highlight what actions are needed. A promising start has been made with</p>	<p><b>Strategy/Actions/Evidence (please consider and include Staff Development needs, where relevant)</b></p>	<p><b>By Whom?</b></p>	<p><b>By When?</b></p>	<p><b>In-year updates</b></p>
	<ul style="list-style-type: none"> <li>College wide action plan with all departments aware and staff training on Harmful Sexual Behaviours.</li> </ul>	AMC/JXD/MS/JLU	ongoing	Sept INSET completed with all staff Tutorial training and workshops (Autumn 2021) - with WiSE Report A Concern developmental work being undertaken with students (WLE/JXD/MS) Include in All Staff INSET planning (May 2022)
	<ul style="list-style-type: none"> <li>The Code of Conduct and Student Behaviour Policy and procedures need to be updated and reinforced with students</li> </ul>	AMC/NF/JLU/JZB	ongoing / Easter 2022	Student Behaviour Policy due an update – going to Governors June 2022 Student Voice work being undertaken with SU and Citizens UK group (Andrew Wright – Governor; AMC; WLE; JXD; MS)
	<ul style="list-style-type: none"> <li>Stigma around reporting sexual harassment needs addressing</li> </ul>	AMC/JXD/MS/JLU	ongoing	Tutorial training and workshops (Autumn 2021) - with WiSE

<p>the development of specialist RSE workshops for students, though more action is needed to ensure; that all students know how to report sexual harassment, that we address stigmas to reporting, and we safeguard student welfare in relation to sexual violence with appropriate response in line with established Codes of Conduct.</p>				Student Voice work being undertaken with SU and Citizens UK group (Andrew Wright – Governor; AMC; WLE; JXD; MS)
	<ul style="list-style-type: none"> <li>Understanding how to report sexual harassment needs reinforcing with students and staff</li> </ul>	AMC/JXD/MS/JLU	ongoing	Report A Concern developmental work being undertaken with students (WLE/JXD/MS)
	<ul style="list-style-type: none"> <li>Education about what is and isn't sexual harassment is being implemented</li> </ul>	JXD/NF/MP	ongoing	Tutorial training and workshops (Autumn 2021) - with WiSE Include in All Staff INSET planning (May 2022)
	<ul style="list-style-type: none"> <li>Continue to update Welfare VLE and college website Student Support pages to signpost to support and raise awareness of information/ resources available via tutorial.</li> </ul>	JXD/MP/NF	ongoing	To be reviewed and updated as part of student voice work / feedback (summer 2022)
	<ul style="list-style-type: none"> <li>Work with YMCA WiSE BHASVIC student ambassadors and ensure they receive formal recognition and celebration of their work in creating Tutorial workshop content. i.e. via Parent/ Carer newsletter, college website, an award?</li> </ul>	JXD/NF/MP	July 2022	See above