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- An abridged version is included, but please refer to the complete EDI SARAP 2019-20 document for further information regarding the outcomes and actions identified in this report. (Further information regarding EDI projects referenced in this report can also be located on the staff intranet EDI page).

Introduction:

The analysis of students EDIMS data forms Section 1 of this report. Additionally, Section 2, is a report by HR regarding staff recruitment and EDI data. This year we have worked together to formulate actions arising from comparison of staff to student data, in relation to ethnicity, as previously representation of staff according to ethnicity was compared only to the 2011 census.

The HR Manager and EDI & Welfare Coordinator agreed that it would be useful to start analysing staff vs student data, initially to identify if there were any actions necessary as part of the college anti-racist strategy agenda. Comparative analysis of other protected characteristics may be initiated in subsequent reports.

'Disadvantaged' students are defined as those who were registered as 'Pupil Premium' when they were in year 11 at secondary school. Please note that no benchmarks exist for Disadvantage students. The DfE position is that an institution's Disadvantage students should be benchmarked against the national average of all students. The Vulnerability Index incorporates a wider remit of categories in order to provide support for a range of student needs, but for clarity of benchmarking, the data provided for the EDI report and EDIMS analysis, is currently the 'Disadvantage' data as outlined.

'BAME' is an official term as acronym for referencing ethnic groups including; 'Black, Asian, Minority Ethnic', and is referenced in this report as a part of continuous analysis and benchmarking against previous years. However, we recognise the contentious nature of 'BAME' as a homogenous term, and endeavour to continue to refine our reporting, to identify actions that may have been missed if not conducting analysis of outcomes related to individual ethnic groups. Further rationale for such analysis is also highlighted in the HR Report in Section 2.

SECTION 1: About Our Students (EDIMS)

Applications and Enrolments: Gender

Students on Roll and Applications: Male vs Female:

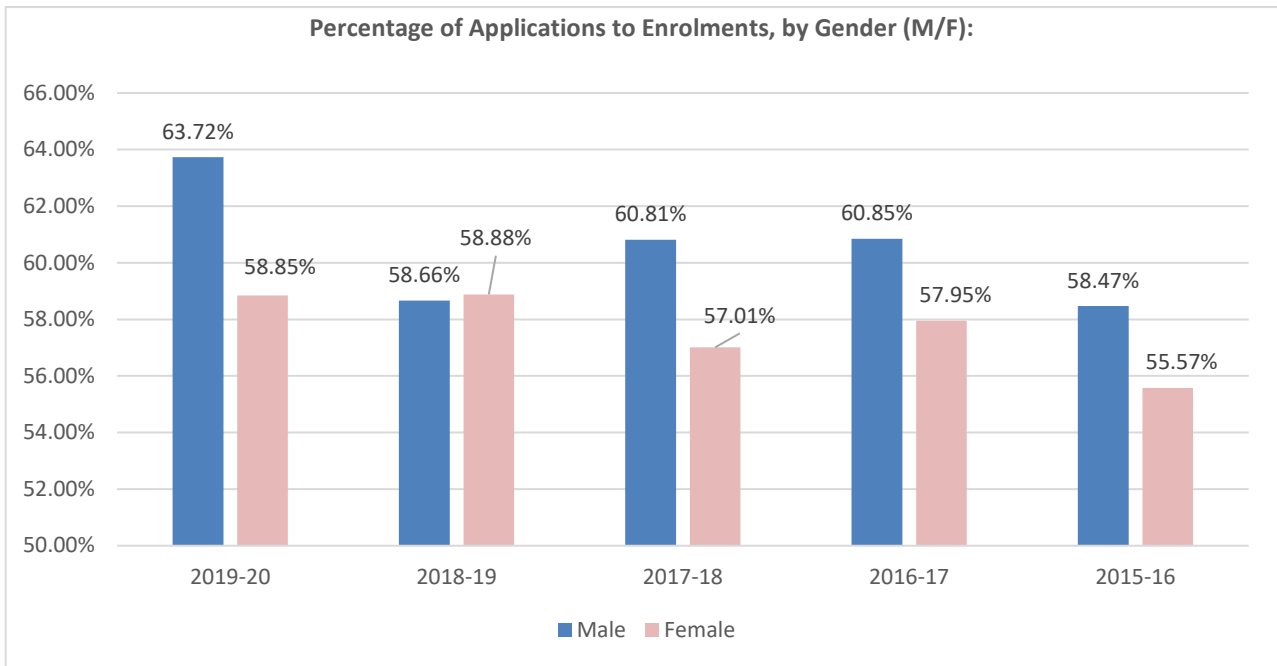
The proportion of male to female students on roll in 2019-20, can be rounded to 48 % male: 52 % female. In the last 5 years this figure fluctuated and was no greater in disparity than around 49: 51 (male to female). Female students each year are the greater proportion on roll than male.

Year	Male: %	Female %	All No. on roll
2019-20	48.19%	51.81%	3009
2018-19	49.15%	50.85%	2944
2017-18	48.84%	51.16%	2803
2016-17	49.69%	50.31%	2713
2015-16	49.26%	50.74%	2623

Applications to Enrolments: Male vs Female:

Despite female enrolments being greater than male, the data below shows that male students seem to be more likely than female, to enrol after initial application. In 2019-20 the percentage of male students applying after enrolling, increased from the previous year by around 5%. Figures for 'gender: other/ not provided', show an increase in percentage of this group of students enrolling after initial application.

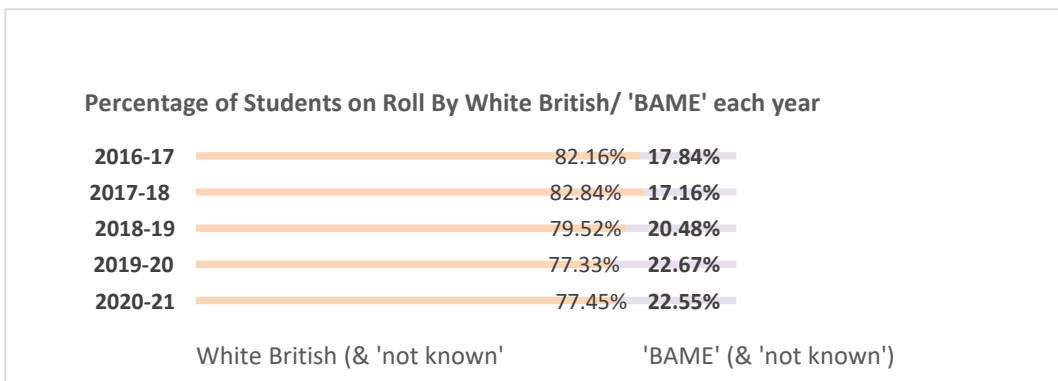
	Gender: Other/ not provided		
	Applied	Enrolled	%
2019-20	9	3	33.33%
18-19	15	4	26.67%
17-18	35	0	0.00%



Applications and Enrolments: Ethnicity

Students on Roll: 'BAME' vs White British:

The percentage of students of 'BAME' status has risen each year to 22.67% in 2019-20, a 5 year increase of nearly 5%.



Student Applications: 'BAME' vs 'White British':

Student applications in 2018-19 (for the 2019-20 enrolments, have increased by around a 5% margin percentage for 'BAME' students in the last 3 years.

Student Applications by Ethnicity:	2018-19 (for 2019-20)	2017-18 (for 2018-19)	2016-17 (for 2017-18)
White British vs 'BAME'			
White British (+ not known)	76.2%	80.7%	81.1%
BAME – i.e. ALL - (+ not known)	23.76%	19.30%	18.87%

Applications to Enrolments by individual Ethnic Groups: (3 years: 2020-21, 19-20, 18-19):

Referencing the table below; students of the ethnic group; 'Chinese', had the highest percentage of enrolments after application of all ethnic groups for 2020-21, at 88%; whilst 'Mixed White and Black African/Black Caribbean' groups show 3-year declining trends.

Comparing 2018-19, and 2019-20 data for students of Arab ethnicity, figures show that this group had the highest difference in proportional increase, of applying after enrolment, from 34.29% to 62.86%; an increase of 28.57%.

Ethnic Origin	2020-2021			2019-2020			2018-2019		
	Applied During 1920	Enrolled during 2021	%	Applied During 1819	Enrolled during 1920	%	Applied During 1718	Enrolled during 1819	%
Arab	35	22	62.86%	22	11	50.00%	35	12	34.29%
Asian or Asian British - other Asian background	56	28	50.00%	54	24	44.44%	40	17	42.50%
Asian or Asian British - Bangladeshi	34	22	64.71%	44	27	61.36%	22	14	63.64%
Asian or Asian British - Indian	34	19	55.88%	35	18	51.43%	20	11	55.00%
Asian or Asian British - Pakistani	9	4	44.44%	8	5	62.50%	7	4	57.14%
Black or Black British - African	13		0.00%	14	4	28.57%	25	14	56.00%
Black or Black British - Caribbean	2		0.00%	1		0.00%	6	2	33.33%
Black or Black British - other Black background	38	17	44.74%	36	16	44.44%	16	11	68.75%
Chinese	26	23	88.46%	19	13	68.42%	18	15	83.33%
Mixed - any other mixed background	40	23	57.50%	53	33	62.26%	34	25	73.53%
Mixed - White and Asian	81	50	61.73%	74	41	55.41%	65	56	86.15%
Mixed - White and Black African	32	16	50.00%	28	15	53.57%	18	13	72.22%
Mixed - White and Black Caribbean	26	18	69.23%	24	18	75.00%	24	20	83.33%
Not known / Not Provided	77	38	49.35%	74	16	21.62%	576	11	1.91%
Other	40	18	45.00%	50	17	34.00%	42	17	40.48%
White - Irish	18	13	72.22%	12	7	58.33%	13	10	76.92%
White - any other White background	182	95	52.20%	156	92	58.97%	120	85	70.83%
White - British	2044	1297	63.45%	1948	1197	61.45%	1536	1181	76.89%

Students on Roll By individual ethnic groups: (2019-20, 18-19, 17-18):

The table below shows percentage of students on roll by individual ethnic groups over the last 3 years.

The three largest minority ethnic group of students on roll are, 'White-any Other White background': 5.92%, then; 'Mixed/ White and Asian' 3.16%, then; 'Mixed-any other mixed background' 1.89%.

There has been an increase in students of all Asian ethnic groups. There has been an increase of students reporting as 'White-any other White background'.

Students on Roll by Ethnicity: By Ethnic Groups each year	2019-20		2018-19		2017-18	
	No	%	No	%	No	%
Arab	25	0.83%	26	0.88%	25	0.89%
Asian or Asian British - Bangladeshi	41	1.36%	29	0.99%	31	1.11%
Asian or Asian British - Indian	30	1.00%	25	0.85%	19	0.68%
Asian or Asian British - Pakistani	10	0.33%	8	0.27%	8	0.29%
Asian or Asian British - any other Asian background	40	1.33%	37	1.26%	35	1.25%
Black or Black British - African	21	0.70%	26	0.88%	21	0.75%
Black or Black British - Caribbean	3	0.10%	3	0.10%	2	0.07%
Black or Black British - other Black background	28	0.93%	16	0.54%	5	0.18%
Chinese	29	0.96%	27	0.92%	19	0.68%
Mixed - White and Asian	95	3.16%	89	3.02%	55	1.96%
Mixed - White and Black African	27	0.90%	27	0.92%	28	1.00%
Mixed - White and Black Caribbean	36	1.20%	30	1.02%	33	1.18%
Mixed - any other Mixed background	57	1.89%	49	1.66%	42	1.50%
White - British	2296	76.30%	2319	78.77%	2308	82.34%
White - Irish	16	0.53%	13	0.44%	7	0.25%
White - any other White background	178	5.92%	145	4.93%	108	3.85%
other	46	1.53%	53	1.80%	43	1.53%
not known/not provided	31	1.03%	22	0.75%	14	0.50%
Grand Totals	3009	100.00%	2944	100.00%	2803	100.00%

Key:

- Green= increase in proportion of students by particular ethnic groups,
- Red = decrease.

Students vs Staff on Roll 2019-20: 'BAME' vs White British Ethnicity:

A comparison of staff to student ratio by 'BAME' status to White British, shows that there is a broadly equivalent representation, (within 3%) and no actions required to increase representation at this stage.

Ethnicity:	Staff 2019-20	Students 2019-20
White British (includes 'not known')	80%	77.33%
'BAME'	20%	22.67%
	100%	100.00%

Students vs Staff on Roll 2019-20: 'BAME' ethnic groups vs White British:

Below is a chart that compares percentage ratios of staff to students by ethnicity, grouped according to broad ethnic groups of; i.e. all Asian, all Black, all Mixed, all White, Arab,

Data for individual ethnic groups would not be large enough for identifying data trends. (NB: There is further explanation regarding the rationale for the format of this analysis in Section 2, in the HR Report, at the start of the section on 'Current Staff'). The chart below is coded with a 1% margin of tolerance, but this is tight, and so trends and actions have only been reported on if there is a difference between staff vs students in percentage of 3% or more.

Trends to note are; 1% of staff are from 'all Asian' ethnic groups, yet 4% of students are from this group. 3% of staff are from 'all Mixed' ethnic groups, yet 7% of students are from this group.

Key:

Red: Over 1% difference between staff and students,

Amber: Between 0 and 1% difference between staff and students

Green: Equal ratio of staff to students

	Grouped totals	Staff				Students		2019-20 staff		2019-20 students	
		No	%	No	%	No	%	No	%		
Arab	Arab	0	0%	25	1%	0	0.00%	25	1%		
Asian or Asian British - Bangladeshi	Asian	3	1%	121	4%	0	0.00%	41	1%		
Asian or Asian British - Indian						0	0.00%	30	1%		
Asian or Asian British - Pakistani						0	0.00%	10	0%		
Asian or Asian British - any other Asian background						3	0.93%	40	1%		
Black or Black British - African	Black	5	2%	52	2%	2	0.62%	21	1%		
Black or Black British - Caribbean						1	0.31%	3	0%		
Black or Black British - other Black background						2	0.62%	28	1%		
Chinese	Chinese	1	0%	29	1%	1	0.31%	29	1%		
Mixed - White and Asian	Mixed	9	3%	215	7%	6	1.85%	95	3%		
Mixed - White and Black African						0	0.00%	27	1%		
Mixed - White and Black Caribbean						0	0.00%	36	1%		
Mixed - any other Mixed background						3	0.93%	57	2%		
White - British	White British	244	75%	2296	76%	244	75.31%	2296	76%		
White - Irish	White Irish	8	2%	16	1%	8	2.47%	16	1%		
White - any other White background	White other	35	11%	178	6%	35	10.80%	178	6%		
other	Other	2	1%	46	2%	2	0.62%	46	2%		
not known/not provided	Not known	17	5%	31	1%	17	5.25%	31	1%		
Grand Totals						324	100.00%	3009	100%		

Enrolments: Disadvantage:

6.48% of students on roll in 2019-20 were from the group defined as Disadvantaged. 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 have a score of 1 or more on the vulnerability index; and 87/3091

(2.8%) score above 4 (from a maximum value of 8).

Enrolments for 2019-20	Number of students	%
Not on Pupil Premium at School	2814	93.52%
Pupil Premium at School	195	6.48%
Total number of All students	3009	100.00%

Retention, Success and Achievement:

Retention of all students:

Please refer to the BHASVIC Self- Assessment Report: 2019-20 for further evidence and associated actions for all BHASVIC students:

Retention: remains outstanding, with 97% (97%) of our funded students completing their core aim. Students were retained to the end of the 'core aim' of their study programme. 99% (99%) of students who enrolled were retained and funded.

Retention of students on all courses by Gender Male/ Female:

Over the last 4 years, male vs female retention has been almost equal, so no further action is required. There are successful curriculum projects related to targeting interventions for subjects that are under-represented by particular gender, for example, the success of the Gender Action Award to encourage more female scientists to progress.

All L3 Courses Retention	2016-17	2017-18	2018-19	2019-20
Male	89.30%	87.27%	84.41%	81.94%
Female	88.64%	87.81%	84.33%	80.52%

Retention of students by ethnicity on all courses: White British vs 'BAME':

There has been an overall decrease in the percentage of students retained for both 'White' and 'BAME' groups, over the last 5 years. In 2019-20, retention for students of 'BAME' ethnic groups fell below students of 'White' ethnic groups, by around 2%, however, this is not a trend, and has fluctuated each year to be either above or below, so no further action is required related to outcomes by ethnicity.

Retention all L3 courses: ethnicity:	2015-16	2016-17	2017-18	2018-19	2019-20
White British, White Other and Irish	91.09%	88.99%	88.30%	83.95%	81.50%
'BAME'	91.60%	89.46%	84.98%	86.28%	79.44%
Not known	70.27%	80.00%	62.75%	90.20%	86.36%

Retention of students by ethnicity on all courses by individual ethnic groups:

Almost all individual ethnic groups reflect a decrease in retention in 2019-20 (coded in red below), with students of the ethnic group 'Indian' being the only to have an increase in retention. Retention for students of Arab ethnicity is the lowest percentage of all ethnic groups, at 68.42%.

Ethnic groups in the data provided that are below 80% retention include; Arab, Pakistani, Other Asian, African, Caribbean, Other Black, Mixed White/ Asian, Mixed Other.

Students of ethnic groups with retention above 85% include; Chinese, Bangladeshi, Not known/ provided, with students of Indian and Irish ethnicity at around 84%. See table below.

Ethnic Group	2019-20			2018-19			2017-18		
	Starts in Oct 19	Retained June 20	% Retention	Starts in Oct 18	Retained June 19	% Retention	Starts in Oct 17	Retained June 18	% Retention
Arab	38	26	68.42%	61	54	88.52%	61	50	81.97%
Bangladeshi	57	49	85.96%	68	61	89.71%	60	51	85.00%
Indian	51	43	84.31%	56	47	83.93%	26	19	73.08%
Pakistani	20	15	75.00%	18	12	66.67%	18	15	83.33%
Other Asian	69	53	76.81%	86	72	83.72%	90	77	85.56%
African	51	40	78.43%	59	53	89.83%	72	63	87.50%
Caribbean	4	3	75.00%	5	5	100.00%	13	6	46.15%
Other black	40	30	75.00%	21	21	100.00%	14	13	92.86%
Chinese	53	46	86.79%	49	44	89.80%	31	30	96.77%
Mixed White/Asian	202	156	77.23%	131	110	83.97%	93	80	86.02%
Mixed White/African	44	36	81.82%	59	53	89.83%	58	50	86.21%
Mixed White/Caribbean	69	56	81.16%	49	43	87.76%	84	77	91.67%
Mixed Other	101	80	79.21%	95	74	77.89%	69	55	79.71%
White British	4265	3474	81.45%	4476	3751	83.80%	4088	3608	88.26%
Irish	32	27	84.38%	12	11	91.67%	16	15	93.75%
White Other	324	265	81.79%	240	207	86.25%	196	174	88.78%
Other	62	51	82.26%	147	131	89.12%	110	93	84.55%
Not known/Not provided	44	38	86.36%	51	46	90.20%	51	32	62.75%

Retention on A-level and BTEC courses of students by Disadvantage and SEND:

The retention of students identified as SEND at BHASVIC has improved each year for the last 5 years, to meet college averages in 2020 for A-Level, and exceed in BTEC by around 4%. However, despite retention for Disadvantage being almost at Average in 2019 for A-Level, it has dropped in 2020 to around 4% below, and in 2020 for BTEC is 8% below the 88.4% Average, at 80%.

A level Retention	2016	2017	2018	2019	2020
Average	96.7%	87.5%	92.4%	98.0%	97.9%
Disadvantage	95.0%	94.2%	87.5%	97.5%	93.2%
SEND	96.0%	82.9%	85.4%	94.9%	97.8%

BTEC Retention	2016	2017	2018	2019	2020
Average	90.9%	90.4%	91.3%		88.4%
Disadvantage	84.9%	82.8%	84.1%		80.0%
SEND	87.9%	90.7%	87.9%	91.2%	92.4%

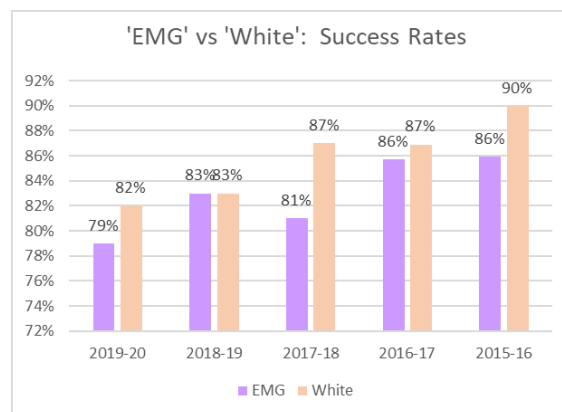
Success/Achievement Rates:

Success Rates by Ethnicity: 'BAME' vs 'White' students:

Success rates (defined as achievement of pass grades) for 'Ethnic Minority Groups', ('BAME') students have been lower in percentage compared to 'All' students, for 4 of the 5 years, (with 2018-19 being equal). Success rates for 'White' students have been mostly equal to the percentage for 'All' students, with 2017-18 being higher.

Success rates for students of 'EMG's' for the last five years, have consistently been lower than for 'White' students (apart from 2018-19 when success was equal). 2019-20 figures reflect 'EMG' students at 79%, and 'White' students at 82% in parity of success rates. The academic year of the greatest disparity between success rates was 2017-18, with 81% 'EMG' to 87% 'White'.

Parity of Success - Qualification Success Rates	'Ethnic Minority Group' vs 'White'			
	EMG	White	Unknown	All
2019-20	79%	82%	86%	82%
2018-19	83%	83%	84%	83%
2017-18	81%	87%	55%	86%
2016-17	86%	87%	73%	87%
2015-16	86%	90%	51%	91%

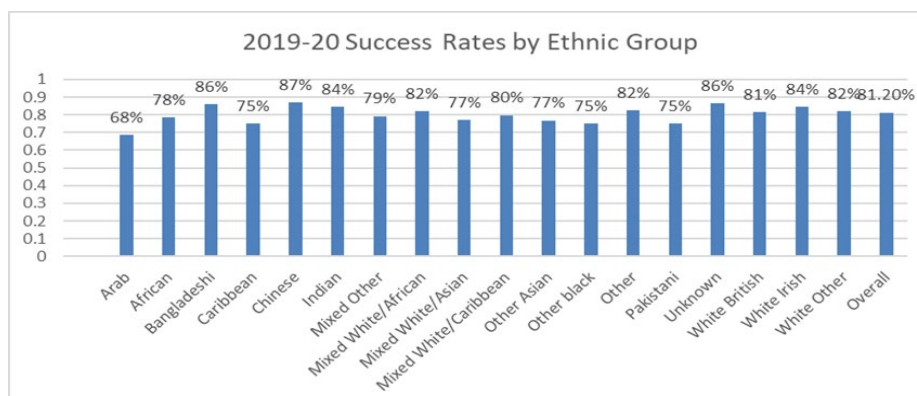


Success Rates by Individual Ethnic Groups:

In 2019-20, the qualification success rate for all students was recorded in the EDIMS database as 82%.

Student success rates that were higher than 82%, were for students of the following five ethnic groups: Bangladeshi, Chinese, Indian, Unknown, and White Irish.

Student success rates at 75% or below were for students from the following four ethnic groups: Pakistani, Other Black, Caribbean and Arab.



Achievement, High Grades, Pass Rate on A-level, BTEC and GCSE courses:

Achievement: Gender:

For Achievement at GCSE in 2019-20, the data below shows that female students did not achieve grades; 8,7, or 6, whilst 11.11% of males achieved grade 7, and 16.67% achieved grade 6.

The most prevalent grade score for both female (70.97%) and male students (44.44%) was grade 4.

Student Achievement at GCSE by Gender																			
GCSE 2019-20																			
Gender	8		7		6		5		4		3		2		1		U		Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
Female		0.00%		0.00%		0.00%	6	19.35%	22	70.97%	3	9.68%		0.00%		0.00%		0.00%	31
Male		0.00%	2	11.11%	3	16.67%	3	16.67%	8	44.44%	1	5.56%	1	5.56%		0.00%		0.00%	18
	0	0.00%	2	4.08%	3	6.12%	9	18.37%	30	61.22%	4	8.16%	1	2.04%	0	0.00%	0	0.00%	49

For Achievement at A Level in 2019-20, the data below shows a more equal balance than the GCSE cohort, of achievement for each of the grades between male and female students.

However, 79.67% of female students achieved high grades A* to B, compared to 71.88% of male students.

Achievement at A2 Level by Gender																
A Level 2019-20																
Gender	A*		A		B		C		D		E		U		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%		
Female	335	17.78%	571	30.31%	595	31.58%	281	14.92%	87	4.62%	13	0.69%	2	0.11%	1884	
Male	312	17.80%	463	26.41%	485	27.67%	354	20.19%	101	5.76%	38	2.17%		0.00%	1753	
	647	17.79%	1034	28.43%	1080	29.69%	635	17.46%	188	5.17%	51	1.40%	2	0.05%	3637	

A Level by subject 2019-20						
Subject	No of passes male	Total no of male students	% pass rate male	No of passes female	Total no of female students	% pass rate female
Biology A Level	83	83	100%	146	146	100%
Business A Level	93	93	100%	34	34	100%
Chemistry A Level	101	101	100%	104	104	100%
Classical Civilisation A Level	26	26	100%	29	29	100%
Computer Science A Level	82	82	100%	9	9	100%
Dance A Level	1	1	100%	17	17	100%
Drama and Theatre Studies A level	13	13	100%	36	36	100%
Economics A Level	124	124	100%	35	35	100%
English Language A Level	33	33	100%	70	70	100%
English Language and Literature A	22	22	100%	47	47	100%
English Literature A Level	38	38	100%	117	117	100%
Environmental Science A Level	19	19	100%	19	19	100%
Film Studies A level	28	28	100%	13	13	100%
Fine Art A Level	18	18	100%	99	99	100%
French A level	13	13	100%	33	33	100%
Further Maths A Level	85	85	100%	26	26	100%
Geography A level	71	71	100%	52	53	98%
German A level	5	5	100%	3	3	100%
Graphic Design and Communication	54	54	100%	32	32	100%
History A Level	116	116	100%	144	144	100%
Law A Level	38	38	100%	53	53	100%
Maths A Level	294	294	100%	129	129	100%
Media Studies A level	18	18	100%	15	15	100%
Music A level	10	10	100%	3	3	100%
Philosophy A Level	30	30	100%	27	27	100%
Photography A Level	25	25	100%	59	59	100%
Physics A Level	150	150	100%	32	32	100%
Politics A Level	62	62	100%	51	52	98%
Psychology A Level	99	99	100%	249	249	100%
Sociology A Level	47	47	100%	135	135	100%
Spanish A Level	16	16	100%	31	31	100%
Sport & Physical Education A Level	20	20	100%	13	13	100%
Textile Design A Level	4	4	100%	46	46	100%

Achievement, High Grades, Pass Rate on A-level, BTEC and GCSE courses:

Disadvantage:

Value Added outcomes for A level are 0.01 greater for Disadvantage students. The pass rate at A level is 0.01% higher than the rest of the cohort. This is above the target set as a whole college.

Our Disadvantaged students are not achieving as well in some outcomes as all other students at BHASVIC. To genuinely close the attainment gap and promote social mobility, our Disadvantage student outcomes in some KPIs (such as Retention and Destination outcomes) should be no lower than all other students and our Disadvantage student Value Added outcomes should actually be higher than all our other students. (BHASVIC SAR 2019-20)

SEND:

The tables below show that Achievement at A-Level for students of SEND has increased each year, and is above the national average in A Level and BTEC pass rates. However, BTEC high grades for students of SEND have dropped to lower than all other BHASVIC students in 2020, to 52.9%, when each of the four years previously the rates were in the 80's in percentage. Data tables below (also in the BHASVIC SAR 2019-20):

A level Pass rate	2016	2017	2018	2019	2020
National	98.1%	97.9%	97.6%	97.5%	99.1%
BHASVIC	99.2%	98.4%	99.6%	99.7%	99.9%
Disadvantage	99.0%	98.5%	98.4%	99.4%	100.0%
SEND	97.8%	98.0%	99.1%	99.6%	99.8%

A level Achievement	2016	2017	2018	2019	2020
Average	96.0%	86.1%	92.0%	97.7%	97.8%
Disadvantage	94.0%	92.7%	86.1%	96.9%	93.2%
SEND	93.8%	81.2%	84.7%	94.5%	97.6%

BTEC Pass rate	2016	2017	2018	2019	2020
BHASVIC	100.0%	97.5%	99.4%	99.0%	100.0%
Disadvantage	100.0%	91.7%	96.9%	100.0%	100.0%
SEND	100.0%	97.4%	100.0%	100.0%	100.0%

BTEC High Grades	2016	2017	2018	2019	2020
BHASVIC	88.2%	82.8%	79.5%	66.2%	63.8%
Disadvantage	92.9%	70.8%	81.5%	85.3%	50.0%
SEND	87.5%	83.3%	86.1%	81.7%	52.9%

BTEC Achievement	2016	2017	2018	2019	2020
Average	90.9%	88.1%	90.8%	0.0%	88.4%
Disadvantage	84.9%	75.9%	81.5%	0.0%	80.0%
SEND	87.9%	88.4%	87.9%	91.2%	92.4%

GCSE English Retake Pass Rate (Grade 4+)	2016	2017	2018	2019	2020
National Average	27%	29%	33%	32%	41%
BHASVIC	79%	67%	65%	97%	100%
Disadvantage	71%	100%	50%	100%	100%
SEND	58%	40%	67%	93%	100%

GCSE Maths Retake Pass Rate (Grade 4+)	2016	2017	2018	2019	2020
National Average	30%	25%	23%	22%	33%
BHASVIC	57%	83%	68%	65%	85%
Disadvantage	50%	25%	60%	63%	75%
SEND	50%	70%	30%	38%	88%

Progression:

- For progression data and an overview of destinations outcomes for students who completed their studies at college in summer 2019, please refer to the following reports:
- **BHASVIC Student Destinations Report** for the Spring or Summer Term Quality and Curriculum Governor Committee, and summarised at Corporation.
- **BHASVIC SAR 2019-20:** Headline summaries.

Headline summaries from the BHASVIC SAR 2019-20 related to particular groups:

- *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.*
- *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.*

Summary of Key Outcomes and Action Required

Gender:

Applications and Enrolments Actions:

Male students are more likely to enrol after application than female:

Factors that could influence male students being more likely to enrol after application may include; obtaining the expected GCSE results, being less likely to look at other colleges/ options, and making a more affirmative decision at application stage. However, this is speculative, and a survey may help to identify trends. There are no further actions required at this stage in relation to enrolment and gender, except to monitor whether this trend continues.

Rise in number of students identifying as gender other/ not provided:

- Action: This reflects the growing number of students identifying as 'trans', including 'non-binary' gender. In line with EDI objectives to prevent discrimination, a 'Trans Awareness' staff/ student working group has been initiated and meetings with SU EDI Officers, the LGBTU+ Society, has been helping to develop staff guidance on how to support 'trans' students, and audit our data recording to provide clarity (e.g. concerning forename changes and preferred pronoun use). This work is highlighted in the EDI SARAP, so please refer to this for further details on how we have been working with guidance and training from Brighton and Hove Council, and local LGBTU+ organisations such as Allsorts who delivered an online talk for LGBTU+ Pride during the first pandemic 'lockdown' at BHASVIC, which incorporated education about understanding gender identities.

Achievement Actions:

Male students achieved high grades of 6,7,8, but female students did not achieve these grades at GCSE in 2019-20

- Action: Gather data for previous and subsequent years to establish any trends. Formulate whole college and curriculum actions to enable more female students to achieve high grades at GCSE level.

Female students achieved more high grades compared to male students at A Level 2019-20:

- Action: Gather data for previous and subsequent years to establish any trends. Formulate whole college and curriculum actions to enable more male students to achieve high grades at A2 Level.

Ethnicity:

Applications and Enrolments Actions:

1% of staff are from the 'all Asian' ethnic group, yet 4% of students are from this group. 3% of staff are from 'all Mixed' ethnic group, yet 7% of students are from this group.

There has been an increase over the last 3 years, of students from 'all Asian' ethnic groups. In the 'Recruitment of Staff' section later in this document in the report by HR it is reported that;

Candidates from an Asian or Asian British background made 8% of [staff] applicants, and this group were represented at the shortlisting stage, comprising 10% of shortlisted candidates. However, only 3% of appointments were Asian or Asian British candidates. There are certain groups who are underrepresented at the application, shortlisting, and appointment stages of the process.

- Actions: There are actions recommended in the 'Recruitment of Staff' report in order to try to reach and attract more applicants from diverse backgrounds, which may help to address the disparity in representation of staff to students in relation to particular 'BAME' ethnic groups. Please refer to the HR Report in Section 2, for 'Ethnicity' for further details.
- Action: The college anti-racist strategy is being developed, and components of this include actions from forums including; the Citizens UK 'BAME' Leadership programme, BHASVIC Forum, SU EDI Officers, BIG

meetings, and more formalised equality impact assessment processes, alongside consideration of other whole college processes outlined in the draft strategy document. For further information regarding these initiatives, in relation to the objective of supporting the achievement, progress and wellbeing of students of 'BAME' status, please refer to the EDI SARAP 2019-20.

Under-representation of 'BAME' staff at Management Level:

Ethnicity of managers as at 1 October 2019: 88% are White British and staff from Asian, Black, or Mixed backgrounds are not represented at all. Therefore, action is needed in supporting staff from diverse backgrounds to progress into management positions.

- Action: Please see HR report Section 2, for actions outlining a listening exercise.
- Action: Please see HR report Section 2, for actions outlining advertising and recruitment.
- Action: This has also been raised at the S7 EDI Meeting, to research other S7 college statistics, and help formulate ideas for actions.
- Action: Promote staff 'BAME' networks (such as the BHECC; Brighton and Hove Educators of Colour Collective) and encourage staff to attend racial literacy and other training as part of our membership of Brighton & Hove Council Equality and Anti-Bullying Network, to help to support dialogue and progression.
- Action: The 2021 Citizens UK Leadership Programme for students of Black, Asian, Arab and mixed Parentage groups starts with a listening campaign, and they will lead on developing actions and plans. Students of 'BAME' groups and 'White allies' will be learning leadership skills on this programme, to identify issues, develop actions. The programme will be led exclusively by staff of 'BAME' status (with a managerial role), which is critical in terms creating a safe space for students of 'BAME' status to disclose issues, alongside being a positive role model for all students.
- Action: Promote the Anti-racism working group, BIG meetings, and other forums.

An increase in the number of students who specify ethnicity as; 'Other/ Not known'

- Action: Consider providing a further explanation on the application form, along with asking the question again at enrolment, to find out if there is possibility that there was a lack of understanding that could be clarified and lead to a declaration of more affirmative response.

Retention Actions:

Retention for students of these ethnic groups is below 80%; Arab, Pakistani, Other Asian, African, Caribbean, Other Black, Mixed white/ Asian, Mixed Other, and students of Arab ethnicity is below 70%.

- Action: Develop quality data, reporting and information systems, that enable interventions to be targeted to ensure increased positive impact on student retention for particular ethnic groups. For example; it may be possible to utilise data to ascertain whether there are courses that more students of a particular ethnic group are enrolled, for example; are students of Arab ethnicity more likely to be enrolled on the ESOL programme? This is quite a crude assumption, that data may not verify, and this process would not be applicable across multiple ethnic groups.
- Action: Monitor trends in retention rates of individual ethnic groups to ascertain if there are ongoing trends for particular groups. Consider if further evidence needed, for example, in the form of student surveys.

- Action: Raise awareness of outcomes in this report across the college; for example; with curriculum, tutorial and guidance teams. Utilise data on trends to target interventions in line with EDI objectives that could help mitigate circumstances leading to poor retention. These are outlined in more depth in the EDI SARAP 2019-20, and include; EDI programmes to advance inclusivity with students on ESOL programmes, staff training, pastoral support, bursary, welfare and wellbeing support, increased student participation and social opportunities, careers and WP interventions, and increased capacity and resourcing to ensure timely referrals to internal and external support agencies.

Achievement Actions:

Success rates for students of ‘EMG’s’ for the last five years, have consistently been lower than for ‘White’ students (apart from 2018-19 when success was equal).

- Action: Disseminate information from the EDI conference in, ‘Improving Outcomes for ‘BAME’ students, initially via the Anti-racism working group, to provide inspiration from actions implemented by other educational institutions, and make recommendations.
- Action: Develop feedback and internal survey processes to identify measurable outcomes following events, and link this to existing findings of national surveys such as the 2 yearly SAWFE (Safe and Well) survey, which highlighted that racial discrimination as an area of concern for students; as outlined in the EDI SARAP.
- Action: Develop actions in relation to objectives set out in the EDI SARAP 2019-20, in providing a safe and inclusive environment in which any racial discrimination and prejudice is mitigated and challenged, and inclusivity is promoted. Work in partnership with external agencies to support ESOL and other ‘BAME’ ethnic groups, with events and programmes including; ESOL enrichment workshops, the Citizens UK ‘BAME’ Leadership Programme, BMYEPP, partnership anti-racism strategy work with Brighton and Hove Council, College of Sanctuary project, PSHE education such as, ‘Black History Month’, ‘Hate crime awareness’ events with Sussex police prevention youth officers, and workshops with organisations to prevent far right radicalisation such as Small Steps.
- Action: Continue to refine reporting and data collation, utilising a new database to enable interventions to be made based on live data, and knowledge of trends to consider. The summary and actions in the EDIMS/ EDI report need to be reported to all teams, to develop actions as part of SARAP processes.
- Action: Develop formalised Equality Impact Assessments to evaluate the impact of policies and practices, on all protected groups, including by ethnicity.
- Action: Implement staff training in Racial Literacy and Unconscious Bias. Raise awareness of the College of Sanctuary project with all staff, students, parents/ carers, stakeholders.

Disadvantage:

Applications and Enrolments Actions:

Continue to monitor the number of students enrolling from Disadvantaged groups to build a picture of year on year trends in numbers. Please refer to whole college SAR for further actions regarding outcomes.

Retention Actions:

Below target: Retention and attendance rates remain below those of the rest of the cohort which is disappointing and will be an area for future focus: (BHASVIC SAR 2019-20):

- Action: Improve retention of students identified as ‘Disadvantage’; (e.g. via the Flourish programme, Social Mobility Strategy, Support Services)

- Action: Develop the Young Carers Policy, and prepare a pilot study to evaluate the support for young carers at BHASVIC and the impact on retention. Utilise guidance and ideas generated by the network meetings held in partnership with the; University of Sussex, Young Carers Project, Brighton, BHASVIC Young Carer Student Ambassadors, WP staff. See EDI SARAP 2019-20 for further details regarding this objective.
- Action: Improve whole college/ EDIMS and other evaluative and 'live' data systems to be able to more effectively collate 'Disadvantage' data to monitor the impact of support and outcomes for students, and target timely interventions during the academic year.

Achievement Actions:

Further reduce or narrow the retention, attendance and attainment gap for our socio-economically disadvantaged students and ensure that disadvantage to our most vulnerable students is mitigated as far as possible through onsite provision during remote learning periods or lockdowns.

- Actions: The BHASVIC SAR 2019-20, provides further information regarding how the following interventions have been set to address success rates for students of 'Disadvantage', within the Social Mobility Strategy. These include; the Flourish Programme, use of Vulnerability Index data, college support packages, and IAG/ Careers support. All students considered Vulnerable; such as; young carers, or students with mental health and safeguarding issues were invited to access college for study during the covid-19 pandemic 'lockdown' periods, and have had facility to access ongoing wellbeing workshops and welfare support.

Teachers, tutors and managers' need to be able to look at live, in-year and summative student progress data and outcomes, so as to inform student support and to inform strategic and quality developments.

- Action: A data system has been commissioned, and an IT developer is creating a platform that will require collaborative meetings to inform priorities regarding the recording of data, and implementation. Projects that aim to advance Social Mobility, such as the *Flourish* programme, need to be evaluated and recorded against a centralised database that incorporates baseline data related to Disadvantage. The college Data Project as part of the Digital Strategy and evaluation of provision of support services, has made recommendations regarding inclusion of data such as, the Vulnerability Index, Young Carers database, and Bursary database.

Additional Learning Support, SEND and Vulnerable Learners:

Achievement Actions:

The covid-19 pandemic and accessing additional learning support, welfare and pastoral support:

- Action: Continue to develop existing provision for SEND and Vulnerable learners in the climate of ongoing challenges related to the pandemic;

We have adapted our pastoral and Special Educational Needs provision extensively to continue to meet the needs of disadvantaged and vulnerable students and those with additional learning needs. Pastoral support and SEND provision continued for all students, both remotely and on site, and we provided technology for those students with economic disadvantage and limited or no access to IT at home.

We have seen a spike in the numbers of students presenting with acute and complex emotional health and wellbeing needs, as well as some particularly challenging safeguarding cases.

- Action: *If this trend continues, there are concerns within the Guidance & Student Services team about their capacity to continue to deliver the full range of other non-crisis support services and duties. Review student pastoral support provision in light of continued increase in students presenting with safeguarding and wellbeing issues, whilst external services have been reduced and intervention thresholds increased. (BHASVIC SAR 2019-20).*

SECTION 2: About Our Staff (EDIMS)

Section 2: 'About Our Staff': Report by Emily Andrews; HR Manager

Contents:

Recruitment of staff:

- **Ethnicity, Religion or Belief, Gender, Age, Disability, Sexual Identity**

Current staff:

- **Ethnicity, Religion or Belief, Gender, Age, Disability, Sexual Identity**

'Recruitment of Staff'

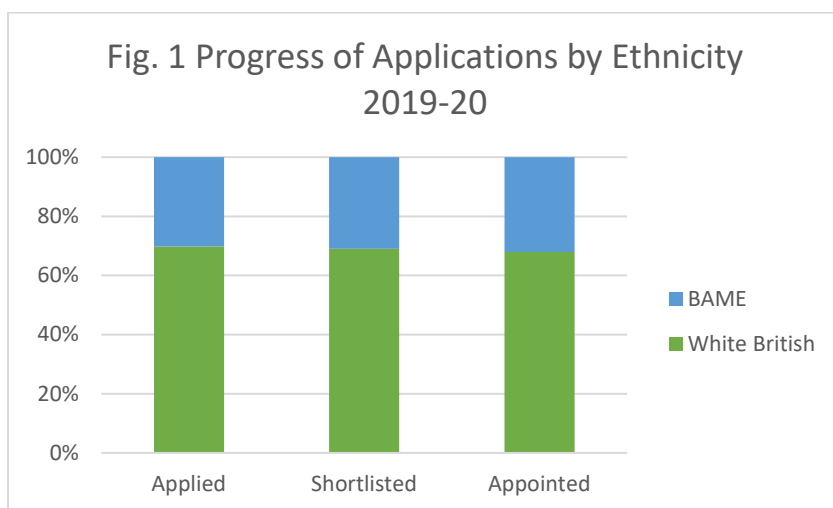
Note about analysis:

The 2011 Brighton and Hove census data has 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 9 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 would not expect our recruitment process to be completely reflective of the 2011 census comparison data.

Data is collected for any roles advertised externally. The data would normally include a separate analysis of recruitment to management positions but there were no management roles advertised externally in 2019-20.

Ethnicity

For the purpose of comparison to previous years' data and the Brighton and Hove 2011 census, the categories of 'White British' and 'Black, Asian and Minority Ethnic' ('BAME') have been used. The definition of 'BAME' includes a diverse range of ethnic backgrounds: Black, Asian, Mixed, Other White (including Gypsy and Irish Traveller) and Other.

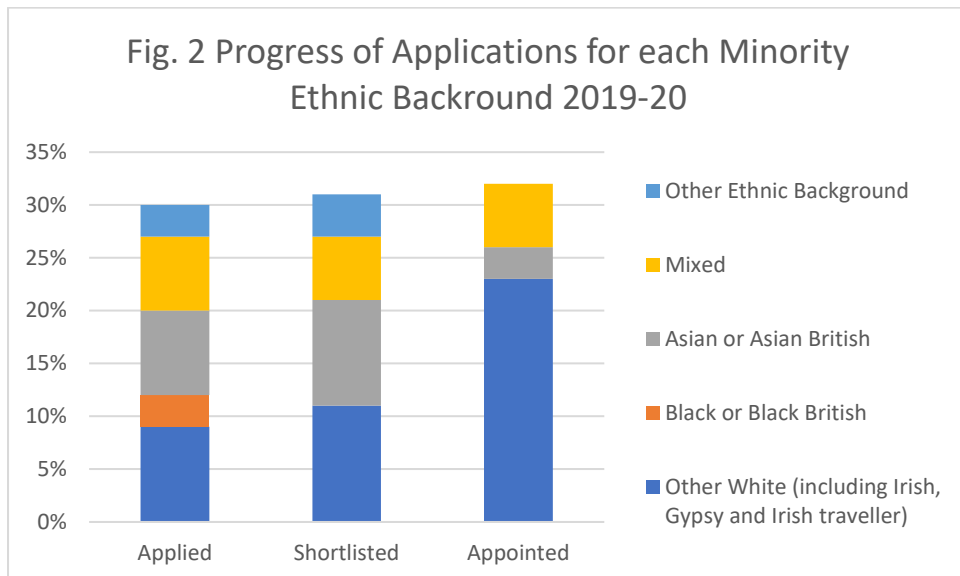


As demonstrated in figure 1, 30% of applicants were 'BAME', and this was also the case for those shortlisted and appointed (this is compared to 21% of the Brighton and Hove population according to the 2011 census).

However, this grouping of 'BAME' is too broad to allow a meaningful analysis of equality of opportunity for the diverse ethnic backgrounds included within it. Therefore, the data has also been broken down to enable a review of the progress of applications for people from each of the ethnic backgrounds included in the 'BAME' group.

Figure 2 shows the progress of applications for candidates from each of the different ethnic backgrounds which make up the 'BAME' group. The majority of appointments in the 'BAME' group identified as 'Other White' (23% total

appointments). Of the 'Other White' candidates who were appointed, 85% were from EU countries (Sweden, Spain, Germany, Bulgaria and France). Candidates who were of a mixed background comprised 7% of the total. This group were represented at all stages of the recruitment process, making up 6% shortlisted candidates and 6% of staff who were appointed (compared to 3.7% of the Brighton and Hove population, according to the 2011 census data). Candidates from an Asian or Asian British background made 8% of applicants, and this group were represented at the shortlisting stage, comprising 10% of shortlisted candidates. However, only 3% of appointments were Asian or Asian British candidates. Finally, 3% applicants were Black or Black British, but none of these candidates were shortlisted, and therefore no Black or Black British candidates were appointed.



Action required

This data demonstrates the importance of looking at the representation of each ethnic background throughout the recruitment process, rather than grouping a diverse range of people into one 'BAME' group. On a closer look at this data, there are certain groups who are underrepresented at the application, shortlisting, and appointment stages of the process. In order to try to reach and attract more applicants from diverse backgrounds, there are some simple actions we can take.

- 1) Add a statement to the 'working for us' page of the website stating that we encourage applicants from diverse backgrounds, and encouraging applications in particular from underrepresented groups. Therefore, for 2020-2021, we will add this statement, and specifically encourage applicants who are Black or Asian, as these were the most underrepresented groups.
- 2) We currently use very limited platforms for advertising jobs: Brighton and Hove Jobs (Love Local Jobs) and the TES (Times Educational Supplement). In 2019-20 we did a limited amount of advertising on LinkedIn and other websites for specific, specialist roles. We will aim to increase the range of platforms where roles are advertised in 2020-2021, including advertising via social media, in order to reach a more diverse range of candidates.

Religion or Belief

Table 1. Progress of applications by Religion

	Applicants	Shortlisted	Appointed	B&H Census 2011
Buddhist	1%	0%	0%	1%
Christian	27%	23%	13%	42.90%
Hindu	1%	1%	0%	0.70%
Jewish	0%	0%	0%	1%
Muslim	3%	4%	3%	2.20%
Sikh	2%	4%	0%	0.10%
No religion	55%	60%	77%	42.40%
Other	2%	4%	3%	0.90%
Prefer not to say	9%	4%	3%	

The proportion of applicants who have no religion has reduced from 62% in 2018-19 to 55% in 2019-20. In addition, the proportion of applicants who are Christian, Hindu, Muslim or Sikh have all increased since 2018-19. Therefore, it appears that the action taken last year to more prominently advertise our EDI policy has had a positive impact on the diversity of religion/belief of job applicants. However, 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. As there has been progress in towards this goal since the previous year, we will continue to monitor this data for 2020-2021 and further action will be recommended if there is no further progress towards religious diversity of applicants at all stages of the recruitment process.

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 (68%) are female. No applicants disclosed any gender identity other than male or female.

Fig. 3 Teacher Appointments by Gender over 3 years (includes ELTs)

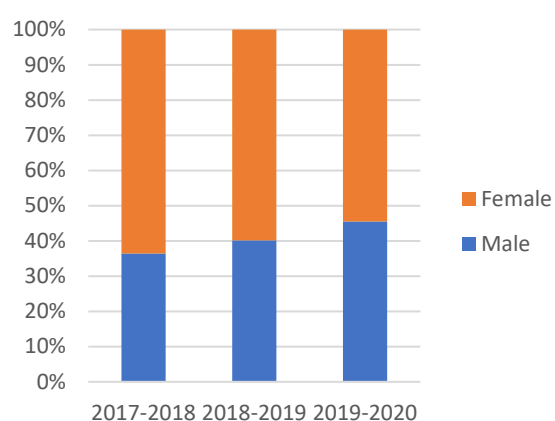
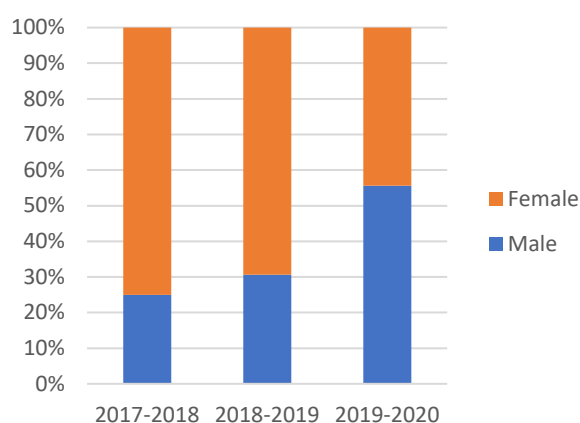


Fig 4. Support staff Appointments by Gender over 3 years



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 2019-20.

Disability

10% of staff who were appointed in 2019-20 had disclosed a disability on their application. This is an increase on previous years, and is more than representative of the 6% of applicants who disclosed a disability. This demonstrates the College's open and supportive approach to the appointment of our staff, and through our close links with our Occupational Health provider, we are able to ensure that we accommodate the needs of staff who have disabilities.

Sexual Identity

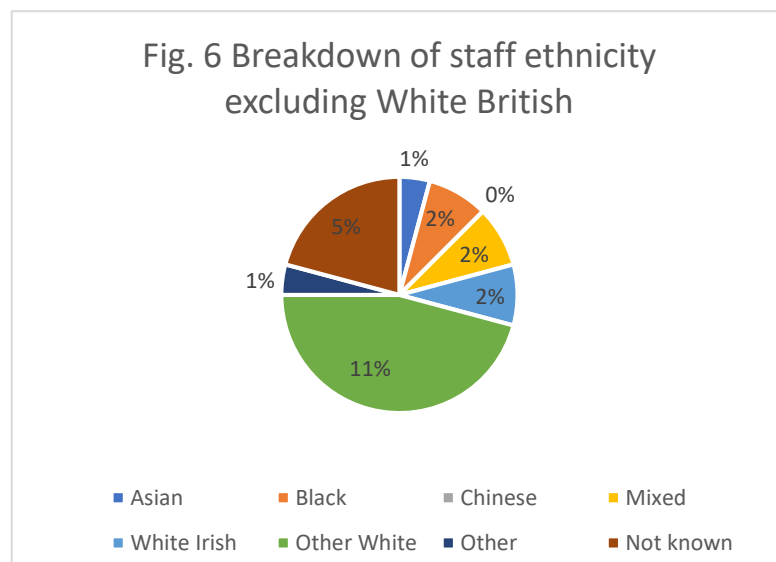
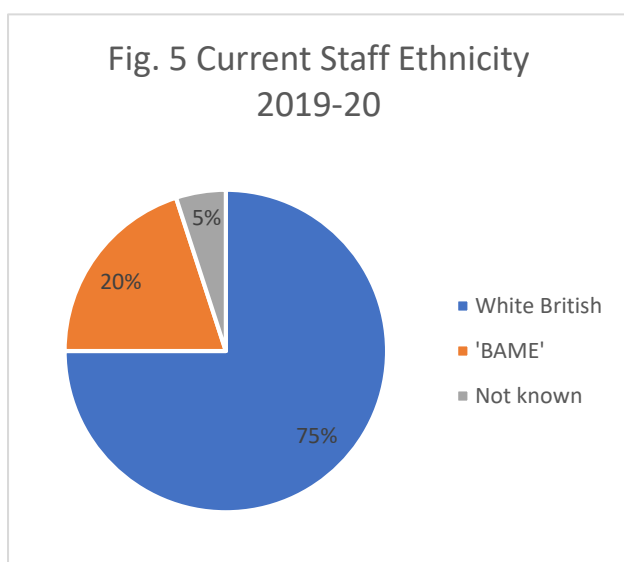
The vast majority of applicants and appointed staff identify as heterosexual. In 2019-20 12% of applicants identified as Lesbian, Gay or Bisexual (increased from 9% and 10% in the previous 2 years), and 10% of appointed staff identified as Lesbian, Gay or Bisexual.

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 2019-20 year (1st August 2019 to 31st July 2020). FTE and role are as at 1st October 2019 (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.

Fig. 7 Ethnicity of Managers 2019-20

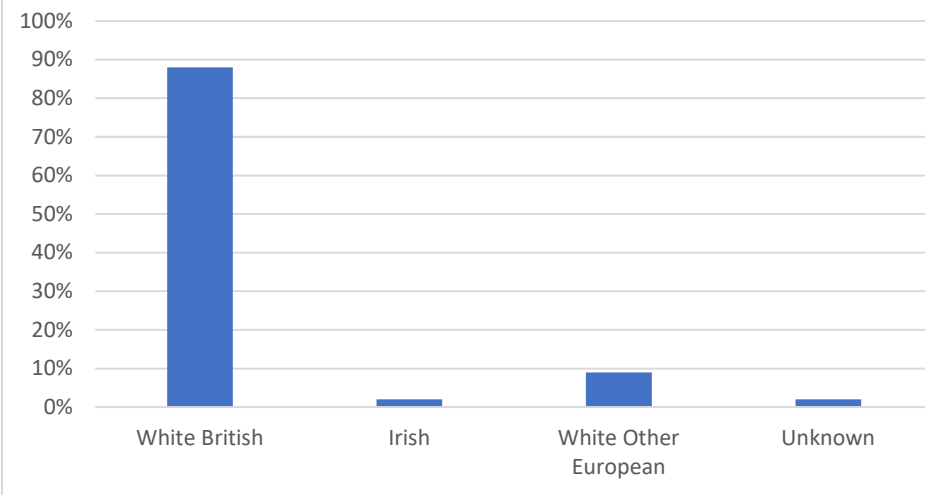


Figure 7 shows the ethnicity of managers as at 1 October 2019, 88% are White British and staff from Asian, Black, or Mixed backgrounds are not represented at all. Therefore, action is needed in supporting staff from diverse backgrounds to progress into management positions.

Action required

As a first step, we will undertake a listening exercise to help us get a better understanding from our ‘BAME’ staff of how we can support them in progressing. We will propose a more detailed action plan based on the outcomes of this exercise.

Gender

Fig. 8 Gender by staff group 2019-20

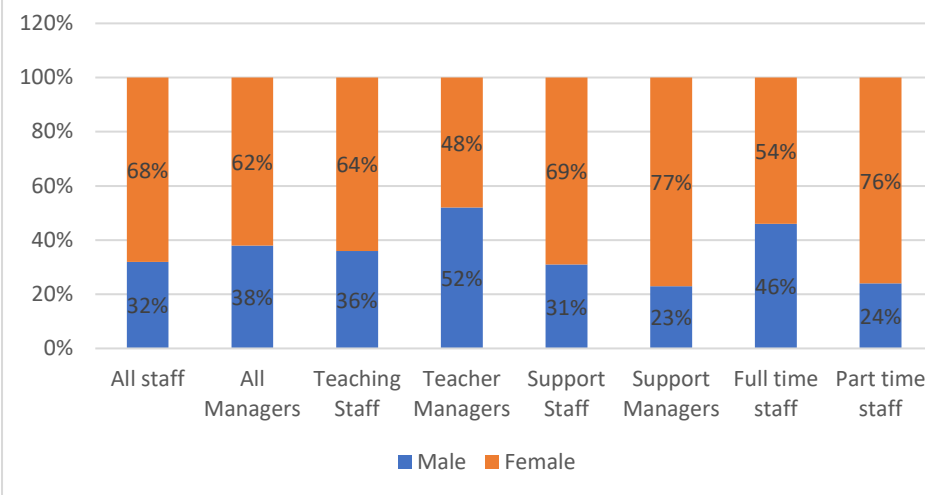


Figure 8 shows the percentage of male and female staff in different staff groups. This graph demonstrates that female teachers are underrepresented at management level, making up 64% of teaching staff but only 48% of teacher managers. This is reflected to a lesser extent in management roles overall, which are 62% female (compared to 68% all staff). 83% of management roles at the College are currently full time, with 100% of the part time roles being held by female staff. Therefore, in order to increase the number of female staff at management level, we will encourage job-share applicants for full time management roles.

Action required

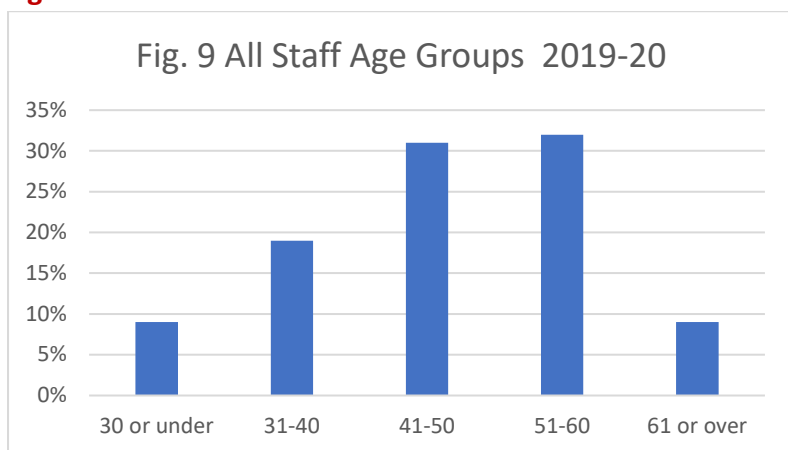
Include option for job-sharers to apply to full time management roles when advertising these posts.

Religion or Belief

Table 2. Current Staff Religion		
	Staff	B&H Census 2011
Buddhist	0%	1%
Christian	18%	42.90%
Hindu	0%	0.70%
Jewish	1%	1%
Muslim	1%	2.20%
Sikh	0%	0.10%
No religion	48%	42.40%
Other	3%	0.90%
Prefer not to say	6%	
Unknown	23%	

Although there are a number of religions underrepresented when compared to the Brighton and Hove census, our recruitment data shows that we are now attracting a more diverse range of applicants in relation to religion.

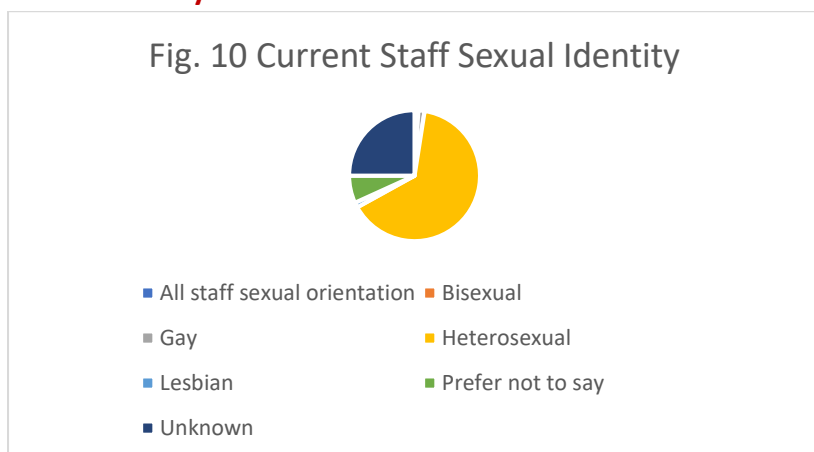
Age




Disability

4% of staff have disclosed that they have a disability (increased from 3.4% the previous year). This figure will continue to increase, as 10% staff who were appointed in 2019-20 disclosed a disability, increased from 8% the previous year.

Sexual Identity



There are still a large number of staff (25%) 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.

 BHASVIC	Equality, Diversity & Inclusion Self-Assessment Report 2019-20 and Action Plan 2020-21 Lead Staff: Jackie Davies & Jo Usher	
Section 1: Headlines from 2019/20		
Key Successes	Areas for Improvement	
'BAME' students: BLM resource, B&H Citizens Young Leaders, EDI training, SU.	'BAME' student support: ACS Society, Anti-Racism Campaign/ conference.	
S7: Meeting continued on zoom. EDI S7 digital conference idea.	EDI Policy and leaflet needs updating by the end of 2020.	
College of Sanctuary projects have developed greater inclusion of ESOL students.	College of Sanctuary bid needs to be submitted and publicised more widely.	
LGBTQU+ society and SU EDI officers: Discussion panels in July 2020/ Feb. 2020	EDI online induction training for new staff still needs to be developed.	
Online welfare maintained and staff capacity increased during lockdown.	Work more with ALS dept. share wellbeing action plans and safeguarding info.	
Boundaries for supporting students in mental health crisis established.	Trans Awareness: Gender neutral toilets. Audit CIS systems. INSET/ tutorial PSHE.	
Networks and resources; links with organisations, S7, and tutorial PSHE delivered	BIG meetings: well attended. A greater diversity of members would be beneficial.	
Young Carers: Tutor training, student ambassadors, lunches, network meetings.	Protected time for creating PSHE resources, staff training, and EDI campaigns.	
EDI on BHASVLE: Resources being added re. panels/ EDI events/ education.	Staff networks and working parties for action plans related to EDI.	
SU EDI Officers and BHASVIC Forum: Meetings, campaigns, panels, resources.	EDIMS Data: Improve access of live data. Establish parity and of data college wide.	
Diversity of Staff in line with 2011 census of Brighton & Hove.	Diversity of staff at SMT level: Underrepresentation of female and 'BAME' staff.	
Equality and Anti-Bullying Service: renewed membership: resources helpful.	Interview Panels: Increase diversity of gender and department representation.	
Fresher's/ Refreshers Fairs: Good engagement/ feedback, variety of organisations.	Communication: Staff: More staff EDI INSET, briefings, EDI on VLE: share resources.	
Student Ambassadors: Many roles for local organisations/ internal committees.	Equality Audit: When appropriate; utilise resource to facilitate across college.	
EDIMS reporting broadened to include reporting on disability and 'disadvantage'.	Support for young carers pilot: Evaluative framework, database, identify earlier.	
Gender Action Award: achieved in the Science department with female students.	Exams Policy: headwear: Consider amending practices related to 'BAME' students.	
	Online Freshers'/ Enrichment: Utilise technology for online engagement.	
	Sex, Consent & Relationships campaign: Incidents of sexual harassment on site.	
	Work with Tutorial Coordinator to plan EDI education delivery by tutors/ INSET	
	Equality Impact Assessments: Research EIA template and instigate formal process	

Section 3: Review of Action Plan(s) from 2019-20

Target/ Action	Outcome A = Achieved P = Partially N = Not	Commentary, including whether any further actions are proposed
<p>1. Supporting LGBTU+ students: Diagnosis: Develop a consistent approach to respond the needs highlighted in supporting students identifying LGBTU+, so that we create an inclusive environment and prevent discrimination.</p>	<p>P</p>	<p>Strong links with the LGBTQ+ student union society and SU EDI officers developed: panel discussion in Feb. 2020 on LGBTQ+ rights and trans awareness, and online panel on Pride history and gender identities with <i>Allsorts</i>, in July 2020 during lockdown. Further work is needed to establish clarity in recording data for students identifying as transgender and gender neutral, staff and student trans awareness training and/or guidance document with briefing on potential government update on the Gender Recognition Act. Proposal for gender neutral toilet provision and signage has been requested by SU EDI officers.</p>
<p>2: Young Carers: Diagnosis: Some young carers at BHASVIC are not being identified, are not accessing the full support available, are not aware of support, not aware they are young carers, and clarity is needed over the procedure for identifying, and supporting young carers. Data on numbers of young carers is currently held in multiple databases, and this information is not always collated to ensure that a young carer receiving a college bursary for example, has then had opportunity to be referred to a local support</p>	<p>P</p>	<p>Two student young carer ambassadors were enlisted, and they helped shape policy, design information leaflets and posters for students, and share their lived experience and insight with staff at a tutorial meeting training session. The working partnership meetings with University of Sussex, Young Carers project, and young carer ambassadors, helped to develop resources, and inform us about formulating a formal evaluative framework in line with national standards. Young carer lunches were initially well attended, but not so much as the year progressed. Referrals to local and Sussex based young carer projects and council registration continued. Further targets remain that involve implementing the evaluative framework, finalising policy, and the induction pack, to enact the pilot project of support for the next academic year.</p>
<p>3: Becoming a College of Sanctuary: Diagnosis: To increase inclusion of ESOL students and create a more cohesive and integrated BHASVIC community.</p>	<p>P</p>	<p>Projects were implemented 2019-20, that helped develop greater inclusion of ESOL students. These include: ESOL reps at SU meetings, tailored support for ESOL students with progression with WP and Careers sessions and tutorial workshops, social interaction in mixed mainstream A2-Level and ESOL tutorial groups, and the Monday lunchtime Dials Club intended to increase social networks, was regularly attended by ESOL students. EDI & Welfare support was publicised with ESOL students in tutorial talks. Staff visited the Global Social Club at the Hummingbird Project. Meetings were held with ESOL SU representatives. Evidence data has been collated that may adequately meet requirements for a successful application, and needs to be submitted. Staff meeting/ presentation for tutors needed to raise awareness of the bid.</p>

Section 4: Action Plan for 2020-21

	Strategy/Actions/Evidence (please consider and include Staff Development needs, where relevant)	By Whom?	By When?	In-year updates	
<p>1. Inclusion and Support: 'BAME' students</p> <p>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.</p>	<p>Staff INSET: Offer Unconscious Bias/ Anti-Racism training.</p>	<p>JXD and IT support</p>	<p>Staff INSET Nov 2020</p>	<p>Planned for summer INSET</p>	
	<p>Anti-Racism Campaign: Tutorial: digital resource Posters on site. Digital resources.</p>	<p>JXD. Tutors. SU EDI Officers.</p>	<p>July 2021</p>	<p>In progress</p>	
	<p>Focus groups with 'BAME' students.</p>	<p>JXD, SU, ACS society</p>	<p>March 2021</p>	<p>In progress</p>	
	<p>Black History Month: Tutorial Delivery and panel discussion. Prepare resources. ACS society, BMYPP.</p>	<p>JXD, SU EDI Officers, tutors</p>	<p>October 2020</p>	<p>Achieved</p>	
	<p>Clarify procedures for reporting racism, and streamline recording of incidents.</p>	<p>JXD, SS & GM's</p>	<p>October 2020</p>	<p>In progress</p>	
	<p>Equality Audit: Students involved. Representation, role models, diversity in curriculum, marketing, etc.</p>	<p>JXD and curriculum HODS, SU.</p>	<p>June 2022</p>	<p>In progress</p>	
	<p>Brighton & Hove Citizens Young Diaspora Leadership programme: more 'BAME' students.</p>	<p>JXD, SU EDI Brighton and Hove Citizens</p>	<p>July 2021</p>	<p>In progress</p>	
	<p>Develop anti-racism pledge</p>	<p>Local networks/ staff/ students</p>	<p>July 2021</p>	<p>In progress</p>	
	<p>College of Sanctuary:</p> <p>Diagnosis: To increase inclusion of ESOL students and create a more cohesive and integrated BHASVIC community.</p>	<p>Race Equality: Conference: Possibly a joint online conference with S7 colleges. Workshops/ Panel. If viable.</p>	<p>JXD and relevant staff. S7, SU, orgs.</p>	<p>July 2021</p>	<p>S7 meeting (Feb 21) – discussed?</p>
		<p>Submission of application: Information from projects has been collated, prepare application.</p>	<p>JXD</p>	<p>July 2021</p>	<p>?</p>
<p>Evaluative process needed to monitor success/ improvements of projects.</p>		<p>JXD</p>	<p>July 2021</p>	<p>?</p>	
<p>Whole college awareness of 'College of Sanctuary' - students, staff, governors, parents.</p>		<p>JXD</p>	<p>July 2021</p>	<p>?</p>	
<p>Celebratory event if successful bid</p>		<p>JXD and relevant staff</p>	<p>tbc</p>	<p>?</p>	
<p>Brighton & Hove Citizens: Young Diaspora Leadership Programme: Continue to promote.</p>		<p>JXD</p>	<p>Throughout year if running</p>	<p>In progress</p>	
<p>Achieve College of Sanctuary status and continue to develop inclusive practice.</p>		<p>JXD and working party</p>	<p>July 2021</p>	<p>?</p>	

2: Young Carers:	Strategy/Actions/Evidence (please consider and include Staff Development needs, where relevant)	By Whom?	By When?	In-year updates
<p>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>	<p>Enact a programme of visible support for the Young Carers and Adult Carers at BHASVIC. Young Carer policy needs completion and audit. Young carer pack to be collated and available online.</p>	JXD	July 2021	In progress
	<p>Set up a pilot scheme, with the formal evaluative framework documentation, to be used at start and end of year with young carers, to evaluate effectiveness.</p>	JXD and colleagues	July 2021	In progress
	<p>Create a model that can be rolled out onto other post-16 environments.</p>	JXD and colleagues	Sept 2021	In progress
	<p>Engage with cross college 'Disadvantage' working group</p>	JXD TLB	Sept 2021	In progress
	<p>Liaise with CIS, Student Services and GM's, regarding data administration. Over 'lockdown' a spreadsheet was collated between bursary and welfare, to create a list of young carers. Consider where central list of young carers is collated and held as a college.</p>	JXD, JU.	Dec. 2020	In progress
	3: Supporting Trans Students	Strategy/Actions/Evidence (please consider and include Staff Development needs, where relevant)	By Whom?	By When?
<p>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>	<p>Clarify the procedure for recording name changes for students who have transitioned gender identity.</p>	JXD working party, CIS, I.T.	July 2021	In progress
	<p>Trans Awareness update on Gender Recognition Act Reform proposals. Staff working group, with SU EDI.</p>	JXD	Dec 2020	In progress
	<p>Utilise BEEM 'trans inclusion school kit' from BEEM.</p>	JXD	July 2021	In progress
	<p>Tutorial education: utilise 10 minute video clip from the Pride panel re. gender identities.</p>	JXD, IT, tutors	July 2021	In progress
	<p>Utilise EDI BHASVLE page and other appropriate mediums, to publicise articles, and information.</p>	JXD and SU EDI officers.		In progress
	<p>Devise an Advice sheet and guidance for students/ staff on changing their name socially or legally.</p>	" "	April 2021	In progress
	<p>Update EDI Policy re. gender equality and Trans equality.</p>	JXD	Dec 2020	Achieved
	<p>Pronoun email signatures</p>	JXD	Sept. 2021	In progress
	<p>Staff INSET June: Trans Awareness</p>	JXD	June 2021	In progress
	<p>Implement a proposal for the allocation of toilets with 'gender neutral' signage.</p>	JXD and SU EDI Officers	July 2021	In progress