



BHASVIC

BRIGHTON HOVE & SUSSEX SIXTH FORM COLLEGE

Meeting of the Quality and Curriculum Committee
Wednesday 1 March 2023
AGENDA ITEM QC22/2/2.3

EDIMS Reports (students, staff & governors)

including EDI Action Plan update 2021-22

EXECUTIVE SUMMARY:

As part of our [Public Sector Equality Duty](#), 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.

This year we have included a new section on Governance EDIMS, and further detail will also be presented at the next Search & Governance Committee, with recommendations proposed for adoption at Spring meeting of Corporation. As this EDIMS report has expanded, a question remains as to where it best sits at Committee stage, as key elements are now drawn from Resources, Search & Governance, as well as Q&C.

We are making progress on creating centralised, meaningful and timely EDIMS data capture, co-ordinated by Tara Davies as CIS Manager, but there remains work to do to align reporting measures across staff, students and governors. We are also working on agreeing and standardising the terminology used to describe different EDI categories, particularly around ethnicity and disadvantage (see introduction to the report for further detail).

Analysis of student data forms the largest Section 1 of this report, whilst Section 2 is a report by HR regarding staff recruitment and profile; and Section 3 details a summary of current Governor EDI profile. Section 4 of this report details an abridged version of the EDI SARAP, drafted in Autumn 2022, with headline summary, actions and rag-rated 'in-year' updates. Some key points to note:

Students:

- 24% of applicants are from other than white minority ethnic groups – above the average (14.6%) for the local population
- Ratio of minority ethnic to white British members of BHASVIC community is similar for staff and students, approximately 22:78 compared with 14:86 for Brighton & Hove in [2021 Census](#). However, the ratio for Governors is 6:94.
- Approximately 7% of students (251 in 21-22 and 234 in 22-23) routinely qualify as 'disadvantaged' under DfE's definition (previously in receipt of pupil premium)
- 1% of students (approximately 25-45 each year) score at least 4 (out of 8) on our internal vulnerability index and have over half 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 Disadvantaged students are consistently below college averages – a priority action in the social mobility strategy, but achieve better than average progression to HE
- SEND students show more positive levels of achievement, but retention has declined
- Females and Other Than White British students achieved consistently higher grades than males and white British students in A levels and BTECs, but have lower retention overall
- In BTECs, SEND and white British students achieved markedly fewer high grades than other cohorts

Staff:

- The ratio of applications to appointments is largely the same for Mixed, Black or Black British and Other White as it is for White British (between 16-24%). However, Asian or Asian British and Other Ethnic Backgrounds have a significantly lower conversion rate.
- The majority of applications and appointments fall in to the 31-40 age group. The most under-represented age group is 30 and under.
- BHASVIC staff remains predominantly female (66%) and this proportion is consistent across all staff groups (Support, Teacher and Managers).
- 3-year trend towards an increased number of female managers
- In 2021-22 'Other Sexuality' made up 15.61% of all applicants, 12.15% of all shortlisted candidates and 6% of all appointments (7.5% in previous year). The 2021 Census has revealed that in the local area over 10% of population identify as LGBTQ+
- 7% of applicants disclosed having a disability, compared with 5.5% in previous year. We continue to work with ALS to ensure greater inclusivity within recruitment processes.

Governors:

- The current data monitoring categories are limited and we propose an annual EDI audit process, co-ordinated by the Clerk to Corporation which captures all protected characteristics, as identified in the [BHASVIC EDI Policy](#): Age, Race (including colour, nationality, ethnic or national origin), Sex, Disability (including neurodiversity), Sexual Orientation, Gender Reassignment, Religion or Belief, Pregnancy or Maternity, Marriage or Civil Partnership.
- For the purposes of EDIMS reports in the future, we propose using comparative data which is relevant to other groups within the BHASVIC community, benchmarked against local population figures from latest census data. Some of the customisable data maps for East & West Sussex and Brighton & Hove 2021 Census are included in the Appendix, as illustration, at the end of the report.
- We are looking at how best to capture information on socio-economic profile of Governors to enable analysis which may further inform our social mobility strategy.

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)

Wilhelmenia Etoga Ngono
Guidance Manager & EDI Co-ordinator

Livvy Birnie
HR Manager

Simon Porges - Governor

EDIMS 2021-22: Report to Governors (March 2023)

Introduction:

The analysis of the 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 a new element to this report, summarising the EDI profile of Governors. Section 4 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. Throughout the report, we have used selected charts and graphs from the full data tables provided by Tara Davies, CIS Manager: the full excel spreadsheets, with all EDI data, are available from her, on request.

Data:

Student data is drawn from internal enrolment, retention, achievement and destinations reporting and utilises ESFA and Department for Education categories. Staff data is generated from equality & monitoring recruitment forms, and Governor data has been taken from monitoring questionnaires circulated in Spring 2021 which were then incorporated into the annual FE Workforce survey return to ESFA, reported to Search & Governance Committee in November 2022.

Definitions:

'Disadvantaged' students are identified as those in receipt of pupil premium in school (i.e., those in receipt of free school meals, children in care, or children whose parents are in the forces). The DfE position is that an institution's disadvantaged students should be benchmarked against the national average of all students. For the past four years, we have experimented with a wider 'Vulnerability Index' of students based on local authority auditing (which includes students with an EHCP, Child in Care or Care Leavers, Young Carers, Distance to Travel, Disadvantaged Postcode, Pupil Premium, Free Meals, Widening Participation, students with Learning Difficulties and/or Disabilities, students with health problems, low attendance and low GCSE scores). This system is feeding into a separate social mobility initiative, so for clarity of benchmarking, the data provided for EDIMS analysis is the 'Disadvantaged' data as initially outlined by DfE, above.

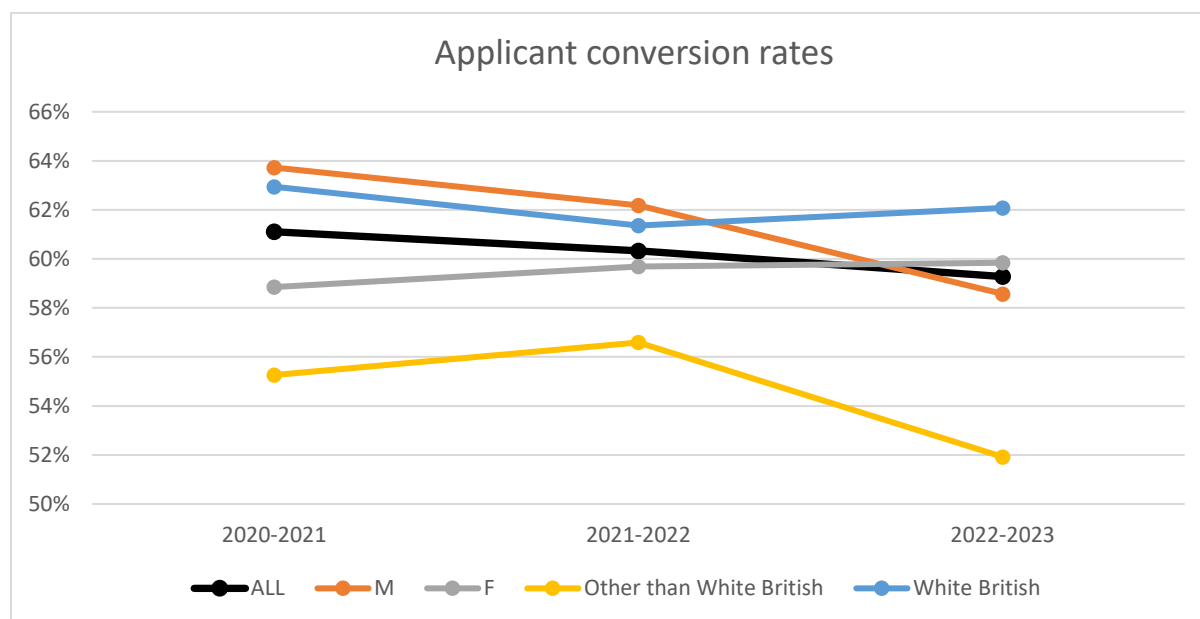
'BAME' is the widely used acronym for referencing 'Black, Asian, Minority Ethnic' groups; however, in conjunction with the work which has taken place to promote inclusivity, and to follow the [latest Government guidance](#), as last year, the report will use the terms 'White British' and 'Other than White British' in relation to our student population. This matches the data held centrally and enables longitudinal comparisons and trends, however we propose changing this for future years and are engaging in work with the CIS Manager to ensure this occurs.

Benchmarking:

We are progressing work as an institution to refine our data reporting and the authors of this report suggest [migrating to 2021 census categories](#) in the future, as part of a bigger project to align reporting across student, staff and governor populations. This should provide a wider and clearer picture of our whole community, and various sub-sections, and enable comparison with local and national populations, as well as meeting the targets in line with the Equality, Diversity, and Inclusion strategy and Public Sector Equality Duty.

SECTION 1: About Our Students (EDIMS)

Application and Enrolments



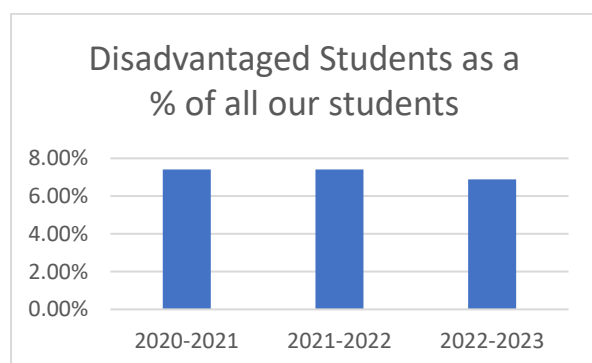
Ethnicity:

Applications to the college rose from 2787 in 2019-20 to 3000 in 2021-22 and decreased to 2932 in 2022-23. Looking at the 3-year trends, a quarter of applicants (24%) between 2019-22 identify as Other than White British, increasing to over a quarter (28%) in 2022-23. This is significantly above the average for the local population (approximately 14.6%) which is great to see; however, a consistently lower proportion of the total numbers enrol (52%). 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 a consistently higher number of female-to-male applicants (3-year average = 54% females/46% for males) with females increasing in the last 3 years more likely to both accept and enrol.

Disadvantaged and SEND (Special Educational Needs and Disabilities) students on roll:



	Disadvantaged students	All Students	%
2019-20	196	2987	6.56%
2020-21	232	3129	7.41%
2021-22	251	3388	7.41%
2022-23	234	3402	6.88%

6.88% (234/3402) of students on roll 2022-23 are currently from the group defined as disadvantaged (pupil premium) compared with 7.41% in 2021-22 which is a decrease of -0.53%; although this is an in-year snapshot and the figure will undoubtedly be larger by year-end. This initial reduction, however, may reflect centralised changes in means tested benefits, meaning fewer qualify. Our support provision for 'disadvantaged' students extends to a wider reach of student, incorporating support needs as outlined in the Vulnerability Index, whereby approximately 54% of students in 2022-23 and 63% in 21-22 had a score of 1 or more on the vulnerability index, and 1% (44 in 21-22 and 12 in 22-23) scored above 4 (from the maximum value of 8). As described in the College SAR, a whole-college Social Mobility Strategy is in motion to support the college's focus, outlining the wide array of work we do and identify further gaps and opportunities to enhance outcomes for our disadvantaged students.

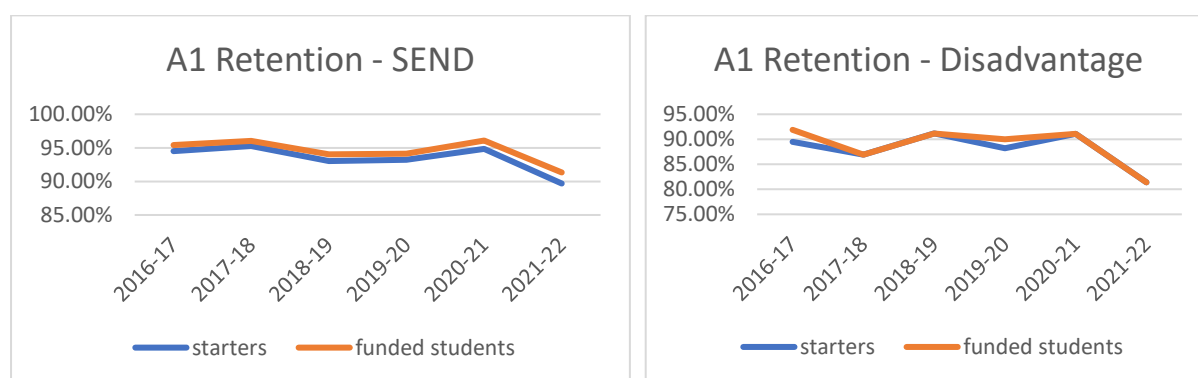
There is still work to be done in relation to collecting effective admissions data to better interrogate trends and patterns within applications and enrolment linked to students with SEND, pupil premium and other disadvantaged categories. Those students may have been the ones most affected by the COVID 19 pandemic; thus, this continues to be priority action for 2022-2023.

Student on roll compared to staff and local area, by ethnicity:

The three-year average of student enrolments, based on ethnicity, is 78% white British, compared with 22% other than white British. This statistic is almost exactly matched by the demographic of staff, at 77.89% (see Section 2 for further details) and compares with 85.4% of Brighton & Hove population identifying as white British in most recent [2021 census](#).

Retention:

Retention rates for all students stands at 94.54% for A1 students and 97.96% for A2 students and have slightly decreased since the previous year which was 96.06% for A1s and 98.39% for A2s. This overall decrease can be seen across the various groups of students across both years of study and is reported on further in the College SAR. More significant decreases in A1s can be seen in Disadvantaged (-9.71%) and SEND (-4.75%) students. In terms of actual numbers for these groups, 105/129 Disadvantaged students were retained in A1 (compared with 123/125 in 20-21); and 348/388 A1 SEND students were retained (compared with 442/466 in 20-21).



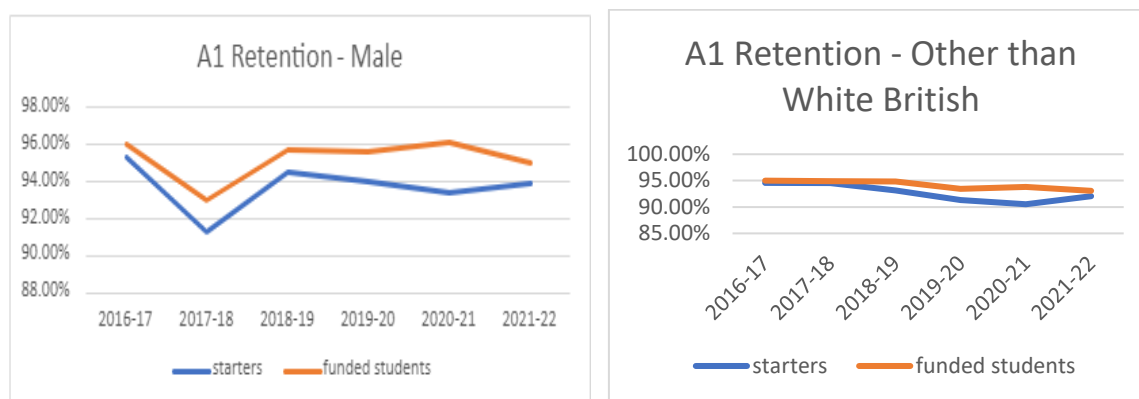
For A2 students, there was positive retention for students who identified as Other than White British in the 2021-2022 academic year with a slight increase (+0.37%). A2 Disadvantaged students are the cohort who consistently track most significantly below whole college averages by between 3 or 4%. This is reported in the College SAR and is part of the social mobility strategy, with initiatives like Flourish mentoring aimed at improving success:

A2 Retention – Disadvantage

	2018-19	2019-20	2020-21	2021-22
starts	79	92	99	121
funded	79	91	96	121
complete	72	86	92	114

	2018-19	2019-20	2020-21	2021-22
starters	91.14%	93.48%	92.93%	94.21%
funded students	91.14%	94.51%	95.83%	94.21%

Early Leavers:



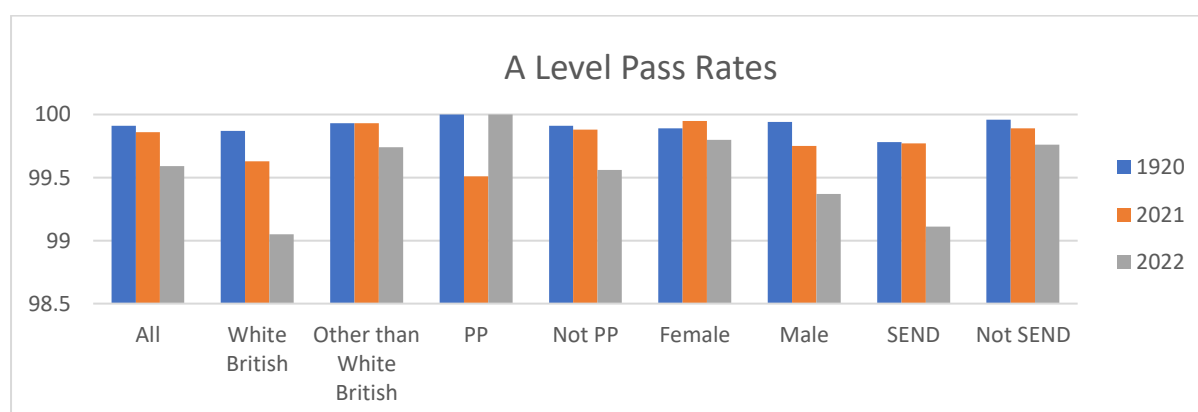
The early leaver deadline consists of students leaving college prior to the Autumn Term funded deadline (6 weeks after a September start). Data suggests that we have had some success in reducing last year's emerging trend of early leavers being predominantly male and/or those who identify as other than white British. This information has been useful in the development of targeted support for these cohorts and includes initiatives like Flourish Mentoring students who are likely to face disadvantage in education in comparison to their peers (such as those with low GCSEs on entry and those who have struggled with their attendance in the previous educational settings).

ESOL retention:

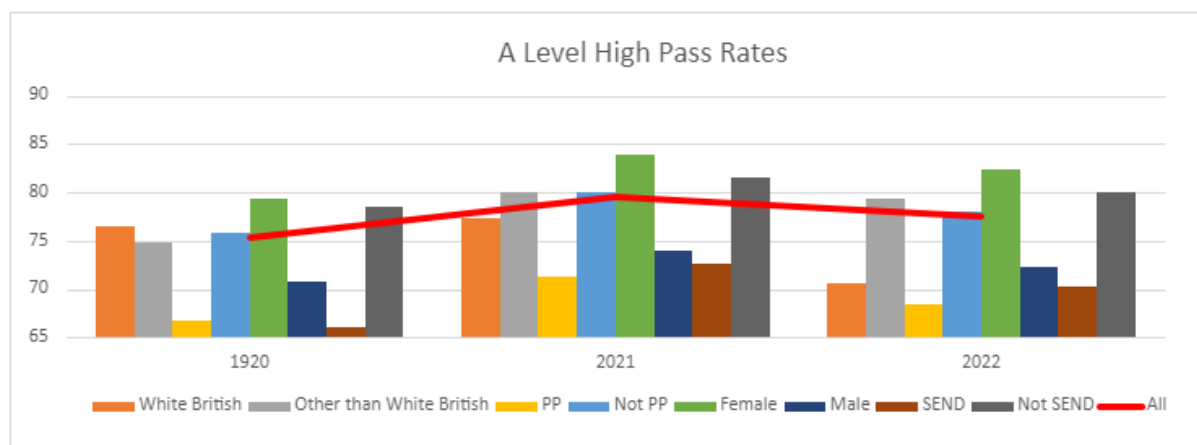
Retention rates for students within our ESOL provision stands at 92.68% with a significant gender imbalance in 21-22 of 6/6 of female students completing (100% retention) compared with 32/39 male students completing (91.43%). There were 7 early leavers in total from 39 starters, compared with 2/38 in 20-21. It remains particularly 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 our cohort in 2021-22, though it 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 the pass rate. In 21-22, Disadvantaged (80.38%), SEND (84.95%) and white British (86.2%) students were all below the whole college average of 89.09%; although Disadvantage students showed a 4.17% improvement on previous year (76.21%). Disadvantage students are the only cohort to achieve 100% pass rate in the last three years.



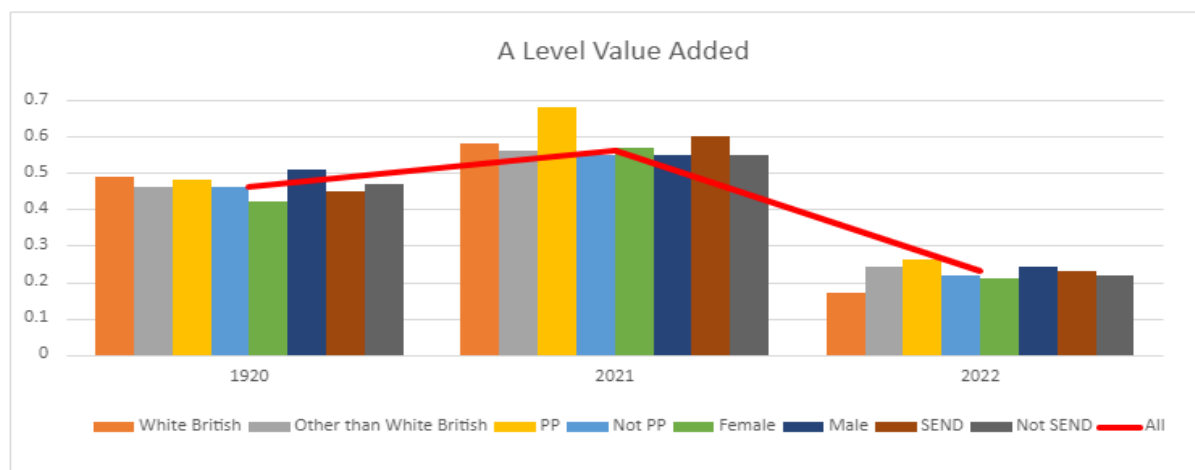
Whilst the 2022 achievements rates are above 99% for all cohorts sampled, there remains work that needs to be done to increase the number of high pass rates for cohorts such as White British students -6.91% (70.56%); SEND students -7.23% (70.24%); and Pupil Premium/Disadvantage students - 8.97% (68.5%). However, a positive trend in the High Pass Rates is in females (82.34%) and the Other than White British cohort who achieved above average +1.9% (79.37%).



High Pass Rate	1819	1920	2021	2022
All	70.65	75.25	79.49	77.47
White British	65.98	76.59	77.4	70.56
Other than White British	71.62	74.87	80.08	79.37
PP/Disadv	58.76	66.83	71.36	68.5
Not PP/Disadv	71.3	75.77	79.98	78.1
Female	73.47	79.31	83.84	82.34
Male	67.44	70.72	74.07	72.37
SEND	57.56	66.12	72.58	70.24
Not SEND	74.77	78.47	81.62	80

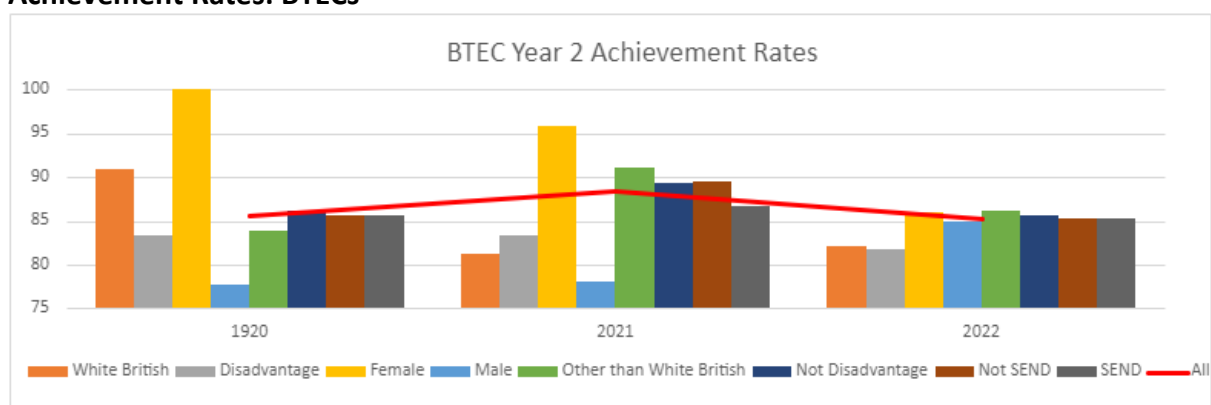
Attendance – A levels	1819	1920	2021	2122
All	93.7	94.03	94.98	94.36
White British	93.44	94.28	93.89	92.87
Other than White British	93.75	93.96	95.29	94.77
PP/Disadvantage	91.35	91.57	92.72	91.55
Not PP/Disadv	93.83	94.2	95.13	94.56
Female	93.04	93.61	94.69	93.89
Male	94.44	94.5	95.33	94.84
SEND	91.91	93.08	92.9	92.81
Not SEND	94.27	94.38	95.66	94.91

The impact of COVID-19 on attendance continues to linger with SEND and Disadvantage students consistently below whole college averages, and joined in 21-22 by female and white British students. A positive trend is that Males continue to maintain above average attendance since 2019-20, achieving attendance levels of 94.84% (+0.48%) for 2021-22 compared to 94.36% of all students. A similar trend can also be seen with students identifying as Other than White British with 94.77% (+0.41%). Attendance data is being closely monitored by the Guidance team and further detail on targeted interventions is in the Guidance SARAP.



We can see from the data provided above that there has been a decrease in the value added across all students compared to 2020-21, this can be explained due to the cohort of 2021-22 being the first to sit official exams following the COVID-19 pandemic. Even with the advance information provided by examining boards, it is likely that the impact of disrupted studies as a result of the lockdowns would have impacted learners and their attainment. One cohort of students achieved significantly lower than average value added (0.23), White British students with 0.17 value added (-0.06). Interestingly, SEND students were on track with the college average (0.23) whilst Other than White British students (0.24); Pupil Premium students (0.26) and Males (0.24) achieved above the college average.

Achievement Rates: BTECs



Achievement in 2-year BTECs follows similar patterns to that of A Levels in 2021-22, with Disadvantaged and white British students tracking most significantly below the whole college average. However, the difference in achievement rates between cohorts is less significant than the previous years where Teacher Assessed Grades were a factor. This may reflect unconscious bias, linked to gender. The rates of achievements for Male students in 21-22 remained below the college average but there has been an increase of +6.87% between 2020-21 (78%) and 2021-22 (84.87%). Meanwhile, female students, although above the college average, have experienced a decrease in achievement rates of -9.81% between 2020-21 (95.77%) and 2021-22 (85.96%).

Achievement - BTECs	1819	1920	2021	2022
All	75.71	85.71	88.43	85.23
White British	80.95	90.91	81.25	82.05
Disadvantage	42.86	83.33	83.33	81.82
Female	83.05	100	95.77	85.96
Male	70.37	77.78	78	84.87
Other than White British	74.79	83.87	91.01	86.13
Not Disadvantage	79.37	86.11	89.32	85.71
Not SEND	70.83	85.71	89.47	85.22
SEND	86.36	85.71	86.67	85.25

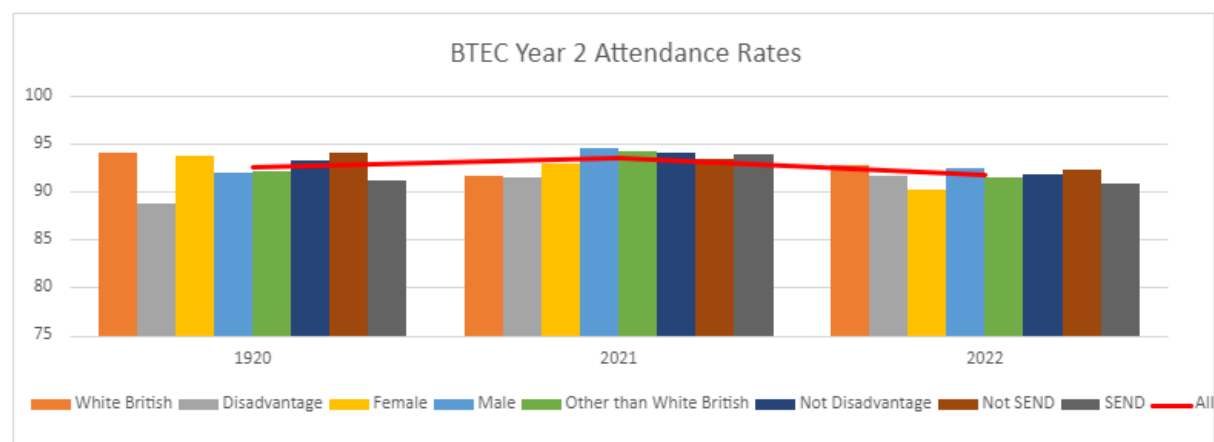
Focusing on ethnicity, Other than White British students have achieved above the college average since 2020-21, whilst white British students achieved below the college average for 2021-22 -3.18% but increased slightly by +0.8% between 2020-21 (81.25%) and 2021-22 (82.05%).

Pass Rate - BTECs	1819	1920	2021	2022
All	99.07	100	100	99.34
White British	100	100	100	96.97
Disadvantage	100	100	100	94.74
Female	98	100	100	100
Male	100	100	100	99.02
Other than White British	98.89	100	100	100
Not Disadvantage	99.01	100	100	100
Not SEND	98.55	100	100	98.99
SEND	100	100	100	100

Pass rates for the 2-year BTEC course for 2021-22 was really positive for SEND students (100%); Other than White British students (100%); and Females (100%) who all have achieved above the college average of 99.34%. As seen in the A Level data analysis, White British students achieved below the college average 96.97% (-2.37%) as do those students identified as Disadvantaged 94.74% (-4.60%).

High Passes BTEC	1819	1920	2021	2022
All	61.68	52.78	76.64	70.86
White British	58.82	60	76.92	57.58
Disadvantage	66.67	20	80	68.42
Female	68	86.67	80.88	71.43
Male	56.14	28.57	69.23	70.59
Other than White British	62.22	50	76.54	74.58
Not Disadvantage	61.39	58.06	76.09	71.21
Not SEND	60.87	50	76.47	77.78
SEND	63.16	55.56	76.92	57.69

Interestingly when looking at the high pass rates, Female (+0.54%) and Other than White British (+3.72%) students also achieve above the college average of 70.86%. As with the Pass Rates, White British students significantly achieve under the college average 57.58% (-13.28%) with similar findings for SEND students at 57.69% (-13.37%) and this is to be further monitored by BTEC teams.



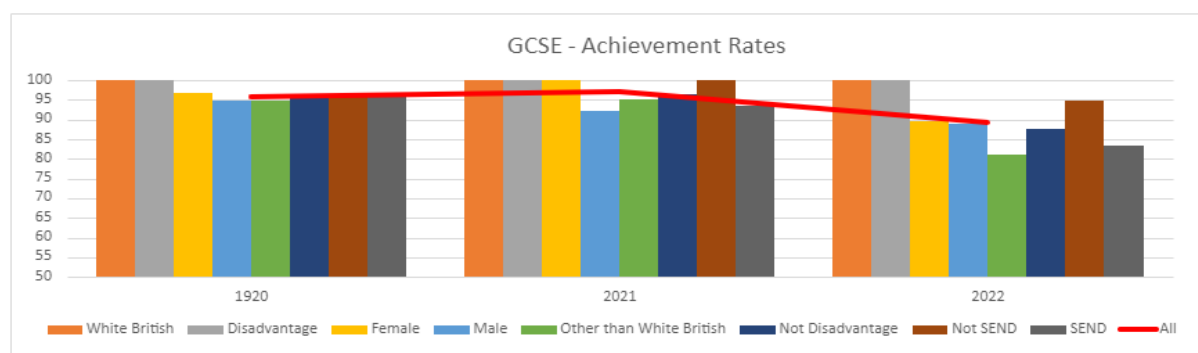
There is also an interesting correlation when looking at Pass Rates and Attendance. For example, White British students' attendance (92.72%) is higher than the college average (91.76) yet they underachieve as depicted above. Whereas Females (90.22%) and students Other than White British (91.51%) attendance are below the college average yet they achieve above the college average for both Pass rates and High Pass. This finding would be an interesting one to further investigate and get an insight on why this is the case. It could be that for those students, the independent learning skills are much

more developed which means they are able to cope better with the demands aligned with BTEC courses.

The current value added for the BTECs is available for 2021-22 and reflects broad trends which show negative values for Disadvantaged, SEND and white British students; and positive value-added achievement for females and other than white British students.

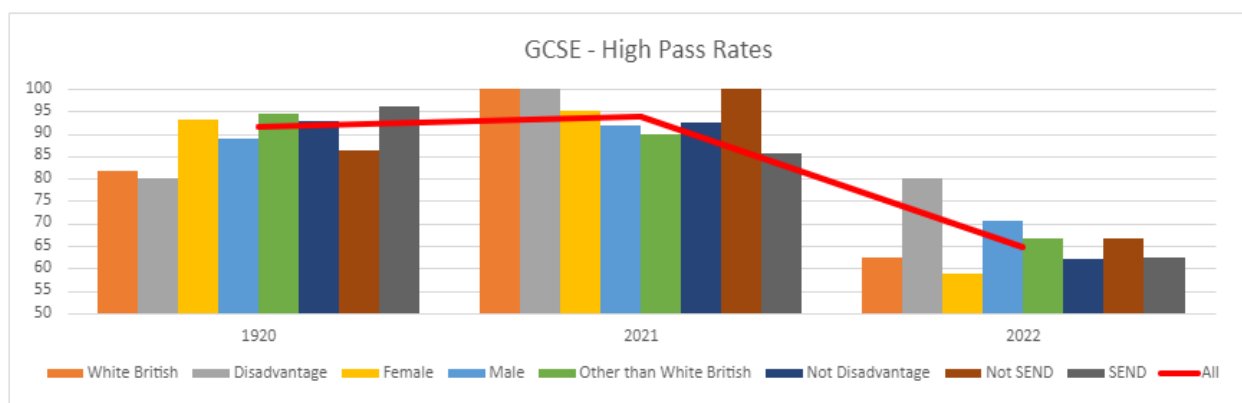
Value Added - BTECs	2022
All	0.06
White British	-0.23
Disadvantage	-0.07
Female	0.21
Male	0
Other than White British	0.14
Not Disadvantage	0.08
Not SEND	0.13
SEND	-0.04

Attendance and Achievement rates GCSEs:



Attendance rates for GCSEs are consistently below college averages, with SEND, Disadvantage and Other than White British students missing approximately 25% of lessons across the year. This is a key trend which all GCSE teachers and Guidance teams need to be alert to for targeted early interventions. However, there is an inconsistent correlation between attendance and achievement in GCSE, with White British, Female, and Disadvantaged students achieving 100% pass rates; and 80% of Disadvantaged students achieving high grades (compared with 64.7% college average). Male students also achieve well in GCSE (70% high grades) but female and SEND students under-achieve high grades. 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.

High Pass Rate - GCSEs	1819	1920	2021	2022
All	78.79	91.49	93.75	64.71
White British	85.71	81.82	100	62.5
Disadvantage	66.67	80	100	80
Female	75	93.1	95	58.82
Male	83.33	88.89	91.67	70.59
Other than White British	75.56	94.44	90	66.67
Not Disadvantage	80.7	92.86	92.59	62.07
Not SEND	80.95	86.36	100	66.67
SEND	77.78	96	85.71	62.5



GCSE - Attendance	1819	1920	2021	2022
All	87.25	83.64	91.57	80.67
White British	87.82	78.31	89.07	87.31
Disadvantage	87.89	69.09	89.61	78.93
Female	86.71	81.53	90.59	80.17
Male	87.91	86.97	93.03	81.21
Other than White British	87.02	85.06	93.08	73.96
Not Disadvantage	87.16	86.1	92.01	80.9
Not SEND	85.89	80.51	92.59	87.69
SEND	87.95	86.78	90.34	72.23

Student Progression

For progression data and a fuller overview of destinations outcomes for students who completed their studies at college in summer 2021, please refer to the following reports:

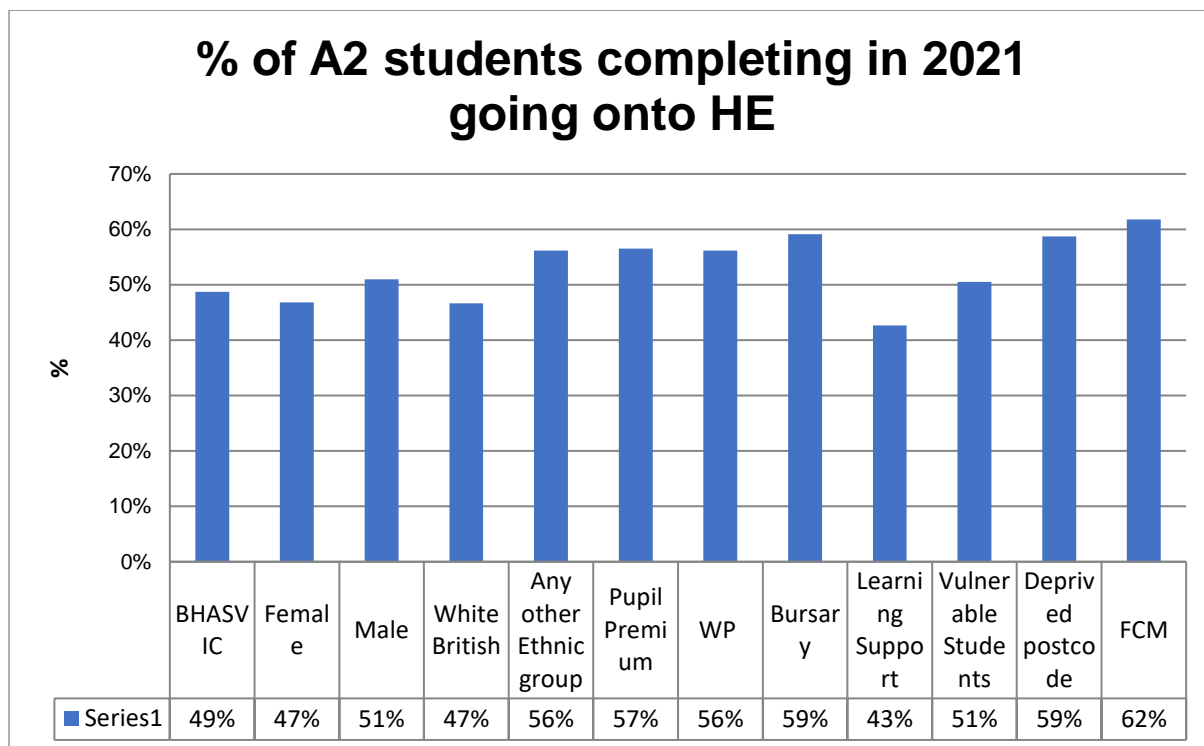
- BHASVIC Student Destinations Report - Summer Term Quality and Curriculum Governor Committee and summarised at Corporation (July 2022).
- BHASVIC SAR 2021-22: Autumn Term Quality and Curriculum Governor Committee, and summarised at Corporation (December 2022)

Headline data for groups of leavers who are of particular interest within an EDIMS context, are taken from these reports, below:

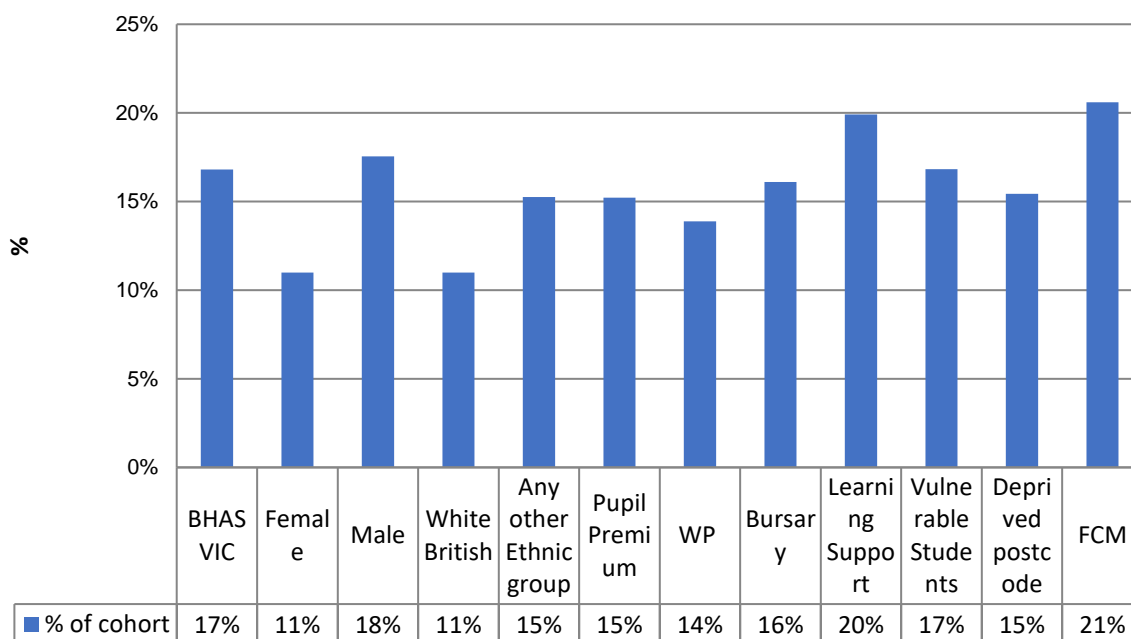
- Around 75% of our students enter Higher Education with around a quarter taking a gap year before they go.
- Around 18% of students enter into employment, including apprenticeships, upon leaving BHASVIC. Total numbers of cohort entering apprenticeships remain very small and have declined slightly from 20 (2019) to 16 (2021).
- 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 Minority Ethnic groups is significantly higher than the national average.
- As a state provider, 60% of BHASVIC students accepted a place at a high tariff university (including Oxbridge & Russell Group), substantially higher than the national average of 35%.
- Number of Oxbridge offers continues to increase year on year with over 200 offers in the past four years – making us the highest non-selective state provider to Cambridge. Our disadvantaged students in 2021 had a higher chance of an offer compared to our wider cohort.
- We have seen a stable trend in Medics, Veterinary and Dentistry offers with an offer rate of around 1:2 compared to 1:10 nationally.
- HESA data shows 92.0% of our students achieve first or 2:1 degrees, substantially higher than the general sixth form sector (84.9%). Excellent success rates at university study are

replicated amongst low participation wards and first-generation scholars (87.4%), compared to sector average (81.2%).

- 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% of our students' progress into specialised further education, including very successful art foundation entry.
- Our Early Leaver rates are higher in 20-21 due to COVID with most going back to school sixth form or entering apprenticeships. We continue to monitor trends and patterns.



% of A2 students completing in 2021 entering employment



SECTION 2 – ABOUT OUR STAFF

HR EDIMS Report 2021-2022

RECRUITMENT OF STAFF

Notes about analysis:

The 2021 Brighton and Hove census data has been used as a comparator to assess how representative our recruitment process is for the local community. Data is collected for any roles advertised externally using equality and diversity monitoring forms, this is kept entirely separate from the candidates' application forms.

In 2021-2022 we suffered a website outage which resulted in the loss of months' worth of recruitment data – including applications forms and recruitment monitoring forms. Therefore, the data we are able to analyse this year is significantly less than usual. From 395 applications we have 206 E&D forms – this is only a 52% return rate when we would normally have above 90%.

Ethnicity

73.9% of the local area identifies as white British, with 85.6% identifying as White according to the [2021 Census](#). In 2021-22 76.10% of applicants were white British compared for 90.41% last year. Our efforts to attract a more diverse range of applicants appear to be successful but there is still work to be done. 79% of appointments were White British and although this is broadly representative of the local population in order to successfully build a more diverse workforce there needs to be a significant increase in appointments from minority ethnic groups.

The figure below shows the progress of applications by ethnicity. The overall conversion rate (percentage of applicants who were successfully appointed) is 25%. Ideally, we would see this rate across all ethnic groups. However, as the graph below demonstrates this is not the case. Of all White British applicants 24.53% were appointed comparatively the conversion rate for other ethnic groups were as follows:

- Other White – 21.74%
- Black or Black British – 20%
- Asian or Asian British – 0%
- Mixed – 16.67%
- Other ethnic background – 0%

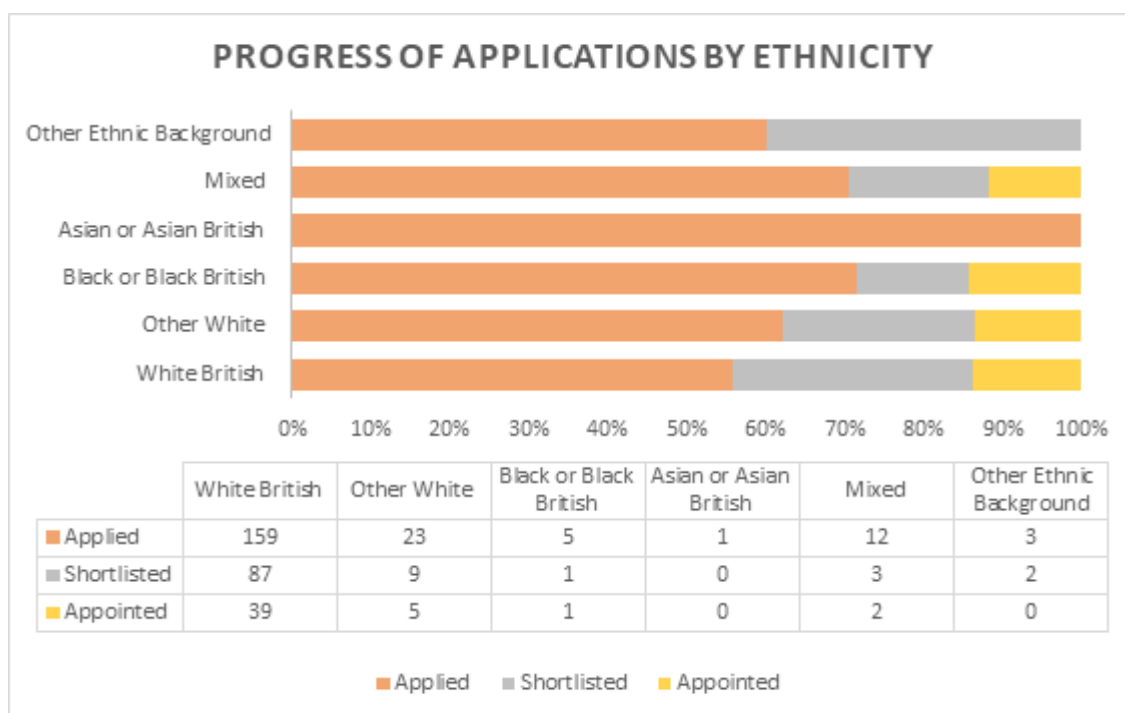


Figure 1

It is encouraging to note that the ratio of applications to appointments is largely the same for Mixed, Black or Black British and Other White as it is for White British (between 16-24%). However, Asian or Asian British and Other Ethnic Backgrounds have a significantly lower conversion rate. This should be monitored however, the limited data we hold must be taken into account - for example, although no Asian or Asian British candidates were shortlisted or appointed, there was only one applicant.

Actions:

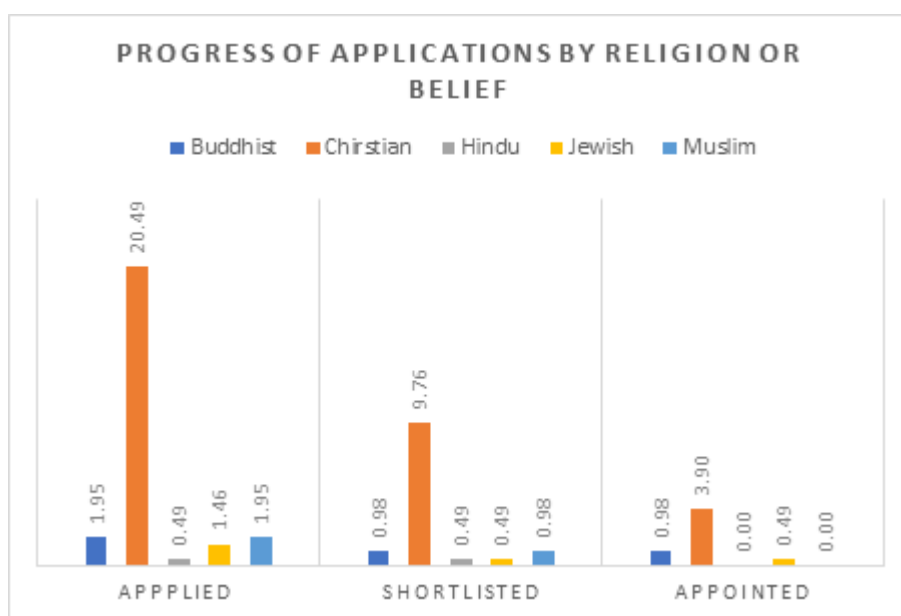
- Continue work on increasing diversity of applications. Identify where 'Other than White British' candidates are seeing vacancies so we can focus recruitment efforts.

Religion or Belief

Religion	No. of applicants	As a percentage of all applicants	No. Shortlisted	As a percentage of all applicants	No. Appointed	As a percentage of all applicants
Buddhist	4	1.95	2	0.98	2	0.98
Christian	42	20.49	20	9.76	8	3.90
Hindu	1	0.49	1	0.49	0	0.00
Jewish	3	1.46	1	0.49	1	0.49
Muslim	4	1.95	2	0.98	0	0.00
None	129	62.93	68	33.17	33	16.10
Other	6	2.93	2	0.98	1	0.49
Prefer not to say	16	7.80	11	5.37	5	2.44

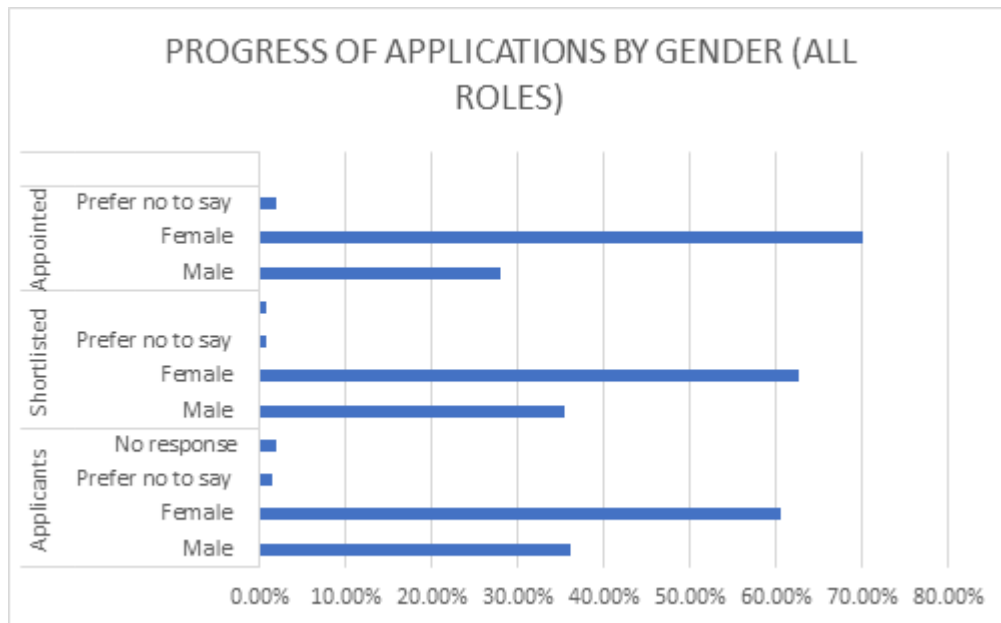
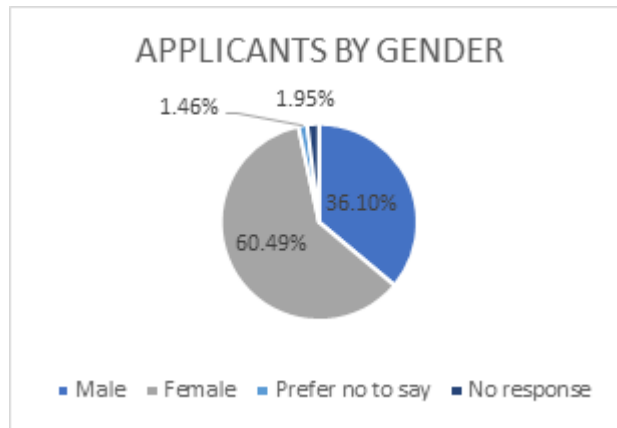
Figure 2

The proportion of applicants who have no religion was 62% (same as last year). However, there has been a slight increase in applications from other Religions or Beliefs - for example Buddhist increased from 0.37% to 1.95% and Jewish increased from 0.37% to 1.46%. The figure below shows the progress of applications by religion or belief and in general those shortlisted and appointed of a particular Religion or Belief is relative to the number of applicants and therefore, no areas of concern have been noted.



Gender

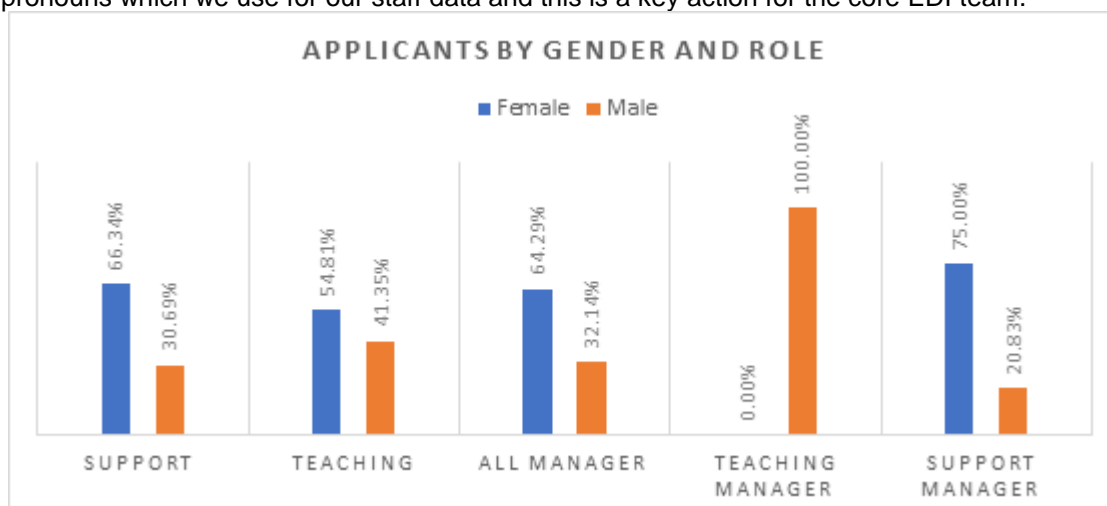
In 2021/22, 60.49% of all applications were female. This is representative of BHASVICs current staffing population. When we look at the progression of applications by gender, female candidates hold the highest proportion at each stage. At the shortlisting stage, the ratio of female to male applicants is consistent with the number of applications however, at the appointment stage the percentage of females is significantly higher. We need to monitor this, particularly as men are underrepresented in most staffing groups.



Closer analysis of the data reveals that the proportion of female applicants varies depending on job role. One area of concern is that while female staff account for 64.29% of applicants for 'all manager' roles there was not one single applicant for a management role in teaching.

Once again, this analysis is limited due to our data loss and is definitely not representative of all the recruitments which took place in 2021-2022. For example, anecdotally we know of at least 1 female teaching manager who was appointed in this academic year.

Another point to note is that the number of applicants either selecting 'prefer not to say' or providing no answer has increased again since last year. It is becoming more urgent to consider broadening the pronouns which we use for our staff data and this is a key action for the core EDI team.

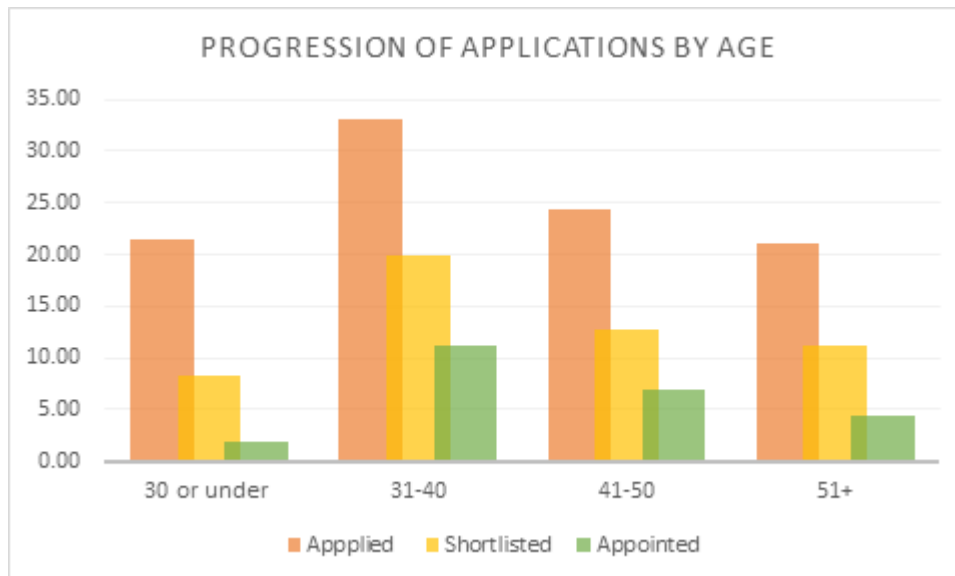


Actions:

- Monitor progression of male applicants compared to females
- Review gender options of recruitment monitoring forms
- Monitor applications of female applicants to managerial positions in teaching

Age

The majority of applications and appointments falls in to the 31-40 age group. The most under represented age group is 30 and under.



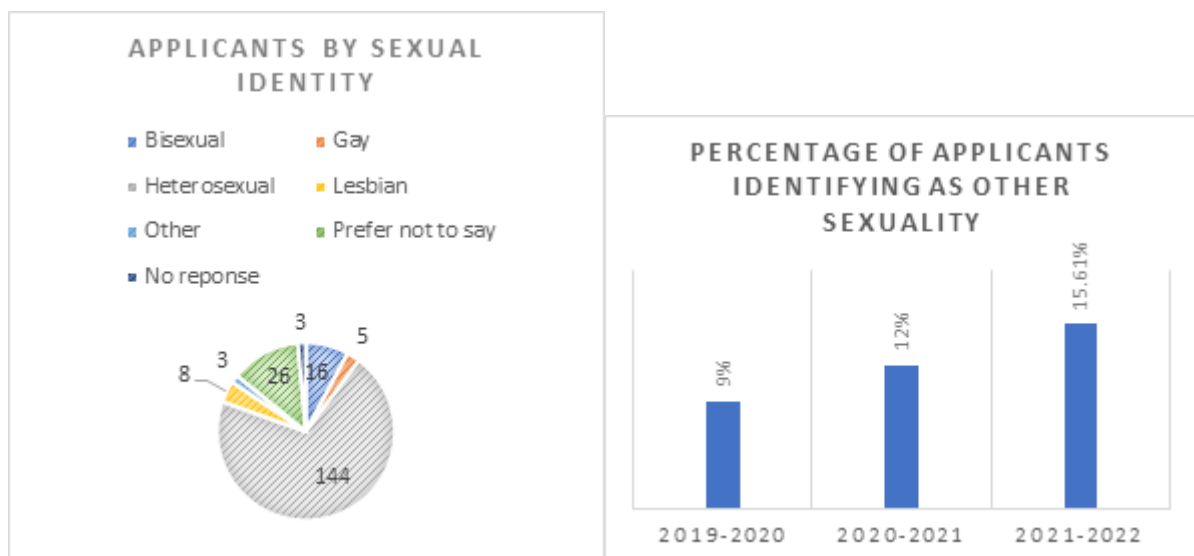
Disability

Just 7% of candidates who applied disclosed a disability and of these 33% were shortlisted and 20% were appointed. In comparison, 48% of candidates who either do not have, or did not disclose, a disability, were appointed. At face value these statistics are concerning however, it should be remembered that we are working with select and minimal data due to the loss of recruitment monitoring forms.

Actions

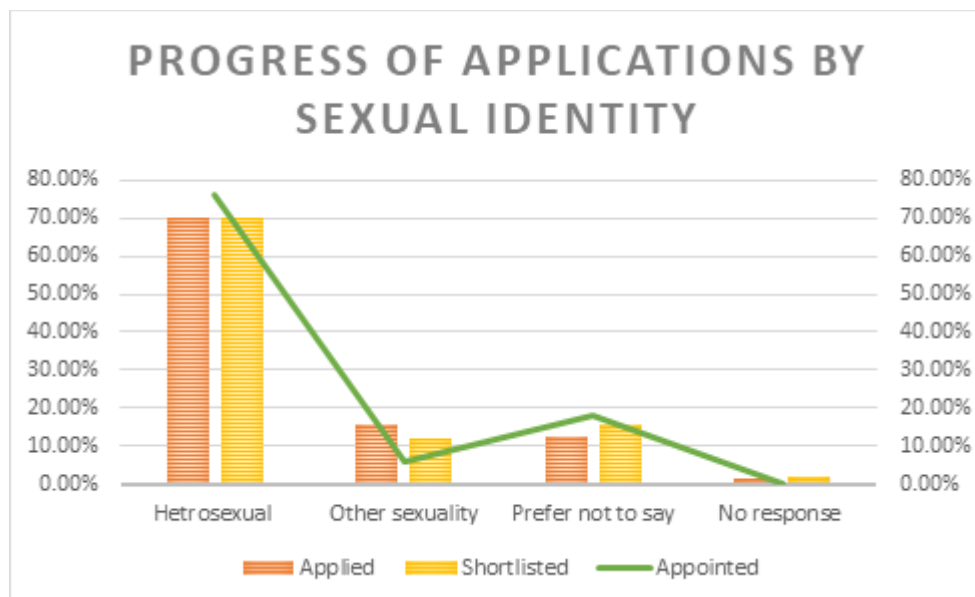
- Work with ALS to ensure that recruitment processes are as fair and consistent as possible for applicants with a disability – i.e. write a position statement which can be included in the candidate information which provides examples of the types of adjustments which can be made and encourages applicants to disclose a disability.

Sexual Identity



The percentage of applicants whose sexuality is lesbian, gay or bisexual (categorised for this purpose as Other Sexuality) is steadily increasing.

In 2021-22 'Other Sexuality' made up 15.61% of all applicants, 12.15% of all shortlisted candidates and 6% of all appointments. The 2021 Census has revealed that in the local area over 10% of the population identify as having another sexuality and although the rates of applications and shortlisted candidates are representative of this, it is concerning that the rate drops significantly at the appointment stage.



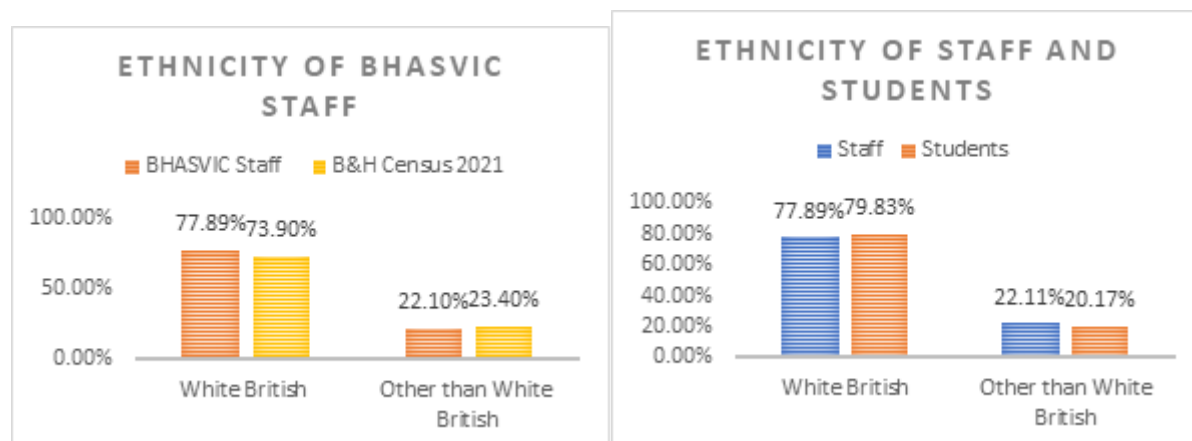
CURRENT STAFF

Note about analysis

- Where a staff member has two roles their substantive post has been used.
- This does not include casual staff such as invigilators.
- The data includes anyone who was employed in the 2021-22 year (1 August 2021 to 31 July 2022).
- It does include anyone who was absent due to maternity/shared parental leave or anyone who was on sabbatical.
- '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

The graphs below depict our staff ethnicity compared with that of the local area and of our student population. We are missing data for 20% of our staff and therefore, we have removed these staff completely to order to provide as true a picture as possible. When we look at the broad groups of 'White British' and 'Other than White British' the BHASVIC staffing population reflect that of the local area and students. However, we should not take the at face value because firstly, we need to significantly reduce the number of 'unknowns' in staff and secondly by categorising all other ethnicities as 'Other than White British' we are potentially missing important insight into the underrepresentation of specific minority ethnic groups. Currently the data sources and terminology use for staff compared to students is too different to make this analysis. This is something that the EDI team are aware of and working together to improve.



Gender

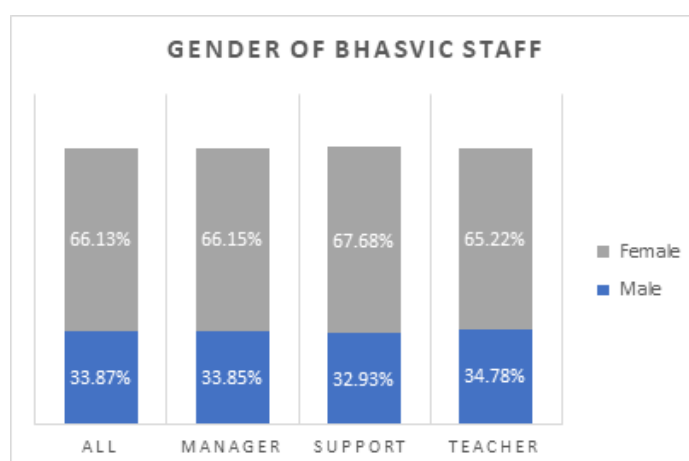


Figure 3

BHASVIC staff remains predominantly female (66%) and this proportion is consistent across all staff groups (Support, Teacher and Managers).

It is encouraging to see that the total number of female managers is increasing year by year, however, we need to be careful that this does not cause a under representation of male staff in managerial roles. At present it is in line with the overall staffing body but if this trajectory continues further analysis may be required.

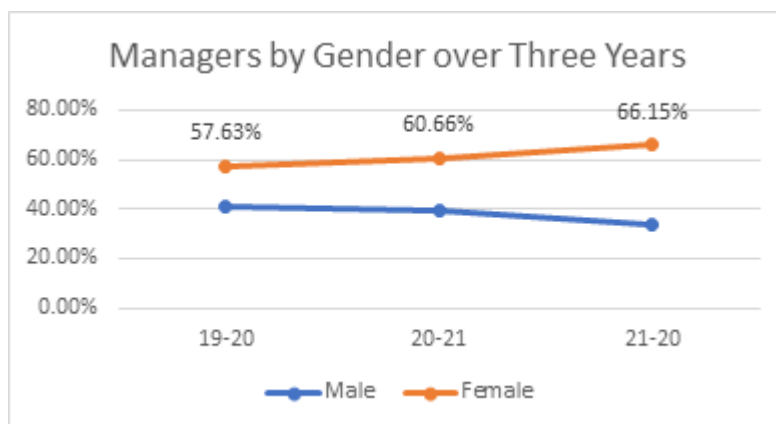


Figure 4

Currently there is no option on our HR system for staff to identify as anything other than 'Male' or 'Female'. This is problematic and we have been in touch with our HR system provider 'Cintra' to request that this is updated.

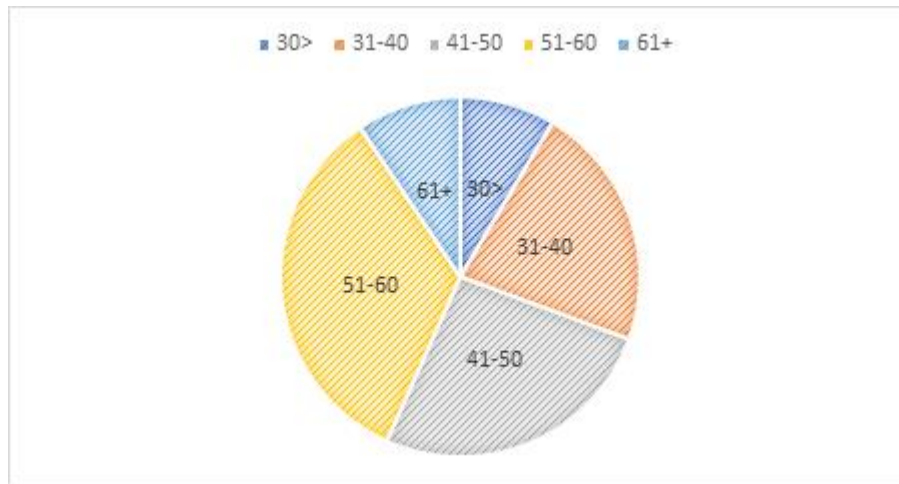
Religion or Belief

Religion/Belief	BHASVIC staff	BenchMark
None	46.74%	55.20%
Christian	13.31%	30.90%
Muslim	0.28%	3.10%
Other	3.12%	1.00%
Buddhist	0.85%	0.90%
Jewish	0.57%	0.90%
Hindu	0.00%	0.80%
Prefer not to say	5.95%	
Sikh	0.28%	
Not known	28.90%	

Although there are a number of religions underrepresented when compared to the Brighton and Hove census, we do have a large number of staff (34.85%) 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.

Age

The majority of BHASVIC staff fall into one of three age groups 51-60 (34%), 41-50 (26%) and 31-40 (22%). Only 9% of staff are either '30 and under' or '61 and over'.



Disability

Only 3.4% of all staff have disclosed that they have a disability however, the actual number is likely to be much higher. There is currently no data on this for 26% of staff and 2.5% of staff have said they would 'prefer not to say'.

Sexual Identity

Almost 30% staff do not have this data recorded. This has reduced from 33% last year. There is some concern that the terminology used is not fit for purpose and while we want to encourage staff to provide this information we cannot do so unless we are happier with the options we have. The EDI team are working to put together a list of updated options.

The 2021 Census has revealed that 10.73% of Brighton and Hove residents identify as lesbian, gay, bisexual or another sexual orientation excluding heterosexual. As our staff data currently stands, we can report that only 3.76% of BHASVIC staff have a sexual orientation other than heterosexual. This number is likely to be significantly more but until we have a better return of data we cannot make this assumption.

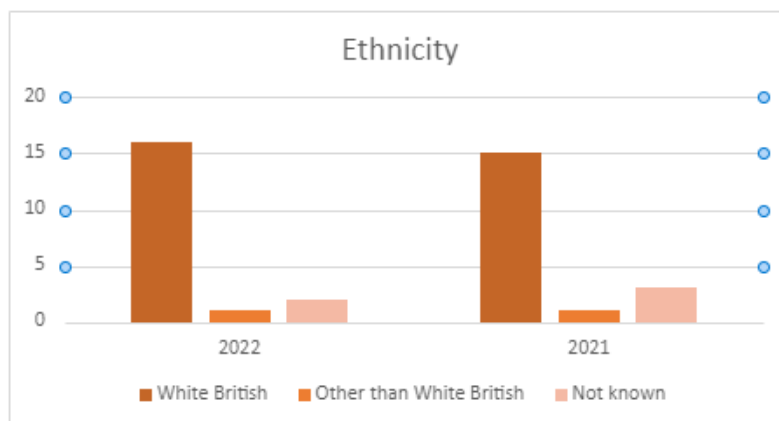
Conclusion and Action Plan

Our lack of data on current staff is a major concern and reducing the number of 'unknown' particularly in ethnicity and sexual identity needs to be the prime action point. Over the last two years we have dedicated significant resources into training around EDI with an annual whole INSET day devoted to this. Staff engagement has proved to be very good and we should harness this in order to gather more accurate data. We will do this by following up any upcoming EDI updates and trainings with a plea for staff to submit their data (option for 'prefer not to say' will always be included). By this time next year we aim to reduce 'unknowns' to 10% and to 5% the following year.

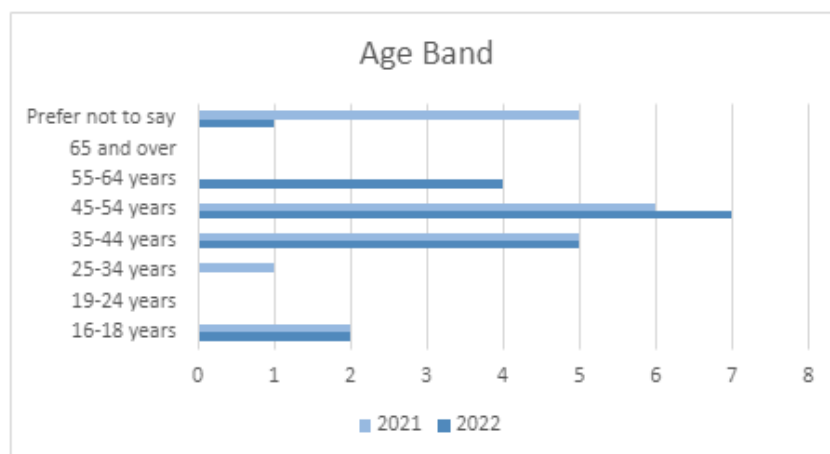
We also need to update the terminology we use. The EDI team will meet to discuss this. As our current HR system provider (Cintra) is reluctant to provide customisation therefore, we will use an internal form so that we are not delayed in collating this data. We will simultaneously lobby Cintra to reconsider so that we can then update the HR system with the information collating on the internal form.

SECTION 3 – ABOUT OUR GOVERNORS

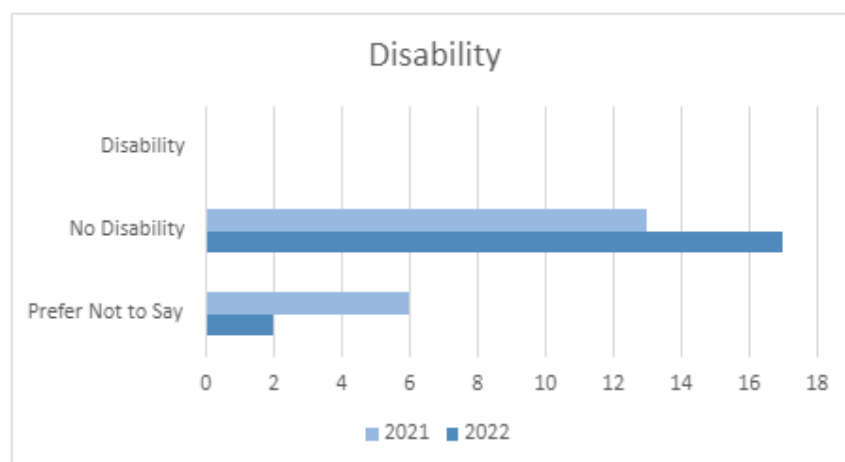
Data has been collected for the last two years as part of the FE Workforce survey, with an optional return in 2021, made mandatory in 2022. The current monitoring form only captures age, ethnicity, gender and disability and shows a narrow demographic profile in terms of ethnicity.



In terms of age, 63% (2022) and 58% (2021) of Governors were between 35-54 years old, with 21% (2022) in the 55-64 year old age band and no member of the Governing body under 34 years old in the most recent data capture, except for student Governors.



No Governor has disclosed a Disability over the last two years.



Actions and Recommendations

Simon Porges has written a separate report to be taken to Search & Governance Committee (March 2023) researching and reporting on proposals to improve Governor diversity and inclusivity and. Extracts from the initial draft are reproduced below:

Governor EDI Data

The composition of BHASVIC's Board of Governors is currently a mixed picture with respect to Equality, Diversity and Inclusion (EDI).

- Governor EDI data is limited as the only data collected is in the Governing Body Monitoring Form and this is based on the new DfE requirement for Governors to participate in the annual workforce survey.
- Four of the eleven protected characteristics identified in BHASVIC's Single Equality Scheme are included in this data:
- Age and Gender data indicates a reasonable distribution.
- The Ethnicity and Disability data indicates significant areas of under representation.
- There is no data for the other protected characteristics under BHASVIC's Single Equality Scheme which are Sex, Sexual Orientation, Gender Reassignment, Religion or Belief, Pregnancy and Maternity, Marriage or Civil Partnership or Social or Economic Deprivation
- There is anecdotal indication that there is some representation of these characteristics in the board as well as other aspects of diversity e.g. neuro-diversity.
- This challenge is widespread across colleges and the education sector and far from unique to BHASVIC.

Governor Recruitment

- BHASVIC has a Governor Recruitment and Succession Planning Policy (last published December 2018, review due December 2021). This includes that diversity will be included as a consideration during recruitment.
- Diversity has been promoted in Governor advertisements by including phrases such as *'The Governing Body is committed to diversity and welcomes applications from people from different backgrounds as well as applications from people with disabilities and those who are neuro-diverse. We recognise that you bring a range of incredible skills and could be an inspiring role model for our students.'*
- Recent recruitment campaigns have additionally promoted diversity in other ways e.g.
- by widening the advertising to include community-based websites.
- by advertising for co-chairs which has the potential to remove barriers for some applicants.
- by the Principal publicising vacancies via social media and directly with organisations in BHASVIC's stakeholder plan.
- Exit interviews and Chair/Governor 1:1's have been used to understand where barriers exist due to different types of diversity e.g. Meeting times, details of minutes.
- There are several upcoming Governor vacancies.

Target

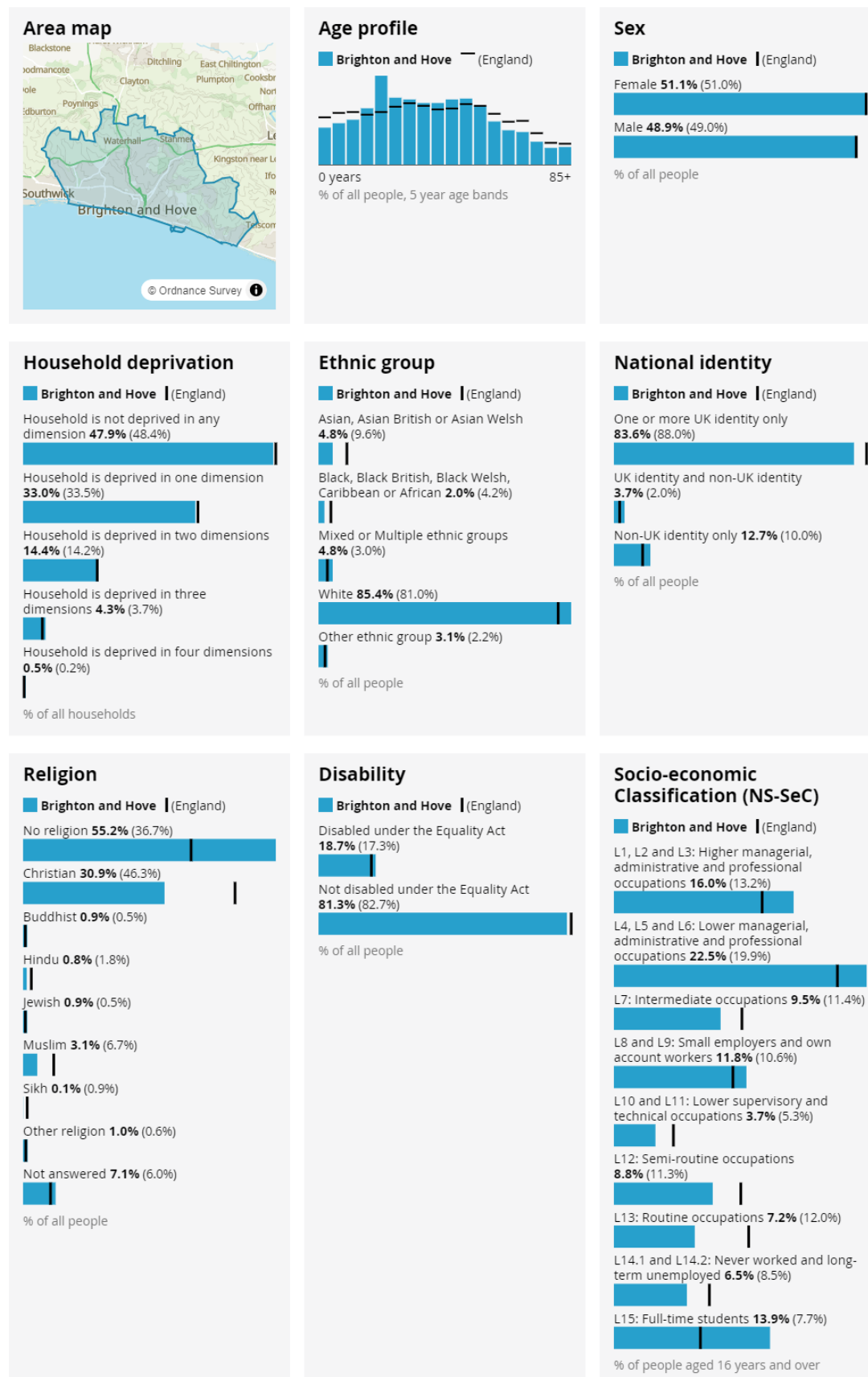
- For Board of Governors to reasonably reflect the diversity of the student population and local community. Greater diversity will strengthen the Board in areas such as decision making.
- To have the right amount of data to make informed recruitment decision to help improve Board diversity.

Proposal

- To endorse the collection of additional Governor data as part the annual return as recommended in the EDIMS Report reviewed at Q+C Committee in March 2023
- This data will then be fed into the EDIMS process for analysis to help identify gaps and trends that can be used to inform Governor recruitment process.
- Results will be fed back annually as part of the overall EDIMs report and SARAP at Q+C, in addition a report focussing on Governor data and Board diversity will be given at S+G before a consolidated report is given at Corporation.
- The Governor Recruitment Policy to be updated to explicitly state that the Governor EDI data will be used as an input in seeking candidates and then during recruitment process and for assessing training and development needs.

APPENDIX: [ONS Census 2021 – custom profiles](#)

Brighton and Hove



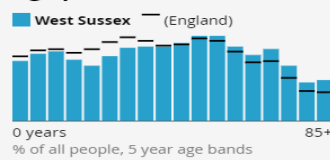
Source: Office for National Statistics - Census 2021

West Sussex

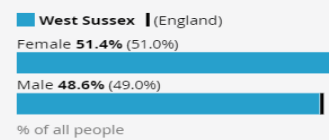
Area map



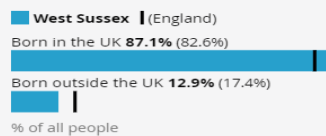
Age profile



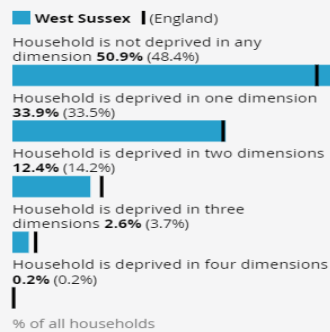
Sex



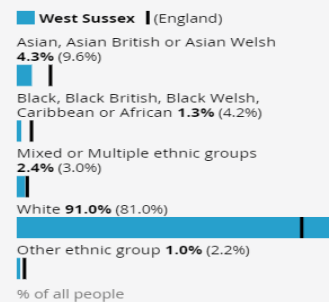
Country of birth



Household deprivation



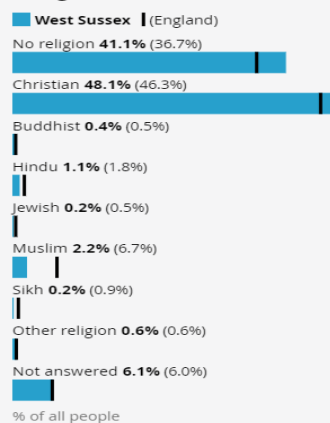
Ethnic group



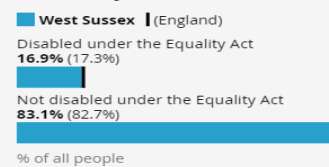
National identity



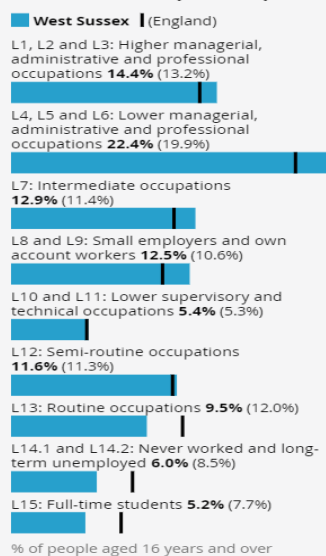
Religion



Disability



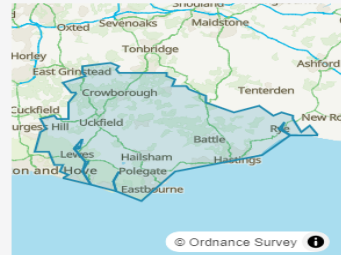
Socio-economic Classification (NS-SeC)



Source: Office for National Statistics - Census 2021

East Sussex

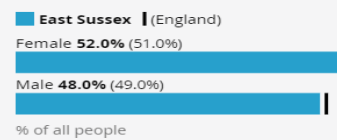
Area map



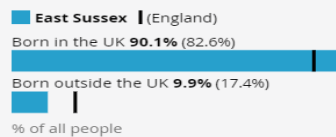
Age profile



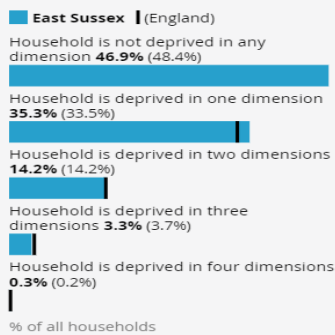
Sex



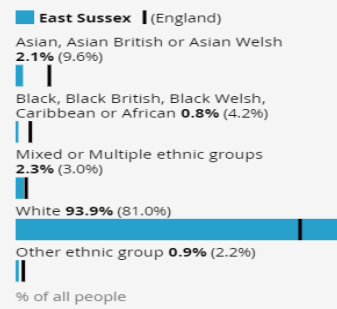
Country of birth



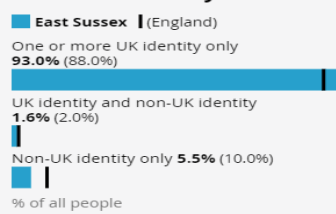
Household deprivation



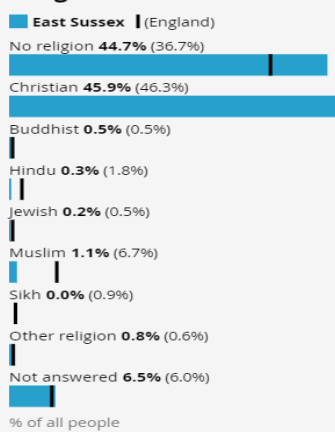
Ethnic group



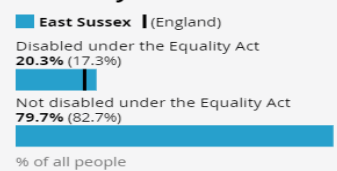
National identity



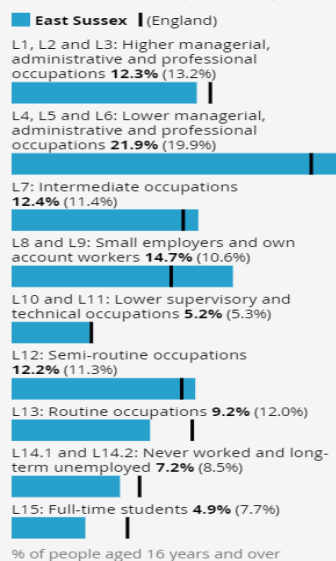
Religion



Disability



Socio-economic Classification (NS-SeC)



SECTION 4 – EDI SARAP 21-22 and Action Plan updates (February 2023)

Section 5: Key Areas for Development in the year ahead		
Please outline the department's three highest priorities for development for the year ahead, including their links with the college's Strategic Plan Aims		
Diagnosis including what the issue is you are trying to solve	Strategies and Actions including who, when & relevant staff development	Impact on Stakeholders including how you will know if you have succeeded
<p>1: Anti-Racist Strategy Implementation: the past academic year led to a range of initiatives put in place to bring forth the voices of students and staff of colour. As a result of this partnerships were established with BHCC to work on and implement BHCC anti-racist strategy.</p> <p>Initiatives such as the Insights Programme for students of colour and the BAME leadership group flagged up both strengths, weaknesses and areas for improvement in the aspect of student life/experience which we can as an institution continue to work on by developing strategies which can be successfully implemented.</p>	<p>Reporting of faith-based and racially based incidents – WLE/JXD/NF/AMC/JLU</p> <p>Race discrimination workshop – WLE/ AMC/ Camille Kumar</p> <p>Develop the college anti-racist strategy – WLE/ Camille Kumar/ Race Matters</p> <p>EDI Day – Conscious Inclusion (A1) – racial literacy for students WLE/ Race Matters/ BTH and JL Consulting</p> <p>Culture day – collaborative work with student union, EDI and events team</p>	<p>Evaluation feedback around strategies implemented to support students with reporting racial/faith-based incidents.</p> <p>Staff and students feel positive and empowered to discuss issues of race.</p> <p>Understanding of the various lived experiences aligned with race, racial bias, discrimination, and microaggressions. Racial literacy and facilitating conversation training.</p> <p>Disclosures and comfortableness in reporting incidents aligned with race and ethnic bias.</p> <p>Successful implementation of the culture and feedback from staff and student</p>
<p>2: Communication/ Staff Training/ Establishing a New EDI team: The past academic year has been highly successful in establishing consistency as the EDI team. The transition to the new EDI coordinator is one which is ongoing but has been positive with some wins achieved.</p>	<p>Resource sharing via the EDI channel on MS Teams – WLE/ All staff</p> <p>Re-launch of wider staff working groups following Sept INSET</p>	<p>Successful projects implementation such as the self-assessment audit and staff feedback following review of the project.</p> <p>Sharing good practice on various platforms teams, staff working group, etc</p>

<p>The focus for the upcoming academic year is really about strengthening the EDI core team and establishing a committed and consistent working party made of up of members cross college. This will help with the key aim that is embedding the EDI mindset further within the fabric of the college.</p>	<p>Training and development of all members on the staff body.</p>	<p>Specialised EDI training requested by staff to further embed the EDI agenda.</p>
<p>3: EDI Audit of Policies, Practices and Processes: Auditing has been a key part of the EDI framework the last academic year and further data exploration through completion of various audit will enable the core team to gain a better understanding of the EDI mindset/engagement that is in place at the college, away from the large initiatives which have taken place.</p> <p>The newly reformed EDI team and the establishment of the EDI staff working group provides a great opportunity to explore auditing framework which encourage reflection on every team professional practice and can further inform training, development, etc.</p>	<p>Cross college self-assessment audit – WLE/ JYJ/ EDI staff working group</p> <p>EDI work embedded into departments – WLE/ JYJ/ EDI staff working group.</p> <p>Gender pronouns in email signatures – AMC/LJB</p> <p>Reporting of assault for survivors of sexual violence WLE/JXD/AMC/JLU</p>	<p>Staff audit feedback and follow up action in line with the strategic plan.</p> <p>SARAPs evidencing best practice</p> <p>Successful addition of preferred pronouns to email signatures for staff members wishing to have those.</p> <p>Staff and student feedback on process. Disclosure</p>
<p>Other strengths and outcomes worth mentioning:</p> <ul style="list-style-type: none"> •College of Sanctuary accreditation (JXR to finalise – Autumn 2022) 		

Section 6: Action Plan in-year tracker

Please outline the department's highest priorities for development for the year ahead, including their links with the college's Strategic Plan Aims

Key Development	Update (include dates, people involved, outcomes and impact so far and any changes to the strategy or actions)
1: Anti-Racist Strategy Implementation	<p>WLE: September 2022 – Partnership with the Post 16 Anti-Racist Collective at GB Met with Sussex-based post 16 providers:</p> <ul style="list-style-type: none"> ➤ Development of partnerships with institutions across Sussex to share good practices and engage in collaborative work. ➤ Initiatives in place at GB Met have been shared with the BHASVIC Ethnic Diversity Society and staff such as the LGBT+ forum for students of colours and their allies. <p>WLE/AMC: September 2022 – Unconscious bias/Conscious Inclusion whole staff training:</p> <ul style="list-style-type: none"> ➤ Beth Thomas Hancock and John Lynch <p>WLE: October 2022 – Partnership established with Race Matters:</p> <ul style="list-style-type: none"> ➤ Training opportunities for personal tutors – racial literacy 101 and facilitating conversations. ➤ Follow-up works with a student focus group from the Insights Programme to provide tools to support their lived experiences and navigate future possible experiences of bias, discrimination and micro-aggressions. <p>WLE: October 2022 – Partnership established with Sussex and Brighton University:</p> <ul style="list-style-type: none"> ➤ Mentoring opportunities have taken place with the School of Life sciences students and BHASVIC students. The plan is to restart those in November/December 2022 ➤ Possible further opportunities for mentoring across other schools at both Sussex and Brighton universities.
2: Communication/ Staff Training/ Establishing a New EDI team	<p>EDI Core Team: September 2022 – Core EDI team established and EDI staff working group established:</p> <ul style="list-style-type: none"> ➤ Core Team: Wilhelmenia Etoga Ngono, Alison Cousens, Mia Penfold, Livvy Birnie, Neil Jones, Jess Jung ➤ Core cross-college group of volunteers who can contribute in the development and implementation of strategies and initiatives which will further the EDI agenda at college. <p>WLE: October 2022 – BHASVIC EDI Staff Working Group MS Teams:</p> <ul style="list-style-type: none"> ➤ MS Teams created and fully functional to begin discussion and work on the self-

	assessment audit project.
3: EDI Audit of Policies, Practices and Processes	<p>WLE/JYJ: October 2022 – BHASVIC EDI Staff Working Group:</p> <ul style="list-style-type: none"> ➤ The team is currently undertaking a small project around the development, design and implementation of a self-audit following our return from the Christmas break. This is in place to replace the previously suggested diversity learning walks from the BHCC. <p>AMC/HR: Autumn 2022 – Pronouns Options (Emails):</p> <ul style="list-style-type: none"> ➤ AMC/LJB consulting with SLT following staff INSET (September) and investigating possible dates to roll out the options for staff to add pronouns to their email addresses
<p>Notes:</p> <ul style="list-style-type: none"> • EDIMS data review needed to update reporting categories for ethnicity • Look at ways of sharing best practice across S7 for anti-racist strategy • College of Sanctuary accreditation delayed until Spring 2023 • Planning for staff INSET in May to embed anti-racist strategy • Preferred pronouns still to be discussed at SLT 	

RAG-RATING KEY (February 2023 - update)	
	Actions already taken and in-progress: likely to be achieved by July 2023
	Actions planned for Spring/Summer Term: likely to be at least partially achieved by July 2023
	Actions not yet started – may be delayed or only partially achieved by July 2023