



## **Highbury College, Portsmouth Annual Equality and Diversity Report 2016/17**

### **1. Introduction**

1.1 The Annual Equality and Diversity Report 2016/17 covers the College's progress to date against the targets that are embedded within the 2016/17 Operational Targets. They underpin the delivery of the objectives set out in the College's Strategic Plan.

1.2 The Strategic Objectives for Equality and Diversity for 2016/17 were:

- ED1 - Provide high quality training and education opportunities for everyone
- ED2 - High achievement rates for and exceptional progress by all students
- ED3 - Develop students' global perspectives through internationalising the curriculum
- ED4 - The College is proactive in sharing good practice and supporting employers and other external bodies to enhance equality and diversity practice
- ED5 - The College rigorously assesses the impact of its work and takes appropriate action in response to its findings
- ED6 - More proportionate representation of equalities groups in the staffing profile

1.3 The 2016/17 Draft Annual Equality and Diversity Report is presented to the College's Equality and Diversity Committee in November of each academic year. The Committee members have the opportunity to contribute to the subsequent Draft Annual Equality and Diversity Report which is presented to the Corporation in the following December.

### **2. Progress made on the 2016/17 Equality and Diversity Operational Targets**

2.1 The College made some good progress against the targets set in the 2016/17 Operational Plan for Equality and Diversity.

3. **ED1 - Provide high quality training and education opportunities for everyone**

3.1 The College continues to make excellent progress in providing a responsive curriculum which meets the needs of individuals and the College's diverse communities.

Teachers are required to embed equality and diversity (including British values) in all their lessons. Core observations and learning walks have shown that in some areas of the College, diversity and British values are promoted extremely well; in other areas of the College it is an area for improvement.

As well as embedding equality and diversity within the curriculum and lessons, the College provides a wide range of targeted programmes for disadvantaged groups. These include:

- The "Engage" programme for students who have emotional and/or behavioural difficulties, some of whom have been NEET and/or have High Needs.
- For 2016/17 two new Level 1 programmes, "Moving on Active" and "Moving on Creative" were introduced. These are programmes for students who have an interest in a particular vocational area but who need extra help with English, Maths and the development of personal, social and employability skills.
- "Choices Pathways" programmes for those students who have not made a decision about their vocational route. Students are able to choose from three pathways; Technical, Creative or Caring and combine these "pathways" with English, maths, employability skills and work experience.
- Provision for High Needs students and those who have Education and Health Care Plans. In 2015/16 the College had 24 students who received High Needs funding with a further 23 students who had Education and Health Care Plans. In 2016/17 there were 49 students who received High Needs funding and a further 24 with Education Health Care Plans. Many of these students were integrated into mainstream programmes with the remainder studying on specialist discrete courses within Foundation Learning.

3.2 In 16/17 the College also maintained its support for the recovery of students with mental health issues through the Solent Recovery College (SRC) initiative.

The SRC was developed by the Solent NHS Trust, Highbury College and the Richmond Fellowship. Solent Mind has since replaced the Richmond Fellowship as the third delivery partner. A unique feature of the SRC is the provision of peer support from volunteers who have recovered from their own mental health issues. In the academic year 2016/17 there were 347 enrolments on Recovery College courses resulting from a total of 96

individual students. The courses taught at the College range from 'Balanced lifestyle' and 'Effective communication' to 'Understanding depression' and 'Managing your money'.

- 3.3 The majority of subject areas provide courses from Entry Level to Level 3 and some on to higher education, providing well-articulated progression routes. Students have a broad range of options to best suit their needs and career aspirations, with very good opportunities to develop specialist vocational and wider employability skills as part of courses and wider enrichment activities, including work experience.

The Study Programme, which is for students aged 16 -18 and incorporates a minimum of 30 hours work experience, was successfully continued in 2016/17. Of those students who started a Study Programme in 16/17 (1136) 828 successfully completed a work placement (73.5%). This compares with 677 in 15/16 and 506 in 14/15. This number includes Foundation Prospects students who undertook supervised work experience with organisations such as ASDA and the Acorn Community Centre.

The College also offers Supported Internships for students with learning difficulties and disabilities. In 2016/17 10 students took part in the Supported Internships scheme and, as part of the scheme, were placed with local employers. Of the 10 students who took part in the scheme 5 had EHCPs.

The College Employability Skills Scan, is used to measure the value of work placement to individual students. Students complete the Skills Scan before and after work experience. In 16/17 the Skill Scan showed that 91.54% of students believed their employability skills had improved as a result of their placement.

- 3.4 The College continues to provide a wide range of additional provision for vulnerable students and those from under-represented groups, to support retention and achievement. Provision includes Counselling, Health and Well Being group sessions (often delivered as part of the tutorial curriculum) and Mentoring. Mentoring is provided for students at risk of dropping out of College through the Support to Achieve Programme. In 2016/17 470 students received support from Mentors compared with 351 in 2015/16. The achievement rate for students receiving mentor support in 16/17 was 80%.

In 2016/17 the College also continued to partner with Portsmouth City Council and other local Colleges to fund the employment of NEET workers. (1 FTE). The remit of the NEET workers is to support Year 11 pupils who are at risk of dropping out of education. They help these pupils to transition to post 16 education and support them in their first College term.

- 3.5 The College continues to offer courses for local school pupils who have the potential to benefit from alternative education provision (some of these pupils are at risk of exclusion or have been excluded or are home schooled). In 16/17 17 groups of Year 10 and 11 pupils, from 8 different schools, and 21

individual secondary school pupils were given access to Pre 16 vocational programmes.

The College also provides aspiration raising sessions for primary and secondary school pupils. For example, in 2016/17 the College sponsored, and took part in, a very successful Teen Tech Solent event at Portsmouth Guildhall. The event was intended to change the perceptions of STEM and attracted 250 Year 8 and 9 pupils.

The College continues to be part of the STEM Centre of Excellence, run in partnership with Mayfield School, which provides highly successful STEM Days for primary schools. In June 2017 330 primary school pupils attended a STEM day at Mayfield School. The day involved a range of science and technology related activities which were delivered by Highbury staff.

A STEM day at the College itself was delivered for 28 Year 9 King Richard girls. It involved a "People Like Me" exercise, which helps pupils to identify with successful STEM practitioners, as well as science tasters in the laboratories and engineering tasters in the workshops.

- 3.6 The College continues to focus on raising literacy and numeracy attainment for young people aged 16 -18 and adults. The College delivers Maths and English classes for students aged 16 -18 (as part of the Study Programme) and is part of a national pilot of the Level 3 Core maths qualification. In 16/17 the English and maths Sector developed additional support mechanisms to help students progress in their maths and English studies. These were:

- SupportME – one hour sessions offered several times a week and available to students who require intensive 1:1 support, additional exam revision, and help to catch up on missed lessons.
- AccelerateME – intensive 1:1 support sessions for students hoping to improve their exam grades or who want to fast track through functional skills levels.

The Sector also offered intensive exam preparation sessions prior to exam weeks and also for the hour prior to students sitting their exams. This improved attendance at exams.

The Maths and English team also improved communication with parents; when necessary parents received letters to inform them of their child's poor attendance and also letters about revision and exam dates.

The 16/17 achievement rate for Functional Skills was 55.8% against a national average of 61.5%. The achievement rate shows a disappointing decline when compared to 15/16 (70.3%) and 14/15 (79.1%).

Achievement for students who studied GCSE English and maths was 71.7%, a significant increase compared to 15/16 (61.7%).

- 3.7 The College has set targets over a number of years for increased participation by male and female students in non-traditional areas and the recruitment of Black minority ethnic (BME) students to apprenticeships.

At 5.9% of the apprenticeship cohort (compared with 5% in 15/16) the proportion of BME apprentices is a little improved but below the BME population of Portsmouth of 11.1% (2011 Census data). The College has strategies to address the recruitment of BME students to apprenticeships through promotion with employers, schools and young people, and the use of positive images in recruitment materials.

Set out below is data relating to full and part time male and female students studying in non-traditional areas (e.g. males on Early Years programmes) (classroom learning). The data shows that:

- 5% of Automotive students were female in 16/17 and in 17/18
- 4% of Construction student were female in 16/17 and 3% in 17/18
- 1 % of Environmental technologies students were female in 16/17 and in 17/18.
- 6% of Computing students were female in 16/17 and 8% in 17/18.
- 5% of Hairdressing students were male and in 16/17 and 3% in 17/18
- 3% of Beauty students were male in 16/17 and 1% in 17/18.

As mentioned in 3.5 the College has maintained its work with schools, including primary schools to alter perceptions and challenge stereotypes with the aim of encouraging participation in non-traditional subjects. As also mentioned above, in 2016/17 the College delivered STEM activities to year 5/6 primary pupils at Mayfield Secondary School and delivered an “in College” STEM day to Year 8 secondary pupils (just before they chose their GCSE options) from King Richard School.

In 16/17 the Admissions team gave extra support to non-traditional applicants (for example females applying for automotive programmes). This took the form of a follow up conversation to provide additional support and encouragement to continue with their application.

- 3.8 The College continues to respond to the demand for increased flexibility in the delivery of programmes. Canvas (our VLE) gives students 24/7 access to technology. We continue to make excellent progress in embedding fully on line or blended learning components across all our full time courses. We have developed Maths and English Digital Academies which are intended to support students by giving them on demand access to a range of video

tutorials, tasks and assessments. The College has also developed an on line exam preparation course and on line safeguarding materials for student use.

Some Sectors, for instance Hair & Beauty and Automotive, make good use of external on line content. Flexible and accessible delivery is particularly important given that adult students are increasingly required to pay fees or take out loans to study.

3.9 The College has worked very closely with Job Centre Plus offering short bespoke programmes for the unemployed. Courses have included Retail, Hospitality and Adult Social Care. Over 200 students enrolled on these courses in 2016/17.

**4. ED2- High achievement rates for and exceptional progress by all students**

4.1 The College has a strong track record in relation to high achievement rates for all students. The overall achievement rate for 2016/17 is 84.1%, which is marginally below that of 15/16 (84.5%) but in line with the Provider Group average of 84.3%.

4.2 A summary of the achievement rates for 2016/17 with respect to equalities groups is set out in Table 2. 16/17 data is compared to the Provider Group national average and the overall College average of 84.1%.

**Table 2: Achievement Rates by Equality Group 2016/17**

| Equality Group   | Starts | 16/17 (%) | 15/16 NA (%) | Against College % | Overall Achievement % |
|--|--------|-----------|--------------|-------------------|-----------------------|
| <b>Age</b>   |        |           |              |                   |                       |
| 16-18  | 3,034  | 73.2%     | 77.9%        |                   |                       |
| 19+  | 4,150  | 91.8%     | 84.3%        |                   |                       |
| <b>Gender</b>  |        |           |              |                   |                       |
| Male 16 -18  | 1898   | 72.7%     | 77.8%        |                   |                       |
| Female 16 -18  | 1136   | 74.0%     | 78.0%        |                   |                       |
| Male 19+   | 1628   | 90.4%     | 84.0%        |                   |                       |
| Female 19+   | 2,522  | 92.6%     | 84.5%        |                   |                       |
| <b>Learning Difficulties/ Disabilities (LDD) and Age</b> |        |           |              |                   |                       |
| With LDD 16-18   | 1007   | 70.6%     | 77.6%        |                   |                       |
| Without LDD 16 -18                                       | 1953   | 75.0%     | 77.9%        |                   |                       |
| Unknown 16 -18   | 74     | 59.7%     | 82.8%        |                   |                       |
| With LDD 19+   | 1291   | 91.3%     | 85.5%        |                   |                       |
| Without LDD 19+  | 2767   | 92.1%     | 83.8%        |                   |                       |

|  |       |       |       |  |
|--|-------|-------|-------|--|
| Unknown 19+  | 92    | 88.0% | 83.0% |  |
| <b>Ethnicity and Age</b>                           |       |       |       |  |
| African 16-18                                      | 61    | 80.7% | 81.0% |  |
| Arab 16-18   | 39    | 89.2% | 83.1% |  |
| Bangladeshi16-18                                   | 30    | 57.7% | 69.8% |  |
| Caribbean 16 -18                                   | 18    | 100%  | 94.2% |  |
| Chinese16-18                                       | 7     | N/A   | N/A   |  |
| White British                                      | 2,379 | 71.9  | 77.5% |  |
| Gypsy or Traveller16-18                            | N/A   | N/A   | N/A   |  |
| Indian 16-18                                       | 19    | 100%  | 95.8% |  |
| Irish 16-18  | 9     | 55.6% | 86.6% |  |
| Pakistani 16-18                                    | 4     | 50%   | 63.8% |  |
| White and Asian 16-18                              | 6     | 40%   | 65%   |  |
| White and Black African 16-18                      | 20    | 70%   | 77.1% |  |
| White and Black Caribbean 16 -18                   | 4     | 66.7% | 61.1% |  |
| Any other Asian background 16 -18                  | 58    | 85.7% | 84.6% |  |
| Any other Black/African/Caribbean background 16-18 | 10    | 88.9% | 74%   |  |
| Any other mixed/multiple ethnic background 16-18   | 20    | 88.9% | 71.45 |  |
| Any other white background 16-18                   | 170   | 72.0% | 77.6% |  |
| Any other ethnic group 16-18                       | 116   | 83.5  | 81.1  |  |
| Not provided 16 -18                                | 64    | 81.4% | 83.0% |  |

| Equality Group                         | Starts | 16/17 (%) | 15/16 NA (%) | Against College Achievement % | Overall Achievement % |
|--|--------|-----------|--------------|-------------------------------|-----------------------|
| African 19+                            | 190    | 81.1%     | 80.3%        |                               |                       |
| Arab 19+                               | 93     | 94.6%     | 85.3%        |                               |                       |
| Bangladeshi 19+                        | 175    | 90.2%     | 87.1%        |                               |                       |
| Caribbean 19+                          | 12     | 80.0%     | 73.7%        |                               |                       |
| Chinese19+                             | 45     | 95.2%     | 80.2%        |                               |                       |
| English/Welsh/NI /Scottish British 19+ | 2610   | 92.6%     | 84.7%        |                               |                       |
| Gypsy or Traveller 19+                 | 3      | 66.7%     | 83.0%        |                               |                       |
| Indian 19+                             | 27     | 80.8%     | 82.2%        |                               |                       |
| Irish 19+                              | 9      | 87.5%     | 65.3%        |                               |                       |
| Pakistani 19+                          | 19     | 94.7%     | 88.7%        |                               |                       |
| White and Asian 19+                    | 49     | 91.8%     | 86.9%        |                               |                       |
| White and Black African 19+            | 18     | 88.2%     | 80.8%        |                               |                       |
| White and Black Caribbean 19+          | 12     | 100%      | 86.8%        |                               |                       |
| Any other Asian background 19+         | 132    | 93.6%     | 86.8%        |                               |                       |
| Any other Black 19+                    | 33     | 87.9%     | 81.5%        |                               |                       |

|  |     |       |       |  |
|--|-----|-------|-------|--|
| Any other mixed/multiple ethnic background 19+ | 1   | 72.2% | 68.7% |  |
| Any other white background 19+                 | 328 | 92.1% | 83.5% |  |
| Any other ethnic group 19+                     | 268 | 91.7% | 83.6% |  |
| Not provided 19+                               | 109 | 94.4% | 84.5% |  |

4.3 The 2016/17 achievement rates for all equalities groups are above the 2015/16 Provider Group average for most 19 + and a minority of 16 -18 groups as follows:

- Age 19+ (4,150 enrolments)
- Male 19+ (1628 enrolments)
- Female 19+ (2,522 enrolments)
- With LDD 19+ (1291 enrolments)
- Without LDD 19+ (2767 enrolments)
- Unknown 19+ (92 enrolments)
- Arab 16-18 (39 enrolments)
- Caribbean 16 -18 (18 enrolments)
- Indian 16-18 (19 enrolments)
- White and Black Caribbean 16 -18 (4 enrolments)
- Any other Asian background 16 -18 (58 enrolments)
- Any other Black/African/Caribbean background 16-18 (10 enrolments)
- Any other mixed/multiple ethnic background 16-18 (20 enrolments)
- Any other ethnic group 16-18 (116 enrolments)
- African 19+ (190 enrolments)
- Arab 19+ (93 enrolments)
- Bangladeshi 19+ (175 enrolments)
- Caribbean 19+ (12 enrolments)
- Chinese 19+ (45 enrolments)
- English/Welsh/NI /Scottish British 19+ (2610 enrolments)
  
- Irish 19+ (9 enrolments)
- Pakistani 19+ (19 enrolments)
- White and Asian 19+ (49 enrolments)
- White and Black African 19+ (18 enrolments)
- White and Black Caribbean 19+ (12 enrolments)
- Any other Asian background 19+ (132 enrolments)
- Any other Black 19+ (33 enrolments)
- Any other mixed/multiple ethnic background 19+ (1 enrolment)
- Any other white background 19+ (328 enrolments)
- Any other ethnic group 19+ (268 enrolments)
- Not provided 19+ (109 enrolments)

They are below for the following mainly 16 -18 groups:



- Age 16-18 (3034 enrolments)
- Male 16-18 (1898 enrolments)
- Female 16-18 (1136 enrolments)
- With LDD 16-18 (1007 enrolments)
- Without LDD 16 -18 (1953 enrolments)
- LDD unknown 16 -18 (74 enrolments)
- African 16 -18 (61 enrolments)
- Bangladeshi 16-18 (30 enrolments)
- White British 16 -18 (2379 enrolments)
- Irish 16 -18 (9 enrolments)
- Pakistani 16 -18 (4 enrolments)
- White and Asian 16 -18 (6 enrolments)
- White and Black African 16 -18 (20 enrolments)
- Any other white background (170 enrolments)
- Not provided 16 -18 (64 enrolments)
- Gypsy or traveller 19+ (3 enrolments)
- Indian 19+ (27 enrolments)

The College has also begun to monitor the achievement of those students with High Needs (students with a learning difficulty and disability, an Education Health Care Plan and who require extra funding to meet their support needs) and those students in receipt of Free College Meals (who have low family incomes). The achievement data is as follows:

| High Needs | 16/17 | 15/16 | N/A 15/16 | Against Overall College Achievement |
|------------|-------|-------|-----------|-------------------------------------|
|            | 86.5% | 93.2% | 86.2%     |                                     |

| Free College Meals | 16/17 | 15/16 | N/A 15/16 | Against overall College Achievement (for 16 -18 year olds) |
|--------------------|-------|-------|-----------|--|
|                    | 73.8% | 80.3% | 80.2%     |  |

#### 4.4 Gaps in performance of cohorts in 2016/17 are as follows:

- There is now a gap of 1.3% between the achievement rates of female students aged 16 -18 (74.0%) and male students aged 16 -18 (72.7%). In 2015/16 16-18 females out performed 16-18 males with achievement rates of 77.4% (females) 75.9% (males) a 1.5% gap.
- In 2016/17 the achievement rate for students aged 16 -18 was 18.6% lower than that for 19+ students. In 2015/16 the gap between the achievement of 16 -18 year olds and students aged 19+ was 15.6% in favour of students aged 19+. In 2014/15 the gap was 7.9%.

- In 2016/17 students aged 16 -18 with an LDD, had an achievement rate 20.7% lower than for 19 + students with LDD. In 2015/16 the achievement gap was 11.4% lower than 19+ students with an LDD.
- 4.5 It should be noted that the gap between achievement rates for male and female students aged 19+ has grown; in 2016/17 the achievement rates for female students in this cohort was 2.2% better than that for males and in 2015/16 it was 0.9% better.
- 4.6 The continued drop in performance for females and males aged 16 -18 is of immediate concern. The reason for the decline requires further detailed analysis but may be the result of a combination of factors including achievement in English and maths.
- 4.7. Attendance rates for all students rose slightly in 2016/17 but still need improvement. For 16/17 average attendance for all groups was 85.7%, compared with 84.1% in 15/16 and for 16 – 18 year olds it was 84.5% compared with 83.3% in 15/16  
Attendance at Maths and English in 2016/17 (77.1%) improved from (75.88%) in 2015/16 but is still contributing to low attendance figures.

In 16/17 students who did not attend English and Maths were asked to attend “catch up” evening sessions. If they still did not attend they were asked to a Panel Review meeting; for those students under 18 parents were also asked to attend the Review.

- 4.8 The equalities profile for students applying through UCAS and securing a higher education place for 2016/17 is set out in Table 4 below. The data shows that:
- More female students than male students progress to higher education
  - The proportion of BME students progressing to higher education is high in relation to the proportion of BME students studying at the College (9%).
  - The proportion of students aged 17-18 progressing to higher education is significantly lower than that for adults.

**Table 4: UCAS Data by Equalities Group 2015/16**

| <b>Equalities Group</b> | <b>2015/16 Higher Education Progression Rate<br/>UCAS Data<br/>(15/16)</b> |
|-------------------------|--|
| Male                    | 42% (41%)  |
| Female                  | 58% (59%)  |
| BME                     | 17% (26%)  |
| Non BME                 | 83% (73%)  |
| Unknown ethnicity       | 8%(1% )  |
| LD&D                    | 12% (10%)  |

|                  |            |
|------------------|------------|
| No LD&D          | 88% (90%)  |
| Unknown for LD&D | 0% (0%)    |
| Age 17 -18       | 10% (6%)   |
| Age 19 -25       | 63% (57% ) |
| Age 25+          | 27 (37%)   |

The College continues to work on increasing progression rates for young people to higher education through its University Academy. The low proportion of students 17-18 going on to higher education is due to a number of factors. Firstly, many of the College's students leave school without 5 GCSEs A\* - C including English and maths and as a result, start on a Level 1 or 2 programme. By the time they complete Level 3, students are aged 19 or over. Secondly, the College also runs a larger number of vocational routes and apprenticeships, where the traditional progression route is to work. Expansion in the College's Higher Level Apprenticeship frameworks is providing an alternative route to higher education for this cohort. In 2016/17 the College had 34 Higher Apprentices.

**5. ED3 - Equality and diversity are actively promoted within all College activities**

5.1 Equality and diversity are well embedded in enrichment activities and the College environment. The sixth annual College Diversity Festival, held in March 2017, was very successful. The activities, which took place across all Centres, included African drumming workshops, sign language tutorials Diversity Fairs at each Campus, international lunch menus and opportunities to try out the British Citizenship test.

The College Health and Well Being week which was held in October 2016 offered support to students with a range of learning difficulties and disabilities including those with mental health issues.

Democracy week was held in the run up to the General Election and allowed students to celebrate British values by taking part in activities such as "Build Your Own MP".

5.2 Many students undertook projects and activities in 2016/17 which enabled them to contribute to, and learn about, Portsmouth's diverse groups and/or broaden their global awareness and understanding. For instance, the College is committed to the Portsmouth Ambassador Programme which aims to engage with the local community to drive passion for the City. In 2016/17 Travel and Tourism and Princes Trust students took part in the Portsmouth Ambassador programme and became accredited Ambassadors. Other examples of student involvement with the City of Portsmouth include Hairdressing & Beauty Sector students who provided a "pamper day" for a Portsmouth based "Diverse Carers Group and the College fund raising event for a local Cystic Fibrosis charity.

Global awareness activities included Foundation Pathways students researching different cultural and religious festival around the world and in the Automotive Sector students looked at the design and manufacture of cars across the world their relationship to the local environment. Examples were

used from Toyota in Japan, Kia in Korea, Tata in India and RT Briscoe in Nigeria.

Our students also take part in WorldSkills which is the largest international vocational skills competition in the world. Every two years more than 1,000 young people from over 50 countries compete to become the best of the best in their chosen field.

5.3 In 2016/17 the College had a particular focus on equality and diversity as exemplified within the British values of tolerance and respect. British values were embedded in teaching and learning and the College organised a Democracy Week. Democracy week, 22<sup>nd</sup> – 26<sup>th</sup> May, included a voter registration drive, a mock general election and the annual Student Conference.

5.4 In 2016/17 feedback from lesson observations and learning walks shows that teaching staff continue to plan for and embed equality within their lessons. However, they are less successful at incorporating diversity and British values. Teachers have been supported to improve on these 2 aspects via specific CPD in-put from PCC Prevent Education Officer

6. **ED4 - The College is proactive in sharing good practice and supporting employers and other external bodies to enhance equality and diversity practice**

6.1 The College reviews equality and diversity in practice with students, apprentices and employees during workplace visits. The students and apprentices are asked to share their experiences of equality and diversity issues with their assessor. The College includes equality and diversity reviews with the employer.

6.2 The Head of HR has met with BME community leaders to promote Highbury College as an employer. All College vacancies are now shared with Portsmouth City Council who in turn share them with the BME community. The College also advertises vacancies on BME job boards.

6.3 The College Equality and Diversity Committee includes representatives from external organisations. In 2016/17 the Learning & Development Manager from Blake Morgan joined the Committee.

6.4 The College HR Department has had initial discussions with the Hampshire Autism services about how the HR department can make their application processes more user friendly.

6.5 The HR team attended a recruitment fair called “Your Journey to Employment” at Havant Plaza. This gave them an opportunity to discuss potential job opportunities with community members who may not have considered Highbury College as an employer.

**7. ED5 – The College rigorously assesses the impact of its work and takes appropriate action in response to its findings**

7.1 The College holds a central Impact Assessment Register. High and medium policies, procedures, practices and plans are assessed and where new, assessment is done as part of the approval process.

7.2 The College continues to monitor and set targets for its staffing profile in respect of age, disability, gender and race. Diagrams of the College's staffing profile as of September 2016 are attached in Annex A. With respect to our staffing profile, the College sets targets for and monitored its profile in relation to age, disability, gender and race. The 2016/17 Operational Targets include a wide range of measures for key processes in relation to recruitment, employment and learning and development. Application and appointment data for vacancies are reported on a termly basis for the Equality and Diversity Committee.

7.3 Monitoring student data remains good. There is monitoring of admissions, support, any incidents of bullying, complaints by age, learning difficulty and disability, gender and race at College level. Data is reported on a termly basis to the Equality & Diversity Committee and termly to Corporation.

7.4 The College has continued to develop "student voice" mechanisms and seek opportunities to listen to student views. In 2016/17 Student Voice activities included:

- A total of 20 focus groups which were held as part of the Sector Review process. Issues raised by the students were incorporated in Sector Review action plans for follow up. When it became apparent that some students did not understand the term safeguarding the College organised a Safeguarding Week.
- Student focus groups led by the Learning Companies, and their constituent Sectors. Some were led by Sector Leads and others by the Managing Directors. In 16/17 a total of 38 focus groups were held within Learning Companies.
- Student attendance at College committees is good, including Academic Board. In 2016/17 there were a total of 12 attendances at 4 meetings. 8 students attended Academic Board meetings and 4 attended a Board of Study.
- Continued delivery of termly Student Voice meetings, across all College Centres, led by the Student Engagement Assistants and the President of the Student Union.
- Discussion and consultation, via Canvas and in person, with students about the College strategic plan for 2017 to 2020. We asked the students what improvements they would put in place to ensure an "Amazing College and Amazing Students". Their ideas were incorporated in the College Vision

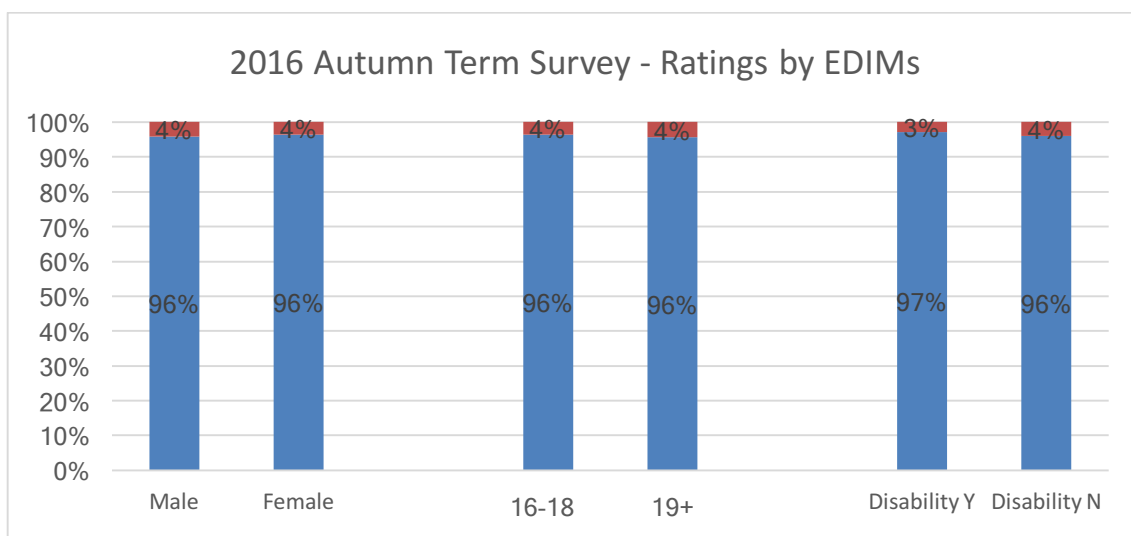
Plan 2017 – 2020 (Priority Theme Student Success Resilience & Employability).

- The fifth Highbury Student Conference which was organised and hosted by a Student Engagement Coordinator and the President of the Student Union. The theme of the Conference was “Empowerment and Resilience”.
- The election of the President of the Student Union. Three candidates stood for election.

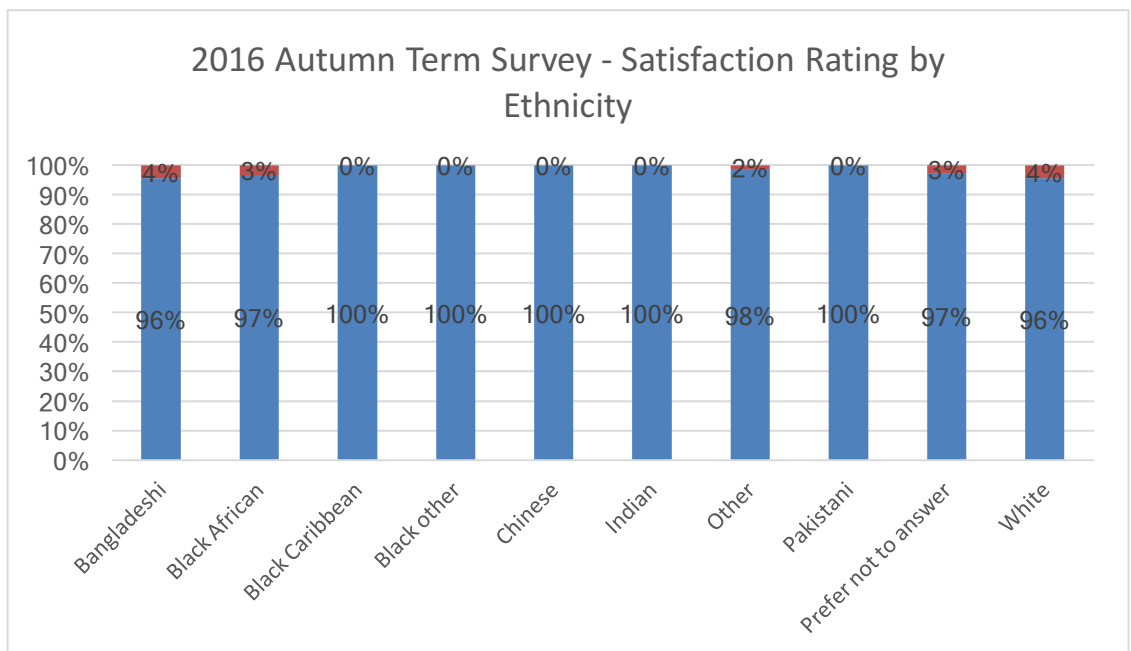
7.5 Thorough analysis of student surveys by age, learning difficulty and disability, gender and race at whole College level is used to identify the specific needs of equalities groups to secure improvement. The College measures student satisfaction arising from annual survey results by equalities groups.

7.5.1 Graphs A and B on page 1617 show the results of the 2016 Autumn Survey broken down by age, gender, disability and ethnicity. The graphs below show that there is little difference in the satisfaction ratings by equalities groups for age, gender, and disability; there is also little difference in satisfaction ratings from students grouped by ethnicity, this is a change from 2015 where there was a slightly lower satisfaction rating for Bangladeshi, white and other ethnicity students.

### Graph A



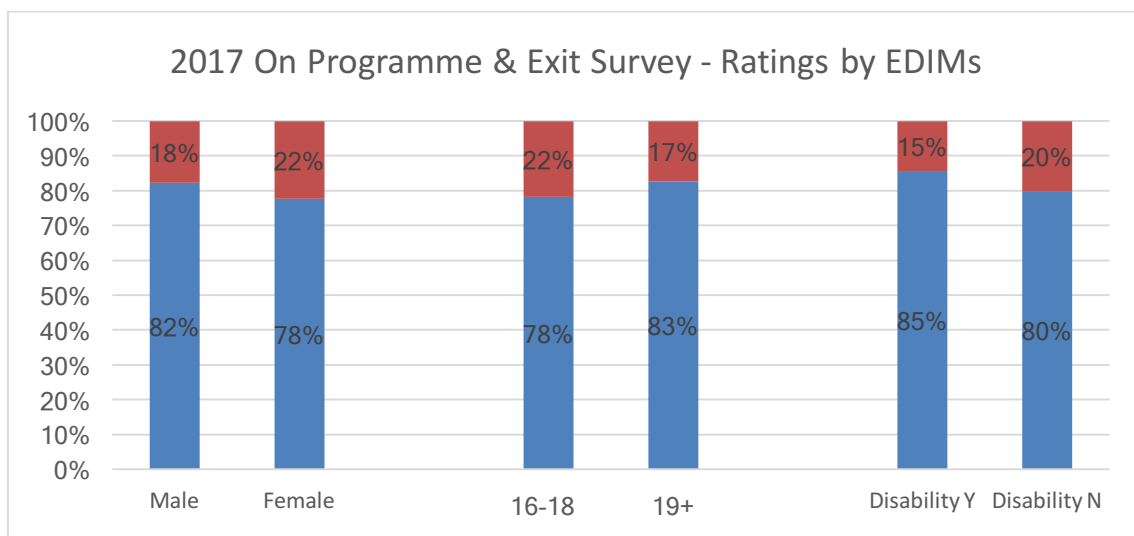
**Graph B**



7.5.2 Graphs C and D below show the results of the On Programme Survey broken down by age, gender, disability and ethnicity. Graph C shows that female students are less satisfied than male students, students aged 16-18 are less satisfied than those aged 19+ and student without a declared learning difficulty or disability are less satisfied than those with. This is a change compared to 2016 where there was little differential between the satisfaction ratings of students within these categories. Graph D shows that students who

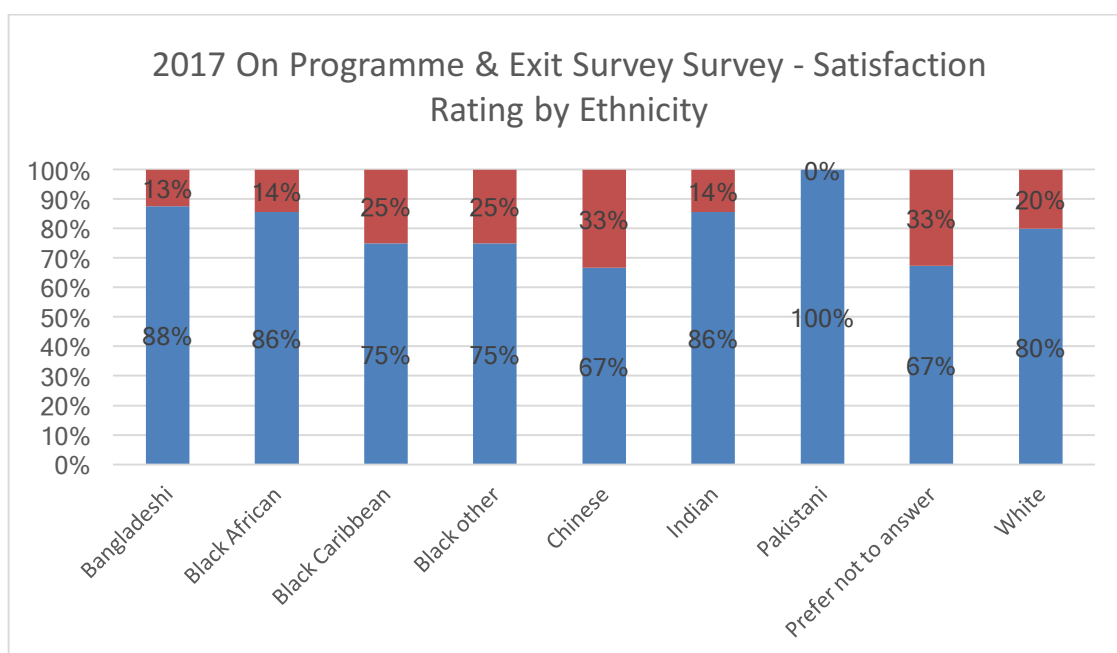
have stated their ethnicity as Chinese, prefer not to answer, Black Caribbean, Black African, or Prefer Not to Say have a much lower satisfaction rating than other ethnicities. This mirrors the satisfaction ratings in 2016.

**Graph C: 2017 On Programme Surveys by - Age, Gender and Disability**





**Graph D: 2016 On Programme Surveys by Ethnicity**



7.5.3 Table 6 below shows the On Programme/Exit Survey results by statement with respect to ethnicity. The results of the On Programme/Exit Survey show that students who have stated their ethnicity as Pakistani or Chinese are the least satisfied with all aspects of their programme.

**Table 6: On Programme Survey by Ethnicity**

|  | Bangladeshi | Black African | Black Caribbean | Black other | Chinese | Indian | Pakistani | Prefer not to answer | White |
|--|-------------|---------------|-----------------|-------------|---------|--------|-----------|----------------------|-------|
| How well your course/programme met your needs                      | 92%         | 90%           | 100%            | 88%         | 67%     | 71%    | 100%      | 76%                  | 79%   |
| The quality of teaching, training and assessment on your programme | 92%         | 89%           | 100%            | 75%         | 67%     | 86%    | 67%       | 71%                  | 83%   |

|   |     |     |      |     |      |      |      |     |     |
|---|-----|-----|------|-----|------|------|------|-----|-----|
| How well prepared you are for any course exams  | 78% | 83% | 100% | 75% | 67%  | 83%  | 100% | 71% | 75% |
| How happy you are with the IT systems at college  | 58% | 82% | 25%  | 50% | 100% | 71%  | 0%   | 31% | 45% |
| How well the College facilities enhance your learning experience                                  | 83% | 93% | 75%  | 75% | 67%  | 86%  | 67%  | 64% | 67% |
| How easy you find Canvas to use   | 75% | 93% | 75%  | 63% | 100% | 57%  | 67%  | 52% | 67% |
| How well Canvas supports your learning  | 79% | 78% | 75%  | 50% | 100% | 86%  | 67%  | 52% | 59% |
| The support you are provided with to help you progress in your training or studies                | 87% | 96% | 75%  | 75% | 67%  | 86%  | 100% | 67% | 77% |
| How helpful College staff were in giving information about the financial support available to you | 78% | 81% | 75%  | 57% | 100% | 100% | 33%  | 53% | 69% |
| How well has the College helped you prepare for your next step in your education or employment    | 83% | 78% | 50%  | 63% | 67%  | 71%  | 67%  | 57% | 73% |
| How safe you feel at College  | 88% | 93% | 100% | 75% | 67%  | 100% | 67%  | 84% | 87% |
| Overall I am happy with my programme and my College   | 88% | 86% | 75%  | 75% | 67%  | 86%  | 100% | 67% | 80% |

**Table 7 – I feel safe in College**

The College makes particular efforts to ensure all students feel safe. The data below shows that Black Other students feel less safe than other groups of students.

| <b>Ethnicity</b> | <b>Agree %</b> | <b>Disagree %</b> |
|------------------|----------------|-------------------|
| Bangladeshi      | 88%            | 12%               |
| Black African    | 93%            | 7%                |
| Black Caribbean  | 100%           | 0%                |
| Black Other      | 75%            | 25%               |
| Chinese          | 67%            | 33%               |
| Indian           | 100%           | 0%                |
| Pakistani        | 67%            | 33%               |
| White            | 87%            | 13%               |
| Not provided     | 100%           | 0%                |

7.5.4 Any incidents of alleged harassment and bullying with respect to staff and students are reviewed termly by the Equality and Diversity Committee.

Incidents of staff harassment remain low, 1 in 16/17. In 16/17 there were 12 reported incidents of bullying compared with 9 in 15/16. In 17/18 a more comprehensive reporting mechanism has been introduced which will enable us to more accurately monitor student incidents dealt with by Estates staff.

#### **ED6 - More proportionate representation of equalities groups in the staffing profile**

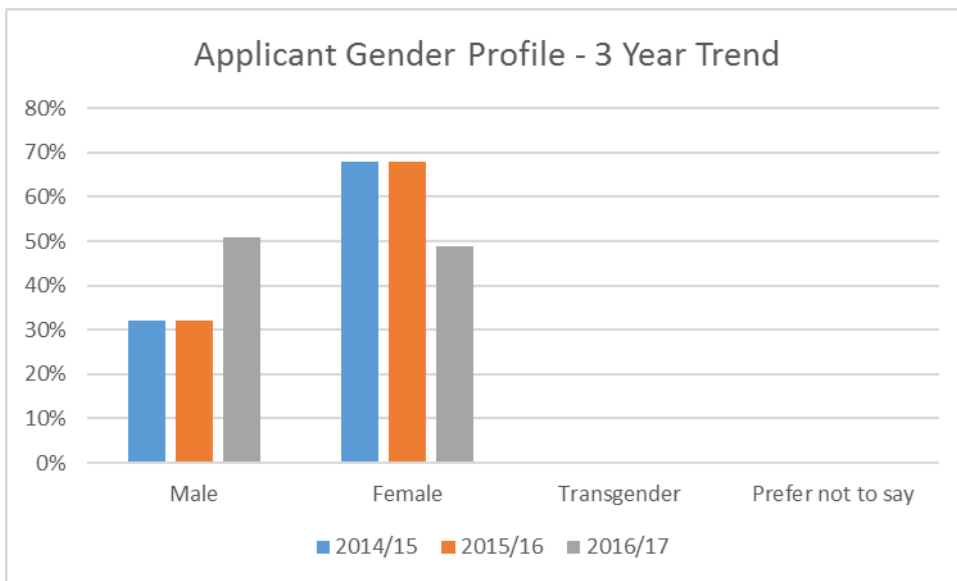
- 8.1 The College is committed to recruiting a more diverse workforce that reflects the composition of our student body and local community. The workforce analysis for 2016/17 is included in Annex 1. The College has widened its advertising spread by primarily using web based advertising, some of which is targeted at attracting diverse applicants through the use of community links.
  - 8.1.2 The College advertises vacancies on ethnicjobboard.com to attract more BME applicants. HR has worked closely with the College's Community Sector to advertise posts through the Sectors extensive network of BME community groups and via Portsmouth City Council which has links with BME community groups. There has been a steady increase in the number of application from candidates in BME groups with a 6% increase between 2015/16 – 2016/17.
  - 8.1.3 The College continues with its links with publications such as including Fyne Times (an LGBT publication) to encourage applications from the gay, lesbian, bisexual and transgender communities during 2016/17 and the HR team are looking at alternative strategies to increase the number of applicants from the LGBT community.
  - 8.1.4 The College is a member of the Disability Confident scheme which replaced the Two Ticks Scheme, as well as advertising vacancies with community groups and organisations representing disabled people. There has been a 2% increase in the number of applicants declaring disabilities from 2015/16 – 2016/17.
- 8.2 The College plans to ensure more actively target minority groups and ensure that the process for application is not a barrier to receiving applications. For example, the team will be attending autism awareness training during 2017/18 in relation to how the recruitment process can remove barriers that deter people from applying. The HR team will be more actively promoting the College in relation to Equality & Diversity and actively seeking to improve the staff profile in relation to minority groups. The team will be monitoring applications to appointment in relation to minority groups.

## Annex 1 – Staffing Data 2016/17

### 1 Applicant Profile

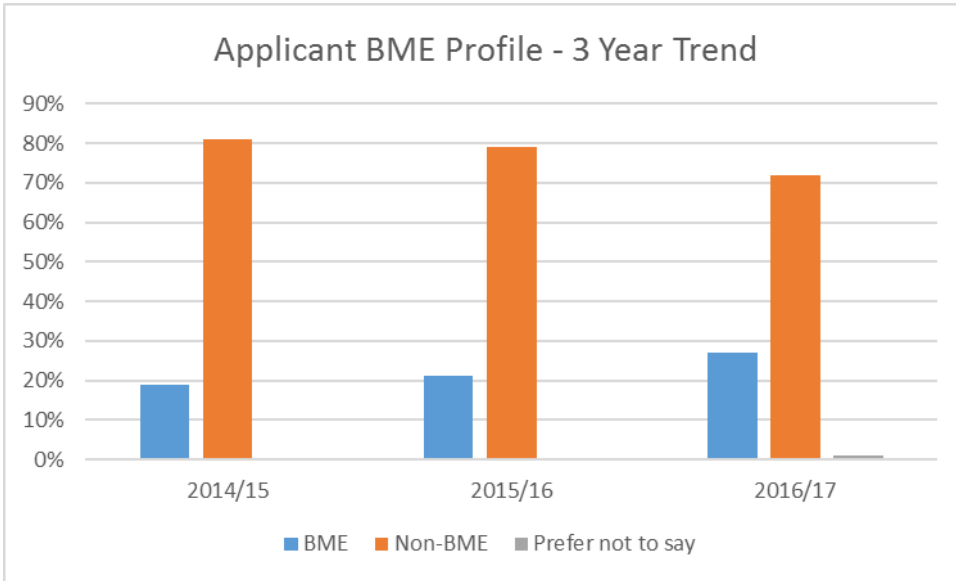
#### 1.1 Applicant Gender Profile

The gender profile of applicants saw a significant rise in the number of male applying for job roles. This is largely due to the number of roles that were vacant within areas such as Construction which predominantly attract applications from men.



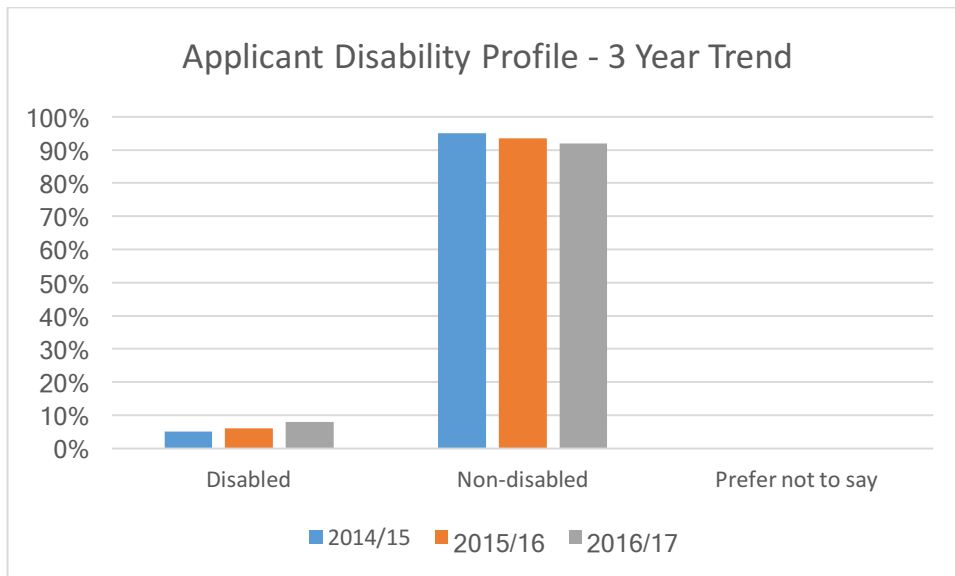
#### 1.1.2 Applicant BME Profile

The graph below show a steady increase in the number of applications received from BME groups. The target for 2017/18 is to closely monitor the conversion of BME applicant into employment with the College.



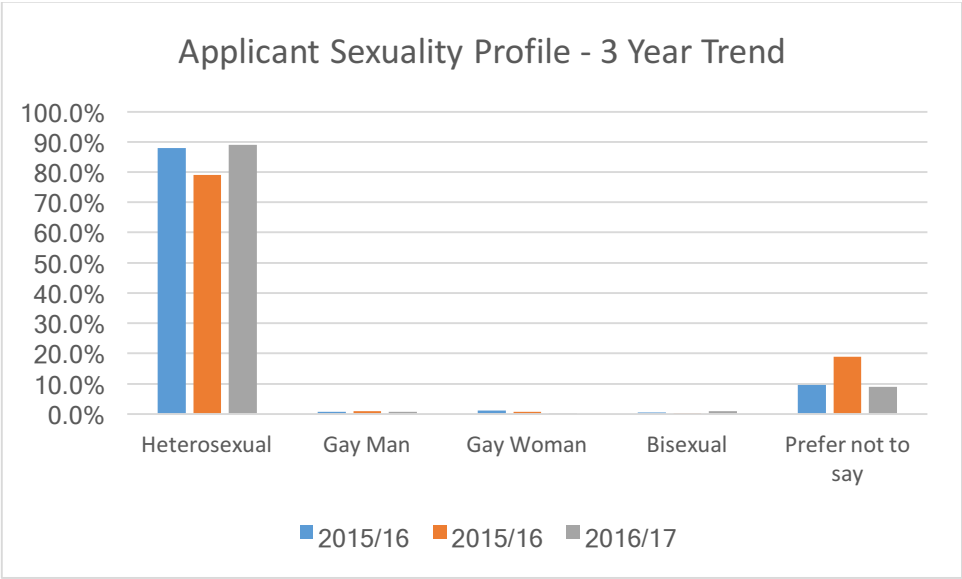
**1.1.3 Applicant Disability Profile**

The applicant disability profile shows a steady increase in the number of applications from those declaring a disability. The target for 2017/18 is to more closely monitor the conversion of applicants into employment.



### 1.1.4 Applicant Sexuality Profile

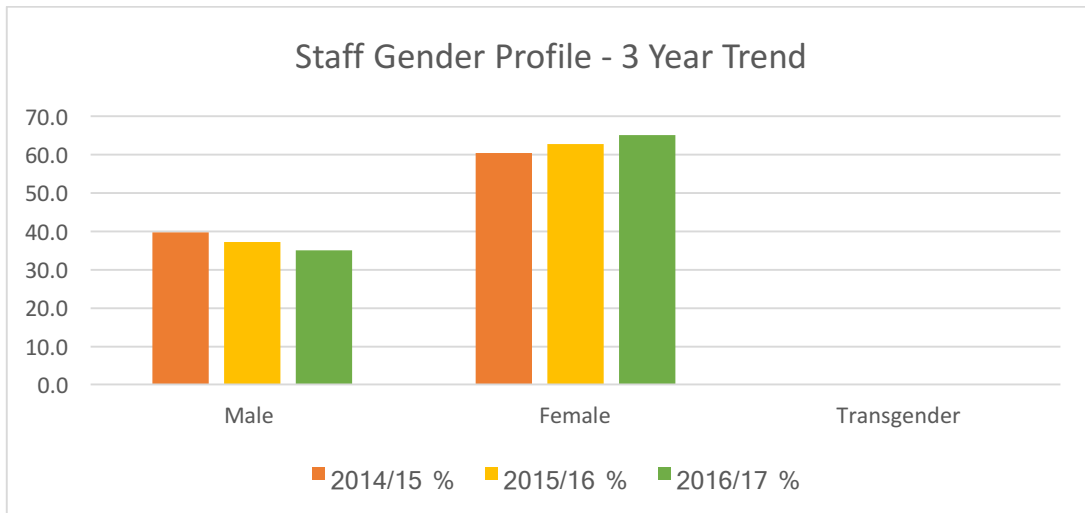
The profile of applicants' sexuality shows little movement in relation to the number of gay male applicants. There has been a steady decline in the number of gay females applying to the College with a 0.5% decline between 2015/16 – 2016/17. There has however been an increase in the number of applications from those declaring that they are bi-sexual (0.7%).



## 2. Staffing Profile

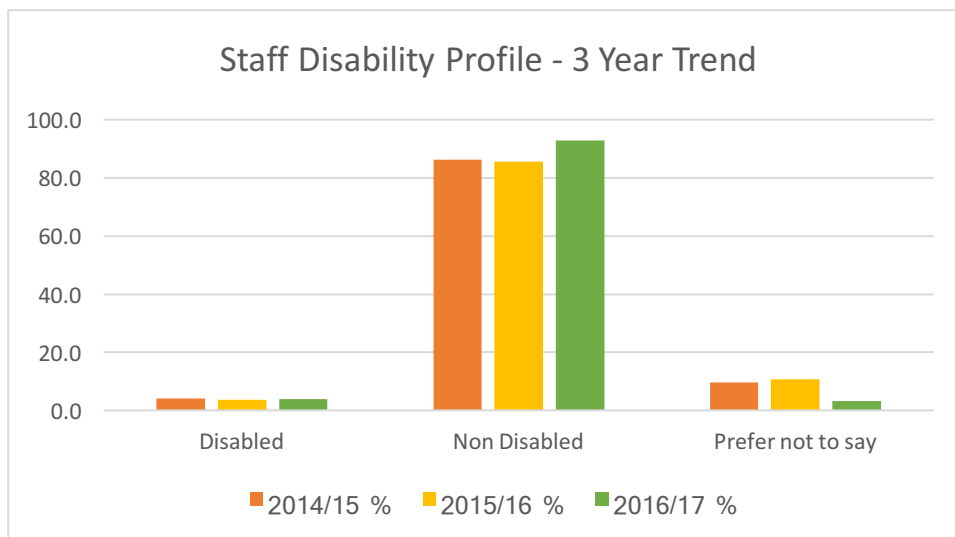
### 2.1 Gender Profile

The College staff profile remains significantly female and this has not changed to any significant degree during. However, the profile is in line with that for the sector.



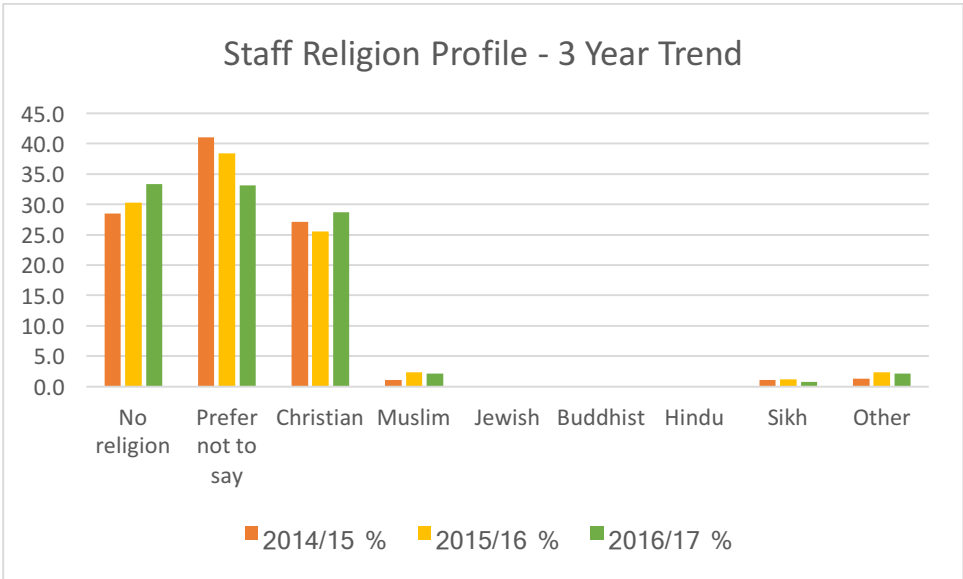
#### 2.1.2 Disability Profile

The number of staff declaring a disability has remained stable at 4%. There has been a significant decrease in the number of staff that prefer not to disclose their disability status.



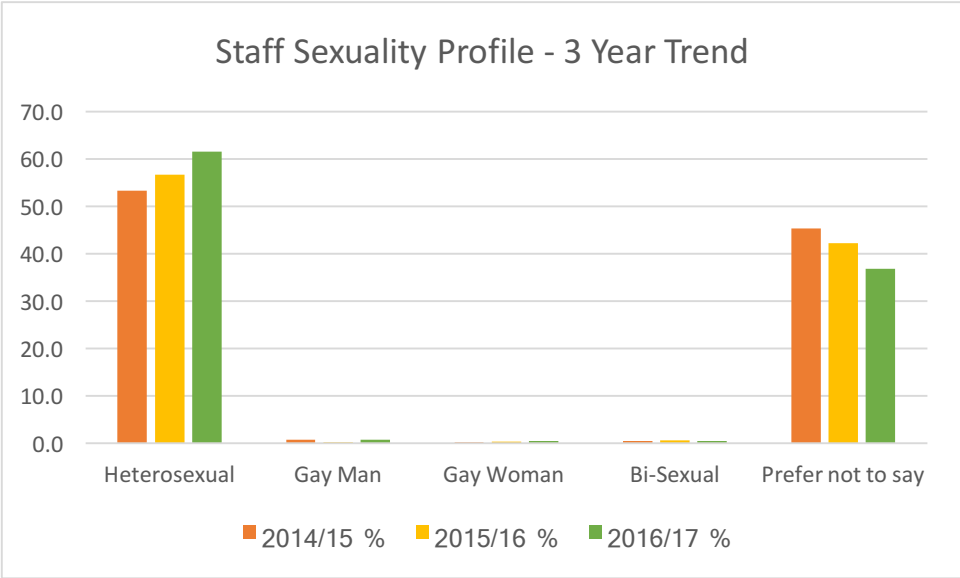
#### 2.1.3 Religion Profile

The number of staff that have declared they have no religion has significantly increased (3%) while the number of staff that prefer not to disclose their religion has reduced by 5% since 2015/16.



**2.1.4 Sexuality**

The graph below shows that there has been an increase in the number of gay man employed by the College by 0.5% from 2015/16 to 2016/17. There has also been a small increase in the number of gay women (Lesbians) by 0.1%.



The table below shows the percentage of staff employed by sexuality.

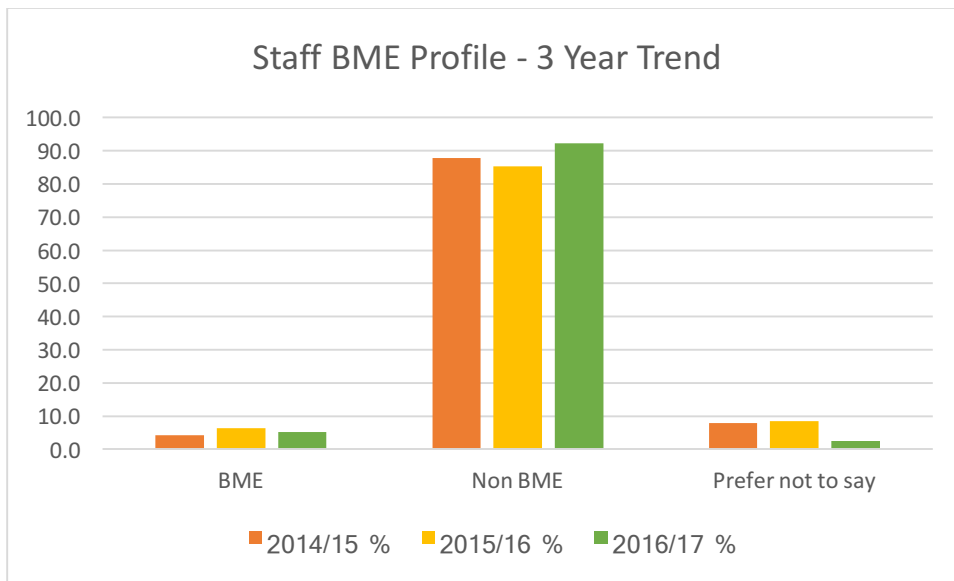
|              | 2014/15 | 2015/16 | 2016/17 |
|--------------|---------|---------|---------|
| Heterosexual | 53.3    | 56.6    | 61.5    |



|                   |      |      |      |
|-------------------|------|------|------|
| Gay Man           | 0.7  | 0.2  | 0.7  |
| Gay Woman         | 0.2  | 0.4  | 0.5  |
| Bi-Sexual         | 0.5  | 0.6  | 0.5  |
| Prefer not to say | 45.3 | 42.2 | 36.8 |

### 2.1.5 BME Profile

The BME staff profile of the College increased by 2% between 2014/15 – 2015/16, however there has been a decline of 1% during 2016/17. The HR team will be actively seeking ways to improve the BME profile of staff at the College. There has been a positive reduction in the number of staff that prefer not to disclose their Ethnicity.



|                   | 2014/15 | 2015/16 | 2016/17 |
|-------------------|---------|---------|---------|
| BME               | 4.2     | 6.3     | 5.1     |
| Non BME           | 87.8    | 85.2    | 92.3    |
| Prefer not to say | 8.0     | 8.4     | 2.6     |

