

**Highbury College, Portsmouth  
Annual Equality and Diversity Report 2017/18**

**1. Introduction**

1.1 The Annual Equality and Diversity Report 2017/18 covers the College's progress to date against the targets that are embedded within the 2017/18 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 2017/18 were:

- ED1 - Provide high quality training and education opportunities for everyone
- ED2 - High achievement rates across all equalities groups
- ED3 - Develop students' understanding of diversity
- ED4 - The College is proactive in sharing good practice with stakeholders
- 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 2017/18 Annual Equality and Diversity Report is presented to the College's Equality and Diversity Committee each academic year. The Committee members have the opportunity to discuss the information contained within the report. The information contained within the Annual Equality & Diversity report informs the targets set by the Equality & Diversity Committee.

**2. Progress made on the 2017/18 Equality and Diversity Operational Targets**

2.1 The College made some good progress against the targets set in the 2017/18 Operational Plan for Equality and Diversity.

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

3.1 The College continues to provide a responsive curriculum which meets the needs of individuals and the College's diverse communities.

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 Education & Health Care Plans.
- An ESOL (Resolve) programme for students aged 16-18 Many Resolve students are Looked after Children and asylum seekers
- A Princes Trust programme specifically for students with learning difficulties and disabilities. Highbury is the only College in the country to offer this programme
- January start programmes for NEET young people
- Provision for High Needs students and those who have Education and Health Care Plans. In 2017/18 the College had 124 students with Education and Health Care Plans (there were 79 in 2016/17), 54 of whom received High Needs funding from four local authorities. Of these students, 46% were integrated into vocational programmes with 54% on specialist discrete learning programmes.

3.2 In 2017/18 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 2017/18 there were 161 enrolments on Recovery College courses.

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. They have very good opportunities to develop specialist vocational and wider employability skills as part of courses, wider enrichment activities and work experience.

3.4 The Study Programme, which is for students aged 16 -18 and incorporates a minimum of 30 hours work experience, was successfully continued in 2017/18. Data shows of those students who started a Study Programme in 17/18, 92.1% successfully completed a work placement. This compares with 73.5%, in 2016/17. This number includes Foundation Prospects students who undertook supervised work experience with organisations such as ASDA and the Acorn Community Centre.

3.5 The College also offers Supported Internships for students with learning

difficulties and disabilities. In 2017/18 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 6 had EHCPs.

- 3.6 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 Emotional support, 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 2017/18 482 students received support from the Mentors compared with 470 in 2016/17 students and 351 in 2015/16. The achievement rate for students receiving mentor support in 17/18 was 80.6% compared with 80% in 2016/17.
- 3.7 In 2017/2018 the College continued to offer a Health and well being programme. Fifteen course groups took part in the programme which promotes the 5 ways to well-being. The topics covered within the 5 ways to well-being include:
- Safe Strangers Cyber Bullying
  - Sleep
  - Mental health
  - Sexting
  - Facebook/Social Media
  - Staying safe on the Streets
  - Sexual Health
  - British Values
  - Healthy Eating
  - The Dangers of Energy drinks
  - Confidence/Self Esteem
  - Strengths and Weaknesses
- 3.8 In 2017/18 the College maintained its partnership 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.
- 3.7 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 2017/18 17 groups of Year 10 and 11 pupils, from 10 different schools, and 11 individual secondary school pupils were given access to Pre 16 vocational and foundation programmes.
- 3.8 The College also provides aspiration raising sessions for primary and secondary school pupils. For example, in 2017/18 the College was the headline sponsor of TeenTech Solent which took place on 18th May 2017. The event promotes opportunities for boy and girls to work in STEM related industries. The College also runs Junior Chef Academy programmes for years 9 and 10 pupils who aspire to a career in the catering industry

- 3.9 The College remains to focussed 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) the Level 3 Core maths qualification and discrete maths and English programmes for Adults. In 2017/2018 the English and maths Sector continued to offer additional support mechanisms to help students progress in their maths and English studies. These were:
- Designated ME Hubs. These areas are well known to all students as a place where their ME classes are being held.
  - The MotivateME room which is a relaxed and supportive environment where students can use the computers to complete work on the ME Digital Academies, access revision materials and seek support and additional help from the lecturers.

The 2017/2018 the overall achievement rate for Functional Skills was 61.6% compared with 55.8% in 2016/2017.

Achievement for students who studied GCSE English and maths was 90.5% compared with 71.7% in 2016 /2017

- 3.10 The College has set a target over a number of years for increased participation for the recruitment of Black Minority Ethnic (BME) students to apprenticeships. At 6.2% of the apprenticeship cohort (compared with 5.9% in 16/17) 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. Specifically, in 2017/18 the College worked in partnership with the Southern Universities Network to promote higher and degree level apprentices as an alternative to traditional higher education

- 3.11 The College has worked very closely with Job Centre Plus offering short bespoke programmes for the unemployed. Courses have included Retail, Hospitality Business Administration, Customer Services and Adult Social Care. Over 200 students enrolled on these courses in 2017/18.

#### 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 2017/18 was 88.8% compared with 84%, in 2016/17. 88.8% is 4.8% above the national achievement rate.

- 4.2 In 2017/18 the College had a particular focus on improving the achievement Rates of all students aged 16 -18 students aged 16 -18 and particularly 16 -

18-year-old white British males. This focus resulted in a project delivered at Highbury Northarbour Centre to motivate Construction students. The content of the project is highlighted below.

Lesson 1	Introduction
	To understand the steps to success and how it is linked to wellbeing
Lesson 2	Failure Vs You
	To explore how we might contribute to our failures
Lesson 3	Motivation
	To identify ways to self-motivate and counteract self-destruction
Lesson 4	Mental Health
	To identify negative mental health, learn coping strategies and how to get help.
Lesson 5	Me against the world
	To explore the YWM's place in society and the stereotypes associated with them.
Lesson 6	The Real World
	Explore a true representation of day to day life with the responsibilities of an adult such as cost of living, housing and time management. Identifying entitlement alongside reality.
Lesson 7	Risk
	To explore how the teenage brain reacts to drugs and alcohol. To understand why teenagers, take more risk and how it affects life. To know how to stay safe and what help is available.
Lesson 8	Being Real
	To be able to identify "life lessons" and good choices from a range of complicated scenarios
Lesson 9	Proper Talk
	To understand active listening and ways to communicate effectively.
Lesson 10	Goal Planning
	To make SMART goals and use the GROW method to break down "FUTURE GOALS" from lesson one into reasonable bite sized chunks considering the covered topics.

In 2017/18 16 -18-year-old males achieved better than their female counterparts

- 4.3 A further development to improve achievement in 2017/18 was the opening, at all sites, of Study Centres. The Study Centres were primarily for those students who did not receive on going additional learning support but who needed extra help to complete course work. The Centres were staffed by the Learning Support team. The achievement rate for students aged 16 -18 who used the Centres was 82.1%, 1.3% above the overall achievement rates for 16 -18 year olds in 2017/18.
- 4.4 A summary of the achievement rates for 2017/18 with respect to equalities groups is set out in Table 2. 2017/18 data is compared to the Provider Group national average and the overall College average of 88.8%.

**Table 2: Achievement Rates by Equality Group 2017/18**

Equality Group	Leavers	17/18 Ach %	16/17 NA	vs College Overall Achievement
<b>Age</b>				
16-18	2980	80.8%	81.5%	-8.1%
19 +	4903	93.8%	86.9%	4.9%
<b>Gender</b>				
<b>F</b>	<b>4327</b>	<b>90.2%</b>	<b>84.3%</b>	<b>1.3%</b>
16-18	1101	78.1%	82.5%	-10.8%
19 +	3226	94.4%	86.1%	5.5%
<b>M</b>	<b>3556</b>	<b>87.2%</b>	<b>83.6%</b>	<b>-1.7%</b>
16-18	1879	82.4%	80.6%	-6.5%
19 +	1677	92.6%	87.9%	3.7%
<b>Learning Difficulty/Disabilities and Age</b>				
<b>Has difficulty/disability/health problem</b>	<b>2316</b>	<b>88.1%</b>	<b>81.9%</b>	<b>-0.8%</b>
16-18	1063	82.4%	79.3%	-6.5%
19 +	1253	93.0%	85.4%	4.1%
<b>No difficulty/disability/health problem</b>	<b>5391</b>	<b>89.1%</b>	<b>84.7%</b>	<b>0.2%</b>
16-18	1868	79.9%	82.2%	-9.0%
19 +	3523	94.0%	87.4%	5.1%
<b>No information provided by the learner</b>	<b>176</b>	<b>91.5%</b>	<b>83.0%</b>	<b>2.6%</b>
16-18	49	79.6%	82.5%	-9.3%
19 +	127	96.1%	83.9%	7.2%
<b>Ethnicity</b>				
<b>16-18</b>	<b>2980</b>	<b>80.8%</b>	<b>81.5%</b>	<b>-8.1%</b>
African	59	81.4%	82.7%	-7.5%
Arab	26	69.2%	82.9%	-19.7%
Bangladeshi	38	89.5%	81.0%	0.6%
Caribbean	6	50.0%	76.7%	-38.9%
Chinese	3	33.3%	89.5%	-55.6%
Gypsy/Irish Traveller	4	50.0%	68.5%	-38.9%
Indian	18	83.3%	86.7%	-5.6%
Irish	2	100.0%	78.3%	11.1%
Not Provided	29	86.2%	77.0%	-2.7%
Other	86	67.4%	81.0%	-21.5%
Other Asian	67	89.6%	84.9%	0.7%
Other Black	4	75.0%	80.2%	-13.9%
Other Mixed	12	58.3%	79.0%	-30.6%
Other White	213	82.2%	82.7%	-6.7%
Pakistani	1	100.0%	83.2%	11.1%
White British	2382	80.9%	81.4%	-8.0%
White/Asian	10	100.0%	82.6%	11.1%
White/Black African	9	88.9%	79.0%	0.0%

White/Black Caribbean	11	90.9%	75.9%	2.0%
<b>19 +</b>	<b>4903</b>	<b>93.8%</b>	<b>86.9%</b>	<b>4.9%</b>
African	192	91.1%	84.2%	2.2%
Arab	124	96.8%	87.7%	7.9%
Bangladeshi	250	96.8%	88.1%	7.9%
Caribbean	16	75.0%	84.7%	-13.9%
Chinese	60	96.7%	87.7%	7.8%
Gypsy/Irish Traveller	5	100.0%	83.3%	11.1%
Indian	39	97.4%	87.3%	8.5%
Irish	15	93.3%	88.2%	4.4%
Not Provided	64	93.8%	82.9%	4.9%
Other	250	93.6%	85.8%	4.7%
Other Asian	168	87.5%	86.1%	-1.4%
Other Black	27	92.6%	83.3%	3.7%
Other Mixed	34	88.2%	83.5%	-0.7%
Other White	291	91.1%	87.4%	2.2%
Pakistani	20	95.0%	86.7%	6.1%
White British	3272	94.3%	87.7%	5.4%
White/Asian	42	92.9%	85.6%	4.0%
White/Black African	16	75.0%	83.8%	-13.9%
White/Black Caribbean	18	94.4%	83.5%	5.5%

#### 4.3 The 2017/18 achievement rates for all equalities groups are above the 2016/17 national average for most groups as follows:

They are above for:

- Age 19+ (4,903 leavers)
- Male 19+ (1677 leavers)
- Female 19+ (3226 leavers)
- Male 16-18 (1879 leavers)
- With LDD 19+ (1253 leavers)
- Without LDD 19+ (3523 leavers)
- With LDD 16 -18 (1063 leavers)
- No LDD information provided 19+ (127 leavers)
- White and Black Caribbean 16 -18 (11 leavers)
- Any other Asian background 16 -18 (67 leavers)
- African 19+ (192 leavers)
- Arab 19+ (124 leavers)
- Bangladeshi 19+ (250 leavers)
- Bangladeshi 16-18 (38 leavers)
- Chinese 19+ (60 leavers)
- Gypsy/traveller (5 leavers)
- Indian (39 leavers)
- Irish 19+ (15 leavers)
- Irish 16 -18 (2 leavers)
- Pakistani 19+ (20 leavers)
- Pakistani 16-18 (1 leaver)
- White and Asian 19+ (42 leavers)

- White and Asian 16 -18 (10 leavers)
- White and Black Caribbean 19+ (18 leavers)
- White and Black Caribbean 16-18 (11 leavers)
- White and Black African 16 -18 (9 leavers)
- White British 19+ (3272 leavers)
- Any other Asian background 19+ (168 leavers)
- Any other Asian background 16 -18 (67 leavers)
- Any other Black 19+ (27 leavers)
- Any other mixed/multiple ethnic background 19+ (250 leavers)
- Any other white background 19+ (291 leavers)
- Ethnicity not provided 19+ (64 leavers)
- Ethnicity not provided 16-18 (29 leavers)

They are below for:

- Age 16-18 (2980 leavers)
- Female 16-18 (1101 leavers)
- Without LDD 16 -18 (1868 leavers)
- LDD unknown 16 -18 (49 leavers)
- African 16 -18 (59 leavers)
- Arab 16-18 (26 leavers)
- Caribbean 16 -18 (6 leavers)
- Caribbean 19+ (16 leavers)
- Chinese 16 -18 (3 leavers)
- Indian 16-18 (18 leavers)
- Other Black (4 leavers)
- Other mixed (12 leavers)
- Other white (213 leavers)
- White and Black African 19+ (16 leavers)
- White British 16 -18 (2382 leavers)
- Any other white background (213 leavers)
- Gypsy or traveller 16 -18+ (4 leavers)

4.4 The College monitors 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	17/18	16/17	Against Overall College Achievement
	88.4%	86.5%	



Free College Meals	17/18	16/17	Against overall College Achievement (for 16 -18 year olds)
	81.5%	73.8%	

4.5 Gaps in performance of cohorts in 2017/18 are as follows:

- Overall there is now a gap of 3% between the achievement rates of female students (90.2%) and male students (87.2%). Female students aged 19 + achieve better than their male counterparts by 1.8%
- Male students aged 16 -18 achieved better in 2017/18 than females aged 16 -18. Females had an achievement rate of 78.1% and males 82.4%. In 2016/17 female students aged 16 -18 had a higher achievement rate (74%) than males (72.7%).
- In 2017/18 the achievement rate for students aged 16 -18 was 80.8% compared with an achievement rate for students aged 19 + of 93.8%. This represents a narrowing of the achievement gap to 13% as opposed to 18.6% in 2017/18.
- In 2017/18 students who self-declared that they had a learning difficulty or disability (LDD) achieved slightly less well than those who did not declare LDD. Those with a self-declared LDD had an achievement rate of 88.1% compared with the overall achievement rate of 88.8%. However achievement rates for students aged 16 -18 with a self -declared LDD (82.4%) were higher than the overall College achievement rate for 16-18 year olds (80.8%)
- It should be noted that the gap between achievement rates for male and female students aged 19+ has narrowed. In 2016/17 the achievement rate for female students in this cohort was 2.2% better than that for males in 2017/18 it is 1.8% better

4.6 Attendance rates for all students rose in 2017/18 but still need improvement. In 2017/18 average attendance for all groups was 86.4% compared with 85.4% in 2016/17. The gap in attendance at main programme aims and maths and English is of concern. In 2017/18 overall attendance at main programme aims was 88.4% compared 77.4% for maths and English.

4.7 Attendance rates by gender and age in 2017/18 were as follows:

<b>Age Group / Gender</b>	<b>2016-17</b>	<b>2017-18</b>
<b>16-18</b>	<b>84.3%</b>	<b>85.8%</b>
F	83.4%	85.4%
M	84.7%	85.9%
<b>19+</b>	<b>87.1%</b>	<b>87.5%</b>
F	86.2%	87.4%
M	87.7%	87.6%
<b>Grand Total</b>	<b>85.4%</b>	<b>86.4%</b>

4.8 The equalities profile for students applying through UCAS and securing a higher education place for 2017/18 is set out in Table 4 below. The data shows that:

- In 2017/18 more male students than female students progressed to higher education. This has reversed the trend of recent years
- The proportion of BME students progressing to higher education is very close to the proportion of BME students studying at the College (21.5%).
- 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 2017/18**

<b>Equalities Group</b>	<b>2017/18 Higher Education Progression Rate UCAS Data</b>
Male	55%
Female	45%
BME	21%
Non BME	78%
Unknown ethnicity	1%
LD&D	12%
No LD&D	88%
Unknown for LD&D	0%
Age 17 -18	19%
Age 19 -25	59%
Age 25+	22%

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.

## 5. **ED3 - Develop and promote student understanding of Diversity**

- 5.1 Teachers are required to embed equality and diversity (including the British Values of respect and tolerance) in all their lessons. Core observations and learning walks have shown that in some areas of the College, diversity and British values are embedded extremely well; in other areas of the College it is an area for improvement.
- 5.2 To support teachers to embed equality and diversity in their lessons the Student Engagement Coordinator sends out a weekly themed bulletin with suggested questions to encourage debate and discussion among students and Apprentices. Themes have included the rise in the number of people suffering from anxiety and the possible link to social media, whether Islamic State members should be able to return to the U.K and International Women's Day.
- 5.3 To support teachers to embed the British values of respect and tolerance in lessons all staff have been required to take an accredited British values qualification
- 5.4 Equality and diversity are well embedded in enrichment activities. The seventh annual College Diversity Festival, held in March 2017, was very successful. The activities, which took place across all Centres, included Diversity Fairs at each Campus and the opportunity to taste foods from around the world.
- 5.5 Many students undertook projects and activities in 2017/18 which enabled them to contribute to, and learn about, Portsmouth's diverse groups. 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 2017/18 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 and the Second Chance charity.
- 5.6 Students are encouraged to have a global perspective through a diverse range of activities. Our students 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. The College also promotes awareness raising days such as International Women's Day, Black History Day and Human Rights Day and organises a Global Entrepreneurial week.

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 Executive Director of Human Resources and Organisational Development worked with BAE graduate recruiters to promote equality and diversity She has delivered a training session to help them understand and overcome unconscious bias in their recruitment practices.

6.2 In 2017/18 the College worked in partnership with the Southern Universities Network and local schools to promote alternative forms of higher education (higher and degree level apprentices) to students living in areas of deprivation in Portsmouth and the travel to work area.

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 when 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 2017/18 are attached in Annex A. The 2017/18 Operational Targets include a wide range of measures for key processes in relation to recruitment and employment. 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 2017/18 Student Voice activities included:

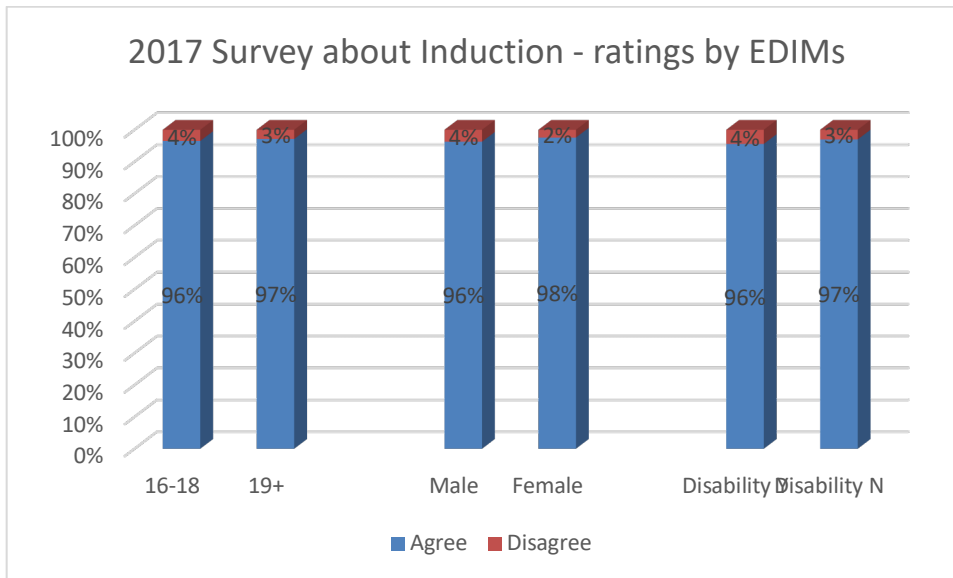
- The launch of Student Council as a development of existing Student Voice mechanisms via which termly Student Council meetings were held
- The election of the President of the Student Union.

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.

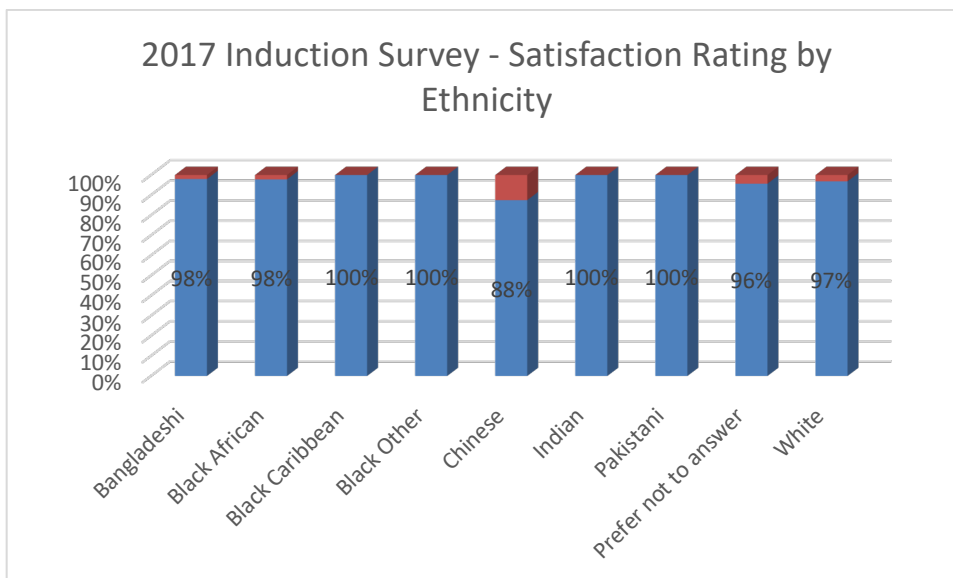
Graphs A and B on pages 14 and 15 show the results of the 201718 Induction Survey broken down by age, gender, disability and ethnicity. The graphs below show that there is little difference in the satisfaction ratings by equalities groups for age, gender, and disability; there is also little difference

in satisfaction ratings from students grouped by ethnicity, with the exception of Chinese students (16 students). This is a change from 2016 where there were no differences identified from students grouped by ethnicity.

**Graph A**

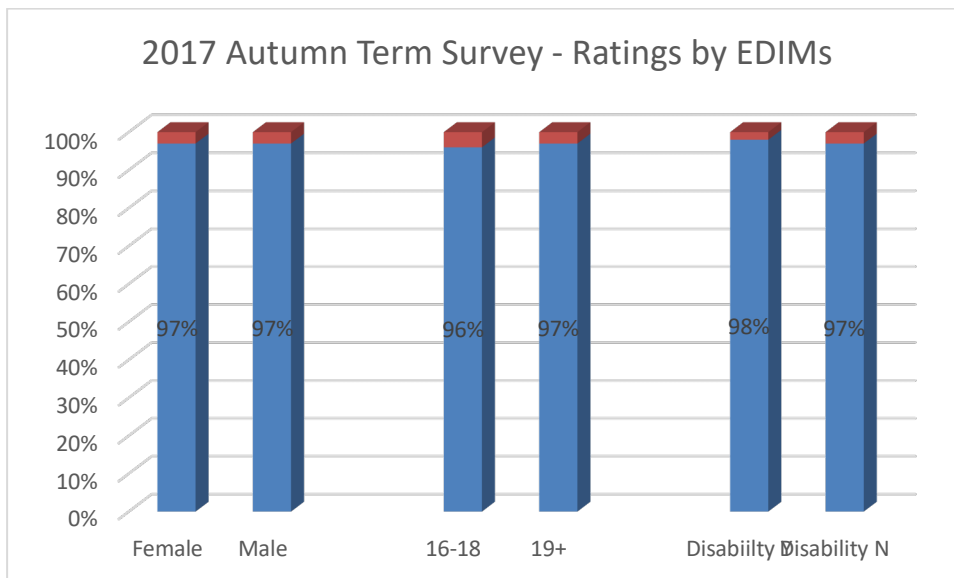


**Graph B**

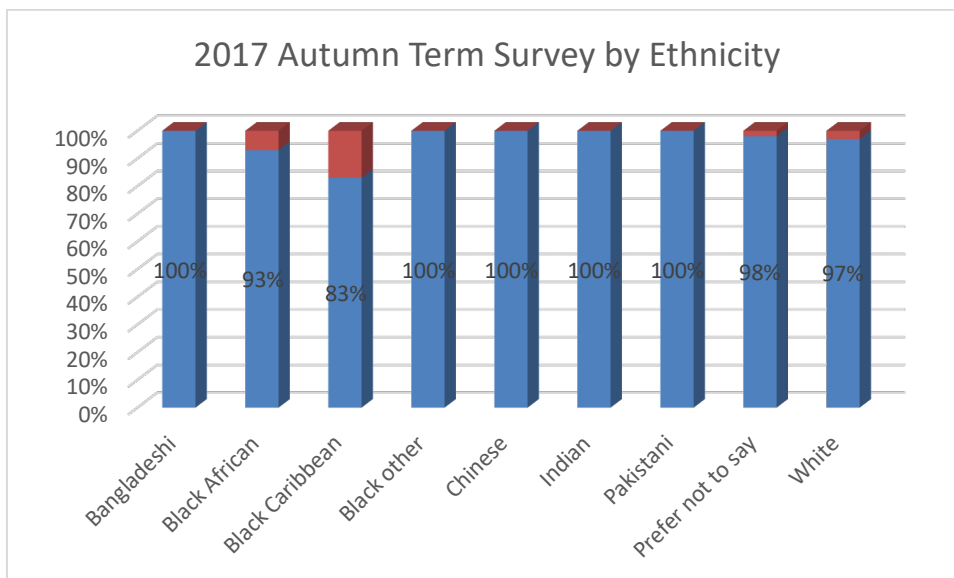


Graphs C and D below show the results of the Autumn Term Survey broken down by age, gender, disability and ethnicity. Graph C shows little difference in the satisfaction ratings for gender, age and disability. Graph D shows that students who have stated their ethnicity as Black African and Black Caribbean have the lowest satisfaction rating, the number of students who participated are 27 and 6 respectively.

**Graph C: 2017 Autumn Term Survey - Age, Gender and Disability**

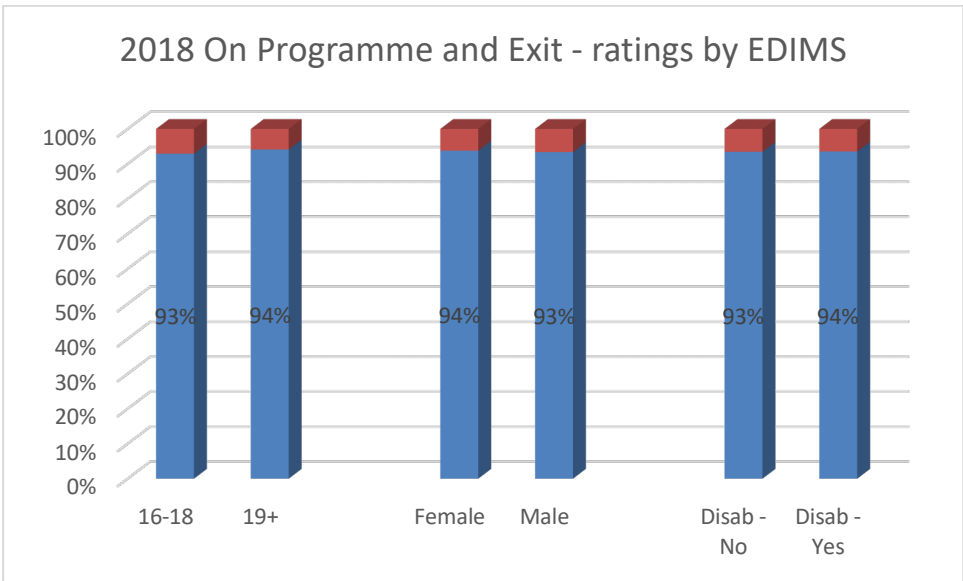


**Graph D: 2017 Autumn Term Survey by Ethnicity**



Graphs E and F below show the results of the On Programme Survey broken down by age, gender, disability and ethnicity. Graph C shows there is no difference in the satisfaction rating of all groups. This is a change compared to 2017 where female students were less satisfied than male students, students aged 16-18 were less satisfied than those aged 19+ and students without a declared learning difficulty or disability were less satisfied than those with. Graph F shows that students who have stated their ethnicity Indian (7 students) have a much lower satisfaction rating than other ethnicities. This is a change compared to 2017 where Chinese, prefer not to answer, Black Caribbean, Black African, or Prefer Not to Say had much lower satisfaction ratings than other ethnicities.

**Graph E: 2018 On Programme Surveys by - Age, Gender and Disability**



**Graph F: 2018 On Programme Surveys by Ethnicity**

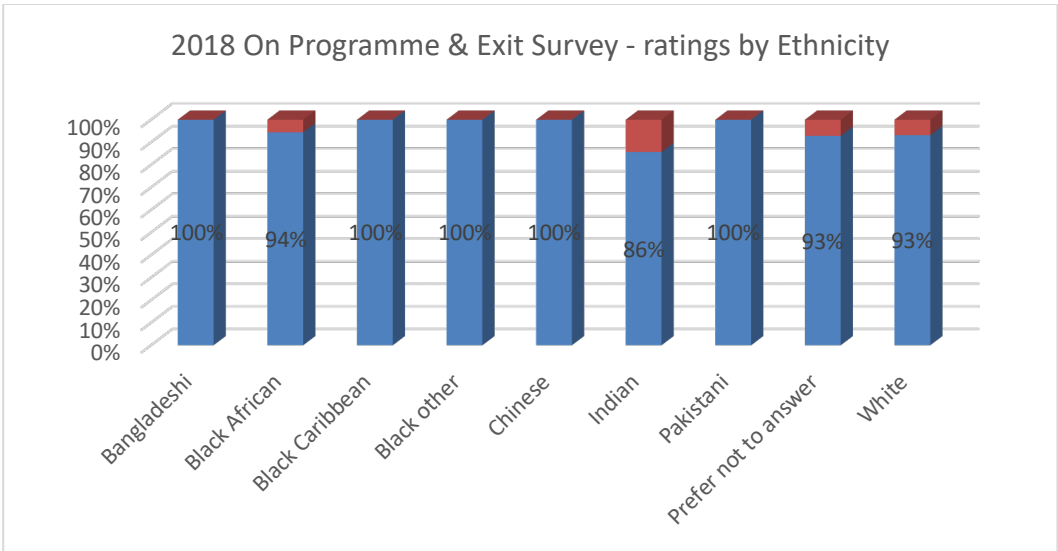


Table G below shows the On Programme/Exit Survey results by statement with respect to ethnicity. The results of the On Programme/Exit Survey show that there is no one ethnicity which is less satisfied than others for all aspects of their course and College.

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

	Bangladeshi	Black African	Black Caribbean	Black other	Chinese	Indian	Pakistani	Prefer not to answer	White
Is the quality of teaching, training and assessment on your course good?	100%	100%	100%	100%	100%	67%	100%	98%	94%
Do you know your predicted grades?	100%	83%	80%	100%	100%	100%	67%	91%	90%
Do you know the progress you are making towards your predicted grades?	100%	94%	100%	100%	100%	100%	67%	95%	89%
Do you take exams as part of your course?	81%	89%	80%	100%	50%	67%	67%	86%	70%
Do you feel well prepared for your exams?	93%	67%	100%	100%	100%	67%	67%	90%	77%
If you have already had an exam, were you satisfied with how it was conducted by the College?	87%	88%	80%	100%	100%	100%	33%	92%	82%
Do the College buildings and environment help to provide you with a good learning experience?	94%	94%	100%	100%	100%	100%	100%	85%	93%
Do you feel safe while at College?	94%	100%	100%	100%	100%	100%	100%	97%	98%
Does your tutor deliver activities/assignments/other content on Canvas?	94%	65%	60%	100%	100%	100%	75%	71%	85%
Has the College helped you to prepare for your next step in your education or employment?	94%	94%	80%	100%	100%	67%	100%	88%	86%
Overall are you happy with your course and your College?	100%	94%	100%	100%	100%	86%	100%	93%	93%



**Table H – I feel safe in College**

The College makes particular efforts to ensure all students feel safe. The data below shows that Bangladeshi students (16 students) feel less safe than other groups of students.

<b>Ethnicity</b>	<b>Agree</b>	<b>Disagree</b>
Bangladeshi	94%	6%
Black African	100%	0%
Black Caribbean	100%	0%
Black other	100%	0%
Chinese	100%	0%
Indian	100%	0%
Pakistani	100%	0%
Prefer not to answer	97%	3%
White	98%	2%

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

- 8. 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 2017/18 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 The College has previously used jobs boards such as ethnicjobboard.com to attract more BME applicants, although we are also spreading into areas such as LinkedIn as well as creating microsites and talent pools on AoC jobs in order to encourage as wide a range of applicants as possible.
- 8.2 The College has also made use of Facebook and Instagram in year to advertise roles to as wide an audience as possible.
- 8.4 The College continues with its links with publications such Living with Disability, running an advert as an inclusive employer. This option has been taken up annually for the last 3 years. 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.
- 8.5 The College continues to ensure that the process for application is not a barrier to receiving applications; offering support with completion of application forms to any applicant who contacts the staff when they are having difficulty. The HR team will be monitoring applications to appointment in relation to minority groups.
- 8.6 The HR team will be offering Unconscious Bias training in 2018/19 for staff in relation to the Student Experience, but also with regard to recruitment.

8.7 The College has a process for 'blind recruitment' in place; we have moved to an all application form format for receiving applicant details, away from CV's. This allows us to ensure that recruiting managers do not see any personal identifiable information during the shortlisting phase, reducing the risk of bias.

**Annex 1 – Staffing Data 2017/18**

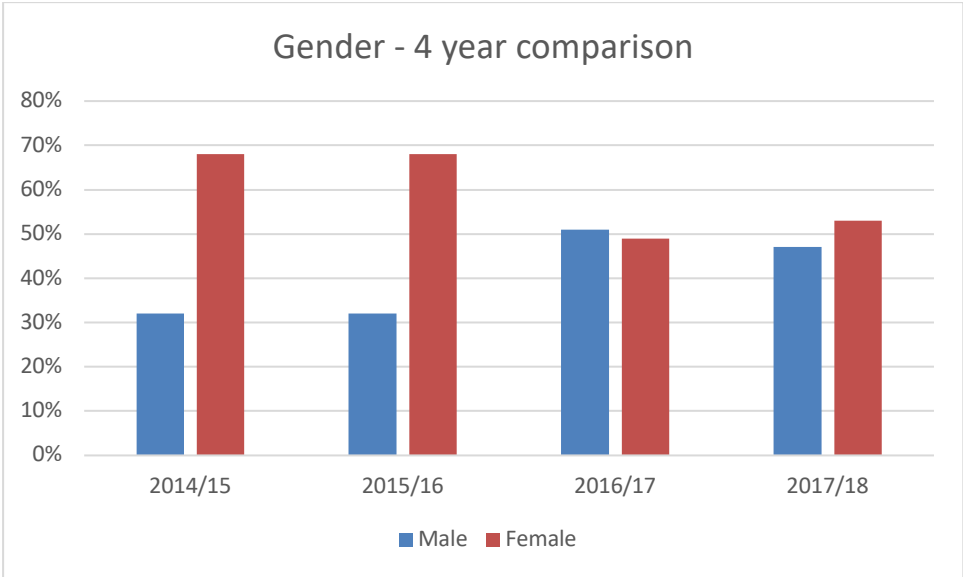
**1. Applicant Profile**

The following profile is a snapshot of the applicant information during the year, compared to applicant data in previous years. The data has not always been comparable across years as in some years there was the use of an online applicant process which captured very well the demographic data from applicants, and in other years this has been a manual process. Additionally, there have been changes in the application process and a move away from the use of CV's submitted by applicants as these do not always provide demographic information about all of our applicants.

We will be working on refining the data collection for this information across the coming year as well as looking at how we attract and recruit a more diverse workforce.

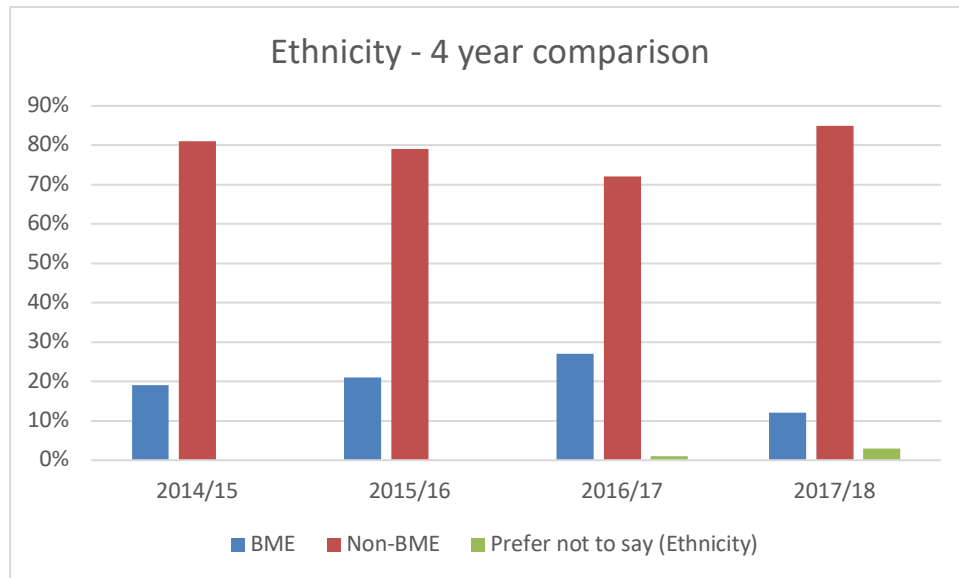
**1.1 Applicant Gender Profile**

The gender profile has certainly been varied over the last four years, with a real mixed picture on make female splits. More recently we have seen a slightly more female applicant base, but not as marked as in 14/15 and 15/16. The College offers a wider range of roles, however, based on starters, we still see some stereotypical separations – more males applying for and appointed to construction and engineering roles and more females in learning support.



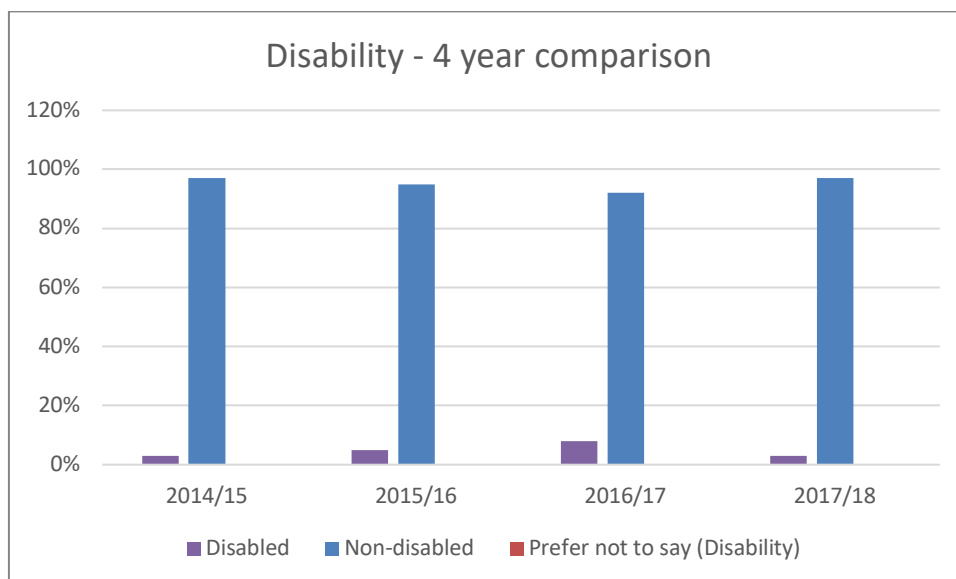
## 1.2 Applicant BME Profile

The graph below showed there was a steady increase in the number of applications received from BME groups up to 2016/17. In 2017/18 we saw a decline in this and fewer applications from non-white individuals. We have however seen a rise in applicants preferring not to state their ethnicity, and this is also true in new starters across the College.



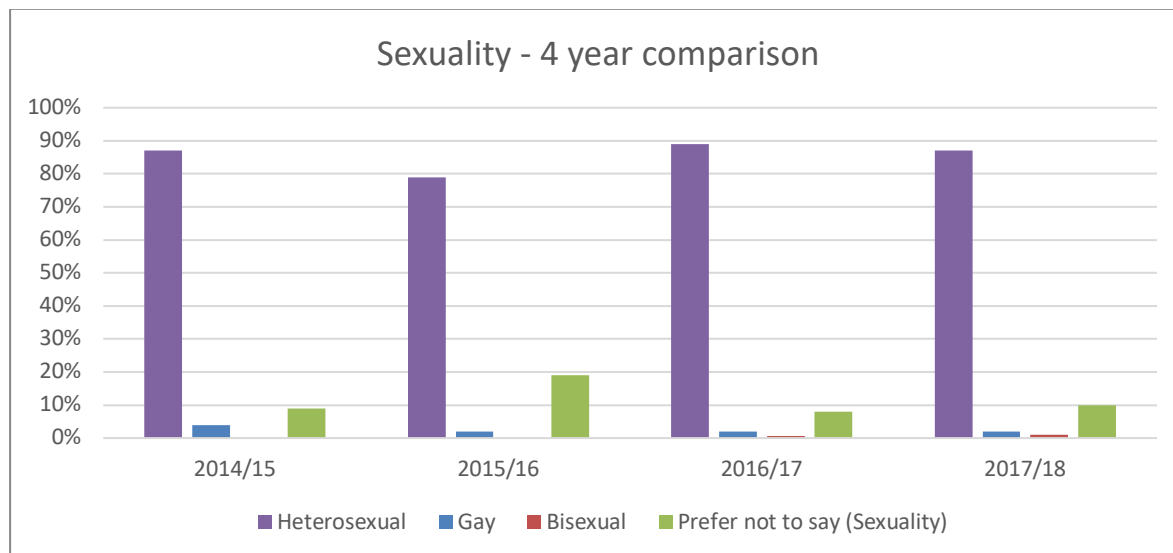
## 1.3 Applicant Disability Profile

Unfortunately, in 2017/18 we saw a decline in the number of applicants with a disability. We will need to review how we are supporting applicants with disabilities to apply for employment at Highbury and will review whether the advertising Living with Disability is effective enough.



## 1.4 Applicant Sexuality Profile

The profile of applicants' sexuality shows little movement over the last four years.



## 1.4 Overall attraction and retention

In 2018/19 we will review how we attract candidates to the College. We will be seeking new ways of 'searching' for applicants and making contacts through social media platforms. We will also be considering what local events we need to either create or attend in order to promote the College as a place to work to a wider audience than we are currently capturing.

## 1.6 Starters in 2017/18

With regard to new starters joining the College, we continued to recruit along the same patterns as existing staffing. We saw no additional significant activity regarding changes in ethnicity, age or disability. The College is part of the Disability Confident scheme and continues to advertise within Living with Disability.

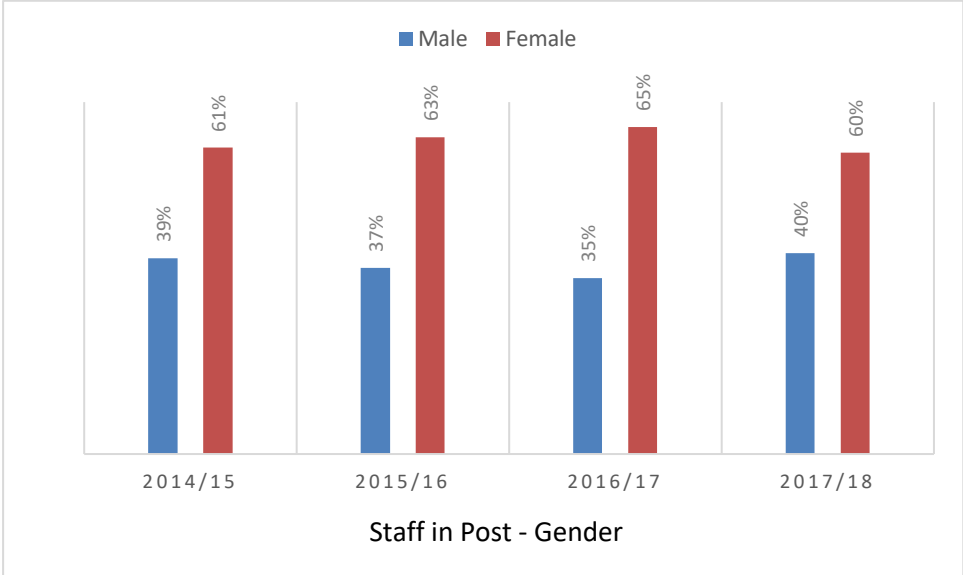
## 1.7 Leavers 2017/18

Our Leavers profile for 2017/18 showed that our leavers mirror the breakdown of existing staff in most areas – we did not lose staff from particular categories. Where this is difference is within the age ranges, where we saw a greater proportion of those aged over 60 leaving, than are represented in the workforce. This was not necessarily accounted for by retirements as a number of the leavers aged over 60 were end of fixed term contract or resignations. Age is an area we will continue to explore in relation to diversity across the coming year.

## 2. Staffing Profile

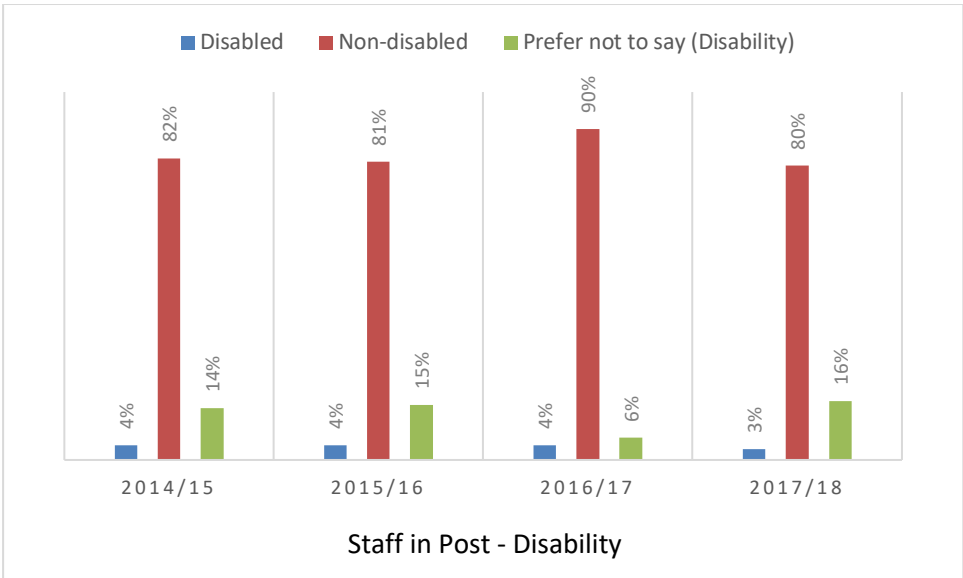
### 2.1 Gender Profile

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



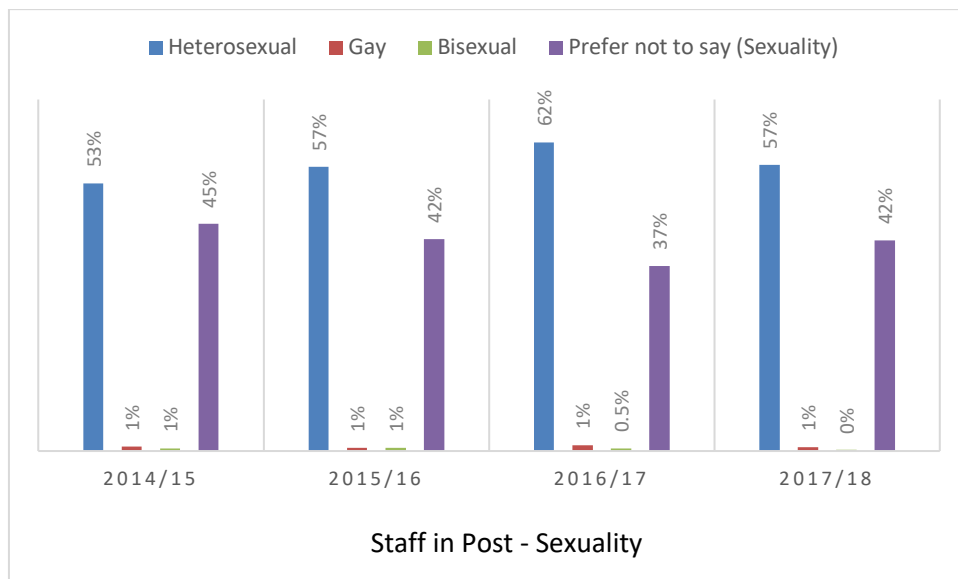
### 2.2 Disability Profile

The number of staff declaring a disability has dropped slightly to 3%. There has been a significant increase in the number of staff that prefer not to disclose their disability status, although this is comparable to previous years 2014/15 and 2015/16.



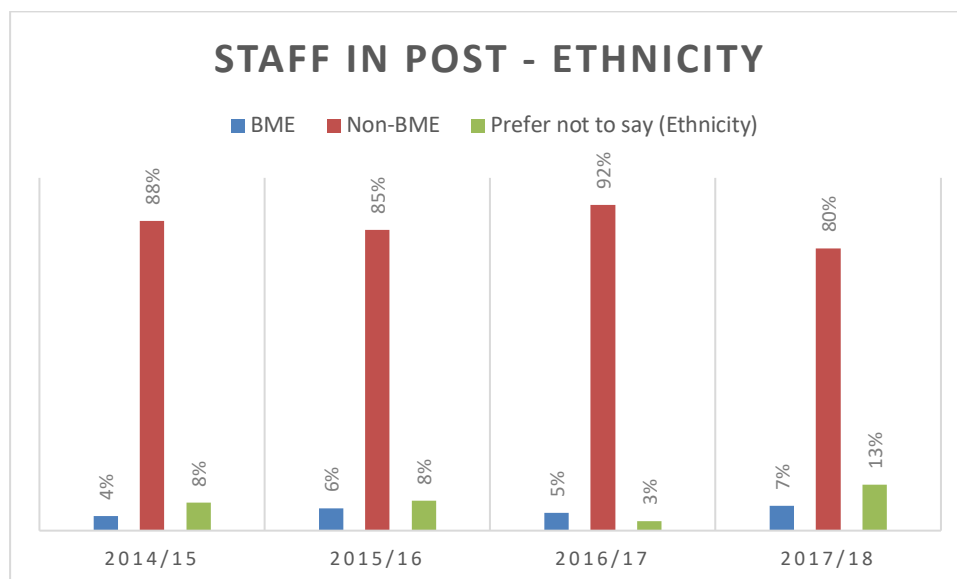
### 2.3 Sexuality

The profile of staff by sexuality has remained largely unchanged over the four-year period shown below.



### 2.4 BME Profile

The BME staff profile of the College increased to 7% in 2017/18. Unfortunately, the level of those not wishing to disclose has also risen in the last year.



## 2.5 Employment Relations Cases

Over the last two years there has been an increase in the number of cases being managed formally. The majority of these have been as a result in performance and grievances, however, we also saw in 2017/18 two cases related to discrimination on the bases of race and sexuality. These were dealt with fairly and robustly across the College.

2016/17	Total	2017/18	Total
Bullying / Harassment	1	Bullying / Harassment	1
Breach of contract	0	Breach of contract	1
Unsatisfactory Performance	1	Unsatisfactory Performance	5
Capability (Inc. Ill Health)	1	Capability (Inc. Ill Health)	2
Grievance	1	Grievance	6
Conduct - Safeguarding	1	Conduct - Safeguarding	1
Conduct - Racial	0	Conduct - Racial	1
Conduct - unprofessional behaviour	0	Conduct - unprofessional behaviour	1
Conduct - Homophobia	0	Conduct - Homophobia	1
General conduct	14	General conduct	12
Absence management	1	Absence management	2
Employment Tribunal	1	Employment Tribunal	1
<b>Total:</b>	<b>22</b>	<b>Total:</b>	<b>34</b>