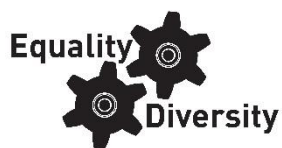


Annual Report 2016/17

Equality Diversity and Inclusion



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1. Introduction

North Warwickshire and South Leicestershire College is committed to promoting equality of opportunity for all students, staff and stakeholders within our areas of work and scope of influence. We aim to create a positive and inclusive ethos, with a shared commitment to the advancement of equality of opportunity, to challenging and eliminating stereotyping, prejudice and discrimination and by promoting and fostering good relations among all groups of people. We have developed our work in this area by actively listening to and gaining feedback from both students and staff.

The College has a strong ethos of Equality, Diversity and Inclusion and this is reflected both in our mission statement '**to achieve success through learning**' and our core values:

- Respect and Nurture
- Inspire and Aspire
- Agile and Responsive
- Honest and Accountable

The College is committed to its statutory duties as set out in the Equality Act 2010 and the Public Sector Equality Duty, commitment reflected in the updating of the College Equality Scheme in 2016. The Scheme sets out the Colleges' equality priorities for the period 2016-2019 and outlines how we will monitor our success in meeting them. It communicates our continuing commitment to equality and diversity and meets our legal duty to produce plans demonstrating how we will:

- eliminate discrimination.
- advance equality of opportunity.
- foster good relations.

This report provides evidence of the extensive work undertaken by the College in driving forward Equality, Diversity and Inclusion and integrating it fully into every aspect of college life in 2016/17. It sets out the progress made in achievement of our targets and our strengths and highlights areas where we still would like to improve.

2. The College Overview

The College is a General Further Education College serving the community across a large geographical area with sites in Nuneaton, Hinckley and South Wigston covering both North Warwickshire and South Leicestershire.

Each campus location is located within local populations who are predominantly White British. 92.3% of the population of Nuneaton and Bedworth are White British and Hinckley and Bosworth is even higher at 95%, similarly, the area of South Wigston population is 95% White British. The Black and Minority Ethnic (BAME) population of the college appears greater than that of the immediate surrounding areas with 27% students coming from BAME backgrounds. This indicates that the College attracts students from a wider geographical area than their immediate local populations and ensures a level of diversity that enriches college life. (Source 2011 Census)

Beyond the diversity created from different heritage/cultural backgrounds there is also a growing number of students who have specific educational needs and disabilities, of a complex nature. In 2016/17 there were 150 students with Education and Health Care Plans (EHCP) from across Leicestershire, Warwickshire and Leicester City and other areas. There is also an increasing but still small number of students who are declaring as transgender which has resulted in the development of a transgender policy.

The College recognizes that there are a number of areas of social deprivation within the localities it serves. Within the local populations there are populations which are classified as being in the top 10% of the most deprived areas of the country. These include six areas in the borough of Nuneaton and Bedworth and close to the South Wigston campus, the areas of Eyres Monsell and Braunstone.

The College recognizes that inequalities create barriers to accessing education and consequently seeks to promote equality of opportunity amongst protected characteristics and those from disadvantaged socioeconomic backgrounds. The facilities, environment and culture, promotes and re-enforces all aspects of equality, diversity and inclusion and encourages respect and tolerance.

Facilities and Services

Now operating over 4 sites the College aims to ensure that each site has comparable facilities, whilst recognizing that this is not always possible, given the distinct nature of each. Three of the sites are accessible and have lifts for use specifically for those staff and students with mobility difficulties. The Harrowbrook site has an area located above ground level which would not be accessible to students with severe mobility difficulties. However, it would be possible to locate most activities on the ground floor should it be necessary to do so.

To enhance facilities for students with special educational needs and disabilities (SEND) the Nuneaton site has benefited from a grant from Warwickshire County Council to develop a centre for SEND students who are 19 plus. The centre named the Lifeworks Centre was completed in the summer of 2017 and opened to students for this academic year. It contains a training flat to promote independent living, a café facility and a hygiene and therapies room to allow for the College to accommodate young people with more complex needs. An initial cohort of students was enrolled onto programme in September 2017 with numbers expected to grow over the next academic year.

Each site has accessible car parking. Car parking charges were introduced in 2016, and as a result of the impact assessment carried out at the time it was agreed blue badge holders should not pay for parking. In addition a waiting time (30 minutes) was introduced which does not attract a charge, this means that students and staff with children can drop off their children at the nursery, and taxi drivers dropping off or collecting students with disabilities can do so without additional cost.

There are accessible toilets at each site and as a result of consultation with transgender students there are now also non-gender specific toilets. At the South Wigston Campus there are individual toilets which have been highlighted by the Leicester Lesbian, Gay, Bisexual and Transgender Centre as an excellent facility for transgender students. Any future new builds should include individual toilets to ensure that this good practice continues.

Each site has a student centre with a youth worker who organizes a range of activities which promote inclusion and allow students to participate in events often themed around equality and diversity themes such as Black history, Diwali and anti-bullying. Activity is monitored and allows the enrichment team to plan future activity.

Each site has facilities for faith and contemplation. The Ofsted support and challenge visit of December 2016, highlighted the need for greater monitoring of these facilities and as a result, a swipe card system was introduced in order to be able to record and monitor usage. The faith and contemplation room at Harrowbrook is a facility which is shared with other functions and there is consideration being given to developing a more suitable alternative. It has however, been the subject of praise and thanks from users.

As a result of feedback from students at South Wigston the Quiet room introduced in 2016/17 has been replicated across all sites except Harrowbrook in this academic year.

Catering is sourced from an external provider and offers vegetarian and halal options as well as food for specific dietary requirements. The refectory in Nuneaton is also used as a central location for activities and events. Food and meals designed to enhance and reflect specific celebrations is provided by the refectory throughout the year. The current provider has now introduced payment by swipe card which means that students receiving bursary/free college meals are able to pay using their college cards rather than tokens which had previously been

identified as contributing to creating a stigma to those in receipt of assistance. Monitoring of spend and meal take up will be reviewed in light of this change.

The College has two nurseries based at Nuneaton and South Wigston which provide places for the children of both staff and students. The nurseries provide places for students who are in receipt of bursary support and seeks to ensure that they are able to access affordable childcare to allow them to study. Both nurseries have been graded as 'Good' by Ofsted.

3. Learning Resources including the Library

The library service on all sites is customer focused with a high proportion of enrolled students using this resource. Equipment such as laptops, iPads, still cameras, video cameras, lighting sets and digital recorders as well as traditional books are available to loan. The diversity of equipment and provision enables people with different learning styles to enhance their learning experience.

Resources and services are accessible to users of various needs and levels. The library staff team includes a number of qualified teachers which further ensures equality and diversity is embedded in learning. The libraries promote books and resources relating to different celebrations and festivals e.g. female authors around the time of International Women's Day.

The library has introduced a range of measures designed to support disadvantaged students. At the South Wigston Campus all students without a computer at home can borrow one. At other sites students in receipt of a bursary can borrow a laptop. The bursary funds allowed for the purchase of an additional 20 laptops at the end of 2015/16 some of which were placed at Hinckley and Harrowbrook in order to create access at all campuses.

Students with learning difficulties and disabilities are able to access specific resources. Books and laptops are available on extended loans; students can also borrow ClaroReads which read aloud text from computers. The library has worked with the Learning Support team to develop processes to enable students with dyslexia to have longer term loans on laptops, particularly if this is their normal way of working.

Keyboards with large keys are provided for people with vision problems and there is a desk at South Wigston that can be adjusted to different heights for wheelchair users. Additional software to support students with dyslexia has been identified as required but funds have not allowed for its purchase to date. Updating software will be a priority for 2017/18 as well as identifying any additional resources which would improve the experience for dyslexic students such as exam pens.

All campuses support Reading Ahead (formerly the 6 Book Challenge) and the Design a Book Cover competition to enrich the students' experience at college. Information is provided in different media – books, journals, e-books, DVDs and CDs – and at different levels to meet the needs of the users. Displays are put up in the library and in the area outside; these encourage students to use resources and where possible contain information relevant to Equality, Diversity and Inclusion.

Implementation

4. Leadership and Management

The leadership of Equality, Diversity and Inclusion (EDI) across the College continues to be good with clear strategic direction and steer from the Corporation, Senior Management and from the Equality and Diversity Task Group.

The College Lead for Equality and Diversity is the Deputy Principal. There is also a designated Link Governor, and staffing, systems and processes to support the delivery and embedding of Equality, Diversity and Inclusion initiatives in curriculum and service areas. The Group Director of Student Experience has overall responsibility and specialist knowledge for coordinating our work in this area and meets with the Link Governor on a regular basis to discuss progress and matters relating to EDI.

Since 2015/16 a cross college task group has been established to plan, monitor and review the progress of Equality and Diversity objectives and to support the dissemination of good practice across the College. The group is chaired by either the Deputy Principal or the Group Director of Student Experience. The group has led on the development of equality targets for the year and the monitoring throughout the year of progress towards those targets. In 2016/17 the group re-assessed its remit and ensured representation across the College from senior staff. This has meant that the monitoring of targets has improved and as a result the achievement of targets has been more successful than previously as those who attend are accountable for the targets being achieved.

The group looks at monitoring around the protected characteristics but has limited data on some of these as they are not requested on the ILR. Two areas specifically were felt important those of religion and faith and sexual orientation. Whilst enrolment would be an ideal opportunity to do this it is difficult to implement and there are concerns about 'outing' students in front of their parents. The end of year survey provided an opportunity to examine the student population in more detail and although only a sample rather than all students it provides some sense of these two areas mentioned.

The Group Director of Student Experience has worked closely with the Head of Human Resources and the Vice Principal Quality in order to ensure compliance with legislation for both staff and students and to ensure that sufficient resource is dedicated to this area of work, for example in staff development and training.

The College is a 'positive about disabled people' employer and will ensure that prospective employees who have a disability and meet the requirements for the post are offered an interview.

5. Vulnerable Groups

Since the Ofsted support and challenge visit of 2016, the College has sought to regularly monitor the progress of specific groups of vulnerable students; these include Looked after Children, Care Leavers, students with Educational Health Care Plans (EHCP) and students who are subject to serious safeguarding concerns. This has resulted in some improvement in achievement for those groups which is detailed below.

The College operates a range of services across all sites which aim to support vulnerable students. These include the College bursary which provides free meals, support for transport, childcare and weekly cash payments as well as others such as counselling and mentoring and breakfast club.

6. Looked After Children & Care Leavers

The College strives to achieve high standards in the work carried out with Looked after Children and Care Leavers. We work with local authorities through virtual schools to monitor progress on programme and ensure progression.

In 2016/17 Looked after Children achieved at 84.8% which is 4% better than the college achievement rate for 16-18 and 0.01% lower than the overall college achievement rate of 84.9%. This represents a 5.9% increase on the achievement for the previous year and demonstrates the effectiveness of the work being carried out by the team.

Achievement for Care Leavers was also up by 2.9% to 72% but is significantly lower than that of the general 19+ cohort at 88.6%. The pastoral support being carried out with these students is challenging as in many cases the College is the only form of support that these young people have. A plan to increase the support resource in this area is being developed.

7. Free College Meals and Bursaries

246 students received free college meals. For these students there was an overall achievement rate of 78.7% which is 2.1% lower than the college achievement rate of 80.8% for 16-18 year olds. All students in receipt of free college meals are 16-18. There is however a concern over the retention of those in receipt of free college meals which has dropped since last year 2015/16 by 5.7%. The cohort are too large to be monitored in the same way as Looked After Children so plans are underway to ensure that Learning and Skills Managers are aware of those in receipt of free college meals in their area. The Equality Task Group will monitor progress when they meet.

8. Bursaries

Bursaries are designed to support those students who meet the criteria for income and who attend college. During 2016/17, bursary payments were awarded to 590 students. Overall attendance for those students who were in receipt of a College bursary was lower than that of other students 83.49% (84.07% for 16-18 year olds, 82.90% for 19+), compared to 86.4% across the whole College.

9. Breakfast Club

Breakfast Club is provided free of charge to students and can be in addition to free college meals. During 2016/17, a Breakfast Club facility was offered at all campus locations, with Harrowbrook Campus being available on a referral basis. Breakfast Club facilities at South Wigston Campus operated until December 2016, then ceased due to staffing constraints. Breakfast Club facilities will operate daily at all campus locations from September 2017.

During 2016/17, 126 students accessed Breakfast Club, making a total of 718 visits. Although compared to 2015/16, the number of students accessing Breakfast Club declined by 14%, the number of visits to the provision increased by 4%.

Venue	No. of Students	Attendance	Achievement
Nuneaton	42	78%	84%
Hinckley	58	90%	86%
South Wigston	26	90%	88%

Provision at Nuneaton Campus was moved from Glebe House into the Student Centre as it was felt that it was more discrete than locating it in a bespoke venue. Although this has led to an increase in the number of 14-16 students accessing the provision, attendance for 16-18 years and 19+ did reduce following the move. Achievement for those using Breakfast Club is at least as good as the overall college achievement rate and at Hinckley and South Wigston is higher.

10. Chaplaincy

During the last academic year, the Chaplaincy has sought to consolidate provision and increase the representation of chaplains across the college and to this end there is now a team of 4; 1 full time chaplain, 2 part time volunteers and 1 part-time placement student. This has been supplemented by a fixed-term placement lasting 111 hours throughout the summer term. There is also 'friends of the Chaplaincy' who represent various faiths from within the college community and these are people who can be called upon for support and advice when required. Chaplaincy support is offered 4 days a week at NWSLC (Wednesdays are a 'MAT' day) and strives to be at all campuses at regular days throughout the week.

The breakdown of activities is as follows:

General data breakdown

Enrichment		Drop-Ins	260
Term 1: Autumn	579	Specific pastoral support	85 sessions (47 hours of support)
Term 2: Spring	761	Tutorials total	227 (20 tutorials)
Term 3: Summer	249	Faith in the workplace	41 (4 tutorials)
		OCC (Shoeboxes)	89 (7 tutorials)
		Conflict Resolution	65 (5 tutorials)
		Youth Work	7 (1 tutorial)
		Ethics and morality	10 (1 tutorial)
		Stop the Traffik	8 (1 tutorial)
		Mental Health	7 (1 tutorial)
		(SG Referrals)	14
		Mediations	12
		Breathe Space x 2	Approx. 50 (20 staff)
Total festivals and events:	1589	Total Numbers:	2191

Enrichment and faith-based activities

Freshers	33	Epiphany	82
Eid ul Adha	26	Makar Sankranti	71
Autumn Equinox	36	Pay It Forward	77
Feast of Angels	57	Chinese New Year	159
Navaratri	19	Tu B'Shevat	61
Sukkot	12	St. Valentine's Day	5
Diwali	37	Fairtrade Fortnight	27
All Souls	(46 names) 8 for services	Purim	74
Reconciliation Week	22	Holi	9
Act of Remembrance	Over 100	Spring Equinox	66
Remembrance Sunday	2	Comic Relief / DEC	13
Interfaith Week	62	Ugadi	33
Advent	32	Lent	25
Bodhi Day	28	Easter	59
Christmas Hampers	(34 given)	Beltane	73
Carol Service	35	Easter Hampers	(25 given)
		Wesak	104
Act of remembrance for Ian Kemp	(approx. 200)	Breath Event	30 (approx.)
		Ramadan	42
OCC Shoeboxes	70		
Total participation:	1589		

The impact of these informal activities varies, and more thorough reports for each festival are available, but there are notable examples that stand out from the work:

Eid ul Adha – an important Islamic festival that recognizes the role that sacrifice plays in our lives. Alongside learning about the story of Ibrahim, students were invited to reflect on what they would give up for a friend. Some light hearted answers were given; my lunch, a polo, a PS4. However, some deeper reflections took place. For example, one student reflected on how someone had been a donor for them and how they would love the opportunity to be a donor for someone else. Another student focused on the sacrifice of the armed forces and what that means for them today. Such reflections are aided through a spiritual worldview that allows for a specific point of reflection which may not be garnered elsewhere.

Interfaith Week – this is an important week to reflect on the role that faiths play in society. In particular, this was an opportunity to learn more about the various world religions that are represented locally and in college. Students took part in mehndi designs resulting in one student volunteering their time to do mehndi for other students. This student in particular became a close friend of the Chaplaincy throughout the remainder of the year. Sadly, towards the end of the year her mother passed away, but the relationship that had been established allowed the Chaplaincy to offer support and give her access to the prayer and contemplation room.

Remembrance Service – In 2016/17 the Chaplaincy worked alongside Carl Pickering (Public Services tutor) to facilitate an Act of Remembrance at South Wigston. This was an opportunity for members of the college community to pause and reflect on Armistice Day. Over 100 people attended this service which included a poppy drop, 2 minutes silence and laying of wreathes. In this academic year a similar event will be run across the Hinckley and Nuneaton campuses.

Christmas

As part of the service to the college community, the Chaplaincy facilitated a number of activities around the Christmas theme. This included a carol service on the South Wigston campus in partnership with the local URC church. 25 attended this service. The Chaplaincy facilitated the annual Christmas Hamper collection in aid of students within the college community who we were aware were in particular need at Christmas. This resulted in **34** hampers being delivered to students across the 4 campuses.

The Chaplaincy organised this year's Operation Christmas Child shoe box appeal. This culminated with 70 shoeboxes being donated and 89 students being contacted across 8 tutorials to promote the activity.

Easter

Alongside the usual enrichment activities, we decided to extend our Hamper provision to include the Easter holiday which meant that we were able to support 25 students with food hampers. These hampers were supported by the local food bank (Nuneaton). We will look to repeat this again in the next academic year.

11. Special Educational Needs and Disabilities (SEND)

Throughout 2016/17, the College has continued to develop work around the implementation of Education, Health and Social Care Plans in order to comply with the Children and Families Act 2014. This has included the development of the 'Lifeworks' provision, work with partner specialist schools such as Oakwood in Nuneaton and Sketchley and Dorothy Goodman in Hinckley. This has meant that students from these schools are accessing vocational provision within the college whilst still obtaining specialist support from the school.

In South Wigston the Learning Support team have been working with Leicestershire County Council Autism Outreach in order to manage transitions for students who have autism and have been unable to access school. The College has developed a particular strength in its' work with students who have autism and have a number of students who have progressed from level 1 to level 3 in IT/Games Design. Learning Support staff and tutors work together to enable students to progress, although there is more work to do to ensure pathways to employment beyond level 3.

Additional Learning support is provided at all sites dependent upon needs assessment. Students are identified during the application process and support is then agreed and provided if required. 223 students received classroom support for a variety of needs. 95 students were confirmed as those who received element 3 top up funding from the local authority, although 150 had EHCPs. In 2016/17 students with EHCPs achieved at a rate of 84.7% which was just 0.2% below the overall achievement rate for the College.

Students identify needs throughout the application process and early identification is important to enable staff to develop appropriate support packages. The most common need identified is dyslexia. 6% of college based students indicated dyslexia on their application although this is sometimes not the result of a formal diagnosis. 9% of 16-18 enrolments identify as having dyslexia which is just below the expectation within the sector of 10%.

In 2016/17 a plan to improve the achievement rates for dyslexic learners was implemented. This followed a number of years where learners with dyslexia achieved below the rate of those who did not. Key to this was working with the maths and English department to identify improved delivery strategies to students with dyslexia.

In addition the assessment team ensured that learners were identified early in order to process requests for exam concessions. This resulted in a 31% increase in those students in receipt of exam concessions and early assessment meant that students were able to develop their exam concession as their normal way of working.

12. Learning, Teaching and Assessment

The experience that students have through the process of learning, teaching and assessment is seen by the College as having a significant impact upon not only developing their perceptions of concepts such as equality and diversity but also upon their effectiveness within the workplace and when contributing to wider society. Demonstrating an understanding of Equality, Diversity and Inclusion (EDI) is embedded throughout the quality assurance process. Teachers are given feedback through the observation process not only on how effectively they integrated EDI into schemes of work and lesson plans but also how they deal with spontaneous opportunities that arise through lessons. The Quality Team monitor the embedding of EDI through the observation process. In 2015/16 they reported that around 11% of those staff observed have EDI as a strength within their observation. In 2016/17 it was seen in 27% of lessons as a strength.

The EDI calendar of events and diaries were circulated to staff prior to the start of term (2016/17) in order inform schemes of work and lesson planning. The enrichment team seek to support the work by running activities that teaching staff can access. Progress Coaches delivered a consistent weekly tutorial which was designed to incorporate and support EDI. (As a result end of year survey)

13. Student Engagement

Student engagement with EDI is a continuing feature of our work and allows for students to develop and inform our work in this area.

The extensive range of activities provided by the Student Experience team across the sites supports the engagement of students and actively promotes equality, respect and a sense active citizenship through a variety of activities amongst students and staff and the local community. These have included:

- Black History Month celebrations involving music, dance and food
- Diwali Celebrations
- Domestic abuse
- Reconciliation/Remembrance ceremonies involving students and staff and veterans
- Anti- Bullying Week
- LGBT – involving awareness raising activities
- Going to Extremes (a theatre workshop exploring radicalisation)
- Solutions not slides (a workshop exploring the Israeli/ Arab conflict)
- British Values throughout the year including a values wall and a mock election in June 2016
- Mental Health Awareness (Lisa's Land mental health show)
- Homelessness

In 2016/17, event participation slightly declined by 5% whilst participation in trips and enrichment activities increased by 9% on the previous year. The participation of females increased by 9% against a target of 5%. This was due to a wide ranging programme rather than targeted female only sessions. 16-18 year olds make up 80.5% of the participation rates with 18% of participants coming from BAME backgrounds.

Students are involved in the decision making processes of the College through being Student Governors, involvement in the Student Union, Student Parliament and through participating in student voice activities. Student feedback has enabled the College to identify and address areas where students felt that barriers to participation existed. Students contributed to the development of the mental health strategy through the Student Parliament. Students felt strongly that a 'Peer Mentoring' programme should be introduced and this has been implemented in this (2017/18) academic year.

14. Transgender Students

Like many colleges there are an increasing number of students who are reporting as undertaking gender reassignment or feel unhappy with their birth gender. In May 2016 the Director Student Experience and Chris Nixon Student Experience Manager met with representatives from the Leicester LGBT Centre to discuss how we work with students going through transition. Following this meeting the Equality Task force has been working to establish a policy to ensure that transgender students are able to participate fully in college life without discrimination.

15. Equality Data and Information

Equality Information – Students

16. The student population of the College

The data contained within this section of the report is based on a total of 11,888 enrolments for North Warwickshire and South Leicestershire College in 2016/17 and is presented as Classroom based performance data and Work based performance data (excluding school links).

The data has been derived from college management Information reports 2016/17. Benchmarking data has been obtained from the QAR (Qualification Achievement Rate) reports published by the Skills Funding Agency.

Achievement rates have improved on 15/16 with an overall achievement rate of 84.9% an increase of 1.4%.

The student population is comprised as follows:

- 52% are female /48% male. Males are performing slightly better than females in both 16-18 and 19+ cohorts.
- 78.6% of students have no learning difficulty/ 21.4% indicate a learning difficulty or disability.
- The achievement rates of students with dyslexia has improved in both 16-18 and 19+ cohorts.
- The achievement rates of students with mental health difficulties is below that of both 16-18 and 19+ cohorts.
- 73% of all students identify as English, Welsh/Scottish /Northern Irish. The next largest group is Indian students who make up 5% of the student population, with African students the next largest at 2.9%.

The sample obtained from the end of year student questionnaire indicated the following additional information not obtained via the ILR.

- 3% of students have or plan to change gender
- 76.8% of students are heterosexual
- 3.3% are Lesbian or Gay
- 6% are bisexual
- 66% would class themselves as not having a religion
- 14.5% are Christian
- 1.3% are Buddhist
- 2.3% are Hindus
- 1% are Jewish
- 3% are Muslim
- 1% are Sikh
- 9.6% prefer not to answer or other

End Year	Achievement %		Achievement Gap
	16-18	19+	
2014/15	76.7 %	89.8%	13.1%
2015/16	77.9 %	88.0%	10.1%
2016/17	80.8%	88.6%	7.8%

Table 1 Comparison of 16-18 achievement compared to 19+ students

16 - 18 Students Summary

Achievement rates (2016-17) for 16-18 year olds improved on the previous year (2015-16) and the performance gap has reduced but they remain lower than 19+ students overall. This may be largely due to 16-18 year olds being required to continue to undertake English and mathematics as part of the study programme. Females continue to not achieve as well as males and needs further investigation as although the gap has narrowed this has now been the case for three years.

Gender 16-18

End Year	Achievement 16-18 in %		Achievement Gap %
	Female	Male	
2014/15	76.5 %	76.7%	0.2%
2015/16	76.8 %	78.6%	1.8%
2016/17	80.4%	81.0%	0.6%

Table 2 Gender achievement comparison

Male enrolments out number female and account for 59% of the total. The achievement gap between males and females in this age group has narrowed in the last year returning to a small gap after an increase last year which was 1.8% due to issues within a specific curriculum area.

SEND 16-18

- Students with autism spectrum disorder achieved at a rate of 89.4% which is 8.6% above the rate for all 16-18 year olds.
- Students with dyscalculia achieved at a rate of 51.9% which is 28.9% below the rate for all 16-18 year olds.
- Students with dyslexia achieved at a rate of 81.9% which is 1.1% above the rate for all 16-18 year olds.
- Students with a mental health difficulty achieved at a rate of 65.9% which is 14.9% below the rate for 16-18 year olds.
- Students with moderate learning difficulties achieved at a rate of 80.8% which is the same as all 16-18 year olds.

Ethnicity 16-18

The achievement rate (2016/17) for English/ Welsh/ Scottish/ Northern Irish/ British was 80.5%. Most other ethnicities achieved at a higher level with the exception of: African 75.8%, Any Other Ethnic Group 70.6%, Caribbean 71.4%, Chinese 57.1%, Irish 55.6%, White and Asian 75%, White and Black African 66.7%. Of these groups the largest number of enrolments is from African students.

19 + Students Summary

Achievement rates for adult students have improved by 0.6% since 2015-16, although retention has slightly reduced by 0.8%. There is a small achievement gap between males and females which will need further investigation. SEND students within this cohort have not achieved as well as those in the 16-18 cohort and there are some specific performance gaps that will need further consideration.

Gender 19+

End Year	Achievement 16-18 in %		Achievement Gap %
	Female	Male	
2014/15	90.6%	88.4%	2.2%
2015/16	87.9%	87.7%	0.2%
2016/17	88.2%	89.4%	1.2%

Table 3 Gender achievement comparison

Females are 61% of the total population of the 19+ cohort. The College set out to reduce the achievement gap that existed previously with 19+ males performing less well than females. This now seems to have reversed and although the gap is small it is worth further investigation.

SEND

- Students with autism spectrum disorder achieved at a rate of 73.7% which is 14.9% below the rate for all 19+.
- Students with dyscalculia achieved at a rate of 90.9% which is 2.3% above the rate for all 19+.
- Students with dyslexia achieved at a rate of 87.7% which is 0.9% below the rate for all 19+.
- Students with a mental health difficulty achieved at a rate of 82.9% which is 5.7% below the rate for 19+.
- Students with moderate learning difficulties achieved at a rate of 80.0% which is 8.6% below the rate for all 19+.

Ethnicity

The achievement rate for English/ Welsh/ Scottish/ Northern Irish/ British was 88.5.% (2016-17). Most other ethnicities achieved at a higher rate with the exception of:

African 85.6%, Any Other Asian Background 86.6%,Any Other Black /African 81.6%, Arab 75.0%, Chinese 87.5%, Gypsy or Irish Traveller,81.8%, Pakistani 82.6%, White Asian 87.9%, White and Black African 86.4%, White and Black Caribbean 84.8%.

Whilst some of these achievement gaps are small, some represent a significant number of enrolments such as African, any other Asian background and require further investigation.

17. Apprenticeships

Overall apprenticeship achievement was 72.3% (2016/17). There is an achievement gap between males and females with females achieving 5.2% higher than males. 16-18 year olds achieve at a higher rate than the 19+ cohort. There is a decline in those achieving at intermediate level in the 19-23 cohort. Those apprentices who are 24+ do not achieve as well as other cohorts, although achievements have increased this year. There are small numbers of apprentices coming from BAME backgrounds and so although there are may be some concern that Indian students do not achieve as well as other students, the issue here is how few apprentices come from BAME backgrounds. It is around 5% of enrolments which is in line with the local population, it is not reflecting the diversity in classroom based learning. This will need to be reviewed by the Equality taskforce and a target established.

It has been recognized that changes to the apprentice sign up process and staffing may have inadvertently meant that learning support needs are not always identified. This calls into question whether or not impact assessments are being conducted when changes to processes are being considered as it can indirectly impact upon groups of staff or learners.

28.4% of 16-18 enrolments (2016/17) declare a disability or learning difficulty. The largest group being those with dyslexia who attained 100% achievement. 28.4% of the 19-23 enrolments declare a disability or learning difficulty with the largest group being those with moderate learning difficulties who attained 100% achievement. 30.8% of the 23+ cohort declare a disability or learning difficulty and the numbers are small for each category. Within each age cohort, achievement rates for those apprentices who declare a mental health difficulty is below the overall cohort rate, 16-18 66.7%,-(10.2%) 19-23 50%, (-21.9%) and 24+, 50% (-17.5%). The College is looking to improve support to these students through accessing the Remploy support packages and through staff training.

Overall Achievement Rate	2014/15	2015/16	2016/17
Female	73.3 %	70.6 %	74.6%
Male	74.5%	75.1%	69.4%
Performance Gap	1.2%	5.5%	5.2%

Table 4 Gender achievement comparison

Overall Achievement Rate	2014/15	2015/16	2016/17
16-18	73.1%	75.4%	76.9%
19-23	75.0 %	79.4%	71.9%
24+	74.1 %	58.3%	67.5%

Table 5 Age achievement comparison

Age and Level	2014/15	2015/16	2016/17
16-18	73.1%	75.4%	76.9%
Intermediate	71.3%	73.1%	77.9%
Advanced	78.0%	80.2%	73.3%
Higher	50%	100%	100%
19-23	75.0%	79.4%	71.9%
Intermediate	74.8%	76.6%	70.2%
Advanced	76.0%	85.3%	76.3%
Higher		42.9%	
24+	74.1%	58.3%	67.5%
Intermediate	77.3%	58.1%	63.7%
Advanced	71.3%	65.8%	
Higher level 4	100%		
Higher level 5	50%	68.2%	

Table 6 Age and Level achievement

Overall Achievement Rate	16-18	19-23	24+
African	N/A	N/A	66.7%
Any other Asian Background	N/A	100%	80.0%
Any other Black/African/Caribbean Background	N/A	100%	N/A
Any other ethnic group	N/A	100%	N/A
Any Other White Background	N/A	86.7%	100%
Arab	N/A	N/A	100%
Bangladeshi	N/A	33.7%	N/A
Caribbean	N/A	100%	N/A
Chinese	N/A	N/A	N/A
English / Welsh / Scottish / Northern Irish / British *	73.5%	72.4%	67.7%
Indian	57.1%	57.1%	69.2%
Irish	100%	N/A	33.3%
Not Provided	N/A	N/A	N/A
Pakistani	N/A	50%	N/A
White and Asian	N/A	100%	N/A
White and Black African	N/A	N/A	N/A
White and Black Caribbean	100%	100%	N/A
Overall achievement rate for age	76.9%	71.9%	67.5%

Table 7 Age and Ethnicity achievement

Equality Information Staff

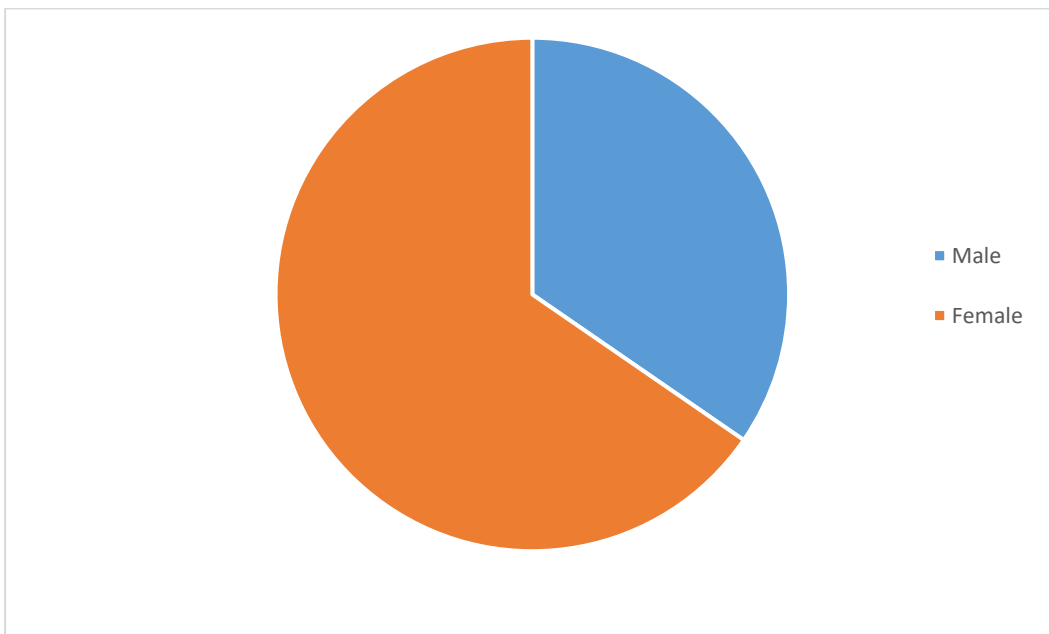
The College continues to ensure that the workforce is diverse and has had a measure of success across a number of aspects. Workforce data is used to determine whether or not the College is indirectly discriminating in practices and to show how reflective we are of the students we serve. The FE sector comparison figures are taken from the FE Workforce Data for England 2016/17. The staff headcount at the time of the data capture is 602.

The table below shows the combined workforce of the merged college which shows the following:

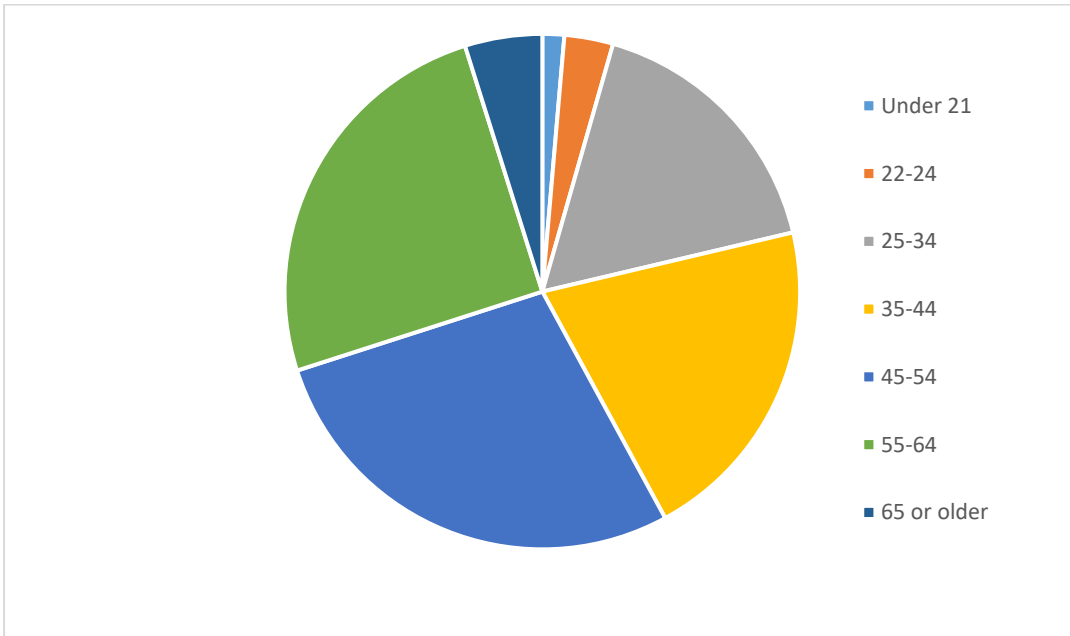
- 65% of staff are female. 5% higher than the sector which is 60%.
- 21% of staff are under 34 years old with 49% of staff between 34 and 54, and 30% over 55. The FE Workforce Data shows the median age of staff to be 45 again indicating that the College is in line with the sector.
- 7% of staff confirm that they have a disability with 27% choosing not to answer. This again is similar to the sector average.
- 80% would describe themselves as White British which whilst reflecting the local geographical areas does not reflect the student population. This is higher than the sector average for England which is 84%

The Equality information gathered is incomplete and in order to ensure that the College is able to continue to promote equality we need to collect the information which is currently missing around sexual orientation and religion. Whilst staff may be reluctant to provide this information or consider it to be personal we need to be able to persuade them of the value of understanding the workforce makeup in this level of detail, an email to all staff was sent in October 2017 asking the workforce to update the Equal Opportunities information. A report will be run in December to assess impact.

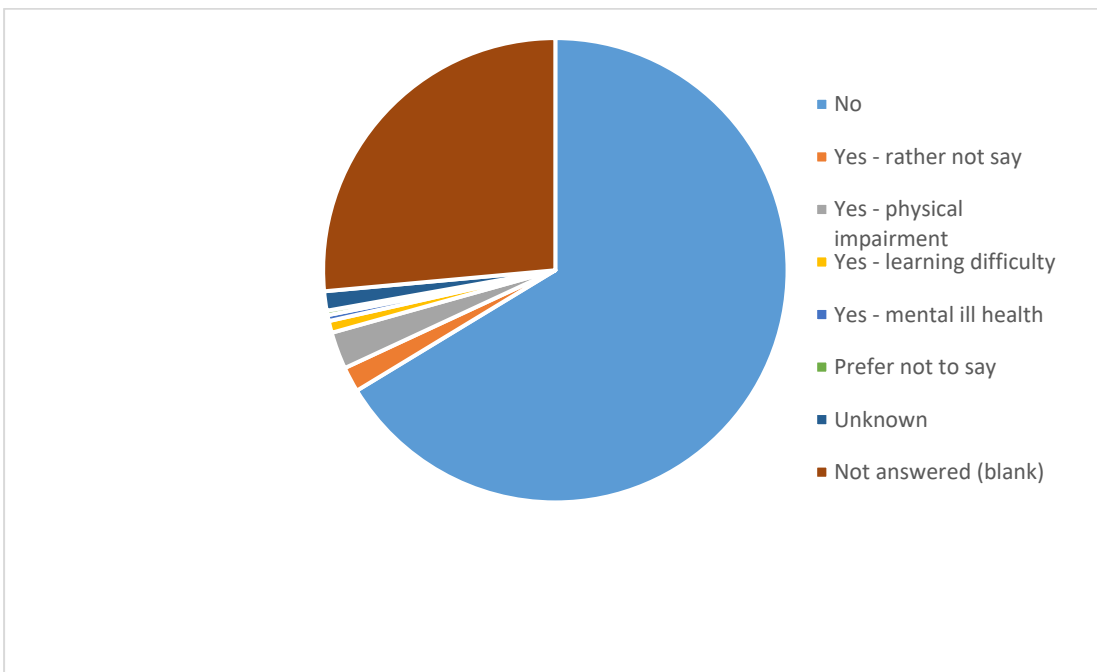
Staff Gender Profile



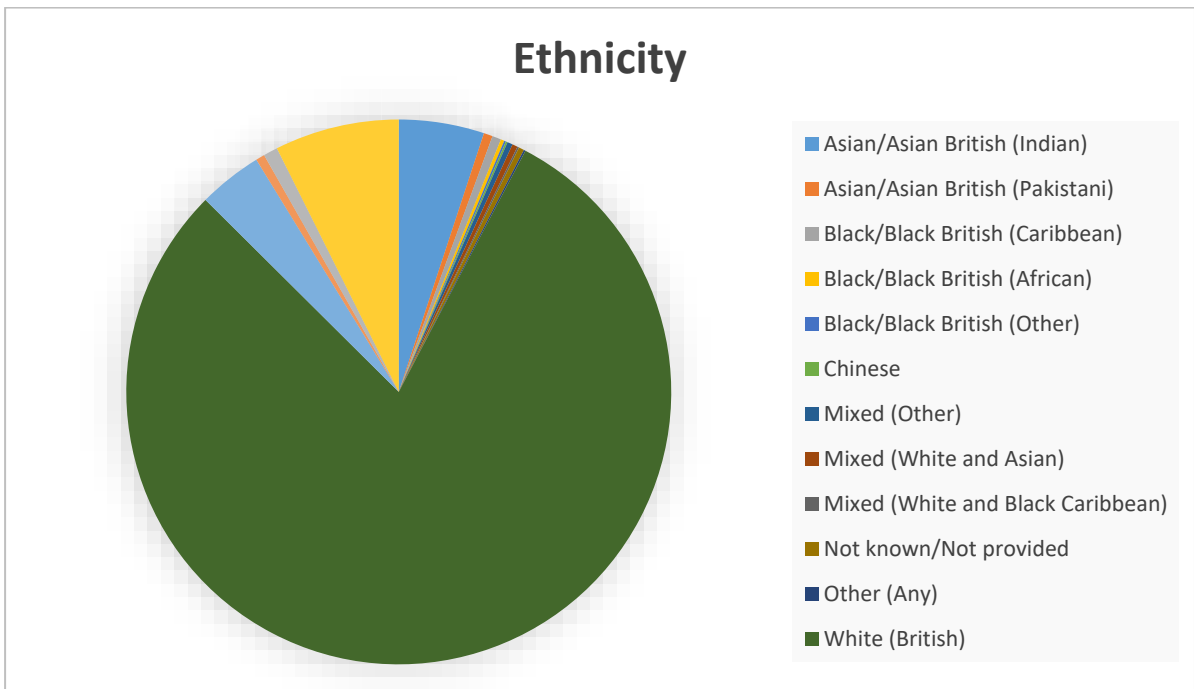
Staff Age Profile



Staff Disability profile



Staff Ethnicity profile



Recruitment and Selection

The table below is the headline recruitment data for North Warwickshire & South Leicestershire College. It indicates that White British applicants are still more likely to be selected than other ethnicities, although the percentage of applicants from a White British background in both colleges is below that of the immediate geographical population. Applicants with disabilities are being selected for interview (probably due to the interview guarantee) and are able to secure positions. More females applied for posts than males and are more successful in their applications. Further analysis of the data was requested as part of the previous year's equality report, however changes in the HR department have meant that this has not been possible.

Application by ethnicity	Applied	%	Shortlisted	%	Successful	%
English/Welsh/Scottish/Northern Irish/British	770	66	289	77	80	80
Caribbean	15	1	9	2.4	2	2
Pakistani	30	2	10	2.6	1	1
African	48	4	15	4	2	2
Indian	108	10	27	7	9	9
Any Other White Background	47	4	3	0.8	0	0
Any Other Asian Background	18	2	3	0.8	0	0
Bangladeshi	3	0.2	0	0	0	0
Arab	16	1	0	0	0	0
White and Black Caribbean	13	1	7	2	2	2
Chinese	3	0.2	0	0	0	0
Any Other Ethnic Group	2	0.2	0	0	0	0
Irish	5	0.4	0	0	0	0
White and Asian	8	0.7	4	1	1	1
Blanks	87	7.3	9	2.4	4	4
	1173		376		101	

Application by Disability	Applied	%	Shortlisted	%	Successful	%
Yes	59	5	27	7	4	4
No	1006	86	335	89	93	92
Blanks	108	9	14	4	4	4

Application by Gender	Applied	%	Shortlisted	%	Successful	%
Male	424	36	130	34	35	35
Female	681	58	241	65	63	62
Blanks	68	6	5	1	3	3
	1173		376		101	

Training and Development

The College recognises that training and development which supports the development of our work in Equality, Diversity and Inclusion (EDI) is vital to ensure staff feel both confident and competent to challenge discrimination and to promote a greater understanding of the issues involved. All new staff complete an on-line Equality and Diversity programme prior to starting employment.

In 2016/17 staff training and development focused upon specific issues rather than generic programmes for all staff. The following programmes were run.

Individual applications for attendance at training:

Autism training	4
Mental Health Awareness	1
Mental Health First Aid	2

Group training:

British Values Training	142
Mental Health Awareness	127
Mental Health Champions Training	14

Training for English and math's staff in dyslexia awareness 50

18. Equality Objectives 2017/18

The following objectives are taken from the Equality Scheme and form a set of broad objectives to attribute specific targets:

- Advance equality of opportunity between all student groups in education and training and promote inclusion through dynamic governance and leadership
- Enhance the teaching, learning and assessment environment, ensuring it is safe, supportive and anti-discriminatory and raise aspirations, success and progression opportunities for each individual
- Promote equality and diversity in order to have a positive impact on the release of the potential of all staff, students, employers and the community we serve

19. Conclusions and Recommendations

The College has made significant progress in this academic year but needs to focus on the following areas in 2017/18

1. Increasing the number of students accessing the Lifeworks facility.
2. Review the monitoring of the faith and contemplation rooms to establish usage.
3. Review faith and contemplation facilities at Harrowbrook.
4. Monitoring the in-year progress of students in receipt of bursary payments.
5. Present a case to purchase software and IT applications to support students with dyslexia.
6. The continued development of support to and continuous monitoring of 'Looked after Children'.
7. Develop a new model of support for Care Leavers including a significant focus on their achievement.
8. Continued monitoring of the retention of those in receipt of free college meals.
9. Further work to develop effective strategies to improve outcomes for dyslexic students and those with moderate learning difficulties.
10. Continued staff development to ensure that teaching and learning in this area continues to improve.
11. Implement the Transgender Policy.
12. A plan to reduce the identified performance gaps in gender, ethnicity and age in classroom based learning.
13. The development of strategies to improve learning needs assessment for apprentices.
14. A plan to improve the recruitment of BAME students to apprenticeship programmes.
15. Implementation of the mental health strategy to enable all students to benefit from interventions across all areas of the College including apprenticeships.
16. An awareness campaign to improve the reporting of workforce data for monitoring purposes.
17. Monitoring of staff recruitment at regular intervals.
18. Re introducing impact assessments when policies are reviewed or changed to reduce the risk of indirect discrimination.

Appendix 1

20. College Equality Aims and Targets 2016/17

Aim: To create a positive and inclusive ethos with a shared commitment to the advancement of opportunity, to challenging and the elimination of stereotyping prejudice and discrimination and by promoting and fostering good relations

As a result of the recommendations from last academic year the following targets were set by the Equality Group. Much of the detail of work undertaken is contained within the main text of the document. This represents a summary of the position at this time.

	Equality Objective		Target	Update October 2017	Target met/ not met
1	Advance equality of opportunity between all student groups in education and training and promote inclusion through dynamic governance and leadership	1.1	16-18 year olds to achieve in English and maths to the national benchmark	16-18 general – 80.6% against national benchmark of 68%, and has gone up significant amount of percentage points (in college) indicating we are doing well.	Target achieved
		1.2	SEND High Needs learners to achieve at least as well as non-SEND learners if not better	High Needs Learners did achieve at a rate of 86.1% which was 1.2% better than those who were not high needs (84.9%)	Target achieved
		1.3	Students with dyslexia to achieve at least as well as those without if not better	Students with dyslexia achieved at a rate of 81.9% which is 1.1% above the rate for all 16-18 year olds. 19+ students with dyslexia achieved at a rate of 87.7% which is 0.9 below those without dyslexia. Overall students with dyslexia achieved as well as those without	Target achieved
		1.4	Students with moderate learning difficulties to achieve at least as well as those without if not better.	Students with moderate learning difficulties achieved at a rate of 80.8% which is the same as all 16-18 year olds. 19+ students achieved at a rate of 80.0% which is 8.6% below the rate for all 19+.	Target not met

		1.5	24+ female apprentices to achieve at least as well as other apprentices	64.6%, was achieved which is above national benchmark. On <i>levels</i> of apprenticeships, intermediate benchmark	Target achieved
2	enhance the teaching, learning and assessment environment, ensuring it is safe, supportive and anti-discriminatory and raise aspirations, success and progression opportunities for each individual;	2.1	Improve the College approach to dealing with mental health issues through the introduction of a whole College strategy	Strategy being implemented including the introduction of mental health awareness training, initial assessment, peer mentoring and student support groups.	Partially achieved
		2.2	Create improved systems to manage the recruitment and retention of transgender students	The policy was developed and agreed by the group goes to Governors on 30 th November	Target achieved
		2.3	Increase the number of staff who have EDI identified as a strength in their lessons to 20%	Was at 10/11% as a strength now improved to 27% was not seen in third of lessons	Target achieved
		2.4	Monitor the progress of Looked after children throughout the year to improve achievement by 5%	The achievement rates of Looked after children improved by 5.9%	Target achieved
3	Promote equality and diversity in order to have a positive impact on the release of the potential of all staff, learners, employers and the community we serve.	3.1	Review the initial assessment processes for apprentices to ensure that support needs are identified	The issue was investigated and it was found that changes to processes had reduced the needs assessment. The process is being reviewed to ensure that learning needs are assessed.	Partially achieved
		3.2	Collect information on religion and sexual orientation at the end of year survey in order to inform student profile information	The sample obtained from the completed questionnaires matched the information obtained from known categories on gender etc so looked to be a good indicator of the population. The data is detailed in Section 2 of this document	Target achieved
		3.3	Increase by 5% the number of female students using the student centre.	There has been a 9% increase in participation of females in enrichment	Target achieved

		3.4	Produce regular staff recruitment data for monitoring at each EDI group	The report has only been run on an annual basis	Not yet achieved
		3.5	95% of staff complete declaration of protected characteristics	Request to HR who requested staff update their details in October 2017. Report will be run in December 2017 to assess impact	Not yet achieved
		3.6	Develop a comprehensive strategy to enhance employability for SEND learners	Strategy developed, needs now to be further developed as part of the curriculum strategy plan	Partially met
		3.7	Improve the monitoring of the faith and contemplation facilities	Access controls introduced across all sites	Target achieved