BISHOP BURTON College

Equality, Diversity & Inclusion Report 2023 - 2024

1 Introduction

1.1 Equality, Diversity and Inclusion remains central to the College's values and is actively promoted within the student body and with all stakeholders.

1.2 The Equality, Diversity and Inclusion Committee is responsible for promoting the development of the College's Single Equality Scheme and for providing an annual report to Corporation.

The Committee works in two parts:

- Policy & Procedures Group
- Practice & Delivery Group

The Equality Act 2010 continues to be a single act which strengthens the law to help tackle discrimination and inequality. It was amended with effect from 1 January 2024 as follows:

- Full protection at work for people with disabilities, meaning that disability is understood in law as specifically covering a person's ability to participate in working life on an equal basis with other workers when looking at 'day-to-day activities'.
- Protection against discriminatory recruitment conditions, in particular covering discriminatory statements made by an employer about access to opportunities in their organisation and about not wanting to recruit people with certain protected characteristics even where there is no active recruitment process ongoing and no identifiable victim.
- Confirmation of the right to claim indirect discrimination by association and protection against indirect discrimination by association for those without a relevant protected characteristic who nevertheless suffer the same disadvantage due to the employer's provision, criteria or practice as those who do have that characteristic
- Protection for women against less favourable treatment at work because they are breastfeeding with confirmation that employment discrimination on the grounds of breastfeeding falls under the protected characteristic of sex.
- Protection for women against unfavourable treatment after they return from maternity leave where that treatment is in connection with a pregnancy or a pregnancy-related illness occurring before their return.
- Protections for women against pregnancy and maternity discrimination where they do not have a statutory right to maternity leave but have similar rights under alternative occupational schemes.
- Confirmation that women can continue to receive special treatment from their employer in connection with maternity, for example through enhanced occupational maternity schemes.
- Confirmation of 'single source' test for establishing an equal pay comparator, where employees' terms and conditions are attributable to a single source but not the same employer.

The Act requires colleges and other public bodies to publish relevant information demonstrating their compliance with this duty on an annual basis. To comply with this legislation, colleges are free to choose what is published and in what format. The College utilises a single Equality Scheme in order to demonstrate compliance.

1.3   The scheme ensures the College can show due regard for the following:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations between different parts of the community.

This covers, age, disability, gender reassignment, marital or civil partnership status, pregnancy and motherhood, race (including ethnic or national origin, colour and nationality), religion or belief (including lack of belief), sex and sexual orientation.

The College ensures information published reflects these expectations.

The priorities for 2023 – 24 were identified by the College's EDI Policy & Procedures Group as:

- To provide information and make recommendations to the Strategic Leadership Group on the operation and effectiveness of all aspects of equal and diversity in relation to staff, students and external stakeholders.
- To set and monitor Equality & Diversity Impact Measures (EDIMs) and implement necessary improvements.
- To monitor changes in relevant legislation to ensure compliance and the timely introduction of best practice.
- To review policies and procedures with respect to Equality & Diversity.
- To review and recommend alterations to College produced materials in line with the equality and diversity policies.
- To effectively implement the College's Single Equality Scheme
- To support the monitoring of the HE Access & Participation Plan.
- To ensure that training is provided for all, to include Governors, managers, staff and students to ensure they understand the importance of equality and diversity, including British Values and Prevent.
- To review student achievement and attainment gaps and make recommendations
- To raise awareness of EDI including guidance on the provision and access to services and facilities
- Engage with external groups who can support the dissemination of good EDI practice throughout the College.

The priorities identified by the Practice & Delivery Group are as follows:

- To drive and oversee the implementation of Equality, Diversity and Inclusion initiatives with promote equality, diversity and inclusion at all levels within the College.
- Monitor and evaluate the effectiveness of existing EDI initiatives.
- Identify and address areas for improvement in EDI practices

- Foster an inclusive culture through education and awareness programmes.
- Collaborate with departments across the College to integrate EDI into curriculum and organisational processes.

2   Achievement Gaps Between Different Groups of Learners

2.1   Further Education

Achievement rates in further education have improved in 2023/24.

Broadly, achievement gaps have increased in 2023/24 compared to previous years, however this is due to a fall in achievement rates for historically more successful groups, rather than significant improvements for those groups with lower attainment.

The college QIP for 2024/25 has identified the need for an holistic review of the student journey from first engagement through to completion to ensure right student, right course and strong aspirations around achievement and progression.

Table 1: Achievement Rate Performance Gaps by Gender

		2021 / 22	2022 / 23	2023/24
16-18	**Female**	82.6%	81%	84.6%
	Male	79.6%	72%	82.4%
	All (Male / Female)	81.2%	77%	83.6%
19+	**Female**	83.5%	70%	77%
	Male	76.6%	76%	71.4%
	All (Male / Female)	80%	73%	75.3%

Table 1 shows that since 2021/2022, male achievement has fallen behind female achievement rates at both age groups.

Table 2: Achievement Rate Performance by Gender and Level

		Number of Leavers	Achievement 2023 / 24
Level 1	**Female**	240	73.5%
	Male	327	78.8%
Level 2	**Female**	893	80.9%
	Male	812	80.8%
Level 3	**Female**	880	89.2%
	Male	483	82%

Table 2 highlights again a similar pattern in performance between females and males at Level 3 although males at Level 1 exceeded the performance of females and performance at Level 2 is very similar..

Table 3 Achievement by LLDD

	2021 / 22	2022 / 23	2023 / 24
No difficulty / disability	82.9%	79%	84%
Has difficulty / disability	79.5%	74%	79%

Table 3 demonstrates that, achievement of students with a declared disability has maintained the 5% gap between those with a declared disability and those without.

This highlights the impact of the move to more externally examined units on those declaring a disability or learning difficulty, despite special considerations and exam access arrangements being fully implemented.

Leaders and managers have high expectations of all students including those with special educational needs and/or disabilities; the latter are supported to achieve close to, or frequently better than, their peers within the foundation department, however further development work is to take place to ensure those that are within main vocational departments receive the same level of support and challenge. Education and Health Care Plans, individual risk assessments and personal support plans are carefully constructed with the support of Health and Welfare teams, monitored and reviewed to ensure that students become more independent over time and achieve to their full potential. Those of EHCP plans continue to remain a focus on the College quality improvement plan for 2024/25.

A Foundation/Level 1 mentor programme has been introduced at the Bishop Burton Campus which supports students referred by academic staff. A mentor has continued to be funded at the Riseholme campus to deliver a similar scheme (this post was previously TUF funded).

The College works with partner schools and colleges throughout the East Riding and Lincolnshire to track and support students who attract the Pupil Premium or who are in receipt of Free School Meals in order to improve their attainment of Level 3 qualifications by age 19.

Table 4 Black, Asian and Minority Ethnic Students

	2021 / 22	2022 / 23	2023 / 24
BAME Achievement Rate	80.3%	77%	81.8%
Non-BAME Achievement Rate	81.2%	77%	84.6%

Table 5 demonstrates the achievement gap between Back, Asian and Minority Ethnic student compared to white and white British students has closed, however both groups have performed poorly compared to previous years, confirming the trend for the college overall, with work planned to improve outcomes for both of these groups.

There is a 5% difference in achievement between those with learning difficulties or disabilities (LDD) and those without, and although seeing an improving trend in students with an EHCP there still remains a gap of 6%. There is also a gap emerging between BAME students and non BAME (2.8%) however this has significant impact due to small numbers against larger population. There is an achievement gap of 2.8% between those who access free school meals and those who don't. This will be closely monitored throughout 2024/25 to ensure these gaps do not become systemic.

Table 5 Students Eligible for Free School Meals

	2021 / 22	2022 / 23	2023/ 24
Free Meals Eligible Achievement Rate	75.8%	76%	81.8%
Non-Free Meals Eligible Achievement Rate	81.3%	77%	84.9%

To further support disadvantaged students, the College provides a range of initiatives aimed at reducing barriers to education. Free college buses cover a wide catchment area, ensuring that students from rural or remote locations can attend without incurring transportation costs. Additionally, free meal provisions are available for eligible students, contributing to their overall wellbeing and ability to focus on learning. The College also offers loan laptops and bursary support, equipping students with essential resources and financial aid to help them succeed in their studies.

Table 6 Achievement by EHCP

	2021 / 22	2022 / 23	2023 / 24
EHCP Achievement Rate	76.3%	69%	72%
Non-EHCP Achievement Rate	81.8%	77%	84%

The College's robust health and welfare teams provide holistic support for students, supporting their personal and academic needs, which is fundamental to fostering student success. For example, students who suffer with anxiety work with welfare officers to develop strategies to manage their anxiety, therefore being able to access learning.

2.2 Higher Education Success Rates

	24/25		23/24		22/23		21/22	
Total Students	372		448		488		532	
Polar 1 and 2	34	9.1%	261	58.3%	291	59.6%	287	53.9%
Polar 3-5	58	15.6%	139	31.0%	182	37.3%	197	37.0%
Deprivation Area	111	29.8%	287	64.1%	262	53.7%	322	60.5%
Non-Deprivation Area	224	60.2%	95	21.2%	106	21.7%	116	21.8%
Male	102	27.4%						
Female	269	72.3%	353	78.8%	381	78.1%	416	78.2%
Disability	123	33.1%	173	38.6%	184	37.7%	238	44.7%
Learning	41	11.0%	61	13.6%	67	13.7%	73	13.7%
Physical	30	8.1%	45	10.0%	54	11.1%	65	12.2%
Mental	46	12.4%	52	11.6%	53	10.9%	86	16.2%
Unknown	6	1.6%	15	3.3%	10	2.0%	14	2.6%
No Disability	249	66.9%	275	61.4%	303	62.1%	294	55.3%
Mature	129	34.7%	197	44.0%	215	44.1%	253	47.6%

Young	213	57.3%	249	55.6%	269	55.1%	279	52.4%
BME	18	4.8%	12	2.7%	11	2.3%	9	1.7%
White	354	95.2%	435	97.1%	476	97.5%	523	98.3%
Full Time	282	75.8%	317	70.8%	337	69.1%	378	71.1%
Part Time	90	24.2%	131	29.2%	150	30.7%	154	28.9%
Residential	92	24.7%	112	25.0%	122	25.0%	86	16.2%
Non-Residential	280	75.3%	336	75.0%	365	74.8%	446	83.8%
Bishop Burton	349	93.8%	420	93.8%	462	94.7%	499	93.8%
Riseholme	23	6.2%	28	6.3%	25	5.1%	33	6.2%
Care Experienced	3	0.8%	4	0.9%	2	0.4%	5	0.9%

The current APP plan ends its lifecycle in 2025. During 2023-24 a new APP Plan was written based on risks to equality of opportunity. Within the new plan, targets groups and institutional objectives were identified.
Within the plan, two access and three success targets were identified. The plan summarised the followed interventions for the targets:

Attract more FSM and Care Experienced students into Higher Education.
Support students from Tundra and Polar Quintiles 1 to complete their programmes.
Support younger students to attain equally with mature students.

The APP was a standard agenda item on the EDI Policy and Procedures Committee. The APHE sits on this committee.

The College continues to carry out collaborative work in conjunction with Humberside Outreach Programme (HOP) and the LincHigher initiative in Lincolnshire (LincHigher). The College continues to work with the Landex group.

All students were invited to join the Graduate Showcase with the opportunity to view the various research projects. The Graduate Showcase provided opportunity for students to present their independent research projects to staff, employers, students and families whilst offering experience in-keeping with industry conferences.

3   Embedding Equality & Diversity within the Curriculum

The promotion of general and vocationally specific Equality and Diversity in lessons remains good. This topic area is introduced to students during their induction period and throughout their learning journey. Students develop their awareness and understanding of Equality and Diversity in both their 'Personal and Professional Development' sessions and throughout their primary learning goal, through embedding in teaching and informal and formal assessments. The aim is to reflect real world situations and scenarios that each student will encounter as a citizen, employee and employer.

All staff are encouraged to plan for and deliver lessons that reflect the distinct nature of the group and the individuals within it. This information is captured within 'group profiles', which ensures that all staff are aware of key characteristics of the group and the individuals within it. All lessons are differentiated to meet the needs of the different characteristics. This continues to be a key area of focus during all formal and informal observations of learning,

teaching and assessment and is commented on in all observations of learning, teaching and assessment feedback.

Tutors skilfully manage students' behaviour, addressing issues of inappropriate language and behaviour as they arise. Incidents of bullying, harassment, stereotyping and discrimination, although uncommon, continue to be dealt with promptly and effectively.

To supplement students' awareness and understanding of Equality and Diversity the College deliver two cross campus themed weeks, 'Equality and Diversity Week' and 'Health and Respect Week'. Each supplement the on-programme learning and are compulsory for further education students; these cover Health and Wellbeing, Mutual Respect, Difference and Diversity and Enterprise and Citizenship. These events are supported by a wide range of external agencies who engage with students to raise their awareness of issues such as stereotyping, substance abuse, volunteering opportunities and different religions and cultures. HE students have access to all events.

5   Prevent Duty and British Values

The Counter-Terrorism and Security Act 2015 places a duty on Further Education Colleges, when exercising their functions, to have due regard to the need to prevent people from being drawn into terrorism. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. It is a condition of funding that colleges comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of learners.

The College aims to create a welcoming and hospitable atmosphere by adopting and promoting British Values underpinned by College Values as part of daily life in the College. The on-programme survey shows that 99% of students agree they are aware of British values and that aspects are covered during taught sessions. The visual promotion of this is evident on a daily basis.

Students were also introduced to the topic during their induction period. Prevent was also reinforced through the group 'Personal and Professional Development' sessions and through continued embedding and developing of student awareness and understanding in primary learning goal sessions.

British Values (i.e. democracy; the rule of law; individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) were promoted in the same manner.

Kate Calvert
Chief People Officer
6 December 2024