**Barnsley College**

**Annual Equality and Diversity Report**

**2022-23**

# INTRODUCTION

Barnsley College is a vibrant and dynamic place that seeks to meet its statutory duties in a creative and forthright manner. The college creates an environment of respect and understanding, where everyone is an individual with a unique set of needs and skills.

This report seeks to provide assurance that equality and diversity (E&D) at Barnsley College in 2022/23 has been a priority, permeating everything that we do, improving the lives of both our students and our staff.

# OUR PUBLIC SECTOR DUTIES

The *Equality Act (2010)* is an important piece of UK legislation that the College is subject to as a public sector organisation. It imposes on the College a statutory duty to:

* eliminate unlawful discrimination.
* advance equality of opportunity.
* foster good relations.

The Act places the following ‘Protected Characteristics’ at the forefront of our responsibilities:

* Age.
* Gender.
* Gender reassignment.
* Marriage and civil partnership.
* Pregnancy and maternity.
* Race.
* Religion or belief.
* Sexual orientation.
* Disability.

## Leadership and Management

The College’s strong commitment to E&D starts with the Executive Team. A member of Executive, the Vice Principal Students chairs the Equality & Diversity Strategy Group.

The Equality and Diversity Strategy Group monitors the progress of the Single Equality Scheme and the associated action plan:

* The link governor for equality and diversity completes a link visit with key staff twice a year to ensure the College is meeting its statutory duties. A report is then presented to the Board of Governors.
* The Senior Management Team leads the setting and monitoring of college targets in relation to equality and diversity.
* Equality and diversity is monitored in performance reviews for each department.
* The Vice Principal Students ensures that governors are trained in equality and diversity matters and are fully up to date with all relevant legislation.
* All policyholders are required to conduct an Equality Impact Assessment (EqIA) on relevant policies to ensure that no group is disproportionately affected by College policy.

## Governance

The governing body has a duty to ensure that the College is compliant with its statutory duties and that appropriate, effective and meaningful policies and procedures are in place. It carries out this duty through:

* scrutiny of data on an annual basis;
* receiving the Equality and Diversity Annual Report;
* ensuring that a Link Governor conducts regular monitoring visits and reports to the Board.

## Narrowing Performance Gaps

The College collects a range of demographic information about its students and analyses performance data to identify any achievement gaps and take remedial action where appropriate.

**Age**

In line with 2021-22, adult achievement rates are some 5 percentage points higher than those of young people. This is often due to the mix and balance of the adult curriculum which tends to include shorter programmes than those available to young people.

**Sex**

In 2022-23, the overall achievement gap between males and females narrowed to less than 1 percentage point from around 4 percentage points.

For 16 – 18 year old students, the gap was around 2 percentage points with females slightly out-performing males. For adults, the gap was 3 percentage points with males out-performing females.

**Minority Ethnic Students**

Overall, 66% of minority ethnic students performed better than their White British counterparts. A small number of students (11%) of minority ethnic students underperformed against White British students by more than 3%. The most pronounced under-performance was among White/Black African students (67 enrolments) and Indian students (21 enrolments). The vast majority (73%) of 16-18 year old minority ethnic students significantly out-performed their White British counterparts. Conversely, the achievement rates of 40% of minority ethnic adults were more than 3 percentage points below those secured by White British adults. In the overwhelming majority of cases, this is due to lower retention rather than pass rates.

**Students with Learning Difficulties and Disabilities**

There are no significant achievement gaps between students with learning difficulties and disabilities and those without in either age group. However, the achievement gap between 16-18 year olds with learning difficulties and disabilities and those without has increased slightly on the previous year to almost 3 percentage points.

**Apprenticeships**

In Apprenticeships, females significantly out-performed their male counterparts by 17 percentage points, increasing the achievement gap by a further 4 percentage points on the previous year. Apprentices from minority ethnic backgrounds and those with learning difficulties and disabilities out-performed their counterparts by 7 and 9 percentage points respectively.

## Learner Voice

Capturing ‘learner voice’ and gathering feedback from learners is central to the College’s aim of placing learner views at the heart of the college’s decision-making.   
  
Ways in which we listen to learners:

* Course representatives.
* Departmental representatives.
* Learner forums.
* ‘You Said, We Did’
* Student Union Committee.
* Student Governors.
* Learner surveys.

## EDI Visible and Valued

* All students in all departments complete an E&D induction in term one.
* Cross College events to promote equality and diversity comprehensively address aspects of the equality, diversity & inclusion landscape.
* E&D is well embedded into the curriculum with excellent levels of promotion.
* College systems are updated to share examples of good practice and all resources from themed days are shared across college.
* All staff undertake induction training in E&D. More advanced training is offered on a regular basis. Emerging issues are addressed in a timely manner.

## Examples of Equality, Diversity & Inclusion in action

* Students continued our participation in the Student Commission for Racial Justice.
* Our cross-College Enterprise team used a series of Near-pods to explore and celebrate Black History Month.
* The Enterprise team also delivered a cross-college ‘week of culture’ which presented students from all curriculum backgrounds the opportunity to discover cultural heritage highlighting food, music and fashion.
* Learning for Living and Work students used a series of tutorial sessions to explore E&D topics. These included sexism, gender stereotypes and racial literacy.
* In Health, students completed a course in Braille to develop a wider understanding of how to support their peers who are registered blind or with sight impairments.
* Greater access to person centred therapeutic practice was created through new partnerships with local agencies.
* Students have access to pronoun badges that they can collect from Student Services and attach to their lanyards.
* Our Teaching and Learning Team conducted training for staff and students on using Microsoft accessibility tools.

Staffing

8.7% of staff have declared a disability.

4.9% of staff are from a BME background, compared with 3% in Barnsley.

23% of staff are age <29 years, 25% are age 30-39, 22% are aged 40-49, 21% are aged 50-59 and 9% are age 60 plus.

Training that is delivered to recruiting managers includes specific references to the *Equality Act (2010)* and avoiding discrimination throughout the process. Examples of direct, indirect, associative and perceptive discrimination are discussed and highlighted.  The College’s commitment to equality and diversity is publicised on all recruitment materials.

Equality and diversity information that is provided by candidates is not available to shortlisting managers and can only be viewed by Human Resources (HR). At shortlisting stage, names of candidates are removed to prevent any possibility of discrimination or bias.

The College has retained its ‘Disability Confident status which is reviewed every year. This includes a commitment to interview any disabled candidate who meets the minimum essential criteria. This is monitored by HR and shortlisting managers are advised accordingly.

Candidates invited to interview are asked if any adjustments are required to support and enable them to attend. Medical information is not requested until an offer of employment has been made.

All new staff must complete an online equality, diversity & inclusion training module before they commence employment. Staff must also attend the induction programme where there is a dedicated mandatory equality and diversity session.

## Governors

Our Governing Body is 45% male and 55% female, 100% white and 66% being in the age group 45+

Barnsley College is an outstanding college with an outstanding approach to, and application of, its statutory duties. There is always work to be done and there will be no ‘resting on laurels’, due to the rigorous processes and high ambitions embodied by our approach to fairness, dignity and advancement for all.