

Equality & Diversity Objectives 2016-20

1. Under-representation in the workforce diversity profile

The College has worked to increase the profile of its workforce from ethnic minority backgrounds and has made some progress since 2012-13 in terms of a significant increase in applicants with this heritage. However, this has not translated into an increase in those employed as a percentage of all employees. Indeed this percentage has dropped since 2014. In January 2015, BME employees were 3.3% of the total with no overall change to this percentage in January 2016. This is against a background population of 5% across Adur and Worthing. The College workforce has decreased over the year due to government funding reductions. There has also been a 0.3% reduction in the number of employees who prefer not to declare their ethnicity over the same period.

Our actions to address this objective since the Principal's last report include:

- The introduction of training initiatives to help raise diversity awareness for staff involved in recruitment and selection to help promote understanding of BME groups and their needs.
- A review of recruitment advertising methods and publications to ensure job adverts are effectively targeted at a diverse range of communities to advance equality of opportunity between different groups. We have signed up to the National Careers Directory – at the cost of £500 – which gives us unlimited job listings on the Diversity group website and a ¼ page in the Directory itself.
- While this work has produced an increase in applicants and shortlists, this has yet to come through in terms of employment, so further training with interviewers will be carried out.
- In addition, further analysis of College departments who employ 20 or more staff has taken place to identify cool spots in terms of recruitment and specific activities linked to this sector will be carried out to enable more individuals from the BME community to experience work at the College.
- There is also work being carried out to remove unknowns from the returns which has already had impact.

2. To improve the success of Care Leavers and Looked after Learners

The College Self-Assessment Review for 2014-15 identified that the outcomes for students who are Care Leavers or Looked after were below College outcomes for other students at the College.

There were 19 Care Leavers who studied at Northbrook last year and there was a much wider gap in terms of their success rate and those of their peers as they underperformed by 16%. This lessened to a 6% gap for English and Maths. Work with this cohort of learners is a priority for 2015-16.

83% of Looked after Learners (LAL) achieved their main qualification compared with 90% of those who are not LAL which while a good improvement on the previous year is still a gap to be closed. There is a 10% gap for LAL in English and Maths.

Our actions to address this objective include:

- Regular monitoring of attendance and retention of this group of students.
- Having a manager with responsibility for monitoring individual performance.
- Working with teams to ensure ALS is in place early on in the year as this is the period where these students are at highest risk of leaving.
- Reducing the unknown destination outcomes for leavers.
- We continue to provide training to help staff adapt quickly to the needs of this group of learners and additional support where required.
- Involvement of carers in line with ECHP procedures is taking place as these are often part of the identified cohort.

3. To improve the success of female apprentices

The College Self- Assessment Review for 2014-15 identified that the outcomes for female apprentices were below those for male apprentices by 7% both in overall and timely success.

The difference is largely accounted for by a need to increase the success for those on Care apprenticeships. The success rates are affected by employment churn in the industry and the difficulty some apprentices have in completing Functional Skills.

The actions to address this include:

- Working with the apprentices to enable an easier transfer of framework when settings are changed.
- Taking best practice in Functional Skills delivery and applying it more consistently in the workplace with support of the employers.
- Work with National Numeracy to educate employers about the importance of Maths in the workplace and how they can support their apprenticeships better.
- Look for the opportunities to provide additional ESOL support arising from recent policy changes regarding funding.
- Work with partners to improve Functional Skills delivery in those who underperformed last year.

4. To improve the outcomes for HE learners:
a. **from BME backgrounds**
b. **who are male**

The gap between BME undergraduates and their peers still remains at 14%. While the numbers are small – 45 students in total – the gap needs to be closed. In addition, a gap is widening between the outcomes for female students at 87% and male students at 80%.

Our actions to address objective 4a are:

- We have completed our analysis as to where current and new HE BME students are within the College.
- We have raised tutor awareness that these students are potentially at risk.
- We have ensured that DSA is in place before learners arrive in College.
- Monthly monitoring is picking up those at risk of leaving due to poor attendance and any leavers are being contacted to see if there is anything the College can do to prevent withdrawal.

Our actions to address objective 4b are:

- To improve the student experience for students on Technology in terms of consistency and quality in teaching and learning
- To work with the Music students to achieve a smooth transition to the new facilities.

Approved by the Corporation on 24 March 2016