

# Equality, Diversity & Inclusion

Annual Report 2019-20





# Our Vision Mission, Values



## Our Vision

A Truly Great College, delivering inspirational learning and excellence through career focused education



## Our Mission

To unleash potential, creating better futures for our learners, businesses and communities



## Our Values

**Learners and customers**.....at the heart of everything we do  
**Respectful**.....valuing and treating all fairly and as individuals  
**Passionate**.....energising, engaging and inspiring all to achieve their potential  
**Collaborative**.....working together to achieve excellence and growth  
**Innovative**.....leading the way, seeking new ways to continually improve  
and we are **Excellent**.....in learning, teaching and assessment, the key to our success.

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# 01 Introduction

## Welcome to our Equality and Diversity Annual Report

As a public body, Barking & Dagenham College have a specific duty to publish Equality, Diversity and Inclusion (EDI) information on an annual basis, under the Equality Act 2010. This report is intended to provide a transparent account of the progress that we have made in:

- Eliminating discrimination, harassment and victimisation
- Advancing equality of opportunity
- Fostering good relations between people of different backgrounds etc.

At Barking & Dagenham College, we are committed to advancing Equality, Diversity and Inclusion. We aim to provide an inclusive learning environment, remove barriers to achievement and celebrate the

rich diversity of our student and staff population. Our students sign a Student Pledge at induction, which reinforces our core values and fosters positive behaviours, and are reintroduced to the Pledge in the first tutorial of each half term. Our contract of employment and job descriptions emphasise our commitment to EDI and we provide further training and information as part of the onboarding process and ongoing learning and development events. These all emphasise the high standards of behaviour which we expect of our staff.

This report discusses the progress we have made in promoting EDI over the past year and looks forward to what we are hoping to achieve in the coming academic year.



# 02 About Barking & Dagenham College

**Barking & Dagenham College is a general further education college situated in East London, with sites in Barking town centre and Rush Green (on the eastern boundary of the London Borough of Barking and Dagenham). It caters for students of all ages from 14 upwards.**

Last academic year, the College enrolled over 6400 students across 3 sites and various subcontracted partnerships. An EDI profile of our students by gender, age, ethnic group and disability is included in Section 9. Please note that we do not currently collect data on students' faith or sexual orientation. The College is Matrix accredited, and has recently successfully completed a Matrix re-accreditation.

The College employed approximately 538 established staff, and up to 120 agency workers as part of its flexible staffing strategy. An EDI profile of our staff is included in Section 10. The College has held Investors in People status since 1995, IIP Gold standard since 2003, and was re-accredited with Gold standard following a review in 2019.

Our work in relation to Equality, Diversity and Inclusion must be viewed in the context of the local community which we serve. Although the college draws in students from a wide catchment area, including North and East London and Essex, we are always mindful of the key role we play in meeting the education and training needs of our local borough. The London Borough of Barking and Dagenham (LBBDD) is an area where levels of poverty and social exclusion are high. Research published by the Trust for London in October 2020 reveals that, despite some recent improvements, the borough still has high scores in relation to a number of key indicators of poverty and deprivation. LBBDD residents are 1.9 times more income deprived than the London average, and the child poverty rate in the borough is 43% worse than the London average. The unemployment rate is higher than average and rising. The rate of individuals not in employment or education rose slightly in 2020 (+24). 43.1% adults in the borough do not have a Level 3 qualification, and 8.3% have no qualifications at all.

Although GCSE attainment has been steadily improving over the past few years, it is still below local and national average.<sup>1</sup>

Barking and Dagenham is currently one of the fastest-growing local authorities in the country, with an estimated 212,906 residents. The borough has 57,981 residents under the age of 16 – which is the highest proportion in London and the UK – and a relatively low percentage of residents of working age. Barking and Dagenham has the highest birth rate of all the London boroughs, but also the highest infant mortality rate and lower overall life expectancy.

Barking and Dagenham has become more ethnically diverse in recent years. Since 2011 the percentage of Black, Asian and Minority Ethnicity (BAME) residents has grown from 40% to 66%.<sup>2</sup> Increasing diversity offers considerable opportunities for residents, but the pace of change poses a number of challenges for community cohesion in the area, hence Community Cohesion and Fairness are now key strands in the local borough Manifesto.

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*London's Poverty Profile 2020*, <https://www.trustforlondon.org.uk/data/boroughs/barking-and-dagenham-poverty-and-inequality-indicators/> [Accessed 26 Nov 2020];

*LBBDD Borough Manifesto*, <https://www.lbbd.gov.uk/borough-manifesto> [Accessed 26 Nov 2020]

*About the Borough*, <https://www.lbbd.gov.uk/about-the-borough>, [Accessed 26 Nov 2020]



## 03 How we manage Equality and Diversity

Our Board of Governors has ultimate oversight of our policies and actions in relation to Equality, Diversity and Inclusion, and we have a Governor EDI Link member (currently Mark Bass) who sits on our Equality and Diversity Committee. Policies and actions are also monitored by our Executive Team and Senior Leadership Team (SLT). The Chief Transformation Officer provides strategic guidance in EDI, and the Head of Safeguarding, Prevent and EDI, the Director of Student Services, and the Head of Student Experience lead the operational implementation of equality and diversity strategies across the College. The College recognises that the promotion and advancement of Equality and Diversity is everybody's responsibility.

Monitoring of our policies and objectives is performed by the Equality and Diversity Committee, which is chaired by the Chief Transformation Officer. The Equality and Diversity Committee is made up of individuals of diverse backgrounds, ages, roles etc. In 2019-20, two student representatives and two community partner representatives joined the committee. The membership of the committee is regularly reviewed and refreshed to ensure good representation from across our curriculum and business support areas. The Equality and Diversity Committee includes at least two trade union representatives. This approach enables enriched discussions, fosters collaboration and has improved communication of EDI initiatives to all staff.

### 3.1 Planning and Strategy

EDI issues inform college targets at all levels, including the overall college strategic plan, where there are KPIs in place for BAME recruitment and for closing the gender pay gap. Currently, progress on short-term and long-term EDI targets is monitored through the Equality and Diversity Committee, curriculum Monitoring and Performance (MAP) meetings, and Corporation Performance and Standards meetings. Data that is monitored includes retention, Qualification Achievement Report (QAR) and enrolments. Student disciplinary events and student complaints are also regularly reviewed by the Senior Leadership Team to ensure that cases are dealt with impartially and that there is no over representation amongst one particular group. Our College Information Services (CIS) team ensures that EDI data is easily accessible to Curriculum Managers and Curriculum Team Leaders for analysis and monitoring, by issuing bespoke data packs, thus enabling managers across the curriculum to set meaningful and measurable objectives in relation to Equality and Diversity.

The College has an Equality, Diversity and Inclusion Policy which is regularly reviewed and updated. Our policy, equality objectives and annual report can all be found on the College website. New Equality Objectives are agreed at the start of each academic year by our Equality and Diversity Committee, and progress is monitored via an operational action plan.

There are well understood anti-bullying and harassment policies in place, for both staff and students.

EDI issues inform our recruitment and selection policies, and staffing trends are monitored by SLT throughout the academic year. The College is proud to be a Disability Confident employer. Staff are encouraged to give regular feedback on their experiences of working for the College, and our annual staff survey is analysed by EDI characteristics. The next survey will take place in summer 2021. The College previously initiated an Employee Engagement Champion scheme to further strengthen the staff voice, and work is currently being done to revive this scheme to further promote staff wellbeing. Last year, at the beginning of lockdown, the Executive team introduced a weekly virtual open-forum meeting with all staff via Zoom. This continues to be a successful method of engagement with staff.

The Trade Unions (TUs) play an active role in monitoring EDI and holding SLT to account. They liaise with the HR team and Chief Transformation Officer regularly, and are proactive in highlighting any potential areas of concern.

### 3.2 Partnerships

We continue to work with a wide range of external organisations and stakeholders to widen participation and strengthen inclusion. The College has signed up to the LBBB Gender Equality Charter and is represented on the borough's Equality and Fairness subgroup.

In 2019-20 we worked with five community partners throughout East London and the local area to provide educational opportunities to all sections of the community, including some of the hardest to reach groups.

Aspire Sporting Academy, Hackney Community Transport (HCT) and Specialist Trade Courses (STC) delivered a range of courses to unemployed 18+ learners across various London locations. National Star Foundation delivered programmes to 16-24 learners with Learning Difficulties and Disabilities, including a Supported Internship programme. We also worked with the Prince's Trust to offer learning and volunteering opportunities to young people at risk of social isolation.

The College has continued to work with AccessAble throughout 2019-20 to ensure that our campus is accessible to all, and that our accessibility features are clearly indicated to visitors, staff and students. In January 2020 AccessAble surveyed a large section of our Rush Green Campus, including the new ELIOT building. The updated accessibility guide can be found on [www.accessable.co.uk](http://www.accessable.co.uk).

The college has excellent partnerships with external organisations which have enabled us to further extend the in-house services available to students and the wider community in relation to mental health, counselling and wellbeing. The College currently works closely with Talking Therapies, CAMHS, Subwize, DEPAUL, Sexual Health and the Youth Trust.

In recent years we have worked with the Metropolitan Police NE Cluster, and local Youth Offending and Probation Services, to successfully develop an information sharing protocol. This has enabled us to support youth offenders to access and achieve success in mainstream education, whilst maintaining a robust risk assessment process to ensure other learners, staff and visitors are not put 'at risk'. The College's work with ex/current offenders is award-winning and our risk management and support systems have led to better than average outcomes for ex-offenders year on year.

An Equality, Diversity and Inclusion statement is included in the agreement signed by apprentices and employers at the start of every apprenticeship, thus securing commitment from all parties to our core college values. Assessors are also briefed to holistically evaluate candidate's understanding of EDI issues and the impact of these in their workplace as part of the assessment process. All of our outsourced contracts are worded to ensure that our business partners share the College's values in respect of equality, diversity and inclusion.



## 04 Teaching, Learning and Assessment

Every year we produce a college EDI calendar to inform staff and students of important dates related to EDI, and to stimulate ideas for learning activities and celebrations. This calendar is also used to inform the Tutorial Scheme of Work for the academic year. In 2019-20, tutorials covered topics such as British Values and BDC Values, the Equality Act and challenging hate speech, anti-bullying, sexual relationships and consent, LGBT awareness, understanding autism, mental health and wellbeing and human rights.

Another positive development in the promotion of British Values at the College has been the launch of a fully accredited Level 1 qualification in British Values for adult learners. Four cohorts of adult ESOL learners have completed this course to date. The Learning and Teaching Innovation team are currently working closely with the trade unions to explore where further enhancements can be introduced to support curriculum delivery to our diverse student body.

### 4.1 Student Support and Students with High Needs

The Colleges' Student Support Services have been strategically developed to provide a wraparound service of holistic support to individuals and the most vulnerable groups of learners. All these initiatives are geared towards creating work ready, independent

young people who are able to progress to further study and or work.

Initial, diagnostic and ongoing assessment is used to plan personalised learning approaches and targeted support. Accurate and timely ongoing assessment ensures that all staff are able to quickly identify and provide targeted intervention for any learners who fall behind. Learning support practitioners, specialist teachers and assessors, educational psychologists and speech and language therapists are highly effective in creating an inclusive learning environment where the large number of students declaring a disability or learning difficulty regularly achieve higher than average success. In 2019-20, QAR success for both 16-18 and adult learners who had declared a learning difficulty or disability was slightly above the college average.

Barking and Dagenham College are currently the highest provider of High Needs (above Element 2) Support across North East London. In 2019-20 the college enrolled 124 learners with High Needs (220 enrolments). QAR success for this group of learners was 94%, which is 11 points above the national average.

The support for High Needs learners and low-level ALS is highly effective in removing barriers and disadvantage and in providing this cohort of learners with positive outcomes.



## 4.2 Learner Voice

There is a well-established Student Leadership Team who work closely with the College's Senior Leadership Team (SLT) and the student body, to ensure that learner voice reaches its target audience and that recommended actions can be implemented within a timely manner to enhance the student experience. To ensure that the diversity of our student body is well represented, our team of elected Student Union officers includes officers for Equality and Diversity, LGBT+ and student health and wellbeing,

All data from student surveys is closely analysed to ensure that there are no 'satisfaction gaps' between students with different characteristics.

During the lockdown period in 2020, digital surveys were sent out to monitor how learners were accessing online resources, and this was followed up by a digital self-assessment exercise this term. This data will shape delivery and planning for learning as we increasingly look to deliver learning online, to make sure that no one is left behind.

# 05 Qualification Achievement Rates 2019-20

Analysis of 2019-20 Qualification Achievement Rates (QAR) by EDIMs. BDC SAR 2019-20: 0															
Type	Unique learners	Enrolment Leavers	Enrol Completed	Enrol Passed	QAR %	QAR Nat. Av.	Ret %	Pass Rate %	Known Destin. %	Internal Progress %	Vol of L3	High Grades %	Attendance %	Punc %	Free School Meals %
16-18	2484	5653	5102	3923	69	83	90	77	0	54	666	32	73	97	12
Adult	3613	6198	5724	5006	81	90	92	87	0	35	363	26	83	99	3
High Needs (of above)	333	638	613	502	79	85	96	82	0	73	20	57	88	99	28

NB: All Achievement figures include Eng./Maths. National averages are GFE only

Performance by Age and Level																
Level	Exp End	16-18					19 +					All				
		Lvrs	Arch %	Nat %	Ret %	Pass %	Lvrs	Arch %	Nat %	Ret %	Pass %	Lvrs	Arch %	Nat %	Ret %	Pass %
Entry Level	17/18	1537	87		93	93	3085	93		96	97	4622	91		95	96
	18/19	1663	89		96	93	2924	94		98	96	4587	92		97	95
	19/20	1522	69		92	75	2910	85		93	91	4432	79		93	86
Level 1		1140	65	78	92	71	2222	88	94	99	89	3362	80	89	97	83
		1065	70	80	95	74	1449	86	91	98	88	2514	79	86	97	82
		1607	59	80	87	67	1459	79	92	90	87	3066	68	88	89	77
Level 2		1867	73	80	94	78	1063	83	89	97	85	2930	77	87	95	81
		1856	78	82	93	83	1060	88	87	97	90	2916	81	84	95	86
		1931	76	83	90	85	1513	74	88	95	79	3444	75	85	92	82
Level 3		954	82	86	94	82	461	81	81	95	86	1415	82	84	94	87
		870	83	86	94	88	347	82	81	96	86	1217	82	85	94	88
		597	77	86	92	83	234	81	81	87	93	831	78	85	91	86
Level 4							11	64		82	78	11	64		82	78
							19	74		89	82	19	74		89	82
							7	85		0		7	85		0	
Total		5498	77	81	93	82	6844	89	90	97	92	12342	84	87	95	88
		5454	80	83	94	85	5804	90	89	98	92	11258	85	86	96	89
		5657	69	83	90	77	6198	81	90	92	87	11855	75	87	91	82

## 5.1 Success by Ethnicity (2019-20)

Ethnicity	16-18									19+										
	Leavers			Arch %			Ret %			Nat Av Ach %	Leavers			Arch %			Ret %			Nat Av Ach %
	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20		17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20	
Any Other	236	237	282	74	84	63	92	95	90	84	485	403	366	88	89	79	96	99	91	89
Bangladeshi	241	276	234	78	78	69	95	93	91	85	527	580	675	90	93	85	98	98	94	92
Black African	679	674	704	81	79	74	96	95	94	85	1381	1155	1180	85	88	80	97	98	91	88
Black Caribbean	250	230	243	70	76	64	91	94	88	79	390	251	244	91	83	75	98	99	91	88
Black Other	135	169	170	78	81	78	99	94	96	82	177	162	137	87	91	85	98	100	93	88
Chinese	4	5	13	100	100	62	100	100	69	89	46	35	36	91	97	97	96	100	97	90
Indian	166	166	158	77	81	68	93	94	87	87	229	155	195	89	95	77	97	99	91	90
Mixed	512	489	468	77	78	66	93	95	89	80	379	301	291	89	85	83	96	94	93	87
Other Asian	149	128	167	87	87	71	97	97	93	85	394	321	281	91	92	83	98	97	93	88
Pakistani	244	253	340	78	78	68	93	97	89	85	320	330	380	90	90	82	97	96	92	89
Unknown	23	114	159	91	89	77	100	93	94	82	47	80	136	83	95	83	96	98	96	91
White	2859	2713	2719	76	81	69	92	94	89	83	2469	2031	2277	91	91	79	97	98	92	91

## 5.2 Success by Gender

Gender	16-18									19+										
	Leavers			Arch %			Ret %			Nat Av Ach %	Leavers			Arch %			Ret %			Nat Av Ach %
	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20		17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20	
Female	2042	1925	1985	77	82	72	93	94	89	4253	3726	4253	89	91	82	97	98	93	93	
Male	3456	3529	3672	77	79	68	94	95	91	2591	2078	1950	89	88	78	97	97	92	92	

## 5.3 Success by Learning Difficulty or Disability

Status	16-18									19+										
	Leavers			Arch %			Ret %			Nat Av Ach %	Leavers			Arch %			Ret %			Nat Av Ach %
	17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20		17/18	18/19	19/20	17/18	18/19	19/20	17/18	18/19	19/20	
HAS difficulties/disabilities	1106	1148	1393	81	82	71	95	95	91	1142	1143	1186	89	91	80	97	98	92	92	
NO difficulties/disabilities	4392	4306	4264	76	80	69	93	94	90	5702	4661	5012	89	90	81	97	98	92	92	

### 5.3.1 High Needs

Type	Unique learners	Enrolment Leavers	Enrol Completed	Enrol Passed	QAR %	QAR Nat. Av.	Ret %	Pass Rate %	Known Destin. %	Internal Progress %	Vol of L3	High Grades %	Attendance %	Punc %	Free School Meals %
16-18	51	112	112	105	94	83	100	94	43	98			93	100	31
Adult	76	115	113	107	93	90	98	95	47	92			88	100	34
High Needs (of above)	124	220	219	206	94	85	100	94	51	95			93	99	34

## 5.4 Other trends in Qualification Achievement Rates (QAR)

The overall QAR achievement gap for students who are Looked After Children has narrowed from 6% in 2018-19 to 2% in 2019-20. Curriculum areas such as ESOL, Finance & Accounts and Hair achieved excellent results for their LAC learners, whereas other curriculum areas showed achievement gaps.

## 5.5 Impact of COVID-19

The overall impact of COVID-19 seems to have been to lower QAR achievement across all ethnicity, gender, all and ability groups, with no one group of learners more affected than others.

Despite this, we are aware that the impact of lockdown will have been particularly challenging for our LAC and SEND learners, who struggled with the lack of routine and access to ICLT resources. During the lockdown period, when teaching went online, the college loaned over 200 laptops to students from these vulnerable groups. In addition, hard copy work-packs were sent out to those who needed them. Through the catch-up programme in 2020-21, the College is seeking to alleviate the impact of COVID-19 by ensuring learners catch up on any lost learning time and potential gaps in knowledge. The plan is focusing on sound teaching approaches, empowerment of our learners and staff, through the provision of high-quality training, specific 'gap' filling, classroom intervention and small group targeted support, with the health and well-being of learners at the centre of all we do.

# 06 Workforce Diversity Profile

## 6.1 Workforce Summary Profile

The college values the diversity of its employees. We are a Disability Confident and Investors in People Gold Standard employer.

The Workforce Profile Summary for 2019-20 is below:

Monitoring of:	Current Percentage 2019-20	Local Borough/National Data (2011 Census)	Previous Annual Percentage 2018-19
Ethnicity	27.5%	16.7% Havering 41.7% B&D 36.14% Student	28.57%
Disability	4.91%	20% of the working population has declared a disability. LBBB have not published this data	4.96%
Age	Under 19 3.45% 19-25 16.73% 26-34 15.64% 35-44 15.64% 45-54 28.91% 55-64 31.45% Over 65 3.82%	LBBB figures: Under 20 31.38% 20-29 15.07% 30-44 23.38% 45-59 16.11% 60-64 3.66% Over 65 10.4%	Under 19 0.39% 19-25 8.53% 26-34 15.67% 35-44 19.67% 45-54 26.38% 55-64 25.79% Over 65 3.57%
Gender	Male: 36.18% Female: 63.82%	LBBB figures: Male: 48.5% Female: 51.5%	Male: 43.06% Female: 56.94%

## 6.1.1 Key Findings

- The BAME staffing percentage decreased slightly by 1.07% since last year. The figures for SLT at 50% are consistent with last year. 6.5% of senior pay holders across the sector are from ethnic minorities background, which is considerably lower than the student and staff profile. BAME staff on BSS contracts, Manual contracts and Management contracts are higher than last year. BAME staff on Teaching contracts are lower than last year.
- The percentage of staff aged below 25 increased significantly by 11.26% since last year, and reflects the profile of the borough. The percentage of male staff decreased by 6.88% whilst the percentage of female staff increased by 6.88% since last year (slightly higher than the borough average but consistent with the sector average). The percentage of male staff at the college is lower compared to the borough average.
- There is a slight reduction in disability by 0.05% when compared to last year.

## 6.2 Staff Breakdown by Contract Type:

6.2.1 Race i.e. % BAME			
Contact type	2019-2020 FTE%	2018-2019 FTE%	Variance FTE%
BSS/Manual	18.62%	20.39%	-1.77%
Teaching	42.32%	37.76%	4.56%
Management	30.30%	32.35%	-2.05%
SLT	50%	50%	25.00%

6.2.2 Disability			
Contact type	2019-2020 FTE%	2018-2019 FTE%	Variance FTE%
BSS/Manual	6.38%	6.27%	0.11%
Teaching	3.86%	4.25%	-0.39%
Management	0%	2.94%	-2.94%
SLT	0%	8%	-8.00%
FE Sector Average	5%	5%	0%



### 6.2.3 Gender

Contact type	Male % (2018-19)	Female % (2018-19)	Male % (2019-20)	Female % (2019-20)	Male Variance %	Female Variance %
BSS/Manual	37%	63%	25%	75%	-12%	12%
Teaching	48%	52%	49%	51%	1%	-1%
Management	64%	36%	39%	61%	-25%	25%
SLT	44%	56%	50%	50%	6%	-6%
FE Sector Average	39%	61%	38%	62%	-1%	+1%
FE Sector average for Principals	57%	43%	52%	48%	-5%	+5%

### 6.2.4 Age

#### 2018-19

Contact type	Under 19	19-25	26-34	35-44	45-54	56-64	Over 65
BSS/Manual	0.7%	14.89%	15.6%	16.3%	23.75%	25%	3.76%
Teaching	0%	0.53%	17.55%	22.34%	28.19%	27.65%	3.74%
Management	0%	0%	8%	44%	28%	16%	4%
SLT	0%	0%	0%	0%	67%	33%	0%

#### 2019-20

Contact type	Under 19	19-25	26-34	35-44	45-54	56-64	Over 65
BSS/Manual	0%	5.67%	18.09%	12.41%	26.95%	31.91%	4.96%
Teaching	0%	1.29%	15.88%	18.45%	30.47%	31.33%	2.58%
Management	0%	0%	12.9%	25.81%	35.48%	22.58%	3.23%
SLT	0%	0%	0%	20%	25%	55%	0%

### 6.2.5 Religion

Christian	44%	Other	5%
None	24%	Buddhist	1%
Prefer not to say	15%	Hindu	1%
Muslim	9%	Jew	1%

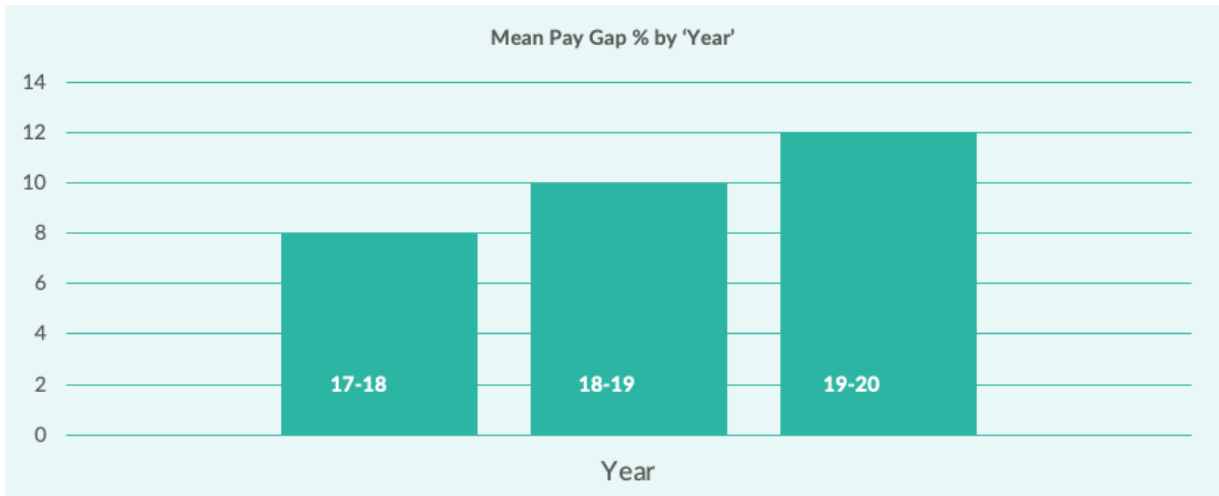
### 6.3 Gender Pay Report

All employers with 250 or more employees are legally obliged to report publicly on key metrics about their gender pay gap and gender bonus gap using data inputs and calculations based set out in Regulations. The metrics is based on a snapshot of the pay data as at 31st March 2020. This should be published by 1st April 2021. Barking & Dagenham College reported a 10% pay gap in 2018 and 2019. The report provides the narrative on the variances between the 2018 and 2019 pay gap, as well as the comparison with the Further Education Sector.

We published our third Gender Pay Gap Report in March 2020 (this can be found in Appendix B). Our overall mean pay gap rose from 8% to 10%. Our pay gap is now roughly at the sector average.

The mean pay gap for bonuses was previously reduced from 100% to 47%, but in 2019-20 this has risen slightly to 67.7%. Bonuses are only received by a small number of employees in our business development and sales area. The Chief Transformation Officer carried out an initial pay review of specific job families in 2020 and made some adjustments, to ensure standardisation and equality.

It continues to be our intention to reduce the pay gap, and we have set an EDI objective in relation to gender pay for the coming year. Our fourth Pay Gap Report will be published at the end of March 2021. One of our aims is to become a London Living Wage employer by the end of 2021.



### 6.4 Staff Complaints

Staff complaints about discrimination remain rare. In 2019-20 we received one complaint in relation to EDI, and following thorough investigation, this was not upheld.

### 6.5 Family-friendly Policies

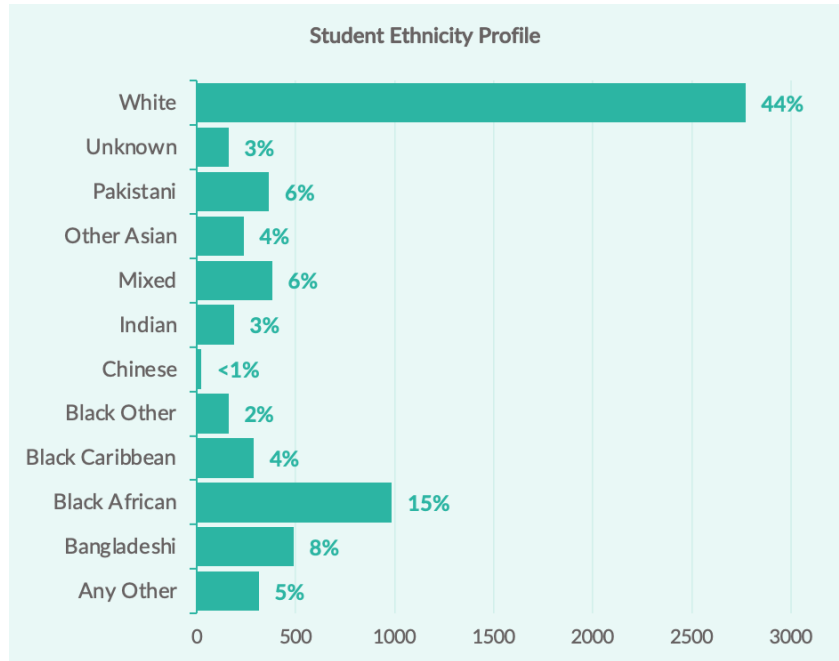
We have Maternity and Paternity, Adoption and Parental Leave and Flexible Working policies which reflect current legislation and promote work-life balance.

All employees now have the right to request flexible working, and applications for flexible working requests are carefully considered on a case by case basis. The College will continue to ensure a flexible working approach whilst also ensuring that business needs are met.

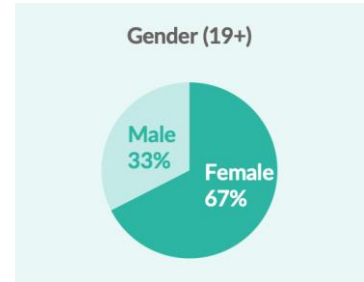
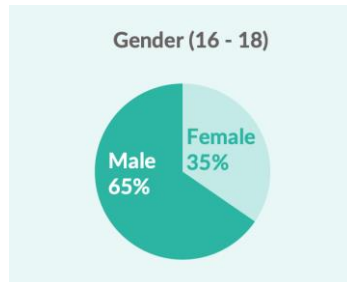
# 07 Student Diversity Profile 2019-20

A summary of progress is included below, and more detailed actions and progress can be found in the action plan appended to this report.

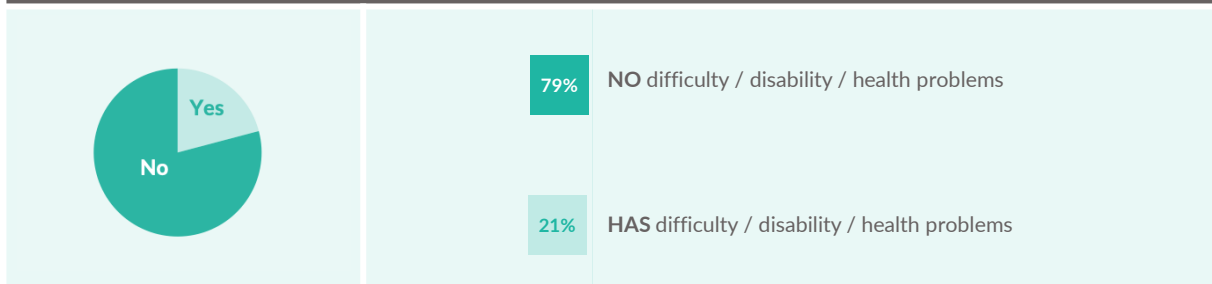
7.1 Student Ethnicity	
Any Other	313
Bangladeshi	489
Black African	985
Black Caribbean	287
Black Other	159
Chinese	24
Indian	187
Mixed	381
Other Asian	236
Pakistani	364
Unknown	161
White	2771
<b>Total</b>	<b>6357</b>



7.2 Students by Age Group and Gender			
	16-18	19+	Total
Male	918	2499	3417
Female	1736	1204	2940
<b>Total</b>	<b>2654</b>	<b>3703</b>	<b>6357</b>



## 9.3 Students by Disability / Learning Difficulty



## 08 Our EDI Objectives for 2019-20

In 2019-20 the Equality and Diversity Committee agreed the following equality objectives.

A summary of progress is included below, and more detailed actions and progress can be found in the action plan appended to this report.

2019-20		
EDI Objective	EDI Focus	Progress
1	Reduce the Gender Pay Gap.	The overall mean pay gap has increased by 2%. Please see report for analysis.
2	Strengthen good practice in relation to Looked After Children (LAC) and reduce achievement gaps for LAC in some areas.	There was no overall achievement gap for LAC learners in 2019-20.
3	Ensure 100% curriculum areas include an EDI-focused objective.	Complete – Quality worked with curriculum teams to ensure each QIP for 19-20 included an EDI action.
4	Widen participation in technology subjects (IT, Engineering, CDM, Electrical).	A planned open day with a focus on attracting women into STEM subjects had to be cancelled during the first lockdown.
5	Rebrand and relaunch the new Prayer Room to encourage inclusive use and promote student / staff wellbeing.	The Prayer Room has been completed, but work still needs to be done around promoting wider use.
6	Create further opportunities for staff to engage with a range of EDI issues in depth.	Staff attended training on EDI related topics including Mental Health first aid and Trans Awareness, The College continues to develop its Employee Engagement scheme.

## 09 EDI Objectives for 2020-21

Below are the overarching EDI objectives for the current year:

2020-21	
EDI Objective	EDI Focus
1	Reduce the Gender Pay Gap (to 10%).
2	i. Improve diversity of staff (target 30% BAME staff). ii. Improve diversity of managers (target 25% BAME managers).
3	Widen participation in STEM subjects (IT, Engineering, CDM, Electrical, Construction).
4	Become a London Living Wage Employer

As part of the People Strategy, there are other specific activities aimed at improving EDI at the College. Examples include the development of a Women's Network, employer-led partnership STEM programmes specifically targeting prospective female students, whole college approach to promoting EDI activities, incorporation of EDI into leadership development programmes as ongoing education, promotion of vacancies via internal newsletter etc.



# Appendix A EDI Objectives Action Plan 2019-20

EDI Objective	Issue to address/area to improve or business plan priority & intended impact on students (commercial and curriculum)	Success Criteria	Action / Milestone / Task	Action Owner	By when	Progress to date and Impact
Strategies to reduce the Gender Pay Gap	Although our gender pay gap of 10% seems to be around sector average, we will continue to employ a range of strategies to further reduce our gap.	Further reduce Gender Pay Gap to <8%	<ol style="list-style-type: none"> <li>(1) Continue to monitor our recruitment practices to ensure inclusivity and eliminate unconscious bias.</li> <li>(2) Positive action recruitment to attract more females to male dominated roles.</li> <li>(3) Ensure women in BSS roles are supported to progress careers through talent management and CPD.</li> </ol>	HR	01/05/20	While there has been an improvement in the bonus pay gap, the overall mean pay gap has increased by 2%. Please see report for analysis. All our previous actions are ongoing, and we have recruited a number of females to Curriculum Management roles in 2019-20.
Strengthen good practice in relation to Looked After Children and reduce achievement gaps for LAC in some areas.	In 2018-19 the achievement gap was narrowed by 1%, but we would like to see further improvements in some curriculum areas.	>1% rise in QAR rate for LAC	<p>Milestones for 2018-19 complete.</p> <p>New milestones:</p> <ol style="list-style-type: none"> <li>(1) Send out LAC data to CTLs before 1st half term.</li> <li>(2) Target curriculum areas for online staff training module.</li> <li>(3) Convene LAC panel</li> </ol>	Head of Safeguarding & EDI, LAC Coordinator & Director of Student Services	31/06/20	<ol style="list-style-type: none"> <li>(1) Complete</li> <li>(2) Complete</li> <li>(3) &amp; (4) Continuing</li> </ol>
Improve curriculum area focus on EDIMs at every stage of the learner journey	In 2017-18 self-assessment did not sufficiently address EDI data and issues. Our policy states that each curriculum area should have at least one EDI focused objective.	100% curriculum areas include an EDI-focused objective.	<ol style="list-style-type: none"> <li>(1) QIP Audit</li> <li>(2) Invite feedback from Managers on what tools would help them to rate their performance in relation to EDI</li> <li>(3) Ensure all relevant performance and feedback data is analysed by EDIM.</li> </ol>	Head of Safeguarding & EDI, Asst. Director of Quality & Transforming Learning	01/12/19	<ol style="list-style-type: none"> <li>(1) Audit completed Jan 20 - 72% SARs mentioned EDI, only 6% areas identified EDI objective. Quality subsequently used MAP meetings to ensure all curriculum areas included an E&amp;D action</li> <li>(2) in progress</li> <li>(3) Key reports I 19-20 (e.g. survey) have included EDI analysis</li> </ol>
Widen participation in STEM subjects	The development of the CAT centre and plans to become part of the IOT present opportunities for us to attract more female and BAME students to technology subjects.	Increase % females enrolled on STEM qualifications, increase % females teaching, assessing and managing STEM.	Identify and develop at least three initiatives to promote WP in STEM	Assistant Principals, Curriculum Managers, Marketing, HR	03/02/20	'Construction Explorer' programme to continue at Lewisham. Cross-curriculum "Women in Digital" event was planned for 13 <sup>th</sup> May but postponed due to COVID-19
Rebrand and relaunch the new Prayer Room to encourage inclusive use and promote student / staff wellbeing.	Our 'temporary' Prayer and Meditation Room has been in use for 8 years and is far from ideal. We have identified a potential room that can be redeveloped. A larger space will give us scope	Room to be regularly used for at least 3 different purposes (e.g. prayer, meditation, quiet space for autistic learners).	<ol style="list-style-type: none"> <li>(1) Identify appropriate room</li> <li>(2) Draft redevelopment plans with Estates</li> <li>(3) Consult SLT on naming and fair use</li> <li>(4) Promote space to staff / student through free meditation classes etc</li> </ol>	Estates, Head of Safeguarding & EDI	31/12/20	<ol style="list-style-type: none"> <li>(1) Complete - G23</li> <li>(2) Complete</li> <li>(3) &amp; (4) Pending involvement of new SU officers</li> </ol>
Create further opportunities for staff to engage with a range of EDI issues in depth.	Staff across the college have nominated themselves to become Diversity Champions. We have the opportunity to use the champions to promote good practice in a range of issues, including supporting transgender students.	At least 8 members of staff across college to be trained and able to advise peers on EDI issues.		Head of Safeguarding & EDI	29/4/20	10 staff recruited. First training session (best practice in supporting transgender students) completed 22/1/20, feedback given to EDC on 30/1/20

## Gender Pay Gap Report

31st March 2019



Under the legislation, companies with more than 250 employees are required to publish their gender pay gap in an effort to make companies more transparent about the way their people are paid. The gender pay gap is the difference in average pay between men and women based on hourly rate. This differs from equal pay which refers to paying a man and a woman the same amount for the same or similar work. We believe that only through transparency will we be able to identify the issues we are facing and therefore find solutions to overcoming them.

Barking & Dagenham College aims to provide all employees with fulfilling and rewarding careers. By developing transformational culture which engages employees with owning their career and their development. And, by doing this we are ensuring that our people can achieve their full potential at their own pace, regardless of their gender.

### The mean gender pay gap:

The mean is the average value of a given set of data. The legislation requires organisations to measure the difference between men's average hourly pay rate and that of women.

A negative figure means that women's average hourly pay is higher than that of men.

### The mean gender pay gap:

The median is the middle value in a given set of data, dividing the data set into two equal parts.

The median gender pay gap is the difference between the median hourly pay rate of women and that of men.

### The mean gender pay gap:

The mean bonus gap which is the difference the mean bonus pay to men and that paid to women.

The median bonus gap is the difference Between the men's median bonus pay and that of women's.

### The mean gender pay gap:

Quartiles divide the set of data into four equal quarters where each quartile represents 25% of the population. Quartile pay bands show the proportions of men and women in each of the quartiles.



## Our overall Results

As required by legislation, our findings reflect data at 31<sup>st</sup> March 2019. At this point in time, the workforce consisted of 218 women (56.6%) and 167 men (43.3%).

### Gender Pay gap

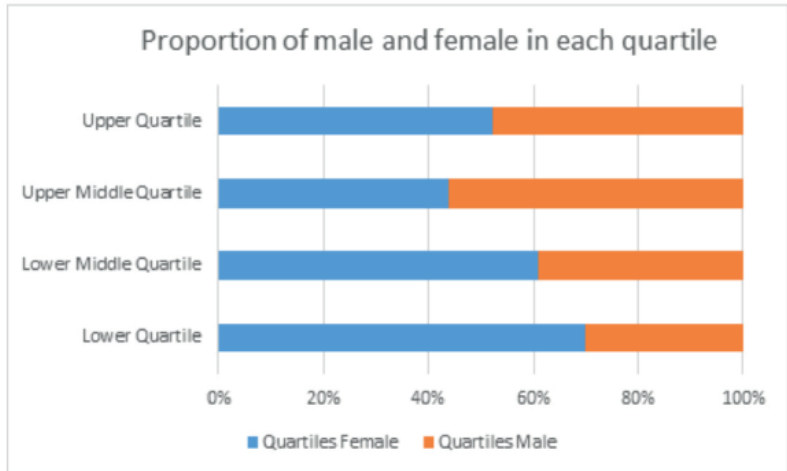
Mean 12%  
Median 14%

### Gender bonus gap

Mean -67.68%  
Median -24%

### Bonus proportions

Mean 3.0%  
Median 1.4%



## Understanding the Gap

Whilst the data for Barking and Dagenham College shows a slight increase in the gender pay gap, this is due to some inaccuracies in previous years data which have now been rectified.

The mean gender pay gap is 12% in favour of men. The median pay gap is 14% which is higher than the mean. This implies that there are a lower number of higher earners and larger number of lower earners comparatively. The UK gender pay gap among all employees is currently 17.3%<sup>1</sup>

Barking & Dagenham College has a higher proportion of females, and of those females a higher proportion are in our business support and teaching support roles which are at a lower grade and offer more flexible options for those who are carers. For example a significant number of teaching support roles offer term time only contracts.

The statistics related to the bonus figures show a mean bonus gap of -67.68, showing a favourable result for females. The median bonus gap is 24% in favour of women.

Looking at the pay quartiles, women who constitute 56.6% of the workforce, are evenly represented at the upper quartiles, however, they are over represented in the lower and lower middle quartiles.

### The mean gender pay gap:

Barking & Dagenham College will continue to prioritise the following to further reduce its gender gap:

- Positive action recruitment strategies will continue where there is under representation of females
- Opportunity for flexible working for all staff at all levels
- Talent development and promotions are available to female and male members of staff and the college will continue to promote career progressions and promotions across the college.



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