



Equality, Diversity & Inclusion
Annual Information Report
2018-19

www.bdc.ac.uk
020 3667 0294

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.

Contents

Content Index

	Page
1	Introduction
2	About Barking and Dagenham College
3	How we manage Equality and Diversity
4	Teaching, Learning & Assessment
5	QAR themes 2018-19
6	HR and Recruitment
7	Progress on previous objectives 2018-19
8	Objectives for 2019-20
9	Student Diversity Profile 2018-19
10	Staff Diversity Profile 2018-19
Appendix A	EDI action plan for 2018-19
Appendix B	Gender Pay Gap Report

1 Introduction

Welcome to our Equality and Diversity Annual Report.

As a public body, Barking & Dagenham College have a specific duty to publish 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 different people

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 body. All of 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. All staff are familiarised with the Staff Code of Conduct during induction, and we regularly provide training to ensure that they understand the high standards of behaviour expected of them.

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.

2 About Barking & Dagenham College

Barking & Dagenham College is a large general further education college situated on the eastern boundary of the London Borough of Barking and Dagenham, approximately 11 miles east of central London. It caters for students of all ages from 14 upwards.

Last academic year, the College enrolled over 6400 students across 4 sites and various subcontracted partnerships. An EDI profile of our students by gender, age, ethnic group and disability is included in Section 9 (NB - we do not currently collect data on student faith or sexual orientation). The College is Matrix accredited, and has recently successfully completed a Matrix re-accreditation.

The College currently employs approximately 500 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. There is a broad ethnic mix on the Board, in the senior leadership team and in staff in general. 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. The London Borough of Barking and Dagenham is an area where levels of poverty and social exclusion are high. Research published by the Trust for London in 2017 revealed that the borough was the highest scoring borough overall over 19 indicators related to poverty, inequality and social exclusion, and fell into the lowest performing group for homelessness, housing, worklessness, low pay and education (although GCSE attainment has improved over the past few years, the number of 19 year olds with level 3 qualifications remains below local and national averages, and 8.2% of the population have no qualifications at all).

Barking and Dagenham is currently one of the fastest-growing local authorities in the country, with an estimated 201,979 residents. The borough has 57,865 residents under the age of 16 – which is the highest proportion in London and the UK. 63% of the population is aged 20-64 and 9.3% is aged 65+. Barking and Dagenham has the highest birth rate of all the London boroughs, and the lowest life expectancy.

Barking and Dagenham has become significantly more ethnically diverse in recent years, with a significant increase in the number of Black African and White Other population. The percentage of Black, Asian and Minority Ethnicity (BAME) residents is currently 64.9%, which is above London average.² 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.

3 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, but progress is also monitored by our Executive Team and Senior Leadership Team (SLT). The Executive Director of People and Organisational Development provides strategic guidance in EDI and the Heads of Safeguarding, Prevent and EDI, with the Director of Student Services and PETT, 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.

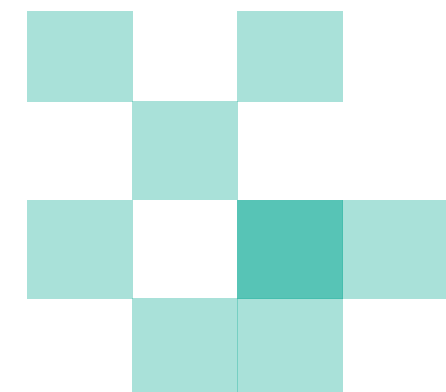
Monitoring of our policies and objectives is performed by the Equality and Diversity Committee, which is chaired by the College's Executive Director People and Organisational Development. In 2018-19 the committee included 2 student representatives and 2 representatives from community partners. We regularly refresh our membership to ensure that all our curriculum and business support areas are represented. This approach has resulted in an enriched discussion and improved communication of EDI initiatives to all staff.

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, for closing any identified achievement gaps, 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 meetings, and Corporation

London's Poverty Profile 2017, www.Londonpovertyprofile.org.uk [Accessed 06 Nov 2019]; Barking and Dagenham State of the Borough Report 2018, <https://www.lbbd.gov.uk/borough-manifesto> (Accessed 06 Nov 2019)

Did You Know, <https://www.lbbd.gov.uk/council/statistics-and-data/about-the-borough/about-barking-and-dagenham> [Accessed 06 Nov 2019]



Performance and Standards meetings: data that is monitored includes retention, 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 there is no over representation amongst one particular group. Our CIS team ensures that EDI data is very 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 action plan.

There are well understood anti-bullying and harassment policies in place in the College, 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. In response to staff suggestions, the College initiated an Employee Engagement Champion scheme which has further strengthened the staff voice.

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 2018-19 we worked with 10 community partners throughout East London and the local area to provide educational opportunities to all sections of the community, including some of the most hard to reach groups. We delivered ESOL classes at a number of primary schools in the LBBB area to enable parents who were not able to attend classes at the college to access education. We also work with the Prince's Trust and V.Inspired to offer learning and volunteering opportunities to young people at risk of social isolation.

The College has continued to work with AccessAble throughout 2018-19 to ensure that our campus is accessible to all, and that our accessibility features are clearly indicated to visitors, and potential staff and students. AccessAble regularly audit college premises, and in January 2019 re-surveyed a large section of our Rush Green Campus. The updated accessibility guide can be found on www.accessable.co.uk, and a small number of improvement recommendations were forwarded for consideration by our Equality and Diversity Committee and Estates Team.

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 work 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 pilot and 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.

4 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 2018-19 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, mental health and wellbeing and human rights. In addition, our student Union Officer for LGBT+ delivered a number of tutorials to peers, thus communicating the importance of diversity and inclusion from a relatable, personal perspective.

In addition to the tutorials and themed weeks, EDI is also embedded into the curriculum in a variety of creative and impactful ways. This year, a number of curriculum areas participated in an AoC Professional Exchange Group project entitled "British Values and Critical Thinking". Using an approach taught by the organisation Philosophy for Schools (P4C) to build 'communities of learning', teachers in a range of curriculum areas developed activities that would help students to challenge their personal biases and develop robust critical thinking skills. Feedback from the students involved indicated that they had genuinely been stretched by the critical thinking exercises, and had a better understanding of what British Values were and how to apply them. The project outcome report will be published in InTuition magazine.

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 completed this course to date, and there are plans to further develop the programme in 2019-20, to ensure that more adult learners have the opportunity to learn about British Values and Prevent.

In April, 16 of our female students participated in a "Digital Girls" workshop organised by Careers College, to explore opportunities and careers in this traditionally male-dominated sector.

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 achieve higher than students without a declared need. The achievement rate for students declaring a disability 16-18 was 82% compared to 80% for those with no difficulty/disability. For those with declared needs aged 19+ achievement was 91% compared to 90% for those with no declared needs.

Our innovative 'Ring of Steel' of support has been recognised by Ofsted as Outstanding and exemplary practice. Our integrated cross-college strategy robustly includes every single learner ensuring that all students receive the highest provision of support. Our pioneering approach to student support has been highly effective in enhancing the retention, success and progression of SEND, LAC, Care Leavers, Care Experienced, Offenders and 'At-Risk' learners at all levels.

Barking and Dagenham College are currently the highest provider for High Needs (of above Element 2) Support across North East London, with a consistent trend in numbers spanning over a 7 year period. The College currently provide High Needs support for students from 11 Local Authorities for commissioned High Needs places and are seen as the provider of choice for High Needs delivery.

In 2018/2019 the college provided High Needs support for circa 260 commissioned High Needs enrolments, High Needs delivery is significantly above the ESFA allocation. The retention of High Needs learners is outstanding; 98%, 4% higher than 16-18 retention and 6% above National Average. Achievement and pass rates for High Needs learners is outstanding 92% and 94%, 7% and 3% above National Average. 11 High Needs learners studied level 3 programmes with 25% achieving high grades on their vocational programmes. Attendance for this cohort of learners remains high at 93% with punctuality at 99%.

Internal Progression and Positive destinations for High Needs Learners is excellent, 69% of learners progressed internally with 77% positive destinations. Internal progression for High Needs learners is noted in the curriculum areas of add areas.

The College continues to offer an excellent range of curriculum pathways, facilities and resources to High Needs learners that support students' progress into sustainable employment, voluntary work, further learning, independent/supported living and active and meaningful engagement with local communities. There is a culture of high expectations and aspirations for High Needs learners with strong and highly effective support mechanisms in place to support building resilience and fostering independence. The re-development of the Foundation Learning Study Programme to include a wider focus on transition support, personal, social and communication development has been pivotal in the enhanced progression of both High Needs learners and low level needs.

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.

Learner Voice

There is a well-established Student Leadership Team (sLt) who work closely with the Senior Leadership Team 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.

Our team of elected Student Union officers includes officers for Equality and Diversity, LGBT+ and student health and wellbeing, to ensure that the diversity of our student body is well represented. All data from student surveys is closely analysed to ensure that there are no 'satisfaction gaps' between students with different characteristics.

Enrichment

The college continues to offer a wide range of enrichment activities to promote student health and wellbeing, life and work skills, and widening participation in sports.

During 2018-19, free mindfulness sessions were offered to staff and students to promote wellbeing and mental health. Students with learning disabilities participated in softball sessions throughout the year. To celebrate Gender Equality Month in March we ran a "This Girl Can" festival, to enable female students to get active and try out new sports. There was also a "Colour Run" obstacle course in June to encourage students of all abilities to have fun and get active.

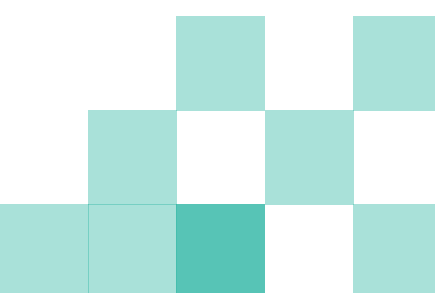
BDC SAR 2018-19

Headline

Type	Unique Learners	Enrol Learners	Enrol Completed	Enrol - Passed	QAR%	QAR Nat. Av	Ret%	Pass Rate %	Known Destinations %	Internal Progression %	Vol of L3	High Grades %	Attendance %	Punc %	Free School Meals %
16-18	2663	5458	5152	4392	80	83	94	85	67	51	734	30	78	97	12
Adult	3949	5892	5755	5327	90	89	98	93	31	27	448	18	84	98	3
High Needs (of above)	194	474	464	435	92	84	98	94	77	69	11	25	93	99	27

Performance By Age and Level

Level	Exp End	16-18					19+					All				
		Lvrs	Ach %	Nat %	Ret %	Pass %	Lvrs	Ach %	Nat %	Ret %	Pass %	Lvrs	Ach %	Nat %	Ret %	Pass %
Entry Level	16/17			90					94					93		
	17/18	1622	85	93	91	93	2734	91	96	96	95	4356	89	96	94	94
	18/19	1537	87	93	93	93	3085	94	95	96	97	4622	91	95	95	96
Level 1	16/17	1158	67	75	89	75	1894	86	87	97	90	3052	79	82	94	84
	17/18	1140	66	78	92	71	2222	88	94	99	89	3362	81	89	97	84
	18/19	1067	70	80	94	74	1516	87	91	98	88	2583	80	86	97	83
Level 2	16/17	2099	74	76	90	82	1406	83	84	96	87	3505	78	80	92	84
	17/18	1867	75	80	94	80	1063	83	89	97	85	2930	78	87	95	82
	18/19	1858	78	82	93	83	1066	88	87	97	91	2924	82	84	95	86
Level 3	16/17	980	80	85	88	90	605	82	81	91	90	1585	81	84	89	90
	17/18	954	84	86	94	89	461	82	81	95	86	1415	83	84	94	88
	18/19	870	83	86	94	88	347	82	81	96	86	1217	83	85	94	88
Level 4	16/17	1	0	70	100	0	12	92	55	92	100	13	85	58	92	92
	17/18			68			11	64	58	82	78	11	64	60	82	78
	18/19			76			19	74	64	89	82	19	74	66	89	82
Total	16/17	5860	76	79	90	85	6651	87	86	96	91	12511	82	82	93	89
	17/18	5498	78	81	93	84	6844	89	90	97	92	12342	84	87	95	88
	18/19	5458	80	83	94	85	5892	90	89	98	93	11350	86	86	96	89



Overall success rose slightly from 88% in 17/18 to 89% in 18/19. A summary analysis of our QAR data by EDI measures is provided below:

5.1 Success by Ethnicity

Success By Ethnicity

Ethnicity	16-18									19+										
	Leavers			Ach%			Ret%			Nat Av	Leavers			Ach%			Ret%			Nat Av
	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19		16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	
Any Other	256	236	237	79%	75%	84%	90%	92	95%	82%	348	485	410	89%	88%	90%	95%	96%	99%	89%
Bangladeshi	217	241	276	76%	79%	78%	90%	95%	93%	83%	516	527	594	91%	90%	94%	98%	98%	98%	90%
Black African	630	679	674	78%	83%	79%	90%	96%	95%	84%	1417	1381	1176	83%	85%	88%	94%	97%	98%	87%
Black Caribbean	263	250	230	78%	71%	76%	91%	91%	94%	79%	365	390	255	91%	92%	83%	97%	98%	99%	87%
Black Other	150	135	170	79%	79%	81%	96%	99%	94%	81%	186	177	167	80%	88%	92%	91%	98%	100%	87%
Chinese	10	4	5	90%	100%	100%	90%	100%	100%	89%	38	46	35	87%	91%	97%	97%	96%	100%	90%
Indian	153	166	166	86%	78%	81%	95%	93%	94%	87%	215	229	155	87%	89%	95%	96%	97%	99%	90%
Mixed	493	512	489	73%	78%	78%	90%	93%	95%	80%	311	379	306	82%	90%	85%	95%	96%	94%	90%
Other Asian	139	149	128	81%	87%	87%	95%	97%	97%	86%	279	394	322	89%	91%	92%	95%	98%	97%	89%
Pakistani	280	244	254	74%	81%	78%	89%	93%	96%	83%	290	320	333	87%	90%	90%	97%	97%	96%	88%
Unknown		23	114		91%	89%		100%	93%	83%		47	79		85%	96%		96%	99%	87%
White	3269	2859	2715	76%	77%	81%	89%	92%	94%	80%	2686	2469	2060	90%	91%	92%	96%	97%	98%	90%

- In the 16 - 18 age group, achievements for Bangladeshi, Pakistani and Black African students were lower than college and national average. This appears to be due to significant enrolments of students from these groups in a small number of curriculum areas with poor QAR, eg Carpentry, Engineering and Painting and Decorating. On the other hand, adult students from these ethnic groups performed well.
- Overall average achievement for White students includes achievements for White British and White Other groups. It is worth noting that White Other students attained higher average success than White British students (78% compared to 70% for 16-18 and 93% compared to 87% for 19+). White Other students are more likely to study in higher performing areas such as ESOL. 19+ Black Caribbean achievement (83%) was below college and national average. The largest numbers of enrolments for this group were in Partnerships (which achieved very well at 94%), Adult Basic Skills (81%) and Lewisham construction programmes (20%). Low achievement in the Lewisham project had an adverse impact on our EDIMs analysis because of the large proportion of BAME and LAC students enrolled on these.

5.2 Success by Gender

Success By Ethnicity

Gender	16-18									19+										
	Leavers			Ach%			Ret%			Nat Av	Leavers			Ach%			Ret%			Nat Av
	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19		16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	
Female	2046	2042	1927	79%	78%	83%	90%	93%	94%	4206	4253	3802	88%	89%	92%	96%	97%	98%		
Male	3814	3456	3531	75%	78%	79%	90%	94%	95%	2445	2591	2090	87%	89%	88%	96%	97%	97%		

- In the 16-18 group female students, as usual, performed slightly better than male. In this age group male enrolments outnumbered female by almost 2:1.
- In the 19+ group there were no achievement gaps, and female enrolments outnumbered male by almost 2:1.

5.3 Success by Learning Difficulty or Disability

Success By Difficulty / Disability

Status	16-18									19+										
	Leavers			Ach%			Ret%			Nat Av	Leavers			Ach%			Ret%			Nat Av
	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19		16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19	
Has difficulty/disability	1224	1106	1149	81%	82%	82%	92%	95%	94%	1029	1142	1151	89%	89%	91%	96%	97%	98%		
NO difficulty/disability	4636	4392	4309	75%	77%	80%	89%	96%	94%	5622	5702	4741	87%	89%	90%	96%	97%	98%		

- There was no significant achievement gap between students who had declared a disability or learning difficulty, and those who had not.
- Students with a declared disability or learning difficulty account for 21% of enrolments in the 16-18 group, and 20% in the 19+ group.

5.4 Other trends in QAR

Disappointingly, the overall QAR achievement gap for LAC has widened compared to previous year (from 2% to 6%).

Breaking this figure down by age group and curriculum area reveals a number of different narratives:

- In the 16-18 age group, LACs achieved better than non-LACs (83% compared to 72%). This is largely due to excellent achievements for LACs in our 16-18 ESOL area.
- Poor results for a large number of LAC students in Construction Trades because of poor achievement and a large LAC recruitment in the Lewisham programmes. If these are removed from the QAR, LAC or Care- Experienced students outperform other students by 1% (81% against 80%).
- As was the case in 2017-18, results for LACs by curriculum area are variable. All curriculum areas will examine their QAR in relation to LAC achievement in their annual self-assessments and identify quality improvement objectives where necessary.



6 HR and Recruitment

Staffing and Recruitment

The college values the diversity of its employees. We are a Disability Confident employer. The college was reviewed by Investors in People in 2018-19 and we retained our Gold standard status.

Recruitment adverts promote that the College welcomes applicants from under-represented groups and we are continuing to advertise posts in the Voice. All posts are continuing to be advertised in the Diversity Group publications. There has been training for all recruiters in the college to raise awareness of unconscious bias. One outcome has been to remove unnecessary requirements in person specifications for management roles which would disadvantage both female and BAME applicants. This does appear to be having an impact on our BAME totals overall: BAME staff currently account for 32% management spine and 50% senior leadership contracts. Due to the positive impact this action appears to be having, the College will continue with this approach. We will also continue to use positive action to recruit more female staff into management positions.

The college has continued to run campaigns to attract disabled candidates over the past year, advertising posts in Living With Disability and the Disability Review. We also have a positive action policy in place in regards to selecting candidates who are equally qualified and experienced. The percentage of our staff who have declared a disability is currently 5%. We do not yet monitor the diversity of staff recruited via agencies, but are continuing discussions with agencies to request this information.

We published our second Gender Pay Gap Report in March 2019 (this can be found in Appendix B). Our overall mean pay gap rose from 8% to 10%. The mean pay gap for bonuses was substantially reduced (from 100% to 47%) after more female staff were recruited to our sales area. As the benchmark figures by sector are not available until the following year, we are not yet able to see how this compares with the sector average. Nevertheless, it continues to be our intention to reduce the pay gap, and so we have rolled over the EDI objective related to gender pay for this year. We have analysed the roles that male and female staff perform at the college in order to gain a better understanding of how we can work towards this objective. A significant percentage of women are employed in part time roles at the college. Although the College has a fairly even split of male to female employees in all of the contract types, there are significantly more women than men in Business Support roles and more men than women in the Assessor and Curriculum Team Leader / Curriculum Manager roles. As specified in our Gender Pay Gap Report (see Appendix B) the college will be taking positive action to recruit more female staff to these roles.

The college is actively working to further improve staff disclosure relating to sexual orientation and religion, this data is improving year on year.

A summary of staff data by EDIM can be found in section 10.

Staff Training

All staff at Barking and Dagenham College are required to take an online course in Equality and Diversity as part of their induction activities. In addition to this mandatory training, we run a number of EDI themed staff development sessions throughout the year. During 2018-19 we delivered training on teaching British Values as part of Staff Learning and Development Day. Staff who participated in the British Values Project attended a full day workshop with P4C on building communities of learning in the classroom, to assist students in building their critical thinking skills and respecting the legitimacy of different points of view. Higher Education Staff have been involved in a Freedom of Speech project, which incorporates British Values and Prevent.

In December 2018, our college sports maker worked with partners to offer staff a 2 day training course in Youth Mental Health First Aid.

On October 2018 SLD day we delivered training to curriculum staff on supporting Looked After Children. This training was then turned into an online Moodle module, to enable us to reach those staff who had not attended the face-to-face sessions. In total, over 125 members of staff received training on this key EDI issue throughout the academic year.

Staff Complaints

Staff grievance complaints about discrimination remain rare. In 2018-19, we had 3 complaints involving EDI; of these one was upheld and disciplinary action taken.

Maternity and Parental issues

We have Maternity and Paternity, Adoption and Parental Leave Policies, 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. In the past year, 7 requests have been made, and all of these have been approved.

Badges and Accreditations:

The college is proud to be a Disability Confident employer. The college has held Investors in People status since 1995, we have held IIP Gold standard since autumn 2013, and maintained this excellent result following our IIP review in 2019.

In 2018-19 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.

EDI Objective	EDI Focus	Progress
1	Develop strategies to reduce the Gender Pay Gap	While there has been a reduction of the bonus pay gap, the overall mean pay gap has increased by 2%. The gender pay gap widened last year as a result of small changes in staff roles at senior levels. Please see report for analysis. Roll over to 2019-20
2	Further embed British Values in the classroom.	Complete - this was effected through tutorials, themed weeks, and the AoC British Values project. The college will maintain and develop the good practice.
3	Strengthen good practice in relation to Looked After Children and reduce achievement gaps for LAC in some areas.	Good achievement consolidated in ESOL programmes, There is a good level of understanding of the challenges facing LAC students and effective and extensive support in place. Some variable practice remains. Roll over to 2019-20.
4	Ensure 100% curriculum areas include an EDI-focused objective.	In 2018-19 Self-Assessment was not sufficiently timely or thorough. However, new leadership in the Quality team will address this. Roll over to 2019-20.
5	Embed EDI in themed weeks.	Completed. EDI was successfully embedded in all 5 themed weeks, with Learning activities on disability awareness, British Values, mental health, LGBT+ in business etc.
6	Widen participation in STEAM subjects.	Develop strategies for gender inclusion eg Women into Engineering. Identify barriers to female and BAME students in terms of programme culture, learning strategies or language. Roll over to 2019-20.

8 Our EDI Objectives for 2019-20

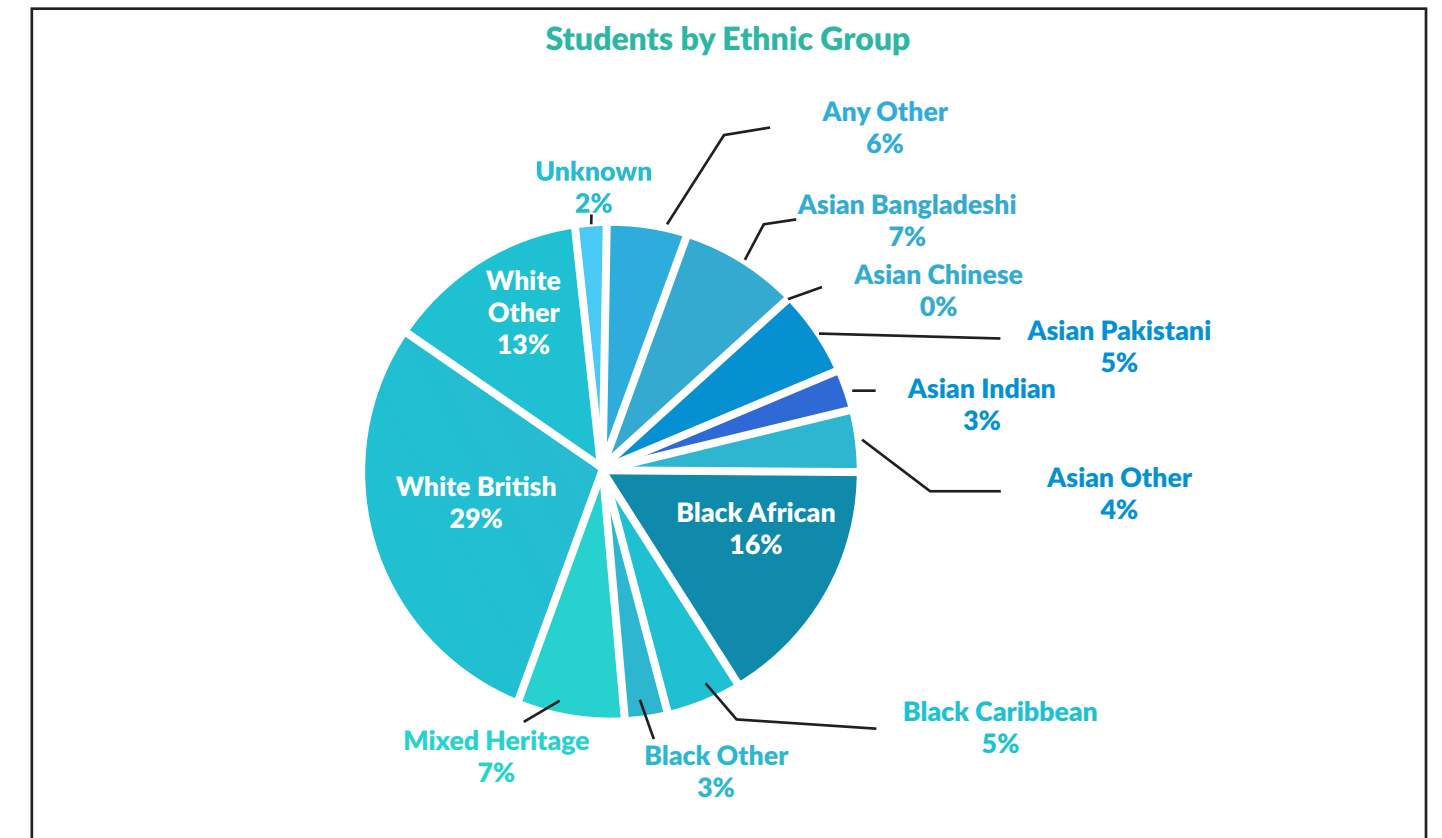
These are the EDI objectives for the current year as agreed by our committee in November 2019.

EDI Objective	EDI Focus	Progress
1	Strategies to reduce the Gender Pay Gap	Continue to develop and employ a range of strategies to recruit and promote female talent especially in curriculum management. Monitor practice in recruitment to reduce unconscious bias.
2	Strengthen good practice in relation to Looked After Children and reduce achievement gaps for LAC in some areas.	New training to raise staff awareness and strategies for supporting LAC students rolled out. Curriculum focus on identifying gaps and understanding the narrative behind them. All curriculum areas will identify effective objectives to improve practice.
3	Improve curriculum area focus on EDIMs at every stage of the learner journey.	Liaise with curriculum teams to enable effective analysis of recruitment and achievement gaps and identification of effective targets in quality improvement plans.
4	Widen participation in STEAM subjects	The new IoT and focus on technical training presents an opportunity for us to promote these areas to female students. Our work with Women Into Construction is ongoing.
5	Rebrand and relaunch the new Prayer Room to encourage inclusive use and promote student / staff wellbeing.	New Prayer Room brings the opportunity to make the most of this space to enhance student / staff holistic wellbeing.
6	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.

9 Student Diversity Profile 2018-19

9.1 Student Ethnicity

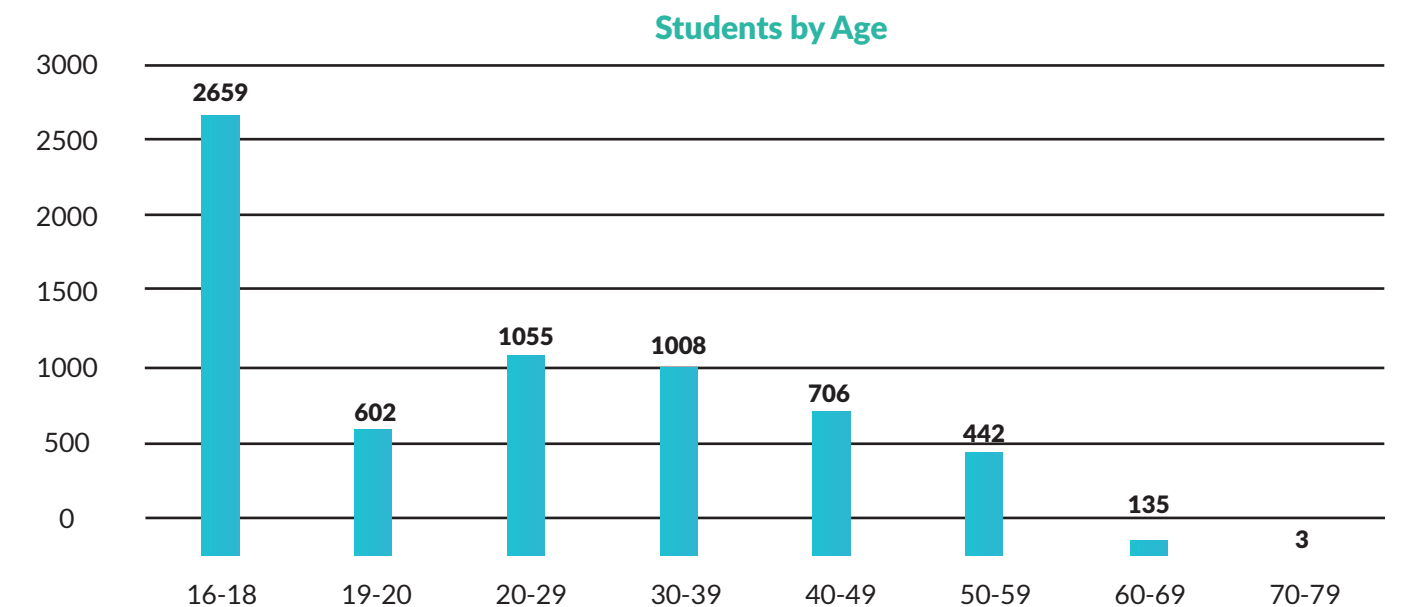
Any Other	351
Asian Bangladeshi	475
Asian Chinese	20
Asian Pakistani	337
Asian Indian	175
Asian Other	250
Black African	1020
Black Caribbean	297
Black Other	169
Mixed Heritage	443
White British	1867
White Other	844
Unknown	122
Total	6399



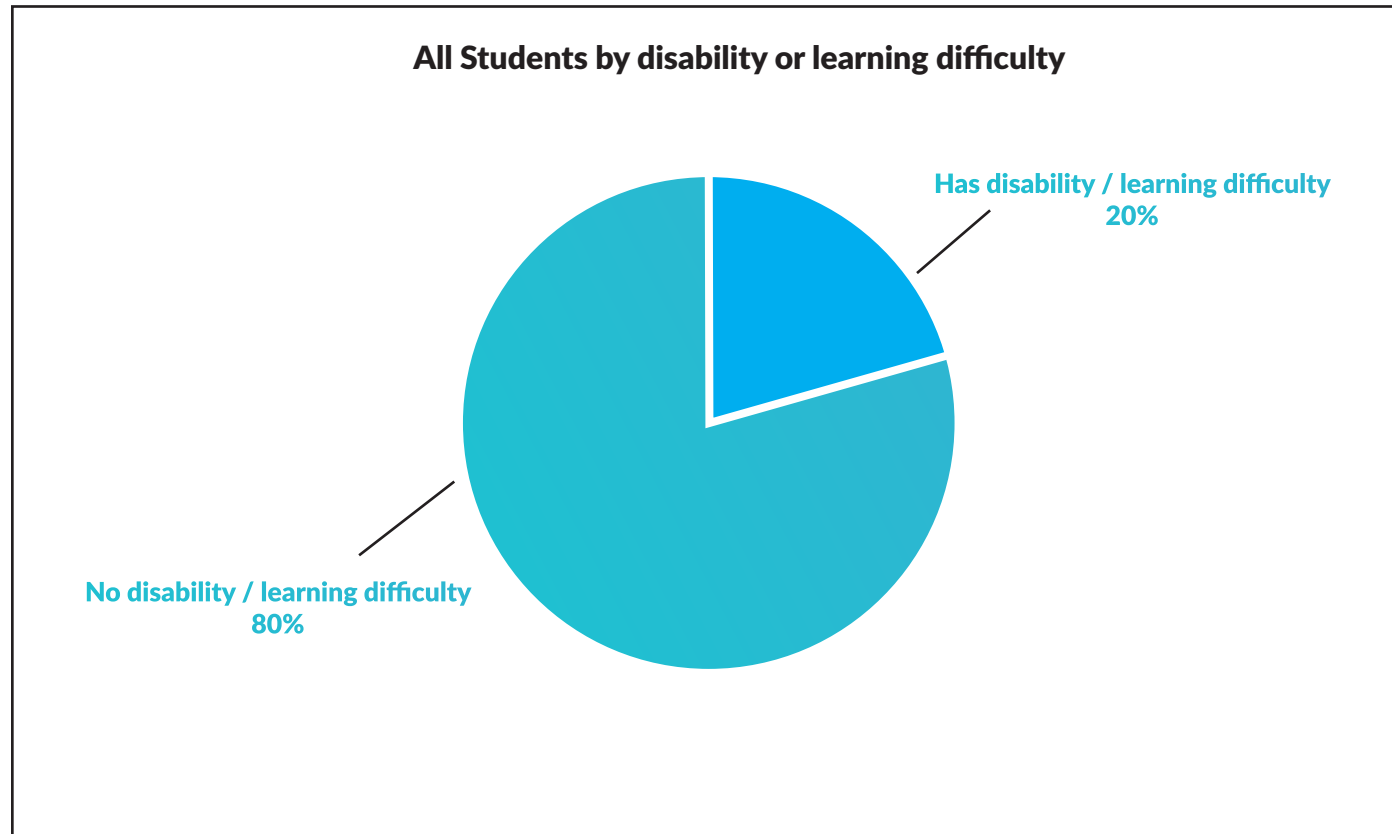
9.2 Student by Age Group and Gender

	16-18	19+	Total
Female	973	2259	3232
Male	1805	1362	3167
Total	2778	3621	6399

9.3 Student by Age Range

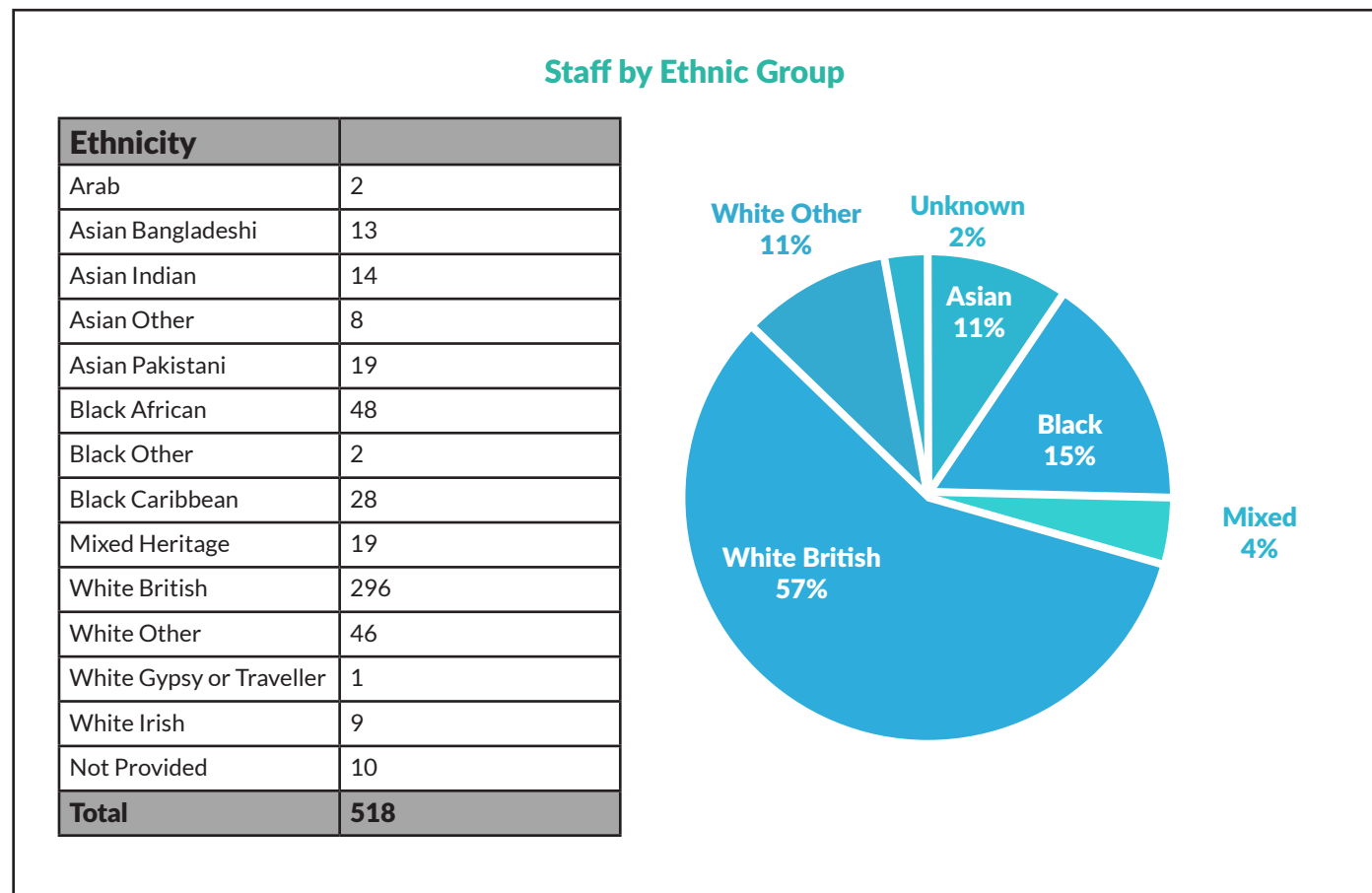


9.4 Student by Disability / Learning Difficulty

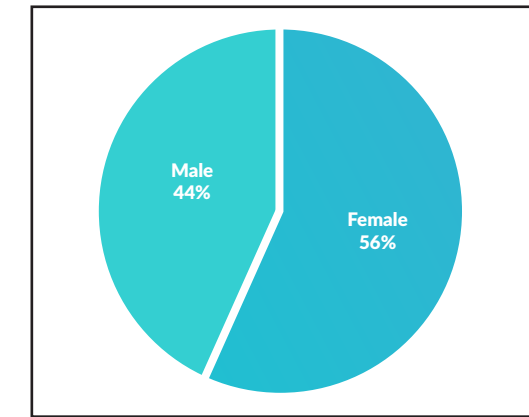


10 Staff Diversity Profile 2019

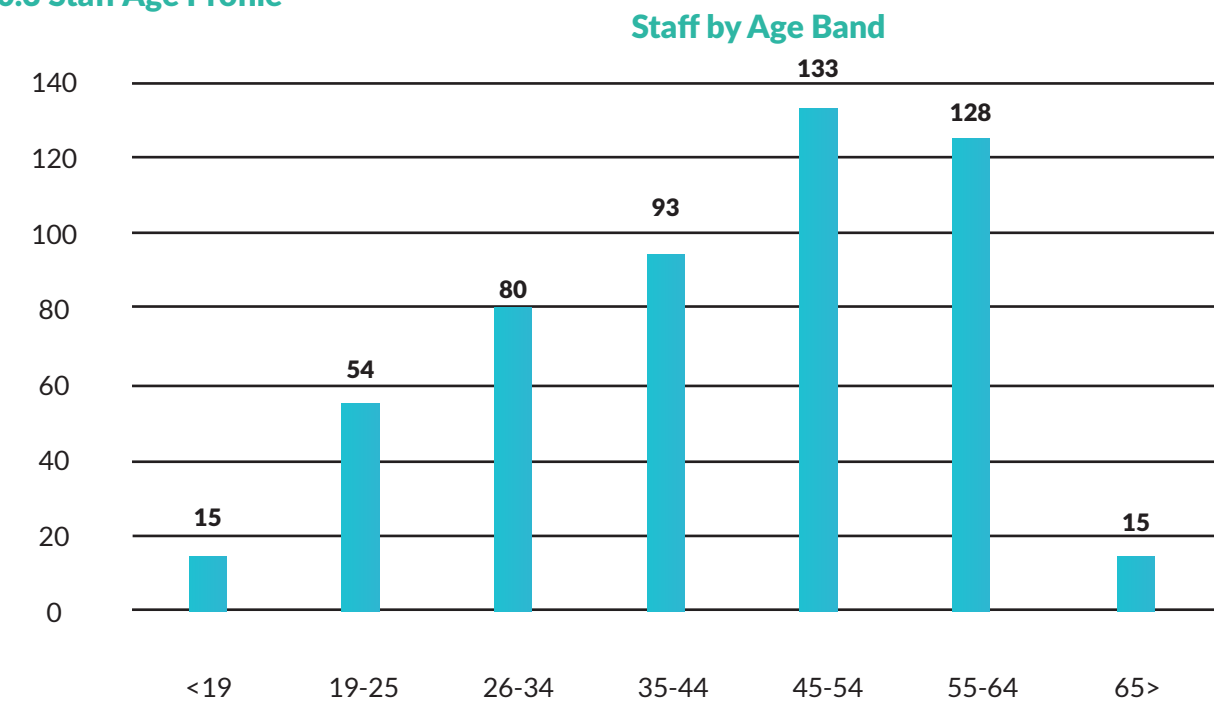
10.1 Staff by Ethnicity



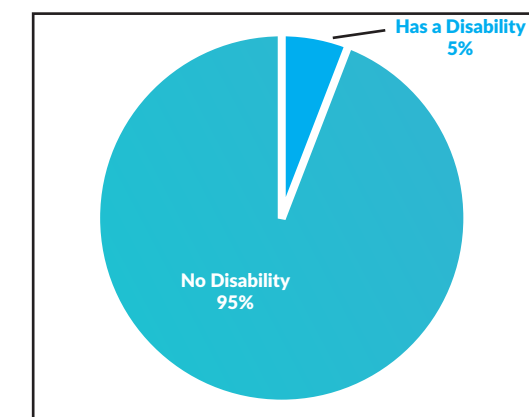
10.2 Staff by Gender



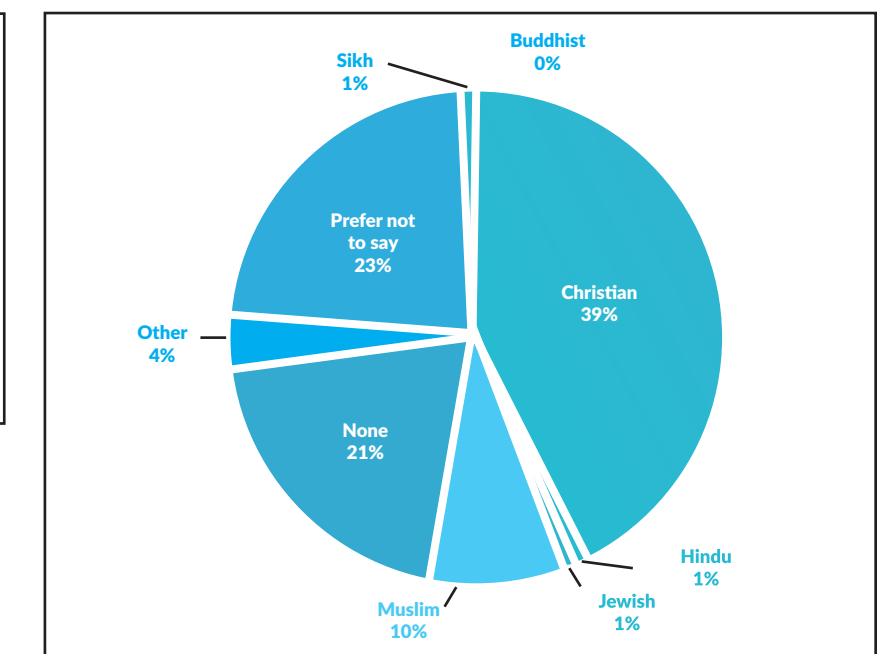
10.3 Staff Age Profile



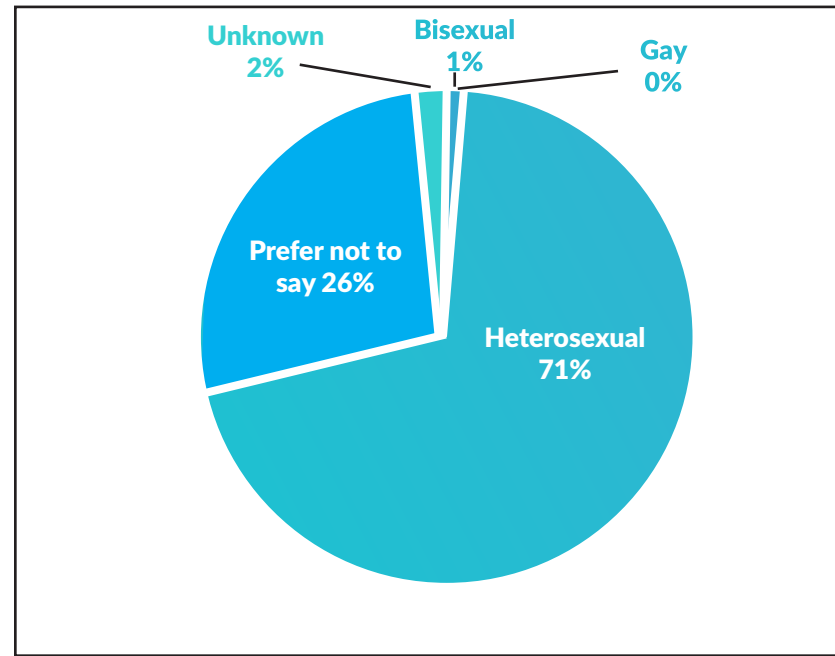
10.4 Staff Disability



10.5 Staff Religion / Belief



10.6 Staff Sexual Orientation



Appendix A – EDI Objective Action Plan

EDI Objective	Issue to address/area to improve or business plan priority & intended impact on students (commercial and curriculum)	Success Criteria	Action / Milestone / Task	Person/s Responsible	By when	Progress to date and Impact	Roll over to 2019-20?
Reduce the Gender Pay Gap	Although our gender pay gap of 8% is lower than the sector average of 14.1%, we will continue to employ a range of strategies to reduce our current gap by a further 0.5%	Further reduce Gender Pay Gap to <7.5%	(1) Continue to monitor our recruitment practices to ensure inclusivity and eliminate unconscious bias (2) Positive action recruitment to attract more females to male dominated roles (3) Ensure women in BSS roles are supported to progress careers through talent management and CPD	SM, CF, JCB	03/02/20	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 2018-19.	Yes - this is a long term objective and work is ongoing
Further work is required to consolidate learners' understanding of British values and Prevent.	Although BV was included in L1 and L2 tutorials and further staff development took place, student feedback indicated that this learning has not been reinforced or well retained.	Feedback demonstrates that at least 70% students can demonstrate an understanding of BV and apply them to a variety of situations.	(1) AoC British Values Project group to identify, explore and disseminate best practice in embedding BV (2) Learning about BV to be reinforced during United Values themed week (3) Produce more visual reminders of BV to display across campus, eg classroom posters	AdC, MS, DS, NG, LN	01/07/19	Tutorials and themed week complete. AoC project showed 81% participants could identify and define all the BVs. Poster campaign used quotes from student feedback. Action Bound task has evidenced further applications of students' understanding. AoC project is continuing, with participating staff using 'philosophy for schools' techniques to encourage critical thinking.	No - but college must continue good practice developed during 2018-19
Strengthen good practice in relation to Looked After Children and reduce achievement gaps for LAC in some areas.	In 2017-18 we identified some areas of excellent practice in relation to supporting LAC and care experienced learners, but some curriculum areas still have achievement gaps.	>1% rise in QAR rate for LAC	(1) Amend wording on Learning Agreement to improve data (2) Early identification exercise and data verification (3) Produce LAC guide for curriculum (4) Roll out targeted LAC training to areas where there is an achievement gap (5) Complete regular progress audits for LAC (6) Use focus groups / other methods to gain feedback from LAC students	AdC, JDW, NG	31/10/19	(1) complete (2) complete (3) complete (4) 109 staff have taken face-to-face LAC awareness training this year, 16 staff have completed the new LAC online module (5) second audit complete, results generally positive (6) It has been very difficult to form LAC focus groups. The recent survey data has been analysed for LAC flagged students.	Yes. Although good work has been done in terms of making data accurate and training staff, the QAR reveals a LAC gap in some curriculum areas that needs exploring in SAR and addressing in QIP
Revive good practice in relation to curriculum monitoring of progress in relation to EDI	In 2017-18 not all teams fully addressed EDI in their selfassessment or improvement actions. We think each curriculum area should have at least one EDI focused objective.	100% curriculum areas include an EDI-focused objective	(1) QIP Audit (2) Invite feedback from Managers on what tools would help them to rate their performance in relation to EDI	AdC, LJ	01/12/19	8 curriculum areas have included EDI objectives. CollegeIP has not been effective way to promote this - Quality to help find solution.	Yes - Self Assessment is still not being done in a timely or thorough way. New leadership in Quality will address this.
Embed EDI in themed weeks.	We are aiming to further consolidate our students' understanding of EDI and British Values by embedding these in activities and tutorials during 5 special themed weeks.	All themed weeks to include clearly signposted EDI related activities / objectives	Convene working group to ensure EDI is fully embedded	NG, AdC, KB	01/07/19	EDI has been promoted in all themed weeks to date. The most recent themed week - Disability Awareness - included a variety of activities to promote awareness of mental health, autism, genetic conditions, physical impairments and art therapy.	No - Student Services have worked well with other teams to develop a collegiate approach to embedding EDI - continue good practice
Develop a college-wide strategy to widen participation in STEM	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 tech 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	AdC, APs, CMs, Marketing, HR	03/02/20	Marketing, curriculum & BIE have been consulted, there are no specific open events to promote this, but we could make more use of existing events. A 'Construction Explorer' programme was been developed and delivered to female learners at Lewisham. 16 female students attended a Careers College "Girls in Digital" workshop in April 2019.	Yes - improve outcomes on the Construction Explorer programme and develop new initiatives with Women Into Construction. Increase % female curriculum management.

Executive summary

Background

From April 2017, 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 as set out in Government Regulations.

All information is a snapshot of live payroll data from April payments annually. This has to be published by 1st April every following year.

Data sources

This summary includes data from Barking & Dagenham College's Gender Pay Gap reports for 2016/2017 and 2017/2018.

It also summarises the findings for 2016/2017 for 208 Further Education colleges in England, and is based on complete salary data from 173 colleges, covering approximately 47,000 staff. This amounts to an overall coverage of 79% of colleges in the sector.

The College's Calculations and Year on Year Comparison are below:

	April 2018	April 2017	Year on Year Variance %
Mean Gender Pay Gap	10%	8%	2%
Median Gender Pay Gap	20%	15%	5%
Mean Bonus Gender Pay Gap	47%	100%	53%
Median Bonus Gender Pay Gap	23%	100%	77%

BDC reporting data shows a 10% gap in comparison to an 8% gap in 2016/2017.

The biggest change year on year is within Management, last year there was a 16% variance with female managers earning an average £7,188 more than their male counterparts, in comparison to £3,538 more than their male counterparts this year.

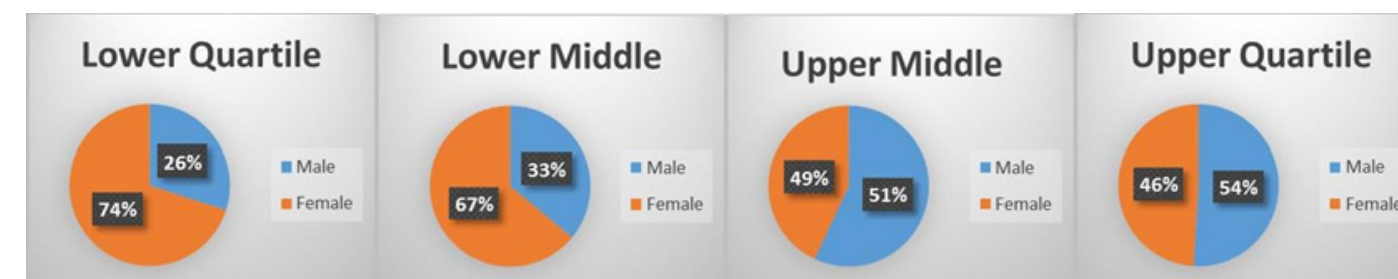
The area that has closed the pay gap at this level is middle management with the creation of Head of Roles, and additional Director roles which are male dominated within Curriculum (77% male), CTL roles have a more even split where there has been a positive increase in female recruitment into this role. There has also been a positive improvement in bonus payments, where in 2017 there were no females awarded a bonus in comparison to 2018 where there was an even number of male and female employees rewarded a payment. Females earned a higher amount in comparison to their male counterparts.

Quartiles

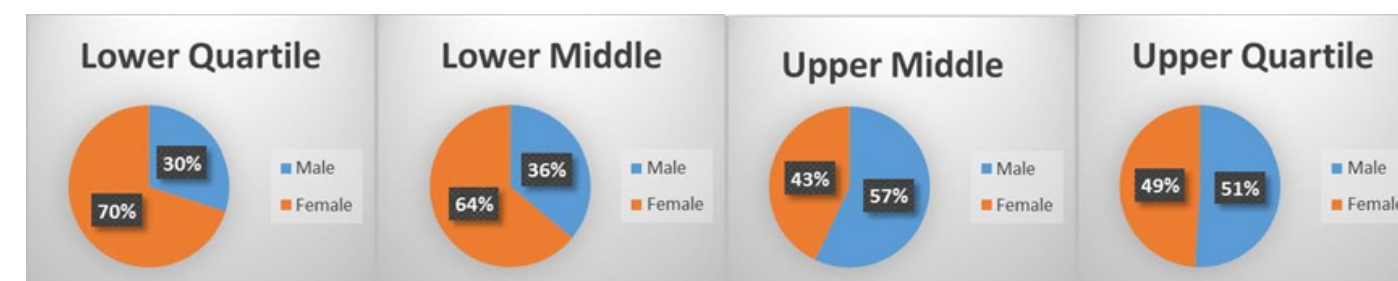
In line with regulations, employers need to report on the proportion of male and female employees in each of four pay bands, where Lower Quartile represents lowest salaries Upper Quartile represents the highest salaries.

The proportions of males/females in each quartile pay band within Barking & Dagenham College is as follows:

2017/2018



2016/2017



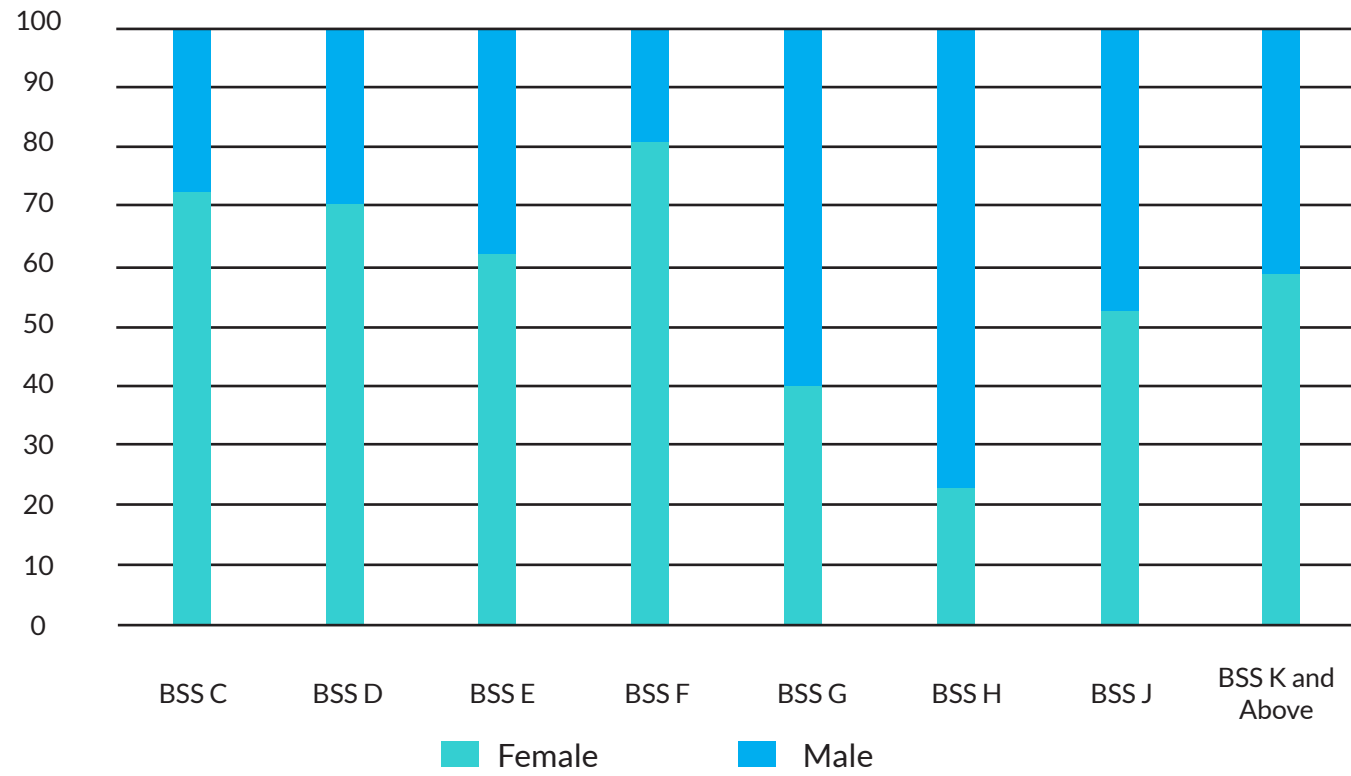
Within BDC Women dominate the Business Support function accounting for 66% of the overall workforce.

Despite women being the majority of staff, there is a substantial gender imbalance across the Business Support pay scale. Women are over represented at all four points in the lower half of the pay scale and under represented at points G and H moving towards the top of the scale.

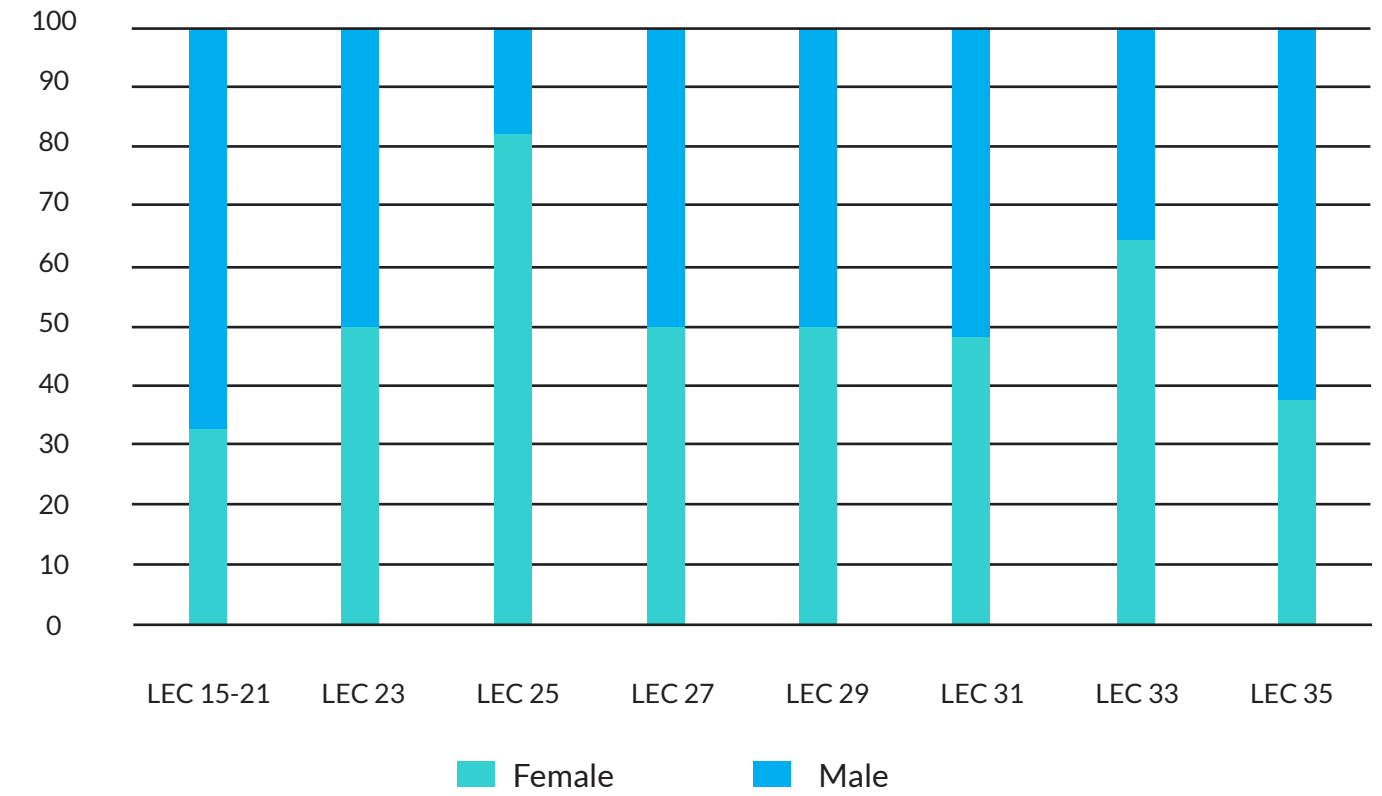
48% of Business Support Staff are paid at pay scales C-D, with females representing 72% of all roles at these two grades. These include Learning Support Assistants, Progress Coaches, Administrative staff, Human Resources and Finance.

Within this, 35% are on term-time contracts, this area is dominated by female workers (76% of overall term time contracts). Term-time contracts are useful for working parents and those with children who have school holidays for an average of 13 weeks a year. The general idea is that these contracts allow our employees to cut down on the hours they work or allow them to take time off during school holidays, which is one of the reasons why this area is female dominated.

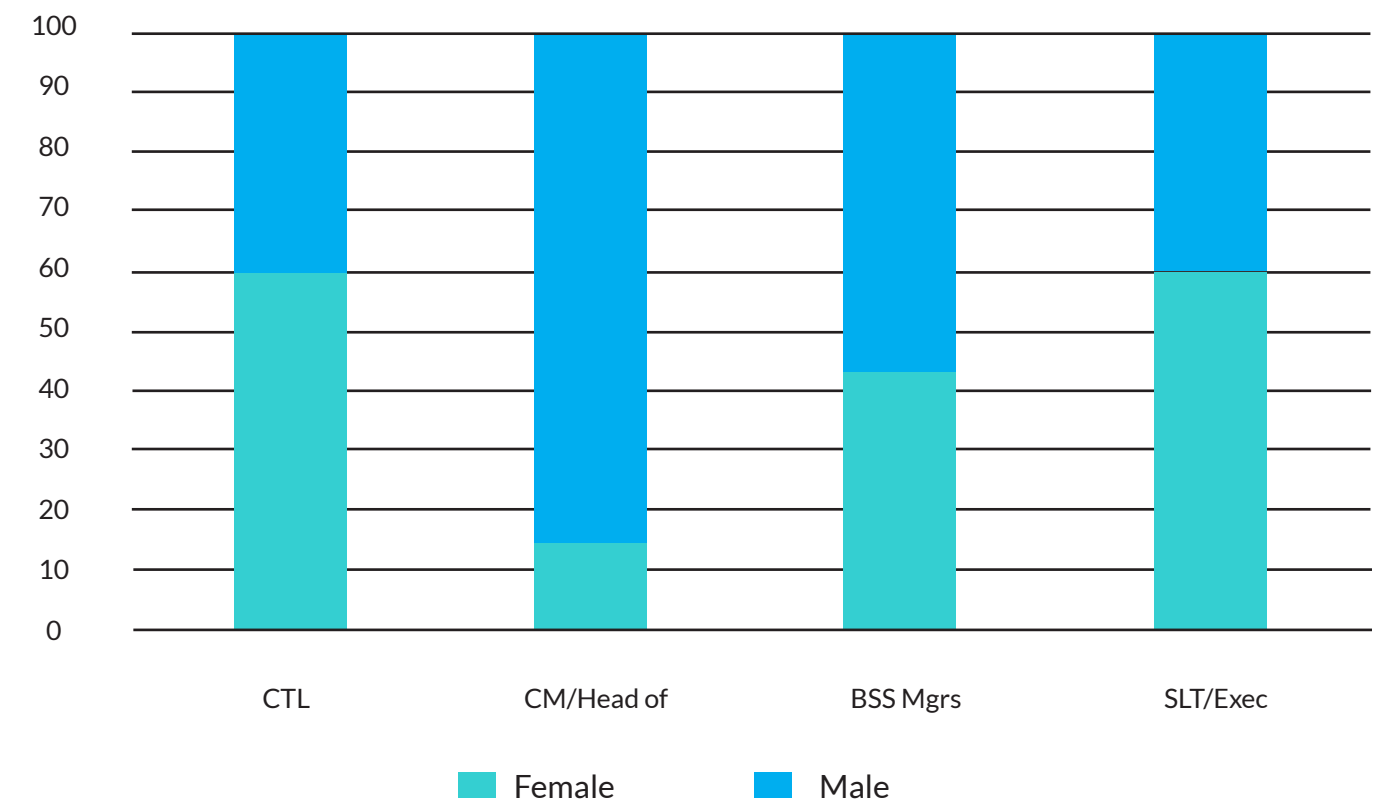
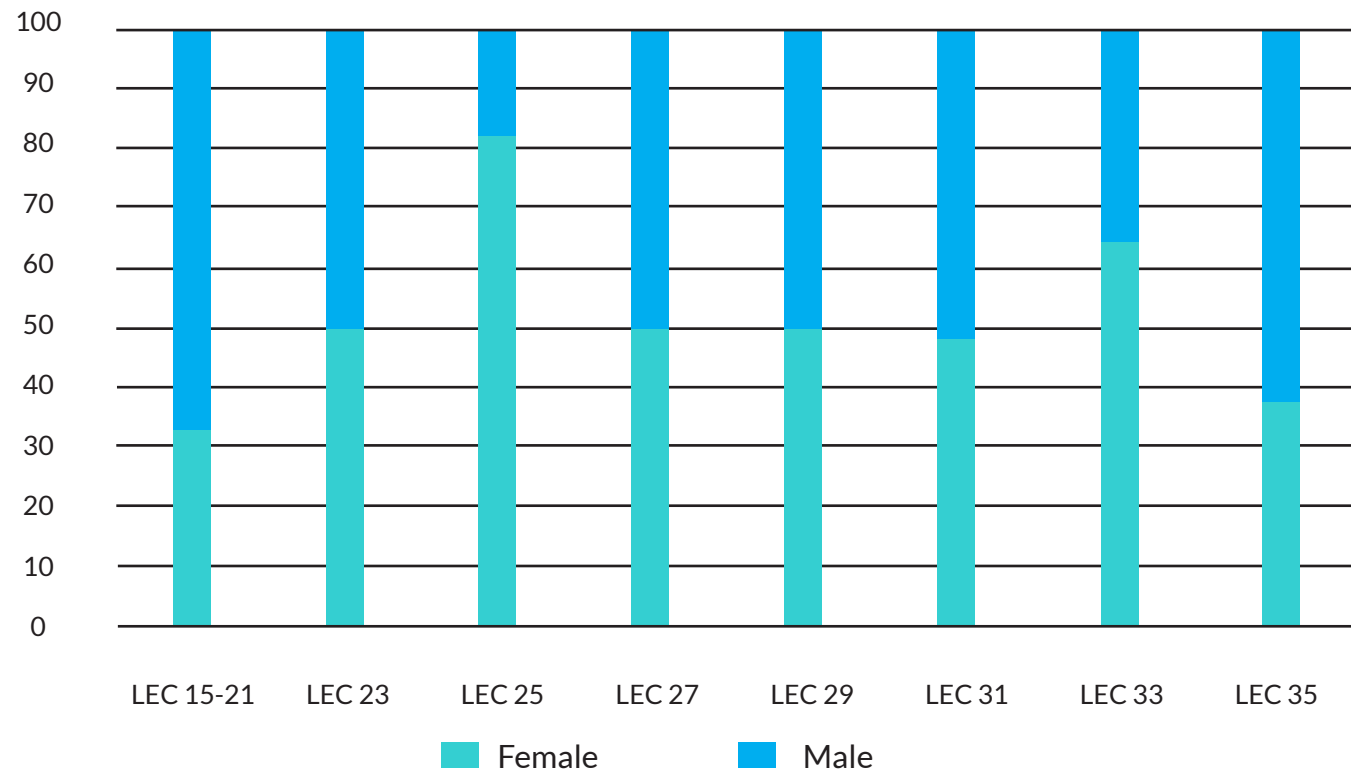
BSS Pay Scale Comparison



Management Representation



Management and Lecturing have a more even split with females accounting for 47% and 51% of these areas respectively.



Barking & Dagenham College Comparison to FE Sector

Data was extracted for 198 colleges in England from the government's statutory reporting website, and the Mean average gender pay gap calculated for all staff types in these colleges was 10%. This varied with a moderate number of FE Colleges at 15.9%, and 30 institutions reporting gaps in excess of 20%.

Barking & Dagenham College reported an 8% pay gap last year and now reflects the FE sector average at 10%.

The largest gender pay gap in the Further Education Sector (7%) is found among leadership and management staff. This is an average of £3,189 less pay per female manager per year.

BDC does not reflect the FE statistics, as female managers earn more on average than their male counterparts. This is an average of £3,538 less pay per male employee per year.

The FE overall gender pay gap among lecturers is 3%, or £1,008 per year. This figure is very similar to the 3% to 4% pay gap further education teaching staff reported by other sources.

BDC reflects the national average, there is a 3% variance between lecturing staff. This equates to an average of £1067 less pay per female employee per year.

There were no reported statistics on Business Support Staff, however within BDC this has the second largest gender pay gap (5.8%). This is an average of £1,460 less pay per female employee per year.

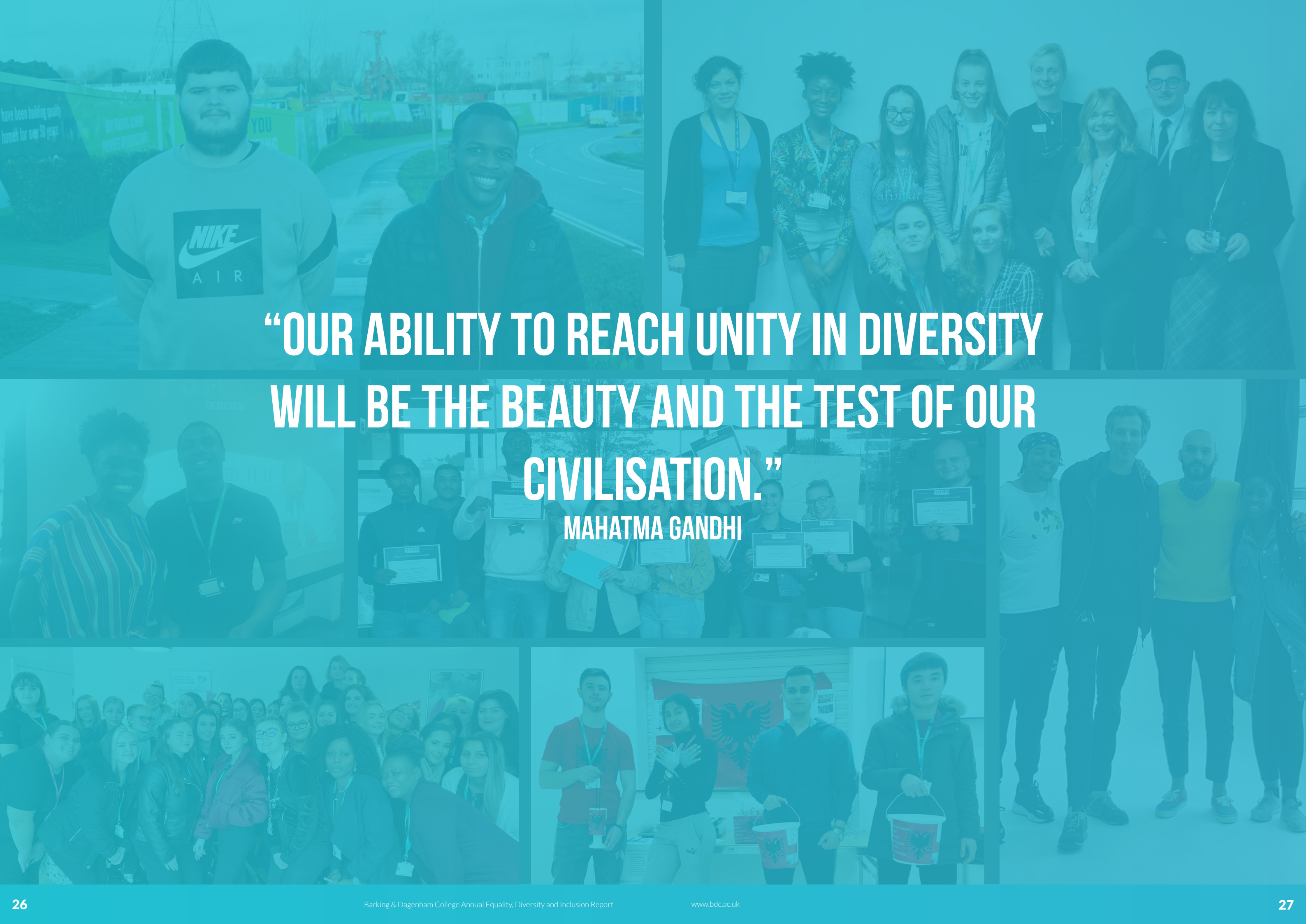
Assessor roles, specialist IT and CIS roles sit within the Business Support areas and are paid at a rate that is reflective of the market. 75% of the workforce within these areas are male and in specialist positions. This equates to an average £4,207 less pay per female employee per year.

Eradicating the Gender Pay Gap

The College will ensure that gender equality is a central point in the creation of our College's, Equality, Diversity and Inclusion Strategy. We will review our recruitment processes, to focus on how to attract women into the male dominated roles within the College, and ensure that all interviewers have undergone unconscious bias training. In some cases where there is under-presentation of females in certain roles, we will run positive action recruitment and selection campaigns. An example of roles we will actively promote and carry positive action for women, is at the Curriculum Management and Course Team Leader levels.

We will continuously ensure that women within Business Support roles have the opportunity and ability to progress their careers within the College through talent management and on-going personal development.





**“OUR ABILITY TO REACH UNITY IN DIVERSITY
WILL BE THE BEAUTY AND THE TEST OF OUR
CIVILISATION.”**

MAHATMA GANDHI



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