Inclusion, Diversity and Equity Annual Report

Academic Yr. 2023-24

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Chief Executive Overview

I am delighted to be introducing our new Inclusion, Diversity and Equity Annual Report for the academic year 2023/24. Here at Burton and South Derbyshire College (BSDC), we pride ourselves on having an open, welcoming, and supportive environment that has high aspirations for all of our stakeholders.

We are committed to helping all who engage with us to gain the skills, knowledge, competencies, and behaviours required to achieve a fulfilling and successful career. Our work with an array of high-profile businesses also feeds into this agenda as, through these partnerships, we can help companies to diversify their workforce and secure a broader pipeline of talent that will add diversity of thought, practice and outcome to their businesses helping these organisations thrive.

An additional important ingredient in delivering for our key stakeholders is the diversity of our teams here at BSDC. Our diverse pool of talent adds a richness to our college that not only reflects the communities that we serve but is one where our differences are celebrated and where they drive improvements and different way of thinking in how we achieve our strategic aims. We are incredibly proud of this divergent employee base as we know it adds significant value each and every day to what we do and what we achieve.

So I am delighted to be introducing this Inclusion, Diversity and Equity report to you and hope that you can see from it the rich and diverse community we have created at BSDC and how our approach to ensuring that our college attracts and retains diverse people, cultures and views, that we celebrate difference, we use varied views to improve and that we are a role model for all in our community so that everybody can see this is their college.

Dawn Ward CBE DL

Chief Executive

BSDC Context

Burton and South Derbyshire College (BSDC) is a medium sized general further education college primarily serving East Staffordshire and South Derbyshire. It comprises of two main campuses, one based in Burton town centre and a dedicated Construction Academy in South Derbyshire. The College also recruits international learners on short term study programmes from a wide range of countries including South Korea, Japan, and the United States. The College is situated at the heart of its community and plays an important role in the lives of Burton upon Trent and Swadlincote. The College vision is to be a vibrant and dynamic global College. It is achieving this through its mission of "Inspiring and motivating all to achieve their maximum potential."

BSDC currently offers approximately 400 full-time and part-time courses, including apprenticeships and higher education programmes. BSDC has in excess of 5500 enrolments per year and employs over 300 staff. The College works closely with businesses across the region to help meet their skills needs and to prepare prospective industry entrants to be skilled, professional, and enterprising contributors to their future employers. Each year, the College supports just under 400 local, regional, national, and international companies to provide skills development for their workforce. Through several partnerships, the College supports economic growth for the local industry, of which 85% of businesses in the area are small and medium enterprises (SMEs). Partnership and collaboration are at the core of everything the College does. Our collaborative work with local Enterprise Partnerships, Local Authorities, the Third sector and Business ensures coordination at a local and regional level that adds value to the regional economy securing synergies across organisations and sustained outputs.

The College's catchment area is a mix of urban and rural conurbations including 11 secondary schools, seven of which have established sixth forms. This educational landscape has changed significantly in recent years with many of these schools forming or joining Multi Academy Trusts (MATs). The de Ferrers MAT and the John Taylor MAT have grown significantly and now have several infant, junior and secondary schools, as well as creating a new school locally being the John Taylor Free School. The College also recruits from feeder schools in Tamworth and Lichfield, reflecting mixed urban and rural areas with

contrasting concentrations of significant affluence and high deprivation. Unemployment in East Staffordshire and South Derbyshire is lower than national and regional levels.

Due to the well-established sixth form provision within the College's travel to learn catchment, the College has clearly established itself as an institution providing vocational and technical education. The College acknowledges it serves four wards which rank within the top 1% for indices of multiple deprivations for England, with a high proportion of learners coming from band two (one of the most deprived bandings) which is approximately 25% of the population (for those aged 16–19-years) and 28% (for those which are 19+), compared to 16% nationally. The College recognises the additional barriers this creates to accessing education and training. The College therefore works tirelessly and heavily focuses on supporting learners, breaking down barriers and assisting learners towards securing educational attainment, progression, and high-quality employment destinations.

The population of East Staffordshire is predominately White British (85.9%), 9.3% are from minority ethnic population groups with 36.1% of the borough's residents under the age of 30. The proportion of the borough's working age population qualified to NVQ Level 2 and above is 67.2%, this is lower than the national average of 71.7% and those qualified to Level 3 and above equates to 48.1%, lower than the national rate of 54.8%. More than two thirds of learners at enrolment have not achieved a GCSE grade 9-4 in maths and English, with an average GCSE score on entry of 3.75.

Our Vision and Mission

Vision Statement – (Our aspiration) Vibrant & Outstanding – A dynamic global College

Mission Statement – (What we will deliver) Inspiring and motivating all to achieve their maximum potential

Strategic Objective – (What we will achieve) Creating the skills of tomorrow

VALUE 1

THE CUSTOMER IS OUR FOCUS

We place our customers at the heart of everything we do

Learners will
- Support each other
- Feel proud to be a Burton and South Derbyshire College learner
- Work hard and take responsibility for their own learning journey

Staff will
- Recognise and reward good performance
- Support colleagues in their efforts to focus on the learner
- Offer consistent support, ensuring high standards are maintained across all departments

Leaders will
- Acknowledge and reward good performance
- Establish and communicate standards and expectations
- Strive to create a safe environment, where everyone is treated fairly

VALUE 2

CONSISTENTLY ACHIEVING

We strive to help everyone to achieve their maximum potential

Learners will
- Feel valued and supported by staff and peers alike
- Aim high and strive to do their best
- Feel able to ask for help and support

Staff will
- Do their utmost to help learners achieve their maximum potential
- Set good examples, behaving professionally at all times
- Focus on the individual's needs, giving support and guidance

Leaders will
- Continuously review systems to ensure the best support is in place, allowing everyone to achieve their potential
- Lead by example, setting high standards
- Listen to feedback and take appropriate action to meet the changing needs of the College

VALUE 3

VALUED & RESPECTED

Our culture is one where every individual is valued and shown respect

Learners will
- Abide by and endorse College rules
- Be courteous to others
- Take care of their environment

Staff will
- Treat learners as individuals, with individual needs
- Demonstrate good behaviour, being punctual and courteous
- Be supportive and loyal to colleagues

Leaders will
- Spend time with learners and staff
- Share information when appropriate, in a timely and consistent manner
- Encourage transparency, honesty and integrity, leading by example

Key IDE Objectives

The College is fully committed to actively promoting shared values that include Social Inclusion, Diversity and Equity involving our community and valuing their contribution to the delivery of our Strategy, demonstrating care and respect for others, and applying honesty and fairness in everything we do. The delivery and active promotion of equity of opportunity underpins the College's mission and Strategic Framework.

We aim to go beyond legislative expectations to actively promote equity of opportunity and in valuing diversity across all the services that we provide.

Objective 1

Inclusion, Diversity and Equity are actively promoted within all college activities

Objective 2

To promote an organisational culture of fairness, respect and mutual understanding that values the contributions of individuals and groups

Objective 3

Provision of consistently high-quality learning, teaching, and assessment opportunities for all

Objective 4

High success rates and progress with positive progression by all learners

Objective 5

Rigorous assessment of the impact of what the College does and taking appropriate action in response to findings

Objective 6

A proportionate representation of equalities groups in the College's staffing and learner profile

Objective 7

To be proactive in sharing good practice across the College and supporting employers and other external bodies to enhance inclusion, equity, and diversity practices

Objective 1: Inclusion, Diversity and Equity are actively promoted within all College activities

Inclusion, Diversity and Equity (IDE) are the central core and pillar of all we do at BSDC. Our culture is one of valuing the individual, be that learners or colleague, so that they can achieve their full potential. Our culture is inclusive and creates an environment for all to thrive. We are open, challenging (yet respectful) of one another and continually hold a mirror to our performance challenging what we see and so that this considers all views and ensures everyone at our college has the chance to succeed.

The College's Single Equality Scheme (2021 -2024) ensures that the objectives, which continue to drive equity forward, are agreed upon, disseminated, and brought together centrally. Whilst Equality Impact Assessments (EIA) are no longer a legal requirement, the College continues to review and monitor the policies affecting learners and staff to ensure that Inclusion, Diversity and Equity remain at the forefront across all aspects of college business.

Objective 2: To promote an organisational culture of fairness, respect and mutual understanding that values the contributions of individuals and groups

BSDC has a strong commitment to embedding and achieving fairness and celebrating difference to ensure that:

- We advance equity of opportunity for all
- We actively work to foster relations between diverse groups of individuals
- We continue to minimise gaps in performance between diverse groups of individuals
- We actively work to eliminate discrimination, harassment, or victimisation across the College
- Foster good relations across the protected characteristics of: *Age, Gender, Race/Ethnicity, Disability, Gender Reassignment, Sexual Orientation, Religion or Belief, Pregnancy and Maternity, Marriage, and Civil Partnership*

Objective 3: Provision of consistently high-quality learning, teaching and assessment opportunities for all

BSDC have developed and implemented a Quality and Performance Framework. The framework has revised the way we review tutors' performance moving away from a policy of singular snapshot lesson observations to make judgements on performance a more holistic approach that measures how our tutors support

the whole learner journey. The benefits to the framework are that it provides a clear prioritised focus which is linked to the College's core values and adaptive plan priorities. The system enhances academic performance development reviews, by identifying training needs of individuals, groups, and the whole organisation with the setting of clear measurable performance objectives. The system also recognises and celebrates a wider range of teaching, learning and assessment skillsets to provide consistently high-quality learning, teaching, and assessment opportunities for all.

As with all that we do, we aim to go beyond expectations to actively promote inclusion, and equity of opportunity and in valuing diversity. Planning documents include key IDE themes, for example Black history Month, LGBTQ+ History Month, Celebrate Diversity Month and Mental Health Week to ensure these themes are celebrated cross-college by all staff and learners. These initiatives generate positive feedback from learners, who state that the College is supportive of the LGBTQ+ community and describe instances where staff have prepared them for learners who have changed pro-nouns and appearance.

Objective 4: High success rates and progress with positive progression by all learners

We celebrate the diversity of our learner cohort and know the importance of our role in ensuring equity of outcome for all learners regardless of their background. Cultural, socio-economic, learning, and social barriers can prevent our learners from making the progress and achievements they deserve, and we strive to ensure that our approach continually considers this and allows equity for all learners that ensures success based on their time at our college and their future aspirations and not their background or context.

Leaders and managers assiduously monitor equity and report on the progress of learners throughout the year through departmental critical success factors, paying close attention to adverse deviations based on protected characteristics. The College acknowledges performance variations at headline level, some of which are a direct result of the proportionality of the College's provision, however, will always actively seek to narrow true attainment gaps in like for like comparisons at programme, or subject sector level to ensure equity of learner outcomes and unconscious bias is removed.

Objective 5: Rigorous assessment of the impact of what the College does and taking appropriate action in response to findings

BSDC accepts that sometimes we do not quite get things right and when this happens, we actively seek to hear about it so we can try to address the issue and make sure it does not happen again. There are several informal channels, such as speaking to a member of staff at the time, which we expect would usually lead to resolution of the problem. However, if a customer feels it is necessary to pursue a complaint formally, they can be assured that we will treat it seriously and impartially.

Surveys play an important part in gathering feedback from learners and employers. All learners whether studying on a further education, higher education course or on an apprenticeship have the opportunity to complete a survey at least twice a year. In addition, during our internal learning environment review process learners provide feedback during learner relationship meetings. Our learners are also key to the annual self-assessment process, providing feedback to the panel on their experience as a learner at BSDC where they are encouraged to make any recommendations for improvement.

Objective 6: A proportionate representation of equalities groups in the College's staffing and learner profile

BSDC values, respects, and champions our diverse workforce as this brings different insights to our college including differing perspectives and diversity of thought. We value and respect all who undertake their career journey with us, and we continually strive to see alternate perspectives, which may vary from our own. This drives our inclusivity agenda of a proportionate representation in the staffing and learner profile which is monitored monthly. The College's Gender Pay Gap Report is published on the College's website in line with Government regulations.

Our recruitment process uses structured interviews for recruitment and promotion opportunities, ensuring we measure all candidates against a pre-specified set of questions and performance indicators. This makes the responses comparable and reduces the impact of unconscious bias.

Rather than relying solely only on interviews, for many of our senior roles we ask candidates to perform tasks they would be expected to perform in the role they are applying for, to assess their suitability for the role.

Objective 7: To be proactive in sharing good practice across the College and supporting employers and other external bodies to enhance inclusion, diversity, and equity practices

Our inclusion, diversity and equity journey is continuous. We do know, however, that our culture, values, and approach ensure that our learners, staff and ultimately, our wider community benefits greatly from their inclusive and diverse college which provides opportunities for all regardless of their history of context. The College delivers a wide range of training linked to raising awareness of inclusion, diversity, and equity with staff, these include but are not limited to Equality and Diversity level 1 and 2, alongside Understanding Mental Health level 2 to support an awareness and understanding of cultural differences. All managers have attended unconscious bias training to support fair recruitment practices. The published gender pay gap shows the differences in the average pay between men and women who work for the College.

Whole College Learner Profiles and Outcomes (Further Education)

Provision Scope & Proportionality

Classroom Based

42%

58%

■ 16-19   ■ Adult

Apprenticeships

13%

29%

58%

■ 16-18   ■ 19-23   ■ 24+
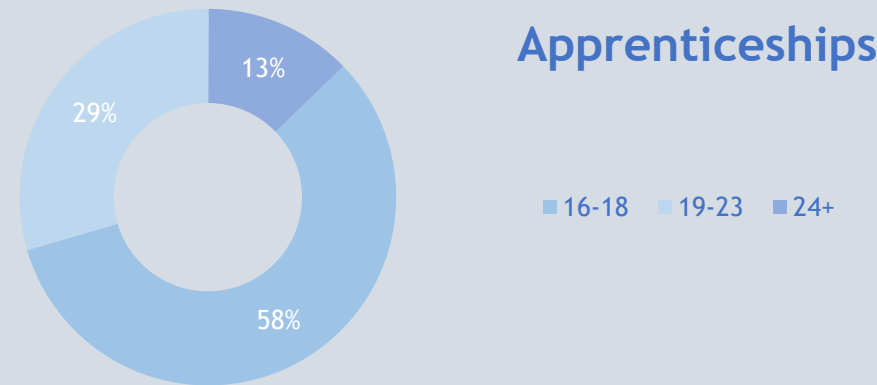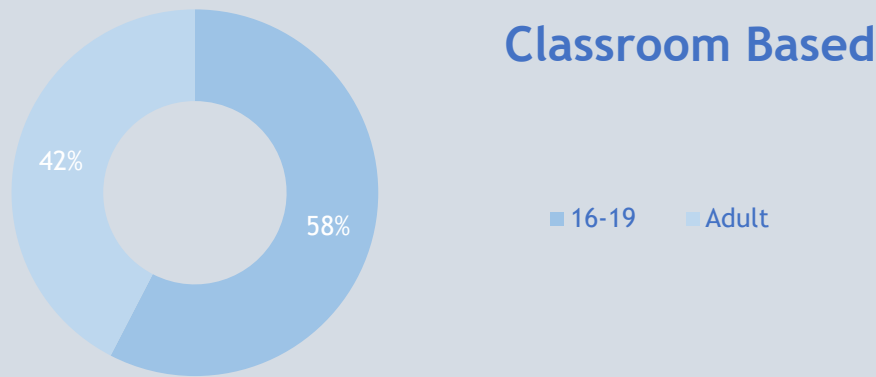
Provision Outcomes Analysis

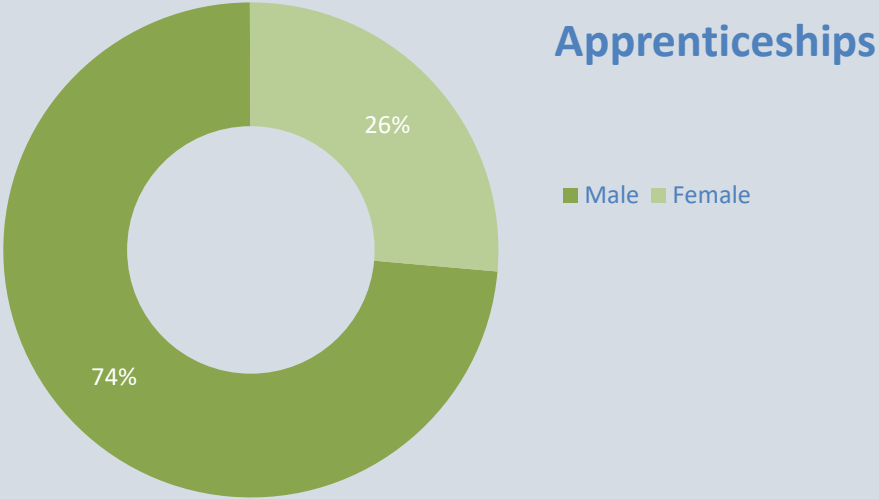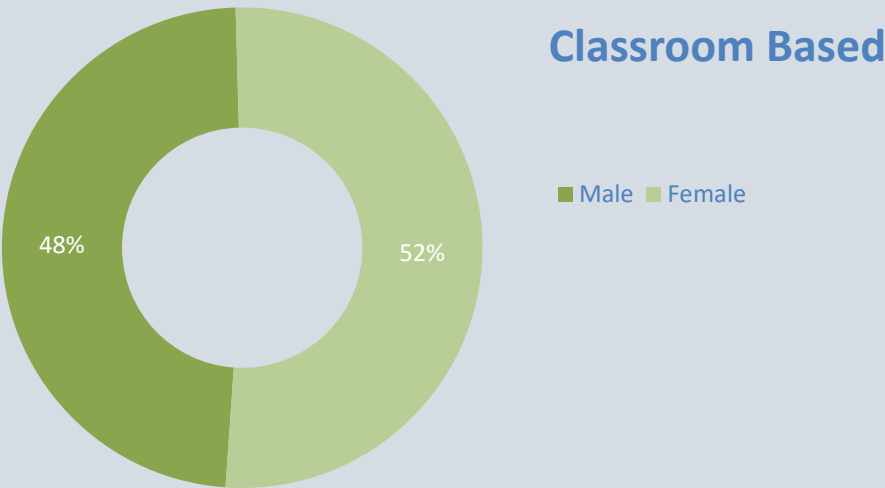| Age Equality Analysis	Academic Yr. 2020-2021		Academic Yr. 2021/2022		Academic Yr. 2022/2023	
	Starts	Achievement rate	Starts	Achievement rate	Starts	Achievement rate
Age – Classroom Based Provision (by qualifications Excl. Eng. & Maths)						
16-18	3223	84.8%	2761	81.2%	2990	85.8%
19+	2873	86.9%	2646	86.9%	2201	85.1%
All College	6096	85.8%	5407	84.0%	5191	85.5%
Age – Apprenticeship Provision						
16-18	137	56.2%	109	66.6%	109	58.7%
19-23	82	73.2%	83	75.9%	56	73.2%
24+	17	82.4%	16	81.3%	24	70.8%
All College	236	64.0%	208	71.2%	189	64.6%

Learner Gender Equity Analysis

The number of female learners studying at the College continues to be higher than the number of male enrolments. However, the gap has reduced by 4.4% in 2022/2023 when compared to 2021/2022.

Over time, outcomes for both male and female classroom-based learners exhibit a spiky attainment profile, with female learners marginally outperforming male learners overall. However, there continue to be more male than female learners undertaking apprenticeship programmes at the College compared to females. However, the trajectory from 2021/2022 to 2022/2023 is a 10% increase in the overall number of female apprentices.

The College's apprenticeship offer is routed, but by no means exclusively, in a higher number of historically male-dominated industries. Nevertheless, the College continues to work tirelessly in addressing gender stereotypes through positive action, role modelling and case studies to reduce the gender uptake imbalance. Outcomes for apprenticeships are positive, with achievement by females 2.7% higher in 2022/2023 when compared to 2021/2022.

Provision Scope & Proportionality

Classroom Based

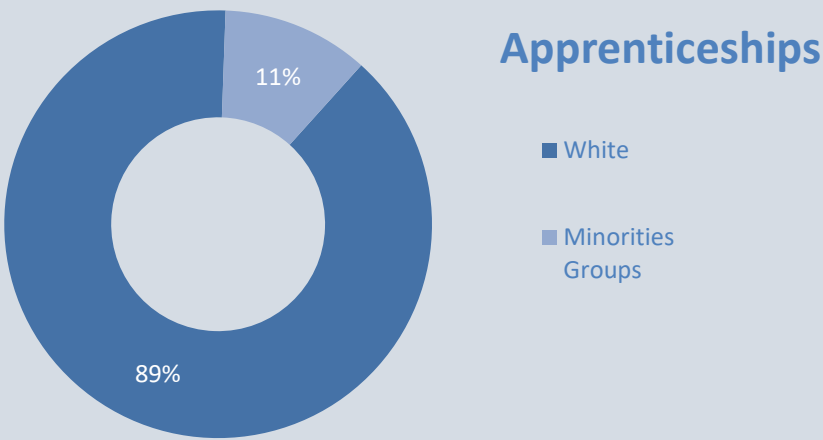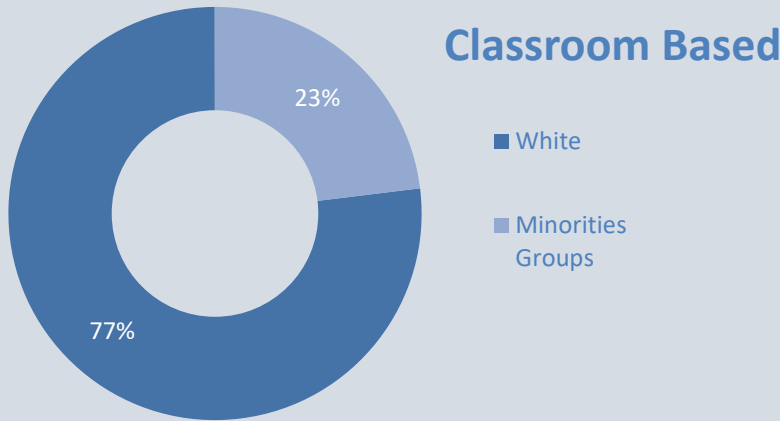48% 52%

■ Male ■ Female

Apprenticeships

26% 74%

■ Male ■ Female

Provision Outcomes Analysis

Gender Equity Analysis	Academic Yr. 2020/2021		Academic Yr. 2021/2022		Academic Yr. 2022/2023	
	Starts	Achievement rate	Starts	Achievement Rate	Starts	Achievement Rate
Gender – Classroom-Based Provision (by qualifications)						
Male	2897	83.6%	2382	82.5%	2515	85.4%
Female	3199	87.8%	3025	85.1%	2676	85.6%
All College	6096	85.8%	5407	84.0%	5191	85.5%
Gender – Apprenticeship Provision						
Male	175	64.6%	165	73.9%	139	66.9%
Female	61	62.3%	43	60.5%	50	58.0%
All College	236	64.0%	208	71.2%	189	64.6%

Learner <u>Race</u> Equity Analysis

The proportion of qualifications undertaken by ethnic minority learners has remained static in 2022/23 when compared to 2021/2022. For classroom-based learning outcomes for both white and ethnic minority groups learners, there is a negligible variance, indicating a high degree of outcome equity which has been consistent over time.

In the 2022/2023 academic year, there was a slight decrease in the number of apprenticeships taken up by individuals from ethnic minority backgrounds when compared to the previous year. Furthermore, the achievement rate of ethnic minority apprentices in 2022/2023 fell significantly to just 40%, in contrast to the previous year. 24% of the total ethnic minority non-achievers were dismissed before completion of their apprenticeship from one employer due to poor engagement with their apprenticeship. It is worth noting that nationally across the sector white apprentices are more likely to complete their apprenticeships than those from ethnic minorities. To address this achievement gap, the College has prioritised the targeted education of local employers regarding the importance of investing in diversity and inclusion when recruiting and promoting ethnic minorities. Additionally, both initial and ongoing checks of the support needs of all learners, regardless of their ethnicity, will help bridge the achievement gap between white and ethnic minority apprentices.

Provision Scope & Proportionality

Classroom Based

- White
- Minorities Groups

23%

77%

Apprenticeships

- White
- Minorities Groups

11%

89%

Provision Outcomes Analysis

Race Equity Analysis	Academic Yr. 2020/2021		Academic Yr. 2021/2022		Academic Yr. 2022/2023	
	Starts	Achievement rate	Starts	Achievement rate	Starts	Achievement rate
Race - Classroom Based Provision (By qualifications)						
White	5091	86.3%	4381	84.8%	3993	85,6%
Ethnic Minorities	1005	83.2%	1026	80.5%	1198	85.0%
All College	6096	85.8%	5407	84.0%	5191	85.5%
Race - Apprenticeship Provision (By headcount)						
White	218	64.7%	182	71.4%	164	68.3%
Ethnic Minorities	18	55.6%	26	69.2%	25	40.0%
All College	236	64.0%	208	66.1%	189	64.6%

Learner <u>Disability</u> Equity Analysis

The number of learners studying classroom-based learning disclosing a learning disability in 2022/2023 was 17%, an increase of 3% from 2020/21. Outcomes for learners on classroom-based provision represented a +0.8% variance for those with a registered disability from those who did not. This is a +1.3% on the previous year. Conversely, apprenticeship achievement rates demonstrated a +4.9% higher attainment rate than those who have no disability, these results are however small yet statistically relevant.

Provision Scope & Proportionality

Classroom Based

17%

83%

■ No Disability   ■ Disability

Apprenticeships

12%

88%

■ Disability   ■ No Disability
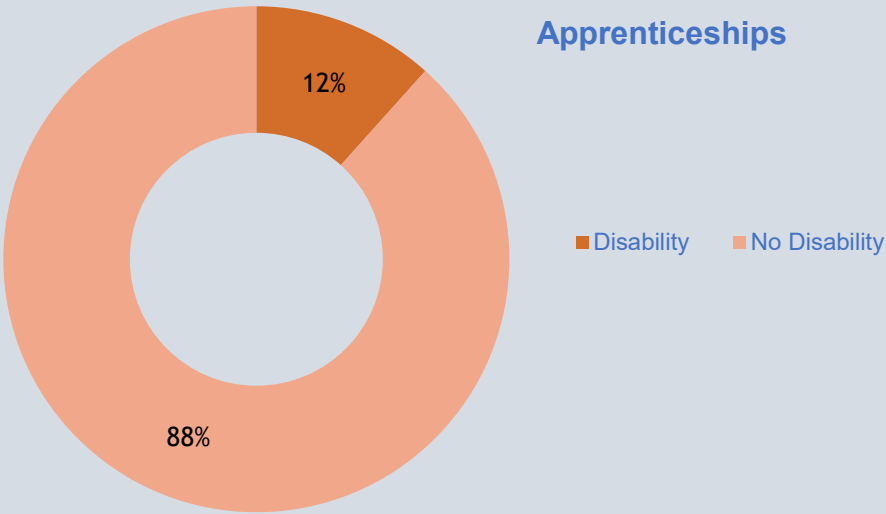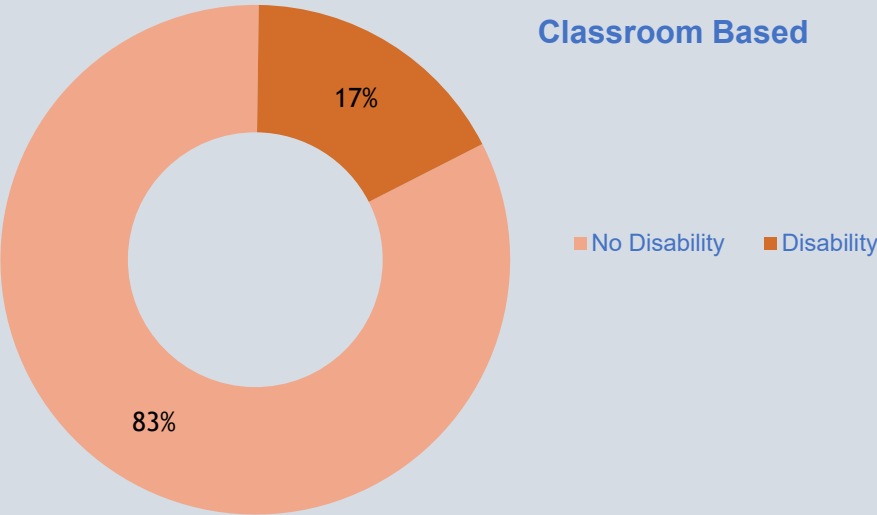
Provision Outcomes Analysis

Disability Equity Analysis	Academic Yr. 2020/2021		Academic Yr. 2021/2022		Academic Yr. 2022/2023	
	Starts	Achievement rate	Starts	Achievement rate	Starts	Achievement rate
Disability - Classroom Based Provision (By qualifications)						
Disability	814	83.8%	766	82.8%	897	84.8%
No Disability	5282	86.1%	4641	84.2%	4294	85.6%
All College	6096	85.8%	5407	84.0%	5191	85.5%
Disability - Apprenticeship Provision (By head count)						
Disability	21	52.4%	14	57.1%	22	54.5%
No Disability	215	65.1%	194	72.2%	167	65.9%
All College	236	64.0%	208	71.2%	189	64.6%

Learning Difficulty Equity Analysis

The number of learners disclosing a learning difficulty in 2022/2023 was 25% compared to 24.5% in 2021/2022. The number of learners with an Education, Health, and Care Plan (EHCP) continues to increase with many learners having complex learning needs. For classroom-based delivery a +3.0% variance exists in learners' outcomes with a disclosed difficulty when compared to 2021/2022, demonstrating that classroom support is effective whilst setting challenging and demanding expectations of learners that promote independence and achievement. The statistically relevant achievement variance that exists between learners who are on apprenticeship programmes and have disclosed learning difficulty remains too high. This is largely the residual impact of the Covid-19 pandemic on the labour market. The College is working hard to strengthen its arrangements for access to additional learning support for those undertaking such programmes to mitigate any further negative impact on apprentices.

Provision Scope Proportionality

Classroom Based

25%

■ Learning Difficulty

■ No Learning Difficulty

75%

Apprenticeships

15%

■ Learning Difficulty

■ No Learning Difficulty

85%
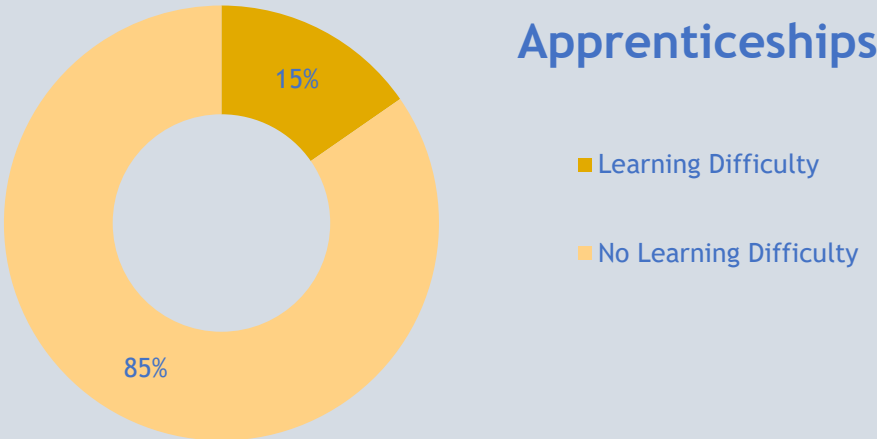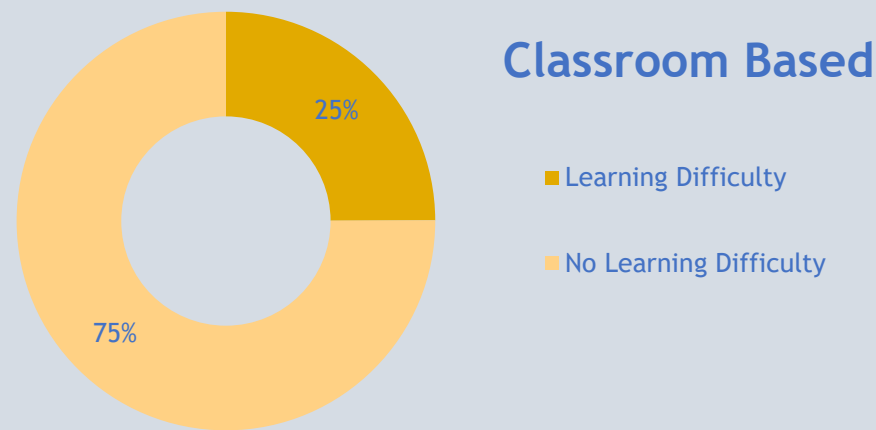
Provision Outcomes Analysis

Difficulty Equity Analysis	Academic Yr. 2020/2021		Academic Yr. 2021/2022		Academic Yr. 2022/2023	
	Starts	Achievement rate	Starts	Achievement rate	Starts	Achievement rate
Difficulty - Classroom Based Provision (By qualifications)						
Difficulty	1389	82.9%	1011	80.8%	1295	83.0%
No Difficulty	4707	86.6%	4396	84.7%	3896	86.3%
All College	6096	85.8%	5407	84.0%	5191	85.5%
Difficulty - Apprenticeship Provision (By head count)						
Difficulty	41	51.2%	25	64%	29	44.8%
No Difficulty	195	66.7%	183	72.1%	160	68.1%

Our Employees

In addition to collecting information about our learners, we also collect information about our employees. As an employer dedicated to providing an open and fair workplace, we recognise the strengths a diverse workforce can bring. In the UK, people experiencing mental ill health continue to report stigma and discrimination, therefore, we are committed to creating a supportive and open culture, where colleagues can talk about mental health. We are also committed to ensuring that our employees feel safe in disclosing any mental health conditions and confident that they will be properly supported and offered reasonable adjustments when required.

As an employer, the College has an ongoing commitment to:

i.   Provide non-judgemental and proactive support to individual staff who experience mental ill health.
ii.   We do not make assumptions that a person with a mental health condition will be more vulnerable to workplace stress or take more time off than any other employee or job applicant.
iii.   Show a positive and enabling attitude to all employees and job applicants with a mental health condition. This will include positive statements in local recruitment literature.
iv.   Ensure all line managers have access to information and training about managing mental health in the workplace.
v.   Ensure that all staff involved in recruitment and selection are briefed on mental health conditions and The Equality Act 2010 and given appropriate interview skills.
vi.   Make it clear in any recruitment or occupational health check that people who have experienced mental ill health will not be discriminated against and that disclosure of a mental health problem will enable both employee and employer to assess and provide the right level of support or adjustment.

BSDC is a Level 2 Disability Confident Employer by self-assessing the organisation around two themes:

i.   Getting the right people for your business
ii.   Keeping and developing your people

Disability Confident Employers are recognised as going the extra mile to make sure disabled people get a fair chance. We proudly display our Disability Confident symbol on our marketing and communication material to staff.
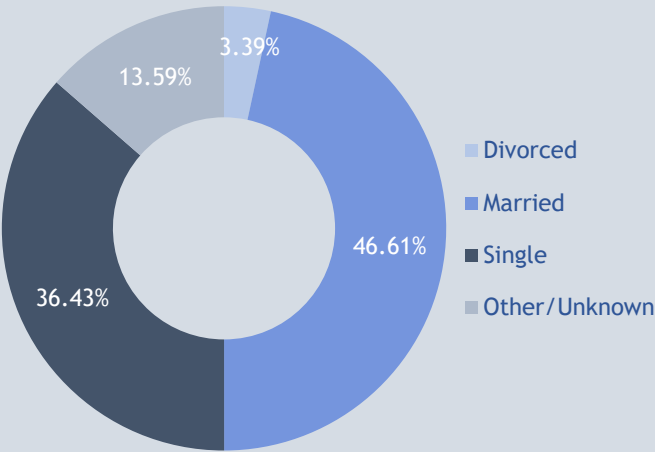
Data Analysis – Employees

Gender Profile

30.54%

69.46%

■ Male ■ Female
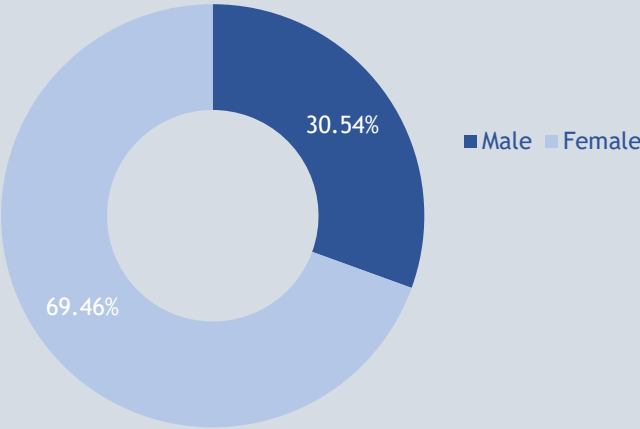
Sexual Orientation

Heterosexual	90.50%
Gay Man	0.90%
Gay Woman/Lesbian	1.13%
Bisexual	0.68%
Prefer not to say	6.79%

Marital Status

3.39%

13.59%

36.43%

46.61%

■ Divorced
■ Married
■ Single
■ Other/Unknown

Ethnicity Profile

9.28%

89.82%

■ Ethnic Minority Group
■ White British
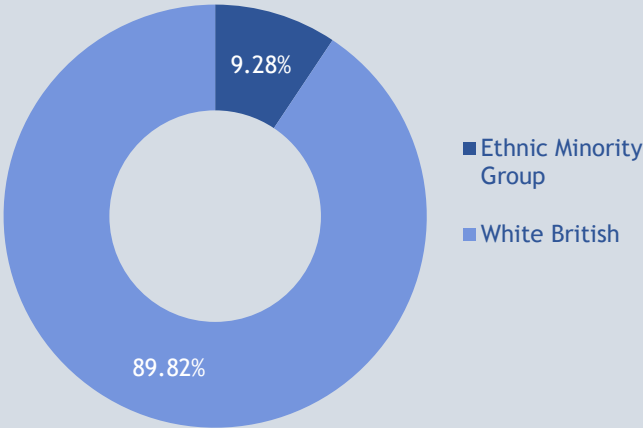
Protected Characteristic – 'Prefer not to Say'	2020/21	2021/22	2022/23
Gender	0%	0%	0%
Disability (Data collection field is 'None/prefer not to say')	95%	94.44%	95.25%
Sexual Orientation	8.72%	7.64%	6.79%
Ethnicity	1.39%	1.16%	0.90%
Religion	12.33%	10.19%	10.41%

Employee Diversity Profile	Ethnic Minority Group	White British	Yes	No	Lesbian/Gay/Bisexual	Heterosexual
	Ethnicity		Disability		Sexual Orientation	
2020/21	8.59%	90.02%	4.61%	95.39%	1.58%	89.84%
2021/22	9.95%	88.89%	5.56%	94.44%	1.50%	89.90%
2022/23	9.28%	89.82%	4.75%	95.25%	2.71%	90.50%

Religion		
	Frequency	Percentage
Agnostic	0	0.00%
Atheist	13	2.94%
Buddhist	1	0.23%
Christian	186	42.08%
Muslim	8	1.81%
Sikh	2	0.45%
None	161	36.43%
Other	6	1.36%
Prefer not to say	46	10.41%

Disability	Frequency	Percentage
Learning Difficulties	3	0.68%
Medical Condition	4	0.90%
Mental Health Condition	2	0.45%
Mobility impairment	2	0.45%
Physical impairment	10	2.26%
None/Prefer not to say	421	95.25%
Unknown	19	4.30%

Ethnicity Profile	Frequency	Percentage
A or AB Indian	4	0.90%
A or AB Pakistani	5	1.13%
Asian/Asian British Other	6	1.36%
B or BB Caribbean	0	0
Black/Black British Other	1	0.23%
Chinese	0	0
Mixed W/B Caribbean	4	0.90%
Mixed White & Asian	1	0.23%
Other White Background	4	0.90%
White - Other European	7	1.58%
White British	397	89.82%
Other Ethnic Group	9	2.04%
Prefer Not to Say	4	0.90%

Staffing Summary

In 2022/23 it was welcome to see that BSDC staff were more confident to state that they had a protected characteristic about sexual orientation and ethnicity, where we can observe a decrease in the use of the 'prefer not to say' response. This is particularly pertinent to sexual orientation, where we are pleased to see a considerable correlating increase of employees who are lesbian, gay, or bisexual – an increase of 1.21% from the previous year.

The religious profile amongst staff shifted slightly, with a 2.4% increase of staff responding that they have no religion, and a decrease of 2.13% stating their religion as Christianity.

A new field named 'Medical Condition' was introduced to the Disability category to recognise the 0.90% of staff who are affected by long-term medical conditions.

All other staffing data remains on a par with that of 2021/22.

The BSDC Inclusion, Diversity and Equity Forum work tirelessly to progress inclusion, diversity and equity-related issues and promote good practice throughout the College for staff, learners, and other users of the College services by:

➢ Reviewing incidents and complaints specifically in relation to inclusion, equity, diversity and bullying and ensure that these are proactively managed and addressed, including providing training and support as appropriate. To ensure the forum provides opportunities for feedback from learners and staff. Formulating and providing advice and action on policies and procedures for the promotion of inclusion, diversity, and equity across the College

➢ Identifying, sharing, and promoting inclusion, diversity and equity best practice thereby developing an environment that encourages the elimination of unlawful discrimination, harassment, and victimisation and fosters good relations

➢ Identifying and engaging with external stakeholders and voluntary/community groups as appropriate to ensure that the College remains informed of all current diversity issues and that the College amenities and services are reflective of user needs

➢ Overseeing the development, implementation, monitoring and review of inclusion, diversity and equity policies, strategies, initiatives, and action plans, listening, and responding to views and information received in respect of inclusion, diversity, and equity issues

➢ Developing and monitoring the implementation of IDE actions and college IDE Objectives providing termly updates on progress made on their delivery

➢ Promote and develop a close working relationship with Staff Voice, Learner Services, and the College Community

➢ To ensure that the appropriate inclusion, diversity and equity training and development is provided and accessible to all staff, learners and others associated with the College

➢ To review and monitor the recruitment, performance and destinations of different learner groups and actions taken to address any identified gaps producing an annual report that analyses diversity and equity data from the whole College and reviews progress against its inclusion, diversity, and equity aims

➢ To encourage participation of under-represented learner, staff, and stakeholder groups through the use of appropriate marketing campaigns, recruitment drives and promotional materials

➢ To monitor that teaching, learning and assessment, including materials and methods used, promote and support inclusion, diversity and equity meet individual needs and tackle discrimination, victimisation, harassment, stereotyping or bullying and to ensure that appropriate training is provided for staff to facilitate this.