

APPENDIX 1

Report B Progress report on achievement of equality outcomes

The following information was collated and considered in assessing the progress of our Equality Outcomes.

Student surveys

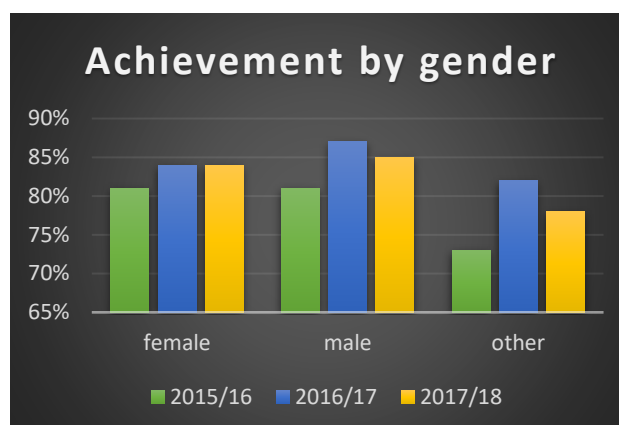
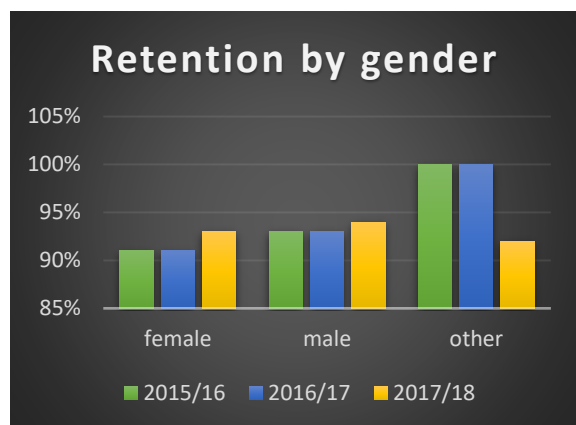
In listening to learners sessions students generally comment on the efficacy of teaching practice and how lecturers apply different teaching approaches to adapt to learning styles. Reports reveal that there is an inconsistency of approach amongst lecturers as students indicate there is excellent provision with some individuals but limited ability for others. This also varies by department but generally, students seem to indicate that their needs are met.

The Student Satisfaction survey explains that students are confident that the college promotes a culture of respect with only 3% disagreeing with the respect statement in both 2017 and 2018. However, despite an update, republication, and marketing campaign for the Hate Incident Monitoring process rates of students knowing how to report bullying or harassment have not changed much. On the other hand, inquiries to reporting and consequent reports have increased amongst staff members and the student association.

PI trends highlights

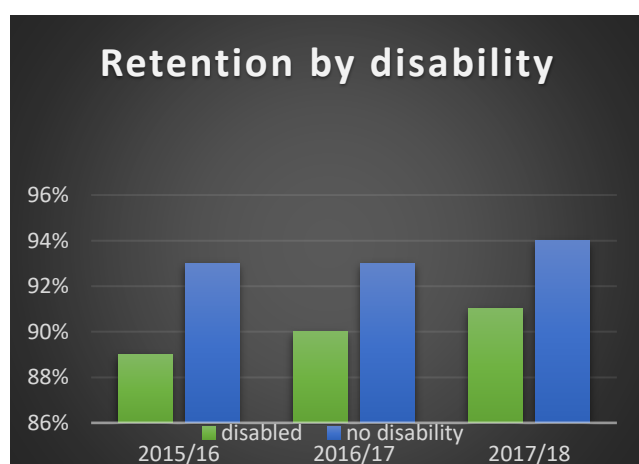
- female and male retention is up
- Both those with and without disability retention and achievement is up by 3% and 4%
- White achievement is up 4% (gypsy traveller attainment up 33% but this also includes a large increase in travellers enrolled in the college (3→7 people)
- BME enrolment is up from 3-4%
- BME achievement is up 1%
- However, BME achievement is lower than White achievement
- Gay man achievement is down 8%
- Lesbian achievement down 21%
- Care experience retention up by 4%

Gender



Both female and male retention is up possibly due to increased awareness of the Gender Action Plan. There have been pilot programmes in both Engineering and Care to support underrepresented groups. Members of the Equality and Inclusion Development group as well as Business Development specifically have become more active in promoting women into STEM. This happened in conjunction with sustained activity throughout the region from the Engineering and Science Department. As a result, we have managed to obtain the highest number of female modern apprentices in engineering this year. However, it is important to note that this achievement has happened through working with business partners. Moreover, the quantitative data cannot always be directly linked to the actions we have put in place. Until we have more qualitative information and collect this over a longer period, we may see different results. As the information stands now, it would be overly optimistic to assume that any changes in enrolments are to be interpreted as systematic. They could in fact change again over the next few years. Nevertheless, there seems to be some improvement this year and practices have been identified for further development; we look forward to continuing this progress.

Disability

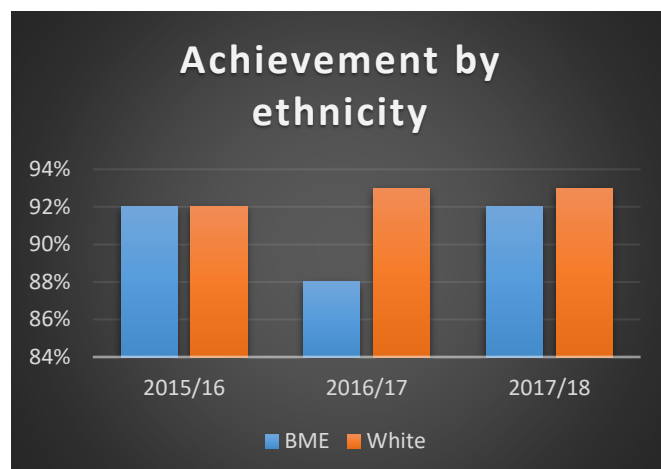
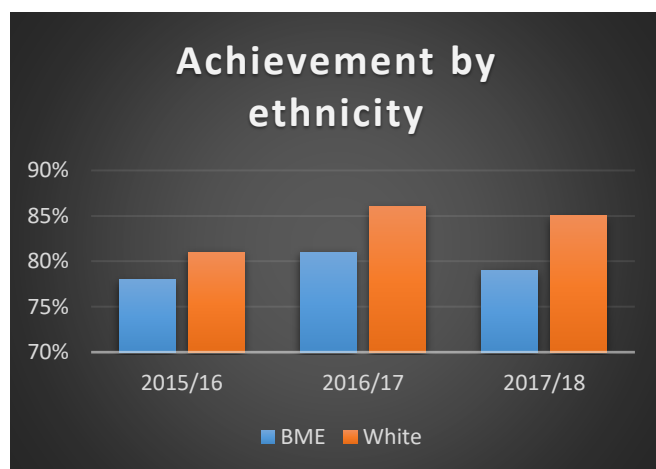


Retention and achievement is up by both those who report a disability and those who do not. This may be attributed to the fact that the college has received an increased number of mental health disclosures and have employed a Well-being Officer in response. Students may be referred or self-refer to the Well-being Officer for listening and coping skills sessions. Since physical health is linked to mental health, departments have coordinated to ensure that those receiving health support through counselling and/or the well-being officer also receive a free gym membership. There are

also walk n' talk options and zine creation activities coordinated with the Well-being officer to introduce coping strategies. Statistics are currently being kept on the service to ensure maximum effectiveness.

The Learning Development Facilitators and Student Advisors also assist students and refer them to multiple services for specific support. For example, some may receive input from a Learning Mentor for study skills, Well-being support for mental health but also receive additional pastoral support from a Learner Development Worker, Time4Me mentor or counsellor. Over the past two years, the improved administration of how appointments are made and confirmed has led to a decreased number of missed appointments. An updated database has allowed the Learning Support team to see a growing number of students before starting their course; effectively creating a streamlined service that ensures any given learner is supported from the pre-entry stage. As a result, there is anecdotal evidence that some students are also self-referring to Learning Support because peers have shared positive experiences. Again, whether or not these actions will be maintained and/or continue to improve over time can only be determined with careful monitoring. Given the number of programmes and staff that provide support to students with disabilities it is difficult to pinpoint, which is most change -inducing. However, at the moment, the combination of resources available to students seem to be progressing in the desired direction.

Ethnicity

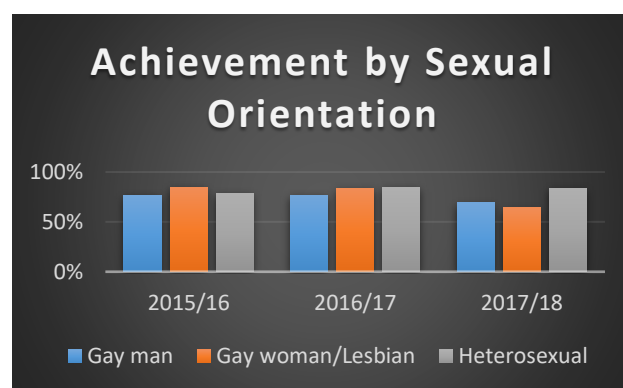
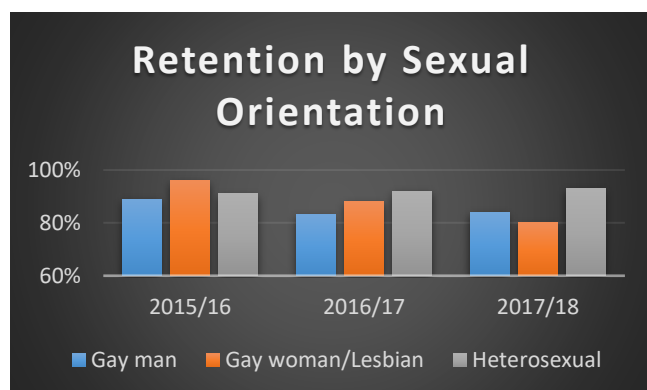


We have seen a dramatic increase in enrolment attainment amongst gypsy/traveller students. However, this is an increase in small numbers as we have seen numbers of students change from three to seven. This may be due to a new community moving into the area and requires further investigation to how we may continue to increase enrolments and achievement.

Although there have been an increase in BME enrolments there is still a gap in achievement between BME students and their white counterparts. A literature review suggests that this may be linked to lecturer expectations and cultural misunderstandings. We highlighted this discrepancy in our last report and are currently undergoing a research project to inform our understanding of the BME experience. Preliminary indications from this ongoing research project is that foreign

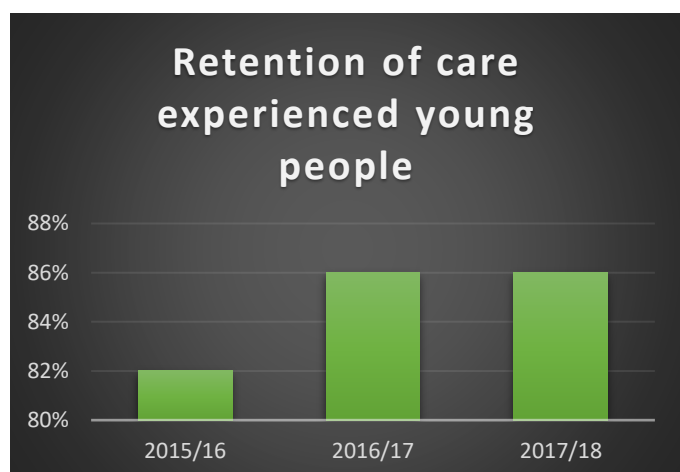
qualifications are not often accurately considered and students are placed into courses far too easy for their skill set. However as this research is currently in progress we hope to have other examples of how we might improve progress.

Sexual orientation



There seems to be a dip in achievement for both gay men and women. This coincides with a small number of hate incidents that have been reported. Although there has been the formation of a LGBT+ society and a new LGBT+ officer with the Student Association this remains a topic to be monitored. The feedback obtained from a small focus group held with the LGBT + society revealed that they feel respected generally by staff and students. However there is an indication that more education may be required on LGBT+ matters as they asserted that the college is “accepting rather than promoting” of diverse culture. There were instances of some students speaking out of “ignorance but not malice”. In addition, the biggest concern seemed to be that the college can be isolating to LGBT+ people as there are little social opportunities.

Care Experienced



As seen in the charts the retention of care-experienced students has increased from 82% to 86% and achievement has gone up 4 percentage points from 66% to 70%. In February of 2017 a new process

of flagging care experienced young people on registers began in order to ensure staff were aware of which individuals fell into this category. This new procedure also indicated to staff that these students might need enhanced assistance for funding, pastoral and academic support. Increased awareness of our role as corporate parents may have attributed to the rise in retention.

Furthermore, in the spring of 2018 Time4Me Mentoring project was launched which focuses in on Care experienced young people as well as young carers. There have also been recent developments in funding, as there are specific bursaries available to students who meet the criteria. This became available to students in August 2018. It appears that since the adoption and development of corporate parenting activities there has been a boost in retention and achievement. However further monitoring will give us a fuller idea of whether these actions are sufficient to improve opportunities and outcomes for care experienced young people.