WESTON COLLEGE

EQUALITY AND DIVERSITY ANNUAL REPORT 2021

SINGLE EQUALITY SCHEME 2022-23

CREATING BRIGHTER FUTURES

PRINCIPAL'S FOREWORD

I am pleased to write the introduction to the Weston College Equality Scheme and Equality, Diversity and Inclusion Annual Report for 2021.

Our aim is to provide a welcoming environment, complemented by support (where appropriate) and opportunities that are accessible to all sections of the community.

This Equality Scheme sets out our commitment to equality and diversity across all college functions and activities. It is both strategic and practical and communicates our vision and the actions required to make that a reality. It explains how we meet and exceed our legal requirements to support the achievement of strategic business objectives.

The EDI Annual Report reflects on the excellent work completed by the College over the last 12 months, providing a truly inclusive culture incorporating fairness, respect, equality, diversity, inclusion and engagement to provide a brighter future for all staff and learners.

Our College ethos and strapline is 'Creating Brighter Futures' and our commitment to equality, diversity and inclusion arises from this key aim.

I am very proud of all that Weston College offers to our students. Exciting courses, superb facilities and innovative methods of delivery ensure everybody has the opportunity to achieve great success.

Dr Paul Phillips, CBE
Principal and Chief Executive, Weston College

INTRODUCTION

The College ethos and strapline is 'Creating Brighter Futures' and our commitment to equality, diversity and inclusion (EDI) arises from this key ambition. Our equality scheme is embedded within our values and corporate aims.

OUR VALUES:

- We will put the **L**earner first
- We will be **E**ntrepreneurial in approach and innovative in our thinking
- We will be **A**mbitious and aspirational
- We will value **D**iversity and celebrate success
- We will **E**nable collaboration and work in partnership
- We will be **R**esponsive to the needs of individuals, business and the community
- We will provide a **S**afe and sustainable place to study and work
- We will be **LEADERS** in our field and have a reputation for excellence

CORPORATE AIMS:

Aim 1: Provide a safe, supportive and inclusive learning culture where learners can thrive.

Aim 2: Meet the needs of employers, the local economy and regional skills shortages through a curriculum offer that puts employability at its centre.

Aim 3: Develop partnerships, collaborations and models of learning that increase opportunity for different groups of learners within their immediate locality.

Aim 4: Enable learners to succeed, progress and meet future challenges by providing high quality teaching, learning and assessment.

Aim 5: Harness and use technology to support innovation in learning and smarter, more efficient working practices.

Aim 6: Remain a financially robust, sustainable and resilient organisation that can continue to develop and invest in its facilities, infrastructure and workforce.

RESPECT

Weston College is a place of learning with a shared purpose of 'Creating brighter futures'. We aim to create a secure and welcoming environment for all members of our community. So that everyone can enjoy learning to their full potential, Weston College expects all staff, student and visitors to maintain our culture of respect.

YOURSELF:

- We make and support healthy choices.
- We ask for help when we need it.
- We report any harassment or bullying.
- We challenge inappropriate behaviour.
- We contribute positively.
- We tell people when they've got it right.
- We give constructive feedback when people get it wrong.
- We accept help when we need it.
- We are ambitious for ourselves.

OTHER PEOPLE:

- We treat everyone fairly.
- We listen to each other.
- We celebrate our diversity.
- We promote equality.
- We are inclusive and friendly.
- We think about the impact of what we say and do.
- We offer help when we can.

THE ENVIRONMENT:

- We are a safe place.
- We keep College property clean and tidy.
- We aim to make all the College accessible.
- We support College policies.
- We dress appropriately.
- We use technology appropriately.
- We eat and drink in designated areas.

THE OPPORTUNITY TO LEARN:

- We aim to achieve our full potential.
- We attend punctually.
- We complete our work on time.
- We notify the College when we can't attend.
- We switch mobile phones off during lessons, meetings and whilst in the library.

AIM

The College aims to create a secure and welcoming environment for all members of our community, student population, staff and visitors. College staff need to role-model an inclusive environment so that all staff and students feel comfortable. EDI underpins our respectful and safe culture and is a thread throughout everything we do which ensures learners and apprentices are ready to learn, ready for work and ready for life.

The purpose of this scheme is to set out the ways in which the College will meet our legal requirements under the following legislation:

- Sex Discrimination Act 1975, Employment Equality (Sex Discrimination) Regulations 2005
- Employment Rights Act 1996
- Employment Act 2002
- Equal Pay Act 1970
- Human Rights Act 1998
- Race Discrimination Act 1976 & Amendment Act 2000
- Disability Discrimination Act 1995 (DDA) & Amendment Act 2005
- Equality Act 2006 and 2010 and Equality Act (specific duties) Regulations 2011
- Special needs and Disability Act 2001
- Rehabilitation of Offenders Act 1974
- Protection from Harassment Act 1997

The **Single Equality Scheme** demonstrates the College's commitment to EDI and aims to:

1: Ensure the College meets and exceeds its legal and statutory requirements, building a culture that champions EDI.

2: Ensure all staff, learners/apprentices and visitors demonstrate the appropriate behaviours, culture and levels of respect.

3: Provide a safe, supportive and welcoming environment in which EDI is celebrated.

OUR COMMUNITY

Understanding some of the local community and context helps to identify some of the barriers and challenges, and helps to prioritise our focus. Some of the key headline information for Weston-super-Mare and North Somerset includes:

- While generally prosperous, according to the 2020 indicies of multiple deprivation, 9 Weston-super-Mare neighbourhoods are in the top 10% most deprived areas in the country.

- The number of young people and adults placed in supported accommodation has risen through 2020/21: Q1 – 384, Q2 – 455, Q3 – 542.

- The number of care leavers in education, employment and training (aged 19-21) is lower than the national average of 53%. In 2019/20 this was 46.5% and this changed through 2020/21:Q1 – 37%, Q2 – 43%, Q3 – 44%, although this is higher than the South West average at 35%.

- Rates of unemployment within North Somerset have declined over the last three years and are low at 3.2%.

- The average gross annual income in North Somerset is £30,245 with estimates from the Office for National Statistics at £29,900. Average salaries for full time workers are stated as below.

	UK	NORTH SOMERSET	WESTON COLLEGE
Male Salaries	£33,414	£34,476	£32,150
Female Salaries	£28,305	£24,191	£28,698

- The proportion of 16-18 year olds not in education or employment with training within North Somerset is 3.5%, well below the national figure of 6%.

- The College has a higher proportion of females (62.87%) and males (37.13%) but the learner gender split is more evenly distributed males (52.5%) and females (47.5%)

- Learners who have a declared learning difficulty or disability continues to be high and the proportion of learners who have a declared mental health difficulty continues to rise.

- Welfare and Counselling referrals and appointments have increased significantly since 2019/20

	20/21	19/20	18/19	17/18	% +/-
Welfare	17,245	10,652	10,563	8,040	+61.8%
Counselling	1,230	1,005	1,165	1,104	+22.3%
Chaplaincy	NA	90	152	120	NA
TOTAL	18,475	11,747	11,880	9,264	+57.2%

- 92.71% of staff declared themselves as 'white' based on their ethnic origin, other key groups identified are Asian or Asian British – 1.18%, Black or Black British – 1.18%, Mixed – 1.76%, Not Stated – 3.06% and other Ethnic Groups 0.12%

- The College has an increasing number of learners who are transgender and transitioning to gender reassignment.

- North Somerset has a lower proportion of 'millennials' and a higher proportion of the population classed as 'retiring soon' (55 or over) compared to the national average for a region of this size.

- Racial diversity is low in North Somerset (13,142 racially diverse people compared to a national average of a region this size of 36,697)

EDI REPORT 2021

Equality, Diversity and Inclusion is at that the heart of all our provision and the Principal and Chief Executive, Governors, Leadership Board and staff work hard in order to provide a safe, supportive and inclusive learning culture where learners can thrive.

Despite the challenges of COVID, the College has demonstrated its commitment to Equality, Diversity and Inclusion. The below are some examples of the excellent work which has been carried out during 2021:

- Creation of a fully inclusive Equality, Diversity and Inclusion Committee – all staff were invited to be a part of the committee, with full participation. Student representatives have also been invited ensuring all parts of the College are represented.

- Creation and development of key inclusion groups such as LGBQT+ Allies and Menopause support groups, based on staff and student feedback with strong participation across the College.

- Identification of gender neutral toilets with new signage, based on feedback from staff and students – increased number of those who are either gender neutral, fluid or transitioning in the College Community.

- Investment in a bespoke 'train the trainer' model on EDI best practice – a core group of staff who are receiving bespoke training from ETF – will be able to cascade to all staff, tacking issues such as dealing effectively with unconscious bias in teaching and learning, fully integrating and embedding EDI in teaching and learning, fully integrating and embedding British values in teaching and learning, as well as handling controversial discussions and difficult conversations with confidence.

- Increase in the % of students from POLAR4 Q1 and Q2 accessing HE programmes from 44% to 48% in 2020-21 (national data for 2019-20 27.9%).

- The % of students in HE declaring a disability for 2020-21, 27.6% (national data for 2019-20 16.6%).

- Identification and regular reporting on key groups who are not making as much progress as their peers, with clear recommendations to the Curriculum teams regarding groups we are concerned about, with regular feedback and impact from them regarding on how these outcomes are going to improve.

- Review and creation of bespoke reflection rooms which are easily identifiable on each campus based on feedback that some staff and students didn't know where they were located and others were no longer 'fit for purpose'.

- Review of staffing diversity, safer recruitment practice training and enhanced strategies on how we can improve engagement from minority groups.

- Development and implementation of wider participation strategies through the West of England IoT and HE provision through the Access Participation Plan.

- Development of a Menopause Policy and guidance for staff and managers.

- Creation of student ambassadors through our Careers Excellence Hubs who want to get involved in our EDI activities and community work.

- Increased linkage between the different phases of provision bringing together 16-19, Adult, Apprenticeship, HE and Full Cost delivery – having a whole College approach to EDI.

- The Principal and Chief Executive received the Inclusive Learning Leadership Award as sponsored by the National Centre for Diversity (AoC National Beacon Award) in 2021.

- The Principal and Chief Executive was a national finalist in the Role Model Award for the World Skills UK Diversity and Inclusion Heroes Awards, awarded Highly Commended in 2021.

- The College achieved Platinum status for its workforce development work by Investors in People, as well as the prestigious Times' "Best Companies to Work for" accolade.

- The "Let's Chat" Initiative had national recognition as a model of best practice for FE/HE Mental Health and Wellbeing for both staff and students to meet the changing emotional needs during lockdown - with Let's Chat mentioned in the Minister's opening address at the 2021 AoC National Conference. It was also case studied by ESFA as part of CCF Wellbeing Best Practice.

- The College was profiled as a model of FE best practice for community led mental health collaboration as part of the UK Wide National College of the Future Report by the Independent Commission on the College of the Future.

- Weston College experts and the Principal and Chief Executive have been sharing best practice in national and regional webinars and associated articles on SEND, Mental Health and Inclusive Practice in partnership with DfE, ETF SEND CfE etc.

- The College and the inspirational leadership of the Principal and Chief Executive has been recognised nationally as a leader of people management through the winning of two GOLD UK Business Awards, and increasing its value as a desirable employer and leading the way in creating an education based mental health support service for both the students and staff.

- New staff are supported with bespoke mentoring and inductions programmes and they are also supported to achieve appropriate teaching qualifications from Level 3 to MAs. All staff are also encouraged to continue with life-long learning and upskilling of staff is a key priority with many apprenticeship opportunities for new and existing staff.

- The College was the first in the sector to sign up to the AoC Mental Health Charter and has dedicated mental health practitioners who are able to not only support staff and students, but provide mental health first aid training so that it cascades through the whole College community.

EDI EXPECTATIONS

The EDI Expectations are cross college objectives which set out legislative requirements and cross college expectations. They are focussed on ensuring outstanding learning opportunities for all.

The key expectations in 2021-22 are to:

1: Develop a curriculum offer that enables all learners and apprentices (irrespective of starting points) to achieve and make progress (academically and personally).

2: Foster a culture where learners and apprentices are safe, respectful, prepared and able to demonstrate the College's core values.

3: Provide a learning environment and experience which is accessible for all.

4: Recruit and train staff to ensure they fully understand, promote and celebrate EDI.

5: Monitor performance targets and impact assessments.

In achieving these expectations, the relevant key College performance targets will include:

- No statistically significant gaps between different groups of learners. This includes achievement rates, progress in English and maths, Value Added and completion and attainment.

- 95% attendance.

- 93.4% achievement across all qualifications and ages (class based).

- 84.4% and 79.8% overall and timely achievement in apprenticeships.

- 90% of learners progressing to a positive destination.

- 95% of learners feeling safe, not being bullied or harassed and feeling that the College is a welcoming environment.

- Widening participation to a more diverse range of learners and demographic.

CROSS COLLEGE ENGAGEMENT

A range of cross college systems, approaches and reports contribute to the College meeting the aims of the Single Equality Scheme. These include:

- The Learner Involvement Strategy which provides learners and apprentices with the opportunity for their voice to be heard and responded to. This includes, student representatives, learner/apprentice surveys (internally and externally e.g. National Student Survey (NSS), forums and surgeries.

- College policies such as the Behaviour and Disciplinary Policy which outline our expectations for behaviour and conduct. This includes a focus on restorative practice, recognition and reward.

- The Student Union which provides clubs, trips and societies. For example in 2021-22 the Student Union (SU) has an LGBTQ+Allies group, which is also linked to staff and HE learners groups and are involved in community based activities e.g. Weston Pride.

- Strategic Planning, Business Planning and Self-Assessment will review EDI within the respective faculties/directorates including a focus on performance outcomes.

- The Workforce Development Strategy includes the expectations and updated training requirements for staff.

- The Progress Strategy sets the expectations for induction, teaching, learning, assessment, tutorial provision and the College's I.D. programme which all embed EDI.

- The Access and Participation Plan and Universal Design / Approach for Learning provide a specific focus for University Centre Weston (UCW) and our Higher Education learners.

SPACE FOR PRAYER AND REFLECTION

There are designated quiet rooms available at each campus for prayer and reflection. These are available for both staff and students to use and if anyone wishes to access them they notify either Reception or the Welfare Team.

HARASSMENT AND BULLYING

The College takes a zero tolerance approach to harassment and bullying which means anyone proven responsible for unlawful discrimination, harassment or bullying can be asked to leave the College. Harassment can be related to age, disability, gender identity, marital status, pregnancy or maternity, ethnicity, race, religion or belief, sex or sexual orientation. It is legally defined as:

"Unwanted conduct which has the purpose or effect of:

- Violating the other person's dignity;
- Creating an intimidating, hostile, degrading, humiliating or offensive environment."

Bullying is the persistent, intentional harming of another person with an unequal power relationship.

Harassment and bullying may be verbal, physical, emotional or non-verbal. This includes, for example:

- Physical assault – kicking, hitting, punching etc.
- Verbal assault – insults, swearing, disrespectful language
- Pornographic or other offensive images displayed publicly or accessed through the internet or circulated via email
- Jokes, gestures or graffiti that offend others
- Intimidation – use of written, spoken or physical threat to influence the behaviour of another (this includes use of text messages or entries on social sites, i.e. Facebook)
- Offensive clothing, e.g. swastikas on jackets or caps.

IMPLEMENTATION AND REVIEW

The Equality and Diversity Committee provides the focus for Weston's whole College approach to EDI. The committee meets each half term and members include senior managers, governors, staff and student representatives (where appropriate). This includes representation from all provision types. The committee reviews the terms of reference and single equality scheme and expectations annually.

The Key Objectives of the Committee are:

1: To Provide strategic oversight of equality, diversity and inclusion across the College.

2: To set, review and monitor the equality objectives for the College.

3: To ensure policy, procedures and strategies are impact assessed and reviewed to ensure they do not discriminate or disadvantage any individuals or groups with protected characteristics.

4: To ensure the College regularly collects and analyses staff and student data in relation to recruitment, retention, achievement, progress and progression.

5: To ensure application, admission, enrolment and assessment regulations, policies and procedures do not disadvantage or discriminate and make reasonable adjustments where appropriate.

6: To ensure the College estate, resources and equipment are accessible and, where appropriate, reasonable adjustments have been made to enable parity of experience for different groups of learners.

7: To contribute to and review the Annual Equality, Diversity and Inclusion report prior to submission to Governors.

8: To receive feedback on how curriculum teams are developing learning strategies and resources which celebrate and promote equality and diversity.

9: To ensure that students, staff and governors are trained and regularly updated on equality legislation and best practice.

10: To ensure that every member of the College community has a range of opportunities to raise issues, ask questions or voice concerns relating to equality, diversity and inclusion and can be confident of an appropriate response from the College.

The Single Equality Scheme will be available on the College website.

The committee and annual report will inform wider College systems and activities to ensure they are fit for purpose and the College is actively addressing EDI.

Where appropriate, sub committees may form off the main E&D committee to focus on particular aspects or expectations. This might include a working group for EDI in teaching, learning and assessment.

EQUALITY ANALYSIS (IMPACT ASSESSMENTS)

Equality Analysis is a practical way of assessing new and existing policies and practices to determine what effect they may have on equality for those affected by the outcomes. The College will use its Equality Analysis process to review plans, policies, procedures and practices at the College to see whether they have the potential to impact on people differently.

The College has developed an Equality Analysis process and template for use across the College and has staged programme of equality analysis of all its existing policies and procedures. All new policies, procedures, plans and practices will be reviewed according to this Equality Analysis process.

The Single Equality Scheme has been equality analysed in line with College procedures.

Review	This scheme will be reviewed in January 2023 or when there are legislative changes or to take account of new equality information or developments within the College.
APPROVAL	
Approval Dates	The next review will be undertaken in January 2023
Owner	Vice Principal - Curriculum

APPENDIX A: EDI EXPECTATIONS

The EDI expectations have been reviewed by the Equality and Diversity Committee. The following table outlines the key expectations. These will be monitored by the Equality and Diversity Committee, CLB and Governors through regular reporting with further interventions implemented where and when necessary.

EXPECTATION 1: Develop a curriculum offer that enables all learners, irrespective of starting points to achieve and make progress (academically and personally)

SUCCESS	MECHANISM	RESPONSIBILITY	WHEN
• Broad modes of study are offered which have clear progression pathways linked to local and regional priorities and further or higher study • Learners develop their skills, knowledge and behaviours making at least good or better progress and are better prepared for their intended destination • Quality monitoring, review and intervention ensures all learners and apprentices make good or better progress • Leaders and managers interrogate data effectively ensuring high levels of achievement and no achievement gaps	Curriculum planning is informed by labour market intelligence (LMI) and learner destinations	Curriculum	Annually
	'Actual' destination data is captured annually to inform planning, delivery and curriculum intent	Curriculum	Annually
	Induction effectively captures learners starting points which results in effective target setting, tracking and monitoring of learner progress and informs differentiated approaches to TLA	Curriculum	Annually
	Departmental review boards scrutinise progress data to ensure all learners and staff are effectively supported to achieve their progress grade	Curriculum	Termly
	Dashboards continue to evolve to effectively report on the progress of all learners and different groups	Quality	On-going
	Self-assessment and performance review boards analyse data throughout the year to ensure all learners make good progress	Curriculum	Termly
	Robust IAG, interviews and enrolments ensures learners are on the right programme, individual needs are captured and curriculum is designed appropriately	CIS / Curriculum	On-going
	TLA reviews identify areas of good practice and improvement in planning for learning and meeting of individual needs	Curriculum / Quality	On-going
	SOL are audited to identify where E&D and FBV is planned for and embedded	Curriculum	On-going
	ALS funds are fully utilised to support those most in need enabling them to make progress	Learning Support	On-going
	Context statements effectively identify strategies for learning enabling effective planning and all learners making progress	Curriculum	On-going
	Where required, QIP actions focus on closing achievement gaps	Curriculum	On-going

EXPECTATION 2: Foster a culture where learners are ready, respectful and safe and demonstrate our core values

SUCCESS	MECHANISM	RESPONSIBILITY	WHEN
• Learners are ready to learn, ready for work and ready for life • Staff and learners demonstrate high levels of respect for themselves and each other • Staff and learners behaviour is exemplary in both on and off site activities or provision • Staff and learners understand how to keep themselves safe including their physical and mental health	Induction sets out collegiate expectations for conduct and behaviour – groups agree the 'ready to learn' class contract	Curriculum	Annually
	Tutorials use restorative practice in line with the disciplinary policy and appropriate behaviour and conduct is celebrated and rewarded	Curriculum	On-going
	Learner voice mechanisms identify where learners feel safe, welcomed and not bullied or harassed. Targeted intervention is put in place where this is not the case	Curriculum / Quality	On-going
	College theme weeks, events, activities and campaigns promote and celebrate EDI and raise awareness	Quality / Student Services	On-going
	Programmes develop the behaviours and attitudes of learners through the introduction of the I.D. programme. Learners take ownership of this programme and reflect on their own targets and progress	Curriculum	On-going
	TLA review activities focus on the behaviours of learners and how ready, respectful and safe they are	Curriculum / Quality	On-going
	The Student Union provides opportunities for learners to promote EDI throughout the college e.g. specific groups and in community activities	Student Union	On-going
	Responsive Student Services Team including welfare, nurses and counsellors across all sites and available for staff and learners	Student Services	On-going
	Body and Mind programme for staff and learners in place to keep themselves physically and mentally healthy	BAM Committee	On-going

EXPECTATION 3: Provide a learning environment and experience which is accessible for all

SUCCESS	MECHANISM	RESPONSIBILITY	WHEN
• College premises, building and facilities are accessible to all • Marketing materials, learning resources and online content is accessible to all and the college meets the requirements of the Digital Accessibility legislation	Regular audit, review and updating of College facilities and physical resources	Estates	Annually
	Increase the accessibility to learning, resources and support services online	All departments	On-going
	Through curriculum planning review the curriculum offer to include online or blended learning to make programmes accessible to all	Curriculum	On-going
	All online content, resources and documentation is updated and developed to meet new legislation (subcommittee in place with agreed actions and timescales led by Assistant Director)	All departments	On-going
	Staff differentiate resources and ensure they are available in different formats	Curriculum	On-going
	Reasonable adjustments are made to ensure curriculum is accessible including but not limited to facilities, teaching spaces and assessment/exams	Curriculum / ALS / Exams	On-going
	Planning for learning takes into consideration individual learners needs and starting points and differentiates approaches accordingly	Curriculum	On-going

EXPECTATION 4: Provide a learning environment and experience which is accessible for all

SUCCESS	MECHANISM	RESPONSIBILITY	WHEN
• Staff recruitment processes and protocols do not discriminate against any applicant • All staff are supported and trained in their understanding of EDI	Standardised college processes will be followed in all recruitment and selection activities including assessing suitability against defined criteria and making reasonable adjustments to overcome any barriers	HR	On-going
	New staff induction requires all new staff to complete mandatory online training and have read the college policies prior to starting	HR	On-going
	Workforce development strategy identifies what legislative updating is required and or any specific themes in which staff need to be trained. This is built into the college CPD programme.	HR/Quality	On-going
	Train all staff to engage with learners, build their confidence in challenging inappropriate behaviours, language and views	Quality	On-going
	Staff development COGs include support and training for staff on behaviour, wider skill development, SEND and Digital Inclusion	Quality	On-going

EXPECTATION 5: Monitor expectations and impact assessment of the Single Equality Scheme

SUCCESS	MECHANISM	RESPONSIBILITY	WHEN
• Monitor and report on progress against the performance targets and expectations in the single equality scheme	Track the completion of impact assessments ensuring all are completed and compliant	HR	On-going
	Review termly through the E&D committee progress against the expectations	HR	On-going
	Review the impact of the single equality scheme annually updating where required (including expectations)	HR/Quality	On-going
	Produce annual report identify key strengths, areas for improvement and associated recommendations	Quality	On-going

APPENDIX B – HIGH NEEDS, SEND AND EHCP LEARNERS

THREE YEAR TREND DATA - ACHIEVEMENT

	RETENTION 18/19	ACHIEVEMENT 18/19	RETENTION 19/20	ACHIEVEMENT 19/20	RETENTION 20/21	ACHIEVEMENT 20/21
High Needs	98.2%	90.8%	98.8%	92.6%	97.1%	89.0%
Non High Needs	94.6%	90.9%	94.0%	88.7%	92.0%	85.4%
LLDD	95.9%	90.6%	94.9%	87.9%	93.6%	86.3%
Non LLDD	94.4%	91.0%	94.4%	89.7%	92.1%	85.6%
EHCP	99.7%	96.0%	98.7%	96.3%	98.4%	93.6%
Non EHCP	94.8%	90.7%	94.4%	88.9%	92.3%	85.5%

THREE YEAR TREND DATA - ATTENDANCE

	ATTENDANCE 18/19	ATTENDANCE 19/20	ATTENDANCE 20/21
High Needs	91.0%	90.4%	91.6%
Non High Needs	90.2%	89.8%	90.4%
LLDD	90.9%	90.3%	91.5%
Non LLDD	89.0%	92.4%	87.4%
EHCP	90.8%	90.1%	91.3%
Non EHCP	93.3%	93.3%	93.3%

THREE YEAR TREND DATA - DESTINATIONS

	DESTINATION 18/19	DESTINATION 19/20	DESTINATION 20/21
High Needs	97.4%	96.7%	89.0%
Non High Needs	92.9%	90.6%	76.9%
LLDD	89.8%	90.8%	76.4%
Non LLDD	94.0%	91.3%	78.1%
EHCP	95.7%	98.6%	93.5%
Non EHCP	93.0%	90.8%	77.2%

LLDD	RETENTION 18/19	ACHIEVEMENT 18/19	RETENTION 19/20	ACHIEVEMENT 19/20	RETENTION 20/21	ACHIEVEMENT 20/21
Asperger's syndrome	96.46%	86.38%	96.69%	84.55%	96.47%	85.87%
Autism spectrum disorder	96.62%	88.05%	96.72%	83.02%	98.19%	90.43%
Disability affecting mobility	96.90%	89.27%	95.04%	76.38%	95.05%	90.20%
Dyscalculia	94.41%	82.63%	95.16%	76.15%	87.70%	73.02%
Dyslexia	94.22%	82.84%	95.08%	74.43%	92.26%	80.19%
Hearing impairment	96.32%	86.10%	94.48%	63.95%	95.79%	84.54%
Mental health difficulty	94.40%	85.22%	93.68%	60.57%	90.77%	77.99%
Moderate learning difficulty	93.06%	80.38%	96.28%	77.91%	94.20%	85.38%
Not provided	94.32%	85.19%	94.39%	76.90%	92.44%	82.77%
Other disability	94.68%	84.39%	91.95%	71.61%	91.54%	84.96%
Other learning difficulty	92.62%	82.21%	96.26%	70.92%	93.62%	77.40%
Other medical condition (for example epilepsy, asthma, diabetes)	95.90%	85.20%	94.48%	71.76%	92.39%	78.57%
Other physical disability	91.39%	84.32%	96.23%	73.64%	90.00%	83.87%
Other specific learning difficulty (e.g. Dyspraxia)	95.60%	84.15%	97.65%	82.95%	93.86%	85.34%
Prefer not to say	92.11%	82.05%	100.00%	78.95%	100.00%	90.00%
Profound complex disabilities	88.00%	84.62%	100.00%	100.00%	100.00%	25.00%
Severe learning difficulty	97.83%	89.13%	95.00%	90.24%	97.96%	88.24%
Social and emotional difficulties	93.24%	80.65%	93.50%	80.09%	90.10%	74.77%
Speech, Language and Communication Needs	92.00%	78.64%	100.00%	87.14%	91.18%	83.82%
Temporary disability after illness (for example post-viral) or accident	97.56%	87.80%	100.00%	71.43%	100.00%	93.75%
Vision Impairment	94.18%	84.70%	94.67%	61.44%	88.14%	79.37%

APPENDIX C - APPRENTICESHIPS

TIMELY

AGE	18/19	19/20	20/21
16 - 18	72.0	76.0	63.2
19+	58.9	70.6	57.7

GENDER	18/19	19/20	20/21
F	61.8	75.6	62.5
M	67.6	71.2	58.8

LLDD	18/19	19/20	20/21
LLDD	60.7	71.6	61.9
No LLDD	64.9	73.8	60.1

OVERALL

AGE	18/19	19/20	20/21
16 - 18	74.7	74.5	67.1
19+	62.7	66.6	60.4

GENDER	18/19	19/20	20/21
F	64.8	70.5	65.9
M	69.2	68.2	58.8

LLDD	18/19	19/20	20/21
LLDD	56.1	66.7	56.6
No LLDD	68.5	69.9	63.8

20/21 SPLIT ETHNICITY AND LLDD

LLD	TIMELY	OVERALL
Asperger's syndrome	66.7%	99.7%
Autism spectrum disorder	0.0%	100.0%
Disability affecting mobility	33.3%	50.0%
Dyscalculia	50.0%	75.0%
Dyslexia	46.6%	60.3%
Hearing impairment	42.9%	100.0%
Mental health difficulty	18.8%	33.3%
Moderate learning difficulty	25.0%	66.7%
Not provided	48.4%	63.8%
Other disability	0.0%	N/A
Other learning difficulty	27.3%	57.1%
Other medical condition (e.g. epilepsy, asthma, diabetes)	38.1%	50.0%
Other physical disability	66.7%	66.7%
Other specific learning difficulty (e.g. Dyspraxia)	50.0%	100.0%
Social and emotional difficulties	16.7%	28.6%
Vision Impairment	50.0%	50.0%

ETHNICITY	TIMELY	OVERALL
African	0.0%	25.0%
Any Other Asian background	33.3%	60.0%
Any Other Black/African/Caribbean background	50.0%	N/A%
Any other ethnic group	33.3%	71.4%
Any Other Mixed/Multiple ethnic background	50.0%	66.7%
Any Other White Background	44.1%	62.1%
Bangladeshi	100.0%	100.0%
Caribbean	0.0%	20.0%
English/Welsh/Scottish/Northern Irish/British	47.5%	62.6%
Indian	55.6%	80.0%
Irish	50.0%	50.0%
Not Provided	0.0%	0.0%
Pakistani	0.0%	0.0%
White and Asian	75.0%	75.0%
White and Black African	50.0%	100.0%
White and Black Caribbean	58.3%	70.0%

APPENDIX D – ETHNICITY STUDY PROGRAMMES

ETHNICITY	18/19 ATTENDANCE %	19/20 ATTENDANCE %	20/21 ATTENDANCE %
	93.6	89.3	92
African	90.4	88.4	85.9
Any other Asian background	90.1	93.2	93.7
Any other Black/African/Carribean Background	89.9	87.5	88.4
Any Other Mixed/multiple ethnic Background	92	92.1	88
Arab	87.3	95.5	88.5
Asian British Bangladeshi	100		
Bangladeshi	94.5	90.3	89.3
Carribean	83.5	86.4	92.7
Chinese	97.6	90.6	96.1
English/Welsh/Scottish/N.Irish/British	90.9	90.4	91.6
Gypsy or Irish Traveller	88.5	88	88.7
Indian	95.6	91.3	96.3
Irish	93.9	94.4	95.3
Not Known/Not Provided	91.9	93.5	92.9
Other Ethnic Group	90.3	88.4	91.1
Pakistani	92.3	95.8	96.7
White and Asian	86.3	88.6	85.7
White Black African	88	78.8	93.4
White Black Carribean	91	86.1	86.7
White British	88.89	88.9	92.2
White Other	90.1	89.6	90.2

ETHNICITY 3 YEAR TREND

Legend:
- 18/19 Achievement %
- 19/20 Achievement %
- 20/21 Achievement %

Categories (x-axis):
African, Any other Asian background, Any other Black/African/Carribean Background, Any other ethnic group, Any other mixed/multiple ethnic background, Any other white background, Arab, Bangladeshi, Carribean, Chinese, English/Welsh/Scottish/N.Irish/British, Gypsy or Irish Traveller, Indian, Irish, Not Known/Not Provided, Pakistani, White and Asian, White Black African, White Black Carribean

APPENDIX E: STAFFING DIVERSITY

STAFFING DIVERSITY – 2020-21

This report shows the Weston College (not including PEF) staffing which is scrutinised by the Equality, Diversity and Inclusion Committee to review the trends and whether additional guidance can be given to the HR department to ensure that we are meeting our statutory requirements. The staffing distribution from 2020-21 has been compared to 2019-20 to see if there are any significant changes which need to be addressed. It has also been compared to the student data as shown on the EDI dashboard.

GENDER

- Female
- Male

37.13%

62.87%
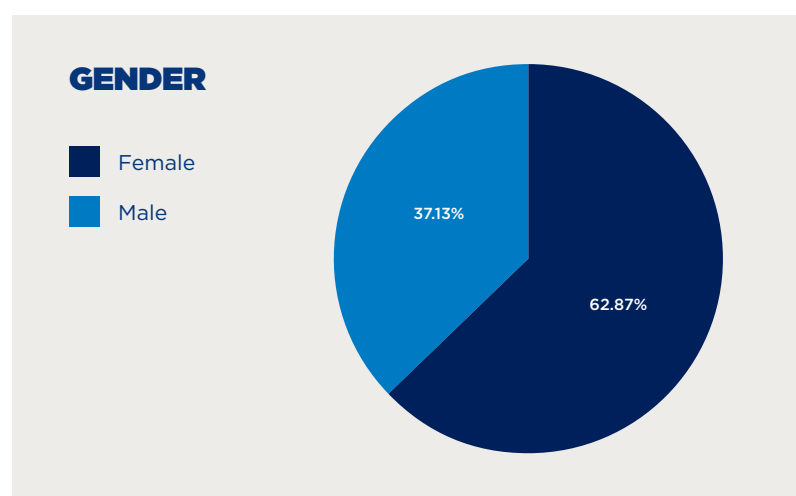
The spilt of female to male staff has remained stable between 2019-20 and 2020-21, with a small increase in the number of males which is positive. This is not reflective of our student body and there is a concern that our young people and adults are not exposed to positive male role models in an educational setting.

COMPARISON	19-20		20-21		DIFFERENCE	
GENDER	COUNT	PERCENTAGE	COUNT	PERCENTAGE	COUNT	PERCENTAGE
Female	526	63.76%	535	62.87%	9	-0.89%
Male	299	36.24%	316	37.13%	17	0.89%
Sum	825	100.00%	851	100.00%		

AGE BANDING

- ■ 16-25
- ■ 25-29
- ■ 30-39
- ■ 40-49
- ■ 50-59
- ■ 60+

Pie chart:
- 5.99%
- 13.16%
- 27.85%
- 24.09%
- 21.15%
- 7.76%
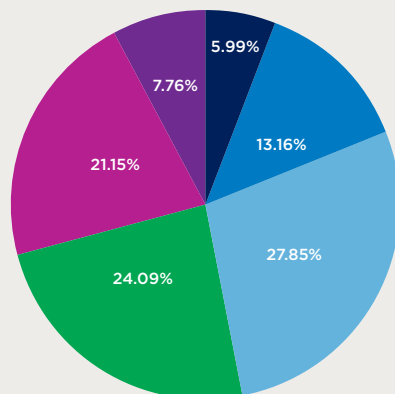
The number of 60+ staff has reduced slightly, this may be due to COVID and some staff deciding to retire. It is positive that the number of younger staff is increasing which will help with the long term organisational staffing stability.

COMPARISON	19-20		20-21		DIFFERENCE	
AGE BANDING	COUNT	PERCENTAGE	COUNT	PERCENTAGE	COUNT	PERCENTAGE
16-25	31	3.76%	51	5.99%	20	2.23%
25-29	102	12.36%	112	13.16%	10	0.80%
30-39	224	27.15%	237	27.85%	13	0.70%
40-49	212	25.70%	205	24.09%	-7	-1.61%
50-59	181	21.94%	180	21.15%	-1	-0.79%
60+	75	9.09%	66	7.76%	-9	-1.33%
Sum	825	100.00%	851	100.00%		

DISABILITY

- No
- Not known
- Refused
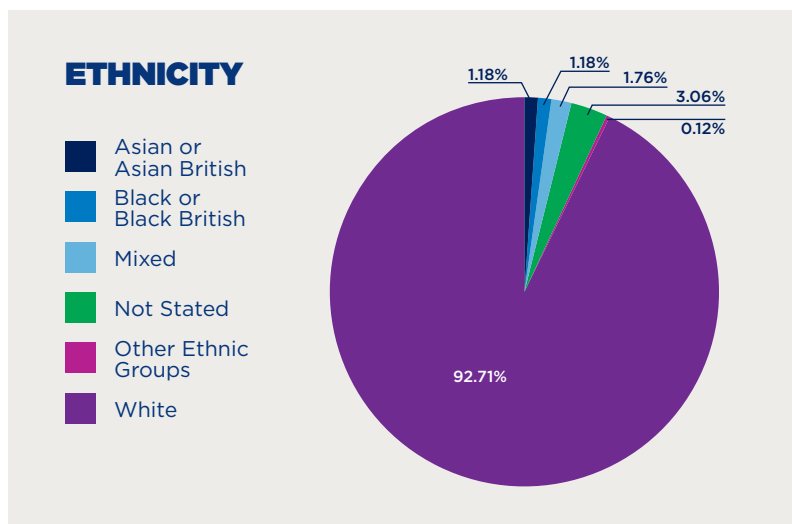- Yes

4.70%
4.23%
9.64%
81.43%
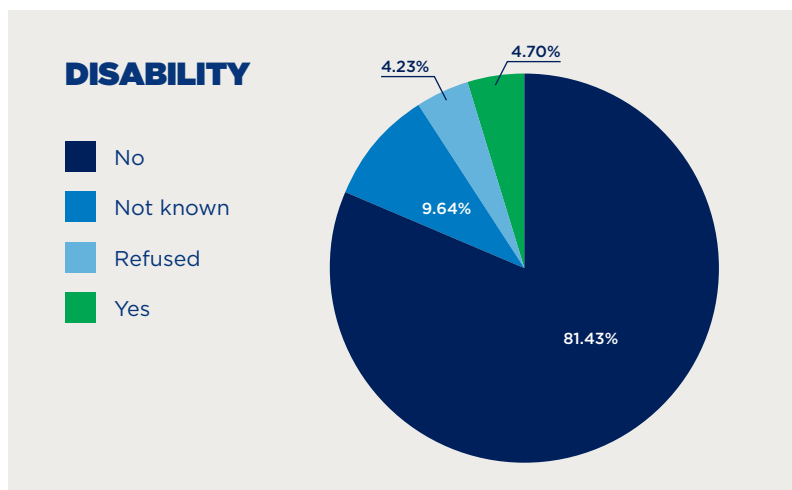
The number of staff who have identified as not have a disability has not changed. It has previously been identified by the committee that staff may be reluctant to disclose, as they may feel (incorrectly) that they would be treated differently or disadvantaged. The College has clearly shown it is an inclusive environment and many staff have been supported with their individual needs once disclosures are made.

COMPARISON	19-20		20-21		DIFFERENCE	
DISABILITY	COUNT	PERCENTAGE	COUNT	PERCENTAGE	COUNT	PERCENTAGE
No	660	80.00%	693	81.43%	33	1.43%
Not known	92	11.15%	82	9.64%	-10	-1.51%
Refused	33	4.00%	36	4.23%	3	0.23%
Yes	40	4.85%	40	4.70%	0	-0.15%
Sum	825	100.00%	851	100.00%		

ETHNICITY

- Asian or Asian British
- Black or Black British
- Mixed
- Not Stated
- Other Ethnic Groups
- White
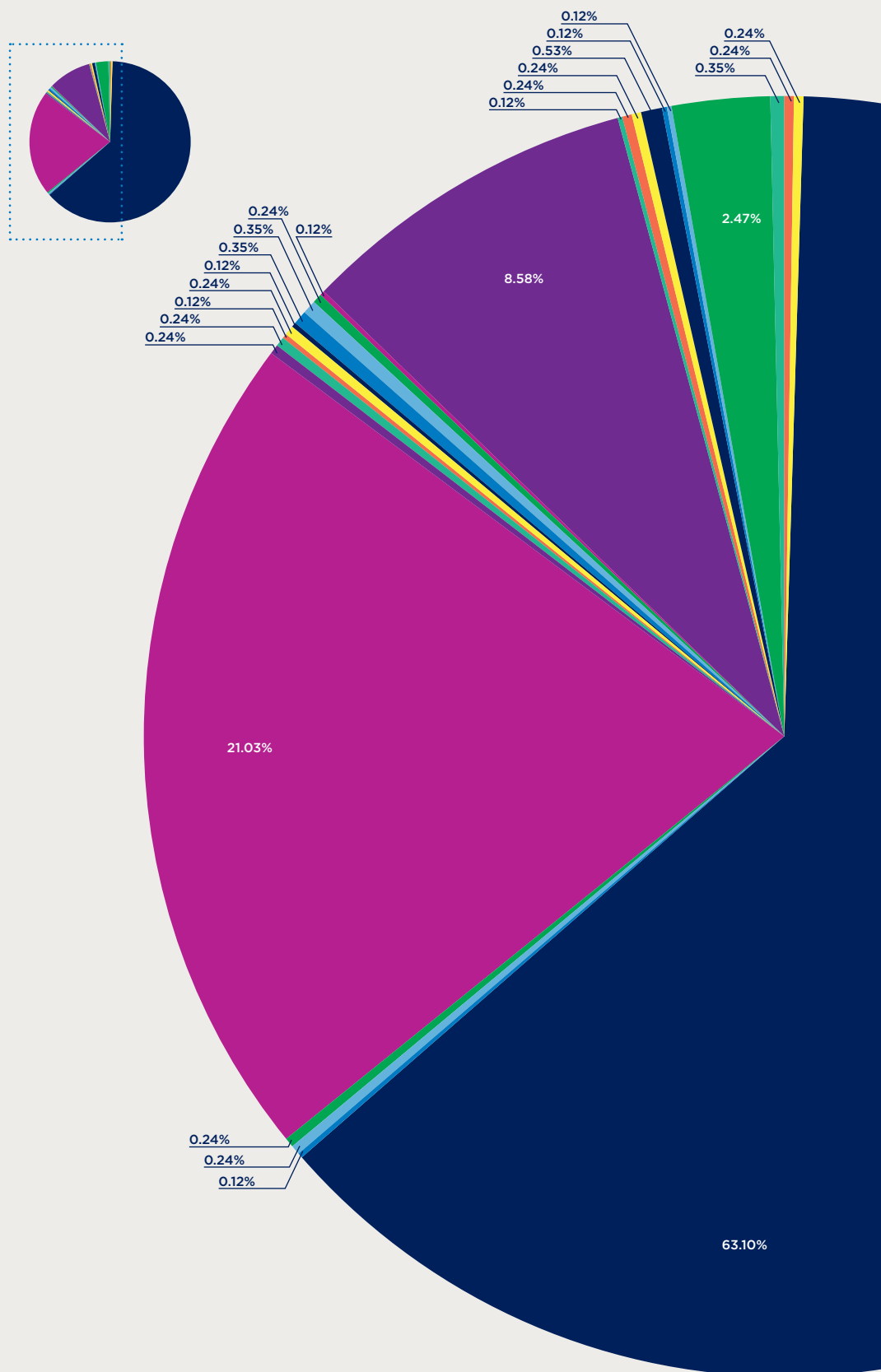
1.18% · 1.18% · 1.76% · 3.06% · 0.12%

92.71%

The number of 'non-white' staff has increased slightly between 2019-20 and 2020-21, although the overall distribution has stayed static. The categories defined are slightly different to the those used for the student body (as identified by the ILR).

COMPARISON	19-20		20-21		DIFFERENCE	
ETHNICITY	COUNT	PERCENTAGE	COUNT	PERCENTAGE	COUNT	PERCENTAGE
Asian or Asian British	8	0.97%	10	1.18%	2	0.21%
Black or Black British	8	0.97%	10	1.18%	2	0.21%
Mixed	13	1.58%	15	1.76%	2	0.18%
Not Stated	29	3.52%	26	3.06%	-3	-0.46%
Other Ethnic Groups	1	0.12%	1	0.12%	0	0.00%
White	766	92.85%	789	92.71%	23	-0.14%

NATIONALITY

- American
- Australian
- British (not Channel Islands or IOM)
- British Virgin Islands
- Canadian
- Declined to specify
- English
- Finnish
- French Overseas Depts
- German
- Greek
- Iraqi
- Irish
- Italian
- Nigerian
- Norwegian
- Not known
- Pakistani
- Polish
- Portuguese
- Scottish
- Slovakian
- Spanish
- Welsh
- Zimbabwan

0.12%
0.12%
0.53%
0.24%
0.24%
0.12%
0.24%
0.24%
0.35%
2.47%
8.58%
0.24%
0.35%
0.35%
0.12%
0.12%
0.24%
0.12%
0.24%
0.24%
21.03%
0.24%
0.24%
0.12%
63.10%

Although the majority of our staff have declared their nationality as being British, English or Welsh there is a wide range of different nationalities which provides an additional richness to the diversity of the College. This data is not collected as part of the ILR therefore we are not able to make comparisons to the student body.

COMPARISON	19-20		20-21		DIFFERENCE	
NATIONALITY	COUNT	PERCENTAGE	COUNT	PERCENTAGE	COUNT	PERCENTAGE
American	1	0.12%	2	0.24%	1	0.12%
Australian	2	0.24%	2	0.24%	0	0.00%
British (not Channel Islands or IOM)	519	62.91%	537	63.10%	18	0.19%
British Virgin Islands	1	0.12%	1	0.12%	0	0.00%
Canadian	0	0.00%	2	0.24%	2	0.24%
Declined to specify	1	0.12%	2	0.24%	1	0.12%
English	162	19.64%	179	21.03%	17	1.39%
Finnish	2	0.24%	2	0.24%	0	0.00%
French Overseas Depts	1	0.12%	2	0.24%	1	0.12%
German	2	0.24%	1	0.12%	-1	-0.12%
Greek	2	0.24%	2	0.24%	0	0.00%
Indian	1	0.12%	1	0.12%	0	0.00%
Iraqi	1	0.12%	3	0.35%	2	0.23%
Irish	4	0.48%	3	0.35%	-1	-0.13%
Italian	3	0.36%	2	0.24%	-1	-0.12%
Nigerian	2	0.24%	1	0.12%	-1	-0.12%
Norwegian	1	0.12%	73	8.58%	72	8.46%
Not Known	81	9.82%	1	0.12%	-80	-9.70%
Polish	2	0.24%	2	0.24%	0	0.00%
Portuguese	2	0.24%	2	0.24%	0	0.00%
Scottish	3	0.36%	5	0.59%	2	0.23%
Slovakian	1	0.12%	1	0.12%	0	0.00%
Spanish	1	0.12%	1	0.12%	0	0.00%
Welsh	27	3.27%	21	2.47%	-6	-0.80%
Zimbabwean	3	0.36%	3	0.35%	0	-0.01%

APPENDIX E: STUDENT ACHIEVEMENT, CONTINUATION AND DESTINATION REPORT 2020-21 – UCW

(EDI RELEVANT SECTIONS)

SECTION 1 – STUDENT ACCESS

1 – Gender Summary 2020-21

MALE/FEMALE SPLIT 2020-21

Female: 515
Male: 523

GENDER SUMMARY TREND
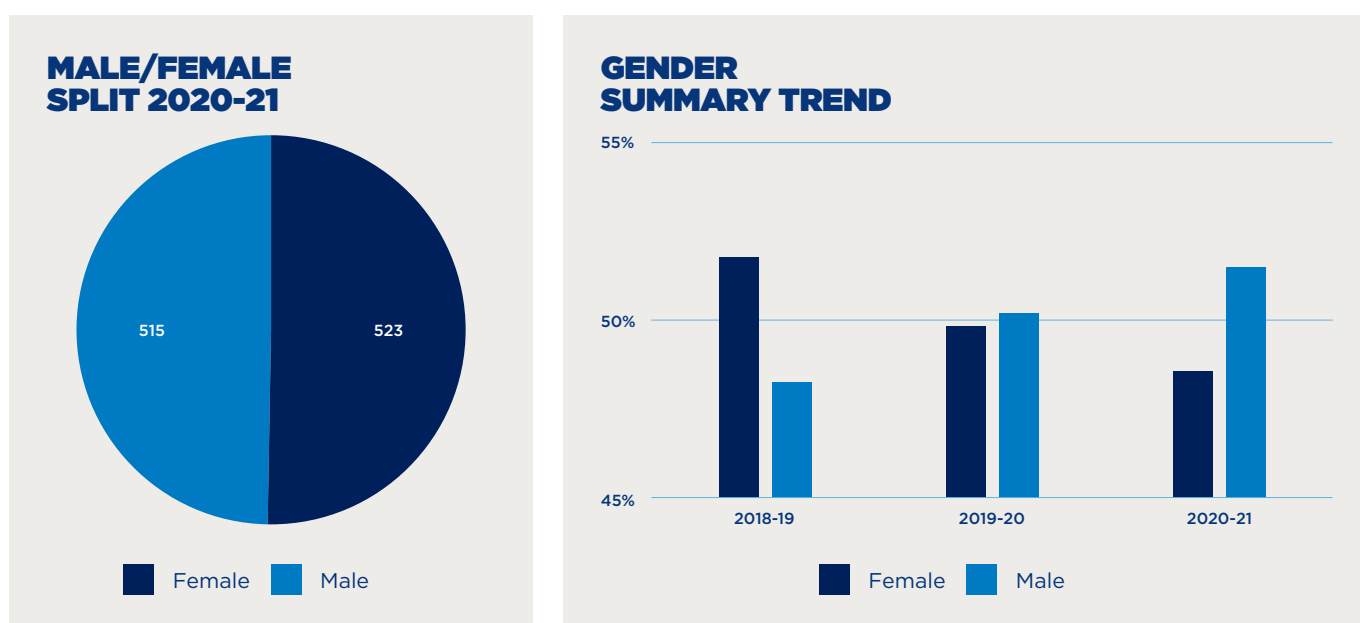

Female / Male across 2018-19, 2019-20, 2020-21

Figure 1 indicates that the percentage of male students has increased, with the student population almost equally split between males and females. The change in UCW's provision to include subjects like Engineering and Digital Technology Solutions, which now have students in all years of the programme, have contributed to the increase in male students. There are still some programmes that experience gender bias, despite the commitment to challenge gender stereotypes within the prospectus and website, where possible.

SECTION 2 - ETHNICITY SUMMARY 2020-21

ETHNICITY SUMMARY

Bar chart showing ethnicity summary for 2018-19, 2019-20 and 2020-21. Legend: BME, Not Known, White.
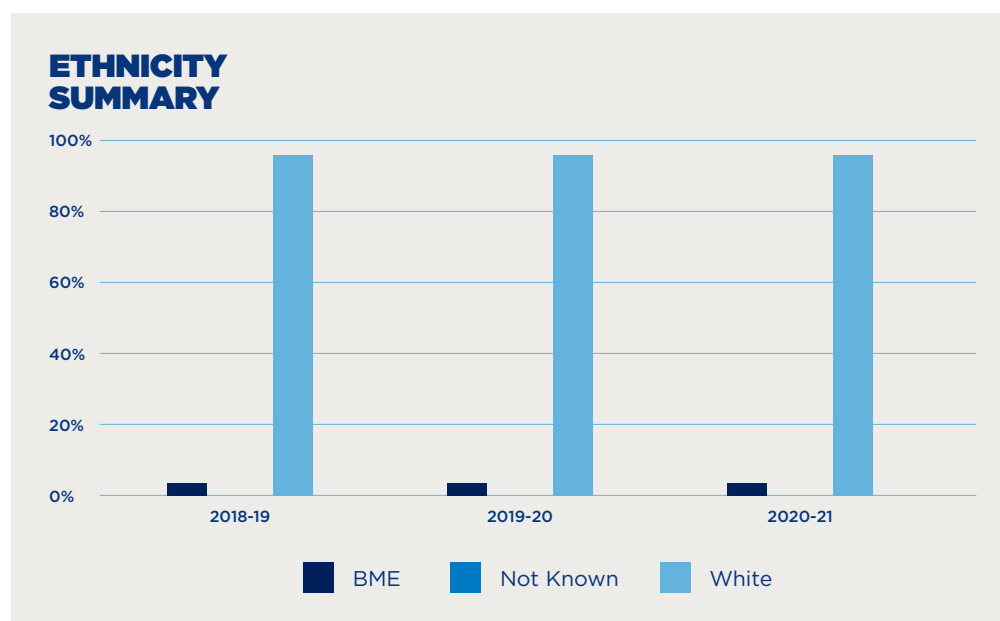
Figure 2 shows the ethnicity of current students. The percentage of Black, Asian and Minority Ethnic (BME) students has increased slightly in 2020-21 from 4.17% to 4.20%. It is worth noting that the 2020-21 percentage of BME students at UCW is higher than that of the North Somerset and Somerset population, with the latest census data reporting a figure of 2.7%.

UCW remains committed to recruiting a diverse study body and continues to work towards increasing the BME population. Until lockdown in March 2020, the Widening Participation and Recruitment Officer engaged in outreach and recruitment activity across the region and notably Bristol, often participating in collaborative outreach events. Most activity has continued to take place remotely and UCW continued to work closely with Uni Connect to deliver outreach activity. Application data does not indicate any unconscious bias in making offers, but this continues to be closely monitored.
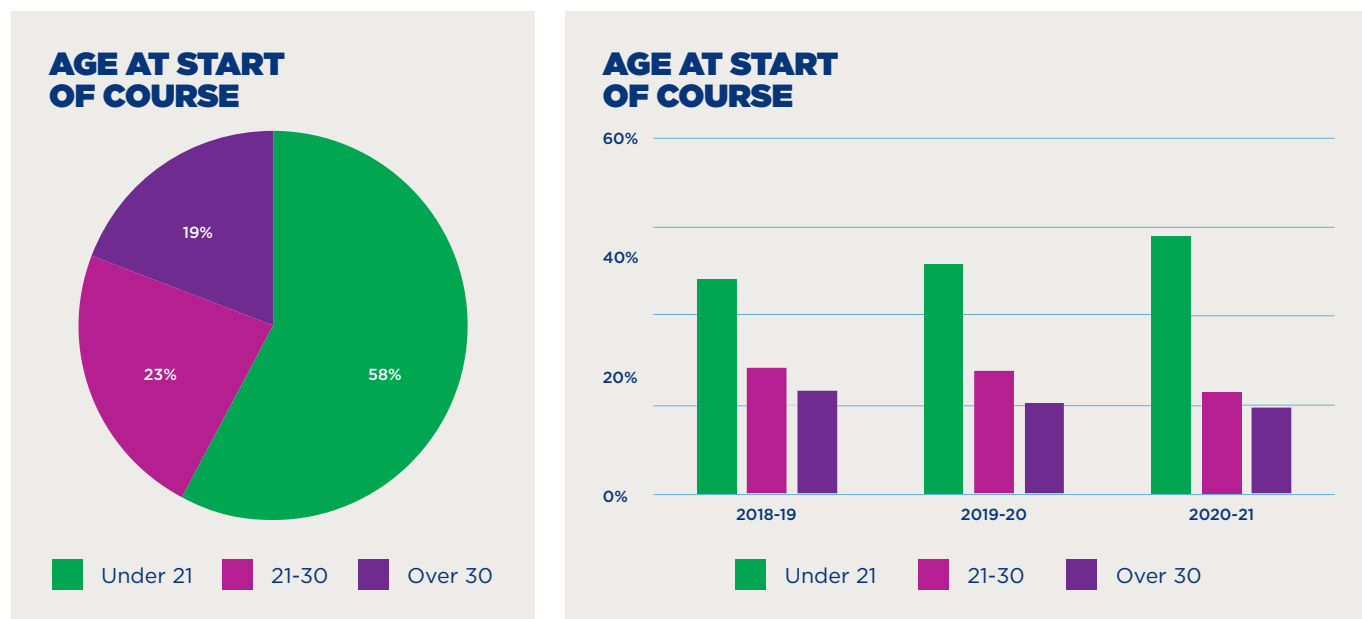
3 – AGE SUMMARY 2020-21

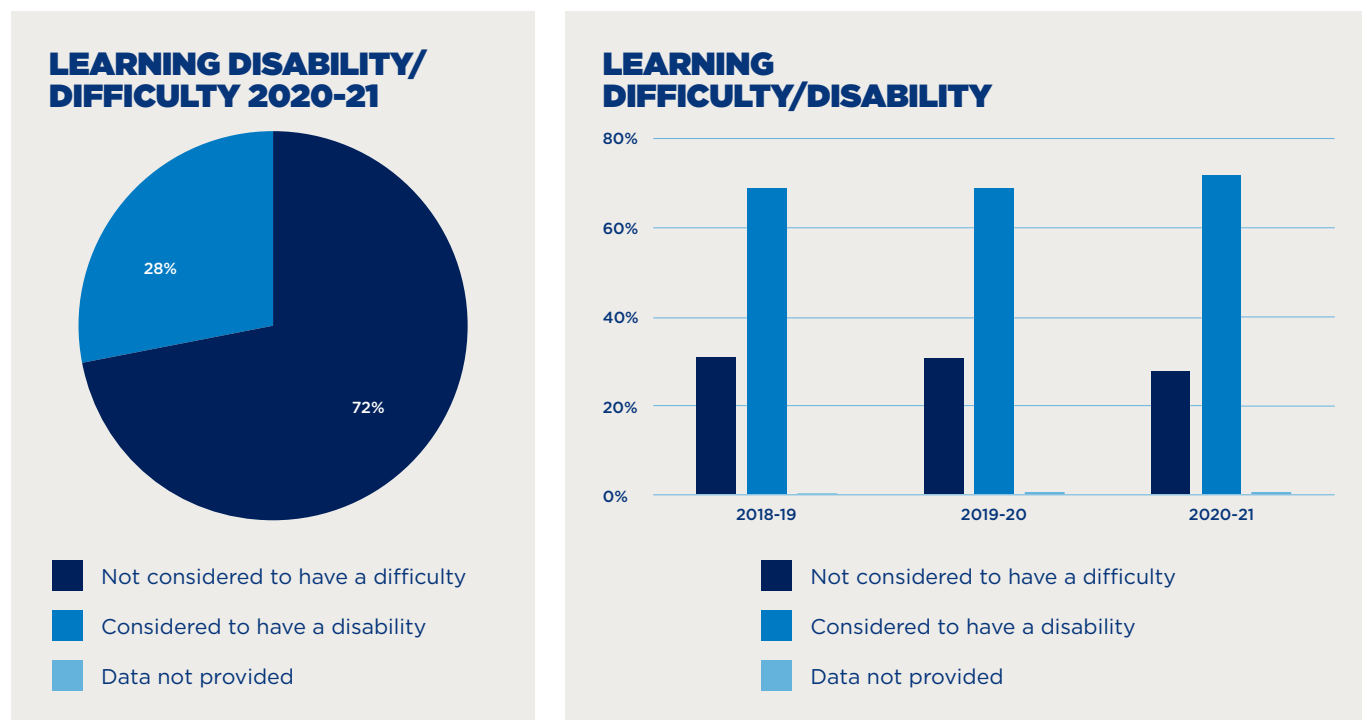## 3.1 Age at start of academic year 2020-21

AGE AT THE START OF THE ACADEMIC YEAR

- 2018-19: 32%
- 2019-20: 34%
- 2020-21: 34%

AGE SUMMARY TREND

Under 21 | 21-30 | Over 30

3.2 Age at start of course

AGE AT START OF COURSE

- Under 21: 58%
- 21-30: 23%
- Over 30: 19%

AGE AT START OF COURSE

Under 21 | 21-30 | Over 30
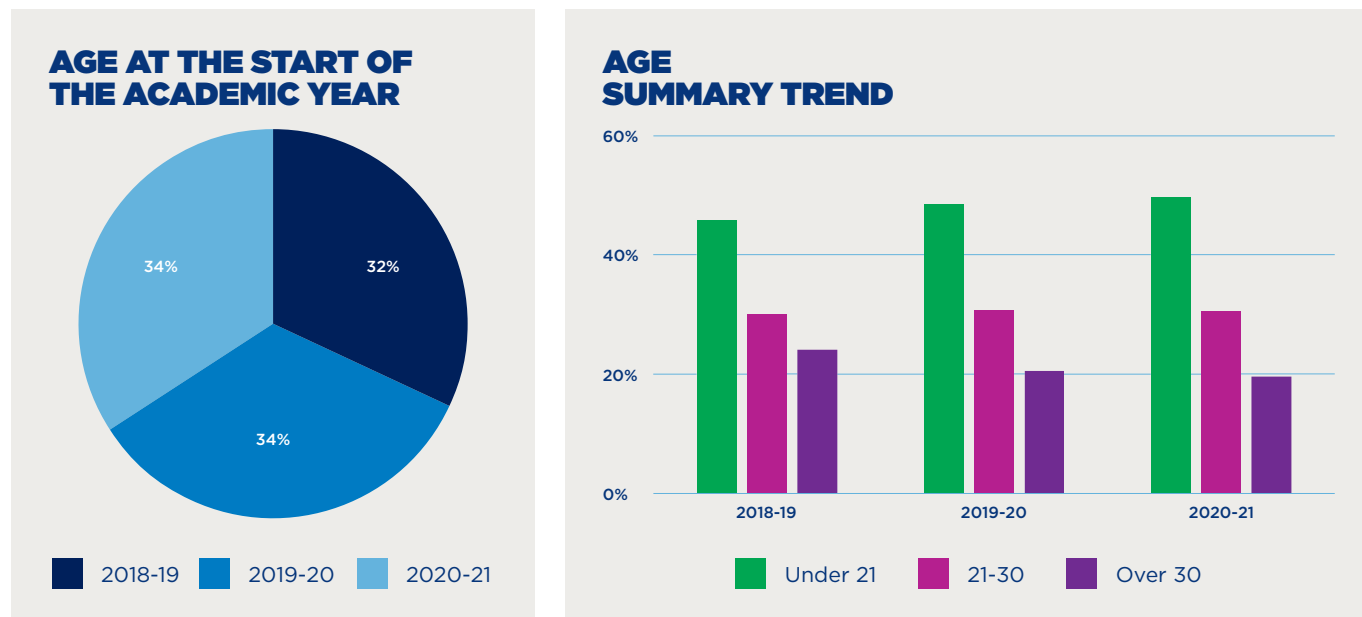
Figures 3.1 and 3.2 show the age of students during the 2020-21 academic year and the age of all students studying during 2020-21 when they commenced their programme.

The number of students who are under 21 at the start of their course has increased to 58% and the number of students over 30 has declined slightly. However, UCW has 42% mature students compared with an average of 32% in the sector. Therefore, mature students remain crucial to UCW in terms of growth, and this should not be forgotten in terms of marketing and recruitment strategies. Although Academic and Recruitment staff have been ensuring that appropriate students studying part-time or evening programmes within the Weston College Group are aware of progression opportunities at UCW, further work is being implemented to support adult progression.

4 – DISABILITY

4.1 Learning difficulty/disability summary 2020-21

LEARNING DISABILITY/ DIFFICULTY 2020-21

- Not considered to have a difficulty
- Considered to have a disability
- Data not provided

LEARNING DIFFICULTY/DISABILITY

- Not considered to have a difficulty
- Considered to have a disability
- Data not provided

4.2 Primary learning difficulty/disability declared 2020-21

PRIMARY DIFFICULTY/DISABILITY 2020-21
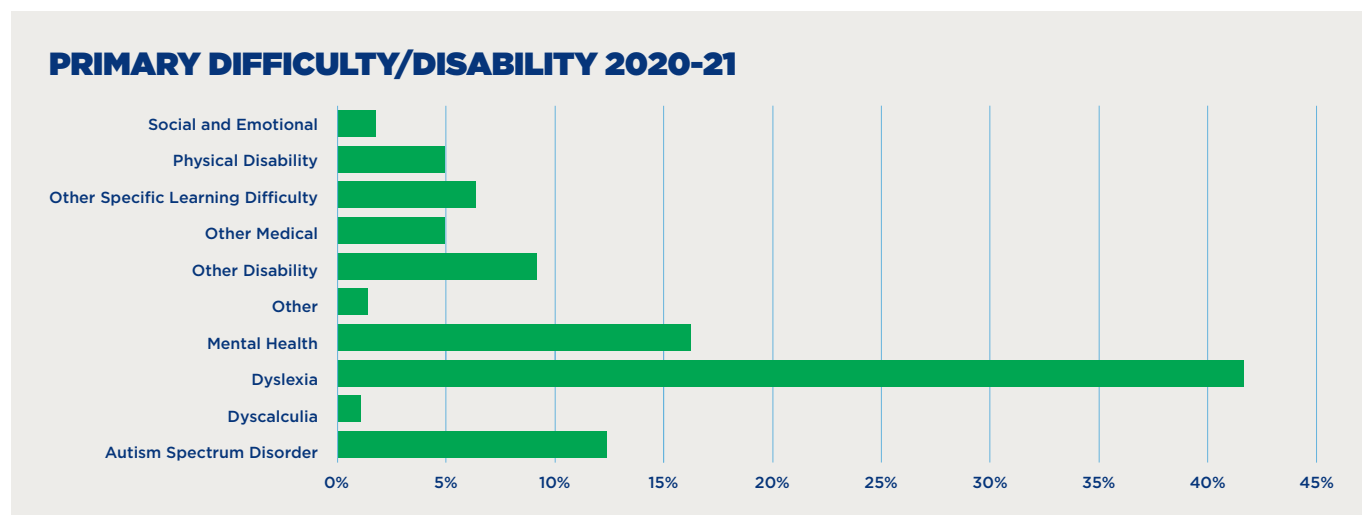
Figures 4.1 and 4.2 indicate the numbers of students disclosing a learning difficulty or disability. The overall percentage remains high at 28% and is consistent over the three years. The 2019/20 average percentage of students declaring a disability, in the sector, was 16.6%. UCW continues to have well above average amount of students that declare a disability or specific learning difference.

Of the students who have a learning difference or disability, 49% have dyslexia/dyspraxia or other specific learning difference, by far the biggest percentage of students with additional needs fall into this category. Students declaring a mental health difficulty is the next biggest category with 18% declaring mental health difficulty or social and emotional difficulties as their primary need. The effect of the pandemic on students' mental health is an area of concern, UCW supported students' mental wellbeing throughout this time, but the long-term effects are only beginning to be understood.

UCW are promoting the mental wellbeing of students with many new initiatives including an increased number of wellbeing events and a UCW Community Teams page that promotes social engagement and wellbeing. UCW continues to invest in specialist support staff to work with students with a specific learning difference, autism or mental health diagnosis. In addition to those who declare a disability, there are many others who require support despite not having an official diagnosis. This was particularly true in 2020-21 as access to the NHS to procure a diagnosis of a mental health condition was severely limited and students were unable to access a full diagnosis for Specific Learning Differences in person, due to the restrictions.
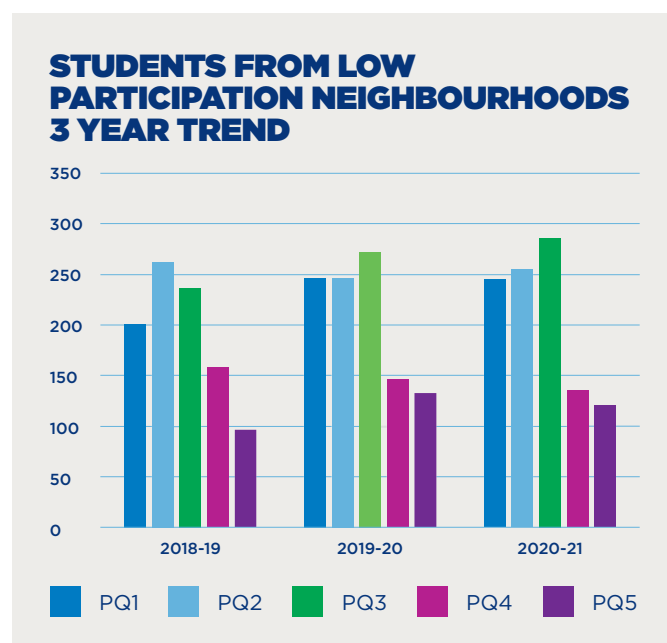
5 – WIDENING PARTICIPATION

Figure 5.1 – 5.3 show data relating to students progressing to UCW from widening participation and disadvantaged backgrounds. UCW is committed to widening participation and providing all students with the potential to succeed and the opportunity to progress to higher education. This remains one of UCW's strategic aims.

5.1 Students from low participation neighbourhoods 2020-21
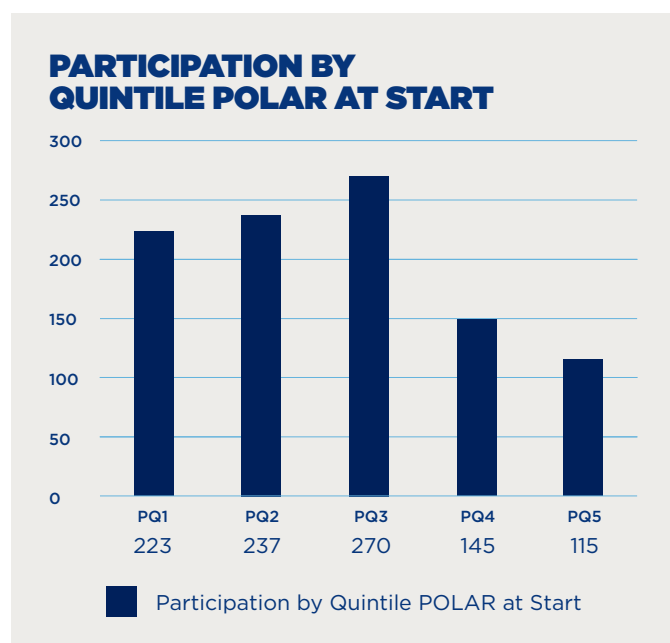
5.2 Students from low participation neighbourhoods' three-year trend
Quintile Participation

PARTICIPATION BY QUINTILE POLAR AT START

PQ1	PQ2	PQ3	PQ4	PQ5
223	237	270	145	115

Participation by Quintile POLAR at Start

STUDENTS FROM LOW PARTICIPATION NEIGHBOURHOODS 3 YEAR TREND

PQ1   PQ2   PQ3   PQ4   PQ5

5.1 and 5.2 indicate that UCW is performing well in recruiting students from disadvantaged backgrounds, based on Participation of Local Areas (POLAR 4) data, which is based on postcode data. The last two years data has been based on POLAR 4 whilst previous data is based on POLAR 3 which makes a three-year comparison difficulty.

23.5% of UCW students' progress from POLAR quintile 1, which reflects those most disadvantaged and least likely to progress to higher education. The percentage of students recruited from POLAR quintiles 1 and 2 is 48%, both figures have increased slightly from 2019-20.

Participation from POLAR Q1 and Q2 has remains high, but is largely static, this is in part related to the changing nature of the recruitment to UCW. The numbers of Higher and Degree Apprentices has increased. These students are recruited by their employers, and not directly by UCW and are often from out of the local area. This is leading to a reduction in diversity in the UCW population of students. However, widening participation and access remains a commitment of UCW and we are continually working with employers to improve widening participation amongst their staff. There is also a widening participation group that is being created within the Institute of Technology (IoT) and UCW is part of this working group.

UCW continues to work with the University of Bath on a local Uni Connect Project. Both the College HE Advisor, School Advisor and the Outreach Hub Co-ordinator have been funded via this project and extended until October 2022. The post holders have been working closely with targeted Level 3 learners and their tutors at Weston College. During 2019-20 and into 2020-21 academic year, this provision moved online but continued to have an impact. Level 3 learners have had access to one-to-one mentoring and tutorials were delivered; the A Level Mentoring Project (run by the Outreach Hub Co-ordinator) was recognised as a success nationally and the evaluation has been sent to the Office for Students.

5.3 Qualification type on entry
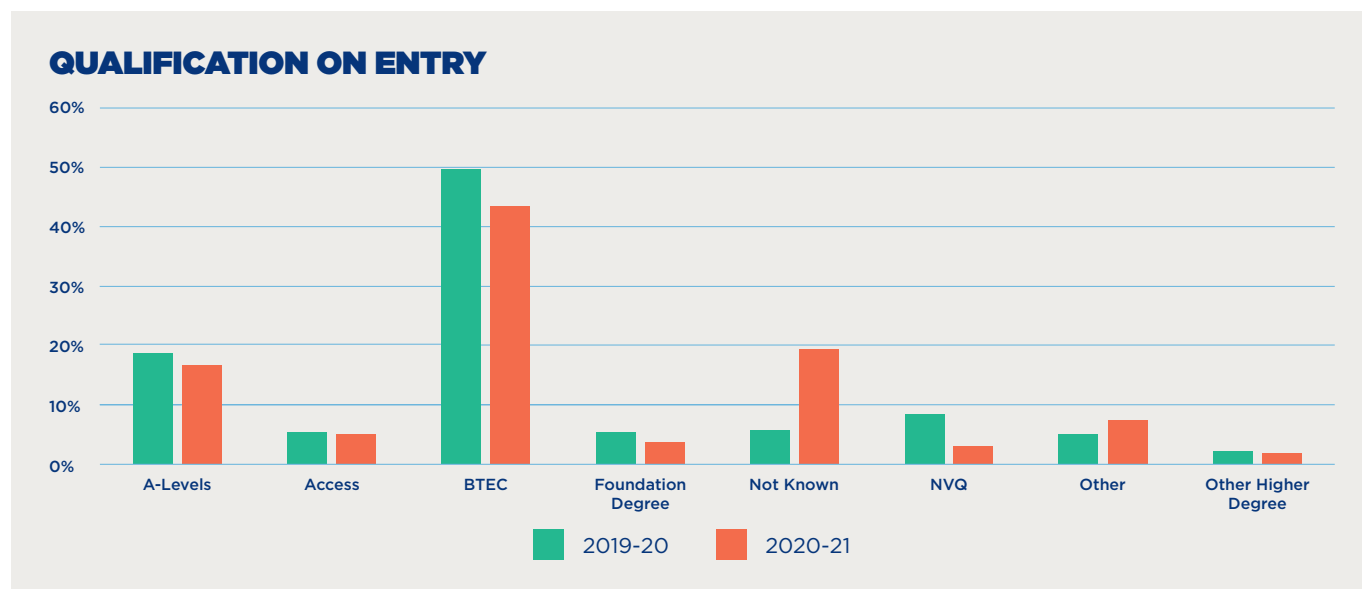
5.3 Shows the qualifications that students have when they commence a UCW programme. As expected, based on the number of students progressing internally, the majority, 43.65%, join with BTEC qualifications. This has decreased slightly in 2020-21, as has the number of Access to HE students progressing to UCW. Recruitment teams and academic staff are still working to improve the links within these Level 3 cohorts,

and at the time of writing this report, the tutorials with UCW staff have already occurred with both the Access to HE and BTEC learners

It is worth noting that there are only two years of comparison data as the 'qualification type' categories were updated when the question was asked upon enrolment in 2019-20. However, in 2018-19 the majority of the students did progress from a BTEC qualification.

9.1 – Degree classification and gender
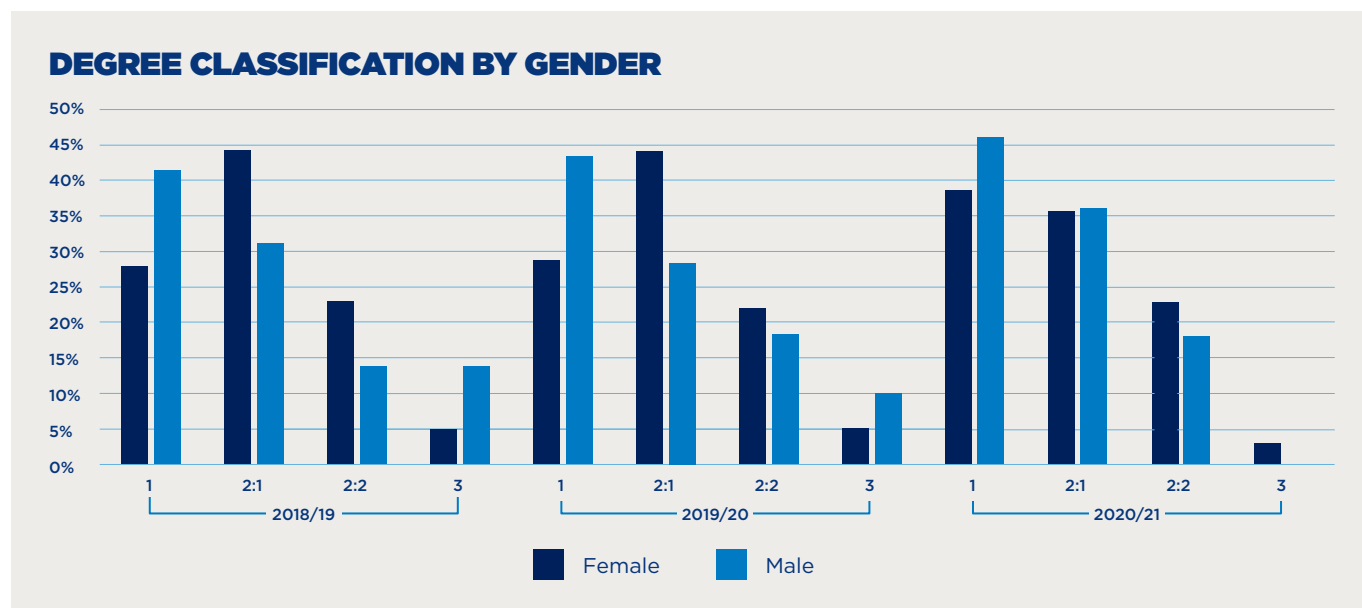
DEGREE CLASSIFICATION BY GENDER

Figure 9.1 shows achievement by gender. 82% of male students achieved a Good Degree which is above average for the sector. 74% of Female students obtained Good Degrees which is below average for the sector but is an increase on 19/20. Significantly higher numbers of male students achieved First Class Honours than their female counterparts this year, with 39% of females obtaining First Class Honours compared to 46% of male students, both of these results are above average for the sector. The achievement of Good Degrees by females has improved slightly in 2020-21, and the achievement of First Class Honours by females has improved by 10%, although there are improvements in this area it will continued to be monitored.

9.2 – Degree classification and ethnicity

DEGREE CLASSIFICATION BY ETHNICITY
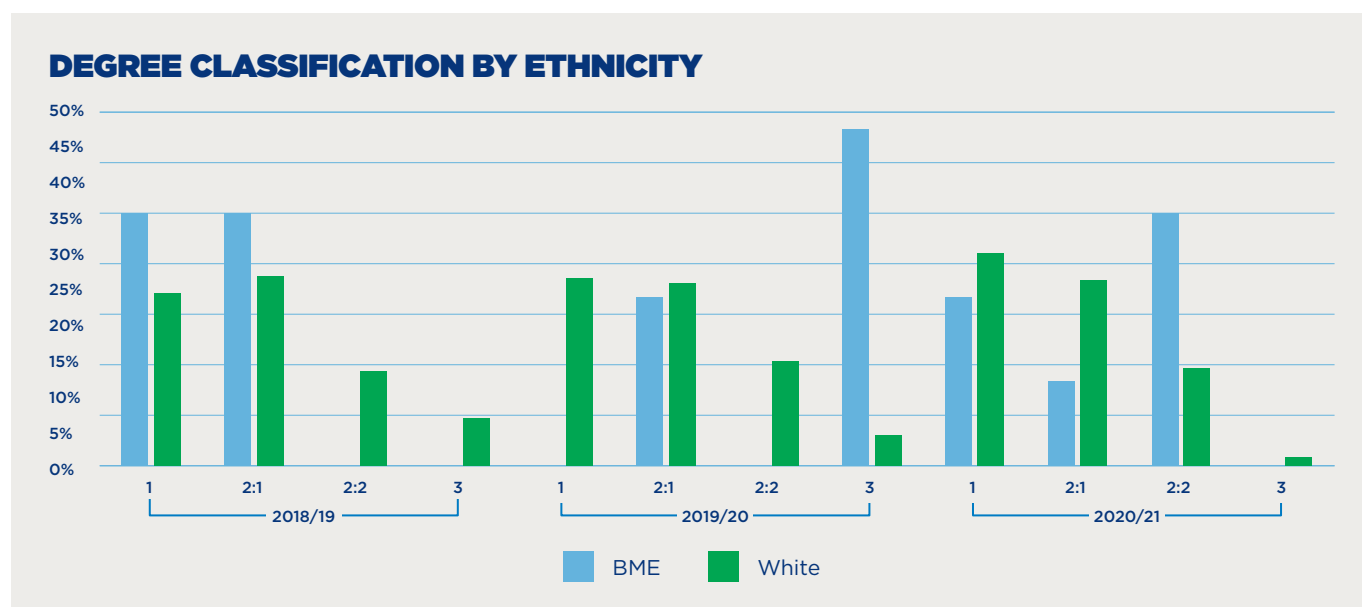
UCW is always looking to foster a sense of community within its student population, and in 2021-22 has created a UCW Community Teams page. All UCW students are enrolled upon to this Teams page and can request for content to be posted. The intention is to post specific BME events on this page and it is hoped that a peer support network for those students identifying as BME will be created. The Academic Development Team and the Library Plus team are also running specific events for those students with English as a second language; and additional academic support is provided to these students should they need it.

9.3 Degree Classification and Difficulty and Disability 2020-21

DEGREE CLASSIFICATION BY ETHNICITY

Considered to have difficulty · Not Considered to have difficulty

Figure 9.3 shows the performance of disabled students (including those with a specific learning difficulty) against those without. This shows that students with a disability are achieving equally as well at the highest level. The number of disabled students at UCW that achieved a first class honours degree has increased by 14.1%. The number of disabled students that achieved a third has also decreased by nearly 9% to 4.88%. It is important to note that UCW attributes this to an increase in accessible assessments and flexible learning as well as the continued specialist support throughout the pandemic. Of the students that declared a disability and were supported by UCW specialist support team, 47% gained a First Class Honours degree. This underpins UCW's belief that when students access support, they achieve incredibly well.

However, the percentage of disabled students at UCW that achieved a Good Degree was 63%, which is slightly less than 2019/20 and is not in line with the national average. However, many students had multiple deprivation factors, for example 40 % of UCW students that declared a disability had multiple disabilities or learning

differences. Some support for disabled students is provided by DSA funding, however, when students have more than one disability they may have to choose which support is funded by DSA, for example, an autistic student with a mental health condition would not be funded to have mentoring for both autism and mental health, they would have to choose which type of support they accessed. UCW takes a holistic approach to supporting its students, the welfare team, specialist support team, apprenticeships support team and academic development team meet on a monthly basis to ensure that students with multiple needs are well supported at UCW.

The implementation of the Universal Design for Learning Framework, that was launched in 2020, should help to reduce the gap in achievement between students with disabilities or learning differences and those without. During 2020/21 links with partner universities were strengthened with regards to Reasonable Adjustments and the UCW Reasonable Adjustments process was improved, this should also have a positive effect on the achievement of students with learning differences and disabilities.