

Final Year update on 2015/16 EDIMs

This reports reviews the 2015/16 College's achievement rates, teaching and learning activities, and leadership and management implementations in relation to equality and diversity aspects. The report concludes by recommending 2016/17 Equality and Diversity Impact Measures (EDIMs).

A) Outcome – are there any significant variations in achievement of different groups of learners

The College set 4 Equality and Diversity Impact Measures (EDIMs) for 2015/16 academic year. The below is an update on the College's performance in relation to the set EDIMs.

EDIM 1.0 - Age: Improve the success rates of 25+ age male and female apprentices.

Update: The College invested in a dedicated WBL Learning Support Tutor (LST) to work closely with adult apprentices and reviewed its entry criteria as well as its advice and guidance strategies for all 25+ age apprentices.

Table 1a: SED analysis per gender, Apprenticeship provision

Age	Gender	OSR 2013/14	OSR 2014/15	OSR 2015/16
16 – 18 age	Male	60.6%	88.9%	69.6%
	Female	78.6%	80.0%	66.7%
19 – 24 age	Male	77.3%	85.0%	73.3%
	Female	61.9%	88.9%	80.0%
25+ age	Male	100%	66.7%	100%
	Female	74.1%	63.6%	66.7%
All ages	total	70.0%	83.1%	72.1%

- ✓ **Achieved:** There has been an improvement in the success rates of 25+ age apprentices, evidencing the positive impact of the provided learning support.

Table 1b: SED analysis per gender, excl Maths and English – Classroom

Gender	Gender	Success % 2013/14	Success % 2014/15	Success % 2015/16
U19	Male	87.4%	88.8%	81.6%
	Female	89.8%	88.9%	76.5%
O19	Male	85.0%	85.9%	93.6%
	Female	85.6%	88.6%	94.1%
All ages	Total	89.5%	88.2%	89.1%

➤ **2015/16 Under performance summary:**

Female apprentices under achieve in comparison to other apprentices.
Under 19 age female students on classroom provision under achieve in comparison to other students.

EDIM 2.0 - Gender: Enrol more adult male students on classroom provision as well as female apprentices by reviewing the curriculum offer and delivery method.

Update: Marketing has focused on using relevant gender images in all publicities to promote the recruitment of male adult students and female apprentices. The 2015/16 courses have been reviewed to enable more male students to engage in learning.

✓ **Achieved:** There has been an increase in the enrolment numbers of adult male students on classroom provision.

Table 2a: Classroom based enrolments' profile, excluding Maths and English

	Age	Female	Male	Total
2013/14	U19	264 (42%)	361 (58%)	625 (100%)
	O19	1,095 (75%)	373 (25%)	1,468 (100%)
Total	All	1,359 (65%)	734 (35%)	2,093 (100%)
2014/15	Age	Female	Male	Total
	U19	714(40%)	1,078(60%)	1,792(100%)
	O19	1,304(85%)	497(15%)	1,531(100%)
Total	All	1,748(53%)	1,575(47%)	3,324(100%)
2015/16	Age	Female	Male	Total
	U19	374 (44%)	485 (56%)	859 (100%)
	O19	1,179 (68%)	565 (32%)	1,744 (100%)
Total	All	1,553 (60%)	1,050 (40%)	2,603 (100%)

Table 2b: Apprenticeships enrolments' profile

2013/14	Age	Female	Male	Total
	16 – 18	14 (38%)	33 (62%)	47 (100%)
	19 – 24	21 (49%)	22 (51%)	43 (100%)
	25+	27 (90%)	3 (10%)	30 (100%)
Total	All	62 (52%)	58 (48%)	120 (100%)
2014/15	Age	Female	Male	Total
	16 – 18	15(35%)	27(65%)	42(100%)
	19 – 24	18(47%)	20(53%)	38(100%)
	25+	11(79%)	3(21%)	14(100%)
Total	All	44(47%)	50(53%)	94(100%)
2015/16	Age	Female	Male	Total
	16 – 18	9 (28%)	23 (71%)	32 (100%)
	19 – 24	10 (40%)	15 (60%)	25 (100%)
	25+	3 (75%)	1 (25%)	4 (100%)
Total	All	22 (36%)	39 (64%)	61 (100%)

➤ **2015/16 Under performance summary:**

Adult male students' enrolment for classroom based provision has improved but still represents the lowest enrolment proportion, whilst this is not the case for male apprentice recruitment.

EDIM 3.0 – Race: Monitor and support success rates of non-white British apprentices against those of white British apprentices.

Update: Additional Learning Support (ALS) Programme Leader worked with subject course leaders to identify students and apprentices living in post codes deemed as deprived areas. She sensitively monitored and supported the progress of those students.

- ✓ **Partially achieved:** The achievement rates of white British students on classroom provision has been maintained, whilst that of an apprentices cannot be analysed due to the low numbers.

Table 3: Recruitment and success rates vs. ethnicity, excl Maths and English

Type of provision	Learners' background	Type	2013/14	2014/15	2015/16
Classroom	White British	number	1,621	1,871	2041
		Success %	88.6%	88.7%	88.3%
	Ethnic background	number	463	408	562
		Success %	90.5%	86.8%	92.0%
Apprenticeship	White British	number	116	86	59
		Success %	70.7%	83.7%	72.9%
	Ethnic background	number	4	8	2
		Success %	50.0%	75%	50.0%

➤ **2015/16 Under performance summary:**

Apprentices of non-white British background underperform in comparison to other students but the focus should be on recruiting more apprenticeship from non-white British background.

EDIM 4.0 – Learning Difficulty & Additional Support: Improve the success rates of 24+ age apprentices with learning difficulties and / or disabilities to match the college overall success rates.

Update: As per EDIM 1.0, the College has invested in a dedicated WBL Learning Support Tutor (LST) to work closely with apprentices

- ✓ **Partially achieved:** There has been an improvement in the success rates of apprentices with learning difficulties, disabilities and health problems; however, it is still below other apprentices' performance.

Table 4a: 2015/16 SED analysis per LD on apprenticeship provision

Age Grp	Difficulty or Disability	Numbers	Success Overall %
16 – 18	has difficulty/disability/health problem	4	100%
	no difficulty/disability/health problem	28	64.3%
	no information provided by the student	0	n/a
19 – 24	has difficulty/disability/health problem	2	50.0%
	no difficulty/disability/health problem	23	78.3%
	no information provided by the student	0	n/a
25+	has difficulty/disability/health problem	1	0%
	no difficulty/disability/health problem	3	100%
	no information provided by the student	0	n/a

Table 4b: 2015/16 SED analysis per LD on classroom provision

Age Grp	Difficulty or Disability	Starts	Success %
Over 19	has difficulty/disability/health problem	319	92.5%
Over 19	no difficulty/disability/health problem	1418	94.2%
Over 19	no information provided	8	100%
Under 19	has difficulty/disability/health problem	363	76.6%
Under 19	no difficulty/disability/health problem	496	81.5%
Under 19	no information provided	0	n/a%

➤ **2015/16 Under performance summary:**

Under 19 age students with learning difficulties and disabilities underperform in comparison to other learners.

B) Quality – Equality and diversity are promoted through teaching and learning

The teaching and Quality manager has maintained the strategy of lesson observation scheme noting the promotion of equality and diversity. Each observed lesson has to have a minimum of at least one set action to ensure effective promotion. All actions are then signed off by the observer and the observed teacher to ensure E&D is effectively promoted within teaching.

Tutorial Programme Leader has maintain the requirement of all Full Time students and apprentices to complete an E&D booklet focused on raising awareness of equality and diversity related discriminations at work.

C) Leadership and management – Actively promote equality and diversity

SED committee continued to meet termly with representation from all curriculum areas, learners and support areas. Governor representation is also maintained. An action plan is in place and all targets are monitored at a regular basis.

Recommendation 2016/17 EDIMs

The below are the recommended 2016/17 EDIMS for the Corporation to approve:

EDIM 1.0 - Age: Improve the achievement rates of under 19 years' age females on apprenticeship and classroom based provision in comparison to other students' achievement rates, refer to table 1a&b.

EDIM 2.0 - Gender: Enrol more adult male students on classroom provision. Enrol more adult female apprentices, refer to table 2a&b.

EDIM 3.0 – Race: Maintain the achievement rates of non-white British students on classroom provision as well apprenticeship to those of other students, refer to table 3.

EDIM 4.0 – Learning Difficulty & Additional Support: Improve the achievement rates of under 19 age students with learning difficulties and / or disabilities on classroom provision to those of other students, refer to table 4a&b.