



# Carlisle College Annual EDI Report

[Joe McGraw] [Director of People & Development]

03/11/2020

EDI Strategy Review

We are pleased to publish our 2019/20 Equality, Diversity & Inclusion Annual Report. The report presents key information in a new format and gives an update on progress against our equality objectives. In addition to this, the report highlights some of the amazing work undertaken by staff and learners in celebrating and promoting diversity and to foster positive relations between groups of people.

The College demonstrates its commitment to Equality, Diversity & Inclusion (EDI) through its policy framework. Our Equality objectives for the period 2019-2021, have been developed through discussion with NCG and our internal committee, with a College Board member taking a lead role in developing a new monitoring process for the next 3 years. Objectives are monitored through the Equality, Diversity & Inclusion Committee.

It should be noted that due to a recent resignation from the College Board that the Lead Governor role for EDI is currently vacant.

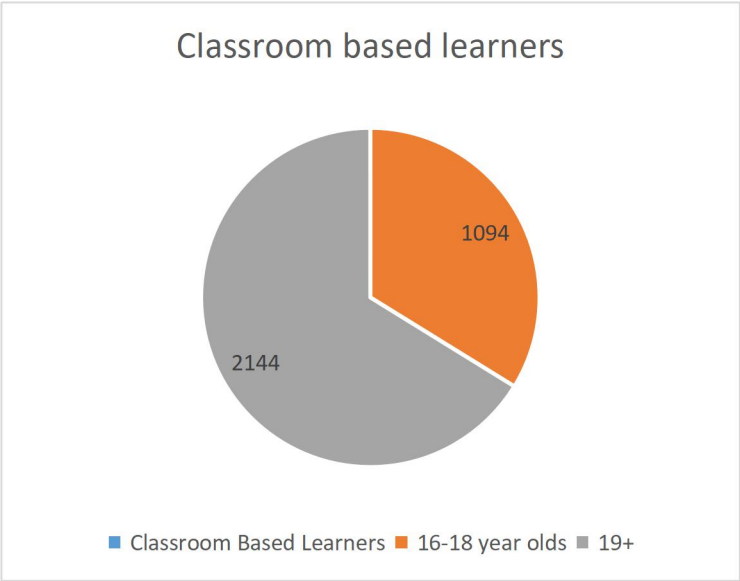
The NCG EDI Strategy is currently under review by the CEO and Executive Director of Quality, working with a small group of College EDI champions. An independent review by Equality Works a leading sector consultancy, has recently been undertaken in Newcastle (both Newcastle College and NCG Professional Services), This work will underpin a set of recommendations and inform a new set of strategic aims. The small working group will be expanded to include more interested and committed staff, governors, learners and stakeholders that are fully representative of the NCG teaching and learning community. This work will result in a new EDI Strategy, to be delivered in January 2021. Running concurrently with this is a commitment to the Black Further Education Leadership Group campaign (chaired nationally by Kidderminster's Pally Singh) and a programme of Leadership Hub training on themes such as unconscious bias.

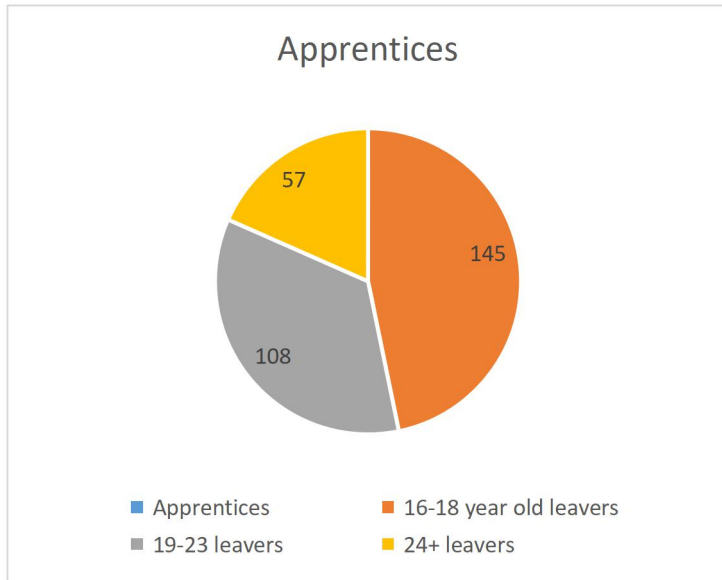
## Local Sociodemographic and College representation of staff and learners

Notably there are significant concentrations of deprivation linked to worklessness and low skills in some of our communities. Carlisle has four communities that rank within the 10% most deprived areas in England. Meanwhile these wards are where the College has some of the highest market shares of 16-19 funded learners – between 50-60%. As such Carlisle College has a higher than average percentage of learners in the most deprived band relative to the FE sector and the resident population (source – Vector).

Both learner and staffing profiles are representative of the local area (source - <https://www.cumbriaobservatory.org.uk/population/0>)

**Age 2019/20**





**Students Achievement Rates by Age**

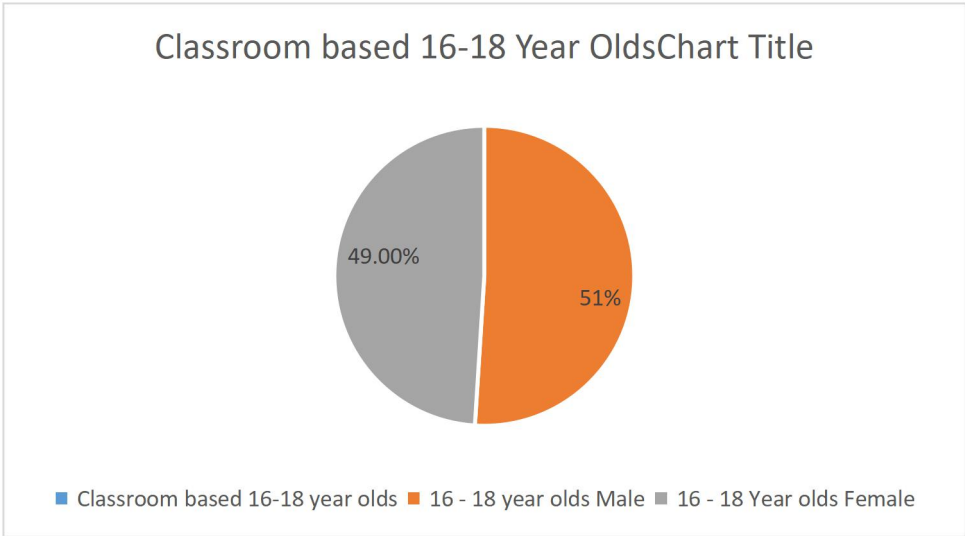
**Classroom based learning**

	<b>2015/2016</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
16-18	82%	82%	83%	81%
19+	93%	92%	93%	93%

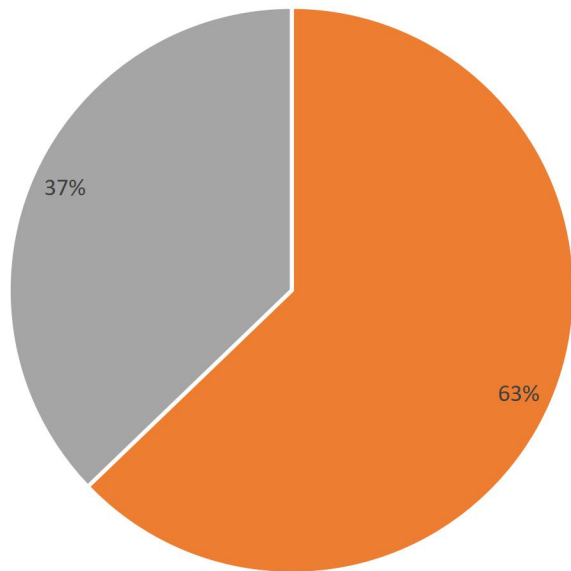
**Apprenticeships**

	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
16-18	78%	77%	81%	80%
19-24	80%	80%	74%	81%
25+	65%	72%	71%	65%

**Gender**

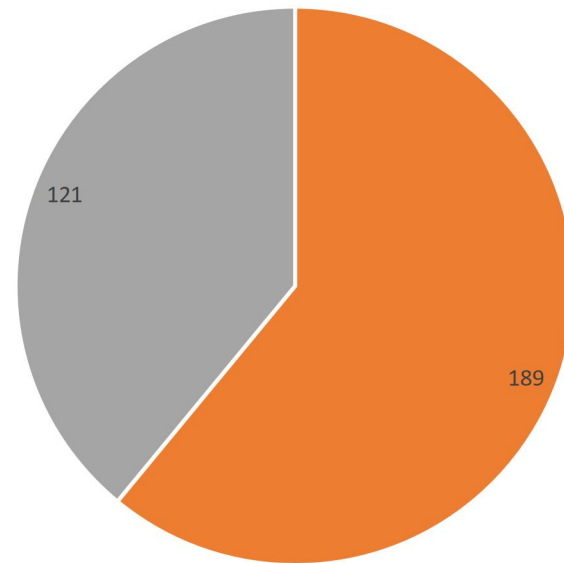


Classrom bassed - 19+



■ Classroom based 16-18 year olds ■ 19+ Male ■ 19+ Female

Apprenticeship Leavers



■ Apprenticeship Leavers 2018/19 ■ Male ■ Female

## Disability

Classroom based learning achievement rates for all qualifications by age and learning difficulties/disabilities.

		<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
<b>16-18</b>	With disability	81% (586 leavers)	85%	83% (775 leavers)	81% (783 leavers)
	No disability	82% (1425 leavers)	83%	83% (1,145 leavers)	82% (1243 leavers)
<b>19+</b>	With disability	93% (146 leavers)	85%	85% (262 leavers)	90% (324 leavers)
	No disability	92% (595 leavers)	93%	95% (1,145 leavers)	94% (1820 leavers)

## Apprenticeships

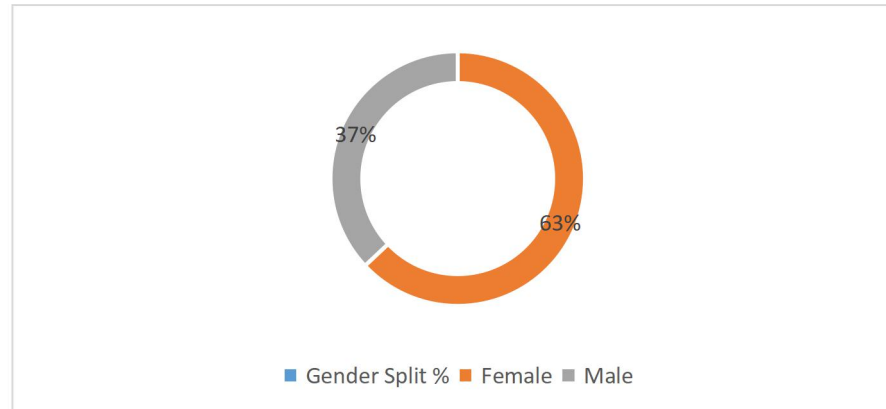
	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
With disability	80% (20 leavers)	55% (29 leavers)	61% (36 leavers)	71% (48 leavers)
No disability	78% (201 leavers)	81% (191 leavers)	80% (224 leavers)	79% (261 leavers)

### Staffing – Current Gender Profile

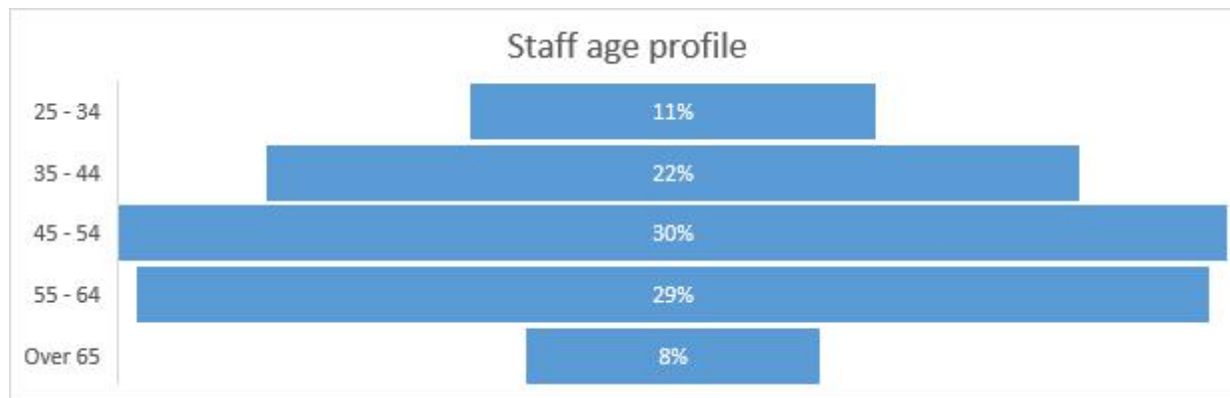
Gender Split

Female = 63%

Male = 37



### Staff – Current Age Demographic



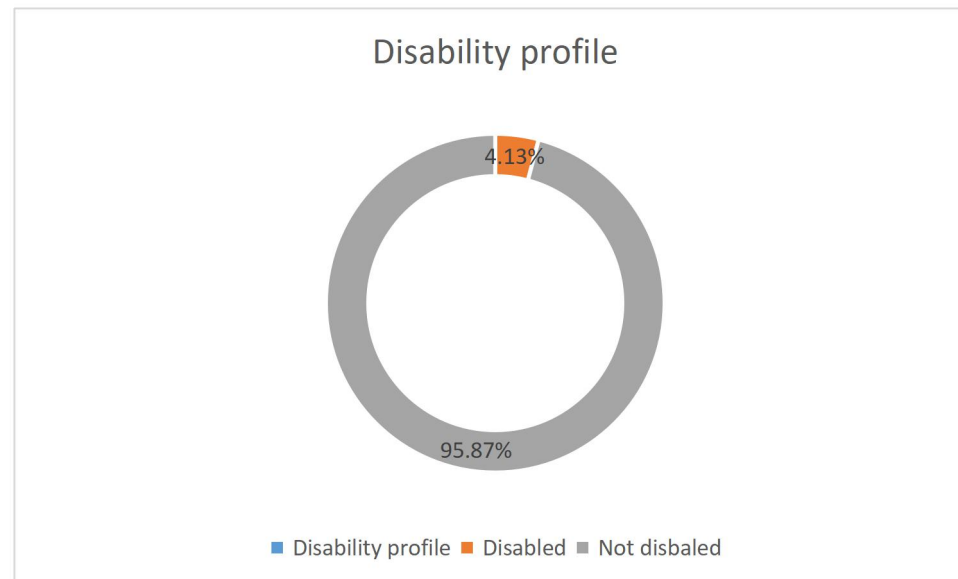


As can be seen from the above graph most staff fall into three main age brackets, 35 to 44, 45 to 54 and 55 to 65 age profile.

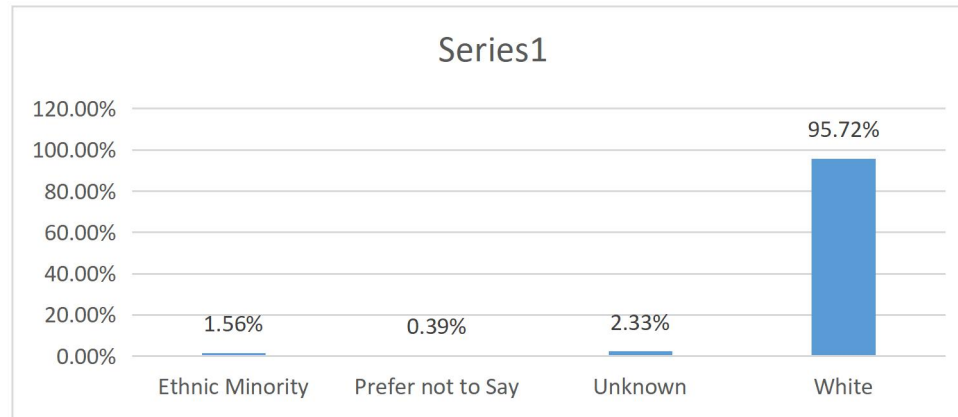
### Staff - Current Disability Profile

Not disabled – 95.87%

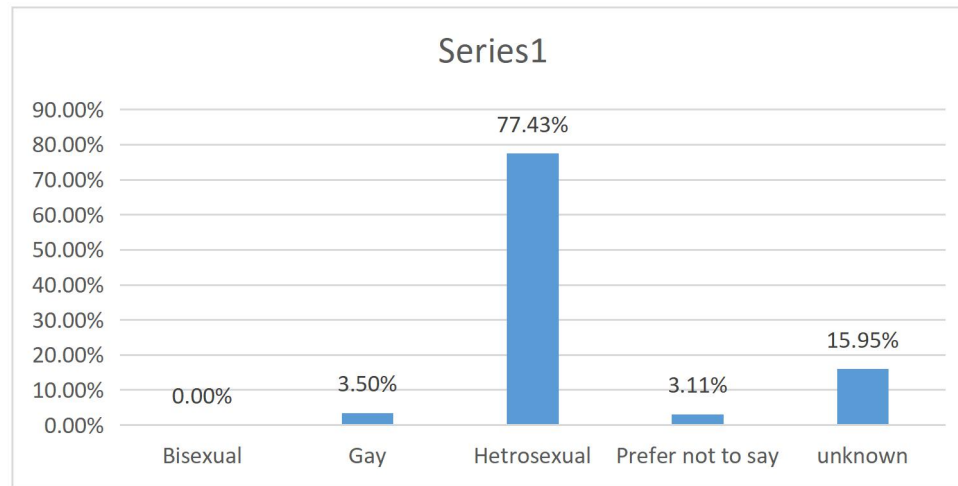
Disabled – 4.13%



### Staff ethnicity



### Staff – Current Sexual Orientation Profile



## Learners

The College does not currently collect data on sexual orientation from students. This is an area on which the College will continue to consult with its students.

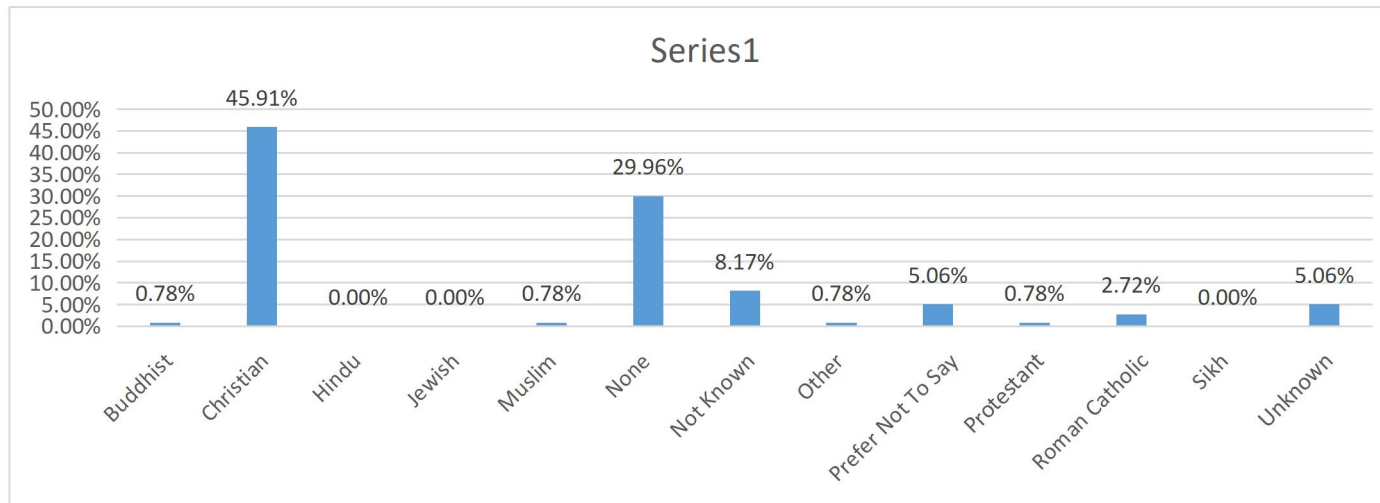
The College engages with a number of external organisations to raise awareness and provide support to learners on sexual orientation including Outreach Cumbria. This organisation provides information and guidance and give talks and presentations to learners.

## Gender Identity/Transitioning Gender

NCG does not collect data on staff to see if they share this protected characteristic

The College does not currently collect data on transgender from students. Where a learner has made the College aware, they share this protected characteristic, they are signposted to local support groups and have any individual support needs met. This would also apply should a member of staff make the College aware.

## Staff - Current Religious Beliefs Profile



## Learners

The College does not currently collect data on religion or belief from students. This is an area on which the College will continue to consult with its students. The College has a quiet reflection room in the Learning Centre which can be used by all staff and students.

The College also organises visits to the local Cathedral for some of its students and trips to Samye Ling Buddhist Monastery at Eskdalemuir.

The Equality & Diversity calendar identifies opportunities to celebrate diverse faiths which are promoted around the College and embedded into curriculum activities.

## Staff EDI Training (reference mandatory training and any additional training)

Mandatory training rates remain high with Carlisle College, include training on Equality, Disability & Dyslexia. The College ensures that mandatory training is included as part of our Induction & Onboarding process. During 2019/20 we have also seen existing colleagues have to undertake refresher training on all mandatory training modules.

Mandatory training completion rates @ 16 October 2020 are:

<b>Equality</b>	<b>Health &amp; Safety</b>	<b>Information processing</b>	<b>Safeguarding</b>	<b>Disability &amp; Dyslexia</b>
97.17%	97.17%	97.57%	96.76%	97.17%

Refresher training for some colleagues will be picked up on expiry in the next 3 months. There are a small number of colleagues who we are working with to ensure the training is completed.

## Student EDI PSD Training and Embedded Delivery, including Online and Blended Delivery

Comment on college approaches to the delivery of EDI themes and how SLT are assured that this takes place and how. Comment on strength of embedded EDI – draw from ETLA records – of the 12 indicators – individualisation, planning, value added, assessment for learning all relate to starting points and progression in terms of knowledge, skills and behaviours.

Make clear what has changed to maintain a focus on EDI during lockdown – what resources have been provided to staff

## Behaviour and Attitudes of Learners

Students at Carlisle College are well behaved and generally have a positive attitude to learning. They are respectful and polite to their peers, to staff and to visitors to the College.

Students develop behaviours in line with the sector areas they are studying, and employers and visitors recognise this. For example, learners within health and social care demonstrate high levels of compassion and a comprehensive understanding of the need to behave differently within different settings. Engineers develop behaviours appropriate to a workshop environment such as calmness and the ability to listen and follow instructions accurately.

As a result of a high-profile internal campaign on attendance this improved in 2019/20 by 7pp for young people to 92%.

The College recognise that some students arrive at College with significantly more work to do in terms of behaviour than others and specific programmes that focus primarily on personal development have been developed for these students to support them to develop the behaviours they need in order to progress on to technical and vocational programmes of study the following year.

There is some further work to do on behaviour within construction where attendance is lower than across the rest of the College and learners do not always demonstrate behaviour consistent with being ready to learn and to work.

## Working with External Agencies

Highlight the relationships and also any tensions that are supporting/hindering progress – if it's the latter, how is the College overcoming these barriers.

Carlisle College is well placed in the local skills arena with representation on the writing group for the Cumbria Local Industrial Strategy, part of the Borderlands Skills Group, representation on the Cumbria LEP People, Employment and Skills panel, co-chairing the Carlisle Partnership and active participation in local employer networks such as Carlisle Ambassadors.

There is a high priority placed on skills within the region as the county faces a declining working age population – at 6% in the last 10 years it is the fastest decline in any LEP area (source Cumbria LIS). Furthermore, whilst the proportion of the workforce in Carlisle with higher level qualifications (L4+) has increased to 28%, there is still a significant gap on the national average (around 40%) contributing to Cumbria LEP having the smallest pool of residents qualified at Level 4 or above than any other LEP – Cumbria LIS/Cumbria Intelligence Observatory.

Achievement rates for apprentices have declined in 2019/20 to 61% which is 3% below NR for 2018/19. Much of this was a result of Covid19 and the national lockdown which had a much bigger impact on apprenticeship provision than on full-time

## Awards, achievements, commendations, Good Practice

The college responded to issues associated with the impact of lockdown due to Coronavirus and our 2019/20 EDI competition had the theme 'Isolation Inspiration'.

We received 21 entries for the competition. Entries were judged by an external judging panel made up of Joanne Stronach, College Board member and Lead Governor on EDI and Faye McEwan-Barry from People First.

The winning entry as determined by our external judging panel was from Hazel Burrows who is a Level 3 UAL Music student. Hazel said in her application:

"This is my first original song If Only. The rhythm for the song was inspired by a song called Meets His Maker by DJ Shadow. It frustrates me why people can't always just accept others for what they are. Everyone is different but it seems like some people are too different for some people's likings. If only people could get on with people, that's what this song's about. " You can check out her song here

<https://youtu.be/01EHN9FP9SE> an excellent piece of work.

Joint 2<sup>nd</sup> place went to Martyna Migawa who is on the Art & Design Foundation course, with her entry on feminism in education and Robin McLaughlin also on the Art & Design Foundation course for his piece on stigma and emotions related to sexuality

3<sup>rd</sup> place was awarded to Daniel Barker who is studying for his Certificate in Employability Skills, who submitted a piece on learning difficulties

Joanne Stronach - College Board member and lead Governor for EDI commented *"I enjoyed viewing all the entries. It was excellent to see so many entries this year with the lockdown due to Coronavirus. All were original and well thought out. They were extremely imaginative and varied in style, content, media used and approach. The breadth of issues covered by the entries showed the extent of diversity in the College and the importance of equality for all"*.

Many learners also take part in community social action projects which help them to develop empathy and improve their awareness of citizenship and community cohesion.

A great example of good practice is from an Art Foundation student who based her Final Major Project on the murdered priest Jerzy Popieluszko. The exhibition was visited by members of the Polish community were surprised and impressed that such an issue had been taken up by a student in Carlisle. Through their links back in Poland the student was contacted by a museum over there and her work is now on permanent exhibition in Poland. This also resulted in a paid-for visit all over Poland meeting Popieluszko's friends, relatives and the Bishop of Warsaw and she is involved in the process of his canonization. The learner says that the whole process has helped her to develop as both a person and an artist and better prepared her to move on to the next steps in her career.

## Narrowing Gaps and Exceeding Expectations

### Closing the gap – Age and Learners with additional needs

Young males and females perform broadly in line with only a 1pp difference in achievement rates. Female performance for adults is significantly lower than male performance, this is a result of more than double the number of females than males being enrolled on poorly performing courses such as functional skills and ESOL.

Learners with additional needs are well supported at Carlisle College which results in them performing better than their peers for both age groups.

2019/20 saw a small gap in performance between young people in receipt of free school meals and their peers which will be addressed in 2020/21.

	Male	Female
16-18	83%	84%
19+	90%	83%

	LLDD	Non-LLDD
16-18	87%	82%
19+	91%	86%



	Free SM	Non FSM
16-18	82%	84%

### Closing the gap - Ethnicity

Young people who are not white British perform significantly better than their white British counterparts across all areas.

However, adults who are not White British perform significantly less well.

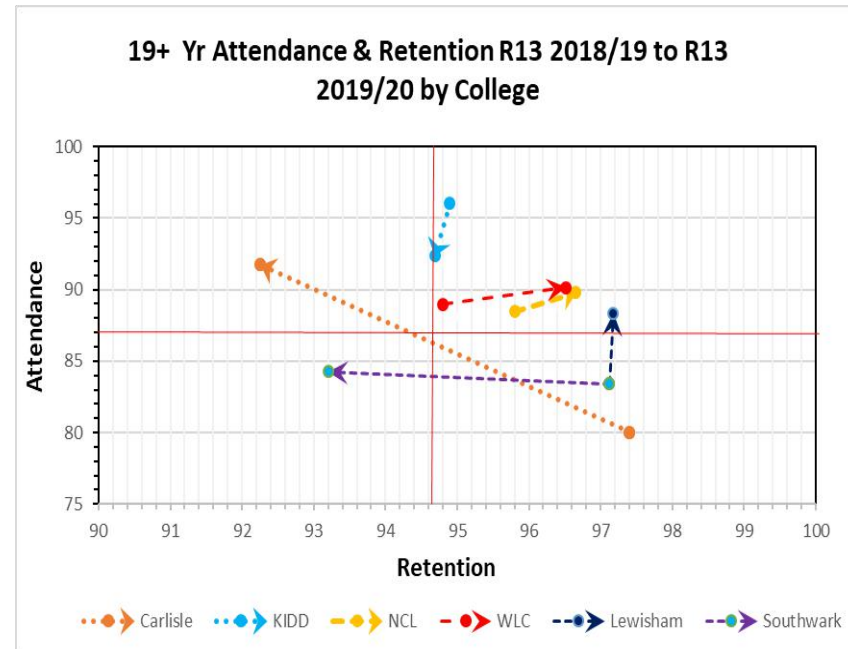
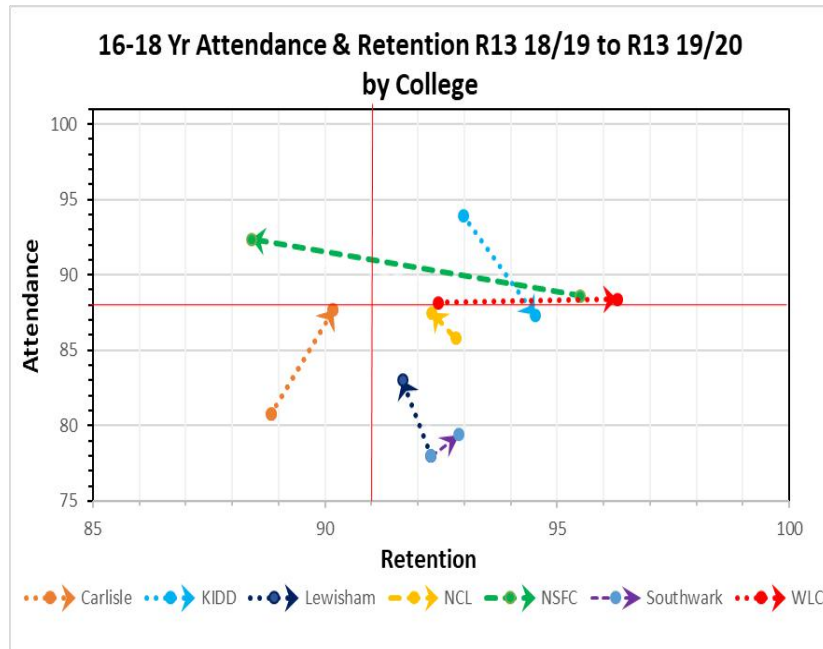
This is largely due to the number of adult learners on poorly performing ESOL programmes. Performance is particularly low for adults from Arab, Bangladeshi, Chinese, Caribbean and Indian ethnic groups. This makes up approximately 2.5% of the student population and targeted support is needed to address this in 2020/21.

	White British	Other
16-18	83%	94%
19+	89%	80%

### Attendance September 2019 to March 2020

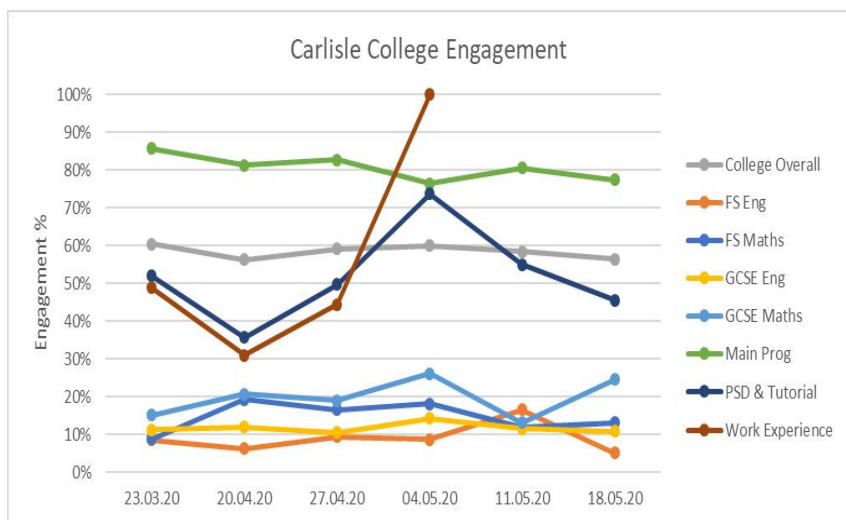
Rigorous attendance tracking and management led to a significant improvement in attendance for young people (7pp) whilst maintaining high levels of attendance for adults (92%) in the period September to March. This work also saw a 1pp increase in retention for young people.

Attendance for adults prior to lockdown improved significantly compared to 2018/19. However, the lockdown period had a negative impact on the retention of adult learners, and this declined by 5pp.



Engagement from March to June 2020

From March to June attendance monitoring in the normal way was not possible. Instead learner engagement in the different aspects of their programme was measured. Engagement with main programme was generally strong and remained comparably strong at 77% at the end of the programme. However, engagement in maths and English following the announcement of calculated grades was difficult to maintain and poor engagement in these lessons had a detrimental effect on overall engagement.



	Week 1 of measures						Final week of measures					
	CC	WLC	Kidd	NCL	LC	SC	CC	WLC	Kidd	NCL	LC	SC
<b>Overall</b>	60%	78%	81%	71%	70%	63%	56%	65%	42%	50%	59%	65%
<b>GCSE Eng</b>	11%	59%	100%	36%	79%	51%	11%	61%	3%	27%	54%	36%
<b>GCSE Maths</b>	15%	31%	99%	44%	49%	59%	25%	83%	2%	36%	55%	54%
<b>Main Prog</b>	86%	89%	84%	90%	83%	74%	77%	68%	42%	61%	67%	77%

## Destinations

As a result of an employer focussed curriculum and effective careers advice and guidance the vast majority of young people (95%) and adults (93%) who complete programmes at Carlisle College progress in to sustained positive destinations. This is particularly the case for young people studying health and care, hair and beauty and computing and for adults studying arts, education and health and care. 27% of students moved into employment after completing their course and 67% continued in education.

Apprentices receive effective careers advice and guidance whilst at College. As a result, the vast majority of apprentices who complete their apprenticeship at Carlisle College move on to sustained positive destinations. 95% move into employment or on to another apprenticeship programme

#### Progress against current EDI Objectives 2019-2021

Objective	Objective detail	Target	By when	Progress update @ Nov 2020	Additional considerations
Student Proportions %	To ensure that the College is a focal point for the people of Carlisle of all ages, diverse backgrounds and levels, we will aim to ensure that learners achieve a positive destination of their choosing after their course	Above 90%	July 2021	95% of young people 93% of adults 95% of apps	
Achievement Gaps %	To ensure that achievement gaps for adult learners and apprentices with learning difficulties and/or disabilities is comparable with other learners	1% improvement Year on year	July 2021		
Subject Diversity	Promote diversity and equality of opportunity across the College by providing CPD for staff on unconscious bias.	Greater than 80% of all staff	July 2021	0%	Plans delayed by Covid

Learner Forums	Maintain and broaden membership of the LGBT group and increase membership year on year, seeking external LGBT recognition		July 2021	Active group in place	Group meets on Tues & Thursday each week
Specialist Groups (Autism)	Ensure all College teaching staff have an understanding of autism and that teaching staff draw on specialist expertise to effectively adapt the curriculum and develop inclusive teaching methods for learners with autism.	Greater than 80% of teaching staff	July 2021	10 % of teaching staff	Plans delayed by Covid