

dignity+respect
= Inclusion

PUBLIC SECTOR EQUALITY DUTY REPORT

December 2017

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[Putting Students First](#)

This document is available in alternative formats on request

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Foreword

A message from the Principal and the Chair of the Corporation Board

The Isle of Wight College provides high quality teaching and learning to Island residents and employers. Our existing high quality facilities, continue to be improved, with the recently opened Centre of Excellence for Composites, Advanced Manufacturing and Marine (CECMM) building which provides first class facilities for teaching these priority subjects.

Students with a range of abilities continue to make great use of the Pathways facility to improve their independence and skills. This provides access learning and services at the college rather than having to travel to the mainland.

Graded by Ofsted as good in 2017, we continue to be judged as outstanding for equality and diversity through our annual self-assessment report (SAR). This does not mean that we will become complacent: 'Senior managers have an unremitting focus on improvement of the quality of teaching and learning, which leads to sustained improvements in students' progress.' (Ofsted, May 2017)

We have some of the most inspiring teachers who support our students to achieve excellent results and we have to continue to find innovative ways to maintain this in a rapidly changing and challenging environment. The 2017 Ofsted report notes that staff have created an environment where students feel valued, behaviour is good and students enjoy their studies.

We are in a privileged position as we have the opportunity to positively improve students' life chances by ensuring that our mission is achieved:

ISLE OF WIGHT COLLEGE MISSION:

- putting students first
- working with employers
- supporting our community

Along with our mission, our strategic aims 2017 – 2020 ensure that we continue to be committed to ensuring that students remain at the heart of all we do and that our expectations for them remain at the forefront of all aspects of delivery at the college.

ISLE OF WIGHT COLLEGE STRATEGIC AIMS 2017 – 2020

Strategic aim 1:- QUALITY - to provide excellent education and training

Strategic aim 2:- CURRICULUM - to offer a wide range of learning opportunities, which are responsive to student, apprentice and employer needs and which enable sustainable organisational growth

Strategic aim 3:- RESOURCES - to provide first class resources and ensure their efficient and effective use to support learning

Strategic aim 4:- STAFF - to recruit, develop and retain a highly skilled and motivated staff and governing body

The College's values underpin the work we do on a daily basis and are informed by the Nolan Principles that govern standards in public life. College value number 4 requires everyone to be respectful, tolerant, inclusive and to act with integrity.

This report provides us with an opportunity to pause and consider how we are achieving these goals and what further steps we need to consider on the journey ahead.



Debbie Lavin CBE
Principal, Isle of Wight College



Dr Nicholas England
Chair, Corporation Board

Executive summary:

The Equality Act 2010 (Act) came into force on 1st October 2010. The Act consolidates previous equalities legislation and makes the application of this legal framework more consistent and simpler to understand. The approach focusses on advancement rather than mere promotion of equality and diversity which presents an exciting challenge to the college.

As the college is primarily publically funded we are subject to the additional responsibilities set out in the Public Sector Equality Duty (PSED), which requires us to have due regard to:

- **eliminate** discrimination, harassment and victimisation
- **advance** equality of opportunity
- **foster** good relations between different groups

In practice, the college needs to demonstrate how we consider identified barriers and disadvantage experienced by different groups of people and how we demonstrate what we are doing to overcome these to ensure that we provide easy access to further education here at the college.

The report combines equality data of both staff and students in relation to protected characteristics as defined by the Equality Act 2010: age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex and sexual orientation.

We want to ensure that equality and diversity is demonstrated across the college to enable everyone to be treated fairly and given the chance to achieve their potential. We recognise it is not about treating everyone the same but about recognising that all students and staff have different needs that are met in a variety of ways.

The College has an equality and diversity policy which sets out, amongst other things, its equality objectives. This document can be found on www.iwcollege.ac.uk. These objectives will enable us to:

- meet our legal duties and set out plans to continuously improve provision for all students and staff from all groups within society
- take into account the view of all groups of students and staff when we develop systems and procedures
- monitor our provision for students and staff to ensure that we continuously improve

We are committed to:

- promoting an organisation where people are treated fairly with dignity and respect
- equality of treatment, irrespective of a person's characteristic
- creating a positive, inclusive environment that is both welcoming and supportive
- zero tolerance of discrimination or harassment
- making sure that the needs of individuals are met so everyone can achieve to their best ability
- continuous improvement to enhance the learning experience and opportunities we provide

Roland White
Assistant Principal, Teaching and Learning

The college as an employer

The college seeks to recruit, retain and develop high quality staff. We recognise that this will be achieved by embracing equality of opportunity and promoting diversity within our staff group. The college has a positive approach to recruitment and advertises widely to encourage a diverse range of applicants. The college is able to offer a wide range of roles and is able to offer flexible working arrangements and flexible contracts which help to attract a diverse workforce. We take seriously our responsibility to ensure clear processes for responding to instances of discrimination, harassment, bullying or other unacceptable behaviour, taking swift and decisive action where necessary.

We will monitor our progress in the following areas:

- staff profile data on protected characteristics
- recruitment and promotion
- retention
- staff development
- grievance, complaints and harassment/discrimination allegations – analysis of the use of these procedures will be carried out annually.

David Hodgkins
Human Resources Manager



EQUALITY AND DIVERSITY 2016 -2017: AN OVERVIEW

Making E&D more visible

One of the key actions for every member of college staff, especially teachers and assessors, is to promote equality and diversity through active engagement with students. Departments promote equality and diversity themes throughout the year. Work is displayed on departmental equality and diversity boards along with displays in key areas of the college such as the LRC.

Equality and diversity survey information

An annual survey asks students to provide information on their protected characteristics. This information is analysed and where necessary actions taken. This valuable information is used to support department and cross college self-assessment reports (SAR) on an annual basis.

Gap analysis

We are a predominately white British community at the college.

In terms of gender, headline results show that males and females aged 16-18 perform equally well. We continue to identify ways in which all students can improve their success rates, target setting, reading resources to encourage more use of the LRC, further work to improve the schemes of works to ensure that equality and diversity features throughout all course content.

The tables below provide an analysis of performance over the last four years.

ACHIEVEMENT RATES	2013/14	2014/15	2015/16	2016/17
Male 16-18	83%	81%	73%	87%
Female 16-18	86%	81%	73%	85%
Male 19+	89%	88%	86%	95%
Female 19+	94%	94%	91%	97%

ACHIEVEMENT RATES	2013/14	2014/15	2015/16	2016/17
Disability	88%	85%	78%	89%
No disability	88%	86%	80%	85%
BME	86%	86%	82%	92%
White British	88%	87%	79%	92%

Staff training

Along with mandatory online equality and diversity training for all staff, staff development days included a very successful days training with Trevor Gordon, where 58 staff attended and the satisfaction level was 84%. Trevor Gordon is an equality and diversity consultant with many years of experience. In 2002 he was awarded the Stephen Lawrence Award for Education, he has worked in the FE sector since 1981, as the head of equality and diversity at Lambeth College, Vice Principal at Croydon College and Dean Principal at a college in Saudi Arabia. He is the director of Gordon French Associates which provides equality and diversity training for students and staff to over 300 colleges in the UK.

Throughout 2016/17 academic year 89 members of staff and governors have also attended training on gender reassignment. These sessions are aimed at supporting staff to understand how they can support students who are going through a gender reassignment process. The training also provides managers with information, support and guidance on how to support members of staff who identify as going through gender reassignment. Further equality and diversity training events are planned for 2017/18.

Staff development opportunities also provide opportunities for supporting mental health, addressing signs of radicalisation and promoting British Values, embedding equality and diversity into learning and lesson plans and supporting students with additional needs.

Personalised learning

We continue to provide individual students with personalised learning experiences both within and outside the classroom that carefully matches their needs. In the 2017 Learner Survey at the college 93% (+12 QDP national average) of students said that staff and students showed respect toward each other and 96% (+4 QDP national average) said the college staff were friendly and helpful.

Lesson planning

Lesson planning documents are continually being developed to include further opportunities to positively promote equality and diversity and meet individual students' needs. The college has been active in supporting staff in understanding how they can embed the promotion of British values in teaching and assessing and also ensure students understand the risk of radicalisation and how best to keep themselves safe. Ofsted, May 2017: 'Staff have created an environment where students feel valued. Behaviour is good, students enjoy their studies and they are respectful of each other'.

Bursary fund

The bursary fund continues to help and support students. An assessment is undertaken for each individual student ensuring support is provided for those who need it most.

Celebration of achievement

We continue to take equality and diversity very seriously at college and work to ensure it permeates into all aspects of what we do. We encourage our students to aspire to their best potential. Our whole college ethos is one of respect and tolerance. Monthly celebrations have a visual impact across college departments as we celebrate our monthly themes with exciting and imaginative work. An annual Awards Ceremony celebrates students' success and achievement and is very well received by students, parents / carers, staff, Governors and invited guests.

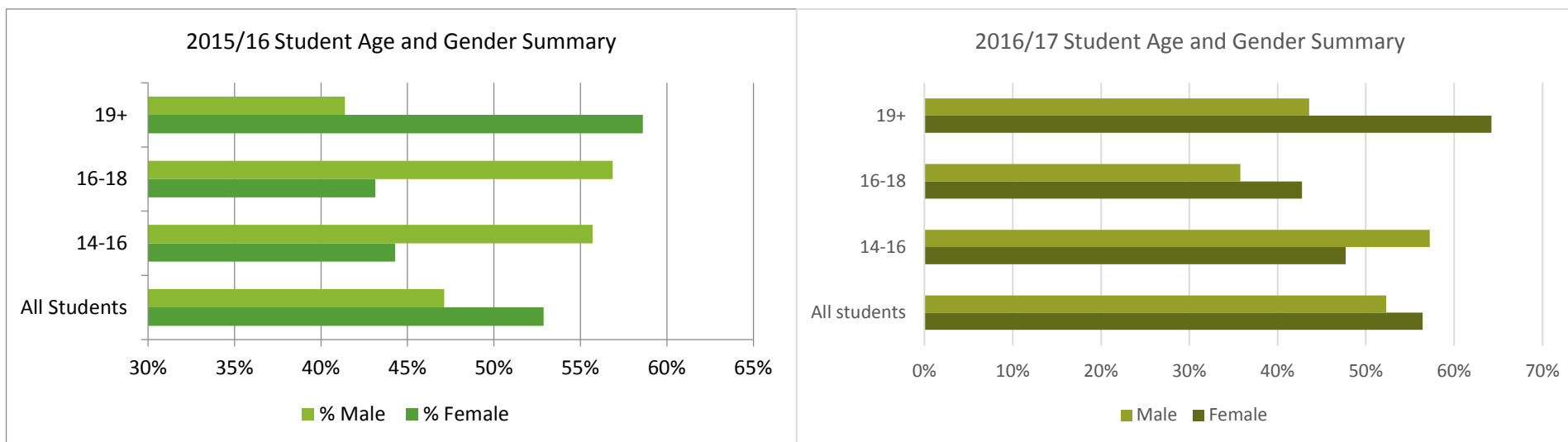
Rosie Barnard
Equality and Diversity Manager



Data Analysis 2016/17: results against Protected Characteristics:

STUDENT PROFILE: the following pages contain data in relation to the protected characteristics of the students.

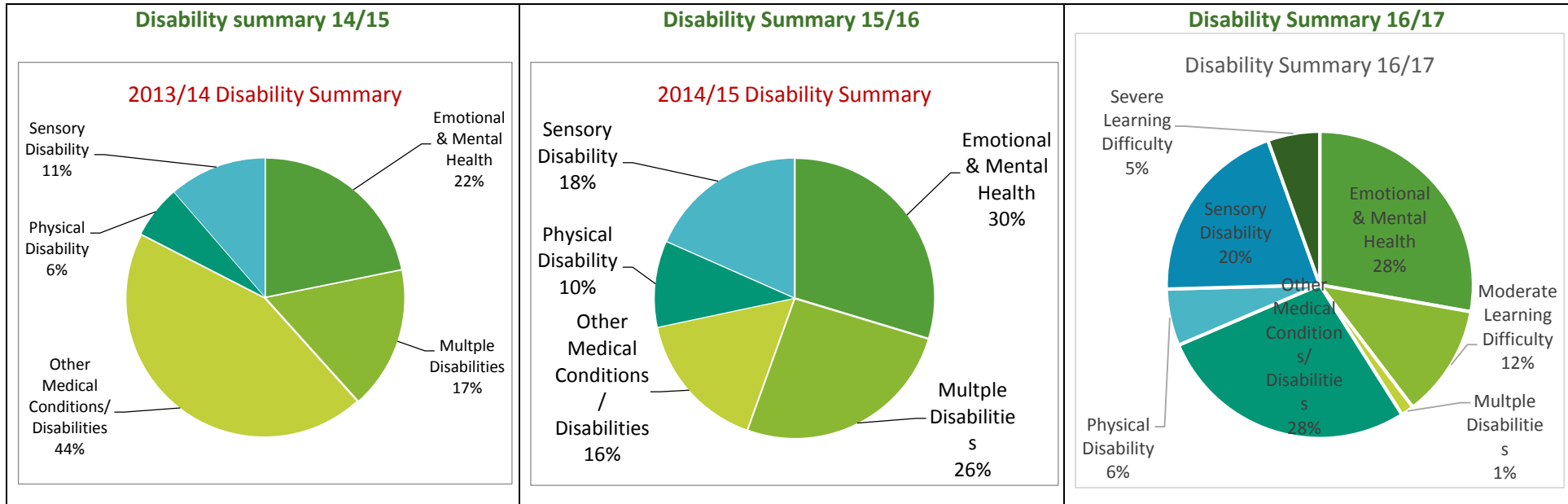
Age: the college continues to undertake a number of initiatives to inspire students from all age groups through community engagement activities such as open days/evenings, taster sessions, working with local schools etc. to attend the college to further their education on the Island. The tables below show student gender profile over the last two years.



Gender: as in previous years, student gender profile gap remains broadly similar. The table below shows the gender analysis of the past three years:

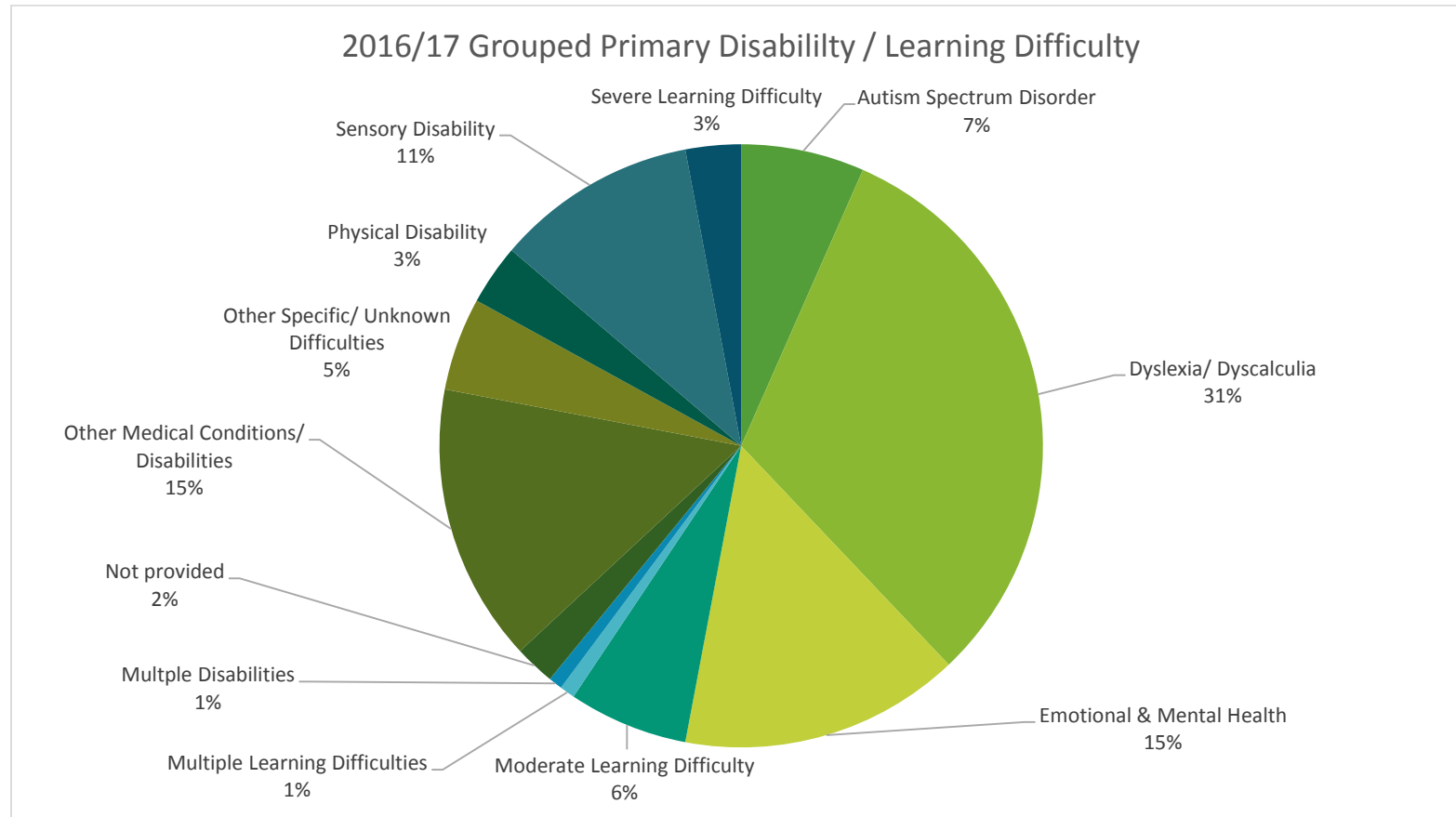
Academic year	Male 16-18	AR	Male 19+	AR	Female 16-18	AR	Female 19+	AR
2012/13		84.7		86.4		89.2		95.8
2013/14		87.6		91.2		88.1		96.8
2014/15		84.7		90.8		83.4		96.4
2015/16		81.4		89.4		80.9		93.3
2016/17		87%		95%		85%		97%

Disability: The graphs below provide a summary of the types of disability that have been declared over the past three years.



Due to changes in how the data is collected for 2015/16 academic year and thereafter we are now able to provide information on the primary disability declared which also links to other disabilities that the same student may have also declared.

Please see the table below for 2016/17 disability and learning disability data



The range of declared disabilities are wide ranging. The college provides support in a number of ways to ensure that all learners can access the curriculum. This is demonstrated by the achievement rates of students with a declared disability of 89% which is equal to the students with no disability success rate of 85%. The table below shows success rates for the last three years.

The range of declared disabilities are wide ranging. The college provides support in a number of ways to ensure that all learners can access the curriculum. This is demonstrated by the achievement rates of students with a declared disability of 89% which is equal to the students with no disability success rate of 85%. The table below shows success rates for the last three years.

Academic year	Disability	AR	No disability	AR	Learning disability	AR	No learning disability	AR
2012/13		87%		88%		86%		88%
2013/14		88%		88%		86%		88%
2014/15		85%		86%		88%		86%
2015/16		77%		80%		80%		79%
2016/17		82%		85%		82%		85%

Support for students with a range of abilities: the college continues to provide a wide range of practical support for students, which can be demonstrated in the Guidance for Students with a Disability document available on: www.iwcollege.ac.uk. We continue to identify ways to enhance campus facilities, making reasonable adjustments such as adaptive technology, and access to learning support, adjustable work stations, and accessible bathrooms and access ramping.

The college in conjunction with the Isle of Wight Council received funding of £2.4m to develop a state-of-the-art facility for students with learning difficulties or disabilities. The Pathways facility was opened in September 2016 and allows students to remain living on the Island rather than having to go off-island to access the quality of facilities needed to support their learning. The facility is designed to provide the highest quality learning environment, including a hydro-therapy pool, accessible kitchen, classrooms specially designed for delivery of independent living, performance spaces and a ‘movement’ studio. Support facilities such as changing rooms, toilets and eating locations are designed with the specific need of students and their carers in mind. The development and use of such a focussed and specialist facility at the college benefits the whole Island with students being able to readily access the highest quality learning environment, reducing travel times and aiding their learning. The facility has supported the expansion of the curriculum offer and students have a range of activities to support work readiness, sensory development, therapeutic support and independent life skills, as well as music and art and creative crafts. Well-being classes on timetable for all students.

Students state that they have enjoyed accessing new facilities in the Pathways building, for example using the new dance studio for a wide medium of dance genres, e.g. from Bollywood to Ballet, and Sensory Room. Other students have had the opportunity of accessing sports and leisure facilities across the island, e.g. golf lessons, archery and historical and cultural venues.

The majority of students on the Pathways provision are considered to fall into a high needs bracket with some students have very complex needs. Funding is allocated to provide a high level of support to enable a wide range of activities. Specialist training is also provided which is necessary for students’ needs e.g. epilepsy, RESPECT (safe restraint training), Intensive interaction, systematic instruction, and Makaton communication. Many students require support over break periods and personal care. Assistive technology is in place to encourage independent learning skills; such as symbol software, Eye Gaze and iPads with software.

The Pathways facility provides sensory and hydrotherapy has attracted increased interest from young people who may not have considered college previously. There is an SEN workplace facilitator in place to coordinate work placements for students who demonstrate work readiness skills. This post has helped to build links in the community and increase opportunities for students. The intention is to extend this provision to supported internships. The ethos around the

programme is on independent life skills and progression and students are supported with personal targets which focus on young adulthood and the skills they need. Ofsted May 2017 Report rated this provision as OUTSTANDING, stating that; ‘Adult learning programmes and the provision for students in receipt of high-needs funding are outstanding. Students achieve their qualifications and develop a very good range of skills that prepare them well for employment’.

Learning difficulties: The College remains very proactive in this area, enabling adaptable learning provision. Qualified Learning Support Assistants (LSA) provide support and general Additional Learning Support (ALS). On-going training for staff includes: British Sign Language (BSL), autistic support, Dyslexia, Makaton/PECS, Eye Gaze, Inspiration and a Braille Machine. In addition, the National Autistic Society run a weekly club for young adults on the autistic spectrum. The club provides an opportunity for students to build self-confidence, develop social skills and develop friendships.

The table below highlights the achievement of students in receipt of ALS:

All College			Overall		
			Provider Full Year		
			2014/15	2015/16	2016/17
16-18 and EFA funded 19-24 students	HNS	Leavers	352	303	502
		Achievement	92%	89%	97%
	Other ALS	Leavers	541	523	532
		Achievement	86%	86%	90%
	FCM	Leavers	353	273	398
		Achievement	90%	83%	83%
	All	Leavers	2684	2279	2234
		Achievement	88%	85%	87%
Female	HNS	Leavers	106	74	158
		Achievement	94%	87%	98%
	Other ALS	Leavers	190	153	220
		Achievement	86%	85%	89%
	FCM	Leavers	151	92	187
		Achievement	89%	86%	81%
	All	Leavers	1170	874	919
		Achievement	84%	85%	86%
Male	HNS	Leavers	246	229	344
		Achievement	91%	90%	97%
	Other ALS	Leavers	351	370	312
		Achievement	86%	86%	90%
	FCM	Leavers	202	181	211
		Achievement	90%	82%	84%
	All	Leavers	1514	1405	1315

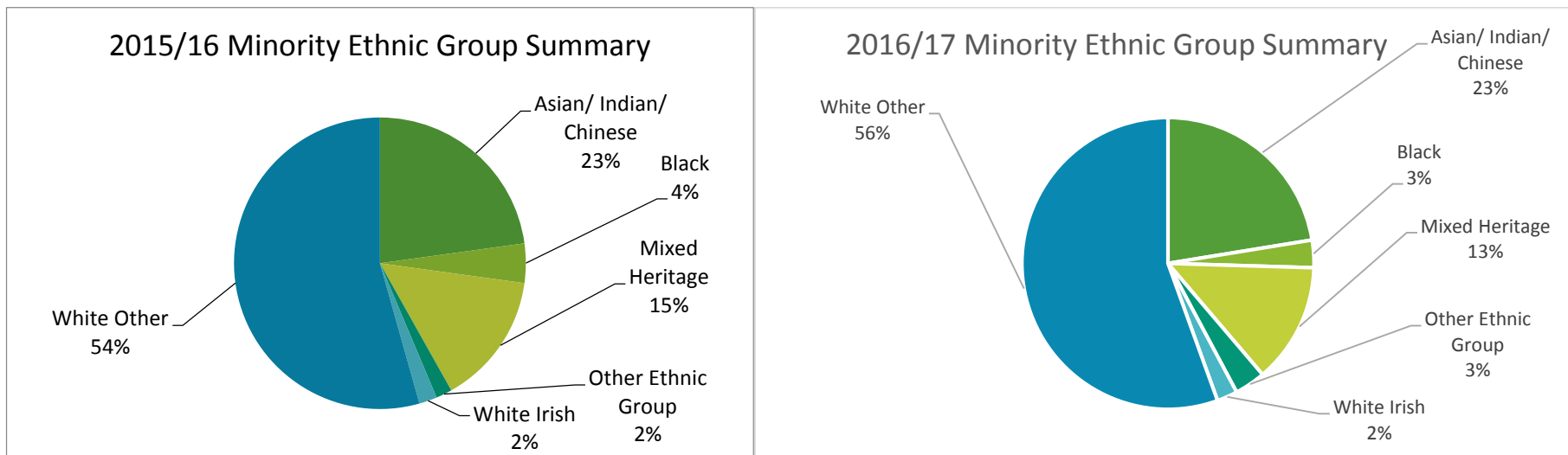
		Achievement	86%	85%	88%
LLDD (declared Yes on enrolment)	HNS	Leavers	333	281	502
		Achievement	93%	90%	97%
	Other ALS	Leavers	281	355	303
		Achievement	89%	87%	88%
	FCM	Leavers	184	135	262
		Achievement	92%	87%	89%
	All	Leavers	965	887	1071
		Achievement	87%	86%	89%
LLDD (declared No on enrolment)	HNS	Leavers	19	22	
		Achievement	84%	73%	
	Other ALS	Leavers	260	168	229
		Achievement	83%	83%	92%
	FCM	Leavers	169	138	136
		Achievement	87%	79%	71%
	All	Leavers	1819	1392	1163
		Achievement	84%	84%	85%
White British	HNS	Leavers	343	299	501
		Achievement	92%	89%	97%
	Other ALS	Leavers	520	499	490
		Achievement	86%	87%	89%
	FCM	Leavers	339	266	385
		Achievement	90%	84%	84%
	All	Leavers	2546	2183	2117
		Achievement	85%	85%	87%
Non White British	HNS	Leavers	9	4	1
		Achievement	100%	100%	0%
	Other ALS	Leavers	21	24	42
		Achievement	91%	71%	95%
	FCM	Leavers	14	7	13
		Achievement	86%	71%	54%
	All	Leavers	138	96	117
		Achievement	86%	80%	83%
19+ SFA funded adult learners	Other ALS	Leavers	92	48	50
		Achievement	90%	92%	92%
	All	Leavers	2285	1517	1939
		Achievement	96%	94%	96%

Gender Reassignment: Students have been able to indicate through college surveys whether they have, or plan to change their gender identity. The college continues to develop its approach to supporting students to find solutions to identified barriers to accessing learning. Targeted training has been provided to staff through staff development opportunities, a Gender Reassignment Guidance document has been developed and can be found on www.iwcollege.ac.uk. Additional support continues to be provided by the Student Services Team, Careers Advisor and individual tutors and support staff.

Marriage and civil partnership: the college promotes equality of access to employment and further education for staff and students irrespective a person’s marriage or civil partnership status.

Pregnancy and maternity: the college continues to provide support for pregnant students and new mothers through individual support arrangements. This includes looking at work planning, support to complete course work whilst being on maternity leave. A room is available for breast-feeding in the rest room in L14.

Race: In the academic year 16/17 69 nationalities were recorded for students and 17 for staff, compared to 2015/16, where 71 nationalities were recorded.



The tables below shows the ethnicity profile of students in 2016/17: The student population is broken down by the following categories:

Ethnicity	All Students	%	Full-time Students	%	14-16	%	16-18	%	19+	%
Asian/ Indian/ Chinese	118	2.14%	22	0.89%	45	14.71%	24	1.36%	49	1.43%
Black	16	0.29%	5	0.20%	1	0.33%	2	0.11%	13	0.38%
Mixed Heritage	70	1.27%	44	1.78%	4	1.31%	43	2.44%	23	0.67%
Other Ethnic Group	18	0.33%	2	0.08%	2	0.65%	3	0.17%	13	0.38%
White Irish	12	0.22%	4	0.16%	1	0.33%	3	0.17%	8	0.23%
White Other	292	5.31%	45	1.82%	20	6.54%	83	4.72%	189	5.50%
White British	4977	90.44%	2355	95.07%	233	76.14%	1602	91.02%	3142	91.42%

Ethnicity profile	England	%	South East	%	Isle of Wight	%	IW College	%
White - British	42,279,236	79.75	7,358,998	85.23	131,099	94.82	5380	91.43%
White - Irish	517,001	0.98	73,571	0.85	747	0.54	10	0.17%
White - Gypsy	54,895	0.1	14,542	0.17	94	0.07	2	0.03%
White - Other	2,430,010	4.58	380,709	4.41	2,605	1.88	272	4.62%
Mixed - White and Black Caribbean	415,616	0.78	45,980	0.53	507	0.37	31	0.53%
Mixed - White and Black African	161,550	0.3	22,825	0.26	123	0.09	10	0.17%
Mixed - White and Asian	332,708	0.63	58,764	0.68	738	0.53	18	0.31%
Mixed - Other	283,005	0.53	40,195	0.47	341	0.25	15	0.25%
Asian British - Indian	1,395,702	2.63	152,132	1.76	435	0.31	6	0.10%
Asian British - Pakistani	1,112,282	2.1	99,246	1.15	80	0.06	2	0.03%
Asian British - Bangladeshi	436,514	0.82	27,951	0.32	131	0.09	9	0.15%
Asian British - Chinese	379,503	0.72	53,061	0.61	219	0.16	12	0.20%
Asian British - Other	819,402	1.55	119,652	1.39	649	0.47	86	1.46%
Black British - African	977,741	1.84	87,345	1.01	141	0.1	9	0.15%

Ethnicity profile	England	%	South East	%	Isle of Wight	%	IW College	%
Black British - Caribbean	591,016	1.11	34,225	0.4	115	0.08	9	0.15%
Black - Other	277,857	0.52	14,443	0.17	47	0.03	4	0.07%
Arab	220,985	0.42	19,363	0.22	52	0.04	2	0.03%
Other Ethnic Group	327,433	0.62	31,748	0.37	142	0.1	7	0.12%

Religion and belief: The College has undertaken a number of positive actions which have included providing spiritual support through the college chaplain for students, dietary requirements are able to be met at the college refectory that meet the diverse needs of students. The college chaplain continues to provide support and guidance to students with knowledge and experience to all faiths and none (AFAN). The provision of spiritual support has been well received, and out college chaplain is working to evolve spiritual support as an integrated and meaningful part of day to day college life. A quiet room is available for times of reflection and prayer in L14.

IW Population (Census 2011)		IW College Students Learner Survey data 2016/17	
Christian	60.5%	Christian	88.3%
Buddhist	0.3%	Buddhist	1.2%
Hindu	0.2%	Hindu	0
Jewish	0.1%	Jewish	0.5%
Muslim	0.4%	Muslim	0.7%
Sikh	0.0%	Sikh	0.1%
Other religions	0.7%	Other religions	2.8%
No religion	29.6%	No religion	Not included in college survey
Prefer not to say	8.2%	Prefer not to say	6.4%

Sexual orientation: As part the positive action undertaken by the college we have collected data on student profile data in relation to sexual orientation. We continue to raise awareness through themed events which includes information and support for students on sexual orientation and gender reassignment. We will continue to review our approach to this extremely sensitive area to improve accessibility to education, training and employment opportunities for all.

STAFF PROFILE: the following pages contain data in relation to the protected characteristics of staff.

AGE and GENDER: the college staff profile shows that the number of women working at the college is higher than men. Female workers also make up the majority of the workforce in terms of sessional and part time workers.

As at end May each year	16-25	M	F	26-30	M	F	31-40	M	F	41-50	M	F	51-60	M	F	61-65	M	F	66+	M	F
2012/13		6	21		16	21		32	81		62	91		74	90		20	34		19	11
2013/14		5	24		19	24		33	67		60	99		57	95		23	36		11	8
2014/15		6	20		10	20		31	56		50	79		64	91		19	30		12	11
2015/16		6	15		10	32		22	45		38	60		45	66		24	25		14	13
2016/17		9	17		13	24		19	56		34	67		48	62		16	17		6	10

Recruitment profile as at 31 May 2017 by AGE and GENDER: The table below relates to the number of staff recruited in the 16/17 academic year.

As at end May each year	16-25	M	F	26-30	M	F	31-40	M	F	41-50	M	F	51-60	M	F	61-65	M	F	66+	M	F
2012/13		2	4		5	4		6	17		10	11		7	3		4	1		1	1
2013/14		2	6		2	6		7	8		3	7		4	7		0	1		1	0
2014/15		3	6		1	5		4	10		7	7		13	7		0	1		0	0
2015/16		4	4		4	5		0	8		6	6		5	4		1	2		0	0
2016/17		4	4		3	2		3	11		3	7		1	6		1	2		0	0

Leavers profile as at 31 May 2017 by AGE and GENDER:

As at end May each year	16-25	M	F	26-30	M	F	31-40	M	F	41-50	M	F	51-60	M	F	61-65	M	F	66+	M	F
2012/13		3	4		2	4		9	18		9	15		14	12		1	4		8	3
2013/14		2	1		5	1		5	8		10	10		9	15		2	2		2	1
2014/15		2	5		0	5		6	7		4	13		8	9		2	6		1	1
2015/16		1	2		2	3		5	4		6	12		11	9		2	6		2	6
2016/17		2	4		3	3		4	10		9	3		8	15		3	9		5	4

Gender Pay Equality:

The college continues to be committed to equal pay and undertakes an annual equal pay audit. The below table provides details of the number of full time equivalent members of staff by gender, according to pay band and the average salary. The percentage female / male figures is influenced by the number of staff with fractional contracts and reflects national trends in the education and further education sector. For example, in the pay band up to £19,000 are a significant proportion of learning support assistants, who often have sessional or fractional contracts and are often female. From 1 April 2017 the College will also have a legal duty to report on gender pay equality and this will build on the information currently collated and analysed below.

Gender Pay Equality Analysis - 2017		
General Salary Range	Staff in Salary Range	
	% Female	% Male
up to £19,000	77%	23%
Average FTE Salary	£17,038	£17,219
£19,000 to £24,000	63%	37%
Average FTE Salary	£20,205	£20,546
£24,000 - £31,000	57%	43%
Average FTE Salary	£27,154	£27,136
£31,000 - £42,000	46%	54%
Average FTE Salary	£33,308	£34,665
£42,000 - £50,000	86%	14%
Average FTE Salary	£43,622	£46,043
£50,000+	50%	50%
Average FTE Salary	£75,575	£63,184

Disability: The table below shows the disability profile of the workforce. Staff with disabilities are supported through making reasonable adjustments to enable them to continue their careers at the college. Whilst the number of staff with a declared disability has remained the same for the last two years, we are mindful of the need to improve the physical environment of the college when designing new areas or improving existing areas. The college campus and it is now assessed as being 96% accessible for people with mobility needs. Ongoing improvements to buildings and new facilities are improving access annually. Emotional and mental health levels remain fairly constant but we are mindful of the need to support staff and continue to provide support through a number of ways through the HR Team and within departments. Mental Health training is available each year, which helps staff to identify the early signs of mental health and how to support colleagues.

2013/14	2014/15	2015/16	2016/17
Disabled staff: 7% Non-disabled staff: 93% Type: Emotional and Mental Health: 9% Physical disability: 37% Other medical conditions/disabilities: 54%	Disabled staff: 7% Non-disabled staff: 93% Type: Emotional and Mental Health: 10% Physical disability: 31% Other medical conditions/disabilities: 59%	Disabled staff: 7.2% Non-disabled staff: 92.8% Type: Emotional and Mental Health 10% Learning disability: 41% Physical disability: 34% Other medical conditions/disabilities: 15%	Disabled staff: 7.0% Non-disabled staff: 93.0% Type: Emotional and Mental Health: 10% Learning Disability: 46% Physical Disability: 32% Other medical conditions/disabilities: 12%

Gender Reassignment: The College has updated its policy for supporting employees who are undertaking gender reassignment including adopting a best practice toolkit developed by the Government Office for Equalities with third sector organisations. The toolkit will support managers to be better equipped to support staff. A Gender Reassignment Guidance document has also been developed for supporting both students and staff and can be found on www.iwcollege.ac.uk. Additional online support through training opportunities had been identified and offered as part of CPD opportunities for staff. The Equality and Diversity refresher training for all staff is currently being rolled out and this focuses on gender reassignment and supporting transgender students and staff. To date 134 staff and governors have attended the training during 2016/17.

Marriage and civil partnership: the college promotes equality of access to employment and further education for staff and students irrespective a person's marriage or civil partnership status.

Pregnancy and maternity: the college continues to provide support for pregnant staff and new mothers through individual support arrangements. This includes keeping in touch days with staff whilst being on maternity leave. A room is available for breast-feeding in the rest room in L14. The college has also introduced a new Family Policy which provides a consistent and comprehensive guide to staff benefits for maternity, paternity, adoption, Shared Parental Leave and other support for staff with family commitments. This has also been extended to include support and benefits for staff who are foster carers. All policies and procedures are considered in terms of how they support staff health and well-being including through encouraging staff to have a balance between their work and family commitments as we believe that this ensures a more effective and efficient workforce.

Race: The table below shows the staff ethnic minority summary:

Ethnicity profile	England %	South East %	Isle of Wight %	IW College %
White - British	79.75	85.23	94.82	92.3%
White - Irish	0.98	0.85	0.54	0.50%
White - Gypsy	0.1	0.17	0.07	0%
White - Other	4.58	4.41	1.88	4.20%
Mixed - White and Black Caribbean	0.78	0.53	0.37	0.24%
Mixed - White and Black African	0.3	0.26	0.09	0.24%
Mixed - White and Asian	0.63	0.68	0.53	0%
Mixed - Other	0.53	0.47	0.25	1.00%
Asian British - Indian	2.63	1.76	0.31	0%
Asian British - Pakistani	2.1	1.15	0.06	0%
Asian British - Bangladeshi	0.82	0.32	0.09	0%
Asian British - Chinese	0.72	0.61	0.16	0%
Asian British - Other	1.55	1.39	0.47	0%
Black British - African	1.84	1.01	0.1	0%
Black British - Caribbean	1.11	0.4	0.08	0.24%
Black - Other	0.52	0.17	0.03	0%
Arab	0.42	0.22	0.04	0%
Other Ethnic Group/ not declared to the College*	0.62	0.37	0.1	1.00%

(Source 2011 CENSUS)

Religion and belief: The College has undertaken a number of positive actions which have included providing spiritual support through the college chaplain for staff, dietary requirements are able to be met at the college refectory to meet the diverse needs of staff. The college chaplain continues to provide support and guidance staff with knowledge and experience to all faiths and none (AFAN). The provision of spiritual support has been well received, and the college chaplain is working to evolve spiritual support as an integrated and meaningful part of day to day college life. A quiet room is available for times of reflection and prayer in L14. The College has provided a programme of training on Prevent and Tackling Radicalisation which has included specific sessions on British Values and embedding these into the learning environment, this includes promoting tolerance and respect for others' beliefs.

Sexual orientation: As part of the positive action undertaken by the college we are continuing to improve the way we capture staff personal data. As we move forward to meet the requirements of the General Data Protection Regulation (GDPR) which comes in to force on 25 May 2018, staff will be able to input their personal equality and diversity data on to the Central Human Resources Information System (CHRIS). We continue to raise awareness of themed events which include information and support for staff on sexual orientation and gender reassignment. We will continue to review our approach to this extremely sensitive area to improve accessibility to education, training and employment opportunities for all.

Grievances, harassment and other formal complaints involving staff: There were no formal cases considered under the above categories involving staff. The College's Harassment and Bullying (staff) Policy was updated in November 2017 and the Grievance Procedure was updated in October 2016. Both documents take into account ACAS guidance and are reviewed at least once every two years and more frequently if there are changes in legislation or new examples of best practice.

We are continuing to develop our PSED report and welcome your thoughts and comments. Please contact:

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