Harlow College

EQUALITY AND DIVERSITY REPORT

2022-2023

Equality and Diversity Annual Report 2022/23

Introduction

This report provides a summary of the work the College has undertaken in relation to Equality, Diversity and Inclusion and provides information on the profile of staff and students by protected characteristics for the year 2022/23. The first section of the report refers to the profile of staff and the second section to students. The third section details the College's equality, diversity and inclusion objectives for 2023/24.

Highlights from 2022/23

The main focus of our staff related Equality, Diversity and Inclusion work during 2022/23 has been in relation to feedback received in the last Staff Survey concerning perceived unfairness in employment policies and practices operated by the College. To enable us to examine these issues more closely, further detailed feedback was collected by members of the Equality and Diversity Operational Group and Team Managers were asked to gather further details from staff in team meetings.

Actions taken arising from the analysis of feedback included:
- Improved communication of how the College operates its HR policy and procedures on staff recruitment and selection, through the issue of a termly HR Newsletter, to address how key HR policies are operated in practice and explain why the College may deviate from these policies, in exceptional circumstances.
- The formation of various Staff Support Groups on subjects such as race equality, menopause, hearing loss and neurodiversity. All groups have been well attended and have provided engagement and positive feedback.
- Increased promotion and engagement from staff and students of Equality, Diversity and Inclusion national events throughout the year, with the aim of improving understanding and interest.

We have continued to monitor the staff profile which largely remains consistent to previous years and broadly reflects the census data for the local population except for ethnicity (based on 2021 ONS Census data). Details of the profile are specified below.

To improve our understanding of the profile of job applicants, at the various stages of recruitment and selection process, an online Applicant Tracking System (ATS) has been implemented and data is available for part of the past year. Some analysis of this data is detailed below.

We continue to collect and monitor our student profile data. Analysis from this process indicates an achievement gap for learners with difficulties and/or difficulties that do not meet the threshold for high needs funding. Further work will take place to understand how we can best support their needs and reduce this gap.

We have also worked this year to raise awareness of our vulnerable learners, those in receipt of bursary support and those supported by the Safeguarding Team. We will continue to close the achievement gaps between learners on bursary and vulnerable learners, focusing on safeguarded learners as the highest priority.

1. Ethnicity

1.1 Ethnic Profile of Staff

As at the 31st July 2023, the ethnic profile of staff at the College was 89% (423) white and 11% (52) BAME, compared to 89% (419) white and 11% (52) BAME as at the 31st July 2022. This profile is the same as last year. HR Services continues to gather exit data from staff choosing to leave the College. Reasons for leaving are not believed to be related to issues of race.

The 2021 ONS Census shows the BAME population for Harlow has increased to 15.5%, White 82.7% and Other 1.8%[1]. Nationally in FE colleges 86%[2] of employees are White – British, comparing these figures to our workforce profile the College has slightly higher proportion of white employees.

To address this issue, the College is considering the possibility of using positive action measures on a targeted basis with the aim of attracting a greater number of applicants from BAME groups, in teams where the student and staff profiles are significantly different.

1.2 Ethnic Profile of Managers

The ethnic profile of managers has not significantly changed compared to last year's. As at 31st July 2023, 90% (66) White and 10% (7) BAME, compared to 92% (67) White and 8% (6) BAME as at 31st July 2022. Nationally in FE colleges 82%[3] of managers are white.

1.3 Staff Turnover by Ethnicity

The ethnic profile of staff leaving the College has changed in 2022/23 with 76% (87) White and 24% (17) BAME whereas in 2021/22 88% (56) were White and 12% (8) were BAME.

1.4 Staff Recruitment by Ethnicity (application, shortlisting, appointment stages)

In 2022/23 we had 98 job vacancies, compared to 121 vacancies in 2021/22, and appointed to 84 jobs, compared to 86 in 2021/22. This applies to all the staff protected characteristic information below.

We had a total of 272 job applications, of which 77% (210) were from White groups, 20% (55) were from BAME groups and 3% (7) preferred not to say, compared to a total of 267 applicants, 78% (208) White and 22% (59) BAME in 2021/22.

This year HR Services has implemented for part of the year, an Applicant Tracking System (ATS), which has enabled us to electronically track the profile of job applicants at various stages of the recruitment and selection process. The data detailed below was collected via the ATS for the period October 2022 to July 2023, we do not have the data for August and September as this was not collected.

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[1] Harlow Council Harlow Population Profile 2021 Census
[2] FE College Workforce Data for England 2021/22
[3] FE College Workforce Data for England 2021/22

The data shows that:
- At job application stage, 77% (210) were from White groups, 20% (55) were from BAME groups and 3% (7) preferred not to say.
- At shortlisting stage, 79% (116) were from White groups, 16% (24) were from BAME groups and 5% (7) preferred not to say.
- At interview stage, 78% (60) were from White groups, 19% (15) were from BAME groups and 3% (2) preferred not to say.
- At offer stage, 77% (50) were from White groups, 20% (13) were from BAME groups and 3% (2) preferred not to say.

In 2021/22 the figures showed that there were 179 applicants at the shortlisting stage, of which 80% (144) were from White groups and 20% (35) were from BAME groups. Of the 86 staff that were appointed 83% (71) were from White groups and 17% (15) were from BAME groups.

1.5   Ethnicity Pay Gap (EPG)

Whilst reporting on our Ethnic Pay Gap (EPG) is still not a mandatory requirement, we have again this year undertaken a review of our EPG (as of 31st March 2023), using a similar method of calculation as used when calculating the Gender Pay Gap.

The results show we have a mean EPG of 2.16% and the median EPG of 0%, compared to 31st March 2022 where we had a mean EPG of 1.66% and the median EPG of 0% (i.e. staff from the BAME group have a higher median hourly rate than White staff.). The EPG in the UK for 2019 was 2.3%.

2. Gender

2.1   Gender Profile

As at 31st July 2023 the gender split at the College was 38% male and 62% female. This has remained the same for the past three years. Our gender profile is very similar to the national profile in colleges which in 2020/21 was 64% females and 36% male[4] .

2.2   Gender Profile of Managers

As at 31st July 2023 the gender split for managers at the College is 38% male and 62% female which is the similar to last year. This national gender profile of managers in colleges in 2020/21 was 58% female and 42% male[5].

2.3   Gender Pay Gap Data (GPG)

This year we are in our sixth year of reporting on our Gender Pay Gap (GPG). The mean Gender Pay Gap for 31st March 2021 was 4.09%, for 31st March 2022 was 4.13% and for 31st March 2023 was 3.85%. The median Gender Pay Gap was 10.99% for 31st March 2021, 11% for 31st March 2022 and 13.51% for 31st March 2023. The Gender Pay Gap continues to be low compared to the mean national average of 14.9%.

2.4 Staff Recruitment (application, shortlisting, appointment stages)

We had a total of 272 job applications, of which 66% (180) were female, 30% (80) were male, 2% (6) were non-binary and 2% (6) preferred not to say, we do not have this information for 2021/2022.

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[4] AoC College Workforce Survey Summary of Findings 2020/21
[5] AoC College Workforce Survey Summary of Findings 2020/21

This year HR Services has implemented for part of the year, an Applicant Tracking System, which has enabled us to electronically track the profile of job applicants at various stages of the recruitment and selection process. The data detailed below was collected via the ATS for the period October 2022 to July 2023. We do not have the data for August and September as this was not collected.

The data shows that:
- At job application stage, 66% (180) were female, 30% (80) were male, 2% (6) were non-binary and 2% (6) preferred not to say.
- At shortlisting stage, 65% (96) were female, 29% (42) were male, 3% (4) were non-binary and 3% (5) preferred not to say.
- At interview stage, 64% (49) were female, 29% (22) were male, 5% (4) were non-binary and 2% (2) preferred not to say.
- At offer stage, 69% (45) were female, 22% (14) were male, 6% (4) were non-binary and 3% (2) preferred not to say.

3. Age

3.1   Age Profile of Organisation

Again, this year the majority of staff at the College fall into the 51 – 60 (129) age bracket, with the next highest groups being the 31 – 40 (100) and 41- 50 (100) age brackets. Nationally, in 2021/22 the majority of staff fall into 50 – 59 age bracket followed by the 40 – 49 age bracket[6].

Whilst the age profile of staff is typical of most FE colleges, it could affect the College's ability to operate so it is actively monitored and addressed by the Principalship Team as part of a succession planning process.

3.2   Age Profile of Managers

The majority of our managers fall in the 51 – 60 (27), which is the same as last year.

3.3   Recruitment (application, shortlisting, appointment stages)

We had a total of 272 job applications, of which 6% (15) were 16 -21, 20% (55) were 22 - 30, 26% (71) were 31 – 40, 21% (58) were 41 – 50, 19% (51) were 51 – 60, 6% (15) were 61+ and 2% (7) preferred not to say. We do not have this information for 2021/2022.

This year HR Services has implemented for part of the year, an Applicant Tracking System, which has enabled us to electronically track the profile of job applicants at various stages of the recruitment and selection process. The data detailed below was collected via the ATS for the period October 2022 to July 2023. We do not have the data for August and September as this was not collected.

The data shows that:
- At job application stage, 6% (15) were 16 -21, 20% (55) were 22 - 30, 26% (71) were 31 – 40, 21% (58) were 41 – 50, 19% (51) were 51 – 60, 6% (15) were 61+ and 2% (7) preferred not to say.
- At shortlisting stage, 8% (11) were 16 -21, 18% (26) were 22 - 30, 25% (36) were 31 – 40, 20% (30) were 41 – 50, 21% (31) were 51 – 60, 7% (11) were 61+ and 1% (2) preferred not to say.
- At interview stage, 6% (5) were 16 -21, 25% (19) were 22 - 30, 25% (19) were 31 – 40, 17% (13) were 41 – 50, 20% (15) were 51 – 60, 6% (5) were 61+ and 1% (1) preferred not to say.

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[6] FE College Workforce Data for England 2021/22

- At offer stage, 0% (0) were 16 -21, 26% (17) were 22 - 30, 21% (14) were 31 – 40, 26% (17) were 41 – 50, 20% (13) were 51 – 60, 5% (3) were 61+ and 2% (1) preferred not to say.

4. Religion and Belief

4.1 Profile Across College

The three largest religious groups are Not Disclosed (42%), Christian (30%) and None (23%). This is very similar to last year. Data from the 2021 Census shows that 44.7% of Harlow residents are Christian, 43.4% recorded they had no religion and 5.4% did not state their religion. The remaining 6.5% comprised of Sikh 0.1%, Muslim 4%, Jewish 0.3%, Hindu 1%, Buddhist 0.4% and Other 0.7%[7].

4.2 Profile of Managers

The profile of religion amongst managers categorises as: Not Disclosed 43% (31), Christian 37% (27), None 16% (12), Other 3% (2) and Muslim 1% (1).

4.3 Recruitment (application, shortlisting, appointment stages)

We had a total of 272 job applications, of which 2% (5) were Buddhist, 31% (85) were Christian, 1% (4) were Hindu, 7% (19) were Muslim, 1% (4) were Sikh, 42% (114) have no religion, 9% (23) other and 7% (18) did not wish to disclose. We do not have this information for 2021/2022.

This year HR Services has implemented for part of the year, an Applicant Tracking System, which has enabled us to electronically track the profile of job applicants at various stages of the recruitment and selection process. The data detailed below was collected via the ATS for the period October 2022 to July 2023. We do not have the data for August and September as this was not collected.

The data shows that:
- At job application stage, 2% (5) were Buddhist, 31% (85) were Christian, 1% (4) were Hindu, 7% (19) were Muslim, 1% (4) were Sikh, 42% (114) have no religion, 9% (23) other and 7% (18) did not wish to disclose.
- At shortlisting stage, 1% (1) were Buddhist, 32% (47) were Christian, 1% (2) were Hindu, 6% (9) were Muslim, 1% (2) were Sikh, 43% (62) have no religion, 10% (15) other and 6% (9) did not wish to disclose.
- At interview stage, 0% (0) were Buddhist, 33% (25) were Christian, 0% (0) were Hindu, 5% (4) were Muslim, 1% (1) were Sikh, 44% (34) have no religion, 12% (9) other and 5% (4) did not wish to disclose.
- At offer stage, 0% (0) were Buddhist, 32% (21) were Christian, 0% (0) were Hindu, 3% (2) were Muslim, 0% (0) were Sikh, 48% (31) have no religion, 11% (7) other and 6% (4) did not wish to disclose.

5. Disability

5.1 Disability Profile of all Staff

The disability profile of staff has not changed from last year. Currently there are 10% of staff with a disability. 7.5% of Harlow's population are classed as disabled under the equality act[8].

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[7] 2021 Census Data for Harlow from Office for National Statistics
[8] 2021 Census Data for Harlow from Office for National Statistics

5.2 Disability Pay Gap Data (DPG)

This year is the first year of us voluntarily publishing and commenting on our Disability Pay Gap (DPG) to help demonstrate our ongoing commitment to embedding inclusivity into our culture and workforce. For the purpose of this report, disability has been categorised as staff that have self-declared themselves as having a disability, which includes physical and learning disabilities.

The DPG for the College as of 31st March 2023 was -3.07% (Mean) and 0% (Median). As this is our first year reporting our DPG we can't compare this with previous years but as our mean DPG is a minus figure this shows staff with a disability actually earn on average more than those without a disability.

6. Sexual Orientation

6.1 Sexual Orientation of all Staff

There has been no change in the sexual orientation of staff at the College. As at the 31st July 2023, 89% Heterosexual, 9% not disclosed, 1% Gay/Lesbian and 1% Bisexual.

6.2 Recruitment (applications, shortlisting, appointments)

We had a total of 272 job applications, of which 83% (227) were heterosexual, 4% (10) were bisexual, 2% (5) were lesbian or gay man and 11% (30) did not wish to disclose, we do not have this information for 2021/2022.

This year HR Services has implemented for part of the year, an Applicant Tracking System, which has enabled us to electronically track the profile of job applicants at various stages of the recruitment and selection process. The data detailed below was collected via the ATS for the period October 2022 to July 2023. We do not have the data for August and September as this was not collected.

The data shows that:
- At job application stage, 83% (227) were heterosexual, 4% (10) were bisexual, 2% (5) were lesbian or gay man and 11% (30) did not wish to disclose.
- At shortlisting stage, 83% (122) were heterosexual, 2% (3) were bisexual, 1% (2) were lesbian or gay man and 14% (20) did not wish to disclose.
- At interview stage, 82% (63) were heterosexual, 3% (2) were bisexual, 1% (1) were lesbian or gay man and 14% (11) did not wish to disclose.
- At offer stage, 83% (54) were heterosexual, 3% (2) were bisexual, 2% (1) were lesbian or gay man and 12% (8) did not wish to disclose.

7. Staff Training

The College currently ensures that every new employee undertakes Equality and Diversity training as part of their staff induction programme. This is a mandatory aspect of this programme and is undertaken within 4 weeks of commencement in the job. We also run a number of training and CPD sessions throughout the year.

This year we have ran the following CPD sessions:

- EHCP – understanding how to support in class
- Hoist training for learners with additional needs
- Micro behaviours
- Resilience training
- Adapting learning to meet student needs

- Autism training with Della and Charlie
- Differentiation for SEND learners with an EHCP
- Finding out about the accessibility features on your iPad
- Understanding neurodiversity and how this can affect learners in the classroom
- Exams and access arrangements
- Understanding EHCP and how to support in class

8. Key Findings in relation to the Staff Profile

- The College continues to have a very small Pay Gap with respect to all categories, so no direct action needs to be taken.
- As the ethnic profile of staff is lower than the ethnic profile of the local community it serves, consider whether there is justification to use positive action measures.
- The ethnic profile of managers has improved from 8% to 10%, so consider whether any positive action measures are necessary.
- With respect to ethnic profile of job applicants at the different recruitment stages, there appears to no specific negative trends.
- With respect to the gender profile of staff, this continues to remain the same and consistent with the rest of the FE sector.
- The age profile of job applicants appears, in the first year of collecting the data, to show that the highest percentage of job applicants come from the 31 – 40 age group which will assist in addressing our older workforce profile and succession planning.
- Our staff disability profile currently exceeds the local census profile, therefore no further targeted action in proposed at this stage.
- Lastly there are no significant changes to staff sexual orientation and religion profiles, so no further action is proposed in these areas at this stage.

9. Actions Required

- Building on the work already undertaken, as a result of the feedback from staff in the last Staff Survey, consider working with the National Centre of Diversity with the aim of working towards and obtaining the Investors in Diversity Award.
- Continue to monitor and improve management information of Staff and Student profiles.
- Consider the use of positive action measures, where appropriate, justified and on a targeted basis, with the aim of working towards improving comparative student and staff ethnic profiles.
- Continue to measure, monitor and report on Pay Gaps, acting on any issues arising.

Section 2 – Student Profile

The following section of our report addresses the data collected on the basis of ethnicity by;

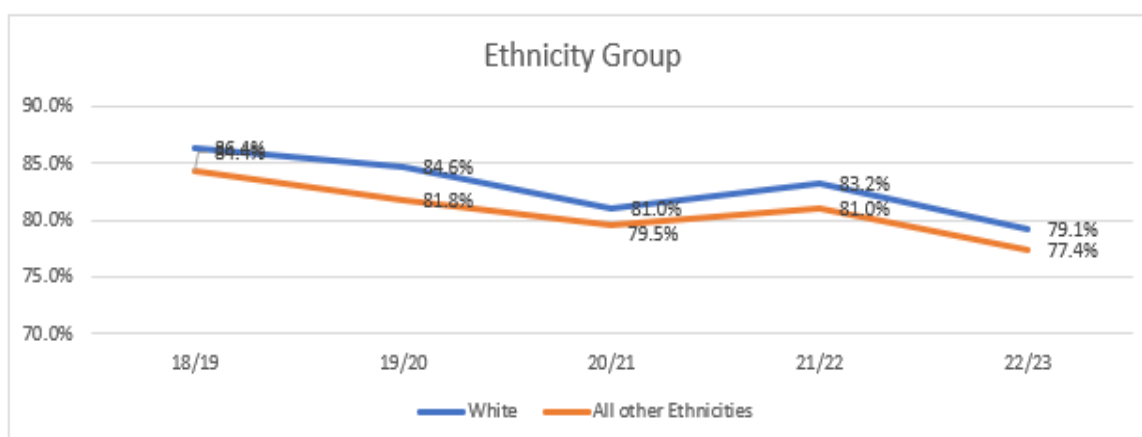- Main programme, apprenticeships and English and maths performance.

We also collect and report on data based on;
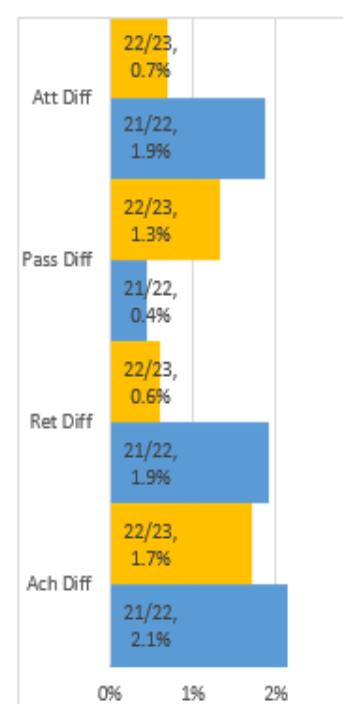
- Sex
- Disability

10.1 Overall achievement

- There is a consistent gap between White learners and all other ethnicities. In 2022/23 gaps across all metrics have been reduced, however Black (African & Other) achievement rates are lower than their peers. With the ESOL team where there are high numbers of Other ethnicities retention rates are particularly low for learners from Iran and Iraq.

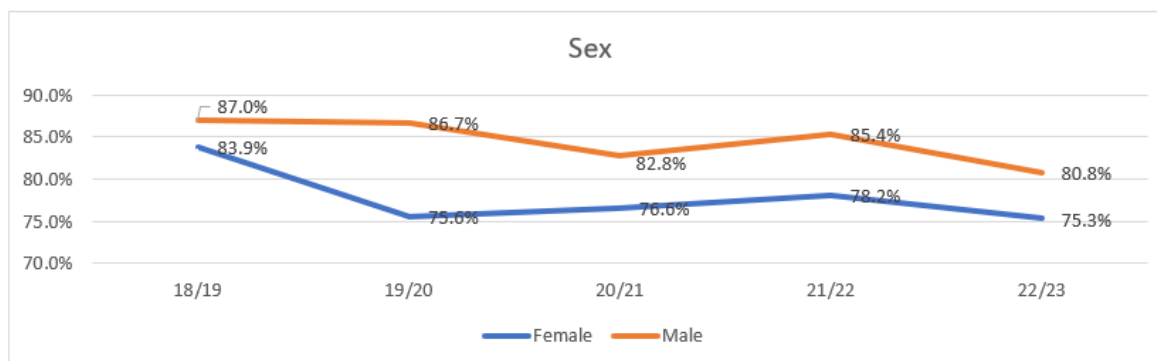- Please refer to the graph and table below.

	18/19	19/20	20/21	21/22	22/23
White					
Enrolments	8719	8487	7089	7180	6596
Actual Ach %	86.4%	84.6%	81.0%	83.2%	79.1%
Actual Ret %	94.5%	95.0%	91.7%	90.9%	88.6%
Actual Pass %	91.4%	89.1%	88.3%	91.5%	89.3%
Attendance %	84.6%	89.3%	87.4%	85.8%	84.0%
All other Ethnicities					
Enrolments	2406	1929	1721	2193	2479
Actual Ach %	84.4%	81.8%	79.5%	81.0%	77.4%
Actual Ret %	95.4%	94.8%	91.4%	89.0%	88.0%
Actual Pass %	88.5%	86.2%	87.5%	91.0%	87.9%
Attendance %	86.0%	89.8%	86.5%	83.9%	83.3%
Unknown					
Enrolments	56	650	220	128	259
Actual Ach %	87.5%	54.2%	68.2%	78.9%	73.4%
Actual Ret %	92.9%	94.5%	89.5%	89.1%	79.9%
Actual Pass %	94.2%	57.3%	76.1%	88.6%	91.8%
Attendance %	90.1%	91.7%	84.3%	84.4%	83.8%

- Apprenticeship achievement rates for learners from Ethnic Minority backgrounds are 8% higher than their peers. This seems to be aligned to the significant improvement in Engineering.

- Historically achievement rates for males have been higher than females, however this gap has been reduced in both 16-18 year olds and Adults for 22/23. This gap remains due to significant the performance of 16-18 year old females in maths and E-Learning programmes that have lower achievement rates and are predominantly female.

	18/19	19/20	20/21	21/22	22/23
Female					
Enrolments	3656	4320	3567	3651	3910
Actual Ach %	83.9%	75.6%	76.6%	78.2%	75.3%
Actual Ret %	93.3%	94.1%	91.5%	87.8%	85.9%
Actual Pass %	89.9%	80.4%	83.8%	89.1%	87.7%
Attendance %	84.6%	89.4%	88.0%	86.3%	84.4%
Male					
Enrolments	7525	6746	5463	5850	5424
Actual Ach %	87.0%	86.7%	82.8%	85.4%	80.8%
Actual Ret %	95.3%	95.5%	91.7%	92.1%	89.9%
Actual Pass %	91.2%	90.7%	90.4%	92.7%	89.9%
Attendance %	85.1%	89.5%	86.6%	84.6%	83.4%

- Overall males achieved better than females in Maths and to a lesser degree English. female GCSE retention remains a particular issue. There are smaller gaps in data for English but male Functional Skills and other maths and English qualifications data is significantly lower.

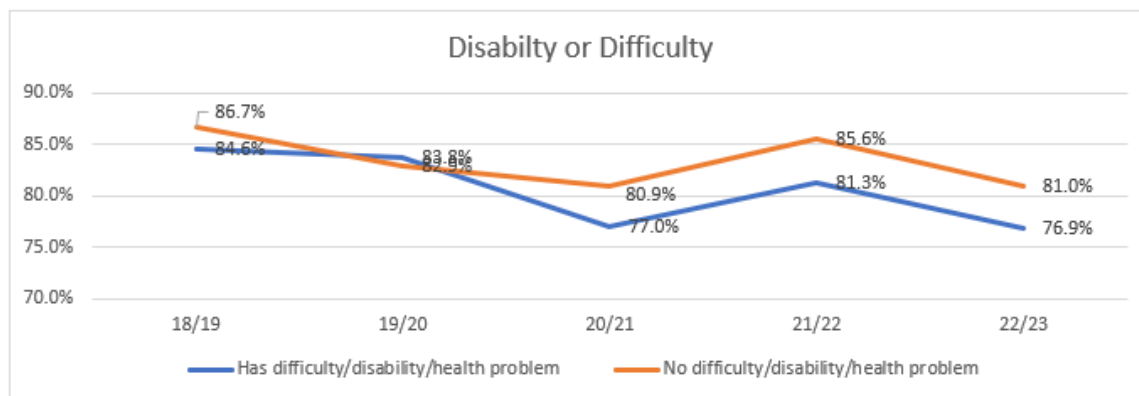- Please see the table on the following page.

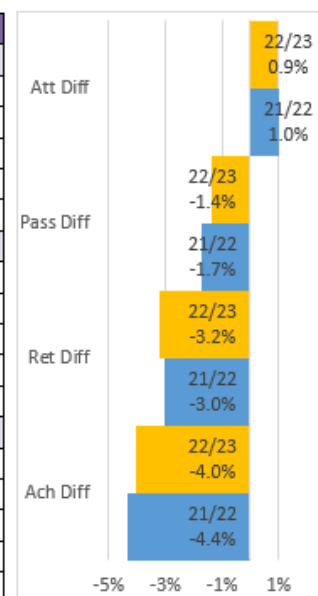|	Female	Male
English		
GCSE		
Enrolments	135	209
Actual Ach %	71.9%	75.6%
Actual Ret %	83.0%	88.5%
Actual Pass %	86.6%	85.4%
Attendance %	62.5%	60.8%
Functional Skill & Other		
Enrolments	246	208
Actual Ach %	57.3%	45.2%
Actual Ret %	81.3%	71.2%
Actual Pass %	70.5%	63.5%
Attendance %	80.7%	72.9%
English Enrolments	**381**	**417**
English Actual Ach %	**62.5%**	**60.4%**
English Actual Ret %	**81.9%**	**79.9%**
English Actual Pass %	**76.3%**	**75.7%**
English Attendance %	**71.4%**	**65.4%**
Maths		
GCSE		
Enrolments	301	320
Actual Ach %	69.1%	80.9%
Actual Ret %	76.7%	86.6%
Actual Pass %	90.0%	93.5%
Attendance %	61.7%	60.8%
Functional Skill & Other		
Enrolments	210	210
Actual Ach %	55.7%	56.2%
Actual Ret %	83.3%	80.0%
Actual Pass %	66.9%	70.2%
Attendance %	72.7%	75.6%
Maths Enrolments	**511**	**530**
Maths Actual Ach %	**63.6%**	**71.1%**
Maths Actual Ret %	**79.5%**	**84.0%**
Maths Actual Pass %	**80.0%**	**84.7%**
Maths Attendance %	**65.5%**	**65.4%**

12. Disability

- Achievement for students with difficulties and/or disabilities falls 4% below those without, falling just below the 2018-19 College set achievement benchmark of 83.3%. Students with high needs funding achieve in line with other learners, just below the 18/19 benchmark.

- For students not declaring needs, the gap has widened slightly since pre COVID levels. We have seen that learners have been less inclined to share disability and difficulty information during COVID (25% less) which is likely to be linked to processes being moved online. Data collected in 22/23 shows recovery in this category of data collection.

- For Apprenticeships, achievement rates for learners with disability and difficulties are significantly lower than their peers. This is impacted by Electrical where the largest proportion of learners sit.

	Overall Leavers	Overall Ach %
Has difficulty/disability/health problem	53	43.4%
No difficulty/disability/health problem	143	63.6%
No information provided by the learner	15	27.6%

Special Educational Needs and Disabilities (SEND)

Disabilty or Difficulty

	18/19	19/20	20/21	21/22	22/23
Has difficulty/disability/health problem					
Enrolments	3624	3604	2614	2917	3059
Actual Ach %	84.6%	83.8%	77.0%	81.3%	76.9%
Actual Ret %	94.0%	95.0%	90.6%	89.9%	87.2%
Actual Pass %	90.0%	88.3%	84.9%	90.4%	88.2%
Attendance %	84.6%	89.2%	85.6%	85.5%	84.5%
No difficulty/disability/health problem					
Enrolments	7088	6825	3538	4072	5270
Actual Ach %	86.7%	82.9%	80.9%	85.6%	81.0%
Actual Ret %	95.1%	95.0%	91.4%	92.9%	90.4%
Actual Pass %	91.1%	87.2%	88.6%	92.2%	89.5%
Attendance %	84.8%	89.5%	87.0%	84.5%	83.6%
No information provided by the learner					
Enrolments	469	637	2878	2512	1005
Actual Ach %	85.5%	68.3%	82.8%	79.3%	70.4%
Actual Ret %	92.3%	93.7%	92.8%	87.1%	79.8%
Actual Pass %	92.6%	72.9%	89.5%	91.0%	88.3%
Attendance %	87.2%	90.7%	89.4%	85.7%	82.2%

13. Actions Required

The College intends to develop this work further in the forthcoming year, by working with the National Centre for Diversity with the aim of obtaining Investors in Diversity Award.

- Reduce the achievement gaps for learners with difficulties and/or difficulties that do not meet the threshold for high needs funding.
- Close achievement gaps between learners on bursary and vulnerable learners, focusing on safeguarded learners as the highest priority.
- Improve the retention of female learners on GCSEs.
- Improve outcomes for apprentices with disabilities and/or difficulties.
- Improve the recording of withdrawal reasons specifically with vulnerable learners and the follow up process.

Equality, Diversity and Inclusion Objectives	Actions – Staff related	Reporting Line
To improve staff engagement and understanding of Equality, Diversity and Inclusion, in accordance with the values of the College. To foster and develop an inclusive and diverse workforce – supporting career aspirations and development.	• Consider working with the National Centre of Diversity with the aim of working towards and obtaining the Investors in Diversity Award. • Implement actions arising from the Investors in Diversity staff and student surveys. • Continue to monitor and improve management information of staff profiles to ensure all protected characteristics are fully supported. • Consider the use of positive action measures, where appropriate, justified and on a targeted basis, with the aim of working towards improving comparative student and staff ethnic profiles. • Continue to measure, monitor and report on Pay Gaps, acting on any issues arising. • Continue with the established Strategic group to oversee staff and students' aspects to Equality, Diversity and Inclusion. • Continue with staff support groups relating to Menopause, Hearing Loss, Racial Equality and Neuro Diversity. Consider forming support groups relating to other protected characteristics.	Equality and Diversity Strategic and Operational Steering Committees. Resources Committee and Corporation.
Equality, Diversity and Inclusion Objectives	Actions – Student related	Reporting Line
The College will enhance the collection, monitoring and analysis of equalities data to inform all its actions and ensure it fosters inclusive practice.	• Continue to improve data collection to support identification of needs through student application and enrolment process. We want to ensure all protected characteristics are fully supported.	Standards and Curriculum Committee. Equality and Diversity Steering Committee.
The College will monitor and review attainment of students by protected characteristics to actively reduce any achievement gaps. We will strive to ensure all students achieve their potential and remove any barriers to their participation.	• Develop in year monitoring of metrics against EDIMs categories. • Reduce the achievement gaps for learners with difficulties and/or difficulties that do not meet the threshold for high needs funding. • Close achievement gaps between learners on bursary and vulnerable learners,	Standards and Curriculum Committee.

	focusing on safeguarded learners as the highest priority. • Improve the retention of female learners on GCSEs • Improve outcomes for apprentices with disabilities and/or difficulties. • Improve the recording of withdrawal reasons specifically with vulnerable learners and the follow up process. • Support and train our Personal Development Coaches to identify learners from vulnerable groups to support targeted 1:1's and understand needs to tailor support.	
To ensure our curriculum remains inclusive and reflects and meets the needs of our community.	• Ensure SEND staffing levels are maintained and increased during the first term for transition. • Ensure the College has an inclusive representation within the Student Ambassador group which informs curriculum, student voice and development.	Standards and Curriculum Committee.