



Annual Equality Report
December 2021

1. Introduction

This report sets out progress made to date against the Equality Objectives (EOs), identifies further areas for action and next steps. The current set of EOs were set and approved in March 2021, using student data from the academic year 2019-20, and staff data from January 2021. As such the progress described in the report relates to less than one whole year but future reporting will be annually in December, using the most recent set of student outcome data which will be that for the previous academic year, and staff data from the Autumn term, which tends to be the busiest in terms of new staff appointments. Progress and actions related to the EOs are monitored by the cross college Personal Development Behaviour & Attitudes Committee which comprises managers from a broad range of curriculum and business support departments and is largely focused on improving student and staff experiences and wellbeing within college. For this current report, due to the timing of the EO approval, some actions towards the EOs have only been in place for a short period of time. It is important to bear in mind that for the last 2 academic years, 2019/20 and 2020/21, there has been limited achievement data published across the education sector, due to the pandemic. Therefore, in most cases this report refers to 'gaps' in outcomes for students in different groups, rather than absolute data. It is also important to note that this work represents a journey in which the positive outcomes we seek will not usually materialise quickly but will result from consistent and sustained actions over a longer period.

2. Context

Demographic data in the local community is both difficult to find and to interpret; our students may fall into many age categories, may travel widely to attend our courses and may also attend at sites outside of our immediate community. As a result there is no easy comparison between college demographics and the local community, and furthermore in many categories that we may wish to reflect on, such as the Protected Characteristics categories, data is not available for comparison anyway. However, despite this we strive to represent our communities as far as we can from both a staff and student perspective, and the following data is intended to demonstrate something of the local context.

In terms of ethnicity, data for Oxfordshire indicates between 15 and 20 % of secondary school aged pupils in districts where most of our students travel from are from ethnic minorities, although some local districts, notably the city centre and Cherwell, have much higher rates at 55 and 29% respectively. For 2020-21 college data for students on Study Programmes (therefore aged 16-19, or up to 24 with an EHCP) was around 13-14%. Data for all college students during this time suggests over 21% are from ethnic minorities, however given the nature of adult provision being heavily focused on community learning, basic skills and ESOL, this may explain why there is a significant increase when considering all age groups. Census data from 2011 indicates that across the whole county around 16.4% of the population is from an ethnic minority, and more widely across the region that is slightly lower at 14.8%. The college staff body is made up of around 11% ethnic minorities currently, however there is a significant proportion (14%) of staff who have not yet provided this data, and so this is incomplete and may not be an accurate reflection currently.

In relation to other protected characteristics, it is not possible to find suitable data to demonstrate the local context as this data is simply not recorded or available currently. We do ask staff to record information across all protected characteristics, but there is a high rate of staff electing not to share this information with us, most commonly this is because they do not see it as relevant or necessary for us as their employer to collect such data. In relation to disabilities and learning difficulties, there is some national data in relation to the number of school pupils with Education, Health & Care Plans, however as not all children and young people with a disability or learning difficulty will be given an EHCP by their local authority and this is not local data, this is not useful for establishing the

local context. We will continue to search and gather local demographic data that can help us understand how well our staff and student body represents our community.

3. Our Equality Objectives

Our EOs relate to both staff and students, however as data relating to each group is very different, for the purposes of simplicity we set different EOs for each.

The current EOs for students are:

<p>Strand 1: That all students achieve equally, regardless of ethnicity</p>	<ul style="list-style-type: none"> • Ensure that Study Programme students of minority ethnic heritage are supported to remain and achieve at college - increase retention and achievement across all minority heritage groups, but particularly African (3.1pp below in 19/20) and WB Caribbean (20.5pp below in 19/20) to within 3pp of overall college average for their age group and learning aim. • Ensure that all adult learners (including subcontracted) of minority ethnic heritage achieve in line with the college average for their age group and learning aim, increasing retention and achievement to within 3pp. (19/20 19+ ESOL ach 78.9% (5.5pp below) and Maths & English ach 71.4% (13pp below))
<p>Strand 2: That all students achieve equally, regardless of disability</p>	<ul style="list-style-type: none"> • Ensure that Study Programme students with dyslexia and dyscalculia are supported to achieve qualifications in maths and English to ensure their future progression in education and employment - increase achievement to within 3pp of the average for their age group and learning aim (19/20 Dysl 14.4pp below (73.6%), dyscalculia 32.4pp below (55.6%) for E&M GCSE and FS 16-18s). • Ensure that adult learners with Mental Health needs are supported to remain and achieve on their course, increasing achievement to within 3pp of the college average for their age group and learning aim (19/20 6.7pp below).
<p>Strand 3: That students from other disadvantaged Groups achieve at least as well as their peers</p>	<ul style="list-style-type: none"> • Ensure that Study Programme students who are Looked After Children or Young Adult Carers are supported to achieve as well as their peers - improve retention and achievement to within 3pp of college average for age group and learning aim (19/20 LAC achievement 17pp below, YAC 15.2pp below).

The current EOs for staff are:

<p>Strand 1 - That the workforce is reflective of the community and the student population</p>	<ul style="list-style-type: none"> • Ensure that staff data is as complete as is possible and that staff feel comfortable to disclose their Protected Characteristics before comparisons are made to community and student profiles. • Aim to reduce the number of staff who have not completed their PC data by 10pp by 2023. • Aim to decrease the number of staff who have selected 'Prefer Not To Say' by 3pp by 2023 across all PCs, with particular emphasis on religion/belief and sexual orientation as these are the largest areas where staff select this option.
<p>Strand 2 - That all staff have equality of opportunity to fulfil their potential</p>	<ul style="list-style-type: none"> • Ensure that the College attracts and appoints a diverse workforce and that staff are able to fulfil their potential by removing barriers to productivity and ensure this is monitored and reported on. Increase the number of applications from men, those with a disability and those from minority ethnic backgrounds by 3pp in 2021/22. • Review roles where applicants for vacancies from minority groups have not been successful and to increase appointments from BME backgrounds to 5% and those from the LGBTQI+ community to 3% of all college appointments.
<p>Strand 3 - That all staff have job satisfaction</p>	<ul style="list-style-type: none"> • Reduce the number of disciplinaries related to the Dignity at Work policy by 5 cases in 2021/22. • Report annually on the Staff Satisfaction survey by each of the Protected Characteristics to gauge satisfaction levels and identify trends.

4. Students

Ethnicity

Overall achievement for White British students was 2.6pp higher than for BME students at 86.5% compared to 83.9%. Although there is still a gap in achievement, this has reduced from a 4.9pp gap in 2019/20. Achievement at most levels was similar; on level 3 courses 93.5% for White British and 94.7% for BME, level 2 courses achievement was 77.7% for White British compared to 77.9% for BME and at level 1 74.2% compared to 74.7%. At entry level there was a significant gap at 90.5% for White British and 86.4% for BME students, although a large proportion of this relates to provision delivered by our subcontractor EMBS which specifically focuses on lower level functional skills for the local minority ethnic community. Retention was similar for both groups of students at all levels while pass rates for BME students were generally lower.

Achievement on Functional Skills courses was 10.6pp higher for BME students at 68.0% compared to 57.4% for White British. In English the achievement rates were very similar at 71.0% for White British against 69.9% for BME while in maths there was a considerable gap with only 47.0% achievement for White British compared with 64.9% for BME students.

At Curriculum Area level, the only areas with a statistically significant difference between BME and White British achievement were Pathways where BME achievement was 100% compared to 85.9% for White British and Performing Arts where BME achievement was 84.2% compared to 96.5% for White British.

Learning Difficulty/Disabilities

Overall achievement for students with a learning difficulty or disability (LDD) was 3.0pp lower than for those without at 83.9% compared to 86.9%. The difference is down to lower pass rates as retention was similar for the two groups but slightly higher for LDD students at 94.9% compared to 93.8% for those without. Achievement was similar at all levels except level 1 where LDD achievement was only 68.1% compared to 78.8%. Achievement was similar for students aged 19+ while for those aged 16-18 there was a gap of 4.0pp.

Functional Skills achievement was 15.7% lower for LDD students at 51.0% compared to 66.7% for students without a disability. Both English and maths showed a significant difference in achievement with English being 8.3pp lower (64.0% compared with 72.3%) while maths was 17.6pp lower (42.1% compared with 59.7%).

The only Curriculum Areas with a significant gap between LDD achievement and other students were Media (89.5% compared to 98.7%), Countryside Management (92.9% compared to 50.0%), Equine (77.0% compared to 90.6%) and Sport (80.5% compared to 96.4%).

Disadvantaged Groups

Overall achievement for Looked After (have been in care or are a care leaver) students was 26.8pp lower than for non-Looked After students. This was in part down to a relatively small cohort of 71 enrolments, but achievement was still statistically significantly lower. This was primarily down to lower retention at 78.6% (15 withdrawals) in comparison to 94.5% retention for non-LAC students.

Overall achievement for students receiving free meals was 6.1pp lower than other students at 80.7%. The gap was especially large on entry level courses where achievement was only 71.8% compared to 94.2%. A high proportion (48.8%) of these entry level enrolments are Functional Skills where achievement rates are notably lower across the college.

It is clear that student outcomes in the last 2 years have been significantly impacted by the pandemic, changes to education during this period, other parts of their life, such as caring responsibilities, becoming more of a priority and changes to their lives and lifestyles have meant that educational progress has been very difficult for some young people. In addition, it is also clear that some groups of people have had greater challenges during this period than others, due to their circumstances, personal needs or health and some of the student outcome data related to 2020-21 reflects these enormous challenges.

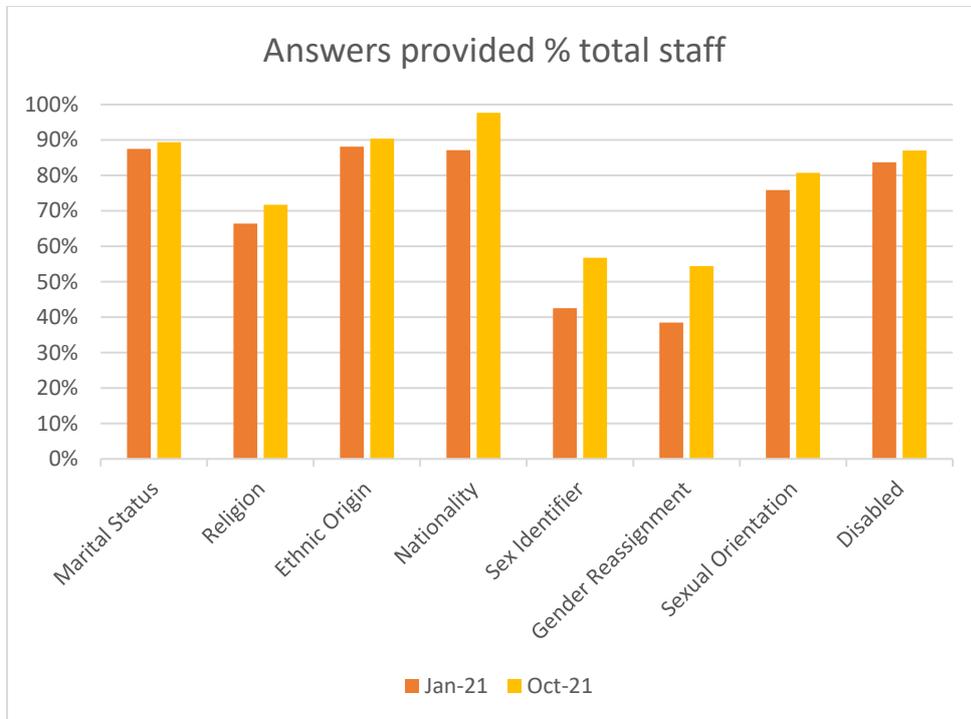
However, as we enter the post-pandemic recovery period it is essential that disadvantaged students can access support to ensure they can recover lost learning and continue to make progress towards their long-term learning goals. To ensure that this can happen and that any necessary interventions are handled swiftly for 2021-22 quality assurance meetings will include specific focus on groups of students who are disadvantaged by their Special Educational Needs, financial needs or home or care needs through half-termly Key Quality Indicator meetings with the SEND Support and Student Engagement Teams -previously such meetings have only included Curriculum Teams and this change is in recognition of the impact such support services can have on student outcomes.

	Objective	Where were we?	Where are we now?	New emerging concerns
Strand 1: That all students achieve equally, regardless of ethnicity	<ul style="list-style-type: none"> Ensure that Study Programme students of minority ethnic heritage are supported to remain and achieve at college - increase retention and achievement across all minority heritage groups, but particularly African and WB to within 3pp of overall college average for their age group and learning aim. 	<p>African 3.1 pp below (53 enrolments)</p> <p>WB Caribbean 20.5pp below (40 enrolments)</p>	<p>African 8.6pp above (21 enrolments)</p> <p>WB Caribbean 10.6pp below (36 enrolments)</p>	<p>Some ethnicity groups have achievement outcomes significantly below average for the college, however most of these are small numbers of students and therefore data is not necessarily reliable or indicative of wider issues. For example:</p> <p>Other Black – 21 enrolments, 10.4pp below</p> <p>Other Mixed – 67 enrolments, 15pp below</p> <p>Pakistani – 18 enrolments, 3.5pp below and declining 3 yr trend</p>
	<ul style="list-style-type: none"> Ensure that all adult learners (including subcontracted) of minority ethnic heritage achieve in line with the college average for their age group and learning aim, increasing retention and achievement to within 3pp. and Maths & English ach 71.4% 	<p>19+ ESOL 5.5pp below</p> <p>19+ Basic Skills 18.5pp below</p>	<p>19+ ESOL 8.1pp above</p> <p>19+ Basic Skills 14pp below and an increase of 4.9% in achievement for this group of learners (compared to 0.4% increase across all learning aims for 19+ funded learners)</p>	
Strand 2: That all students achieve equally, regardless of disability	<ul style="list-style-type: none"> Ensure that Study Programme students with dyslexia and dyscalculia are supported to achieve qualifications in maths and English to ensure their future progression in education and employment - increase achievement to within 3pp of the average for their age group and learning aim 	<p>GCSE and Functional Skills 16-18s: Dyslexia 14.4pp below</p> <p>Dyscalculia 32.4pp below</p>	<p>GCSE English Dyslexia 4.2pp above</p> <p>GCSE Maths 2.2pp below</p> <p>Functional Skills Dyslexia 0.8pp below</p> <p>GCSE English Dyscalculia (1 learner) 100%</p> <p>GCSE Maths – no learners with Dyscalculia</p>	<p>Students aged 16-18 who have identified in the Autism category (328 enrolments) have achieved 1.8pp below the college average, a decline of 2.9pp on the last 2 years. Dyslexia (403 enrolments) and Dyscalculia (23 enrolments) remain a concern and students with 'moderate'</p>

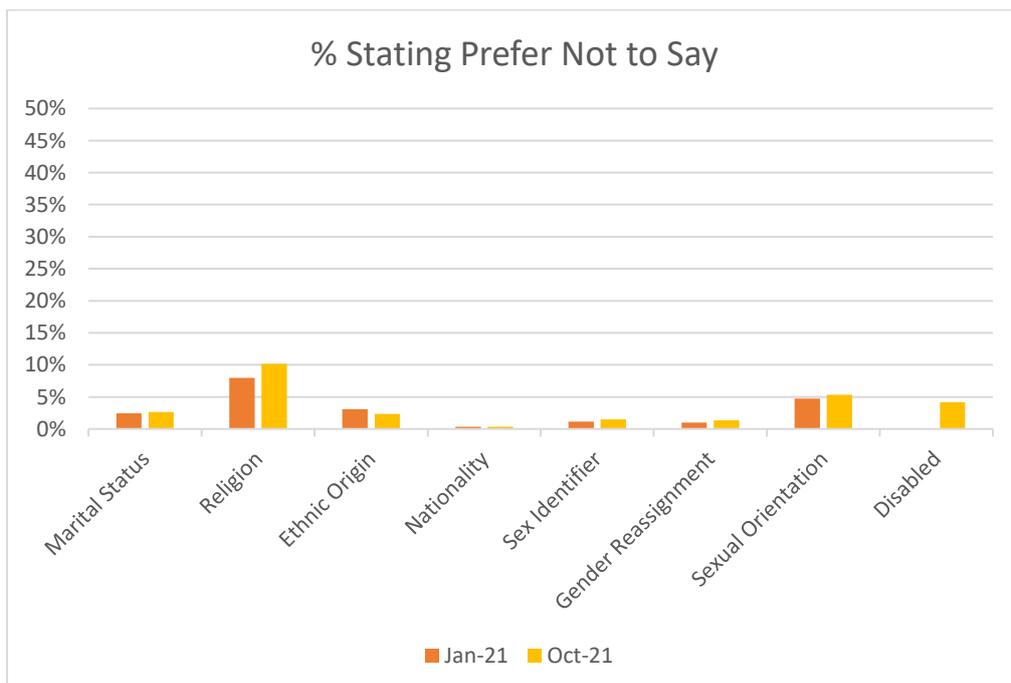
			Functional Skills Dyscalculia 9.5pp below	learning difficulties (114 enrolments) have taken a significant reduction of 18.7pp on the previous year.
	<ul style="list-style-type: none"> Ensure that adult learners with Mental Health needs are supported to remain and achieve on their course, increasing achievement to within 3pp of the college average for their age group and learning aim. 	19+ all learning aims - 6.7pp below	19+ learners across all aims - 8.7pp below	19+ learners with Autism (86 enrolments) indicate an achievement gap of 8.3pp for the first time – in the last 2 years these have outperformed college averages. Moderate learning difficulties (31 enrolments) is 23.2% below, although there are small numbers in this category.
Strand 3: That students from other disadvantaged Groups achieve at least as well as their peers	<ul style="list-style-type: none"> Ensure that Study Programme students who are Looked After Children or Young Adult Carers are supported to achieve as well as their peers - improve retention and achievement to within 3pp of college average for age group and learning aim. 	LAC achievement 17pp below YAC 15.2pp below	LAC retention 15.3pp below, achievement 36.6pp below. YAC retention, 6.1pp above (100%), achievement 0.1pp below	

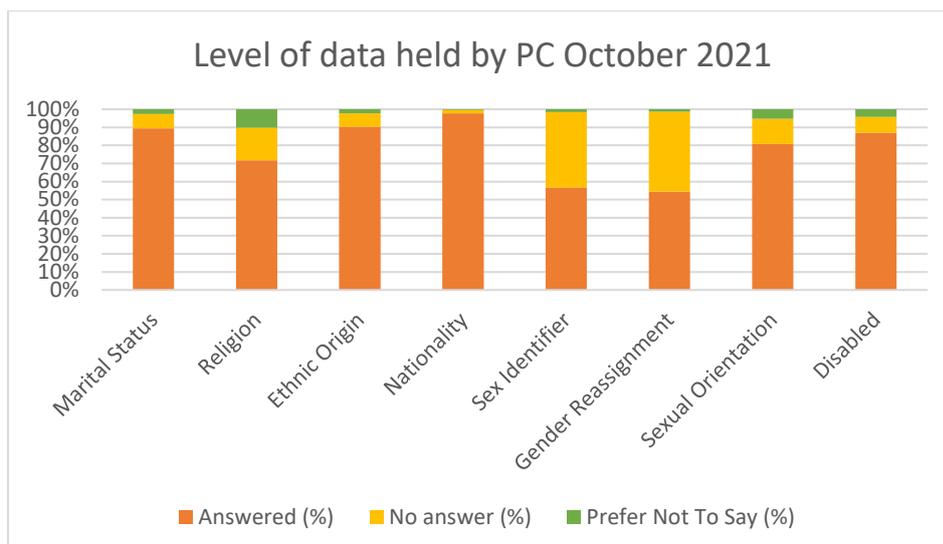
5. Staff

There remains a significant challenge with having access to complete and accurate staff data on which to base all equalities work. The categories with the most complete data are now Ethnic Origin (90.3%) and Nationality (97.7%), but increases in these areas are most likely to be linked to external processes around rights to work following Brexit.



There has been some improvement in the numbers of staff completing data since January 2021, however in some cases this has resulted in an increase of 'Prefer Not To Say' rather than an increase in information being held. This does provide some insight though into the categories of Protected Characteristic that staff feel most anxious about.





Protected Characteristics data is collected from applicants when they first apply for a role, and this data now forms the basis of their staff record if appointed, however this is a relatively recent development of systems and so the issue will reduce in future as more staff are recruited using this process, however, there remain large numbers of staff who joined prior to this process who have not completed data.

In September 2020 the college created a strategic steering group to consider the theme of ‘Addressing Racism in FE’ and work alongside colleagues both internally and nationally with the Black FE Leadership (BFELG) Group, who have significantly raised their profile in the last 12 months, to address the challenges within the sector. The steering group is a small group of mainly management staff and during 2020/21 this group focused on its core aims and developing a strategic identity, including deciding whether to formally affiliate with BFELG and subscribe to their training and support package, the latter of which would require a significant annual outlay. In the end, the group did agree to affiliate with BFELG and follow their 10-step plan but decided against the training and support package due to not being able to ascertain the value for money of the package, especially given that the college had yet to identify its training needs. For 2021/22 the group intends to develop an action plan, identify key figures and teams across the college who will be important in the delivery of the plan over the next few years, and begin working on different aspects of the plan -the first stage of this will be to formally issue its Statement of Intent on the matter (see Appendix B).

The college has endeavoured to make other protected characteristics more openly discussed and normalised within the organisation – for example Autism Awareness week activities from the SEND Support team led to several staff members openly and publicly sharing information about their own Autism diagnoses and the impact on their lives. As a result of this, an informal staff group was created, ‘Let’s talk Neurodiversity’ where any staff member can attend the monthly meetings, either to ask questions, share an experience, discuss relevant issues or ask advice. The group has already had a positive impact by enabling open discussions about challenges being experienced and found some solutions which have improved the work environment for our staff with Autism. Staff groups related to issues such as the menopause and wellbeing have been in place for a few years, however this is the first time a group has been so directly linked to the protected characteristics.

Across the sector there is a significant amount of attention on issues related to equality, diversity and inclusion currently, with both the aforementioned Black FE Leadership group becoming much more widely known, and the AoC recent publication [‘The Current Status of Equality, Diversity and Inclusion in the Further Education Sector in England’](#) which highlights the lack of diversity at Board level and makes several recommendations to support Boards to achieve EDI outcomes.

Future plans in relation to improving equality and experiences for all staff include continued encouragement for disclosure of personal data so that we can work with accurate data and identify areas on which to focus, expansion of the staff groups to provide a forum for staff to discuss their experiences and share ideas for improvement, a full review of the recruitment process to ensure that we are outwardly projecting our values and can more accurately reflect our community in our staff body.

		Where were we?	Where are we now?	New emerging concerns
Strand 1 - That the workforce is reflective of the community and the student population	<ul style="list-style-type: none"> Ensure that staff data is as complete as is possible and that staff feel comfortable to disclose their Protected Characteristics before comparisons are made to community and student profiles. 	Significant gaps in completion of staff data which varies depending on the PC, but is between 37% and 88% completion	Small improvements across the board with largest in the category of ethnicity, but this may have been driven by other external factors, such as employment and right to work processes.	Progress has been very slow on this aspect and there are still significant gaps in our knowledge about staff, which makes our work in securing equality for all very difficult.
	<ul style="list-style-type: none"> Aim to reduce the number of staff who have not completed their PC data by 10pp by 2023. 	Marital Status 87.46% Religion 66.45% Ethnic Origin 88.11% Nationality 87.13% Sex Identifier 42.51% Gender Reassignment 38.44% Sexual Orientation 75.90% Disabled 83.71%	Marital Status 89.35% Religion 71.71% Ethnic Origin 90.35% Nationality 97.67% Sex Identifier 56.74% Gender Reassignment 54.41% Sexual Orientation 80.70% Disabled 87.02%	This has been achieved across 3 categories: nationality, sex identifier and gender reassignment, however gaps in our knowledge are still significant.
	<ul style="list-style-type: none"> Aim to decrease the number of staff who have selected 'Prefer Not To Say' by 3pp by 2023 across all PCs, with particular emphasis on religion/belief and sexual orientation as these are the largest areas where staff select this option. 	Marital Status 2.44% Religion 7.98% Ethnic Origin 3.09% Nationality 0.33% Sex Identifier 1.14% Gender Reassignment 0.98% Sexual Orientation 4.72% Disabled 0.00%	Marital Status 2.66% Religion 10.15% Ethnic Origin 2.33% Nationality 0.33% Sex Identifier 1.50% Gender Reassignment 1.33% Sexual Orientation 5.32% Disabled 4.16%	In most cases the number of staff actively electing to not disclose their PCs has increased – the only exception is for Ethnic Origin, which has decreased by 0.33pp
Strand 2 - That all staff have equality of opportunity to fulfil their potential	<ul style="list-style-type: none"> Ensure that the College attracts and appoints a diverse workforce and that staff are able to fulfil their potential by removing barriers to productivity and ensure this is monitored and reported on. Increase the number of applications from men, those with a disability and those from 	% applications from minority groups 19/20: Men 6% Disability 5% Minority Ethnic 19%	% applications from minority groups 20/21: Men 11% Disability 6% Minority Ethnic 20%	Further analysis of data would help to understand the type of roles groups of staff apply for

	minority ethnic backgrounds by 3pp in 2021/22.			
	<ul style="list-style-type: none"> Review roles where applicants for vacancies from minority groups have not been successful and to increase appointments from BME backgrounds to 5% and those from the LGBTQi+ community to 3% of all college appointments. 	Applicants 19/20: BME 0.6% LGBTQ+ 1.3%	Applicants 20/21: BME 0.6% LGBTQ+ 0.7%	Reduction in applicants from LGBTQ+ community and no progress on BME
Strand 3 - That all staff have job satisfaction	<ul style="list-style-type: none"> Reduce the number of disciplinarys related to the Dignity at Work policy by 5 cases in 2021/22. 	20/21 -13 cases	21/22 to date – 4 cases	
	<ul style="list-style-type: none"> Report annually on the Staff Satisfaction survey by each of the Protected Characteristics to gauge satisfaction levels and identify trends. 	No data	No data available yet – staff survey will be summer term 2022.	

6. Recommendations

There has been some progress on the student EOs based around ethnicity, however there is still much work to do in ensuring consistently strong student outcomes across all ethnic groups. The existing EOs in this strand are still necessary and relevant, however in order to fully achieve the outcome it is necessary to consider other minority ethnic groups as well as those specifically noted in the objective. As the numbers of students within these groups are low the traditional student outcome data may not be useful and some qualitative approaches may provide better insight into the experiences of minority ethnic students, which can then inform teaching practice.

In relation to learning difficulties and disabilities, there has been some progress with the specific groups identified in the objective, however it is not enough and students in these groups do not yet have consistently strong outcomes that are comparable with their peers in the college. In addition, students who have identified with Autism have also shown a decline in outcomes over the last 2 years -this may be related to the pandemic; however, this is a worrying achievement gap that should be explored and understood.

Young people who have been through, or are still part of, the care system have not managed to stay in education or achieve their educational outcomes in line with their peers over the last 2 years, despite specific provision that was made available during the various stages of national restrictions during 2020/21 -there has been very little progress with this outcome and this remains a significant achievement gap and area for concern. For young people who identify as carers for a family member, 2020-21 was a much better year for them educationally – they were able to thrive in the specialist onsite provision that was made available and did much better than in the previous year where onsite provision was not always available or care systems for their family members were not in place to enable them to attend onsite provision. However, as we move through the pandemic, these students remain a concern as support services and health & social care structures may change.

The student focused Equality Objectives should remain in place, however it is proposed that there is the following addition to reflect the position noted above:

Strand 2: That all students achieve equally, regardless of disability or learning difficulty

- Ensure that students with Autism are supported to re-engage with education post pandemic, attend college and achieve their qualifications to within 2pp of their peers on the same learning aims

For staff, there has been some progress towards strand 1 objectives, however in some aspects this has been very slow and a renewed focus is needed on this areas. Data is almost complete in a few aspects, therefore these can be less of a focus for action. Strand 2 objectives have shown very little progress, if any in most cases, however this may be because it is too early to see the impact of work that has taken place. For strand 3, it is not yet possible to measure data that can be compared to previous years because it is too early in the year. Therefore, no amendments are recommended for the staff EOs.

7. Appendix A – Data

Students

Ethnic Group

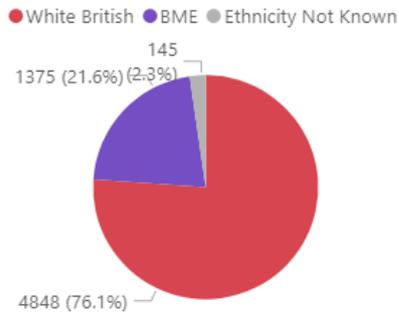


Figure 1 Ethnicity, all college students, 2020-21 Students, 2020-21

Ethnic Group

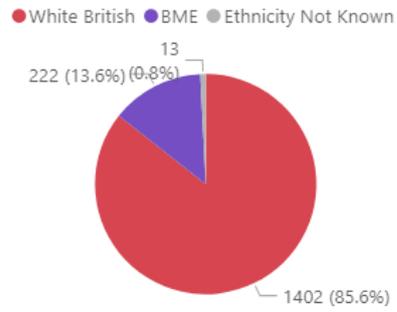


Figure 2 Ethnicity, Study Programme Students, 2020-21

Oxfordshire Schools Pupil Ethnicity 2021

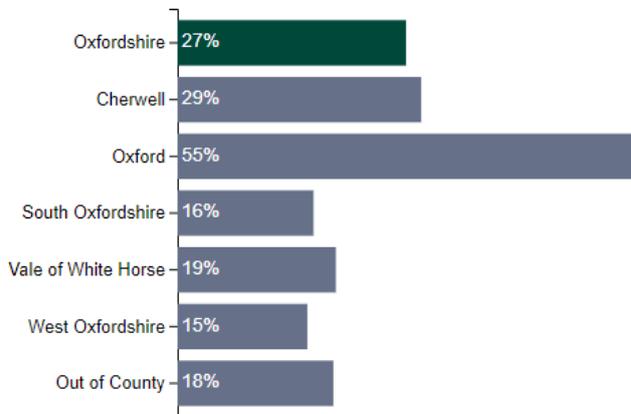


Figure 3 Oxfordshire Districts, Ethnic Minorities in Secondary Education

[Oxfordshire schools - pupil ethnicity and first language 2021 | Oxfordshire Insight](#)

High-level category		Detailed category		Area			
				Oxfordshire		South East	
				%	number	%	number
All usual residents	All	100.00	653,798.00	100.00	#####		
White	English/Welsh/Scottish/Northe..	83.60	546,801.00	85.20	#####		
	Gypsy or Irish Traveller	0.10	623.00	0.20	14,542.00		
	Irish	1.00	6,291.00	0.90	73,571.00		
	Other White	6.20	40,289.00	4.40	380,709.00		
Asian/Asian British	Bangladeshi	0.40	2,491.00	0.30	27,951.00		
	Chinese	0.90	5,618.00	0.60	53,061.00		
	Indian	1.20	8,140.00	1.80	152,132.00		
	Other Asian	1.20	7,562.00	1.40	119,652.00		
	Pakistani	1.20	7,846.00	1.10	99,246.00		
Black/African/CaribbeAfrican British		1.10	7,039.00	1.00	87,345.00		
	Caribbean	0.50	3,070.00	0.40	34,225.00		
	Other Black	0.20	1,315.00	0.20	14,443.00		
Mixed/multiple ethnic groups	Other Mixed	0.50	3,396.00	0.50	40,195.00		
	White and Asian	0.70	4,521.00	0.70	58,764.00		
	White and Black African	0.20	1,557.00	0.30	22,825.00		
	White and Black Caribbean	0.60	3,759.00	0.50	45,980.00		
Other ethnic group	Any other ethnic group	0.30	2,122.00	0.40	31,748.00		
	Arab	0.20	1,358.00	0.20	19,363.00		

Figure 4, 2011 Census data on ethnic groups, Oxfordshire and South East Region

[Workbook: Ethnicity in Oxfordshire \(tableau.com\)](#)

Staff

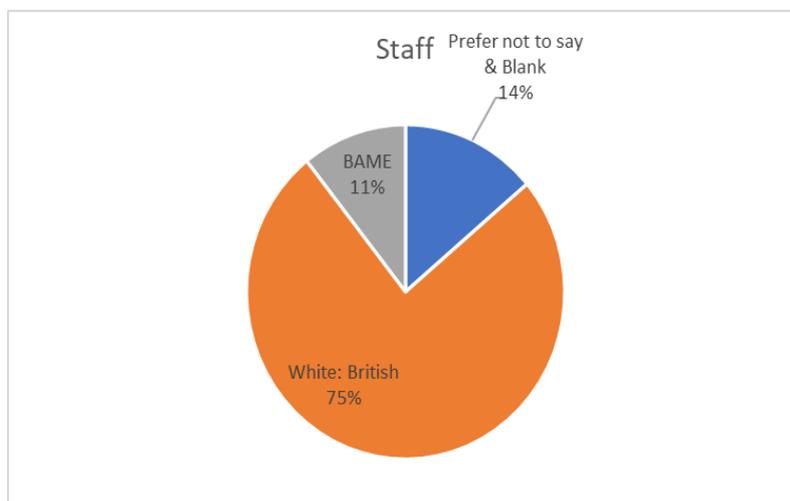


Figure 5 College Staff declared ethnicity data, Dec 2021

8. Appendix B – Addressing Racism Statement of Intent



Statement of Intent on Racism

Abingdon & Witney College stands firmly against any form of racism, discrimination or harassment and stands in solidarity with our community. We acknowledge that racism exists in our society and therefore it must exist in our college community also, but we will not tolerate it in any form and we will support any student or staff member who has been subjected to racism, discrimination or harassment.

We recognise that as a further education college, adult education provider, Higher Education provider, as an employer and as a community stakeholder, we have a huge role to play in educating people of all ages and shaping how they think about and interact with the world around them. We place a high priority on this role and we acknowledge that it is no longer enough to be non-racist – we must now be actively and visibly anti-racist in everything that we say and do.

We understand that this is a journey in which we will be educating ourselves, our staff, students and our community, and we acknowledge that it will take commitment from everyone to make meaningful and lasting change - we are determined that we will do this, no matter how challenging it seems and no matter how difficult the conversations we need to have along the way.

Our next steps will be to create a plan of actions to begin our journey, we feel strongly that it is now time for action and we look forward to working with our staff, students, and supporters on this and are confident that they will all embrace the journey with us.

9. Appendix C – Proposed Equality Objectives 2022-2024

Students

Strand 1: That all students achieve equally, regardless of ethnicity

- Ensure that Study Programme students of minority ethnic heritage are supported to remain and achieve at college - increase retention and achievement across all minority heritage groups, but particularly African (3.1pp below in 19/20) and WB Caribbean (20.5pp below in 19/20) to within 3pp of overall college average for their age group and learning aim.
- Ensure that all adult learners (including subcontracted) of minority ethnic heritage achieve in line with the college average for their age group and learning aim, increasing retention and achievement to within 3pp. (19/20 19+ ESOL ach 78.9% (5.5pp below) and Maths & English ach 71.4% (13pp below))

Strand 2: That all students achieve equally, regardless of disability

- Ensure that Study Programme students with dyslexia and dyscalculia are supported to achieve qualifications in maths and English to ensure their future progression in education and employment - increase achievement to within 3pp of the average for their age group and learning aim (19/20 Dysl 14.4pp below (73.6%), dyscalculia 32.4pp below (55.6%) for E&M GCSE and FS 16-18s).
- Ensure that students with Autism are supported to re-engage with education post pandemic, attend college and achieve their qualifications to within 2pp of their peers on the same learning aims.
- Ensure that adult learners with Mental Health needs are supported to remain and achieve on their course, increasing achievement to within 3pp of the college average for their age group and learning aim (19/20 6.7pp below).

Strand 3: That students from other disadvantaged Groups achieve at least as well as their peers

- Ensure that Study Programme students who are Looked After Children or Young Adult Carers are supported to achieve as well as their peers - improve retention and achievement to within 3pp of college average for age group and learning aim (19/20 LAC achievement 17pp below, YAC 15.2pp below).

Staff

Strand 1 - That the workforce is reflective of the community and the student population

- Ensure that staff data is as complete as is possible and that staff feel comfortable to disclose their Protected Characteristics before comparisons are made to community and student profiles.
- Aim to reduce the number of staff who have not completed their PC data by 10pp by 2023.
- Aim to decrease the number of staff who have selected 'Prefer Not To Say' by 3pp by 2023 across all PCs, with particular emphasis on religion/belief and sexual orientation as these are the largest areas where staff select this option.

Strand 2 - That all staff have equality of opportunity to fulfil their potential

- Ensure that the College attracts and appoints a diverse workforce and that staff are able to fulfil their potential by removing barriers to productivity and ensure this is monitored and reported on. Increase the number of applications from men, those with a disability and those from minority ethnic backgrounds by 3pp in 2021/22.
- Review roles where applicants from minority groups have not been successful and to increase appointments from BME backgrounds to 5% and those from the LGBTQi+ community to 3% of all college appointments.

Strand 3 - That all staff have job satisfaction

- Reduce the number of disciplinaries related to the Dignity at Work policy by 5 cases in 2021/22.
- Report annually on the Staff Satisfaction survey by each of the Protected Characteristics to gauge satisfaction levels and identify trends.