

Equality, Diversity and Inclusion Annual Report

Equality, Diversity and Inclusion Annual Report 2023-2024

1. Purpose

The Annual Equality, Diversity and Inclusion Report provide an overview of key equality information, data for both staff and students and highlights key priorities for the forthcoming year.

2. Introductions

The College is committed to providing a learning and work environment free from direct or indirect discrimination, harassment or victimisation where all members of our community are treated with respect and dignity and valued for their contribution and individuality. We believe in inclusivity and opportunity for all students, staff and the wider community and recognise the key role education has in helping to transform society for the benefit of individuals and communities.

We have Equality, Diversity, and Inclusion (EDI) policy, which sets out the College's commitments and approach to EDI and offering an inclusive and supportive environment for students, staff, contractors and visitors that is free from discrimination. The Policy also outlines the responsibilities of members of the College's community to adhere to and uphold the Policy. The aim of the Policy is to promote positive attitudes towards inclusivity and valuing diversity and sets out how the College will meet its public equality duty and integrate equality of opportunity into all aspects of College life.

We have an EDI Committee, which is responsible for the development, monitoring and implementation of our EDI activities and action plan including ensuring that the objectives of the EDI policy are met. The EDI committee is chaired by the Assistant Principal Student Services and Deputy Chaired by the VP Quality, LS, HR. The work of the EDI committee is supported and informed by a wide range of activities and working groups, including student groups and student voice is an important element of our plan.

We are ambitious and committed to continually improve Equality, Diversity and Inclusion to achieve equality of opportunity for our community as we recognise and value difference, working together to create a culture of equality and inclusion. We strive to be a place where everyone feels welcomed, valued and safe.

3. Progress against EDI action plan 2023/24

The College's EDI activities focused on the following areas,

Our students' actions focused on

a) Retention, Pass and Achievement of 16–18-year-old learners

- We identify curriculum courses where retention, pass or achievement is below NR. Curriculum & Quality Performance Report. Programmes put in subjects requiring improvement and monitored through the QA processes of QRR, QIP and lesson visits.
- Actions Quality Improvement Plan at curriculum level recognises issues with 16-18 retention, pass and achievement in those areas. Retention is included in the QIP and data is monitored through Curriculum & Quality Performance.
- Monitor retention, pass and achievement takes place through formal College systems (QRR and KPIs). Course close down meetings identify further areas for improvement for next academic year.

b) Students with a declared learning difficulty or disability.

- In relation to declared learning difficulty or disability, students are identified at enrolment, and staff identify throughout the year students who have not had issues recognised before. Group Profiles are in place to support staff to moderate their teaching styles to support learners. Additional training provided to all teaching teams so they can better support dyslexia, dyspraxia, ADHD and autism. Staff identify learners at risk of not achieving at four points in the year (R0, R1, R2 & R3). Work is ongoing to explore further ways and systems to identify curriculum areas where these students are not achieving as well as their counterparts, particularly to identify in year gaps.
- Review of current cohort of learners to ensure teaching staff are aware of their student's specific needs and their responsibility as a teacher for SEN. The learning and development team reviewed learner support plans and share with departments via meetings and group profiles. LSA provide individual support that is monitored throughout the academic year with expectations to reduced one to one time building resilience and independence skills. Curriculum managers identify SEND at risk students through R0, R1, R2 and R3 and in negotiation with the curriculum and progress coaches the PoD and LSAs provide interventions.
- Deep dives and observations identify areas where tutors are not responding to SEND proactively and effectively, feedback and support have been provided to relevant lectures to enable enhanced support for students.
- A programme of training was introduced to identify training and support for staff to become the SEN teacher for their students.

c) Disadvantaged students or those from widening participation areas

- We continue to explore further ways and systems to identify students from disadvantaged backgrounds or widening participation areas who are not retained and therefore do not achieve as well as students from other areas. This includes ensuring actions in Quality

Improvement Plan at curriculum level recognises issues with retention of students from widening participation/disadvantaged backgrounds in those curriculum areas.

- Retention pass and achievement are monitored through formal college systems (QRR and KPIs).
- d) 19+ students who receive a bursary
- Plans are in place to analyse data for students aged 19+ in receipt of a bursary to identify achievements gaps among groups of students by curriculum areas where these students are not achieving as well as their counterparts
 - RPCs continue to support students in receipt of a bursary to ensure they have access to all the required help to enable them to achieve. The department is developing recording processes to ensure they can report on retention, pass and achievement of learners in receipt of bursary.

Our staff actions focused on

- e) Improve data quality for all protected characteristics
- To improve data quality for all protected characteristics held by HR, staff have been encouraged to share and update their personnel record via HR Self Service. A range of promotions and communication have been used to explain why it is important to share this data. The prefer not to say / not know section of all characteristics have improved but more needs to be done to further improve our data set.
 - The EDI Committee has been monitoring improvement in data held by HR about protected characteristics and recommendation of further communication/ promotion have been acted on.
- f) Obtain further staff feedback on EDI priorities.
- Sub Groups of staff has been setup to work with staff to identify key EDI priorities and help develop training and the action plan. The get Involved / get Inclusive project has been engaging various staff groups to inform areas for action.
 - Our staff training, conference and events continue to remind staff on our vision, mission and values and the recent Get Involved activities have refreshed our efforts to embed these into all our aspects of work.
 - The EDI Committee have been analysing feedback and determine priority action areas for next year.
- g) Deliver targeted staff training to build EDI knowledge and expertise.
- The EDI Committee have been reviewing EDI training including mandatory training. and determining actions to address any gaps. Mandatory training managed through Astute E-Learning which includes EDI and has built in reporting to confirm staff completion and

chase non-completion. Staff undertake refresher training every three years. The EDI action plan will address training requirements through a programme of training covering

- Culture awareness,
 - LGBPTQi+
 - SEND.
 - Targeted training for staff will be identified through appraisal process.
- Plans also include establishing an effective process for the dissemination of resources from third party partnerships such as Mindful Employer, Disability Confident and Rainbow Flag and to build staff knowledge on all areas of EDI.
- h) Implement actions to broaden the ethnic profile of the workforce
- We continue to be committed to increase staff diversity within the College through recruitment to ensure staff characteristics is reflective of the student population's characteristics and this is action that will be on going.
 - We have been working with various partners to refocus our recruitment campaigns to ensure we are able to recruit talented staff, while increase staff diversity within the College.

4. Student Equality and Diversity Data June 2023

Student Profile - Education and Training

Area	Student Numbers	Retention	Pass	Achievement	Additional Information
Age					
16-18	1989	80.3%	93.3%	75.0%	19+ students outperform 16-18 in retention, pass and achievement.
19+	1561	87.8%	95.9%	84.2%	
Race and Ethnicity 16-18					
BME	177	83.6%	94.8%	79.3%	BME students outperform their white counterparts in achievement, pass and retention.
White	1809	79.9%	93.2%	74.5%	
Race and Ethnicity 19+					
BME	430	92.0%	96.3%	88.6%	BME students outperform their white counterparts in achievement, pass and retention.
White	1126	85.7%	95.8%	82.1%	
Sex					
Female	1977	82.8%	94.9%	78.6%	Male learners have been retained slightly higher but have a lower pass rate.
Male	1573	83.8%	93.9%	78.6%	
Disability and learning difficulty 16-18					
SEND	746	80.4%	91.6%	72.8%	Students who have declared a learning difficulty or disability (16-18) have similar retention rate however their pass rate is lower than students without a declaration of SEND
Not SEND	1243	80.2%	94.5%	75.8%	
Disability and learning difficulty 19+					
SEND	453	89.3%	94.2%	84.2%	Students who have declared a disability (19+) have a higher retention rate and similar achievement rate.
Not SEND	1108	87.1%	96.7%	84.3%	

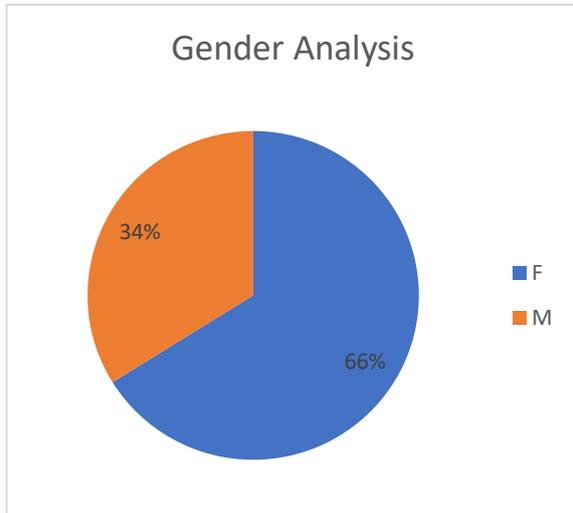
Area	Student Numbers	Retention	Pass	Achievement	Additional Information
Free school meals 16-18					
FSM	449	83.1	93.5	77.7	Students who are in receipt of FSM have higher pass, retention and achievement rate compared to other students.
Non FSM	1461	79.3	93.4	74.1	
Disadvantaged or Widening Participation					
WP	2736	82.4%	94.0%	77.4%	Students from widening participation backgrounds or are disadvantaged are not retained nor achieve as well as other students.
Non-WP	814	86.7%	96.1%	83.3%	
Receiving support through bursary 16-18					
Bursary	1236	84.8%	94.0%	79.7%	Students aged 16-18 who receive a bursary are retained, pass and achieve more than those without.
Non Bursary	777	82.9%	92.9%	77.0%	
Receiving support through bursary 19+					
Bursary	238	88.8%	96.9%	86.1%	Students aged 16-18 who receive a bursary are retained, pass and achieve more than those without.
Non Bursary	1299	81.3%	96.1%	78.1%	

Student Profile - Apprenticeships

	No. In Learning	Achievement	Additional Information
Age			
16-18	346	69.5%	Students over 19 outperform 16-18 learners. This is largely to do with retention.
19-23	182	74.4%	
24+	295	82.1%	
Race and Ethnicity			
BME	33	81.8%	BME students outperform their white counterparts.
White	790	75.5%	
Sex			
Female	285	78.3%	Female students outperform male students
Male	538	74.1%	
Disability and learning difficulty			
SEND	129	67.3%	Learners with SEND are not achieving as well as other learners.
Not SEND	134	77.2%	

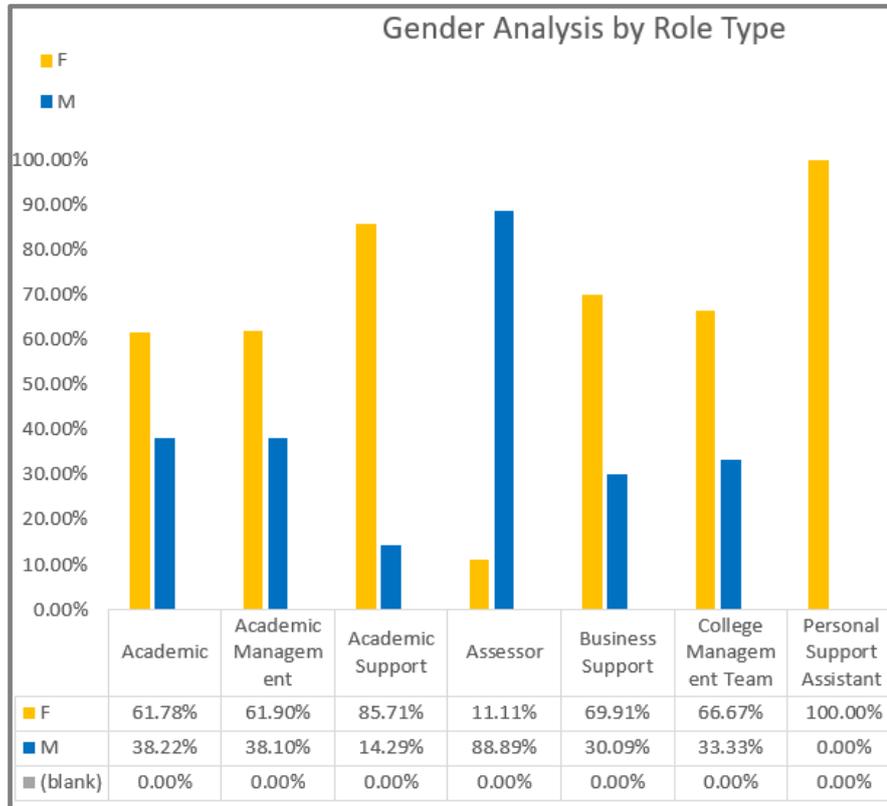
5. Staff Equality and Diversity Data June 2023

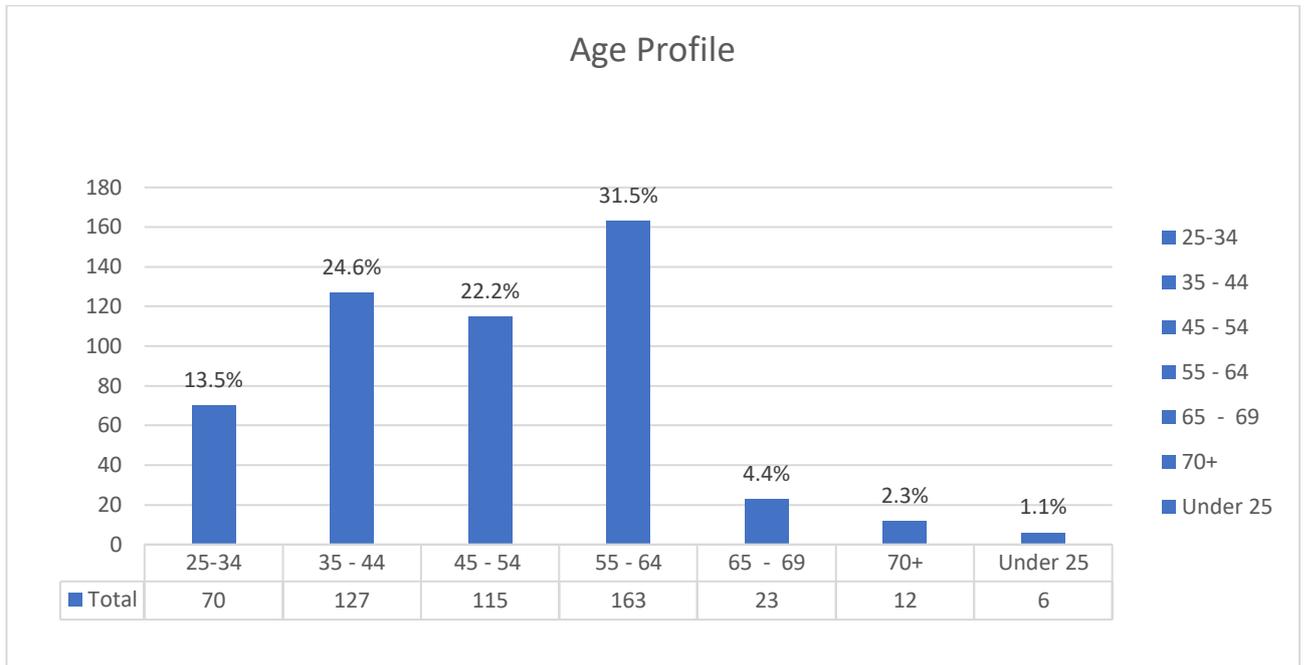
Data is collected on our staff profile as part of the recruitment and selection process and the following charts provide an overview of the current position.



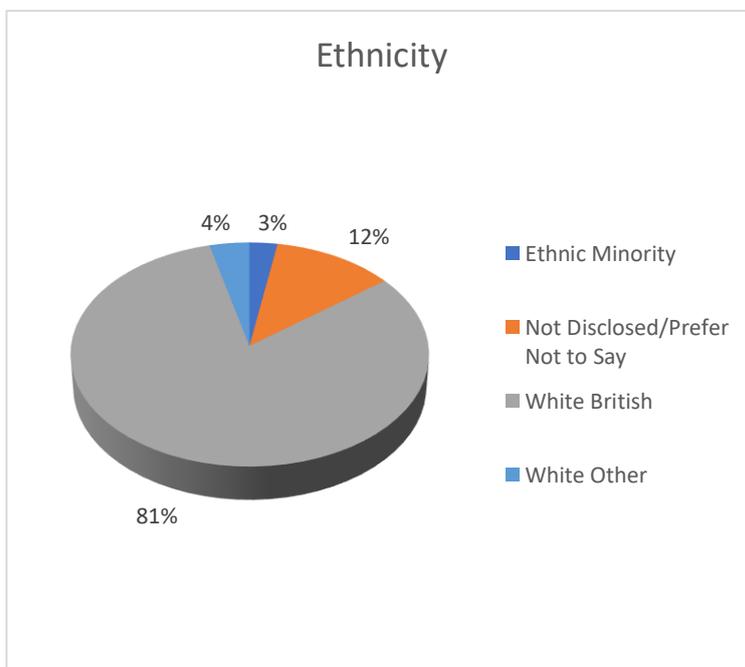
The gender balance percentage across the workforce has remained relatively stable since 2019/20. In the 2023/23 academic year, females made up 66% of the College's workforce which is a 1.6 percentage point decrease from the position in 2021/22 and 1% below the position in 2019/20.

The table shows the profile by gender across role types and identified that only one area has a significantly higher representation of men, which is Assessors. The percentage of females in management roles has slightly increased from the 2022/23 reported data, from 69.2% to 69.91%.





The percentage of the College workforce aged over 45 has remained static in the 2022/23 academic year, only decreasing by 0.4% since 2021/22. The mean age has increased slightly from the previous academic year, from 48 to 48.6, however the median age remains 50. We currently employ 12 people older than 70 and our oldest employee is 83.



The ethnic profile of the College has not considerably changed since data was published for the 2021/22 academic year, with the workforce remaining predominantly white British, although this percentage has reduced by 2.7%. Staff stating they are from an ethnic minority has increased by 0.5%. This reflects the challenges the college continues to experience in creating a diverse workforce.

6. Looking ahead and our continued developments

- **We have produced a new strategic approach and action for 2023-24, which aims to further enhance our EDI activities and increase the visibility of equality issues.**
- **We have signed up to work towards the Fair Employment Charter with the Liverpool City Region Combined Authority which evaluates our approaches to being fair and just, taking care of our employees' health and wellbeing and being inclusive.**

Appendix A

EDI Strategic Plan

Background and Purpose

1. The purpose of our Equality, Diversity and Inclusion (EDI) strategy and plan is to help achieve our equality of opportunity objectives, celebrate the diversity of our community and continue to improve our EDI practice.
2. At our college, we believe in the transformative power of education and professional level employment and we are very proud of our community and curriculum offer, which aims to be outstanding, inclusive and develop student's employability skills.
3. Ethically, we are committed to treating everyone fairly and providing an inclusive environment that offers equal opportunities for all, the chance for everyone to succeed and reach their full potential. As a College we will do what is possible to support our students, staff and local community.
4. Our values of excellence, accountability, innovation, collaboration and integrity are at the heart of all that we do and we work together to ensure that we provide the best opportunity and experience to our students and staff.
5. By recognising and valuing our differences, we work together as a community to create a culture of equality, diversity, inclusion and respect across the College and a place where everyone feels welcomed, valued and safe.
6. To achieve our vision of being the best College in the country, we rely on the talent and contribution of our diverse and inclusive community. Our commitment aims to ensure that EDI is central to how we function, making full use of individuals talents, learn from a wide range of knowledge and experience and learn and develop as a community, challenging inequalities and providing an equal voice for everyone.
7. In addition to our objectives, values, business case, ethical and moral commitment to EDI, we have a legal duty (as defined by the Equality Act 2010), to advance equality for all. This Act legally protects people from discrimination and aims to eliminate discrimination, harassment and victimisation, advance equality of opportunity, foster good relations between persons who share a protected characteristic and those who do not. Our EDI policy and approach will inform our work on advancing equality and meeting our duties.
8. The protected characteristics under the Equality Act 2010 are, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

EDI action plan

9. We strive to creating an inclusive learning environment and curriculum, which fosters a sense of belonging and enables all students to relate to and engage with their learning, ensuring equitable outcomes and improving the student experience. Our new EDI action plan outlines the key areas we wish to focus on and develop to enhance our student and staff's experience as well as making progress to achieve our EDI commitments. The EDI action plan will target our focus on certain areas to ensure those experiencing inequalities most are those who benefit from our plan. Please see below for the actual action plan.

Leadership and governance

10. The EDI committee are responsible for this Equality, Diversity and Inclusion activities plan. The work of the EDI committee will be supported and informed by a wide range of activities and working groups, including student groups and student voice is an important element of our plan. We will report on our progress through our annual report, which is also provided to the Governing body.