



# **EQUALITY, DIVERSITY AND INCLUSION ANNUAL REPORT 2022/23**

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**October 2023**

## EQUALITY DIVERSITY AND INCLUSION (EDI) ANNUAL REPORT 2022/23

### **1. INTRODUCTION**

- 1.1 This report provides an annual report on how the College seeks to meet the Public Sector Equality Duty 2010 and its general duties as a Further Education (FE) provider in relation to both students and staff and provides an update on progress with its Equality Diversity and Inclusion (EDI) strategy.

### **2. BACKGROUND**

- 2.1. The Equality Duty and general duties as a Further Education (FE) provider are in relation to both students and staff to:
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share said characteristic.
  - **Eliminate unlawful discrimination, harassment and victimisation** and any other conduct prohibited by the Equality Act 2010.
  - **Foster good relations** between people who share a protected characteristic and people who do not share said characteristic.
- 2.2. The Corporation agreed an EDI strategy as part of its Strategic Plan for 2022-2025 in July 2022.
- 2.3. Leicester College has a long history of striving to provide an inclusive learning and working environment for students and staff. The College was recently praised by Ofsted for its 'welcoming and inclusive culture'. This report gives context to the wider learning and working environment; provides highlights with regard to our EDI activities for the academic year 2022/23 and references the plans for the future to ensure Leicester College remains at the forefront of delivering a curriculum that is inclusive and celebrates the contribution of all its students and staff.

### **3. CONTEXT**

- 3.1. Leicester College is the largest education provider and one of the largest employers in the city. During this academic year there were 3,459 16-19 students on study programmes, and 6,463 19+ students. Of these 1,161 were Apprentices (10% of our student community). Leicester City's population has increased by 11% in the last 10 years according to the latest Census. We have a younger than average population with 59.1% identifying as non-white. 70 different languages and dialects are spoken in the city with 52% of primary school children citing languages other than English as their first or preferred language. 49% of the student population identified as 'non-white'. The largest 'minority' were Indian students who made up 17% of the student population.
- 3.2. 54% of students are female, 46% male. 61 students were High Needs. Data on non-binary students are available for the first time this year. 11 students declared

themselves as non-binary.

- 3.3. A significant number of students declared they had a physical or mental disability or impairment that could impact on their learning. This included neurodiversity. 33% of students declared having a mental health issue and 18% of students declared having a physical disability. 568 students declared they were dyslexic, 301 declared they were on the Autism Spectrum, 462 declared having mental health issues, and 239 declared having a physical disability.
- 3.4. Whilst the pandemic continues to impact student outcomes in terms of inequalities and disadvantage particularly with respect to well-being, mental health and educational attainment, advancing EDI for all students and staff remains an on-going priority for the College.
- 3.5. Leicester City has significant areas of deprivation and many of our students are affected by multiple disadvantages. The Census reports Leicester is the 19<sup>th</sup> most deprived local authority in the country. Unemployment rates are 5.3% compared to the national average of 3.8%, with 5.2% claiming benefits compared with 3.7% nationally. 3,415 students received financial support through the Learner Support Fund.
- 3.6. All College campuses were fully open this year however Layton Road one of our community outreach centres closed in July 2023 after the City Council imposed an unaffordable rent increase. All face-to-face activities resumed, with a hybrid model of working developed and delivered across the College which has been welcomed by the majority of staff.
- 3.7. The Head of Inclusion is now well established in post and working effectively in partnership with the Head of Student Engagement, the Head of Personal Social Development and relevant curriculum, Student Services and Human Resources colleagues.

#### **4. EDI AT LEICESTER COLLEGE – OUR STRATEGY AND INTENT**

4.1. The College's first EDI Strategy and Action Plan were adopted at the start of this year. The Governors and ELT remain strong EDI advocates with one Governor taking up the role of EDI Governor Champion. Progress with the KPIs within the EDI Strategy was reported to the Corporation in June 2023, as set out below. Further detail is given in Appendix 1.

#### **4.2. Highlights:**

- Working closely with Staff Race Equality Network and Black Leadership Group to understand lived experience and develop mentoring scheme for Black staff
- 50% on Emerging Leaders programme are Black
- Launching Let's Talk About Race training this month
- Developed in house EDI mandatory training

KPIs	
Ethnic minority staff at all levels increases to 40% of the College workforce by 2025	Currently 34% trending up
Achievement gap between students particularly those with protected characteristics (ethnicity, gender, disability) is reduced	No major gaps
Feedback from Students with protected characteristics is no less favourable than students who do not have a protected characteristic.	No major variations

- 4.3. We continue to embed the College values in all we do (*Respect, Inclusion, Sustainability, Equality and Excellence*) from both a student and staff perspective. The EDI Committee is chaired by the Principal and includes cross-College representatives, including students. The Committee meets three times a year.
- 4.4. The Vice Principals for Curriculum and their Directors are responsible for examining their equality data (*representation, progression, retention and achievement*), and Equality and Diversity Impact Measures (EDIMs) are agreed with senior leaders to address any concerns. Going forward the Head of Inclusion will work with key areas to support them to address any identified areas of concern.
- 4.5. College-wide achievement rates by diversity indicators and accompanying actions are highlighted through the Quality Assurance (QA) process, which is used to analyse the data and agree actions for curriculum area development plans. This is documented in Self-Assessment Reports (SARs) and any areas for improvement identified in Quality Improvement Plans (QIPs). The progress of QIP actions is monitored in February, April and June via Quality Assurance meetings.
- 4.6. The College SAR and QIP is presented to CSQI in November each year and ratified by Corporation in December. The College QIP actions are monitored via ELT and CSQI normally at three points in the academic year, again encompassing all actions.

## **5. SUPPORT TO STUDENTS**

### **5.1. STUDENT WELFARE AND FINANCE**

- 5.1.1. We received 3,524 applications for the Learner Support Fund (LSF) in 2022/23. 1,701 from 16-18 applications, of which 655 students were awarded Free 'School' Meals (FSM). All 1,700 19+ students that made an application were awarded FSMs. Additional requests were made for travel passes, childcare, course kit costs and materials, learning resources including laptops and, exceptionally, emergency accommodation.
- 5.1.2. The amount of financial support provided to students requesting FSM was reviewed and the College agreed to continue subsidising the government amount of £2.45 up to £3.15 in recognition of cost-of-living increases.

- 5.1.3. The College continued to take advantage of the Skills and Education Group grant funding available to students. This fund is not means tested and supports students who may not be eligible for the Learner Support Fund. 19 individual student applications, and 1 group application was granted totalling £11,561,57. The grants enabled students to purchase laptops, stationary, textbooks, overlays, Hairdressing kit and uniform, pay for childcare fees, educational trips, and support with the cost-of-living increase.
- 5.1.4. 835 laptops (*an increase from 792 in 2021/22*), mifi's (*data top up*) and additional support resources such as reading pens, speaking calculators and Dictaphones were provided to students eligible for the LSF to enable access to online learning.
- 5.1.5. Free sanitary products continue to be available in all toilets across main campuses to address period poverty among students and staff. Circa £5,000 worth of products were made available this year.

## 5.2. LIBRARY SERVICES

- 5.2.1. In partnership with the Student Union (SU) our Library Service continued to increase the availability and visibility of works by ethnic minority authors which extended to music, film and our digital offer. Cross site communication was strengthened to ensure diverse stock was available to all learners and a number of promotions and displays delivered mirroring the Student Enrichment Team (SET) promotions and displays, for example, Diwali, LGBTQ+, Chinese New Year, Black History Month, Neurodiversity awareness, International Women's Day and Dual language resources. A cross-College thematic calendar was developed and will be available in 2023/24 to ensure a whole College approach to marking significant events in the EDI College calendar.
- 5.2.2. ESOL students in particular took up the library Reading Challenge and increased their participation by 134% with 212 students choosing 6 books and completing the accompanying booklet to complete the challenge. In total 3,329 graded reading titles were loaned. Launch Pad students also benefitted from participation in GameraCy, an innovative way of increasing levels of reading and supporting literacy through games.

## 5.3. STUDENT ENRICHMENT

- 5.3.1. The SET delivered many face-to-face student activities, events and organised external trips as in previous years in partnership with curriculum. E.g. International Day/Culture Day where students and staff were encouraged to wear their traditional national clothes and identify their nation flags. The flags were so successful with students and staff the SU agreed to have them permanently displayed at FPC and APC throughout the year.
- 5.3.2. World Harmony Day, Langar on Campus (*a Sikh Celebration where free food is served to all community members*), the Queen's Birthday, Funeral, and the Kings Coronation were all acknowledged. Over 100 students attended each of the above events.

- 5.3.3. Other key events in the SET calendar included Freshers' welcome event in September, the launch of Black History Month in October in partnership with Kaine Management Ltd, LGBTQ+ in February, Movember event in November, International Women's Day in March, and a trip to the Stephen Lawrence Centre at DMU in May to mark the 30<sup>th</sup> anniversary of the murder of Stephen Lawrence. The Race Equality Centre (TREC) is a key stakeholder, and the College were fortunate to have them deliver a workshop to our Launch Pad students on their rights and responsibilities with regard Stop and Search. Other workshops delivered cross curriculum included County Lines and Knife Crime with the Police, Drug Awareness, Gambling Harm Awareness, UK Parliament workshops, and Fatal 4 with the Leicestershire Fire Service. We hope to roll out these trips and workshops and widen the participation to a broader group of students in 2023/24.
- 5.3.4. Hannukah, Christmas events, Diwali, Eid, and Chinese New Year were all celebrated throughout the year. The College has Reflection rooms at FPC, APC, SMC, CSC and at our Highfields outreach centres. These spaces are available for private prayer, peaceful contemplation, meditation and quiet reflection for students and staff who follow a variety of Faiths and Religions or none. Development and promotion of these spaces will be a focus for the team next year.
- 5.3.5. The Supported Learning curriculum nominated the first students with complex needs this year to be course representatives. Going forward we will ensure that students are fully supported to actively participate in meetings and have their voice heard.

#### 5.4. ADDITIONAL LEARNING SUPPORT

- 5.4.1. ALS staff pre-assess Educational Health Care Plan (EHCP) students and those with additional needs to advise curriculum with regard inclusion strategies and how best to meet individual student needs prior to starting College. This year the team recruited an EHCP Co-ordinator resulting in a more effective and efficient service for mainstream and Supported Learning students with additional needs. This year ALS supported 219 EPYP, 316 adults and 15 Apprentices. 364 students were assessed for exam arrangements.
- 5.4.2. Support is adapted to meet the individual needs of students and promote independence at the earliest opportunity and can include: Self-help strategies to manage studies, strategies for tutors to help students in class, additional learning support in class which can be provided discretely, assistive technology such as laptops, specialist software and reader pens, one-to-one study skills sessions outside of the classroom, transition events and activities such as pre-visits to the college to increase confidence and strengthen travel skills, an opportunity for parents, carers and students to meet the staff and view the learning environment, and an early opportunity to meet other students to aid transition.

#### 5.5. INFORMATION ADVICE AND GUIDANCE (IAG)

- 5.5.1. The 16-19 Careers team and National Careers Service (NCS) Careers team

continued to engage with a wide range of internal and external students to offer free, impartial and non-judgemental careers IAG and promote the College offer.

- 5.5.2. The 16-19 team delivers on-line E-guidance, face-to-face, telephone and MS Teams support to a wide range of students including 463, students with a declared disability or learning difficulty, 170 students with EHCPs, 241 students in receipt of FSM, 61 care experienced students, and 49 Young Carers. The team also provided support to students who had withdrawn from their chosen course. All the above have seen a significant increase with a total number of 3,615 interactions this academic year.
- 5.5.3. The National Careers Service (NCS) Team saw a total of 1,439 unique clients this year. The vast majority in the 25-44 year age category (877), with 61 clients over 60. 462 clients have been unemployed for over 12 months and 200 clients declared they had SEND. Clients presented with a range of additional needs including poor mental health, visual impairment and dyslexia with another 1000 declaring having basic or entry level qualifications. The team delivered 121 face-to-face and group sessions primarily at our APC, CSC campuses and at community outreach venues such as City of Sanctuary. The team will have a stronger presence at FPC next academic year.

## 5.6. MENTORING AND WELLBEING SUPPORT

- 5.6.1. Learning Mentors continued to offer support to students with mental health issues, including extreme anxiety and any who presented with safeguarding concerns. Mentors deliver their services in partnership with curriculum staff and agree strategies for supporting 'high-risk' students including those at risk of withdrawing and/or becoming NEET (not in education, employment or training) enabling them to stay on programme and complete their course of study. 1,561 students including apprentices were supported this year by the Learning Mentor Service.
- 5.6.2. The Mentor Team Leader also leads on support to Care Experienced students and is a member of the College Safeguarding Team. 206 Care Experienced students enrolled at the College with 186 retained on programme. The team extended its provision to deliver short Keep in Touch sessions over the summer break to ensure our most vulnerable students were supported. The team were finalists in the prestigious national Social Mobility awards and received a Silver Award.
- 5.6.3. The Aspire and Counselling services work with a diverse range of students including those with anxiety and depression, complex Mental Health conditions such as personality disorders, psychosis, schizophrenia, and vulnerable students with complex issues including asylum seekers/refugees, survivors of sexual abuse, trauma and those requiring safeguarding for self-harm and suicide ideation. The Aspire team worked with 370 students in 2022/23. The Counselling team worked with 145 students. The College now offers a hybrid provision of online, phone and face-to-face sessions. Face-to-face sessions are now the most accessed format.

## 5.7. NURSERIES

- 5.7.1. The College nurseries continue to provide high quality childcare to 0-5 student and staff children and a small number of external parents to enable those with childcare responsibilities to access learning and work. Both nurseries have seen an increase in the number of children requiring support with special educational needs and disability (SEND). Managers and staff regularly review their attitudes towards family structures and lifestyles and acknowledge that some families may have experienced significant barriers to accessing affordable childcare to enable them to learn and work. Children are provided with multiple opportunities for outdoor physical play as some children live in high rise flats with no access to gardens. Several families are experiencing financial hardship and are provided with information on external sources of support such as foodbanks or charities offering free or inexpensive baby products or furniture.
- 5.7.2. The nurseries work closely with the College safeguarding team to support vulnerable parents e.g. those experiencing domestic abuse. Many parents are ESOL students and a diverse staff team enables access to bi-lingual and multilingual staff. College wide guidance on the use of interpreters and translators was produced and shared this year with professional external support accessed when necessary to ensure that parents are supported, and children are kept safe. Children in the nursery learn about other families' lifestyles, race, religions, faiths, abilities and sexual orientation and are encouraged to engage in conversations about differences. Diversity is positively acknowledged and explored.

## 5.8. EDI IN TEACHING AND LEARNING

- 5.8.1. Our City Skills Centre embeds EDI, the promotion of British Values and Prevent in a number of their adult courses designed to prepare adult students for the world of work. These modules encourage students to operate in an inclusive way in our diverse communities, raising the awareness of the importance of equality and diversity in wider society. EDI is a mandatory unit in the Door Supervisor course and disability awareness is mandatory in relation the NHS and Security unit on our short course for adults.

## 6. PROTECTING STUDENTS

- 6.1. Leicester College supports the rights of all students and employees to be treated with dignity and respect and is committed to providing a safe and supportive environment free from all forms of bullying and harassment. The College further recognises its responsibility to protect the victims of any incident and aims to raise awareness amongst staff, students and other stakeholders of the nature of bullying and harassment and its harmful effect.
- 6.2. A total of 57 complaints have been received concerning behaviours, attitudes, and overall well-being. This marks a 46% increase compared to the previous year. Among these complaints, 47 were specifically related to staff behaviour.
- 6.3. A new Behaviour and Conduct Policy was introduced, replacing the previous



Disciplinary Policy. Additionally, a Fitness to Study Policy was implemented, which was a new procedure for the organisation. Both policies focus on a restorative practice model of behaviour and conduct management, ensuring early intervention and support is consistently prioritised. All relevant staff received training on the implementation of the new policies and the best practice approach. Further training is planned for all new staff and where managers feel their existing staff need more support. Reporting has been commissioned to be able to analyse trends and to provide greater transparency with EDI indicators.

- 6.4. The 16-19 student induction programme was rolled out this year and included the importance of students keeping themselves and their peers safe. This was very well received and will be developed further to include differentiated resources for Supported Learning and ESOL students.

## **7. SUPPORT FOR STAFF**

- 7.1. A new bespoke Equality, Diversity and Inclusion training module was launched for all staff to complete in February 2023. This training is Mandatory for all staff with 93% completing the course. For those staff who do not routinely access their electronic accounts, the training was delivered in person.
- 7.2. The staffing elements of the EDI Leadership Plan have seen significant progress over the year. The recruitment pages of website have been redesigned and include a focus on EDI with a video profiling College staff. Data on the make-up of the workforce by protected characteristic is available on the College intranet. A reciprocal mentoring scheme has been developed in partnership with the Black Leadership Group, this will launch in the Autumn of 2023.
- 7.3. Consultation with the Race Equality Network on Careers development for Black staff has taken place. Proposals are now being developed to share with the group and with ELT.
- 7.4. Five out of the 9 participants in the Emerging Leaders Programme are Black and one is disabled.
- 7.5. 'Let's Talk About Race' training was launched on Development Day in July 2023 for managers to complete.
- 7.6. 'Productive Conversations' training was attended by 67 managers to enable them to have productive discussions with staff successfully however difficult. This included a section on Performance Appraisals.
- 7.7. The Race Equality Network has been supported by the Director of HR and attended by the Deputy Principal. Values Based Leadership training was delivered to Directors which included sessions on Equality and Inclusion. The training was well received and allowed senior staff to have a forum for open discussion giving a common understanding of issues and approaches.
- 7.8. The Quality Team delivered anti-racist pedagogy training to 305 teaching staff as recommended by the Black Leadership Group. The Quality team have presented this training to other Colleges.

7.9. LGBTQ+ awareness training was provided for 62 representatives from curriculum and support areas, resources were provided for delegates to share with colleagues.

7.10. A series of workshops were developed for line managers covering the following topics. 42 managers participated in the workshops

- Mental health/hidden disability, your responsibilities as a manager.
- What reasonable adjustments and support should a manager provide.
- What to do when someone's mental health affects their competence or is a risk
- Managing stress in your area.

## 8. PAY GAPS

### 8.1. DISABILITY

8.1.1. The Disability Pay Gap was calculated for the second time this year, both the mean and median pay gap had decreased further to 0.8% and -1.7% respectively.

Category	No Disability	No Disability %	Disabled	Disabled %	Not Specified	Not Specified %	Total	Total %
Apprentice	2	100%	0	0%	0	0%	2	0%
Casual	73	81%	4	4%	13	14%	90	8%
Lecturer	189	83%	20	9%	18	8%	227	21%
Manager	74	91%	4	5%	3	4%	81	7%
Part Time Lecturer	97	80%	9	7%	15	12%	121	11%
Support	463	82%	33	6%	70	12%	566	52%
<b>Total</b>	<b>898</b>	<b>100%</b>	<b>70</b>		<b>119</b>		<b>1087</b>	

### 8.2. GENDER

Category	Female	Female %	Male	Male %	Total
Apprentice	1	0%	2	100%	2
Casual	55	61%	35	39%	90
Lecturer	131	58%	96	42%	227
Manager	44	54%	37	46%	81
Part Time Lecturer	65	54%	56	46%	121
Support	439	78%	127	22%	566
<b>Total</b>	<b>734</b>	<b>68%</b>	<b>353</b>	<b>32%</b>	<b>1087</b>

### 8.3. AGE

Age Range	Total	Apprentice	Casual	Lecturer	Manager	Part Time Lecturer	Support
16-19	13	1	8	0	0	0	4
20-29	97	1	14	7	1	11	63
30-39	202	0	18	35	7	29	113
40-49	270	0	15	70	26	30	129
50-59	319	0	12	79	40	27	161
60-69	166	0	17	34	7	18	90
70 and over	20	0	6	2	0	6	6
<b>Total</b>	<b>1087</b>	<b>2</b>	<b>90</b>	<b>227</b>	<b>81</b>	<b>121</b>	<b>6</b>

### 8.4. ETHNICITY

Ethnic Group	Apprentice	Casual	Lecturer	Manager	Part Time Lecturer	Support	Total
Asian or Asian British	1	34	50	11	33	145	<b>273</b>
Black, Black British, Caribbean or African	0	1	11	3	4	29	<b>48</b>
Mixed or Multiple Ethnic Groups	0	2	10	1	6	21	<b>40</b>
White	0	44	147	65	74	342	<b>672</b>
Other Ethnic Group	0	0	2	1	1	6	<b>10</b>
Not Specified	1	9	7	0	3	23	<b>42</b>
<b>Total</b>	<b>2</b>	<b>90</b>	<b>227</b>	<b>81</b>	<b>121</b>	<b>566</b>	<b>1087</b>

## 9. GOVERNANCE

- 9.1. The Governors and ELT remain strong EDI advocates with one Governor taking up the role of EDI Governor Champion.
- 9.2. The governing body adopted the key values of Respect, Inclusion and Equality, and agreed the new EDI strategy in July 2022. The Strategic Plan (2022-2025) includes EDI themes and specific work to promote anti-racism.
- 9.3. The Board was a finalist in the Chartered Governance Institute's Awards EDI category for 2023.
- 9.4. The Principal made a public pledge to review all teaching and learning resources and materials in this academic year to ensure they are inclusive, reflect the whole of our diverse student population and are actively anti racist. The College has made good progress developing the use of the curriculum review tool introduced by the Black Leadership group. Training has now been completed with all curriculum areas and use of the tool piloted with Engineering. Curriculum teams will be asked to consider inclusivity when planning their courses for 2023/24 to continue to progress in this area.

## 10. OVERALL ACHIEVEMENT RATES BY DIVERSITY INDICATORS

- 10.1. EDI data is increasingly used as a management tool at a College-wide and curriculum area level. All aspects of EDI profiling have been incorporated into the Matrix Reports to allow managers easy access. Promonitor is enabling individual

targets for students. Going forward the Data Insight Team and Quality department need to ensure their reporting is aligned to show a clearer picture of student achievement.

## 10.2. AGE

10.2.1. As in previous years 19+ students outperformed 16-18 students however, given the majority of older students are on short courses (*duration can be as little as ½ day or 1 day*), the comparison must be viewed in context. 16-18 students achieved 75.4% and 19+ students achieved 78.6%.

## 10.3. DISABILITY

<b>Year</b>	<b>Declared Disability</b>	<b>No Declared Disability</b>
2018/19	88.3	87.4
2019/20	86.5	86.9
2020/21	80.9	85.5
2021/22	81.2	86.7
2022/23	77.4	77.6

10.3.1. The gap between students with a disability and those without has significantly narrowed and is not statistically significant. Overall achievement for both groups has reduced.

## 10.4. GENDER

<b>Year</b>	<b>Female</b>	<b>Male</b>
2018/19	87.8	87.3
2019/20	86.9	86.7
2020/21	86.8	82.5
2021/22	87.3	84.2
2022/23	78.4	76.5

10.4.1. The gender gap is also narrowing and is not an area for concern.

## 10.5. ETHNICITY

10.5.1. Asian and Black students achieved the best with achievement rates over 89%. Other students also had a high rate of achievement. Mixed heritage and white students had slightly lower rate of achievements but there are no significant gaps in performance by different groups.

	<b>Asian</b>	<b>Black</b>	<b>Mixed Heritage</b>	<b>White</b>	<b>Other</b>
2018/19	86.8	86.9	82.7	88.8	
2019/20	87.2	87.1	83.9	86.7	
2020/21	84.6	85.7	83.7	85.0	
2021/22	85.8	86.3	85.0	85.7	87.5
2022/23	89.3	89.5	86.3	86.5	88.1

## **11. STRENGTHS AND SUCCESSES**

- 11.1. Staff and managers remain highly committed to giving the diverse student cohort the best chance to succeed in their learning. The College is situated in the heart of Leicester City, with several outreach centres and provides a welcoming environment for the majority of students. Our students report they feel safe to study in a supportive and inclusive environment.
- 11.2. EDI is promoted in College values and there is a strong ELT and Governor commitment to EDI further strengthened by having a named EDI governor who is visibly committed and participates in EDI initiatives.
- 11.3. Funding (£5K) made available for strategic EDI delivery which enabled the launch of the 'Human Library' student events. The 'Colour Me Purple' event for International Women's Day (March) and the 'Hear My Voice' Consultation (June) with Kaine Management focussing on the experiences of Black and Mixed-race students at the College. The results of this research are being shared with students and staff; the full report is set out in a separate paper.
- 11.4. The College continues to deliver a large innovative ESOL provision which is highly rated by students, external partners and the wider community. The department has an excellent reputation and is always responsive to the arrival of new communities including unaccompanied minors. Provision is available on the main College sites and through community outreach. The curriculum has developed further their bespoke programme of citizenship and acculturation for Care Experienced students which is embedded in their resources including: induction, course handbooks, classroom displays, schemes of work etc and includes a focus on awareness of LGBTQ+, disability and gender issues. This will be developed further still next year.
- 11.5. The College works in partnership with several external agencies to provide expertise in areas such as Safeguarding, interfaith and community issues to ensure we remain knowledgeable about new developments affecting the wider College community. The relationship with TREC and the developing relationship with the Stephan Lawrence Research Centre at DMU are specific examples of this.
- 11.6. The Student Enrichment Team (SET) continued to provide a wide range of enrichment events and activities for students of all ages, including providing support and training to the Student Union (SU) and equalities representatives. The SU were particularly successful this year led by an excellent chair and co-chair who were supported to deliver a number of successful events this year. Student Voice was strengthened with active participation in several senior level meetings and events to

represent student views and provide feedback on the student experience.

## **12. PROGRESS ON OBJECTIVES FROM PREVIOUS YEAR**

- 12.1. The further development of a cross-College enrichment programme continues to ensure Adults and Apprenticeships also benefit from a planned personal development programme offer that fully supports all students to be prepared for life in modern Britain.

**Objective** – Continue to prioritise for 2023/24

- 12.2. Some staff and managers lack the confidence or do not yet have the knowledge and skills to effectively address some EDI issues.

**Objective** - Continue to prioritise and develop. Development of Cultural Competence including racial literacy across the organisation in partnership with students to engender inclusivity E.g. Encourage more staff to access training to adopt anti racist pedagogy and inclusive T&L with regards disability and gender issues in particular. Feedback from students and Deep Dives to identify and address any specific areas of concern.

Disseminate findings of 'Hear My Voice' Consultation and Research Project to managers, staff and students.

Roll out of EHCP/SEND and disability awareness training.

- 12.3. Students with protected characteristics continue to perform less well than the wider student community in some areas.

**Objective** – Continue to prioritise and develop the production of more detailed data sets re: student cohorts to identify further variances in student performance on the key EDI indicators e.g., Disability – physical or hidden, Ethnicity - differences between groups e.g., Bangladeshi, Indian, Pakistani, Somali, White – Traveller, Eastern European etc so we can identify and target support more effectively.

- 12.4. Continue to develop partnerships with key organisations and the wider community to support wider student EDI agenda. E.g., Explore engagement in the national Leaders Unlocked Programme

- 12.5. The Head of Inclusion is an Executive member of The Racial Equality Centre (TREC) in Leicester and is part of a wider network of EDI leads and specialists in the FE and wider sector. The College has explored different Equality Charter marks, and we are considering our strategy in light of budgetary constraints and value for money.

### **Ongoing Action**

- 12.6. Ethnic minority staff in the organisation are not equally represented in higher grade positions.

**Objective** – Continue to work in partnership with the Black Leaders group and other relevant bodies to further develop positive action HR programmes to increase the representation of minoritised groups and other under-represented staff at higher

levels within the organisation. Continue to publish data including ethnicity pay gap data to ensure transparency.

**Ongoing Action**

- 12.7. Promote opportunities for EDI Culture shift in the College by integrating staff awareness and training with wider student Personal Development across the College.

**Objective-** Adopt and roll out Thematic calendar to foster a whole college approach to EDI in curriculum and Student Services.

**Ongoing Action**

- 12.8. Ensure all major decisions undertaken by Governors and ELT/SLT consider the Equalities impact on staff and students protected by legislation.

An (Equalities and Human Rights Impact Assessment (EHRIA) screening process was developed last year. 13 EIAs were submitted this year including; Provision of accessible toilets, Employee Wellbeing Policy, Disciplinary Policy/Procedure, Language Strategy, Attendance Policy, Acceptable Use of IT, IT Restructure, Admissions Policy, Stakeholder Engagement Strategy, Toilets (New Build) – APC Aeronautical building, Senior Postholder Policies, and Redundancies.

**Ongoing Action**

- 12.9. Ensure all staff feel valued, listened to and have an opportunity to shape the development and culture of the organisation.

**Objective** - Continue to support the REN and further develop and promote additional staff networks/groups e.g., for LGBTQ+ and Disabled staff group.

**Ongoing Action**

- 12.10. Take up opportunities to strategically and visibly support EDI agenda including BLM locally, regionally and nationally.

Successful recruitment of EDI Governor Champion.

- 12.11. Develop and deliver media training for relevant staff/managers and governors to build confidence and capacity in the organisation to respond to emerging situations that are public facing and require a proactive response. No progress has been made in this area.

**Ongoing Action**

### **13. NEW OBJECTIVES FOR 2023/24**

- 13.1. Objectives For 2023/24 are set out in the Appendix.

**GAIL PRINGLE**  
**HEAD OF INCLUSION**

EDI STRATEGY ACTION PLAN 2022/23

THEME	ACTION	TARGETS/IMPACT (ref to KPIs where appropriate)	SLT/CLT LEAD	TIMESCALE (TERM/YEAR) e.g. 1-2022/23 3-2024/25	UPDATE	RISK (RAG rate)
1. Narrow the achievement gap	1.1. Narrow the achievement gap between adult and 16-18 students 1.2. Reduce the achievement gap between students with a declared disability and those without 1.3. Reduce the achievement gap between male and female students 1.4. Reduce the attainment gap between the highest and lowest performing students by ethnicity	<ul style="list-style-type: none"> <li>Reduce the attainment gap between adult and 16-18 students to pre pandemic levels</li> <li>Reduce the achievement gap to pre pandemic levels for disabled students</li> <li>Reduce the gender achievement gap by 2 %</li> <li>Ensure the ethnicity achievement gap is no more than 1% for all ethnicities</li> </ul>	Debi/Kully/Claire Neil	2022/23	<b>Sept 23 Final data available in SAR</b> Gaps identified at programme area level through SAR process Identification of learners with need highlighted through reports and QA meetings  Apr23 – ‘Gap’ actions have been identified in individual QIPs and are monitored through QA reviews. <a href="#">QIP notes Apr23.docx</a>	
2. Destination and progression	2.1. Ensure accurate recording of student starting points 2.2. Ensure destination /tracking of 16-18 students post completion of their study programme or qual 2.3. Ensure internal progression tracking of all students on study programmes to ensure they are making expected or better than expected progress. 2.4. Destination tracking of adult students post their learning.	<ul style="list-style-type: none"> <li>All students are assessed at the start of their learning journey – KPI % of students assessed</li> <li>Accurate data is available on the destination of all students post completion of their study programme – KPI No of students contacted</li> <li>All students are regularly tracked to ensure they are on target with no significant difference between students who</li> </ul>	Debi/Kully/Claire Neil	2024/2025	Progression and destination reporting under construction  Apr 23 2.1 Assessment tools currently being explored to identify student starting points.  Sept 23 Update needed from curriculum	



THEME	ACTION	TARGETS/IMPACT (ref to KPIs where appropriate)	SLT/CLT LEAD	TIMESCALE (TERM/YEAR) e.g. 1-2022/23 3-2024/25	UPDATE	RISK (RAG rate)
		<p>have protected characteristic and those with non - KPI evidence of internal tracking</p> <ul style="list-style-type: none"> <li>There are no significant differences between adult students who have protected characteristic and those with non with regard destinations when they complete their learning</li> </ul>				
3. Inclusive Student Experience	3.1. Provide opportunities for all students particularly those with protected characteristics to feedback on their experiences at the College so any relevant corrective action can be taken.	<ul style="list-style-type: none"> <li>There is no significant difference in the feedback from students from an ethnic minority particularly those that identify as White and Black Caribbean (currently 10% gap re ethnicity)</li> <li>There is no significant difference between adult and 16-18 students (Currently 5% diversity gap re age – adults more satisfied)</li> <li>All students (including outreach students) have the opportunity to provide feedback via the student survey, student voice forums, snap surveys or targeted focus groups</li> </ul>	Debi/Kully/Claire/Zoe	2022/23 2023/24 2024/25	<p>Student survey showed no significant gaps re ethnicity however did identify some differences in age. Student voice opportunities offered in Induction Bus Stops, and is included in PD framework to improve uptake.</p> <p>SET have delivered enrichment activity in outreach centres following feedback to improve engagement. Apr23 – Student Survey results show an improvement in satisfaction with how SU represents students' interests; and satisfaction with student voice has increased overall by 1%. Against ethnic groups, Asian, Black and Mixed Heritage have all reported increase in satisfaction. 'Other' shows significant decrease but only 4</p>	

THEME	ACTION	TARGETS/IMPACT (ref to KPIs where appropriate)	SLT/CLT LEAD	TIMESCALE (TERM/YEAR) e.g. 1-2022/23 3-2024/25	UPDATE	RISK (RAG rate)
					<p>students responded and so is not statistically robust.</p> <p>Sept 23 'Hear My Voice' project engaged with over 100 Black and Mixed raced students. Quantitative and qualitative data available on student experience. Final report received and being disseminated.</p>	
4. Equality of Opportunity	4.1 All students are supported to access their learning programmes, and maintain good attendance to stay on track with regard their learning programme	<ul style="list-style-type: none"> <li>There is no significant difference between students with protected characteristics and those with non with regards attendance Student feedback</li> <li>All students who require additional support or reasonable adjustments are able to access this in a timely way. Student Feedback</li> <li>All students have access to high quality IAG and careers advice. Student Feedback</li> <li>All students are offered opportunities to engage in relevant enrichment activities to enhance their student experience.</li> </ul>	Debi/Kully/Zoe/Shabir	<p>2024/25</p> <p>2023/24</p> <p>2022/23</p> <p>2023/24</p>	<p>EHCP process much improved, access to ALS information from enrolment into PM also much improved. SEND training being provided through Staff Development Day and EHCP target setting through Team Time.</p> <p>Term 1 – no significant variations in attendance based on gender, ethnic group or disability. Black, Mixed Heritage &amp; 'other' will need monitoring for any change, Young carers and LAC are lower than College average, and both these cohorts of students are monitored and supported by Student Services to manage attendance.</p> <p>Launch of revised attendance policy and auto-alert system 1st Feb 2023.</p>	

THEME	ACTION	TARGETS/IMPACT (ref to KPIs where appropriate)	SLT/CLT LEAD	TIMESCALE (TERM/YEAR) e.g. 1-2022/23 3-2024/25	UPDATE	RISK (RAG rate)
		Student feedback.			<p>Apr23 – All EHCP students to be 'targeted' by 16-18 Careers team and offered Guidance.</p> <p>Sept '23Careers specialist for SEND now in post. Working closely with SL, ALS, and wider Careers teams to offer expertise. Supported internships being explored with delivery proposed for 24/25. Young Carer training being developed following identification of lower attendance/retention through last QA reviews. These will be included in 'at risk' discussions with curriculum through new Safeguarding Link for 23/24.</p>	

**Equality, Diversity & Inclusion Strategy Action Plan 2023/24**

**PRIORITY OBJECTIVE - 1**

<b>PRIORITY</b>	<b>What is the change we want to see?</b>	<b>How will we measure it?</b>	<b>Priority Sponsors</b>
Develop cultural competence to ensure equity of opportunity and celebrate diversity, leading to inclusion for all	<ul style="list-style-type: none"> <li>-A curriculum that is fit for purpose, relevant to the community it serves and actively anti-racist.</li> <li>-A teaching workforce that is culturally aware, qualified and confident; and able to integrate equality into their work</li> <li>-Taking positive action to reduce inequalities for the poorest and most disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>-Response to feedback from protected groups regarding their experience in the classroom and wider environment. e.g: Hear My Voice/Leaders Unlocked</li> <li>-Staff confidence measure (baselined 2023 and re-run 2024 and 2025)</li> </ul>	VPs Curriculum

<b>What action will we take?</b>	<b>What is the anticipated result?</b>	<b>How can it be achieved?</b>	<b>When can we achieve this by?</b>	<b>Progress</b>
Support, train and coach colleagues to improve understanding and awareness of EDI.	Increased integration of EDI in the classroom (and beyond), with opportunities to promote British Values and challenge prejudice.	<p>A range of training and development opportunities using a blended approach:</p> <ul style="list-style-type: none"> <li>-23/24: Black and ethnic minorities</li> <li>-24/25: Transgender &amp; LGBTQ+</li> </ul> <p>Owners: VPs Curriculum, Director of QI</p>	<ul style="list-style-type: none"> <li>-June 2024</li> <li>-June 2025</li> </ul>	
		<p>Implementation of the anti-racist pedagogy approach across all curriculum areas</p> <p>Owners: VPs Curriculum</p>	<ul style="list-style-type: none"> <li>-June 2025</li> <li>-July 2024 (Development Day)</li> </ul>	

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?	Progress
		<p>Learning showcase to share best practice and inform future actions. Owner(s): Director of QI, Head of Inclusion</p>		
<p>Creation of a shared 'Human library' for the College community (students and staff) to promote an understanding of difference</p>	<p>Access to resources (digital and/or physical) co-ordinated by colleagues and students. Designed to support colleagues and others understand their role in supporting &amp; celebrating diversity.</p>	<p>Development and Delivery of Human Library events Owner: Head of Inclusion</p>	<p>-June 2025</p>	
<p>To 'build a picture' of the College demographic e.g. % of community for each ethnic group, % with declared disability, % with specific religion.</p>	<p>Ability to promote the diversity of our population and reach out to potential staff and students who will identify with us. <b>KPI 1: The number of ethnic minority staff at all levels increases to 40% of the College workforce by 2025</b> <b>KPI 2: The number of disabled staff increases by 3% by 2025</b></p>	<p>Development of Power BI dashboard to enable strategic and local view of key indicators Owner(s): Director of Student Services &amp; Marketing, Head of Data and Reporting Services</p>	<p>-December 2023</p>	<p>Power BI EDI dashboard now live, staff monitoring data update request in progress</p>
<p>Review attendance, retention, progression and achievement data to create targeted actions for curriculum</p>	<p>Those with a protected characteristic achieve as well as their peers <b>KPI 3: Achievement gap between students particularly those with</b></p>	<p>Specific actions created with those curriculum areas with identified gaps and reviewed through QA process and EDI Committee</p>	<p>-November 2023</p>	<p>To be identified through first QA review meetings and QIP development.</p>

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?	Progress
	<p><b>protected characteristics (ethnicity, gender, disability) is reduced</b></p> <p><b>KPI 4: Feedback from Students with protected characteristics is no less favourable than students who do not have a protected characteristic.</b></p>	<p>Owner(s): Head of Inclusion, Director of QI</p>		
<p>Ensure that EDI CPD is on offer at the Staff Development Days and CPD materials are available to staff throughout the year to be accessed as required.</p>	<p>All teaching staff will take part in at least one EDI CPD session annually.</p> <p>Staff will grow in confidence both in supporting students with protected characteristics and additional needs and in engaging with discussions with students around British Values and Prevent as these opportunities occur.</p>	<p>Pulse staff survey carried out to identify areas of development</p> <p>Targeted menu of EDI delivery agreed and developed</p> <p>Owner(s): L&amp;D Lead, Head of Inclusion, Director of QI</p>	<p>-December 2023 &amp; December 2024</p> <p>-March 2024 &amp; March 2025</p>	<p>Survey in draft for sending out after close of Culture survey</p>

## **PRIORITY OBJECTIVE 2**

<b>PRIORITY</b>	<b>What is the change we want to see?</b>	<b>How will we measure it?</b>	<b>Priority Sponsors</b>
Create a truly diverse College that is inclusive, respectful, welcoming, and kind in relation to all students, staff and the wider community.	<ul style="list-style-type: none"> <li>-Delivering an enriching College experience to students, reflective of the diversity of the College, City and the wider workplace.</li> <li>-Curriculum and personal development programmes better reflect the local community</li> <li>- Our facilities and services meet the needs of all our students and staff through genuine and reflective engagement.</li> </ul>	<ul style="list-style-type: none"> <li>-Student survey feedback shows experience is consistently good across all characteristics throughout the student journey</li> <li>-Increase the number of community engagement events from X to X</li> <li>-Staff and students are involved in all programmes and projects relating to accessibility</li> </ul>	Deputy Principal

<b>What action will we take?</b>	<b>What is the anticipated result?</b>	<b>How can it be achieved?</b>	<b>When can we achieve this by?</b>	<b>Progress</b>
Ensure all Estates changes and decisions include an Equality Impact Assessment (involving relevant groups as required)	The College takes proportionate action to ensure that all buildings are accessible and underpin EDI aspirations.	Ensuring all Estates changes are accompanied by an EIA Owner: Director of Estates/Director of Governance	July 2025	
Equality Impact Assessments (EIA) applied to all policies, procedures and processes at inception or renewal.	The needs of different groups within the college community will be actively considered as revisions are made and no group is adversely affected by College policies, procedures or processes either unintentionally or by design.	All policies, procedures or processes will be ratified only on completion of a full EIA. Owner(s): Director of Governance and Policy	July 2024	
To actively promote and celebrate different	The College is visibly recognising national events such as PRIDE,	Development of the College Thematic Calendar to include key EDI events	September 2023	BHM celebrations held, Interfaith week.

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?	Progress
communities within the College.	Black History Month, Disability History Month, Interfaith week etc.	and activities identifying key events to support, reflective of the College community.  Owner: Director of Student Services & Marketing		Thematic calendar includes all major events and celebrations
Student induction is strengthened to highlight College values and expectations around EDI, British Values and Prevent. These sessions will be compulsory. For returning students refresher sessions are compulsory.	The whole College community shares a common understanding and approach.  Students are clear at induction of the behaviours expected of them as members of the College community  Timetabled sessions with support materials available to staff as articulated above.  Working closely with Student Union to facilitate a 'joined up' approach to inducting all students in EDI, British Values and Prevent.	-Feedback from students on the impact of induction in increasing their awareness and understanding through a pulse survey. Owner: Director of Student Services & Marketing  -Review of PD curriculum to ensure it is reflective of community and desired outcomes Owner: Head of PD  -Project to develop materials in collaboration with the SU to improve awareness of our community Owner(s): Head of Inclusion, Head of Student Engagement	December 2023  June 2024  June 2025	Survey still to be drafted
To ensure that all student forms are in accessible formats throughout the onboarding process.	No student feels disadvantaged by inaccessible forms or processes.	Ensure all onboarding information & application forms are available in accessible formats. Owner: Director of Student Services & Marketing	July 2025	Website will be WCAG compliant. Development of new onboarding processes will include EDI considerations.



**PRIORITY OBJECTIVE – 3**

PRIORITY	What is the change we want to see?	How will we measure it?	Priority Sponsors	
Be a College that actively acknowledges and celebrates rather than tolerates diversity and difference and capitalises on the business and social benefits of that diversity among its students and staff.	Increase the Diversity of our workforce -- Giving a voice to staff who share protected characteristics; and provide opportunities for sharing of experiences with those who do not.	Our workforce is representative of Leicester demographics  Staff with protected characteristics have a comparable experience of the College as their peers	Director of HR	

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?	Progress
Analyse the staff survey for participation and satisfaction by protected characteristic groups	An understanding of targeted actions needed and resulting plan	Analysis of the results filtered by disclosed protected characteristic groups. Owner: Director of HR	Survey scheduled for November 2023. Analysis for March Committee cycle	
Review our recruitment processes to ensure they are inclusive and target Black and Disabled people	Increase the numbers of Black and Disabled people in the workforce <b>KPI 5: Gender and race pay gaps reduce with the aim of closing the gaps by 25% by 2025</b>	Use HR data to analyse gaps in representation both in the workforce and amongst applicants	July 2025	
Review the current staff voice network for further	More opportunities for staff to be involved in the decision making of the College	Work with the staff networks to increase their reach	July 2024	

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?	Progress
opportunities to develop our approach				
Launch Reciprocal Mentoring Scheme	Black staff can influence Senior Leaders of the College	Engaging Black staff and Senior Leaders on the scheme	July 2024	