



# EQUALITY, DIVERSITY AND INCLUSION ANNUAL REPORT 2023/24

**Compiled by Gail Pringle - Head of Inclusion**

**October 2024**

## **EXECUTIVE SUMMARY**

The **EDI Annual Report 2023/24** provides an overview of how Leicester College meets the Public Sector Equality Duty 2010 and its general duties as a Further Education (FE) provider for both students and staff. The report highlights the progress made with the College's Equality, Diversity, and Inclusion (EDI) strategy and outlines future plans to maintain an inclusive learning and working environment.

Key points include:

**Student Demographics:** The College had 3,628 students aged 16-19 and 7,274 students aged 19+ during the academic year. Of these, 972 were apprentices. The student population is diverse, with 49% identifying as black, Asian or another ethnic minority group. 56% of students were female and 44% identified as male, while the number of non-binary students increasing to thirty-three. 35% of students declared a mental health condition and 19% declared a physical disability.

**Support for Students:** The College provided significant support to students, including financial aid, additional learning support, and mental health services. For example, 1,561 students received support from the Learning Mentor Service, and 710 laptops were distributed to students.

**Staff Initiatives:** The College launched several initiatives to support staff, including a pilot Reciprocal Mentoring Scheme and career development consultations for Black staff. The College also maintained networks for race equality, LGBTQ+ staff, and disabled staff.

**EDI Projects and Student Enrichment:** The College participated in national programmes including the Leaders Unlocked Racial Justice programme and delivered various student enrichment activities, including cultural events and international work experience programmes.

**Infrastructure Improvements:** The College invested in infrastructure improvements, such as refurbishing the APC B Block to make it fully compliant with the Disability Discrimination Act (DDA) and creating accessible learning environments.

The report demonstrates the College's commitment to fostering an inclusive environment and highlights the positive impact of its EDI initiatives on both students and staff.

## **EQUALITY DIVERSITY AND INCLUSION (EDI) ANNUAL REPORT 2023/24**

### **1. INTRODUCTION**

1.1. This paper provides the 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:

- x **Advance equality of opportunity** between people who share a protected characteristic and people who do not share said characteristic.
- x **Eliminate unlawful discrimination, harassment and victimisation** and any other conduct prohibited by the Equality Act 2010.
- x **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 praised by Ofsted in October 2023 for its 'welcoming and inclusive culture'. This report gives context to the wider learning and working environment; provides highlights from our EDI activities for the academic year 2023/24 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. During this academic year there were 3,628 16-19 students on study programmes, and 7,274 19+ students. Of these, 972 were Apprentices (9% of our student community). According to the last Census (March 2021) Leicester City's population had increased by 11% in the previous 10 years. We have a younger than average population compared to the rest of the country with 59.1% identifying as ethnically diverse. 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 ethnically diverse. The largest 'minority' were Indian students who made up 17% of the student population.

3.2. 56% of our students are female, 44% male. 60 students were High Needs. Data on non-binary students is now available with 33 students declaring themselves as nonbinary which is an increase from 11 in the previous year.

3.3. A significant number of students declared they had a physical disability or learning impairment that could impact on their learning. This included neurodiversity. 35% of students declared having a mental health issue and 19% of students declared having a physical disability, both slight increases from the previous year. 475 students declared they were dyslexic (*a decrease from 568 the previous year*), 288 declared they were on the Autism Spectrum, 496 students declared having mental health issues (*an increase from 462*), and 264 (*an increase from 239*) declared having a physical disability.

3.4. Whilst the pandemic continues to impact student outcomes in terms of inequalities and disadvantage particularly as well as in terms of well-being, mental health, economic challenges 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. This year we supported 1,927 16-19-year-olds with a spend of £1,000,033. This is an increase of around 200 students supported, and an increase in spend of around £109,000. We supported 1,522 adults (19+) students with a spend of £812,000 which was a decrease from 1,735 students supported but with a larger spend in 2022/23 of £995,991.

3.6. All face-to-face delivery continued this year as we returned to a “post-Covid” normal, with a hybrid model of working for some staff where appropriate.

3.7. The Head of Inclusion, the strategic lead for EDI, works collaboratively with the Head of Student Services and the Head of Personal Social Development. The recruitment of the new Head of Supported and Inclusive Learning has been particularly welcome this year. The Head of Inclusion continues to develop positive relationships with curriculum and Human Resources colleagues to ensure all students and staff are provided with the support they need to be successful.

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

4.1. The College’s EDI Strategy and Action Plan were adopted in 2022. The Governors and ELT remain strong EDI advocates with one board member taking up the role of EDI Governor Champion. Progress with the KPIs within the EDI Strategy was reported to the Corporation in June 2024, as set out below. Further detail is given in Appendix 1.

##### 4.2. HIGHLIGHTS FROM 2023/24

- x Pilot Reciprocal Mentoring Scheme launched
- x Career conversations between ELT and SLT members from ethnic minority backgrounds
- x 50% of staff on Emerging Leaders programme are Black or Asian.
- x Domestic Abuse training has been delivered to managers and some staff as part of our commitment to support those who experience Domestic Abuse. 127 out of 136 managers were trained by HR and 33 by Leicester County Council on Development Day.

KPIs	
<b>Ethnic minority staff at all levels increases to 40 % of the College workforce by 2025</b>	Currently 37% (low turnover)

<p><b>Achievement gap between students particularly those with protected characteristics (ethnicity, gender, disability) is reduced</b></p>	<p>No major gaps for age, ethnicity, sex, disability EHCP/FSM gap &gt;5% LLDD/SEND/CE &lt;5%</p>
<p><b>Based on the Student survey results Feedback from Students with protected characteristics is no less favourable than students who do not have a protected characteristic.</b></p>	<p>No major variations</p>

- 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 support key areas to help them 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 improvement 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 has been monitored in February, April and June via Quality Assurance meetings. Inclusion will be the College theme for any Deep Dive as a pilot to establish themes and training moving forward.
- 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.

## **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 2023/24, 1,701 from 16-19-year olds, 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 Free School Meals (FSM) was reviewed in 2022/23. The College has agreed to continue

subsidising the government amount of £2.45 up to £3.15 in recognition of the cost-of-living increases.

5.1.3. Equipment including 710 laptops (*a decrease from 835 in 2022/23*), 55 MiFis, (*data top up*) a decrease from 67 the previous year, 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 and in classroom learning.

5.1.4. The College continued to take advantage of the Skills and Education Group grant funding available to students. This fund is not means tested and can support students who may not be eligible for the LSF. There were 13 successful applications this year totalling £6,150. There were no group applications this year. £1,000 was awarded from the Resource and Facilities Fund and a further £2,000 awarded for an accessible garden project aimed at benefitting 180 learners in total. Grant applications were for the purchase of laptops, support with travel cost and paying for kit costs.

5.1.5. Free sanitary products continue to be available in all toilets across main campuses to address period poverty among students and staff. Around £5,000 worth of products were made available again this year.

## 5.2. ADDITIONAL LEARNING SUPPORT (ALS)

5.2.1. ALS staff pre-assess Educational Health Care Plan (EHCP) students and those with additional needs to advise curriculum on inclusion strategies and how best to meet individual student needs prior to starting College. This year ALS supported 246 EPYP, 81 adults and 6 Apprentices with an EHCP. 351 students were assessed for full exam arrangements.

5.2.2. Support is adapted to meet the individual needs of students and promote independence at the earliest opportunity. This 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, and 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.

5.2.3. SEND training was delivered cross-College by the ALS team and Quality department. 254 staff attended SEND and Adaptive Teaching Part One training, 146 attended SEND and Adaptive Teaching Part two. 196 staff completed the exam access arrangement training.

## 5.3. MENTORING AND WELLBEING SUPPORT

5.3.1. The mentoring team offers support to students with mental health issues, including extreme anxiety and any who present 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.

5.3.2. The Mentor Team Leader who is the Looked After Children (LAC) Designate also leads on support to Care Experienced students and is a member of the College Safeguarding Team and the Safeguarding Committee. 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 including unaccompanied minors were supported. Unfortunately, the take up of this was reduced for two of the practical activities this year due to the events in Stockport with some students fearful of leaving their accommodation. Those students have since enrolled on their courses.

5.3.3. 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 selfharm and suicide ideation. The Aspire team worked with 179 students in 2023/24. The Counselling team worked with 177 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.

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

5.4.1. The Careers Team recruited a Special Educational Needs and Disability (SEND) Advisor in recognition of the increasing number of SEND students with EHCP and others who require additional support. This post works in partnership with the ALS team and Supported and Inclusive Learning curriculum in particular to ensure all mainstream and specialist provision students have a positive destination after their time with us.

5.4.2. 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. The team supported the Leicester University aspirations event again this year as part of our College in the Community initiative which has become an annual event focusing on encouraging more students from the Black community to consider Higher Education.

5.4.3. The 16-19 team delivers on-line E-guidance, face-to-face, telephone and MS Teams support to a wide range of students including 844 students with a declared disability or learning difficulty, 223 students with EHCPs, 315 students in receipt of FSM, 76 care experienced students, and 21 young Carers. The team also provided support to students who had withdrawn from their chosen course. There were a total number of 5,270 interactions this academic year.

5.4.4. The National Careers Service (NCS) recruited its first Apprentice Careers Advisor who will be supported to achieve a L6 qualification in Information, Advice and Guidance. This has been a successful appointment which we hope to replicate. As in previous years, the team supports a diverse range of clients including many who have been out of work for over 12 months due to chronic mental and physical health issues. The spectrum of clients include professionals with higher level overseas qualifications and those with basic or entry level qualifications and English language needs. The team delivered 121 face-to-face and group sessions primarily at APC, City Skills Centre (CSC) and Ross Walk and at community outreach venues such as The City of Sanctuary. This includes a weekly drop in at APC and CSC. Going forward the team will have a stronger presence at FPC next academic year now the Student Services hub is fully operational.

## 5.5. LIBRARY SERVICES

5.5.1. The Library has continued to strengthen links with and provides opportunities for students to feedback on/request resources through a Library Voice Teams channel via the Student Council. Representatives volunteered to work with the library department to improve facilities for all students. Meetings are also organised to allow direct discussion with Library staff.

5.5.2. Our work to increase the diversity and accessibility of Library resources continues. All Library documentation, including help and support documents are accessibility checked before publication to match the accessibility standards of the e-Library.

5.5.3. The library continues to work with The Student Enrichment Team (SET), feeding into and coordinating with the enrichment calendar.

5.5.4. 272 ESOL students participated in the Reading Challenge, an increase of 60 students on the previous year. 4,654 graded readers were issued, an increase of over 39% on the previous year. The library has extended the Reading Challenge to include outreach students from Highfields.

5.5.5. The Library at SMC has also worked with some courses in Computing to form a reading group for their students needing support with literacy. 20 students participated in the group.

### **Gameracy**



5.5.6. 39 students from Launchpad participated in the programme in 2023/24. [Gameracy](#), a tabletop game-based learning programme for disengaged students developed by the College's Library team, is designed to support literacy, numeracy and digital skills. It was awarded the COLRIC (Council for Learning Resources in Colleges) Innovative Practice Award for 2024.

## 5.6. NURSERIES

5.6.1. 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 SEND and referrals from Health Visitors and Support Workers requiring respite places for parents in a safe, caring, educational environment where disadvantaged children can interact, play and learn. A significant number of 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.

5.6.2. The nurseries work closely with the College safeguarding team to support vulnerable parents e.g. those experiencing domestic abuse. The Welfare Team are also key partners ensuring that student parents in particular access timely financial support to enable them to undertake their College course. A significant number of our parents are ESOL students, and the increasingly diverse staff team ensures access to bi-lingual and multilingual adults. Staff, parents and children are free to express themselves and speak their own languages in ways that enhance the culture of the setting. Professional meetings are conducted with trained external interpreters however they are not always available from the local authority. Diversity is positively acknowledged and explored.

## 6. **EDI PROJECTS AND STUDENT ENRICHMENT**

6.1. The College participated in the national Leaders Unlocked Racial Justice programme for the first time this year and is now one of 14 colleges across the country independently consulting our students on their experiences at College from a racial justice perspective. Signing up to the project was a direct legacy of our first "Hear My Voice" student consultation project. Four students agreed to be ambassadors and were mentored and given the opportunity to collaborate with students from other parts of the Country to share their experiences and showcase their views to a national audience. 100 students from a diverse range of ethnicities participated in the online survey with another 40 students taking part in the on campus focus group session, delivered by Leaders Unlocked. The majority of the students in attendance were from our BECT curriculum. We received both positive and constructive feedback from the students which will help the College to build a more inclusive experience for all our students going forward. We will be developing this pilot and delivering the project next year with the hope of engaging even more students from a broader range of curriculum areas.

- 6.2. This year the “Hear My Voice” II student consultation focussed on students who identified they had a visible or hidden disability, neurodiversity or mental health issues. A freelance journalist worked in partnership with us to deliver an independent student consultation project. 265 students participated in either one-to-one interviews, focus groups and/or the online survey significant increase to the 118 students who participated in the HMV project the previous year.
- 6.3. The EDI Team delivered two Faith In Education living library events during November 2024 to promote Inter Faith Week. Faiths and religions represented included Christianity, Buddhism, Judaism, Rastafarian, Islam and Hinduism. This multi faith event was very positively received with approximately 40 students participating from Hospitality and Launch Pad. In addition, the team delivered a panel event including staff and external guests who follow the Muslim faith. This was an opportunity for students to ask questions about Islam and learn about how different individuals follow their faith in modern Britain. Approximately 90 students participated in this event, the majority from BECT curriculum area. In addition, the SET team delivered open events during the week for students including music, food, dancing and diva painting. Students could have a go at bhangra or learn how to operate a Chinese dragon. Students attended a Somali workshop with an opportunity to try some traditional dresswear and henna.
- 6.4. As part of the College in the Community initiative, the Marketing team delivered the Big Iftar at the Abbey Park Campus for the first time to mark the end of the holy month of Ramadan. This was an opportunity to engage with the local community and for local residents to find out more about what the College has to offer. This was a partnership project between the College and the City Retreat with approximately 150 people attending including staff and members of the wider community. The event attracted local media coverage and was very positively received. Next year the team hope to deliver a Bollywood style event and an Easter Eggstravaganza.
- 6.5. Promotion of the reflection rooms is on-going, with staff leading Friday afternoon prayers. Approximately 45 students and 6 staff participate on a regular basis at our FPC and APC campuses.
- 6.6. SET delivered many face-to-face student activities, events and organised external trips as in previous years. E.g. Culture Day where students and staff are encouraged to wear their traditional national clothes and identify their nation flags is a highlight of the year. Approx. 200 students attended this year’s events. The flags usually erected for this event are now permanently displayed at FPC and APC throughout the year.
- 6.7. Engaging with our adult provision in the outreach centres, running SET popups and activities to build a more inclusive offer to all our students was a priority for this year. Activities were also tailored to support our ESOL students.
- 6.8. The SET worked in partnership with curriculum to deliver bespoke Values & Expectations workshops to our 16+ students in ESOL, primarily working with our refugee and asylum seeker students.

6.9. 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 with the support of student peer advocates.

## **7. EDI IN TEACHING AND LEARNING**

7.1. This year 98 students, (a mix of Level 1 and 2) from Motor Vehicle, Construction, Travel and Tourism, Hospitality and Digital students took part in our 2-week international work experience Turing funded programme (formerly ERASMUS) to Seville. Economically disadvantaged students are supported with travel documents so they can have an opportunity to participate and learn about different cultures. For our hospitality students this meant complete immersion, living, cooking and working in a new environment. For many of the students this was also their first time abroad and their first time away from their families.

## **8. PROTECTING STUDENTS**

8.1. 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.

8.2. A total of 57 complaints have been received concerning behaviours, attitudes, and overall well-being. Among these complaints, 47 were specifically related to staff behaviour.

8.3. The Behaviour and Conduct Policy was in its second year of delivery and replaced the previous Disciplinary Policy. The Fitness to Study process was fully implemented. Both policies focus on a restorative practice model of behaviour and conduct management, ensuring early intervention and support is consistently prioritised. Reporting has been commissioned to be able to analyse trends and to provide greater transparency with EDI indicators.

8.4. The 16-19 student induction programme continued this year and included the importance of students keeping themselves and their peers safe. Differentiated resources were developed for Supported Learning and ESOL students to ensure inclusive delivery.

## **9. ESTATES UPDATE**

9.1. The capital budget for 2023/24 was a total of £3,202,499.

9.2. The College developed a BK1 which is a training kitchen located at FPC. Historically this has been used by our Supported Learning students and much of the furniture was extremely dated. The College was able to complete a full refurbishment and

create several variable height kitchen areas which included sinks, worktops and cookers/hobs.

- 9.3. APC B Block was completely refurbished. This area is now a fully compliant DDA building featuring level access throughout, with lifts up to the upper floors. Classrooms have newly installed furniture which have variable height workstations increasing accessibility. Accessible toilets were also refurbished.

## **10. SUPPORT FOR STAFF**

- 10.1. A pilot Reciprocal mentoring scheme was launched this year. Members of ELT took part in the scheme with six volunteers from the College Leadership Team who were from Asian backgrounds. The pilot will be evaluated and future plans for a scheme will be considered by ELT.
- 10.2. Consultation with the Race Equality Network (REN) on Careers development for Black staff took place in 2023/24; this was shared with the Race Equality Network and the ELT. The plan continues to be implemented; one action was for a member of ELT to have career conversations with any members of the CLT from an “ethnically diverse” background. Eight staff asked for a conversation, seven were from an Asian background and one from a Black background.
- 10.3. Five out of the nine participants in the Emerging Leaders Programme are Black and one is disabled.
- 10.4. ‘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. The training helped managers with techniques to enable them to be confident in discussing issues with staff that might be difficult. These conversations could involve capability, sickness, behaviour or conduct to ensure that the outcome of the conversations is clear, that improvements are made and that issues are resolved in a positive way.
- 10.5. The REN is a staff network open to all staff interested in supporting race equality within the College, including allies. Currently REN has 44 members across the College at all different levels, sectors and job roles. The group has three scheduled meetings per year. All members of the network have an equal voice, with the primary goal to raise concerns, promote good practice related to race equality, and to communicate these with key stakeholders to foster change. The network provides a safe space for members to discuss common issues and seek mutual support. REN has been supported by the Director of HR and attended by the Deputy Principal. A new Chair was elected with the previous chair stepping down to Vice Co-Chair to support the transition. REN is currently evaluating engagement and how to improve participation.
- 10.6. The LGBTQ+ Staff Network was established in 2023 with around 10 members. The main objectives of the group are to provide a safe and confidential space for members and to actively contribute to the decision-making processes which can

directly or indirectly impact on LGBTQ+ staff, students and visitors. The current chair is leaving the organisation and a new chair has taken over.

- 10.7. The Disabled Staff Network (DSN) currently has 21 members from across the College. The group focusses on being a safe space for members to discuss issues relating to their health/disabilities that impact on daily working life. The main aim is to offer peer support. A significant achievement is that both support and curriculum staff governors are also members of the DSN, giving disabled staff an extra voice.
- 10.8. The Values based leadership programme was delivered to Heads of Service and remaining Directors across the organisation after a successful delivery to most Directors in 2022/23. The training was well received, equipping senior staff to lead staff in a manner which is in accordance with College values. Management training for CLT members will take place in 2024/25.
- 10.9. 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. Awareness has increased among curriculum staff, and we will embed this as part of our wider inclusion strategy going forward. This is a long-term strategy which we hope will show results from feedback with all our students.
- 10.10. LGBTQ+ awareness training was provided for 62 representatives from curriculum and support areas, resources were provided for delegates to share with colleagues. Further training has been provided to individual curriculum areas who identified the need for more development/greater levels of input. The next steps are to develop a subsequent training session to explore the practicalities of supporting students/apprentices when presenting as LGBTQ+.
- 10.11. A series of workshops were developed and delivered to line managers covering the following topics.
- x Managing Stress in your Area - 3 sessions
  - x Making Reasonable Adjustments for Staff (Mental Health and Hidden Disabilities) 3 sessions x Two new online training modules have been made available to staff: Let's talk about race in the workplace which has been completed by 300 staff and Being an Active Bystander online training which has been completed by 131 staff so far.
  - x Managers Guidance: Domestic Abuse training was developed and delivered by our Well Being Officer. 127 Managers and supervisors participated in the training from a possible 136. The training was very successful and will be rolled out other staff next year.

## 11. PAY GAPS

- 11.1. There has been some slight movement in the College's pay gaps when looked at by gender, ethnicity and disability. All three mean pay gaps have slightly increased this year, the median pay gap for Gender and has increased while the figure for

'LVDELOLW\KDVIDOHQ' The

eWKQLFSD\JDSUHPDLQVWKHVDPH 2QHRIWKHUHDVVRQVIRU the pay gaps is the payment of Market Supplements in hard to fill areas i.e. Construction, Engineering and ICT services.

GENDER PAY GAP

Category	Female	Female %	Male	Male %	Total
Apprentice	3	100%	0	0%	3
Casual	38	54%	33	46%	71
Lecturer	148	57%	113	43%	261
Manager	46	54%	39	46%	85
Part Time Lecturer	45	61%	29	39%	74
Support	456	75%	150	25%	606
<b>Total</b>	<b>736</b>	<b>67%</b>	<b>364</b>	<b>33%</b>	<b>1,100</b>

ETHNIC PAY GAP

○er	Apprentice	Apprentice %	Casual	Casual %	Lecturer	Lecturer %	Manager	Manager %	Part Time Lecturer	Variable Hours Lecturer %	Support
Asian or Asian British	1	0.3%	29	10%	64	25%	13	15%	26	35%	160
Black, Black British, Caribbean or African	1	2%	0	0%	14	5%	3	4%	2	3%	32
Mixed Heritage	0	0%	1	5%	0	0%	0	0%	0	0%	19
White	1	33%	33	46%	161	62%	65	76%	40	54%	371
Other Ethnic Group	0	0%	0	0%	3	1%	1	1%	1	1%	3
Not Specified or Prefer not to Say	0	0%	8	14%	19	7%	3	4%	5	7%	21
<b>Total</b>	<b>3</b>	<b>○er</b>	<b>71</b>	<b>○er</b>	<b>261</b>	<b>○er</b>	<b>85</b>	<b>○er</b>	<b>74</b>	<b>○er</b>	<b>606</b>

DISABILITY PAY GAP

Category	No Disability	No 'LVDELOLW' <sup>oer</sup>	Disabled	Disabled %	Not Specified	Not Specified%
Apprentice	2	67%	0	0%	1	33%
Casual	61	86%	1	1%	9	13%
Lecturer	219	84%	22	8%	20	8%
Manager	78	92%	4	5%	3	4%
Part Time Lecturer	55	74%	7	9%	12	16%
Support	497	82%	41	7%	68	11%
<b>Total</b>	<b>912</b>	<b>100%</b>	<b>75</b>	<b>oer</b>	<b>113</b>	<b>oer</b>





## 12. LEADERSHIP AND GOVERNANCE COMMITMENT

- 12.1. The Governors and ELT remain strong EDI advocates with one Governor taking up the role of EDI Governor Champion. Increasing the diversity of the governing body membership remains a priority and informs succession planning and the recruitment of new governors.
- 12.2. The Principal made a public pledge to review all teaching and learning resources and materials in 2022/23 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 several curriculum areas and teaching staff are asked to consider inclusivity when planning their courses for 2024/25 to continue to progress in this area.

## 13. OVERALL ACHIEVEMENT RATES BY DIVERSITY INDICATORS

- 13.1. 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. The Data Insight Team and Quality department continue to work towards ensuring reporting is aligned to show a clearer picture of student achievement. The overall achievement rate for this year was 84.4% which is down from the previous year (86.5%).

### 13.2. AGE

- 13.2.1. As in previous years 19+ students outperformed 16-19 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. 16-19 students achieved 81.0% and 19+ students achieved 86.0%.

### 13.3. DISABILITY

Year	Declared Disability	No Declared Disability
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
2023/24	82.2	83.9

#### 13.4. 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
2023/24	83.2	84.2

#### 13.5. ETHNICITY

13.5.1. Asian and Black students had the best achievement rates. Mixed heritage and white students had a lower rate of achievement but there are no significant gaps in performance by different ethnicity groups. Male students slightly outperformed female students for the first time in several years.

	<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
2023/24	84.1	85.0	82.5	83.5	82.2

### 14. STRENGTHS AND SUCCESSES

14.1. Staff and managers remain highly committed to giving our 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. Overwhelmingly our students report they feel safe to study in a supportive and inclusive environment.

14.2. EDI is promoted in our 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.

14.3. Wide dissemination of the first 'Hear My Voice' Project which included feedback to students, senior managers, staff and governors. 118 students participated in the

consultation. The SET team enabled our students to participate in the national Leaders Unlocked programme as a legacy of this project. 144 students participated in the pilot programme which will be rolled out in 2024/25.

- 14.4. Funding (£5K) made available for strategic EDI delivery which enabled continuation of the 'Hear My Voice' Consultation with an external consultant focussing on the experiences of Disabled students including those with hidden disabilities, neurodiversity and mental health issues at the College. 265 students participated in the research. The results of this research will be shared with students and staff. The full report is set out in a separate paper. Continuation of the Human library events and external guest panel in November to acknowledge and celebrate Interfaith week and open events delivered by our SET attracted a large number of students and was positively received.
- 14.5. Association of College Social Action Research Funding enabled us to deliver our first Inclusive Employer event in May 2024. Invited guests including IBM, Soft Touch and The British Heart Foundation, and staff and student presenters highlighted the opportunities, challenges and positive impact work experience can have on students with physical, hidden, neurodiversity and mental health issues. The event was very positively received by the 50 delegates in attendance and we hope the conference will grow and become an integrated part of our College offer going forward.
- 14.6. 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.
- 14.7. 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 ongoing relationship with The Race Equality Centre, City Retreat, and the developing relationship with the Stephen Lawrence Research Centre at DMU are specific examples of this.
- 14.8. The SET provide support and training to our 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 including Culture Day. The SU and/or the SET deliver a variety of events and displays marking significant days/months in the EDI Calander including PRIDE, Mental Health Awareness, Black History Month, Diwali, International Women's day to name a few. 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.

## 15. PROGRESS ON OBJECTIVES FROM PREVIOUS YEAR

15.1. 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.

### 15.2. ONGOING

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

15.2.2. **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 teaching and learning 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 II' Consultation and Research Project to managers, staff and students.

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

x 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 – Gypsy, Roma, Traveller (GRT), Eastern European etc so we can identify and target support more effectively. Ongoing

x Continue to develop partnerships with key organisations and the wider community to support wider student EDI agenda. E.g., Explore delivery of BSL courses to students and staff, develop partnerships with LGBTQ+ organisations locally and nationally. Work closer with GRT community organisations to ensure our offer is accessible to this group.

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

x **Objective** – Continue to work in partnership with the Black Leadership 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 statistics including ethnicity pay gap data to ensure transparency. **Ongoing Action**

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

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

- x The (Equalities and Human Rights Impact Assessment (EHRIA) screening process was initiated in 2022/23 and continued this year. 9 Equalities Impact Assessments (EIAs) were submitted this year including policies for Stop and Search, Learner Support Fund – 3-mile change, Removal of Toilet doors and the AI Usage Policy. We hope to develop this process even further to ensure it is more robust by trialling an EIA staff panel pre submission of EIA screening documents to ELT for Approval.

- x **New Action:** development of an advisory panel to act as a “critical friend” to senior leaders pre submission of their screening document to ensure all protected characteristics are considered.

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

- x **Objective** - Continue to support the REN, Disability and LGBTQ+ staff networks/groups Ongoing Action

15.2.8. Take up opportunities to strategically and visibly support EDI agenda including BLM, LGBTQ+, Disability Inclusion and Ethnically diverse communities (GRT) locally, regionally and nationally.

- x **New Action:** Successful recruitment of additional EDI Governor Champion.
- x Secure funding for EDI Officer post to support EDI initiatives cross College.
- x Explore EDI Charter mark.

15.2.9. 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**

## 16. NEW OBJECTIVES FOR 2024/25

16.1. Objectives For 2024/25 are set out in the Appendix.

## 17. RECOMMENDATION

17.1. Members are recommended to comment on and receive the report.

## GAIL PRINGLE HEAD OF INCLUSION

**APPENDIX 1 EDI STRATEGY ACTION PLAN 2022/23**

THEME	ACTION	TARGETS/IMPACT (ref to KPIs where appropriate)	SLT/CL T LEAD	TIMESCALE (TERM/YEAR)	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	x Reduce the attainment gap between adult and 16-18 students to pre pandemic levels x Reduce the achievement gap to pre pandemic levels for disabled students x Reduce the gender achievement gap by 2 % x Ensure the ethnicity achievement gap is no more than 1% for all ethnicities	Debi/Kully/Fran/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	<p>2.1. Ensure accurate recording of student starting points</p> <p>2.2. Ensure destination /tracking of 16-18 students post completion of their study programme or qual</p> <p>2.3. Ensure internal progression tracking of all students on study programmes to ensure</p>	<p>x All students are assessed at the start of their learning journey – KPI % of students assessed</p> <p>x Accurate data is available on the destination of all students post completion of their study programme – KPI No of students contacted</p> <p>x All students are regularly tracked to ensure they are on target with no significant</p>	Debi/Kully/Fran/Neil	2024/2025	<p>Progression and destination reporting under construction</p> <p>Apr 23 2.1 Assessment tools currently being explored to identify student starting points.</p> <p>Sept 23 Update needed from curriculum</p>	
--------------------------------	---	--	----------------------	-----------	---	--

THEME	ACTION	TARGETS/IMPACT (ref to KPIs where appropriate)	SLT/CL T LEAD	TIMESCALE (TERM/YEAR)	UPDATE	RISK (RAG rate)
	<p>they are making expected or better than expected progress.</p> <p>2.4. Destination tracking of adult students post their learning.</p>	<p>difference between students who have protected characteristic and those with non - KPI evidence of internal tracking</p> <p>x There are no significant differences between adult students who have protected characteristic and those with non with regard destinations when they complete their learning</p>				



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.	<p>x 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) x</p> <p>There is no significant difference between adult and 16-18 students (Currently 5% diversity gap re age – adults more satisfied)</p> <p>x All students (including outreach students) have the opportunity to provide feedback via the student survey, student voice forums, snap surveys or targeted focus groups</p>	Debi/Kully/Fran/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.</p> <p>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 students responded and so is not statistically robust.</p> <p>Sept 23 ‘Hear My Voice II’ project</p>	
---------------------------------	---	--	---------------------	-------------------------------	--	--

THEME	ACTION	TARGETS/IMPACT (ref to KPIs where appropriate)	SLT/CL T LEAD	TIMESCALE (TERM/YEAR)	UPDATE	RISK (RAG rate)
-------	--------	--	---------------	-----------------------	--------	-----------------

					<p>engaged with near 265 students who self-identified as having a disability or mental health issue. Quantitative and qualitative data available on student experience. Final report received and being disseminated.</p> <p>Leaders Unlocked Racial Justice Survey completed by 100 students of all ethnicities providing quantitative and qualitative data for the College to consider.</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	<p>x There is no significant difference between students with protected characteristics and those with non with regards attendance Student feedback</p> <p>x All students who require additional support or reasonable adjustments are able to access this in a timely way. Student Feedback x All students have access to high quality IAG and careers advice. Student Feedback</p> <p>x All students are offered opportunities to engage in relevant enrichment activities to enhance their</p>	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 with successful audit in Jan 2024. SEND training delivered 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>	

		student experience. Student feedback.				
<b>THEME</b>	<b>ACTION</b>	<b>TARGETS/IMPACT (ref to KPIs where appropriate)</b>	<b>SLT/CL T LEAD</b>	<b>TIMESCALE (TERM/YEAR)</b>	<b>UPDATE</b>	<b>RISK (RAG rate)</b>

					<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 are included in 'at risk' discussions with curriculum through Safeguarding Link presentations to curriculum in 23/24.</p>	
--	--	--	--	--	---	--

**APPENDIX 2**

**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 antiracist.</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 I &amp; II /Leaders Unlocked - Staff confidence measure (baselined 2023 and re-run 2024 and 2025)</li> </ul>	VPs Curriculum
---	--	--	----------------

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?	Progress
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</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> <ul style="list-style-type: none"> <li>-July 2024</li> </ul> <p>Owners: VPs Curriculum (Development Day)</p>	<p>QI</p> <p>Training proposals agreed with Quality and HR to include EIA', Transgender awareness, Inclusive</p>

---

Language,  
Inclusive

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?	Progress
		Learning showcase to share best practice and inform future actions. Owner(s): Director of QI, Head of Inclusion		pedagogy, BSL, GRT awareness raising

---

<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>Human Library Event delivered as part of Interfaith Week Nov 2023. Inclusive Employer Event delivered in May 2024 including lived experiences from students with hidden disabilities.</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>

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?	Progress
---------------------------	---------------------------------	-------------------------	------------------------------	----------

<p>Review attendance, retention, progression and achievement data to create targeted actions for curriculum</p>	<p>Those with a protected characteristic Specific actions created with those -November 2023  achieve as well as their peers curriculum areas with identified gaps  and reviewed through QA process</p> <p><b>KPI 3: Achievement gap between and EDI Committee students particularly those with Owner(s): Head of Inclusion, Director protected characteristics (ethnicity, of QI gender, disability) is reduced KPI 4: Feedback from Students with protected characteristics is no less favourable than students who do not have a protected characteristic.</b></p>		<p>To be identified through first QA review meetings and QIP development.</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> <p>Themes for focus areas discussed and agreed.</p> <p>Delivery timetable to be agreed.</p>

**PRIORITY OBJECTIVE 2**

PRIORITY	What is the change we want to see?	How will we measure it?	Priority Sponsors
----------	------------------------------------	-------------------------	-------------------



<p>Create a truly diverse College that is inclusive, respectful, welcoming, and kind in relation to all students, staff and the wider community.</p>	<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>	<p>Deputy Principal</p>
--	---	--	-------------------------

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?	Progress
---------------------------	---------------------------------	-------------------------	------------------------------	----------

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

EIA completed for new building works. Proposal for new EIA staff advisory panel to support SLT re consultation with members of protected characteristics.

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?	Progress
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	15 EIA completed in 22/23 8 EIA completed in 23/24. Staff training to be delivered in 24/25 so screening, action planning to mitigate any negative impacts more robust

<p>To actively promote and celebrate different communities within the College.</p>	<p>The College is visibly recognising national events such as PRIDE, Black History Month, Disability History Month, Interfaith week etc.</p>	<p>Development of the College Thematic Calendar to include key EDI events and activities identifying key events to support, reflective of the College community.</p> <p>Owner: Director of Student Services &amp; Marketing</p>	<p>September 2023</p>	<p>BHM celebrations held, Interfaith week, IWD etc. Thematic calendar includes all major events and celebrations</p>
<p>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.</p>	<p>The whole College community shares a common understanding and approach.</p> <p>Students are clear at induction of the behaviours expected of them as members of the College community</p> <p>Timetabled sessions with support materials available to staff as articulated above.</p>	<p>-Feedback from students on the impact of induction in increasing their awareness and understanding through a pulse survey.</p> <p>Owner: Director of Student Services &amp; Marketing</p> <p>-Review of PD curriculum to ensure it is reflective of community and desired outcomes</p> <p>Owner: Head of PD</p>	<p>December 2023</p> <p>June 2024</p> <p>June 2025</p>	<p>Survey still to be drafted</p>

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?	Progress
	<p>Working closely with Student Union to facilitate a 'joined up' approach to inducting all students in EDI, British Values and Prevent.</p>	<p>-Project to develop materials in collaboration with the SU to improve awareness of our community</p> <p>Owner(s): Head of Inclusion, Head of Student Engagement</p>		

<p>To ensure that all student forms are in accessible formats throughout the onboarding process.</p>	<p>No student feels disadvantaged by inaccessible forms or processes.</p>	<p>Ensure all onboarding information &amp; application forms are available in accessible formats.  Owner: Director of Student Services &amp; Marketing</p>	<p>July 2025</p>	<p>Website will be WCAG compliant.  Development of new onboarding processes will include EDI considerations.</p>
--	---	--	------------------	--

**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 Progress achieve this by?	
Analyse the staff survey for participation and satisfaction by protected	An understanding of targeted actions needed and resulting plan characteristic groups	Analysis of the results filtered by protected characteristic groups. Owner: Director of HR	Survey scheduled for disclosed May 2024. Analysis for Autumn 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	Introduce a Community recruitment initiative to attract more ethnic minority staff and those with a disability	July 2025	

Review the Reciprocal Mentoring Scheme and recommend way forward	Increase the influence of Black staff once Senior Leaders of the College	Engaging Black staff and Senior Leaders on the scheme	July 2025	
--	---	--	-----------	--