

Equality, Diversity & Inclusion

Annual Report

2023-2024



Executive Summary

- The College places a high priority on Equality, Diversity and Inclusion.
- 2023-24 saw a strong focus on EDI in College with some very successful, joyful, celebratory events and thriving student groups.
- The student EDI survey confirmed that the College is an inclusive and welcoming place, and provided ideas for areas to develop further.
- Our student body is more diverse than the local community as a whole. Participation and outcomes of most minority groups are strong.
- We are working hard to create a more diverse body of staff, although our extremely strong retention means there is very low staff turnover, with few opportunities to recruit staff belonging to minority groups.
- 'Gaps' in outcomes for minority cohorts and/or disadvantaged cohorts are relatively small. Data is monitored to ensure that progress is made in closing gaps where they emerge.

Statement of Commitment

The College is a diverse, international and multicultural community, and promoting, celebrating and valuing diversity and ensuring equality, is at the heart of all we do. We continue to work together to create an inclusive learning environment in which everyone is valued as an individual, has an equal opportunity to participate, and is treated with dignity, fairness and respect, based solely on merits, abilities and potential.

Equality of opportunity is everybody's right, and is a central aim of the College for all staff, students, governors and other stakeholders. The Equality and Human Rights Commission describes equality as: 'Ensuring that every individual has an equal opportunity to make the most of their lives and talents.' In other words, equality means ensuring everyone has equal opportunities, receives fair, non-discriminatory treatment and the support they need to fulfil their potential.

We are aware that there are many barriers to true equality, and that individuals may be disadvantaged because of their race, age, sex, gender, religion or belief (including lack of belief), disability or sexual orientation. The College is also mindful of the socio-economic, cultural, psychological and experiential factors which can affect our students, including those who are looked after, or who are carers themselves. In addition to the implementation of policies, we continue to take positive College-wide action to tackle the particular disadvantage, or different needs of certain students, by targeting resources and putting in place additionality, or bespoke provision to support all our students.

Our Shared Values encompass our determination to ensure that all members of the College have an equal opportunity to maximize their potential, are valued equally and are treated with respect. We seek to ensure that in respect of both employment and education, all are provided in an environment in which diversity is valued. Every member of the College community has a responsibility for promoting **Our Shared Values** in all aspects of College life.

The College recognises the importance of the active promotion of fundamental British values in all we do. The values of democracy, rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs, are complemented by **Our Shared Values**. We actively celebrate, value and promote diversity, advancing equality and eliminating unlawful prejudice, harassment, victimisation and discrimination. The College is opposed to discrimination of any form, and is committed to the protection of its members from such unlawful activity.

This commitment to equality, diversity and inclusion underpins and influences all areas of College life:

- We will ensure that our recruitment and admissions policies encourage applications from under-represented sectors of the local community.

- We will ensure that our practices actively foster access to the College and support all our students to attain successful outcomes and progress to higher education or employment commensurate with their ambitions, interests and abilities.
- We will monitor the engagement and achievement of minority and minoritized groups of both staff and students within the College community, including, but not limited to, all those with protected characteristics.
- We will identify, analyse and seek to address any gaps or disparities. We understand the potential impact of economic disadvantage on educational and employment opportunities.
- We will work to redress inequality, seeking to improve the life chances of young people from under-represented and disadvantaged groups in our community and promote social mobility, by providing our students with opportunities to gain additional skills and experience, alongside the opportunity to achieve high quality, relevant qualifications.
- We will develop further our partnerships other education providers, employers, safeguarding partners and community groups and we will play a full and active role in our local community.
- We will continue to liaise closely with local schools to ensure those from under-represented and disadvantaged groups in our community achieve fair access to our services.
- We will ensure that the College website and other communications are accessible and inclusive in nature.
- The College will continue to work with community partners in a full and active way to ensure it plays its part in achieving the broad objectives of the local community. These will include (but not exclusively) such issues as climate change, sustainability, safety, freedom of speech and inclusivity.
- Within College, we will strengthen mechanisms to promote equality, diversity and inclusion, creating new staff and student groups to champion these issues across the College.
- The College's **Statement of Commitment** and **Our Shared Values** were produced in partnership with the Staff EDI Working Group, the Student EDI Committee, the EDI Steering Group, and the Student Council.

Supported by the following documents:

- Disability Statement
- Equality and Diversity Policy
- Emotional Wellbeing and Mental Health
- Harmful Sexual Behaviour
- Health and Wellbeing Statement
- Human Resources Strategic Plan
- Our Shared Values
- Protection from Bullying and Harassment Policy

EDI evident in:

- College Strategic Priorities
- 3-5 Year Strategic Plan
- Whole College SAR
- Departmental SARs
- Teaching & Learning SAR
- Lesson observation data
- Curriculum Reviews (for the 4 departments who selected EDI as a theme)
- Annual Pastoral Report
- Curriculum Audits
- Curriculum Maps
- Human Resources Strategic Plan
- Contributions to the staff and student handbooks

- INSET programme and whole staff training
- Termly and annual reports on Bullying and Harassment and Harmful Sexual Behaviour

Our Shared Values

Inclusion

Diversity is not only valued at our College, but also celebrated and promoted. We seek to ensure that individuals understand differences in others, and that activities and opportunities are adjusted to ensure equality of access for all groups.

Respect

We respect the right of individuals to choose, and to hold, differing beliefs, identities, and faiths. We ensure that all individuals and groups are valued and treated fairly and with respect, and expect all members of the College community to act with integrity in recognising and respecting individuals' differences. We actively promote the importance of respecting our environment.

Openness

We are committed to cultivating a learning culture which is open-minded and dynamic, and positively encourage the exploration of controversy, providing opportunities to explore equality issues and celebrate diversity through the curriculum, student groups, societies and cross-college events.

Support

We ensure that all members of our community are encouraged and supported with equal opportunity to achieve their full potential, and make reasonable adjustments where needed and where possible. We celebrate everyone's achievements, and actively promote the development of self-knowledge, self-esteem and self-confidence.

Resilience

We strive to create a learning and working environment which develops resilience and critical awareness, enabling our students to learn how to positively tackle obstacles that arise, manage stress and uncertainty, and achieve positive outcomes.

Listening

Staff and governors are committed to listening to, and valuing, each individual. In the spirit of democracy, we proactively listen to, and use the student and staff voice, to advance policy and practice.

Global citizenship

We recognise the importance of appreciating international differences, and the interconnectedness of people, societies and environments around the globe. We actively promote understanding of human rights, gender equality, global citizenship, cultural diversity, a culture of peace and non-violence and the sustainable development of our world.

Curiosity

We value curiosity and the desire to ask questions and seek answers. Curiosity enables us all to pursue and acquire new knowledge, skills, and ways of understanding the world and ourselves.

Empathy

We recognise that empathy is the cornerstone of being part of a community, where treating one another with compassion and understanding unites us, regardless of our differences and fosters belonging.



2023-24: Summary of EDI Achievements and Developments

This part of the report focuses on students but the broad objectives will relate to the whole community (see also **Human Resources Strategic Plan 2023-24** for detail related specifically to staff).

The College has placed a high priority on Equality, Diversity and Inclusivity this year, in line with the priorities articulated in the **3-5 Year Strategic Plan** and will continue to be supported by the creation of a lead link governor for Equality and Diversity during 2024-25.

The College continues to be a highly inclusive and supportive learning and teaching environment, fostering equality and respect for all, an approach which we aim to make evident to our students, staff, parents/carers, visitors, local communities and Ofsted.

The College EDI Coordinator has continued to actively disseminate resources, arrange staff training, organise events, proactively engage staff and students, and investigate data.

2023-24: Whole College Initiatives

In 2023-24, the Staff EDI Working Group met half-termly and focused on the areas for development raised by the June EDI staff audit. e.g., further developing competence around inclusive language and inclusive behaviour(s)/allyship.

The Student EDI Committee met half-termly and focused on content for the Pride Month/LGBTQ+ History Month and BHM tutorials, and the Arts, Culture and Diversity enrichment Week. The Student EDI Committee, plus the well-established student groups: Culture Committee; Inclusive Feminist Group; and LGBTQ+ Group – continue to function as focus groups for students to discuss / generate ideas / suggestions for the College Council, tutorial resources, staff training etc.

Whole College EDI INSET was sourced, planned and delivered by Diverse Educators on the morning of 10th June 2024. Three sessions were provided, developing consciousness, confidence and competence with some of the areas identified in the staff EDI survey: Courageous Conversations; Disrupting Unconscious Bias; and Navigating Intersectionality. All three sessions were open to all College teaching and operational staff.

The EDI Lead Practitioner/EDI Coordinator ran four EDI Teaching and Learning Community (TLC) sessions attended by a wide range of teaching staff. In addition to the focus on collaborative projects, the sessions focused on: exploring how the language of our classrooms promotes inclusion and fosters belonging; using data to more fully understand participation, access and achievement; and adapting, designing and delivering curricula and assessment to engage students in learning that is meaningful, relevant and accessible to all.

The Teaching and Learning Practitioner Audit undertaken in June 2024 returned a positive rating for EDI of 3.8. Colleagues were asked to rate their current pedagogical confidence against ten core themes and identify areas on which they would like further training and guidance. The data was used by line managers and the Lead Practitioner Team to inform PDR objectives and training and development activity.

The EDI Coordinator/LP continued to provide academic departments with subject focused EDI Padlets to support the review of EDI, plus a broader EDI Padlet for all staff.

Throughout 2023-24, the EDI Coordinator continued to liaise with local community groups and organisations e.g., Community 360 and The OutHouse, plus ongoing liaison with EDI Coordinators in the CENBASE group of sixth form colleges.

The expanded Arts Culture and Diversity Festival held during 8th to the 12th July, featured activities held every day with visiting speakers, workshops, exhibitions and events taking place in different departments and venues over the five days to embrace and champion diversity and inclusion e.g. the Celebration of Diversity afternoon; Colchester Against Modern Slavery (CAMs) running a day of workshops for Law, Geography and

Sociology students; the student fashion show; the festival itself on the grassy knoll, plus academics and professionals visiting various Departments to work with students in lessons e.g. English; Visual Art, Media Studies; Photography; Sociology; Performing Arts; Philosophy and Religious Studies; Sport and PE and Maths.

Our Shared Values integrated into the Active Citizenship tutorial and the poster put up in all tutor bases, and on noticeboards in public spaces in College. The March 2024 Ofsted report states ‘Students’ behaviour is exemplary. They are polite, courteous, well-mannered, and respectful. Teachers skilfully develop most students’ comprehension of fundamental British values. Students consider the views and beliefs of others and treat each other with dignity and respect.’

2023-24 Outcomes for students in minority and disadvantaged groups

For analysis of the achievements of the whole cohort, please see **Whole College SAR 2023-24**. This report focuses on comparisons between the achievement of different groups of students.

| Academic year | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-2024 |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
| GCSE point score on entry Year 2 A level | 5.9 | 5.6 | 5.6 | 6.0 | 6.2 | 6.2 |
| GCSE point score on entry Year 1 A level | 5.5 | 5.5 | 5.9 | 6.1 | 6.0 | 5.8 |
| Number of students about whom we hold safeguarding information | 690 | 742 | 1056 | 1357 | 1361 | 1585 |
| Number (and percentage) of students with declared mental health difficulties | 328 (11%) | 517 (18%) | 567 (18%) | 656 (21%) | 937 (29%) | 910 (28%) |
| Number of students with high level SEND (HLN) | 29 | 30 | 38 | 29 | 19 | 8 |
| % of students with any Additional Learning Need | 42% | 45% | 50% | 48% | 51% | 49% |
| Number of students receiving financial support | 453 | 355 | 354 | 492 | 436 | 370 |
| Number of students receiving higher level bursary | 19 | 12 | 19 | 20 | 26 | 13 |

Ethnicity

15% of the cohort (599 students) were Ethnic Minority, which compares favourably with local demographics. According to the 2021 census, the population in the city of Colchester is predominantly White (88.5%), whilst Greater Essex (the combined area represented by Essex County Council, Southend-on-Sea City Council, and Thurrock Council) as a whole is 90% White. The population in Tendring, where we have five ‘in area’ feeder schools, is predominantly White (96.2%), with Ethnic Minorities representing the remaining 3.8% of the population. Greater Essex remains less ethnically diverse than England as a whole, where the Ethnic Minority population accounts for over a quarter (26.5%) of the overall population. The composition of the Ethnic Minority population in Greater Essex is also different to that of the country as a whole. The Other White Group as recorded by the Census (including Irish, Gypsy and Irish traveller, Roma, and Other White groups) is the largest Ethnic Minority group in Greater Essex, while the Asian and Asian British group is largest across England as a whole. Within Colchester, in the 2021 census the Other White Group is 6.3%. Greater Essex has a population of some 1.9 million – larger in scale than the majority of UK cities (only London, Birmingham

and Manchester are more populous). Colchester's population was estimated to grow to approximately 199,900 people in 2024.

Socio-economic factors

Given the location of the College, seventy miles from London and in a relatively affluent county in the South East of the country, where the 2024 average salary in Colchester sits just below the average UK salary, it is unsurprising that 60% of our students sit in the lower or upper middle-income quartile. However, the College draws from in excess of 100 schools over a radius of approximately seventy miles and that reflect vastly differently socio-economic communities. Essex is a large county, with pockets of both extreme wealth and poverty. The 2023 data from the Office for National Statistics (ONS) identified South central and North east central Chelmsford as being two of the five highest-earning areas to live in Essex. In contrast three of the five Essex towns with the most acute needs, are coastal communities in our catchment – Harwich, Clacton and Walton, with more acute levels of community need than England as a whole, and East Colchester is listed as one of the five lowest-earning areas. In Essex, Tendring has the highest percentage of adults with no qualifications (26.2%) and the highest proportions of children eligible for FSM (30.8%). Our anecdotal evidence would correspond, and indicates that the participation, engagement and achievement of (prospective) students from the Tendring area is severely affected by adverse social and financial circumstances. The College remembers the White working-class, and is aware of its history of academic underachievement, which it seeks to address proactively. We continue to explore ways to address this issue in a variety of ways (see development plans).

Gender

The trend towards more females (57%) and fewer males (43%) enrolling at College continued, in line with national trends. Female students are more likely to opt for academic education post-16 whereas male students achieve lower GCSE results and favour technical and vocational options.

Value Added A level results comparisons

The following comparative value-added (VA) data is taken from the 6 Dimensions Report (6D), produced by the SFCA, and relates to average A level grades. If one group has a score which is 0.1 higher than another, that would mean that 1 in 10 A levels achieved by that group would be a grade higher than A levels achieved by the other group, and 9 in 10 grades would be the same, relative to achievement of students with equivalent prior attainment at GCSE across the rest of the Sixth Form College sector.

| | Date | Cohort Size | Average GCSE | Overall | Male | Female | White | EM |
|---------------------------|--------|-------------|--------------|---------|-------|--------|-------|-------|
| College Overall (A level) | 3 year | 3893.00 | 6.27 | -0.12 | -0.10 | -0.14 | -0.10 | -0.22 |

| | Date | Below 5.3 | 5.4-6.8 | 6.9 and above | Bottom | Lower | Upper | Top | FCM |
|---------------------------|--------|-----------|---------|---------------|--------|-------|-------|-------|-------|
| College Overall (A level) | 3 year | -0.21 | -0.14 | -0.03 | -0.28 | -0.12 | -0.10 | -0.06 | -0.13 |

Analysis of 2024 A level results shows:

The College had a smaller overall 'gender gap' (whereby males achieve better in Value Added term than females) than the national sixth form College average: 0.03 compared to the national 0.07. The College three-year average is 0.04.

Averaged across the last three years, there have been lower than average VA scores for some cohorts of students across College, including Ethnic Minority students.

Based on 2024 results, the College has an ethnicity gap of 0.32, which is larger than the SFC ethnicity gap of 0.10. The College's three-year average ethnicity gap is 0.11 which would be in line with the sector average for 2024. There does not seem to be an easily identifiable factor that would have led to 2024 results having such an increased ethnicity gap compared to the previous two years. Improving outcomes for minority or disadvantaged groups is the **Whole College QIP 2024-25** objective 10 and priority 2 of the **College Strategic Priorities 2024-25**.

In 2024, the College had a larger than sector average ethnicity gap in all categories except for Mixed Heritage students (where it is about in line with the rest of the sector) and Chinese students (where the College significantly outperforms the rest of the sector although we have very few Chinese students). Of the major ethnic groups, Black and Asian students have the largest ethnicity gaps.

Other measures of potential disadvantage do not have an impact on ethnicity achievement gap at this College. There is virtually no difference in the ethnicity gap between boys and girls. There is a smaller ethnicity achievement gap for Free College Meal students and those with Health problems than the rest of the cohort, while there is a clear pattern of the ethnicity achievement gap being more pronounced at the more advantaged end (both higher income and higher GCSE on entry). This might be explained by the fact that both nationally and at College, the subjects with the highest ethnicity gaps tend to be those that require higher GCSE grades.

Similarly, averaged across the last three years, there have been lower than average VA scores for those whose postcode places them theoretically in the bottom income quartile – although in 2024, this latter category dramatically improved; as with the increased ethnicity gap in 2024, there is no immediately identifiable reason for this. The 6D VA for students from lowest socioeconomic groups at A level was -0.13, improved from -0.39 in 2023. All four income quartiles (as defined by 6D) achieved within a narrow band of 0.06 in 2024. Measuring socio economic disadvantage by qualification for the College Bursary, VA in this category dropped slightly by -0.22, although the three-year average for students receiving the bursary is almost identical to the College average.

Learning Support

| | A*-B | A*-E | Avg. GCSE score |
|-----------------------|-------|-------|-----------------|
| All A Level | 45.1% | 96.8% | 5.9 |
| Traditional SEND 2024 | 41.3% | 94.8% | 5.4 |
| Traditional SEND 2023 | 37.2% | 94.7% | 5.3 |
| Non-SEND | 45.6% | 97% | 5.9 |

| | A* | A | B | C | D | E | U | Number of entries | % within category |
|----------|-------|--------|--------|--------|--------|--------|---------|-------------------|-------------------|
| All | 5.21% | 18.63% | 45.10% | 70.29% | 88.00% | 96.78% | 100.00% | 3933 | 100.0 |
| SEND | 2.36% | 14.39% | 41.27% | 67.92% | 85.14% | 94.81% | 100.00% | 425 | 10.8 |
| Non-SEND | 5.55% | 19.15% | 45.56% | 70.58% | 88.35% | 97.02% | 100.00% | 3508 | 89.2 |
| MH | 5.61% | 17.82% | 42.74% | 67.16% | 85.15% | 95.87% | 100.00% | 609 | 15.5 |
| Non-MH | 5.13% | 18.78% | 45.53% | 70.86% | 88.53% | 96.95% | 100.00% | 3324 | 84.5 |

Students with Learning Support needs continue to be supported via a combination of departmental subject specific support and Learning Support Dept. focused support. Effective monitoring continues departmentally, with those students who require further support being identified early and support being offered. Ofsted reported that the provision for High Needs Funded Learners was 'Outstanding' and an improvement in High Grades by 4% in 2024, with a slightly lower average GCSE score, shows that VA achievement for this cohort is at least on a par with their non-SEND peers. In terms of 6D the VA for all students is -0.11. The VA for students with SEND is -0.14 indicating that students with SEND 2023-24 made very similar progress compared to the overall student body.

Pastoral, wellbeing and mental health provision is also vital in supporting student progress and academic success (see **Whole College SAR 2023-24; Pastoral Report June 2024**).

Mental Health

The number of students experiencing difficulties with their mental health has remained high at 28%. External provision to help students with mental health difficulties is scarce and waiting lists are long. In-College provision has been expanded, and is well received. The tutorial programme and via teaching and learning approaches, focused explicitly on student resilience and work was done to break the link between poor mental health and low attendance. Mental health professionals consistently tell us that structure and regular attendance are helpful to students who may be struggling with their mental health. See **Pastoral Report June 2024** for whole College approach to mental health; monitoring of vulnerable students; excellent wellbeing provision in College and exceptionally close working arrangements with external agencies.

The differences in achievement between students who have difficulties with their mental health and those who do not are relatively small. The A level pass rate for students with MH is 95.8, compared with 96.9 for non-MH students; high grades stand at 42.7%, as compared with 45.5% for all students.

Vulnerable Students

'Vulnerable children' in this context are those that have a social worker, including LAC (Looked after children), PLAC (Previously looked after children), CPP (children with a Child Protection Plan) and CIN (those defined by social care as Children in Need).

Looked After Children also thrive and perform well at College, with the additional support provided by the Designated Teacher: the three A level leavers in summer 2024 had 100% pass rate in L3 qualifications and progressed to positive destinations: two progressed to HE courses and one is taking a year out before applying to HE in 2025.

2023-24: Progression to Higher Education

Progression to university is very strong across all groups at College. 6D data shows that more of our students progress to university, when compared with other students with similar starting points (i.e., GCSE scores) at sixth form colleges nationally. In particular, our Ethnic Minority (non-White) students have significantly higher rates of progression to HE than is expected, as do our economically disadvantaged students – both those in receipt of free meals and those from Polar 1 postcodes. See also **Pastoral Report June 2024** for very positive progression and destinations of HLN students and vulnerable students, including Looked After Children.

From the analysis of VA destinations data, the largest group in VA terms to progress to HE is Ethnic Minority students (+15%) although, along with bursary students they are the least likely to go to Sutton 30 institutions. Analysis of destinations by Polar categories (used to indicate whether the student lives in an area of high or low participation in higher education) shows that our students from the lowest, Polar 1 category are more likely to progress to university than students from the highest, Polar 5 category. Curiously, Polar 3 and then Polar 5 are the least likely Polar groups in VA terms to go to a Sutton 30 institution – which speaks highly of our encouragement of Polar 1 and 2 students.

Ethnic Minority Students are more likely to progress to HE than the wider cohort:

| | All Students | Ethnic Minorities |
|--|--------------|-------------------|
| those who either had a firm place for Sept 2024 or Sept 2025 | 69.2% | 76.1% |
| those who had firm place for 2024 or 2025 OR were <i>intending</i> to apply for Sept 25: | 74.8% | 87.7% |

While White students are more likely to progress to ‘high tariff’ universities such as Sutton 30 or Russell Group, Ethnic Minority students are much more likely to do so in the Polar 1 category, while the White students have a more even spread.

| | White | Ethnic Minority | | White | Ethnic Minority |
|------------------------------------|-------------|-----------------|--|-------------|-----------------|
| Students going to Sutton 30 | 252 | 38 | Students going to Russell Group | 181 | 28 |
| % of Whole Cohort | 21.2 | 18.4 | % of Whole Cohort* | 15.2 | 13.6 |
| POLAR1 | 16.2 | 28.6 | POLAR1 | 12.4 | 26.2 |
| POLAR2 | 25.7 | 15.2 | POLAR2 | 17.8 | 12.1 |
| POLAR3 | 20.0 | 13.7 | POLAR3 | 15.0 | 7.8 |
| POLAR4 | 19.9 | 13.6 | POLAR4 | 14.6 | 0.0 |
| POLAR5 | 23.9 | 19.0 | POLAR5 | 16.0 | 15.5 |

Ethnic Minority Polar 1 students (i.e., those with two factors which may indicate disadvantage) are significantly more likely to go to a high tariff institution than any other category.

It is hard however to draw too many conclusions from this. For White students, with a bigger data set, there is a much more of an even spread across the five polar categories. Although White Polar 1 students are the least likely to progress to Sutton 30 and Russell Group, Polar 2 are the most likely.

While we feel that this reflects the work that the College is doing to promote equality and raise aspiration, it must also reflect the work that is being done in the HE sector i.e. the contextual offers that these students may have received because of those characteristics.

Once at university, our students are extremely successful, with well above average retention and achievement, as is shown by our consistently excellent HESA (Higher Education Statistics Agency) data over the past 6 years:

| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|--------------|--------------|--------------|--------------|--------------|--------------|-------------------|
| Ex-College students achieving a first-class honours degree | 30.8% | 31.9% | 33.4% | 39.4% | 41.8% | 39% | Not yet available |
| First: all state sector educated students | 26% | 27.9% | 28.9% | 35.1% | 37% | 31.6% | Not yet available |
| Ex-College students achieving a first or 2.1 | 86.8% | 86.5% | 87.3% | 88.9% | 91% | 87.1% | Not yet available |
| First or 2.1: All state sector educated students | 76.9% | 78.2% | 78.1% | 84.2% | 84.9% | 79.9% | Not yet available |
| Ex-College students' retention rate after 1 year | 91.1% | 91% | 92.5% | 91.7% | 94.5% | 91.1% | Not yet available |
| Retention rate after 1 year (all state sector educated) | 87.7% | 88% | 87.5% | 87.8% | 87.1% | 88% | Not yet available |

This demonstrates how effectively we develop students' skills: students at this College are prepared well to become independent learners with the resilience, determination, and self-motivation to succeed in their next steps.

2023-24: Student Voice

The **EDI Student Audit** was completed by 655 students in June-July 2024. Figures in **bold** represent 2024 audit, and figures in brackets reflect the 2023 audit for comparison.

Headline data: student self-identification

- **61%** (56%) female students, **0.2%** (0.2%) intersex students, **39%** (42%) male students
- **90%** (89%) students identified as cisgender
- **2.1%** (3.1%) of students identify as being trans and **2.7%** (2.8%) students identify as being non-binary
- **69%** (64%) students identify as heterosexual, **13%** (16%) identify as bisexual, **5.5%** (6%) gay/lesbian
- **85%** (81%) students do not have a longstanding mental health condition
- **97%** (95%) students do not have a longstanding physical disability
- **84%** (82%) students do not identify as neurodivergent
- **92%** (93%) students have English as a first language
- **82%** (85%) of students do not speak more than one language fluently
- **8.2%** (5.7%) mixed race identities; **8.5%** (4.6%) Asian; **5.8%** (4.3%) Black; **0.8%** (0.2%) Gypsy, Roma Traveller
- **64%** (70%) of students have no religion; **28%** (20%) Christian; **2.3%** (2%) Muslim; **2.1%** (2%) Spiritualists

Headline data: students' experience and perception of EDI in College

- Most students **97%** (93%) think the College is inclusive
- Most students **93%** (88%) feel respected by the staff

- Most students **83%** (79%) said they had not been treated unfavourably as a result of holding a protected characteristic
- Most students **83%** (76%) feel respected by the students
- Most students **83%** (75%) agreed they knew how to raise a concern about an EDI matter and could identify a member of staff to approach
- Some students **69%** (59%) said that the College was more inclusive than their previous setting

Students used the free text boxes for Q9 in the **EDI Student Audit** - *What are some of the things which help you feel a sense of belonging at College, or what would help further increase your sense of belonging?* – to unpacking further the data above:

- The college have so many opportunities available for everyone no matter what your interests are they offer something.
- Everyone is very welcoming
- One thing that helps me feel a sense of belonging is the general atmosphere. It's really welcoming and friendly, and everyone is very kind and accepting. Another thing is the amount of diversity here at the college, with things like the LGBTQ+ Club.
- People don't judge ever, very welcoming
- Safe community
- Everyone is treated equally
- Diversity of the students
- Lots of diverse activities
- A large diversity of people within the college and the teachers are very inclusive.
- Variety of teaching methods in lessons
- Good representation of different sexualities and support
- Having 4th courses and additional studies
- Extra curriculums and people around me
- Teachers, clubs and additional studies
- All the extra-curricular things that are available to attend to which are labelled on the bulletin
- There are lots of clubs for everyone to join and be themselves
- There is a range of additional studies and opportunities that are suited to everyone, there is always a way to find other people with similar interests and ways to express interest in so many different areas.
- I like meeting lots of new people that have the same interest as me.
- There's no 100% focus on identity on college, rather it's weaved into its working and it makes things feel more casual and safer to be involved in.
- Everyone is treated equally. Nobody gets more opportunities than others for reasons other than chosen subjects.
- There is so much diversity in the college and something that speaks to everyone in it. It's not a place to feel unwelcome in as the college tries to be very inclusive.
- They have a good support system for students
- Students and staff
- People and staff are friendly
- Support from the teachers and their willingness to talk to you about the subject and related areas outside lessons; a lot of them make me feel welcome, and notice when I am not in
- My relationships with the students and teachers
- The teachers are much more approachable than at my secondary school
- The freedom to express myself along with the teachers whom i can openly speak to
- Friendly staff, nice environment, safe working spaces
- The teachers always check on your well-being by asking how you are
- All of the staff I have spoken to have been really helpful and helped me with being myself

- Having supportive teachers
- Getting on well with all of my teachers
- When you get reviews and check in with your teachers
- Help and support from tutors and other staff
- That teachers show kindness and respect to me and every student
- That I can have conversations with my teachers about things unrelated to college
- Teachers are always supportive of your learning and progress
- How respectful the teachers are and how they are so approachable
- My tutor is very approachable if I have any issues.
- Diversity activities happening all the time in college - specifically days, clubs, trips
- The many clubs that support and celebrate diversity or LGBTQ+
- College events such as the celebration of diversity performances
- Culture days and tutorials spreading awareness
- The inclusive approach
- Lots of inclusive and accessible extracurricular activities and spaces
- Lots of different clubs that include many different people
- There is good support for trans people and people with learning difficulties.
- People to talk to if needed
- Diversity weeks, more friends that are similar to me in my own subjects.
- Diversity days / weeks
- Lots of recognition for all races/diversities
- Though a lot of my classes aren't that diverse in terms of people, the number of talks, committees and extra-curricular activities allow me to see a bit of my culture or a similar aspect of me through other parts of college.
- All the events for celebrating culture or history of cultures are helpful for feeling included and appreciated
- The freedom and trust that we have a set timetable with lessons to attend but are allowed to move in and out of the college through the day.
- The independent format of the college I feel helps individuals to find themselves and the large cohort acts as an aid for finding/meeting people of similar cultural background and development in one's community.
- Being able to get help for things i don't understand due to language issues
- The presence of other openly LGBTQ+ people helps me feel more comfortable to express myself
- Various clubs, people are chill, there is a lot of information about EDI in form and class; which helps sense of belonging in college
- All of the tutorials on Thursdays about different cultures
- PowerPoints in tutorial help. One thing that could be improved is the way that new names are shown on the register to avoid any confusion with teachers
- Posters, diversity clubs, education on important topics in tutor, different country and sexuality flags
- Events representing all areas of inclusion create a welcoming environment
- I believe the college is doing well at creating a sense of belonging
- Form tutor and teachers
- Great community and I feel included
- Great understanding of mental health
- The different opportunities available from teachers and student led groups
- Equal respect shown both ways towards students and teachers
- Teachers make an effort every lesson to make students feel more confident
- My friends and my teachers make me feel welcome

Qualitative feedback from students – affirmative

- Students feel accepted, feel like they belong and feel safe because people are kind and helpful

- Students appreciate that the staff are supportive and friendly, encouraging positive staff-student relationship
- Students appreciate being known, and having familiarity with staff, the 1:1 interventions such as reviews are a strength
- Students do not feel like there is a hierarchy in different identities
- Students say there is diversity, but the inclusion does not feel like it is forced
- Students feel like they are treated like adults by their teachers
- Students feel confident in expressing who they are
- Students are keen to continue to co-create an inclusive culture and build a diverse community
- Students enjoy and recognise the importance of the cultural events and other community celebrations
- Students appreciate the extra-curricular breadth of opportunities e.g. clubs and societies, such as LGBTQ+, Friends Not Foes, sports, Culture Committee etc.
- Students like that different groups exist for them to participate in e.g. LGBTQ+, Trans, EDI Committee
- Students recognise the importance of gaining understanding of identities different to their own – via events, the tutorial programme, display boards/posters etc.

Qualitative feedback from students – constructive:

- Students are keen for greater representation in the curriculum and for it to not feel like a bolt-on
- Students would like even more opportunities to celebrate diversity e.g., events, clubs
- Students are keen to explore the socio-historical context/ knowledge construction to engage in critical debate
- Some students would like staff to be more aware of different disabilities and their barriers e.g., autism in girls
- Some students would like to focus on contemporary global citizenship e.g., communities affected by conflict and war
- Some students would like more cultural inclusion e.g., a focus on Middle Eastern and Slavic communities
- **75%** (64%) of students have a high sense of belonging; **25%** (32%) neither agreed/nor disagreed
- **77%** (68%) of students agreed the curriculum is diverse; **24%** (29%) neither agreed/nor disagreed
- **5%** (8%) of students said the College was not more inclusive than their previous setting; **30%** (36%) said it was the same
- **6%** (5%) of students said they had been treated unfavourably as a result of holding a protected characteristic; **15%** (18%) neither agreed/nor disagreed

Next steps for staff:

- Ensure staff consciousness, confidence and competence around neurodiversity awareness and in supporting students
- Continuing to ensure student identities and lived experiences are represented, visibilised and usualised in all departments and all curriculums
- Do the students all understand what we mean by ‘being treated’ unfavourably? Greater awareness needed of prejudice, discrimination, microaggressions, gaslighting and further integration into the tutorial programme.
- Continue to explore pronoun usage. Could pronouns be collected/cascaded as part of the student enrolment?
- Continue to promote how data can be used within departments and subject areas to inform approaches.

The **Learner Satisfaction Questionnaire** comments were very positive across all aspects of EDI: equity, belonging and inclusion; SEND; wellbeing and mental health; diversity in the curriculum and additionality.

The sense of belonging in College is strong and was clearly evident in the student body's response to the Ofsted inspectors in general and in person. The inspection team were particularly impressed by our students' behaviour and attitudes, including their willingness to go 'above and beyond' and their very positive attitude to the College community. This was also evidenced by the results of their survey. 97% of the 1415 students who responded 'would recommend the College to a friend'. 1100 students made free text comments about what the College does well, amongst which common themes were inclusivity, strong support and kind staff. 95% of year 2 students 'would recommend College to a friend'. (512 respondents to this question, **Learner Satisfaction Questionnaire, July 2024**). Respondents' free text comments to the question 'What's it like to be a student at College?' are overwhelmingly positive. The most frequently mentioned aspects of College that students appreciate are the 'independence' and 'freedom' – but just the right amount! paired with 'support when you need it' and 'kind' staff. In addition, a sense of 'fun' and enjoyment are often mentioned.

Student groups including the EDI Student Committee, Inclusive Feminist Society, LGBTQ+ group and the Culture Committee are all established and provide forums for students to share ideas, promote visible allyship and champion an inclusive culture and change.

We have continued to promote the mechanism to record and use preferred names established in September 2022, whilst retaining legal names as we must on College systems.

2023-24: Harmful Sexual Behaviour, Bullying and other forms of Harassment

The College records all instances of bullying, harassment and harmful sexual behaviour in a termly report which is shared with the safeguarding lead governor. Consent within relationships is the most frequent issue, which is a topic which is addressed in our Healthy Relationships RSE tutorials, with plans in place to review and revise the content once again, for 2024-25.

As anticipated the Ofsted inspectors looked closely at our EDI work including our response to peer-on-peer abuse and harmful sexual behaviour. The Ofsted lead inspector specifically asked to meet with the LGBTQ+ group, asking them how safe they felt at College and how reports of discrimination, peer-on-peer abuse and/or harmful sexual behaviour were handled by the College. The students voiced overwhelmingly that they felt supported, respected and listened to.

We have a thriving student Inclusive Feminist Society, which discusses and reports on any areas of concern. This group, along with the Trans and LGBTQ+ group contributed to the GOV.UK Gender Questioning Consultation earlier in the year which gave them the opportunity to discuss the issues and form their own opinions. During the Student EDI Committee meetings, there have been no concerns raised by the students surrounding peer on peer abuse or harmful sexual behaviours.

Essex Police have been invited in to work with some classes (Sociology, Law and Geography) hosting discussion-based sessions exploring the work of CAMS – Colchester Against Modern Slavery – during the EDI enrichment week (8th-12th July 2024)

There are no trends which link bullying and other forms of harassment to protected characteristics. Incidents happening on College site are still rare. Bullying occurs very occasionally at College, but issues raised at College tend to focus on emotional consequences of previous bullying at school.

2023-24: Human Resources

The College continues to be committed to Equality, Diversity and Inclusivity and this commitment runs through all aspects of College work. In line with our responsibilities under our Public Sector Equality duties

we continue to work to recruit talented individuals from a diverse range of backgrounds and to support and encourage all employees to progress and develop. For action plans see **HR Strategic Plan 2023-24**

The College has continued to work with Diverse Educators to develop a deeper understanding of diversity within the College community, identifying and addressing any gaps or barriers found. It was felt important to understand our current position with regards to diversity before developing strategies to increase diversity in line with student data. This led to the implementation of a staff and student audit which was undertaken in summer term 2023, analysis of which gave the College a starting point to build future strategy. The student audit will run annually, and the staff audit biennially.

Over 2023-24, the College continued to use social media to advertise vacancies e.g., LinkedIn. Plus, we continue to actively review recruitment and retention practices to ensure barriers to inclusion and diversity are reduced or removed e.g., publishing the outline information of a recruitment day in advance. In addition, we are members of the government led Disability Confident scheme which publicly marks our commitment to employing and supporting people with disabilities. Despite efforts, we continue to struggle to attract a diverse range of candidates, particularly for teaching positions. We will continue to identify ways to support underrepresented groups, and are actively exploring a pilot jobs and careers platform powered by Diverse Educators and School Talent.

Of 24 appointments made in 2023-24, 22 identified as White and 2 (9%) from Other Ethnic Backgrounds, this is a drop on last year's figures and is disappointing although we have seen an increase in the diversity of applicants applying to work at the College. Out of 189 applicants, 85 (44%) identified as Other Ethnic Background and 9 (5%) declared a disability.

In line with the restricted budget and anticipated student numbers for 2023-24 recruitment was in essential areas only. Teacher recruitment continues to be a strength with the College remaining a destination of choice. The shortage of teachers in the secondary sector in some hard to fill areas is having an impact on our recruitment. In 2023-24 the College made ten teaching appointments including Principal, and appointed 17 new members of operational staff, including 6 cleaners/catering assistants.

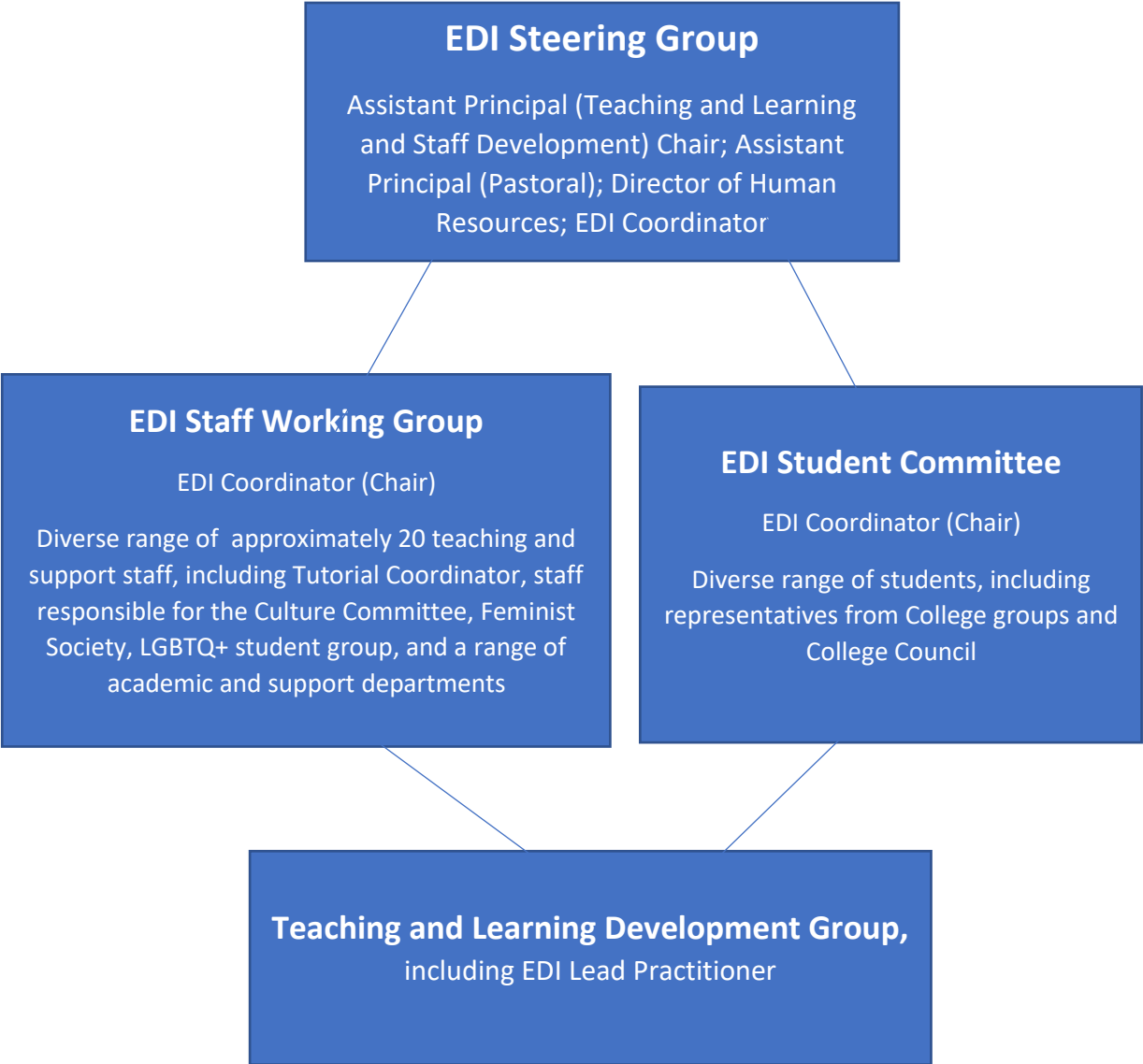
In 2023-24 we continued to review reasons for departure and undertook exit interviews, informing practice to ensure we retain teaching staff to ensure excellence is not lost, and that staff can develop and progress without needing to leave the organisation. For teaching staff, the retention rate for 2023-24 year is 93% - up 2% from 2022-23 (discounting retirement = 96%) and 23 internal development roles were appointed. For operational staff, the overall retention rate for 2023-24 is 88% (after retirement 92%). We continue our strong in-house teacher training offer, and have three new trainees, in addition to the three year 2 trainees.

The wellbeing initiatives and access to an inhouse counsellor has been of great benefit to staff and this is reflected in feedback via staff forum, regular wellbeing 'check-ins' and the biennial wellbeing/staff survey. In 2023-24 more wellbeing INSET was offered on non-student days, but also at regular intervals throughout the year e.g., weekly Pilates and mindfulness courses. In 2023-24 more staff mental health first aiders were trained. This has increased staff confidence and ability in dealing with difficult and often sensitive situations.

It is difficult to accurately provide data of staff with disabilities, as whilst we know of many working with us with conditions that would probably fall into the definition outlined in the Equality Act 2010, very few self-declare. We have an inclusive and supportive approach to staff and regularly implement adjustments to aid staff continue to work.

It is a strength of the College that we have relatively few formal disciplinary or capability or grievance procedures (1 ill-health capability; 1 grievance and 2 disciplinaries, one leading to a gross misconduct dismissal). It is our practice to build review and support into normal management behaviours with the intent to avoid the need to revert to more formal processes.

2024-25: Quality Improvement Plan



2023-24: Review of Development Plans

2023-24: Equality Diversity & Inclusion Development Plan

| OBJECTIVE | INTENDED OUTCOMES / IMPACT | REVIEW/EVIDENCE |
|---|---|---|
| <p>Further strengthen community and sense of belonging in College</p> | <p>Publicise student-produced ‘Our Shared Values’ document and poster. Introduce and publicise ‘College Community Code’ to make expectations of behaviour and engagement clear to students.</p> <p>Focus on community and sense of belonging throughout the Tutorial programme and College events, including an increased number of cultural events. Develop and strengthen students’ sense of community beyond College, promoting active citizenship and engaging with local community groups.</p> <p>Build on outcomes of staff and student EDI surveys, including relevant staff training in targeted areas.</p> | <p>College Community Code introduced and shared via tutorial, with discussion opportunity. Our Shared Values integrated into Active Citizenship tutorial and poster up in all tutor bases, and on noticeboards in public spaces in College.</p> <p>LGBTQ+ group and Inclusive Feminist Society arts and crafts stall raised funds for The OutHouse and CARA. Other College community events include “Knollfest”, “Unplugged on the concourse”, Friends not Foes quiz, superb set of tutor group produced Christmas hampers.</p> |
| <p>FINAL REVIEW: The student sense of belonging is strong and is very evident from both the Learning Satisfaction Questionnaire and Student EDI Survey. Ofsted report notes: “Most students undertake charity work or enter skills-based competitions. Students quickly become empowered to take ownership of their futures and their place in society as active citizens”. The Ofsted inspectors were particularly impressed with, and indeed moved by, the work of the Friends not Foes group.</p> | | |
| <p>Continue to raise profile of EDI in College</p> | <p>Building on outcomes of staff and student EDI surveys, EDI Coordinator and Staff EDI Working Group and Student EDI Committee to continue to support the regular review of practice and policy, and to contribute to the tutorial programme and enrolment.</p> <p>Ongoing supportive liaison with existing groups e.g., Inclusive Feminist Society, Culture Committee, LGBTQ+, Trans Group etc.</p> | <p>Summary of Staff EDI survey shared with all staff. Data explored during Staff EDI Working Group. Headline summary of Student EDI survey shared with Student EDI Committee.</p> <p>EDI Report shared with Governors and update presented 11/12.</p> <p>Update of enrolment paperwork to reflect feedback from both EDI surveys.</p> |
| <p>FINAL REVIEW: EDI Coordinator has continued to closely support the EDI related groups in College e.g. liaising to run events; signposting opportunities; promoting links and contacts; supporting development of tutorial materials. In addition, regularly engaging staff with EDI e.g., via the EDI Padlets; via the TLC; the Staff EDI Working Group; via the staff bulletin; the Annual EDI Report; feeding back survey outcomes.</p> | | |

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| <p>Develop greater representation and visualisation of EDI in College and further promote EDI across the curriculum</p> | <p>EDI LP and TLC members work to working collaboratively to address areas of focus e.g., intersectionality representation in the curriculum; visualising and usualising EDI in Departments; enhancing FCM and bottom income quartile attainment; POLAR/TUNDRA data analysis; working closely with the Library to enhance representation.</p> <p>Development of the EDI collection in the library – for students and for staff and use in TLC.</p> | <p>Range of contributions to the TLC carousel in June 2024 e.g., a toolkit on intersectionality; leveraging data to help shape priorities etc.</p> |
| <p>FINAL REVIEW: EDI Coordinator worked closely with over half the academic departments via the TLC 2023-24. Impressive range of projects explored with positive contributions to the departments e.g. the intersectionality work in Psychology, and the department work with the library re: decolonisation and broadening representation. Four departments chose EDI as their third theme for the Curriculum Review in 2023-24 (RS, Media, Sociology & Psychology). TLR questions to be updated in 2024-25.</p> | | |
| <p>Further develop the July Arts, Culture and Diversity week – retain local community focus</p> | <p>Student involvement – current Year 1 and ex-students. Plus, local organisations and stakeholders.</p> <p>Departments lead to initiate links, build EDI related curriculum initiatives and enrichment e.g., visits/visitors, activities etc.</p> | <p>Significant efforts by departments to promote and increase representation e.g., via enrichment talks, extension opportunities and visits.</p> <p>Highly successful (biggest ever) GCSE Citizenship Day of Action 21/11: Over 700 students and staff attended and provided positive feedback.</p> |
| <p>FINAL REVIEW: Highly successful July Arts, Culture and Diversity week with significant inclusion of departments and ex-students. Whole College events running daily, and the Celebration of Diversity afternoon, focusing on cultural, and gender diversity, a fantastic success (COD – masterminded and realised by colleagues as their project within the EDI TLC 2023-24). Greater links with local charities and organisations, supported and encouraged by EDI Coordinator and EDI TLC.</p> | | |
| <p>Formation of a CENBASE EDI working group to further develop an ‘outward-facing’ approach to EDI.</p> | <p>Strengthen existing relationships with EDI leads in all CENBASE colleges.</p> <p>EDI Coordinator to Chair group which meets termly. Group to influence shape of CENBASE INSET day in June 2024.</p> | <p>EDI coordinator has established CENBASE EDI group who plan to meet termly following the face to face in June 2024. CENBASE INSET day to run again in June 2025.</p> |
| <p>FINAL REVIEW: The formation of the CENBASE EDI group has been a valuable approach to share practice and explore strategies post-16. CENBASE INSET day to run again in June 2025.</p> | | |
| <p>Adopt a more ‘outward-facing’ approach to EDI, engaging organisations and think tanks to inform and shape</p> | <p>Continue to explore accreditation and training opportunities.</p> <p>Cascade materials and INSET from external bodies through TLC, Staff EDI Working Group, and via Padlets and Teams e.g., Gender Action.</p> | <p>EDI Coordinator completed both the Diverse Educators DEI Leaders 9-month course, and an 18-month NPQSL.</p> |

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| College culture and practice. | | |
| <p>FINAL REVIEW: Contacts made with a very broad cross-section of UK organisations to inform and support EDI Coordinator and work in College. Padlets regularly updated, and cascaded via the TLC. EDI Coordinator actively exploring links with Essex Citizens. Plus, a visit planned to Essex University in Autumn 2024 for the launch of the Community Action Clinic and to learn more about their Democracy in Action programme.</p> | | |
| Engage EDI Student Committee in range of actions to follow up the Student EDI Survey. | <p>EDI Student Committee to undertake the following:</p> <ul style="list-style-type: none"> - Diversity Walks - Prepare short 'lived experience' videos - Contribute to the Tutorial Programme - Support events across College e.g. Culture Day, and LGBTQ+ Christmas market | <p>Popular and successful "Culture Day" student event organised by College Council in March.</p> <p>Black History Month - EDI coordinator and Culture Committee collaboration with Community 360 re Black History Month and Nigerian Day.</p> |
| <p>FINAL REVIEW: To support Culture Day, the EDI Coordinator asked students to complete a short survey to capture the cultural makeup of the College – results were published in the Student Bulletin and via the screens. Discussion with AP T&L re: student involvement in the Curriculum Review process. Extensive programme of events for the Arts, Culture and Diversity Enrichment week in July. Three short films planned, and will be completed during 2024-25.</p> | | |
| Address and follow up the 'Questions to Consider' from the EDI Student Audit with relevant parties e.g. EDI Steering Group; DSL and DDSL; AP Pastoral; SLT; Tutorial Coordinator; Staff EDI Working Group etc. | <p>Promote Our Shared Values and College Community Code and continue to develop tutorial programme to ensure all students are aware of how to seek support, disclose etc.</p> <p>To continue to promote and develop use of inclusive language in the classroom via training opportunities and briefings to further enhance student belonging.</p> <p>Develop elements of the tutorial programme and work of the EDI Student Committee to address anti-racist strategies e.g., prejudice/discrimination/ microaggressions/ gaslighting.</p> <p>Exploration of methods to include preferred pronouns at enrolment.</p> <p>Use materials, training and support from Gender Action to continue to develop staff and student awareness and understanding of the dangers of incel culture and misogynist influencers via staff briefings and tutorial programme.</p> | <p>Tutorial resources and activities have enabled discussion and community building in tutor groups, particularly in year 1 groups.</p> |
| <p>FINAL REVIEW: Integration of Our Shared Values into the Active Citizenship tutorial. Range of tutorial materials produced e.g., Black History Month, Pride and LGBTQ+ History Month. Active exploration of Gender Action – and other materials e.g., HeForShe, and UN Women – to use in tutorial programme. Names and pronunciation is one of the three short films planned for 2024-25. Intention to build on the Race Equality Matters #MyNameIs campaign.</p> | | |

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| <p>The majority of teaching staff should have engaged in further EDI training via workshops on 12th of June, specifically around:</p> <ul style="list-style-type: none"> i) navigating intersectionality ii) holding courageous conversations iii) disrupting unconscious bias <p>These workshops will be recorded and available to all staff.</p> | <p>INSET set aside for this work – both whole staff, and within departments.</p> | <p>Diverse Educators delivered three well attended EDI workshops in June Disrupting Unconscious Bias; Navigating Intersectionality; Holding Courageous Conversations on 12-06-24. Recorded and added to the EDI staff resources.</p> <p>Good engagement with EDI TLC 2023-24.</p> |
| <p>FINAL REVIEW: Diverse Educators very well received on 12-06-24 with positive follow up and discussion in the TLC during 2023-24. Diverse Educators also delivered the keynote address at CENBASE in June 2024. EDI Coordinator delivered session on EDI for all new staff, and to the New Professionals Group.</p> | | |

2024-25: Equality Diversity & Inclusion Development Plan

| OBJECTIVE | INTENDED OUTCOMES / IMPACT | REVIEW/EVIDENCE |
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| Continue to adopt a more 'outward-facing' approach to EDI, engaging the wider local community. | <p>Strengthen existing relationships and forge new community links focused on diversity and inclusion.</p> <p>To include an even more diverse range of organisations in the Arts, Culture and Diversity Enrichment week in July 2025.</p> <p>EDI Coordinator to further develop links with colleagues in FE and HE and some initiatives are underway.</p> | <p>Ongoing engagement with CAMS and Essex Police.</p> <p>Renewed links with CARA re: supporting the Feminist Society – Jan 2025.</p> <p>Education Sector meeting with Essex Citizens on 30/01/25.</p> <p>Attended launch of the Community Action Clinic at University of Essex to discuss opportunities – 04/12/24.</p> |
| FINAL REVIEW: | | |
| Continue to adopt a more 'outward-facing' approach to EDI, engaging organisations and think tanks to inform and shape culture and practice. | <p>Continued use of OSCAR platform delivered by Causeway Education to support students from different pathways to maximise support with UCAS applications.</p> <p>Share TASSO (Transforming Access and Student Outcomes in HE) reports and findings with SLT, HODs and relevant colleagues to inform EDI strategies.</p> | Review pilot of OSCAR platform and feedback to SLT planned. |
| FINAL REVIEW: | | |
| Work closely with SLT and HODs – plus through TLC – to develop strategies to improve outcomes for student groups with lower VA. | <p>EDI Coordinator to work with SLT to explore creative ways to produce and use data to inform practice and strategy. Exploration of methods to generate data which is less easy to produce (e.g., sexuality, gender identity, some 'hidden' social/economic inequalities).</p> <p>Plus, exploration of CEDAR capabilities re: enhanced monitoring of cohorts to improve outcomes for unperforming student groups.</p> | Work undertaken with TLC e.g., group working on POLAR data and progression outcomes. |
| FINAL REVIEW: | | |

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| Engage more staff and students in 'bottom-up' initiatives to promote EDI across the curriculum and throughout the College community. | <p>Coordination of the Arts, Culture & Diversity Week in July 2025. Efforts to involve a broader range of departments and to invite a wider range of ex-students to visit lessons to enhance and support curriculum delivery. Departments lead to initiate links, build EDI related curriculum initiatives and enrichment.</p> <p>Promotion of events and activities throughout the year e.g., Culture Day; LGBTQ+ History Month, Pride Month etc.</p> | <p>Work with Culture Committee Coordinator to devise and develop an EDI Calendar for staff and students – for promotion in the student and staff bulletins.</p> <p>Planning underway for Arts, Culture & Diversity Week in July 2025.</p> <p>Meetings to frame the Human Library initiative scheduled for July 2025.</p> |
| FINAL REVIEW: | | |
| Continue to foster EDI through the pastoral programme, additional studies and enrichment. | <p>Implement action plan with EDI Student Committee following the July 2024 survey.</p> <p>Support the coordinators of student 'EDI' related groups.</p> <p>Regular liaison with tutorial programme coordinator re: materials and development of initiatives and approaches.</p> | <p>EDI Student Committee joint chairs elected 09-12-24.</p> <p>Materials produced for BHM tutorial in October and LGBTQ+ History Month in Feb 2025.</p> |
| FINAL REVIEW: | | |
| Work with AP T&L to source EDI training. | INSET set aside for this work – both whole staff, and within departments. | |
| FINAL REVIEW: | | |
| Work with AP Admissions to update website content | Meet with colleagues to shape EDI content for the website. Explore ways to continue to report on events and activities. | |
| FINAL REVIEW: | | |