



Equality & Diversity interim report 2020/21

Key performance indicators:

Publication of Ofqual source data determining the Centre Assessed Grades (CAGs) in the 2020 exam series is delayed. Consequently, national data on the effect of CAGs on disadvantaged groups and / or those with protected characteristics is currently unavailable. College level information continues to suggest that ethnicity is not a predictor of examination achievement. The wide variety of outcomes for different groups of black and minority ethnic students is evidence, needless to say, that they are not a homogenous entity and their performance is not determined by their ethnicity.

Unusually, and likely due to the CAGs process, female students achieved a higher success rate than male students. (Stereo) typically conscientious, disciplined female students are likely to have benefitted from the assessment methods, which rewarded sustained, consistent achievement.

As in previous years, there appears to be a high correlation between family income and achievement. Students who receive free College meals achieve considerably better than comparable students nationally. However, students in the lowest income quartile achieve worse than comparable students nationally, suggesting that there are a number of students who may be affected by poverty but are unidentified and not targeted for assistance. Anecdotal evidence suggests that the participation, engagement and achievement of (prospective) students from the Clacton area, which has some of the greatest deprivation the country, 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.

More detailed analysis will be available in the Six Dimensions report.

Executive summary for 2020/21:

In 2020/21 there were twelve formally reported incidents of bullying / harassment, including sexual harassment, sexual violence and relationship abuse; an increase on previous years. None of the issues were related to the protected characteristics of race, disability or sexuality. A number of issues are likely to have affected the number of incidents reported: lockdown, media focus on national and local sexual harassment issues, increased prevalence, improved reporting etc.

The students' Culture Committee, Inclusive Feminist Group and LGBT Group continue to function as focus groups for students to discuss / generate ideas / suggestions for the College Council, Tutorial resources, staff training etc.

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.

Fulfilment of objectives for 2020/21:

Reset Financial Disadvantage Project – data analysis support for AP recruited and research ongoing
Reduce incidents of bullying / harassment to zero – ongoing
Develop initiatives to promote engagement of BAME students – Culture Committee activities ongoing, including devising staff training resources on micro-aggression
E&D staff training – ongoing – both internally designed and external, online training taking place

Draft objectives for 2021/22:

Develop and implement Financial Disadvantage Project initiatives
Reduce incidents of bullying / harassment to zero
Develop initiatives to promote engagement of BAME students
Develop and embed resources to promote healthy relationships and mutual respect within all curriculum areas