East Surrey College

Equality Diversity & Inclusion Annual Report

Contents

1   Executive Summary

Orbital South Colleges (OSC) holds equality, diversity, and inclusion at the heart of everything we do.

Our Equality Scheme and Objectives 2020 – 2023 [appendix 1] have provided the measures by which we can continue to monitor and improve performance. This report sets out our performance in respect of these objectives which, for the sake of clarity, we have divided into learner and staff data.

Our learner population represents the local community and in most cases learners with additional support needs are retained and achieve as well as those without.

Learners with a declared learning difficulty or disability (LDD) perform as well as those without and are retained better. Learners registered as 19+ with LDD perform equally well, with 14 of the 20 categories exceeding whole college achievement. Achievement rates for apprentice learners with LDD is -9.3pp. The following curriculum areas achieved higher in comparison to whole college for learners identifying LDD; AAD, BBM, EEN, FCT, TCO and SFC.

In 2021/22 there was an increase in learners declaring mental health as a disability compared to the previous year, the gap in achievement between those with a mental health disability and those without has widened and will remain a focus. The number of learners reporting social and emotional difficulties also rose significantly however they achieved as well as those who reported no concerns.

In 2021/22 there was no significant difference in achievement between White British learners and BAME. Learners who identify Chinese origins achieved well, 100%, this cohort consisted of 9 learners. 34, 19+ learners identified with Indian origins and their achievement rates were outstanding too, 97.1%.

A consistent split of male:female learners enrolled at OSC continues. Male learners outperformed female learners but this was not significant.

Those learners who are 19+ outperform 16-18 learners but the gap remains insignificant.

Learners receiving Free School Meals (FSM) at OSC are retained better than those who don't. In 2021/22 learners in receipt of FSM did not achieve as well as those who didn't however the achievement gap is reducing when reviewing a three-year period.

Children that are looked after (CLA) make up 6.4% of the college population, this cohort achieve better than whole college by 3.2pp. This positive achievement is the first in a three-year trend where CLA have outperformed those who are not.

Learners that are young carers make up 2.7% of the college population and are retained better than those who are not. In 2021/22 achievement was inconsistent with the previous trend seen at OSC, with 64.3% achievement.

Learners who are care leavers achieve highly, 86.5% achievement was recorded in 2021/22.

Complaints and grievances related to Equality and Diversity were very low in 2021/22, one complaint was received from a learner and resolved internally. A majority of the complaints

received at ESC are from the White British community in comparison to the majority at JRC received from the non-British community.

Our staff continue to broadly represent the communities in which we work. Our workforce continues to have a majority of female employees, which continues into Senior and Executive roles.

Our robust policies and procedures are designed to underpin a diverse and inclusive culture, which are supported by our accreditations as Disability Confident Employer. We have continued to provide training to our staff in Equality & Diversity, and this has been supported by staff conference events.

As we continue to challenge our thinking, we will be focusing on our work to meet the standards of Croydon Equality Pledges and the George Floyd Race Matters Pledges, driven by our Equality, Diversity and Inclusion Forum which brings together a diverse group of staff.

2   Learners

2.1   Learner Profiles: Disability

Classroom-based

The number of learners declaring a learning difficulty or disability (LDD) fluctuates year on year. In 2021/22 academic year 36% of learners enrolled in classroom-based learning declared they had a LDD at Orbital South College (OSC). Whole college classroom-based achievement rate for learners with LLD is 80.0% which is consistent with the rate of those without, 81.0%. Overall, those learners with a disability perform 1pp different than those without. Retention of learners with LDD is strong and exceeds for those without, 16-18 0.7pp and 19+ 2.9pp.

Achievement of Students with and without a Learning Difficulty or Disability - OSC										
		2019/20			2020/21			21/22		
Age Grp		Leavers	Achieved	Ach.%	Leavers	Achieved	Ach.%	Leavers	Achieved	Ach.%
16-18	LLDD - Yes	1,537	1,308	85.1	1,354	1,159	85.6	1,357	1,082	79.7
	LLDD - No	4,561	3,857	84.6	3,828	3,296	86.1	3,028	2,432	80.3
16-18 Total		6,111	5,177	84.7	5,217	4,490	86.1	4,400	3,524	80.1
19+	LLDD - Yes	559	515	92.1	343	302	88	322	261	81.1
	LLDD - No	1,743	1,490	85.5	1,889	1,654	87.6	1,667	1,368	82.1
19 + Total		2,341	2,043	87.3	2,249	1,970	87.6	2,000	1,640	82
Grand Total - Yes		2096	1823	87.0	1697	1461	86.0	1679	1343	80.0
Grand Total -No		6304	5347	85.0	5717	4950	87.0	4695	3800	81.0

Mental health needs and the associated wellbeing of learners has always been a large focus at OSC. The number of learners declaring mental health as a disability has increased, as anticipated post pandemic. 245 learners reported having a mental health difficulty in 2021/22 compared to 214 the year prior, the 14.5% increase calls for this to remain a particular focus. Achievement of learners with a mental health difficulty was 73% in 2021/22 academic year widening by 6pp in comparison to 2020/21 academic year. As with mental health difficulties the number of learners reporting social and emotional difficulties rose, this area was

significant, +41.5%. These learners experienced a smaller difference in achievement cross year with 79.3% of learners achieving in 2021/22 compared to 80.5% the year prior. The gap in achievement between those with social and emotional difficulties and the whole college is insignificant, 0.8pp difference.

There are noticeable increases in achievement for learners with other specific learning difficulties in comparison to 2020/21 academic year. For example, those who declared Asperger's syndrome performed marginally better in 2021/22 compared to 2020/21 (total age +0.5pp) and those with speech, language and communication needs performed significantly better, +12.3pp difference.

Achievement Rates by Age and Learning Difficulty or Disability - OSC		2020/21	2021/22	Year on Year Comparison	NR	
					2018/19	Variation
Age Grp	Learning difficulty or disability	Ach.%	Ach.%	Ach.%	Ach.%	Ach.%
16-18	Asperger's syndrome	73.3	86.4	13.1	83.4	3
	Autism spectrum disorder	85	78.9	-6.1	83.4	-4.5
	Dyscalculia	100	80	-20	83.4	-3.4
	Dyslexia	88.3	80.6	-7.7	83.4	-2.8
	Hearing impairment	90.9	66.7	-24.2	83.4	-16.7
	Mental health difficulty	76.6	69.6	-7	83.4	-13.8
	Moderate learning difficulty	84.5	86.7	2.2	83.4	3.3
	Not provided	86.1	80.3	-5.8	83.4	-3.1
	Other disability	89.8	68.1	-21.7	83.4	-15.3
	Other learning difficulty	95	85.7	-9.3	83.4	2.3
	Other medical condition (for example epilepsy, asthma, diabetes)	91.9	81.1	-10.8	83.4	-2.3
	Other physical disability	66.7	87.8	21.1	83.4	4.4
	Other specific learning difficulty (e.g. Dyspraxia)	93.3	86.5	-6.8	83.4	3.1
	Severe learning difficulty	40	16.7	-23.3	83.4	-66.7
	Social and emotional difficulties	78.9	76.9	-2	83.4	-6.5
	Speech, Language and Communication Needs	80	90.9	10.9	83.4	7.5
	Temporary disability after illness (for example post-viral) or accident	100	50	-50	83.4	-33.4
	Vision Impairment	87.5	94.1	6.6	83.4	10.7
16-18 Total		86	80.1	-5.9	83.4	-3.3
19+	Asperger's syndrome	100	66.7	-33.3	89.9	-23.2
	Autism spectrum disorder	87.2	77.5	-9.7	89.9	-12.4
	Disability affecting mobility	90	100	10	89.9	10.1
	Dyscalculia	100	100	0	89.9	10.1
	Dyslexia	83.9	74.2	-9.7	89.9	-15.7
	Hearing impairment	100	100	0	89.9	10.1
	Mental health difficulty	89.1	84.1	-5	89.9	-5.8
	Moderate learning difficulty	90	82.6	-7.4	89.9	-7.3
	Not provided	87.6	82.1	-5.5	89.9	-7.8
	Other disability	90.5	93.8	3.3	89.9	3.8
	Other learning difficulty	88.9	50	-38.9	89.9	-39.9
	Other medical condition (for example epilepsy, asthma, diabetes)	84.3	93.8	9.5	89.9	3.8
	Other physical disability	100	77.8	-22.2	89.9	-12.1
	Other specific learning difficulty (e.g. Dyspraxia)	100	37.5	-62.5	89.9	-52.4
	Prefer not to say	66.7	100	33.3	89.9	10.1
	Severe learning difficulty	100	88.9	-11.1	89.9	-1
	Social and emotional difficulties	100	100	0	89.9	10.1
	Speech, Language and Communication Needs	66.7	83.3	16.6	89.9	-6.6
	Temporary disability after illness (for example post-viral) or accident		100	100	89.9	10.1
	Vision Impairment	66.7	83.3	16.6	89.9	-6.6
19 + Total		87.6	82	-5.6	89.9	-7.9

In 8 categories 16-18 year old learners with LDD outperformed their peers (whole college). An example is for those who identified speech, language and communication needs, they exceeded the achievement of whole college (by age group) +10.2pp and those with a visual impairment exceeding by +13.4pp. Learners registered as 19+ support similar findings with 14 out of the 20 LDD categories exceeding whole college achievement, including those with a hearing impairment +19.3pp and those with 'other' (epilepsy, asthma or diabetes) +13.1pp.

Achievement Rates by Age and Learning Difficulty or Disability - OSC		2021/22	Comaprison to 2021/22 whole college
Age Grp	**Learning difficulty or disability**	**Ach.%**	**Ach.%**
16-18	Asperger's syndrome	86.4	5.7
	Autism spectrum disorder	78.9	-1.8
	Dyscalculia	80	-0.7
	Dyslexia	80.6	-0.1
	Hearing impairment	66.7	-14
	Mental health difficulty	69.6	-11.1
	Moderate learning difficulty	86.7	6
	Not provided	80.3	-0.4
	Other disability	68.1	-12.6
	Other learning difficulty	85.7	5
	Other medical condition (for example epilepsy, asthma, diabetes)	81.1	0.4
	Other physical disability	87.8	7.1
	Other specific learning difficulty (e.g. Dyspraxia)	86.5	5.8
	Severe learning difficulty	16.7	-64
	Social and emotional difficulties	76.9	-3.8
	Speech, Language and Communication Needs	90.9	10.2
	Temporary disability after illness (for example post-viral) or accident	50	-30.7
	Vision Impairment	94.1	13.4
16-18 Total		**80.1**	**-0.6**
19+	Asperger's syndrome	66.7	-14
	Autism spectrum disorder	77.5	-3.2
	Disability affecting mobility	100	19.3
	Dyscalculia	100	19.3
	Dyslexia	74.2	-6.5
	Hearing impairment	100	19.3
	Mental health difficulty	84.1	3.4
	Moderate learning difficulty	82.6	1.9
	Not provided	82.1	1.4
	Other disability	93.8	13.1
	Other learning difficulty	50	-30.7
	Other medical condition (for example epilepsy, asthma, diabetes)	93.8	13.1
	Other physical disability	77.8	-2.9
	Other specific learning difficulty (e.g. Dyspraxia)	37.5	-43.2
	Prefer not to say	100	19.3
	Severe learning difficulty	88.9	8.2
	Social and emotional difficulties	100	19.3
	Speech, Language and Communication Needs	83.3	2.6
	Temporary disability after illness (for example post-viral) or accident	100	19.3
	Vision Impairment	83.3	2.6
19 + Total		**82**	**1.3**

Apprenticeships

A total of 31 learners reported they had a LDD in 2021/22 academic year, this has decreased by 11 learners compared to 2020/21. Achievement rates for apprenticeship learners with LDD is 55% against estimated whole college of 64.3%.

Performance by students with and without a Learning Difficulty or Disability										
		2019/20			2020/21			2021/22		
Age Grp ER		Leavers	Fwrk Ach	Ach%	Leavers	Fwrk Ach	Ach%	Leavers	Fwrk Ach	Ach%
16 - 18	LLDD - Yes	16	10	62.5	17	12	70.6	13	7	53.8
	LLDD - No	79	50	63.3	93	57	61.3	82	45	54.9
16 - 18 Total		95	60	63.2	110	69	62.7	95	52	54.7
19 - 23	LLDD - Yes	3	0	0	17	8	47.1	14	8	57.1
	LLDD - No	55	37	67.3	54	42	77.8	60	35	58.3
19 - 23 Total		58	37	63.8	71	50	70.4	74	43	58.1
24+	LLDD - Yes	1	0	0	8	3	37.5	4	2	50
	LLDD - No	23	14	60.9	25	18	72	27	17	63
24+ Total		24	14	58.3	33	21	63.6	31	19	61.3
Grand Total - Yes		20	10	50%	42	23	55%	31	17	55%
Grand Total - No		157	101	64%	172	117	68%	169	97	57%

Due to the low numbers of learners within each LDD category for apprenticeships there is not a suitable range of data to be able to draw comparisons between the categories.

Outcomes (Classroom-based and Apprenticeships)

Positive Outcomes

The following curriculum areas have good achievement rates, they are achieving above whole college with a majority exceeding 18-19 National Rates.

Curriculum area	Achievement for LDD %	National Rate %	Difference
Art, Design and Media (AAD)	89.4	87.2	+2.2
Business and Professional (BBM)	84.7	78.6	+6.1
Engineering (EEN)	97.4	83.1	+14.3
John Ruskin Maths, English, ESOL & KS4 (FCT)	81.3	86.8	-5.5
Construction (TCO)	86.3	81.8	+4.5
Sutton Football Club (SFC)	88.1	87.1	+1

Requires Further Analysis

The following curriculum areas have achievement rates for LDD below whole college and 18-19 National Rates.

Curriculum area	Achievement for LDD %	National Rate %	Difference
Maths, English and Teaching at ESC (MET)	75.7	86.3	-10.6
Service Industries (BHB)	78.1	85.1	-7
John Ruskin Vocational (CRM)	72.6	86.3	-13.7
Life Skills (LSK)	73.3	90.2	-16.9

2.2 Learner Profiles: Ethnicity

In 2021/22 there was no significant difference in achievement between White British learners and BAME learners (1pp). Achievement for BAME learners is in line with whole college.

		2019/20			2020/21			2021/22		
Age Grp	Ethnicity	Leavers	Achieved	Ach.%	Leavers	Achieved	Ach.%	Leavers	Achieved	Ach.%
16-18	White British	3,498	2,989	85.4	2,759	2,393	86.7	2,222	1,806	81.3
	All Other	2,613	2,188	83.7	2,458	2,097	85.3	2,177	1,717	78.9
16-18 Total		6,111	5,177	84.7	5,217	4,490	86.1	4,399	3,523	80.1
19+	White British	1,249	1,162	93	982	891	90.7	664	540	81.3
	All Other	1,092	881	80.7	1,267	1,079	85.2	1,337	1,101	82.3
19 + Total		2,341	2,043	87.3	2,249	1,970	87.6	2,001	1,641	82
Grand Total - White British		4,747	4,151	87%	3,741	3,284	88%	2,886	2,346	81%
Grand Total -All Other		3,705	3,069	83%	3,725	3,176	85%	3,514	2,818	80%

Achievement Rates by Age and Ethnicity - OSC

The most significant achievement rates in comparison to whole college is 16-18 learners from a Chinese origin, 100% of learners within this area achieved, +19.3pp, this cohort consisted of 9 learners. For 19+, Indian learners performed best in comparison to whole college, +16.4pp, this cohort was made up of 34 learners.

Areas that require further review in comparison to whole college include Irish 16-18 learners (cohort of 14 leavers) and 19+ learners (cohort of 5 leavers) who perform -23.6pp and -20.7pp irrespectively and White/Black African 16-18 learners -13.6pp (cohort of 70 leavers). These cohorts do represent a small population of the college community.

Achievement Rates by Age and Ethnicity - OSC		2021/22	Comaprison to 2021/22 whole college	Achievement Rates by Age and Ethnicity - OSC		2021/22	Comaprison to 2021/22 whole college
Age Grp	Ethnicity	Ach.%	Ach.%	Age Grp	Ethnicity	Ach.%	Ach.%
16-18	African	80.5	-0.2	19+	African	75.4	-5.3
	Arab	85	4.3		Arab	84.4	3.7
	Bangladeshi	91.7	11		Bangladeshi	85.7	5
	Caribbean	72.7	-8		Caribbean	87.2	6.5
	Chinese	100	19.3		Chinese	80	-0.7
	Gypsy/Irish Traveller	93.3	12.6		Gypsy/Irish Traveller	70	-10.7
	Indian	79.5	-1.2		Indian	97.1	16.4
	Irish	57.1	-23.6		Irish	60	-20.7
	Not Provided	80.5	-0.2		Not Provided	85.9	5.2
	Other	81	0.3		Other	90.6	9.9
	Other Asian	80.5	-0.2		Other Asian	78.5	-2.2
	Other Black	75.7	-5		Other Black	78.3	-2.4
	Other Mixed	69.6	-11.1		Other Mixed	74.4	-6.3
	Other White	85	4.3		Other White	87.4	6.7
	Pakistani	84.8	4.1		Pakistani	82.4	1.7
	White British	81.3	0.6		White British	81.3	0.6
	White/Asian	80.3	-0.4		White/Asian	73.3	-7.4
	White/Black African	67.1	-13.6		White/Black African	80	-0.7
	White/Black Caribbean	75.9	-4.8		White/Black Caribbean	88.9	8.2
16-18 Total		80.1	-0.6	19 + Total		82	1.3
				Grand Total		80.7	0

There are noticeable increases in achievement for 16-18 learners from Gypsy/Irish Traveller backgrounds in comparison to 2020/21 academic year, 16.8pp with 93.3% of learners achieving in 2021/22. This demonstrates significant improvement and exceeds whole college by +12.6%. White/Black Caribbean 16-18 learners performed marginally better than in 2020/21 3pp. Within the 19+ age group Pakistani and White/Asian learners performed marginally better, 2.9pp and 2.7pp respectively. White/Black African 19+ learners perform well, 7.3pp improvement on last year and in line with college achievement.

Achievement Rates by Age and Ethnicity - OSC		2020/21	2021/22	Year on Year Comparison	Achievement Rates by Age and Ethnicity - OSC		2020/21	2021/22	Year on Year Comparison
Age Grp	Ethnicity	Ach.%	Ach.%	Ach.%	Age Grp	Ethnicity	Ach.%	Ach.%	Ach.%
16-18	African	84.9	80.5	-4.4	19+	African	79.3	75.4	-3.9
	Arab	78.3	85	6.7		Arab	78.4	84.4	6
	Bangladeshi	86.7	91.7	5		Bangladeshi	92.6	85.7	-6.9
	Caribbean	88.7	72.7	-16		Caribbean	87.5	87.2	-0.3
	Chinese	100	100	0		Chinese	96.3	80	-16.3
	Gypsy/Irish Traveller	76.5	93.3	16.8		Gypsy/Irish Traveller	100	70	-30
	Indian	82	79.5	-2.5		Indian	91.8	97.1	5.3
	Irish	77.8	57.1	-20.7		Irish	72.7	60	-12.7
	Not Provided	91.6	80.5	-11.1		Not Provided	86.7	85.9	-0.8
	Other	86.3	81	-5.3		Other	95.4	90.6	-4.8
	Other Asian	87	80.5	-6.5		Other Asian	75.2	78.5	3.3
	Other Black	88.2	75.7	-12.5		Other Black	91.4	78.3	-13.1
	Other Mixed	82.2	69.6	-12.6		Other Mixed	81.8	74.4	-7.4
	Other White	86.7	85	-1.7		Other White	90.2	87.4	-2.8
	Pakistani	85.9	84.8	-1.1		Pakistani	79.5	82.4	2.9
	White British	86.7	81.3	-5.4		White British	90.7	81.3	-9.4
	White/Asian	83.7	80.3	-3.4		White/Asian	70.6	73.3	2.7
	White/Black African	81.4	67.1	-14.3		White/Black African	72.7	80	7.3
	White/Black Caribbean	72.9	75.9	3		White/Black Caribbean	83.8	88.9	5.1
16-18 Total		86.1	80.1	-6	19 + Total		87.6	82	-5.6
					Grand Total		86.5	80.7	-5.8

2.3 Learner Profiles: Gender

The learner population is spit 42% female and 58% male; this is similar to 2020/21. Male learners outperform female learners by 1pp, but both are in line with whole college. There is no significant difference in retention of male/female learners.

2.4 Learner Profiles: Age

69% of classroom-based learners at OSC are 16-18, 31% are 19+. Learners who are 19+ perform better than 16-18 however the difference is not significant (0.1pp). In contrast to this 16-18 learners are retained better than 19+ learners but again this is not significant (0.8pp).

2.5 Learner Profiles: Other

The following categories are not recognised as protected characteristics; however, it is important to monitor the progress of these groups as often learners who come from low-income households or complex family circumstances can become disadvantaged in the learning environment.

2.5.1 Free School Meals

Learners at OSC who receive Free School Meals (FSM) are retained better than those who don't, +0.4pp. In addition to this, improvements were seen with the achievement gap between those receiving FSM and those not closing in 2021/22.

Achievement rates of students with/without FSM (OSC) 16-18	2019/20 Ach.%	2020/21 Ach.%	2021/22 Ach.%
16-18 learners eligible for free meals	80.5	80.5	78.9
Not eligible for free meals	85.6	87.5	80.6
Grand Total	84.7	86.1	80.1

2.5.2 Children that are Looked After

OSC had 276 learners who were Children that are Looked After (CLA) in 2021/22 making up 6.4% of the college learner population. CLA achieved better than whole college by +3.2pp. This is the first year in a three-year trend where CLA have outperformed those that are not CLA.

2.5.3 Young Carers

Learners who are young carers make up 2.7% of the college population and are consistently retained better than those who are not, +2.4pp. Historically those that are young carers also achieve better than those who are not, however in 2021/22 achievement was inconsistent with this trend at 64.3%. It is anticipated that the associated challenges post pandemic may have been a contributing factor to this and will be carefully reviewed in 2022/23 academic year to prevent a trend forming.

2.5.4 Care Leavers

OSC has a very small number of learners that are care leavers (0.6%). Learners who are care leavers perform exceptionally well with 86.5% achievement exceeding that of whole college.

2.6 Learner Complaints and Grievance Related to Equality and Diversity

East Surrey College received 44 complaints in 2020/21 academic year, one complaint was related to Equality, Diversity and Inclusion and this was resolved internally.

At John Ruskin College 28 formal complaints were raised in 2021/22 academic year, no complaints related to Equality, Diversity and Inclusion matters.

Complaints received are broken down by ethnicity below.

Campus	Ethnicity		
	White British	Non-British	Not provided
East Surrey College	27	3	14
John Ruskin College	6	10	6

2.7 Diversity and Inclusion plans

As part of the college commitment to ensure the fair treatment of all its learners and prospective learners in matters relating to their studies OSC will:

- Monitor learner achievement in year and at end of year for retention and achievement monitoring trends and acting upon them.
- Develop a 'Student Voice' for learners in minority groups.
- Continue to take appropriate action identified as a result of learner feedback, monitoring the impact.

- Undertake inspection framed 'Deep Dives' on minority areas to include LDD, High Needs Learners (HNL) and BAME learners.
- Review the admission process to identify apprenticeship applicants with LDD and EHCPs working towards having appropriate support in place from first day of study.
- Ensure digital marketing materials are accessible and meet the Public Sector Bodies Accessibility Regulations 2018.
- Actively commit to the Croydon Equalities Pledges and George Floyd Race Matters Pledge.

2.8   Progress towards achieving targets

- Timely EDIMS data created and reviewed against whole college.
- Creation of action plans for improvement where necessary.
- Introduction of student enrichment initiatives to ensure more rounded student development. Groups include Dyslexia Awareness Club, LGTBQ+ Society and Critical Thinking.
- Monitoring of complaints and availability to filter in relation to Equality, Diversity and Inclusion.
- Inclusion of external stakeholders when curriculum planning to ensure curriculum offer at OSC meets the needs of local communities.
- 'Deep Dives' planned for term 1 with HNL.
- Pledged to Croydon Equality and George Floyd Race Matters pledge, actively engaging with priorities.

3   Staff

3.1   Summary

OSC, as an employer actively supports an agenda of equality, diversity, and inclusion, as evidenced by our standing as a Disability Confident and Mindful Employer. Further in the past year we have also signed up to the Croydon Equality Pledge and the George Floyd Race Matters Pledge, using the Pledges within each to drive and assess our commitment to this agenda.

3.2   Equality Objectives

In 2020 the college set out 6 Equality Objectives (refer to appendix 1) to support our activity. Specifically relating to staff, are points 1, 5 and 6:

1. **To recruit, support and develop a diverse workforce that meets the needs of students**
5. **To sustain and develop an inclusive learning and working environment that promotes equality and diversity**
6. **To protect the interests of all members of the College community irrespective of their characteristics.**

In delivering these objectives for staff we have the following actions and processes in place:

- A recruitment process that places our roles on a broad range of job sites including generalist and specialist jobs boards with the intention to reach and attract a broad range of our communities and beyond.
- We provide opportunity for adjustment throughout the recruitment process to specifically meet the needs of the candidates.
- Our Equality, Diversity and Inclusion Forum exists to continually develop our approach to equality, diversity, and inclusion. Drawn from across our staff body it is representative of different groups.
- In the past year we have committed to both the Croydon Equality Pledges and the George Floyd Race Matters Pledges to inform our thinking.
- All staff undertake Equality & Diversity training within their first weeks at the college. This is an online training platform that establishes and informs our expectations of all staff members.
- Delivering conference events such as menopause awareness, which provoked debate and discussion amongst our staff team on a subject that has previously been "hidden".
- We have robust policies and procedures that support a diverse and inclusive culture, most notably:
  - Equality
  - Recruitment and Selection
  - Bullying and Harassment
  - Capability policy
  - Disciplinary
  - Attendance Management

- As noted, we are accredited as a Disability Confident Employer, demonstrating the standards required to achieve this accreditation.
- Offer enhanced benefits that support those on family and adoption leave.
- We publish, analyse, and act upon our gender pay gap reporting.

3.3   Gender

65% of the OSC workforce is female, which has remained broadly similar over recent years. The split across job groups is, however, more diverse:

- 91.6% of senior managers are female
- 67.5 % of support roles are female
- 45% of lecturers are male.

3.3.1   Gender Pay Gap Reporting

In complying with its legal obligations OSC produces an annual pay gap report in March of each year.

Data for 2020/21 sets out the following

	Mean Average 2021 (%) *	Median Average 2021 (%)*	Mean Average 2020 (%)*	Median Average 2020 (%)*
OSC	**6.55**	**16.22**	7.64	17.59
Public Sector	**14.8**	**18.00**	11.4	11.2
Private Sector	**17.8**	**19.6**	14.3	14.1
Education	**17.6**	**25.4**	17.1	24.6
Higher Education	**18.3**	**16.2**	18.2	9.9

* Data from Office for National Statistics, Annual Survey of Hours & Earnings [ASHE]

Mean and median pay gaps are calculated as the **percentage difference in female pay compared to male pay**. The mean is the total salary of males / females divided by the number of males / females. The median is the salary of the middle-ranked female compared to the middle-ranked male across all grades.

The mean gender pay gap has reduced by over 1% between 2020 and 2021 from 7.64% last year to 6.55% this year. When looking at ONS data on gender pay gap averages for public sector, private sector, education, and higher education they have all conversely seen an increase in their gender pay gap, so we compare favourably.

Our mean average gender pay gap has also decreased again this year by 1.37%, from 17.59% last year to 16.22% comparing favourably with all the educational sector averages.
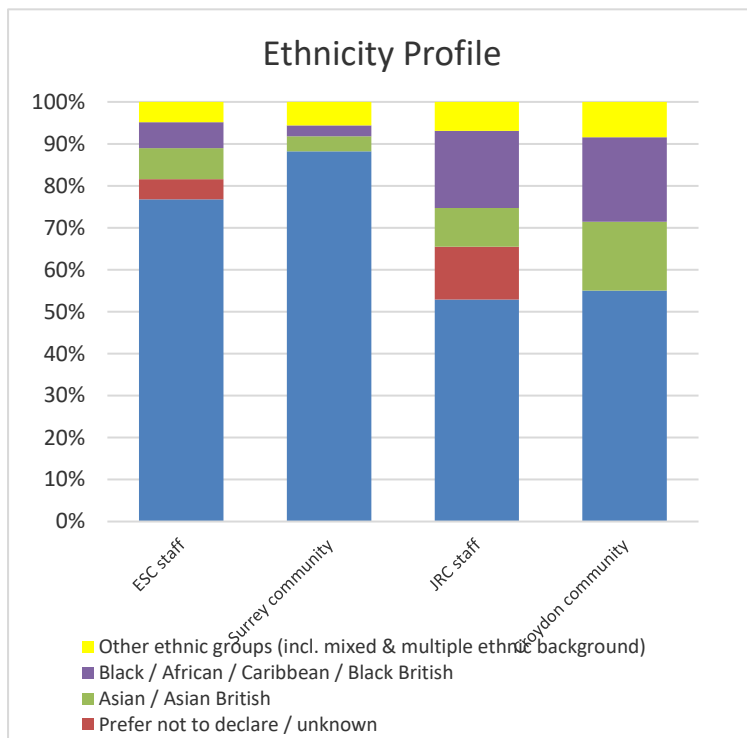
3.4   Religion

We draw our staff from a wide range of religious backgrounds, which represents the diverse nature of our student body and wider community.

Religion	% of workforce
Atheist	2.15%
Buddhist	0.39%
Catholic	2.93%
Christian	25.78%
Church of England	5.08%
Hindu	2.15%
Islam	3.71%
No religious belief	25.20%
Other	2.54%
Protestant	0.20%
Roman Catholic	1.17%
Sikh	0.39%
Spiritual	0.78%
Unknown	27.54%

3.5   Ethnicity

Our workforce is representative of the areas in which we work, with clear expected differences in workforce representation at JRC and ESC.

Ethnicity Profile

Legend:
- Other ethnic groups (incl. mixed & multiple ethnic background)
- Black / African / Caribbean / Black British
- Asian / Asian British
- Prefer not to declare / unknown

3.6   Sexual Orientation

While the majority of our staff will describe themselves as heterosexual or straight, 27.73% choose not to say or are recorded as unknown. In some cases, this is because employment commenced before this data was actively collected.

Sexual Orientation	% of workforce
Bisexual	1.56%
Gay man	0.98%
Gay woman / lesbian	0.98%
Heterosexual / straight	68.55%
Other	0.20%
Prefer not to say	1.95%
Unknown	25.78%

3.7 Age

Our age profile is broadly similar to the communities in which we are based, with the largest majority of our employees within the 46-55-year age group.
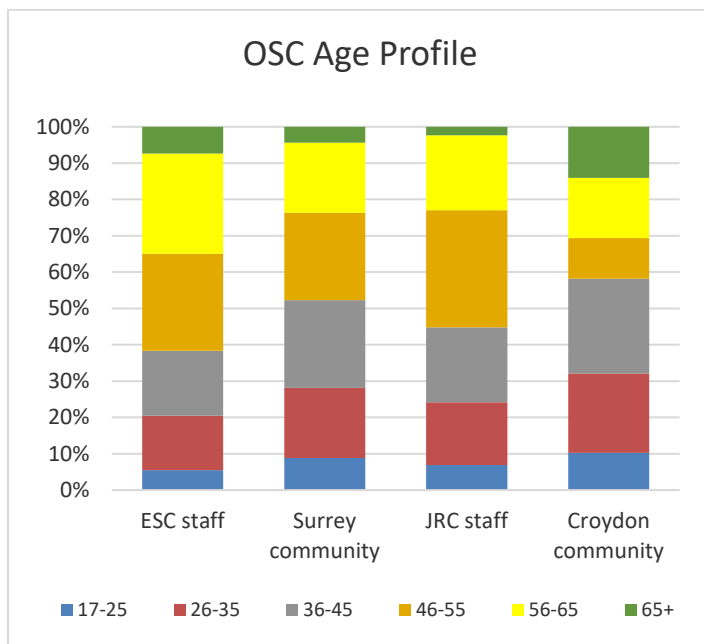
3.8 Equality, Diversity & Inclusion: Thinking Ahead

While we are pleased with our progress as an Equal Opportunities employer, there is clearly more that can be done to promote a diverse and inclusive workforce.

As already noted, the Croydon Equality pledges, and the George Floyd Race Matters pledge provide a framework that drive operational activity that will support our Equalities agenda.

Specifically, we are:

- Undertaking a project to improve our systems capabilities to:
  - Support anonymisation of applications to remove unconscious bias in our recruitment process
  - Provide enhanced reporting to better understand where we can improve our practices
  - Expand our pay gap reporting to include ethnicity and disability
- Developing training for staff beyond our current offering, with a specific focus on unconscious bias.
- Building upon our Equality, Diversity, and Inclusion Forum, to create groups with specialist knowledge and experience to give focus to particular protected characteristic.

- Create opportunities within our staff learning events and conferences to share lived experience and to engage with our wider staff body on how we can be more inclusive.

Appendix 1

EQUALITY SCHEME AND OBJECTIVES 2020-2023

INTRODUCTION

The East Surrey College Corporation (the College) is committed to ensuring the fair treatment of all its staff, volunteers, agency workers, contractors, students of all levels, all age groups and cohorts and the fair treatment of prospective and past students in matters relating to their studies at the College.

In order to achieve this commitment, the College works hard to provide equality of opportunity and to eliminate unlawful discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation. We work to support those in receipt of Free School Meals and/or bursary, Looked After Children, Young Carers, Care Leavers. This commitment is not just about complying with legal requirements, it is about exceeding them. Our commitment is in every aspect of what we do as an employer and a provider of education.

LEGISLATION

The East Surrey College Corporation recognises its legal duties under the general equality duty within **the Equality Act 2010** to:

- ☐ Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act

- ☐ Advance equality of opportunity between people who share a protected characteristic and people who don't share it

- ☐ Foster good relations between people who share a protected characteristic and those who do not share it

The nine protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation and marriage or civil partnerships. However, we recognise that there are also some disadvantaged groups within the College who are not covered by the legislation, for example, students in poverty, with complex and adverse childhood experiences and those from socially disadvantaged backgrounds who need similar protection and support in order to access the same opportunities as others.

SCOPE

The Chief Executive and the Governors are responsible for ensuring that the College complies with Equality legislation and for approving and reviewing the Scheme and monitoring its implementation. The Chief Executive is responsible for giving a consistent and high-profile lead on equality issues, promoting the Scheme inside and outside of the College.

The Equality Forum has been set up as a steering committee to ensure that the actions contained within the Equality Scheme are undertaken and completed.

The Director of Human Resources and Professional Development is responsible for the monitoring and implementation of all aspects of this Scheme relating to the employment of staff. This includes the monitoring of fair selection processes and their impact on the staff profile of the College.

Managers are responsible for putting the Scheme, its strategic objectives and processes into practice, making sure that all staff know their responsibilities and receive support and training in carrying these out, following the relevant processes and supporting staff when and where required.

All staff are responsible for ensuring that they are able to recognise discrimination and to challenge or report it if they witness it, promoting equality, ensuring that they do not discriminate against anyone. Staff will also take up training and development opportunities to keep up to date with equality and diversity matters.

All Students have a responsibility to positively engage with Equality and Diversity themes in tutorial and in taught sessions. Students must also ensure their own behaviours reflect the College values in terms of equality, tolerance and respect. Students will report any behaviours they witness which may be discriminatory.

EQUALITY OBJECTIVES 2020-2023

1. **To recruit, support and develop a diverse workforce that meets the needs of students** We will seek to achieve this through:

   - A human resources strategy that identifies equality considerations and is regularly monitored and reviewed.

   - Fair, transparent and supportive recruitment procedures that recognise the barriers that can be faced by diverse groups.

   - Regularly collecting, analysing and publishing workforce monitoring data and developing strategies to address barriers and gaps.

- Promoting fair and transparent criteria for staff pay structures.
- Ensuring no unintentional bias in our actions, policies and processes.

- Reducing the gender and ethnicity pay gap by ensuring talent and succession planning is transparent and fair.

- Provision of training and professional development so that staff are knowledgeable and equipped to meet the diverse needs of students and know how to implement equality of opportunity in their practice.

- A framework of core personal competencies and the Personal Performance Development Review (PPDR) so that staff understand their personal responsibility to deliver equality outcomes.

- Ensuring that there is a working environment where everyone is treated with respect and dignity
- Engaging staff in the development and review of College policy and strategy.

2. **To engage with students and stakeholders to improve equality outcomes and participation for diverse students.**
   We will seek to achieve this through:

   - Developing our 'Student Voice' strategies and structure so that they are inclusive, support participation and are influential in improving outcomes for all cohorts of students including those with additional needs.

   - Taking appropriate actions identified as a result of student feedback and monitoring the impact.

   - Developing our employability and personal development and student enrichment initiatives to ensure more rounded student development, informed by a comprehensive understanding of the issues that our cohorts face.

   - Our engagement with community groups, agencies and partners to take account of the needs of vulnerable or marginalised groups in our planning and policy development.

   - Regularly reviewing College priorities with students and stakeholders to take account of changing needs and interests.

3. **To support access to learning for different groups of students.**
   We will seek to achieve this through:

- Ensuring that our admissions processes enable all students to access information, advice and guidance to make informed choices and to be considered for courses and / or training on an equal and consistent basis.

- Implementing a risk assessment system that is fair and sensitive to the situations of individual students.

- Ensuring the curriculum design reflects our intent to meet the diverse profiles of students so that they are able to develop the positive behaviours required by employers and to be active participants in their communities. Collecting and analysing data gathered through the IAG process and via initial assessment and course induction to inform the support, teaching and learning resources made available to meet students' requirements for access to learning.

4. **To raise the achievement and success levels of different groups of students.**
   We will seek to achieve this through:

   - Monitoring and strategically reviewing the achievement / success rates of students by age, level disability, ethnicity, Looked After Children, those in receipt of Free School Meals and/or bursary support, those with High Needs, and gender and other diverse groups as appropriate.

   - Target setting and monitoring for attendance, retention, achievement and success against key performance indicators.

   - Raising aspirations through individually negotiated learning plans and targets framed within study programmes.

   - Resourcing on-programme specialist support services to meet the needs of students with a specific disability, or learning difficulty, or emotional and/or behavioural difficulty, or health issue.

5. **To sustain and develop an inclusive learning and working environment that promotes equality and diversity**
   We will seek to achieve this through:

   - Activities that promote the awareness and celebration of equality and diversity among students, staff and our community partners.

   - Working to equality and diversity objectives that are mainstreamed, publicised and monitored to bring improvements for students and staff.

- Giving priority to equality and diversity considerations within our programme of continuing professional development and framework for evaluating the quality of teaching and learning.

- Further embedding equality and diversity into the learning experience of apprentices and off-site students.

- A curriculum offer and service that promotes community cohesion.

- Systematically measuring the impact of proposed and existing policies and practices on equality and diversity throughout the College.

- Developing our internal, external and partnership communications to be inclusive and to promote good relations amongst staff, students and local communities.

- Ensuring that our commissioning and procurement processes take account of equality and diversity requirements.

- Benchmarking our performance both within College and with external partners and sharing and implementing good practice.

6. **To protect the interests of all members of the College community irrespective of their particular characteristics.**
   We will seek to achieve this through:
   - Robust and embedded safeguarding policies and procedures that are reviewed termly.

   - Where appropriate, developing support forums for students with particular needs or protected characteristics.

   - The requirement for all staff and governors to undertake training in safeguarding (including the Prevent Duty) and in equality and diversity.
   - Promoting a strong culture of tolerance and respect by all staff, modelling professional behaviours

   - Taking action to deal effectively with all forms of bullying (including cyber bullying) and harassment so that all in the College community are treated with dignity and respect.

MONITORING AND REPORTING ON PROGRESS

Data collection is a key aspect of Equality and Diversity Impact Measures (EDIM) analysis and also development and implementation plans for the College and departments.

STUDENT INFORMATION

Key performance indicators:

Retention, Pass Rates, Achievement, Value Added, Attendance, Progression/Destinations, Learner Experience

Data collected:

Postcode of the student	Student surveys
Disability codes	Achievement data
Further Support Assessment Questionnaire	Progression information
Risk Assessments	
Attendance / punctuality	Destination data
Assessment grades, Value Added	Complaints/Compliments
Withdrawals and transfers	

Data for all types of provision is also collected, analysed and presented to governors on a regular basis. The aim of these key performance indicators is to compare different groups and aspects to monitor experience and equality of opportunity for students. The different analyses are then used to support development for the College and its provision for students via course reviews, departmental and College Self-Assessment Reports and Quality Improvement Plans, Service Level Agreements, Curriculum and Support Quality and Performance Reviews.

STAFF INFORMATION

- Gender, disability, age and ethnicity profiles of employed staff by grade and type of work.
- Applications for employment, appointments, training and promotion.
- Post induction staff survey.
- Exit surveys.

- Monitoring of completion of equality and diversity online training.
- Monitoring of completion of additional equality and diversity training, as directed by the Executive.

- Grievances – to address any underlying issues in relation to equality and diversity and to action any training needs as a result.

- Leavers – to monitor the equality and diversity make-up of staff leaving the College in comparison to the equality and diversity profile of existing staff.

The College staff equality and diversity profile is compared to that of the student population as well as the local community and is provided to the Finance and Resources Committee on a termly basis.

KEY COLLEGE ACTIVITIES

As a learning provider:

- **Comprehensive induction programme** for students covering the importance of equality and diversity.

- **Customer feedback policy and procedures** to give students a mechanism for making suggestions, making complaints or giving compliments and positive feedback.

- **Student Representatives, Department and College Councils and a Student Representative Induction Conference** to give students opportunities to express their views and be part of the College improvement process.

- **Student Surveys** used at various points in the year and course to gather views of students for the College to use in quality improvement.

- **Parents / Carers surveys** on their views on the key aspects of their son/daughter/young person's journey from initial application to the College.

- **Student Governor** leading the student voice strategy at the College, with elected posts of President and Vice President.

- **Tutorial Programmes** designed centrally and covering a range of related topics to support and raise awareness.

- **Themed events and activities** covering key topics each year including Equality and Diversity, Rights and Responsibilities, Keeping Healthy, Employability Skills, Study Skills, Entrepreneurship and involvement in national awareness days such as Internet Safety, Anti-bullying and Mental Health Awareness.

□ **Additional Learning Support** is a key aspect of learning and achievement – the College offers individual assessments, support and strategies to enable students to become more independent in their learning.

□ **Client Services team** with specialist knowledge and expertise on financial support, support for those with learning difficulties and disabilities and help to apply for university.

□ A confidential **Counselling service** and support available to all students.

□ Specialist staff to support those with more complex needs such as visual impairment, dyslexia.

□ **Learning Walks and Deep Dives** which explore the implementation and impact of equality themes in the curriculum

As an employer:

□ **Two Ticks** disability symbol awarded which guarantees a job interview to applicants with a disability that meet the minimum essential criteria.

□ **Online training** is mandatory for all staff in equality and diversity, safeguarding including Prevent.

□ **Comprehensive induction** provided to all new staff, covering expectations in relation to equality and diversity and the procedures and processes that support these expectations.

□ Termly **Equality Forum** chaired by the Chief Executive and comprising staff from across the organisation.

□ Termly **monitoring** of equality and diversity data through Support and Performance Reviews to monitor progress and achievements.

□ Termly **reporting** on equality and diversity data to Governors' Learning and Quality and Finance and Resources committees.

□ A varied **teaching and learning CPD programme** to support teaching staff in raising awareness and embedding equality, diversity and inclusion in their teaching, learning and assessment.

□ Recognition and consultation with two **trade unions** – UCU and Unison.

- Encouragement of feedback from staff on our policies and procedures and how they see the College as an employer.

- Regular **all staff meetings** held and slides uploaded onto College intranet to ensure accessibility.

- Regular **departmental and one-to-one meetings** to ensure employees have an opportunity to raise concerns.

- Comprehensive **HR Support and advice service** provided to employees and managers

FEEDBACK MECHANISMS

The College aims to provide service users and staff with a service that exceeds your needs. However we accept that sometimes we don't quite get things right, and when this happens we would like to hear about it so that we can address the issue and ensure that it doesn't happen again. There are a number of informal channels, such as speaking to a member of staff at the time, which we expect would usually lead to a resolution of the problem. However, if a customer feels it is necessary to pursue a complaint formally, they can be assured that we will treat it seriously and impartially.

Feedback can be provided to the College through a variety of methods:
Online as per the College Feedback process.

Email to clientservices@esc.ac.uk
Telephone 01737 788444

By post to Admissions and Enrolment Manager, East Surrey College, Gatton Point, London Road, Redhill, Surrey, RH1 2JX

Approved by Corporation Board 8 December 2022