



Orbital South Colleges

Equality Diversity & Inclusion Annual Report

This report includes gender pay gap reporting data for 2022/23.

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Appendix 1

Equality Scheme and Objectives 2020 - 2023

1 Executive Summary

Students

Orbital South Colleges (OSC) holds equality, equity, diversity, and inclusion (EEDI) 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 from EEDI minority groups are retained and achieve as well as those without.

A consistent split of male: female learners enrolled at OSC continues. Female learners outperformed female learners, but this was not significant and in line with college headline data

Staff

OSC Staff represent the diverse communities in which we work and as a result provide a wealth of knowledge and experience that benefits our students as well as our wider community.

As is seen generally within the education sector 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 (LLDD) fluctuates year on year. In 2022/23 academic year 26% of learners enrolled in classroom-based learning declared they had a LLDD at Orbital South College (OSC), this is a similar trend to the previous year. Whole college classroom-based achievement rate for learners with LLDD is 79.9% which is consistent with the rate of those without, 78.9%. Overall, those learners with a disability perform 1 percentage point (pp) better than those without. Retention of 16-18 learners with LLDD is strong and exceeds for those without, 87% compared to 85.7%

Achievement of Students with and without a Learning Difficulty or Disability - OSC										
		2020/21			2021/22			2022/23		
Age Grp		Leavers	Achieved	Ach.%	Leavers	Achieved	Ach.%	Leavers	Achieved	Ach.%
16-18	LLDD - Yes	1,375	1,180	85.8	1,371	1,102	80.4	1,427	1,136	79.6
	LLDD - No	3,833	3,302	86.1	3,029	2,445	80.7	3,137	2,363	75.3
16-18 Total		5,208	4,482	86.1	4,400	3,547	80.6	4,564	3,499	76.7
19+	LLDD - Yes	357	314	88	329	268	81.5	407	330	81.1
	LLDD - No	1,892	1,656	87.5	1,672	1,372	82.1	2,082	1,757	84.4
19 + Total		2,249	1,970	87.6	2,001	1,640	82	2,489	2,087	83.8
Grand Total Yes		1,732	1,494	86.3	1,700	1,370	80.6	1,834	1,466	79.9
Grand Total No		5,725	4,958	86.6	4,701	3,817	81.2	5,219	4,120	78.9

Retention of Students with and without a Learning Difficulty or Disability - OSC										
		2020/21			2021/22			2022/23		
Age Grp		Starts	Ret Count	Ret.%	Starts	Ret Count	Ret.%	Starts	Ret Count	Ret.%
16-18	LLDD - Yes	1,375	1,262	91.8	1,371	1,231	89.8	1,427	1,241	87
	LLDD - No	3,833	3,590	93.7	3,029	2,697	89	3,138	2,690	85.7
16-18 Total		5,208	4,852	93.2	4,400	3,928	89.3	4,565	3,931	86.1
19+	LLDD - Yes	357	330	92.4	329	299	90.9	407	350	86
	LLDD - No	1,892	1,765	93.3	1,672	1,470	87.9	2,100	1,859	88.5
19 + Total		2,249	2,095	93.2	2,001	1,769	88.4	2,507	2,209	88.1
Grand Total Yes		1,732	1,592	91.9	1,700	1,530	90.0	1,834	1,591	86.8
Grand Total No		5,725	5,355	93.5	4,701	4,167	88.6	5,238	4,549	86.9

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 decreased slightly from previous year. 209 learners reported having a mental health difficulty in 2022/23 compared to 245 the year prior, despite a 12.9% difference this will remain a particular focus. The achievement gap for students with a mental health difficulty has decreased, 16-18-year-old learners who declare a mental health difficulty perform -2.2pp different in comparison to -7pp in previous year.

The number of learners reporting dyslexia rose, this area was significant across all age groups, +19.8% 16-18 and +17.7% 19+. Learners who were 16-18 achieved as well as learners without need and all achieved in line

with previous year outcomes. The gap in achievement between those with identifying with dyslexia at 16-18 and the whole college is +3.5pp.

There are noticeable increases in achievement for 16-18 learners with other specific learning difficulties in comparison to 2021/22 academic year. For example, those who declared speech, language and communication needs performed marginally better, +1.7pp difference and those with Asperger's syndrome performed significantly better in 2022/23 compared to 2021/22 (+7.2pp 16-18 and +22pp 19+) which is a developing positive trend across both age ranges.

Achievement by Age and Learning Difficulty or Disability - OSC				
		2021/22	2022/23	Year on Year Comparison
Age Grp	LLDD Identified	Ach.%	Ach.%	Ach.%
16-18	Asperger's syndrome	85.7	92.9	7.2
	Autism spectrum disorder	80.7	81.7	1
	Dyslexia	80.5	80.2	-0.3
	Mental health difficulty	71.2	69	-2.2
	Moderate learning difficulty	86.1	90.3	4.2
	Not provided	80.7	75.2	-5.5
	Other disability	66.2	73.8	7.6
	Speech, Language and Communication Needs	92	93.7	1.7
	Vision Impairment	93.8	85.7	-8.1
16-18 Total		80.6	76.5	-4.1
19+	Asperger's syndrome	66.7	88.9	22.2
	Autism spectrum disorder	77.5	91.9	14.4
	Dyslexia	74.2	75.3	1.1
	Mental health difficulty	84.1	70.4	-13.7
	Moderate learning difficulty	82.6	87.8	5.2
	Not provided	82.1	84.4	2.3
	Other disability	93.8	85.7	-8.1
	Other learning difficulty	50	82.4	32.4
	Speech, Language and Communication Needs	83.3	80	-3.3
	Vision Impairment	83.3	69.2	-14.1
19 + Total		82.1	83.9	1.8
Grand Total		81.1	79.1	-2

In 10 categories 16–18-year-old learners with LLDD outperformed their peers (whole college). An example is for those who identified a hearing impairment need, exceeding the achievement of whole college (by age group) +18.5pp and those with a visual impairment exceeding by +9 pp. Learners registered as 19+ support similar findings with 8 out of the 20 LLDD categories exceeding whole college achievement, including those with Dyscalculia +16.2pp and those with 'other' (epilepsy, asthma or diabetes) +1.9pp.

Achievement by Age and Learning Difficulty or Disability - OSC

Age Grp	LLDD Identified	2022/23	Comparison to 2022/23 whole college
		Ach.%	Ach.%
16-18	Asperger's syndrome	92.9	16.2
	Autism spectrum disorder	81.7	5
	Dyslexia	80.2	3.5
	Mental health difficulty	69	-7.7
	Moderate learning difficulty	90.3	13.6
	Not provided	75.2	-1.5
	Other disability	73.8	-2.9
	Speech, Language and Communication Needs	93.7	17
	Vision Impairment	85.7	9
16-18 Total		76.5	-0.2
19+	Asperger's syndrome	88.9	5.1
	Autism spectrum disorder	91.9	8.1
	Dyslexia	75.3	-8.5
	Mental health difficulty	70.4	-13.4
	Moderate learning difficulty	87.8	4
	Not provided	84.4	0.6
	Other disability	85.7	1.9
	Speech, Language and Communication Needs	80	-3.8
	Vision Impairment	69.2	-14.6
19 + Total		83.9	0.1
Grand Total		79.1	-0.1

Apprenticeships

A total of 38 learners reported they had a LLDD in 2022/23 academic year (18%), this has increased by 7 learners compared to 2021/22. Achievement rates for apprenticeship learners with LLDD is 50.0% against estimated whole college of 54.8%.

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

Achievement by students with and without a Learning Difficulty or Disability - OSC										
		2020/21			2021/22			2022/23		
Age Grp	ER	Leavers	Fwrk Ach	Ach%	Leavers	Fwrk Ach	Ach%	Leavers	Fwrk Ach	Ach%
16 - 18	LLDD - Yes	17	12	70.6	13	7	53.8	24	13	54.2
	LLDD - No	93	57	61.3	81	44	54.3	101	52	51.5
16 - 18 Total		110	69	62.7	94	51	54.3	125	65	52
19 - 23	LLDD - Yes	17	8	47.1	14	8	57.1	8	4	50
	LLDD - No	54	42	77.8	60	35	58.3	56	34	60.7
19 - 23 Total		71	50	70.4	74	43	58.1	64	38	59.4
24+	LLDD - Yes	8	3	37.5	4	2	50	6	2	33.3
	LLDD - No	25	18	72	27	17	63	22	14	63.6
24+ Total		33	21	63.6	31	19	61.3	28	16	57.1
Grand Total Yes		42	23	54.8	31	17	54.8	38	19	50.0
Grand Total No		172	117	68.0	168	96	57.1	179	100	55.9

2.2 Learner Profiles: Ethnicity

In 2022/23 there was no significant difference in achievement between White British learners and All Other learners (+0.4pp All Other). Achievement for All Other learners is in line with whole college.

Achievement Rates by Age and Ethnicity - OSC										
Age Grp	Ethnicity	2020/21			2021/22			2022/23		
		Leavers	Achieved	Ach.%	Leavers	Achieved	Ach.%	Leavers	Achieved	Ach.%
16-18	White British	2,750	2,385	86.7	2,222	1,822	82	2,490	1,927	77.4
	All Other	2,458	2,097	85.3	2,178	1,725	79.2	2,074	1,572	75.8
16-18 Total		5,208	4,482	86.1	4,400	3,547	80.6	4,564	3,499	76.7
19+	White British	982	891	90.7	665	540	81.2	780	655	84
	All Other	1,267	1,079	85.2	1,336	1,100	82.3	1,709	1,432	83.8
19 + Total		2,249	1,970	87.6	2,001	1,640	82	2,489	2,087	83.8
Grand Total White British		3,732	3,276	87.8	2,887	2,362	81.8	3,270	2,582	79.0
Grand Total All Other		3,725	3,176	85.3	3,514	2,825	80.4	3,783	3,004	79.4

The most significant achievement rates in comparison to whole college is 16-18 learners reporting a Gypsy/Irish Traveller origin, 100% of learners within this area achieved, +22.4pp in comparison to whole college, this cohort consisted of 19 learners, rising from 15 the previous year (26.6% enrolment increase). 19+, Bangladeshi learners performed well in comparison to whole college, +2.7pp, this cohort was made up of 37 learners (comparable to previous year).

Last year it was identified that Irish 16-18 and 19+ learners needed further review as achievement was low in comparison to whole college (-23.6pp and -20.7pp irrespectively). In 22/23 academic year with comparable learner numbers achievement has increased for both age groups and exceeds comparison to whole college (16-18 +9.9pp and 19+ +16.2pp)

Areas that require further review in comparison to whole college include Caribbean 16-18 learners (cohort of 158 leavers) and 19+ learners (cohort of 79 leavers) who perform -11.8pp and -10.4pp irrespectively and White/Black African 16-18 learners -12.2pp (cohort of 52 leavers). These cohorts do represent a small population of the college community.

Achievement by Age and Ethnicity INCLUDING Maths & English - OSC		2022/23	Comparison to 2023/23 whole college			2022/23	Comparison to 2023/23 whole college
Age Grp	Ethnicity	Ach.%	Ach.%	Age Grp	Ethnicity	Ach.%	Ach.%
16-18	African	79.8	2.2	19+	African	77.2	-6.6
	Arab	71.9	-5.7		Arab	84.1	0.3
	Bangladeshi	70.6	-7		Bangladeshi	86.5	2.7
	Caribbean	65.8	-11.8		Caribbean	73.4	-10.4
	Chinese	60	-17.6		Chinese	76.7	-7.1
	Gypsy/Irish Traveller	100	22.4		Gypsy/Irish Traveller	75	-8.8
	Indian	86.7	9.1		Indian	87	3.2
	Irish	87.5	9.9		Irish	100	16.2
	Not Provided	68.7	-8.9		Not Provided	83.9	0.1
	Other	73.2	-4.4		Other	86.5	2.7
	Other Asian	78.5	0.9		Other Asian	78.6	-5.2
	Other Black	69.5	-8.1		Other Black	76.2	-7.6
	Other Mixed	73.3	-4.3		Other Mixed	84.2	0.4
	Other White	84.6	7		Other White	91	7.2
	Pakistani	60.5	-17.1		Pakistani	66.7	-17.1
	White British	77.4	-0.2		White British	84	0.2
White/Asian	81.4	3.8	White/Asian	77.8	-6		
White/Black African	65.4	-12.2	White/Black African	78.9	-4.9		
White/Black Caribbean	72.2	-5.4	White/Black Caribbean	80	-3.8		
16-18 Total		76.7	-0.9	19 + Total		83.8	0
				Grand Total		79.2	0

There are noticeable increases in achievement for 16-18 learners from Gypsy/Irish Traveller (+6.7pp) Indian (+7.2pp) and Irish (+30.4pp) backgrounds in comparison to 2021/22 academic year.

Within the 19+ age group African learners performed marginally better, 1.9pp in comparison to 2021/22 academic year. White/Asian 19+ learners performed well, 4.5pp improvement on last year.

Achievement by Age and Ethnicity INCLUDING Maths & English - OSC		2021/22	2022/23	Year on Year Comparison			2021/22	2022/23	Year on Year Comparison
Age Grp	Ethnicity	Ach.%	Ach.%	Ach.%	Age Grp	Ethnicity	Ach.%	Ach.%	Ach.%
16-18	African	80.8	79.8	-1.0	19+	African	75.3	77.2	1.9
	Arab	85	71.9	-13.1		Arab	84.4	84.1	-0.3
	Bangladeshi	91.7	70.6	-21.1		Bangladeshi	85.7	86.5	0.8
	Caribbean	73.8	65.8	-8.0		Caribbean	87.2	73.4	-13.8
	Chinese	100	60	-40.0		Chinese	80	76.7	-3.3
	Gypsy/Irish Traveller	93.3	100	6.7		Gypsy/Irish Traveller	70	75	5.0
	Indian	79.5	86.7	7.2		Indian	97.1	87	-10.1
	Irish	57.1	87.5	30.4		Irish	60	100	40.0
	Not Provided	80.5	68.7	-11.8		Not Provided	85.9	83.9	-2.0
	Other	81	73.2	-7.8		Other	90.6	86.5	-4.1
	Other Asian	80.5	78.5	-2.0		Other Asian	78.5	78.6	0.1
	Other Black	76.3	69.5	-6.8		Other Black	78.3	76.2	-2.1
	Other Mixed	70.3	73.3	3.0		Other Mixed	74.4	84.2	9.8
	Other White	85	84.6	-0.4		Other White	87.4	91	3.6
	Pakistani	84.8	60.5	-24.3		Pakistani	82.4	66.7	-15.7
	White British	82	77.4	-4.6		White British	81.2	84	2.8
White/Asian	80.3	81.4	1.1	White/Asian	73.3	77.8	4.5		
White/Black African	68.6	65.4	-3.2	White/Black African	80	78.9	-1.1		
White/Black Caribbean	76.7	72.2	-4.5	White/Black Caribbean	88.9	80	-8.9		
16-18 Total		80.6	76.7	-3.9	19 + Total		82	83.8	1.8
					Grand Total		81	79.2	-1.8

2.3 Learner Profiles: Gender

The learner population is split 44% female and 56% male; this is similar to 2021/22. Female learners outperform male learners by 2.45pp, but both are in line with whole college. There is no significant difference in retention of male/female learners.

2.4 Learner Profiles: Age

65% of classroom-based learners at OSC are 16-18, 35% are 19+. Learners who are 19+ are retained more (+2pp) and perform better than 16-18 (+7.1pp).

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

16% of 19-19 learners are in receipt of Free School Meals (FSM). The gap in achievement for learners at OSC who receive FSM has fluctuated, 21/22 saw an anomaly in achievement gaps <2pp. In comparison to 2020/21 achievement gaps have decreased.

Achievement of Students with/without Free School Meals (FSM) 16-18 - OSC	2020/21	2021/22	2022/23
	Ach.%	Ach.%	Ach.%
16-19 learner eligible for free meals	80.5	79.5	72.1
Not eligible for free meals	87.5	81.1	77.4
Grand Total	86.1	80.6	76.7
Achievement Gap	7pp	1.6pp	5.3pp

2.5.2 Young Carers

Learners that are Young Carers make up 2% of the college population and are consistently retained better than those who are not (87.9% vs 86.1%) meeting 3% tolerance. Young Carers go on to achieve better than those who are not by +5.2 percentage points (81.8% vs 76.6%).

2.5.3 Educational Health and Care Plan

Learners with an Educational Health and Care Plan (EHCP) contribute 8% to the overall college population. Learners with an EHCP receive an excellent experience at OCS. Both 16-18 and 19+ are retained better than those without and achieve well, 92.4% achievement (16-19) and 89.4% achievement (19+).

2.6 Learner Complaints and Grievance Related to Equality and Diversity

East Surrey College received 49 complaints in 2022/23 academic year, no complaints were related to Equality, Diversity and Inclusion matters.

At John Ruskin College 18 formal complaints were raised in 2022/23 academic year, no complaints related to Equality, Diversity and Inclusion matters.

Complaints received broken down by ethnicity:

Campus	Ethnicity		
	White British	Non-British	Prefer not to say
East Surrey College	27	5	17
John Ruskin College	7	9	2

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 LLDD, High Needs Learners (HNL) and BAME learners.
- Review the admission process to identify apprenticeship applicants with LLDD 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, LGBTQ+ Society and Critical Thinking, Human Books and Proud to be Me days.
- 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 academic year with HNL.
- Pledged to Croydon Equality and George Floyd Race Matters pledge, actively engaging with priorities.

3 Staff

3.1 Summary

OSC, recognises that a diverse and inclusive workforce makes us a more effective organisation. To support this, we have accreditation as Disability Confident and Mindful Employer. Further we continue to sign 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.
- We are 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.
- We offer enhanced benefits that support those on family and adoption leave.
- We publish, analyse, and act upon our gender pay gap reporting, and for the first time this year we have carried out an ethnicity pay gap reporting exercise.

3.3 Gender

66.15 % of the OSC workforce is female, which has remained broadly unchanged over recent years. We would highlight that we have a larger proportion of female staff in senior roles: 75% of Directorate roles are held by women and this extends to 100% of Executive roles. This contrasts with the wider FE sector as the AoC College Senior pay survey 2022 reports that 54% of Chief Executives/ Principals and 48% of Executive roles are held by men.

Our governing body has a relatively even split of 46% female and 54% 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 2022/23 sets out the following data:

	Mean Average 2023 (%)*	Median Average 2023 (%)*	Mean Average 2022 (%)*	Median Average 2022 (%)*
OSC	5.33	9.43	3.03	10.74
Public Sector	11.5	14.0	13.6	15.9
Private Sector	15.6	18.9	16.7	19.6
Education	21.3	14.6	16.1	22.2
Higher Education	14.8	10.0	17.1	13.7

* 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.

We remain confident that our male and female employees are paid equally for doing equivalent jobs within the College.

Whilst the Mean gender pay gap has increased from 3% in 2022 to 5.5% in 2023, it is still a significant reduction from 7.64% in 2020 and is significantly below the reported averages for the sector (16.1% in Education). It should also be noted that the Median gender pay gap has reduced year on year since reporting started, with a reduction from 17.24% in 2017 to 9.84% in 2023.

The gender pay gap occurs most prominently within the Teaching Support staff group. The majority of these staff are female (85%) working on flexible hour contracts in roles such as Learning Support Assistant and Exam Invigilation, whereas the majority of the males within the Teaching Support category hold Technician roles, which require specialist industry knowledge. This is compounded by the fact that these roles are typically hard to fill and are from male dominated industries (e.g. Construction, Engineering, Science), which continue to command higher salaries and market rates.

3.4 Religion

Our staff are drawn from a diverse community of faith and religion that has remained relatively unchanged reflecting the diverse nature of our student body and wider community.

Religion	% of workforce 2022	% of workforce 2023
Atheist	2.15%	2.03%
Buddhist	0.39%	0.68%
Catholic	2.93%	3.39%
Christian	25.78%	25.96%
Church of England	5.08%	3.84%
Hindu	2.15%	2.48%
Islam	3.71%	5.19%
No religious belief	25.20%	22.57%
Other	2.54%	2.48%
Protestant	0.20%	0
Roman Catholic	1.17%	0.68%
Sikh	0.39%	0.23%
Spiritual	0.78%	0.68%
Unknown	27.54%	29.8%

3.5 Ethnicity

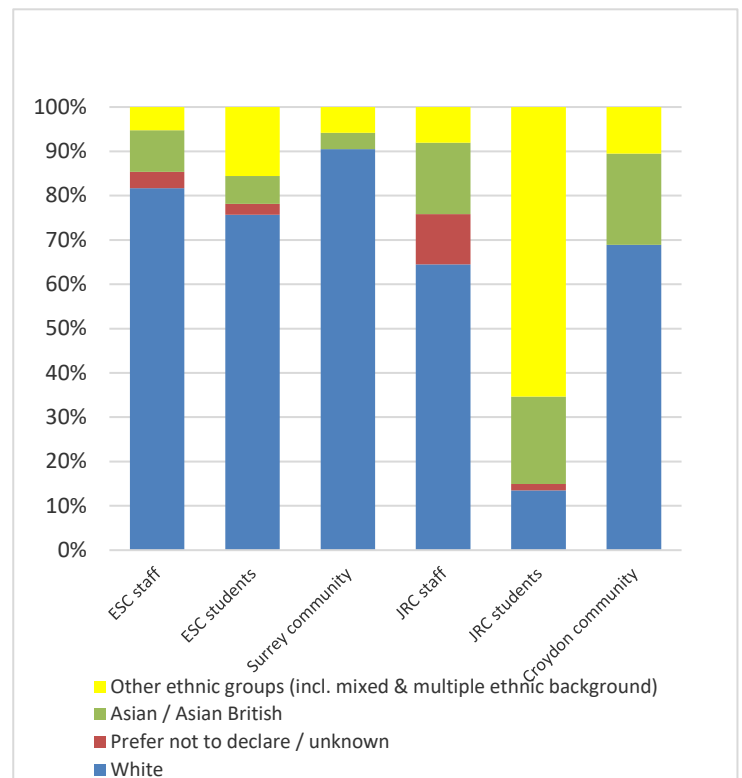
Our workforce is representative of the areas in which we work, with clear expected differences in workforce representation at JRC and ESC. The staff and student population at East Surrey College are also of a broadly similar makeup, there are however some differentials at John Ruskin College that we keep under review.

Our governing body broadly mirrors our staff profile as 81% describe themselves as white and 19% as Black, Black British, Caribbean or African¹.

3.5.1 Ethnicity pay gap reporting.

For the first time in 2023 we have carried out an ethnicity pay gap reporting exercise, using the same methodology for that used in gender pay gap reporting.

Results show a mean pay gap of -9.66% and a median pay gap of -7.16%, with demonstrates that staff from an ethnic minority background have a higher average pay than those from a white/ British ethnic background.



¹ Information relating to Governors refers to Independent Governors.

3.6 Sexual Orientation

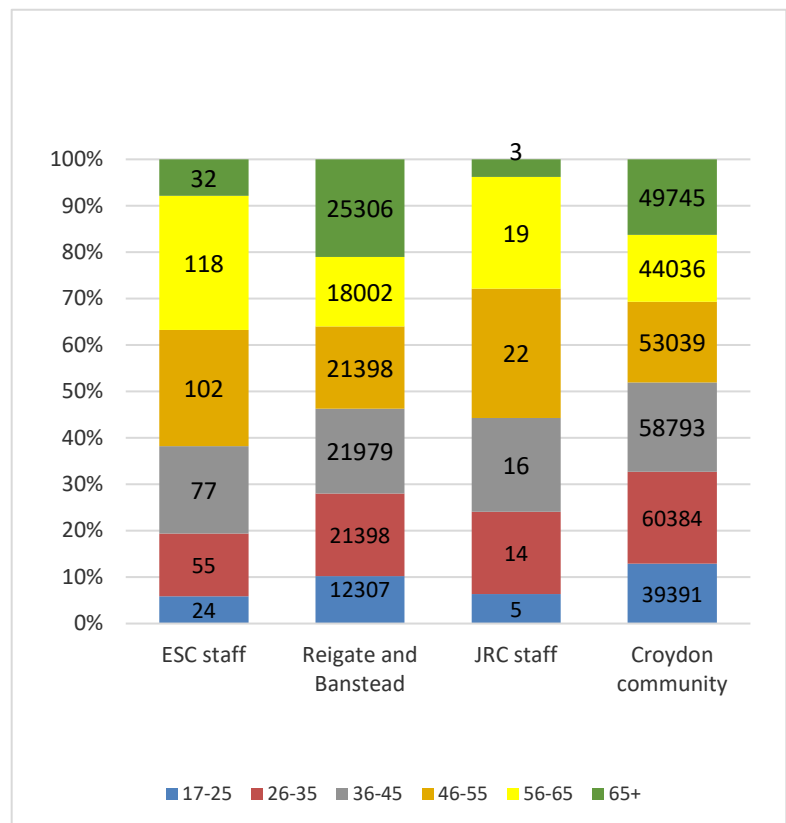
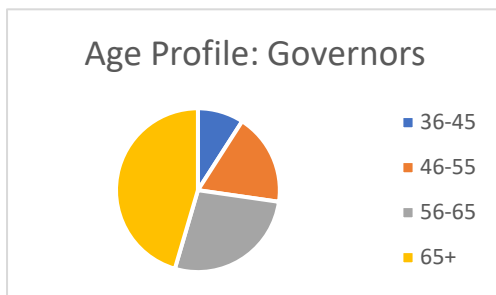
While the majority of our staff will describe themselves as heterosexual or straight, 25.51% choose not to say or are recorded as unknown. In some cases, this is because employment commenced before this data was actively collected.

Sexual Orientation	% of workforce 2022	% of workforce 2023
Bisexual	1.56%	0.68%
Gay man	0.98%	0.23%
Gay woman / lesbian	0.98%	1.13%
Heterosexual / straight	68.55%	72.01%
Other	0.20%	0.45%
Prefer not to say	1.95%	1.81%
Unknown	25.78%	23.7%

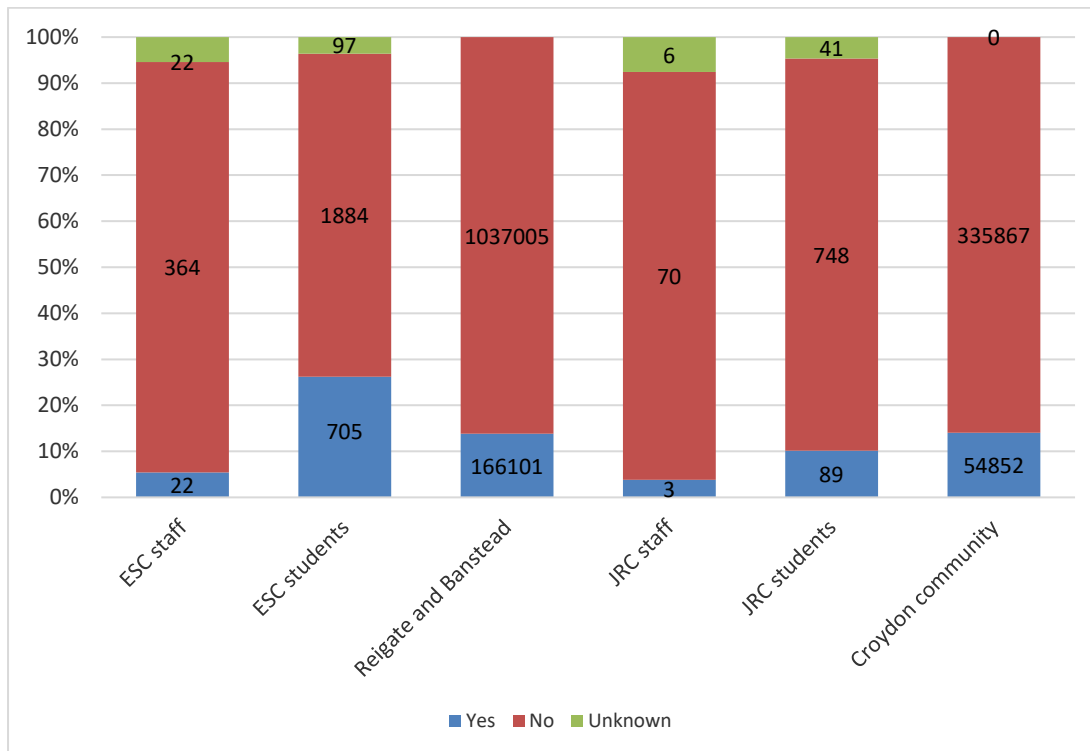
3.7 Age

Our age profile is broadly similar to the communities in which we are based. In previous years, our largest proportion of staff have been drawn from the 46-55 age category, however we are seeing a small shift as more staff are represented in the 55 – 65 age category.

The age profile of our Governors is set out in the table below.



3.9 Disability



9% of our Governors and 5% of our staff have declared that they have a disability, A further 5.8% of our staff group preferred not to say.

3.9 Equality, Diversity & Inclusion: Thinking Ahead

We continue to progress as an Equal Opportunities employer, recognising that diversity in our community brings with it a broader set of skills, experience and knowledge with which to support our students.

We continue to align our activities to the Croydon Equality pledges, and the George Floyd Race Matters pledge which provide a framework that drives operational activity that will support our Equalities agenda. Specifically, we are:

- Continuing to improve our systems capabilities to:
 - Provide enhanced reporting to better understand where we can improve our practices.
 - Expand our pay gap reporting to include disability.
 - Allow staff to actively have ownership of their own records, allowing them to manage and update the information we hold about them.
- Developing training for staff beyond our current offering, to look at specific areas of discrimination on equality.
- Continue to build upon our Equality, Diversity, and Inclusion Forum, to create groups with specialist knowledge and experience to give focus to particular protected characteristics.
- Create further 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.
- Extend our consideration of equality, beyond legally protected characteristics, to consider all areas in which individuals have the potential to suffer detrimental treatment.

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