The Isle of Wight College

Public Sector Equality Duty (PSED) Report

Updated January 2025

1. Introduction

The Public Sector Equality Duty (PSED), established under the Equality Act 2010, mandates that public bodies consider how their policies, practices, and decisions can eliminate discrimination, advance equality of opportunity, and support good relations among diverse groups. This report outlines The Isle of Wight College's commitment to these principles and summarises the actions taken over the past year to meet our PSED goals.

Our approach to equality, diversity, and inclusion (EDI) is rooted in the belief that a diverse and inclusive environment enhances our ability to serve the community effectively. By embedding EDI into our core operations, we aim to create a college community where all individuals feel valued, respected, and empowered to contribute to their fullest potential.

We are committed to transparency and accountability in our EDI initiatives and welcome feedback from all stakeholders to help us refine and enhance our strategies. Together, we can build a more inclusive and equitable society for everyone.

2. The PSED

The PSED has three main elements, and these are:

• Eliminating discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.

• Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

 • Encouraging good relations across all characteristics – between people who do share a protected characteristic and people who do not.

The other conduct prohibited by the Equality Act 2010 includes direct discrimination, indirect discrimination, harassment, victimisation and discrimination arising from disability.

The protected characteristics covered by the Equality Act 2010 are:

• Sex

• Race

• Religion or belief

• Sexual orientation

• Gender reassignment

• Pregnancy and maternity

• Age

- Disability

- Marriage and civil partnership

3. The Isle of Wight - Background:

The island is a unique and wonderful place to live, learn and work. While it is within the southeast of England, it has distinct characteristics compared to the rest of the region. For example, proportionately it has fewer residents who are from black or minority ethnic groups, it has more older residents and it has significant pockets of deprivation. Serving a population of c.142,000, the college ensures it reaches all parts of the community, providing lifelong learning opportunities alongside those for our 16-19 population. We operate across all vocational pathways, apprenticeships and foundation skills and the Island's University Centre where the ambition is to grow higher level skills provision attracting and retaining employers and their workforce. We believe that no-one should need to leave the Island to access the learning and skills required for them to achieve their aspirations.

According to the 2021 Census, 97.0% of the Isle of Wight's residents described themselves as belonging to White ethnic groups compared to 85% nationally. The remaining 3% of the population is made up of non-White minorities. The proportion of residents identifying as Asian, Asian British or Asian Welsh on the Isle of Wight was 1.2% which is lower than national averages. The proportion of Black or Black British residents on the Isle of Wight was approximately 0.5% which is also lower than the national average of around 3.5%. The proportion of residents identifying as mixed/multiple ethnic groups was 1.2%. The remaining percentage includes various other ethnic groups.

Approximately 16% of the population on the Isle of Wight live in poverty. In 2023, 34% of children and young people were reported to be living in poverty on the Isle of Wight compared to 29.2% nationally. The college is committed to addressing this issue by providing pathways into work and learning from entry- level to the higher-level skills enabling young people and adults to become economically active

and secure meaningful and fulfilling careers. We are dedicated to community action supporting those in greatest need through volunteering, fundraising and local support for people, charities and community groups.

As of 2023, 5% of students on the Isle of Wight hold an Education, Health and Care Plan (EHCP) which is higher than the national average in the UK at 3.7%. 12.7% of Isle of Wight students had identified special educational needs without an EHCP, compared to 11.9% nationally. In 2022-23, 5% of supported adults with a learning disability were in paid employment on the Isle of Wight compared with 4.8% nationally.

In the 2024/25 academic year, our student community is composed of 16-19 female 39.9%, 16-19 male 60.1%, 19+ female 66.6%, 19+ male 33.3%, 16-19 WB 88.4%, 16-19 NWB 11.6%, 19+ WB 83.3%, 19+ NWB 16.7%, 16-19 LDD 32.2%, 19+ LDD 26.0%, 16-19 No LDD 67.7%, 19+ No LDD 74.0%.

Achievement rates for 16-19-year-old students in Equality, Diversity, and Inclusion Monitoring (EDIM) Groups are positive. In 2023/24, female students achieved an 85.3% success rate, while male students achieved 87.3%. Students with learning disabilities (LDs) had a 90% achievement rate, compared to 83.2% for those without LDs. Non-White British students achieved an 88.1% success rate, while White British students achieved 86.3%.

Despite small student numbers, three minority groups were identified as experiencing a decline in achievement percentages in 2023/24: young offenders (-26%), male students receiving free college meals (-3%), and looked after children (-14.4%). As of September 2024, an at-risk student list has been established in collaboration with the student engagement coaches and the safeguarding team. This initiative aims to implement timely, tailored interventions and coaching for students, and to engage parents/carers and external professionals where required.

Currently, there is a review of application information obtained prior to college enrolment to facilitate information sharing with schools, external professionals, and wider teams before students start college. In July 2024, the first full transition meeting for year 11 students (previously, transitions had taken place only in specific high needs areas) coming to college was held. This event was successful, and planning for this year's event is underway (October 2024). Early tracking systems are in place via E Trackr. The safeguarding team maintains regular contact with certain vulnerable cohorts, such as looked after children (LACs) and care leavers, through regular external agency meetings and communication.

The college's staff community has 64% females, and 36% males compared to 63% and 37% nationally. There is a new HR system in place this year which will start to accurately record information and data for other minority staff groups. However, approximate data suggests that there are 94.8% of white British staff compared to 5.2% non-white British compared to 85% and 15% nationally and 6.3% of staff declared a disability compared to 93.7% non-disabled (6% and 94% nationally).

The mean average gender pay gap (appendix 1) shows that the average hourly rate for female employees is 5.85% lower than the male employees. This means that for every £1 that a male earns, a female earns 94 pence. This disparity suggests that women may be underrepresented in higher paying roles, however, it is important to note that the current senior leadership team at the college is predominantly female. The lower pay quartile often includes roles such as learning support assistants which are in the National Minimum Wage category and can often attract more female employees due to term time arrangements and flexible working potential. Addressing these gaps as part of our EDI

objectives is important to proactively ensure that women and men have equal opportunities for career advancement and professional development.

The higher proportion of White British staff suggests a less diverse workforce. This could impact on the college's ability to provide a wide range of perspectives and experiences to students which is essential for an inclusive learning environment. It may also impact on the college's ability to attract and retain staff from diverse backgrounds.

The proportion of staff with disabilities at the college is slightly higher than the national average. This indicates that the college is relatively successful in supporting staff with disabilities. However, it also underlines the need for ongoing efforts to ensure that the college's facilities, policies and practices are fully accessible and inclusive for all staff members.

Recognising all the above factors, the college takes them into account when planning its curriculum activities, student and staff recruitment and retention activities and its development of EDI measures and objectives.

4. The College's EDI Objectives 2024-2028:

The College's EDI four-year objectives have been collaboratively reviewed with students and staff and developed following feedback and analysis of the college data and demographic trends (appendix 1 and 2) and in response the college's strategy. The promotion of equality, diversity and inclusion is fundamental to the college's mission of *'Students First'* and the college's values of CARES (collaborative, accountable, respectful, excellent and sustainable). We have established four-year objectives, accompanied by annual action plans to ensure consistent progress towards achieving these goals as follows:

Objective 1) Create a culture of respect and inclusivity for students and staff

- We will ensure a welcoming environment that values diversity and promotes mutual respect among students, staff, external stakeholders and the wider community.
- We will provide equal opportunities for all students and staff, regardless of their background or identity.
- We will establish and enforce zero tolerance approach towards discrimination, bullying and harassment with clear reporting and resolution procedures.
- We will promote positive relationships among students and staff providing support for those who have experienced discrimination or harassment.
- We will enhance the EDI working group to ensure a staff-student liaison on EDI issues/themes ensuring this representation in college making decisions.

Objective 2) promote an inclusive learning environment and curriculum

- We will review and revise the curriculum to ensure it promotes understanding and respect for diversity and includes contributions from a range of perspectives.
- We will ensure continuous promotion, cultural awareness and understanding among students and staff.
- We will develop an enrichment programme which includes EDI activities and community projects.

Objective 3) increase representation of underrepresented student and staff groups

- We will support our minority communities including those from ethnic minorities, low-income backgrounds, those with disabilities to engage with college.
- We will support with variety of interventions such as mentoring, tutoring and other forms of assistance.
- We will implement a HR system that enables the refined reporting that supports EDI policy, procedures and practice
- We will develop and deliver comprehensive EDI training for all staff members which ensures refresher courses every three years.

Objective 4) track and advance progress

- We will identify and mitigate disparities in achievement and progression rates among student groups aiming for a variance of no more than 3%.
- We will identify areas needing enhancement and improvement and intervene to address any issues that arise.
- Establish a robust system for reporting on EDI objectives for both staff and student groups, ensuring annual reviews and public reporting of progress (PSED report).

Appendix 1 -- Staff information Gender Pay Gap

Gender Pay Gap Data			
On the 31st March 2024, the college had 355 paid employees. 70% of the total number of employees were female (remained at the same rate as the previous year).			
The mean average gender pay gap:			
Male = £15.05 hourly pay rate	Female = £14.17 hourly pay rate	Females' average hourly rate is 5.85% lower than the average male mean hourly pay rate.	2022/23 Female average hourly rate was 2.59% lower than the average male mean hourly pay rate.
For every £1 that a male earns, a woman earns 94 pence.			
The Median gender pay gap			
Male = £15.04 hourly pay rate	Female - £12.24 hourly pay rate	Females' median hourly pay rate is 18.61% lower than the male median hourly pay rate.	2022/23 Females median hourly pay rate 18.62.% lower than the average male median hourly pay rate.

Appendix 2 – Student (16-18) Achievement Rates by protected characteristics

Protected Characteristics 16-18 (excl E&M)	2020/21		2021/22		2022/23		2023/24	
	Leavers (Qualifications)	Achievement Rate (%)	Leavers (Qualifications)	Achievement Rate (%)	Leavers (Qualifications)	Achievement Rate (%)	Leavers (Qualifications)	Achievement Rate (%)
Female	605	88.1	537	85.7	593	82.0	621	84.7
Male	922	88.5	860	84.8	879	85.6	1025	87.2
Has LLDD	658	88.1	556	86.3	558	84.8	686	89.5
No LLDD	869	88.5	841	84.3	914	83.7	960	84.0
White British	1418	88.3	1253	85.6	1327	84.6	1459	85.9
Non-White British	109	89.0	144	81.3	145	80.0	187	88.8
ALL	1527	88.3	1397	85.1	1472	84.1	1646	86.3
Other ALS	431	84.9	429	88.8	481	84.4	601	89.4

Appendix 2b – Student (19yrs+) Achievement Rates by protected characteristics

Protected Characteristics 19+ (excl E&M)	2020/21		2021/22		2022/23		2023/24	
	Leavers (Qualifications)	Achievement Rate (%)	Leavers (Qualifications)	Achievement Rate (%)	Leavers (Qualifications)	Achievement Rate (%)	Leavers (Qualifications)	Achievement Rate (%)
Female	1469	97.2	1820	87.5	2271	90.1	2172	92.7
Male	403	94.0	493	84.4	568	88.9	524	89.3
Has LLDD	506	94.7	557	88.2	661	89.3	692	91.6
No LLDD	1366	97.2	1756	86.4	2178	90.1	2004	92.2
White British	1740	96.4	1927	86.6	2232	91.4	2130	92.6
Non-White British	132	98.5	386	88.1	607	84.3	566	89.9
ALL	1872	96.5	2313	86.9	2839	89.9	2696	92.0
Other ALS	205	97.6	237	95.8	212	93.9	218	96.3

Appendix 3 - Student data by protected characteristics:

Protected Characteristics	2022/23		2023/24		2024/25	
	Student Number	**%**	**Student Number**	**%**	**Student Number**	**%**
High Needs	176	3	214	4	223	6
EHCP	203	4	225	4	239	6
LDD	1314	25	1299	26	1104	29
ALS	436	8	471	9	443	12
FCM	275	5	262	5	265	7
Bursary	629	12	588	12	623	16
LAC/CL	35	1	38	1	31	1
Mental Health	334	6	349	7	291	8