

# The Isle of Wight College

## Public Sector Equality Duty (PSED) Report

### Updated March 2026



## 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:

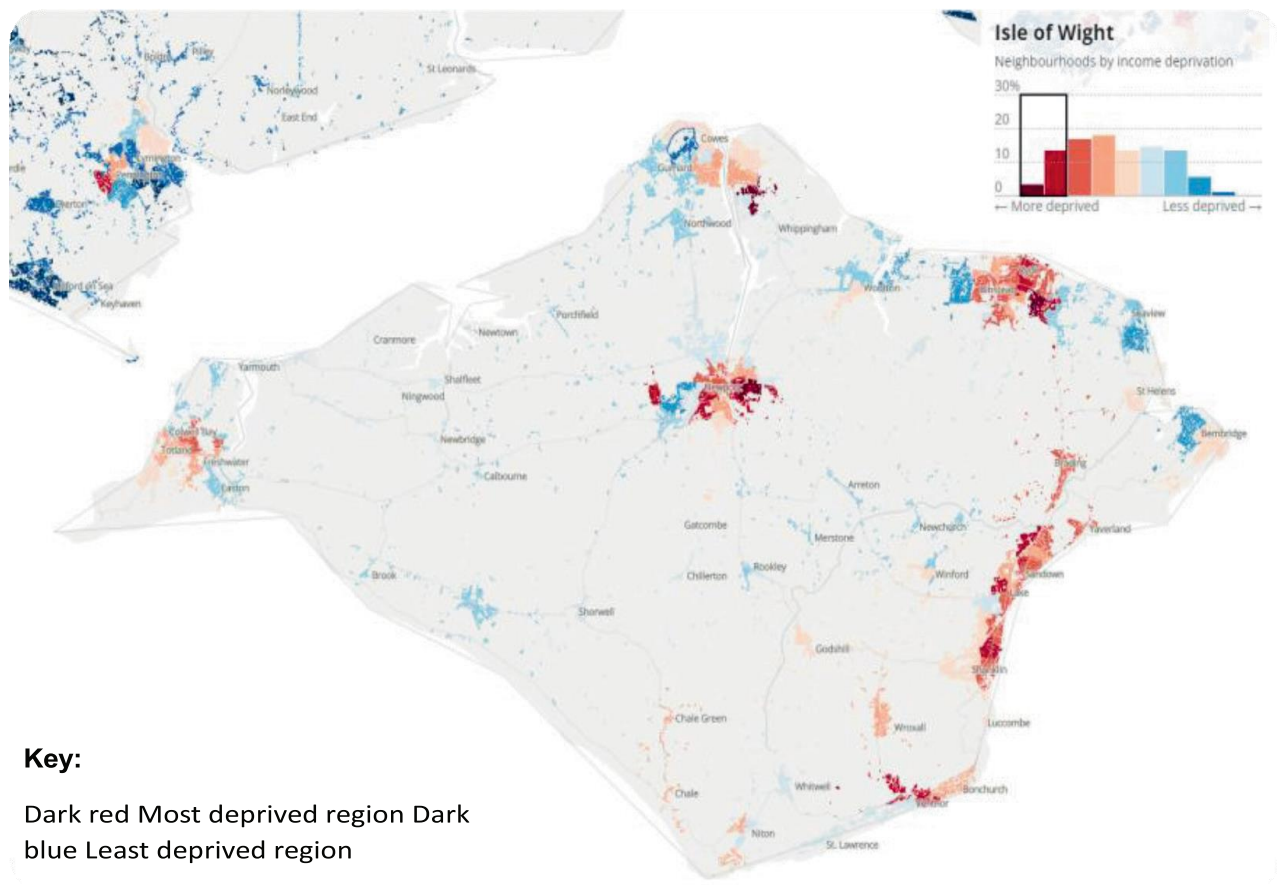
The island is a unique and wonderful place to live, learn and work. While it is within the southeast of England, it has distinct characteristics compared to the rest of the region. For example, proportionately it has fewer residents who are from black or minority ethnic groups, it has more older residents 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.

In 2019/20, 34% of children and young people were reported to be living in poverty (after housing costs) 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.

The map below indicates the varying levels of deprivation on the island.



Deprivation map of the Isle of Wight (Office for National Statistics)

As of 2024, 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%. 13.6% of Isle of Wight students had identified special educational needs without an EHCP, compared to 12.2% 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.

#### 4. Intersectionality Analysis

The College recognises that students and staff may experience overlapping and compounding disadvantages arising from multiple protected characteristics.

Key intersectional themes identified in 2024-25 include:

- Higher prevalence of mental health needs among students with LLDD.
- Boys from low-income backgrounds (FCM) showing reduced achievement, requiring more targeted academic and pastoral support.
- Looked After Children (LAC) students presenting with both safeguarding concerns and learning needs, requiring multi-agency coordination.
- Females more represented in low-paid roles (e.g. ALS/LSA), contributing to gender pay disparities.

#### 5. The Isle of Wight College - Context:

As the Isle of Wight's only General Further Education College, The Isle of Wight College has a unique responsibility to serve learners and employers across the whole community. We therefore provide a broad and responsive curriculum offer to meet a wide range of needs.

Achievement rates for 16–19-year-old students across Equality, Diversity and Inclusion Monitoring (EDIM) groups remain positive. In 2024/25, overall achievement for males was 82% and 87% for females, broadly reflective of the student population (57% male, 43% female). For adult learners (19+), achievement was similarly strong, with males achieving 90% and females 92% (54% male, 46% female).

Students with additional needs continue to achieve well. Students 16-18 yrs with learning difficulties achieved 86%, slightly above the rate for students without LDs (83%). Students with other ALS achieved 90%, outperforming all student achievement by 6 percentage points (84%). For students 19+ students with LDs performed slightly lower than without LDs (91% v 92%) and students with other ALS performed slightly higher than all student achievement (94% v 92%). Although smaller numbers there was a 10 percentage point difference for 16-18 achievement between White British and Non White British (94% v 84%) and a 5 percentage point difference for 19+ students with non white British holding higher achievement than White British (97% v 92%)

Across other priority groups, outcomes remained above the college average: young carers achieved 89%, and Children We Care For achieved 89%.

The only group performing notably below average was young offenders, whose achievement rate was 69% compared with 89% for all students. Given the very small cohort, this variance is statistically sensitive but remains an important focus for targeted intervention.

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).

As of 31 March 2025, the College employed 337 staff, of whom 68.84% were female, representing a 1.16% decrease in females from the previous year. The mean gender pay gap shows that women's average hourly pay is 3.49% lower than that of men. This equates to women earning 96.5 pence for every £1 earned by men, an improvement from 94 pence in 2023/24.

This variance indicates potential underrepresentation of women in higher-paid roles; however, it is important to note that the College's senior leadership team is predominantly female. The lower pay quartile includes roles such as Learning Support Assistants, which are aligned to National Minimum Wage rates and typically attract more female applicants due to term-time working patterns and flexibility.

Addressing gender pay disparities remains a priority within the College's EDI objectives. Continued focus on fair recruitment, progression pathways and leadership development will support equitable opportunities for all staff, ensuring both women and men can access and progress through higher-earning roles.

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 of these factors, the College routinely considers them when planning curriculum provision, shaping student and staff recruitment and retention approaches, and developing its EDI objectives. All new policies and significant decisions are subject to a formal Equality Impact Assessment (EIA) to evaluate their potential effects on protected groups. The outcomes of each EIA are reviewed by the Senior Leadership Team and inform final approval and implementation. This approach aligns with Ofsted's 2025 inspection framework, which expects colleges to demonstrate how they promote equality, foster inclusion and eliminate discrimination through curriculum, culture and leadership practice. Our Equality Impact Assessment (EIA) process supports this by ensuring all decisions consider their impact on learners and staff with protected characteristics.



## 6. How we have had due regard in 2024-2025

Throughout 2024-25, the College embedded the principles of the Public Sector Equality Duty across its strategic, operational and quality processes. Equality considerations were systematically built into decision-making, curriculum planning, staffing, safeguarding and student support, ensuring consistent attention to the three statutory aims of the PSED. Progress towards the College's four-year EDI objectives is monitored through the Curriculum & Quality Committee, senior leadership reviews and College-wide dashboards.

The College's EDI four-year objectives (see appendix 3) 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 to 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).

To demonstrate clear due regard, the College has mapped its 2024-25 and follow on 2025–26 activity to the statutory elements of the Public Sector Equality Duty:

### Create a culture of respect and inclusivity for students and staff (PSED 1)

- Revised safeguarding pathways for Looked After Children (LAC), Care Leavers and high-risk students, ensuring earlier identification through E-Trackr monitoring and external agency liaison.
- Strengthened complaints and reporting pathways for discriminatory incidents, microaggressions and harassment affecting students and staff.
- Incorporated anti-bullying and anti-harassment expectations into student induction, including EDI themes woven into tutorial curriculum.
- Inclusive recruitment principles embedded across all hiring processes, ensuring job descriptions, adverts and shortlisting criteria are reviewed for inclusive language and potential bias.
- HR and hiring managers received guidance on fair recruitment practices including anonymised shortlisting and diverse interview panels where possible.

Across the year, EIAs were completed for curriculum restructuring, changes to staffing models, updates to the recruitment policy, adjustments to the behaviour and disciplinary policy, and the review of curriculum timetables. The following themes emerged:

- Access and Inclusion: Several EIAs identified potential risks for students with SEND when reviewing curriculum changes and timetables. As a result, mitigations were introduced such as earlier transition planning, additional communication with families, and ensuring access to assistive technologies from day one.
- Workforce Impact: EIAs on recruitment processes highlighted the need for strengthened accessibility guidance for applicants with disabilities. This led to improvements in how reasonable adjustments are communicated during the application and interview stages.
- Facilities and Estates: The estates EIA identified barriers in circulation spaces and accessibility routes. All recommended actions from the audit were implemented, ensuring College premises remain inclusive and compliant.
- Policy Updates: EIAs for staff code of conduct and student behaviour policies ensured strengthened expectations around anti-discriminatory practice, inclusive language and reporting of microaggressions.

### Advance Equality of Opportunity (PSED 2)

- Introduced early transition meetings for all Year 11 students with SEND enabling the college to make earlier adjustments and allocate resources more effectively.
- Identified achievement gaps for young offenders, male FCM students, and LAC (-26%, -3% and -14.4% respectively) and implemented targeted support interventions through coaching, mentors, and attendance escalation routes.
- Enhanced curriculum planning to ensure representation and accessibility across subject areas, with a renewed emphasis on inclusive teaching strategies.
- Reduction in gender pay gap (mean): from 5.85% to 3.49%, indicating improvement in female representation in mid-scale grades and more equitable pay distribution.
- 16–18 LDD achievement remains strong (86.1% vs 82.7% for non-LDD).
- Adult LDD students show only a marginal gap (90.6% vs 92%).
- 16–18 “Other ALS” students: 89.8% (above college average 84.1%).
- 19+ “Other ALS” students: 94.2% (above 91.6% overall)
- The implementation of CiphR (My HR) now enables improved monitoring and reporting of staff protected characteristics, supporting data driven decision making around workforce representation.
- Recruitment data has begun to be analysed to understand patterns in applications, progression through shortlisting and appointment rates for staff with protected characteristics.

- HR and Finance completed a comprehensive Equal Pay and Gender Pay Gap audit identifying areas for further action and informing progression and pay policy work (Appendix 1).
- Flexible working practices were further embedded to support staff with caring responsibilities, disabilities or long-term conditions.

### Ensuring Good Relations (PSED 3)

- Expanded community engagement initiatives such as charity partnerships, volunteering and International opportunities to bring together students from diverse backgrounds.
- Increased visibility of minority voices through student forums and EDI theme weeks.
- Identification of at-risk groups: new monitoring via Engagement Coaches and Safeguarding Team supporting early intervention and multi-agency engagement.
- Reasonable adjustment processes for applicants were strengthened, ensuring candidates with disabilities are supported at every stage of recruitment.
- Updates in staff code of conduct included explicit expectations around respectful behaviour, inclusive language and bystander responsibility.
- Regular EDI communications were issued to staff (via intranet, in the loop weekly staff bulletin) raising awareness of events, cultural calendar dates and good practice.

### Areas Still in Progress

- Increasing the diversity of the workforce, particularly in teaching roles, remains key challenge given local demographics.
- Full utilisation of the new HR system for more accurate monitoring of staff protected characteristics is still being embedded.
- Island demographics significantly limit diversity in recruitment pools (97% White British population). Continued long-term strategies are required to attract and retain applicants from underrepresented groups.
- National recruitment challenges across the FE sector continue to impact the College's ability to recruit to specialist roles, particularly within specific trades. This remains an ongoing workforce priority requiring sustained action.
- Further improvement required in outcomes for young offenders. The cohort size is very small but the variance is large and persistent (69% achievement compared with 89% for all student achievement 2024-25)
- A 10-percentage-point achievement gap has emerged for 16–18 learners (94.1% White British vs 84% Non-White British). Although numbers are small, the gap is statistically and legally significant under the PSED - Monitor and analyse achievement rates for Non-White British 16–18 students throughout 2025–26, identifying any emerging gaps and implementing timely interventions.

- Gendered patterns in curriculum areas e.g. male dominated trades with lower outcomes remain relevant - For 16–18s, females outperform males (87.1% vs 81.9%). For 19+, the gap is small (92.2% females vs 89.9% males).

## 7. Staff Training and CPD

During 2024-25 and into 2025-26, the College has continued to strengthen EDI capability and confidence across its workforce.

### Training Delivered

- Mandatory safeguarding training delivered to all staff, including contextual safeguarding, Prevent, and managing disclosures. 100% of new starters completed mandatory EDI training. 88% of all staff completed updated training modules on inclusive practice, unconscious bias and EDI. The refresher training is followed up by HR and will ensure staff compliance with completion of mandatory training for in scope in the academic year.
- Mandatory training was refreshed to include Unconscious Bias
- Induction training updated to incorporate inclusive teaching principles, anti-discriminatory practice, and accessibility adjustments.
- Targeted CPD for curriculum teams on supporting LDD learners, differentiation and reasonable adjustments which included behaviour support training and will follow on with specific SEND behavioural support training in April 2026.
- Targeted CPD was provided for middle managers to support inclusive leadership, recognising and reducing unconscious bias and promoting equitable team cultures.
- Leadership training embedded EDI expectations, reinforcing accountability for culture, behaviour and student experience.

### Future CPD Priorities

- Expanded training on intersectionality, race equity and cultural competence.
- Improved data literacy for managers to identify and mitigate gaps earlier.

## 8. Engagement and Consultation

The College has strengthened its consultation processes with both students and staff to ensure EDI priorities reflect lived experience.

### Student Engagement

- Establishment of an at-risk student list and regular safeguarding/engagement coaching meetings.
- Student executive committee which is expanding to student representation in curriculum
- Surveys and focus groups feeding into curriculum planning and enrichment design.

### Staff Engagement

- The EDI Working Group includes cross-College staff representation and connects operational insights with senior leadership decisions.
- Feedback from staff has shaped the development of HR reporting tools and informed actions on workload and wellbeing.
- Staff surveys and focus groups are underway to gather feedback on belonging, workload, workplace culture and experiences. Findings from these surveys are to be reviewed by SLT and will feed directly into HR and workforce charter/strategies including wellbeing, workload and professional development plans.

### Community and Partners

- Collaboration with local authority, social care and specialist agencies supports vulnerable student groups.
- Community action projects connect diverse student groups and strengthen inclusion and belonging.

Looking ahead, the College remains committed to embedding inclusive practice across all curriculum and support areas, improving workforce diversity, enhancing data systems and ensuring equitable opportunities for students and staff. This report demonstrates ongoing progress against the College's four-year EDI objectives and reaffirms our commitment to placing *Students First* while upholding the values of CARES.

## 9. Governor Oversight

Governors maintain oversight of the College's compliance with the Public Sector Equality Duty. The Curriculum & Quality Committee receives updates on EDI objectives, student performance gaps, workforce data and progress against the four-year EDI plan. Workforce representation, gender pay data and outcomes from the Equal Pay Audit were reviewed by governors in the Finance and Audit Committee in 2025.

The Corporation also receives the annual PSED Report and holds senior leaders to account for ensuring that equality considerations are embedded within leadership, curriculum and operational decision-making. Governor engagement sessions throughout the year have included discussion of inclusion, safeguarding, belonging, staff wellbeing and EDI themes aligned to Ofsted's 2025 inspection framework.

## 10. Accessibility and Publication Statement

This PSED Report is published annually on the College website and is available to students, staff, governors, stakeholders and members of the public.

Alternative formats can be provided upon request, including large print, accessible digital versions and other formats as required. Requests for accessible formats or feedback on this report should be directed to [Marketing@iwcollege.ac.uk](mailto:Marketing@iwcollege.ac.uk)

The College is committed to ensuring this report is accessible and meets the needs of all members of our community.



**Appendix 1 -- Staff information Gender Pay Gap**

The college is proud of the gender diversity of its workforce. 68.84% of employees are female and females account for being the highest number of staff in all four quartiles outlined in the report below. The number of staff employed by the college has decreased by 18, as a result of retirements and career changes outside of the FE sector.

The report gives our figures for 2024/2025 (as of 31<sup>st</sup> March 2025).

<b>Gender Pay Gap Data</b>			
On the 31 <sup>st</sup> March 2025, the college had <b>337</b> paid employees. <b>68.84%</b> of the total number of employees were female (which is a reduction of 1.16% compared to the previous year).			
<b>The mean average gender pay gap:</b>			
Male = £15.44 hourly pay rate	Female = £14.90 hourly pay rate	Females' average hourly rate is <b>3.49%</b> lower than the average male mean hourly pay rate.	2023/24 Female average hourly rate was <b>5.85 %</b> lower than the average male mean hourly pay rate.
For every £1 that a male earns, a woman earns 96.5 pence, which is an increase from 94 pence reported in 2023/24 of 2.5 pence per hour.			
<b>The Median gender pay gap</b>			
Male = £15.04 hourly pay rate	Female - £12.24 hourly pay rate	Females' median hourly pay rate is <b>22.92% lower</b> than the male median hourly pay rate.	2023/24 Females median hourly pay rate <b>18.61.%</b> lower than the average male median hourly pay rate.

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

<b>Protected Characteristics 16-18 (excl E&amp;M)</b>	<b>2021/22</b>		<b>2022/23</b>		<b>2023/24</b>		<b>2024/25</b>	
	<b>Leavers (Qualifications)</b>	<b>Achievement Rate (%)</b>	<b>Leavers (Qualifications)</b>	<b>Achievement Rate (%)</b>	<b>Leavers (Qualifications)</b>	<b>Achievement Rate (%)</b>	<b>Leavers (Qualifications)</b>	<b>Achievement Rate (%)</b>
<b>Female</b>	<b>537</b>	<b>85.7</b>	<b>593</b>	<b>82.0</b>	<b>621</b>	<b>84.7</b>	<b>643</b>	<b>87.1%</b>
<b>Male</b>	<b>860</b>	<b>84.8</b>	<b>879</b>	<b>85.6</b>	<b>1025</b>	<b>87.2</b>	<b>913</b>	<b>81.9%</b>
<b>Has LLDD</b>	<b>556</b>	<b>86.3</b>	<b>558</b>	<b>84.8</b>	<b>686</b>	<b>89.5</b>	<b>613</b>	<b>86.1%</b>
<b>No LLDD</b>	<b>841</b>	<b>84.3</b>	<b>914</b>	<b>83.7</b>	<b>960</b>	<b>84.0</b>	<b>943</b>	<b>82.7%</b>
<b>White British</b>	<b>1253</b>	<b>85.6</b>	<b>1327</b>	<b>84.6</b>	<b>1459</b>	<b>85.9</b>	<b>1325</b>	<b>94.1%</b>
<b>Non-White British</b>	<b>144</b>	<b>81.3</b>	<b>145</b>	<b>80.0</b>	<b>187</b>	<b>88.8</b>	<b>231</b>	<b>84.0%</b>
<b>ALL</b>	<b>1397</b>	<b>85.1</b>	<b>1472</b>	<b>84.1</b>	<b>1646</b>	<b>86.3</b>	<b>1556</b>	<b>84.1%</b>
<b>Other ALS</b>	<b>429</b>	<b>88.8</b>	<b>481</b>	<b>84.4</b>	<b>601</b>	<b>89.4</b>	<b>275</b>	<b>89.8%</b>

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

<b>Protected Characteristics 19+ (excl E&amp;M)</b>	<b>2021/22</b>		<b>2022/23</b>		<b>2023/24</b>		<b>2024/25</b>	
	<b>Leavers (Qualifications)</b>	<b>Achievement Rate (%)</b>	<b>Leavers (Qualifications)</b>	<b>Achievement Rate (%)</b>	<b>Leavers (Qualifications)</b>	<b>Achievement Rate (%)</b>	<b>Leavers (Qualifications)</b>	<b>Achievement Rate (%)</b>
<b>Female</b>	<b>1820</b>	<b>87.5</b>	<b>2271</b>	<b>90.1</b>	<b>2172</b>	<b>92.7</b>	<b>1713</b>	<b>92.2%</b>
<b>Male</b>	<b>493</b>	<b>84.4</b>	<b>568</b>	<b>88.9</b>	<b>524</b>	<b>89.3</b>	<b>594</b>	<b>89.9%</b>
<b>Has LLDD</b>	<b>557</b>	<b>88.2</b>	<b>661</b>	<b>89.3</b>	<b>692</b>	<b>91.6</b>	<b>692</b>	<b>90.6%</b>
<b>No LLDD</b>	<b>1756</b>	<b>86.4</b>	<b>2178</b>	<b>90.1</b>	<b>2004</b>	<b>92.2</b>	<b>1615</b>	<b>92.0%</b>
<b>White British</b>	<b>1927</b>	<b>86.6</b>	<b>2232</b>	<b>91.4</b>	<b>2130</b>	<b>92.6</b>	<b>1843</b>	<b>91.6%</b>
<b>Non-White British</b>	<b>386</b>	<b>88.1</b>	<b>607</b>	<b>84.3</b>	<b>566</b>	<b>89.9</b>	<b>66</b>	<b>97.0%</b>
<b>ALL</b>	<b>2313</b>	<b>86.9</b>	<b>2839</b>	<b>89.9</b>	<b>2696</b>	<b>92.0</b>	<b>2307</b>	<b>91.6%</b>
<b>Other ALS</b>	<b>237</b>	<b>95.8</b>	<b>212</b>	<b>93.9</b>	<b>218</b>	<b>96.3</b>	<b>52</b>	<b>94.2%</b>

**Appendix 2c - 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

### Appendix 3

<b>College Values = CARE</b> <b>Collaborative, Accountable, Respectful and Excellence</b>			
<i>We believe that the Isle of Wight College is for everyone, no matter where you come from, what you look like or how you identify.</i>			
<b>1.Create a culture of respect and inclusivity for students and staff</b>			
Objectives	Actions	Date	Lead
1.1 We will ensure a welcoming environment that values diversity and promotes mutual respect among students, staff, external stakeholders and the wider community.	a) Plan and host at least three awareness events that celebrate diversity ensuring broad participation from students and staff  b) Hold a student focus group to establish if students feel welcomed when they arrive at the college gates.	Jul 2026  Jul 2026	CEJ/SC  CEJ/HR
1.2 We will provide equal opportunities for all students and staff, regardless of their background or identity.	c) Ensure the implementation of inclusive language guide for all internal and external communications to promote respect and understanding  d) Conduct a comprehensive review of minority group representation in college social presence, marketing and media	Jul 2026	CEJ/marketing
1.3 We will establish and enforce zero tolerance approach towards discrimination, bullying and harassment with clear reporting and resolution procedures	e) Advertise the availability of all college publications and digital content, providing alternative formats for individuals with disabilities and additional languages.	April 2026	CEJ/marketing
1.4 We will promote positive relationships among students and staff providing support for those who have experienced discrimination or harassment.	f) The Student Executive Committee will be actively engaged in identifying key Equality, Diversity, and Inclusion (EDI) priorities from the student perspective. Their input will inform the development of targeted initiatives and approaches, ensuring that student voice is central to how EDI issues are addressed and resolved within the college.	Jul 2026	CEJ

1.5 We will enhance the EDI working group to ensure a staff-student liaison on EDI issues/themes ensuring this representation in college making decisions	g) Develop at least one student led EDI initiative/enrichment project in the academic year	Jul 2026  Jul 2026	CEJ/SC  CEJ/HoLs
<p><b>Progress against objectives updated November 2025</b></p> <p>The Student Executive Team has now been fully recruited, and they have requested representees from all curriculum areas to ensure a genuinely college-wide student perspective. The Executive has reviewed and provided feedback on this year’s enrolment process, contributing to planned improvements for 2025/26.</p> <p>Awareness and Inclusion Events</p> <p>A series of EDI-focused awareness activities have taken place across the college:</p> <p>Remembrance Day: Poppy boards were installed in the main reception and at CECAMM, enabling students and staff to write personalised messages. Students created poppy wreaths and soldier silhouettes, which were displayed in the first-floor windows of the Green Building.</p> <p>Mental Health Awareness: The Sky Bridge above reception was decorated to promote mental health awareness and signpost available support services.</p> <p>These activities supported a strong sense of community, encouraged reflection, and promoted engagement with national awareness events.</p>			
<p><b>2: Promote an inclusive learning environment and curriculum</b></p>			
<b>Objectives</b>	<b>Actions</b>	<b>Date</b>	<b>Lead</b>
2.1 We will review and revise the curriculum to ensure it promotes understanding and respect for diversity and includes contributions from a range of perspectives.	<ul style="list-style-type: none"> <li>The development of collaboration between departments – female dominated trades and male dominated trades for community projects.</li> <li>Revise at least 30% of course content to ensure contributions from a range of diverse perspectives.</li> </ul>	Jul 2026  Jul 2026	CEJ/HoLs

<p>2.2 We will ensure continuous promotion, cultural awareness and understanding among students and staff.</p> <p>2.3 We will develop an enrichment programme which includes EDI activities and community projects.</p>	<ul style="list-style-type: none"> <li>• Establish regular feedback mechanisms each term, such as student surveys, Student Executive/Student Voice groups to gather student input on inclusivity.</li> <li>• We will raise awareness and provide targeted training for students on the availability and effective use of assistive technologies and alternative formats for learning materials. This will ensure that all learners can access resources in ways that best support their individual needs and promote inclusive learning practices across the college.</li> <li>• Promote student support services to include coaching methods and peer mentoring specifically tailored to the needs of under represented groups</li> <li>• To collaborate with at least two other educational institutions to share best practice and resources related to EDI.</li> <li>• Review and update college policies and procedures to support an inclusive learning environment ensuring they are clearly communicated and consistently applied</li> </ul>	<p>Apr 2026</p> <p>Dec/Mar/May2025 / 26</p> <p>Sept 2026</p> <p>Jul 2026</p> <p>Jul 2026</p>	<p>CEJ/SC/HoLs/TLMs</p> <p>CEJ/Quality/HoLs</p> <p>CEJ/HoLs/SC</p> <p>CEJ/SC/HoLs</p> <p>CEJ/SC/SR</p> <p>CEJ</p>
<p><b>Progress against objectives November 25</b></p> <p>Inclusive Support</p>			

ALS Facilitators have completed six-week reviews with all learners holding an Education, Health and Care Plan (EHCP). These reviews have included discussions on the use of assistive technologies available within the college. All licences for Read, Write Gold have been issued for the current year, and no learners are awaiting access to assistive software.

#### Student Executive and Engagement

The Student Executive Team is meeting fortnightly, gathering feedback from learners across all curriculum areas and reporting directly to college leadership. Key priorities raised by students include improvements to seating areas, enhancement of the J Block common space, increased CECAMM recreational facilities, and improvements to the canteen environment.

#### Student Voice Activity

Student Voice sessions have been delivered within Foundation Learning and the 14–16 provision.

- The first round focused on cultural barriers and mental health.
- The second round is currently addressing student behaviour and expectations across the college.

3. Increase representation of underrepresented student and staff groups of underrepresented student and staff group			
Objectives	Actions	Date	Lead
<p>3.1 We will support our minority communities including those from ethnic minorities, low-income backgrounds, those with disabilities to engage with college.</p> <p>3.2 We will support with variety of interventions such as mentoring, tutoring and other forms of assistance.</p> <p>3.3 We will implement a HR system that enables the refined reporting that supports EDI policy, procedures and practice</p> <p>3.4 We will develop and deliver comprehensive EDI training for all staff members which ensures refresher courses every three years.</p>	<ul style="list-style-type: none"> <li>Implement Ciph HR system (MyHR) to allow for accurate recording and representation of the staff demographics informing future HR strategies and gender pay reporting.</li> </ul>	Oct 2025	CB
	<ul style="list-style-type: none"> <li>Conduct a comprehensive review on the revise hiring practices to ensure that they are inclusive and equitable with a goal of increasing the diversity of new hires by 5%.</li> </ul>	Jul 2026	CB/CEJ
	<ul style="list-style-type: none"> <li>Provide ongoing professional development and training for staff on diversity, equity and inclusion, which includes ensuring that 100% of new staff have completed the training and that staff refresh the training every three years.</li> </ul>	Jul 2026	CEJ/CB
	<ul style="list-style-type: none"> <li>Develop a staff mentor programme which supports new staff and underrepresented staff groups</li> </ul>		
	<ul style="list-style-type: none"> <li>Develop partnerships with community and professional organisations to provide network opportunities for sharing of advice and good practice for education and employment opportunities in college.</li> </ul>	Jul 2026	CEJ/CB
	<ul style="list-style-type: none"> <li>Create regular feedback mechanisms such as staff surveys and focus groups to gather input from under represented groups on their experiences and needs with an aim of implementing at least two improvements based on feedback in the academic year.</li> </ul>	Jul 2026	CEJ/SC/CB
	<ul style="list-style-type: none"> <li>Increase visibility of under represented groups through college marketing materials, events to ensure that at least 50% of promotional content features diverse individuals by the end of the first year.</li> </ul>		
	<ul style="list-style-type: none"> <li>Ensure college facilities are accessible and inclusive conducting regular audits (at least twice a year) to identify and address any barriers.</li> </ul>	Jul 2026	CEJ/CB
<ul style="list-style-type: none"> <li>Ensure equal opportunities for career advancement and professional development for all employees.</li> </ul>	Jul 2026	CEJ/CB	

		Jan/May 2026	CEJ/Facilities
		Jul 2026	CB

**Progress against objectives Nov 2025**

- a) The new HR system has now been rolled out and the majority of staff have now been trained in how to use the system all LSA's where trained 16<sup>th</sup> October staff development day.
- e) The college is now part of the local networking groups LDPG, learning disability and autism board, and the strategic planning group for people with learning disabilities.
- h) All actions have been completed from the last audit that was carried out on the college premises
- i) . Hr and finance have conducted an audit on Equal pay and gender pay gap for the college.

**4: Track and Advance Progress**

Objectives	Actions		Date/Lead
4:1 We will identify and mitigate disparities in achievement and progression rates among student groups	a) Revise and implement early tracking systems to identify students at risk of falling behind providing timely interventions such as mentoring and academic support.	Dec 2025	CEJ/Quality

<p>aiming for a variance of no more than 3%.</p> <p>4.2 We will identify areas needing enhancement and improvement and intervene to address any issues that arise.</p> <p>4.3 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)</p>	<p>b) Use analysis of data to track student performance and progression identifying any patterns or disparities among different groups and provide targeted support based on this knowledge.</p> <p>c) In the first term design and distribute surveys to gather feedback from students and staff on the college’s approach to EDI in order to identify strengths and the areas for improvement and use the insights to further refine EDI initiatives.</p> <p>d) Publish annual reports on EDI progress (e.g. PSED report) to maintain accountability and transparency and ensure that the reports are accessible to all stakeholders</p> <p>e) Create and launch a user-friendly reporting system for any EDI related incidents with a commitment to timely and appropriate responses.</p>	<p>Jul 2026</p> <p>Dec 2025</p> <p>March 2026</p> <p>Jul 2026</p>	<p>CEJ</p> <p>CEJ/Quality/CB</p> <p>CEJ/Quality/ SR</p> <p>CEJ/SR</p>
<p><b>Progress against objectives:</b> Update November 2025</p> <p>A/B) Verification of last academic year’s data has identified Motor Vehicle, Electrical, Brickwork, and English &amp; Maths as priority areas for improvement.</p> <p>English &amp; Maths</p> <p>The team has produced a detailed Quality Improvement Plan (QIP) focused on increasing learner attendance and engagement. Key actions include:</p> <ul style="list-style-type: none"> <li>Ensuring appropriate Exam Access Arrangements (EAA).</li> </ul>			

- Strengthening inclusive teaching practices.
- Holding regular attendance summits to monitor at-risk learners and coordinate interventions.

#### Student Voice

- The Student Executive Team is developing a survey to capture structured learner feedback across the college.
- Both the Student Executive Team and Student Voice representatives have requested the installation of suggestion boxes in key locations to provide an accessible route for ongoing student feedback.

