Leicester College

Equality, Diversity and Inclusion Committee

26 September 2022

TITLE	**Equality, Diversity and Inclusion Annual Report 2021/22**
PURPOSE	**To receive and consider the draft Equality and Diversity Report 2021/22**
RECOMMENDATION	**The committee is requested to consider the Annual Report and make comments and recommendations for amendments where required**

No. of pages in main paper	14
Appendices (with no. of pages)	None
Risk Register Reference	-
Operating Statement Reference	4.1, 6.1. 8
Financial Implications	-
EDI Implications	Implicit in paper
Other Risk Implications	None
Paper Previously Considered by	-
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EQUALITY, DIVERSITY AND INCLUSION ANNUAL REPORT 2021/22

Compiled by Gail Pringle- Head of Student Equality, Diversity and Inclusion (EDI)

Sept 2022

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EQUALITY DIVERSITY AND INCLUSION (EDI) ANNUAL REPORT 2020/21

1. INTRODUCTION

1.1 This report outlines the activities that have taken place in the College during the academic year 2021/22 in relation to Equality, Diversity and Inclusion (EDI), and makes recommendations for future activities and developments. This report provides information on how the College seeks to meet the Public Sector Equality Duty 2010 and its general duties as a Further Education (FE) provider in relation to both students and staff to:

- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share said characteristic.

- **Eliminate unlawful discrimination, harassment and victimisation** and any other conduct prohibited by the Equality Act 2010.

- **Foster good relations** between people who share a protected characteristic and people who do not share said characteristic**.**

2. CONTEXT

2.1. Leicester College is one of the largest education providers and one of the largest employers in the City. Last year we had 3,876 16-18 students on study programmes, and 9,296 19+ students on courses. Leicester City is ethnically diverse which is reflected in the student and staff population. 43.5% of the student population identified as "non white". The largest "minority" were Indian students who made up 15.7% of the student population. 57% of students are female, 43% male. Data on non-binary students is currently unavailable. 10% of students at the College have a declared disability however more detailed information about student physical, hidden disabilities and neuro diversity is unavailable. Whilst the pandemic has highlighted gaps in terms of inequalities and disadvantage particularly in health and education; advancing EDI for all students and staff remains an on-going priority for the College.

2.2. Leicester City has significant areas of deprivation and many of our students are affected by multiple disadvantages. The national Census data will be available next academic year (2022/23) and will provide more relevant data on which to base our curriculum design and intent.

2.3. All College campuses were fully open this year. Most face to face activities resumed and a new hybrid model of working adopted across the college.

2.4. The Head of Student EDI established in post (*Student Services post recruited June* 2021) working closely with the Head of Student Engagement, new Head of Personal Social Development (*Curriculum post recruited Sept 2021*) and Human Resources.

3. EDI AT LEICESTER COLLEGE – OUR STRATEGY AND INTENT

3.1. The College participated in an ambitious project with match funding from the Association of Colleges (AoC) to engage the Black Leaders Network (January 2022).

The "Changing the Face of Education in FE " project undertook primary research with "Black" staff members, and worked with curriculum to design Teaching Learning and Assessment (TLA) tools to develop and support anti racist pedagogy. The Principal has committed to driving forward an Action plan with the Senior Leadership Team (SLT) as a result of the project findings. This work has started at pace and will continue throughout the life of the College' Strategic Plan.

3.2. The College's first EDI Strategy and Action Plan was drafted in June 2022. EDI strives to be embedded in the College's quality assurance processes with plans for curriculum "Deep Dives" scheduled for next academic year. The Governors and SLT are strong EDI advocates as evidenced in the new College values (*Respect, Inclusion, Sustainability, Equality and Excellence*) which are also important to students and staff. The EDI committee is chaired by the Principal and includes cross-College representatives, including students. The Committee meets three times a year.

3.3. The Vice Principals for Curriculum and their teams are responsible for examining their equality data (*representation, progression, retention and achievement*), and Equality and Diversity Impact Measures (EDIMs) are agreed with senior leaders to address any concerns.

3.4. College-wide achievement rates by diversity indicators and accompanying actions are highlighted through the Quality Assurance (QA) process, which is used to analyse the data and agree actions for curriculum area development plans. This is documented in Self-Assessment Reports (SARs) and any areas for improvement identified in Quality Improvement Plans (QIPs). Progress of QIP actions are monitored in February, April and June via Quality Assurance meetings.

3.5. The College SAR and QIP is presented to CSQI in November each year and ratified by Corporation in December. The College QIP actions are monitored via SLT and CSQI normally at three points in the academic year, again encompassing all actions.

4. SUPPORT TO STUDENTS

4.1. Student Welfare and Finance

4.1.1. We received 2, 932 applications for the Learner Support Fund (LSF) in 2021/22. 1,430 from 16/18 applications, of which 493 students accessed Free "School" Meals (FSM). 1386 19+ applications were received, of which 560 students accessed FSM's. Additional requests were made for travel passes, childcare, course kit costs and materials, and exceptionally emergency accommodation.

4.1.2. Acting on feedback from Supported Learning staff who reported several of the parents they work with also have support needs and struggled to navigate the existing online application form, the Welfare Team created a shorter more accessible form for Supported Learning Students which has been positively received.

4.1.3. The amount of financial support provided to students requesting FSM has been reviewed. The College will subsidise the government amount of £2.45 up to £3.15 in recognition of rising costs. This will come into effect in the next

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academic year.

4.1.4. The LSF provides free travel and bus passes for eligible students. When calculating travel for female students where their route took them through "The Rally" the Team followed guidance due to received local intelligence to recalculate the route to avoid the Rally. After discussion with the Head of Student EDI this practice has now been extended to all students. NB- The Rally is an area where a number of sexual assaults have taken place.

4.1.5. The College took better advantage of the Skills and Education group grant funding available to students. 25 individual student applications totalling £17,325 and one group application of 7 students totalling £280 were supported this year. The fund will be promoted again at the start of the new academic year to all students and staff.

4.1.6. Over 100 laptops, mifi's (data top up) and additional support tools such as reading pens, speaking calculators and Dictaphones were provided to students eligible for the LSF to enable access to online learning.

4.2. **Library Services**

4.2.1. In partnership with the Student Union (SU) our Library Service increased the availability and visibility of works by Ethnic minority authors which extended to music, film and our digital offer. Cross site communication was strengthened to ensure diverse stock was available to all learners and a number of promotions and displays delivered mirroring the Student Enrichment Team (SET) promotions and displays E.G Diwali, LGBTQ+, Chinese New Year, Black History Month, Neurodiversity, International Women's Day and Dual language resources. A cross college calendar will be developed next year to ensure a whole college approach to marking significant events in the College calendar.

4.3. **Student Enrichment**

4.3.1. The SET delivered many face to face student activities, events and organised external trips as in previous years pre Covid in partnership with curriculum with the exciting addition of three student lead events. International Day/Culture Day (11 May) where students and staff were encouraged to wear their national clothes and identify their nation flags; "Langar on Campus" (25 May) a Sikh Celebration where free food is served to all community members, and the Queens Jubilee celebrations where students could take photographs with the Queen and enjoy some tasty treats. Over 500 students attended each of the above events.

4.3.2. Other key events in the SET calendar included Freshers welcome event in September, the launch of Black History Month in October in partnership with Kaine Management Ltd including a trip to the Liverpool Slavery Museum, LGBTQ+ in February, International Women's Day in March, and Refugee Week in June.

4.3.3. Hindu, Muslim, Jewish and Christian festivals were all celebrated throughout the year and a special fundraiser for Ukraine organised in response to the war.

4.3.4. The SET organised free trips to the Curve theatre so students could experience something new. Many students joined the Curve student membership scheme and continued to watch further productions throughout the year at discounted rates. 60 EPYP students were taken to the cinema, many reporting it was their first time visiting a cinema in the UK. 150 students visited local museums.

4.3.5. Social spaces were opened specifically for our Profound Multiple Learning Disability (PMLD) and Supported Living students to ensure they had the opportunity to use the spaces and play games; Play station/Xbox, pool table, table tennis, arts and crafts sessions were delivered in a "safe" environment.

4.3.6. SET also delivered PAN disability sports sessions with our students throughout the year and encouraged them to compete in competitions. Bocca sessions were run for Supported Learning students. Yoga and boxing sessions were particularly well received.

4.3.7. Four students took part in the Prevent Young Leaders programme representing all three of our main sites. After an initial visit and induction at the Nottingham Holocaust Memorial Centre in October students were asked to be creative and devise a series of cross college activities to engage with students around Prevent and early intervention to address radicalisation through spotting any early warning signs. Leicester College students liaised with students from Queen Elizabeth (QE) and Gateway College undertaking several activities culminating in February with a series of guest speakers coming into the college to discuss their ideas and experiences, these were:

- Figen Murray (mother of a Manchester Arena bombing victim and campaigner for the Protect Duty) and Travis Frain (survivor of the 2017 Westminster Bridge terror attack).

- Eight sessions incorporating Christmas related themes and activities were organised at various English For Speakers of Other Languages (ESOL) venues to re-enforce and promote messages of tolerance and mutual respect.

- The ESOL department devised a set of fifteen short courses on topics such as British Values, Citizenship, Employability Skills, Health and Fitness etc., to broaden the curriculum offer and enhance the learning experience of students.

4.4. **Information Advice and Guidance (IAG)**

4.4.1. The 16-18 and National Careers Service (NCS) Careers teams continued to engage with a wide range of internal and external students to offer free and impartial careers IAG and promote the College offer. Post Covid the 16-18 team in particular have delivered a hybrid service to students and increased the number of interactions by 19%.

4.4.2. The team delivered on line E-guidance, face to face, telephone and Teams support to an increasingly wide range of students including; 259 students with a declared disability, 74 students with Education Health care Plans (EHCPs),

157 students in receipt of FSM, 59 Looked After Children (LAC) , and 29 Young Carers. The team also provided support to 53 students who had withdrawn from their chosen course.

4.4.3. Nearly 300 ESOL students received IAG in relation to available courses and training opportunities, delivered by the 16-18 and/or NCS Careers' Team. The NCS Team delivered group sessions and 121 face to face sessions primarily at our Abbey Park Campus, City Skills Centre and in the community.

4.4.4. **Learning Mentors** continued to offer support to students with mental health issues, including extreme anxiety and any who presented with safeguarding concerns. Mentors deliver their services in partnership with curriculum staff and agree strategies for supporting "high-risk" students including those at risk of withdrawing and/or becoming NEET (not in education, employment or training) enabling them to stay on programme and complete their course of study. The mentor team leader also leads on support to LAC and is a member of the College Safeguarding Team. Communication with curriculum and Social Services continued utilising the hybrid model which proved successful in increasing engagement during lockdown.

4.4.5. **The counselling team** offers professional support directly to students and offers advice to curriculum teams on how to support good mental health. The team saw 91 students in 21/22. This is a decrease from 20/21 (131). In previous years the counselling team saw on average 300 students a year. Self Referrals were introduced, which successfully reduced the numbers of inappropriate, or unwanted referrals and non-attended appointments. The College now offers a hybrid provision of on line, phone and face to face sessions, with Teams sessions now being the most accessed format.

4.4.6. Counsellors worked with a diverse range of students including students with Learning Disabilities, LAC, Asylum Seekers, Refugees, survivors of sexual abuse/ assault /trauma, and those requiring Safeguarding for self-harm, suicidal ideation, anxiety and depression. (XXXX) students engaged in activities to promote confidence building, increase motivation, and develop leadership and presentation skills. These were delivered via Teams and student feedback from these events were very positive.

4.4.7. **Additional Learning Support (ALS) staff** pre assess EHCP students and those with additional needs to advise curriculum with regard inclusion strategies and how best to meet individual student needs prior to starting College. This year 214 students were assessed for support prior to their enrolment with a further 222 students assessed based on a tutor referral once on course. 226 students were assessed for exam access arrangements.

4.4.8. **The College nurseries** continued to provide high quality childcare to 0-5 student and staff children and a small number of external parents to enable those with childcare responsibilities to access learning and work, and support the wider community. Both nurseries have seen an increase in the number of children requiring support with specialist educational needs and disability (SEND).

4.4.9. Freemen's Park nursery was inspected by Ofsted in June and achieved a Good

rating under the new Education Inspection Framework (EIF). The inspector commented on the nursery's innovative approach to supporting children whose first language is not English.

4.4.10. During the summer Abbey nursery worked in partnership with the City of Sanctuary Charity to provide childcare provision to five Asylum Seeker and Refugee families (10 children) from the community. NCS staff provided free IAG to parents and introduced them to the College offer.

4.4.11. Ad hoc EDI training delivered to Student Union, T-Level Construction students and Business Students on the topics of Equality and Inclusion, Representation and Sexual Harassment.

4.4.12. Free sanitary products continue to be available in all toilets across main campuses to address period poverty among students and staff.

5. PROTECTING STUDENTS

5.1 Leicester College supports the rights of all students and employees to be treated with dignity and respect and is committed to providing a safe and supportive environment free from all forms of bullying and harassment. The College further recognises its responsibility to protect the victims of any incident and aims to raise awareness amongst staff, students and other stakeholders of the nature of bullying and harassment and its harmful effect.

5.2 The new Student Disciplinary and Fitness To Study policies were drafted in this year. Both policies focus on a more restorative model of behaviour and conduct management ensuring early intervention and support is consistently prioritised. All relevant staff will receive training on the implementation of the new policies next year. A new reporting system will enable the college to ascertain trends around behaviour and conduct and will support quality improvement through quantitative and qualitative analysis.

5.3 All new staff are required to sign up to the governments Disclosing and Barring Service (DBS) register. All existing staff now need to confirm their DBS status during their Annual Appraisal.

5.4 The new student induction programme was developed this year to include information at the start of the year to all 16-18 students on the importance of keeping themselves safe and safeguarding awareness including Prevent. This will be delivered in full for the first time next academic year.

6. SUPPORT FOR STAFF

6.1. During May 2022 staff were asked to take part in a culture survey. As part of this survey 90% of participants agreed that the organisation is committed to Equality, Diversity and Inclusion.

6.2. EDI awareness and training are part of induction for all staff. It is not possible for staff to successfully complete their probation without completing mandatory EDI training. Additional online resources and training have been developed for managers/leaders with new resources being added to the suite of resources and

promoted on an ongoing basis. Ad hoc external and internal on line and face to face EDI training has also been delivered this year including; Deaf Awareness, EHCP, Adultification (in the context of safeguarding), and The World Reimagined Training to support anti racist TLA.

6.3. Two new bespoke training sessions were developed and delivered in-house for staff this year.

6.3.1. Supporting Staff with Student Mental Health – raising awareness of mental health issues, workplace boundaries and providing practical guidance on how to have sensitive conversations, risk assess and deal with issues of suicide and self-harm, while also keeping yourself safe. 316 staff attended this training this year.

6.3.2. Line Manager Essentials (Mental Health & Hidden Disabilities) - helping managers to develop a culture of psychological safety (its safe to say I'm not ok / not perfect), keep their teams safe and provide support. 30 managers attended this training this year.

6.4. Two new staff wellbeing related policies have been approved and published this year. Equality Impact Assessments were conducted for both policies.

6.4.1. Domestic Abuse Policy provides detailed information and guidance for staff, and outlines the College's strategic position.

6.4.2. Menopause Policy sets out guidelines for staff and managers on how the College can ensure all who are experiencing the menopause are supported and treated inclusively. Women aged 41-50 make up 18% of our workforce and women aged over 50 make up 30% of our workforce (February 2022 data). 48% of the College workforce is therefore potentially going through or about to go through the menopause.

6.5. A Wellbeing Hub on Sharepoint was developed this year and is regularly referred to in wellbeing comms. It contains a wide range of wellbeing information specifically for College staff and managers. Monthly Wellbeing Hub Newsletters covering issues such as stress management and self-compassion, festive survival kits, kindness, menopause, domestic abuse and 'busyness' management.

6.6. A collaborative project with HR and the Disabled Staff Network has seen the development of a new hidden disabilities awareness resource to help staff recognise their own prejudices and think about how they can challenge them. Launched during Wellbeing Week this resource will be disseminated further next year. This was supported by a new 'logo' to be used when raising awareness of hidden disabilities.

6.7. The College provided a range of wellbeing events and training for staff during

wellbeing week including monthly yoga, staff resilience sessions, menopause cafes, and photography competitions.

6.8. A new LBGTQ+ staff network was launched this year and work has continued to further promote and expand the Race Equality Network (REN).

Staff Profile

6.9. The College continues to have a much higher percentage of non-white staff and managers than is the case nationally (26% of Lecturers, 36% of Part Time Lecturers, 30% of Support Staff and 29% of staff overall are from non-white backgrounds). The percentage of female staff to male has increased to 67%.

6.10. At management level, women slightly outnumber men. The age profile has not changed significantly however the trend towards an older workforce continues with increasing numbers of staff within the 50-59-year-old category. That said, staff being recruited into the organisation are predominantly in the 20-49 age range.

6.11. The following tables provide a breakdown of the College's staff cohort in relation to the key protected characteristics.

Disability

Category	No	%	Yes	%	Not Specified	%	Total
Apprentice	3	100.0%	0	0.0%	0	0.0%	3
Casual	52	83.9%	3	4.8%	7	11.3%	62
Lecturer	199	85.8%	20	8.6%	13	5.6%	232
Manager	78	91.8%	4	4.7%	3	3.5%	85
Part Time Lecturer	94	87.0%	2	1.9%	12	11.1%	108
Support	498	81.5%	39	6.4%	74	12.1%	611
Total	**924**	**83.9%**	**68**	**6.2%**	**109**	**9.9%**	**1101**

Gender

Category	Female	Female %	Male	Male %	Total
Apprentice	2	67%	1	33.3%	3
Casual	36	58.1%	26	41.9%	62
Lecturer	134	57.8%	98	42.2%	232
Manager	46	54.1%	39	45.9%	85
Part Time Lecturer	65	60.2%	43	39.8%	108
Support	458	75.0%	153	25.0%	611
Total	**741**	**67.3%**	**360**	**32.7%**	**1101**

Age

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Age Range	Apprentice	Casual	Lecturer	Manager	Part Time Lecturer	Support	Total
16-19	1	4	0	0	0	3	8
20-29	2	11	8	1	12	66	100
30-39	0	8	38	11	24	119	200
40-49	0	9	70	22	27	149	277
50-59	0	12	86	45	20	174	337
60 and over	0	18	30	6	25	100	179
Total	**3**	**62**	**232**	**85**	**108**	**611**	**1101**

Ethnicity

Ethnic Group	Apprentice	Casual	Lecturer	Manager	Part Time Lecturer	Support	Total
Asian or Asian British	2	24	50	12	37	158	**281**
Black, Black British, Caribbean or African	0	1	14	2	4	27	**48**
Mixed or Multiple Ethnic Groups	0	2	11	2	4	14	**33**
White	0	29	147	68	59	387	**690**
Other Ethnic Group	0	0	3	1	0	7	**11**
Not Specified	1	6	7	0	4	18	**35**
Total	**3**	**62**	**232**	**85**	**108**	**611**	**1101**

7. GOVERNANCE

7.1 The governing body adopted the key values of Respect, Inclusion and Equality, and agreed the new EDI strategy. The new Strategic Plan (2022-2025) includes EDI themes and specific work to promote anti-racism.

7.2 The Board and its committees have dedicated extra attention to staff wellbeing activities including monitoring staff pay and other data in terms of both gender and ethnicity. The findings and actions arising from the Changing the Face of FE research project have been reported to governors and actions incorporated in both the operating statement and a specific EDI leadership plan.

7.3 The Corporation has continued to review its own diversity. Recruitment for new members focussed on attracting and recruiting from diverse backgrounds with some success. This will continue to be a priority in future Board recruitments.

8. OVERALL ACHIEVEMENT RATES BY DIVERSITY INDICATORS

8.1. EDI data is increasingly used as a management tool at a College-wide and curriculum area level. All aspects of EDI profiling have been incorporated into the Matrix Reports to allow managers easy access. Promonitor is enabling individual targets for students.

Age

8.2. As in previous years 19+ students out performed 16-18 students however, given the majority of older students are on short courses (*duration can be ½ day or 1 day*), the comparison must be viewed in context. Overall achievement for 16-18 students was 76.6% and 88.9%. of 19+ students passed their course.

Disability

Year	Declared Disability	No Declared Disability
2017/18	85.8	87.0
2018/19	88.3	87.4
2019/20	86.5	86.9
2020/21	80.9	85.5
2021/22	82.4	86.1

8.3. Achievement rates for students with a declared disability and those without improved slightly from the previous year however still below pre pandemic levels.

Gender

8.4. Gender – female students have again achieved at higher rate than male students as is the case historically and nationally have with a 1.3 variance. Female students achievement has slightly fallen while male achievement has risen therefore narrowing the achievement gap.

Year	Female	Male
2017-18	87.3	86.1
2018-19	87.8	87.3
2019-20	86.9	86.7
2020-21	86.8	82.5
2021-22	86.3	85.0

Ethnicity

8.5. Ethnicity – Asian students have achieved the best 87.3% however the current data does not break this down further to show which Asian groups are performing the best or least well. Black students (11.1% of the total cohort of learners) continue to achieve well and the same as students in the "Other" category. Mixed Heritage students and White students have done the least well this year with a 3.5% variance between the highest and lowest performing groups. This gap is widening. There may be more significant differences within directorates which curriculum teams will be tasked with examining.

	Asian	Black	Mixed Heritage	White	Other

2017/18	86.1	85.1	84.8	88	
2018/19	86.8	86.9	82.7	88.8	
2019/20	87.2	87.1	83.9	86.7	
2020/21	84.6	85.7	83.7	85.0	
2021/22	87.3	86.8	84.6	83.8	86.8

9.   STRENGTHS

9.1.   Staff and managers remain highly committed to giving the diverse student cohort the best chance to succeed in their learning. The College is situated in the heart of Leicester City, with several outreach centres and provides a welcoming environment for the majority of students. Our students report they feel safe to study in a supportive and inclusive environment.

9.2.   EDI is promoted in College values and there is a strong SLT and Governor commitment to EDI.

9.3.   New appointments in Curriculum, Student Services and HR has seen the development of a refocus and increased capacity to promote and deliver EDI initiatives which have benefitted both students and staff.

9.4.   The College continues to deliver a large ESOL provision which is highly rated by students, external partners and the wider community. The department has an excellent reputation and is always responsive to the arrival of new communities including unaccompanied minors. Provision is available on the main College sites and through community outreach.

9.5.   The College works in partnership with several external agencies to provide expertise in areas such as Safeguarding, interfaith and community issues to ensure we remain knowledgeable about new developments affecting the wider College community.

9.6.   The SET team provide a wide range of enrichment events and activities for students, including providing support and training to the Student Union (SU) and equalities representatives. The SU were supported to deliver a number of successful events this year and Student Voice was strengthened with active participation in several senior level meetings and events to represent student views and provide feedback on the student experience.

10.   Progress on objectives from previous year 2020/21

10.1. The further development of a cross college enrichment programme continues to ensure Adults and Apprenticeships also benefit from a planned personal development programme that fully supports all students to be prepared for life in modern Britain.

   Objective – Continue to prioritise for 2022/23

10.2. Language barriers prevented some students from accessing College services particularly during lockdown. Marketing and Communications Team have issued guidance on how to ensure all materials are "easy read" including the reduction of

jargon and the use of plain English. Interpreter and Translation guidance has been drafted this year detailing how staff can access translators and interpreters, and staff awareness training e.g Deaf Awareness.
Action: The guidance will be communicated to all relevant staff next academic year.

10.3. Some staff and managers lack the confidence or do not yet have the knowledge and skills to effectively address some EDI issues.

Objective - Continue to prioritise and develop. Development of Cultural Competence including "Racial Literacy" across the organisation in partnership with students to engender inclusivity E.g The Roll out and delivery of The World Reimaged (TWR) and other anti racist training resources. Utilise feedback from students and "Deep Dives" to identify and address any specific areas of concern. Delivery of Education Health Care Plan (EHCP) and disability awareness training.

10.4. Students with protected characteristics continue to perform less well than the wider student community in some areas.

Objective – Continue to prioritise and develop the production of more detailed data sets re student cohorts to identify further variances in student performance on the key EDI indicators e.g. Disability – physical or hidden, Ethnicity - differences between groups e.g. Bangladeshi, Indian, Pakistani, Somali, White – Traveller, Eastern European etc so support can be targeted and more effective.

10.5. Continue to develop partnerships with key organisations and the wider community to support wider student EDI agenda. E.g. Prevent Young Leaders programme supported by SET was relaunched in 2021/22. This project is supported by the St Philip's Centre and the regional Prevent Co-ordinator. Young leaders supported to raise awareness of Prevent and hate crime issues.

10.6. The Head of Student EDI regularly attends the Local Authority External Education Reference group and is an Executive member of The Racial Equality Council (TREC) in Leicester. The College has explored different Equality Charter marks and we are considering our strategy in light of budgetary constraints and value for money.
Ongoing Action

10.7. Ethnic minority staff in the organisation are not equally represented in higher grade positions.

Objective – Continue to work in partnership with the Black Leadership group and other relevant bodies to further develop positive action HR programmes to increase the representation of BAME and other under represented staff at higher levels within the organisation. Continue to publish data including pay gap data to ensure transparency.
Ongoing Action

10.8. Promote opportunities for EDI Culture shift in the College by integrating staff awareness and training with wider student Personal Development across the College.

Objective- Personal Development Lead recruited and successfully working in partnership with Head of Engagement, EDI and HR.
Ongoing Action

10.9. Ensure all major decisions undertaken by Governors and SLT consider the Equalities impact on staff and students protected by legislation.

An EHRIA screening process has been developed and is now in place. SLT scrutinise all EIAs. 17 EIA's were submitted this year including; Curriculum and Student Services Strategic plans, National Minimum Wage pay scale changes, Flexible Working Policy and Hybrid Working Policy, Grievance Procedure, Market Supplement Policy and Overtime Policy.
We need to ensure more seniors managers are completing Equalities and Human Rights Impact Assessment (EHRIA's) screening documents to fully consider any changes to service delivery and fully mitigate if there is a negative impact on protected groups. –**Action: SLT to Lead**

10.10. Ensure all staff feel valued, listened to and have an opportunity to shape the development and culture of the organisation.

Objective - Continue to support the REN and further develop and promote additional staff networks/groups e.g. for LGBTQ+ and Disabled staff group.
Ongoing Action

10.11. Take up opportunities to strategically and visibly support EDI agenda including BLM locally, regionally and nationally.

Objective - Recruit EDI Governor Champion(s) to hold senior leadership to account on EDI in general and BLM in particular. This remains an objective; governors were invited to put themselves forward as a champion although none have so far done so. This will remain an objective for next year.
Ongoing Action

10.12. Develop and deliver media training for relevant staff/managers and governors to build confidence and capacity in the organisation to respond to emerging situations that are public facing and require a proactive response. No progress has been made in this area.
Ongoing Action

10.13. To continue to implement the lessons learned during lockdown to benefit students and staff. This includes increased use of remote tools and assistive technologies to provide support, increase independence, and offer hybrid support methods so students have more choice in the way they can access learning and support. Maintain and increase student attendance, and engagement. Increased participation and effective communication with students requiring counselling or careers advice. More efficient engagement with external professional e.g the introduction of online meetings such as EHCP annual reviews.

10.14. New Objectives for 2022/23

1. Further development and delivery of Black Leadership group recommendations – Action: **VH to lead**

2. Development of Student networks to mirror Staff networks – Action: **Director of Student Services and Marketing to Lead**

3. Support curriculum staff and managers to make full use of The World Reimagined (TWR) resources – **Action: HR/ Quality to Lead**

4. Ensure staff know about and understand the new 2021 Census data and the implications for curriculum planning and design with regard updated demographic City and County profile. **Action: Director of Quality and IT Director to Lead**

5. Closer working between Student Services and the Supported Learning Curriculum to ensure all delivery is consistent, fit for purpose and targeted.

6. More collaborative working between Student Services and Curriculum Teams so further EDI annual reports include examples from across the organisation to highlight the depth and breadth of EDI initiatives taking place. **Action: Director of Student Service and Marketing/VP's to Lead**

7. Future Annual EDI reports to be "designed" and published to increase accessibility for staff, students and the wider community – **Action: Director of Student Services and Marketing to Lead**