EQUALITY AND DIVERSITY REPORT 2023-2024

Equality and Diversity Annual Report 2023/24

Introduction

This report provides a summary of the work the College has undertaken in relation to equality, diversity and inclusion and provides information on the profile of staff and students by protected characteristics for the year 2023/24. The first section of the report refers to the profile of staff and the second section to students. The third section details the College's equality, diversity and inclusion objectives for 2024/25.

Highlights from 2023/24

The main focus of our staff related equality, diversity and inclusion work during 2023/24 has been in working with Investors in Diversity (IiD), running a staff survey, appointing Equality and Diversity Ambassadors and drafting an action plan to implement positive change across our staffing group.

Actions taken:

- Implementation of staff support groups;
- Equality and Diversity Ambassadors appointed;
- Feedback sessions with Investors in Diversity for our management teams and Ambassadors.

We have continued to monitor the staff profile which largely remains consistent to previous years and broadly reflects the census data for the local population except for ethnicity (based on 2021 ONS Census data). Details of the profile are specified below.

To improve our understanding of the profile of job applicants, at the various stages of recruitment and selection process, an online Applicant Tracking System (ATS) was implemented giving HR and the IiD task force reviewable data.

We continue to collect and monitor our student profile data. Analysis from this process indicates an achievement gap for learners with difficulties and/or difficulties that do not meet the threshold for high needs funding. Further work will take place to understand how we can best support their needs and reduce this gap.

We have also worked this year to raise awareness of our vulnerable learners, those in receipt of bursary support and those supported by the Safeguarding Team. We will continue to close the achievement gaps between learners on bursary and vulnerable learners, focusing on safeguarded learners as the highest priority.

Section 1 – Staff Profile

1. Ethnicity

1.1   Ethnic Profile of Staff

As at the 31st July 2024, the ethnic profile of staff at the College was 87% (426) white and 13% (63) Ethnic Minority Groups, compared to 89% (423) white and 11% (52) Ethnic Minority Groups as at the 31st July 2023. This profile shows a small increase in EMG group. HR Services continues to gather exit data from staff choosing to leave the College. Reasons for leaving are not believed to be related to issues of race.

The 2021 ONS Census shows the Ethnic Minority Groups population for Harlow has increased to 15.5%, White 82.7% and Other 1.8%[1]. Nationally in FE colleges 86%[2] of employees are White – British, comparing these figures to our workforce profile, the College has very slightly higher proportion of white employees.

1.2   Ethnic Profile of Managers

The ethnic profile of managers has not significantly changed compared to last year's. As at 31st July 2024, 89% (65) White and 11% (8) Ethnic Minority Groups, compared to 90% (66) White and 10% (7) Ethnic Minority Groups as at 31st July 2023. Nationally in FE colleges 90%[3] of managers are white.

1.3   Staff Turnover by Ethnicity

The ethnic profile of staff leaving the College has changed in 2023/24, with 87% (66) White and 13% (10) Ethnic Minority Groups, whereas in 2022/23 76% (87) White and 24% (17) Ethnic Minority Groups.

1.4   Staff Recruitment by Ethnicity (application, shortlisting, appointment stages)

In 2023/24 we had 114 job vacancies, compared to 98 vacancies in 2022/23, and appointed to 98 jobs, compared to 84 in 2022/23. This applies to all the staff protected characteristic information below.

We had a total of 549 job applications, of which 73% (403) were from White groups, 24% (132) were from Ethnic Minority Groups and 3% (14) preferred not to say, compared to a total 272 job applications in 2022/23, of which 77% (210) were from White groups, 20% (55) were from Ethnic Minority Groups and 3% (7) preferred not to say.

This year, HR Services have been able to use the Applicant Tracking System (ATS), which electronically tracks the profile of job applicants at various stages of the recruitment and selection process. Please note last year's data that was collected via the ATS was only for the period October 2022 to July 2023.

The data shows that:

- At job application stage, 73% (403) were from White groups, 24% (132) were from Ethnic Minority Groups and 3% (14) preferred not to say. For the period October 2022 to July 2023 77% (210) were from White groups, 20% (55) were from Ethnic Minority Groups and 3% (7) preferred not to say.

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[1] Harlow Council Harlow Population Profile 2021 Census
[2] FE College Workforce Data for England 2022/23
[3] FE College Workforce Data for England 2022/23

- At shortlisting stage, 76% (234) were from White groups, 21% (65) were from Ethnic Minority Groups and 3% (10) preferred not to say. For the period October 2022 to July 2023 79% (116) were from White groups, 16% (24) were from Ethnic Minority Groups and 5% (7) preferred not to say.

- At interview stage, 72% (140) were from White groups, 25% (48) were from Ethnic Minority Groups and 3% (7) preferred not to say. For the period October 2022 to July 2023 78% (60) were from White groups, 19% (15) were from Ethnic Minority Groups and 3% (2) preferred not to say.
- At offer stage, 78% (90) were from White groups, 18% (20) were from Ethnic Minority Groups and 4% (5) preferred not to say. For the period October 2022 to July 2023 77% (50) were from White groups, 20% (13) were from Ethnic Minority Groups and 3% (2) preferred not to say

1.5 Ethnicity Pay Gap (EPG)

Whilst reporting on our Ethnic Pay Gap (EPG) is still not a mandatory requirement, we have again this year undertaken a review of our EPG (as of 31st March 2024), using a similar method of calculation as used when calculating the Gender Pay Gap.

The mean EPG for 31st March 2024 was 3.14%, for 31st March 2023 was 2.16% and for 31st March 2022 was 1.66%. The median EPG was 31st March 2024 was 0%, for 31st March 2023 was 0% and for 31st March 2022 was 0%. The EPG in the UK for 2019 was 2.3%.

2. Gender

2.1 Gender Profile

As at 31st July 2024, the gender split at the College was 38% male and 62% female. This has remained the same for the past three years. Nationally in FE colleges 64% females, 34.5% male, 0.1% identifies in another way and 1.5% prefer not to say[4].

2.2 Gender Profile of Managers

As at 31st July 2024, the gender split for managers at the College is 38% male and 62% female which is the same as last year. Nationally in FE colleges 58% females, 39% male and 3% prefer not to say[5].

2.3 Gender Pay Gap Data (GPG)

The mean Gender Pay Gap for 31st March 2024 was 4.25%, for 31st March 2023 was 3.85% and for 31st March 2022 was 4.13%. The median Gender Pay Gap was 31st March 2024 was 13.54%, for 31st March 2023 was 13.51% and for 31st March 2022 was 11%. The Gender Pay Gap continues to be low compared to the mean national average of 14.3%.

2.4 Staff Recruitment (application, shortlisting, appointment stages)

We had a total of 549 job applications, of which 55% (302) were female, 44% (240) were male, 0.5% (3) were non-binary and 0.5% (4) preferred not to say. Compared to a total of 272 job applications, of which 66% (180) were female, 30% (80) were male, 2% (6) were non-binary and 2% (6) preferred not to say for 2022/23.

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[4] FE College Workforce Data for England 2022/23
[5] FE College Workforce Data for England 2022/23

This year, HR Services have been able to use the Applicant Tracking System (ATS), which electronically tracks the profile of job applicants at various stages of the recruitment and selection process. Please note last year's data that was collected via the ATS was only for the period October 2022 to July 2023.

The data shows that:

- At job application stage, 55% (302) were female, 44% (240) were male, 0.5% (3) were non-binary and 0.5% (4) preferred not to say. For the period October 2022 to July 2023 66% (180) were female, 30% (80) were male, 2% (6) were non-binary and 2% (6) preferred not to say.
- At shortlisting stage, 54% (168) were female, 44% (134) were male, 1% (3) were non-binary and 1% (4) preferred not to say. For the period October 2022 to July 2023 65% (96) were female, 29% (42) were male, 3% (4) were non-binary and 3% (5) preferred not to say.

- At interview stage, 55% (107) were female, 42% (82) were male, 1% (2) were non-binary and 2% (4) preferred not to say. For the period October 2022 to July 2023 64% (49) were female, 29% (22) were male, 5% (4) were non-binary and 2% (2) preferred not to say.

- At offer stage, 56% (64) were female, 39% (46) were male, 1% (1) were non-binary and 4% (4) preferred not to say. For the period October 2022 to July 2023 69% (45) were female, 22% (14) were male, 6% (4) were non-binary and 3% (2) preferred not to say.

3. Age

3.1 Age Profile of Organisation

Again, this year the majority of staff at the College fall into the 51 – 60 (126) age bracket, with the next highest groups being the 41 - 50 (110). Nationally in FE colleges the majority of staff fall into 50 – 59 age bracket followed by the 40 – 49 age bracket[6].

Whilst the age profile of staff is typical of most FE colleges, it could affect the College's ability to operate so it is actively monitored and addressed by the Principalship Team as part of a succession planning process.

3.2 Age Profile of Managers

The majority of our managers in 2023/24 fall in the 41 - 50 (25), whereas last year the majority of managers fell in the 51 – 60(27) bracket. Nationally in FE colleges the majority of managers fall into 50 – 59 age bracket followed by the 40 – 49 age bracket[7].

3.3 Recruitment (application, shortlisting, appointment stages)

We had a total of 549 job applications, of which 11% (61) were 16 -21, 24% (135) were 22 - 30, 24% (131) were 31 – 40, 22% (118) were 41 – 50, 12% (65) were 51 – 60, 6% (32) were 61+ and 1% (7) preferred not to say. Compared to 272 job applications, of which 6% (15) were 16 -21, 20% (55) were 22 - 30, 26% (71) were 31 – 40, 21% (58) were 41 – 50, 19% (51) were 51 – 60, 6% (15) were 61+ and 2% (7) preferred not to say for 2022/23.

This year, HR Services have been able to use the Applicant Tracking System (ATS), which electronically tracks the profile of job applicants at various stages of the recruitment and

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[6] FE College Workforce Data for England 2022/23
[7] FE College Workforce Data for England 2022/23

selection process. Please note last year's data that was collected via the ATS was only for the period October 2022 to July 2023.

The data shows that:

- At job application stage, 11% (61) were 16 -21, 24% (135) were 22 - 30, 24% (131) were 31 – 40, 22% (118) were 41 – 50, 12% (65) were 51 – 60, 6% (32) were 61+ and 1% (7) preferred not to say. For the period October 2022 to July 2023 6% (15) were 16 -21, 20% (55) were 22 - 30, 26% (71) were 31 – 40, 21% (58) were 41 – 50, 19% (51) were 51 – 60, 6% (15) were 61+ and 2% (7) preferred not to say.
- At shortlisting stage, 9% (27) were 16 -21, 25% (76) were 22 - 30, 26% (80) were 31 – 40, 21% (65) were 41 – 50, 10% (31) were 51 – 60, 8% (24) were 61+ and 1% (6) preferred not to say. For the period October 2022 to July 2023, 8% (11) were 16 -21, 18% (26) were 22 - 30, 25% (36) were 31 – 40, 20% (30) were 41 – 50, 21% (31) were 51 – 60, 7% (11) were 61+ and 1% (2) preferred not to say.

- At interview stage, 9% (18) were 16 -21, 24% (46) were 22 - 30, 30% (59) were 31 – 40, 19% (37) were 41 – 50, 10% (19) were 51 – 60, 6% (11) were 61+ and 2% (5) preferred not to say. For the period October 2022 to July 2023 6% (5) were 16 -21, 25% (19) were 22 - 30, 25% (19) were 31 – 40, 17% (13) were 41 – 50, 20% (15) were 51 – 60, 6% (5) were 61+ and 1% (1) preferred not to say.

- At offer stage, 7% (8) were 16 -21, 21% (24) were 22 - 30, 22% (26) were 31 – 40, 26% (30) were 41 – 50, 9% (10) were 51 – 60, 11% (13) were 61+ and 4% (4) preferred not to say. For the period October 2022 to July 2023 0% (0) were 16 -21, 26% (17) were 22 - 30, 21% (14) were 31 – 40, 26% (17) were 41 – 50, 20% (13) were 51 – 60, 5% (3) were 61+ and 2% (1) preferred not to say.

4. Religion and Belief

4.1   Profile Across College

The three largest religious groups are Not Disclosed (41%), Christian (30%) and None (23%). This is very similar to last year. Data from the 2021 Census shows that 44.7% of Harlow residents are Christian, 43.4% recorded they had no religion and 5.4% did not state their religion. The remaining 6.5% comprised of Sikh 0.1%, Muslim 4%, Jewish 0.3%, Hindu 1%, Buddhist 0.4% and Other 0.7%[8].

4.2   Profile of Managers

The profile of religion amongst managers categorises as: Not Disclosed 42% (31), Christian 37% (27), None 15% (11), Other 3% (2) and Muslim 3% (2).

4.3   Recruitment (application, shortlisting, appointment stages)

We had a total of 549 job applications, of which 1% (3) were Buddhist, 32% (177) were Christian, 2% (14) were Hindu, 7% (40) were Muslim, 1% (1) were Sikh, 45% (246) have no religion, 3% (17) other and 9% (51) did not wish to disclose. Compared to 272 job applications, of which 2% (5) were Buddhist, 31% (85) were Christian, 1% (4) were Hindu, 7% (19) were Muslim, 1% (4) were Sikh, 42% (114) have no religion, 9% (23) other and 7% (18) did not wish to disclose for 2022/23.

This year, HR Services have been able to use the Applicant Tracking System (ATS), which

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[8] 2021 Census Data for Harlow from Office for National Statistics

electronically tracks the profile of job applicants at various stages of the recruitment and selection process. Please note last year's data that was collected via the ATS was only for the period October 2022 to July 2023.

The data shows that:

- At job application stage, 1% (3) were Buddhist, 32% (177) were Christian, 2% (14) were Hindu, 7% (40) were Muslim, 1% (1) were Sikh, 45% (246) have no religion, 3% (17) other and 9% (51) did not wish to disclose. For the period October 2022 – July 2023 2% (5) were Buddhist, 31% (85) were Christian, 1% (4) were Hindu, 7% (19) were Muslim, 1% (4) were Sikh, 42% (114) have no religion, 9% (23) other and 7% (18) did not wish to disclose.

- At shortlisting stage, 1% (2) were Buddhist, 30% (94) were Christian, 1% (3) were Hindu, 6% (18) were Muslim, 1% (1) were Sikh, 46% (144) have no religion, 4% (11) other and 11% (36) did not wish to disclose. For the period October 2022 – July 2023 1% (1) were Buddhist, 32% (47) were Christian, 1% (2) were Hindu, 6% (9) were Muslim, 1% (2) were Sikh, 43% (62) have no religion, 10% (15) other and 6% (9) did not wish to disclose.

- At interview stage, 1% (2) were Buddhist, 29% (57) were Christian, 1% (2) were Hindu, 6% (2) were Muslim, 1% (1) were Sikh, 45% (89) have no religion, 3% (6) other and 14% (16) did not wish to disclose. For the period October 2022 – July 2023 0% (0) were Buddhist, 33% (25) were Christian, 0% (0) were Hindu, 5% (4) were Muslim, 1% (1) were Sikh, 44% (34) have no religion, 12% (9) other and 5% (4) did not wish to disclose.

- At offer stage, 1% (1) were Buddhist, 25% (29) were Christian, 1% (1) were Hindu, 4% (5) were Muslim, 0% (0) were Sikh, 51% (58) have no religion, 4% (5) other and 14% (16) did not wish to disclose. For the period October 2022 – July 2023 0% (0) were Buddhist, 32% (21) were Christian, 0% (0) were Hindu, 3% (2) were Muslim, 0% (0) were Sikh, 48% (31) have no religion, 11% (7) other and 6% (4) did not wish to disclose.

5. Disability

5.1 Disability Profile of all Staff

The disability profile of staff has changed slightly from last year. Currently there are 12% of staff with a disability. 7.5% of Harlow's population are classed as disabled under the equality act[9]. Nationally in FE colleges 7.8% staff are classed as having a disability[10]

5.2 Disability Pay Gap Data (DPG)

This year is the second year of us voluntarily publishing and commenting on our Disability Pay Gap (DPG) to help demonstrate our ongoing commitment to embedding inclusivity into our culture and workforce. For the purpose of this report, disability has been categorised as staff that have self-declared themselves as having a disability, which includes physical and learning disabilities.

The DPG for the College as of 31st March 2024 was -3.67% Mean and 5.66% Median. This compares to a mean DPG of -3.07% and a median of 0% in 2023. As a minus figure, this

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[9] 2021 Census Data for Harlow from Office for National Statistics
[10] FE College Workforce Data for England 2022/23

shows staff with a disability actually earn on average more than those without a disability. The median DPG for the UK in 2021 was 13.8% so we are below this.

6. Sexual Orientation

6.1   Sexual Orientation of all Staff

There has been a small change in the sexual orientation of staff at the College. As at the 31st July 2024, 90% Heterosexual, 8% not disclosed, 1% Gay/Lesbian and 1% Bisexual.

6.2   Recruitment (applications, shortlisting, appointments)

We had a total of 549 job applications, of which 83% (458) were heterosexual, 6% (33) were bisexual, 2% (10) were lesbian or gay man and 9% (48) did not wish to disclose. Compared to 272 job applications of which 83% (227) were heterosexual, 4% (10) were bisexual, 2% (5) were lesbian or gay man and 11% (30) did not wish to disclose, for the year 2022/23.

This year, HR Services have been able to use the Applicant Tracking System (ATS), which electronically tracks the profile of job applicants at various stages of the recruitment and selection process. Please note last year's data that was collected via the ATS was only for the period October 2022 to July 2023.

The data shows that:

- At job application stage, 83% (458) were heterosexual, 6% (33) were bisexual, 2% (10) were lesbian or gay man and 9% (48) did not wish to disclose, For the period October 2022 to July 2023 83% (227) were heterosexual, 4% (10) were bisexual, 2% (5) were lesbian or gay man and 11% (30) did not wish to disclose.

- At shortlisting stage, 83% (256) were heterosexual, 6% (19) were bisexual, 2% (6) were lesbian or gay man and 9% (28) did not wish to disclose. For the period October 2022 to July 2023 83% (122) were heterosexual, 2% (3) were bisexual, 1% (2) were lesbian or gay man and 14% (20) did not wish to disclose.

- At interview stage, 82% (160) were heterosexual, 8% (15) were bisexual, 2% (4) were lesbian or gay man and 8% (16) did not wish to disclose. For the period October 2022 to July 2023 82% (63) were heterosexual, 3% (2) were bisexual, 1% (1) were lesbian or gay man and 14% (11) did not wish to disclose.

- At offer stage, 82% (94) were heterosexual, 6% (7) were bisexual, 1% (2) were lesbian or gay man and 10% (12) did not wish to disclose. For the period October 2022 to July 2023 83% (54) were heterosexual, 3% (2) were bisexual, 2% (1) were lesbian or gay man and 12% (8) did not wish to disclose.

7. Staff Training

The College currently ensures that every new employee undertakes equality and diversity training as part of their staff induction programme. This is a mandatory aspect of this programme and is undertaken within 4 weeks of commencement in the job. We also run a number of training and CPD sessions throughout the year.

This year we have ran the following CPD sessions:

- AI in the classroom
- KCSIE and safeguarding mandatory update
- Why am I so rude?

- Accessibility features using your iPads
- Deaf awareness
- MHFA
- Micro behaviours
- Preparing students for exams. What you need to, have, do, and check to give your students the best chance.
- Accessibility on iPad - Advanced tools to support students
- Mindfulness practice session
- ESOL: The Student Experience. (PART 1)
- Accessible Formative Assessment using AI tools
- SEND training
- Safer recruitment - all hiring managers
- Nourish to flourish
- Managing difficult conversations with student
- How to support learners with a hearing impairment
- Stretch & Challenge
- Padlet AI updating
- Differentiation in the classroom for SEND
- Accessibility features on the iPad

8. Key Findings in Relation to the Staff Profile

- The College continues to have a very small Pay Gap with respect to all categories, so no direct action needs to be taken.
- As the ethnic profile of staff is lower than the ethnic profile of the local community it serves, consider whether there is justification to use positive action measures.
- The ethnic profile of managers has improved from 10% to 11%, so consider whether any positive action measures are necessary.
- With respect to ethnic profile of job applicants at the different recruitment stages, there appears to no specific negative trends.
- With respect to the gender profile of staff, this continues to remain the same and consistent with the rest of the FE sector.
- Our staff disability profile currently exceeds the local census profile, therefore no further targeted action in proposed at this stage.
- Lastly there are no significant changes to staff sexual orientation and religion profiles, so no further action is proposed in these areas at this stage.

9. Actions Required

- Implement a taskforce with Executive leads and Equality and Diversity Ambassadors to implement the Investors in Diversity Action Plan.
- Work towards and obtaining the Investors in Diversity Award.
- Continue to monitor and improve management information of Staff and Student profiles.
- Consider the use of positive action measures, where appropriate, justified and on a targeted basis, with the aim of working towards improving comparative student and staff ethnic profiles.
- To review advertising methods and platforms to encourage a wider diverse pool of candidates.
- Continue to measure, monitor and report on Pay Gaps, which include, Gender, Disability and Ethnicity acting on any issues arising.

The following section of our report addresses the data collected on students enrolled at college and analysed at enrolment level. This is focuses on all programme types including apprenticeships and English and maths. This is analysed by ethnicity, sex and disability.

10. Ethnicity

10.1 Overall achievement

- Although achievement rates have improved for both white learners and learners from other ethnicities, a consistent gap remains. The gap between learner groups has widened from 1.7% to 3.8%, largely due to the success rates in ESOL not improving at the same pace as the rest of the College, as well as an increase in the number of ESOL learners.

- Within the data overall rates are lower and have dropped where ethnicity is not known/not declared. This is highest within the ESOL team and enrolment processes are being reviewed to improve the collection of this data where we can.

	19/20	20/21	21/22	22/23	23/24
All other Ethnicities					
Leavers	1928	1721	2188	2478	2637
Achievement %	81.7%	79.5%	81.0%	77.4%	80.1%
White					
Leavers	8486	7089	7130	6583	6770
Achievement %	84.6%	81.0%	83.1%	79.1%	83.9%
Not App/Known					
Leavers	650	220	128	259	283
Achievement %	54.2%	68.2%	78.9%	73.4%	62.9%
Total Leavers	**11064**	**9030**	**9446**	**9320**	**9690**
Total Achievement %	**82.3%**	**80.4%**	**82.5%**	**78.5%**	**82.2%**

- Apprenticeship achievement rates for learners from Ethnic Minority backgrounds are the same as their peers. This has removed the gap from last year, but numbers of apprentice from other ethnic backgrounds remain low.

11. Sex

	19/20	20/21	21/22	22/23	23/24
Female					
Leavers	4318	3567	3597	3896	3752
Achieved	3265	2732	2802	2931	3078
Achievement %	75.6%	76.6%	77.9%	75.2%	82.0%
Male					
Leavers	6746	5463	5849	5424	5938
Achieved	5846	4526	4995	4383	4889
Achievement %	86.7%	82.8%	85.4%	80.8%	82.3%
Total Leavers	**11064**	**9030**	**9446**	**9320**	**9690**

Total Achieved	9111	7258	7797	7314	7967
Total Achievement %	82.3%	80.4%	82.5%	78.5%	82.2%

- Historically achievement rates for males have been higher than females, however this gap has been reduced almost entirely and this has been due to more significant improvement in outcomes for Females in both English and Maths.

	Female	**Male**
ENGLISH - Sub Team		
Leavers	253	427
Retention %	90.5%	88.3%
Pass %	82.1%	78.5%
Achievement %	74.3%	69.3%
MATHS - Sub Team		
Leavers	417	430
Retention %	89.2%	89.5%
Pass %	85.8%	85.5%
Achievement %	76.5%	76.5%

12. Disability

- Achievement for learners with difficulties and/or disabilities has improved, narrowing the gap with their peers. However, previous data trends indicate that learners with difficulties and/or disabilities attend better, but pass less well, therefore this needs to be monitored closely going forward.

- The number of "Unknown" statuses for students with difficulties and/or disabilities is currently high, but action is being taken by MIS to gather further information around this to improve data monitoring.

- The achievement rate for High Needs Funded learners (aged 16-18) has increased to 82.6% from the previous year (79.7%), which is 2.3% higher than that of all other learners and consistent with previous years.

	19/20	**20/21**	**21/22**	**22/23**	**23/24**
Has difficulty/disability/health problem					
Leavers	3604	2614	2898	3052	2885
Achievers	3021	2012	2352	2346	2360
Pass %	88.3%	84.9%	90.4%	88.2%	89.1%
Achievement %	83.8%	77.0%	81.2%	76.9%	81.8%
No difficulty/disability/health problem					
Leavers	6823	3538	4056	5264	4664
Achievers	5655	2863	3473	4261	3914
Pass %	87.2%	88.6%	92.1%	89.5%	92.0%
Achievement %	82.9%	80.9%	85.6%	80.9%	83.9%
No information provided by the learner					
Leavers	637	2878	2492	1004	2141
Achievers	435	2383	1972	707	1693
Pass %	72.9%	89.2%	90.9%	88.3%	88.1%
Achievement %	68.3%	82.8%	79.1%	70.4%	79.1%

- The achievement rate gap for apprenticeships has reduced to 6.5% from 18.5%, which is a significant improvement from last year this is due to improvement in Professional Business team.

13. Actions Required

The College intends to develop this work further in the forthcoming year, by working with the National Centre for Diversity with the aim of obtaining Investors in Diversity Award.

- Reduce the achievement gaps for learners with difficulties and/or difficulties that do not meet the threshold for high needs funding.

- Reduce the achievement gap for learners from other ethnic groups to be in line with that of white learners.

- Reduce the achievement gap for looked after children compared to their peers.

- Close achievement gaps between learners on bursary and vulnerable learners, focusing on safeguarded learners as the highest priority.

- Improve the retention of Female learners on GCSEs.

- Improve outcomes for apprentices with disabilities and/or difficulties.

- Improve the recording of withdrawal reasons specifically with vulnerable learners and the follow up process.

- To move the ethnicity profile of students on apprenticeships closer to the ethnicity profile of other college learner groups and inline with the Harlow demographic (17%).

Section 3 – Equality, Diversity and Inclusion Objectives for 2024/25

Equality, Diversity and Inclusion Objectives	Actions – Staff related	Reporting Line
To improve staff engagement and understanding of Equality, Diversity and Inclusion, in accordance with the values of the College. To foster and develop an inclusive and diverse workforce – supporting career aspirations and development. To achieve Investors in Diversity	• Work with the National Centre of Diversity with the aim of working towards and obtaining the Investors in Diversity Award. • Implement actions arising from the Investors in Diversity staff and student surveys. • Continue to monitor and improve management information of staff profiles to ensure all protected characteristics are fully supported. • Consider the use of positive action measures, where appropriate, justified and on a targeted basis, with the aim of working towards improving comparative student and staff ethnic profiles. • Continue to measure, monitor and report on Pay Gaps, acting on any issues arising. • Continue with the established Strategic group to oversee staff and students' aspects to Equality, Diversity and Inclusion. • Continue with staff support groups relating to Menopause, Hearing Loss, Ethnic Employee and Neuro Diversity.	Equality and Diversity Strategic and Operational Steering Committees. Resources Committee and Corporation.
The College will enhance the collection, monitoring and analysis of equalities data to inform all its actions and ensure it fosters inclusive practice.	• Continue to improve data collection to support identification of needs through student application and enrolment process. We want to ensure all protected characteristics are fully supported.	Standards and Curriculum Committee. Equality and Diversity Steering Committee.

The College will monitor and review attainment of students by protected characteristics to actively reduce any achievement gaps. We will strive to ensure all students achieve their potential and remove any barriers to their participation.	• Reduce the achievement gaps for learners with difficulties and/or difficulties that do not meet the threshold for high needs funding. • Reduce the achievement gap for learners from other ethnic groups to be in line with that of white learners. • Reduce the achievement gap for looked after children compared to their peers. • Close achievement gaps between learners on bursary and vulnerable learners, focusing on safeguarded learners as the highest priority. • Improve the retention of Female learners on GCSEs. • Improve outcomes for apprentices with disabilities and/or difficulties. • Improve the recording of withdrawal reasons specifically with vulnerable learners and the follow up process. • To move the ethnicity profile of students on apprenticeships closer to the ethnicity profile of other college learner groups and in line with the Harlow demographic (17%).	Standards and Curriculum Committee.
To ensure our curriculum remains inclusive and reflects and meets the needs of our community.	• Ensure SEND staffing levels are maintained and increased during the first term for transition. • Ensure the College has an inclusive representation within the Student Ambassador group which informs curriculum, student voice and development.	Standards and Curriculum Committee.