

A BRIGHT & THRIVING FUTURE.

Graded 'Good' by Ofsted, January 2024

Brooklands College

Equity Diversity & Inclusion (EDI) Annual Report 2023/24

Equity Diversity & Inclusion (EDI) Annual Report 2023/24

Introduction

The EDI annual report provides a detailed analysis of the EDI data for Brooklands College and in particular with reference to learners and the staff community. The report also outlines the objectives and intended outcomes for the year ahead. The objectives and outcomes, will enable the College to measure progress and impact during 2024/25.

1. The College has four core College values and they provide the framework on how we model our behaviours in our College community. Our vision is to be a centre for lifelong learning and to equip our students with the professional behaviours, skills and values that they will need for their careers.
2. The College plays a civic, as well as an anchoring role within the community by taking a holistic approach to local community and wider engagement, (investing widely beyond academic duties) and seeking to meet local skills’ needs, whilst also developing partnerships to prioritise action for the benefit of our local communities (Economic and Social Footprint of Brooklands College, Lichfield’s, May 23).
3. Our policies and procedures are designed to underpin our inclusive community however the College recognises that these need to be continually reviewed and improved, to ensure that they remain current and fit for purpose.
4. Our Equality Objectives 2023/24 provide the measures by which we continue to monitor and improve our performance. This draft report sets out our intentions to analyse and scrutinise EDI data against a number of core themes; learners, staff and community.



Our College Values:

- We **Champion** growth and success, appreciating the ideas, values and beliefs of everyone.
- We **Inspire**, motivate and raise aspirations through sharing good practice, taking risks, innovating and embracing change.
- We **Care** we are compassionate, we foster a safe and supportive environment which enables every.
- We **Collaborate** and build high quality, positive relationships to deliver high quality education and skills one to grow and flourish.

Context

- **PSED (Public Service Equality Duty)** is a statutory duty under the Equality Act 2010.
- Further Education Corporations are specified as a public authority, bound by the Duty, under Schedule 19 of the Equality Act 2010.
- Non-compliance with the duty can be unlawful. **The General Duty**
- The general duty requires public authorities to consider how its policies, decisions and activities will impact on people with different protected characteristics.
- Authorities should be aware of the impact of its decisions and choices, and put in place measures to mitigate any negative impact on certain groups.

The Brooklands College Corporation recognises its legal duties under the general equality duty within the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who don't share it.
- Foster good relations between people who share a protected characteristic and those who do not share it. The nine protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation and marriage or civil partnerships. **The Equity Objectives 2024/25**
- The equality objectives will be underpinned by a set of actions and key performance indicators such as retention and attendance data, achievement data, recruitment data (for staff) and outcomes from both staff and learner surveys. The College Values will underpin this work.

Surrey Context People & Place (Our County, Strategic Context, Census, 2021).

Surrey located in the South East of England is one of the Home Counties. The county borders Greater London, Kent, East Sussex, West Sussex, Hampshire, and Berkshire and is divided into 11 boroughs and districts.

- Surrey has a population of 1.2 million residents, made up of approximately 481,800 households. This is expected to grow to 1.21 million by 2030.
- The College serves the boroughs of Elmbridge (population 137,215), Runnymede (population 90,327) and Spelthorne (population 99,873). Elmbridge is the borough with the third largest population in Surrey.
- Surrey is more urban than England as a whole but some areas of the county have large numbers of residents living rurally.
- Surrey has a strong economy worth £43.5 billion with a high (and increasing) proportion of large business, contrary to a national decline.
- A low unemployment rate averaging about 2.1% in 2022, compared to 2.9 per cent in the South East, and 3.6 per cent nationally. In Surrey, 12.8% of unemployed are registered in the Spelthorne area.
- Residents in Surrey have average [full-time] earnings of £38,418pa (£42,770 for men and £34,066 for women), over £7,000 above national average of £31,383pa (£33,770 for men and £28,996 for women).
- Surrey has a high proportion of 'micro-businesses' at around 91.4 per cent, compared to the national average of 89.5 per cent.
- Surrey is attractive to business with a 25 per cent higher business density than the national average, but the rate of business births and growth in active businesses are falling in comparison to regional and national levels.

- The middle workforce (aged 25-44), who make up a large proportion of the skilled workforce and are a key driver of economic growth is expected to “decline by 8 per cent by 2030”, with signs of this decline already starting to show an impact. Despite this, Surrey is still seeing a much higher rate of its residents employed as managers, directors, senior officials or professional occupations (63.8 per cent compared to 51.4 per cent nationally).



Learners Demographic Profile

- The College is a general further education College in North Surrey and provides education and training for adults and young people. The largest cohort of learners are on programmes for young people, with 70% of these on pre -entry to Level 2 programmes. Learners joining the College have a lower GCSE profile than their peers who attend the large number of high performing sixth form colleges and private schools in the locality. 29% of our learners join the College without either a GCSE in English and Mathematics, compared to 23% in national Further Education providers. This sets the College apart from our local providers.
- Of the learner cohort for young people, 249 have an Education Health Care Plan (EHCP) which is 18% of the student population. 120 students at the College have High Needs and this is a relatively higher proportion when compared to other larger further education providers in the locality. A significant number of young people require Exams Access Arrangements and/or Additional Learning Support (57%).
- The vast majority of adult enrolments are part time and studying on either a professional course, English for Speakers of a Second Language (ESOL), literacy and /or numeracy. The development of literacy and numeracy skills continues to be fundamental to the career progression and the general life skills of many of our adults. This makes a significant contribution to meeting local needs, especially in the borough of Spelthorne.

Ethnicity

- The most recent data on ethnicity uses 2011 Census data applied to the mid-year 2020 population to estimate ethnicity by area.
- Surrey is less diverse than England as a whole with 83.5% of the population reporting their ethnic group as white British compared with 79.8% in England. In the South East, 85.2% were recorded as white British.

- A further 78,000 (6.9%) of the population belonged to other white ethnic groups; 'Irish', 'Gypsy or Irish Traveller' and 'other white'. A higher proportion of people in Surrey (6.9%) were recorded in other white ethnic groups than in England (5.7%) with fewer in all other ethnic groups (9.6% compared with 14.6%).
- The next highest reported ethnicity group was Asian; 5.6% of the population reported their ethnicity as Asian, within which more detailed ethnicity was reported as 'Indian' (1.8%) followed by 'Pakistani' (1.0%). Two percent (2.1%) of the population reported mixed ethnicity and 1.1% reported their ethnicity as black. Surrey has the lowest proportion of black residents compared to the South East region and England.
- Using 2011 Census estimates adjusted for the 2020 population, 115,118 (9.6%) of people in Surrey are from a minority ethnicity group that is not white.
- Woking is the most ethnically diverse area in Surrey with 16.4% of its population from minority ethnic groups. Waverley is the least diverse with 90.6% reporting their ethnicity as white British.
- Spelthorne has the highest proportion of people from Indian ethnic groups (4.2%) and Woking has the highest proportion of people from Pakistani ethnic groups (5.7%)
- A higher proportion of people in Surrey (6.9%) were recorded in other white ethnic groups than in England (5.7%) with fewer in all other ethnic groups (9.6% compared with 14.6%).

Source: https://www.surreyi.gov.uk/jsna/surrey-context/#scpp_ethnicity

- The College community is more diverse than the regional community with 59.9% of the population as white British (83.5% Surrey). 17.8% of the College community belong to other white ethnic groups; 'Irish', 'Gypsy or Irish Traveller' and 'other white' compared to 6.9% in Surrey. **The Learner Population**
- The learner population is male at 52.2% and female at 47.8%. Of the learner population, 76.1% are white (inclusive of; 'Irish', 'Gypsy or Irish Traveller' and 'other white') with the second largest ethnicity group, Asian at 12.4%.
- A higher proportion of females achieved their qualifications in 2022/23 compared to males, however this is marginal at 0.1%. Pupil numbers are increasing in mainstream Secondary Schools in Elmbridge following rising birth-rates to a peak in 2012 and new housing in the area. The number of pupils in Year 11 is expected to increase by 41% from 882 in 2021 to 1244 in 2031-32. The impact of this means that there will be a higher number of 16 – 19-year olds in need of post 16 education in Elmbridge.
- In addition, Surrey County Council (SCC) has seen significant growth in the number of children and young people with SEND (Special Educational Needs and Disabilities), particularly autistic children and young people, and those with communication and interaction needs. A long-term sufficiency gap for additional specialist places for this cohort has been identified in Elmbridge.
- From 2023/24 the College will increase capacity in SEND to meet this growing demand.

Surrey: Difficulty, Disability or Health

- In 2019/20 the number of adults diagnosed with learning disabilities in Surrey was 5,616 (0.4%)
- In Surrey 4,565 (2.86%) children in school have Special Educational Needs (SEN). Source: https://www.surreyi.gov.uk/jsna/surrey-context/#scpp-cyp_send

The College: Difficulty, Disability or Health

- In 2022-2023, 30.1% of learners declared a difficulty, disability, or health problem. Learners with a declared difficulty, disability or health problem continue to achieve marginally better than their peers. There are 249 students at the College with an Educational Health Care Plan (18% of the student cohort) and 113 students with High Needs.

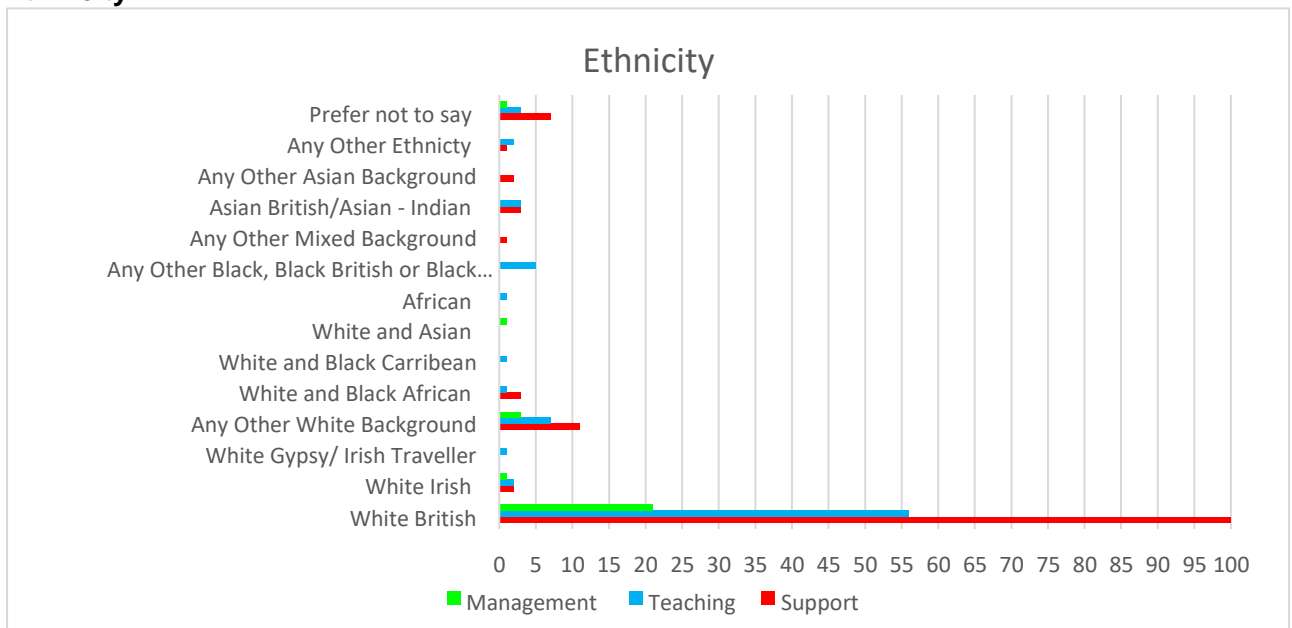
Staff Community

Our staff data is collected from our Web Onboarding platform and prior to that application form, both of which have an equal-opportunities monitoring section.

This data which is collected populates our HR system and captures age, ethnicity, gender, nationality, disability and has the functionality to allow our staff update these details at any time.

Our data doesn't cover all of the protected characteristics at present; specifically, gender, sexual orientation, religion and reassignment.

Ethnicity



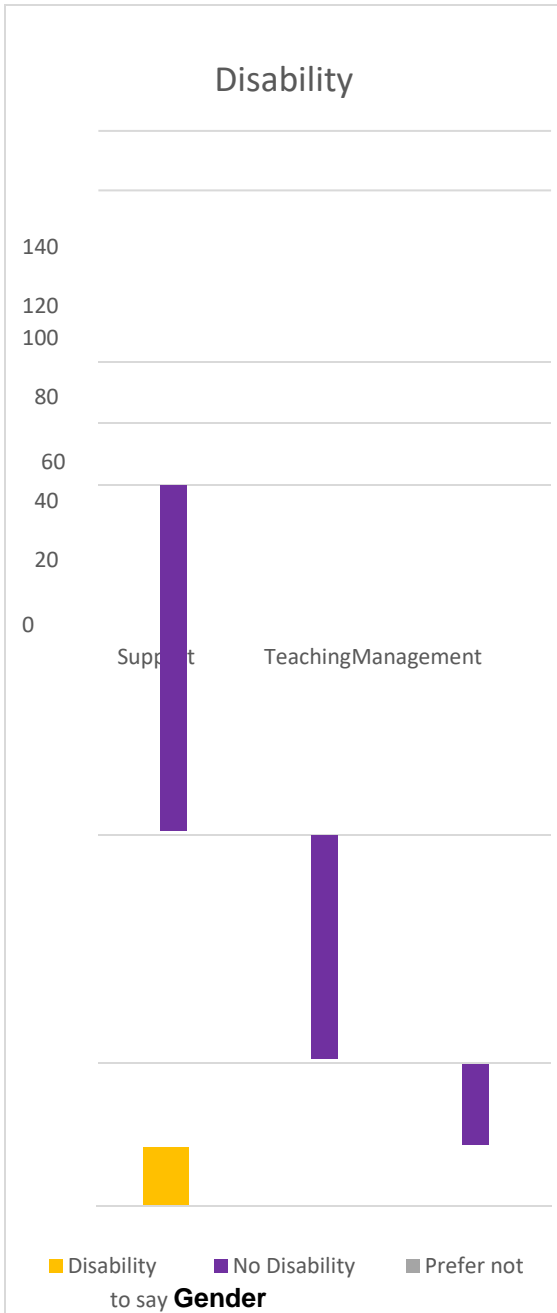
Ethnicity			
	Support	Teaching	Management
White British	100	56	21
White Irish	2	2	1
White Gypsy/Irish Traveller	0	1	0
Any Other White Background	11	7	3
White & Black African	3	1	0
White & Black Caribbean	0	1	0
White & Asian	0	0	1
African	0	1	0
Any Other Black, Black British or Black Caribbean	0	5	0
Any Other Mixed Background	1	0	0
Asian British/Asian – Indian	3	3	0
Any Other Asian Background	2	0	0
Any Other Ethnicity	1	2	0
Prefer not to say	7	3	1

The majority of staff and local population of Elmbridge are White British (Appendix 1).

Of staff who provided their ethnicity, 9.7% are of non-white ethnicity, which is lower than the Elmbridge population at 18.6% (Appendix 1).

4.6% of staff members chose not to disclose their ethnicity.

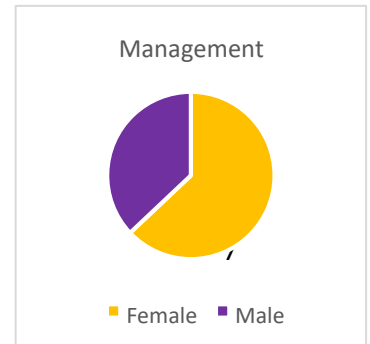
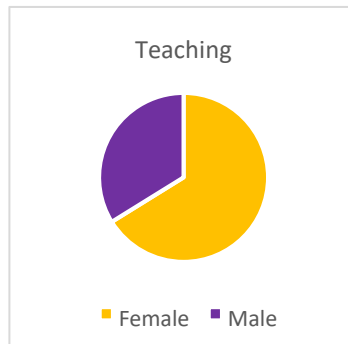
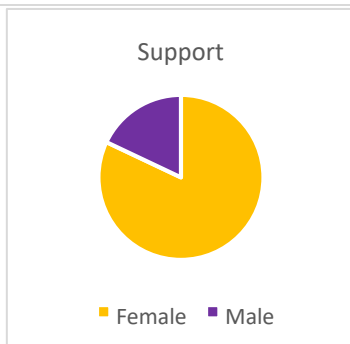
Disability



Disability			
	Disability	No Disability	Prefer not to say
Support	11	116	1
Teaching	7	75	0
Management	0	27	0

9.5% of the Elmsbridge population are disabled compared to 9.4% of support staff and 9.3% of teaching staff who have disclosed that they have a disability (Appendix 2).

Disabled staff are underrepresented within the staff body at 7.5% and within the management team at 0%, however some staff may not wish to disclose details.

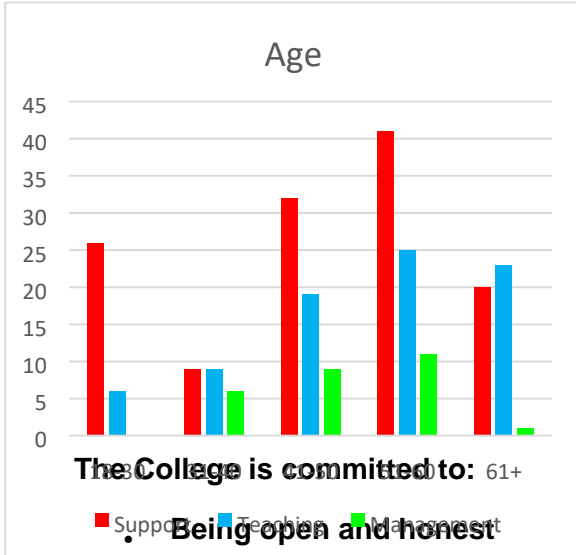


Gender		
	Male	Female
Support	23	105
Teaching	37	45
Management	10	17

The majority of staff at the college and within the Elmbridge borough are female (Appendix 3).

The staff female ratio is 19% higher in comparison to Elmbridge borough.

Age



Age					
	18-30	31-40	41-50	51-60	61+
Support	26	9	32	41	20
Teaching	6	9	19	25	23
Management	0	6	9	11	1

76% of the staff population are aged 41 years+ which reflects the local borough population.

Only 13.5% of the staff body are aged between 18-30 which is 11.5% lower than the local borough (Appendix 4).

- We are committed to being transparent when it comes to EDI data and at Brooklands College we will continue to report on EDI data year on year and take a proactive approach to identifying any gaps.
- **Encouraging feedback**
 - We will continue to invite feedback in a variety of difference formats so that our college community have different channels to ensure their views are heard and their voices continue to drive change.
- **Celebrating our differences**
 - For us, this means embracing and valuing everyone for what makes each and every one of us special and unique. Whether that be embracing rich cultural heritage, traditions through food or music or respecting each-others interests, we want to ensure our community is a safe space for everyone to be themselves.
- **Facilitating the use of pronouns**
 - We want our staff and our learners to feel confident and comfortable bringing their whole selves to our college so we will make using and sharing gender and pronouns the norm to help us continue to build an inclusive and equitable culture.
- **Being actively aware of any unconscious bias**
 - We will continue to eliminate any unconscious bias through the blinding of CVs, using a variety of interview styles, removing any gender coded language from our adverts and making data-based decisions using both skills and cultural fit analysis so that everyone is given a fair chance.
- **Celebrating our multigenerational workforce**
 - Statistics show that the modern workforce consists of 5 generations and we aim to continue celebrating each other, fostering innovation and recognising everyone for what they bring to our college community.

- **Eradicating ableism** ○ It is our priority to create a culture that makes everyone feel welcomed, values and comfortable asking for the things they need to be able to do the task at hand to their best of their ability and to encourage an inclusive environment where everyone has a level playing field.
- **Collective responsibility** ○ To be successful promoting diversity and inclusion in our community, it is important that each individual understands their responsibility and that we work together as a collective to make everyone feel welcomes, values and accepted.



Priorities:

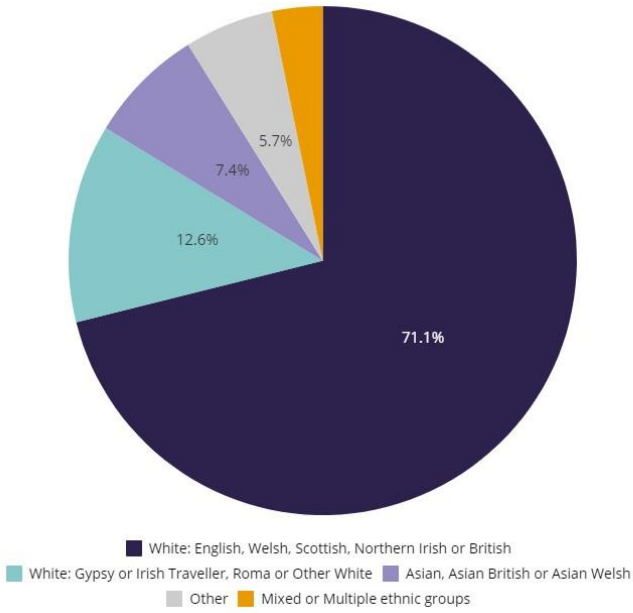
- Build a strong Equity Diversity & Inclusion network and support groups for staff
- Implement staff training focused on EDI, protected characteristics and unconscious bias
- Improve engagement and feedback on experiences to inform actions and initiatives
- Become a disability confident employer and an employer of choice for those who are disabled or neurodivergent within the community
- Implement an equality impact assessment process for all policies, procedures and services

Brooklands College is a people first organisation, where we respect and care for our employees, our community and our learners to ensure everyone feels heard, valued and supported no matter where they come from, what they look like or how they identify.

We are on a journey to create a community whereby everyone has equal access to connect to their greatest passions with the fullest potential; prioritising growth through listening and learning from each other.

We are committed to driving equality and inclusion and although we are still not fully representative of all, we recognise that to drive the change we want to see, we must continue to work together to reduce bias and break through any remaining barriers.

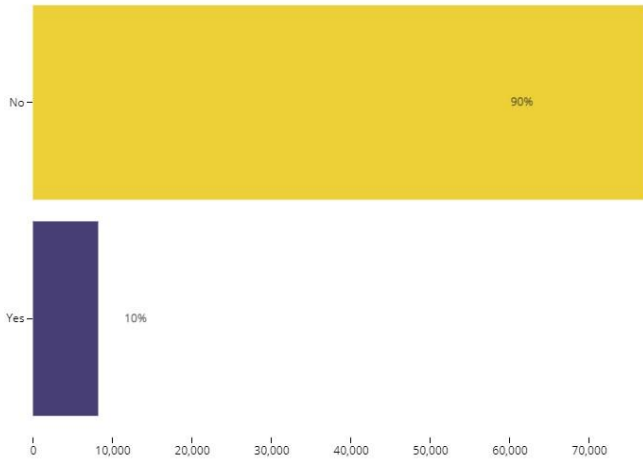
Appendix 1



Ethnicity	Total
White British	59,693
White Gypsy or Irish Traveller	10,587
Asian, Asian British or Asian Welsh	6,210
Mixed or Multiple Ethnic Groups	2,695
Other Ethnic Groups	1,959
White Irish	1,546
Black, Black British, Caribbean or African	1,261

Data from Elmbridge Borough Council Census 2023 (extracted from Hireful)

Appendix 2

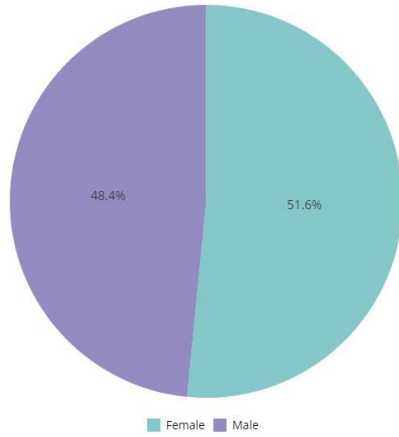


Status	Total
Disabled	8,251
Non-Disabled	77,560

Data from Elmbridge Borough Council Census 2023 (extracted from Hireful)

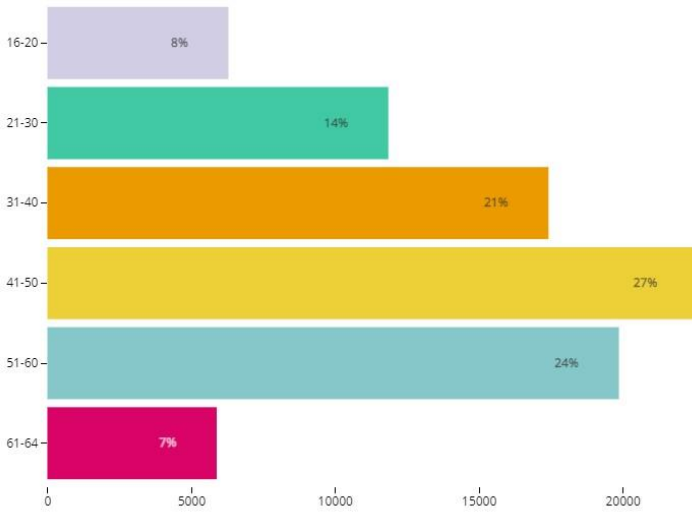
Gender	Total
Male	40,662
Female	43,291

Appendix 3



Data from Elmbridge Borough Council Census 2023 (extracted from Hireful)

Appendix 4



Age	Total
18-30	18,156
31-40	11,859
41-50	17,425
51-60	19,874
61+	5,889

Equality Diversity & Inclusion – Learner Community Summary Data Analysis 2022/23

Note: The data presented in this report provides a summary of the key headlines. The data report EDI Data 2022/23 should be utilised for further detail.

Glossary

- EHCP Educational Health Care Plan
- FSM Free School Meals
- EPYP Education Programmes for Young People
- SEND Special Educational Needs and Disabilities
- Destination – positive destination defined as to employment, further education and/ or training

Age Group/ Provision Type	Ethnicity	Achievement	Retention	Destination*
ALL Ages (Whole College)	<p>77.7% White other background/ English, Welsh, Scottish, Northern Irish/ British. Gypsy, Irish traveller and Irish.</p> <p>The second largest ethnic group is Asian at 9.3% and Mixed Multiple Ethnic Group 7.5%</p> <p>Surrey - Ethnic group white British (79.8% England). 6.9% belonged to other white ethnic groups.</p> <p>9.6% of people in Surrey are from a minority ethnicity group that is not white.</p> <p>Spelthorne has the highest proportion of people from Indian ethnic groups 4.2%.</p>	<p>High Needs (120) learners are achieving significantly better than their peers at 97.4% (83%).</p> <p>Learners in care are achieving significantly better than their peers at 94.6% (83%).</p> <p>SEND learners are achieving significantly better than their peers at 90.5% (83%).</p> <p>Learners on FSM are achieving marginally less well than their peers at 82.3% (83%)</p> <p>Young Carers are achieving less well than their peers at 80% (83%)</p>	<p>White Gypsy or Irish Traveller learners are retained well (100%) and they achieve significantly better than their peers at 88.9% (80.6%)</p> <p>Too many learners from all groups are retained and not achieving their qualifications. The gap between the retention and achievement rate is too great (-11%).</p> <p>Not all learners with an EHCP who were retained 94.8% achieved their qualification (88.3%)</p>	<p>98.7% of Learners with White other backgrounds had a positive destination.</p> <p>98.4% of learners with a declared learning difficulty and/ or disability had a positive destination</p> <p>Gypsy/ Irish Travellers have fewer positive destinations than their peers at 83.3%</p>

		<p>Males are achieving marginally less well than their peers at 82.2% (83%) and less well than females at 84%.</p>		
<p>Education Programmes for Young People</p>	<p>82.2% White other background/ English, Welsh, Scottish, Northern Irish/ British. Gypsy, Irish traveller and Irish.</p> <p>The second largest ethnic group is Asian at 6.2%</p> <p>Mixed multiple Ethnic Group 4.8%</p>	<p>There are no significant differences in the achievement between White British students and the second largest ethnicity group Asian.</p> <p>Females achieve less well than their male peers at 78.5% (80.7%)</p> <p>Learners with an EHCP achieve significantly better than their peers at 82.6% (79.9%)</p> <p>Learners who are disadvantaged (FSM) achieve marginally less well than their peers 77.90% (79.90%).</p> <p>Learners in care (2.5%) achieve better than their peers at 92.30% (79.90%).</p> <p>Students with High Needs achieve significantly better than their peers at 98.40% (79.90%).</p>	<p>A high proportion of female learners who are retained 93.7% do not achieve their qualifications (79.9%).</p> <p>For males, the gap is marginally smaller with a retention rate of 93.1% and 81% of male learners achieving their qualifications.</p>	<p>100% of High Needs learners had a positive destination</p> <p>Young carers have lower positive destinations (90.9%) when compared to their peers (94.6%)</p>

Adults	59.4% White other background/ English, Welsh, Scottish, Northern	Female adult learners are achieving better than their male peers at 88.8% (86.5%).	Too many learners from all groups are retained and not achieving their qualifications. The	Destinations of adult learners are high at 99%.
	Irish/ British. Gypsy, Irish traveller and Irish.	Black learners are achieving less well than their adult peers at 84.5% (87.9%).	gap between the retention and achievement rate is too great (-11%).	
Apprenticeships	89.7% White other background/ English, Welsh, Scottish, Northern Irish/ British. Gypsy, Irish traveller and Irish. The second largest group is mixed/ multiple group at 5.2%. Apprenticeships are predominately White other background/ English, Welsh, Scottish, Northern Irish/ British.	Female apprentices achieve marginally better than their male peers at 61.5% (60%).	No retention data.	No destination data.
14 -16	91.4% White other background/ English, Welsh, Scottish, Northern Irish/ British. Gypsy, Irish traveller and Irish. The second largest group is Asian at 2.3%.	Males significantly outperform females at 88.9% (71.4%)	Too many learners from all groups are retained and not achieving their qualifications. The gap between the retention and achievement rate is too great (-11%).	100% destination

Community Learning	<p>75.9% White other background/ English, Welsh, Scottish, Northern Irish/ British. Gypsy, Irish traveller and Irish.</p> <p>75.2% are white other background, which potentially reflects our Ukraine community.</p> <p>The second largest group is Asian at 13.5%.</p>		<p>Too many learners from all groups are retained and not achieving their qualifications. The gap between the retention and achievement rate is too great (-11%).</p>	<p>No destination data</p>
Non – Funded	<p>79% White other background/ English, Welsh, Scottish, Northern Irish/ British. Gypsy, Irish traveller and Irish.</p> <p>The second largest group is Asian at 8.3%</p>		<p>No retention data.</p>	<p>No destination data</p>

Executive Summary

These tables provide a summary of the key judgements and recommendations arising from the data analysis that are utilised to inform the objectives and action plan for 2024/25.

JUDGEMENTS
1. Of the staff community, only 13.5% of the staff body are aged between 18-30 which is 11.5% lower than the Elmbridge borough.
2. Disabled staff are underrepresented within the staff body at 7.5% and within the management team at 0%, however some staff may not wish to disclose details.
3. Of staff who provided their ethnicity, 9.7% are of non-white ethnicity, which is lower than the Elmbridge population at 18.6%.
4. The College learner community is more diverse than the rest of Surrey.
5. For all provision types, white other background is the largest ethnic group and Asian is the second largest.
6. For young people the largest ethnic group is white other background/ English, Welsh, Scottish, Northern Irish/ British white British (marginally greater than other types of provision). This is similar to the ethnic data for Surrey (83.5%).

7. The adult provision is more diverse, with a lower proportion of learners who are white other background when compared to the overall college ethnicity data. This reflects the curriculum offer which is predominately ESOL.
8. Apprentices are a less diverse learner cohort with a much higher proportion of white other background than other provision types.
9. 14 -16 are a less diverse learner cohort with a higher proportion of learners from white other background.
10. Achievement rates (all ages) are high for those learners with additional support needs and those in care. They achieve significantly better than their peers.
11. Female learners (all ages) achieve better than their male peers (all ages). Female adults outperform male adult learners, whereas for EPYP and 14 -16, females achieve less well than their male peers.
12. White Gypsy or Irish Traveller learners are retained well (100%) and they achieve significantly better than their peers at 88.9% (80.6%)
13. Overall, the gap between retention and achievement rates is too great (- 11%). As a result, too many learners from most groups are retained and not achieving their qualifications.
14. For EPYP, young carers have fewer positive destinations (90.9%) when compared to their peers (94.6%)
15. Gypsy/ Irish Travellers have fewer positive destinations than their peers in other ethnic groups at 83.3% (95.2%).

RECOMMENDATIONS

1. Implement staff training focused on EDI, protected characteristics and unconscious bias.
2. Become a disability confident employer and an employer of choice for those who are disabled or neurodivergent within the communities that we serve.
3. Enhance the recruitment process to prevent unconscious bias and to create a more diverse staff community. In particular at management level.
4. Review the adult skills strategy for 2024/25, in consideration of funding changes such as the introduction of Tailored Learning. As a result, the education and training needs of a wider group of adults will be met.
5. Seek to recruit apprentices from more diverse groups/ communities to increase their life chances. For example; Spelthorne which has the highest proportion of people from Indian ethnic groups at 4.2%.
6. Enhance tracking monitoring and intervention for some groups of learners for example, adult males, EPYP females and 14 -15 females, those on FSM and young carers. Impact - to ensure that learners achieve in line if not better than their peers.
7. Improve achievement rates through early intervention and the robust tracking and monitoring of learner progress. As a result, a higher proportion of retained learners will have a better chance of success.

8. Improve the destination data for some cohorts of learners for example; young carers (EPYP) and Gypsy/ Irish travellers (whole college). Through the work of the Progress Coaches and the tutorial programme, provide additional intervention and support to set high aspirations and career goals from the start.

EDI Action Plan 2024/25 – 2025/26

Objective	Intended Impact	Action	Review Date	Lead
<p>DATA - learners</p> <p>Know who are learners are, and the impact of our EDI initiatives, through collecting accurate, comprehensive and timely data.</p>	<p>Reduce the gaps in EDI data by at least 5% by July 2025.</p>	<p>Using the learner journey as the framework, collect and analyse data for learners on applications, conversion rates, attendance, retention, learners’ surveys and progression.</p> <p>Work with the MIS team to ensure that learner EDI data reports are easily accessible and available for staff in year on REMs and to enable early intervention.</p>	<p>Half termly</p>	<p>Assistant Principals</p>
<p>DATA – staff</p> <p>Use our data to identify and remove obstacles to employment at the College and any inequalities in terms of pay and career progression.</p>	<p>Improve the % of staff from under presented groups such as those aged 18 -30, of non – white ethnicity, disabled and those who are neurodiverse.</p> <p>Outcome - to be at least in synergy with Spelthorne/ Elmbridge Borough data by 2026.</p>	<p>Collect and analyse data on applications, shortlisting, interviews, appointments, salaries, absence, turnover and progression.</p>	<p>Half termly</p>	<p>Head of People</p>
<p>CURRICULUM & LEARNER EXPERIENCE – adults</p> <p>Ensure that all of our adult learners have equal access to our courses and an equal chance of success.</p>	<p>The education and training needs of a wider group of adults will be met.</p> <p>Achieve the adult budgets for ESFA and GLA in 2024/25.</p>	<p>Review the adult skills strategy for 2024/25, in consideration of funding changes such as the introduction of Tailored Learning.</p>	<p>Half termly</p>	<p>Director of Adults, Apprenticeships and Employer Engagement</p>

Objective	Intended Impact	Action	Review Date	Lead
<p>CURRICULUM & LEARNER EXPERIENCE – apprenticeships</p> <p>Ensure that all of our apprentices have equal access to our courses and an equal chance of success.</p>	<p>Increase the diversity of the apprenticeship cohort by at least 2% by December 2025.</p>	<p>Seek to recruit apprentices from more diverse groups/ communities to increase their life chances. For example, Spelthorne which has the highest proportion of people from Indian ethnic groups.</p>	<p>Half termly</p>	<p>Director of Adults, Apprenticeships and Employer Engagement</p>
<p>CURRICULUM & LEARNER EXPERIENCE – achievement & retention</p> <p>Ensure that all of our learners have equal access to our courses and an equal chance of success.</p>	<p>Narrow the gap between retention and achievement by at least 5% by July 2025.</p> <p>Learners from some groups achieve in line if not better than their peers.</p> <p>For example: Adult males, EPYP females, gypsy/ Irish travellers, 14 -15 females, those on FSM and young carers.</p>	<p>Enhance in year tracking and monitoring and ensure early intervention for those at risk by Progress Coaches and teachers.</p> <p>Utilise external agencies organisations, and outreach to provide additional support.</p>	<p>Half termly</p>	<p>Assistant Principals</p>
<p>CURRICULUM & LEARNER EXPERIENCE – destination</p> <p>Ensure that all of our learners have equal access to our courses and an equal chance of success.</p>	<p>Destination data for gypsy/ Irish travellers and young carers improves by at least 5% by September 2025.</p>	<p>Through the work of the Progress Coaches and the tutorial programme provide additional intervention and support to set high aspirations and career goals from the start.</p>	<p>Half termly</p>	<p>Director of Personal Development</p>

Objective	Intended Impact	Action	Review Date	Lead
<p>COMMUNICATION ENGAGEMENT & CELEBRATION</p> <p>Develop mechanisms to engage learners and staff in EDI discussions.</p>	<p>Good practice is widely celebrated in the College community and evident in College Announcements, newsletters and publicity material.</p> <p>At least two forums/ activities take place on a termly basis in 2024/25.</p>	<p>Gather together good practice and initiatives that are already taking place at the College to promote EDI.</p> <p>Audit of enrichment, tutorial and teaching and learning to identify good practice to share.</p> <p>Use our available resources and networks to promote EDI to students and staff, make information easily accessible and provide safe spaces and forums for discussion.</p>	<p>Half termly</p>	<p>Director of Personal Development</p>
<p>TRAINING & DEVELOPMENT</p> <p>Provide all staff with training and development opportunities to promote our culture of equity, diversity and inclusion.</p>	<p>Create a more diverse staff community and in particular at management level.</p>	<p>Implement staff training on a termly basis focussed on EDI protected characteristics and unconscious bias.</p> <p>Enhance the recruitment process to prevent unconscious bias.</p>	<p>Termly</p>	<p>Head of People</p>
<p>POLICIES & PROCEDURES</p> <p>College policies and procedures reflect our commitment to EDI.</p>	<p>By July 2026 All college policies, procedures and processes reflect our College EDI culture.</p>	<p>Integrate EDI into college policies and procedures.</p> <p>Policy Group ensures that all policies reference EDI as part of the approval process.</p>	<p>Policy Review meetings - termly</p>	<p>Executive Group</p>

Objective	Intended Impact	Action	Review Date	Lead
<p>AWARDS & ACCREDITATION</p> <p>Achieve nationally recognised awards and accreditation to underpin our commitment to equity, diversity and inclusion.</p>	<p>Become a disability confident employer and an employer of choice for those who are disabled or neurodivergent within the communities we serve by December 2025.</p> <p>College pledges AOC EDI Charter – August 2024</p> <p>College achieves Investors in People Award July 2025</p> <p>The College becomes a disability employer by December 2025</p>	<p>People Team lead on expectations for EDI awards, facilitate and audit evidence required.</p>	<p>Half termly.</p>	<p>Head of People</p>