

## EQUITY, DIVERSITY AND INCLUSION (EDI) ANNUAL REPORT 2024-25

### SUMMARY REPORT

#### BACKGROUND

BTC has a statutory duty under the Equality Act 2010 and Public Sector Equality Duty (PSED) to ensure that the College has policies and practices in place to combat discrimination, remove barriers to access and learning, promote and celebrate EDI and provide a safe and inclusive environment for all. Under PSED, the College is also required to publish an annual report on how its EDI objectives have been achieved. The College's EDI work is underpinned by its vision "to be an inclusive centre for lifelong learning" and its core values of Championing growth and success, Inspiring, Caring, and Collaborating.

The College's EDI strategy is guided by seven EDI Objectives and the AoC EDI Charter, which the College signed in September 2024. A cross-college EDI Committee, comprising staff, governors, and students, was established in April 2024 to agree upon and monitor EDI policy, objectives, priorities, and actions.

The College's commitment through the AoC Charter for 2024–2025 specifically pledged to:

- Remove barriers for Gypsy, Roma, and Traveller (GRT) learners and those who are neurodivergent.
- Foster cultural awareness and respect for GRT and promote understanding of their unique histories and traditions.
- Create personalised support services to ensure positive destinations and promote academic success for all learners.
- Provide all staff with training and development opportunities that promote a culture of EDI.

The draft EDI Annual Report 2024-25 provides a review of the year in terms of staff and learner profile, learner achievement and progress on achieving specific objectives and targets. The report also sets out EDI priorities for 2025-26

#### KEY FINDINGS FROM THE REPORT

The College has worked hard during 2024-25 to implement its EDI Action Plan 2024-26, and can demonstrate good progress on achieving its objectives.

##### 1. STAFF COMMUNITY

###### Main Areas of Progress in 2024-25

**Disability Disclosure:** The percentage of staff declaring a disability significantly increased from 6.61% to **10.16%**, which surpasses the FE sector average (8.0%) and brings the College close to mirroring the local population rates of Elmbridge (10%) and Spelthorne (12%). This positive trend is supported by a decrease in staff who "prefer not to say".

**Age Profile:** There was a positive shift toward a younger workforce, with the percentage of staff in the 25-34 age bracket increasing from 11.28% to 13.28%, while the 55-64 bracket slightly decreased (from 30.35% to 28.52%).

**Training and Development:** The College delivered key training on topics such as Autism Spectrum Disorder, Speech and Language Needs, EHCPs, and responding to prejudiced-related incidents, with all staff accessing AoC sessions on supporting autistic students, ADHD, and Pathological Demand Avoidance (PDA). All staff training on positive behaviour management was particularly well-received and impactful.

## Areas for further development

**Ethnic Diversity:** Despite a slight decrease in White British staff (from 71.60% to **67.97%**), the representation of other ethnic groups remains lower than the local population. For example, the percentage of staff from a Gypsy or Irish Traveller background (0.39%) is significantly lower than the local figures (10-13%).

**Age Profile:** Younger staff (18-24) remain significantly underrepresented compared to the local communities.

## 2. LEARNER COMMUNITY AND SUCCESS

### Key headlines and areas of progress in 2024-25

**Gender:** The learner population is increasingly male (56.15% male, 43.85% female). Male learners, particularly in the 16-18 and pre-16 cohorts, outperformed females in achievement for the first time (84% vs. 78%). Female learners also reported lower survey outcomes than males for feeling safe, feeling part of the community, and recommending the College to friends.

**Ethnicity.** The College community is more ethnically diverse than the regional community, with 59.9% of the population recorded as white British (76.6% Surrey). 12.13% of the College community belongs to other white ethnic groups, including 'Gypsy, Roma or Irish Traveller', compared to 8.9% in Surrey. Asian, Black, and Arab students achieve at least 3% above the College average, while White and Mixed-race learners perform slightly below. Achievement for the small group of Gypsy, Roma, and Traveller (GRT) students has been extremely variable and has dropped from nearly 90% in 2022-23 to 61% in 2024-25

**Disability/Difficulty:** The College has increased its capacity for Special Educational Needs and Disabilities (SEND) to meet growing demand. 34.60% of learners declared a difficulty, disability, or health problem. Notably, learners with a declared difficulty or disability, and those with High Needs (EHCPs), achieve better than their peers (95.8% for EHCP holders vs. 84.4% College average).

**Adult Learner Diversity and Growth:** Adult learner numbers grew by 10.7% overall. The diversity within this cohort increased, with the majority of growth in learners from Asian backgrounds (up from 18% to 21.3%), particularly Pakistani or Bangladeshi backgrounds, and a rise in Arab background learners. The adult education cohort is also moving toward greater gender balance, with the percentage of male learners increasing by 3.5% (from 31.6% to 35.1%).

**Apprenticeship Diversity:** Slight progress was made in increasing diversity, with an increase in Mixed Race, Asian, and Black apprentices. The percentage of white apprentices decreased, contributing to a more diverse cohort.

**EDI Data Systems:** The College is tightening data collection and using the new data dashboard, Weighbridge, to better analyse the performance and outcomes of different groups of students. Systems will be developed further to enable more detailed analysis of specific groups, including neurodivergent learners.

**Achievement & Retention:** Overall retention rates held strong at 94.50%, and achievement rates rose to 84.40%. The gap between the two was slightly reduced by 0.1%.

## Areas for Improvement:

**Achievement Gaps:** Achievement is significantly below the College average for several vulnerable groups, including GRT learners (61% achievement) (a drop from 90% in the previous year), learners in care, young carers.

**Ethnicity Achievement Gap:** Achievement is lower than average among White British and Mixed Race learners.

**Gender Achievement Gap:** The differential between male and female learner achievement is particularly marked within the 16-18 (84% male vs 78% female) and pre-16 cohorts a reversal from previous years.

**Retention Gaps:** Retention is significantly lower than peers for learners in care and those with caring responsibilities.

**GRT Destinations:** Destination data for Gypsy/Irish Travellers and young carers is incomplete, with only a third of learners responding to the survey. Although 100% of those who responded had positive destinations, it is difficult to accurately assess progress against the target of a 5% improvement.

## 1. CULTURE, ENGAGEMENT AND CELEBRATION

### Main Areas of Progress in 2024-25

**EDI Communication and Engagement:** The monthly EDI newsletter for staff and students was launched in December 2024. An EDI celebration week was held in March 2025, and a new EDI Calendar was launched to highlight special days and events. Student feedback led to incorporating more cultural celebration through food and film.

**Accreditation:** The College formally committed to the AoC Charter Pledge and renewed its Disability Committed status, working towards the next level of accreditation.

## Areas for Improvement:

**Policy Integration:** An EDI Impact assessment framework for all policies has been developed, but full integration into the policy review process still requires work.

**Accreditation Targets Missed:** The College was unable to pursue the Investors in People Award due to financial constraints, and the target to become a Disability Confident employer by December 2025 has been rolled into 2025-26.

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## 2. PRIORITIES FOR 2025-26

In addition to the continued focus on the seven EDI objectives and the AoC Charter Commitments, the following areas are identified as specific priorities for 2025-26:

**Investment in EDI Culture:** Create a paid EDI Coordinator post and develop EDI Ambassador roles within the staff and student community.

**Support for Vulnerable Learners:** Increase support to raise the retention and achievement of learners in the most vulnerable groups, including GRT, FSM, learners in care, and young carers.

**Address Gender Differences:** Establish reasons for, and address, the decline in achievement of female 16-18 and pre-16 learners, and lower survey outcomes for this group.

**Address other achievement gaps:** Through individualised student support and the work of the inclusion team, close the achievement gap for White British and mixed-race learners

**Develop learners' personal development sessions.** To address and enable discussion of generational issues among learners, including the rise of misogyny and toxic masculinity.

**Data collection and analysis:** To further develop student records and data systems to enable us to identify the achievements and experiences of neurodivergent students

**Staff Training:** Implement a robust training and wellbeing plan that will include Unconscious Bias to create a more diverse workforce, and to increase awareness. of issues relating to the specific staff age profile of the College

**Accreditation:** Continue working towards the goal of becoming a Disability Confident employer and research membership of Equalifeach further.

