

Diversity, Equity, and Inclusion Annual Report (Students) 2019/20

Introduction

In accordance with the general equality duty, in carrying out its functions the College has to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act;
- advance equality of opportunity between people who share a protected characteristic and those who do not, and
- foster good relations between people who share a protected characteristic and those who do not.

In line with the specific equality duties, the College is required to publish equality information, and prepare and work towards equality objectives. This report covers the period Academic Year 2019/20 in relation to students, and references ongoing progress towards these. Equality in relation to staff is reported by the Director of Human Resources and reviewed by the Finance and Resources Committee. Included in the report are extracts and data originally published in the College Self-Assessment Report 2019/20, the Quality Improvement Plan and the University Centre Colchester Access and Participation agreement. The values espoused, and actions generated as a result of this report, have also been aligned with the new Strategic Plan for the College.

College Values

The College's commitment to diversity, equity and inclusion is reflected in its values:

Our Values:

It matters to us that we're...

- Student-focused with students at the heart of our decision, choices and priorities
- Ambitious for our students, our staff and for our College's future
- Inclusive – welcoming staff and students from all walks of life on programmes from entry to degree level
- Collaborative – working in partnership with others to achieve our goals
- Open and honest – acting with responsibility and integrity in all that we do
- An employer that recognises, values and develops our staff

The priority given to Diversity, Equity and Inclusion is also exemplified within the priorities and success factors outlined in the new Strategic Plan, including a commitment to 'seek new ways to promote equality, diversity and inclusivity in all our operations ensuring they are fully embedded into the curriculum for all students, and aspiring to parity of recruitment, achievement and opportunity'.

Caroline Fritz

Assistant Principal Quality and Teaching and Learning Improvement

3. The Local Context

The Self-Assessment Report for FE and Apprenticeships 2019-20 outlines the local context in which the College operates, and specifically the student characteristics, and workforce profile for the area.

Colchester Institute provides professional and technical education and training for the largely rural and coastal populations of the Colchester, Braintree and Tendring districts in North Essex. The total population across the three districts is 486,500, of which 293,000 are of working age and of these 244,300 (83%) are economically active.

All three districts in which the College operates report median weekly earnings well below national averages (based on workplace not residency). The Braintree and Tendring districts have a notably smaller percentage of residents holding qualifications at level 4 and above (UK – 38.4%, Braintree – 30.8%, Tendring – 21.8%). Tendring also contains one of the ten most deprived wards in the country (Jaywick).¹

The clearly delineated curriculum offer reflects the significant and notable characteristics of Colchester Institute's student body, namely an unusually low profile of Level 2 achievement on entry to the College.

The College has a long history of offering Higher Education and does so under the banner of University Centre Colchester. University Centre Colchester caters for a largely local market, and more than 65% of those embarking on a degree are aged 21 or over. The UCC offer is particularly attractive to both young and more mature adults with a need to study locally. Many of these have caring responsibilities, or health or financial barriers which prevent or deter them from accessing degrees and other programmes of Higher Education further afield. Further information relating to diversity, equity and inclusion in relationship to the UCC can be found in the [Access and Participation agreement](#) on the College website.

The Diversity, Equity and Inclusion Policy

The Diversity, Equity and Inclusion Policy (DE&I Policy) was redesigned in 2020. A growing number of FE providers, have adopted the descriptor 'Inclusion' to better describe the principles of equal treatment, promotion of diversity as well as integration and inclusion into all aspects of an individual's day-to-day life, including in the workplace and in their studies. In some policies and processes the term 'equity' is also replacing 'equality', in recognition of the difference between being fair and being equal:

'When a group focuses on equality, everyone has the same rights, opportunities, and resources. Equality is beneficial, but it often doesn't address specific needs. Giving each student a take-home laptop, for example, would not address students who don't have Internet in their houses. Even if a school is equal, some students may still struggle. Equity, on the other hand, provides people with resources that fit their circumstances. The World Health Organization (WHO) definition of social equity is "the absence of avoidable or remediable differences among groups of people." Schools that prioritize equity versus equality are more in tune to their students' needs and provide resources to overcome their specific challenges'

<https://www.waterford.org/education/equity-vs-equality-in-education/>

The purpose of the DE&I Policy is to set out the College's commitment to an inclusive and supportive environment for students, staff and visitors that is free from discrimination, and a place where all its members are able to participate and have the opportunity to fulfil their potential.

¹ Source: Colchester Institute Self-Assessment Report 2019-20

At the same time as effecting a change of title, it was recognised the gap that presently exists in terms of a visible reporting structure. This has given rise to the formation of a DEI Steering Group noted in the Objectives and Action Plan at the end of this document.

Update on progress against Equality Objectives 2019-20

Diversity Area	Objective	Progress
Disability/SEND	Provide CPD for both Learning Support and Teaching staff around providing effective support to students with SpLD / SEND	New roles within Student Services; support provided to teaching staff on supporting specific students with Specific Learning Difficulties. Programme of training for teaching staff, delivered by the Specialist Support Team from October 2019. 'Collaboration Card' trialled for teaching staff to direct LSPs to most appropriate activities in each session. Positive impact seen in Learning Walks
Disability/SEND	Develop a robust initial assessment mechanism to inform apprentice starting points and development of bespoke training plan	Process established for communicating apprentice starting points and determining any learning needs Training provided for assessors/tutors on implementation Impact to be judged as new enrollers stay on programme and reach their planned end dates
Vulnerable learners	Delivering and then evaluate all events on the 2019/20 Quality Calendar	CMMs and AMMs, used effectively to prioritising areas on a risk-basis HNF and other vulnerable groups achieved well
General	Strengthen adult learner and progressing apprentices' understanding of British Values	All apprentices now complete PREVENT programme (Side by Side); apprenticeship reviews used to maintain awareness around E&D, PREVENT and British Values Induction plan and materials and appropriate tutorial content developed for Adult learners. Widespread use reported but not yet fully embedded prior to lockdown
General	Strengthen all learners' understanding of exploitation	Unable to Roll out the 'Keeping Healthy and Safe' qualification from Jan 2020 due to COVID 19
General (UCC)	Implement an evidence-based reconsideration of students' needs, resulting in the following curriculum development to be implemented at the start of the academic year 2020-21; (extract)	Updated through the UCC action plan, reported to governors.

Support for vulnerable students – COVID 19

When the Government announced in March 2020 that Schools and Colleges would close but remain open for vulnerable students, where it was deemed and agreed that being at College was the right place for the student, the College contacted all students in the following categories:

- Learners with Education, Health and Care Plans
- Students in Care
- Care Leavers
- Learners known to be at a higher safeguarding risk

Government advice was that the ongoing attendance of all learners in these groups should be considered on a risk assessment basis, to be carried out in conjunction with the learner, parent/carer (where appropriate), social worker and the local authority. The requirement was to ensure a safe space for these learners to be, if they could not be assured of being safe at home.

Colchester Institute staff made contact with over 100 learners, and / or the learner, parent/carer (where appropriate), social worker and the local authority. Their individual circumstances were discussed, as was the option of continued attendance at their usual campus.

Weekly check-ins - Each learner in the category above had an allocated member of staff who contacted them on a weekly basis from the 20th March 2020 to check on their wellbeing, safety, and ability to access their learning. These check-ins have been made through either email or phone call, depending on the learner's preference, and to date there have been no concerns raised, or requests from the learner or others for them to return to College.

Learners with Free School Meals - During the campus closures, the College continued to provide financial support those learners who meet the criteria for statutory Free School Meals (FSM). The statutory daily rate is £2.41 a day, for 3 days at College, therefore £7.23 a week.

To align with the £15 a week vouchers being provided by schools to FSM children, the College paid an enhanced rate of £15 a week into the bank accounts of our FSM students from 20th March to the end of the academic year. This ensured financial support to students to access a lunch at home.

Student Performance in 2019/20

Colleges are expected to tackle any gaps in performance by groups of students defined by gender, ethnicity or disability and to close the gap over time. The performance of students at Colchester Institute is monitored by gender, age, ethnicity, disability and reported on in the annual Self-Assessment Report (SAR). We specifically monitor those students in receipt of High Needs funding. We monitor achievement, retention and attendance and where a gap is identified we ask managers to monitor this closely. It should be noted that due to changes and delays in assessment and achievement because of Covid-19 national achievement data has not been published for 2019/20. For this reason, comparisons with previous years should be treated cautiously.

Self-Assessed Achievement Gaps

The SAR for 2019/20 concluded overall that different groups of learners are not disadvantaged by gender, ethnicity, learning difficulty or disability and in most provision types achieve in line with their counterparts, noting at the same time that there remain inconsistencies in achievement rates for apprentices on some higher level standards, between white and non-white learners (although small numbers) and an achievement gap between those apprentice with and without a declared disability. Further improvement is needed to address this gap in achievement rates. Whilst early signs have been positive in regard to progress, the full impact of this will be seen as enrolled learners reach their end dates in future years.

High Needs provision

In 2019/20, the College supported 60 High Needs Funded (HNF) learners on 142 learning aims. 40 of these learners studied on programmes within the discrete Foundation and Supported Learning area and the remainder were on a range of mainstream vocational programmes. The table above shows breakdown by age of student; for all ages the achievements rates are higher overall, continuing the recent improvement trend in outcomes for High Needs Funded Students. Of the 142 aims followed, 20 were undertaken by learners aged 19+. In this category, three fails were recorded due to two non-retained learners – one on GCSE English, and one on a Maths award and a STEPS programme. Of the remainder, all 17 awards were achieved.

Community and Social Action

Action in relation to this was severely curtailed during the COVID 19 pandemic, however in the early part of the pandemic students and tutors from the Science department were able to manufacture

and supply anti-bacterial hand cleanser, and in the fashion and textiles department were made scrubs for local healthcare workers.

Although well below its anticipated target due to the pandemic, over £1000 was raised for the Essex Air Ambulance, the College charity of the year.

Estates

The College is continually seeking ways to enhance its estate in order to support social inclusion. This includes:

- Quiet reflection rooms
- Access to an all-faiths chaplaincy service
- Regular review and upgrading of campus facilities to ensure equality of access.

Diversity, Equity and Inclusion Objectives and Action Plan

The publication of the new Strategic Plan has provided the opportunity to renew the focus on EDI, with goals 3 and 4 providing the areas of specific focus in relation to students. These goals and the accompanying one and three-year success indicators, together with the actions which lie beneath them. These now form the EDI Objectives and Action Plan.

These are provided below.

The Strategic Plan can be accessed [here](#).

DEI Objectives and Action Plan, extracted from the Colchester Institute Strategic Plan 2021-24

Goal 3: Offer a curriculum that not only provides the skills needed for successful careers, but also supports and develops the whole person towards being an active, effective and valued member of their community.	
Three Year Success Indicators:	<ul style="list-style-type: none"> • All students will be offered a broad programme of activities or learning to develop their character, keep physically and mentally healthy, and contribute to the wider society. • All students will be prepared for life in modern Britain as responsible citizens by ensuring awareness and understanding of fundamental British values, appreciation of diversity and respect for different characteristics as defined in law. • The curriculum offered to students will be reviewed annually and will have a clearly defined purpose based on education and training needs and interests of learners; employment opportunities and takes account of local and national priorities including higher level skills gaps.
One Year Success Indicators:	<ul style="list-style-type: none"> • All students on educational programmes for young people and apprenticeships undertake a comprehensive tutorial programme which develops their broader understanding. • All students will have access to a defined careers education plan and on adult programmes will be offered an NCS interview. • There is a clear curriculum offer for adults to support social and economic growth, and the ‘building back better’ agenda, including adults who are disadvantaged and least likely to participate in education and training. • All areas will promote student engagement and achievement in extra-curricula activities
Actions	<ul style="list-style-type: none"> • Development of a re-focused group tutorial programme for students on EPYP programmes • Development of an adult entitlement to an NCS interview and access to support with seeking employment or progressing to next steps – from September 2021. • Development of an adult curriculum which supports social and economic growth and provides effective training for employment or next steps and includes those who are disadvantaged or less likely to participate in education – from September 2021. • Development and delivery of essential digital skills courses to support participation in society. • Raise the profile of enrichment cross-college, with the development of central enrichment programme and develop process for Areas to report/promote wider achievements across college”. • Promote and further develop the careers education strategy from September 21/22.

Goal 4: Seek new ways to promote equality, diversity and inclusivity in all our operations, ensuring they are fully embedded into the curriculum for all students, and aspiring to parity of recruitment, achievement and opportunity for both students and staff.	
Three Year Success Indicators:	<ul style="list-style-type: none"> • The College has fully embedded the Diversity, Equity and Inclusion Strategy, and associated operational framework reflected, among other things, in a more diverse staff body, and minimal achievement gaps. • All policies and procedures are based on clear and widely understood definitions of what the terms inclusivity and equity mean, beyond the limits of equality impact assessment. • Targets set for this period in the HE Access and Participation plan are achieved.
One Year Success Indicators:	<ul style="list-style-type: none"> • The College has in place a fit-for-purpose DEI strategy and linked audit framework. • All new policies, procedures and publications from March 2021 are assessed against the DEI framework. • All tutorial materials for use with young learners, adults and apprentices have been assessed against the DEI framework. • Targets set for this period in the HE Access and Participation plan are achieved. • Data from recruitment system is used to minimise discrimination and bias and to attract a broader pool of candidates. • >95% of staff have undertaken the chosen CPD programme (DEI). • To have set one-year success indicators for 22/23 focussed on staff body. • A data-driven report to be produced as a section of self-assessment, which focusses solely on achievement gaps. Achievement to include a wide range of outcomes, including destinations and progression.
Actions	<ul style="list-style-type: none"> • To set up and run a DEI Consultation Group to inform the development of the Framework (initially) and Strategy. • To create a DEI Framework based on the FEBLG Ten-Point Plan, the ETF toolkit, and other relevant resources and guidance. • Undertake a review of tutorial materials with a view to ensuring that they meet current best practice. • Establish a comprehensive staff training programme, that enables individuals whatever their role, to embrace and enact the College's expected values. • Carry out all actions identified in the HE Access and Participation Plan.

Appendices:

Appendix 1: Key data sets relative to this report:

All learners Classroom-based learning

Leavers	17/18	18/19	19/20
Male	6619	7936	7024
Female	4794	5670	5058
Total	11413	13606	12082

Achievement	17/18 %	18/19 %	19/20
Male	80.9	89	90.6
Female	81.3	88.6	89.2
Total	81	88.9	90

Retention	17/18 %	18/19 %	19/20
Male	92.3	94.6	95.4
Female	90.6	93.7	94.8
Total	91.6	94.2	95.1

Declared Difficulty/Disability – All ages Classroom-based

Leavers	17/18	18/19	19/20
Declared Learning Difficulty/Disability	3778	4100	4117
No Learning Difficulty/Disability	7631	9473	7771
Not Provided	2	33	194
Total	11413	13606	12082

Achievement	17/18 %	18/19 %	19/20 %
Declared Learning Difficulty/Disability	77.1	86.2	88.2
No Learning Difficulty/Disability	83	90	91
Not Provided	75	87.9	90.7
Total	81	88.9	90

Retention	17/18 %	18/19 %	19/20 %
Declared Learning Difficulty/Disability	90.5	93	94.8
No Learning Difficulty/Disability	92.1	94.7	95.3
Not Provided	75	93.9	95.4
Total	91.6	94.2	95.1

Achievement by Ethnicity – All Ages Classroom-based

Leavers	17/18	18/19	19/20
White	10192	12179	10887
Non-white	1221	1427	1195
Total	11413	13606	12082

Achievement	17/18 %	18/19 %	19/20 %
White	81.1	89.2	90.4
Non-white	80.8	86.1	86.7
Total	81	88.9	90

Retention	17/18 %	18/19 %	19/20 %
White	91.5	94.2	95.2
Non-white	92.6	94	94.4
Total	91.6	94.2	95.1

All Ages	17/18		18/19		19/20	
	Leavers	Achievers %	Leavers	Achievers %	Leavers	Achievers %
Level 2	488	74.8	388	60.3	237	66.7
Level 3 and above	338	72.2	344	73.5	366	64.8
All Levels	826	73.7	732	66.5	603	65.5

16-18 Apprenticeships	17/18		18/19		19/20	
	Leavers	Achievers %	Leavers	Achievers %	Leavers	Achievers %
Level 2	306	74.8	246	59.8	164	65.2
Level 3 and above	152	64.5	156	73.7	163	60.1
All Levels	458	67	402	65.2	327	62.7

19-23 Apprenticeships	17/18		18/19		19/20	
	Leavers	Achievers %	Leavers	Achievers %	Leavers	Achievers %
Level 2	130	76.9	93	61.3	43	74.4
Level 3 and above	133	80.5	130	73.1	138	75.4
All Levels	263	78.7	223	68.2	181	75.1

24+ Apprenticeships	17/18		18/19		19/20	
	Leavers	Achievers %	Leavers	Achievers %	Leavers	Achievers %
Level 2	52	69.2	49	61.2	30	63.3
Level 3 and above	53	73.6	58	74.1	65	53.8
All Levels	105	71.4	107	68.2	95	56.8

Disability - 16-18 Apprenticeships

Strata data

Leavers	17/18	18/19	19/20
Declared Learning Difficulty/Disability	129	82	70
No Learning Difficulty/Disability	376	320	257
Total	457	402	327

Achievement	17/18%	18/19%	19/20 %
Declared Learning Difficulty/Disability	76.7	51.2	52.9
No Learning Difficulty/Disability	69.4	68.8	65.4
Total	71.6	65.2	62.7

Disability - 19-23 Apprenticeships

Strata data

Leavers	17/18	18/19	19/20
Declared Learning Difficulty/Disability	33	37	30
No Learning Difficulty/Disability	230	186	151
Total	263	223	181

Achievement	17/18%	18/19%	19/20 %
Declared Learning Difficulty/Disability	72.7	67.6	66.7
No Learning Difficulty/Disability	79.6	68.3	76.8
Total	78.7	68.2	75.1

Disability - 24+ Apprenticeships

Strata data

Leavers	17/18	18/19	19/20
Declared Learning Difficulty/Disability	16	11	9
No Learning Difficulty/Disability	89	96	86
Total	105	107	95

Achievement	17/18%	18/19%	19/20 %
Declared Learning Difficulty/Disability	62.5	72.7	55.6
No Learning Difficulty/Disability	73	67.7	57
Total	71.4	68.2	56.8

Ethnicity - 16-18 Apprenticeships

Strata data

Leavers	17/18	18/19	19/20
White	443	388	315
Non-white	14	14	12
Total	457	402	327

Achievement	17/18%	18/19%	19/20 %
White	71.6	64.4	63.8
Non-white	71.4	85.7	33.3
Total	71.6	65.2	62.7

Ethnicity - 19-23 Apprenticeships

Strata data

Leavers	17/18	18/19	19/20
White	252	215	170
Non-white	11	8	11
Total	263	223	181

Achievement	17/18 %	18/19 %	19/20 %
White	79.8	68.8	75.9
Non-white	54.5	50	63.6
Total	78.7	68.2	75.1

Ethnicity - 24+ Apprenticeships

Strata data

Leavers	17/18	18/19	2019/20
White	100	97	80
Non-white	5	10	15
Total	105	107	95

Achievement	17/18 %	18/19 %	2019/20 %
White	74	69.1	65
Non-white	20	60	13.3
Total	71.4	68.2	56.8