OUR COMMITMENT AND INTENT

Colchester Institute believes firmly that equity, diversity and inclusion (EDI) are essential factors which contribute to the academic and economic strengths of the College and the wellbeing of all students and staff.

Overview of equality legislation

In accordance with the Equality Act 2010 Colchester Institute will treat all members and potential members of the College community with respect and dignity and seek to provide a safe and positive working and learning environment, free from discrimination, harassment, or victimisation.

In addition, the College is committed to providing a learning and working environment that values all forms of diversity and seeks to create a culture of conscious inclusion in which issues of racism, stereotyping and discrimination can be discussed openly with a shared commitment to challenging prejudice.

Public Sector general and specific duties:

The general equality duty as detailed in the Equality Act 2010 requires us to give due regard to:

- ✓ Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;

- ✓ Advancing equality of opportunity between people who share a protected characteristic and those who do not;

- ✓ Fostering good relations between people who share a protected characteristic and those who do not.

OUR VISION AND MISSION

The Principal, Governors and senior managers have a clear vision and strategy for improving all aspects of the college's work. Senior leaders communicate the ambitions and direction of the college well to staff and students, ensuring that everyone works in alignment with its mission and values.

Our Vision

By 2024 Colchester Institute will be celebrated as an outstanding provider of education and training in the Eastern region, recognised for its significant contribution to the social and economic recovery of individuals and organisations following the events of 2020.

Our Mission

To deliver first-class education, professional development and technical skills training to develop careers and strengthen the local economy.

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

OUR POLICIES

The Equity, Diversity and Inclusion Policy

Equity, diversity and inclusion are central to the College's overarching plans, as set out in its Strategic Plan. This annual report, together with the EDI Action Plan found in the final section sets out the strategy for establishing how the college intends to ensure equity for all and build upon existing practice. It is intended to be flexible to respond to new developments and changes in legislation and will be reviewed and updated on an annual basis, with increasing involvement of college learners, staff, partners and community groups.

Colchester Institute is committed to eliminating discrimination and encouraging diversity amongst staff and students. All employees and learners whether part time, full time or temporary will be treated fairly and with dignity and respect.

All employees and learners are encouraged and supported to develop their full potential. The College will encourage each person to own the responsibility of promotion and implementation of equity, diversity, and inclusion throughout the College.

As part of its responsibility as an employer the College ensures that all staff receive appropriate training on their rights and responsibilities in relation to equity, diversity and inclusion legislation and the College's Equity, Diversity and Inclusion policies and procedures.

The College strives to ensure that all learners and staff enjoy an excellent experience whilst studying or working at the College and monitors this by analysing data regarding people with one or more protected characteristic.

MEETING THE NEEDS OF LEARNERS

Colchester Institute aims to provide an inclusive teaching and learning environment through individualised support plans, and professional, interactive delivery.

Context (excerpt from the FE Self-Assessment Report 2021/22)

Colchester Institute provides professional and technical education and training for the largely rural and coastal populations of the Colchester Borough and the districts of Braintree and Tendring in North Essex. In 2021/22, the College operated from two main delivery sites (Colchester and Braintree) and four outreach centres, the latter enabling adults to enter, re-enter or improve their employment. Three of these sites are in Tendring, with a significantly lower job density ratio than the Essex and UK averages. Indeed, all three districts have lower than average jobs density, and residents of the Braintree and Tendring Districts have significantly lower 'highest qualification' levels than the national average. The fourth outreach site, at Witham, was withdrawn in Spring 2022 owing to overlap with other local authority provision in the town, allowing the College to focus on its Tendring activity and a discrete offer for the adult unemployed on each of its main campuses.

There is a clear divide in Colchester's post-16 offer, with the opportunity for 16-year-olds to pursue either a largely academic (A Level) route at The Sixth Form College, or at one of four school sixth forms; or to take up professional and technical education and training (either classroom based or work-based, through Apprenticeships) at Colchester Institute. In 2021/22 around 3700 young people chose this route and were engaged in professional, technical and applied general Study Programmes. Of these, almost half were studying at Level 3. in 2021/22 Colchester Institute had over 1,600 apprentices and nearly 2,000 adult students. There were 84 students with high needs.

The curriculum offer profile of the town's post-16 institutions explains a significant and notable characteristic of Colchester Institute's younger student body - an unusually low profile of Level 2 achievement on entry to the College. An analysis of all known prior results of 16–18-year-olds shows that the average GCSE grade on entry (across all subjects) is a Grade 3.

In 2021-22, 47% of 16-18 students arrived at Colchester Institute without a grade 4 in Maths and English and learners whose main qualification was at Level 2 or below made up 51% of all 16-18 Classroom based enrolments, significantly above the national figure of 37%.

A key characteristic of the 2021/22 academic year, seen not only in Colchester Institute, but nationally was the need to focus on educational recovery for its students. Students demonstrated uncharacteristic difficulties socially, emotionally, academically, and behaviourally. Additional support was put in place for almost 600 students through small group learning sessions, funded by the government's Tuition Group 'catch up' grant and a wide range of pastoral and other support was required - and provided - to students both in and out of the classroom.

The Curriculum

Our courses are designed with equity, diversity, and inclusion in mind, and we strive to ensure high quality resources free from bias or stereotyping, which promote positive images.

The College promotes British Values as defined in the Government's 2011 PREVENT Strategy: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We endeavour to value and nurture an increasing diversity among students and to meet the needs of a wide variety of social and cultural requirements, including students with caring responsibilities, religious requirements, physical or mental impairments and students for whom English is an additional language.

CREW

Career **R**eadiness, **E**nrichment and **W**ellbeing programme.

The CREW tutorial programme offers extensive arrangements that stretch and support full-time 16-19 learners in their vocational studies and inform learners on a variety of topics which contributes to developing their resilience, confidence and independence and prepares their future development as tolerant, positive and active citizens.

The CREW induction programme introduces learners to college values, student expectations and themes that will be covered across the year. Personal development themes that are covered include staying safe, British Values, Citizenship, Social Action, Sustainability, Mental and Physical Health, Sexual Health, Careers, Anti-discrimination, respect and tolerance.

Students are provided with informed and well-researched presentations, supported by their tutors, to build their knowledge base which is further explored and reinforced through group and individual activities, including quizzes, interactive learning objects and peer discussions.

As a result, learners understand the importance of British Values (with the themes of Tolerance and Respect reinforced through the College Expectations) and the PREVENT agenda.

The College has responded quickly to emerging themes and concerns which challenge our values of inclusivity and respect for example, the 2021/22 tutorial programme included specific content relating to peer-on peer sexual harassment and abuse.

ESOL courses equip adult and younger learners well with the fundamental skills required to progress in modern Britain. Student feedback highlights the most significant motivators for study as being the support they receive to live their day-to-day life; improved employment prospects; to mixing with others in the community; progressing towards further study and to also helping their children with their own schooling.

QUALITY

FE Programmes and Apprenticeships

Equity, diversity and inclusion are monitored during observations of learning and Learning Walks; observers provide detailed feedback to enable the teacher to recognise strengths and areas for improvement.

Over the course of the year, the Assistant Principal: Quality and Teaching and Learning Improvement, the Teaching and Learning Manager and the Teaching and Learning Improvement Advisor, provide staff with support, resources and CPD to develop inclusive practices, particularly around teaching approaches which ensure maximum participation and progress.

The Quality department actively promotes EDI through self-evaluation procedures, 'deep dive' activities and Curriculum Monitoring Meetings where analysis of performance indicators relating to student retention, attainment and progression are considered. The College operates a Scorecard system in which at risk learners, vulnerable learners and learners in receipt of High Needs funding can be analysed.

There are policies in place relating to EDI that are embedded into all procedures and practices e.g., Access to Fair Assessment, referenced within the Assessment and Internal Verification Policy.

University Centre Colchester

Quality data, analysis and strategic planning regarding equity, diversity and inclusion can be found in the University Centre Colchester Access and Participation Plan 2020 – 2025.

OUR STAFF

The HR department has created and updated key policies to continue to contribute to and support the College's approach to equity, diversity and inclusion.

Dignity at Work Policy (Bullying & Harassment)

This policy covers bullying and harassment of and by managers, employees, contractors, agency staff and anyone else engaged to work at the College, whether they are in a direct contractual relationship with the College or otherwise.

If the complainant or alleged harasser is not employed by the College, e.g., if the worker's contract is with an agency, this policy will apply with any necessary modifications such as that the College could not dismiss the worker but would instead require the agency to remove the worker, if appropriate, after investigation and disciplinary proceedings. The policy covers bullying and harassment in the workplace and in any work-related setting outside the workplace, e.g., business trips and work-related social events.

Flexible Working Policy

The College supports the adoption of new ways of working and aims to develop and enable a culture where a healthy work-life balance is the norm.

Recruitment and Selection Policy and Procedure

Colchester Institute seeks to attract the best staff to deliver first-class education and professional and technical development. Regular updates ensure the relevancy of the policy key aims which are:

• Recruiting the best candidates across all job roles

• Recruiting for current and future needs

• Embedding safer recruitment into the process so that students and staff are protected

• Ensuring a fair and legal approach so that discrimination or bias do not affect decision making

• Maximising efficiency through simple, effective processes

• All applicants receiving a positive experience to build the reputation of the College.
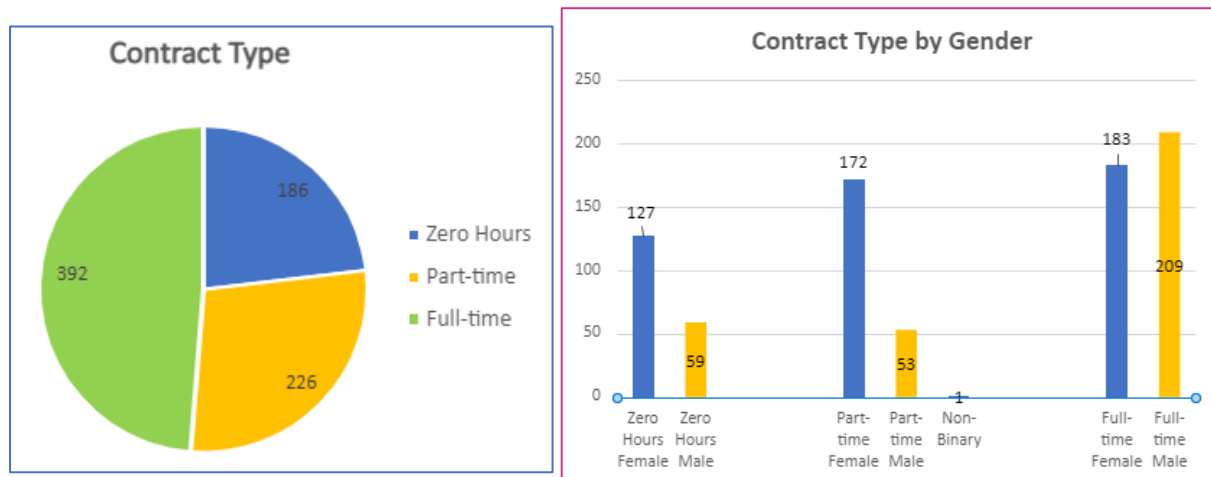
STAFFING PROFILE 2021/2022

## Staff by Contract Type and Contract Type by Gender

77% of staff were on core contracts and of those 49% were full-time and 28% were fractional. 23% of all staff were on hourly paid (zero hours) contracts. Many staff welcome the flexibility of an hourly paid contract as it assists them in balancing work with other commitments. For the college, in many areas, such contracts provide a way of providing services which can have an uneven demand throughout the year, such as exam invigilation with peaks of activity through the year and learning support which is driven by fluctuating student need. Hourly paid contracts for teachers might be used where niche or specialist subjects are taught, which may appear in a single unit or module, and are not delivered all year round.

Contract Type

- Zero Hours: 186
- Part-time: 226
- Full-time: 392

Contract Type by Gender

Category	Value
Zero Hours Female	127
Zero Hours Male	59
Part-time Female	172
Part-time Male	53
Non-Binary	1
Full-time Female	183
Full-time Male	209

The chart on the right shows that hourly paid contracts are more commonly held by females as are part time core contracts. This reflects a considerably higher volume of female applicants for part time (core and hourly paid roles) but there are also a larger number of females who request a contract reduction during their time at the College, often following a period of maternity, adoption or other leave.

Gender Balance and Gender Balance among applicants

The workforce had 482 females, 321 males and 1 non-binary person. **Females therefore make up 60% of the Colchester Institute workforce.** This is slightly below the national average for colleges which in 2020/1 showed that the average college 64% of the workforce were female.
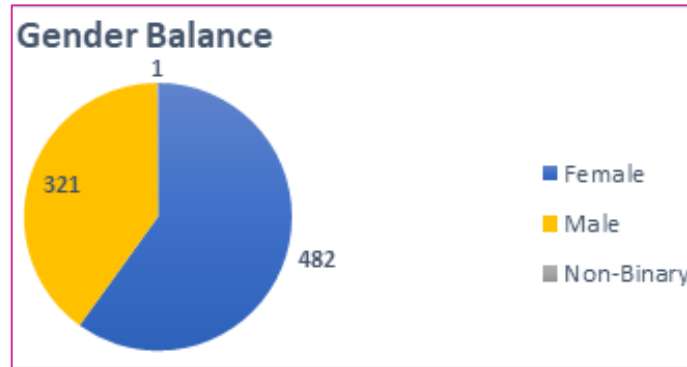
At 60%, the actual percentage of females in the workplace is slightly lower than the percentage of female applicants (at 62%).

This is likely to be as a result of there often being a larger pool of candidates for part time, more flexible roles which attract more female applicants (and therefore result in more unsuccessful female applicants). Conversely many of the more specialised 'hard to fill' roles are found in male-dominated industry areas, resulting in considerably fewer applicants and therefore fewer unsuccessful male applicants.
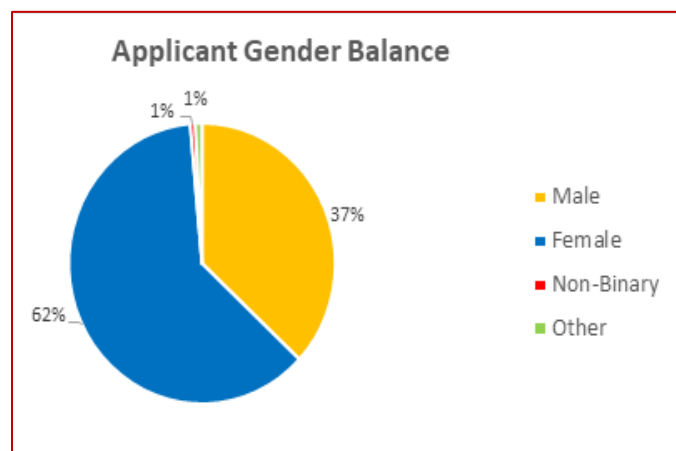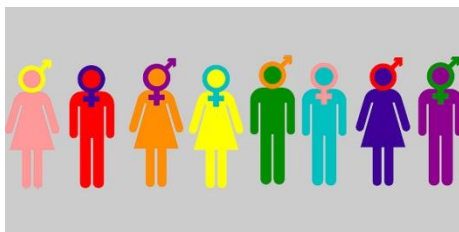
The College is proud to be one of the only Colleges nationally to subscribe to the Women's Engineering Society (WES). Membership of WES is a public statement of our commitment to increasing female participation in Engineering and other STEM courses and apprenticeships, and to recruiting more female staff into these subject sector areas. The College is building a close relationship with the national and Essex Women's Engineering Society groups and is planning a number of events over the next year, to promote Engineering and STEM opportunities to women and girls.

Ethnic Profile of Staff and Ethnic Profile of applicants

Within the College's current Strategic Plan, there is an aim to ensure that the workforce is truly representative of the communities it serves. The chart below shows the ethnic profile of staff. It is unfortunate that data is not available for such a large number of our staff, making it difficult to draw any firm conclusions about the extent to which the College's ethnic profile reflects the local community. The 2021 census shows that 87% of Colchester residents, 96% of Tendring residents and 95% of Braintree residents described their ethnic group within the white category. The chart below shows that as **an absolute minimum 80% of the College's staff identified their ethnic group as White**, but the true figure (taking account of 118 unknowns) will be considerably higher. More work is required to establish a fuller picture of the ethnicity of staff.
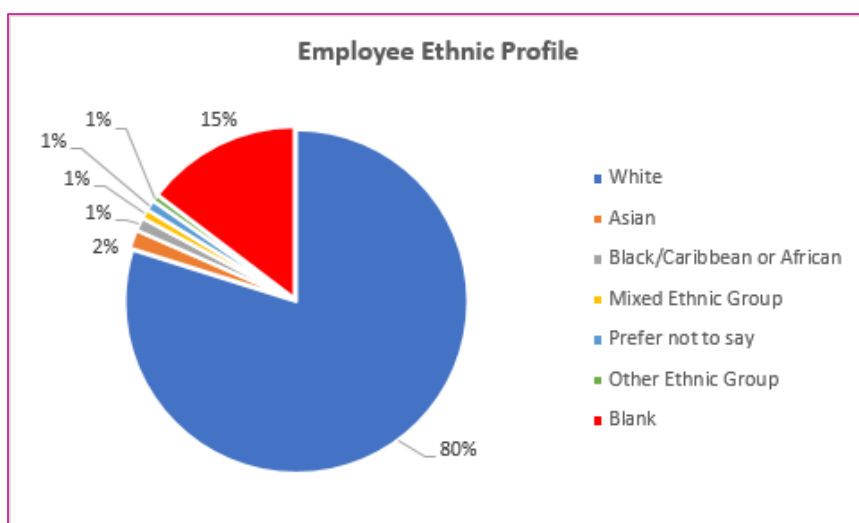
With such incomplete data on current staff, it is difficult to draw much conclusion from a comparison of applicant ethnicity data with staff ethnicity data. However, data shows a far higher percentage of applications from people of non-white backgrounds than is reflected in our current workforce or than is reflective of our local communities. This will be partly due to the impact of the internet on recruitment advertising that now has a worldwide reach.
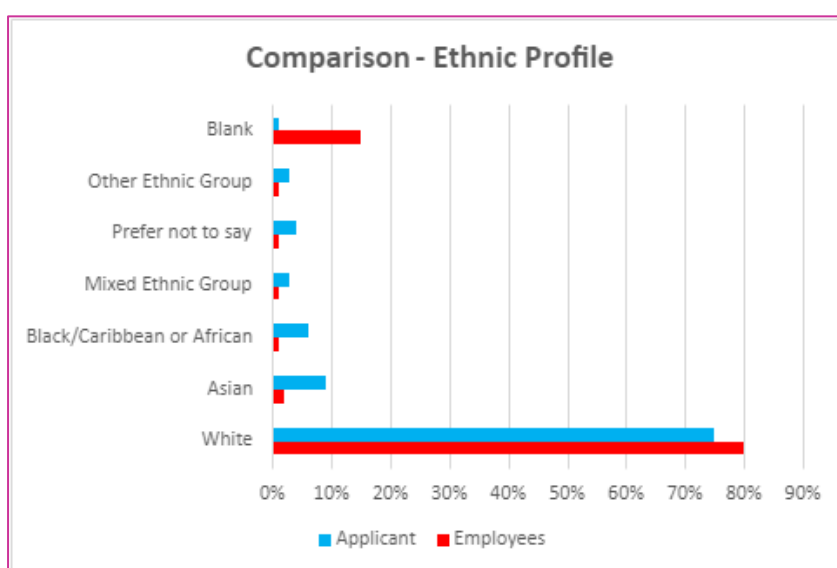
Nationality of Current Employees

Data on Nationality is comprehensive. This shows 94% of employees were British (irrespective of ethnic origin). The remaining 6% included 21 different nationalities, the largest grouping being Irish.
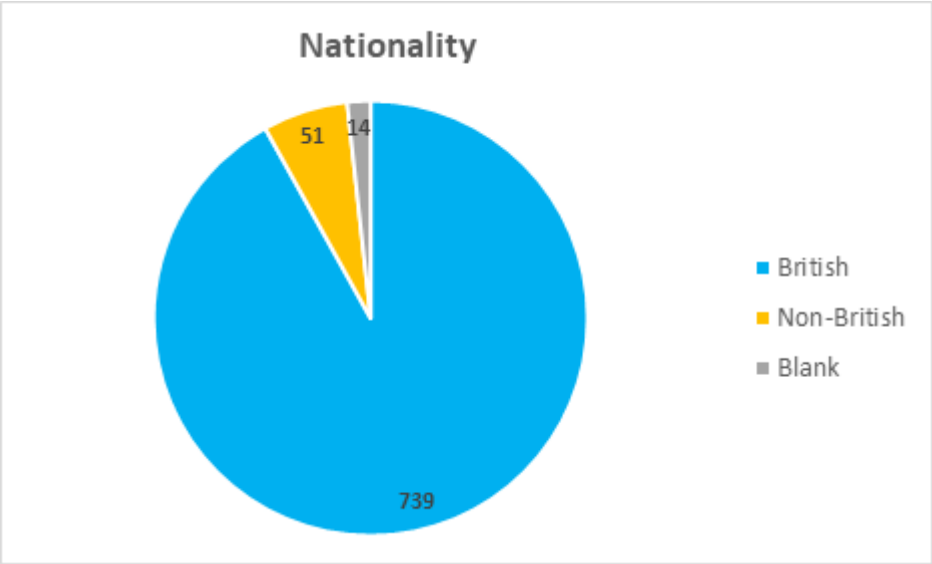
Below is the full list of nationalities represented by the 59 non-British staff members.

American	Brazilian	Australian	British	Canadian
Dutch	Czech	Filipino	French	German
Ghanaian	Greek	Hungarian	Indian	Indonesian
Iranian	Irish	Italian	Japanese	Latvian
Lithuanian	New Zealander	Nigerian	Norwegian	Russian
Saudi Arabian	Slovakian	South African	Spanish	Sri Lankan
Swedish	Turkish	Ukrainian	Zambian	

Disability

The current workforce data on disability is also incomplete with 141 blank fields and a further 12 preferring not to say. Of the 663 staff who have provided a response, **almost 8% reported a disability.**
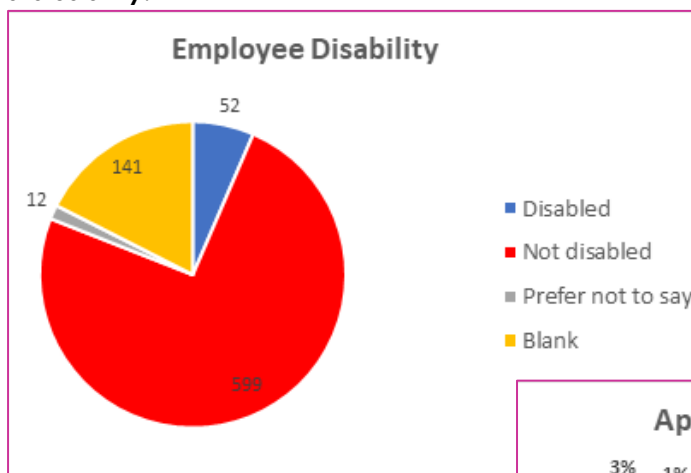
Again, applicant data is more complete. A larger percentage of applicants opted not to say whether they had a disability (3%) but 9% did respond that they had a disability.
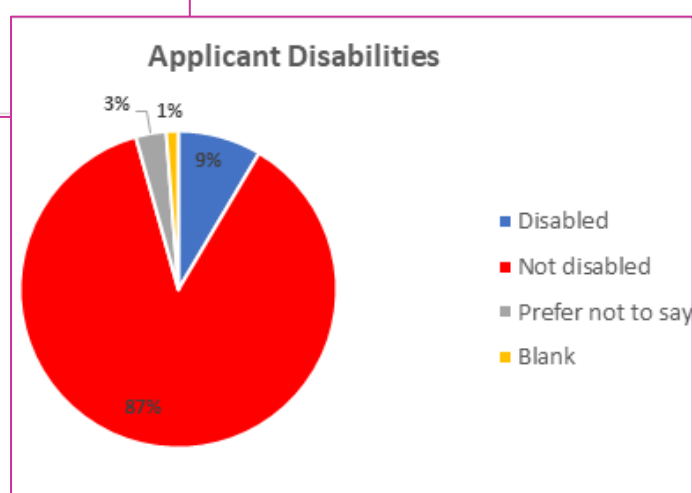
Colchester Institute is proud to be a 'Disability Confident Committed Employer (Level 1). This commits the College to:

- ensuring our recruitment process is inclusive and accessible communicating and promoting vacancies
- offering an interview to disabled people who meet the minimum criteria for the job
- anticipating and providing reasonable adjustments as required
- supporting any existing employee who acquires a disability or long term health condition,
- enabling them to stay in work at least
- carrying out at least one activity that will make a difference for disabled people

Additionally, the College signed the Dying to Work Charter in 2019, and continues to commit to fully supporting staff who are given a diagnosis of a terminal illness. The image below is found on the Dying to Work website.

Dying to Work Charter

Colchester Institute

Thank you to Colchester Institute who signed the charter on **21st June 2019** providing protection for their **967** employees. Principal and Chief Executive, Alison Andreas, said:

"Of course, our hope for all of our staff is that they will remain fit and well during their working life and enjoy long and rewarding retirements, but we recognise that if a terminal illness is diagnosed, this requires support and understanding, and not additional stress and worry.

"By signing the Dying to Work Charter, we commit to providing Colchester Institute staff with peace of mind around job security, and the right to choose the best course of action for themselves, and their families, to help them through difficult times, with dignity and without undue financial loss."

Age Profile

The workforce spans the age range of 18 to 82. The chart below shows the spread of ages. The mean age is 48.

The most populous group is 50 – 59, making up 28% of the workforce. 12 employees are aged over 70 and just 4 are under 20. 215 staff (26%) are under 40.

This higher percentage of older workers than would be seen in, for example, schools, reflects a particular characteristic of the teaching staff in General Further Education. In almost all cases, those teaching and assessing in vocational areas have previously worked in the industry they are training students to join, so are effectively in a second (or subsequent) career. This industrial experience and expertise is an important aspect of teaching and assessing on professional and technical programmes.
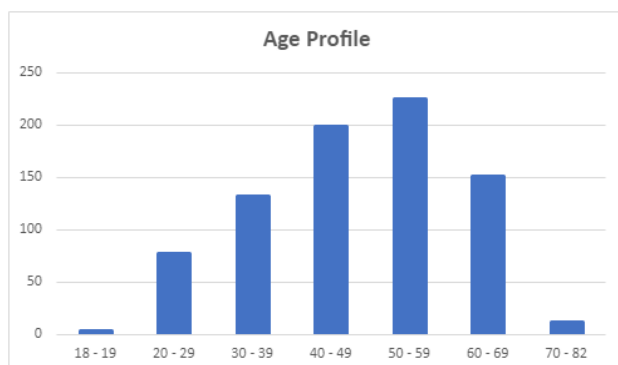
Whilst experience and expertise developed in a particular sector is of great value, for many vocational teaching staff, a workforce with a more even representation of age groups can also have advantages, in particular in an environment where young people are a key stakeholder.

Pay Profile

Pay Profile

618 records reported a salary as all Hourly Paid contracts are set at zero. The data is reporting salary levels rather than actual pay with all staff being measured as though they were Full-time.

Of these the mean average salary is £29,878. When correlated with gender the peak for women's salary comes in the band of £20,000- £30,000 and the peak for men's salary lies with £30,000 - £40,000. This reflects the mean gender pay gap which for the year ending April 2021 was 3.84%. The spread of salaries shows that women are concentrated in the two lower quartiles and men in the two upper quartiles. A similar picture emerges from the AoC survey where women comprise the majority in all sections, yet their greatest representation is in the lower-paid support roles where the split is 69% female and 31% male.

Pay Profile by Gender
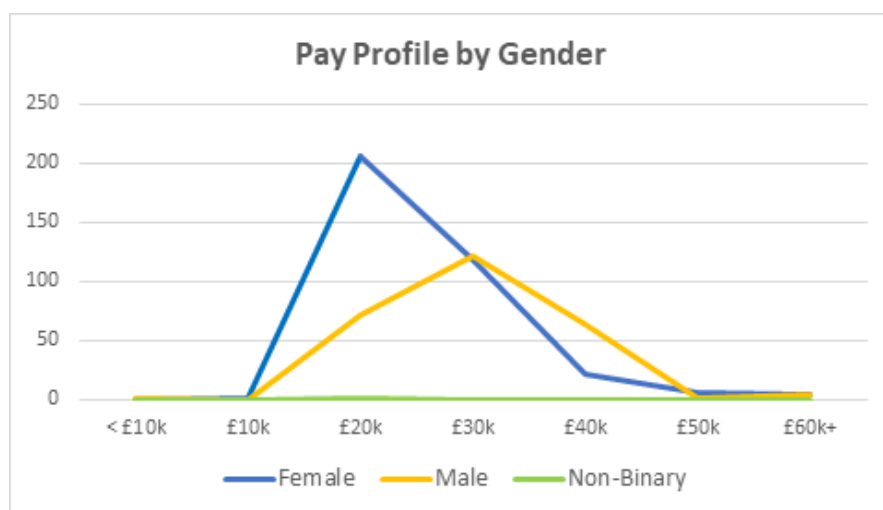
A gender pay gap report has been produced for the 2021/22 period and is published on the College's website, providing further detail and an action plan which will be implemented alongside the EDI Action Plan found at the end of this report, and monitored by the Staff

THE STUDENT EXPERIENCE 2021-2022

Throughout the Academic Year, students are involved in activities which promote and celebrate diversity, achievement or opportunity which are organised through the Student Engagement Coordinator and / or curriculum areas including a special event in Spring 2022 to receive donations and gather hopes and wishes for Ukraine which took place at both the Colchester and Braintree campuses.

Thursday 10th May 2022 was our International students' day with our international students celebrating their national costumes and customs and providing displays, food stalls and playing music.

Throughout the year, there is a schedule of events to promote festivals and key dates which will have relevance to students, in 2021/22 these included displays, workshops and events to mark:

Diwali,

Ramadan,

Chinese New Year,

Holocaust Memorial Week,

Pride

Black History Month.

We have an active LGBTQ+ society, called the Rainbow Pirates, named by its founder members and run and organised by students. This provides opportunity for students to meet socially and discuss topics of common interest. The group worked with staff to produce the display below to support and celebrate Pride.
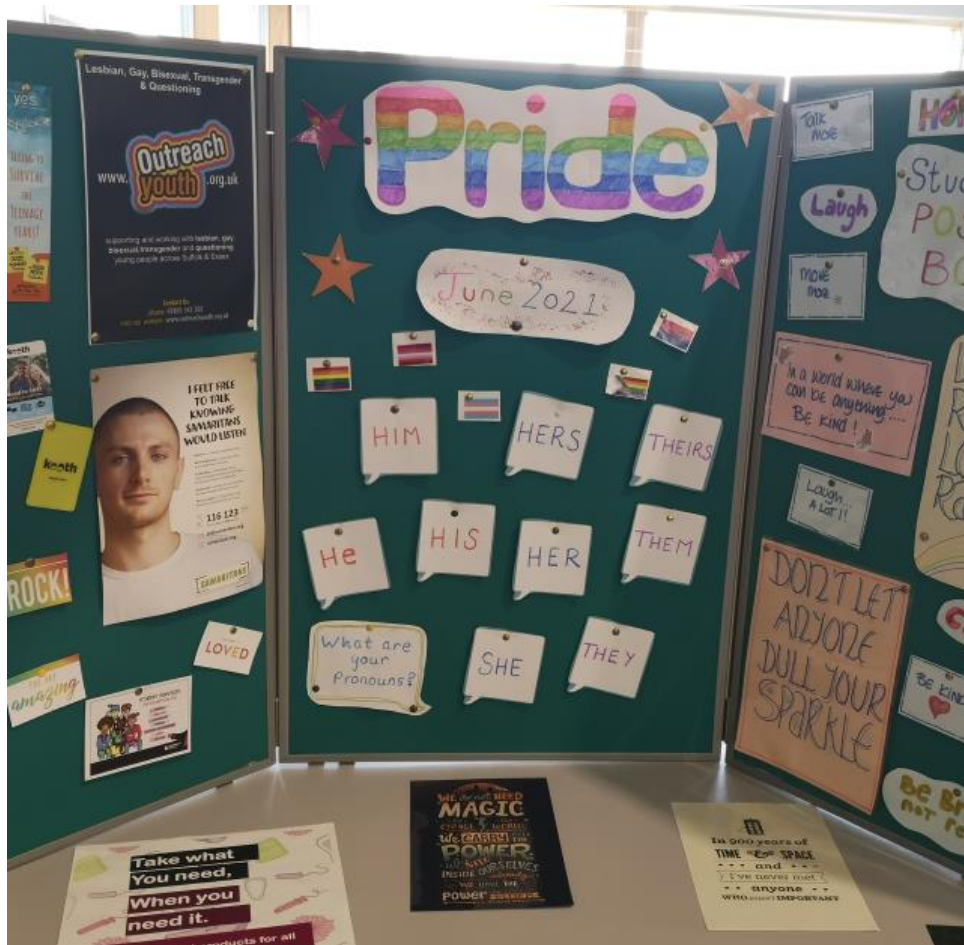
To support good sexual health for all we engage with local community groups including the Outhouse, Terrance Higgins Trust and the Robin Cancer Trust to provide opportunities for students to learn keeping themselves safe.

As part of our commitment to respecting difference and fostering good relations we have also hosted events for Anti-Bullying week and ran a series of "Unacceptable" Workshops – a play about sexism and misogyny and what this means, with a Q&A at the end put on by AlterEgo Creative Solutions Ltd supplied by the Essex Youth Service.

Supporting Learners with Special Education Needs and Disabilities

Colchester Institute is committed to providing the highest standard of support for its students with special educational needs and disabilities (SEND) ensuring that every student has the support to achieve and excel. We recognise and embrace that the needs of students with SEND is the responsibility of the whole college; all teachers are teachers of students with SEND. Support is firstly provided through excellent teaching including making reasonable adjustments with differentiated teaching, strategies based on individual needs and a general, supportive person-centred approach. Teaching staff and the Additional Learning Support teamwork in collaboration along with other key teams including exams and the safeguarding and welfare team to provide wrap around support for students who have SEND needs.

Colchester Institute structures support for students into the following steps:

Step 1: Excellent Teaching should be in place for all students who require it and can include

- Reasonable adjustments tailored to individual need – differentiated learning, adaptation of materials, breaking work into smaller tasks, visual handouts
- Medical and access arrangements
- Risk Assessments
- Access to IT resources
- One to one tutorial with Course Leader/Course Tutor
- One to one tutorial with Progress and Destination Tutor

Step 2: Focussed SEN Support, can include
- Access to focussed in-class shared learning support practitioners
- Support sessions with specialist teachers (one to one or group)
- Exam Access Arrangements
- Read, write software
- Assistive technologies
- Consultation support from local authority inclusion partner and educational Psychologist
- Transition support for students from school to college and within levels

Step 3 – High Needs Support, can include
- In/out of class support at ratio required
- Specialist assistive technology
- Transition support from students from school to college
- Lunchtime supervision
- Personal care
- Hoist
- Changing table
- Mobility support
- Personalised medical interventions
- Quiet room

Further information can be found in our Special Educational Needs and Disabilities (SEND) Policy Further Education Students

Colchester Institute SEND Policy for FE Students

FE STUDENT ACHIEVEMENT 2021/2022

The data below represents young and adult students on FE Programmes. Data are currently analysed by age, gender, disability and ethnicity. College managers can obtain this information from whole college level down to individual student level. This enables potential and actual achievement gaps to be analysed periodically in management meetings and summarily through the annual self-assessment report.

At overall College level, results for 2021/22 indicated a slight gap opening between male and female learners (all ages) largely because of lower achievement rates in the Early Years and Salon Studies areas, both female-dominant in terms of enrolments.

Differences in achievement between learners who declared a disability and those who did not, remained in line with previous years (the former category at 2% lower than their counterparts) although this is a smaller gap than is seen nationally (data below).

In terms of ethnicity, the gap for younger learners widened to 4% lower for non-White students. Whilst the numbers of non-White students in individual areas were still relatively low, in academic Year 2021/22, where numbers grew, (in Construction for example) a gap in achievement is appearing. This will be monitored closely during 2022/23.

Since the completion of the self-assessment report, data has also become available through the national comparison tables known as the 'National Achievement Rate Tables' shown below. These tables confirm the impact across all categories of the lower adult learner achievement in 2021/22.

As already noted, data also indicates for learners with or without a declared disability that the achievement gap is smaller at Colchester Institute than nationally, however in terms of White/non-White learners this gap as outlined above is wider than the national average as well as increasing on the previous year.

2021/22 Classroom Achievement and Retention by Gender and age, Colchester Institute Comparison against National Rates

APTNA - All Provider Type National Average

All Ages	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Male	5049	1251920	83.1	83.2	-0.1	92.2	90.6	1.6
Female	3701	1475770	80.4	83.9	-3.5	88.9	90.3	-1.4
Total	8750	2727690	**82.0**	**83.6**	**-1.6**	**90.8**	**90.4**	**0.4**
16-19 Study Programmes	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Male	3973	687710	84.1	80.2	3.9	92.5	89	3.5
Female	2249	613460	80.0	81.3	-1.3	89.2	88.5	0.7
Total	6222	1301180	**82.6**	**80.7**	**1.9**	**91.3**	**88.7**	**2.6**
19+ Classroom	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Male	1076	522430	79.2	86.9	-7.7	90.9	92.6	-1.7
Female	1452	862310	81.1	85.7	-4.6	88.5	91.5	-3
Total	2528	1426520	**80.3**	**86.2**	**-5.9**	**89.5**	**91.9**	**-2.4**

2021/22 Classroom Achievement and Retention by Learning Difficulty/Disability and age, Colchester Institute Comparison against National Rates

APTNA - All Provider Type National Average

All Ages	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Declared Learning Difficulty/Disability	2458	701630	80.2	80.8	-0.6	90.5	89.2	1.3
No Learning Difficulty/Disability	5620	1955780	82.7	84.6	-1.9	91	90.9	0.1
Not Provided	672	70280	82.6	82.4	0.2	90	89.4	0.6
Total	8750	2727690	**82.0**	**83.6**	**-1.6**	**90.8**	**90.4**	**0.4**

16-19 Study Programmes	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Declared Learning Difficulty/Disability	1741	398050	81.0	78.2	2.8	91.6	87.7	3.9
No Learning Difficulty/Disability	3851	867660	83.5	81.9	1.6	91.4	89.3	2.1
Not Provided	630	35470	82.2	78.8	3.4	89.8	87	2.8
Total	6222	1301180	**82.6**	**80.7**	**1.9**	**91.3**	**88.7**	**2.6**

19+ Classroom	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Declared Learning Difficulty/Disability	717	303590	78.2	84.3	-6.1	88	91.2	-3.2
No Learning Difficulty/Disability	1769	1088120	80.9	86.7	-5.8	90.1	92.2	-2.1
Not Provided	42	34810	88.1	86	2.1	92.9	91.8	1.1
Total	2528	1426520	**80.3**	**86.2**	**-5.9**	**89.5**	**91.9**	**-2.4**

2021/22 Classroom Achievement and Retention by Ethnicity and age, Colchester Institute Comparison against National Rates

All Ages	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
White	7566	1745350	82.3	83.3	-1.0	90.9	89.6	1.3
Non-white	1184	931340	79.6	84.3	-4.7	90.1	92	-1.9
Total	8750	272690	**82.0**	**83.6**	**-1.6**	**90.8**	**90.4**	**0.4**

16-19 Study Programmes	Student Numbers		Achievement %			Retention %		
	CI	ATPNA	CI	ATPNA	Difference	CI	ATPNA	Difference
White	5673	938680	83.0	80.6	2.4	91.5	88.2	3.3
Non-white	549	344320	78.9	81.4	-2.5	88.9	90.4	-1.5
Total	6222	1301180	**82.6**	**80.7**	**1.9**	**91.3**	**88.7**	**2.6**

19+ Classroom	Student Numbers		Achievement %			Retention %		
	CI	ATPNA	CI	ATPNA	Difference	CI	ATPNA	Difference
White	1893	806670	80.3	86.5	-6.2	89	91.3	-2.3
Non-white	635	587020	80.2	85.9	-5.7	91.2	93	-1.8
Total	2528	1426520	**80.3**	**86.2**	**-5.9**	**89.5**	**91.9**	**-2.4**

Apprenticeship achievement 2021/22

Work over the past year has focused on narrowing the gap between apprentices who do, and who do not, declare a learning difficulty. This gap is still evident in some areas and work on equipping delivery staff with more knowledge and skills to support those with specific learner barriers will be a further focus of teaching and learning development.

Gaps between age groups are in line with the most recent averages, but it was noticeable in 2021/22 that apprentices aged 24+ in the Professional Areas, including Procurement, HR, and Management, did less well in terms of completion. In these programmes a significant number of apprentices achieved their professional qualifications (their primary purpose in embarking on the Apprenticeship) and entered gateway but chose not to complete the End Point Assessment. This issue has been widely reported across the country, where professional qualifications are achieved as part of an Apprenticeship Standard prior to entering gateway.

An achievement gap between males and females aged 16-18 was also noticeable, however this is due to a disproportionate number of males on programmes where the overall achievement was much lower.

Achievement rates for apprentices as analysed by ethnic group would indicate a 9% point gap between White and non-White leavers, however non-White apprentices make up no more than 4% of the overall apprenticeship number. In some cases, where this percentage is higher – 17% in UCC Applied technologies, for example – the numbers of actual leavers is only 6, with 100% achievement for the only non-White apprentice. More meaningful perhaps is the data in Health and Social Care where 12 non-White apprentices make up 15% of the overall cohort. In this area achievement rates are 58% for these 12, whereas for White learners they are 66%.

Comparisons with national data can be seen in the NARTS tables below.

2021/22 Apprenticeship Achievement by level and age, Colchester Institute Comparison against All Provider Type National Rates

Standards and Frameworks Combined

APTNA= All Provider Type National Average

All Ages	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Level 2	189	74210	57.7	51.4	6.3	59.3	52.7	6.6
Level 3	291	121100	64.3	55.1	9.2	64.3	56.5	7.8
level 4 and above	108	68240	43.5	52.6	-9.1	43.5	53.9	-10.4
All Levels	588	263550	**58.3**	**53.4**	**4.9**	**58.8**	**54.8**	**4.0**

16-18	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Level 2	121	29030	56.2	51.1	5.1	58.7	52.7	6.0
Level 3	116	27030	59.5	58.4	1.1	59.5	60.1	-0.6
level 4 and above	4	2500	75.0	67.0	8.0	N/A	68.6	N/A
All Levels	241	58560	**58.1**	**55.2**	**2.9**	**59.3**	**56.8**	**2.5**

19+	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Level 2	68	45190	60.3	51.6	8.7	60.3	52.7	7.6
Level 3	175	94070	67.4	54.2	13.2	67.4	55.5	11.9
level 4 and above	104	65740	42.3	52.0	-9.7	42.3	53.4	-11.1
All Levels	347	20500	**58.5**	**52.9**	**5.6**	**58.5**	**54.2**	**4.3**

2021/22 Apprenticeship Achievement by LLDD and Age, Colchester Institute Comparison against All Provider Type National Rates

All Ages	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Doesn't have LLDD/Health Problem	497	231600	59.8	53.8	6.0	60.4	55.1	5.3
Has LLDD/Health Problem	91	31950	50.5	50.6	-0.1	50.5	52.2	-1.7
All Levels	588	263550	**58.3**	**53.4**	**4.9**	**58.8**	**54.8**	**4.0**

16-18	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Doesn't have LLDD/Health Problem	208	49600	58.7	55.9	2.8	60.1	57.5	2.6
Has LLDD/Health Problem	33	8960	54.5	51.1	3.4	54.5	52.8	1.7
All Levels	241	58560	**58.1**	**55.2**	**2.9**	**59.3**	**56.8**	**2.5**

19+	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Doesn't have LLDD/Health Problem	289	182010	60.6	53.2	7.4	61.0	54.5	6.5
Has LLDD/Health Problem	58	22990	48.3	50.5	-2.2	48.3	51.9	-3.6
All Levels	347	205000	**58.5**	**52.9**	**5.6**	**58.5**	**54.2**	**4.3**

2021/22 Apprenticeship Achievement by Gender and Age, Colchester Institute Comparison against All Provider Type National Rates

All Ages	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Male	360	129910	57.8	54.0	3.8	58.6	55.4	3.2
Female	228	133650	59.2	52.8	6.4	59.2	54.1	5.1
All Levels	588	263550	**58.3**	**53.4**	**4.9**	**58.8**	**54.8**	**4.0**

16-18	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Male	171	35050	53.8	54.8	-1.0	55.6	56.6	-1.0
Female	70	23510	68.6	55.7	12.9	68.6	57.1	11.5
All Levels	241	58560	**58.1**	**55.2**	**2.9**	**59.3**	**56.8**	**2.5**

19+	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
Male	189	94860	61.4	53.7	7.7	61.4	55.0	6.4
Female	158	110140	55.1	52.2	2.9	55.1	53.5	1.6
All Levels	347	205000	**58.5**	**52.9**	**5.6**	**58.5**	**54.2**	**4.3**

2021/22 Apprenticeship Achievement by Ethnicity and Age, Colchester Institute Comparison against All Provider Type National Rates

All Ages	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
White	565	229710	58.8	54.2	4.6	59.3	55.5	3.8
Non-white	23	33840	47.8	48.3	-0.5	47.8	50.0	-2.2
All Levels	588	263550	**58.3**	**53.4**	**4.9**	**58.8**	**54.8**	**4.0**

16-18	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
White	235	54150	57.9	55.6	2.3	59.1	57.1	2.0
Non-white	6	4410	66.7	50.5	16.2	66.7	52.4	14.3
All Levels	241	58560	**58.1**	**55.2**	**2.9**	**59.3**	**56.8**	**2.5**

19+	Student Numbers		Achievement %			Retention %		
	CI	APTNA	CI	APTNA	Difference	CI	APTNA	Difference
White	330	175570	59.4	53.8	5.6	59.4	54.9	4.5
Non-white	17	29430	41.2	47.9	-6.7	41.2	49.6	-8.4
All Levels	347	205000	**58.5**	**52.9**	**5.6**	**58.5**	**54.2**	**4.3**

COMMITMENT TO IMPROVEMENT AND ACTION PLANNING

Colchester Institute strives to be an outstanding inclusive college where all staff and learners feel valued and respected, having a fair and equal chance to reach their potential. We aim to respond to the diverse profile of needs expressed by our learners, staff and stakeholders and celebrate the diversity of the college community. We aim to go beyond statutory requirements to ensure our learners, staff and partners have the best experience possible. Through our Equality Action Plan, we will work with the college community and beyond to make the college a truly inclusive organisation. Delivering on the actions outlined in our plan will require the College and all its stakeholder representatives to be[1]:

Brave: Standing up for what we believe in – and calling out behaviour which is non-inclusive or discriminatory

Reflective: Understanding that we may not know the answers and need to learn from others

Willing: To do the work and take action one step at a time

Positive: That we can work together to make change happen

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[1] Adapted from Deeper Thinking and Stronger Action 20/05/22 Education and Training Foundation

EDI ACTION PLAN - KEY ACTIONS
LEADERSHIP AND MANAGEMENT

Actions	Achieved by	Responsible department
The establishment of an EDI (Equity, Diversity and Inclusion) Steering Group to provide a structured strategic and operational forum to advance the EDI Agenda across all aspects of college life	July 2023	College Executive
Seek the involvement of the various communities of interest - so that their priorities and concerns can be identified and inform college practice and policy	September 2023	College Executive
Use Deeper Thinking and Stronger Action Toolkit[i] to review the College's current position and implement actions. Refer also to 'Diverse by Design' in developing wider College's actions.	July-September 2023	EDI Group
Extending our current data gathering for analysis and monitoring - to establish what different groups experience in terms of recruitment, retention and success as a student or as a member of staff.	July 2023	Executive and Management Information Systems
Implement a training programme (Train the Trainer) for members of the EDI (Equity, Diversity and Inclusion) Group and key staff, to facilitate whole College roll-out	October 2023	Human Resources
Publicise our scheme - to ensure transparency in our approach and practice regarding EDI. This will enable learners, staff and the College's community to be informed of progress and give stakeholders the opportunity to respond	September 2023	Executive and Marketing
Assess our current and incoming policies through Equality Impact Assessments using an agreed and standard format and process.	From May 2023	Executive and Quality
Strategic monitoring - The College will set equality objectives at least every 4 years to be translated into an Equality Action Plan which will be agreed every year and monitored on a regular basis	Ongoing	College Executive
Develop role of the EDI Governor to work with PCE (Principal and Chief Executive) and EDI Group	Ongoing	Governors
Through the Self-Assessment process 2022/3, carry out more detailed analysis of student achievement gaps and identify the actions needed to close those gaps. Reflect in 22/23 Equality Report	Autumn 2023	College Executive
Establish five special interest groups, with these working titles: 1. Recruitment and Workforce Diversity 2. Asylum Seekers and Refugees 3. LGBTQ+ 4. Anti-Racism 5. Capability Not Disability	July 2023	EDI Group

[1] https://www.et-foundation.co.uk/wp-content/uploads/2022/09/Deeper-Thinking-and-Stronger-Action_Sept-2022-FINAL.pdf

https://www.local.gov.uk/diverse-design-15-key-elements