

EQUALITY, DIVERSITY, AND INCLUSION



ANNUAL STUDENT REPORT

SOUTH ESSEX COLLEGE

SEP 20 – JUN 21

FOREWORD



Foreword by Angela O'Donoghue CBE,
Principal and Chief Executive.

I AM PLEASED TO INTRODUCE SOUTH
ESSEX COLLEGE'S ANNUAL EQUALITY,
DIVERSITY, AND INCLUSION REPORT.

Whilst the College has duties under the Equality Act 2010, we know that to enable our students to reach their full potential and to get the most from our staff we must strive to create a culture and environment where discrimination is challenged and inequality is addressed.

In an increasingly diverse world, we recognise that we have the responsibility of ensuring that our students can effectively contribute as part of a multicultural society.

To enable this, we want our students and staff to understand and celebrate diversity and equality; and to be partners in developing an organisation they are proud of and where students and staff achieve.

The College's aim is for students to understand diversity and why equality is essential, to foster self-respect and respect for others.

We will help students develop inclusive and positive values so they gain the knowledge and skills to effectively live and work in society.

This report outlines what our duties and our objectives are and how we have worked to meet them. This past year has been incredibly difficult particularly for our students due to the pandemic.

They experienced 2 extended lockdowns when all teaching had to be carried out remotely and while in college their interaction with each other and with staff was restricted.

Despite this the college did engage students in a range of activities relating to Equality and Diversity and provided extensive support to students throughout the year, which is demonstrated in this report.

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Equality and Diversity continues to develop throughout the UK, through both political and social cohesion agendas and the Equality Bill implemented in April 2010 and Equality Act Legislation, including the 0-25 SEN Code of Practice 2014.

South Essex College fully embraces the equality legislation and our commitment is clearly articulated in our Strategic Plan, our Policies and Procedures and throughout College life and the work carried out to promote and challenge diversity and encourage an inclusive environment.

The College's mission is:

The first choice for achieving success through quality learning

We have 7 key strategic aims and one of these clearly identifies our commitment to Equality and Diversity.

Strategic Aim 4: Respect, Promote and Celebrate Diversity

Strategic Objectives:

We will:

- 4.1 Actively challenge discrimination to foster a culture of social cohesion.
- 4.2 Foster relationships between individuals who share protected characteristics and those who do not.
- 4.3 Embed Diversity and British Values in our teaching, learning and training and foster tolerance and understanding.

This report provides an insight into the action the College has taken in 2020/21. The College continues to foster a culture of social cohesion and harmony through a culture, which challenges stereotypes, eradicates discrimination and bullying and respects difference and a range of cultures.

EQUALITY LEGISLATION

South Essex College fully embraces the equality legislation and our commitment is clearly articulated in our Strategic Plan, our Policies and Procedures and throughout College life.

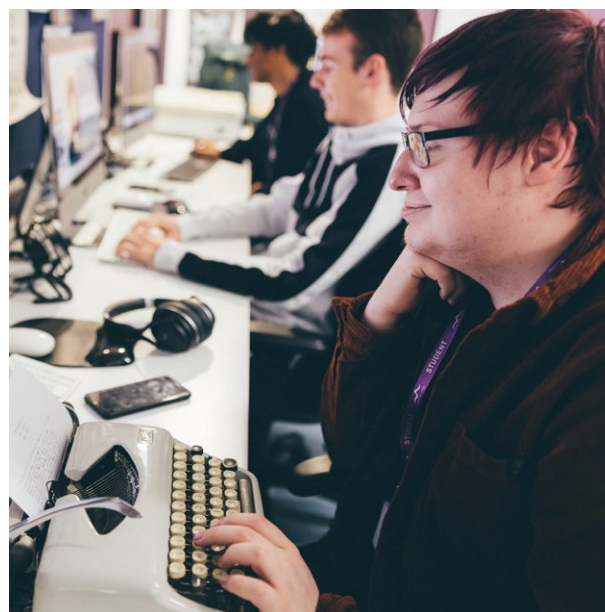
The College conducts its Corporate and Social Responsibility through behaving ethically, contributing positively to economic development and working to improve the quality of life of our local communities and society generally. We have worked with staff and students to develop a culture where diversity is celebrated and open discussion and reflection can take place.

Through the Student Union working collaboratively with the Student Services Department and other College Staff, a calendar of activities and events is planned throughout the year. These provide opportunities either as part of the programme of study or separately which encourage education and active participation which contributes to individuals developing knowledge of Equality and Diversity.

Unfortunately, many of the activities carried out in the college to celebrate diversity had to be cancelled due to the restrictions placed on the college due to the pandemic e.g. student bubbles and several lockdowns. We did continue with some activities online and in tutorials.

ACTIVITIES AND EVENTS

Through the Student Union working collaboratively with the Student Services Department and other College Staff, a calendar of activities and events is planned throughout the year.



The College continues to foster a culture of social cohesion and harmony through a culture, which challenges stereotypes, eradicates discrimination and bullying and respects difference and a range of cultures.

EXECUTIVE SUMMARY



Our Students - Teaching and Learning

Within the curriculum equality and diversity are promoted in the broadest sense, by respecting culture and community and in helping all to embed equality and diversity. Lecturers work proactively to ensure their practice is free from prejudice, bias and discrimination and celebrate differences through open conversation and debate.

During the latest monitoring visit from Ofsted the College identified challenges in remote working for learners with special educational needs and/or disabilities; to support these students the College invested in laptops to loan out to these students and also increased the number of learning support staff. During remote learning support staff joined lessons to work with those learners to continue to support them.

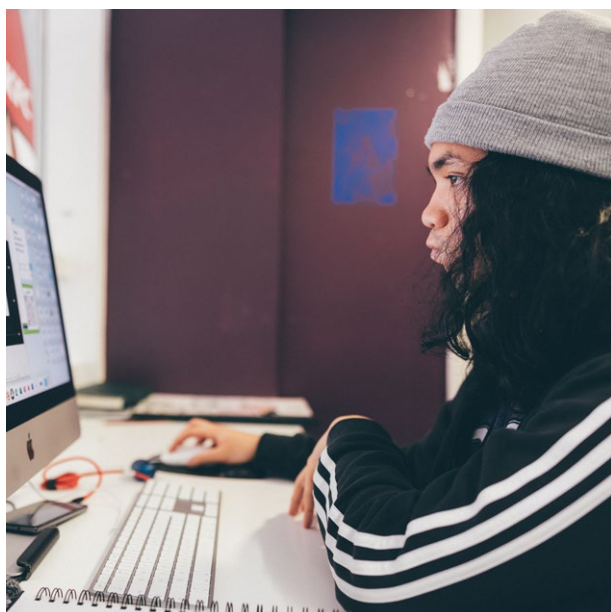
During the recent pandemic managers continued to work closely with local authorities and multi-agency teams to review plans for the most vulnerable including looked after children.

Ofsted in May 2017 identified that “managers use the funding for learners with high needs very effectively to help these learners gain skills, knowledge and qualifications. Teachers have high expectations of their learners and support them successfully to achieve their personal outcomes.

They further identified that “Managers promote the understanding of democracy, tolerance, respect and the law well among learners, they organise many valuable events which raise learner’s awareness of the importance of diversity in modern Britain.”

The following is a summary of the key student headline data:

- The College has 10,628 students enrolled across our College Campuses. Data relates to all students regardless of type of course and funding stream.
- 14% of the student population are from an ethnic minority background with 86% classed as White English/Welsh/Scottish/Northern Irish/ British.
- 51% of the student population are female compared to 49% male.
- 26% of students have declared a learning need or disability.
- 6% of students are looked after.



- 39% are students from a high deprivation area with 24% from a medium deprivation area.
- BAME students overall performed slightly less well than white British students.
- Overall achievement rate for BAME students is 80.3% which is 1.3pp less than the College overall achievement rate.
- Adult BAME students had a larger attainment gap with achievement at 83.8% which is 3.8pp less than the College 19+ overall figure.
- 16-18 BAME students' achievement was 75.3% which is 1.8pp below the College overall 16-18 figure.
- Overall Female students' achievement rate is 83% compared to Males at 79%.
- Adult Males achieved at 87.3% compared to female at 85.2%.

- 16-18 males achieved at 74.3% compared to 81% for females, this has been impacted by male students' numbers on qualifications that were delayed due to the pandemic.
- Students with a learning difficulty/disability have been impacted the most by the pandemic as can be seen in the achievement rates. Those with no difficulty achieved at the rate of 88.7% while those with a learning difficulty/disability achieved at the rate of 76.4%, most of these are within one department where the students had the most impact in relation to COVID due to their long-term health needs and their difficulty engaging in online learning.

Throughout the year our Student Services Department and Additional Learning Support Department have worked proactively with staff to promote equality and diversity and safeguarding. They support students throughout their learning experience and college life.

COVID 19 affected the ability to offer many of the activities that would have usually been offered to enrich the students' lives. This meant that trips could not take place and all enrichment had to be offered online rather than face to face, despite this engagement in enrichment activities was high and the students were able to be supported by staff and each other during this period. Sport was most affected and not able to be offered in the same way as in previous years due to restrictions in place for most of the year.

Further work has been carried out to improve the planning and embedding of Equality and Diversity in classroom delivery. The evidence can be seen through the professional practice learning observations and learning talks.

COLLEGE CORE VALUES

The College has 6 core values which underpin everything we do. Respect is one of our key values but is also embedded within all the other 5 values as shown below:



Equality and diversity principles are now an integral part of everything the College does. We ensure that College decisions are made in consultation and consider any negative impact on any of the diverse range of students and staff we attract. This report will outline the measures being taken to assess the impact of actions taken by the College in the last twelve months.

South Essex College is committed to the advancement and promotion of equality and diversity for all students, staff, and all other users of the College.

Our ethos is to create and maintain conditions whereby students and staff are treated solely on their own merits, abilities and potential, regardless of age, disability, race, gender, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, marriage or civil partnership.

We strive to provide a safe and inclusive environment where everyone is strongly encouraged to achieve their full potential through having access coaching, mentoring, training and development, advice and guidance and support. We aim to eliminate unfair discrimination through a zero-tolerance approach, regular target setting and monitoring and the development of proactive and positive action programmes.

The College actively promotes a culture of celebrating diversity and will take all reasonable steps to prevent discrimination occurring. This includes promoting the significance of the Equality and Diversity Policy and what is expected of students, employees and all other users of the College whilst they study or work at the College.

The College is mindful of the need to have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.

- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- To use its endeavours to secure special education provision and to work in partnership with Local Authorities to identify and meet the needs of young people with SEN as required by the 0-25 SEN Code of Practice.
- Foster inclusive relations between people who share a protected characteristic and those who do not.

As part of its commitment to advancing equality, the College will endeavour to:

- Remove or minimise disadvantage experienced by people due to their protected characteristics.
- Take measures to fulfil the needs of individuals from protected groups where these are different from the needs of other persons.
- Support and encourage individuals with protected characteristics to participate in the public life of the organisation, especially where participation is disproportionately lower.
- Ensure teaching staff and assessors plan for and embed equality and diversity within their lessons to develop students understanding of equality and the needs of diverse groups in modern Britain.
- Promote equality and diversity and ensure fairness and equity in everything we do.



The standards and expectations of staff and students are communicated through the College policies and procedures.

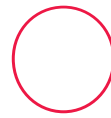
These are regularly reviewed to ensure they are fully compliant with legislation and statutory regulations along with incorporating best practice.

Procedures are available for when individuals have concerns about how they may feel they have been treated, to ensure matters are dealt with fairly and equitably to eradicate or minimise any perceived transgression or unfairness.

The key policies and procedures relating to equality and diversity are below:

Area	Relevant Legislation	College Policies and Practices
<p>Equality – protected characteristics</p> <ul style="list-style-type: none">▪ Age▪ Disability▪ Race▪ Religion and Belief▪ Sex▪ Sexual Orientation▪ Gender Re-Assignment▪ Marital Status and Civil Partnerships▪ Pregnant or on Maternity Leave	<p>Equality Act 2010</p>	<ul style="list-style-type: none">▪ Equality and Diversity Policy▪ Equality and Diversity Group▪ Training has been revised so all staff are provided with online E&D training▪ Shared knowledge and peer support on engaging students within the classroom▪ Equality embedded within the curriculum and through everything we do▪ Staff Code of Professional Conduct▪ Annual Equality Report▪ Reviews of equality and impact on students throughout the year▪ Training on planning for E&D in lessons

Area	Relevant Legislation	College Policies and Practices
Age	Age Regulations October 2006	<ul style="list-style-type: none"> ▪ Default retirement age removed ▪ Equality, Diversity and Inclusion Policy (December 2021)
Disability	<ul style="list-style-type: none"> ▪ Disability DDA 1995 ▪ SENDA 2001 ▪ DDA Amended 2005 ▪ Children and Families Act 2014, Part 3: 0-25 SEN Code of Practice 	<ul style="list-style-type: none"> ▪ Job Centre Plus: Disability Two Tick Symbol Employer, retained ▪ Disability Guide for Students and Staff ▪ Disability Group – Student Union ▪ Reasonable adjustments implemented to retain Staff in Work and facilitate return from Long Term Absence
Race	Race Relations Amendment Act 2003	Equality, Diversity and Inclusion Policy (December 2021)
Religion or Belief	EU Regulations on Religion or Belief 2003	College Chaplaincy service is available to Students and Staff
Sex / Gender	<ul style="list-style-type: none"> ▪ Sex Discrimination Act 1975, amended 2003 ▪ Equal Pay Act 1970, amended 2003 ▪ Gender Duty 2007 	<ul style="list-style-type: none"> ▪ Salary Bands: Academic and Support Staff ▪ Standardised Terms & Conditions ▪ Equal Pay analysis carried out
Sexual Orientation	<ul style="list-style-type: none"> ▪ EU Regulations on Sexual Orientation 2003 ▪ Equality Act (Sexual Orientation) Regulations 2007 	Student Union LGBT Group (the organisation represents lesbian, gay, bisexual and transgender individuals (LGBT)) and we are working towards being a College Champion



Our main focus is our students; they are firmly placed at the heart of everything we do.

It is essential that everyone involved in their learning experience works proactively with our students to enable them to achieve and exceed their own expectations. We actively listen to our students. What they have to say about their learning experience is vital to successful learning.

This section focuses on the Student Services Department and how they work together with the Student Union to support our students and embed equality and diversity into College life. It provides an insight into how equality and diversity is addressed, where sensitive topics are discussed through sharing knowledge within a vibrant and fun learning environment which is safe and supportive.

Student Experience Department

Providing students with the chance to experience new things and share these with different people has led to an exciting year across the College. Below are just a sample of some of the events and activities that Student Services have arranged over the year. Due to COVID the majority of these were online but this did not stop the events being offered and the participation of the students.



It is essential that everyone involved in their learning experience works proactively with our students.

WE ACTIVELY LISTEN

We actively listen to our students. What they have to say about their learning experience is vital to successful learning.



Some of the highlights offered over the year included:

Fix Up Seminar

The Fix Up team delivered a talk on the subject of How to Bounce Back from Setback.

Setting Up of Enrichment Clubs on MS Teams

A student Enrichment page was set up on Teams for students to communicate with the team directly. We then had a series of meetings asking students if they wanted to set up some clubs. The result of this is 20 clubs ranging from Drama, Singing, Video Gaming, Art to Formula One. Students access these clubs on a daily basis and have formed a very close community.

Black History Month

Guest Speaker Event

Raphael Sofoluke delivered a talk for Black History Month via Teams. He spoke about the history of Black History Month, his personal story and journey and how those from other races can better support their black friends or colleagues.

Creative Competition

Students were asked to submit a poem to explore the attitudes and conditions that BAME communities or individuals have encountered over the years or more recently submitted a poster to promote racial equality.

Essex Police Hate Crime Awareness Presentation

As part of Hate Crime Awareness Week, an officer from Essex Police gave a presentation to students about hate crime, including its impact and consequences. He also spoke about 'Mate' Crime in which vulnerable people are befriended by criminals and taken advantage of and often made to commit crime on their behalf.

Love College's Week

As part of the Association of College's Love College's Week, we set up a feedback wall asking students what they loved about college. We received approx. 37 responses; a selection includes:

"The college is amazing, in school I was very overwhelmed, but it feels so much better to just be learning one subject, and everyone is so friendly, they've made me feel so welcome. This college is a magnificent learning experience."

"College has helped me have a focus and something to work for."

ENRICHMENT CLUBS

A student Enrichment page was set up on Teams for students to communicate with the team directly. Students access these clubs on a daily basis and have formed a very close community.



Community Safety – Gang Awareness

Criminal exploitation, grooming, slavery

The presentation covered what criminal activities are carried out by gangs, the consequences of joining a gang and the recruitment techniques used by gangs. Students learnt about support mechanisms for young people who have had involvement with gangs and learnt to develop a healthy and safer lifestyle.

Community Safety – Cyber Safety Talk

This session focused on the risks involved with online activities, how students can keep themselves safe online and how to keep our personal information safe.

Preventing Extremism and Terrorism Talk

Presentation by a Prevent duty specialist who delivered an inspirational and engaging session as he drew on his unique personal experiences and real-life case studies to highlight the reality of extremism and radicalisation, and how to build resilience and safeguard against them. This session also covered online radicalisation.

I'm Drowning

I'm Drowning the film looks at mental health issues in a group of young people and considers the effect of lockdown on pupils as well as their return to school. The film lasts 25 minutes.

We consulted widely with young people over the summer break to ensure the film content was relevant to them and represented their experiences.

AOC College's Live

An enriching and formative online experience for college students to come together and hear from game changers, innovators, survivors, and risk takers from across the globe. Amid the challenges and uncertainty that we are all facing, students learnt how to overcome obstacles, the importance of teamwork and resilience, with tips and tools to take forward in their own life.

Trust Links Mental Health Awareness Talk

This talk is to cover Exploring your own mental and the emotional processes, Reducing stigma and discrimination, Exploring common mental health conditions, Exploring the mental health journey and Positive prevention & coping strategies.

A Day in the Life of a Female Police Officer

An officer from Essex Police delivered a talk about her career in a profession previously dominated by men. Delivered as part of International Women's Day

Positively MAD - Managing Mental Health

A practical session focusing on addressing stigma, signs of mental ill health, coping mechanisms and motivational tips for students struggling with their mental health as a result of the pandemic.

Students learnt the components of mental ill health. Students learnt how mental ill health impacts the 3 main areas of the brain. Students learnt how to achieve positive mental health through coping mechanisms, gratitude and positive thought.

This session was funded by Make Happen and aimed at level 3 courses.

Autism Awareness Presentation

As part of Autism Together Awareness Month, this presentation was delivered by one of our Public Services students to raise awareness of autism and to discuss his personal experiences of living with Autism as a student.

Sport

A range of sporting activities took place for students although these had to be online this did not prevent the students from being able to access these.

January Joy

In January two weeks were dedicated to improving both physical and mental health and wellbeing with a number of sessions offered to students including workout video sessions, guided meditation sessions and yoga sessions. A fitness challenge was also offered to the students.

These sessions were repeated each month until the end of the academic year.



OVERCOME OBSTACLES

Amid the challenges and uncertainty that we are all facing, students learnt how to overcome obstacles, the importance of teamwork and resilience.

Equality and Diversity in Curriculum Delivery

- The College is focussed on promoting respect for the diversity of the community and wider society in which we participate. Within the curriculum equality and diversity are promoted in the broadest sense, by respecting culture and community and helping all to achieve their best.
- Embedding equality and diversity into the curriculum is a feature of good teaching as it helps support the needs of individual students. Lecturers work proactively to ensure their practice is free from prejudice and discrimination and celebrate difference. It is essential that our students feel valued for who they are as well as for what they do. The College seeks to offer all staff and students equal respect.
- Self-esteem of students is encouraged by the celebration and discussion of the culture and communities to which they belong. Learning embeds opportunities for students to understand about aspects of many different lives and a sense of belonging is fostered. Embedding equality and diversity into the curriculum prepares students for the community in which they will work and live.
- Equality and diversity is threaded into all aspects of the curriculum, from planning to delivery and use of teaching methods and assessment practices. Planned and natural opportunities to focus on equality and diversity are used to foster discussion and set ground rules for behaviours and attitudes in the learning environment.
- All academic teaching staff completed the Special Educational Needs and Disabilities (SEND) online training resources created and developed by the Advanced Practitioner Team. The purpose of the training is to raise awareness for all teachers and support them in the development of resources to be used in their teaching. This training has been especially popular for new teachers to the College and those on initial teacher training.
- In addition to the SEND training, the Advanced Practitioners have produced a number of resources available to teaching staff to enable them to plan and deliver equality and diversity in the curriculum via the College Virtual Learning environment (Moodle). The equality and diversity strategy matrix focuses on four main areas where Teachers can access additional resources. College staff can complete three modules on Diversity in Learning and Teaching, Managing Diversity and Diversity in the Workplace.

The Advanced Practitioners have produced exemplar documents which are made available to teachers via the Learning and Teaching site, these include threading Equality & Diversity into planning schemes of work and lesson plans.



Embedding equality and diversity into the curriculum is a feature of good teaching.

Curriculum examples

The Pathway to College curriculum last year saw the introduction of a new unit called “Understanding Diversity in Society”. This unit allowed these pre-16 learners to develop a clear understanding of similarities and differences between groups within society.

The learners undertaking the Pathway to Independence Study Programme undertook a pilot with National Citizen Service (NCS) where these learners with learning difficulties were able to take part in a project involving access to outdoor adventure activities, development of teamwork and other essential skills development sessions and create a community project. This project demonstrates fantastic inclusion opportunities, with many of this cohort continuing to access “Change Makers” which is a social action group led by NCS since completing the project.

During the pandemic the ESOL key worker made weekly welfare calls to the Care experience learners to make sure they were not struggling, were able to access their classes on-line and just a general check on their wellbeing as they do not have families to support them.

Laptops and Wi-Fi dongles for the learners who did not have access to a device, were given to learners to allow them to join lessons. The teaching teams called the students in at the start of sessions as some of them were not confident in using the on-line Teams calendar. The teaching teams also did a lot of practice using Teams in class prior to the second lockdown which improved engagement.



The students were able to submit work in all different ways from sending in photos, scanning, using Microsoft Forms etc to try and help them.

The ESOL adult learners were taught in smaller groups to enable them to continue to attend college and particular risk assessments and additional safety procedures were put in place to keep them safe throughout the pandemic, while still providing face to face teaching required by these students.

PATHWAY TO COLLEGE

The Pathway to College curriculum saw the introduction of a new unit called “Understanding Diversity in Society”. This unit allowed these pre-16 learners to develop a clear understanding of similarities and differences between groups within society.

Additional Learning Support

The Additional Learning Support (ALS) Department provides support to students who have a variety of disabilities including hearing / visual impairments, learning difficulties and physical difficulties.

The department works in partnership with the academic departments, Local Authorities and Schools to offer equal access to the curriculum, equipment and physical resources for young people with learning difficulties or disabilities. They also undertake activities to educate staff and students across the College and has led on Disability Involvement Group meetings in conjunction with the Student Union.

QAA – Higher Education Quality Inspection

Following a thorough inspection, the QAA cited the following comments in relation to the Additional Learning Support integrated provision as follows:

- The integrated student support which facilitates the development of students' academic, personal and professional potential (Expectation B4).
- The finding was that support for students with disabilities is comprehensive.

QAG (Quality Assurance Group) registration

- In April 2016 the government Department for Business Innovation & Skills introduced a new Quality Assurance Framework for universities and colleges supporting students in Higher Education under Disabled Student Allowance funding.
- Providers are now required to register with QAG in order to be able to supply support and this provides students with an assurance of quality in the delivery of their support. The team have successfully registered staff from the sensory team to support students with hearing and visual impairments in line with this Quality Assurance Framework.

SEND Reform Implementation Review

Achievement for all funded by Department of Education (DfE) undertook a review around the changes required by the Children and Families Act 2014 and the associated 0-25 SEND Code of Practice 2014.

The review identified that the College:

- Works well with the Local Authorities and relevant health and care sectors to support students.
- There is regular liaison between the College and other external agencies supporting transition.

- Managers have forged effective and proactive relationships with Borough SEND Commissioners.
- Has a range of assistive technology accessible to support all students.
- There is clear leadership of SEND within the College.
- The application and disclosure process is student centred and focused on the student's views.
- Has a clear and established process for identifying and applying for Higher Needs Student funding.
- Has an excellent working relationship with each Local Authority around Higher Need Students and the tracking and reviewing of progress.
- Is continuing to work towards the action plans identified in the review.

Sensory Senior Learning Mentor

- ALS sensory Senior Learning Mentor visited University of Essex and took part in a raising participation event targeting students with hearing impairments to increase their participation in higher education.
- Senior Learning Mentor for social and emotional support undertook an awareness session on supporting students with mental health difficulties with the Peer Mentors during the summer.

- Senior Learning Mentor for Higher Education attended an event at Anglia Ruskin University as part of a Bridging the Gap event in partnership with Essex Collaborative Outreach Network to outline to prospective students what support is offered in Higher Education.

The Advanced Practitioners have produced exemplar documents which are made available to teachers via the Learning and Teaching site, these include threading Equality & Diversity into planning schemes of work and lesson plans.

The impact of this work is being seen in the classroom, 81% of students agreed that Equality and Diversity was embedded into their study programme which was 6 percentage point increase from the previous year. 85% of lessons observed through the College professional practice process had good evidence of Equality and Diversity threaded into the session.

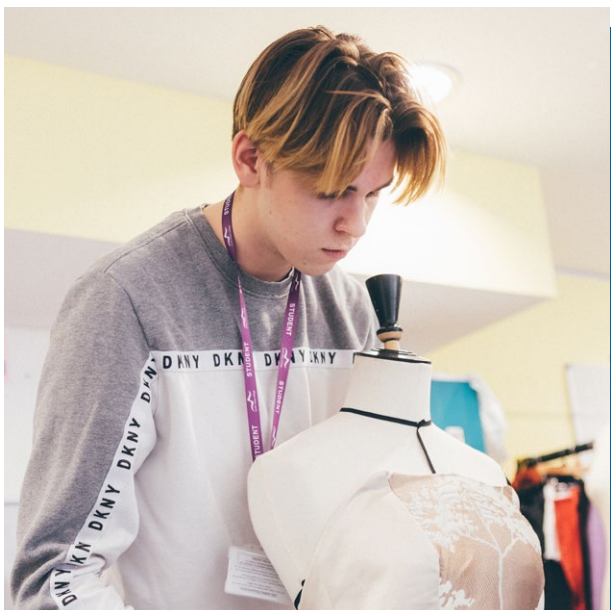
Work is continuing in this area with teachers identified as requiring support being allocated to an Advanced Practitioner who receive a 6 or 3 week improvement programme.



EQUALITY AND DIVERSITY

81% of students agreed that Equality and Diversity was embedded into their study programme which was 6 percentage point increase from the previous year.

STUDENT DATA



Summary

For the academic year 2020/21 there were 10,527 students enrolled in the College.

The student headcount detailed herein includes all enrolled students regardless of the type of course they are attending and funding streams. The breakdown between sites was as follows:

Basildon Campus	1480 Students
Southend Campus	6020 Students
Thurrock Campus	1437 Students

The South Essex region has 11.6% of our population from an ethnic minority background while 88.4% are classed as white; English/Welsh/Scottish/Northern Irish/British (Statistical Geography Hierarchy Census 2011). The College has a higher proportion of students from an ethnic minority background at 14% of the total student population. White British students total being 86% for 2020/21.

Within the South Essex region 51.1% of the student population are female and 48.9% are male. (Statistical Geography Hierarchy Census 2011). The proportion of females to males at the College for 2020/21 showed the same picture.

While there has been a narrowing of the gap between adult male and females since 2019/20 there has been an increase in the gap between 16-18 males and females, this has been due to the qualifications that males have enrolled onto being in the delay category which has impacted their achievement rates.

A total of 17.4% of the South Essex student population have a declared long-term health problem or disability (Statistical Geography Hierarchy Census 2011). Students who had declared a learning difficulty or disability is 26% higher than the student population in South Essex.



The College has a higher proportion of students from an ethnic minority background at 14% of the total student population. White British students total being 86% for 2020/21.

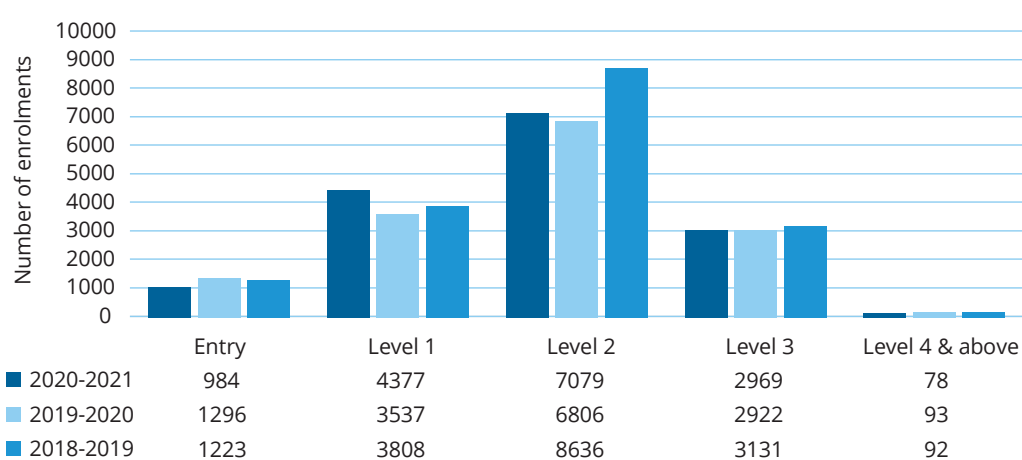
Student enrolments by Level – three year trend

GRAPH DATA

The graph below shows the three-year trend for student enrolments by level.



Student enrolment numbers by level - 3 year trend



Year	Entry	Level 1	Level 2	Level 3	Level 4 & above	Total
2020-2021	984	4377	7079	2969	78	15,487
2019-2020	1296	3537	6806	2922	93	14,654
2018-2019	1223	3808	8636	3131	92	16,890

STUDENT DATA



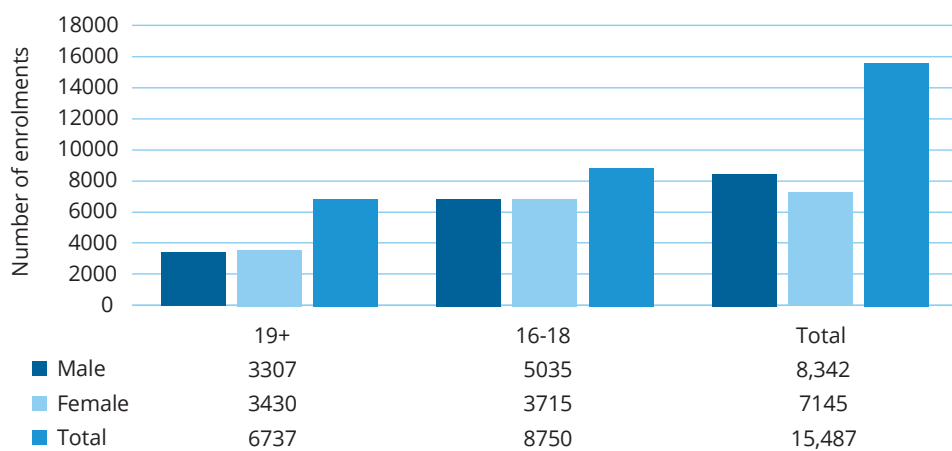
Student Enrolments by age group 2020-21



GRAPH DATA

The graph below shows the number of student enrolments by age group and gender.

Student enrolment numbers by age and gender



Gender	19+	16-18	Total
Male	3307	5035	8,342
Female	3430	3715	7145
Total	6737	8750	15,487

Student Performance – Achievement Gaps



TABLE DATA

The table below shows the number of enrolments by ethnicity for the academic year 2021/21.

Student Numbers by Ethnic Group 2020/21

Ethnicity	Enrolments 19+ Students	Enrolments 16-18 students	Total enrolments
Any other	206	162	368
Bangladeshi	93	54	147
Black African	311	168	479
Black Caribbean	86	107	193
Black Other	207	142	349
Chinese	21	10	31
Indian	48	38	86
Mixed	320	331	651
Other Asian	134	79	213
Pakistani	66	40	106
Unknown	119	140	259
White	5126	7479	12605
Total	6737	8750	15487

STUDENT DATA



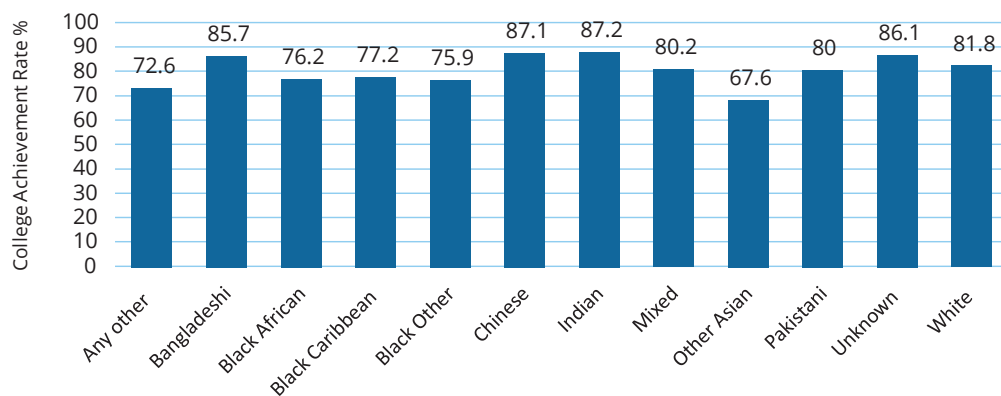
All students achievement rate by ethnic group 2020/21



GRAPH DATA

The graph below shows achievement rates by ethnicity.

College Achievement Rates by Ethnic Categories



White British students for all ages achieved at a rate of 81.8% compared to other groups at 78% a gap of 3.8%.



The achievement rate for white and for all other groups has risen from 2019/20.



TABLE DATA

The table below shows the data used to summarise the College student achievement rates by ethnicity shown in the previous graph.

Ethnicity	19+ Students		16-18 Students		Total	
	No. of Starts	Achievement Rate %	No. of Starts	Achievement Rate %	No. of Starts	Achievement Rate %
Any other	206	77.2	162	66.7	368	72.6
Bangladeshi	93	92.5	54	74.1	147	85.7
Black African	311	76.2	168	76.2	479	76.2
Black Caribbean	86	84.9	107	71	193	77.2
Black Other	207	76.3	142	75.4	349	75.9
Chinese	21	90.5	10	80	31	87.1
Indian	48	91.7	38	81.6	86	87.2
Mixed	320	87.8	331	72.8	651	80.2
Other Asian	134	62.7	79	75.9	213	67.6
Pakistani	66	84.6	40	72.5	106	80
Unknown	119	89.1	140	83.6	259	86.1
White	5126	88.0	7479	77.7	12,605	81.8
Total	6737	86.3	8750	77.1	15,487	81.1



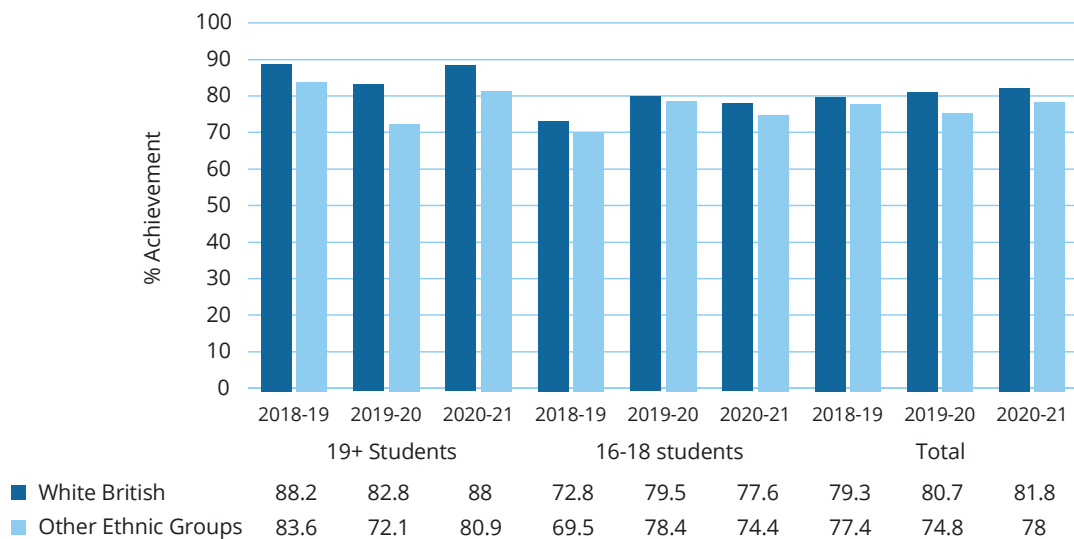
Achievement Rates by age, White British and Non-White - three year trend



GRAPH DATA

The graph below shows the achievement rate of white British students compared with all other non-white ethnic groups categorised by their age and shown for the last three academic years.

Achievement Rate (%) - White British and All other Ethnic Groups



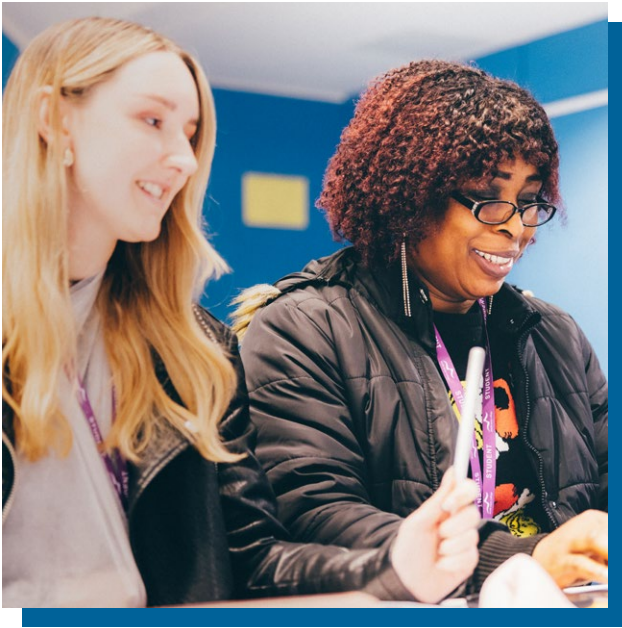
Achievement Rates by age, White British and Non-White - three year trend

TABLE DATA

The table below shows the achievement rate of white British students compared with all other ethnic groups categorised by their age and shown for the last three years.



Age	Year	White British		All other groups		Ach diff %
		No. of Starts	Achievement Rate	No. of Starts	Achievement Rate	
19+ Students	2018-19	5865	88.2	1619	83.6	-4.6
	2019-20	4295	82.8	1475	72.1	-10.7
	2020-21	5126	88	1611	80.9	-7.1
16-18 students	2018-19	8153	72.8	1253	69.5	-3.3
	2019-20	7729	79.5	1155	78.4	-1.1
	2020-21	7479	77.6	1271	74.4	-3.2
Total	2018-19	14018	79.3	2872	77.4	-1.9
	2019-20	12024	80.7	2630	74.8	-5.9
	2020-21	12605	81.8	2882	78	-3.8



The groups that have performed significantly higher are Bangladeshi students, their overall achievement for all ages is 85.7%, Chinese have also performed significantly higher than White students at 87.1%, Indian students at 87.2% and unknown at 86.1%.

Student Performance - Ethnicity

- White British students for all ages achieved at a rate of 81.8% compared to other groups at 78% a gap of 3.8%.
- The great majority of enrolments 81.3% for white British students were in the 16-18 category and they achieved at 77.7% which is less than non-white British 16-18 who achieved at 74.4%.
- 19+ students achieved 80.9% which is significantly lower than White British 19+ students at 88%.
- The three-year trend shows that the achievement rate for white and for all other groups has risen from 2019/20. White British, all ages achieved at the rate of 81.8% an increase of 1.1pp on 2019/20, with all other groups achieving at 78% and increase of 3.2pp on 2019/20. However, the gap between the groups is 3.8pp.
- The groups that have performed significantly higher are Bangladeshi students, their overall achievement for all ages is 85.7%, Chinese have also performed significantly higher than White students at 87.1%, Indian students at 87.2% and unknown at 86.1%.
- The groups that have performed significantly lower than White students are Black African at 76.2%, Black Caribbean at 77.2% and Black other at 75.9%. the total enrolments for these cohorts are 604 against an enrolment of 5126 of white students, this is a cohort of 11.7%, improvements are needed to close these gaps in achievement.

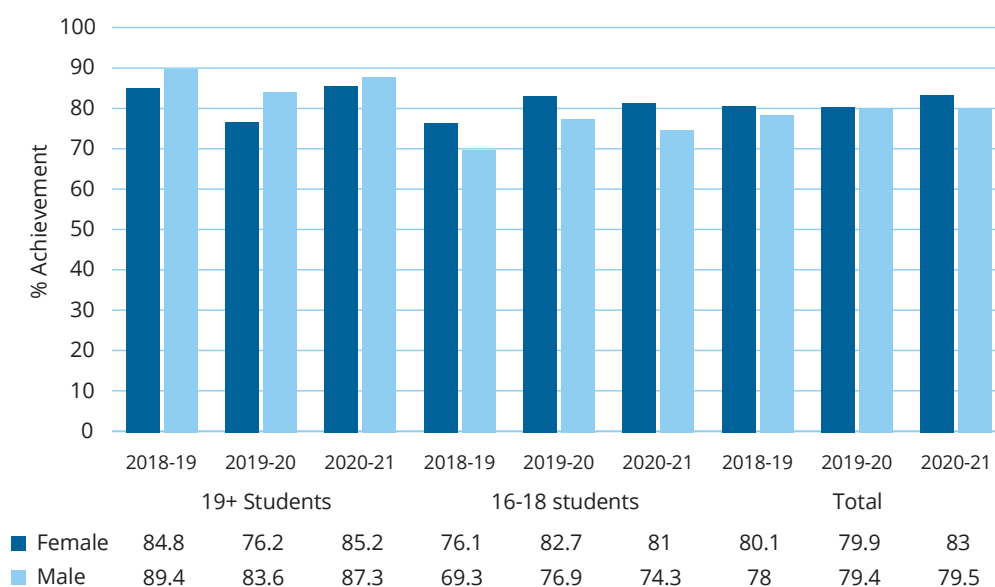
Achievement Rates by age and gender - three-year trend

GRAPH DATA

The graph below shows student achievement rates by gender over the last three academic years.



Achievement Rate (%) - Gender



STUDENT DATA



Achievement Rates by age and gender - three-year trend



TABLE DATA

The table below shows the summary of the data used within the above graph to show a summary of student achievement rates by gender and age group.

Age	Year	Female		Male		Ach diff %
		No. of Starts	Achievement Rate	No. of Starts	Achievement Rate	
19+ Students	2018-19	3571	84.8	3913	89.4	4.6
	2019-20	2767	76.2	3003	83.6	7.4
	2020-21	3430	85.2	3307	87.3	2.1
16-18 students	2018-19	4217	76.1	5189	69.3	-6.8
	2019-20	3667	82.7	5217	76.9	-5.8
	2020-21	3715	81	5035	74.3	-6.7
Total	2018-19	7888	80.1	9102	78	-2.1
	2019-20	6434	79.9	8220	79.4	-0.5
	2020-21	7145	83	8342	79.5	-3.5

Student Performance - Gender

- There were 7145 enrolments by students who were female, with an achievement rate of 83%. This is an increase of 2.1pp on 2019/20.
- There were 8342 enrolments by students who were male with an achievement rate of 79.5%, which is the same rate as in 2019/20. The majority of the differences are due to the qualifications being studied with Engineering and Construction being impacted heavily by the pandemic in terms of needing to complete qualifications rather than being supported by teacher assessed grades.
- For adult students there is no significant achievement gap with females achieving at 85.2% compared to males at 87.3%.

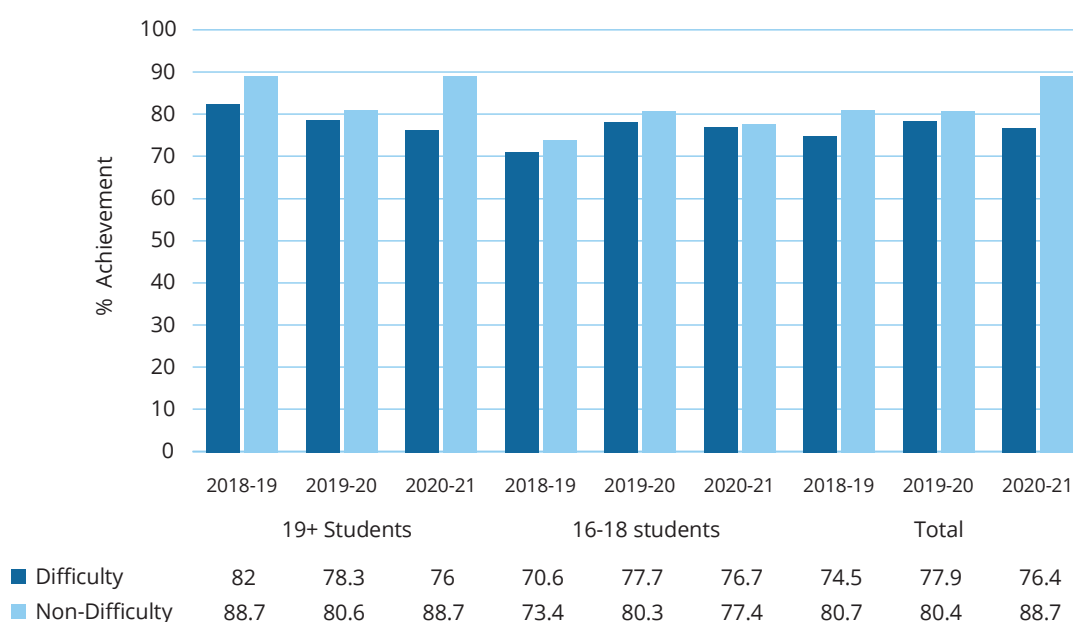
- The achievement gap is for 16-18 students where females achieved a rate of 81% compared to males at 74.5% for the reasons outlined above.

Achievement rates by learning Difficulty / Disability - Three-year Trend

GRAPH DATA

The graph below shows student achievement rates by learning difficulty/ disability for the last three academic years.

Achievement Rate (%) - Learning Difficulty / Disability



STUDENT DATA



Achievement rates by learning Difficulty / Disability - three-year Trend



TABLE DATA

The table below shows the data summary of the above graph for student success rates summarised by learning difficulty / disability.

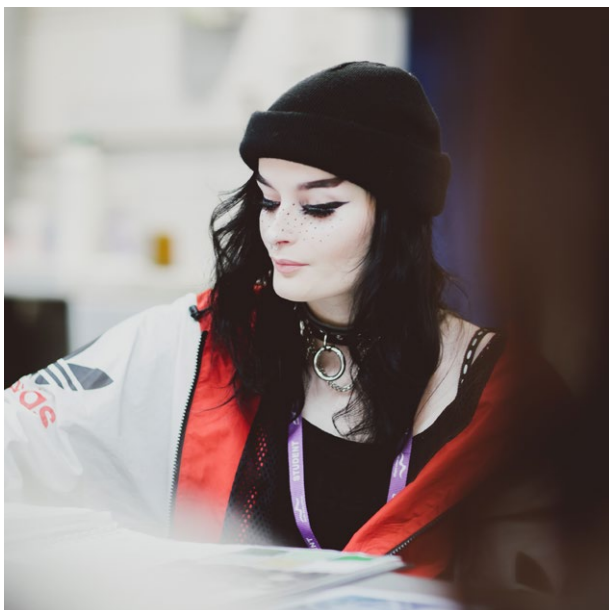
Age	Year	Has a Difficulty		No difficulty		Ach diff %
		No. of Starts	Achievement Rate	No. of Starts	Achievement Rate	
19+ Students	2018-19	1614	82	5866	88.7	6.7
	2019-20	1433	78.3	4337	80.6	2.3
	2020-21	1294	76	5443	88.7	12.7
16-18 students	2018-19	3031	70.6	6351	73.4	2.8
	2019-20	3205	77.7	5677	80.3	2.6
	2020-21	2767	76.7	5983	77.4	0.7
Total	2018-19	4645	74.5	12217	80.7	6.2
	2019-20	4638	77.9	10014	80.4	2.5
	2020-21	4061	76.4	5443	88.7	12.3

Student Performance - Disability

- There were 4061 enrolments by students with a declared disability in 2020/21 with an achievement rate of 76.4%, a slight decrease of 1.3% on the previous year.
- 16-18 students who declared a learning difficulty/disability achieved in line with those students who had no declared learning difficulty/disability; 76.7% compared to 77.4%
- The biggest difference in achievement rates was among the adult learners, there were 1294 enrolments with students declaring compared to 5443 with no declared need, however the achievement rate for those with declared needs was 76% compared to 88.7% rate for those with no declared needs.



The biggest difference in achievement rates was among the adult learners, there were 1294 enrolments with students declaring compared to 5443 with no declared need.



As part of the Access and Participation Plan the University Centre undertook a series of projects to support BAME students, disabled students and students from deprived backgrounds.

This included a wide range of activities such as holding a half day event aimed at parents and young people with Additional Learning support needs to raise awareness of the opportunities available to them in higher education and employment.

Another access event was held that worked specifically with mature learners. AdvanceHE provided Equality Diversity and Inclusion training to all HE staff as continuing profession development sessions so that staff will be more knowledgeable and can further support equality and diversity.

To aid with student progression a tailored workshop was delivered to supported students in positively disclosing any medical or learning disability to future employers.

These are examples from a wide range of interventions that were undertaken last year to improve equality and diversity by improving the access to higher education, supporting students while in education and helping them to progress from higher education.



To aid with student progression a tailored workshop was delivered to supported students in positively disclosing any medical or learning disability to future employers.



Another access event was held that worked specifically with mature learners.



BAME STUDENTS

As part of the Access and Participation Plan the University Centre undertook a series of projects to support BAME students, disabled students and students from deprived backgrounds.

Enrolment 20/21

	Total number of students enrolments for Year 1	% of total student population for Year 1
Overall	224	
White	202	90.17%
BAME	22	9.82%
No disability	155	69.20%
Declared disability	69	30.80%
Male	90	40.18%
Female	134	59.82%
Under 21	115	51.34%
Over 21	109	48.66%
POLAR 4 Q1 &2	143	63.84%
POLAR 4 Q3,4,5	81	36.16%
IMD Q 1 & 2	95	42.41%
IMD Q 3,4,5	129	57.59%

HE STUDENTS

Degree Outcomes (High Grades 1st or 2.1) for students graduating 20/21

	Total number of students (Y3)	% of total student population for Y3	Number achieving 1st or 2.1	% achieving 1st or 2.1 for that specific group	
Overall	149		98	65.77%	
White	133	89.26%	90	67.67%	
BAME	16	10.1%	8	50%	17% GAP
No disability	100	67.12%	64	64%	
Declared disability	49	32.88%	34	69.38%	5% GAP
Male	30	20%	21	70%	
Female	119	80%	77	64.70%	15% GAP
Under 21	76	51%	52	68.4%	
Over 21	73	49%	46	63.01%	5% GAP
POLAR 4 Q1 & 2	104	69.8%	68	65%	
POLAR 4 Q3,4,5	45	30.20%	30	66.67%	
IMD Q 1 & 2	66	44.2%	44	66.66%	
IMD Q 3,4,5	80	53.69%	52	65%	
IMD unknown	3	2%	2	66.66%	

POLAR

The participation of local areas (POLAR) classification groups areas across the UK is based on the proportion of young people who participate in higher education. It looks at how likely young people are to participate in higher education across the UK and shows how this varies by area. Quintile 1 shows the lowest rate of participation. Quintile 5 shows the highest rate of participation

IMD

The Index of Multiple Deprivation (IMD), is the official measure of relative deprivation for small areas in England. The Index of Multiple Deprivation (IMD) ranks every small area in England from 1 (most deprived area) to 5 (least deprived area). The IMD combines information from the below points to produce an overall relative measure of deprivation.

- Income Deprivation
- Employment Deprivation
- Education, Skills and Training Deprivation
- Health Deprivation and Disability
- Crime
- Barriers to Housing and Services
- Living Environment Deprivation

The below is the approved access and participation targets from the OfS for the next 5 years which is to address specific gaps and are all based on IMD and not POLAR 4.

Recruitment (Access)

Increase the participation rates onto first degree undergraduate programmes of students from BAME background.

Recruitment (Access)

Reduce the GAP on first degree undergraduate programmes between students from deprivation quintile 1 and students from deprivation quintile 5.

Attainment (Success 1st & 2.1)

Reduce the attainment gap between BAME students and white students on undergraduate programmes.

Attainment (Success 1st & 2.1)

Raise the attainment rate for BAME students from deprivation quintiles 1 and 2 on undergraduate programmes compared with white students from deprivation quintiles 1 and 2.

Attainment (Success 1st & 2.1)

Reduce the attainment gap between BAME students aged over 21 and white students over 21 on undergraduate programmes.

Attainment (Success 1st & 2.1)

Reduce the attainment gap between students from deprivation quintile 1 and students from deprivation quintile 5.

Attainment (Success 1st & 2.1)

Reduce the attainment gap between students from deprivation quintile 2 and students from deprivation quintile 5.

Attainment (Success 1st & 2.1)

Reduce the attainment gap between female students from deprivation quintiles 1 or 2 and female students from deprivation quintiles 3, 4 or 5.

INTERNATIONAL BUSINESS DEPARTMENT

In 2012 the College took a strategic decision to diversify curriculum provision into the international market with a focus on China, Malaysia and Myanmar (Burma).

The International Department was established in September 2012 to explore new opportunities with the primary objective being to promote and develop College business in those countries. The Head of International Business Development was appointed September 2012 and has continued to work proactively in the international market.

Since this time the International Department has been working to grow the number of international students studying with the College. International students are studying here in England at the Southend Campus and also in their own countries. Members of College staff have demonstrated their ability to provide high quality teaching and support to the overseas students studying at South Essex College and at our overseas partner institutions.

Since 2013, the numbers of South Essex College's Chinese partner colleges has increased from 3 colleges established during 2013 to 6 colleges between 2014 and 2020. This had been a significant achievement as the Chinese students from different parts of China had been able to gain the UK-style of learning experience from studying on South Essex College's accredited Higher Diplomas delivered and assessed at the individual South Essex College's Chinese partner colleges. The members of Chinese and South Essex College lecturing staff had been able to share and exchange their own experience in learning and teaching.

Furthermore, South Essex College curriculum staff had also been able to broaden and enhance their teaching experience and knowledge in a different set of education systems and cultures and that offered benefits to their career and personal development. During the pandemic our staff could not travel to our partner institutions so all of the support and delivery by our teachers moved online. This has been very effective this year and will continue to be used as a method of delivery moving forward removing some of the cost and time taken for our staff to travel to our international college partners to provide the required support.

The numbers of international students, mainly from China, has also increased year on year until September 2020. During 2020, all UK universities and colleges were experiencing an uncontrollable and unexpected difficulty to recruit international students to study in UK because of the closure of borders resulting from the world-wide Covid-19 pandemic. The total numbers of international students coming to UK education institutes to study during 2020 - 2021 dropped dramatically. Despite this, the college still enrolled 9 Chinese students to study on the Foundation Diploma in Art & Design and Business Access to HE in September 2020.

Having international students studying at the college provides a good opportunity both for the College's curriculum staff and UK students to appreciate different cultures and enhances diversity of learning and teaching amongst lecturing staff.

International Students Studying at South Essex College

The International Department has set up a pastoral care system for international students studying on our UK campuses, including accommodation arrangements with the University of Essex or Host Families, airport pick-up, enrolment, induction, police registration, registration with GP, opening bank accounts, liaison with academic staff, arranging IELTS exam and applying for Schengen visas for a course trip to Europe. We have delivered cultural awareness sessions for College managers and staff and are currently providing a teacher training programme for a Chinese partner institute.

Building from the previous achievement, the International Business Development Department has continued to grow and adapt and provide on-going curriculum support to South Essex College's overseas partner colleges.

2017 – 2019

First cohort of Chinese students successfully completed South Essex College's accredited Higher Diploma in Interior Design at Chengdu Textile College.

2019 – 2020

Successfully provided teaching and learning sessions from the college by using Microsoft Teams to the lecturing staff and students at South Essex College's Chinese partner Colleges.



The college's curriculum staff were unable to visit South Essex College's Chinese partner colleges due to the closure of borders and international travel ban resulting from the world-wide Covid-19 pandemic. It was a big challenge for the college's curriculum staff to provide on-going curriculum support including delivery from distance.

South Essex College's curriculum staff overcame the obstacles, mainly related to technical issues and time differences, and provided successful on-line teaching and learning for the Chinese partner colleges.

September 2021

There are 22 Chinese students compared with 9 Chinese students in September 2020 enrolled on the Foundation Diploma in Art & Design and Business Access to HE.



The College has a corporate social responsibility to behave ethically and contribute positively to economic development whilst improving the quality of life of all stakeholders including students, staff and the staffing compliment as well as the local community. This relates to how the College manages the business processes to produce an overall positive impact on society and our local communities along with how we integrate social and environmental concerns and our interactions with other businesses and stakeholders.

Our main aspirations are to tackle worklessness, create new jobs, create new business, provide a highly skilled workforce and bridge the emerging national green skills gap in order to attract new business to the area. The College's focus on teaching and specialist skills for work and up-skilling those in the workplace puts us in an ideal position to meet the demands of the labour market. We aim to equip people in the city, region and beyond to ensure there are sustainable economic improvements locally, regionally and nationally.

The College works across the Unitary Authorities of Thurrock and Southend and Local Authority (Essex County Council) in Basildon. The College aims to meet the aspirations and ambitions of each Unitary and Local Authority Partners by contributing to their regeneration plans, through our building developments alongside our plans for improving the skills base of our communities.

We are an integral part of each of our local communities. We proactively engage effectively with our local community to ensure we are meeting their needs and reflecting their aspirations for their local College and will continue to develop partnerships with a wide range of local groups and agencies. Where possible the College supports local charities by hosting community events at a maximum of cost price, with staff often engaging in local projects on a voluntary basis. Excess food from curriculum production is either sold at a greatly reduced price via the Too Good To Go app or is given to the local community. The college also engages with the Good for Me, Good for FE initiative and takes local food bank donations at each campus as well as having a food bank donation button on all catering tills so that customers can donate this way if they would rather.

TOO GOOD TO GO

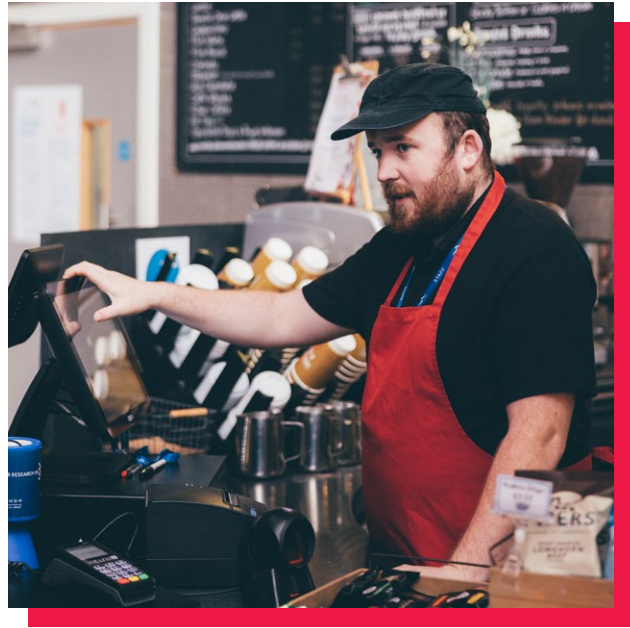
Excess food from curriculum production is either sold at a greatly reduced price via the Too Good To Go app or is given to the local community.

Campuses and Accommodation

The College works proactively to ensure that the College business is conducted in a manner that improves energy efficiency and seeks to eliminate waste (energy, food, rubbish, etc.). We embed the principles of sustainability in the design of new buildings and building systems and ensure the management of existing buildings minimise the environmental impact of the energy consumed.

Specific examples of this in action involve the College's programme of replacing roof mounted gas fired boilers at its largest campus (Luker Road, Southend), with air source heat pumps, significantly reducing energy consumption and CO2 production in the process. Virtually all buildings have also now been switched to LED lighting with significant communal areas controlled by PIR movement sensors.

Specifications for all buildings have the key criteria of energy efficiency, robustness and low maintenance whilst also committing to sustainable materials and use of local organisations where possible and compliant from a procurement perspective. In point of fact the College's whole Estate Strategy and capital programme over the last decade has focussed on moving it historically out of town centre sites into respective town centres and directly adjacent to public transport nodes. This not only makes the sites more accessible but also easier to travel to via public transport, reducing individual car travel and associated emissions. This process concluded with the January 2021 opening of the new Digital Technologies Campus in the heart of Basildon directly adjacent to the bus hub and train station.



We embed the principles of sustainability in the design of new buildings and building systems .

To maximise the benefits of its buildings and their utilisation by the community the College actively works with local organisations and charities providing facilities for use at discounted or even zero cost to a number of these organisations. The College has also worked with other educational providers to accommodate their organisations where construction or refurbishment programmes on those organisations core facilities are underway.



Sustainability

Sustainability is not just about energy or thermal performance of buildings, but considering environmental impact in location, design, construction and operation of the College's estate and its assets. Real and deliverable sustainability strategies also have to be financially sustainable, otherwise ideas will not become long lasting reality. Sustainability is at the heart of the College's Property Strategy.

The College is committed to the principles Net Zero 2050 by reducing our carbon impact, halting climate change and minimising the adverse impact of its activities environmentally, whilst seeking excellence in social development and economic performance. The College use the 'Climate Action Roadmap for FE Colleges' produced by the Nous Group in association with the AoC to ensure our success. As part of this commitment the College Senior Leadership take the following actions to ensure:

- Promote and support sustainable development principles in all aspects of governance, leadership and management across our organisation.
- Embed sustainability into the strategic planning process for learning & teaching, estates and resources and closely monitor progress.
- Develop the workforce skills of students to help create a low carbon economy within the local community and to develop our green skills infrastructure.
- Embed sustainability and Net Zero 2050 into Continuing Professional Development (CPD).
- Incorporate sustainability and Net Zero 2050 into self-assessment and target setting for staff.

The College has a Sustainability group which focuses on compliance, reducing the carbon footprint of the College, reducing costs, raising the College profile and encouraging student involvement. The group consists of a variety of staff from varying teams and departments across the College and student groups.

A few of the current live projects include:

- Printing cost reductions due to less printers, limitations on printing access, costs added to printing & more recyclable components.
- Printing has reduced by 50% over recent years as we begin to use more electronic communication.

- Utilising video conference facilities and Microsoft Teams to communicate across sites rather than drive or use public transport to commute.
- Use of more local suppliers for Catering products and a reduction in takeaway packaging by the introduction of a sustainable loyalty scheme, rewarding students and staff for making sustainable choices.
- Use of fully recyclable coffee cups with no PLA or plastic content.
- The College works with the food waste reduction company Too Good To Go to ensure we have minimal food waste.
- Annual Sustainability surveys for students and staff
- Metal recycling and donations of secondhand vehicles for students to work on.
- Sustainability criteria on all College tenders.



Sustainability is at the heart of the College's Property Strategy.

Location

We have adopted a strategy that sees the College in the core of its three towns, adjacent to public transport modes and all linked by the C2C line. This will ideally result in increased use of more efficient and sustainable transport and reduce our use of car transportation. There is a direct link now between Southend and Thurrock Campuses with our next piece of our jigsaw, the successful relocation of the old Basildon Campus and the opening of the New Centre For Digital Technologies Basildon Campus reducing our overall carbon footprint.

SUSTAINABILITY GROUP

The College has a Sustainability group which focuses on compliance, reducing the carbon footprint of the College, reducing costs, raising the College profile and encouraging student involvement.

Design and Construction

Where possible and practicable the College implemented sustainability throughout our new builds which may include:

- Using local contractors, sub-contractors and labour to support local community.
- Sourcing local materials and products where possible.
- Spatially efficient (high Net:Gross ratios), means smaller overall estate.
- BREEAM targeted for all new developments and very good for refurbishments.
- Photovoltaic cells at Thurrock.
- Grey water and rainwater recovery at Thurrock for toilets.
- Heat recovery for whole estate in Thurrock and Southend.
- Southend constructed using innovative Thermodeck sustainable low energy design.
- Implemented LED lighting strategy throughout Southend and Thurrock. Lighting includes PIR sensors so that lighting only on when used and has reduced our electricity usage.
- Contractors working with the College are required to use Apprenticeships leading to sustainable towns through improved employment and training opportunities.

- Conscientious contractor scheme essential on all estate projects.
- Contractor won national award for this following processes and procedures agreed and interaction meetings set up by the College with local authority, residents and other stakeholders.

Waste Management

The College is working with a waste management company and has installed compactors at both its Southend and Thurrock Campuses. All of the waste collected in the compactors is sent to a Waste Management site where the majority is recycled and the rest goes to incineration. 100% is then recycled.

In addition, the College Procurement Department is developing an internal 'swap shop' that allows waste or items from one department that they no longer require to be advertised and used by another department.

Fair Trade

The College is committed to utilising internationally produced Fair Trade products throughout all the Catering venues within the College premises and those at external Companies where we manage their Catering provision. The College is also keen to support local and national Fair Trade, supporting SMEs where possible. In addition, the College organises events throughout the year promoting healthy eating and Fair-Trade produce for students and staff.

Transparency in Supply Chains

Modern slavery is a heinous crime that affects communities and individuals across the globe. The transparency in supply chains provision in the Modern Slavery Act 2015 has been implemented to eliminate such practices and requires business to be transparent about what we are doing and ideally increase competition to drive up standards.

The College Procurement Terms and Conditions and Strategy details the processes we will follow in relation to procuring products and services, ensuring that we comply with all relevant legislation. It also details how we will seek to add Social Value to the contracts we procure. We are committed to ensuring that our suppliers adhere to the highest standards of ethics and ensuring compliance with Section 54 Modern Slavery Act 2015 and subsequent guidance.

The College actively evaluates every contractor applying to work directly with the College through the formal tender process. All contractors new and existing are required to demonstrate that they provide:

- safe working conditions, and
- treat staff with dignity and respect, and
- act ethically and within the law in their use of labour.

We work with suppliers to ensure that they meet the standards of the code and improve their worker's working conditions. It is essential we work with suppliers and providers to ensure

that slavery and human trafficking is not taking place within our business nor in any part of our supply chains wherever possible.

It is important to note that should we identify serious violations of the supplier code of conduct (SEC policy) such matters will be thoroughly investigated and may lead to the potential termination of the business relationship.



We work with suppliers to ensure that they meet the standards of the code and improve their worker's working conditions.



TENDER PROCESS

The College actively evaluates every contractor applying to work directly with the College through the formal tender process.



The Group annually review their terms of reference to ensure we are proactive and our efforts are directly focussed on improving equality and diversity in all aspects of College work, life and learning.

The College has an Equality and Diversity Group chaired by the Assistant Principal Student Experience and is made up of staff from all areas of the college, meets regularly and takes into account matters relating to equality throughout the College. The Group annually review their terms of reference to ensure we are proactive and our efforts are directly focussed on improving equality and diversity in all aspects of College work, life and learning.

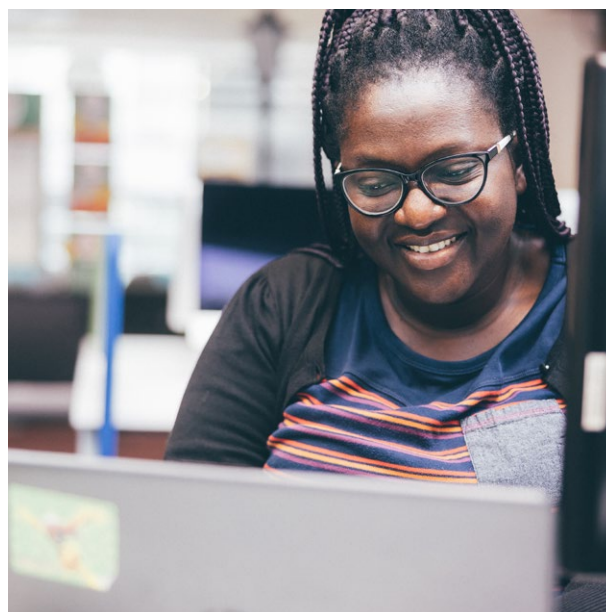
At their last meeting an action plan was agreed with the following priorities:

- To promote an inclusive College culture to all and be clear on expectations for professional conduct within the College community.
- To promote the support available for students/staff around mind health.
- To improve the student voice activities relating to equality, diversity and inclusion.
- To improve the student experience at all campuses.

The group receives feedback from groups such as the Student Disability Group and the student representatives. The group has a key role in monitoring, evaluating and providing leadership on Equality and Diversity in the College.

Terms of Reference for the Equality & Diversity Group

1. To develop a strategic approach to equality and diversity that is reflected in the College's strategic plan and throughout the College.
2. To promote and embed inclusion and accessibility to our stakeholders.
3. To promote diversity to enable staff and students to flourish together and respect each other's unique characteristics.
4. To challenge discrimination, discriminatory behaviour, and harassment with rigour.
5. To promote equality, diversity and inclusion in all aspects of the College's work through the PROUD values.
6. To monitor targets to improve well-being and inclusion for the College community.
7. To receive regular reports on the progress of Access and Participation projects in HE.
8. To ensure appropriate professional training for staff is implemented and monitor its impact.
9. To act as a critical peer to review policies relating to equality, diversity and inclusion before they are received by the senior management team.



BAME Staff Group

In 2020 the college established a new BAME staff group linked to the Equality and Diversity Committee. This was set up as a response to the 'Black Lives Matter' campaign. The group is very well attended and provides a forum for staff from BAME backgrounds to discuss issues which impact on them specifically and to feed any concerns back to the senior management team. A number of events have been organised including a range of guest speakers and discussion groups, alongside support for those wishing to develop their careers.



If you require this booklet in an alternative
format e.g. Braille, large print or audio,
please call us on 0345 52 12345.