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South Essex College of Further and Higher Education

Equality, Diversity, and Inclusion

Annual Staff Report

January 2023

Draft: SEC Annual Report

Equality, Diversity, and Inclusion:

Annual Staff Report

January 2023

Foreword by Denise Brown, Principal and Chief Executive

Welcome to our College's staff data 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.

At South Essex College, we recognise our responsibility for ensuring that our students and staff 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 inclusion, 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 publicises what our duties are, how we have worked to meet them with a specific focus on Human Resources. It provides the data and analysis to demonstrate actions taken and the impact in year and in comparison, to previous years. This informs the plans moving forward.

Add:

Denise's picture and signature

Pages to be added by marketing once finalised once publication version produced.

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2.0 Executive Summary

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. We actively encourage an inclusive work and learning environment through promoting and challenging diversity.

This report provides an insight into the College staff data for 2022 specifically in relation to the College meeting our Public Sector Duty. We continue to foster a culture of social cohesion and harmony, which challenges stereotypes, eradicates discrimination and bullying and respects difference and a range of cultures.

Headlines: Human Resources Staff Data

This section summarises the key headline data relating to the staff equality data analysis in relation to the equality protected characteristics analysed March 2022 data and compared with data reported in previous years. The Gender Pay Gap is also summarised in this report.

- The College employed on average 818 staff across the College which is a reduction of 54 from the previous year. This data relates to headcount rather than the total full-time equivalent which is calculated on full-time and part-time roles. It also excludes data relating to vacancies being recruited at the point of reporting.
- Of the 818 staff on average employed, the management team consist of 11.4%, Academic staff group 35.4%, Academic Support 28.5%, and Support staff 25.7%.
- Further Education Colleges nationally have a predominately female workforce, and College is no different, with female staff totalling 61.1% of the workforce and male staff 38.9% which is similar 2021 with females representing 60.9% and males' staff 39.1%.
- The College Gender Pay Gap mean was 11.4% at March 2022 compared with 9.2% for 2021 and 2020, which is the same as the national average. The median gender pay gain is 11.1% which is lower than the 18.0% reported in 2021.
- The age profile has not changed much over the years, with most of our workforce being employed in the 55-64 age group which totalled 26.9% in 2022, which is only slightly higher than the 22.6% of staff employed within the 45-54 age group. We continue to employ staff from across all the age groups
- We encourage staff to share information about any disability so that we can understand how this may affect them at work and what we can do to support them whilst working. We are proud of the work the College does to promote health & wellbeing and our approach to deal with challenging topics along with how we support staff experiencing difficulties. A total of 5.9% of staff have disclosed a disability in 2022 which is a slight increase from 5.4% in 2021. Of the 5.9% of staff 2.7% are female and 3.2% are male.
- In 2022 we have an increase profile of staff disclosing they are from BAME ethnic group from 8.94% reported in 2021 to 9.9%, which is a 1.0% increase.
- A total of 35.3% of staff have disclosed no religion or belief, whereas 31.5% have not provided this information. The data shows there has been an increase in staff disclosing they are Buddhist, Hindu, Jewish and Muslim and 28.7% of staff are Christian.
- The College has minimal data in relation to sexual orientation / gender reassignment. 64.1% have disclosed they are heterosexual / straight, and we recognise staff may perceive this information has no relevance to their employment.

- Regarding marital status / civil partnerships, 37.7% of staff have chosen not to disclose this information and there is slight decrease from the 29.7% reported in 2021. There has been a slight increase in single staff employed from 12.2% in 2021 to 13.7% in 2022, as well as an increase in staff who are divorced from 5.4% in 2021 to 6.1% in 2022. The data for other marital status / civil partnerships has small fluctuations in the data.

Staff Recruitment by Applications

The College turnover for 2022 ended on **28.93%**. This is summarised by natural wastage which totalled **25.19%**, and the remaining **3.74%** includes staff who have left either via restructuring, organisational change, or a management decision under a formal policy. None of the turnover recorded is as a direct result of concerns raised due to a specific protected characteristic or claims of discrimination on any grounds.

- The college received a total of 1847 applications in 2022 compared with 1845 in 2021. There is an increase of 113, however it is recognised that we had a higher number of vacancies than in previous years following on from the COVID pandemic as individuals have reviewed work life balance and some are opting for permanent remote working.
- The college received most applicants from females totalling 62.98%. Applicants from males slightly decreased to 33.22% in 2022 from 35.12% from the previous year.
- Applications for new positions were mostly received from those within the 25-34 age band totalling 34.3%, closely followed by 19.1% in the 15-24 age band and 19.4% in the 35-44 age band. We continue to receive applications from the 15-24 age band and 55+ age bands and these translate into employment.
- The college has had a slight increase in applicants disclosing a disability in 2022 which was 7% of applicants compared with 5.3% of applicants in 2021. Of the 7%, 4.6% were female and 3.4% male. Subsequently there was a reduction in applicants not providing this information to 86.7% from 90.1% reported in 2021.
- In 2022, 66.5% of applicants were of white British ethnicity. We experienced a 1% of applicants disclosing they are from BAME (Black, Asian Minority Ethnicity). We respect that this widely used acronym, may not cover the diversity of individuals who for reporting purposes would fall within this group, and continue to review our data, processes, and any potential negative impact accordingly. We have also recognised that this increase in applications has also translated into recruitment of new staff.
- 46.3% of applicants stated they have no religion of belief. Applications from those disclosing they are Christian totalled 29.2%. We have experienced an increase in applicants disclosing they are Muslim's to 5.8% and a slight increase of staff disclosing other religions or beliefs.
- Through analysis there is no evidence to indicate any information disclosed in relation to a protected characteristic has been a barrier to applicants progressing through the recruitment process to appointment.

Staff Continual Professional Development Opportunities

The College requires all new staff to complete compulsory professional training. All staff employed are required to complete continual professional development as well as refresher training throughout academic years.

We have a strong focus on enabling dual professionalism with managers and lecturers who are also industry specialists. The College allocates time for continual professional development and encourages all staff to identify any training requirements and explore how we can support them to achieve new skills and knowledge or upskill in industry specialisms. We enable a variety of opportunities whether webinars, conferences, cross college working, networking with other College's and organisations, working in partnership with employers, CPD activity on site and various courses to name but a few.

In addition, all staff are given the opportunity, each year, to apply for funding to gain additional qualifications, and this data is summarised below:

- We received 95 applications in 2022 and all were approved. We also take part in the Taking Teaching Further project and encourage applications from individuals working in industry to move into Teaching and we enable them to undertake a teaching qualification. This has been a very successful programme and we are now in our 5th year with a focus on engineering and construction specialism.
- Of the 95 applications, 46.2% were received from females and 50.5% from male staff.
- In 2022 a total application received 4.2% of staff who applied disclosed a disability which is an increase on the 1.0% of staff reported in 2021
- Applications were received from staff across all age bands and encouraging that staff within the 45-54 and plus age bands continue to apply to develop new qualifications, skills, and knowledge.
- 73.7% of staff applying for development were from White British ethnicity, 9.5% were staff from diverse cultural communities (BAME).
- Most staff development applications were received from staff who disclosed no religion or belief which is the same as previous years.

Our Main Aims

Whilst the diversity challenges faced by the College are like those that affect the Further Education sector, the work undertaken by the College on equality and diversity continues to be one of our strengths and something we are proud of.

- We will continue to build on our strength of embedding equality, diversity, and inclusion in the College culture, so that it continues to permeate throughout the working and the learning environment both within and beyond the classroom experience.
- Further, develop those areas for improvement such as the levels of staff disclosure and the monitoring of protected characteristics.
- Promote a culture of tolerance and respect across the organisation.
- Analyse data regularly leading to an annual equality, diversity, and inclusion report.
- Maintain a zero-tolerance approach to discrimination.
- Promote the work of our Equality, Diversity, and Inclusion Group and BAME staff Group and share information to educate and promote equality, diversity, and inclusion.
- Provide a supportive environment in which all staff can flourish and take pride.
- Further develop a more flexible employment base to help meet the changing needs of the organisation.

(Add in PROUD Images)

3.0 About the College

Our Mission and Core Values

Everything we do at the College is underpinned by our core values which are:

PARTNERSHIP

To forge strong partnerships that enable us to continually improve our training and education provision and create opportunities that benefit all the communities we serve.

RESPECT

An inclusive environment built on mutual respect, positive experiences, and celebration of talented and diverse communities.

OUTSTANDING

To be outstanding in everything we do, including curriculum delivery, student support and behaviour.

UNITED

To be united in what we do, why we do it and how we achieve it.

DETERMINED

To provide high quality education and training locally, regionally, and nationally.

Equality and diversity are embedded throughout our Strategic Goals and detailed in the College plan for 2020-2023.

4.0 How we Manage Equality and Diversity

South Essex College is committed to the advancement and promotion of equality and diversity for all students, staff, and all individuals utilising College services. Our ethos is to create and maintain conditions where 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 to coaching, mentoring, training and development, advice and guidance and support. We aim to eliminate unfair discrimination through a zero-tolerance approach. We will monitor information available and respond to any issues arising promptly and with fairness, discretion, and integrity.

In line with the Equality Act 2010, the College has a General Duty, when exercising our functions, 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 our 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 inclusion, ensuring fairness and equity in everything we do.

Employment Legislation

The College regularly reviews its policies, procedures to ensure they accurately reflect employment legislation generally, and specifically in relation to the Equality Act 2010. In addition to best practice, guidance such as ACAS (Advisory, Conciliation and Arbitration Services) and the Chartered Institute of Personnel and Development the College utilises various official regulations and guidance documentation.

Staff Pay

The College believes our staff should receive equal pay for the same or similar work or work of equal value. Equal pay incorporates contractual remuneration, terms and conditions, pay, holiday, pension benefits (as determined by the schemes), and other non-cash benefits as may be offered from time to time.

The College data in relation to Gender Pay Gap reporting regulations is summarised herein. The full report will be published on the College intranet, website, and Government Equalities website by 31 March 2023.

We work proactively to ensure that through role and person specifications we evidence a clear rationale for pay relativity throughout the hierarchy of the College. Appropriate differentials have been created recognising accountability and job responsibility along with the College's need to recruit and retain skilled, qualified, and experienced staff.

Management Team are allocated 'spot salaries' in accordance with the market rate for the role. The College currently utilises the principles of the Association of Colleges (AoC) pay scale structure recommended for academic, academic support and support roles. We have a minimum hourly rate of **£9.60** and will ensure full compliance with the planned changes to the National Minimum Living Wage from April 2023.

We continue to review staff salaries and compare market data available along with the affordability of the College and budgets available. We are embarking on a project to develop and implement a new pay strategy for later in 2023 and to set the scene for how the College will manage staff pay moving forwards.

Staff Terms and Conditions

The terms and conditions for all staff are standardised in the contract of employment for their role and within each subsidiary company. There are separate clauses in the academic management and academic staff contract relating to the requirement for a recognised teaching qualification and teaching contact hours for academic staff.

We offer a variety of different contracts, including, full-time, part-time, term-time and hourly paid with flexibility and remote working options to enable us to meet our business operational needs and contribute to staff managing their work life, health, and wellbeing balance. It remains essential for teaching to be delivered face to face on site to ensure our students have the best learning experience. The College had implemented an alternative working pattern to condense teaching into 4 days on campus wherever possible and 1 day

remote working each week since October 2023 and are continuing to review this decision along with the impact on our staff and customers.

Staff Complaints

Staff complaints received are thoroughly investigated and appropriate action is taken to minimise or eradicate the risk of similar situations arising in the future. The appropriate policy will be applied if serious concerns are identified in relation to individuals, and appropriate support and advice is offered to anyone who may be adversely affected.

Maternity and Parental Matters

The College applies family friendly policies and procedures. This includes adoption, paternity, maternity and parental leave and a separate flexible working policy. All staff have the right to request flexible and agile working and manage their work life balance. All applications are carefully considered on a case-by-case basis in line with the legislation and College policy.

Probation Review, Grievance, Capability, Disciplinary, ACAS Conciliation and Employment Tribunals (includes whistleblowing)

In the monitoring period September 2021 to 31 December 2022, the College dealt with 46 cases compared with 23 in the previous year and 61 in 2019. Most cases were resolved with management intervention through an informal process, which may have included training, coaching, and setting SMART targets to educate and improve individual performance. However, the College does take appropriate action in line with policies to address misconduct / gross misconduct.

A few cases were dealt with through the formal policy procedures and appropriate action taken. There were 7 cases resolved through ACAS Conciliation and no Employment Tribunal cases, and 3 personal injury claims resolved.

Action is taken to ensure fairness and equity in the implementation of college formal policies. The Group Director People & Organisational Development in conjunction with team members review cases to ensure equity and fairness across the College and identify any learning points to make improvements. There were no Employment Tribunals Hearings in the reporting period.

5.0 Staff Equality Analysis

The Group Director, People & Organisational Development has a responsibility to monitor the workforce data in relation to staff employed by the College and subsidiary companies, along with applications for positions and staff development opportunities.

This section looks at the protected characteristic for staff, staff groups and identifies any changes or trends within our data and provides some analysis as to the reasons.

Throughout 2022 the College employed on average **818** staff across the College which is slightly less than the **872** averages employed in 2021, and lower than the previous two years. This relates to headcount rather than the total full-time equivalent which is calculated based on full-time and fractional / part-time roles.

The data utilised for this report includes all staff employed by the College and wholly owned subsidiaries, excluding contractors, volunteers, agency staff and any vacancies (which totalled 100, in various stages of the recruitment process when the data was collated in November 2022). Due to the small numbers of staff within the subsidiary companies, the staff data has been included in the main data to manage anonymity.

The workforce group profile is summarised into four main groups as shown in the Table below as a percentage of the total workforce in comparison to the previous three years.

Workforce Profile (%) Staff Group	2022	2021	2020	2019
Academic	35.4	39.1	37.6	36.2
Academic Support	28.5	22.9	25.1	26.3
Management	11.4	12.0	11.8	11.9
Support	25.7	25.9	25.5	25.6
Total	100	100	100.0	100.0

The table below shows the summary of the workforce profile across the separate companies that make up the College Group shown as a percentage of the overall total in the table above. The data excludes Essex Shared Services Limited which is a partnership company with Chelmsford College.

College Workforce Data by Staff Group and Company				
Staff Group	Prospects Learning Foundation Limited	South Essex College of Further & Higher Education	The Backstage Centre Limited	Grand Total
Academic	0.0%	34.2%	0.1%	34.4%
Academic Support	1.2%	27.1%	0.1%	28.5%
Manager	0.0%	11.1%	0.4%	11.5%
Support	0.7%	24.3%	0.6%	25.7%
Grand Total	2.0%	96.8%	1.2%	100.0%

Staff Data by Gender

We have a higher proportion of females employed at the College than male staff, which is generally normal within the Further Education sector.

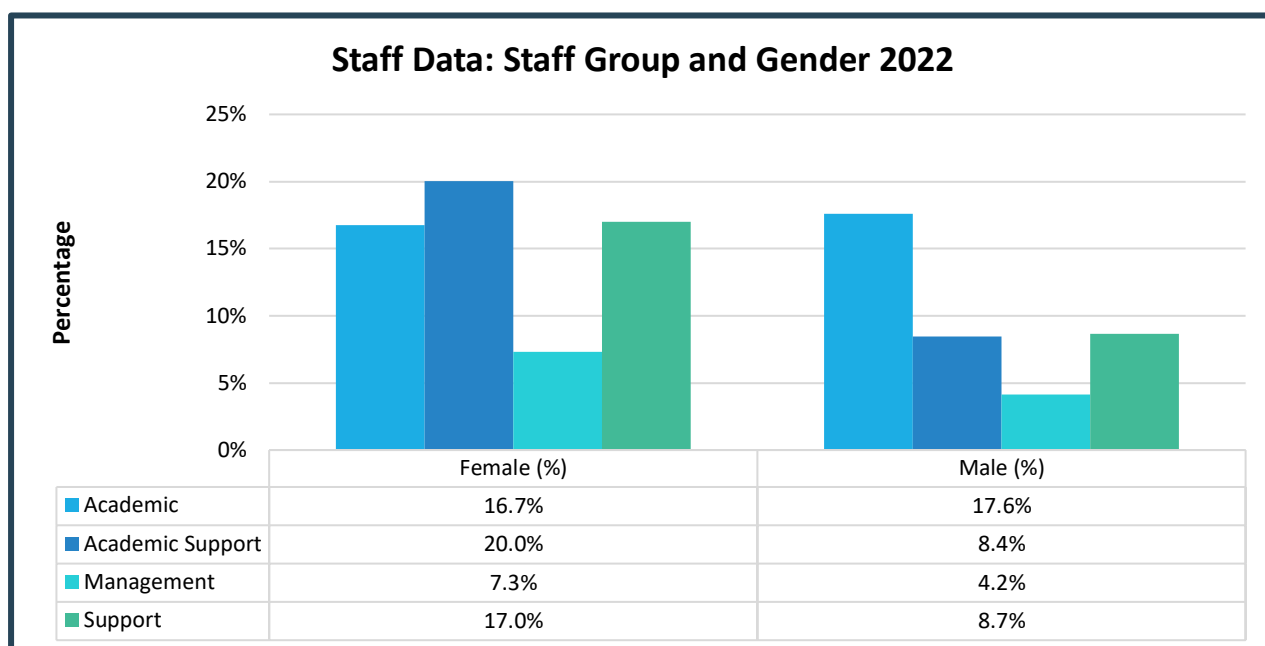
The Table below shows the staff data by staff group and gender for 2022 compared with the previous three years data. The data is quite similar with slight fluctuations between the number of female and male staff employed within the staff group profiles.

Workforce Profile by Gender	2022		2021		2020		2019	
	Female (%)	Male (%)	Female (%)	Male (%)	Female %	Male %	Female (%)	Male (%)
Academic	16.7	17.6	19.5	19.6	18.8	18.9	19.3	16.9
Academic Support	20.0	8.4	17.4	5.5	18.1	6.9	19.7	6.6
Management	7.3	4.2	7.5	4.6	7.6	4.2	6.9	5.0
Support	17.0	8.7	16.5	9.4	15.8	9.7	15.8	9.8
Total	61.1	38.9	60.9	39.1	60.3	39.7	61.8	38.2

In 2022, the College employed 61.1% female and 38.9% male staff, which is a slight change compared with the previous two years overall, as shown above. The data shows slight changes between female and male staff engaged between all staff groups as shown above.

The staff data for management team includes the Executive Board members as well as academic and support managers at all levels across the College. All lecturers along with teaching and learning specialists, tutors and tutor assessors are included in the academic staff group. Within the academic support staff group we have included staff who work with students on Educational Health Care Plans who require support with their learning and to attend College, and these include Student Learning Coaches and Educational Communicators, Welfare and Safeguarding, Careers, Advice & Guidance, Funding & Enrichment. The remaining support staff group includes departments such as Human Resources including Staff Development, Computing Services, Estate Services, Executive Support, Commercial Catering and College Information Systems, Computing Services and Health & Safety.

The Graph below shows the workforce data by staff group and gender during 2022.



Annual Gender Pay Gap Analysis

Gender Pay Gap versus Equal Pay

The Equality and Human Rights Commission outlines the differences as follows:

‘Whilst both equal pay and the gender pay gap deal with the disparity of pay women receive in the workplace, they are two different issues:

1. **Equal Pay** means that men and women in the same or similar employment are entitled to equal pay, as set out in the Equality Act Legislation 2010.
2. The **Gender Pay Gap** is a calculation of the difference between average hourly earnings (excluding overtime) of men and women as a proportion of average hourly earnings, (excluding overtime) of men.

If inequality is identified between male and female staff pay where evidence shows they are carrying out the same or similar role, this could be deemed as unlawful, whereas the gender pay gap is not. This is because there are a number of contributory factors to determining the gender pay gap which are not within the control of the employer.

Gender Pay Gap

The methodology within the government regulations for reporting the gender pay gap means we take all staff data on 31 March each year, we then complete the analysis and use this data to report the gender pay gap by the following April. This means that the data used for calculating the College Gender Pay Gap as shown in this section of the report was taken on 31 March 2022, so is a year out of date by the time we are legally required to report the data in April 2023.

Our overall gender pay gap mean average is **11.4%** for 2022 compared with **9.2%** reported for 2021 and 2020 reporting years which is an increase of **2.2%**. This highlights the difference between the average pay of females and the average pay of males in our total workforce. The College gender pay gap median has slightly decreased to **16.7%** compared with **17.1%** reported in 2021 and is the same reported in 2020 of **16.7%**.

Definitions:

Mean: is the measure of the average which is derived by summing the values for a given sample, and then dividing by the sum of the number of roles / people within the sample.

Median: is the value below which 50% of the roles / people fall within the data set. It is the Home Office of National Statistics (ONS) preferred measure of average earnings as it is less affected by a relatively small number of high earners within a typical data sample.

For the data analysis the ONS consider a full-time employee works more than 30 hours per week or 25 hours or more for teaching staff

The Table below shows the College gender pay gap data percentage for 2022 in comparison with our data reported since 2018.

Gender Pay Gap	2022 (%)	2021 (%)	2020 (%)	2019 (%)	2018 (%)
Mean	11.4	9.2	9.2	7.5	8.4
Median	16.7	17.1	16.7	16.0	11.1

There are an immeasurable number of variables that can occur year on year within the data used to calculate this information which is not within the College control or influence. Examples of variances that impact on this data include any one or any combination or all the following:

- a) the number of staff we employ overall, and
- b) salaries allocated to the staff employed, and,
- c) number of roles in the each of the pay bands / staff groups where these are allocated and spot salaries allocated at each role level within the College, and,
- d) the number of male and female staff employed, and where they are employed within the pay bands and staff groups.
- e) Where the individuals fall within the calculations required for this data, for example someone could be in the lower quartile one year and the lower middle the next.

The data analysis shows the mean salary for male staff was **£15.75** per hour compared with **£13.96** per hour for female staff, which is a **£1.79** difference as of 31 March 2022. The median hourly rate of pay was **£15.38** per hour for male staff compared with **£12.80** per hour for female staff, a difference of **£2.57** per hour as of 31 March 2022.

We have analysed the data further to consider the mean salary difference between the four staff groups. The table below shows the differences in the hourly rate of pay for male and female staff by gender and staff group and the percentage gap.

Staff Groups	Female	Male	Difference	Gap
Academic	£16.10	£17.09	£0.99	5.8%
Academic Support	£10.81	£11.42	£0.61	5.4%
Manager	£23.69	£26.23	£2.54	9.7%
Support	£10.41	£11.12	£0.70	6.3%
Total			£1.79	11.4%

To calculate Median data, the total number of staff 868 is divided into four equal quartiles so there are 217 individuals in each section. The female and male staff split is then looked at within each of the four equal quartiles as shown below table. This data does not consider the salaries that staff are paid on so you could for example find staff allocated the same pay band in both the lower and lower middle quartiles or upper middle and upper quartiles depending on the number of staff employed overall.

Quartile	Count	Female	% Of Female staff in quartile	Male	% Of Male staff in quartile
Lower	217	161	74.2%	56	25.8%
Lower Middle	217	137	63.1%	80	36.9%
Upper Middle	217	123	56.7%	94	43.3%
Upper	217	108	49.8%	109	50.2%
Total	868	529	60.9%	339	39.1%

The table below shows the median difference in the median hourly rate of pay between the four quartiles. This shows there is no difference in the Median Gap in the lower quartile whereas in the lower middle quartile female staff are earning 2.32% higher hourly rate than male staff. In the upper quartile, this changes to male staff earning 1.58% higher than female staff. In the upper quartile female staff are earning 1.01% higher than male staff.

Median	Lower (1)	Lower Middle (2)	Upper Middle (3)	Upper (4)
Female (Median)	£8.96	£12.09	£15.78	£20.37
Male (Median)	£8.96	£11.82	£16.03	£20.17
Difference	£0.00	-£0.27	£0.25	-£0.20
Median Gap (%)	0.00%	-2.32%	1.58%	-1.01%

As explained above, there are immeasurable number of variables which affect the calculations in each of the quartiles which are out of the college control overall. The College employs the staff required in specific roles to meet business operational needs and for not other purpose.

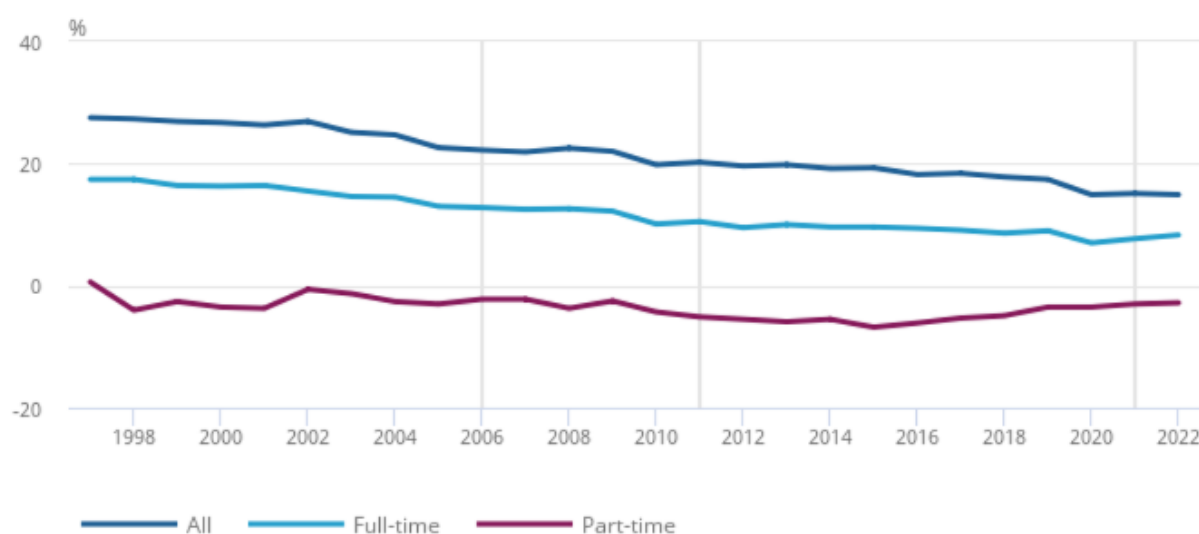
National Benchmark Gender Pay Gap

The College normally compares our Gender Pay Gap data against the national data published and in comparison, with the public and private sector, further education, and higher education data. The Home Office for National Statistics (ONS) data published has been estimated as at the time of writing this report and will be reviewed and updated in the full annual Gender Pay Gap report which is normally published in April each year.

ONS has indicated that the gender pay gap has been declining slowly over time. Over the last decade it has fallen by approximately a quarter among both full-time employees and all employees.

Figure 1: The gender pay gap has been declining slowly over time; over the last decade it has fallen by approximately a quarter among full time employees and all employees

Gender pay gap for median gross hourly earnings (excluding overtime), UK, April 1997 to 2022



Source: Office for National Statistics – Annual Survey of Hours and Earnings (ASHE)

The ONS data indicates that in 2022, the gap among full-time employees increased to **8.3%** up from **7.7%** in 2021. This is still below the gap of **9.0%** before the start of the coronavirus pandemic in 2019. Estimates for 2020 and 2021 are subject to more uncertainty than usual therefore the ONS recommend that we look at the data over the longer term as a trend rather than focus on one year.

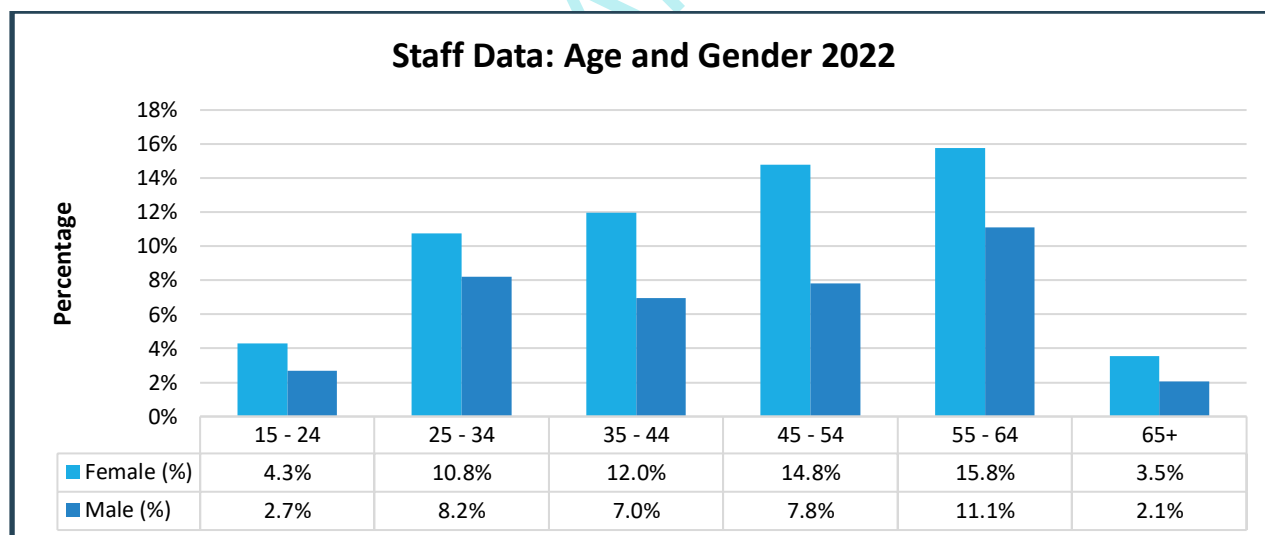
Among all full-time employees, the gender pay gap decreased to **14.9%** in 2022 from **15.1%** in 2021 but is still below the levels seen in 2019 of **17.4%**. The data is affected due to the furlough scheme and staff working or not working or seeking other roles. The figures represent the difference between men's and women's hourly earnings as a percentage of men's hourly earnings.

The table below provides relevant comparison data for the College to consider in relation to our Gender Pay Gap data (ONS Data Source October 2022 (estimated and not finalised))

Industry Sector	Mean Gender Pay Gap				Median Gender Pay Gap			
	2022%	2021%	2020%	2019%	2022%	2021%	2020%	2019%
Public Sector	11.4	14.8	11.4	15.7	11.1	18.00	11.2	16.8
Private Sector	13.4	17.8	14.3	19.9	13.8	19.6	14.1	23.6
Education	12.8	17.6	17.1	17.0	12.6	25.4	24.6	25.4
Higher Education	16.3	18.3	18.2	15.9	14.5	16.2	9.9	15.5

Staff Data by Age

The Graph below shows a summary of the workforce by age-band and gender for 2022.



The data shows that 26.9% of our total workforce are aged between 55 -64 with 15.8% female staff and 11.1% male staff. This data has remained like the data shared in 2021 where we had 25.7% of staff within this age range of which 15.1% are female and 10.6% are male.

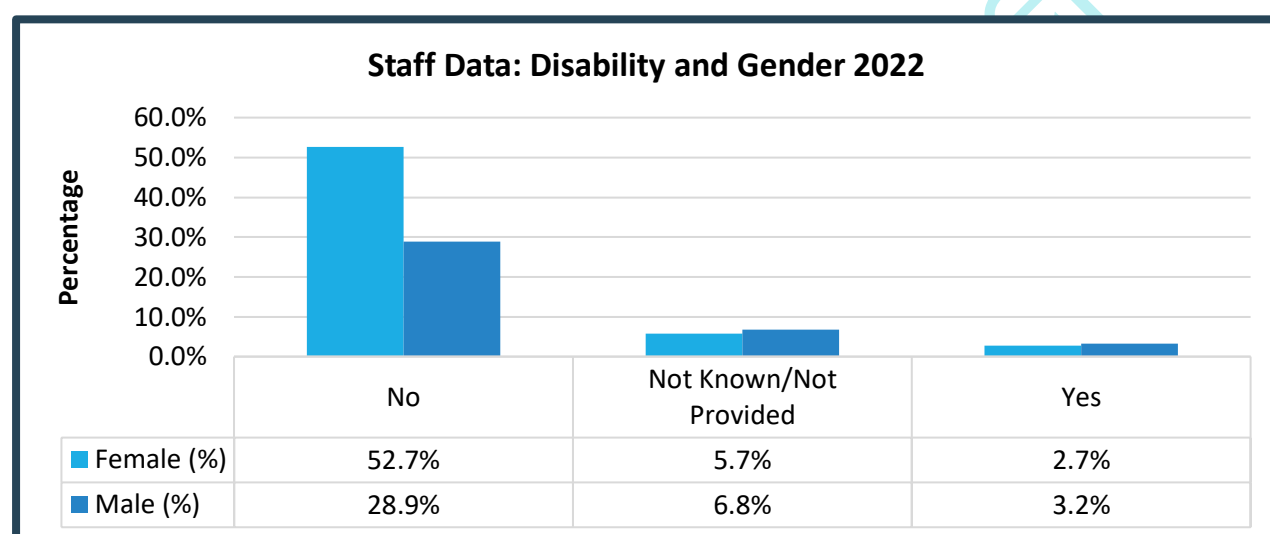
The College has 22.6% of staff in our workforce within the 45-54 age range with 14.8% of female staff and 7.8% male staff. We have 18.9% of staff each within the 25-34 and 35-44 age ranges and 7% of the workforce in the 15-24 age range and 5.6% in the 65+ age range.

The College continues to review the demographics of the College workforce. We are mindful of the potential impact of an ageing workforce and work to ensure that staff skills and expertise are shared through continual professional development of all staff employed to ensure knowledge remains within the College and staff are developed.

Staff Data by Disability

We encourage staff and applicants to share information with their line managers and the Human Resources Department about their health and wellbeing along with any health conditions, difficulty or disability which may affect them or their ability to deliver in their roles. All staff have secure and confidential access to the data held on them, in line with General Data Protection Act Regulations (GDPR), via the Human Resources Management Information System.

The Graph below shows the staff employed 2022 by disability and gender:



The data shows a slight increase in staff disclosing a disability from 5.4% reported in 2021 to 5.9% in 2022, where 2.7% are female and 3.2% male staff. Staff who have disclosed they do not have a disability totals 81.5% which is an increase from the 80.5% of the workforce reported in 2021. 12.6% of the workforce have selected either not to provide the information or that they do not know which has slightly reduced from the 12.3% of staff reported in 2021.

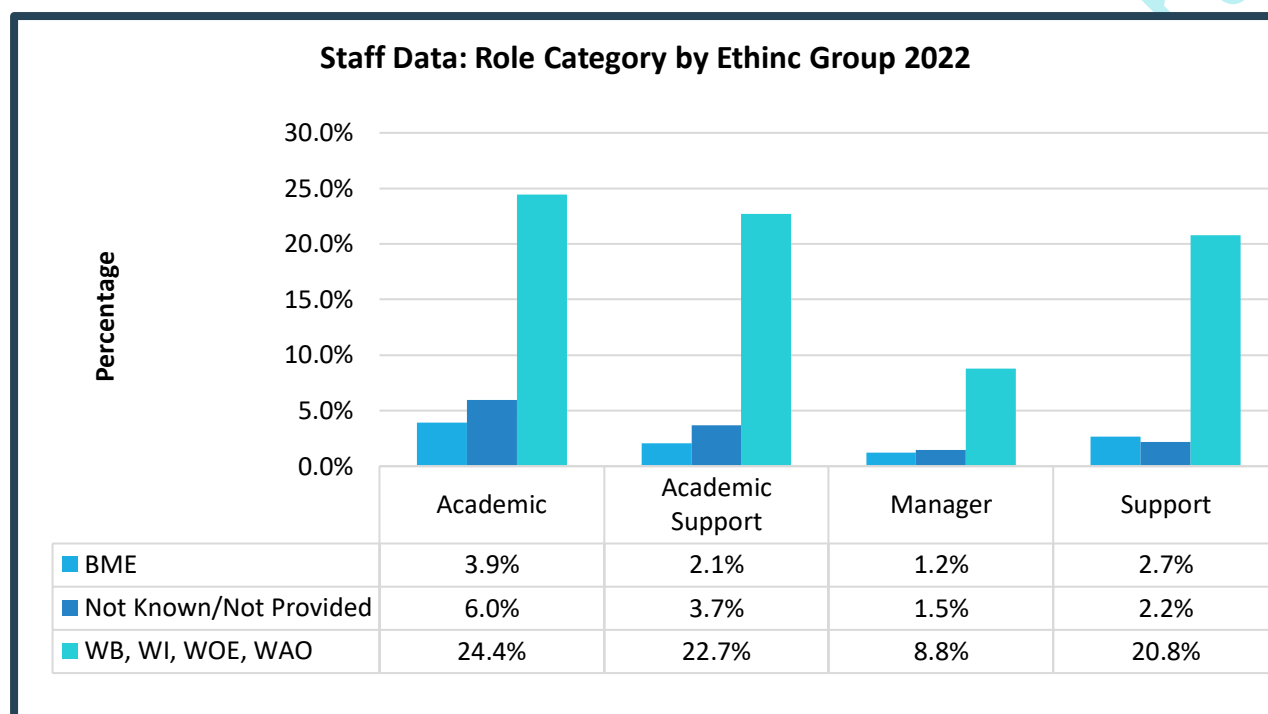
The College works with external agencies such as the Government Access to Work to provide reasonable adjustments and equipment to enable staff to remain at work. Within Human Resources we have two mental health first aid staff trained to provide advice and guidance to staff who may feel they are in crisis situations. The College has provided training to the majority of academic staff and managers on mental health first aid to support our students.

The College prioritises the health and wellbeing of staff through discussing health & wellbeing concerns with individuals and implementing appropriate reasonable adjustments. In addition, the College shared information on health & wellbeing key topics such as mind health, healthy eating, bereavement information, sleeping, anxiety & stress, exercising and with a strong focus to help staff understand how they may feel and build resilience and encourage staff to speak to us about any concerns they may have.

It has been a particularly challenging period and more so as since April 2022 when the government ceased all health and working restrictions in relation to the pandemic, and we have moved to return to the normal working arrangements. We continue to work with staff on their health & wellbeing and provide flu vaccines, focus on mind health and the normal seasonal medical conditions, agile, remote and flexible working options.

Staff Data: by Ethnicity

The graph below shows the staff information analysed by ethnicity and staff group for 2022 shown as a percentage of the overall workforce.



***Important notes.**

- *BAME = Black, Asian and minority ethnic group. This is a term commonly used to describe anyone who is a non-white person or group. We respect this does not necessarily cover all ethnic and cultural group and complexities of ethnic backgrounds, but as at the time of writing this remains the groups acronym for reporting such data.*
- *WB = White British; WB = White Irish; WOE = White Other English; WAO = White African Other*

The Table below shows the staff information analysed by ethnicity and staff group for 2021 and 2020 shown as a percentage of the workforce to compare with the graph above.

Role Category	2021				2020			
	*BAME %	Not Known / Not Provided %	*WB, WI, WOE, WAO %	Total %	*BAME %	Not Known / Not Provided %	*WB, WI, WOE, WAO %	Total %
Academic	4.01	6.31	28.78	39.11	3.80	7.81	26.03	37.64
Academic Support	1.83	3.10	18.00	22.94	2.06	3.15	19.85	25.05
Manager	1.15	1.38	9.52	12.04	1.30	1.52	9.00	11.82
Support	1.95	2.29	21.67	25.92	1.52	3.04	20.93	25.49
Total	8.94	13.07	77.98	100.00	8.68	15.51	75.81	100.00

The college data shows that across our workforce there has been a slight increase of 1% of staff employed within the BAME ethnic group from 8.94% reported in 2021 to 9.9% in 2022. In 2022 we had 3.9% of staff who disclosed they were BAME in our academic staff group compared to 4.01% in 2021, 2.1% of staff in our academic support staff group in 2022 compared to 1.83% in 2021. Managers totalled 1.2% of our workforce in 2022 compared with 1.15% in 2021 and our support staff group totalled 2.7% which is an increase from the 1.95% of staff reported in 2021.

Our data shows that 13.3% of staff chose not to disclose their ethnicity in 2022 which is slightly lower than the 13.7% recorded in 2022. Most of our staff group with totals 76.8% identify as white British, white Irish, white other European or white Asian other.

The Table below shows the staff information analysed by ethnicity, staff group and gender for 2022, shown as a percentage of the total.

Staff Group	BAME %			Not Know / Not Provided %			WB, WI, WOE, WAO %			Grand Total %
	Female	Male	Total	Female	Male	Total	Female	Male	Total	
Academic	2.1	1.8	3.9	1.6	4.4	6.0	13.1	11.4	24.4	34.4
Academic Support	1.2	0.9	2.1	2.3	1.3	3.7	16.5	6.2	22.7	28.5
Manager	0.6	0.6	1.2	1.0	0.5	1.5	5.7	3.1	8.8	11.5
Support	1.6	1.1	2.7	1.3	0.9	2.2	14.1	6.7	20.8	25.7
Total	5.5	4.4	9.9	6.2	7.1	13.3	49.4	27.4	76.8	100.0

Staff Data by Religion or Belief

The Table below shows the staff profile for 2022 by religion or belief and gender compared with the previous three years.

Religion or Belief	2022	2021	2020	2019
	Total %	Total %	Total %	Total %
Buddhist	0.5	0.6	0.8	0.6
Christian	28.7	27.8	28.3	28.2
Hindu	0.6	0.7	0.8	0.8
Jewish	0.2	0.1	0.1	0.3
Muslim	1.1	0.9	0.7	0.9
No Religion or Belief	35.3	35.8	31.7	29.6
Not Known / Not Provided	31.5	32.0	35.7	37.7
Other Religion or Belief	1.3	1.6	1.5	1.3
Sikh	0.6	0.6	0.5	0.5
TOTAL	100.0	100.0	100.0	100.0

Most of the workforce totalling 66.8% have stated that they either have no religion or belief (35.3% of staff) or they have not provided the information (31.5% of staff). This is slightly lower than the 67.8% of staff reported in 2022 that they either have no religion or belief (35.8%) or they have not provided this information (32.0%). This is an increase of 0.4% to the total of 67.4% reported in 2020.

Staff who have disclosed they are Christian totalled 28.7 which is slightly higher than the 27.8 reported in 2022 but like previous years, whereas the data relating to other religions such as Buddhist, Hindu, Muslim, and Sikh also have slight fluctuations year on years subject to staff employed and whether they disclose information or not.

It is fair to state that this information is personal to staff, and they may choose not to disclose it as staff may see it as irrelevant to their employment. We continue to encourage staff to disclose information so that we can support them during their normal periods of religious observances and especially where religious festivals occur when they may need time away from work.

Staff Data: by Sexual Orientation / Gender Re-Assignment

We recognise the importance of having a diverse workforce including people from the Lesbian, Gay, Bisexual and Transgender or Questioning and intersex (LGBTQI+) community. It is recognised that these personals can face specific obstacles when it comes to accessing many of their rights, including their right to social protection.

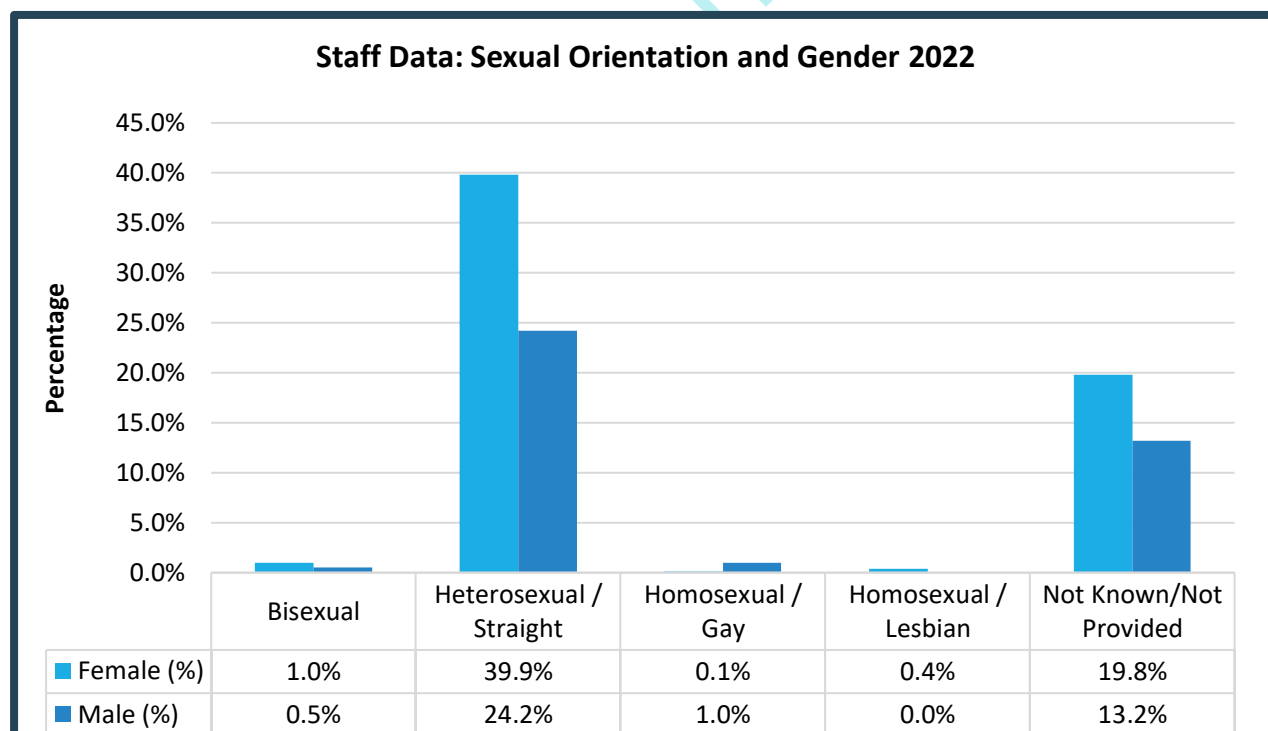
The terms lesbian, gay, bisexual, and pansexual refer to people's sexual orientation, that is, who they experience sexual attraction towards; while transgender refers to gender identity, that is someone whose gender differs from the one they were born with. Terms like genderqueer and non-binary refer to people who fall outside the construction of gender as male or female. Intersex people are born with physical or biological sex characteristics such as reproductive or sexual anatomy, hormones or chromosomes that do not seem to fit the typical definitions of male or female.

The list is not exhaustive. Different cultures, both historically as well as today, have used diverse language which express the wide range of sexual orientations and gender expressions.

LGBTQI people are entitled to the enjoyment of all the rights outlined in international, regional, and domestic human rights law. Yet, due to strongly held cultural and social norms surrounding gender expression and sexuality they can sometimes be excluded or face barriers or in some cases discrimination.

We acknowledge this is still an area of high sensitivity and a very personal decision as to disclosing such information. As a college we work to ensure staff and students rights, regardless of their sexual orientation or gender are applied and help make our society inclusive where everyone can fully participate and in which no one is excluded or made to feel unwanted.

The graph below shows the College staff data by gender and sexual orientation.



The Table below shows the staff data 2022 by sexual orientation and gender compared with the data reported in 2021 and 2020.

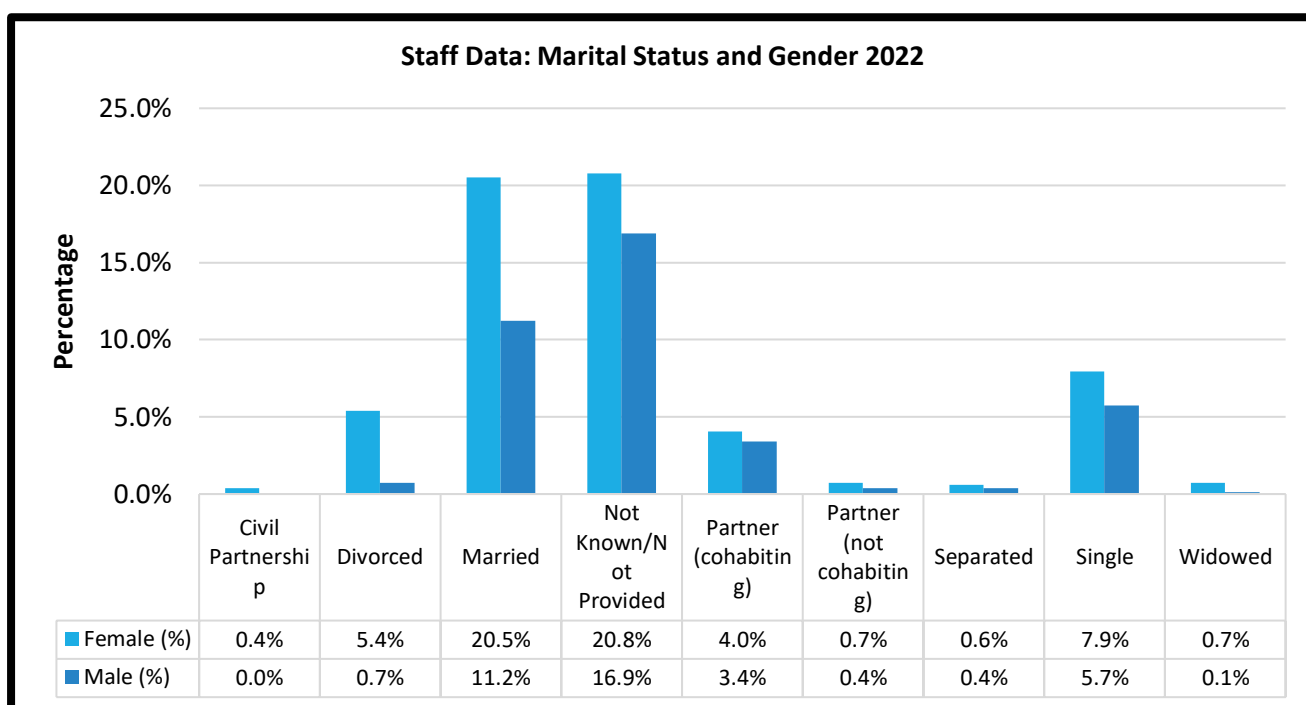
Sexual Orientation by Gender	2022			2021			2020		
	Female %	Male %	Total %	Female %	Male %	Total %	Female %	Male %	Total %
Bisexual	1.0	0.5	1.5	1.1	0.3	1.5	0.7	0.3	1.0
Heterosexual / Straight	39.9	24.2	64.1	38.9	25.0	63.9	37.1	23.6	60.7
Homosexual / Gay	0.1	1.0	1.1	0.2	1.1	1.4	0.1	1.1	1.2
Homosexual / Lesbian	0.4	0.0	0.4	0.6	0.0	0.6	0.3	0.0	0.3
Not Known / Not Provided	19.8	13.2	33.0	20.1	12.6	32.7	22.1	14.6	36.8
TOTAL	61.1	38.9	100.0	60.9	39.1	100.0	60.3	39.7	100.0

The College profile regarding staff disclosing their sexual orientation fluctuates slightly year on year and can change due to one or two people affecting the data. In 2022 the percentage relating to staff being bisexual has not changed, whereas there has been a slight reduction in staff reporting they are Homosexual / Gay or Homosexual / Lesbian. Subsequently there has been a slight increase in staff reporting they are Heterosexual / Straight along with staff not providing this information.

We continue to encourage staff to disclose their equality data through the recruitment process and are working to remove or minimise any potential barriers. We do have staff who have disclosed that they are transgender and are at different stages in relation to gender-reassignment. We are providing support that they request or may be available to support them at work, and understand they are receiving appropriate support from medical professionals.

Marriage and Civil Partnership

The graph below shows the College staff data by Gender for Marriage and Civil Partnerships for 2022.



The Table below shows the College workforce profile for 2022 compared with 2021 and 2020 in relation to marriage and civil partnership data by gender.

Marital Status / Civil Partnership by Gender	2022			2021			2020		
	Female %	Male %	Total %	Female %	Male %	Total %	Female %	Male %	Total %
Civil Partnership	0.4	0.0	0.4	0.2	0.0	0.2	0.2	0.0	0.2
Divorced	5.4	0.7	6.1	4.7	0.7	5.4	4.0	0.7	4.7
Married	20.5	11.2	31.8	18.0	11.7	29.7	16.8	10.4	27.2
Not Known / Not Provided	20.8	16.9	37.7	24.8	18.1	42.9	29.9	22.1	52.1
Partner (cohabiting)	4.0	3.4	7.5	4.8	3.0	7.8	3.4	2.0	5.3
Partner (Not cohabiting)	0.7	0.4	1.1	0.6	0.1	0.7	0.3	0.2	0.5
Separated	0.6	0.4	1.0	0.5	0.2	0.7	0.7	0.2	0.9
Single	7.9	5.7	13.7	6.9	5.3	12.2	4.7	4.1	8.8
Widowed	0.7	0.1	0.9	0.5	0.0	0.5	0.3	0.0	0.3
Total	61.1	38.9	100.0	60.9	39.1	100.0	60.3	39.7	100.0

In the last three years there has been slight fluctuations in the data from the analysis completed. Whilst there has been an increase in married staff joining the college or disclosing, they are married, there has also been slight increase in divorced staff numbers and single staff numbers, along with a small percentage increase in staff who are widowed. There are similar small changes in the data between male and female staff year on year.

6.0 Staff Recruitment by Applications

We continue to monitor the recruitment process and take appropriate action to ensure there are no barriers in the recruitment and selection process for any of our applicants.

Throughout 2022 the Human Resources Department continued to explore new and alternative methods to widen our recruitment and advertising to attract skilled and experienced talent to the College. This included targeted recruitment campaigns, increased use of social media methods and radio campaigns, LinkedIn, specific recruitment agencies, approaching specific companies, along with attending remote job fairs and reverse job fairs, as well as holding a recruitment event on site to attract teachers into the engineering & construction areas.

We have changed the way we advertised our roles, considered language we are using to ensure they were competitive, clear about the role and were attractive to applicants, considering the post pandemic job market and challenges recruiting to roles. In addition, as with other education establishments we have several curriculum areas and support areas which are more challenging to recruit to specialist or trade positions, so we always explore alternative recruitment methods to encourage all applicants.

As part of the Taking Teaching Further initiative, we continue to focus on attracting individuals from industry who have not taught or considered teaching and utilising their skills and knowledge in a different way to enrich the learning experience of our students.

The aim was to raise the College profile as an employer of choice, encourage applicants of people into teaching who may not have considered this career opportunity and work to continue to improve the workforce diversity profile.

College Turnover

The College turnover for 2021/2022 reached **28.93%** in total of which **25.19%** was due to natural wastage and the remaining **3.74%** was due to either management decisions under a formal procedure or restructuring. Whilst the College experienced a reducing in turnover during the past two years due to the pandemic, there has subsequently been an increase as staff consider their career, and work life balance. Whilst the College does offer various contracts including agile and flexible with remote working, some companies are able to offer permanent remote working whereas the College is a service provider and not all positions enable this.

Recruitment Analysis

In 2022 the College received **1847** applications for positions at the college compared with a similar figure of **1845** applications in 2021, and 1732 applications in 2019. Whilst we had an increase in the number of vacancies, we also experienced, less people applying to join the College, but have also successfully promoted from within.

The data provided in this section only includes the applications made electronically on the HR Management Information System. The data excludes the applications we receive via CV either independently or via a recruitment agency, which can, on average, be approximately 150-200 in any year. These are normally for specialist positions and applicants do not provide Equality & Diversity personal information on application. Shortlisting for these applicants is completed

only using the CV information where a reference number is provided. The HR Department are only provided with a name and contact details once shortlisting is completed to arrange the interview.

Applications by Age and Gender

The Table below shows a summary of the **1847** applications received by age and gender as a percentage of the total.

Age Band by Gender (%) 2022								
Gender	15-24	25-34	35-44	45-54	55-64	65+	Not Known / Not Provided	Grand Total
Female	13.3	22.5	12.6	9.1	6.2	0.6	0.2	64.5
Male	5.8	11.8	6.8	4.2	3.5	0.9	0.3	33.2
Not Known / Not Provided	0.0	0.0	0.0	0.0	0.0	0.0	2.2	2.2
Grand Total	19.1	34.3	19.4	13.3	9.7	1.5	2.8	100.0

The table below shows the same data for 2021.

Gender	Age Band (%) 2021							Grand Total
	15-24	25-34	35-44	45-54	55-64	65+	Not Known / Not Provided	
Female	18.43	15.01	12.85	11.00	4.82	0.22	0.65	62.98
Male	7.15	9.32	6.34	5.7	4.82	1.41	0.33	35.12
Not Known or Provided	0.00	0.00	0.00	0.00	0.00	0.00	1.90	1.90
Total 2021	25.58	24.34	19.19	16.75	9.65	1.63	2.87	100.00

The College received **62.98%** of applications from females compared with **62.92%** of applications in academic year 2019/20. Applications from males have decreased slightly from **35.12%** of the total in 2021 to **33.2%** in 2022. It is recognised that Further Education has predominantly female staff employed, however this is the first reduction in a three-year period of reporting. If, however we did have the EDI data for the agency workers we engage this would show that we employ predominantly male works within our engineering & construction areas.

The data shows that most applicants received are within the 25-34 age band totalling **34.3%** in 2022, and closely followed by **19.1%** in the 15-24 age band and **19.4%** in the 35-44 age band. It is positive that we continue to attract applicants in the higher age ranges of 55-64 and 65+. The number of applicants who chose not to provide data on their age is like the previous year totalling 2.8%.

Applications by Disability and Gender

The College encourages applicants to disclose any disability or health condition when applying for vacancies to enable us to support them in future employment.

The Table below shows the applications received by disability and gender 2022.

Disability by Gender (%) 2022				
Gender	No	Not Known/Not Provided	Yes	Grand Total
Female	58.7	2.2	3.6	64.5
Male	28.0	1.8	3.4	33.2
Not Known or Not Provided	0.0	2.2	0.0	2.2
Total	86.7	6.3	7.0	100.0

The data analysis for 202 shows that 7.0% of applicants disclosed they had a disability compared with 5.3% in the previous year. Of the 7%, 3.6% were female applicants and 3.4% were male applicants. Only 6.3% of applicants chose not to provide this information which is a decrease from 5.7% of applicants in 2021 who chose not to provide the information.

The data gives some assurance that applicants feel able to disclose this information which is often considered extremely personal and sensitive. We also recognise that some individuals do not consider their health conditions a disability or choose not to disclose they have a disability on application. All applicants who disclose a disability are contacted prior to the recruitment and selection process and we work in partnership to ensure that any potential barriers are removed, and applicants have every opportunity to demonstrate their suitability for the role.

All successful applicants, regardless of whether they have disclosed a disability or not, are offered the opportunity again as part of the recruitment check process to provide the Human Resources Department and College successful applicants who disclose a disability are contacted and met with prior to employment commencing as part of the pre-employment procedure.

A member of the Human Resources Department will discuss the information they disclose and identify and agree any reasonable adjustments with them and their line manager. Appropriate action is taken to ensure that any reasonable adjustments are implemented prior to their first day at work to support them, wherever possible.

Applications by Sexual Orientation and Gender

Our data shows 80.9% of applicants have disclosed being homosexual / straight in 2022. There has been a slight increase of applicants disclosing other sexual orientation, with 4.5% of applicants disclosing they are bisexual, 1.7% disclosing being homosexual / gay, 0.6% disclosing homosexual / lesbian and 12.2% choosing not to provide this data.

The table below shows the equality data for sexual orientation by gender for 2022 as a percentage of the total applicants.

Sexual Orientation by Gender (%) 2022						
Gender	Bisexual	Heterosexual I / Straight	Homosexual I / Gay	Homosexual I / Lesbian	Not Known/Not Provided	Grand Total
Female	3.4	54.1	0.2	0.6	6.2	64.5
Male	1.2	26.7	1.5	0.1	3.8	33.2
Not Known/Not Provided	0.0	0.0	0.0	0.0	2.2	2.2
Grand Total	4.5	80.9	1.7	0.6	12.2	100.0

Applications received by Ethnicity and Gender

The Table below shows the applications received by individual's ethnicity and gender for 2021 compared with 2020. This is shown as a table due to the small numbers and percentages.

Ethnicity	2021 (%)				2022 (%)			
	Female	Male	Not Known or provided	Total	Female	Male	Not Known or Provided	Total
Any Other	0.5	0.3	0.0	1.8	1.2	0.4	0.0	1.6
Asian or British-Any Other	0.7	0.8	0.0	1.5	0.7	0.3	0.0	1.0
Asian or British- Bangladeshi	0.5	0.9	0.0	1.4	0.7	0.7	0.0	1.4
Asian or British- Indian	1.2	1.5	0.0	2.7	2.7	2.4	0.0	5.1
Asian or British- Pakistani	1.1	0.9	0.0	2.0	0.9	0.8	0.0	1.7
Black or British - Any Other	0.2	0.3	0.0	0.4	0.3	0.1	0.0	0.4
Black or British- African	2.8	2.3	0.0	5.1	2.3	2.5	0.0	4.9
Black or British- Caribbean	0.5	0.9	0.0	1.5	0.5	0.7	0.0	1.2
Chinese	0.4	0.4	0.0	0.8	0.2	0.6	0.0	0.8
Mixed- Any Other	0.8	0.4	0.0	1.1	1.0	0.4	0.0	1.4
Mixed-Asian and White	0.2	0.2	0.0	0.4	0.3	0.4	0.0	0.5
Mixed-Black African and White	0.2	0.1	0.0	0.3	0.1	0.2	0.0	0.3
Mixed-Black Caribbean and White	0.7	0.3	0.0	1.0	0.5	0.3	0.0	0.8

Ethnicity	2021 (%)				2022 (%)			
	Female	Male	Not Known or provided	Total	Female	Male	Not Known or Provided	Total
Not Known/Not Provided	2.1	1.2	1.9	5.1	1.6	1.7	2.2	5.5
White - Any Other	3.5	2.2	0.0	5.7	2.0	1.1	0.0	3.1
White-British	45.5	21.5	0.00	67.0	46.7	19.9	0.0	66.5
White-Irish	0.05	0.16	0.0	0.2	0.1	0.1	0.0	0.2
White-Other European	2.2	0.7	0	2.9	2.7	0.5	0.0	3.2
Grand Total	63.0	35.1	1.9	100.0	64.5	33.2	2.2	100.0

Applications from white British individuals totalled 66.5% which is slight reduction from 67% reported in 2021. There was 5.5% of applicants who chose not to provide this information compared with 45.1% in the previous year.

It is positive that we continue to receive applications from across the diverse communities and ethnic groups and there appears to be slight increases and decreases in applicants 2022 from BAME. However, due to the small percentages this could be 1 or 2 applicants affecting the calculations.

We continue to advertise vacancies to attract applicants from as wider source as possible, both locally to all our college locations as well as nationally. When comparing data to see if there is a correlation between increased applications from BAME ethnic group and staff employed we can evidence a slight increase of 1%, from 8.94% reported in 2021 to 9.9% reported in 2022. We also need to consider turnover and new staff data which can change this data monthly, as the data is not static rather reported and analysed on a specific date.

Applications by Religion or Belief and Gender

The Table below shows applications summarised by religion or belief and gender 2021 compared with 2020 data analysis.

Religion or Belief	2021 (%)				2022 (%)			
	Female	Male	Not Known or Provided	Total	Female	Male	Not Known or Provided	Total
Buddhist	0.2	0.7	0.0	0.9	0.4	0.2	0.0	0.6
Christian	20.9	11.5	0.0	32.4	19.5	9.6	0.0	29.2
Hindu	0.9	0.7	0.0	1.6	1.4	1.5	0.0	2.9
Jewish	0.2	0.2	0.0	0.4	0.2	0.2	0.0	0.4
Muslim	2.2	2.6	0.0	4.8	3.2	2.6	0.0	5.8
No Religion or Belief	31.6	14.9	0.0	46.5	31.9	14.3	0.0	46.3

Not Known or Provided	5.0	4.0	1.9	10.9	4.9	3.5	2.2	10.6
Other Religion or Belief	1.8	0.5	0.0	2.3	2.6	1.2	0.0	3.8
Sikh	0.2	0.1	0.0	0.2	0.4	0.1	0.0	0.5
Grand Total	63.0	35.1	1.9	100.0	64.5	33.2	2.2	100.0

In 2022 a total of 46.3% stated they had no religion of belief, which is a slight decrease from the 46.5% reported in 2021. Christians total 29.2% of the workforce which is a decrease from the 32.4% reported the previous year. Muslim's total 5.8% in 2022, which is an increase on the 4.8% the previous year whereas as applications from other religion were similar or slightly less.

In line with the Equality Act, HR will continue to monitor these figures and to support staff and applicants to the College to understand how such data can help the College to create an inclusive environment.

7.0 Staff Continual Professional Development Opportunities

This section provides a summary of all the training and development across the College in relation to pre-employment, employment and through the professional development approved in relation to the Equality Act 2010 protected characteristics.

Compulsory Professional Training

All new staff are required to complete compulsory professional training within the few months of employment and for the role which they are employed in, which consists of:

- Bullying & Harassment (including sexual harassment)
- College Induction
- Computer Security
- Display Screen Equipment
- Equality & Diversity
- Fire Safety
- General Data Protection Regulations (GDPR)
- Health & Safety
- HR Moodle Induction Course (Completed prior to commencing. This includes a Welcome to the College and key information and policies relevant for early in employment)
- Manual Handling
- PREVENT (Preventing Radicalisation and Extremism in Education)
- Remote Working Safety Training
- Safeguarding & Child Protection
- Safer Recruitment Training (all staff with responsibility for recruitment of staff)
- SEND (Special Educational Needs and Disability) Code of Practice
- Remote Working Training

The above list is not exclusive and other training may be implemented as may be appropriate from time to time to ensure that staff have the relevant skills and knowledge to support them in their roles and employment. In addition, all current staff are required to complete the above training at regular intervals as a refresher and reminder of their responsibilities every 12-36 months.

This contributes to ensuring all staff are aware of relevant information to support them in their roles, including any changes in legislation or regulations to enable all staff have the most up to date information and to ensure compliance, as well as supporting health & wellbeing.

Training and Development

All staff are entitled to apply for training and development opportunities and are encouraged to identify training needs and consider how we can support staff to develop their skills, knowledge, expertise and upskill staff considering future needs of the College and our customers.

The College has allocated specific time during the working week for all staff to have focussed time for continual professional development sessions. These sessions can be set by the College

overall or by the Head of Department. In addition, the College has specific staff development days allocated and leadership and management conferences during each academic year.

The management team are encouraged to work with their teams and provide development opportunities. The College utilises the expertise of staff employed to deliver training within their field of knowledge and expertise and increased sharing of good practice and reliance on skilled and experienced staff rather than use external resources and incur costs. We are continuing to explore and provide management training and staff training.

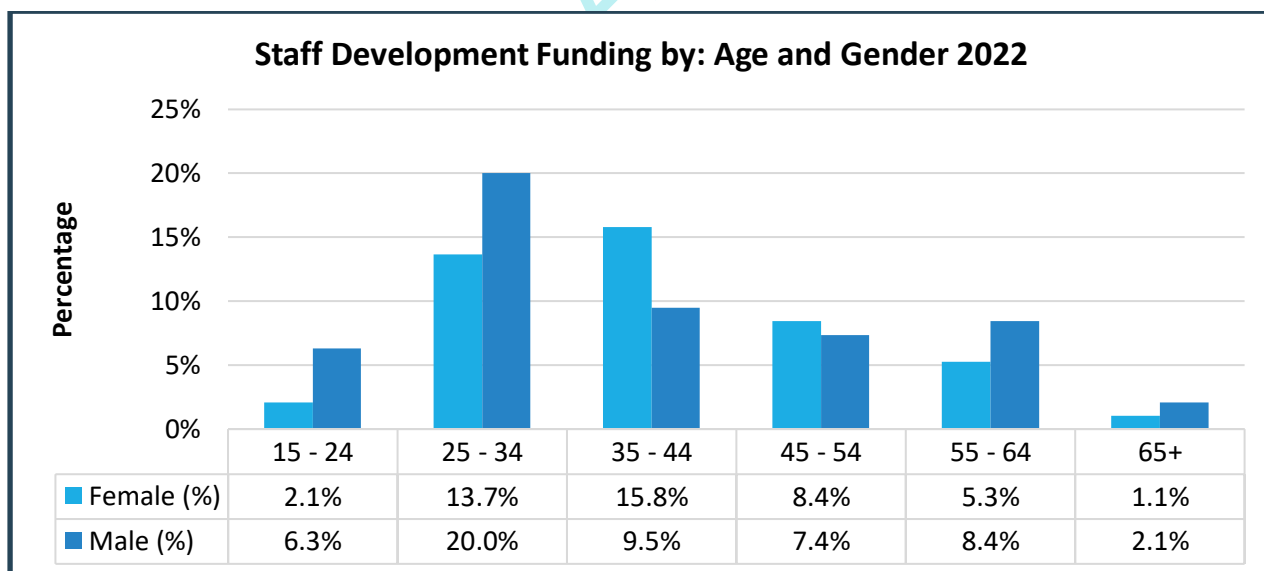
Staff Applications for New Qualifications

Information is promoted to all staff regarding opportunities to apply to Staff Development to gain a new qualification, continual professional development related to their role or attendance at seminars or conferences.

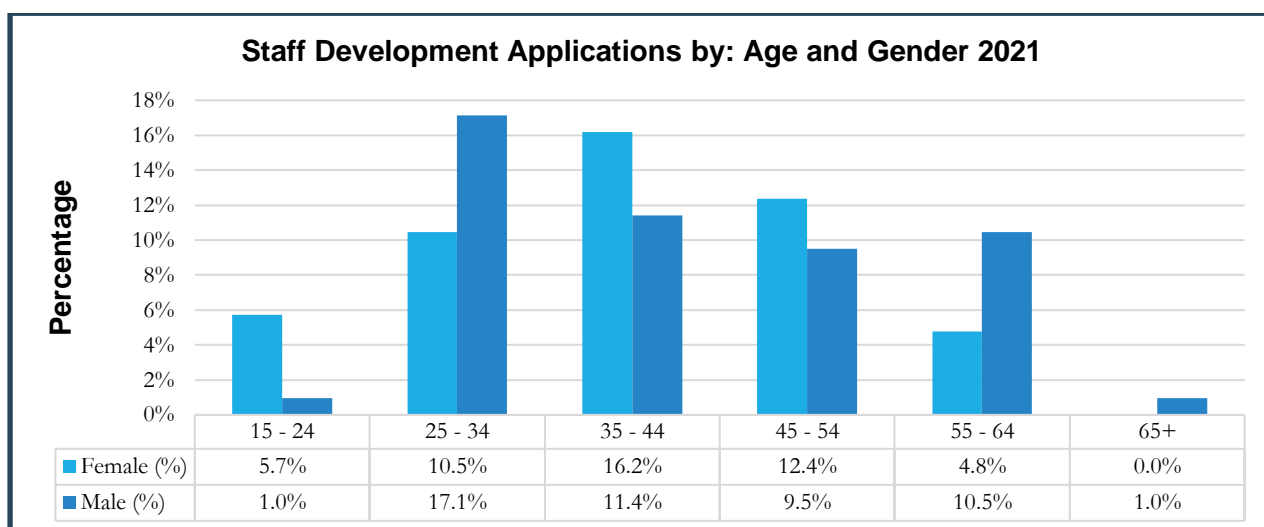
Analysis shows that the application and approval process for training across all areas of the College from applications received is fair and equitable for all staff. We received 95 applications in 2022 compared with 105 applications for staff to undertake professional qualifications and all were approved. We are part of the Taking Teaching Further project and encourage applications from individuals from industry into teaching. Of the 95 applications 46.25% (42) were received from females and 50.5% (53) from male staff employed. All applications were approved.

Staff Development Applications by Age and Gender

Staff development applications received by gender and age band 2022.



The Graph below shows the applications received by gender and age band 2021



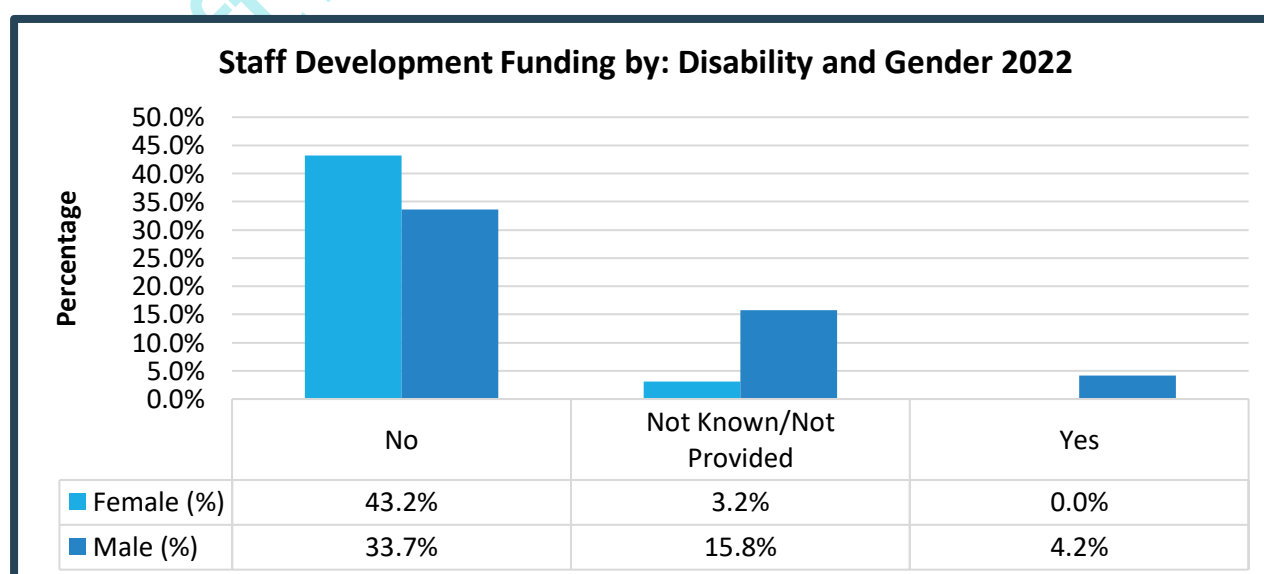
The graphs above show the number of training and development applications by age band and gender for 2022 for comparison. The data shows that there has been a slight decrease in staff within the 15-24 age band applying for new qualifications, whereas there has been a total increase from 27.6% to 33.7% of applications from staff within the 25-24 age band.

Staff within the 35-44 age band total 25.3% compared with 27.6% in the previous year, so a slight reduction in applications from this age band, as well as a slight decrease from 21.9% reported in 2021 to 15.8% of applications received in 2022 for staff in the 45-54 age band. There has also been slight reduction in the 55-64 and 65+ age bands.

It should be noted that an individual's age is not considered when staff apply to undertake a new qualification, however we would consider the qualification and the impact that having gained the new skills and knowledge the individual will have on the business and ultimately our students.

Staff Development by: Disability and Gender

The Graph below shows that 4.2% of applications for staff development were received from staff who disclosed having a disability compared which is an increase on the 1% reported in 2021.



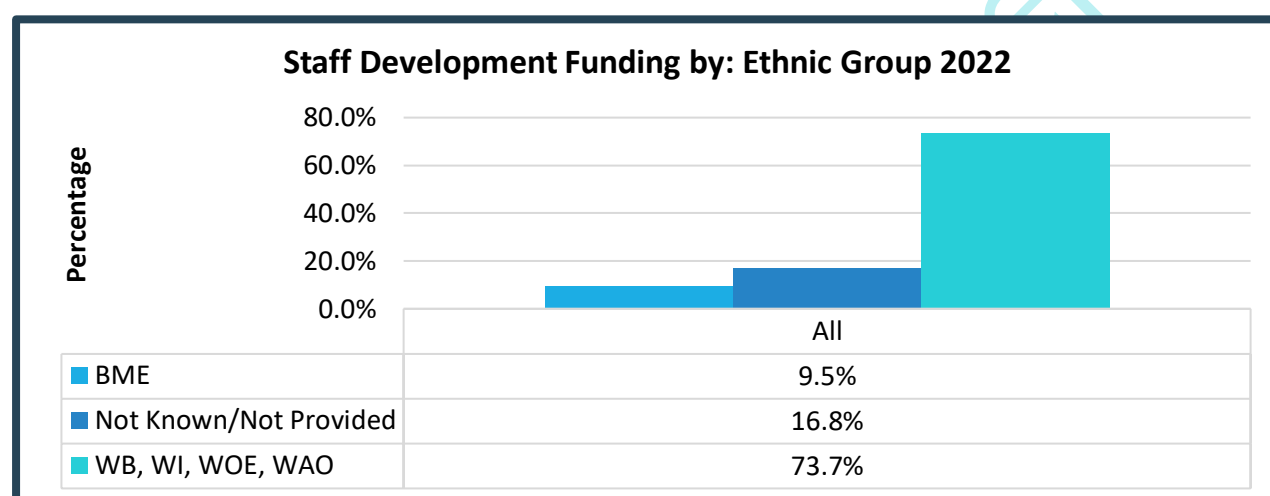
There were 76.9% of staff who disclosed they did not have a disability or health conditions of which 43.2% were female and 33.7% were male. whereas 15.2% of applicants chose not to provide this information. The data is reflective of the overall workforce profile analysis.

Staff Development by Sexual Orientation and Gender Reassignment

There is minimal information provided to the College in relation to staff employed and hence we have not summarised this information further here as individuals could be identified from the information available and this is personal and sensitive to them.

Staff Development by Ethnicity and Gender:

The table below shows the summary of staff applications for development by Ethnicity and Gender for 2022.



This shows us that there are more staff from BAME ethnic groups applying for new qualifications than in 2021. In 2022 9.5% of applications were from BAME ethnic groups whereas 5.7% of applications were in the previous year. Some staff still choose not to disclose their ethnicity and this totals 16.8% of applications for 2022.

***Important notes.**

- *BAME = Black, Asian and minority ethnic group. This is a term commonly used to describe anyone who is a non-white person or group. We respect this does not necessarily cover all ethnic and cultural complexities and there is momentum to refer to diverse ethnic communities rather than BAME moving forward.*
- *WB = White British; WI = White Irish; WOE = White Other English; WAO = White African Other*

Staff Development by: Religion or Belief and Gender

The table below shows the percentage of staff development applications received by Religion or Belief and Gender for 2022 compared with 2021.

Religion or Belief	2021			2022		
	Female (%)	Male (%)	Total (%)	Female (%)	Male (%)	Total (%)
Buddhist	0.0	0.0	0.0	0.0	0.0	0.0
Christian	15.2	14.3	29.5	12.6	8.4	21.1
Hindu	1.0	1.0	1.9	1.1	0.0	1.1
Jewish	0.0	0.0	0.0	0.0	0.0	0.0
Muslim	0.0	0.0	0.0	1.1	0.0	1.1
No Religion or Belief	20.0	20.0	40.0	16.8	26.3	43.2
Not Known or Provided	12.4	14.3	26.7	11.6	17.9	29.5
Other Religion or Belief	1.0	1.0	1.9	0.0	0.0	0.0
Sikh	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	49.5	50.5	100.0%	46.3	53.7	100.0

In 2022 most staff development applications were received from staff who disclosed no religion or belief, which mirrors the staff data. 29.1% of Staff development applications were received from staff who are Christian, and 29.5% from those who are not known or did not provide the information. Applications from other religions or beliefs totalled 6.3% of staff.

Staff Development by: Marital Status and Gender

The Table below shows the applications for Staff Development received by Marital Status and Gender for 2022 compared with 2021.

Marital Status	2021			2022		
	Female (%)	Male (%)	Total (%)	Female (%)	Male (%)	Total (%)
Civil Partnership	1.0	0.0	1.0	0.0	0.0	0.0
Divorced	2.9	0.0	2.9	3.2	1.1	4.2
Married	9.5	9.5	19.0	14.7	6.3	21.1
Not Known or Provided	26.7	36.2	62.9	16.8	30.5	47.4
Partner (cohabiting)	0.0	1.9	1.9	3.2	6.3	9.5
Partner (not cohabiting)	2.9	0.0	2.9	0.0	0.0	0.0

Separated	0.0	1.0	1.0	0.0	2.1	2.1
Single	6.7	1.9	8.6	8.4	7.4	15.8
Widowed	0.0	0.0	0.0	0.0	0.0	0.0
Total	49.5	50.5	100.0	46.3	53.7	100.0

Draft: SEC Annual Report

Our Main Aims

Whilst the diversity challenges faced by the College are like those that affect the Further Education sector and our local communities, the work undertaken by the College on equality, diversity and inclusion continues to be one of our strengths and something we are extremely proud of.

- We will continue to build on our strength of embedding equality, diversity, and inclusion in the College culture, so that it continues to permeate throughout the working and the learning environment both within and beyond the classroom experience.
- Further, develop those areas for improvement such as the levels of staff disclosure and the monitoring of protected characteristics.
- Promote a culture of tolerance and respect across the organisation.
- Analyse data regularly leading to an annual equality, diversity, and inclusion report.
- Maintain a zero-tolerance approach to discrimination.
- Share information to educate and promote equality, diversity, and inclusion.
- Provide a supportive environment in which all staff can flourish and take pride.
- Further develop a more flexible employment base to help meet the changing needs of the organisation.

Draft: SEC Annual Report

Modern Slavery Act Statement for 2023

Introduction

- This statement is designed in pursuant to Section 54 part 6 of the Modern Slavery Act 2015 and sets out the steps that South Essex College has taken to ensure that slavery and human trafficking are not taking place in our supply chains or in any part of our business.
- South Essex College is a Further Education College established under the Further and Higher Education Act 1992. It is an exempt charity for the purposes of the Charities Act 2011. Some of our primary purpose trading is undertaken through an owned subsidiary company, Training for Bradford Limited, which is also covered by this statement.
- The College's core business is to deliver education and training to students from the age of 16. This covers a wide range of vocational and academic programs covering, further education, apprenticeships, adult, and higher education.
- The College also delivers teacher training to a large cohort of post 18 students.
- For more information about South Essex College see our college website www.southessex.ac.uk/about-us

Slavery and Human Trafficking Statement

- South Essex College's core values are at the heart of everything we do. We are committed to running our business responsibly and in accordance with the ambitious standards embedded in our core values.
- 'Individual liberty,' 'respect for the rule of law' 'equality' and 'mutual respect' are among our PROUD Values. Slavery and human trafficking are very plainly incompatible with these values.
- We expect the same ambitious standards from our suppliers, all partner organisations, and external stakeholders we work with.
- Our Procurement Policy helps us to consider issues around modern slavery and human trafficking with our supply chain.
- We have policies and procedures in place to encourage and respond to public interest disclosures and to protect whistle blowers.
- It is a fundamental part, or our procurement process is to ensure that our suppliers are taking steps to ensure that slavery and human trafficking is not taking place within their businesses and within their supply chains. We also request copies of any relevant policy documents dealing with this issue. We receive and log their responses to ensure their approach is consistent with ours.
- We will work with our principal suppliers to ensure that our approach to slavery and human trafficking is reflected in all our purchases of goods and services, and, so far as reasonably practicable, that neither we nor they are involved in any way, either directly or indirectly, in slavery and human trafficking