

East Sussex College

DEI Annual Report

2022-2023



ESC STUDENT ALUMNAE, IMAN & ALMAYRA SHAH

CONTENTS

CEO & Principal Introduction	2
DEI Statement	3
Our commitment to the Public Sector Equality Duty.....	3
East Sussex College Values & Behaviours	4
Data collection.....	5
Student Voice and DEI.....	5
Student outcomes	6
Our people	13
Staff CPD.....	16
Governor data collection	16
Action plan update	17
2023/24 objectives.....	19
Our students' achievements.....	20

CEO & PRINCIPAL INTRODUCTION

Welcome to the 2022/23 East Sussex College Annual Diversity, Equity and Inclusion (DEI) Report. In this report we share updates and progress towards our DEI goals, student voice, student outcomes and our students achievements.

East Sussex College is a values-led organisation with the principles, protections and promotions of diversity, equity and inclusion at its core. It is our mission that everyone in our community is able to reach their potential and that there are no barriers to anyone fulfilling their goals.

The college has continued to extend its provision to English Speakers of Other Languages (ESOL) provision over the last year and built new links with local authority partners to better serve this often-vulnerable group.

We continue with our work on the challenges around the cost of living and how this disproportionately affects the most vulnerable and disadvantaged in our communities. East Sussex College works hard to ensure that we support our students and staff to access our provision, improve life chances and mitigate the impact that limited resources have on college participation. The college now provides a free breakfast and free lunch service that is open to all of our 16-18 students and has been extended to some adult groups.

In 2023/24 our diversity, equity and inclusion goals will be the focal point of the work of the college's DEI Committee. Our work to drive an anti-racism agenda with the support of the Black Leadership Group will take centre stage in 23/24. We will also focus on promoting and supporting connectivity and action for our LGBTQIA+ staff and students. We will retain a clear focus on support for the mental health and wellbeing of our college community and we will continue to celebrate our diverse and amazing communities in East Sussex.

Thank you for taking the time to read this report. Please do contact us at execadmin@escg.ac.uk if you have any feedback or ideas as to how we can better promote our DEI agenda.



Rebecca Conroy
CEO & Principal

DEI STATEMENT

East Sussex College values diversity and recognises that people with different backgrounds, skills, attitudes and experiences enhance our college community. We strive to ensure that these differences are celebrated. All members of the college community are expected to work together to create an environment where everyone feels safe, respected and listened to, regardless of their backgrounds.

Our college values support the principles of equity in opportunity and oppose discrimination. We will strive to challenge inequality for all members of our college community including those with protected characteristics (age, sex, marriage or civil partnership, gender reassignment, race, disability, sexual orientation, religion or belief, pregnancy and maternity). We recognise that discrimination may occur for other characteristics, such as a person's socio-economic status, which are not explicitly protected by the Equality Act 2010 and will strive to address this.

East Sussex College will take every possible step to ensure that staff, students and prospective staff and students are treated equally and fairly. All policies and practices will conform with the principles of equal opportunities, particularly in terms of recruitment, admission, selection and discipline.

The college will ensure that it meets its statutory requirements as a minimum and will always seek to exceed and enhance our DEI work through learning from best practice and establishing our own excellent practice standards.

OUR COMMITMENT TO THE PUBLIC SECTOR EQUALITY DUTY

Diversity, equity and inclusion underpin our college values. This report provides information on how East Sussex College is meeting its responsibilities under the Equality Act 2010. Section 149 of the Equality Act 2010 places a duty on public authorities to consider or think about how their policies or decisions affect people who are protected under the Equality Act. A public authority must, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster or encourage good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Equality Act 2010 (Specific Duties) Regulations 2011 place specific duties on public authorities to publish:

- Information to demonstrate their compliance with the Equality Duty, at least annually
- Equality objectives at least every four years


The Equality Act 2010 applies in relation to the protected characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

East Sussex College is committed to ensuring that:

- All colleagues, students and visitors should experience a supportive and nurturing environment, free from bullying, harassment, discrimination or victimisation.
- Inappropriate behaviour and discriminatory practice are always challenged.
- Colleagues, students, applicants for employment or study, visitors and other persons in contact with the college are treated fairly, with dignity and respect.
- Fair and equitable practices and procedures are designed to help members of our community to feel comfortable, and where individual differences are recognised and valued.
- Support is provided to colleagues, students and our partners to help them understand and meet their equality and diversity responsibilities and share the college's responsibility to embed equality, diversity and inclusion through the provision of its services and function.

EAST SUSSEX COLLEGE VALUES & BEHAVIOURS

The college consulted with staff and students when it reflected on its culture and this included a review of core values, what they really mean and how we can be a genuinely inclusive college. Extensive work has been undertaken on our values and behaviours and they were launched and widely publicised within the college last academic year.


EAST SUSSEX COLLEGE

MyPRIDE

East Sussex College Core Values and Behaviours

P PARTNERSHIP	Work with people, teams and organisations to achieve more together	I will... <ul style="list-style-type: none"> • Be student focused. • Promote our college positively to the outside world. • Be flexible, accommodating and reliable.
R RESPECT	Value the ideas and contributions of others and treat people with kindness, fairness and consideration	I will... <ul style="list-style-type: none"> • Seek input from and actively listen to others. • Act with care and show appreciation for others. • Promote a sense of belonging.
I INSPIRE	Positively influence others to be and do their best	I will... <ul style="list-style-type: none"> • Demonstrate my commitment to the college and our students. • Lead by example and act as a role model. • Give credit and recognition to others.
D DIVERSITY	Value and celebrate our differences	I will... <ul style="list-style-type: none"> • Treat everyone with dignity and respect. • Challenge myself and others to ensure everyone can contribute and feels included. • Be willing and prepared to share my thoughts and opinions.
E EMPOWER	Enable and encourage others to succeed	I will... <ul style="list-style-type: none"> • Share my knowledge, skills and experience with others. • Be accountable for my actions. • Be responsible for my own learning and development.

DATA COLLECTION

It is important for the college to understand the DEI characteristics of its staff and students so that it can align its priorities, resources and energy with its demographic drivers. Since merger in 2018, there were gaps in data collection for both staff and students. Work has been done to significantly improve this position for 2022/23.

The following table describes what data is collected and how:

Protected Characteristic	Staff	Students
Age	Equal opportunities form, MyView, annual disclosure	Application form
Disability		Application and enrolment form
Gender reassignment		Application and enrolment form (<i>term used: Gender Identity</i>)
Marriage or civil partnership		Not asked
Pregnancy and maternity	Via staff disclosure	Not asked
Race	Equal opportunities form, MyView, annual disclosure	Application and enrolment form (<i>Term used: Ethnicity</i>)
Religion		Enrolment Form
Sex		Application and enrolment form
Sexual orientation		Enrolment form
Deprivation	Not asked	Application and enrolment form*

*Areas of deprivation can be identified via analysis of postcode; this is how the Tuition Fund is identified for students.

The data collected from staff and students is increasingly used to inform and support the college's strategic priorities and to ensure that the college is as inclusive and representative as it can possibly be.

STUDENT VOICE AND DEI

Impactful student engagement is central to providing an exceptional experience and is the basis for continuous improvement. The college's strategic approach to student engagement is that it is student-led and integrated into East Sussex College's central decision-making processes. Each year, student representatives are chosen by their course group to form a Student Council on each campus. Training is provided and meetings a year take place to capture, action and feedback on issues relating to the student experience. ESOL and Inclusive Learning staff adapt resources accordingly for their students and both cohorts are now actively participating in student councils.

The college's PRIDE values were launched for students in September 2023 and activities around behaviours and values conducted through tutorials to embed these into the college's culture. They have been added to the student code of conduct also and are referred within all policies.

The college has continued to review its enrolment form for 2023/24 around the representation of trans/ nonbinary language and new guidance and training has been established to support the interview process and asking of potentially sensitive questions. Applicants are made aware of all support available at the college both financially and pastorally through their enrolment journey to support transition and remove barriers to learning.

During 22/23 the college introduced an offer of free breakfast and free soup & roll and made this available to all students to reduce access barriers and any stigma. This was provided to support students with the cost of living and the numbers accessing this support has steadily increased through wider promotion.

In 2022/23, additional education and support around independent living, (including how to manage money and understanding taxes) the writing of CVs and preparing for interviews and additional support with studies were built into the college student experience annual timeline and embedded into bespoke tutorials for all full-time students.

The college has continued embedding national and international support and awareness raising days within the annual enrichment calendar and is committed to delivering the College's PRIDE events each summer.

Students continue to raise awareness through student voice channels and have support for LGBTQIA+ and BAME groups being established at each campus. As part of the revised Student Union Constitution, each campus's Student Union can look to recruit ambassadors to lead on student focus groups for DEI, LGBTQIA+ and BAME. These groups will be brought together to collaborate and focus objectives for the whole college.

Mental health support available through the Student Services team, such as 'Togetherall', is promoted throughout student platforms including 'My Student Life', Google Classrooms and visual posters around campuses. The Personal Development & Wellbeing Team is now embedded in curriculum areas as well supporting a central wellbeing space on each campus.

Within the student exit survey over 97% of respondents said they feel safe at college and that the college has created an inclusive, disciplined, and positive environment. 96% of students agree that they are treated fairly and respectfully by college staff.

STUDENT OUTCOMES

The college is committed to improve the performance of all students through analysis and review of student outcomes. This allows achievement gaps to be identified as well as the impact of actions to be assessed.

Student achievement data is analysed for the following characteristics: age, deprivation, disability, ethnicity, gender identity (new), religion (new), sex and sexual orientation (new).

The 22/23 Quality Improvement Plan (QIP) identified the following priorities:

- Target setting and reviews for high needs students
- 'White/Black Caribbean' student achievement as areas for improvement

Significant training and support has taken place with the Inclusive Learning team to ensure that targets are challenging and enabling. A follow up review will take place in November 2024 to maintain focus on the quality of provision for students with high needs.

The achievement levels for white/black students in 22/23 significantly increased from 67% to 84% after Heads of Curriculum ensured that additional tracking and monitoring was in place.

As a result of this focus and a continued monitoring of achievement at all levels, the 22/23 SAR identifies that the college is inclusive and meets the needs of all students - ensuring

achievement gaps by sex, ethnicity and free meals are minimal and that effective curriculum implementation, pastoral care and the work of the wellbeing team ensure that disadvantaged students and students with SEND achieve broadly in line with their peers and acquire the skills they need to succeed in life.

Whilst some differences in achievement exist, for example: 19+ female achievement and 16-19 disadvantage achievement and those in receipt of free small means, interventions will be put in place that are tracked and monitored through the 23/24 academic year.

Where a difference is more significant an action is referenced in the 23/24 Quality Improvement Plan.

Tables 1-11 provide a further analysis and breakdown of achievement.

ACHIEVEMENT RATES ALL AGES ALL LEVELS

Table 1	20/21	21/22	22/23
	Achievement		
16-18	83.0%	78.7%	79.1%
19+	84.4%	83.0%	86.6%
Overall	83.6%	80.3%	82.5%

ACHIEVEMENT RATE BY AGE & LEVEL

Table 2		20/21	21/22	22/23
Age	Level	Achievement		
16-18	E	83.8%	80.1%	79.4%
	1	71.6%	62.0%	60.8%
	2	81.5%	76.9%	82.2%
	3	87.1%	83.9%	84.0%
	4	82.1%	83.3%	83.3%
19+	E	90.9%	92.6%	95.4%
	1	86.4%	88.1%	93.0%
	2	83.9%	81.2%	77.0%
	3	74.5%	67.0%	72.2%
	4	75.9%	70.8%	55.6%
Headline		83.6%	80.3%	82.5%

Analysis

16-16 Level 1 performance has been significantly below the college average for two years and this is rooted in the outcomes for Level 1 Functional Skills. There is an overlap of this impact on those young people in receipt of free meals.

19+ level 3 (490 students): This underachievement in 19+ programmes is largely in independent learning courses, Access to HE in Lewes and Eastbourne adult hairdressing. This underperformance will be addressed as part of quality tracking in 23-24.

19+ level 4 (27 students): The low number of students means that this is not statistically significant.

ACHIEVEMENT RATE BY DEPRIVATION (FREE MEALS (FM) ELIGIBILITY)

Table 3		20/21	21/22	22/23
Age	Eligibility	Achievement		
16-18	Eligible for free meals	83.7%	78.5%	74.4%
19+		94.0%	85.4%	76.8%
Headline		83.6%	80.3%	82.5%

Analysis

Achievement rates for students receiving free meals are 8.9% lower (74.4% with FM opposed to 83.3% without). This gap has increased since 21/22 where achievement for those receiving FM was 78.6% (-4.2%).

The largest gap is at Level 1 where achievement for students receiving FM is at 53.3 % compared with 84.2% not receiving FM. This gap is caused by achievement on Functional Skills. Gaps at L2 & L3 are marginal. At Level 2, students receiving FSM achieve slightly better (80.7% compared to 79.7%), and at L3 achieve only marginally lower (79.9% compared 82.2%).

This is a quality improvement priority for 23/24.

ACHIEVEMENT RATE BY DEPRIVATION (DISADVANTAGE UPLIFT)

Table 4		20/21	21/22	22/23
Age	Postcode	Achievement		
16-18	From deprived area postcode	78.5%	75.5%	75.8%
19+		83.3%	82.2%	87.6%
Headline		83.6%	80.3%	82.5%

Analysis

There is not a significant gap between 16-18 students from deprived postcodes (3.3%) however, the focus on Level 1 attainment and specifically Level 1 Functional Skills attainment (as above) is critical to eliminating this gap.

19+ students from deprived postcodes achieve at a higher level than those who are not.

ACHIEVEMENT RATE BY DISABILITY (LEARNING DIFFICULTY OR DISABILITY)

Table 5		20/21	21/22	22/23
Age	Declaration	Achievement		
16-18	LLD - Yes	82.3%	75.7%	77.1%
19+	LLD - Yes	82.5%	81.5%	81.9%
Headline		83.6%	80.3%	82.5%

Analysis

Outcomes for 16-18 students declaring a learning difficulty or disability have improved on 21/22 levels but remain slightly under the college average (-2%).

19+ students who declare a learning difficulty achieve at a rate of 4.7% lower than those who don't. This is a quality improvement priority and a review of the support for adults with learning difficulties is underway.

ACHIEVEMENT RATE BY DISABILITY (HIGH NEEDS)

Table 6	20/21	21/22	22/23
Age	Achievement		
16-18	90.0%	86.2%	80.4%
19+	100.0%	95.2%	93.4%
Headline	83.6%	80.3%	82.5%

Analysis

Outcomes for 16-18 students with identified High Needs remain slightly under the college average (-2.1%).

Students aged 19+ with identified High Needs achieve at a higher rate than the college average rate (+6.8%).

ACHIEVEMENT RATE BY ETHNICITY

Table 7		20/21	21/22	22/23
Age	Declaration	Achievement		
16-18	White British	82.7%	78.4%	78.9%
	Irish	74.1%	33.3%	81.8%
	Gypsy/Irish Traveller	75.0%	67.7%	75.0%
	Other White	83.7%	77.2%	82.0%
	White/Black Caribbean	79.3%	67.0%	84.4%
	White/Black African	81.2%	84.4%	86.2%
	White/Asian	92.4%	87.1%	80.2%
	Other Mixed	87.4%	75.8%	71.7%
	Indian	90.0%	75.0%	91.7%
	Pakistani	57.1%	80.0%	100.0%
	Bangladeshi	100.0%	64.3%	100.0%
	Chinese	93.8%	100.0%	84.6%
	Other Asian	87.3%	96.4%	73.3%
	African	82.2%	78.2%	86.5%
	Caribbean	86.7%	88.9%	0.0%
	Other Black	90.0%	77.5%	75.0%
	Arab	79.3%	85.5%	69.4%
	Other	84.8%	88.0%	89.0%
	Total	83.0%	78.7%	79.1%
19+	White British	83.2%	79.7%	83.1%
	Irish	84.2%	87.5%	86.5%
	Gypsy/Irish Traveller	0.0%	71.4%	70.0%
	Other White	89.4%	91.2%	94.8%
	White/Black Caribbean	79.0%	81.3%	86.3%

Table 7		20/21	21/22	22/23
Age	Declaration	Achievement		
19+	White/Black African	81.4%	92.3%	87.8%
	White/Asian	84.5%	91.2%	93.3%
	Other Mixed	87.5%	83.1%	89.5%
	Indian	87.5%	85.3%	78.3%
	Pakistani	92.0%	66.7%	70.0%
	Bangladeshi	81.6%	100.0%	77.8%
	Chinese	88.4%	86.2%	97.5%
	Other Asian	89.0%	91.5%	88.5%
	African	77.3%	83.5%	88.5%
	Caribbean	74.5%	73.9%	83.3%
	Other Black	76.8%	56.8%	92.1%
	Arab	92.9%	93.8%	91.3%
	Other	89.0%	91.4%	94.1%
	Total	84.4%	83.0%	86.6%
Headline		83.6%	80.3%	82.5%

Analysis

Students described as non-white achieve slightly higher than students who are described as white. 16-18 Students achieve at 0.3% above and 19+ students at +3.4%.

However, there are some ethnic groups with gaps greater than 3%:

16-18 'other mixed' (-7.4%)	This group accounted for 166 students, of which 33 did not achieve. This group will be prioritised as part of course reviews.
16-18 'other Asian' (-5.8%)	This group accounted for 86 students, of which 23 did not achieve. This group will be prioritised as part of course reviews.
16-18 Caribbean (-79.1%)	This was one student who was not retained on their A Level programme.
16-18 Arab (-9.7%)	This group accounted for 72 students, of which 22 did not achieve. This group will be prioritised as part of course reviews.
19+ Pakistani (-16.6%)	This group was 10 students, of which 3 didn't achieve.

ACHIEVEMENT RATE BY GENDER IDENTITY (FIRST YEAR OF COLLECTION)

Table 8		22/23	
Age	Declaration	Number of students	Achievement
16-18	Female	918	79.3%
	Male	949	79.6%
	Non-Binary	48	79.4%
	Other	20	85.0%
	Trans Female	3	100.0%
	Trans Male	17	64.5%
	Unknown / Not Declared / Prefer Not To Say	3,733	78.9%
19+	Female	1,843	92.6%
	Male	692	91.8%
	Non-Binary	20	75.0%
	Other	6	80.0%
	Trans Female	2	100.0%
	Trans Male	4	100.0%
	Unknown / Not Declared / Prefer Not To Say	6,635	84.0%
Headline			82.5%

Analysis

In 22/23 the college collected data about students' gender identity. 30.4% of students declared.

There is more work to do as part of the induction and enrolment processes to review when and how the college asks this question to ensure that people feel safe to declare.

Those who identify as 16-18 trans male achieved below the college average by –14.6%. There were only 17 students in this group. However, this group will be 'on watch' in 23-24.

Those who identify as 19+ non-binary achieved below the college average by –11.6%. There were only 20 students in this group. However, this group will be 'on watch' in 23-24.

ACHIEVEMENT BY RELIGION (FIRST YEAR OF COLLECTION)

Table 9		22/23	
Age	Declaration	Number of students	Achievement
16-18	Agnostic	84	85.4%
	Atheist	7	100.0%
	Buddhist	3	100.0%
	Christian	352	81.6%
	Hindu	5	100.0%
	Jewish	2	100.0%
	Muslim	83	79.2%
	No Religion	2,107	77.6%
	Other	80	69.5%
	(Unknown / Not Declared / Prefer Not To Say)	2,965	79.9%
19+	Agnostic	241	87.4%
	Atheist	114	94.3%
	Buddhist	38	90.6%

Table 9		22/23	
Age	Declaration	Number of students	Achievement
19+	Christian	1,186	91.5%
	Hindu	13	87.5%
	Jewish	9	100.0%
	Muslim	262	93.6%
	No Religion	1,397	88.3%
	Other	206	89.1%
	(Unknown / Not Declared / Prefer Not To Say)	5,736	83.3%
Headline			82.5%

Analysis

In 22/23 the college collected data about students' religion. 41.6% of students declared. There is more work to do as part of the induction and enrolment processes to review when and how we ask this question to ensure that people feel safe to declare.

The 80 16-18 students who declared their religion as 'other' achieved below the college average by -10%. The 19+ students who declared their religion, achieved above the college average.

ACHIEVEMENT RATE BY SEX

Table 10		20/21	21/22	22/23
Age	Sex	Achievement		
16-18	Female	83.8%	80.0%	79.0%
	Male	82.3%	77.5%	79.1%
19+	Female	84.4%	81.3%	86.3%
	Male	86.2%	85.7%	87.4%
Headline		83.6%	80.3%	82.5%

Analysis

In 22/23 there is little distinction in the outcomes of students by sex, which reflects improvements in the outcomes for male students.

ACHIEVEMENT RATE BY SEXUAL ORIENTATION (FIRST YEAR OF COLLECTION)

Table 11		22/23
Age	Sexual orientation	Achievement
16-18	Asexual	78.4%
	Bisexual	79.1%
	Heterosexual	77.7%
	Homosexual	83.1%
	Pansexual	71.8%
19+	Asexual	90.7%
	Bisexual	87.7%
	Heterosexual	90.4%
	Homosexual	92.1%
	Pansexual	92.6%
Headline		82.5%

Analysis

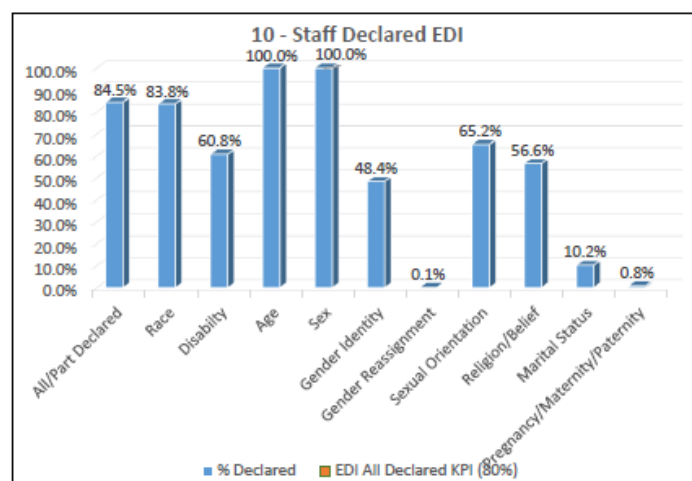
In 22/23 the college collected data about students' sexual orientation. 36.1% of students declared. There is more work to do as part of the induction and enrolment processes to review when and how the college asks this question to ensure that people feel safe to declare.

The significant gap is in the 76 16-18 students who declared that they are pansexual and achieved (-7.3%) against the college average. Although only a relatively small number of students didn't achieve, this group will be monitored to ensure that there are no identified barriers to their achievement.

OUR PEOPLE

STAFF DATA COLLECTION

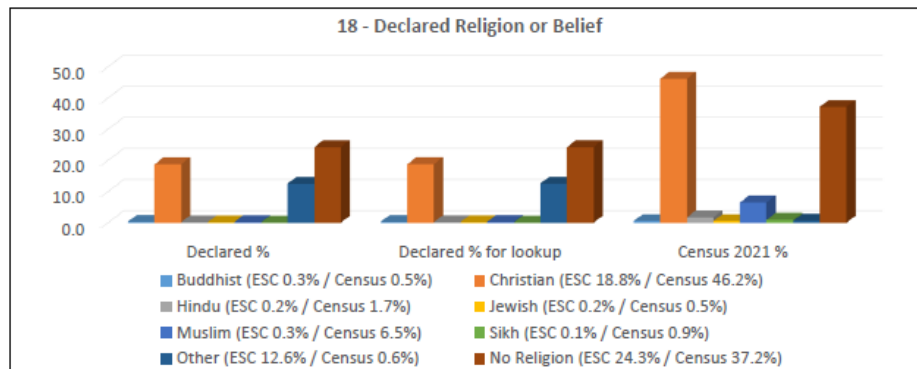
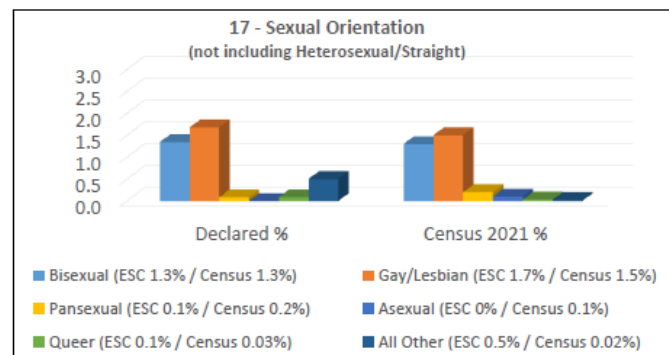
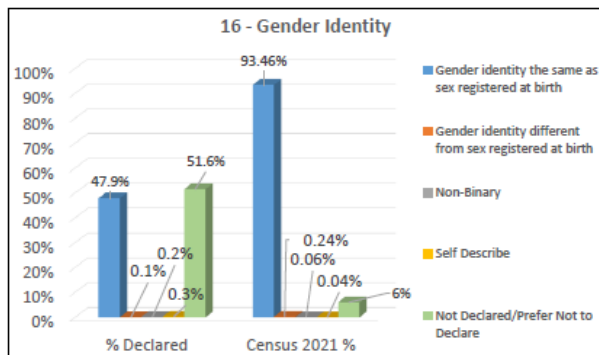
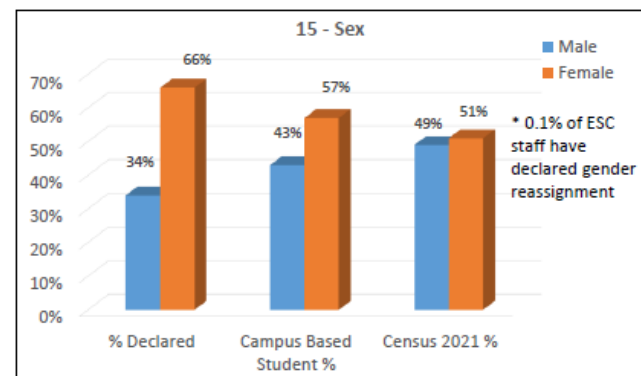
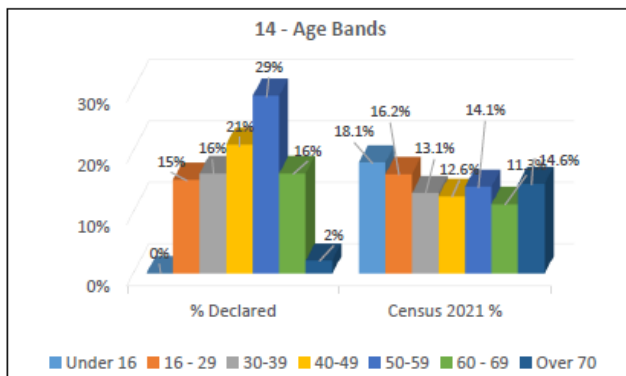
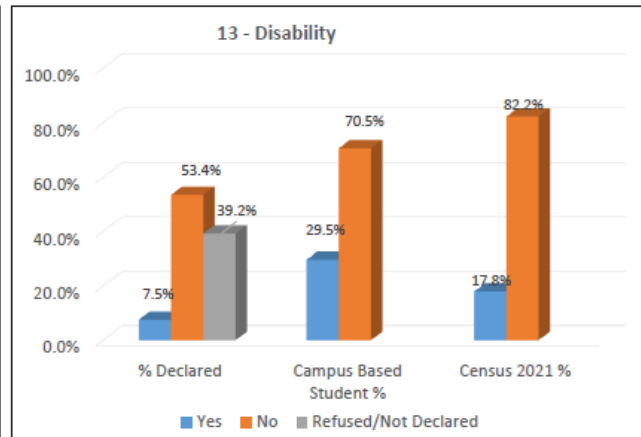
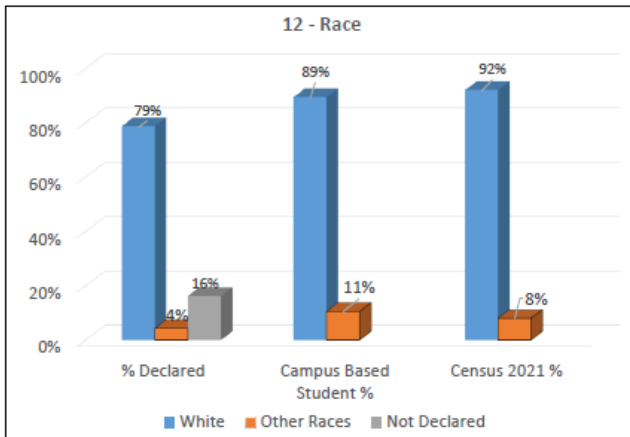
Full or partial staff DEI disclosure has increased by 5.2% from 79.3% in August 2022 to 84.5% in August 2023. Staff are given more opportunities to disclose their DEI information in line with the protected characteristics in the Equality Act 2010 – via an equal opportunities form during recruitment and, once employed, via regular requests to update MyView (HR self-service staff database) by managers and via an annual declaration form.

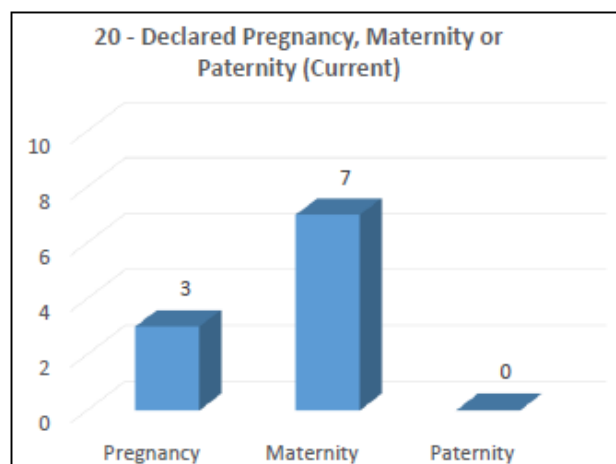
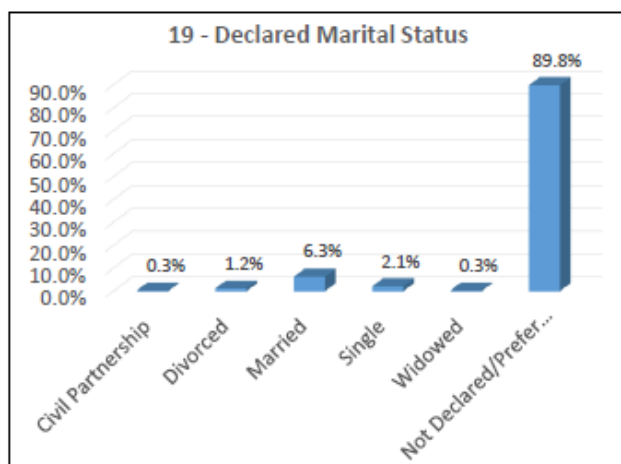


The new recruitment management system, Talos, will be launched in 23/24 and will enable review of the college's application form as well as the process for declaring DEI data for both candidates and employees. The intention is that it will also facilitate reporting on the DEI of candidates during the recruitment process as well as staff.

The monthly People Services Data Dashboard was also updated to include statistics for staff declaration rates in relation to all protected characteristics, as well as reporting the staff, student and local population DEI profiles for comparison.

DEI PROFILE OF OUR PEOPLE





DEI PROFILE COMPARISON – OUR PEOPLE, STUDENTS & LOCAL COMMUNITY

The college compares its staff DEI profile to that of students and the local population. Census data for 2021 was released during the year and now offers a more accurate comparison to the East Sussex population.

Staff profile changes during academic year 22/23:

- 66% female staff profile at both the start and end of the year
- 6% increase in white race staff from 73% to 79%
- 0.5% increase in staff disclosing a disability from 7% to 7.5%
- 2% decrease in staff over 50 years of age from 49% to 47%
- No data comparison for gender identity, sexual orientation, religion, marital status and pregnancy as they were not reported in 2021/22

Data in the charts included in this report continues to suggest that the following groups are under-represented within the college's workforce: those affected by disability, of non-white race, under age 40 and males. Although an older demographic and predominance of females is usual for the FE sector, the college is keen to address all under-representation and in 2023/24 will take positive action to attract more diverse candidates so that its staff profile more closely mirrors that of its students noting that student ethnicity is predicted to continue to increase.

Gender pay gap data – March 2023

When looking at gender distribution the aim is that there is an even distribution of gender in all quartiles, with overall college female population of 66% being represented in each quartile. The gender pay gap data for March 2023 shows that all quartiles have seen the percentage of female staff increase, with the widest gap being 47% in the lower quartile. Mean gender pay gap has decreased by 1% since last year and median gender pay gap has decreased by 3.6%. When comparing the college's current mean and median pay gaps against gender pay gap averages for public sector, private sector, education and higher education (reported by ONS in October 2022) mean is significantly lower than all comparison data and median is significantly lower than all apart from the higher education sector which is 4.9% lower.

STAFF CPD

All staff continue to complete diversity, equity & inclusion online training when they join the college and every 2 years during their employment. The college has launched several initiatives to increase completion of all mandatory training, including launching face to face training as well as online modules, including mandatory training within MyWelcome (new staff induction programme), system generated and direct people services reminder emails with consequences for non-completion, and reports to Managers for support in monitoring timely completion. In addition, the in-house Equality & Diversity Level 2 qualification is offered to staff.

During the summer 2023 staff development days there was an all-staff training session on inclusion and belonging, including covering, unconscious bias, neurodiversity and inclusive language. Feedback from this session was positive and it supported the PRIDE (Diversity) college values. In addition, all staff were expected to watch an LGBT awareness video produced for the college by *All/sorts*.

The college is working with the Black Leadership Group (BLG) to eradicate racism by committing to their 10 point plan (BLG uses 'Black' as an inclusive definition for people from ethnically diverse backgrounds who share a lived experience of the effects of racism). The project began this month with a training day taking place on 7 November.

The Director of People has invited colleagues from the college's LGBTQIA+ community to come forward to confidentially share their lived experiences as a staff member. The aim is for the college to understand staff perspectives and make changes to be more inclusive, and also to have champions to support other colleagues and raise awareness. Champions from all underrepresented groups are being welcomed.

The Menopause Policy has been launched to support those going through this stage in their lives. Champions have been recruited and trained and a support group, the 'MP Club', available to all staff, meets regularly and has information available via their intranet community page.

GOVERNOR DATA COLLECTION

As part of the East Sussex College vision to be the learning provider of choice, the ESC Board is committed to reflecting the diversity of the people and communities that the college serves. This is to ensure that the Board has the breadth of insight and experience needed to govern a genuinely inclusive and prosperous organisation.

Diversity brings competing perspectives and is an important protection against 'groupthink' at the Board level. In this regard, the diversity of Governors ensures that decision-making perspectives are enhanced. Diversity information is captured during the initial application process and subsequently on an annual basis as part of the Skills Audit process. It is used to support the Board to enhance its diversification agenda.

As part of the Board's [Governor Recruitment and Succession Planning Policy](#), Governors are drawn from a wide range of backgrounds, with an appropriate balance of skills, gender, race and ethnicity, age, disability, religion and sexual orientation sought.

DEI data for Independent Governor members of the Board was gathered as part of the 2023 Annual Skills Audit process; 10 of 12 Independent Governor members submitted a response.

The following summary DEI information was consolidated as output of this process:

- 60% of respondents were female, 40% were male.
- 50% were aged 65-74, 30% aged 45-64, 10% aged 25-44 and 10% over 75.
- 8 respondents identified as heterosexual/straight, 1 as a gay man and 1 as a gay woman/lesbian.
- 9 respondents indicated that their present gender was the one that they were assigned at birth, whilst 1 respondent advised that their current gender was not.
- 90% of respondents identified as white (Welsh, English, Scottish, Irish, British), 10% as other white, including Gypsy or Irish Traveller.
- 1 respondent advised that they had caring responsibilities.
- 1 respondent declared that they had a disability.
- 60% of respondents advised that they were married, 30% single and 10% advised that they preferred not to say.
- 7 respondents indicated that they did not hold religious beliefs, 2 respondents identified as Christian and 1 advised that they preferred not to say.

From 2023/24, DEI data will be requested from all Governor role types, including Staff Governors and Student Governors, to ensure a clearer picture of the Board's DEI demographics.

The Board's key priorities have been to:

- Establish a Board membership that is representative of the communities that it serves, whilst continuing to prioritise diversity of thought.
- Ensure that promotional materials related to Governor recruitment processes are directly aligned to the Board's DEI strategy and agenda.
- Ensure that a broad range of recruitment channels are leveraged to maximise opportunities to engage with prospective candidates from diverse backgrounds.

The Board continues to ensure effective representation in its membership from a sex, gender reassignment and sexual orientation perspective. However, further work is needed to ensure greater diversity from an ethnicity and age perspective. Governor recruitment materials actively promote the Board's DEI agenda, and a range of recruitment channels are routinely leveraged, including local volunteer action groups, the Black Leadership Group Job Board and various other forums.

The Chair of the Board, a Staff Governor, a Student Governor and the Director of Governance recently took part in a full day of training led by the Black Leadership Group. This was with a view to support the college's broader anti-racism agenda and to maximise opportunities for diversity in the Board's membership.

ACTION PLAN UPDATE

DEI objectives 22-23

22/23 objective	22/23 impact
Student experience	
Continue to adapt and implement changes to our admissions process to make them more inclusive and accessible to all.	<ul style="list-style-type: none"> Reviewed enrolment form around the representation of trans/ nonbinary language Established new guidance and training to support the interview process and asking of potentially sensitive questions. Ensured that applicants are made aware of all support available at the college both financially and pastorally
Continue to review and adapt student enrichment and student voice activities to support the diverse needs of students and break down barriers to participation and achievement.	<ul style="list-style-type: none"> Further embedded national and international support and awareness raising days within the annual enrichment calendar LGBTQIA+ and BAME groups being established at each campus. Recruiting ambassadors to lead on student focus groups for DEI, LGBTQIA+ and BAME.
Continue to support the diverse needs of students and break down barriers to participation and achievement.	<ul style="list-style-type: none"> The Personal Development & Wellbeing Team are now embedded in curriculum areas as well supporting a central wellbeing space on each campus. The 2022/23 student end of year survey showed that: <ul style="list-style-type: none"> 96% of students agree they are treated fairly and respectfully by college staff – an increase of 2% from 2021/22. 97% of students agree that their teachers have created an inclusive, respectful, positive environment – an increase of 3% from 2021/22.
Quality	
Design and deliver a high quality, inclusive curriculum that promotes and celebrates all students.	Work continues to ensure that the curriculum is inclusive, with student-centred and personalised learning improvements and access to resources being prioritised by the new post of Director of Teaching Development and Digital Innovation.
Continue to track and monitor the achievement and progression of students by protected characteristics.	This continues to be monitored carefully and 3 new data groups have captured for 22/23 – gender identity, sexual orientation and religion.
Develop staff skills so that they better understand and are able to support the diverse	Inclusive teaching strategies are a remit of the new post of Director of Teaching

22/23 objective	22/23 impact
needs of students and break down barriers to participation and achievement.	Development and Digital Innovation. Anti-racism training has begun to be rolled out.
People Services	
Make the college a place where everyone feels they belong.	The PRIDE values were launched and work continues via Think Tanks and college community groups such as the MP club.
Create a culture of trust, supporting our people to transition from awareness to empathy.	Specific training for anti-racism and inclusivity has been rolled out.
Use meaningful data to support making a positive impact for our people, students and communities.	Data collection has increased via the Equal opportunities form, MyView and the annual disclosure form.

2023/24 OBJECTIVES

Student experience

- Ensure that anti-racism is explicitly and implicitly embedded into all aspects of the student experience from induction through to delivery and that the analysis of data actively captured, improves and enhances cultural diversity and inclusion.
- Ensure that student enrichment and student voice activities support the diverse needs of students and break down barriers to participation and achievement.
- Support the diverse needs of students and break down barriers to participation, achievement and future aspiration.

Quality

- Design and deliver a high-quality curriculum in which the principles of anti-racism and inclusion are actively promoted.
- Ensure that TLA interventions support the achievement and progression of students by protected characteristics.
- Develop the skills of all staff so that they can better understand and support the diverse needs of students and break down barriers to participation and achievement.

People Services

- Take positive action and drive policy and practice to ensure that the college is an anti-racist, inclusive employer.
- Create a culture of trust, supporting our staff to transition from awareness to empathy and action.
- Deliver an impactful CPD programme to support the college's DEI objectives and build internal capacity in terms of anti-racism, LGBTQ+ and disability awareness.

OUR STUDENTS' ACHIEVEMENTS



Amita Suman, leading actress and performing arts alumna, starred in series 2 of the hit Netflix series, *Shadow & Bone*, released in March this year.

Amita plays Inej Ghafa and rejoined a talented and ethnically diverse cast for the show's second series following the immense success of series one. Amita studied performing arts at the Lewes campus between 2013 and 2015.



ESOL Level 1 student, Abraham Osorio, created a stunning giant mural of Sir David Attenborough on a new community arts centre in St Leonards in June.

Hastings-based artist, Abraham (32), produced the exceptional artwork in partnership with W.Ave Arts Bexhill.

Abraham's mural received coverage from top news outlets both locally and nationally, including BBC News.



Almayra and Iman Shah, Lewes Performing Arts alumni, opened London Fashion Week in October with world famous brands Stella McCartney and Net-A-Porter.

The twins have had many high profile ventures throughout their careers so far, featuring in music videos and high profile roles in the theatre and TV industry, including a recent IKEA advert.