East Sussex College

EDI Annual Report.

EAST SUSSEX COLLEGE

2021 - 2022

PARTNERSHIP RESPECT **PRIDE** INSPIRE DIVERSITY EMPOWER

EAST SUSSEX COLLEGE

EDI Annual Report.

2021-2022.

Contents.

- CEO & Principal Introduction

Welcome to the 2021-22 East Sussex College Annual Equity, Diversity, and Inclusion report. East Sussex College is a values led organisation with the principles, protections and promotions of Equity, Diversity 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.

East Sussex College is a college where students and staff treat each other with respect and understanding. To capture the voice of our staff we carry out regular, anonymised pulse and more detailed surveys to gauge their perspectives on all aspects of their employment.

BELOW ARE THE 2021-22 OUTCOMES RELATING SPECIFICALLY TO EDI:

- **88.5%** felt that they could be their authentic self at work
- **86.1%** felt they are treated fairly and with dignity and respect at work
- **85.4%** have a sense of belonging at the College
- **84.2%** stated that equality of opportunity is embedded into the culture of the college

Our 2021-2022 student end of year survey shows that **96%** of students agree that whilst at college, they have been encouraged to respect those with different backgrounds, **96%** of students agree they are treated respectfully by college staff and **94%** of students agree that they are treated fairly at college.

IN 2021-22 WE LAUNCHED OUR NEW STRATEGIC PLAN WHICH IS BUILT ON THE VALUES OF PRIDE:

The year has been dominated by the devastating war in Ukraine. I am so proud of how our students and staff have supported those in need with donations and support. The College has also extended its ESOL provision and built new links with local authority partners to better serve this vulnerable group.

Another real area of challenge is around the cost-of-living emergency 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. This remains a priority.

In 2022-23 our equity, diversity and inclusion goals will be a focal point of the work of the College's EDI Committee. We will ensure that we have 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 EDI agenda.

PARTNERSHIP RESPECT PRIDE INSPIRE DIVERSITY EMPOWER

REBECCA CONROY, CEO AND PRINCIPAL

- EDI Statement

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 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 EDI work through learning from best practice and establishing our own excellent practice standards.

East Sussex College **values diversity** and recognises that people with different backgrounds, skills, attitudes and experiences **enhance our college community.**

- Our Commitment to the Public Sector Equality Duty

Equity, diversity 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

In 2021, the College 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. We consulted with staff and students and out of this process our PRIDE values came into existence.

PARTNERSHIP

We will work in partnership with local employers and stakeholders to provide you with the experience, skills and knowledge for future success.

- Work experience
- Industry placements
- Employer contacts
- Community volunteering
- Higher Education support including UCAS

RESPECT

We will create a positive learning culture where you feel safe, supported and can take PRIDE in yourself and in your college community.

- Keeping safe
- Physical and mental health & wellbeing
- Student Support Services
- Personal development and enrichment activities

INSPIRE

We will inspire you to be curious, excited and persistent to achieve your goals.

- Careers Education and Guidance
- Progression events and reviews
- Personal development and enrichment activities
- Work experience and industry placements

DIVERSITY

We will ensure that our college community is proudly diverse, and everyone can thrive as themselves.

- Celebration events
- Awareness raising activities
- Personal development and enrichment activities
- Clubs and societies
- Student Voice
- Student Union
- Community engagement

EMPOWER

We will empower you to make positive choices, voice your opinions and believe in yourself.

- Personal development and enrichment activities
- Physical and mental health & wellbeing
- Clubs and societies
- Student Voice
- Student Union

PRIDE

PARTNERSHIP
RESPECT
INSPIRE
DIVERSITY
EMPOWER

- Data Collection

It is important for us to understand the EDI characteristics of our staff and students so that we can align our priorities, resources and energy with our demographic drivers. Since merger in 2018, there have been gaps in our data collection for both staff and students. Work has been underway to improve this position for 2022-23.

STAFF DATA COLLECTION

The college collects protected characteristics data from students through our application and enrolment process. The data collected from new students doesn't accurately reflect the latest EDI categories and terminology or cover all protected characteristics detailed in the Equality Act, specifically gender reassignment which is collected under 'gender identity'.

We will look to improve the data we collect from Aug/Sept 2022 within our enrolment forms and seek advice from sector experts, partner colleges and sector bodies such as AOC and the ETF on language to use and questions to ask to best capture this data.

PROTECTED CHARACTERISTIC	STAFF	STUDENTS
Age	Application Form (Equal Opportunities section)	Application Form
Disability	Application Form (Equal Opportunities section)	Application and Enrolment Form
Gender Reassignment	Application Form – from Dec 2022 onwards	Application and Enrolment Form (Term used Gender Identity)
Marriage or civil partnership	Application Form – from Dec 2022 onwards	Not asked
Pregnancy and maternity	Via staff disclosure	Not asked
Race	Application Form (Equal Opportunities section)	Application and Enrolment Form (Term used Ethnicity)
Religion	Application Form – from Dec 2022 onwards	Enrolment Form (New Aug 2022)
Sex	Application Form – Gender (Equal Opportunities section)	Application and Enrolment Form
Sexual Orientation	Application Form – from Dec 2022 onwards	Enrolment Form (New Aug 2022)
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 our

- Student Voice & EDI

East Sussex College is committed to ensuring that student engagement is central to providing an exceptional experience and is the basis for our continuous improvement.

Our strategic approach to student engagement is that it is student-led and fully integrated into East Sussex College's central decision-making processes. Each year, student representatives from all full-time courses 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.

In 2021-22, students raised requests for additional education and support around independent living, (including how to manage money and understanding of taxes) the writing of CVs and preparing for interviews and additional support with studies. These topics were offered as bespoke workshops for all students to attend across the college and resources providing advice and guidance were uploaded to the

My Student Life portal for all to access. A 'Peer Mentoring scheme was established, funded by Sussex Learning Network, to provide additional support for students upon request. A 'young researcher' project also took place to support students developing these skills. For 2022-23 these will be built into the college student experience annual timeline and embedded into bespoke tutorials for all full-time students. The Peer Mentoring scheme will also continue to support achievement for all.

Students also wanted to raise awareness and have support for LGBTQIA+ and BAME groups. Each campus went on to establish a Student Union, in which ambassadors were recruited to lead on student focus groups for EDI and LGBTQIA+ and BAME. These groups collectively supported planned activities on national awareness raising dates and the College's PRIDE event in the summer term. These are now embedded days within the 2022/23 enrichment calendar.

BAME Voices (a research project undertaken with ESC BAME students in 20/21) highlighted the need for the college to facilitate bespoke student voice activities for BAME students. We continue to seek advice from the BAME student community regarding the best way to facilitate these activities in 2022/23.

Within our college exit survey over 95% of our students said they feel safe at college, that they have been treated fairly whilst at college and that they agree that they have been encouraged to respect those with different backgrounds.

The established College Values will be integral to the development of the College student enrichment timetable for 2022-23.

- Student Outcomes

We are committed to improving 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.

OVERALL ACHIEVEMENT ALL AGES ALL LEVELS 21/22

TABLE 1A: 21/22 ACHIEVEMENT ALL AGES ALL LEVELS

	Overall 21/22			
	Retention Overall %	Retention In Year %	Pass Rate %	Achievement %
All Ages	**88.1%**	**88.5%**	**91.0%**	**80.2%**

ACHIEVEMENT BY AGE 21/22

TABLE 2: 21/22 ACHIEVEMENT BY AGE ALL LEVELS

	Overall 21/22			
	Retention Overall %	Retention In Year %	Pass Rate %	Achievement %
All Ages	**88.1%**	**88.5%**	**91.0%**	**80.2%**
16 - 18	88.7%	88.8%	88.7%	78.7%
19+	87.2%	87.5%	95.1%	82.9%

Table 2 shows that 16-18 students achieved **78.7%**, **1.5% below** headline achievement at **80.2%**, 19+ students achieved **82.9%**, **2.7% above** headline achievement at **80.2%**.

This shows there are no significant differences in achievement by student age in comparison to the college headline.

The 21/22 QIP identified target setting and reviews for High Needs students, adult achievement and White/Black Caribbean leaners achievement as an areas for improvement. 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 gender, 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 in line with their peers and acquire the skills they need to succeed in life.

Student achievement data is analysed for the following charactertics: age, disability, race, sex and deprivation. Currently data is collected but not analysed for gender reassignment, marriage or civil partnership, pregnancy and maternity, religion as this has not taken place in previous year and this will be reviewed for 2022-23.

Whilst some slight differences in achievement exist, for example 19+ female achievement and 16-19 disadvantage achievement, these are small and will be tracked through the 22/23 academic year. Where a difference is more significant an action is referenced in the 22/23 QIP (for example analysis of achievement by ethnicity). Tables 1a to 8 provide a further analysis and breakdown of achievement.

WE ARE COMMITTED TO IMPROVE THE PERFORMANCE OF ALL STUDENTS THROUGH ANALYSIS AND REVIEW OF STUDENT OUTCOMES.

ACHIEVEMENT BY SEX

TABLE 3: 21/22 ACHIEVEMENT BY SEX

		21/22			
		Leavers	Retention %	Pass Rate %	Achieve %
Headline	All Ages	11,749	88.1%	91.1%	80.2%
	16 - 18	7,367	88.7%	88.7%	78.7%
	19+	4,382	87.2%	95.1%	83.0%
Female	All Ages	6,277	87.8%	91.8%	80.5%
	16 - 18	3,564	89.3%	89.5%	80.0%
	19+	2,713	85.7%	94.9%	81.3%
Male	All Ages	5,472	88.6%	90.2%	79.9%
	16 - 18	3,803	88.1%	87.9%	77.5%
	19+	1,669	89.7%	95.4%	85.6%

Table 3 shows at headline level females achieved **80.5%**, **0.3%** <u>above</u> headline achievement at **80.2%**, males achieved **79.9%**, **0.3%** <u>below</u> headline achievement **80.2%**.

Achievement gaps by sex are **2.4%** for 16-18 (male **2.4%** below female) and **4.2%** for 19+ students (male **4.2%** above female). There are slight differences in 19+ female achievement and this will be monitored.

Overall, there are no significant differences in achievement by sex in comparison to the college headline.

ACHIEVEMENT BY LEARNING DIFFICULTY OR DISABILITY

TABLE 4: 21/22 ACHIEVEMENT BY DIFFICULTY OR DISABILITY

		21/22			
		Leavers	Retention %	Pass Rate %	Achieve %
Headline	All Ages	11,749	88.1%	91.1%	80.2%
	16 - 18	7,367	88.7%	88.7%	78.7%
	19+	4,382	87.2%	95.1%	83.0%
LLD - Yes	All Ages	3,985	87.4%	88.6%	77.5%
	16 - 18	2,748	87.2%	86.8%	75.6%
	19+	1,237	88.0%	92.6%	81.5%
LLD - No	All Ages	7,110	88.3%	92.1%	81.3%
	16 - 18	4,267	89.5%	89.7%	80.2%
	19+	2,843	86.6%	95.9%	83.1%
LLD - Unknown	All Ages	654	90.5%	94.6%	85.5%
	16 - 18	352	91.5%	91.9%	84.1%
	19+	302	89.4%	97.8%	87.4%

Table 4 shows students declaring a learning difficulty or disability achievement is **77.5%**, **2.7%** <u>below</u> headline achievement at **80.2%**, 16-18 LDD achievement rates were **4.5%** <u>below</u> those not declaring as LDD. 19+ were **1.7%** <u>below</u>.

There are slight differences in achievement at 16-19 for students declaring a LDD and this will be monitored.

Overall, there are no significant differences in achievement by learning difficulty or disability in comparison to the college headline.

ACHIEVEMENT BY HIGH NEEDS

TABLE 5: 21/22 ACHIEVEMENT STUDENTS WITH HIGH NEEDS

		21/22			
		Leavers	Retention %	Pass Rate %	Achieve %
Headline	All Ages	238	97.9%	90.1%	88.2%
	16 - 18	175	97.7%	87.7%	85.7%
	19+	63	98.4%	96.8%	95.2%

Table 5 shows Students with High Needs achieved 88.2%, 8% above headline achievement rate 80.2%. 19+ students with High Needs achieved the highest rate at 12.3% above headline.

This shows that there is no significant difference for high needs students who are achieving above the headline rate.

ACHIEVEMENT BY FREE MEALS ELIGIBILITY

TABLE 6: 21/22 ACHIEVEMENT STUDENTS ELIGIBLE FOR FREE COLLEGE MEALS (FCM)

		21/22			
		Leavers	Retention %	Pass Rate %	Achieve %
Headline	All Ages	921	90.6%	86.9%	78.8%
	16 - 18	880	90.4%	86.8%	78.5%
	19+	41	95.1%	89.7%	85.4%

Table 6 shows students entitled to FCM achieved 78.8%, 1.4% below headline achievement at 80.2%, 19+ students entitled to FCM achieved 85.4% 2.5% above 19+ headline achievement at 82.9%.

This shows that there is no significant difference for students eligible for FCM who are achieving above the headline rate.

ACHIEVEMENT BY DISADVANTAGE UPLIFT

TABLE 7: 21/22 ACHIEVEMENT BY DISADVANTAGE UPLIFT

		21/22			
		Leavers	Retention %	Pass Rate %	Achieve %
Headline	All Ages	11,749	88.1%	91.1%	80.2%
	16 - 18	7,367	88.7%	88.7%	78.7%
	19+	4,382	87.2%	95.1%	83.0%
Not applicable or not provided	All Ages	8,094	88.4%	91.9%	81.2%
	16 - 18	5,142	89.0%	89.9%	80.1%
	19+	2,952	87.4%	95.3%	83.3%
from deprived area - postcode on LSC file	All Ages	3,655	87.5%	89.3%	78.0%
	16 - 18	2,225	87.9%	85.8%	75.5%
	19+	1,430	86.9%	94.7%	82.2%

Table 7 shows students with disadvantaged uplift achieved 80.2%, 2.2% above headline achievement at 78%, 16-18 learners with disadvantaged uplift achieved 75.5%, 3.2%, below headline for 16-19 at 78.7%. 19+ learners with disadvantaged uplift achieved 82.2%, 0.8% below headline for 19+ at 83%.

This shows that there is no significant difference for students with disadvantaged uplift who are achieving above the headline rate.

ACHIEVEMENT BY RACE

TABLE 8: 21/22 ACHIEVEMENT BY RACE

		21/22			
		Leavers	Retention %	Pass Rate %	Achieve %
Headline	All Ages	11,749	88.1%	91.1%	80.2%
	16 - 18	7,367	88.7%	88.7%	78.7%
	19+	4,382	87.2%	95.1%	83.0%
White	All Ages	9,697	87.5%	90.6%	79.2%
	16 - 18	6,391	88.5%	88.3%	78.1%
	19+	3,306	85.5%	95.3%	81.5%
Non-White	All Ages	1,838	91.7%	93.1%	85.3%
	16 - 18	835	90.4%	91.3%	82.5%
	19+	1,003	92.7%	94.6%	87.7%
Unknown	All Ages	214	88.3%	93.1%	82.2%
	16 - 18	141	88.7%	92.0%	81.6%
	19+	73	87.7%	95.3%	83.6%
White British	All Ages	8,693	87.2%	90.4%	78.7%
	16 - 18	5,929	88.6%	88.4%	78.3%
	19+	2,764	84.0%	94.8%	79.6%
Irish	All Ages	31	77.4%	79.2%	61.3%
	16 - 18	15	60.0%	55.6%	33.3%
	19+	16	93.8%	93.3%	87.5%
Gypsy/Irish Traveller	All Ages	38	86.8%	78.8%	68.4%
	16 - 18	31	83.9%	80.8%	67.7%
	19+	7	100.0%	71.4%	71.4%
Other White	All Ages	935	90.8%	93.6%	84.9%
	16 - 18	416	87.5%	88.2%	77.2%
	19+	519	93.4%	97.7%	91.3%
White/Black Caribbean	All Ages	152	80.9%	90.2%	73.0%
	16 - 18	88	76.1%	88.1%	67.0%
	19+	64	87.5%	92.9%	81.3%
White/Black African	All Ages	84	95.2%	92.5%	88.1%
	16 - 18	45	97.8%	86.4%	84.4%
	19+	39	92.3%	100.0%	92.3%
White/Asian	All Ages	158	95.6%	92.7%	88.6%
	16 - 18	101	94.1%	92.6%	87.1%
	19+	57	98.2%	92.9%	91.2%

		21/22			
		Leavers	Retention %	Pass Rate %	Achieve %
Other Mixed	All Ages	216	86.6%	89.8%	77.3%
	16 - 18	157	86.6%	87.5%	75.8%
	19+	59	86.4%	96.1%	83.1%
Indian	All Ages	46	89.1%	92.7%	82.6%
	16 - 18	12	91.7%	81.8%	75.0%
	19+	34	88.2%	96.7%	85.3%
Pakistani	All Ages	11	81.8%	88.9%	72.7%
	16 - 18	5	100.0%	80.0%	80.0%
	19+	6	66.7%	100.0%	66.7%
Bangladeshi	All Ages	44	93.2%	95.1%	88.6%
	16 - 18	14	78.6%	81.8%	64.3%
	19+	30	100.0%	100.0%	100.0%
Chinese	All Ages	42	97.6%	92.7%	90.5%
	16 - 18	13	100.0%	100.0%	100.0%
	19+	29	96.6%	89.3%	86.2%
Other Asian	All Ages	251	97.2%	96.3%	93.6%
	16 - 18	110	99.1%	97.2%	96.4%
	19+	141	95.7%	95.6%	91.5%
African	All Ages	194	89.7%	91.4%	82.0%
	16 - 18	55	85.5%	91.5%	78.2%
	19+	139	91.4%	91.3%	83.5%
Caribbean	All Ages	41	85.4%	94.3%	80.5%
	16 - 18	18	88.9%	100.0%	88.9%
	19+	23	82.6%	89.5%	73.9%
Other Black	All Ages	77	81.8%	82.5%	67.5%
	16 - 18	40	90.0%	86.1%	77.5%
	19+	37	73.0%	77.8%	56.8%
Arab	All Ages	263	95.4%	96.0%	91.6%
	16 - 18	69	91.3%	93.7%	85.5%
	19+	194	96.9%	96.8%	93.8%
Other	All Ages	259	94.6%	95.1%	90.0%
	16 - 18	108	94.4%	93.1%	88.0%
	19+	151	94.7%	96.5%	91.4%
Not Provided	All Ages	214	88.3%	93.1%	82.2%
	16 - 18	141	88.7%	92.0%	81.6%
	19+	73	87.7%	95.3%	83.6%

TABLE 8: 21/22 ACHIEVEMENT BY RACE (CONT'D)

		21/22			
		Leavers	Retention %	Pass Rate %	Achieve %
Caribbean	All Ages	41	85.4%	94.3%	80.5%
	16 - 18	18	88.9%	100.0%	88.9%
	19+	23	82.6%	89.5%	73.9%
Other Black	All Ages	77	81.8%	82.5%	67.5%
	16 - 18	40	90.0%	86.1%	77.5%
	19+	37	73.0%	77.8%	56.8%
Arab	All Ages	263	95.4%	96.0%	91.6%
	16 - 18	69	91.3%	93.7%	85.5%
	19+	194	96.9%	96.8%	93.8%
Other	All Ages	259	94.6%	95.1%	90.0%
	16 - 18	108	94.4%	93.1%	88.0%
	19+	151	94.7%	96.5%	91.4%
Not Provided	All Ages	214	88.3%	93.1%	82.2%
	16 - 18	141	88.7%	92.0%	81.6%
	19+	73	87.7%	95.3%	83.6%

Table 8 shows students identifying with the following race achieved more than 3% below headline achievement at 80.2%. To investigate and understand this further proportionality has been applied:

- Irish 61.3 % achievement (46 students 0.3%)

- Gypsy/Irish Traveller 68.4% achievement (25 students 0.2%)

- White/Black Caribbean 73% achievement (168 students 1.4%)

- Pakistani 72.7% achievement (57 students 0.5%)

- Other Black 67.5% achievement (96 students 0.8%)

- Total students 392 – 3.3% of student population

There are significant differences in headline achievement by different racial groups. This accounts to a 3.3% of the student population and will be closely monitored. Students from the low achieving groups will be identified and their progress monitored to enable any issues to be identified early and interventions to be put in place.

- Our People

Staff Data Collection

Currently staff EDI data is captured via our Application Form (which includes an Equal Opportunities Monitoring Form). This data then populates our HR System (Resource Link) and reports can then be taken from this data – it currently captures: age, race, gender, disability. Current staff access Resource Link to complete or update their data via MyView, they can update wider EDI data.

The data collected from new staff doesn't cover all protected characteristics, specifically gender reassignment, marriage and civil partnership, religion and sexual orientation due to the limits of our system.

The system was upgraded in December 2022, which will include an updated application form enabling us to capture all the equalities data required to report more fully on all staff protected characteristics.

ACAS and CIPD recommended categories for

monitoring of staff EDI and the FE Workforce Data compulsory reporting categories differ from the Equality Act 2010 protected characteristics and ONS categorisation, and the Resource Link system is based on the CIPD/ACAS categories. Advice will be taken and consultation undertaken, before the Application Form is released to ensure we are capturing correct data and using the most appropriate categorisation to meet our Equality Duty. (Equality and diversity monitoring form template | Acas, Equal opportunities recruitment monitoring... | CIPD HR-inform).

EDI PROFILE OF OUR PEOPLE

RACE - SUMMARY

	Asian/Asian British	Black/African/ Caribbean/ Black British	Other ethnic groups (incl. mixed & multiple ethnic background)	Prefer not to declare/ unknown	White
Grand Total	1%	1%	2%	23%	73%

SEX - SUMMARY

	Female	Male
Grand Total	66%	34%

DISABILITY - SUMMARY

	Yes	No	Refused	Undisclosed
Grand Total	7%	53%	2%	38%

AGE - SUMMARY

	16 - 29	30-39	40-49	50-59	60 - 69
Grand Total	14%	16%	21%	30%	16%

EDI Profile Comparison – Our People, Students and Local Community

The College remains committed to retaining comprehensive EDI data for the workforce to inform EDI initiatives and to attract a wider diversity of staff closely mirroring the student population, the East Sussex local community and continuing to ensure a sense of belonging in our staff community. Staff are encouraged to update this data and new staff are asked for disclosure during onboarding.

Collation of data shows that 60% of staff have disclosed whether they have a disability and 76%

have provided their race, this has significantly increased from 37% and 66% respectively in June 2022. 48% of staff have provided data in all the fields of EDI information that the system can capture.

The College continues to monitor the trends in the profile of the workforce but intends to extend the data collection and reporting in 2022-23, below is a table showing our staff and student EDI profile as at 31 September 2022 followed by a summary:

TABLE 1: EDI COMPARISON LOCAL DEMOGRAPHIC/STAFF/STUDENT DEMOGRAPHIC

Key EDI Comparisons	East Sussex*	ESC Staff (Sept 2022)	Difference (+/-) Staff	ESC Students (22/23)	Difference (+/-) Students
Sex - Female	51.5%	66%	+14.5%	57%	+5.5%
Sex - Male	48.5%	44%	-4.5%	43%	-5.5%
Gender Reassignment***	1%	Data not available	N/A	0.18%	-0.82%
(Age) Over 50	48%	49%	+1%	N/A	N/A
(Race) Non-white	10%	4%	-6%	11%	+1%
Sexual Orientation - LGB** age 24+	3 to 7%	2.8%	-0.2 to-4.2%	1.8%	-1.2 to -5.2%
Sexual Orientation - LGB** age 16 to 24	8%	N/A	N/A	8.2%	+ 0.2%
Disability	12.8%	7%	-5.8%	10%	-2.8%

*Local demographic data is based on Office for National Statistics (ONS) estimates for 2020 as we are currently waiting for the 2021 census data to be published.

**(GBTQ+ Needs Assessment 2021 East Sussex County Council

***Stonewall

SEX:

- The majority of staff, students and the population of East Sussex are female
- The staff profile reflects the FE sector (usually at least 60% female)
- The student and staff female ratio is at least 5% higher in comparison to East Sussex average

RACE:

- The majority of staff, students and the population of East Sussex are white
- Of the staff who have provided their race, 4% are non-white which is slightly lower than the East Sussex population at 10% and student population of 11%
- Underrepresented for non-white staff by 6% in comparison to East Sussex average

AGE:

- 49% of our staff are over 50 years old which mirrors the local population
- 6-19 & 30-39 age ranges have seen an increase since June 2022, 40-49 & 60-69 have reduced

DISABILITY:

- 12.8% of the South East population are disabled and in work or economically active, compared to 7% of our staff profile and 10% of students
- Disabled staff appear underrepresented, although only 60% have disclosed this information and it is anticipated that the percentage is actually higher

SEXUAL ORIENTATION:

- Staff declaration of LGB information is low at 65.8%
- Of declared staff and students over 24, LGB is slightly under East Sussex average
- For students aged 16-24, the profile matches the average of East Sussex
- The data indicates that students aged 16-24 may feel more comfortable disclosing their sexual orientation than those over 24 years old

GENDER REASSIGNMENT:

- 1% of the population of East Sussex have transitioned their sex and 0.82% of students have declared this transition
- This data is not reported for staff currently but will be in 2022-23, so that comparisons can also be made

Staff CPD

All staff complete Equity, Diversity & Inclusion online training when they join the College and every two years during their employment – current completion is 89%. The College's staff development programme and induction are being reviewed and will include face to face delivery in EDI topics, including transgender and neurodiversity awareness. In addition, the in-house Equality & Diversity Level 2 will be offered to staff and encouraged.

The College is working with the Black FE Leadership Group (BFELG) to eradicate racism by committing to their 10 point plan (BFELG uses 'Black' as an inclusive definition for people from ethnically diverse backgrounds who share a lived experience of the effects of racism). The project is due to begin before Christmas and will also involve training and coaching for staff.

The DoP has requested staff from our LGBTQ+ community to come forward to confidentially share their lived experiences as a staff member at ESC. The aim being that the College can 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 also been launched to support those going through this in their lives, and again champions are being recruited and will be trained accordingly.

Governor Data Collection

Governor EDI data is gathered by the Director of Governance as part of the annual Skills Audit of Independent Governors and Co-opted Members. Student Governors and Staff Governors do not participate in this survey.

At the time of the Skills Audit survey in May 2022:

- 10 Independent Governors on the Board (of a total membership of 15 Governors).
- Five Co-opted Members appointed to its sub-Committees.
- A total of 10 respondents (67%) completed the Skills Audit survey and shared their EDI information.

EDI Survey results were as follows:

- Of the 10 respondents, six indicated that they were female and 4 were male.
- 40% were aged 65-74, 40% aged 45-64, 10% aged 25-44, 10% over 75.
- Seven identified as heterosexual/straight, two as gay men and one as a gay woman/lesbian.
- All respondents indicated that their present gender was the one that they were assigned at birth.
- 90% of respondents identified as white (Welsh, English, Scottish, Irish, British), 10% as mixed/multiple ethnic groups.
- One respondent advised that they had caring responsibilities.
- One respondent declared that they had a disability.
- 60% of respondents advised that they were married, 20% single, 10% divorced/separated and 10% in a civil partnership.
- Five respondents indicated that they did not hold religious beliefs, three respondents identified as Christian and two advised that they would prefer not to say.

2022-23 KEY PRIORITIES:

- Establish and build stronger equity, diversity and inclusion networks and support groups for staff and students

- Improved staff training focused on the protected characteristics in consultation with external organisations

- Ensure that 80% of staff declare EDI data

- Improved student engagement to feedback on experiences to inform actions and initiatives

- Monitoring of student achievement, specifically: 16-19 disadvantage achievement 3.3% below headline, achievement by race; achievement of 19+ female students

- Accessibility of all college websites

2022-23
KEY PRIORITIES

Above: Our recent wrap published in the Hastings Observer newspaper, celebrating inclusivity and diversity for all.

SUPPORTING
UKRAINE.

"I can't imagine where I'd be without the support I've received at the College or how I would've coped. This is my lifeline. [The past month has] been hard for anyone who is Ukrainian. I'm surrounded by amazing people, who are so supportive." - Krys Shiels.

Scan here to watch and listen about how East Sussex College is supporting students affected by Ukraine.

Scan here to watch and listen to Krys Skiels story.

ESC Hastings student Krys Shiels, of Ukrainian origin, worked with the College to raise donations for Ukraine following the Russian invasion in February. Staff and students at the College came together to form fundraising campaigns including book and cake sales, donation points, and projects in aid of Ukrainian refugees, to name a few.

Krys spoke to the College about her work for the people in Ukraine, which includes her brother, who is a medic on the frontline.

"It's refreshing to see a focus on recruitment from the BAME community at East Sussex College. We hope this will encourage a new generation of students to consider HE and the courses on offer. This is a clear indication of the College's commitment to E&D and Inclusive Education across the group."
Josh Babarinde,
Alumni of East Sussex College.

Scan here to read more about Josh's story.

"My teacher at East Sussex College didn't put me in a box. She told me I could play whatever role I wanted without limiting me to a stereotypical Asian character. I loved my time at East Sussex College, they provided me with all the tools and advice I needed to get me into drama school. The drama course at the college is excellent and I would recommend it to any student."
Amita Suman,
Alumni of East Sussex College.

Scan here to read more about Amita's story.

Below: Our recent wrap published in the Hastings Observer newspaper, celebrating inclusivity and diversity for all.

2021 - 2022

Black History Month and beyond

East Sussex College is proud to celebrate the ongoing success of its students and alumni. Black History Month presents an opportunity to put the spotlight on how much the College benefits from diversity.

The College values are formed from the acronym, PRIDE, and stand for Partnerships, Respect, Inspire, Diversity and Empower. These values intertwine and reflect on students and staff, from all backgrounds and walks of life.

Throughout their time at College, individuals are provided with partnerships to help them succeed in their field, some of which are outlined here in Alumni Case Studies.

The College creates a positive learning culture where students feel respected and inspired to be curious and achieve their

goals. ESC is proudly diverse and strives to maintain an inclusive environment where individuals can be themselves.

The College community is proudly close-knit and includes quiet spaces and breakout rooms including Multi-Faith and LGBTQ+ safe spaces. Finally, ESC students are empowered to make positive choices, both in and outside the classroom.

Rebecca Conroy, CEO and Principal, says, *"We are so proud to celebrate the ongoing success of our students and alumni (both in and outside the classroom) which we are delighted to be able to share with you. Black History Month presents us with an opportunity to put the spotlight on how the College promotes inclusion and diversity.*

Here at East Sussex College, we support and encourage all of our students to achieve their goals and create an inclusive and ambitious learning environment for them to do so.

We have a range of courses for all ages and for all stages of your career including A-Levels, Technical and Professional courses (including T-Levels), Apprenticeships and also our Adult provision. Visit our website for more information: www.escg.ac.uk

We look forward to welcoming you to ESC soon!"

Rebecca Conroy

ON THE COVER!

Jayden Lescault, 24, from St. Leonards-on-Sea, studied BA (Hons) Fine Art Practice at the Hastings campus. The 2021 graduate practises neo-expressionism, found through his love for Basquiat. His current work is a series entitled 'Friends & Orange'.

"Having all the tools is key, but not if the teacher isn't willing to show you how to use them. And they did. They really did. Allowing me to fly and exceed a grade which I thought was far away."

READ ON...

Read on for our stories highlighting diversity and inclusion, as **East Sussex College** celebrates students, past and present.

After her experiences in college, **Cassidy Tetteh** realised that she wanted to see more black people in leadership roles and went on to found the Ghanaian Society at Loughborough University. Her efforts have led to positive changes at the college. Cassidy now works as a consultant in Human Resources with the NHS.

"I think colleges should put more black students in positions of student leadership within the institution to make a change and inspire others. Student societies and student bodies for students of Afro Caribbean descent should also be developed. In Loughborough I founded the Ghanaian Society and it became a safe space for international Ghanaian students."

Cassidy Tetteh

Anubis Finch took to the stage in the role of Shrek during her time at East Sussex College. Most recently, Anubis graced our TV screens in BBC's RuPaul's Drag Race UK.

The talented performer won an award on the back of her appearance on the show, being voted 'Miss Congeniality' by her fellow contestants, an award handed to the Drag Queen who is the kindest and most helpful on their respective series.

"All the teachers were really helpful, really lovely and friendly. Still to this day we're in contact. Even pre-Drag Race, they'd still get in touch to see how I was doing. They've followed my career, so it's been really lovely. I always felt like with me, it put me at ease knowing that the teachers were obviously there and authoritative, getting the job done very professionally. But it was also very much like I had a friend in the teachers as well. It was like they were there for us just as much as my other peers were, which was quite nice and I don't think you get that at many places."

Anubis Finch

Coming up!

'A Politician, a Policeman, a Performer and a Poet'

Following the conclusion of Black History Month, East Sussex College Lewes is excited to host a special event after half term. Staff and students are invited to join the audience and put questions to a special guest panel including politician Josh Babarinde OBE, poet John Agard and more TBC*. It is planned that the event will be streamed to the other College campuses to give everyone the chance to get involved.

*Panel line-up is correct at the time of going to print but may be subject to change.

Twins Iman and Almarya Shah (below) are Performing Arts alumni from East Sussex College. They were recently seen in an advert for Swedish homeware giant IKEA.

Photography: Rory Blacktop-Wales.

"The course was a welcoming environment and introduced me to amazing people, who have been able to help me grow as a performer. The whole experience has allowed me to expand my acting skills."
- Iman Shah, Performing Arts alumna

"I've never felt more at home while in education. The atmosphere felt so comforting and non-judgmental that I could learn and grow my confidence with such ease."
- Almarya Shah, Performing Arts alumna

STUDENT SUCCESS AT EAST SUSSEX COLLEGE!

In 2022, East Sussex College student **William Chan**, 19, won Best Set Design and the Director's Choice Award in the Royal Opera House Design Challenge for his artwork based on Benjamin Britten's opera, Peter Grimes.

Creative students at East Sussex College have long been successful at the annual Royal Opera House Design Challenge over the years, evidenced by a tenth consecutive year of ESC students being recipients of the top awards on offer!

James DiBiase, A-Level Art tutor at East Sussex College, *"All our students produced some truly stunning responses to this year's opera - Peter Grimes - but a special mention to Will Chan, who secured an unprecedented two prizes - Set Design and Director's Choice - for his ingenious set which was quite simply remarkable!"*

Performing Arts alumna **Amita Suman** landed a role in the Number

One rated Netflix series, Shadow & Bone, which premiered in April 2021. Nepali born Amita attributes her course at ESC to giving her the tools she needed to get into drama school and carve out a successful acting career. She also praised advice from her tutor, Kerry Smallhorne, saying, *"Kerry didn't put me in a box and told me I could play whatever role I wanted without limiting me to a stereotypical Asian character."*

East Sussex College alumnus, **Josh Babarinde**, was awarded an OBE in December 2020 for his 'Services to Criminal Justice, Social Enterprise and the Economy'. Following his time at college, Josh founded 'Cracked It', an award-winning technology business that has supported over 200 ex-offenders away from crime and towards employment. Josh is now a member of the College Board and in November 2021, was voted as the Liberal Democrat candidate for MP Local councillor to succeed Stephen Lloyd. Staff always said Josh would be Prime Minister one day!

Scan the QR codes to read more.

William Chan

Amita Suman

"College was the making of me. I would not have been able to achieve half of what I've been lucky enough to do had it not been for my courses and my teachers."

ESC EASTBOURN

Josh Babarinde

Turn to the back to continue reading about our student success stories.

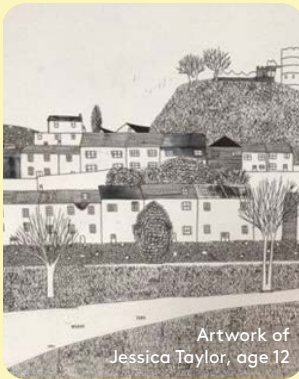## 'My Town' art competition

Earlier this year, East Sussex College teamed up with world-renowned architectural artist, **Stephen Wiltshire**, MBE, to launch the 'My Town' art competition. It was an honour to collaborate with the talented artist, who is known for creating stunningly accurate skylines and cityscapes entirely from memory.

Stephen Wiltshire

As a child, Stephen was mute, and at age three diagnosed as autistic. His talent for art quickly became apparent and he was commissioned by the British Prime Minister to create a drawing of Salisbury Cathedral at just eight years old!

Stephen's story is inspirational, and students from ESC and local schools flocked to mimic the artist's work in the 'My Town' competition 2022.

Students were invited to submit work around local architectural views, buildings, favourite places or landmarks from the towns of Lewes, Eastbourne or Hastings.

Ella Hague, 19, Art Foundation student from East Sussex College Hastings, won the senior category. Talented young students from Downlands School also scooped awards including Jessica Taylor, 12, and Matilda Lane, 11, with highly commended prizes going to Erin Poat, 13, and Eve King, 11.

Artwork of Jessica Taylor, age 12

CELEBRATING INCLUSIVITY AND DIVERSITY FOR ALL DURING BLACK HISTORY MONTH AND BEYOND.

EAST SUSSEX COLLEGE

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EDI Annual Report.

2021 - 2022

EAST SUSSEX COLLEGE

PRIDE

PARTNERSHIP RESPECT INSPIRE DIVERSITY EMPOWER