COLCHESTER INSTITUTE

EQUITY, DIVERSITY AND INCLUSION

ANNUAL REPORT 2022/23

OUR COMMITMENT AND INTENT

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

Overview of equality legislation

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

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

Public Sector general and specific duties:

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

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

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

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

OUR VISION AND MISSION

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

Our Vision

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

Our Mission

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

Our values

It matters to us that we're…

- **Student-focused** with students at the heart of our decision, choices and priorities
- **Ambitious** for our students, our staff and for our College's future
- **Inclusive** – welcoming staff and students from all walks of life on programmes from entry to degree level
- **Collaborative** – working in partnership with others to achieve our goals
- **Open and honest** – acting with responsibility and integrity in all that we do
- **An employer** that recognises, values and develops our staff

OUR POLICY

The Equity, Diversity and Inclusion Policy was last updated annually and was last updated on 10 May 2023. Below is the introductory Statement.

Colchester Institute is committed to creating and sustaining a positive and supportive working environment for our staff, agency workers, contractors, and volunteers and an excellent teaching and learning experience for our students and apprentices, where staff are equally valued and respected, and students/apprentices are encouraged to thrive. As a provider of employment and education, we value the diversity of our staff, apprentices and students. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students, apprentices and staff.

This policy deals with the promotion of equality of opportunity for all at Colchester Institute (including those within University Centre Colchester) in accordance with the Equality Act 2010 and incorporating Public Sector General and Specific Duties.

Our goal is to ensure that these commitments are reinforced by our values and are embedded in our day-to-day working practices with all our customers, colleagues and stakeholders.

We will provide equality of opportunity and will not tolerate discrimination on grounds of Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation, or any other grounds.

We will demonstrate our commitment by:

• promoting equality of opportunity and diversity within the communities in which we work and with all our staff and stakeholders;

• aiming to build a workforce which reflects our community, with the aim of having parity of representation;

• encouraging recruitment from groups currently under-represented in the department and their career progression once employed;

• treating our customers, colleagues and visitors fairly and with respect;

• promoting an environment free from discrimination, bullying and harassment, and tackling behaviour which breaches this;

- recognising and valuing the differences and individual contribution that people make;

- providing support and encouragement to staff to develop their careers and increase their contributions to the organisation through the enhancement of their skills and abilities;

- building in legislative requirements and best practice to all our service delivery and employee policies and procedures, and supporting these with appropriate training and guidance.

Every person working for the College has a personal responsibility for implementing and promoting these principles in their day-to-day dealings with everyone – including students, apprentices, members of the public, other staff and employers and partners. Inappropriate behaviour is not acceptable.

To this end, the College acknowledges the following basic rights for all staff, students and members of their community:

▪ to be treated with respect and dignity;

▪ to be treated fairly with regard to all procedures, assessments and choices;

▪ to receive encouragement to reach their full potential.

MEETING THE NEEDS OF LEARNERS

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

Context (excerpt from the FE Self-Assessment Report 202/23)

Colchester Institute provides professional and technical education and training for the largely rural and coastal populations of the Colchester City Council region and the districts of Braintree and Tendring in North Essex. In 2022/23, the College operated from two main delivery sites (Colchester and Braintree) and three outreach centres, the latter enabling adults to enter, re-enter or improve their employment. These three sites are all in Tendring, with a significantly lower job density ratio than the Essex and UK averages. Indeed, all three districts have lower than average jobs density, and residents of the Braintree and Tendring Districts have significantly lower 'highest qualification' levels than the national average.

There is a clear divide in Colchester's post-16 offer, with the opportunity for 16-year-olds to pursue either a largely academic (A Level) route at The Sixth Form College, or at one of four school sixth forms; or to take up professional and technical education and training (either classroom-based or work-based, through Apprenticeships) at Colchester Institute. In 2022/23 3742 young people chose this route and were engaged in professional, technical and applied general Study Programmes. Of these, almost half were studying at level 3. in 2022/23 Colchester Institute had 1633 apprentices and 1896 adult students. There were 75 students with high needs.

The curriculum offer profile of the town's post-16 institutions explains a significant and notable characteristic of Colchester Institute's younger student body - an unusually low profile of Level 2 achievement on entry to the College. An analysis of all known prior results of 16–18-year-olds shows that the average GCSE grade on entry (across all subjects) is a Grade 3. In 2022-23, 46% of 16-18 students arrived at Colchester Institute without a grade 4 in Maths and/or English, 1% above the national average for GFE Colleges. Classroom learners whose main qualification was at Level 2 or below made up 54.7% % of all 16-18 Classroom based enrolments, significantly above the national figure of 39.1%.

A key characteristic of the 2022-23 academic year was the continued need to focus on educational recovery for its students. Students demonstrated uncharacteristic difficulties socially, emotionally, academically, and behaviourally. The College continues to see the aftereffects of the Covid lockdown, as does education in general, and there is now recognition nationally

that education cannot simply put Covid behind it and move on. Academically, this has been seen in attendance, students' difficulties in settling into learning routines, and diminished concentration. The College has undertaken specific training with teaching teams to recognise these changes, and teachers have planned and use new strategies to ensure engagement. Socially, post-pandemic after-effects have been seen in a clear increase in anxiety and diminished confidence. The College makes full use of the 'Bursary', and its student support teams to lessen this impact, while increasing the size of its Safeguarding team. In 2022-23, 950 students were supported with safeguarding issues, 868 students reported welfare concerns, and 536 students were supported through counselling. For some of our students, this work has been life changing - and even lifesaving. These impacts of the pandemic have been compounded by the cost-of-living crisis. For example, over 33% of students in 2022-23 were eligible for Free School Meals.

The Curriculum

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

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

PERSONAL DEVELOPMENT

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

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

Students are provided with informed and well-researched presentations, supported by their tutors, to build

their knowledge base which is further explored and reinforced through group and individual activities, including quizzes, interactive learning objects and peer discussions.

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

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

ESOL courses equip adult and younger learners well with the fundamental skills required to progress in modern Britain. Student feedback highlights the most significant motivators for study as being the support they receive to live their day-to-day life; improved employment prospects; to mixing with others in the community; progressing towards further study and to helping their children with their own schooling. ESOL student numbers have grown considerably grew considerably in number during over the past two years, in part to support asylum seekers resident in local centres, with discussions underway with Wethersfield Centre

a short distance from the Braintree Campus.

Work by Early Years Students on EDI themes

QUALITY

FE Programmes and Apprenticeships

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

During 2022/23, the Quality department actively promoted EDI through self-evaluation procedures, 'deep dive' activities and Curriculum Monitoring Meetings where analysis of performance indicators relating to student retention, attainment and progression are considered. The College operates a Scorecard system in which at risk learners, vulnerable learners (including care leavers, those in care, those entitled to free school meals, those with EHCPs and those in receipt of High Needs funding) can be analysed at individual, course, area and College level. Actions are identified where individuals and groups are found to be falling behind their peers.

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

University Centre Colchester

Quality data, analysis and strategic planning regarding equity, diversity and inclusion can be found in the current University Centre Colchester Access and Participation Plan. This document is due to be updated by October 2024.

THE STUDENT EXPERIENCE 2022 / 2023

Throughout the Academic Year, students are involved in activities which promote and celebrate diversity, achievement or opportunity which are organised through the Student Engagement Coordinator as well as through curriculum areas.

Throughout the year, there is a schedule of events to promote festivals and key dates which will have relevance to students, in 2022/23 these included displays, workshops and events to mark the following events:

Holocaust Memorial Week – 23 – 27 January

A display was made outside the student liaison office and a battery-operated candle lit in reception on Friday 27 January with staff encouraged to wear purple.

Black History Month.

In October both Colchester and Braintree campus' ran a talk and workshop about black history month with good attendance from students.

Pride

In 2022/23, there was an active LGBTQ+ society, called the Rainbow Pirates, named by its founder members in previous years, and run and organised by students. This provided opportunity for students to meet socially and discuss topics of common interest. The group worked with staff to produce the display below to support and celebrate Pride and were able to attend our society meetings held at Colchester each term. The College has purchased the Progress Pride flag and has shared with staff and students the meaning of this flag through display screens during Pride month in February.

To support good sexual health for all we engage with local community groups including the Outhouse, Terrance Higgins Trust and the Robin Cancer Trust to provide opportunities for students to learn keeping themselves safe with stalls in September and May on our Colchester Campus and in January at our Braintree campus.

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

Students also engage in a range of EDI related activity through their main qualifications and through the Personal Development Curriculum. Some examples of student work created in Personal Development Tutorials are shown in the images contained within this report.

Supporting Learners with Special Education Needs and Disabilities 2022/2023

Colchester Institute is committed to providing the highest standard of support for its students with special educational needs and disabilities (SEND) ensuring that every student has the support to achieve and excel. We recognise and embrace that the needs of students with SEND is the responsibility of the whole college; all teachers are teachers of SEND.

Support is firstly provided through excellent teaching, including making reasonable adjustments with adaptive teaching, strategies based on individual needs and a general, supportive person-centred approach. Teaching staff and the Additional Learning Support team-work in collaboration along with other key areas including exams and the safeguarding and welfare team, to provide wrap around support for students who have SEND needs.

Each course area at the college has a SEND Ambassador who relays new strategies, specific SEND information and training back to their colleagues.

In 2022/23 Colchester Institute had 259 learners with Education, Health and Care Plans and 93 learners with High Needs Funding, this number is set to increase next academic year.

Approximately 60% of learners that are sitting GCSE resits have some form of exam access arrangement.

Colchester Institute structures support for students into the following steps:

Step 1: Excellent Teaching is in place for all students and can include:

- Reasonable adjustments tailored to individual needs – adaptive teaching, adjusted materials, breaking work into smaller tasks, visual handouts, coloured paper/overlays etc.
- Medical and access arrangements
- Risk Assessments
- Exam Access Arrangements
- Access to IT resources to aid study skills
- One to one tutorial with Course Leader/Course Tutor
- One to one tutorial with Progress and Destination Tutor

Step 2: Focussed SEN Support, can include:
- In-class shared Learning Support Practitioners
- Support sessions with specialist teachers (one to one or group)
- Read, write software and other assistive technologies
- Consultation support from local authority Inclusion Partner and Educational Psychologist
- Transition support for students from school to college and within levels
- Annual review reports against SEN outcomes
- Teacher of the Deaf and SALT specialist visits, where needed

Step 3: High Needs Support, can include:
- In/out of class support at ratio required
- Specialist assistive technology
- Lunchtime and break supervision
- Breakfast clubs
- Personal care
- Hoist and changing facilities
- Mobility support
- Personalised medical interventions
- Communication Support Workers (Notetakers and Signers)
- Specific tutor reviews against high need outcomes

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

FE STUDENT ACHIEVEMENT 2022/2023

Student achievement data are currently analysed by age, gender, disability and ethnicity. College managers can view this information from whole college level down to individual student level. This enables potential and actual achievement gaps to be analysed periodically in management meetings, and through quality assurance meetings, and summarily through the annual self-assessment report.

At overall College level, results are analysed by provision type.

16-18 Study Programmes – Outcomes 2022/23

It is pleasing to see that the gap of four points between male (84.1%) and female (80.0%) achievement rates reported in 2021/22 has reduced considerably, with young female learners now achieving slightly better at 83.1% and males at 82.8%. This will be in large part due to a 14 point improvement in Early Years achievement rates for our younger learners, and a 12 point improvement in Beauty Therapy achievements – both female dominated areas.
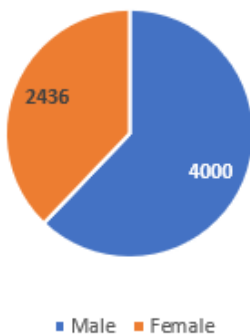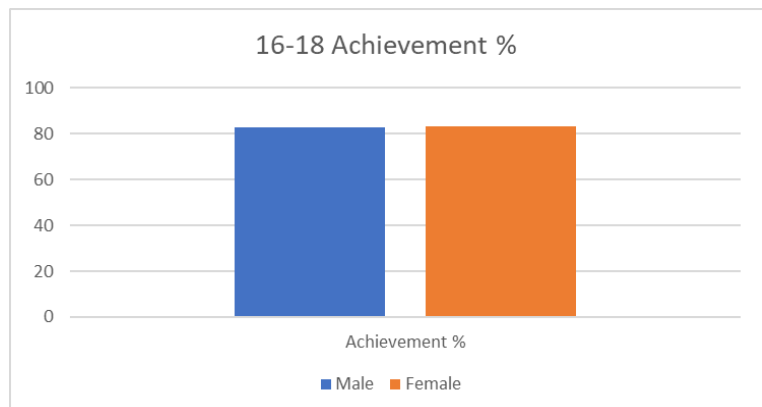
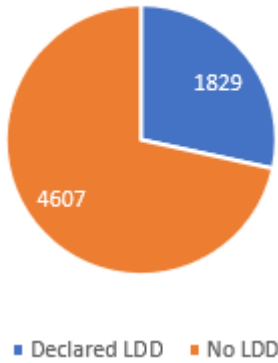In 15 out of 28 subjects, learners with declared Learning Difficulties and Disabilities (LDD) achieved better than those without. Nonetheless, the difference in achievement rates between learners who declare a disability and those who do not remains too high, the former category at 3.2 percentage points lower than their counterparts (80.5% vs 83.8%). There were significantly higher rates in Digital Media, where almost a third of 16-18 leavers declared a disability and they outperformed their non LDD counterparts by 6 points. Similarly in Music, Accounting, Science and ESOL, younger learners with declared disabilities considerably outperformed those with no declared LDD. However, in most Construction trades (not Plumbing), Computing, Engineering, Health and Social Care and Sport, the gap between those with and those without LDD was far too wide. This underlines the importance of the College-wide and Curriculum Area Quality Improvement Plan focus on providing teaching and support staff with the tools and strategies to better support those with learning differences and disabilities inside and outside of learning settings.

16-18 Enrolments

Declared LDD: 1829
No LDD: 4607

■ Declared LDD   ■ No LDD

16-18 Achievement %

Achievement %

■ Declared LDD   ■ No LDD
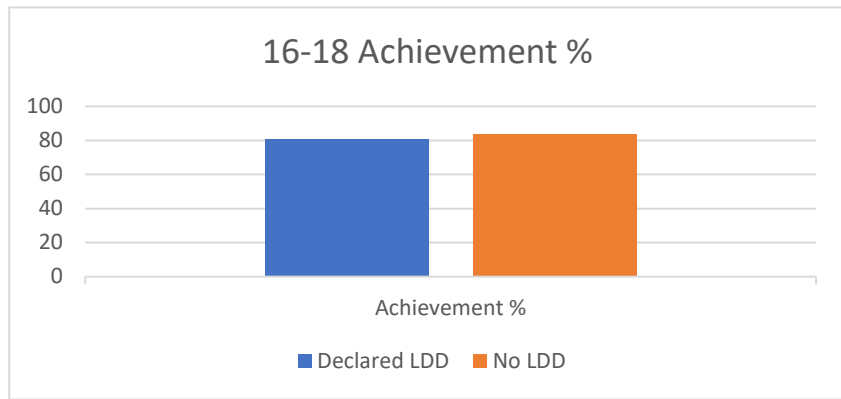
In terms of ethnicity, the achievement gap between White and non-White younger learners has almost halved since 2021/22. In 2021/22 there was a 4.1 point gap between White and non-White leavers, and this has reduced to a 2.1 point gap, with 5,789 White leavers achieving at 83.1% whilst 647 non-White leavers achieved at 81%. It is pleasing to see that the significant (6 point) gap reported in Construction last year has closed with non-White learners achieving 0.3 points ahead of their White counterparts in that Sector Subject Area.

16-18 Enrolments

647
5789

■ White   ■ Non-White

16-18 Achievement %


Achievement %
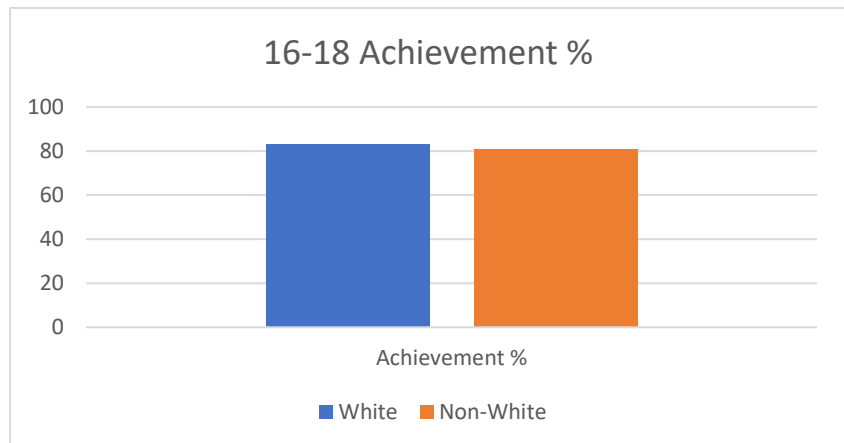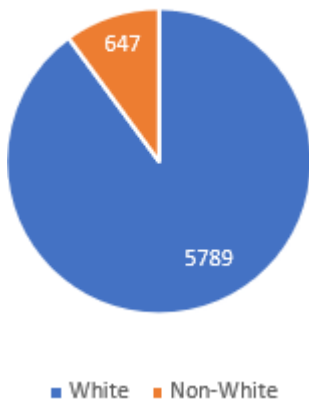
■ White   ■ Non-White

Overall, non-White leavers achieved as well or better in six out of eleven SSAs. Of concern is a seven-point gap in Retail and Commercial Enterprise (Hospitality and Salon Studies) where further analysis will be carried out. In early 2023-24, the Head of Area has set in train an Area-wide development programme around Equity, Diversity and Inclusion, using the Education and Training Foundation Inclusivity Toolkit, which has started very well. There is a similarly high gap in Art and Design, where 34 non-White students achieved at 82.4% whilst 280 White students achieved at 92.9%. Again, further analysis will follow to identify programmes, or levels at which there were particular differences and actions will be taken accordingly.

Adult Learners – Outcomes 2022/23

At overall College level, results for 2022-23 indicate a slight, but reduced, gap between male and female learners with female leavers achieving at 80.1% and males at 81.2%. It would appear that this is largely due to significant gaps in two areas: maths and accounting, as in most other areas, there was either very little difference or there was a notable trend the other way. It is particularly pleasing to see that in the traditionally male subject sector areas of Engineering and Construction, females significantly outperformed males (by 7 points in Engineering and by 4 points in Construction). Across both areas females represented over 10% of leavers.

Adult Enrolments


Adult Achievement %
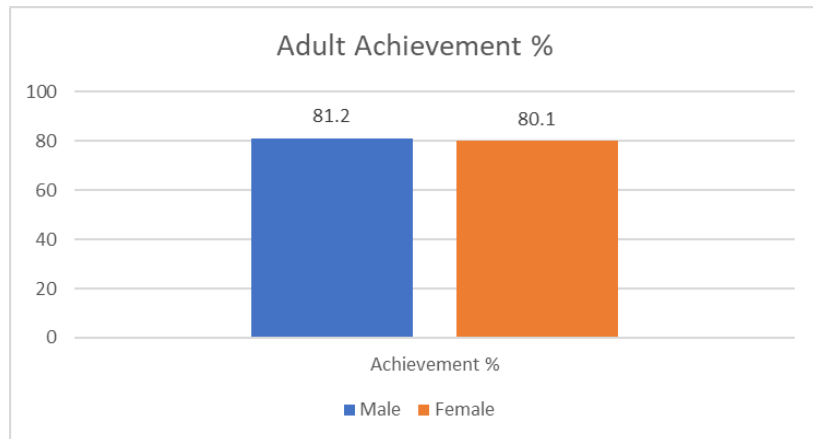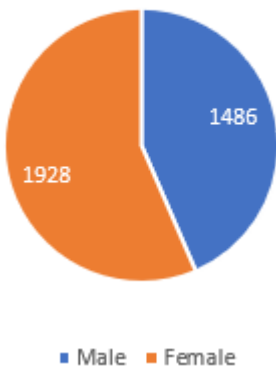
In relation to Declared Learning Difficulties and Disabilities, there was, overall, a 3.1 point gap between the 749 adult learners with LDD (78.2%) and the 2664 who did not declare a learning difficulty or disability (81.3%). The most notable differences were in Access to Higher Education where four of the nine learners with LDD (out of 44 learners total) did not achieve; and there was a smaller gap (of 3.8 points) in ESOL where 133 out of 919 learners declared a disability. In Fabrication and Welding, only 22 leavers (of 99 in total) declared LDD, but they fared considerably worse (by over 20 points). In 15 out of 25 areas where learners declared LDD, those learners fared better, and considerably so in Brickwork, Wood Occupations and GCSE English and maths. Again, this underlines the importance of the College's work within the QIP.

Adult Enrolments
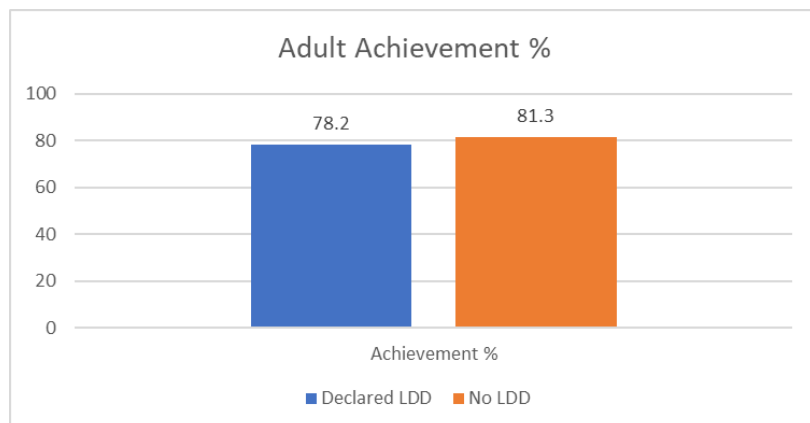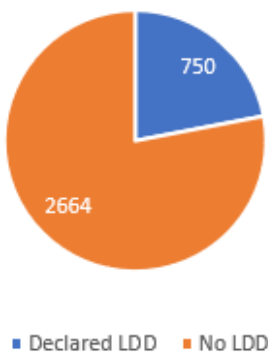
Adult Achievement %

The gap between White and non-White achievement rates has widened over the past three years. In 2020-21 non-White adult learners achieved better than White learners, the difference was negligible in 2021-22, but in 2022-23 a three point difference has opened up with non-White leavers achieving at 79.7% and White leavers at 82.7%. Closer analysis reveals that the most significant differences can be found in FE Engineering and Construction programmes, ESOL, and among subcontracted learners with Learning Curve. Actions have been identified and included in area Quality Improvement Plans, to close these gaps in 2023/24.
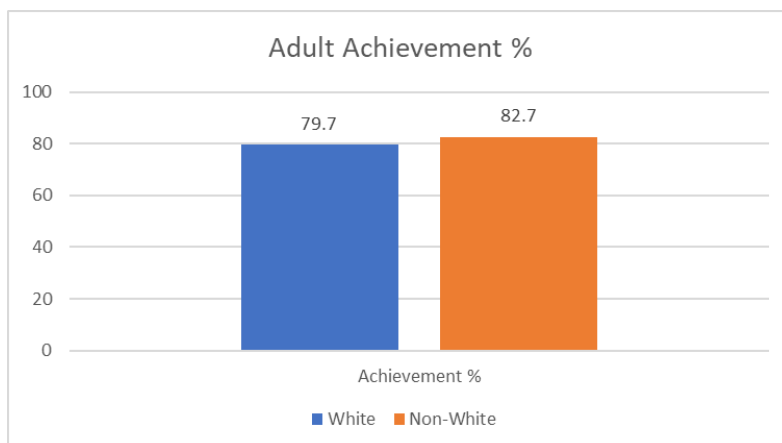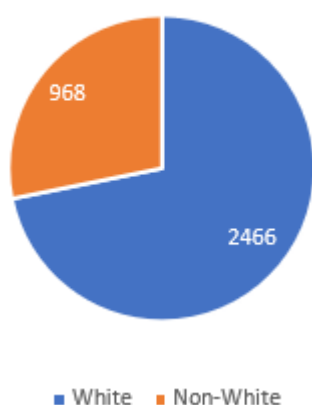

Apprenticeships – Outcomes 2022/23

Gaps between age groups and gender are in line with the most recent averages, but it was noticeable in 2022-23 that female apprentices aged 24+ did less well than their male counterparts (52.6% vs 62.5%). This was largely influenced by a high proportion of female apprentices on professional programmes, including Procurement, HR, and Management, who did less well in terms of completion. In these programmes a significant number of apprentices achieved their professional qualifications and then chose not to complete the End Point Assessment. In some cases, a change of employer also compounded this. An achievement gap between males and females aged 16-18 was also noticeable, however this is due to a disproportionate number of males on programmes where the overall achievement was much lower.

Across all three age groups combined, females performed slightly below males with a 2.4 percentage point difference.
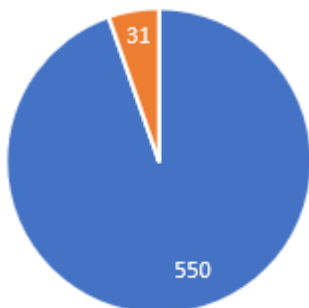
Apprenticeship Leavers

Male: 365, Female: 216

Apprenticeship Achievement %


Male: 60.3, Female: 57.9
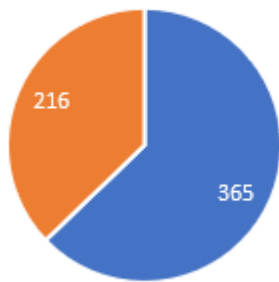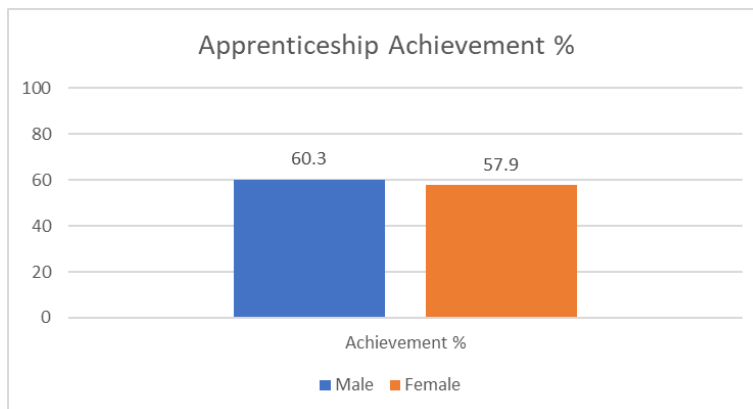
Achievement rates for apprentices as analysed by ethnic group would indicate a less than 1% point gap between White and non-White leavers, however non-White apprentices make up no more than 5% of the overall apprenticeship number. In some cases, where this percentage is higher – 10% in UCC Applied technologies, for example – the numbers of actual leavers is only 3, with 67% achievement. More meaningful perhaps is the data in Professional Development Programmes where 14 non-White apprentices make up 8% of the overall cohort. In this area achievement rates are 79% for these 14, whereas for White learners they are 61%.

Apprenticeship Leavers

White: 550, Non-White: 31

Apprenticeship Achievement %

White: 59.5, Non-White: 58.1
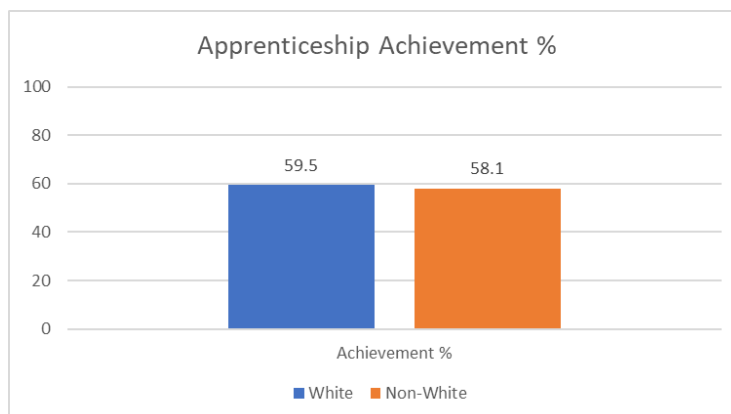
The College carries out Area Monitoring Meetings and Apprenticeship Performance Monitoring Meetings regularly throughout the year, with Heads of Department. Achievement gaps are discussed in these meetings and actions regularly updated in QIPs to address issues that have identified in previous years and any gaps that are appearing in-year (e.g. in retention).

Our Staff

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

Dignity at Work Policy (Bullying & Harassment)

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

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

Flexible Working Policy

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

Recruitment and Selection Policy and Procedure

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

- Recruiting the best candidates across all job roles

- Recruiting for current and future needs

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

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

- Maximising efficiency through simple, effective processes

- All applicants receiving a positive experience to build the reputation of the College.

STAFFING PROFILE 2022/2023

Staff by Contract Type and Contract Type by Gender


Contract Type

Contract Type by Gender
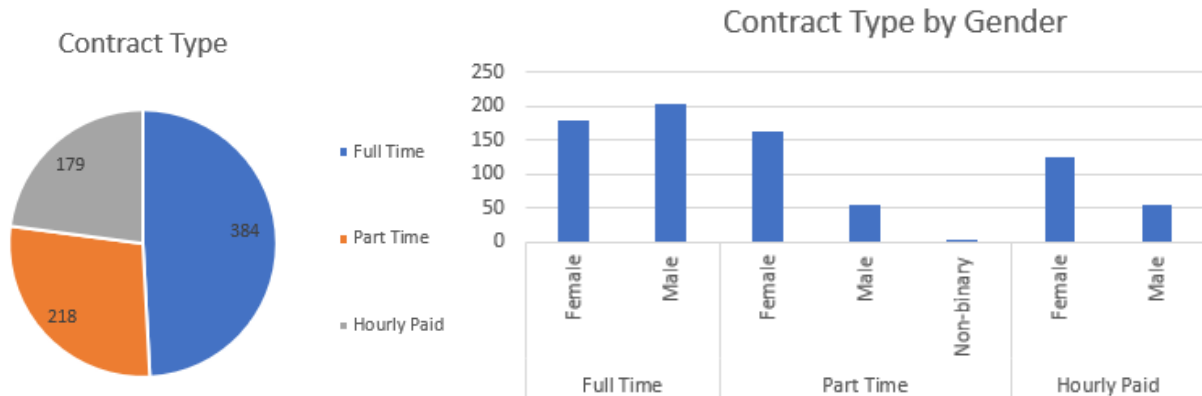
77% of 781 staff were on core contracts and of those 49% were full-time and 28% were fractional. 23% of all staff were on hourly paid contracts. Many staff welcome the flexibility of an hourly paid contract as it assists them in balancing work with other commitments. For the College, in many areas, such contracts provide a way of providing services which can have an uneven demand throughout the year, such as exam invigilation with peaks of activity through the year and learning support which is driven by fluctuating student need. Hourly paid contracts for teachers might be used where niche or specialist subjects are taught, which may appear in a single unit or module, and are not delivered all year round.

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

Gender Balance

The workforce had 467 females, 313 males and 1 non-binary person. **Females therefore make up 60% of the Colchester Institute workforce.** This is entirely in line with the national average for colleges which in 2020/1 showed that in the average college, 60% of the workforce were female.
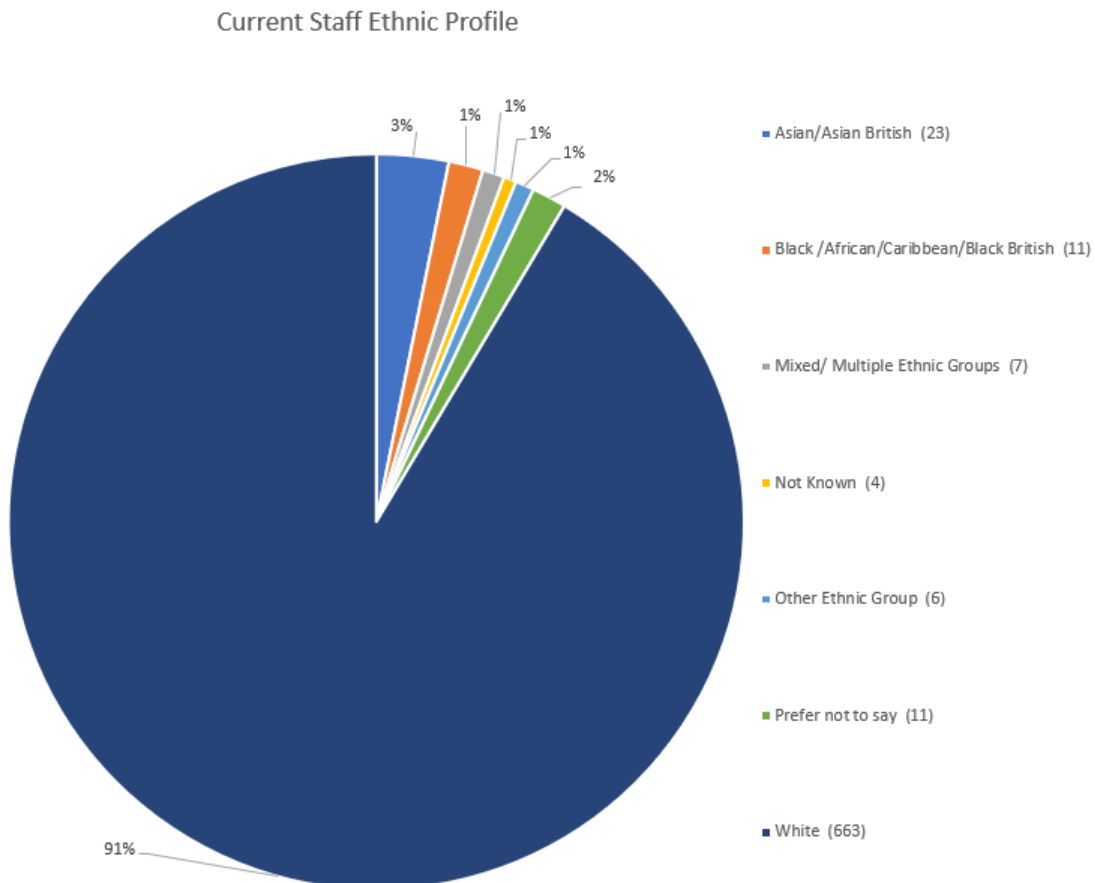

Gender Balance
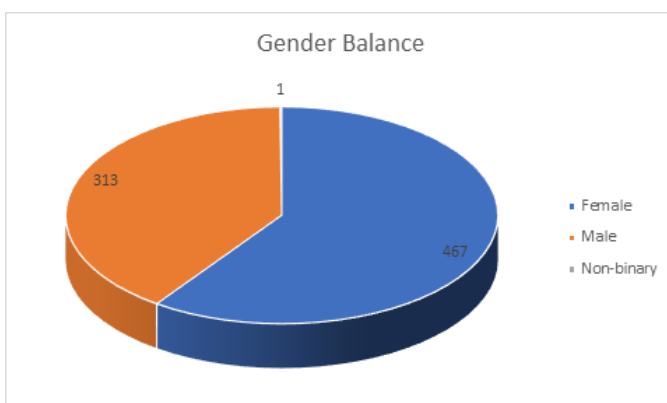
The College is proud to be the only College member nationally of the Women's Engineering Society (WES). Membership of WES is a public statement of our commitment to increasing female participation in Engineering and other STEM courses and apprenticeships, and to recruiting more female staff into these subject sector areas. The College is building a close relationship with the national and Essex Women's Engineering Society groups and in April 2023 held a launch event, attended by local and regional employers, as well as national WES officials. events over the next year, to promote Engineering and STEM opportunities to women and girls.

Ethnic Profile of Staff

Within the College's current Strategic Plan, there is an aim to ensure that the workforce is truly representative of the communities it serves. The chart below shows the ethnic profile of staff. It is unfortunate that data is not available for such a large number of our staff, making it difficult to draw any firm conclusions about the extent to which the College's ethnic profile reflects the local community. The 2021 census shows that 87% of Colchester residents, 96% of Tendring residents and 95% of Braintree residents described their ethnic group within the white category. The chart below shows that 91% of the College's staff identified their ethnic group as White.

Current Staff Ethnic Profile

Legend:
- Asian/Asian British (23)
- Black /African/Caribbean/Black British (11)
- Mixed/ Multiple Ethnic Groups (7)
- Not Known (4)
- Other Ethnic Group (6)
- Prefer not to say (11)
- White (663)

Nationality of Current Employees

Data on Nationality is comprehensive. This shows 94% of employees were British (irrespective of ethnic origin). The remaining 6% included 29 different nationalities, the largest grouping being Irish.
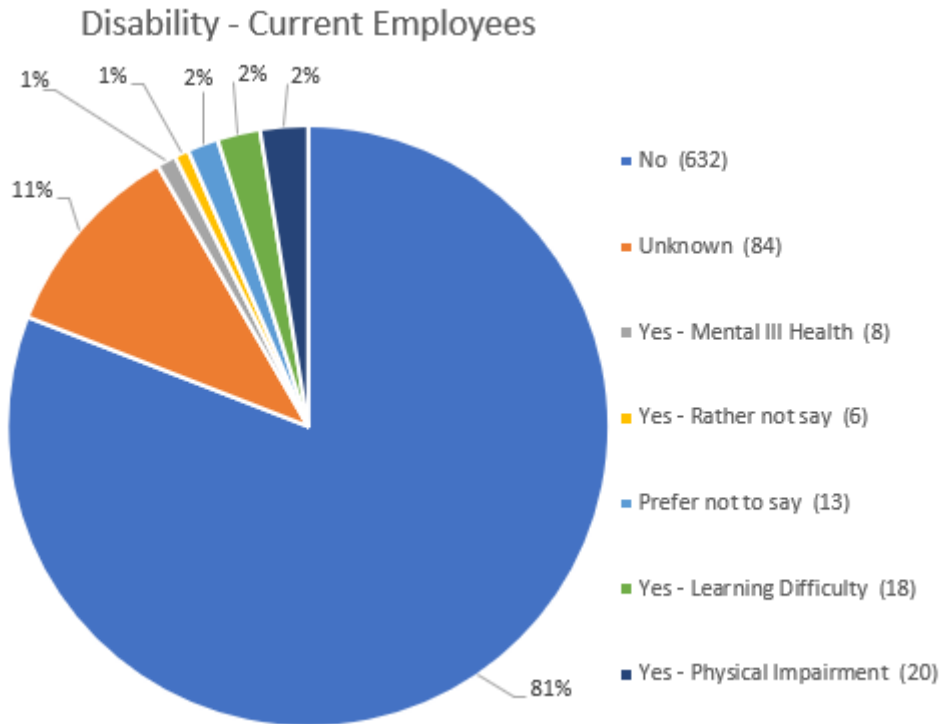
Current Staff Nationality

6%

■ Non British (50)

■ British (731)

94%
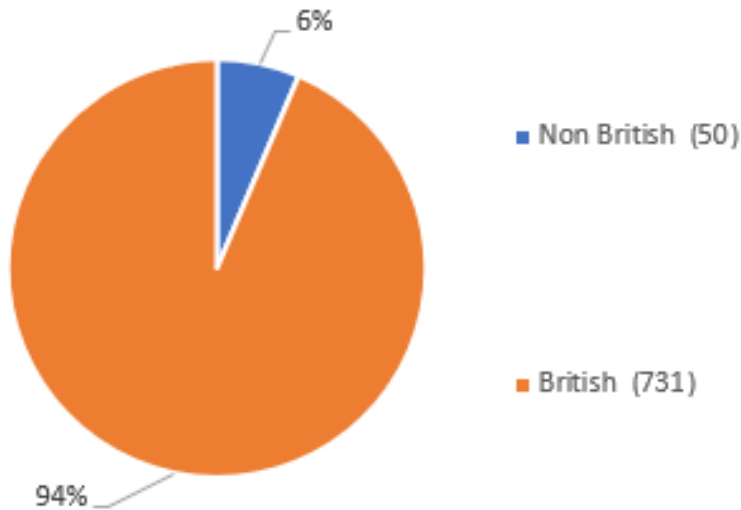
Below is a list of nationalities represented by the 50 non-British staff members.

American	Canadian	Chinese	Czech	Dutch
Filipino	French	German	Ghanaian	Greek
Indian	Irish	Italian	Lithuanian	Nepalese
Nigerian	Polish	Portuguese	Romanian	South African
South Korean	Spanish	Sri Lankan	Zimbabwean	

Disability within the current Employees

The current workforce data on disability is also incomplete with 84 blank fields and a further 13 preferring not to say. Of the staff who have provided a response, almost 7% reported a disability.

Disability - Current Employees

Pie chart legend:
- No (632)
- Unknown (84)
- Yes - Mental Ill Health (8)
- Yes - Rather not say (6)
- Prefer not to say (13)
- Yes - Learning Difficulty (18)
- Yes - Physical Impairment (20)

Chart percentages: 81%, 11%, 1%, 1%, 2%, 2%, 2%

Colchester Institute is proud to be a 'Disability Confident Committed Employer (Level 1). The College commits to:
- ensuring our recruitment process is inclusive and accessible including when communicating and promoting vacancies
- offering an interview to disabled people who meet the minimum criteria for the job
- anticipating and providing reasonable adjustments as required at both application stage and when in employment
- supporting any existing employee who acquires a disability or long term health condition,
- carrying out at least one activity that will make a difference for disabled people

Dying to Work Charter

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

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

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

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

Age Profile

The workforce spans the age range of 17 to 77. The chart below shows the spread of ages. The mean age is 49.

The most populous group is 50 – 59, making up 28% of the workforce. 10 employees are aged over 70 and just 2 are under 20. 204 of 784 staff (26%) are under 40.
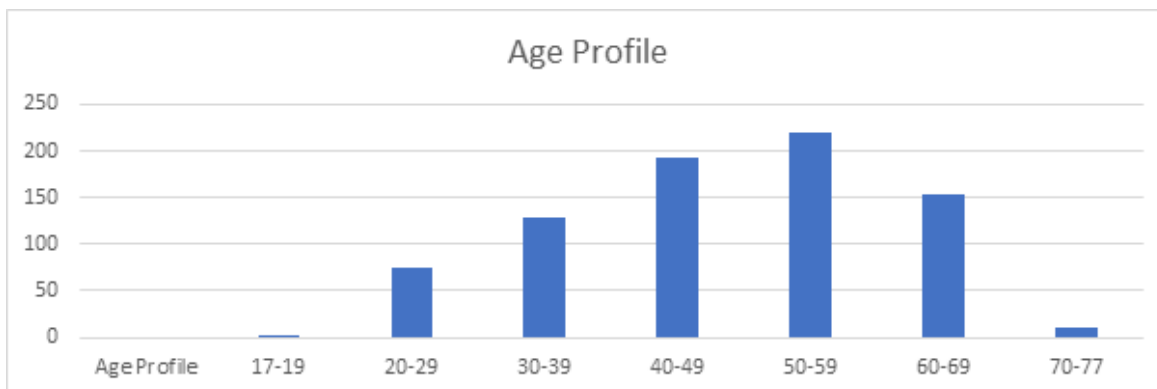

This higher percentage of older workers than would be seen in, for example, schools, reflects a particular characteristic of the teaching staff in General Further Education. In almost all cases, those teaching and assessing in vocational areas

have previously worked in the industry they are training students to join, so are effectively in a second (or subsequent) career. This industrial experience and expertise is an important aspect of teaching and assessing on professional and technical programmes.

Whilst experience and expertise developed in a particular sector is of great value, for many vocational teaching staff, a workforce with a more even representation of age groups can also have advantages, in particular in an environment where young people are a key stakeholder.

Pay Profile – Core Staff

The data, which all relates to core staff, is reporting salary levels rather than actual pay with all staff being measured as though they were Full-time.
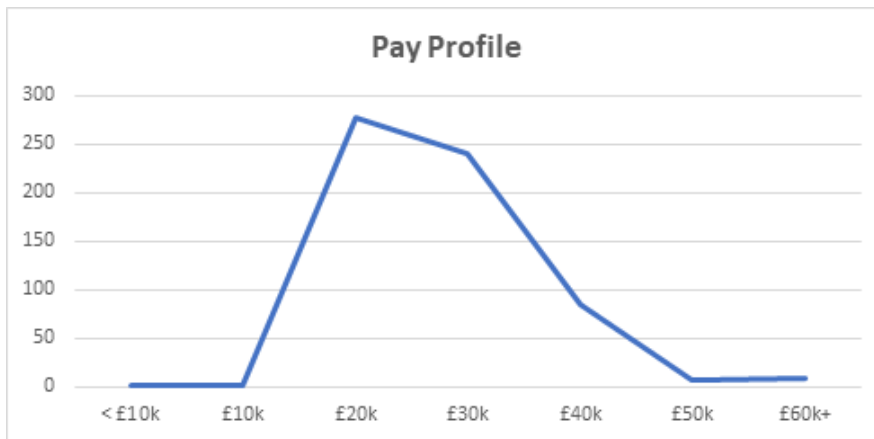
Of these the mean average salary is £31,356, whilst the median is £30,702.39. The mean salary for Colchester is £ 33,962 (This figure published by ONS for 2023).

Pay Profile by Gender

A gender pay gap report has been produced for the 2022/23 period and is published on the College's website, providing further detail and an action plan which will be implemented alongside the EDI Action Plan found at the end of this report, and monitored by the Staff. The Gender Pay Gap Actions
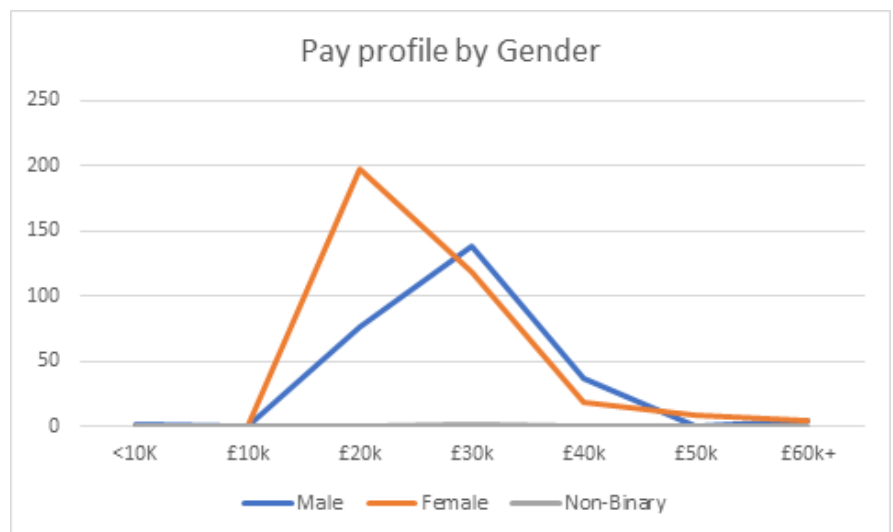
COMMITMENT TO IMPROVEMENT AND ACTION PLANNING

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

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

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

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

Positive: That we can work together to make change happen

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

EDI ACTION PLAN

KEY ACTIONS FOR 2023/24 AND BEYOND

Actions	Achieved by	Responsible department
To expand membership of the EDI Steering Group (currently 20 members) and to review initial Terms of Reference and priorities. To hold meetings half termly on different days to enable and encourage wider contributions.	December 2024	College Executive
Through the EDI Steering Group, review the requirement for Special Interest Groups as below and establish Terms of Reference and initial actions where continuation is agreed. 1. Recruitment and Workforce Diversity 2. Asylum Seekers and Refugees 3. LGBTQ+ 4. Anti-Racism 5. Disability	July 2024	EDI Group
Use Deeper Thinking and Stronger Action Toolkit[i] to inform wider staff training and College action plans. To include the use of the video resources to which some of our own colleagues have contributed	July 2024	EDI Group
Implement a training programme initially for all College Managers and key staff, followed by a whole College roll-out. Focussing on issues such as unconscious bias; ordinary privilege; allyship and the setting of appropriate team and individual goals to promote the inclusive College	April 2024 for managers December 2024 for all	Staff Development
To set Equality Objectives for the 2024/25 Academic Year and to include in this ensuring sufficient data to provide a baseline	July 2024	College Executive and EDI Group
Extend current staff data gathering for analysis and monitoring. Agree any areas where existing staff will be called upon to provide equality data, as opposed to applicants/new starts only. Use of this guide as appropriate reb-pwc-edi-data-collection-guide.pdf (realestatebalance.org)	July 2024	Human Resources
Continue to assess all new and revised policies through Equality Impact Assessments using the agreed and standard format and process. Provide training to policy writers on this.	Ongoing Training by July 2024	College Executive

Develop role of the EDI Governor to work with PCE (Principal and Chief Executive) and EDI Group.	Ongoing	Governors
Consider ways of involving students in the work of the Steering Group.		PD Co-ordinator/ VP
Establish appropriate student enrichment, including student Special Interest/Support Groups (e.g. LGBTQ)		PD Co-ordinator /VP
Take actions as outlined in the Gender Pay Gap report for 2022/23 which include: • Eliminating bias in recruitment • Ensuring transparency in pay and promotion criteria • Reviewing the existing pay framework • Establishing an Equality Pay Gap working group	From Summer 2024	Human Resources

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

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