

CCG

Chichester
College
Group

Equality, Diversity and Inclusion Report

2022-2023

MET

Brighton
Metropolitan
College



Brinsbury
College



Chichester
College



Crawley
College



Haywards
Heath
College



Northbrook
College



Worthing
College

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Welcome from Andy Green

Welcome to the 2022 - 2023 Equality, Diversity and Inclusion Report. I am delighted to share with you our progress, some of our success stories, and our ambitious plans for the future.

During the past year, we have established an E,D and I steering committee who have taken the lead on developing our action plan. We want to make Chichester College Group a great place to work and study, and so our ambitious plans cover both staff and students. You will see in the pages of this report the work that we are doing to build an inclusive college group for students, staff and visitors. We now operate as seven colleges, across 10 sites and we have spent much of the last year bringing together our practice and challenging ourselves for the future.

In this report, we have included the 23/24 action plan, and you can see our range of actions - including updating our equalities training for all staff, work to ensure our access for staff and students with disabilities is equitable across all sites and a programme to build our staff group networks, amongst many other plans. Also in this report, you will find our gender pay gap figures which we are now reporting on as a merged group for the first time.

We have always been committed to changing lives through learning, and we recognise that ensuring our work and study places are truly inclusive is key to delivering this ambition.

I hope you enjoy reading this report.

Andy Green

Chief Executive Officer

Our strategic intent

We are a people business, delivered by people, to people.

As part of the 23-26 strategic plan, we set out a series of promises. These are embedded in this report. Our values and strategic promises are interconnected and aligned in this report and our comprehensive action plan, embedding our commitment to excellence, inclusivity, and sustainability at CCG. Our commitment to Equality, diversity and inclusion is evident in everything we do: our environment, our culture, our service, our facilities and within our teaching learning and assessment and support practices.

Our Promises	We will do this by
Inspiring all our students to grow in confidence and improve their life, work, and learning skills.	Creating a culture where everyone feels valued, respected and a true sense of belonging and actively challenge all forms of discriminatory and bullying behaviour, recognising and celebrating diversity.
Delivering outstanding teaching, learning, support, and student/customer experiences	We will participate in, and engagement with national standards and frameworks.
Offering an innovative and enriching range of courses and services that meet the needs of our local, regional, national, international, and employer communities	Regularly monitoring our key data about students and staff, and diversifying our workforce
Working with our employers and communities to grow economic prosperity and improve our social impact.	Building strong, lasting relationships within our communities that exemplify inclusivity and reflect the diversity of the areas we serve
Providing our people with a stimulating and rewarding place to work and providing relevant professional development to all.	Our development programs ensuring an inclusive culture, embracing diverse perspectives and backgrounds
To provide an inclusive environment where staff and students can celebrate difference and diversity.	Taking a visible stance on EDI issues. Demonstrating leadership and accountability in delivering on our EDI plan collaboratively as an organisation
To conserve and enhance natural resources and reduce our carbon footprint to reach net zero emissions by 2050	This includes implementing initiatives that prioritise environmental justice, acknowledging the intersectionality of social and environmental issues, and ensuring equitable access to the benefits of our sustainability efforts for all members of our community.

The purpose of this report is to:

- Provide detail on the key deliverables set out in the CCG People Strategy for EDI
- Demonstrate our commitment statement
- Share information about our organisations profile
- Present our plans and our progress in relation to Equality, Diversity, Inclusion and a sense of belonging
- Demonstrate how we meet our objectives under the Equality Act.

OUR CULTURE & OUR VALUES

Chichester College Group is firmly dedicated to ensuring the promotion of equality of opportunity and strives to go beyond legislative requirements, aiming to be recognised as a leader in equality, diversity, and inclusion (EDI).

Our commitment is reflected in our values and our action plan is intended to create a positive and inclusive environment for all staff and students.

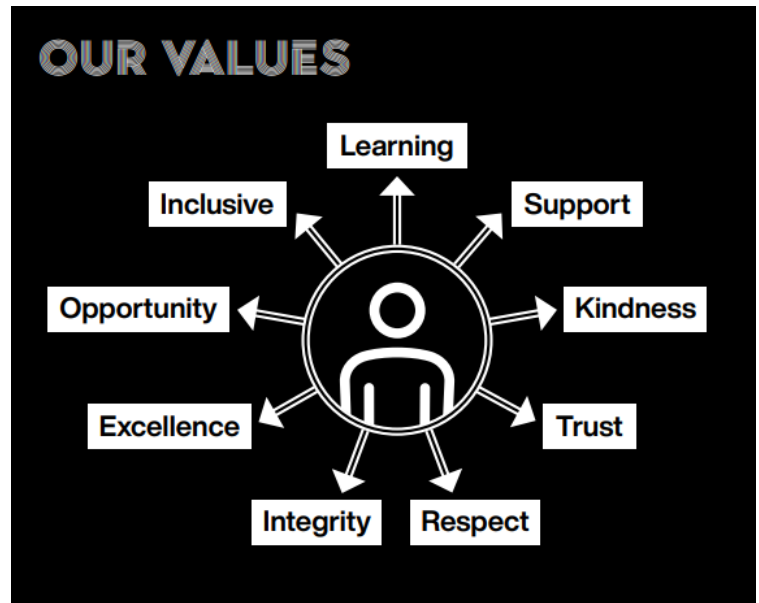
This report provides the groups position and objectives as part of our People strategy as well as reviewing the outcomes and profile data of our staff and students. Most importantly, this report signals the significance that the group places on serving and celebrating our students and wider community and to be a great place to work, learn and progress.

The Equality, Diversity & inclusion Team

To achieve our action plan, we have established the Equality, Diversity, and Inclusivity Team, overseeing three special interest working groups focusing on

- Students
- Staff
- Environment and Resources.

These working groups are crucial in advancing our strategic and operational initiatives outlined in the action plan to raise awareness.

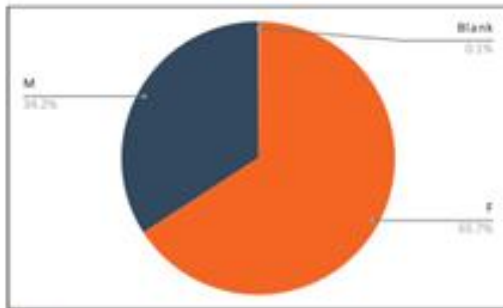


Governance

The groups Executive Principal is the nominated lead for equality, diversity and inclusion (EDI). Our EDI team is chaired by the Executive Principal and is comprised of key College managers & staff.

This EDI Team meets on a termly basis to ensure the College continues to fulfil its legal duties under the Equality Act 2010 as well as to monitor the groups progress towards its action plan.

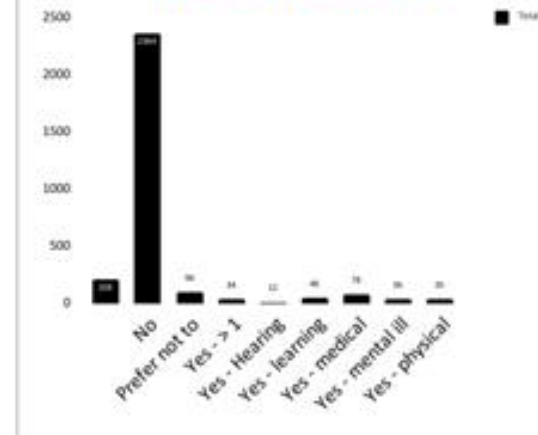
Legal Gender



Age

0 > 30	525
31 > 50	1072
51 > 70	1212
71 +	56

Disclosed Disability



Ethnicity

Ethnicity	Headcount	Percentage
Any other	83	2.85%
Any other - Arab	21	0.72%
Any other - Bangladeshi	3	0.10%
Asian/Asian British - any other	18	0.62%
Asian/Asian British - Indian	11	0.38%
Asian/Asian British - Pakistani	15	0.52%
Asian/Asian British - Pakistani	9	0.31%
Black/Black British - African	17	0.58%
Black/Black British - any other	1	0.03%
Black/Black British - Caribbean	7	0.24%
Chinese	10	0.34%
Mixed - any other	20	0.69%
Mixed - White and Asian	9	0.31%
Mixed - White and Black African	7	0.24%
Mixed - White and Black Caribbean	13	0.45%
Not known	71	2.44%
Prefer not to say	46	1.58%
White - any other	123	4.23%
White - British	2357	81.02%
White - Irish	34	1.17%
White - Other European	34	1.17%
Grand Total	2909	100.00%

Religion

Religion	Headcount	% of Total
Atheist	1274	43.80%
Buddhism	75	2.58%
Christianity	11	0.38%
Hinduism	612	21.04%
Hinduism	4	0.14%
Islam	3	0.10%
Judaism	6	0.21%
Muslim	16	0.55%
No Religion	606	20.83%
Other - Please Specify	41	1.41%
Prefer not to say	223	7.67%
Roman Catholic	37	1.27%
Sikhism	1	0.03%
Grand Total	2909	100.00%

Sexuality

Sexuality	Headcount	% of Headcount
Asexual	1249	42.94%
Asexual	4	0.14%
Bisexual	47	1.62%
Gay man	24	0.83%
Heterosexual	1333	45.82%
Lesbian	28	0.96%
Prefer not to say	224	7.70%
Grand Total	2909	100.00%

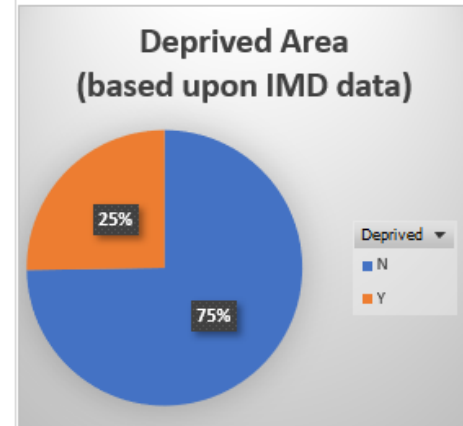
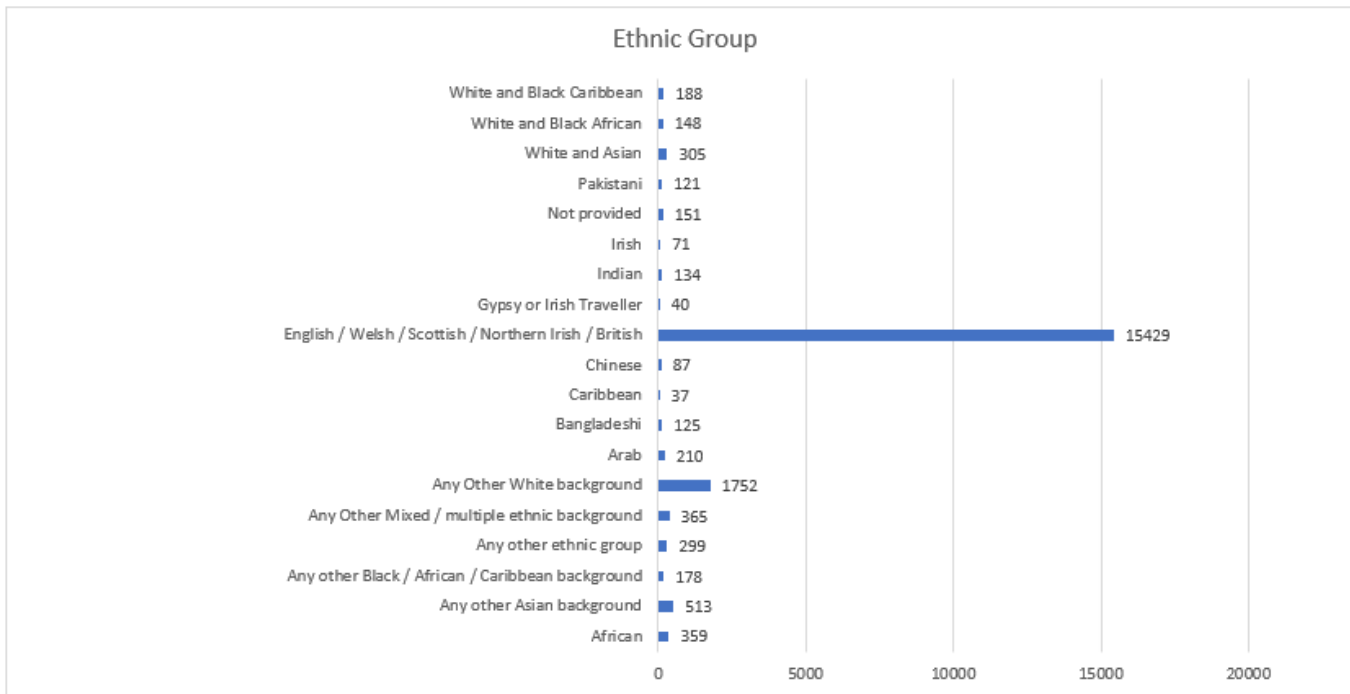
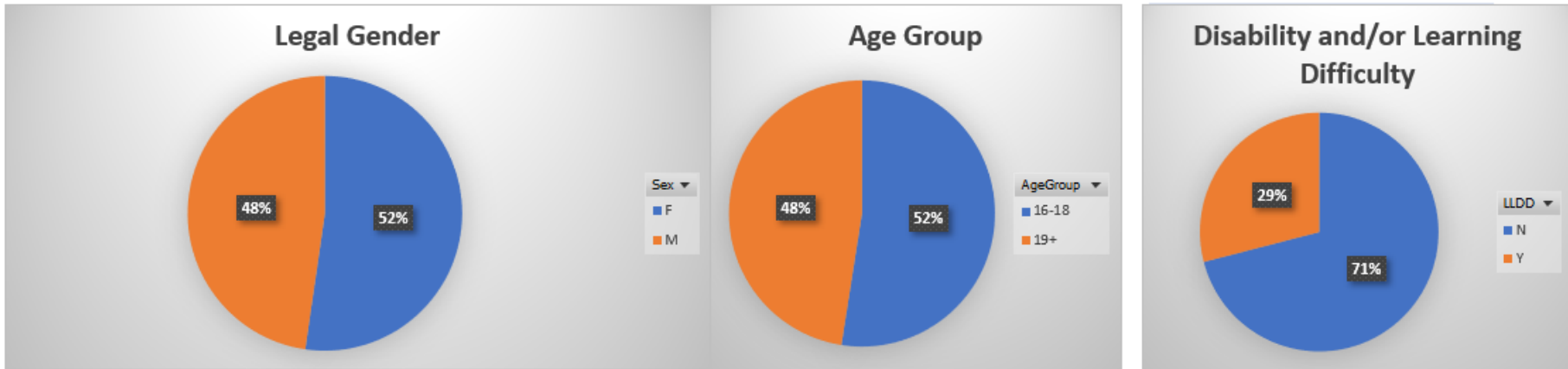
Our Staff profile

Key Themes to inform our action plan

- Increase diversity: 81% of the staff identify as White British
- Support disability inclusion: 8% of the staff identifying as having a disability
- Cultivate gender balance: 65% of the staff being female
- Promote an age-inclusive workplace: average age of 46 years old
 - A more meaningful staff profile (Sexuality & Religion 42% missing data)

Ensuring our data is accurate and reflective of the staff body and that it is comparable and aligned to our customers and the local community will be addressed as part of the wider people strategy for the group.

Student Data



Analysis

Ethnic Diversity:

Staff: 81% White British

Students: 75% White British

The student body is slightly more diverse ethnically compared to the staff. However, both the staff and student populations still have a significant majority identifying as White British. Efforts should be made to increase representation from other ethnic backgrounds and promote a more inclusive environment.

Gender Balance:

Staff: 65% female

Students: 52% female

While the staff demonstrates a higher percentage of female representation, there is still room for improvement in achieving gender balance across both the staff and student populations.

Disability Inclusion:

Staff: 8% declared disability

Students: 29% declared disability

The student body shows a significantly higher percentage of individuals declaring a disability compared to the staff. Enhance accessibility and create an inclusive environment for individuals with disabilities and training for staff on disability awareness to support our students.

CCG Gender Pay Gap Report 2023

This report sets out the CCG Gender Pay Gap as calculated with a 'capture date' of 31 March 2023.

The requirement to report the Gender Pay Gap was introduced with effect from April 2017. The Group has complied with this requirement since that date. The CCG group merged with GBMET on 1 August 2022 and therefore this is the first report which includes staff from all 7 colleges.

Mean Pay

The mean gender pay gap is the difference between the average (mean) gross hourly pay of male and female members of staff taken as a single group.

The Group mean pay percentage difference is 9.24% based on a female average hourly rate of £15.38 and a male average hourly rate of £16.94.

Median Pay

The median gender pay gap is the difference between the mid-point (median) gross hourly pay of male and female members of staff taken as a single group.

The Group median pay percentage difference is 16.3% based on a female mid-point hourly rate of £13.72, and a male mid-point hourly rate of £16.39.

Analysis

In 2022, the CCG mean and median results (5 colleges) increased significantly. This was largely due to the shift from a female to a male Chief Executive, as well as other senior females leaving the organisation.

The GBMET data for 2022 was very different, largely due to a more equitable and proportional split of males and females across the organisation. As the data for 2023 now shows, this has had a positive influence on the overall CCG results in the now merged group, which has seen the pay gap narrow again.

According to the Office for National Statistics (ONS), the national average for the **mean** gender pay gap in 2023 was 7.7%, with a downward trend over the past three years. This trend has been most pronounced in the private professional sector and there is positive data across the UK as a whole. The Southeast remains the region with the most pronounced gender pay differentials, with more public sector employers having larger pay gaps than private sector organisations. According to the office of national statistics, the median average across the UK is 14.3 in 2023, as such we are two points above the national average.

Within Education, however, the national **median** figure is **22.2%**, making education the sector with the third highest pay gap (after Construction and Finance). Whilst CCG is in a better position than the UK national position for Education, it remains a challenging area. ONS state that in further education teaching professionals' women earn 3.2% less than men.

The link between the Gender Pay Gap and Equal Pay

A key driver for the gender pay gap experienced across the Group is the distribution of the workforce. As has been noted from the chart in Section 1 above, a disproportionate number of women are in Quartiles 1 and 2. The posts in the first two Quartiles include Nursery staff (FSCG are included in the data), Learning Assistants and Administrative Assistants, roles which are predominantly performed by women. Most of the term time only roles (also statistically more likely to be carried out by females) are also found in quartiles one and two.

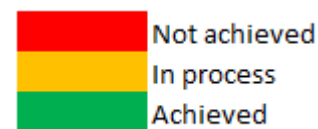
Equal pay is about the rate paid to men and women for work of equal value. The Group takes steps to ensure that our commitment to equal pay is thorough and robust:

- The Group has a well-established 'job evaluation' system to ensure that roles are fairly evaluated and that pay is equal across males and females carrying out like work.
- The HR department carries out 'blind' salary assessments for new staff to ensure that there is no gender bias, and
- the group regularly carries out an Equal Pay audit to ensure there is no gender inequality in pay. The next equal pay audit is due to take place in the summer of 2024 once the new HR system is installed.

Action plans and future direction

- The Group is developing workforce plans and recruitment and retention strategies. As part of this, further consideration needs to be given to increasing flexible working options in the upper Quartiles, in order to encourage staff who already work flexibly to apply for senior roles, and to ensure there are no barriers to progression.
- Recent careers fairs have been successful at attracting a wider range of candidates into roles. This should be continued to ensure that men and women access all roles at all grades.
- The Group's Leadership and Management Strategy is being launched in early February and promotion of such should encourage staff to consider management development opportunities and being in a better position to apply for promotions in the future.

Reflections on our 2022 Action Plan



Topic	Reflection	Impact
Develop a single EDI Action plan (2023-26)	The action plan detailed in this document aims to establish specific and measurable goals for a three-year period, ensuring alignment with CCG's overarching mission and values. In the past year our steering group, the EDI team, now consistently convenes throughout the year and the strategic investment in a Staff Wellbeing, Inclusion, and Engagement Lead has significantly bolstered our ability to advance our EDI goals across the entire group.	<ul style="list-style-type: none"> • Regular EDI steering group committee reviews & monitors progress • Appointment of WIE Lead • Action plan presented
Review and ensure consistent inclusive practices	A cross-functional task force will be established from the steering group, bringing together diverse perspectives to collaboratively revise and review policies. The revised policies will specifically incorporate inclusive language and practices	<ul style="list-style-type: none"> • Revised policies will specifically incorporate inclusive language • implementing a communication strategy to ensure all employees are informed
Review and update mandatory training module	We have updated and launched the new mandatory EDI training module accessible on the skillgate platform for all staff. To ensure the training remains relevant and addresses emerging issues, we have provided feedback options for participants and will continue to review the module on an annual basis.	<ul style="list-style-type: none"> • New online mandatory module • Feedback from trainees to review and update • Training in line with culture
Develop Modular E, D, and I Training	Training modules will be designed, catering to diverse learning styles among staff. This year we have launched a spotlight CPD session on the neurodiversity of our staff. We intend to support LGBT+ history month with a range of learning	<ul style="list-style-type: none"> • Various sessions for example, Unconscious Bias, Being Anti-racist, institutionalised racism and teaching neuro-diverse students have been met with excellent

	modules and disability awareness as we relaunch our reasonable adjustments.	<p>feedback from participants.</p> <ul style="list-style-type: none"> • A responsive learning environment
Review 'Disability Confident' Status	We have embedded the guaranteed interview scheme across the group and reasonable adjustment policy across the group to ensure our processes are consistently applied.	<ul style="list-style-type: none"> • Adjustments and improvements will be implemented as necessary • Review our status as a disability confident leader.
Analyse 2021 Census data	We have begun this process to review our staff profile against the local census data where our profile mirrors that of the local community profile	<ul style="list-style-type: none"> • Our profile to a large extent mirrors the local community • Student data presented in this report as a comparator
Strive for Greater Consistency	Our steering group the EDI team is proactively setting benchmarks to ensure a positive experience for staff, learners, and visitors. To achieve this, there will be a systematic implementation of consistent practices across all departments and locations	<ul style="list-style-type: none"> • link our surveys and other feedback mechanisms to collect valuable input • a comprehensive analysis of feedback on our progress
Support Staff Groups	CCG plans to regularly assess and address the unique needs and concerns of different staff groups, ensuring that their voices are heard, and their contributions are valued within the broader framework	<ul style="list-style-type: none"> • Spotlight on neurodiversity group through sharing lived experiences with staff • Proud staff network to support our community pride events and educate through LGBT+ history month • Wellbeing allies to hold our mental health and wellbeing strategy to account



Japanese partners KUAS got involved in problem solving and fun activities and met students from around the world studying on our Summer School.



Mentors have been recruited for our R&AS students to receive study support

HIGHLIGHTS FROM OUR COMMUNITY 2022/23



The BAME Student Committee feeds into the wider Student Voice structure and will represent on the Student Executive Committee.

- Accessibility enhancements such as:
- Door closers with touch pads
 - Wide access doors in student common rooms
 - Installation of access ramps
 - Addition of door guards
 - Visual markers in key areas to assist individuals with visual impairments.

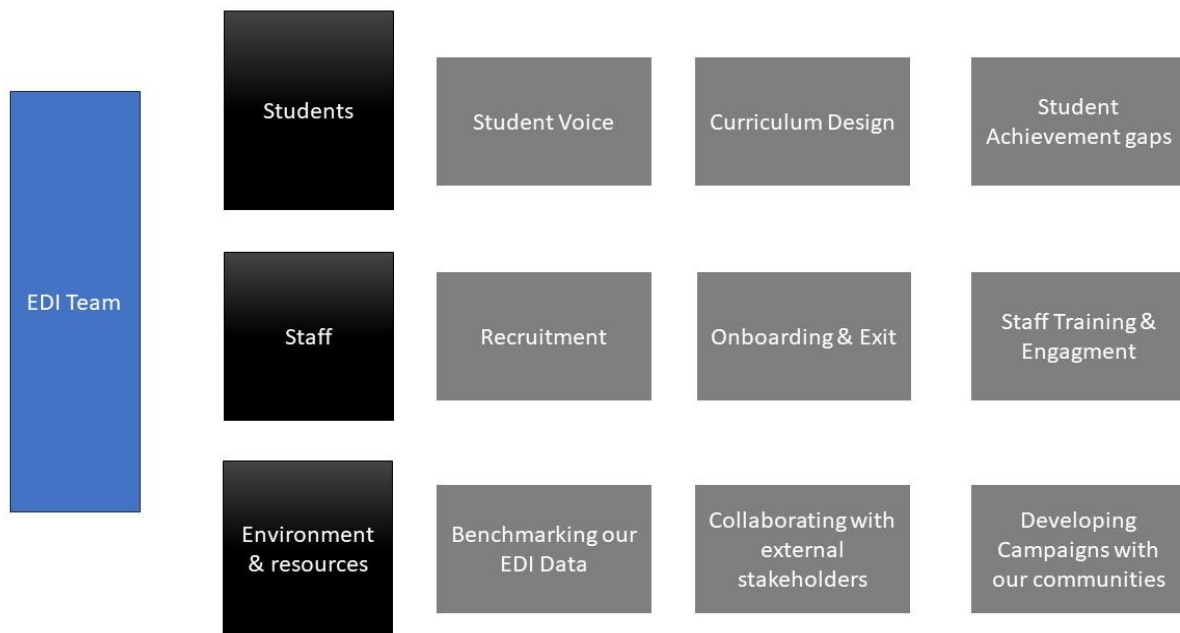




Staff Action plan

The following EDI action plan is a roadmap for our first year of the three-year implementation of our People Strategy, but our commitment to creating a more equitable and inclusive environment will extend beyond this timeframe. We aim to build a college community where every individual is valued, celebrated, and supported, and where all can thrive regardless of their background, race, or identity and will continue to track our progress through monitoring progress and publicising the progress we make.

Our Action Plan 2024 - 2026



3 Areas of focus: Ability not disability – Create an Anti-Racist Organisation – College of Sanctuary for Asylum Seekers & Refugees

In terms of the specific focus areas, we will consider the creation of awareness on these 3 areas:

- ❖ Ability not disability - To recognise and celebrate the diverse skills, talents and perspectives of our community.
- ❖ Creating an anti-racist organisation - To be empowered to challenge and dismantle systemic racism.
- ❖ A College group of sanctuary and support for asylum seekers and refugees - equitable access to educational opportunities and integration into our community

Year one (2023/2024) - Term one (❖ denotes that this Initiative links with our three specific focus areas)

Area of focus	We will:	Intention	Progress	KPI
New Mandatory Training: ❖	Implement mandatory equality, inclusion, diversity and belonging for all staff and students.	To not only meet our legal obligations but to ensure a culture of equality, inclusion, diversity, and belonging is embedded across the group to review regularly	Complete and online	
Staff Survey	Include questions related to EDI in the annual staff survey to assess the current state. Capture the feedback in line with culture club and staff voice groups to inform future initiatives.	Continuously assess and improve the groups EDI practices based on feedback from the staff.	Complete with questions included	
Spotlight on Neurodiversity ❖	Host events and awareness campaigns during the term to spotlight neurodiversity and promote understanding and acceptance.	awareness, understanding, and acceptance of neurodiversity within the group in our interactions and processes	Staff videos and training guide on CPD day and on CCG online	
Census on purpose of Staff Groups	Conduct a census to better understand the objectives and needs of staff groups like the Proud and BAME Network.	Gain a deeper understanding of the objectives and needs of specific staff groups	Proud group engaged in Pride events across the group, BAME network supporting Anti racist library work	

23/24 Term 2:

Area of focus	We will:	Intention	Progress	KPI
Staff Group Formation ❖	Form an EDI staff group to drive strategy implementation, monitor progress, and facilitate communication.	Establish a dedicated, diverse EDI staff group to actively drive the implementation of EDI strategies, monitor progress, and enhance communication throughout the group.		
LGBT+ History Month	Observe LGBT History Month with events and information sharing, spotlighting the Proud staff group and their contributions and planning for our Pride events in 2024. Seek funding from external organisations.	Provide development and resources, recognition and celebration of the contributions of staff during LGBT History Month, whilst planning for Pride events in 2024 by creating a working group.		
Allyship Program ❖	Launch an Allyship program following the race equality week initiative that encourages staff and students to learn, listen, and advocate for one another.	Promote a culture of allyship among staff and students, encouraging learning, listening, and advocacy for one another		
Anti-racist Library Work ❖	Collaborate with the anti-racist library workgroup, ensuring resources are representative and contribute to decolonising the classroom and curriculum.	Collaborate with the anti-racist library workgroup to ensure resources are representative across our libraries and contribute to the longer-term decolonisation of the classroom and curriculum.	First meeting held with Librarians across the group in Jan 24. Next meet March 24 to discuss progress against actions	
Gender Pay Gap reporting	Present statistics and actions from our internal reporting to the EDI Team and promote both externally and internally.	Address gender pay disparities by presenting statistics and actions from internal reporting to the EDI Team and promoting transparency both internally and externally.		
Annual report	Prepare and publish the annual EDI report	Demonstrate our commitment to EDI by preparing and publishing an annual report on the progress and initiatives in the realm of Equality, Diversity, and Inclusion.		

23/24 Term 3:

Area of focus	We will:	Intention	Progress	KPI
Disability Awareness ❖	Spotlight on reasonable adjustments and relaunch procedure for staff and students with disabilities. Review of sick pay for disability related absences.	Enhance awareness and support for staff and students with disabilities by focusing on reasonable adjustments policy and relaunching procedures. And address the impact of disability-related absences on sick pay and ensure fair and inclusive policies.		
Engage in Student Voice ❖	Empower students and our diverse community to shape future college initiatives through engaging with our student feedback mechanisms ensuring questions regarding inclusion are embedded and analysed	Empower students and the diverse community to actively shape the direction of future college initiatives through inclusive student feedback mechanisms.		
Reflection and Planning	Reflect on progress made in the first year and plan for the next steps in the EDI journey, making necessary adjustments to the strategy.	Reflect on the progress made in the first year of the EDI journey and plan the next steps, making necessary adjustments to the strategy.		
Review training	Review the impact of the updated training.	Evaluate the impact of updated training to ensure its effectiveness in promoting understanding and behavioral change.		