

Equality, Diversity and Inclusion Report

2023-2024

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Welcome from Andy Green, CEO

Our strategic intent is to foster an inclusive environment where every student and staff member feels valued and respected. We are committed to embedding EDI principles into all aspects of college life, from curriculum design to recruitment practices. We believe that a diverse and inclusive culture enhances creativity, innovation, and overall success.

Our core values include respect, inclusivity, trust and support. These values underpin our commitment to creating a welcoming community for all.

The purpose of this report is to:

- Provide detail on the key deliverables set out in the AOC EDI Charter
- Share information about our organisations profile
- Present our plans and our progress in relation to Equality, Diversity, Inclusion and a sense of belonging and how they link to our people strategy
- Demonstrate how we meet our objectives under the Equality Act 2010.

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

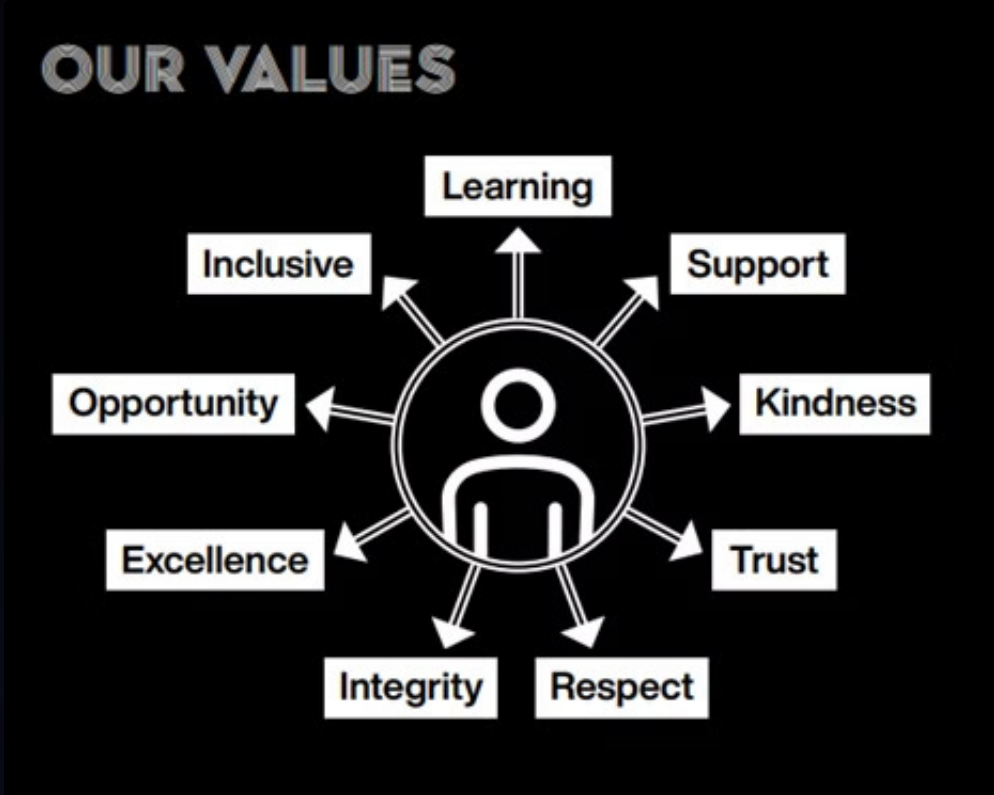
Our Promises	We will do this by
Inspiring all our students to grow in confidence and improve their life, work, and learning skills.	Creating a culture where everyone feels valued, respected and a true sense of belonging and actively challenge all forms of discriminatory and bullying behaviour, recognising 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.

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 AOC EDI Charter

By signing the AOC EDI Charter in 2024, we reaffirm our commitment to EDI.



This charter will hold us accountable for our actions, ensuring that we lead by example and track our impact.

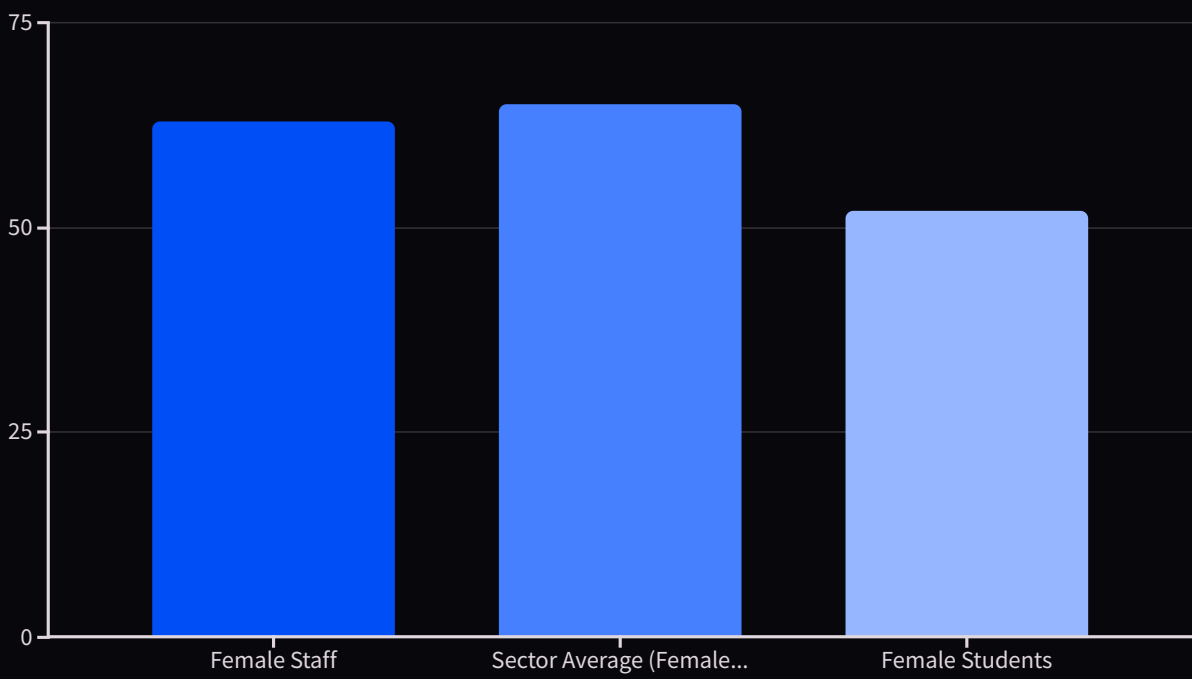
We are committed to building an environment of belonging, which is socially, morally, and economically right, to prepare our learners for life and work in a diverse world.

Ultimately, we will be judged by our actions and the impact of those actions, reinforcing our pledge to create a welcoming and supportive atmosphere for all, ensuring that everyone at CCG can thrive and succeed.

Community Profile

Gender

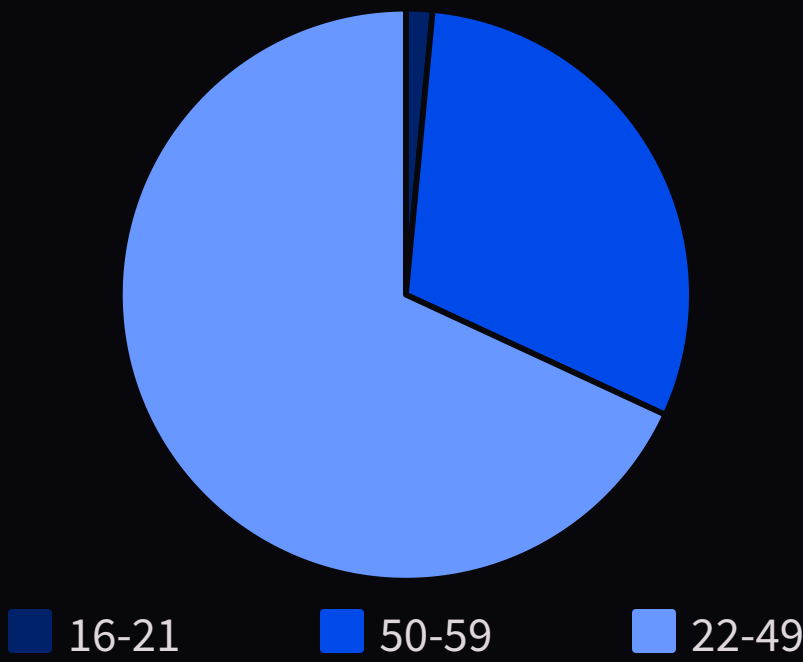
63% of Group staff are female, which is in line with the sector average of 60%-65% and with 52% of Students declared as female shows a higher representation. The group reports annually on the Gender pay gap. There has been slight movement since last year, when we reported that 65.2% of staff were female.



Age

staff ages range from 16 – 82, with 47 being the average age of staff. This is unchanged from last year.

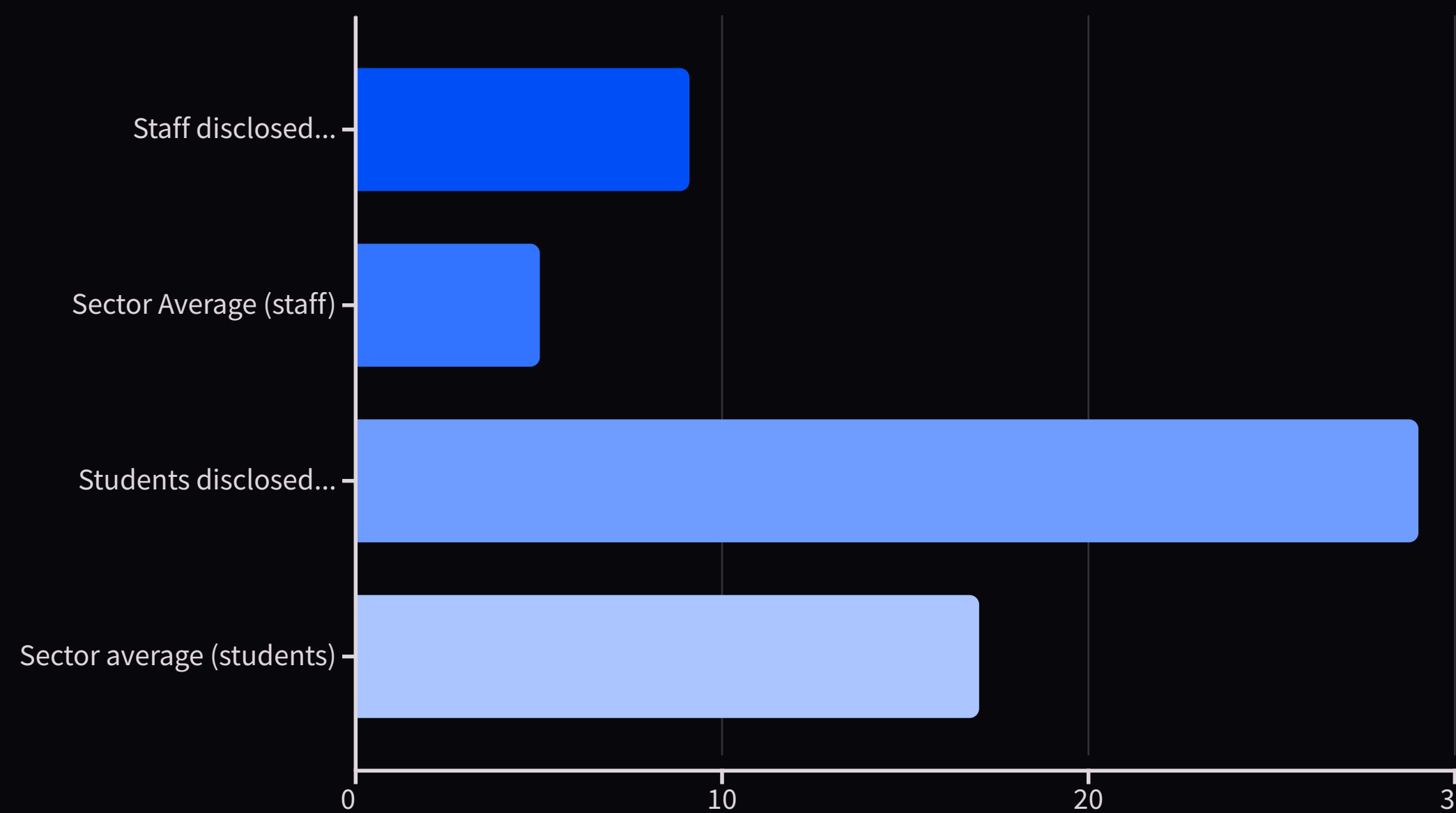
- 1.55% of the workforce are in the 16 – 21 category, with the largest proportion of staff (30.37%) being in the 50 – 59 age range.



Disability

9.1% of Group staff have disclosed a disability, which remains similar to last year, compared to 4-5% in the FE sector. The HR department supported 32 members of staff with a disability disclosure leading to reasonable adjustments being put in place. This proportion is largely unchanged from 22/23 when the reported proportion of staff with a disability was 9.3%

Among students, 29% have declared a disability, higher than the sector average of 17%. Mental health conditions are now the fastest-growing category of reported disabilities among both students and staff in further education.



Ethnicity

86% of group staff identify as White (British, Irish, or other White backgrounds), compared to 85% in the wider FE sector. The figure reported for 22/23 was 13% ethnic minorities, 87% White ethnicity.

Among students, 75% identify as White (British, Irish, or other White backgrounds), higher than the national FE average of 66%. While around 30% of FE students come from Black, Asian, and other ethnically diverse backgrounds in the UK, leadership roles are much less diverse. Only 5-6% of college leaders in the UK are from Black, Asian, or minority ethnic backgrounds. At CCG 2% of staff in the 'manager' job family identify as Black, Asian or from an ethnic minority background, below the sector average.



Addressing Gaps: Student Achievement & Attendance Analysis

We closely monitor student achievement and attendance data to identify any disparities based on protected characteristics. Our analysis focuses on understanding the root causes of these gaps and implementing targeted interventions to support underrepresented groups. We use a variety of strategies, including mentoring programmes, tutoring services, and inclusive teaching practices.

We are committed to ensuring that all students have the opportunity to reach their full potential.

Gaps of more than 2 percentage points (pp) are highlighted in **red** or **green**. Red indicates the group of learners is significantly lower than their peers. Green indicates that the gap is in favour of learners **with** the characteristic; while this is positive for these learners, we also need to recognise that an area for development is how we support our learners without these characteristics to be as successful as their peers.

EDI	Attendance 23/24 (%)	Attendance 24/25 (%)	Current Att Gap 24/25 (pp)
Female	83.3	83.8	
Male	81.8	83.5	-0.3
16-18	82.5	83.6	
19+	82.7	84.3	-0.7
BME	78.9	81.9	
Non-BME	83.1	84.0	-2.1
LLDD	87.9	82.6	
Non LLDD	82.3	84.2	-1.6
High Needs	77.7	87.2	
Non High Needs	82.6	83.6	+3.6
EHCP	85.5	85.1	
Non EHCP	82.1	83.5	+1.6
CLA	74.5	76.4	
Non CLA	82.5	83.8	-7.4
Free Meals	76.2	79.6	
Non Free Meals	82.7	84.0	-4.4

Achievement Gaps

EDI	Ach 22/23 (%)	Ach 23/24 (%)	Ach Gap 24/25 (pp)
Female	86.9 (13,543)	86.6 (15,409)	
Male	82.8 (12,935)	83.9 (14,170)	-2.7
16-18	83.6 (18,022)	83.3 (20,027)	
19+	87.7 (8,456)	89.7 (9,552)	-6.4
BME	86.0 (5034)	85.0 (5,756)	
Non-BME	84.6 (21,444)	85.4 (23,823)	-0.4
LLDD	84.3 (10,088)	82.1 (9,139)	
Non LLDD	85.2 (16,390)	86.8 (20,440)	-4.7
High Needs	87.6 (675)	82.9 (626)	
Non-High Needs	84.8 (25,803)	85.4 (28,953)	-2.5
EHCP	86.0 (2766)	82.4 (2987)	
Non EHCP	84.8 (23,712)	85.7 (26,592)	-3.3
CLA	79.4 (664)	73.0 (455)	
Non CLA	85.0 (25,814)	85.5 (29,124)	-12.5
Free Meals	86.7 (1339)	86.3 (1536)	
Non-Free Meals	84.8 (25,139)	85.3 (28,043)	+1.0
Disadvantaged	81.4 (3934)	84.1 (4,560)	
Non-Disadvantaged	85.5 (22,544)	85.6 (25,019)	-1.5

Gender Pay Gap Reporting

We are committed to addressing the gender pay gap within our organisation. Our gender pay gap report provides a detailed analysis of pay differences between men and women across various roles and levels. We are taking proactive steps to reduce this gap, including reviewing our pay structures, promoting flexible working arrangements, and supporting women's career progression. We publish a separate Gender pay gap analysis and action plan on our website

We strive for equal pay for equal work.

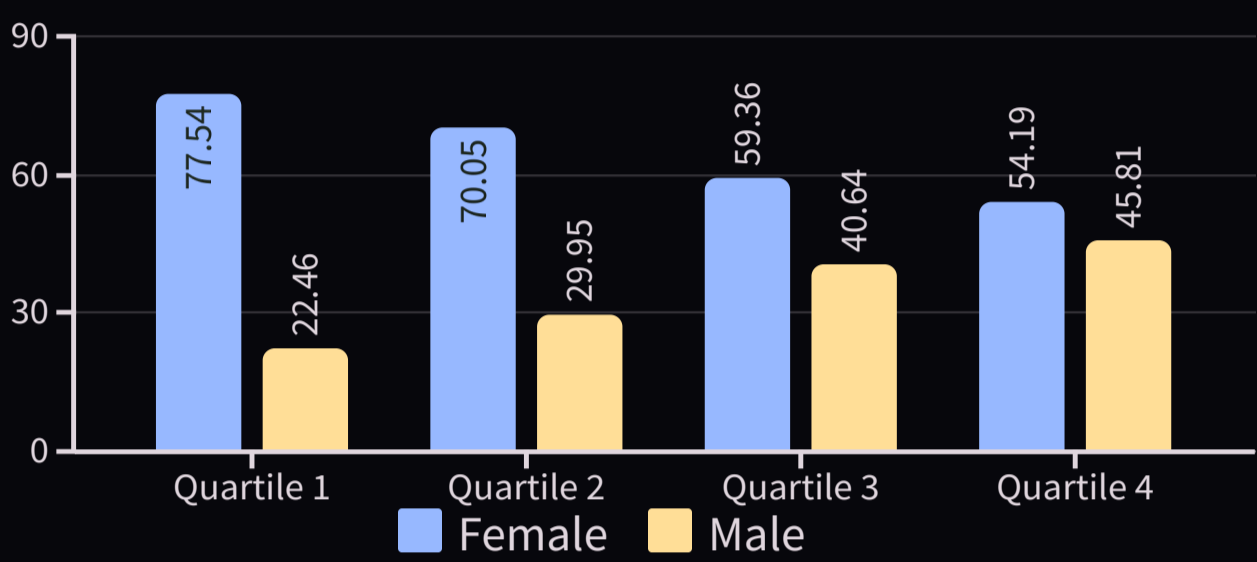
Key headlines

Mean Pay: 11.8% (2.6% increase on 22/23)

Median Pay: 19.9% (3.6% increase on 22/23)

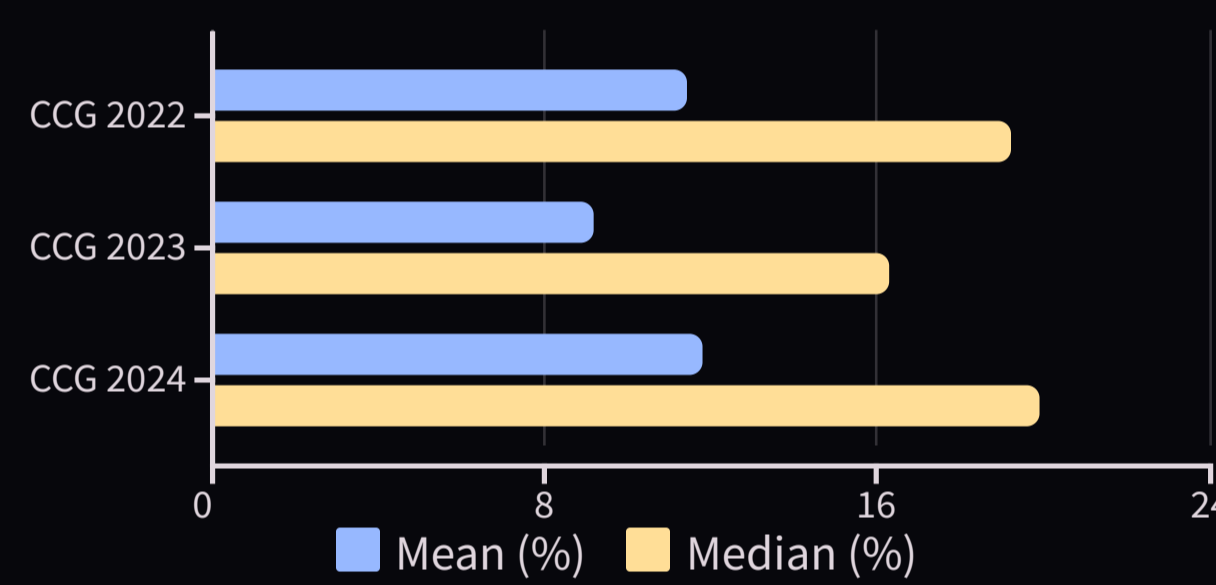
- ✔ **More men in high-paying roles (Quartile 4/Grade L+).**
Salary increases benefiting men more.
- ✔ **Potential return to pre-merger pay trends (post-2023 GBMET adjustment).**

Quartile percentages



From Quartile 1 to Quartile 4, the female proportion decreases by 23.35%. By Quartile 4, the gender split is more balanced, with females at 54.19% and males at 45.81%. This trend suggests a shift toward greater male representation in higher quartiles.

Mean & Median Gender pay gap trend



The mean pay gap shows an increase of 2.6% for the year 22/23, with a resulting percentage of 11.8%. Meanwhile, the median pay gap increased by 3.6% to reach 19.9% during the same period. These numbers indicate a concerning trend toward wider gender pay disparities.

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 **Bias free Salary Assessments** for new staff to ensure that there is no gender bias
- the group regularly carries out an **Equal Pay Audit** to ensure there is no gender inequality in pay.

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.
- Succession Planning Strategy is being piloted and promotion of such should encourage staff to consider management development opportunities and being in a better position to apply for promotions in the group

Highlights from 23/24 & Our Action Plan linked to the AOC EDI Charter

This section showcases the key highlights of our EDI achievements in 2023/24. It also outlines our action plan for the coming year, which is directly linked to the AOC EDI Charter. This plan includes SMART objectives aimed at advancing equality, diversity, and inclusion across the college.

We are dedicated to creating a truly inclusive learning environment.

Action	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 aligned to the AOC EDI Charter.	<ul style="list-style-type: none">Regular EDI steering group committee reviews & monitors progressSigned AOC CharterAction plan presented
Review and ensure consistent inclusive practices	Our EDI Team will bring 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 languageimplementing 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 moduleFeedback from trainees to review and update <div>Responders feedback 99% Felt the training met expectations 98% Satisfaction</div>
Bigger Conversation EDI section	Each bigger conversation meeting with the wider management team across the Group includes a section on EDI to upskill and engage our leadership team	Discussions included <ul style="list-style-type: none">Our EDI Team and purposeOur CCG Anti Racist statement
Single Occupational Health provider	Ensures consistent and equitable health services for all employees, support for effective reasonable adjustments and workplace assessments	improve consistency, reduce administrative complexity, and ensure that employees receive equitable health support.

Presented College of Sanctuary paper to GLT	Student services team presented a paper to GLT requesting signature of the pledge and our work to date	Secure leadership buy-in and ensure that CoS principles are integrated through our action plan for 2025
EDI Intranet Page	Centralises resources and information, making it easier for employees to access EDI-related materials and stay informed about initiatives and events.	Engages staff at all levels about what the organisation is doing to promote inclusion. It also makes critical information about support services, events, and training easily accessible to everyone

EDI suite of Training	Provides comprehensive education on diversity and inclusion, equipping staff with knowledge and skills	Equips our staff with the knowledge and tools to understand and tackle issues like unconscious bias, discrimination, and microaggressions.
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Equality Impact Assessment Usage increased	a proactive approach to identifying and addressing potential inequalities, ensuring fair treatment and opportunities for all employees	Support the college to ensure that all policies and practices are designed to be inclusive and non-discriminatory
Resources and information shared for events such as Black History Month	Highlights our commitment to celebrating diversity and educating employees about the contributions of all staff.	Dedicated resources, seminars and engagement opportunities promoted
Increase engagement in our Pride events across the group	To support our LGBTQ+ community, stand up for our values in our communities and a sense of belonging	Promotes visibility and our solidarity with our LGBTQ+ community.
Resources bank for tutors or lecturers to use to support their EDI activities in the classroom.	Provides educators with tools to integrate EDI principles into their teaching, promoting inclusive education practices.	Educators incorporate EDI principles into their teaching , providing materials that promote diverse perspectives and inclusive pedagogies
Creating an Anti-Racist statement for the group	Publicly affirms our stance against racism, demonstrating a commitment to creating a safe and inclusive environment for all.	Communicates the organisations clear stance against racism in all its forms.
Growth of our Anti Racist Library service	Expands access to educational materials on anti-racism, supporting continuous learning and awareness	Accessible resources that help staff and students understand systemic racism and its effects, with self-education and critical thinking.

Highlights from our community



Anti Racism

Local Authority facilitated two all-staff sessions on becoming an Anti-Racist organisation, contributing to the development of our Anti-Racist statement as the first step in our journey



Disability Confident

We are a disability confident employer and guarantee an interview for people disclosing a disability who meet the essential criteria.



Autism Award

The Autism **Aware** Award recognises efforts to create welcoming, accessible environments for autistic individuals through training and reasonable adjustments



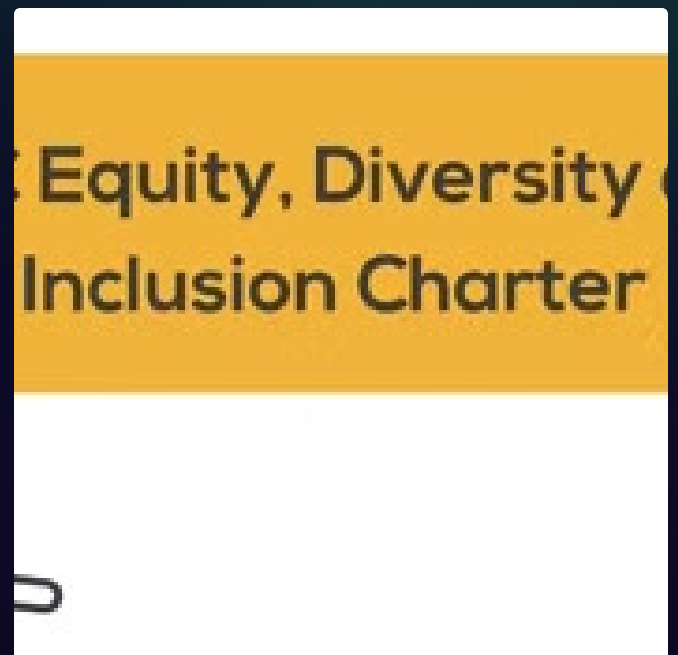
Uni Connect

Our Uni Connect team brings together 29 local partners to reduce the gap in HE between the most and least represented groups



ESOL students

Brighton MET College hosted a Community Celebration to celebrate diversity and the achievements of our ESOL students, including those seeking refuge and asylum in our community.



AOC EDI Charter

By signing the AOC EDI Charter in 2024, we're proudly reinforcing our dedication to equity, diversity and inclusion

Our Action Plan

- **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

Ensuring Equity, and Inclusion in our curriculum

The strategy group will meet regularly to review actions, implement our EDI action plan, share progress in annual reports, collaborate with Student Voice for diverse curriculum perspectives, set annual EDI objectives, monitor student metrics, attendance and achievement gaps, track themes from UDL statements, and increase EIA usage in planning.

Putting diversity and inclusion at the heart of our employment policies and practices.

Regularly review EDI actions through the People Strategy Steering Group, provide diverse training opportunities, monitor workforce data, support staff groups, create an EDI Champions programme, continue anti-racism initiatives and improve workplace accessibility.

Encouraging those with whom we contract to support our commitments

Establish EDI-aligned guidelines for contract partners, implement regular reviews, engage vendors in diversity initiatives, and benchmark progress against community and stakeholder standards.

Listening to and reflecting on our obligations to the communities we serve.

Strengthen community partnerships, host forums to gather lived experiences, align with national benchmarks, collaborate with external organisations, and actively participate in EDI initiatives.

