

Equity, Diversity and Inclusion Report

2024-2025

Welcome from Vicki Illingworth

As Executive Principal and Deputy Chief Executive for Chichester College Group, and as the strategic lead for Equity, Diversity and Inclusion across the Group, I am delighted to share with you our annual EDI report.

This sets out the many and varied ways that we work towards becoming an increasingly inclusive organisation.

During the year 2024/2025, we developed our strategic oversight of the EDI Agenda by establishing a Strategic Committee. This meets on a regular basis to provide leadership and monitoring of this important agenda. We signed up to the AoC Charter and on the back of this, we have moved the focus from promoting “equality” to promoting “Equity”. We understand that students and staff join us from very different backgrounds, having had very different life experiences, and so we take an individualised approach wherever we can as we strive to deliver equality of outcome. This move towards equity has prompted many lively discussions internally, and we have provided training to staff on this new focus.

Our EDI strategic plan covers the period 2023 to December 2026 and so we are currently starting to look at what actions we might take moving forward. We are ambitious for change and will be setting ourselves ambitious targets. We are highly focused on the revised Ofsted framework and the need to show that we identify needs, reduce barriers and champion success for all our learners.

I hope you enjoy reading this report.

Vicki Illingworth

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.

The purpose of this report is to:

- Provide details on the key deliverables set out in the AOC EDI Charter
- Share information about our workforce
- Present our plans and our progress in relation to Equity, 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.

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 Equity, diversity, and inclusion (EDI).

When we signed up to the AOC Charter in 2024 we moved from a commitment to “Equality” to “Equity”. This was something we spent time thinking about, and have tried to embed the different approach into our training and our action plan. We see the difference as this:

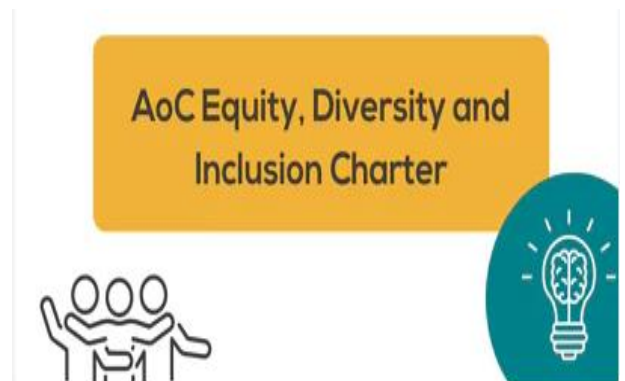
Equality means providing the same resources and opportunities to everyone, regardless of their starting point, aiming for equal treatment. Equality is based on the belief that all people should have the same opportunities.

However, recent debate in the UK has been along the lines of whether equality is enough. Is it enough to ensure every student has the same resources? Equity involves tailoring resources to individual needs and circumstances to ensure fair, equal outcomes. Equity acknowledges that people don't begin life in the same place, and that circumstances can make it more difficult for people to achieve the same goals.

Inequity affects many people, but most commonly, historically, it has marginalized communities such as women, people of colour, disabled people, the economically disadvantaged, and those from the LGBTQ+ community. The goal of *equity* is to change systemic and structural barriers that get in the way of people's ability to thrive.

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.

Most importantly, this report shows 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.

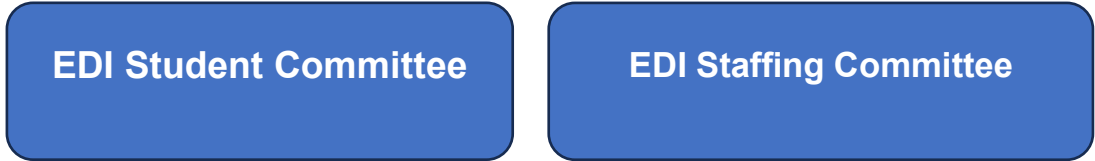


Governance

The EDI Steering Committee 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.

The Executive Principal and Deputy Chief Executive Officer is the nominated lead for equity, diversity and inclusion (EDI) and Chairs the EDI Steering Group.

The EDI Steering Committee is supported by the work of two sub committees:



EDI Student Committee

EDI Staffing Committee

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.

Equity and inclusion are fundamental to making the most of our diversity. 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.

Staffing Data: 2024 / 2025

		Comparator data			
	24/25 data	23/24 data	Student population	Local census data (2021)	FE sector average (source AOC /ETF)
Females	65%	63%	52%	51%	60-65%
Ethnically diverse	11.85%	14%	25%	12%	15%
Disability declared	10%	9.1%	29%	8%	4-5%
Average Age	47	47	16-18	40 (working age)	40-50
LGBT	5%	4.5%	10%	3.2%	n/a

Gender insights

- 65.07% of Group staff are female (sector average: 60-65%), although women make up 76% of the workforce in the lowest quartile for earnings.
- Men account for 47% (and women 53%) of Management roles in the organisation. This change in the proportion of men and women at different levels and pay points in the organisation means that the Gender pay gap (based on a reporting date of 31 March 2025) is currently 25.02% and our mean gender pay gap is 14.22%.
- The local population within West Sussex and Brighton and Hove shows gender parity, so the higher female representation in staff is notable and aligns with sector trends. This is often attributed to the high number of flexible working and 'school friendly' contracts which are available in the education sector.
- Looking forward, the Group is looking to develop an Action plan in relation to the Gender Pay gap.

Benchmark insight

CCG reflects the trend within FE for a higher proportion of female than male staff across the organisation. The Group has looked at its Gender Pay Gap and is keen to understand what is driving the increase in the Gap. Part of this work will include talking to staff within the organisation and colleagues in other FE settings.

The UK average median pay gap is 6.9%

Ethnicity

- 11.85% of staff identify as from Black, Asian, or other ethnically diverse backgrounds in the group (vs 29% of students) down from 14% in 2023/24
- In management job families, 3 (of 168) members of staff are from ethnically diverse backgrounds, compared with 2 in 2023/24.

Benchmark Insight

Staff diversity is broadly aligned with local population averages, but Brighton (14.6%) & Crawley (15.4%) campuses show higher ethnic diversity in the community than reflected in the staff profile. Ethnic diversity remains below student levels and slightly under the FE sector benchmark

Disability

- 10.34% of staff have disclosed a disability, a slight increase from last year (9.3% in 2023/24).
- The Group has a thorough process in place to support disability in the workplace, as well as a centrally funded budget for making reasonable adjustments.
- One of the EDI Champions is looking specifically at the lived experience of staff who have a disability and who work for CCG.
- In the 2024/25 appraisal cycle, 225 staff indicated that they had reasonable adjustments in place and 260 indicated that they wanted to discuss this further in their appraisal. The process is supported by teams from both HR and Additional Support.

Benchmark insight

Our staff disability declaration rate (10%) is above both the FE sector average (4-5%) and the local population (8%)

Age

- Average age of staff: 47 (unchanged from last year). Ages ranging from 18-81.
- The proportion of staff aged under 30 has risen slightly to 9.86%.
- There is a national focus on supporting young people into work and reducing the number of NEETS (Not in Education, employment or Training). This is another focus area for the 26/29 action plan.

Benchmark insight

Local working-age populations from the Census are more evenly distributed than those within CCG, so the age skew toward older staff may reflect sector-wide retention patterns and career progression norms.

Sexual Orientation

- We only hold data about sexual orientation for 60% of the workforce.
- Of those who have declared an orientation, including those who declared 'prefer not to say', 5% of staff identify as LGBT.
- There is an active staff group for LGBT staff members, which has worked closely with external stakeholders, such as Chichester District Council and the University of Chichester. Additionally, the staff group has developed CCG's presence at events such as Pride in Worthing and Chichester, working closely with the local Pride committees.

Student Achievement

Classroom (inc. T Level)

Characteristic or data held about the learner:	Achievement rate 24/25 inc. M&E (no. of leavers)	Gap (PP) between 24/25 Ach. Categories with M&E
Female	85.4 (16,493)	1.0pp
Male	84.4 (15,816)	
16-18	84.4 (21,987)	1.5pp
19+	85.9 (10,322)	
BME	85.8 (6,476)	1.1pp
Non-BME	84.7 (25,833)	
LLDD (Learners with learning difficulties or disabilities)	82.3 (10,056)	3.8pp
Non LLDD	86.1 (22,253)	
High Needs	85.6 (630)	0.7pp
Non-High Needs	84.9 (31,679)	
EHCP	82.6 (3,397)	2.6pp
Non EHCP	85.2 (28,912)	
CLA	77.3 (418)	7.7pp
Non CLA	85.0 (31,891)	
Free Meals	87.0 (2,117)	2.3pp
Non-Free Meals	84.7 (30,192)	
Disadvantaged	82.2 (4,918)	3.2pp
Non-Disadvantaged	85.4 (27,328)	

Gaps of more than 2 percentage points (pp) are highlighted as below:

Red indicates a negative achievement gap for the recognized characteristic which is greater than 2pp.

Orange indicates the group of learners have lower levels of achievement than their peers in the recognized characteristic, but the gap is lower than 2pp.

Green indicates the group of learners have higher levels of achievement than their peers in the recognized characteristic, but the gap is lower than 2pp; while this is positive for these learners, we also need to recognize that an area for development is how we support our learners without these characteristics to be as successful as their peers.

Purple indicates the group of learners have positive achievement gap for the recognized characteristic which is greater than 2pp; while this is positive for these learners, we also need to recognize that an area for development is how we support our learners without these characteristics to be as successful as their peers.

Apprenticeships

Characteristic or data held about the learner:	Achievement rate 24/25 (no. of leavers)	Gap (PP) between 24/25 Ach. Categories
Female	80.2 (449)	7.8pp
Male	72.4 (561)	
16-18	67.2 (250)	11.5pp
19+	78.7 (760)	
BME	60.7 (56)	16.0pp
Non-BME	76.7 (954)	
LLDD (Learners with learning difficulties or disabilities)	72.4 (145)	4.0pp
Non LLDD	76.4 (865)	
High Needs	na	na
Non-High Needs	75.8 (1,010)	
EHCP	20.0 (5)	56.1pp
Non EHCP	76.1 (1,005)	
CLA	na	na
Non CLA	75.8 (1,010)	
Free Meals	na	na
Non-Free Meals	75.8 (1,010)	
Disadvantaged	72.2 (115)	4.1pp
Non-Disadvantaged	76.3 (895)	

Our 3-year action plan (2023 – 2026)

AOC Charter theme: Ensuring Equity, and Inclusion in our curriculum			
Actions	Update Jan 2025	Update Sept 2025	Update Jan 2026
Develop and implement an EDI action plan	Completed		
Strategy group to meet regularly across the year to review the actions and intent	EDI team meeting termly	EDI Steering Committee meeting termly and sub committees meeting twice termly.	Completed
Share updates on EDI progress in annual reports	Annual reports produced and completed Feb 24 and Feb 25	Completed	Completed Feb 2026
Monitor key student metrics including achievement gaps		Data dashboards developed; first set of gap analysis completed and shared with EDI group	
Collaborate with Student Voice to ensure curriculum reflect diverse perspectives		Early discussions held with Student Voice reps. SAR from departments to reflect intentions	Presented Champions project for feedback and insight from Student Exec.
Establish annual organisational and departmental curriculum EDI objectives monitored by the EDI Team		Quality team have drafted a departmental objectives template, awaiting full sign-off.	VP Quality added to Staff EDI team to support integration and EDI objectives into the quality cycle

AOC charter theme: Putting diversity and inclusion at the heart of our employment policies and practices			
Actions	Update Jan 2025	Update Sept 2025	Update Jan 2026
Ensure the actions drawn from the EDI Team are regularly reviewed and monitored by the People Strategy Steering group	People Strategy steering group meeting	Completed: Incorporated into steering group agenda; first review completed.	Completed: Actions reviewed and incorporated into People Strategy.
Range of training and development opportunities for all staff	Lunch and Learn Series delivered. EDI annual training updated. Black History Month dedicated page	Inclusive leadership programme signed up for. Unconscious bias training delivered. Dedicated sessions for student services	2026 training planned. New module of Sexual harassment prepared.
Support development of staff groups	Staff groups established	Ongoing	Ongoing
Monitoring of key workforce data	HR Annual Workforce report to GLT presented EDI data compared with student profile and wider FE sector	On track	On track
Support for new initiatives		Signed up for an alliance with Foster Friendly network.	Fostering events held across range of campuses.
Develop and launch of Champions programme	Agreed intention to launch with GLT	Programme drafted	Programme launched and seven Champions appointed

AOC theme: listening to and reflecting on our obligations to the communities we serve			
Actions	Update Jan 2025	Update Sept 2025	Update Jan 2026
Continue anti-racist training and initiatives,	Roll out of lunch and learn series on racial literacy and intentions into actions	Training rolled out to all staff including work in the LRC across the group	Anti Racist training identified and budget secured. Champion working on this project with Brighton mgmt. team
Collaborate with local partners to ensure alignment with community diversity needs.		Partnerships with local community groups in early development alongside our CSR commitments with Sustainability. Draft plan with finance team	To be moved in 25/26 action plan
Become a foster friendly employer		GLT Agreed policy	Promotion and CPD events organised. Fostering events to be held across our sites in Spring 2026
Host community forum with AOC Equity Exchange to capture "lived experiences".	Presented to EDI team. Intended for July 2025	Planning in progress	Needs to be actioned 25/26
Develop links with national frameworks and benchmarks	Intention to sign pledge for College of Sanctuary	COS pledge signed and application in progress.	COS application successfully awarded

AOC theme: Encouraging those with whom we contract to support our commitments			
Actions	Update Jan 2025	Update Sept 2025	Update Jan 2026
Develop guidelines for contract partners, requiring alignment with our EDI standards.	guidelines under review by procurement team alongside joint CSR initiatives		To be moved in 25/26 action plan
Set up a regular review process for contracted partners to ensure they meet EDI expectations	Not yet established; will follow finalisation of guidelines.		To be moved in 25/26 action plan
Engage with vendors, suppliers and contractors to promote a shared commitment to anti-racism, diversity, and inclusion.	Not yet established; will follow finalisation of guidelines.		To be moved in 25/26 action plan
Establishing benchmarking opportunities to review and assess our progress against the work of the community and our stakeholders	Initial scoping of external frameworks underway in annual report (e.g., sector and census benchmarks, AoC guidance).		To be moved in 25/26 action plan