



# Annual Equity, Diversity and Inclusion Report



**2023-2024**

# OVERVIEW

We are delighted to introduce our new Inclusion, Diversity and Equity Annual Report for the academic year 2023-24. Chelmsford College as a provider of services to learners, employers and the wider community, is committed to providing a learning and working environment that values all forms of diversity and seeks to create a culture of conscious inclusion.

Our **VISION** is to unlock potential and transform lives through inspirational education and training.

Our **MISSION** is a college that is at the heart of the community, with the power and ambition to transform lives through inspirational education and training, making a significant contribution to the social and economic success in the region and beyond.

We respect the differences of the people we serve and the staff we employ regardless of age, disability, ethnic or national origin, gender, race, religion or sexual orientation.

Signed by:

David Warnes, Principal and Chief Executive

A handwritten signature in black ink, consisting of a stylized, cursive 'D' followed by a long horizontal stroke that tapers to the right.

## **Our Commitments**

### **We aim to:**

- Create an environment in which everyone can contribute, can be recognised and valued for who they are, and in which all individuals are supported to achieve their goals.
- Be pro-active in promoting equality of opportunity and inclusivity for all our staff, learners, visitors, customers and suppliers.
- Consider equality of opportunity when making strategic and operational plans, developing policies and procedures, delivery and assessing the curriculum, recruiting and employing staff, engaging contracts and procuring services.
- Consult widely in order to assess the impact of our actions.
- Identify actions to improve equality & inclusion, and publish the results.

Here at Chelmsford College, we pride ourselves on having an open, welcoming and supportive environment that has high aspirations for all and as such the college is committed to building an environment of belonging by:

- ensuring equity, and inclusion are reflected in our curriculum
- putting diversity and inclusion at the heart of our employment policies and practices
- listening to the communities we serve
- obliging those with whom we contract to support our commitments

**As such, we have committed to the AoC's EDI Charter:**

## **AoCs equity, diversity, and inclusion charter**

The UK is a multi-national, multi-ethnic, and multi-faith society where our strengths and values are rooted in our culture. Colleges reach millions of students, staff and communities in every town and city across the country and are uniquely placed to bring about transition and transformation in our society. It is therefore imperative that college environments foster a strong sense of belonging so that every student and staff member is valued, included, and feels confident being themselves.

This is our public statement of commitment to strive for equity and create an inclusive culture in which all our staff, learners and communities can thrive.

### **We recognise that:**

- it is socially, morally, and economically right to prepare our learners for life and work in a world that is diverse.
- equity and inclusion are fundamental if we are to make the most of our diversity.
- we will be judged by our actions and the impact of those actions.

### **We commit to building an environment of belonging by:**

- ensuring equity, and inclusion are reflected in our curriculum.
- putting diversity and inclusion at the heart of our employment policies and practices.
- listening to the communities we serve.
- obliging those with whom we contract to support our commitments.

### **We will lead by example, tracking our impact by:**

- setting organisational and individual objectives monitored by the board.
- identifying short and medium-term success measures appropriate to our context.
- publicising progress and the difference we have made in our annual report.

**Principal & Chief Executive**



April 2024

**Chair of Governor**



April 2024

## Our Values



**P**

**PROMOTING** fairness and equity in all our undertakings, challenging ourselves to push boundaries, be brave and take decisions that transform lives.

**R**

**RESPECTFUL** and supportive for every individual, listening to each other and taking pride in our professionalism, honesty and integrity.

**A**

**AMBITIOUS** for all the College community to be the best we can be, challenging ourselves to be outstanding and supporting each other to realise our aspirations.

**I**

**INNOVATIVE** in how we work and develop, valuing new ideas and innovative ways of working to deliver knowledge and skills. Empowering ourselves to be agile and future focused.

**S**

**STANDOUT** in the communities we serve through innovation and creating social value, recognising and celebrating success in all the work we do.

**E**

**EXCELLENCE** in teaching and learning delivering programmes that challenge our students to achieve their ambitions and driving expertise and passion among our academic staff

## Key EDI Objectives

The College is fully committed to actively promoting shared values that include social inclusion, diversity and equity.

### Acceptance & Authenticity

Individuals value & embrace diversity and feel encouraged to be themselves

### Belonging & Camaraderie

Individuals develop strong bonds with others in the College and feel connected to their colleagues or course members

### Fairness

Individuals receive equitable treatment and have a fair chance to succeed

### Meaningful Activity

Individuals feel their activities are personally meaningful, are valued and contribute to their own or the institution's success

### Unconscious Bias

Individuals are confident that mechanisms and procedures are in place to counter unconscious bias

### Organisational Policies

Individuals recognise that the published policies promote the equality, diversity and inclusion agenda

### Representation

The College seeks representation from all groups within society, recognising that sub-groups are formed by overlapping characteristics

### Facilities & Accessibility

Individuals are confident that appropriate and accessible facilities are provided to meet their needs

### Language and Communication

Individuals are confident that the College maintains currency in the languages used & promoted and provides appropriate channels of communication



# **Chelmsford College Group**

**Annual Equity, Inclusion & Diversity Report**

**2023-24**

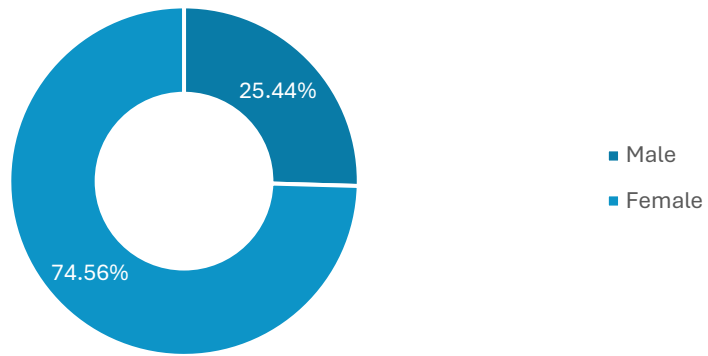
**PART ONE**

**Staff Data**

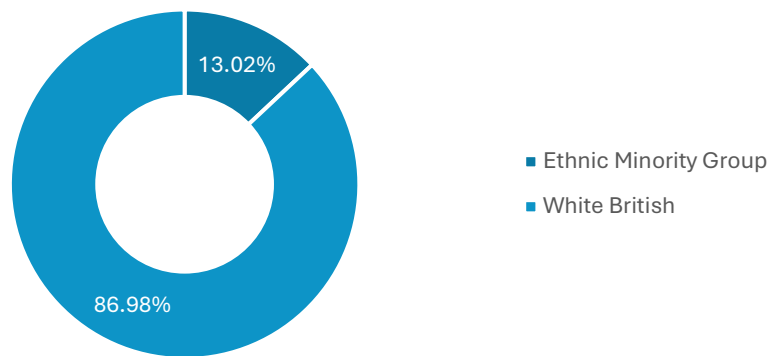
# ANALYSIS – STAFF DATA

## DATA ANALYSIS - EMPLOYEES

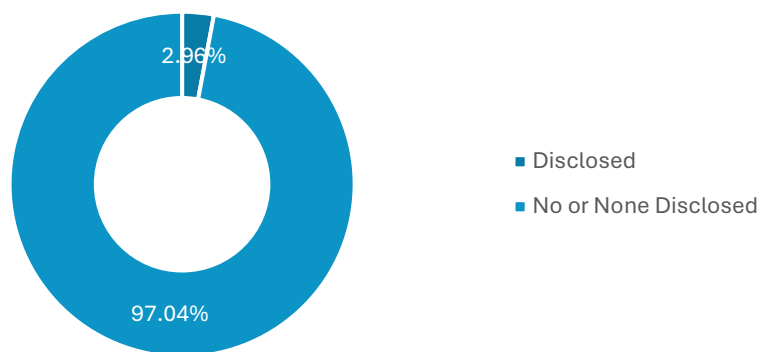
### Gender Profile



### Ethnicity Profile



### Disability Profile





## Religion and Belief

Group	Proportion of Staff %	Local Population %
Buddhist	1.03	
Christian	38.97	
Hindu	1.54	
Muslim	2.05	
Other	3.08	
No Religion	38.72	
Not Declared	14.62	

## Sexual Orientation

Group	Proportion of Staff %
Bisexual	1.79
Gay / Lesbian	2.31
Heterosexual	89.49
Not Declared	6.41

## Age Analysis

Employment Group	Overall Staff	<25 %	25-29 %	30-34 %	35-39 %	40-44 %	45-49 %	50-54 %	55-59 %	60+ %
Part-time Leadership and Management	0.26									2.78
Full Time Leadership and Management	8.97		2.78	5.56	8.33	8.33	5.56	19.44	33.33	13.89
<b>Total Leadership and Management</b>	<b>9.23</b>		<b>2.78</b>	<b>5.56</b>	<b>8.33</b>	<b>8.33</b>	<b>5.56</b>	<b>19.44</b>	<b>33.33</b>	<b>16.67</b>
Part-time Teaching and Training	13.85		0.81	0.81	3.23	4.03	4.84	6.45	6.45	16.94
Full Time Teaching and Training	17.95	0.81	2.42	10.48	7.26	8.06	4.03	8.06	4.84	10.48
<b>Total Teaching and Training</b>	<b>31.79</b>	<b>0.81</b>	<b>3.23</b>	<b>11.29</b>	<b>10.48</b>	<b>12.10</b>	<b>8.87</b>	<b>14.52</b>	<b>11.29</b>	<b>27.42</b>
Part-time Learner & Learning Support	13.59	5.26	10.53	5.26	5.26	1.75	12.28	10.53	17.54	24.56
Full-time Learner & Learning Support	1.03		1.75					3.51	1.75	
<b>Total Learner &amp; Learning Support</b>	<b>14.62</b>	<b>5.26</b>	<b>12.28</b>	<b>5.26</b>	<b>5.26</b>	<b>1.75</b>	<b>12.28</b>	<b>14.04</b>	<b>19.30</b>	<b>24.56</b>
Part-time Business Support	27.18	4.73	4.14	3.55	4.73	4.14	7.10	9.47	8.28	16.57
Full-time Business Support	16.15	8.28	7.69	1.78	2.96	2.96	2.96	2.37	4.14	4.14
<b>Total Business Support</b>	<b>43.33</b>	<b>13.02</b>	<b>11.83</b>	<b>5.33</b>	<b>7.69</b>	<b>7.10</b>	<b>10.06</b>	<b>11.83</b>	<b>12.43</b>	<b>20.71</b>



# **Chelmsford College Group**

**Annual Equity, Inclusion & Diversity Report**

**2023-24**

**PART TWO**

**Student Data**

## 1.0 College Performance Data for Classroom Based Provision 2023-2024

This section of the report looks at achievement outcomes for learners by key equality and diversity data for the academic year 2023-24.



2023/24 Summary Classroom Based Performance Data

Dataset: 17th October 2024

	Leavers				Achievement					Retention					Pass				
	21/22	22/23	23/24	Change	21/22	22/23	23/24	Change	Nat Av.	21/22	22/23	23/24	Change	Nat Av.	21/22	22/23	23/24	Change	Nat Av.
All Ages	6601	6718	7849	1131	83.2	82.6	83.6	1.0	84.2	90.4	89.7	90.5	0.8	91.4	92.0	92.1	92.4	0.3	92.2
16-18	5648	5326	5947	621	82.2	83.0	83.5	0.5	81.7	90.0	89.0	91.6	2.6	89.9	91.3	93.2	91.1	-2.1	90.9
19+	953	1392	1902	510	89.4	81.2	83.9	2.7	87.0	92.9	92.2	86.9	-5.4	93	96.3	88.0	96.5	8.5	93.6

- 1.1 Overall achievement for classroom-based provision has improved by 1pp but is still below the national average by 0.8pp
- 1.2 Overall achievement for apprentices has improved to 54.6% +1.6pp, there is still a need to focus on 16-18 apprentices as this is significantly below the national average.

## 2.0 Achievement Rate by Age and Sex 2023-2024

**2023/24 Achievement rate by age and sex**

*Dataset: 17th October 2024*

Age	Sex	Data	21/22	22/23	23/24	Provider Group
16-18	Female	Leavers.	2506	2275	2638	
		Achievement.	81.0	83.0	81.6	
	Male	Leavers.	3142	3051	3309	
		Achievement.	83.1	82.9	85.0	
Total		Leavers.	5648	5326	5947	
		Achievement.	82.2	83.0	83.5	

Age	Sex	Data	21/22	22/23	23/24	Provider Group
19+	Female	Leavers.	424	814	1099	
		Achievement.	89.9	76.4	80.3	
	Male	Leavers.	529	578	803	
		Achievement.	89.0	87.9	88.8	
Total		Leavers.	953	1392	1902	
		Achievement.	89.4	81.2	83.9	

- 2.1 The population of both 16-18 and 19+ learners has increased significantly at the college from 2023-24 for both male and female enrolments for classroom-based learning.
- 2.2 Higher achievement rates for both age groups favour male learners. There is a 3.4pp difference within the 16-18 age range, however, the achievement gap within the 19+ age range is significant at 8.5pp.

### Achievement Rate Apprentices by Sex

Apprentices All Ages	No of Apprentices	Achievement 2022-23	Achievement 2023-24
Male	89	43.8%	43.8%
Female	53	70.6%	71.7%

2.3 Alternatively, female apprentices in 2023-24 outperform male apprentices significantly. This is mostly inline with the previous academic year.

2.4 Whilst there is a need to consider sex when analysing the achievement of apprentices, it is worthy to note that some standards have either a majority of male apprentices, for example electrical apprentices or female, for example early years.

### 3.0 Achievement Rates by High Needs Funding

#### 2023/24 Achievement rate by High Needs Funding

*Dataset: 17th October 2024*

Age	High Needs Funding	Data	21/22	22/23	23/24	Provider Group
16-18	Has High Needs Funding	Leavers.	95	124	84	
		Achievement.	86.3	83.9	84.5	
	No High Needs Funding	Leavers.	5553	5202	5863	
		Achievement.	82.1	82.9	83.5	
Total		Leavers.	5648	5326	5947	
		Achievement.	82.2	83.0	83.5	

Age	High Needs Funding	Data	21/22	22/23	23/24	Provider Group
19+	Has High Needs Funding	Leavers.	50	40	27	
		Achievement.	96.0	92.5	92.6	
	No High Needs Funding	Leavers.	903	1352	1875	
		Achievement.	89.0	80.8	83.7	
Total		Leavers.	953	1392	1902	
		Achievement.	89.4	81.2	83.9	

- 3.1 Learners aged 16-18 who received high needs funding achieved better than their peers in 2023-24 by 1pp. Overall achievement for those who received the funding has improved by 0.6pp on the previous year. Although the number of leavers declined at 84 compared to 124 the previous year the difference between those not receiving high needs funding and those receiving high needs funding was not significant.
- 3.2 Learners aged 19+ who received high needs funding achieved significantly better than their peers in 2023-24. Overall achievement was broadly in line with the previous year. However, the difference in achievement for those who received high needs funding and those who did not was significant at +8.9pp. Although the number of leavers declined at 27 compared to 40 the previous year.
- 3.3 The majority of 19+ learners receiving the funding remain in the Bespoke Provision within the Inspire Department and have an individualised learning programme.
- 3.4 In the academic year 2023-24 there were no apprentices receiving high needs funding.

#### 4.0 Achievement Rates by Education, Health, Care Plans

2023/24 Achievement rate by EHCP & Department

Dataset: 17th October 2024

Department		Has EHCP	No EHCP	Total
Built Environment and Sustainable Technologies	Leavers	28	477	505
	Achievement	89.3	87.2	87.3
Business and Professional studies	Leavers	14	477	491
	Achievement	78.6	79.7	79.6
Business Services and Commercial Training	Leavers	4	1276	1280
	Achievement	100.0	81.7	81.7
Cross College	Leavers	100	1883	1983
	Achievement	91.0	97.4	97.1
Digital Technologies and Creative Industries	Leavers	38	447	485
	Achievement	92.1	87.7	88.0
Engineering and Electrical	Leavers	7	205	212
	Achievement	71.4	73.2	73.1
Health Care and Science	Leavers	14	422	436
	Achievement	92.9	80.1	80.5
Inspire (SEND)	Leavers	169	66	235
	Achievement	91.7	50.0	80.0
Service Industries	Leavers	21	278	299
	Achievement	76.2	80.6	80.3
Subcontracting Department	Leavers		453	453
	Achievement		91.4	91.4
English & Maths	Leavers	153	1317	1470
	Achievement	71.2	66.3	66.8
Total	Leavers	548	7301	7849
	Achievement	84.7	83.5	83.6



- 4.1 Learners who have an Education, Health, Care plan (EHCP) achieved above their peers in 2023-24 by 1.2pp. This continues to be the trend from the previous year. The department breakdown varies across the college by leavers. For example Built Environment and Sustainable technologies have a higher proportion of learners with an EHCP than in Engineering and Electrical. Those with an EHCP in the department of Service Industries, Business and Professional Studies and Engineering and Electrical performed below their peers. A detailed breakdown is in the table above.
- 4.2 There was no apprentices in the academic year 2023-24 with an EHCP.

## **5.0 Achievement Rate by Ethnicity 2023-24**

- 5.1 The table over the page provides a comprehensive breakdown of achievement for 16-18 learners who have identified their ethnic origin. Overall, these learners perform in line with the college average at 83.5%.
- 5.2 The majority identify as White British (4901 leavers) and achieve -0.2pp compared to the overall 16-18 age group.
- 5.3 Of the represented ethnic groups, African, White Other and Black/White Caribbean are the most represented across the 16-18 age group. Of these ethnic groups, African and White Other outperformed the college average. Black/White Caribbean was below the average -2.3pp. This is also a dip on the previous year.
- 5.4 Other ethnic minority groups who did not achieve in line with the average for 16-18 across the college included, Caribbean (34 leavers), Gypsy/Irish Traveller (12 leavers), Other Mixed (92 leavers) and White/Asian (64 Leavers). What this has identified for further analysis is a deep dive into the Other Mixed achievement as it was significantly below the average by 10.5pp.

Age	ETHNICITY	Data	21/22	22/23	23/24
19+	African	Leavers	20	43	93
		Achievement	90.0	81.4	87.1
	Arab	Leavers	5	6	9
		Achievement	100.0	100.0	77.8
	Bangladeshi	Leavers	2	1	12
		Achievement	50.0	100.0	66.7
	Caribbean	Leavers	10	15	20
		Achievement	100.0	86.7	95.0
	Chinese	Leavers	3	7	9
		Achievement	100.0	85.7	100.0
	Gypsy/Irish Traveller	Leavers	14	10	12
		Achievement	100.0	100.0	100.0
	Indian	Leavers	4	23	50
		Achievement	100.0	82.6	84.0
	Irish	Leavers	24	20	55
		Achievement	95.8	100.0	96.4
	Not Provided	Leavers	15	11	13
		Achievement	93.3	63.6	53.8
	Other	Leavers	2	12	15
		Achievement	100.0	75.0	86.7
	Other Asian	Leavers	10	20	29
		Achievement	100.0	85.0	89.7
	Other Black	Leavers	7	12	10
		Achievement	85.7	83.3	80.0
	Other Mixed	Leavers	95	28	56
		Achievement	94.7	89.3	94.6
	Other White	Leavers	96	131	137
		Achievement	95.8	85.5	89.8
	Pakistani	Leavers	7	20	26
		Achievement	100.0	65.0	96.2
	White British	Leavers	577	993	1308
		Achievement	85.1	79.7	81.9
	White/Asian	Leavers	22	7	9
		Achievement	100.0	85.7	55.6
	White/Black African	Leavers	10	7	11
		Achievement	100.0	85.7	90.9
	White/Black Caribbean	Leavers	30	26	28
		Achievement	100.0	92.3	82.1
	<b>Total</b>	Leavers	953	1392	1902
		Achievement	89.4	81.2	83.9

Age	ETHNICITY	Data	21/22	22/23	23/24
16-18	African	Leavers	86	89	116
		Achievement	86.0	80.9	89.7
	Arab	Leavers	2	7	3
		Achievement	100.0	57.1	100.0
	Bangladeshi	Leavers	25	22	15
		Achievement	84.0	86.4	93.3
	Caribbean	Leavers	25	35	34
		Achievement	72.0	68.6	73.5
	Chinese	Leavers	6	4	16
		Achievement	100.0	100.0	100.0
	Gypsy/Irish Traveller	Leavers	12	13	15
		Achievement	100	76.9	80.0
	Indian	Leavers	17	22	37
		Achievement	88.2	95.5	91.9
	Irish	Leavers	12	20	23
		Achievement	83.3	85.0	91.3
	Not Provided	Leavers	28	15	20
		Achievement	78.6	93.3	65.0
	Other	Leavers	30	30	37
		Achievement	76.7	93.3	91.9
	Other Asian	Leavers	21	6	16
		Achievement	90.5	83.3	100.0
	Other Black	Leavers	34	40	42
		Achievement	88.2	80.0	88.1
	Other Mixed	Leavers	57	81	92
		Achievement	87.7	77.8	75.0
	Other White	Leavers	171	168	184
		Achievement	86.0	85.1	84.8
	Pakistani	Leavers	30	29	26
		Achievement	86.7	93.1	84.6
	White British	Leavers	4901	4585	5040
		Achievement	81.8	82.8	83.3
	White/Asian	Leavers	55	33	64
		Achievement	89.1	100.0	81.3
	White/Black African	Leavers	32	39	52
		Achievement	87.5	82.1	84.6
White/Black Caribbean	Leavers	104	88	115	
	Achievement	77.9	83.0	81.7	
Total	Leavers	5648	5326	5947	
	Achievement	82.2	83.0	83.5	

- 5.5 The table on the previous page provides a comprehensive breakdown of achievement for 19+ learners who have identified their ethnic origin. Overall, these learners perform in line with the college average at 83.9%.
- 5.6 The majority identify as White British (1308 leavers) and achieve below the college average -0.2pp compared to the overall 19+ age group.
- 5.7 Of the represented ethnic groups, African and White Other are the most represented across the 19+age group. Of these ethnic groups, African (+3.2pp) and White Other (6.5pp) outperformed the college average. This trend is evident across both age ranges.
- 5.8 Other ethnic minority groups who did not achieve in line with the average for 19+ across the college included, Arab (9 leavers), Bangladeshi (12 leavers), Not Provided (13 leavers) and White/Asian (9 Leavers), Other Black (10 leavers) and White/Black Caribbean (11 leavers). Of these groups the numbers are very low, however a further analysis of White/Asian will be beneficial as this is a common underperforming group across both age ranges.
- 5.9 Achievement of apprentices by declared ethnicity was difficult to draw any conclusions as from 142 leavers 138 declared themselves as White British.

## **6. Monitoring of EDI data**

- 6.1 This takes place through the EDI college action plan. It is also monitored at various levels of data scrutiny at the college in meetings and boards.