Moulton
COLLEGE

Moving from 'Compliance to Culture'

Equality, Equity, Diversity & Inclusion

Annual Report

A message from the Principal

We are proud to be developing a culture that is people centric and promotes inclusivity.

Our aim is to continuously promote, celebrate, and value diversity, ensuring equality is at the heart of all we do. A learning environment in which everyone is valued as an individual, has an equal opportunity to participate, and is treated with dignity, fairness and respect is of utmost importance to us.

Our values encompass our determination to ensure that all members of the College have an equal opportunity to maximize their potential, are valued equally and are treated with respect. We are on a journey, but I will seek to ensure that in respect of both employment and education, all are provided in an environment in which diversity is valued.

Corrie

Corrie Harris, Principal & CEO

Contents

* Please note that the data produced is correct at the time of publication, however there may be variation due to the time that the dataset was accessed. Therefore, the data included in this report may vary slightly but final datasets will always be used in our considerations.

Our mission, vision and values

Our mission

To provide high quality education and skills development leading to talented, committed, industry-focused and career ready students.

Our values

Our values are ambitious, supportive, and inclusive. They are determined by the Moulton team:

- Student-centred organisation with ambition and high expectations
- Making a difference to people's lives
- Delivering a high-quality service
- Working together positively as a team
- Working with integrity, honesty, and openness.

> **'I would recommend the College because it is very inclusive and friendly.'**
>
> (First Impressions Survey 2022)

Our vision

Moulton College is a specialist, innovative, industry-led technical and vocational college, recognised as a market leader in supporting people to access skills and progress into the world of work.

- Our proud tradition as an excellent land-based provider of education will be retained and enhanced. Alongside this, we will develop a complementary curriculum that has a strong emphasis on the environment and associated technologies.
- Our ambition to become a carbon neutral college will permeate throughout the organisation and be evident in all we do.
  - Sustainability will be at the heart of everything we do.
  - We will become a well-being centre of excellence for both students and staff.
  - We will promote a safe and healthy environment to learn and work
- Our culture will be people centric, and our curriculum growth will focus on future technologies and environmental sustainability.
- Our programmes will be forward thinking, engaging, and constantly motivate our students to higher levels of attainment.
- We will deliver facilities, a curriculum, education, and training that meets the needs of our stakeholders and facilitates progression to employment.
- Our programmes will be inclusive, and our processes will allow us to measure the social impact of the College.

Compliance to Culture

Moulton College will continue to develop and advance its position at the cutting edge of the Equality, Diversity and Inclusivity agenda within Further and Higher Education and training.

Moulton College is a diverse and inclusive organisation which seeks to raise standards of education and training, support the skills needs of employers and act as a positive force for equality of opportunity within Moulton.

We respect our colleagues and students as individuals and celebrate diversity in the rich mix of backgrounds and experiences they bring to the College.

There should be no barriers in the College for students and staff to achieve their potential. So, we will continuously monitor the recruitment and performance of students and staff, to ensure the College reflects the communities that we serve, and everybody has equal opportunity to succeed and develop.

> **'I've found that the College is inclusive and my teachers are open to talk about any concerns or questions that I may have.'**
>
> (First Impressions Survey 2022)

- There is no doubt that our plan for delivering Equality, Diversity and Inclusion is ambitious, but it needs to be to promote the change that we believe will create the culture we want for our College.

- We need the commitment of all our students and staff, no matter which part of the College you work for or what area you belong to, to consider EDI in everything you do.

- Without your complete support, we can never truly create the EDI culture we believe in, one that will make Moulton College a safe, happy, inclusive and diverse place to study and work – for everyone.

Our Commitment

Equality, Equity, Diversity and Inclusion remain core values of Moulton College as articulated in our Vision and Strategy.

We are committed to recognising and actively promoting EDI within our community. We aim to provide a working and learning environment that acknowledges the richness of diversity and recognises the positive contributions of people of different social backgrounds, cultures, religions, abilities, ages and sexual orientation.

We are committed to closing equality gaps in relation to student outcomes and employment issues.

At Moulton College we are committed to the development of a balanced, inclusive, and diverse college community which is open and accessible to all students, staff, visitors and members of the public.

We will:

- Seek to ensure equality of opportunity and treatment for everyone in relation to all its activities, such as the recruitment and employment of staff.

- The College will work actively towards eliminating discrimination, harassment, bullying and any other conduct prohibited by the Equality Act 2010.

- Ensure all students and staff feel safe and supported at all times.

- Empower all students to succeed and support them to progress in ways that match their abilities and aspirations.

- Be an organisation that embraces and recognises the talents of all and does not tolerate any form of discrimination or harassment.

- Deliver a happy and more effective college for students and staff to enjoy.

Statutory Reporting Obligation

Under the Public Sector Equality Duty (PSED), created by the Equality Act 2010, the College has a duty to have a Single Equality Scheme (SES) in place.

The SES encompasses nine protected characteristics including disability, age, gender, gender reassignment, ethnicity, religion and belief, marriage and civil partnership, pregnancy and maternity and sexual orientation. The general duty is set out in section 149 of the Equality Act.

The duty came into force in April 2011. In summary, those subject to the general equality duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

We are committed to being open and transparent about the information on which we base our decisions, what we are seeking to achieve and our results. This includes clearly setting out the equality outcomes we are working towards.

The College will work to break down barriers and challenge unfairness.

Single Equality Scheme

The Single Equality Scheme (SES) should also be read in conjunction with the College Equality, Diversity & Inclusion Policy and Procedure, which is based on legislative compliance and best practice.

Finally, the commitments and the detail within this plan have been translated into clearly defined actions as included in the College's Equality, Diversity and Inclusion Action Plan.

The Single Equality Strategy (SES) brings together the College's commitment to equality, diversity and inclusiveness, and the equality ambitions across the organisation. It embraces all members of the college community, and its objectives demonstrate our commitment to continued action in tackling inequality and promoting diversity and inclusiveness.

The College will work to break down barriers and challenge unfairness, and ensure opportunities and experiences help people and communities to reach their full potential.

The scheme also sets out our intentions to:

- Make equality a reality for people accessing our services, seeking job opportunities and who are currently employed with the College.
- Fulfil our legal responsibilities.
- Inform people of our responsibilities and how we will fulfil them.
- Show how our Scheme links to our broader equalities' objectives and priorities.
- Provide information about our consultation and engagement, monitoring and training arrangements.
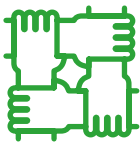
Equality Impact Assessment

There is a legal requirement to comply with our statutory obligations under the specific and general duties and in most cases an EIA has been the most effective way of doing this.

The EIA considers the impact on groups of people, especially those with a protected characteristic. Over the last 2 years we have assessed and reviewed this process to ensure all our policies consider the impact of groups of people in relation to their protected characteristics.

To ensure this analysis and assessment continues formally, the College has committed to include equality, diversity and inclusion as an integral part of any of the following:

- new functions, policies, procedures and services as they are developed.
- significantly altered functions, policies, procedures, and services.
- existing functions and policies over a period of time.
- survey questions and analysis.

Our process considers all nine protected characteristics or strands of equality – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, pregnancy and maternity, marriage and civil partnership.

90% of students agree that the College is inclusive

A proactive approach

One of the College's priorities is that all our services should become fully accessible to all parts of the community.

By taking positive action that recognises the systemic bias that places certain groups at a disadvantage, and takes steps to address this inequality to ensure that all have the an equal opportunity of achieving their very best. For example the way in which we target our advertising for courses. Particular courses may be biased towards one gender, by targeting groups from under-represented genders we can encourage a more equal balance of applications.

Our aim is to publish information in the most customer friendly, accessible, practical and cost-effective way. Communication channels and methods we may use include:

- letter
- social media
- text message
- the local and national media
- College website
- specifically arranged meetings with particular groups and individuals
- email
- telephone, using an interpreter if needed
- summary reports
- using appropriate and accessible multimedia.

Employee monitoring

We collect information from our workforce on age, disability, gender, race, religion or belief and sexual orientation.

With the capability of our newly implemented People system we are now able to report more effectively using this data. Our focus, now that the system is in place, is to work with employees to complete all categories and ensure the accuracy of reporting.

Employment monitoring reports will be produced as a result of this complete workforce data: starters and leavers, grievance, disciplinary, harassment and bullying, capability and underperformance. Practices will be developed to enhance inclusivity and improve diversity as a result of this monitoring.

92%
of staff agree that the College is inclusive

Promotion and Communication of Equality and Diversity

The College communication strategy has a focus on equality, diversity and inclusion to ensure all staff are aware of their responsibilities, and also the executive and senior management team's commitment to embedding this into all areas of the College and to increasing stakeholder commitment and awareness.

The Equality & Diversity sections of the 'Staff Hub' continue to be developed to include information and resources on all areas of diversity, analysing and assessing the impact of our services, updates on legislation, community information and news updates.

News articles are also published on the Staff Hub when cross college communication of equality related information is required.

Equality, diversity, and inclusion is promoted to staff, students, and governors upon induction to ensure that the College values and behaviours are well understood from the outset. All new members of staff are given the 'Inclusive Language' guide when they start and work is in progress to produce an EDI booklet especially for new starters.

There is also a range of resources and materials available on-line to support teachers and assessors. Teachers and trainers explore opportunities to further develop understanding of equality, equity, diversity and inclusion and it is integral to the tutorial framework.

The newly formed EDI Group is made up of a cross section of staff from across the College from Senior Leaders to Curriculum Managers and Support staff. Information is passed to SLT, support and curriculum teams via this group.

There is also a range of resources and materials available on-line to support teachers and assessors. Teachers and trainers explore opportunities to further develop understanding of equality, equity, diversity and inclusion and it is integral to the tutorial framework.

An inclusive college environment

Whilst a lot of our EDI work focuses on behaviours and feelings, these are shaped by the physical and virtual environments we work in and their associated cultures.

There are often 'blockers' which we may stumble upon but things such as inappropriate language or the failure to provide suitable toilet facilities can exclude people.

The College is currently working on replacing all single toilets with accessible door locks and signs that will invite any member of the College to use the facility.

An 'Inclusive Language Guide' has been produced to guide staff and students across the College towards using the most appropriate language possible.

The College has identified that there are approx. 280 students studying at Moulton who have Dyslexia. To help combat the pressures for these students a new Assignment Brief template has been designed to specifically support these students which is used collegewide for all students.

The physical design of our campus and our buildings can present some significant challenges for inclusivity, particularly for those who are have disabilities. While there are some aspects of our physical environment, such us our heritage buildings or areas that have very steep gradients, which will continue to be very difficult to change, we will work in partnership to do the best we can, and will continue to work with the Facilities to team to ensure access for all.

The College will endeavour to actively involve people with protected characteristics in policy and decision-making activities. Relevant groups will include:

- current students, inc. student 'reps'
- future students
- our employees
- local organisations
- local voluntary groups
- members of the wider community and individuals who use the services of the College.

A range of methods will be employed such as:

- staff and student satisfaction surveys.
- parent/career survey.
- employer survey.
- focus groups.
- existing consultation mechanisms.
- memberships of different groups.

A new question has been added to the majority of surveys that are sent out to stakeholders asking if they think 'the College is an inclusive college'. This can then be analysed and broken down into the different demographic areas to help the College consider.

> 'There is a strong effort in using inclusive language, embracing diverse students, and a fair variety of staff.'
>
> (Staff Survey 2023)

Monitoring and evaluation

The Equality, Diversity and Inclusion Group meets 3 times a year and will regularly monitor the effectiveness of the Equality Duty (ie the action plan and results from stakeholder surveys) and agree actions to be incorporated into the annual Equality Action plan. The Equality Duty will be reviewed and revised every four years.

The group will identify priorities, challenge practices and develop EDI, in particular where progress is limited or in support of underrepresented or disadvantaged individuals or groups.
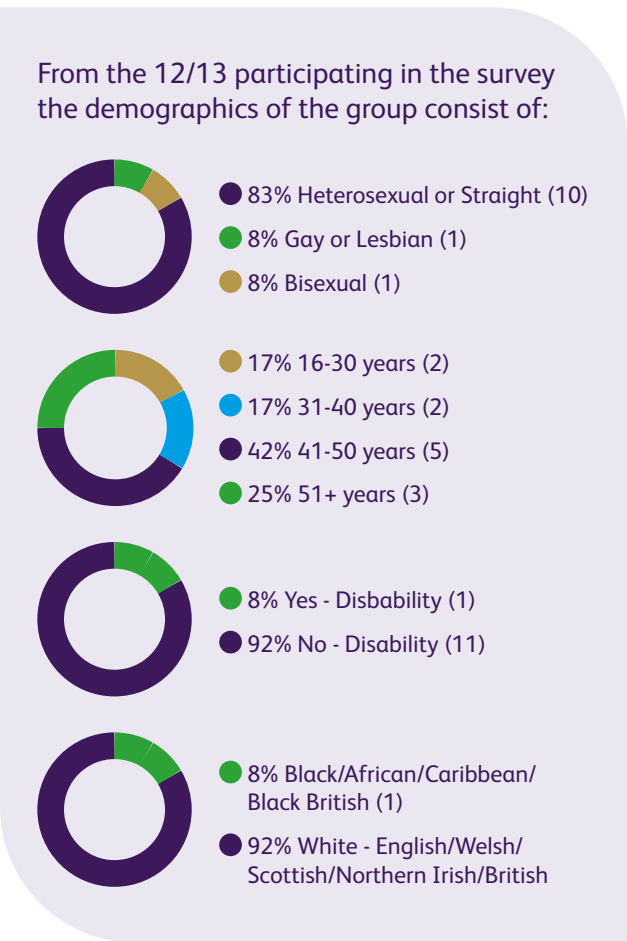
The Group consists of a cross section of staff from across the College from Senior Leaders to Curriculum Managers and Support staff. There is a representative from the governing body and Corrie Harris, Principal & Chief Executive, attends the group whenever possible.

EDI Group

This group was reformed during 2022-23 to ensure a full range of staff and students were involved from all aspects of the college community.

The Group consist of 13 members, 4 Male, 9 Female and includes:

- 4 Support staff
- 3 Tutors
- 2 Managers
- 2 Directors
- 1 SLT
- 1 Governor
- 1 Student Representative

From the 12/13 participating in the survey the demographics of the group consist of:

- 83% Heterosexual or Straight (10)
- 8% Gay or Lesbian (1)
- 8% Bisexual (1)

- 17% 16-30 years (2)
- 17% 31-40 years (2)
- 42% 41-50 years (5)
- 25% 51+ years (3)

- 8% Yes - Disability (1)
- 92% No - Disability (11)

- 8% Black/African/Caribbean/Black British (1)
- 92% White - English/Welsh/Scottish/Northern Irish/British

A key focus for the group is not only to ensure compliance with our statutory obligations, but to drive forward improvements in the learner experience, particularly within teaching and learning and ensuring a diverse and rich curriculum.

"

'I have witnessed the effort and lengths the College as a whole goes to in trying to ensure all staff and students feel safe and valued.'

(Staff Survey 2023)

"

A key focus for the group is not only to ensure compliance with our statutory obligations, but to drive forward improvements in the learner experience, particularly within teaching and learning and ensuring a diverse and rich curriculum.

Analytics and targeted action plans allow monitoring, and any achievement gaps are identified, and action planned appropriately.

An annual report will be published on the progress made towards meeting the targets set in the action plan. The annual report will be approved by the Corporation prior to being disseminated throughout the College and published on the website.

The annual report will review the College's progress towards fulfilling its Equality Duty and meeting its targets. It will include information on consultations with potentially disadvantaged groups and the resulting actions. It will also consider how policies and procedures have been amended in order to eliminate discrimination and promote equality of opportunity.

Leadership and management

The Corporation is responsible for:

- ensuring that the College complies with its legislative duties, including the general and specific duties.
- ensuring that adequate strategies and systems are in place to implement the Equality Duty.

Heads of School, and their management teams are responsible for:

- implementing the Duty and its related aims and strategies.
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- following the relevant procedures in taking appropriate action against staff or students who carry out unlawful discrimination.
- reacting to analysis of survey results

Contractors and service providers are responsible for:

- complying with the equality requirements set out in the contract or agreement (the College is responsible for ensuring the requirements of the positive duty are met in those functions delivered under contract).
- Contracts and agreements should include a requirement to comply with the College's Equality and Diversity Inclusivity Policy.

The Senior Leadership Team are responsible for:

- providing an Equality, Diversity and Inclusion Strategic Group.
- providing a consistent and high-profile lead on equality issues.
- promoting a general awareness of equality within and outside the College.
- requiring managerial action to implement the duty and related policies.

The Equality, Diversity & Inclusion Group is responsible for:

- reporting to College management on issues which affect the work and operation of the College on the following areas regarding equality, diversity and inclusion.
- All matters concerning equality, diversity and inclusion relating to students, curriculum, staffing the College environment and external community relations.
- Celebrating diversity, promoting equality and challenging inequality.
- Developing, recommending for approval to Corporation and the Senior Leadership Team for approval, and monitoring the implementation of the Equality, Diversity & Inclusion Action Plan.
- Promoting, developing, implementing and reviewing the College's equality policies and procedures.
- Developing, promoting and reviewing actions taken to embed equality, diversity and inclusion within the curriculum.
- Compliance with statutory duties and requirements.
- Commissioning members of staff and students across College to identify and develop specific issues and report back on equality, diversity and inclusion matters.

All staff are responsible for:

- ensuring they are aware of the College's statutory duties in relation to equality legislation.
- eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- promoting positive attitudes towards equality.
- attending staff development in order to keep up to date with legislation and College requirements regarding equality, diversity and inclusion.

Promoting, recognising & celebrating equality

Our support departments provide a wide range of services and support for students:

- SEND
- Education Health & Care Plans
- Children looked after
- Young parents
- Young carers
- Overcome economic or social barriers to their participation or success
- Provide multi faith space
- Family friendly policies to support staff needs including flexible working, job sharing, leave of absence, parental and adoption leave.

The College has set the following in line with the strategic objective to deliver an outstanding student experience and best practice in response to appropriate equality legislation:

- Embedding positive values and behaviour through the curriculum and in the workplace;
- Actively strengthen our diversity and improve inclusion across student and staff communities;
- Challenge discrimination and empower others to intervene when inequality is apparent, in an environment of support and shared experiences;
- Implement the EDI action plan and ensure that there are no discernible gaps (less than 3%) in performance data based against protected characteristics; and
- Develop a range and programme of student led EDI activities that recognise and celebrate the diverse population of the College, the local area, and the wider region.

Safeguarding and Well-Being

For the first time since the College started using MyConcern, Home Issues is the most common category of concern and further breakdown shows the majority of these concerns are related to financial issues. This is in line with the cost of living crisis and we are regularly hearing of families that are really struggling financially. In response to this we have issued several students codes that can then be used at local food banks. There is also a food card system in place that Student Services and Heads of School can issue at their discretion to students so they can access a meal at College.

We continue to address period poverty and provide free sanitary products to students. We are currently looking at further initiatives to address the financial crisis.

Mental Health Concerns remain very high, particularly in the 16-18 year age range. The Student Assistant Programme has seen a substantial increase in the number of our students calling the helpline number. The latest report has also shown that only 10% of calls received from our student population are from male students. We are looking at ways to further encourage male students to engage with support and this includes inviting staff from Endsleigh into College in November to do a pop up stall targeting Men's Mental Health.

We are requesting further data from the Student Assistant Programme so we can look further into the diversity of our students accessing their service and any possible barriers.

> **'They are constantly trying to do better to make sure that things are accessible to all.'**

Knowing our Staff and Students better

As a result of our transition to PowerBI dashboard for reporting, we have taken the opportunity to review and replace our EDI dashboard. It is proving to be a superb addition to our data dashboard, allowing all members of staff to view and analyse EDI data at a time that they choose. Already we are interrogating the data at a number of levels of the College to produce some robust KPIs to support achievement gaps. The dashboard is ever growing and we are now able to recognise data from those students who present with diverse issues such as Autism, Aspergers, ADHD and Dyslexia.

As a result of improved data structures, our stakeholder surveys can now be broken down to identify student demographics, allowing anonymised analysis of protected and vulnerable characteristics.

Pride Group

After consulting with students it was recognised that not all students from the LGBTQ+ community were feeling confident to join the face to face groups set up in previous years. This has now evolved into a group which the students have called the 'Pride Group' and the majority of these sessions take place on Teams. This was to facilitate all needs of the group and to enable those less confident to still take part. The Teams chat is facilitated by a member of staff, however this is a student led chat facility encouraging all students from the LGBTQ+ community to get together in a safe place. Currently there are approximately 13 active members.

In support of our Pride Group, we are engaging well with an external charity which is going to support us to embed a variety of activities for this growing community. This will include staff training and support with strategies to maintain the momentum of the group and promote active engagement.

Students from the group were also invited to join the EDI meetings to share information. This will continue as good practice throughout next year. The Personal Development Tutors promote the group regularly within the PDT sessions.

Celebrating Diversity

The Student Experience Manager has developed a calendar of key events and campaigns for the upcoming year which the College will support and celebrate collectively. This aims to maximise the impact and quality of the events we support. The events which have been celebrated this year can be found at the end of this report

Dates will be advertised on the staff hub as well as being promoted by the Personal Development Tutors in weekly sessions moving forward into the next academic year.

Staff Development & Training

The College demonstrated its commitment to equality, diversity and inclusion by providing a range of training initiatives in support our values.

All staff have been required to complete an online "Equality & Diversity Awareness" course via the College's Smart Log training package and to refresh every year. This is monitored centrally through the Human Resource staff development records. Regular completion reports are provided to SLT and Curriculum & Quality meetings to help inform performance monitoring and compliance purposes.

Recruitment and Selection, and Safer Recruitment (NSPCC) training for College managers reinforce our legislative obligations when recruiting new staff, with 'recruitment and the law' an integral part of this training, referencing:

- Rehabilitation of Offenders Act 1974
- Health and Safety at Work Act 1974
- Employment Protection (Consolidation) Act 1978
- Data Protection Acts 1984 and 1998
- Asylum and Immigration Act 1996 & Immigration Act 2016
- Equality Act 2010.

The training also looks at disability discrimination, positive action, and reasonable adjustments.

The student support team have also delivered a plethora of bespoke workshops to all staff around peer-on-peer abuse, outlining the key findings from the recent Ofsted review and our response as a college in terms of our action plan.

British Sign Language – One of our staff has presented a workshop session on British Sign Language to any member of staff who wished to participate. As a result of this the College is embarking on the approval of a recognised BSL course which will be delivered to any staff member who wishes to attend and will also be open to external candidates.

End of Year Conference – This year the end of year conference will have an EDI Theme. We will be hearing from an amazing speaker to learn of his experiences in life and to help us to think about these things when working with neurodiversity students during our college day.

External Support

Jeff Greenidge, Director of Diversity from the AoC, has been commissioned to deliver mandatory EDI workshops to Senior Leaders around moving the College from 'Compliance to Culture' – a real opportunity to demonstrate that Moulton College takes inclusivity seriously.

This work also sees the development of a full college 'compliance to culture' move where we can clearly evidence success factors and objectives which align with our own strategic objectives.

The College is working with 'Stonewall'. This is an external group that stands for LGBTQ+ people and help to support schools and colleges to imagine a world where all LGBTQ+ people are free to be themselves and can live their lives to the full.

The EDI group are committed to completing the Stonewall training.

> **'Everyone is treated equal and has the same opportunities as each other.'**

What's new in 2022-23?

The 'Chatter Bench'

Students from Higham Ferrers arranged for wood to be donated form a local company and made the bench themselves. This was then painted by them in rainbow colours to represent the LGBTQ+ community. This bench is now used by all students and if students feel that they need to have a chat with their PDT or just a group of friends, this is where they can go.

This is also being extended to the Holcot and Moulton sites and new benches will be painted by the students in the same rainbow colours.

Banners

For 2023 you will see a new banner which will be situated on the Construction building near the entrance to Gate 3. This will welcome all staff and students from all diverse backgrounds to the College. The banner will also be reflected in a smaller version in every reception area across the College again to welcome all students, staff and visitors to the College.

Rainbow Laces

Once again the sports students celebrated the rainbow laces campaign to show support for all LGBTQ+ people in sport. Rainbow laces were issued to all sports students to wear in their footwear during the campaign and other students across the College were also encouraged to collect a free pair of laces to wear with pride.

Stardom on BBC Look East

The staff and students in the Agriculture department starred on BBC Look East promoting the 100% increase in female students to the Agricultural area at Moulton.

Students in Poverty

To help support those students and their families who are struggling with poverty, the College introduced a discreet system for allowing those students to access a free school meal during the college day by providing an ad-hoc meal ticket to be use in the canteen for those in need.

How do I identify?

Along with the pronoun badges that were introduced by the LGBTQ+ students last year, we worked with the IT department to introduce pronouns on the footer of each Moulton College email. Now any member of the staff or student population can choose to display this at the signature of their emails.

Complaints

Although we never like to receive complaints it is a good way for us to improve our service and make the College a better place for all to study and work in. As part of the complaints process we can now identify how many complaints come in which relate to EDI. In turn, these are brought to the EDI Group who discuss and consider any further action that is required over and above the investigation already being dealt with.

Teaching and Learning

To help support those students with Dyslexia (of which we have 280) we worked closely with the Learning Support practitioner to create an assignment brief that could be used College wide but would help those students with Dyslexia without the embarrassment of having to ask for something different.
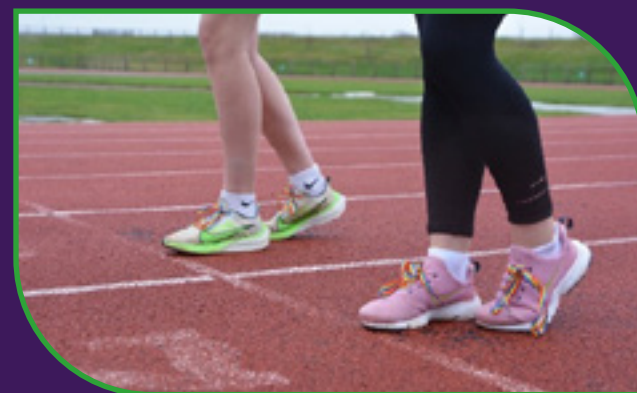
Analysis of student equality data

Pertinent points relating to top level 2022-23 equality datasets are highlighted here. By scanning the QR code you can see the most up to date data figures for the College.

Schools and departments are now able to access graphical datasets from our new EDI Dashboard and are expected to consider the data as part of their curriculum planning, Performance Monitoring Boards, and self-assessment reports.

Data can now be clearly broken down into students who are:-

• High Needs
• Care Leaver
• EHCP
• Young Carer
• Autism
• Aspergers
• ADHD
• Dyslexia.

This will allow us to identify gaps where students in these categories are showing more than a 3% tolerance from the main group of students.

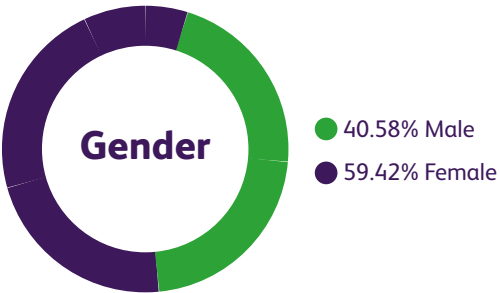**Scan for the most up to date figures**

Staff equality data

Key measures relating to top level 2022 - 23 equality datasets are highlighted here.

Gender

Overall, our workforce comprised of 40.58% males and 59.42% females.

Gender
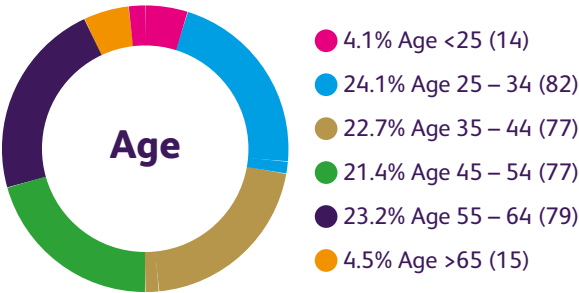- 40.58% Male
- 59.42% Female

Gender Pay Gap

Based on the snapshot date in March, 2022 the College reported a mean gender pay gap of 11.02% and a median pay gap of 9.83%. This is an improvement against the previous gaps of 11.6% and 9.98% respectively. This is over the mean UK average of 8.3% at April 2022 as published by the Office National Statistics in October, 2022.

The College remains committed to reducing this gap still further and the full report can be viewed on the College website at: **www.moulton.ac.uk/about/policies-and-documents**

Age

The College employed a total of 340 staff at the end of the period which can be broken down as follows;

Age
- 4.1% Age <25 (14)
- 24.1% Age 25 – 34 (82)
- 22.7% Age 35 – 44 (77)
- 21.4% Age 45 – 54 (77)
- 23.2% Age 55 – 64 (79)
- 4.5% Age >65 (15)

Over one quarter of our workforce continues to be over 55 and we continue to see an increasing interest and utilisation of agile working practices. It will be important to ensure succession and transitional arrangements around retirements are appropriately planned for.

Ethnicity

The College is committed to maintaining a diverse staff community. Our current staff statistics are as follows;
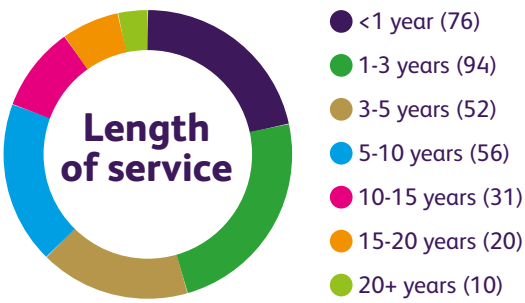
Ethnicity	%	Ethnicity	%
White	32.8	Black - Other	0.3
White - British	51.3	Asian	2.1
White - Other	5.7	Chinese	0.3
Pakistani	0.9	Mixed Heritage	0.6
Black African	1.2	Other/Not Known	1.8
Black Caribbean	3.0		

Almost 90% of our staff as identify as White or a variant thereof. We regularly review our recruitment practices to eliminate any barriers to entry and ensure equality of opportunity where promotions are available.

Length of Service

The College has undergone significant change, development and growth in recent years, but we still retain a range of staff with extensive service. The last 2 years have seen sustained growth in the college resulting in an increase in staff (particularly at the start of the 2021-22 academic year. As such the concentration of those with service of between 1-3 years is in keeping with this growth pattern.

Length of service
- <1 year (76)
- 1-3 years (94)
- 3-5 years (52)
- 5-10 years (56)
- 10-15 years (31)
- 15-20 years (20)
- 20+ years (10)

We continue to support a number of staff to working well beyond normal retirement age and are keen to continue to benefit from their skills and expertise.

While we aim to continue to grow the College in future years, we will continue to see a higher number of those with lower service periods but as staff remain with us we will see this peak in staff numbers move down the table above to reflect longer periods of service.

> **'Since being here I have felt very welcome and comfortable.'**
>
> Natasha Fuller – Construction Technician

Meet Natasha

'My name is Tasha and I have recently joined the team at Moulton College as a staff member. I started here a few years back as a student and did my level 1 and 2 carpentry and joinery and I am now back working as a construction technician and working towards my level 2 electrical.

My experience here at Moulton as a student was all around positive. I had no problem making friends with others on my course and even outside of my course. As a student I met my challenges when it came down to doing work experience, it wasn't until then working with an outside company, that there were older men criticising me on how I did things. One of which told me that no one would ever listen to a young female in the trade because women shouldn't do a "man's job". I also noticed when it came down to heavy lifting people would tend to take over and take things off of me. It took me a while until I was comfortable enough to tell them to allow me to actually do things because I wanted to prove that I could do it and one day I won't have them to do it for me so I needed to learn to do it myself I just needed to do it in a slightly different way to them because I'm not as strong but in the end it got the same results.

This then led me to joining the Moulton College team as a staff member. I went for this job because I want to show future construction workers that everyone is capable no matter what gender or age you are. Since being here I have felt very welcome and comfortable. I feel like I am slowly making a difference in people's attitudes to women in a trade and I would love to encourage more women to go for it because you won't regret it. Yes, to start off you may have people think negatively and you will run into difficulties but that never lasts long!'

Natasha Fuller – Construction Technician

> "
> **I feel like I am slowly making a difference in people's attitudes to women in a trade and I would love to encourage more women to go for it because you won't regret it.**
>
> Natasha Fuller – Construction Technician
> "

Our Governors

Our Governors play a significant role in creating and maintaining an inclusive organisation where all can work, learn and reach their full potential.

The Corporation Board at Moulton College consists of local, regional, and national based professionals who share a commitment to helping students from a diverse range of social and economic backgrounds to develop the skills required for the world of work and for life.

Members understand their roles and responsibilities in relation to EDI and drive improvements as part of the College's strategy. They hold senior leaders to account for narrowing achievement gaps by scrutinising datasets at regular meetings such as our TLA Committee and Corporation meetings.

The make-up of our 2022/23 Corporation Board is as follows:

- 94% of the College's Corporation Board declare themselves as White British. 6% identified as Chinese or other ethnic group and another declared as having a disability.

- Including the CEO, there are now ten female Board members (56%) and eight males (44%). The largest age group are the 56+ at 44% of the group. 46-55 are the second largest group at 28%. 18-24 have 11% of the board.

- A designated member of the Board, Dr Mohamed Saeudy (pictured), is our link governor for Equality and Diversity and is proactive in his support and involvement with the College's renewed EDI Group.

- The Search and Governance Committee continually reviews the diversity of the Board and continues to remain a significant consideration for the Search and Governance.

Dr Mohamed Saeudy
Corporation Board Member and
Link EDI Governor

The Board currently consists of ten female members (56%) and eight male members (44%)

Our journey so far in summary...

You will see from the report that the College is making great strides to move forward in terms of EDI across the College.

Although we still have a long way to go, our ambition now is to move the College from 'compliance to culture'. We have long passed the phase of 'ticking a box' to show our EDI commitment and with the help from everyone at the College we can strengthen our diversity and improve inclusion across student and staff communities.

Our 4-year objectives are being met well and we would hope to close these objectives off next year and produce a new set of objectives to move us forward for the next 4 years.

We have long passed the phase of 'ticking a box' to show our EDI commitment and with the help from everyone at the College we can strengthen our diversity and improve inclusion across student and staff communities.

Our Equality & Diversity objectives 2020-2024

1. Improve knowledge

The college must ensure that all staff and students at all levels meet and exceed the prescribed minimum standard of knowledge expected for equality, diversity and inclusion.

Actions:

- Completion of staff EDI Training on SmartLog.
- Completion of staff EDI Training to receive and EDI lanyard badge.
- EDI Training for students in pastoral timetable.

Success:

- All staff to have been trained and understand EDI related training and proudly displaying an EDI lanyard badge.

All staff currently complete an EDI course through the Smart Log platform every year. The staff conference 2023 has enjoyed speakers from Neurodiverse backgrounds and other speakers which have celebrated other EDI aspects.

The Association of Colleges, Director of Diversity & Governance has visited the College to train the senior leaders in supporting the College to move from compliance to culture and this will be rolled out to other colleagues moving forward.

All staff have received the 'Inclusive Language Guide' to support with embracing students and staff from diverse backgrounds.

BSL recognised training is being considered for all members of staff who would like to take part.

2. Reduce Gaps

The college must work towards reducing all identified retention and achievement gaps to ensure that every student achieves well, regardless of their protected characteristic group.

Actions:

- To work towards narrowing identified achiecvement gaps to no more than 3% between any groups over the next four-year period.

Success:

- A reduction in gaps between identified protected groups.

This is an ongoing situation across the College and we will always be stiving to reduce the gaps in identified characteristics. But we can now report on this data and have a much clearer view of where each identified characteristic sits. The EDI Group has a dedicated champion who is working hard to consider these gaps and look at areas in which we can improve.

All staff have received the 'Inclusive Language Guide' to support with embracing students and staff from diverse backgrounds.

3. External Validation

The college seeks validation from external partners in order to ensure that it meets and exceeds all EDI requirements. This will allow the college to publish kite marks of acknowledged high standards.

Actions:

- To identify and register for specific EDI partners where the college can seek external validation of its EDI practice.

Success:

- Registration with external validation partners and meeting a set level of standards.

Moulton College now works closely with Stonewall who are a recognised external agency who support and help colleges and help to support schools and colleges to imagine a world where all LGBTQ+ people are free to be themselves and can live their lives to the full.

We are also working closely with the Director of Diversity & Governance at AoC.

Other outside agencies are still being explored by the EDI Group.

4. Know our staff and students

We do not currently collect data about all protected characteristics from our candidates, staff or students. As a result, we have to baseline on which to make a judgement or to identify any meaningful actions or targets.

Actions:

- Collect data on all protected characteristics from job applicants, staff members and students to set equality related objectives.

Success:

- The college holds protected characteristics for staff, candidates and students for anonymous analysis.

The College can now report on data that looks at the students in many different categories including, High Needs, Care Leaver, EHCP, LAC, Young Carer, Autism, Aspergers, ADHD & Dyslexia. These can all now be monitored and progress tracked to support students in these areas to the full.

The new staff portal is now in place and will be able to report in more detail the demographic of the staff body.

First Impressions Survey 2022 results

Survey: First Impressions Survey September 2022

Report By: **Age**
Benchmark: All Respondents
Report style: Internal Benchmark, Agree%, Questionnaire order
Filtered by: All Respondents

	16-19			19+		
No. of respondents	1516			165		
	Agree	No	Dif	Agree	No	Dif
Induction						
1 The Induction helped me settle in to College	84	1354	=	89	154	5
2 The teachers helped me settle into my course	90	1486	=	94	163	4
3 The expected standards of attendance and punctu.	91	1500	=	95	165	4
4 I know who to ask for help with any problems or c.	89	1491	-1	94	162	4
5 I know where and how to find careers advice and.	75	1471	-1	84	153	8
6 I feel this is an inclusive College	90	1462	=	91	164	1
Summary	*87*	*1512*	*=*	*91*	*165*	*4*
My Course						
7 I know when my assignments / modules are due f.	82	1488	-1	87	160	4
8 Assignments / modules are spread evenly across	84	1446	-1	91	155	6
9 I know how my course is graded and the target gr.	83	1485	-1	89	160	5
Summary	*83*	*1508*	*-1*	*89*	*164*	*5*
Health & Safety						
10 I was given the guidance I needed to learn safely .	88	1467	=	89	157	1
11 I understand what is meant by peer on peer abuse	94	1498	=	93	163	-1
Summary	*91*	*1504*	*=*	*91*	*163*	*=*
Feeling Safe						
12 Since starting at Moulton College I have seen that	90	1473	=	93	158	3
13 I know how and where I can report peer on peer a	84	1488	=	89	161	5
14 I feel safe at the College	91	1458	=	94	165	3
Summary	*88*	*1506*	*-1*	*92*	*165*	*3*
Quality Assurance						
15 I would recommend the College to others	90	1432	=	90	162	=
Summary	*90*	*1432*	*=*	*90*	*162*	*=*

Survey: First Impressions Survey September 2022

Report By: **Has Learning Diff Or Disability**
Benchmark: All Respondents
Report style: Internal Benchmark, Agree%, Questionnaire order
Filtered by: All Respondents

	Not provided			Y		
No. of respondents	1112			569		
	Agree	No	Dif	Agree	No	Dif
Induction						
1 The Induction helped me settle in to College	85	1003	1	82	505	-2
2 The teachers helped me settle into my course	91	1095	1	90	554	=
3 The expected standards of attendance and punctu.	92	1105	1	90	560	-1
4 I know who to ask for help with any problems or c.	90	1096	=	89	557	-1
5 I know where and how to find careers advice and.	76	1074	=	77	550	1
6 I feel this is an inclusive College	90	1077	=	90	549	=
Summary	*87*	*1109*	*=*	*86*	*568*	*-1*
My Course						
7 I know when my assignments / modules are due f.	83	1093	=	82	555	-1
8 Assignments / modules are spread evenly across	85	1072	=	86	529	1
9 I know how my course is graded and the target gr.	85	1092	1	83	553	-1
Summary	*84*	*1107*	*=*	*83*	*565*	*-1*
Health & Safety						
10 I was given the guidance I needed to learn safely .	88	1076	=	89	548	1
11 I understand what is meant by peer on peer abuse	95	1100	1	93	561	-1
Summary	*91*	*1104*	*=*	*91*	*563*	*=*
Feeling Safe						
12 Since starting at Moulton College I have seen that	90	1086	=	90	545	=
13 I know how and where I can report peer on peer a	85	1095	1	83	554	-1
14 I feel safe at the College	92	1082	1	90	541	-1
Summary	*89*	*1109*	*=*	*88*	*562*	*-1*
Quality Assurance						
15 I would recommend the College to others	90	1067	=	89	527	-1
Summary	*90*	*1067*	*=*	*89*	*527*	*-1*

EDI Strategy 2020-2024

'Let's make Inclusion the norm for everyone'

Vision: Specialist, innovative, industry led, technical and vocational college recognised as a market leader; supporting people in accessing skills and progressing in work.

Corporate Objectives:

- Achieve excellence and inspire success
- Build credibility, relevance, and value
- Invest in our people
- Focus on growth
- Ensure long-term financial stability

EDI Objectives:

- Improve knowledge
- Reduce attainment gaps
- Gain external validation
- Know the staff and students

Values: Ambitious, supportive, and inclusive

- Student-centred organisation with ambition and high expectations
- Making a difference to people's lives
- Delivering a high-quality service
- Working together positively as a team
- Working with integrity, honesty, and openness

Inclusive Aims	Delivery Objectives	Success Factors
A. Broaden the definition of diversity	1. Launch EDI strategy and plan 2. Secure EDI champions/partners	The College environment 'feels like' it is a place where everyone feels they belong and can be themselves.
B. Embed diversity throughout the organisation	1. Implement a high impact CPD programme for all staff in partnership with employers 2. Start with conversations- A self-identification campaign underscores the importance of all aspects of a persons' identity and creates opportunities for unique connections and experiences	a) People feel able to have a conversation about their own diversity, drivers for motivation, values and beliefs and listen to others. b) People feel able to share stories about diversity as part of building knowledge and understanding to inform ability to make fair judgements
C. Demonstrate commitment and accountability	1. Leaders to share their own personal stories of intersectionality and encourage others to also do so 2. Establish EDI Working groups - Ask people (staff and students) in minority groups to lead action learning activity 3. Establish - Equity in design in education to give people what they need to succeed 4. Small wins lead to greater change, encourage everyone to take small steps...	a) People value the authentic stories and there is a ripple effect in others sharing their own – 'My story- your story – our story' b) Social justice and social mobility are key drivers for discussions and decision making c) (Diversity & Inclusion imperative) Our systems, processes and policies have all been reviewed and redesigned to support all our people, so every person has the same opportunities to grow to their full potential d) Embedded and tracked though PDR.
D. Cultivate the expected behaviours	1. People - target setting and appraisal, systems, and process to include EDI performance measures 2. Implement effective progress monitoring for students	a) There is a perceived shift from awareness to empathy and actively demonstrated behaviours and a greater sense of trust. b) Every persona/ team has achieved their own EDI commitments to changes within their area of responsibility **
E. Develop a rich Qualitative fact base and quantitative data collection	1. Cultivate openness and value from collecting information and data with (EDI) action potential 2. Include EDI impact focused questions in all surveys	The College collects data about representation across a broad range of demographics and pairs the data specifically related to making a positive impact on staff or student experience. Equity in reducing attainment gaps in protected groups.
F. Celebrate the richness of diversity at every opportunity	Celebrate stories of diversity as part of curriculum design and delivery, gather and share examples in TLA.	** Individuals and teams are recognised and celebrated for their (EDI) achievements
G. Cultivate transparency of decision making	1. Pilot different ways of eliminating bias from systems and processes 2. Document the decision-making process and share it with everyone, providing insight into considered options and consequences and will be more informed.	a) Systems and procedures are all reviewed to reflect the needs of minority groups as well as for the majority b) Surveys show people are satisfied with how decisions are made e.g. 'I feel included in decisions that affect my work'

Annual events celebrated in 2022-23

September 2022
- FPA Sexual Health Week
- Youth Mental Health Day
- International Day of Peace
- National Fitness Day
- Hidden Heroes Day (Public Service Workers)

October 2022
- Stoptober!
- ADHD Awareness Month
- Black History Month
- Breast Cancer Awareness Month
- Domestic Violence Awareness Month
- Dyslexia Awareness Week
- World Animal Day
- Wear Yellow – World Mental Health Day
- National Braille Week
- Wear it Pink! Breast Cancer awareness
- Diwali
- Halloween

November 2022
- Movember
- Family Caregivers Month
- Stress Awareness Week
- Moulton Careers Day
- Remembrance Day
- Anti-bullying week: theme "Reach Out"
- Road Safety Week
- Inter-Faith Week
- Alcohol Awareness Week
- Children In Need

December 2022
- World Aids Day
- International day for persons with disability
- World Wildlife Conservation day
- Christmas Jumper Day
- Human Rights Day
- Hanukkah

January 2023
- Dry January
- World religion day
- Cervical Cancer Prevention week
- Martin Luther King Jr Day
- Chinese New Year
- UCAS DEADLINE
- Burns Night
- Holocaust Memorial Day

February 2023
- World Cancer Day
- LGBTQ+ History Month
- Apprenticeship Week
- Safer internet day
- Mental Health Awareness Day
- International Day of Women & Girls in Science
- Safer Internet Day
- Valentine's Day
- Random Acts of Kindness Day
- Pancake Day
- Ash Wednesday (Beginning of Lent)
- National Careers Week

March 2023
- World Book Day
- Careers Month
- International Women's Day
- Careers Month
- International Day for the Elimination of Racial Discrimination
- No Smoking Day
- Nutrition and Hydration
- Young Carers Awareness Day
- World Sleep Day
- Global Recycling Day
- Careers Month
- Red Nose Day

April 2023
- Stress Awareness Month
- Equality and Diversity Month
- World Autism Awareness Day
- Easter Sunday
- Eid
- Earth Day
- St. George's Day

May 2023
- Screen Free Week
- World Red Cross Day
- Deaf Awareness Week
- National Mental Health Awareness Week – Wear Green
- Brain Injury Awareness Week

June 2023
- Black Lives Matter Month
- Volunteers Week
- World Bike Week
- World Ocean Day
- Loneliness Awareness Week
- LGBTQ+ Pride Month