

Annual Equality Objectives Report
December 2022

1. Introduction

This report sets out progress made to date against the Equality Objectives (EOs), identifies further areas for action and next steps. The current set of EOs were set and approved in March 2021, and the first annual report on them was published in December 2021, this is therefore the second reporting period for these EOs. EOs are split into those for students, and those for staff, with 3 strands in each. At the last reporting period there had been some progress towards the EOs, however none were achieved completely, so they all remained in place, with one small addition to strand 2 of the student objectives to ensure a focus on students with Autism following two years of declining outcomes for this group of learners. Student data in the report is compared against other students in the college, rather than national cohort data, as we are seeking to ensure that all groups of students experience similar outcomes from their education with us, rather than comparing ourselves against other FE institutions. Therefore, in most cases this report refers to 'gaps' in outcomes for students in different groups, rather than absolute data. It is also important to note that this work represents a journey in which the positive outcomes we seek will not usually materialise quickly but will result from consistent and sustained actions over a longer period.

2. Context

Demographic data in the local community remains difficult to find as our students may fall into many age categories, may travel widely to attend our courses and may also attend at sites outside of our immediate community. As a result, there is no easy comparison between college demographics and the local community, and furthermore in many categories that we may wish to reflect on, such as the Protected Characteristics categories, data is not collected from young people in other stages of education so we cannot compare. However, despite this we strive to represent our communities as far as we can from both a staff and student perspective, and the following data is intended to demonstrate something of the local context and provide assurance that all members of our community have equal experiences and opportunities, regardless of any protected characteristic.

In terms of ethnicity, the most recent published data for Oxfordshire indicates between 15% and 20 % of secondary school aged pupils in districts where most of our students travel from are from ethnic minorities, although some local districts, notably the city centre and Cherwell, have much higher rates at 55 and 29% respectively. For 2021-22 college data for students on Study Programmes (therefore aged 16-19, or up to 24 with an EHCP) was around 16.8%, an increase of around 3pp on the previous year and broadly in line with the immediate communities around our main campuses. Data for all college students during this time suggests over 30% are from ethnic minorities (an increase of 9pp from 2021), however given the nature of adult provision being heavily focused on community learning, basic skills and ESOL, this may explain why there is a significant increase when considering all age groups. Census data from 2011 indicates that across the whole county around 16.4% of the population is from an ethnic minority, and more widely across the region that is slightly lower at 14.8%. At the end of the 2021-22 academic year, the college staff body was made up of around 13% of people who were not of White British ethnicity, an increase of 3pp, however the increase in diversity is mainly in those from other 'White' backgrounds (+2.2pp) and there has been just 0.3pp increase in staff members from Asian, black, arab or other ethnic backgrounds. There is also still around 7% of staff who have not yet declared their data on this subject, although this has halved since last year.

In relation to other protected characteristics, it is not possible to find suitable data to demonstrate the local context as this data is simply not recorded or made available currently. Appendix B shows the current data held for all staff based on declared data of Protected Characteristics, we have made some progress in reducing the number of staff electing not to share this information with us,

but data still remains incomplete. In relation to disabilities and learning difficulties, there is some national data in relation to the number of school pupils with Education, Health & Care Plans, however as not all children and young people with a disability or learning difficulty will be given an EHCP by their local authority and as this is not local data, this is not useful for establishing the local context. We will continue to search and gather local demographic data that can help us understand how well our staff and student body represents our community.

3. Our Equality Objectives

The current EOs for students are:

Strand 1: That all students achieve equally, regardless of ethnicity	<ul style="list-style-type: none"> • Ensure that Study Programme students of minority ethnic heritage are supported to remain and achieve at college - increase retention and achievement across all minority heritage groups, but particularly African (3.1pp below in 19/20) and WB Caribbean (20.5pp below in 19/20) to within 3pp of overall college average for their age group and learning aim. • Ensure that all adult learners (including subcontracted) of minority ethnic heritage achieve in line with the college average for their age group and learning aim, increasing retention and achievement to within 3pp. (19/20 19+ ESOL ach 78.9% (5.5pp below) and Maths & English ach 71.4% (13pp below))
Strand 2: That all students achieve equally, regardless of disability	<ul style="list-style-type: none"> • Ensure that Study Programme students with dyslexia and dyscalculia are supported to achieve qualifications in maths and English to ensure their future progression in education and employment - increase achievement to within 3pp of the average for their age group and learning aim (19/20 Dysl 14.4pp below (73.6%), dyscalculia 32.4pp below (55.6%) for E&M GCSE and FS 16-18s). • Ensure that students with Autism are supported to re-engage with education post pandemic, attend college and achieve their qualifications to within 2pp of their peers on the same learning aims. • Ensure that adult learners with Mental Health needs are supported to remain and achieve on their course, increasing achievement to within 3pp of the college average for their age group and learning aim (19/20 6.7pp below).
Strand 3: That students from other disadvantaged Groups achieve at least as well as their peers	<ul style="list-style-type: none"> • Ensure that Study Programme students who are Looked After Children or Young Adult Carers are supported to achieve as well as their peers - improve retention and achievement to within 3pp of college average for age group and learning aim (19/20 LAC achievement 17pp below, YAC 15.2pp below).

The current EOs for staff are:

Strand 1 - That the workforce is reflective of the community and the student population	<ul style="list-style-type: none"> • Ensure that staff data is as complete as is possible and that staff feel comfortable to disclose their Protected Characteristics before comparisons are made to community and student profiles. • Aim to reduce the number of staff who have not completed their PC data by 10pp by 2023. • Aim to decrease the number of staff who have selected 'Prefer Not To Say' by 3pp by 2023 across all PCs, with particular emphasis on religion/belief and sexual orientation as these are the largest areas where staff select this option.
Strand 2 - That all staff have equality of opportunity to fulfil their potential	<ul style="list-style-type: none"> • Ensure that the College attracts and appoints a diverse workforce and that staff are able to fulfil their potential by removing barriers to productivity and ensure this is monitored and reported on. Increase the number of applications from men, those with a disability and those from minority ethnic backgrounds by 3pp in 2021/22. • Review roles where applicants for vacancies from minority groups have not been successful and to increase appointments from BME backgrounds to 5% and those from the LGBTQ+ community to 3% of all college appointments.
Strand 3 - That all staff have job satisfaction	<ul style="list-style-type: none"> • Reduce the number of disciplinarys related to the Dignity at Work policy by 5 cases in 2021/22. • Report annually on the Staff Satisfaction survey by each of the Protected Characteristics to gauge satisfaction levels and identify trends.

4. Students

Ethnicity

Overall achievement for White British students was 5.5pp higher than for BME students at 87.7% compared to 82.2%, however for Study Programmes only, students from minority ethnic backgrounds outperformed their peers with overall achievement at 88.9% compared to 87.7%. Across levels for 16-

18 year olds this over achievement is greatest at level 2, where students from minority ethnic backgrounds outperform their peers by 2.6pp, at level 1 and level 3 achievement between groups is more even. For adults there is an achievement gap at all levels, with students from minority ethnic groups achieving 5.1pp below their peers at level 1, 2.5pp below at level 2 and 3.6pp below at level 3.

At curriculum area level, students aged 16-18 from minority ethnic backgrounds have achieved better than their peers in most areas, except in Animal Care and Equine where there is an achievement gap of 16.7pp, Art & Design a 5.2pp gap, and Music a 13.3pp gap. For adults at curriculum level the only areas with statistically significant gaps and more than 5 learners are Hair & Beauty (10.4pp below), English & maths – specifically non accredited basic skills where achievement for minority ethnic students is 7.4pp below that of all students, and accounting where there is a 6.7pp gap.

Learning Difficulty/Disabilities

Overall achievement for students with declared Learning Difficulty or Disability (LDD) is broadly the same as that for those without, and across levels there is little variation, except at Level 2 for 19+ learners where there is a 4.3pp achievement gap for those with declared difficulties.

For study programme students, achievement across all learning difficulties has improved on the previous year, except for those in the category of 'severe', however this is a very small cohort of learners. For adult learners outcomes are less consistent, however many categories have very small numbers of students in them, but outcomes for dyslexia (112 enrolments) are 6pp lower than last year, and 18.5pp below college average for the age group.

The only curriculum areas with significant gap between achievement of students with learning difficulties and those without are Public Services (73.7% compared to 85.5%), Art & Design (81.6% compared to 90.4%), English GCSE (12.6pp below) and Business (71.4 compared to 89.5%), however these gaps are significant and need further exploration.

Disadvantaged Groups

Overall achievement for Looked After (have been in care or are a care leaver) students was 10.1 pp below that of their peers, however this is a reduction in the achievement gap for this group of around half. Furthermore, retention at 83.3% for LAC is 4.7pp higher than last year and although this remains around 10pp below college average for the age group, this is in part related to planned moves to new homes or families for these young people and beyond the college's control. However in Equine, LAC achievement rates are 10pp below those of other students at 70%.

Overall achievement for students receiving free meals the same of for all students, meaning the achievement gap of 6.7pp in 20/21 has closed. However, there are a couple of areas where financially disadvantaged students have achieved particularly poorly compared to peers – namely, Public Services (50% achievement on L3 compared to 90% for all students) and Motor Vehicle (70.8% achievement compared to 81.1%)

Overall achievement for students who have caring responsibilities (Young Adult Carers or YAC) is marginally lower than that of other students at 87.2% (-0.7pp) and retention remains above the college average. However as with other disadvantages, there are pockets across the college where these students do not achieve as well as their peers – Art & Design (75% compared to 89.6% for all students), Animal Care (77.8% compared to 88.3%) and Public Services (70% compared to 83.1%).

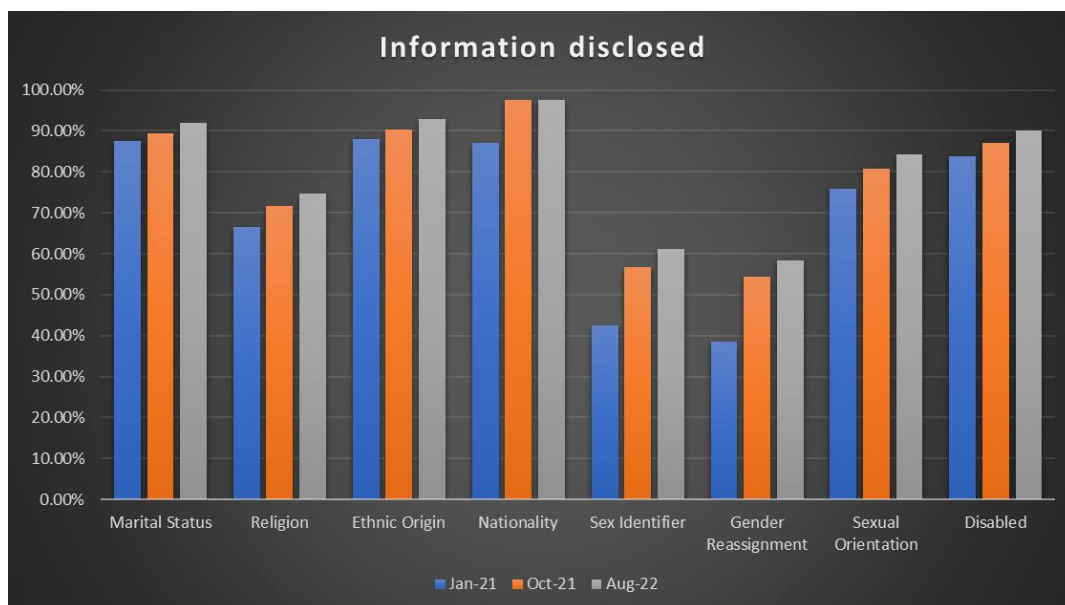
Over the last 12 months disadvantaged groups have been focused on in quality assurance meetings and improved data reporting means it will now be possible to focus support at the curriculum areas most in need.

	Objective	Where were we? (2020)	Where are we now?	New emerging concerns
Strand 1: That all students achieve equally, regardless of ethnicity	<ul style="list-style-type: none"> Ensure that Study Programme students of minority ethnic heritage are supported to remain and achieve at college - increase retention and achievement across all minority heritage groups, but particularly African and WB to within 3pp of overall college average for their age group and learning aim. 	<p>African 3.1 pp below (53 enrolments)</p> <p>WB Caribbean 20.5pp below (40 enrolments)</p>	<p>African 12.1pp above (17 enrolments) – an increase of 15.1pp since 2020.</p> <p>WB Caribbean 3.7pp below (38 enrolments) – 16.7pp improvement since 2020.</p> <p>Objective partially achieved</p>	<p>Concerns noted in 2021 regarding Pakistani learners have dissipated – this year they have improved by 13.3pp and other smaller minority groups have performed well relative to peers.</p> <p>However those from Gypsy, Irish Traveller or Irish backgrounds have achieved significantly less well than their peers, these 2 categories combined account for around 24 enrolment and achievement is between 8 and 10pp lower.</p>
	<ul style="list-style-type: none"> Ensure that all adult learners (including subcontracted) of minority ethnic heritage achieve in line with the college average for their age group and learning aim, increasing retention and achievement to within 3pp. 	<p>19+ ESOL 5.5pp below</p> <p>19+ Basic Skills 18.5pp below</p>	<p>19+ ESOL 3.6pp above</p> <p>19+ Basic Skills 11.3pp below</p> <p>Objective partially achieved</p>	<p>Achievement for many minority ethnic groups is below college average for 19+ learners or is reduced from last year; groups to highlight African (-15.8pp on college average), Caribbean (-10.2pp), Chinese (-24.2pp), Indian (-7.8pp), Other Black (-11.9pp), Other mixed (-20pp), Pakistani (-30.2pp).</p>
Strand 2: That all students achieve equally, regardless of disability	<ul style="list-style-type: none"> Ensure that Study Programme students with dyslexia and dyscalculia are supported to achieve qualifications in maths and English to ensure their future progression in education and employment - increase achievement to within 3pp of the average for their age group and learning aim 	<p>GCSE and Functional Skills 16-18s:</p> <p>Dyslexia 14.4pp below</p> <p>Dyscalculia 32.4pp below</p>	<p>GCSE English Dyslexia 12.6pp below</p> <p>GCSE Maths 3.2pp below</p> <p>Functional Skills Dyslexia 1.0pp above</p> <p>GCSE English Dyscalculia(2 learners) 100%</p> <p>GCSE Maths – no learners with Dyscalculia</p>	<p>Supporting achievement for dyslexic learners remains a concern in maths and English qualifications.</p>

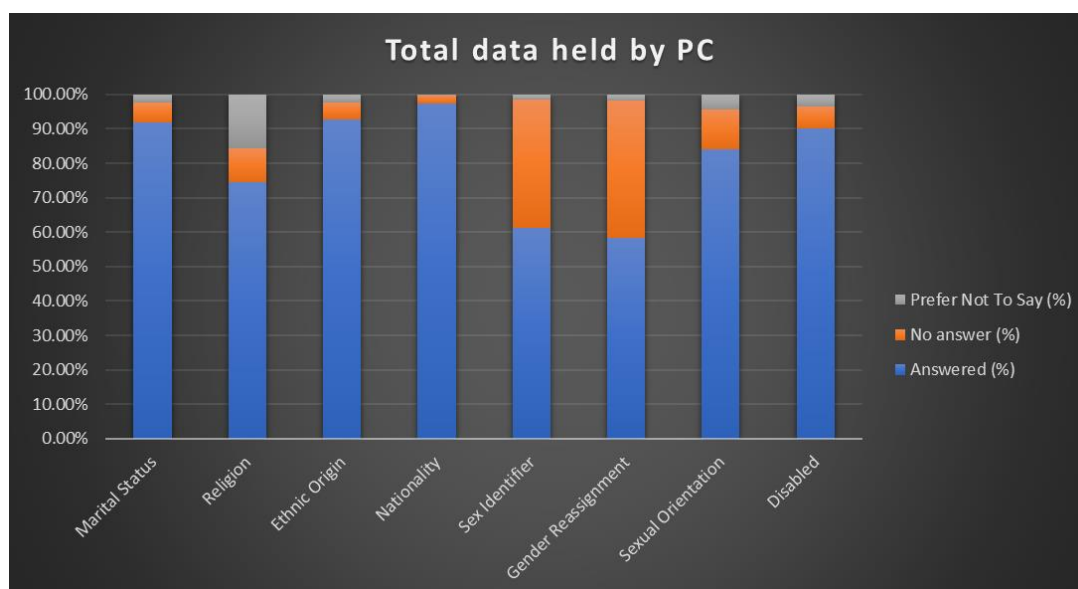
			There was just one learner with Dyscalculia for Functional Skills Objective not yet achieved	
	<ul style="list-style-type: none"> Ensure that students with Autism are supported to re-engage with their education post pandemic, attend college and achieve their qualifications to within 2pp of their peers 	16-18 Autism 2.9pp decline on previous year and 1.8pp below college average (328 enrolments)	16- 18 Autism 1.4pp increase on previous year and reduced achievement gap to 1.7pp below (377 enrolments) Objective achieved	Whilst an improvement, this cohort is growing and have still achieved less well than their peers.
	<ul style="list-style-type: none"> Ensure that adult learners with Mental Health needs are supported to remain and achieve on their course, increasing achievement to within 3pp of the college average for their age group and learning aim. 	19+ all learning aims - 6.7pp below	19+ learners across all aims - 3.3pp below Objective not yet achieved	19+ learners with Autism (86 enrolments) indicate an achievement gap of 8.3pp for the first time – in the last 2 years these have out performed college averages. Moderate learning difficulties (31 enrolments) is 23.2% below, although there are small numbers in this category.
Strand 3: That students from other disadvantaged Groups achieve at least as well as their peers	<ul style="list-style-type: none"> Ensure that Study Programme students who are Looked After Children or Young Adult Carers are supported to achieve as well as their peers - improve retention and achievement to within 3pp of college average for age group and learning aim. 	LAC achievement 17pp below YAC 15.2pp below	LAC retention 6pp above and achievement 10.1pp below. YAC retention, 6pp above (100%), achievement 1.2pp below Objective not yet achieved	Whilst whole college data has made significant improvements, in some curriculum areas there remain poor results for disadvantaged students including those on Free Meals as well as LAC and YAC

5. Staff

Efforts made over the last year to increase the number of staff sharing information with us in relation to their protected characteristics is having an impact; across most categories there has been an increase in information disclosed. However, there remain some categories where staff are reluctant to disclose personal data – notably religion (around 24%), sex identifier (c.39%) and gender reassignment (41%)



In some cases the efforts to encourage staff who had not yet completed their data to share has led to an increase in those selecting 'prefer not to say'. In informal forums when asked about this, responses tend to indicate that staff do not feel this information is relevant to their employer and elect not to share for this reason. This is most prevalent with 'religion' where 'prefer not to say' has increased from 10.5% to 15%, and not answered has reduced from 18% to 9.9%.



Protected Characteristics data now collected from applicants when they first apply for a role, and this data now forms the basis of their staff record if appointed, however as this process has been implemented in the last 18 months, there are a significant proportion of current staff who have not had their data automatically collected in this way.

The college has endeavoured to make all protected characteristics more openly discussed and normalised within the organisation – for example Autism Awareness week activities from the SEND Support team led to several staff members openly and publicly sharing information about their own Autism diagnoses and the impact on their lives. In April 2022 a whole staff training day was dedicated to the theme of ‘inclusion’ and all staff attended workshops on disability, gender and transgender understanding, becoming anti-racist and neurodiversity as a way of both raising the profile of these issues and ensuring all staff had a basic and similar level of understanding of them. Training sessions then focused on how we make the organisation more inclusive given this knowledge and understanding. The college is now running several informal staff support groups that serve to both provide a ‘safe space’ in which members of our community can discuss issues relevant to them and their protected characteristic and a forum in which we can research and discuss new ways of working or solutions to emerging issues. These groups are known as ‘Let’s talk...’ and during the last year they have been run for groups on disability, neurodiversity, minority background staff, anti-racism allies and menopause support.

In June 2022 the college achieved Disability Confident Leader Level 3 through the Department for Work and Pension in acknowledgement of the broad range of work we do to support staff with disabilities to be successful and fulfil their potential in the workplace and in particular the work we do to support other employers to improve their practice. We are only the 6th employer in Oxfordshire to achieve this status.

Staff Satisfaction

The current EO strand 3 is about being able to understand how different groups of staff across the organisation feel and key to that is being able to access staff survey data by PC. For the first time, we are now able to do this with the annual staff satisfaction survey. The Staff Satisfaction Survey is run by York College and is open to all colleges within the UK – currently 43 (out of 273 in the UK) take part and response levels for our college are disappointing with just 22% (135 staff) completing the survey.

Key points from the survey include:

- Male staff appear slightly less happy across range of questions including the future of the college, feeling valued, opportunities to progress, availability of CPD, but happier on issues such as whether there are adequate resources and workplaces, and feeling they are treated fairly in the workplace.
- Disabled staff are happier across most questions except for feeling valued and opportunities to progress
- A very small number of staff from minority ethnic backgrounds answered the survey, however those that did are less happy across almost all questions, except for those about customer feedback being welcomed, equality of opportunity being embedded across the organisation and feedback from managers.
- Very small numbers of gay or bisexual staff have answered survey, however with their results combined these two groups answered more positively on almost every question including 100% answering positively about support from their managers, feeling proud to work at the college, and being treated fairly and with respect in the college.

Each month at least 2 inclusion themes are focused on for staff and students – for example November is We continue to work on the anti-racism agenda across the college with the main focus this year being on curriculum content and decolonisation of our teaching which is expected to be a long term project. Future plans include providing a staff support group or forum for LGBTQI+ staff and issues

Progress against Equality Objectives - Staff

		Where were we?	Where are we now?	New emerging concerns																																
Strand 1 - That the workforce is reflective of the community and the student population	<ul style="list-style-type: none">Ensure that staff data is as complete as is possible and that staff feel comfortable to disclose their Protected Characteristics before comparisons are made to community and student profiles.	Significant gaps in completion of staff data which varies depending on the PC, but was between 37% and 88% completion.	<p>This has improved -there are still variations depending on the PC but the range of completion is now between 58% and 97%.</p> <p>Objective not yet achieved</p>	Gender reassignment (57%), sex identifier (61%) and religion (75%) have the lowest completion rate and still seem difficult for staff to disclose.																																
	<ul style="list-style-type: none">Aim to reduce the number of staff who have not completed their PC data by 10pp by 2023.	<table><tr><td>Marital Status</td><td>87.46%</td></tr><tr><td>Religion</td><td>66.45%</td></tr><tr><td>Ethnic Origin</td><td>88.11%</td></tr><tr><td>Nationality</td><td>87.13%</td></tr><tr><td>Sex Identifier</td><td>42.51%</td></tr><tr><td>Gender Reassignment</td><td>38.44%</td></tr><tr><td>Sexual Orientation</td><td>75.90%</td></tr><tr><td>Disabled</td><td>83.71%</td></tr></table>	Marital Status	87.46%	Religion	66.45%	Ethnic Origin	88.11%	Nationality	87.13%	Sex Identifier	42.51%	Gender Reassignment	38.44%	Sexual Orientation	75.90%	Disabled	83.71%	<table><tr><td>Marital Status</td><td>91.9%</td></tr><tr><td>Religion</td><td>74.6%</td></tr><tr><td>Ethnic Origin</td><td>92.8%</td></tr><tr><td>Nationality</td><td>97.5%</td></tr><tr><td>Sex Identifier</td><td>61.1%</td></tr><tr><td>Gender Reassignment</td><td>58.3%</td></tr><tr><td>Sexual Orientation</td><td>84.2%</td></tr><tr><td>Disabled</td><td>90.0%</td></tr></table> <p>Objective not yet achieved</p>	Marital Status	91.9%	Religion	74.6%	Ethnic Origin	92.8%	Nationality	97.5%	Sex Identifier	61.1%	Gender Reassignment	58.3%	Sexual Orientation	84.2%	Disabled	90.0%	A 10% reduction has been achieved in Nationality, sex identifier, gender reassignment, with 8.3% improvement in Sexual orientation completion rates
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Strand 2 - That all staff have equality of opportunity to fulfil their potential	<ul style="list-style-type: none">Ensure that the College attracts and appoints a diverse workforce and that staff are able to fulfil their potential by removing barriers to productivity and ensure this is monitored and	<p>% applications from minority groups 19/20:</p> <p>Men 6% Disability 5% Minority Ethnic 19%</p>	<p>% applications from minority groups 21/22:</p> <p>Men 7% (was 11% in 20/21) Disability 4% (was 4% in 20/21) Minority Ethnic 23%</p>	Further analysis of data would help to understand the type of roles groups of staff apply for																																

	reported on. Increase the number of applications from men, those with a disability and those from minority ethnic backgrounds by 3pp in 2021/22.		Objective not yet fully achieved	
	<ul style="list-style-type: none"> Review roles where applicants for vacancies from minority groups have not been successful and to increase appointments from BME backgrounds to 5% and those from the LGBTQ+ community to 3% of all college appointments. 	<p>Appointments 19/20: Prefer Not to Say: 7% Wh British: 81% White Irish/White other 11% All Asian/Black/Mixed/Arab or other: 0%</p> <p>LGBTQ+ 2%</p>	<p>Appointments 21/22: Prefer Not to Say: 0% Wh British: 89% White Irish/White other: 6% All Asian/Black/Mixed/Arab or other: 5%</p> <p>LGBTQ+ 7%</p> <p>Objective Achieved</p>	Appointments of new staff who are not White British has increased to 11%, however 6% are in other 'White' Categories with just 5% in non-white minorities. The percentage of people not disclosing has reduced, however the % of appointments to White British applicants has increased. This objective is still achieved, however further work is needed on the issue of appointing an ethnically diverse workforce.
Strand 3 - That all staff have job satisfaction	<ul style="list-style-type: none"> Reduce the number of disciplinarys related to the Dignity at Work policy by 5 cases in 2021/22. 	20/21 -13 cases	21/22 7 cases	
	<ul style="list-style-type: none"> Report annually on the Staff Satisfaction survey by each of the Protected Characteristics to gauge satisfaction levels and identify trends. 	No data	<p>Staff Satisfaction survey data now available by protected characteristic.</p> <p>Objective Achieved</p>	

6. Recommendations

It is clear that there have been improvements across most EOs for many groups of students, and some EOs related to students have now been partially or fully achieved. As a result of this, it is proposed that some Equality Objectives are amended to ensure we remain focused on improvements in these areas. Proposed new Equality Objectives can be found in Appendix A.

For staff there has been progress towards most objectives, although this is better in some respects than others. Some EOs for staff have been completely achieved and replacement objectives are now required. At this point it might be more effective to focus work on those aspects that remain problematic, and as such it is proposed that the equality objectives for staff are as set out in Appendix A.

Appendix A

Proposed Equality Objectives 2023-2024

Students	Objective 2022-23	Proposed Objective 2023-2024	Where are we now?
Strand 1: That all students achieve equally, regardless of ethnicity	<ul style="list-style-type: none"> Ensure that Study Programme students of minority ethnic heritage are supported to remain and achieve at college - increase retention and achievement across all minority heritage groups, but particularly African and WB Caribbean to within 3pp of overall college average for their age group and learning aim. 	<ul style="list-style-type: none"> Ensure that Study Programme students of minority ethnic heritage are supported to remain and achieve at college - increase retention and achievement across all minority heritage groups, but particularly WB Caribbean, Irish and Gypsy/Irish Traveller to within 3pp of overall college average for their age group and learning aim. 	<p>WB Caribbean 3.7pp below (38 enrolments) – 16.7pp improvement since 2020.</p> <p>Gypsy/Irish Traveller 7.9pp below</p> <p>Irish 9.3pp below</p>
	<ul style="list-style-type: none"> Ensure that all adult learners (including subcontracted) of minority ethnic heritage achieve in line with the college average for their age group and learning aim, increasing retention and achievement to within 3pp 	<ul style="list-style-type: none"> [remains same] Ensure that all adult learners (including subcontracted) of minority ethnic heritage achieve in line with the college average for their age group and learning aim, increasing retention and achievement to within 3pp of overall. 	<p>19+ ESOL 3.6pp above</p> <p>19+ Basic Skills 11.3pp below</p> <p>African 15.8pp below</p> <p>Caribbean 10.2pp below</p> <p>Chinese 24.2pp below</p> <p>Indian 7.8pp below</p> <p>Other Black 11.9pp below</p> <p>Other mixed 20pp below</p> <p>Pakistani 30.2pp below</p>
Strand 2: That all students achieve equally, regardless of disability	<ul style="list-style-type: none"> Ensure that Study Programme students with dyslexia and dyscalculia are supported to achieve qualifications in maths and English to ensure their future progression in education and employment - increase achievement to within 3pp of the 	<ul style="list-style-type: none"> [remains same] Ensure that Study Programme students with dyslexia and dyscalculia are supported to achieve qualifications in maths and English to ensure their future progression in education and employment - increase achievement to within 3pp of the average for their age group and learning aim 	<p>GCSE English Dyslexia 12.6pp below</p> <p>GCSE Maths 3.2pp below</p> <p>Functional Skills Dyslexia 1.0pp above</p> <p>GCSE English Dyscalculia (2 learners) 100%</p> <p>GCSE Maths – no learners with Dyscalculia</p>

	average for their age group and learning aim		There was just one learner with Dyscalculia for Functional Skills
	<ul style="list-style-type: none"> Ensure that students with Autism are supported to re-engage with their education post pandemic, attend college and achieve their qualifications to within 2pp of their peers 	<ul style="list-style-type: none"> Ensure that students with Autism are supported to re-engage with their education post pandemic, attend college and achieve their qualifications at the same rate as their peers. 	16- 18 Autism 1.4pp improvement on 20/21 and 1.7pp below (377 enrolments)
	<ul style="list-style-type: none"> Ensure that adult learners with Mental Health needs are supported to remain and achieve on their course, increasing achievement to within 3pp of the college average for their age group and learning aim. 	<ul style="list-style-type: none"> [remains the same] Ensure that adult learners with Mental Health needs are supported to remain and achieve on their course, increasing achievement to within 3pp of the college average for their age group and learning aim. 	19+ learners across all aims - 3.3pp below
Strand 3: That students from other disadvantaged Groups achieve at least as well as their peers	<ul style="list-style-type: none"> Ensure that Study Programme students who are Looked After Children or Young Adult Carers are supported to achieve as well as their peers - improve retention and achievement to within 3pp of college average for age group and learning aim. 	<ul style="list-style-type: none"> Ensure that Study Programme students who are Looked After Children, Young Adult Carers or receiving free meals are supported to achieve as well as their peers - improve retention and achievement to within 3pp of college average for age group and learning aim. 	<p>LAC retention 6pp above and achievement 10.1pp below. Equine 10pp below</p> <p>YAC retention, 6pp above (100%), achievement 1.2pp below</p> <p>Art & Design 14.6pp below Animal Care 10.5pp below Public Services 13.1pp below</p> <p>Free Meals students – overall achievement 0.1pp above whole college however:</p> <p>L3 Public services 40pp below Motor Vehicle 10.3pp below</p>

Staff	Current Objective 2020-24	Proposed Objective 2023-24	Where are we now?
Strand 1 - That the workforce is reflective of the community and the student population	<ul style="list-style-type: none"> Ensure that staff data is as complete as is possible and that staff feel comfortable to disclose their Protected Characteristics before comparisons are made to community and student profiles. 	<ul style="list-style-type: none"> [remains same] Ensure that staff data is as complete as is possible and that staff feel comfortable to disclose their Protected Characteristics before comparisons are made to community and student profiles. 	<p>This has improved -there are still variations depending on the PC but the range of completion is now between 58% and 97%.</p> <p>Gender reassignment (57%), sex identifier (61%) and religion (75%)</p>
	<ul style="list-style-type: none"> Aim to reduce the number of staff who have not completed their PC data by 10pp by 2023. 	<ul style="list-style-type: none"> [remains same] Aim to reduce the number of staff who have not completed their PC data by 10pp by 2023. 	<p>Marital Status 91.9%</p> <p>Religion 74.6%</p> <p>Ethnic Origin 92.8%</p> <p>Nationality 97.5%</p> <p>Sex Identifier 61.1%</p> <p>Gender Reassignment 58.3%</p> <p>Sexual Orientation 84.2%</p> <p>Disabled 90.0%</p>
	<ul style="list-style-type: none"> Aim to decrease the number of staff who have selected 'Prefer Not To Say' by 3pp by 2023 across all PCs, with particular emphasis on religion/belief and sexual orientation as these are the largest areas where staff select this option. 	<ul style="list-style-type: none"> [remains same] Aim to decrease the number of staff who have selected 'Prefer Not To Say' by 3pp by 2023 across all PCs, with particular emphasis on religion/belief and sexual orientation as these are the largest areas where staff select this option. 	<p>Marital Status 2.3%</p> <p>Religion 15.5%</p> <p>Ethnic Origin 2.3%</p> <p>Nationality 0.4%</p> <p>Sex Identifier 1.6%</p> <p>Gender Reassignment 1.8%</p> <p>Sexual Orientation 4.4%</p> <p>Disabled 3.5%</p>
Strand 2 - That all staff have equality of opportunity to fulfil their potential	<ul style="list-style-type: none"> Ensure that the College attracts and appoints a diverse workforce and that staff are able to fulfil their potential by removing barriers to productivity and ensure this is monitored and reported on. Increase the number of applications from men, those with a disability and those from minority ethnic backgrounds by 3pp in 2021/22. 	<ul style="list-style-type: none"> [remains same] Ensure that the College attracts and appoints a diverse workforce and that staff are able to fulfil their potential by removing barriers to productivity and ensure this is monitored and reported on. Increase the number of applications from men, those with a disability and those from minority ethnic backgrounds by 3pp in 2021/22. 	<p>% applications from minority groups 21/22:</p> <p>Men 7% (was 11% in 20/21)</p> <p>Disability 4% (was 4% in 20/21)</p> <p>Non 'WB' 23%</p>

	<ul style="list-style-type: none"> Review roles where applicants for vacancies from minority groups have not been successful and to increase appointments from BME backgrounds to 5% and those from the LGBTQi+ community to 3% of all college appointments. 	<p>Increase appointments of those from Asian, Black, Mixed and 'other' ethnic backgrounds to be proportionally in line with those from 'White' backgrounds compared to applications.</p>	<p>Appointments 21/22: Prefer Not to Say: 0% Wh British: 89% White Irish/White other: 6% All Asian/Black/Mixed/Arab or other: 5%</p> <p>Conversion rate of applications from 'White' groups to appointment was 14% and for the remainder was 4.5%.</p>
Strand 3 - That all staff have job satisfaction	<ul style="list-style-type: none"> Reduce the number of disciplinarys related to the Dignity at Work policy by 5 cases in 2021/22. 	Remove Objective	21/22 7 cases (reduced by 6)
	<ul style="list-style-type: none"> Report annually on the Staff Satisfaction survey by each of the Protected Characteristics to gauge satisfaction levels and identify trends. 	<p>Report annually on the staff satisfaction levels of those with Protected Characteristics with the following key objectives:</p> <ul style="list-style-type: none"> Increase completion of the survey to at least 50% of all staff Increase the satisfaction of staff in minority ethnic groups to within 3pp of all other staff across at least 75% of questions Increase satisfaction levels of male staff to within 3pp of all other staff on subjects of feeling valued and staff development. 	<p>Staff Satisfaction survey data now available by protected characteristic.</p> <ul style="list-style-type: none"> 20% of staff completed the survey Minority Ethnic groups were less satisfied that other staff in more than 1/3 of questions Male staff satisfaction Feeling valued 69% (8pp below) Sufficient CPD 51% (31pp below)

7. Appendix B – Data

Students

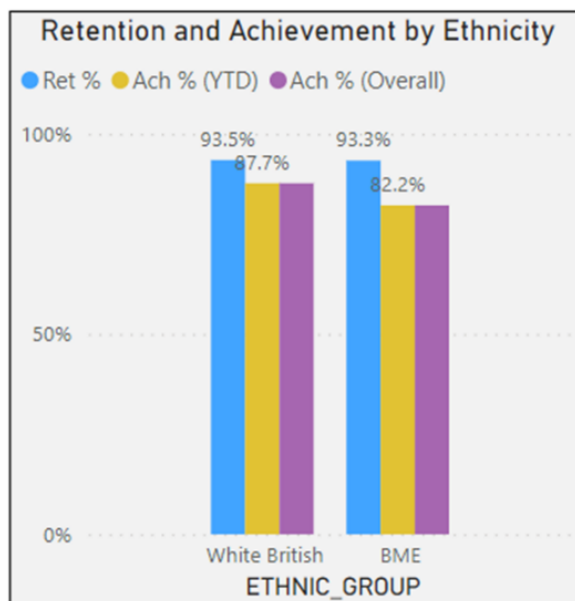
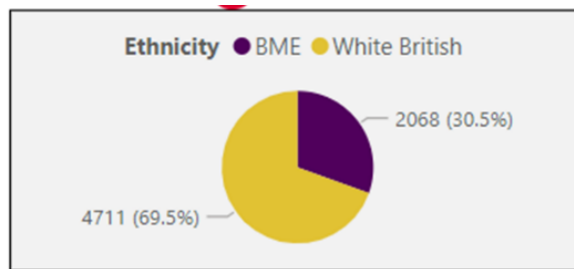


Figure 1: All Students 2021-22

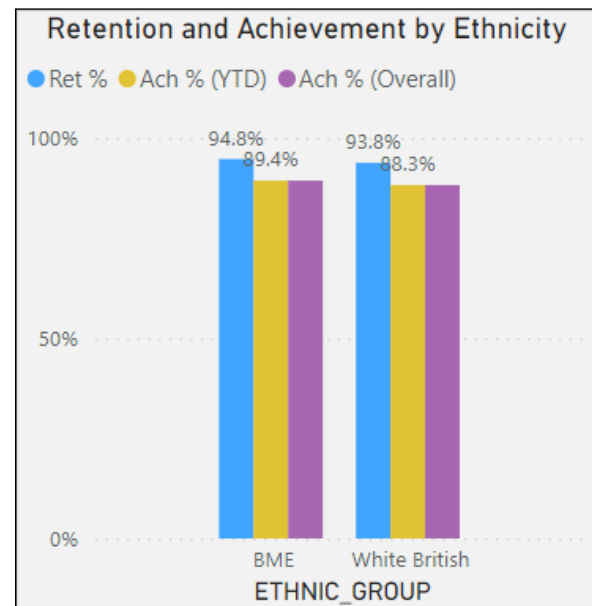
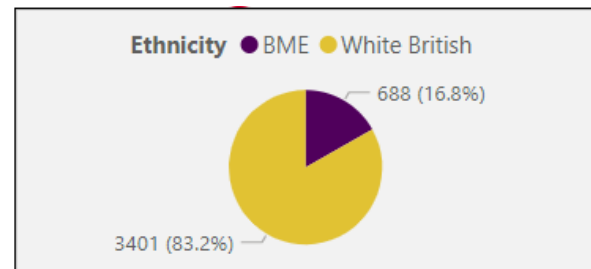


Figure 2: Study Programme students 2021-22

Oxfordshire Schools Pupil Ethnicity 2021

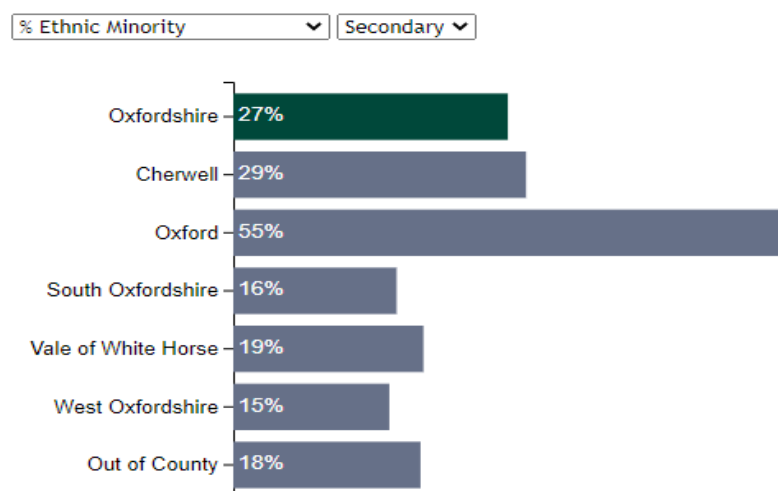


Figure 1 : Oxfordshire Districts, Ethnic Minorities in Secondary Education

Staff Data

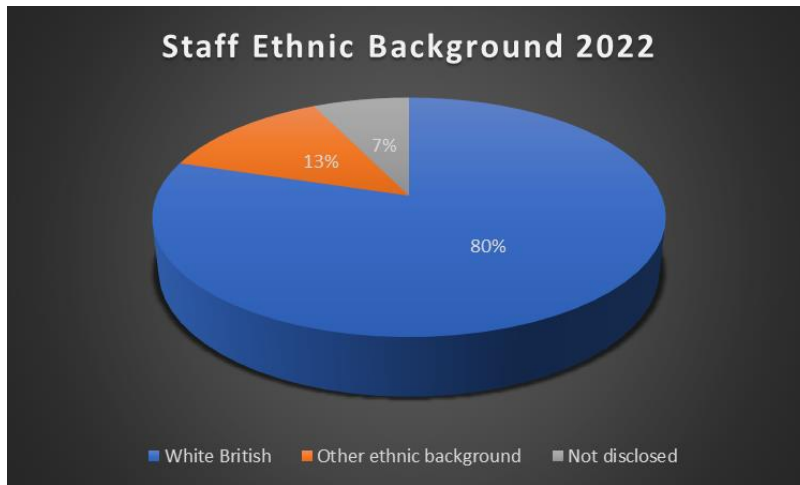


Figure 4: College Staff declared ethnicity data, Autumn 2022

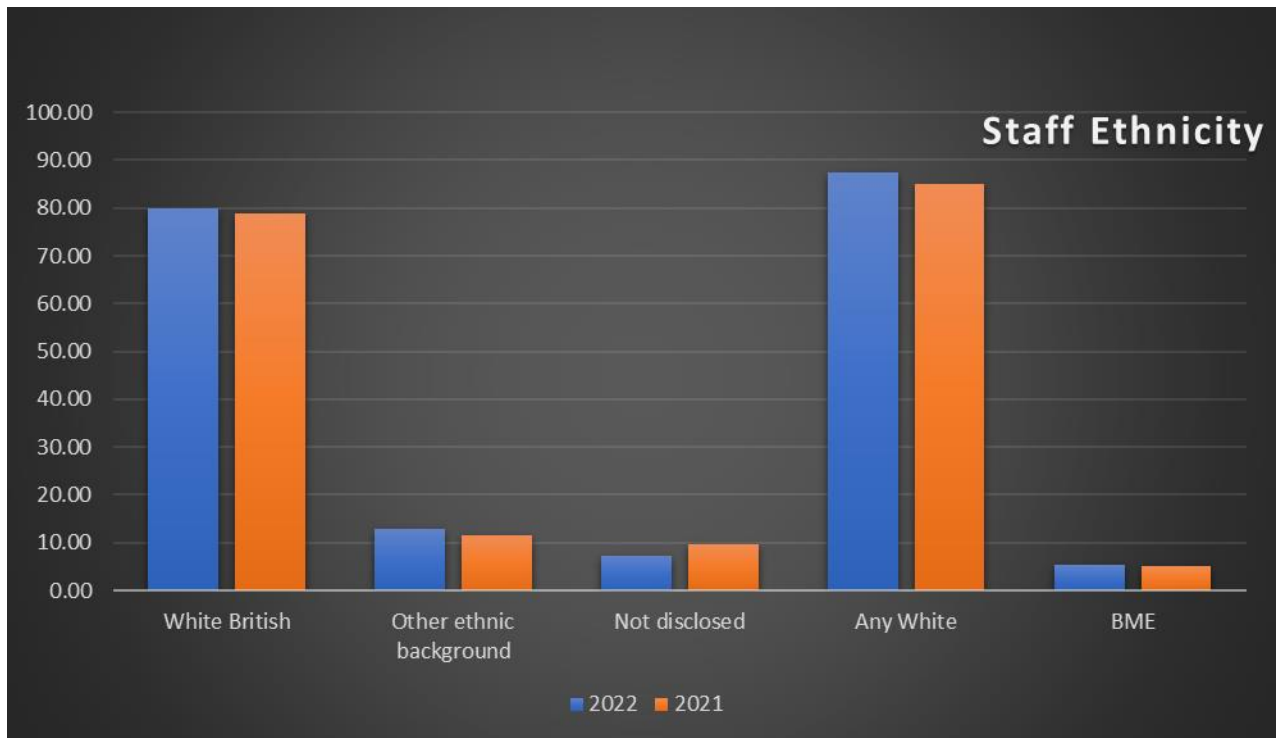


Figure 5: College Staff Ethnicity comparison

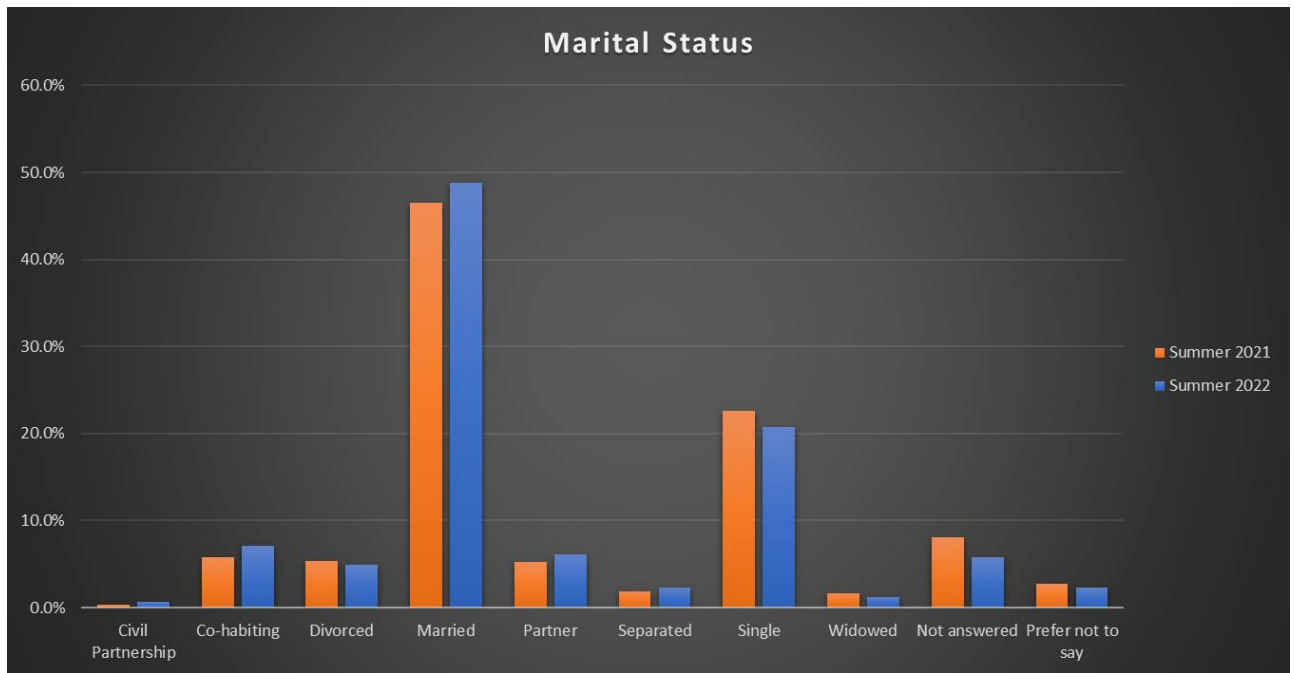


Figure 6: Staff Marital status

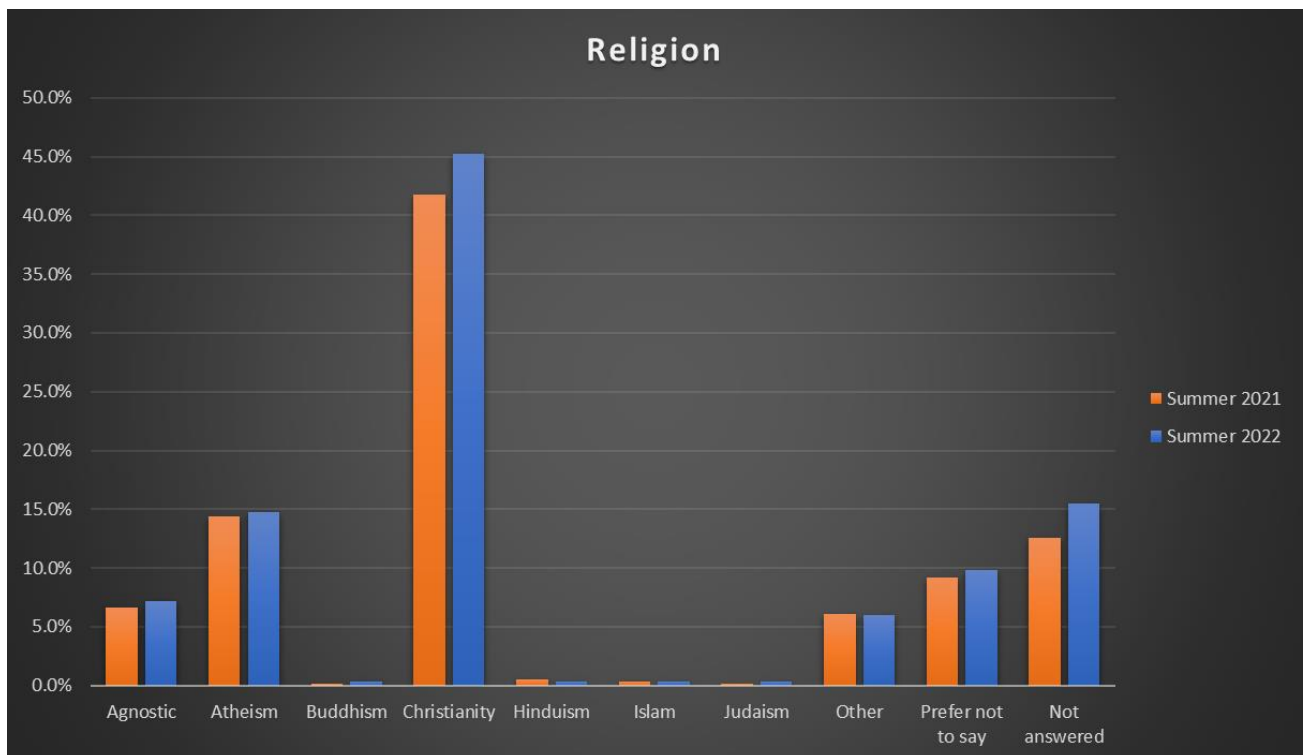


Figure 7: Staff Religion

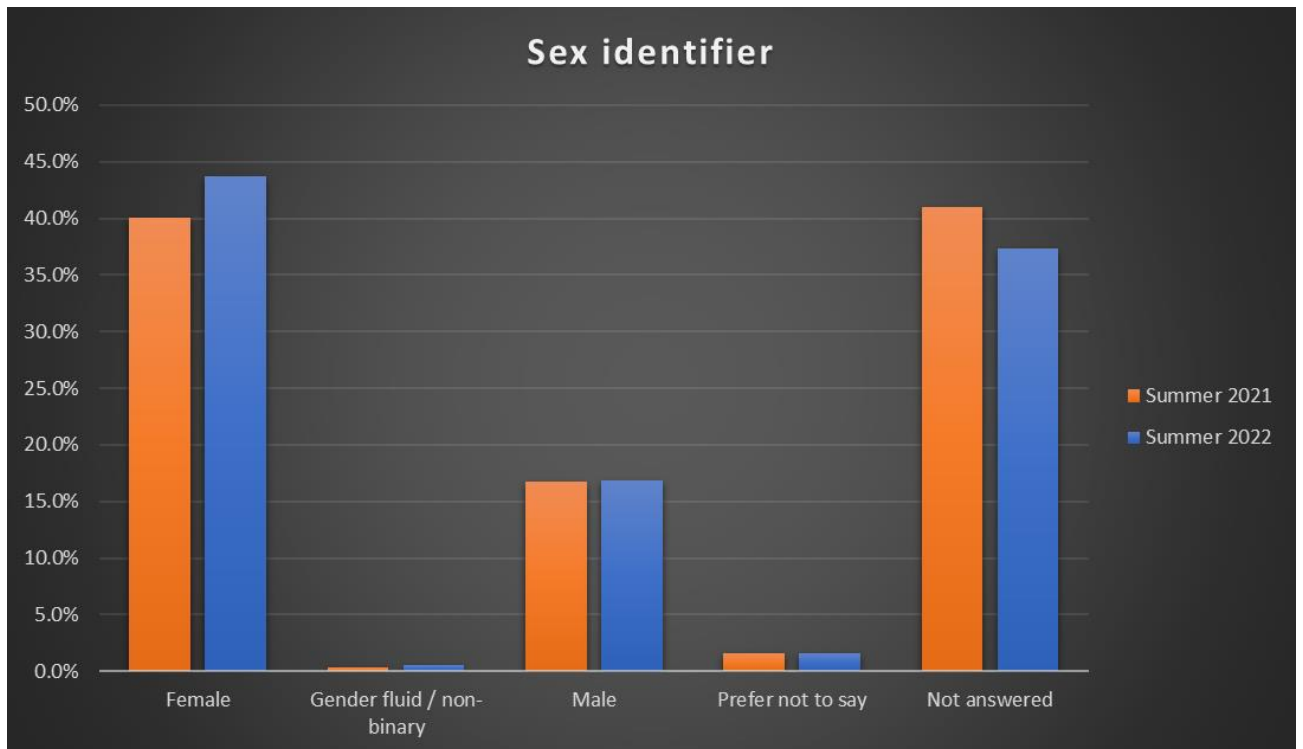


Figure 8: Staff Sex Identifier

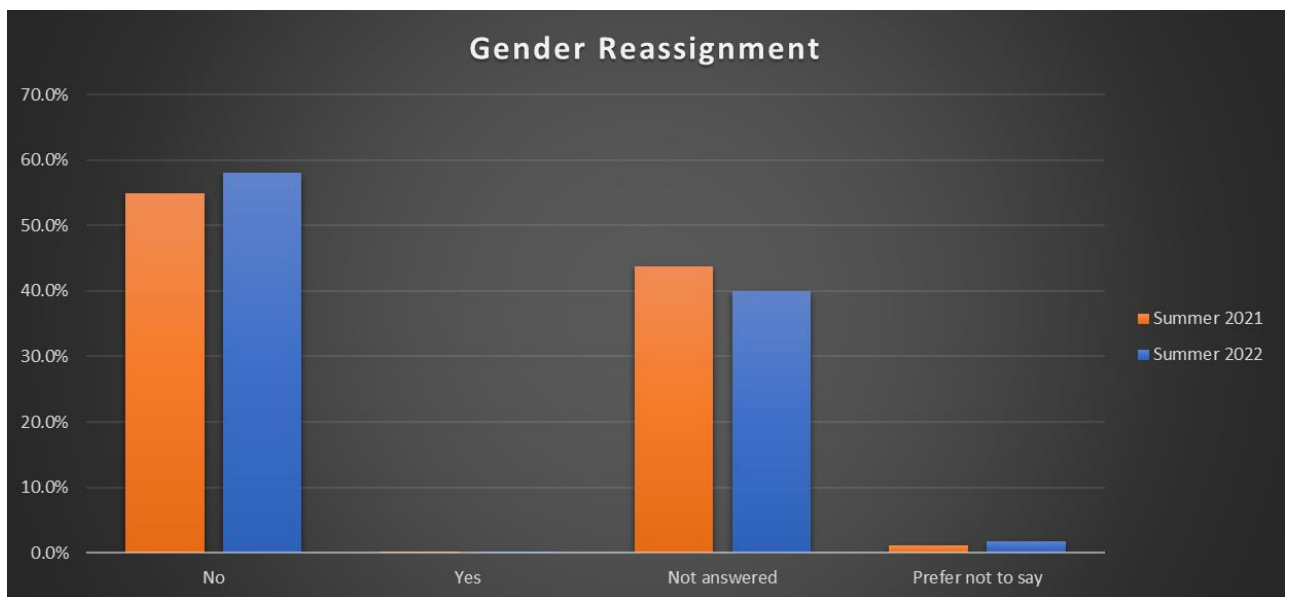


Figure 9: Staff Gender Reassignment

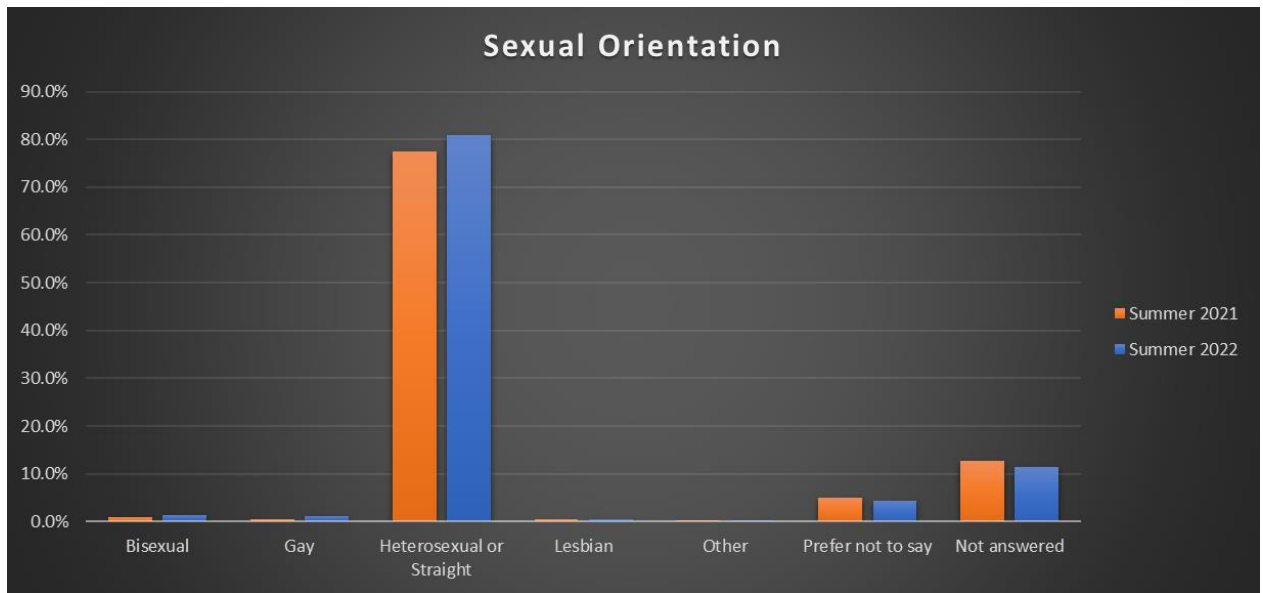


Figure 10: Staff Sexual Orientation

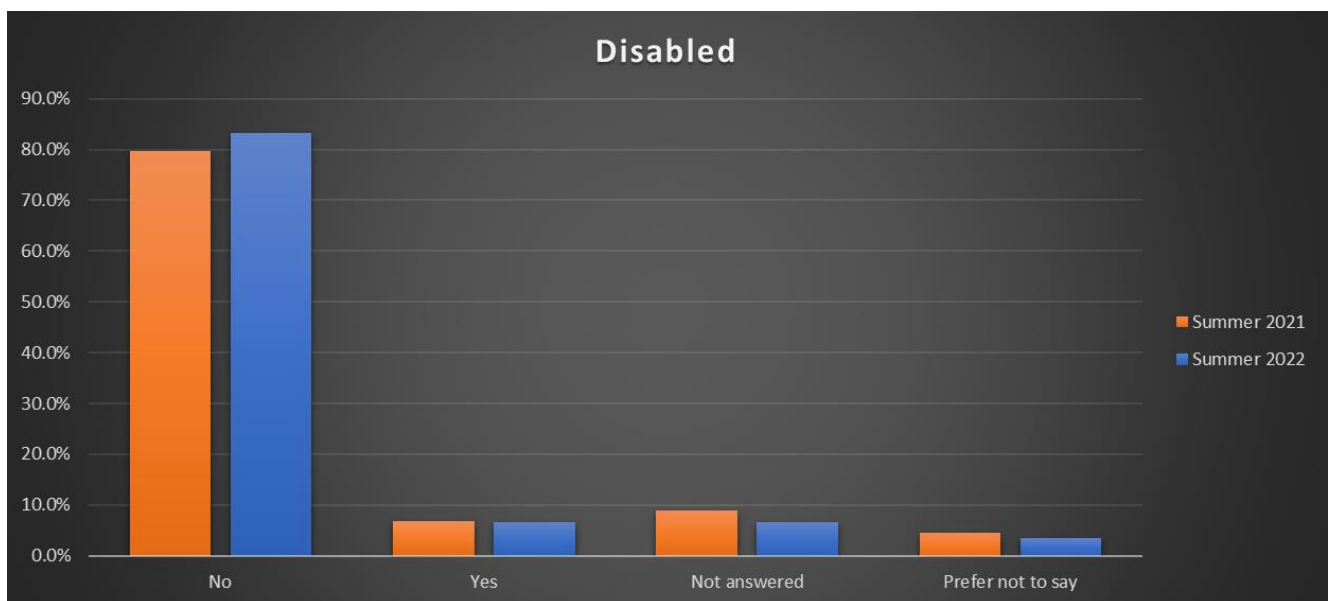


Figure 11: Staff Disabilities

Staff Data Tables 2021-2022

Ethnic origin	Any other ethnic group	Arab	Asian: British	Asian: Chinese	Asian: Indian	Asian: Other	Asian: Pakistani	Black Other	Black: African	Black: British	Black: Caribbean	Mixed: Other	Mixed: White and Asian	Mixed: White and Black Caribbean	Other	White: British	White: Irish	White: Other	Not answered	Prefer not to say
Summer 2022	0.2%	0.4%	0.2%	0.4%	0.5%	0.2%	0.2%	0.2%	1.4%	0.2%	0.2%	0.7%	0.5%	0.2%	0.2%	79.8%	1.1%	6.5%	4.9%	2.3%
Summer 2021	0.2%	0.2%	0.0%	0.6%	0.6%	0.0%	0.2%	0.2%	1.1%	0.5%	0.0%	0.5%	0.6%	0.0%	0.5%	78.8%	0.8%	5.5%	6.9%	2.6%

Marital status	Civil Partnership	Co-habiting	Divorced	Married	Partner	Separated	Single	Widowed	Not answered	Prefer not to say
Summer 2022	0.7%	7.0%	4.9%	48.8%	6.2%	2.3%	20.8%	1.2%	5.8%	2.3%
Summer 2021	0.3%	5.8%	5.3%	46.5%	5.2%	1.8%	22.6%	1.6%	8.1%	2.7%

Religion	Agnostic	Atheism	Buddhism	Christianity	Hinduism	Islam	Judaism	Other	Prefer not to say	Not answered
Summer 2022	7.2%	14.8%	0.4%	45.2%	0.4%	0.4%	0.4%	6.0%	9.9%	15.5%
Summer 2021	6.6%	14.4%	0.2%	41.8%	0.5%	0.3%	0.2%	6.1%	9.2%	12.6%

Gender	Female	Male
Summer 2022	70.8%	29.2%
Summer 2021		

Sex identifier	Female	Gender fluid / non-binary	Male	Prefer not to say	Not answered
Summer 2022	43.7%	0.5%	16.9%	1.6%	37.3%
Summer 2021	40.1%	0.3%	16.8%	1.6%	41.0%

Gender reassignment	No	Yes	Not answered	Prefer not to say
Summer 2022	58.1%	0.2%	40.0%	1.8%
Summer 2021	54.9%	0.2%	43.8%	1.1%

Sexual orientation	Bisexual	Gay	Heterosexual or Straight	Lesbian	Other	Prefer not to say	Not answered
Summer 2022	1.4%	1.1%	81.0%	0.5%	0.2%	4.4%	11.4%
Summer 2021	1.0%	0.5%	77.5%	0.5%	0.2%	5.0%	12.8%

Disabled	No	Yes	Not answered	Prefer not to say
Summer 2022	83.3%	6.7%	6.5%	3.5%
Summer 2021	79.6%	6.8%	9.0%	4.5%