Moving from 'Compliance to Culture'

Equality, Equity, Diversity & Inclusion

September 2023 - June 2024 Report

Moulton
COLLEGE

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

* 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.

Contents

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 2023)

"

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 wellbeing 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.

"
'The college has created an inclusive and welcoming environment.'

(First Impressions Survey 2023)
"

A Role for Everyone:

- 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.

- 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.

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 has been 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. This is now published on the College website and is handed out to all new members of staff during their induction.

The College has identified that there are approx. 289 students studying at Moulton who have Dyslexia during 2023-24. To help combat the pressures for these students an Assignment Brief template has been designed to specifically support these students which is used collegewide for all students. The Moulton College Power Point template has also been created with a buff coloured background to help these students too.

The physical design of our campus and our buildings can present some significant challenges for inclusivity, particularly for those who have a physical disability. 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 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 regular question is now part of 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 next steps in Equality improvement.

The College endeavours to promote a sense of belonging for all its stakeholders that visit Moulton College, and to ensure that all feel respected and valued.

> **I would recommend the College because -**
>
> ## 'It's inclusive with pronouns and sexuality'
>
> (First Impressions Survey 2023)

Monitoring and Evaluation

The Equality, Diversity and Inclusion Group meets three times a year and will regularly monitor the effectiveness of the Equality Duty (i.e. 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 the 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 17 members, 5 male, 12 female and includes:

- 7 Support staff
- 2 Tutors
- 2 Managers
- 1 Director
- 3 SLT
- 1 Governor
- 1 Student Representative

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.

> **'I would recommend the college because it is inclusive and fair to all students.'**
>
> (First Impressions Survey 2023)

Promoting Equality, Recognising and Celebrating in 2023-24

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.

> **'Teachers listen to my problems and my peers are caring and inclusive.'**
>
> (First Impressions Survey 2023)

> **'It's really inclusive and a safe place and you are treated like adults.'**
>
> (First Impressions Survey 2023)

> **'It is an inclusive college that offers lots of different courses while maintaining a good working environment.'**
>
> (First Impressions Survey 2023)

Safeguarding and Well-Being

For the second year running we have found that financial issues remain one of the highest categories of concerns we are seeing. As a result we are continuing to issue food bank vouchers to students and offer the food card system, where staff can issue cards for students to access a meal during the college day.

A new initiative we have this academic year is provision of food parcels. These can be given to students to take home for an evening meal if we are notified that they are struggling financially. This runs on the donations from staff at college and local supermarkets. This has been a highly used service and one that continues to grow in need.

Our period poverty scheme continues and we have been able to widen the choice of products to students and are now only ordering sustainable products.

Mental health concerns continue to rise across all age groups, 16-18 years being our highest numbers. We are seeing an increase in HE students with mental health issues. We have now recruited a HE success coach who has raised awareness of the support available both at college and via external agencies.

The Student Assistance Programme continues to be widely accessed by students via the helpline number.

We have the Wellbeing Hub running each day, 9am - 3pm. There has been new signage for the service since March which has improved visibility and this academic year we have seen to date 764 students for a variety of wellbeing and safeguarding issues.

We have collaborated with Everyone active, the onsite gym, and now have discounted gym and swim sessions for students who are struggling with their mental health but unable to afford a regular monthly membership.

We have commenced a collaboration with the Children's Wellbeing Practitioners team who work for the Northamptonshire Healthcare Trust. They are able to provide CBT therapy for students following consultation with a member of the wellbeing team. This is open for all students that meet their criteria including our neurodivergent students where the support will be tailored to meet their need. For those SEND students that feel unable to speak to them they can provide support and training to their NOK/carers to help them support their child.

This is a new initiative that is in the early stages but we look forward to further developing this in the new academic year.

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

This academic year the Enrichment Lead worked with students in consultation on how they would like the LGBTQ+ group to run. Previous years, we had face to face groups as well as online groups. There was a clear interest in keeping the "Got Pride" group online to ensure it was inclusive for all. Posters were created to promote even further across all campus' including Higham, however engagement has been poor this year with only four active members on the group. This has been promoted via the Personal Development curriculum to raise awareness and look forward to further engagement from the students.

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.

Other EDI related events will also be promoted on the Staff Hub throughout each year to share the celebrations across the nation.

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 college has a wonderful ethos where students health and wellness is focused on as well as their academic work. The college also is inclusive and adjusts their teaching styles to adapt to students whose needs maybe different from other students requirements'**
>
> (Parent Carer Survey 2023-24)

91% of students agree that the College is inclusive

British Sign Language

One of our staff has presented a workshop session on British Sign Language (BSL) 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 has been delivered to any staff member who wishes to attend and will also be open to external candidates.

Nine staff from across the College have completed the Introduction to BSL following 10 weeks of lessons with Gemma Nugent. Feedback received has been very positive, with many wanting to continue their studies and also meet up regularly to practice their newly acquired skills. One student fed back; "I was able to learn to converse and build confidence in signing. It was the best course I have done since being at the college for CPD. Gemma taught the course in a relaxed environment and very supportive for all". The next cohort has already started. If you are interested in BSL please get in touch with Gemma who will add you to the growing waiting list!!

End of Year Conference

Last year the end of year conference had an EDI Theme. We heard 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.

Dean Beadle
Dean discussed his journey from being a young school pupil who exhibited "challenging behaviour" and was described as a "monster", to a successful adult who helps to train new teachers and other professionals about autism and works as a speaker at events across the UK and abroad.

External Support

Jeff Greenidge, Director of Diversity from the AoC, was 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. The training took place with Senior Leaders and was a great success allowing Senior Leaders to become involved in the culture we are looking to create across the college.

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.

During April the Association of Colleges released an EDI charter for colleges to sign up to this is a public statement of commitment, which strives for equity across the sector and creates an inclusive environment for all. You can read more about this below.

The Lead for EDI at the College attended a training event with 'Westminster Insight'. The new College objectives were presented and endorsed by the likes of Rob Neil OBE, who is chair of the civil service race forum-an umbrella network of BAME staff networks along with delegates from Essex Air Ambulance, Police service, Humberside fire and rescue, Westminster council and the Mobility foundation.

What's new in 2023-24

Pronoun Badges

During 2023-24 students asked if we could add another pronoun badge to the collection already available at college, the 'Just Ask' Pronoun badge was born.

Rainbow lighting

Thanks to our amazing facilities team, rainbow lights were added underneath one of the trees within the residency area. This will be a great place to sit on those warm sunny evenings after a hard day at college.

Rainbow Umbrellas

If you are unfortunate enough to get caught in the rain whilst moving around the College, rainbow umbrellas could help you out. Our Uniformed Public Services students were very grateful during one of the open days in the rain!

New Staff Lanyards

For the 2024-25 academic year, all staff will be issued with a new style lanyard. This lanyard will be grey in colour and will showcase a rainbow logo.

Moulton College Website Page

Moulton college EDIU website page has been revamped and updated. You will now find reports, objectives, activities and much more please take a look - Equity, Diversity & Inclusion | Moulton College

Virtual Reality Workshops

The staff in the Learning Hub are creating workshops for students to attend which use different EDI based VR packages.

The packages include:

- Navigating Microaggressions - Radicalised and other marginalised members of society endure microaggressions every day. But some people don't know microaggressions even exist. This module will help you to: Improve your awareness of microaggressions, Stop engaging in behaviours that create and perpetuate race-based harm
- Bias as a barrier - Unconscious bias impacts people who are different from us, as well as limiting our ability to think critically.
- Understanding Conflict - Observe how conflicts can develop within diverse teams, develop your ability to flag non-inclusive behaviour and practise relationship-building skills.
- Recognising Privilege - Privilege means having access to or enjoying an unearned right, benefit or advantage, simply by belonging to a particular group or identity. In this module you will learn how to understand types of privilege, how privilege affects your own life and how to use it to build a fairer society.
- Gender Inclusion - Identify non-inclusive behaviours, experience what microaggressions feel like and practise strategies to challenge non-inclusive behaviour such as objective feedback, impact assessment and open-ended questioning.
- Giving Feedback - Observe how managers perpetuate non-inclusive behaviour, develop techniques to challenge and create self-reflection and practise giving effective feedback.

Network events

The college now takes an active part in several networks where others from colleges and universities get together to share good practice and discuss events, activities and issues that may arise around EDI.

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

Teachers who use the college power point template will now see the buff coloured background on each page to support students.

All learning support staff have had learning walks across the year to support them with their sessions and all learning walks across the college will look at how EDI is embedded within the learning environment and to consider if the learning environment is fully inclusive.

New Staff Inductions

EDI is now a subject which is delivered within the new staff Induction sessions each month. During this session the significance and importance of EDI at the College is discussed, and how we ensure that all students and staff have a sense of belonging and are valued and respected. Each staff member is given an 'Inclusive Language' guide along with a badge which celebrates EDI.

Projects to look out for in 2024-25

Network groups for minority groups

This will be a pilot of network groups initially involving HE students only and as the groups evolve, we will open the groups to the rest of the college community. All groups will be overseen by a nominated member of staff from that demographic group who will monitor and support discussions via Teams which will allow for a safe space in which to discuss issues. Initial groups that will be set up will include:

• Black students

• Asian students

• Female students

• Students with disability

• Mature students

Foods of the World

Themed days in the college canteens to celebrate different cultures, religions or countries. This will include the chefs preparing food from the chosen theme for those who enjoy a meal in the canteen to experience. It may also include food vans on site who prepare and sell different food types too.

Positive Role Models

Look out for posters around the College of celebrities, bloggers or social media influencers who also live with different neurodiverse issues. Hopefully this will then inspire our staff and students and realise a sense of belonging for all our stakeholders.

Luke's Training

One of our College staff will be delivering the Autism Specialist Award to all staff who wish to participate in this next year. Luke is trained in delivering the award from the National Autistic Society and is keen to share his knowledge.

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.

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.

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.

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 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.

94%
of Parent/Carers agree that the College is inclusive

> **'The library is an inclusive place and is always able to make me smile even on a bad day'**
>
> (First Impressions Survey 2022)

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.

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 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.

Analysis of Student Equality Data

Pertinent points relating to top level 2023-24 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

Employee Monitoring

Our new HR system has been in place for 12 months and while this has embedded well we are continuing to work with our staff community to ensure full completion of all the EDI data fields and develop a rich set of data.

This process is ongoing and will ultimately lead to reports on age, disability, gender, race, religion or belief and sexual orientation.

Employment monitoring reports will be produced as a result of this complete workforce data: to include 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.

In the last year we have reviewed our recruitment practices including the use of appropriate language and advert placement to ensure we reach the widest possible range of communities. Budget continues to limit advert placement and PR reach but our offer and presentation reflects our inclusive ideals.

> **I would recommend the college because... 'They are inclusive and want those with SEND to achieve'**
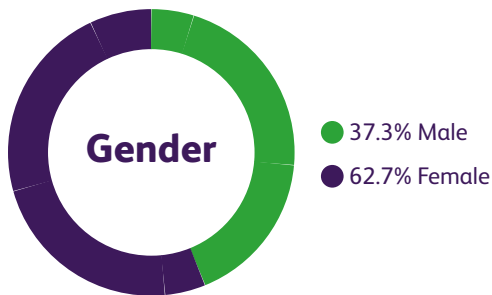>
> (Parent/Carer Survey 2023-24)

Staff Equality Data

Key measures relating to top level 2023-24 equality datasets are highlighted here.

Gender

Overall, our workforce comprised of 37.3% males and 62.7% females.

- 37.3% Male
- 62.7% Female

Age

The College employed a total of 362 staff at the end of the period which can be broken down as follows:

- 4.4% Age <25 (17)
- 23.5% Age 25 – 34 (85)
- 21.3% Age 35 – 44 (77)
- 24.0% Age 45 – 54 (87)
- 22.1% Age 55 – 64 (80)
- 4.4% Age >65 (16)

Just over a quarter of our workforce is over 55. Due to the experience required in many roles we continue to see a lower proportion of staff employed under age 25. Succession and transitional arrangements to manage departures from the organisation continue to be a consideration as we continue to see an increase in requests for reduced hours and staggered retirements across our workforce.
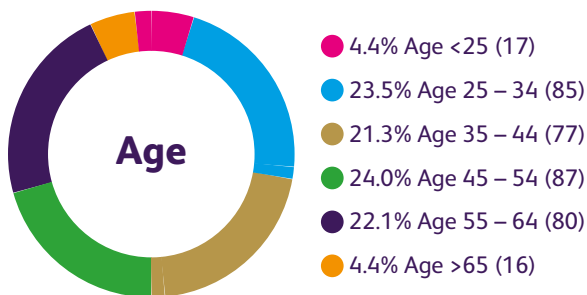
Gender Pay Gap

Based on the snapshot date in March, 2023 the College reported a mean gender pay gap of 7.85% and a median pay gap of 15.68%. This is an improvement against the previous mean gap of 11.02% but an increase in median pay gap of 9.83%. This is over the mean UK average of 8.7% at March 2023 as published by the Office National Statistics.

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

Ethnicity

The College is committed to maintaining a diverse staff community. Our current staff statistics are as follows:

Ethnicity	%	Ethnicity	%
White	0	Black - Other	0.27
White - British	18.24	Asian	0
White - Other	0.27	Chinese	0
Pakistani	0	Mixed Heritage	0
Black African	0	Other/Not Known	81.22
Black Caribbean	0		

Due to the launch of a new HR system in year a lot of our historical diversity data was cleansed. It was a conscious decision to promote staff to complete these details agin and refresh their descriptors but this has not yet been fully completed and therefore this dataset needs further development. We regularly review our recruitment practices to eliminate any barriers to entry and ensure equality of opportunity where promotions are available. Shortlisting is completed "blind" based on only the candidate's experience, employment history, qualifications and supporting statement to minimise the risk of bias.
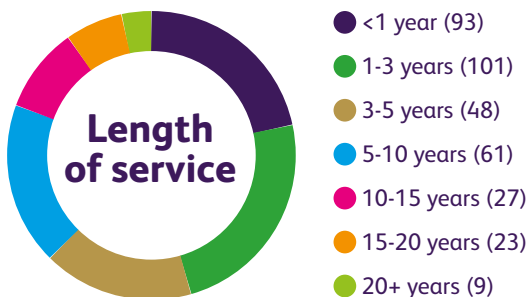
Length of Service

The College has undergone significant change, development and growth in recent years, but we still retain a range of staff with extensive service. The College has seen consistent growth in recent years and while a significant number of additional staff were required in 2021-22 we have been able to manage further growth through effective timetabling and maximising group sizes. As a consequence we continue to see higher numbers of staff with less than 3 years' service:

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. We are also seeing increasing requests for part time working hours as people seek to extend their working lives.

While we aim 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 to reflect longer periods of service.

Length of service

- <1 year (93)
- 1-3 years (101)
- 3-5 years (48)
- 5-10 years (61)
- 10-15 years (27)
- 15-20 years (23)
- 20+ years (9)

Meet our staff

A message from a member of the EDI group

'During my 20 years at the college, I have seen a real improvement in the work carried out around EDI. Years ago there was very little understanding of what equality (now equity), diversity and inclusivity meant; there was certainly little desire to understand the issues that arise from not having a robust EDI policy in place! Over recent years, the positive change in the college culture has resulted in the creation of the EDI group, attended by volunteers who share a passion for improving the experience of students, staff and other stakeholders. This takes time and commitment on top of existing workloads - to have such an actively engaged group of staff and students is commendable.

This group has planned the delivery of EDI related activities around the college and has enabled the holistic integration of EDI into many teaching activities. There is also now a greater expectation that staff use the data available, to understand trends and themes within their areas - are early leavers from a particular group, for example? The college dashboards have been developed to provide accessible EDI data in an easy to understand format.

Overall, the college has developed a strong commitment to the implementation of EDI principles, with outcomes which can be measured by their impact upon the whole community. Working with a diverse range of colleagues means that I am constantly improving my knowledge and understanding of various issues; as such, I am able to support students in a way that I was unable to do previously. This enhanced student experience may well be a contributing factor in our growth in application / enrolment numbers!'

"

Overall, the College has developed a strong commitment to the implementation of EDI principles, with outcomes which can be measured by their impact upon the whole community.

"

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 2023/24 Corporation Board is as follows:

94% of the College's Corporation Board declare themselves as White British. 6% identified as other ethnic group and 6% 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 which 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 continue 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 from 2020-2024 have been closed and mostly met, with 1 objective which will become a re-occurring objective throughout our college life. Objective 3. Develop a rich qualitative fact base and quantitative data collection. This is an area that we will keep chasing year on year. 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.

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.

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 this will continue at the staff conference 2024.

We are working closely with the Director of Diversity & Governance at AoC and members of the EDI Group have attended the AoC EDI conferences regularly each year.

The College is now embarking on a new adventure to complete the new EDI objectives (which can be seen on pages 30 and 31).

Members of our EDI Group
From left to right: Mohammed, Faye, Kathryn, Amy, Joanna, Nikki, Jo, Dawn, Rachel and Ann
Not pictured: Angela, Brad, Fallon, Ian, Lee and Tony

AoC EDI Charter

The UK is a multinational, multi-ethnic, and multi-faith society where our strengths and values are rooted in our culture.

The Further Education sector reaches millions of students, staff, and many communities in every town and city across the country, and is uniquely placed to bring about transition and transformation in our society. Colleges are centres where students belong.

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

We recognise that:

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

We commit to building an environment of belonging by:

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

We will lead by example, tracking our impact by:

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

Our Equality & Diversity objectives 2024-2028

'Compliance to Culture'

Vision:

To Strengthen diversity and improve inclusion across student and staff communities. Developing our vision to create an inclusive and respectful culture where diversity is valued and celebrated, and everyone has equal opportunities to succeed and thrive at Moulton College

EDI Objectives:

- Strengthen
- Promote
- Develop
- Celebrate
- Enhance

Corporate Objectives:

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

> **'The college also is inclusive and adjusts their teaching styles to adapt to students whose needs maybe different from other students requirements'**
>
> (Parent/Carer Survey 2023-24)

1. **Strengthen** Equality, Diversity, Equity & Inclusion into our core ethos and culture.

1:1 Develop a culture that is people centric and promotes inclusivity.

1:2 Develop a strong EDI focus across all Teaching Learning and Assessment.

2. **Promote** the expected behaviours and challenge discrimination without fear.

2:1 Provide 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 and is demonstrated to be of utmost importance to us all.

2:2 Promote an environment where students staff and visitors feel comfortable to challenge discrimination having the backing of senior leaders.

3. **Develop** a rich qualitative fact base and quantitative data collection.

3:1 Monitor and analyse EDI data (as Business Intelligence- BI data) at Moulton College to identify areas for improvement and develop evidence-based solutions.

3:2 Analyse staff and students' EDI needs and requirements.

4. **Celebrate** and strengthen our diversity and improve inclusion across student and staff communities.

4:1 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.

4:2 Continuously promote, celebrate, and value diversity, ensuring equality is at the heart of all we do.

5. **Enhancing** the staff and student experience through fostering an environment of access and inclusion and improving the diversity of our organisation.

5:1 Ensure that in respect of both employment and education, all are provided in an environment in which diversity is valued.

5:2 Create a working environment and culture in which every individual can feel safe, have a sense of belonging and be empowered to reach their full potential.

First Impressions Survey 2023 results

Survey:	First Impressions Survey September 2023
Report By:	**Learning Diff Or Disability**
Benchmark:	All Respondents
Report style:	Internal Benchmark, Agree%, Questionnaire order
Filtered by:	All Respondents

	Prefer not to say			Y		
No. of respondents	1321			706		
	Agree	No	Diff	Agree	No	Diff
Induction						
1 The Induction helped me settle in to College	80	1143	1	79	617	=
2 The teachers helped me settle into my course	90	1248	=	89	672	-1
3 The expected standards of attendance and punctu...	93	1283	=	93	689	=
4 I know who to ask for help with any problems or c...	93	1297	1	91	691	-1
5 I know where and how to find careers advice and...	84	1261	1	81	681	-2
6 I feel this is an inclusive College	93	1258	2	89	681	-2
Summary	89	1315	*1*	87	701	*-1*
My Course						
7 I know when my assignments / modules are due f...	83	1167	1	81	589	-1
8 Assignments / modules are spread evenly across ...	81	1107	=	80	582	-1
9 I know how my course is graded and the target gr...	84	1269	1	80	675	-3
Summary	83	1298	*1*	80	691	*-2*
Health & Safety						
10 I was given the guidance I needed to learn safely ...	90	1237	1	88	665	-1
11 I understand what is meant by peer on peer abuse	95	1267	=	95	678	=
Summary	92	1278	*=*	92	685	*=*
Feeling Safe						
12 Since starting at Moulton College I have seen that i...	93	1261	2	88	674	-3
13 I know how and where I can report peer on peer a...	87	1269	=	87	684	=
14 I feel safe at the College	93	1234	2	88	679	-3
Summary	91	1307	*1*	88	700	*-2*
Quality Assurance						
15 I would recommend the College to others	89	1234	=	87	654	-2
Summary	89	1234	*=*	87	654	*-2*

	16-19			19+		
No. of respondents	1840			187		
	Agree	No	Dif	Agree	No	Dif
Induction						
1 The Induction helped me settle in to College	78	1611	-1	91	149	12
2 The teachers helped me settle into my course	89	1761	-1	96	180	6
3 The expected standards of attendance and punctu...	93	1792	=	98	180	5
4 I know who to ask for help with any problems or c...	92	1808	=	97	180	5
5 I know where and how to find careers advice and...	83	1709	=	84	153	1
6 I feel this is an inclusive College	91	1765	=	96	174	5
Summary	88	1831	=	94	185	6
My Course						
7 I know when my assignments / modules are due f...	81	1594	-1	94	172	12
8 Assignments / modules are spread evenly across ...	80	1400	-1	92	170	11
9 I know how my course is graded and the target gr...	82	1766	-1	90	179	7
Summary	81	1806	-1	92	183	10
Health & Safety						
10 I was given the guidance I needed to learn safely ...	89	1763	=	91	150	2
11 I understand what is meant by peer on peer abuse	95	1790	=	94	155	-1
Summary	92	1805	=	92	158	=
Feeling Safe						
12 Since starting at Moulton College I have seen that I...	91	1776	=	94	150	3
13 I know how and where I can report peer on peer a...	87	1791	=	87	162	=
14 I feel safe at the College	91	1766	=	95	177	4
Summary	89	1824	-1	92	183	2
Quality Assurance						
15 I would recommend the College to others	88	1711	-1	93	177	4
Summary	88	1711	-1	93	177	4

Annual events celebrated in 2024

January 2024
- Martin Luther King Day
- Cervical/Prostate Prevention
- Burns Night
- Holocaust Memorial Day

February 2024
- World Cancer Day
- Sexual Abuse Awareness Week
- Chinese New Year
- Childrens Mental Health Week
- Pancake Day
- Ash Wednesday
- Valentine's Day

March 2024
- Harm Awareness
- World Book Day
- International Women's Day
- Ramadan
- No Smoking Day
- Young Carers Day
- Red Nose Day
- Global Recycling Day
- Elimination of Racial Discrimination

April 2024
- Stress Awareness Month
- Eid
- Earth Day

May 2024
- World Red Cross Day
- Mental Health Awareness Week
- World Bee Day

June 2024
- LGBTQJ+ Pride Month
- Loneliness Awareness Week
- Learning Disability Week

Everyone at Moulton College is as unique as a piece of fruit, but together we make an amazing fruit salad...