

## Annual Equality, Diversity and Inclusion Report

### Executive Summary

The college has a diverse study body with 26% identifying as non-white British and 24% declaring a learning disability or difficulty, higher than national FE averages. The gender split aligns to sector norms. New for 2023, students can voluntarily indicate gender identity beyond the male/female binary.

Student outcomes analysis uncovered some performance gaps - lower achievement for African, Irish and Chinese cohorts; a slight gap between high needs and non-high needs students; and a 1.8% advantage for females over males.

Staff demographic data shows a predominantly female workforce, especially in curriculum roles and business support functions versus 58% male representation amongst senior leaders. 23% of staff are from ethnic minority groups.

The gender pay gap has decreased but remains over 20%. Females occupy 82% of lower quartile roles but 52% of top tier jobs. Bonus gaps are narrower for median pay but wider for average earnings.

Key strategic priorities aim to increase diversity in A Level and STEM programmes and build ethnicity representation in college leadership to 15%.

Mandatory online Equality & Diversity training continues for all staff, complemented by specialist offerings in mental health, suicide prevention and inclusion. No staff incidents have been reported.

In summary, while progress continues across various areas, challenges and opportunities exist to promote equity, diversify leadership and nurture inclusion across the college community.

### Context and Legal Duties:

USP College is committed to promoting Equality and Diversity through all its activities including the delivery of high-quality teaching, learning and assessment. It believes in promoting equality of opportunity, access, dignity and fairness.

The Single Equality Scheme meets the requirements of the Equalities Act 2010 which replaced all previous equality legislation. The Act provides a single, consolidated source of discrimination law.

The Equalities Act brings together under one single piece of legislation:

- a. Disability Discrimination Act 1995 and 2005
- b. Special Educational Needs and Disability Act 2001
- c. Employment Equality (Age) regulation 2006
- d. Employment Equality (Religion and Belief) Regulations 2003
- e. Employment Equality (Sexual Orientation) Regulations 2003
- f. Equality Act 2010
- g. Equal Pay Act 1970
- h. Human Rights Act 1998
- i. Race Relations Act 1976
- j. Sex Discrimination Act 1975.

The Equality Duty is set out in section 149 of the Act. The Equality Duty is a duty on public bodies and other organisations carrying out public functions.

It ensures that public bodies consider the needs of all individuals in their day-to-day work in shaping policy, in delivering services, and in relation to their own employees.

The new Equality Duty supports good decision making, it encourages public bodies to understand how different people will be affected by their activities so that policies and services are appropriate and accessible to all and meet different people's needs.

Since 2018 organisations have been required to produce and publish an Accessibility Statement, which explains how accessible their website is and actions taken to improve this.

The Equality Act 2010 (also known as the Act) states the individual characteristics which are protected by law:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Pregnancy and Maternity
- e. Race - this includes ethnic or national origins, colour or nationality
- f. Religion or belief
- g. Gender
- h. Sexual orientation
- i. Marriage and civil partnership (only in respect of the requirement to have due regard to the need to eliminate discrimination).

The Single Equality Scheme involves treating some people differently and making reasonable adjustments where required.

**Student Profile:**

Based upon current student enrolments, figure 1&2 below set out the student profile.

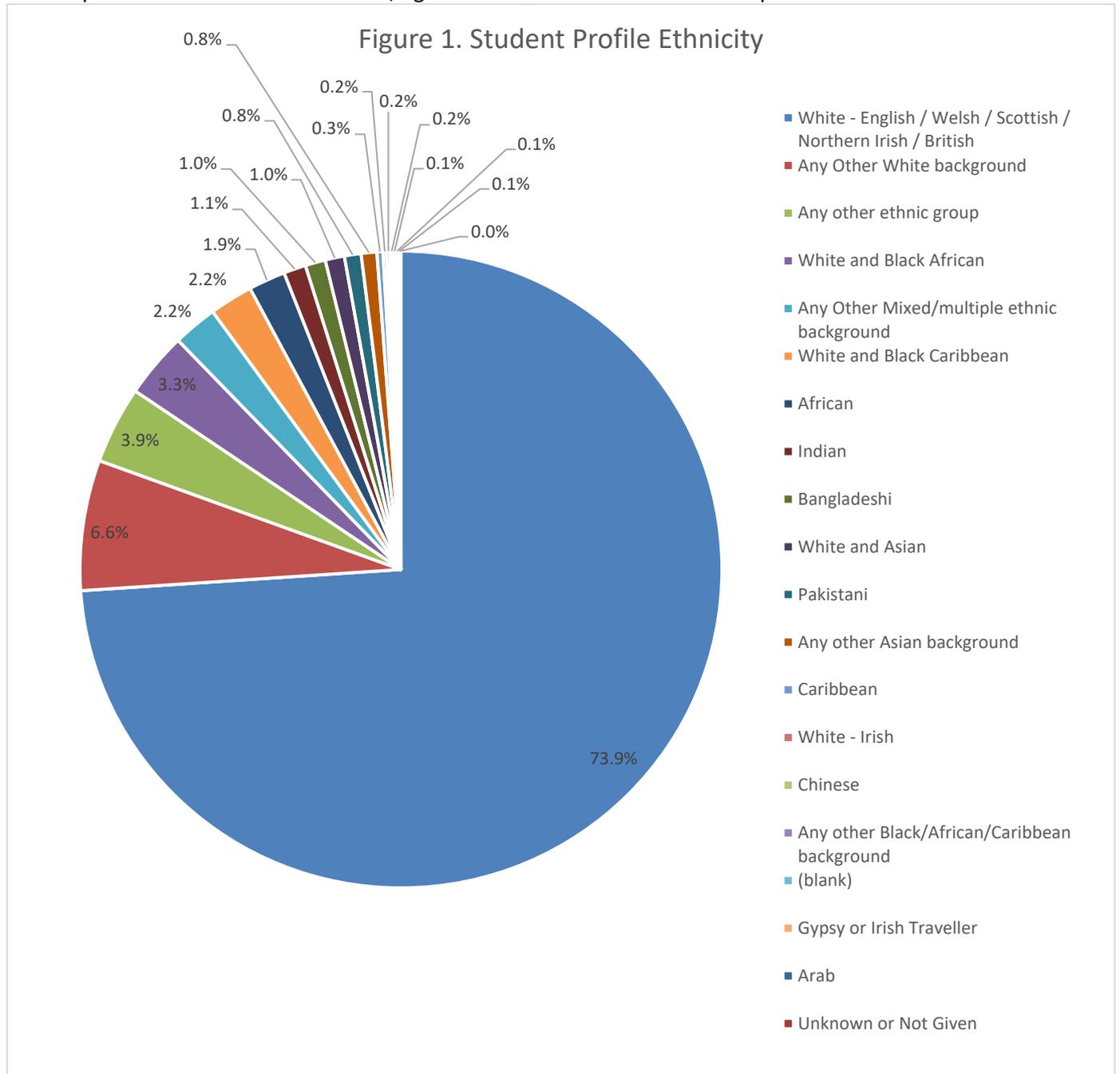
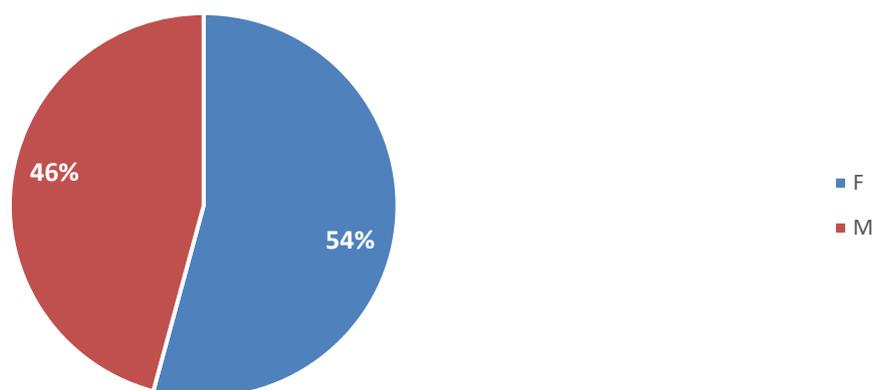


Figure 2. Student Profile Sex



**Analysis of data:**

- 26% of all enrolments from Non-White British groups (increase in 4% to previous year), compared to a local population of 20% in Thurrock and 5-10% in other Essex local authorities. USP College is more diverse than the local community and attracts students who identify as non-white British.
- 24% of USP students have a learning difficulty or disability (increase of 3% to previous year), compared to a national average of 19.6% at FE & Skills providers
- The balance of female and male students is in line with national averages
- As part of the EDI action plan students were able to identify their preferred gender. The table below shows Gender ID and percentage of the student population.

Gender ID	% of Students
Bi-Gender	0.05%
Female	0.13%
Gender-Fluid	0.08%
Male	0.28%
Non-Binary	0.46%
Not Available	0.03%
Not Known	0.18%
Transgender	0.28%
Same as Gender Assigned at Birth	98.52%

- 9% of FE students at USP College compared to a national average of 15% are in receipt of free school meals (decrease of 3% to previous year), which is an indicator of relative social deprivation.

**Student Performance:**

USP College has embedded the use of Equality & Diversity within its monitoring reports and key performance indicators. Within the annual Self-Assessment Report (SAR), areas of relative underperformance or concern are identified, and improvement plans are developed within the Quality Improvement Plan.

### **Ethnicity:**

Most ethnicities saw little gap in achievement. However, students identifying as African (21), Irish (5), Arab (4), Gypsy/Irish Traveller (4) scored over 3% lower than the 85.4% college average. Chinese (10), Other Asian(26), Caribbean(2), Pakistani (48) and Indian (46)students exceeded the average by over 3%.

### **Disability & Free School Meals:**

High needs students achieved 1.5% lower compared to non-high needs. Students with EHCPs and on free school meals achieved similarly to peers without these markers.

### **Gender:**

Female students achieved 1.8% higher than males overall.

### **Student Training & Engagement:**

Key equality actions and priorities for the year ahead in terms of plans for students:

The Student engagement team are now line manager by Student Engagement Manager who is also responsible for the design and delivery of the tutorial programme. This platform is also used to promote awareness of EDI topics. The Student Engagement team promotes and drives the EDI agenda with students. The Student Engagement Officer works with the student champions across the college to coordinate student focussed EDI initiatives.

Additionally the team utilise social media to promote awareness of a range of EDI topics

Student Champions on both campuses who represent Equality & Diversity. They direct appropriate feedback regarding E&D, any issues students may be having, sit on the E&D Committee. All student champions will receive EDI training and mental health training.

### **Awareness Events (relating to E&D):**

#### **Awareness Calendar**

Taken place:

World Mental Health Day 10th October – wore Yellow, raised money and social media post

World Coming Out Day (Social media post)

Black History Month: October – Scan and Find inspirational black women (salute our sisters) & music

International Men’s Day Breakfast held 19th (celebrated 16th November

Upcoming:

World Religion Day 21st Jan (celebrate on 18th )

Empowerment Week: WC November 27

Holocaust Memorial Day: January 27 (Celebrating on 25th)

LGBTQ+ History Month: February

International Women’s Day 7th March

International Day of Women and Girls in Science 11th Feb (celebrate 8th Feb)

Women’s History Month:

Mental Health Awareness Week 13th May

World Culture Day May 21st (looking to celebrate earlier for maximum student participation)

Pride Month June

Eid 17th June Social Media Post

### **Student Union:**

EDI Champion responsible for coordinating World Culture Day events and supporting other events, and attending the EDI committee meetings.

New structure this year that is a fairer representation of the different curriculum areas more inclusive

### **Targeted Enrichment Groups:**

LGBTQ+ Social Group

Female Alliance Collaboration Group (SEC – Colab – potential)

Sport Charity Week raising the awareness of disability in sport w/c 18th December

Crochet club – to increase female participation

“This girl can” ambassador in sport

### **Tutorial**

E&D calendar starter activities (BHM, Mental health awareness, anti-bullying week, Empowerment week, LGBTQ+, world religion day, international women’s day, Autism Awareness, Eid and Ramadan)

E&D events shared in Tutorial student notices – continuous

Equality and Diversity in the workplace session

Black History Month – scan and find posters of inspirational black women relevant to career areas (taken place)

PREVENT British Values and looking specifically at eradicating hate towards different race/religion pro justice and peace (taken place)

Empowerment Week – healthy relationships, consent content

Managing mental health

Theories of religion

Distribution of wealth and power

Gang awareness – understanding vulnerability

Aspects of E&D in sessions such as: Age relevant employment rights, scenarios include a variety of types of people, images videos to represent the student population, interview fair scoring, pay gap in employment)

### **Staff Profile & Recruitment:**

#### **Gender:**

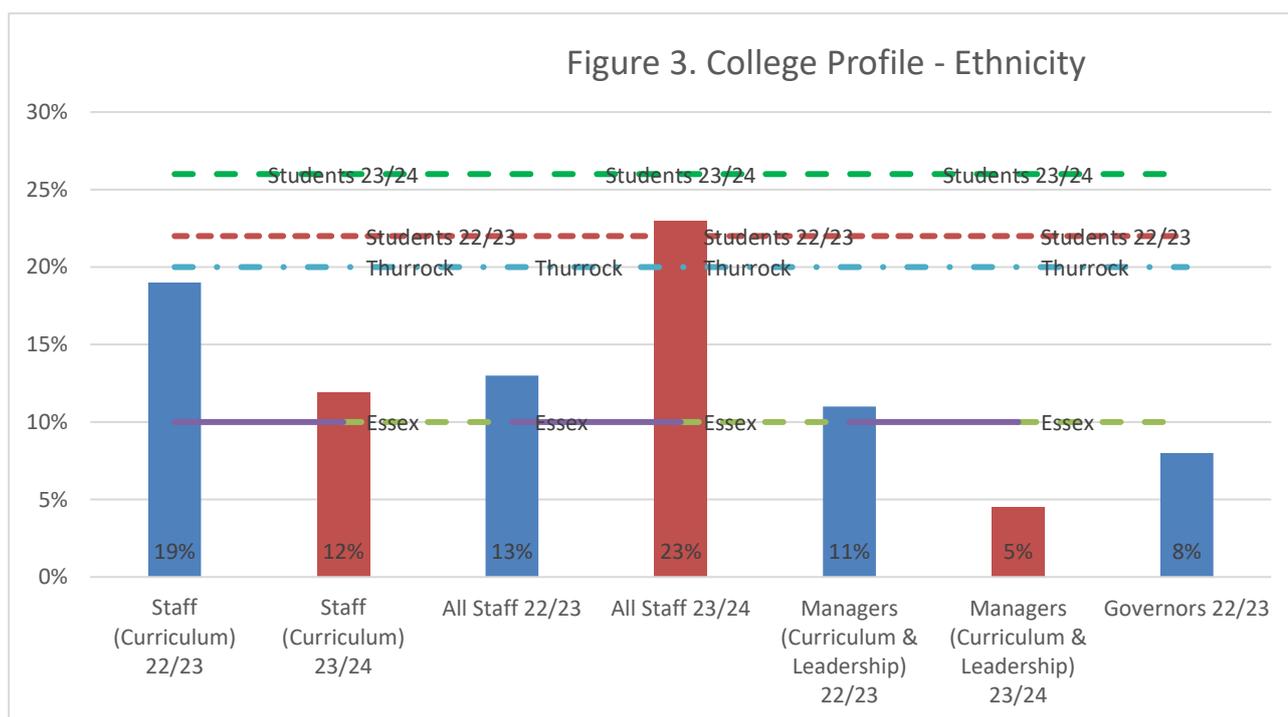
- Over 72% of staff are female – 62% in curriculum and 76% in business and learning support
- In management, the proportion of females is: 68% in curriculum management and 58% in overall management

#### **Age:**

- 19.7% of staff are 40-50 and 41.5% are 50+
- For curriculum staff, 19.6% are 40-50 and 40.5% are 50+
- For curriculum management, 18% are under 40

### Ethnicity:

- Of those staff who disclosed their ethnic status – 23% described themselves as belonging to an ethnic group other than white British, this compares to a xx% student population, but is broadly in line with local community demographics (Figure 3).
- Curriculum delivery staff - 11.88% described themselves as belonging to a group other than non-white British.
- Amongst curriculum management – 4.5% described themselves as belonging to a group other than non-white British.
- 12% of staff did not disclose this information



### Disability:

- Only 6.42% of staff have declared a disability

### Staff Performance:

Staff performance at USP College is reviewed at an annual Personal Development Review or appraisal, this assesses the level to which individual staff are exceeding, meeting or work toward expectations.

### Appraisal Analysis:

- 35 staff (7.5%) were graded as 'exceeding expectations' (post-moderation), 91% of which are female which is a **higher** ratio than the overall college figure
- Of curriculum staff, 21 (13.2%) were graded as 'exceeding expectations' (pre-moderation), 11.25% of the total and 86% of the 'exceeding' group were female.
- 10 (2%) staff were graded as 'not meeting expectations', 3 of which were female.
- Of curriculum staff, 3 (1.8%) were graded as 'not meeting expectations', 2 of which were female.

## **Equal Pay:**

### **Gender Pay Gap Report**

The gender pay is the difference in the average hourly wage of all men and women. The gender pay gap is not the same as unequal pay which is paying men and women differently for performing the same (or similar) work. If women do more of the less well-paid jobs within the college, the gender pay gap is usually bigger.

The college is required by law to carry out Gender Pay Reporting under the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017, as an employer with 250 or more employees. The data was submitted to the Government portal by 29 March 2023, (based on March 2022 data).

This involves carrying out six calculations that show the difference between the average earnings of men and women in our organisation; it will not involve publishing individual employee data.

We are required to publish the results on our own website and a government website. This is based on data collected during the 2021-2022 tax year and uses the snapshot date of 31 March 2022. We can use these results to assess:

- how effectively talent is being maximised and rewarded
- the balance of male and female employees at different levels
- the levels of gender equality in our workplace.

The College supports and promotes equality of opportunity for all staff and believes as part of this ethos that staff should receive equal pay for the same or broadly similar work, regardless of their 'protected characteristic' under the Equality Act (2010) and personal circumstances; political affiliation; or union activity.

To achieve equal pay for staff doing equal work, the College will operate a pay system, which is transparent, based on objective criteria and free from unlawful bias.

In summary, women earn 72p for every £1 that men earn when comparing median hourly pay. Their median hourly pay is 27.6% lower than men's. When comparing mean (average) hourly pay, women's mean hourly pay is 20.4% lower than men's. Women occupy 51.9% of the highest paid jobs and 82.1% of the lowest paid jobs.

### **Bonus Pay Gap**

Women earn 75p for every £1 that men earn when comparing median bonus pay. Their median bonus pay is 25% lower than men's. When comparing mean (average) bonus pay, women's mean bonus pay is 25% lower than men's.

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## **USP College Results - 31 March 2022**

Category	Result
Mean gender pay gap	<b>20.4%</b>
Median gender pay gap	<b>27.6%</b>
Mean bonus gender pay gap	<b>35.3%</b>
Median bonus gender pay gap	<b>25.0%</b>
Proportion of males receiving a bonus payment	<b>4.1%</b>

Proportion of females receiving a bonus payment	<b>0.66%</b>
Proportion of male employees in lower quartile	<b>17.9%</b>
Proportion of female employees in lower quartile	<b>82.1%</b>
Proportion of male employees in lower middle quartile	<b>23.4%</b>
Proportion of female employees in lower middle quartile	<b>76.6%</b>
Proportion of male employees in the upper middle quartile	<b>25.5%</b>
Proportion of female employees in the upper middle quartile	<b>74.5%</b>
Proportion of male employees in upper quartile	<b>48.1%</b>
Proportion of female employees in upper quartile	<b>51.9%</b>

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Mean gender pay gap - Decreased from 22.9% to 20.4% (positive direction)  
 Median gender pay gap - Decreased from 29.9% to 27.6% (positive direction)  
 Mean bonus gender pay gap - Decreased from 85.6% to 35.3% (positive direction)  
 Median bonus gender pay gap - Decreased from 40% to 25% (positive direction)  
 Proportion of males receiving bonuses - Increased from 3.25% to 4.1%  
 Proportion of females receiving bonuses - Increased from 0.62% to 0.66%

**Quartile distribution:**

Lower quartile - Decreased female representation from 90.1% to 82.1%  
 Lower middle quartile - Increased female representation from 74.8% to 76.6%  
 Upper middle quartile - Increased female representation from 72.1% to 74.5%  
 Upper quartile - Decreased female representation from 52.3% to 51.9%

In summary, the overall gender pay and bonus gaps have narrowed year on year indicating some positive progress. Female representation has also risen across most quartiles except the very top tier.

**Staff Equality, Diversity and Inclusion Training:**

The College has put on a comprehensive range of additional CPD targeted around EDI initiatives.

- All staff at the college complete a mandatory online Equality & Diversity training programme.
  - i. AY 2023/24 – 42 completed to date
  - ii. AY 2022/23 – 412 staff completed
- Mental Health Online Training
  - i. AY 2023/24 – 41 completed to date
  - ii. AY 2022/23 – 410 staff completed
- Youth Mental Health Champion training
  - i. AY 2022/23 – 22 staff completed
- Lets talk about Suicide – training
  - i. AY 2022/23 – 59 staff completed
- Mental Health Awareness: Paws at Work

- i. AY 2022/23 – 80 staff completed
- Making Sense of mental health problems
  - AY 2022/23 – 1 staff completed
- Senior Mental Health lead Training
  - AY 2022/23 – 2 staff completed
- AoC Mental Health & Wellbeing Conference
  - AY 2022/23 – 1 staff completed

The EDI committee has a standing item where proposals for upcoming EDI training are discussed.

**Staff Incidents:**

There were no incidents involving staff in relation to Equality & Diversity, that resulted in any formal grievance or disciplinary process.

**Equality & Diversity Action Plan:**

**Appendix 1** sets out the Single Equality Scheme Action plan and progress made against these targets.

**Accessibility:**

The college website completed its full audit and with the support of an external agency the website was made compliant and to the standards of the Accessibility Monitoring Team in Cabinet Office. The standard of the website is to WCAG AA, except for the exclusions that are included within the accessibility statement.

Going forward the College are going to be investing in a new website with accessibility requirements being a core component of this brief.

The College also launched the MyUSP app. Internal training and sharing of best practise has been undertaken to ensure where, within our control, we are meeting accessibility guidance. As a client of the app platform, we are unable to make any development changes but we are able to raise these as concerns to the third-party if they arise.