TRAFFORD & STOCKPORT
COLLEGE GROUP

Annual Equality, Diversity & Inclusion Report

2022-23

Unlocking potential, fostering success

Ambitious | Resilient | Collaborative | Inclusive | Respectful

"**Dive**
is the one tru
we all have in
Celebrate it e

Author Unknown

ersity

e thing

common.

very day. **"**

Dive

ersity

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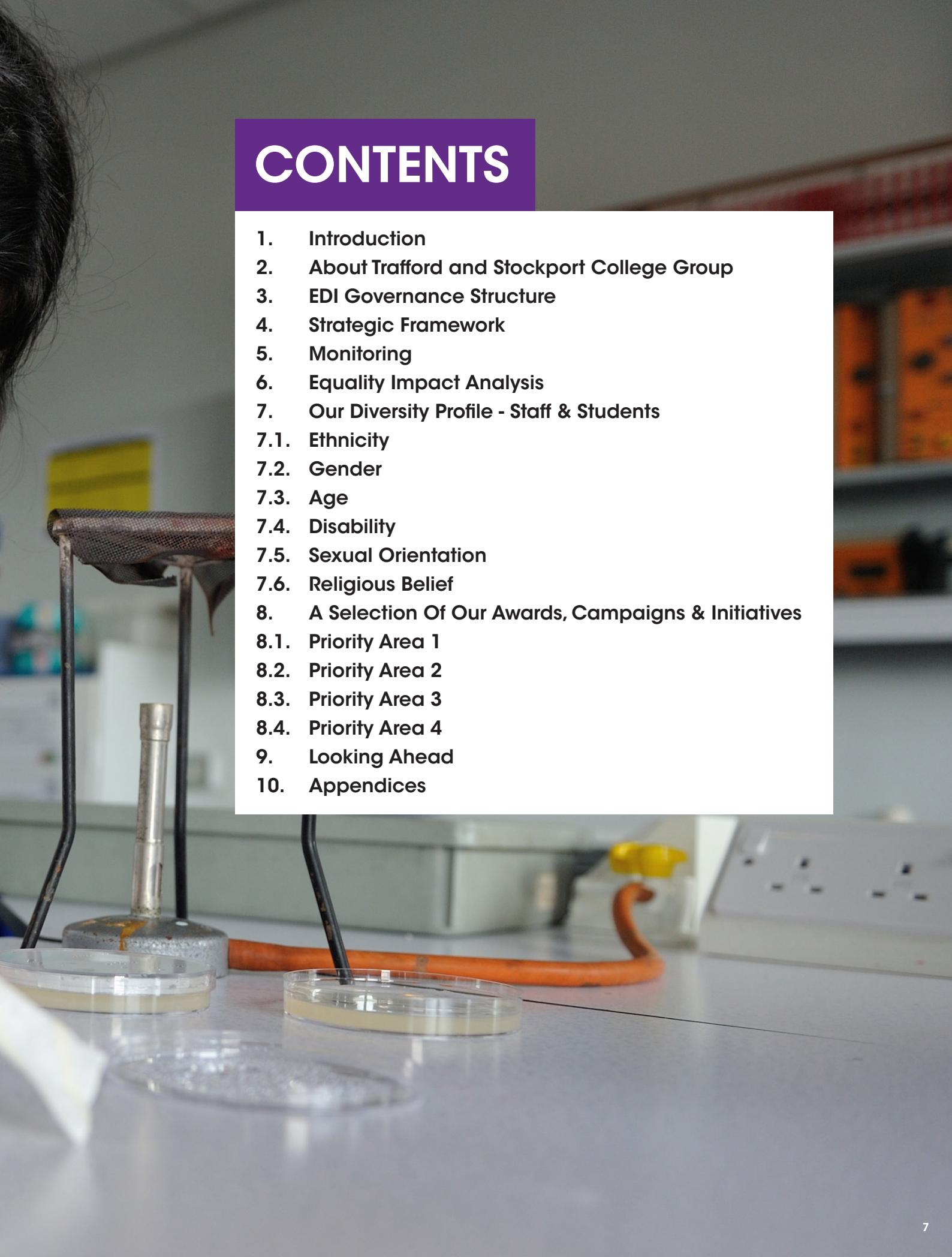
INTRODUCTION

Welcome to the Annual Equality, Diversity and Inclusion Report 2022-23 for Trafford & Stockport College Group

This report outlines the efforts and achievements of Trafford and Stockport College Group in the area of Equality, Diversity, and Inclusion (EDI) for the academic year 2022 to 2023. It reflects our unwavering commitment to fostering an inclusive environment where diversity is celebrated, and equality is advanced across all aspects of our institution.

ABOUT TRAFFORD & STOCKPORT COLLEGE GROUP

Trafford and Stockport College Group serves as a beacon of inclusive education in the region. Our offer encompasses academic, adult education, apprenticeships, commercial programmes, higher education, vocational / technical courses and a large Progression Curriculum provision and delivers to approximately 11,000 students. Our dedication to EDI is evident in our policies, practices, and the diverse makeup of our staff and students. We strive to create a learning and working environment where everyone feels valued and respected.

EDI GOVERNANCE STRUCTURE

Our EDI governance structure ensures accountability and provides a clear pathway for implementing our EDI strategy. It involves stakeholders at all levels, from the board of governors to individual departments. The VP of Corporate Services and Planning is the executive lead for EDI and reports to governors on progress against the EDI strategy. The EDI Committee provides oversight on the EDI Strategy and there is an appointed link governor for EDI who reports on progress to the Board.

EDI

EDI Committee

Board of Governors Inc EDI Link Governor

Employee Resource Groups

Executive Lead for EDI

Student EDI Groups

Leadership Team

Student Equalities Council
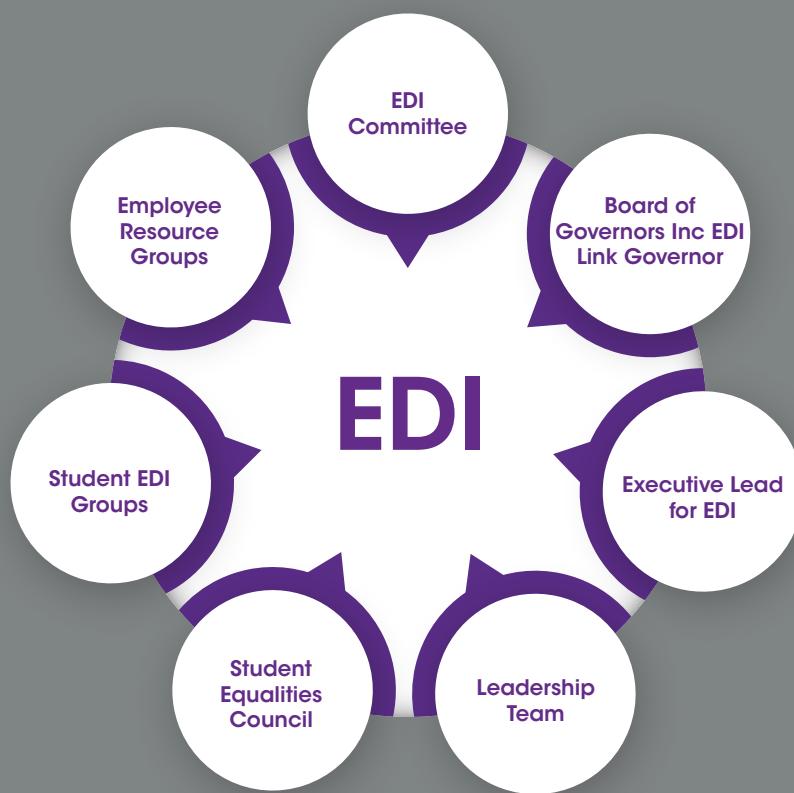
STRATEGIC FRAMEWORK

Our strategic framework is designed to integrate EDI into the core of our operations and ultimately create a caring college community where everyone feels able to be themselves and do their best. We have four priority areas with clear strategic aims and objectives to guide our actions and measure our progress.

Priority Areas

Priority Area 1: Ensure EDI is at the heart of who we are and what we do by fostering a culture which reflects our values and where everyone feels included and has a voice.

Priority Area 2: Eliminate discrimination and advance equality of opportunities through an inclusive and diverse curriculum and by fostering good relationships amongst our students with staff, partners, and communities.

Priority Area 3: Ensure EDI best practice for our staff including organisational development.

Priority Area 4: Ensure external & community engagement activities are aligned to our EDI commitment.

MONITORING

The Group continues to monitor the profile of its students and staff across each of the protected characteristics, using the data to measure progress, identify trends and inform subsequent EDI action plans.

The Group monitors employees who are involved in disciplinary action, grievances, warnings related to capability and warnings related to absence. However, the full details of the profile are not reported in public due to the low numbers and the need to preserve employee confidentiality.

The Group continues to monitor and take specific action to ensure that there is no complacency in recruitment and selection practices.

EQUALITY IMPACT ANALYSIS

Where a policy or decision could have a negative consequence upon a protected group, they are reviewed, and appropriate action taken. For example, changes to the curriculum offer, technological change that could have a significant impact on staff or students, major restructuring. Where any negative consequences are identified, possible action to minimise any adverse impact could include provision of additional support for staff with disabilities.

# OUR DIVERSITY PROFILE – STAFF AND STUDENTS

Disclosure remains low from staff and is not representative of protected characteristics within the organisation. Work is taking place to increase disclosure rates, however, as can be seen the predominant change from 21-22 to 22-23 has been in staff choosing 'prefer not to say' as opposed to not disclosing.

STAFF ETHNICITY

Percentage of staff ethnicity

There has been changes in workforce ethnicity, predominantly a decrease of 11% of Black-Caribbean managers from 21-22 to 22-23 and an increase of White-British staff in all categories of staff.


Business Support (2021-2022)

Ethnicity	%	Ethnicity	%
Any Other	0%	Mixed - Any Other	0%
Asian - Bangladeshi	0%	Mixed - White & Asian	0%
Asian - British	0%	Mixed - White/Black African	0%
Asian - British Pakistani	1%	Mixed - White/Black Caribbean	0%
Asian - Indian	1%	White - British	34%
Asian - Other	0%	White - Irish	1%
Asian - Pakistani	0%	White - Other	0%
Black - African	0%	White - Other European	0%
Black - British Caribbean	0%	Prefer Not To Say	1%
Black - Caribbean	1%	Not Disclosed	60%
Chinese	0%	**Grand Total 680**	

Business Support (2022-2023)

Ethnicity	%	Ethnicity	%
Any Other	0%	Mixed - Any Other	0%
Asian - Bangladeshi	0%	Mixed - White & Asian	0%
Asian - British	0%	Mixed - White/Black African	0%
Asian - British Pakistani	1%	Mixed - White/Black Caribbean	0%
Asian - Indian	1%	White - British	38%
Asian - Other	0%	White - Irish	1%
Asian - Pakistani	0%	White - Other	1%
Black - African	0%	White - Other European	1%
Black - British Caribbean	0%	Prefer Not To Say	35%
Black - Caribbean	1%	Not Disclosed	17%
Chinese	0%	**Grand Total 603**	

Managers (2021-2022)

Ethnicity	%	Ethnicity	%
Any Other	0%	Mixed - Any Other	0%
Asian - Bangladeshi	0%	Mixed - White & Asian	5%
Asian - British	0%	Mixed - White/Black African	0%
Asian - British Pakistani	0%	Mixed - White/Black Caribbean	0%
Asian - Indian	0%	White - British	53%
Asian - Other	0%	White - Irish	0%
Asian - Pakistani	0%	White - Other	0%
Black - African	0%	White - Other European	0%
Black - British Caribbean	0%	Prefer Not To Say	0%
Black - Caribbean	11%	Not Disclosed	32%
Chinese	0%	**Grand Total 19**	

Managers (2022-2023)

Ethnicity	%	Ethnicity	%
Any Other	0%	Mixed - Any Other	0%
Asian - Bangladeshi	0%	Mixed - White & Asian	6%
Asian - British	0%	Mixed - White/Black African	0%
Asian - British Pakistani	0%	Mixed - White/Black Caribbean	0%
Asian - Indian	0%	White - British	56%
Asian - Other	0%	White - Irish	0%
Asian - Pakistani	0%	White - Other	0%
Black - African	0%	White - Other European	0%
Black - British Caribbean	0%	Prefer Not To Say	31%
Black - Caribbean	0%	Not Disclosed	6%
Chinese	0%	**Grand Total 16**	

Teaching Staff (2021-2022)

■	Any Other	0%	■	Mixed - Any Other	0%
■	Asian - Bangladeshi	0%	■	Mixed - White & Asian	1%
■	Asian - British	0%	■	Mixed - White/Black African	0%
■	Asian - British Pakistani	1%	■	Mixed - White/Black Caribbean	0%
■	Asian - Indian	0%	■	White - British	34%
■	Asian - Other	0%	■	White - Irish	1%
■	Asian - Pakistani	0%	■	White - Other	1%
■	Black - African	0%	■	White - Other European	2%
■	Black - British Caribbean	0%	■	Prefer Not To Say	3%
■	Black - Caribbean	0%	■	Not Disclosed	55%
■	Chinese	0%	**Grand Total 443**		

Teaching Staff (2022-2023)

|					
■	Any Other	0%	■	Mixed - Any Other	0%
■	Asian - Bangladeshi	0%	■	Mixed - White & Asian	1%
■	Asian - British	0%	■	Mixed - White/Black African	0%
■	Asian - British Pakistani	1%	■	Mixed - White/Black Caribbean	0%
■	Asian - Indian	0%	■	White - British	38%
■	Asian - Other	0%	■	White - Irish	0%
■	Asian - Pakistani	0%	■	White - Other	0%
■	Black - African	0%	■	White - Other European	2%
■	Black - British Caribbean	0%	■	Prefer Not To Say	46%
■	Black - Caribbean	0%	■	Not Disclosed	7%
■	Chinese	0%	**Grand Total 423**		

STAFF GENDER

Percentage of staff by male and female

The proportion of Female/Male staff has remained broadly the same in respect of The Group.
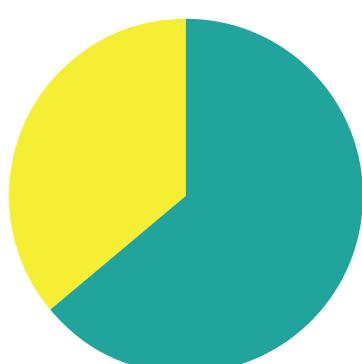
Business Support (2021-2022)

|		
■	Female	64%
■	Male	36%
Grand Total 680		
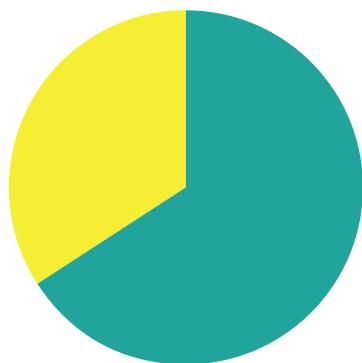
Business Support (2022-2023)

|		
■	Female	66%
■	Male	34%
Grand Total 603		

STAFF GENDER (continued)

Percentage of staff by male and female

The proportion of Female/Male staff has remained broadly the same in respect of The Group.
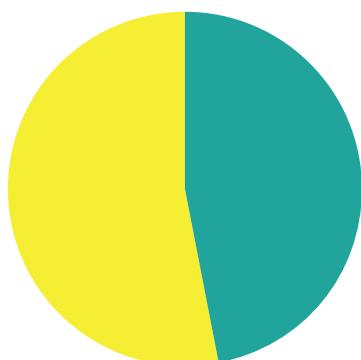
Managers (2021-2022)

🟩	Female	47%
🟨	Male	53%
Grand Total 19		
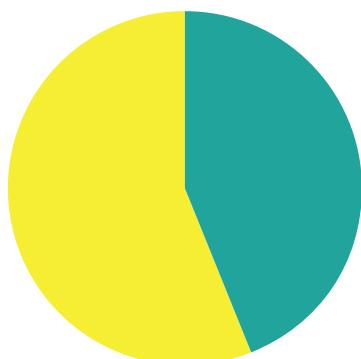
Managers (2022-2023)

🟩	Female	44%
🟨	Male	56%
Grand Total 16		
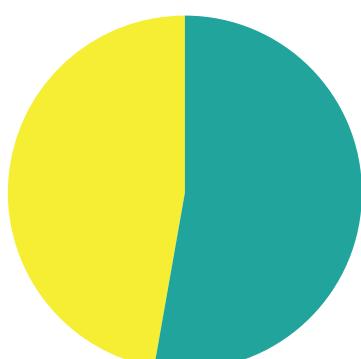
Teaching Staff (2022-2023)

🟩	Female	53%
🟨	Male	47%
Grand Total 443		
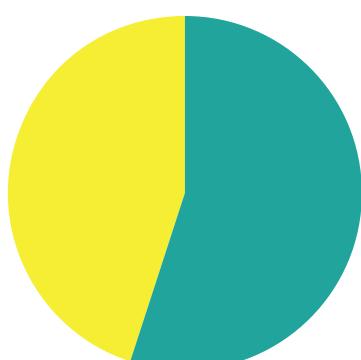
Teaching Staff (2022-2023)

🟩	Female	55%
🟨	Male	45%
Grand Total 423		

STAFF AGE

Percentage of staff by age profile

Across the college, there have been small movements in age categories, with a small increase in 35-44, 45-54, 55-64 and over 65% and a small decrease in under 25. The 45-54 and 55-64 remain the largest groups.
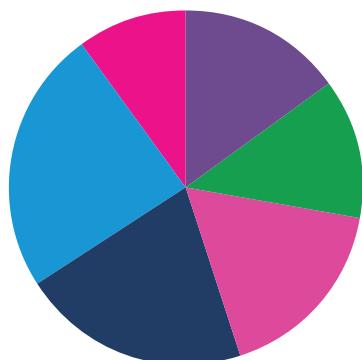
Business Support (2021-2022)

Under 25	15%		45-54	21%	
25-34	13%		55-64	24%	
35-44	17%		Over 65	10%	

Grand Total 680
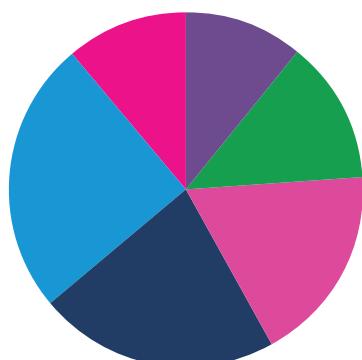
Business Support (2022-2023)

Under 25	11%		45-54	22%	
25-34	13%		55-64	25%	
35-44	18%		Over 65	11%	

Grand Total 603
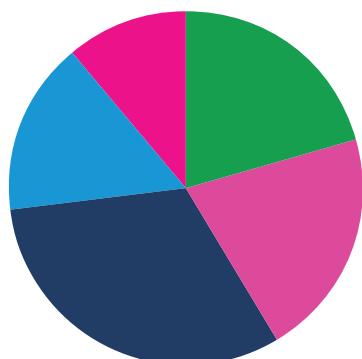
Managers (2021-2022)

Under 25	0%		45-54	32%	
25-34	21%		55-64	16%	
35-44	21%		Over 65	11%	

Grand Total 19
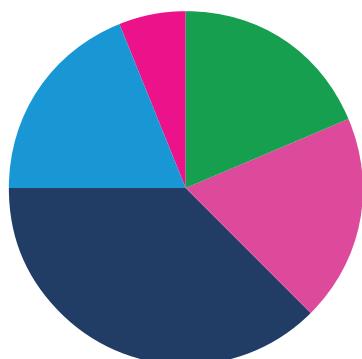
Managers (2022-2023)

Under 25	0%		45-54	38%	
25-34	19%		55-64	19%	
35-44	19%		Over 65	6%	

Grand Total 16

## STAFF AGE (continued)

Percentage of staff by age profile

Across the college, there have been small movements in age categories, with a small increase in 35-44, 45-54, 55-64 and over 65% and a small decrease in under 25. The 45-54 and 55-64 remain the largest groups.


Teaching Staff (2021-2022)

Under 25	0%		45-54	31%
25-34	9%		55-64	28%
35-44	26%		Over 65	5%

Grand Total 443

Teaching Staff (2022-2023)

Under 25	1%		45-54	32%
25-34	10%		55-64	29%
35-44	22%		Over 65	7%
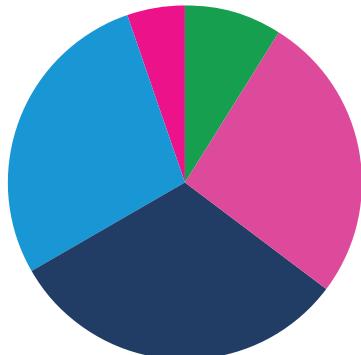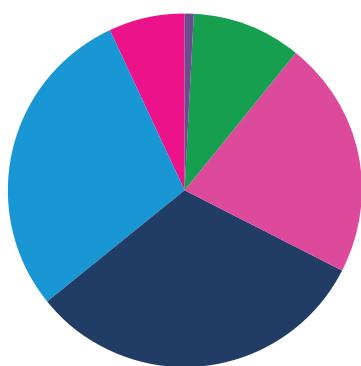
Grand Total 423

STAFF DISABILITY

Percentage of staff with a declared disability

Due to the disclosure project, we have seen an increase in the number of staff choosing 'prefer not to say'. The proportion of staff with a declared disability has declined by one percentage point.
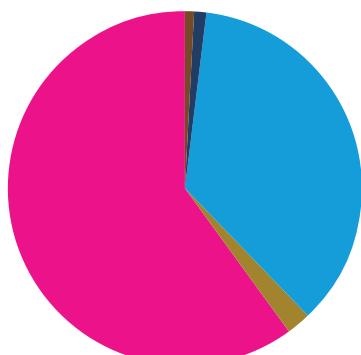
Business Support (2021-2022)

Yes - Chronic Illness	1%		Yes - rather not say	0%
Yes - learning difficulty	0%		No	36%
Yes - mental health	0%		Prefer Not To Say	2%
Yes - Other	1%		Not Disclosed	60%
Yes - physical impairment	0%			

Grand Total 680
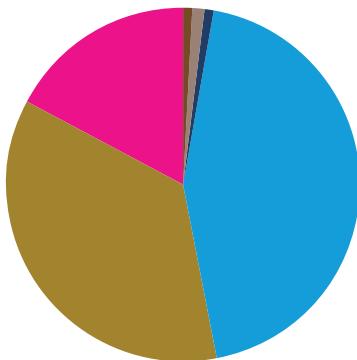
Business Support (2022-2023)

Yes - Chronic Illness	1%		Yes - rather not say	0%
Yes - learning difficulty	0%		No	44%
Yes - mental health	1%		Prefer Not To Say	36%
Yes - Other	1%		Not Disclosed	17%
Yes - physical impairment	0%		**Grand Total 603**	
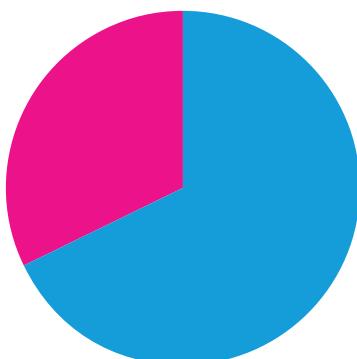
Managers (2021-2022)

Yes - Chronic Illness	0%		Yes - rather not say	0%
Yes - learning difficulty	0%		No	68%
Yes - mental health	0%		Prefer Not To Say	0%
Yes - Other	0%		Not Disclosed	32%
Yes - physical impairment	0%		**Grand Total 19**	
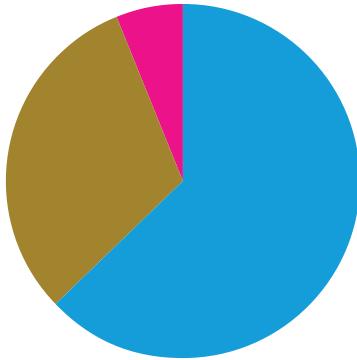
Managers (2022-2023)

Yes - Chronic Illness	0%		Yes - rather not say	0%
Yes - learning difficulty	0%		No	63%
Yes - mental health	0%		Prefer Not To Say	31%
Yes - Other	0%		Not Disclosed	6%
Yes - physical impairment	0%		**Grand Total 16**	
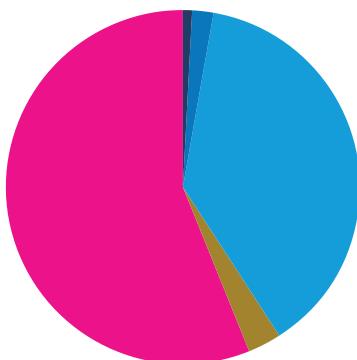
Teaching Staff (2021-2022)

Yes - Chronic Illness	0%		Yes - rather not say	0%
Yes - learning difficulty	0%		No	38%
Yes - mental health	0%		Prefer Not To Say	3%
Yes - Other	1%		Not Disclosed	56%
Yes - physical impairment	2%		**Grand Total 443**	
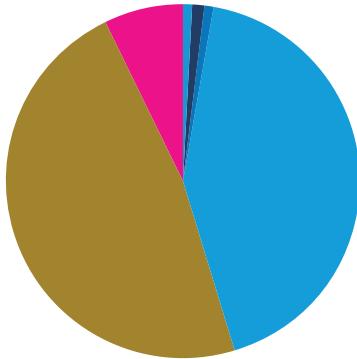
Teaching Staff (2022-2023)

Yes - Chronic Illness	0%		Yes - rather not say	0%
Yes - learning difficulty	1%		No	42%
Yes - mental health	0%		Prefer Not To Say	47%
Yes - Other	1%		Not Disclosed	7%
Yes - physical impairment	1%		**Grand Total 423**	

STAFF SEXUAL ORIENTATION

Percentage of staff by sexual orientation

The proportions of staff in each category have remained mostly constant except for heterosexual which has seen an increase across all staff types.
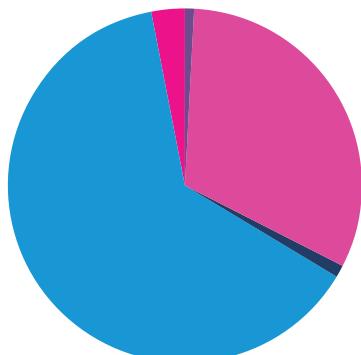
Business Support (2021-2022)

Bisexual	1%		Lesbian	1%	
Gay Man	0%		Not Disclosed	64%	
Heterosexual	32%		Prefer Not To Say	3%	

Grand Total 680
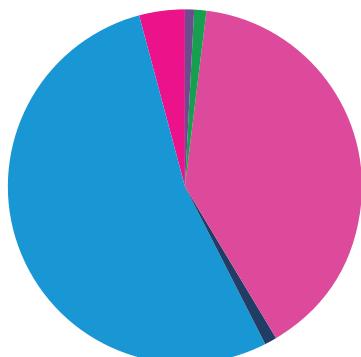
Business Support (2022-2023)

Bisexual	1%		Lesbian	1%	
Gay Man	1%		Not Disclosed	54%	
Heterosexual	40%		Prefer Not To Say	4%	

Grand Total 603
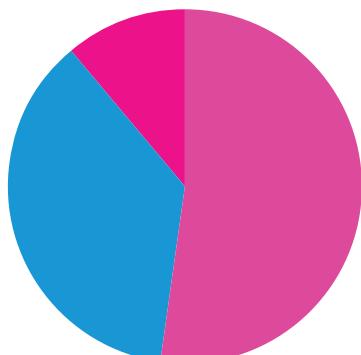
Managers (2021-2022)

Bisexual	0%		Lesbian	0%	
Gay Man	0%		Not Disclosed	37%	
Heterosexual	53%		Prefer Not To Say	11%	

Grand Total 19
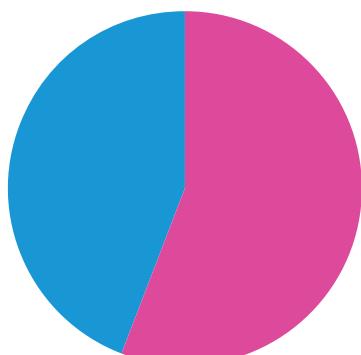
Managers (2022-2023)

Bisexual	0%		Lesbian	0%	
Gay Man	0%		Not Disclosed	44%	
Heterosexual	56%		Prefer Not To Say	0%	

Grand Total 16
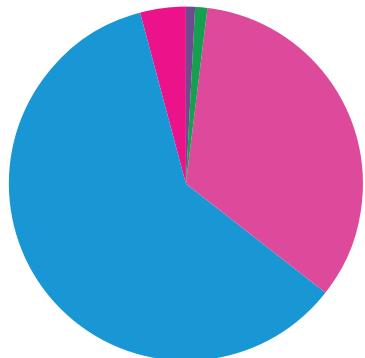
Teaching Staff (2021-2022)

■	Bisexual	1%	■	Lesbian	0%
■	Gay Man	1%	■	Not Disclosed	61%
■	Heterosexual	34%	■	Prefer Not To Say	4%

Grand Total 443
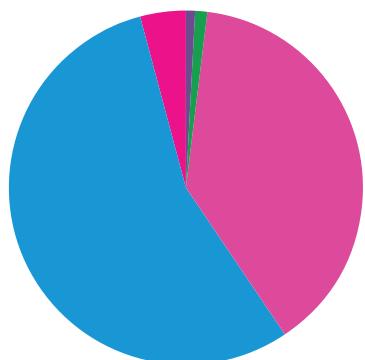
Teaching Staff (2022-2023)

■	Bisexual	1%	■	Lesbian	0%
■	Gay Man	1%	■	Not Disclosed	56%
■	Heterosexual	39%	■	Prefer Not To Say	4%

Grand Total 423

STAFF RELIGIOUS BELIEF

Percentage of staff by faith, religion and belief

There is a two-percentage point increase in those stating a religion other than Christian.
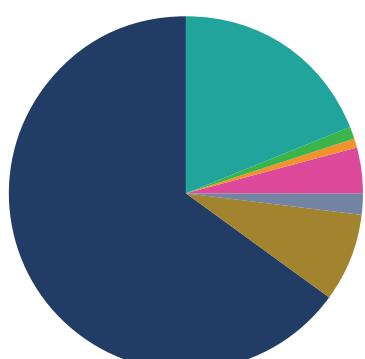
Business Support (2021-2022)

■	Agnostic	0%	■	Roman Catholic	1%
■	Buddhism	0%	■	Other	4%
■	Christianity	19%	■	No Religion	2%
■	Hinduism	0%	■	Prefer Not To Say	8%
■	Islam	1%	■	Not Disclosed	65%
■	Protestant	0%			

Grand Total 680
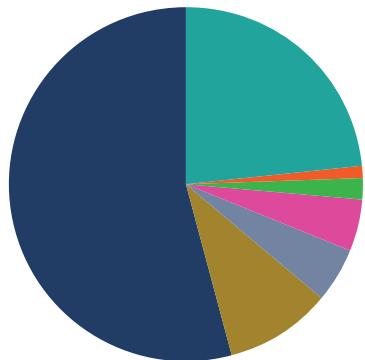
Business Support (2022-2023)

■	Agnostic	0%	■	Roman Catholic	0%
■	Buddhism	0%	■	Other	5%
■	Christianity	24%	■	No Religion	5%
■	Hinduism	1%	■	Prefer Not To Say	10%
■	Islam	2%	■	Not Disclosed	55%
■	Protestant	0%			

Grand Total 603

STAFF RELIGIOUS BELIEF (continued)

Percentage of staff by faith, religion and belief

There is a two-percentage point increase in those stating a religion other than Christian.
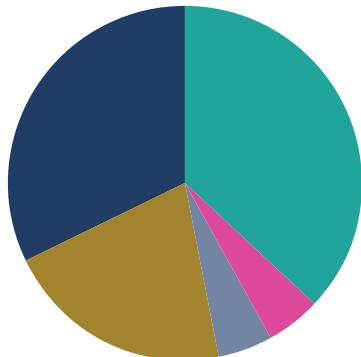
Managers (2021-2022)

Agnostic	0%		Roman Catholic	0%
Buddhism	0%		Other	5%
Christianity	37%		No Religion	5%
Hinduism	0%		Prefer Not To Say	21%
Islam	0%		Not Disclosed	32%
Protestant	0%		**Grand Total 19**	
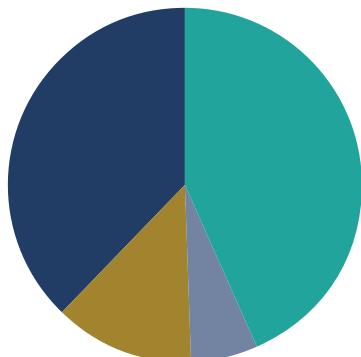
Managers (2022-2023)

Agnostic	0%		Roman Catholic	0%
Buddhism	0%		Other	0%
Christianity	44%		No Religion	6%
Hinduism	0%		Prefer Not To Say	13%
Islam	0%		Not Disclosed	38%
Protestant	0%		**Grand Total 16**	
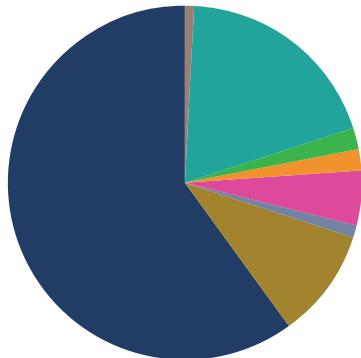
Teaching Staff (2021-2022)

Agnostic	1%		Roman Catholic	2%
Buddhism	0%		Other	5%
Christianity	19%		No Religion	1%
Hinduism	0%		Prefer Not To Say	10%
Islam	2%		Not Disclosed	60%
Protestant	0%		**Grand Total 443**	
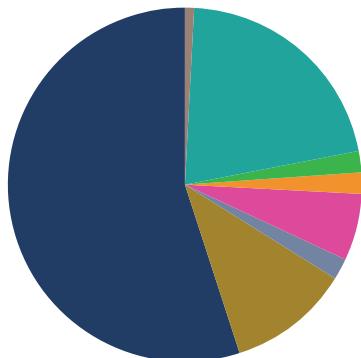
Teaching Staff (2022-2023)

Agnostic	1%		Roman Catholic	2%
Buddhism	0%		Other	6%
Christianity	21%		No Religion	2%
Hinduism	0%		Prefer Not To Say	11%
Islam	2%		Not Disclosed	55%
Protestant	0%		**Grand Total 423**	

STUDENT ETHNICITY

Percentage of students by ethnicity

There has been changes in workforce ethnicity, predominantly a decrease of approximately 3% of English/Welsh/Scottish/Northern Irish/British category and the largest change with respect to an increase is the Caribbean category of 0.9%.

2022-2023

	Ethnicity	%		Ethnicity	%
■	African	1.9%	■	Chinese	0.4%
■	Any other Asian background	1.1%	■	English / Welsh / Scottish / Northern Irish / British	77.2%
■	Any other Black / African / Caribbean background	0.6%	■	Gypsy or Irish Traveller	0.2%
■	Any other ethnic group	0.6%	■	Indian	1.2%
■	Any Other Mixed / multiple ethnic background	1.6%	■	Irish	0.4%
■	Any Other White background	2.9%	■	Not provided	0.1%
■	Arab	1.1%	■	Pakistani	5.2%
■	Bangladeshi	0.5%	■	White and Asian	0.7%
■	Caribbean	1.6%	■	White and Black African	0.6%
			■	White and Black Caribbean	2.2%
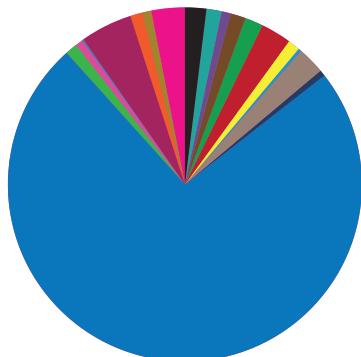
2023-2024

	Ethnicity	%		Ethnicity	%
■	African	2.1%	■	Chinese	0.4%
■	Any other Asian background	1.5%	■	English / Welsh / Scottish / Northern Irish / British	73.7%
■	Any other Black / African / Caribbean background	0.7%	■	Gypsy or Irish Traveller	0%
■	Any other ethnic group	1.3%	■	Indian	1.3%
■	Any Other Mixed / multiple ethnic background	1.7%	■	Irish	0.7%
■	Any Other White background	2.9%	■	Not provided	0.1%
■	Arab	1.1%	■	Pakistani	4.7%
■	Bangladeshi	0.3%	■	White and Asian	1.1%
■	Caribbean	2.5%	■	White and Black African	0.9%
			■	White and Black Caribbean	2.8%

STUDENT GENDER

Percentage of students by male and female

The proportion of Female/Male students have remained broadly the same with a small increase in females versus males.
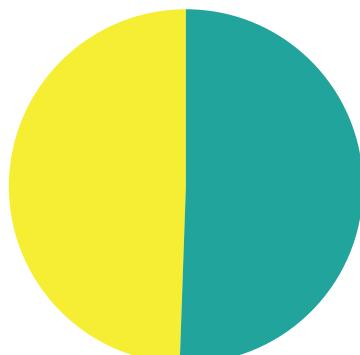
2022-2023

■	Female	50.7%
■	Male	49.3%
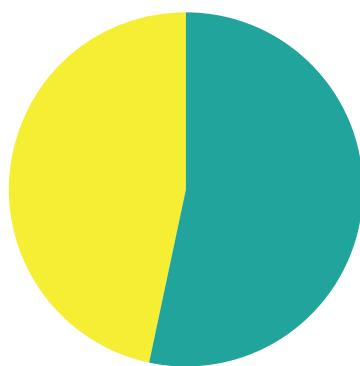
2023-2024

■	Female	53.4%
■	Male	46.6%
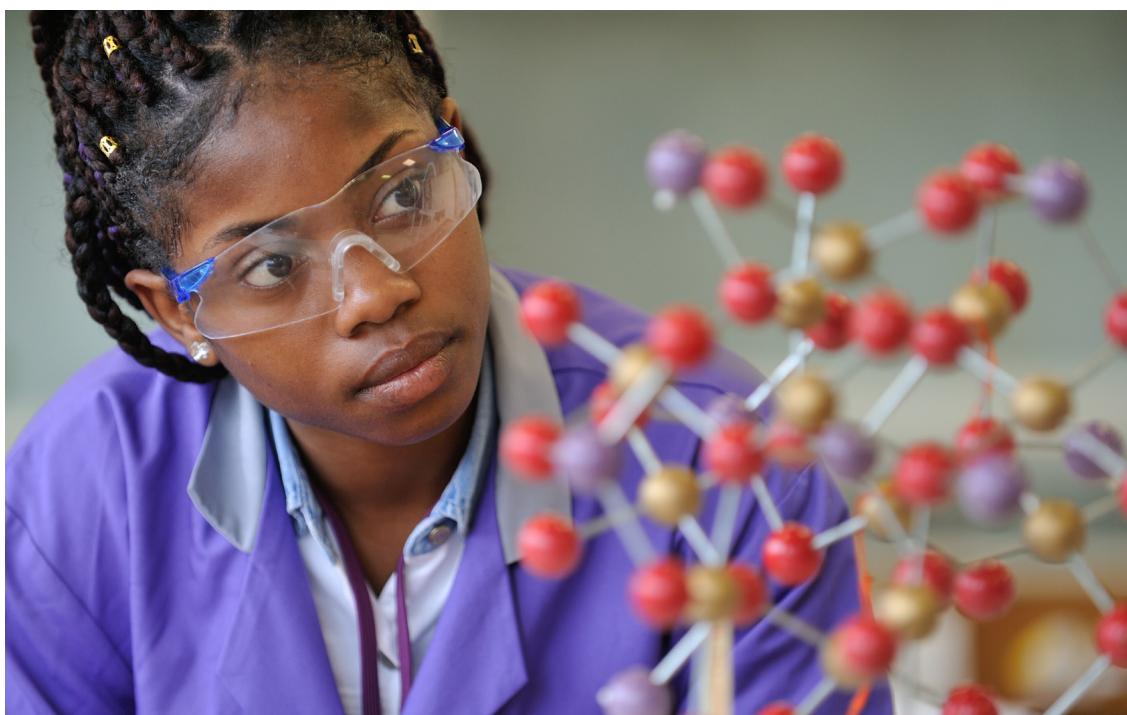
STUDENT AGE

Percentage of students by age profile

Across the college, there has been an increase of 7% of students over 24 and a drop of approximately 8 percentage points in the number of 16–18-year-olds. The 16-18 category remains the largest group.
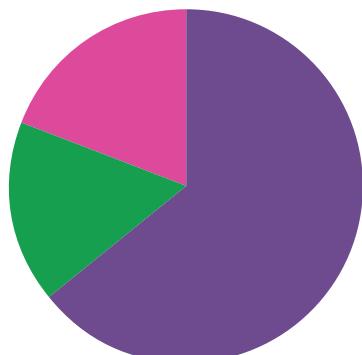
2022-2023

■	16-18	64.3%
■	19-23	16.8%
■	24+	18.9%
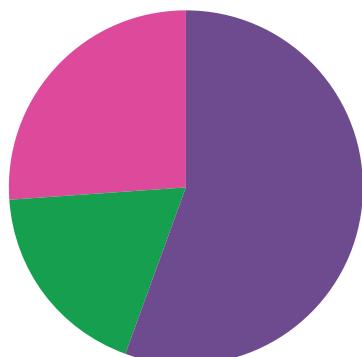
2023-2024

■	16-18	55.8%
■	19-23	18.1%
■	24+	26.1%

STUDENT DISABILITY

Percentage of students with a declared disability

The proportion of students declaring a mental health difficulty has decreased by two percentage points and there has been a fall of approximately 4 percentage points for other medical conditions such as epilepsy, asthma and diabetes.

2022-2023
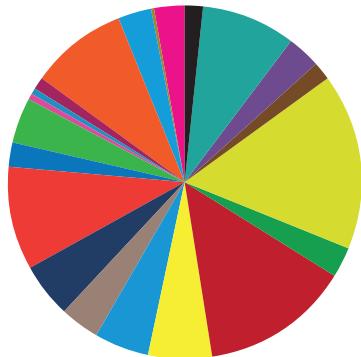
■	Asperger's syndrome	1.8%
■	Autism spectrum disorder	8.5%
■	Disability affecting mobility	3.1%
■	Dyscalculia	1.7%
■	Dyslexia	16.1%
■	Hearing impairment	2.7%
■	Mental health difficulty	13.6%
■	Moderate learning difficulty	6.1%
■	Not provided	4.9%
■	Other disability	3.5%
■	Other learning difficulty	5%
■	Other medical condition (for example epilepsy, asthma, diabetes)	9.5%

■	Other physical disability	2.3%
■	Other specific learning difficulty (e.g. Dyspraxia)	4%
■	Prefer not to say	0.8%
■	Profound complex disabilities	0.3%
■	Severe learning difficulty	1.1%
■	Social and emotional difficulties	9.1%
■	Speech, Language and Communication Needs	2.9%
■	Temporary disability after illness (for example post-viral) or accident	0.4%
■	Vision impairment	2.6%

2023-2024
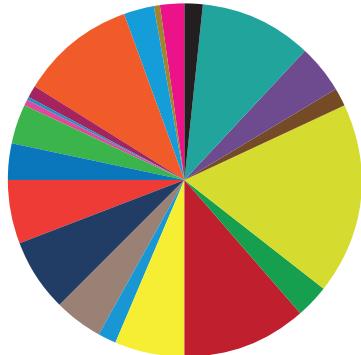
■	Asperger's syndrome	1.8%
■	Autism spectrum disorder	10.3%
■	Disability affecting mobility	4.3%
■	Dyscalculia	1.7%
■	Dyslexia	17.7%
■	Hearing impairment	2.9%
■	Mental health difficulty	11.5%
■	Moderate learning difficulty	6.3%
■	Not provided	1.8%
■	Other disability	4.4%
■	Other learning difficulty	6.7%
■	Other medical condition (for example epilepsy, asthma, diabetes)	5.6%

■	Other physical disability	3.4%
■	Other specific learning difficulty (e.g. Dyspraxia)	3.8%
■	Prefer not to say	0.4%
■	Profound complex disabilities	0.4%
■	Severe learning difficulty	1.1%
■	Social and emotional difficulties	10.6%
■	Speech, Language and Communication Needs	2.7%
■	Temporary disability after illness (for example post-viral) or accident	0.5%
■	Vision impairment	2.1%

STUDENT SEXUAL ORIENTATION

Percentage of students by sexual orientation

There has been a significant increase in the number of students selecting 'prefer not to say' for 2024/25.
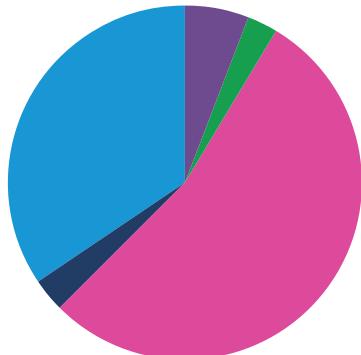
2022-2023

	Bisexual	5.9%
	Gay/Lesbian	2.8%
	Heterosexual	53.8%
	Other	3.2%
	Prefer Not To Say	34.3%
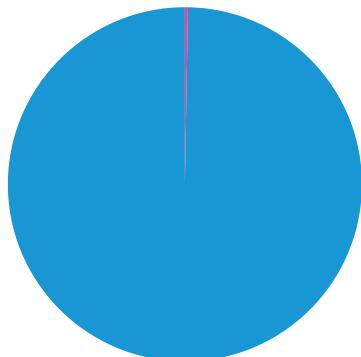
2023-2024

	Bisexual	0%
	Gay/Lesbian	0%
	Heterosexual	0.4%
	Other	0%
	Prefer Not To Say	99.6%

STUDENT RELIGIOUS BELIEF

Percentage of student by faith, religion and belief

There has been a significant increase in the number of students selecting 'prefer not to say' for 2024/25.
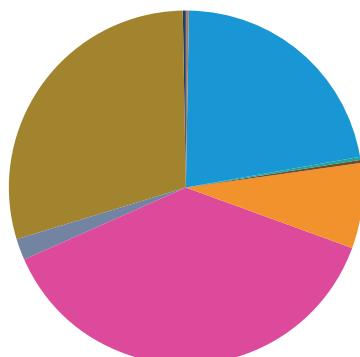
2022-2023

	Buddhist	0.5%		No faith or religion	37.6%
	Christian	21.9%		Other	2.1%
	Hindu	0.3%		Prefer Not To Say	29.3%
	Jewish	0.3%		Sikh	0.2%
	Muslim	7.7%			
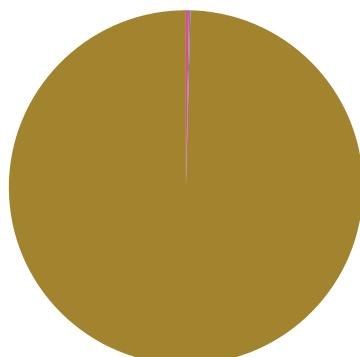
2023-2024

	Buddhist	0%		No faith or religion	0.3%
	Christian	0%		Other	0.1%
	Hindu	0%		Prefer Not To Say	99.6%
	Jewish	0%		Sikh	0%
	Muslim	0%			

A SELECTION OF OUR AWARDS, CAMPAIGNS AND INITIATIVES

MENTAL HEALTH AND WELLBEING AWARENESS WEEK

Safeguarding weeks held across all campuses connected our students with community partners such as the NHS and KOOTH to provide a collaborative approach with external agencies; these events involved over 4000 young people across the group. This promotes fostering good relations between people who share a protected characteristic and those who do not as well as tackling stigma by raising awareness (Equality Objective 2).

Our primary focus for 2022/23 was to empower young people to self-regulate to manage their own emotions and mental health. This was achieved via the tutorial with programmes such as the Be Your Best Self and VESPA; these promote themes surrounding resilience, goal setting and self-regulation and were delivered to all students across the group.

Mental Health Awareness week took place in May and the main theme was anxiety. Mosaic, Mentell, Locala, Sparc4youth, Kooth, PSM's and Mental Health and Wellbeing Champions supported the event.

AOC MENTAL HEALTH CHARTER

We are committed to supporting students and staff with their mental health and wellbeing. We have affirmed our commitment to staff and students by signing up to a national mental health and wellbeing charter – created by the Association of Colleges in conjunction with mental health experts.

The charter includes 11 commitments to improve equality of opportunity for those who share a protected characteristic (Equality Objective 1), challenging mental health stigma, providing appropriate mental health training for staff and providing targeted individual mental health support where appropriate.

MENTAL HEALTH FIRST AID

At the college we have staff trained to deliver high quality mental health provision including Mental Health First Aid. Our Mental Health First Aid Instructors have provided high quality training to over one hundred members of the college community fostering good relations between people who share a protected characteristic and those who do not (Equality Objective 2).

APPLIED SUICIDE INTERVENTION SKILLS TRAINING (ASIST)

This has taken place for Designated Safeguarding Officers, Pastoral Support Mentors and Duty Managers who have not already had the training. This training course teaches the theory and practice of being suicide alert and it is being delivered in response to the 8% increase of suicidal behaviours across the students in college. Staff commented following the course of how impactful the training was and how the Pathway for Assisting Life (PAL) tool is essential in supporting those experiencing suicidal ideation. 34 staff have now completed the training in response to "risk of suicide" which is the 2nd most reported category to mental health. One staff member commented "I feel much more confident dealing with suicidal students, the PAL is clear and concise, and you feel reassured that you have done the right thing".

DISABILITY CONFIDENT EMPLOYER

The Group continues with its commitment to being a Disability Confident Employer. The Group continues to challenge attitudes towards disability, removing barriers to disabled people and those with long term health conditions in employment, and ensure that disabled people have the opportunities to fulfil their potential and realise their aspirations.

THE BLACK LEADERSHIP JOB BOARD

The Group committed to sharing vacant roles with the Black leadership Job Board to ensure we reached a wider pool of qualified black professionals.

INTERNATIONAL WOMEN'S DAY

The Group is an active supporter and promoter of International Women's Day and in 2022/23 produced a series of video case studies of women in leadership roles at the college to support the 2023 IWD 'Embrace Equity' campaign and the wider, 'You Can't Be What You Can't See' campaign from the United Nations. Our IWD activity is complemented by year-round activity at a regional level where the college supports female participation and opportunity. An example of this was Trafford Borough's 'Brilliant Breakfast' in support of the Prince's Trust, 'Women Supporting Women' initiative where over 200 female students and professionals came together to take part in fundraising to celebrate inspirational females and provide support to those young women in the local community most in need of help.

OUTSTANDING CONTRIBUTIONS BY OUR LIBRARY RESOURCE CENTRES

Our Library Resource Centre's have been a beacon of EDI-related content for staff and students in the academic year 2022- 2023. They often host activities for students and put displays up relating to EDI celebrations. An example of EDI related content in the Learning Hubs is the Black History Month displays and activities they implemented for students in October 2022.

WIDEN OUT WORLD WEEK

During our first term, we celebrate our college community and welcome our students as part of their settling in period with Widen Out World week. An open invitation to bring in artefacts, discuss culture and art and celebrate customs and beliefs in an inclusive week that ensures students feel welcomed and at home.

BLACK HISTORY MONTH

During Black History Month students deliver their Special Edition Student Newsletter, and we look to celebrate and display the works of those who make contributions to our lives and culture from a black heritage.

During October 2022 Black History Month colleagues were invited to share what Black History Month meant to them.   Following the event an Employee Resource Group for Black and Minority Ethnicities was formed.

ARTS EMERGENCY

The Creative Arts students at Stockport campus have benefited from external services such as Arts Emergency who are an award-winning mentoring charity and support network. Their members share opportunities, contacts and advice so that young people can flourish in higher education and the cultural industries. This is for those students whose parents did not go to university, are eligible for free school meals, are in receipt of a 16-19 bursary, describe themselves as Black, Asian or from an ethnic minority, has a disability and or a special educational need.

The Pastoral Support Mentor within Creative Arts has also been able to source materials from the Make Bank a project who have provided disadvantaged students with free art and design kits and online resources, to use at home for their course or as an intervention to help them with their mental health and well-being.

MACFEST (MUSLIM ARTS AND CULTURE FESTIVAL)

MACFest (Muslim Arts and Culture Festival), where our students celebrate and showcase their talents to the wider student population. Students and staff join to represent and include different cultural activities. Music, dance, cultural food, art exhibitions and speakers convey culture and art in celebration.

SUPPORTED INTERNSHIPS

The Group has introduced a new provision with Trafford Local Authority alongside our current partners at Trafford General Hospital and Stepping Hill Hospital. Learners who have EHCP are provided with opportunities to gain vital experience in a busy work setting, with a wide range of complex roles to support them on their pathway to employment. The quality and outcomes of the Supported Internships was recognised as part of the Supported Internship Quality Assurance Framework (SIQAF) at Trafford General Hospital, where it was assessed by Inspectors, who are peers within the sector, in conjunction with the Department of Education.

Based on the success of the internship programme we have introduced Pre-Supported Internship courses. This assists learners who wish to progress onto our externally based Supported Internships but require a longer period to develop their skills and confidence. This also helps those supporting them at home to adapt to this significant change and assist the young person's transition towards independence and employment.

The Supported Internship courses have been highly successful in converting learners into paid employment, 93% and 100% students based at Trafford General Hospital and Stepping Hill Hospital gained permanent paid employment in 2022/23.

COMMUNITY COLLEGE KITCHEN

The work of the Community College Kitchen looks to remove barriers to learning that may be derived by socio economic backgrounds.

We provide a "just ask "service across our college group, where students can discreetly "just ask" for whatever they need. Some of these asks include but are not exclusive to food, meal vouchers, personal hygiene products and more.

This service is unique to TSCG and is delivered through cooperation between our college group and our local community partners.

SECTOR 3 VOLUNTARY AND SECTOR FAITH COMMUNITY

The Group plays an active part in the voluntary, community, social enterprise and faith across the boroughs of Trafford and Stockport.

Through involvement with our local community groups, we can ensure we remain at the heart of our communities and are able to respond to the bespoke requirements of each borough. In so doing creating an offer to our students and communities that is a "best fit".

Each of our colleges have a unique Community Partnership, responding to challenges in local areas as well as providing opportunities for social action and civic duty. The colleges invite community organisations to deliver workshops across the college to imbue a sense of civic duty and to look to provide and support volunteering opportunities.

At any given time, the Group is involved in community project work looking to provide opportunities for young people and responding to local skills needs in our areas. For example; we are currently working with partners at County Community Trust and British Army Youth Services NW, to provide a "Get Active" programme to address healthy lifestyles, rights and responsibilities and inactivity. This opportunity was for those in our colleges from diverse backgrounds and from those that are from disadvantaged socio-economic backgrounds.

INCREASING EDI DISCLOSURE FOR STAFF

Data related to protected characteristics has been traditionally low for staff and therefore reporting against the data and being able to use it to make informed decisions on improvements has been limited. A project was formed to increase the disclosure rates amongst staff. The project has been about building trust and educating staff, so they understood why they were being asked to share their data. Whilst the project is ongoing to date, we have seen an increase of 2.3% of disability disclosures, 2.4% of marital status disclosures, 3.9% ethnicity disclosures, 2.8% of religion disclosures and 3% sexual orientation disclosures between April 23 to July 23.

STUDENT EQUALITIES COUNCIL

Our student Equalities Council runs across all our colleges in Trafford & Stockport College Group. The Equalities Council is comprised of membership from all curriculum areas and ability levels and its membership across the group reflects 55% white British and 45% other ethnic backgrounds.

The Equalities Council have an annual date in the calendars of both Trafford Council and Stockport Council and they address the Children and Families Scrutiny Committee with issues facing young people. This experience serves to create opportunities for civic engagement and supports the values of our colleges

PROGRESS AGAINST OUR STRATEGIC AIMS

PRIORITY AREA 1

Ensure EDI is at the heart of who we are and what we do by fostering a culture which reflects our values and where everyone feels included and has a voice.

Progress so far:

ACTIONS	PROGRESS
Ensure EDI is embedded into our culture and values.	The Group has rolled out a cultural alignment programme encompassing Leadership Mindset and Thought Patterns for High Performance with equality, diversity and inclusion at the heart, to ensure leaders and managers operate in line with our culture and values.
	Throughout the academic year we have delivered a promotion campaign on each of our values to staff and students ensuring a deep understanding of what being 'inclusive' and 'respectful means and looks like with respect to behaviours and embedding them into what we do.
	To ensure we understand whether our actions around EDI are having an impact we have included questions about EDI on the staff and student surveys to enable benchmarking and target data to be established.
	'Inclusive Leadership Behaviours' session delivered as part of the leadership development programme.
Raise the profile of EDI as a core commitment and strategic policy direction for TCG.	We have delivered on an annual calendar of events for staff and students incorporating a range of events to enable staff and students to celebrate diversity.
	We have promoted and shared stories of positive role models whether they are individuals or groups who have supported and progressed EDI achievements with staff and students.
	We launched our first EDI strategy and ambitions through staff webinars, briefings and student equalities council.
Ensure a procedural and support infrastructure is in place to facilitate the effective delivery of EDI.	EDI policy reviewed to ensure it reflects key EDI objectives.
	Staff and student support networks launched in particular LGBTQ+ and Black and Minority Ethnicities Resource Group, commencing in 2022-23.
	Recruitment processes were reviewed through an EDI lens and changes implemented, and a reasonable adjustments passport developed and implemented.
	Launched guidance for managers and staff regarding menopause and hybrid working.
Ensure EDI informs the strategic direction of TCG.	Strategic plan and annual operational plans were reviewed to ensure the EDI elements are clearly identified and promoted.
	We ensured that our Operational Plan 22/23 includes at least one action under each strategic aim and strategic enabler to advance EDI objectives.

ACTIONS	PROGRESS
Ensure that EDI is pervasive within all TCG strategies, policies and procedures.	We have ensured our EDI strategy and policy comply with guidance on accessibility (including format, language and document structure) by carrying out an accessibility review.
	We reviewed our EDI policy to ensure it reflects financial and/or social disadvantage and personality types.
Achieve more inclusive staff and student participation in the decision -making process.	We reviewed and implemented a revised EDI Committee membership and terms of reference to ensure an appropriate infrastructure to best promote and support EDI.
	We increased employee and student involvement in shaping organisational priorities through the establishment/implementation of focus groups for EDI and sustainability and encouraged membership of Task & Finish Groups.
Implement a more robust process to measure success and identify opportunities for improvement against our EDI performance.	We included EDI performance in our staff and student surveys to provide an opportunity for staff and students to feedback on progress and shape the direction of travel.

PRIORITY AREA 2

Eliminate discrimination and advance equality of opportunities through an inclusive and diverse curriculum and by fostering good relationships amongst our students with staff, partners, and communities.

Progress so far:

ACTIONS	PROGRESS
Develop a comprehensive suite of reports that will allow us to monitor recruitment trends and widen participation of learners with different protected characteristics.	Good progress has been made in developing a suite of reports. In particular reports have been developed to enable analysis of recruitment trends to widen participation of students with protected characteristics.
Develop and deliver an effective CPD package for teachers and other staff involved in delivering learning that focusses on embedding: • Promotion of equality of opportunity • Supporting diversity and inclusion • Tackling discrimination, harassment, stereotyping & victimisation • Promoting awareness of cultural and linguistic sensitivity • Planning for individual needs • Promote spiritual, moral, cultural, social development	An inclusive TLA approach to curriculum has been adopted with a CPD programme developed and delivered to support embedding promotion of equality of opportunity, supporting diversity and inclusion, tackling discrimination, harassment, stereotyping and victimisation and promoting awareness of cultural and linguistic sensitivity and individuals needs in curriculum, course design and teaching practice and assessment. Ofsted feedback was that EDI is effectively embedded across most curriculum areas.
	We have ensured there is equitable access to learning and other educational opportunities so that all students are supported to learn to their full potential.
Ensure that details of missed opportunities to embed EDI and good practice are effectively captured, addressed, and shared as part of the observation of teaching, learning and assessment.	Guidance has been developed and implemented to ensure teaching and learning practices raise awareness of diversity highlighting individual characteristics and traits that make people unique rather than different.
Increase understanding and celebration of EDI via Induction, Tutorial and Enrichment programmes.	The Group has developed an ethos that values and respects all people. From induction onwards all members of the college community share a sense of belonging. This is captured in post induction surveys. Our student induction programme has been revised to increase the understanding and celebration of EDI.
Further develop a partnership approach to promoting EDI, meeting the needs of all learners, and providing equal opportunities.	Agreement has been reached on future arrangements for improved EDI partnership and promotion with the creation of a student calendar of events link to the staff calendar or events.
Embed EDI in our approach to safeguarding across the Group.	Our safeguarding committee has undertaken reviews of EDI considerations and have reported on them in the annual safeguarding report.

PRIORITY AREA 3

Eliminate discrimination and advance equality of opportunities through an inclusive and diverse curriculum and by fostering good relationships amongst our students with staff, partners, and communities.

Progress so far:

| ACTIONS	PROGRESS
Identify staff perceptions and barriers on being their authentic self, within their work area and cross Group/ teams.	We launched a campaign to increase disclosure rates amongst staff which resulted in an increase of 10.7% participation.
Staff from diverse or under-represented groups feel welcome and able to come forward to champion ideas and actively in engage in college activities.	Many staff have volunteered in activities to support TCG's EDI commitment, for example with the Community Kitchen.
Design and implement policies and programmes to support staff to be their authentic self, if they so choose, irrespective of the role they are employed to do.	We revamped out flexible working request procedure to enable staff more flexibility with their working arrangements and locations.
	We have delivered training sessions on banter and inappropriate behaviours, bullying and harassment and leading culture change to embed mental health and wellbeing.
Create a fair and transparent process that is consistent at all levels of the organisation with respect to providing development opportunities.	We have established a transparent and inclusive development framework which addresses organisational needs and behaviour expectations.
Maximise opportunities for when vacancies arise to create and develop an inclusive approach for appointment to roles within the organisation.	We have reviewed the application process, packs, job description, advertising and assessment materials and changes implemented to ensure an inclusive approach.
Create a diverse succession pipeline for Leadership and Management roles.	We subscribed to the Black Leadership job board.
	Our Leadership and Development programme was widened to include staff who are not currently in a management role to facilitate more access from a diverse background.

PRIORITY AREA 4

Ensure external & community engagement activities are aligned to our EDI commitment.

Progress so far:

ACTIONS	PROGRESS
Develop a clear and effective approach to demonstrating and measuring the Group's contribution to social value e.g., through the national TOMs framework.	We have reviewed our approach to social value and measured it using the TOMS light framework resulting in a social value of £111k.
Ensure visible and effective participation and contribution to our local area strategic priorities through the Trafford Partnership and One Stockport. Further develop high quality community learning to support community cohesion, wellbeing and "Building Back Better" within our local areas of Stockport and Trafford.	We have established keep in touch meetings that take place on a 4-6 weekly basis with both councils and community partnership groups. We are contributing development opportunities for local area.
Provide a range of individual and group support interventions from partnership members based around personal and social development (PSD).	We have engaged with our community partners to deliver a range of individual and group support interventions based around personal and social development.
Establish a framework for College and Community Partners to share knowledge, expertise and practice, and provide opportunities to collaborate and respond to joint social value commitments.	Achieved
Develop opportunities for student volunteering through partnership members to support their personal and social development, as well as their contribution to "civic duty". Develop curriculum area specific projects for partnership members to enrich and add-value to the educational programme to support students' personal and social development.	We have established new partners to support the personal and social development of our students in particular SUEZ, writing Squad and Sustrans.
Further develop effective transition into college approaches for vulnerable young people including those with SEND.	We have developed an inclusion programme to engage young people who are not yet ready to fully engage with on-site college led provision.
Establish an offer for young people who are not yet ready to fully engage in an on-site college-based programme through innovative curriculum approaches including blended / remote learning and support.	We have developed and implemented the Engage Programme to work with local schools, local authorities and agencies to ensure an effective transition into college for vulnerable young people including those with SEND.
Develop an approach to support the "ageing well" agenda through an offer and activities for elderly residents to reduce isolation.	Developed age specific community programmes to support the 'ageing well' agenda for elderly residents to reduce isolation, support community cohesions and skills exchange.
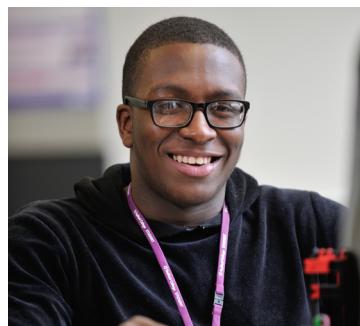
LOOKING AHEAD

2023-24 will continue with the focus on our Priorities as part of the EDI Strategy 2022 – 25 in particular raising awareness and understanding of our values, improving our EDI data and identifying and removing any structural barriers contained for instance within our policies and procedures.

We will further champion our disclosure project with staff, trying to understand why they choose 'prefer not to say' as opposed to sharing their data. With greater disclosure we will be able to make more informed decisions and plans with respect to policies and initiatives to benefit all our staff.

Culture will also remain at the forefront of our activity, with many events planned to ensure our workplaces are inclusive where people feel they can belong and progress in their careers. We also look forward to the launch of our staff survey as a better way to understand how different people experience our workplace, using this insight to inform change.

Appendix C

Data Analysis by Achievement

Achievement by age group

Achievement	Age Band	Gender
79.6 %	16-18	Male
93.6 %	19+	Male
87.7 %	19+	Female
82.4 %	16-18	Female

Achievement by ethnicity

Achievement	Ethnic Group	Ethnicity
90.4 %	Asian/Asian British	Indian
85.3 %	Asian/Asian British	Pakistani
89.8 %	Asian/Asian British	Bangladeshi
95.3 %	Asian/Asian British	Chinese
89.6 %	Asian/Asian British	Any other Asian background
87.9 %	Black/African/Caribbean/Black British	African
87.0 %	Black/African/Caribbean/Black British	Caribbean
86.9 %	Black/African/Caribbean/Black British	Any other Black/African/Caribbean background
82.9 %	Mixed/Multiple ethnic group	White and Black Caribbean
82.3 %	Mixed/Multiple ethnic group	White and Black African
85.9 %	Mixed/Multiple ethnic group	White and Asian
86.0 %	Mixed/Multiple ethnic group	Any Other Mixed/multiple ethnic background
80.0 %	Not provided	Not provided
88.0 %	Other ethnic group	Arab
85.1 %	Other ethnic group	Any other ethnic group
84.1 %	White	English/Welsh/Scottish/Northern Irish/British
89.8 %	White	Irish
69.2 %	White	Gypsy or Irish Traveller
87.3 %	White	Any Other White background

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The Oxford Advanced Learner's Dictionary

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