



Inspire
Education Group

EQUALITY, DIVERSITY AND INCLUSION REPORT

*Be Bold, Be Brave,
Be Exceptional*

o 2023 - 2024

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OUR VISION, MISSION AND VALUES

VISION
"To be an exceptional learning organisation, empowering your future."

MISSION
"To transform lives through inspirational and innovative learning."

Inspire
Education Group

I **Innovative**

N **Nurturing**

S **Sustainable**

P **Passionate**

I **Inclusive**

R **Respectful**

E **Excellent**

ABOUT INSPIRE EDUCATION GROUP

Inspire Education Group is a successful provider of further and higher education with two main campuses in Cambridgeshire and Lincolnshire. The group also delivers specialist commercial training for employers locally, regionally and nationally.

We seek to transform the lives of our students and trainees, preparing each for their next step, whatever that might be. We support employers to develop their people and their organisations. We strive to make a positive contribution to the prosperity and wellbeing of our diverse communities.

We will continue to create and nurture long-term, strategic partnerships that support us in responding to the needs of our different communities, contributing to the social and economic prosperity, growth and aspiration of our locals, and building the resilience of people who are at the heart of our group, whether that is our students and trainees, our partners in industry and local services, or our staff who deliver outstanding education and training and shape our culture, ethos and values.



INTRODUCTION FROM THE CEO

It is with immense pride that I present this year's Equality, Diversity, and Inclusivity (EDI) report. At Inspire Education Group (IEG), we firmly believe that every individual deserves to feel welcome, valued and empowered to reach their full potential. This guiding principle permeates everything we do, from curriculum development to campus culture, making EDI core to our organisational identity.

Our commitment to fostering a diverse and inclusive community aligns perfectly with our values of nurturing, inclusivity, and respect. We understand that a vibrant tapestry of individuals enriches our learning environment, challenges perspectives, fosters innovation, and prepares future generations for a society that embraces difference.

To ensure we translate aspirations into action, we established the dedicated EDI Core Group. This diverse team champions EDI initiatives, advises on policy development and monitors progress. They play a crucial role in ensuring our efforts remain grounded in lived experiences and address the evolving needs of our community.

Furthermore, our dedicated Special Interest Groups (SIGs) serve as invaluable platforms for engagement. They provide safe spaces for dialogue, advocacy and community building. Their tireless efforts enrich campus life and address specific needs, from cultural celebrations to mental health awareness campaigns.

This year, we have taken significant strides in strengthening our commitment to inclusion and social justice. Our Cultural Awareness Day at Peterborough College was a remarkable celebration of diversity, bringing together staff, students, and the wider community to honour and learn from various cultural traditions. Similarly, our engagement in the Peterborough Citizens Assembly reaffirmed our dedication to championing social justice, as we stood alongside community leaders to advocate for meaningful change.

Our commitment to equity was further demonstrated through the AoC Regional Equity Exchange, hosted by IEG. This event provided a platform to showcase best practices in inclusion and foster collaborative solutions to sector-wide challenges. Additionally, we were proud to achieve the Rainbow Flag Award, recognising our proactive efforts in supporting LGBTQ+ inclusion across our campuses. These initiatives reflect our unwavering commitment to creating a welcoming environment where all individuals feel seen, heard, and valued.

This report showcases only a snapshot of our ongoing EDI journey. We are proud of the progress made but acknowledge that the road ahead requires continuous learning and action. We remain committed to dismantling barriers, celebrating diversity, and creating a truly inclusive environment where all can thrive.

I encourage you to delve deeper into this report and discover the impactful initiatives, inspiring stories, and ongoing endeavours that contribute to our vibrant and inclusive community. Together, let us continue to build an organisation where difference is not just tolerated but embraced, celebrated, and leveraged as a source of strength and progress.

Rachel Nicholls
CEO of Inspire Education Group



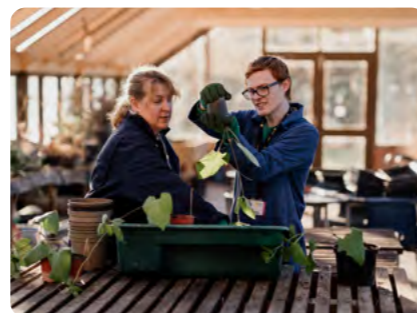
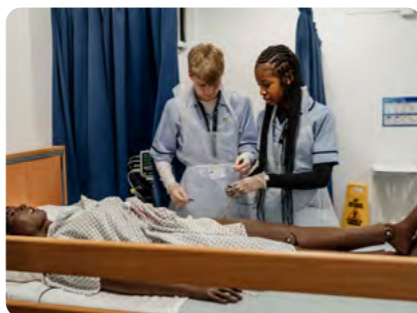
OUR COMMITMENT AND INTENT

COMMITMENT STATEMENT

At Inspire Education Group we will take every possible step to ensure that staff, students and prospective students are treated equally and fairly. All policies and practices will reflect the principles of equal opportunities, particularly in terms of recruitment, admission, selection and discipline. The College will ensure that it meets its statutory requirements as a minimum and will always seek to exceed and enhance our EDI work through learning from best practice and establishing our own excellent practice standards. IEG is committed to ensuring the promotion of equality of opportunity. Our commitment is to go beyond legislation and to be recognised as a leader of equality, diversity and inclusion.

OUR PLEDGES:

- ✓ To create a positive and inclusive environment for all staff and students, where everyone feels valued, respected and has a sense of true belonging.
- ✓ To create a climate where all forms of discriminatory behaviour and bullying behaviour is effectively challenged.
- ✓ To recognise people's differences and celebrate diversity.
- ✓ To build strong, effective and lasting relationships within our communities which model inclusivity.
- ✓ To make progress towards diversifying our workforce and reflecting the communities we serve.
- ✓ To be a visible organisation who takes a stand on EDI issues.
- ✓ To demonstrate leadership and accountability ensuring that we deliver, as an organisation, on our EDI plan.



OUR COMMITMENT TO THE PUBLIC SECTOR EQUALITY DUTY

Equality, diversity and inclusion underpin our College values. This report provides information on how the Inspire Education Group is meeting its responsibilities under the Equality Act 2010. Colleges and public organisations have a statutory duty to produce an annual report under the specific duties of the Public Sector Equality Duty (PSED); this is a key measure of the Equality Act 2010. The aim of this report is to fulfil Inspire Education Group's duty with regards to the PSED and provide data and analysis that will help to inform future strategies.

A PUBLIC AUTHORITY MUST, IN THE EXERCISE OF ITS FUNCTIONS, HAVE DUE REGARD TO THE NEED TO:

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act.

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

Foster or encourage good relations between persons who share a relevant protected characteristic and persons who do not share it.

THE EQUALITY ACT 2010 (SPECIFIC DUTIES) REGULATIONS 2011 PLACE SPECIFIC DUTIES ON PUBLIC AUTHORITIES TO PUBLISH:

Information to demonstrate their compliance with the Equality Duty, at least annually.

Equality objectives at least every four years. The Equality Act 2010 applies in relation to the protected characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

AIMING TO GO BEYOND OUR STATUTORY DUTY

At Inspire Education Group we aim to go beyond our statutory duty. Our vision is to be the first-choice provider of education and training in our region. Our mission is to transform lives through inspirational education and training. We value being innovative, nurturing, sustainable, passionate, inclusive, respectful and excellent.

EQUALITY, DIVERSITY AND INCLUSIVITY AT IEG

Our Equality, Diversity and Inclusion committee is in place to provide a structured strategic and operational forum to advance EDI across IEG. Our 2022-24 EDI action plan was delivered through our 5 Special Interest Groups (SIGs) who report into the main EDI Committee.

- 1
LGBTQ+
- 2
Asylum Seekers and Refugees
- 3
Anti-Racism
- 4
Sexual Harassment and Sexual Violence
- 5
Ability Not Disability

Delivering on our EDI Action Plan will require us to be:



Brave

To stand up for what we believe in. To stand up for others who may have experiences or be experiencing inequality and discrimination, and as leaders and managers, make it safe for others to have their say.



Humble

To act with humility and grace, knowing we may not know the answers and need to learn from others. To know that we may make mistakes for which we will say sorry.



Willing

A willingness to do the work and act, one step at a time.



Determined

Determined that we can, and will, make a difference.

The main EDI group and SIGs have an action plan and the progress of each is monitored regularly by the EDI group and reviewed annually. Appendix 1 provides an overview of progress against our EDI Action Plan. Key successes from 2023/24 include:

LEADERSHIP AND MANAGEMENT

In 2023/24, the EDI committee continued their work with EDI Link Governor, Tony Keeling, to advance Equality, Diversity, and Inclusion (EDI) initiatives across IEG. The SIGs built on their established status, increasing involvement from staff across the group. Each SIG focused on evolving their action plans, building on the achievements of 2022/23.

A notable achievement was securing grant funding from the Cambridgeshire and Peterborough Combined Authority (CPCA) to create a new EDI Coordinator post. This role focuses on promoting a strong EDI agenda across colleges and community groups in the north of Cambridgeshire and Peterborough. The impact of the EDI Coordinator in the first year has been significant, leading to the establishment of a network group that promotes best practice sharing and collaboration among education and training providers. This has facilitated a unified effort to embed excellence in all aspects of EDI work across the region.

Internally, IEG has developed a range of resources to support staff in their inclusion learning journey. These include an EDI calendar, an Inclusive Language Guide, pronoun flashcards, a Ramadan support guide, guidance on pronouncing names correctly, and a publication titled 'Our Story: Asylum Seekers and Refugees'.

ASYLUM SEEKERS AND REFUGEES

Over 2023/24, the Asylum Seekers and Refugee SIG has made significant progress in enhancing support for refugees and asylum seekers, working closely with stakeholders including GLADCA, Peterborough Asylum and Refugee Community Association (PARCA) and Helping Empower Lives in Peterborough (HELP).

The group were able to trial the Functional Skills English programme alongside vocational taster sessions and bespoke construction curriculum sessions. Through the Lincolnshire Virtual Schools funding of £10,000 the Group has been able to support the facilitation of a range of enrichment and engagement activities. These included; trips, sport sessions and local heritage visits to increase community integration, build communication and language skills, and improve physical and mental wellbeing.

The group also focused on celebrating the successes of asylum seeker and refugee students through IEG. The publication of the 'Our Story' book highlights the journey many of our students have undertaken at IEG, from learning English and progressing onto vocational courses, to future hopes and aspirations. One student was supported to access the AoC 'Rising Leaders' programme, which is a programme for girls in FE colleges to access a football focused leadership and development course, funded by the FA. In addition to strengthening community partnerships, the group played a vital role in ensuring asylum seekers and refugees had access to vital resources, including learning materials, career guidance, and work experience opportunities.



LGBTQ+

The LGBTQ+ SIG continued its work to achieve the Rainbow Flag Award, as part of this the group hosted an LGBTQ+ student focus group to explore the experiences of students across our campuses. In June 2024, IEG was the first FE institution in the country to be awarded the Rainbow Flag Award. While working towards this, the organisation reviewed its policies and practices including; student support, Student Voice, staff training, and inclusive curriculums. We have received positive feedback and increased trust on the steps we have taken towards our whole-College approach to LGBTQ+ inclusion. In addition, we have developed strategies to effectively challenge and combat LGBTQphobic bullying. As an organisation we are committed to improving the lives of all young people that we work with as well as the LGBTQ+ community and LGBTQ+ staff members.

The introduction of 'Gender Identity and Inclusion' training for all staff, and the embedding of the online training module into the onboarding process has helped provide an introduction to staff around the difference between a person's gender identity and their biological sex, and give a better understanding of what it means to be transgender, non-binary and gender-fluid. Since its inception 91% of staff have completed the module.

SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The Sexual Harassment and Violence SIG worked to create preventative and awareness measures across the 23/24 academic year. This included, updating the messaging across our online platforms and campuses, updating policies, and providing students with accessible resources, including a QR code for reporting incidents.

Staff training on sexual harassment and violence is ongoing, with targeted sessions for specific curriculum areas and specialist training for the Safeguarding team.



Efforts to integrate these topics into the curriculum have been made through personal development lessons and real-life experience sessions. Safe spaces are being reviewed based on student feedback, with increased monitoring of key areas such as toilets, bus stops, and smoking shelters. Student voices are actively sought through surveys, focus groups, and peer-led research projects, while data analysis is being used to identify trends, address reporting gaps, and inform future actions. A new 'We Will Listen' campaign has launched, reinforcing the institution's commitment to creating a safer and more supportive environment.

Inspire Education Group continued to work with the Womens Leadership Network hosting Practice Enquiry Circles with other Colleges in the sector around best practice and supportive resources.

ANTI-RACISM

Throughout the 2023/24 year, the Anti-Racism Group worked to have a clear and visible anti-racism programme of initiatives and actions. In May 2024 Cultural Awareness Week was delivered across Peterborough and Stamford College. This included cultural showcases, a 'celebration of migration' Personal Development Programme session and collaboration with PARCA and GLADCA to support our asylum seekers and refugee students.

Training for staff was a key need identified by the group. During CPD week, Ellisha Soanes, an external Diversity Consulting Specialist, delivered 'Joining the Dance', an introduction to anti-racism practice through inclusive delivery practices.



The organisation's Business Support Management Programme includes the delivery of unconscious bias training.

The group also supported Peterborough Citizens' 'racial justice in education' listening project - where over 2000 students and over 100 staff fed back regarding the experiences of racism in education. From this, the 'It's Not Banter' campaign was launched.

ABILITY NOT DISABILITY

In 2023/24, the Ability Not Disability SIG explored the experiences of staff members with disabilities across IEG. The study focused on the day-in-the-life of staff and how they navigate working at IEG, what extra support can be provided to staff and what organisational changes can be made to support creating a more accessible environment. The process has seen individual support provided to employees who have taken part in the study alongside working with HR to embed practice changes.

The group continued to work towards becoming a Disability Confident Leader (Level 3), the process involves self-assessing our processes to ensure we can recruit, retain and develop disabled people in the business to succeed. To become a Disability Confident Leader the organisation's self-assessment is validated. The organisation provides an in-depth narrative of the activities we undertake to support being a Disability Confident Leader and voluntarily report on disability, mental health and wellbeing in the workplace.

STUDENT VOICE AND EDI

Inspire Education Group places a high value on student engagement as a cornerstone of an exceptional learning experience and continuous improvement. We empower students to actively shape their College journey and contribute to EDI efforts through various channels.

PEER RESEARCH PROJECT

Our student-led Peer Research Project focused on the critical issue of sexual violence and harassment. The project involved focus groups with key students, leading to significant findings. Notably, students expressed a lack of awareness regarding available support services within the community and also in College. In response, IEG took action to promote these services more effectively, ensuring students knew where and how to access the support they need.

'HAVE YOUR SAY' SURVEYS

To broaden feedback opportunities, IEG launched 'Have Your Say' surveys across both campuses. The surveys received over 2000 responses providing valuable insights into the student experiences. **93% of students reported feeling safe** at College and **92% of students felt there was a mutual respect and tolerance** for each other's differences. A significant number of students overwhelmingly reported that they also knew where to go to access mental health support. Key areas for improvement were also identified and acted upon. Students indicated that they didn't always receive feedback after reporting incidents and some were unsure how to report incidents in the first place. In response, IEG worked with Student Mentors to raise awareness of reporting procedures and implemented changes to ensure timely feedback was provided to those who reported an incident, closing the loop and enhancing communication.

LGBTQ+ FOCUS PANEL

An LGBTQ+ student focus panel was held at Peterborough College to gain a deeper understanding of the experiences of LGBTQ+ students. The students voice contributed to validation process for the Rainbow Flag award. Through their feedback it also enabled IEG to support students to navigate their gender identity through College. This resulted in an overview of guidance for students and staff and changes in internal processes contributing to creating a more welcoming and inclusive environment for all students.

STUDENT UNION

The Student Union plays a vital role in promoting EDI through various events and activities. These include fundraising initiatives, litter picking campaigns, cultural awareness activities, and mental health and wellbeing initiatives. The Student Union's active involvement in these areas contributes to a positive and inclusive College environment.



CULTURAL AWARENESS DAY CELEBRATION AT PETERBOROUGH COLLEGE

Peterborough College came alive with a vibrant celebration of cultures during its annual Cultural Awareness Day, a highlight of Cultural Awareness Week. The event showcased the rich diversity of the student community and reinforced the college's commitment to fostering inclusion, belonging, and positive community cohesion. By creating a welcoming environment where all students feel valued, Peterborough College continues to empower learners to thrive.

STAMFORD COLLEGE ALUMNI NOW FIRST TEAM COACH AT PETERBOROUGH FC

Former Stamford College Level 3 Sports Coaching and Development student Wleed Mazhar is making impressive strides in his coaching career. While pursuing a BSc (Hons) in Sports Coaching and Physical Education at ARU Cambridge, Wleed also serves as First Team Coach and U18's Manager at Peterborough FC as well as Girls Academy Coach at Peterborough United Football Club. His rapid rise in the coaching world highlights the strong foundation he built at Stamford College and his dedication to inspiring the next generation of athletes.



SUPPORTED EMPLOYMENT INITIATIVE

IEG, in collaboration with the NHS and Peterborough City Council, has successfully implemented the Local Supported Employment initiative, providing meaningful career opportunities for young adults with learning difficulties. Since 2022, 10 students from Peterborough College and Stamford College have benefited from the scheme, including Jack Batty, now employed in the NWAFT Estates and Facilities Team at Peterborough City Hospital, and Amelia Bollons, working front-of-house at the Holiday Inn in Peterborough.

STUDENT OUTCOMES

This report will now analyse student outcomes in the context of key EDI criteria and establish any gaps in terms of performance or any trends that would give us cause for concern.

GROUP COMPARISON DIVERSITY DATA 2023/24

For young people (16-18), those accessing ALS, Looked After, Care Leavers, and Young Carers demonstrate achievement rates exceeding their peers. Students with Learning Difficulties and Disabilities (LDD) and High Needs exhibit only marginal performance differences, with a gap of 0.5% or less. While the Free College Meals gap is slightly larger at 1.3%, the Young Parent gap of 11.6% warrants focused attention, despite representing a small cohort (0.3% of all young people). Targeted interventions are underway.

Adult learners from vulnerable groups generally show lower achievement, with the exception of those with High Needs. Care Leavers present a significant concern, with a 10% performance gap.

Apprentice data, due to small sample sizes, presents limited meaningful analysis. However, the 9.5% gap for apprentices with LDD necessitates further investigation.

Inspire Education Group proactively addresses identified gaps through curriculum, quality, and student support initiatives, which are documented in the Quality Improvement Plans.



Table 1: Group Comparison Diversity Data 2023/24

Vulnerable Group	Young People			Adults			Apprentices		
	Leavers	Ach (%)	Variance to all Young People (88.1%)	Leavers	Ach (%)	Variance to all Adults (88.4%)	Leavers	Ach (%)	Variance to all Apprentices (63.3%)
LDD	3854	87.90	-0.20	1563	87.8	-0.6	65	53.8	-9.5
High Needs	622	87.60	-0.50	289	91.3	2.9	1	100	36.7
Free College Meals	2272	86.80	-1.30	67	83.6	-4.8			
ALS Accessed	3945	88.60	0.50	598	86.1	-2.3	17	58.8	-4.5
Looked After	398	88.90	0.80	5	80	-8.4			
Care Leavers	408	88.70	0.60	45	77.8	-10.6	1	100	36.7
Young Carer	292	89.00	0.90	8	87.5	-0.9			
Young Parent	34	76.50	-11.60	27	88.9	0.5			

GROUP COMPARISON BY ETHNICITY 2023/24

Achievement data indicates minor performance gaps for non-white students compared to their white peers. For young people, the gap is minimal at 0.4%. The adult learner gap, while more significant at 2.1%, shows improvement from last year's 2.9%.

This gap is primarily influenced by adult ESOL and short certificate programs delivered with partners, involving hard-to-reach students disproportionately affected by the cost of living crisis and refugee students experiencing relocation. Apprentice data, while showing a gap, is statistically insignificant due to small sample sizes.

Table 2: Group Comparison By Ethnicity 2023/24


	Young People		Adults		Apprentices	
	Leavers	Ach (%)	Leavers	Ach (%)	Leavers	Ach (%)
Non-White	7098	88.1	4785	89.1	455	63.7
White	2314	87.7	2807	87	19	52.6

Stamford College
16 Oct 2023 · 🌐

Our very own, Charlotte Akester, has been featured in [Lincolnshire Football Association](#) where they are shining a light on iconic figures in Lincolnshire for Black History Month.

Charlotte is a coach at [Stamford AFC](#) for the women's team, the Vice Chair of the National Youth Council and also part of the ECFA Committee and Lincolnshire FA Inclusion Advisory Group.

Charlotte talked about the importance of representation, the impact of having someone to look up to, and her view on racism in football.



lincolnshirefa.com
BHM: In Conversation With Charlotte Akester

👍 2


Peterborough College
25 Oct 2024 · 🌐

In line with the UK government's Inclusive Britain initiative, which addresses racial and social disparities, we are committed to promoting respect and diversity in every classroom.

We recently hosted Peterborough [Citizens UK's](#) 'It's Not Banter!' assembly, where educators came together to tackle inappropriate banter and bias in education.

This event marked a powerful step forward in sharing best practices and resources to create a more inclusive environment. Together, we are shaping a future where every student feels safe and valued.

ITV News also interviewed our CEO, Rachel Nicholls and Peterborough Citizens' Dilraj Kaur, to highlight the significance of the campaign.



👍 11 1 share

Peterborough College
29 Nov 2024 · 🌐

Tammy Banks, former Peterborough College student, has been honoured with the 2023/24 Women in Innovation Award! 🏆

Tammy returned to share her incredible journey from studying at Peterborough College to becoming a renowned entrepreneur, social advocate and Lay Member of the House of Commons Committee for Standards is nothing short of inspiring.

Read more: <https://ow.ly/5cNy50Ui8M1>

#WomenInInnovation #SuccessStory



👍 40 2 shares

Stamford College
19 Dec 2023 · 🌐

Visual Impairment Services students of Stamford College recently enjoyed a visit to [Firetree Chocolate](#), who pride themselves on producing high-quality cocoa grown in volcanic soil.

Catered to the specific needs of our learners, the sensory tour offered students a detailed explanation of the chocolate-making process, with a focus on smells, sounds and taste. Thank you very much for the opportunity.



👍 8 1 share

EDI WORKFORCE PROFILE: 1 AUGUST 2023 TO 31 JULY 2024

Inspire Education group place equality, diversity and inclusion at the heart of everything we do. In order to foster a positive workforce culture alongside building and maintaining an equitable workplace, it is crucial to capture robust EDI data. This is a process we have completed and developed year on year, systematically collecting information on various workforce characteristics, such as ethnicity, gender, disability status, and sexual orientation.

The aim is to gain a clear understanding our workforce's composition, identify potential disparities, and inform targeted interventions. The methods we employ to undertake this process include staff surveys, feedback from our various people processes and our HR system including employee self-service input.

Effective data capture requires clear communication with employees about the purpose of data collection, ensuring confidentiality, and providing options for employees to opt out or choose "prefer not to say." This non-mandatory approach at times limits the extent of the data recorded. By analysing this data, we have the ability to measure the effectiveness of our EDI initiatives, track progress over time, and foster a culture of inclusivity.

The following report outlines the EDI statistics and trends we have recorded and analysed through 2023/24.



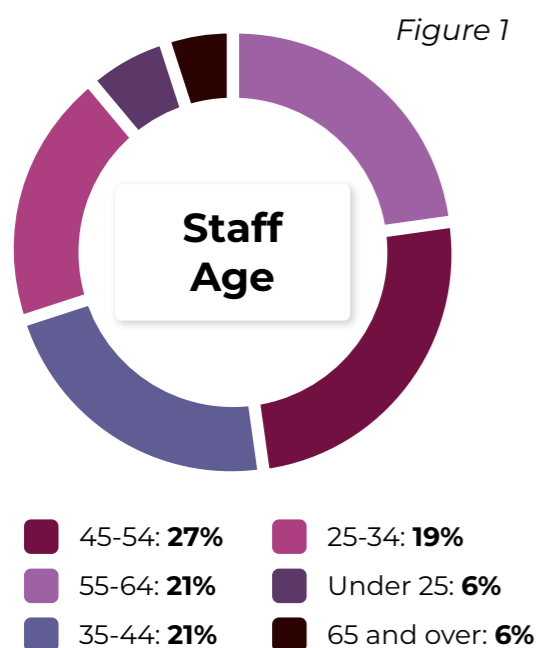
STAFF PROFILE

This section looks at the characteristics of staff employed during the academic year 2023/24, using an average headcount of 915 as the total number of staff for whom percentages were calculated.

Data was taken from the HR database. Our managed services company Quality Resourcing Solutions (QRS) hourly paid associates were not included in the data collection as they are not employed by IEG and their profile changes significantly throughout any reporting period due to the nature of temporary agency assignments. However, staff employed through QRS on salaried contracts were included.

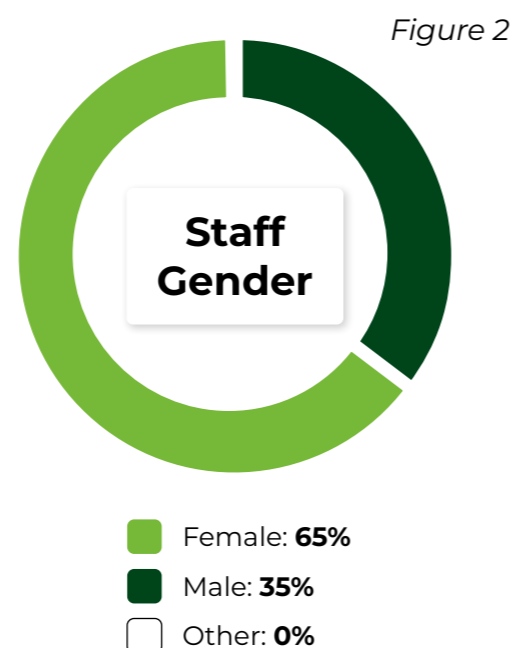
AGE

Figure 1 shows the age profile of our staff during 2023/24. The chart shows that 54% of the IEG workforce were aged 45 or over in the reporting period, which is fairly indicative for the FE sector. However, the percentages in the younger categories are increasing.



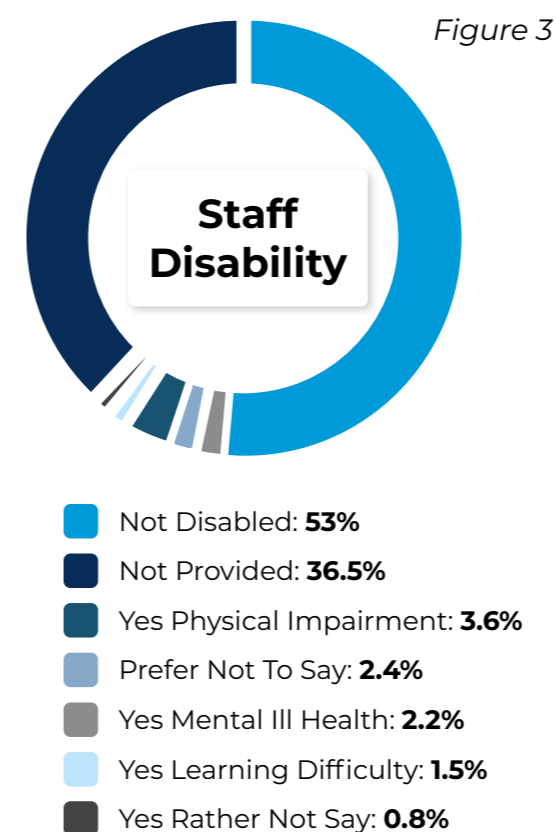
GENDER

The gender profile at IEG for 2023/24 was quite typical of the education sector as a whole, with 65% female against 35% male – see Figure 2. Although 0% of staff identified as 'other' or 'X'. IEG has a positive approach to staff identifying their gender as non-binary and trans-gender.



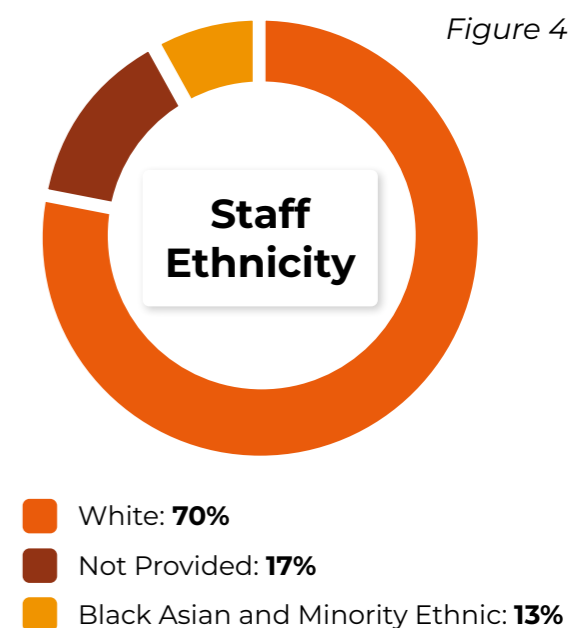
DISABILITY

53% of staff during 2023/24 declared no disability – see Figure 3. We note that the percentage of staff who did not provide the information was high. As a 'Disability Confident' organisation, we aim to be extremely inclusive where disability is concerned, with many internal mechanisms to support staff and make reasonable adjustments. We have and will continue to take steps to encourage greater self-declaration, particularly through the Equality, Diversity and Inclusion Special Interest Group and associated working groups.



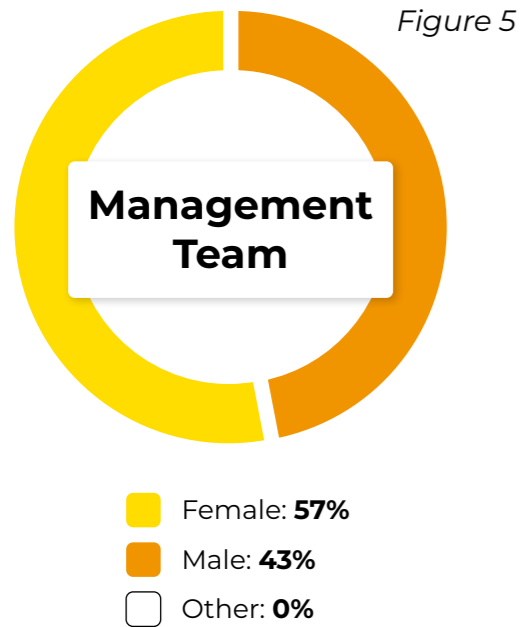
ETHNICITY

Figure 4 shows that the majority of staff (70%) during the reporting period 2023/24 categorised themselves as 'White'. The percentage who did not provide this information was higher than we would like and we hope to encourage more staff to classify their ethnicity for future reports. As the organisation sits across Cambridgeshire and Lincolnshire it is difficult to compare the IEG profile locally. However, the ONS Ethnic Group, England and Wales Censure 2021 found that 81.7% of usual residents in England and Wales identified their ethnic group within the 'White' categories, which is similar to the IEG figure and is also mirrored within our Governing Body for the same reporting period.



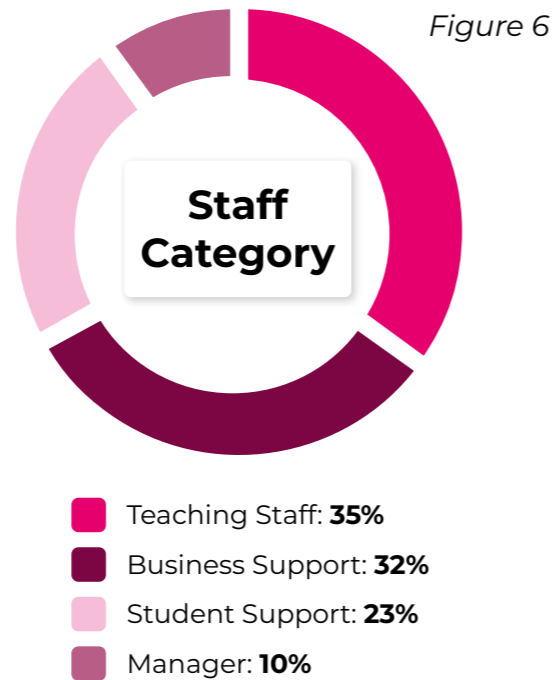
MANAGEMENT TEAM

The organisation-wide management team profile was fairly evenly spread between males and females – see Figure 5. We have 0% reporting as 'other' or 'X'.



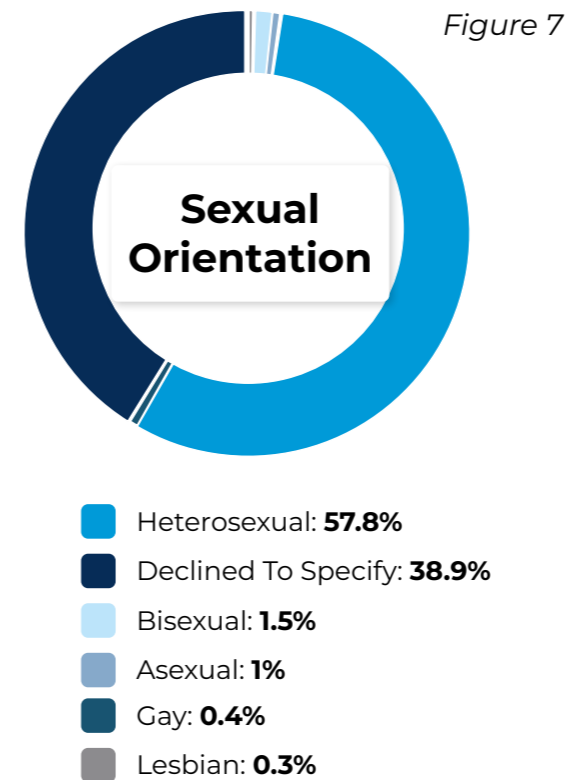
CATEGORY

Figure 6 shows the profile of our staff during 2023/24 split by the type of work they undertake. It is clear there is a higher ratio of business support/student support roles to teaching roles. The student support category includes business support staff whose roles directly support students and their learning, including students with additional needs, the number of which is quite high across IEG.



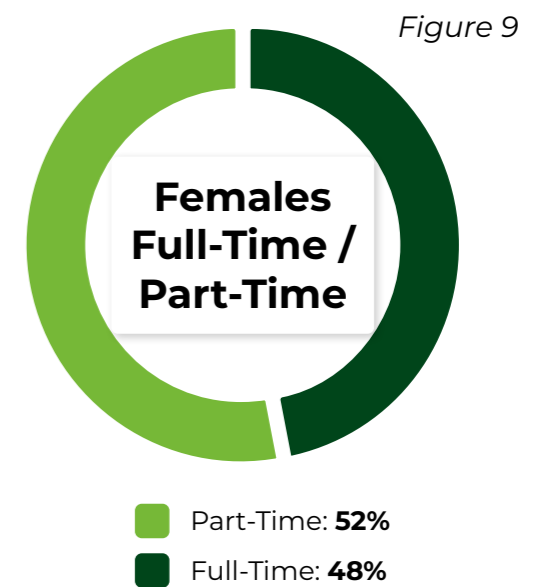
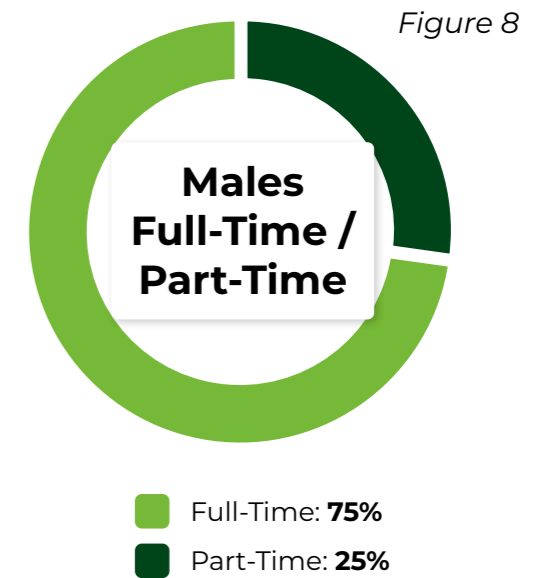
SEXUAL ORIENTATION

Figure 7 shows the sexual orientation within the staff profile for the reporting period 2023/24. The percentage of employees who have declined to specify is still disappointingly high. With an ongoing increase of focus and openness to the LGBTQ+ community, the expectation is that this information should be given more freely in the future, particularly with support from the Equality, Diversity and Inclusion Special Interest Group.



FULL-TIME / PART-TIME BY GENDER

Figure 8 and 9 below shows the split of gender between full time and part time staff, with a much higher percentage of males (75%) being in full time roles during the reporting period than females (48%). Part time roles were predominantly filled by females.



STAFF LEAVERS

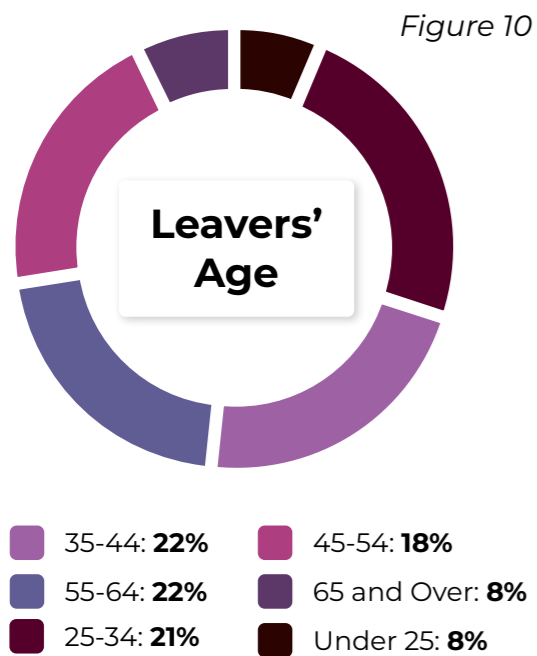
This section looks at the characteristics of staff who left during the reporting period 2023/24 using a headcount of 192 as the total number of staff for whom percentages were calculated.

This is an average turnover of 20.9% for the reporting period across the group, which has increased from the last reporting period, mainly due to a high number of internal promotions. QRS hourly paid associates were not included in the data collection due to the nature of the use of agency staff on a temporary basis. However, staff employed through QRS on salaried contracts were included.



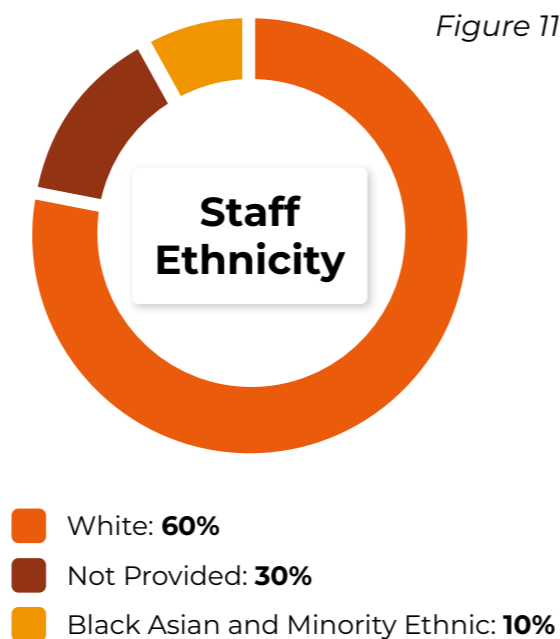
AGE

Figure 10 shows that the age distribution of leavers was fairly even between the ages of 25 and 64, having little impact on the staff profile, closely mirroring it. 8% of leavers were 65 and over, which is higher than the staff profile, but the percentage of leavers aged between 55 and 64 is slightly higher than the staff profile, mirroring the aging workforce that looks likely to continue.



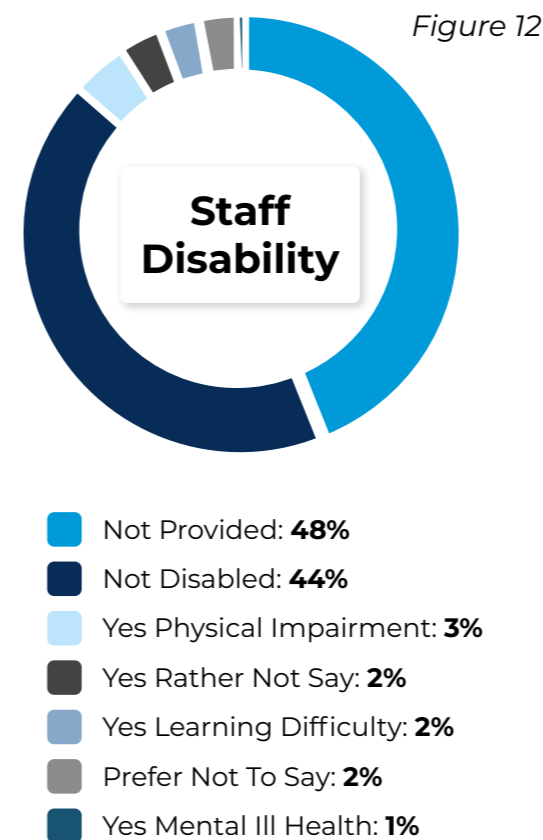
ETHNICITY

Figure 11 shows that 60% of leavers within this reporting period declared themselves as 'White', which is slightly lower than the staff profile for 2023/2024. A slightly higher percentage of leavers declared themselves as BME than shown in the staff profile for the reporting period. Reasons for leaving are captured where staff are willing to supply the information and are monitored for any mention of discrimination. There has been no mention of discrimination against any protected characteristic within the reporting period.



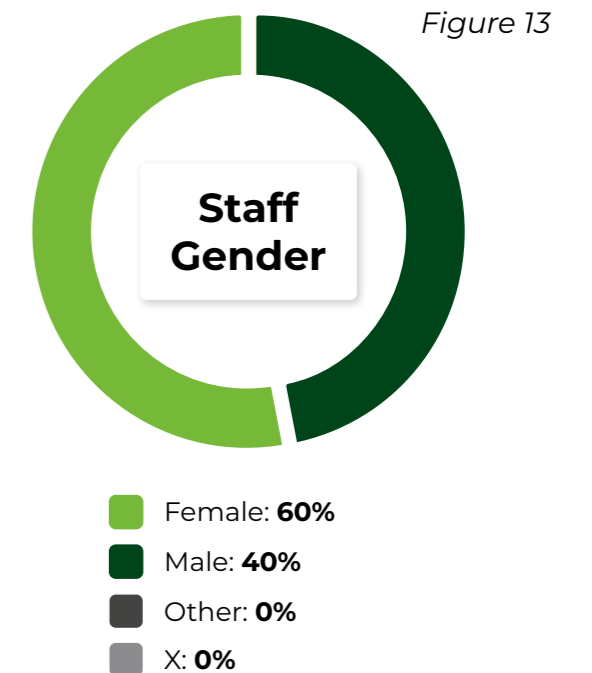
DISABILITY

Figure 12 shows the percentage of leavers (44%) with no disability. The vast majority at 48% did not provide this data whilst employed by IEG, but may have left before there was a focus by HR on providing this information.



GENDER

Figure 13 shows more female leavers than the staff profile for the reporting period 2023/24, but mirrors the ratio of males to females overall. No leavers reported their gender as 'other' or 'X'.

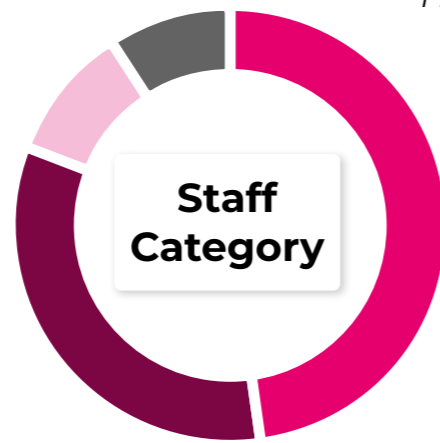




STAFF CATEGORY

The majority of leavers shown in Figure 14 in the academic year 2023/24 were business support and teaching staff, both higher than the staff profile. The percentage of managers leaving was lower than the profile as was the percentage of student support workers who left in the period.

Figure 14



- Business Support: **41%**
- Teaching Staff: **40%**
- Student Support: **12%**
- Manager: **7%**



LENGTH OF SERVICE

This section looks at the characteristics of staff in relation to their length of service during the academic year 2023/24.

As the staff profile changes during the year, data at a fixed point of 31 January 2024 was used as this was mid-way through the academic year, with a total of 915 employees. Data was taken from the HR database. QRS hourly paid associates were not included in the data collection as they are subsidiary of IEG for agency workers and their profile changes significantly throughout the reporting period. However, staff employed through QRS on salaried contracts were included.

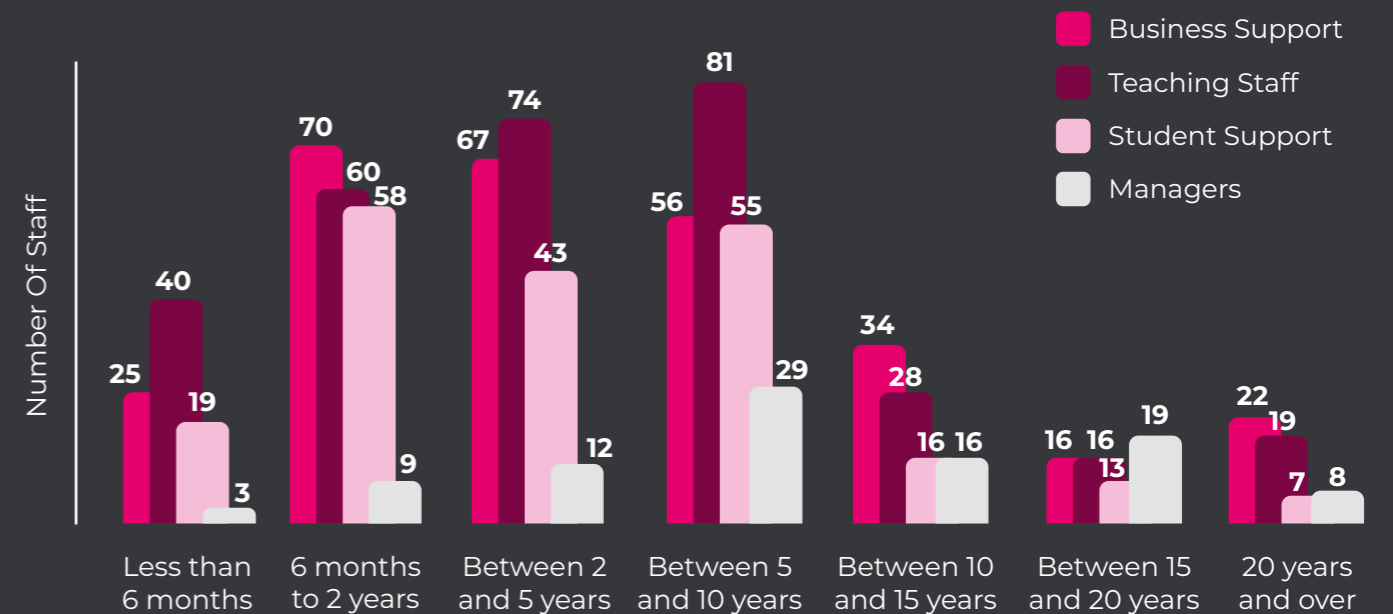
CATEGORY

There is a fairly regular pattern to length of service in relation to staff category bearing in mind the proportionate split between business support, teaching staff, student support and managers – see Figure 15.

However, there is a spike in numbers of teaching staff who have between 5 and 10 years of service.

Length of Service by Job Category

Figure 15



FULL TIME/PART TIME STATUS

The pattern in Figure 16 is fairly consistent with the length of service by category data, but with the majority of newer staff being full time rather than part time, which usually suggests business support roles. However, at IEG since merger, there have been fewer posts linked to term time and an increase in business support posts required all year round and full-time.

These are posts relating to commercial businesses, work experience, industry placement and Education and Health Care Plans (EHCPs). The length of service for part-time and full-time staff between 2 and 10 years is fairly evenly balanced, but staff with service over 10 years are, in the majority, full time.

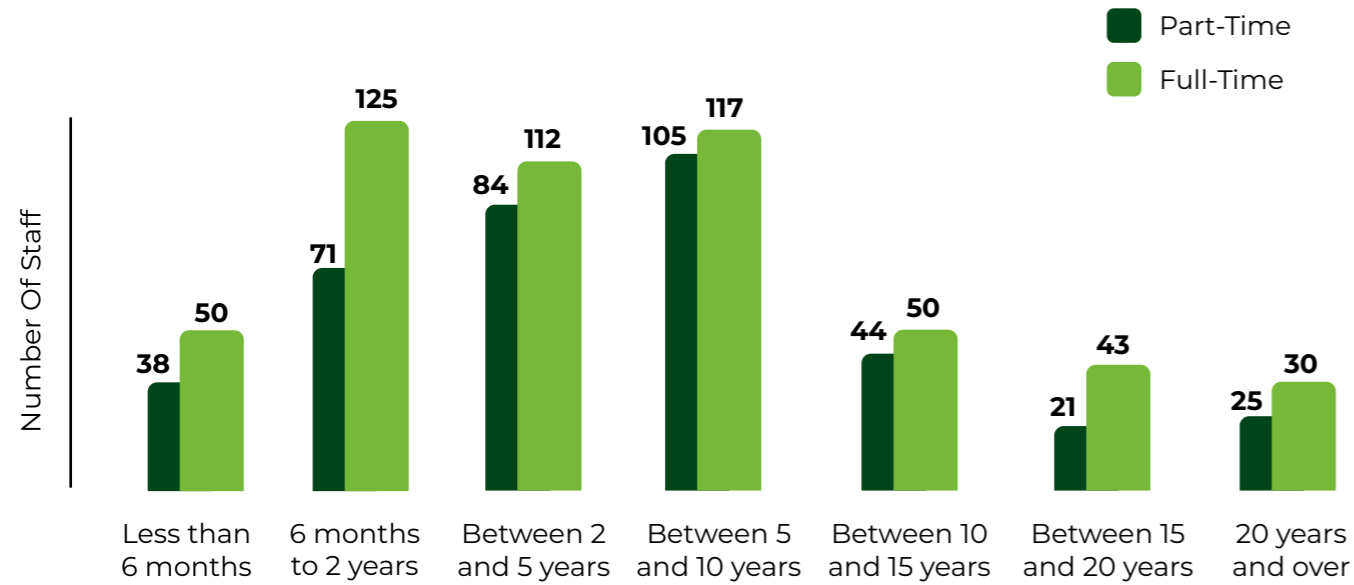
AGE

Figure 17 shows that the majority of staff remain at IEG between 6 months and 10 years and have a fairly even distribution of age. Staff aged between 35 and 44 years is the highest for the length of service of less than 6 months to 2 years, which gives an indication of the age bracket we are recruiting.

The high number of staff aged 25 to 34 with service between 0 and 5 years through this reporting year mirrors the age distribution of our staff profile and suggests that we are now replacing leavers with younger staff. The higher numbers of staff aged between 45 and 54 who have between 5 and 10 years of service, reflects the norm for staff settled in their careers.

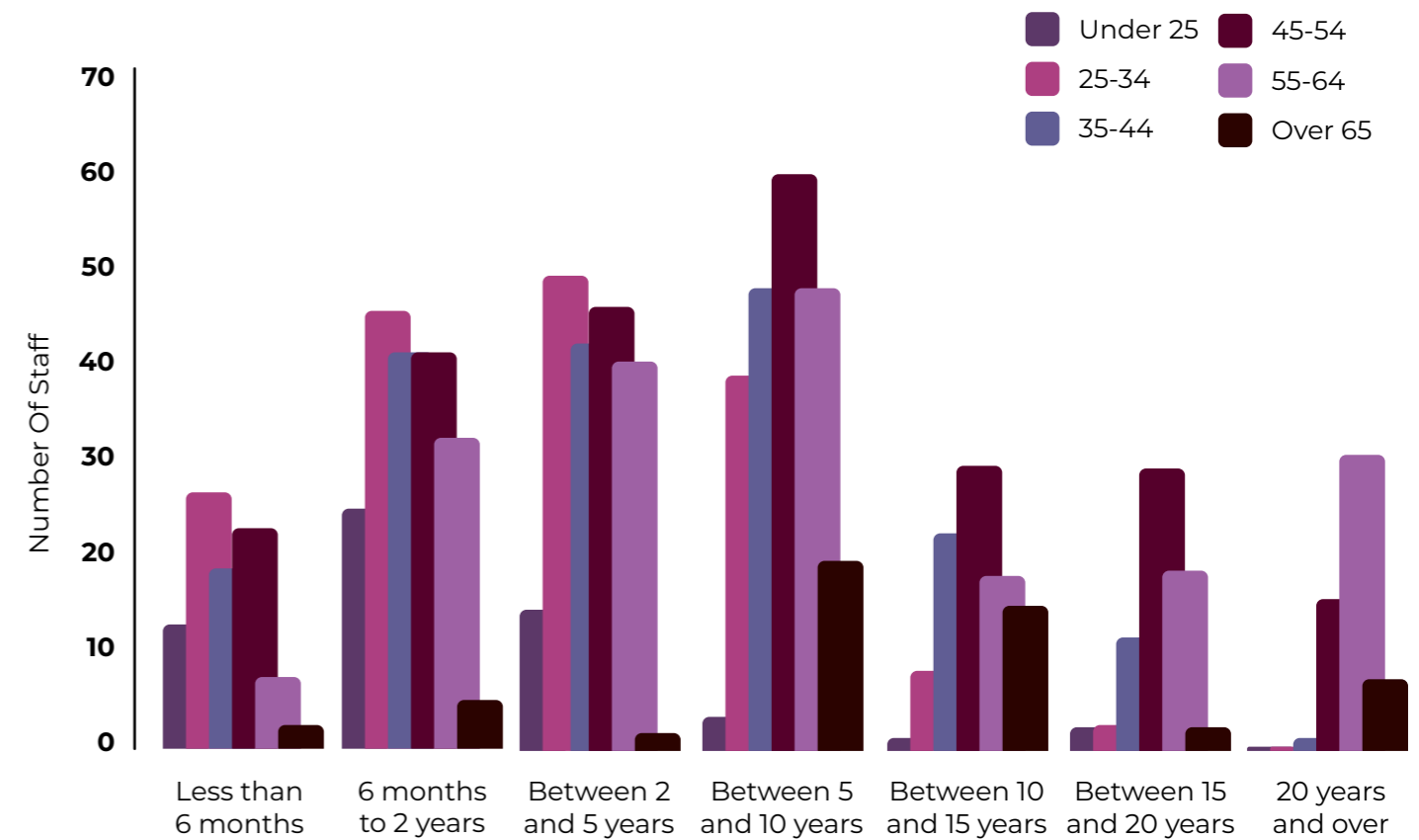
Length of Service Part-Time/Full-Time

Figure 16



Length of Service by Age

Figure 17



LOOKING BACK AT 2023/24: EDI INITIATIVES AND ACHIEVEMENTS

EXTERNAL RECOGNITION

In June 2024, IEG successfully became the first college to achieve the Kite Trust Rainbow Flag Award. After a rigorous assessment process, a student focus group and visit to Peterborough College to assess our LGBTQ+ inclusion and support across our institutions.



As part of our further commitment to EDI, in June 2024 we hosted an AoC Equity Exchange, where representatives from FE colleges across the East came together to discuss best practice in relation to EDI. Staff from IEG shared the best practice and initiatives that have been implemented across the group.



MENTAL HEALTH AND WELLBEING

The wellbeing of our staff and students is a crucial aspect of our organisation's success, and we are committed to providing comprehensive support to foster a healthy and productive environment. In 2023/24, IEG were proud to have received an AoC Beacon Award and were commended for our practice for mental health and wellbeing.



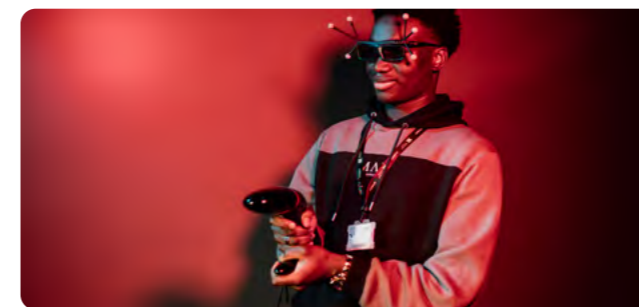
We continue our proactive approach to mental health and wellbeing, fully implementing a range of initiatives to promote the overall wellbeing of our community and commitment to the AoC Mental Health and Wellbeing Charter. One notable initiative is free breakfast for all staff and students, providing a positive start to the day and enhancing overall physical and mental health. In addition to our Menopause Pledge in the workplace, we also demonstrated our commitment to supporting staff in 2023/24 by signing up to be an Endometriosis Friendly Employer Scheme that confirms our commitment to developing a work environment and culture that enable employees with Endometriosis and menstrual health conditions to thrive at work.



CPCA EDI NETWORK

In December 2024, IEG, in partnership with the CPCA launched a regional EDI Network for FE and Training providers to discuss best practice, understand local trends and work collaboratively to drive inclusive practice regionally. Since inception in December 2024 the group has engaged 19 practitioners across the region from 11 institutions which engaged in 3, 4 network meetings and a training provider round table.

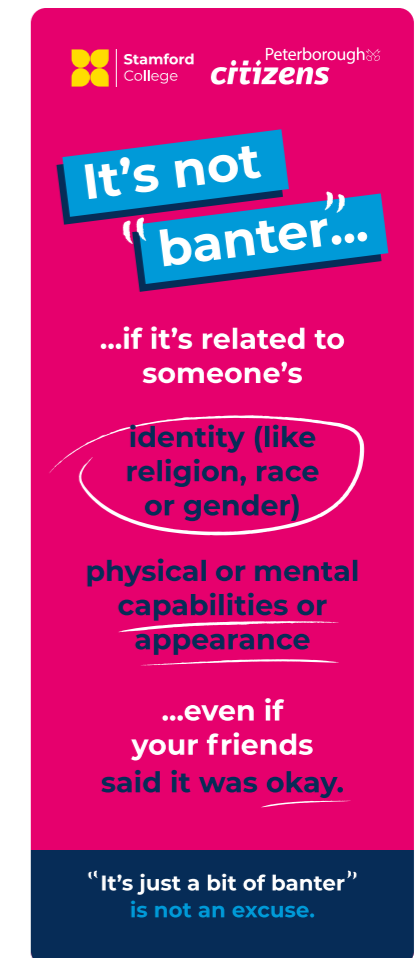
The group has explored and discussed embedding EDI in organisational structures, supporting asylum seekers and refugees, anti-racism practices in education, regional challenges to access training, and using VR as a tool to increase accessibility to education and an insight into local data.



PETERBOROUGH CITIZENS AND 'IT'S NOT BANTER' CAMPAIGN

As part of IEG's ongoing involvement, we remain active members of Peterborough Citizens. Through this membership, we have engaged with the voices of our students and staff (over 2,000 individuals) alongside Peterborough Citizens' broader listening campaign, which has gathered insights from 11,000 residents across the city. A key issue identified through this process is discrimination disguised as banter, a challenge faced by many young people in Peterborough.

As part of this campaign, we have collaborated with organisations across the city to develop a comprehensive anti-discrimination toolkit. Designed for use from primary schools to colleges, this resource aims to facilitate meaningful conversations about difference, migration, and inclusion.





PETERBOROUGH CITIZENS ACCOUNTABILITY ASSEMBLY

IEG took part in the Peterborough Citizens Accountability Assembly at Queen Katharine Academy, engaging with local decision-makers on key community issues, including upcoming local campaigns and the General Election. IEG's EDI Coordinator, Charlotte Akester, spoke at the event, introducing the "It's Not Banter" campaign and highlighting the group's initiatives to tackle covert racism, bullying, and harassment. She also outlined the implementation of Anti-Racism Training and a comprehensive review of policies and procedures to promote equality.



IEG BECAME THE FIRST FURTHER EDUCATION COLLEGE TO RECEIVE THE PRESTIGIOUS RAINBOW FLAG AWARD

In recognition of its commitment to LGBTQ+ inclusion, Inspire Education Group (IEG) became the first Further Education (FE) College to receive the prestigious Rainbow Flag Award from The Kite Trust. This milestone reflects IEG's dedication to creating an inclusive and supportive environment where all students and staff feel safe, respected, and celebrated.



ESOL STUDENT SELECTED FOR FA RISING LEADERS PROGRAMME

ESOL student Eldana Tsegay Aregwi was selected to take part in the prestigious Rising Leaders programme, funded by the Football Association (FA) and delivered by AoC Sport. The initiative aims to improve diversity among volunteers in football and ensure equal opportunities for those who have historically faced barriers to representation in the sport. Eldana's selection highlights her leadership potential and commitment to inclusion in sport.



Congratulations to the winning team, Karolyna and Alina!



lincsonline.co.uk
Young Ukrainians get busy in Ready Steady Cook challenge

7

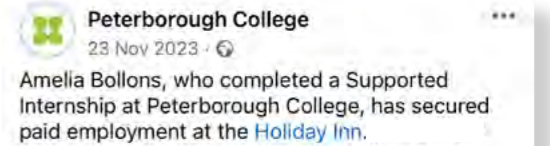


The visit, proposed by Andrew Pakes for Peterborough, Labour and Cooperative Society Candidate for Peterborough Central, highlighted the importance of encouraging more women and girls to pursue careers in STEM fields. With her background in engineering and her passionate advocacy for the green agenda, technology, and STEM, Chi shed light on this crucial topic.



11

3 shares



Our Special Education Needs and Disabilities (SEND) team was invited to the Holiday Inn where Amelia proudly showed us her day-to-day tasks and told us what it was like to be part of the front-of-house team.



70

8 comments 6 shares



Today in the Bistro, all the nominees were honoured with certificates, #IWD2024 ribbons, and delicious cupcakes!



43

3 comments 3 shares

STAFF CONTINUING PROFESSIONAL DEVELOPMENT

All staff complete Equality, Diversity and Inclusion online training when they join the organisation and refresh every three years during their employment – current completion rate is 87%.

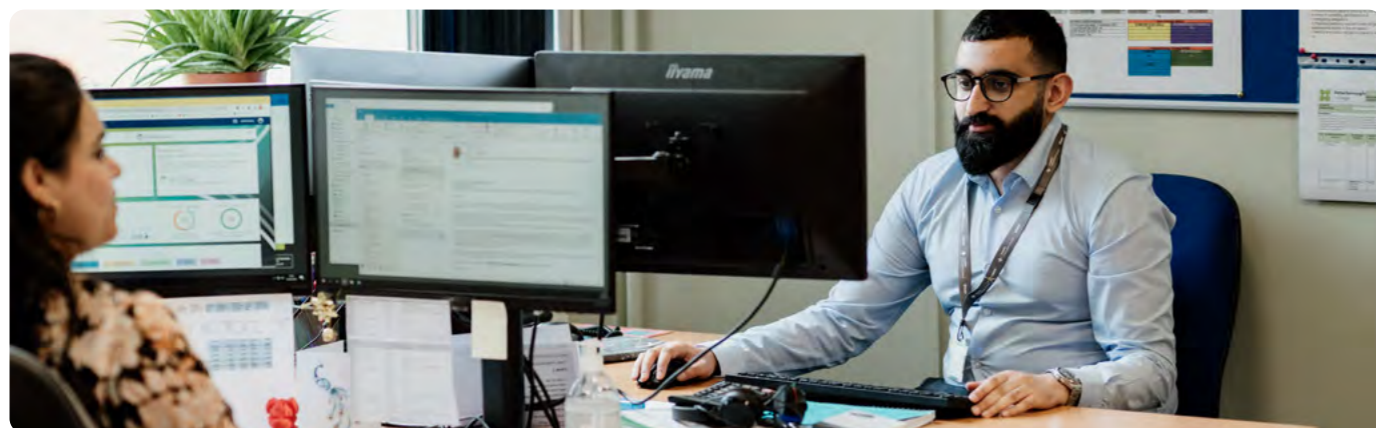
As part of our commitment to mental health, all staff are required to complete the mandatory Mental Health Awareness training (90% completion rate). Managers must also complete the Mental Health Awareness for Management training (82% completion rate).

Managers are also assigned Menopause Awareness training as a one-off course (77% completion), and Stress Awareness training (current completion rate 88%). Disability Awareness completion sits at 100%.

Gender Identity and Expression, which also requires renewal every three years is currently at 91% completion. Sexual Harassment Awareness training has been re-assigned to staff to reflect the changes in accordance with changes in legislation in October 2024. Current completion rate is 62%.

The organisation’s staff development programme and induction have been reviewed and will now include face-to-face delivery in Sexual Harassment Awareness and we will be adding Neurodiversity Awareness to our on-line platform for all staff.

The Management Development Programme for 2023/24 and ongoing into 2025 includes an online session on anti-racism, which is also accessible to all staff on our intranet and a session on Unconscious Bias (with a particular focus on anti-racism). In addition, the in-house Equality and Diversity Level 2 is offered to staff, as is Level 2 Mental Health Awareness.



PRIORITIES 2023/24

Priority	RAG	Evidence
Establish and build stronger equality, diversity and inclusion networks and support the implementation of initiatives which support staff and students.	Green	<ul style="list-style-type: none"> SIG Groups. Menopause Pledge. Endometriosis Friendly Employer. LGBTQ+ Student Support Group.
To embed an equality, diversity and inclusion calendar of initiatives and celebrations across the year to educate and celebrate our diverse student and staff body.	Green	<ul style="list-style-type: none"> Black History Month stands. EDI Calendar published. Cultural Awareness Week. LGBTQ+ Pride activities.
Improved staff training focused on the protected characteristics in consultation with external organisations.	Amber	<ul style="list-style-type: none"> Introduction of new online training modules. CPD week included anti-diversity and neurodiversity training. Unconscious bias training included in management programme.
Improved Student Voice collection to increase engagement for feedback on experiences to inform actions and initiatives. To use wider data collection methods and surveys to increase the reach of student voice collection enabling wider student experiences to be captured.	Amber	<ul style="list-style-type: none"> Updated Student Voice collection surveys through 'Have Your Say'. LGBTQ+ student focus group. Peterborough Citizens Racial Justice in Education.
Monitoring of student achievement, specifically Care Leavers, Young Parents and Minority Ethnic Groups achievement rates.	Green	<ul style="list-style-type: none"> Embedded into curriculum self-assessment reports. Head of Student Wellbeing and Engagement across both campuses work closely with curriculum to monitor vulnerable learners' engagement in education.
Physical accessibility across both campuses, alongside online accessibility across all College websites.	Green	<ul style="list-style-type: none"> Disability day-in-the-life study. Online accessibility tools embedded across group websites.
Using the CPCA project funding, grow a new Equality, Diversity and Inclusion FE and Training Provider Network to share best practice across the sector and work collaboratively to support students and education and training across the region.	Green	<ul style="list-style-type: none"> CPCA Network launched in Dec 2024. 19 practitioners involved from 11 institutions.
Review our current EDI Action Plan and create a strategy to advance and develop EDI throughout the organisation.	Green	<ul style="list-style-type: none"> The Action Plan has been reviewed. New EDI strategy being developed.

PRIORITIES FOR 2024/25

- 
Develop and launch EDI Strategy which supports the organisation's Be Brave, Be Bold, Be Exceptional Strategy to drive forward and champion EDI across the organisation.
- 
Continue to establish and develop external partnerships which help support staff and learners to thrive and feel supported within our environments.
- 
Continue to Improve staff training and CPD offer to give staff a wide knowledge and confidence regarding EDI, inclusive practice and the protected characteristics.
- 
Continue to grow the CPCA EDI FE and Training Provider Network to help further drive inclusion across the region and offer inter organisational support.
- 
Develop a platform of resources for our staff to access to support embedding EDI into their practice.
- 
Monitoring of student achievement, specifically Care Leavers, Young Parents and Minority Ethnic Groups achievement rates.
- 
Continue to improve Student Voice collection to increase engagement, for feedback on experiences, and to inform actions and initiatives. To use wider data collection methods and surveys to increase the reach of Student Voice collection enabling wider student experiences to be captured.
- 
To explore ways of effectively capturing staff voices and experiences related to EDI.



APPENDIX: EDI ACTION PLAN 2022-23 TO 2023-24 PROGRESS

Key	Green Good Progress	Amber Partial Progress	Red No Progress
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Anti-Racism Special Interest Group	Our Actions	Achieved By	Responsible Department	RAG
	Establish the SIG and attract members who want to advance this aspect of EDI.	September 2022	EDI Group	Green
	Develop related information and material for each SIG on Inspire Insights.	February 2023	SIG	Green
	Deliver and embed the Unison Anti-Racism Charter.	July 2023	SIG	Amber
	Deliver all staff training on Anti-Racism and unconscious bias.	Ongoing	SIG	Amber
	Develop a Race Equality Policy.	July 2023	SIG / EDI Group	Amber
	Undertake ethnicity pay gap reporting.	July 2023	Human Resources	Green
	Embed anti-racism training on new and aspiring manager development programmes.	July 2023	Human Resources	Amber
	Hold Diversity and Industry Day – targeting increased recruitment and engagement from under-represented groups.	December 2022	SIG	Amber

Leadership and Management

Our Actions	Achieved By	Responsible Department	RAG
Create a fully inclusive EDI Group and Special Interest Groups.	September 2022	Executive	Green
Deliver all staff training on our EDI Plan and SIGs.	July 2022	EDI Group	Green
Use Deeper Thinking and Strong Action ETF Toolkit to review where we are as an organisation and implement actions.	July 2023	EDI Group	Amber
Implement a 'train the trainer' EDI programme of development for the EDI committee and key staff.	July 2023	Human Resources	Red
Develop an EDI campaign that enables the organisation to promote all aspects of EDI and make clear our ambitions and intentions.	March 2023	Executive and Marketing	Green
Develop management information reports that analyses our workforce, ensuring that no unfair or discriminatory practices take place.	July 2023	Human Resources and Management Information Systems	Amber
Ensure student performance data is analysed by EDI characteristics to ensure that where there are achievement gaps, mitigation and action is taken to address.	July 2023	Management Information Systems and Quality	Green
Review workforce diversity and enhance staff recruitment practices to better engage potential employees from minority groups.	July 2023	Management Information Systems and Human Resources	Amber
Ensure 'leaving well' process enables staff to report any discriminatory reasons for exiting IEG.	February 2023	Human Resources	Green
Appoint an IEG Governor with EDI responsibility to work with the CEO and EDI Core Group.	December 2022	Governors	Green

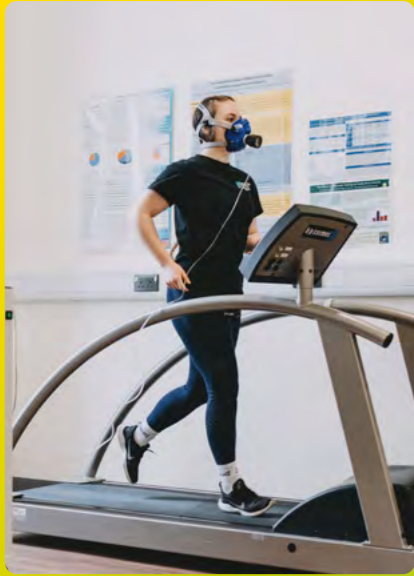
LGBTQ+ Special Interest Group	Our Actions	Achieved By	Responsible Department	RAG
	Establish the SIG and attract members who want to advance this aspect of EDI.	September 2022	SIG	Green
	Develop related information and material for each SIG on Inspire Insights.	February 2023	SIG	Green
	Achieve the Rainbow Flag Award.	June 2024	SIG / EDI Group	Green
	Develop and deliver staff training so all staff understand language and are able to challenge homophobic bullying.	July 2023	SIG	Amber
	Ensure we celebrate and promote key LGBTQ+ events.	Ongoing	SIG	Amber
	Identify gender neutral toilets across all campuses with new and inclusive signage.	August 2023	Sig / Estates / Marketing	Green

Sexual Harassment and Sexual Violence Special Interest Group	Our Actions	Achieved By	Responsible Department	RAG
	Establish the SIG and attract members who want to advance this aspect of EDI.	September 2022	EDI Group	Green
	Develop related information and material for each SIG on Inspire Insights.	February 2023	SIG	Green
	Implement actions from Women's Leadership Network action research project at IEG.	July 2023	SIG	Green
	Deliver all staff training on Sexual Harassment and Sexual Violence.	January 2022	SIG / EDI Group	Green
	Deliver specialist training for Safeguarding Team.	Ongoing	SIG / EDI Group	Green
	Awareness raising across all sites with key messages displayed and develop a culture of where staff and students can 'call it out'.	Ongoing	SIG	Green
	'Safe Space' site map across all sites to maximise safety and address any areas of concern.	March 2023	SIG	Green
	Review IEG Bullying and Harassment Policy.	December 2022	SIG	Green
	Contextualise delivery and support across curriculum and vocational sectors.	Ongoing	SIG	Green

Asylum Seekers and Refugee Special Interest Group	Our Actions	Achieved By	Responsible Department	RAG
	Establish the SIG and attract members who want to advance this aspect of EDI.	September 2022	EDI Group	Green
	Develop related information and material for each SIG on Inspire Insights.	February 2023	SIG	Green
	Successfully achieve and embed actions as a result of becoming a recognised College of Sanctuary.	January 2023	Student Support and ESOL Curriculum Team	Green
	Work collaboratively with other stakeholders to support our students who are fleeing persecution and to enable them to succeed at IEG.	Ongoing	SIG	Green
	Review and strengthen transition and progression opportunities.	Ongoing	SIG	Green
	Further develop engagement opportunities and activities for students outside of their curriculum timetable.	Ongoing	SIG	Green
	Celebrate the success of our refugees and asylum seekers.	Ongoing	SIG	Green
	Engage with Peterborough Citizens and the Refugee Welcome Group with particular focus on supporting those fleeing recent conflicts.	Ongoing	SIG	Green

Ability Not Disability Special Interest Group	Our Actions	Achieved By	Responsible Department	RAG
	Establish the SIG and attract members who want to advance this aspect of EDI.	September 2022	EDI Group	Green
	Develop related information and material for each SIG on Inspire Insights.	February 2023	SIG	Green
	Go beyond our current status as a Disability Confident Employer and become a Disability Confident Leader.	July 2023	SIG	Amber
	Review our physical environment and explore what needs improving.	July 2023	SIG / Estates	Amber
	Enhance employment and education opportunities for our students.	Ongoing	SIG	Green
	Further develop our supported internship provision.	Ongoing	Curriculum	Green

Although the timeframe for our 2022-2024 EDI Action Plan has ended, our commitment to Equity, Diversity, and Inclusion remains ongoing. Any outstanding actions have been integrated into our new EDI strategy and implementation plan to ensure continuity and progress. We are also focused on embedding sustainable, inclusive, and accessible practices across the organisation.



Be Bold, Be Brave
Be Exceptional



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Stamford College
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