

Inspire Education Group

EQUALITY, DIVERSITY AND INCLUSIVITY REPORT

2021-22



Inspire
Education Group

*Peterborough and Stamford,
Thriving Together*

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OUR VISION, MISSION AND VALUES

VISION
"To be the first choice provider of education and training in our region"

MISSION
"To transform lives through inspirational education and training"

Inspire
Education Group

- I Innovative
- N Nurturing
- S Sustainable
- P Passionate
- I Inclusive
- R Respectful
- E Excellent

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.

OUR COMMITMENT AND INTENT

COMMITMENT STATEMENT

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 (EDI).

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.

PUBLIC SECTOR EQUALITY DUTY

The equality duty consists of a general duty, as detailed in the Equality Act 2010, which requires us to have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and those who do not.

Foster good relations between people who share a protected characteristic and those who do not.

AIMING 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.

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 locales, and building the resilience of our group.

People 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.

The group will meet the challenges of the next three years with ambition, energy and optimism, and with an absolute focus on excellence.

Our group comprises the following organisations:



Peterborough College

Stamford College

University Centre Peterborough



Stamford Gas Training

MOT Training Centre

Anglia Professional Training

EQUALITY, DIVERSITY AND INCLUSIVITY AT IEG

Our Equality, Diversity and Inclusivity Group has been set up to provide a structured strategic and operational forum to advance EDI across IEG.

We have 5 special interest working groups (SIGs) who will report into the EDI Group and have an action plan to raise awareness:

1. LGBTQ+
2. Asylum Seekers and Refugees
3. Anti-Racism
4. Sexual Harassment and Sexual Violence
5. Disability

We have signed up to the UNISON Anti-Racism Charter and have pledged a commitment to meeting a number of targets relating to racial equality, diversity and inclusion through rigorous scrutiny of our over-arching mission and values and day-to-day policies, processes, actions and activities.

IEG has also been recognised and accredited as a College of Sanctuary, signifying that we are prepared to go above and beyond to support refugees and people seeking asylum and help raise awareness about migration and why people seek safety amongst students, staff and the wider community.

We have made a promise to the nation and pledged our support for the Armed Forces Community by signing the Armed Forces Covenant to support current and ex-military personnel and their families in matters relating to employment opportunities. We are also part way through the Rainbow flag accreditation process.

The EDI Group have produced an EDI Plan which should be read in conjunction with this report and highlights the key objectives for the year ahead.



DELIVERING ON OUR EDI ACTION PLAN

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.

IEG will also raise awareness using a range of activities and communications:

- Refreshing our Strategic Plan 2023 -2026.
- Induction programmes for new staff.
- Staff meetings.
- Staff development//training sessions.
- Student tutorial programme.
- College website and intranet.
- Schemes of learning and teaching resources.

- Meetings and minutes with Student Council and Governors.
- Job advertisements and recruitment documentation.

This report will now analyse student outcomes and staff workforce data in the context of key EDI criteria and establish any significant gaps in terms of performance or any trends that would give us cause for concern. As this is the first EDI report for IEG and is using new data reports this will give us a benchmark for future years.

APPENDIX 1: STUDENT OUTCOMES EDI DATA

GROUP COMPARISON DIVERSITY DATA 2020/2021

For students who present with a learning difficulty/disability, the gaps between 16-18-year olds is 2.4% and 19+ is 1.9%. High Needs students are performing well compared with their peers and there is only a 1% difference for 16-18-year olds whereas over 19-year olds are performing better than their peers. Similarly, students with free school meals are performing better than peers by 1.9% for 16-18-year olds.

Noticeably mental health continues to be a concern with students with mental health concerns not performing as well as their peers across both age groups. Reports from colleagues within the sector would suggest this is a nationwide issue with students still impacted by the fall out of the Covid-19 Lockdown.

Table 1 - Education and Training - Diversity Data, 2021/2022

Vulnerable Group (including Maths and English)	Leavers	Young People Achievement Rates 2021/2022 (With declared need)	Variance - Young People Achievement Rate 2021/2022 (Without declared need)	Adults Achievement rates 2021/2022 (With declared need)	Variance -Adults Achievement Rate 2021/2022 (Without declared need)
LDD (Learning Difficulty/Disability)	2988	84.1%	+2.4%	85.9%	+1.9%
Mental Health	402	81.1	+5.1%	85.2%	+2.2%
Children in Care	356	84.0%	+2.0%	N/A	N/A
EHCP (Educational Health Care Plan)	791	84.2%	+1.9%	90.1%	-2.8%
High Needs	673	85.0%	+1.0%	90.3%	-3.1%
Free School Meals	1753	87.5%	-1.9%	83.7%	+3.7%

To enhance EDI across the group, our SEND focus group meets termly to:

- Identify and address barriers for student in the learning environment.
- Gain feedback on their college experience.

- Make recommendations on areas for improvement relating to support and adjustments.
- Measure impact of support services and processes.
- Recognise what is going well and celebrate good practice.

GROUP COMPARISON BY GENDER AND ETHNICITY CHARACTERISTICS 2021/2021

There was no significant achievement gap between female and male students with female's achievement rates overall outcomes at 86% and males at 87.1%.

For IEG, the predominant ethnic background is English/Welsh/Scottish/Northern Irish/British. The data shows that there are some gaps in achievement rates when comparing students from different ethnic backgrounds. For Adults the gap is significant, however this is impacted, in the main, by Adults studying ESOL, Basic Skills English and Maths and short certificates with our partners.

Many of these are hard to reach students who have been more significantly impacted by Covid-19 and cost of living crisis than other student groups. Where there are achievement gaps for significant volumes of learners then these have been identified and actioned in Faculty SARs and QIPs. Table 2 and 4 shows enrolment numbers not individual student numbers, e.g. a student can be undertaking more than one qualification. Table 3 shows that although there is an achievement gap for apprentices the numbers are so small that it is statistically insignificant.

Table 2 – Education and Training – Ethnicity

	All Age Groups		Young People		Adults	
	Leavers	Ach	Leavers	Ach	Leavers	Ach
White British	8,678.00	87.10%	5,170.00	85.60%	3,508.00	89.40%
All Other	6,098.00	85.80%	3,229.00	86.60%	2,869.00	84.90%
All	14,776.00	86.60%	8,399.00	86%	6,377.00	87.30%

E&T National Average Data source - NARTS 2020/21. 2021/22 NARTS data to be published in March 2023.

Table 3 – Apprentices – Ethnicity

	All Age Groups	
	Leavers	Ach
White British	463	54%
All Other	39	48.7%
All	502	53.6%

Table 4 – Education and Training – Ethnicity Detail

Ethnicity	Age	2019-20		2020-21		2021-22		National Average
		Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	
African	All Ages	729	81.8%	673	85.1%	796	87.9%	86.8%
	16 - 18	360	81.4%	327	84.4%	422	91.0%	85.4%
	19 +	369	82.1%	346	85.8%	374	84.5%	87.5%
Any Other Asian background	All Ages	524	79.4%	553	85.4%	617	85.6%	87.3%
	16 - 18	352	81.0%	410	87.8%	384	86.5%	85.4%
	19 +	172	76.2%	143	78.3%	233	84.1%	88.2%
Any Other Black/African/Caribbean background	All Ages	196	88.3%	230	80.0%	268	87.3%	85.1%
	16 - 18	138	90.6%	144	79.2%	160	89.4%	81.9%
	19 +	58	82.8%	86	81.4%	108	84.3%	87.7%
Any other ethnic group	All Ages	98	81.6%	106	85.8%	223	83.0%	87.4%
	16 - 18	27	96.3%	30	73.3%	103	84.5%	83.7%
	19 +	71	76.1%	76	90.8%	120	81.7%	89.2%
Any Other Mixed/Multiple ethnic background	All Ages	259	78.0%	276	79.0%	306	83.3%	84.7%
	16 - 18	181	76.2%	179	77.7%	216	83.8%	81.1%
	19 +	78	82.1%	97	81.4%	90	82.2%	88.5%
Any Other White Background	All Ages	2,284	79.6%	2,206	85.8%	2,134	84.7%	88.2%
	16 - 18	1,313	76.9%	1,215	85.4%	1,112	86.0%	84.3%
	19 +	971	83.2%	991	86.2%	1,022	83.3%	90.1%
Arab	All Ages	112	73.2%	94	76.6%	103	93.2%	88.2%
	16 - 18	57	68.4%	26	65.4%	22	95.5%	83.3%
	19 +	55	78.2%	68	80.9%	81	92.6%	89.9%
Bangladeshi	All Ages	27	81.5%	37	75.7%	39	79.5%	89.3%
	16 - 18	14	85.7%	12	66.7%	6	83.3%	84.9%
	19 +	13	76.9%	25	80.0%	33	78.8%	91.6%
Caribbean	All Ages	67	86.6%	55	85.5%	79	96.2%	83.8%
	16 - 18	26	76.9%	9	77.8%	12	100%	79.1%
	19 +	41	92.7%	46	87.0%	67	95.5%	87.7%
Chinese	All Ages	23	69.6%	44	93.2%	47	89.4%	90.1%
	16 - 18	3	100%	5	80.0%	8	87.5%	89.3%
	19 +	20	65.0%	39	94.9%	39	89.7%	90.4%
English/Welsh/Scottish/Northern Irish/British	All Ages	8,776	83.6%	8,370	85.8%	8,677	87.1%	86.5%
	16 - 18	5,716	79.7%	5,348	83.5%	5,170	85.6%	83.4%
	19 +	3,060	91.0%	3,022	89.8%	3,507	89.4%	90.6%

Table 4 – Education and Training – Ethnicity Detail *Continued*

Ethnicity	Age	2019-20		2020-21		2021-22		National Average
		Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	
English/Welsh/ Scottish/ Northern Irish/ British	All Ages	8,776	83.6%	8,370	85.8%	8,677	87.1%	86.5%
	16 - 18	5,716	79.7%	5,348	83.5%	5,170	85.6%	83.4%
	19 +	3,060	91.0%	3,022	89.8%	3,507	89.4%	90.6%
Gypsy or Irish Traveller	All Ages	51	78.4%	47	74.5%	69	84.1%	77.2%
	16 - 18	44	77.3%	40	70.0%	39	76.9%	70.6%
	19 +	7	85.7%	7	100%	30	93.3%	91.3%
Indian	All Ages	111	86.5%	182	92.3%	157	79.6%	88.8%
	16 - 18	45	82.2%	40	90.0%	37	81.1%	87.0%
	19 +	66	89.4%	142	93.0%	120	79.2%	90.3%
Irish	All Ages	26	80.8%	26	92.3%	14	85.7%	86.1%
	16 - 18	16	81.3%	14	85.7%	5	80.0%	79.2%
	19 +	10	80.0%	12	100%	9	88.9%	90.8%
Not Provided	All Ages	5	80.0%	8	100%			
	19 +	5	80.0%	8	100%			
Pakistani	All Ages	814	80.2%	715	85.7%	811	89.6%	86.7%
	16 - 18	511	78.7%	441	86.6%	448	89.3%	84.5%
	19 +	303	82.8%	274	84.3%	363	90.1%	89.1%
White and Asian	All Ages	113	83.2%	130	82.3%	153	83.7%	84.9%
	16 - 18	87	82.8%	98	81.6%	100	85.0%	82.2%
	19 +	26	84.6%	32	84.4%	53	81.1%	87.9%
White and Black African	All Ages	144	80.6%	108	74.1%	121	79.3%	84.1%
	16 - 18	101	75.2%	64	75.0%	59	67.8%	80.5%
	19 +	43	93.0%	44	72.7%	62	90.3%	87.5%
White and Black Caribbean	All Ages	262	84.4%	170	78.8%	159	81.1%	81.7%
	16 - 18	157	80.3%	125	75.2%	96	81.3%	78.2%
	19 +	105	90.5%	45	88.9%	63	81.0%	87.1%
Totals		14,621	82.4%	14,030	85.3%	14,773	86.6%	86.8%

E&T National Average Data source - NARTS 2020/21. 2021/22 NARTS data to be published in March 2023.

APPENDIX 2: STAFF WORKFORCE PROFILE AND EDI DATA 2021/2022

This report is the first analysis of workforce data for Inspire Education Group (IEG) since merger in August 2020, in relation to protected characteristics against a selection of Human Resource stages, processes and procedures, in an attempt to identify any issues or trends which may exist that require action to be taken to enable IEG to continue to strive towards meeting our Equality and Diversity Objectives.

The data captured for the academic year 2021/2022 is from the HR information system for staff and is limited to information provided by staff through the self-serve access, which is not mandatory to complete. We have been unable to collect recruitment data as during the reporting period, we had to outsource our permanent recruitment to an agency and there was no Equality and Diversity data collected.

Our aim is to continue to capture this data annually to compare year on year and to analyse statistics and trends in order to identify any positive action measures or appropriate targets that may need to be incorporated into our Equality Action Plan.



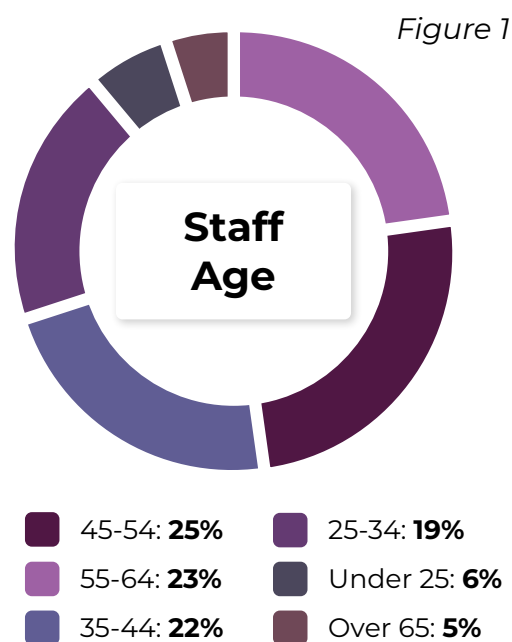
STAFF PROFILE

This section looks at the characteristics of staff employed during the academic year 2021/22, using an average headcount of 908 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 the reporting period due to the nature of temporary agency assignments. However, staff employed through QRS on salaried contracts were included.

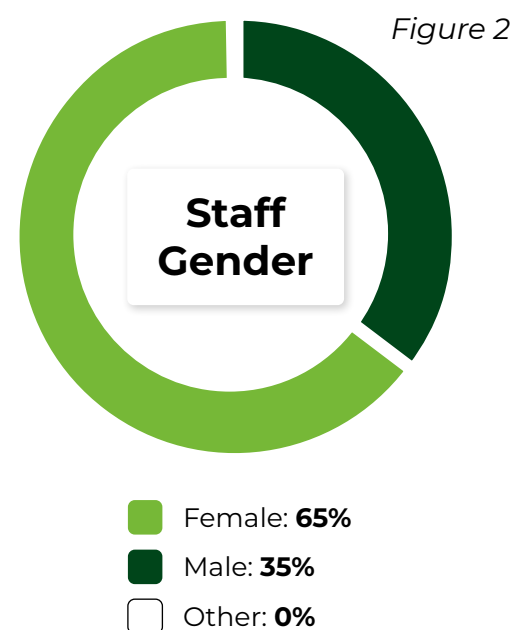
AGE

Figure 1 shows the age profile of our staff during 2021/22. The chart shows that 53% of the IEG workforce were aged 45 or over in the reporting period.



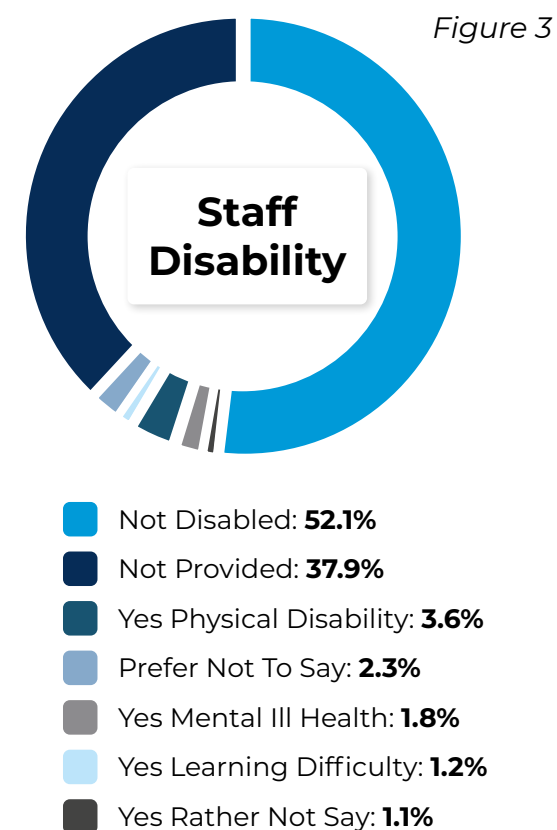
GENDER

The gender profile at IEG for 2021/22 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', IEG has a positive approach to staff identifying their gender as non-binary and trans-gender. The intention for the next report is to define more inclusive categories to more accurately reflect the diverse workforce and society.



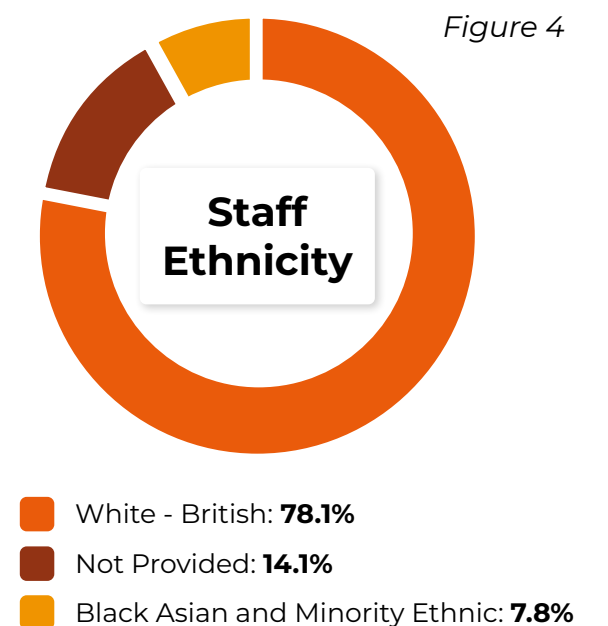
DISABILITY

52.1% of staff during 2021/22 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 will take steps to encourage greater self-declaration, particularly through the Equality, Diversity and Inclusion Special Interest Group.



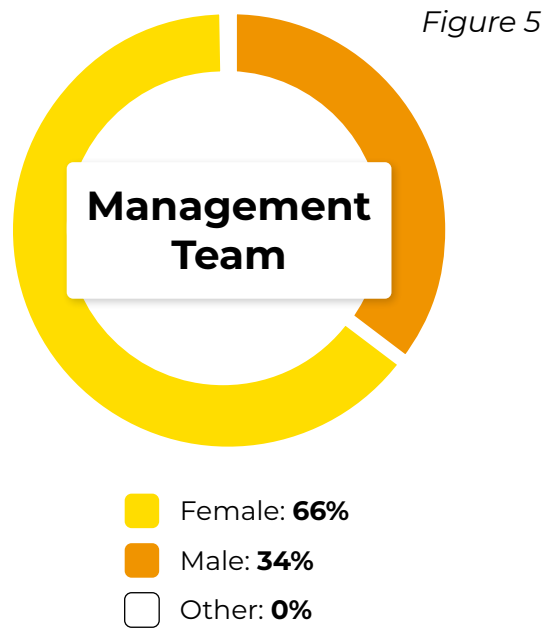
ETHNICITY

Figure 4 shows that the vast majority of staff (78.1%) during the reporting period 2021/22 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 residences 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.



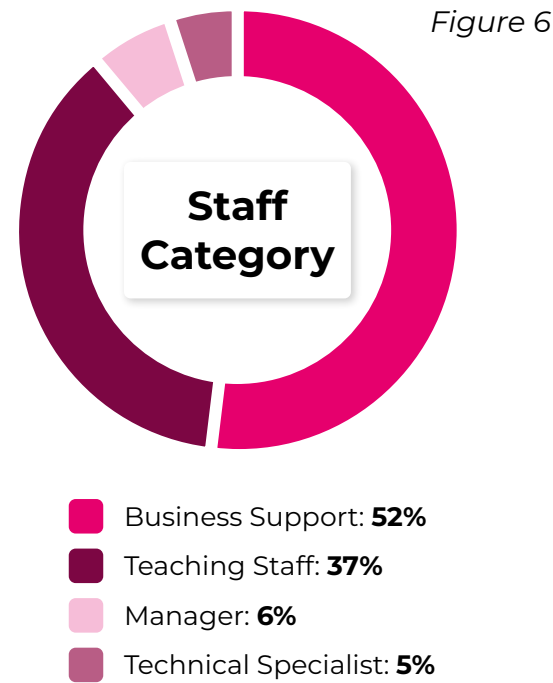
MANAGEMENT TEAM

The organisation-wide management team profile is very similar to the wider profile – see Figure 5. We have the same commitment to defining more inclusive categories for the next report.



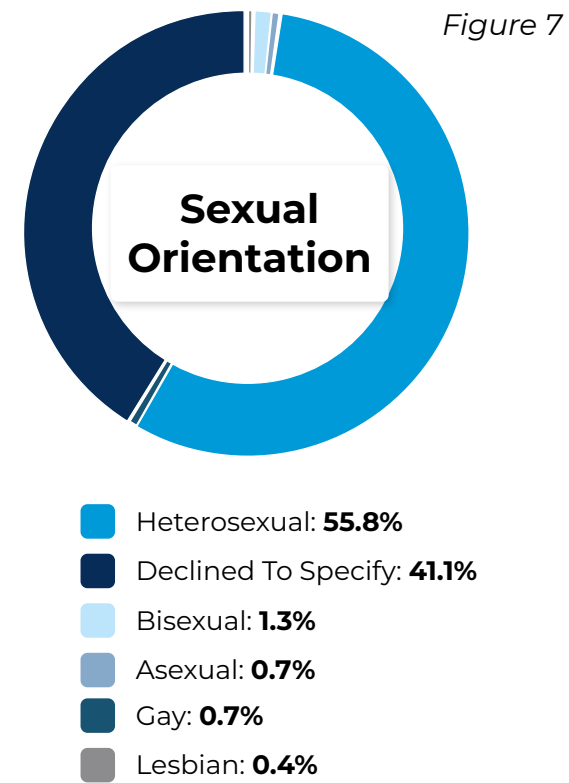
CATEGORY

Figure 6 shows the profile of our staff during 2021/22 split by the type of work they undertake. It is clear there is a higher ratio of business support roles to teaching roles. This is added to by the 'technical/specialist' category, which includes business support staff with niche expertise, harder to replace, so are on contracts with a 3 month notice period and on higher salaries. The support category includes roles supporting students with additional needs, the number of whom is quite high across IEG.



SEXUAL ORIENTATION

Figure 7 shows the sexual orientation within the staff profile for the reporting period 2021/22. The percentage of employees who have declined to specify is 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.



STAFF LEAVERS

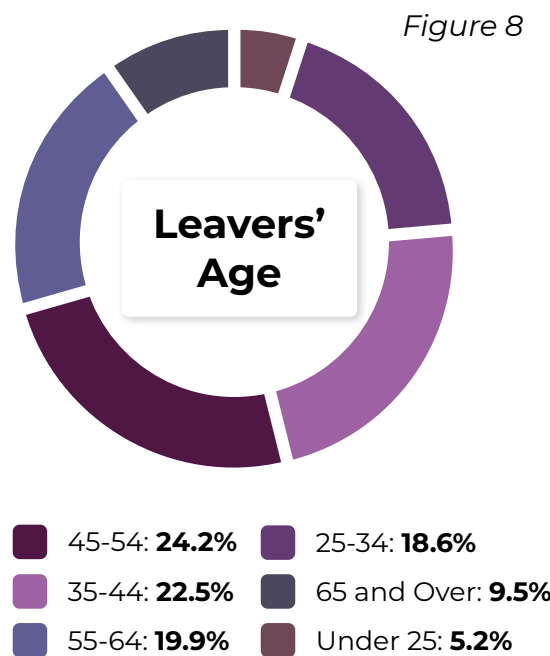
This section looks at the characteristics of staff who left during the reporting period 2021/22 using a headcount of 231 as the total number of staff, for whom percentages were calculated.

This is an average turnover of 25.4% for the reporting period across the group, which is quite high, but may reflect people's decisions about their jobs following the Covid-19 pandemic. 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.



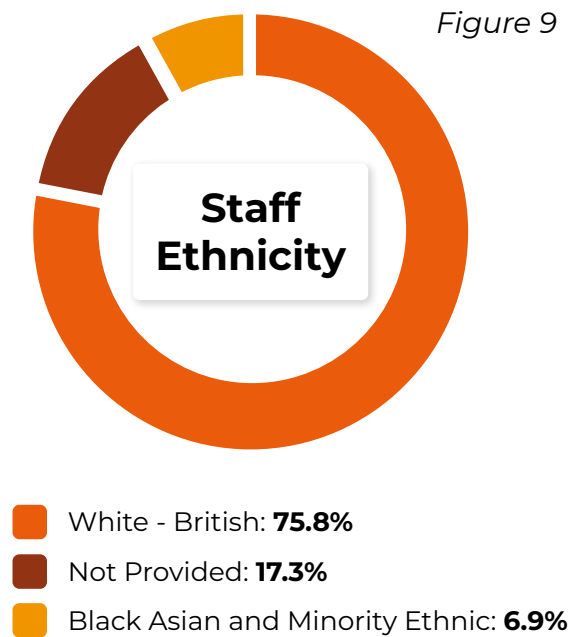
AGE

Figure 8 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. (.5% of leavers were 65 and over, which is higher than the staff profile, but the percentage of leavers aged between 55 and 64 is lower than the staff profile, reflecting the aging workforce that looks likely to continue.



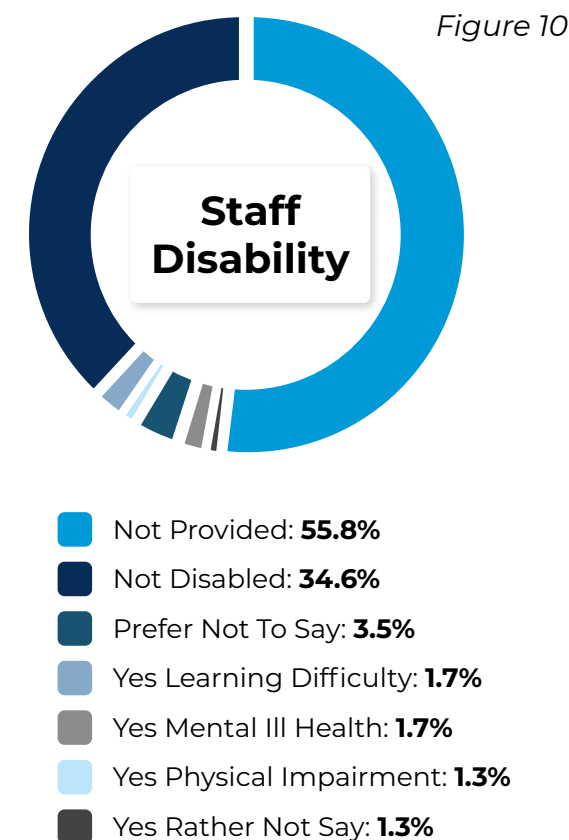
ETHNICITY

Figure 9 shows that 93.5% of leavers within this reporting period declared themselves as White, which reflects the staff profile for 2021/2022. A slightly lower percentage of leaves declared themselves as BME than shown in the staff profile for the reporting period



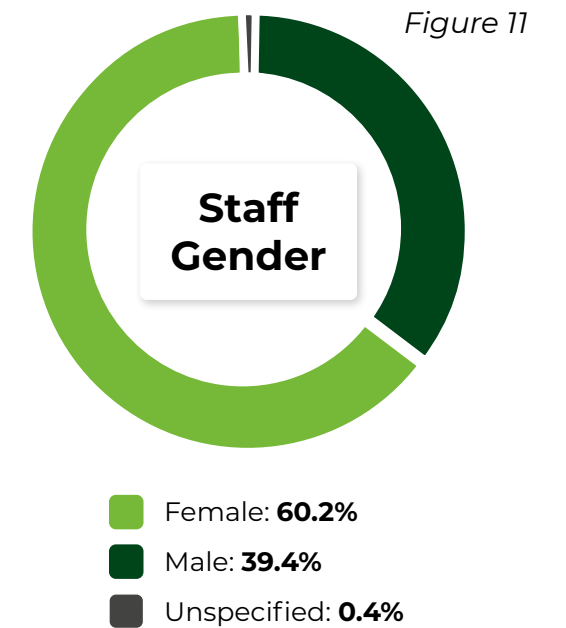
DISABILITY

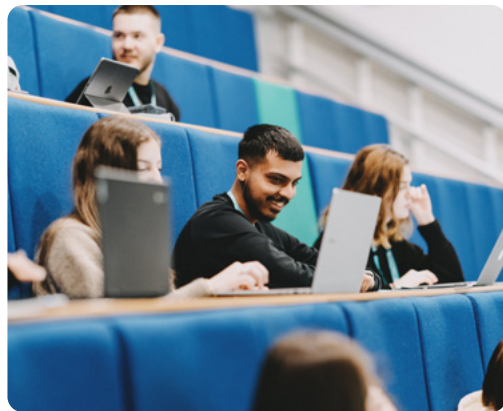
Figure 10 shows that a percentage of leavers 34.6% with no disability. The vast majority at 55.8% did not provide this data whilst employed by IEG, but may have left before there was a focus by HR on providing this information.



GENDER

Figure 11 shows slightly more male leavers than the staff profile for the reporting period 2021/22, which adds to the imbalance of the ratio of males to females overall.





STAFF PROFILE

Figure 12 shows a comparison of the distribution of leavers by staff category across the reporting period. The majority of leavers shown in Figure 12 in the academic year 2021/22 were business support, higher than the staff profile. The rate of teachers leaving mirrored the profile, but the percentage of managers leaving was lower than the profile and zero Technical/Specialists left in the period.

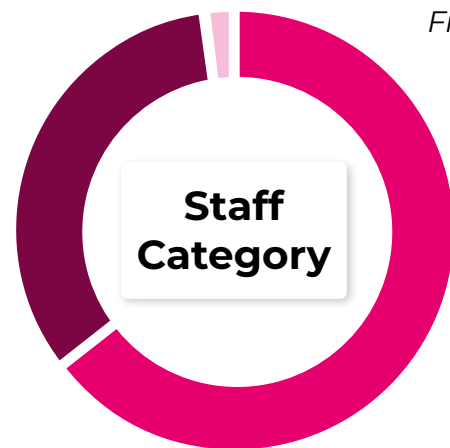


Figure 12

- Business Support: **64.5%**
- Teaching Staff: **33.3%**
- Manager: **2.2%**
- Technical Specialist: **0%**



LENGTH OF SERVICE

This section looks at the characteristics of staff in relation to their length of service during the academic year 2021/22.

As the staff profile changes during the year, data at a fixed point of 31 January 2022 was used as this was mid-way through the academic year, with a total of 908 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. For this category technical/specialists are included in the business support category as numbers are so low.

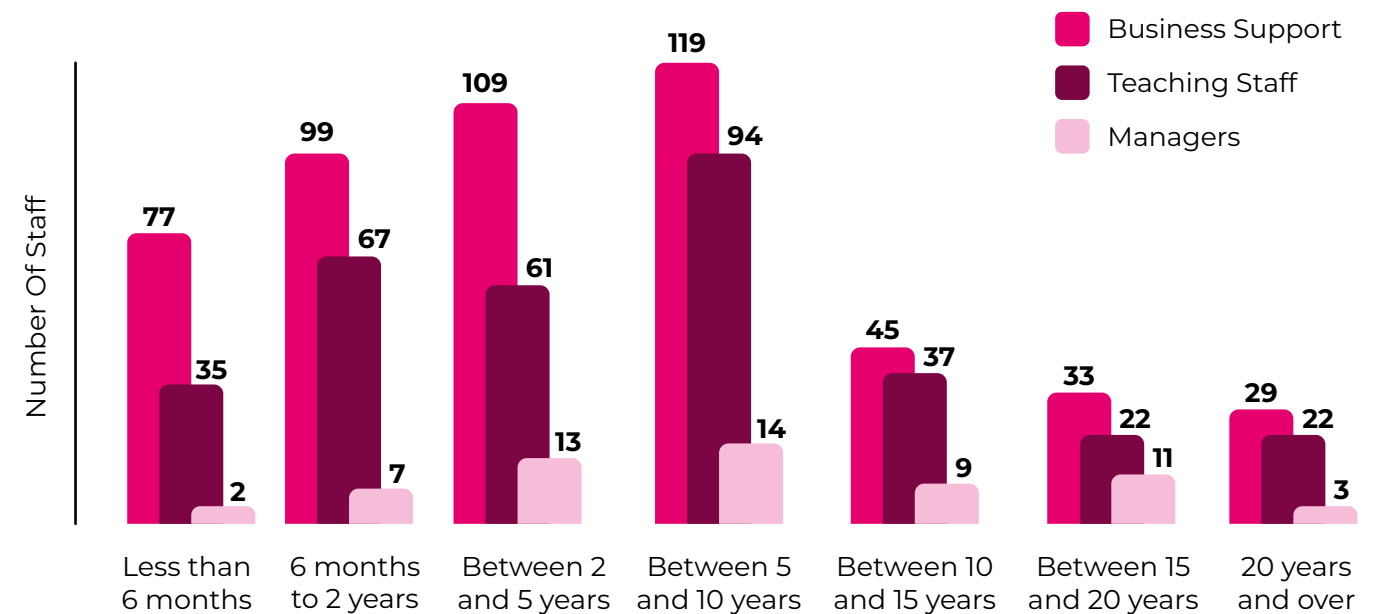
CATEGORY

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 and managers – see Figure 13. As a whole, the majority of staff remain at IEG between 2 and 10 years, which suggests stability.

However, the high percentage of business support staff having 2 years or less service mirrors the relatively high turnover for this reporting period. It is encouraging that many staff stay for a good few years longer than 10 years in all categories.

Length of Service by Job Category

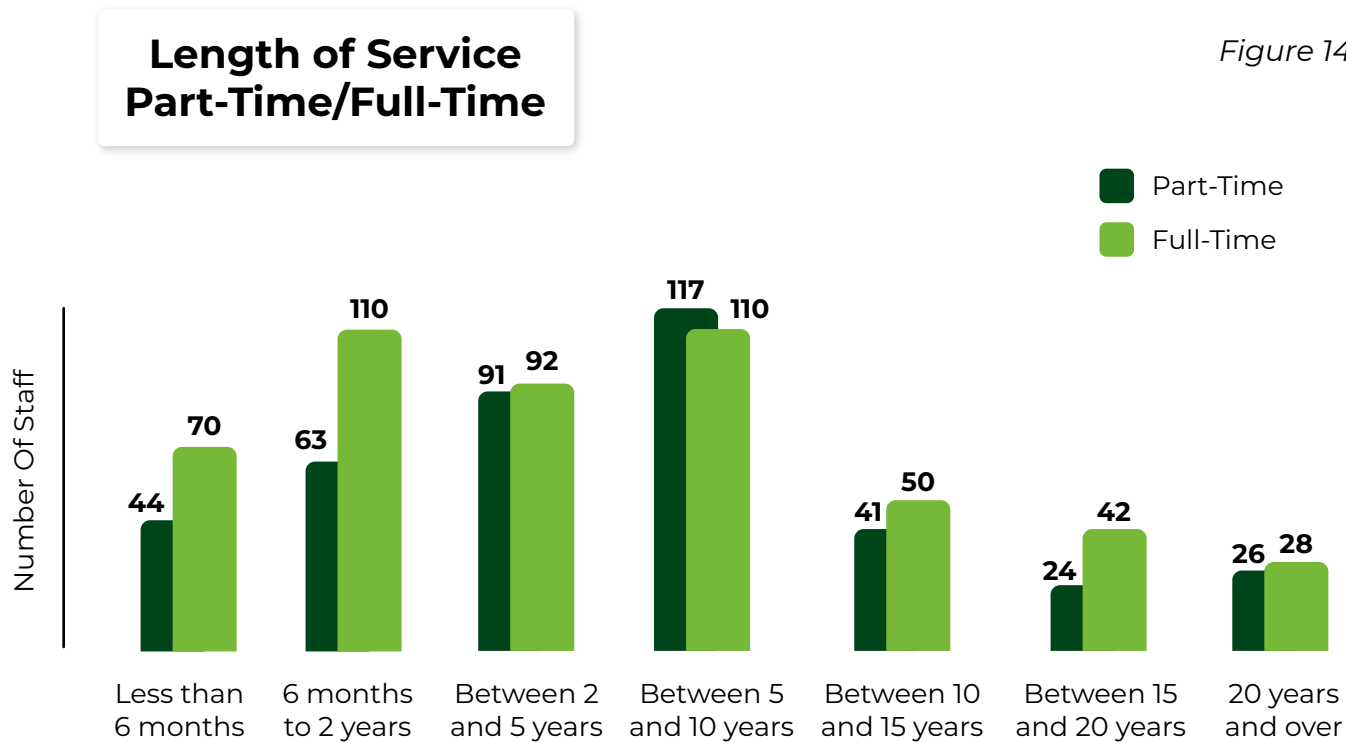
Figure 13



FULL TIME/PART TIME STATUS

The pattern in Figure 14 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

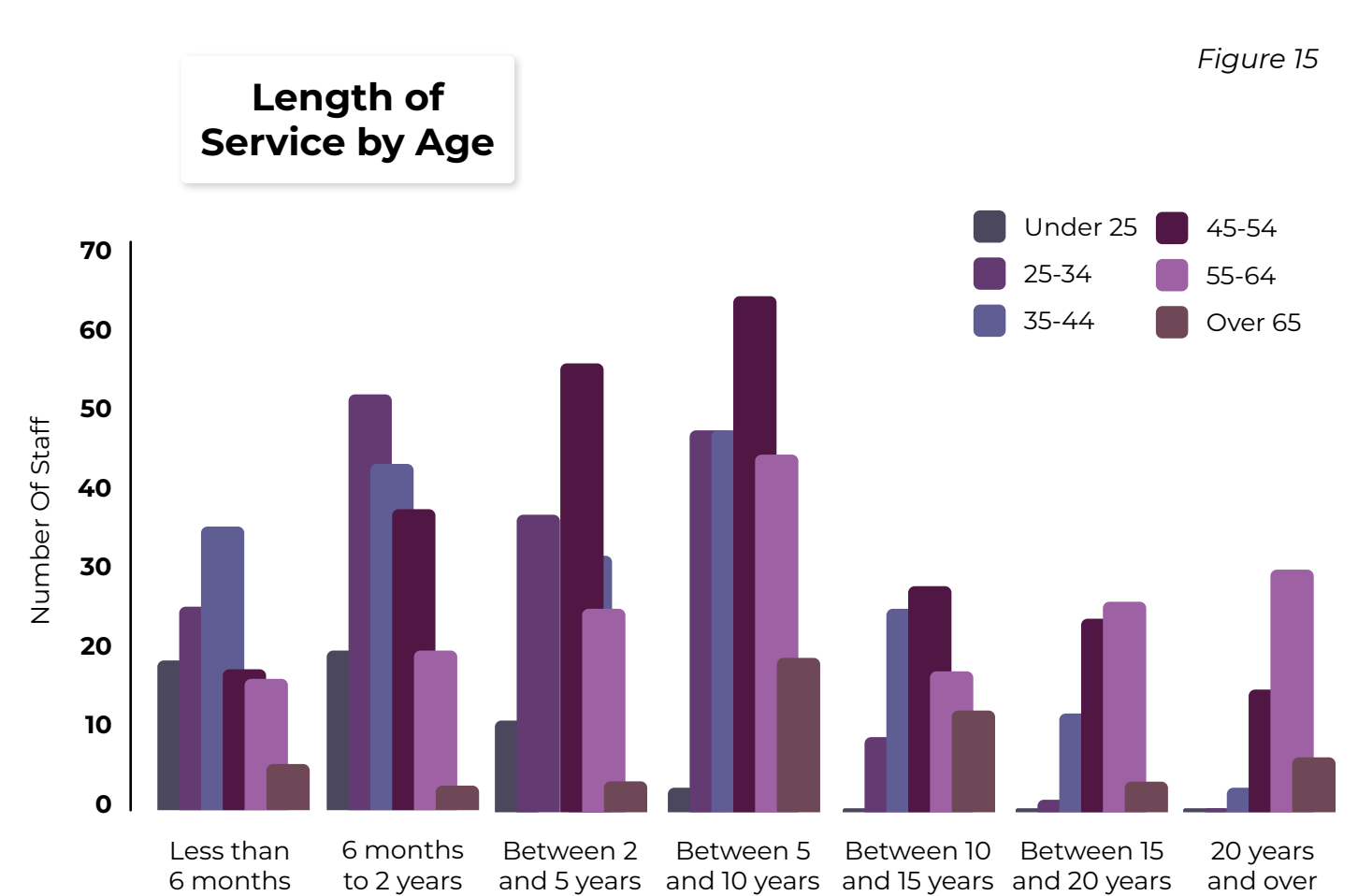
round and full-time. These are posts relating to commercial businesses, work experience, industry placement and Education and Health Care Plans (EHCPs). The length of service for part-time and full-time staff between 2 and 10 years is fairly evenly balanced, but staff with service over 10 years are,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



AGE

Figure 15 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 25 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 55 to 64 with service between 2 and 5 years through this reporting year mirrors the age distribution of our staff profile and suggests that as staff are leaving, we are not replacing them with younger staff. The higher numbers of staff aged between 45 and 54 who have between 5 and 10 years' service, reflects the norm for staff settled in their careers.



SUMMARY

The Inspire Education Group acknowledges that there is more to do to be confident that we are an organisation that fully embraces Equality, Diversity and Inclusion (EDI) and we expect our statistical data to reflect this in future comparison reports.

Our EDI aims for the future are captured within our EDI plan 2022-2024.

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generation





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