



Brighton, Hove & Sussex VI College

Equality, Diversity & Inclusion Measures (EDIMS) REPORT 2024-25

Introduction:

In 2024-25, we continued the revised approach to leading Equality, Diversity & Inclusion (EDI) work across the college, with several strands feeding through into all aspects of the College community. An annual **EDI INSET Day** in September reminds all staff of key themes and priorities for EDI and a cross-college steering group, the **EDI Core Team**, monitors this throughout the year. This team comprises a Head of Faculty, Head of Additional Learning Support, HR Manager, Communications Manager, Events & Enrichment Assistant, Guidance Manager (EDI) and Vice Principal (Student Services). Each member of the EDI Core team leads on aspects of the **EDI 'single equality scheme' action plan** and the team meets half-termly to review progress. The EDI Core Team have contributed to this report throughout and, where relevant, have included individual end-of-year summaries to form Section 5 of this report.

Section 1 looks at some headline data trends, linked to protected characteristics for students from our CIS Manager and Section 2, from our HR Manager, compares this with some trends in staffing, including some commentary on the gender pay gap. Section 3 is overseen by Wilhelmenia Rantala, the EDI Link Governor, and includes an EDI profile of Governors. Section 4 is the current 3-year Single Equality Scheme Action Plan (2024-27) and progress against this will be measured annually in the EDIMS Report. An appendix is included at the end of the report, with tables from the latest national census to help cross-reference our college community data with the local and national profile.

SECTION 1 - About Our Students

SECTION 2 - About Our Staff

SECTION 3 - About Our Governors

SECTION 4 - EDI ACTION PLAN 2024-27

SECTION 5 - EDI Core Team Summary Reports 2024-25

Curriculum (Jess Jung-Head of Faculty)

Guidance & Student Experience (Owen Crane-Guidance Manager: EDI & Mia Penfold Events, Enrichment & EDI Assistant)

Communications, Admissions & Marketing (Communication Manager – James Barton)

APPENDIX – 2021 Census Data tables (local areas)

Data Sources:

Student data is drawn from application and enrolment forms, to align with ESFA requirements, as well as local authority definitions for the Safe & Well in FE survey. Staff data is generated from equality & monitoring recruitment forms, and Governor data has been taken from monitoring questionnaires circulated in Spring 2024 which were then incorporated into the annual FE Workforce survey return to ESFA, reported to Search

& Governance Committee in November 2024. Throughout the report, we have used selected charts and graphs from the full data tables provided by Tara Davies, CIS Manager: the full excel spreadsheets, with all EDI data, are available from her, on request.

Definitions:

- 'Disadvantaged' & Closing the Gap:

As part of the wider Closing the Gap initiative, we took a decision at BHASVIC to re-frame terminology around socio-economic disadvantage to refer to 'students from low-income backgrounds'. This is slightly different to the DfE framing of 'Disadvantaged students' who are identified as those in receipt of pupil premium in school (i.e., those in receipt of free school meals, children in care, or children whose parents are in the forces). The DfE position is that an institution's disadvantaged students should be benchmarked against the national average of all students. There is ongoing work with the local authority to look more broadly at a 'Vulnerability Index' of students (which includes students with an EHCP, Child in Care or Care Leavers, Young Carers, Distance to Travel, Disadvantaged Postcode, Pupil Premium, Free Meals, Widening Participation, students with Learning Difficulties and/or Disabilities, students with health problems, low attendance and low GCSE scores). This system feeds into the college's wider Closing the Gap initiative, reported on elsewhere, so for clarity of benchmarking, the data provided for EDIMS analysis is the 'Disadvantaged' data as initially outlined by DfE, above.

- Ethnicity:

For a while we have been following the [latest Government guidance](#) (last updated in Oct 2024) in constructing this report. We eradicated the use of 'BAME' as an acronym for referencing 'Black, Asian, Minority Ethnic' groups and moved to 'white British' and 'Other than white British' despite many of the Core and Staff Working team feeling uncomfortable with this simplistic binary. Student focus groups asked for an urgent review of this during the Autumn Term of 2024. After some research with the local authority's [Anti-Racist Education Strategy](#) team, we have adopted "Black & Racially Minoritised" for this report, which is all ethnic groups apart from white British. This enables comparisons with local population census data. We have also updated all EDIMS graphs and charts to reflect [ethnic groups used within 2021 census data](#) (Asian or Asian British; Black, Black British, Caribbean or African; Mixed or multiple ethnic groups; White; Other ethnic group). In doing this, we have identified some data anomalies which require further refinement to enable consistent and meaningful comparisons, both longitudinally (showing changes to the ethnic make-up of our community internally) and with local population.

We are continuing to consult on preferred terminology and data, as part of the wider focus group work being led by Owen Crane and Wilhelmenia Rantala.

Benchmarking:

We continue to align reporting across student, staff and governor populations, mapped against 2021 census data, where possible. This should provide a wider picture of our whole community, and various sub-sections, and enable comparison with local and national populations. The aim is to assist in monitoring progress with EDI Strategic Plan targets (Section 4) in line with our Public Sector Equality Duty.

SECTION 1: About Our Students (EDIMS)

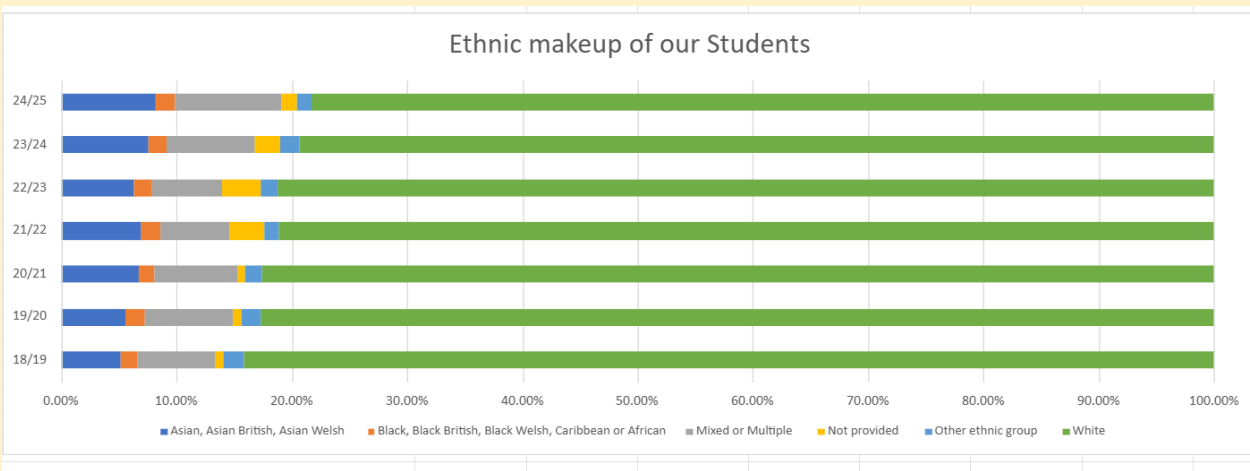
Analysis of the overall student population, relative to relevant protected characteristics.

Student data for gender, ethnicity, Special Educational Needs & Disabilities (SEND) and Disadvantage is generated internally as a condition of our funding for the ESFA. Student data for sexuality & religious characteristics is more approximate but is generated from the most recent Safe & Well in Further Education survey (2023) from Brighton & Hove City Council, which was completed by 1342 students in December/January (about 37% of total student population and therefore a reasonable sample).

The total student population has risen 19% over 5 yrs from 3188 students in 2020-21 to 3800 in 2024-25.

Ethnicity











The % of students who identified from a background they describe as Black or Racially Minoritised or from Mixed or Multiple Heritage has increased by 4.5% since 2020 to 21.7% in 2024/5. Whilst approximately ¾ (78%) of students therefore identify as white British, those from other ethnic backgrounds is above the average for the overall local population (which is approximately 14.6%, according to 2021 census data). However, it is worth noting that whilst the % of our applicants coming from Black or Racially Minoritised backgrounds is increasing (19.5% of applicants in 2020 and 27.7% by 2024) the conversion rate of these students remains lower than white British applicants.



Academic year	All Students	B&RM		NON B&RM	
24/25	3800	826	21.74%	2974	78.26%
23/24	3571	737	20.64%	2834	79.36%
22/23	3447	647	18.77%	2800	81.23%
21/22	3432	647	18.85%	2785	81.15%
20/21	3188	554	17.38%	2634	82.62%

From the Safe & Well in FE (2023) survey, about 10% of students were born outside the UK and approximately 12% speak another language at home, including Arabic, Polish, Persian/Farsi, Bengali, Spanish, Chinese, French, Turkish, Hungarian and 76 'other'. This is slightly higher than the [2021 census data for Brighton & Hove \(9%\) and South East \(7.2%\)](#) on languages other than English preferred as spoken.

Religious Identity

7. What is your religion?			
Answer Choices			
		Response Percent	Response Total
1	Christian		15.61% 206
2	Muslim		3.94% 52
3	Buddhist		0.68% 9
4	Jewish		1.21% 16
5	Hindu		1.14% 15
6	Sikh		0.23% 3
7	Other religion		1.44% 19
8	No religion		67.50% 891
9	Don't know		6.29% 83
10	Prefer not to say		1.97% 26
			answered 1320
			skipped 22

Approximately $\frac{1}{3}$ of respondents to SAWFE (2023) expressed some religious identity or affiliation, with the top religions cited as Christian (15.6%), Muslim (3.94%), Jewish (1%) and Hindu (1%). The majority of students (66.7%) have declared no religious affiliation which is higher than local census data (West Sussex 41%, East Sussex 44%, Brighton & Hove 55%).

Students who are Muslim is broadly in line with 2021 Census data for Brighton & Hove (3.1%).

Gender

There has been a slightly higher number of female students (3-year average = 52% females/48% for males) with females increasing in the last 3 years as more likely to both accept and enrol.

Applied						
	2021-2022 (for 22/23)		2022-2023 (for 23/24)		2023-2024 (for 24/25)	
ALL	2932	100%	3092	100%	3427	100%
M	1295	44%	1477	48%	1644	48%
F	1637	56%	1615	52%	1783	52%

Enrolled						
	2022-2023		2023-2024		2024-2025	
ALL	1739	100%	1873	100%	1994	100%
M	758	44%	867	46%	960	48%
F	981	56%	1006	54%	1034	52%

In terms of High Grades, it is notable that females significantly outperform males across all programmes of study, apart from Year 2 BTEC, where this year saw the first time males outperformed females. Discrepancies between high grade performance is particularly marked in BTEC Year 1 and VQR:

A LEVEL - High Pass Rate	1920	2021	2122	2223	2324
All	75.25	79.49	77.47	67.9	68.4
Female	79.31	83.84	82.34	72.69	73.16
Male	70.72	74.07	72.37	61.97	61.4

BTEC Yr 2 - High Pass Rate	1920	2021	2122	2223	2324
All	52.78	76.64	70.86	75.63	84.03
Female	86.67	80.88	71.43	81.58	82.98
Male	28.57	69.23	70.59	72.84	84.72

BTEC Yr 1 - High Pass Rate	1920	2021	2122	2223	2324
All	61.89	62.97	43.4	57.76	52.22
Female	65.06	68.49	51.61	72.64	65.57
Male	59.02	58.24	35.14	44.04	39.07

VQR – High Pass Rate	1920	2021	2122	2223	2324
All	53.66	49.7	35.87	42.32	52.65
Female	62.26	57.26	43.88	49.4	57.53
Male	37.93	32	22.62	26.67	37.29

Sexuality and Gender Identity

From the Safe & Well in FE (2023) survey, about ¼ of BHASVIC students identify as LGBTQ+ (24.88%).

10. Which best describes your sexual orientation?				
Answer Choices			Response Percent	Response Total
1	Heterosexual / Straight	<div></div>	71.01%	953
2	Gay	<div></div>	2.01%	27
3	Lesbian	<div></div>	1.79%	24
4	Bisexual	<div></div>	14.68%	197
5	Unsure	<div></div>	3.58%	48
6	Queer	<div></div>	2.83%	38
7	Prefer not to say	<div></div>	2.76%	37
8	Other (please specify):	<div></div>	1.34%	18
			answered	1342
			skipped	0

In addition, approximately 3% of respondents (44/1341) specifically said they do not identify or feel comfortable with the gender they were given at birth and a further 40 (2.9%) said this was the case some but not all the time.

Additional Learning Support & SEND

In 2024-25, 1140 students (30%) are identified as ALS students – the definition of this is anyone who has support beyond the standard offer ie. any exam access arrangement and/or study support. This is an increase of 6 % from last year.

Further 2024/25 figures up to and including March 2025

- 17 EHCP students (4 receiving High Needs funding).
- 104 diagnosed ASC in A1& A2 (62 in 2023/24) – 68% increase
- 79 diagnosed ADHD in A1 & A2 (52 in 2023/24) – 52% increase

The numbers of ADHD and ASC are increasing weekly as more students go through assessment and are receiving a diagnosis.

Enhance and promote accessibility for all in both physical and digital environments

Study Support is currently offered to students who have had previous support at school (and/or exam access arrangements) and to students who are referred by teacher throughout the year. To respond to the increase in student numbers and the exponential increase in SEND diagnoses, extra teacher hours were given to study support and increased capacity from 510 potential spaces each week to 550. We are currently supporting 500 students in study support.

The Head of the ALS department and the ALS departmental digital lead are liaising with the college lead on Digital & Communication to review the uniformity of digital platforms to support and promote accessibility for all students.

The SENDCo & Deputy SENDCo have liaised further with Admissions to create a more inclusive, positive learner experience for all students at interview and as part of the Admissions process and to refine the admissions process for EHCP applicants. The EHCP interview process has been streamlined to *“celebrate equality, diversity and inclusion, fostering a culture of mutual respect and belonging”* as per EDI strategic plan.

The SENDCo is a member of the core EDI group (including HR, Communications, EDI lead, Assistant Principal) who meet regularly to discuss EDI across college. The Deputy SENDCo is now attending half-termly Student Services Leadership Team meetings to help promote SEND and ensure more consistent inclusivity across the student experience.

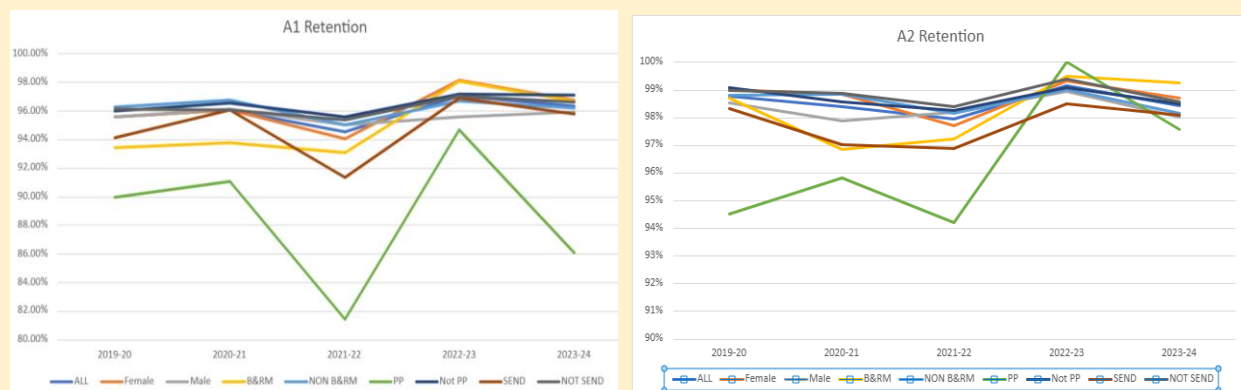
In line with the EDI strategy, the events team promoted cross-college Neurodiversity week in March 2025 to celebrate with a series of events, speakers and daily information and tips about Neuro-inclusion. ALS/SEND students also stood as candidates for Student Union Executive Committee, thus helping further to *“Increase representation, engagement and participation for under-represented groups.”*

Maintain and develop staff awareness, understanding and confidence in supporting equality objectives

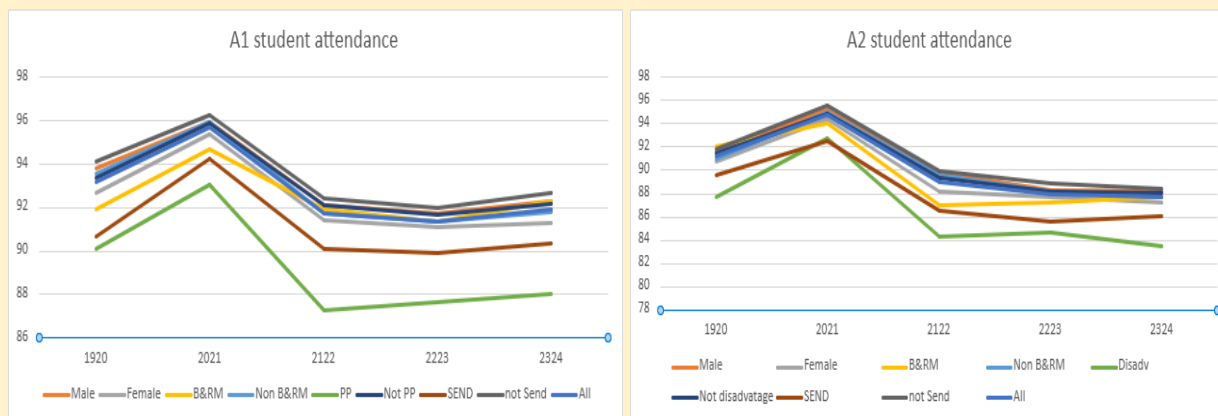
SENDCo in collaboration with the Head of Faculty (Teaching & Learning) is leading on a cross-college strategy to identify how effectively college is supporting neurodivergent learners with a view to improving the consistency of provision. This project is named: **‘Essential for some, good for all’**. INSET was delivered in September to gauge staff voice regarding teaching neurodivergent learners and a student survey was conducted in January 2025 to elicit student voice. Headline findings will inform sessions in the all staff INSET in May & September 2025.

Disadvantaged (Pupil Premium) and SEND (Special Educational Needs and Disabilities):

Whilst retention of pupil premium and SEND students tracks below that of other cohorts, 2022-3 data showed a significant up-tick in retention for these students. This was most marked for A2 students, but also apparent for A1s across all programmes of study. This has fallen back for both A1 & A2 cohorts in 23-24, but the underlying trend for A2 Pupil Premium students and Black & Racially Minoritised students is positive. We are cautious about drawing too many conclusions until this trend is sustained across a number of years, but this may be a positive result of Flourish Mentoring and the strategic Closing the Gap work.



By contrast, data tables on attendance continue to show that SEND and students from disadvantaged background (as defined by DfE) is routinely below that of other cohorts.



SECTION 2 – About Our Staff (EDIMS)

RECRUITMENT OF STAFF

Notes about analysis:

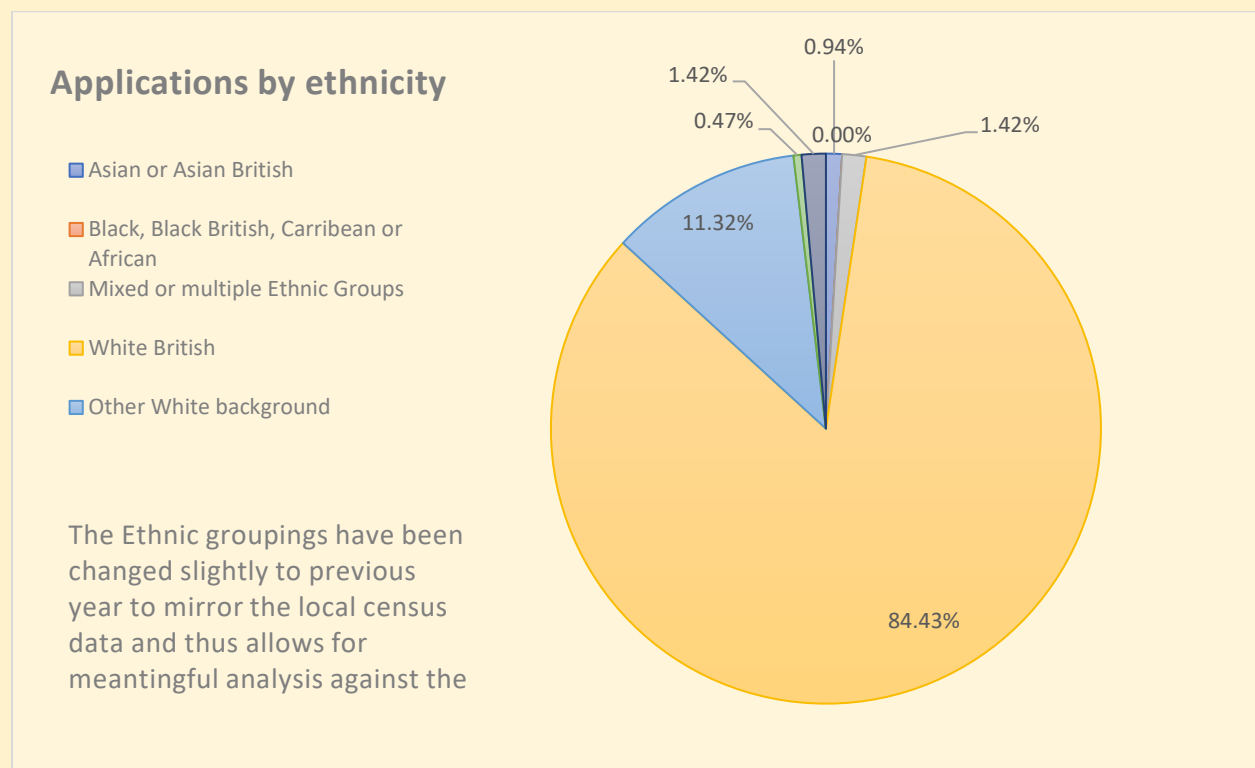
The 2021 Brighton and Hove census data has been used as a comparator to assess how representative our recruitment process is for the local community.

Data is collected for any roles advertised externally using equality and diversity monitoring forms, this is kept entirely separate from the candidates' application forms.

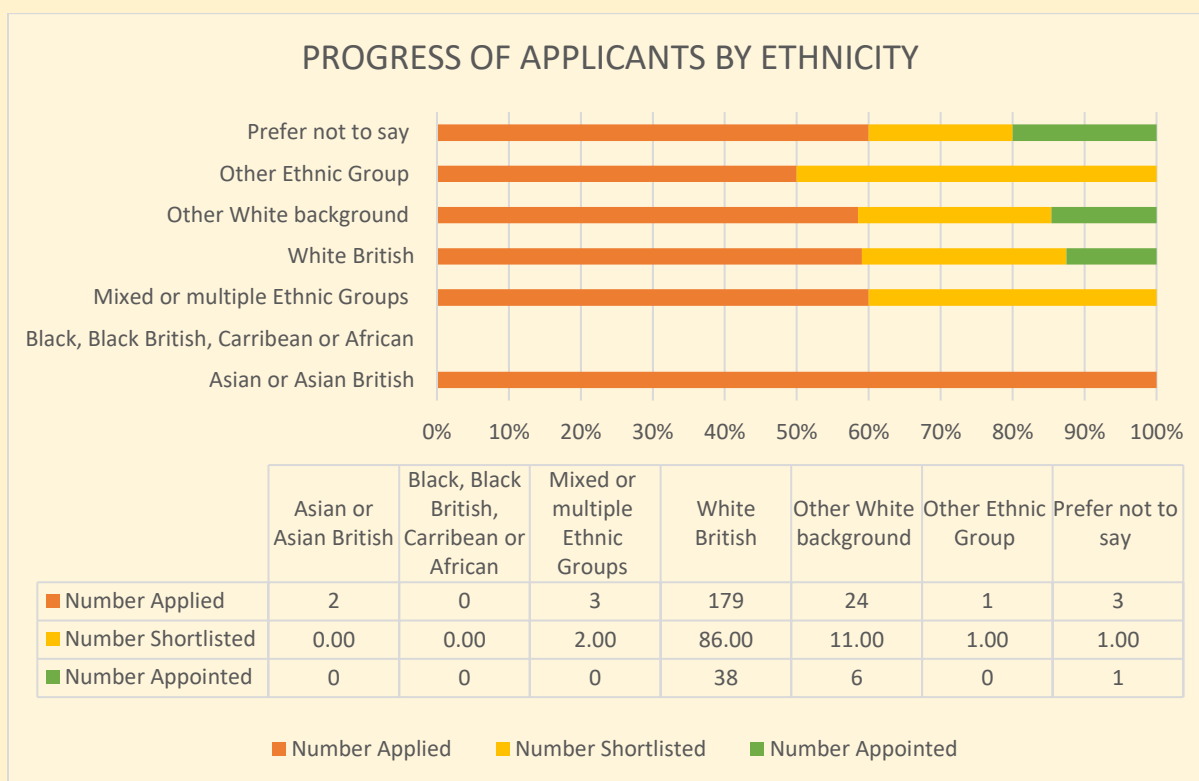
From 262 applications (excludes applications from internal candidates who did not complete monitoring information e.g. if expression of interest only needed and invigilator and catering roles we accepted CV applications) we received 212 completed E&D forms a return rate of 80%

Ethnicity

In 2023/24 over 84% of applicants were White British a significant increase to last year (68%). This is disappointing as previously we had witnessed a downward trend of White British applicants (76% in 2021/22 and 90% in 2020/21, an encouraging move towards creating a more diverse staffing population. It is unclear if this year is an outlier or if this change in direction is something to be concerned about. This will be monitored, and further action can be implemented next year if necessary.



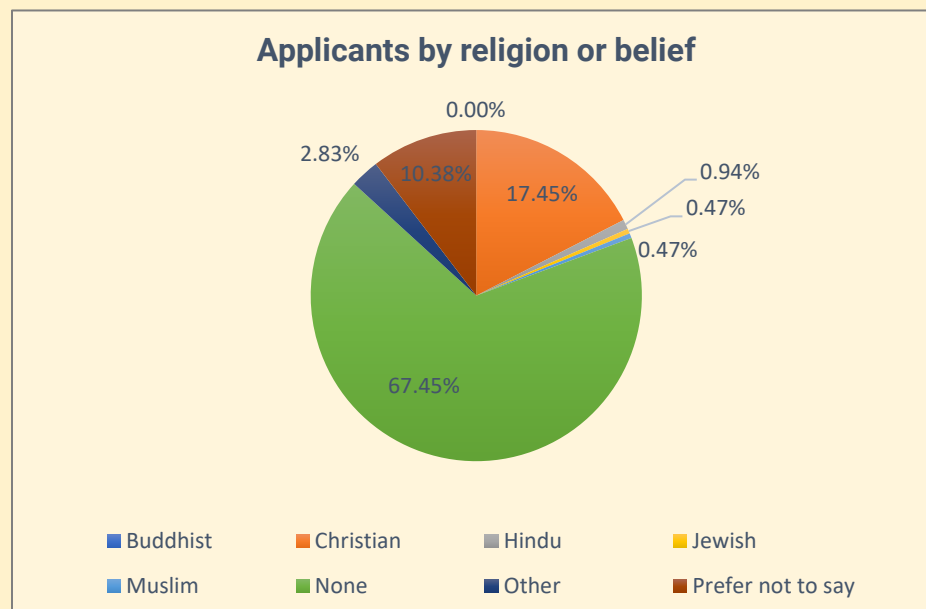
The figure below shows the progress of applications by ethnicity. The overall conversion rate (percentage of applicants who were successfully appointed) is 21%. Ideally, we would see this rate across all ethnic groups, however, with some ethnic groups having minimal applicants this is difficult to achieve. Efforts to continue to attract applicant from underrepresented ethnic groups will be a key action for HR over the next few years.



The conversion rates were as follows:

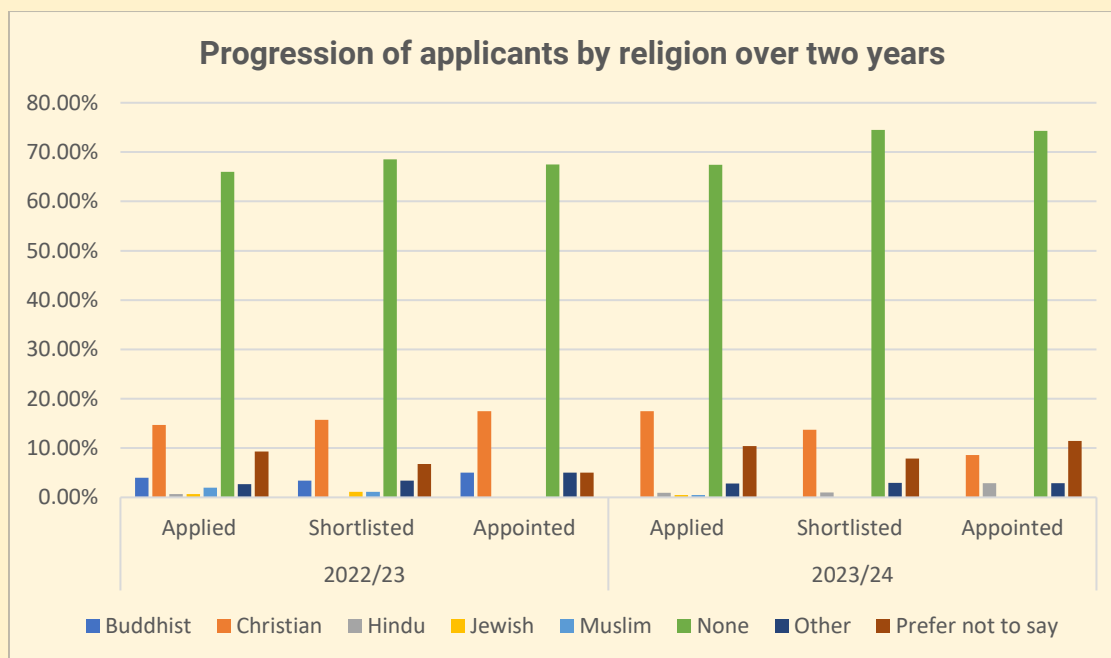
- Asian or Asian British – 0% (only two applicants)
- Black, Black British, Caribbean or African – 0% (no applicants)
- Mixed or multiple ethnic groups – 0% (only 3 applicants – 2 of which were shortlisted)
- White British – 21%
- Other White Background – 25%
- Other ethnic background – 0% (no applicants)

Religion or Belief



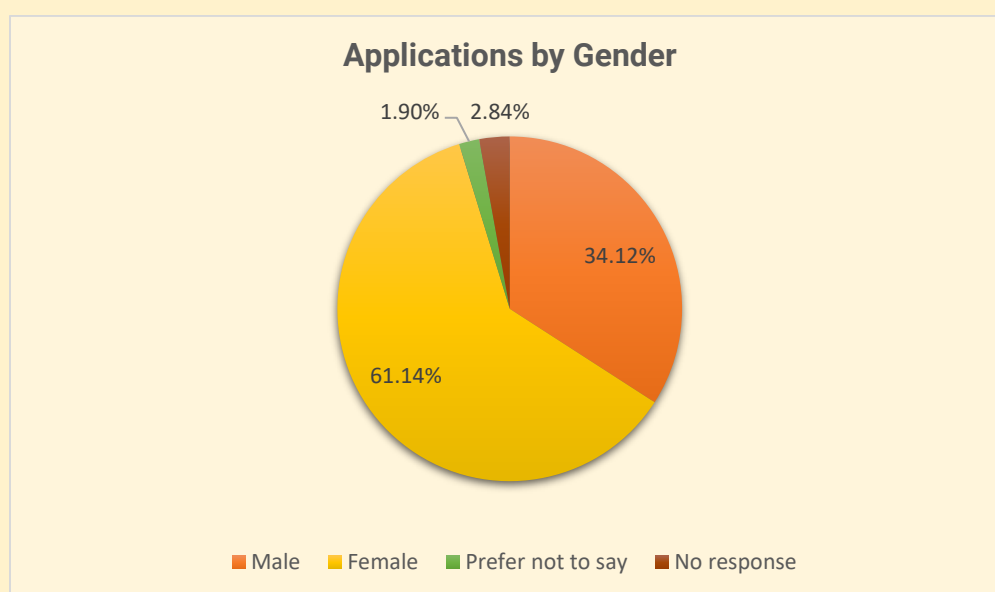
The proportion of applicants who have no religion was 67.5% (similar to the last couple of years)

The figure below shows the progress of applications by religion or belief over the past two years and in general those shortlisted and appointed of a particular Religion or Belief is relative to the number of applicants and therefore, no areas of concern have been noted.

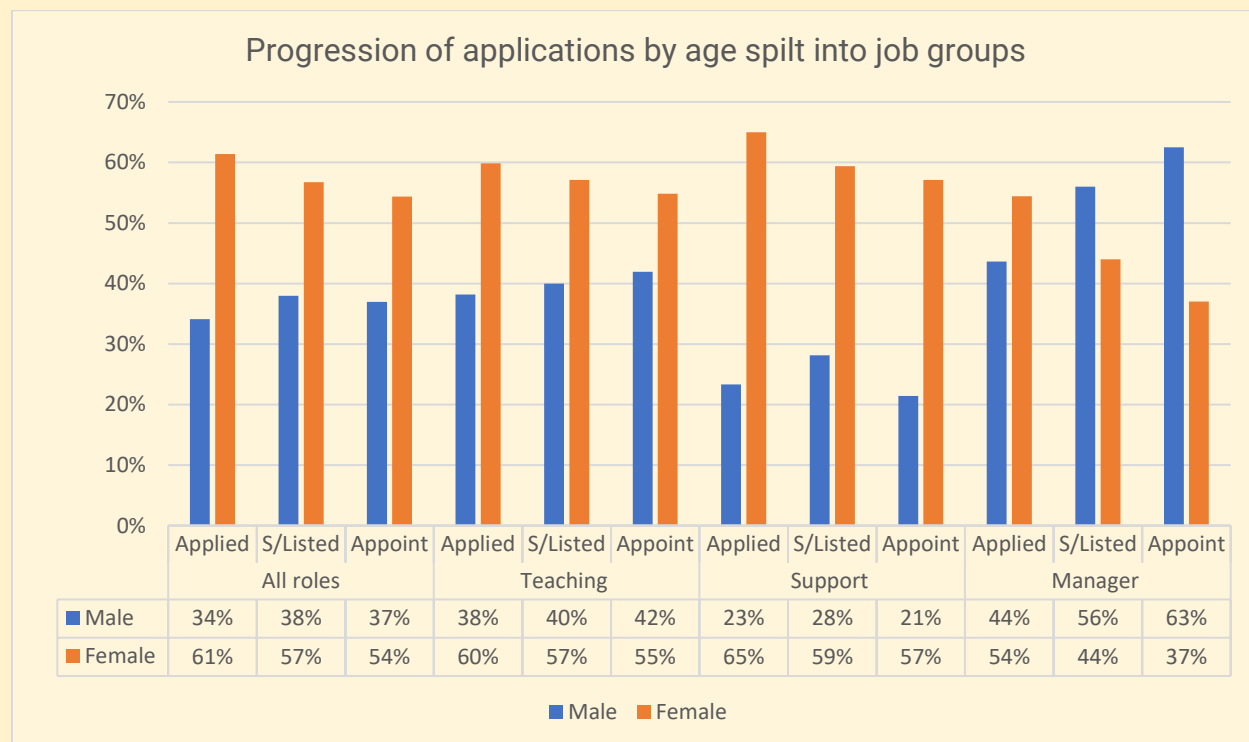


Gender

In 2023/24 61.14% of all applicants were female which is representative of BHASVIC's current staffing population (65.03%) and in line with previous years data (56.67%).



When we look at the progression of applications by gender in different job groups, the proportion of females being appointed in Teacher and Support groups is consistent with both the overall number of application and is representative of the current staffing population. However, there is a significant shift when we look at the management group. and male candidates is consistent except for within managerial roles. Despite a fairly even spilt of application and those shortlisted we then see over and 60/40 spilt of appointment in favour of men.



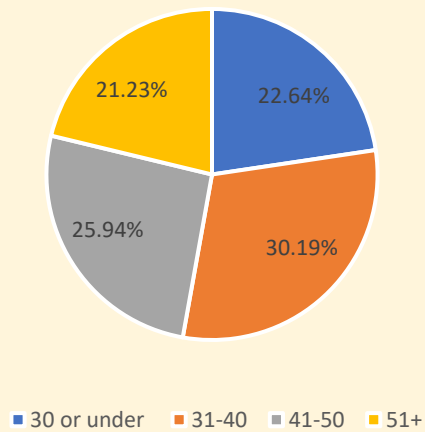
Closer analysis reveals that this is specifically within Teaching Manager positions. Although at face value this appears a cause for concern looking at the specific teaching manager roles we recruited in this period we can satisfy ourselves that no gender bias has taken place

- Head of Faculty – Male internal appointment, female appointed previous year
- HoD Computer Science – Male internal appointment (difficult to recruit subject)
- HoD Maths – two male appointed job share – a positive move toward normalising job sharing for men for men
- HoD Performing Arts – Male external appointment in a female dominated subject
- HoD Biology – only female appointment in teaching management roles

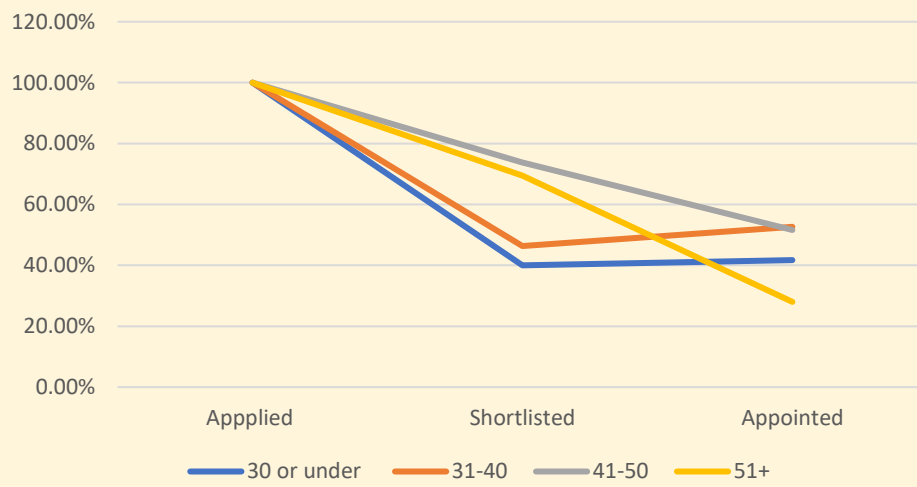
Age

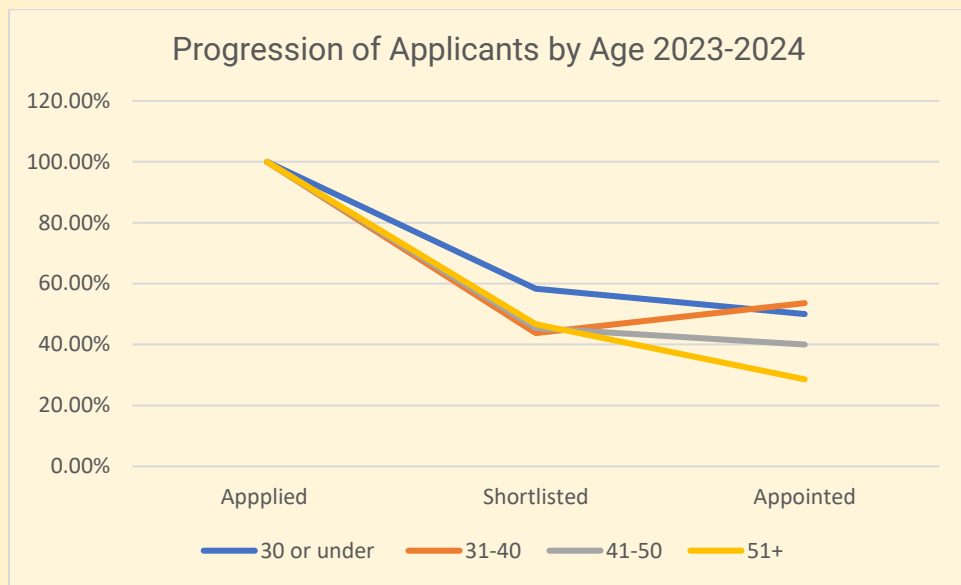
The split of applications by age is fairly even as depicted in the graph above. However, questions are raised when looking at the progression of applications by age.

Age group of applicants



Progression of Applicants by Age 2023-2024

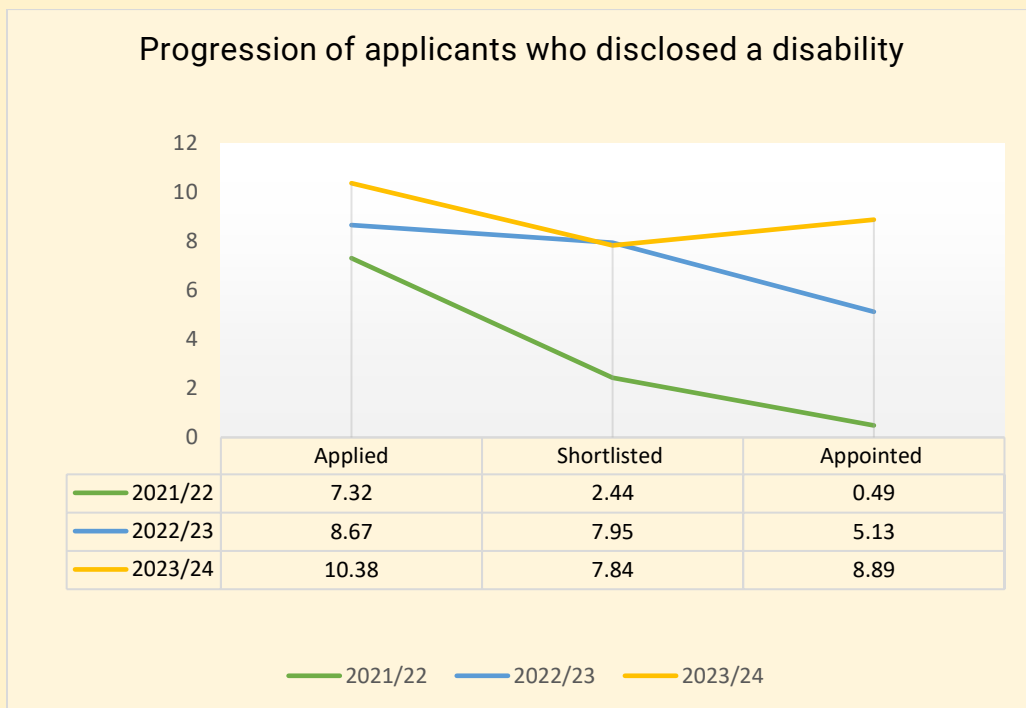




The graphs above demonstrate the progression of applicants by age. In 2022-23 we reported a concern that whilst a higher percentage of 41-50 and 51+ applicants were shortlisted than those in the 31-40 or 30 and under groups, at the appointed stage this is vice versa. In 2023-24 there is a more even progression of candidates in each age group.

Those in the 31-40 group continue to hold the highest proportion of all appointments.

Disability



Over the past three years there has been a positive increase in the number of applicants who have disclosed a disability at almost every stage. This has been a primary focus for the HR team with the support of the Disability and Neurodiversity working party. The recruitment team have undertaken training and are more confident in advising recruiting manager in how to ensure an inclusive recruitment process.

Applications

At this stage the increase of the number of candidates closing a disability suggests that efforts to improve inclusivity in the recruitment process are attracting more candidates with a disability and/or feeling they have a safe space to disclose and are reassured that this would not be disadvantageous to them.

Interview

With a higher percentage of disabled applicants being successful at interview we can conclude that the tweaks made to the selection process to be more inclusive are making a difference.

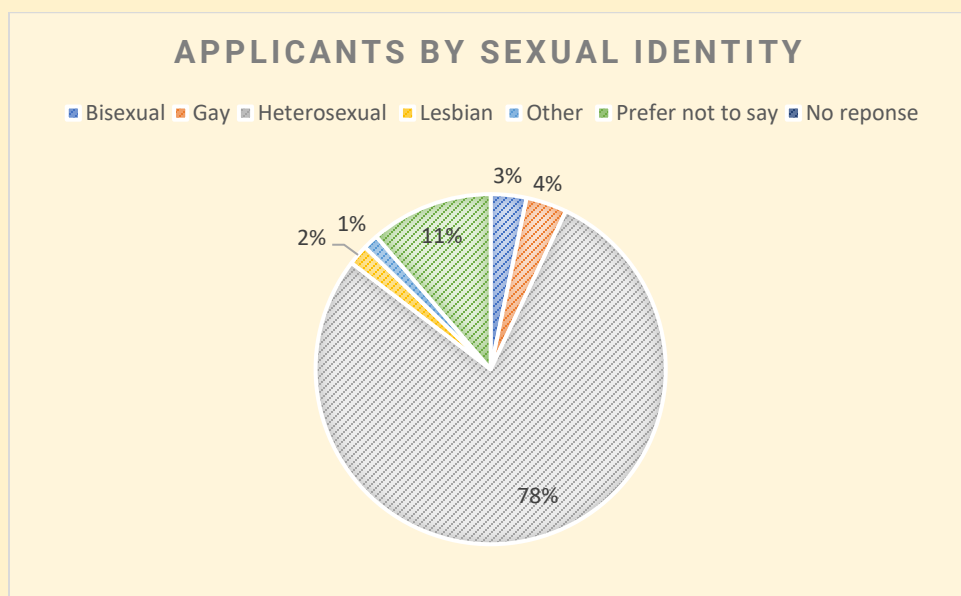
Shortlisting

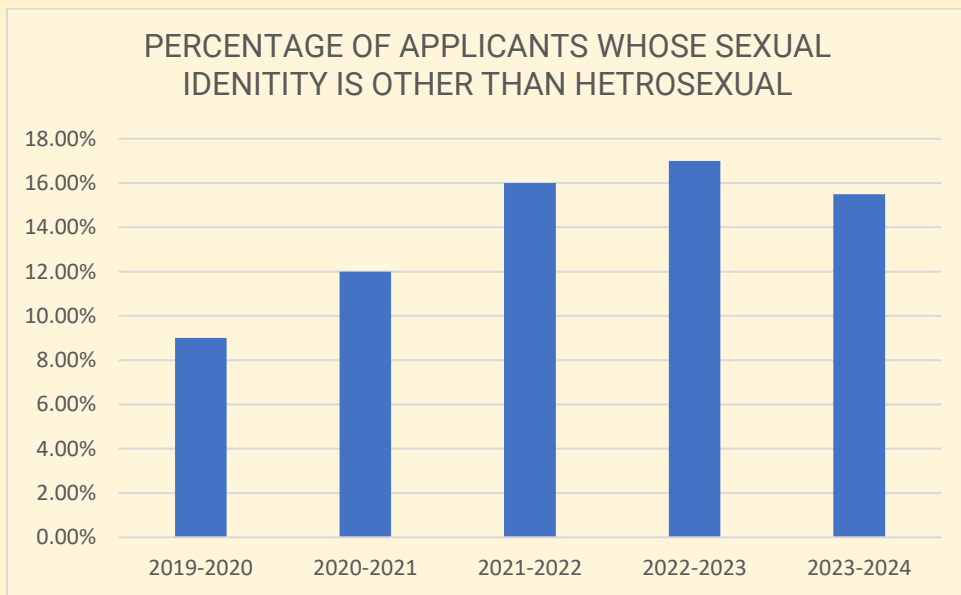
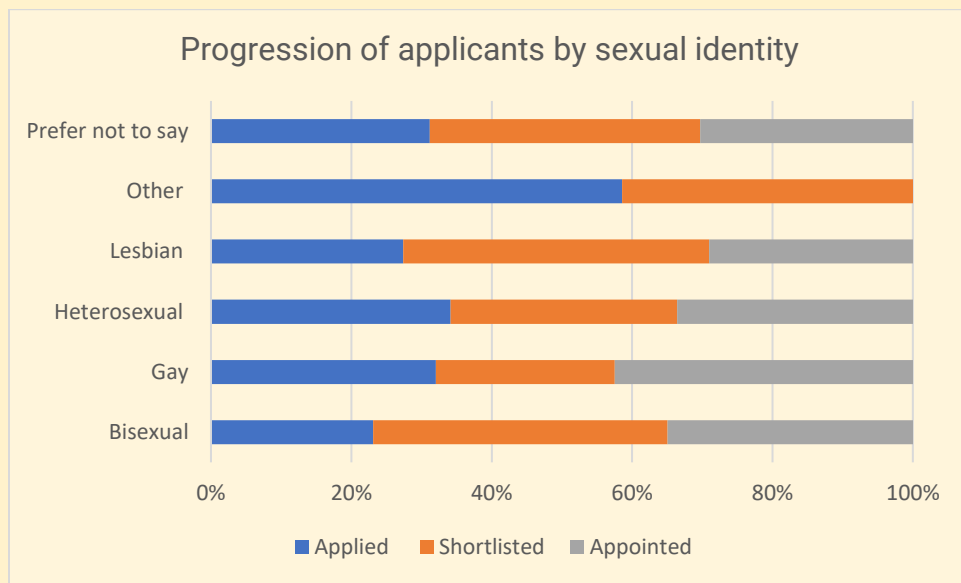
There has been very little change in the percentage of candidates who are shortlisted (in fact slightly less), which we acknowledge is likely because the application forms are still not fully inclusive. The new ATS which is going to be in March 2025 is expected to improve this.

Sexual Identity

78% of all applicants identify as heterosexual which is a decrease from last year (70%). 11% of applicants chose 'prefer not to say', although this is a slight improvement from last year (12%) it is concerning that this characteristic holds a significantly higher proportion of 'prefer not to say' than any others in the recruitment monitoring forms. This is likely due to the outdated terminology used which will be rectified during the implementation of a new ATS and updated HR software.

When we look at the progression of applications by sexual identity there is no obvious cause for concern. Although no applicants from the 'other' group were appointed there were only three candidates who selected this option and therefore, not enough data to warrant concern about any bias in the recruitment process.





The percentage of applicants whose sexuality is lesbian, gay or bisexual (categorised for this purpose as Other Sexuality) had been steadily increasing however, in 2023/2024 this has dropped the lowest in three years. It is unclear at this point if there is a trend or if this year is an outlier. This will be review next year and action taken if necessary.

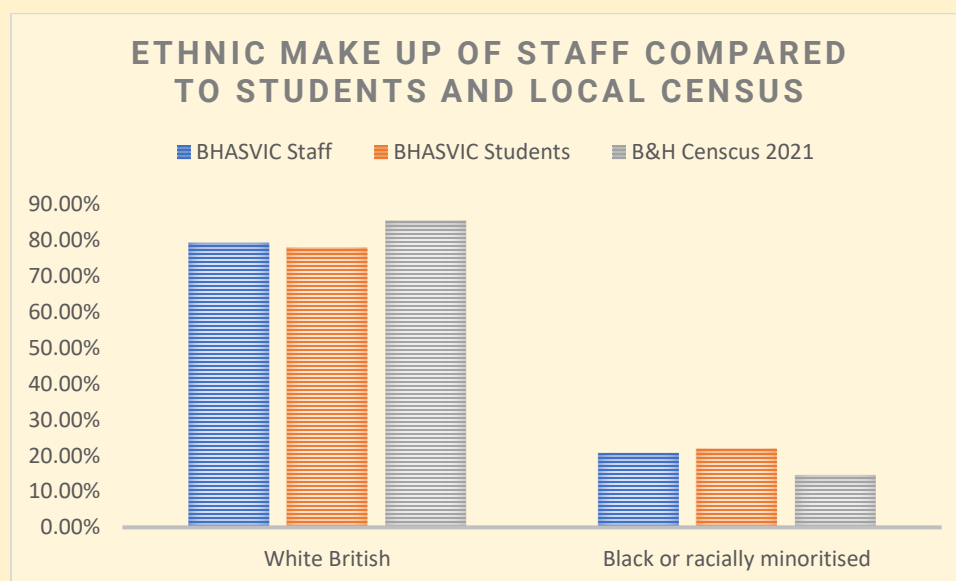
CURRENT STAFF

Note about analysis

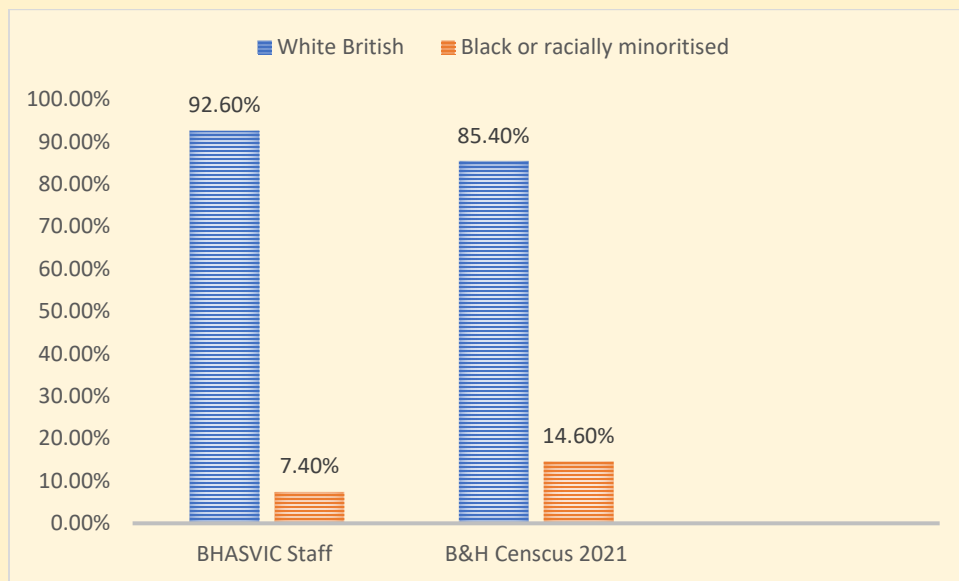
- Where a staff member has two roles their substantive post has been used.
- This does not include casual staff such as invigilators.
- The data includes anyone who was employed in the academic year 2023-24 (1 August 2023 to 31 July 2024).
- It does include anyone who was absent due to maternity/shared parental leave or anyone who was on sabbatical.
- 'Manager' includes any member of staff who has line management responsibility for others, who is paid on a management grade. We previously also included anyone who had additional responsibility which attracts an allowance (e.g. department assistants, EPQ manager) however, the number of these types of roles has increased significantly and therefore, we are no longer including all of them.

Ethnicity

The graph below depicts our staff ethnicity compared with that of the local area and of our student population. We are missing data for 9% of staff (reduced from 17%) and therefore, we have removed these staff completely to order to provide as true a picture as possible.



When we look at the broad groups of 'White British' and 'Black or Racially Minoritised' the BHASVIC staffing population reflects that of the student population and appears more inclusive than the local population (see figure above). However, we should not take the at face value by categorising all other racial groups than White British together; we are potentially missing important insight into the underrepresentation of specific minority ethnic groups. Furthermore, the local census data does not appear to have a category for Other White Background. If we combine White British and Other White Background together (see figure below) it appears to be a very different picture.

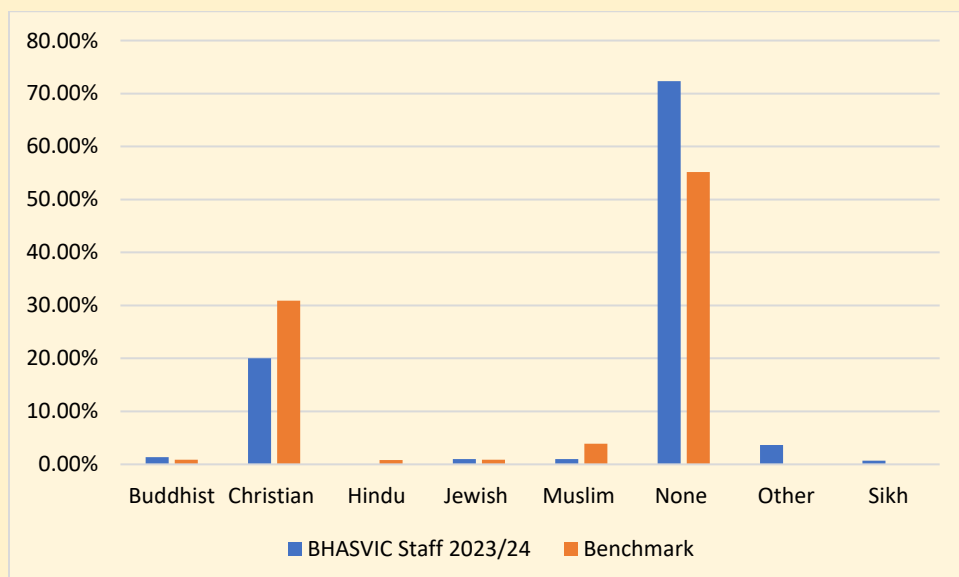


Some work is required to gain clarity and further insight into the census data and consider reporting on specific racial backgrounds to gain a full picture of whether the staffing is representative of the student population and that of the local areas.

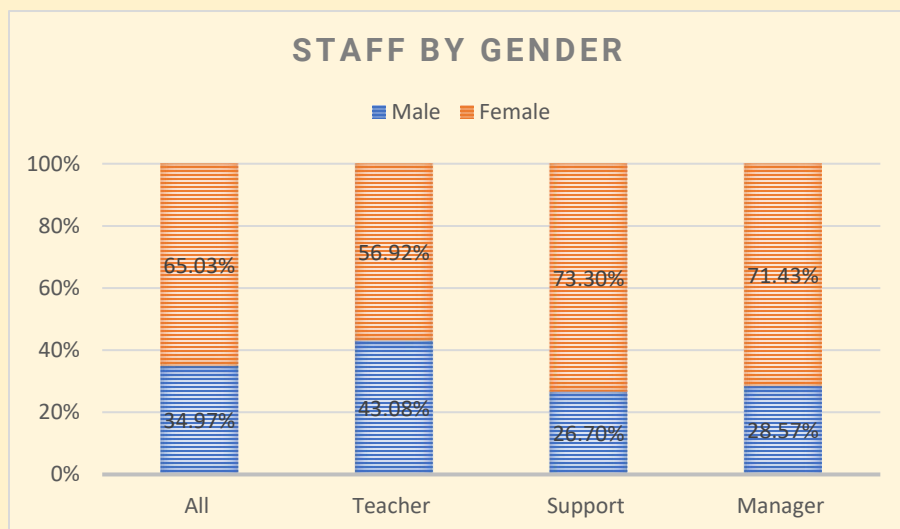
Religion or Belief

The data suggests that the staffing population at BHASVIC is not reflective of the local population in terms of religion or belief. For almost all religions for which data is captured BHASVIC staff has a lower percentage than the Brighton and Hove residents, the exception being Buddhism (there is no benchmark data for other or Sikh. Conversely the proportion of staff who state they have no religion is significantly higher than the benchmark data.

It should be noted that we are missing data for 14% of staff (reduced from 21% last year) and 8% of staff 'prefer not to say'

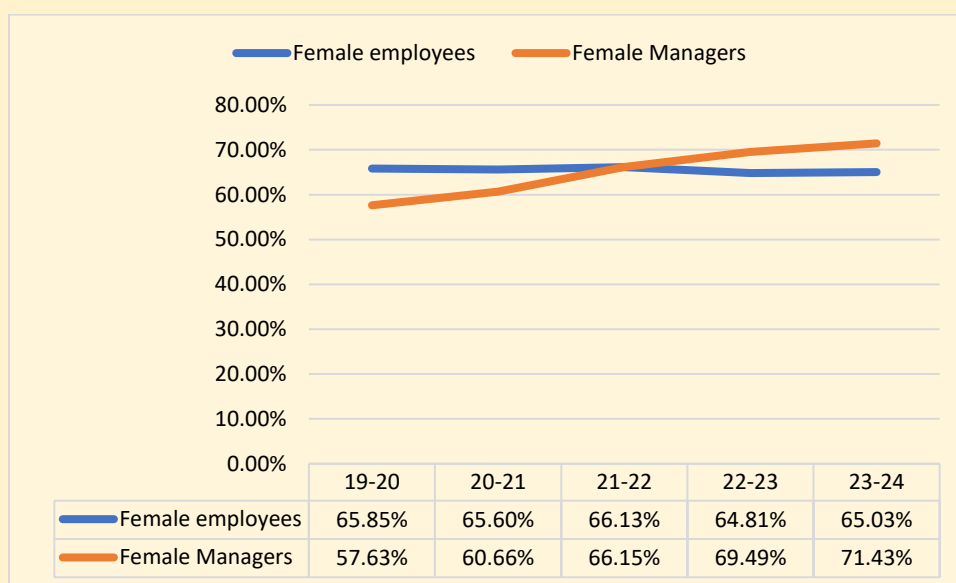


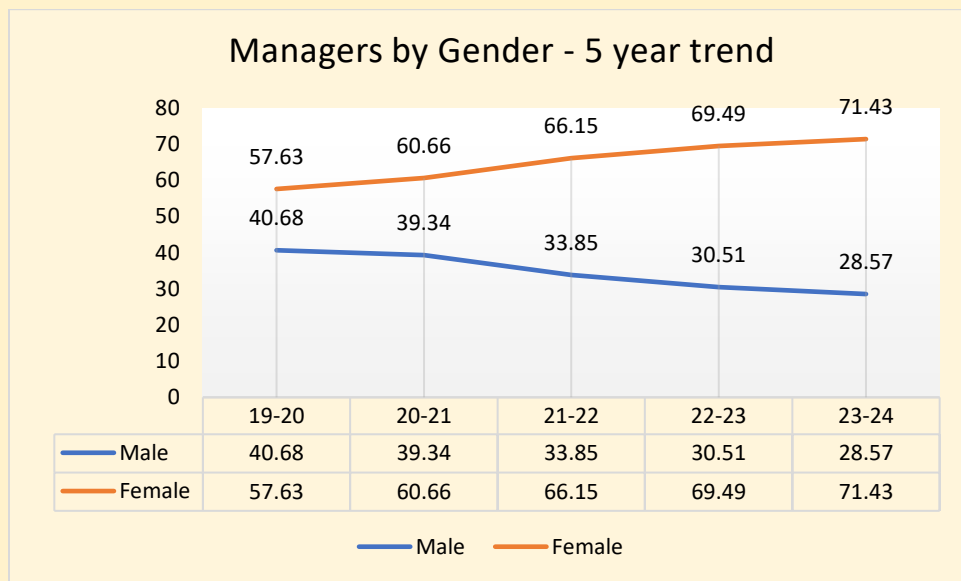
Gender



BHASVIC staff remains predominantly female (65%). When spilt into job groups – in support and managers groups females occupy over 70% of all post. Within the teaching staff community there is a more even spilt (57% female, 43% male).

Over the last two years the EDIMs report has noted that whilst the steady increase of female managers was encouraging, attention was required to ensure that this does not cause a under representation of male staff in managerial roles. In 2022/23 the percentage of female staff in managerial roles was higher than the overall percentage of females in the staff body. At the time it was noted this was minimal <5% however, this has continued to rise now 6.4%. If we refer back to the recruitment of staff section it will be interesting to see next year what difference the higher proportion of men being appointed to managerial roles in 23/24 makes.



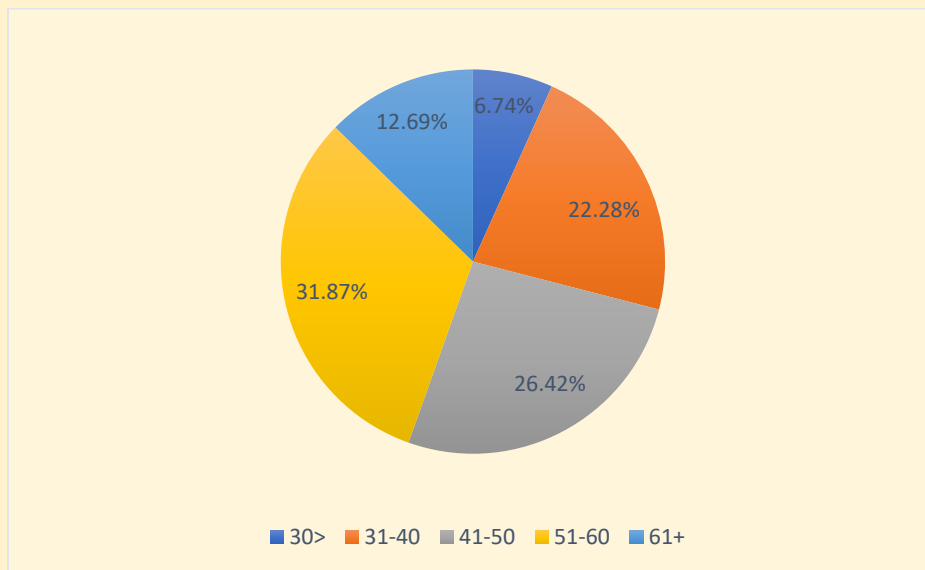


Note: Currently there is no option on our HR system for staff to identify as anything other than 'Male' or 'Female'. This is problematic. HR have put a business case together for an upgraded HR system which will allow for full customization of all EDI options. It is expected to be implemented in June of the 24/25 academic year.

Gender pay gap reporting

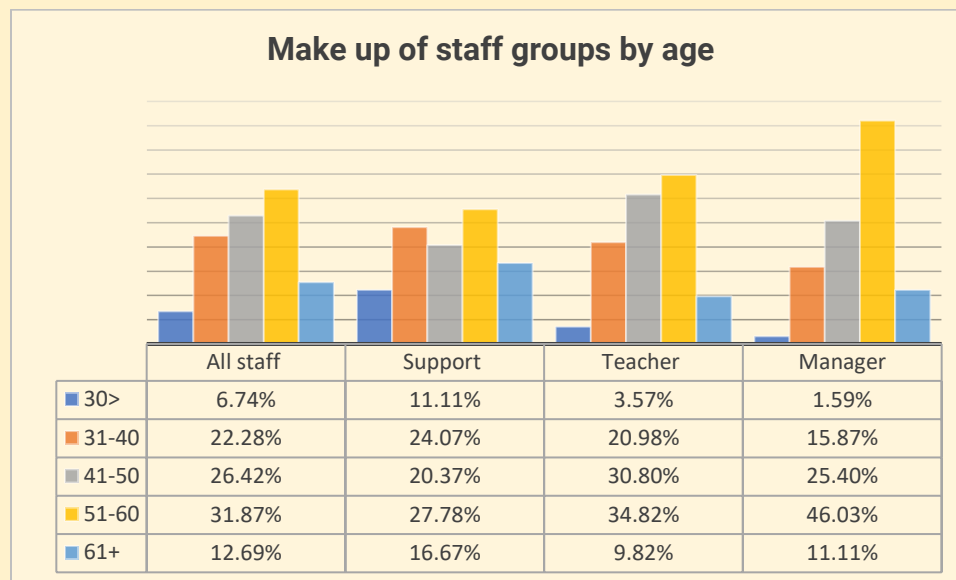
Age

The majority of BHASVIC staff are aged 51-60 (32%). The most underrepresented age group is 30 and under which is lower than 7%. These proportions are expected and present no concern.



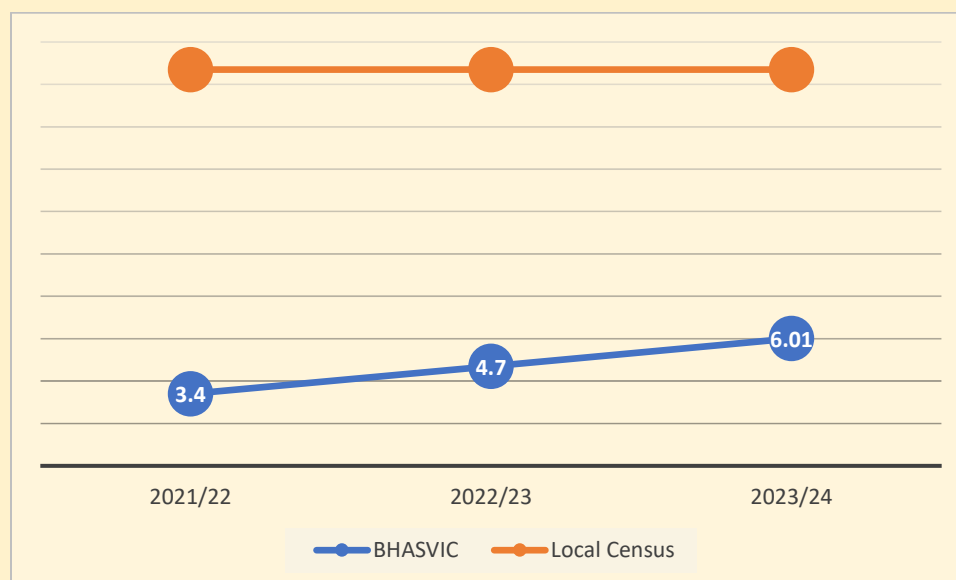
When we look at the distribution of age groups in different staffing groups it can be noted that support staff have the highest proportion of those under 30's whilst teaching and managers have the

lowest proportion. This trend is understandable, as supporting staff roles typically require less formal education, qualifications, and experience compared to teaching and managerial positions.



Disability

The percentage of staff who have disclosed that they have a disability is steadily increasing. However, it is still far from reflective of the local census data which determines that 18.7% of the population in Brighton and Hove have a disability.

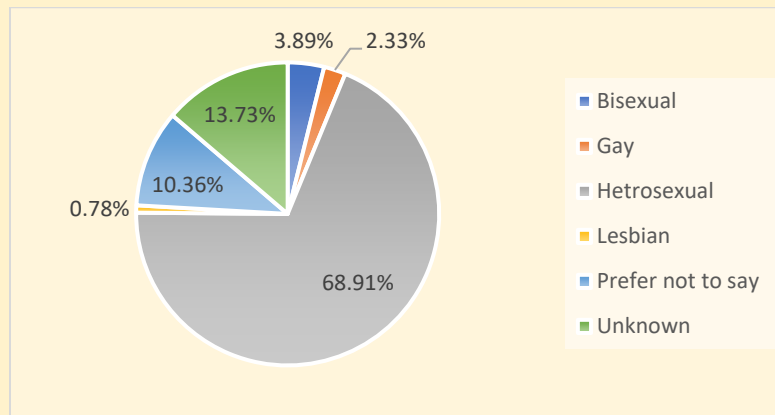


As with other protected characteristics, the terminology needs to be reviewed for this category. The terminology used to describe disabilities often carries negative connotations. Currently the options staff can choose are 'learning difficulty', 'mental ill health' and 'physical impairment'. It is essential to review and update this language to ensure it is respectful, inclusive, and empowering. By adopting terminology that reflects the strengths and abilities of individuals, we can foster a more positive and supportive environment for everyone.

Sexual Identity

There remains missing data for a significant percentage of staff for this category, however, the number of unknowns has reduced to under 14% (from 30% in 21/22 and 22% in 22/23).

The high proportion of unknowns and those choosing to prefer not to say is concerning. It has been noted by the EDI team that the current terminology used is not fit for purpose and while we want to encourage staff to provide this information we cannot do so unless we are confident with the options we have. This year HR are implementing upgraded HR software and an Applicant Tracking System, both of which will provide us with greater control of the options available for staff to choose.



Conclusion and action plan

Update on actions from last year:

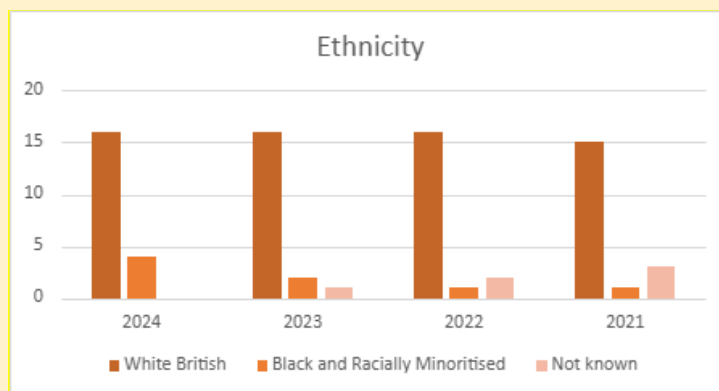
Action	Notes
<ul style="list-style-type: none">Continue to reduce unknowns in all categories	<p>Although we have reduced the 'unknowns' in almost every category there is still a major concern about the lack of staff data and this will need to remain a priority for the 25/26 academic year.</p> <p>Ethnicity – reduced by 9% (3% in previous year) Religion and belief – by 8% (6% in previous year) Sexual identity – by 9% (8% last year)</p> <p>Wider HR projects planned for the remainder of this and next academic years will assist with this include an updated HR cintra and the introduction of an Applicant Tracking System</p>
<ul style="list-style-type: none">Complete further work to achieve Disability Confident Employer Status	<p>Working party continuing to meet once per term. Focus has been on neurodivergences – see below</p>
<ul style="list-style-type: none">Review recruitment process to ensure accessibility for neurodivergent applicants	<p>Training completed by number of HR member Application and interview processes reviewed, and positive effect has been noted (see recruitment section above) Plan to continue this work with guidelines for recruiting managers</p>

Key actions for 2025/26

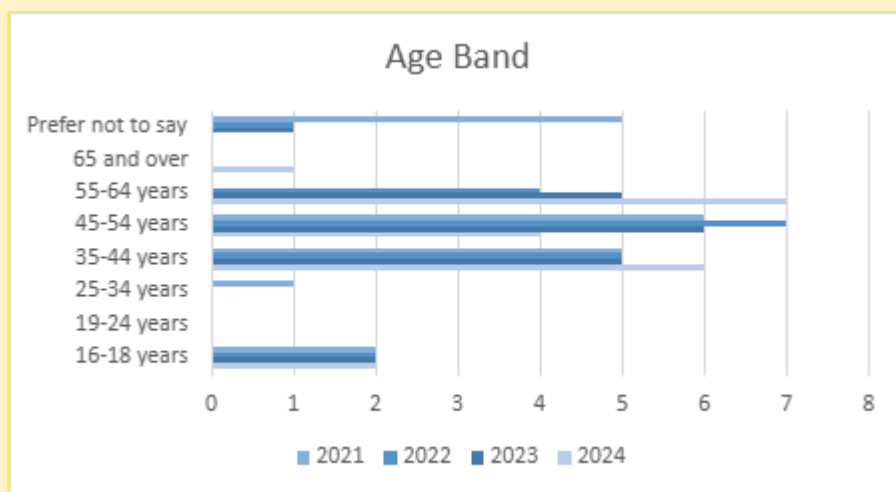
1. Continue to reduce unknowns
2. Work with Talos (provider of new ATS) to encourage applications from underrepresented groups. This would include researching alternative job boards and producing an Inclusivity section on our new Careers Page.
3. For a deeper analysis would like to start including the following in next years EDIMs
 - Part time vs Full time for certain protected characteristics (gender and age)
 - Turnover
 - Staff development

SECTION 3 – About Our Governors (EDIMS)

Data has been collected for the last four years as part of the FE Workforce survey. The current monitoring form only captures age, ethnicity, gender and disability, but the College is making good progress in increasing overall Board diversity, particularly in terms of ethnicity and neurodiversity. The Board's profile of Black & Racially Minoritised members increased to 20% in 2024 (above Brighton & Hove population profile of 14.6%, and well above East & West Sussex 2021 census data).

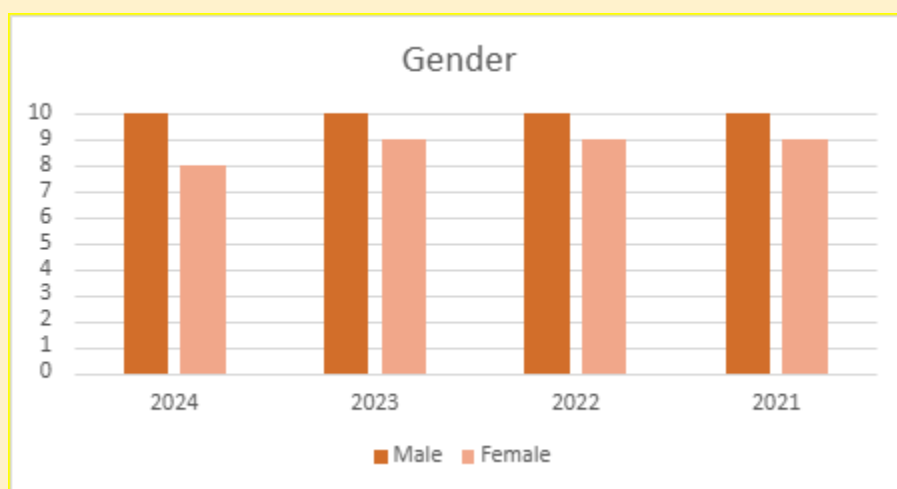


In terms of age, there is also an improving trend toward recruiting a wider group of Board members. In 2024, 50% of members were in the 35-54 age bracket (previously 63% in 2022 and 58% in 2023); with a third (36%) in the 55-64 year old age band, compared with 26% in 2023. There remains no Governor under 34 years old (apart from student governors) but one member of the Board is now over 65. There are proposals from the Student Union Executive, which are currently under consideration, to enable significantly more students to shadow or participate in Governance, to facilitate better student voice and scrutiny. This will also enhance a better age demographic in terms of Board representation.



15% of Governors have now disclosed some form of disability (3 compared to 1 in 2023) which is an increasing trend.

Female representation has declined in 2024, with 60% males (12/20) and 40% females (8/20). This compares with a balance of male to female Governors of 47% female/53% male for the previous three years. A higher proportion of males also retain chairing responsibilities of committees (5 out of 7 - 71%) although the overall Chair of Corporation is shared evenly with one male and one female.



Actions and Recommendations (2024-5)

It appears that across protected characteristics of age, ethnicity and disability there is good progress being made with regard to the March 2023 recommendations to Search & Governance Committee aiming to improve Governor diversity and inclusivity. Extracts from the report, authored by Simon Porges (no co-Chair) are reproduced below:

Governor Recruitment

- BHASVIC has a Governor Recruitment and Succession Planning Policy which includes that diversity will be included as a consideration during recruitment.
- Diversity has been promoted in Governor advertisements by including phrases such as *'The Governing Body is committed to diversity and welcomes applications from people from different backgrounds as well as applications from people with disabilities and those who are neuro-diverse. We recognise that you bring a range of incredible skills and could be an inspiring role model for our students.'*
- Recent recruitment campaigns have additionally promoted diversity in other ways e.g.
 - by widening the advertising to include community-based websites.
 - by advertising for co-chairs which has the potential to remove barriers for some applicants.
 - by the Principal publicising vacancies via social media and directly with organisations in BHASVIC's stakeholder plan.
 - Exit interviews and Chair/Governor 1:1's have been used to understand where barriers exist due to different types of diversity e.g. Meeting times, details of minutes

Target

- For Board of Governors to reasonably reflect the diversity of the student population and local community. Greater diversity will strengthen the Board in areas such as decision making.
- To have the right amount of data to make informed recruitment decision to help improve Board diversity.

Summary of Governor recruitment outcomes: 2024-5

- Increases in over-55 and under 44 age profiles
- Increases in diversity in terms of both disability and ethnicity
- Decrease in female representation
- No data available on other protected characteristics (sexuality, gender identity, religion etc.) or socio-economic background

SECTION 4 – EDI ACTION PLAN 2024-27

BHASVIC Single Equality Scheme Objectives 2024-2027

This Action Plan is for 3 years 2024-2027. All key objectives to be monitored annually, by Corporation and EDI Core team through the EDIMS Report and Action Plan.

A range of distributed actions linked to EDI will also be embedded in other departmental Self-Assessment Reports & Action Plans (SARAPS) and the College SAR.

OBJECTIVE	ACTIONS	LEADER (S)	PERFORMANCE INDICATOR
1. Celebrate equality, diversity and inclusion, fostering a culture of mutual respect and belonging	<p>Create an inclusive college environment where mutual respect prevails among different groups</p> <ul style="list-style-type: none"> Organise events and displays throughout the academic year that celebrate equality, diversity and inclusion (eg. Culture day – students; EDI INSET day – staff) Focus on belonging as part of staff and student induction (eg. Core values of the College Contract). Continue to develop profile as College of Sanctuary, putting ESOL at the heart of college and collaborating across the city on provision for refugees, asylum seekers and other disadvantaged groups Promote and facilitate diverse student societies (eg. FemSoc, Islamic Society, Hypatia Soc, LGBTQ+ soc etc.) and staff support groups (eg. Menopause group) 	<p>SLT / EDI Link Governor</p> <p>All staff</p> <p>Tutors / Teachers / Managers</p> <p>ESOL/SLT</p> <p>Student Union / HR</p>	<ul style="list-style-type: none"> Staff surveys – improving metrics on EDI focused questions linked to community & belonging Student surveys – improving metrics on EDI focused questions linked to community & belonging Parent/Carers and wider stakeholder surveys (eg. link employers/Governors) - improving metrics on EDI focused questions linked to community & belonging Maintain College of Sanctuary award SAWFE & internal reporting metrics – minimal or no EDI bullying, harassment, hate crimes below sector / local averages

2. Enhance and promote accessibility for all in both physical and digital environments	<p>Improve physical and digital accessibility across the college.</p> <ul style="list-style-type: none"> • Maintain and review regular accessibility audits (at least annually) of the college premises and digital platforms, including external marketing, websites etc. • Implement necessary changes based on the audit findings. • Staff training on accessibility issues and removing barriers by making reasonable adjustments 	<p>SLT/ EDI Link Governor</p> <p>Estates/HR/ALS</p> <p>IT/CIS/Marketing</p> <p>All staff/HR /ALS</p>	<ul style="list-style-type: none"> • Completion of accessibility audits and implementation of recommendations. • Positive feedback from students, staff and external stakeholders on improved accessibility. • Positive staff INSET evaluations
3. Increase representation, engagement and participation for under-represented groups	<p>Increase representation of underrepresented groups in different areas of college activity and leadership roles (staff and students)</p> <ul style="list-style-type: none"> • Continue to use EDIMS report annually to scrutinise representation of those with protected characteristics across different areas of college activity (eg. SU Exec ctte, manager groups, subject choice, Corporation etc.) • Use data to inform actions eg. a targeted recruitment strategy to attract diverse candidates, as appropriate. • Provide leadership training and mentorship opportunities for staff from underrepresented groups (eg. women's leadership network, designated persons of colour). • Work with Student Union EDI Officers to form 'student voice' sub-groups to advise on college activity • Maintain and develop staff support groups / colleague networks (eg. EDI working party, menopause group) and connect with local support (eg. Brighton & Hove educators of colour) 	<p>SLT/ EDI Link Governor</p> <p>EDI Core team</p> <p>HR/Admissions & Marketing</p> <p>SLT</p> <p>SU / EDI core team</p> <p>HR/ EDI core team</p>	<ul style="list-style-type: none"> • EDIMS data to show improving trends in diversity and representation, relative to local census or other sector comparisons • Maintain and improve the diversity of staff and students with protected characteristics in key targeted roles (eg.. • Positive feedback from staff and students on diversity and inclusion initiatives and networks.

4. Maintain and develop staff awareness, understanding and confidence in supporting equality objectives	<p>Enhance staff confidence in handling EDI-related matters</p> <ul style="list-style-type: none"> • All staff training (eg. annual EDI INSET day to support linked cross-college strategies: social mobility, anti-racism, sustainability, neurodiversity etc.) • Targeted training for frontline support staff (eg. catering, reception, student services) on supporting members of the community with protected characteristics and unconscious bias • Curriculum SARAP discussions and targeted actions to embed EDI strategies effectively and maintain an inclusive curriculum • Continued training on inclusive teaching & learning, leadership & management practices 	<p>SLT/ EDI Link Governor</p> <p>All staff</p> <p>Support staff</p> <p>Teachers / Tutors</p> <p>College managers / HR</p>	<ul style="list-style-type: none"> • Positive staff INSET evaluations • Student feedback / learner voice focus groups are positive about staff knowledge and understanding of EDI and inclusive practice (eg. SAWFE – above local sector averages) • Annual EDI audit of SARAPs shows embedding of EDI strategies
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SECTION 5 – EDI Core Team Summary Reports 2024-25

i) Curriculum Embedding Work – Jess Jung (Head of Faculty)

Over the past year the EDI curriculum embedding work that has taken place has continued to provide staff with increased access to resources that help foster a diverse and inclusive learning environment and support equality objectives.



The EDI Working Party have developed the 'Dimensions of Diversity,' a way of viewing EDI at BHASVIC in a broad and inclusive way. The 'Dimensions' include for areas: Circumstance; Culture; Identity; Educational Experience. Essentially by thinking about all areas, more inclusivity and belonging is fostered. The logo was created through a student competition, and a soft launch of this logo has happened around the College, with the aim of creating visibility and discussion.

Curriculum SARAP targets and individual PDR targets continue to highlight the range of work that is going on in departments. Departments are working on a variety of initiatives linked to EDI, from decolonising the curriculum and working with students from low-income backgrounds, to developing key study skills and working more effectively with students who are neurodivergent. Increased access to resources and development opportunities continue to help staff to develop an improved understanding and awareness in these areas, and this year the EDI Working Party created 'Focus on..' information sheets to help support teams to do this.

To get a better understanding of the student experience, EDI Student ambassadors have also been invited to Working Party meetings to discuss what improvements the College could make in relation to equality, diversity and inclusion. This Student Voice was invaluable, providing us with the opportunity to hear lived experiences which led to instant improvements in access to reporting systems and technical language used. Improved student voice and work with the EDI ambassadors has also been picked up by the Guidance Team. College and course student surveys also show that over 95% of students feel that BHASVIC is welcoming and inclusive with helpful feedback being given around the need for staff to continue to provide opportunities for students to get to know each other more and for them to be able to make clearer links between curriculum content and EDI.

Members of the EDI Core Team, the Staff EDI Working Party, the Staff Disability and Neurodiversity Working Party and the Closing the Gap group continue to work on a range of projects that provide cross-college collaboration and opportunities to share good practice. The aim of this work is to not only continue to support increased application, retention, achievement and progression of all students at BHASVIC, but to also enhance their overall student experience.

Key actions for 2025/2026

- **EDI Self Evaluation Surveys** – Surveys need to be completed again, and actions drawn up based on outcomes. Both curriculum staff and support staff will complete a follow up EDI self-evaluation activity to allow us to compare the results from March 2023. The Curriculum Self-Evaluation will focus on evaluating curriculum design, delivery and assessment plus student involvement, staff engagement and management. The EDI Self-Evaluation for Support Staff will focus on policies, processes and procedures, resource delivery, student involvement, staff engagement and management.
- **Teaching and Learning** - To continue to work to support college teams to develop their understanding and practice in relation to EDI, ensuring a fully inclusive and accessible curriculum
- **Student Voice** - To continue to develop meaningful EDI related student voice within curriculum teams, developing partnerships and fostering belonging.

ii) Guidance Team (including analysis of Safe & Well in FE) – Owen Crane

The Guidance Management team oversee pastoral provision for students and work closely with curriculum teams, admissions and marketing (including schools liaison), as well as student support, safeguarding and wider enrichment and experience teams.

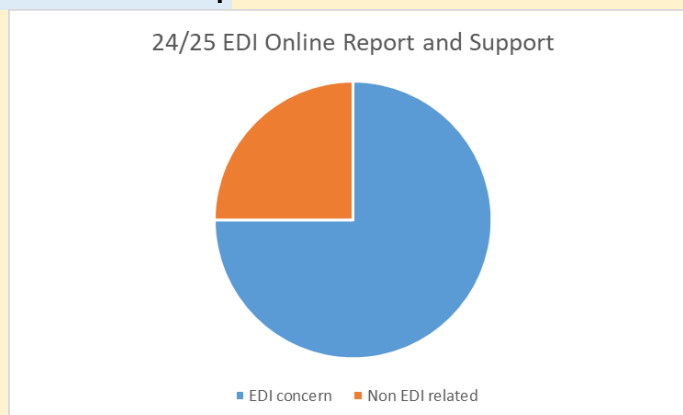
A key focus has continued to follow up liaison work with the Student Union, requesting better online reporting mechanisms for bullying and Hate Crime and work with the CIS team to analyse data linked to guidance work. We have also used the local authority's bi-annual Safe & Well in FE (SAWFE) student survey to analyse key work on inclusion and belonging.

Further Education BHASVIC Summary Report				
Your school statistics				
Key trend indicators	2016	2018	2021	2023
Been bullied this term	1%	1%	1%	1%
Enjoy learning at college	86%	89%	92%	89%
Feel safe at college	98%	98%	97%	97%
My college is good at dealing with bullying	91%	86%	90%	92%
Feel like I belong in this college	88%	87%	90%	88%

EDI Online Report and Support

The 'EDI Online Report and Support form was relaunched in January 2025. This acts as a 'go-to' for students to report any concerns or incidents impacting equality, diversity and inclusion at college. Since its relaunch there have been 4 reports – see below:

Non EDI related	1
EDI concern	3
Total	4



- 3 of these reports concerned a student's online behaviour, targeting students with threatening language and harassment. These came alongside an on-going case the college were aware about.
- 1 report was not EDI related, relating to concerns around cost of travel and food on-site. This student was signposted to student services

GM Team agree this is reflective within current cohorts regarding bullying, feeling safe and belonging in terms of casework and tutor 1:1 disclosure.

GM adhoc comments re casework and contemporary issues re race, gender, sexuality, religion, wellbeing and mental health.

- *Nationwide young person's mental health crisis reflected in high proportion of our casework which also involves discussion re ALS/ADHD/ASD.*
- *Currently much anxiety/panic and distress related to exams.*
- *Impact of cost-of-living crisis on students – especially regarding living conditions and family poverty.*
- *Absence reporting is difficult for students with difficult home lives – have had to set up separate agreements with them with how to get it authorised if their parent is not engaged/neglectful.*
- *Issues with students trying to access bursary application - again difficult same reason as above if parents won't give the evidence.*
- *Increase in issues with misogyny and the social media influence on males this year.*
- *Two incidents of use of racist language quoted in curriculum (English and Sociology texts)*

GM Team actions 24/25

- **Student Voice** – further recruit and utilise EDI ambassadors, gaining their perspective on what students would want from college life to feel more included within the community
- **DoPC** – we will be collaborating with students to shape an upcoming role, tentatively titled 'Designated Person of Colour'. This staff member will be the go-to person for students of black, racialised, and global majority backgrounds.
- **Casework tracking overview** – to look in detail at collating GM casework data across the academic year to gain a baseline looking to standardise tracking considering any intersectionality and to spot any emerging patterns – inform SARAP development for 25/26. (for example, gender, ethnicity, bursary, YC etc.)

iii) Student Experience, Events & Enrichment

This year the Student Services and Events teams have worked on increasing the exposure of EDI within college events, focusing on key events in the college calendar such as Culture Week, Women's History Month and various events across Neurodiversity Celebration Week. We feel it is crucial for all our students to see themselves reflected across college events, and more so, outside of the classroom, creating a vibrant college community.

Our flagship event this year was Culture Week, taking place in March 2024. Across this week students celebrated their heritage across a variety of events, this included a World Cinema short film and documentary festival, a performance by AFLO the poet and a culture quiz. The most impactful event was the Culture Festival, where students wore their country's traditional dress and ran stalls serving their country's cuisine. This culminated in the parade in the main hall. Hundreds of students attended Culture Week, which was documented by the SU on their TikTok account. Their posts were viewed by over 31,900 people.

For Women's History Month, the Student Union, in collaboration with the Hypatia Society and Fem Soc, ran information stalls and a bake sale, raising £68.85 for the charity Refuge. We had the charity Flourish Mentors come to sight to run workshops for women and non-binary students, with a key focus on anxiety. 34 students attended these sessions, with 20 providing feedback. Of the 20 students, 90% said they strongly agreed that they learned a valuable technique to improve their well-being in the future. 90% also

strongly agreed that the workshops made them more self-aware. Students highlighted how to handle exam anxiety and breathing techniques as positive takeaways.

For Neurodiversity Celebration Week, the college arranged numerous events to raise awareness for neurodivergence. Across the week we saw BHASVIC alumni Drew Hyndman give a talk to select students on life with ADHD and autism with a focus on post-college and the workplace. Guidance Managers Trina and Owen ran a pop-up café in the Main Hall engaging 40 groups students in activities to highlight the appropriate language to use around neurodivergence. The charity Amaze hosted an outreach station in the Main Hall to provide support, advice and guidance to students who had questions around neurodivergence.

Key actions

- Increase student voice post-events, to further assess impact
- Make effective use of EDI ambassadors to improve event experience for all students
- Embed enrichment activities to supplement larger college events

iv) Communications, Admissions & Marketing – James Barton (Communications Manager)

The Communications Manager is a member of the EDI Core working group and the Closing the Gap core working group to ensure strategic priorities in these areas are delivered across Admissions & Marketing. A summary of developments:

School liaison

- As part of a pilot project developed through the 'Closing the Gap' core working group, the Communications Manager has worked with Varndean and Blatchington Mill schools to identify the 'disadvantaged' (using Pupil Premium students as a measure) students who are interested in progressing to BHASVIC and supporting through the process, to date this has included:
 - Reserving spaces for any Pupil Premium student at these schools for the BHASVIC Year 10 Taster Day
 - Arranging for the school to support these students to attend BHASVIC Open Evenings (the school bringing students via minibus who would struggle to attend), being met by the Communications Manager to introduce them to the evening
 - Workshops delivered within the schools to support students to apply to BHASVIC via the online application form
 - Students to be interviewed by a Guidance Manager or Communications Manager to create a consistent presence
 - A further workshop delivered at the schools ahead of Moving on Day to support the transition to BHASVIC
 - 'Get Ahead' day delivered by Guidance to these students at the end of summer to introduce them to the support systems at BHASVIC and to familiarise themselves with the environment
- A similar project is in place with PCS – as a smaller school with lower overall progression into Level 3 education the project is available to the entire year 11 cohort - and the Communications Manager is looking at a scalable model to put in place with all local feeder schools
- Carried over from previous report: A Student Marketing & Communications Ambassador scheme is being developed to embed graduates from feeder schools into the school liaison work with the relevant schools. This includes interviews and feedback from graduate students in any Assembly/Tutorial presentation materials for the relevant school and graduates attending IAG/post-16 events at the schools with BHASVIC staff.

Application & Interview

- We gathered self-disclosed data from applications such as Care Experienced, Young Carers, and in receipt of Free School Meals. We have then been able to signpost appropriate information to these students at each stage of their applicant journey.
 - Care Experienced applicants (14) have been interviewed by our Designated Teacher
 - Young Carers (48) have been interviewed by Guidance Managers
 - Simply and accessible information on the college bursary has been made available to all applicants as part of the process with those who declared Free School Meal status on application prioritised for a follow-up message
- The majority of interviews continue to take place in the Main Hall, with ALS interviews now taking place directly before the IAG interview. ALS have reported far fewer no shows to their interview as a result of this change
- The data transfer between application, interview and CEDAR continues to be live and agile. For our Moving on Day teachers will be able to check registers in advance and identify any students with ALS or access needs. Guidance Managers and Student Services will be able to view relevant information relating to Home Circumstances or Welfare needs ensuring the student feels welcome and 'known' from day way and avoiding them having to repeat or re-disclose any sensitive information. WP flags will be added to CEDAR as part of information gathering through the enrolment process.

Celebration & Representation

- Our Marketing images have been refreshed with a professional photoshoot involving the 'designated persons of colour' in our teaching teams.
- Representative groups such as LGBTQ+ society, feminist society and initiatives such as Culture Day are promoted through school liaison, interview and Moving on Day and Taster Day resources.

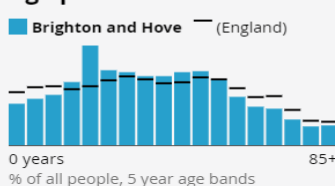
APPENDIX: [ONS Census 2021 – custom profiles](#)

Brighton and Hove

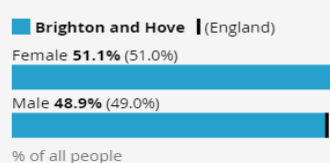
Area map



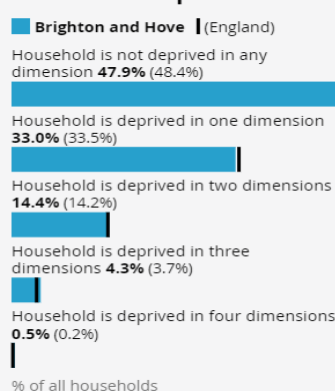
Age profile



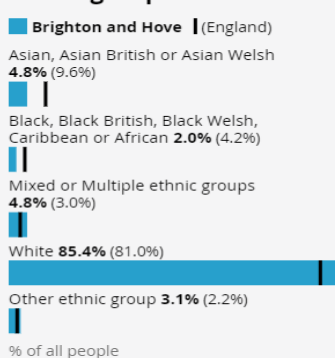
Sex



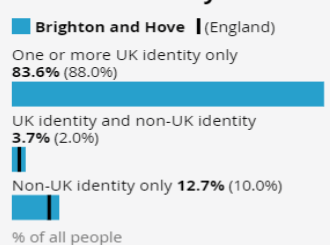
Household deprivation



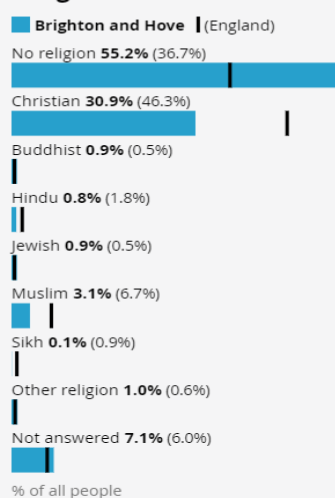
Ethnic group



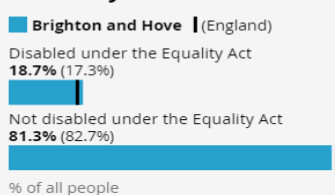
National identity



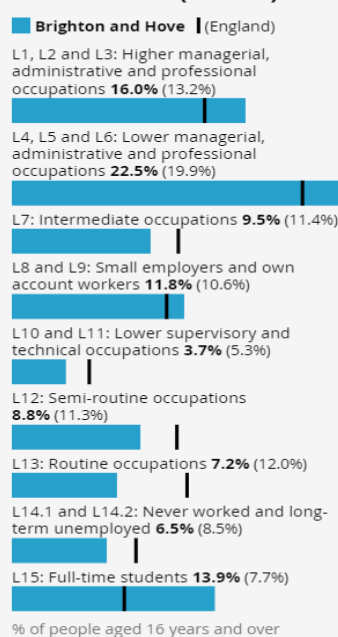
Religion



Disability



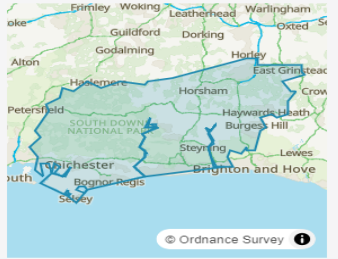
Socio-economic Classification (NS-SeC)



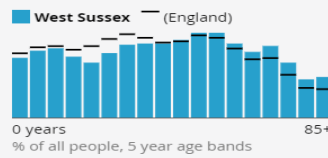
Source: Office for National Statistics - Census 2021

West Sussex

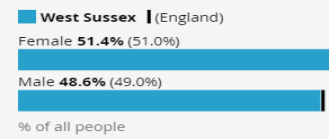
Area map



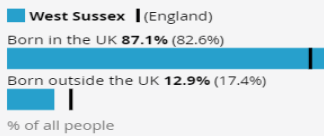
Age profile



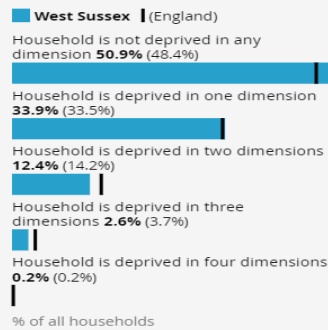
Sex



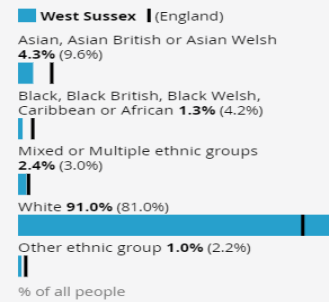
Country of birth



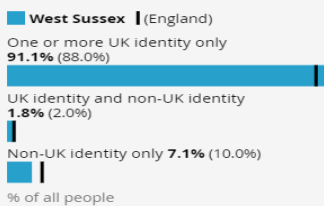
Household deprivation



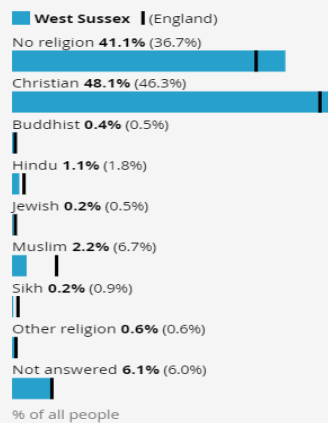
Ethnic group



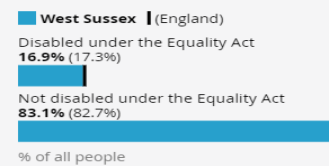
National identity



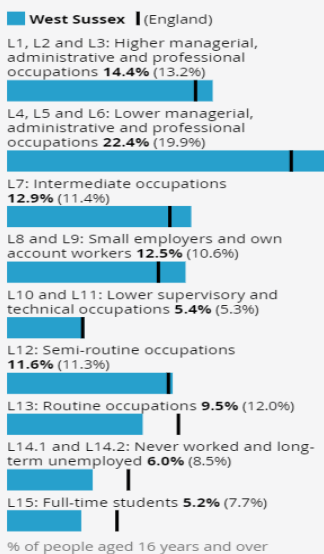
Religion



Disability

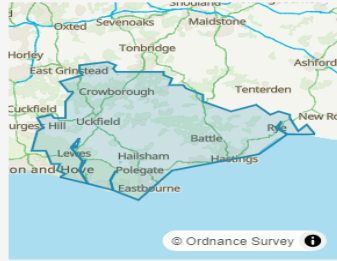


Socio-economic Classification (NS-SeC)

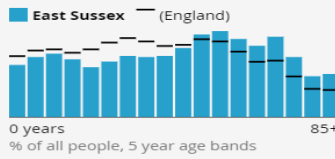


East Sussex

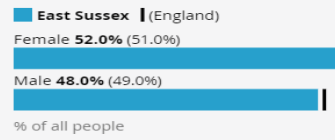
Area map



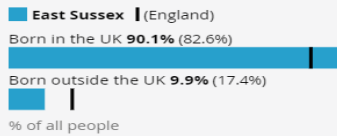
Age profile



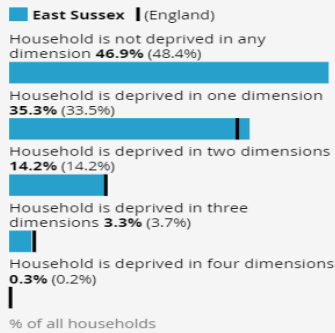
Sex



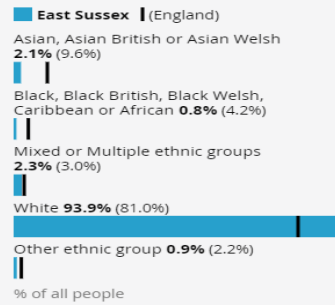
Country of birth



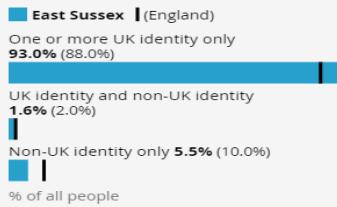
Household deprivation



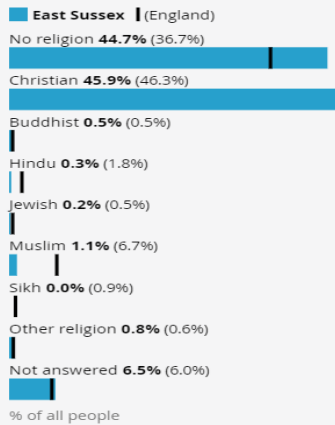
Ethnic group



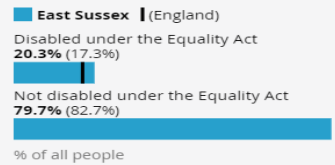
National identity



Religion



Disability



Socio-economic Classification (NS-SEC)

