



Equality, Diversity and Inclusion (EDI) Annual Report 2019-2020
Further and Higher Education

January 2021

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Section 1: Context

Overview of the college:

1. Askham Bryan College is one of the largest providers of specialist land-based further education (FE) in England. It originally opened in January 1948 with the first students enrolled on residential courses at the then, Yorkshire Institute (West Riding) of Agriculture. Until 1964, only agriculture and horticulture courses were available, then during the 1970s, the range of subjects was broadened, and higher education (HE) qualifications were also added. Today the college offers programmes ranging from entry level up to degree across several centres and has a turnover of £33 million (group 17/18 financial statements). The College works with three validating universities for its HE provisions. The main campus is at York, the College has two other large campuses at Newton Rigg, close to Penrith in Cumbria and at Stewart Park in Middlesbrough which opened in September 2017 following a successful heritage lottery fund grant. The grant enabled the buildings to be transformed into a high-end, industry standard animal management facility. The York and Penrith campuses have College farms. The College also has centres in Saltaire (ShIPLEY College) and Wakefield city centre for FE delivery for full time, Princes Trust and adult provision. In addition, the college apprenticeship delivery also takes place in Hexham (auction mart), and Newcastle (team valley for Veterinary nursing).
2. The College has been registered with the Office for Students (OfS) since November 2018 and has an approved Access and Participation Plan (APP) which commenced in 2020. Additionally, there is a College Widening Participation (WP) Strategy, and a Widening Participation Officer has been recruited to the Marketing team to co-ordinate WP activities with a focus on clearly identified target groups.
3. There are currently just over 500 Higher Education students at the College, from level 4 Higher Apprenticeships to Level 7 MSc students, with Animal Sciences and Veterinary Nursing representing the largest cohorts. The vast majority (>96%) are White British, and approximately 70% of students are female. Six of the College's curriculum areas offer HE provision: agriculture, animal management, equine management, horticulture, sport and veterinary nursing. The programmes, which range from HNC/HND level to BSc (Hons) and masters, are validated by Harper Adams University, the Royal Agricultural University and Leeds Trinity University. The College has applied for its own foundation degree-awarding powers (FDAP) with the quality assurance agency for HE (QAA) and during 2019/20 was in a period of scrutiny. The official outcome from this review is due in Spring 2021.
4. In Further Education Askham Bryan College offers a range of full and part-time specialist land-based and land-related programmes across 13 out of 14 occupational areas from entry (foundation) level to degree, together with a wide range of apprenticeships, including higher-level apprenticeships. The most popular curriculum areas are land-based or land-related, which approximate 72% of overall enrolments.
5. FE – EDI Statistics Summary - 97% of FE students are white British and 3% BAME and for Apprenticeships 99% white British, 1% BAME. Gender profile for FE, 56% female, 44% male and apprenticeship 29% female, 71% male. LLDD - FE 41% yes to a learning difficulty, 59% no and for apprenticeships 82% no and 18% yes. Disadvantaged learner form 8% of the student cohort.

Table of equality objectives from the website – progress against the objectives *

Equality objective	Progress against the objective	Actions for 2020-2021
<p>1) Staff: We will conduct a comprehensive Gender Pay Gap Analysis on an annual basis with a view to publicise in line with statutory requirements and produce an Action Plan to address any surfacing anomalies.</p>	<p>Completed - Gender pay gap review and action plan for 2020 and 2021 completed.</p>	<p>A review of last year's action plan will be undertaken and an updated action plan produced, alongside the report.</p>
<p>2) Staff: We will produce a standard suite of staff equality data reports to be presented to SMT at regular intervals and to Corporation annually, along with an action plan to address any anomalies which the reports identify</p>	<p>KPIs are in the process of being revised for 2021 and they will include basic reports by protected characteristics. The college is investing in a new HR system and reporting against KPIs will be automated.</p>	<p>Annual staff survey results by protected characteristics have been produced and discussed at SLT and corporation. These will be further refined for 20/21 with an increase in the number of staff surveys.</p>
<p>3) Staff: We will commission a series of training interventions for recruiting managers aimed at combatting unconscious bias in the staff recruitment process</p>	<p>The Learning and Development (L and D) function in the college will complete systemic training for managers, which will position unconscious bias at the heart of the recruitment. All managers to complete recruitment training.</p>	<p>Through 20/21 the L&D function will continue to circulate information and guidance to hiring managers and reinforce robust staff recruitment practices.</p>
<p>4) Staff: We will pay all College-employed apprentices at or above the national living wage rather than national apprenticeship rates. The aim is to ensure those opportunities are accessible to the widest possible range of candidates and to contribute to social mobility.</p>	<p>This policy was agreed as part of the People Strategy 2017-20.</p>	<p>This policy remains in place and will be an element of the forthcoming pay and reward strategy review, in the context of the College's five-year recovery plan.</p>

<p>5) Students: We will strive to narrow gaps in headline achievement rates between different groups of students by protected characteristics.</p>	<p>FE achievement – extract from the college SAR 19/20 Students in all areas achieve well from all backgrounds and there are no significant achievement gaps between different groups of learners with the exception of a small cohort of looked after children (involving 14 learners and 30 enrolments). The impact of Covid19 was considered throughout on this particular group of students to ensure wellbeing and access to participate in education. However, regular assessment of LAC students' progress is monitored through ProMonitor and discussed at team meetings, the impact of which is an improvement in achievement of these learners in 2019/20. There has been a decline to overall achievement rates for adults (now 83.5%, -4.8% on 18/19) and this is mainly due to untimely achievement of RHS qualifications due to Covid19 and students being unable to complete the RHS qualification within the academic year.</p>	<p>To monitor and review any gaps in achievement during 20/21</p>
<p>6) Students: We will work to increase participation and retention of learners in gender stereotypical curriculum areas</p>	<p>There are participation targets for both the HE Access and Participation Plan and for FE in the different curriculum departments and apprenticeship provision. Retention – as above in terms of the achievement data. No significant gaps in retention by gender during 19/20.</p>	<p>To monitor and review any gaps in participation and retention during 20/21 in terms of gender.</p>
<p>7) Students: We will strive to ensure that student satisfaction rates, as evidenced through student surveys, are as high for students with protected characteristics as those without.</p>	<p>Self-assessment reports headline SPOC results (Main College survey 2020). (See below action in areas for improvement). SPOC data for 1920 showed a diminished differential in the results across various demographic groups to the questions 'treated fairly' particularly in Foundation learning. The SPOC data for FE has been analysed by protected characteristics.</p>	<p>To work more closely with Foundation Learning to identify and address the lower satisfaction rates than in other areas of the College. College to monitor the impact of digital poverty.</p>
<p>8). All: We will constantly listen to our students and staff – promoting an open culture and</p>	<p>Student Union (SU) focus for RAG week – disability (to reflect cross-college focus for 19-20 and based on student feedback). Work is on-going with the SU on identifying accessibility issues on College campuses.</p>	<p>To continue to represent all student demographics across campuses to meet the needs of all students. SU to produce a report on</p>

<p>collaborative culture amongst our students, staff and other partners.</p>	<p>Participation in York and other ‘Pride’ events where possible – Impact of Covid-19 during 2019/20 Equal- online induction package for students includes EDI Module. There is a KPI in place to measure impact / distance travelled re student awareness – extended to Apprenticeships as well as full time students.</p>	<p>outcomes for the EDI committee and the Estates Team for further action.</p> <p>LGBTQ+ groups up and running virtually. SU to grow the group with more activities etc. SU to plan for participation in York Pride – 5th June (COVID permitting)</p> <p>All students to complete mandatory EDI modules on Equal as part of their 16 - 19 study programme.</p> <p>Equal reports to be revamped to show more in depth data in 20/21</p> <p>Equal to be more widely used in Apprenticeships.</p>
<p>9). All: We will embed best practice in equality, diversity and inclusion and social mobility for our staff and students to enable and support their success irrespective of their background.</p>	<p>Covid19 has impacted upon this objective due to the focus switching midyear to online learning and centre assessed grades. However, EDI remained at the forefront of action planning and centralised in Quality Improvement Plans (QIPs) and whilst events were reduced through the late Spring and Summer terms, the EDI Working Group continued to meet every term to monitor actions. Policies across the college for all staff and students encompass best practice in ensuring that EDI and social mobility enables students and staff to succeed.</p> <p>Recruitment of staff and students continues to be fair and equal and data is reviewed by managers regularly at all points of recruitment, probation, induction and appraisals for both staff and students.</p>	<p>EDI Calendar – at least 3 events per year to celebrate inclusivity.</p> <p>Working group to agree KPIs for 2020/21.</p>
<p>10). All: We will increase the profile of, and resources available to, the Equality, Diversity & Inclusion Committee to address core areas of the EDI work plan.</p>	<p>TLA resources – via Moodle including Teaching Matters bespoke folders containing a range of resources; CPD matters folders on Moodle for all staff access containing a range of resources.</p>	<p>November 20 update - 229 of 252 new starters have completed the LAUNCH EDI course – 91% vs.100% target and an increase of 6% from last year.</p>

	<p>The LAUNCH e-learning platform supports the staff development provision, specifically contributing to EDI through a 10-minute e-learning course. All new starters are expected to complete this course as a mandatory part of their induction.</p> <p>The impact of Covid19 meant that there was a need to provide access to IT and information/training for staff and students. This was tackled pre-Wave 1 lockdown and through the summer to ensure that students continued to be educated. Where students failed or struggled to engage with lockdown learning, referrals were made to Student Services to follow up and re-engage where appropriate.</p>	
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***In addition, as part of the registration with the OfS, the College has a HE student-specific Access Agreement (2019-20) with targets relating specifically to underrepresented groups in HE. Progress on these will be returned to the OfS in April 2021. A new approach to monitoring access and participation in HE was introduced for 2020, in the form of the Access and Participation Plan.**

Section 2: Staff and Staff Development

Key strengths and areas for improvement

Strengths	Evidence (include reference to source)	Impact on the learners/staff/business
<p>Latest versions of HR policies and procedures have been published on the intranet, following consultation with the recognised unions via the joint policy working group.</p>	<p>All policies up to date and valid until the next review cycle.</p>	<p>Policies are aligned with HR best practice, principles of equality and diversity and are fully compliant from a legal perspective.</p>
<p>Disability Confident reaccreditation achieved, positioning us as an inclusive employer of choice. Additionally, this is supported through the purchasing of advertising space across two biannual</p>	<p>http://www.disabilityreviewmagazine.co.uk/ https://www.livingwithdisability.org/ https://disabilityconfident.campaign.gov.uk/</p>	<p>Increased awareness of being a 'disability friendly' employer and inclusive, regardless of any visible or non-visible impairments.</p>

publications: "Disability Review Magazine" and "Living with Disability"		
Conducted and published full annual Gender Pay Gap Analysis in line with statutory requirements, which demonstrated a significant reduction in the gender pay gap.	https://www.askham-bryan.ac.uk/the-college/equality	GPG has shown a positive variation from the previous year, with our mean figure dropping from 13.30% to 7.03% and median from 14.11% to 11.19%.
We have adopted a new staff surveying methodology, which benefits inclusion in two ways; first we have included identifier questions across protected characteristics, which will help us to understand levels of satisfaction as broken down by diversity indicators. Second, we have increased the frequency of our surveying, which allows the college staff voice to be heard and responded to in a timelier manner.	<ul style="list-style-type: none"> • Response rate for the May 2020 survey equal to May 2018, which was 55% • Overall satisfaction has increased from 5.9/10 to 7.4/10. • 75% of respondents gave a satisfaction rating of 7 or above vs. 45% in 2018. 	The inclusion of identifier questions across protected characteristics helps us to under the employee experience as broken down by diversity indicators and the increased frequency of surveying allows more timely responses to staff views expressed.
Continued commitment to cross College EDI development events. Following on from 2018's "We Are Inclusive" day, which carried an emphasis on EDI and 2019's "Wellbeing Matters" day, which carried an that promoted better mental health in the workplace, we organised the "Being Future Focused" staff engagement week, which carried an emphasis on looking ahead with optimism (despite COVID-19) and was inclusive by being accessible to all staff regardless of their isolated locations, enabling the chat function for two-way dialogue and encompassing staff awards.	<p>In the evaluation of the "Being Future Focused" week 2020, we observed several positive measures:</p> <ul style="list-style-type: none"> ▫ 78% of respondents agreed that "The College has a good future" ▫ 83% of respondents said they "Can see the link between their contribution and our future success" ▫ 62% of respondents said their "Awareness of how to support and deliver for our students increased" and "I can see what I need to do to deliver for our students". 	<p>216 members of staff (approximately 36% of the workforce) attended the CEO-led welcome session at the start of the week.</p> <p>162 members of teaching staff (approximately 54% of the curriculum workforce) attended the "Delivering Curriculum in Challenging Times" session and 90 (approximately 30%) attended the "Supporting Students in Challenging Times" session.</p> <p>93% of respondents to the evaluation said that they found the event useful.</p>
In 2018 we introduced an EDI allyship scheme, which involved staff members self-nominating to wear a rainbow lanyards and act as a	We have 54 allies wearing rainbow lanyards which is an increase of 3 from last	There is an informal, visible and recognised presence of EDI allies for

first informal point of call for staff and students who may wish to speak to them about EDI-related issues or concerns.	year. This is approximately 10% of the overall workforce.	students and staff alike to access as appropriate.
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Areas for Improvement – forms the action plan for 2019/20	Evidence (include reference to source)	Impact on the learners/staff/business
As part of a broader review of the HR data environment across all of its third-party systems, in particular Selima and School Recruiter, we are committed to improving the quality and robustness of EDI related staffing data.	This will be outlined as part of the HR SAR (Self-Assessment Report) for academic year 2019/20.	This will positively impact on the College's reengagement with the SIR (Staff Individualised Return) from 2021/22 onwards.
Continue efforts to further reduce the mean and median indicators of the Gender Pay Gap, in line with the published action plan.	The outcomes of the Gender Pay Gap report 2020.	Promotes positively the perception of the College as an equal opportunity employer.
Engage with a corporate EDI partner to further our commitment to equality, diversity and inclusion and benefit from their outside experience and perspective.	We will engage with Inclusive Employers and work with them in the context of a corporate EDI partner.	The insights, toolkits and resources provided by the relationship will further enrich our general EDI activity.
Work is underway to further develop the role of the EDI ally and provide them with more information as part of their self-nomination to the role. Allies currently receive a small pack (less than four pages) which focused on just one EDI strand. The L&D team will revamp this pack to more holistic of the nine protected characteristics.	The overall quality of EDI ally support material will increase.	A more holistic understanding of EDI issues and how-to best act as an ally, which will have a positive impact on the staff and student experience.
Promote awareness of the EDI allyship scheme and target further self-nomination to the scheme, which since its introduction has never attracted more than 10% of the workforce to self-nominate. We'd like to hit a target 15% by the end of academic year 2020/21.	The overall quantity of EDI allies will increase beyond 10% of the workforce.	A greater presence of EDI allies across the College will help to position us as an inclusive place to be in the eyes of students and staff alike.

Section 3: Quality, Teaching, Learning and Assessment

Key strengths and areas for improvement – Further Education

Strengths	Evidence (include reference to source) – SAR data	Impact on the learners/staff/business
<p>Good or better teaching, learning and assessment through 1920 which includes the incorporation of EDI as contextualised and embedded into majority of lessons.</p>	<p>Improved quality of EDI embedding/contextualising within all aspects of TLA - Positive endorsement of improvements to TLA following lesson visits (93% met or exceed KPI) – all areas showing improvement in the quality of TLA in theory sessions and EDI.</p> <p>93% of teaching staff currently meet/exceed standards against college target of 92% - this is an increase of +1% on 1819.</p> <p>A new App has been used with an EDI focus to support learning walks.</p>	<p>Students in all areas achieve well from all backgrounds and there are no significant achievement gaps with the exception of a small cohort of looked after children (LACs).</p> <p>Student SPOC data – high levels of students satisfaction</p>
<p>Staff new to the college and on probation, casual agency staff and those who have underperformed, or self-refer, undertake Essentials observations to ensure TLA meets ABC standards and EDI is a part of this programmer.</p>	<p>TLA activity and CPD aligned specifically to address AFIs:</p> <ul style="list-style-type: none"> • Embedding and contextualising EDI in curriculum subjects • Safeguarding including personal welfare, British Values and Prevent • Checking learning • Planning for learning • Meeting individual needs 	<p>Higher quality of TLA delivered across all centres;</p> <p>Achievement in line with 86% overall – see headline data.</p>

	<ul style="list-style-type: none"> • Pace and purpose • Target setting • Developing E+M) • Essentials programme • Curriculum days 	
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Areas for Improvement forms the action plan for 2019/20	Evidence (include reference to source)	Impact on the learners/staff/business
Continue to embed EDI in all lessons ensuring that all learners' needs are taken into account in every lesson.	Lesson observation data	All learners across the organisation to be treated fairly.
Digital poverty of some students may have impacted on the student experience of online teaching	Lesson observations of online lessons Laptops have been loaned to some students and further role out will continue into 20/21.	Not all students have engaged well in the online lessons.

Section 4: Students including student voice and achievement data

Key strengths and areas for improvement – Higher Education

Strengths	Evidence	Impact on Students/Staff/Business
Increase in BAME recruitment Increase in care-leavers recruitment	Enrolment data: 4% of enrolments are BAME, against target of 3% (Access & Participation Plan) Enrolment data: 2% of enrolments are BAME, against target of 2% (Access & Participation Plan)	Increased diversity of students Access and Participation Plan (APP) target- on target 20/21
Differences in degree classifications between BAME, disabled, mature, care-leavers, POLAR1-2	Achievement data	Ensure barriers to student achievement are recognised and addressed where appropriate

students and their peers varies but small numbers makes data difficult to interpret		Grade inflation- current topic which the College needs to be aware of and respond to
Strong working relationships with disabled students to ensure needs are met and individual support and intervention is in place to support successful outcomes for students with disabilities	Student surveys	Equality of opportunity for students, ensuring effective student support to enable successful outcomes
Insignificant difference between achievement/success of disabled students compared to non-disabled peers	Achievement data	Equality of opportunity for all students

Areas for improvement	Evidence	Impact on Students/Staff/Business
Access gap between entrants from POLAR4 Q1-2 and POLAR4 Q3-5 has improved, although it is still slightly behind where we predicted we would be in 2020/21	Access & Participation Plan 2019-20 enrolment dataset	Planned activities involved all school ages group from Year 6-7 to 16+ and have been mapped against APP targets (HE). Although the APP is HE specific we are continuing to reference all College WP/APP aims against all WP activity as it is not possible to disaggregate activity as being specific to one target group or the other (WP/APP Activity spreadsheet available on request).
Participation in males from IMD quintiles 1-2 (7% below target, although very small numbers)	Access & Participation Pan 2020-21 enrolment dataset	Planned activities involved all school ages group from Year 6-7 to 16+ and have been mapped against APP targets (HE).
Improve continuation rates for all target underrepresented groups in 2020-21	Access & Participation Plan 2020-21 enrolment dataset	Improved student outcomes
Improve widening participation activity to attract underrepresented groups to the College with targeted schools and community activities	Widening Participation records and impact of activity (over 5 year period)	Increased recruitment at both FE and HE relating to College presence and activity in schools and communities
Improve data gathering for HE students based on EDI characteristics via modified course surveys (SPOC equivalent), at least biannually and in addition to the Induction Survey	Course surveys	Raising awareness of how specific cohorts of underrepresented students perceive their course

Further Education - Key strengths and areas for improvement

Strengths	Evidence (include reference to source)	Impact on the learners/staff/business
<p>Student achievement</p> <p>As stated above the overall achievement in the college is good.</p>	<p>See above data and appendix below</p>	<p>No significant gaps in achievement.</p>
<p>We will strive to ensure that student satisfaction rates, as evidenced through student surveys, are as high for students with protected characteristics as those without</p>	<p>SPOC results: Improving trend across college.</p> <p>FE SPOC 17-18 “treated fairly” 80%; 18-19 - 84%; 19-20 – 96% improving trend</p> <p>Apprenticeship SPOC - ‘Do you feel the college is Inclusive of all kinds of people?’ - 94% satisfaction</p> <p>Foundation Learning – 19-20 ‘Feel the College is Inclusive’ 93%</p> <p>Previously, a variety of demographic areas showed lower than hoped scores on the ‘Are you treated fairly?’ question.</p>	<p>High proportion of students feel as if they are treated fairly</p>
<p>We will constantly listen to our students and staff – promoting an open culture and collaborative culture amongst our students, staff and other partners</p>	<p>All formal student forum meetings include EDI as standard agenda</p> <p>LGBT society in place and elected LGBT Officer on SU</p>	<p>Students have the opportunity in a variety of ways to air their views</p>
<p>We will embed best practice in equality, diversity and inclusion and social mobility for our staff and students to enable and support their success irrespective of their background.</p>	<p>Induction content for students reviewed to ensure sufficient information regarding extreme right-wing and transphobic issues.</p>	<p>Examples of response to issues affecting students</p>

	<p>Mental Health leaflets are available to student to let them know what help is available whilst they are on a waiting list to be seen. Booklets for staff and students are being produced regarding self-harm and 'do you know where to go for help'.</p> <p>Online services such as Booth, which provides online counselling and support, are being used to plug gap while students are waiting for face to face counselling.</p> <p>Bursary spend now going directly to Princes Trust students to encourage greater attendance (up from 75% to 92%) and achievement rates (up from 76% in 18-19 to 91% in 19-20)</p>	
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Areas for Improvement forms the action plan for 2019/20	Evidence (include reference to source)	Impact on the learners/staff/business
Some areas within demographic results lower than hoped for in response to "treated fairly" question: need to establish reasons for low results.	SPOC 19-20	Greater sense of inclusion for currently all students
Some areas within demographic results lower than hoped for in response to "treated fairly" question: need to establish reasons for low results.NR Foundation learning – 68% : Engineering at York – 75%.	SPOC Student Voice	Greater sense of inclusion for currently all students

More work to be completed to establish what the issues are surrounding Foundation Learning. Work with HoD to be done to improve satisfaction.		
Equal- online induction package includes EDI Module. KPI in place to measure impact / distance travelled re student awareness. Considerable in roads made to embed Equal. More work needed to document the improvement in distance travelled survey (Personal Development Survey) and analysis associated with the results.	Personal Development survey	Raising awareness of EDI issues for students
SU focus for RAG week – disability (to reflect cross-college focus for 19-20). Accessibility work on-going in 20-21. Student feedback on accessibility needed.	SPOC Student council Meetings	Raising awareness of disability issues for staff and students
The area for improvement is to increase the diversity and recruitment of FE learners and apprentices across the provision from all BAME backgrounds and gender profile to match the local demographic.	Evidence – MIS proactive data - profile of students. - see below in appendix	More diverse student population to represent the local population.

Section 5: Marketing and Stakeholders

Key strengths and areas for improvement

Strengths	Evidence (include reference to source)	Impact on the learners/staff/business
Internal communication channels used to promote EDI aspects	Student Union events highlighted and promoted through media channel such as Moodle and social media	Helping to keep the organisation compliant and raise awareness to the student and staff body
Highlight in external publications/communications about our duty as college and commitment to EDI.	Statements put into further and higher education prospectuses.	Reinforces the message and commitment of the College towards EDI to our stakeholders and prospective students.
Policies evident and communicated to the wider public.	Available to view on website: College Policies Askham Bryan College (askham-bryan.ac.uk)	Compliant and transparent on the College policies and guidelines for EDI

Support community events that champion EDI.	Attendance and promotion of Pride festival in York	Supporting community events as an integral presence to underpin inclusive values as a college.
Embedded active application of AGE check (age, gender, and ethnicity) in all Marketing and Communications (Mace), and Student Applications and Recruitment (Star) activity.	Diverse mix of images/content in communications and publications Diverse, representative body of newly appointed Student Ambassadors.	Representative communications, encourages and supports students, staff and stakeholders to comply with EDI best practices.
Implemented in-house training with MaC Team to set local standards around print and web accessibility, and champion good practise.	Web and Print accessibility checklists published and shared as part of rebranding project.	Supports staff in producing content that is legally compliant and meets our local standards, to ensure content is open to all.

Areas for Improvement forms the action plan for 2019/20	Evidence (include reference to source)	Impact on the learners/staff/business
Continue to build a wider bank of visual images and content to support EDI with publications and communications. Accessibility guidelines have been produced to support staff in delivering best practice in print and web content. Apply in practice to print materials and website development in 20/21 cycle. Action re visual images to be carried over to 20/21 as photoshoots have been rescheduled to 2021 due to Covid restrictions.	MaC /StAR materials Social media channels	Representative marketing materials that are inclusive, encourages and supports students, staff and stakeholders to comply with EDI best practices.
Stronger messages as part of internal communication within the college, both to staff students and wider stakeholders. A schedule of social media posts was planned for the academic year but only delivered in-part due to Covid restrictions. An internal student campaign to promote key messages was planned from January 2021 (delayed due to Lockdown 3.0). This action to be rolled over.	Internal communication channels populated; i.e. Moodle, posters and info leaflets Increased engagement levels recorded for EDI events/activities	Representative communications to help embed EDI best practices into all aspects of College life.
Increase our widening participation strategy across the region to support EDI in schools and other education establishments to help promote opportunities for all at Askham Bryan. To be rolled forward as WP post remained vacant until Jan 2021. Limited progress due to role	Appointment of Widening Participation Co-ordinator (replace vacant post), November 2020 and new person in post Jan 2021. Attendance at events and promotion in targeted areas that have lower progression rates to HE.	Use robust reliable equalities data to target our activities and support students, staff and stakeholders to comply with EDI best practices.

vacancy and closure of schools and other education institutions during Covid lockdown.		
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All areas for improvement will be picked up in the College Quality Improvement Plan (QIP) and monitored through the EDI committee and working group

Appendix

Table 1 - overall achievement data – Further Education

	2017/18			2018/19			2019/20				
	Leavers	Ach%	Nat%	Leavers	Ach%	Nat%	Leavers	Ach%	Nat%	+/- %	
E&T	16-18	3605	82.5	82.8	3246	81.8	83.4	3182	85.5	83.4	+2.1
	19+	1037	87.6	89.1	1158	88.3	89.9	820	83.5	89.9	-6.4
	All	4642	83.6	85.9	4404	83.5	86.7	4002	85.1	86.7	-1.6
Apprenticeships Overall	16-18	237	76.4	69.1	208	78.8	68.0	181	59.1	68.0	-8.9
	19-23	93	69.9	70.4	56	67.9	69.6	76	69.7	69.6	+0.1
	24+	66	86.4	67.4	25	88.0	63.5	56	80.4	63.5	+16.9
	All	396	76.5	68.7	289	77.5	67.7	313	65.5	67.7	-2.2
Apprenticeships Timely	16-18	307	34.9	61.5	182	46.2	60.9	186	35.5	60.9	-25.4
	19-23	94	47.9	62.0	49	46.9	62.9	81	53.1	62.9	-9.8
	24+	59	81.4	56.8	29	72.4	56.5	57	68.4	56.5	+11.9
	All	460	43.5	58.6	260	49.2	60.6	324	45.7	60.6	-14.9