



Annual Report : Equity, Diversity, and Inclusion 2024-25

Introduction

This report sets out how York College is meeting its duties under the Equality Act 2010. The Public Sector Equality Duty (PSED) referenced in the Equality Act is a legal obligation that requires public authorities to consider three main aims when exercising their functions: eliminating discrimination, advancing equality of opportunity, and fostering good relations among people with different protected characteristics.

This duty means that public bodies must think about how their policies, services, and decisions affect people with protected characteristics like age, disability, race, sex, and sexual orientation. The duty also provides that we publish specific and measurable equality objectives.

We consider that York College should be a diverse environment which celebrates its wonderful heritage and the different perspectives of staff and students. Our college community is home to a wide range of different cultures and lived experiences that we embrace and support.

Our efforts around Equity, Diversity, and Inclusion issues are underpinned by the core principles of:

1. Creating an inclusive community that enables connections between people with different lived experience and backgrounds.
2. Supporting the creation of meaningful, impactful events and initiatives that encourages the college community to develop a deeper understanding of the challenges their peers face.
3. Deliver and advocate for change to progress broader equity across the college community for underrepresented groups of staff and students.

Our Duty: The Equality Act 2010

The Act places various duties on education providers in relation to employment, the provision of education and access to benefits, facilities and services. This means that York College must pay due regard to the three main aims of the Duty.

The three main aims are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and those who do not

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

The Act explains that to do this involves the following steps:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

This report is to communicate our compliance with the general equality duty and our refreshed objectives in relation to equity, diversity and inclusion.

Our Equity, Diversity, and Inclusion (EDI) priorities

Leaders of the College are committed to ensuring that the College is a welcoming, and supportive place where staff and students can be themselves in their learning and work. There is a zero-tolerance approach to any form of discrimination and harassment for any reason, especially those based on differences.

The leaders of the College recognise that there is a legal obligation to comply with the Equalities Act (2010), however, the College wants to do far more than the bare minimum when it comes to Equity, Diversity, and Inclusion.

Therefore, there is a drive from leaders of the College to review the current position of the College and identify key actions that will be taken to improve the experience at the College for all people.

Groups to identify and support.

The leaders of the College recognise that there are some people across the college community who will feel marginalised and forgotten about in terms of the college's everyday business. As a result, there is a need to identify and support particular groups of the community to ensure that they are comfortable and know what support is available to them.

The Equity, Diversity, and Inclusion Committee have identified the following groups as ones who might feel underrepresented and marginalised at York College:

- Ethnic minority groups
- LGBTQ+
- Economically deprived
- Disabled

Monitoring Progress: 2024-25 Outturn

Our EDI Committee regularly monitors progress against the EDI Implementation Plan which was set for 2024-25. This section shows the actions that we set ourselves in 2024-25 and the progress made.

Priority Area	2024/25 actions	2024/25 measure	Final Outturn
Leaders will ensure all policies and strategies do not directly or indirectly discriminate against any group across the college.	Retrospectively complete Equality Impact Assessments (EIA) of current policies and strategies – identifying what action needs to be taken to reduce the unintended impact.	All new policies and strategies to automatically have an EIA impact assessment completed before approval.	There are no outstanding EIAs. All EIAs are completed and have been lodged with Quality and Compliance team.
The Inclusive Events Schedule should adequately reflect the range of diverse celebrations staff and students participate in.	Review and renew the college calendar so that all celebrations and key events are identified.	Increase the overt celebration of events and key dates across the college through a series of cross-college celebrations.	The EDI Calendar was put in place for 2024-25. Events and Celebrations referenced in the calendar were rolled out during course of the year
The workforce should be reflective of the community we serve.	Review the background and identified diversity of staff against the perceived 'best fit' reflection of diversity based on the area we serve, and the distance staff travel to work. Ensure that job adverts account for the diverse backgrounds of potential staff.	Recognising that our staff body is not broadly reflective of the local and regional community ensure that there is a growing diversification of our staff profile	Based on where our staff are resident, we consider that the profile of staff who do not identify as either 'White British', 'White European' or 'White Other' should be of the order of 7.5 to 8.0%. The student profile in 2024-25 was that 9.4% of our students were 'from all other ethnic groups' As at 31 st July 2025, the proportion of staff who were from an ethnic minority was 3.1%. The

			proportion of ethnic minority staff recruited in 2024-25 was 5.7%.
The curriculum delivered celebrates diversity.	Review the tutorial plan to ensure that there is appropriate diversity within the materials and topics. Review the curriculum in each curriculum area to ensure that opportunities to celebrate diversity are not missed	All curriculum areas have a sequenced offer that celebrates diversity to ensure that all staff and students feel appropriately represented.	Opportunities to celebrate diversity are identified in schemes of learning in curriculum so that natural opportunities are made best use of. Revised Professional & Personal Development (PPD) scheduled sessions celebrate diversity in line with prioritised themes, arising themes in curriculum context, and, the college Student Experience Calendar & EDI Calendar
Understand what our community's 'greatest pain' is.	Review and understand what challenges our college community are facing on a frequent basis.	Ensure that the 'greatest pain' within college is minimised to allow staff and students to enjoy being a member of the college community.	When we ran an informal staff survey at the start of 2023-24, nearly 50% of responders said that lower paid staff were economically disadvantaged working for York College. Academic trades unions have also identified workload as a long standing concern of academic staff
Set up and celebrate diversity groups across the college.	Identify the key diversity groups that would best benefit staff and students.	Promote and celebrate diversity groups across the college so that all members of the community feel	Student Groups for 2024-25 included: • Islamic Sisters • Christian Union • Fem Soc

		comfortable in college.	
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Our Strategic EDI Actions 2025-26: Implementation Plan

We will measure the impact of our EDI strategy through some key actions and measures in the 2025/26 academic year in our 2025-26 Implementation Plan:

Priority Area	2025/26 actions	2025/26 measure	To Do/By Whom
Monitor achievement rates by group of students (typically ethnic background, gender and LDD). Identify any achievement gaps and take actions in-year to support improvements.	KPI Scorecard to continue to identify achievement rates by different groups of students. KPI scorecard considered at relevant SLT and Q&C meetings. DoQE to report annually (on finalisation of results) to the EDI Committee on any notable achievement gaps to explore possible actions to support improvements where required.	No more than a 3pp difference between different groups of students and their peers.	Regular reporting to SLT, Governors and the EDI Committee by the Director of Quality of Education peers.
College calendar reflects the range of diverse celebrations undertaken by staff and students.	Review and renew the college calendar so that all celebrations and key events are identified.	Increase the overt celebration of events and key dates across the college through a series of cross-college celebrations. Regularly review the success of these events to ensure they meet their objectives.	EDI committee
The workforce should be reflective of the community we serve.	Continue to monitor our staffing profile in relation to their ethnicity in the context of the catchment area from which we draw our	Recruitment of staff who are from ethnic groups other than 'white' is 7.5% in 2025-26	EDI Committee

	staff. Based on this data we consider that the proportion of staff who are 'from all other ethnic groups' other than 'white' to be around 7.5%. Ensure that job adverts account for the diverse backgrounds of potential staff.		
Ensure the governing body reflects the diversity of the college community and supports the strategy for inclusion and equity.	Termly review of membership to assess its diversity in terms of background, heritage, and personal identity. When recruiting to the membership ensure a targeted recruitment strategy to attract diverse candidates. This may include outreach to underrepresented groups and partnerships with community organisations Provide opportunities to engage with governors with EDI expertise to support the delivery of the college's EDI strategy.	Collect and analyse data on the diversity of governing body members each term. Implement a feedback mechanism where members can anonymously share their experiences and perceptions of diversity within the governing body. Prepare reports summarising the findings and presenting them to the EDI Committee and governors	Governing Body Director of Governance Director of HR
The curriculum delivered celebrates diversity.	Review the tutorial plan to ensure that there is appropriate diversity within the materials and topics. Review the curriculum in each curriculum area	All curriculum areas have a sequenced offer that celebrates diversity to ensure that all staff and students feel appropriately represented.	Curriculum and Standards Managers and their teaching teams. Monitored termly Head of Pastoral oversees PPD

	to ensure that opportunities to celebrate diversity are not missed		schedule of activities. Monitored termly
Continue to prioritise our lowest paid staff in relation to pay to align with our values and the principles of equity and fairness.	Look to implement Real Living Wage from Jan 2026 which would increase the pay of our lowest paid staff by 8% [Note: Strategic Plan seeks to implement RLW by 2028]	Conduct surveys to gauge employee satisfaction with pay and benefits. Track retention rates of lowest paid staff to assess the impact of pay policies.	Director of Human Resources
Set up and celebrate diversity groups across the college to support staff and students with lived experiences.	Identify the key diversity groups that would best benefit staff and students. For example: LGBTQ+ (separate staff and student groups) Menopause group (staff group) Women's group (staff and student group)	Promote and celebrate diversity groups across the college so that all members of the community feel comfortable in college.	EDI Committee - receive feedback from group leaders on the impact and operation of these groups to ensure they fulfil their intended purpose.
Understand and address the greatest challenges faced by the college community	Leaders to speak with staff about the challenges they face through discussions or surveys. Teachers/Heads of Curriculum to speak with students about their challenges through discussions, surveys, focus groups.	Implement anonymous feedback mechanisms to ensure staff and students feel safe to share their concerns. Design and distribute surveys to students covering	The EDI Committee to receive reports on staff challenges to better understand their greatest pain points. Recommend any actions to the SLT to address the challenges. Analyse survey and discussion data to

		academic, social, and emotional challenges. Discussion forums/focus groups.	identify key areas for improvement. Implement changes based on student / staff feedback and regularly review their effectiveness.
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Our Data – Community

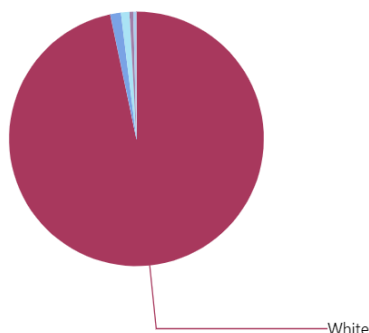
The geographical area that our students travel to the College from is dispersed. Our staff travel further than this. However, for the purposes of considering our Equity, Diversity, and Inclusion (EDI) strategy we will consider the York and North Yorkshire Local Enterprise Partnership as the area.

The York and North Yorkshire demographics data from the 2021 census shows a clear picture of the diversity of the region:

- Ethnicity:

The ethnic diversity across York and North Yorkshire indicates that the population mainly identifies as White. This accounts for the groups of White British/Irish, White European, and White Other:

White	96.7%
Asian	1.4%
Mixed	1.1%
Other	0.5%
Black	0.4%

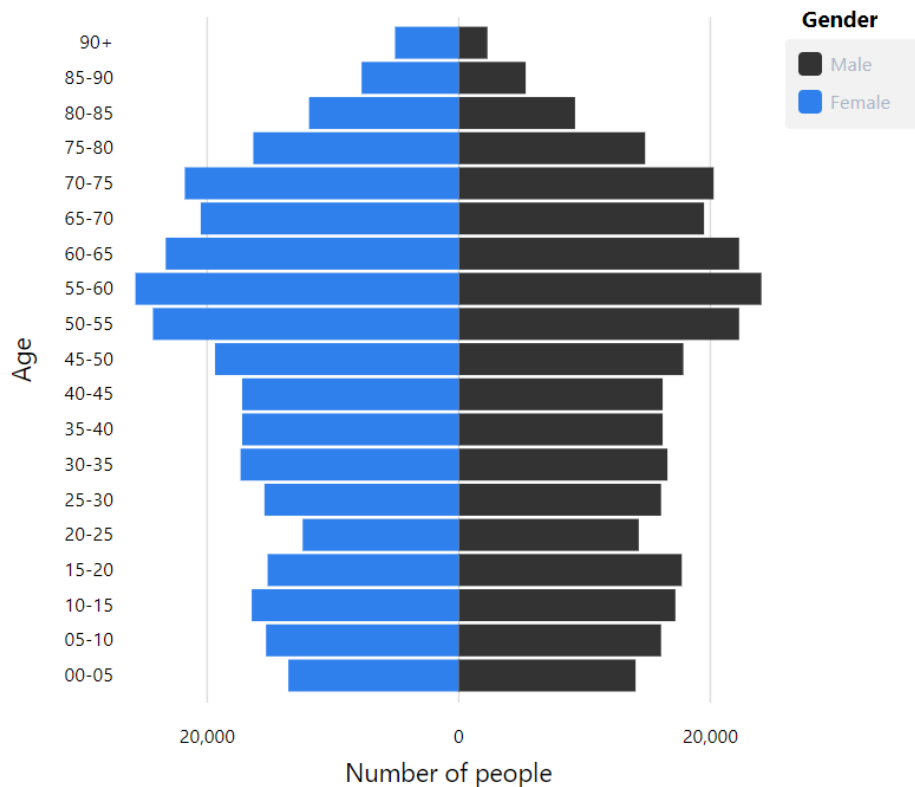


- Age and Gender

0 to 15	14.96%
16 to 64	59.99%
65 and over	25.05%

The average age of York and North Yorkshire residents was 48.5 years old.

The gender split in the region was 96.4 males to every 100 females, meaning that there is close to a 50:50 split in the gender balance. This is based on the gender people identify as not necessarily the gender they were assigned at birth.



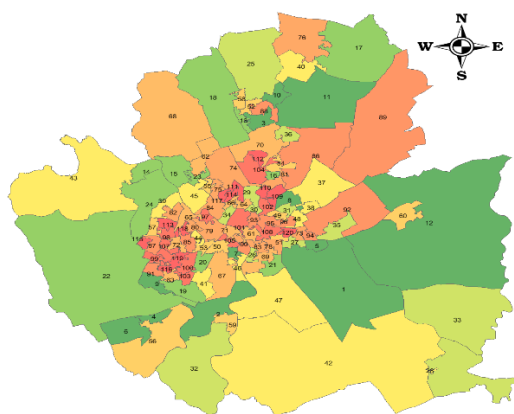
- **Urban vs Rural**

The census data shows that there are 270,559 people living in urban areas (equal to approximately 45% of the population) with the remaining 327,817 people living in areas considered to be rural (equal to approximately 55% of the population).

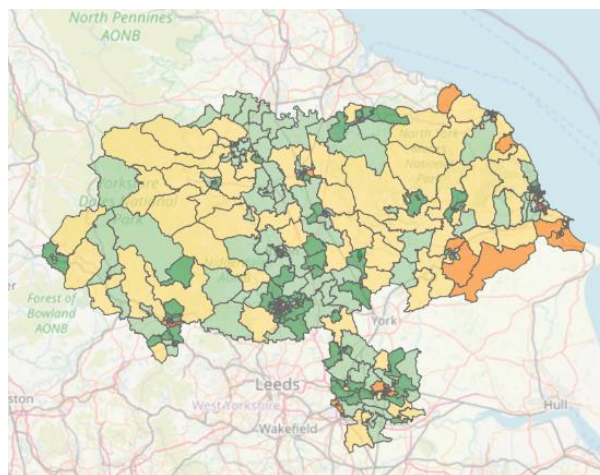
- **Economic deprivation**

York and North Yorkshire is an area of relative affluence when considering the Index of Multiple Deprivation (IMD) data. As a region, North Yorkshire local authority ranks as the 125th least deprived area out of 152 local authority areas; the City of York ranks as the 140th least deprived area. These rankings have remained fairly consistent for the last ten years.

However, whilst as local authority areas there is limited economic disadvantage felt across the area, there are still wards within the two local authority areas where there are significant economic disadvantages felt by residents.



City of York IMD infographic¹



North Yorkshire IMD infographic¹

- **Religion**

There are proportionately more people identifying as having a religious belief in York and North Yorkshire than the rest of the country:

Christian	55.6%
Buddhist	0.3%
Hindu	0.3%
Jewish	0.1%
Muslim	0.5%
Other/None	43.2%

There are proportionately more people within York and North Yorkshire identifying themselves as Christian compared to the national average (46.2%), as well as proportionately less people identifying as Muslim (6.5% nationally), Hindu (1.7% nationally), and Jewish (0.5% nationally). This means the religious demographic across the region is nuanced. And 43.2% of the local population say that they do not identify with any particular religion

Our Data – Students

The data below represents the ethnic profile of our students in 2025-26:

Ethnic Origin	Number	%
White - English / Welsh / Scottish / Northern Irish / British	5779	85.19%
White - Irish	11	0.16%
White - gypsy or Irish Traveller	9	0.13%
White - Any Other White background	319	4.70%
Mixed / Multiple ethnic group - White and Black Caribbean	47	0.69%
Mixed / Multiple ethnic group - White and Black African	39	0.57%
Mixed / Multiple ethnic group - White and Asian	52	0.77%
Mixed / Multiple ethnic group - Any Other Mixed / multiple ethnic background	66	0.97%

¹ Key: Green = least deprived areas; Red = most deprived areas.

Asian / Asian British - Indian	35	0.52%
Asian / Asian British - Pakistani	23	0.34%
Asian / Asian British - Bangladeshi	15	0.22%
Asian / Asian British - Chinese	22	0.32%
Asian / Asian British - Any other Asian background	90	1.33%
Black / African / Caribbean / Black British - African	106	1.56%
Black / African / Caribbean / Black British - Caribbean	7	0.10%
Black / African / Caribbean / Black British - Any other Black / African / Caribbean background	11	0.16%
Arab	33	0.49%
Any other	88	1.30%
Not known	3	0.04%
Not provided	29	0.43%
Total	6784	100.00%

Taking into account the number of students whose ethnicity is not known or provided (32 students) the proportion of students who are from an ethnic minority is 9.4%.

Age

Range	Gender	Students	%
16-18	Female	2176	30.77%
16-18	Male	2437	34.46%
19+	Female	1288	18.21%
19+	Male	1171	16.56%
Total		7072	100.00%

Gender

	Overall
Male	51.02%
Female	48.98%

Our Data – Staff

ETHNICITY

Note: When we refer to 'Ethnic Minority Groups' we are referring to all those who are not 'White British', 'White Irish', 'White Gypsy or Irish Traveller', or 'White Other'.

Headlines

- 3.1% of our staff are from ethnic minority groups
- 3.6% of salaried and 1.3% of part time variable hours staff are from ethnic minority groups

The table below shows that the proportion of staff who are from ethnic minority groups has remained static over the past two years. However 5.7% of staff recruited in 2024-25 were from ethnic minority groups.

	% of staff from Ethnic Minority Groups		
	All	Salaried	PTVH
2022-23	2.3%	2.4%	1.8%
2023-24	3.0%	2.9%	3.5%
2024-25	3.1%	3.6%	1.3%
Recruited in 2024-25	5.7%	7.8%	2.9%

Ethnicity by Contract: Establishment

The table below shows the ethnicity of our staff by contract. Although the proportion of ethnic minority staff recruited in 2024-25 was significantly over the 3.1% baseline, ethnic minority staff are relatively underrepresented in management and PTVH roles (1.8% and 1.3% respectively).

	Salaried	Tutor	Management	Prof Services	PTVH
White	96.8%	97.6%	98.2%	95.9%	98.7%
All Other Ethnic Groups	3.6%	2.4%	1.8%	3.8%	1.3%
Not Known	0.1%	-	-	0.3%	-

Ethnicity by Contract: New Starters in 2024-25

The table below shows the ethnic profile of new starters in 2024-25.

Over 5% of new starters in teaching and professional services were from an ethnic minority. However recruitment to PTVH roles was comparatively low, and no-one from an ethnic minority was recruited to a management post in 2024-25.

	Salaried	Tutor	Management	Prof Services	PTVH
White	94.3%	94.9%	100%	93.3%	97.1%
All Other Ethnic Groups	5.7%	5.1%	-	6.7%	2.9%

Not Known	-	-	-	-	-
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DISABILITY

Headlines

- 5.2% of all staff identify as disabled
- This is split between 4.8% of salaried staff, and 7.5% of PTVH staff

The trend data shows that the proportion of disabled staff has remained relatively constant over the past three years, with a slight fall of 0.2 percentage points in 2024-25. The proportion of new staff recruited in 2024-25 was 5.7% which is slightly above the 5.2% baseline.

	% of staff from Ethnic Minority Groups		
	All	Salaried	PTVH
2022-23	5.4%	4.6%	7.8%
2023-24	5.4%	4.8%	7.5%
2024-25	5.2%	5.3%	4.3%
Recruited in 2024-25	5.7%	6.7%	4.4%

The table below shows that the proportion of disabled staff is highest in teaching and professional services roles.

Salaried	Tutor	Management	Prof Services	PTVH
5.3%	5.1%	3.6%	5.5%	4.9%

Roles and responsibilities

Governors

- To actively promote an inclusive and positive environment that staff and students want to be part of.
- To ask questions of the Strategic Leadership Team about actions being taken and activities being facilitated to promote a more inclusive and more diverse environment.
- To receive regular reports from the EDI Committee to ensure that progress is being maintained.

Strategic Leadership Team

- To actively promote an inclusive and positive environment that staff and students want to be part of.
- To create a culture where staff and students can openly speak-up about issues that are affecting them.

- To support staff to explore different EDI issues that might need to incorporate into the normal working practices of the College.
- To reinforce a zero-tolerance approach to any form of discrimination.
- To explore possible support outside the college to help with the EDI agenda.
- To explore and introduce wider support for students who are economically disadvantaged in the college community.

EDI Committee

- To carefully monitor the actions being taken across the college to address direct or indirect discrimination.
- To actively listen to staff and students about issues that are affecting them at work and/or study.
- To ensure that issues raised through various listening activities are addressed.
- To work closely with colleagues across the Diversity Support Groups to ensure the rollout of support groups have been successful and continue to add value to the college community.

Curriculum Managers (Assistant Directors and Curriculum and Standards Managers)

- To identify the possible EDI issues within their curriculum area and take action to address.
- Listen to staff and students who speak-up about issues that are affecting them in work and/or study.
- To reinforce a zero-tolerance approach to any form of discrimination.
- To explore the potential for whole curriculum area changes led by EDI initiatives.

Student Progress Lead

- To review the content and delivery of tutorial materials to ensure that all areas of diversity are promoted across the activities.
- To listen carefully to feedback from students about their experiences as part of the college community, reporting and actioning any issues of perceived discrimination.
- Work with teachers and curriculum managers so that they are aware of how to best approach issues of diversity.
- Identify and promote activities, key dates, and key events that will enhance the appreciation of diversity across the college.

Teachers

- To take responsibility for their own development of EDI issues.
- To ensure that their lessons incorporate EDI, where appropriate.
- To continue to promote Fundamental British Values (i.e. democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs).through their teaching.
- To listen to students' experiences across the college and report any issues of perceived discrimination.

Professional Services Staff

- To take responsibility for improving their understanding and awareness of EDI issues and completing relevant training.
- Participating in and contributing to cross-college EDI activities and events.
- To proactively support college EDI initiatives.
- To report any issues of perceived discrimination.

Conclusion

Our ambition is that EDI is embedded into everything that we do. We recognise that there are still some obstacles to overcome before we can fully realise that ambition. However, we are fully committed to take ongoing action so that we move ever closer to having a truly inclusive workplace.

The overarching EDI strategy and the objectives in our 2025-26 Implementation Plan set out above, will be our roadmap for continuous improvement in this area, with the aim of fostering a culture of belonging that leads to a stronger, more innovative, and successful College, and hence even better outcomes for our students.

(end)