



**ASKHAM BRYAN  
COLLEGE**  
Learning is in our Nature.



**Equality, Diversity and  
Inclusion (EDI) Annual Self-  
Assessment Report and  
Action Plan for Improvement  
2021-2022 – Further and  
Higher Education**



Our mission:

# Learning is in our Nature.

Our shared goal:

**We are a specialist land based provider developing talent, to respond to current and future challenges for the economy and environment.**

Our unique 'DNA' (values and behaviours)

- Delivering with **purpose**
- Taking **ownership**
- Building **trust**
- Always **learning**

## Our Four Strategic Themes

### Strategic Theme 1:

**Technical and professional land based curriculum which is high quality, industry-relevant and enhances our students' employability.**

**Vision 2030:** We will be a leading college nationally for animal science and conservation, and sustainable food production. Our investment in focused curriculum areas will enable us to build resources and capacity of the highest standard in the UK.

**We will:**

- Expand the wildlife park.
- Build an applied farm research platform.
- Commercial partner buildings.
- Invest in our Farm developing our agritech facilities.

### Strategic Theme 2:

**Outstanding resources that deliver an exceptional and inclusive student experience.**

**Vision 2030:** We will re-purpose our campuses to be environments combining natural beauty with pioneering practices and digital technologies.

Central to Askham Bryan 2030, is the creation of a 're-visioned' campus environment creating a truly 'take your breath' away place of study, from the moment you set foot on our College grounds. Our environment will connect nature with a state-of-the-art teaching and learning environment.

**We will:**

- Reimagine entranceways and grounds, incorporating amphitheatre, wild flower meadows, living walls, pedestrian zones and cycle pathways.
- New student services, recreational and social space.
- Expanded digital skills centre.
- New arboretum.

### Strategic Theme 3:

**Engagement bringing people and place together, to build mutually beneficial relationships and celebrate successes.**

**Vision 2030:** We will be a national hub for skills, training and knowledge exchange with a specialist focus on bio-economy, including incubation of related start-up businesses.

We will become recognised regionally as the destination for skills, knowledge, training and professional development for businesses and the wider community.

**We will:**

- Construct a 'gateway' building as a hub for bioeconomy, and local community.
- Develop incubator start up units assisting our graduates.

### Strategic Theme 4:

**Sustainability and wider contribution to the circular economy is embedded into College life.**

**Vision 2030:** We will be financially vibrant, enabling us to invest in exemplar sector practices and innovations, informed by our commitment to our natural capital and our people.

Sustainability will be central to our people, attitude and culture. We will be able to invest significantly in our core educational mission, balanced with our commitment to circularity, sustainability and the environment.

**We will:**

- Be carbon neutral by 2050.
- Achieve internationally recognised accreditation for sustainability.
- Generate at least a 2% surplus, investing back in our core curriculum and campus environment.

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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 a number of centres.
2. The College has campuses across the North of England. The main campus is at York. The College also has a campus in Middlesbrough for animal management and equine provision and has three leased smaller centres, Saltaire (in partnership with Shipley College), Wakefield city centre and Gateshead (vet nursing provision only).
3. The Executive team consists of a Principal / Chief Executive Officer, two Vice Principals, a Chief Finance Officer and the Director of Governance. The Corporation conducts its business through a number of committees. Each committee has terms of reference, which have been approved by the Corporation. Through a link governor programme the corporation has oversight and governance responsibility for EDI. The link governor is a member on the EDI committee.
4. EDI in the college is led by the Vice Principal for Quality and Students who chairs the EDI committee. The committee has clear terms of reference and the membership includes a cross section of staff and students from the college and the campuses. An EDI working group a sub-group of the committee meet monthly to drive forward the actions from the committee.
5. 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 the college introduced an Access and Participation Co-ordinator role within the Student Recruitment team to co-ordinate WP activities with a focus on clearly identified target groups. Significant progress has been made on key APP target groups in 2020/21, in particular care-experienced students.
6. 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 75% of overall enrolments.

## 7. Table 1- Total number of Learners

Total number of students			
Age	2018/19	2019/20	2020/21
16 - 18	2680	2545	2343
19+	2598	1903	2082
<b>Total</b>	<b>5278</b>	<b>4448</b>	<b>4425</b>

From the total number of students including HE but excluding full cost  
(+ or – from the previous year)

- 74% FE (+1%)
- 15% apprenticeships (-2%)
- 11% HE (+1%)
- 69% of FE age 16-18 (1510)
- 49% apprentices aged 16-18
- 40% (+1%) of FE have declared LLDD (154 High Needs)
- 8% of FE from lowest two decile IMD
- 31% without English AND/OR maths grade C (4) or above

- There are currently almost 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 foundation degree 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 the outcome is expected in Spring 2022.

## EDI college leads

Title
<b><i>Executive Lead:</i></b>
Vice Principal – Chair of the EDI committee
Head of People Services
Assistant Principal Students
Assistant Principal Quality and Performance
Dean of Higher Education
Director of Communications
Head of Student Services



## Section 2: Progress against the Public Sector Equality Objectives

Equality objective	Progress against the objectives during 2020/21- RAG rating on progress against the objective.	Actions for the forthcoming year 2021-2022
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.	<b>Green</b> Gender pay gap review and action plan for 2021 was produced, signed off by Corporation and published on the College website as prescribed by statutory requirements.	<b>Continued action</b> A review of last year's action plan will be undertaken and an updated action plan produced and published, alongside the report. HR will keep abreast of any changes in GPG reporting requirements.
2) Staff: We will produce a standard suite of staff equality data reports to be presented to SLT at regular intervals and to Corporation annually, along with an action plan to address any anomalies which the reports identify	<b>Amber</b> - In August 2021 the People Plan 2021-26 was signed off by the senior leadership team, inclusive of a variety of key measures which would positively impact on the EDI landscape of the College. A revised set of institutional KPI metrics was presented to the senior leadership team in December 2021.	<b>Further work still required to meet this objective</b> Implementation of the new HR system in 2021/22 will ensure that the College has a full suite of reports to be able to analyse data by protected characteristics and be able to look at trend data etc. - which will build upon the progress undertaken to date.
3) Staff: We will commission a series of training interventions for recruiting managers aimed at combatting unconscious bias in the staff recruitment process	<b>Amber</b> The Learning and Development (L&D) function in the College initiated a strong push on Safer Recruitment for hiring managers, which complemented by training that is available to tackle unconscious bias. Additionally, the College has provided to recruiting managers a comprehensive recruitment guidance document, which promotes best practices across all aspects of the recruitment pipeline, ensuring that all candidates irrespective of their background will benefit from their experience. Staff e-recruit collects data by protected characteristics.	<b>Further work to ensure compliance and training to all managers</b>  Through 2021/22 the L&D function will continue to circulate information and guidance to hiring managers and reinforce robust staff recruitment practices.  This will be complemented by a revised approach to the delivery of HR services when recruiting new individuals – furthering best practices throughout the candidate journey, taking into account a broad range of factors, including EDI.

<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><b>Green</b></p> <p>This practice was agreed as part of the People Strategy 2017-20 and has been in force since its publication.</p>	<p><b>Continued action</b></p> <p>This practice will remain in place and will be factored into activities related to the analysis of pay and future reviews of our pay and reward, as part of the College's People Plan 2021-26.</p>
<p>5) Students: We will strive to narrow gaps in headline achievement rates between diverse groups of students by protected characteristics.</p>	<p><b>Green</b></p> <p>Students in all areas achieve well from all backgrounds and there are no significant achievement gaps between diverse groups of learners. Previous gaps in a small cohort of looked after children (LAC) have narrowed and overall LAC achieved over 81%, compared with 82% overall.</p> <p>EHCP (Education Health Care Plan) students are achieving better than those without an EHCP at 84.3% overall, versus 82.4%. High Needs students (including, but not limited to those with EHCP) also achieve well at 85.6%. Students with an identified difficulty/disability/health problem also achieve marginally above average at 83.2%.</p> <p>Adult achievement rates have also improved, and this includes overall and timely achievement of apprenticeships.</p> <p>Overall, this shows that there are no year-on-year trends in achievement gaps and that there are no significant concerns across college in this area.</p>	<p><b>Continued action</b></p> <p>To monitor and review any gaps in achievement during 21/22</p>
<p>6) Students: We will work to increase participation and retention of learners in gender stereotypical curriculum areas</p>	<p><b>Green</b></p> <p>Participation targets for both the HE Access and Participation Plan and for FE in the different curriculum departments and apprenticeship provision. HE targets are included within the APP.</p> <p>Retention – as above in terms of the achievement data.</p> <p>No significant gaps in retention by gender during 2020/21</p>	<p><b>Continued action</b></p> <p>To continue to monitor and review any gaps in participation and retention during 2021/22 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><b>Amber</b></p> <p>Self-assessment reports headline SPOC results (Main College survey 2021). (See below action in areas for improvement).</p> <p>SPOC data for 2021: The SPOC data for FE has been analysed by protected characteristics. Significant increase in Foundation learning results – up from 88% (exit 1920) to 96% (exit 2021) = ‘feel that college is inclusive’ The results for 2021 reflect an ongoing trend of higher rates of dissatisfaction amongst our transgender students and those who have been pregnant whilst on programme. The results for 2021 also show a slight dip in satisfaction amongst students whose ethnicity is not White British and those whose religion is not Christianity. A significant drop in the extent to which non-binary and transgender students report that they feel safe in college compare to the whole student population, in addition to those whose religion is not Christianity.</p>	<p><b>Further action required</b></p> <p>College to monitor the impact of digital poverty.</p> <p>Include on the standard risk assessment for pregnant students the question ‘what would help you feel safer and more included’ and what are the students expecting of the College. Identify focus group of Transgender students to analyse why their results are significantly lower than other demographic groups Deliver cross-college training on transgender issues as part of Colleague Engagement Consider use of pronoun additions to e-mail signatures.</p>
<p>8). All: 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><b>Amber</b></p> <p>Student Union (SU) focus on disability</p> <p>York Pride 2021 did not take place but is planned for return in 2022</p> <p>Equal- online induction package for students includes EDI Module.</p>	<p><b>Further action required</b></p> <p>To continue to represent all student demographics across campuses to meet the needs of all students. SU to produce a report on outcomes for the EDI committee and the Estates Team for further action.</p> <p>LGBTQ+ group up and running. SU to plan for participation in York Pride – 18<sup>th</sup> June</p> <p>All students to complete mandatory EDI modules on Equal as part of their study programme.</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><b>Amber</b> EDI remains at the forefront of action planning and centralised in Quality Improvement Plans (QIPs). 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. 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><b>Further action required</b> EDI Calendar – at least 3 events per year to celebrate inclusivity.  Working group to agree KPIs for 2021/22.  Students union to review structure of the Committee and SU posts</p>
<p>10). All: We will increase the profile of, and resources available to, the Equality, Diversity &amp; Inclusion Committee to address core areas of the EDI action plan.</p>	<p><b>Amber</b> 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. 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><b>Ongoing action</b>  At the point of publication, over 260 members of staff have completed this training as part of their induction, which represents over 50% of the total workforce. The themes of positive EDI attitudes are also reinforced to new starters through their START pack, received at the beginning of employment.  Online training packages to be reviewed during 2021/22 for both students and staff.</p>

### Section 3: Staff and Staff Development

#### Key strengths and areas for improvement

Strengths	Evidence (include reference to source)	Impact on the learners/staff/college
Policies and procedures now all have an EDI impact assessment section, with all policy owners completing the EDI impact assessment prior to updating of the policy.	All policies up to date and impact assessed.	Staff and students protected characteristics considered.
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 publications: "Disability Review Magazine" and "Living with Disability"	<a href="http://www.disabilityreviewmagazine.co.uk/">http://www.disabilityreviewmagazine.co.uk/</a> <a href="https://www.livingwithdisability.org/">https://www.livingwithdisability.org/</a> <a href="https://disabilityconfident.campaign.gov.uk/">https://disabilityconfident.campaign.gov.uk/</a>	Increased awareness of being a 'disability friendly' employer and inclusive, regardless of any visible or non-visible impairments.
Conducted and published full annual Gender Pay Gap Analysis in line with statutory requirements, which demonstrated a significant reduction in the gender pay gap.	<a href="https://www.askham-bryan.ac.uk/publication-scheme-equality-and-diversity/">https://www.askham-bryan.ac.uk/publication-scheme-equality-and-diversity/</a>	GPG has shown a positive variation from the previous year, with our mean figure dropping from 7.03% to 6.5% and median from 11.19% to 5.57%.
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.	In a staff survey taken in December 2020, we asked staff members to what extent they agreed with the following statement:  "The culture of the College is generally inclusive and does not discriminate on the grounds of protected characteristics (e.g., gender, sexuality, race, religion etc.)" and 85% agreed or strongly agreed that this was the case.	The inclusion of identifier questions across protected characteristics helps us to understand the employee experience as broken down by diversity indicators and the increased frequency of surveying allows more timely responses to staff views expressed. Promoting a more inclusive environment.

	The overall response rate was 44% of the total workforce, who rated their overall satisfaction at 7.1/10. A pulse survey held in summer 2021 saw a positive shift in the overall satisfaction score to 7.6/10.	
Staff learning and development. All staff complete various mandatory training including an EDI awareness module. Additionally, learning and development is delivered through a suite of programmes which implicitly support EDI and general awareness of others, such as the RISE talent development and LEAP manager development programmes.	Regular reminders are circulated to individuals to stimulate compliance with mandatory e-learning.  RISE & LEAP are delivered in a live cohort style, allowing discussion and exchange of views on key concepts.	Inclusive College environment where staff & students voice is heard and responded to.
In 2018 we introduced an EDI allyship scheme, which involved staff members self-nominating to wear a rainbow lanyards and act as a first informal point of call for staff and students who may wish to speak to them about EDI-related issues or concerns.	At the point of publication, we have 57 allies wearing rainbow lanyards which is an increase of 22 from last year. This is 62% increase, representing approximately 11% of the overall workforce.	There is an informal, visible and recognised presence of EDI allies for students and staff a like to access as appropriate.

<b>Areas for Improvement – forms the action plan for 2021/22</b>	<b>Evidence (include reference to source)</b>	<b>Action required to have the impact on the learners/staff/college</b>
During the 2021/22 year we will have implemented a new HRIS provided by MHR, called iTrent. The migration to iTrent will result in a vastly improved HR data environment and allow us to proactively observe trends and act on anomalies related to EDI.  The iTrent system will initially hold staff data and by summer 2022, will also hold candidate data as a single, integrated solution.	This will be evidenced by a full set of data, which will allow comparison between specific data sets.  This will likely inform the basis of an action plan to address areas of concern.	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 2021, due for publication by April 2022.	Promotes positively the perception of the College as an equal opportunity employer.
Engage with a corporate partner to further our commitment to being a 'great place to work' and obtaining appropriate accreditation to reflect this. This forms one of our key corporate measures and initial exploration indicated that any framework or provider we work with will harness an approach underpinned by positive equality, diversity and inclusion practice.	We will engage with <a href="#">Investors in People</a> or equivalent, working with them in the context of a corporate partner.	The insights, toolkits and resources provided by the relationship will further enrich our general EDI activity.
Growing engagement with staff voice – in line with the People Plan implementation.	Achievement of the People Plan, KPI's and possible installation of staff group.	Achievement of the People Plan Metrics will positively influence the morale of the workforce culture, reinforcing a happy and inclusive environment.

#### Section 4: Quality, Teaching, Learning and Assessment

Strengths	Evidence (include reference to source) – SAR data	Impact on the learners/staff/college
Good or better teaching, learning and assessment through 2020/21 which includes the incorporation of EDI as contextualised and embedded into majority of lessons.	Lesson visit data (including online learning and observation of employability sessions)  Deployment of eQUAL resources to inform discussion with students of topics around EDI.  SPOC data	No achievement gaps.  Students feel safe at college.
Students' needs are considered in all lessons and learners are well supported to achieve.	Promonitor data, learners with SEND (Special Educational Needs and Disabilities), EHCP or other specific need are identified and supported.  Achievement data	All learners achieve well. No gaps in achievement data. Learners' satisfaction is high.
Disadvantaged learners and learners with SEND are well supported to achieve and receive high quality education.	Curriculum offer provides suitable progression routes between levels.  Outreach provision provides access to many disadvantaged students and achievements in this area are good.	Achievement rates are good for students with SEND.  Outreach provision SAR is grade one.

Areas for Improvement forms the action plan for 2019/20	Evidence (include reference to source)	Action required to have the impact on the learners/staff/college
Ensure that departments celebrate diversity throughout the curriculum using positive action.	Curriculum intent documents from departments, SoW's, lesson visits, deep dive colleague focus groups.	All learners across the organisation to be treated fairly and the curriculum and quality of education to be inclusive.



## Section 5: Student recruitment, retention and achievement data

\*In addition, as part of the registration with the OfS, the College has a HE student-specific Access and Participation Plan (APP) with targets relating specifically to underrepresented groups in HE. Progress on these will be returned to the OfS in April 2022.

### Key strengths and areas for improvement – Higher Education – Access Participation Plan

Strengths	Evidence (include reference to source)	Impact on students/staff/college
Increase in BAME recruitment during 20/21  Increase in care-leavers recruitment during 20/21	Enrolment data: 2% of enrolments are BAME, against target of 3% (Access & Participation Plan) in 2020/21 Enrolment data: 4% of enrolments are care-experienced against target of 2% (Access & Participation Plan)	Increased diversity of students Access and Participation Plan (APP) target- on target 20/21
Small differences in degree classifications between BAME, disabled, mature, care-leavers, POLAR1-2 students and their peers varies but small numbers makes it difficult to draw any firm conclusions on the data.	Achievement data. No significant differences are evident 2020/21.	Ensure barriers to student achievement are recognised and addressed where appropriate
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 and DSA allowances are supported via the APP.  No significant differences in achievement between disabled students and their peers in 2020/21.	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 (include reference to source)	Action required to have the impact on students/staff/college
Access gap between entrants from POLAR4 Q1-2 and POLAR4 Q3-5 has improved, although caution is needed as this factor tends to fluctuate annually.	Access & Participation Plan 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). 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)	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	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

### Key Strengths and Areas for Improvement – FE Section

Strengths	Evidence (include reference to source)	Impact on the students/staff/college
All students achieve well with no significant or recurring achievement gaps in retentions or achievement data	Pro Achieve data	All students achieve well resulting in positive destinations.
Improved recruitment of BAME students.	Vector data (Jan'22) shows that non-white population of North Yorkshire is on average 3%, against a College figure of 6%, this is a 1% improvement from 2019/20 and marginally above the demographic data for York (94.3% form White background). When removing Saltaire this reduces to 5%, but remains higher than NYorks average.	We are continuing to recruit from more diverse backgrounds, increasing the vibrancy of our campuses and reach of our provision.

Area for Improvement	Evidence (include reference to source)	Action required to have the impact on the staff/students/college
To improve the systematic collection and analysis of data through the new student records system.	Current MIS system doesn't not allow us to track data from all protected characteristic groups from application to enrolment and through to progression	The new system will ensure that college can identify the gaps in data, therefore harder to make evidence--based decisions.

## Section 6: Students and Student Voice

Strengths	Evidence (include reference to source)	Impact on the learners/staff/college
High levels of FE student satisfaction with a good proportion saying they are treated fairly.	<p>SPOC results: Very slight downturn in end year SPOC results but still above benchmark and an Improving trend across college.</p> <p>FE SPOC 18-19 "treated fairly" 84%; 19-20 - 96%; 20-21 – 93% improving trend</p> <p>Apprenticeship SPOC - 'Do you feel the college is Inclusive of all kinds of people?' - 94% satisfaction</p> <p>Foundation Learning – 20-21 'Feel the College is Inclusive' 96%</p>	High proportion of students feel as if they are treated fairly 93%
Student voice is well embedded across the organisation and is inclusive with SEND learners and disadvantaged learners well represented.	<p>All formal student forum meetings include EDI as standard agenda</p> <p>LGBT society in place and elected LGBT Officer on SU</p>	Students have the opportunity in a variety of ways to air their views by a variety of different means.

Areas for Improvement forms the action plan for 2021/22	Evidence (include reference to source)	Action required to have the impact on students/staff/college
<p>Some areas within results lower than the norm in response to “treated fairly” question: need to establish reasons for low results.</p> <p>Trans students and pregnant students are less satisfied than other groups. Work to be undertaken to identify key issues faced by those groups in particular and find solutions where possible</p>	SPOC 20/21	<p>Student focus groups to get a better understanding of trans student needs so they have a greater sense of inclusion for currently all students</p>
<p>Review Equal- online induction package includes EDI Module. KPI in place to measure impact / distance travelled re student awareness.</p>	<p>Personal Development survey</p> <p>More work needed to document the improvement in distance travelled survey (Personal Development Survey) and analysis associated with the results</p>	<p>Improved online packages that raise awareness of EDI issues for students</p>
<p>Improve data gathering for HE students based on EDI characteristics via modified surveys (SPOC equivalent), at least biannually.</p>	SPOC surveys for HE students	<p>The college would get a raised awareness of how specific cohorts of underrepresented students perceive their course</p>

## Section 7: Marketing and Stakeholders

### Key strengths and areas for improvement

Strengths	Evidence (include reference to source)	Impact on the learners/staff/business
Internal communication channels are effectively 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
The College highlights the external publications/communications about our duty as college and commitment to EDI.	Statements put into further and higher education prospectuses, communications and publications	Reinforces the message and commitment of the College towards EDI to our stakeholders and prospective students.
EDI policies are evident and communicated to the wider public.	Available to view on website: <a href="http://askham-bryan.ac.uk">College Policies   Askham Bryan College (askham-bryan.ac.uk)</a>	Compliant and transparent on the College policies and guidelines for EDI
The College supports 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.
The College embeds active application of AGE check (age, gender, ethnicity) in all Marketing and Communications (MaC), and Student Applications and Recruitment (StAR) activity.	Diverse mix of images/content in communications and publications Diverse, representative body of appointed Student Ambassadors. Brand Guidelines launched.	Representative communications, encourages and supports students, staff and stakeholders to comply with EDI best practices.
Effective in-house training with MaC Team to set local standards around print and web accessibility, and champion good practice.	Web and Print accessibility checklists published and shared as part of rebranding project. New website launched.	Supports staff in producing content that is legally compliant and meets our local standards, to ensure content is open to all.
New website has been developed and built with increased accessibility.	<a href="http://askham-bryan.ac.uk">Askham Bryan College (askham-bryan.ac.uk)</a> Accessibility statement: <a href="http://askham-bryan.ac.uk">Askham Bryan College (askham-bryan.ac.uk)</a>	Improved search facility and structure, therefore easier to navigate and mobile friendly.

<b>Areas for Improvement forms the action plan for 2021/22</b>	<b>Evidence (include reference to source)</b>	<b>Action required to have the impact on the learners/staff/business</b>
Continue to build a wider bank of visual images and content to support EDI with publications and communications.	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. Action re visual images to be carried over to 21/22 as photoshoots have been disrupted due to Covid restrictions.
Stronger messages as part of internal communication within the college, both to staff students and wider stakeholders. Revisit scheduling social media posts with colleagues, previously delivered only in-part due to Covid restrictions.	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.
Maintain 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.	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. Appointment of Access and Participation Co-ordinator (replace vacant post early 2022.

**All areas for improvement will be picked up in the College Quality Improvement Plan (QIP) and monitored through the EDI Committee and Working Group.**

**EDI data – overall student numbers available on request**