

The Equality Act 2010 introduces a new Public Sector Equality Duty which will require organisations to:

- publish information
- to set and publish equality objectives

This annual report, produced by Godalming College, demonstrates the College's compliance with the Public Sector Equality Duty and underlines a whole college approach to Equality, Diversity & Inclusion. The report combines Equality Objectives set out in the Equality, Diversity & Inclusion SAR with data on staff and students related to protected characteristics and other relevant indicators along with actions taken to address any gaps.

We feel that equality is about making sure everyone is treated fairly and given the chance to achieve their potential. It is not about treating everyone the same but the need to liberate minority groups and recognise that all students and staff have different needs that are met in a variety of ways.

### **Adding VALUE to LEARNING:**

At Godalming College we believe that every member of the community should feel safe, supported and valued. We consider that in order for students to reach their full potential, they need to VALUE their studies and VALUE each other.

**Value** – each person deserves to be valued on their contributions to the college.

**Appreciation** – appreciate the diversity of different student populations at the college learning from others' cultural traditions and consider why different groups of people have different wants and needs.

**Liberation** – ultimately, everybody should have the freedom to be who they are.

**Understanding** – through educating yourself about how different groups of people have been treated and the plight that many still have to face on a daily basis.

**Esteem** – respect others having learnt about their experiences; respect promotes positive mental health gained from a sense of self-worth.

We are committed to

- Equality of treatment regardless of gender, gender identity, age, race, sex, religion or belief, sexual orientation or disability
- Creating a positive and inclusive atmosphere that is welcoming and supportive
- Zero tolerance of discrimination or harassment
- Making sure each individual's needs are met so all achieve to the best of their ability
- Improving what we do to enhance the opportunities we provide

Adam Duce, Equality, Diversity & Inclusion Officer – April 2021

### **The College as an Employer**

The College seeks to recruit, retain and develop high quality staff. We recognise that this will be achieved by embracing equality of opportunity and promoting diversity and inclusion within our staff group. We take seriously our responsibility to ensure clear processes for responding to instances of discrimination, harassment, bullying or other unacceptable behaviour, taking swift and decisive action where necessary.

We will monitor our progress in the following areas:

1. Staff profile and data on certain protected characteristics
2. Recruitment and Promotion
3. Retention
4. Staff Development
5. Grievances, Complaints and Harassment/Discrimination allegations - Analysis of the use of these procedures will be carried out annually. If necessary, we will ensure that systems and support frameworks are in place to address any issues which may arise. During the past year there have been no instances of these procedures being used.

## Equality, Diversity & Inclusion 2020-21 – An overview

Equality, Diversity & Inclusion (EDI) at Godalming College has been given more prominence across college and hopefully this permeates all aspects of college life without ever appearing tokenistic.

### **Integrating EDI in the Pastoral System:**

The EDI Officer works closely with the Senior Tutor team as well as with the Assistant Principal for Student & Staff Development to ensure that the 'Shaping Futures' tutorial programme, delivered by personal tutors, provides opportunities for students to discuss and learn about EDI issues. An outline of this year's equality and diversity content within the Shaping Futures programme is illustrated below:

Half Term	L6 Theme	U6 Theme
1 <sup>st</sup> Autumn	<p><b>Introduction to EDI:</b> EDI Officer delivered an introductory session to all students on VALUE (the mnemonic that covers the values associated with EDI at Godalming) and a session on unconscious bias.</p> <p>EDI is also linked to the <b>Prevent Duty</b></p>	<p><b>Prevent Duty:</b> Perceptions of different groups of people and how different groups of people are represented in the press. What the aim of Prevent is.</p> <p><b>Black History Month:</b> Reading Challenge over Half Term.</p>
2 <sup>nd</sup> Autumn	<p><b>Individuality vs. Community:</b> Students discuss the role of individuals as part of wider groups in society and the differences between the personal and political. Promotion of community activities/volunteering.</p>	<p><b>Thinking about Others:</b> 6 Week Volunteering Challenge in order to help individuals in the local community during the Lockdown.</p>
3 <sup>rd</sup> Spring	<p><b>LGBT+ History Month:</b> Discuss of gender identity and language.</p> <p><b>Wellbeing &amp; Resilience Week:</b> Students are encouraged to reflect on their wellbeing and consider links with EDI.</p>	<p><b>Wellbeing &amp; Resilience Week:</b> Students are encouraged to reflect on their wellbeing and consider links with EDI.</p>
4 <sup>th</sup> Spring	<p><b>Being an Outsider:</b> How language influences/determines thought. Different examples of spoken interaction with fixed world views.</p>	<p><b>Healthy Relationships:</b> Understanding what are healthy relationships including LGBT+ relationships.</p>
5 <sup>th</sup> Summer	<p><b>Think Before You Speak:</b> Students to think of their use of language and aim to be as inclusive with their comments as possible whilst on campus. Explorations of censorship vs. liberation.</p>	<p><b>Mental Health:</b> Managing anxiety and mental health with information from the college's Mental Health Lead.</p>
6 <sup>th</sup> Summer	<p><b>Pride Month:</b> Purpose of 'Pride' and how and why we celebrate the movement.</p>	

**Staff Training**

The college promotes regular engagement with EDI in staff INSET and workshop sessions. Staff are encouraged to give further prominence to naturally occurring opportunities to raise EDI issues within lessons and lesson planning – this was further developed through an Internal Quality Review in 2019. Staff are also encouraged to challenge inappropriate language in the classroom and within college. Most recently, we have to consider EDI in the fair awarding of grades as part of the Teacher Assessed Grades process removing bias through anonymity of students' names. The college has a trans education expert due to deliver a session in the Autumn Term.

**Personalised learning**

We continue to provide individual learners with personalised experiences both within and outside the classroom that carefully matches their needs. Over 90% of students in the subject survey reported that staff are supportive, accessible and open. We are redesigning the application process to also include 'Intersex' as a sex category and 'Trans' and 'Non-Binary' for gender.

**Lesson Planning**

Although differentiation is major feature of lesson planning, there is room to improve opportunities surrounding socio-political dimensions of EDI within the content of lessons. Lesson planning and feedback documents have been tweaked to include reflections on this where appropriate.

## Achievement Data:

### Ethnicity (2017-20):

Type	Ethnicity	17/18			18/19			19/20		
		Starts	Ach Overall	Achievement %	Starts	Ach Overall	Achievement %	Starts	Ach Overall	Achievement %
A Level	Other	377	279	74.0	366	277	75.7	322	269	83.5
	White British	2549	2069	81.2	2553	2018	79.0	2170	1769	81.5
AS Level	Other	80	54	67.5	55	43	78.2	12	7	58.3
	White British	545	408	74.9	337	256	76.0	82	68	82.9
Award	Other	15	4	26.7	14	10	71.4	18	16	88.9
	White British	111	41	36.9	155	139	89.7	143	121	84.6
Certificate	Other	58	39	67.2	85	52	61.2	36	35	97.2
	White British	342	259	75.7	544	360	66.2	241	189	78.4
Diploma	Other	57	38	66.7	31	22	71.0	13	12	92.3
	White British	296	219	74.0	224	155	69.2	192	177	92.2
GCSE Matl	Other	33	31	93.9	29	28	96.6	33	33	100.0
	White British	106	100	94.3	127	125	98.4	109	107	98.2
GCSE Othe	Other	13	9	69.2	6	6	100.0	10	8	80.0
	White British	58	48	82.8	36	30	83.3	27	22	81.5
Other Reg	Other	27	23	85.2	28	20	71.4	17	13	76.5
	White British	166	147	88.6	151	126	83.4	116	103	88.8

### Gender (2017-20):

Type	Gender	17/18			18/19			19/20		
		Starts	Ach Overall	Achievement %	Starts	Ach Overall	Achievement %	Starts	Ach Overall	Achievement %
A Level	F	1728	1424	82.4	1706	1338	78.4	1371	1152	84.0
	M	1198	924	77.1	1213	957	78.9	1121	886	79.0
AS Level	F	363	266	73.3	213	166	77.9	47	37	78.7
	M	262	196	74.8	179	133	74.3	47	38	80.9
Award	F	34	8	23.5	55	49	89.1	43	41	95.3
	M	92	37	40.2	114	100	87.7	118	96	81.4
Certificate	F	204	142	69.6	329	210	63.8	118	93	78.8
	M	196	156	79.6	300	202	67.3	159	131	82.4
Diploma	F	149	112	75.2	102	77	75.5	80	77	96.3
	M	204	145	71.1	153	100	65.4	125	112	89.6
GCSE Matl	F	64	58	90.6	69	67	97.1	61	61	100.0
	M	75	73	97.3	87	86	98.9	81	79	97.5
GCSE Othe	F	19	12	63.2	18	14	77.8	13	13	100.0
	M	52	45	86.5	24	22	91.7	24	17	70.8
Other Reg	F	134	122	91.0	122	105	86.1	87	75	86.2
	M	59	48	81.4	57	41	71.9	46	41	89.1

## Achievement Data:

### Disability (2017-20):

Type	Disability/Difficulty	17/18			18/19			19/20		
		Starts	Ach Overall	Achievement %	Starts	Ach Overall	Achievement %	Starts	Ach Overall	Achievement %
A Level	Yes	437	304	69.6	527	389	73.8	478	349	73.0
	Not provided	2489	2044	82.1	2392	1906	79.7	2014	1689	83.9
AS Level	Yes	108	71	65.7	75	51	68.0	16	15	93.8
	Not provided	517	391	75.6	317	248	78.2	78	60	76.9
Award	Yes	30	15	50.0	41	37	90.2	47	40	85.1
	Not provided	96	30	31.3	128	112	87.5	114	97	85.1
Certificate	Yes	103	74	71.8	165	100	60.6	71	56	78.9
	Not provided	297	224	75.4	464	312	67.2	206	168	81.6
Diploma	Yes	103	75	72.8	74	45	60.8	52	45	86.5
	Not provided	250	182	72.8	181	132	72.9	153	144	94.1
GCSE Matl	Yes	47	46	97.9	42	41	97.6	39	38	97.4
	Not provided	92	85	92.4	114	112	98.2	103	102	99.0
GCSE Othe	Yes	18	15	83.3	7	4	57.1	12	8	66.7
	Not provided	53	42	79.2	35	32	91.4	25	22	88.0
Other Reg	Yes	31	26	83.9	27	23	85.2	24	18	75.0
	Not provided	162	144	88.9	152	123	80.9	109	98	89.9

## Retention Data:

### Ethnicity (2017-21):

Type	Ethnicity	17/18			18/19			19/20			20/21		
		Starts	Ret No Cont	Retention %	Starts	Ret No Cont	Retention %	Starts	Ret No Cont	Retention %	Starts	Ret No Cont	Retention %
A Level	Group1	377	282	74.8	366	277	75.7	322	270	83.9	320	268	83.8
	White Brit	2549	2093	82.1	2553	2039	79.9	2170	1773	81.7	2103	1866	88.7
AS Level	Group1	80	60	75.0	55	45	81.8	12	7	58.3	6	5	83.3
	White Brit	545	437	80.2	337	263	78.0	82	68	82.9	20	18	90.0
Award	Group1	15	4	26.7	14	10	71.4	18	16	88.9	12	10	83.3
	White Brit	111	41	36.9	155	139	89.7	143	121	84.6	96	80	83.3
Certificate	Group1	58	40	69.0	85	56	65.9	36	36	100.0	42	41	97.6
	White Brit	342	259	75.7	544	367	67.5	241	189	78.4	293	262	89.4
Diploma	Group1	57	38	66.7	31	22	71.0	13	12	92.3	15	14	93.3
	White Brit	296	219	74.0	224	155	69.2	192	177	92.2	101	89	88.1
GCSE Matl	Group1	33	31	93.9	29	28	96.6	33	33	100.0	15	15	100.0
	White Brit	106	100	94.3	127	125	98.4	109	107	98.2	82	78	95.1
GCSE Othe	Group1	13	9	69.2	6	6	100.0	10	8	80.0	5	5	100.0
	White Brit	58	48	82.8	36	30	83.3	27	22	81.5	12	12	100.0
Other Reg	Group1	27	23	85.2	28	20	71.4	17	13	76.5	20	17	85.0
	White Brit	166	148	89.2	151	126	83.4	116	103	88.8	152	126	82.9

## Retention Data:

### Gender (2017-21):

Type	Subject	17/18			18/19			19/20			20/21		
		Starts	Ret No Cont	Retentio n %	Starts	Ret No Cont	Retentio n %	Starts	Ret No Cont	Retentio n %	Starts	Ret No Cont	Retentio n %
A Level	F	1728	1430	82.8	1706	1350	79.1	1371	1154	84.2	1340	1182	88.2
	M	1198	945	78.9	1213	966	79.6	1121	889	79.3	1083	952	87.9
AS Level	F	363	277	76.3	213	170	79.8	47	37	78.7	8	7	87.5
	M	262	220	84.0	179	138	77.1	47	38	80.9	18	16	88.9
Award	F	34	8	23.5	55	49	89.1	43	41	95.3	37	31	83.8
	M	92	37	40.2	114	100	87.7	118	96	81.4	71	59	83.1
Certificate	F	204	143	70.1	329	216	65.7	118	93	78.8	192	176	91.7
	M	196	156	79.6	300	207	69.0	159	132	83.0	143	127	88.8
Diploma	F	149	112	75.2	102	77	75.5	80	77	96.3	34	27	79.4
	M	204	145	71.1	153	100	65.4	125	112	89.6	82	76	92.7
GCSE Matl	F	64	58	90.6	69	67	97.1	61	61	100.0	64	60	93.8
	M	75	73	97.3	87	86	98.9	81	79	97.5	33	33	100.0
GCSE Othe	F	19	12	63.2	18	14	77.8	13	13	100.0	6	6	100.0
	M	52	45	86.5	24	22	91.7	24	17	70.8	11	11	100.0
Other Reg	F	134	122	91.0	122	105	86.1	87	75	86.2	115	95	82.6
	M	59	49	83.1	57	41	71.9	46	41	89.1	57	48	84.2

### Disability (2017-21):

Type	Disability / Difficulty	17/18			18/19			19/20			20/21		
		Starts	Ret No Cont	Retentio n %	Starts	Ret No Cont	Retentio n %	Starts	Ret No Cont	Retentio n %	Starts	Ret No Cont	Retentio n %
A Level	Yes	437	310	70.9	527	395	75.0	478	349	73.0	398	326	81.9
	Not provided	2489	2065	83.0	2392	1921	80.3	2014	1694	84.1	2025	1808	89.3
AS Level	Yes	108	81	75.0	75	51	68.0	16	15	93.8	2	2	100.0
	Not provided	517	416	80.5	317	257	81.1	78	60	76.9	24	21	87.5
Award	Yes	30	15	50.0	41	37	90.2	47	40	85.1	29	26	89.7
	Not provided	96	30	31.3	128	112	87.5	114	97	85.1	79	64	81.0
Certificate	Yes	103	75	72.8	165	105	63.6	71	57	80.3	102	89	87.3
	Not provided	297	224	75.4	464	318	68.5	206	168	81.6	233	214	91.8
Diploma	Yes	103	75	72.8	74	45	60.8	52	45	86.5	36	30	83.3
	Not provided	250	182	72.8	181	132	72.9	153	144	94.1	80	73	91.3
GCSE Matl	Yes	47	46	97.9	42	41	97.6	39	38	97.4	31	28	90.3
	Not provided	92	85	92.4	114	112	98.2	103	102	99.0	66	65	98.5
GCSE Othe	Yes	18	15	83.3	7	4	57.1	12	8	66.7	3	3	100.0
	Not provided	53	42	79.2	35	32	91.4	25	22	88.0	14	14	100.0
Other Reg	Yes	31	26	83.9	27	23	85.2	24	18	75.0	23	16	69.6
	Not provided	162	145	89.5	152	123	80.9	109	98	89.9	149	127	85.2

**Student Data (2020-22)**

Student Gender			Student Learning Difficulty		
Row Labels	Count of Sex	Count of Sex2	Row Labels	Count of Learning Difficulty	Count of Learning Difficulty2
F	1136	54.91%	Autism	25	1.21%
M	933	45.09%	Dyscalculia	5	0.24%
(blank)		0.00%	Dyslexia	168	8.12%
<b>Grand Total</b>	<b>2069</b>	<b>100.00%</b>	Moderate	34	1.64%
			None	1687	81.54%
			Not Known/Not Provided	75	3.62%
			Other	54	2.61%
			Other Spec	20	0.97%
			n/a	1	0.05%
			(blank)		0.00%
			<b>Grand Total</b>	<b>2069</b>	<b>100.00%</b>
Student Ethnicity			Student Disability		
Row Labels	Count of Ethn	Count of Ethnicity Name2	Row Labels	Count of Disability	Count of Disability2
African	7	0.34%	Asperger's	5	0.24%
Arab	3	0.14%	Hearing	3	0.14%
Bangladeshi	1	0.05%	Medical	7	0.34%
Chinese	6	0.29%	Mental health	46	2.22%
Indian	18	0.87%	Mobility	3	0.14%
Irish	11	0.53%	No disability	1870	90.38%
Not Provided	11	0.53%	Not known/not provided	75	3.62%
Other	12	0.58%	Other	51	2.46%
Other Asian	16	0.77%	Physical	6	0.29%
Other Black	7	0.34%	Visual	2	0.10%
Other Mixed	39	1.88%	n/a	1	0.05%
Other White	71	3.43%	(blank)		0.00%
Pakistani	17	0.82%	<b>Grand Total</b>	<b>2069</b>	<b>100.00%</b>
White British	1773	85.69%			
White/Asian	46	2.22%			
White/Black A	14	0.68%			
White/Black C	15	0.72%			
Gypsy/Irish Tr	2	0.10%			
(blank)		0.00%			
<b>Grand Total</b>	<b>2069</b>	<b>100.00%</b>			



## Student Application Data (2020)

Applicant details by Gender

Column Labels									
Applied		Enrolled		Funded		Total Num	Total % of total		
Row Labels	Num	% of total	Num	% of total	Num	% of total			
F	642	29.10%	10	0.45%	601	27.24%	1253		56.80%
M	475	21.53%	13	0.59%	465	21.08%	953		43.20%
<b>Grand Total</b>	<b>1117</b>	<b>50.63%</b>	<b>23</b>	<b>1.04%</b>	<b>1066</b>	<b>48.32%</b>	<b>2206</b>		<b>100.00%</b>

Applicant details by Ethnicity

Column Labels									
Applied		Enrolled		Funded		Total Num	Total % of total		
Row Labels	Num	% of total	Num	% of total	Num	% of total			
19 - English / Welsh / Scottish / Nor	848	38.44%	21	0.95%	899	40.75%	1768		80.15%
22 - Any Other White background	73	3.31%		0.00%	36	1.63%	109		4.94%
28 - Pakistani	23	1.04%	1	0.05%	13	0.59%	37		1.68%
26 - Any Other Mixed / multiple etf	19	0.86%		0.00%	20	0.91%	39		1.77%
30 - Chinese	4	0.18%		0.00%	3	0.14%	7		0.32%
25 - White and Asian	24	1.09%	1	0.05%	29	1.31%	54		2.45%
35 - Arab	8	0.36%		0.00%	3	0.14%	11		0.50%
34 - Any other Black / African / Caril	3	0.14%		0.00%	5	0.23%	8		0.36%
23 - White and Black Caribbean	8	0.36%		0.00%	6	0.27%	14		0.63%
27 - Indian	20	0.91%		0.00%	11	0.50%	31		1.41%
17 - Any other	12	0.54%		0.00%	9	0.41%	21		0.95%
18 - Not known/not provided	10	0.45%		0.00%	5	0.23%	15		0.68%
24 - White and Black African	16	0.73%		0.00%	5	0.23%	21		0.95%
32 - African	12	0.54%		0.00%	3	0.14%	15		0.68%
31 - Any other Asian background	19	0.86%		0.00%	12	0.54%	31		1.41%
20 - Irish	5	0.23%		0.00%	5	0.23%	10		0.45%
21 - Gypsy or Irish Traveller	2	0.09%		0.00%	2	0.09%	4		0.18%
33 - Caribbean	6	0.27%		0.00%		0.00%	6		0.27%
29 - Bangladeshi	5	0.23%		0.00%		0.00%	5		0.23%
<b>Grand Total</b>	<b>1117</b>	<b>50.63%</b>	<b>23</b>	<b>1.04%</b>	<b>1066</b>	<b>48.32%</b>	<b>2206</b>		<b>100.00%</b>



## Student Destination Data (2019-20)

Destination by Gender														
Column Labels ▾														
APP R	EDU		EMP		FE		HE		UNKNOWN		Total Num	Total % of total		
Row Labels ▾	Num	% of total	Num	% of total	Num	% of total	Num	% of total	Num	% of total	Num	% of total		
F	9	1.22%	27	3.67%	8	1.09%	9	1.22%	259	35.24%	69	9.39%	381	51.84%
M	11	1.50%	37	5.03%	14	1.90%	7	0.95%	193	26.26%	92	12.52%	354	48.16%
<b>Grand Total</b>	<b>20</b>	<b>2.72%</b>	<b>64</b>	<b>8.71%</b>	<b>22</b>	<b>2.99%</b>	<b>16</b>	<b>2.18%</b>	<b>452</b>	<b>61.50%</b>	<b>161</b>	<b>21.90%</b>	<b>735</b>	<b>100.00%</b>

## Destination by Ethnicity

Destination by Ethnicity														
Column Labels ▾														
APP R	EDU		EMP		FE		HE		UNKNOWN		Total Num	Total % of total		
Row Labels ▾	Num	% of total	Num	% of total	Num	% of total	Num	% of total	Num	% of total	Num	% of total		
Any other	1	0.14%		0.00%		0.00%		0.00%	2	0.27%	1	0.14%	4	0.54%
Any other Asian background		0.00%		0.00%		0.00%		0.00%	5	0.68%	3	0.41%	8	1.09%
Any Other Mixed / multiple ethn		0.00%	1	0.14%	1	0.14%		0.00%	4	0.54%	6	0.82%	12	1.63%
Any Other Whi	1	0.14%	4	0.54%	1	0.14%		0.00%	20	2.72%	8	1.09%	34	4.63%
Caribbean		0.00%		0.00%		0.00%		0.00%	1	0.14%		0.00%	1	0.14%
Chinese		0.00%		0.00%		0.00%		0.00%		0.00%	1	0.14%	1	0.14%
English / Welsh	17	2.31%	55	7.48%	20	2.72%	15	2.04%	398	54.15%	134	18.23%	639	86.94%
Gypsy or Irish Traveller		0.00%		0.00%		0.00%		0.00%		0.00%	1	0.14%	1	0.14%
Indian		0.00%	2	0.27%		0.00%		0.00%	2	0.27%	1	0.14%	5	0.68%
Irish		0.00%		0.00%		0.00%		0.00%	1	0.14%	2	0.27%	3	0.41%
Not known/not provided		0.00%	2	0.27%		0.00%		0.00%		0.00%		0.00%	2	0.27%
Pakistani		0.00%		0.00%		0.00%		0.00%	5	0.68%	1	0.14%	6	0.82%
White and Asi	1	0.14%		0.00%		0.00%		0.00%	9	1.22%	2	0.27%	12	1.63%
White and Black African		0.00%		0.00%		0.00%	1	0.14%	3	0.41%		0.00%	4	0.54%
White and Black Caribbean		0.00%		0.00%		0.00%		0.00%	2	0.27%	1	0.14%	3	0.41%
<b>Grand Total</b>	<b>20</b>	<b>2.72%</b>	<b>64</b>	<b>8.71%</b>	<b>22</b>	<b>2.99%</b>	<b>16</b>	<b>2.18%</b>	<b>452</b>	<b>61.50%</b>	<b>161</b>	<b>21.90%</b>	<b>735</b>	<b>100.00%</b>

## College Summary Staff Statistics at: 4/29/2021

### Summary by Staff Type

Staff Type	Gender	Staff Count	PT/FT Status	FTE
Learning Support	Female	2	FT	2.0
	Female	7	PT	2.9
	Male	2	PT	1.3
	Subtotal	11		6.2
SMT	Female	3	FT	3.0
	Male	1	FT	1.0
	Subtotal	4		4.0
Support Staff	Female	5	FT	5.0
	Female	36	PT	18.5
	Male	6	FT	6.3
	Male	6	PT	3.7
	Subtotal	53		33.5
Teaching Staff	Female	26	FT	26.0
	Female	56	PT	31.6
	Male	29	FT	28.9
	Male	12	PT	7.6
	Subtotal	123		94.0
<b>TOTAL</b>		<b>191</b>		<b>137.7</b>

**Staff Summary by Gender:**

<b>Gender</b>	<b>Staff Type</b>	<b>PT/FT Status</b>	<b>Staff Count</b>	<b>FTE</b>
Female	Learning Support	FT	2	2.0
	SMT	FT	3	3.0
	Support Staff	FT	5	5.0
	Teaching Staff	FT	26	26.0
	Learning Support	PT	7	2.9
	Support Staff	PT	36	18.5
	Teaching Staff	PT	56	31.6
		<b>Subtotal</b>		<b>135</b>
Male	SMT	FT	1	1.0
	Support Staff	FT	6	6.3
	Teaching Staff	FT	29	28.9
	Learning Support	PT	2	1.3
	Support Staff	PT	6	3.7
	Teaching Staff	PT	12	7.6
		<b>Subtotal</b>		<b>56</b>
<b>Total</b>			<b>191</b>	<b>137.7</b>

# Equality, Diversity & Inclusion

SAR 2020/21 – COVID VERSION



## Introduction and Context to your Area

Equality, Diversity and Inclusion (EDI) at Godalming College is the responsibility of the Equality, Diversity & Inclusion Officer line-managed by the Assistant Principal for Student & Staff Development. The college also has a dedicated Students' Union EDI Officer. The college has a Link Trustee on the Board of Governors. The EDI Officer has 45 minutes' remission each week for EDI responsibilities and aims to meet with SMT each half term. EDI has become a standing item at all Board of Governors' meetings and this facilitates regular communication of what is happening across the college re: EDI. The EDI Officer also directly communicates with the Senior Tutors to include EDI content within the pastoral programme, 'Shaping Futures', and is assisted by a member of the Admin team.

Last academic year, the EDI Officer introduced Godalming's first 'Festival of Equality' during the '5 Fridays Induction Programme'. This was primarily directed at L6 students and was organised with members of staff and students delivering focussed sessions accompanied by the 'Equality Show' put on by the Performing Arts Department and a photobooth activity in the Main Hall. The aim this year was to create a week-long programme including guest contributors from the University of Surrey but this was curtailed due to COVID. Another key EDI event which was a joint effort with the Godalming Film Festival was 'Feminista' in March to celebrate Women's History Month.

## Self-Assessment of 2019-20

1. Up until March, EDI was delivered through events and through the 'Shaping Futures' tutorial programme. From March, we faced the challenge by integrating content into L6 & U6 Bulletin Boards on Microsoft Teams including an EDI channel. The 'Black Lives Matter' movement gained international media attention and the Students' Union worked on promoting raising money for the Black Curriculum charity.
2. Key successes were the 'Festival of Equality' and working with the Film Festival for 'Feminista'.
3. Although happy with the events that the college ran and the integration of EDI content into the 'Shaping Futures' pastoral programme, an area for development would be to spend more time investigating cohort demographics to see to what extent students' performance is impacted from belonging to protected characteristics.

## Development Plan for 2020-21

**GUIDANCE:** Perhaps pick two to three key actions that you would like to focus on for the coming year

Actions (September 2020 Onwards)	Intended Outcome/Impact on Students/Department	How might this be measured?
Work with Link Trustee and the University of Surrey to facilitate a 'Festival of Equality' later in the year	Students to benefit from external, specialist guest speakers and the college to benefit from relationships with Surrey University. <b>Update:</b> <i>Due to complications with COVID-19, this has been postponed.</i>	Completion of Festival
Investigate student data in light of protected characteristics	Identify to what extent students' performance varies from different protected characteristics. From this, we can identify if intervention/accessibility measures need to be adopted	Presentation of Data
Identify how students are accessing lessons through the 'blended learning' programme	Ensure that all students are equally able to benefit from the learning experience when accessing lessons remotely	Student Feedback (through questionnaire)
Increase class cohesion and inclusion across the different cohorts	To ensure students get to know and work with the whole of a class as part of the inclusion ethos of the college	EDI Officer to chair Teaching & Learning Workshop on this
Continue to provide/update resources for the 'Shaping Futures' programme	To ensure students have regular participation in discussing EDI issues which impacts both their time at Godalming and after it	'Unconscious Bias' Presentation already completed as part of the 'Four Introductory Fridays'; other EDI resources

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