



Equality, Diversity & Inclusion Report 2024/25

1 Introduction

- 1.1 Equality, Diversity and Inclusion (EDI) remain central to the College's values and is actively promoted within the student body and with all stakeholders.
- 1.2 The Equality, Diversity and Inclusion Committee is responsible for promoting the development of the College's EDI Policy and Strategy and for providing an annual report to Corporation. The Committee comprises representatives from across all departments of the College, with representation from both campuses.

The Equality Act 2010 continues to be a single act which strengthens the law to help tackle discrimination and inequality.

The Act requires colleges and other public bodies to publish relevant information demonstrating their compliance with this duty on an annual basis. To comply during 2024/25, the College has replaced its Single Equality Scheme with an EDI Policy in order to demonstrate compliance.

- 1.3 The policy ensures the College can show due regard for the following:
 - Eliminate discrimination, harassment and victimisation.
 - Advance equality of opportunity.
 - Foster good relations between different parts of the community.

This covers, age, disability, gender reassignment, marital or civil partnership status, pregnancy and motherhood, race (including ethnic or national origin, colour and nationality), religion or belief (including lack of belief), sex and sexual orientation.

The College ensures information published reflects these expectations.

The College's EDI Committee was reconstituted during the year, bringing together the policy and practice group and operations group into a single Committee, and a new set of priorities were agreed. The main terms of reference for the group were agreed as follows:

- To provide information and make recommendations to the Executive Leadership Team (ELT) on the operation and effectiveness of all aspects of Equality, Diversity and Inclusion in relation to staff, students and external stakeholders.
- To set and monitor Equality & Diversity Impact Measures (EDIMs) and implement necessary improvements.
- To monitor changes in relevant legislation to ensure compliance and the timely introduction of best practice.
- To review policies and procedures with respect to Equality, Diversity and Inclusion and support the completion of Equality and Diversity Impact Assessments.

- To review and recommend alterations to College-produced materials in line with the Equality, Diversity and Inclusion policies.
- To effectively implement the College's Equality, Diversity and Inclusion Policy and Equality, Diversity and Inclusion Strategy and Implementation Plan.
- To support the monitoring of the HE Access & Participation Plan.
- To ensure that training is provided for all, to include Governors, managers, staff and students to ensure they understand the importance of Equality, Diversity and Inclusion including British Values and Prevent.
- To review student achievement and attainment gaps and make recommendations.
- To monitor the College's staffing profile in relation to protected characteristics and make recommendations.
- To raise awareness of Equality, Diversity and Inclusion including guidance on the provision and access to services and facilities.
- Engage with external groups who can support the dissemination of good Equality, Diversity and Inclusion practice throughout the College.

2 Recruitment of students with different characteristics

The College is proud to recruit students from diverse backgrounds, including those who are under-represented and those who face particular barriers to learning.

Across the whole student community, including Further Education, Higher Education and Apprenticeships, 16–18-year-olds make up around 70% of all students. The College has continued to recruit a higher proportion of female students than male students (consistently around 56% female compared to 44% male). The proportion is higher within Higher Education, where female students account for around 74% of all students.

The number of students who disclose a learning difficulty or disability is significant and they currently make up around 35% of all students. The number of students with an Education, Health and Care Plan (EHCP) continues to grow and with 253 students in 2024/25, this represents 11% of our 16-18 student population. The vast majority of our EHCP students (89%) are funded as High Needs students, with severe or complex additional needs.

The number of students recruited from non-White British background is 6% which is in line with the local population for East Riding of Yorkshire and the three local authority areas from which most of the Riseholme students are recruited.

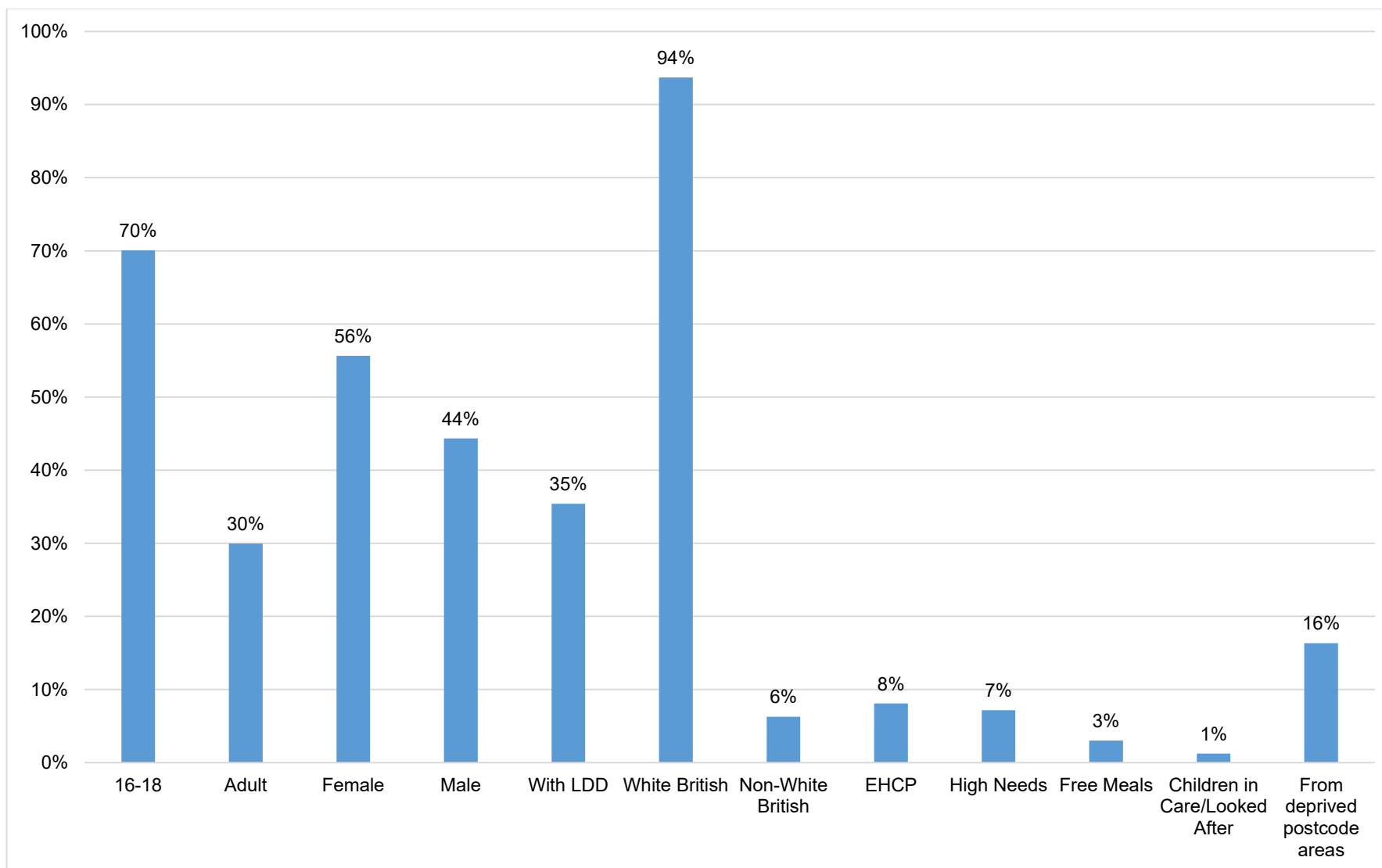
Many of our students face socio-economic barriers to learning and bursaries are used effectively to support those who are financially disadvantaged. 5% of our FE 16-18 students are recorded as eligible for Free Meals and 2% were in care or recent care leavers. Across all funding streams and all ages, 16% of students were recruited from areas of high deprivation.

Full details are included in Table 1 and Chart 1.

Table 1: Students by EDI characteristics

	FE			HE			Apprenticeships			All students		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Total	2,269	2,341	2,323	501	444	405	393	392	404	3,163	3,177	3,132
16-18	1,838	1,771	1,912	78	53	72	201	204	210	2,117	2,028	2,194
Adult	431	570	411	423	391	333	192	188	194	1,046	1,149	938
Female	1,370	1,428	1,387	393	349	301	69	55	55	1,832	1,832	1,743
Male	899	913	936	108	95	104	324	337	349	1,331	1,345	1,389
With LDD	920	882	866	190	175	136	104	104	107	1,214	1,161	1,109
Without LDD	1,349	1,459	1,457	311	269	269	289	288	297	1,949	2,016	2,023
White British	2,126	2,163	2,168	472	416	372	385	386	395	2,983	2,965	2,935
Non-White British	143	178	155	29	28	33	8	6	9	180	212	197
EHCP	224	228	242	0	1	0	8	11	11	232	240	253
High Needs	166	184	217	0	1	0	4	5	7	170	190	224
Free Meals	122	78	95	0	0	0	0	0	0	122	78	95
Children in Care/Looked After	56	39	35	0	1	3	3	2	1	59	42	39
From deprived postcode areas	364	327	415	66	71	52	46	49	45	476	447	512

Chart 1: Student profile by EDI characteristics 2024/25



3 Achievement rates for Students with different EDI characteristics

3.1 Further Education

FE achievement rates declined slightly in 2024/25, following a significant increase in 2023/24, and the College's overall achievement rate (all ages) is in line with the latest national rate. Lower achievement rates in GCSE English and maths, due to a national increase in grade boundaries, have contributed to the lower performance overall.

Table 2 summarises the performance of FE students with different characteristics and shows that:

- The gap between **female** and **male** achievement rates remains narrow at 2ppts, having improved from a 7ppts gap in 2022/23. Both female and male achievement rates are below the national rate. Both retention and pass rates continue to be stronger for females than males.
- Students who disclose a **learning difficulty or disability** perform less well than those without a learning difficulty or disability. The gap has remained consistent at 5ppts.
- The achievement rate for students with an **EHCP** has increased by 6ppts since the previous year and by 9ppts over a two-year period. This trend also applies to those with **High Needs**.
- Students in receipt of **Free Meals** achieve above the overall rate for 16–18-year-olds (82% compared to 81%) despite a slight decline in the rate compared to the previous year.
- Students who are from deprived postcode areas, and funded with a **disadvantage uplift**, perform less well than those without a disadvantage uplift (78% compared to 82%) however the achievement rate has improved over a 2-year period (+6ppts)

The College has high expectations of all students including those with special educational needs and disabilities. Achievement rates for students with a learning difficulty or disability (LDD) on specialist Foundation provision continues to be very high at 91%, whilst LDD achievement rates are lower within some of the vocational areas (notably Agriculture, 49%; Business, 57%; and Childcare, 64%). The biggest factor however is the lower achievement rate on GCSE English and maths which was 74% compared to 78% for students without LDD. This has more impact on the overall achievement rate for students with LDD as a much higher proportion of students are resitting GCSE English and maths. GCSE resits account for 47% of the cohort for those with LDD compared to 30% of those with no LDD.

Students with additional needs are supported within the classroom by a team of experienced Learning Support Assistants with further support being provided through informal drop-in sessions with Learning Mentors. The improved achievement rates for EHCP and High Needs learners demonstrates the effectiveness of the support provided.

Free Meals has been identified as a priority area for the EDI Committee and work is ongoing to remove barriers to students identifying themselves as eligible and taking up the free meals available. Processes have been reviewed so that eligible students are able to access their free meal more discreetly and the availability of free meals is being widely promoted.

Financial support for students who face hardship (often those from disadvantaged postcode areas) is made available through bursaries to fund kit, equipment, uniform, trips and visits etc. to support them with their studies. The applications process has been streamlined, and applications have been reviewed and authorised more promptly to ensure that students receive support without delay to increase attendance and retention.

Table 2: FE Achievement rates for students with different EDI characteristics

	2022/23				2023/24				2024/25				2023/24 National		
	Leavers	Ret Rate	Pass Rate	Ach Rate	Leavers	Ret Rate	Pass Rate	Ach Rate	Leavers	Ret Rate	Pass Rate	Ach Rate	Ret Rate	Pass Rate	Ach Rate
16-18	3,242	92%	84%	77%	2,857	91%	92%	84%	3,121	92%	87%	81%	90%	90%	81%
Adult	393	86%	84%	72%	705	88%	86%	75%	448	91%	90%	81%	93%	94%	87%
Female	2,014	91%	88%	80%	2,017	89%	93%	83%	1,954	91%	90%	82%	92%	93%	86%
Male	1,621	92%	79%	73%	1,545	92%	88%	81%	1,615	94%	85%	80%	92%	91%	83%
With LDD	1,782	91%	82%	74%	1,673	90%	88%	79%	1,649	91%	86%	78%	91%	90%	81%
Without LDD	1,848	92%	86%	79%	1,873	91%	93%	84%	1,777	93%	89%	83%	92%	93%	86%
White British	3,419	91%	84%	77%	3,166	90%	92%	83%	3,322	92%	87%	81%	92%	92%	85%
Non-White British	213	94%	82%	77%	385	95%	79%	75%	226	90%	91%	81%	not available		
EHCP	610	92%	75%	69%	540	90%	80%	72%	575	94%	83%	78%	not available		
High Needs	454	93%	76%	70%	430	90%	79%	71%	512	94%	83%	78%	not available		
Free Meals	263	94%	81%	76%	146	92%	93%	85%	184	97%	85%	82%	not available		
Disadvantage uplift	942	90%	80%	72%	798	88%	89%	78%	935	90%	87%	78%	not available		
No disadvantage uplift	2,693	92%	85%	75%	2,764	91%	91%	83%	2,633	92%	89%	82%	not available		

Apprenticeships

The achievement rate for Apprentices has improved significantly over the past two years and reached 72% in 2024/25, an increase of 11ppts since the previous year and 8ppts above the national rate.

Performance of different groups of apprentices is summarised in table 3 and shows that:

- The achievement rate for all **age groups** has improved. Although there is variation in the rates between different age groups, this is mirrored in the national rates and for all age groups, the College rate is significantly above the national rate (+6ppts for 19-23; +7ppts for 16-18 and +16ppts for 19-23). Although The achievement rate for **female** and **male** apprentices is inconsistent each year, although the data is sensitive due to the much smaller cohort of female apprentices compared to males.
- Apprentices with a **learning difficulty or disability (LDD)** continue to perform less well than those without LDD (the gap in 2024/25 was 13ppts) however LDD achievement rates have improved by 24ppts over the past two years and are above the national rate by 7ppts, whilst those without LDD are just 1ppt above the national rate.

The gap in achievement rates between apprentices with and without LDD continues to be an area of focus for the EDI Committee and work is ongoing to review the support in place. A new Head of Learning Support and a new Apprenticeships Operations Manager have recently been appointed, and both are members of the EDI Committee.

Table 3: Apprenticeship achievement rates for apprentices with different EDI characteristics

	2022/23		2023/24		2024/25		2023/24 National Ach Rate
	Leavers	Ach Rate	Leavers	Ach Rate	Leavers	Ach Rate	
16-18	89	52%	101	54%	93	65%	58%
19-23	22	50%	36	64%	28	93%	67%
24+	24	33%	38	76%	28	79%	73%
Female	29	41%	39	72%	17	59%	71%
Male	106	50%	136	58%	132	74%	62%
With LDD	32	41%	42	52%	48	65%	58%
Without LDD	103	50%	133	64%	99	78%	79%
White British	131	48%	175	61%	145	72%	64%
Non-White British	4	50%	0	n/a	4	75%	not available

2.2 Higher Education

Analysis of the HE achievement rates confirms that female students continue to perform less well than male students, however the gap has narrowed significantly from 21ppts in 2022/23 to 5ppts in 2024/25. The achievement rate for mature students continues to be lower than the rate for young students although the gap has narrowed slightly over the past two years from 8ppts to 7ppts. Whilst the achievement rate for students with a mental difficulty is lower at 72%, the achievement rate for those with a learning difficulty was very strong at 89%. Those with a physical disability performed at the same level as those without a physical disability, at 78%.

The POLAR classification identifies geographic areas where participation in HE has historically been low. POLAR 1 and 2 reflect those areas with the lowest levels of participation in HE. The College's achievement rates show that those from low participation areas perform higher than students from areas with higher participation in HE (79% for POLAR 1 and 2 compared to 76% for POLAR 3-5).

A range of support is in place for HE students with additional needs as well as those facing socio-economic barriers to learning. The College has a team of experienced Life Skills Coaches who support students with wellbeing support, financial support and careers advice as well as helping them to access Disabled Student Allowance where applicable. A range of internal and externally funded bursaries are promoted to students to help overcome financial barriers to learning.

Table 4: Higher Education Achievement Rates

	22/23		23/24		24/25	
Total Leavers	285		287		244	
Polar 1 and 2	77	72%	113	73%	92	79%
Polar 3-5	137	79%	164	80%	140	76%
Deprivation Area	93	83%	99	69%	65	74%
Non-Deprivation Area	107	81%	166	83%	160	78%
Male	65	92%	74	84%	83	81%
Female	151	71%	213	75%	161	76%
Disability	92	75%	110	81%	85	78%
Learning	30	77%	53	66%	45	89%
Physical	26	76%	42	88%	31	84%
Mental	31	72%	24	80%	29	72%
Unknown	3	75%	-	-	-	-
No Disability	124	76%	177	75%	159	78%
Mature	92	71%	153	78%	106	74%
Young	121	79%	134	76%	138	81%
BME	7	78%	10	50%	6	83%
White	209	76%	277	78%	238	78%
Full Time	177	83%	194	78%	180	84%
Part Time	39	54%	93	75%	64	61%
Residential	56	88%	44	68%	58	85%
Non-Residential	160	72%	206	78%	186	76%
Bishop Burton	202	75%	267	76%	223	77%
Riseholme	14	88%	20	95%	21	86%

3 Embedding Equality, Diversity and Inclusion within the Curriculum

The promotion of general and vocationally specific Equality and Diversity in lessons remains good. This focus is introduced to students during their induction period and throughout their learning journey. Students develop their awareness and understanding of EDI in both their Tutorial/personal development sessions and throughout their primary learning goal, through embedding in teaching and informal and formal assessments. The aim is to reflect real world situations and scenarios that each student will encounter as a citizen, employee and employer.

All staff are encouraged to plan for and deliver lessons that reflect the distinct nature of the group and the individuals within it. This information is captured within 'group profiles', which ensures that all staff are aware of key characteristics of the group and the individuals within it. All lessons are differentiated to meet the needs of the different characteristics. This continues to be a key area of focus during all formal and informal observations of learning, teaching and assessment and is commented on in all observations of learning, teaching and assessment feedback.

Tutors skilfully manage students' behaviour, addressing issues of inappropriate language and behaviour as they arise. Incidents of bullying, harassment, stereotyping and discrimination, although uncommon, continue to be dealt with promptly and effectively.

To supplement students' awareness and understanding of Equality and Diversity the College aligns enrichment activity and tutorial topics to local and national campaigns. Tutorials supplement the on-programme learning and are compulsory for further education students covering topics such as Health and Wellbeing, Respect, Difference and Diversity and Enterprise and Citizenship. Themes are supported by a wide range of external agencies and guest speakers who engage with students to raise their awareness of issues such as stereotyping, substance abuse, volunteering opportunities and different religions and cultures. HE students have access to all events. Apprentices have access to some of these sessions however the programme delivery arrangements mean that they have limited time on campus and work is underway to create an online hub to expand their access to information, support and resources.

3.1 Tutorial programme

During 2024/25, group tutorials provided students with impartial information across a broad range of personal development and safeguarding themes. This programme plays a central role in promoting Equality, Diversity and Inclusion by:

- **Ensuring equitable access to essential knowledge:** Tutorials on online safety, money management, employability and next steps ensure all students, regardless of background, receive consistent, high-quality guidance that supports their academic, financial and digital wellbeing.
- **Promoting respect, inclusion, and community cohesion:** Topics such as Prevent, British Values, citizenship, celebrating diversity and stereotypes encourage students to understand and value different perspectives, challenge discrimination, and contribute positively to college and wider society.
- **Addressing safeguarding, discrimination and harm:** Sessions on bullying and harassment, hate crime, healthy relationships, consent, and drugs and alcohol empower students to recognise unsafe or discriminatory behaviours. This supports the protection of vulnerable groups and contributes to a safer, more inclusive campus culture.
- **Supporting mental health and reducing inequalities in wellbeing:** Tutorials covering resilience, stress and anxiety promote emotional literacy and normalise conversations about mental health, ensuring students feel supported and able to access help when needed.

- **Developing skills for independence and future success:** Careers, next steps guidance, and employability skills provide all learners with equal opportunities to plan their progression pathways. This helps reduce social mobility gaps and ensures no student is disadvantaged by lack of prior knowledge or support.
- **Embedding responsibility and global awareness:** Content on sustainability, citizenship and community responsibility helps students understand their role in shaping a fairer, more inclusive society, reinforcing values of equity and collective wellbeing.

The Group Tutorial Scheme of Learning for 2025/26 has been revamped and aims to enhance Equality, Diversity and Inclusion by embedding collaborative, student-centred learning approaches. By working in small groups on projects linked to personal development topics, students will engage in meaningful peer learning where diverse perspectives are shared, valued and explored. This will promote mutual respect, strengthen social cohesion, and ensure all learners, regardless of background, confidence level or learning style, have opportunities to contribute and succeed.

Linking these projects to the College Values enables students to apply learning to real-life contexts, helping them understand how principles such as respect, responsibility, inclusion and integrity operate in everyday situations. This approach will support the development of culturally aware, empathetic learners who can recognise and challenge inequality.

Embedding national awareness campaigns into the group tutorial scheme of learning strengthens Equality, Diversity and Inclusion by giving students opportunities to engage with meaningful social issues and contribute to a more inclusive college culture. Campaigns such as Remembrance Day, White Ribbon Day and Comic Relief encourage students to reflect on themes of respect, equality, empathy and social responsibility.

By creating curriculum-based poppy displays, discussing violence against women and girls, signing the White Ribbon pledge, and designing their own Comic Relief fundraising activities, students actively participate in learning that challenges discrimination, promotes gender equality, and supports vulnerable communities. These activities help students understand diverse experiences and perspectives while developing a shared sense of responsibility and belonging.

3.2 Collaboration with external agencies

During 2024/25, the College engaged with the following external organisations to ensure all student groups had access to support services:

- **CHCP Sexual Health Services** - Regular on-site drop-ins, outreach sessions and presentations from CHCP ensure that all students, regardless of gender identity, sexual orientation, cultural background, or socioeconomic status, have equitable access to confidential sexual health support. Their presence helps normalise conversations around sexual wellbeing, reduce stigma, and empower under-represented or vulnerable groups to make informed choices.
- **Inclusion Health Bus** - The mobile outreach service brings holistic health and wellbeing support directly to campus, reducing access barriers for students from disadvantaged backgrounds, those experiencing housing instability, or those with complex needs. Its flexible, student-centred approach promotes equitable health outcomes and fosters a more inclusive campus environment.
- **College Nurse Service** - The weekly on-site nurse clinics and referral-based consultations provide an accessible, trusted health service for students who may face barriers to traditional healthcare. This supports inclusion by addressing health inequalities, offering tailored advice, and ensuring students with additional needs or limited external support receive consistent care.

- **Remedi (CEASE Programme)** - The CEASE programme delivers healthy relationships workshops across curriculum areas, promoting safety, respect, and equality. These sessions challenge harmful behaviours, support gender equity, and help protect students who may be at risk of exploitation or abuse, contributing directly to a more inclusive and respectful learning environment.
- **Healthwatch** - Pop-up stalls from Healthwatch amplify the student voice—particularly for groups who may feel unheard or marginalised. By gathering feedback from a diverse student body and raising awareness of local services, Healthwatch helps ensure that community healthcare provision is responsive, inclusive, and reflective of student needs.
- **Samaritans** - Through mental health awareness workshops and their presence at Freshers' events, Samaritans provide accessible emotional support for all students, including those who may struggle to seek help. Their contributions destigmatise mental health issues, promote early intervention, and ensure students from all backgrounds feel valued and supported.
- **Road Safety Teams** - The Road Safety Team delivers preventative education and practical workshops that help reduce safety inequalities among students. Their proactive, inclusive approach supports the wellbeing of all learners by equipping them with the knowledge and skills needed to stay safe in their communities, contributing to a safer and more equitable campus environment.
- **Humberstone Police** - Engagement through promotion of the Lifestyle project and awareness campaigns supports positive relationships between students and law enforcement, helping break down barriers often experienced by marginalised groups. Their involvement promotes community cohesion, encourages civic participation, and supports a safe and inclusive campus culture.

The College also has strong community links with the local church, and we are able to signpost to the vicar for any direct contact which students wish to have. We are also exploring potential collaboration with the Hull and East Riding Interfaith group, including access to resources and signposting for support.

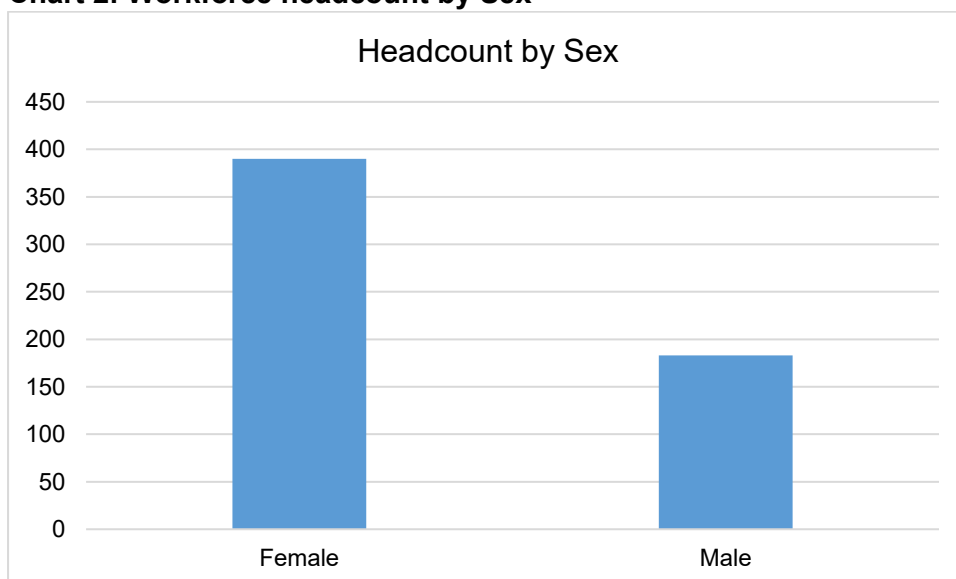
4 College workforce data

Whilst the overall number of employees varies considerably during an academic year, the College's head count at the start and the end of the reporting period was as follows:

Table 5: Workforce data by campus

Campus	Headcount at start of year	Headcount at end of year	FTE at start of year	FTE at end of year
Riseholme	104	99	71.87	70.63
Bishop Burton	453	460	343.55	344.56
Total	557	559	415.52	415.19

Chart 2: Workforce headcount by Sex



Bishop Burton College's percentage of female employee figure has decreased very slightly since last year (68%). This is higher than FE College Sector figure of 64.6% which has increased very slightly (by 0.6%). Comparatively, Bishop Burton College has significantly more women in Leadership and Management roles than the sector average. The percentage of leadership posts held by women is 70% compared with the sector average of 55%. (Source: FE Workforce Data Release 2023/2024).

Chart 3: Workforce data female by role

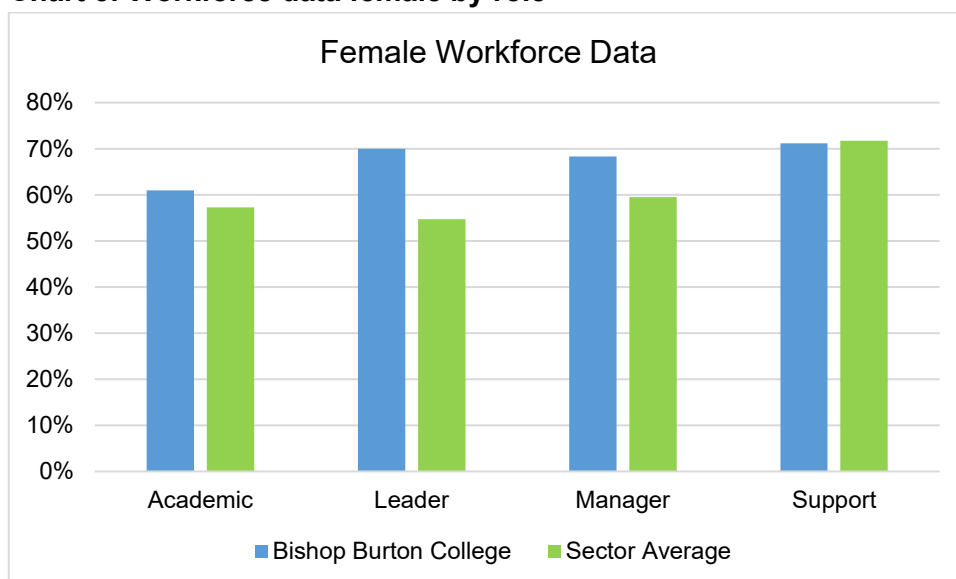
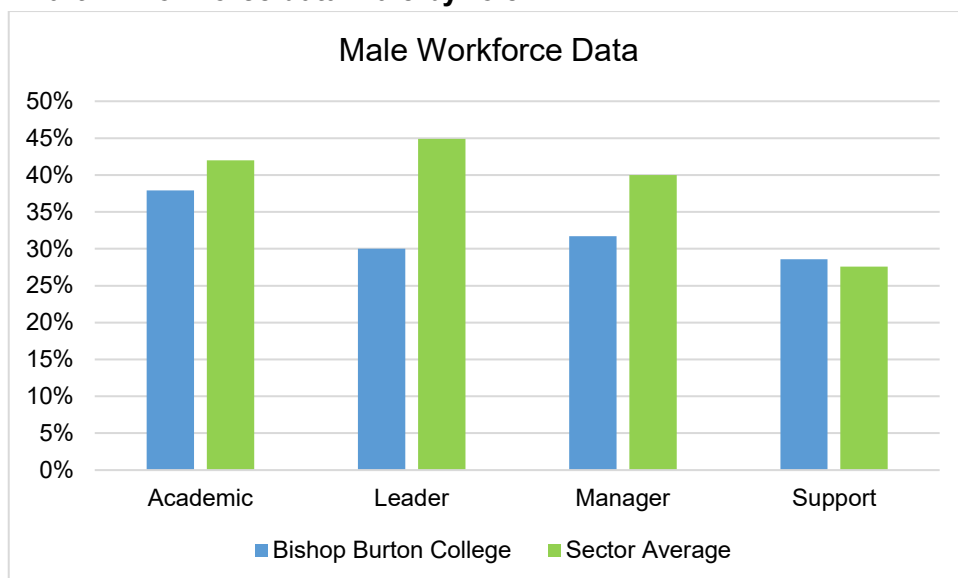
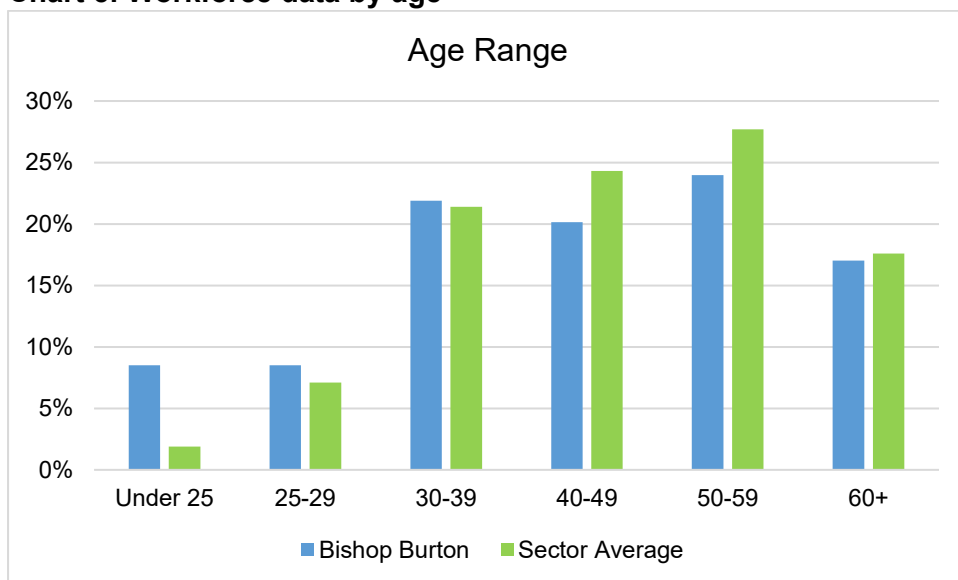


Chart 4: Workforce data male by role



The average age of employees has remained the same at 45, slightly under the FE sector as a which remains at 46.

Chart 5: Workforce data by age



Workforce data by Ethnicity

The proportion of staff from a non-white ethnic origin in the College has risen to 3.2%, up from 2.8% last year. This is significantly lower than the FE sector as a whole; in the 2023/24 academic year 21.6% of the further education workforce identified as belonging to an ethnic minority group, rising by 1% from the previous year. This is however reflective of the geographical location; only 2.6% of residents identify as being from a non-white ethnic group.

Workforce data by Disability

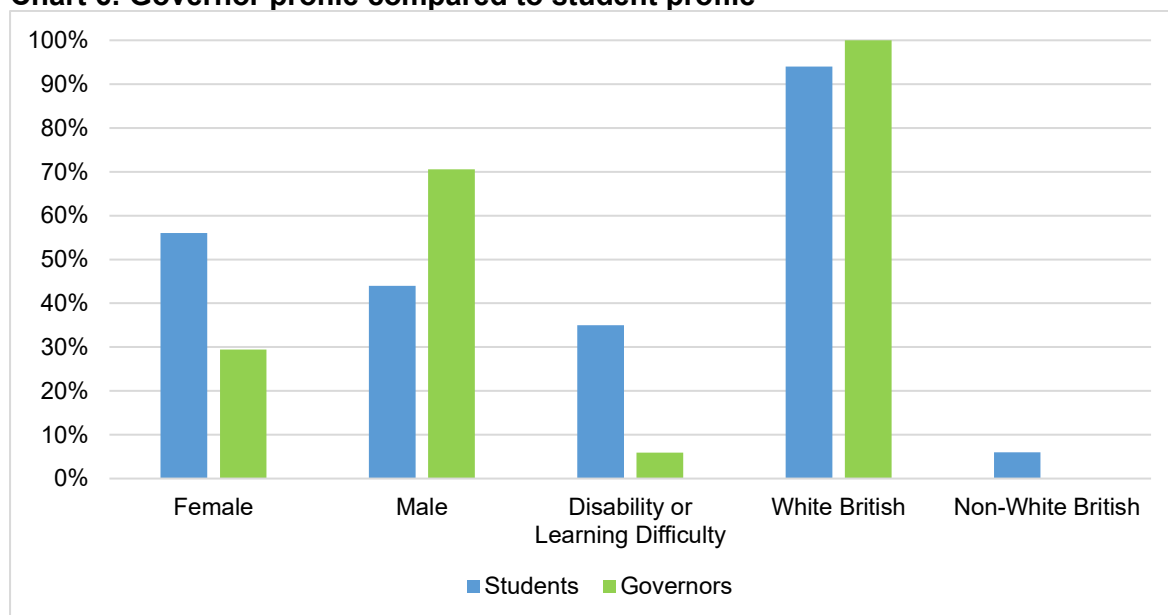
The College has 35 members of staff who have declared themselves to be disabled, this has increased from 15 last year. This is 6.3% of staff compared to 8.7% within the FE sector which has increased by 1.4%. (Source: FE Workforce Data Release 2023/2024). The number of

staff who have declared a disability has risen substantially since a data collection exercise conducted during the last academic year.

4 Diversity Data of Corporation Members

The data in relation to Corporation Members in 2024/25 confirms that 29% of governors were female, compared to 56% of students and 71% of governors were male, compared to 44% of students. 6% of governors disclosed a disability compared to 35% of students who disclosed either a disability or learning difficulty. All of the governors were White-British compared to 94% of the student population.

Chart 6: Governor profile compared to student profile



5 Conclusion

Bishop Burton College continues to demonstrate a strong and evolving commitment to Equality, Diversity, and Inclusion (EDI), embedding these principles across its student body, workforce, and governance. The College's EDI Committee, reconstituted this year, has set clear priorities and robust mechanisms for monitoring, reviewing, and advancing EDI policy and practice. This includes regular assessment of impact measures, legislative compliance, and the provision of training and awareness for all stakeholders.

While notable progress has been made, particularly in narrowing achievement gaps and enhancing support for vulnerable groups, there are still a number of areas for further action. The College's strategic priorities, collaborative ethos, and commitment to transparency ensure we are well placed to continue advancing equality, diversity, and inclusion for all members of our community.

Helen Wooldridge
Vice Principal Growth, Planning and Performance