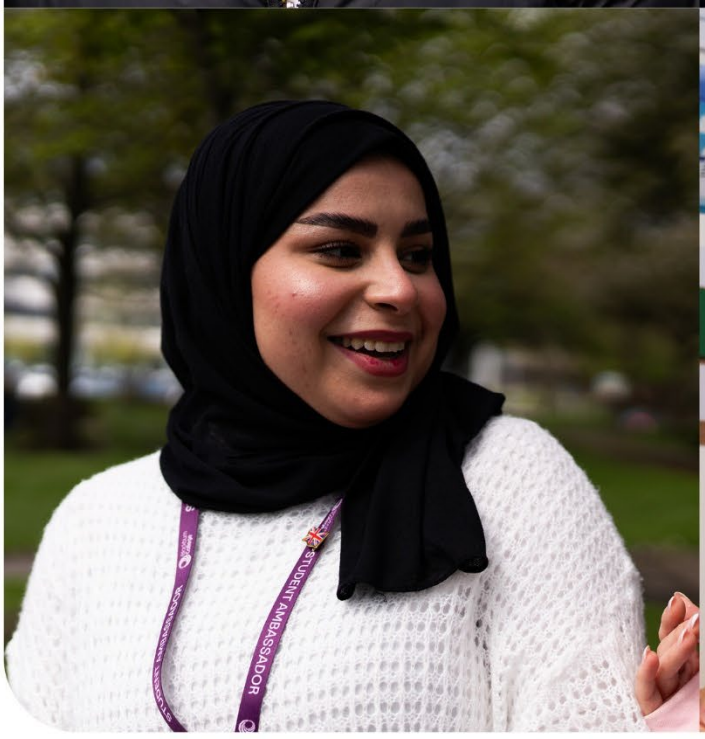
Inclusion Committee

Annual Report 25/26









Contents

1 LEADERSHIP AND MANAGEMENT 4
2 KEY FACTS ABOUT OUR COMMUNITY 8
3 COLLEGE STUDENT PROFILE 10
College Enrolments 11
Attendance Rates 11
4 GENERAL TRENDS IN RELATION TO STUDENT PARTICIPATION 13
Further Education 13
Higher Education 13
Apprenticeships 13
5 GENERAL TRENDS IN RELATION TO STUDENT SUCCESS 15
16-18 FE 15
Apprenticeships 15
Higher Education 15
Student Re-Engagement (Launchpad) 16
6 STUDENT SATISFACTION RATINGS 18
Student Satisfaction Surveys 18
7 STAFFING AND GOVERNANCE 20
Disability Confident – Employer 21
Equality Training 22
8 EQUALITY ANALYSIS (EA) 24
9 EMBEDDING EQUALITY AND DIVERSITY IN THE CURRICULUM AND PERSONAL 27
DEVELOPMENT AND WELFARE 27
Self-Assessment of Performance (SAR) 29
Student Support 29
Further Education 29
Higher Education - HE Disability Services including Emotional Health and Wellbeing 30
10 EQUALITY AND DIVERSITY IMPACT MEASURES (EDIM) 32
11 PROGRESS UPDATE ON SINGLE EQUALITY SCHEME 39
Progress update on protected characteristics 39
Race 39
Disability 39
Gender 40
Sexual Orientation 40
Age 41
Religion and Belief 41
Social Deprivation 42
Marriage and Civil Partnership 42
Shared Parental Leave Scheme 43
Community Cohesion 43
12 WIDENING PARTICIPATION 45

Leadership and Management

Blackburn College



1 LEADERSHIP AND MANAGEMENT

The College actively embraces its role to promote educational opportunities for all, including those who have not traditionally accessed education and training. The College's values, policies and practices are designed to ensure that students from a wide range of backgrounds, abilities and cultures are encouraged to take advantage of the educational and training opportunities on offer and are supported to be successful. The College plays an integral role in the promotion of social inclusion and community cohesion both in the internal college community and within the wider context of Blackburn with Darwen.

Under the Equality Act 2010 we have a statutory obligation to annually report on the progress which we have made under the general duties of:

- *Eliminating discrimination, harassment and victimisation*
- *Advance equality of opportunity between different persons and*
- *Foster good relations between different groups*

This Annual Report reflects our unified approach to the statutory obligations to detail progress on targets in relation to staff and student protected characteristics and identify gaps in reporting, where applicable. Our Equality Objectives (2025-2026) encompass targets for the College to focus on in order to advance the Equality, Diversity and Inclusion agenda.

The Principal, Executive team and College Leadership team commit significant resources and guarantee objectives are in place to ensure that Equality, Diversity and Inclusion values are fully embedded within the whole college. Rigorous targets are set in the annual Single Equalities action plan to ensure the whole college is responsive to issues relating to all protected characteristics.

The College was inspected by Ofsted in November 2024 and the concluding report positively commented on the promotion of Equality, Diversity and Inclusion.

*Inspectors particularly noted the inclusive and respectful learning environment: Students **"are treated equally and respectfully by supportive and helpful tutors".** They **"appreciate the cohesive and harmonious culture that leaders, managers and tutors create"***

The College's Initial Teacher Education (ITE) provision was inspected in June 2026 and was awarded a Strong standard for Inclusion.

*Inspectors noted that leaders take **"deliberate actions to ensure that equality, diversity and inclusion are integral to initial teacher education provision".** They also recognised how leaders work to **"reduce barriers that could otherwise preclude those who may feel a career in teaching is out of reach**" and concluded that **"leaders' and staff's actions consistently make a profound difference to the opportunities and experiences of trainees".***

This commitment was further enhanced with the work of the cross-College Lesbian, Gay, Bisexual and Transgender+ (LGBTQ+I) Champion. This role is in place to support the LGBTQ+I agenda for staff and students in terms of awareness raising and creation of resources to further advance the agenda through the curriculum. The impact of this role is the ongoing support provided to students who identify as LGBTQ+I or allies through the various support networks to address and to promote good practice.

In terms of teaching, learning and assessment, our courses, materials and quality assurance procedures all reflect a commitment to the principles of equality, diversity and inclusion. In 2025-2026 of the class-based observations and learning walks there were no significant actions relating to equality and diversity and examples of good practice were seen. Teaching and assessing staff are supported to maximise any opportunities to support equality, diversity and inclusion issues during the course of lessons.

Across the College we share a core set of values in everything we do. They state what we value highly as staff and make a firm statement about how we operate. Of our College Values 'Equity' and 'Respect' are prominent alongside 'Commitment' and 'Excellence and Empower'. "Fundamental British Values"

also form part of the College Values. The key aspects of “Fundamental British Values” are introduced at induction and all form a golden thread throughout curriculum, personal development and tutorial activities.

Safeguarding and pastoral care are highly effective at supporting students in building self- confidence and awareness in staying safe both inside and outside the College and online. Provision to support the development of independent skills in High Needs students is effective. Fundamental British Values are promoted across the College through the vehicle of shared ‘College Values’. The College values framework has been mapped to Fundamental British Values to ensure that it meets the needs of Blackburn College students and links with the local community. The Head of Student Experience and Head of Inclusion work closely with the Executive Director of Student Support and Experience to ensure students in both Further and Higher Education in College have the same opportunities, the same information and to promote the values of the whole College.

All managers and teaching staff have received training on Fundamental British Values, the updated Home Office Prevent training and Working to Raise Awareness of Prevent (WRAP). Further WRAP training sessions and those on Child Sexual Exploitation and Keeping Children Safe in Education (KCSIE) have been recognised as mandatory training for all staff. All of the Safeguarding team and senior leaders have been trained on this key area of activity. The College has a referral system, ‘Channel’, which was developed in liaison with the local Prevent steering group. Staff have also attended workshops delivered via Small Steps in relation to radicalisation.

Mandatory staff training including WRAP is available for all staff both online and face to face. The classroom-based workshops enable colleagues to identify the risks and threats of radicalisation and extremism. The College reviews and evaluates this training regularly to ensure the content is current and relevant to the FE/HE sector. The Executive Director for Student Support and Experience and Designated Safeguarding Lead (DSL) has completed specialist themed Prevent training and is the only external agent currently invited to attend sessions delivered by the Counter Terrorism Police and North West Prevent Teams. Feedback from the College training is that staff clearly understand their roles and responsibilities for safeguarding students from extremism and radicalisation both locally and nationally.

Extensive Equality, Diversity and Inclusion training packages are delivered to staff at different levels from awareness raising to refresher sessions on the Equality Act 2010. This training is mandatory and is through a rolling cycle every 2 years. It addresses individual roles and responsibilities.

The College is currently at 98% compliance (August 2026) for this training and this positively impacts on staff understanding and their confidence in discussing issues around equality and diversity in practice and reinforces that equality and diversity is everybody’s business.

The Human Resources and Organisational Development strategies are supportive of mainstreaming Equality, Diversity and Inclusion issues. This means we work hard to recruit a more culturally diverse staff group, also as role models to attract a more diverse student body and look at our policies and actions that acknowledge and promote equality, diversity, access and inclusion as an integral part of College life. This is reflected in our workforce figures in relation to recruiting a diverse workforce.

The College has an Inclusion Committee, previously called the Single Equality Committee, which is chaired by the Executive Director of Student Support and Experience and works collaboratively to promote ownership of Equality, equity and inclusion issues across College with representation from all areas of the College. This Committee oversees the completion of the single equality action plan. The College also sponsors One Voice which is a Community Interest Company (CIC) that aspires to create an inclusive, cohesive and vibrant community in Blackburn and Darwen.

Students benefit from a broad range of effective enrichment activities including sporting activities, that promote healthy living/lifestyles, and link to mental wellbeing. Several enrichment clubs have been running including, animation club, coding club, creative writing club, sustainability , book club hair and beauty club and Duke of Edinburgh Bronze and Silver Awards, with other activity planned by the Student Voice Participation and Enrichment Coordinator and a Health and Wellbeing timetable including activity

for students with disabilities, single and mixed sex group activity and closed groups for hard to reach students, which is planned by the Student Health, Wellbeing and Extra Curricula Coordinator.

The Student Assistance Programme (SAP) has provided invaluable support to our students who need it along with advice and guidance for a variety of issues. This support is needed at all times and is not restricted to the College day, and that's what makes this service so important to our students, it is available 24 hours a day, seven days a week. Health Assured have attended our open events and freshers fair to inform students of the service as well as promotion of the 'my healthy advantage app' and the benefits of downloading this and using the content to their advantage. We receive regular reports on student engagement with the SAP and any safeguarding concerns are passed on to the safeguarding team who are alerted through reporting so nothing is missed. This is proving to be a positive, supportive partnership with excellent communication and always being on hand not only to students but also to key staff to be able to feedback those issues students are seeking support for, and for us here at College to provide further resources to help tackle some of the issues faced by young people today.

Between September 2025 and July 2026, the safeguarding team recorded a total of 1,535 contacts. This included 833 safeguarding alerts, 258 requests for information sharing or advice, 353 Smoothwall alerts, and 91 criminal conviction checks. Alongside this, the team attended 266 statutory meetings and received 353 Encompass police referrals, reflecting the high level of safeguarding engagement across the college.

Of those supported, 469 were female, 364 male, and 0 non-binary. By age, there were 2 under-16s, 596 aged 16–17, and 235 aged 18+. By provision, cases came from 793 FE students, 20 HE students, 11 apprentices, 7 adults, and 2 Year 11 pupils, showing the wide reach of safeguarding work across different groups.

Safeguarding cases were managed across two risk levels. At Risk Level 1 (Early Help Interventions), there were 649 referrals, all dealt with directly by the safeguarding team. The most common categories were mental health (26%), personal safety (17%), domestic abuse (10%), housing/homeless (6%), and self-harm (5%), highlighting the prevalence of mental health and safety concerns.

At Risk Level 2 (Safeguarding Interventions requiring external services), there were 184 cases. The leading concerns were suicidal ideation (25%), mental health (16%), physical abuse/assault (9%), domestic abuse (9%), and self-harm (7%). These cases demonstrate the more complex safeguarding needs that required partnership with external agencies.

Additional statutory safeguarding involvement included 17 Child Protection plans, 26 Child in Need cases, 18 Team Around Family cases, 1 Adult Social Care cases, 52 under statutory assessment, and 21 Young Carers identified. These figures further underline the breadth of safeguarding responsibilities during this period.

The College makes a significant contribution to social cohesion through a range of engagement with local events highlighting events such as hate crime. Information about major religious festivals is disseminated regularly to staff to discuss with students and colleagues. Staff and Student Voice are utilised to ensure differences are acknowledged and stakeholders have an opportunity to share their views on points of interest. For example, mental health awareness and anti-bullying week were both embedded in the student enrichment calendar with opportunities for staff Continuous Professional Development (CPD).

Key Facts about our Community

Blackburn College



2 KEY FACTS ABOUT OUR COMMUNITY

Blackburn College is a large general further education College and the rapidly developing main campus is situated in the heart of Blackburn town centre, within a mile radius of the College there are two schools with Sixth Forms and private schools with A-level provision. Each year the College provides learning opportunities to over 7000 students at all levels and across a wide range of sectors.

In Blackburn with Darwen, 60% of the population is white. The proportion of the population who are Black and Minority Ethnic group (BAME), at 33%, was by far the highest in the Lancashire-14 areas. The rate was three times greater than for Lancashire-14 and regional averages. Almost 45,500 people in Blackburn with Darwen are in the BAME category.

The percentage of disadvantaged students (pre-16) within the borough is 33.6% and remains at around 7% above the national rate of 27.3. Blackburn College has 61% of students from disadvantaged postcodes and 28% of students are from BAME (Black and Minority Ethnic) backgrounds (this figure rises to 38% for FE). Around 28% of the borough's residents are from an Asian heritage background, with 69% from a White ethnic group. Between 2014 and 2039 the population of the borough is projected to decline by 2,698 (1.8%) to 144,045.

Blackburn with Darwen has an unemployment rate currently of 5.7%, which is 1.5% above the North West rate and 2% above the UK unemployment rate. With high levels of social deprivation, basic skills levels, including English as an additional language, are low. 28% of jobs within the borough are paid below the living wage. 91.2% of Blackburn with Darwen residents either spoke English as their main language, or if it was not their main language, spoke it well, compared to 95.5% in England and Wales.

33.8% of the working-age population of Blackburn with Darwen has a degree or other higher education qualification, significantly lower than the regional average of 38%.

Blackburn with Darwen is a Prevent priority area and the College engages effectively with this Prevent agenda. The College has strong and supportive links with partners, including local authorities, the police (Prevent and Channel) and the regional FE/HE Prevent coordinator to develop stringent information-sharing protocols and share intelligence. A member of the College Leadership team is the nominated Single Point of Contact (SPoC) for Prevent/Channel and is a member of the local and regional Prevent Partnership Meetings and represents FE/HE at the Lancashire Channel Panel. A Prevent risk assessment is in place (informed by the Counter Terrorism Local Profile) and reviewed termly with associated action plans developed to a high quality and cover all aspects of the 'Prevent' duty, including risk and threat.

The economy of Blackburn with Darwen exhibits diversification as older traditional industries are replaced by employers in the high technology sector. Manufacturing, notably in aerospace and engineering, continues to be important. 35% of the working age population is not in work which comprises of 30% males and 42% of females, and for those who are in work, full-time earnings are 19% below the national average. With high levels of social deprivation, basic skills levels, including English as an additional language, are low.

The College is committed to Widening Participation in learning at all levels in order to meet the skills gaps and respond to the needs of both individuals and employers. Changes to the curriculum are reviewed on an annual basis through both business planning and Governance in response to labour market information, local, regional and national priorities. This is also achieved through the Access and Participation Plan for the college.

It is within this challenging environment that the College operates and works in partnership with the Borough Council and others to make improvements to life chances and meet the skills needs of our local community.

College Student Profile

Blackburn College



3 COLLEGE STUDENT PROFILE

In **2024/25**, females held a marginal majority, representing 50.19% of students, compared with 49.81% male.

For **2025/26**, the profile has again shifted slightly, with males accounting for 50.87% of students and females 49.13%. Compared with the previous year, this represents a small movement back towards a male majority, although the overall gender profile remains broadly balanced.

Between 2024/25 and 2025/26, the ethnicity profile shows a continued trend towards greater diversity. The proportion of White students has decreased from 52.1% to 50.5%, continuing the gradual decline seen over recent years. Pakistani representation has increased slightly from 24.5% to 24.7%, while students identifying as Other ethnic groups have risen from 15.2% to 17.0%. The proportion of Indian students has reduced marginally from 8.0% to 7.8%. The proportion of students recorded as Unknown remains at 0%.

Overall, compared to the previous year, the data indicates a continuing reduction in the White student population alongside increased representation from Other ethnic groups and a slight increase in Pakistani students. The College's student population therefore continues to become more ethnically diverse.

		19/20 (%)	20/21 (%)	21/22 (%)	22/23 (%)	23/24 (%)	24/25 (%)	25/26 (%)
Gender	Female	50.9	53	52	50	48.88	50.19	49.13
	Male	49.01	47	48	50	51.12	49.81	50.87
Ethnicity	White	66.5	66	63	58	57.3	52.1	50.53
	Indian	6	6	7	7	6.8	8	7.75
	Pakistani	19.5	19	20	21	21.2	24.5	24.7
	Other	8	9	10	15	14.7	15.2	17
	Unknown	0	0	0	0	0	0	0
LLDD	Yes	21.7	19	20	15	20.2	22.6	21.1
	No	78.2	80	79	85	75.1	74.9	78.36
	Unknown	0.06	1	1	0	4.7	2.3	0.54
Widening Participation (LR)	Eligible	62	61	62	61			
Age Range	16 - 19							50.2
	19+							49.17

Attendance		22/23 (%)	23/24 (%)	24/25 (%)	25/26 (%)
Gender	Female	83	81.8	81.3	82.7
	Male	83	83.2	81.7	82.4
Ethnicity	White	81	81.6	80.7	81.3
	Indian / Pakistani	85	84.3	83.2	84.3
	Other	81	80.8	78.7	81.3
Mode of Study	Full Time				83.0
	Part Time				81.0
Disability	Yes				80.4
	No				83.1

Gender Split		25/26 (%)
FE	Female	46.33
	Male	53.67
HE	Female	63.01
	Male	36.99
Adult	Female	63.06
	Male	36.94
Apprenticeship	Female	39.90
	Male	60.10

In 2025-2026 the largest student's faith denomination again is Islam. Christianity as a student's faith has reduced since the last report by 2.3%.

College Enrolments

The College enrolled 9850 aims in 2025-2025 of which 6750 aims were in the 16-18 age group. This is an increase in enrolments from the previous year for this age range.

This overall number of enrolments reflects the increasing demographic for 16-18-year olds in both Blackburn with Darwen and the wider Lancashire region.

Attendance Rates

Overall attendance for FE students at the College in 2025-2026 was 85%, which is in line with the previous year.

Attendance of English (70%) and Maths (68%) remains in line with the previous year. It is a well-recognised national issue relating to the governmental priority for English and Maths GCSE to be taught to all 16-18-year-old students who do not achieve a Grade 4 on exiting the mainstream education system.

General Trends

Relation to Student Participation

Blackburn College



4 GENERAL TRENDS IN RELATION TO STUDENT PARTICIPATION

Further Education

- The proportion of females studying in FE at the college in 2025-2026 is 46% this is down on the previous year. Male students are at 54% up on the previous year.
- 40% of FE students are classified as White; this is a 2% decrease from the previous year. 48% of FE students are Asian.
- 78% of students are eligible for disadvantage uplift which is in line with previous year.
- The percentage of students with a declared learning difficulty and/or disability is 31%, a 2% increase from the previous year.
- There has been a 4% increase in the proportion of students studying at Entry and level 1 compared to last year. 38% of the cohort in FE 16-18 study at level 1 or below.

Higher Education

- In the University Centre the gender split at present is 68% of the students in 2025-2026 being female and 32% being male.
- 29% of full-time students declared a disability or learning difficulty.

Apprenticeships

- Apprentice numbers for Blackburn leavers decreased from 288 to 243 (once rollers move into 26/27) for 25/26. Achievement data continues to increase and has risen from 68.84% QAR confirmed 24/25 to 72% (NCu current manual calculation), an increase of 3.16% for 25/26.
- The proportion of Blackburn female apprenticeship starts in 25/26 is 42%, this is a 12% decrease from the previous year. There continues to be a significant gender bias across many Apprenticeship standards: Customer Service, Hair, Beauty, Human Resources and Early Years Practitioner and Educator all have significant female participation. In contrast, Plumbing, Electrical, Motor Vehicle and Carpentry and Joinery has predominantly male participation. However, the College continues to be successful in offering and recruiting to several programmes to address this for example small female numbers on motor vehicle, plumbing and electrical. Female students in 2025/2026 = 102 across 24 standards (1 on motor vehicle services and 1 on electrical, both achieved).
- Blackburn female achievement in 25/26 has decreased by 0.6% finishing at 75.5%. There were 53 less female leavers in 25/26. Achievement lies 4.9 percentage points above national rate.
- The proportion of Blackburn males starts in 25/26 is 58% (141 students), this is a 12% increase on 24/25. Blackburn male achievement in 25/26 has increased by 8.6% finishing at 69.5%. There were 8 more male leavers in 25/26. Achievement lies 6.5 percentage points above national rate
- Black and Minority Ethnic (BME) Blackburn students account for 23% of apprenticeship starts which is a 3% increase on this time last year. Achievement rates of 56%, this is 8.3 percentage points below National Rate.
- The percentage of starts with a declared learning difficulty and/or disability is 18.5% (45 leavers) which is a 3.2% increase on 24/25. Achievement lies at 71%, 10.5% increase on 24/25 and 5.6 percentage points above national rate.

General Trends

Relation to Student Success

Blackburn College



5 GENERAL TRENDS IN RELATION TO STUDENT SUCCESS

16-18 FE

- Overall FE, 90.4% Achievement
- High Needs, 92.4% Achievement

Apprenticeships

- All 16-18 110 leavers in 25/26, 70% achievement.
- Female 16-18 – 51 leavers in 25/26, 76.5% achievement.
- Male 16-18 – 59 leavers in 25/26, 64.4% achievement.

Higher Education

Continuation FT First (Benchmark 80%)		
Start Year	**OfS Only**	**College Adjusted**
21/22	77.1	80.2
22/23	74	78
23/24	86.8	88.1
24/25	89.2	90.3
25/26	98.6	93.4
26/27	100	100
Continuation FT Other (Benchmark 75%)		
21/22	74	71.3
22/23	73.5	73.8
23/24	82.1	81.1
24/25	81.1	82
25/26	83.3	85.6
26/27	100	100

Completion FT First (Benchmark 75%)		
Start Year	**OfS Only**	**College Adjusted**
21/22	72.8	76.8
22/23	72.6	76.4
23/24	86.8	87
24/25	88.2	89.3
25/26	97.2	93.4
26/27	100	100
Completion FT Other (Benchmark 65%)		
21/22	69.7	67.5
22/23	73.2	73.8
23/24	83.6	83.8
24/25	82.1	82.8
25/26	85	85.6
26/27	100	100

Student Re-Engagement (Launchpad)

- Over the past year, 279 students have engaged with the colleges' re-engagement programme at Launchpad, with outcomes that are both encouraging and impactful. We are proud to report a 90%+ Launchpad achievement rate and over 75% progression back into college, further study, or employment. These results show the real difference this work makes to young people in our community.

- The College remains proactively involved in re-engagement activity for 16–18-year-olds, working closely with partners to prevent young people from becoming NEET (Not in Education, Employment or Training), or to provide those who are NEET with a meaningful, personalised learning pathway. Referrals are received from a wide range of partners, including schools, in-college teams, external agencies, social services, the youth offending team, and The King's Trust. Each student is supported with a personalised action plan, which records any external agency involvement and outlines a clear strategy for progression. The programmes offer either modular or personalised routes, and in many cases students have been successfully re-introduced into their original centres. This has often led to the achievement of full or partial qualifications and, more importantly, the rebuilding of confidence and aspiration.

- Some of the benefits on offer to students are:
    - Subsidised bus pass.
    - Cash bursary.
    - Up to £200 to spend on food and drink at college cafes.
    - College lunch (subsidised).
    - Stationery/printing bursary of up to £60 to spend in the college library.
    - Free uniform and specialist kit.
    - All University Centre full time students can apply for the '£500 Bonus for Full-Time students' again this is not means tested. This is for help with course related costs.

Student Satisfaction Survey

Blackburn College



6 STUDENT SATISFACTION RATINGS

Student Satisfaction Surveys

Student satisfaction at Blackburn College continues to be a clear strength and is consistently recognised as such by both external reviewers and our own internal surveys. In the November 2024 Ofsted inspection, inspectors highlighted that *"students remain on programme, are well supported to achieve, and express high levels of satisfaction with their experience at college."* This affirmation reflects not only the commitment of our staff, but also the culture of care, support, and ambition that runs across the whole college.

Achievement and Retention

For the past three years, overall achievement has remained above 90%, demonstrating that students are not only staying on their programmes but are also achieving at consistently high levels. This stability in achievement data shows that our approach is working: students are given the right support, targeted interventions, and a clear pathway to success. Retention rates have been strong, with students valuing their courses and the wrap-around support available to them.

Student Satisfaction (Internal Surveys)

Our FE student satisfaction surveys show 95%+ satisfaction levels, confirming that the vast majority of students are happy with their overall college experience. Students particularly highlight:

- The quality of teaching, learning, and assessment.
- The accessibility and responsiveness of support services.
- The inclusive and welcoming environment within the college.
- The confidence they gain to progress to higher levels of study or employment.

These results are not one-off; rather, they demonstrate a consistent pattern over time, reinforcing the reliability of our survey methodology and the strength of student voice at the college.

National Student Survey (NSS) Outcomes

The National Student Survey (NSS) results further underline the strength of our provision. In particular, Theme 1 ("Teaching on my course") consistently scores above the national rates (89%+) demonstrating that students value the quality of teaching and the knowledge, enthusiasm, and expertise of their lecturers. Across other NSS themes, students have expressed confidence in assessment practices, academic support, learning resources, and the way their feedback is acted upon.

What Students Say

Feedback collected through surveys and focus groups demonstrates that students feel:

- They are treated as individuals and their personal needs are understood.
- Staff are approachable and supportive, going "above and beyond" to help them succeed.
- The college environment is positive, inclusive, and one where they feel safe, respected, and motivated.
- They are well prepared for their next steps, whether that be further study, higher education, or employment.

Continuous Improvement

While student satisfaction is exceptionally high, we continue to listen to feedback and respond proactively. Action plans are developed at both curriculum and whole-college level to ensure student voice directly shapes improvement. This includes:

- Investment in teaching and learning resources.
- Enhancements to the tutorial and enrichment offer.
- Strengthening employer engagement and career pathways.
- Improved communication about how student feedback has led to changes.

Staffing and Governance

Blackburn College



7 STAFFING AND GOVERNANCE

1. Staff Headcount 31 July 2026

1.1 As at the 31 July 2026 the College employed 712 members of staff (772 contracts) totalling 547.78 FTE. This is higher than the previous year where the College employed 680 members of staff (731 contracts).

1.2 The College employed 59 agency members of staff during the period 1 August 2025 – 31 July 2026 – see table below. This is an increase compared to the previous year where the College employed 34 agency members of staff. At the time of preparing the report, 4 agency members of staff remained in employment at the College.

Reason	Academic	Business Support	Management	Total
Pending recruitment	31	21	0	**52**
Sickness absence cover	5	2	0	**7**
Total	**36**	**23**	0	**59**

2. Gender Profile 31 July 2026

2.1 The table below shows the gender profile at the College remains broadly in line with the sector norm (65.2% female and 33.9% male) as published in the latest release (May 2026) of the Further Education Workforce Data Collection (FEWDC) 2024/25.

Gender	Academic	Business Support	Management	Total
Male	119 (38.64%)	123 (30.67%)	29 (46.03%)	271 (35.10%)
Female	189 (61.36%)	278 (69.33%)	34 (53.97%)	501 (64.90%)
Total	**308**	**401**	**63**	**772**

2.2 The gender balance for teaching staff is slightly above the sector average of 58.8% female employees, with the proportion of female staff in the academic category at 61%. Female representation in the management category (53.97%) has slightly decreased compared to last year (61.29%) and is slightly below the sector average of 62.1% (FE Workforce Data Collection 2024/25).

3. Disability Profile 31 July 2026

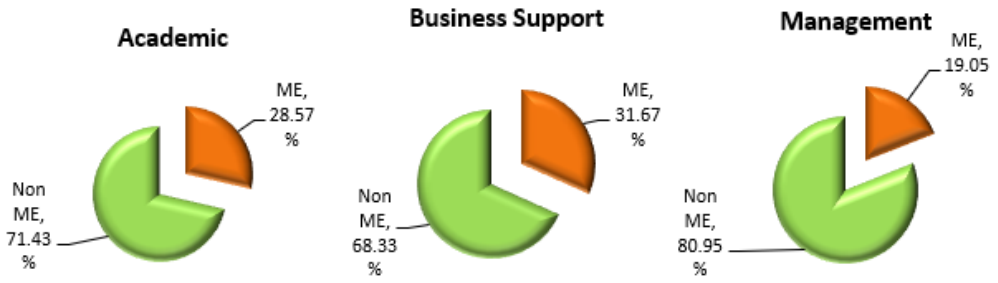
3.1 The proportion of staff with a declared disability in the current reporting period is 7.77%, which is less than the previous year (9.3%) and the sector norm of 9% (Further Education Workforce Data Collection 2024/25). The College continues to welcome and support staff with declared disabilities, investing in occupational health support and the College employee assistance programme.

Contract Type	Disabled	Not Disabled
Academic	8.12%	91.88%
Business Support	7.48%	92.52%
Management	7.94%	92.06%
Total	**7.77%**	**92.23%**

4. Ethnicity Profile 31 July 2026

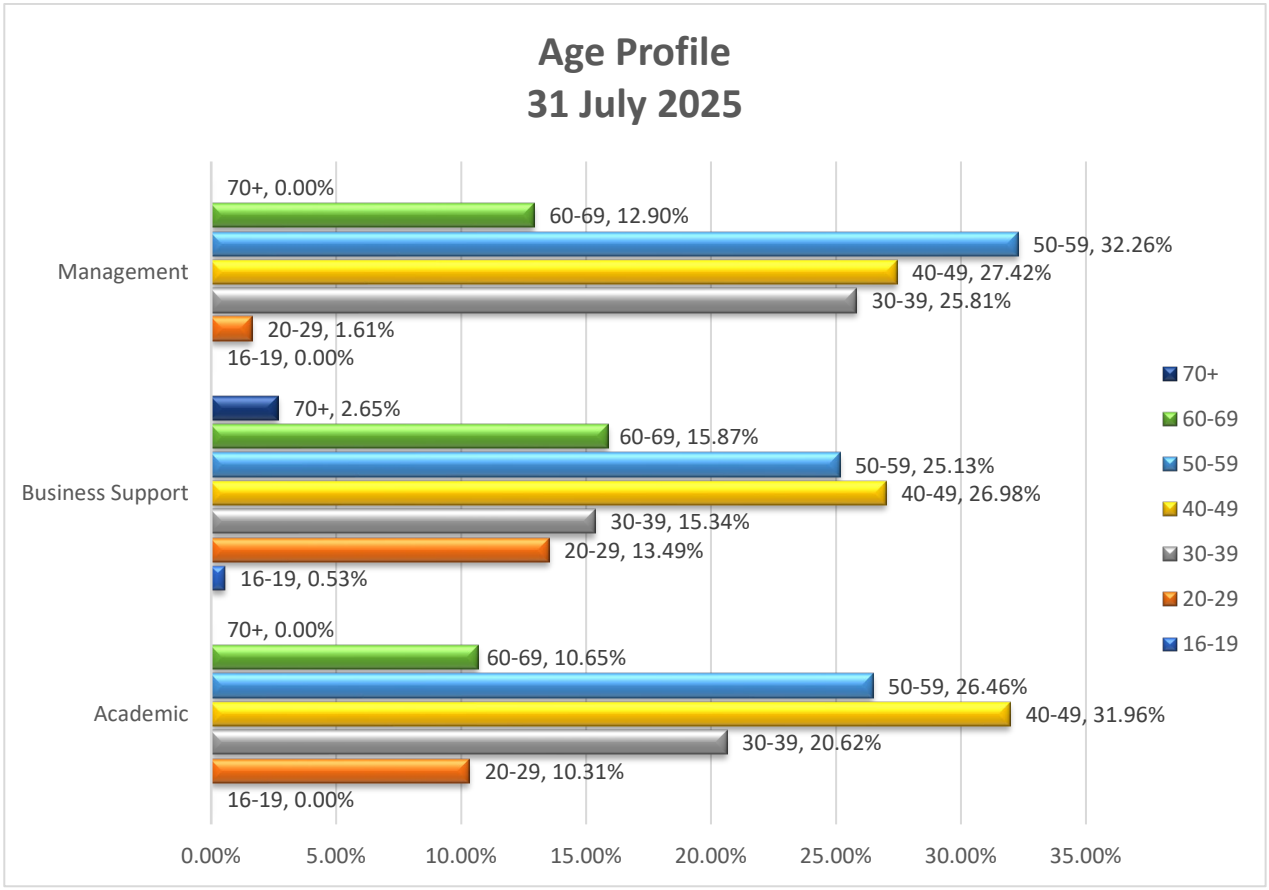
4.1 29.40% of staff reported they were from a minority ethnic (ME) background which is slightly higher than the previous year (26.68%). This is also higher than the ethnicity data reported in the Further Education Workforce Data Collection 2024/25 where 23.7% of staff were reported as being from a

minority ethnic background. Actions to encourage applications from minority ethnic groups continue to be monitored through the single equality committee.



5.Age Profile 31 July 2026

5.1 The data indicates that the under 20 age group remains slightly unrepresented (0.26%) when compared to the sector data. Findings from the 2024/25 Further Education Workforce Survey highlight that over the previous four academic years, the proportion of staff in the under 25 category have slowly decreased. The College continues its pursuit of taking on more apprentices.



Disability Confident – Employer

The Disability Confident Scheme is voluntary, and aims to help employers successfully employ and retain disabled people and those with health conditions. Being Disability Confident is a unique opportunity to lead the way in our community.
Some of the commitments that the College agrees to maintain this status are:

- Offering an interview that is inclusive for all people to meet the minimum criteria for the job.
- Providing paid employment (permanent or fixed term).
- Promoting a culture of being Inclusive.

- Providing occupational health services/support as required if required.

The College has joined the Disability Confident scheme since 2016 and the Employer logo is prominent on all job adverts with a separate statement to say that we particularly welcome applicants with a disability. We also display the logo on the Human Resources SharePoint site and internal emails to ensure it is promoted to our employees.

Health and Wellbeing

Through our Organisational Development (OD) service, we offer a range of activities, guidance and awareness to help ensure we embed a strong culture of workplace wellbeing. In 2024-2025 we offered a number of CPD events, support services and activities events. Some examples of how we do this are listed below:

- Awareness Days – Throughout the year on our CPD days, activities have been made available to help promote wellbeing to staff. Some of the campaigns that we have supported over the last 12 months include Mental Health Awareness sessions, take a break- have a Kit Kat, World Mental Health Day, Organ and Blood donation week and breast cancer awareness. We promote awareness material via email, College information, posters, and SharePoint.
- Physical Health – in partnership with the Council staff have subsidised rates for the onsite gym.
- Cycle to Work Scheme – we also offer Cycle to Work, which enables employees to get a bike tax-free, saving 25-39% on the high street value. The scheme helps staff save money, be healthier and be more environmentally friendly.
- Employee Assistance Programme – the College also operates a 24/7 EAP to staff, the benefit of this is staff have access to professionals to talk about issues facing them at home. This aims to keep our workforce healthy while minimising the additional worry about cost. Staff are utilising this health benefit scheme proactively.
- Health and Wellbeing Events – Throughout the year, we launch health and wellbeing events in partnership with the gym and our sports coordinator. We offer a comprehensive package of wellbeing initiatives, services and activities to encourage and motivate staff to look after their health, both physically and emotionally. We hold the events on staff development days so the maximum amount of staff can attend. An example of the activities/services available for staff include Yoga, Badminton, Basket Ball, Table Tennis, Barbering and Beauty therapy, Mental Health and Stress awareness sessions, Slimming World, Meditation, Diabetes Awareness, Dementia Awareness, BMI checks.

Equality Training

We have delivered a range of Equality and Diversity training in College both as classroom sessions and ongoing eLearning packages. We have also approved training requests for staff to attend external courses as featured below (*denotes mandatory training):

- Equity and Diversity Training *
- Unconscious Bias *
- Hate Crime
- LGBTQI training
- Trans Training
- Mental Health and Suicide Awareness
- Bullying and Harassment

Equality Analysis (EA)

Blackburn College



8 EQUALITY ANALYSIS (EA)

The College has maintained a programme of Equality Analysis (EA's) in response to its legal obligations and also as a good practice measure. EAs in 2025-2026 have focused on policies and processes with a total of 40 policies approved through our Policies and Procedures Committee all of which have considered and made a declaration on Equality Impact.

The College's Lead for EDI, the Executive Director of Student Support and Experience, is a core member of the Committee to intercept any Policies and/or Procedures that have not been given appropriate Equality, Diversity and Inclusion consideration. This allows the process to be mainstreamed through the Policy and Procedures committee and allows for more staff to be involved in discussions on equality issues. All policy authors are encouraged to forward the completed EAs to the Policies and Procedures Committee for monitoring and publication.

The EA process is linked to the Business Planning process, and it was agreed an EA exercise is carried out on any activity that will have an impact on the workforce of the College i.e., restructures/redundancies. Human Resources will continue to review the latest round of Business Planning involved with any appropriate activities agreed in the cycle from the beginning, to ensure equality consideration is given throughout the whole process.

Along with best practice across the sector the EA paperwork is outcome focused and creates a meaningful document through which the College activities can be viewed and assessed. The current plan will ensure that we are back on target within the next 12 months with a live and on-going EA calendar capturing new projects to be reviewed across College. The outcomes of the completed EA's form part of area action plans, if applicable, to ensure actions are completed to provide equal access to our services.

EA's have been carried out on:

- Academic Misconduct Policy
- Access to Retirement Benefits Policy
- Anti-Bullying Policy and Procedure
- Anti-Bribery Policy
- Career Break Policy
- Staff Computer Usage Policy
- Code of Practice – Freedom of Speech
- Procedure for Dealing with Health and Safety Issues in College
- Financial Assistance for Further Education Students
- Flexible Working Policy
- Gifts and Hospitality Policy
- Health and Safety Assessment Request Procedure
- Policy relating to the Health, Safety and Welfare of Students in Work Related Learning and Placements
- Laptop and Mobile Device Policy
- Lockdown Policy / Procedure
- Lone Working Procedure
- Maternity Policy
- Menopause Policy
- Staff Occupational Health and Wellbeing Policy
- Offsite Trips and Visits Policy
- Overtime Procedures for Business Support staff
- Paternity leave Policy
- Personal Relationship Policy
- Probation Policy
- Professional Learning Policy
- Recruitment of ex-offenders Policy
- Redeployment Policy

- Redundancy Avoidance Policy and Procedure
- Redundancy Procedures
- Risk management Policy
- Safeguarding Policy
- Shared Parental Leave Policy
- Stress – Prevention of Work-Related Stress Policy
- College Vehicle and Driver Policy
- Whistle blowing Policy.

The impact of EAs on these polices has been to amend and highlight the commitment the policy has in adhering to equality and diversity ethic at college. No concern has been recorded from any EA conducted.

Embedding Equality and Diversity

into the Curriculum and Personal Development and Welfare



9 EMBEDDING EQUALITY AND DIVERSITY IN THE CURRICULUM AND PERSONAL DEVELOPMENT AND WELFARE

The College has a strong structure for supporting and monitoring teaching, learning and assessment (TLA) through various processes including observations, learning walks, centre reviews. There is a robust process in both FE and HE that has a programme of TLA developmental activities and peer observations to support staff in the development of their practice.

Across college there is evidence of promotion of equality, diversity and Inclusion through posters, tutorial Moodle, student induction week and enrichment programmes which covers aspects of Equity and Diversity which were embedded in the cross-College tutorial scheme of work e.g., Black History Month, World Aids Day, Lesbian, LGBTQ+I Month. The College had a clear focus on delivering Sexual Harassment and Consent workshops. There was a clear focus on Mental Health and Wellbeing raising awareness amongst students as well as providing support and 1-1 sessions with Kooth and Lancashire Mind. Work experience opportunities have enabled students to work with a diverse range of cultures for example Health and Social Care Cadets completing work placement hours at Royal Blackburn Hospital.

Since the beginning of the academic year, the Safeguarding team has supported students with the reporting of sexual harassment, abuse and violence. The College has provided targeted support and intervention to identified groups to address this issue and educate in healthy relationships. The College has invested in the Student Assistance Programme which gives students 24hr access to a qualified Counsellor.

The Safeguarding team has also supported students with:

- Emotional health and wellbeing
- Child on child abuse
- Depression
- Anxiety
- Obsessive behaviours
- Eating problems
- Personality disorders
- Self-harm and suicidal feelings / experiences

Welfare and Pastoral Support is effective including access to Imam and Christian Chaplaincy guidance and the use of prayer rooms and inter faith-related facilities.

Staff training is essential on safeguarding and available for all staff both online and face to face. The classroom-based workshops enable colleagues to identify the risks and threats of radicalisation and extremism. The College reviews and evaluates the training regularly to ensure the content is current and relevant to the FE/HE sector. The College Safeguarding Practitioners has completed specialist themed Prevent training and is the only external agency currently invited to attend. Clear structures are in place, including a DSL, Deputy DSL, Safeguarding Lead and a nominated Safeguarding Governor.

The 'Prevent' duty is explicit in ICT policies and procedures and ICT monitoring identifies inappropriate usage and safeguarding issues/risk taking behaviour. ICT monitoring alerts are received and assessed in 'real time' by the College Single Point of Contact (SPoC) and contribute to work with partners and external agencies for additional support, information and intelligence. In addition, the college now has a Prevent lead to support activity around this key priority.

External safeguarding partnerships are strong, including engagement with the BwD Strategic Safeguarding Board, Local Safeguarding Children Board (LSCB), the Lancashire Prevent Group and the Lancashire Channel Panel.

The College has a good and effective approach to promoting personal development, behaviour and welfare. The learning environment is harmonious; students pay attention and work independently in lessons. Personal development tutorials are structured and focused on transferrable skills aimed at

employability and independence. There are exceptional opportunities for work preparation and experience in the College's real work environments and students in many curriculum areas value and benefit from outstanding and meaningful work experience that improves their vocational skills and their understanding of the demands of employment. This was recognised as Outstanding by Ofsted in their visit in November 2024.

'Safeguarding and pastoral care are highly effective at supporting students in building self- confidence and awareness in staying safe and provision to support the development of independent skills in High Needs students. Fundamental British Values are promoted across the College through the vehicle of shared 'College Values'. The College values framework has been mapped to fundamental British Values to ensure that it meets the needs of Blackburn College students and links with the local community.'

Excellent safeguarding and pastoral support interventions build confidence and self-awareness and ensure that those most at risk are able to remain at College and achieve their qualifications with support and guidance.

The tutorial framework provides wide-ranging and motivational opportunities for students to engage in themed activities including employability, national days, religious festivals, volunteering, progression and College/British values. Students have access to effective tutorials that focus on personal and emotional development and enable students to develop a broad range of skills, including self-confidence, resilience, self-awareness, reflective practice, critical thinking, enterprise, effective communication, and how to relate to others and integrate into the local community. Events to Support the Personal Development Tutorial Programme have been:

External speakers/companies are invited in to support the PDP topics, to inform, motivate and engage.

- British Values
- The Skills Network
- Odd Arts (Healthy Relationships) – various events held over the year
- GO2 (Drug and Alcohol service) – open event
- Safe Drive, Stay Alive
- Radicalisation
- Sexual Consent
- Extreme Right-Wing Terrorism
- County Lines
- Emotional Health and Wellbeing
- Online modules (Side by Side) are used to strengthen tutor input on Radicalisation/Extremism, Staying Safe Online, Critical Thinking and British Values, including apprentices who record their achievement in OneFile.
- Kooth
- Re-Align Futures -Wellbeing Champions Course
- Lancashire mind -Drop ins / Mindfulness sessions.
- Trans Awareness- speaker
- National Coming out day - Kevin Bazeley guest speaker - Kevin Bazeley joined the RAF in 1985 and served as a Navigator on transport aircraft at RAF Brize Norton during the first Gulf War & later on anti-submarine aircraft at RAF Kinloss. He was administratively discharged in 1995 following his outing as being homosexual.
- S.O.P.H.I.E Lancaster Foundation- Hate Crime

Students benefit from a range of enrichment activities including the introduction of an LGBTQ+I support group which has been established, external guest speakers, educational visits and workshops which promote healthy lifestyles (including sexual health), personal (including online) safety, and emotional development, and help them make informed choices about healthy eating, fitness and their emotional and mental well-being.

Apprentices also receive tutorial sessions covering key college induction topics and they have been provided with Moodle access to materials on Prevent, British values, safeguarding and employability skills.

The LGBTQ+I tutorial week incorporated Brook from the 'Everybody Centre' supporting Personal Tutors within their tutorial session.

Although mental health remains the main concern; this is particularly linked with the anxiety and the impact on families to young people, a number of cases included mental health needs manifested in either attempted suicide/suicidal ideation, self-harm and personal safety or were directly linked to domestically abusive relationships.

The College supports Looked After Children (LAC) and Care Experienced. There is a broad range of reasons and therefore risk factors associated with the young people that are looked after, including full and interim care orders. In addition to monitoring welfare and engagement, the safeguarding team have attended statutory care reviews and Personal Education Planning (PEP) meetings. The PEP (for pre-school to age 18) is an evolving record of what needs to happen for looked after children and Care Experienced to enable them to make expected progress and fulfil their potential.

Self-Assessment of Performance (SAR)

It is best practice for areas of the College to report on equality, diversity and inclusion matters when writing their self-assessment against the Education Inspection Framework. This can be improved to ensure all areas report on robust data and activity to provide a holistic view from centres. A brief summary of key points from the self-assessment are:

- There is a strong commitment to equity, diversity and inclusion which is well understood by staff.
- Excellent progress in developing the culture of the College.
- Academic staff are supported to ensure equality, diversity and inclusion are appropriately covered.
- Exceptional facilities and resources meet students' needs.
- Excellent links with a range of partners to support the equalities agenda.
- The Single Equality Action Plan will bring the Single Equality Scheme 'to life' and make it a more manageable working document looking at the key actions to be addressed on a yearly basis.

Student Support

The Additional Learning Support teams work provides support for students with a learning difficulty, disability or medical condition. A student's individual support requirements are assessed and an appropriate personalised support package, ranging from the application of reasonable adjustments to a detailed support package is implemented.

Further Education

Inclusive delivery is the fundamental difference between Blackburn College and other FE providers. At the College's Ofsted Inspection (November 2024) provision for High Needs Students was graded "Good".

We provide a broad range of Study Programmes, with personalisation being at the core of our offer. Our Supported Internship is tailored to meet the needs and aspirations of our students. This programme is specifically designed to support students with an EHC Plan to aid their participation and become independent citizens who positively contribute to their local communities by gaining meaningful employment.

Destination data showed 100% of students supported by the Additional Learning Support Team progressed to positive destinations including further study, higher level study or employment/voluntary roles.

High Needs students have learning difficulties and/or disabilities and are in receipt of additional support funding paid to the College from their home local authority where their support costs exceed £6,000.

Higher Education - HE Disability Services including Emotional Health and Wellbeing

The Higher Education Disability Services team liaised with 186 students who had disclosed a learning difficulty/disability or medical condition and 97 were supported (where they met the Disabled Students' Allowances eligibility criteria) to become claimants for this support funding.

The Advisors were able to offer remote support to students, which has developed current practice with some students preferring telephone/on line contact.

Equality and Diversity Impact Measures (EDIM)

Blackburn College



10 EQUALITY AND DIVERSITY IMPACT MEASURES (EDIM)

Student Equality Objectives

In summary, of the four Students Equality Objectives which formed part of the Single Equality Action Plan, the College's Performance Indicator updates are as follows:

Student Equality Objectives	2025/2026 Update and Current Performance	
Further Education (FE) – 16–18 White British Students	Reduce achievement gaps: Narrow the gap between White British 16–18 students and the college average to no more than 2 percentage points by the end of 2025–2026. Targeted engagement: Deliver at least two engagement initiatives per year (mentoring, study skills, enrichment) aimed at raising aspirations and attendance in this group.	Targeted intervention has continued throughout the year to support White British 16–18 students, with provision focused on identified barriers to attendance, engagement, confidence and attainment. Support has included pastoral and wellbeing interventions, academic and study skills workshops, and targeted motivation and confidence-building activity. The programme expanded from 209 students accessing targeted support in Term 1 to a caseload of 378 students across Terms 2 and 3, reflecting strengthened identification and referral arrangements. In-year retention data showed 94.8% overall retention, compared with 95.3% for White students and 96% for all other students, demonstrating that a retention gap remained and continued targeted intervention was required. The approach has established a more systematic model of early identification and targeted support. This will continue into 2026–2027, with a stronger focus on measuring the impact of interventions on attendance, retention, achievement and progression, particularly for White British 16–18 students. End Achievement out turn – 87%
Student Equality Objectives	**2025/2026 Update and Current Performance**	
Higher Education (HE) – Male Students	Enhance continuation: Improve year-to-year continuation rates for male students by at least 2.5% through academic mentoring and wellbeing support. Boost participation: Increase male enrolment in underrepresented subject areas (e.g., Health, Social Sciences, Education) by 10% over the next 3 years through targeted outreach and role models. Graduate outcomes: Ensure that at least 80% of male graduates progress into highly	Work has continued throughout the year to improve male continuation, participation and progression within Higher Education. The 2024–25 end-of-year continuation position was 85.7%, with a best-case position of 93.9% for first-degree students. Targeted academic, wellbeing and progression support has continued to strengthen continuation and successful transition. Activity has also focused on increasing male participation in underrepresented subject areas, particularly Health, Social Sciences and Education. Targeted outreach, progression workshops, subject tasters, male role models, employer engagement and one-to-one guidance have been delivered across FE provision, with early indicators showing increased engagement and interest. Graduate outcomes remain an area for continued focus. For 2024–25, 73% of graduates were recorded as progressing into full-time employment, part-time employment or further study, against the 80% target. During 2025–26, CEIAG one-to-one support has been offered to all Stage C students, alongside graduate opportunity masterclasses through the Careers/Personal Development Centre.

	skilled employment or further study, monitored annually.	Overall continuation rates for 25/26 start year was 93.4% for FT First and 85.6% for FT Other (both College-Adjusted). The focus for 2026–27 will be on sustaining improvements in continuation, increasing male recruitment into underrepresented HE subjects and strengthening progression into highly skilled employment or further study.
Student Equality Objectives	**2025/2026 Update and Current Performance**	
Females into Construction	Is to increase the number of applications from females on FE programmes. Ensure all promotional materials and recruitment events highlight female role models in construction. Guarantee that all female applicants are offered access to a pre-enrolment support session (confidence, careers advice, industry insight).	Targeted activity has continued throughout the year to increase female applications and participation in FE programmes, particularly construction and other traditionally male-dominated sectors. Recruitment activity has been strengthened through the increased visibility of female role models, targeted school and recruitment events, industry engagement and clearer promotion of progression and career opportunities. A structured pre-enrolment support offer has also been introduced for female applicants, incorporating confidence building, careers guidance and industry insight. Participation currently stands at 13 female students across the targeted programmes, with 11 continuing, one successfully achieving and one withdrawing to positively progress into employment. A significant development has been the provision of enhanced opportunities for existing female students. Six female construction students completed an international work experience placement in Aruba, supporting confidence, independence, employability and wider career aspirations. Their experiences also provide positive role models and case studies to support future recruitment. While female participation remains an area for further development, the year has demonstrated positive retention and progression alongside a more targeted approach to recruitment and transition. The focus for 2026–27 will be on increasing applications, strengthening pre-enrolment support and continuing to challenge gender stereotypes within traditionally male-dominated sectors.
Student Equality Objectives	**2025/2026 Update and Current Performance**	
Students with SEND / Disadvantaged into Work	Develop at least three new employer partnerships per year specifically committed to supporting SEND and disadvantaged students into sustained work, through the BwD SEND Employment Forum.	Targeted careers advice and guidance has continued throughout the year for SEND, High Needs, Looked After Children and other vulnerable students, with an increased focus on personalised support and progression into meaningful destinations. Activity has included 345 instances of 1:1 IAG support for students with disabilities, alongside targeted workshops and individual guidance for High Needs, LAC and Learning Programme students. Engagement with High Needs students has continued to strengthen, with 72 of 179 students receiving targeted IAG during Terms 1 and 2, building on increased engagement over previous years.

		The College has exceeded its target to develop at least three new employer partnerships supporting SEND and disadvantaged students. New partnerships include Together Housing, EG Group, Cummings Mellor, The Mall and Asda, providing work experience, supported employment opportunities and clearer progression pathways. This work continues through the Blackburn with Darwen SEND Employment Forum and in partnership with the local authority. The impact of strengthened support is reflected in positive student outcomes, with end-point achievement reaching 92.4%, an increase of 2.7 percentage points on the previous year. Individual progression into employment provides further evidence of impact, including a SEND student successfully securing employment with Nando's. The focus for 2026–27 will be on sustaining high achievement, expanding inclusive employer partnerships and increasing progression into meaningful and sustained employment for SEND and disadvantaged students.

All the student equality objectives are being closely monitored and reported on via the Performance Quality Review meetings (PQR) and Quality Summits which are chaired by the Vice Principal Curriculum and Quality.

Cultural/Single Equalities Awareness Activity - 2025/2026

LGBTQIA+ Activities and Engagement

- The **LGBTQIA+ group** meets weekly every Wednesday from 12:15–1:00pm in the Learning Lab or Student Central, with regular attendance of around 18 students. Sessions include social games, art and crafts, and film viewings.
- The group participated in the **Freshers' Fair**, running a stall to raise awareness and encourage new members to join.
- To mark **National Coming Out Day** (11th October), Student Voice, in partnership with the LGBTQIA+ group, hosted activities in the Centre Atrium. The space was decorated with rainbow flags and featured:
    - Badge making
    - Face painting
    - Decorating clear umbrellas (for a future display)
    - Stickers and rainbow cupcakes
    - Music and rainbow-themed lanyards

SEND Reverse Careers Fair & Employment Impact

- A **SEND Reverse Careers Fair** was hosted to support students with Special Educational Needs and Disabilities (SEND) in gaining meaningful employment.
- students were invited to meet students in a relaxed, student-led environment, allowing students to showcase their skills and aspirations.
- The event contributed positively to confidence building and increased access to employment pathways.
- **Impact**: Several students have since progressed to work placements and part-time roles as a result of employer engagement on the day.

Culture Day

Organised by Student Voice, the College's first Culture Day featured a vibrant programme of inclusive activities, including:

- International food served by The Curve

- “Assembly bangers” played by the Christian Chaplain in The Exchange
- **Bhangra dancing and Northern Dholi’s** performance outside St Paul’s Gardens
- Traditional dress day for staff and students
- **Friday Prayers** with the College Chaplain (SH2)
- **Bollywood dancing** workshop in The Exchange Boardroom
- **Board games and cultural map** activity

Festive Fair

- Held in The Exchange, with 12 stalls offering festive gifts and treats.
- A **contemporary carol service** was delivered by Canon James Lawrence from Blackburn Cathedral and members of St Luke’s.
- Students and staff enjoyed a warm, inclusive festive celebration.

Iftar Event

- Student Voice, supported by cross college colleagues, organised the College’s first ever **Iftar event** in the Sports Hall and Pavilion.
- Over **200 attendees** including staff, students, and community members joined to breakfast together.

Eid Celebrations

- Held in The Curve, the event featured:
    - **Live music** by DJ Kash
    - **Street food stalls**, traditional sweets, and Chia tea
    - The Curve lunch menu included **authentic halal dishes**
- Over **100 students** participated in the festivities.

Black History Month

- Poster displays featuring notable Black icons and biographies were placed across key college locations including:
    - The Exchange
    - The Curve
    - Sports Centre
    - Student Central
- A screening of the documentary *Black Power* was planned and screened in the UCBC Lecture theatre.

All the student equality objectives are being closely monitored and reported on via the Performance Quality Summits which are chaired by the Vice Principal for Curriculum and Quality.

Workforce Diversity Objectives

In summary, of the four Workforce Diversity Objectives which formed part of the Single Equality Action Plan, the College's Performance Indicator updates are as follows:

Workforce Impact Measures	2024-2025 Position	Key Actions	Update June 2026
1. To ensure a comprehensive inclusive process is in place to ensure the college gives every opportunity to promote inclusion throughout its recruitment processes	The proportion of staff with a declared disability was 9.3% which is slightly lower than the previous year (9.61%). The College continues to welcome and support staff with declared disabilities, investing in occupational health support and the College Employee Assistance Programme. 24 managers have undertaken safer recruitment training and we are in the process of implementing an online module to widen access to this training.	To promote confidence and cultural awareness and support to those affected by disability in the workplace including "invisible disabilities such as Fibromyalgia and Mental Health	The proportion of staff with a declared disability is 8.63% which is a slight decrease of 1.15 compared to the previous year which stood at (9.78%) – we have staff with a range of disabilities and work proactively with them to implement reasonable adjustments to enable them to remain in work. The College continues to welcome and support staff with declared disabilities, investing in occupational health support and the College Employee Assistance Programme. Shortlisting via the iTrent system is blind in relation to protected characteristics. Blackburn College is a member of the Disability Confident Scheme for the next 3 years. Written commitments are; • Inclusive and accessible recruitment • Offering interviews to disabled people • Supporting existing employees through reasonable adjustments • Offering internships 28.73% of staff reported they were from a minority ethnic (ME) background which is comparable with the last report (27%). This is also higher than the ethnicity data reported in the Further Education Workforce Data Collection where 21.6% of staff were reported as being from a minority ethnic background. Age analysis indicates that the under 20 age group remains slightly unrepresented when compared to the sector data. The most up to benchmarking data from the AoC College Workforce Survey 2020/21 indicates that this age group represents 2% of college sector employees compared to 0.98% at Blackburn College.

			Gender profile at the College remains broadly in line with the sector norm (64.24% female and 35.76% male) as published in the Further Education Workforce Data Collection (FEWDC) 2023/24. The gender balance for teaching staff is in line with the sector average of 59.3% female employees, with the proportion of female staff in the academic category at 61%. Female representation in the management category (58.06%) is slightly below the sector average of 62% (FE Workforce Data Collection 2023/24). This remains consistent with the same period last year. The HR Team is currently working with marketing to enhance our employer branding and recruitment webpage for clearer and more inclusive content.
2. Continue to foster greater recognition of being an inclusive College that celebrates diversity	With the use of CPD, staff wellbeing time staff events that not only address students but staff can also access support groups, guest speakers, that can address difficult topics such as local White supremacy and how to deal with that, hate crime, Mental Health discrimination	The college is committed to supporting an inclusive culture within our staff and student body. We ensure key messages and themes are picked up in both student tutorials and also as part of the OD CPD menu.	Our College strategy reflects the college's commitment to supporting an inclusive working environment, within our staff and student body. To strengthen our commitment to being an inclusive college a draft Be Kind Be Inclusive strategy has been created. We ensure key messages and themes are picked up in both student tutorials and also as part of the OD CPD menu.

Progress Update on Single Equality Scheme

Blackburn College



11 PROGRESS UPDATE ON SINGLE EQUALITY SCHEME

This part of the report provides an overview of the work that the College has undertaken in relation to the Single Equality Scheme, in order to meet the requirements of legislation relating to all protected characteristics (if information is available) namely:

Race, Disability, Gender, Sexual Orientation, Religion and Belief, Age and socio – deprivation.

The Single Equality Scheme action plan and the annual Single Equality action plan addressing key targets on an annual basis.

Progress update on protected characteristics

Race

- We actively collect student data about all aspects of a student's journey from admissions, success data to destination and use this data to ensure that everyone has been given the opportunity to achieve and there are no significant achievement gaps with minority groups.
- The use of non-stereotypical images in all our materials produced and the use of images that promote a positive understanding of different cultures and racial groups.
- The annual awareness raising and celebration of cultural and religious festivals within the College.
- The use of positive action, as appropriate, to encourage a wide range of applicants for both employment positions and courses.

Disability

The College has maintained comprehensive and robust data on the disabilities of students and staff collected through the enrolment and the recruitment processes and is able to responds appropriately to their needs. We have a number of excellent Student Support Teams, who have seen a year on year growth in the numbers of students that they are able to support. Students making declarations are supported for success from application to achievement.

The impact of learning support is very positive on the student experience and, consequently, students with a disability and/or learning difficulty perform as well or better than those without. We have well established screening and diagnostic testing practices which aim to identify any additional learning support students may need to enable them to succeed on their course

The use of texting and ProMonitor commentary across student services regarding attendance and library services has benefitted all students including students with disabilities.

We have reviewed and evaluated our recruitment procedures, methods and associated documentation and started to implement an improvement action plan in consultation with staff groups and in line with good HR practice.

Some students are offered Individual Study Programmes in order to access mainstream curriculum.

The HE Disability team for the University Centre and cross college support teams write annual reports evaluating access to curriculum, quantifying numbers of students accessing support; tracking retention and success and identifying key issues which have presented barriers to learning. These reports are integrated into the School self-assessments and Business Support area self-assessments.

The College continues to be a 'disability confident' accredited organisation and actively adheres to the criteria under this accreditation. The College is working towards achieving the 'mindful employer' kite mark and proactively ensures the College has a health and wellbeing programme in place.

Gender

We promote an inclusive culture of mutual respect in relation to gender. We do not tolerate gender-based harassment. We remove barriers and actively encourage inclusive participation in traditionally gender specific job roles, job levels and curriculum areas and levels, within the parameters of the law.

Overall, participation rates between male and female students are broadly the same. However, efforts to promote gender balance in some areas of the curriculum must continue as highlighted in the College Equality Objectives. We are committed to dealing swiftly with any gender related concerns students may have and our student regularly report feeling safe at college.

We collect robust data concerning the gender of our staff, both permanent and temporary, and will continue to analyse it on a yearly basis to ascertain the impact of our actions to date.

The College ensures that all staff, regardless of gender have equal access to training, promotion and other aspects of career development. Where issues are identified through our impact assessment, we will consider positive action measures to address any gender imbalances or other issues.

The College ensures that all staff are treated fairly in relation to caring responsibilities and will work with staff of any gender that may need to work flexibly in order to meet these caring responsibilities to find a solution that meets the needs of the individual and the College.

Creation of toilet facilities within the Pavilion and now the Beacon Centre and Launchpad Centre that do not direct gender as to create ‘genderless’ toilets for inclusivity and a facility to support non-binary and transgender students.

We are committed to ensuring through our transparent recruitment processes that the differing levels of senior management are well represented by both genders

Positive action initiatives are in place to ensure access to management development programmes is in line with succession planning.

Sexual Orientation

This is an area that has been proactively addressed by the LGBTQ+I champion in place. The College has been represented at key community events such as Blackburn Pride to raise awareness to future staff and students. The College mandatory training addresses sexual orientation however, we are conscious more work needs to be done in this area.

The College has provided resources for the establishment of a Lesbian, Gay, Bisexual and Transgender+ (LGBTQ+I) group which will provide a confidential and safe support mechanism for LGBTQ+I staff and students. This group will be seen as a support network as well as an advisory and consultative group for the College.

The College has had a particular focus on disability and sexual orientation, this has taken the form of specific student networks, celebratory and inspirational events and speakers and a focus on the rights and responsibilities of others to make the College and inclusive place for everyone. Activities have included celebrating LGBTQ+I history month, a particular focus on homophobic bullying during anti-bullying week. This is an area that will continue to be a focus for the College moving forward.

Staff sexual orientation information regularly requested for different monitoring purposes and staff surveys to ensure the variety of staff employed are involved with College activities/processes.

Launched specific LGBTQ+I training for personal tutors

The College has worked in partnership with Brook to launch their LGBTQ+I group which is promoted to

students. The College LGBTQ+I champion works proactively with staff and students to raise awareness of key LGBTQ+I events.

Age

Age information is captured by HR for statistical Equality, Diversity and Inclusion analysis as part of the recruitment process. This information is not part of the selection process and is removed from applications before short-listing.

Government priorities and funding agendas clearly differentiate between the needs of young people and those over the age of 19 and this does lead to different levels of provision and support for different age groups. Barriers to access FOR adult student have been minimised as much as possible through effective usage of hardship funding, and we have a commitment to supporting all students, regardless of their age, in their learning and career progression.

The College positively encourage the interaction and involvement of mixed ages, to break down barriers and enrich experiences.

We create opportunities for all staff to have a voice and work with staff to develop excellent professional development and progression opportunities to evolve their careers, irrespective of their age.

The College act firmly to eliminate any unfair behaviour arising from differences in age.

The College's HR policies reflect this commitment and do not discriminate on the grounds of age in our recruitment and selection or progression processes. We actively encourage the full commitment and contribution of all staff regardless of age

Religion and Belief

The peace place faith rooms are available in college open to all faiths and is proactively used by staff and students. Student Voice also encourages philanthropy and fundraising, raising the awareness of a variety of causes including discrimination and disadvantage and the benefits of volunteering. Students have proactively raised funds for various charities.

Student Voice also works on bullying and has anti bullying information on the Moodle page. Student Voice helps to promote fair trade, human rights issues, has investigated extremism and as well as challenging negative beliefs and stereotypes. Also, cross College students worked with the college Iman to hold Eid and Iftari celebrations.

The College celebrates religious, cultural and other festivals throughout the year and will ensure that students and staff are provided with an understanding and appreciation of different religions and their contribution to our society.

The college Iman and Christian chaplaincy service not only provides advice and guidance but works with us in promoting and celebrating the diversity of religions and beliefs within our community.

By operating an inclusive culture and providing opportunities for individuals of all faiths to contribute to the whole college it is envisaged that positive perceptions will be encouraged, and the diversity and breadth of the College community celebrated.

The College will encourage and support students and staff to challenge prejudice, stereotyping and intolerance, and will manage the environment in a way that maintains every individual's dignity and rights.

The College promotes learning and understanding between religions. We will act firmly to eliminate any discriminatory behaviour arising from differences in belief. We will work to secure respect for beliefs,

faiths and religions and welcome all of them equally.

The College offers opportunities for students to engage in debate and discussion on key faiths and similarities.

The College offers a respectful and value-based curriculum that promotes social and moral development. Also, we offer information to staff on major faith activities such as Ramadan and Easter.

Improved data on the profile of religious belief by students and staff helps us develop our services, with a distinction between cultural identity and actual religious practice.

We have improved community cohesion in some our religious communities.

We have a Policy on religion and belief for staff and students to highlight the College role and responsibilities

Social Deprivation

The College, and any agency it contracts with, does not discriminate against any individual on the basis of their background: as students who may be poor or who do not have a job. Criteria are based on possession of appropriate skills to undertake the course, or employment.

The College will encourage and support students and staff to challenge prejudice, stereotyping and intolerance, and will manage the environment in a way that maintains every individual's dignity and rights.

The College positively encourage the interaction and involvement of people from different social backgrounds, to break down barriers and enrich experiences.

Students in receipt of hardship related financial support tended to out-perform students not in receipt of such benefits.

Through the College's student recruitment and progression teams we actively engage with individuals and communities from areas of socio-economic deprivation, the use of positive role models in the form of both staff and students helps encourage underrepresented groups into mainstream provision at the College.

The expansion of the college's HE provision has been specifically targeted at local people who would otherwise not engage with higher level study. This also directly links to the colleges Access and Participation Plan.

The College provides a number of support mechanisms including financial support mechanisms for students suffering socio-economic disadvantage, these support mechanisms are intended to support the retention of students by enabling financial support for travel and course materials. In addition, the College operates a free breakfast offer for students that come to college without having consumed any food and prevents the knock-on effect this can have in terms of retention and concentration.

Marriage and Civil Partnership

We are committed to treating civil partners in the same way as married people in employment and training. Any benefits given to married employees will also be offered to civil partners, including flexible working, statutory paternity pay, paternity and adoption leave, health insurance and survivor pensions.

All of the College's policies and procedures recognise same sex partnerships and marriages and afford same sex couples the same rights as heterosexual couples.

Shared Parental Leave Scheme

The College has excellent and well-embedded processes to support staff and students who are pregnant or have recently given birth. For instance, we allow time for ante-natal appointments and care, carry out risk assessments to ensure the environment is safe in relation to new and expectant mothers. Flexible learning and working arrangements are available for new and expectants mothers in consultation with personal tutors (in the case of students) and with line managers in the case of staff.

We have a robust approach to pregnancy and maternity discrimination and harassment that tackles unwanted attention and unfair behaviours and promotes a culture of respect. We have a well-developed curriculum and tutorial programme that positively promotes understanding and equality of pregnancy and maternity.

An effective working relationship with local agencies and institutions that will allow us to train and support staff and students.

A fully developed approach to equality in employment and career progression that takes into consideration the needs of new and expectant mothers.

Community Cohesion

We proactively engage in community cohesion in many guises including the following:

- Regular debates on current affairs and world politics via student union events.
- The promotion of inter-cultural and inter-faith debate and dialogue.
- Working closely with the local Trans support groups to access our services.
- Working with community centres to promote the College as an employer with over 70 different occupations that can be offered.
- Working with the mosques and madrasas to promote the College service.
- Working with the Police and the Council to raise awareness on hate crime in the borough.

The impact of this activity is the continuous positive presence in the community to promote the college as an employer and provider and also link in with community current issues to ensure the college responds to the needs of the changing community. Our quality processes are robust and continually motivate all within our community to improve. Self-reflection and review processes embedded within our quality systems incorporate attention to equality and diversity matters where appropriate.

Widening Participation

Blackburn College



12 WIDENING PARTICIPATION

Blackburn College continues to have a strong track record of access for under-represented groups to its higher education provision. Social mobility, fair access, and widening participation remain central to our mission and are embedded across all aspects of our provision.

We continue to excel at reaching and attracting students from disadvantaged areas: 60% of students in the University Centre at Blackburn College (UCBC) were recruited from disadvantaged postcodes (POLAR Quintile 1), in line with previous years. This is significantly above sector averages and reflects our longstanding commitment to ensuring students from all backgrounds can access high-quality higher education.

Widening Participation and Community Engagement

The College embraces its role as a community anchor, actively promoting educational opportunities for those who have not traditionally accessed education or training. Through close partnership with Job Centre Plus, we have engaged over 2,000 adults in short courses designed to reintroduce learning and raise aspirations.

Our work is underpinned by a network of local, regional, and national partnerships. We regularly involve stakeholders in developing and evaluating our provision, with students themselves at the centre of our approach through the Students' Union, Student Representation cycle, and the Student Engagement Model. Our leadership in community cohesion has been recognised nationally, with ministers and government agencies consulting the College on widening participation and equality initiatives.

Close links with local agencies ensure wraparound support is available in sensitive areas such as child protection, forced marriage, and disrupted lives.

Access and Participation Plan (APP) 2025–2029

The College has an Access and Participation Plan (APP), submitted to the OfS in October 2024, which sets out ambitious new targets for 2025–29. The APP recognises the sector-wide challenge of reducing variations in access, success, and progression for under-represented and vulnerable groups. These issues are often magnified in Blackburn, but the College is committed to delivering substantial improvements over the next four years.

Key Commitments

PTS1: Improve Continuation Rates Among Socio-Economically Disadvantaged Students Linked Strategies and Progress:

- **Community and School-Focused Outreach Programme**
  The School Liaison Team is expanding HE taster day provision, beginning with the Tauheedul Group in June. UC-focused assemblies are planned for Sixth Forms in Blackburn with Darwen and Hyndburn, alongside Year 11 assemblies across East and West Lancashire. The network of contacts in local Sixth Forms and Colleges is also being broadened.
- **Flexible Programme Delivery – Part-Time Route Availability**
  All LU-validated programmes include a part-time study routes, though uptake remains low, currently limited to two students. Discrete part-time provision is offered through the successful HN Construction programme. No additional part-time course proposals have been submitted through the DRAP process at present.
- **Academic Study Skills Support**
  Study skills provision has been revised and delivered by Academic Skills Coaches, who also lead structured intervention processes. The impact is evidenced in the following outcomes, which shows year on year improvement in first-time pass rates:

Overall

Overall	Total students	**Pass**	**Pass %**	**First Sit** %	Refer	Refer %	Defer	Defer %	Fail Exits	Fail	RYA
2025-26 total	555	536	96.58	**89.73**	1	0.18	1	0.18	10	4	2

Lancaster

Overall	Total students	**Pass**	**Pass %**	**First Sit** %	Refer	Refer %	Defer	Defer %	Fail Exits	Fail	RYA
2025-26 total	397	384	96.73	**87.4**	1	1.38	1	1.38	5	4	2

USW

Overall	Total students	**Pass**	**Pass %**	**First Sit** %	Refer	Refer %	Defer	Defer %	Fail Exits
2025-26 total	75	72	96	**94.66 (71)**					2

UoL

Overall	Total students	**Pass**	**Pass %**	**First Sit** %	Refer	Refer %	Defer	Defer %	Fail Exits
2025-26 total	44	44	100	**100 (44)**					0

Pearson

Overall	Total students	**Pass**	**Pass %**	**First Sit** %	Refer	Refer %	Defer	Defer %	Fail
2025-26 total	39	36	92.30	**92.30 (36)**					3

- **Modular and Technical Learning Pathways**
  The College currently runs two Higher National (HN) courses in Engineering and Construction.
- **HE Financial Bursaries**
  Financial support remains a key component of the College's access and retention strategy:
  - 369 approved HE bursaries
  - 18 of 86 appeals were overturned, highlighting the College's fair and flexible approach
  - 67 UCBC progression bonuses awarded to encourage student progression and support social mobility
- **Attendance and Engagement Policy**
  A clear policy framework supports student engagement and early intervention, contributing to improved continuation outcomes. These measures align with other initiatives such as outreach and flexible provision.

PTS2: Improve Continuation Rates Among Students from All Ethnicities
Linked Strategies and Progress:

- **Academic Support and Study Skills Coaching**
  Targeted support is delivered by Academic Skills Coaches and ALLOs, improving skills development and course engagement across ethnic groups.
- **Pastoral Support via Student Experience Team**
  The Access and Participation Officer coordinates with curriculum staff to support students facing barriers to attendance and progression. Tailored academic plans and regular tracking ensure responsive intervention.
- **Risk Identification through Progression Boards**
  Preliminary data shows continued improvement in continuation rates across most ethnicities, although the dataset is limited to those counted in continuation figures. Deeper analysis of raw numbers is ongoing.
- **Student Voice and Engagement Strategy**
  Student feedback is central to continuous improvement. The Personal Development and Student Voice Lead (PDSVL) runs regular ambassador meetings and weekly drop-in sessions. Feedback informs the "You Said, We Did" campaigns, driving institutional change.
- **Financial Support**
  Equitable access to financial bursaries continues to support participation and retention among diverse student populations.

PTS3: Improve Completion Rates Among Socio-Economically Disadvantaged Students
Linked Strategies and Progress:

- **Modular Technical Qualifications**
  The expansion of HNC/HND provision is driving improved completion rates, particularly in Engineering and Construction (92% and 100% projected rates respectively).

- **Academic and Financial Support Structures**
  Ongoing intervention via Academic Skills Coaches and targeted financial bursaries ensures that students have the support they need to complete their studies.
- **Outreach and Flexible Learning Models**
  Flexible learning pathways are enabling greater student resilience and adaptability, particularly for those balancing personal and academic responsibilities.

PTS4: Improve Completion Rates Among Students from All Ethnicities
Linked Strategies and Progress:

- **Data-Led Risk Management**
  Through Accountability Summits and Progression Boards, projected completion rates for 2023/24 and 2024/25 entry years are expected to meet or exceed benchmarks due to targeted interventions. Notable changes include the removal of Foundation Entry programmes.
- **Inclusive Curriculum and Academic Support**
  Curriculum changes have embedded inclusive practices, bolstered by academic support services.
- **Student Voice and Targeted Bursaries**
  Combined feedback mechanisms and financial support have laid the groundwork for future increases in ethnic minority completion rates.

PTA1: Improve Access Rates for All Students
Linked Strategies and Progress:

- **Outreach and CIAG (Careers Information, Advice and Guidance)**
  School outreach continues to expand, targeting both school-leavers and adult students. Careers guidance is embedded throughout.
- **Flexible Programme Structures (F/T and P/T)**
  Increased promotion of part-time and modular routes enables access for non-traditional students.
- **Digital Inclusion and Learning Support**
  Students receive early guidance from IAG and learning support teams on digital access, helping to close the digital divide.
- **Financial Bursaries and Disability Support**
  Financial support policies and dedicated disability services ensure a robust safety net for students with additional needs. Forensic monitoring of performance gaps ensures interventions are data-informed and targeted.

Key APP Targets 2025–29

- Improve positive destination rates for students from POLAR Quintile 1 & 2 and low-participation neighbourhoods.
- Increase progression rates for students declaring a disability to exceed sector averages.
- Raise continuation and completion rates across socio-economic and ethnic groups.
- Strengthen outreach through mentoring, tutoring, volunteering, and CIAG activities.
- Implement new retention and intervention processes, ensuring early support and timely outcomes for all students.

Student Support and Wellbeing

The College continues to provide a comprehensive, wraparound student support offer, ensuring students are safe, supported, and equipped to succeed. Support services include Student Finance and Careers, Counselling, Disability Services, Emotional Health and Wellbeing, Student Engagement, and the Students' Union.

Introductory talks during enrolment, followed by welcome and induction sessions, ensure all students are aware of available support. The Student Services team also attend tutorials across the year, including "refreshers fairs" for January starters.

Drop-in sessions, dedicated HE support teams, and close work with external agencies further strengthen the College's ability to respond quickly and effectively to student needs.

Looking Ahead

Blackburn College's Access and Participation Plan and Be Kind Be Inclusive 3-Year Strategy sets out a bold, ambitious vision for the next five years. Building on our proven strengths in widening participation and student support, we are committed to:

- Responding to local needs through flexible, employer-responsive curricula.
- Developing new peer mentoring systems, particularly for under-represented groups.
- Expanding international and STEM access opportunities.
- Strengthening outreach and engagement with schools, communities, and charities.

Our strong tradition of innovation in widening participation, combined with the APP targets, ensures that Blackburn College remains at the forefront of driving social mobility and delivering fair access, equality of opportunity, and successful outcomes for all students.

At Blackburn College, we remain committed to fostering an environment where every student and colleague feels valued, respected, and supported to achieve their full potential. This report highlights the progress we have made in advancing equality, diversity, and inclusion across our community, while also recognising the areas where further work is needed. As we look ahead, we will continue to hold ourselves to high standards, working with integrity and accountability to ensure that inclusivity is not only embedded in our policies, but lived out in our daily practice. By doing so, we aim to create a college culture that celebrates difference, challenges inequality, and equips all students to thrive in an increasingly diverse society.

Closing remarks

Overall, the 2025/26 Inclusion Annual Review demonstrates positive progress in strengthening equality, diversity and inclusion across Blackburn College. The College has continued to embed inclusion within leadership, curriculum, quality improvement, student support and the wider student experience, supported by increasingly effective use of data, targeted intervention and clear accountability.

There is evidence that targeted activity is having a positive impact, with a number of previously identified achievement and participation gaps narrowing and some groups now performing in line with or above their comparator groups. Particular progress has been made in strengthening support for SEND, High Needs and disadvantaged students, increasing inclusive employer partnerships, addressing gender underrepresentation and developing targeted support for groups where retention, achievement or progression remain a concern.

The review also identifies areas where further improvement is required, particularly where gaps remain in attendance, retention, achievement and progression. These will continue to be addressed through the College's quality improvement arrangements and refreshed equality objectives for 2026/27.

The priorities for 2026/27 will build on this progress through the Be Kind, Be Inclusive Strategy, with a stronger focus on measurable impact across the whole student journey. This will include specific attention to students with SEND and High Needs, looked-after and care-experienced students, disadvantaged students without Grade 4+ English and/or maths, and White male students where outcomes are below College averages.

The College will therefore continue to focus on ensuring that inclusion translates into improved participation, attendance, retention, achievement, progression and student experience, with leaders held accountable for identifying and reducing inequalities wherever they exist.