WM COLLEGE



Equity, Diversity and Inclusion

Annual Report 2024/25

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1. Introduction

Welcome to the first Equity, Diversity and Inclusion annual report.

As a public body, the Working Men's College has a duty to publish an annual report under the specific duties of the Public Sector Equality Duty; this is a key measure of the Equality Act 2010.

The College is committed to embedding Equity, Diversity, and Inclusion (EDI) in its culture and ethos. The College celebrates and values a culture of EDI and, as such, will ensure that diversity is promoted throughout all its services and activities. The College opposes any form of discrimination.

One of our core values is to be respectful, promote equality, and celebrate diversity. We respect differences and treat each person as an individual. We understand each other's values, cultures, and beliefs, and observe these in our interactions with each other.

Ofsted report in February 2024 said: learners of all ages learn in welcoming environments, where learners are courteous and respectful of each other. While at college, learners thrive in a supportive community.

This is the first annual EDI report for the college. This report discusses the progress we have made in promoting EDI over the past year and looks forward to what we are hoping to achieve in the coming academic year.

The College is proud to have achieved the Mayor of London's Good Work Standard, which benchmarks employment standards and steps taken to tackle inequality. To receive the accreditation, we had to demonstrate that the College meets a set of criteria covering fair pay and conditions, wellbeing, skills, diversity, and recruitment.

This report uses equity and equality in different contexts. Equity refers to fairness or justice in the way people are treated, and especially freedom from bias or favouritism. Equality refers to the quality or state of having the same rights and opportunities.

Throughout this report, we use the term 'ethnic minorities' to refer to all ethnic groups except White British and other White groups including Gypsy, Roma and Irish Traveller groups.



2. Our commitment to equity, diversity and inclusion

In 2024, the College signed up to the Association of Colleges EDI charter. The Charter asks for a commitment and to take action to foster a sense of belonging among students and staff in further education colleges. It calls for a collaborative effort to advance equity, diversity, and inclusion.

The College has published an EDI pledge, which shows our commitment to EDI values. Our pledge, now displayed in all the classrooms and communal areas of the college, is as follows:

Commitment: We commit to fostering good relations and equality for all protected groups, to challenge discrimination, and help learners and colleagues achieve their full potential

Setting goals: We will develop an EDI action plan with short and medium-term goals monitored by the senior leadership team and the Board of Governors

Leadership commitment: We will publish an annual report and, through the data findings, regularly evaluate the diversity of learners and staff, provide appropriate training, and ensure the voices of the underrepresented groups are heard and incorporated into college decisions.

Promoting diversity: we will promote cultural awareness, provide personalised support, and continuously educate ourselves on the unique challenges communities face, ensuring that the college remains inclusive, accessible, and welcoming to all.

Measuring success: We will offer a curriculum that promotes cultural awareness and working towards decolonizing the curriculum. We will implement targeted actions to reduce barriers and celebrate diversity through events and outreach programmes.



3. How we manage equity, diversity and inclusion

The College makes a commitment to meet the general and specific duties as a public body in view of the Equality Act 2010. We will enforce our duty against three categories

Eliminate	Advance	Foster
Eliminate unlawful discrimination, harassment, victimization and any other conduct that is prohibited by, or under the Equality Act 2010	We will provide advanced equity of opportunity between persons who share a relevant protected characteristics and those who do not and will be mindful of intersectionality and not 'box' people into groups	Foster good relations and promote sense of belonging for everyone, especially so that there is no discrimination between those who share a relevant protected characteristic and those who do not

In this academic year, the College has established two separate groups to invite diversity of thoughts and opinions from the staff and learners. The EDI staff forum comprises colleagues from various departments and includes curriculum and support staff. The forum meets twice a term.

The other group is a learner group, which focuses on the quality of teaching and learning, enrichment, and EDI. Learners are invited to join the group and share their views, experiences, and opinions about the College.

Our Board of Governors has ultimate responsibility for our policies and the actions concerning Equity, Diversity, and Inclusion, and we have an EDI link Governor. The Chair of Curriculum, Quality and Standards Committee (CQSC) attends the learner group.

The Principal has delegated authority from the Board of Governors and, along with the Director of Learner Services and Head of HR, leads on the operational implementation of the equality and diversity strategies across the College. The College recognises that the promotion and advancement of EDI is everyone's responsibility.

The College has an EDI policy, which was rewritten and reviewed, and ratified by the Board of Governors in April 2025. The policy details other related and relevant policies and procedures that are in place with our EDI commitment.



4. EDI in teaching, learning and assessment

The Curriculum teams work effectively to enhance, embed and promote EDI through robust quality teaching, learning, and assessment strategies. Curriculum areas encourage open dialogue to understand each other's cultures and share their experience to facilitate a more inclusive and welcoming learning environment. The college also promotes British Values (Shared Values) across the college and in our community provision.

The following paragraphs provide some examples of how EDI is embedded within curriculum areas:

In c**reative digital media**, learners' digital inclusion has been encouraged by ensuring structured support for those less able to access or have confidence in the use of computers. Industry speakers who have taken non-traditional routes into creative work have been invited to highlight diverse career pathways and ensure all learners are represented.

Creative arts tutors outline in their scheme of work artists/makers and processes from a range of cultural backgrounds. Bespoke planning is carried out for learners with learning difficulties or disabilities. Learners are provided with an opportunity to showcase their work at internal and external exhibitions.

Performing arts tutors actively seek to represent different traditions in their course and repertoire planning. Many popular music genres have roots in African rhythms, directly linking to Blues and jazz as performed by our bands in college concerts. Learners gain deep experiential knowledge of music from different genres and musical traditions through performing it themselves.

In **English**, EDI is actively considered when drawing up the curriculum and enrichment activities that take place outside the class. The 'course text' was The Curious Incident of the Dog in the Night-time, whose central character is on the autistic spectrum. Activities in class were devised that explored issues of mental health, neurodiversity, dysfunctional families, and social inclusion. Learners were encouraged to speak and write about their own experiences. One particularly interesting activity took place in a room divided into two sections. White-only desks were placed at the back of the room, and non-white desks at the front. Learners discussed how the experience made them feel. The lesson from which this came explored issues of segregation by analysing an excerpt from the book 'Hidden Figures: The Untold Story of the Afro American Women Who Helped Win the Space Race' by Margot Lee Shetterly (2016).

In c**ommunity provision**, the aim is to normalise diversity through using materials showing same sex marriages with pronouns or different family structures, including step/divorced/widowed same sex partners/foster/adopted. Interpreters are organised (sometimes family members) to help learners, so Low-level, illiterate ESOL students can contribute in a meaningful way.

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Within **supported learning**, which by its very nature is about inclusion, the variety of different activities demonstrates the ambitions of learners and the department. In Drawing and Painting, Mexican and Brazilian themes were explored, while in ESOL, the outlook looking course worked on a world recipe cookbook. Craft Learners are introduced to AI through Creative Computing, decreasing digital exclusion. Again, on the theme of being included in what learners were once excluded from, STEM teaching and learning in courses prompted a visit to the Francis Crick Institute, which in turn, through reflective practice, further clarified the content and purpose of further lessons.

In **ESOL**, within the curriculum, addressing the topics of Education for Sustainable Development and Fusion Skills helps to develop critical thinking and active citizenship in a relevant and inclusive way. Internal exams promote community inclusion and collaboration with others, reflecting real-life scenarios, helping learners to role-play linguistically challenging situations in a safe environment. The ESOL Book Club provided the opportunity to discuss literature inclusive of diverse representations, such as Billy Elliot, 12 Years a Slave, and Suffragette. These contain historic storylines that deal with human rights and questions of equity.





5. Workforce equality data

The Black Leadership Group (BLG), of which the Principal is a member, is working with Further Education Colleges to collect data which will form the basis of an ethnic representation index (ERI) to develop a picture of the experiences of learners and staff from a minority background in FE settings in London.

The purpose of the ERI project is to review the experiences of Black people studying and working in London colleges, identify examples of good practice, and highlight areas where we can collaborate to drive meaningful improvements.

It is important to note that the BLG uses 'Black' as an inclusive definition for people from ethnically diverse backgrounds who share a lived experience of the effects of racism.

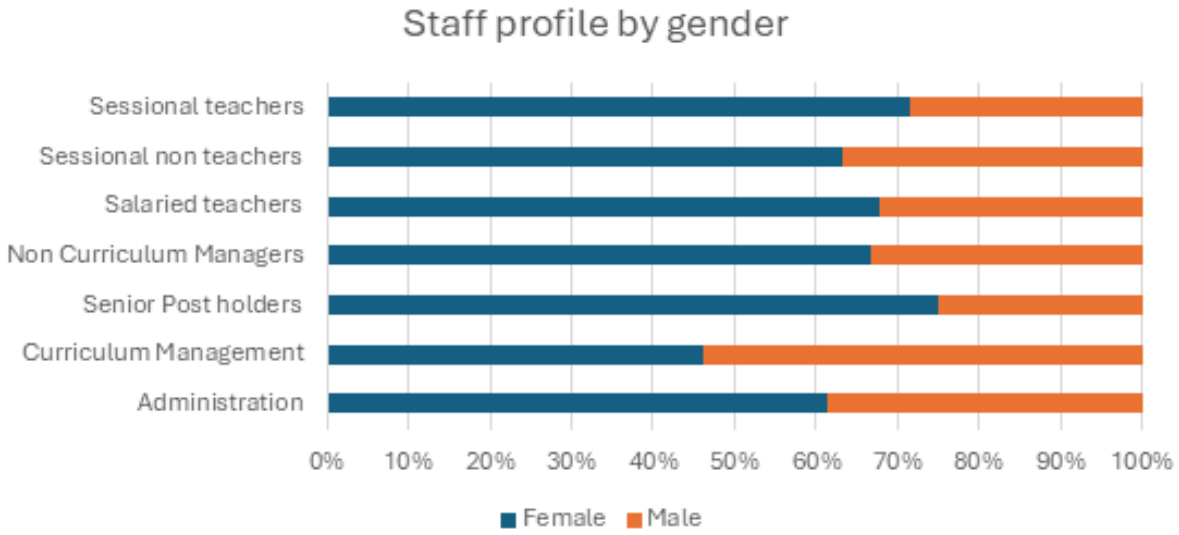
The headline of the workforce data return for the College is as below:

Teacher		Support		Manager		SLT		Principal and CEO		Corporation Chairs		Governor	
White	Black	White	Black	White	Black	White	Black	White	Black	White	Black	White	Black
71%	29%	48%	52%	61%	39%	66%	33%	0	100%	100%	0	87%	13%

Our commitment to EDI has prompted a detailed analysis of staff data, which we are undertaking for the first time. The tables below show the staff profile by gender, age, disability, sexual orientation, and a more detailed ethnic breakdown rather than the linear black/white definitions used above.

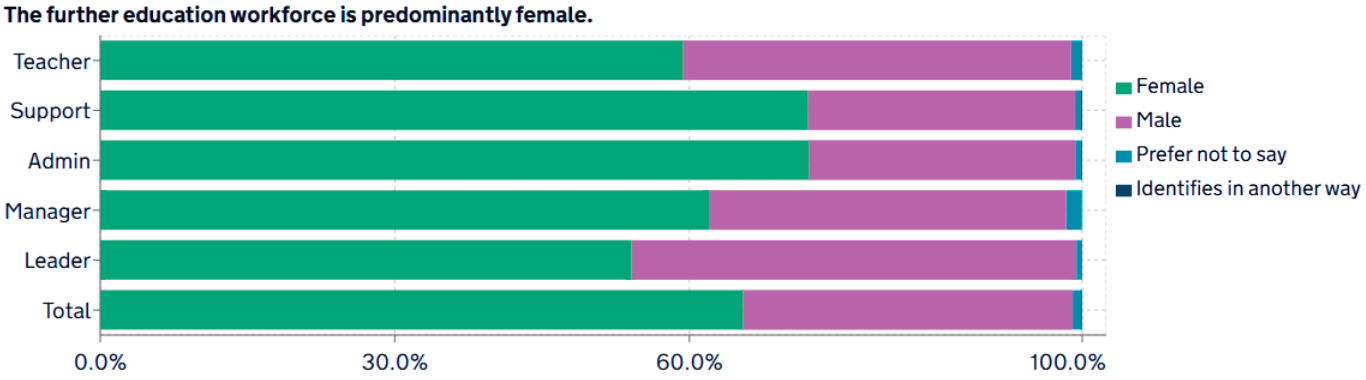
The next few tables show the College staff profile and, where possible, it is compared against the national FE workforce data.

Gender



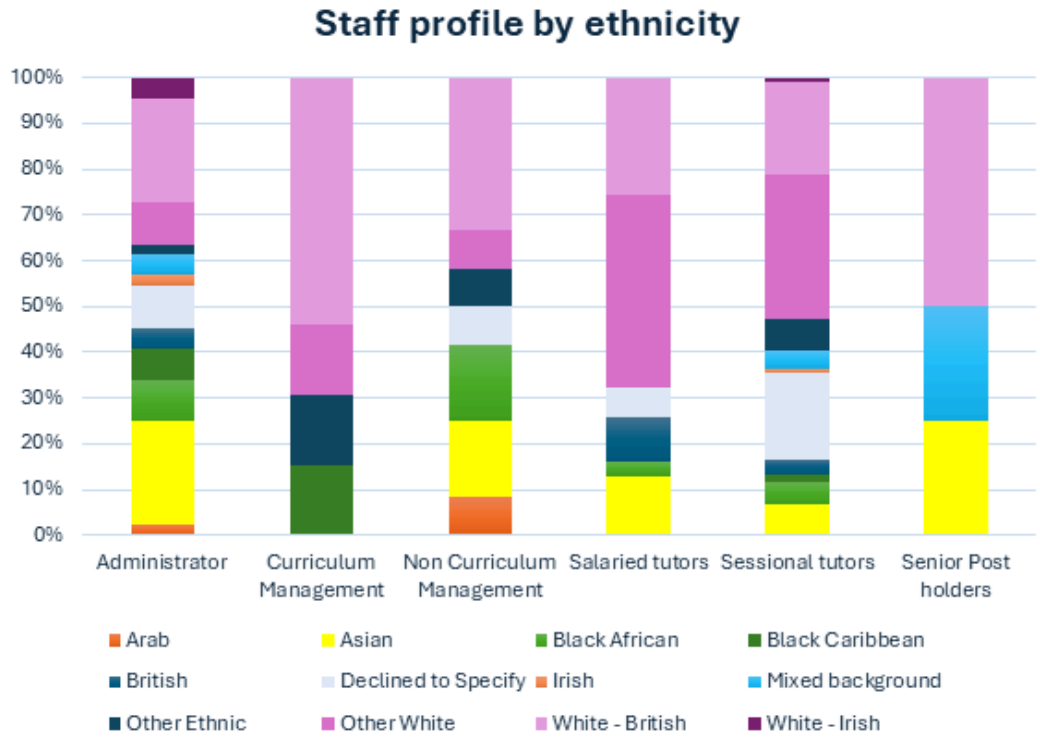
The gender makeup of the further education workforce has remained fairly consistent for the previous three years and is predominantly (65.5%) female in 2023/24. While this is true across all role types, it is particularly prominent in admin and support roles. (Further education workforce, Academic year 2023/24 - Explore education statistics - GOV.UK)

Three out of every five (59.3%) further education teachers are female. The table below shows the FE workforce gender breakdown.



Ethnicity

In the charts below, the Asian category includes people of Indian, Pakistani, Bangladeshi, and Chinese origin. Some staff have identified as British/Irish rather than state their ethnic origin, and therefore those categories remain in the chart below.



Analysis of the college's ethnicity data shows that 23% of staff identified as belonging to a minority ethnic group. In the FE workforce data for the academic year 2023/24 academic year, 21.6% of the further education workforce identified as belonging to an ethnic minority group.

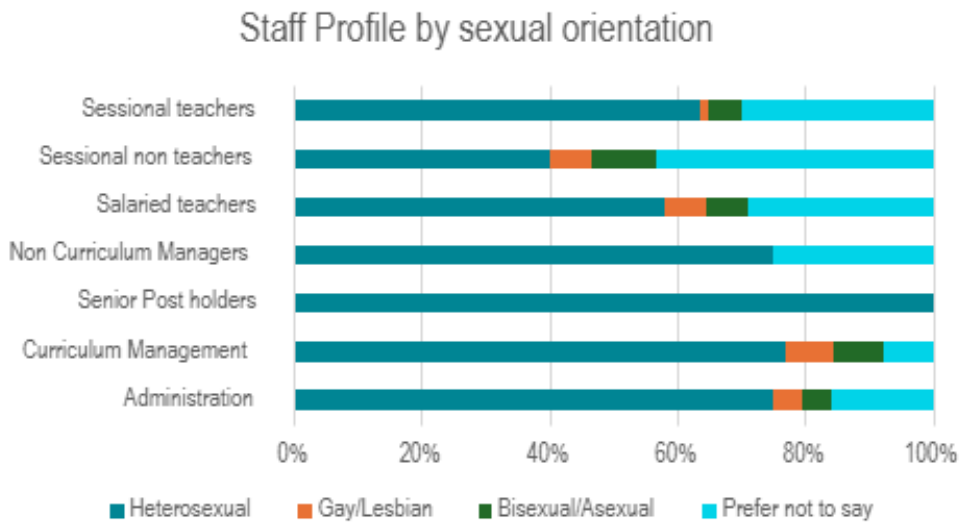
12% of the College staff identified as from an Asian background. By comparison, 6.7% of the FE workforce identified as Asian or Asian British in 2023/24. The College data shows 10% of the staff have identified from a Black background against the FE workforce data of 4.2% as Black or Black British.

Age

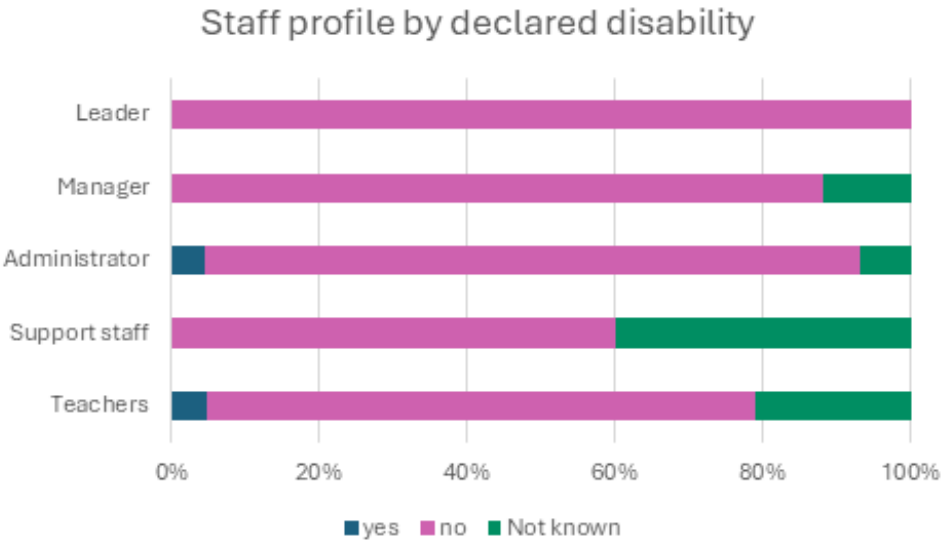
The age breakdown of the FE sector has remained fairly consistent in the previous three academic years. In the 2023/24 academic year, the median age of staff in the further education sector was 46, the same as in 2022/23. The table below shows the comparison between the median age as per the FE workforce data and the College staffing data.

Median Age of	FE workforce data	WM College data
Leadership staff	50	54
Management staff	47	53
Teaching staff	47	51
Support staff	45	48
Admin staff	42	44

Sexual orientation



Disability

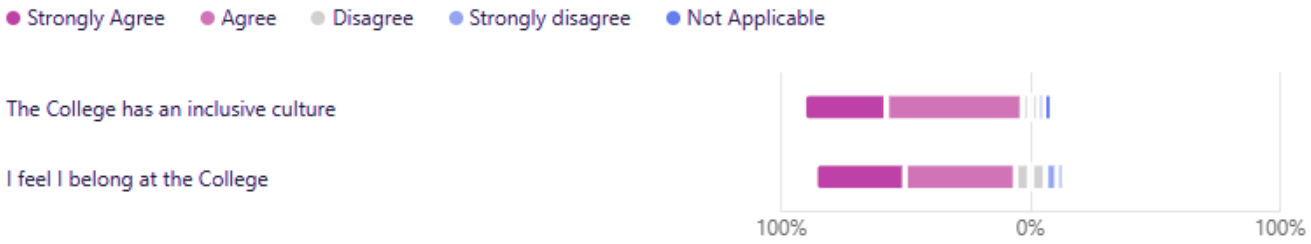


Only 2% of the College staff declare that they have disability. The data for 19% of the staff is either not known or they preferred not to say. Compared to the FE workforce data, in 2023/24, 8% of the Further Education workforce identified as having a disability.

Staff survey

In 2023-24, we introduced the first staff survey at the College. The response rate was 39%, as only 71 members of staff responded to the survey. The feedback in the survey was also not very positive. However, for 2024-25, we launched the staff survey to coincide with the Spring CPD day. We have a 52% response rate, with over 100 staff engaging in the staff survey.

The feedback from the staff survey has been overwhelmingly positive, indicating that measures that have been put in place during the year have been well received.



This year, we also asked two specific questions relating to EDI to provide a consistent benchmark. The two questions will continue to be compared year on year to establish that staff consistently feel a strong sense of belonging at the College. The graph shows that 88% of the respondents said that they either agreed or strongly agreed with the statement that the College has an inclusive culture, and 81% agreed or strongly agreed that they belong at the College.

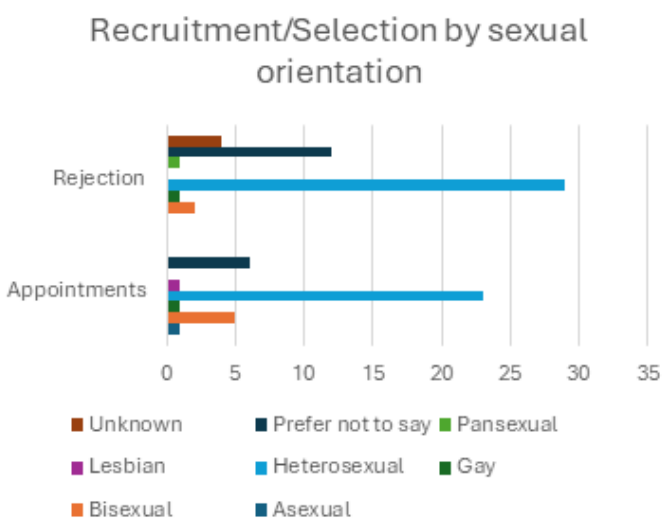


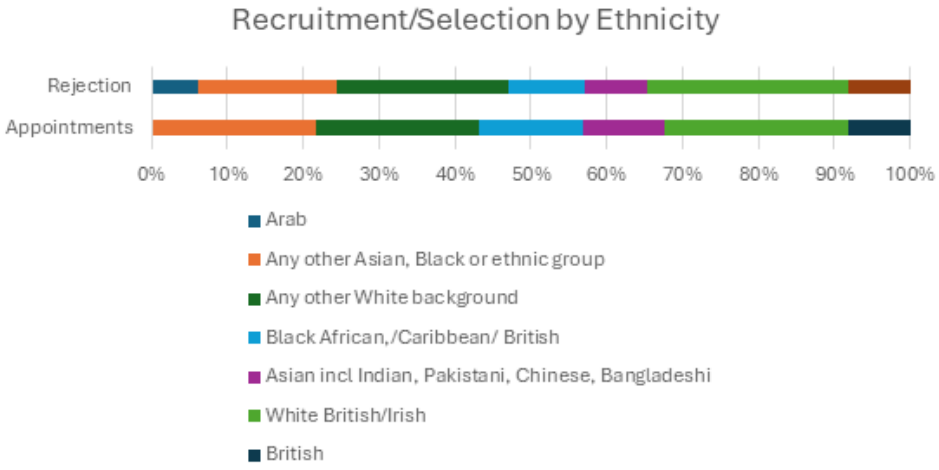
Recruitment monitoring data

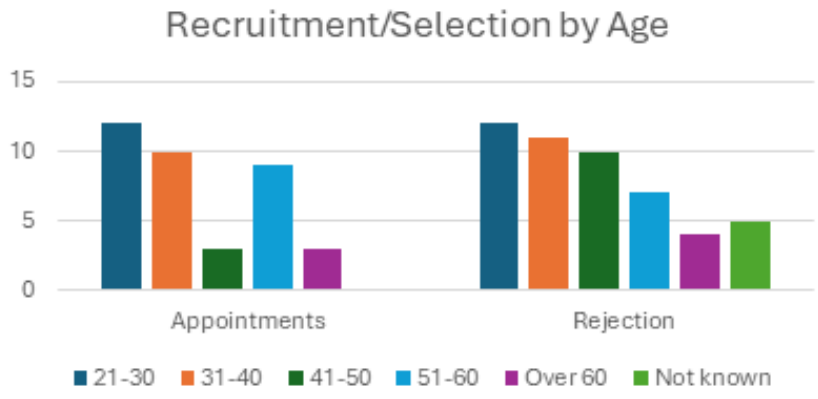
The College is now reporting on recruitment data from the start of the academic year 2024/24. Although previous applicants were encouraged to complete their personal characteristics, it was never monitored for completeness or accuracy. Starting from September 2024, the collection of demographic data at the application stage is mandatory to support the college in fair recruitment practices.

The data does not show any obvious bias in the recruitment of new staff based on their demographic data.









Gender pay gap reporting

The table below shows the College Gender Pay Gap currently (May 2025).

The first set of calculations is the actual salary comparison (a basic calculation). Then the second set of calculations compares the FTE salaries, and here you can see that we have the situation of females earning more than males.

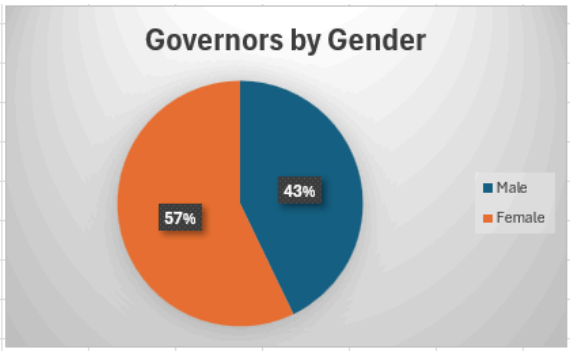
Gender Pay Gap analysis 2025	
Average Female Pay	£34,027
Average Male Pay	£34,486
Gap	£459
Gap %	1.3%
FTE female pay	£41,527
FTE male pay	£40,924
Gap	-£603
Gap %	-1.5%

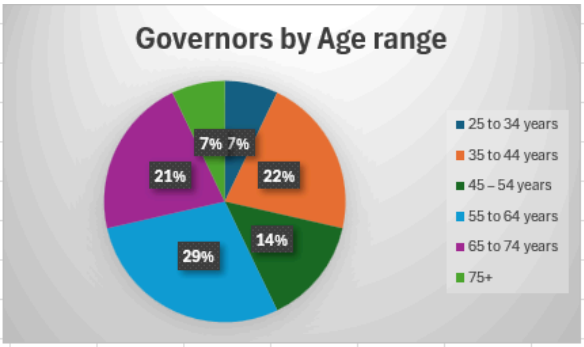


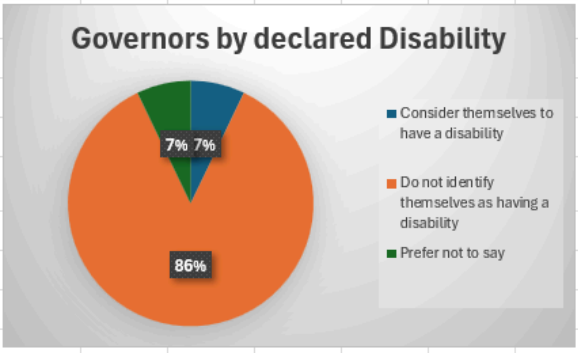


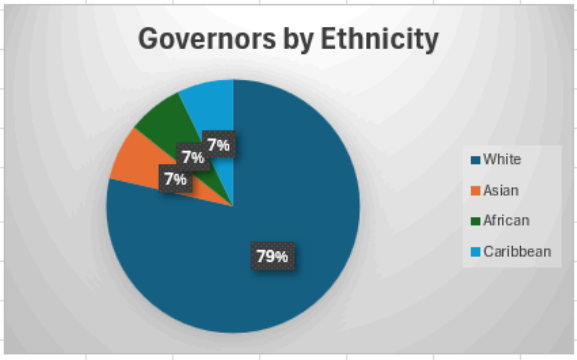
6. Governing board diversity profile

The data for the governing board was collated as part of the DfE workforce data audit. The data includes the Principal, two staff governors and a student governor.









The FE workforce data has also published data on Governors. There are more male than female governors in colleges; in 2023/24, 52.3% were male.

In the 2023/24 academic year, 18.8% of college governors identified as belonging to an ethnic minority group, up from 18.2% in 2021/22.

The age breakdown of governors has remained broadly similar in the past three academic years. In the 2023/24 academic year, approximately two-thirds of governors (67.3%) in further education colleges were aged 45 or older.

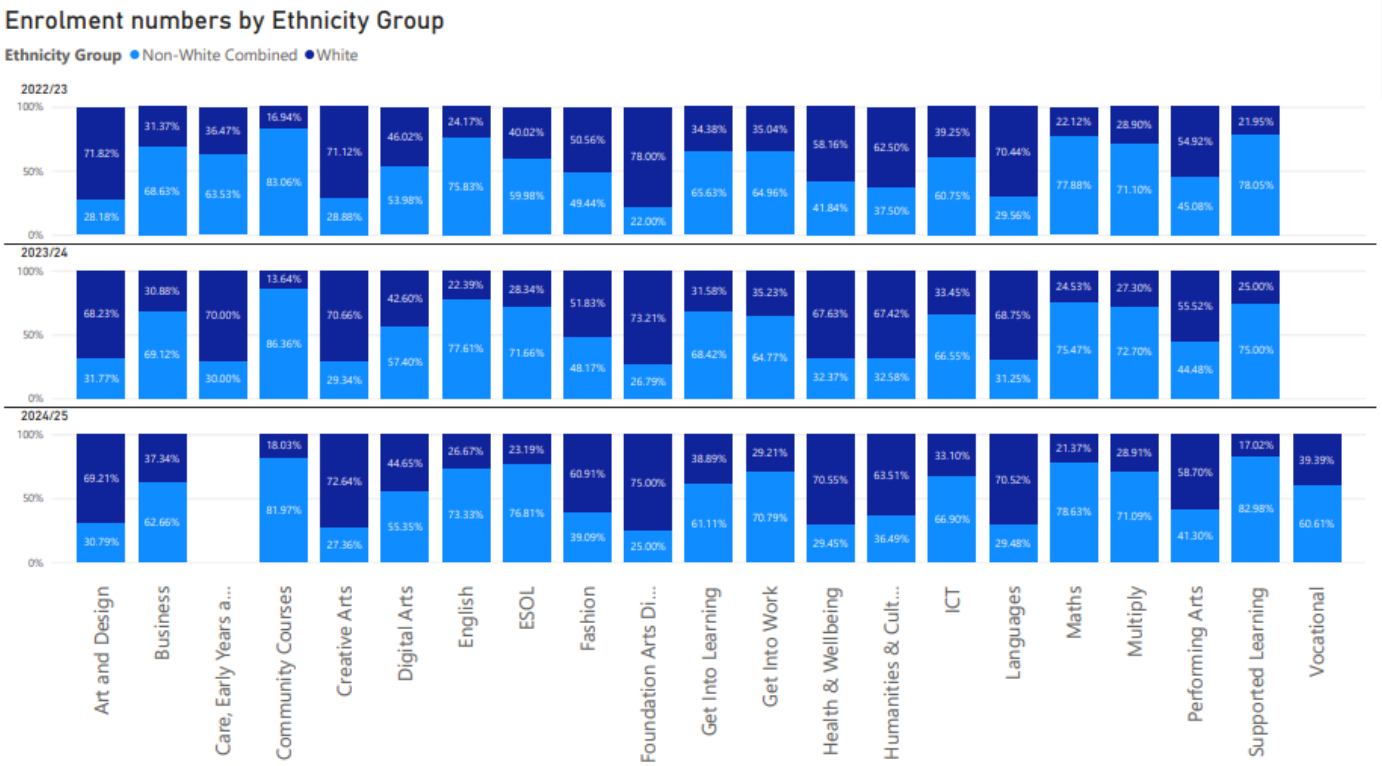
In the 2023/24 academic year, 6.0% of governors in further education colleges were identified as having a disability, down from 6.4% in 2022/23.



7. Learner diversity profile and achievement

Due to the date of publication of the report, the learner demographic data spans three academic years, but the achievement data is based on the last academic year and the previous two years.

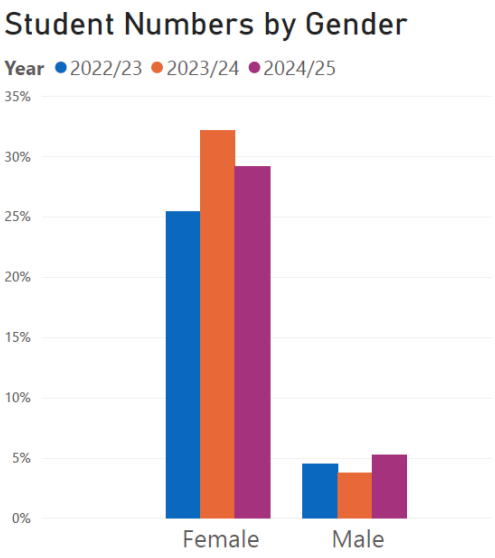
The tables below show the gender and ethnic breakdown across all types of college provision.



The ethnicity profile of our learners over the last three years has remained similar, except for ESOL, where there has been a significant shift in the learners from a non-white background, increasing by more than 15 pp compared to 22/23. There has also been an increase of 12% of white learners in the Wellbeing courses.

The College ceased the Childcare and early years provision due to lack of enrolments, however it is worth noting that an equality impact assessment would have shown that the proportion of learners the closure of the provision would have adversely affected those from a non-white background.

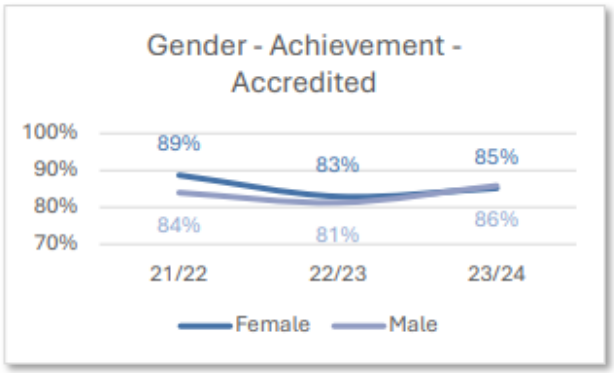
The achievement gaps in the College's provision are measured over three academic years and seen with regard to gender, learning difficulty/disability, and ethnicity. This report does not give the achievement data for the academic year 2024-25, as at the time of publishing this report, the entire year's data was not available.

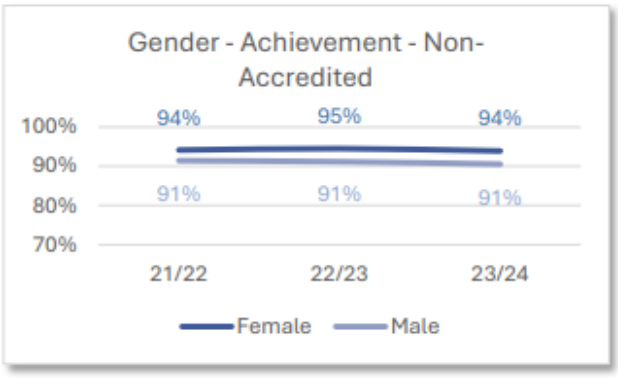


Gender	2022/23	2023/24	2024/25
Female	85.00%	89.58%	84.78%
Male	15.00%	10.42%	15.22%
Total	**100.00%**	**100.00%**	**100.00%**



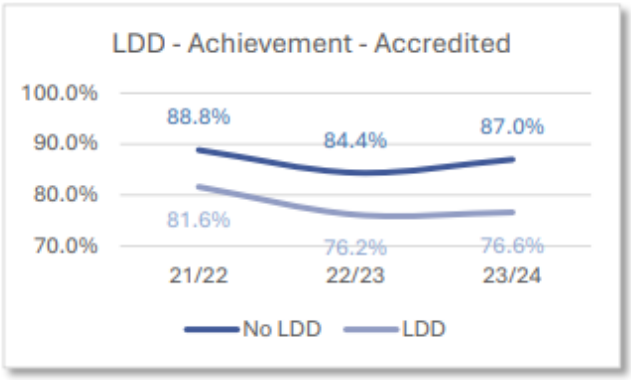
Gap analysis by gender

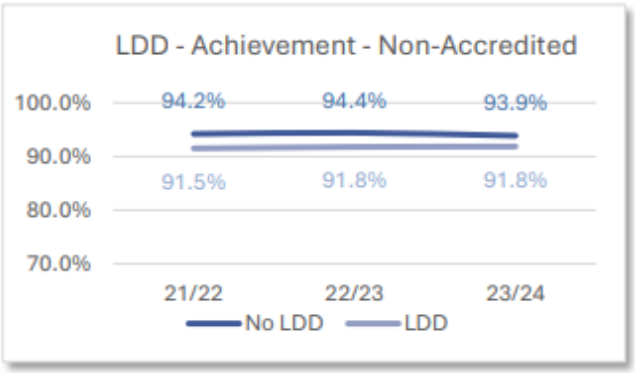




On accredited provision, the overall achievement rate of females has dropped by 4%; however, the gap between the genders has decreased to less than 1%. On non-accredited, the gap has remained static at 3% across three years.

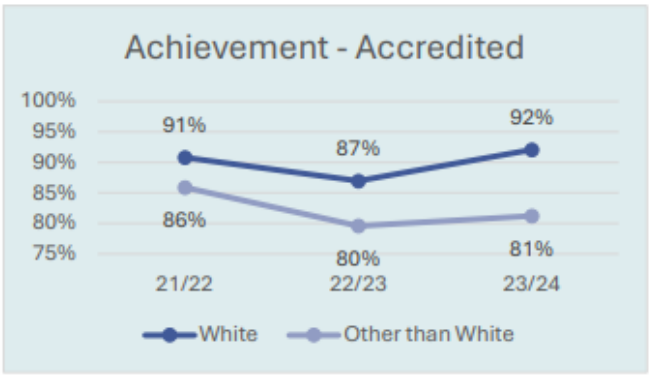
Gap analysis by Learning Difficulty/Disability (LDD)

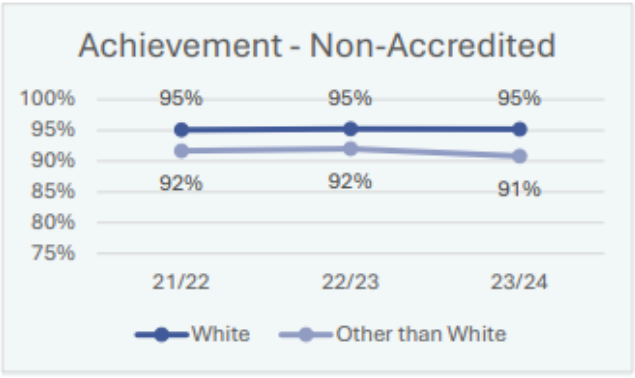




There is an achievement gap for learners who declare learning difficulty and/or disability and or health problems and those who declare they do not. Whilst this is marginal in non-accredited provision, it is significant in accredited provision at 10% and has widened over the last three years.

Gap analysis by ethnicity





The overall achievement rate for learners from White ethnic groups is 6% higher than those from all other ethnic groups combined. On accredited provision, the gap is higher (11%), and that gap has widened over the last three years.

The achievement gap was highlighted during the 2023-24 Self-Assessment process, and different strategies have been put in place during the academic year 2024-25, which will hopefully demonstrate a reduction in the percentage point gaps in achievement between different groups of learners.



8.Progress made in 2024-25

This is a comprehensive list of actions the college has taken to advance Equality, Diversity, and Inclusion (EDI).

EDI initiatives and progress
The College has made significant strides in embedding EDI across its operations, including:

- Achieving the **Mayor of London's Good Work Standard** accreditation.
- Developing and publishing a **new EDI policy and action plan**, informed by staff, governors, and a data-driven EDI analysis.
- Creating and disseminating an **inclusive language guide** to foster a welcoming environment.
- Producing an **annual EDI calendar** to raise awareness and promote engagement.
- Establishing **active staff, EDI, and learner groups** to facilitate feedback and representation.
- Committing to the **Association of Colleges (AoC) EDI charter** with a signed pledge and action plan.
- Actively reviewing recruitment data and broadening advertising strategies to **attract a diverse workforce**.
- **Analysing learner attainment through an EDI lens**, informing quality improvement targets.
- Committing to becoming an **anti-racist organisation** with planned training sessions.
- Enhancing **awareness of inclusive practices** through open dialogue and flexible scheduling (e.g., adjusting CPD day for Eid).
- **Integrating Equality Impact Assessments** (EIAs) into decision-making processes, considering all nine protected characteristics.
- Measuring the sense of **inclusive environment and belonging** by asking specific questions in the staff survey.

Appendix A: 2025-26 EDI action plan

Theme	No	ISSUE DESCRIPTION (USING DATA)	OBJECTIVE	ACTIONS	RESPONSIBLE	START DATE	DUE DATE
Data		Data not used to inform best practice or looking through the EDI lens to improve practice	Publish an EDI annual report and update on action plan	Decide appropriate content to go into Annual report and make requests of appropriate departments accordingly to gather data	Principal	01-Jul	30-Jul
				Design Comms Plan for report publishing	Comms Lead	1-Sept	30-Sept
				Publication of EDI report and data on website	Principal	01-Aug	31-Aug
Diversity and Recruitment		Staff and learner recruitment data not used sufficiently for decision making purposes	Make use of recruitment data to encourage a diverse workforce and learners	Gather and collate existing recruitment data	Head of HR	Ongoing	Ongoing
				Analyse and decide on appropriate diverse recruitment targets.	Head of HR	Ongoing	Ongoing
				Job roles advertised in diverse outlets.	Head of HR	Ongoing	Ongoing
				Increase participation of learners from ethnic minorities by 5% background on creative courses.	Deputy Principal	Jun-25	Aug-26
Fair Pay and Conditions		No overt recognition/knowledge of existing good practice in recruitment and retention of staff with disabilities.	Become a Disability Confident Employer	Conduct an internal audit of recruitment and workplace adjustments.	Head of HR	01-Nov	31-Dec
				Provide disability inclusion and reasonable adjustments training for managers.	Head of HR	01-Apr	01-Jul
				Complete the accreditation process with necessary colleagues.	Head of HR	01-Jun	30-Sep
Progression and Retention		Attainment gaps between learners from different ethnic backgrounds, and different abilities.	To narrow achievement gap by end of academic year 2025-26, by raising the achievement of • Ethnic minority learners • Learners with disability and learning difficulties	Minimum 2%-point reduction in the achievement gap between diverse groups of learners.	Deputy Principal	01-Jul	31-Aug
				Review and adjust curriculum content and teaching and learning support practices.	Deputy Principal	01-Jul	31-Aug
				Implement targeted academic support and mentoring.	Deputy Principal	01-Sep	Ongoing
Belonging and Wellbeing		Poor staff engagement on first staff survey conducted	Increase participation in staff survey responses by 10%.	Communicate the value and impact of survey responses.	Head of HR	01-Jan	31-Jan
				Introduce 'survey champions' across departments to ensure messaging is clear internally.	Head of HR	15-Jan	28-Feb
				Make it easy and accessible to complete the survey - ensuring it's clear to complete on mobile, or staff are given time to complete it.	Head of HR	01-Mar	31-Mar
				Increase response to inclusive culture and belonging by 2%.	Head of HR	Apr-26	Jul-26
		Lack of understanding what being an anti-racist means	Become a BLG Anti-Racist Affiliated organisation	Train 6-7 staff as trainers on anti-racism.	Director of Quality	Jun-25	Jun-26
				Staff conference for whole college focused on this topic.		Sep-25	Aug-26
				One EDI CPD opportunity per year.		Sep-25	Aug-26
				Plan and implement one diversity day and at least three enrichment activities in an academic year.	Head of Learner Experience	Sep-25	Aug-26

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