



AOC EDI Pledge



In signing the AOC EDI charter, South Essex Colleges Group will seek to develop an action plan to fulfil the requirements of the pledge.

Step One: Awareness and Objectives

South Essex Colleges Group recognises the importance of addressing inequalities in the attainment of students of specific cultural heritage and accessibility. The college will set both organisational and individual objectives specific to its context. Leadership, including senior management and the governing body, will prioritise diversity and inclusion as core values.

The college offers a comprehensive curriculum which is designed to accommodate a diverse range of students from school leavers to adults. Ensuring accessibility and progression for all students with courses spanning from level 1 to level 4, covering a wide range of subjects providing opportunities for students from different backgrounds to pursue their aspirations, enabling progression routes into higher education, apprenticeships, or employment.

There are specialist support services available, providing access to education psychologists, communication workers and assistive technology to ensure learners with disabilities can fully participate in education.



Step Two: Community Engagement

Identify short and medium-term success measures for students of specific cultural heritage and accessibility. By better engagement with these communities it will provide a deeper understanding of the needs and support measures required, ensuring diverse cultural elements are embedded into our curriculum.

Measuring demographic shifts within the surrounding areas of our colleges, we will ensure that our curriculum remains responsive of the evolving needs of the community. Actively collaborating with local authorities and employers to explore new opportunities and the overall development of the region and address within the college's wider growth strategy and curriculum planning.

Step Three: Action Plan Development

In developing the action plan, SECG will focus on:

- The specific changes required and what we wish to achieve.
- Data that supports these decisions.
- Approaches to be taken.
- Short and medium-term objectives.
- Specific actions.
- Monitoring and progress assessment data.
- Reporting mechanisms.



Step Four: Leadership Commitment

The senior leadership team will:

- Evaluate the current diversity landscape, including student demographics, and existing policies.
- Identify areas for improvement and set diversity and inclusion goals.
- Provide diversity and inclusion training for all staff.
- Incorporate diverse perspectives into the curriculum and embed cultural elements ensuring heritage is acknowledged.
- Tailor course material to be fully inclusive of different learning needs.
- Offer support services for underrepresented groups, including mentoring and tutoring.
- Ensuring targeted interventions are implemented early to support those requiring additional needs.
- Introduce more STEM-based courses to create further opportunities for students
- Engage with local communities to foster partnerships.
- Establish metrics to measure the effectiveness of diversity and inclusion initiatives.
- Regularly assess progress, collect feedback, and make necessary adjustments.
- Celebrate diversity and inclusion achievements within the college.
- Recognise individuals and groups contributing to a more inclusive environment.



Step Five: Charter Signing and Pledge

South Essex Colleges Group will sign the AOC Charter and commit to:

- Removing barriers and provide equal opportunities for students of specific cultural heritage and accessibility
- Create personalised support services for underrepresented groups
- Continuously educate staff and educational communities about the challenges and aspirations of minority ethnic communities.
- Monitor achievement through agreed milestones and publishing results in annual reports.

Step Six: Success Measures for 2024-25

1. Establish a robust curriculum program promoting cultural awareness and understanding of cultural heritage and traditions.
2. Further tailor course material to be fully inclusive of different learning needs beyond current assistive technology.
3. Analyse retention and achievement rates of students from specific cultural heritage and accessibility.
4. Implement targeted interventions to improve retention and achievement rates for those requiring wider SEN/LLDD support.
5. Develop an outreach program to engage a diverse range of communities in curriculum development.
6. Organise a staff CPD day to celebrate cultural heritage and traditions.

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