THE TRAFFORD COLLEGE GROUP

EQUALITY, DIVERSITY & INCLUSION STRATEGY

2022-25

Unlocking potential, fostering success

Ambitious | Resilient | Collaborative | Inclusive | Respectful

THE TRAFFORD COLLEGE GROUP

MARPLE SIXTH FORM COLLEGE

THE CHEADLE COLLEGE

STOCKPORT COLLEGE

UNIVERSITY CENTRE STOCKPORT COLLEGE

TRAFFORD COLLEGE

TRAFFORD COLLEGE SIXTH FORM

We will aim to develop, improve and embed EDI into everything we do, ensuring EDI is at the heart of our culture and decision-making process.

FOREWORD

We are pleased to introduce our new Equality, Diversity and Inclusion (EDI) Strategy 2022–2025. At the Trafford College Group (TCG) we recognise that education provides opportunities to create real social change and we are proud of the contribution we make to enable all our students to achieve their full potential, and so contribute to society throughout their lives.

Our purpose is "Unlocking Potential, Fostering Success" and this purpose is at the core of who we are as an organisation, and it drives our ambitions and behaviours. We are committed to continuing to do our best to support our students in overcoming any barriers they may face as a result of their protected characteristic(s) and/or the financial challenges they face; however, we recognise that we cannot be complacent and acknowledge there is still much to do.

As an employer, we recognise and value the differences of our colleagues and believe that diversity is a source of strength. We believe everyone has the right to be treated with dignity and respect and we want to create an inclusive culture that nurtures talent and allows every individual the opportunity to thrive.

We also appreciate that we have an important contribution to make to the broader communities we serve and, therefore, as an anchor institution within both the Stockport and Trafford communities and with an organisational vision that has a clear focus on community cohesion, we will seek to actively promote equality, diversity and inclusion and influence positive change.

We will aim to develop, improve and embed EDI into everything we do, ensuring EDI is at the heart of our culture and decision-making process and supports our mission to be an inclusive education provider.

The purpose of this strategy is to not only set out what we do but why we do it with a clearer focus on outcomes. It will provide an opportunity to make clear to everyone what we want to achieve and how college life and activities will be different as a result of our actions. The strategy provides a framework for delivering our EDI objectives for the period 2022 to 2025. These objectives outline our priorities, and they will be instrumental in enabling us to achieve our vision for embedding a diverse and inclusive culture at TCG. Our Board fully endorses and supports this vision.

Listening to our students, colleagues, governing body and external partners through a series of focus groups has been a key part of the strategy development process. Through continued engagement we will be able to monitor if we are achieving our aspirations and delivering positive change and thus ensuring we provide the diverse, inclusive, fair and welcoming environment that our staff, students and communities deserve.

Michelle Leslie, Vice Principal Corporate Services and Planning

Purpose

"Unlocking Potential, Fostering Success"

Vision

To be a leading provider of education and skills that supports community cohesion and drives local and regional productivity.

Our Mission

To provide the highest quality of education and training to all our students and employers through an inclusive and career focused curriculum.

Values

- Ambitious
- Resilient
- Collaborative
- Inclusive
- Respectful

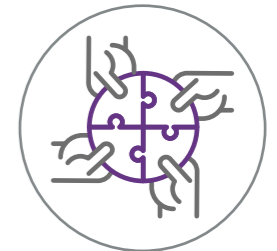# EQUALITY, DIVERSITY & INCLUSION STRATEGIC PRIORITIES

EDI Priority Area 1:

Ensure EDI is at the heart of who we are and what we do by fostering a culture which reflects our values and where everyone feels included and has a voice.

EDI Priority Area 2:

Eliminate discrimination and advance equality of opportunities through an inclusive and diverse curriculum and by fostering good relationships amongst our students with staff, partners, and communities.

EDI Priority Area 3:

Ensure EDI best practice for our staff including organisational development.

EDI Priority Area 4:

Ensure external & community engagement activities are aligned to our EDI commitment.

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DEFINING EQUALITY, DIVERSITY AND INCLUSION (EDI)

Equality

At TCG we believe equality is about ensuring fairness where individuals or groups of people are not treated less favourably, and where everyone can participate and have the same opportunity to fulfil their potential.

Diversity

Diversity is about recognising the value of difference. For TCG this will mean not just recognising but valuing all the unique characteristics that make people who they are. This includes all protected characteristics, socioeconomic status, personality diversity and any other individual differences which enhance our college community.

Inclusion

For TCG, inclusion is about creating and maintaining a culture where everyone has a voice and can be their authentic selves, feeling welcomed and valued for who they are as an individual or as a group.

CONTEXT OF THE EDI STRATEGY

About Us

The Trafford College Group (TCG) serves the educational needs of young people, adults and businesses extensively across the boroughs of Stockport and Trafford. It has developed over a number of years following a series of mergers. In 2007, North Trafford and South Trafford College merged into one college for the borough, Trafford College. In 2018, Stockport College merged with Trafford College to form The Trafford College Group. Then, in May 2021, Cheadle and Marple Sixth Form College joined The Trafford College Group to create a £45m institution.

Operating over multiple campuses, including five main campuses, TCG provides a broad curriculum offer, meeting the needs of many student groups across the local area and wider sub-region. This offer includes academic, adult education, apprenticeships, commercial programmes, higher education, vocational / technical courses and a large Foundation Learning provision. Student numbers consist of around 5100 young people, over 4000 adults, around 1500 apprentices and over 500 higher education students. In addition, TCG operates an extensive community learning provision across the borough and a vibrant employability programme at the Trafford Centre. A number of our students have Educational Health Care Plans and High Needs requirements.

Whilst TCG has grown significantly in recent years we continue to strive to maintain, for staff and students, the sense and feeling of belonging to a local place at each of its campuses. The drive to ensure a 'One College' approach in terms of the quality of service to learners and stakeholders, whilst recognising the importance of fostering a sense of belonging to place is underpinned through the TCG structure, processes, and culture. We have high ambitions for the Group, for our staff and for our students, and we set the bar high in terms of student success and the quality of our educational offer.

This ambition and commitment extend to ensuring we provide a diverse and inclusive environment, enabling all our staff and students to thrive. We are committed to providing a learning and working environment that is accessible to all and that pro-actively promotes equality of opportunity and our values. TCG is committed to celebrating diversity and providing the appropriate support so that all our staff and students can achieve their maximum potential. At TCG we believe that everyone should have a voice and feel valued.

OUR PUBLIC DUTY

The Equality Act 2010 and associated Public Sector Equality Duty (PSED) are the main pieces of equalities legislation which protect individuals by providing a legal framework for organisations. The Equality Act 2010 covers nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and it is unlawful to treat an individual unfairly as a result of their protected characteristics.

Each person has at least five of these characteristics, so the Equality Act 2010 protects everyone. This applies whether the discrimination is actual or perceived and if it occurs directly or by association.

The Public Sector Equality Duty (PSED) includes a general duty which is supported by specific duties. The general duty requires public organisations, including colleges to think about how they can make things better for people from different groups. This includes having 'due regard' to the following:

- **Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.**
- **Advancing equality of opportunity between people who share a protected characteristic and those who do no.**
- **Fostering good relations between people who share a protected characteristic and those who do not.**

Our performance against the duty is reviewed and recorded within our annual Equality, Diversity and Inclusion Annual Report.

In addition to the above we also ensure we fulfil our statutory duties to all learners in accordance with the Education Act 2002, Children and Family Act 2014 the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years (2014) and other relevant legislative requirements. In accordance with our statutory requirements, we will assess learners for the support they may need whilst studying with us, and we will make the necessary arrangements to ensure reasonable adjustments, access arrangements and support interventions are implemented to meet their needs. Whilst supporting learners, we will help them to develop their skills to become as independent as possible in the community and/or workplace.

Our Communities

TCG serves the communities of Trafford and Stockport to the south of Manchester and, for many of our programmes, including Higher Education and Apprenticeships, the wider Greater Manchester catchment area. We are a civic partner and educator with a strong sense of place and service to our communities. This is not only in terms of our educational offer but also in the role we play in supporting the economic development of Greater Manchester and supporting local community cohesion. We play an important role in supporting business and the economic prosperity of Greater Manchester.

We work in partnership with a broad and diverse number of voluntary and community groups. We are actively engaged with a range of VCSFE sector groups that enrich and add value to the service we provide to our local communities. Some of our partners include Collaborative Women, Women of BMET, Age UK, Loudspeaker and The Muslim Arts and Culture Festival Team. These organisations reflect the rich diversity of our college community and work with us to ensure our offer is fluid and bespoke to the communities we serve. TCG also enjoys a strong working relationship with our two local authorities who support our work with our community partners.

We recognise that within our local and regional environment there is a polarisation of wealth and members of our community may be disadvantaged or excluded because of financial and social challenges. Our strategy, therefore, extends beyond the protected characteristic(s) as defined the Equality Act 2010 to include financial disadvantage. With concerns that the on-going COVID-19 pandemic will exacerbate the gap in opportunities for young people and adults from economically disadvantaged households, we will be working with our local councils to ensure we put in place strategies to provide the necessary support.

DEVELOPING OUR STRATEGY

From the outset it was agreed that our EDI strategy should not only align with the Group's values and strategic objectives but reflect the priorities and needs of our staff, students and key stakeholders. It was agreed that everyone should have a voice and therefore we needed to start by listening and reflecting on the priorities, frustrations and suggestions from our diverse college community. To this end it was agreed that an "off the shelf" strategy whilst expedient should not be adopted and instead a series of workshops with stakeholders should take place. An initial consultation exercise was therefore undertaken with our stakeholders; namely staff, students, governors and third parties.

We engaged a specialist training consultant to support the Group with delivering the workshops to representative groups of staff, managers, and students. The workshops took the form of discussions around four key themes:

- **Respect**
- **Belonging**
- **Empowerment**
- **Progression**

Strategy Development Working Group

A small working group was established to develop the draft strategy. As our EDI commitment reflects our responsibilities as an education provider, employer and anchor institution within our local community it was recognised that the strategy development process would benefit from the contribution of a broader range of colleagues with varied specialist knowledge and experience. We therefore invited colleagues to volunteer to join specific sub-groups tasked with developing strategic objectives around four key themes:

- **Culture and corporate decision-making**
- **Curriculum delivery**
- **Staffing**
- **Community engagement**

This also provided a personal development opportunity for those staff to work beyond their normal scope of responsibilities in helping to shape the strategy.

Strategy Focus Group

A Strategy Focus Group was then established to review the strategic objectives at each stage of development. This representative Focus Group includes student and staff volunteers who are able to contribute to the process through their own personal or professional experiences.

Consultation also took place with our EDI Committee, governors and leadership team.
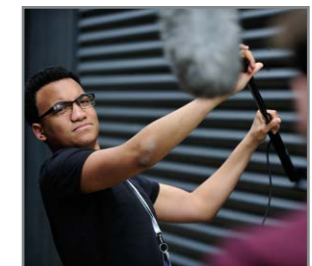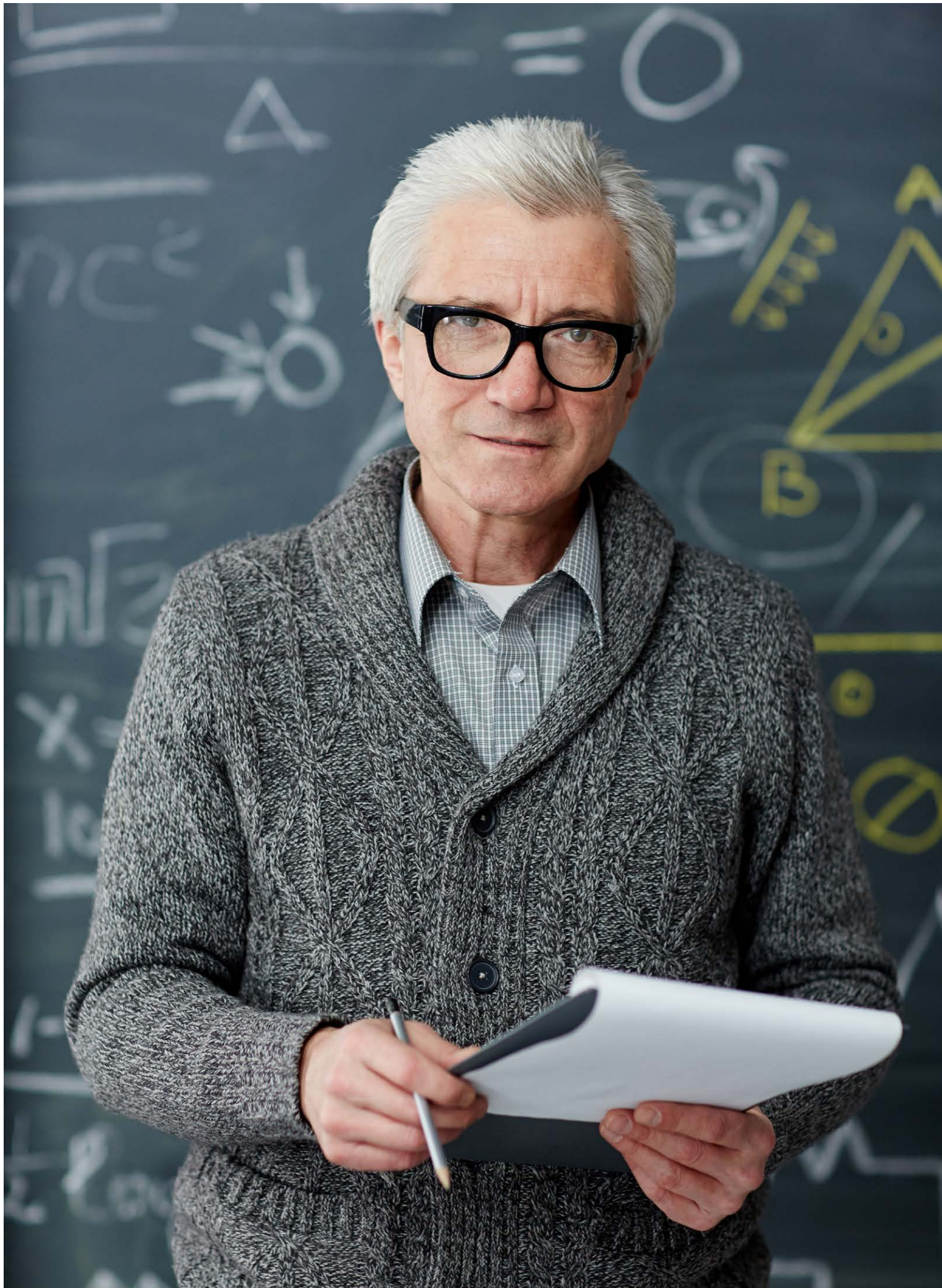
MEASURING SUCCESS

TCG has robust governance arrangements in place to monitor our performance and to ensure we continue to set ambitious targets to enable us to continue to improve our EDI outcomes. An EDI Committee is established with members including senior managers, staff, students and a member of the Board of the Corporation. The EDI Committee is responsible for taking the strategic lead in the promotion of EDI, analysing EDI data and performance and ensuring we meet our statutory responsibilities. The outcomes of the Committee are shared directly with the Board of the Corporation.

In addition to this there is the student Equalities Council. This student led group is open to all students across TCG and campaigns on issues that affect young people. Members of the Council engage with politicians and decision makers to discuss or raise awareness of particular issues or challenges faced by young people. Their purpose is to ensure the voices of young people are heard in college, local government and national forums. Membership of the Equalities Council reflects the diversity of our college community with students from minority ethnic groups, the LGBTQ+ student community in addition to students with learning differences.

Each year we publish an annual report which reflects on EDI activities and outcomes during the previous year. The diversity profiles for our staff and students can also be found in the annual report. Going forward, for the duration of this three-year strategy, we will also develop an annual action plan which will determine the actions needed to support us in achieving our overall strategic objectives along with key targets to support us to monitor performance. The EDI Strategy Focus Group will continue to meet to both agree the action plan and monitor our strategic performance. Outcomes will also be reported to the EDI Committee and Board of the Corporation and shared with students and staff.

It should be noted that a more detailed review of the EDI Strategy will take place during 2024 to ensure it is aligned to the Group's overall Strategic Plan for 2024-2027.

THE TRAFFORD COLLEGE GROUP

EQUALITY, DIVERSITY AND INCLUSION STRATEGIC PRIORITIES

EDI Priority Area 1:

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EDI Priority Area 2:

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EDI Priority Area 3:

Ensure EDI best practice for our staff including organisational development.

EDI Priority Area 4:

Ensure external & community engagement activities are aligned to our EDI commitment.

EDI Priority Area 1:

Ensure EDI is at the heart of who we are and what we do by fostering a culture which reflects our values and where everyone feels included and has a voice.

Strategic Aim 1:

Foster a culture which reflects our values and in which everyone feels included, supported and celebrated for who they are.

OBJECTIVES	2025 IMPACT/OUTCOME MEASURE
Ensure EDI is embedded into our culture and values.	• Cultural alignment programme delivered with equality, diversity and inclusion at the heart of who we are as an organisation. • Values campaign delivered with EDI aspects made clear to staff and students. • Positive staff and student survey scores against EDI criteria (achieving annual targets). • 'Inclusive Leadership Behaviours' delivered as part of the leadership development programme. • TCG moves from a medical definition of disability to a social model of inclusion. • Achievement of Investors in Diversity.
Raise the profile of EDI as a core commitment and strategic policy direction for TCG.	• Annual calendar of events for staff and students to celebrate diversity delivered with case studies, wherever possible, reflecting local and relevant achievements. • Positive role models of individuals or groups who have supported and progressed EDI achievements are celebrated. • Awareness of the EDI agenda and ambitions raised including greater visibility and/or facilitated discussions on the EDI strategy and annual action plan, the EDI annual report, policy, gender pay gap, modern slavery statement and celebrations of EDI best practice. • Increased knowledge and awareness for staff and students to ensure that EDI is central to our culture by providing access to online information and development.
Ensure a procedural and support infrastructure is in place to facilitate the effective delivery of EDI.	• EDI policy reviewed ensuring it reflects key EDI objectives. • Establishment of staff and student support networks. • Each campus is audited using a social model of inclusion methodology with an action plan developed and actioned to ensure an inclusive physical environment, including clear tactile maps which show the accessible routes. • Gaps in EDI procedures and guidance identified and addressed (e.g., transitioning, menopause).

Strategic Aim 2:

Ensure EDI is at the heart of what we do and that it informs future discussions on our strategic aims, values and decision-making.

OBJECTIVES	2025 IMPACT/OUTCOME MEASURE
Ensure EDI is central to decision-making.	• Equality impact assessments on key strategies and policies and proposed curriculum/employment changes are undertaken and reported to the EDI Committee to ensure any changes, wherever possible, proactively promote equality, diversity and inclusion. • 'Inclusionist' approach adopted to decision-making with the engagement of inclusion allies within curriculum and enabling teams to ensure that decisions and actions taken by teams reflect our responsibilities and commitment to inclusion. • Each cross-college team includes a team member with specific responsibility to champion EDI in the decision-making process.
Ensure EDI informs the strategic direction of TCG.	• Strategic plan and annual operational plans reviewed to ensure the EDI elements are clearly identified and promoted. • Operational plan includes at least one action under each strategic aim and strategic enabler to advance EDI objectives.
Ensure that EDI is pervasive within all TCG strategies, policies and procedures.	• All formal TCG documents comply with guidance on accessibility (including format, language and document structure). • Policies and actions to promote inclusion extend beyond the recognised protected characteristics and reflect financial and/or social disadvantage and personality types.

Strategic Aim 3:

Achieve better decision-making by ensuring a wider range of meaningful voices are contributing to decisions.

OBJECTIVES	2025 IMPACT/OUTCOME MEASURE
Achieve more inclusive staff and student participation in the decision-making process.	• EDI Committee membership and terms of reference provide the infrastructure to best promote and support EDI. • Greater employee and student involvement in shaping organisational priorities and actions through a more inclusive membership of strategy working groups and focus groups.
Implement a more robust process to measure success and identify opportunities for improvement against our EDI performance.	• Achieve EDI performance targets. • Ensure EDI is included in staff and student surveys to provide an opportunity for staff and students to feedback on progress and shape the direction of travel. • Ensure opportunities for improvement (as identified from staff and student feedback) and targets are included in the annual EDI action plan and subsequently achieved.
Increase diversity of the Governing Body to better reflect and represent the students and communities it serves and enhance decision-making by benefitting from a broader range of experiences and expertise, as well as setting a positive example to the rest of the Group.	• Achieve a more diverse and representative Governing Body against all protected characteristics, building on the achievements already made against gender and ethnic origin through the "Governor Ready" programme.

EDI Priority Area 2:

Eliminate discrimination and advance equality of opportunities through an inclusive and diverse curriculum and by fostering good relationships amongst our students with staff, partners, and communities.

Strategic Aim 1:

Ensure the curriculum considers the needs of all learners, is accessible by all and improves participation for all different groups of learners, regardless of their background or protected characteristic.

OBJECTIVES	2025 IMPACT/OUTCOME MEASURE
Review and refresh the learners' data that is collected at enrolment to ensure we better understand the profile of our student population.	• There is a revised and updated enrolment form in place and further opportunities for learners to disclose their protected characteristics. • There is a recording system in place for collating and reporting the information with benchmarks set.
Promote importance of disclosing information amongst learners in relation to their protected characteristics.	• The percentage of students that disclose their protected characteristics improves year on year. • Feedback from learners with different protected characteristics is that the college is inclusive, and everyone is treated equally.
Develop a comprehensive suite of reports that will allow us to monitor recruitment trends and widen participation of learners with different protected characteristics.	• Data on recruitment, early leavers and transfers is regularly analysed by protected characteristic and action is taken on any trends. • Positive action is taken in individual curriculum areas to improve and widen participation of particular groups of learners. • The curriculum offer and the modes of delivery are regularly reviewed to ensure that the college is truly accessible to all.

Strategic Aim 2:

Effectively promote and advance equality, diversity, and inclusion though teaching, learning and assessment and our learner engagement strategy.

OBJECTIVES	2025 IMPACT/OUTCOME MEASURE
Develop and deliver an effective CPD package for teachers and other staff involved in delivering learning that focusses on embedding: • Promotion of equality of opportunity • Supporting diversity and inclusion • Tackling discrimination, harassment, stereotyping & victimisation • Promoting awareness of cultural and linguistic sensitivity • Planning for individual needs • Promote spiritual, moral, cultural, social development	• Training plan is delivered and the feedback from staff is that it was relevant and effective. • Feedback from learners is that the college is inclusive and that their differences are understood and respected by staff. • Teachers demonstrate an understanding of the individual needs of their students through the effective use of group profiles and planning. • Support for learners is timely and effective, measured via regular learner feedback and outcomes.
Ensure that details of missed opportunities to embed EDI and good practice are effectively captured, addressed, and shared as part of the observation of teaching, learning and assessment.	• Targeted EDI training, mentoring and support is delivered for 100% of staff identified as needing to improve EDI in TLA. • Feedback from learners is that the college is an inclusive place and that their differences are understood and respected by staff. • Any gaps in performance of different groups of students are narrowed year on year.
Continue to work with our employers, partners and the Student Equalities Council to support the delivery of the curriculum and ensure that they effectively promote EDI.	• Learner feedback confirms that EDI is promoted in the workplace and that they continue to develop their understanding whilst at work/completing their placement. • Learner feedback is that they feel safe and are treated fairly whilst at work/completing their placement. • Records of observation of TLA in employer responsive provision identifies no missed opportunities to embed, promote and advance EDI.
Increase understanding and celebration of EDI via Induction, Tutorial and Enrichment programmes.	• The number of incidents related to EDI issues, bullying and discrimination reduces year on year • Learner feedback is that their understanding of EDI has increased during their time at the college. • The number of events/activities to promote EDI and the percentage of students that participate in those increase year on year.

Strategic Aim 3:

Ensure that staff are actively promoting EDI and using information to narrow the performance gaps between different groups of learners.

OBJECTIVES	2025 IMPACT/OUTCOME MEASURE
Develop a comprehensive suite of reports that will allow us to monitor the performance of learners with different protected characteristics and take positive action.	• Managers/teachers have access to live data on attendance, retention, progress, achievement, progression, destination, and satisfaction data of their students by protected characteristics. • Staff identify and take smart actions that narrow any gaps in the performance of different groups of learners year on year.
Embed EDIMs within curriculum departments and at programme/ course level and develop a mechanism for regularly monitoring them.	• Managers/teachers regularly monitor the attendance, retention, progress, achievement, progression, destination, and satisfaction data of their students by protected characteristics. • Gaps in performance for different groups of learners narrow year on year as a result of the actions that staff take. • The EDI Committee and governors receive regular in-year data regarding the performance of different groups of learners.
Further develop a partnership approach to promoting EDI, meeting the needs of all learners, and providing equal opportunities.	• Good relationships are fostered amongst learners with different protected characteristics, and learners agree that the college is inclusive, and they're treated fairly. • Learners develop an understanding of EDI and are better ready for their next steps through the work of the college's community partnership.
Embed EDI in our approach to safeguarding across the Group.	• Safeguarding reports are regularly analysed by protected characteristics and vulnerable cohorts and any risks and trends are quickly identified. • Targeted initiatives to advance EDI and safeguard our most vulnerable learners are developed and implemented at site and curriculum area level. • Actions taken lead to positive impact and learner feedback is that, regardless of their protected characteristic, they feel safe, and they are treated equally.

EDI Priority Area 3:

Ensure EDI best practice for our staff including organisational development

Strategic Aim 1:

Enable staff to be their authentic self within the workplace promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued

OBJECTIVES	2025 IMPACT/OUTCOME MEASURE
Identify staff perceptions and barriers on being their authentic self, within their work area and cross Group/ teams.	• Qualitative research completed with action plan for removing barriers and changing and challenging perceptions implemented. • Staff willingly complete EDI data on their personal record and update annually as requested by management. • Staff CPD includes the delivery of a development programme to support our commitment to breaking down barriers.
Staff from diverse or under-represented groups feel welcome and able to come forward to champion ideas and actively in engage in college activities.	• Volunteering opportunities accepted by a broader range of employees reflecting the diversity of the group. • The TCG staffing cohort includes a diverse and neuro-diverse range of role models, who are willing to challenge perceptions on how leaders behave. • All successes, especially successes from under-represented groups, are actively celebrated.
Design and implement policies and programmes to support staff to be their authentic self, if they so choose, irrespective of the role they are employed to do.	• All staff feel able and comfortable to make decisions on where and when they should be their authentic self, and managers are accepting of personal choice and understand the needs of their staff. • Managers trained and operating in a consistent, values led way. • Staff educated about their rights and responsibilities to allow meaningful two-way conversations. • All staff are confident that any complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, students, suppliers, visitors, the public and any others in the course of the organisation's work activities are taken seriously and acted upon in a fair, supportive and transparent manner.

Strategic Aim 2:

Ensure inclusive approach to development opportunities within the Group

OBJECTIVES	2025 IMPACT/OUTCOME MEASURE
Create a fair and transparent process that is consistent at all levels of the organisation with respect to providing development opportunities.	• Middle management consistently apply the Group's Policies and Procedures. • Increase in applications for development opportunities from a diverse pool of staff. • Increasing diversity and neurodiversity of middle managers and senior leaders.
Maximise opportunities for when vacancies arise to create and develop an inclusive approach for appointment to roles within the organisation.	• Recruiting managers are educated to enable them to support a more inclusive appointment process. • Programmes delivered to support the progression of employees in place such as mentoring, reverse mentoring and sponsoring.
Create a diverse succession pipeline for Leadership and Management roles.	• A diverse pool of trained colleagues to act as mentors is established. • A diverse range of employees identified and enrolled on leadership and management development programmes. • A leadership team which is diverse and representative. • TCG development model which is best in class is developed, which can also be offered on a commercial basis for Diversity in Leadership development across Northwest Colleges and partners.

Strategic Aim 3:

A workforce that is diverse and representative of our student body and the communities we support

OBJECTIVES	2025 IMPACT/OUTCOME MEASURE
Achieve a staffing profile that reflects our student body and community composition.	• Greater community engagement as local communities are able to see themselves reflected in the staff body of the College. • Better outcomes for learners with respect to attainment and progression as they see themselves reflected in the teaching body of the College. • A broader and more diverse talent pool is achieved through effective targeted recruitment within our communities.
Recruitment processes are best in class for recruiting a diverse workforce.	• Increased number of candidates with protected characteristics successful at recruitment. • Recruiting managers are able to make appointments free from unconscious bias. • Increased levels of career progression for employees with protected characteristics which are reviewed and published within the EDI Annual Report.
Policies that meet the diverse needs of our workforce.	• Pay Gap reporting is based on characteristics beyond gender with appropriate targets set and achieved. • Reduced turnover levels by protected characteristic. • Increased attraction levels of candidates with protected characteristics.

EDI Priority Area 4:

Ensure external & community engagement activities are aligned to our EDI commitment

Strategic Aim 1:

Create a clear proposition for the Group around its wider responsibility to "civic duty", its contribution to social value and its role as a community asset.

OBJECTIVES	2025 IMPACT/OUTCOME MEASURE
Develop a clear and effective approach to demonstrating and measuring the Group's contribution to social value e.g., through the national TOMs framework.	• Formal framework in place and providing tangible measurements and demonstrating improved social value. • Framework used to influence the EDI strategy and objectives refresh.
Establish an effective marketing proposition around our community activity and our leading role in respect of "civic duty".	• TCG recognised for its contribution and role within its local communities by key stakeholders.
Ensure visible and effective participation and contribution to our local area strategic priorities through the Trafford Partnership and One Stockport. Further develop high quality community learning to support community cohesion, wellbeing and "Building Back Better" within our local areas of Stockport and Trafford.	• Effective two-way relationship in place between the college and the council on related fora. • TCG recognised for its offer with a year-on-year increase in participants.

Strategic Aim 2:

Embed the Community Partnership model across the college group to enable a coordinated multi-agency approach to community cohesion and student enhancement with the College as the "dynamic nucleus"

OBJECTIVES	2025 IMPACT/OUTCOME MEASURE
Provide a range of individual and group support interventions from partnership members based around personal and social development (PSD).	• Reduction in the number of PSD related issues from the student body • Positive and improved scores in related areas on student surveys
Raise the profile of the community partnership locally, regionally and nationally as a model of good practice to support community cohesion and being an "anchor institution" in practice. Establish a framework for College and Community Partners to share knowledge, expertise and practice, and provide opportunities to collaborate and respond to joint social value commitments.	• Community Partnership recognised by key stakeholders (e.g., borough councils) and known to make positive contributions to community EDI strategies and initiatives. • Growth and evolution of the Community Partnership delivery and benefits to TCG's local communities.
Develop opportunities for student volunteering through partnership members to support their personal and social development, as well as their contribution to "civic duty". Develop curriculum area specific projects for partnership members to enrich and add-value to the educational programme to support students' personal and social development.	• Year on year increase in the number of students taking up volunteer opportunities. • Year on year increase in the number of projects delivered.

Strategic Aim 3:

Establish highly effective approaches to working with young people and adults not engaged in education, employment or training (NEETs) and work in partnership with local agencies to tackle isolation.

MACFEST
MUSLIM ARTS AND CULTURE FESTIVAL
@MACFEST.UK | HELLO@MACFEST.ORG.UK | WWW.MACFEST.ORG.UK | Artwork by: Ashfia Ashrif

OBJECTIVES	2025 IMPACT/OUTCOME MEASURE
Further develop effective transition into college approaches for vulnerable young people including those with SEND.	• College Ready programme available across all five campus sites. • Retention levels at 90%+
Establish an offer for young people who are not yet ready to fully engage in an on-site college-based programme through innovative curriculum approaches including blended / remote learning and support.	• At least 100 additional young people enrolled on flexible programmes to reduce NEETs from baseline.
Develop an approach to support the "ageing well" agenda through an offer and activities for elderly residents to reduce isolation.	• Local and regional bodies delivering regular programmes of support to link younger and older generations together e.g., college students out in the community showing IT and internet skills to older residents. Working with Age UK to accommodate regular on-site activities that are supported and enjoyed by community members and college students.

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