

Equality, Diversity and Inclusion
Annual Report
2024/25

Introduction

The College is firmly committed to equalising opportunity for all who form part of the College community and to advancing equality for all as an integral part of operations. We aim to provide a supportive environment where everyone will be treated with fairness, justice, dignity and respect. The College seeks to:

- Eliminate unlawful discrimination.
- Eliminate harassment.
- Advance equality
- Promote positive attitudes and foster community cohesion.
- Actively promote participation and progression.

The College complies with the Equality Act 2010 having met the requirement to publish equality data and objectives annually.

This Equality and Diversity Annual Report reports on the College's performance against the equality indicators of learner participation and success by gender, ethnicity and disability, and reports on the staff profile by equality indicators.

There are nine protected characteristics identified by the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race – including ethnic or national origins, colour or nationality.
- Religion or belief – including lack of belief.
- Sex
- Sexual orientation

Student Demographics

Below is a summary of student demographics at Cambridge Regional College in 2024/25 compared with previous years. Staff data is provided for comparison. Student data on these tables refers to students on study programmes and access programmes of all ages.

2024/25		Staff	Students (FT) Total: 3,957	Apprentices Total: 807
Gender	Female	63%	41%	28%
	Male	37%	59%	72%
Disability	Yes	9%	43%	26%
	No/Unknown	91%	57%	74%
Ethnicity	White British	68%	73%	89%
	Any other ethnicity	32%	27%	11%

2023/24		Staff	Students (FT) Total: 3,757	Apprentices Total: 860
Gender	Female	63%	43%	26%
	Male	37%	57%	74%
Disability	Yes	8%	39%	25%
	No/Unknown	92%	61%	78%
Ethnicity	White British	69%	69%	90%
	Any other ethnicity	31%	31%	10%

2022/23		Staff Total 783	Students (FT) Total: 3,441	Apprentices Total: 926
Gender	Female	62%	41%	29%
	Male	38%	59%	71%
Disability	Yes	9%	40%	22%
	No/Unknown	91%	60%	78%
Ethnicity	White British	72%	68%	90%
	Any other ethnicity	18%	32%	10%

The percentage of full-time students with a declared disability is similar to recent years.

The percentage of apprentices with a declared disability or learning difficulty has risen from 18% in 2021/22 to 26% last year. Apprentices are encouraged to disclose their support needs and identification of starting points has been more effective as a result.

The percentage of full-time students from other ethnic backgrounds has decreased this year from 31% to 27% compared with White British (this excludes 385 students who did not provide an ethnicity).

From 2025/26 the college is monitoring the progress and achievement of students across a wider set of cohorts. This is in line with Ofsted's revised Education Inspection Framework. This includes looking at the impact of support for students who are in one or more of the following categories:

- Students with SEN or learning difficulties.
- Those with EHCPs
- Students who have been in receipt of free school meals in the previous six years
- Students known, or previously known to social care, and the youth justice system.
- Those who have yet to achieve a level 2 qualification in English and/or maths.

The College has monitored the impact of support for students in these categories previously, as part of self-assessment processes and KPI reporting to SMT, but will introduce these into the annual ED&I report for 2025/26.

Promotion of Equality, Diversity and Inclusion to Students

Equality, Diversity and Inclusion (EDI) has continued to be promoted to students across the College. We have raised awareness, regularly providing information through a variety of ways to students to ensure messages around EDI are reinforced.

EDI is embedded within all aspects of teaching, learning and assessment. This is achieved via planning documentation, resource accessibility/development, in the formal observation process and staff and teacher training, including for all new teachers.

Planning documents, such as schemes of work and lesson plans are structured to prompt for meeting individual needs, and group profiles are in place for each student group identifying support needs and teaching/learning strategies.

We offer ongoing professional development sessions, regular staff tips on topics like unconscious bias and trauma training, plus tailored departmental courses. Our quality team highlights best practices and developmental trends through observations. In 2024/25, mid-year training and standardisation for observers emphasised inclusion, EDI, planning, collaboration, revision methods, and robust assessments, supported by a new web-based group profile.

Teacher training programmes train and equip staff with practical EDI strategies for the classroom. Level 3 and Level 5 teaching qualifications include inclusion units that address diverse learning needs—cognitive, personal, physical, sensory—and support students with SEND through adapted resources and language. Inclusive teaching practices are effectively modelled.

In 2024/25, educators updated teaching strategies to enhance inclusion and EDI. Areas of good practice seen were ESOL tutors adapted resources to students' lives, health and social care added diverse materials, dolls representing different races and encouraged respectful discussions on Autism, SUPS and engineering promoted gender equality in their resources, and Access programs included case studies reflecting ethical differences like age and gender.

Staff and students complete web compliance and accessibility training to promote an inclusive digital environment. The eLearning team assists staff in communicating with diverse students through translation tools for the HUB/LRC and enrolment, while AI tools like Copilot are encouraged for teaching and EDI. Training covers integrating AI in lesson planning and resource development, and digital tools such as dictation software support individual needs. The Level 3 Award in Education and Training uses strategies like adjustments for dyslexic learners, dictation, and one-on-one

support to remove learning barriers.

Enrichment opportunities provide access to all students and include themes on EDI. The LGBTQIA+ student society meet regularly, also the opportunities for all students opportunities to establish and lead their own faith groups with support from staff sponsors. A Youth Social Action Apprentice embedded within the College last year supported providing opportunities for students to use their voice to engage with a variety of topics: eg a group of students represented the voice of young people to the Mayor and local councillors to raise concerns around bus issues and financial hardship (including bursary) at a Cambridge Citizens conference. Students also had the opportunity to engage with representatives from the Cambs City Council Electoral Team, participating in a mock ballot to understand the voting purpose and processes.

All students are provided with opportunities to fundraise for charities, which helps raise awareness of key social issues, for example Children in Need, Cancer Research, and Save the Children (Christmas Jumper Day).

Working in collaboration with the staff Race Inclusion Group provided an enhanced student experience, to celebrate faith and cultural events for example Diwali, Easter and Ramadan pop-ups, these included music, food, art, education, cultural dress. In addition, TMail, or Tutor Mail informs educational content for example Maghi (Sikh), Vasant Panchami (Hindu), Nirvana & Bodhi Days (Buddhism), Hanukkah (Judaism), the Holocaust Memorial and Christianity.

TMail has continued to be an effective way to disseminate information around EDI to students. It promotes and educates students on EDI for example during induction and in the second term the focus is Equality, Diversity, Inclusion, Behaviour and Values. TMail content is differentiated according to the cohort and academic level, including apprentices and adult learners, to ensure it is relevant, accessible and engaging for all students. Content includes EDI videos and activities including protected characteristics.

These are further enhanced to educate students on specific themes such as Say No to Racism, British Values, Modern Day Britain, Slavery & Human Trafficking Awareness Month, Black History Month, Refugee Week, Women's Suffrage, International Men's and Women's Days, World Autism Awareness Day. The College of Sanctuary Celebration was a huge success, with our ESOL students engaging over 300 students to learn about a range of cultures, religions, food tasting and dance. Leading up to this, the ESOL students were invited to lunch time sessions with the PD Coaches to discuss a range of topics they required support with including bursary and digital skills.

The LRCs (Learning Resource Centres) promote a wide range of national and international events throughout the academic year, for example Remembrance Day and Black History Month. These are delivered through the creation of visual displays and videos to actively encourage students to participate.

VoiceAbility, an independent charity teams engage with SEND students twice a year providing one topic per session which has included transport, understanding their rights, how to stay safe and the new Pegasus Scheme (police operated service for people who find it hard to communicate in emergencies).

The Race Inclusion Champions Group meet monthly to agree priorities for improving equity, diversity and inclusion including addressing matters raised to the group members, identifying potential areas that may require a focus and leading on celebration of race and religion within the college.

Student Performance in 2024/25

Colleges are required to tackle any gaps in performance by groups of students defined by gender, ethnicity or disability and to close the gap over time. The performance of students at CRC by gender, ethnicity and for disabled students in the last three years is provided below.

We monitor achievement, retention and attendance by a range of characteristics, and where a gap is identified we ask managers to monitor this closely and implement actions to narrow gaps.

Gender – Education and Training (classroom based)

% Overall Achievement Rate	Male		Female		Difference		Overall	
	16-18	19+	16-18	19+	16-18	19+	Male	Female
24/25	82.1%	87.5%	84.3%	89.0%	2.2%	1.5%	84.3%	87.6%
23/24	81.9%	91.2%	83.5%	90.9%	1.6%	0.3%	86.1%	88.8%
22/23	80.4%	90.1%	79.9%	92.1%	0.5%	2.0%	82.3%	84.0%
21/22	80.4%	88.9%	83.3%	87.2%	2.9%	1.7%	84.4%	85.4%

There is no significant achievement gap between 16-18 male and female learners, and a small gap between 19+ male and female learners. Gaps are all below 3%, which is our target.

16-18 female students achieved at a slightly higher rate than male students in 2024-25, this trend has continued from the previous year.

Gender – Apprenticeships

% Overall Achievement Rate	Male – achievement rate and leavers			Female – achievement rate and leavers			All Ages – achievement rate and leavers	
	16-18	19-23	24+	16-18	19-23	24+	Male	Female
24/25	61.8%	59.0%	46.4%	73.1%	78.9%	69.2%	59.3%	73.6%
	157	61	28	78	19	13	246	110
23/24	67.1%	70.8%	66.7%	66.7%	75.0%	71.4%	68.5%	69.6%
	86	65	30	57	28	7	181	92
22/23	68.9%	77.3%	58.3%	78.3%	71.1%	91.3%	70.8%	78.5%
	103	75	24	60	38	23	202	121
21/22	55.6%	60.0%	56.5%	71.6%	69.6%	58.3%	57.2%	68.9%
	144	100	69	88	23	24	313	135

Overall Achievement Rate	White British		Other		All Age	
	16-18	19+	16-18	19+	White British	Other
24/25 (23/24 NA)	82.8% (82.4%)	89.2% (87.5%)	83.4% (82.9%)	87.5% (87.5%)	86.3% (85.2%)	85.8% (85.7%)
23/24 (22/23 NA)	82.0% (81.2%)	90.7% (86.8%)	83.4% (80.9%)	91.3% (86.9%)	87.1% (84.3%)	88.1% (84.9%)
22/23 (22/23 NA)	80.0% (81.2%)	87.1% (86.8%)	78.5% (80.9%)	88.2% (86.9%)	84.0% (84.3%)	84.9% (84.9%)
21/22	80.9%	88.1%	80.6%	87.6%	84.8%	85.1%

Overall achievement for the College was above national rates for apprenticeship standards. There was an achievement gap between male and female apprentices, this is caused by a poor retention rate of male apprentices of 63.8% compared with female apprentices of 74.5%. This was due to low retention on Plumbing and Domestic Heating Technician (27 leavers), Bricklayer (12 leavers) and Maintenance and Operations Engineering Technician (14 leavers).

Ethnicity – Education and Training (classroom based)

16-18 students with 18 different ethnicities completed courses at CRC in 2024-25. Ten ethnic groups had higher achievement rates than those with White British backgrounds. Four groups each had achievement rates that were 5% or more below the national rate for their cohort:

- Arab – 19 students, all achieved all or part of their study programme.
- Pakistani – 28 students, 22 of whom achieved all or part of their study programme.
- Bangladeshi – 23 students, 17 of whom achieved all or part of their study programme.
- Irish – 9 students, 6 of whom achieved all or part of their study programme.

These groups represent around 3% of our enrolments.

19+ students with 18 different ethnicities completed courses at CRC in 2024-25. Three ethnic groups had higher achievement rates than those with White British backgrounds. One group had an achievement rate that was 5% or more below the national rate for their cohort.

- Other Black– 14 students, 12 of whom achieved all or part of their study programme or qualification.

Ethnicity – Apprenticeships

White British apprentices had an overall achievement rate of 63.8% (above the national rate of 61.4%); there were 323 apprentices in this cohort, representing 90.7% of apprentices who completed their apprenticeship in 2024-25.

The numbers of leavers in different cohorts were too low to be included in a comparison, except for 'Other White' (10 leavers) who had a higher achievement rate (70.0%) than 'White British' apprentices.

Overall Achievement (Success) Rate	With a disability		No disclosed disability/unknown		All	
	16-18	19+	16-18	19+	16-18	19+
24/25	81.7%	85.2%	84.0%	89.5%	83.0%	88.5%
23/24	80.9%	89.7%	83.8%	91.4%	82.5%	91.0%
22/23	80.6%	87.8%	78.8%	87.4%	79.6%	87.5%
21/22	80.9%	88.5%	80.8%	87.6%	80.8%	87.9%

Disability – Education and Training (classroom based)

There were no significant gaps between students with or without a declared disability last year.

In 2023-24 some students aged 16-18 with a declared disability were less likely to achieve on some level 2 programmes last year – specifically English and maths GCSE, and level 2 BTEC certificates in a range of subject areas. This improved last year following targeted support with exam techniques by teachers as part of our '3 Rs' programme. As a result, GCSE English achievement rates rose from 78.5% to 80.5%, GCSE maths from 76.8% to 79.3%.

Difficulty or Disability	Age Group QAR Name	Level	Hybrid End	Ach Overall %	Nat Ach Overall %	Ach % - Nat %
Has difficulty/disability/health problem	16-18	2	24/25	79.4	79.7	-0.3
No difficulty/disability/health problem	16-18	2	24/25	81.8	83.3	-1.5
Has difficulty/disability/health problem	16-18	2	23/24	77.8	79.4	-1.6
No difficulty/disability/health problem	16-18	2	23/24	82.9	82.4	0.5
Has difficulty/disability/health problem	16-18	2	22/23	80.9	79.4	1.5
No difficulty/disability/health problem	16-18	2	22/23	80.8	82.4	-1.6
Has difficulty/disability/health problem	16-18	2	21/22	81.7	78.2	3.5
No difficulty/disability/health problem	16-18	2	21/22	82.6	81.9	0.7

Disability – Apprenticeships

The apprenticeship achievement rate fell in 2024/25 compared to the previous year, due to reduced retention as reported above. The gap between apprentices with and without a declared disability or difficulty has reduced and those apprentices with a declared disability or difficulty now achieve at a higher rate than those without.

	Has difficulty/disability/health problem	No difficulty/disability/health problem	Difference
Overall achievement rate 24/25	64.1%	63.9%	0.2%
Overall achievement rate 23/24	67.2%	69.7%	-2.5%

Complaints Analysis

The table below provides a summary of formal complaints by characteristic. There was a further increase in complaints from learners who declared a disability in 24-25 (30 compared with 24 in the

previous year, of which 20 were upheld). The total number of students attending College increased by about 10% in 24-25, and this is likely to be a factor.

Complainants with a declared disability included those with a range of learning difficulties and difficulties, including dyslexia (8 students), dyscalculia (2 students) and autism spectrum disorder (8 students). One complaint was related to disability, regarding exam access arrangements. This was not upheld following investigation.

The proportion of complaints from those with a declared disability is similar to the total college student body – 43% of full-time students had a declared disability in 2023/24.

Complaints from students with declared disabilities varied and came from different curriculum departments across the college. The highest proportion of complaints from students with a declared disability was in Supported Learning and Creative Industries, reflecting the student demographic, and higher than the proportion of college-wide complaints. The percentage of complaints received from students with a declared disability in Construction Trades was lower than the whole college picture.

Complaints spanned nine categories, and were proportionally higher for student experience, and teaching, learning and assessment.

	24/25	23/24	22/23
Total formal complaints (% upheld)	63 (67%)	55 (60%)	45 (64%)
Total compliments	103	64	79
Total thank yous	776	610	440
Total appeals	8	4	8
Total appeals upheld	1	0	0
Total DfE/OIA escalations	0	0	3
Total DfE/OIA escalations upheld	0	0	1 (partial)
% Complaints with declared disability	48	43	40
% Male complainants	56	62	51
% Female complainants	44	38	49
% White British complainants if known	54	46	42
Average initial response time (days)	1	1	1
Average response time (15 working days)	16	11	15

Equality & Diversity Monitoring and Statistics of Staff

The data for this report is gathered when staff are recruited, via the equality monitoring section of the application form. Staff are also encouraged to update this information during their induction with HR and through Employee Self Service, which allows staff to update their own equality monitoring information.

Data for variable hours staff is also included within the report to enable us to provide a complete summary of the protected characteristics of all the employees of the College.

Available comparable data for the sector is taken from the Further Education Workforce Survey 2023/24. Census Data is taken from the 2021 Census for Cambridgeshire.

The College continues to use an eLearning Equality, Diversity and Inclusion training module, which staff are required to complete as part of their induction and as a refresher every 3 years. The training includes an assessment which staff must pass to complete their training. We also continue to provide annual updating on Equality matters and delivery staff are supported to embed equality & diversity into the curriculum.

The College has successfully been reaccredited as a Disability Confident Employer and will hold this status until January 2029.

The profile of staff set out below for 2024/2025 is based on 891 staff (including 103 variable hours workers) based over two sites; Cambridge & Huntingdon.

Gender Profile

The gender profile of staff is outlined below. The gender of our workforce has decreased very slightly for female workers over the past year, whilst female staff within the variable hours staff is higher than all Colleges. The gender of staff is higher for female staff and lower for male staff when compared with the Further Education Workforce Survey 2023/24 where the gender split is 52.9% female and 47.1% male.

	2024-25		2023-24	All Colleges
Gender	Count	%	%	%
Female	562	63.1	63.1	59.2
Male	329	36.9	36.9	47.1

2024/2025						
Gender	Established Staff	%	Variable Hours	VH %	Total	Total %
Female	490	62.2	72	70.0	562	63.1
Male	298	37.8	31	30.0	329	36.9

	2024-25 Senior Management Team		2024-25 Governors	
Gender	Count	%	Count	%
Female	3	37.5	10	50
Male	5	62.5	9	44.4
Prefer not to say			1	5.6

Disability Profile

Staff declaration of a disability has increased slightly compared with last year at 9% this year, slightly higher than all Colleges.

	2024-25		2023-24	All Colleges
Disability	Count	%	%	%
Not disabled	633	71.0	71.5	92%
Disabled	80	9.0	8	8%
Declined to specify	56	6.3	4.5	
Unknown	122	13.7	16.7	

2024-2025						
Disability	Established	%	Variable	VH %	Total	Total %
Not disabled	563	71.4	70	68.0	633	71
Disabled	73	9.3	7	6.8	80	9.0
Declined to specify	51	6.5	5	4.8	56	6.3
Unknown	101	12.8	21	20.4	122	13.7

	2024-25 Senior Management Team		2024-25 Governors	
Disability	Count	%	Count	%
Not disabled	6	75.0	16	83.3
Disabled	0	0	3	11.1
Declined to specify	2	25.0	1	5.6
Unknown	0	0	0	0

Sexual Orientation and Gender Reassignment Profile

The percentage increase of those identifying as bisexual exactly tracks the percentage decrease in those identifying as heterosexual which may reflect the College's inclusivity resulting in staff feeling more comfortable disclosing this information. The percentage of 'prefer not to say' has slightly increased.

	2024-2025		2023-24
Sexual Orientation	Count	%	%
Bisexual	31	3.5	2.2
Heterosexual	626	70.2	71.5
Homosexual	22	2.5	2.5
Prefer not to say	47	5.3	5.7
Unknown	165	18.5	18.1

2024-2025						
Sexual Orientation	Established	%	Variable Hours	VH %	Total	Total %
Bisexual	28	3.5	3	2.9	31	3.4
Heterosexual	563	71.4	63	61.2	626	70.3
Homosexual	19	2.6	3	2.9	22	2.5
Prefer not to say	39	4.9	8	7.8	47	5.3
Unknown	139	17.6	26	25.2	165	18.5

Disclosure of gender reassignment has improved again this year all staff are now completing their sex identifier information. Staff will continue to be encouraged to review and update their equality information.

2024-2025						2023-24
Sex Identifier	Established	%	Variable Hours	%	Total %	Total %
Female	293	37.1	42	40.8	37.6	29.7
Male	172	21.8	17	16.5	21.2	15.9
Non-Binary	3	0.4	1	1.0	0.4	0.3
Declined to specify	0	0	0	0	0	54.1

Marriage and Civil Partnership Profile

There have been no significant changes in this profile over the last year.

	2024-25		2023-24
Marital Status	Count	%	%
Civil Partnership	7	0.8	0.7
Divorced	60	6.7	6.7
Living with Partner	84	9.4	9.0
Married	392	44.0	43.6
Partner	20	2.2	2.9
Separated	13	1.4	1.9
Single	200	22.4	20.3
Widowed	6	0.8	0.8
Prefer not to say	17	2.0	0.5
Unknown	92	10.3	11.8

2024-2025						
Marital Status	Established	%	Variable Hours	VH %	Total	Total %
Civil Partnership	5	0.6	2	1.9	7	0.8
Divorced	56	7.1	4	3.9	60	6.7
Living with Partner	75	9.5	9	8.7	84	9.4
Married	348	44.2	44	42.7	392	44.0
Partner	20	2.5	0	0	20	2.2
Separated	12	1.5	1	1.0	13	1.4
Single	182	23.0	18	17.8	200	22.4
Widowed	5	0.6	1	1.0	6	0.8
Prefer not to say	16	1.8	1	1.0	17	2.0
Unknown	69	9.2	23	22.0	92	10.3

Religion, Faith and Belief Profile

The staff profile for religion, faith & belief hasn't changed significantly over the past year. The level of disclosure has increased, which again demonstrates our equality monitoring processes are working.

2024-2025							2023-24
Religion	Established	%	Variable	VH %	Total	Total %	Total %
Christian	248	31.5	27	26.2	275	30.9	33.4
Buddhist	8	1.0	1	1.0	9	1.0	1.1
Muslim	18	2.3	3	2.9	21	2.4	1.6
Hindu	16	2.0	0	0	16	1.8	1.2
Sikh	2	0.3	0	0	2	0.2	0.1
Jewish	0	0	0	0	0	0	0
No religion	296	37.6	36	34.9	332	37.2	33.9
Other Religion	32	4.0	4	3.9	36	4.0	4.9
Prefer not to say	40	5.1	5	4.8	45	5.1	3.6
Unknown	128	16.2	27	26.3	155	17.4	20.1

Ethnic Origin

The workforce profile for ethnic origin is made up of 67.9% of staff classified as 'White British' and 13.3% from an ethnic minority background. Compared to the Cambridgeshire profile (2021 census) 15.5% of the Cambridgeshire population are from an ethnic minority group.

2024-2025							2023	Census
Ethnic Origin	Esta	%	VH	VH%	Total	Total%	%	%
Asian/Asian British - Indian	21	2.7	0	0	21	2.4	1.6	1.2
Asian/Asian British – Pakistani	4	0.5	0	0	4	0.5	0.2	0.4
Asian/Asian British - Bangladeshi	5	0.6	2	1.9	7	0.8	0.5	0.4
Asian/Asian British - Chinese	6	0.8	2	1.9	8	0.9	0.7	1.1
Asian/Asian British - Other	13	1.6	2	1.9	15	1.7	1.4	1.1
Black/Black British – African	17	2.2	0	0	17	1.9	1.2	0.6
Black/Black British – Caribbean	5	0.6	1	1.0	6	0.7	0.9	0.3
Black/Black British - Other	0	0	0	0	0	0	1.5	0.2
Mixed/Multiple - White and Black Caribbean	3	0.4	0	0	3	0.3	0.2	0.4
Mixed/Multiple - White and Black African	2	0.3	0	0	2	0.2	0.1	0.2
Mixed/Multiple - White and Asian	8	1.0	0	0	8	0.9	0.7	0.6
Mixed/Multiple – Any Other	15	1.9	0	0	15	1.7	0.1	0.5
White – English, Welsh, Scottish, Northern Irish or British	540	68.5	65	63.2	605	67.9	68.6	84.5
White – Irish	4	0.5	0	0	4	0.4	0.6	0.8
White – Other	58	7.4	6	5.8	64	7.2	6.7	7.1
Any other ethnic group	12	1.5	0	0	12	1.3	1.0	0.6
Prefer not to say	7	0.9	1	1.0	8	0.9	0.5	n/a
Unknown	68	8.6	24	23.3	92	10.3	13.2	n/a

	2024-25 Senior Management Team		2024-25 Governors	
Ethnicity	Count	%	Count	%
White British	5	62.5	13	66.5
Not specified	1	12.5		
Mixed/Multiple – White and Asian	1	12.5		
Mixed/Multiple – ethnic groups			4	16.7
Asian/Asian British			1	5.6
Black/African/Caribbean/Black British			1	5.6
Prefer not to say			1	5.6

Age Profile

The below table shows that the ages profile has remained fairly stable over the past year. The figures for 2024/25 show a small decline in numbers of staff aged 35-39 and 50-54 but with increases in the under 25 and 30-34 age brackets.

Variable hours workers continue to have a differing profile of that of established staff. Numbers of staff in the over 65's age bandings are considerably higher compared to established staff.

2024/2025							2023/24
Age band	Established	%	Variable	VH %	Total	Total %	%
Under 25	48	6.1	3	2.9	51	5.7	4.6
25-29	56	7.1	7	6.8	63	7.1	8.0
30-34	84	10.7	8	7.8	92	10.3	8.5
35-39	75	9.5	9	8.7	84	9.4	10.4
40-44	107	13.6	11	10.7	118	13.3	12.4
45-49	86	10.9	8	7.8	94	10.5	11.3
50-54	93	11.8	11	10.7	104	11.7	15.0
55-59	110	14.0	15	14.6	125	14.0	13.1
60-64	86	10.9	12	11.7	98	11.0	11.4
65 and over	43	5.5	19	18.4	62	7.0	5.4

	2024-25 Senior Management Team		2024-25 Governors	
Age	Count	%	Count	%
16-18				
19-24				
25-34			4	16.7
35-39				
40-44	1	12.5		
45-49	2	25.0	6	33.2
50-54	2	25.0		
55-59	2	25.0	5	27.8
60-64				

65 and over	1	12.5	4	16.7
Prefer not to say			1	5.6

Maternity and Pregnancy

The maternity and pregnancy statistics have decreased slightly in 2024/25 and remained fairly stable over the past few years. The data presents no signs that any less favourable treatment is occurring whilst employees are pregnant or on maternity leave.

	2024-25		2023-2024	
	No. of	%	No. of	%
Maternity and Adoption	5	0.6	8	1.0

Equality & Diversity Monitoring and Statistics of Leavers

The below profile for 2024/25 is based on 121 leavers. The number of leavers remained in line with the previous year, which is a reflection of increased pay and prioritization of workload reduction and employee wellbeing.

HR monitor leaver exit questionnaires and hold exit interviews with leavers to determine the reason for leaving against the protected characteristics under the Equality Act 2010.

Gender	Established	%	VH	% VH	Total	Total %
Female	64	58.7	7	58.3	71	58.7
Male	45	41.3	5	41.7	50	41.3

Sexual Orientation	Established	% Leavers	VH	% VH	Total	Total %
Bisexual	1	0.9	0	0	1	0.8
Heterosexual	80	73.4	4	33.3	84	69.4
Homosexual	2	1.8	1	8.3	3	2.5
Prefer not to say	4	3.7	1	8.3	5	4.1
Unknown	22	20.2	6	50	28	23.1

Sex Identifier	Established	% Leavers	VH	% VH	Total	Total %
Female	33	30.2	5	41.7	38	31.4
Male	26	23.9	1	8.3	27	22.3
Non-Binary	0	0	0	0	0	0
Transgender	0	0	0	0	0	0
Declined to specify	0	0	0	0	0	0
Unknown	50	45.9	6	50.0	56	46.3

Marital Status	Established	%	VH	% VH	Total	Total %
Civil Partnership	0	0	0	0	0	0
Divorced	5	4.6	1	8.3	6	5.0
Living with Partner	6	5.5	2	16.7	8	6.6
Married	42	38.6	2	16.7	44	36.4
Not Specified	13	11.9	4	33.3	17	14.0
Partner	5	4.6	0	0	5	4.1
Prefer not to say	1	0.9	0	0	1	0.8
Separated	3	2.8	0	0	3	2.5
Single	30	27.5	2	16.7	32	26.4
Unknown	2	1.8	1	8.3	3	2.5
Widowed	2	1.8	0	0	2	1.7

Religion	Established	%	VH	% VH	Total	Total %
Agnostic	1	0.9	0	0	1	0.8
Atheist	0	0	0	0	0	0
Buddhist	2	1.8	0	0	2	1.7
Catholic	0	0	0	0	0	0
Christian	40	36.7	3	26.0	43	35.5
Church of England	0	0	0	0	0	0
Hindu	2	1.8	0	0	2	1.7
Muslim	3	2.8	0	0	3	2.5
No Religion	34	31.2	4	33.0	38	31.4
Other Religion	7	6.4	0	0	7	5.8
Prefer not to say	2	1.8	0	0	2	1.7
Roman Catholic	0	0	0	0	0	0
Unknown	18	16.6	5	41.0	23	18.9

Ethnic Origin	Established	%	VH	%	Total	Total %
Asian/Asian British - Bangladeshi	0	0	0	0	0	0
Asian/Asian Chinese	1	0.9	0	0	1	0.8
Asian/Asian British - Indian	4	3.7	0	0	4	3.3
Asian/Asian British - Other	0	0	0	0	0	0
Asian/Asian British - Pakistani	2	1.8	0	0	2	1.7
Black/Black British - African	5	4.6	0	0	5	4.1
Black/Black British – Caribbean	3	2.8	0	0	3	2.5
Black/Black British - Other	1	0.9	0	0	1	0.8
Mixed/Multiple - Other	1	0.9	0	0	1	0.8
Prefer not to say	17	15.6	5	41.7	22	18.2
White - British	65	59.6	5	41.7	70	57.9
White – Irish	1	0.9	0	0	1	0.8
White - Other	9	8.3	2	16.6	11	9.1

Disability	Established	%	VH	% VH	Total	Total %
Disabled	11	10.1	0	0	11	9.1
Not disabled	72	66.1	6	50.0	78	64.5
Not known	19	17.4	6	50.0	25	20.6
Declined to specify	7	6.4	0	0	7	5.8

Age band	Established	%	VH	%	Total	Total %
Under 25	11	10.1	0	0	11	9.1
25-29	10	9.2	2	16.7	12	9.9
30-34	11	10.1	2	16.7	13	10.7
35-39	13	11.9	2	16.7	15	13.4
40-44	14	12.8	0	0	14	11.6
45-49	8	7.3	1	8.3	9	7.4
50-54	5	4.6	0	0	5	4.1
55-59	10	9.2	2	16.7	12	9.1
60-64	12	11.0	0	0	12	9.1
Over 65	15	13.8	3	24.9	18	15.6

Formal Processes – Staff in formal Disciplinary, Capability, Probation or Grievance Procedures

No issues identified for 2024-25. All HR policy and procedures are equality impact assessed and take into consideration the protected characteristics of the Equality Act 2010. HR continually review policies and procedures against latest guidance on the Equality Act 2010. HR will continue to monitor.

Equality & Diversity Monitoring and Statistics of Internal Career Progression

HR will continue to monitor the recruitment processes to ensure that staff are not disadvantaged in any way from progressing their careers within the College and will ensure equality of opportunity for staff training to support this.

Unconscious bias training for recruiting managers continues to be delivered as part of the management development programme and sensitive information on application forms is withheld from shortlisting managers.

Equality & Diversity Monitoring and Statistics of Applicants

The profile below for 2024/2025 is based on 1251 Applicants. The number of applicants has increased slightly on the previous year (1154). The applicant profile is relative to the staff profile. We will continue to monitor this to ensure our application processes and advertising methods do not disadvantage those with protected characteristics.

24-25

Gender	Applicants	%
Female	830	66.4
Male	412	33.0
Unspecified	9	0.7

Sexual Orientation	Applicants	%
Bisexual	59	4.7
Heterosexual	1045	83.6
Homosexual	35	2.8
Prefer not to say	112	8.9
Unspecified	0	0

Marital Status	Applicants	%
Civil Partnership	21	1.7
Divorced	61	4.9
Living with Partner	185	14.8
Married	511	40.8
Partner	0	0
Separated	19	1.5
Single	401	32.0
Widowed	12	0.9
Prefer not to say	26	2.1
Unknown	15	1.3

Religion	Applicants	%
Christian	414	33.1
Buddhist	18	1.4
Muslim	99	7.9
Hindu	50	4.0
Sikh	2	0.1
Other religion	28	2.2
No Religion	458	36.6
Prefer not to say	92	7.3
Unknown	31	2.5
Agnostic	59	4.9

23-24

Gender	Applicants	%
Female	763	66.1
Male	386	33.4
Unspecified	5	0.5

Sexual Orientation	Applicants	%
Bisexual	59	5.1
Heterosexual	952	82.5
Homosexual	36	2.1
Prefer not to say	107	1
Unspecified	0	9.3

Marital Status	Applicants	%
Civil Partnership	11	1.0
Divorced	49	4.2
Living with Partner	160	13.9
Married	499	43.2
Partner	0	0
Separated	21	1.8
Single	362	31.4
Widowed	8	0.7
Prefer not to say	31	2.7
Unknown	13	1.1

Religion	Applicants	%
Christian	331	28.7
Buddhist	24	2.1
Muslim	64	5.5
Hindu	42	3.6
Sikh	8	0.7
Other religion	68	5.9
No Religion	439	38.0
Prefer not to say	79	6.8
Unknown	30	2.6
Agnostic	51	4.4

24-25

Ethnic Origin	Applicants	%
Asian/Asian British - Bangladeshi	13	1.0
Asian/Asian British - Chinese	12	0.9
Asian/Asian British - Indian	88	7.0
Asian/Asian British - Other	26	2.1
Asian/Asian British - Pakistani	44	3.5
Black/Black British - African	71	5.7
Black/Black British - Caribbean	16	1.3
Black/Black British – Other	3	0.2
Mixed/Multiple - Other	16	1.3
Mixed/Multiple - White and Asian	20	1.6
Mixed/Multiple - White and Black African	4	0.4
Mixed/Multiple - White and Black Caribbean	11	0.9
Not Specified	7	0.6
Prefer not to say	17	1.3
White – English, Welsh, Scottish, Northern Irish or British	693	55.4
White - Irish	8	0.6
White - Other	162	12.9
Unknown	40	3.3

23-24

Applicants	%
17	1.5
38	3.3
81	7.0
27	2.1
22	1.9
36	3.1
6	0.5
6	0.5
12	1.0
17	1.5
13	1.1
3	0.3
14	1.2
32	2.8
674	58.4
6	0.5
141	12.2
0	0

24-25

Age band	Applicants	%
Under 25	88	7.0
25-29	86	6.9
30-34	53	4.2
35-39	58	4.6
40-44	46	3.7
45-49	39	3.1
50-54	48	3.8
55-59	22	1.7
60-64	10	0.7
over 65	5	0.4
unspecified	796	63.9

23-24

Age band	Applicants	%
Under 25	77	6.7
25-29	82	7.1
30-34	84	7.2
35-39	77	6.7
40-44	63	5.5
45-49	56	4.9
50-54	55	4.8
55-59	43	3.7
60-64	19	1.6
over 65	7	0.6
unspecified	591	51.2

Disability	Applicants	%
Disabled	123	9.8
Not disabled	1043	83.4
Declined to specify	30	2.4
Not known	55	4.4

Disability	Applicants	%
Disabled	86	7.5
Not disabled	986	85.4
Declined to	40	3.5
Not known	42	3.6

Conclusion & Actions

Overall the equality monitoring data provided in this report demonstrates fair practice within the College and adherence to the Equality Act 2010. A couple of areas have been identified for further review and action and will be reflected in the College's Equality action plan;

- Continue to encourage staff to update their equality data on Employee Self-Service and to review the data on an annual basis.
- Continue to hold exit interviews and review leaver exit questionnaires to monitor reasons for leaving and the impact on our leaver equality & diversity profile.
- Continue to offer equality & diversity training to all staff as well as broaden the specialist training to address specific protected and non-protected characteristics.
- Continue with events and surveys to gather feedback from employees.
- Continue to promote the Race Inclusion Champions and their work across the college and to improve inclusivity and respect to all. Provide opportunities for all staff to communicate concerns and ideas regarding EDI to inform priorities for improvement.
- Continue to support National Awareness days and celebrations linked to protected characteristics.

Annual Gender Pay Gap Report

Data based on snapshot date of 31 March 2025



This Gender Pay Gap Statement summarises the differences in average pay between men and women employed at Cambridge Regional College, using data extracted from the 2025 payroll file. The dataset includes 815 employees across teaching, support, specialist, technical and management roles, covering a wide range of contract types and pay scales.

The figures presented below are based on full-time equivalent (FTE) salary, actual annual salary, hourly rate, and pay-scale information for each employee.

At the snapshot date 31 March 2025, there were 815 relevant employees: 296 male and 519 female, which means that 63.6% of the workforce is female, a slight increase of 1.1% from the previous year.

The workforce composed of both male and female employees across all areas of the organisation, with women making up a significant proportion of teaching, support and administrative roles, and men more represented in technical, construction and some senior management posts.

Women are more likely to work part-time or term-time only, while men are more commonly found in full-time roles—an important factor influencing gender pay gap outcomes.

Mean hourly pay difference between male and female employees

11.8%
(Female: £16.62;
Male: £18.86)

CRC has a mean pay gap of 11.8%, meaning male staff are paid on average more than female staff. This is slight increase on the pay gap in the previous year (10.7% in 2024).

Median hourly pay difference between male and female employees

19.5%
(Female: £15.02;
Male: £18.65)

The median pay gap is 19.5%. This is a reflection of the types of roles our employees perform and the fact that more female staff are employed by the College in roles at the lower end of the payscale.

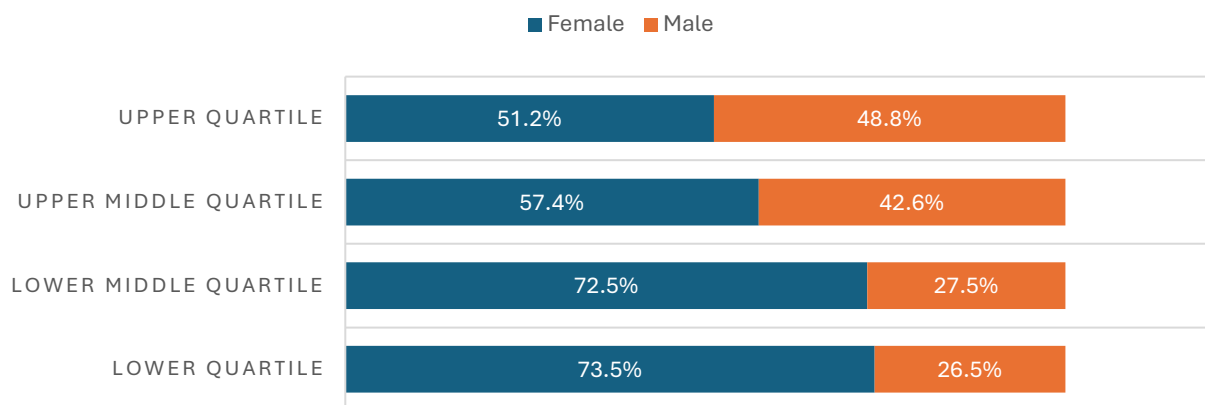
Mean Pay Gap

- Male employees hold a higher proportion of high-earning management and technical/engineering roles, increasing the overall mean male salary.
- Female staff are more prevalent in lower-paid support roles, resulting in a higher average pay for men.

Median Pay Gap

- Median pay is also likely higher for male employees due to distribution across higher-paid roles and fewer part-time contracts.

Gender Split by Pay Quartile



Factors Influencing the Gender Pay Gap

Occupational Distribution

Women predominantly occupy support roles such as:

- Learning Support Mentor
- Administrator
- Student Services roles

These roles typically fall within the lower payscales with FTE salaries around £23,519–£31,732.

Men are more frequently represented in:

- Engineering
- Construction
- Motor Vehicle
- IT and Facilities roles

These roles often attract higher pay scales or market-rate adjustments.

Contract Type and Working Pattern

Women represent a higher proportion of:

- Part-time contracts

- Term-time only roles
- Casual or variable-hours contracts

Men are more likely to hold full-time contracts, with fewer part-time arrangements.

Senior Leadership Representation

The dataset shows both male and female representation across senior leadership, although the highest salaries are predominantly associated with male roles in the most senior positions.

At the snapshot date 42% of the female workforce were in the two Upper Quartiles with 29% being in the Lowest Quartile. In the 12 months leading to 31 March 2025 the % of male employees in the Upper Quartile has reduced from slightly from 46.8% to 33.5%. An increase in the minimum wage rates will have partly impacted this shift as salary scales at the lower end were merged.

Our data shows that there are more female staff paid within the Upper Quartiles than male staff. However, due the overall gender split of the College the number of female staff paid in the lower quartiles compared to male staff is considerably higher. This has the impact on the median and mean averages as there are a higher percentage of female staff paid in the lower quartiles and a higher percentage of male staff paid in the Upper Quartiles.

Due to the structure of payscales in place, staff employed to do the same job are paid equally with the exception of where market allowances are applied. Market allowances are typically, but not wholly, in roles occupied by male employees as a consequence of the vocational areas that are hard to fill being male dominated environments.

Our Commitment

Cambridge Regional College is committed to the principle of equal opportunities and equal treatment for all employees, regardless of sex, race, religion or belief, age, marriage or civil partnership, pregnancy/maternity, sexual orientation, gender reassignment or disability. It has a clear policy of paying employees equally for the same or equivalent work, regardless of their sex (or any other characteristic set out above). As such, it:

- evaluates job roles and pay grades as necessary to ensure a fair structure.
- Operates transparent pay scales across all roles.

Cambridge Regional College is therefore confident that its gender pay gap does not stem from paying men and women differently for the same or equivalent work. Rather its gender pay gap is the result of the roles in which men and women work within the organisation and the salaries that these roles attract.

For example, in departments such as construction and engineering, recruitment is particularly challenging and market allowances are used to support recruitment

where posts are identified as difficult to fill. These sectors are still predominantly male orientated. However, where market allowances are applied, consideration is given to the gender pay gap and salaries aligned for female and male staff within that department where appropriate.

The College has a good range of family friendly leave schemes, agile working and a comprehensive flexible working scheme. The College continue to assess opportunities to narrow the pay gap further.

We are committed to reducing the gender pay gap and ensuring fairness, transparency and equality of opportunity across all staffing groups. We will continue to monitor pay data annually, publish updated figures, and take proactive steps to address any disparities.

What We Are Doing to Address the Gender Pay Gap

Recruitment and Progression

- Ensuring gender-balanced shortlisting and recruitment panels.
- Encouraging female applicants into under-represented areas such as construction, engineering and IT.
- Supporting internal progression through talent development pathways.

Flexible Working and Contract Equity

- Ensuring access to all for flexible or hybrid working.
- Reviewing part-time and term-time roles to ensure equitable access to progression.
- Monitoring market allowances and additional responsibilities to ensure gender neutrality.

Pay and Job Evaluation

- Continuing to use transparent pay scales and job evaluation processes.
- Annual review of starting salaries across departments to remove any systemic inequalities.
- Tracking incremental progression patterns for gender differences.

I, Laura Kerry, Vice Principal People & Commerce, confirm that the information in this statement is accurate.

Signed:



12 February 2026