

NOTTINGHAM COLLEGE



Central College
Nottingham



Equality, Diversity and Inclusion

Transitional Annual Report

2017

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1. Introduction

This annual report provides a review of the position regarding Equality, Diversity and Inclusion (EDI) at Nottingham College. The production, style and content of this report reflects the fact that Nottingham College is a newly formed institution resulting from the merger of Central College Nottingham and New College Nottingham in June 2017.

During the merger process, work to align the approach to EDI took place with a shared commitment by the two prior colleges to commit to delivering an inclusive environment for all students and staff and to embedding equality and diversity within all aspects of their business and academic functions.

The annual report includes equality information on the Colleges' student and staff populations and details the active commitment of the College to continually meet the Public Sector Equality Duty. The report identifies progress, and challenges, in continuing to provide a supportive environment for all members of the College community through a review of the EDI action plan and an analysis of equality information relating to staff and students.

It should be noted that the two former Colleges collated EDI data and information in different ways and therefore with the exception of the staff profile data this has been reported separately and creates some limitations in drawing conclusions and refining actions.

Going forward there will be one data set for Nottingham College and one updated Nottingham College action plan. This report concludes with an overview of proposed EDI governance and draft objectives that will be developed further for integration with the 2016-2020 action plan.

2. Equality Policy

A single Equality, Diversity and Inclusion Policy was drafted for Nottingham College and was ratified at the end of 2016. As such, Nottingham College has been operating under one policy and championed a unified approach to ensure it is positively committed to creating an environment free from discrimination, and where there is mutual respect and equality for all.

3. Legislative Compliance

The College continues to meet its Public Sector Equality Duty responsibilities. The Colleges' Equality, Diversity & Inclusion Policy is legally compliant and enables the organisation to respond to the statutory duties set out in the Equality Act 2010 and the Public Sector Equality Duty 2011 to advance equality of opportunity, eliminate discrimination and foster good relations.

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.
- Foster good relations between people who share a relevant protected characteristic and those who do not share it.

These are often referred to as the three aims of the general equality duty.

To meet the specific duties of the Public Sector Equality Duty the Colleges' EDI objectives were revised at the start of 2016 and new joint objectives for 2016-2020 were published in April 2016. The College post-merger had continued to progress these objectives and work is underway to update and refine these in line with new and emerging challenges.

Legal compliance is supported by the provision of information, advice and guidance, and coaching and training to all stakeholders. The continued completion of Equality Analyses for all policies and changes in service provisions, including those associated with merger, ensures that staff carefully consider how existing and proposed policies or decisions impact on equality.

4. Equality Objectives

Both colleges set joint equality objectives for 2016-2020, making this one of the first co college collaboration pieces. The objectives comply with legislative Public Sector Equality Duties and provide performance indicators for all college operations. Objectives are to challenge discrimination and disadvantage; raise standards; and advance aspirations of all of our stakeholders.

The Colleges objectives are outlined below:

1. Raise the achievement and success levels of different groups of students and work towards eliminating the gap in achievement between students with protected characteristics and those without.
2. Ensure all teaching, learning and assessment promotes, advances and celebrates diversity and British Values.
3. Recruit, support and develop a diverse staff population which reflects and meets the needs of students and the community the college serves.
4. Engage with students and stakeholders to improve student satisfaction for all groups and enhance the student experience.
5. Support and enable access to learning for a diverse range of students.

The College's performance against the stated objectives has been measured and tracked through the Nottingham College 2016-2020 action plan (appendix A).

5. Performance against the Equality Objectives in the action plan.

This section of the report provides an update on progress against the College's stated objectives;

Objective 1: Raise the achievement and success levels of different groups of students and work towards eliminating the gap in achievement between students with protected characteristics and those without:

Work as stated in the action plan has continued in order to raise the achievement and success levels and eliminate the gaps in achievements.

There are currently no significant gaps in retention by ethnic group or gender for 2017/18. Further analysis to review this objective will be required once the achievement rates are finalised for 2017/18.

There has been significant progress made in analysing trends in withdrawals for learners with protected characteristics to ensure that they are not being treated unfairly. A good example of this is evident the Automotive Faculty area where the curriculum has been tailored to support

vulnerable groups. For example, a shorter non-regulated provision has been offered to learners with mental health conditions at the College.

Objective 2: Ensure all teaching, learning and assessment promotes, advances and celebrates diversity and British Values:

Teaching observations in 2016/17 revealed that the majority of sessions demonstrated very good examples of the seamless embedding of British values whilst inclusivity themed learning walks revealed that students felt that they were studying in a safe and positive environment in which they were able to articulate British Values and key Prevent messages. Into 2017/18 under a new observation process there continues to be examples of good practice but a theme that staff need to feel more confident in taking naturally occurring opportunities to undertake this promotion has emerged.

There has been good progress made in the development of online materials for learners to access and an online diversity calendar was purchased and placed on the staff and student intranet.

In order to ensure that EDI is featured in CPD for all staff, it forms part of the on-line mandatory training portfolio. This reflects the drive towards a unified consistent approach for Nottingham College. In addition, colleagues attend a range of events to support EDI in its broadest sense, often with connectivity to the safeguarding and wellbeing agenda.

Objective 3: Recruit, support and develop a diverse staff population which reflects and meets the needs of students and the community the College serves:

The College has achieved Disability Confident status at level 2 and has engaged in a supporting action plan to further improve its disability inclusivity status. Staff satisfaction levels in relation to protected characteristics has revealed no negative feedback and the College continues to establish and implement recruitment strategies where BAME staff are under-represented. A review of recruitment is underway to ensure that positive action is taken when advertising vacancies where there is particular underrepresentation.

Objective 4: Engage with students and stakeholders to improve student satisfaction for all groups and enhance the student experience:

There are three student surveys carried out per year which students complete anonymously online, this is in addition student voice boards and student council meetings. Student feedback is analysed in detail and actions for improvement identified at Faculty Area level. The Student Union also elect an Equality, Diversity and Inclusion Officer.

There have been developments made in ensuring that e-learning materials meet the needs of a range of learners. As a result, Blended Learning Consortium audio visual resources have been made available for a range of devices. These are being actively piloted within the Curriculum. Internally developed content is differentiated and accessible ensuring EDI principles are embedded.

Further work has been carried out to engage students in leading developments that were highlighted by LGBT learners such the design of the college enrolment form and the creation of an LGBT Society by the Student Union. There are continuing efforts to challenge heteronormative standards in teaching and support through specific training via the CPD rolling programme.

Objective 5: Support and enable access to learning for a diverse range of students:

Work to increase participation of learners with a disability onto apprenticeships has been successful. 12% of apprentices have disclosed a disability which represents a 5% increase since 2014/15.

There has been a small increase in the proportion of students drawn from the BAME community on apprenticeship courses. 86% percent of learners are white British with BAME students making up 8% of the cohort.

Attempts to recruit onto courses that are underrepresented by either males or females have resulted in an increase in female enrolments onto Engineering, Plumbing and Electrical courses but the uptake of males onto Health and Social Care remained the same.

There has been an increase in the participation of local and national initiatives and campaigns to raise awareness of particular issues. Students have taken part in the catalyst young leaders course and a number of student led activities took place throughout the year to champion such causes as LGBT, ADHD and Mental health awareness.

6. EDI & Teaching and Learning

The most recent Ofsted inspections for both Colleges demonstrated that they were effective in promoting equality and diversity. There was particular positive recognition for:

- Respectful and welcoming environments
- The wide range of support that helps learners and apprentices overcome any difficulties they may have
- Individualised and flexible programmes
- Students' understanding of equality and diversity
- The effective facilitation of the British Values agenda
- The effective monitoring of data to identify and reduce differences in the performance of various groups of learners

Both ncn and Central College Nottingham received 'Good' grades. Areas of development for both colleges had been identified prior to inspection, that is: a consistent approach

"for all teachers to regularly use opportunities to develop learners' further awareness of matters relating to diversity in lessons" and "improving the quality of teaching to eliminate the small minority of lessons where the individual needs of learners and apprentices are not fully met".

As a fully merged institution the goal of Nottingham College is to continue to build on the positive practice observed in the previous inspections and continue to embed EDI priorities into Teaching and Learning. A unified quality strategy for Nottingham College has been developed and incorporates self-assessment and improvement planning. A Teaching and Learning Observation policy has been implemented and will underpin a consistent approach to quality.

Evaluation of lesson observation reports and learning walks conducted across both colleges in 2017 effectively identified continued good practice and outlined training or support needs to advance positive outcomes for learners. Comments included:

- *‘EDI and British Values were embedded within the scheme of work and lesson. Students had mutual respect for other students offering opinions and answers throughout the lesson’.*
- *‘Learners benefited from sensitively-differentiated support throughout the session which led to excellent progress being maintained. For example, the LSA ensured that a learner with a visual impairment was very well integrated in the class by writing on a large white board and joining with another group’.*

7. Student Profile

The College’s report on the following protected characteristics for students: age, gender, ethnicity, disability, sexual orientation and religion and belief. The student journey is mapped from application to enrolment and once enrolled, includes retention, achievement and overall success. EDI information on students is analysed over 3 years and is benchmarked against national rates. In some instances, equality monitoring further extends to cross cut data to explore intersectionality, for example gender and age.

The student profile analysis will be split between Central College Nottingham and New College Nottingham as the metrics used are taken from the 2016/17 academic year and records were not combined to give a unified picture of Nottingham College. It is therefore difficult in this transitional report to compare results precisely but this will be an improved situation for the 2018 annual report where merged data sets are in place.

Age Profile:

Central College

Age Band	Starts 16/17	Ret % 14/15	Ret % 15/16	Ret % 16/17
16-18	6,843	88%	90%	90%
19+	11,598	92%	94%	95%
Total	18,441	90%	92%	93%

In 16/17 the retention rates of 16-18 year olds remained at 90% from the year before. For the 19+ cohort there was a 1% increase on 15/16 to 96%. This resulted in a 1% increase in retention rates overall for 16/17.

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Age Band	Starts 16/17	Ret % 14/15	Ret % 15/16	Ret % 16/17
16-18	8,220	88%	88%	91%
19+	7,327	100%	85%	92%
Total	15,547	94%	92%	91%

In 16/17 the retention rates of 16-18 year olds improved by 3% on the previous year to 91%. For the 19+ cohort this was an increase of 7% on the previous year. This resulted in an overall increase of 5% on the previous year.

Gender Profile:

Central College

	Retention				Pass				Achievement			
	14/15	15/16	16/17	Nat Rate	14/15	15/16	16/17	Nat Rate	14/15	15/16	16/17	Nat Rate
Female	91%	92%	92%	92%	92%	92%	91%	92%	85%	84%	84%	83%
Male	89%	93%	91%	92%	93%	89%	88%	90%	83%	82%	81%	81%
Total	91%	90%	92%	92%	93%	90%	90%	91%	84%	83%	83%	82%

In 16/17 52% of learners disclosed as female which represents a 2% drop from the previous year. There is no difference in the retention rate between male and female students. However, females have better pass (+2%) and achievement (+3%) rates.

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	Retention				Pass				Achievement			
	14/15	15/16	16/17	Nat Rate	14/15	15/16	16/17	Nat Rate	14/15	15/16	16/17	Nat Rate
Female	93%	92%	91%	92%	93%	95%	94%	92%	87%	88%	86%	83%
Male	93%	90%	91%	92%	91%	93%	91%	90%	84%	84%	83%	81%
Total	93%	92%	91%	92%	92%	92%	93%	91%	86%	86%	85%	82%

In 16/17 there was no difference between female and male learners in terms of retention with both reporting a retention rate of 91%. However females are performing 3% better in both pass and achievement rates at 94% and 83% respectively.

Ethnicity Profile:

Central College

Despite a fall in overall enrolments at the College there was an increase in the numbers of BAME students in 16/17. 29% of learners were BAME (+3% from 15/16). 54% were White British which represents a 7% drop from the previous year.

7 groups fell -2% or more behind both college and the National retention average, these were; White/Black Caribbean and White/Black African, Irish, Chinese, Any Other Mixed, Gypsy/Irish Traveller and 'Not Provided'

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There was a growth in the percentage of disclosing BAME students in 16/17 with this cohort representing 34% of the learner population. This is a 7% increase on the previous year. 60% of learners were White British a fall of 6% since 15/16

Retention rates were below college average for the Other Mixed Caribbean, Gypsy /Irish traveller, White Asian, White/ Black Caribbean White black African and Irish and Groups.

Pass and achievement rates have remained mainly consistent for minority groups from the previous year.

Disability Profile

Central College

Learning difficulty/disability	Starts 16/17	Ret % 14/15	Ret % 15/16	Ret % 16/17
No disability	11,773	90%	92%	94%
Not Provided	11	98%	92%	100%
Disability	6,655	93%	94%	91%
Total	18,441	91%	92%	93%

The percentage of total students disclosing a disability has increased significantly (+6%) from 15/16 to 36% in 16/17. The number of learners who do not provide information has fallen in 16/17 to just 11 enrolments compared to 84 in 15/16.

Unlike previous years, retention in 16/17 for those who disclose a difficulty/disability or health problem has fallen (-3%) below those learners who do not have a disability. In a similar picture to last year learners with a profound/complex disability have the poorest retention rates.

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Learning difficulty/disability	Starts 16/17	Ret % 14/15	Ret % 15/16	Ret % 16/17
No disability	13,536	92%	92%	91%
Not Provided	373	90%	92%	93%
Disability	1638	91%	90%	90%
Total	15,547	92%	92%	91%

The percentage of students disclosing a disability in 16/17 was 11% which remains the same as the previous year. Learners that declare mental health problems showed some improvement in both retention and achievement in 15/16. However, this declined in 16/17 with both falling below the College average.

Retention rates for those disclosing a disability were 1% worse than those who did not and Achievement rates for those who disclosed a disability were 3% worse than those who did not. This is a 1% decline from the previous year.

Sexual Orientation

Central College

Disclosed LGB learners make up just 3% of the student population, although there has been a +1% improvement on disclosure from 14/15 within these groups. There has been an increase in the numbers of learners who 'prefer not say' or did not answer this question (37%) compared to 26% in 15/16.

In 16/17 learners who identify as gay and lesbian have poorer retention rates than other groups, falling 4% and 2% respectively below college retention average.

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Disclosed LGB learners made up 2% of the student population which remains the same from the previous academic year. Achievement rates for the LGB cohort are significantly lower than those not wishing disclose their orientation (-11%) and the straight / heterosexual cohort (-8%). Retention rates are also poorer for disclosed LGB learners.

8. EDI Staff Profile (as at July 2017)

The College aims to collect robust equality data to help identify and address any inequalities. It currently reports on the following protected characteristics for established staff: age, gender, ethnicity and disability. Staff equality information is analysed over 3 years. The profiles suggest that whilst there is ongoing work to increase the ethnic diversity of the Colleges' workforce all HR policies and practices continue to reflect good practice in EDI.

The data below represents Nottingham College's position as a merged entity in July 2017.

Staff Gender Profile

Female				Male			
Lecturers	Management	Professional Services	Total	Lecturers	Management	Professional Services	Total
58%	57%	67%	63%	42%	43%	33%	37%

Despite considerable changes in the workforce including significant downsizing and reshaping of the organisational structure and roles, the gender profile by staff type has remained largely steady and consistent with the previous year. The balance has continued to swing from a predominantly male management team to a predominantly female one. The variance growing 4% from 15/16.

Staff Disability Profile

Disabled	Not Disabled
7.46%	92.54%

The percentage of employees disclosing a disability has remained at 7% from 2015/16. The College remains positive about the employment of people who have a disability and has updated its 'two-tick' employer status to the new 'Disability Confident' scheme

Staff Ethnicity Profile

BME	White
10.82%	87.31%

11% of the workforce classified themselves as BAME. This represents no significant variance on the previous year. The College will continue to pursue recruitment practices that will extend the diversity of the workforce to better reflect the population of Nottingham and the student profile.

Age Profile

16-25	26-35	36-45	46-55	56-60	61+
7%	16%	25%	32%	12%	9%

The age profile remains largely unchanged and is in line with the sector overall with the largest percentage of employees aged between 46-55 years old.

9. Conclusions Drawn from the EDI Data

Due to the transitional approach to EDI following merger which included the use of different reporting arrangements and data sets, it is difficult to draw statistically led conclusions at a whole-College level. Following the migration of both student and staff data to common platforms this will now become easier for the College as it moves forward.

In the meantime it would appear that;

- BAME colleagues make up 11% of staff profile compared to the student profile which ranges from 29%-34% BAME.
- Disability disclosures at CCN were significantly larger than at ncn. This is likely as a result of different data collection methods which will now be addressed through the introduction of the EBS system.
- At present there is no formal reference to Governors within the report although the Board is aware of the current membership profile and this is reviewed on a regular basis.

10. EDI Priorities for Nottingham College

June 2018 marks the first anniversary of Nottingham College, a period of huge change for our colleague and student community. Equality, Diversity and Inclusion in all its forms is fundamental to our transformational ambitions and the advantage of future reporting will be data from a single source, rather than legacy colleges. In this time of change, the College proposes to implement a range of new measures, both short-term and long-term, that will influence our culture. These measures will begin with the question, “What does success look like and how do we get there?”

Central College had previously resourced a dedicated EDI officer post whilst ncn had embedded the responsibility for EDI within a number of roles across the College. The latter approach is the model currently used by Nottingham College with responsibility for EDI objectives sitting in a number of places across the College e.g. the OD & HR team, the Quality team and the Customer Experience team.

In order to refresh and update the Nottingham College EDI Action Plan and update it in line with the stretching ambitions of the College and to act on a newly merged data set, it is proposed that a new EDI Committee is established for Nottingham College. The was previously a transitional EDI Committee in place in the lead up to merger but this new Committee will be established and will continue long-term. The membership of the Committee will consist of a number of representatives including;

- The Quality Team
- The OD & HR Team
- Curriculum Team
- Customer Experience Team
- Marketing & Communications Team
- Student Union Team
- Trade Unions

This newly formed Committee will further develop the College's 2016-2020 action plan to evolve the focus of the objectives in line with the strategic priorities of the College and the findings from the annual report.

It is anticipated that the Committee in reviewing the 2016-2020 action plan will consider the following priorities and objectives;

- Stretching new EDI performance indicators for Nottingham College including measures to further promote and monitor EDI through the employee lifecycle (as well as student)
- A staff development plan for EDI that addresses greater integration of EDI within Leadership and Governance Programmes, strengthens completion rates of mandatory training and maximising the apprenticeship levy as a progressive alternative to promote inclusivity.
- Development of marketing, communication and social media tools to support EDI activity
- Further work to enhance the capability of staff to further promote and embed British Values and the Prevent agenda
- Advance the outcomes of January 2018 colleague engagement survey where 68% of staff were of the view 'Equality & Diversity is already embedded within the culture of the College, so that staff feel safe to; 'be who I am', and 44% believe that the College works to; 'attract, develop and retain people with diverse backgrounds'.
- Greater collaboration on projects between the OD team, Wellbeing Team and Student Union to achieve EDI goals.
- Use of all forms of College data systems (in compliance with GDPR) to enhance the College's ability to identify trends e.g. the new EBS system for student data
- Positive use of Code of Conduct behaviours and values to boost workforce EDI culture.

Going forward the EDI Committee will take responsibility for monitoring the progress of the new 2018-2022 action plan and it is proposed that each Equality objective will have a sponsor in addition to action owners. Progress against this work will be contained with the 2018 EDI Annual report which is likely to take a new format.

The following pages capture the interim EDI action plan that will sit alongside the previously published 2016-2020 plan. It is anticipated that once the EDI Committee is in place (by July 2018) that their focus will be on developing the 2018-2022 action plan. Therefore due to the transitional nature of this report for 2017, the College will only publish the following section of this report i.e. the interim action plan with stated Equality Objectives pending the new 2018-2022 Nottingham College plan.

NOTTINGHAM COLLEGE
TRANSITIONAL EQUALITY, DIVERSITY AND INCLUSION ACTION PLAN (MAY 2018)

Nottingham College's specific and measurable equality objectives for the academic year 2018/19 will help to ensure that EDI remains at the heart of the College's policies and procedures and are considered as part of the decision-making process. The updated SMART objectives will be developed by the new EDI Committee and will replace the current and previously published 2016-2020 action plan.

The updated objectives will focus on the most important equality issues facing the College today, and those that will have the greatest impact on students, employees and external stakeholders. It will be essential to use the newly merged student and staff data to determine any measurable change that the College wishes to make for its new and existing student cohorts along with those identified for our staff and governor populations.

It will be essential that whilst the College has operated a more devolved approach to the embedding of EDI across the College over the last 12 months, that the introduction of the new Nottingham College EDI Committee ensures that responsibility and accountability for EDI remains everyone's priority. The new Committee will act as a conduit to drive forward the action plan and to help to identify and share best practice. The Committee membership will consist of representatives from key areas of the College working together on this important shared agenda.

Nottingham College remains committed to the following published EDI objectives;

1. Raise the achievement and success levels of different groups of students and work towards eliminating the gap in achievement between students with protected characteristics and those without.
2. Ensure all teaching, learning and assessment promotes, advances and celebrates diversity and British Values.
3. Recruit, support and develop a diverse staff population which reflects and meets the needs of students and the community the college serves.
4. Engage with students and stakeholders to improve student satisfaction for all groups and enhance the student experience.
5. Support and enable access to learning for a diverse range of students.

In addition to the stated EDI objectives and the published 2016-2020 plan, the College will be undertaking a range of updated actions to support the embedding of a College-wide focus on EDI post-merger, these can be seen below;

OBJECTIVE	MEASURE	TIMESCALES	OWNER
Establish a new dedicated cross-College Equality, Diversity & Inclusion Committee to take a lead role alongside the established Organisational Development & HR Committee for the development and implementation of the College-wide EDI plan.	Committee membership and terms of reference established. Scheduled meetings underway.	31 July 2018	Director of OD & HR
Review the existing 2016-2020 EDI action plan against the new Nottingham College Strategic Priorities to provide a baseline and KPIs (including charters) for the new 2018-2022 EDI action plan.	New draft EDI action plan developed that captures key strategic priorities for consideration by the Committee.	31 August 2018	Director of OD & HR & Director of Quality
Build on the baseline 2018-2022 EDI plan to incorporate Colleague Engagement survey feedback, new learning & development priorities emerging from the transitional PDR planning process (and including mandatory EDI related training).	Published EDI action plan for 2018-2022 that reflects new strategic priorities and addresses key organisational priorities.	30 September 2018	EDI Committee
Review and analyse latest student achievement data for themes to incorporate within the updated EDI action plan.	Analysis of outcome data to identify any new EDI objectives or actions.	30 November 2018	EDI Committee
Update the 2018 – 2022 EDI plan to reflect the priorities emerging from; the student achievement data and new student information for the academic year 2018/19 based on enrolment data.	EDI action plan reviewed to ensure no changes to planned objectives.	31 December 2018	EDI Committee
Build a network of EDI champions to support the work of the EDI Committee.	Identified EDI champions published on the intranet.	30 March 2019	EDI Committee