

Equality, Diversity & Inclusion Priority Objectives Action Plan 2019-2022

The College's Equality, Diversity & Inclusion (EDI) priority objectives underpin its statutory duties as set out in the Equality Act 2010 and Public Sector Equality Duty. The action plan demonstrates the College is committed to challenging discrimination and disadvantage; raising standards; and advancing aspirations of all of its stakeholders; it is focussed on the most important equality issues facing the College today, and those actions that will have the greatest impact on students, employees and external stakeholders.

This four year action plan will provide performance indicators for all College operations. Along with the EDI Policy, it seeks to ensure that no person is treated less favourably, or unfavourably on the grounds of any of the Protected Characteristics. The plan has been developed in close collaboration with a range of stakeholders and will continue to evolve through further engagement activity, frequent monitoring and review.

The EDI Committee will take responsibility for monitoring the progress of the new action plan, with each objective having a sponsor, in addition to action owners. The Committee will help to ensure that responsibility and accountability for EDI remains everyone's priority as part of a devolved approach and this Group will act as a conduit to drive forward the action plan, helping to identify and share best practice.

The objectives are to:

1. Develop and engage a diverse staff and Governor population which reflects and meets the needs of students and the community the College serves
2. Ensure the College's policies, procedures & processes support its EDI ambitions
3. Engage with staff, students and stakeholders to promote and communicate an awareness and understanding of EDI, and how it impacts on the student and colleague experience
4. Support and enable access to learning for a diverse range of students
 - 4.1 Raise the achievement and success levels of different groups of students and work towards eliminating the gap in achievement between students with protected characteristics, including those affected by societal factors, and those without
 - 4.2 Ensure all teaching, learning and assessment promotes, advances and celebrates EDI and British Values

Next steps include the development of task and finish groups to progress the priority objectives and mapping of the action plan below against the College cycle: Attract, Join, Retain, Achieve and Employ linking to key business performance indicators.

PRIORITY OBJECTIVE - 1

PRIORITY	What is the change we want to see?	How is that different from now?	Priority Sponsors
Develop and engage a diverse staff and Governor population which reflects and meets the needs of students and the community the College serves.	That we attract and retain a diverse workforce and governing body. People who actively want to join Nottingham College, are reflective of the communities we serve and achieve results which both they and the College value.	<ul style="list-style-type: none"> 63% of the College's workforce are female. Ethnicity/race: 11% of all perm. staff have identified as BAME (13% sessional staff) Age: 45% of permanent lecturer staff are age 50+, 43% of permanent professional service staff are age 50+ 	Director, OD & HR Head of HR OD & Change Manager

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?
Undertake a workforce census for all 9 protective characteristics.	Intelligent data on workforce diversity profile to identify potential disparities and develop actions to address any inequalities and barriers to the equality of opportunity.	Request and collect employee data. Owner: Human Resources	February 2019
An analysis of recruitment applications against protected characteristics.	To understand any barriers to recruitment and progression, particularly for black and minority ethnic (BAME) and other under-represented groups.	Analysis of current advertising media and applications from those sources. Owner: Human Resources	New processes implemented Summer 2019 On-going quarterly reviews
All vacancies to be considered for apprenticeships prior to progressing to recruit.	Positive influence on workforce age profile and open opportunities to broader groups to work at the College.	Introduction of amended recruitment process. Owner: Human Resources	April 2019
Collaborate with organisations who are leaders in the successful recruitment of a diverse workforce.	Increase the numbers of BAME workforce, including apprentices.	A recruitment strategy that works with others to address under-represented areas. Owner: Human Resources	December 2019
Monitor staff experience and satisfaction levels according to different protected characteristics.	Identify any adverse feedback and implement positive action where necessary.	Employee engagement survey. Owner: OD & Change Manager	Annually (or in line with colleague engagement survey)
Develop a rolling programme of training linked to EDI priority objectives.	Access to the skills and knowledge to support the College's EDI Policy & Plan.	Design of a range of learning and development opportunities delivered through internal & external expertise. Owner: OD & Change Manager	July 2019

PRIORITY OBJECTIVE 2

PRIORITY	What is the change we want to see?	How is that different from now?	Priority Sponsors
Ensure the College's policies, procedures & processes support its EDI ambitions.	Nottingham College's policies, procedures and processes mirror or exceed the best examples, not only within the FE sector but across all sectors. The College is a beacon of best practice.	Currently all College Policies meet the requirements of legal legislation and/or of the sector (e.g., Ofsted). A new approach will look to exceed minimum requirements.	Director, OD & HR Director, Customer Experience

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?
Equality Impact Assessments (EIA) applied to all policies, procedures and processes at inception or renewal.	The needs of different groups within the college community will be actively considered as revisions are made and no group is adversely affected by College policies, procedures or processes either unintentionally or by design.	All policies, procedures or processes will be ratified only on completion of a full EIA. Owner(s): Director, OD & HR Director, Customer Experience	September 2019
EIA considerations to appear as a standard item on all Senior Leadership Team agendas and for all meetings at a future date.	Meetings will actively consider the impact of items discussed and actions arising on all groups to ensure no group is unfairly disadvantaged.	Active promotion of EIA as part of agendas. Owner(s): Director, OD & HR Director, Customer Experience	June 2019
To seek out and actively pursue the most appropriate accreditations or kite marks which will demonstrate the College's commitment to building an inclusive community and which will afford the College 'Beacon' status in the sector and beyond.	Student and staff 'felt experience' of our College will be one where diversity is celebrated, inclusivity is natural and where all are treated equally. Students and colleagues will be able to identify with the 'kite mark' as being an indicator of the community in which we work.	Accreditation of, for example, Investors in Diversity, Stonewall Diversity Champion, Athena SWAN Owner: OD & Change Manager	July 2019 – plan to identify accreditations sought.

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?
To review the College policies for recruitment and retention to ensure we are maximising the talent within the college and attracting the best talent to support the college in the achievement of its ambitions.	The College will attract and retain a diverse workforce best suited to achieving its strategic ambitions.	Linked to Priority Objective 1 'Develop and engage a diverse staff and governor population'.	December 2019

PRIORITY OBJECTIVE – 3

PRIORITY	What is the change we want to see?	How is that different from now?	Priority Sponsors
Engage with staff, students and stakeholders to promote and communicate an awareness and understanding of EDI, and how it impacts on the student and colleague experience.	That Nottingham College is one community. Colleague/student distinctions exist only where necessary for Teaching, Learning & Assessment, Training & Development, Business Operation reasons and Administration.	<p>Activity to embed EDI into the fabric of college life is currently better advanced among the student community than with colleagues.</p> <p>Colleagues & students will jointly participate in, for example, clubs and societies which actively support those with one or more protected characteristics.</p> <p>Colleagues & students who share a protected characteristic support one another as members of the wider College community.</p>	Director of Customer Experience Internal Communications Officer Wellbeing Manager

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?
Support, train and coach colleagues to improve understanding and awareness of EDI.	Increased integration of EDI in the classroom (and beyond), with opportunities to promote British Values and challenge prejudice.	<p>A range of training and development opportunities using a blended approach.</p> <p>Owner(s): OD & Change Manager Head of Faculty Quality & ITE</p>	July 2019

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?
Creation of a shared 'resource library' for the College community (students and staff) to promote understanding of difference.	Access to resources (digital and/or physical) co-ordinated by colleagues and students. Designed to support colleagues and others understand their role in supporting & celebrating diversity.	A team of EDI Champions. Owner(s): Wellbeing Manager (with Student Union) OD & Change Manager	Summer 2019
To 'build a picture' of the College demographic e.g. % of community for each ethnic group, % with declared disability, % with specific religion.	Ability to promote the diversity of our population and 'reach out' to potential staff and students who will identify with us.	Collection and analysis of data. Owner(s): Internal Communications Officer Wellbeing Manager	To be determined once data is available.
To hold a Nottingham College staff conference.	That all colleagues are 'inducted' in to Nottingham College – its desired EDI culture.	A whole College event at a single campus, consulting with staff on content & design.	December 2019
To include exhibits and 'stalls' from all Faculties and Prof. Service areas.	To raise awareness of what each area does and how we can support each other.	Owner(s): OD & Change Manager/EDI Committee	(Indicative dates of July or September 2019 CPD day(s))
To actively promote and celebrate different communities within the College.	The College is seen to visibly recognise national events such as PRIDE, Black History Month and those included on the EDI & Wellbeing calendar.	A proposal submitted to the EDI Committee identifying key events to support, reflective of the College community. Owner: Wellbeing Manager	Proposal submitted to May 2019 EDI Committee
Analyse the student satisfaction survey for participation and satisfaction by protected characteristic groups (continue to monitor satisfaction levels)	Insight into whether satisfaction levels of students with protective characteristics are disproportionate.	Analysis of the results filtered by disclosed protected characteristic groups. Owner: Survey Owner/Quality Team	In line with student survey dates.
Development of an Estates policy that sets out the College's approach to accessibility across the estate and underpins cultural change.	The College takes proportionate action to ensure that all buildings are accessible and underpin EDI aspirations.	Development of an Estates policy that sets out the decision making criteria for accessibility issues across existing and future College campuses. Owner: Head of Estates	September 2019
To ensure that all student forms are in accessible formats throughout the business cycle.	No student feels disadvantaged by inaccessible forms or processes.	Ensure all admissions information & application forms are available in accessible formats. Owner: Director of Customer Experience	For 2019/2020 recruitment

PRIORITY OBJECTIVE – 4

PRIORITY	What is the change we want to see?	How is that different from now?	Priority Sponsors
Support and enable access to learning for a diverse range of students.	Ensure staff are able to identify and respond to needs of students through effective data gathering via College systems.	Data needs to be available to staff in a timely manner and be refreshed throughout.	Head of Customer Support Faculty Area Manager, SLDD
	Teaching staff are supported by Achievement Coaches to provide appropriate and timely support to students at the point of need.	Teaching staff benefit from the expertise of Achievement Coaches to respond effectively to issues during class. Difficulties for students are identified and actioned quickly before the situation escalates. Learning is not unduly disrupted for other students in the group.	
	Establish a network of EDI Champions across the College to support colleagues and students.	A strong decentralised approach to EDI to support both staff and students. Best practice is collated and shared across faculty areas and cross college.	

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?
Gain a better understanding of the data the college collects and how that data is made available to staff.	We understand what information is available and can determine what is disseminated to staff, when and how.	Work with MIS and other data collection teams to find out (1) What information is collected? (2) What reports are available? (3) Who uses the data? (4) How is it promoted to staff? Owner: Head of Customer Support	Initial conversations to be completed by 15 th February 2019. Implementation date tbc.
Gain a fuller understanding of the role of Achievement Coaches and the support they offer to all staff.	<ul style="list-style-type: none"> – That Achievement Coaches will offer an 'on call' response on each site each day. – Mandatory tutorials are tailored to particular student group to embed relevant EDI actions – Support is available to teaching staff. 	Find out more about current role and activities of Achievement Coaches and share widely. Owner: Faculty Area Manager SLDD	Initial conversations completed by 15 th February 2019. Implementation date tbc.

PRIORITY OBJECTIVE 4.1

PRIORITY	What is the change we want to see?	How is that different from now?	Priority Sponsor
<p>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.</p>	<p>Better quality data available to staff following open days/events illustrating whether some groups are being deterred from even considering applying.</p>	<p>Teaching staff don't always know who they are attracting to their courses until they arrive.</p>	<p>Quality Manager Specialist Lecturer, Behavioural Support</p>
	<p>Data to help identify issues with groups attending open days but not applying.</p>	<p>Unintended unconscious bias in the marketing approaches being taken may not be known.</p>	
	<p>Build relationships/develop contacts in schools where applications are low.</p>	<p>Recognised as College of choice for under-represented groups.</p>	
	<p>The College chooses to expand its definition of protected characteristics to include; mental health, criminal disclosure, students from other Ed.Backgrounds</p>	<p>This information is not known to staff but can be the underlying cause of difficulties faced in the classroom and with student retention and progression.</p>	
	<p>Changes to processes "pre-offer" to include shared information between current education provider and college to enable tailored student support plans to be put in place.</p>	<p>Introduce face to face interview and references for each student to enable appropriate planning (doesn't affect offer).</p> <p>Work more closely with applicants to prepare them for studying at college.</p>	
<p>Consideration given to 'phased' teaching and breaks so fewer students are using communal areas at the same time. This leads to an improved Mental Health experience for students particularly those from alternative education settings.</p>	<p>Flexibility in timetabling. Better use of social spaces. Reduces 'peaks and troughs' in demand for catering, library and other services.</p> <p>Teaching patterns could emulate those in the corresponding industry. E.g. Early starts for Construction.</p>		

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?
Understand data currently collated by Marketing.	Able to identify 'gaps' and make recommendations relating to the data staff need and want.	Request current data sets. Agree with those involved in open days what additional data needs to be collected and how.	For discussion at March 2019 EDI Committee. Changes in place for 2020/21 open days
Where gaps are identified, support staff to create more 'diverse' promotional and other literature.	More potential students feel able to 'identify' with the College which increases applications from those with protected characteristics.	Collaboration between curriculum (FAMs) and Marketing.	No later than 2020/21 recruitment
Present proposal to widen the College definition of protected characteristics to the EDI committee.	This demonstrates the desire to be a 'beacon' College (beyond the legal min.) We sensitively collect this data to tailor teaching approaches, materials & support.	<ul style="list-style-type: none"> • SLT approve data collection • Systems amended to collect data • Development for staff 	Target to support students starting in September 2019. Include as sessions on September 2019 CPD days.
Propose a face to face interview with each student on acceptance of an offer prior to enrolment.	<ul style="list-style-type: none"> • Identify additional support needs at the beginning of students' Prog. of study. • Consider and implement appropriate teaching/behaviour strategies from day 1. • Minimise students leaving during the first six weeks of study. 	Proposal led by EDI Committee to change the recruitment process.	Phase in for students with protected characteristics from August 2019. All students from September 2020.
Raise achievement rates for: Caribbean, white/black Caribbean, learning difficulty/ disability, cared for students & free school meal students.	All students in these groups achieve at least national average.	Development of plan to determine approach.	In line with plan once developed.
Improve retention of 16-18 females across learner & employer responsive provision.	Retention gap for males and females closed.	Development of plan to determine approach.	In line with plan once developed.
Analyse trends in withdrawals for students with protected characteristics	Ensure no groups are treated unfairly.	Targeted actions to retain students with specific needs.	In line with recruitment cycle for 2019/20

PRIORITY OBJECTIVE – 4.2

PRIORITY	What is the change we want to see?	How is that different from now?	Priority Sponsor
Ensure all teaching, learning and assessment promotes, advances and celebrates EDI and British Values.	<p>Programme that keeps EDI, British Values and Prevent training/updating fresh e.g. for staff at the beginning of the academic year and throughout.</p> <p>Staff feel confident teaching these subjects and engaging in naturally occurring conversations with students.</p>	<p>Knowledge, skills and materials are developed “at the point of need”; that is immediately prior to student induction.</p> <p>Subjects can feel like a “bolt on” element to programmes of study in some areas.</p>	Employer Lead, Construction Lecturer, Art & Design Learning & Development Coach Head of Faculty, Adult Employability
Improved support for students moving between programmes of study e.g. access to information.	Where a programme of study may not suit a particular student ‘academic counselling’ is available to help them identify alternative programmes and support from a dedicated advisor helps them move to a different programme.	<p>Students not achieving on programmes are not always counselled to consider other programmes of study.</p> <p>Aids retention of the student.</p>	

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?
<p>Ensure that EDI, Prevent and British Values CPD is on offer at the September CPD days.</p> <p>CPD materials are available to staff throughout the year to be accessed as required.</p>	<p>All teaching staff will take part in at least one EDI, British Values or Prevent CPD session annually.</p> <p>Staff will grow in confidence both in supporting students with protected characteristics and additional needs and in engaging with discussions with students around British Values and Prevent as these opportunities occur.</p>	<p>Events are offered as part of CPD days and included in the rolling programme of staff development.</p> <p>The Moodle will be developed as a resource bank of materials which are readily available to staff. Materials will be created by staff for staff and include links to external sources which have been identified by colleagues as useful.</p>	<p>September 2019</p> <p>Coming on stream from April 2019</p>
Student induction is strengthened to highlight College rules and expectations around EDI, British Values and	The whole College community shares a common understanding and approach. Students are clear at induction of the behaviours expected of them as members of the Nottingham College community.	Timetables sessions with support materials available to staff as articulated above. Working closely with Student Union to facilitate a ‘joined up’ approach to inducting	From September 2019

What action will we take?	What is the anticipated result?	How can it be achieved?	When can we achieve this by?
Prevent. These sessions will be compulsory. For returning students refresher sessions are compulsory.		all students in EDI, British Values and Prevent.	
Within faculties FAMs will ensure that all staff are clear on the role of the Achievement Coaches aligned to their faculty, how to contact them and the support they can provide to both staff and students.	Support is available to staff and students at the point of need.	Communication between FAMs and Achievement Coaches at local and cross-college level.	July 2019 (To commence as soon as possible).
Devote more time to interviewing applicants to build a comprehensive picture of them and their needs.	Student and staff are well prepared at the start of teaching. Time is saved not having to deal with issues as they arise as many will have been addressed 'up front'.	As 4.1 above - Proposal led by EDI Committee to change the recruitment process.	Phase in for students with protected characteristics from August 2019. All students from September 2020.
Develop a central resource to support students who wish to or need to move programmes.	<ul style="list-style-type: none"> We retain students on the right programme of study for them. Students are happier and achieving. 	EDI Committee may wish to propose the setting up of this resource.	To be confirmed.