

NOTTINGHAM COLLEGE

CORPORATION MEETING – 21ST JANUARY 2019

EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT 2017/18

1 PURPOSE

- 1.1 The purpose of this report is to provide a review of the position regarding Equality, Diversity and Inclusion (EDI), at Nottingham College for the 2017/18 academic year. The last annual report was presented to the Board 8 months ago in May 2018 with the timing of the report impacted by merger. Going forward the EDI report will be presented annually in January.
- 1.2 The EDI report is not intended to provide information on the resulting EDI action plan, but instead to highlight the information and findings that will inform the EDI plan that is currently being developed through consultation with staff and stakeholders.
- 1.3 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.

2 BACKGROUND

- 2.1 This is the first EDI report with combined data for Nottingham College, the last report contained data for each legacy organization given the timing of the report. A single set of priority objectives have been identified, endorsed by the College's newly formed EDI Committee. In addition consultation with staff and students through a range of campus based focus groups began in December 2018 and will inform the action plan.
- 2.2 The College's response to the findings within this report will be contained within an action plan for 2019 and beyond. The action plan will be developed using a number of priority objectives (see section 4.1) and will be presented to the Board in March 2019 in conjunction with the gender pay gap report. The action plan is being devised through a consultative approach with key stakeholders. The data provided here will help to determine any measurable change the College wishes to make for its new and existing cohorts, along with those for staff and governors.
- 2.3 The introduction of the EDI Committee will help to ensure that responsibility and accountability for EDI remains everyone's priority as part of a devolved approach. The terms of reference (appendix A) of the Committee ensure that the group acts as a conduit to drive forward the action plan and help to identify and share best practice. Membership of the committee consists of representatives from key areas of the College including; student and Trades Union representatives working together on this important shared agenda.
- 2.4 This report has been written, developed and produced collaboratively with members of the EDI Committee.

3 DATA PRESENTED

- 3.1 A range of data from College core data sets has been used in the formation of this report, referenced throughout as appendices.
- 3.2 It should be noted that formal EDI data for the Board of Governors is not yet collated but the action to do so will be incorporated within the forthcoming action plan.

4 EQUALITY, DIVERSITY & INCLUSION PRIORITY OBJECTIVES

- 4.1 The objectives comply with legislative Public Sector Equality Duties and will provide performance indicators for all College operations. Objectives are to challenge discrimination and disadvantage; raise standards; and advance aspirations of all of our stakeholders; 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.

The Colleges objectives are outlined below:

- Develop and engage a diverse staff and Governor population which reflects and meets the needs of students and the community the College serves
- Ensure the College's policies, procedures & processes support its EDI ambitions
- Engage with staff, students and stakeholders to improve student satisfaction for all groups
- Support and enable access to learning for a diverse range of students
 - 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
 - Ensure all teaching, learning and assessment promotes, advances and celebrates EDI and British Values

- 4.2 Going forward 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.

To inform our priority objectives, a number of engagement activities are on-going. Consultation with our student community began at the December Student Council where the EDI objectives were discussed. Students agreed to share them with others in their classes and to feed back their thoughts & ideas using the new dedicated College EDI email address edi@nottinghamcollege.ac.uk.

- 4.3 As well as consulting with students, a range of staff forums are taking place in January, at a variety of campuses and hosted by members of the EDI Committee. To promote accessibility, these have been arranged during lunch periods so that any teaching colleagues with timetable commitments have the option to join the conversation. Forums will invite feedback on our objectives, how they can be achieved and the compilation of Frequently Asked Questions. We are committed to ensuring that, through engagement, the objectives advance equality of outcome, eliminate discrimination and foster good relations.
- 4.4 Consultation has included, and will continue to include, engagement with individual members of the Board who can help to shape EDI priorities e.g. through the offer of guest speakers for

science from under-represented areas and the potential for partnership working in areas of EDI across organisations.

- 4.5 In the 'Fair Deal' category of the January 2018 Colleague Engagement Survey, 68% of respondents agreed or strongly agreed that, 'Equality and diversity is embedded into our culture so that I feel safe to be who I am'. 44% of respondents agreed or strongly agreed 'We work to attract, develop and retain people with diverse backgrounds'.

In response to the 2018-19 term 1 student survey question 'I feel safe at College', 91.1% of respondents responded positively. Whilst the question is not solely EDI specific, it provides an overall indicator of generic safety views of our student population.

- 4.6 An update on the EDI action plan presented to the May Board is included at appendix B.

5 STUDENT ACHIEVEMENT

- 5.1 In considering student achievement data comparisons have been made to the performance of the College overall and in some cases to National Averages in order to consider if the outcomes require a focus from an Equality and Diversity perspective or if there are curriculum and quality related issues which impact on all student groups. The commentary identifies where there are actions to be taken in relation to equality and diversity (appendix C).

5.2 Gender

Overall female students outperform male students by 3% but this is in line with the national average and the College has a higher proportion of female students.

5.3 Difficulty or Disability

Overall achievement for students who consider themselves to have a learning difficulty and/or disability and/or health problem achieve 4% below the College average and 2% below the national average. Overall achievement has improved by 1% compared to 16/17 for this cohort and the ongoing development of the Additional Learning Support provision and assistive technologies underpins the developments being made to support students.

5.4 Ethnicity or Race

For classroom based students there are no significant gaps in performance based on ethnicity with the exception of Gypsy or Irish Traveller which is a very small cohort of 58 students. White and Black Caribbean achievement rates are improving but below the college average, within most Faculty Areas there is a cohort of 30-40 students. In some Faculty Areas such as Hair and Beauty and A Levels this cohort perform in line with the Faculty Average. In a few Faculty Areas such as Automotive and Media the cohort perform below the Faculty Average and these Faculty Areas have identified where actions are appropriate within Quality Improvement Plans. Apprentices achieve in line with the College overall achievement rates. In a number of cases achievement rates for certain ethnic groups are ahead of the national average.

5.5 Cared for Students and Students who Receive Free School Meals

Students who are in care or looked after achieve at a lower rate than the National average of 82.1% at 78% and those who receive Free School Meals performing at 76%. The development of the Achievement Coach model and online systems to better monitor and track students has been implemented for 2018/19, along with a revised bursary scheme threshold to support students from disadvantaged backgrounds to attend College.

- 5.6 A report to identify safeguarding referral data across protected characteristics, in particular age, gender, ethnicity and sexual orientation, and whether this relates to a carer or looked after child, is in development for future reporting.
- 5.7 Going forward, the EBS student data system will help identify any particular under-represented areas, especially those affected by societal factors. This more intelligent use of data will accelerate a move from numbers to action.

6 STAFF PROFILE

- 6.1 Monitoring data for staff employed by Nottingham College, (Nottingham College Services subsidiary shown separately), is provided at appendix C and includes:
- Sex profile
 - Disability profile
 - Age profile
 - Employment contract type (manager, lecturer or professional services) by sex, ethnicity, disability & age
 - Proportion of staff by working pattern (full-time or part-time) and by manager, lecturer & business support
- 6.2 Gender pay gap information was reported to the Board in March 2018 in line with new legislation and did not highlight any significant issues. The next report will be presented to the Corporation in March 2019 and will be the first to include data for Nottingham College, rather than amalgamated from its legacy colleges.
- 6.3 A key priority is to establish an updated workforce profile for all 9 protected characteristics. Legacy colleges operated different data collection and monitoring arrangements, (ncn monitored 3 characteristics, whereas Central College monitored 8). The HR team will carry out a census through a workforce survey to establish up-to-date data on protected characteristics to enable more detailed monitoring.

Once the monitoring data is available, any potential disparities identified in the diversity profile of our workforce will help develop actions to address any perceived inequalities and barriers to equality of opportunity.

- 6.4 However, we know that the data in relation to sex, ethnicity/race and age will be accurate.
- Sex: in common with the sector, the College's workforce continues to be predominantly female. Females made up 63% of the workforce, consistent with the previous year.
 - Ethnicity/race: 11% of all permanent staff (including Nottingham College Services) have identified as BAME, compared to 13% sessional staff. There is very little variance when compared to the previous year.
 - Age: 45% of permanent lecturer staff are age 50+, an increase of 2% on the previous year; 43% of permanent professional service staff are age 50+, an increase of 2% on the previous year.

Disability: those who have disclosed a disability represent 7.7% of the workforce, similar to 2017. This compares to 4.4% of sessional staff, a decrease of 0.8% on the previous year.

- 6.5 Comparisons with others in the sector are shown below, Derby College has been selected due to its proximity to Nottingham College and Birmingham Metropolitan due to its demographics.

Comparisons across all staff are shown in the table below;

Characteristic	Nottingham College	Derby College	Birmingham Metropolitan
Age (% 50 yrs +)	43%	28%	36%
Disability (where disclosed)	7.7%	4%	2.6%
Sex (% of female employees)	63%	62%	60%
Ethnicity/race (BAME)	11%	12%	20%

The initial benchmarking information highlights Nottingham College's aging workforce profile compared to others. Nottingham College has a slightly more positive profile than others regarding disability and sex although falls behind regarding BAME representation.

Future reporting will look at the employee lifecycle, particularly for recruitment and how we attract and select candidates (including internal progression). For example, job applicant protected characteristic data and, if selected for interview, data for those who go on to be successful.

- 6.6 Actions to address under-representation and other findings will be reflected within the action plan.
- 6.7 EDI training & development is mandatory at Nottingham College and as at 7 January 2019 the completion of the mandatory EDI module was 94% of permanent staff (from 1377 headcount) and 38% of sessional staff (from 243 headcount) had completed the training. A plan is underway to address the gap in completion by sessional staff which is complicated by the availability of those staff who may not be currently active with the College.

7 INITIATIVES/SUCCESS STORIES

- 7.1 A few examples of newly developed EDI initiatives led by our staff, student and governors since the last report are included here:
- (a) [Armed Forces Covenant](#): the College has signed up to the Armed Forces Covenant. The covenant focusses on helping members of the armed forces community have the same access to government, commercial services and products as any other citizen. By signing up to the covenant, the College has committed to supporting the Armed Forces through support for recruitment and development through education and helping ex services personnel to start a new career.
- (b) The Wellbeing Team:
- through its role and oversight of student governance (including EDI representation); formation of LGBT+ Society meeting weekly
 - leading enrichment activities such as female football teams, refugee football teams and British Sign Language classes

- (c) Women of Nottingham '100 years Project: 100 portraits' led by Matt Bunn, Media Lecturer. This awarding winning campaign was the culmination of staff, student & governor contributors. The full story can be found [here](#) or at <https://www.youtube.com/watch?v=LMe0GX4Y4OA>
- (d) National Trust's 'Women & Power' exhibition: supporting the 100 year anniversary of women's suffrage, engineering staff, students and apprentices created a 2.5m high orchid made from low carbon steel. The orchid is on display at the Trust's Belton House property, near Grantham, Lincolnshire. You can also see it [here](#) or at <https://www.nottinghamcollege.ac.uk/about-us/news/engineering-students-create-giant-steel-orchid-for-national-trust-property>.
- (e) Staff recruitment: the successful recruitment of women (in particular young women), to male gender stereotypical roles e.g. two newly recruited technicians (one for engineering, one for STEM) and football coach position(s).
- (f) White applicants to Oxford University from the UK are twice as likely to be accepted as black applicants. Two BAME students from High Pavement 6th Form progressed to Oxford University in 2018/19.

8 FINANCIAL IMPLICATIONS

- 8.1 Research evidence shows a strong case of the relationship between diversity and performance but there is also the typically unmeasured benefits such as retention of diverse talent, employee satisfaction and wellbeing.
- 8.2 However, financial considerations include:
 - (a) impact on the College's strategic objectives for: Attract, Recruit & Retain strands for its student, staff & governor populations
 - (b) failure to meet its legal duties

9 POLICY IMPLICATIONS

- 9.1 The Nottingham College Equality, Diversity and Inclusion Policy was ratified in 2016 and is presented for approval as part of the bi-annual review at agenda item 8. The revised Policy has been produced in consultation with the EDI Committee and others, and an initial Equality Impact Assessment screening undertaken.

10 IMPACT ON LEARNERS

- 10.1 All priority objectives identified in section 5.1 are likely to have a positive impact on the quality of the learners' experience at the College.

11 KEY RISKS

- 11.1 The identification of the College's key EDI objectives are likely to reduce risks associated with legal duty compliance or to its strategic & financial objectives.

12 CONCLUSION/RECOMMENDATIONS

12.1 The 2017/18 data set indicates the following potential EDI priorities for the College that will be considered alongside the consultation feedback that is currently underway;

- Cared for and free school meal students
- White and Black Caribbean students
- Aging workforce
- BAME and disability staff representation

12.2 The Board are asked to note:

(a) the contents of this report and its appendices

(b) the forthcoming presentation of the College's detailed EDI action plan at the March 2019 Committee

13 COMMUNICATIONS

13.1 The content of this report will be shared with a range of internal Committees i.e., Organisational Development & HR Committee. The EDI Policy, once approved, will be posted on the College's intranet and internet.