

NOTTINGHAM COLLEGE**CORPORATION MEETING – 30TH MARCH 2020****EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT 2019-20****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 2018-19 academic year, and actions progressing or planned in 2019/20. The last annual report was presented to the Board in January 2019, followed by the March 2019 report where the EDI Priority Objectives action plan 2019-22 was approved. Members will note the Gender Pay Gap report 2019-20 was presented to the Board in February 2020.

2 KEY POINTS IN THIS PAPER

- 2.1 The annual report will focus on equality information for 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, impact and challenges, in continuing to provide a supportive environment for all members of the College community.

3 BACKGROUND

- 3.1 In March 2019, the College's Equality, Diversity & Inclusion (EDI) Committee consulted on and endorsed a single set of priority objectives as an action plan. The action plan sets out how the College will 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.

4 DATA PRESENTED

- 4.1 A range of information from College core data sets and external sources has been used in the formation of this report, referenced throughout as appendices.

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. The purpose is to identify any outcomes which 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 data provided to the Board as part of the Self-Assessment Report (SAR) in November 2019 (appendix A).

Key strengths, linked to EDI, noted in the 2018/19 SAR include:

“Leaders and managers drive forward an ambitious and inclusive curriculum offer that is shaped by learners and employers, which supports the delivery of local and national priorities”.

“High levels of mutual respect foster a positive learning environment, in which learners feel safe and behave well; this helps to develop their confidence and wider employability skills in preparation for their next steps”.

5.2.1 Ethnicity

- Learners with an African and Pakistani background have shown a marked improvement in achievement (both by 3.8%) compared to last year and outperform the national average by 3.6% and 3.5% respectively.
- 78.0% of White/Black Caribbean learners achieve their qualifications, which falls 3.3% below national average, this has narrowed by 0.5% compared to 2017-18. Caribbean learners achievement rates have declined by 1.3% compared to 2017-18.

5.2.2 Disability: Learners without a declared disability perform better (3.2%) than those with, however, this has narrowed by 1.9% compared to 17/18.

5.2.3 Gender: Females outperform males by 2.9%, the gap has also reduced by 0.4% in comparison to the previous year.

5.2.4 Age: Achievement rates in line with national average, there is still an achievement gap of 10.3% between young people and adults which has reduced by 1.3% in comparison to the previous year.

5.3 To improve outcomes, the Quality Improvement Plan 2019/20 identifies specific areas for improvement, including:

- Performance Review processes consistently scrutinise all types of provision leading to consistent and in some cases, significant improvements in outcomes. Impact measure: no significant achievement gaps.
- Planning for learning & the effective use of assessment that supports all learners to make good progress Impact measure: no significant achievement gaps between learners with disabilities and those without. Progress updates routinely planned throughout the year.
- Highly effective tutorials that ensure learners are fully supported and prepared for their next steps Embedding Fundamental British Values (FBV) and EDI in teaching & learning. Impact measure: 90% of student voice confirms understanding of FBV, EDI & Prevent. 90% of teaching, learning & assessment (TLA) sampling shows a positive impact on learning.

5.4 The Safeguard on-line system, used to record safeguarding incidents, now has the ability to identify referral data across protected characteristics for age, gender, carer, looked after status and ethnicity. Further work is needed to develop intelligent reporting data, which will be available going forward to move from numbers to action.

5.5 The EBS student data system captures all protected characteristics and this is reviewed as part of the performance review in terms of achievement and any anomalies or areas of concern. Actions are agreed in the performance reviews where issues are identified.

6 **STAFF PROFILE**

6.1 Monitoring data for staff employed by Nottingham College, (Nottingham College Services subsidiary shown separately), is provided at appendix B 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 In line with legislation, gender pay gap information was reported to the Board in February 2020. Key analysis from that report shows a mean gap of 6.9%, this is 1.3% lower than the last reporting period (8.2%).

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 starting in March 2020.

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: 13% of all permanent staff (including Nottingham College Services) have identified as BAME. This is an increase of 2% when compared to the previous year. There is a decrease of 1% for variable hours BAME staff, at 11% when compared to the previous year. In line with national data, this figure has not changed substantially over time.
 - Age: 46% of permanent lecturer staff are age 50+, an increase of 1% on the previous year; 44% of permanent professional service staff are age 50+, an increase of 1% on the previous year. This workforce age distribution and its increase is in line with national data (SIR).
 - Disability: those who have disclosed a disability represent 8% of the workforce, a slight increase of 0.3% on the previous year. This compares now the same as 8% of variable hours staff, which is an increase of 3% on the previous year.

6.5 Comparisons with the Further Education Workforce Data for England Staff Individualised Record (SIR) data 2017-18, are show below.

Characteristic	Nottingham College	SIR Data
Age (% 50 years +)	44%	44%
Disability (where disclosed)	8%	7%
Sex (% of female employees)	63%	61%
Ethnicity/race (BAME)	13%	13%

The new recruitment system will enable future reporting of the employee lifecycle, particularly how we recruit, 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 are reflected in the action plan (appendix C).
- 6.7 The 'Work for Us' zone on the College website, due for launch in April 2020, will promote the benefits of working at Nottingham College, including promoting the diversity of the College as a place of work.
- 6.8 EDI training & development is mandatory at Nottingham College and as at 29.02.20 the completion rate of the mandatory EDI module was 99% for permanent staff, 89% for variable hours staff and 60% for agency/volunteer staff in scope.

In addition, a range of development to raise awareness, foster good relations and advance equality have taken place in 2018/19 academic year. A total of 1,430 hours during 2018/19 including: Autism Awareness, Asperger's awareness, CognAssist: identifying & supporting additional learning needs software, Embedding BV & EDI in TLA, Deaf Awareness: getting started with 'hello', Dyslexia Perceptions & Realities, Equality Diversity & Inclusion Forum: join the conversation, the Inclusive Classroom etc.

7 REVIEW OF PRIORITY OBJECTIVES

- 7.1 A progress update, including impact of actions taken to achieve the EDI Priority Objectives can be found at appendix C.

8 INITIATIVES & ACHIEVEMENTS

- 8.1 In fostering good relations, the College has worked with Nottingham based charity [Equation](#). Their goal is for everyone to have equal, healthy relationships in a society free of domestic abuse, sexual violence and gender inequality. The College has provided host facilities on a complimentary basis for their training events, also attended by our staff.
- 8.2 To advance awareness and realise objectives in the action plan, the College has established a range of staff interest groups or Cafés. Some have direct links to protected characteristics, others less so, but in relation to caring responsibilities, the College has committed to considering this group, albeit not a specific characteristic. The Café culture includes:

- Menopause Café: we believe enabling menopause to be talked about openly, empowering people to understand what it is and what they can do, will help equality. The group is open to those experiencing menopause, who want to be menopause aware, are a manager wanting to find out how to support their staff or someone experiencing a significant change in their hormonal patterns for other reasons i.e., surgery or gender reassignment. 29 staff have attended to date.
- Carer's Café: with a third café planned in March, these sessions are a chance for staff balancing caring responsibilities for a family member to find out how they can access support, meet and share experiences. 38 staff have attended cafés to date.
- BAME Café: the first café will take place in April, followed by the LGBTQ+ Café and is one of the collaborative ways the College will work with staff on the Strategy House 5 pillars for Attract, Recruit, Retain & Achieve, (including progression).

8.3 Other measures which will move us closer to achieving equality & equity for the whole College community:

- A broad range of training to support actions from Performance Review, the EDI action plan and inspection action plans.
- A dedicated Wellbeing zone has been created on Staffnet, linked to the College EDI & Wellbeing calendar. With dynamic content from routes to support, Apps and news the page supports the work of the Wellbeing Strategy Group and the College's commitment to the AoC Mental Health & Wellbeing Charter.
- The College has trained 47 Mental Health First Aiders MHFA (First Response Offers for Safeguarding, Managers and Achievement Coaches). First Aiders were involved in supporting Time to Talk Day and a network for this group will be established.
- CognAssist, a digital platform providing a neuro diversity assessment to identify learning needs that are not normally visible, provides strategies to support learners in their everyday life, studies and work. This works particularly well for apprentices, who can access the strategies independently. Ofsted inspection feedback concluded that learning support resources are allocated in a way that matches the student and their needs.
- A number of Young Carers and Look After Children transition events took place for the first time during the summer to support their entry into College.
- Period poverty: access to free sanitary products for students will be introduced in the summer term.
- The Learner Support Fund has been utilised (£209k in 2019/20) to increase access to assisted technology for learners with support needs. Its impact will be to support independence, which can be used in the workplace.

9 FINANCIAL IMPLICATIONS

9.1 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.

9.2 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

10 POLICY IMPLICATIONS

10.1 The Nottingham College Equality, Diversity and Inclusion Policy was ratified in 2019 and is timetabled for review and approval before December 2020.

11 IMPACT ON LEARNERS

11.1 All priority objectives and actions are likely to have a positive impact on the quality of the students' experience at the College.

12 KEY RISKS

12.1 The identification of the College's key EDI objectives, and work to achieve them, are likely to reduce risks associated with legal duty compliance or to its strategic & financial objectives.

The EDI Committee is included as a 2nd line control measure for P&C2 of the College's risk register, 'Breakdown in employer relations impacts on staff & students'.

13 CONCLUSION/RECOMMENDATIONS

13.1 The Board are asked to note the contents of this report and its appendices.

14 COMMUNICATIONS

14.1 The content of this report will be shared with a range of internal Committees i.e., EDI, Organisational Development & HR Committee. The report and updated action plan will be available on the College website and intranet.