



EQUALITY, DIVERSITY, INCLUSION AND BELONGING (EDIB) REPORT

MARCH 2024

CONTENTS

| | |
|---------------------------------------|----|
| NCG Vision and Strategic Aims..... | 2 |
| ONE NCG: EDIB Intent Statement | 3 |
| EDIB: National Context | 4 |
| NCG: Headline Context..... | 5 |
| NCG: Our Colleagues and Students..... | 7 |
| College Highlights | 9 |
| Case Studies..... | 13 |
| Deliverable Updates | 14 |

NCG VISION AND STRATEGIC AIMS

OUR VISION AND STRATEGIC AIMS

Our mission sets out our strategic intent, whilst our vision describes how we will know when we get there. To underpin both, we have six strategic themes that form the fundamental pillars of the organisation.

ENSURING OUR STRATEGIC AIMS ARE INCLUSIVE, DIVERSE AND EQUITABLE

We have been careful in the development of the NCG EDIB strategy to avoid creating a new set of EDIB aims that are isolated from the core mission, vision and strategic themes. Instead, we have aligned our EDIB intent with each strategic theme. In doing so, we have attempted to make clear how we will support the promotion, advocacy and advancement of equality, diversity, inclusion and belonging at NCG in all areas of the organisation.

PURPOSE OF THIS REPORT

This annual report provides an overview of NCG's progress towards its EDIB ambitions, as required by the Public Sector Equality Duty.

The report highlights the impact of our work in a selection of illustrative examples, and – where possible – using key measures. The report also highlights the need to continue our work to close the remaining, stubborn attainment gaps, and concurrently showcase and celebrate the diversity and inclusion that exists across NCG. In the next calendar year, we will aim to continue our efforts to promote the success stories within our college communities and professional services; to continue support for our refugee communities via the Our Community is Your Community campaign; and through our focused support for care-experienced learners.

VISION

To be the UK's leading college group recognised for our local impact, national influence and reach.



QUALITY

Exceptional teaching, learner experience and outcomes



CURRICULUM

Innovative, relevant courses and qualifications



PEOPLE

Ambitious and responsible educators and leaders



FACILITIES

Outstanding digital and physical learning environments



FINANCE

Financial sustainability powering reinvestment



REACH

Impactful external engagement and civic commitment

MISSION

Enabling social mobility and economic prosperity through exceptional education.

ONE NCG: EDIB INTENT STATEMENT

There is a clear ethical, moral, social and educational case for why equality, diversity, inclusion and belonging matter and why the associated themes should be at the forefront of our strategic action planning. Knowing the communities that we serve, and collectively responding to the diverse needs of the people within these communities, is at the very heart of our educational offer and service.

NCG aims to be an open and welcoming place that inspires excellence and curiosity through exceptional education. We will continue to build a teaching and learning community that is both diverse and equitable. We will create opportunities for personal development, economic prosperity by working together, trusting and respecting each other's identities, and by taking ownership and responsibilities for our actions.

At NCG we have no tolerance for hate and we will oppose discrimination of any kind, should we identify it. In doing so, we are committed to maintaining our efforts to ensure the greatest possible chance that all learners can achieve personal advancement, social mobility and economic prosperity. For the avoidance of doubt:

- NCG is committed to the equality of opportunity
- NCG is an anti-sexist organisation
- NCG will not tolerate misogynistic views or behaviour
- NCG stands against racism
- NCG is against violence and exploitation in all forms
- NCG will not tolerate sexual harassment
- NCG stands against homophobia
- NCG welcomes all faiths and stands against anti-Semitism and Islamophobia.



EDIB: NATIONAL CONTEXT

From Ofsted's [annual equality update](#) (Jan 2023 version, 2024 update not published at the time of writing), we are able to understand the national context in education, and the differences in educational outcomes, which are different for some groups with protected characteristics. For example:

- More girls than boys get a grade 5 or above in GCSE maths and English;
- Pupils from the following ethnic groups are least likely to achieve grade 5 or above in GCSE maths and English: Gypsy, Roma, Irish Traveller, Black Caribbean, and Mixed White/Black Caribbean – this observation has a tendency to follow into Further Education outcomes;
- Young people who are LGBT+ are more likely to report seeking medical help, self-harming or having suicidal thoughts than their non-LGBT+ peers;
- There is unequal representation of ethnic minorities in special education in England – for example, Irish Traveller children are most likely to have special educational needs and/or disabilities (SEND) and Chinese children are least likely to have SEND;
- Children living in low-income families are more likely than their peers to be born with inherited SEND, are more likely to develop some forms of SEND in childhood and are less likely to move out of SEND categories while at school;
- Alternative provision (AP) provides education for children who cannot go to a mainstream school and therefore educates a higher proportion of children with SEND than mainstream provision (around 80% of children in AP have identified SEND). The AP population is also skewed towards children from poorer families and older children;
- Some groups with protected characteristics are disproportionately represented in the care population: Black children are more likely than others to be looked after, and less likely to be adopted, whilst White children are over-represented in children's homes. A high proportion of the children living in children's homes have, at some point, been recorded as having a special educational need;
- There are similar imbalances in the criminal justice system: Black children are arrested more often than children from other ethnic groups and form a disproportionate part of the youth custody population. A disproportionate number of prisoners have learning difficulties and/or disabilities.

NCG OBSERVATIONS:

These national trends can be partly observed in our own metrics. For example, a persistent attainment gap exists between learners from the least deprived and most deprived postcodes. Learners from the most deprived postcodes are more likely to be studying foundation and intermediate-level provision, alongside English and maths. There is a difference within some ethnicity groups – for example, learners who identify with a Black Caribbean ethnicity are less likely to be retained, and pass their qualification, than their peers. Learners with difficulties and disabilities are slightly less likely to progress to positive destinations, although the gap remains small. Conversely, there is very little difference between sex, and care experienced learners, and their peers.



NCG: HEADLINE CONTEXT

Please note that the accuracy of the information below relies on self-declaration in some cases. % is calculated from known staff self-declarations; staff preferring 'not to say' or 'unknown' have been excluded from these figures.

| Protected Characteristic | Staff – Dec 23 | Students – July 23 |
|---|--|---|
| Age – The protection of people by age | 94% of NCG's staff are aged 25 to 64 years of age; Around 4% are aged 65years+; Around 2% are aged up to / including 24 years of age | 43% of NCG's classroom learners are young people, aged 16-18 yrs; 56% of NCG's apprentices are young people, aged 16-18 yrs; 40% of NCG's HE students are under 21 years of age |
| Disability – The protection of people with physical, learning and sensory disabilities (PLSD) | 4% of NCG staff have declared a PLSD disability or difficulty | Around 13% of NCG's classroom learners have declared a PLSD; 6% of NCG's apprentices have declared a PLSD; 25% of NCG's HE students have declared a PLSD |
| Gender Reassignment – The protection of transgender people i.e. a person who proposes to, starts, or has completed a process to change their gender | We do not publish this information | This data is not gathered as part of the Individualised Learner Record (ILR) data collection |
| Marriage/Civil Partnership – The protection of people who are in a union between two people of different, or the same sex | Around 45% of NCG staff are married/in civil partnerships | This data is not gathered as part of the Individualised Learner Record (ILR) data collection |
| Pregnancy and Maternity – The protection of pregnant women, of those who have given birth within the last 26 weeks, and those who are breastfeeding | We do not publish this information | This data is not gathered as part of the Individualised Learner Record (ILR) data collection |
| Race – The protection of people based on colour, nationality, and ethnicity or national origin | Around 83% of NCG staff identify with a British/NI identity; NCG draws staff from over 60 nationalities, the largest group after British/NI, is Irish (0.5%) and Polish (0.5%) | 55% of NCG's classroom learners are White British; 94% of NCG's apprentices are White British; 78% of NCG's HE students are White British/White |

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| Protected Characteristic | Staff – Dec 23 | Students – July 23 |
|---|--|---|
| <p>Religion or Belief – The protection of people based on their religion or belief (religious or philosophical). Note this does not extend to unlawful beliefs or extremism</p> | <p>40% of staff identify with a Christian religious denomination; 34% of NCG do not identify with a religion; 14% are unknown/prefer not to say; 3% have identified as Muslim, the remainder of staff identify with other religions.</p> | <p>This data is not gathered as part of the Individualised Learner Record (ILR) data collection</p> |
| <p>Sex – The protection of both male and female people</p> | <p>Using the binary designation: 63% of staff are female; 37% are male</p> | <p>61% of NCG's classroom learners are female; 30% of NCG's apprentices are female; 56% of NCG's HE students are female</p> |

NCG: OUR COLLEAGUES AND STUDENTS

Hear from some of our colleagues and students about the support they have received from NCG.

“”

Belonging, to me, is more than just being part of a group. NCG is an employer that both accepts and celebrates colleagues for their individuality and unique contribution. I have been lucky enough to be provided with so many opportunities to work across NCG, which has allowed me to develop and flourish both personally and professionally.

At NCG we have a very clear and shared purpose that together as one NCG we strive to enable social mobility and economic prosperity through exceptional education.

Education changed my life and I feel privileged to work with so many talented and dedicated colleagues who facilitate life changing opportunities for our learners each and every day.

LAURA YATES, SENIOR PEOPLE AND DEVELOPMENT PARTNER, NCG

“”

What is wonderful about working for NCG, and for Lewisham College in particular, is that you are celebrated and recognised for who **you** are. I had a fantastic opportunity to deliver a training session on pronouns, to share with my colleagues about myself as a nonbinary person and the fact that I use they/them pronouns. It also allowed others to be within my world and allowed me to show them what my world is like. All of my colleagues across the college were absolutely fantastic after this session.

DIA CROSS, LECTURER IN SUPPORTED LEARNING AT LEWISHAM COLLEGE

“”

As a senior manager I have really benefited from being part of the Leadership Hub, it allows you to meet with colleagues from across NCG group to discuss common problems and issues. This has provided Southwark College with a rich vein of solutions and specialist knowledge that has enabled us to accelerate our journey to become an Outstanding College.

SCOTT PEASEY, VICE PRINCIPAL, SOUTHWARK COLLEGE

“”



Since joining college and attending the BTEC photography course, I have developed into a strong and confident woman. Hopefully my learner journey will help young children to overcome any barriers, and to strive to do the best they can. The support I've received at Newcastle College has been so helpful. I looked at different colleges but the support they offered didn't compare to Newcastle College. I've enjoyed it here and it was definitely the right place for me.

TAHREEMA KHATUN, LEVEL 3 PHOTOGRAPHY, NEWCASTLE COLLEGE.
TAHREEMA WAS BORN PROFOUNDLY DEAF AND ENGLISH IS HER SECOND LANGUAGE

“”

Working as part of Professional Services within NCG provides a wealth of support from all aspects, whatever you might need advice on or guidance about there is always an expert to turn to who is welcoming and eager to help. Working in this type of environment gives me confidence in my role and encourages me to share my knowledge in turn. Being part of the Leadership Hub with a coach has helped me see that this is the same across many areas of NCG which we should be very proud of.

EMMA DAVISON, FUNDING DATA MANAGER, NCG

COLLEGE HIGHLIGHTS

Anyone who works or studies in further and/or higher education knows that all colleges do amazing things for their communities. NCG, as a national group of colleges, has links to many communities. Whilst we have set a number of deliverables to help continuously strengthen our approaches to EDIB, we are already building on many naturally occurring examples of good practice, care, and commitment to the people within our geographic footprints, as shown here:

Lewisham College Students raise awareness during World Autism Acceptance Week

Supported Learning students from Lewisham College hosted an Autism Day Fair during World Autism Acceptance Week to fundraise for the National Autistic Society, raise awareness, and champion increased acceptance and inclusion for people with Autism in education, work and the community. The College's community came together at the Fair to participate in various activities, including information and outreach, quizzes and competitions, art and dance and music performances.

Attendees also had the opportunity to visit stalls offering goods created by Supported Learning and Art and Design students to raise funds for the National Autistic Society. Some items on sale included headscarves, fridge magnets and zines, hand-made cards, baked goods, and upcycled furniture, which helped raise £180 to support the charity's work to help create a society that works for autistic people so they can live a life of choice and opportunity.

Southwark College Students celebrate Black History Month

As part of Black History Month, Creative Arts and Health and Social Care students at Southwark College were invited to listen to black professionals sharing their life stories, challenges, and experiences. The theme for Black History Month 2023 was 'Saluting Our Sisters,' in honour of the achievements of Black women in history, including those whose contributions were ignored, ideas

appropriated, and voices silenced. Guest speakers included Jane Rae, a poet, activist, and actress, Wani Yosepa, senior manager at GreySpark Partners, and Southwark College staff members, Amie Fofana and Julian Bridgeman. You can read the full story at this link [Inspiring students in Southwark with insights from Black professionals in celebration of Black History Month](#)



Support for Care Experienced Students at Newcastle College and West Lancashire College

In partnership with the Care Leaver Covenant, West Lancashire College hosted an [employability skills day](#) for care experienced students to discover potential careers with the NHS. Newcastle College staff and students also supported care experienced students by donating to the [Newcastle City Council "Best Christmas Ever" campaign](#).

Carlisle College Expands ESOL Provision as Part of Our Community is Your Community Project

Two years on from the launch of [NCG's Our Community is Your Community Project during Colleges Week 2021](#), Carlisle College is expanding its ESOL provision to support local refugees and asylum seekers. The College is also working with Penrith and Eden Refugee Network (PERN) to provide legal support to students who may need help compiling their cases for asylum. PERN is based on the College's campus to ensure they are accessible, and learners are invited to attend regular sessions for free. You can read the full story at this link [Carlisle College Expands ESOL Provision as Part of Our Community is Your Community Project \(ncgrp.co.uk\)](#)

Newcastle Sixth Form College Supports LGBTQ+ History Month

English Literature teacher Emily MacKellar worked with her students to create displays and interactive activities to support LGBTQ+ history month in 2023. Activities included daily slideshows featuring an LGBT+ historical figure, documentary screenings, and an LGBTQ+ display produced by the students.

The theme was 'Beyond Heroes', which focused on the history of sexuality, desire, gender and the body outside of the exceptional individuals that we might usually praise as LGBT+ 'heroes' or 'icons'. This focus emphasized a few things: that many important LGBT+ figures in history were not heroic but are still worth remembering; that the lives of unremembered, ordinary LGBT+ and their communities matter; that the LGBT+ 'community' is not homogenous, and that the terms and ideas we take for granted now such as gay or straight have frequently been contested and will continue to be contested.

Windrush Foundation visits Lewisham College

The Windrush Foundation visited Lewisham College to share the history of Windrush with young learners on the Youth Entry to Further Education programme at its campus on Lewisham Way.

The event was presented by Arthur Torrington, the co-founder of the Windrush Foundation, and coincided with young learners from Lewisham College working on a project to commemorate the 75th anniversary of the arrival of the Windrush by writing poetry, creating posters, and discussing the contribution made by the people who came from the Caribbean to rebuild Britain after the second world war.

The mission of the Foundation is to promote the major contributions that African and Caribbean people who were a part of the Windrush generation have made to UK, along with promoting good community relations and encouraging equality for all. The presentation also discussed inclusivity and how African, Caribbean, and Asian people have influenced modern British culture and society. You can read the full story at this link [Windrush Foundation visits Lewisham College - Lewisham College](#)

NCG Colleague Shortlisted for TechWomen100

Darrell Muir, Digital Learning Manager at NCG, was shortlisted for the TechWomen100 at the Women in Tech Awards in November. These awards were launched by WeAreTechWomen in 2017 to recognise and celebrate the achievements of women working in technology. Nominated by her colleagues at NCG, Darrell got down to the final 200 out of more than 1000 women. You can read the full story at this link [NCG Colleague Shortlisted for Women in Tech Award \(ncgrp.co.uk\)](#)

| Strategic Theme | Curriculum | Quality | People | Facilities | Finance | Reach |
|------------------------------------|--|--|---|---|---|--|
| Strategic Aim | Innovative, relevant courses and qualifications | Exceptional teaching, learner experience and outcomes | Ambitious and responsible educators and leaders | Outstanding digital and physical learning environments | Financial sustainability powering reinvestment | Impactful external engagement and civic commitment |
| EDIB Aim (aligned) | To deliver an inclusive, fair, and varied curriculum to all ¹ learners | To inspire all learners to achieve and secure economic prosperity, regardless of starting points | To take ownership for our values and advance opportunity throughout for all learners | To ensure our physical resources meet the needs of all learners and staff | To work collaboratively to invest in our learning communities | To champion EDIB themes and campaigns locally and nationally |
| How we will know when we get there | When our curriculum results in positive destinations for all our learners, regardless of starting points | When no significant ² differences exist between learner groups, who in turn perform in line with the best | When our learner and staff engagement work reports overwhelming positive experiences at NCG | When all learners, no matter their needs, have the materials, tools and equipment required to help them succeed | When we are able to invest in the continuous improvement of our curriculum and learning communities | When NCG is identifiable in all the communities it serves, with our mission and values we have set out |
| How we will measure our progress | Annual Destination Survey | Qualifications Achievement Rates | Staff Engagement Survey Learner Exit Survey | Learner Exit Survey | Financial Accounts EBITDA ³ – until such time as we can benchmark our social capital | New stakeholder and employer engagement surveys (in development) |

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¹ The term 'all' is used to signal intent and the need for continuous improvement for all learners, it is unlikely that 100% will ever be achieved and therefore we will use the relevant KPI to measure success.

² The term statistical is used to refer to statistical significance.

³ EBITDA – earnings before interest, tax, depreciation and amortisation – a measure of profitability of working capital that can potentially be re-invested.

| Strategic Theme | Curriculum | Quality | People | Facilities | Finance | Reach |
|--|---|---|--|---|-----------------------|---|
| How we are doing in January 2023 Please see SAR for additional information as to gaps | 6point gap ethnicity (White British higher and gap increased by 2points); 5point gap disability (LDD ⁴ lower, gap same as last year); 0% gap gender (gap same as last year); 9point gap care experience | 1point gap ethnicity (White British lower – a small narrowing of the gap); 1point gap disability (LDD lower, gap remains the same as last year); 1point gap gender Male higher which has narrowed and flipped from last year; 8point gap deprivation (difference between least and most deprived postcodes gap remains similar to last year) | 92% of learners believe they are treated fairly and with respect; 8.5 Engagement Index staff treated with dignity/respect | 88% of learners agree teaching and learning resources in class and online are good; 77% of HE learners agree resources are good according to NSS results - this metric continues to improve year on year | £5.4m EDIBTA in 21/22 | A reliable metric to measure this impact is yet to be finalised |

Whilst care experienced metrics have declined in the past twelve months - this is in part due to improvements in the data capture and reporting, which is not improving accuracy.

CASE STUDIES

NEWCASTLE COLLEGE WORKS WITH NEWCASTLE FALCONS TO SUPPORT LOCAL YOUNG PEOPLE

Newcastle College, in partnership with Falcons Community is the new sponsor of Newcastle Rugby Foundation's CAST programme.

The CAST is a nationally recognised volunteer and social inclusion programme, that aims to support a wide range of people to develop their social skills, improve their mental and physical health and keep them engaged with the local community. Newcastle College and Falcons Community already work in tandem to offer unique development opportunities to students on sports and protective services courses through the HITZ programme.

Offering learners work experience with the Falcons alongside their studies, as well as access to exclusive guest speaker sessions from sports clubs, the police force, and the fire service, HITZ is designed to help develop confidence, communication, and employability skills. Many students on the HITZ programme are involved with CAST, with almost 60 students volunteering over 300 hours in the last year.

The partnership has already impacted hundreds of students, including Reece Wray, a Level 2 Sports Coaching student at Newcastle College, who was recently named HITZ Young Achiever 2023 in a national awards ceremony.

NCG FORMS PARTNERSHIP TO SUPPORT MENTAL HEALTH STUDY

NCG is joining forces with [Activate Learning](#) to address the rising demand for mental health support for young people in education, in the largest clinical trial of its type.

The college groups are partnering with PsycApps Ltd to conduct one of the largest college-based Randomised Controlled Trials (RCT) using cutting-edge mobile mental health app, eQuoo.

eQuoo is a clinically proven gamified app designed to improve student emotional health by tapping into skills that are shown to boost resilience and encourage personal growth while reducing anxiety and depression. You can read the full story at this link [NCG and Activate Learning to Tackle Mental Health Challenges in Young People \(ncgrp.co.uk\)](#)

11,000 STUDENTS TAKE PART IN CONFIDENCE-BOOSTING WORKSHOPS

NCG recently invited more than 11,000 students from across the seven colleges to take part in confidence-boosting, public speaking workshops, as part of a huge focus on transferable skills and mental health. Taking place over fourteen days, Liverpool-based organisation Loud Speaker delivered the live workshops to all of NCG's further education students, as well as some degree students.

Liz Bromley, Chief Executive Officer of NCG, who championed the Group-wide rollout of the sessions following a pilot last year, said: "Loud Speaker is an excellent initiative that instils confidence in young people and reinforces the message that NCG gives all of our learners - that everyone has potential inside of them and success looks different for everyone. I'm so glad we were able to deliver this at scale across the Group. We've had great feedback from students and I hope that they'll use these life lessons in their everyday lives both now and in the future. You can read the full story at this link [NCG invites over 11,000 students to take part in confidence-boosting workshops \(ncgrp.co.uk\)](#)



Green – On target

Amber – Delays

Red – Risk of completion to schedule

| Theme | Strategic Aim | Deliverables | Update March 2024 |
|---------|---|--|---|
| Quality | Exceptional teaching, learner experience and outcomes | <p>Short Term⁴ EDIB Deliverables under theme 1:</p> <p>1. Convene learner-led focus groups / learner EDIB champions groups with diverse characteristics, to provide a safe space to highlight their respective experiences for action-response and seek to understand/respond to any perceived or actual barriers to access and participation.</p> <p>2. Establish learner characteristic filters in version 2 of the data dashboards to immediately identify and respond to emerging gaps in engagement, knowledge and skills development and learner destinations.</p> <p>3. Implement an NCG wide approach to support mental wellbeing and fitness through structured use of FIKA to build resilience and support retention.</p> <p>Medium Term⁵ EDIB Deliverables under theme 1:</p> <p>4. Deliver contextualised training to staff and seek to understand and champion EDIB themes, including antiracism, divisive or outdated curriculum content and subsequently embed into their leadership, teaching and business support activity.</p> <p>5. Produce high quality NCG staff/ learner role model case studies to be used as a tutorial resources to highlight the varying backgrounds, experiences and challenges faced by our staff and learners in their work and communities.</p> | <p>Complete: Focus groups scheduled and running – EDIB leads continue to review the efficacy and influence of the EDIB strategy on behalf of NCG’s colleagues and learners.</p> <p>Complete: PowerBI Dashboards now developed - existing platforms (ProAchieve and ITrent) continue to operate.</p> <p>Green: App available for all learners and monitoring of participation in place; to be further developed as part of NCG Guarantee initiative.</p> <p>Amber: Some very useful CPD sessions delivered in Lewisham (and shared with NCG staff via Great Place to Teach). Currently exploring funding to further develop resources.</p> <p>Complete: Case studies integrated into EDIB training.</p> |

⁵ Medium term = 18 months

Green – On target

Amber – Delays

Red – Risk of completion to schedule

| Theme | Strategic Aim | Deliverables | Update March 2024 |
|------------|---|---|---|
| Curriculum | Innovative, relevant courses and qualifications | <p>Short Term⁶ EDIB Deliverables under theme 2:</p> <ol style="list-style-type: none"> Strengthen curriculum leader training and subsequent use of destination reports to inform course-level and dept level self-assessment to ensure potential micro-inequalities, or micro-exclusions, are identified for action-response. Expand learner destination survey capture to facilitate the monitoring of at risk groups. Develop an approach to help identify and remove any areas of the curriculum that could propagate stereotypes or residual discrimination. <p>Medium Term⁷ EDIB Deliverables under theme 2:</p> <ol style="list-style-type: none"> Integrate a digital skills assessment and associated training package into the workstream on the NCG Guarantee and thereby seek to ensure that all learners have the digital skills required to access the curriculum. Prioritise partner delivery (franchise / subcontracting) where it is targeted at vulnerable or disadvantaged groups, above other potential contracts. Increase the diversity of apprentices at NCG with a focus to improve proportional representation of race, disability, and care leavers by targeted WEX and promotion of vacancies internally. | <p>Complete: Survey design updated and data now available for college and course level self-assessment.</p> <p>Complete: Reporting tool updated and running.</p> <p>Ongoing: various activity to raise awareness of this issue, including some very good work at Lewisham College.</p> <p>Amber: Aligning to Microsoft Innovator offer and NCG Guarantee Deliverables</p> <p>Complete and Running.</p> <p>Amber: Key focus of Quality Plan & Apprenticeship Strategy - work to increase proportional participation amongst younger apprentices has been successful to date.</p> |

⁶ Short term = 12 months

⁷ Medium term = 18 months

Green – On target

Amber – Delays

Red – Risk of completion to schedule

| Theme | Strategic Aim | Deliverables | Update March 2024 |
|--------|---|--|--|
| People | Ambitious and responsible educators and leaders | <p>Short Term⁸ EDIB Deliverables under theme 3:</p> <ol style="list-style-type: none"> Appoint link EDIB governor and staff champions in all colleges to support the establishment of representative staff focus groups (similar to learner groups in theme 1) and to monitor/advise on the efficacy of this strategy. Produce an annual calendar to highlight EDIB activity, key dates of faith dates, celebrations and festivals, international days. Deliver Leadership Hub training to all managers on EDIB and inclusive leadership, role and commitment, unconscious bias and designing inclusive policy. Update EDIB mandatory training and ensure it is complementary to the contextualised training to be delivered in point 3 and in theme 1. <p>Medium Term⁹ EDIB Deliverables under theme 3:</p> <ol style="list-style-type: none"> Promote and champion sector EDIB initiatives and campaigns with representation on relevant panels, boards and forums. Improve staff data associated with EDIB for purposes of monitoring equitable recruitment, pay and promotion to target positive action response to tackle areas of under-representation. Pro-actively utilise community-based advertising of vacancies to ensure staff representation is a reflection of our local communities. Integrate an opportunity for all staff to highlight their own contribution to these deliverables in the annual appraisal. | <p>Complete: Working Group running and contributing; governors appointed</p> <p>Complete: Developed and running. Deliverable extended to embed into Outlook calendars / landing pages</p> <p>Complete and Running: Over 250 leaders engaged to date.</p> <p>Complete and Running.</p> <p>Complete and Running: see earlier pages in this report for examples</p> <p>Amber: People dashboard development in progress, Working Group established – completion date expected Spring 2024.</p> <p>Amber: Running as part of People Plan</p> <p>Amber: Ongoing as part of People Plan</p> |

8 Short term = 12 months

9 Medium term = 18 months

Green – On target

Amber – Delays

Red – Risk of completion to schedule

| Theme | Strategic Aim | Deliverables | Update March 2024 |
|------------|--|--|---|
| Facilities | Outstanding digital and physical learning environments | <p>Short Term¹⁰ EDIB Deliverables under theme 4:</p> <ol style="list-style-type: none"> Respond to the digital divide with the annual provision of IT and accessibility equipment to vulnerable groups as part of the NCG Digital Challenge Fund. Maintain the NCG ILT Development Group as an innovation and focus on digital inclusion and to develop solutions to widen participation. Undertake an annual audit against specific EDIB criteria¹¹ to review accessibility, signage, space for worship and faith, provision of food in catering facilities, adequacy of gender neutral toilet facilities to ensure all NCG campuses are accessible, safe and welcoming. <p>Medium Term¹² EDIB Deliverables under theme 4:</p> <ol style="list-style-type: none"> Respond to any inadequacy in the availability of college quiet digital study areas for learners without such space and facilities at home. Action any requirement for social wellbeing spaces and continue to action any estates based 'hot-spots' for the likely occurrence of bullying and harassment. | <p>Green: Running and needs to continue to be tracked and actioned via NCG Learner Support Group.</p> <p>Green: Running. Now in fourth year.</p> <p>Amber: Design of this audit is currently in progress and will be included in the Estates Strategy Development Framework.</p> <p>Amber: Ongoing and superseded by Infrastructure Plan activity and priorities.</p> <p>Amber: Ongoing and superseded by Infrastructure Plan activity and priorities.</p> |

¹⁰ Short term = 12 months

¹¹ Will review existing approaches/format as much is covered by legislation already.

¹² Medium term = 18 months

Green – On target

Amber – Delays

Red – Risk of completion to schedule

| Theme | Strategic Aim | Deliverables | Update March 2024 |
|---------|---|--|--|
| Finance | Financial sustainability, powering reinvestment | <p>Short Term¹³ EDIB Deliverables under theme 5:</p> <p>1. Facilitate the deliverables within this plan with a dedicated and costed financial plan.</p> <p>2. Extend funding to build on excellent work achieved via the Care Leaver Coordinators pilot, to learn from what has worked and to extend the programme to other disadvantaged or underrepresented groups.</p> <p>Medium Term¹⁴ EDIB Deliverables under theme 5:</p> <p>3. Benchmark internally, and where possible externally, the annual expenditure given to dedicated cost centres and projects intended to promote inclusion and seek to build capacity annually, including an allocation of discretionary funding to support underrepresented or 'at risk' groups.</p> | <p>Amber: Short term elements included in forecast plans, however specific task required to identify re-forecast remaining medium term items.</p> <p>Green: Continues to run with support from Care Leavers Covenant. NNECL Quality Mark awarded in 2022.</p> <p>Yet to start: Review relevance of action in 2024 EDIB strategy update.</p> |

¹³ Short term = 12 months

¹⁴ Medium term = 18 months

Green – On target

Amber – Delays

Red – Risk of completion to schedule

| Theme | Strategic Aim | Deliverables | Update March 2024 |
|-------|--|---|--|
| Reach | Impactful external engagement and civic commitment | <p>Short Term¹⁵ EDIB Deliverables under theme 6:</p> <ol style="list-style-type: none"> Ally and champion national groups who are actively working to promote EDIB strands consistent with our mission, values and these deliverables by supporting with governance (where invited to do so) participation and attendance at key events, conferences and forum. Require curriculum teams to reach out to marginalised and/or separated communities as part of deliberate college strategy for social and community engagement – undertake community project work, volunteering and providing physical support to local charitable initiatives. <p>Medium Term¹⁶ EDIB Deliverables under theme 6:</p> <ol style="list-style-type: none"> Partner with NCG alumni for the benefit of learners in securing work experience and progression opportunities, sponsorship of equipment and patronage of related subject sectors. Develop training opportunities and progression agreements with local charities and community groups to signpost staff vacancies and volunteering opportunities to level-up underrepresentation. Promote our success stories to our learners and stakeholders via sector media publications, though leadership blogs, website news and social media (externally) and staff and learner communications (internally). Integrate these EDIB deliverables into employer forums for the purposes of civic engagement and continuous improvement – seek to establish the perceptions and barriers faced by SMEs in recruiting a diverse workforce and embedding EDIB themes into our partnership work. | <p>Green: Representation on Governmental Green Jobs Task Force Panel; representation on Black Leaders in FE forums.</p> <p>Green: Our Community is Your Community initiative launched at the end of 2021 with specific aims to support ESOL learners and refugee communities. Also working to achieve College of Sanctuary status. Bids in Lewisham with Goldsmiths' University, and 'Lewisham Deal Group' to better understand and support Black and Asian progression and representation in the workplace.</p> <p>Yet to start</p> <p>Amber: Preparatory work with English Heritage to support recruitment of refugee and settled migrant for roles in the Trust.</p> <p>Green: External Social platforms launched to celebrate colleague and learner successes:</p> <p>https://students.ncgrp.co.uk/ https://leaders.ncgrp.co.uk/</p> <p>Yet to start</p> |

¹⁵ Short term = 12 months

¹⁶ Medium term = 18 months