# Equality Diversity Inclusion

## Annual Report

January 2020

- NCG is a family of colleges, joined together by a shared mission and strategy, set of values and policy framework

- At the time of writing, NCG has seven colleges Carlisle College Newcastle College, Newcastle Sixth Form College, Lewisham College, Southwark College, Kidderminster College, West Lancashire College and also NCG HQ (Professional Services based in Newcastle). NCG began a managed closure of both Rathbone and Intraining during 2018/19 and both training providers had effectively wound down by March 2020. NCG's curriculum is designed locally, assured collaboratively, and intended to meet both the needs of the community and address national areas of skilled demand with the aim of achieving the Group's mission and aims.

- Leaders and managers from all colleges collaborate to agree the NCG EDI strategy; designated college leads to support the continuous development of EDI by monitoring and reporting on the progress toward the EDI aims. We recognise there is work to do to refine this strategy further in line with NCG's new mission, values and aims.

- Adherence to the Equality Act is enshrined into various policy controls and policy approval routinely consider the potential impact on protected characteristics

- Learner achievement data is routinely segmented and monitored to ultimately negate 'achievement gaps' and ensure all learners are able to achieve economic prosperity by attaining their targets. this is collated into the Annual Quality and Performance Review (NCG Self Assessment)

- Learner and staff views are actively sought through a number of scheduled surveys and focus groups – both aspects are formally reported in the college self assessment

# NCG Strategy: Mission, Vision and Values

Mission:

***Enabling social mobility and economic prosperity through exceptional education***

Vision:

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

Values*: We **value** and **empower** people by:*

- ***Being both inclusive and diverse***

- ***Taking ownership whilst working collaboratively***

- ***Trusting and respecting our communities***

- ***Inspiring excellence and curiosity***

Section 149 of the Equality Act 2010 places a General Equality Duty on public authorities. A public authority must, in the exercise of its functions, have due regard to the need to:

a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Equality Act 2010 (Specific Duties) Regulations 2011 place specific duties on public authorities to publish:

- information to demonstrate their compliance with the Equality Duty, at least annually (January 2020)

- equality objectives at least every four years (in April, next due April 2023)

The Equality Act 2010 provides a legal framework that protects people from discrimination, harassment and victimization and to advance equality of opportunity.

Under the Act, there are nine protected characteristics, those designated with a * are identified by the ICO as special category data as they are likely to be more sensitive and require extra protection:

- *Age*

- *Disability*

- *Gender reassignment*

- *Marriage and civil partnership*

- *Pregnancy and maternity*

- *Race**

- *Religion or belief**

- *Sex*

- *Sexual orientation**

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- *Disability*

- *Gender reassignment*

- *Marriage and civil partnership*

- *Pregnancy and maternity*

- *Race**

- *Religion or belief**

- *Sex*

- *Sexual orientation**

## Equality

- Equality at NCG is regarded as a process of addressing and responding to the diverse needs of all learners and staff and ensuring that all are able to participate and reach the personal progession expected of them, regardless of starting points

- The approach is centred on:
  - Equality of opportunity (access and participation).
  - Equality of process (experience and treatment).
  - Equality of outcome (achievement).

## Diversity

- Valuing and empowering our people as unique individuals and celebrating the difference wherever appropriate and practical

- To inspire excellence and curiosity at NCG by allowing people to be themselves and to recognise their contributions

## Inclusion

- Social exclusion is the often the outcome of multiple deprivation, which prevents individuals or groups from participating fully in the social, economic, and political life of the society in which they live

- NCG seeks to ensure that no groups or individuals are unduly isolated or excluded from our learning communities

As a 'listed organisation' with more than 150 staff, the Equality and Human Rights Commission (EHRC) has said it would expect to see the following information published (which will have done so in an infographic that was uploaded by the 31st Jan to comply with the statutory duty).

- Workforce race, disability, gender and age distribution at different grades
- An indication of the likely representation on sexual orientation and religion /belief
- An indication of any issues or barriers experienced by transsexual staff
- Gender pay gap information
- Information about occupational segregation
- Grievance and dismissal information for people with protected characteristics
- Complaints about discrimination
- Details and feedback of engagement with staff and trade unions
- Records of how the organisation has had due regard to the aims of the duty in decision- making with regard to their employment
- Details of policies and programmes that have been put into place to address concerns.

a) *Raise the awareness* and skills of staff to **promote fairness, equality and good relations**

b) Embed **Equality and Diversity** in **Teaching, Learning and Assessment**

c) Raise the awareness of learners and customers to **promote understanding and good relations between diverse groups**

d) Provide a **hospitable and multi-cultural environment that welcomes, respects and protects diverse** people

e) *Monitor* learner **representation** and **success** and take action to **promote equality**.

f) Ensure that all learners and customers **achieve good outcomes**, whatever their background

g) Monitor **representation amongst all staff** types and take action to **promote equality**

h) Consult and **involve representative staff, learners, customers** and outside organisations

i) **Embed** the **evaluation of equality impact evidence** into policy development, business planning and quality assurance processes

j) Ensure that **partner organisations meet NCG's standards** and requirements for equality

**We set out to achieve this by**

*Ensuring that our values reflect our intent to be an inclusive, diverse, curious, collaborative and trusting learning community. Staff are actively briefed on EDI fundamentals through mandatory induction training, whilst staff and students have the opportunity to feedback their views through learner surveys and the Great Place to Work Survey. Colleges ensure that the curriculum intent signals opportunities to widen knowledge and understanding, tolerance and respect associated with different groups of people*

**We measure/evaluate our progress by…**

*We frequently measure the completion rates of induction training, whilst we evaluate our progress through staff and student feedback.*

**Our monitoring indicates that….**

*Training rates at the time of writing (14th Jan 2020) indicate that over **96% of NCG staff have completed training to raise awareness of EDI** and the same for disability awareness. In reality the Group is highly compliant, a small KPI tolerance is allowed for refresher training or new staff completing during induction.*

***91% of learners agree that staff promote equality in their courses** – this is 7%p above average (QDP survey)*
***93% of learners feel safe at college** – consistent with the sector average (QDP survey)*
***88% of staff** feel that NCG is a diverse place to work (Great Place to Work, Feb 2018)*

| We set out to achieve this by |
| --- |
| *Designed our TLA policy around sound pedagogy (link ref in Ofsted research naturally occurring indictors); equality of opportunity, challenge and attainment is specifically evaluated through the 'individuation' key principle, whilst diversity is promoted through naturally occurring teaching opportunities and key events.* |
| **We measure/evaluate our progress by…** |
| *Evaluated in College self assessment reports and is felt to be a strength of NCG's colleges; there has been significant work undertaken to improve tracking of learner progress and attainment of challenged, but differentiated targets; first term data now available* |
| **Our monitoring indicates that….** |

Learner starting points are generally well understood and used to inform session planning and delivery

- *no significant differences* exists between learners based on *gender*
- whilst *adult students generally perform better than younger learners, this is largely a result of differences in curriculum* (where young people tend to study full time on year-long courses)
- *white British learners perform marginally better than their non-white British peers* (2%p for young people; 1%p for adults)
- *Learners without a declared difficulty or disability perform slightly better than the those who have declared* (3%p higher for young people; 1.5% for adults). Learners with high needs (those in receipt for education care plans) perform as well as their peers in both age groups
- Younger learners deemed vulnerable (identified through receipt of bursary perform around 10%p lower than their peers) no difference exists for adults.

Individualisation    Purpose    Planning

Readiness    Assessment for learning    Managing learning

X+Y= English & maths    Questioning    Feedback

Pace    Progress    Adding value

A GREAT PLACE TO TEACH

# c) Raise the awareness of learners and customers to promote understanding and good relations between diverse groups

**We set out to achieve this by**

*Ensuring that our values reflect our intent to be an inclusive, diverse, curious, collaborative and trusting learning community. Staff are actively briefed on EDI fundamentals through mandatory induction training, whilst staff and students have the opportunity to feedback their views through learner surveys and the Great Place to Work Survey*

**We measure/evaluate our progress by…**

*Evaluating our progress through regular staff and learner surveys*

**Our monitoring indicates that….**

***91% of learners agree that staff promote equality in their courses*** *– this is 7%p above average (QDP survey)*
***93% of learners feel safe at college*** *– consistent with the sector average (QDP survey)*
*At 88% diversity returns a favourable response from the staff Great Place to Work Survey (Feb 2018) – an improvement of 1%p since the last survey in 2016; 3% feel this is isn't the case*
*89% of HE students feel that staff value student views and opinions about the course (NCG Survey)*

**NCG Board of Governors**

**NCG**

| We set out to achieve this by |
| --- |
| Ensuring that our estate is welcoming and ensuring our values reflect our intent to be an inclusive, diverse, curious, collaborative and trusting learning community. Staff are actively briefed on EDI fundamentals through mandatory induction training, whilst staff and students have the opportunity to feedback their views through learner surveys and the Great Place to Work Survey |

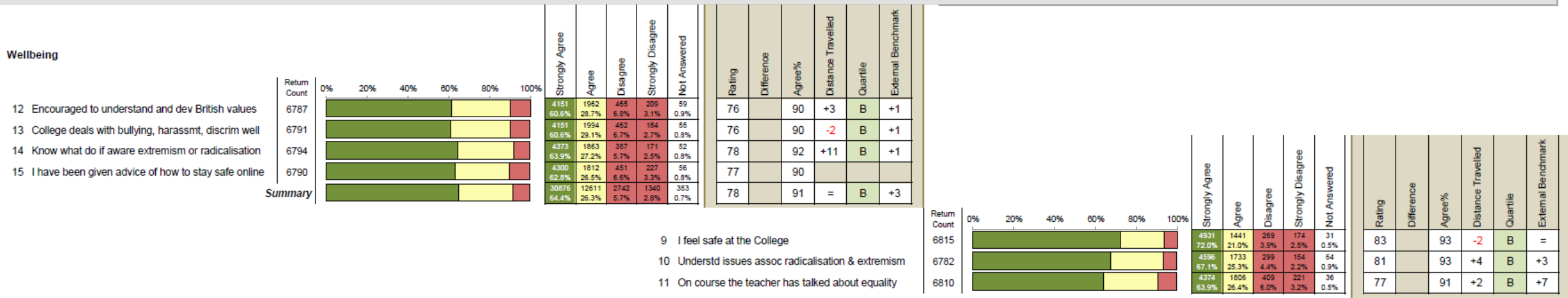| We measure/evaluate our progress by… |
| --- |
| Evaluated our progress through staff and student surveys |

| Our monitoring indicates that…. |
| --- |
| **91% of learners agree that staff promote equality in their courses** – this is 7%p above average (QDP survey)<br>**93% of learners feel safe at college** – consistent with the sector average (QDP survey)<br>At **88% diversity returns a favourable response** from the staff Great Place to Work Survey (Feb 2018) – an improvement of 1%p since the last survey in 2016; 3% feel this is isn't the case<br>**83% of HE students** feel part of a community at college |

**Wellbeing**

| # | | Return Count | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Answered | Rating | Difference | Agree% | Distance Travelled | Quartile | External Benchmark |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 12 | Encouraged to understand and dev British values | 6787 | 4151 60.6% | 1962 28.7% | 465 6.8% | 209 3.1% | 59 0.9% | 76 | | 90 | +3 | B | +1 |
| 13 | College deals with bullying, harassmt, discrim well | 6791 | 4151 60.6% | 1994 29.1% | 462 6.7% | 184 2.7% | 55 0.8% | 76 | | 90 | -2 | B | +1 |
| 14 | Know what do if aware extremism or radicalisation | 6794 | 4373 63.9% | 1863 27.2% | 387 5.7% | 171 2.5% | 52 0.8% | 78 | | 92 | +11 | B | +1 |
| 15 | I have been given advice of how to stay safe online | 6790 | 4300 62.8% | 1812 26.5% | 451 6.6% | 227 3.3% | 56 0.8% | 77 | | 90 | | | |
| | Summary | | 30876 64.4% | 12611 26.3% | 2742 5.7% | 1340 2.8% | 353 0.7% | 78 | | 91 | = | B | +3 |

| # | | Return Count | Strongly Agree | Agree | Disagree | Strongly Disagree | Not Answered | Rating | Difference | Agree% | Distance Travelled | Quartile | External Benchmark |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9 | I feel safe at the College | 6815 | 4931 72.0% | 1441 21.0% | 269 3.9% | 174 2.5% | 31 0.5% | 83 | | 93 | -2 | B | = |
| 10 | Understd issues assoc radicalisation & extremism | 6782 | 4596 67.1% | 1733 25.3% | 299 4.4% | 154 2.2% | 64 0.9% | 81 | | 93 | +4 | B | +3 |
| 11 | On course the teacher has talked about equality | 6810 | 4374 63.9% | 1806 26.4% | 409 6.0% | 221 3.2% | 36 0.5% | 77 | | 91 | +2 | B | +7 |

| We set out to achieve this by |
|---|
| *Monitoring key data sets and frequently segmented these to monitor learner success through a range of characteristics.* |

| We measure/evaluate our progress by… |
|---|
| *This is measured using retention, attendance, pass and achievement data. We formally report on this in the SAR.* |

| Our monitoring indicates that…. |
|---|

- *no significant differences exists between learners based on gender,*
- *whilst adult students generally perform better than younger learners, this is largely a result of differences in curriculum (where young people tend to study full time on year-long courses)*
- *white British learners perform marginally better than their non-white British peers (2%p for young people; 1%p for adults)*
- *Learners without a declared difficulty or disability perform slightly better than the those who have declared (3%p higher for young people; 1.5% for adults). Learners with high needs (those in receipt for education care plans) perform as well as their peers in both age groups*
- *Sexual orientation is not monitored, however younger learners deemed vulnerable (identified through receipt of bursary perform around 10%p lower than their peers) no difference exists for adults.*

# f) Ensure that all learners and customers achieve good outcomes, whatever their background

| |
|---|
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| **We measure/evaluate our progress by…** |
| *This is measured using retention, attendance, pass and achievement data. We formally report on this in the SAR.* |
| **Our monitoring indicates that….** |

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- *Sexual orientation is not monitored, however younger learners deemed vulnerable (identified through receipt of bursary perform around 10%p lower than their peers) no difference exists for adults.*

**We set out to achieve this by**

*Monitoring segmentation through recruitment processes and Great Place to Work surveys; ensuring that NCG has a productive partnership with recognised trade unions, governors, staff, students, employers and community stakeholders*

**We measure/evaluate our progress by…**

*Please note whilst some notes are included the merge of Carlisle and Lewisham Southwark makes trend comparison unreliable, hence comparison are only made with July 2018.*

**Our monitoring indicates that….**

- *NCG employs 56% full time staff and 44% are part time*
- *93% of staff are aged 25 to 64 - around 3.5% are 65+ and 3.5% below 25 – the fairly even distribution of age between 25 and 64 remains consistent with July 2018*
- *60% of employees identify as female and 40% male (see next steps slide with regard to gender identity); only Professional Services employ more male staff, than female – the rate constitutes an increment rebalancing from last year (62% female)*
- *Only 5% - 6% of staff identify as disabled – this is broadly consistent across NCG's and is broadly consistent with previous years*
- *85.5% of staff identify as White, 9% from an ethnic minority group, 5.5% undeclared/unknown; the rate is consistent with July 2018*
- *66% of staff identify as heterosexual, 4% as LGB and the remainder prefer not to say or data is undeclared/unknown –this rate is broadly consistent with July 2018*
- *Around 39% identify as Christian/Catholic/Protestant, 30% do not identify with a faith and only around 3% identify as Muslim, Sikh, Buddhist, Jewish. 18% have undeclared or refer not to say – the latter is a large increase from only 5% in July 2018*
- *76% are British; 18% are undeclared or prefer not to say; 45 other nationalities make up the remaining staff including around 3% from the EU*
- *44% of NCG staff are married or in a civil partnership; 2% with a partner 44% single*

**We set out to achieve this by**

*Working informally with specialist groups and/or individuals in our colleges to ensure NCG is a learning community that is welcoming, respectful and tolerant. NCG has formalised agreement with recognised trade unions and students associations who actively offer scrutiny, challenge and support to our work.*

**We measure/evaluate our progress by…**

*Informally evaluated through stakeholder feedback and consultation on key developments – we do not yet formally collate this information, and can provide only a number of positive case studies.*

**Our monitoring indicates that….**

***91% of learners agree that staff promote equality in their courses*** *– this is 7%p above average (QDP survey)*

***93% of learners feel safe at college*** *– consistent with the sector average (QDP survey)*

*At **88% diversity returns a favourable response** from the staff Great Place to Work Survey (Feb 2018) – an improvement of 1%p since the last survey in 2016; 3% feel this is isn't the case*

***83% of HE students*** *feel part of a community at college*

*Selected other good practice to engage with the community include:*
*Annual Equality Presentation evening @ Newcastle College*
*World Peace Day @ Kidderminster*
*Celebrating Neurodiversity @ NCG*

| We set out to achieve this by |
| --- |
| *Regularly updating our EDI Strategy and ensuring that all policy is checked for equality impact. Using various management, staff, union and learner forums and groups to review new initiatives* |
| **We measure/evaluate our progress by…** |
| *There is a control in place to ensure that all policy work is checked for equality impact and adjusted if and where appropriate. Eliminating discrimination advancing opportuning and fostering good relationships is at the heart of our mission, vision, aims and values. Quality systems and frameworks integrate EDI at every opportunity and the Great Place to Teach campaign specifically seeks to ensure that learners achieve the highest standard no matter where they start.*<br>*EDI is integrated into all college self assessment reports and in performance reporting of achievement, retention and attendance.* |
| **Our monitoring indicates that….** |
| ***91% of learners agree that staff promote equality in their courses*** *– this is 7%p above average (QDP survey)*<br>***93% of learners feel safe at college*** *– consistent with the sector average (QDP survey)*<br>*At **88% diversity** returns a favourable response from the staff Great Place to Work Survey (Feb 2018) – an improvement of 1%p since the last survey in 2016; 3% feel this is isn't the case* |

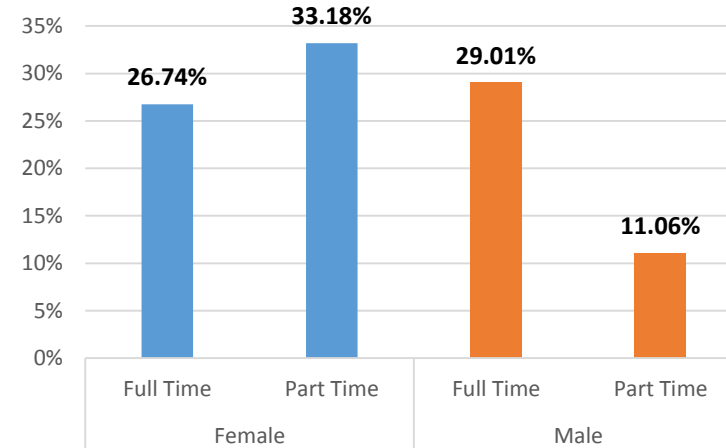| **We set out to achieve this by** |
| --- |
| *Embedding our values and requires into the contractor management framework and therefore ensuring that partners organisations approach to EDI is broadly aligned to that of NCG* |
| **We measure/evaluate our progress by…** |
| *Through use of the Merlin standard – there is a specific design principle 'That the design of the supply chain involves mutual agreement upon a set of core principles and behaviours, including a commitment to equality and diversity, which are embedded in organisational practices.; this is evaluated periodically* |
| **Our monitoring indicates that….** |
| *Policy reviews during section 2 of the SMF ensure that each SCP has equality and diversity (E&D) policies in place, with support to develop these provided where required in line with NCG's 2014-2020 Equality Strategy. A key focus at on-boarding and SCP events is given to reinforcing commitment to E&D.* |

- Intention to review the EDI Strategy to align with the new NCG Strategy:
  - seek to provide greater clarity on what we seek to realistically achieve, align to strategic aims and set clear deliverables
  - More closely align with key campaigns and business cycles such as Great Place to Teach, Q Review, Leadership Hub
  - Update reporting to improve and support campaigns to modernise gender identifiers to move away from the current binary reporting used by the DfE/ESFA
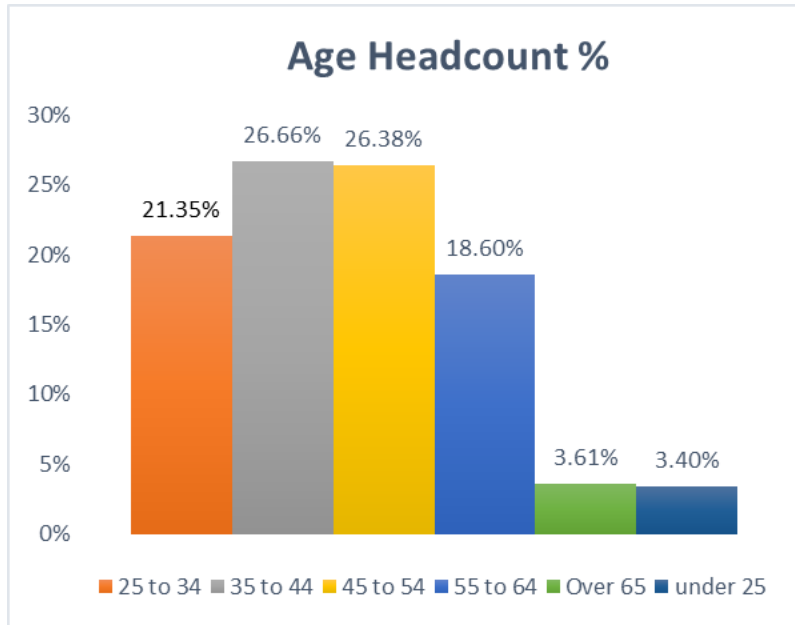  - Improve data segmentation to improve analysis of progression toward key aims

NCG employers more female staff (1479) than male staff (989) – NCG employs more male full time staff (716) than female staff (660); the reverse is true of part time staff (with 819 female staff and 273 male staff)



**Gender Headcount %**

Female 59.93%
Male 40.07%
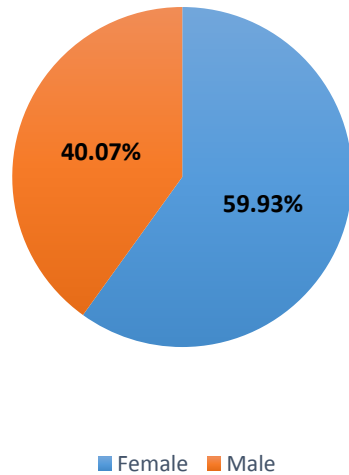


**Full Time and Part Time by Gender %**

| | Female | | Male | |
|---|---|---|---|---|
| | Full Time | Part Time | Full Time | Part Time |
| % | 26.74% | 33.18% | 29.01% | 11.06% |

Age Headcount %

- The majority of staff are aged between 25 and 64, a relatively small proportion of staff are aged above 65 years (89 staff) and below 25 years (84 staff).

- NCG employs 20 apprentices.

- The majority of staff are British and Irish (79%)

- NCGs staff have declared 46 nationalities in total (shown on map in blue)

**Disability Headcount %**
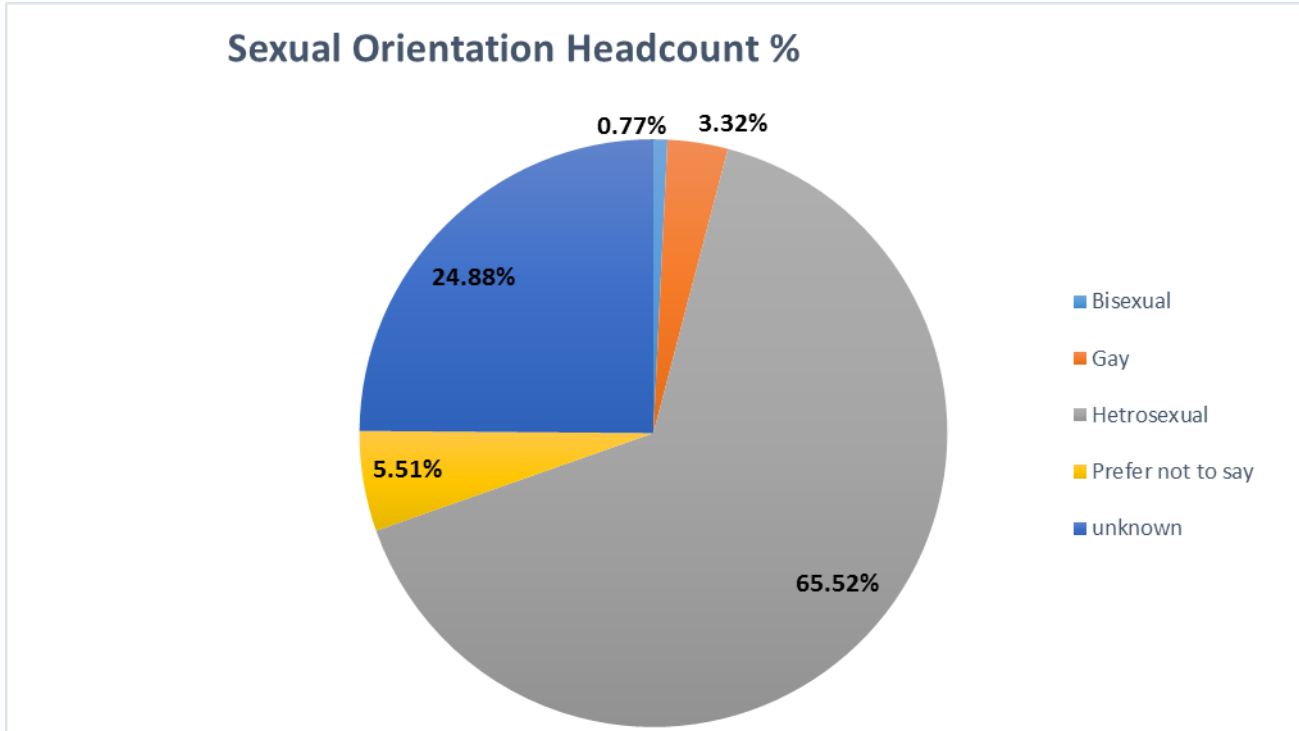
5.19%

94.81%

■ Disabled  ■ Not disabled
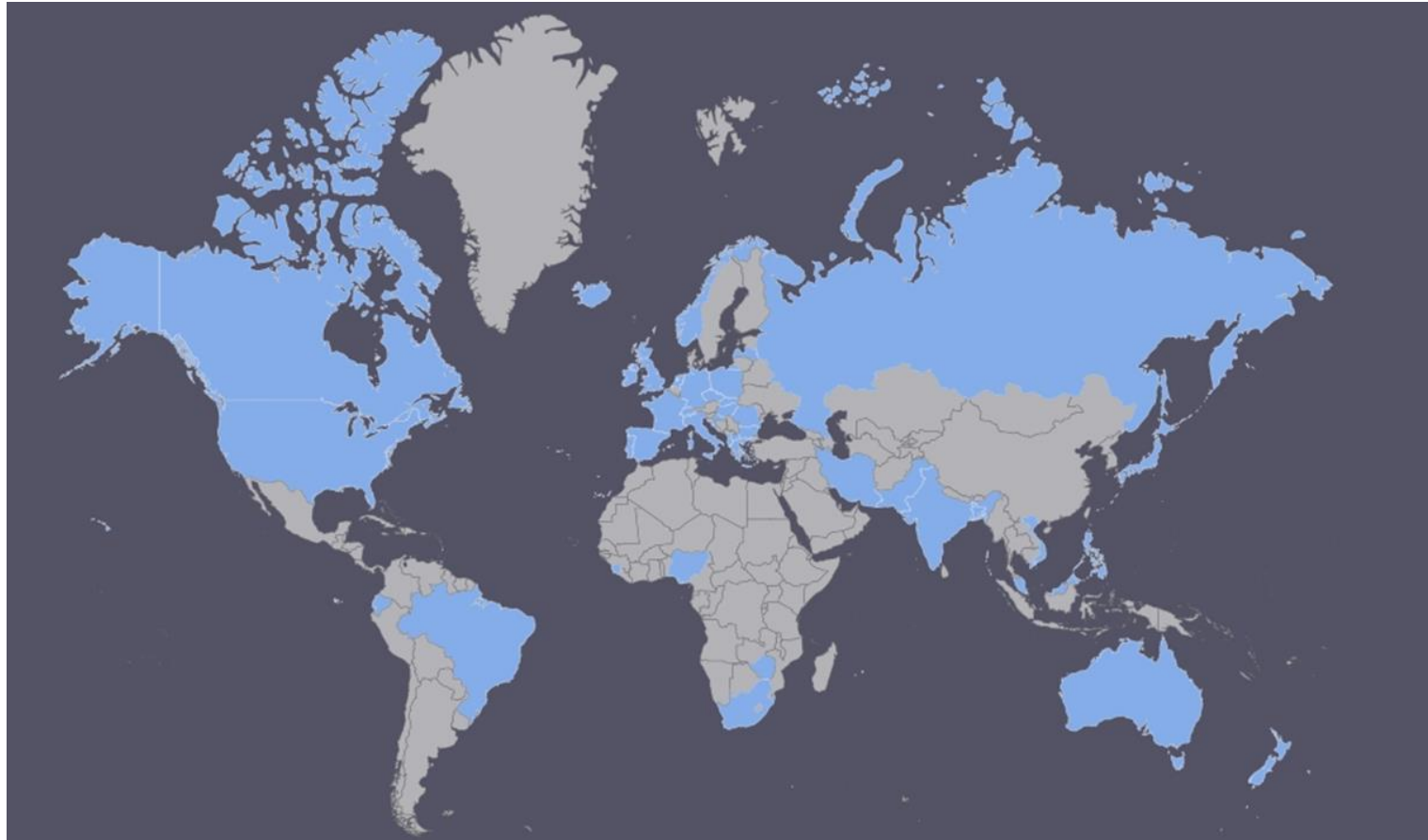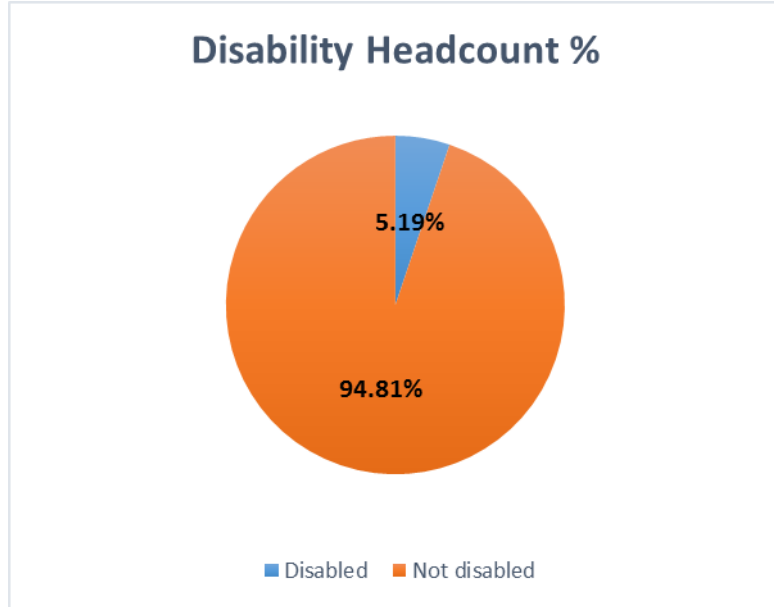
Around 5% of NCG have declared a disability; approx. 120 staff.
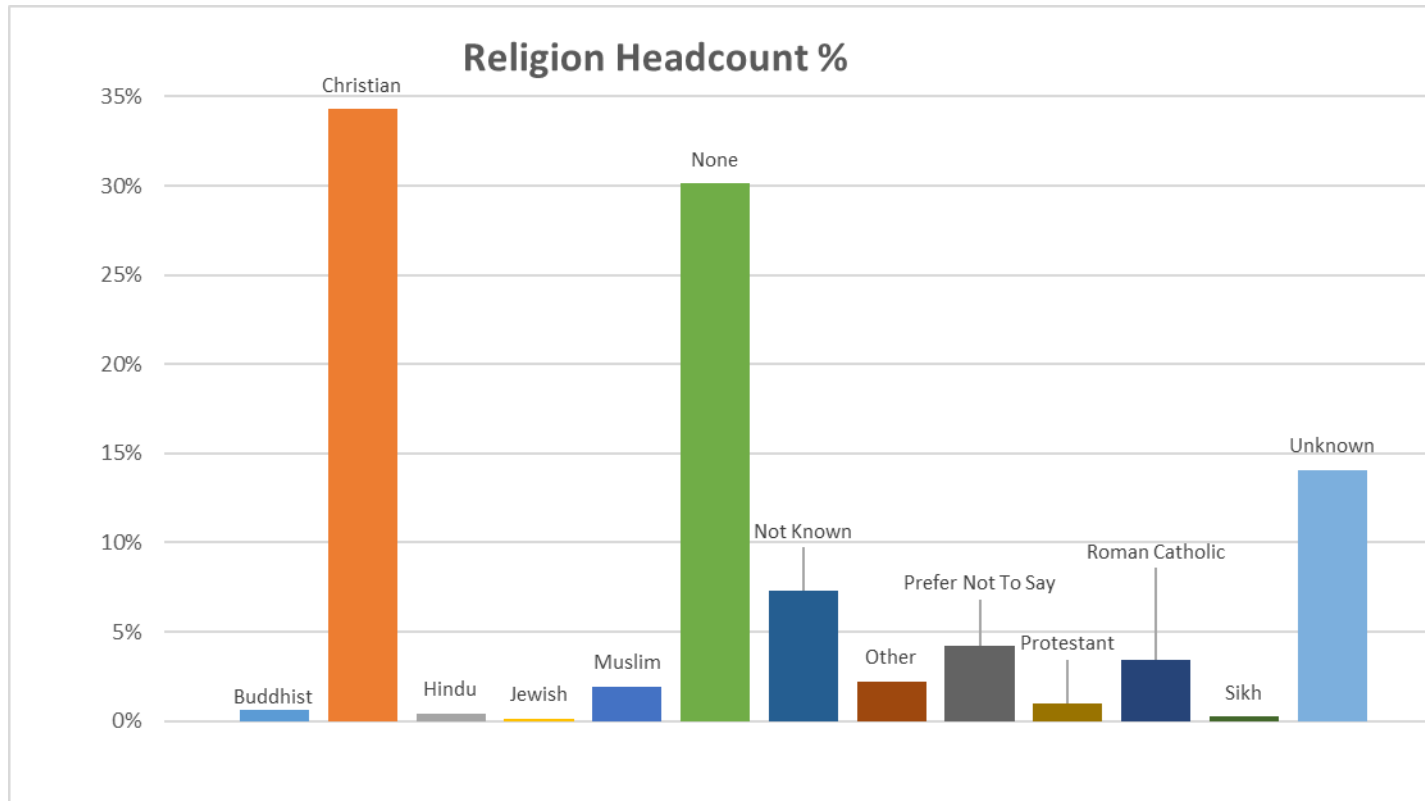
The majority of staff identify as being Christian or Catholic or Protestant

A large proportion (30%) did not declare a faith / religion

A number of staff identify as Muslim (48 staff), Buddhist (15 staff), Hindu (10 staff), Sikh (6 staff ) and Jewish (4 staff).

# Characteristics – Sexual Orientation

**Sexual Orientation Headcount %**



- 0.77%
- 3.32%
- 24.88%
- 5.51%
- 65.52%

Legend:
- Bisexual
- Gay
- Hetrosexual
- Prefer not to say
- unknown

Around 65% staff identify as heterosexual with 4% as gay/bisexual with the remainder preferring not to say or have not declared