Equality Diversity Inclusion

Annual Report

January 2021

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

- NCG has seven colleges: Carlisle College Newcastle College, Newcastle Sixth Form College, Lewisham College, Southwark College, Kidderminster College, West Lancashire College and also NCG Professional Services, based historically at Rye Hill, Newcastle, but now largely based in the colleges or working as agile workers, following changes to work patterns in 2020.

- 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. The current strategy was approved in May 2019, however Executive review between May and October 2020 has signalled the need to update and improve the clarity, ambition and relevance of several core themes. This is further required due to work events relating to racial inequality, digital poverty and the ongoing activity from certain groups promoting extremist ideologies

- At the time of writing, a consultation is ongoing as to the direction of a new EDI Strategy – a slidedeck is attached as part of this report for governor consultation and feedback. We are aware from our own review and from specific consultancy EW Group of a number of improvements we need to make to our strategy, actions and monitoring of people data.

- 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) and is therefore not repeated in this document.

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

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 progression expected of them, regardless of starting points

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

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 and therefore from realising their potential for social mobility, economic prosperity and personal growth

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 and we will do this   through evidencing our progress against the existing equality aims

•   equality objectives at least every four years (this is due April 2023, however we intend to publish in May 2021)

The Equality Act 2010 provides a legal framework that protects people from discrimination, harassment and victimisation 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**

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. 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 evaluate our progress through a series of in-year surveys for students.
The Great Place to Work survey was not distributed in 2020 and will be replaced by an internal approach in 2021

Our monitoring indicates that....

93% of learners agree that the college promotes equality and supports diversity – *this is improving and is 4%p above average (QDP survey)*
95% of learners feel safe at college – *this is improving and higher than the sector average by 2%p (QDP survey)*
94% of learners feel that the college encourages learners to respect different cultures, communities and faith - *this aligns with the sector benchmark (QDP survey)*

In the absence of a wider staff survey, the Group has maintained effective communication with our trade union colleagues during the initial lockdown period and the planned re-opening of Colleges in June and then again at start of the current academic year, specifically this has been concentrated on: Covid secure risk assessment/staff briefings for all colleagues returning to work has been effective, working collaboratively with colleagues in H&S and Estate functions in our Colleges.
Our strong focus on mental health and fitness allowed colleagues to access the Fika mental health app. Colleagues across NCG were also offered the opportunity to join the first cohort of the Fika 'bounce back' mental fitness training programme, with 91 colleagues taking part.

We set out to achieve this by

Designing 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…

We evaluate our progress through evaluations of teaching, learning and assessment in the classroom, workplace and by viewing learner work. We measure our progress through a defined set of quantitative performance outcomes.

Our monitoring indicates that….

ETLA indicates that individualised learner starting points are generally well understood and used to inform session planning and delivery. Outcomes are documented in the NCG SAR. In summary learners at NCG broadly perform as well as each other regardless of gender disability/difficulty, ethnicity. A few specific areas of good practice are identified in the college annual EDI reports to local board:

- Learners at Carlisle College took part in a competition to create art inspired by the COVID pandemic called 'isolation inspiration'; learners also take part in social actions projects and there are examples of project work being used to illustrate EDI themes to raise awareness

- Learners at Kidderminster College contributed to high profile events, such as World Peace Day, where contributors from the Tutu Foundation & Youth Futures shared experiences on serious youth violence and County Lines and Dr Ross Deuchar gave an inspirational address on UK gangs and knife crime.

- Learners at Lewisham College benefit from a comprehensive calendar of international and national awareness days, each with various resources, videos and articles – the College is also embracing the care leavers covenant (along with dedicated staff at CC, NCL and KC)

- Learners at Southwark College have recently established the student union and a committee for EDI – the College had committed to play an active part in London Pride, before the event was cancelled due to the pandemic

- Key achievements at Newcastle College include recognition for work with Young Carers, nominations for 2020 Educate North Award (Student Experience Award) for their "Hot Topic" work and again nominations for an award at LGBTQ+ North East Awards for "Creating Safer Learning Spaces".

- Learners at Newcastle Sixth Form College have established a new magazine addressing issues such as LGBTQ+ and a range of activities took place for Black History Month.

- ..and like all colleges, colleagues at West Lancashire College moved quickly to identify and provide kit and equipment for learners who would not have been able to continue learning without such swift intervention.

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…
We evaluate our progress through a series of in-year surveys for students – the data below is from the latest survey which was conducted in the Nov – Dec 2020.
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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
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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 annual self assessment report at college and Group level.

Our monitoring indicates that….

In summary learners at NCG broadly perform as well as each other regardless of gender disability/difficulty, ethnicity. A few specific observation are made in the SAR:

- *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); female adult learners had a slightly higher achievement rate than males in 19/20*

- ***White British learners perform marginally better than their non-white British peers** (2%p for young people; 1%p for adults)*

- ***Learners aged 16-18 performed at the same level whether or not they had declared a difficulty or disability, for adults the rate for those with a difficulty or disability was 1.5% lower than their peers.***

- ***Learners in receipt of free meals performed consistently with their peers in the 16-18 age group; it was 3% higher in the 19+ age group.** At NCG level there is a gradual increase in learner achievement from the most deprived postcodes to the least*

- ***There are small differences based on learner ethnicity –** a sizable group of learners with a Black Caribbean ethnicity perform slightly below average, as do mixed/multiple ethnicity and a small number of learners with Irish Traveller ethnicity.*

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Our monitoring indicates that….	

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We set out to achieve this by	
Monitoring segmentation through recruitment processes and HR system; ensuring that NCG has a productive partnership with recognised trade unions, governors, staff, students, employers and community stakeholders	
We measure/evaluate our progress by…	
Making year on year comparisons of staff characteristics using information available in the HR system (iTrent).	
Our monitoring indicates that….	
• *A illustration of staff illustration is shown in Annex A of this slidedeck.*	

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....

Our college work closely with external agencies to understand the contexts of our local communities and the associated challenges, opportunities and projects associated with the wider EDI agenda. These areas are detailed in the College EDI reports to local boards and include a number of varied examples that reflect the local challenges:

- *Work with Cumbria LIS/Cumbria Intelligence Observatory and Stonewall at Carlisle College*
- *Kidderminster College has very strong links with the SEN Team at Worcestershire County Council and the ALS Manager at the College was the FE representative on their SEN COVID Strategy group, and the AoC SEN /DfE Strategy Group. Deputy Principal Palvinder Singh has recently contributed to the SET annual conference with a focus on the Black Lives Matter campaign and the leadership tole of FE tin this area*
- *Lewisham College has good working relationships with Lewisham Children's Services, Adult Social Care, the Virtual School, SEND teams and the Metropolitan Police.*
- *At Newcastle College colleagues continue to foster closer working relations with mental health services and Local Authority Education Departments across the city / local areas to support learners. Strong partnerships have been formed with NUFC, Newcastle Eagles and Newcastle Falcons to develop health and well-being of learners.*
- *NSFC has strong links with external agencies e.g. LAC, Children's care, NIWE, Samaritans.*
- *Partnerships at Southwark College include Stonewall, Duke of Edinburgh, Mind and Southwark Borough Council*
- *Work with the Birchwood Centre for homelessness at West Lancashire College*

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.* *EDI is integrated into all college self assessment reports and in performance reporting of achievement, retention and attendance.*
Our monitoring indicates that….
We need to review our approaches to this aspect following recommendations from EW Group. At present the policy front sheet confirms that consideration has been given to EDI risk evaluation.

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.	

Annex A

NCG Staff Monitoring

Please Note: comparisons with average are made with the [Further Education Workforce Data for England Analysis](#), Frontier Economics, on behalf of the ETF, April 2019

The proportion of male and female staff has remained broadly the same in the past 12 months, however the number of employees has increased slightly. NCG employs 61% female staff comparing with the same figure nationally[1]

NCG still employ more female staff (1534 up from 1479) than male staff (993 up from 989) and the gap is largely due to more part time female staff. Comparing nationally 55% of female staff work part time, compared with 56% nationally. 29% of men work part time compared to 31% nationally[2]
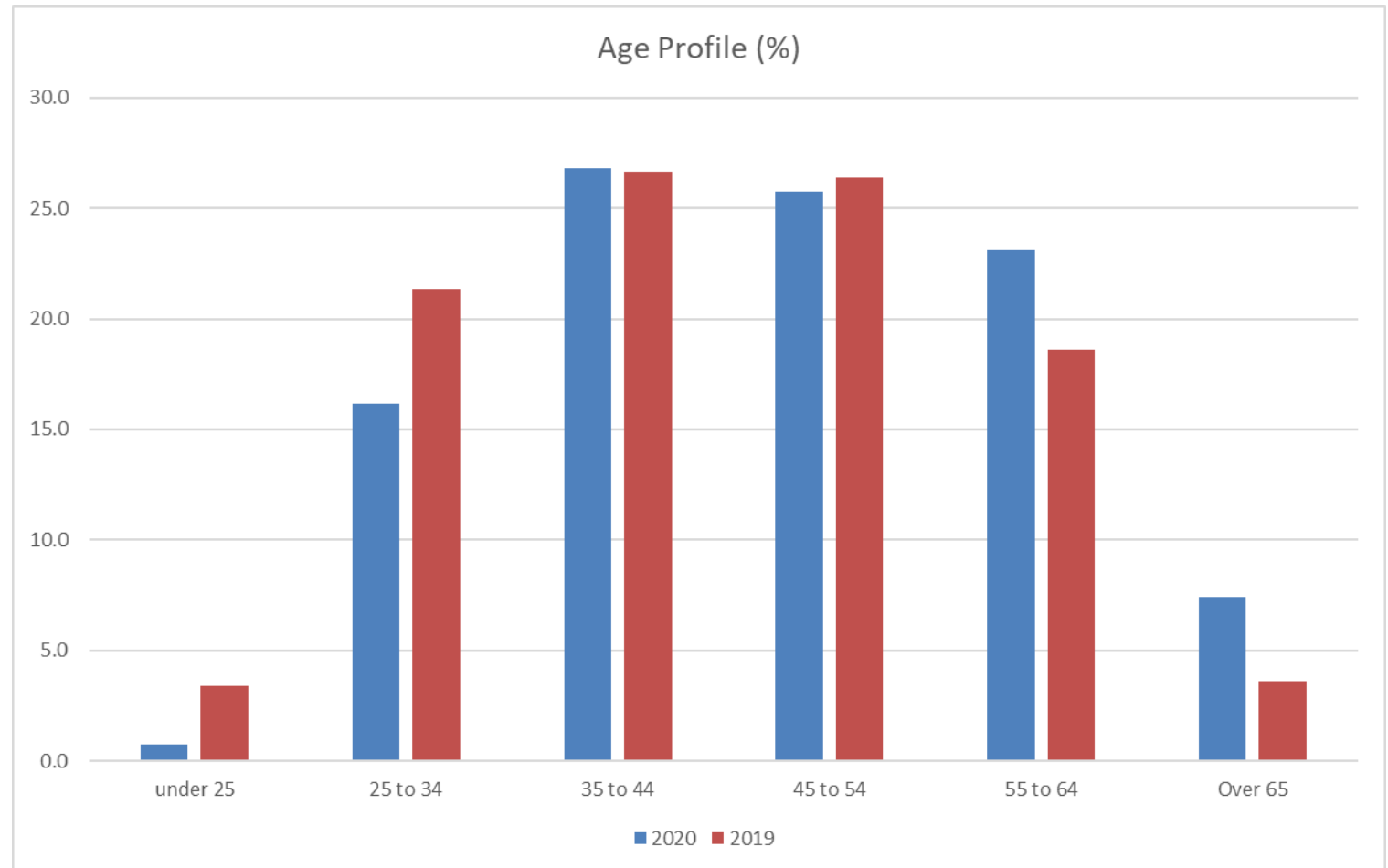
NCG has marginally closed the gap between full time staff (males 708 (down from 716) and female 691 (up from 660); the gap still persists for part time staff (with 843 female staff and 285 male staff).

Female_FT 691 27.3%

Male_Ft 708 28%

Female_PT 843 33.4%

Male_PT 285 11.3%

[1] https://www.sirdatainsights.org.uk/docs/SIR26-Workforce-Data-report.pdf, p26
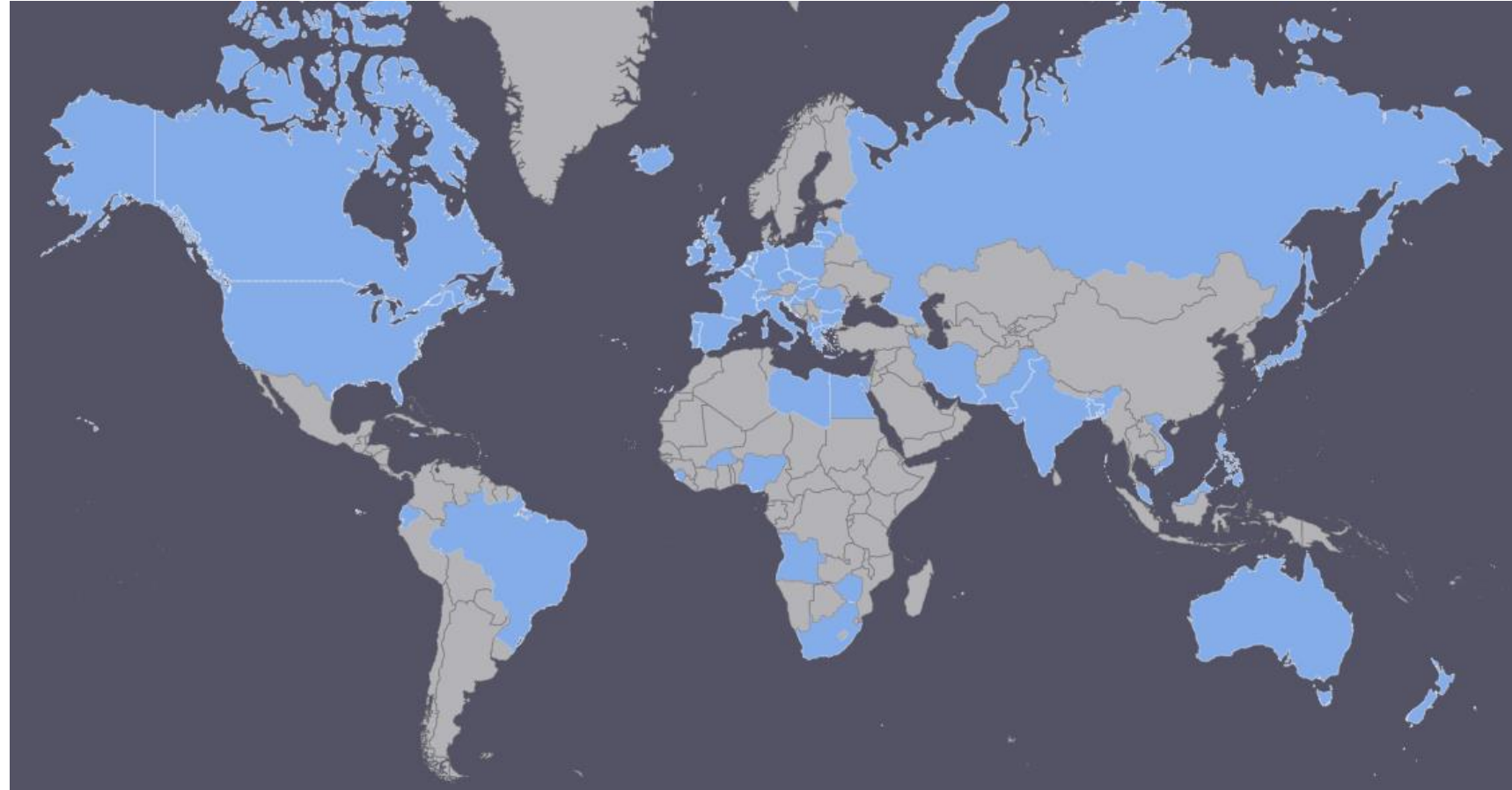[2] https://www.sirdatainsights.org.uk/docs/SIR26-Workforce-Data-report.pdf, p28

Characteristics - Age

- The age profile at NCG has become (on average) slightly older in the past 12 months, with a decrease in the under 25 and 25-34 category and a corresponding increase in the 55 to 64 and 65 categories.

- In comparison with national data NCG is broadly the same in the 25 – 64 categories (with some small variances), but is less than average in the under 25 category.[3]

- Related to this is the small number of apprentices – the Group has just 12 apprentices at the time of writing.
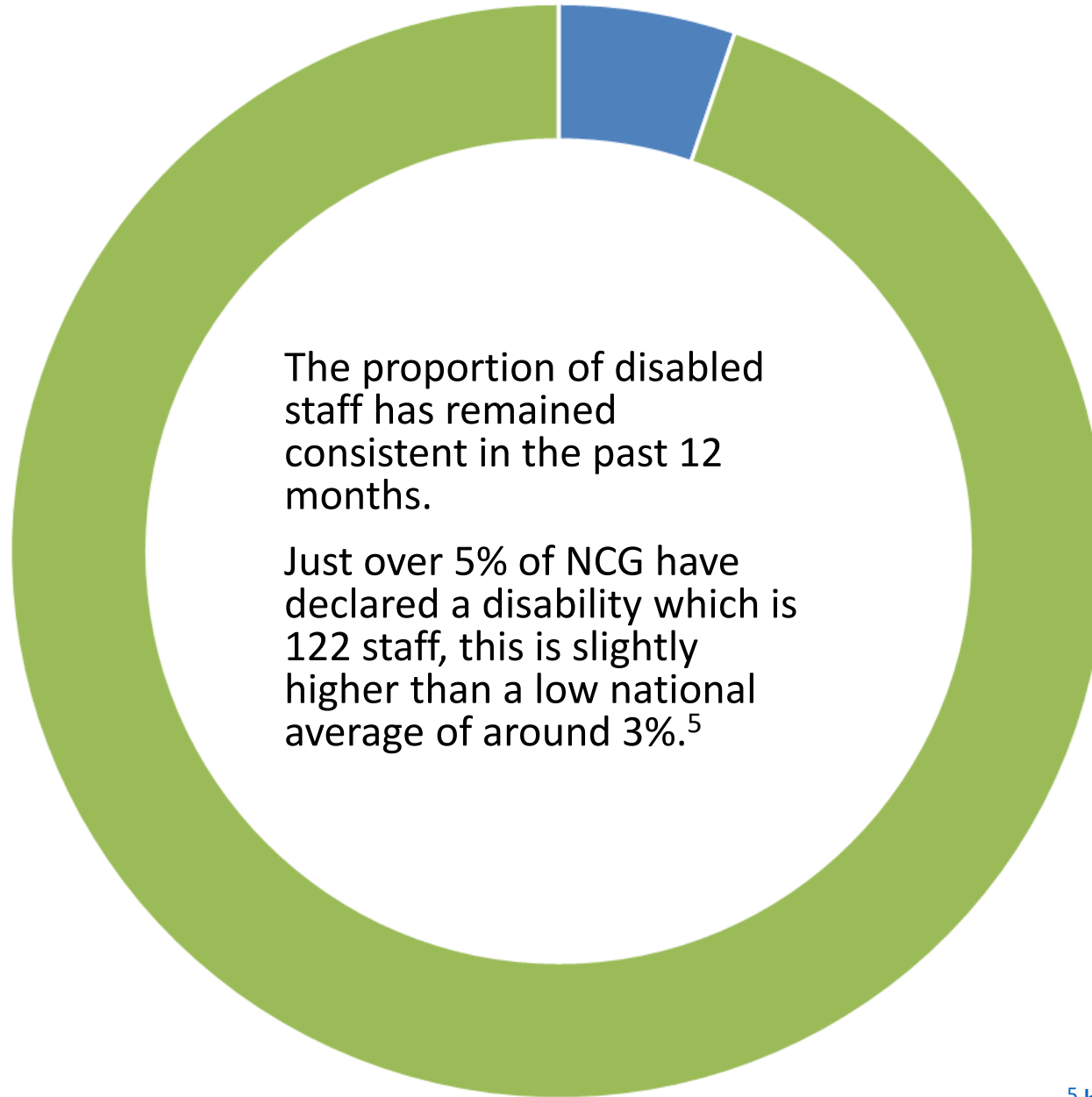

Age Profile (%)

[3] https://www.sirdatainsights.org.uk/docs/SIR26-Workforce-Data-report.pdf, p41

Characteristics – Race and Nationality

- 85.6% of NCG staff identify as White, 10.3% identify as Black, Asian and Minority Ethnicity, with the remainder unknown, or not declaring. Nationally 90% identify as White (either White British, or White Other) with the remaining 10% in Black, Asian and Minority Ethnicities.[4]

- 81% of staff are British and NI, with a large number (circa 14%) choosing not to declare or are unknown (this number has reduced by 4%p in the last year)

- 3% are from EU countries (excluding British and NI which had left at the time of writing) consistent with last year.

- Of those known, NCG staff are drawn from 53 nationalities (shown on the map in blue) increasing from 48 last year.
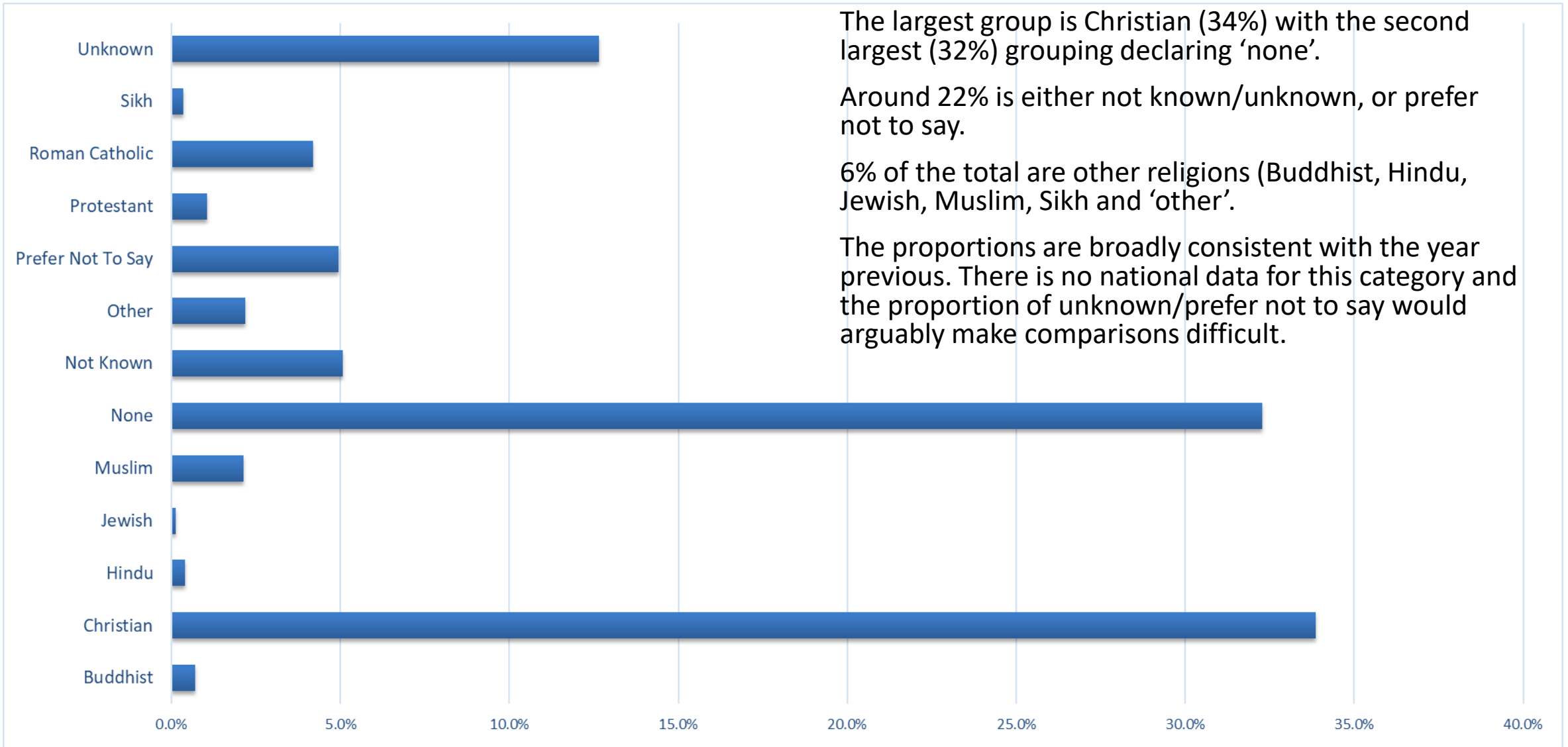

[4] https://www.sirdatainsights.org.uk/docs/SIR26-Workforce-Data-report.pdf, p43

Disability

The proportion of disabled staff has remained consistent in the past 12 months.

Just over 5% of NCG have declared a disability which is 122 staff, this is slightly higher than a low national average of around 3%.[5]

■ Disabled   ■ Not Disabled / Not Declared

[5] https://www.sirdatainsights.org.uk/docs/SIR26-Workforce-Data-report.pdf, p32
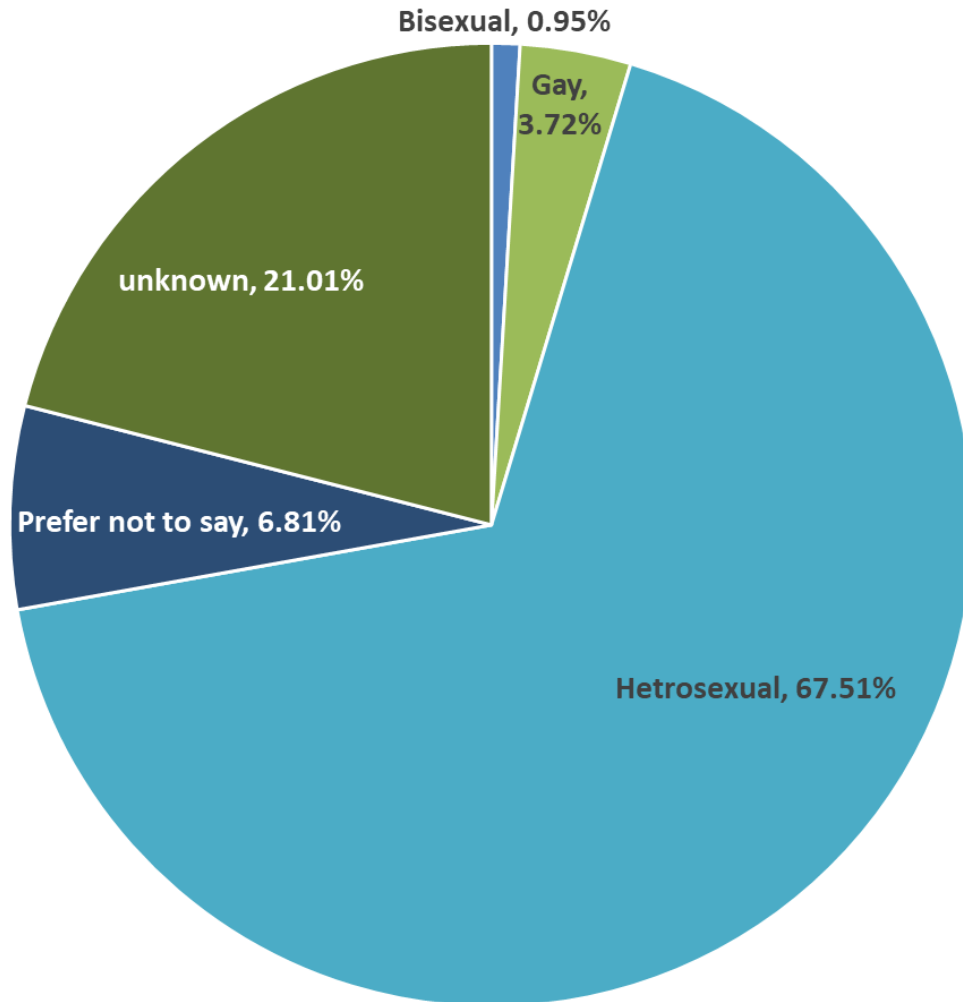
Characteristics - Religion

The largest group is Christian (34%) with the second largest (32%) grouping declaring 'none'.

Around 22% is either not known/unknown, or prefer not to say.

6% of the total are other religions (Buddhist, Hindu, Jewish, Muslim, Sikh and 'other'.

The proportions are broadly consistent with the year previous. There is no national data for this category and the proportion of unknown/prefer not to say would arguably make comparisons difficult.

Characteristics – Sexual Orientation

Bisexual, 0.95%
Gay, 3.72%
unknown, 21.01%
Prefer not to say, 6.81%
Hetrosexual, 67.51%

The proportions in the chart have only marginally changed in the last year with small increases in the heterosexual (+2%p) gay (+0.4%p), bisexual (+0.2%p) with a corresponding decrease in those unknown.

Around 67% of staff identify as heterosexual with around 5% identifying as gay/bisexual with the remainder preferring not to say or have not declared/unknown.

Nationally[6] around 80% identify as heterosexual and around 1.5% for LGB, with 18% who prefer not to say. Comparisons at NCG are difficult in this category due to the number of unknown records that we will work to understand and reduce in the next year.

[6] https://www.sirdatainsights.org.uk/docs/SIR26-Workforce-Data-report.pdf, p31