



EQUALITY, DIVERSITY, INCLUSION AND BELONGING (EDIB) REPORT

JANUARY 2023

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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	CURRICULUM	PEOPLE	FACILITIES	FINANCE	REACH
Exceptional teaching, learner experience and outcomes	Innovative, relevant courses and qualifications	Ambitious and responsible educators and leaders	Outstanding digital and physical learning environments	Financial sustainability powering reinvestment	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
- NCG is against anti-Semitism and adopts the international definition of anti-Semitism.



EDIB: NATIONAL CONTEXT

From Ofsted's own [annual equality update](#) (January 2023), we are able to understand the national context in education, and the differences in educational outcomes nationally, 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 22	Students – July 22
Age – The protection of people by age	94% of NCG's staff are aged 25 to 64 years of age; Around 4.5% are aged 65years+; Around 1.5% are aged up to / including 24 years of age	43% of NCG's classroom learners are young people, aged 16-18 yrs; 54% 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)	3.5% of NCG staff have declared a PLSD disability or difficulty	11% 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 85% 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%); In terms of ethnicity, around 83% of staff identify as White British, with 14% of staff from other ethnicities	58% 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 22	Students – July 22
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	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.	This data is not gathered as part of the Individualised Learner Record (ILR) data collection
Sex – The protection of both male and female people	Using the binary designation: 63% of staff are female; 37% are male	61% of NCG's classroom learners are female; 30% of NCG's apprentices are female; 56% of NCG's HE students are female

NCG: OUR COLLEAGUES AND STUDENTS

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

“”

I think the important part of belonging anywhere is feeling valued and having the opportunity to contribute something. We want all NCG colleagues to have the opportunity to be part of a busy college, or a thriving professional services team, which is why we've created **communities of practice**, to help bring colleagues together from across the Group.

STEVEN WALLIS, EXECUTIVE DIRECTOR OF QUALITY, 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

“”

I feel supported by Lewisham College and NCG both professionally and personally. I had a very positive experience of being coached by a colleague from a different college in the group which has resulted in some fantastic feedback from my Line Manager. Also, I work a flexible working pattern which means that I can work late one evening a week and leave early on a couple of other days so that I can pick up my children from school because it's important to me that I do my job well, but also that I do my parenting role well.

SADHANA SUTAR-SMITH, LEARNING RESOURCES AND SUPPORT MANAGER AT LEWISHAM COLLEGE

“”

In 2019 I was looking to progress my career and move into a senior position at the college, but I was then diagnosed with cancer. I made the decision to take two years out of work to focus on my health. When I was ready to come back, Southwark College was fantastic at supporting me with getting back on track with my career and allowing me to progress into the senior position I had wanted before.

JANET DAVISON, ASSISTANT PRINCIPAL STUDENT SERVICES AT 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

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:

Newcastle and Carlisle Colleges support NCG's 'Our Community is Your Community' initiative by appointing new dedicated Refugee Coordinator posts. 'Our Community is Your Community' was introduced to support refugees within NCG Colleges' local communities.

Kidderminster College has introduced new EDIB focus groups for colleagues and learners. At the first group meeting, the EDIB calendar was shared, and staff from the animal care team have decided to support volunteer week. They will take learners to a local community organisation to carry-out voluntary work. Last year they visited a local care home to give the outdoor area a spruce up ahead of the Platinum Jubilee celebrations. The maths and English staff are going to support Refugee Week, and Learners have decided to embrace LGBTQ+ month.

West Lancashire College has also introduced new EDIB student focus groups who meet fortnightly to discuss the promotion of Women in Engineering and STEM.

Tracy Dent, a Work Experience Coordinator at Kidderminster College, has formed a fantastic partnership with the Wyre Community Land Trust. Students on the college's Progression Learning courses now have access to the centre and visit with their tutors to participate in regular outdoor activities.



Lewisham College hosts an annual Disability Confident Jobs Fair in collaboration with the Department for Work and Pensions (DWP) to help young people and adults with a disability to discover employment opportunities and receive advice on finding the right pathway to help them achieve their ambitions.

To celebrate International Women's Day, [Lewisham College hosted electrical and plumbing competitions for female construction learners and tradeswomen](#). Vicky Foxcroft, MP for Lewisham Deptford, and Dawn Atkinson, Lewisham Mayoress visited the College to speak to the participants during the contest. Vicky said: "I'm excited to be at Lewisham College today to celebrate International Women's Day and see the fantastic work that takes place here to support and encourage women to pursue a career in the construction industry."

Safeguarding Officers at Newcastle College have worked with the Newcastle College Students' Union and members of the HE Learning Enhancement Team to roll out training for staff on LGBTQ+ awareness, in relation to understanding issues for gender, non-binary and gender fluid individuals. Follow-up meetings are provided for staff to further their understanding and to safeguard against issues arising in college. The focus is on advising staff as to how to respond to students asking questions and how to respond positively to students declaring a non-binary status. Staff are also advised that where issues do arise, individual students can be directed to Safeguarding Officers/SU/HE Learning Enhancement Team.



Newcastle College holds an annual Equality and Diversity Awards to raise awareness of equality and diversity amongst our staff and students. It encourages students and colleagues to consider the needs of the surrounding community whilst working on projects, as well as whilst outside of the College. The awards also showcase the diversity of the community in which the college is based.

Newcastle Sixth Form College hosts an annual Diversity Cultures week, entirely organised by students based on topics they care about and want to celebrate. Last year's was focused around LGBTQ+ history month and included bake sales and film screenings.



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
<p>How we are doing in January 2023</p> <p>Please see SAR for additional information as to gaps</p>	<p>4% gap ethnicity (White British higher and gap increased by 2%);</p> <p>3% gap disability (LDD⁴ lower, gap same as last year);</p> <p>0% gap gender (gap same as last year);</p> <p>0% gap care experience (captured for first time)</p>	<p>2% gap ethnicity (White British lower – a reversal of gap last year);</p> <p>1% gap disability (LDD lower, gap remains the same as last year);</p> <p>3% gap gender (female higher, same gap as last year);</p> <p>7% gap deprivation (difference between least and most deprived postcodes gap remains similar to last year)</p>	<p>94% of learners believe they are treated fairly and with respect;</p> <p>8.4 Engagement Index staff treated with dignity/respect</p>	<p>92% of learners agree teaching and learning resources in class and online are good;</p> <p>71% of HE learners agree resources are good according to NSS results</p>	<p>£5.4m EDIBTA in 21/22</p>	<p>A reliable process to measure this impact is yet to be finalised</p>

4 Learning Difficulties and Disabilities.

CASE STUDIES

NCG CARE LEAVER COVENANT PARTNERSHIP

The Care Leaver Covenant is funded by the Department for Education and tackles the disadvantages that young people aged 16-25 face when leaving care, helping them to live independently. It works with a range of organisations in the private, public and voluntary sectors to create tangible opportunities for care leavers, including employment, education and training, safety and security, health, financial independence and independent living.

The partnership with NCG marks the Covenant's first collaboration with a further education provider and is aimed at helping care experienced students overcome barriers to take up employment and higher education opportunities available to them. The Covenant will support all seven NCG colleges across England to better respond to the specific challenges faced by care leavers – such as having no family support and entering education with no stable housing or income.

In recognition of the partnership and the continued work it does to support care experienced learners across its colleges, NCG successfully attained the quality mark from the National Network for the Education of Care Leavers (NNECL). [NCG Awarded NNECL Quality Mark \(ncgrp.co.uk\)](https://ncgrp.co.uk)

SUPPORTED INTERNSHIPS STUDENTS AT SOUTHWARK COLLEGE SECURE EMPLOYMENT

Students in the Supported Internship Programme at Southwark College secured permanent employment across the hospitality, health and social care and creative arts sectors.

The Supported Internship Programme is designed to support neurodivergent young people develop employability skills in a work setting and progress onto employment. This is done through specialised and bespoke internship placements delivered in partnership with local employers, including The Young Vic, Guy's and St Thomas' NHS Foundation Trust, and Hilton London Bankside.

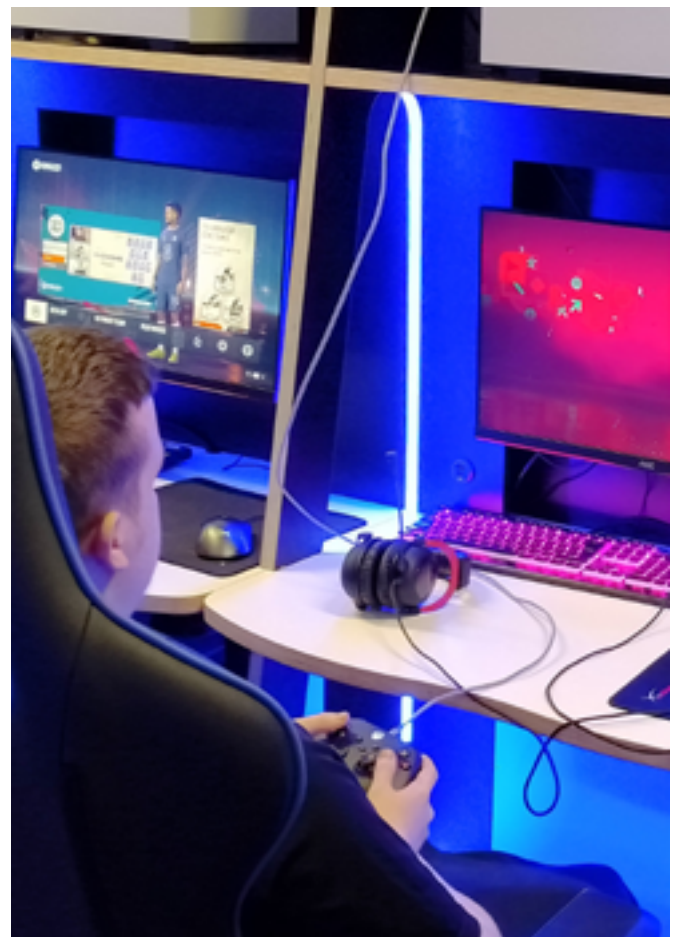
As part of the programme, interns also have access to Job Coaches at the College who support them in understanding work culture, developing interpersonal skills, and building on their confidence. The coaches also work with the employers to help them understand how to best work with young people with hidden disabilities, identify their strengths and challenges, and make reasonable adjustments to enable the interns to complete their placements successfully.

NEWCASTLE COLLEGE LEARNING DEVELOPMENT STUDENTS BENEFIT FROM LINKS WITH NEWCASTLE UNITED FOUNDATION

Every week, learners from Newcastle College's Learning Development courses travel to the dedicated Newcastle United Foundation sports facilities (NUCASTLE) in the city centre, to take part in a fun afternoon of sports and gaming with coaches from the Foundation.

The students get involved in badminton, table tennis and football before heading up to the Esports room to play games with Jake Simpson, professional Esports player and Newcastle United representative in the official E-Premier League.

Lewis Thorpe, 16 (pictured), is currently studying an Entry Level 3 Award in Introduction to Retail Skills, and really enjoys his time at NUCASTLE. He said: "I love these sessions, doing teamwork and being with my friends. My favourite bit is playing FIFA in the Esports room with Jake." Newcastle United Foundation coach Keith Douglas added: "I'm incredibly proud to work with these young people to help build their confidence, encourage teamwork and improve their communication skills."



Green – On target

Amber – Delays

Red – Risk of completion to schedule

Theme	Strategic Aim	Deliverables	Update January 2023
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>Amber: Staff case studies recorded and being included in mandatory training – library of case studies to expand over time.</p>

⁵ Medium term = 18 months

Green – On target

Amber – Delays

Red – Risk of completion to schedule

Theme	Strategic Aim	Deliverables	Update January 2023
Curriculum	Innovative, relevant courses and qualifications	<p>Short Term⁶ EDIB Deliverables under theme 2:</p> <ol style="list-style-type: none"> 1. 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. 2. Expand learner destination survey capture to facilitate the monitoring of at risk groups. 3. 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"> 4. 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. 5. Prioritise partner delivery (franchise / subcontracting) where it is targeted at vulnerable or disadvantaged groups, above other potential contracts. 6. 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>Green: Running.</p> <p>Amber: Draft proposal completed by colleagues at Lewisham and tabled at EDIB Working Group. Agreement to secure funding for further development.</p> <p>Amber: Preparatory work underway ready for pilot in summer 2022, and roll-out in 2022/23 academic year.</p> <p>Complete: Subcontractor Management Framework updated and running.</p> <p>Amber: Plans in place as part of NCG Apprenticeship Improvement Plan – limited impact on key groups 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 January 2023
People	Ambitious and responsible educators and leaders	<p>Short Term⁸ EDIB Deliverables under theme 3:</p> <ol style="list-style-type: none"> 1. 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. 2. Produce an annual calendar to highlight EDIB activity, key dates of faith dates, celebrations and festivals, international days. 3. Deliver Leadership Hub training to all managers on EDIB and inclusive leadership, role and commitment, unconscious bias and designing inclusive policy. 4. 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"> 5. Promote and champion sector EDIB initiatives and campaigns with representation on relevant panels, boards and forums. 6. 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. 7. Pro-actively utilise community-based advertising of vacancies to ensure staff representation is a reflection of our local communities. 8. 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>Green: First 12 cohorts complete (including Exec/EDIB champions); core part of Leadership Hub programmes (Inclusive Leadership).</p> <p>Green: In progress to complete February 2023.</p> <p>Amber: A number of news articles/ thought pieces published to date</p> <p>Amber: People dashboard development in progress, Working Group established – completion date expected Spring 2023.</p> <p>Amber: Review of promotional channels and use of agency work ongoing.</p> <p>Amber: Considered as part of new People Plan – Summer 2023.</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 January 2023
Facilities	Outstanding digital and physical learning environments	<p>Short Term¹⁰ EDIB Deliverables under theme 4:</p> <p>1. 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.</p> <p>2. Maintain the NCG ILT Development Group as an innovation and focus on digital inclusion and to develop solutions to widen participation.</p> <p>3. 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> <p>Medium Term¹² EDIB Deliverables under theme 4:</p> <p>4. Respond to any inadequacy in the availability of college quiet digital study areas for learners without such space and facilities at home.</p> <p>5. 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>	<p>Green: Running and needs to continue to be tracked and actioned via NCG Learner Support Group.</p> <p>Amber: Now in third year with significant progress in terms of digital pedagogy and adoption of digital delivery; however aging IT equipment remains a strategic concern.</p> <p>Amber: Design of this audit is currently in progress and will be included in the Estates Strategy Development Framework.</p> <p>Yet to start: Linked to point 3 above.</p> <p>Yet to start: Linked to point 3 above.</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 January 2023
Finance	Financial sustainability, powering reinvestment	<p>Short Term¹³ EDIB Deliverables under theme 5:</p> <ol style="list-style-type: none"> 1. Facilitate the deliverables within this plan with a dedicated and costed financial plan. 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>Medium Term¹⁴ EDIB Deliverables under theme 5:</p> <ol style="list-style-type: none"> 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>Amber: Short term elements included in forecast plans, however specific task required to identify re-forecast remaining medium term items.</p> <p>Green: Provision project funding secured. Care Leavers Award application successful.</p> <p>Yet to start: Plans in place to incorporate into budget planning process for 2022/23. An approach will be proposed and agreed to identify such projects; making internal benchmarking possible.</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 January 2023
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: 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