

Equality, Diversity and Inclusion
Annual Report 2011 – 2012

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1. Introduction

The College has a clear statement which defines our commitment to Equality, Diversity and Inclusion (EDI):

'At Central College Nottingham you have a right to be treated with respect and dignity during your time with us as a learner, member of staff, visitor or service user. To achieve this the college will ensure that you are not treated unfairly for reasons which cannot be legitimately justified. Central College Nottingham is proud of and values the contributions made by the rich diversity of all who work and learn here.

It is our aim to provide an inclusive working and learning environment where everyone in the College community is fully respected and supported.'

The aim of this report is to review the key EDI objectives for the College driven by the work carried out by the EDI Team throughout the academic year for 2011 – 2012 and beyond, to reflect and support the diversity of staff and learner profiles which continues to change over the years.

2. Legislative Compliance

A suite of equality policies have been developed to specifically support and achieve the aim of achieving legal compliance and to enable the Corporation to respond to the statutory duties detailed in the Equality Act 2010 and the Public Sector Equality Duty 2011 to promote equality of opportunity and avoid any discrimination, demonstrating a commitment to placing equality, diversity and inclusion at the centre of every aspect of business and academic functions.

2a. Public Sector Equality Duty

The Public Sector Equality Duty is made up of a General Equality Duty which is supported by Specific Duties.

The General Equality Duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.

- Foster good relations between people who share a relevant protected characteristic and those who do not share it.

Public authorities, including Central College Nottingham, listed in Schedule 1 and 2 of The Equality Act 2010 (Specific Duties) Regulations 2011 (the specific duties) are required to show functional transparency by:

- Preparing and publishing one or more equality objectives which can be achieved to do any of the things mentioned in the aims of the General Equality Duty, by 6 April 2012, and at least every four years thereafter.
- Ensuring that those equality objectives are specific and measurable.
- Publishing those equality objectives in such a manner that they are accessible to the public.

Equality Objectives

Prioritised equality objectives were agreed by the Equality, Diversity & Inclusion Committee in March 2012 based on targets agreed within the Equality, Diversity and Inclusion Action Plan 2011 – 2013.

These key objectives are:

1. Improve Student Retention and Success Rates for underachieving groups:
 - Raise the profile of EDI developments and activities across all college areas to encourage discussion and participation in EDI related topics.
 - Develop teaching resources to embed EDI into curriculum.
 - Engage staff and learners in EDI activities.
 - Target setting and monitoring of EDI data to ensure individual needs are met and achievement gaps are narrowed.
 - Identify achievement issues for learners at school level and set school targets to narrow achievement gaps.
2. Deliver Mandatory EDI Training to all staff.
 - Develop a range of training resources and materials to update the understanding of EDI concepts for ALL staff.
 - Ensure ALL staff understand their own and the college's legislative duties.

Transparency

In April 2012, the College published this data on the college website, accessed via a link entitled 'Equality & Diversity' which is located at the bottom of each screen. Published data includes staff and learner profile charts, SSR tables, all equality policies, impact assessments (now called Equality Analysis), action plans and key objectives documentation.

2b. EDI Committee

The commitment to Equality, Diversity and Inclusion (EDI) is endorsed and led by the Equality, Diversity and Inclusion Committee. The Committee meets on a half termly basis and comprises of student, union, Academic and Business staff members at all levels. It is chaired by the Vice Principal for Organisational Development and the agenda is driven through the EDI team.

The Committee's remit is:

- To ensure there is a comprehensive and effective suite of College Equality and Diversity Policies which comply with legislative requirements and are actively implemented across the College.
- To ensure that the whole College community owns and actively implements the Equality & Diversity Policies and action plans within the College's strategic framework.
- To ensure that Equality, Diversity and Inclusion is at the forefront of the College's strategic and operational planning.
- To create an environment where people understand and respect each other and where issues can be discussed and debated by students and staff in a constructive and mature way.

The terms of reference and membership were reviewed and updated in November 2012.

3. Staff and Learner Profiles

The College is proud of and values the rich diversity of its learners and staff and is committed to supporting and celebrating the contributions made by all working and learning at the college.

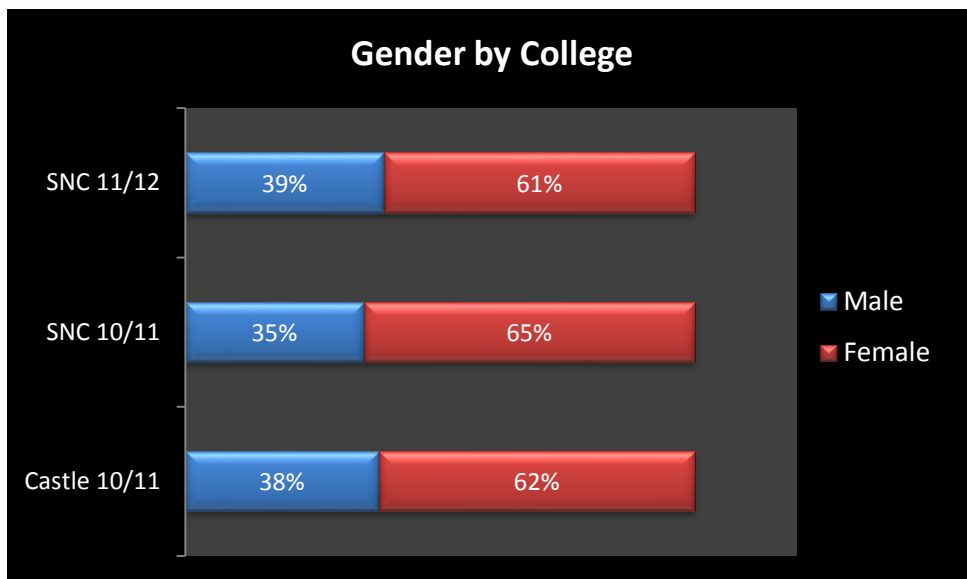
3a. Staff Profile

This section provides the headline EDI related data which describes the composition of the workforce at the end of 2011-2012 as described in detail in the Annual Workforce Report.

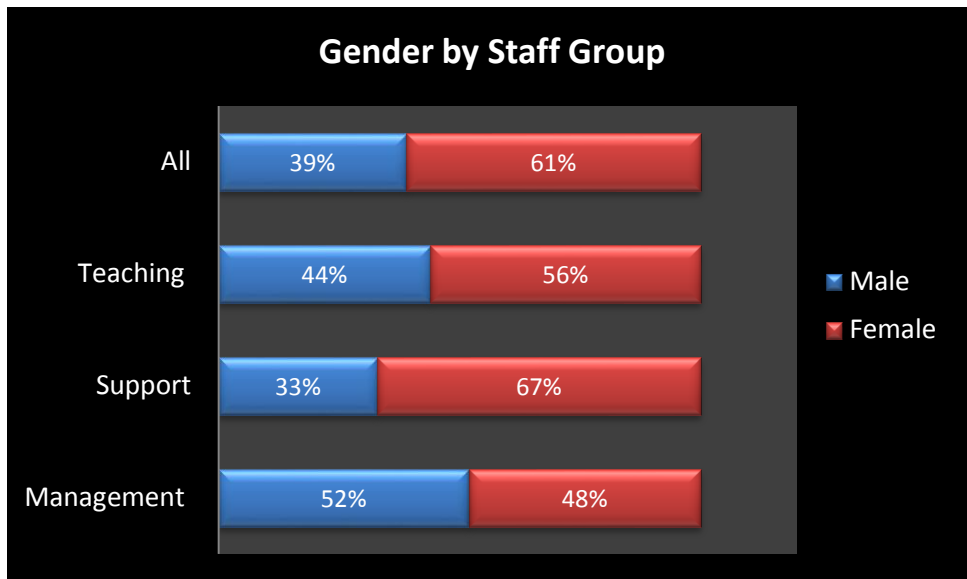
Gender

The national average for the FE workforce is 63% female and 37% male. Central College figures for 2011 - 2012 record 61% female and 39% male.

The larger proportion of females is also evident in the learner gender profile for the same period which is 54% female and 46% male (See Section 3b Learner Profile).



The table below shows the gender profile by staff group, and shows that the most significant gender difference lies in the support roles. 67% of support staff are female, which is in line with the FE sector.



Disability

The Equality Act 2010 defines disability as:

‘A physical or mental impairment, which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.’

The college is positive about the employment of people with a disability and is a ‘two-ticks’ employer. The recruitment and selection statistics, the number of people who declare a disability, and the annual internal review of disability demonstrates strong achievement against the requirements of the ‘two ticks’ standard.

Within the sector 88% of the national workforce have declared No disability, 10 % have not declared and 2% declared a disability. The College data for 2012 shows 8% of staff declared a disability.

Ethnicity

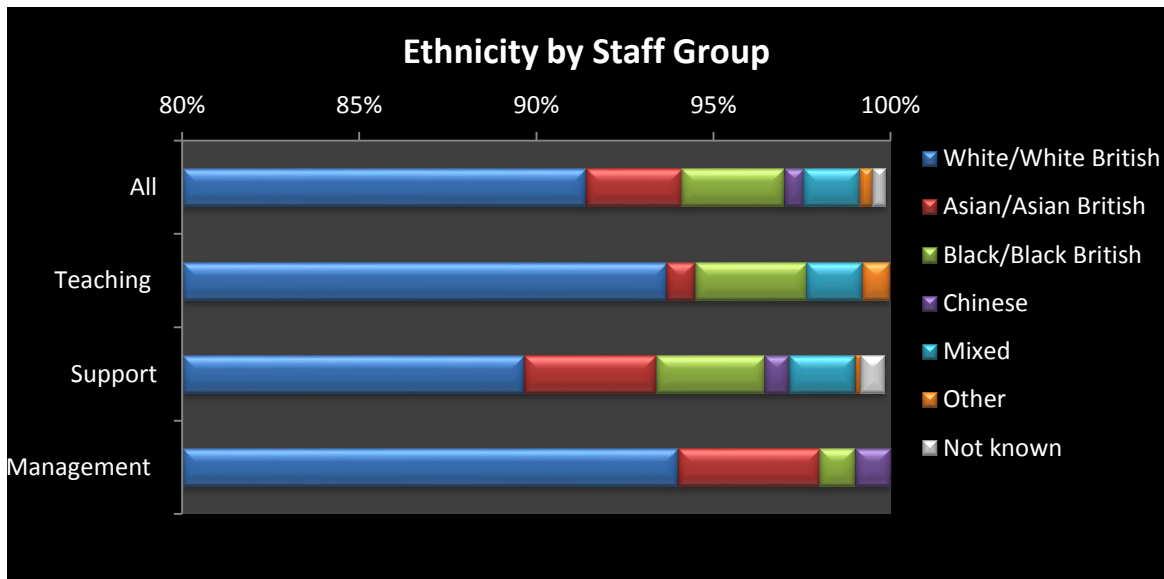
91.4% of the college staff population classify themselves as White British, White Irish, White Other European or White Other.

The 2011 Census data, as reported by the Office for National Statistics (Dec 2012), report 71.5% of Nottingham City’s and 95% of the County’s¹ population classify themselves as White.

Discounting the classification of ‘other’ or ‘unknown’, the Black and Asian staffing profile is currently 7.76%.

¹ Nottinghamshire population as listed in Census 2011 incorporates authorities of Nottingham City, Ashfield, Bassetlaw, Broxtowe, Gedling, Mansfield, Newark and Sherwood and Rushcliffe. Report - KS201EW Ethnic group, local authorities in England and Wales.
<http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcn%3A77-286262>

As the chart below shows, there are significantly more Black and Asian staff in support roles and significantly fewer in management and teaching posts. Increasing the profile of Black and Asian staff in these groups remains a priority, particularly so in the classroom where these staff are important role models.



3b. Learner Profile

There have been some significant increases in the numbers of learners across all areas and diversity groups between the academic years of 2010 – 2011 to 2011 – 2012. The whole college learner population has increased from 18183 to 27339 starts across all courses and qualification levels.

There has also been an increase of 4% in the whole college Student Success Rate in the same period from 79% to 83%, which is a positive achievement.

Whole College Population

	Starts		SSRs %		National Average %
	10/11	11/12	10/11	11/12	10/11
All Quals	18183	27339	79	83	84

Gender

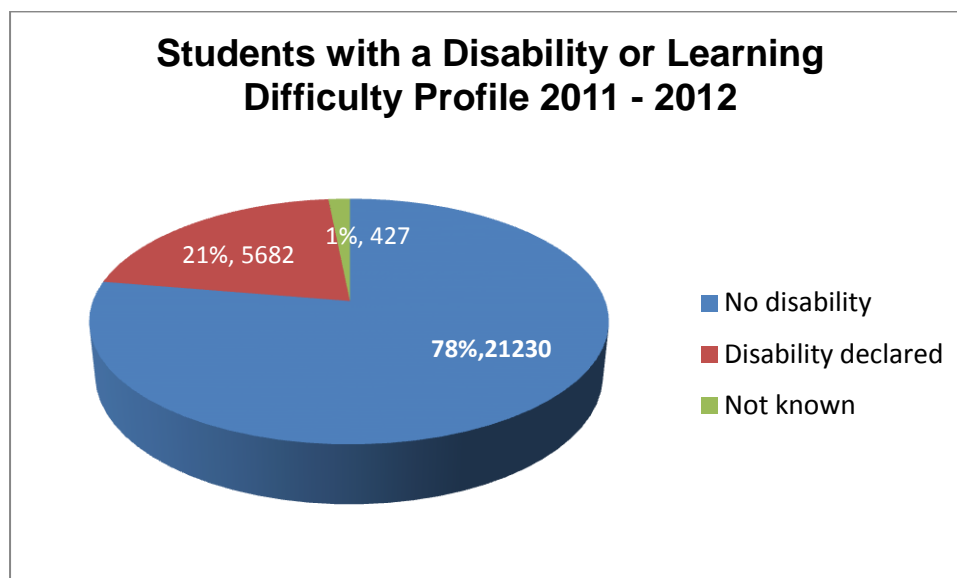
The gender profile of learners in college has not changed, even given the considerable increase in numbers. The gender split remains static at 54% female to 46% male.

Success rates for both female and male learners, has also increased by 5% for females and 2% for males.

	Starts			SSRs %		National Average %
	10/11	11/12		10/11	11/12	10/11
Female	9846	14,669		80	85	82
Male	8337	12,670		79	81	81

Disability

There has been a reduction of 2% of learners who declare a disability or learning difficulty when they enrol with the College from 23% to 21%. The overall numbers have however increased from 3814 learners to 5682 learners. This gives us an increased number of learners with a disability or learning difficulty of 1868 individuals.

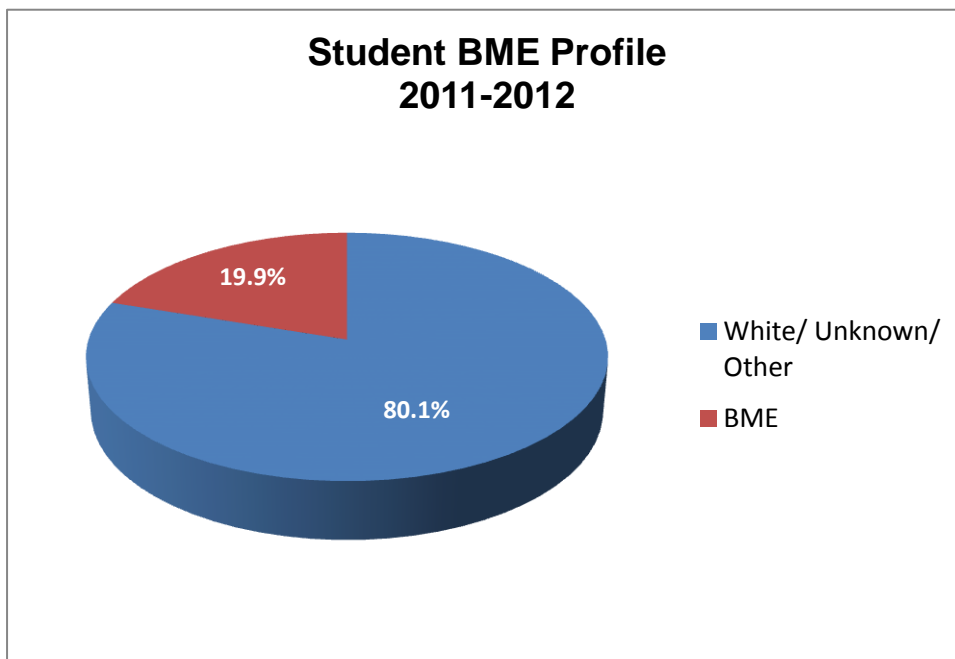


The success rates of learners who have declared a disability or learning difficulty has reduced by 1% and is now 4% below the success rates for non-disabled learners at the college and 3% below the National Average.

	Starts			SSRs %		National Average %
	10/11	11/12		10/11	11/12	10/11
Lrg diff/dis	3814	5,682		80	79	82
No lrg diff/dis	14130	21,230		79	84	81
Not known	239	427		80	81	80

Ethnicity

The ethnic diversity within the learner population has seen significant developments during the academic year of 2011 – 2012 in terms of representation and success rates. The equality objectives identified as a result of the SSR data of ethnic groups from the academic year 2010 – 2011 and the pre-merger data of South Nottingham and Castle Colleges reflected the gaps in success rates amongst ethnic groups, most of which were below college and national average. The EDI Committee and the Corporation agreed that a priority for the College was to narrow the gaps between specified groups of learners.



There have been increases in the representation of some ethnic minority groups during 2011 – 2012. The overall BME population has increased by 1% to 19.9% of the total learner population, and there have been significant developments in the engagement of learners from ethnic minority groups who had been poorly represented in previous years. The table below shows the %age of learner minority groups compared to the %age of ethnic minority groups across the conurbation. In all cases, the college population demonstrates a high percentage of ethnic diversity.

Ethnic Group Representation of Total Population by %			
Ethnic Group	College Learners 2010 – 2011	College Learners 2011-2012	Census 2011 Nottinghamshire Population*
African	19.6	24.2	3.4
Arab	n/a**	1.2	0.9
Bangladeshi	1.2	1.7	0.4
Caribbean	15.7	19.1	3.5
Chinese	3	3.2	2.4
Indian	7.6	7.9	4.1
Pakistani	17.1	15.7	5.9

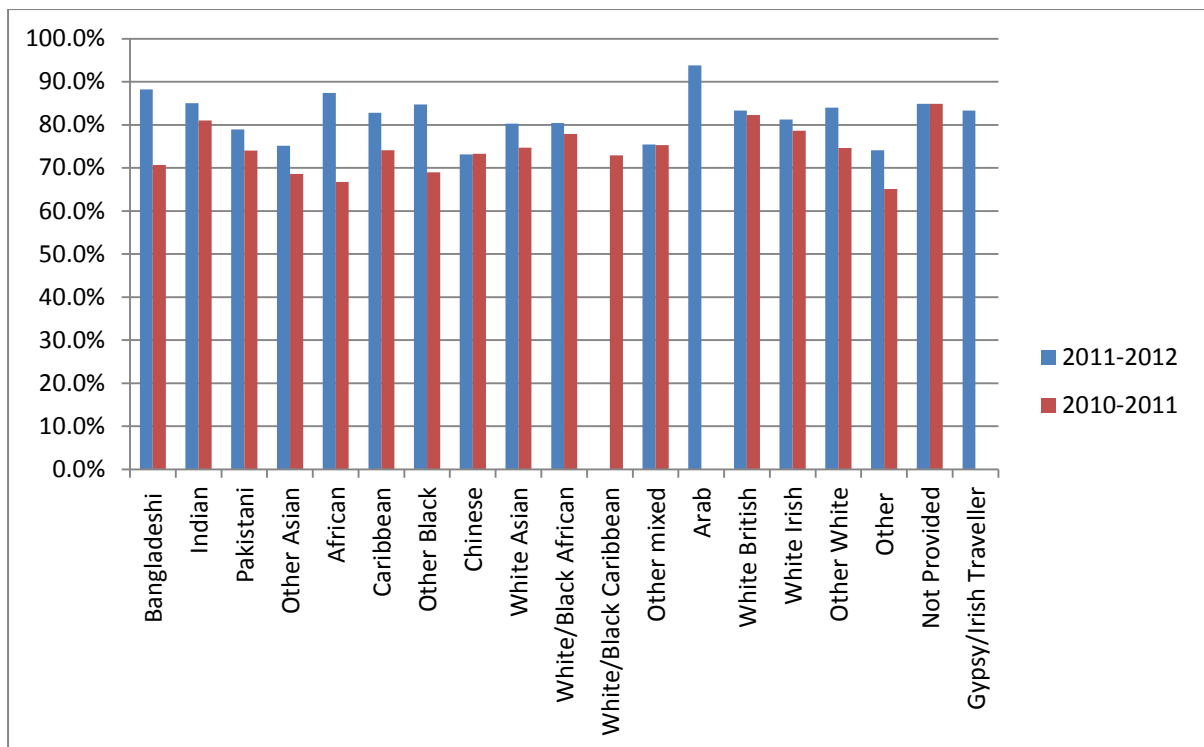
* Nottinghamshire population as listed in Census 2011 incorporates authorities of Nottingham City, Ashfield, Bassetlaw, Broxtowe, Gedling, Mansfield, Newark and Sherwood and Rushcliffe.

**Data for these ethnic groups had not been monitored before academic year 2011/2012.

The table and graph below shows the increases in numbers of learners from ethnic groups between the academic years of 2010 – 2011 and 2011 – 2012. They also show the positive improvements in success rates for minority groups.

Ethnicity	Starts		SSRs %	
	10/11	11/12	10/11	11/12
African	675	1,331	66.7%	87.4%
Bangladeshi	41	93	70.7%	88.2%
Caribbean	540	1,053	74.1%	82.8%
Chinese	105	175	73.3%	73.1%
Indian	263	434	81.0%	85.0%
Other Asian	456	716	68.6%	75.1%
Other Black	158	281	69.0%	84.7%
Other Mixed	93	175	75.3%	75.4%
Other White	1,052	1,692	74.6%	84.0%
Pakistani	589	864	74.0%	78.9%
White British	13,166	19,583	82.3%	83.3%
White Irish	84	85	78.6%	81.2%
White/ Black African	104	153	77.9%	80.4%
White/Asian	99	152	74.7%	80.3%
White/Black Caribbean	321	12	72.9%	0.0%
Other	298	239	65.1%	74.1%
Not Provided	139	219	84.9%	84.9%
Arab*	n/a	64	n/a	93.8%
Gypsy/Irish Traveller*	n/a	18	n/a	83.3%
Grand Total	18,183	27,339	79.6%	83.0%

*Data for these ethnic groups had not been monitored before academic year 2011/2012.



Success rates for Arab, Bangladeshi and African learners who attended the College during 2011 - 2012 are very good and have improved considerable. Success rates for Bangladeshi learners have increased by 17% since 2010 - 2011 and by 20% for African learners, taking both groups above the College and National Average.

A significant number of the Chinese and Other Mixed learners are located in the School of Lifelong Learning and are enrolled on ESOL courses. The National Success Rate for ESOL is 74%; and so on a comparative basis the Success Rates for these groups of learners at 74% and 70% respectively is broadly on a par with the National Average.

4. Actions of the EDI Team during 2012

The focus for the EDI Team has and continues to be on raising awareness of EDI matters, maintaining legislative compliance and collaborative working strategies to engage staff, learners and the local community with the college's commitment to promoting equality, challenging discrimination and celebrating diversity. The EDI Team have been working to achieve this in a number of ways.

4a Policy Review

All EDI Policies have been reviewed and a new Single Equality Policy is being developed to incorporate all key legislative requirements of the Equality Act 2010 on the academic and business functions of the college as an employer and FE provider, and will incorporate key objectives set against the Public Sector Single Equality Duty.

SNCAT EDI Policy

A new Single Equality Policy is also being produced for the College as an Academy sponsor, for the Academy Trust in January 2013.

Development of 'Easy Read' formats

'Easy Read' versions of college policies and procedures are being developed to improve the accessibility of written materials using 'Photo Symbols' as communication tools, for all stakeholders. Consultation has been carried out with learners and staff from college LLDD areas in particular to ensure that these improve the methods of communication.

4b. Promoting EDI

The EDI Team has adopted a creative and hands on approach to the dissemination and embedding of the EDI message through learners and staff via:

- **StaffNet and StudentNet**
EDI sections have been created containing news updates, teaching and learning resources, links to websites and a wide variety of engaging activities for use in curriculum areas and for personal enrichment.
- **A Diversity Calendar**
This is available online via StaffNet and StudentNet to promote diversity events throughout the year. It is incorporated into Teaching and Learning planning processes, and by the Learner Involvement Team to support annual

event planning. Hard desktop copies are also displayed at reception areas, learning zones and student service areas as promotional tools.

- **EDI Noticeboards**
Noticeboards have been dressed to promote the EDI agenda and replicate the content of the EDI section on StudentNet in an accessible format. These are currently in use at West Bridgford, Maid Marian Way, London Road, Clifton (Charnwood), Beeston and Stapleford
- **Facebook**
'FairFutures' page created to promote and celebrate college, local, national and international equality and diversity related news to Facebook users. Links posted on StudentNet. Currently holds 76 'likes'.
- **Freshers Fayre**
The Team attended each 'Freshers Fayre' event to introduce themselves to learners and to promote the EDI message.

4c. Engaging Learners

- **EDI Learner Representatives**
18 Learners Representatives from 5 college sites have volunteered to work with the EDI Team to ensure learners engage with EDI matters and to drive college developments from the learner perspective. Meetings are held bi-monthly and are minuted by learners.
- **Diversity Poster Competition**
The EDI Team launched a poster competition inviting learners to design an EDI poster for the college. The competition was promoted through flyers, posters and emails to Heads of School and Curriculum Managers which resulted in a number of teaching staff using it as an opportunity to embed an EDI activity in their subject area. 143 entries were received from Schools.

The Marketing Team will work with the winner to create a professional finish to the design. This has been a positive exercise in embedding and raising the profile of EDI across all areas of the college

4d. Training and Development

The EDI Team have developed a 3- module online training course which is mandatory for all staff to complete by the end of the 2012 – 2013 academic year. It is a response to a key equality objective agreed in April 2012, and is in support of future targets.

Module 1 was an 'Introduction to Equality and Diversity' and the small number of staff who have yet to complete it are now being targeted to complete it as a training priority by line managers. Feedback has been largely positive.

Module 2 focuses on 'The Legislation' and will explore the statutory duties of the Equality Act 2010 for the College and all staff.

Module 2 has been piloted by learners and staff on the Teacher Training Programme with positive feedback. It is to be launched in January 2013 with a view to being completed by all staff by March 2013. Module 3 explores different strategies to support all staff and service users in promoting EDI, challenging discrimination and celebrating differences. Module 3 is to be completed by the end of the academic year.

In support of the online training, the EDI Team have developed and delivered a 'face to face' training package which has been delivered to staff as part of a cross college Teaching and Learning Fair and through training sessions requested by staff on Teacher Training Programmes. Further opportunities to deliver training to curriculum areas have been agreed as a priority for 2013 preparation is underway to develop training materials.

4e. Investors in Diversity

The College is working with the National Centre of Diversity, towards achieving the 'Investors in Diversity' standard to support the management and embedding of EDI through a planned, holistic and consultative approach.

Stage 1 of the journey involved a consultative online survey, the results of which were analysed and used to inform the development of an EDI action plan which responds to the needs of the college to achieve an inclusive culture and standards of the highest quality.

The EDI Team, with the support of internal teams used a variety of methods to promote the consultation and the online surveys via the college website, StaffNet, Connect, Twitter and Facebook. The links to online surveys was promoted and

made available through a combination of methods . The combined strategies proved effective with responses of:
896 staff members, 2011 learners and 22 external stakeholders in total.

The results of all surveys have been analysed and an action plan is currently being developed.

4f. Action Planning

The EDI Team and Vice Principal for Organisational Development are currently developing an action plan based on the findings of the college Self-Assessment Report and the results of the liD surveys. Priorities identified compliment the key objectives which were published in April 2012 and include:

- To develop and implement a curriculum EDI plan to address differences in success rates between racial groups to at least national average.
- To establish a clear and consistent communication strategy to actively promote EDI messages and the college commitment to inclusive practices.
- To work with Curriculum Groups to support confidence in embedding Equality and Diversity within the classroom.
- Ensure staff receive appropriate training to support and develop their understanding of key responsibilities and practical strategies in promoting EDI and sustaining an inclusive organisational culture.

4g. Fair Futures Programme

“Opening doors to a diverse workforce”

The Fair Futures programme is about opening doors to new opportunities for individuals who are at times not expected to succeed or receive support beyond the College. It aims to support learner progression by providing high quality personalised work placements as part of an employment pathway.

The programme aims to provide College based placements during the first year to a) deliver and pilot and b) overcome barriers and perceptions that college staff may have about the abilities of learners with physical and learning disabilities and those who have social, emotional and behavioural difficulties.

The long-term aim is to use the lessons learnt from in-college placements to establish and sustain external placements with local employers, providing support packages to help both learner and employers work together equitably.

The programme has been developed by the EDI Team in response to Government priorities and published research highlighting both national and regional agendas for supporting young people who face the greatest labour market disadvantage. Less than 47% of disabled people are in work (2011) with the most disadvantaged groups (those with employment rates less than 25%) identified as people with learning disabilities, young disabled Not in Employment, Education or Training (NEETS) and those people with serious mental health problems.

It is recognised that work related learning and experience has a key role to play in providing practical support for young people to become and remain engaged. The programme supports the EDI agenda of the College as well as the regional and national Equality agenda.

The programme will roll out from September 2013.

4h. Incidences of bullying and harassment

The College has a zero tolerance approach to bullying, harassment and racism. Harassment and bullying policies exist for staff and students and such issues are addressed in the tutorial programme. Procedures for dealing with incidents and complaints are followed and outcomes recorded.

There are very few complaints about bullying, or equality and diversity issues. Where such issues do arise, the College responds swiftly and effectively to resolve them.

5. Conclusion

All College staff and learners have responsibilities in relation to EDI and are encouraged to advance awareness of equality and actively challenge all instances of inequality, thus helping remove barriers to access, achievement and progression.

Central College Nottingham aims to provide a high quality service to meet the needs of Nottinghamshire's diverse community. Equality and diversity lies at the heart of our organisational culture, ensuring that everyone working and learning here is valued and encouraged to reach their full potential.

As an education provider, our inclusive culture, is central to the quality of the service we provide, our reputation and ultimately everyone's success.