

## **Equality, Diversity and Inclusion Report**

**Date:** 30 September 2022

Please note, due to the nature of data collation, the report refers to academic year 2020/2021 when referencing student data.

**Purpose:** To meet Northampton College's statutory reporting obligations vis-à-vis the Equality Duty

**Author:** Jan Hutt – Vice Principal - People and Organisational Development

**Background:** In accordance with the general equality duty, in carrying out its functions the College has to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act;
- advance equality of opportunity between people who share a protected characteristic and those who do not, and
- foster good relations between people who share a protected characteristic and those who do not.

The Public Sector Equality Duty is supported by the Equality Act 2010 (Specific Duties) Regulations, which require public authorities (named on schedule 1 of the regulations, of which Northampton College is one) to publish:

- information to demonstrate their compliance with the Public Sector Equality Duty

This report ensures compliance with the aforementioned publication requirements.

### **Student Experience/Achievements**

The results of the student survey for academic year 2020/2021 showed that 96% of students who responded agreed that 'People treat me fairly and with respect at Northampton College', an increase of 7% when compared with the results for 2019/2020.

To ensure students with special educational needs did not disproportionately have their education negatively impacted through the pandemic, the College continued to provide on-site learning during the pandemic 'lockdown'. Additionally, pastoral and welfare support was increased during this period across the student body to ensure that students could continue to effectively engage with their learning through remote means. The effect of this was evidenced in retention rates of 95.3%, continuing the trend of year-on-year improvements for six successive years. Likewise pass and achievement rates increased to 98.8% and 94.1% respectively.

The focus on ensuring all students received the necessary pastoral and educational support was also evidenced in the outcomes for the College's Looked After Children cohort, with an achievement rate of 92.9%.

A focus on eliminating any gaps in performance linked to ethnicity has ensured minority ethnic cohorts thrive in College. The achievement rate for all minority ethnic groups combined was 94.5% compared to 93.7% for White British students. All individual ethnic minority groups with significant numbers (50+) had greater than 90% achievement rates, illustrating good consistency in performance across the ethnic range.

Male and female students achieve at similarly very high rates overall at 93.9% and 94.2% respectively.

The College's commitment to supporting those students who require additional learning support is reflected in achievement rates that are outstanding at 95.3%, which is 1.2% better than the overall College rates.

Likewise, the College's actions to support its High Needs students are reflected in consistently strong retention, pass and achievement rates, at 99.0%, 96.8% and 95.8% respectively.

### **Promotional activities**

The College utilises internal communication materials and campaigns to promote key milestones within the diversity calendar to complement the tutorial programme, which is easily accessible and visible to staff and students via social media, the video wall at Booth Lane and video screens at all College locations.

The College continues to promote inclusivity through, for example, the use of promotional materials denoting details of days of religious observance and key cultural milestones including:

- Black History Month
- Hanukkah
- Ramadan
- Diwali
- Easter
- Eid
- Holocaust Memorial Day
- Remembrance Day
- Yule
- LGBT+ History Month

The College website undergoes a quarterly audit to ensure that images, case studies and news stories are representative of the diverse student demographic. Additional Learning Support has its own pages within the site. which has attracted one thousand, one hundred and eighty-two views since November 2021 to date.

The College continues to grow participation in STEM activities which include a focus on promoting gender equality within this curriculum areas. For example, this year, local schools participated in a range of activities designed to increase the participation of young people, particularly girls, to take up science, technology, engineering and mathematics (STEM) subjects.

This included the Big Rig event and a Women in Construction themed week consisting of workshops; talks from guest speakers, taster sessions and activities. Campaign materials were also devised to promote different career pathways within the associated industries.

The annual College Awards Ceremony in 2022 celebrated the success of sixty-nine students from across the diversity spectrum, including those with physical disabilities, learning disabilities and serious illnesses.

To support the International Women's Day campaign, the College posted a number of case studies on its social media channels to celebrate the successful achievements of women within the College.

A diverse range of case studies featuring teachers from across the College enabled the College to celebrate, through The Proud to Teach Campaign, the expertise and achievements of its teachers.

## **Community Cohesion/Student Services**

The College plays an important part in acting as the direct link between students, partner agencies and the community to coordinate and support opportunities for partnership working within the College's locality. Students benefit from advice on a range of issues about living in and supporting the community, receive support to deal with any issues and concerns, and mediation is utilised where appropriate to resolve developing tensions.

The College works with partner agencies such as the Police, local universities and schools, and numerous charities to run campaigns, events and activities throughout the year to encourage more students to engage with the College community and to engage with/improve their local communities.

Examples of the College supporting community cohesion include:

- Engaging with Northamptonshire Police regarding the Community Initiative to Reduce Violence (CIRV)
- Working with the local authorities to support the safety of our students accessing the night time economy
- Working with the Youth Offending Service to enable ex-offenders to access learning
- Developing and delivering a wide range of pastoral care for students, and in particular for those who are vulnerable
- Promoting student safety both on and off campus (safeguarding)

## **Estates**

The College is continually seeking ways to enhance its estate in order to support social inclusion. This includes:

- Accessible car parking close to all main entrances
- All-gender toilet facilities at all sites
- Multi-cultural toilets (e.g. facilities for Wudu) at Booth Lane and Daventry campuses
- Quiet/faith rooms with foot wash facilities at all campuses
- A purpose built public health room used by the NHS for pregnancy and maternity related matters
- Buggy service provided for clients who require assistance to access the Lanes Restaurant
- Raising the level of provision for high needs students with the addition of three mood rooms (two at Booth Lane and one at the Daventry campus), where lighting levels and colours can be altered to meet the needs of individual users
- A purpose built special needs kitchen within the Daventry campus provides a facility for up to eight wheelchair users to eat and socialise at any one time. This replicates two such facilities at the Booth Lane Campus.

## **Diversity Data - Employee population**

Please note that national average data is sourced from The Further Education Workforce Data for England (Analysis of the 2018-2019 Staff Individualised Record) (SIR), and/or the AoC College Workforce Survey published in November 2021.

- The College continues to have a higher proportion of female employees, 64.5% as against the national figure of 61% (SIR). Additionally, the College demonstrates, as against the sector, high levels of equality of opportunity for females in management roles; the proportion of female managers at the College equating to 63.3% as against national benchmark figures of 57% (AoC).

- 8.8% of College employees have a declared disability, which is 2.2% above that recorded for the sector nationally. The College continues to strive, as an inclusive employer, to collect meaningful data in respect to disability as this enables a pro-active approach to supporting any employees who would benefit, in delivering their role responsibilities to the best of their ability, from reasonable adjustments.
- The College continues to increase the Black employee population, as against its own demographic, whereby over the last four-year period the population has increased by 38.6% when considered as a proportion of the overall workforce numbers.
- The College's white British employee population, at 79.3% is lower than the 84% reported in the sector. The College's Black employee population and White Other is higher than that for the sector at 3.86% versus 3.2% and 7.7% versus 5.4% (SIR). However, people of Mixed, Black or Asian ethnicity are underrepresented at management levels within the College. As such, the College's primary Equality Objective for the forthcoming period will be to explore and implement options for positive action in increasing ethnic diversity within the management team.
- The mode age band for Northampton College employees, at 55-59 is now above that of the sector 50-54 (SIR). The Colleges cohort of those aged 55+ has remained relatively static, accounting for 33.6% of the workforce as against 33.7% in the preceding year. The College has also seen a very slight decrease in the number of employees aged under 40, with 28.4% of the College's employee population sitting within this age demographic, as opposed to 28.7% in the previous year. In essence, the age demographic, whilst older overall when compared to the sector has seen little change over the preceding year. It is important that the College is able to recruit employees through the age spectrum to ensure it has the skills, knowledge and experience required both within its current and future workforce. By offering flexible contracts the College is successful in retaining those staff that may otherwise be lost from the workforce.
- The College has seen an increase in the percentage of staff declaring their religion as Islam, with a 38% increase as against its own demographic. The percentage of staff declaring their religion as Buddhism has also increased, with a 50% increase against its own demographic.
- The College has seen an increase in the percentage of employees reporting their sexuality as either Bi-sexual or Lesbian, with a 40.3% and 32.5% increase respectively, as against their own demographic.