Annual Equality & Diversity Report

Meeting: Corporation
Date: 13 June 2017
Purpose: To meet the College's statutory reporting obligations vis-à-vis the Equality Duty
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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.

In line with the specific equality duties, the College is required to publish equality information, and prepare and work towards equality objectives.

Diversity Data – Employee population

Please note that national average data is sourced from either The Further Education workforce data for England (Analysis of the 2014-2015 Staff Individualised Record data) report (SIR), and/or the AoC Workforce Survey 2016 (AoC).

- The College continues to have a higher proportion of female employees – 65.51% (607) – than male, as against national figures of 64% (SIR) and 63% (AoC).

  Whilst national and Northampton College data shows that women continue to make up a significant part of administrative based occupational groups, there has been a year-on-year increase, of 1.19%, in the number of men occupying support roles.

  Northampton College data demonstrates a trend whereby the female management group is becoming, year-on-year, ever closer to being representative of the wider staff population, with a female management cohort of 67.27% versus an overall female cohort of 68.51%. This proportion of female managers continues to be significantly above the sector benchmark (AoC) of 56%. Within the College this represents, from April 2016 to March 2017, a 12.12% increase in the female management population.

- 7.45% of College employees have declared a disability, which is 49% above the national average percentage of 5% (SIR) for the sector.

- The College has seen, since April 2016, an increase in the Black employee population, as against its own demographic of 5%. There has also been an increase of 25% in the Asian employee population and a 100% increase in the Chinese employee population as against their own demographic.

- Sexual orientation remains a protected characteristic, which, across the sector, employees appears less willing to disclose with only 33.4% providing this information. Conversely, 71.56% of Northampton College employees provide this data.

There has been a 20% increase, since April 2016, in the Bi-sexual population as against its own demographic. There has also been an increase of 50% in the lesbian employee population, as against its own demographic.

- The median age band of employees at Northampton College, 45-49 years, is reflective of the FE sector. However, the College has seen an increase in the percentage of employees at both the lower and upper end of the age profile; employees aged less than 29 years now forming 13.88% of the workforce as opposed to 12.16% at April 2016, and employees aged 60 or above forming 15.69% of the workforce, as opposed to 15.01% at April 2016.

Legislation

Gender Pay Gap Reporting

In accordance with The Equality Act (Specific Duties and Public Authorities) Regulations 2017, the College will be required to publish in April 2018, both on its own website and on a government website, details of gender pay gaps, based on a 'snapshot date' of 31 March 2017, using six different measures:

- Mean Gender Pay Gap
- Median Gender Pay Gap
- Mean Bonus Gap
- Median Bonus Gap
- Bonus Proportions
- Quartile Pay Bands

National Living Wage Rate

Whilst the lowest pay point on the College Pay Scales for support staff, at £7.59 per hour is in excess of the National Living Wage Rate of £7.50 for employees aged 25 and over, this will require monitoring to ensure the College does not fall below the statutory rate in the future.

Community Cohesion

The College:

- Continues to have excellent links with Northamptonshire Police and to be an active partner in a localised community-policing project, 'Project Redemption'. The aim of this project is to provide alternative focus for young people at risk of recruitment into crime.

- Continues to play an active role in collaborating with Northamptonshire Police in the reduction of hate crime [Hate crimes are any crimes whereby an individual targets a person because of hostility or prejudice towards that person's disability, race or ethnicity, religion or belief, sexual orientation or transgender identity]. The College has representation at regular countywide meetings and ensures that its students are aware of and are able to report Hate Crime. The College has also contributed to the production of a countywide strategy.

- Continues to provide Northamptonshire Rights and Equality Council with favourable tenancy rates and free premises. Additionally, the College facilitates the work of the National Citizenship Service, Aim Higher and several youth groups.

- Through work placement activity, provides students with an opportunity to contribute directly to the work of local community organisations and charities.

- Works with the Indian Hindu Welfare Organisation to stage their annual Navratri Festival

- Continues to support the Malawi based charity, 'Mzipa Liberty', which is dedicated to helping young people in Malawi through education. Funding raised by student activities has resulted in the College being able to finance an additional new school building, which is due to open in summer 2017.

Promotional activities

The College utilises internal communication materials and campaigns to promote key milestones within the diversity calendar to complement the tutorial programme.

The College's LGBT student group meets regularly, with members of the group having taken part in London Pride in July 2016 as part of Stonewall Youth Pride group.

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:

- Hanukkah
- Ramadan
- Diwali
- World Aids Day
- International Day Against Homophobia (IDAHO)
- International Women's Day
- Chinese New Year
- Holocaust Memorial Day.

Information 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 website undergoes a quarterly audit to ensure that images, case studies and news stories are representative of diverse student demographic. Additional Learning Support has its own pages within the site, which has attracted 1,038 page views over the last 12 months.

The College continues to subscribe to the Disabled Go website, which highlights the accessibility of the College's facilities across all sites. During the 12 months period to May 2017, this attracted 259 users to the College's website viewing 1,339 pages.

The annual College Awards Ceremony in November 2016 celebrated the success of 58 students from across the diversity spectrum, including those with physical disabilities, learning disabilities and serious illnesses. Of those awarded, 26% were from black or minority ethnic (BME) groups.

Significantly, the citation for a trans-gender student at the awards event included details of the issues he faced socially during the transition to his new identity. He was a founding member of the College's LGBT group and was instrumental in introducing gender-neutral toilets at College campuses.

The College continues to engage the community with the diverse nature of the College through the promotion, through local media of diversity events, including:

- The Summer SENDsation festival event run by the Northampton Parent Forum Group and Northamptonshire County Council, hosted at Booth Lane
- Fundraising for the Mzipa Liberty charity in Malawi to raise awareness of access to education overseas
- A street food festival in The Lane restaurant bringing together students from a wide range of backgrounds. Students from countries including Ethiopia, Sudan, Latvia, Russia, Afghanistan, Vietnam and Eritrea took part in the festival as part of their National Citizen Service qualification.

Estates

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

- All gender toilet facilities at all site
- Multi-cultural toilets (e.g. facilities for Wudu) at Booth Lane and Daventry campuses
- Quite/faith rooms with foot wash facilities at all campuses
- A purpose build 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.

Equality and Diversity Action Plan (Equality Objectives) - Updated May 2016/Finalised May 2017

	Diversity Area	Objective/outcome	Action	Date for review	Lead	Progress	Impact/Findings
1	General	Ensure equality of access to the College.	Analyse conversion rates for 2014/2015 and report on protected characteristics with recommendations for areas of improvement.	May 2017	Assistant Principal – Teaching, Learning and Quality	The previous objective, of developing reports to identify conversion rates in respect to gender, ethnicity and disability has been completed, and the data is outlined below for 2015/2016: Gender Male – 63% Female – 53% Ethnicity BME – 58% White – 58% Disability Students with learning difficulties and/or disability – 61% Students with no learning difficulties and/or disability – 57%	• There is no disparity due to ethnicity • The positive differences in conversion rates for students with learning difficulties and/or disability are reflective of the highly effective support processes and procedures at the application, interview and enrolment stages. • The 10% differential, in favour of male students, could potentially be attributable to girls' positive educational performance of girls at Key Stage 4, whereby they are more likely to continue their studies in school. However, further investigation of Key Stage 4 achievement rates of males and females is now required.
2	Disability	Ensure eligible students and their families are provided with information as to how to apply to convert their Statement of Educational Need or Learning Difficulty Assessment into an Educational Health and Care Plan	Students accessing high needs funding without an EHC plan are monitored, with applications being made by the young person, parent/carer, or the College. The College has submitted 11 applications for students on mainstream study programmes: - 5 in process - 2 decisions not to assess, which the parents are appealing - 2 decisions to assess - 2 issued with plan (1 application to be submitted)	May 2017	Head of School – School of Student Support	To date there have now been 54 information requests from Northamptonshire: - 23 resulted in a decision not to assess (plus appeal completed – decision not to assess) - 4 resulted in a decision to assess, but to not issue a plan - 15 resulted in the issuing of a plan - 6 applications are in the process of being assessed - No information has been received for 5. The College website and 'Support for Learning' booklet now includes information on EHC plans and links to the NCC website with information regarding how to apply.	To support students in accessing EHC plans.
3	Looked After Children	Improve success rates and outcomes for Looked After Children (LAC)	Evaluate key data for this group of young people i.e. success rates, attendance and retention in order to further identify actions to increase outcomes.	May 2017	Deputy Principal/Assistant Principal – Teaching, Learning and Quality/ Student Services Manager	Monthly monitoring meetings set up to monitor LAC student progress in College. Attendance and retention rates regularly monitored to support success rates.	End of year data for 2015/2016 shows positive outcomes for Looked After Children (141 starts): Retention = 97.2% (+4.4% as against College retention rate)

	Diversity Area	Objective/outcome	Action	Date for review	Lead	Progress	Impact/Findings
						Employment of Academic coach in ESOL to support Asylum Seeking LAC students.	Pass rate = 94.2% (-1.4% as against College pass rate) Achievement = 91.5% (+2.7% as against College Achievement).
4	**Race**	Ensure success rates for all BME groups are within 5% of College target and above the respective national averages.	Interrogate data from 2014/2015 to identify current position then develop action plan to target under-performing areas.	May 2017	Deputy Principal/Assistant Principal – Teaching, Learning and Quality/Head of Student Services	The Equality and Diversity Data Summary report tabled at the Quality TLA Committee of the Corporation on the 26th April 2016 provided analysis of all ethnic groups within the College. The report highlighted: • Overall retention is on track to realise College target of 93% • Overall attendance is short of the College target of 90% • The majority of ethnic groups are showing better retention than for 14/15 • The majority of ethnic groups are showing better attendance than for 14/15 • Male and female retention is currently better than 14/15	Improved monitoring has found clear improvements in outcome data for all ethnic groups (4152 starts) for 2015/2016: Retention = 94.8% (+2% as against College retention rate) Pass rate = 97.1% (+1.5% as against College pass rate) Achievement = 92.1% (+3.3% as against College pass rate)
5	**General**	To ensure Equality, Diversity and Inclusion (EDI) is embedded through the teaching and learning and wider student experience and is inherent to College culture	Equality and diversity/differentiation to be reported on in every formal, teaching and learning observation. Where practice is highlighted as requiring improvement staff will be required to attend mandatory training.	April 2016/May 2017	Assistant Principal – Teaching, Learning and Quality	80 members of staff attended training asa result of the EDI practices observed in their graded observations.	Improved embedding of good EDI practice within all aspects of the student experience is leading to greater equality of opportunity, access and outcomes and, as such, a more inclusive and positive student experience for all groups.
			An audit of schemes of work to be is undertaken to ensure that equality and diversity is linked to session content in all schemes of work.		Assistant Principal – Teaching, Learning and Quality Advanced Practitioners (Assistant Principal – Teaching, Learning and Quality)	Audits conducted within Curriculum Teams have checked the inclusion of E&D links with schemes of work. The Schemes of Work and Session Planning notes for 2015/2016 include the requirement to identify E&D links and differentiation strategies. The eILP has been developed to require teachers to identify differentiation strategies based on a student's starting point (initial assessment).	As at May 2017: Whilst improved EDI practices have been effective in supporting College students who are most at risk of not remaining on programme – as reflected in improved retention rates, which at 95% show a +2% improvement on year – the focus must also be on ensuring those most able students are being supported in achieving their maximum potential.
			Tutorial sessions related to an EDI theme or protected group to be produced on a half- term basis.		Assistant Principal – Teaching, Learning and Quality	All academic coaches have delivered one EDI tutorial to each of their groups every half term.	Significant progress has been made in relation to high grade achievements – 69% of L3 BTEC students achieving high grades. However, monitoring/improving students' overall progress relative to
			All students to complete an interactive ILT session, within tutorial, on the		Assistant Principal – Teaching, Learning	97% of all 16-19 students have participated in a ILT Safeguarding /	individual starting points remains a focus; a revised Value Added/Distance Travelled

	Diversity Area	Objective/outcome	Action	Date for review	Lead	Progress	Impact/Findings
			College's Safeguarding / Prevent strategy within the first term.		and Quality / Student Voice co-ordinator	Prevent tutorial delivered by an Academic Coach.	improvement strategy in development for 2017/2018.
			PD Day/PD Programmes to include differentiation strategies/sharing of excellent practice in embedding E&D		Assistant Principal – Teaching, Learning and Quality/Advanced Practitioners	College Conference (26 June 2017) is focussing on the principles of Neuro-Diversity	
			TL&A Conference includes collaboration and sharing of excellent practice in embedding E&D and differentiation strategies		Assistant Principal – Teaching, Learning and Quality/Advanced Practitioners	188 staff attended differentiation training in June 2016. 31 staff attended 'Teaching for Neuro-Diversity' training in January 2017.	
			Monitor IAG to ensure all students receive appropriate IAG.		Student Services Manager	Matrix Health Check successfully completed in February 2016 for standards of IAG delivery. This was successfully re-completed in May 2017.	
			Improve the embedding of EDI within the Employer and Enterprise Zone.		Assistant Principal – Employer & Enterprise	All members of staff have completed mandatory training which is used when reinforcing messages with employers and briefing learners of the roles and responsibilities whilst on work experience.	Enhanced students' social interactions and understanding of inclusion within the workplace.
6	General	Provide Equality, Diversity and Dignity training to all staff and volunteers	Develop new training module	Implementation date January 2016	Director of HR	New training module implemented in April 2016. During the period 01.04.2016 – 31.03.2017, 307 employees completed Equality and Diversity Training. New employees are required to complete their training within two months of appointment.	The new on-line training module is designed to enhance knowledge of legal imperatives and moral obligations. The development of the module considered different learning styles to improve engagement levels with the training and knowledge gained e.g. there are more interactive elements such as Q&A, case studies in video clips and the training can be screen read or delivered by commentary. For staff preferring face-to-face training that is also offered as an option, to enable all learning methods to be catered for.
7	General	Ensure all staff have knowledge of the College's policy in regard to Equality, Diversity and Dignity at Work	Develop and implement Equality, Diversity and Dignity Policy (to replace currently Inclusion Policy)	Implementation date May 2016	Director of HR	New Dignity, Diversity and Equal Opportunities Policy implemented in 2016.	The policy, which has been disseminated to all employees, confirms: • How Northampton College complies with the Equality Act (2010) and its public sector general equality and specific duties; • The responsibilities of all staff for promoting a culture of dignity at work; and

	Diversity Area	Objective/outcome	Action	Date for review	Lead	Progress	Impact/Findings
							• The responsibilities of all staff to behave with professionalism and integrity with regards to dignity, diversity and equality.
8	**General**	Engender high levels of student satisfaction amongst all protected characteristics	Interrogate disciplinary and complaints data to identify any shortfalls in student experience and take actions to address any inequality of treatment identified.	May 2017	Assistant Principal – Teaching, Learning and Quality	The Student Voice report tabled at the Quality TLA Committee of the Corporation on the 26th April 2016 provided analysis of all student voice activities and confirmed high levels of satisfaction rates in both qualitative and quantitative activities. Whilst significant progress has been made in respect to reporting, analysis and interrogation of complaints data, in order to improve the quality of the student experience, technological enhancements are required to enhance data interrogation processes.	A more inclusive and positive student experience for all groups regardless of protected group. The FE Choice Interim Survey results in January 2017 demonstrated a significant improvement in overall student satisfaction rates. 88% of student stated that they would recommend the College as against 78% in 2015/2016. Year-on year data comparisons show that the number and severity of students has reduced; specifically: - A reduction by 19% in complaints - A 60% reduction in the number of complaints upheld - 3 complaints were identified as having high impact versus 17 in the preceding year.

Equality and Diversity Action Plan (Equality Objectives) May 2017 – November 2018 (interim update May 2018)

	Diversity Area	Objective/outcome	Action	Date for interim review	Lead	Progress	Intended Impact
1	Ethnicity	BME groups continue to reach achievement rates that are comparable to the College overall outcomes.	Monitor progress of BME cohorts at termly monitoring meetings. Identify and monitor interventions where potential shortfalls are identified. Monitor progress towards, and achievement of, high grades, to ensure consistency of Value Added for all cohorts	Interim review January 2018	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)/Head of Student Services		Consistency of performance across the student cohort.
2	Ethnicity	Students within BME groups have the same opportunities as all students to realise their aspirations and ambitions	Monitor and evaluate Higher Education (HE) destination data for BME groups/total BME students cohort as compared to the White British student cohort. Monitor and evaluate achievement rates for BME groups vis-à-vis progression to HE. Once the data has been analysed this will shape any improvement strategy that may be required.	May 2018	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)/Head of Student Services		Equality of access to Higher Education.
3	Looked After Children	Continue to improve achievement rates and outcomes for Looked After Children (LAC)	Evaluate key data for this student cohort e.g. achievement, attendance and retention rates. Heads of School and Student Service to regularly collaborate and monitor individual student progress/implementing appropriate supportive intervention when required. Monitor high grade performance vis-à-vis overall College outcomes.	Interim review January 2018	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)/Head of Student Services		Consistency of performance across the student cohort.
4	General	Improve outcomes for students in receipt of Free School Meals (FSM) vis-à-vis the entire student cohort.	Identify areas for improvement and develop/implement specific quality improvement strategy with effect from September 2018.	January 2018	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)/Head of Student Services		Consistency of performance across the student cohort.

	Diversity Area	Objective/outcome	Action	Date for interim review	Lead	Progress	Intended Impact
5	**General**	Secure improved progression opportunities for entry level/level 1 Foundation students.	Progression offers to be made to all Foundation students who reach their qualification target and engagement expectations.	January 2018	Deputy Principal/Heads of School		Equality of access to progression opportunities.
6	**Ethnicity**	Improve outcomes for the White British student cohort.	Teaching delivery to differentiate in recognition of the underperformance of this student cohort. Termly monitoring meetings to include evaluation of progress for this student group.	January 2018	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)/Head of Student Services		Consistency of performance across the student cohort.
7	**General**	Increase the conversion rate of female students by 5%	Investigation of Key Stage 4 achievement rates of males and females in Northamptonshire. A College strategy to be developed and implemented by September 2017 to identify/implement actions, which will focus on improving outcomes for female students.	January 2018	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)/Head of Student Services		Consistency of performance across the student cohort.
8	**General**	Provide each student with the opportunity and support to maximise their educational attainment.	Teachers and managers to have sufficiently high expectations of every student. Teachers and Academic Coaches to use enhanced differentiation strategies to support the least and most able students. Improve overall attendance rates. Students at risk of not achieving their individual target grades have early intervention.	January 2018	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)		Improvement in: - Achievement of students' primary learning aim - Achievement of high grades - Student progress vis-à-vis starting point.
9	**General**	Fair and consistent application of the College's Student Disciplinary process	Analyse, and continually monitor, student disciplinary data, to identify any inequality in the application of the disciplinary process.	January 2018	Deputy Principal/Assistant Principal (Teaching, Learning and Quality)/Head of Student Services		Disciplinary process is utilised in an equitable manner.

	Diversity Area	Objective/outcome	Action	Date for interim review	Lead	Progress	Intended Impact
10	**Disability**	Enhance existing practices for supporting students with EHC plans.	Reinforce the requirements of the SEND Code of Practice with all teachers and Learning Support Assistants Develop a process, through eILP enabling vocational teachers to review student progress against their EHCP outcomes. Audit all assistive technology to ensure it is up-to-date, that it is being used to optimum effect, and that good practice guidelines are being followed.	January 2018	Support Manager/Manager of Learning Support (SENCO)		Students with EHCPs are working towards the outcomes stated in their plans through aspirational targets.
11	**Disability**	Establish existing, and create new, progression pathways for Foundation and Supported Learning Students	Analyse progression data for 2016/2016 to inform an action plan for 2017/2018.	January 2018	Head of School – ESOL, Foundation and Supported Learning		Provide further progression opportunities.
12	**Disability**	Enhance work placement opportunities and supported internships with local employers for Support Learning students.	Analyse and report on work placements in Supported Learning for 2016/2017 to promote the benefits for employers. Sustain progress through engagement with employers identified through liaison with the Business Centre. Monitor progression of students into employment.	May 2018	Head of School – ESOL, Foundation and Supported Learning		- Promoting Community Cohesion - Enhance opportunities for students to progress into employment.
13	**General**	Raise the outcomes for groups of underperforming Apprentices who share a protected characteristic.	Further analysis of Apprenticeship outcomes by protected characteristic to be undertaken. An action plan to be developed as part of the Business Centre Quality Improvement Programme to support improvements where required.	November 2018	Business Centre Consultant/Assistant Principal – Employer Engagement and Enterprise		Consistency of performance across the Apprenticeship cohort.