

**Equality, Diversity and Inclusion**

**Annual Report**

**2015**



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**1. Introduction**

Central College is committed to the success of its learners and staff and to embedding equality and diversity within all aspects of its business and academic functions.

This Annual Report provides a review of Equality, Diversity and Inclusion (EDI) at Central College Nottingham in 2015. It includes equality information on the College’s learner and staff populations and details the active commitment of the College to continually meet its Public Sector Equality duties. The report identifies progress, and challenges, in continuing to provide a supportive and inclusive environment for all members of the college community through a review of EDI actions, the work of the EDI group, and an analysis of equality information relating to staff and learners.

**2. Policy Statement**

In 2015 the EDI group reviewed the EDI policy statement and refined the existing statement to more clearly express the College’s commitment to EDI, as follows:

*Central College Nottingham is positively committed to creating an environment which is free from discrimination, and where there is mutual respect and equality for all.*

This statement is included in an updated EDI policy which will be submitted to the Corporation in February 2016 for approval.

**3. Legislative Compliance**

The College continues to meet its Public Sector Equality Dutyresponsibilities (Appendix A). The Equality Policy is legally compliant and enables the College to respond to the statutory duties set out in the Equality Act 2010 and the Public Sector Equality Duty 2011 to advance equality of opportunity, eliminate discrimination and foster good relations.

Legal compliance is supported by the provision of information, advice and guidance, and coaching and training to all stakeholders. Equality Analyses are conducted for all new or reviewed policies, procedural developments or changes in service provision.

As part of the annual review, the College’s Equality Policy was reviewed for the period February 2015-February 2016 with no substantive changes proposed other than the policy statement as outlined above.

To meet the specific duties of the Public Sector Equality Duty the College’s equality objectives are to be revised at the start of 2016 and new objectives are to be published by April 2016. This is being taken forward by the EDI group currently.

**4. Equality Objectives (up to April 2016)**

To challenge discrimination and disadvantage, raise standards, and advance aspirations of all of our stakeholders Central’s objectives were to:

1. Improve student retention and success rates for underachieving groups by:

* Raising the profile of EDI developments and activities across all College areas to encourage discussion and participation in EDI related topics.
* Developing teaching resources to embed EDI into the curriculum.
* Engaging staff and learners in EDI activities.
* Target setting and monitoring of EDI data, with subsequent action plans, to ensure individual needs are met and achievement gaps are narrowed.
* Identifying achievement issues for learners at school/sub-school level and setting targets/strategies to narrow achievement gaps.

1. Deliver 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.

The EDI team and EDI Group led on achieving these objectives through regular monitoring of targets set in the College EDI Action Plan and EDI Development Plan.

**5. Performance against the Equality Objectives in 2015**

The objectives were met last year. The following summary highlights the activities which have contributed to achieving these objectives.

* Effective analysis of student data has enabled EDI Student Success Rates (SSR) trends and concerns to be identified, followed up, and actions put in place to drive improvement. This has contributed towards achievement gaps narrowing or closing.
* Effective analysis of academic teams’ Self-Assessment Reports (SARs), equality data, and inspection and observation feedback which identify areas in need of training and support. Areas for development are integrated in departmental action plans.
* The delivery of high quality face to face training to groups of learners and staff, successfully raising skills and knowledge levels as evidenced by the positive evaluation of training.
* The delivery of bespoke training to groups of learners has broadened knowledge and extended experience with positive evaluation and feedback. Workshops and tutorials which have been delivered meet the competencies within PD Central (Tutorial) Framework.
* Effective support to curriculum teams to engage learners more fully on equality issues, resulting in improved practices in a number of curriculum areas. 2014-2015 saw a large increase in numbers of learners benefiting from EDI sessions (464 learners).
* The development and implementation of an EDI Toolkit for curriculum teams, supporting teaching and learning support staff to further improve the embedding of EDI in the learning environment.
* High quality and accessible advice and guidance on EDI issues delivered through a range of channels including the use of on-line resources. The EDI Advisor recorded 95 enquiries last year from staff and students which required a response in the form of information, advice, guidance or active support. Examples include guidance on transgendered learners, access to classrooms and toilets, prayer times and facilities, reasonable adjustments for people with disabilities, bullying and grievance processes; and active support with student behaviour and equality analyses.
* The establishment of a task and finish group to focus work on embedding and fully integrating EDI in the College’s Employer Responsive, specifically Apprenticeship, provision; resulting in improved support for workplace assessors and employers who benefit from an EDI health check and clear guidance on their responsibilities.
* Continuing work with sub-contractors and effective support to partners on EDI matters as and when required.
* Effective links established with the observation team to ensure continuity with advice on EDI practice, with the EDI team involved in learning walks and shadowing observations.
* Evaluation of Lesson Observation reports effectively identifies good practice to be shared and the training or support needs of curriculum areas to advance positive outcomes for learners.
* One to one coaching and support to improve practices for individual teaching staff.
* Facilitating the sharing of good practice between staff to collate examples for the inclusion in the online EDI toolkit for 2015-16.
* Exploring positive action strategies to address areas of under-representation for example women into IT and Computing; Black and Ethnic Minority groups and people with disabilities/difficulties into apprenticeships. Marketing have for example commenced advertising college courses and apprenticeships on Kemet FM, a station with predominately BME listeners.
* Good levels of engagement with learners on EDI matters for example through learner forums, the EDI group, activities and events. This has resulted in learners improving their understanding of EDI and developing personal skills outside of the classroom, for example in organising events.
* Learners engaged with stalls and activities for example exploring diverse cultures during Diversity Week. Evaluation and feedback show that individual perceptions have changed, and people’s knowledge and understanding have increased as a result.
* Facilitating curriculum and business support areas to work together to provide opportunities for learners to work with those on different courses. This has proved effective in breaking down barriers, fostering relationships and increasing understanding of others. Feedback demonstrates that perceptions have been challenged and people’s awareness and understanding has improved as a consequence.
* Clarification of processes around e.g. prayer times, supporting trans staff and students, and the introduction of reflection rooms.
* A successful second and final year of the Fair Futures programme. By the end of the academic year 20 learners from a range of curriculum areas from Level 1, 2 and 3, with a range of disabilities and learning differences, had participated in the supported employment programme.
* Monitoring incidences of bullying and harassment and discrimination through the College complaints process. Complaints are categorised according to EDI characteristics and cause of complaint (discrimination/harassment) and these are reviewed by the EDI group.
* Improved service monitoring mechanisms to ensure quality of service delivery and a realistic reflection of service standards.
* The College continued to be recognised as an Investor in Diversity until June 2015. A decision, in light of financial constraints and lack of benefit, was made to not renew the award after June 2015.

**6. Ofsted**

The Ofsted inspection in November 2014 demonstrated that work with Schools continued to be a key priority to improve the EDI understanding of academic staff and to provide practical support in promoting diversity in the curriculum. The inspection report acknowledged that EDI is at the heart of the college, that equality is well promoted, and makes particular reference to the work undertaken on monitoring performance and subsequent action which has had a positive impact on the reduction and closure of achievement gaps. However Ofsted concluded that work with the curriculum had not been fully effective as inspectors found that too many opportunities to naturally promote diversity were missed during the inspection week. Continuing to work on this action point gained additional momentum in 2015 and improvements have been made which are evidenced in observation outcomes.

The publication of a revised Common Inspection Framework in September 2015, including a new judgment on Personal Development, Behaviour and Welfare, prompted work to develop resources/training on Fundamental British Values as well as supporting the implementation of the Prevent Duty. Progress with British Values to date has included work with a Task and Finish group to get British Values embedded in the classroom, a poster competition to raise awareness and the introduction of an on-line learning package. Learning walks undertaken since January indicate that the learners generally have a good understanding of British Values.

**7. The EDI Group**

The EDI group continues to meet regularly (5 times a year). Attendance and participation is good, as is ownership of the EDI agenda. Committee members, representing a broad range of College academic and business areas, work together to set EDI objectives which are monitored by the EDI Advisor.

The EDI group has met its terms of reference in 2015 which were to:

* Support the implementation of the Equality and Diversity Policy across the College.
* Monitor the College’s progress towards agreed targets set out in the EDI Action Plan.
* Monitor external developments in equality and diversity including new legislation and new policy initiatives relevant to the FE sector and make recommendations for actions.
* Monitor and evaluate the student data in relation to enrolment, retention, achievement, progression and disciplinary actions by protected characteristics.
* Monitor and evaluate data on the College in relation to applications for College job vacancies, promotion, staff development and disciplinary actions in relation to the protected characteristics.
* Commission and facilitate internal task groups or external consultants to develop specific aspects of equality and diversity work. For example, qualitative research to explore achievement gaps.
* Actively encourage feedback from students, staff and external organisations on any aspects of equal opportunities work.

Key achievements and progress last year include:

* Identification of gaps in performance by groups of learners within the college with subsequent action to investigate e.g. [White and Black Caribbean learners](https://staffnet.snc.ac.uk/departments/quality/sar/2014-15%20SAR%20Depository/EDI/WhiteBlack%20Caribbean%20learners%202.7.15.docx).
* Design of creative opportunities to foster good relations and improve the college experience to diverse learners. For example: Horizons’ students have worked with Hair & Beauty (Pamper days) and Childcare & Early years; International students have worked with Engineering and Construction students e.g. Rose Welding event to increase understanding between groups; support has also been offered to curriculum teams to encourage greater understanding and acceptance of pre-16 students in college.
* Advancing the Prevent Duty, promoting British Values and continuing to promote awareness of all cultures; with the Prevent Action plan and training packages in place to clarify the college’s duty to prevent radicalisation and promote British Values launched in the autumn term of 2015.
* Implementing actions to embed EDI in the College’s Employer Responsive provision with a task and finish group set up to fully integrate EDI into workplace learning processes. Progress included a review of the employer handbook, design of an EDI flyer and health check for employers; and work with assessors to ensure EDI is embedded in progress review and assessment tasks.
* Ensuring International students receive appropriate information, advice and guidance about living and learning in the UK at the beginning of their learning journey; design of a ‘Pre-arrival Guide’ for 14-15 including a section called ‘What to Expect When You Arrive at College”.
* Publishing a guidance document on ‘Supporting trans staff and students’ to clarify terminology around gender identity, responsibilities around name/record changes and considerations of practical matters.
* Reviewing the provision of multi-faith rooms across sites resulting in a refreshed image and rebrand to reflection spaces with guidance on use.
* Publishing guidance on prayer times to ensure that staff and students understand permissible time off.
* Analysis of staff survey and learner survey results by EDI characteristics to determine levels of satisfaction across groups.
* Creation of the third online EDI training module outlining responsibilities of staff under the Public Sector duty involving a range of business and support staff in a video to showcase examples of how the College is meeting its responsibilities.
* Creation of online EDI toolkit with resources on managing prejudice, inclusive practice, promoting diversity and promoting British Values.

The EDI group effectively uses management information and equality monitoring data, to implement timely support and intervention to ensure positive outcomes for learners, for example with ‘Other’ learners who had a poor retention rate in comparison to other ethnic groups.

**8. Staffing Profile**

The College aims to ensure that it collects robust equality data to help identify and address any inequalities. The College currently reports on the following protected characteristics for established staff: Age, Gender, Ethnicity and Disability. The employment journey is mapped from application through to shortlisting and appointment, and then throughout the employee’s work experience (staff training, absence, disciplinary, grievance, and turnover).

Staff equality information is analysed over 3 years.

The Corporation received the annual HR report in September 2015 which reported the following in respect of the staffing cadre.

Gender Profile

In common with the sector, the College's workforce continues to be predominantly female. There has been a very slight change in the overall profile from last year with females making up 60% of the workforce (61% last year) and males making up 40% (39%).

The gender profile by staff group remains largely unchanged year on year with a maximum 2% variance (academic female).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Academic Female** | **Academic Male** | **Support Female** | **Support Male** | **Management Female** | **Management Male** |
| **July 12** | **56%** | **44%** | **67%** | **33%** | **48%** | **52%** |
| **July 13** | **56%** | **44%** | **66%** | **34%** | **47%** | **53%** |
| **July 14** | **56%** | **43%** | **64%** | **36%** | **50%** | **50%** |
| **July 15** | **58%** | **42%** | **64%** | **36%** | **49%** | **51%** |

Profile of staff who have declared a disability

The percentage of employees who have declared a disability has increased by 2% from last year and is currently 9%. The percentage of people who prefer not to disclose whether or not they have a disability has reduced by 0.6% to 1.4%.

The College remains positive about the employment of people who have a disability and is a ‘two-ticks’ employer. The annual review to support people who have declared a disability demonstrates ongoing compliance with the requirements and good practice, whilst the number who makes a disclosure indicates that employees at the College are comfortable about disclosing their disability.

Ethnicity Profile

The percentage of employees who classify themselves as White, continues to be at the 90% mark. Discounting the classification of ‘unknown/not disclosed’, the Black, Asian and Minority Ethnic (BAME) staffing profile is currently 9%, which is the same as last year.

Age Profile

The age profile remains largely unchanged year on year despite significant changes in the workforce. It does not indicate an ageing workforce over a three year period, but one that is relatively steady.

In respect of the age profile for full and part time established staff, there are slight differentials and shifts year on year.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **16-25** | **26-35** | **36-45** | **46-55** | **56-60** | **61+** |
| 11/12 | 4% | 19% | 29% | 32% | 11% | 5% |
| 12/13 | 4% | 20% | 28% | 31% | 11% | 6% |
| 13/14 | 4% | 20% | 27% | 33% | 11% | 5% |
| 14/15 | 6% | 19% | 25% | 32% | 12% | 6% |
| Variance | +2% | -1% | -2 | -1% | +1 | +1% |

In conclusion all HR policies and practices reflect good practice in EDI and are legislatively compliant. An ongoing aim for HR in 2015/16 is to extend the diversity of the workforce to better reflect the population of Nottingham and the learner profile; and will be engaged with Marketing to develop the prominence of the college’s own jobs on the website and to attend local jobs fairs to improve application rates from all communities.

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**9. Learner Profile**

The College reports on the following protected characteristics for learners: Age, Gender, Ethnicity, Disability, Sexual Orientation and Religion and Belief. The learner journey is mapped from application to enrolment and once enrolled, includes retention, achievement and overall success. EDI information on learners is analysed over 3 years and is benchmarked against national rates. (Monitoring of sexual orientation and religion and belief has only 1 year comparative data)

The following shows the learner profile against the protected characteristics that the College is currently able to measure for the last academic year (2014-2015):

Gender profile

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Retention %** | | | **Achievement %** | | | **SSR%** | | |
| Gender | 12/13 | 13/14 | 14/15 | 12/13 | 13/14 | 14/15 | 12/13 | 13/14 | 14/15 |
| F | 89 | 91 | 92 | 92 | 93 | 92 | 82 | 85 | 85 |
| M | 91 | 91 | 90 | 89 | 90 | 93 | 81 | 81 | 83 |
|  | 90 | 91 | 91 | 91 | 92 | 93 | 82 | 83 | **84** |

54% of LR leavers in 2014-2015 were female and 46% were male. This largely reflects the gender split in the county with 51% female and 49% of the population of Nottinghamshire males. The gender split has narrowed since 13-14 (56% female).

There is a small differential between genders with student success, retention and achievement, with females slightly ahead, 2% (1.6%), of males in overall success.

Differentials occur however between age groups with 16-18 year old female success rates falling 10% below the overall college average, and 7% below males. 19+ females achieve 4% above college SSR.

Positively the gaps in achievement and overall success between both genders have narrowed.

Disability Profile

There has been a +6% increase in learners disclosing a disability, difficulty or health condition since 13/14.

Success rates for learners who declare a disability, difficulty or health condition are 3.5% higher than the college average and 5.2% higher than national rate.

There has been a year on year improvement in success rates for learners who declare a disability, difficulty or health problem across all qualification types. Success rates where “no information has been provided” has improved significantly since 13/14.

There has been an increase in learners disclosing a mental health condition which is now recorded at 6.5% of enrolments. These learners have seen a significant improvement in success rates from 13/14 and against college and national rate.

The percentage of learners disclosing a disability is disproportionate for those on ESOL qualifications (5.5% compared to 28% college average) and this is noted as an area to be investigated in 2016 with the curriculum area to take steps to improve the disclosure of disabilities for their students.

Ethnicity Profile

The ethnic diversity within the overall learner population has seen significant changes in terms of representation and success rates for a number of groups. In 2015 61% of learners are White British with 27% of learners from BAME groups, 11% Other White and 1% Not Provided.

The table below shows the profile for the main Black, Asian and Minority Ethnic (BAME) groups.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Ethnic Group Representation of Total Population by %** | | | | |
| Ethnic Group | | College Learners  2012-2013 | College Learners  2013-2014 | College Learners 2014-2015 | Census 2011  Nottingham Population |
| African | | 4.2% | 4.7% | 6.4% | 3.2% |
| Arab | | 0.3% | 0.4% | 0.6% | 0.8% |
| Bangladeshi | | 0.4% | 0.4% | 0.3% | 0.3% |
| Caribbean | | 2.7% | 2.5% | 2.9% | 3.1% |
| Chinese | | 0.5% | 0.6% | 0.7% | 2.0% |
| Indian | | 1.6% | 1.4% | 1.5% | 3.2% |
| Pakistani | | 3.3% | 3.3% | 4.0% | 5.5% |
| Other Asian | | 2.2% | 2.5% | 3.1% | 2.0% |
| Other Black | | 0.9% | 0.8% | 1.3% | 1.0% |
| White/Black Caribbean | | 2.2% | 2.5% | 2.3% | 4.0% |

6 ethnic groups have seen an increase in learner numbers, including Gypsy/Irish traveller.

There has been an improvement in success rates against national benchmark for more ethnic groups in 14/15 compared to previous years. 8 ethnic groups have above college average and national SSR rates, with 4 groups above the average by more than +2%. ‘Other’, Chinese, Indian and White Other groups are all +5% above the national rate

The narrowing of the achievement gap between ethnic groups from 12/13 has been maintained.

There have been improvements in retention across 11 ethnic groups and a reduction in the differential between groups in the last year.

Retention for African, Caribbean, and White/Black Caribbean, is highlighted as an area for improvement.

In conclusion, gaps between ethnic groups continued to narrow in 2015. Each School, through locally managed plans, continues to set targets for 2015-2016 to address any imbalance in the learner profile.

Sexual Orientation profile

Disclosed LGB learners make up just 2% of the student population which is not reflective of the national population. 29% of learners have either opted for the ‘prefer not say’ option or fall into the category of N/A.

Positively, the gap between groups has narrowed from a 13% differential in 13/14 to 6% in 14/15.

LGB learners record the lowest student success rates. However small numbers have

in many cases adversely affected rates.

Age profile

One third of learners are aged between 16-18 years.

19+ learners have success rates in most cases above college average and national rates.

16-18 year learners success rates are adversely affected by retention rather than achievement rates. The gap, however, in success rates between age groups is narrowing.

|  |  |  |  |
| --- | --- | --- | --- |
| **Age Group** | **12/13** | **13/14** | **14/15** |
| 16 - 18 | 11,781 | 8,676 | 7,378 |
| 19+ | 23,865 | 19,575 | 15,664 |
| Total | 35,646 | 28,251 | 23,042 |

Religion and Belief profile

One third of learners in 2014-2015 identified their religion or belief as Christian. Atheist learners are recorded as the second largest group (22%) followed by Muslim learners (9%) and Agnostic learners (8%).

The gap in success rates between groups has widened since 13/14. However small numbers in many groups affect percentages, for example, 28 Jewish, 106 Hindu and 118 Buddhist.

**10. Actions of EDI last year**

In 2015, the EDI Advisor continued to raise awareness of EDI matters, maintain legislative compliance and, using collaborative working strategies, engage and develop staff and learners to advance equality, eliminate discrimination and celebrate diversity. The EDI advisor worked collaboratively with staff at all levels and in all role types, to strengthen the skills and confidence of teachers to embrace and embed EDI in teaching and learning.

EDI has continued to be responsive to a wide range of enquiries in response, in many instances, to changing circumstances, for example providing advice and guidance on trans issues in light of an increase in disclosures; balancing safeguarding and security and cultural and religious needs for example exploring the impact of Prevent and the use of multi faith rooms; and research into the implications of the Modern Slavery Act for the college, especially for ER provision and Estates’ contracts.

This work has included:

**i) Policy Development**

The EDI policy is up to date and is reviewed annually. A revised EDI statement is proposed.

Central Academy Trust’s EDI policy was reviewed in 2015. South Nottinghamshire Academy were supported to establish and publish school EDI objectives and undertake Equality Analyses in order to adhere to the Public Sector Equality Duty.

**ii) Promoting EDI**

EDI continued to be promoted at every level. The VP for Organisational Development is the lead for EDI and ensures that equality, diversity and inclusion is integrated into all functions at executive and senior management level overseeing for example equality analyses in decision making processes, policy/procedure design or review.

EDI matters continue to be communicated through a range of media, including electronically; internally via the intranet, Moodle and SharePoint and externally via the website and EDI Facebook page. Posts involve sharing news stories, resources and promoting events to increase engagement and participation: 2015 has seen an increased usage of all platforms.

Noticeboards promoting the EDI agenda are updated at all sites and contain up to date and relevant information on EDI and anti-bullying. Diversity Calendars continue to be popular and are available online and in hard copy and are displayed at key service points.

A ‘miniature world’ video was designed to explore the diversity of the student population, and was used effectively during induction and tutorial sessions to raise awareness of EDI as well as proving a useful tool to embed maths and English.

A British Values poster competition was initiated by a student EDI rep with the winning designs to be used across college sites in 2016.

**iii) Engaging Learners**

The majority of EDI events last year were supported by a learner on placement with the EDI team who encouraged student involvement with a wide range of topics to celebrate diversity, challenge perceptions and increase awareness and understanding. Examples include:

* + Diversity Week, to coincide with IDAHO week and run with Nottinghamshire Police, to promote the No Bystanders Campaign across all sites, receiving 53 “Hear it, Stop it” pledges from learners
  + Healthy College’s week at all sites to promote mental health awareness resulting in a number of referrals to appropriate agencies
  + Barclays Skills Week at Clifton to promote the Fair Futures programme and support available for disabled employees
  + LGBT history month at London Road to celebrate the diversity of sexualities and challenge homophobic language and behaviour
  + Lunar New Year at Maid Marian Way engaging staff and learners with Chinese horoscope bookmarks
  + International Day of the Elimination of Racial Discrimination at Beeston engaging international learners to communicate on the subject of racism in a global context
  + Holocaust Memorial Day at Maid Marian Way involving a film showing for learners and staff

A ‘Be Central’ event was run as part of the induction period in September 2015 and learners engaged with stalls and activities providing information about diverse cultures, and well as signing up to “Not be a bystander”.

The college EDI learner rep organised and ran a fundraising event for Christmas raising money for a local homeless charity and promoting the role of EDI student reps to peers.

The EDI learner rep initiated a poster competition to explore the aspects of British Values and its links with equality and diversity.

Learners worked together in student partnership events aimed at breaking down barriers between diverse groups of learners. This included International learners participating in on-the-job training sessions delivered by Construction learners.

8 learners participated in a Young Leadership course, Catalyst, which the college, working in partnership with St Philips Centre in Leicester and the Near Neighbours project, delivered during the Easter break. Participants reported an increased sense of community cohesion with an improved understanding of difference, in particular different faiths and beliefs.

A number of learners who face a particular barrier because of a disability, difficulty or health condition were engaged in the Fair Futures programme to develop confidence and employability skills.

The EDI agenda is well represented on student forums and Student Council meetings through the Learner Voice Coordinator, EDI rep and VP for Organisational Development.

Learners are also engaged through workshops and teaching sessions at the request of curriculum staff. For example:

* working with a class of learners to improve their behaviour and language around different races and religions (Hair and Beauty)
* working with classes of learners to heighten understanding of EDI in relation to working practices (Health and Social Care, Childcare, Access to Nursing) and for assessment as part of the course
* supporting a transgender learner who requested a whole class session on gender identity
* supporting a curriculum team with improving relations in class with a disparate group of learners

Feedback from learners has shown that initiatives have had an impact and benefitted individuals:

* ‘*I learnt to be open minded towards other people’s views and opinions”.*
* "This has been a fantastic chance to chat to people and build bridges between the student groups”
* *“I feel as though I am a more open minded individual who appreciates other people’s views more now”.*

**iv) Training and Development**

A wide range of training opportunities for academic and support areas on EDI themes designed to improve knowledge, practice and outcomes have been developed and delivered. A key focus was to work collaboratively with academic staff to advance understanding of EDI duties and to strengthen skills and confidence in embedding EDI in teaching and learning. Actions included:

* Review of SARs, SSR data trends, and observation reports to identify training needs across business and curriculum areas on a range of subjects designed to improve knowledge and practice for staff and outcomes for learners.
* Delivery of one to one, small group and whole team coaching/support/training to both staff and learners.
* Participation of a range of staff in the development of the third EDI online training programme and contributions to the online EDI toolkit have advanced understanding of individuals’ EDI duties ; and strengthened abilities and confidence to embed EDI in teaching and learning.

Last year training was delivered to 110 staff members including the Business Engagement team, library staff, learning support assistants, engineering lecturers, workplace assessors, community lecturers and a cohort of new teachers. Sessions included Integrating EDI in Workplace Learning, Language Equality, Equality, Diversity and Effective practice and Embracing and Embedding EDI in the classroom. Delivery of training to the Business Engagement team on integrating EDI in the Apprenticeship journey led to direct changes to team approach to recruits.

Informal visits to team meetings to discuss EDI practice were also made for example to the Hair and Beauty team and Computing and IT team to discuss specifically the barriers teachers are facing in promoting diversity in the classroom; Art and Design, Motor Vehicle; Childcare, GCSE and Functional Skills to discuss Ofsted requirements.

1 to 1 meetings with individual staff members for coaching and support were also taken up to for example enhancing understanding or reflecting on teaching practice and behaviours.

Last year EDI training was delivered by the EDI Advisor to 464 learners. Sessions delivered included: Equality and Effective Practice, Equality and Language; Equality, Diversity & Human Rights; Diversity and Community; Immigration, myths and facts; Discrimination and Harassment; and an Introduction to EDI. Learners were from a range of curriculum areas including Health and Social Care, Childcare, Hair and Beauty, Forensic Science, Horizons, ESOL, EFL, Public Services, Travel and Tourism and Access to Higher Education. Learners were on entry level, level 1, 2 and 3 courses as well as foundation degree programmes (CYPS). Sessions were tailored to vocational areas to inform understanding of equality, diversity and effective practice in an occupational context as well as to highlight College standards of behaviour.

Training evaluation evidences that 98% of those who completed a feedback form said the training was good or better overall; and that 97% of staff said that their knowledge and confidence had improved as a result of training.

Evidence of progress made with regard to embedding EDI in teaching and learning can be found in lesson observation reports. Out of 345 lesson observations in 14-15 65% of lessons evidenced that “opportunities existed and were taken to promote Equality and Diversity” compared to 53% of lessons observed in 2013-2014 (388). 15% of lessons last year partially met the criteria to promote Equality and Diversity (no comparable data available for 13-14). Positively only 4% of sessions were noted as “not applicable” for this criteria compared to 30% in 13-14.

Key themes from the observations are as follows:

* Good levels of respect are present in most classrooms
* Good individual and group support is available and students are supportive of each other in the main
* The learning environment is well suited to the needs of most learners
* The environment is inclusive and welcoming
* Learners are both supported and challenged in the main
* Promotion of EDI is sound and effective more often than not
* Lack of differentiation for some groups
* Inappropriate language or / and conduct is not always challenged.

There are a good range of statements from Teaching Learning Coaches to evidence improvement in the promotion of diversity in the classroom, for example:

* ‘A respectful and inclusive environment was established which meant that all learners were able to work alongside and with each other comfortably despite their diverse starting points and backgrounds. This was conducive to learning.’
* “Celebration of diversity is well-catered for in the lesson with both teacher and many learners sharing stories and making contributions around cultural differences around childbirth, parenting, and life events such as funerals. This is done with respect and all students engage and either contribute or listen actively.

**v) Service Monitoring**

The EDI Advisor has ensured that the service standards as detailed in the EDI Service Level Agreement are met. Steps have been taken to review the standards to ensure they are achievable in light of the reduced capacity in the team. The Service Standards are:

* To acknowledge requests for EDI training within 48 hours of receipt and offer options to receive training within 5 working days.
* 100% of face to face EDI training is evaluated by participants as being good or better overall.
* To acknowledge telephone, e-mail or written enquiries on EDI matters within 24 hours and to provide a response to the enquiry within 2 working days.

Key Performance Indicators monitor student and staff satisfaction as well as the impact of EDI training and the EDI team works closely with the College MIS team to regularly review and report on data trends which are examined as part of the College’s performance monitoring process.

EDI data dashboards are presented at EDI group meetings to inform target setting, objectives and actions. Complaints are categorised according to EDI characteristics and cause of complaint (discrimination/harassment) and these are reviewed by the EDI group.

Learner surveys are analysed to monitor the impact of staff training to embed EDI into the curriculum as well as the effectiveness of EDI initiatives to create a culture of respect. Staff surveys are analysed to monitor satisfaction and general impact of the EDI agenda, that is, a safe, respectful and fair place to work.

**vi) Fair Futures**

Fair Futures is a supported employment pathway which aims to create opportunities for learners who may face extra barriers when entering the world of work. Fair Futures aims to challenge assumptions and change perceptions of people with disabilities and/or difficulties.

The programme aims to prepare learners for employment, as well as providing professional development opportunities for staff at College. The Fair Futures pathway involves Information, Advice and Guidance (IAG) support, employability sessions, a realistic recruitment process, support needs assessment and work placement.

The programme aims to deliver a supported inclusive employment pathway, involving choice and control, personalised support, high quality work placements and job mentoring. Delivery is primarily through the existing support mechanisms at the College including Information, Advice and Guidance, Additional Learning Support (ALS) team and placement representatives who are designated staff members from the placement area.

20 learners engaged with the programme last year with 12 participants undertaking work placements in a range of areas (IT, Finance, Learning Support, Exams, Catering, Library, and Reception). One Horizons’ learner achieved a Level 2 Food Hygiene certificate to ensure he can now enter employment in the catering industry

Outcomes for participants recorded include learners moving to:

* Higher Education
* Further Education
* Temporary paid work
* Apprenticeship
* Volunteering

In light of the closure of Central Contributes and the discontinuation of funding for Fair Futures, alongside a reduction in capacity within the EDI team, the programme will cease to operate beyond 2015.

**11. Incidences of Bullying and Harassment**

The College has a zero tolerance approach to bullying and harassment, which includes sexism, racism, homophobia and any other form of offensive behaviour, deliberate or not.

Harassment and Bullying Policies (including easy read versions) exist for staff and students. Procedures for dealing with incidents and complaints are followed and outcomes recorded. The policy for staff was updated last year and all managers are currently receiving refresher training.

As evidenced by learner surveys and data, there are very few complaints about bullying or equality and diversity issues and where such issues do arise, the College responds swiftly and effectively to resolve them.

Continuing to promote the Respect Campaign that bullying is not acceptable is a key feature of the ongoing EDI Action Plan.

**Appendix A**

**Guidance on the Public Sector Equality Duty, 2011**

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.