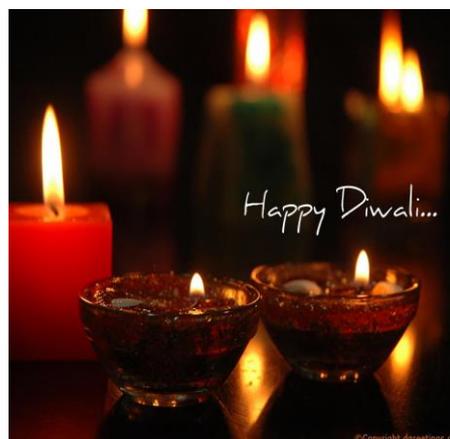


# Equality and Diversity Annual Report 2017



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## Introduction and Background

This annual Equality and Diversity Report is for the academic year 2015/16 and reviews our progress with the equality objectives we published in the spring of 2016 to advance our work in meeting the public sector equality duty.

The College is very keen to ensure that the aspirations enshrined in its policy and schemes can be realised in practice. It has, therefore, ensured that Equality and Diversity has been integrated into the self-assessment process and that Equality and Diversity Impact Measures data and analysis are fully embedded in our quality improvement processes. This report also sets out some important aspects of Nescot's drive to become a truly inclusive college.

**The College's Mission is:** "To inspire our students to be the best that they can be."

### **The College's Values are:**

- We put students' success and wellbeing at the heart of everything we do;
- We have high expectations and aim for excellence;
- We are collaborative, striving to positively engage our students, staff and partners;
- We are committed to sharing good practice, entrepreneurship and innovation;
- We celebrate diversity and challenge bigotry; and
- We are ethical and inclusive.

## The Local Community and College Profile

Nescot is in the borough of Epsom and Ewell, in north-east Surrey. The 2011 census showed the local population of 75,100 is 51.5% female (38,700) and 48.5% male (36,400). There has been no significant change in gender split since the 2001 census.

The English Indices of Deprivation 2010 ranked Surrey 308<sup>th</sup> out of 326 local authorities, meaning that are only 18 local authorities less deprived in the country.

Data from the 2011 census shows that over the 10-year period since 2001 census there has been an increase in the black and minority ethnic (BME) population nationally of 5.3%. In England and Wales the non-white ethnic population is 14%. For Surrey this is 9.6%, and for Epsom and Ewell it is 14.1%.

The black and minority ethnic population of students at Nescot in 2015/16 was 24.1%, a 2% increase on 2014/15 which is higher than the local population profile. White students are 75.7% of the student body, approximately 10% lower than the local population.

The Black and Minority Ethnic staffing profile is 16% BME, which is higher than the local population of 14%. This profile is higher still among managers and teaching staff. More information is given in the workforce profile section of the annual report.

Nescot is a highly inclusive college and has exemplary provision to meet the needs of students with complex learning needs. The focus of developing independence, self-confidence and employability skills for students with disabilities and/or learning difficulties ensures that students are constantly challenged within a very supportive environment. The College has high quality dedicated resources for students with profound learning disabilities and difficulties and caters for around 50 high needs students which is set to increase by a quarter next year.

The College actively promotes equality and diversity through its tutorial programme and events held throughout the year. Students are advised about Fundamental British Values at induction with the newly created student values re-enforced throughout the year during lessons and through visual imagery throughout the college.

The College has a college calendar of significant events in society and actively promotes these starting with Black History month at the beginning of October. There were detailed displays throughout the LRC, and many students contributed to activities within tutorial.

There was a Diwali event in the student canteen at the beginning of November, and at the end of November there was a week of promoting LGBT across the College.

The College marked World Aids Day in December with a host of health events including STI and chlamydia testing, together with a topic on sexually transmitted diseases within tutorials.

The New Year started with Holocaust Memorial in January. The college ran a Disability Awareness day in March, and promoted the awareness-raising through Sport Relief charity events.

A host of religious events and days were highlighted through the college tutorial calendar ensuring a diverse range of events and special occasions were celebrated by all staff and students.

Key awareness-raising has been a continued focus this year including on topics such as female genital mutilation, mental health awareness, World Suicide Prevention Day, anti-bullying, safety online, the Prevent agenda, and gender and sexuality.

Numerous charity run events throughout the year included, The Nescot Bake-off for Macmillan Cancer Research, festive fund raising for the Children's Trust, Epsom and Ewell foodbank appeal and Children in Need events.

Catch 22 continued to provide services that help people in tough situations to turn their lives around, and there was work with black males and white females in prevention of gang crime/involvement with talks and awareness-raising sessions implemented.

An LGBT student group established last year continues to be well-received by students. Adam Beral, Director of Animal Studies and Foundations, is a trustee for LGBT+ charity Switchboard, and was instrumental in the success of the organisation's awareness-raising selfie campaign, supported by celebrities such as Olympic diver Tom Daley, singer Carly-Rae Jepson, actor Mark Gatiss and Radio 1 DJ Scott Mills. Adam has also delivered awareness raising sessions for College managers on the 'T' in LGBT.

Level 3 Business students as part of their coursework, were asked to plan and run 3 charity events of their choice during the year. The 1<sup>st</sup> event was a football tournament in aid of children with Cancer. The second was an animal awareness event in aid of Blue Cross and Battersea dogs home. Lastly a selection of festive stalls including a tombola and an old fashion sweet stall were placed in refectory to raise money.

The students raised over £500 for the three different charities:



## Summary of Progress with the 2015/16 Equality Objectives

The College's Equality Objectives agreed in March 2016 were captured in the Equality & Diversity Statement and Objectives Plan for 2016 to 2020 and are published on the College's website.

The staff and student surveys show high levels of satisfaction with Nescot's commitment to and promotion of equality and diversity.

Progress with equality objectives are set out below and a more detailed summary can be found in the document Equality & Diversity Action Plan 2016 – 20.

### **Objective 1**

#### **Provide a welcoming and fully-accessible environment for all protected characteristics**

##### **How will success be measured?**

- Increase each year the percentage of staff who more confident to be open about their identity
- Reduction in complaints about access to the building
- Student and staff ethnicity meets or exceeds local demographic profile
- Staff satisfaction rates with the working environment remain high and above 95%

**Outcome:** Student and staff satisfaction rates remain high; student and staff ethnicity exceeds local demographic. There were a couple of complaints in year regarding some dissatisfaction with access to the campus, these are being addressed.

**Achieved:** On-going

### **Objective 2**

#### **Ensure students perform and progress well and we take action to eliminate any gaps between groups**

##### **How will success be measured?**

- Satisfaction rates of students from protected characteristics remains high and above 89%
- Achievement rate gaps do not exceed 5% for protected characteristics

**Outcome:** BME student satisfaction rates remain high at 94%. There are 4 achievement gaps that exceed 5% which the college continues to monitor in 2016/17.

**Achieved:** On-going

### **Objective 3**

#### **Ensure gender pay gaps are addressed**

##### **How will success be measured?**

- Targeted reduction in gender pay gaps identified
- Ensure promotion/recruitment opportunities are made known to all staff

**Outcome:** A review of potential gender pay gaps is undertaken annually. Last years' findings concluded that there were no gaps. At least one member of the recruitment panel is safer-recruitment trained. All staff vacancies are advertised internally and on-line.

**Achieved:** On-going

### **Objective 4**

#### **Further develop the skills and confidence of staff, students & partners to promote and advance good relations amongst diverse groups**

##### **How will success be measured?**

- Satisfaction rates of students and staff from protected characteristics remains high above 90%
- Satisfaction with E & D training for both staff and students
- Staff and student satisfaction with the College's work to promote a culture of good relations among diverse groups

**Outcome:** Satisfaction rates remain high from students and staff from protected characteristics. On the most recent student survey 93% of students felt they were treated fairly and equally. Overall satisfaction rate for CPD is 95%.

**Achieved:** On-going

### **Objective 5**

#### **Consult and engage with under-represented staff and student groups to advance equality of opportunity and foster good relations**

##### **How will success be measured?**

- Develop a culture of open communication between staff and students and management and staff which is acknowledged in high satisfaction ratings
- Actively engage with under-represented groups and ensure they participate in staff and student forums

**Outcome:** Staff consultative group meets with the Acting Principal termly. Staff and students from all backgrounds are encouraged to become governors and this ensures we are inclusive in our approach to feedback. Following feedback from the most recent staff survey more is being done to ensure we introduce more feedback methods.

**Achieved:** On-going

## **Objective 6**

### **Celebrate and publicise the positive outcomes of our diverse staff and students**

#### **How will success be measured?**

- Hold annual celebratory events for both staff and students
- All external publications will celebrate the achievements of our diverse workforce and student population

**Outcome:** There are annual celebratory events for FE and HE students; the College also participates in the annual SATRO awards for apprenticeships. There is a staff awards presentation at the end of Term 1 to acknowledge staff achievement – nominated and voted by staff including SMT awards. Marketing of students and staff on the College social media sites, website, prospectus and other printable marketing celebrates our diverse workforce and student population.

**Achieved:** On-going

## Out-turn position for Areas for Improvement from Annual Report 2016

EDIMS Outcomes monitored at SMT during 2015/16:

EDIM	Achievement Rate	Retention Rate	Pass Rate	Retention Target	EDIM Achieved?
FE Retention: Black & Minority Ethnic 16-18 long	77%	88%	88%	91%	NO
FE Retention: White 16-18 long	82%	89%	92%	91%	
FE Retention: with financial support long	87%	91%	95%	86%	YES
FE Retention: without financial support long	90%	94%	96%	89%	

Area for Improvement	2015/16 Out-turn	Impact
Male success at level 2 (14/15 outturn 6% diff)	<b>8% diff</b>	-
Female success at level 3 (14/15 outturn 6% diff)	<b>3% diff</b>	+
Functional Skills success for males (14/15 outturn 5% diff)	<b>8% diff</b>	-
English Grade C outcomes for males (14/15 outturn 18% diff)	<b>8% diff</b>	+
Maths Grade C outcomes for males (14/15 outturn 9% diff)	<b>3% diff</b>	+
Long success for BME students (14/15 outturn 6% diff)	<b>+1% diff</b>	+
Completion rates of BME students of HE Programmes (14/15 outturn 5% diff)	<b>4% diff</b>	+
Success rates for 16-18 year old students with moderate learning difficulties (14/15 outturn < 80%)	<b>87%</b>	+
Success rates on apprenticeships for those declaring a learning difficulty (14/15 outturn 9% diff)	<b>26% diff</b>	-
ALPS score for BME students (14/15 outturn 5 compared to 3 for white students)	<b>4</b>	+

## WORKFORCE PROFILE

### The analysis highlights the following key strengths:-

**Ethnicity** – with 16% BME staff, the College's staffing profile continues to represent a more diverse demographic than the local community (14.1%), and continues to exceed the national demographic which includes Colleges in very diverse areas of FE (15 %). We also have a very encouraging BME profile of Management at 24% which compares very favourably with the national profile of 9%. This also contrasts positively with the overall student profile of 24% BME. Amongst teaching staff we need to continue to ensure we attract teachers of ethnicity so that we continue to increase our already positive percentage of 18% compared to 14.9% nationally. We already have an extremely positive management profile with a substantial increase this year (24% v 9% nationally) thereby enabling the College to continually provide a range of diverse role models for our students.

**Gender** – the gender balance remains similar to the previous year with virtually equal numbers of male and female teaching staff, however overall the college gender profile has become more balanced with a decrease of females to 60% and an increase of males to 40%.

**Age** – the College's strategy of succession planning and giving opportunities to young people to gain valuable work experience has resulted in the College continuing an upward trend with a positive young profile of 36% of teaching staff below age 39 and 14% of all support staff remain aged under 30. Mixed with the experience and mentoring skills of more mature role models for teaching staff of an increase to 41% aged 50 and over, this gives a positive balanced workforce and a slightly older workforce than the median age nationally (45 years' v 49 years').

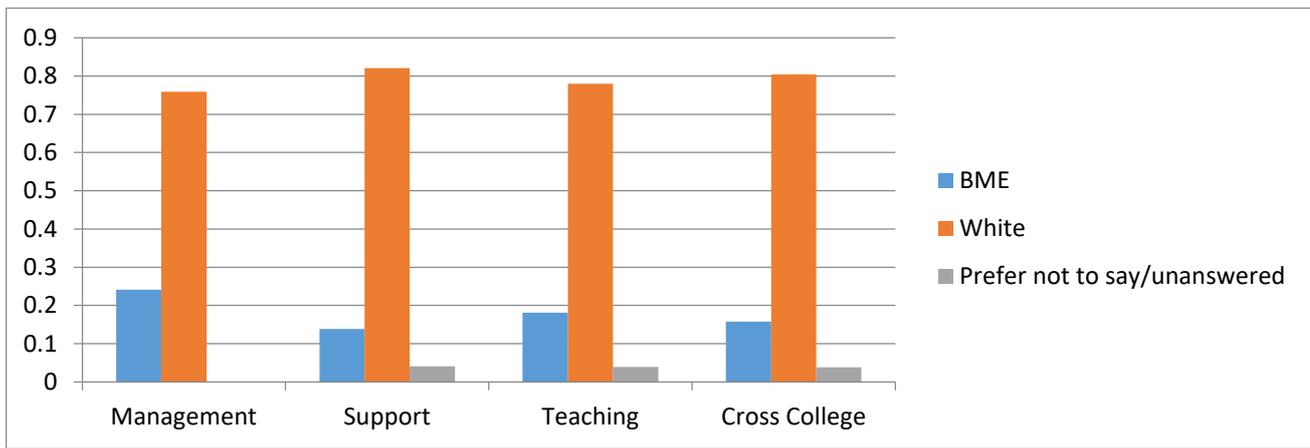
**Disability** – the College has continued to keep a good ratio of disabled staff with an increase to 8% of all staff and 8% of all teaching staff who have declared a disability. This continues to exceed the national average of 4.7% for all staff.

**Applicants** – Our recruitment strategy continues to be very successful in attracting interest from people from diverse backgrounds with an increase to 28% of applicants coming from BMEs of whom 22.6% of all offers accepted were from BME backgrounds.

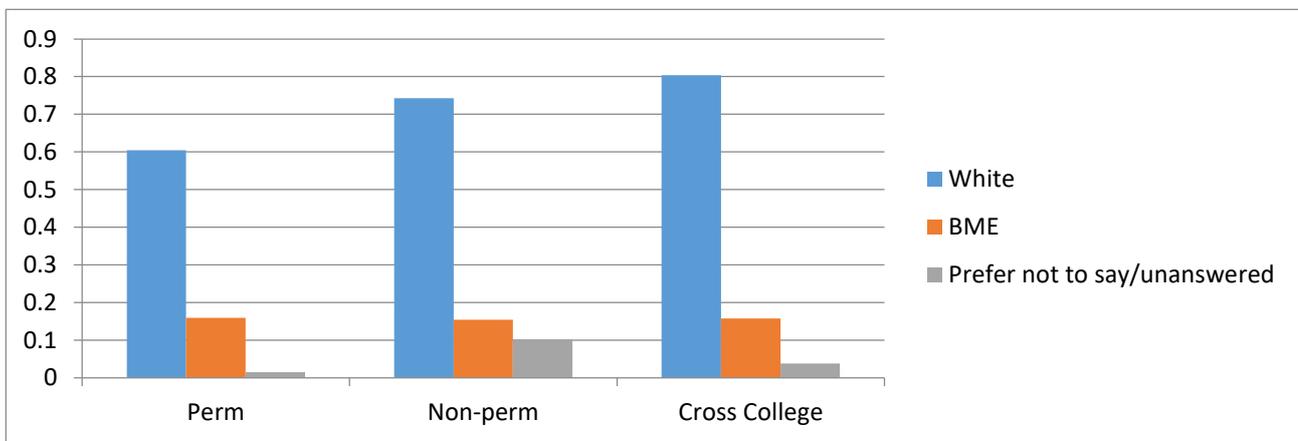
### Race profile

The College profile of staff from BME backgrounds remains at 16% and compares favourably to the national picture for FE staff of 15% but continues to be an action to be improved to eventually achieve a profile in line with the overall student cohort of 24% as we consider our student profile as our true benchmark rather than the local community. There are still significantly more BME staff and students at Nescot than the local area demographic for Epsom & Ewell of 14.1% (ONS 2011 Census). The profile of our BME teaching staff is 18% which is encouraging (14.9% of all GFE teachers nationally are BME) which continues to provide students with positive role models in the classroom. There is excellent representation of BME staff in management at all levels which remains exceptional at 24%. There also remain positive levels of BME support staff at 14%.

**ETHNICITY OF STAFF 2015/16**



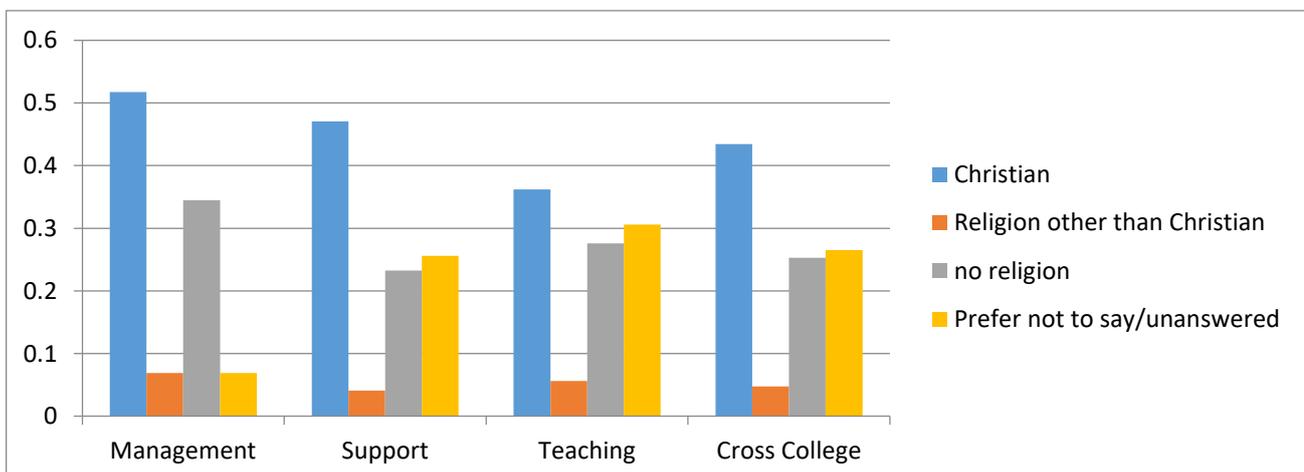
**ETHNICITY OF CONTRACT TYPE 2015/16**



**RELIGIOUS BELIEF PROFILE 2015/16**

The College continues to collect data on staff according to belief (or non-belief) to ensure adequate information for this protected characteristic and continues to be an action as stated in our Equality Objectives. This is voluntary for staff and of those who have chosen to declare their religion and belief, 43% are Christian (includes all Christian denominations), 5% have a religion other than Christian and 25% have no religion. We continue to promote multi-faith events and our college redevelopment will provide a room on campus for prayer and reflection for all faiths.

**Religion and Belief profile**



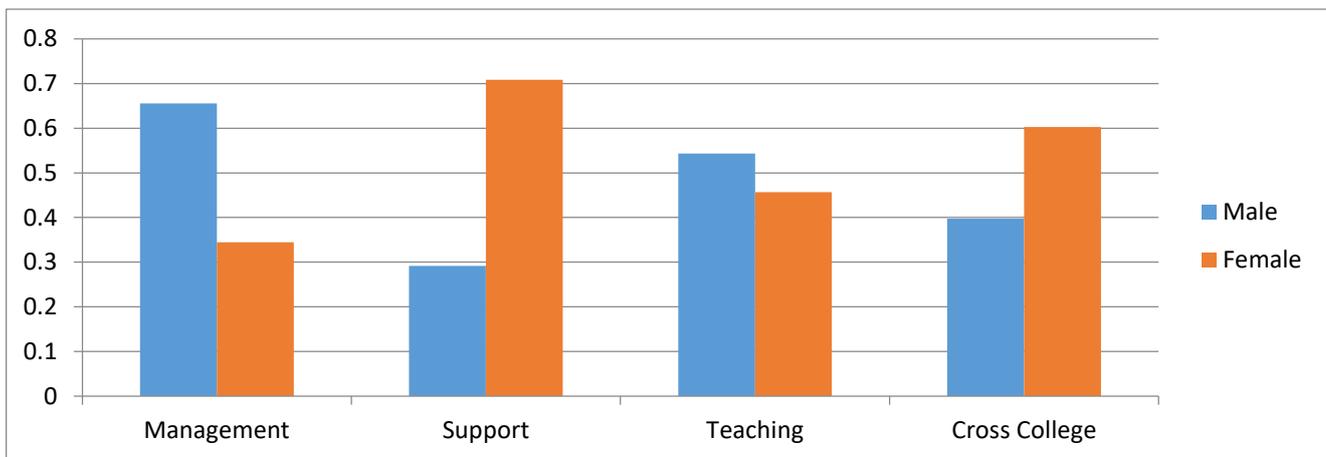
## GENDER OF STAFF 2015/16

Nescot still continues to employ more female staff; however the balance is improving with the ratio of males to females 60% females to 40% males. We are therefore more gender balanced than the national data for FE staff which is 64% female.

The gender balance for teaching staff is now virtually equal with 46% female staff which is a slight decrease from when last reported, and compares well with 48% of female students, and is more balanced than nationally of which 58% are female teaching staff. Management gender has changed substantially with a decrease of females from 46% to 34%.

Our applicant data shows that we are attracting applicants from more male staff for vacancies at the college which has helped to address the gender profile.

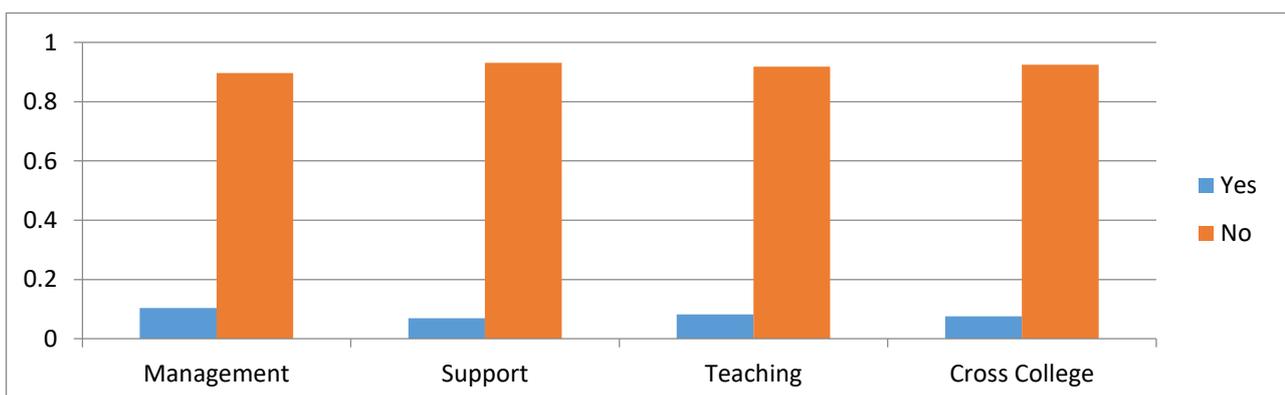
### **Gender profile**



### **Disability profile**

The College profile of staff who have declared a disability has remained excellent with an increase to 8% of all staff and 8% of teaching staff which still significantly exceeds the national average of 4.7% of all FE staff in the sector. Our applicant data shows that we are continuing to attract good levels of those with disabilities to the College by being a Disability Confident Employer. The College continues to support all staff regardless of whether they have a long term disability or short term additional needs which includes an excellent Occupational Health and counselling service and 24-hour employee helpline all of which staff have found very helpful in supporting their return to work and has assisted in low rates of sickness across the College.

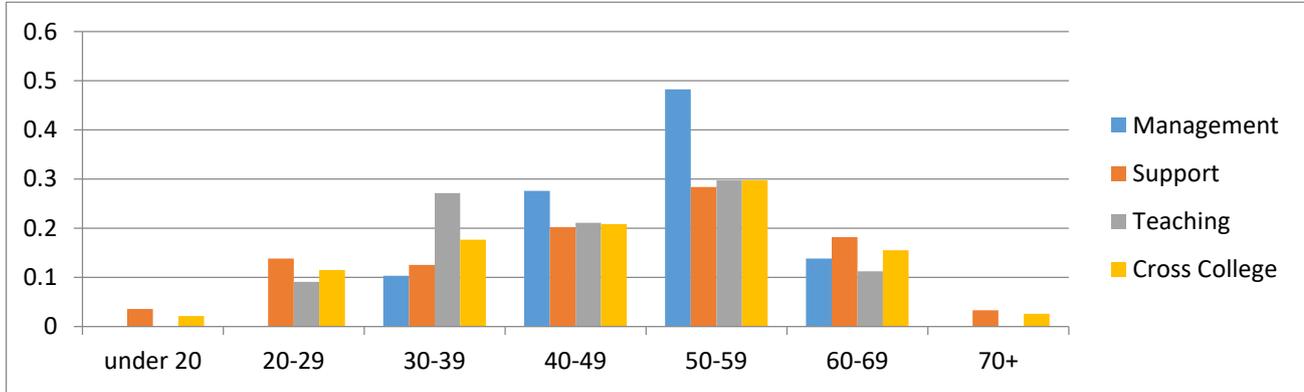
## DISABILITY OF STAFF 2015/16



**AGE OF STAFF 2015/16**

Although the average age of teachers at the College has increased slightly, from 45 to 46 years the median age of FE staff nationally is 45 years with our teachers at the College reflecting this. The age distribution of teaching staff at the College is very similar to that nationally although we have a higher percentage of 30 – 39 year olds and a lower percentage of 40 - 49 year olds demonstrating we are successful at attracting younger teachers which is good for succession planning.

**Age profile**

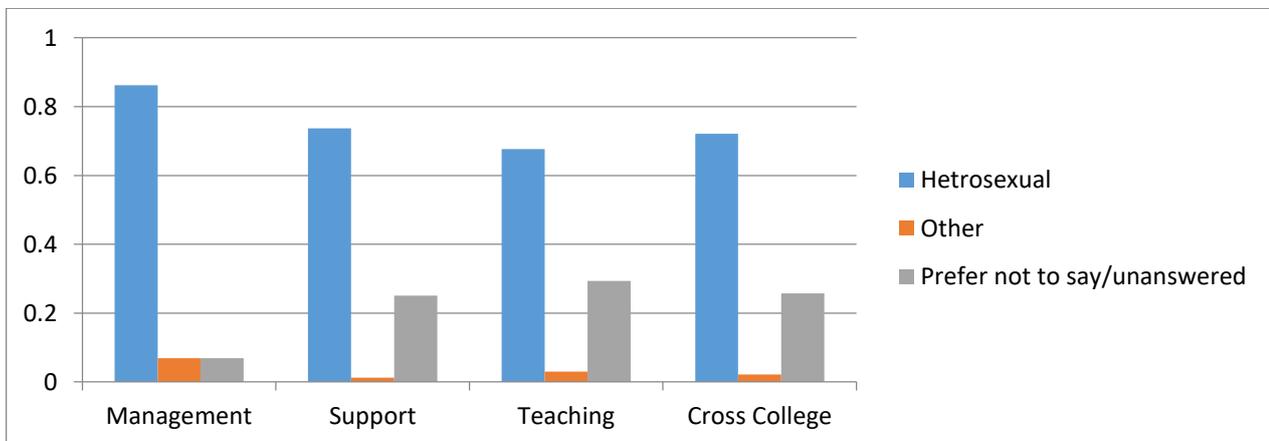


**Sexual Orientation profile**

The College has continued to collect this sensitive data to enable us as part of our commitment to the equalities agenda to hold data for all protected characteristics in order to ensure we promote a positive working environment for LGBT staff. This is difficult data to collect as it is very sensitive in nature and staff need to feel that there is a positive culture in order to do so.

Nescot has been more successful than nationally in collecting the data as nationally only 44% of staff have declared this information, whereas at Nescot it is 74% which shows staff feel more comfortable in disclosing this; the fact they can enter their details themselves on-line may assist in encouraging more to do so. Of those staff who have responded, 2% of all staff and 3% of teaching staff were identified as LGBT. The College will now be working towards improving the data quality by encouraging more staff to complete this data.

**SEXUAL ORIENTATION OF STAFF 2015/16**



## **Analysis of processes applied to staff**

### **Recruitment**

#### **Applicants**

An analysis of applicants for College vacancies shows that our recruitment is successful in attracting interest from all sectors of the community. 28% of our applicants were from BME backgrounds which is an increase on last year and compares excellently with 15% nationally and 14.1% locally. 60% of applicants were female which is an encouraging upward trend towards a more equal gender split than the previous year. 2.4% of applicants were disabled, which shows we continue to attract more diverse applicants to the College by its wider advertising and use of the Disability Confident Employer award which publicises to disabled applicants that we welcome applications from this sector and that we will interview all disabled applicants who match the essential criteria.

#### **Appointments**

An analysis of those who have been successful and accepted an offer of employment with us shows again a good distribution across all groups. 22.6% of offers accepted were from BME backgrounds, which is an increase on last year. 61.7% were female and 2.6% had disabilities which show that the Colleges recruitment processes continue the upward trend from previous years.

There were 120 new starters in 2015/16, 54 to permanent posts and 66 to temporary or fixed term posts such as sessional lecturers, maternity cover posts or casual short term staff. Of these, 20% of staff appointed to permanent posts were from BME backgrounds which compares positively with the staffing profile of all BME staff which is 16%. 12% of staff appointed to temporary appointments were from BME backgrounds which reflects that there has been a positive improvement in BME staff recruitment to permanent posts.

In terms of gender 51.9% of the new permanent appointments were female which continues to reflect the national picture. Appointments to all posts were made from all age ranges but we welcomed the fact that we continue to be successful in attracting younger applicants, 30 of the new starters were under 30, which helps to address the balance of our older workforce and assist with college succession planning and give excellent opportunities and experience to young people, and shows the success of our apprenticeship programmes. We also gave opportunities to more mature applicants 34 of which were 50 or over. We show we attract younger than the national picture staff with the overall average age of new starters being 41 years.

#### **Grievance and Disciplinary**

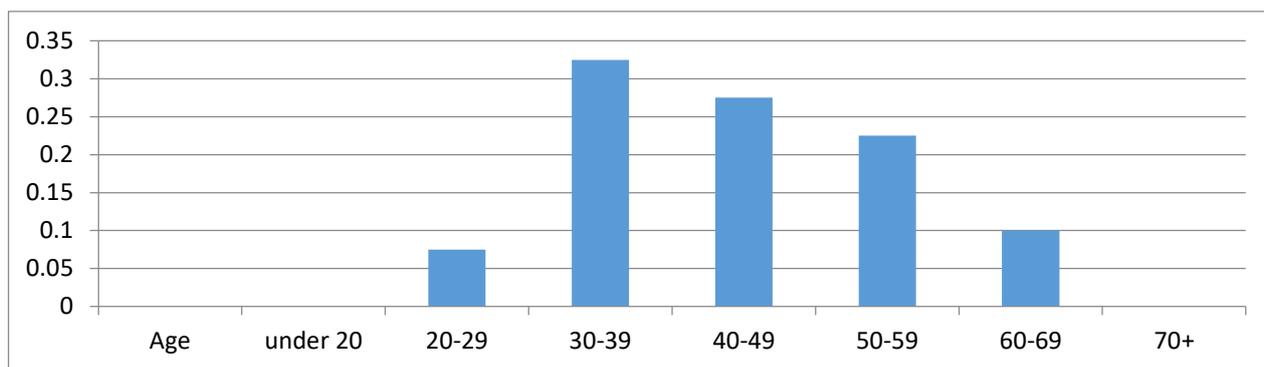
There were no staff who submitted grievances in 2015/16. Disciplinary were all within the age range between 38-60 years. Informal and formal disciplinary processes were for a range of ethnicities, two White British, one White Other, one Asian Indian, one Dual Other. There were more Males than Females who went through these processes which reflect our staff profile. No staff disciplined indicated they had a disability.

#### **Staff Progression**

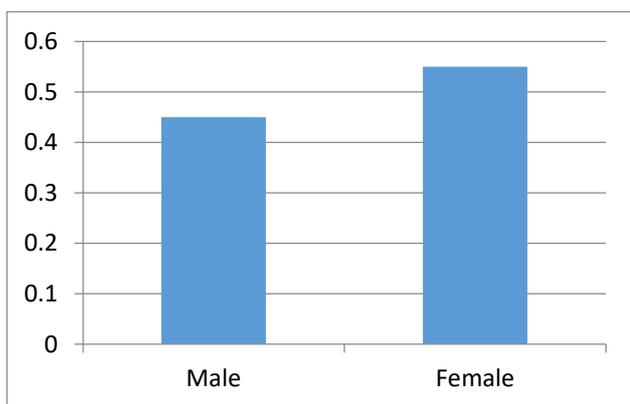
Staff who were promoted during 2015/16 continue to be from all ages at the College. There were 10% more female than male staff promoted which is very encouraging against national data and aligns with our staff profile.

## PROMOTED STAFF

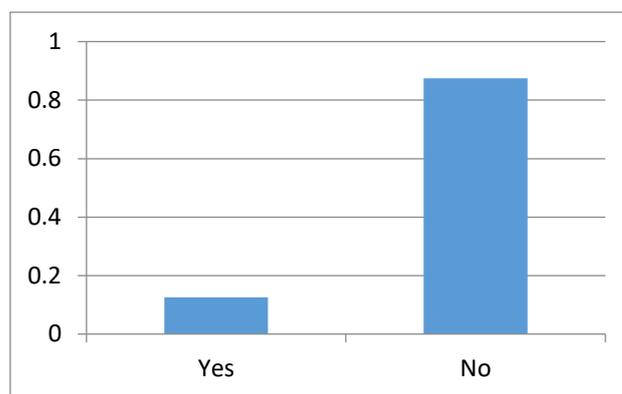
### BY AGE



### BY GENDER



### BY DISABILITY



## Gender Pay Gap Analysis

### Mean Pay

The mean figures below are the average gross hourly pay of all female and male employees as a single group

Female	Male	Difference	Comments
<b>£15.69</b>	<b>£19.43</b>	<b>£3.74</b>	The difference falls below 5% which is the threshold used by the EHRC to analyse potential gender pay gaps

### Median Pay

The median figures below are the mid-point gross hourly pay of all female and male employees as a single group

Female	Male	Difference	Comments
<b>£12.82</b>	<b>£16.72</b>	<b>£3.90</b>	The difference falls below 5% which is the threshold used by the EHRC to analyse potential gender pay gaps

## Pay Quartiles

1 <sup>st</sup> Quartile		2 <sup>nd</sup> Quartile		3 <sup>rd</sup> Quartile		4 <sup>th</sup> Quartile	
Female	Male	Female	Male	Female	Male	Female	Male
67	92	87	72	120	39	109	49

The above figures show the number of female and male employees distributed across the College with the 1<sup>st</sup> quartile being the highest paid and the 4<sup>th</sup> quartile being the lowest paid.

The College is committed to being family friendly and has a high volume of part time staff, 79.6% of staff on fractional contracts are women. We offer term time only roles that are very attractive to employees who have children, for example in Learning Support and the Nursery, however, these are lower paid and are mainly filled by women. Nescot continues to employ more female staff than male, which would account for the differences between the female and male salaries, although the ratio of males to females has improved to 60% female to 40% male.

The College has continually found recruitment to construction roles extremely difficult and as such have had to pay in excess of the pay scales on offer. These posts are traditionally filled by men and can also account for the higher rate of pay that men are receiving. College policy is to appoint new staff to the lower end of the salary scale; however, in hard to recruit areas this has not been possible, hence the higher salaries paid.

In the last year there has been a decrease in women being promoted from 46% to 34%, which would also impact on the overall picture of salaries being paid to female staff.

## Staff Survey

**91% (96% in 2014)** of the respondents to the staff survey undertaken in February 2017 said that the College continues to take the promotion of equality and diversity very seriously.

**98% (98.5% in 2014)** of respondents continue to rate the college as a good environment in which to work for LGBT staff

**87% (94% in 2014)** of respondents continue to rate the college as a good environment in which to work for staff with disabilities

**95% (98% in 2014)** of respondents rate the college a good environment for BME staff.

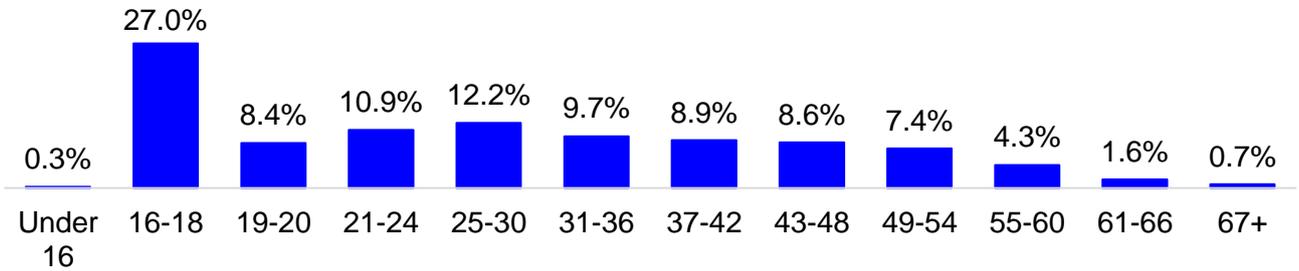
**Note:** for a full breakdown of satisfaction contact the Quality Department for the Staff Survey Report 2017.

# Narrowing the Gap: Supporting Our Students to Achieve

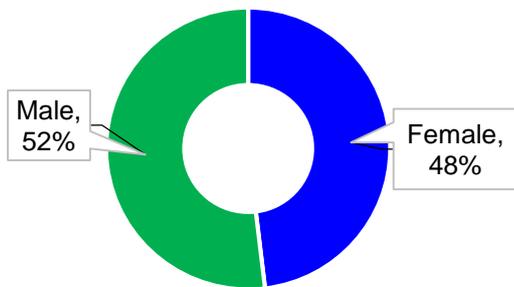
## North East Surrey College of Technology: Student Profile 2015/16

Please note that the data in the charts below refers to all provision.

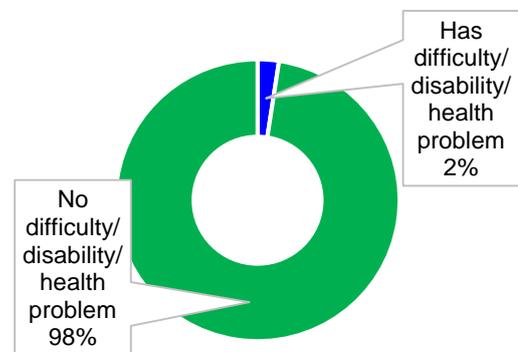
**Chart 1 – Student Age Profile**



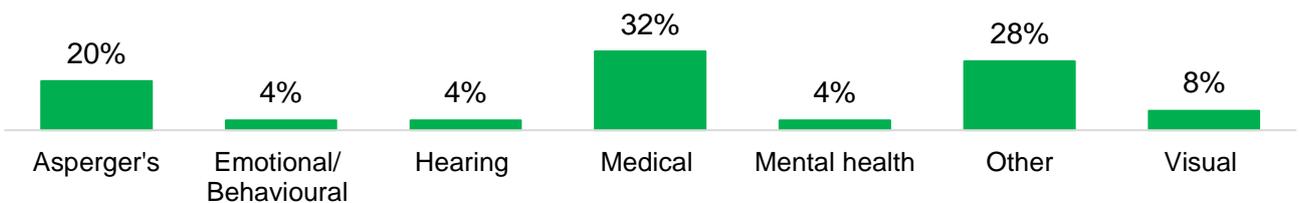
**Chart 2 – Gender Profile**



**Chart 3 – Student Learning Difficulty and/or Disability Profile**

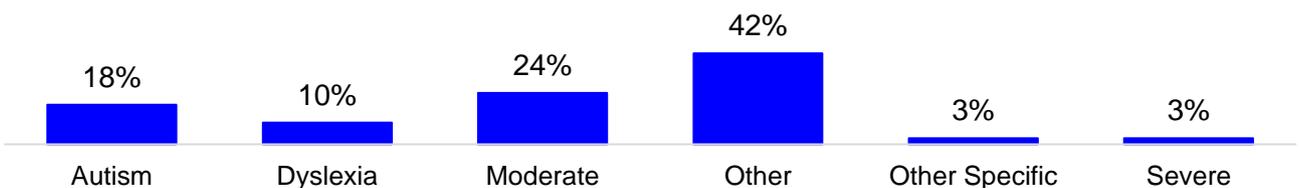


**Chart 4 – Profile of Disabilities Declared by Disabled Students**



*Note, the percentages above show the profile of the disabled population*

**Chart 5 – Profile of Learning Difficulties Declared by Disabled Students**



*Note, the percentages above show the profile of the disabled population*

**Chart 6 – Student Ethnicity Profile**

Ethnic Group	College	Epsom & Ewell	Surrey
		(2011 Census)	(2011 Census)
Bangladeshi	2.1%	0.4%	0.3%
Indian	1.9%	2.4%	1.8%
Pakistani	3.5%	1.0%	0.9%
Other Asian	3.1%	3.7%	1.7%
Black African	3.5%	0.9%	0.7%
Black Caribbean	2.0%	0.4%	0.3%
Black Other	0.4%	0.2%	0.1%
Chinese	0.2%	1.2%	0.8%
Mixed	3.6%	2.6%	2.1%
Any Other	4.2%	1.4%	0.8%
White	75.5%	85.9%	90.4%

## Student Participation

### Age and Gender

**Table 1: Gender and age split 2013/14 to 2015/16 (all provision)**

Gender	2013/14						2014/15						2015/16					
	U19	%	19+	%	All	%	U19	%	19+	%	All	%	U19	%	19+	%	All	%
Female	871	39	3745	62	4616	56	859	39	3357	51	4,216	48	804	38	2895	52	3699	48
Male	1356	61	2341	44	3697	44	1354	61	3261	49	4,615	52	1292	62	2699	48	3991	52

The profile of male and female student participation has returned to previous years whereby there was a higher proportion of females to males with 58% female and 42% male students.

There remains a consistently higher proportion of males aged under 19 years albeit reducing at 58% compared to 42% female which is in line with fewer males on lower level construction courses.

**Table 2: Student age profile 2013/14 to 2015/16 (all provision)**

Year	U16	16-18	19-24	25-30	31-36	37-42	43-48	49-54	55-60	61-66	67+
2015/16	0.3	27.0%	8.4%	10.9%	9.7%	8.9%	8.3%	7.4%	4.3%	1.6%	0.7%
2014/15	0.2%	24.9%	20.1%	11.9%	8.8%	9.5%	9.5%	8.2%	4.7%	1.5%	0.7%
2013/14	0.2%	26.7%	17.3%	11.7%	9.4%	8.8%	10.3%	8.5%	4.8%	1.7%	0.6%

In 2015/16 the highest proportion of all students studying at the College continue to be the 16 to 18 age group (27%) followed by the 19-24 age group (11%). In the main the age profile the college has remained fairly consistent over the last 3 years. The most marked change in participation from the previous academic year is for the 19-24 age group from 20% to 8%.

Female student participation remains low in the construction trade curriculum areas: Brickwork, Electrical Carpentry & Joinery, Plastering and Plumbing. These curriculum areas which have been entirely staffed by males, apart from Plumbing which has one female member of staff, have recently recruited female members of staff to deliver tutorials for their students.

Male participation remains low in the Beauty, Hairdressing, Early Years and Care, curriculum areas. The Beauty & Hair curriculum area is staffed solely by females and the Care & Early Years curriculum area predominantly by females.

The College has a positive action recruitment strategy in place to address any staffing imbalance and the Marketing department has positive action recruitment strategies to increase student participation for curriculum areas with a gender imbalance.

In 2015/16 27% of our apprentices were female and 73% male. Of our higher education student population 52% of our higher education students were female and 48% male.

## Ethnicity

**Table 3: Ethnicity and age split 2013/14 to 2015/16 (all provision)**

Ethnic Origin	2013/14						2014/15						2015/16					
	U19	%	19+	%	All	%	U19	%	19+	%	All	%	U19	%	19+	%	All	%
Asian	32	2	240	4	272	3	51	2	612	9	663	8	38	2	774	14	812	11
Black	79	4	472	8	551	6	114	5	491	7	605	7	107	5	344	6	451	6
Chinese	5	0	26	0	31	0	1	0	31	0	32	0	1	0	16	0.3	17	0.2
Mixed	128	5	161	3	289	3	138	6	223	3	361	4	105	5	170	3	275	4
Other	72	1	426	7	498	6	83	4	191	3	274	3	95	5	231	4	326	4
All BME	316	14	1325	22	1641	20	387	17	1548	23	1935	22	346	17	1535	27	1881	24
White	1868	84	4537	74	6405	76	1810	82	4944	75	6754	76	1745	83	4046	72	5791	75
Not provided	30	1	280	4	310	4	16	1	126	2	142	2	5	0.2	13	0.2	18	0.2

Black and minority ethnic students, in 2015/16, represented 17% of 16-18 year old students and 27% of students aged 19 and over of the student population across all provision which exceeds the local demographic for Epsom and Ewell at 14% (2011 Census).

Black and minority ethnic participation on apprenticeship programmes has decreased to 30% from 32% in 2014/15.

In 2015/16 27% of our higher education students were from ethnic minorities and 73% were white.

## Students with learning difficulties and/or disabilities

**Table 4: Learning difficulty and/or disability and age split 2013/14 to 2015/16 (all provision)**

Group	2013/14						2014/15						2015/16					
	U19	%	19+	%	All	%	U19	%	19+	%	All	%	U19	%	19+	%	All	%
Has learning difficulty/ disability	261	12	227	4	488	261	276	12	312	5	588	7	79	4	107	2	186	2
No learning difficulty/ disability	1953	88	5915	96	7868	1953	1937	88	6306	95	8243	93	2015	96	5482	98	7497	98

The proportion of students aged under 19 declaring learning difficulties and/or disabilities in 2015/16 has at 4% significantly decreased on the previous year. Adult participation for students with learning difficulties and/or disabilities has decreased from 5% to 2%.

In 2015/16 3% of our apprentices declared a learning difficulty and/or a disability and 1% of our higher education students

## Nescot Christmas appeal aimed at helping vulnerable families:



**Hair and Beauty** students held an appeal to help vulnerable people this Christmas.

The department asked people to bring in donations of toiletries and tinned food, to be given to Epsom and Ewell food bank as part of their annual winter appeal.

The charity used the items to make up food parcels for families, aiming to provide people in crisis with enough food to offer three days of nutritionally-balanced meals.

## Student Performance

Our equality and diversity performance targets for students are essentially to ensure that there are no gaps in achievement between different groups and that all groups exceed their respective national averages. Data is monitored by governors in the Curriculum & Quality committee. Curriculum area equality and diversity performance improvement targets are set by the academic heads of department as part of their self-assessment and are included within their improvement plan. In order to successfully close any identified gaps in achievement rates, monitoring of minority and “at risk” groups of students occurs at all levels of the College from governors right the way through to front-line staff. This monitoring takes the form of “at risk” student attendance review. Withdrawal reasons are monitored termly by the Deputy Principal and any anomalies are reported into SMT.

The college has an Equality & Diversity Task Group which meets once the previous years’ data has been finalised and approves the Annual Equality & Diversity Report. The Deputy Principal has overall responsibility for monitoring progress towards the equality objectives action plan.

**Please note that the definition for a long qualification referred to in the commentary is a course that is 24 weeks or more of duration.**

**An achievement rate is the key measure of student performance in the further education sector and it is the percentage of those students who completed and achieved their qualification out of all those students who left the course.**

**For higher education an in-year completion rate is the percentage of those students who started the course successfully complete that year of the course that is they remain on programme and have submitted all marked assignments and sat all exams.**

## Gender

### Further Education

Headline achievement rates are closely aligned for both females and males with achievement rates of 88% and 86% respectively. However looking at achievement rates for vocational qualifications (excludes English & Maths) the gap is wider with females at 92% and males at 87%

For long vocational qualifications the gap between males and females remains narrow with males having an achievement rate of 86% and females 83%.

However there are significant differences in achievement rates between females and males for long level 1 provision, 90% against 84% due to retention and for long level 2 provision, 86% against 76% due to less males passing their course.

**Table 5: Vocational Course Performance 2015/16 by Gender and Qualification Level**

Level	Gender	Leavers	Achievement Rates	Retention Rates	Pass Rates
			College %	College %	College %
Entry	Female	69	77	90	80
	Male	112	75	93	85
Long 1	Female	109	90	92	98
	Male	300	84	87	96
Long 2	Female	357	86	89	96
	Male	412	76	90	85
Long 3	Female	492	87	90	96
	Male	573	90	94	96
				80	
All Long	Female	1036	86	90	96
	Male	1399	83	91	91
All provision	Female	2760	92	93	98
	Male	2206	87	93	94

### English & Mathematics

In 2014/15 a new government led regulation came into force governing the teaching of English and mathematics in further education. All students aged 16-18 who have not attained a minimum of a GCSE grade C in English and mathematics must as a condition of funding continue to study these subjects until they have attained the minimum of a GCSE grade C.

Achievement rates for female students aged 16-18 years for functional skills in English at 64% exceed those for males at 55%. Likewise a higher proportion of females aged 16-18 achieve GCSE English at grades A\*-C than their male counterparts, 21% against 13%.

Achievement rates for female students aged 16-18 years for functional skills in mathematics at 67% exceed those for males at 59%. Likewise a higher proportion of females aged 16-18 achieve GCSE Mathematics at grades A\*-C than their male counterparts, 19% against 16%.

### Apprenticeships

The overall achievement rate for female apprentices was 67% and 85% for male apprentices.

### Higher Education

The in-year programme completion rate for female students was at 93% higher by 3%, than that for male students at 90%.

### Ethnicity

#### Further Education

The overall vocational subject achievement rate for black and minority ethnic students was high at 91% and for white students was 89%, a gap of 2% between groups, consistent with the last three years. However, when reviewing achievement rates for long vocational qualifications the position reverses, 82% for black and minority ethnic students and 85% for white students, a difference of 3%.

However there are significant differences in retention rates between black and minority ethnic students and white students for long entry level provision, 85% against 94% and for long level 2 provision achievement rates, 76% against 82% due to less black and minority ethnic students passing their course.

**Table 6: Vocational Course Performance 2015/16 by Ethnicity and Qualification Level**

Level	Ethnicity	Leavers	Achievement Rates	Retention Rates	Pass Rates
			College %	College %	College %
Entry	Black & minority ethnic	39	74	85	88
	White	140	76	94	81
Long 1	Black & minority ethnic	64	86	88	98
	White	345	85	89	96
Long 2	Black & minority ethnic	130	76	92	83
	White	638	82	89	92
Long 3	Black & minority ethnic	178	88	90	97
	White	885	89	93	96
All Long	Black & minority ethnic	415	82	90	92
	White	2015	85	91	93
All provision	Black & minority ethnic	1185	91	94	96
	White	3771	89	93	96

There are variations in achievement rates at academic curriculum area level between black and minority ethnic students however there are no discernible patterns, though in some curriculum areas the numbers are small for some groups.

### English & Mathematics

The performance for black and minority ethnic students aged 16-18 years for functional skills in English with an achievement rate of 53% was lower than that for white students at 59%. 18% of black and minority ethnic students aged 16-18 years achieved grades at C or higher for GCSE English which was higher than the 15% for the white students.

The performance for black and minority ethnic students aged 16-18 years for functional skills in mathematics with an achievement rate of 55% was lower than that for white students at 65%. 18% of black and minority ethnic students aged 16-18 years achieved grades at C or higher for GCSE Mathematics which was higher than the 17% for the white students.

### Apprenticeships

The overall achievement rate for black and minority ethnic apprentices was 90% and 74% for white apprentices.

### Higher Education

The in-year programme completion rate for black and minority ethnic students on higher education courses was at 89% lower by 2% than that for white students at 93%.

## Learning Difficulty/Disability

### Further Education

The headline vocational qualification achievement rate for students with learning difficulties and/or disabilities at 79% is significantly lower than that for students without learning difficulties and/or disabilities at 90%. Likewise long qualification achievement rates are significantly different with 79% of students with learning difficulties and/or disabilities achievement fully achieving their course compared with 85% for those students who did not declare a learning difficulty and/or disability. The data indicates that at the lower levels (entry, level 1 and level 2) retention rates for students with learning difficulties and/or disabilities are significantly higher and pass rates are significantly lower than their counterparts. However at level 3 this is reversed.

**Table 7: Vocational Course Performance 2015/16 by Learning Difficulty and/or Disability and Qualification Level**

Level	Group	Leavers	Achievement Rates	Retention Rates	Pass Rates
			College %	College %	College %
Entry	Has learning difficulty and/or disability	107	75	95	78
	No learning difficulty and/or disability	74	77	86	89
Long 1	Has learning difficulty and/or disability	49	88	96	91
	No learning difficulty and/or disability	360	85	88	97
Long 2	Has learning difficulty and/or disability	26	77	92	83
	No learning difficulty and/or disability	743	81	89	91
Long 3	Has learning difficulty and/or disability	11	82	82	100
	No learning difficulty and/or disability	1054	89	92	96
All Long	Has learning difficulty and/or disability	193	79	95	94
	No learning difficulty and/or disability	2242	85	90	95
All provision	Has learning difficulty and/or disability	219	79	94	84
	No learning difficulty and/or disability	4747	90	93	97

There are slight variations in achievement rates at curriculum area level between students with learning difficulties and/or disabilities however there are no discernible patterns, though in some curriculum areas the numbers are small for some groups.

When looking at specific learning difficulties and difficulties improvement is needed in achievement rates for those students with Asperger's Syndrome at 50% (10 students) and for those students with "other learning difficulties at 79% (88 students).



Foundation students continue to welcome staff and students to Seasons Café and provide an ‘on the road café’ in the local community.

Some examples of the work Foundations do with students with more complex needs are shown below in 2 case studies.

**Personalised behavioural strategies for a student with complex Social, Mental and Emotional Health**

*Student A entered their first year of college in Sept 2016. They presented with constant low level disruptive behaviour and communication barriers. Learning Support struggled to contain their behaviour both inside and outside of the classroom. The decision was taken to undertake a whole student approach, involving all members of staff in direct contact. Behaviour chart was used to provide non-verbal feedback on behaviour. Behaviour card was created to capture overall behaviour in each class. Regular updates were given to the parents. Student A was also trained on the use of the strategies. Result was a small but noticeable improvement of behaviour.*

**Cultural expectations unrealistic for student**

*Student B is in his final year of college on an employment based course. Parents have repeatedly tried to enrol him on a level 2 carpentry course however student B has profound learning difficulties and currently performs at entry level with support. He has limited communication and no independent processing/sequencing. Throughout the year the Foundations Department staff have been supporting his family to come to terms with his abilities now and job chances. The cultural expectation is for him to perform in a practical job decided by the family. Our role has involved supporting student B to identify a pathway that is realistic and achievable which he has done successfully.*

**Table 8: Performance of Students in Receipt of Additional Learning Support**

Group	Proportion of all receiving support in 2015/16	College Profile**	Vocational Achievement Rate for learners receiving support (%)	Vocational Achievement Rate for learners not receiving support (%)
Female	46%	38%	85%	88%
Male	54%	62%	78%	85%
Black and minority ethnic	19%	22%	77%	85%
White	81%	78%	82%	87%

*\*\*Profile is based further education students studying long qualifications*

The overall long vocational qualification achievement rate for students who receive additional learning support at 81% was 6% less than the 87% of their non-supported peers.

The vocational course achievement rate for our 26 students who were in or recently left care was 70% as compared with the 85% long qualification achievement rate.

### **Apprenticeships.**

In 2015/16 3% of our apprentices declared a learning difficulty and/or disability of which 53% achievement fully achieved their apprenticeship framework as compared to 81% of those who had no learning difficulty and/or disability.

### **Higher Education**

1% of our higher education students declared a learning difficulty and/or a disability. The in-year programme completion rate for those students with a learning difficulty and/or a disability on higher education courses was at 100% higher by than that for other students at 91%.

### **Student Value-Added**

Value-added is measured at the College for BTEC provision at level 3 using the ALPS value-added score. This measures the distance travelled by the students since starting at the college through to the completion of their course.

The overall score for the college in 2015-16 was 0.93 (ALPS 4) "very good". The ethnicity report shows that the value-added score was identical for "other" (ethnic) students and for white students at 0.93 or ALPS grade 4 denoting "very good", but the score for males was 0.89 (ALPS grade 5) "satisfactory to good" which was below females at 1.00 (ALPS grade 3) "excellent". The female ALPS score has exceeded the male score for the past three years.

### **Student Destinations**

Analysis of known actual sustained student destinations in 2016 for full-time further education students shows:

- Positive destinations for female students and those for male students are closely aligned at 93% and 95% respectively. A higher -proportion of female students progress on to employment (30%) than male students (23%), though male progression to further studies in further education or on an apprenticeship at 60% is higher than that for females at 50%. For non-trade subjects at level 3 a higher proportion of male students progress to higher education (39% against 28%).
- Positive destinations (those progressing on to either employment, education or training) for black and minority ethnic students are aligned with those for white students, at 94%. A higher proportion of level 3 black and minority ethnic students' progress to higher education (47% against 33%). However, for non-trade subjects at level 3 a higher proportion of white students progress to employment (27% against 16%).

### **Supporting Students**

The College offers various types of financial support schemes to students to assist those in lower socioeconomic groupings to participate and succeed on their programme. This support is used for travel, childcare, purchase of books, equipment, course visits and free meals.

In 2015/16 income assessed financial support was given to 415 16-18 year old further education and 69 further education students aged 19 and over. The profile given income assessed financial support was close to the College profile and can be seen in the table below, with black and

minority ethnic students, female students and those without learning difficulties or disabilities more likely to access funds than their counterparts.

**Table 9: Profile and Performance of Students Receiving Financial Support profile**

Group	Proportion of all receiving support in 2015/16	College Profile**	Vocational Achievement Rate for learners receiving support (%)	Vocational Achievement Rate for not receiving support (%)
Female	51%	38%	84%	88%
Male	49%	62%	81%	84%
Black and minority ethnic	22%	22%	75%	80%
White	78%	78%	78%	83%
Learning difficulty and/or disability	4%	4%	76%	79%
No learning difficulty and/or disability	96%	96%	83%	86%

*\*\*Profile is based further education students studying long qualifications*

The profile of different groups of students supported in 2015/16 is aligned closely to the student population though females and black and minority students are more likely to access support. For the second year running students in receipt of financial support did not perform as well as their peers who did not receive support with success rates of 83% and 86% respectively. Students who stayed to complete their course had the same pass rates as non-supported students of 93%. However, financial support is primarily to support the student to be able to remain on programme, and 89% of supported students remained on course to completion compared with 92% of unsupported students. It is difficult to establish the extent to which the financial support has had a positive impact as we do not know how many additional students might have dropped out were it not for the support.

### **Achievement of those in receipt of ALS compared to those without by age (long courses only, excluding English & Maths)**

#### With ALS support

Age	Leavers	Achievement	Retention	Pass
16 – 18	1,022	82%	89%	92%
19+	213	75%	95%	79%
All ages	1,235	81%	90%	90%

#### Without ALS support

Age	Leavers	Achievement	Retention	Pass
16 – 18	1,402	87%	93%	94%
19+	404	86%	89%	97%
All ages	1,806	87%	92%	94%

The College offers additional learning support to students in the form of learning support assistants, classroom assistants and learning support tutors. Support can be either one to one, small groups or in-class support.

In 2015/16 the achievement rates of supported students was in line with those not supported at 90% and 94% for all ages, however there is a significant difference for 19+ with and without support at 79% for supported v 97% for non-supported.

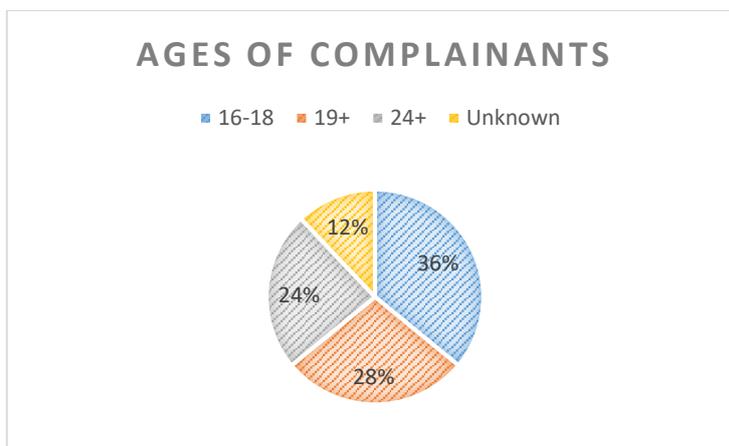
## Self-Assessment

As part of the College's self-assessment process each curriculum area analyses its students' performance by age group, gender, ethnicity and learning difficulty and/or disability status. Data is aggregated at level and duration of qualification, for example long level 2. If any concerns arise from this analysis then they are noted as areas for improvement and along with appropriate actions are included in the curriculum areas' improvement plans.

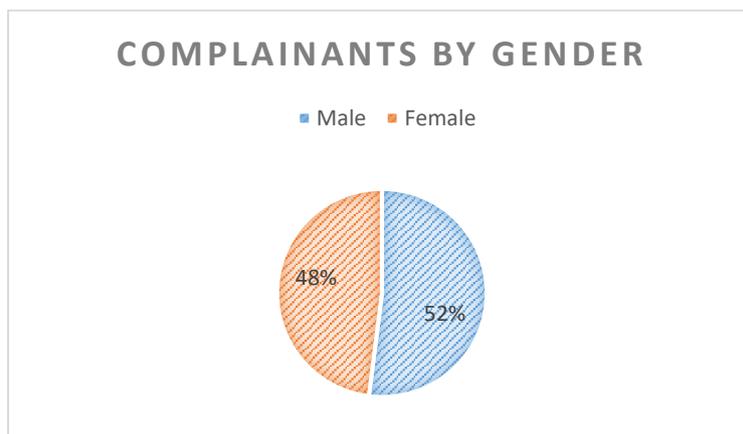
## Complaints

The College annually compares the profile of complaints against the College student profile (which includes all college provision). As the volume of complaints this year was small it does make it difficult to make a comparative representation 25 complaints from over 4500 students. The findings were as follows:

Of the 25 complainants 9 (36%) were aged between 16 -18; 7 (28%) were 19+; 6 (24%) were 24+ and 3 (12%) were unknown.



Of the 25 complaints 12 were female (48%) and 13 were male (52%)



Of the 25 complainants 4 had disclosed a disability (16%). Two of the complaints were regarding the college facilities which were upheld. Another was regarding progression to another course which was not upheld and the other complaint was regarding a lack of communication which was upheld.

Of the 25 complaints ethnicity was recorded as:

1(4%): Mixed - White and Black Caribbean: not upheld,  
1(4%): White-Other background: upheld  
2(8%): Asian British / Indian: both upheld  
8(32%): Unknown: 4 upheld, 1 not upheld and 3 for the wrong college  
13(52%): White-British: 6 not upheld, 2 partially upheld and 5 upheld

There were no complaints relating to matters of equality.

### **Formal Student Disciplinary**

A formal disciplinary is the final stage meeting before exclusion from college. There are a number of informal meetings that take place prior to a formal disciplinary, the purpose of these are support the student and try to change behaviour to ensure that they are successful on their course.

The College annually compares the profile of disciplinaries against the College student profile (provision delivered on-site only).

There were 15 formal disciplinary cases compared to 11 in 2014/15. The analysis are as follows:

#### **Gender**

11 - 73% Male  
4 - 27% Female

#### **Ethnicity**

66.66% - White British  
13.33% - Black British / Black African  
6.66% - Mixed (White/ Black Caribbean)  
6.66% - Asian (British/ Pakistani)  
6.66% - Other

#### **Disclosed learning difficulty / disability**

99% - none disclosed  
1% - disclosed

### **Promotion of Equality and Diversity**

The college has continued to strongly promote equality and diversity throughout its operations taking advantage of all opportunities including: during induction, in tutorials, using aspirational images and case studies around the College and on the website; virtual learning environment and "student desktop", in poster campaigns, celebratory events and the creation of the Nescot students' values with students participating in the process. The marketing team use imagery in their materials to promote widening participation, such as photographs of females engaged in a construction activity, and promote the successes of students.

## Employers

In 2015/16 our Employer Services team delivered equality and diversity certificated training to 93 individuals in 22 employers premises (12 in 2015/16) resulting in 83% achievement rate. The College entered into a partnership arrangement with ASTM – the Academy of Science, Technology and Mathematics based in Oldham and delivered over 290 qualifications at level 3 to students who are mainly from BME backgrounds to help individuals back to work with the majority either moving onto further study or employment.

## Impact Summary

- Increased participation by BME groups on FE provision to 24%; 22% 14/15; 20% 13/14; Epsom and Ewell demographic profile 14%
- Retention on long courses for students in receipt of financial support 91%, target 86%
- Overall retention of high needs students is in line with FE student body at 94%
- Performance between male and females continues to align at both 16 – 18 and 19+ years
- Performance between BME and white students achievement continues to align and above NA
- High framework success for 25+ year apprentices at 90%

## Areas for Improvement in 2016/17

Proposals for EDIMs for 2016/17 are provided below. Note that data excludes English & Maths qualifications:

- Retention rates for black and minority ethnic students aged 16-18 at long entry level: 81.3% for BME, 90.1% white.
- Pass rates for black and minority ethnic students aged 16-18 at long level 2: 79.3% for BME, 89.7% for white.
- Pass rates for male students aged 16-18 at long level 2: 82.9% male, 94.5% female.
- Pass rates for students aged 16-18 with learning difficulty and/or disability at long level 2: with 77.8%, without 88.2%.