



2020/21 Equality & Diversity Annual Report



All Included at Nescot

At Nescot, we're proud of our inclusive culture.

In summer 2021 Nescot refreshed its Equality and Diversity Policy by creating a one-page summary under the slogan 'All included at Nescot'. The summary is intended to bring the whole policy to life in a way that is accessible and relevant to the whole Nescot community.

We welcome and celebrate the differences between our students and staff: different backgrounds, different ambitions, different ways of thinking. Diversity makes our community stronger and our learning experiences richer.

We want you to be empowered to be yourself at Nescot, and we make sure that everyone here feels they belong.

We champion inclusivity and fairness under the Equality Act, which protects you from discrimination based on:

- Age
- Gender reassignment
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation

Your responsibility to others

As individuals at Nescot, our personal contribution is vital to creating a welcoming and inclusive culture. Each of us commits to listening to, respecting and learning from others.

In turn, our inclusive culture inspires us as individuals to try new things, speak openly and be bold.



A message from Frances Rutter, Principal

“Nescot relies on the unique contributions each member of our College makes. Your differences make us better. When we encourage and include everyone, we discover something new about ourselves and the world around us.”

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Introduction and background

This annual Equality and Diversity Report is for the academic year 2019/20 and reviews our progress with the equality objectives we published in the spring of 2018.

The college wants to make sure that the aspirations in our policy and schemes can be realised in practice. We have made sure that equality and diversity is integrated into the self-assessment process, and that impact measures, data and analysis are fully embedded in our quality improvement processes. This report also sets out some important aspects of Nescot's work to become a genuinely inclusive college.

The college's mission is:

“The college of choice for students, staff and employers.”

Key priorities

1. Outstanding teaching, learning and assessment, in an innovative, inspirational and safe environment
2. Continuing stability and growth
3. Helping our students to develop the skills, attitudes and qualifications they need to succeed at work
4. Engaged with employers and other organisations to offer courses and qualifications that are innovative, relevant and in-demand
5. Developing strong relationships with schools and community groups to give clear information, advice and guidance
6. To be an employer of choice

The local community and college profile

Nescot is committed to ensuring equality of opportunity for all who learn and work at the college. We respect and value differences in race, gender, sexual orientation, disability, religion or belief, and age. All forms of prejudice and discrimination are unacceptable and are not tolerated at the college. Our Equality and Diversity Group meets regularly to monitor progress against Equality and Diversity Impact Measures (EDIMs). The College's Equality and Diversity Policy is published on the College's website and staff intranet.

Curriculum departments frequently work with charities as part of their course. Examples include Computing students raising more than £700 for The Children's Trust by making and selling Christmas cards and holding a raffle. Hair and Beauty students organised a college-wide donation to Epsom and Ewell Foodbank. Animal Management students regularly raise funds for the Blue Cross, and Carpentry students made flower planters as part of Banstead Village in Bloom and a bench for Epsom Fire Station.

All departments embed equality and diversity themes into lessons. In Hair and Beauty all schemes of work refer to future customers' different cultures, characteristics of hair, and skin types and conditions to enrich the students' learning, knowledge and awareness. Customer care skills and consultations are an integral part of the course structure and include how students must adapt their consultation techniques according to their client.

In Care subjects, students on placements learn about different family groups and work in care homes and settings with a wide range of service users, some with very profound needs. This helps students to understand and work with society as a whole.

In Media subjects, students focus on under-represented actors, directors and writers, including females, and consider the impact that lack of representation through the media can have on society as a whole. Students worked with a renowned mental health foundation to make a film about football.

Students studying Music look at all forms of music and the influence, for example, of the history of black and gay culture in dance music. Performing Arts students devise and showcase plays considering social and cultural issues, from gender identity to bullying, mental health, race, class and sexuality. The students marked International Women's Day with a range of devised work as well as working on gender swaps for well-known literary, play and film character roles. A professional company also worked with students to deliver acting workshops about the refugee crisis.

In Construction, students learn about sustainability issues, inclusion, respect and the Modern Slavery Act.

Animal Management students made shoeboxes for Street Vets aimed at helping homeless people with dogs in the UK.



Lucy Raymondu

Lucy, a Level 3 Computing student, was among a handful of students to be shortlisted to represent the UK in the Huawei Global computing competition. Lucy said: "I was nervous about taking part at first, but preparing for this has been very exciting. It's like professional work, making sure you understand principles so you can implement them under pressure." Prior to studying at Nescot Lucy completed an ESOL (English for Speakers of Other Languages) at a London college, choosing to move on to computing at Nescot because of our strong reputation for computing courses.

Level 3 Computing

2020/21 Equality and Diversity Annual Report



Abraz

Sport student Abraz joined Nescot at Level 1, progressing through the levels over four years and then gaining a place at London South Bank University to student social work. Abraz has a Development Language Disorder, and praised the support he had from Nescot.

“The support from the teaching team and learning support assistants has been amazing,” he said. “They have ensured I can overcome any challenges on the course.”

Sport Science

In 2019/20 the College achieved six of its 10 performance equality and diversity impact measures and closed the gap on one (pass rates of adults with learning difficulties compared to those without).

The achievement of looked after students on long programmes widened, but there are very low numbers of students in this category. The gap also widened on the achievement between female and male apprentices, but this was due to Covid having a disproportionate effect on partners, including one partner hairdressing salon being closed.

The college makes sure that departments scrutinise achievement gaps and put their own actions in place. This means interventions are relevant, local and focused.

The College seeks to ensure that it meets its public sector equality duty to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not.

Summary of progress with the 2018/19 equality objectives

The College's equality objectives were agreed in March 2016. They are contained in the Equality & Diversity Statement and Objectives Plan for 2016 to 2020, and are published on the college's website. Our progress is set out in brief below, and a more detailed summary is in the Equality & Diversity Action Plan. Staff and student surveys also show high levels of satisfaction with Nescot's commitment to, and promotion, of equality and diversity.

Objective 1: Provide a welcoming and fully-accessible environment for all protected characteristics

How will success be measured?

- Increase the percentage of staff who feel able to be open about their identity
- Reduce complaints about access to the building
- Student and staff ethnicity meets or exceeds the local demographic profile
- Staff satisfaction rates with the working environment remain at or above 95%

Outcomes: Student and staff satisfaction rates remain high; student and staff ethnicity exceed local demographic.

Lift in Learning Resource Centre replaced at a cost of £72,000. Last year we carried out replacement pathways to help with accessibility in two phases. We are planning to replace the lift in the creative arts building this year at a cost of £62,000.

Status: Ongoing

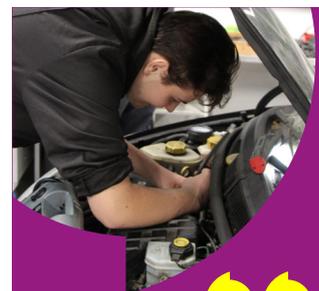
Objective 2: Ensure students perform and progress well, and take action to eliminate any gaps between groups

How will success be measured?

- Satisfaction rates of students from protected characteristics at or above 89%
- Achievement rate gaps do not exceed 5% for protected characteristics

Outcome: There were 10 achievement gaps focused on in 2019/20. Of these six were achieved. One was at 5% and the gap had closed. The gap widened in three areas, but there were clear mitigating circumstances for this, which are recorded in the college's self-assessment report for 2019/2020.

Status: Ongoing



British Values

Motor vehicle students devised their own British Values materials which are displayed in classrooms. They also delivered a remembrance presentation to recognise the service and sacrifice of all those that have defended freedoms and protected our way of life. The presentation includes service people from allied countries and the commonwealth that share British Values.

Motor Vehicle



Black History Month

Media, music and games design students undertook a project for the Black Education organisation during Black History Month. Students made a film to accompany a poem and music students applied a music soundtrack that originated from black music. Black Education then critiqued the students' work and also provided a virtual talk to students on 'Arts and Politics'. This project made students more aware of the 'Black Lives Matter' campaign and enriched their understanding of black history and culture.

**Media, Music & VFX,
Animation &
Games Design**

Objective 3: Ensure gender pay gaps are addressed

How will success be measured?

- We have a duty to report on the college's gender pay gap each year. This was suspended during 19/20 because of the pandemic, and was delayed in 20/21
- Targeted reduction in gender pay gaps identified
- Ensure promotion/recruitment opportunities are made known to all staff
- All vacancies advertised widely to attract a wide pool of applicants as possible

Outcome: A review of potential gender pay gaps is undertaken annually. At least one member of each recruitment panel is safer-recruitment trained. All staff vacancies are advertised internally and externally.

Status: Ongoing

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 at or above 85%
- Satisfaction with equality and diversity training for students
- Staff and student satisfaction with the college's work to promote a culture of good relations between diverse groups

Outcome: Satisfaction rates remain high from students and staff from protected characteristics. On the most recent on-programme survey there was 88% satisfaction with both equality and diversity questions (respect and working together).

Status: Ongoing

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 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 different feedback methods.

Status: Ongoing

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 celebrate the achievements of our diverse workforce and student population
- Faculty performance of student outturn is consistently and regularly reviewed with regards to equality and diversity

Outcome: There are annual celebratory events for FE and HE students and the college also participates in the annual SATRO awards for apprenticeships. In-person events were paused during 2019/20 due to Covid.

Marketing of students and staff on the college social media sites, website, prospectus and other printable marketing continues to celebrate our diverse workforce and student population.

Status: Ongoing



Equality & Diversity

The Performing Arts careers week in October 2020 explored several aspects of equality and diversity through workshops and talks. Level 3 students studied and performed 'Made in Dagenham' as their final major project and researched and discussed issues surrounding equal pay for women in the workplace. Students celebrated International Women's Day, undertaking gender swaps for well-known literary, play and film character roles. A professional company also worked with students to deliver acting workshops focusing on the experience of refugees.

Performing Arts



Hair & Beauty

Hairdressing students took part in an afro styling workshop hosted by an external hairdresser specialising in afro hair and techniques.

Hairdressing and media make up students took part in an online workshop on 'Drag Queen makeup' and their family members then volunteered to be made-up in drag.

In hair and beauty all schemes of work relate to different cultures, characteristics of skin types and conditions of ethnic backgrounds. Customer care skills and consultations are an inaugural part of the course structure and include how students must adapt their consultation techniques when talking to clients from different backgrounds.

Hairdressing, Beauty Therapy and Hair & Media Make-up

Workforce profile

The analysis highlights the following key strengths: -

Ethnicity – with 15% BME staff, the College's staffing profile continues to reflect a more diverse demographic than the local community (14.1%) and is in line with the national demographic, which includes Colleges in very diverse areas of the country (15%). We also have a very encouraging BME profile of Management, at 15%. Amongst teaching staff, we need to continue to ensure we attract teachers of different ethnicities so that we can offer a range of diverse role models for our students, where there is an overall student profile of 31% BME.

Gender – the gender balance has seen a substantial increase in females to 64% overall, and 55% of female teachers, compared to the national average of females in FE of 62%. This could be because, unlike other colleges, we have cleaning and nursery staff as part of our workforce, and these staff are predominately female. A total of 54% of management staff are female. This could be because we offer family-friendly flexible working and a nursery on-site.

Age – the college has a workforce which is balanced in age. The average age of teaching staff is 47, with 32% of teaching staff aged under 40, 15% aged 60 or over compared to 14% nationally, and 12% of support staff are under 30. The college has a strategy of succession planning, using more mature staff as experienced mentors and giving opportunities to young people to gain valuable work experience or take up apprenticeships.

Disability – the rate of Nescot staff who have declared a disability is 8% of all staff, 9% of teaching staff and 12% of management staff, which compared to the national average of 5% for all staff.

Applicants – Our recruitment strategy continues to be very successful in attracting interest from diverse backgrounds, with 43.3% of applications to jobs coming from and 39% of job offers being made to people of BME backgrounds.

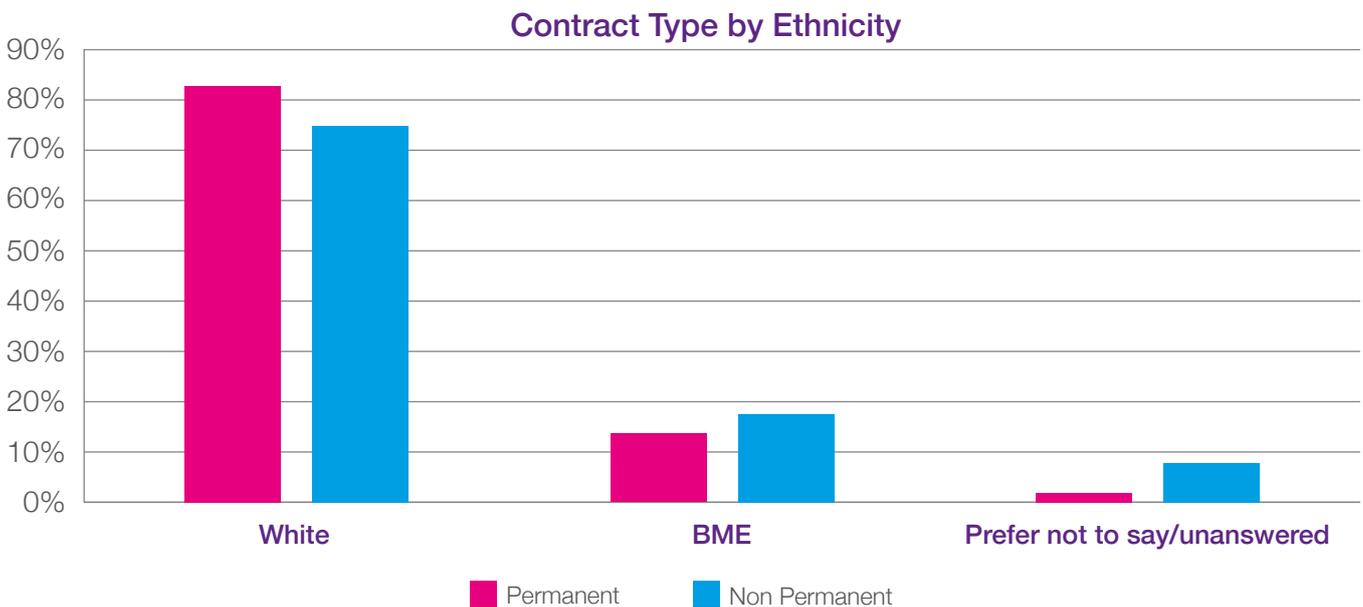
Ethnic profile – The college profile of staff from BME backgrounds remains consistent at 15%, which is the same as the national picture for FE staff and higher than the area demographic for Epsom and Ewell, which is 14.1% (ONS 2011 Census). The profile of our BME teaching staff is 12%, compared to the national average of 10%, and this continues to provide our students with positive role models in the classroom. There is excellent representation of BME staff in management at all levels at 15%, which compares well nationally to 10%, and positive levels of BME support staff at 16%. However, we consider our student profile as our true benchmark rather than the local demographic, so we do have some way to go towards meeting or exceeding this figure of 31%.



Ethnicity of staff 2018/19



Ethnicity of contract type 2018/19



Religion and belief profile

The college continues to collect data on staff according to belief (or non-belief) to ensure that we have enough information to support actions within our Equality Objectives for this protected characteristic. Disclosing a faith is voluntary, and of those who have chosen to declare their religion or belief, 38% are Christian (includes all Christian denominations), 4% have a religion other than Christian and 24% report as having no religion. We continue to promote multi-faith events and we provide a room on campus for prayer and reflection for all faiths and none.

Religious belief profile 2018/19



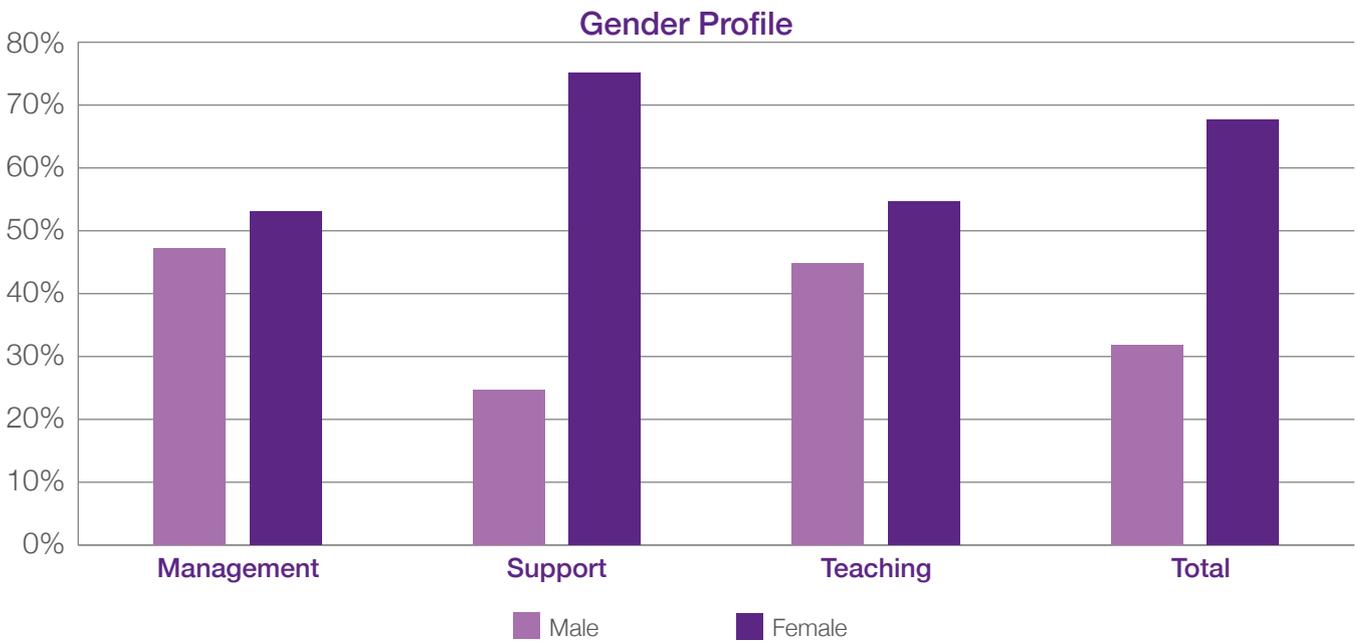
Gender profile

Nescot still continues to employ more female staff and this has further increased this year to 67%, female management staff has also greatly increased to 54% which is very encouraging.

The gender balance for teaching staff has now reduced slightly for males to 45%, which compares well to 45% female students, and is similar to nationally of which 53% are female teaching staff.

Our applicant data shows that we are not attracting as many male staff to apply for vacancies this could be because a high percentage of our vacancies are part time or sessional/casual.

Gender of staff 2018/19



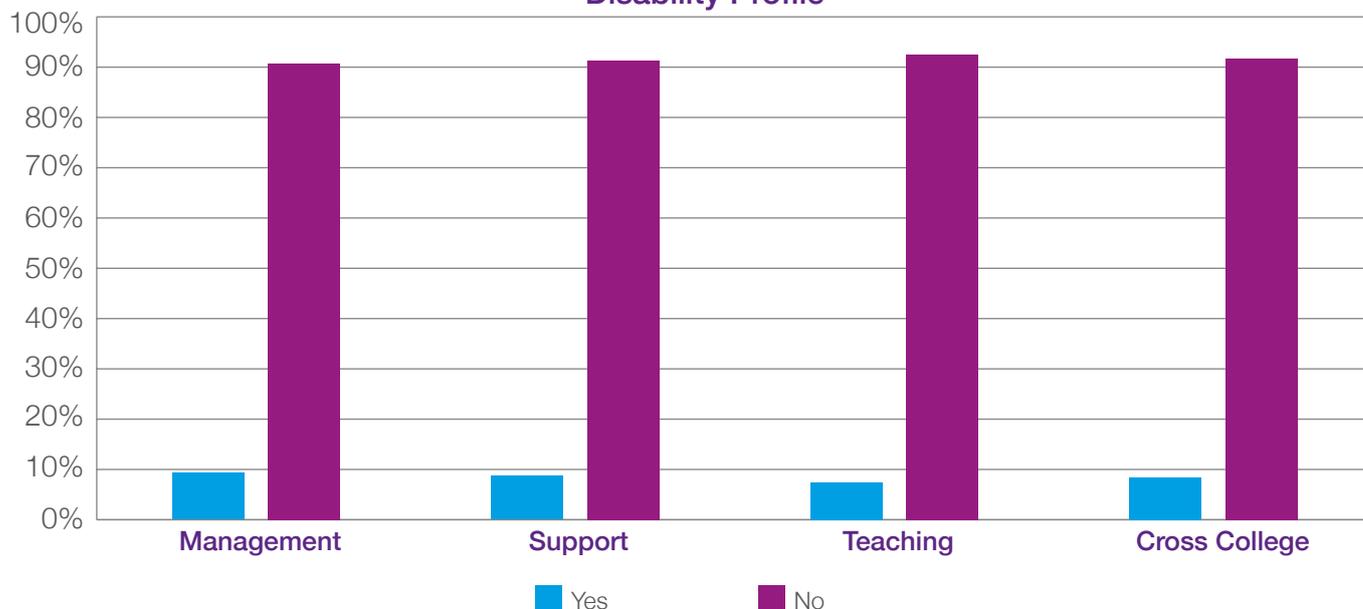
Disability profile

The College profile of staff who have declared a disability has remained excellent with 8% of all staff and 9% of teaching staff which is in line with the national average of 10% 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 2018/19

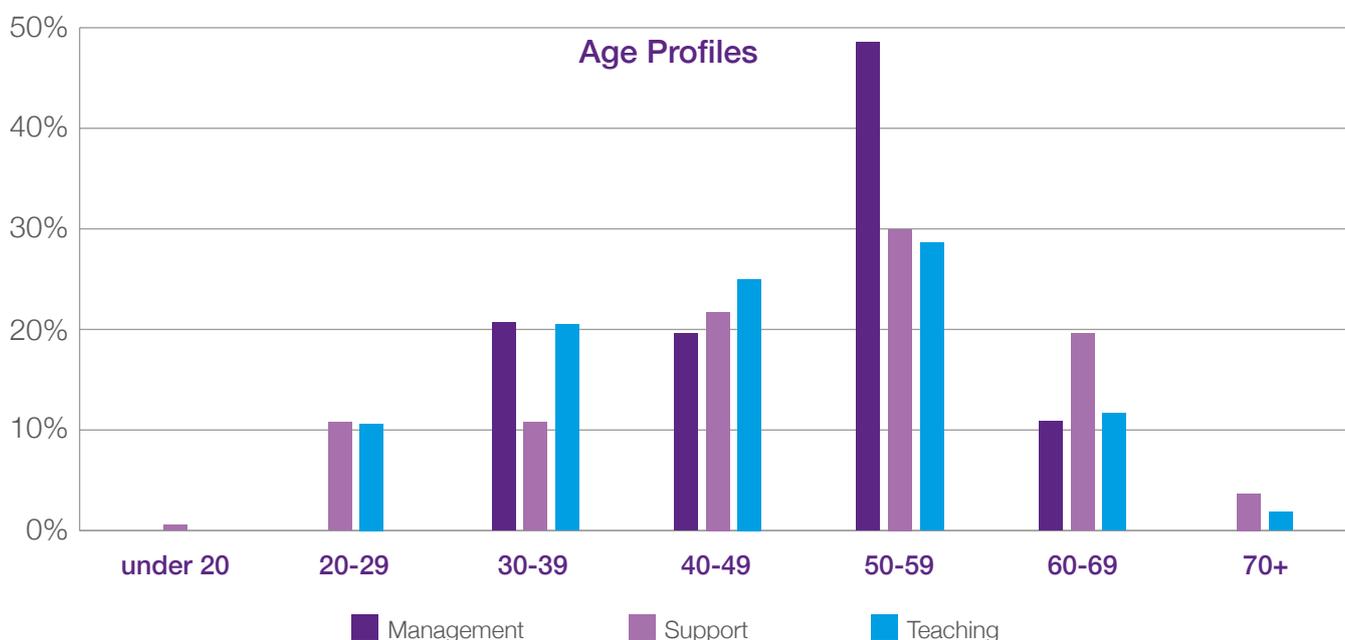
Disability Profile



Age profile

The median age of FE staff nationally is 47 years with our teachers at the College reflecting this. The average age of teachers at the College has increased slightly, from 46 to 47 years. The age distribution of staff at the College is very similar to nationally we have slightly higher percentage of under 29 year olds (12% compared to 11% nationally) and a lower percentage of 40 - 49 year olds 23% compared to 25% nationally, showing we are attracting younger staff which is good for succession planning and role models for students. We also have a higher percentage of 60 year olds 20% compared to 14% nationally showing we have a more flexible approach to supporting this age group in the workplace.

Age of staff 2018/19

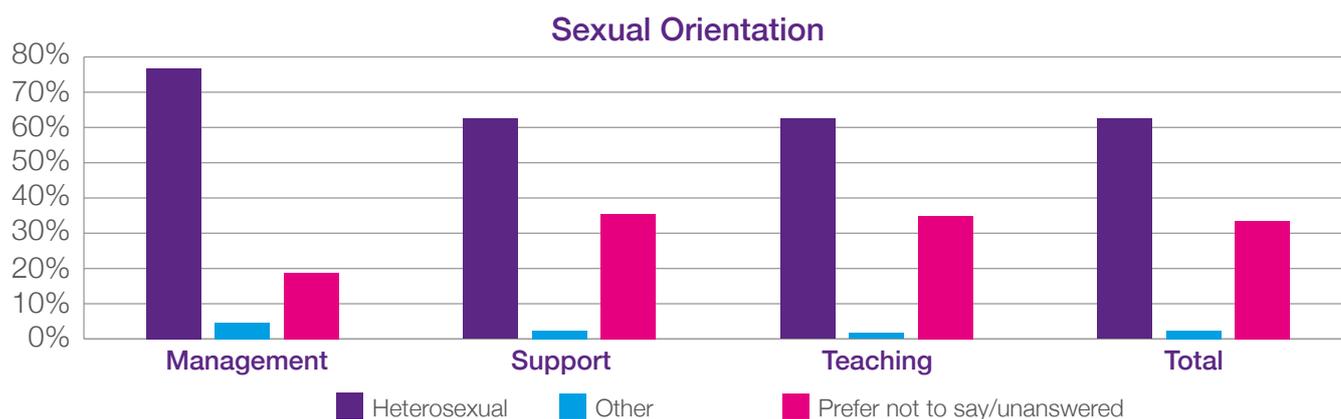


Sexual orientation profile

Sexual orientation is a protected characteristic, and the college has continued to collect this information 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.

There is an increase to 67% of staff who have declared this information, which shows staff feel 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, there is an increase to 3% of all staff and 2% of teaching staff who have identified as LGBT. This is the same as nationally of 3% for all staff. The College will now be working towards improving the data quality by encouraging more staff to complete this data.

Sexual orientation of staff 2018/19



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. 43.1% of our applicants were from BME backgrounds, which compares excellently with 15% nationally and 14.1% locally, which shows we attract applicants from a wider pool than the local and national population. 67.7% of applicants were female which continues an upward trend and

it is likely that females are attracted to the flexible hours we recruit for. An increase to 4.5% 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 that 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. 38.4% of offers accepted were from BME backgrounds, which is an increase on last year. 70.4% were female and 6.4% had disabilities, which show that the Colleges recruitment processes ensure recruitment is fair and equitable with access to all and continues the upward trend from previous years.

There were 122 new starters in 2018/19, 58 to permanent posts and 68 to temporary or fixed term posts such as sessional lecturers, maternity cover posts or casual short-term staff. Of these, 12% of staff appointed to permanent posts were from BME backgrounds, which compares positively with the staffing profile of all BME staff, which is 15%. 18% of staff appointed to temporary appointments were from BME backgrounds.

In terms of gender there has been an exceptional increase to 73% of the new permanent appointments are female which is much higher than 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. 23 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, which also shows the success of our apprenticeship programmes. We also gave opportunities to more mature applicants 40 of which were aged 50 or over. We show we attract younger than the national picture, for staff with the overall average age of new starters being 43 years.

Grievance and Disciplinary

Staff who submitted grievances in 2018/19 were predominately White and Female. Grievances and disciplinarys were within all age ranges. Informal and formal disciplinary processes were predominately for White Male staff. There were more Females than Males who went through these processes, which reflect our staff profile.



Autism

In July 2021 the Animal management department hosted students from the Apeer community interest programme, a group set up to support high functioning autistic girls. This was led by a former Nescot animal management student who is autistic and started her studies at level 1, finally graduating with a First Class Honours Degree. The event received very positive feedback. "I just wanted to say a massive thanks the team at NEScot for organising and running the session with us. Many of our girls experience anxiety and mental health challenges and some are currently not accessing education. We have been having to run most of our sessions online during the last 14 months, so although the girls and teens we support have been able to connect and share interests, it's really not been the same as being able to do this in real life.

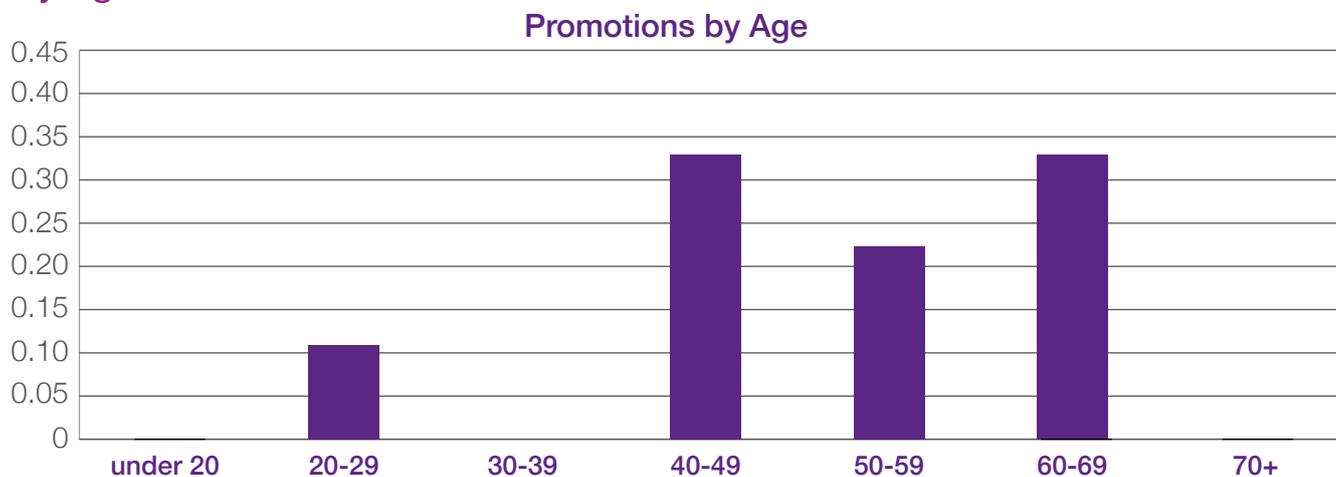
Animal Management

Staff Progression

Staff who were promoted during 2018/19 continue to be from all ages at the College but predominately from ages 40-49 and 60-69, this is a older cohort than the previous year. 56% of promoted staff were female. It remained the same as last year with 15% of promoted BME staff.

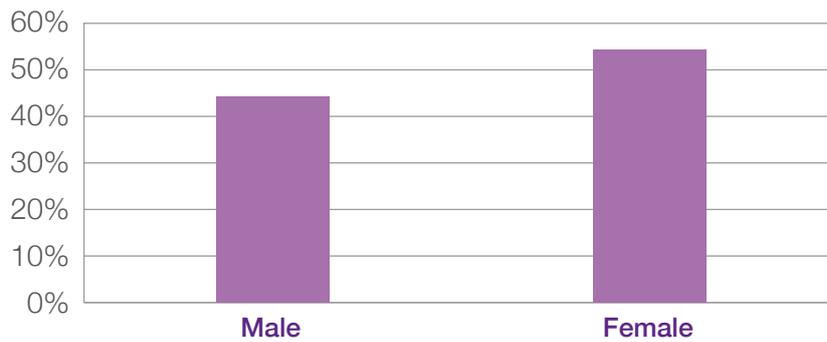
Promoted staff

By age



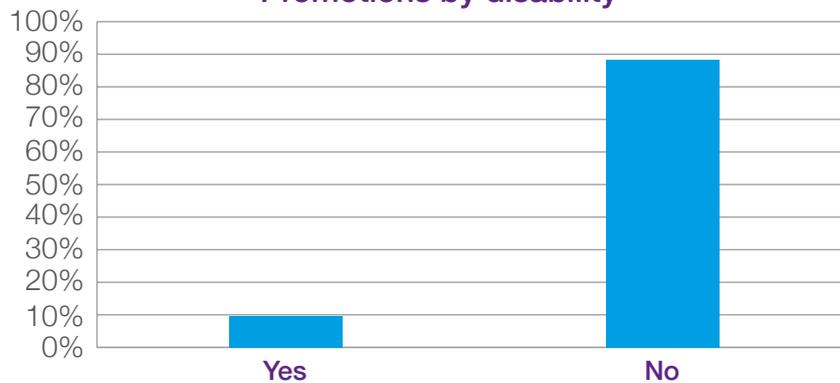
By gender

Promotions by Gender



By disability

Promotions by disability



Black History Month

During Black History Month, tutorials looked at key definitions, protected characteristics, social injustice and disadvantage. Students looked at people in industry who represent the diversity of characteristics and backgrounds. Students were asked which living person from history you most admire and why (persons representing diverse characteristics).

Equality & Diversity Outcomes 2021

Equality & Diversity Outcomes 2021	Outcome 19/20	Gap	Outcome 20/21	Gap	Achieved?
FE Retention: Males aged 16-18 on long level 2	94%	1%	92%	1%	YES
FE Retention: Females aged 16-18 on long level 2	93%		93%		
FE Pass: LDD aged 19+ on long provision	81%	5%	92%	4%	YES
FE Pass: Non-LDD aged 19+ on long provision	86%		88%		
FE Pass: BME aged 16-18 on long foundation level	83%	1%	74%	1%	YES
FE Pass: White aged 16-18 on long foundation level	84%		75%		
FE Pass: Students in receipt of free meals on long provision	87%	2%	93%	6%	NO gap widened
FE Pass: Students not in receipt of free meals on long provision	89%		87%		
FE Achievement: Looked after students on long provision	59%	22%	59%	26%	NO gap widened
FE Achievement: Not looked after students on long provision	81%		85%		
FE Pass: High Needs aged 19+ on long foundation level	81%	2%	82%	4%	NO gap widened
FE Pass: Non-high Needs aged 19+ on long foundation level	79%		88%		
HE Retention: Male students	93%	2%	82%	5%	NO gap widened
HE Retention: Female students	95%		87%		
HE Retention: BME students	92%	3%	71%	15%	NO gap widened
HE Retention: BME students	95%		86%		
Apprentice Achievement: Female apprentices (direct delivery)	43%	14%	60%	4%	YES
Apprentice Achievement: Male apprentices (direct delivery)	57%		64%		
Apprentice Achievement: BME apprentices (direct delivery)	11%	12%	55%	10%	NO but closing
Apprentice Achievement: White apprentices (direct delivery)	55%		65%		

Narrowing the Gap: Supporting Our Students to Achieve

North East Surrey College of Technology: Student Profile 2020/21

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

Chart 1 – Student Age Profile

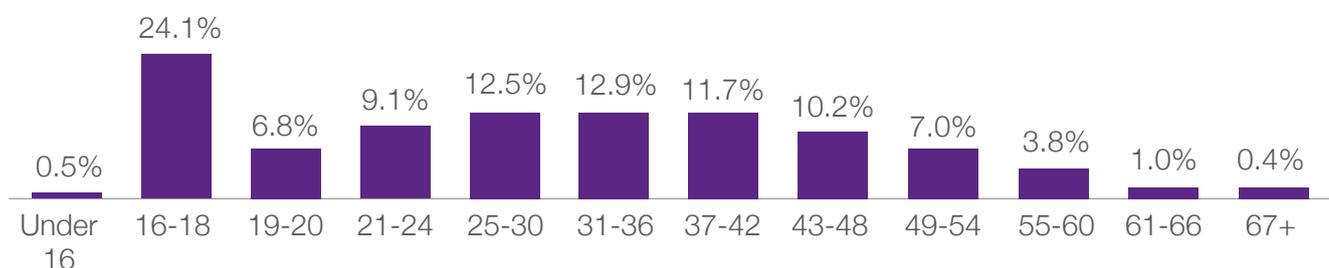


Chart 2 – Sex Profile

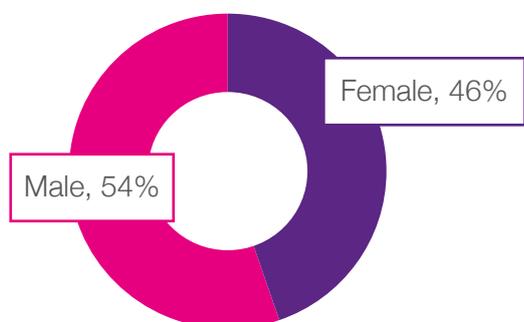


Chart 3 – Student Learning Difficulty and/or Disability Profile

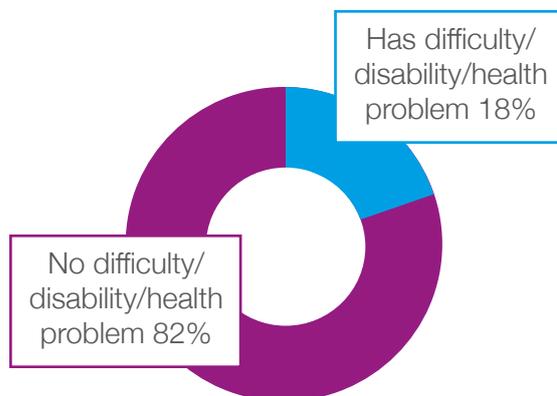
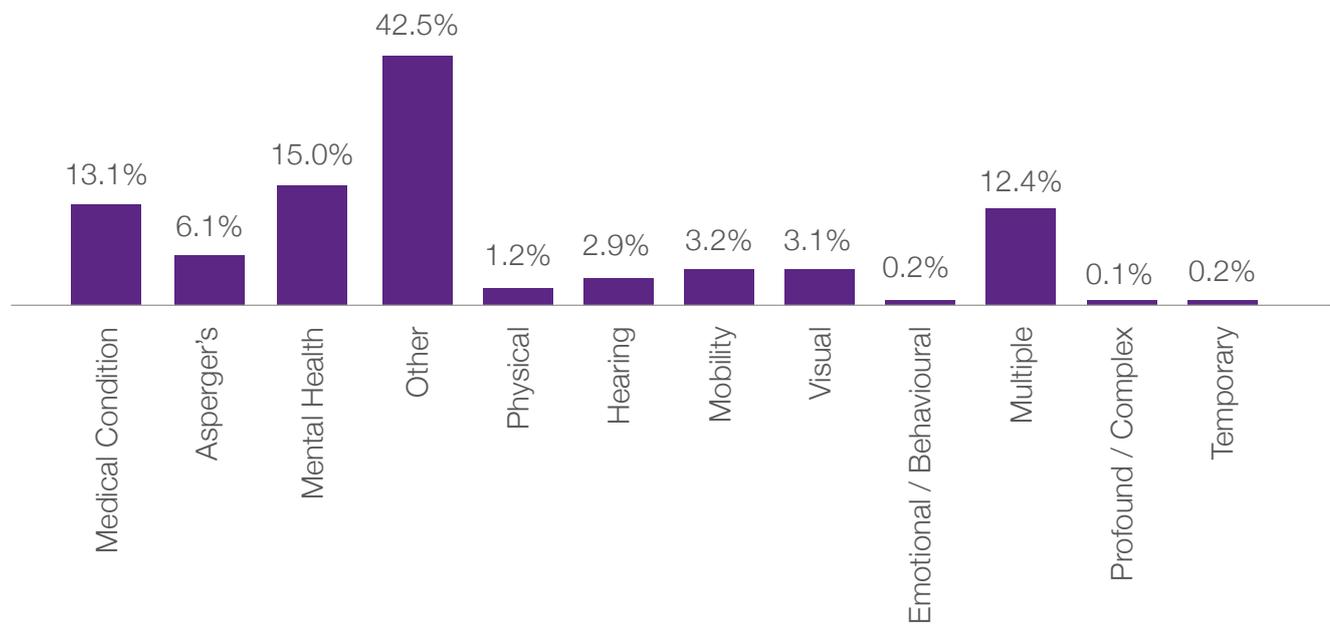
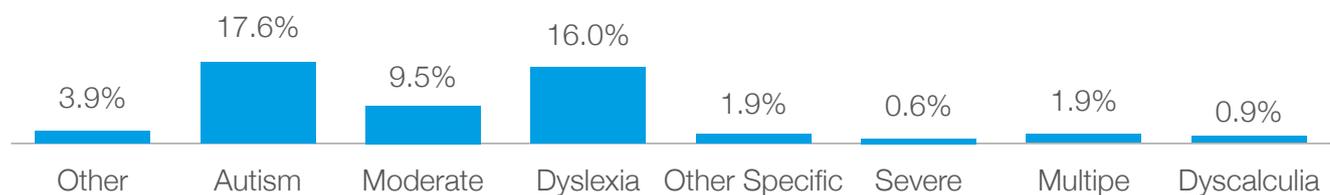


Chart 4 – Profile of Disabilities Declared by Disabled Students



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

Chart 5 – Profile of Learning Difficulties Declared by Disabled Students

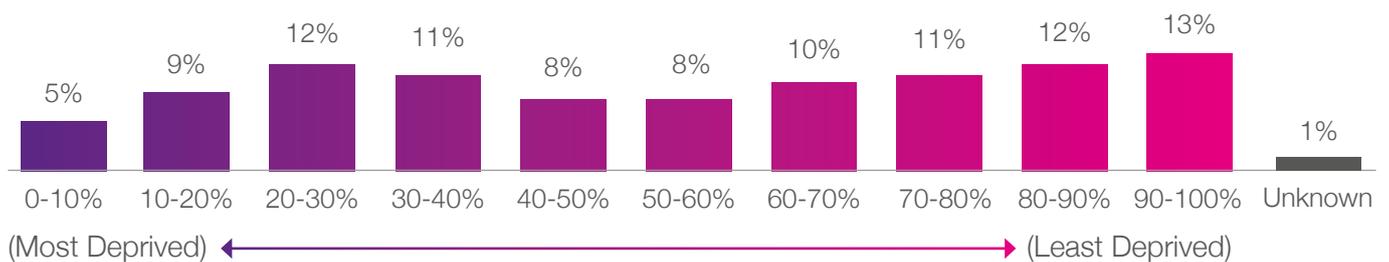


Note, the percentages above show the profile of the disabled population

Chart 6 – Student Ethnicity Profile

Ethnic Group	College	Epsom & Ewell	Surrey
		(2011 Census)	(2011 Census)
Bangladeshi	3.2%	0.4%	0.3%
Indian	2.0%	2.4%	1.8%
Pakistani	1.9%	1.0%	0.9%
Other Asian	2.4%	3.7%	1.7%
Black African	2.8%	0.9%	0.7%
Black Caribbean	1.7%	0.4%	0.3%
Black Other	0.9%	0.2%	0.1%
Chinese	0.3%	1.2%	0.8%
Mixed	2.9%	2.6%	2.1%
Any Other	7.1%	1.4%	0.8%
White	74.8%	85.9%	90.4%

Chart 7 – Student Profile by Home Postcode IMD Decile



Note, the IMD decile is a national measure of economic and social deprivation

Student Participation

Age and Sex

Table 1: Sex and age split 2018/19 to 2020/21 (all provision)

Sex	2018/19						2019/20						2020/21					
	U19	%	19+	%	All	%	U19	%	19+	%	All	%	U19	%	19+	%	All	%
Female	768	39	3451	47	4219	45	863	41	2748	46	3611	45	888	41	3170	48	4058	46
Male	1217	61	3941	53	5158	55	1254	59	3187	54	4441	55	1267	59	3418	52	4685	54

The proportion of female students to male students has seen a very small 1% increase from the previous year, with a total of 46%. This has been the result of an increase in female students by 447. Numbers of male students also increased by 244 from the previous year.

The proportion of male students under 19 years of age remained at 59%. The gap between older students over 19 years old has grown closer with 48% now female, an increase of 2% from 2019/20.

Table 2: Student age profile 2018/19 to 2020/21 (all provision)

Year	U16	16-18	19-24	25-30	31-36	37-42	43-48	49-54	55-60	61-66	67+
2020/21	0.5%	24.1%	15.9%	12.5%	12.9%	11.7%	10.2%	7.0%	3.8%	1.0%	0.4%
2019/20	0.5%	25.8%	18.6%	11.4%	11.9%	10.9%	9.1%	6.5%	3.6%	1.2%	0.5%
2018/19	0.4%	20.7%	17.2%	13.0%	12.2%	12.3%	9.8%	7.4%	4.3%	1.6%	0.9%

In 2020/21 the highest proportion of all students studying at the College continued to be the 16-18 age group (24.1%) followed by the 19-24 age group (15.9%) although both ranges saw a decrease from the previous year. In contrast, students aged 25-48 saw an increase of around 1% and students aged 49-60 saw a smaller increase. Students aged 61 and above saw a very slight decrease in proportion.

Female student participation remains low in the construction trade curriculum areas: Brickwork, Electrical Carpentry & Joinery, Motor Vehicle, Plastering and Plumbing. These curriculum areas which have been entirely staffed by males, apart from Plumbing and Electrical which each have one female member of staff, also employ female Progress Coaches to deliver tutorials.

Male participation remains low in the Beauty, Hairdressing, Early Years and Care curriculum areas. The Beauty curriculum area is staffed solely by females and the Care & Early Years curriculum area predominantly by females. As well as female teachers, the Hairdressing department also has a male teacher.

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 2020/21 35% of our apprentices were female and 65% male. This continues an increase in the proportion of female apprenticeship participation from previous years, with an increase of 4% from 2019/20. Of our higher education student population 55% of our higher education students were female and 45% male.

Ethnicity

Table 3: Ethnicity and age split 2018/19 to 2020/21 (all provision)

Ethnic Origin	2017/18						2018/19						2019/20					
	U19	%	19+	%	All	%	U19	%	19+	%	All	%	U19	%	19+	%	All	%
Asian	70	4	1343	18	1413	15	51	2	748	13	799	10	56	3	770	12	826	9
Black	87	4	545	7	632	7	94	4	362	6	456	6	98	5	380	6	478	6
Chinese	3	0.2	12	0.2	15	0.2	2	0.1	13	0.2	15	0.2	6	0.3	16	0.2	22	0.3
Mixed	116	6	306	4	422	5	93	4	113	2	206	2	113	5	144	2	257	3
Other	40	2	427	6	467	5	154	7	457	8	611	8	118	5	431	6	549	6
All BME	316	16	2633	36	2949	31	394	18	1693	29	2087	26	391	18	1741	26	2132	24
White	1669	84.1	4758	64	6427	69	1723	82	4240	71	5963	74	1739	81	4801	73	6540	75
Not provided	0	0	1	0.1	1	0.01	0	0	2	0.03	2	0.02	25	1	46	0.7	71	0.8

Black and minority ethnic students represented 24% of all students in 2020/21, a 2% decrease compared to 2019/20. Although this figure continues to decline, it still exceeds the local demographic for Epsom and Ewell at 14% (2011 Census). Black and minority ethnic students in 2020/21 represented 18% of 16-18 year old students and 26% of students aged 19 and over across all provision.

Black and minority ethnic participation on apprenticeship programmes in 2020/21 increased slightly from 15% to 16%.

In 2020/21 43% of our higher education students were from ethnic minorities and 57% were white. This represents a 19% increase for ethnic minority students from the previous year.

Students with learning difficulties and/or disabilities

Table 4: Learning difficulty and/or disability and age split 2018/19 to 2020/21 (all provision)

Group	2018/19						2019/20						2020/21					
	U19	%	19+	%	All	%	U19	%	19+	%	All	%	U19	%	19+	%	All	%
Has learning difficulty/disability	621	32	673	10	1294	15	902	43	772	13	1674	21	877	41	670	10	1547	18
No learning difficulty/disability	1296	68	6293	90	7589	85	1215	57	5163	87	6378	79	1278	59	5918	90	7196	82

The number of students aged under 19 declaring learning difficulties and/or disabilities in 2020/21 has declined slightly with the proportion at 41%.

Adult participation for students with learning difficulties and/or disabilities has also decreased slightly from 13% to 10%.

In 2020/21 the College enrolled 361 students who held Education, Health and Care Plans of which 154 had high needs.

In 2020/21 11% of our apprentices declared a learning difficulty and/or a disability, an 8% increase on the previous year, and 5% of our higher education students.



Deaf Awareness

One of our performing arts students is deaf and uses speech and British sign language to communicate.

There have been class discussions about deaf communication and culture and being deaf aware by making small changes like making eye contact, or being mindful of background noise. He was also lucky enough to meet Rose Ayling-Ellis, winner of Strictly Come Dancing, when she visited his Saturday performing arts school, Deafinitely Theatre, and was shown on BBC.

Performing Arts

Student Performance

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.

Our equality and diversity performance targets for students are essential 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 2020/21 targets were focused on attendance and monitored within the Equality & Diversity Task Group meetings. 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.

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. The retention rate is the percentage of students who completed out of all those who started and the pass rate is the percentage of students who passed out of those who completed. 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.

Sex

Further Education

Headline vocational qualification achievement rates (excludes English & Maths) have increased with female and male achievement both at 87%. This signifies a 2% improvement for female students and 5% for male students from last year.

For long vocational qualifications there is now a slight difference in achievement rates, with females at 83% and males at 84%. Both male and female achievement were at 77% in the previous year so this represents a significant increase for both.

There are slight variations in achievement rates at curriculum area level between students of different sexes, however there are no discernible patterns aside from variations in Sport and Public Services where female achievement rates are 6% higher than those for males.

At both long level 1 and 3 male and female achievement rates are identical at both 86% and 84% respectively. However, a difference was seen at long level 2, with female achievement at 90% and male at 81%. Overall, females have seen an increase on achievement rates at level 2 and 3 on last year, most significantly at level 2 with an increase of 25%. However, at level 1 there was an 8% decrease from the previous year. Males saw an increase at each level from 2019/20, the most significant at level 3 with a 13% improvement.



Table 5: Further Education Vocational Qualification Performance 2020/21 by Sex and Qualification Level

Level	Sex	Leavers	Achievement Rates	Retention Rates	Pass Rates
			College %	College %	College %
Entry	Female	33	97%	100%	97%
	Male	81	89%	100%	89%
Long 1	Female	158	86%	91%	94%
	Male	234	86%	90%	95%
Long 2	Female	467	90%	93%	97%
	Male	454	81%	90%	91%
Long 3	Female	377	84%	88%	96%
	Male	434	84%	87%	97%
All Long	Female	1,044	83%	94%	88%
	Male	1,208	84%	93%	90%
All provision	Female	2,850	87%	96%	91%
	Male	2,555	87%	96%	91%



Cultural Awareness

In media, students study female directors and writers with a focus on the appreciation of BME actors and writers and directors. Cultural awareness is studied through different genres including films written and performed in different languages. In music, students look at the influence and history of black and gay culture.

Creative Media

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% were slightly lower than those for males at 66%. The proportion of females aged 16-18 that achieved GCSE English at grades A*-C was 39% compared to their male counterparts with 51%.

Achievement rates for female students aged 16-18 years for functional skills in mathematics at 40% were lower than those for males at 49%. The proportion of males aged 16-18 achieve GCSE Mathematics at grades A*-C was higher than their female counterparts, 42% against 29%.

Apprenticeships

The overall achievement rate for female apprentices was 60% and 64% for male apprentices. This represents a significant increase for female apprentices, up by 17% from 2019/20. Male apprentices saw a small drop by 4% from the previous year.

Higher Education

The achievement rate for female students was at 62%, higher by 10% than that for male students at 52%.

Ethnicity

Further Education

The overall vocational subject achievement rate for black and minority ethnic students at 85% was slightly lower than that of white students at 87%. Achievement rates for long vocational qualifications show a 6% gap, with black and minority ethnic students achieving 78% and white students 84%. This small difference in achievement rate has continued from last year where black and minority ethnic students had achieved slightly lower results than those of white students.

At entry level black and minority ethnic students saw a slightly higher achievement rate compared to white students at 94% and 93% respectively. For long level 1 the achievement rates are again very similar, however there was a 14% increase at levels 2 and 3 for white students compared to black and minority ethnic students.

Table 6: Vocational Course Performance 2020/21 by Ethnicity and Qualification Level

Level	Ethnicity	Leavers	Achievement Rates	Retention Rates	Pass Rates
			College %	College %	College %
Entry	Black & minority ethnic	32	94%	100%	94%
	White	82	93%	100%	93%
Long 1	Black & minority ethnic	94	84%	89%	94%
	White	298	86%	91%	95%
Long 2	Black & minority ethnic	181	74%	89%	82%
	White	740	88%	92%	95%
Long 3	Black & minority ethnic	152	72%	75%	97%
	White	659	86%	89%	97%
All Long	Black & minority ethnic	460	78%	88%	89%
	White	1,792	84%	94%	90%
All provision	Black & minority ethnic	1,510	85%	92%	92%
	White	3,895	87%	96%	91%

There are some variations in achievement rates at academic curriculum area level between black and minority ethnic students. In 15 out of 37 curriculum departments black and minority ethnic student achievements are higher than those for their white peers, in two they are the same and in 20 achievement rates for white students are higher.



Placements

In care and early years, student on placements learn about different family groups, working in care homes and care settings, working with a wide range of service users, client groups, some with very profound needs. This helps students to understand and work with society in the whole.

Care & Early Years

English & Mathematics

The performance of black and minority ethnic students aged 16-18 years for functional skills in English, with an achievement rate of 72%, was slightly higher than that of white students at 70%. There was also a small difference with students aged 16-18 years achieving grades at C or higher for GCSE English, with 33% for black and minority ethnic achievement compared to 35% for white students.

The performance for black and minority ethnic students aged 16-18 years for functional skills in mathematics, with an achievement rate of 65%, was higher than that for white students at 63%. Similarly, black and minority ethnic students aged 16-18 years who achieved grades at C or higher for GCSE Mathematics achieved a higher rate at 41% compared to white students at 34%.

Apprenticeships

The overall achievement rate for black and minority ethnic apprentices was 55% and 65% for white apprentices. This was an 8% drop for black and minority ethnic apprentices from 2019/20 and a 10% increase for white apprentices from the previous year.

Higher Education

The achievement rate for black and minority ethnic students on higher education courses was at 52%, lower by 8% than that for white students at 60%.

Learning Difficulty/Disability

Further Education

The headline vocational qualification achievement rate for students with learning difficulties and/or disabilities at 80% is lower than that for students without learning difficulties and/or disabilities at 88%. At long level 1 students without learning difficulties and/or disabilities had an achievement rate of 89%, 5% higher than students with learning difficulties and/

or disabilities. Students with learning difficulties and/or disabilities achieved higher rates at long levels 2 and 3 compared to students without learning difficulties and/or disabilities. The biggest difference was found at long level 2 with 90% achievement rates for students with learning difficulties and/or disabilities compared to 83% for students without learning difficulties and/or disabilities.

Table 7: Vocational Course Performance 2018/19 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	112	91%	100%	91%
	No learning difficulty and/or disability	2	100%	100%	100%
Long 1	Has learning difficulty and/or disability	230	84%	89%	94%
	No learning difficulty and/or disability	162	89%	93%	96%
Long 2	Has learning difficulty and/or disability	320	90%	94%	96%
	No learning difficulty and/or disability	601	83%	90%	93%
Long 3	Has learning difficulty and/or disability	281	85%	89%	96%
	No learning difficulty and/or disability	530	83%	86%	97%
All Long	Has learning difficulty and/or disability	945	80%	94%	86%
	No learning difficulty and/or disability	1,307	84%	94%	90%
All provision	Has learning difficulty and/or disability	1,443	80%	96%	84%
	No learning difficulty and/or disability	3,962	88%	96%	93%

When looking at specific disability groups, those students who had mental health problems had the lowest achievement rate at 79%. This would have been particularly exacerbated due to the pandemic and successive lockdowns. Likewise, for those with learning difficulties, those declaring dyslexia had the lowest achievement rate for that group, with 77%. This is compared to an achievement rate of 87% for those students without a disability or learning difficulty or those who did not declare one at enrolment.

Students with high needs had an overall (including English and Maths) achievement rate of 81% and achievement of their core vocational qualifications of 93%.

English & Mathematics

The performance for students aged 16-18 years declaring a learning difficulty and/or disability for functional skills in English with an achievement rate of 54% was 22% lower than that for other students at 76%. Of the students aged 16-18 years declaring a learning difficulty and/or disability, 50% achieved grades at C or higher for GCSE English, which was higher than the 40% for other students.

The performance for students aged 16-18 years declaring a learning difficulty and/or disability for functional skills in mathematics with an achievement rate of 42% was only 6% lower than that for other students at 48%. Of the students aged 16-18 years declaring a learning difficulty and/or disability, 33% achieved grades at C or higher for GCSE mathematics, which was lower than the 37% for other students.

Apprenticeships

There were 33 apprentices in the cohort who had declared a disability and/or learning difficulty, a significant increase on 11 from the previous year. The overall achievement rate for apprentices declaring a learning difficulty and/or disability was 56% and 64% for those without a learning difficulty and/or disability. This was a 3% increase from 2019/20 for both groups.

Higher Education

There were 53 students in the cohort who had declared a disability and/or learning difficulty. The achievement rate for students declaring a learning difficulty and/or disability on higher education courses was 76% and higher than those without a learning difficulty and/or disability at 56%.

Additional Learning Support

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. 422 further education students received additional learning support in 2019/20.

Table 8: Performance of Students in Receipt of Additional Learning Support (long courses only)

Group	Proportion of all receiving support in 2019/20	College Profile**	Long course overall achievement rate for learners receiving support (%)	Long course overall achievement rate for learners not receiving support (%)	Long course vocational achievement rate for learners receiving support (%)	Long course vocational achievement rate for learners not receiving support (%)
Female	32%	41%	79%	83%	96%	82%
Male	68%	59%	79%	81%	91%	80%
Black and minority ethnic	22%	20%	84%	78%	92%	73%
White	78%	80%	77%	83%	90%	85%

**Profile is based further education students studying long qualifications

We can see from the data table that those students receiving learner support (aside from black and minority ethnic students) did not overall achieve as well as those not requiring support. However, when you exclude English and maths achievements and solely look at vocational qualification achievement, then those achieving highest were those students receiving learning support. We can conclude that it is the English and maths subjects that students in the supported group struggle with.

The overall long vocational qualification achievement rate for students who receive additional learning support at 93% was 12% higher than the 81% of their non-supported peers. This gives us confidence in the positive impact of the support being provided.

Student Destinations

Analysis of known actual sustained student destinations in 2021 for full-time further education students shows:

- Positive destinations (those progressing on to either employment, education or training) for female students, at 94%, was higher than that for male students at 92%. A slightly higher proportion of female students (23%) progressed on to employment (including apprenticeships) than male students (21%). However, a similar proportion of male students (68%) continued in education as female students (69%), although 15% of female students continued into higher education compared with 11% of males.
- Positive destinations (those progressing on to either employment, education or training) for black and minority ethnic students, at 93%, was aligned to white students, also at 93%. However, a significantly lower proportion of black and ethnic minority students (14%) progressed on to employment (including apprenticeships) than white students (24%). 76% of black and minority ethnic students continued in education compared with 67% of white students, though entry to higher education was aligned at 12% and 13% respectively.

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 2020/21 income assessed financial support was given to 336 16-18 year olds in further education and 76 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 white, female students more likely to access funds than their counterparts. A higher proportion of students with learning difficulties or disabilities, by 18%, required support compared to students with no learning difficulties or disabilities.



Women in Games

Creative arts students have undertaken work with the Lucy Rayner charity to create promotional materials which promotes mental health amongst young people. Media and games students worked with Women in Games Charity and a female concept artist for Mediatonic. Female games students were given a mentor from Women in Games in order to help them feel safe and comfortable in a male-dominated industry.

Creative Arts

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

Group	Proportion of all receiving support in 2020/21	College Profile**	Long course overall achievement rate for learners receiving support (%)	Long course overall achievement rate for learners not receiving support (%)
Female	58%	41%	82%	80%
Male	42%	59%	79%	79%
Black and minority ethnic	23%	20%	83%	73%
White	77%	80%	80%	81%
Learning difficulty and/or disability	59%	42%	81%	78%
No learning difficulty and/or disability	41%	58%	81%	81%

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

In 2020/21 the achievement rates of supported students was at 81%, slightly higher than that of students not financially supported at 79%. This similarity can be seen when looking at divided groups. Male students receiving financial support had the same achievement rate of 79% as those without support. Female students with support achieved a 2% increase on those without. Those students with support with both a learning difficulty and/or disability and without a learning difficulty and/or disability also achieved the same level at 81%.

White students receiving financial support had an achievement rate only 1% lower than those not receiving support. Conversely, black and minority ethnic students had an achievement rate 10% higher than their counterparts not receiving financial support.

Financial support is primarily to support the student to be able to remain on programme, and 93% of supported students enrolled on long programmes remained on course to completion compared with 90% of unsupported students. Students from more disadvantaged backgrounds are more at risk of withdrawal from the course due to financial reasons. So we can conclude that the financial support has had a positive impact for these students. We can also conclude that receiving financial support had a lesser impact on white male students' final achievement.

Students in receipt of free meals support attained the achievement level rate 82%, slightly higher than those not in receipt of free meals with an achievement level of 79%.



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