



2018 Equality and Diversity Annual Report

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Introduction and background

This annual Equality and Diversity Report is for the academic year 2017/18 and reviews our progress with the equality objectives we published in the spring of 2017 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:

“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 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 308th 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 BME ethnic population of students at Nescot in 2016/17 was 32%, a 8% increase on 2015/16 which is higher than the local population profile.

The college profile of staff from BME backgrounds has increased to 17% and compares favourably to the national picture for FE staff of 14%. This continues to be an action to be improved to eventually achieve a profile in line with the overall student cohort.

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 calendar of events that actively promote equality and diversity including Black History month. Displays and activities around Armistice and votes for Women for example, take place. In addition the college fully embeds equality and diversity themes into its tutorial programme for students. A guest speaker programme underpins all of this.

Specific themed event examples include LGBTQ and Diwali events, in which food was prepared and served to celebrate the festival of light. In addition to promoting LGBTQ, we now host a weekly drop-in session to discuss issues, concerns and to help students to meet each other.

A free STI testing and information event was held in the student canteen, which was provided through the college nurse.

The college's Sports department runs regular events to raise awareness of Sport Relief and to raise money for charity.

Departments frequently adopt charities as part of their coursework to focus fundraising activities. Some examples include computing students linking with the Children's Trust at Tadworth and raising over £700 by making and selling Christmas cards and holding a raffle. Hair and beauty students organised a college-wide donation to the 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.

Summary of progress with the 2016/17 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 are 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. £50,000 has been invested in the estate to improve accessibility around the campus.

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 remains high and above 89%
- Achievement rate gaps do not exceed 5% for protected characteristics

Outcome: There were 7 achievement gaps in 2016/17 that exceed 5%, which the college will monitor and seek to improve. Analysis of student satisfaction by mode of study, ethnicity and gender did not reveal any significant trends. However, older students, gave higher satisfaction ratings than the 16 to 18-year-olds.

Status: Ongoing

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 year's 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 online.

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 high at 85%
- 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%.

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 more feedback methods.

Status: Ongoing

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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
- Faculty performance of student outturns 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. There is a staff awards presentation at the end of the Autumn term 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.

Status: Ongoing

Outturn position for areas for improvement from annual report 2017

Area for improvement	Outcome 15/16	Outcome 16/17	Achieved?
FE Retention rates for black and minority ethnic students aged 16-18 at long entry level	81%	89%	YES
FE Retention rates for white students aged 16-18 at long entry level	90%	89%	
FE Pass rates for black and minority ethnic students aged 16-18 at long level 2	79%	93%	YES
FE Pass rates for white students aged 16-18 at long level 2	90%	91%	
FE Pass rates for male students aged 16-18 at long level 2	83%	91%	YES
FE Pass rates for female students aged 16-18 at long level 2	95%	92%	
FE Pass rates for students aged 16-18 with learning difficulty and/or disability at long level 2	78%	85%	NO
FE Pass rates for students aged 16-18 without learning difficulty and/or disability at long level 2	88%	93%	

Workforce profile

The analysis highlights the following key strengths: -

Ethnicity – with 17% BME staff, the college's staffing profile continues on an upward trend 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 (14 %). We also have a very encouraging BME profile of management at 22% which compares very favourably with the national profile of 9%. This also contrasts positively with the overall student profile of an increase to 32% BME. Amongst teaching staff we need to continue to ensure we attract teachers of ethnicity so that we continue to increase our 16% which is on benchmark for 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. Overall the college gender balance has changed slightly to an increase of females to 63% and a decrease of males to 37%. This is in line with national trends. Encouragingly, management staff are 50/50 male/female.

Age – the colleges strategy of succession planning and giving opportunities to young people to gain valuable work experience or take up apprenticeships has resulted in the college continuing an upward trend with a positive young profile of 35% of teaching staff below age 40 and 16% of all support staff remain aged under 30. Mixed with the experience and mentoring skills of more mature role models for teaching staff of 40% aged 50 and over, which is the same as nationally, this gives a positive balanced aged workforce and a slightly younger teaching workforce than the average age nationally (45 years v 46 years). We mirror the national picture, with 40% of teaching staff who are aged 50 or older.

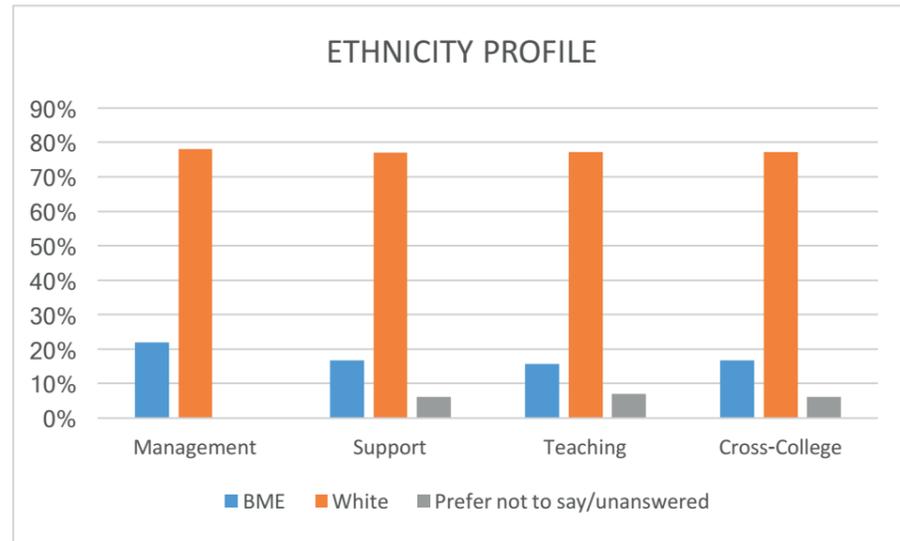
Disability – the college has continued to keep a good ratio of disabled staff, with an increase to 8% of all staff, 8% of all teaching staff and 16% of management staff who have declared a disability. This continues to exceptionally exceed the national average of 6% for all staff.

Applicants – Our recruitment strategy continues to be very successful in attracting interest from diverse backgrounds with a considerable increase to 45.4% of all applicants coming from BMEs of which 38.5% of all offers accepted were from BME backgrounds.

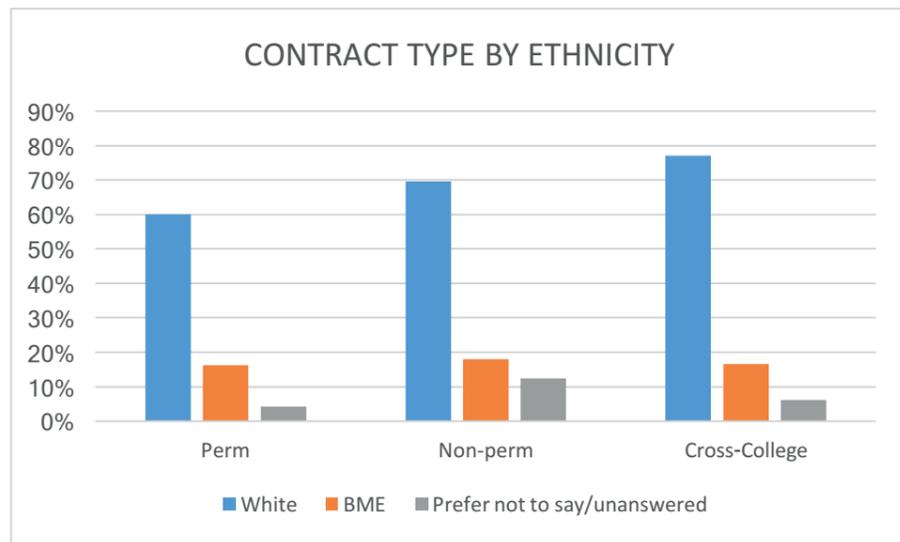
Ethnic profile – The college profile of staff from BME backgrounds has increased to 17% and compares favourably to the national picture for FE staff of 14%. This continues to be an action to be improved to eventually achieve a profile in line with the overall student cohort which has increased to 32% as we consider our student profile as our true benchmark rather than the local. 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 16% which is encouraging and is in line with national benchmarks 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 22%. There also remain positive levels of BME support staff which has increased to 17%.

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Ethnicity of staff 2016/17

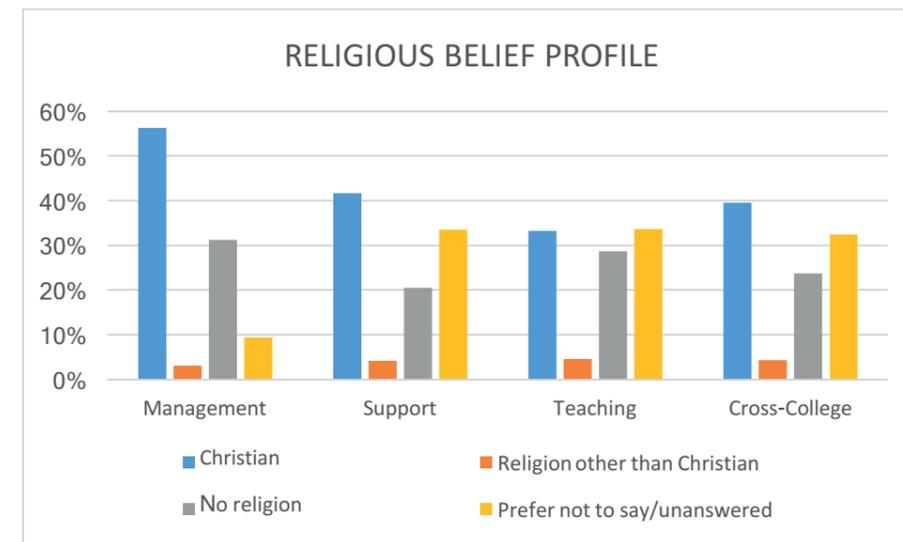


Ethnicity of Staff by contract type 2016/17



Religious belief profile 2016/17

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. Of those who have chosen to declare their religion and belief, 40% are Christian (includes all Christian denominations), 4% have a religion other than Christian and 24% 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.



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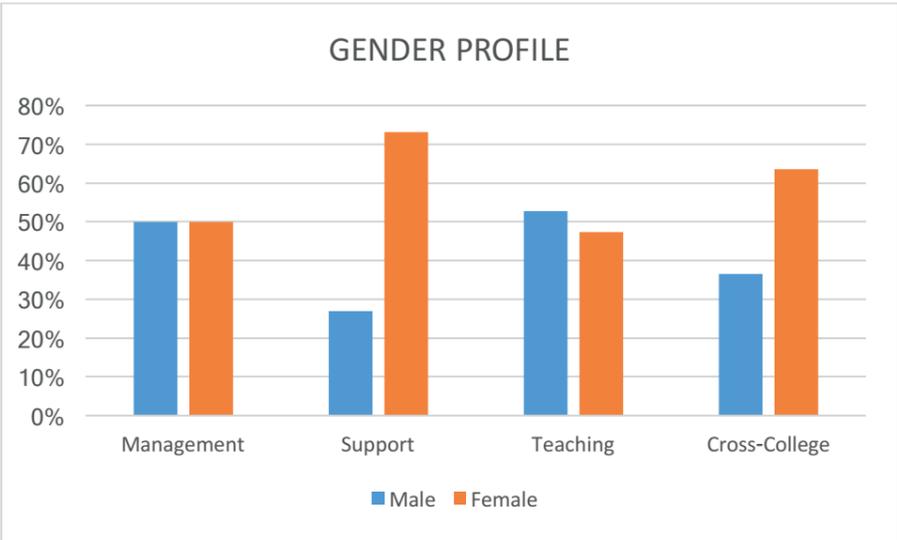
Gender profile

Nescot still continues to employ more female staff. 50% of managers are now female, which is very encouraging.

The gender balance for teaching staff is now virtually equal with 47% female staff, which is a slight increase from when last reported, and compares well with a decrease to 42% of female students. It is also more balanced than the national picture, in which 58% of teaching staff are female.

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

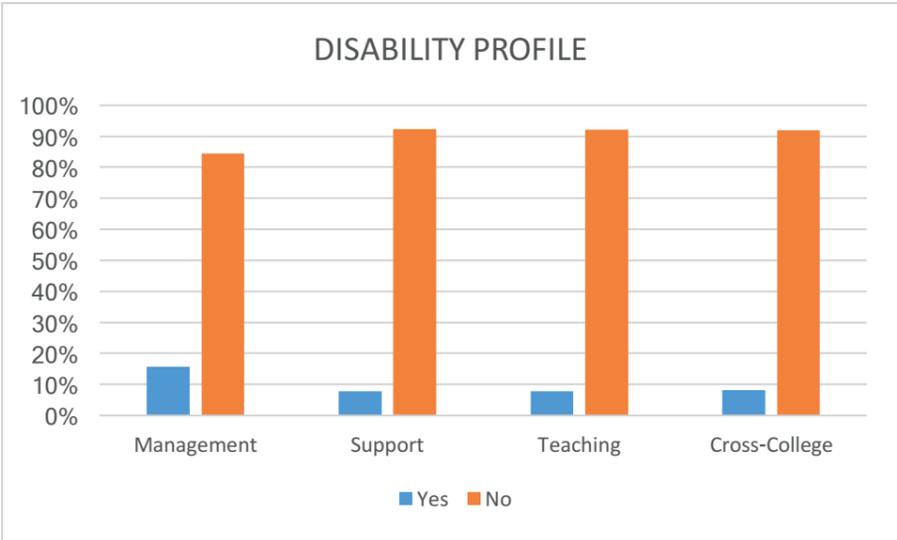
Gender of staff 2016/17



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 6% 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 have assisted in low rates of sickness across the college.

Disability of staff 2016/17

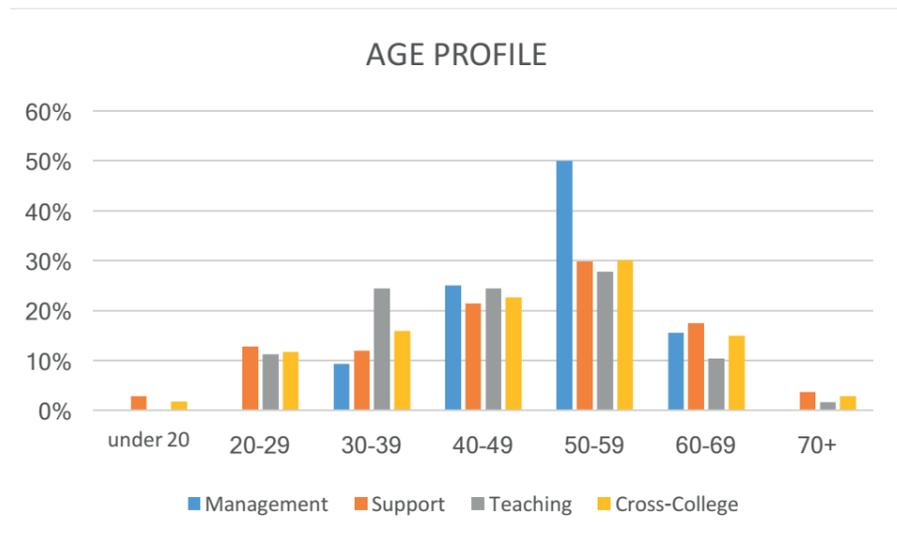


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Age profile

The median age of FE staff nationally is 46 years with our teachers at the college reflecting this. The average age of teachers at the college has decreased slightly, from 46 to 45 years. The age distribution of teaching staff at the college is very similar to nationally although we have a higher percentage of 30 to 39-year-olds and a lower percentage of 40 to 49-year-olds, showing we are attracting younger teachers. This is good for succession planning, and offering role models for students.

Age of staff 2016/17

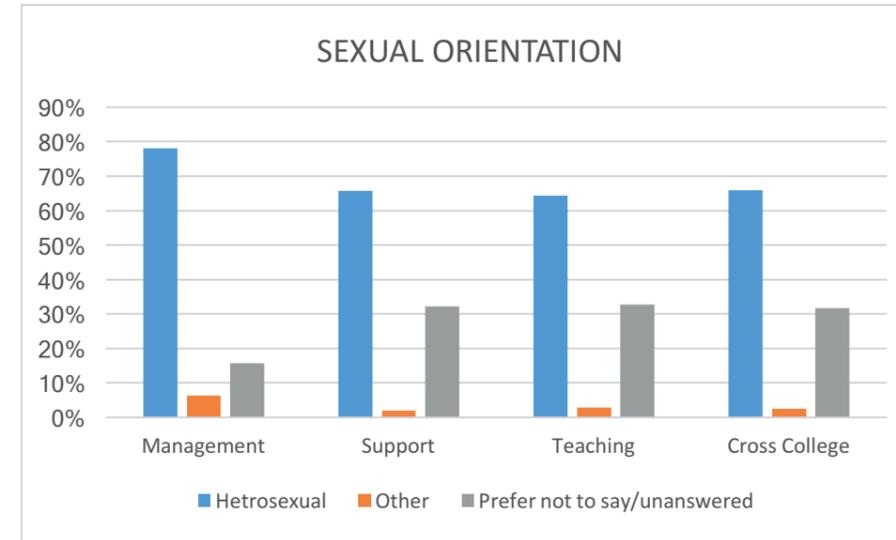


Sexual orientation profile

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%. This shows staff feel more comfortable in disclosing this. The fact they can enter their details themselves online 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 is now working towards improving the data quality by encouraging more staff to complete this data.

Sexual orientation of staff 2016/17



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. A total of 45.4% of our applicants were from BME backgrounds which is a significant increase on last year and compares excellently with 15% nationally and 14.1% locally which shows we attract applicants from a wider pool than the local and national population. A total of 62.7% 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 3.6% 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.

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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. 38.5% of offers accepted were from BME backgrounds, which is an increase on last year. 61.5% were female and 3.4% had disabilities which show that the college's recruitment processes ensure recruitment is fair and equitable with access to all, and continues the upward trend from previous years.

There were 193 new starters in 2016/17, 93 to permanent posts and 100 to temporary or fixed-term posts such as sessional lecturers, maternity cover posts or casual short-term staff. Of these, 17% of staff appointed to permanent posts were from BME backgrounds which compares positively with the staffing profile of all BME staff which is the same. 18% of staff appointed to temporary appointments were from BME backgrounds which positively reflects that there has been an improvement in BME staff recruitment to permanent posts.

In terms of gender 66.6% 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 welcome the fact that we continue to be successful in attracting younger applicants. An increase to 42 of the new starters were under 30, which helps to address the balance of our older workforce and assist with college succession planning. It gives excellent opportunities and experience to young people, which also shows the success of our apprenticeship programmes. We also gave opportunities to more mature applicants, 56 of whom were aged 50 or over. We show we attract younger candidates than the national picture for staff, with the overall average age of new starters being 40 years.

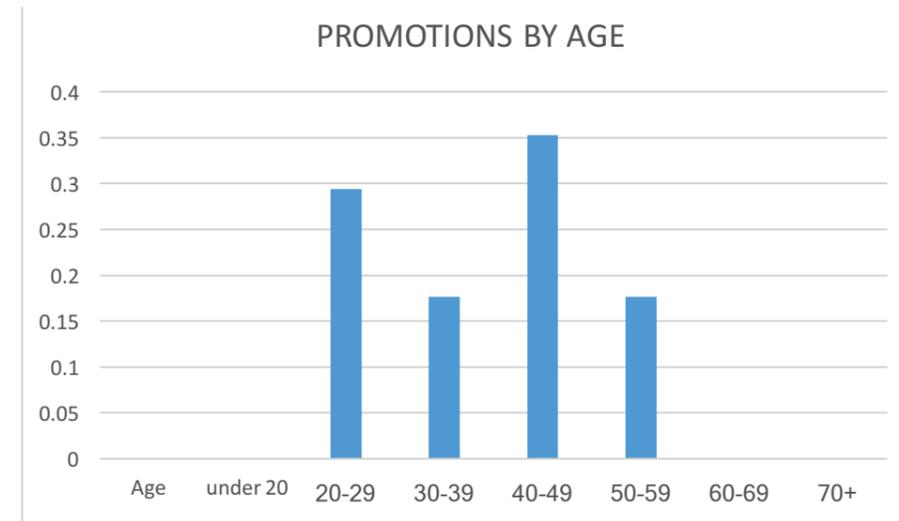
Grievance and disciplinaries

Staff who submitted grievances in 2016/17 were equally split across white and BME staff. Grievances and disciplinaries were within all age ranges particularly between 40 - 59. Informal and formal disciplinary processes were predominately for white staff. There were more females than males who went through these processes which reflects our staff profile. Three staff disciplined indicated they had a disability.

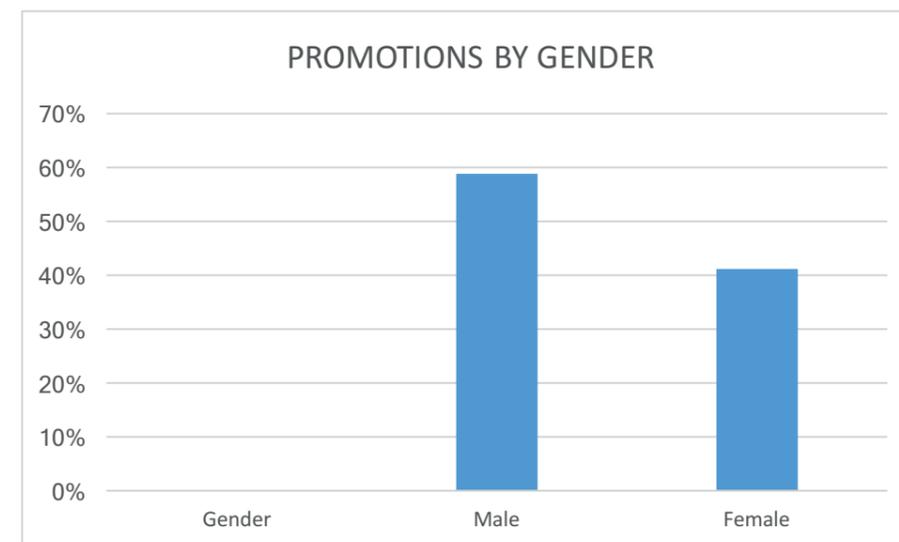
Staff progression

Staff who were promoted during 2016/17 continue to be from all ages at the college but predominately from ages 40-49. There were 18% more male than female staff promoted.

Promoted staff by age

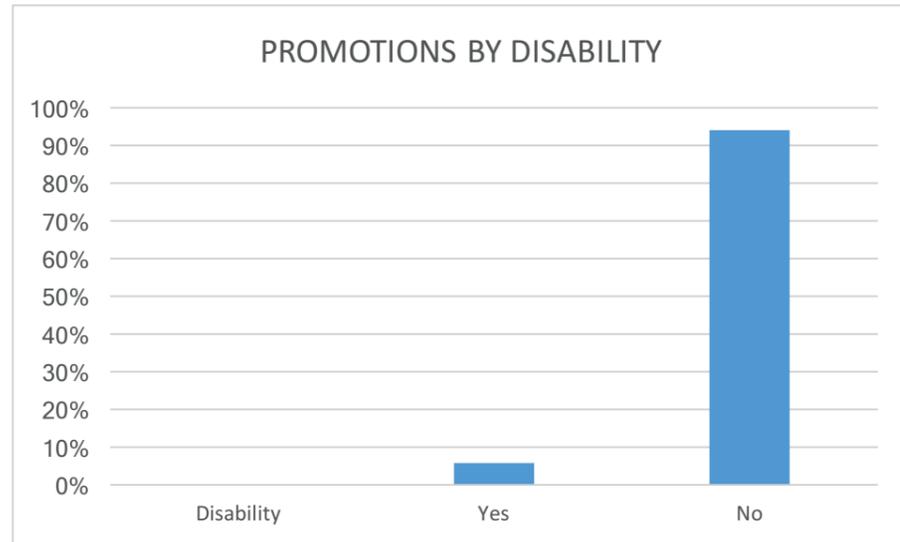


By gender



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By disability



Narrowing the gap: Supporting our students to achieve

Nescot student profile 2016/17

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

Chart 1 – Student age profile

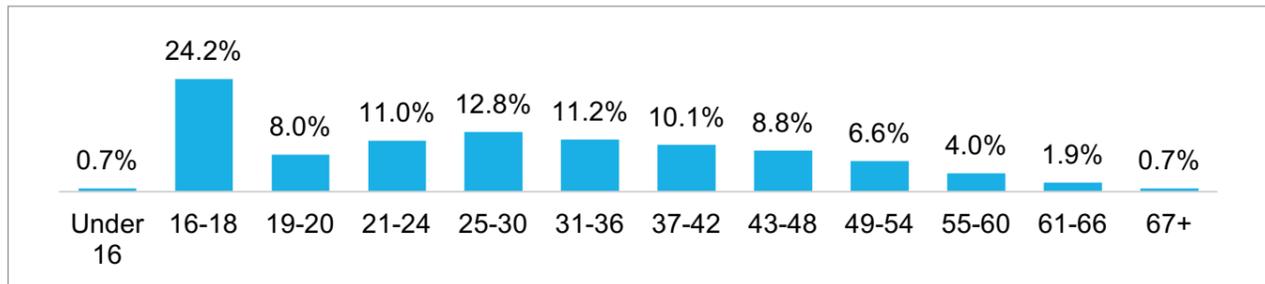


Chart 2 – Gender profile

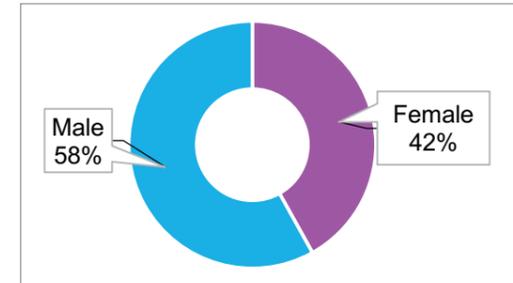


Chart 3 – Student learning difficulty and/or disability profile

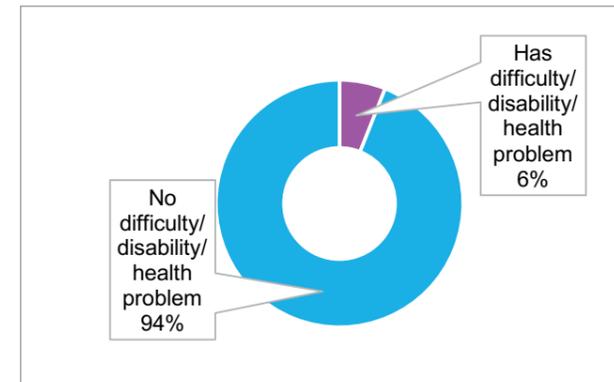
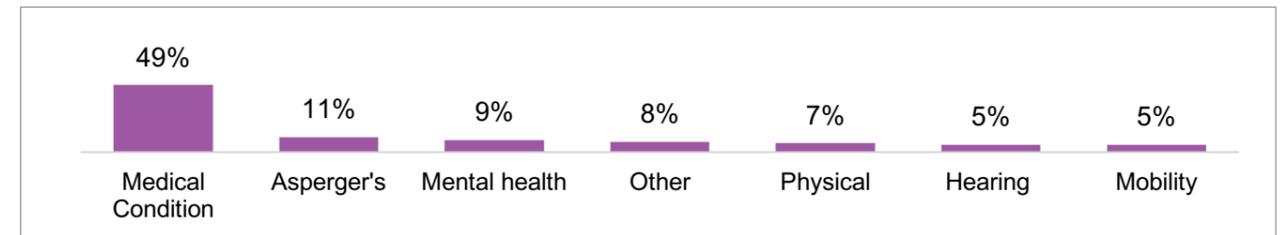


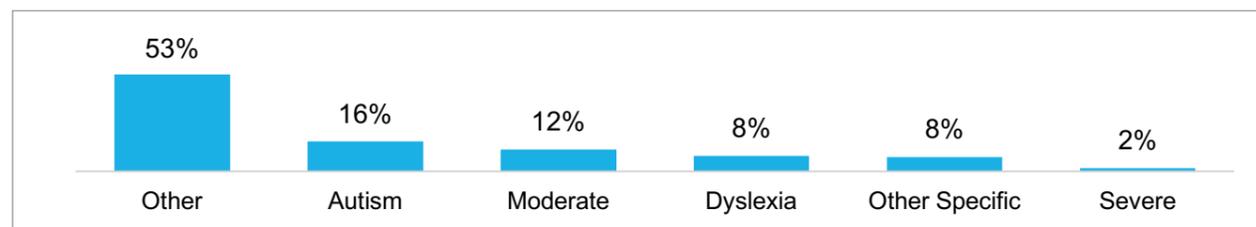
Chart 4 – Profile of disabilities declared by disabled students



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

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Chart 5 – Profile of learning difficulties declared by disabled students

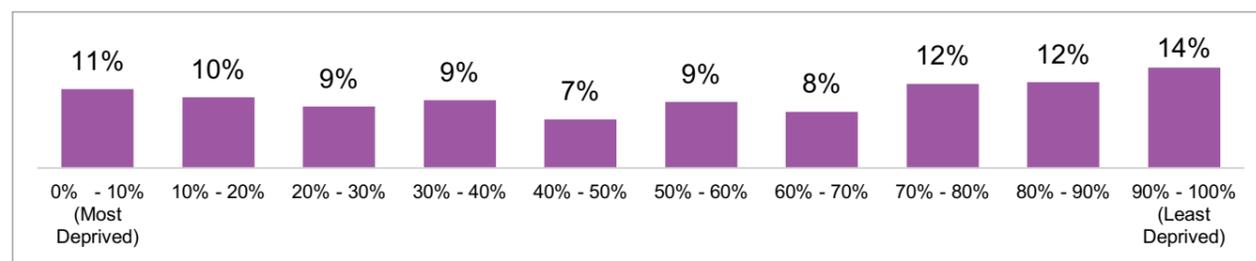


Note, the percentages above show the profile of the disabled population

Chart 6 – Student ethnicity profile

Ethnic Group	College	Epsom & Ewell	Surrey
		(2011 Census)	(2011 Census)
Bangladeshi	3.2%	0.4%	0.3%
Indian	2.2%	2.4%	1.8%
Pakistani	7.8%	1.0%	0.9%
Other Asian	3.1%	3.7%	1.7%
Black African	3.9%	0.9%	0.7%
Black Caribbean	1.8%	0.4%	0.3%
Black Other	0.4%	0.2%	0.1%
Chinese	0.2%	1.2%	0.8%
Mixed	2.8%	2.6%	2.1%
Any Other	6.7%	1.4%	0.8%
White	67.8%	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 gender

Table 1: Gender and age split 2014/15 to 2016/17 (all provision)

Gender	2014/15				2015/16				2016/17									
	U19	%	19+	%	All	%	U19	%	19+	%	All	%	U19	%	19+	%	All	%
Female	859	39	3357	51	4,216	48	804	38	2895	52	3699	48	773	36	2886	44	3659	42
Male	1354	61	3261	49	4,615	52	1292	62	2699	48	3991	52	1402	64	3670	56	5071	58

The proportion of female students to male students has steadily decreased and in 2016/17 42% of the student population were female and 58% male. This shift has occurred alongside growth in the number of adult apprentices where most of the apprenticeship frameworks we offer attract males rather than females.

There remains a consistently higher proportion of males aged under 19 years of 64% compared to 36% female as our growth areas are in traditionally male dominated subjects.

Table 2: Student age profile 2014/15 to 2016/17 (all provision)

Year	U16	16-18	19-24	25-30	31-36	37-42	43-48	49-54	55-60	61-66	67+
2016/17	0.7%	24.2%	8.0%	11.0%	12.8%	11.2%	10.1%	8.8%	6.6%	4.0%	1.9%
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%

In 2016/17 the highest proportion of all students studying at the college continue to be the 16 to 18 age group (24%) followed by the 31-36 age group (13%). In the main the age profile of the college has remained fairly consistent over the last three years although in 2016/17 there was a shift, with the college attracting more students aged over 30 years.

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

Male participation remains low in the Beauty, Hairdressing, and 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 2016/17 18% of our apprentices were female and 82% male. Of our higher education student population 54% of our higher education students were female and 46% male.

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Ethnicity

Table 3: Ethnicity and age split 2014/15 to 2016/17 (all provision)

Ethnic Origin	2014/15						2015/16						2016/17					
	U19	%	19+	%	All	%	U19	%	19+	%	All	%	U19	%	19+	%	All	%
Asian	51	2	612	9	663	8	38	2	774	14	812	11	46	2	1384	21	1430	16
Black	114	5	491	7	605	7	107	5	344	6	451	6	132	6	406	6	538	6
Chinese	1	0	31	0	32	0	1	0	16	0.3	17	0.2	2	0.1	12	0.2	14	0.2
Mixed	138	6	223	3	361	4	105	5	170	3	275	4	102	5	138	2	240	3
Other	83	4	191	3	274	3	95	5	231	4	326	4	115	5	470	7	585	7
All BME	387	17	1548	23	1935	22	346	17	1535	27	1881	24	397	18	2410	37	2807	32
White	1810	82	4944	75	6754	76	1745	83	4046	72	5791	75	1778	82	4142	63	5920	68
Not provided	16	1	126	2	142	2	5	0.2	13	0.2	18	0.2	0	0	4	0.1	4	0.05

Black and minority ethnic students in 201/17 represented 18% of 16 to 18-year-old students and 32% 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). There was a large shift (+8%) in the number of black and ethnic minority students aged 19 and over enrolled in 2016/17. This was mainly students belonging to the Asian ethnic group who enrolled on new provision in our Oldham satellite site studying Level 3 business diplomas and HNC/Ds in Business. The Oldham centre recruits its students primarily from local mosques and gurdwaras.

Black and minority ethnic participation on apprenticeship programmes has increased to 52% from 30% in 2015/16.

In 2016/17 36% of our higher education students were from ethnic minorities and 64% were white.

Students with learning difficulties and/or disabilities

Table 4: Learning difficulty and/or disability and age split 2014/15 to 2016/17 (all provision)

Group	2014/15						2015/16						2016/17					
	U19	%	19+	%	All	%	U19	%	19+	%	All	%	U19	%	19+	%	All	%
Has learning difficulty/ disability	276	12	312	5	588	7	79	4	107	2	186	2	350	16	172	3	522	6
No learning difficulty/ disability	1937	88	6306	95	8243	93	2015	96	5482	98	7497	98	1825	84	6384	97	8209	94

The proportion of students aged under 19 declaring learning difficulties and/or disabilities in 2015/16 has, at 16%, significantly increased on the previous year (4%). Adult participation for students with learning difficulties and/or disabilities has increased slightly from 2% to 3%.

In 2016/17 the College enrolled 214 students who held Education and Healthcare Plans of which 71 had high needs.

In 2015/16 2% of our apprentices declared a learning difficulty and/or a disability and 0.5% of our higher education students.

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 an “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. 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.

Gender

Further Education

Headline vocational qualification achievement rates (excludes English & Maths) are closely aligned for both females and males with achievement rates of 86% and 88%.

For long vocational qualifications the gap between males and females still remains narrow with males having an achievement rate of 84% and females 82%.

However, differences in achievement rates between females and males are more significant for long Level 1 provision, (89% against 83%) due to pass rates and for long Level 2 provision, (80% against 84%) due to fewer females passing their course.

Table 5: Vocational course performance 2016/17 by gender and qualification level

Level	Gender	Leavers	Achievement Rates	Retention Rates	Pass Rates
			College %	College %	College %
Entry	Female	46	96%	96%	100%
	Male	123	95%	98%	97%
Long 1	Female	72	89%	89%	100%
	Male	272	83%	88%	95%
Long 2	Female	302	83%	90%	93%
	Male	415	80%	89%	91%
Long 3	Female	425	80%	91%	88%
	Male	546	84%	92%	91%
All Long	Female	857	82%	90%	91%
	Male	1,361	84%	91%	92%
All provision	Female	2,713	86%	93%	92%
	Male	2,457	88%	94%	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 58% are aligned with those for males, at 57%. The proportion of females aged 16-18 achieving GCSE English at grades A*-C was aligned to their male counterparts, 15% against 14%.

Achievement rates for female students aged 16-18 years for functional skills in mathematics at 56% are below those for males at 62%. The proportion of females aged 16-18 achieving GCSE Mathematics at grades A*-C was aligned to their male counterparts, 28% against 27%.

Apprenticeships

The overall achievement rate for female apprentices was 51%, and 74% for male apprentices.

Higher Education

The achievement rate for female students was at 72%, higher by 3% than that for male students at 69%.

Ethnicity

Further Education

The overall vocational subject achievement rate for black and minority ethnic students was high at 90%, and for white students was 86%, a gap of 4% between groups, consistent with the last three years. However, when reviewing achievement rates for long vocational qualifications both groups are aligned, at 83%.

However, there is a gap of 8% in the retention rates of black and minority ethnic students, 93%, and white students, 99% for long entry level provision. For long Level 1 provision achievement of white students at 86% significantly exceed that of their black and minority ethnic counterparts at 74%. However, for long Level 3 provision achievement rates for black and minority ethnic students at 88% exceed those for white students at 81%.

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Table 6: Vocational course performance 2016/17 by ethnicity and qualification level

Level	Ethnicity	Leavers	Achievement Rates	Retention Rates	Pass Rates
			College %	College %	College %
Entry	Black & minority ethnic	27	93%	93%	100%
	White	142	96%	99%	97%
Long 1	Black & minority ethnic	42	74%	81%	91%
	White	302	86%	89%	96%
Long 2	Black & minority ethnic	127	80%	89%	90%
	White	590	82%	89%	92%
Long 3	Black & minority ethnic	192	88%	95%	92%
	White	779	81%	91%	89%
All Long	Black & minority ethnic	395	83%	91%	91%
	White	1,823	83%	91%	92%
All provision	Black & minority ethnic	1,493	90%	95%	95%
	White	3,676	86%	93%	93%

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 5% lower than that for white students at 58%. 19% of black and minority ethnic students aged 16-18 years achieved grades at C or higher for GCSE English which was higher than the 13% 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 68% was significantly higher than that for white students at 58%. 25% of black and minority ethnic students aged 16-18 years achieved grades at C or higher for GCSE Mathematics which was less than the 28% for the white students.

Apprenticeships

The overall achievement rate for black and minority ethnic apprentices was 75% and 64% for white apprentices.

Higher Education

The achievement rate for black and minority ethnic students on higher education courses was, at 69%, lower by 2% than that for white students at 71%.

Learning difficulty/disability

Further Education

The headline vocational qualification achievement rate for students with learning difficulties and/or disabilities at 88% is aligned with that for students without learning difficulties and/or disabilities at 87%. However, long qualification achievement rates are significantly higher, with 89% of students with learning difficulties and/or disabilities fully achieving their course compared with 82% for those students who did not declare a learning difficulty and/or disability. The data indicates that at Level 1 retention and pass rates for students with learning difficulties and/or disabilities are significantly higher than their counterparts. However at Level 3 this position is reversed.

Table 7: Vocational course performance 2016/17 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	169	89%	94%	94%
	No learning difficulty and/or disability				
Long 1	Has learning difficulty and/or disability	119	92%	92%	99%
	No learning difficulty and/or disability	225	81%	86%	94%
Long 2	Has learning difficulty and/or disability	109	81%	90%	90%
	No learning difficulty and/or disability	608	82%	89%	92%
Long 3	Has learning difficulty and/or disability	64	78%	92%	85%
	No learning difficulty and/or disability	907	83%	92%	90%
All Long	Has learning difficulty and/or disability	461	89%	94%	94%
	No learning difficulty and/or disability	1,757	82%	90%	91%
All provision	Has learning difficulty and/or disability	491	88%	93%	94%
	No learning difficulty and/or disability	4,679	87%	93%	93%

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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, 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).

Students with high needs had an overall (including English and Maths) achievement rate of 73% and achievement of their core vocational qualifications of 91%.

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 48% was 26% lower than that for other students at 74%. 16% of students aged 16-18 years declaring a learning difficulty and/or disability achieved grades at C or higher for GCSE English which was higher than the 13% 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 55% was 7% lower than that for other students at 63%. 22% of students aged 16-18 years declaring a learning difficulty and/or disability achieved grades at C or higher for GCSE mathematics which was lower than the 28% for other students.

It should be noted that the higher the level of functional skill the lower the achievement rate was for the students declaring a learning difficulty and/or disability.

Apprenticeships

There were 21 apprentices in the cohort who had declared a disability and/or learning difficulty. The overall achievement rate for apprentices declaring a learning difficulty and/or disability was 67% and 67% for those without a learning difficulty and/or disability.

Higher Education

There were 10 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 at 70% the same for those without a learning difficulty and/or disability.

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.

Table 8: Performance of students in receipt of additional learning support (long courses only)

Group	Long course overall (inc. English & Maths) achievement rate for learners receiving support (%)	Long course overall (inc. English & Maths) 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	80%	78%	93%	80%
Male	74%	81%	87%	83%
Black and minority ethnic	77%	82%	90%	81%
White	76%	80%	89%	82%

As you can see from the table above, supported females achieve better than their unsupported counterparts, though for supported males they achieve better than unsupported counterparts for their vocational qualification but when English & Maths is included their achievement is weaker.

Black and minority ethnic students achieve better than their unsupported counterparts on their vocational qualification, though have weaker achievement when English & Maths is included. The same holds true for white students.

The overall long vocational qualification achievement rate for students who receive additional learning support at 89% was 7% higher than the 82% of their non-supported peers.

The vocational course achievement rate for our 24 "looked after" students was 71% as compared with the 87% long vocational qualification achievement rate.

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 2016-17 was 0.86 (ALPS 5) "good". The value-added score for black and minority ethnic students at 0.82 or ALPS score 6 (below average) was weaker than that for white students at 0.87 or ALPS score 2 (good). The score for males was 0.81 or ALPS grade 6 (below average) was weaker than females at 0.95 or ALPS grade 4 (very good). So essentially white students had better progress on Level 3 BTEC courses than their white counterparts and female students better progress on Level 3 BTEC courses than their male counterparts.

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Student destinations

Analysis of known actual sustained student destinations in 2017 for full-time further education students shows:

- Positive destinations (those progressing on to either employment, education or training) for female students and those for male students are closely aligned at 84% and 82% respectively. A similar proportion of female students (60%) progressed on to employment (including apprenticeships) as male students (61%).
- Positive destinations (those progressing on to either employment, education or training) for black and minority ethnic students at 86% is higher and those for white students at 82%. However, a lower proportion of black and ethnic minority students (56%) progressed on to employment (including apprenticeships) than white students (62%).

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 2016/17 income assessed financial support was given to 376 16 to 18-year-old Further Education and 67 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 students, male students and those with learning difficulties or disabilities more likely to access funds than their counterparts. This is the exact opposite of the position in 2015/16.

Table 9: Profile and performance of students receiving financial support

Group	Proportion of all receiving support in 2016/17	College Profile**	Long course overall (inc. English & Maths) achievement rate for learners receiving support (%)	Long course overall (inc. English & Maths) achievement rate for learners not receiving support (%)
Female	46%	40%	79%	79%
Male	54%	60%	79%	81%
Black and minority ethnic	26%	18%	80%	81%
White	74%	82%	73%	80%
Learning difficulty and/or disability	23%	17%	72%	77%
No learning difficulty and/or disability	77%	83%	76%	81%

**Profile is based further education students studying long qualifications

In 2016/17 the achievement rates of supported students was at 75% (81% for just the vocational element), lower than that for students not financially supported at 80% (84% for just the vocational element).

Financial support is primarily to support the student to be able to remain on programme, and 88% of supported students remained on course to completion compared with 91% 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.

Students in receipt of free meals support achieved less well, at 80%, than other students, who had an 84% achievement rate.

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

Each year the college compares the profile of complaints against the college student profile (which includes all college provision). As the volume of complaints this year was very small it does make it difficult to make a comparative representation of 13 complaints from a population of 8,730 students. The findings were as follows:

Of the 13 complainants, seven (54%) were aged between 16 -18 and six (46%) were aged 19 years and over. This is to be compared with the total student population of 24% aged 16-18 and 76% aged 19 and over.

Of the 13 complaints 8 were female (62%) and four were male (31%) and one was from a group consisting of both females and males. This is to be compared with the total student population of 42% female and 58% male.

Of the 13 complainants two had a disclosed disability (15%).

Of the 13 complaints nine were of white ethnic background (69%) and two were of black and minority ethnic background (15%) and two did not disclose their ethnic background. This is to be compared with the total student population of 68% white and 32% black and minority ethnic.

There were no complaints relating to matters of equality.

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.

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Employers

In 2016/17 our Employer Services team delivered equality and diversity certificated training to 52 individuals in employers' premises resulting in 98% achievement rate.

Areas for improvement in 2017/18

Equality and diversity impact measures (EDIMs) for 2017/18 are provided below. The objective is to narrow the achievement gaps between groups.

- Achievement rates for students with learning difficulties and/or disabilities on long Level 1 provision.
- Pass rates for students with learning difficulties and disabilities (LDD) on long Level 3 provision.
- Retention rates for black and minority ethnic students aged 16-18 on long Level 3 provision.
- Retention rates for black and minority ethnic students aged 19 and over on long Level 1 provision.
- Achievement rates for subcontracted apprentices by sex.
- Retention rates for students receiving free school meals.
- Retention rates for looked after students.



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