

Nelson and Colne College Group Equality, Diversity & Inclusion - Action Plan

Equality Objectives 2020-23

We at the Nelson and Colne College Group are passionate about Equality, Diversity and Inclusion for our staff, students and stakeholders. We exist to 'Create the Extraordinary' and do all we can to ensure an inclusive environment, rule out any inequalities perceived or otherwise where everyone is able to study and work to be phenomenal people.

The College recognises and proactively works towards its responsibilities in respect of the Equality Act 2010 and in doing so has identified 3 Equality Objectives within this Action Plan to take forward over the next three years. Each of these objectives are broken down into a targeted outcome to support the overarching Equality, Diversity and Inclusion Policy and supports the Single Equality Scheme.

The College's Equality Objectives help to ensure that we firmly focus on addressing inequalities across the nine protected characteristics identified in the 2010 Equality Act. These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. In addition, we recognise that being inclusive is much wider than the protected characteristics. It embraces the differences we all bring into the workplace to create a rich and vibrant organisation where everyone feels valued and, importantly, adds value.

Equality is about the fair treatment of everyone and often linked to the legislative framework, The Equality Act 2010.

Diversity is the mix of people and valuing differences.

Inclusion is the culture in which the mix of people can come to work, feel comfortable and confident to be themselves, work in a way that enables them to deliver our organisational needs. Inclusion will ensure that everyone feels valued and importantly, adds value.)

(People can bring their whole selves to work/college.)

Objective 1: People					
Action	Measurable Outcome	Who	By When	Update/Impact	RAG
1.1 Ensure all staff facing policies are legislatively compliant and promote equality, diversity and inclusion	<ul style="list-style-type: none"> • Policies are reviewed and in place • Policies communicated to all key stakeholders including the College Website • EDI staff facing policies to be reviewed as per the College's policy review cycle 	HR Director	Ongoing as policies are developed	<p>All policies currently meet requirements. In future any policy review will seek to exceed requirements</p> <p>Update 11.5.21 10 policies reviewed and taken to JCC/Board (3 awaiting Board approval). A further 4 reviewed and ready to take to June JCC.</p> <p>Update 5.10.21 Cycle of HR policy review ongoing</p> <p>Update 24.1.22 Cycle of HR policy review is ongoing. Policies updated this year include – Grievance, Probation, Maternity, Health and Absence, Staff Code of Conduct. Plus, new Hybrid Working policy.</p>	
1.2 Further improve data gathering activities to ensure, the College meets its commitments placed within the People Strategy	<ul style="list-style-type: none"> • Full data on all 9 protected characteristics including prefer not to say • Analysis of cross service and types of staff to identify any gaps • Data is gathered from local communities and compared with the staff profile • Analyse and report on recruitment, sickness, performance, exit 	HR Director	May 2021 and ongoing	<p>Full information will inform the priority areas to move forward with,</p> <p>Update 5.5.21 Raised at JCC on 3rd March and gained support of trade unions in terms of data collection. data now been requested 4 times, latest being</p>	

	<ul style="list-style-type: none"> All analysed data to be reported to SLT 			<p>Update 11.5.21. Next steps to ask BPs to contact managers of those staff with missing data to ask to confidentially send data back.</p> <p>Update 5.10.21 Staff EDI data much improved on previous years.</p> <p>Update 24.1.22 Annual HR and Staff EDI reports presented to SLT/Board Jan 2022. Included workforce profile data and EDI analysis. Focus on completeness of data in relation to Sex, Age, Ethnicity, Disability. Improved visibility of information in annual report.</p>	
1.3 Ensure all staff curriculum facing and support staff are fully aware of the College's commitment to EDI	<ul style="list-style-type: none"> Whole college CPD day includes discussion and activities on the importance of EDI New staff induction to include a session on the college commitment to EDI 	AP-Academic Curriculum	May 21 and ongoing	<p>The majority of staff have now completed the E&D initial online training. Two divisions: Sport and Construction have completed focused curriculum specific training. An external specialist has been sourced with a view to delivering to middle leaders for cascading into divisions:</p> <p>Update 11.5.21 ED I Unconscious Bias training for all managers planned for 1.7.21</p> <p>Update – 5.10.21 ED&I Powerpoint and voice over delivered as part of Staff Development Weeks Aug. 21</p>	

				<p>Update – January 2022 - whole college CPD planned for April to include focus on EDI training.</p> <p>Update 24.1.22 Completion of EDI training at 92%</p>	
1.4 Attract, recruit and retain staff from a diverse range of backgrounds	<ul style="list-style-type: none"> Data on 9 characteristics shows a more diverse workforce Consider areas of recruitment where we might consider positive action 	HR Director	September 2021 and ongoing	<p>A diverse range of people on staff engagement groups employer networks</p> <p>Update 11.5.21 Job vacancy website has been updated and images better reflect diversity. Disability Confident logo on website. Workshop held for HR Assistants – How to write effective job adverts.</p> <p>Update 24.1.22 Approval gained to purchase and implement a new ATS which will give better visibility of EDI data through recruitment and selection processes. System to be implemented by July 2022</p>	
1.5 Ensure all curriculum facing staff (teachers, trainer/assessors/learning support) are supported to develop their skills so they actively and positively promote EDI in the classroom, workshops and workplace settings	<ul style="list-style-type: none"> 100% completion of E&D on-line training All tutors promote confidently EDI as it occurs discussions in the classroom and workshops EDI is referenced in learning plans through deep dives (Summer term) Trainer/Assessors promote confidently EDI as it occurs in workplace settings – evidence gathered through learning walks and OTL 	<p>AP Academic</p> <p>AP - Technical DP</p> <p>DP</p>	<p>March 20</p> <p>Oct 20</p> <p>May 20</p> <p>Oct 20 ongoing</p>	<p>Stonewall Programme of equality and diversity training for staff not exclusive to on-line learning</p> <p>EDI incorporated into induction</p> <p>Passionate speakers to promote and inject some energy</p> <p>Collaborate to run joint promotion events</p>	

				<p>Update: From a total of 159 Learning walks to date aspects of Equality, Diversity and Inclusion (EDI) have been recorded. Further analysis to be undertaken when onsite OTLs commence in March 21.</p> <p>Update 05/03/21: All staff in Sport curriculum (16-19 and HE) have completed initial EDI training with Jane Barker (external consultant). 3 EDI sessions scheduled with Construction and Motor Vehicle staff during terms 2 and 3.</p>	
1.6 Report and act upon any complaints from staff, students or key stakeholders related to protected characteristics	<ul style="list-style-type: none"> Complaints tracked and dealt with promptly / Complaints logs show timely and effective interventions and action Actively support complainants through the complaints process 	Manager with support from HR as appropriate		Complaints dealt with as and when required.	
1.7 Monitor staff experience and satisfaction levels according to different protected characteristics	<ul style="list-style-type: none"> Identify any adverse feedback and implement action where necessary 	HR Director	May 2021 and ongoing	<p>This will feed into the action plan moving forward, ensuring that all staff regardless of their background describe a good experience</p> <p>Update 5.10.21 - Staff survey included EDI questions. Both with % agreement rates of 90%+ and comparing positively with external benchmarks.</p>	

<p>1.8 Equality Impact Assessments (EIA) applied to all policies, procedures and processes at inception or renewal</p>	<ul style="list-style-type: none"> Identify current policies up for renewal and circulate the EIA document to 'owning leader' to complete prior to approval Re-circulate the EIA documents to leaders and managers to ensure they understand the process for approval or renewal of policy documents 	<p>AP- Planning & Performance</p> <p>AP- Planning & Performance</p>	<p>Feb 21</p>	<p>Completed. Email sent to CLT with EIA documents and highlighting requirement to provide an EIA for all new/updated policies. All refreshed HR policies have EIA.</p>	
<p>1.9 To seek out and actively pursue appropriate accreditations which will demonstrate the College's commitment to being inclusive</p>	<ul style="list-style-type: none"> Accreditations explored and committed to – for example Disability Confident, Stonewall 	<p>HR Director</p>	<p>Explore and make recommendations by July 2021</p>	<p>To demonstrate a visible commitment to fairness and inclusivity</p> <p>Update 4.3.21 Disability Confident Level 2 renewed</p>	

Equality, Diversity and Inclusivity Objectives

Objective 2: Students - Performance and Curriculum

Consistently monitor performance across all groups in each provision type

Ensure any gaps in performance across different groups are swiftly addressed

Analyse progression and destinations across all student groups in each provision type to ensure there are no gaps in positive progression

Ensure a range of external speakers are positive representative role models for student groups

Ensure opportunities for celebration of diversity and inclusivity are maximised as part of tutorials, in the curriculum and wider College events

Collaborate with key stakeholders and communities to promote equality, diversity and inclusivity

Action	Measurable Outcome	Who	By When	Update/Impact	RAG
2.1 Ensure all performance monitoring is consistently applied across the College Group and reports include students who represent any EDI categories	<ul style="list-style-type: none"> Establish EDI categories Identify gaps in EDI reporting EDI reports to be presented to EDI Group half termly Annual cumulative reports are arranged by group and provision type for purposes of self-assessment 	DP AP- Planning & Performance	Jan 21 Jan 21 March 21 Oct 21	<p>Completed. Agreed the characteristics for reporting and gaps. LF to produce a flowchart for reporting mechanism.</p> <p>Update 26/5/21 EDI Audit tool to be trialled in Construction and rolled out to help assess divisional activity around EDI and help with the production of the SAR in this area.</p> <p>Update 04.10.21- EDI Audit Tool completed by most 16-19 curriculum areas. EDI Half Term themes confirmed and shared with 16- 19 curriculum areas, To be shared with Apprenticeship teams. CM to share with apprenticeships.</p> <p>Update 25.01.22- All curriculum teams and provision types have completed the self-assessment of</p>	

				<p>EDI in the curriculum. Good practice has been collated into provision types and QIPs for each also established. Updates from Term 1 included in the QIPs after meetings with HoDs/ HoCs. All information available on EDI in Curriculum Teams site.</p> <p>Annual EDI Report on Performance presented to January 2022 Board</p>	
<p>2.2 Ensure gaps identified in year are swiftly addressed and any gaps identified as part of the annual assessment of performance will feed into the College's Quality Improvement plan</p>	<ul style="list-style-type: none"> • All reports are used by Snr Curriculum leadership team and inform each of the annual Strategic SARs for each of the provision types • Any gaps in performance are identified and placed as an action to address these in the QIP • Curriculum Teams identify and act on any gaps in performance 	<p>SLT Curriculum Leads</p> <p>As above</p>	<p>Annually Sept &</p> <p>Nov – for apprentices</p>	<p>Ongoing</p> <p>Set of performance reports identified as part of annual report to Governors.</p> <p>Update 04.10.21- any gaps for learners to be identified on SARs and actioned through QIPs. Add to agenda for QIP reviews with Senior Curriculum Leads.</p> <p>Update 25.01.22- QIP Reviews due with RD W/C 31.01.22.</p>	
<p>2.3 Ensure detailed analysis takes place to measure progression and destination of completed students incorporates a separate analysis of students within the EDI categories;</p>	<ul style="list-style-type: none"> • Internal flags on EDI category students to enable in year tracking and monitoring in intended destination completions • Annual EDI discrete reports on progression and destinations EDI category students. • Gaps in positive in positive progression are identified where appropriate and placed into the QIP 	<p>AP Planning & Performance</p> <p>Snr Curriculum Leads for each Provision type</p>	<p>Half Termly</p> <p>Annually</p> <p>Annually</p>	<p>Ongoing</p> <p>Update 04.10.21- Can destination reports be broken down to different groups of learners and actioned in QIPS by Quality Team?</p> <p>Update 25.01.22- HoDs/ HoCs to disaggregate destinations for 2021/22 into EDI categories to be</p>	

Gaps in positive progression are addressed and feed into the QIP				determined to ensure any gaps are picked up in QIPs.	
<p>2.4 Ensure that opportunities for representative external speakers in curriculum are fully explored and met;</p> <p>Establish monitoring report of external speakers offered across the provision types;</p> <p>Identify any bias unconscious or otherwise and address gaps in representative speakers</p>	<ul style="list-style-type: none"> • Speakers across the curriculum are representative of the diverse student groups and wider community in all provision types • A checklist is in place for curriculum teams to implement when organising external visitors • Monitoring report is presented for scrutiny each half term to the EDI Group • Gaps in representation of speakers in the curriculum is fed into Tutor Leaders and addressed through Curriculum 	AP Academic & AP Vocational	<p>Ongoing</p> <p>May 2020</p> <p>Annually October 21 onwards</p> <p>Annually - Oct</p>	<p>Update 04.10.21- Centralised Guest Speaker list needed to identify gaps in underrepresented groups.</p> <p>Full list of external speakers available at reception being reviewed by LF and team.</p>	
<p>2.5 Ensure opportunities for celebration of diversity and inclusivity are maximised as part of tutorials;</p> <p>Re-establish wider College events that celebrate diversity and inclusivity.</p>	<ul style="list-style-type: none"> • Twice yearly reports presented by Tutor Leaders are scrutinised and demonstrate opportunities are maximised across the curriculum for celebrating diversity and inclusivity • Establishment of cross college events calendar to celebrate diversity and inclusivity to establish the key events to be celebrated throughout the year. • Introduce a Student hub diversity officer 	<p>AP Vocational</p> <p>SLT Curriculum Leads</p> <p>AP Academic</p>	<p>Oct & May</p> <p>Annually June</p> <p>Oct. 21</p>	<p>Update EDI calendar has been added to tutorial learning plan and key dates are being identified for inclusion in tutorial and cross-college awareness/celebration events.</p> <p>Update 26/5/21 Half termly EDI themes have been decided and passed to tutor leaders to influence tutorial planning for 21/22</p> <p>Student volunteers have started to come forward to form an EDI action group to operate in 21/22. They will be involved in helping to deliver specific events and celebrations cross college.</p>	

				<p>Update 04.10.21- Half Termly events to be set up with information to increase awareness of key areas supported by extracurricular. Half Term 1 Event- Celebrating Black History Month CM leading, Half Term 2- Diwali. Full schedule of the year available on theme document.</p> <p>Update 24.01.22 - Diversity officer and group set up as part of student hub. College events calendar established.</p> <p>Update 25.01.22- Half Term 3 Displays on Gender and Gender Reassignment in the LRCs with questions incorporated into half term tutorial quiz by KA. Debate Club due to debate genders issues in early February. All half termly awareness topics now allocated to different curriculum areas.</p>	
2.6 Collaborate with key stakeholders and communities to promote equality, diversity and inclusivity	<ul style="list-style-type: none"> • Integrate and promote EDI within community partnership agreement document • Produce and deliver EDI course for community partners and stakeholders • Identify opportunities for stakeholder and community collaboration to promote EDI 	AP Adult Curriculum	<p>March 21</p> <p>April 21</p> <p>March 21</p> <p>June 21</p>	<p>Update 04.03.21 Online Moodle course developed Marketing producing literature to promote course to partners and stakeholders</p> <p>Update 17/5/21 Course and course marketing material produced and distributed to partners. PROs following up.</p>	

	<ul style="list-style-type: none"> • Produce joint stakeholder and community case studies to promote and celebrate EDI (should this be in marketing section?) 		<p>Update 26/5/21 Staff member has offered his assistance in convening a cultural awareness group for staff of Asian heritage.</p> <p>Update 04.10.21- Potentially for NH to support with through external links to engage in community projects.</p> <p>Update 25.01.22- HoD is sending out EDI information to engineering employers in February to raise awareness.</p>	
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Equality, Diversity and Inclusivity Objectives

Objective 3: Promotion and Marketing:

Ensuring a proactive approach to E&D across all platforms and activity to engage and recruit where under-represented groups are identified
 Raising awareness of key themes and topics relating to E&D
 Representing our college community (staff and students)
 Ensuring active inclusivity of under-represented groups
 Being authentic – real learner stories that inspire
 Celebrating diversity

Action	Measurable Outcome	Who	By When	Update/Impact	RAG
3.1 Ensure a wide range of approved imagery stock of our staff and students, ensuring a strong balance of pictures to include under-represented groups – BAME, disabilities.	<ul style="list-style-type: none"> themes to include: age, gender, ethnicity, disability avoid stereotypes aligned to course provision types e.g. male engineer. 	Marketing Director	In progress – limited due to Covid-19 restrictions	Complete an imagery audit to identify areas for development / Carry out a series of staff and student photoshoots scheduled / Update brand guidelines and imagery boards to identify approved imagery Update 17.1.22 - New image library being created with 3 x 16-18 shoots in the calendar. Full image bank to be updated/replaced and EDI to be a consideration throughout	
3.2 Ensure all marketing collateral (to include social content) represents the diversity of our audiences/demographic and is inclusive of under-represented groups. Key	<ul style="list-style-type: none"> Clear briefs in place Checking processes are in place regular reviews of published assets / materials All marketing materials to fulfil 3.2 Audit of imagery/case study profiles to take place and identify gaps Request HoDs & staff through key channels 	Marketing Director	Ongoing	Termly update provided via EDI committee Update 17.1.22 - Whole team aware of need to be fully EDI compliant, and to share as many opportunities for all learners as possible. New case study	

considerations is imagery and case studies				process underway to capture the widest possible range of learner stories.	
<p>3.3 Ensure a consistently pro-active - having 'a voice' and celebrating relevant local and national awareness</p> <p>All events to are non-political, educational through content, student and staff voice (sharing of), what themes/when?</p>	<ul style="list-style-type: none"> • A EDI calendar of awareness events/themes/campaigns that are relevant to our college community • Calendar agreed through EDI Group 	Marketing / subcommittee – input from EDI Group	Ongoing	<p>2020-21 Draft EDI calendar shared – being updated for 21-22 academic year</p> <p>Update 4.3.21 Subcommittee to take the campaigns forward – activities to include staff and student engagement</p> <p>Update 4.3.21 Campaigns to date include Autism Awareness Week and Mental Health Awareness Week</p> <p>Update 17.1.22 - New Media and Comms Lead will provide additional support to the EDI calendar and will be the point of contact going forward for promotion of all student led EDI activity</p>	
3.4 Active promotion of student and staff voice,	<ul style="list-style-type: none"> • Identify 'champions' from across the College Representatives to have a voice for key themes and conversations • All staff are of themes and calendar 	Marketing Manager/Sub committee	Ongoing	Update 14.5.21 In line with EDI calendar	

3.5 Accessibility online	<ul style="list-style-type: none"> • Ensure online platforms are accessible for all users and continuous review of improvements is being made to remove barriers for learners with particular needs • Installation of Recite Me software across key web platforms to support access / review of alt tags through the websites to facilitate this 	<p>E-learning team (internal platforms)</p> <p>External platforms - Marketing Manager</p>	<p>Ongoing / key projects</p> <p>Complete</p>	<p>Update 4.3.21 Recite Me software installed across all Group websites, careers website and Moodle platform – allows user to make alterations to our websites to ensure ease of use e.g. colour alterations, text size, reading tools, translations, etc.</p> <p>Update 17.1.22 - Web review will be undertaken in 2022 to provide the structure for a new website brief which will be fully WCAG compliant.</p>	
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