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| **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.)* |

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| **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 | * 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 | All policies currently meet requirements. In future any policy review will seek to exceed requirements  **RB 14.12.22** Cycle of HR policy review is ongoing. |  |
| 1.2 Further improve data gathering activities to ensure, the College meets its commitments placed within the People Strategy | * 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 * All analysed data to be reported to SLT | HR Director | May 2021 and ongoing  Termly | Full information will inform the priority areas to move forward with,  **RB 14.12.22** Annual HR Report went to Board (December 2022), which included Staff Profile statistics for 2021/22, these will also feed into the EDI Report to Board early in 2023.  Data collection linked to ESFA WDC has also further improved quality of EDI data held for staff.  New ATS introduction at the start of the 2022/23 academic year, which should provide improved EDI data in relation to the recruitment process. |  |
| 1.3 Ensure all staff curriculum facing and support staff are fully aware of the College’s commitment to EDI | * Whole college CPD includes discussion and activities on the importance of EDI * New staff induction to include a session on the college commitment to EDI | AP- F Swann | May 21 and ongoing | The majority of staff have now completed the E&D initial online training. Two divisions: Sport and Construction have completed focused curriculum specific training.    **RS 17/10/22-** Staff training on EDI language went to all staff in staff weeks and Moodle shows 448 completion.  **RB 14.12.22** - Currently exploring online EDI training module on Training Schoolz to replace the ACAS training currently being completed by new starters. Will provide clearer visibility and allow opportunity for College specific info to be embedded into the training. RB to progress with RS in the new year. |  |
| 1.4 Attract, recruit and retain staff from a diverse range of backgrounds | * Data on 9 characteristics shows a more diverse workforce * Consider areas of recruitment where we might consider positive action | HR and recruiting managers | September 2021 and ongoing | A diverse range of people on staff engagement groups employer networks (need a clear purpose)  **RB 14.12.22** New ATS introduction at the start of the 2022/23 academic year, which should provide improved EDI data in relation to the recruitment process.  **RB 14.12.22** Improved EDI data held for staff, as outlined in Annual HR report to Board (December 2022) |  |
| 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 | * 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 | AP-F Swann  AP - MD  DP - TB  DP - TB | March 20-Ongoing  Oct 20-Ongoing  May 20- Ongoing  Oct 20 onwards | Stonewall Programme of equality and diversity training for staff not exclusive to on-line learning  EDI incorporated into induction  Passionate speakers to promote and inject some energy  Collaborate to run joint promotion events  **RS 17/10/22**- EDI self-assessment sent to all curriculum areas to get an overview on how and where this is promoted.  **20/02/22 FS** – plans are being made to include EDI training into summer staff weeks. Specifically, there is an identified need for training on religion, faith, culture and sexuality and gender identity awareness training. |  |
| 1.6 Report and act upon any complaints from staff, students or key stakeholders related to protected characteristics | * 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 | Ongoing | Complaints dealt with as and when required. |  |
| 1.7 Monitor staff experience and satisfaction levels according to different protected characteristics | * Identify any adverse feedback and implement action where necessary | HR Director | May 2021 - ongoing | This will feed into the action plan moving forward, ensuring that all staff regardless of their background describe a good experience  **RB 14.12.22** - 21/22 staff survey saw a small dip in % agreement rate for the two EDI questions (Inclusive environment scored 89% and treated with dignity and respect scored 87%). Comments did not provide any specific details of concerns/issues. Continue to review responses. |  |
| 1.8 Equality Impact Assessments (EIA) applied to all policies, procedures and processes at inception or renewal | * 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 mangers to ensure they understand the process for approval or renewal of policy documents | AP- S Mercer  AP- S Mercer | Feb 21 - Ongoing | **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. |  |
| 1.9 To seek out and actively pursue appropriate accreditations which will demonstrate the College’s commitment to being inclusive | * Accreditations explored and committed to – for example Disability Confident, Stonewall | HR Director | Explore and make recommendations by July 2021 | To demonstrate a visible commitment to fairness and inclusivity  **4.3.21** Disability Confident Level 2 renewed |  |

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| **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 | * 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-TB  AP-SM  AP-SM  AP-SM | Jan 21  Jan 21  March 21-Ongoing  Oct 21-Ongoing | **Completed.**  **Completed.**  **RS 17/10/22-** EDI self-assessment sent to all curriculum areas to get an overview on how and where this is promoted. \*not completed |  |
| 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 | * 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 | AR/MF&FS/  TB/AP  As above | Annually Sept &  Nov – for apprentices | **Ongoing**  **Set of performance reports identified as part of annual report to Governors.**    **Term 3 Update**  Disadvantaged young males at the Accrington site = attendance overall is 87% below the college target; learners on Level 1 plastering predicted success is 91%  22/23 Term 1 Update:  MD 05/12/22:  Differences in achievement between main ethnic groups identified through SAR process and added to EYP QIP.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Ethnic Group** | **Level** | **2020-21** | **2021-22** | **Nat. Ave. 19-20** | | BME | 1 | 77.1 | **72.4** | 77.5 | | White | 1 | 84.3 | **63.4** | 77.5 | | BME | 2 | 92.8 | **89.9** | 85.9 | | White | 2 | 92.6 | **75.3** | 85.9 | |  |
| 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;  Gaps in positive progression are addressed and feed into the QIP | * 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 | SM  SM  Snr Curriculum Leads for each Provision type | Half Termly  Annually  Annually | **Ongoing**  **CM 25.01.22**- HoDs/ HoCs to disaggregate destinations for 2021/22 into EDI categories to be determined to ensure any gaps are picked up in QIPs. |  |
| 2.4 Ensure that opportunities for representative external speakers in curriculum are fully explored and met;  Establish monitoring report of external speakers offered across the provision types;  Identify any bias unconscious or otherwise and address gaps in representative speakers | * 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 | FS/MD | Ongoing  May 2020  Annually October 21 onwards  Annually - Oct | **17th October 2022** – discussion of using an equality impact statement for curriculum staff to use when booking speakers. Leyanne to progress.  **22/23 Term 1 Update:**  **MD 05/12/22:**  An issue was identified with an external speaker/visitor and this was addressed with the team involved. |  |
| 2.5 Ensure opportunities for celebration of diversity and inclusivity are maximised as part of tutorials;  Re-establish wider College events that celebrate diversity and inclusivity. | * 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 | M Davis  MD/FS/AP  F Swann | Oct & May  Annually June  Oct. 21 | **RS 31-03-22**- Cultural Celebration Day. NCC and ACC celebration of cultural diversity with various events including fashion shows at both sites and serving of food from around the world by college refectories. Photos captured events and to be shared on EDI in the Curriculum team site. NCC also to include pop up food stands, ESOL engagement in languages, Foundation learning support in the fashion show, music and a cultural PPT on big screens. All captured and to be shared on social media also.  **RS 31-03-22**- Plans for Ramadan to include important quotes shared in spaces around college, quiet spaces for students fasting over mealtimes, sponsored fast open to all students and staff. Creative and Digital learners to support in raising awareness and understanding in the college communities.  **June 22**- Pride month- sessions delivered in tutorial.  **RS- 17/10/22**- EDI calendar in use in curriculum in the new academic year with the LRC boards for religion in HT1  **RS 01/12/22**- HT2 boards on disability up and contact made with construction for HT3  **RS 01/12/22-** Stonewall email has gone to all staff, and is going to parents and students soon- the action plan has been circulated and curriculum areas have been contacted to gather evidence on delivery. LGBTA+ groups at both sites are running for students to connect and in Nelson has been very successful as a cross college group. Digi-screens at both sites include LGBTQ+ role models and has gone via tutorial. Plans for pride badges ongoing.  **FS 05.12.22**  Plan for a full cross college diversity day to be held on Thursday 9th Feb 2023. FS to pull together a working group with Sue Hartley, Nicole Brand, rep from construction, rep from Foundations ARC, rep from HE, rep from LAL to plan and implement the 9th Feb diversity day.  Jan 23- initial meeting of Diversity Day working group. Ruth Shaw nominated as lead. Ruth to set up regular working group meetings with key participants, including cross site and provision type.  **RS 10.01.23**  Planning for Diversity Day is in progress with the first meeting held and weekly meetings set up to include A Level, Foundations, LAL, HWB officers and student representatives for events to run at ACC and NCC and ways LAL can support and get involved. Day planned for Feb 23rd. Planning channel added to EDI team.  **Stonewall**- Information has now been circulated to all staff, students and parents. LGBTQ+ group at Nelson (Rainbow Lounge) and plans to create their own logo led by students. Plans to continue to promote at Accrington in place with James Tucker.  Action plan in the process of being reviewed for next steps and evidence gathering- a copy is on the EDI teams site  HT3 boards in both LRC’s are now up and to be discussed with tutor leaders this week. |  |
| 2.6 Collaborate with key stakeholders and communities to promote equality, diversity and inclusivity | * 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 * Produce joint stakeholder and community case studies to promote and celebrate EDI (should this be in marketing section?) | A Parkin | March 22  April 22 - Ongoing  March 22-Ongoing  June 22-Ongoing | **AP Update June 22**  Open Award in Understanding Discrimination delivered in selected English/ESOL classes (126 achievements/learning aims completed)  **AP Update Aug 22**  67 accredited aims delivered to partner including staff teams at Active Lancashire, Burnley FCITC and other Voluntary Organisations related to EDI.  Approx 50 non-Accredited training delivered to the Emily Davidson Centre and the Whitaker Museum and Art Gallery  **AP Update Sept 22**  LAL Calendar of Events and National Campaigns produced to support curriculum development and personal development topics related to EDI  **AP October 22 Update**  EDI offer promoted through to partners and employers. Currently 0 enrolments. Courses to be integrated into Employer Offer |  |

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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. | * themes to include: age, gender, ethnicity, disability * avoid stereotypes aligned to course provision types e.g. male engineer. | Marketing Director | Ongoing | 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 17.10.22** - New branding now in use and imagery representing all learners included for 16-18. HE imagery/videography also well underway. Yet more work to do on Adult Learning (both elements) and new image gathering processes to begin again following half term.  **Update 5.12.22** - Small amount of adult learning and Apprenticeships photography undertaken but more booked in for early 2023 where a full review of required imagery will be undertaken.  **Update 17.2.23** - New imagery starting in a week or two, with an enhanced process to identify more about the learners, not just their academic successes to enable them to resonate better with a wider range of learners. Imagery to be learner focussed, on a green screen background, rather than subject focussed. Clear process to identify gender, ethnicity, and disability details so we can ensure representation in publications |  |
| 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 considerations is imagery and case studies | * 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 17.10.22** - Image and videography to continue throughout the academic year to ensure all materials are continually representative. Further development of ‘case study’ gathering processes will be if benefit.  **Update 5.12.22** - Discussions underway as to how we can enhance the information we gather in order to be more representative of the student, rather than just course, results or progression focussed. Discussions due to take place with the Student Hub to get their views on what they would want to see in a case study to bring the student to life, and make them feel more representative and more of our current and/or potential student population  **Update 17.2.23** - New process developed this year to gather more personal information. Trialling with 16-18 initially. |  |
| 3.3 Ensure a consistently  pro-active - having ‘a voice’ and celebrating relevant local and national awareness  All events to are non-political, educational through content, student and staff voice (sharing of), what themes/when? | * 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 | Draft EDI calendar shared – being updated for 21-22 academic year  **Update 17.10.22** - Changes in the team mean this is much more achievable this year across all areas. Some areas are already doing this well but more in line with curriculum-based activities (LAL)  **Update 5.12.22** - There is still a lot of work to do in this area. Content plans are being created across all areas which will have time dedicated to the EDI messaging in them. Curriculum-based activity promotion is still ongoing in LAL  **Update 17.2.23** - Enhanced content for LGBTQ+ History month has shown a clear focus. Plans to follow this methodology for future events aimed at all audiences. |  |
| 3.4 Active promotion of student and staff voice | * Identify ‘champions’ from across the College Representatives to have a voice for key themes and conversations * All staff are aware of themes and calendar | Marketing Manager/Sub committee | Ongoing | In line with EDI calendar  **Update 28.6.22** - Additional activity needed to share the EDI calendar messaging. This will be actioned once the calendar is approved.  **Update 17.10.22** - As above - Changes in the team mean this is much more achievable this year across all areas. Some areas are already doing this well but more in line with curriculum-based activities (LAL)  **Update 5.12.22** - As above, there is still a lot of work to do in this area. Content plans are being created across all areas which will have time dedicated to the EDI messaging in them. Curriculum-based activity promotion is still ongoing in LAL  **Update 17.2.23** - Whilst enhanced content for LGBTQ+ History month has shown a clear focus we still need to link better with curriculum and tutorial sessions. Curriculum-based activity promotion is still ongoing in LAL. |  |
| 3.5 Accessibility online | * 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 | E-learning team (internal platforms)  External platforms - Marketing Manager | Ongoing/key projects  Complete | **204** staff have completed the Digital Accessibility Training 22/06/22  **Update 17.10.22** - New web project now underway, as previously full compliance will be included.  **Update 5.12.22** - As above, new web project is ongoing, and as previously full compliance will be included.  **Update 5.12.22** - Web tender now out, with project due to start mid-March. As previously full compliance will be included. |  |