


Equality & Diversity action plan for 2020/21

Outcome for Learners : Use data and information systems to monitor, analyse and raise the success rates for all students						
Key actions	How will this be done and or evidence sources	Lead department/person	By when	Achieved /progress to date	Status	
1.1	Analyse student retention and achievement rates by equality strands and address any success rates that are below College and national averages and identify any targeted support needs.	<ul style="list-style-type: none"> Performance reports looking at retention and achievement rates Implement specific actions Monitor impact of targeted support Identify areas requiring additional support activity through campus and Directorate SARS- explicit actions required in the QIPs Utilise maps of enrolment to establish causal links between home/ travel and achievement Introduce campus –based award ceremonies to raise profile of success at lower levels and celebrate achievement for wider group of learners 	Group Director of Quality JCr? Group Director MIS	Oct 2021 July 2021	<p>SARs are in Draft form. When data is finalised LAC & E+D data will be added- 6/10/21</p> <p>Highlights report link: (Select the relevant categories) https://reports.ncclondon.ac.uk/ReportServer/Pages/ReportViewer.aspx?%2fNCC+Reports%2fSAR+Data%2fSummary&rs:Command=Render&AcademicYearID=20/21</p> <p>Student demographics: https://reports.ncclondon.ac.uk/ReportServer/Pages/ReportViewer.aspx?%2fNCC+Reports%2fQuality%2fStudent+Demographics&rs:Command=Render</p> <p>Bias Q added to TAG Assessment Board and minuted. Centre Assessment Policy for TAGs includes process on reduction of any potential bias.</p>	
1.2	Analyse student disciplinary Action by equality strands and address any adverse impact	<ul style="list-style-type: none"> Student disciplinary records Timpson report Attendance 	Deputy Principals – campus level Principal with E&D oversight Heads of Centre	Jan 2021 July 2021	<p>Student disciplinary records were collated and analysed via eTrackr reports and the DPs to ensure equality strands are monitored carefully and reported on. Where there is a trend within a subject or equality strand, interventions are applied via DPs, and our safeguarding managers.</p> <p>Where necessary outside agencies are involved.</p> <p>HCC Consistent application of policy for female learners- but rise in Black Caribbean and Asian Bangladeshi disciplinaries attached to 3 all-female physical incidents. Potentially disproportionate application of disciplinary process to Asian Bangladeshi, and White British males. Strong correlation with attendance to online lessons and enrolment on low level practical subjects (Sport and Construction)</p> <p>EFC Consistent application of policy for learners but rise in in Black African, Black Caribbean and mixed white and Black Caribbean male students being taken through stage 3 and 4 disciplinaries hearings. Potentially disproportionate application of disciplinary process to males compared to females overall and particularly comparing Black African and Black Caribbean Female students. More male learners (0.99) were excluded than female learners (0.41). Learners</p>	


					<p>on level 1 and 2 went through the disciplinary process than those on level 3 or entry level. 20 learners were excluded.</p> <p>HFE We aligned and followed NCC disciplinary policy from January 21, and need to ensure that stages 2 and 3 are consistently applied. Rise in female incident at college, and the academic level (L1 a particular issue) are pertinent issues.</p> <p>We will ensure that a random selection of disciplinary cases are reviewed, to see if we have acted within the scope of our policy, whether the action warranted the outcome and how those outcomes compare against other cases/campuses.</p> <p>23 formally withdrawn/excluded (up to June 21)</p>  <p>Draft Equality and Diversity report 2020</p>
1.3	Analyse take up of student support services and enrichment activities	<ul style="list-style-type: none"> • Enrichment and mentoring SAR • Ensure service and activities are accessible to learners • Feedback from students via focus groups • Personal Development, Behaviour and Welfare. 	Report by campus: safeguarding and enrichment leads	Ongoing Sept 2020 9 July 2021	<p>There is a consistent approach across the group to ensure students have a high-quality enrichment offer at each campus.</p> <p>Activities have been available both online and where possible on campus. There is a flexible programme of activities which are offered to tutor groups as well as outside of lesson times.</p> <p>Though overall enrichment attendance has reduced, there has been good participation within targeted workshops and enrichment activities.</p> <p>Campuses have been able to deliver targeted enrichment activities and workshops to meet the needs of students and improve attendance.</p> <p>Students have had the opportunity to attend variety of activities both in person and online. Some of the activities have been delivered as part of the groups agreed monthly enrichment themes, others are delivered to meet local need.</p>

				<p>There has been positive feedback from Student Union informing that student are keen to return to pre-Covid activities.</p> <p>Students have been able to access the same online offer, irrespective of their campus of study.</p> <p>As a group, the intention is to further embed this approach to enrichment.</p> <p>There are some positive examples of the impact of enrichment:</p> <p>At Redbridge and Epping Forest campus there have been 183 workshops with a total of 3294 attendances. The talks covered key themes such as 'staying safe, employability and the Israel and Palestine conflict.'</p> <p>These workshops received positive reviews, often delivered by specialists from partnering organisations such as the Police, the NHS and beWise (Sexual health).</p> <p>At Epping campus 100% of students said that they know how to spot fraudulent attempts and 89% felt confident to be able to identify resources to support friends or family struggling with drug or alcohol.</p> <p>At Redbridge 87% of the 106 students attending an NCS session on Mental and wellbeing found the session useful, with 78% learning new ways to look after their mental health.</p> <p>The overall winners for the national competition, the Big Idea challenge were Epping Campus students.</p> <p>We had successful events for both international men's and women's days – celebrating diversity, but also raising awareness to challenges which are specific to each gender. Over 400 students from across the group attended International women's day virtually. Feedback was positive, with a student reporting that "the whole event was inspiring and I enjoyed it" and another stating that "I really like how the speakers talked about how they overcome their problems and achieved their goals."</p> <p>Epping Forest Campus Enrichment Report Redbridge Campus Enrichment Report Tower Hamlets Campus Report</p>	
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1.4	Student complaints	<ul style="list-style-type: none"> Student complaints process 	Group Director: Quality	<p>October 2021</p> <p>9 July 2021 - August 21.</p>	<p>Group Complaints moved to Quality in 2021.</p> <p>Revised complaints policy now in place across the Group.</p> <p>Targets set for resolution timeframes at CQ&S board of 90%.</p> <p>All formal complaints have 100% timely completion.</p> <p>Reporting will take place that includes a breakdown of E&D at the end of the year.</p> <p>Complaints co-ordinator will be in place post restructure</p>	
Quality of Teaching Learning and Assessment: Embed equality and diversity into the student experience by removing barriers and ensuring all students have access to College resources						
Key actions		How will this be done and or evidence sources	Lead Department /person	By when	Achieved /progress to date	Status
2.1	Identify and continue to ensure learners have access to appropriate support	<ul style="list-style-type: none"> Learner Support Service's records Review impact of support offered Ensure service accessible to learners Personal Development, Behaviour and Welfare. Ensure non-compulsory disclosures are encouraged and supported during enrolment and induction to increase awareness of LACs/ non- EHCP covered learning needs as vulnerable groups 	<p>GCD ALS</p> <p>Campus Safeguarding and Enrichment Leads</p> <p>Deputy Principal: Ardleigh Green Campus</p>	<p>First review November 2020</p> <p>2 April 2021</p> <p>9 July 2021</p> <p>June 21</p>	<p>HC - Bespoke enrichment activity targeting particular curriculum where attendance might be low. Young Hackney working with female students/ - Voyage pilot Nov-Dec 20/21. M.I.N.D & Voyage – Round table event with students specifically</p> <p>Voyage and curriculum lead meeting 21/4/21 with a view to establish the best model for academic year 21/22 - Agreed intervention & support programmes - Summer programme</p> <p>Access to screening and offer at starting point with a view to embed in the enrolment process for vulnerable learners at the starting point, specifically targeted mentoring support (BM4C) mentoring programme with Sports.</p> <ul style="list-style-type: none"> Review carried out of Admissions Process for High Needs student – ensuring consistent across group, now incorporating Havering Colleges. Process now better identifies and provides bespoke admissions for those with support needs. New question added to College application form “do you have an EHCP?” to enable prospective students to discuss needs at application New ALS initial assessment for 19+ Adults and Apprentices to help identify support needs for adults and apprentices - ensuring consistent process Restructure of Supported Learning Directorate carried out to extend support across the group, with greater coverage at the smaller sites such as Rainham and Arbour Square. 	

2.2	Continue to ensure curriculum and support services deliver activities that support the promotion of E&D and tackle discrimination through tutorial/pastoral support	<ul style="list-style-type: none"> • Enrichment activities • Learner voice • Tutorial programmes • Student Handbook • Diversity calendar • British values • Personal Development, Behaviour and Welfare. • Tutorial/enrichment 	Group Safeguarding Lead (DSL) Campus Safeguarding and Enrichment Leads Deputy Principal: Ardleigh Green Campus	Aug 2020 Ongoing July 2021 June 21 Sept 21	<p>Enrichment themes and SoW have been developed and shared across the groups to ensure a frequent and consistent delivery of key E&D themes.</p> <p>In addition to tutorial, specific and bespoke events to celebrate diversity and reflect current and topical events and themes.</p> <p>Materials and themes have been developed so that they lend themselves to blended/online learning if needed. There was increased participation in learner voice activities and an increased focus on keeping safe on-line over the lockdown period.</p> <p>A-level team at Attlee have revised curriculum to reflect wider cultural examples. Project re Learner Voice & TLA specifically targeted at Black experience initiated and will be undertaken by IB and team.</p> <p>NCC will be working with Leaders a unlocked again in 21/22 on the next part of the student commission on racial Justice. The Commission will give college students a platform to have a collective voice on racial justice, share their views and experiences, work with their colleges on an equality action plan and collaborate with national stakeholders to implement their recommendations for government, education, business, and other sectors to take account of.</p> <p>A further localised project in Hackney will be run in conjunction with Leaders Unlocked, NCC, 4 post 16 local schools and BSix College. It will explore the sexual harassment of young people. The group would co-design a student workshop and materials including a short film which can be used by the colleges and schools involved in the project to encourage meaningful discussion and awareness raising amongst the student population.</p>	5
2.3	Continue to ensure E&D is embedded in the classroom by; Better promotion through the use of naturally occurring opportunities in lessons as related to their subject specialism	<ul style="list-style-type: none"> • Check SOW and lesson plans for evidence of differentiation • Visit classes as part of lesson observation scheme and/or through informal observations • Student survey • Teaching materials used before, during and after lessons 	Principals Group Director of Quality	Sept 2020 ongoing 9 July 2021	<p>Unconscious Bias Masterclass and initial Decolonisation sessions delivered for teachers' 1st April 21</p> <p>Centre Policy for TAGs includes section on E&D, potential bias and access arrangements for TAGs</p> <p>SoW highlights E&D</p> <p>New Distance Learning Policy includes strategy and guidelines for accessibility for blended/hybrid/online learning.</p>	

		<ul style="list-style-type: none"> Sharing of good practice through the use of Learning Coaches on CPD days and via Moodle 				
2.4	Ensure remote working does not adversely affect students	<ul style="list-style-type: none"> Check all students can access the VLE, TEAMS remotely All students are appropriately supported including SEND learners Review outcome of blended learning 	<p>Principals</p> <p>Group Director of Quality/Curriculum</p> <p>Group Head Systems and innovation</p>	<p>Sept 2020 ongoing</p> <p>9 July 2021</p>	<p>The student differential between the quality of remote and face to face learning, as rated by students, was reduced to 0.5 (out of 5) during subsequent lockdown periods.</p> <p>Student remote attendance was high during lockdown through Teams and VLE access as all potential barriers were systematically removed and direct support provided to students via the service desk.</p> <p>Specific training was provided for SEND teachers to ensure they were better able to support their students remotely and this included parents and carers where appropriate.</p> <p>A full review of blended learning will be carried out in September 2021.</p>	
Leadership and Management: Actively promote equality & diversity and receive feedback from staff, learners, employers and other partners of the College						
Key actions		How will this be done and or evidence sources	Lead department/person	By when	Achieved /progress to date	Status
3.1	Continue to ensure all staff, students and key stakeholders understand their obligations under the Equality and Diversity Action Plan (SES)	<ul style="list-style-type: none"> All staff, students and key stakeholders receive E&D training E&D is an integral part of staff and student induction programmes and is monitored by EDSG. Access to work. 	<p>Group Executive Director of HR</p> <p>Group Director of Quality</p>	<p>Sept 2020 ongoing</p> <p>May 2021</p> <p>9 July 2021</p>	<p>E&D training compliance at 97%</p> <p>Access to work are continuing to support our staff to enable them to carry out their duties.</p> <p>No issues arising from LOOP at campuses except at HFE which are being actioned by IB who is leading on focus groups with students. For context this was about black students lived experience on their Level 2 Art course and how they perceived their interactions with their teacher(s) and opportunities to tie the curriculum in with BLM and the related issues.</p>	
3.2	Continue to ensure marketing activities and the promotion of the College positively reflect the College's ethos and commitment to E&D	<ul style="list-style-type: none"> Marketing materials Learner success stories Prospectus College website Recruitment adverts Workforce data 	<p>Group Head of Marketing</p> <p>Group Director of HR</p>	<p>Aug 2020 ongoing</p> <p>9 July 2021</p>	<p>Student recruitment: Align marketing and promotional work to the college's Black Lives Matter agenda as well as other strands of equalities work.</p> <p>Production of varied promotional material which actively addresses equalities issues and promotes celebration of diversity.</p> <p>Staff recruitment: Recruitment is now automated and is monitored by protected characteristics. Recruitment practices had no adverse impact on diversity.</p>	
3.3	Continue to ensure students are safe, free from discrimination, harassment and bullying while accessing college services	<ul style="list-style-type: none"> Tutorial Programme Monitor student complaints procedure Work with external agencies and partners on employer agreement (requires employers to have an Equality Policy in place or abide by the College's policy) Student surveys HR policies and processes 	<p>Deputy Principals</p> <p>Principals</p>	<p>Aug 2020 Ongoing</p> <p>Jan 2021</p> <p>May 2021</p> <p>9 July 2021</p>	<p>Ensure that pastoral care through the tutorial programme, complaints procedure, tutorial and student surveys, can be delivered through an online process and that all aspects of PBDW are tracked and monitored through our data reporting processes enabling teams to quickly identify those who are at risk and implement support</p>	

		<ul style="list-style-type: none"> Personal Development, Behaviour and Welfare. 				
3.4	Continue to ensure E&D is a requisite part of contract tendering processes	<ul style="list-style-type: none"> E&D policies required at the due diligence stage for potential partners and suppliers Check contracts for E&D criteria Contract monitoring meeting minutes 	Deputy CEO & Group Director Estates Group Director of Apprenticeships and Business Development	Aug 2020 ongoing	<ul style="list-style-type: none"> The BD team would check for inclusiveness with regards to interview with prospective employees Assessors and facilitators will highlight E & D with employers and learners. As part of monitoring, we check that the policy is up to date and that there's satisfactory planning to promote equality and diversity in the classroom and tackle discrimination. We also check visible representation through images i.e. posters of British Values, slogans/quotes that promote E&D. We also check during lesson observation/learning walks E&D is embedded where appropriate. For OJ learners we check tutorials records to see use of materials to encourage learners to think outside the Jewish community Continue. 	
3.5	Produce E&D annual report for 2020/21	<ul style="list-style-type: none"> Action Plan produced and acted upon Annual report produced 	Group Director of HR	April 2021 Oct 2021	<p>Interim reports produced</p>  <p>Interim Workforce Annual Report 2020</p> <p>Report revealed the Havering and Epping campuses not as diverse as the other campuses. This is a pre-merger issue and the diversity at these campuses will improve as NCC processes bed in.</p>	

Leadership and Management: Ensure Black Lives Matter strategy actions are implemented

Key actions	How will this be done and or evidence sources	Lead department/person	By when	Achieved /progress to date	Status	
3.6	Establish a Black Lives Matter forum group to discuss issues relating to Black staff, students and other key stakeholders.	<ul style="list-style-type: none"> Working group to feed into the Equality and Diversity steering group Identify experiences of Black staff, students and key stakeholders Ensure organisational representation of Black staff particularly at management and Board levels Identify areas of the curriculum that need to be decolonised Discuss issues pertaining to respect and justice 	Group Principal & CEO Group Director of Human Resources Principals	From Oct 2020 July 2021	<p>BLM Working groups established. The following actions have been agreed:</p> <ul style="list-style-type: none"> Follow up on work on the Commission on Racial Equality and how they can work with us. Completed May 2021 Review of recruitment practices which was completed in April 2021.  <p>DF PA Updated RS Report 30.04.21a.dc</p> <ul style="list-style-type: none"> Staff perceptions survey Curriculum approach (de-colonisation). Lived experience of our students. Students presented their experiences to Governor and SMT June 2021 	

Leadership and Management: Ensure building, facilities and services are accessible to learners, staff and other stakeholders

Key actions	How will this be done and or evidence sources	Lead department/person	By when	Achieved /progress to date	Status
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4.1	Ensure that the College's Property Strategy takes account of any E&D issues	<ul style="list-style-type: none"> Check implementation plans for Property Strategy 	Group Director of Estates Group Head Strategic Projects	Aug 2020 ongoing	<p>New works, refurbishments, adaptations & alterations adhere to part M of the building regulations which concerns the access and use of buildings.</p> <p>Large scale projects that require planning permission require access statements as part of the design submission for consideration and approval by the local authority. This has been actioned.</p> <p>Consideration was also given to the impact that the work has on accessibility of the wider campus during its implementation stage, where the planned work poses issues these were either addressed before work started or, the work was deferred to out of term time.</p> <p>There are regular weekly/monthly scheduled preventative maintenance visits on all plant, machinery and systems essential for accessibility of buildings e.g. lifts, refuge alarms, automated doors.</p> <p>Recent projects have involved the replacement of a number of lifts that have reached end of life, refurbishment of prayer rooms, installation of refuge alarms and significant refurbishment 3 SEND centres at Hackney, Redbridge & Sixth Form</p>	
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Personal Development, Behaviour and welfare: Ensure advancing equality and engaging with diversity are well embedded in the delivery of activities which promote development and positive behaviour and in the implementation of our duties for welfare, safeguarding and promoting shared values

Key actions	How will this be done and or evidence sources	Lead department/person	By when	Achieved /progress to date	Status
5.1	Promoting activities within the college experience to those who have previously not engaged. Promoting diversity through all behaviour and welfare activities.	<ul style="list-style-type: none"> Positive role models Matrix accreditation Risk assessment to individuals Equality and Diversity ethos 	Principals Deputy Principals Enrichment and safeguarding leads	<p>Sept 2020 Ongoing</p> <p>May 21</p> <p>9 July 2021</p> <p>DPs and Advisory leads reviewed service and resourcing to ensure Matrix accreditation was achieved.</p> <p>Courses designed to support student's re-engagement are delivered at campuses, such as Foundation Pathways and Compass.</p> <p>Individual Risk assessments are completed for our most vulnerable students when enrolling at NCC.</p> <p>Their entry route to college often triggers the requirement for completion of the assessment. For example, if they are joining from a Hospital or school which offers support to meet specific additional needs.</p> <p>NCC are committed to supporting our students hence sourcing third party support sourced when required e.g. Voyage and Boost plus.</p>	

				<p>Redbridge campus piloted the Boost plus mentoring programme in the summer term. The programme was a success with 40 students accessing mentoring and only three students where progression was possible, not returning.</p> <p>From September, it has been agreed that there will be a minimum of two mentors based at each campus across the group. Boost have been represented at enrolment at each major campus to begin this work.</p>	
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