



EQUALITY, DIVERSITY and INCLUSION

REPORT

2016/17

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1. Introduction

The purpose of this report is to provide information and data on the approach of North Shropshire College to Equality, Diversity and Inclusion. It demonstrates how the organisation complies with the Public Sector Equality Duty which requires public bodies, which includes Further Education colleges, to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between those who share a protected characteristic and those who do not.
- Foster good relations between those who share a relevant protected characteristic and those who do not.

There are nine 'protected characteristics' as defined in the Equality Act 2010. These are:

- Age
- Disability
- Race
- Sex
- Sexual orientation
- Gender reassignment
- Religion/belief
- Pregnancy and maternity
- Marriage and Civil Partnership (though the requirement to 'advance equality of opportunity' and 'foster good relations' does not apply to this characteristic).

This overarching duty - to eliminate discrimination and promote and advance equality - is backed up by specific duties, which have two elements:

- the first is the obligation to publish information relating to equality
- the second is a duty to set, and report on, equality objectives.

2. Context

2.1 Summary information on North Shropshire College

North Shropshire College has five campuses. Most of the provision is taught at the college's two main campuses at Oswestry and Baschurch (Walford Campus). The majority of learners come from North Shropshire, although land-based industries learners come from further afield. The proportion of enrolments with a minority ethnic heritage is slightly higher to that of the local population.

The curriculum includes courses from entry level to higher education. Classroom-based courses are available in 15 subject sector areas. The college provides work-based/Apprenticeship courses in eight areas.

Mission Statement:

- Shaping Futures: providing outstanding education and training that adds value to the lives of our learners and advances the economic and social well-being of the communities we serve.

Core Values

- We put the learner at the centre of all we do.
- We show respect for each other.
- We work together to create and sustain a culture of trust and openness.
- We value and celebrate diversity.
- We continuously strive for excellence in all we do.
- We support individuals to achieve their full potential.
- We celebrate and embrace innovation and positive change.
- We instil a love of learning and passion to succeed.

Strategic Objectives

- Outstanding student success.
- Teaching and learning excellence.
- Stimulating economic growth.
- A college for the community.
- A great place to learn and work.
- Securing our future.

2.2 Local demographic profile

Results from the 2011 Census show that there are 306,100 people living in Shropshire. ONS 2016 mid-year estimates put the population total as being 313,373. The ethnic population of Shropshire is largely white and British. 98% of Shropshire's population are classified as being in a White ethnic group. This has reduced from 98.8% in 2001, although this is still higher than the England and Wales average of 85.9%.

3.3% of enrolments at North Shropshire College in the year 2016/17 self-identified as being in an ethnic group other than 'Non-White', therefore reflecting a slightly higher outturn in comparison to the population parameters of Shropshire (2%).

Approximately 16% of 16-18 year old and 19+ learners at NSC live in an area that is considered disadvantaged (band 1 to 3) according to the 2015 Index of Multiple Deprivation. This is higher than the local authority (Shropshire) statistics for band 1 to 3 for 16 year olds (12.8%) and 2.6% lower for 19+ learners.

NSC band 5/6 learners are on a par with local authority profile for deprivation bands. NSC is more likely to have learners in the least deprived bands (9/10) than the proportion in the local authority.

Aged 16-18 (local authority – Shropshire):

Deprivation Band	Number of Learners in the College	College Profile	All Learners in the Local Authority	Local Authority Profile
Band 1 (Most Deprived)	<5	<5	8	0.5%
Band 2	35	6.4%	101	5.8%
Band 3	56	10.2%	107	6.2%
Band 4	81	14.8%	338	19.5%
Band 5	119	21.7%	435	25.1%
Band 6	78	14.2%	214	12.3%
Band 7	76	13.8%	227	13.1%
Band 8	34	6.2%	166	9.6%
Band 9	61	11.1%	104	6.0%
Band 10 (Least Deprived)	9	1.6%	33	1.9%
Total	549	100.0%	1,733	100.0%

Source: MiDES RCU report

Aged 19+ (local authority – Shropshire)::

Deprivation Band	Number of Learners in the College	College Profile	All Learners in the Local Authority	Local Authority Profile
Band 1 (Most Deprived)	0	0.0%	15	0.9%
Band 2	35	8.8%	170	10.2%
Band 3	30	7.6%	125	7.5%
Band 4	43	10.8%	259	15.5%
Band 5	86	21.7%	360	21.5%
Band 6	58	14.6%	232	13.9%
Band 7	58	14.6%	209	12.5%
Band 8	26	6.5%	139	8.3%
Band 9	53	13.4%	127	7.6%
Band 10 (Least Deprived)	8	2.0%	36	2.2%
Total	397	100.0%	1,672	100.0%

Source: MiDES RCU report

3. Management of Equality and Diversity

Developing and implementing Equality, Diversity and Inclusion practice is the responsibility of all staff. However, operational direction, focus and policy development is managed by the Equality, Diversity and Inclusion Network (EDIN) made up of managers with both student and staff representatives. The EDIN meet termly.

3.1 Single Equality Scheme

The College has a Single Equality Scheme, which takes into account the extended scope of the Equality Act 2010. The associated action plan covers key areas of the College's functions and applies to both staff and students. The scheme is published on the staff intranet and website and are available on request and in different formats.

3.2 Equality Objectives

The Equality Objectives below have been developed as a response to meeting the specific duty and also in response to areas we wish to strengthen.

1. Recruit and maintain a staff and learner population which is reflective of the local and wider community.
2. Ensure that the recruitment of learners and staff is based on the principle of inclusivity with reasonable adjustments made where necessary.
3. Ensure employers providing Work Based Learning or placement opportunities are aware of their legal responsibilities and are encouraged to actively promote and advance equality and diversity.
4. Ensure that all learning and training programmes reflect, promote and advance equality and diversity in content and delivery in a manner that is appropriate.
5. To provide learner support services which are inclusive and take proactive steps to eliminate discrimination, advance equality of opportunity and foster good relations among all groups of people.
6. Ensure staff and learners are protected from discrimination, harassment or bullying and take appropriate and timely action when non-compliance with the policy is identified.
7. Seek the views of all those who use the services of the College and respond to their needs.
8. Monitor, evaluate, review and publish progress on a regular basis to close the equalities gap and actively promote equality of opportunity across all the protected characteristics.

4. People first

At North Shropshire College we are committed to ensuring that every learner has an equal opportunity to succeed. There is an on-going programme of training, action and monitoring, which seeks to identify and eliminate all forms of discrimination, whether intentional or unintentional.

4.1 Personal Tutors

The role of Personal Tutors has enabled the college to closely monitor attendance and achievement of learners. This has ensured that any problems or concerns can be identified and addressed, often with the involvement of parents if appropriate. It provides learners with an opportunity to discretely raise any issues of unfair treatment, bullying or discrimination should they wish to. In 2016/17 the role of Senior Tutor was introduced, this

has enhanced the support Personal Tutors receive therefore strengthening the support learners have access to.

4.2 Equality, Diversity and Inclusion Champions

There are Equality and Diversity Champions from a range of Curriculum and Business Support areas within the college. This role has been recognised as playing a central role in disseminating good practice and encouraging the promotion of equalities within North Shropshire College. Their key tasks are:

- To assist in ensuring that that colleagues and students are aware of Equality and Diversity initiatives in place in the College.
- To advise learners and staff on how to seek advice on equalities issues.
- To assist with consultations on monitoring schemes and developing policies so that departments are aware of the consultation process and are encouraged to respond.
- To assist colleagues to identify good practice when embedding Equality and Diversity in the curriculum and to assist with the dissemination of this across the College.
- To attend any appropriate training.
- Be a point of contact for anyone wishing to raise any issue which they feel does not provide an equality of opportunity and propose action on any such issues when appropriate.

4.3 Student survey

North Shropshire College conducts an annual QDP learner survey in November/December which captures student feedback and allows us to make informed decisions to improve the quality of services. Additional surveys were also carried out in 2016/17 during the Induction period and in March/April 2017. The three measures linked to Equality and Diversity issues showed improved scores varied for 2016/17.

The response to the question “The College treats all students fairly” survey output reveals a decrease of 5% for learners’ “agree” response to the questions in the academic year 2016/17.

QDP survey - Treated fairly (end of academic year)	2014	2015	2016	2017
NSC	82%	81%	87%	82%

For the survey question ‘I feel safe at College’ there was an agreement score of 95% on the Induction survey, 87% in Nov/Dec 2016 QDP survey and 93% in March/April 2017 survey.

In the May 2017 Ofsted inspection the college was deemed ‘effective’ for safeguarding:

- Governors and senior leaders have transformed the college’s approach to safeguarding. A strong culture of safeguarding now permeates the college at all levels.

- Learners and apprentices feel safe and have an appropriate knowledge and understanding of safeguarding. Learners know how to stay safe online. Many of the most vulnerable learners gain invaluable help from the range of professional support that can be accessed through support staff in the 'HUB'.

QDP survey - Feel safe(end of academic year)	2014	2015	2016	2017
NSC	94%	89%	92%	89%

90% of learners agree that they know who to contact in relation to concerns about welfare; which is an increase of 4% from last year. The agreement score of 90% was maintained at in the March/April 2017 survey.

QDP survey - Know how to contact re welfare(end of academic year)	2014	2015	2016	2017
NSC	83%	82%	86%	90%

Following the Nov/Dec 2016 QDP survey outcomes on these three measures, increased effort and resources were put into promoting the support available from Personal Tutors and Student Services using a range of mechanisms including posters, screen savers, plasma screen announcements, tutorials and learner activities. Particular care has been given to students with learning difficulties through the provision of a Pastoral Mentor service and The Hub. This has impacted via the rise in percent agreement in the March/April 2017 survey outcomes.

2016/17 academic year	Whole College	Declared Learning Difficulty
Treated fairly	82%	79%
Feel safe	89%	88%
Know how to contact re welfare	90%	87%

The response to these questions shows that students with a learning difficulty give less positive responses on the three criteria. This is despite both of the main campuses having discrete Hub areas for students who are less confident with pastoral mentors readily accessible, which indicates a distance to travel for the college.

It should be noted that when the ethnicity of respondents is investigated the numbers in each ethnic group other than White British are too small to reach any judgement based on the statistics related to these three key questions.

4.4 Teaching and Learning

The Equality and Diversity Champions and Senior Tutor review the curriculum to identify opportunities for staff to make students aware of other cultures. This area has been identified as the starting point for enhancement of equality and diversity issues and the need to develop this is supported by the responses in the student survey: 'The College makes me aware of different cultures' question on the student survey scored 77% agree in 2015/16 showing a 4% improvement on 2014/15 score of 73%. For 2016/17 the score was 84%, a further rise of 7%.

4.5 Celebrating Success

During the year there has been a series of news stories celebrating student activities and successes. These include:

- Learners participated in a huge variety of sport led equality, diversity and inclusion promotion, development and enhancement events (see section 5).
- A team of Sport students embarked on their fourth football tour to Barcelona, entering the prestigious international tournament Copa Cataluna U19's.
- Agricultural Apprentices and learners carried out a two week work experience study tour in Finland.
- Finland was also the location for a one week work experience placement for Business students.
- Motor Vehicle, Hospitality and catering and Travel and Tourism learners carried out work experience placements in various regions of France.
- Engineering students undertook two weeks of work experience in Spain completing a Solar Hot Water Systems Module alongside their placement.
- Spain was again the location for a group of Animal Management learners for a two week work placement. Poland was the destination for other Animal Management learners.
- Agricultural students and staff members participated in a study tour in New Zealand, enabling an insight into agriculture in New Zealand.
- A group of agricultural students and staff from Taratahi Agricultural Training Centre in New Zealand spent three weeks at the Walford Campus as part of a cultural exchange.

- Higher Education Animal Science students visited South Africa for a two week study tour, incorporating data collection for individual projects.
- In 2016/17 North Shropshire College offered many part time courses at venues throughout the County.
- An end of year Awards event incorporating awards for a variety of input including community work and endeavour took place in June 2017; NSC awards are given in recognition of a range of learner abilities and contributions, not solely on an academic basis.

5. College Sport Maker (CSM) Project has provided a 'Diverse' Programme of Activities for students

This section of the report aims to highlight how North Shropshire College (NSC) has effectively promoted inclusion through sport, physical and recreational activity. Through the College Sport Maker (CSM) Project NSC has enhanced the sports provision for students and staff within the establishment and also made a positive contribution to sport within the local community.

Through the CSM Project, NSC delivered 49 different sports and physical activities during the 2016/17 academic year. Various sports were offered all year round, while some activities were seasonal. In addition, various sports were offered as taster sessions and this enabled students to try new activities and based on the popularity of the activity, this determined if it was continued or not.

A number of sports activities and 'traditional games' have been used at NSC to create awareness and celebrate cultural and religious festivals. For example, traditional Chinese games were played to celebrate Chinese New Year again this year and different forms of ancient Indian wrestling 'pehlwani and kabbaddi' were used to celebrate Diwali. This element of the report is structured into four sections which outline 'Disability Focused Projects', 'Gender Equality', 'Raising Religious & Cultural Awareness through Sport' and 'Diversifying the local sports offer for primary age school children'.

Inclusive Projects

The 5th Annual NSC Boccia Competition – The NSC inclusive boccia competition was originally established to meet the needs of students studying towards an entry level and independent living skills qualification. Boccia sessions have since developed to be popular amongst all students, but there are still specific sessions and annual competition for the entry level learners. Sessions are offered once a month (alongside other sports) and each student has the opportunity to play in the competition that runs throughout the academic year between October and May each year.

- 46 learners participated in this project during the 2016/17 academic year.

Disability Sport Teams – NSC are committed to the promotion of inclusion, and since the CSM Project was established back in 2013, we have widened access and developed sport teams to represent the whole college in various local, regional and national competitions.

During the 2016/17 academic year students with a disability have played football, boccia and basketball against other colleges from Shropshire, while NSC have also competed against other colleges within the West Midlands in regional competition. NSC entered teams into the AoC Regional Ability Counts Competition and NSC also hosted both football and boccia festivals attracting other colleges and local disability groups to take part.

- 49 Students participated in this project during the 2016/17 academic year.

Paralympic Awareness Sessions – Through the CSM Project NSC has effectively promoted disability and inclusive sports through the Paralympic Awareness Sessions. Sessions have attracted a wide range of students from Applied Science, Construction, Animal Care, Agriculture, Travel & Tourism, Sport and Uniformed Public Services. NSC are proud to promote inclusive sports and offer a much wider range of sports, unlike most local colleges that often focus on traditional sports and performance level sport.

- 86 students participated in the Paralympic sessions across Walford and Oswestry campuses during the 2016/17 academic year.

Partnership Working – Through the CSM Project NSC have worked closely with various community and voluntary organisations to promote inclusion and widen access for their members to access sports opportunities, education and training. NSC has continued to work in partnership with North Shropshire Special Olympics to develop the satellite project which enables specialist and experienced coaches to assist the college to deliver disability sessions to students with a disability. Special Olympics coaches have also helped students to gain essential coaching skills to create inclusive and engaging sports sessions. NSC has also worked closely with Impact Tennis, Tennis Foundation, Oswestry Tennis Club, Oswestry Team Tennis, North Shropshire Special Olympics and Energize STW to develop a successful Young Leaders Programme for the Shropshire community to access and develop leadership skills.

- Approximately 175 people have benefited from this project during the 2016/17 academic year.

Promoting Gender Equality Through Sport and Physical Activity

Gender Specific Sessions – In light of the ‘This Girl Can’ campaign run by Sport England, NSC are pleased to have been proactive and effectively been providing women only sessions for almost five years since the College Sport Maker Project was first established.

Women's only sessions have been organised at both Walford and Oswestry Campuses and activities have included rounders, boxing, netball, basketball, badminton, rugby, dance, tennis, volleyball, hockey and circuit training. The women's only provision at the college was initially established because small groups of female students said they *'would participate in sport if the lads were not around to tease them and make fun'*. NSC has seen an increase in sports participation amongst female students since the gender specific sessions have been organised. The most recent success has been a project that was established to support a group of equine students. The aim specifically focussed on developing the ladies core strength and improve general fitness in preparation for their chosen career in the equine industry, but more specifically, instructing horse riding for 8-10 hours a day. Women-only sessions were deemed appropriate as all the equine students expressing an interest in this project were female. Through this project various students have started to get more active and very few of them were actively engaging in regular physical activity before this project.

- Approximately 140 female students participated in sport and/or physical activity at some point during the 2016/17 academic year, with around 85 females active participating in regular sport and physical activity each term.

International Women's Day – To celebrate International Women's Day, various sports sessions were established at both Oswestry (fencing, boccia, boxing, tennis & running) and Walford campuses (Gym based exercise, boxing, table tennis, badminton & basketball) were held on different days during March 2017. All sessions were open to all students, but female students were the target audience.

- 98 students and staff attended the sessions throughout March 2017 and they were held before, during and after college.

Raising Religious & Cultural Awareness through Sport Related Activity

As outlined in an earlier section, sport was used to create cultural awareness surrounding events such as Chinese New Year and Diwali. We also held an awareness evening for students surrounding Ramadan and Edi and for the second year running we hosted a Roman Ludi games event and our usual annual Christmas sports event.

- The events have been very popular and 153 students participated in the various themed events/sessions held over the 2016/17 academic year.

Enhancing and 'diversifying' the local sports offer for primary age children

During the 2016/17 academic year, the College Sport Maker at NSC has again organised and hosted sports competitions for local primary schools from Shrewsbury and North Shropshire. 12 teams from local primary schools attended an orienteering event which after three years in a row has become part of the annual school sport calendar. Before NSC intervention there was not an opportunity for local schools to participate in orienteering, so we have made a positive impact and widened access for young children to participate in a more diverse range of sports.

6. Student and Staff Statistics

The College collates a wide range of statistical data on students and staff. Currently, for students, this covers the protected characteristics: age, gender, disability and ethnicity. With regard to pregnancy and maternity, this is not centrally recorded for students; individual course teams are made aware of any student who is in this category and offers additional support to encourage students to continue with their learning/resumption of study. Details of staff who are pregnant or on maternity leave and if/when they return to work, are recorded on the Human Resources system. The Human Resources team provide advice and support to staff within the established legal framework.

6.1 Staff

All staff have been asked to provide personal details anonymously to allow the comparison data below to be produced.

GENDER	
Male	Female
30.34%	69.66%

GENDER REASSIGNMENT
1

SEXUAL ORIENTATION				
Heterosexual	Gay or Lesbian	Bisexual	Prefer not to say	Not answered
92%	Not disclosed, no data	2.04%	2.04%	4.08%

ETHNICITY						
White British	White other	Mixed – White/Asian	Mixed White & Black Caribbean	Asian – Ind/Pak/Ban	Black - African	Prefer not to say
88%	1.96%	1.96%	1.96%	1.96%	1.96%	1.96%

RELIGION					
Atheist	Christian	Sikh	Any other religion	Prefer not to say	Not answered
26%	63%	2%	2%	4.08%	2%

AGE			
16-30	31-40	41-50	51+

17.09%	20.90%	25.21%	36.75%
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It can be seen clearly that there are over twice as many females than males employed at NSC with the majority of staff being heterosexual and white British. The predominantly white British staff at the college reflects the ethnic group make-up of the learner body.

6.2 Governors

As a corporation, the College has a governing body with 16 governor positions. There is one vacancy for an independent governor, and the process of electing a Student Governor took place in the early part of the first term of 2016/17.

	Independent Governors	Student Governors	Staff Governors	Chief Executive/ Principal
AGE:				
16-18	0	1	0	0
19+	11	0	2	1
DISABILITY:				
Yes	0	0	0	0
No	11	1	2	1
ETHNICITY:				
White British	11	1	2	1
Not White British	0	0	0	0
GENDER:				
Male	6	0	1	1
Female	5	2	1	0

The predominantly white British Governor profile at the college reflects the ethnic group make-up of the learner body.

Independent governors are appointed through an open application process. Any member of the public may apply, provided that they are over 18 years old, meet certain legal criteria and have no conflict of interest, which would prevent them from being a governor. Appointments are made on the basis of the skills they can offer and whether these match the current assessment of skills required by the governing body.

The present skills mix of independent governors is:

- 6 with an education background
- 4 with a finance background (2 public sector, 2 private sector)
- 6 Company Directors (private sector)
- 0 with a HR background

- 2 with a marketing background
- 2 with an agriculture background

The student governor and the staff governors are elected by their peers.

6.3 Students

OFSTED’s Common Inspection Framework (CIF) identifies a responsibility to close any achievement gap for groups of learners. The statistics below uses the key measure of achievement rate (retention rate x pass rate) and identifies gaps to enable us to take appropriate action.

The following tables show the profile of the student population across the whole spectrum of funding and delivery types. In 2015/16 there was a renaming of success rates to achievement rates – this new labelling applies in this report.

Age & Gender

Year	Achievement rate %		Achievement Gap in %
	16-18	19+	
09/10	62	77	-15 for 16-18
10/11	80	79	+1 for 16-18
11/12	82	80	+2 for 16-18
12/13	84	82	+2 for 16-18
13/14	84	82	+2 for 16-18
14/15	81	74	+7 for 16-18
15/16	76	87	-11 for 16-18
16/17	74.7	89.5	-14.8 for 16-18

The gap between these two age groups had remained reasonably similar for three years running but in 14/15 the amount by which 16 to 18 year olds outperformed students aged 19 increased substantially, this was reversed in 15/16 and 16/17, with a clear increase in 19+ achievement. This is being addressed in 2017/18 via the introduction of measures targeted at lifting the achievement of 16-18 year old learners on their core programme and maths and English.

Achievement rates by age & gender (%) showing the gender achievement gap

Year	16-18			19+		
	Female	Male	F-M Gap	Female	Male	F-M Gap
09/10	64	60	4	76	79	-3
10/11	82	78	4	79	78	1
11/12	83	81	2	79	82	-3
12/13	86	84	2	79	85	-6

13/14	83	84	-1	79	83	-4
14/15	81	79	2	72	75	-3
15/16	77.2	75.5	1.7	81.3	88.8	-7.5
16/17	75.8	73.6	2.2	86.8	91.5	-4.7

At 16-18 the achievement gap for males had steadily reduced until 14/15 and 15/16 where the females were out performing the males. However, in 16/17 the achievement gap widened again indicating female 16-18 year olds were outperforming their male peers. 19+ male students continue to outperform 19+ female students, this achievement gap widened considerably in 15/16 in comparison to the previous four years. In 16/17, although an achievement gap continues it has been reduced from figures recorded in 15/16.

Achievement rates by gender whole college (%) showing any achievement gap

Year	Female	Male	F-M Gap
09/10	69	67	2
10/11	81	78	3
11/12	81	81	0
12/13	83	84	-1
13/14	81	84	-3
14/15	79	77	2
15/16	79	81	-2
16/17	80.7	83.3	-2.6

The gender performance for the college as a whole illustrates that both genders show fluctuations in achievement rates, both showing increased achievements in 16/17.

For 2012-14 years males outperformed females for the first time in a number of years – this has now been reversed, to an earlier trend, for 15/16 and 16/17. Noticeably, using earlier statistics, it is the 19+ male learners who lift the profile of the male achievement at the college.

Achievement by Ethnicity Grouping (%) by 16-18 and 19+

Year	All		Self-identify as white		Self-identify as not white	
	16-18	19+	16-18	19+	16-18	19+
09/10	62	77	62	77	67	72
10/11	80	79	80	79	86	73
11/12	82	80	81	80	97	80
12/13	84	82	84	82	85	80
13/14	84	81	84	81	84	88
14/15	81	74	81	74	88	78
15/16	76.4	85.6	76.6	85.6	65.7	77

16/17	74.7	89.5	74.7	89.4	76	91.4
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For 16/17 the statistics indicate that 16-18 and 19+ self-identified white learners underperform when compared to self-identified not white learners. There is a clear trend of declining performance in 16-18 year old white learners. There is a large achievement gap when comparing age categories by different ethnic groupings.

Learning Difficulty / Disability (LLDD)

The Individual Learner Record (ILR) contains declared information on Learning Difficulty & Disability as well as those identified by the college during their learning here.

	No LLDD		Declared LLDD		Achievement gap	
	16-18	19+	16-18	19+	16-18	19+
13/14	84	81	82	82	-2	1
14/15	85	87	82	86	-3	-1
15/16	80.1	81.7	72	81.2	-8.1	0.5
16/17	78.3	91.9	70.5	73.1	-13.6	-18.8

The achievement gap shows a trend of lower achievement rates for learners declaring an LLDD in comparison to those who did within the 16-18 age category. For 19+ learners there is a large achievement gap when comparing LLDD declared learner achievement to no LLDD learner achievement.

As 2016/17 outturn indicates such a marked difference in achievement outcomes for declared versus non-declared LLDD candidates the following table drills down further and compares the NSC outcomes for each category of LLDD to General Further Education College (GFEC) outcomes and all institution outcomes. The statistics indicate learners who declare autism, a moderate, multiple or severe learning difficulty and individuals who declare dyscalculia underperform at NSC in comparison to the sector rates.

	Leavers	NSC Ach	GFEC	All inst
Dyslexia	316	74.1	75.4	69.9
Autism	69	66.7	73.4	70.9
Moderate	119	61.3	75.3	74
Dyscalculia	27	59.3	69.4	68
Multiple	30	66.7	72.8	72.9
Severe	4	25	69.4	69.4
Other	23	82.6	72.6	67.7
None	2481	85.8	83	78.1
n/a	92	60.9	75.5	70

Vulnerable learners - Looked-after Children (LAC)

Over the three years from 2010/11 to 2012/13 the achievement gap between those in the uplift category and those not has been widening with vulnerable learners underperforming by 12 percentage points in 2012/13.

Year	Uplift Category	No Uplift Category	Achievement Gap
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09/10	70	68	2
10/11	76	80	-4
11/12	71	82	-11
12/13	72	84	-12

This data is no longer available as a comparison, but the College identifies students who are “looked after children”.

Year	Starts (post census)	Withdrawn	Retention %	Pass %	Achievement %
13/14	24	3	88		
14/15	40	9	78		
15/16	35	4	88	87	77
16/17	25	10	60	93	56

The above statistics, when compared to college rates show that LAC learners have a higher percent pass rate than the overall college cohort. Even so, they had 32.1% lower retention in 16/17 than the overall cohort at NSC and have achievement rates 26.1% lower.

LAC students study a range of different levels across the curriculum and campuses, with level 1 and 2 provision being the most likely in 15/16.

Year	Entry	L1	L2	L3
13/14	7	6	5	6
14/15	11	6	9	5
15/16	4	11	15	4
16/17	6	9	9	1

The role of the designated person with specific responsibility for LAC has had a positive impact on LAC learner experiences at college, being able to link with outside agencies, closely monitor behaviour and address problems as soon as they arise through the provision of a dedicated holistic support service.

7. Complaints

In 2016/17, 24 formal complaints were received (30 in 15/16). The numbers of complaints are recorded against campus, curriculum and service areas and are dealt with using the College’s published Complaints policy. The Senior Management Team reviews the complaints regularly and an annual summary is reported to the Board of Governors. Data shows that no complaints were related to any of the protected characteristics.

8. Moving forward

The May 2017 Ofsted report included the following observations:

- Learners enjoy interesting and relevant activities that extend and deepen their understanding of equality and diversity in tutorials and lessons. Teachers effectively challenge stereotypical ideas and sensitively improve learners' respect for difference.
- Teachers use the resources well to develop learners' understanding of equality, and positive approaches to diversity and sensitivity to different cultures and subcultures. Managers and teachers reinforce the learning with learners through college-based activities and events. Learners show respect for others' ideas and views.
- Most teachers effectively promote equality in lessons, and raise awareness of diversity. For example, Level 1 health and social care learners were clearly able to articulate the difference between equality of opportunity and treating everyone the same.
- Teachers integrate diversity well into lessons. Learners are required to be aware of different traditions and how, for example, the use of colour in event-planning can be culturally significant.
- Safeguarding at the college is deemed effective.

Promoting positive equality and inclusion messages and ensuring these are embedded in teaching and learning is an on-going process. Through the implementation and monitoring of our action plan, analysis of data and the embedding of the equality agenda in all of our practices the College aims to continually progress its practice.

Actions to target achievement gaps can be found in the college QIP 2017/18