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

Equality Objectives 2024-28

We at the Nelson and Colne College Group are passionate about Equality, Diversity and Inclusion for our staff, students and stakeholders. Our vision is to build stronger communities and create high quality routes into high-value Professional and Technical careers for all our learners. In order to reach that vision, we need to create and embed an environment and culture where all our students and colleagues feel valued and are treated fairly and with respect.

The College recognises and proactively works towards its responsibilities in respect of the Equality Act 2010 and in doing so has identified 4 Equality Objectives within this Action Plan to take forward over the next four years. Each of these objectives are broken down and have targeted outcomes to support the overarching Equality, Diversity and Inclusion Policy and the Single Equality Scheme.

The College's Equality Objectives help to ensure that we firmly focus on minimising inequalities and disadvantage as well as advancing equality of opportunity 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 in making a commitment to being inclusive we need to go beyond the protected characteristics and embrace the differences we all bring into the college to create a rich and vibrant organisation where everyone feels valued and, importantly, adds value.

Equality is 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.)

Our Equality Aims and Objectives:

Equality Aims:

1. Develop a college-wide culture which actively promotes and celebrates diversity
2. Ensure that our workforce is representative and that we have an inclusive approach to the staff experience which promotes equality of opportunity, tackles discrimination and disadvantage and allows all individuals to be successful
3. Ensure a positive, inclusive student learning and social experience through advancing equality of opportunity, challenging discrimination and fostering inclusion
4. Champion disability, neurodiversity and improve accessibility

2024-2025 EDI steering group

The steering group will oversee the implementation and monitoring of the EDI action plan and will meet half termly. The steering group is made up of the following members:

- Vice Principal curriculum (Chair)
- Vice Principal Quality
- Vice Principal Marketing and Brand Strategy
  Assistant Principal Learner Experience
- Assistant Principal Finance and HR
- Director of HR
- Director of Estates
- Head of Division: High needs and ALS
- Curriculum and students EDI lead
- Head of Safeguarding
- Learning and development manager
- Personal development lead
- Directors for adult learning

Aim 1: Develop a college-wide culture which actively promotes and celebrates diversity

Objectives	Action / Measurable Outcome	Who	By When	Update/Impact	RAG
1.1 Celebrate the differences between our people (staff and students) with actions, words and images, drawing on diversity in its broadest sense	• Organise and support events and activities that celebrate different cultures, backgrounds and traditions within the college community. • Plan a calendar of events, such as cultural festivals, guest lectures, and awareness campaigns. • Encourage student clubs and organizations to host or participate in these events. Promote these events through various channels to maximise participation.	Curriculum EDI lead Personal Development lead			
1.2 Identify diversity champions from the staff and the student body who will be dedicated to advancing diversity and inclusion efforts across the college	• Recruit members of staff from various departments and backgrounds to ensure diverse perspectives • Recruit a range of students from various levels and courses who represent a range of diverse perspectives and identities • Set up staff and student diversity task force • Define the task force's goals, set regular meeting schedules, and develop a plan of action to address specific diversity-related challenges and opportunities	AP / Director HR Curriculum EDI lead			
1.3 Ensure opportunities for celebration of diversity and inclusivity are maximised as part of curriculum & tutorials.	• 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.	Personal development lead Curriculum EDI lead			

	• Introduce a Student Hub Diversity Officer on each campus				
1.4 Build upon the college wide diversity events by expanding the range of activity across both sites and connecting EDI events to tutorial, extra C and Health & wellbeing activity	• Plan and implement two diversity days (one of each campus) • Connect the diversity awareness calendar to tutorial content and delivery (tutorial themes) • Plan for one diversity focused extra C / health and wellbeing lunch time activity to engage and educate our students.	Curriculum EDI lead Personal development lead			
1.5 Ensure all marketing collateral (to include social content) represents the diversity of our colleges and is inclusive of under-represented groups. A key consideration is imagery and case studies	• Use a checklist with each marketing campaign to ensure that marketing images are a fair and inclusive representation of the diverse student and staff body.	VP marketing			

Aim 2: Ensure that our workforce is representative and that we have an inclusive approach to the staff experience which promotes equality of opportunity, tackles discrimination and disadvantage and allows all individuals to be successful					
Objectives	**Action / Measurable Outcome**	**Who**	**By When**	**Update/Impact**	**RAG**
2.1 Review policies and practices to ensure they are inclusive in both language and impact	• Policies are reviewed and in place • Policies communicated to all key stakeholders and published on the College Website in line with the publications scheme requirements • EDI staff facing policies to be reviewed as per the College's policy review cycle	HR Director			
2.2 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 staff profile within recruitment, sickness, performance, promotion, disciplinaries and casework, turnover KPIs to identify any gaps • Data is gathered from local communities and compared with the staff profile • All analysed data to be reported to SLT	HR Director			
2.3 Ensure all staff, curriculum facing and support, 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	VP-Curriculum Learning and development manager			
2.4 Improve the diversity of the workforce to better reflect the profile of our communities, and address under representation of protected groups,	• Implement recruitment strategies that attract candidates from underrepresented groups. • Regularly assess and report on diversity metrics with the aim of having data on 9	AP and Director of HR			

particularly in management roles.	characteristics which shows a more diverse workforce; • Consider areas of recruitment where we might consider positive action as a way of ensuring that our workforce reflects the diversity of our local area and our student population				
2.5 Provide ongoing diversity, equality, and inclusion (DEI) training for all staff, to build awareness, understanding, and skills to support a diverse community	• 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	Director of HR Learning and development manager			
2.6 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	AP and director HR			
2.7 Monitor staff experience and satisfaction levels according to different protected characteristics	• Identify any adverse feedback and implement action where necessary	HR Director			
2.8 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			

2.9 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		

Aim 3: Ensure a positive inclusive student learning and social experience through advancing equality of opportunity, challenging discrimination and fostering inclusion					
Objectives	**Action / Measurable Outcome**	**Who**	**By When**	**Update/Impact**	**RAG**
3.1 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	AP – reporting			
3.2 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	VPs curriculum			
3.3 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 progression are identified where appropriate and placed into the QIP	VP quality			

3.4 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	APs curriculum			
3.5 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?)	Directors for adult learning			

Aim 4: Champion disability, neurodiversity and improve accessibility					
Objectives:	**Action / Measurable Outcome**	**Who**	**By When**	**Update/Impact**	**RAG**
4.1 Adhere to government accessibility guidelines in all our published, digital and teaching, learning and assessment materials and aspire to exceed this by embracing best practice wherever possible.	• Review and update college TLA materials to adhere to accessibility guidelines and regulations. • Provide training for staff on creating accessible digital content and perform regular audits to maintain compliance.				
4.2 Continually improve the way we identify and meet additional support needs for all students, apprentices, and staff	• Establish a task and finish group to assess the process for identifying and meeting support needs for students and staff. • Consult with learners and staff to identify key support needed.				
4.3 Raise awareness of the impact of hidden disabilities on participation and inclusion and improve the visibility and profile of staff and students with disabilities.	• Create and roll out a support program specifically designed to address the needs of neurodiverse students and staff, including those with conditions such as autism, ADHD, and dyslexia. • Consult with neurodiverse individuals and experts to identify key support areas. • Develop resources, including specialised training for staff and tailored support services for students. Establish a feedback mechanism to continuously improve the programme				
4.4 Ensure that all digital content and online platforms used by the college are accessible to individuals with disabilities, including those using assistive technologies.	• Review and update the college's digital platforms, including websites, learning management systems, and online resources, to adhere to web accessibility standards (e.g., WCAG).				

	• Installation of Recite Me software across key web platforms to support access / review of alt tags through the websites to facilitate this				
4.5 Achieve and maintain DDA compliance	• Conduct a comprehensive audit of physical and digital accessibility. • Develop and implement a plan to address any areas of non-compliance • Provide training for staff on DDA requirements and monitor compliance regularly.				

The Board of Corporation regularly reviews its own approach and composition from an EDI perspective, and with reference to the College-side framework and priorities for EDI. Any related actions agreed from a governance or Board composition perspective are recorded in the Governance Development Plan, which is regularly reviewed and overseen by the Corporation. Additional information is available in this respect on request from the Director of Governance at the College Group.