



New City
College

ADVANCING EQUALITY

**SINGLE EQUALITY SCHEME
(2023-2026)**

The Single Equality Scheme (SES) and Equality Diversity and Inclusion Action Plan is available on the College Intranets and Websites

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(2023-2025)

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EQUALITY, DIVERSITY AND INCLUSION POLICY STATEMENT

1. Purpose of the Policy Statement

1.1 The Equality, Diversity and Inclusion Policy Statement is a short summary of the College's priorities to advance equality, engage with and celebrate the diversity of our students, staff and local communities, as an essential part of the delivery of the College's mission and values. The Policy Statement forms part of the College's Single Equality Scheme (SES). The SES and an associated action plan, build on existing good practice in equality diversity and Inclusion and provides details of our objectives and priorities in the drive to deliver equality, diversity and inclusion for all stakeholders.

2. Defining Equality and Diversity

2.1 For us, providing equality of opportunity is essentially about creating a fairer society through Education where everyone can participate to the best of their ability and gain the skills to fulfil their potential.

2.2 For us, recognising and celebrating diversity is engaging with and valuing our differences. It is about creating a culture and practice which recognises, respects, values and harnesses the characteristics which differentiate people, making them unique, as well as the commonalities which connect us. Both the individual and the organisation benefit from this approach.

2.3 For us, embedding inclusion is parity of access to opportunities and experiences where changes may be made to ensure this and as a result, contributions are collectively valued, benefitting the whole.

3. Mission and Aims

3.1 The missions of the merged institutions of all New City College are focused on creating opportunity for students and local communities, to fulfil their potential, to develop skills that meet the needs of industry & society, and to support progression to higher level study and into work.

3.2 The merged college aims to become 'Outstanding', as defined by Ofsted. The delivery of the SES is a key action in the achievement of our mission and this aim.

4. Equality and Diversity Policy and Objectives

4.1 The College policy on equality, diversity and inclusion is to actively work to meet, and go beyond, our legal obligations by:

- Delivering education and training opportunities, and the services which underpin them, in ways that redress inequalities in society, value diversity, widen participation, foster good relations, raise ambition and success and provide opportunities to progress for all students
- Ensuring students and staff suffer no unlawful discrimination, harassment or victimisation, on the grounds of race, disability, gender, gender reassignment, age, sexual orientation, religion and belief, pregnancy and maternity, and marital and civil partnership status. Staff and students have the right to challenge perceived instances of discrimination, requiring the college to reflect on its practices, and thus advance equality of opportunity for all.

4.2 Our equality objectives are to ensure that furthering equality, tackling unfair discrimination, embedding inclusion and celebrating diversity are well embedded in all aspects of our work; specifically:

1. We will ensure that promoting equality, diversity and inclusion. including fostering good relations between different groups, are well embedded in all aspects, teaching, learning and assessment, across all types of provision
2. We will improve outcomes for all learners relative to their starting points, and further close gaps in success rates between groups where inequalities exist
3. We will promote equality of access to the college for potential students from all backgrounds, avoid discrimination and bias (whether conscious or unconscious,) and promote equality in our marketing, recruitment, student support and advice and guidance systems
4. We will ensure that advancing equality and celebrating diversity and securing meaningful inclusion, are well embedded both in the delivery of activities which improve development and positive behaviour of students and in the implementation of our duties for welfare, safeguarding and promoting shared values
5. We will continue to work towards ensuring that we eliminate discrimination and that the profile of our staff and governing body more broadly reflect that of our local population of relevant age, with regard to the protected characteristics under law
6. We will ensure that our facilities, budgetary practices and allocation of resources and procedures for commissioning of goods and services support the delivery of our Equality objectives

7. We will ensure governors and managers monitor the impact of policies and equality action plans, using this monitoring data to inform our self-assessment and set relevant targets for improvement, in the delivery of the objectives outlined above.

4.3 These equality objectives will be implemented across the college, as described in a detailed Equality Diversity and Inclusion Action Plan. This plan will be reviewed annually, to monitor progress in the achievement of our objectives. The action plan will be included as a live document, monitored regularly and reviewed annually. It appears here as an Appendix to the SES.

SINGLE EQUALITY SCHEME

Section 1 Background and Introduction

- 1.1 New City College is the largest provider of academic, vocational and leisure education in East London with one campus situated just outside greater London, Essex. NCC educates approx. 20,000 students per year. We have one of the most diverse student bodies in the country. We are recognised by Ofsted and other stakeholders as having good practice in promoting equality, Diversity and Inclusion. (Ofsted grade 2 Nov. 2020) NCC EDI work has also been recognized through AoC Beacon awards and the Queen's Anniversary Prize for equality work.
- 1.2 However, we are not complacent about equality, diversity and inclusion. We believe that the equality challenges which our students face need continuing effort if equality gaps in society are to be addressed and the diversity of our student body is to be harnessed and celebrated. We also challenge ourselves as an employer to maintain high equality standards. Under the Equality Act 2010, the College has a 'public equality duty' to positively advance equality in respect of the nine 'protected characteristics'. These are race, disability, gender, gender reassignment, age, sexual orientation, religion and belief, pregnancy and maternity, and marital and civil partnership status. This legislation reinforced and supplemented previous equalities legislation such as the Race Relations Act (1975), Sex Discrimination Act (1975) and Disability Discrimination Act (2008). Since 2010 the College must also set measurable objectives for this public equality duty. The duty has three elements: the College must work to eliminate discrimination, advance equality of opportunity, and foster good relations between different groups. Post 2010 we are required to look at potential discrimination by association with protected characteristics beyond the individual and to be mindful of our public sector equality duty as modified in 2017.
- 1.3 In this Single Equality Scheme (SES) the College sets out how it carries out this duty across a wide range of functions and services, including: teaching and learning; information, advice and guidance, marketing, staff recruitment and student admissions; employment practices; student services and support for progression; additional learning support; self-assessment and other quality improvement activities; budgetary decision-making and the allocation of resources. We also describe how we measure the impact on equality of our activities in each of these areas, and how we assess and publish the progress we make every year.
- 1.4 The SES begins with an outline of the context of the College's work and the vital importance of promoting equality in an area as diverse, and with the challenges and opportunities that brings, as ours. It also sets out our vision, and aims for equality.
- 1.5 The SES lists our equality objectives and describes how we evaluate the impact of the services we deliver. It describes how we gather and monitor information, and how we involve students and staff in the setting and delivery of our Equality, Diversity and Inclusion objectives and targets and the evaluation of our work towards them. It allocates roles and responsibilities for the main tasks, defines the arrangements for the annual publication of our Equality, Diversity and Inclusion objectives and explains how we will monitor and evaluate the operation of the scheme. The appendices include the Single Equality Scheme Action Plan for the coming three years, and the college's impact assessment documentation.
- 1.6 By covering the areas set out above, the SES and the associated action plans comply with our legal obligations in the Equality Act and other legislation, by identifying the key areas of improvement and outcomes that the College wants to deliver to advance equality, diversity and inclusion over the next three years.
- 1.7 The context for the planned action is that most learners with protected characteristics at the College - including those from vulnerable groups - are progressing well in relation to their starting points. Achievement gaps between groups are also narrowing. At the same time, staff profiles are moving closer to reflecting that of the college-age local population in terms of race, gender and disability. The drive for equality is at the heart of our work as a College and this document sets how we intend to keep it there, within the resources available.
- 1.8 The College has a range of policies to help it adhere to legal requirements and best practice. In addition to this Single Equality Scheme the College maintains a number of other policies with direct relevance to equalities, these include:
 - Harassment and Bullying Procedures
 - Recruitment Policy
 - Complaints Procedure
 - Student Disciplinary Policy and Procedure

These are on the college Intranet or copies can be requested from customer services for students or Human

Resources for staff.

2.1 Our Equality Objectives and How They Are Measured

2.2 The College implements its public equality duty by setting equality objectives, which respond to the background data set out above. The college also monitors progress, through use of measurable performance indicators. The section below sets out these objectives and their measurable indicators.

Quality of teaching, learning and assessment

1. We will ensure that promoting equality diversity and inclusion, including fostering good relations between different groups, are well embedded in all aspects, teaching, learning and assessment, across all types of provision.

Measurable Indicators

Quantitative and qualitative data from lesson observations, directorate and college SARs and annual curriculum reviews, which comment on and show progress in equality and diversity in teaching, learning and assessment. e.g. decolonisation of the curriculum.

Outcomes for learners

2. We will improve outcomes for all learners in relation to their starting points, and further close gaps in success rates between groups where inequalities exist.

Measurable Indicators

Data for retention, achievement and success and for value added shows narrowing gaps between students with different protected characteristics, at programme, departmental and college level.

Personal development, behaviour and welfare

3. We will promote equality of access to the college for potential students from all backgrounds, avoid discrimination and promote equality in our marketing, recruitment, student support, advice and guidance systems.

Measurable Indicators

Equality Data on students by course, level, directorate and campus show widening participation by under-represented groups with different protected characteristics. The College demonstrates consistent practice and opportunity across all campuses and for all learners.

Directorate and college SARs, annual curriculum reviews and service reviews for support areas, comment on, and show progress in, equality, diversity and inclusion- specifically but not exclusively in marketing, recruitment and IAG.

Destination data and employment outcomes.

4. We will ensure that advancing equality, celebrating diversity and securing meaningful inclusion, are well embedded both in the delivery of activities which improve development and positive behaviour of students and in the implementation of our duties for welfare, safeguarding and promoting shared values.

Measurable Indicators

- Delivery of EDI topics and values through the tutorial and enrichment programme.
- Focused events across the college aligned with national events and calendarised activity.
- Curriculum driven activities and enhanced learning resources,

with student perceptions and feedback showing positive impact on student attitudes and experience.

Effectiveness of leadership and management

5. We will continue to work towards ensuring that we eliminate discrimination and that the profile of our staff and governing body more broadly reflect that of our local population of relevant age, with regard to the protected characteristics under law.

Measurable Indicators

Equality Data on staff and of governors' programme is collected and analysed (with staff encouraged to

disclose all 9 of the protected characteristics) and shows a profile, which is becoming more broadly reflective of our local population.

A gender and ethnicity pay review is produced annually and shows a narrowing pay gap for women and ethnic staff respectively.

We will ensure that our facilities, budgetary practices and allocation of resources and procedures for commissioning of goods and services support the delivery of our Equality objectives.

Measurable Indicators

Finance and facilities self-assessment and service reviews confirm the operation of inclusive practices that show that no systematic exclusion or negative impact on groups with protected characteristics, arising from allocation processes, budgetary or procurement decisions. A very high proportion of the college estate, becomes fully accessible to those with mobility issues. New builds are designed to allow access and comfort for all and encourage independent movement / usage wherever possible.

6. We will ensure governors and managers monitor the impact of policies and equality action plans, using this monitoring data to inform our self-assessment and set relevant targets for improvement, in the delivery of the objectives outlined above.

Measurable Indicators

The equality, diversity and inclusion evaluation measures described above are collected and analysed in annual workforce and equalities reports on students and staff and feature in the self-assessment and development plans of the college, with appropriate targets for improvement, and are reported to Senior Managers and Governors.

Any significant changes to college delivery are subject to extensive monitoring to ensure that delivery does not adverse impact on any groups with protected characteristics and takes remediating action, where required.

3.1 Responsibilities

The College's Equality Strategies and the SES are the responsibility of the Senior Management Team (SMT) with oversight by the Board of Governors, and advised by Equality Diversity and Inclusion Steering Group. All staff and students have responsibilities for implementation.

3.2 Board of Governors

The Board has responsibility for equality, diversity and inclusion, including approving the SES and equality objectives and maintaining oversight of implementation. It will ensure all board members are trained as required.

3.3 Group Principal & Chief Executive Officer

The Group Principal & Chief Executive Officer has overall responsibility for Equality, Diversity and inclusion. It is his responsibility to ensure that the Equality Diversity and Inclusion Action Plan is implemented and reviewed and is translated into organisational improvement in line with the mission and strategic objectives. The Group Principal & Chief Executive Officer is responsible for ensuring the college publishes the Equality Objectives of the College and reports on progress towards achieving them.

3.4 Management

The Principals have oversight of analysis of student data and driving actions to address student equality, including narrowing the achievement gap. They are responsible for:

- Ensuring there is proactive dialogue about equality, diversity and inclusion issues throughout the College with students, staff, partner organisations, contractors, parents, carers and employers.
- Ensuring that equality is embedded into lesson observations, course reviews, self-assessment and other quality improvement activities including work experience
- Ensuring that learner involvement strategies are fully inclusive
- Producing the Annual Student Equality Performance Report, analysing the equality data and recommending action to advance equality.

The Designated Principal with oversight of EDI must ensure that all Deputy Principals provide a voice for learners and to give support to students, including those who make equal opportunity complaints or raise issues relating to harassment and discrimination. This is recognised in each stage of the learner journey and enshrined in the complaints procedure.

The Group Executive Director HR is the named person for staff equalities, including issues relating to harassment, discrimination and equal opportunities within the workplace. This includes producing annual staff workforce reports and data.

The Principals, Deputy Principals and GCDs are responsible for supporting the Group Executive Director of Marketing, Communication and Student Services to ensure that marketing and communications are inclusive, developing strategies, operational communications and marketing plans to support the College to recruit and sustain diverse student and staff bodies.

Each curriculum and service delivery manager is responsible for implementing equality in their area and will include equalities analysis, along with action, in their Self-Assessment Report and Quality Improvement Plan.

3.5 Staff and Student Roles

The College believes that everyone in the organisation, should participate in the promotion of equality of opportunity. Our staff and student codes of conduct make the whole learning community responsible for implementing and adhering to the College's equalities policies, by:

- Ensuring that they do not discriminate against anyone on grounds of race, disability, gender, gender reassignment, age, sexual orientation, religion and belief, pregnancy and maternity, and marital and civil partnership status
- Ensuring that they are able to recognise, challenge and report all incidents involving prejudice and discrimination
- Positively promoting equality of opportunity in their work and study
- Embed inclusive practices and values

- Celebrating the contributions of the diverse student and staff cohorts to enrich the wider college experience.

3.6 Equality Groups

The College Equality Steering Group is responsible for reviewing the annual self-assessment of diversity and equal opportunities, monitoring implementation of the SES, advising the Senior Management Team of actions needed, disseminating its findings, and informing all sections of the College. The group is chaired by the Principal with Group responsibility for EDI with the support of the Group Executive Director for HR and the Group Director of Student Services.

4.1 Publication

The SES is subject to a full review every three years. The Equality Diversity and Inclusion Action Plan will be issued annually, along with a report on the college's progress towards its equality objectives, as required by the 2010 Equality Act. It will also be published electronically to key stakeholders:

4.2 Monitoring, Data Collection and Analysis

Regular monitoring, evaluation and review of the SES and the Equality Diversity and Inclusion Action Plan will be used to highlight good practice in equality and also to identify any equality gaps. Data will be reviewed throughout the academic year and analysis brought together in annual equalities reports on students and staff. Relevant statistics will form part of the Self-Assessment Report. Surveys will be conducted and used to inform developments.

4.3 Reporting

Regular equalities reports will be published, which will set out the College's progress towards its equalities objectives, the results of progress on the measurable performance indicators for students and staff, including the data described below.

Student Data Analysis

The following statistics will be analysed by ethnicity, gender, disability, age, and also for maternity, pregnancy, marital and civil partnership status, religion and belief and sexual orientation wherever sufficient data is available.

- Student data by Whole College and by department
- Retention, Achievement and Success Rates by Whole College and by department
- Student Disciplinary Statistics
- Access to and impact of Additional Learning Support
- Identification and narrowing of participation and performance gaps and inequalities

Staff Data Analysis

The following will be analysed by ethnicity, gender, disability, age, maternity, pregnancy, marital and civil partnership status, religion and belief and sexual orientation, wherever sufficient data is available.

- | | | |
|--------------------------|----------------------------|---|
| • College establishment | • Disciplinary | • |
| • Recruitment | • Grievance | |
| • Retention and turnover | • Training | |
| • Grievance | • Gender and ethnicity pay | |

4.4 Assessing Impact of Policies

To ensure that its policies advance equality and do not discriminate, the College may undertake an Equality Impact Assessment (EIA) of significant policies and of major changes, e.g. changes to provision caused by funding changes and cuts.

Should a full Equality Impact Assessment be required, the College will include clear recommendations that lead to change or amendments to ensure equitable practices where required. Appendix A sets out the EIA forms.

4.5 Progress Report on Implementing Equality, Diversity and Inclusion Action Plan

An annual review will take place on progress towards implementing the Equality Diversity and Inclusion Action Plan. It will include a review of any additional action arising from any EIAs during the year. These reviews will inform the subsequent year's action plan.

Equality Impact Assessment Documentation

What is an Equality and Diversity Impact Assessment?

An Equality and Diversity Impact Assessment is the process of anticipating and measuring the effects of new or existing Policies, Procedures, Processes, Practices, Services, Strategies or Functions on groups with the protected characteristics of race, disability, gender, gender reassignment, age, sexual orientation, religion and belief, pregnancy and maternity, and marital and civil partnership status. The purpose of the Impact Assessment is to ensure that all users of services and policies have equal access and opportunities and that their specific needs are addressed where possible and that diversity is engaged and equality advanced wherever possible, in all that we do.

Use Section **A** to screen the policy or activity to establish if it has any relevance to our delivery of equality and diversity. If relevance is established, proceed to a full equalities impact assessment, using the template in Section **B** and **C**.

Please tick ✓ where appropriate. Once complete please email to the Principal.

The Policy or Activity Leads should use the impact assessment along with other data, research and evidence, to consider changes to the policy or procedure being assessed.

The Group Executive Director of HR will also review assessments where relevant

Section A: Screening

1.	Insert Name of College Policy, Procedure or Activity Being Screened:
2.	Name and Position of person who holds overall responsibility for this policy or activity:
3.	Is the responsibility for the policy shared with any other key person(s) /department(s)? YES NO If YES who?
4.	Identify the aims of the policy or activity:
5.	Which aspect of the PUBLIC SECTOR EQUALITY DUTY is this screening relevant to? <ul style="list-style-type: none"> • <i>eliminate discrimination/advance equality of opportunity</i> • <i>foster good relations</i> If 'None' please provide reasons:
6.	Who are the main stakeholders in the policy or activity?
7.	Name, position and protected characteristic status of individuals carrying out this assessment.

8.	Is this policy or activity new or existing?	NEW	EXISTING											
9.	What statistical information/ expert advice/ feedback have you drawn on to conduct this screening?													
10.	Based on a review and relevant data does this policy or activity appear to have a disproportionate impact on any of the following groups?													
	<i>Race</i> <i>Disability</i> <i>Gender</i> <i>Gender reassignment</i> <i>Age</i>	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>						<i>Sexual orientation</i> <i>Religion and belief</i> <i>Pregnancy and maternity</i> <i>Marital and civil partnership status</i> <i>None</i>	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td></tr> </table>					
11.	Based on the responses above, has this policy review identified any equality issues of concern/ adverse impacts?													
	YES	NO												
	11.1 If you answered YES, please summarise what the review reveals, any disproportionate impact which you have identified, and outline your concerns; then proceed with a full EIA													
	11.2 If NO, explain briefly why, and the process stops here Please summarise why there is no significant impact:													
	Sign and send your form to: Group Executive Director of Human Resources													
12.	If there is an adverse impact in your view, does the adverse impact amount to unlawful discrimination?													
	YES	NO	If YES, please contact the Borough Principal or Group Executive Director of HR immediately											
	Explain your view:													
13.	Date of Equality Screening:													

Section B: Full Equality Impact Assessment

<p>14. What additional statistical information/expert advice/feedback have you drawn on in preparation for the full impact assessment?</p> <p>.....</p> <p>.....</p>
<p>15. What do you propose, in summary, the college does to limit adverse impacts or potentially damaging relations between groups, or to change policies and activities that might better advance equality?</p> <p>Summary of actions and amendments proposed:</p> <p>.....</p> <p>.....</p>
<p>16. Are there any financial or human resource consequences/actions you recommend the college takes to ensure that the policy or activity is no longer discriminatory/operates more effectively?</p> <p>.....</p> <p>.....</p>
<p>17. Describe, in summary, the arrangements you propose for monitoring or carrying out regular checks in future on the advance of equality and good relations between different groups to ensure that improvements continue.</p> <p>.....</p> <p>.....</p>
<p>18. Use the Equality, Diversity and Inclusion Action Plan format to outline in more detail the actions/improvements you propose to make in the policy or procedure as a result of this impact assessment</p> <p>Set out the actions required, who will be responsible, how success will be measured, completion dates, review dates, and any resources required on the Action Plan</p> <p>Comments:</p> <p>.....</p> <p>These changes should be incorporated into Quality Improvement Plans and where appropriate into the College's Equalities Diversity and Inclusion Action Plan.</p>
<p>19. Name:</p> <p>Signature:</p> <p>Date:</p>
<p>Forward Section A and B to the Principal or Group Executive Director of HR, as appropriate</p>