



**NOTTINGHAM  
COLLEGE**

# Equity, Diversity and Inclusion

**Annual Report 2024/25**

# What makes a Nottingham College employee?



**I AM**

## **I AM Collaborative**

I AM ready and willing to work with colleagues and stakeholders in the best interest of students and colleagues.

## **I AM Trusted**

I AM reliable and will always do what I say I'm going to do.

## **I AM Nurturing**

I AM prioritising the wellbeing of staff and students in whatever role I am in.

## **I AM Agile**

I AM always seeking out ways to do things better, to enhance the student experience or that of our staff and wider communities.

## **I AM Inclusive**

I AM open to feedback and will treat the views and opinions of others in the same way I want my own views and opinions to be treated.

## **I AM Aspirational**

I AM a role model for others, demonstrating high standards of professional behaviour.



## Foreword

At Nottingham College, we believe that Equity, Diversity and Inclusion (EDI) are fundamental to who we are and what we stand for. Our commitment goes beyond compliance; it is about creating an environment where every student and colleague feels valued, respected and empowered to succeed. We recognise that diversity enriches our community, strengthens our culture and drives innovation, and we are proud to champion these principles across all aspects of college life.

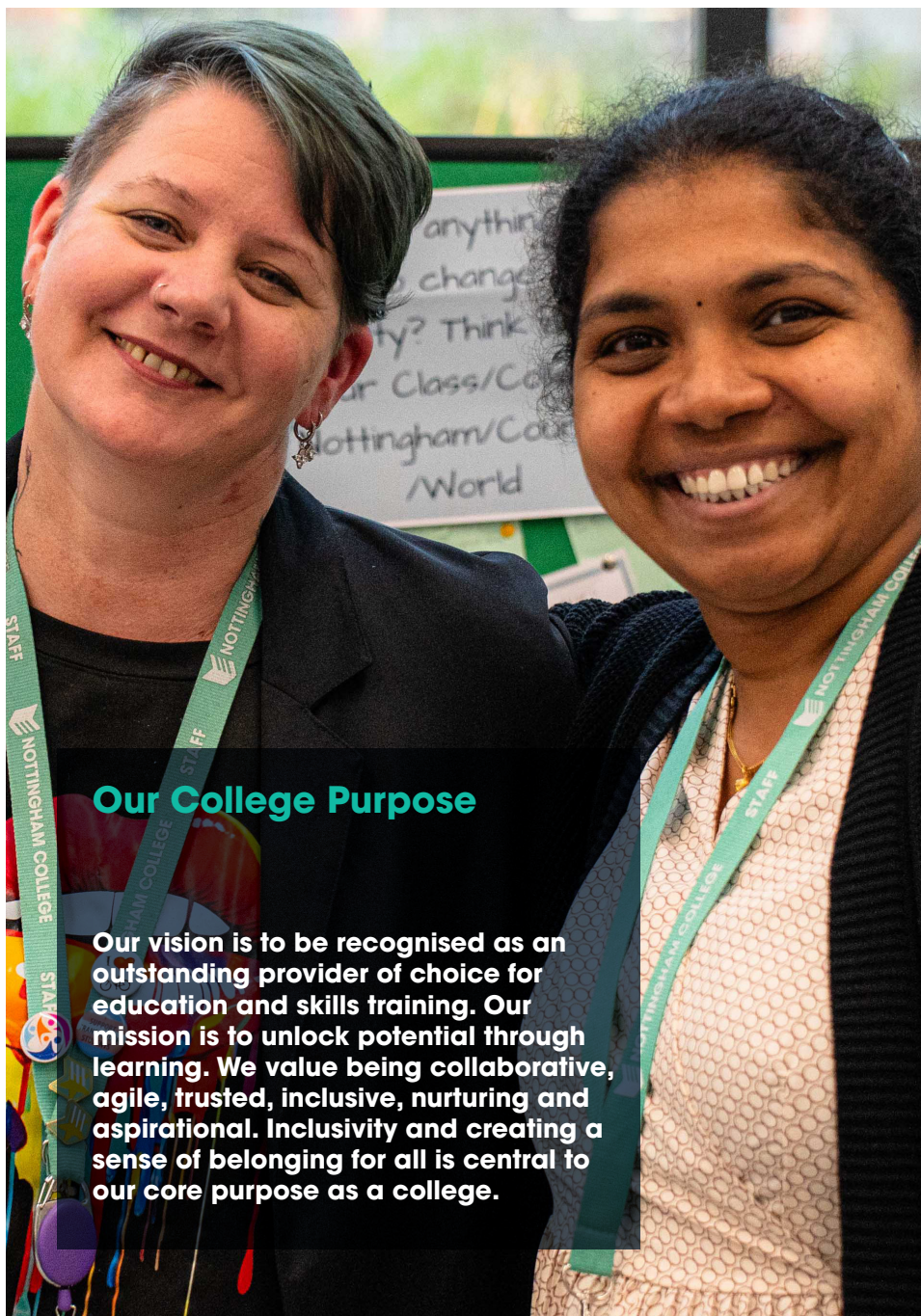
“This Annual Report, looking back on the 24/25 academic year, provides an overview of key EDI data for both our student and staff communities, alongside our annual Gender Pay Gap report, and for the first time we have also included our Disability and Ethnicity Pay Gap reports. It reflects our ongoing efforts to understand the experiences of those within our college, identify areas for improvement and take meaningful action. Transparency is essential to progress, and by sharing this information openly, we reaffirm our dedication to accountability and continuous improvement.

Prioritising EDI is not just the right thing to do – it is essential to achieving our mission of unlocking potential through learning. I’m delighted that Andrew Comyn, my Deputy CEO, leads our approach to EDI, as Executive Leadership Team sponsor. I have every confidence that he will lead our collaborative efforts to remove barriers, celebrate differences and ensure that Nottingham College remains a place where everyone can thrive.

This Annual Report provides the perfect foundation on which to develop our new EDI strategy for the college, one that directly correlates with Ofsted’s renewed focus on inclusion, through its revised inspection framework, launched in late 2025. The work we do on inclusion and wellbeing is award-winning and reflects our unwavering commitment to ensuring that no one is left behind and that every voice matters. These principles underpin a culture which ensures our college is a place where learning and growth are possible for all.

**Janet Smith**  
Principal and CEO





## Our College Purpose

**Our vision is to be recognised as an outstanding provider of choice for education and skills training. Our mission is to unlock potential through learning. We value being collaborative, agile, trusted, inclusive, nurturing and aspirational. Inclusivity and creating a sense of belonging for all is central to our core purpose as a college.**

## Public Sector Equality Duty

The Public Sector Equality Duty is a legal duty under Section 149 of the Equality Act 2010, which requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Foster good relations between people who share a protected characteristic, and those who do not.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.

## Our commitment to Equity, Diversity and Inclusion

The Association of Colleges' (AoC) Equity, Diversity and Inclusion Charter asks the Further Education (FE) sector to make commitments and take action to foster a sense of belonging among students and colleagues. It calls for a collaborative effort to advance equity, diversity, and inclusion.

As part of this charter, Nottingham College has pledged to focus on:

### **Culture and Belonging:**

Embed a positive, inclusive, and supportive culture.  
Promote diversity and celebrate differences.  
Attract and retain a diverse workforce.

### **Leadership and Development:**

Develop leaders who prioritise kindness, respect, and inclusivity.  
Provide equitable access to professional growth opportunities.

### **Student Achievement:**

Eliminate achievement gaps between students with and without protected characteristics.  
Enhance the student experience both in and out of the classroom.

### **Policy and Awareness:**

Ensure policies and procedures support EDI ambitions.  
Raise awareness and understanding of EDI among colleagues, students, and stakeholders.

# Equity, Diversity and Inclusion at Nottingham College

**Our Equity, Diversity and Inclusion Committee is well-established and provides a structured, strategic and operational forum to advance EDI across Nottingham College. This committee comprises colleagues from across the college, as well as governors and members of our student community too. It has presided over a set of core overarching priorities underpinning our approach to EDI as a college over the last three years, throughout the life of our College Strategic Plan, 2023-2026.**

- To embed a culture that is positive, inclusive, supportive and productive, where colleagues and students feel valued, respected and have a true sense of belonging.
- To promote an organisation which is proud of its diversity and values the way this enriches the life of the college and the experiences of all its community.
- To attract and retain a fully diverse workforce and truly embrace and celebrate difference.
- To be a visible organisation who takes a stand on EDI issues and where any and all forms of discriminatory behaviour are effectively and robustly challenged.
- To develop leaders who prioritise kindness and respect, who value diverse views and who unify people by creating spaces where difference is shared and valued and people can genuinely thrive.
- To raise achievement and success levels of all students, eliminating gaps in achievement between students with protected characteristics and those without.
- Ensure all our policies, procedures and processes support our EDI ambitions and ensure continued awareness and understanding of EDI amongst staff, students and college stakeholders.

In 2024/2025 we took proactive steps to further embed our approach to Equity, Diversity and Inclusion by:

- Appointing a dedicated EDI lead for the college, Celine Ischebeck, supported by an Executive Lead - the Deputy Chief Executive and CFO, Andrew Comyn.
- Further expanding our Café Connections Programme to provide a voice and a forum through which underrepresented and special interest groups could be influential in college policy.
- Launching our Culture Commitments which provides clarity on behaviours and expectations underpinning our values, ensuring that EDI runs as a golden thread through our culture.
- Developing a new Wellbeing Strategy for the college, with Inclusion at its heart, mapped to the renewed Ofsted inspection framework.
- Enhancing our EDI Annual Calendar, to include dedicated Culture Days across our campuses, bringing students and staff together to recognise and celebrate the diverse cultural heritage of our student and staff community.
- Achieving accreditation through the Carers Federation, recognising the support we provide to young people and employees who have caring responsibilities outside of college, becoming an Endometriosis Friendly Employer and secured our Matrix Accreditation for Careers Advice and Guidance, which demonstrates our focus on EDI permeates through the college at all levels. We are working towards our accreditation as a Menopause Friendly Employer and Disability Confident Employer.
- Entering and coming runner up in the national AoC Beacon Award category for Mental Health and Wellbeing.
- Expanding our King's Trust provision into a new dedicated facility, enabling us to better tailor provision and adapt to the needs of individuals in these cohorts.
- Leading dedicated Inclusion and EDI focussed CPD days for staff and new staff forums, with campus representatives elected, to support cross-college cohesion and ensuring all voices are heard.

In 25/26 we begin work on our 2026-2029 Strategic Plan, through which our approach to inclusion will be amplified further. This is in part because embedded in the new strategy will be a college-wide Inclusion Framework underpinning everything we do, with ownership and oversight at Board level, to ensure the college not only champions EDI but proactively shapes its offer and its practices to ensure no one is left behind and every voice matters.

# Our colleague community

Nottingham College employs more than 1700 people and is one of the city's largest employers in its own right. Around half of our staff comprises of teaching professionals, whilst the other half work across a range of professional and support services, ensuring that our students and fellow staff are provided with fantastic environments, facilities and services. Our staff are reflective of a diverse city population but in fact come from many surrounding areas, with many staff travelling in from different counties and regions across the Midlands area. Some of our back-office staff are exclusively home based and are located across different parts of the UK. We strive to ensure that all staff feel a sense of belonging within the college, but also that they can make a difference to our students' lives, no matter their role within the college, or where they live.

In 2024/25 we achieved another increase in staff engagement and satisfaction scores from our colleague survey, with marked improvement across the various engagement categories. The college became the top scoring college in the country with Best Companies, and areas of key strength are within the categories of My Company, My Leadership, My Manager and My Team. Wellbeing and Personal Growth are also improving pictures, as is the category 'Giving Something Back', reflecting the college's emphasis on volunteering, charitable giving and wider place within its local community. In 2025/26 we asked specific questions on EDI and will await the outcome of these before summarising in future reports.

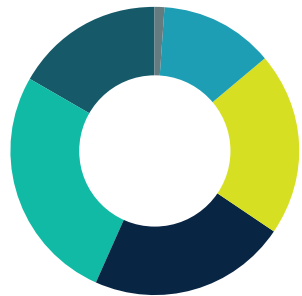
In 2024/25 we also chose to expand our pay gap reporting to include ethnicity and disability pay gap data, providing a richer view of our staff and enhanced context on which to base future EDI action plans. This data is available as a snapshot for 24/25 and will be available for comparison in 25/26.

In 24/25 we took further steps to embed EDI practices by reviewing and improving our recruitment and selection processes, further targeting job adverts to underrepresented groups. We've also piloted newer, more inclusive recruitment practices, having expanded our neurodiversity awareness training in 24/25.



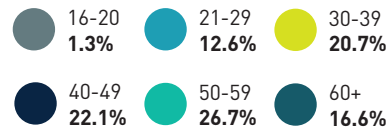
# Colleague workforce profile and protected characteristics data 2024/25

The following data has been taken from our HR database and includes colleagues both on sessional and permanent employment contracts.



## Age

We've seen a decrease in the % of colleagues aged 40+, with 35% of colleagues now under 40. This is a positive move but with the average lecturer's age being 44, we know there is more to do to attract and retain newly qualified teachers to the college to ensure a future talent pipeline.



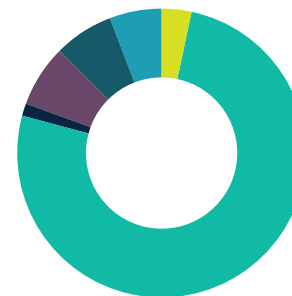
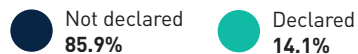
## Sex and Gender identity

The sex profile shows the female to male ratio grew a further 1% in 2024/25. Our gender profile is very typical of the FE sector and reflects the fact that as the college continues to grow, more staff, including those across teaching and support roles, has increased. 1.2% of our staff surveyed have preferred not to disclose their gender identity. The college supports all colleagues through its Menstrual Health, Menopause, Men's and LGBTQ+ Cafés ensuring there is a space for all to thrive and that colleagues feel confident to share with us.



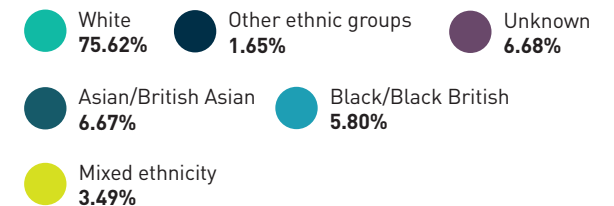
## Disability

We've seen another increase (+1%) of colleagues declaring a disability. Our Enabled Café continues to advocate for, and raise awareness of, both seen and unseen disabilities in the workplace, driving engagement. Our efforts to encourage disclosure have also been paying off, with a reduction in those not declaring/choosing not to say.



## Ethnicity

We've seen a further 1% increase in Black or Minority Ethnic colleagues. Whilst not a significant change, it continues to show progression towards equity and a more diverse workforce and suggests that some of the targeted recruitment work we've been doing is having an impact.

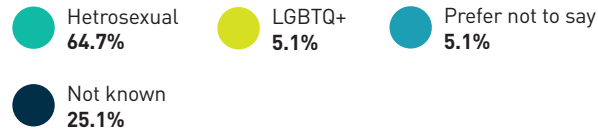


# Colleague workforce profile and protected characteristics data 2024/25



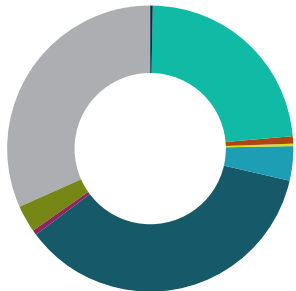
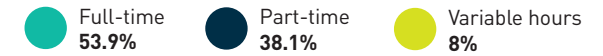
## Sexual Orientation

Whilst we've seen an increase in the % of colleagues who "prefer not to say", reassuringly, we have seen 12% fewer colleagues opting out of disclosing anything to this question [Not Known]. We have seen a marginal 1% increase in colleagues identifying as LGBTQ+ and we're careful to ensure this community is adequately represented through the LGBTQ+ Café which is now well established in the college.



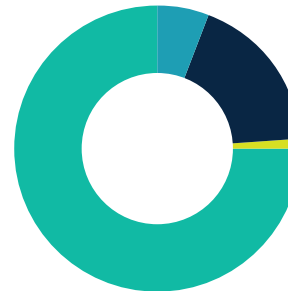
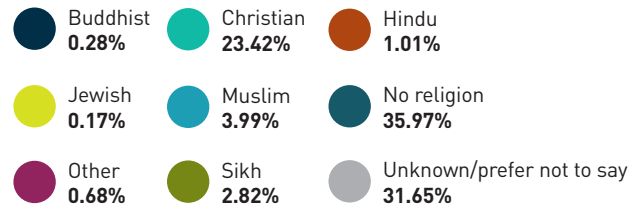
## Contract type

Nottingham College is committed to providing opportunities which can flex around colleagues' needs, providing a good work-life balance. The data this year shows a slightly higher % of colleagues on full-time contracts, with both part-time, and variable hours contracts showing 1% decreases.



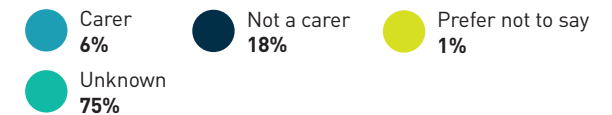
## Religion/belief

This chart shows the religion/belief of our colleagues. Whilst most of the data remains similar to previous years, we've noticed a 10% reduction in 'not known' mirroring a 9% increase in 'no religion or belief' and this represents a positive shift in more colleagues choosing to share their data with the college.



## Carer Responsibilities

Whilst not a protected characteristic, providing a workplace where carers can thrive and still provide care for a loved one is really important to us. We've re-launched our Carers Café and provided support for colleagues who are carers. 6% of colleagues have declared a carer responsibility, which is the same as last year. This, coupled with our support to students who are carers, has led to us achieving the Carers Federation accreditation.

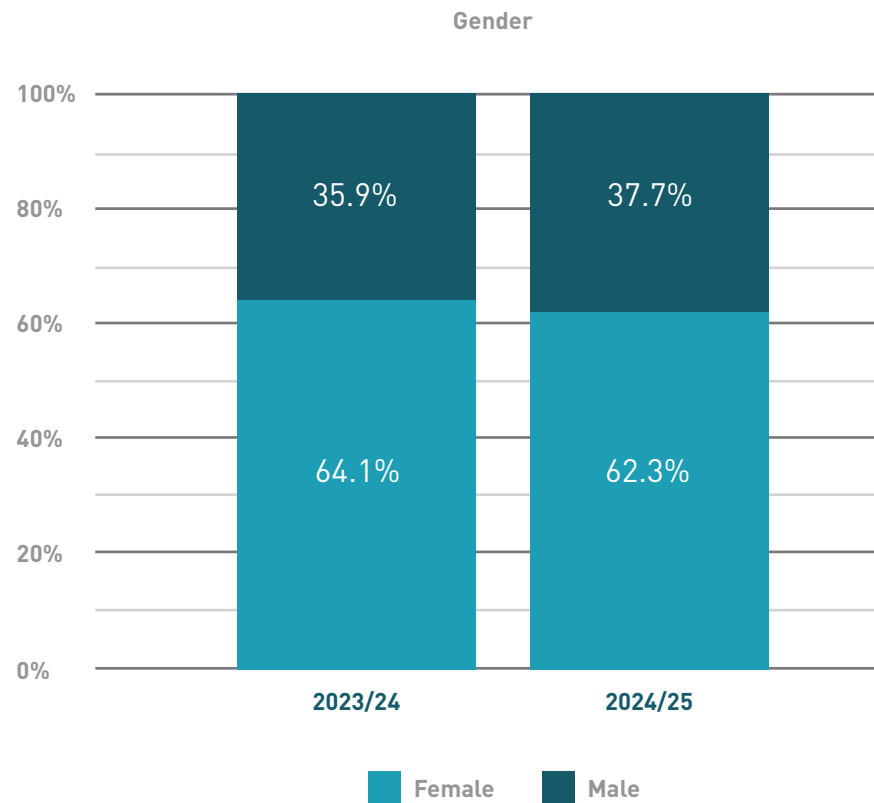


# Colleague workforce profile and protected characteristics data 2024/25

## Leadership and Management

The charts below show the gender and ethnic makeup of the college's management team; those colleagues employed on a management contract.

Over the past year, the percentage of managers who are non-white has decreased. Whilst this represents the departure of only two colleagues, we do recognise the importance of building a leadership team that reflects the diversity of our community. Diverse leadership drives more inclusive and innovative decision-making, and we are committed to taking proactive steps, through the development of a comprehensive EDI Strategy to address this going forwards.



## Gender pay gap 2024/2025

Most organisations report a gender pay gap. The analysis for Nottingham College this year shows a 6.08% mean gap, which continues our downward trajectory of recent years. Again, the median gender pay gap has reduced from 10.48% to 7.99%.

We continue to strive for gender parity in pay and increasing the diversity of our leadership teams. Ahead of potential legislative changes, the college has introduced Ethnicity pay and Disability pay gap reporting this year, further demonstrating our commitment to pay all colleagues fairly and helping to create a more inclusive place to work.

	March 2020	March 2021	March 2022	March 2023	March 2024	March 2025
Mean gender pay gap	8.1	10.6	10	8.2	7.06	6.08
Median gender pay gap	8.6	0.1	0.95	13.1	10.48	7.99

## Disability pay gap

For the purpose of this report, 14% of colleagues have declared a disability, whilst 86% of colleagues have either no declared disability or have chosen not to share a disability with us. Ensuring staff feel confident to share their key data with us, remains a key priority for our EDI work into 25/26 and beyond.

	31 March 2024	31 March 2025
Mean disability pay gap	3.8%	3.6%
Median disability pay gap	0%	0%

## Ethnicity pay gap

For the purpose of this report, 81% of colleagues' ethnicity is white and 19% are from ethnic minority groups, compared with 65.8% white and 34.2% from ethnic minority groups (comprising Asian/Asian British: 14.9%, Black/Black British: 10%, and Mixed/Other: 9.3%) from the 2021 Census for Nottingham City Unitary Authority. The pay gap increase is attributed to the departure of two management colleagues from ethnic minority groups over the time frame.

	31 March 2024	31 March 2025
Mean ethnicity pay gap	7.7%	9.1%
Median ethnicity pay gap	0.7%	7.1%

# Our Student Community

Nottingham College's student community is richly diverse. Around 8,000 of our students are from non-white British backgrounds, over 40%. A larger number have declared some additional need as a result of a learning difficulty and/or disability. Our approach to nurturing inclusive environments, where all students feel safe and valued, coupled with the ongoing development of inclusive and innovative teaching and learning practices, has a significant impact on student outcomes and success.

In 2024/2025, we created our Inclusion and Support team, comprising specialist additional learning support, wellbeing mentors, our enrichment and learner voice teams and our behaviour mentors, to provide holistic, cross college support to our student community. This team works closely with a network of personal development tutors, careers advisors and industry skills co-ordinators to ensure that access to opportunity is universal and that barriers to learning are removed to ensure all our students can reach their full potential.

Also in 2024/25, we launched a new Digital Strategy for the college which includes our approach to digital innovation in teaching and learning. Our team of digital skills coaches work with teachers across the college to embrace the use of digital technology to develop inclusive pedagogical practice, supportive differentiated approaches to delivery and the use of new digital tools to support engagement in the classroom.

Achievement for students facing some disadvantage has improved steadily over the past three years, despite a significant growth in enrolments, demonstrating the college's strong and inclusive approach to supporting the success for all students. In 24/25, there has been a notable improvement in performance, thanks to improved performance data monitoring, supporting early intervention, and a new TLIP (Teaching and Learning Inclusion Plan) system which better identifies where and how inclusive teaching practices need to be applied.



## Disadvantaged groups within our student community

We monitor the impact of our inclusive teaching and learning practices closely and this report provides an overview of the student engagement and student performance, across our diverse student body. Through this monitoring we are able to intervene early, where risk to individual achievement is identified, and address wider, systemic barriers to learning that could be impacting some students.

Vulnerable Group	Student Count	Enrolments (including Maths and English)	Young People Achievement Rates 24/25 (in vulnerable group)	Variance -Young People Achievement Rates 24/25 (not in vulnerable group)	Adult Achievement Rates 24/25 (in vulnerable group)	Variance - Adult Achievement Rates 24/25 (not in vulnerable group)
<b>LDD (Learning Difficulty/ Disability)</b>	<b>3965</b>	<b>9843</b>	<b>82.3%</b>	<b>-1.6%</b>	<b>93.1%</b>	<b>0.4%</b>
<b>Postcode Disadvantage Uplift</b>	<b>5555</b>	<b>13502</b>	<b>82.6%</b>	<b>-1.5%</b>	<b>91.2%</b>	<b>-2.5%</b>
<b>Students in Care</b>	<b>335</b>	<b>1122</b>	<b>84.6%</b>	<b>1.4%</b>	<b>83.4%</b>	<b>-9.5%</b>
<b>EHCP (Educational Health Care Plan)</b>	<b>302</b>	<b>795</b>	<b>86.3%</b>	<b>3.1%</b>	<b>89.0%</b>	<b>-3.9%</b>
<b>High Needs</b>	<b>168</b>	<b>486</b>	<b>92.0%</b>	<b>8.9%</b>	<b>93.6%</b>	<b>0.8%</b>
<b>Free School Meals (16-18)</b>	<b>1050</b>	<b>2538</b>	<b>84.2%</b>	<b>1.1%</b>	<b>N/A</b>	<b>N/A</b>

Nottingham College has high numbers of students with some level of disadvantage. We reflect a city that has higher than average young people with declared SEND or SEMH, high levels of economic and social deprivation and high levels of young people with interrupted or impeded learning throughout childhood, requiring more tailored and innovative support to re-engage them in post-16 study.

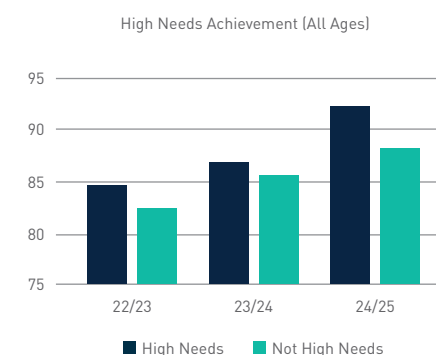
Nevertheless, the college has made significant improvements in recent years which have led to improvements in achievements of those within these categories.

## High Needs

Overall achievement for students with High Needs stands at 92.4%, reflecting a notable 5.4% improvement on last year. This strong performance is also 7.9% above the GFE national rate, highlighting the continued positive impact of targeted support and high-quality provision.

Young learners with High Needs have demonstrated particularly strong progress, improving by 6.7% and achieving results 8.7% above the GFE national rate. Adult learners with High Needs have also maintained exceptionally high performance, achieving 93.6%, which is 6.3% above the national average and represents a further 2% improvement on the previous year.

High Needs students continue to perform strongly compared with their peers, with young people achieving 8.9% higher and adult learners 0.8% higher than their respective peer groups. While the overall achievement gap has widened slightly, increasing from 1.2% last year to 4.1% across all ages, outcomes for High Needs learners remain consistently strong and well above peer performance in key areas.

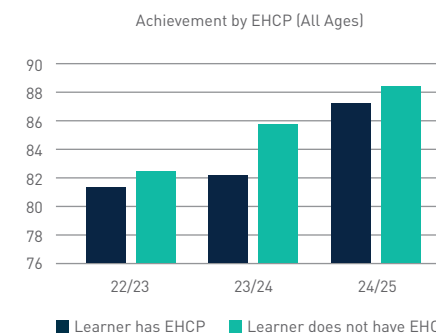


## EHCP students

It's a similar picture for those students with EHCPs with a 5% improvement on 23/24, reaching 87.2%, 3.9% above the GFE national rate.

16–18-year-old learners with an EHCP have made particularly impressive progress, with achievement rates rising by 8.3% to 86.3%, placing them 4.1% above the national rate. Young people with an EHCP are outperforming their peers without by 3.1%, reflecting strong progress and effective support for this group.

Adult learners with an EHCP continue to achieve well at 89%, maintaining performance 3.3% above the national rate. Although this represents a slight decline of 1.7% from last year, overall outcomes remain strong and consistently above national benchmarks. While adult learners with an EHCP are currently performing 3.9% below their peers, overall outcomes remain high. Encouragingly, the overall achievement gap has narrowed significantly, reducing from 3.5% in 2023/24 to just 1.2%, indicating continued improvement in parity of achievement across learner groups.

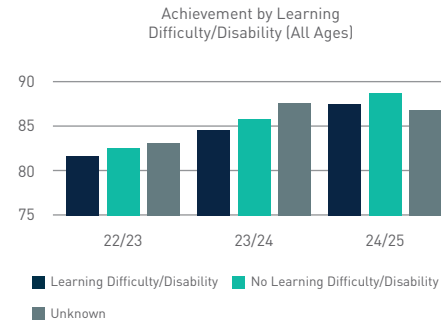


## Learning Difficulty or Disability

Achievement for students who have declared a learning difficulty or disability has increased by 2.9% compared to 2023/24, reaching 87.5%, which is 4.4% above the GFE national rate.

16–18-year-old learners with an LDD have shown notable improvement, with achievement rising by 4.9% to 82.3%, now 0.6% above the national rate. Adult learners with an LDD continue to achieve strong outcomes, with 93.1% achievement, which is 7.5% above the national rate and represents a further 2.2% improvement on last year.

Young people with a learning difficulty or disability are performing slightly below their peers without an LDD by 1.6%, while adult learners in this group are performing slightly better by 0.4%. Overall, the achievement gap remains stable at 1.3%, consistent with last year, indicating sustained parity in performance across learner groups.

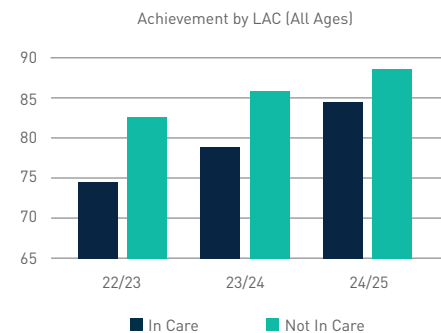


## Students in Care

Overall achievement for students who have declared that they are in care stands at 84.4%, reflecting a strong improvement of 5.5% compared to last year. While there is no national benchmark available for this cohort, internal progress is highly encouraging.

Young people in care have seen a notable improvement of 7.1%, achieving 84.6%, while adult learners in care have performed exceptionally well, achieving 93.4%, a significant 10.9% improvement on the previous year.

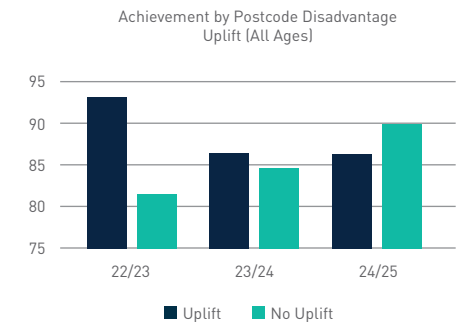
Students in care are performing strongly, with young people achieving +1.4% and adults +0.5% above their peers. The achievement gap has reduced significantly to 4.1%, down from 7% last year, highlighting the impact of effective support and inclusive practices.



## Postcode Disadvantage Uplift

Achievement for students living in disadvantaged uplift postcodes remains strong at 86.2%, consistent with last year. While there is no national benchmark for this cohort, internal progress is evident. Achievement for 16–18-year-olds has increased by 4% to 82.6%, and adult learners continue to perform well at 91.2%, maintaining last year's high standard.

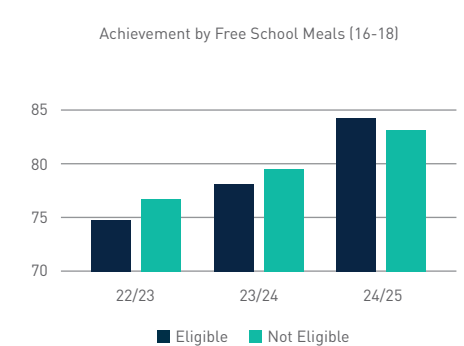
While overall achievement for students in disadvantaged uplift postcodes remains strong, both young people and adults in this group are performing slightly below their peers (-1.5% and -2.5% respectively). The achievement gap has widened from 1.6% to 3.8%, with students outside uplift postcodes currently achieving at higher rates. Continued focus on targeted support will be key to closing this gap.



## Free School Meals

Achievement for 16–18-year-old students eligible for free school meals has improved significantly, rising by 6.1% to 84.2%. While there is no national benchmark for this cohort, this uplift reflects the positive impact of targeted support and inclusive strategies.

Achievement for 16–18-year-olds eligible for free school meals has risen by 6.1% to 84.2%, showing strong progress. Encouragingly, the achievement gap has also narrowed from 1.4% favouring non-eligible students last year to 1.1% now in favour of those eligible, reflecting the impact of targeted support.



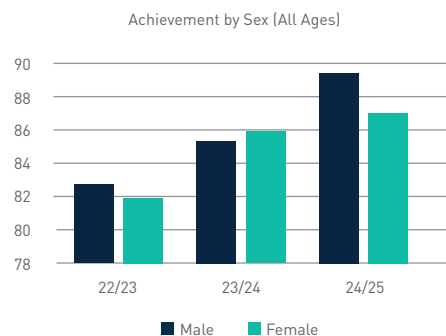
## Gender and ethnicity

Whilst the college is richly diverse, there are a few trends that are worth noting. The college traditionally attracts a higher proportion of female students to males – this is most notable in our adult learner community, whilst at 16-18, it is more evenly split. The difference is most notably however in apprenticeships, where males account for more than 65% of our apprentices on programme. This is largely due to the college's Emtec national programme in automotive, which still draws a largely male cohort to its L2-L4 automotive programmes.

Over 8000 students across our 16-18 and adult student community are from non-white backgrounds, which is over 40%. This is a higher proportion than that in the wider Nottingham population, where around 35% of the population are non-white and much higher than our wider county population where around 10% are non-white. Our ESOL provision is some of the largest nationally, and accounts for a large number of students who are from non-white backgrounds and who not only come with a language barrier, but many have experienced trauma, violence or other detriment in their home country.

## Sex and Gender

The college has a higher proportion of female students (18,467 leavers) than males (13,558 leavers). Overall, female students continue to outperform males, achieving 89.4% compared to 87%, with a greater year-on-year improvement (+4.1% vs. +1.1%). Both groups are performing above the GFE national rate, with females +3.8% and males +1.8%.



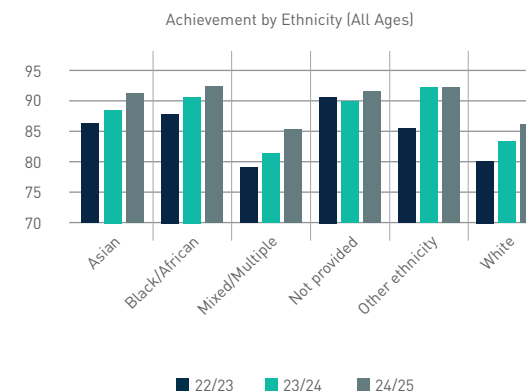
Among 16-18-year-olds, male and female achievement is broadly similar. However, females are slightly below the national benchmark (-0.5%), while males are slightly above (+0.2%). For adult learners, achievement is strong across both groups, with females achieving 93.4% and males 91.8%, both above national rates.

The overall achievement gap between female and male students has widened to 2.4% (from 0.6% last year), with females continuing to outperform. However, among 16-18-year-olds, the gap has significantly narrowed from 2.2% to just 0.2%, indicating improved parity in outcomes for younger learners.

We have no achievement data split by gender identity but we know our student body is richly diverse. In 2024/25 265 students declared they were transgender, non-binary, intersex or other.

## Ethnicity

Achievement rates across all ethnic groups have either improved or remained stable compared to 2023/2024. Encouragingly, all ethnicities are performing above the GFE national rate, reflecting the college's commitment to inclusive and equitable education.



Achievement among young students has improved across all ethnic groups. Those in the Black/African/Caribbean/Black British group lead with a strong 90% achievement rate, 4% above the GFE national benchmark. Students from Mixed/Multiple Ethnic Groups have improved significantly (+4.9%) and are now just 0.9% below the national rate. White students, while currently 1.8% below the benchmark, have shown notable progress with a 4.3% increase in achievement this year.

Adult learners from all ethnic groups are performing above the GFE national rate. Those in Mixed/Multiple Ethnic Groups have shown the most significant improvement (+11%), now achieving 5.1% above the national benchmark. White adult learners, while having the lowest achievement rate at 91.6%, have made strong progress with an 8.6% increase and are performing 3.6% above the national rate.

	All Age Groups		Young People		Adults	
	Leavers	24/25 Ach %	Leavers	24/25 Ach %	Leavers	24/25 Ach %
White	15,563	85.9%	8,658	81.3%	6,905	91.6%
All Other	16,462	90.7%	6,323	86.0%	10,139	93.7%
All	32,025	88.4%	14,981	83.3%	17,044	92.8%

It's clear from the table above that young white people and adults perform less well than members of other ethnic groups, with young people registering -4.7% difference and adults showing as -2.1%. When compared to the total achievement figure for young people of 83.3%, young white people perform less well, with a -2.0% achievement gap.

Nottingham College draws a significant number of young people from areas of socio-economic disadvantage, with high proportions of unemployment, poorer school attainment and significant health challenges. Understanding these challenges and addressing the discrepancies in performance is key to unlocking the potential of young, white males and females from our most deprived communities.

## Apprenticeships

We have a large number of apprentices, of all ages and from different parts of the UK. The college continues to attract more male participation in apprenticeships than females and whilst this is reflective of the fact that we have a large national automotive offer, it is still an area of focus for us in 25/26. Similarly, our apprentices are still largely white, with underrepresentation from other ethnic groups – again this is a key area for us to address, through advice and guidance, recruitment and direct employer engagement.

The number of apprentices declaring a learning disability or difficulty increased in 24/25, as did their chance of success. Achievement for students who declared a learning difficulty or disability improved by 4.1% compared to 2023/24 and whilst this remains below the GFE national rate, the upward trend reflects the positive impact of ongoing support and inclusive practices.

The achievement gap between students with and without declared learning difficulties or disabilities has narrowed from 8.2% to 6.5%, showing positive movement towards greater equity in this area.

Female apprentices continue to outperform their male counterparts, achieving 65.9% compared to 52.8% amongst males. Females have seen a significant improvement of +10.3% since 2023/24 and are now 0.8% above the GFE national rate. Male achievement has declined by 2.8% and is currently 7.7% below the national benchmark, highlighting a key area for targeted support.

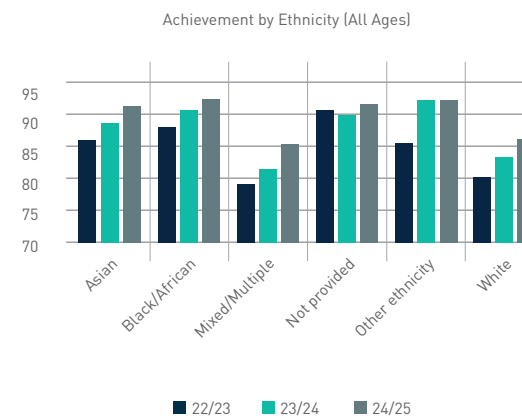
The achievement gap between males and females currently stands at 13.1%, a noticeable increase from 0% in the previous year. Reflecting a national trend, male-dominated sectors, such as Construction, Engineering, and Manufacturing, typically involve longer and more complex training programmes (often at Level 3 and above) that require highly specialised technical skills. Historically, these sectors in the UK have had lower overall achievement and completion rates due to the challenging standards, the necessary technical competence for End-Point Assessment, and potential issues related to employer support or retention in physically demanding roles.

In contrast, female-dominated sectors, such as Business Administration, Health & Social Care, and Hairdressing, commonly focus on Level 2 training, which is usually shorter in duration and addresses more administrative or service-oriented skills where college support can be more easily applied. These sectors tend to have higher achievement rates on a national scale.

This situation highlights a significant opportunity to enhance support for male apprentices and to reduce the existing disparity.

There is a significantly higher proportion of white apprentices (544 leavers) compared to other ethnic groups. This cohort has shown a positive improvement in achievement (+4.2% compared to last year), though performance remains 3.3% below the GFE national rate. This highlights progress made and an opportunity to further strengthen outcomes for this group.

Students from other ethnic groups achieved the highest rate at 66.7%, followed by those from mixed/multiple ethnic groups at 59.5%. Both groups are performing above the GFE national rate, highlighting strong outcomes and progress within these cohorts.



All Age Groups		
	Leavers	24/25 Ach %
White	544	59.2%
All Other	116	53.4%
All	660	58.2%

Our 2024/2025 SAR (Self Assessment Report) has highlighted our approach to inclusion as a strength of the college, reflective of the investment into the support we provide to students, and the innovative approaches we adopt in the classroom to differentiate and deliver inclusive learning, supported by digital tools and technology.

The innovative approach to curriculum design has also led to the development of a more inclusive curriculum, with more opportunities for those with additional needs, to join us in a much more expansive entry and lower level course offer, and more scaffolded progression pathways through to higher level study.

However, there are some areas of focus and priority actions for us to take forward into 25/26 and beyond, which will become the cornerstone of our EDI/Inclusion Strategy for 2026-2029, itself a key strategic pillar for our new College Strategy 2026-2029.

# Developing a strategy for EDI for 2026-2029

**Nottingham College will round off its three year college strategy for 2023-2026 at the end of the 25/26 academic-year. This will coincide with the launch of our new three-year college strategy, taking us from 2026-2029. We know already that a theme underpinning so much of our new strategy will be the theme of inclusion. We exist to serve and support our city, to enable all to unlock their potential through learning, recognising that we do this by removing barriers to learning and create equity for all.**

Through this EDI Annual Report we've been able to pinpoint where key improvements have been made over the past year to improve outcomes for students, address barriers to learning, enhance our workforce, better reflect and represent our communities and support one another to thrive and reach our full potential as individuals and as a college more widely.

We've seen improved data collection processes, new initiatives to celebrate and champion diversity, improved student achievement, new accreditations, more engaged staff, happier and safer students, improved gender pay equity and a cross-college consensus on how we're working in the future to really spearhead our inclusion agenda.

Through widespread engagement, we will be developing and launching a comprehensive, cross-college People and Culture Strategy, for 2026-2029, with EDI at its heart, and we will be ensuring that inclusion and EDI is woven through all of our strategies and plans going forward, governing how we engage, support, progress and champion our students and staff, helping everyone to thrive in a supportive and inclusive environment.

## **Over the next three years, and underpinning our new College Strategic Plan for 2026-2029, we will:**

- Develop and publish a cross-college Colleague EDI Action Plan in July 2026, strengthening our management of EDI as a college, and taking forward key objectives and initiatives designed to improve representation, promote belonging and be reflective of our whole college approach to inclusion.
- Develop and roll out an Inclusion Framework, ensuring all curriculum and service delivery is aligned to an enhanced set of inclusion principles and that inclusion is threaded throughout the college's Strategic Plan for 2026-2029.
- Publish our Public Sector Equality Duty (PSED) objectives, for 2026-2029, ensuring that governance and management of EDI and inclusion is rooted in our commitments under the Public Sector Equality Duty, within the Equality Act 2010.

## **Our Public Sector Equality Duty ensures that when we are making decisions, developing policies and delivering services, we are consciously aiming to:**

1. Eliminate unlawful discrimination
2. Advance equality of opportunity
3. Foster good relations between different groups

## **Our PSED objectives for 2026-2029 will deliver outcomes to:**

- Reduce attainment gaps for protected groups
- Improve representation and progression of under-represented staff
- Further strengthen inclusive curriculum and pedagogy
- Continue to enhance accessibility and support for students and staff with disabilities
- Continue to promote and embed a respectful, inclusive, and safe culture across the college
- Continue to improve data, transparency, and public reporting

