



# Equality, Diversity and Inclusion

Statistical Monitoring Report - UK  
2018/19 (Full Year)



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## 1 Introduction

This statistical monitoring report sets out the results of monitoring for the academic year of 2018/19. The findings are given under the following headings:

- Findings
  - Targets
  - Overall Analysis (all registrations)
  - Progression Analysis (registration to certification for learners completing their courses)
  - Sector Analysis
  - Functional Skills Analysis
  - ESOL Skills Analysis
  - Centre Analysis
- Actions
- Trends
- Charts

## 2 Findings

### 2.1 Targets

Every year we target to obtain 95% of EDI monitoring information on learners. This year we have been able to obtain just over 96% in relation to Gender. This is an increase on 2017/18 when we achieved obtaining 92% of EDI monitoring information on learners. Our learner base continues to grow both nationally and internationally. As in 2017/18, we are still not receiving all the data for all the EDI categories:

- Ethnicity 63.20% 'not-stated' which is an increase on 2017/18 at 49.57%;
- Ability issues 69.37% 'not-stated' is an increase on 2017/18 at 55.71%; and
- Employment status 68.31% 'not-stated' is a small decrease on 2017/18 at 68.72%.

It is appreciated that learners may find some of this information sensitive and may not wish it to be recorded or distributed. The charts in 5.5 provide information on the type of Centres not providing all the EDI data.

The findings for all learners registered in the academic year 2018/19 compared to 2017/18 remains to be mixed:

- Proportion of female learners is just over 26%, which is a slight increase on last year's figures, but continues to be significantly lower, than the national position for all sectors. The figure does reflect the sector mix of NOCN learners;
- Proportion of learners from an ethnic minority stands at 13.67%, this is a reduction on last year's figure and below the national position;
- Proportion of people registering as having ability issues is 19.07%, this has reduced compared to the 2017/18 figure of 19.67%. This is similar to the national average;
- Proportion of students has reduced for the second year running, but is still higher than the national average; and
- Proportion of unemployed is just over 33%, a very similar figure to 2017/18. This is in-line with the latest national figures showing unemployment has reduced and reflects the type of learners NOCN continues to support.

We continue to achieve our target of reflecting the national picture across all categories, where that is appropriate. The low level in female registrations and part-time employees is lower than the national average and reflects the sectors NOCN operates in. The part-time position has a particularly negative impact for female adults in the workforce. This appear to be particularly disadvantaged.

In respect of employment status, the national picture is not reflective of our organisation's priority objective to support disadvantaged members of society into work. Accordingly, we see that in 2018/19 10.68% (national average is 3.9%) of learners registered are unemployed.

Less than 3% (national average is 26.3%) of learners registered, in the year, are part-time which we feel reflects both the type of industries we are currently working in as well as priorities for Government funding within the Adults Skills/Education Budget. These are mainly focused on full-time employment and students:

- Apprenticeships;
- English and maths;
- Support for young people;
- Traineeships;
- High end qualifications; and
- Unemployed (mainly into full-time employment).

Government funding priorities are reducing skills expenditure for 'adults', but not 'young people'. The reduction in unemployment may well be influencing the recorded increase in 'student' numbers and the decline in 'unemployed' learners.

## **2.2 Overall Analysis in 2018/19 – all registrations**

In respect of the overall analysis for learner registrations, the year's monitoring results are mixed.

Reflecting on the analysis for 2018/19, the % of students and part-time employed has reduced. NOCN will always support the unemployed back into education.

## **2.3 Progression Analysis (registration to certification)**

This Progression Analysis reviews the learners that have been registered in the academic year August 2018 to July 2019 and have completed their courses – either having been certified or failed. Section 5.1 gives the data charts.

As in previous results the summary indicates that the overall % of people passing is not adversely affected by either their gender, disability, ethnicity or employment status:

- Female learner registrations have increased from 2017/18, achievement has decreased slightly on last year's results, but continues to push them ahead of male learners who have reduced by over 1% on last year's figures;
- There is over a 13% increase in Ethnicity 'not stated' from 2017/18;
- There has been a small decrease in learners who have confirmed they have a learning difficulty/disability. There is over a 10% increase in 'not stated'.

- Unemployed, employed part-time students and learners in full-time employment have better achievement levels than full-time students. There is no change in 'not stated'.

The analysis shows NOCN's overall approach to the design, assessment and award of qualifications and the related reasonable adjustments are effective.

## 2.4 Sector Analysis

The Sector Analysis shows a more detailed analysis of the current data for August 2018 to July 2019 by Industry sector. Section 5.2 gives the data charts. These indicate:

- The highest proportion of male learners is in Building and Construction, Engineering, Business Management and Public Services. Females are highly represented in Health and Social Care, Accounting and Finance and Foundations for Learning and Life.
- A high proportion of learners are white in Accounting and Finance, and between 30% and 40% in Building and Construction, Business Management, and Public Services, Health and Social Care. High levels of 'not stated' are recorded in all target areas with the exception of Public Services and Account and Finance.
- Health and Social Care, Foundations for Learning and Life and Public Services are the three highest sectors which show the highest number of learners recorded as considering themselves as having a learning difficulty and/or disability. Engineering, for a third year running, returned a 100% of 'no information provided' as the highest %. Other sectors showing a high % of 'no information provided' are Foundations for Learning and Life and Business Management; and
- Accounting and Finance, Business Management and Public Services continue to have the highest sectors showing learners in full-time employment. The highest % of learners unemployed and part-time employed are registered under Public Services and Foundations for Learning and Life. A significant number of learners did 'not state' their employment status with Engineering being the highest with just over 98%, followed by Foundations for Learning and Life.

The 'Other Sectors' is a combination of learners that are not in the 'targeted' sectors as agreed by the NOCN Board.

## 2.5 Functional Skills

We continue to analyse Functional Skills, see Section 5.3. This indicates that the % of people passing is not noticeably affected by either their gender, disability or ethnicity. Under employment status there is a 3% decrease in full-time students gaining the qualification. There are good levels of achievement for those recording a learning difficulty and people from an ethnic minority.

## 2.6 ESOL (Skills for Life)

We have analysed the data collected on ESOL (Skills for Life) learners which is noted in Section 5.4. The analysis indicates that in general the % of people passing is not adversely affected by either their gender, disability, ethnicity or employment status. The % of recorded sensitive information has increased from 2017/18, down from 91% on Ethnicity to 48%. This is very positive for NOCN Group.

## 2.7 Centre Analysis

Our analysis of the proportion of data provided by the different types of Centres is provided in Section 5.5. As with previous years the analysis shows the main type of Centre that does not provide the data are FE Colleges and Private Training Providers.

Overseas centres are not asked to provide the data and it is not comparable with the UK national position.

## 3 Actions

The actions arising from this are:

- Investigate how to reduce the number of not stated records;
- Monitor the impact of the GDPR on our ability to collect data; and
- Feed in the results of our findings in various policy forums to bring out the various issue affect part-time workers, women and other groups.

## 4 Trends

In equality terms the data that we have is encouraging, and in certain areas we are reducing the 'not-stated' %. We still need to reduce this further, which will make NOCN Group's statistics more meaningful. We will continue to support female and part-time employed learners into learning. The percentage of learners reporting ability issues has reduced slightly from 2017/18. The figures, excluding the 'not-stated' for the academic year up to 31 July 2019 were:

Factor		2017-18	2018-19	Difference	National Average	Status
Gender	Female	26.30%	26.88%	+0.58%	50.90	↑
	Male	73.70%	73.12%	-0.68%	49.10	↓
Ethnicity	Ethnic Minorities	18.20%	13.67%	-4.50%	17.20	↓
	White British	80.84%	85.14%	+4.30%	81.90	↑
	White Irish	0.95%	1.20%	+0.25%	0.90	↑
Ability	Candidate considers they have a learning difficulty and/or disability	19.67%	19.07%	-0.60%	19.00	↓
Employment Status	Employed - Full-time	39.53%	50.55%	+11.02%	73.80	↑
	Employed - Part-time	4.54%	2.68%	-1.86%	26.30	↓
	Full-time Student	21.96%	13.10%	-8.85%	11.90	↓
	Unemployed	33.97%	33.66%	-0.31%	3.90	↓

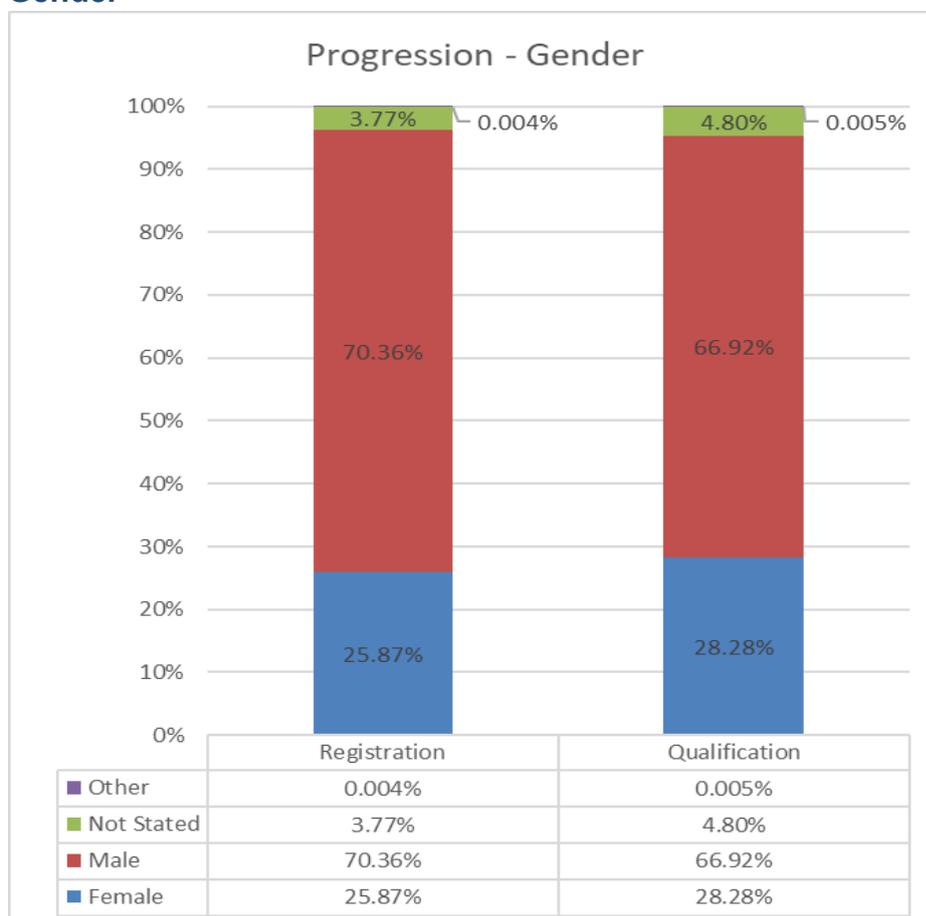
### Notes:

1. The figures exclude the % where the data is not known.
2. The number of people that are self-employed are included within the full-time employment and part-time employment figures as this is the prescribed method of reporting by the Skills Funding Agency.
3. The % figure of people with ability challenges has reduced from 2017/18.

## 5 Charts 2018/19

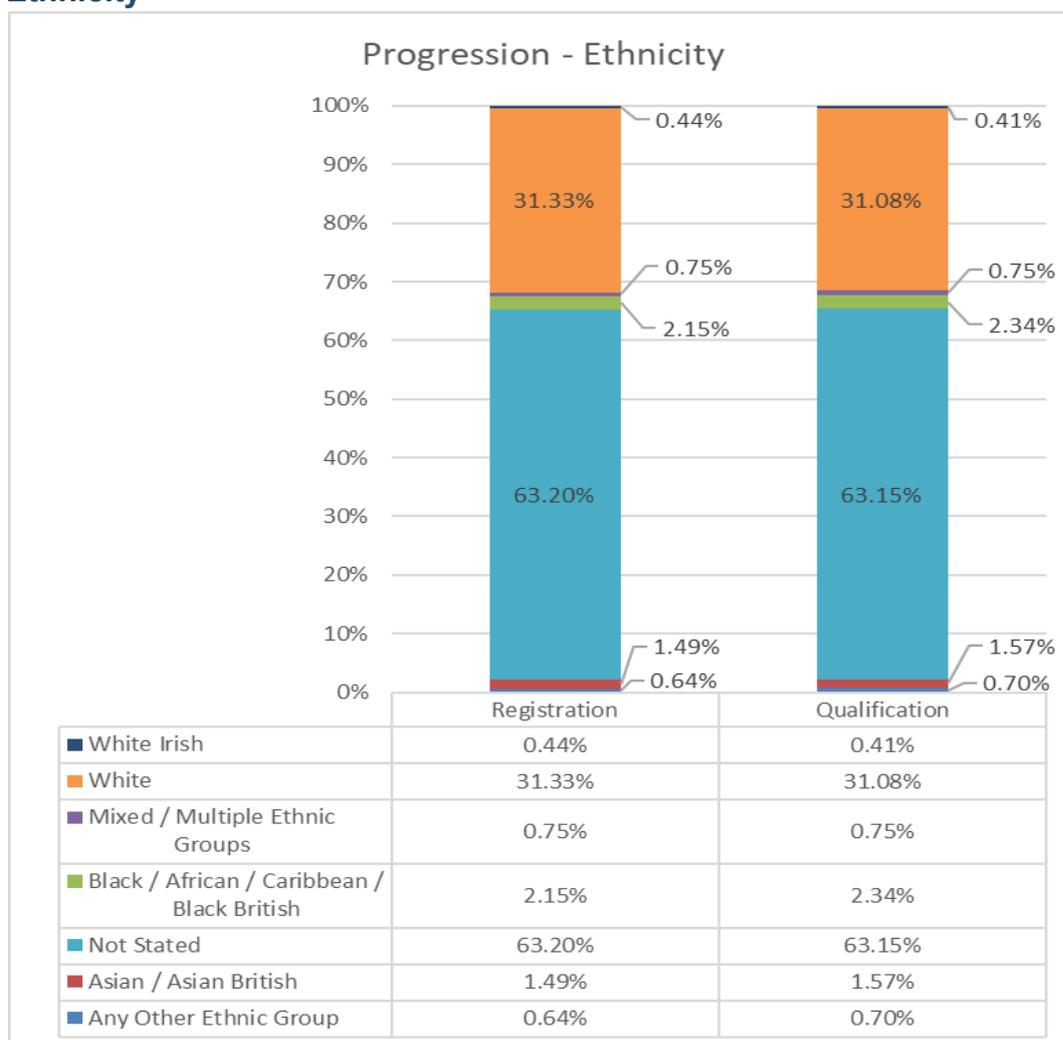
### 5.1 Progression (Registration to Certification)

#### Gender

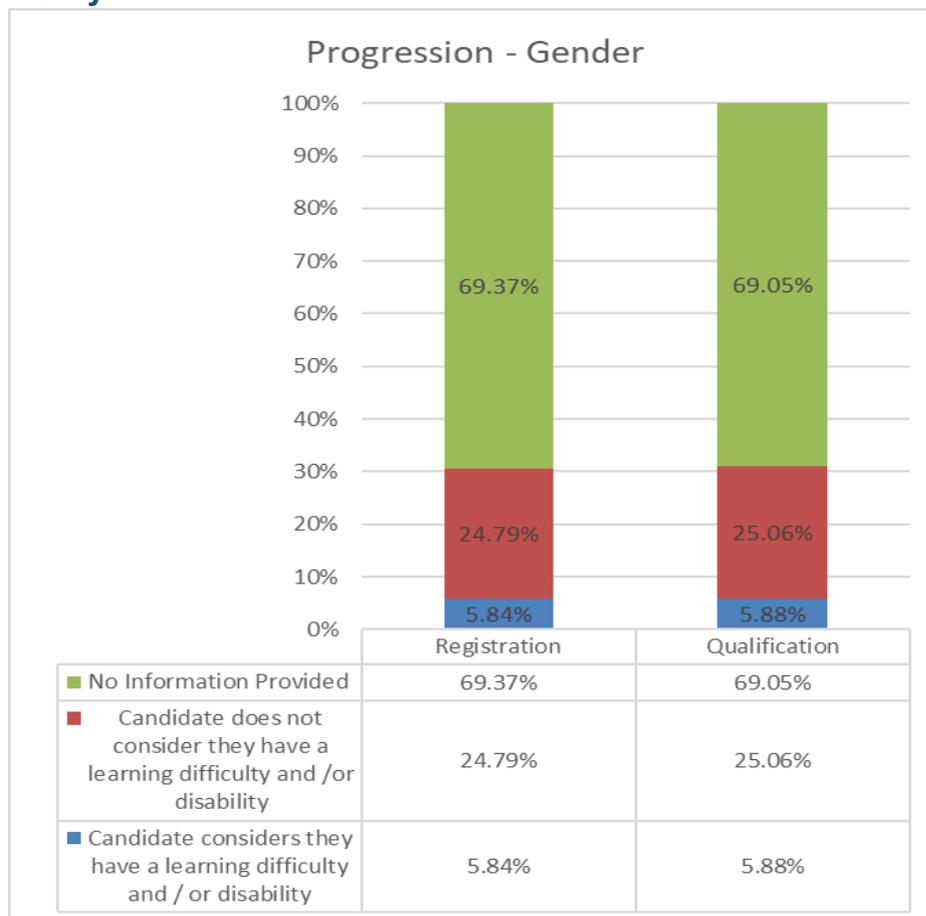


**Other is included on as this includes Transgender as well as people who have chosen not to declare their gender.**

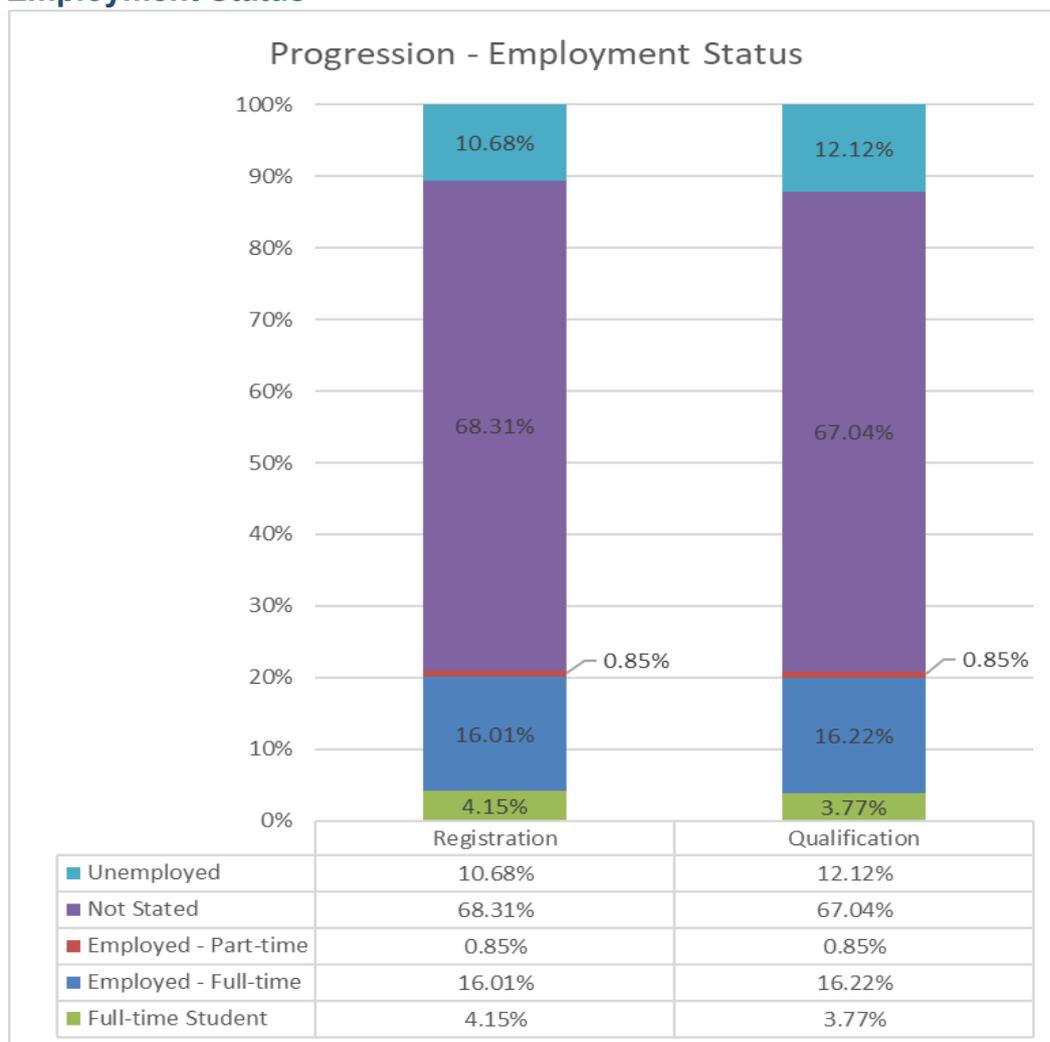
## Ethnicity



## Ability

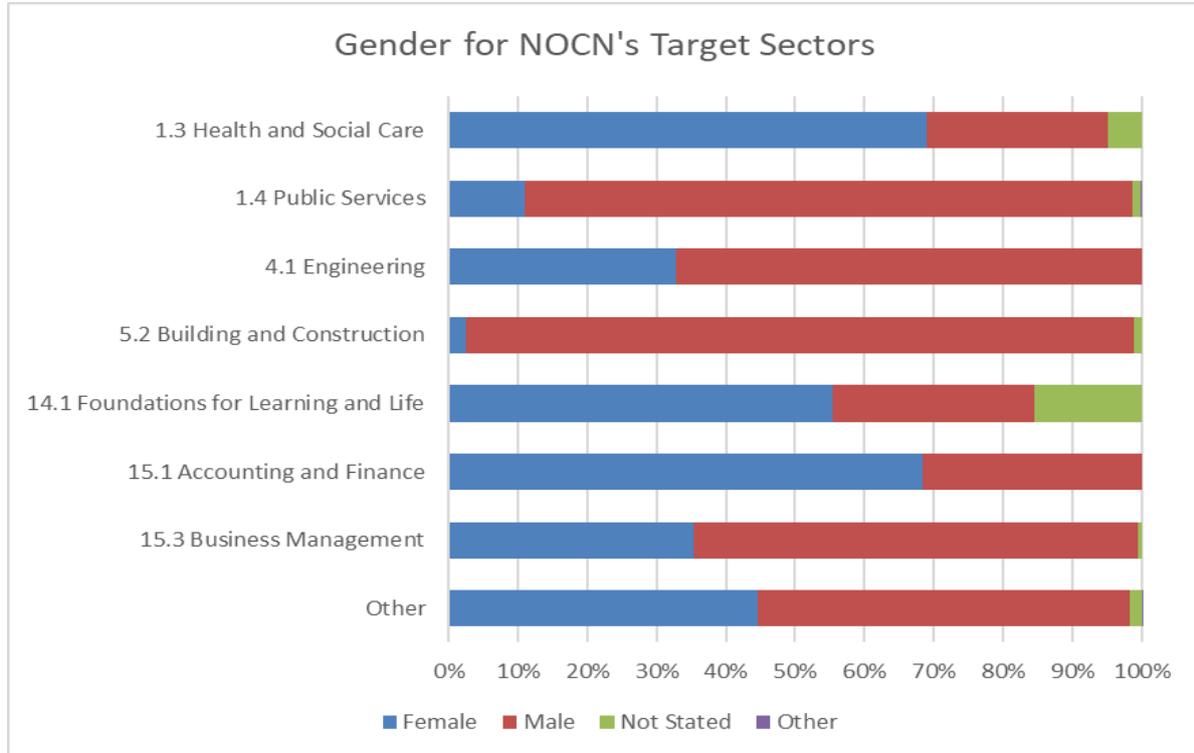


## Employment Status

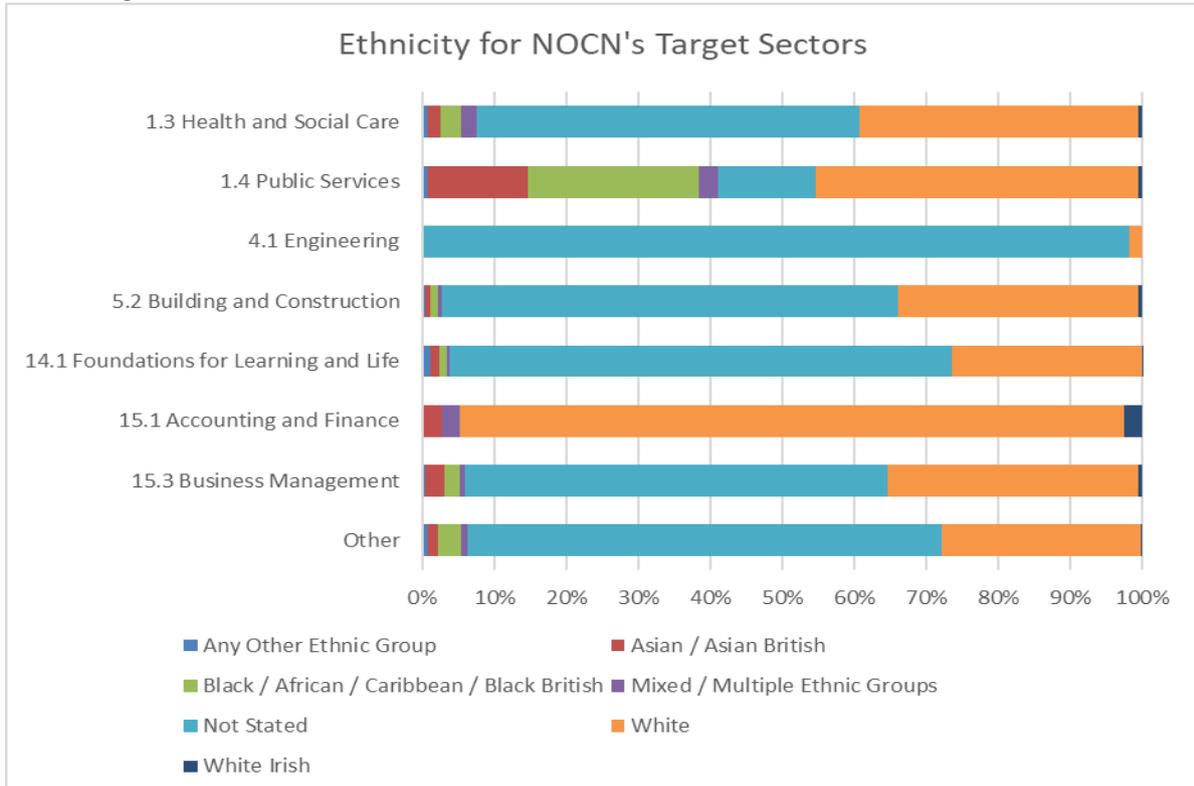


## 5.2 Sector Analysis

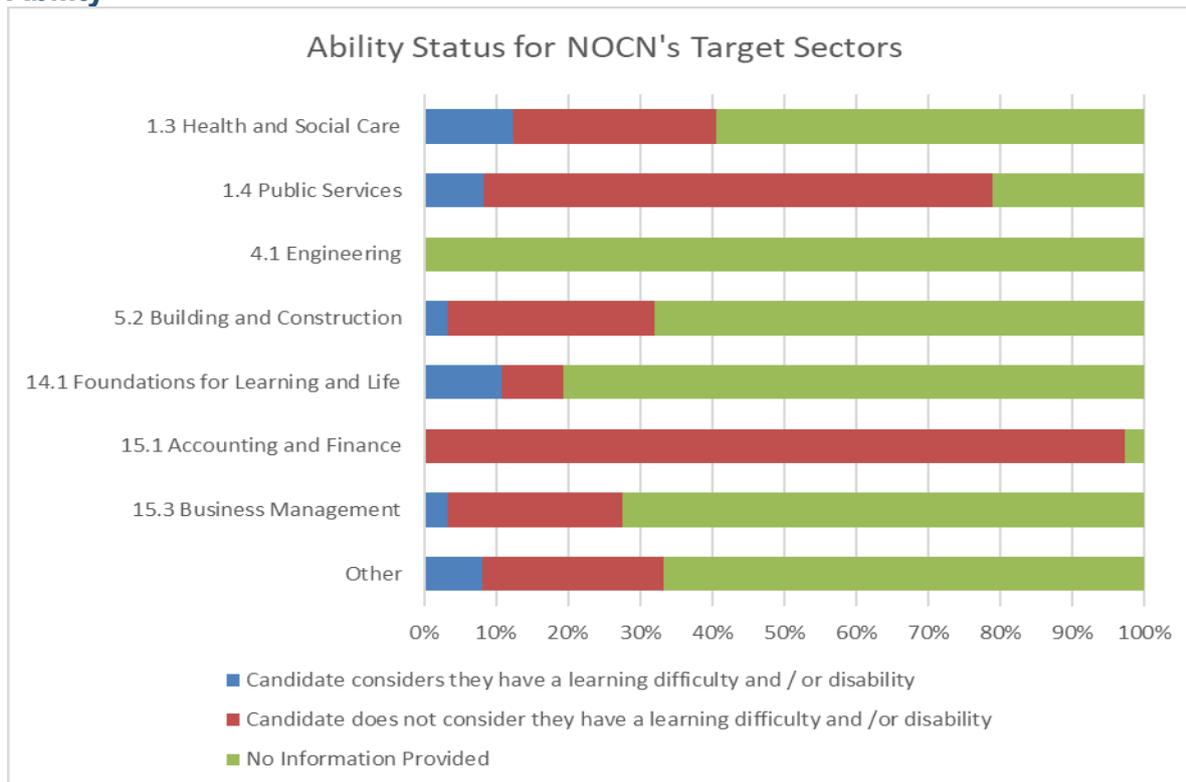
### Gender



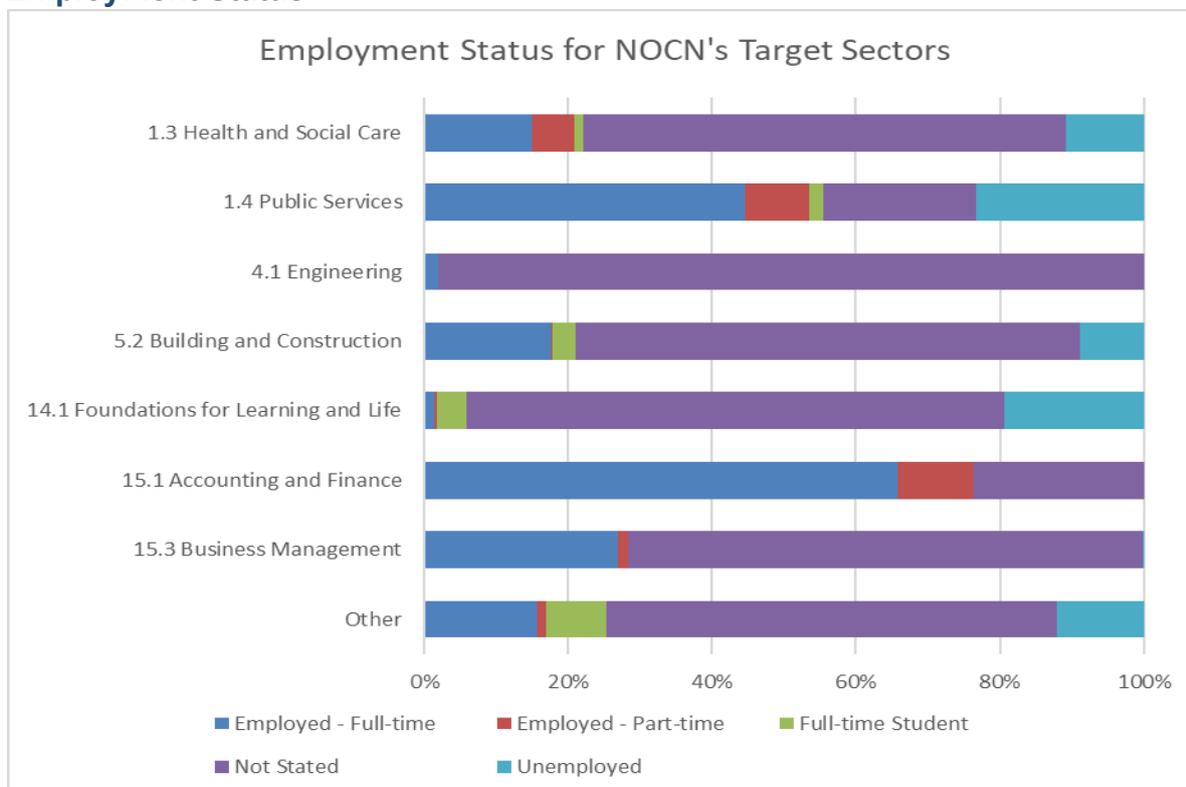
### Ethnicity



## Ability

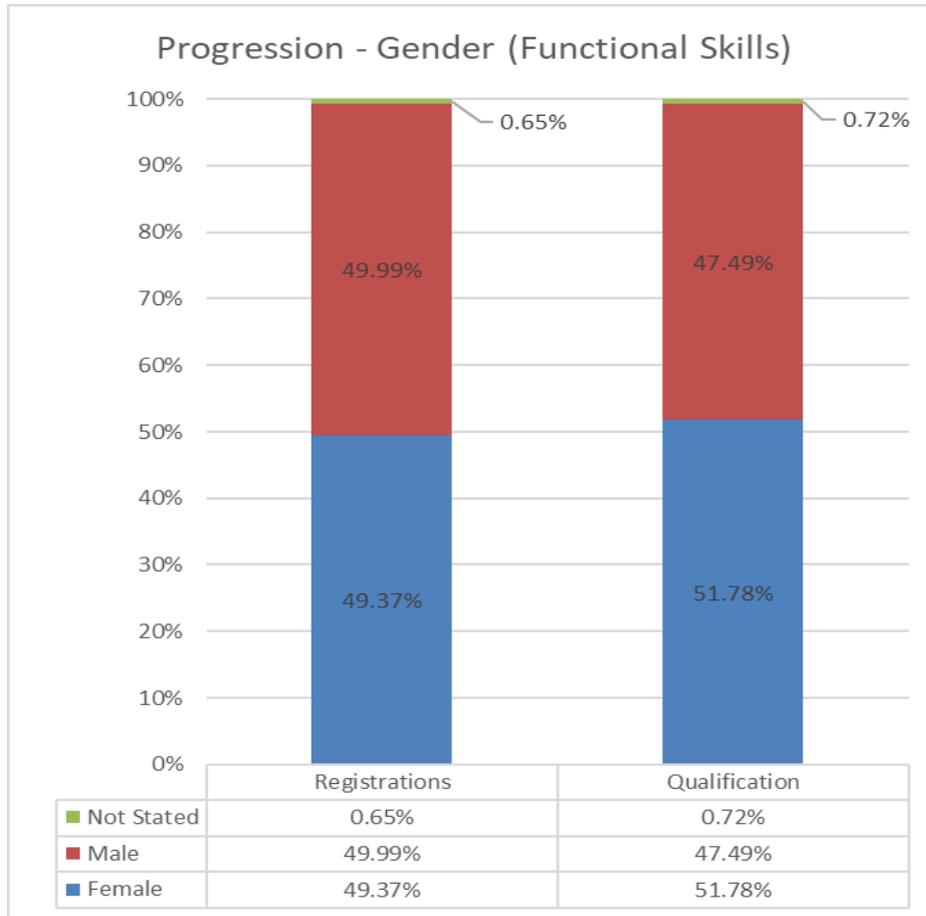


## Employment Status

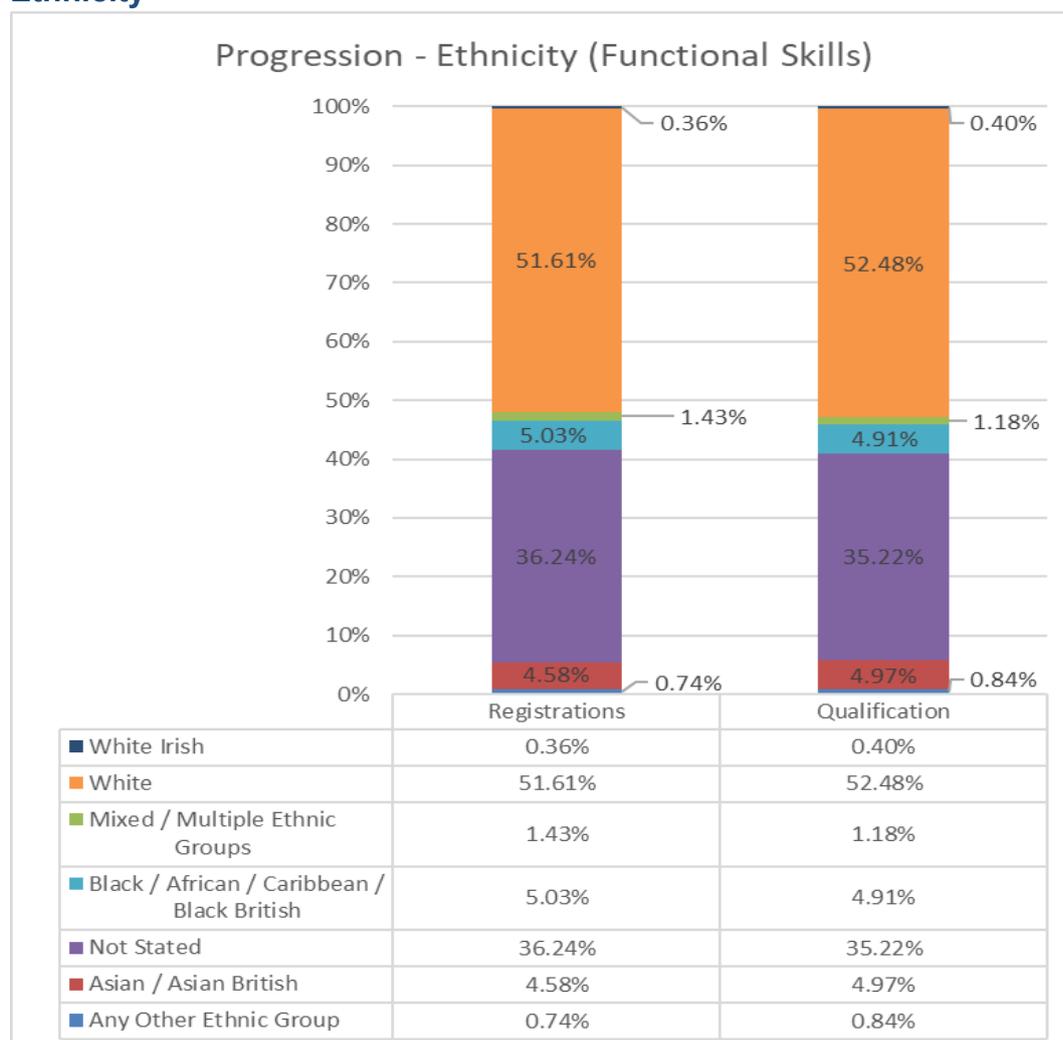


## 5.3 Functional Skills

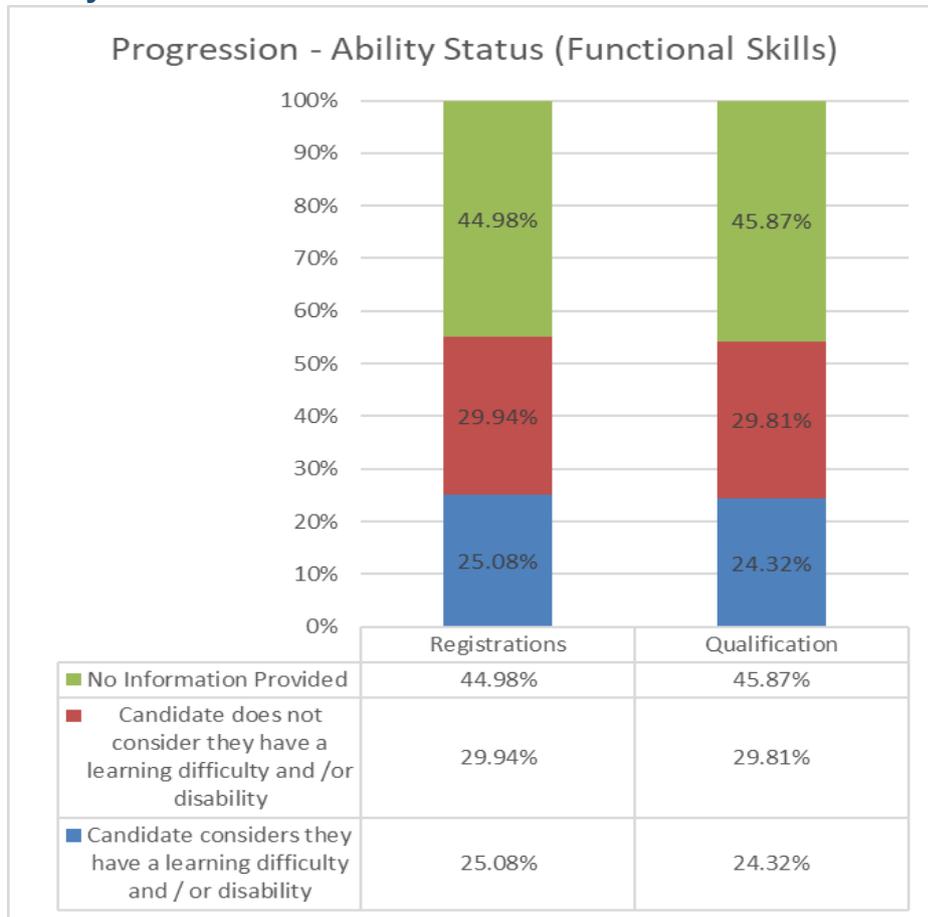
### Gender



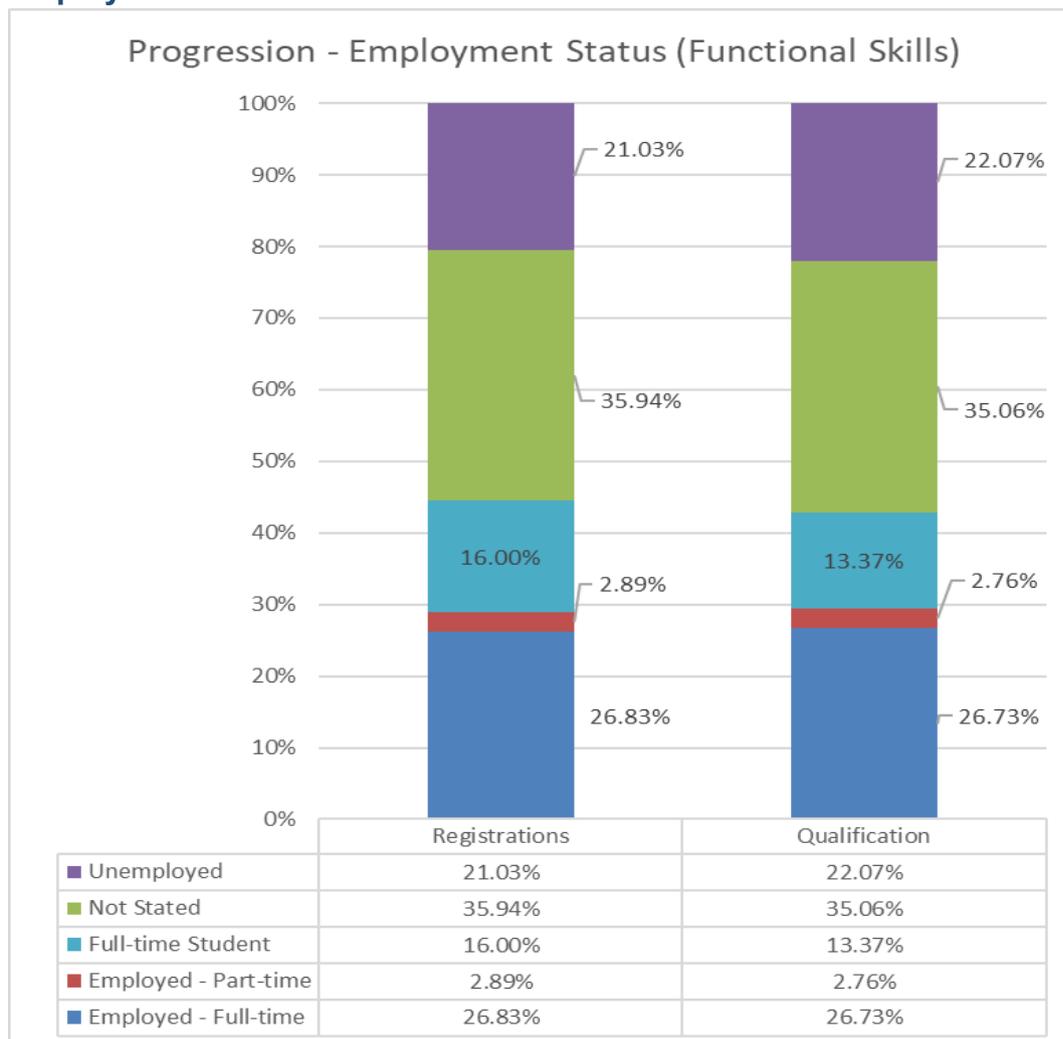
## Ethnicity



## Ability

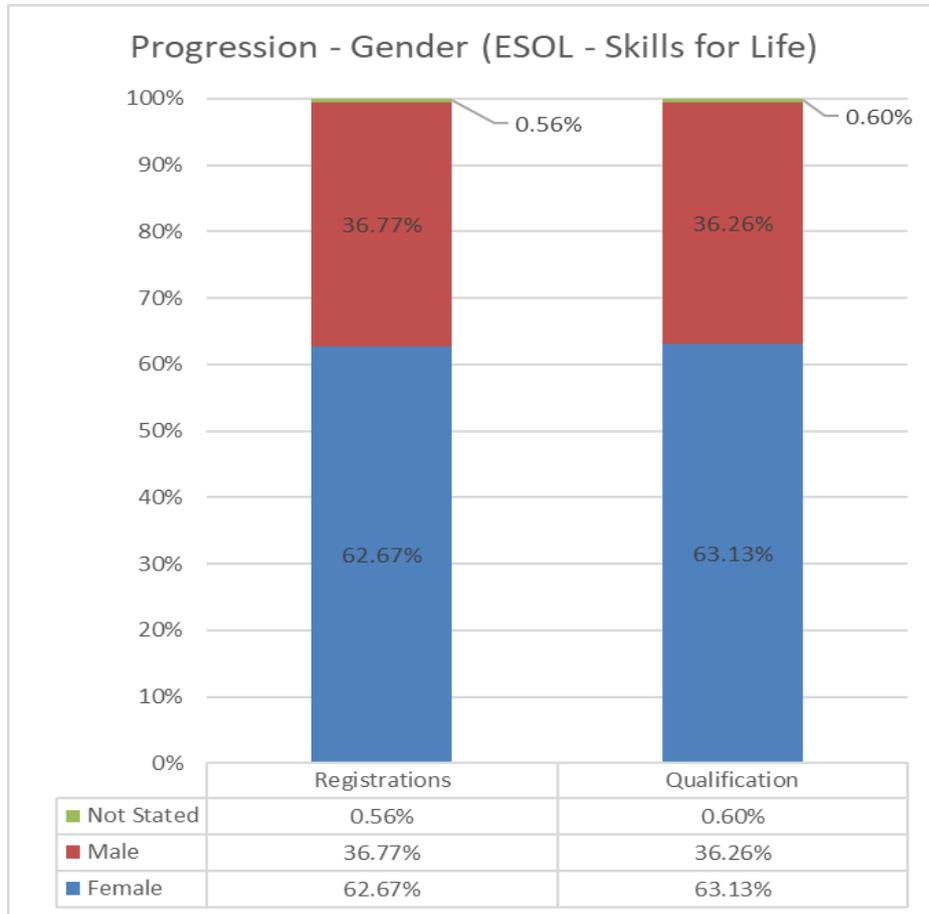


## Employment Status

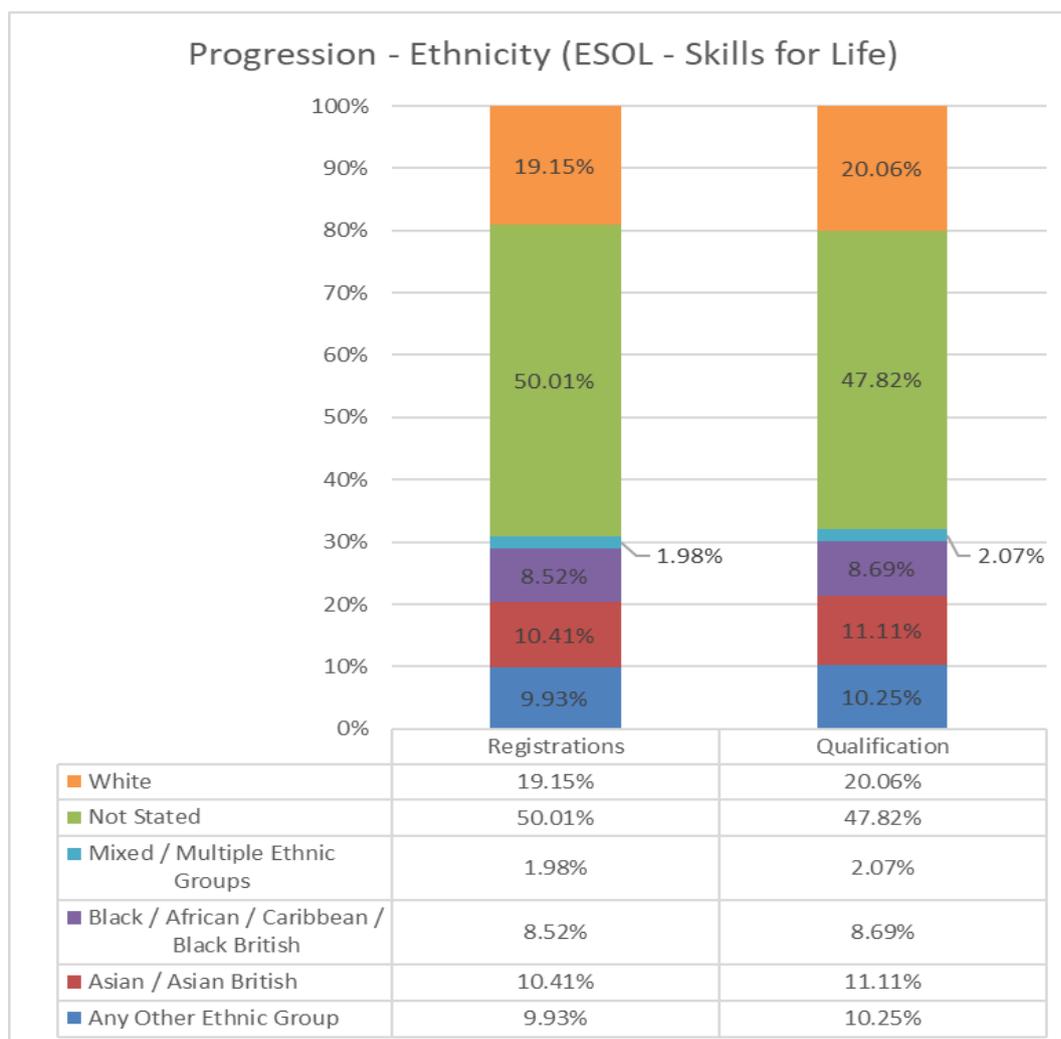


## 5.4 ESOL (Skills for Life)

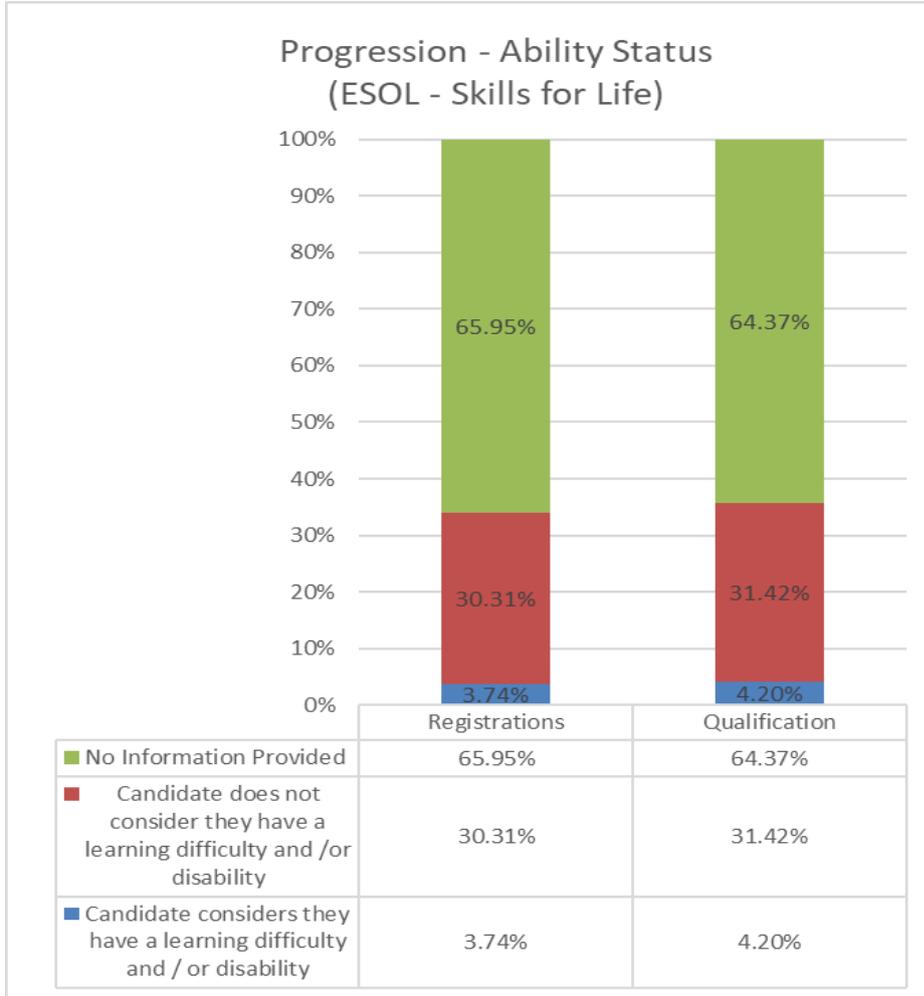
### Gender



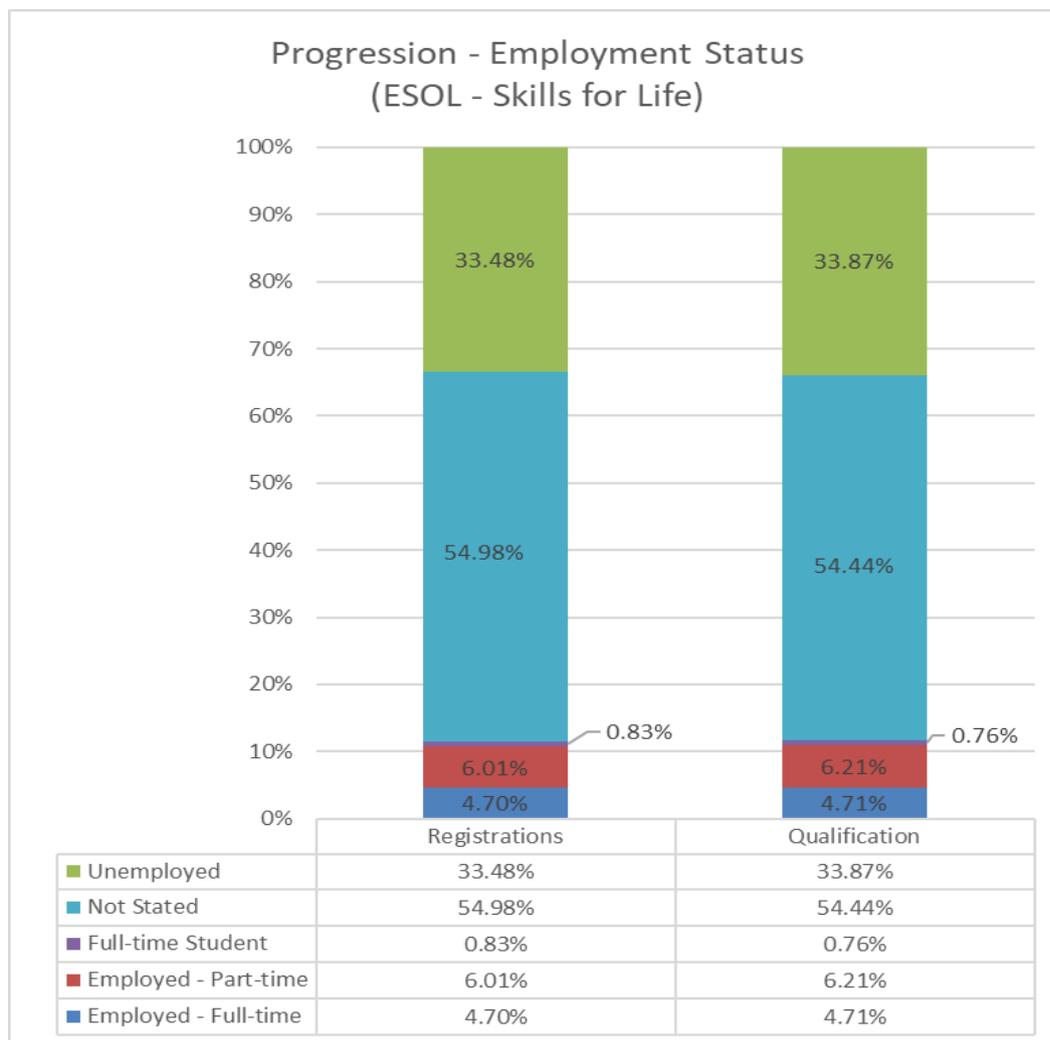
## Ethnicity



## Ability

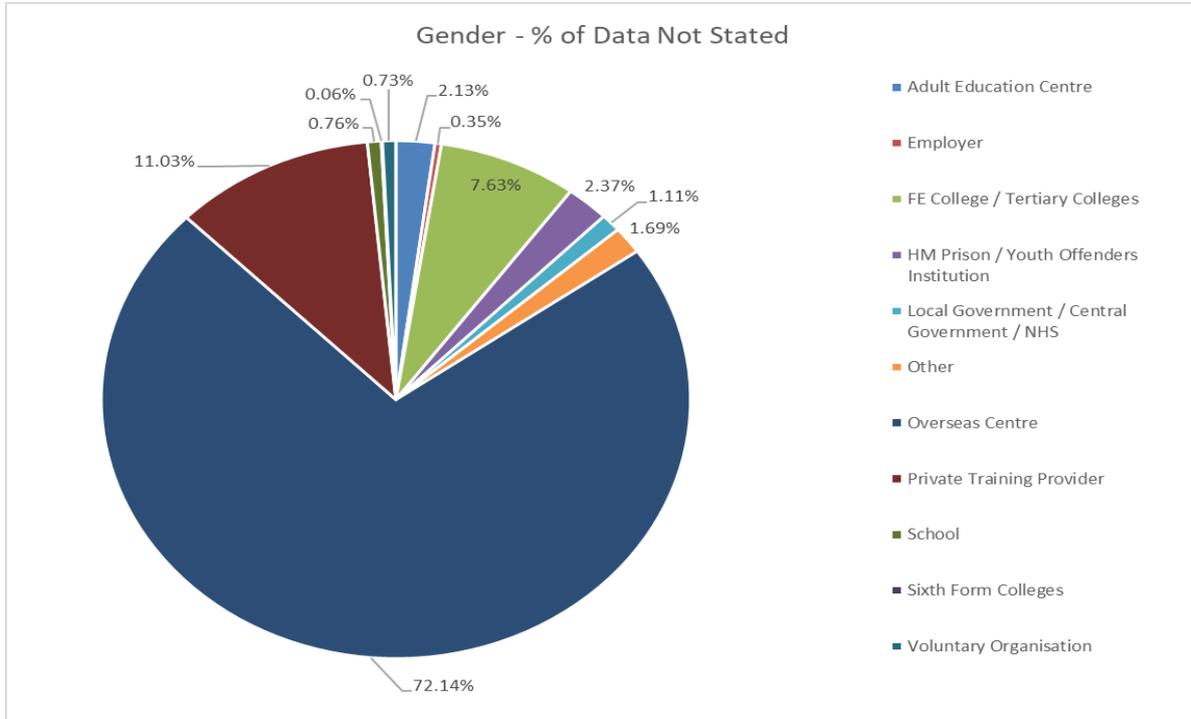


## Employment Status

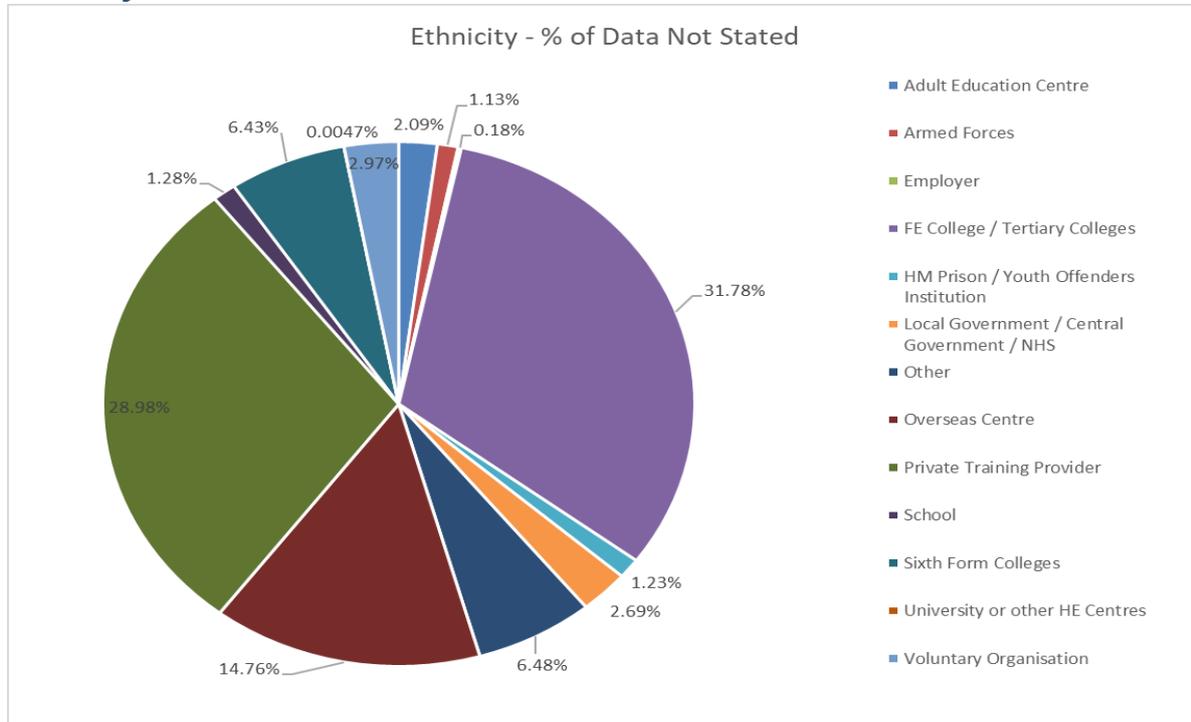


## 5.5 Centres Not Stating Data

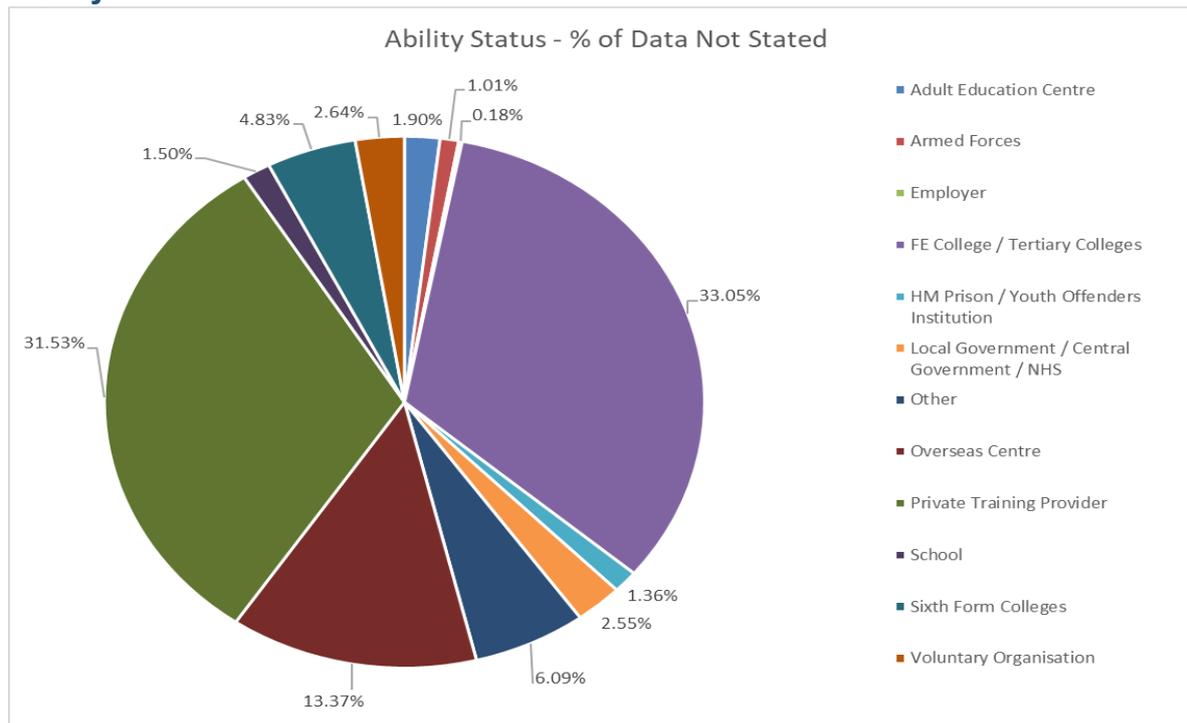
### Gender



### Ethnicity



## Ability



## Employment Status

