



Equality, Diversity and Inclusion

Statistical Monitoring Report - UK
2019/20 (Full Year)



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1 Introduction

This statistical monitoring report sets out the results of monitoring for the academic year of 2019-20. 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 90% in relation to Gender. This is a decrease on 2018/19 when we achieved obtaining just over 96% of EDI monitoring information on learners. Our learner base continues to grow both nationally and internationally. As in 2018/19, we are still not receiving all the data for all the EDI categories:

- Ethnicity 68.31% 'not stated' which is an increase on 2018/19 at 63.20%;
- Ability issues 74.37% 'not stated' is an increase on 2018/19 at 69.37%; and
- Employment status 71% 'not stated' is a small decrease on 2018/19 at 68.31%.

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 2019/20 compared to 2018/19 remains to be mixed:

- Proportion of female learners is just over 33%, which is an increase on last year's figure of just over 26% but continues to be significantly lower than the national position. However, this does reflect the sectors NOCN operates in;
- Proportion of learners from an ethnic minority stands at just under 16%, this is an improvement on last year's figures;
- Proportion of people registering as having ability issues is 20.57%, this is an improvement compared to the 2018/19 figure of 19.07%. This is just above the national average;
- Proportion of students has increased, and is still higher than the national average; and
- Proportion of unemployed remains just over 36%, a very similar but slightly higher figure to 2018/19. Due to the current pandemic this number will increase.

We continue to achieve our target of reflecting the national picture across all categories, where that is appropriate. The reduction in part-time employees is lower than the national average and this continues to cause concern. The part-time position has a particularly negative impact for female adults in the workforce. This appears 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 2019/20 10.57% (national average is 4.5%) of learners registered are unemployed.

As with 2018/19 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 2019/20 – all registrations

As with every reporting year, in respect of the overall analysis for learner registrations, the year's monitoring results are mixed.

Reflecting on the analysis for 2019/20, the % of part-time employed has reduced again. 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 2019 to July 2020 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 decreased by just over 1% from 2018/19, however achievement has increased to over 30%, but continues to push them ahead of male learners who have reduced in achievement by over 8% on last year's figures;
- There is over a 5% increase in Ethnicity 'not stated' from 2018/19;
- There has been a very small decrease in learners who have confirmed they have a learning difficulty/disability. There is a 3% increase in 'not stated'.

- Unemployed and employed part-time students have better achievement levels than full-time employment learners and full-time students. There is an increase of 3% 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 2019 to July 2020 by Industry sector. Section 5.2 gives the data charts. These indicate:

- The highest proportion of male learners is in Building and Construction, Public Services, Engineering and Accounting and Finance. Females are highly represented in Health and Social Care, Foundations for Learning and Life, Other and Accounting and Finance.
- 100% of learners stated they are white in Accounting and Finance. Between 35% and 40% in Public Services and Health and Social Care. 100% of Building and Construction learners did not state their Ethnicity., Public Services is between 11% and 26.5% of Asian/Asian British and Black, African, Caribbean, Black British. High levels of 'not stated' are recorded in all target areas with the exception of Accounting and Finance and Public Services.
- Public Services is the only sector which shows over 10% of learners recorded as considering themselves as having a learning difficulty and/or disability. Accounting and Finance have 100% return of learners who don't consider themselves as having a learning difficulty. Engineering, for a fourth 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 Building and Construction; and
- Accounting and Finance, Public Services and Health and Social Care 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. A significant number of learners did 'not state' their employment status with Engineering, for the second year running, being the highest with just over 99%, followed by Business Management.

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. There is a mix of decreasing and increasing 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. There is a noticeable % difference relating to employment figures from 2018/19. Numbers are lower for unemployed, employed – part-time and employed – full-time. Numbers are higher for not stated and full-time student. The % of recorded information is similar to last years.

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 issues affecting 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 increased from 2018/19. The figures, excluding the 'not stated' for the academic year up to 31 July 2020 were:

Factor		2018-19	2019-20	Difference	National Average	Status
Gender	Female	26.88%	33.36%	+6.48%	50.90	↑
	Male	73.12%	66.64%	-6.48%	49.10	↓
Ethnicity	Ethnic Minorities	13.67%	15.95%	+2.32%	17.20	↑
	White British	85.14%	82.94%	-2.20%	81.90	↓
	White Irish	1.20%	1.10%	-0.10%	0.90	↓
Ability	Candidate considers they have a learning difficulty and/or disability	19.07%	20.57%	+1.50%	19.00	↑
Employment Status	Employed - Full-time	50.55%	43.69%	-6.86%	73.80	↓
	Employed - Part-time	2.68%	2.45%	-0.23%	26.30	↓
	Full-time Student	13.10%	17.41%	+4.31%	11.90	↑
	Unemployed	33.66%	36.45%	+2.79%	4.50	↑

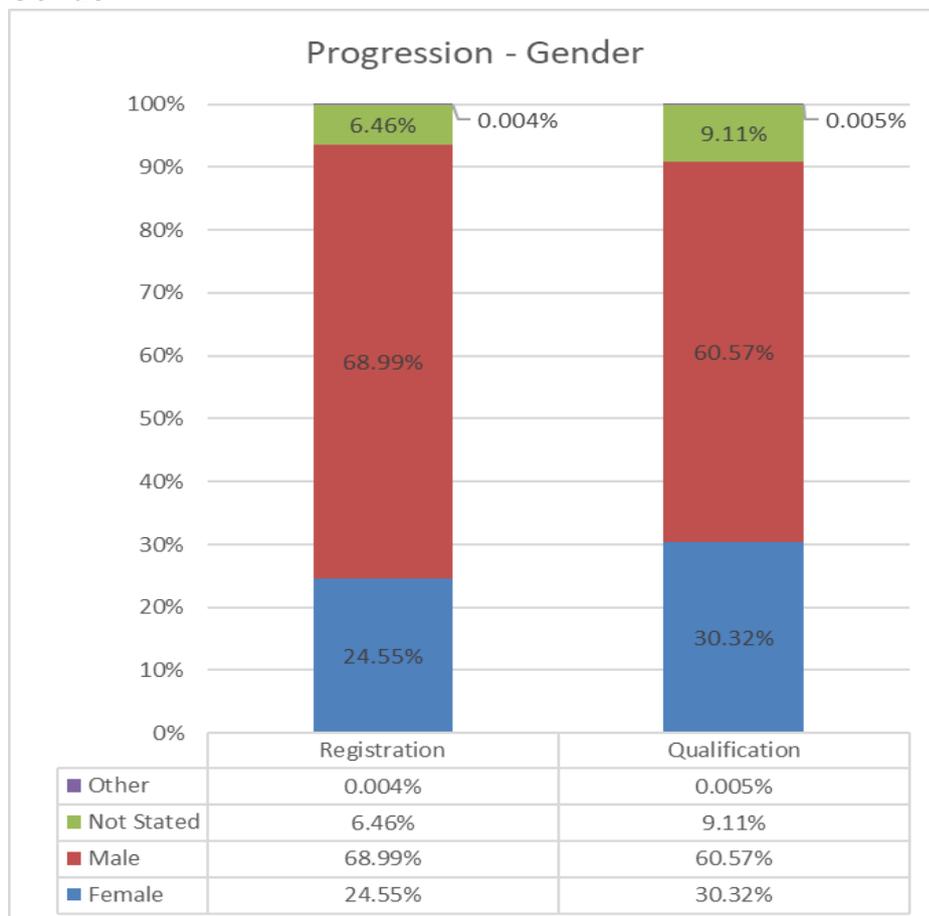
Notes:

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.

5 Charts 2019/20

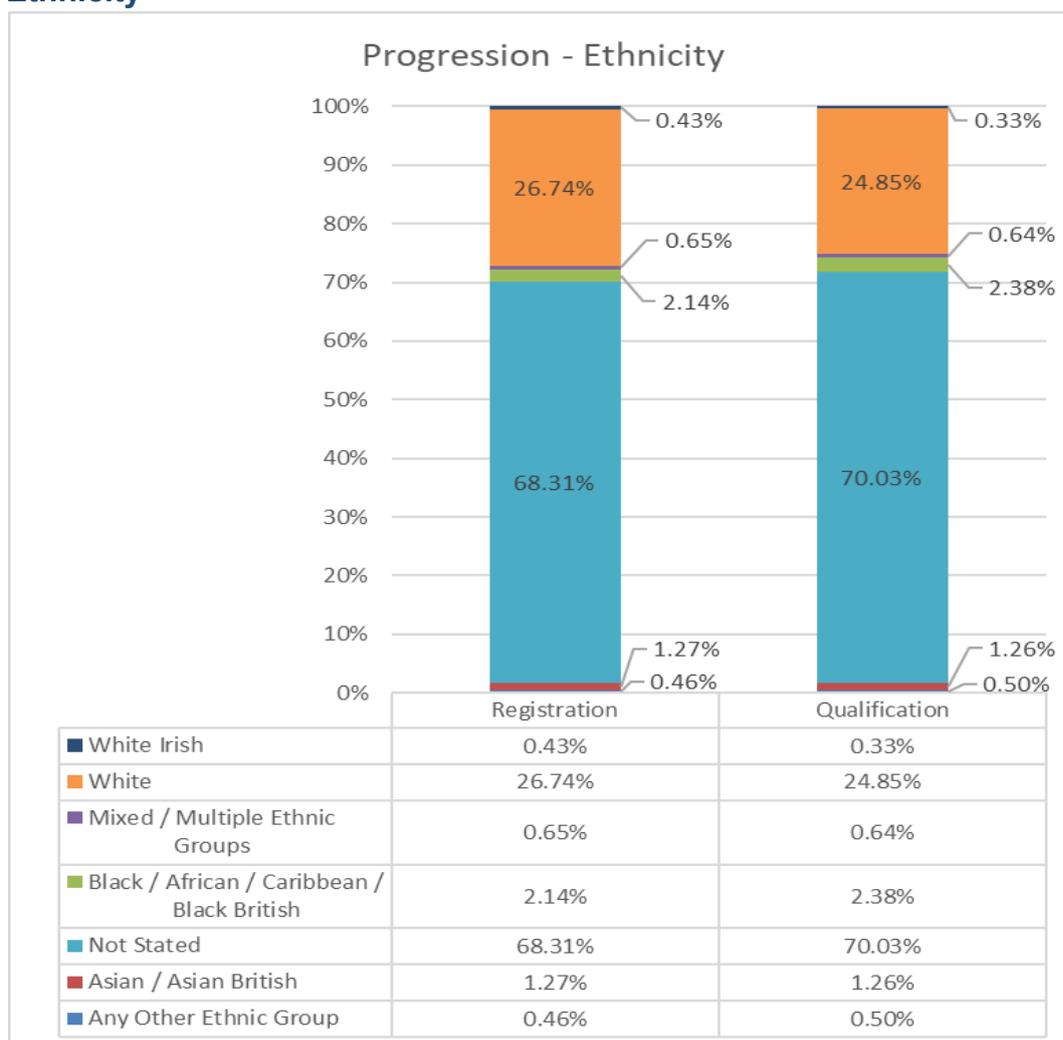
5.1 Progression (Registration to Certification)

Gender

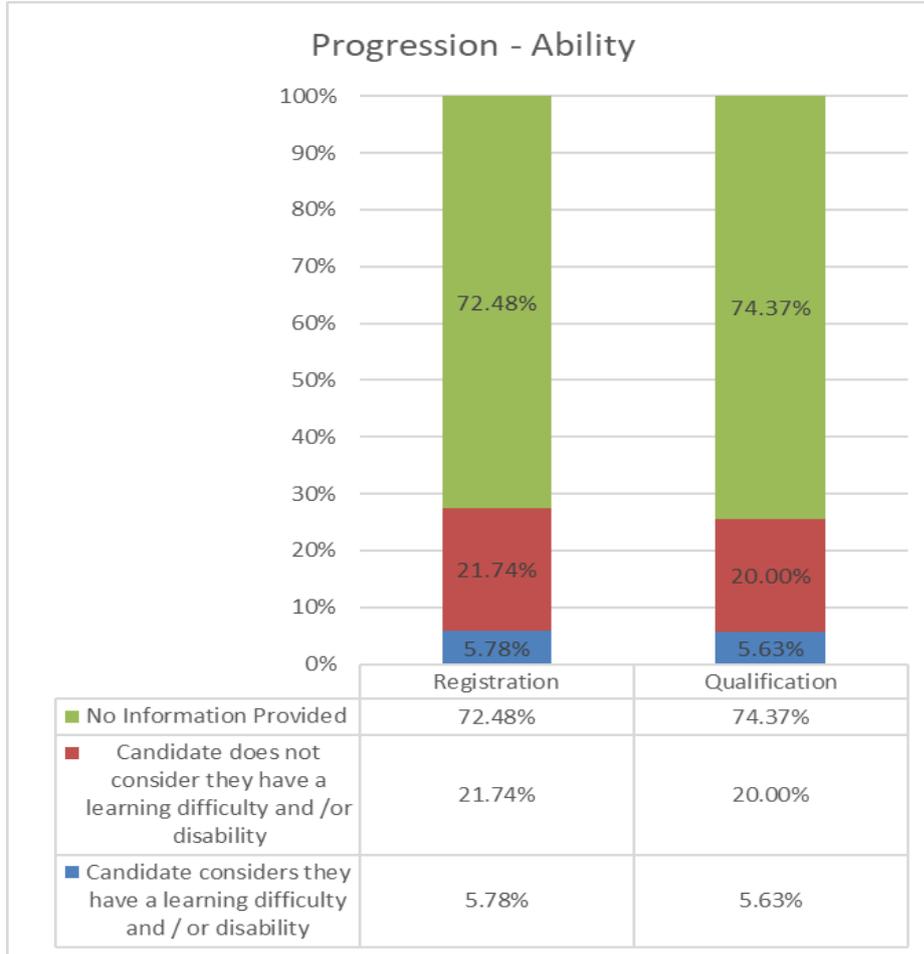


Other is included on as this includes Transgender as well as people who have chosen not to declare their gender.

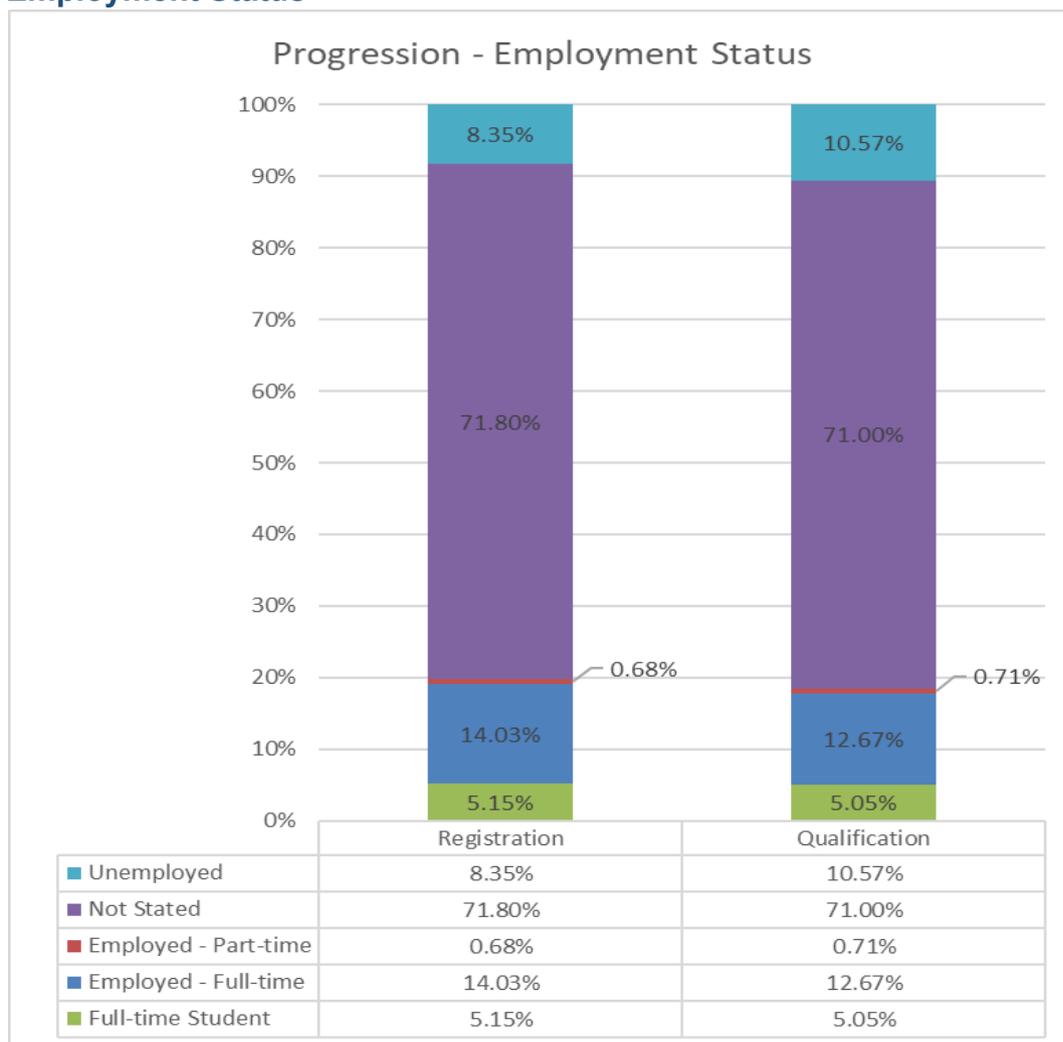
Ethnicity



Ability

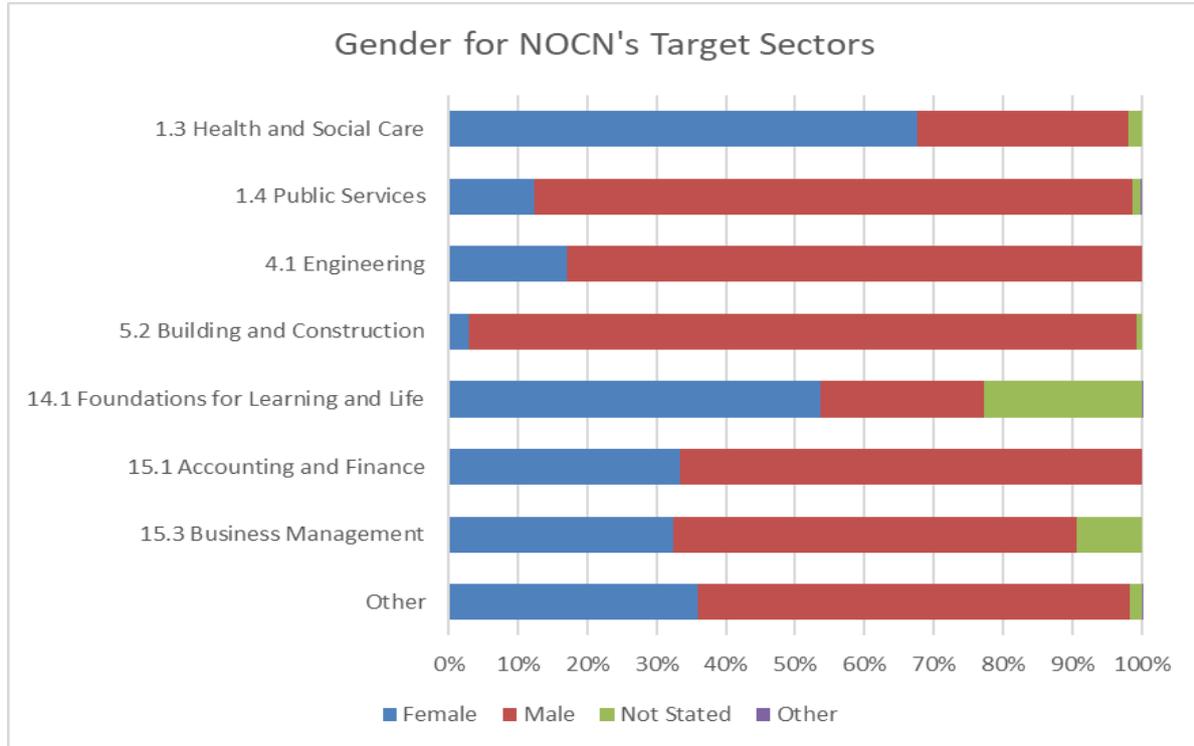


Employment Status

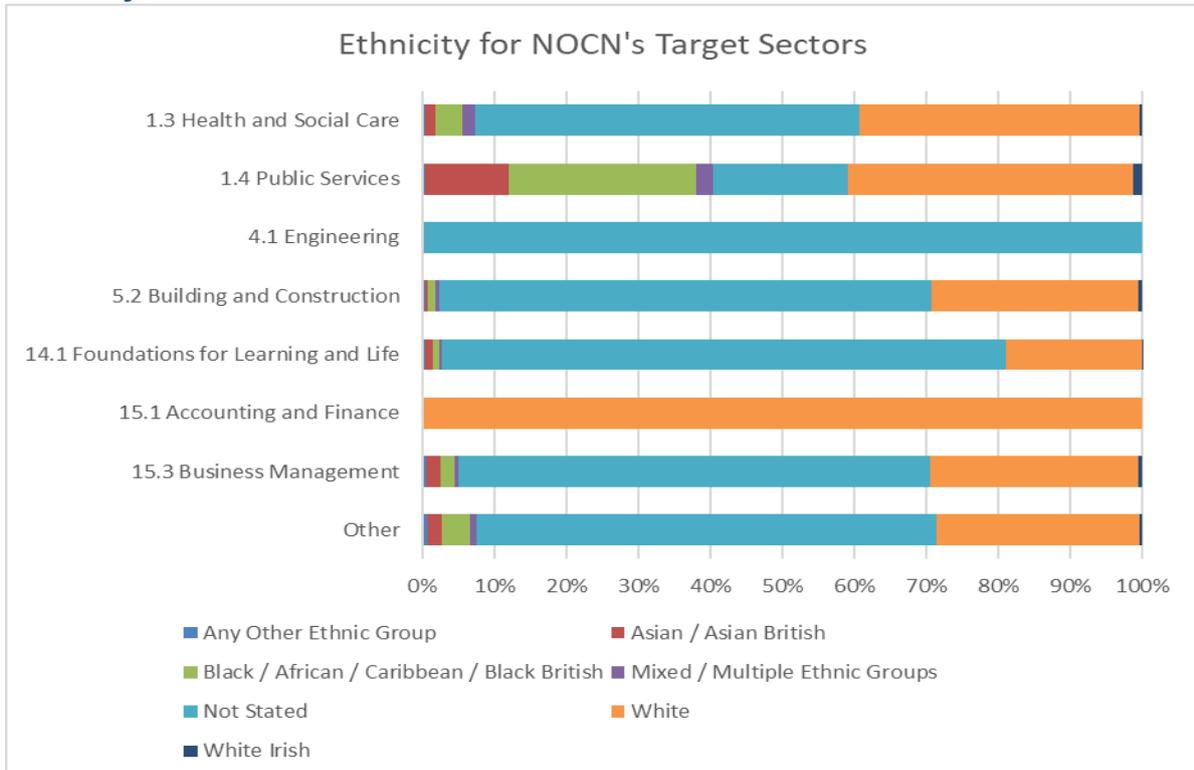


5.2 Sector Analysis

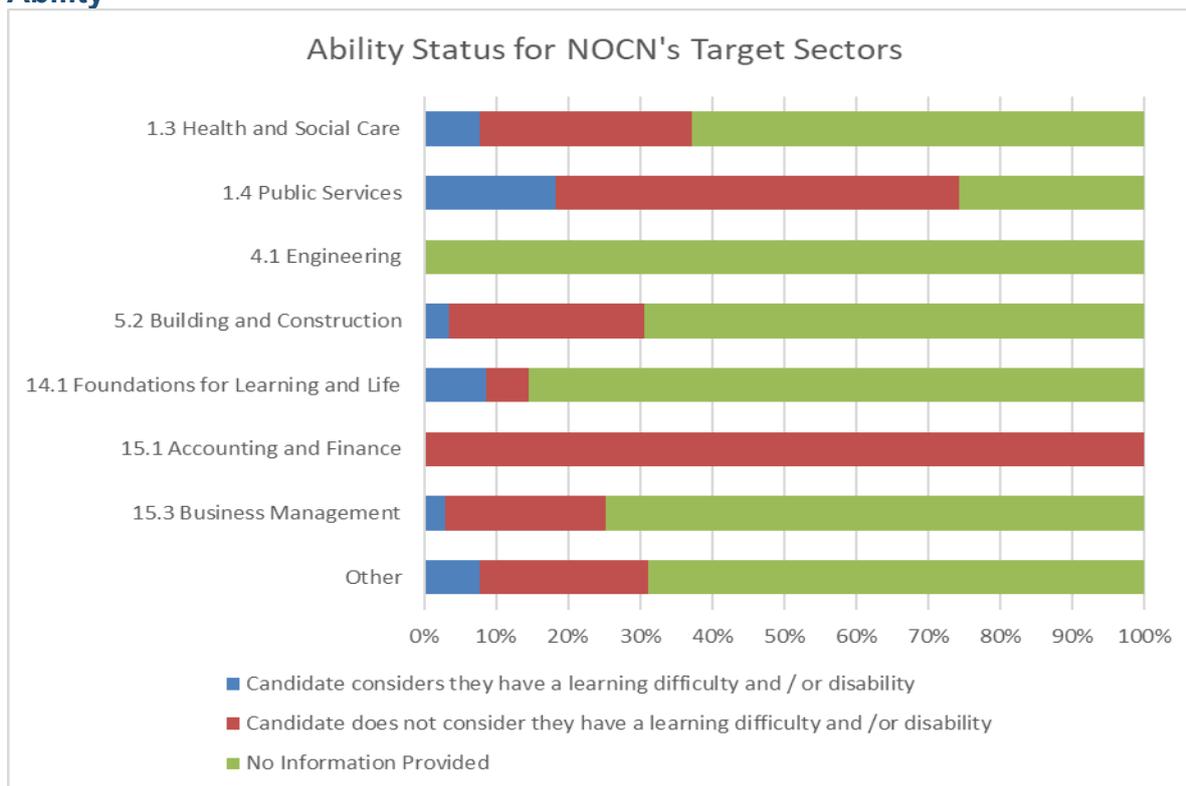
Gender



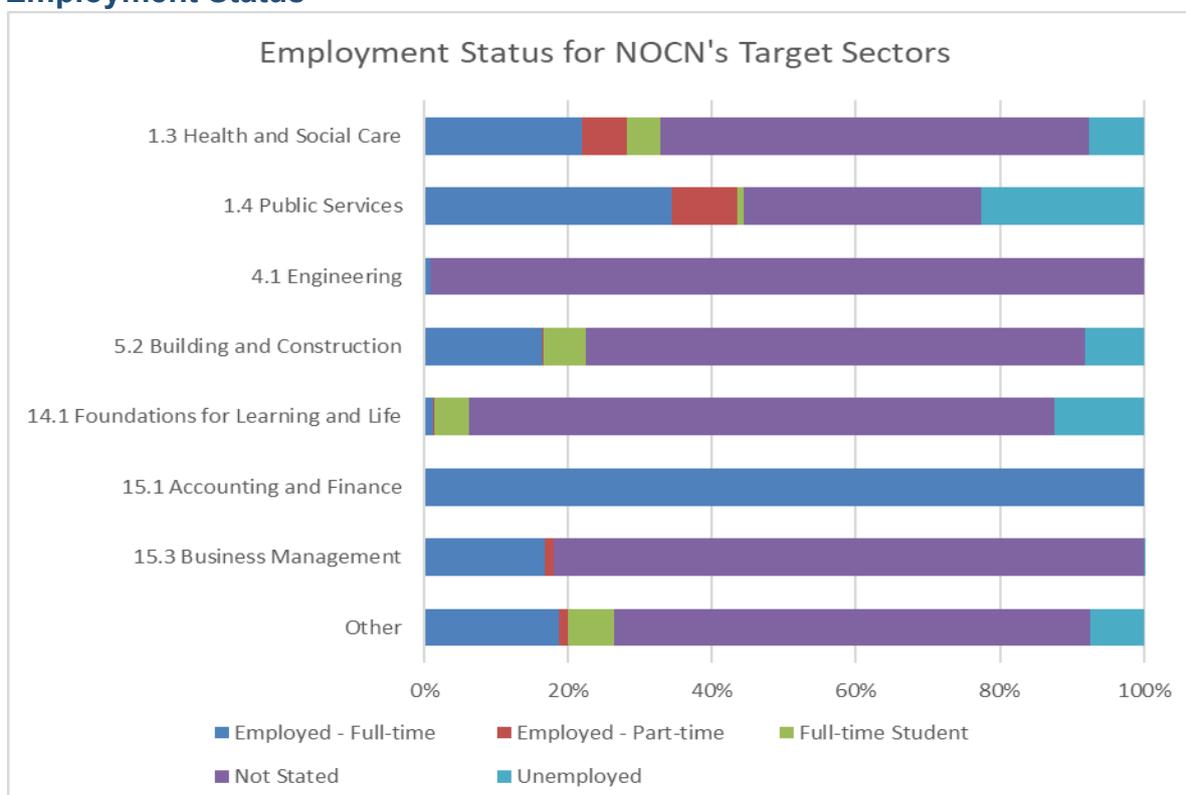
Ethnicity



Ability

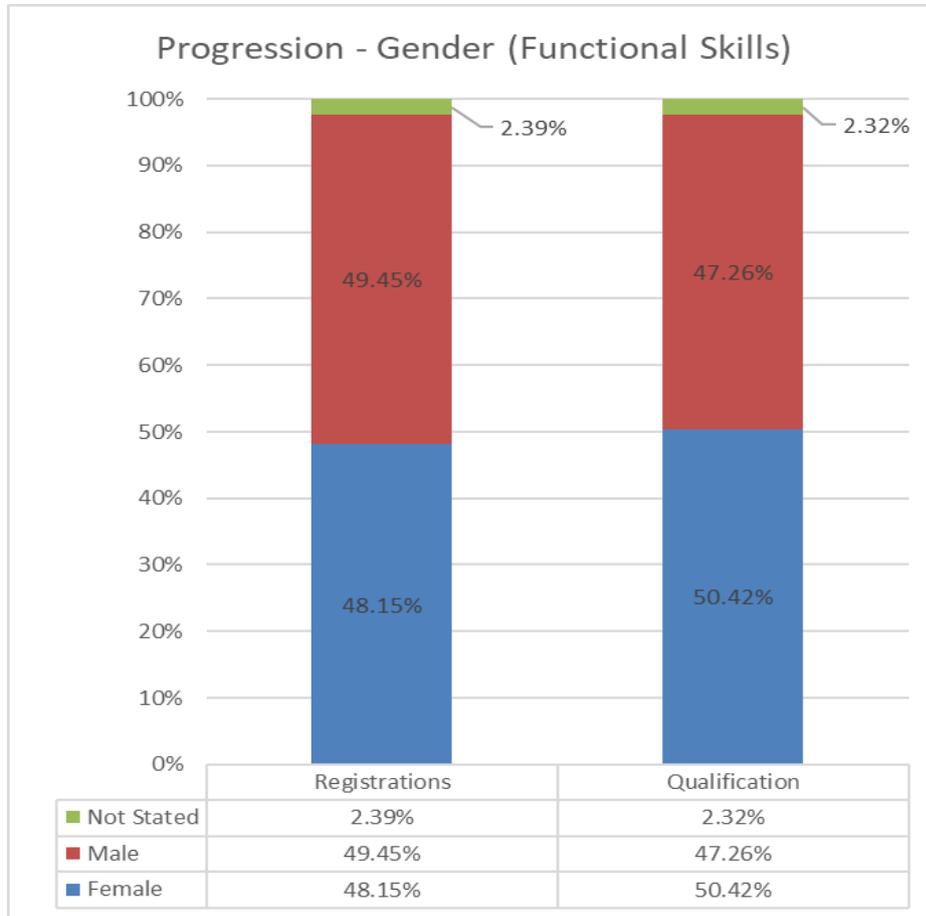


Employment Status

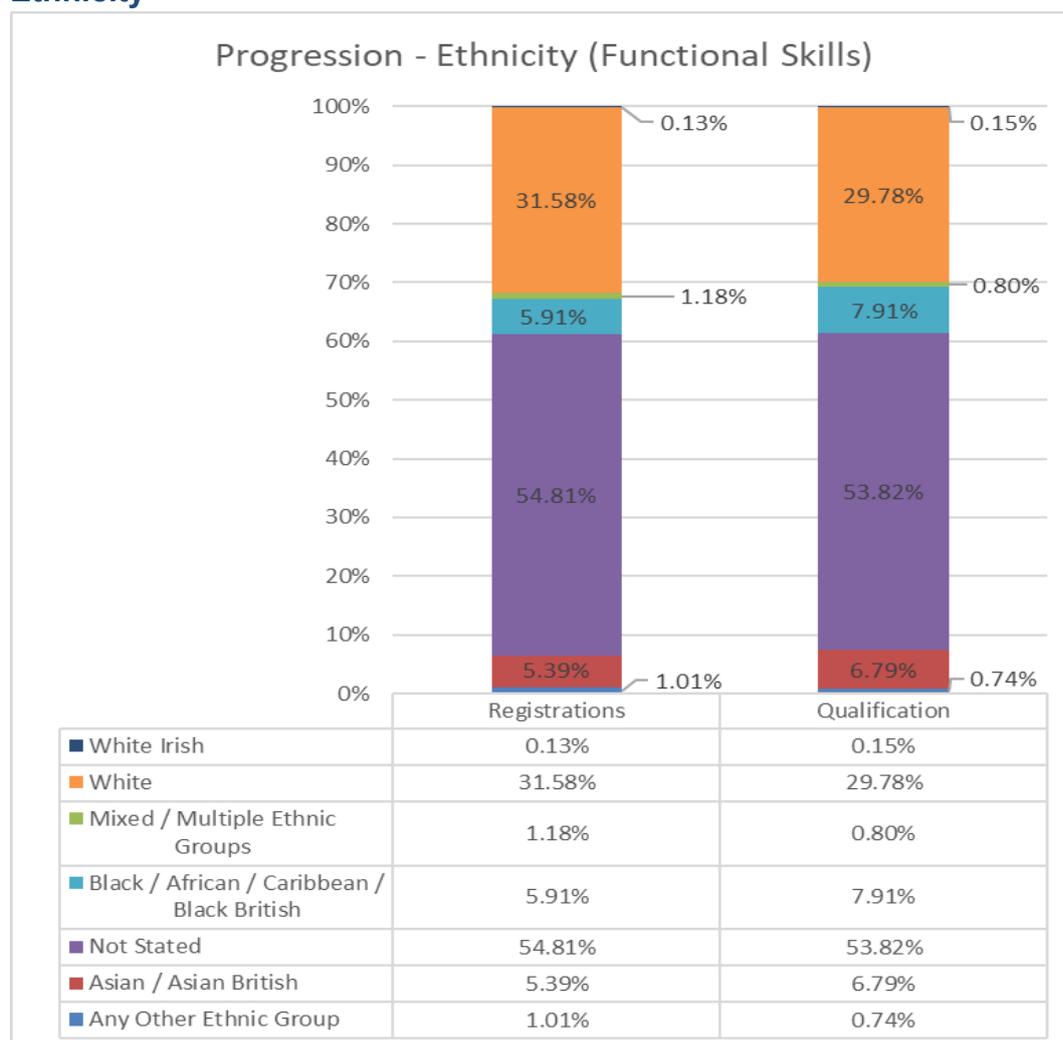


5.3 Functional Skills

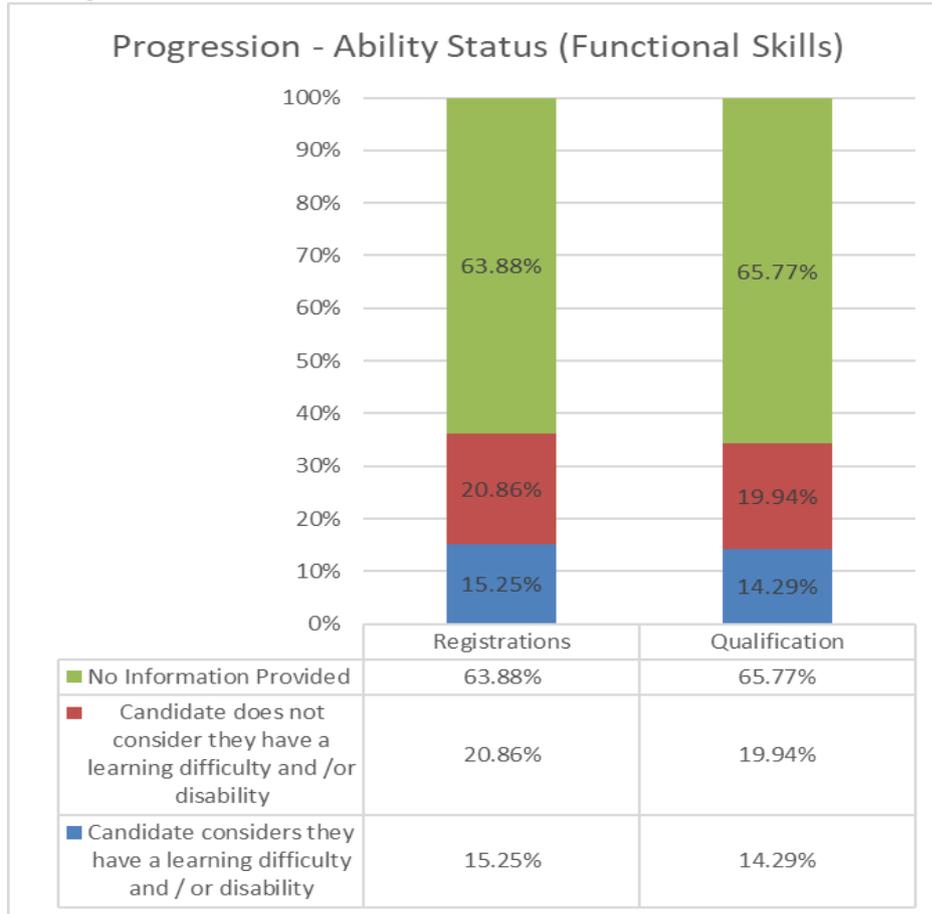
Gender



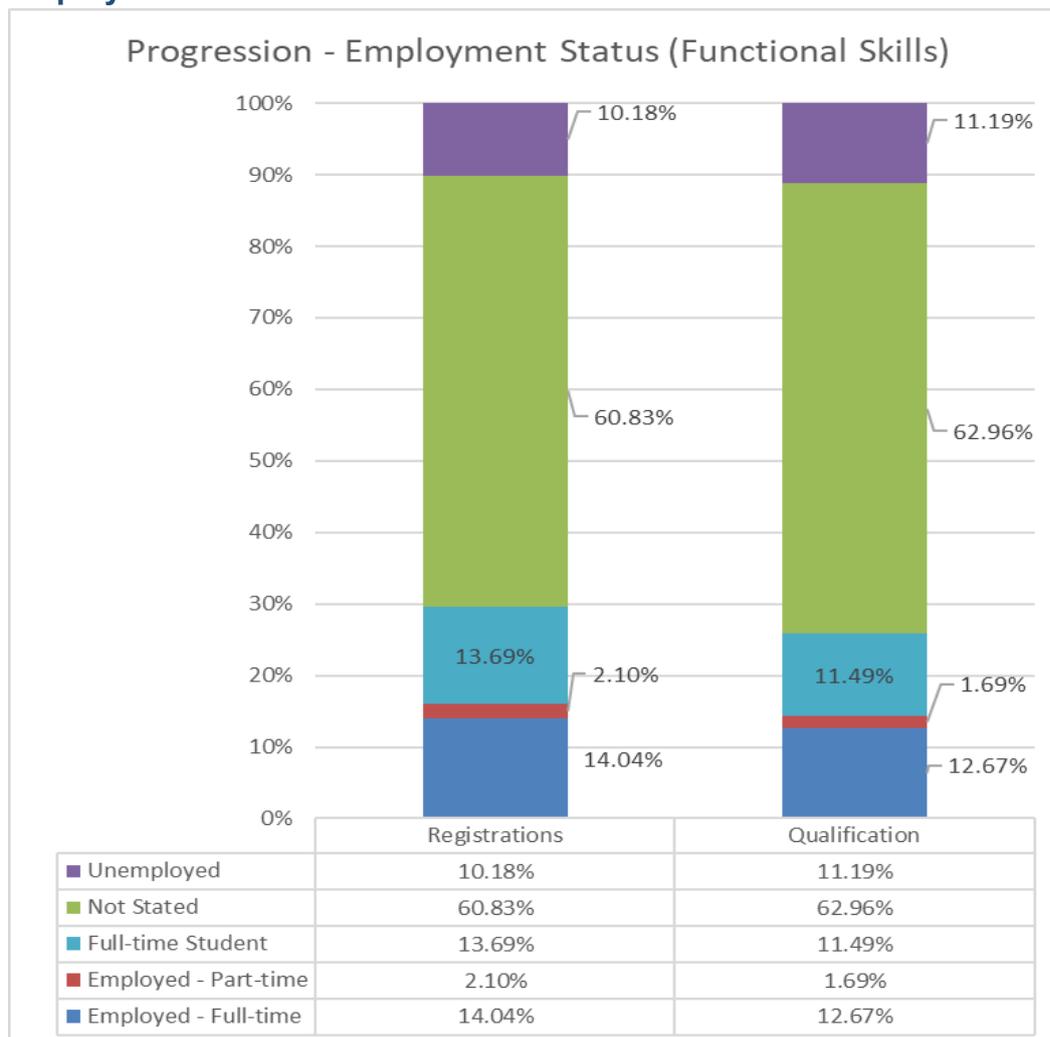
Ethnicity



Ability

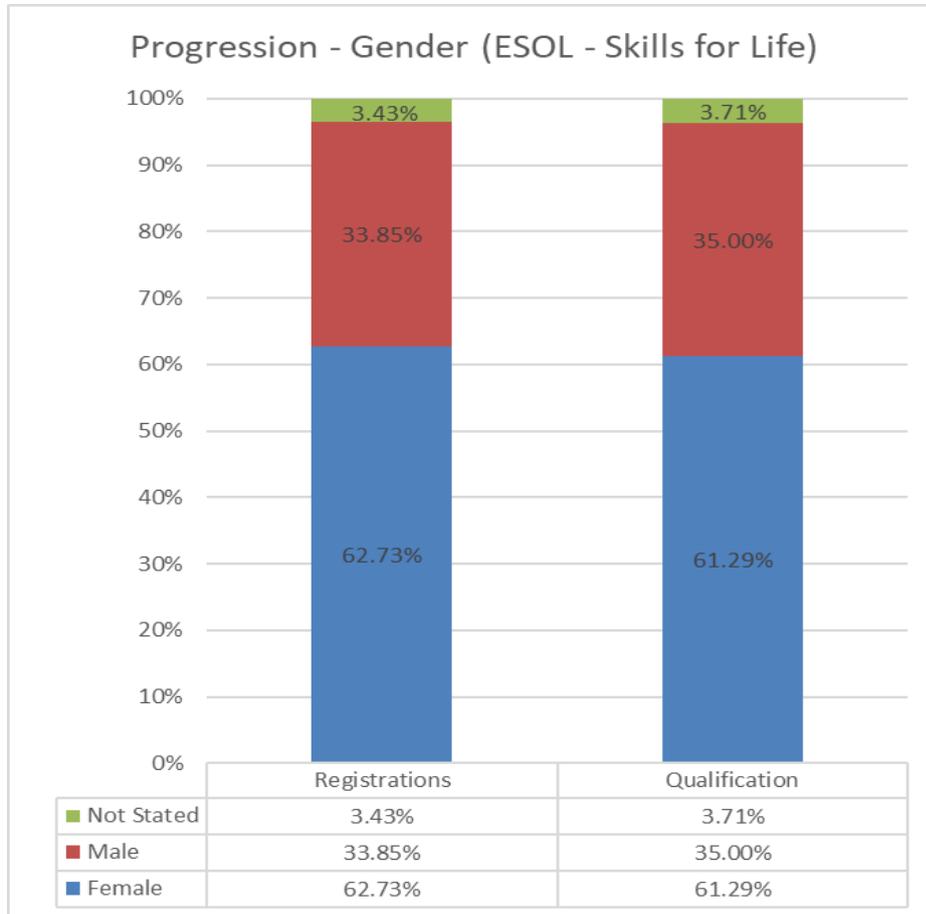


Employment Status

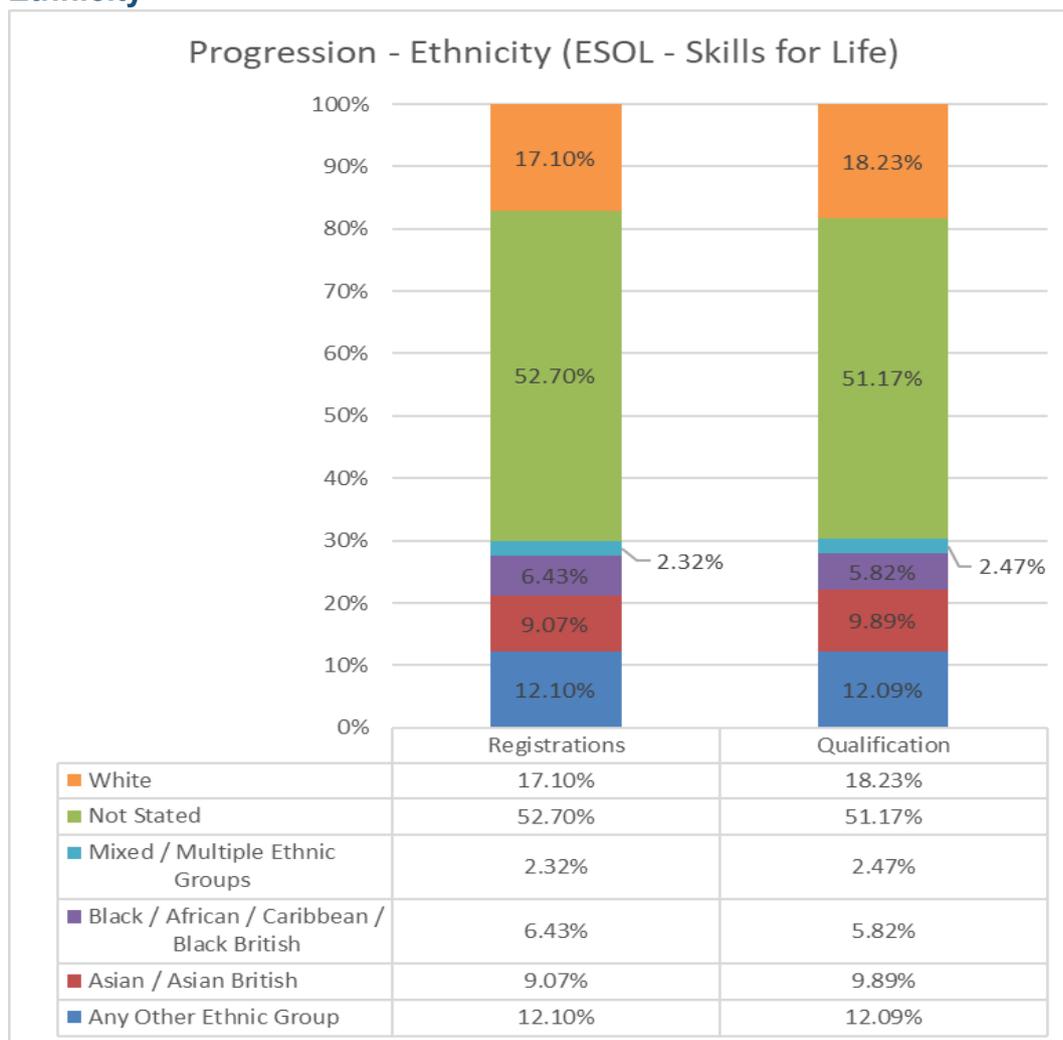


5.4 ESOL (Skills for Life)

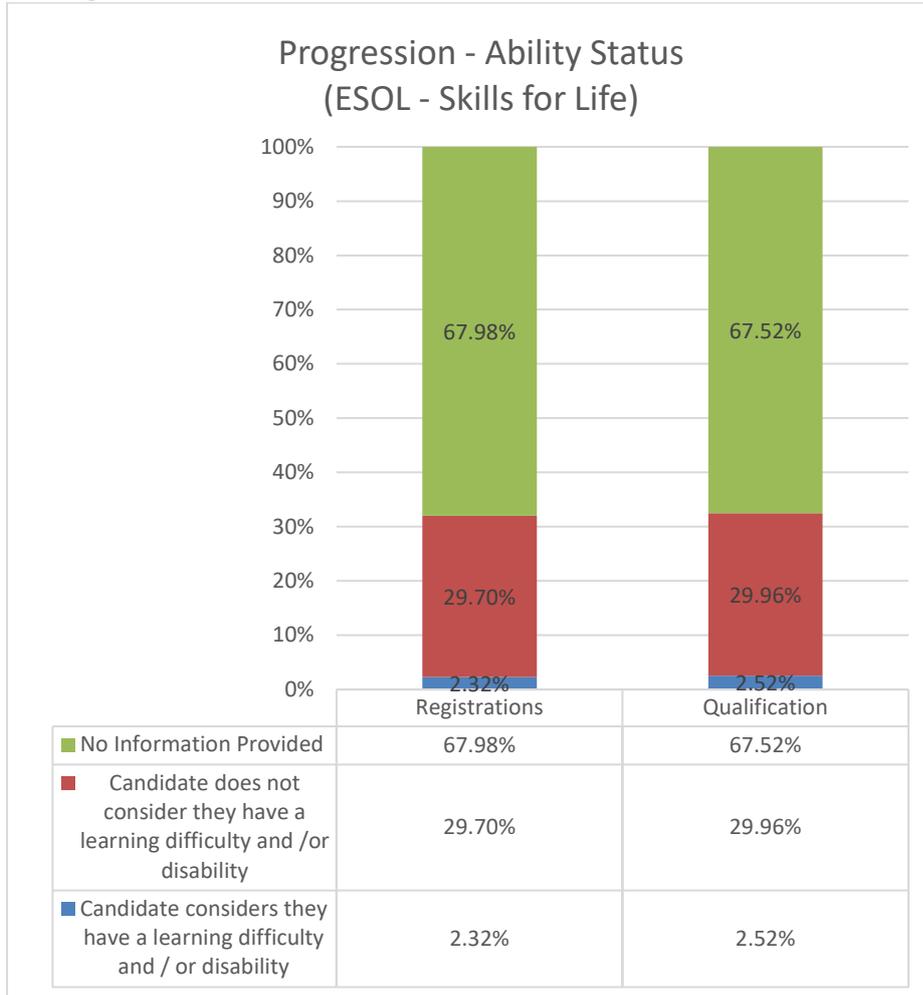
Gender



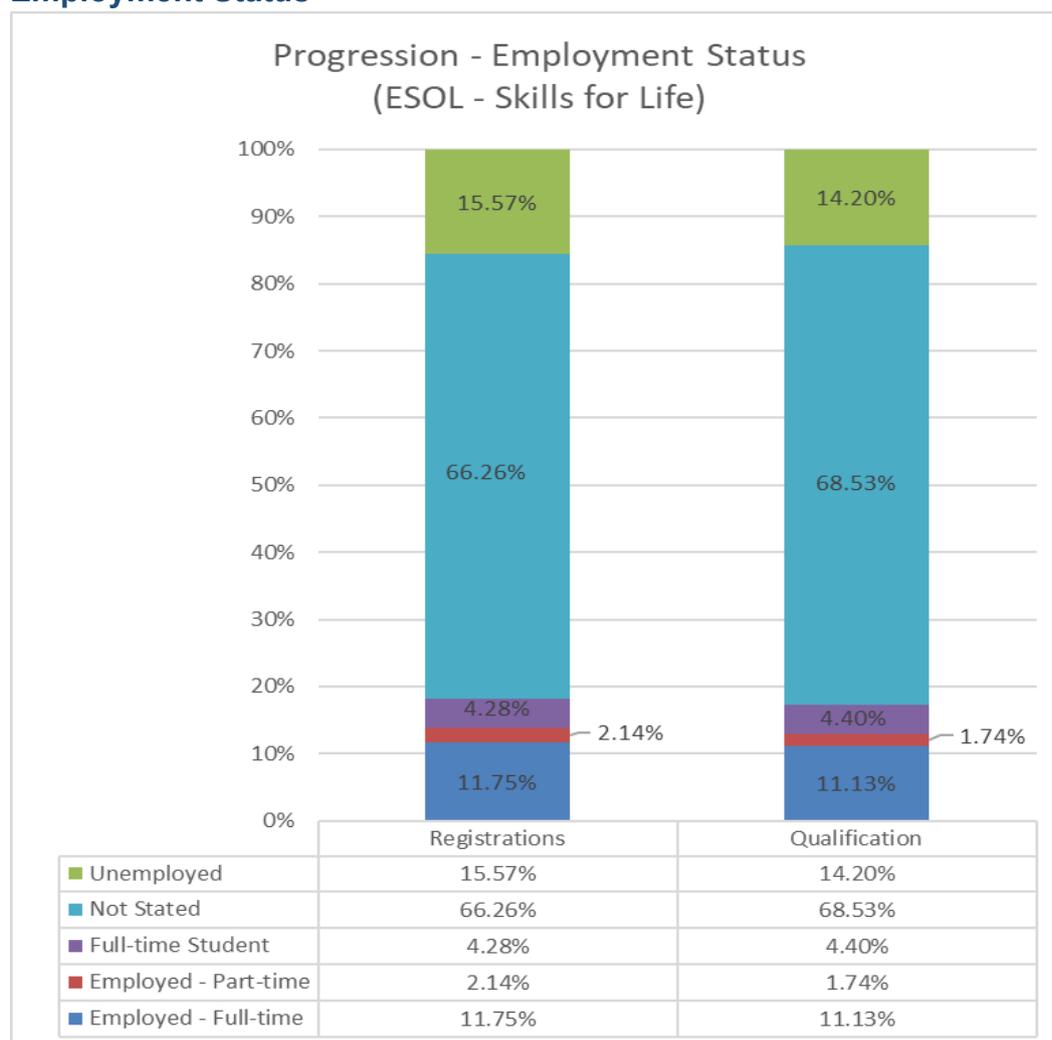
Ethnicity



Ability

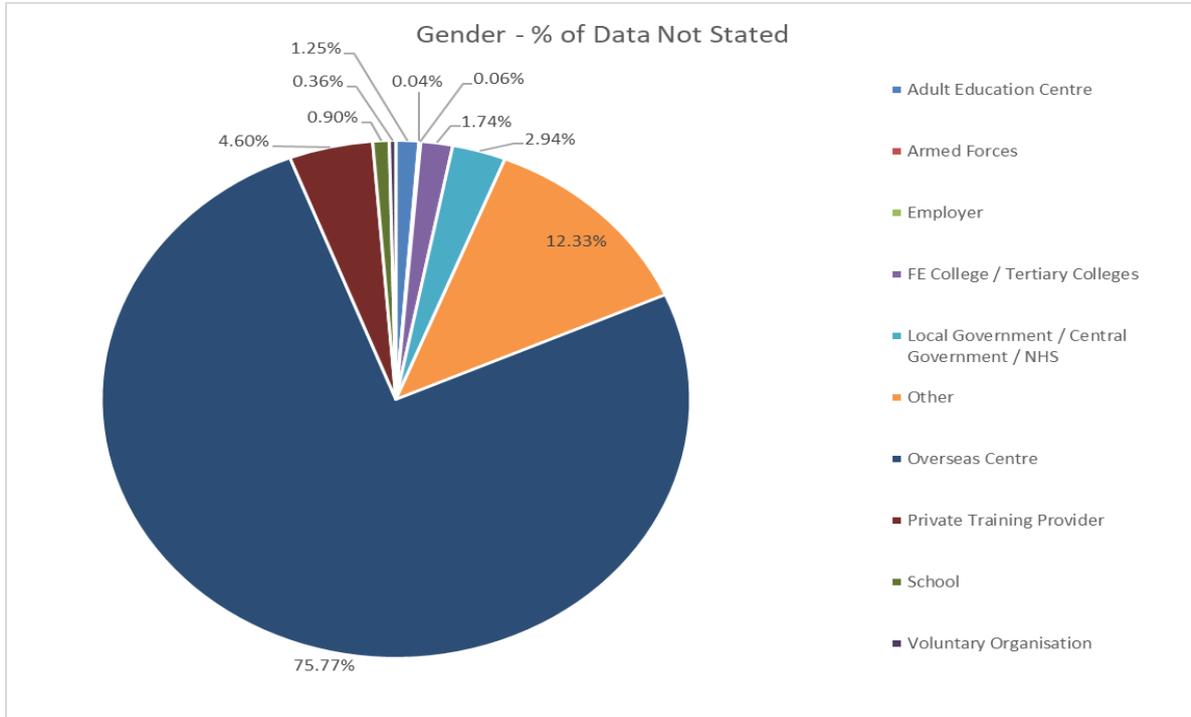


Employment Status

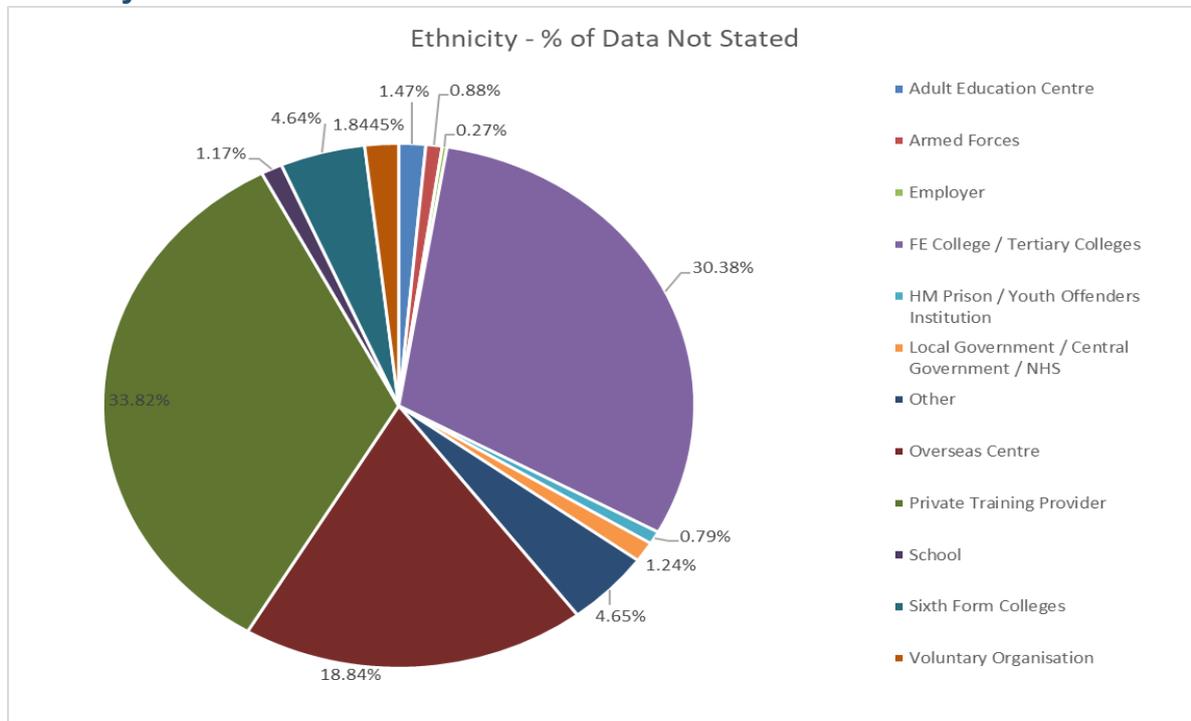


5.5 Centres Not Stating Data

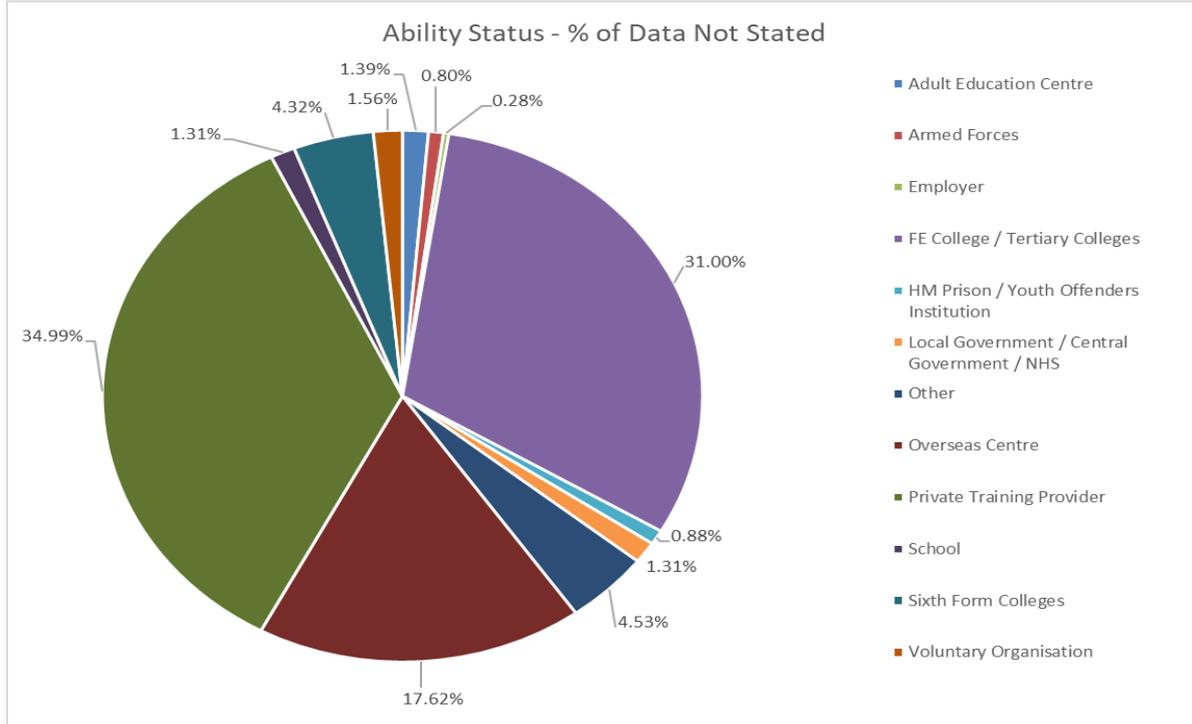
Gender



Ethnicity



Ability



Employment Status

