

## Equality & Diversity 2020/2021

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## **Introduction**

Our annual Equality, Diversity & Inclusion report is an important tool as we work to ensure a welcoming environment for all our staff, students, visitors and the community. This report highlights our progress in the past year against our plan and key achievements.

### **Newbury College's Equality, Diversity and Inclusion Statement.**

Our aim is to be an inclusive College where individual differences are respected and where all staff and students have a fair opportunity to fulfil their potential.

Our intention is to be recognised as an outstanding College and the critical factor in this is the success of all students and staff. The Equality, Diversity and Inclusion Policy and Procedure, through its implementation, will support us in this success.

This statement reflects the consensus of opinion of us, the whole College Community. It has been drawn up as a result of review of the Equality Act 2010 and discussion with representatives of internal and external members of the College Community, who include:

- Students
- Teaching staff
- Support staff
- Governors

The College also references key quality bodies including, but not limited to, Ofsted, QAA, Investors in People, Matrix and awarding bodies.

## **Commitment**

Principal's message of commitment to the Equality, Diversity and Inclusion Policy and Procedure

*"We endeavour to meet the needs of our students, employees and all stakeholders, respecting their protected characteristics within the context of education, learning, training and employment".*

We commit to:

1. Helping prepare our students for a fair and flexible labour market that draws on the talents of all and builds a strong economy.
2. Changing culture and attitudes; reducing prejudice, which holds people back from achieving their potential and tackling discrimination, hatred and violence in College and the community.
3. Empowering individuals and, where possible, communities by promoting greater participation in education and training.
4. Ensuring concerted action to embed equality across the College community and contribute to the equality landscape.

The protected characteristics are-

- I. Age
- II. Disability
- III. Gender Reassignment.
- IV. Marriage and Civil Partnership
- V. Pregnancy and Maternity
- VI. Race
- VII. Religion or Belief

- VIII. Sex
- IX. Sexual Orientation

To show how we are complying with the Act, we will:

- Agree with staff and students the key features of our culture of respect and ensure that this is promoted and reinforced throughout the College.
- Monitor the progress and achievement of all groups of students and take positive steps to address any significant gaps in outcomes.
- Monitor the diversity of staff through new starters and the staff mix and take positive steps to address any significant gaps.

### **Leadership & Management**

The College's strong commitment to equality and diversity starts with the Senior Leadership Team, a member of which chairs the Equality, Diversity and Inclusion Committee (EDIC).

The EDIC monitors the progress of the Equality and Diversity action plan and equality duty priorities.

- The link governor for equality and diversity attends the EDIC and meets with key staff once a year to ensure the College is meeting its statutory duties. A report is then presented to the Board of Governors.
- The Senior Leadership team leads the setting and monitoring of college targets in relation to equality, diversity and inclusion.
- The Director of HR and Support Services ensures that governors are trained in equality and diversity matters and are fully up to date with all relevant legislation.
- All policyholders are required to conduct an equality impact assessment (EIA) on all policies to ensure that no group is disproportionately affected by college policy.

### **Aims**

At Newbury College, we are committed to ensuring equality of education and opportunity for every student and value all members of the College community, respecting their protected characteristics. We aim to develop a culture of inclusion and diversity in which all those connected to the College feel proud of their identity and can participate fully in college life.

The College has due regard for the Equality Duty and its 3 aims, through:

1. Ensuring protection from discrimination, harassment, and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that the college does not discriminate against any members of the College community or treat them less favourably because of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it. The achievement of students will be monitored by certain protected characteristics, and we will use this data to support students, raise standards and ensure inclusive teaching.
3. Fostering good relations between people who share a protected characteristic and people who do not share it. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that champions respect for all.

At Newbury College, we believe that diversity is a strength that should be respected and celebrated by all those who learn, work and visit here.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN convention on the Rights of People with Disabilities and the Human Rights Act 1998.

### **Delivery of the policy**

The College will use its Codes of Conduct and policies as the template against which to evaluate all conduct matters, whether that be students, employers, governors, staff, visitors, or contractors.

The College will use its tools and forums to listen to students – the learner voice, student councils, teaching and learning observations, surveys, the complaints system and all forums that enable the student body to be heard and responded to. Similarly, the College will use the Staff Forum, surveys, all-staff briefings, suggestion scheme, exit interviews and other means to listen to its staff body.

All of the above seeks to create a culture where the views of all can be heard and opportunities for discrimination, harassment or bullying will be minimised.

The College actively plans to address inequalities and its main documents and processes reflect our passion to drive improvements:

The College also works closely with strategic stakeholders, which include local authorities and educational partners to complement plans that are in place to improve the lives of all those living, studying and working within the region.

The Equality and Diversity Committee and Corporation Board will routinely analyse data to ensure that there are no unwarranted discrepancies between the performances of different groups of students. Any statistically significant achievement gaps will seek to be closed or minimised as a priority.

To support the College Strategic Plan, the College has agreed the following equality objectives for 2021-25:

1. Develop student and staff voice, to improve its effectiveness for the individual and College community, particularly with those with hidden disability or who have mental health needs.
2. Work in partnership with agencies focused on supporting our students and staff and celebrating their diversity.
3. Increase staff confidence to disclose their protected characteristics.
4. Develop staff confidence to discuss protected characteristics and support learners through the promotion of our values.

## **Equality and Diversity Outcomes 2020-21**

The 2020/21 action plan was based on the analysis of students, apprentices and staff, in line with the Equality and Diversity Priorities. In 2020/21, the College had 1,673 enrolled students of whom 604 were on Study Programmes, 1,069 were adults on either full or part time programmes, Community Learning programmes, Apprenticeships and HE programmes (including higher and degree apprentices). The College also recruits students on full cost courses.

The College delivers provision from foundation level to higher education (HE) comprising School links Pre-16s, 16–19 Study programmes, part-time professional programmes, Community Learning, Distance Learning, Foundation provision for students with learning difficulties and/or disabilities, HE and Apprenticeships.

The College seeks to create a culture where the views of all can be heard and opportunities for discrimination, harassment or bullying will be minimised. In July 2021, the College student survey reported that the College promotes respecting others and takes bullying seriously. This has been a gradual improvement over the last 5 years. Overall, 94% of students agree that the college promotes respect for others, and 93% feel they are dealt with fairly and equally. Due to the small numbers of students from black, Asian and minority ethnic communities, further investigation is required into responses from these groups which were not as positive and do not reflect the overall result.

The action plan for Equality, Diversity & Inclusion 2020-21 for students can be found in Appendix 1, and for staff in appendix 3. The majority of actions have been completed or are being progressed. The College is proud to have made progress to establish itself as a welcoming environment, open to all.

The College continued to provide equipment and resources for students and staff during lockdown and adapted programmes with the individual at the centre, to allow learning to continue. Full use of bursary funds was made and there was a significant amount of development of teachers use of digital learning for students.

### **Protected Characteristics Overview**

Newbury College has compared its data to the ESFA West Berks report taken from the ILR Census Data and the Office of National Statistics (ONS) mid-year estimate.

At mid-year 2020, West Berkshire had a resident population of approximately 158,465:

- 21% are aged 16 and under,
- 61% are of working age (16-64),
- 20% are aged 65 and over.
- 49.5% of the population are male
- 92.4% are UK nationals.

The latest ONS Census (2011) shows that

- 5.2% of the West Berkshire area define themselves as being from a 'Black, Asian or minority ethnic community'
- 26.7% of the local population declare themselves as having no religion.

### **Evaluation of Students:**

The College carefully monitors achievement rates between students on the basis of key protected characteristics.

Overall, our outcomes have been impacted by two key issues – the Pandemic and the mistakes made linked to completion and certification. The College supports all learners fully respecting their protected characteristics – our structure is modern and supportive, and we focus on all aspects of the student experience. The data measures this and has demonstrated the outcome position.

Ethnicity: The College student community is more diverse than the local population, with 10.5% of students defining themselves as being from a 'black, Asian or minority ethnic community. Analysis of College achievement rates on the basis of students self-defined ethnicity illustrates that, overall, the achievement of students from 'black, Asian or minority ethnic communities' was very similar to those defining themselves as 'white' (73% and 75% respectively). Achievement rates for students of different ethnic groups varies over the last four years, suggesting that there is no systematic disadvantage experienced by any specific group.

Gender: In accordance with the national picture on achievement, the headline achievement rate for women is consistently higher than for men. This year the achievement rate of male students dropped by more than female students, this may be partly attributed to the low level of completion within the technology area, which is predominantly male.

Disability: Overall achievement rates comparing the broad grouping of students who define themselves as having a learning difficulty, disability or health problem to those who do not, shows that the first group consistently have a higher achievement rate than the average. This particular group has been able to continue learning on-site during the last 2 years, in addition the provision for our EHCP students was reviewed in 2019/20 with the aim of improving the targeted support to this group of students.

Age: In line with national averages, the headline rates of overall achievement of young people is lower than for adults over the age of 19. However, this difference is substantially based upon the differing nature of the programmes undertaken by these two age groups. The achievement rate for adult students is substantially enhanced by the fact that large numbers of students over the age of 19 undertake part-time programmes, which have very high rates of achievement. Where achievement rates for 16-18s and adults are compared for similar programmes (full time) there is no systematic achievement gap between these two groups of students.

### **Evaluation of Staff:**

In 2020 a new HR system was introduced, the equality and diversity information, did not transfer to the new system, due to restrictions. However, through the self-service function employees were asked to complete their details. We have seen a reduction in the amount of declared information available through this. This means that the currently available information regarding ethnicity and disability are difficult to compare.

Gender: 77% of staff are female, the ratio is affected by the high numbers of female employees within our Foundation Learning department where 98.5% of the team are female. This area makes up 27% of our workforce, similarly this has an impact on our Gender Pay Gap report. Despite adapting adverts, recruitment training, and a range of other actions the staff ratio has remained similar since 2016/17.

Age: During the pandemic we have seen a number of our part time staff leave employment at the College. Overall our 60+ employees have grown by almost 5 % and our under 29 year olds increased by 4%. The age distribution across our workforce has improved year on year and is in line with other colleges.

### **Data**

Data for 2019/20 has been reviewed and presented in the appendix as follows.

- Appendix 1 identifies action against areas of priority for students during 2020-21
- Appendix 2 identifies the achievement rates of students within the priority areas.
- Appendix 3 identifies action against areas of priority for staff during 2020-21
- Appendix 4 provides staffing information within the priority areas, compared to data from the census and SIR Data insights.

**Appendix 1**  
**Review of 2020-21 Action Plan**

<b>No</b>	<b>Issue</b>	<b>Action</b>	<b>Expected Outcomes</b>	<b>Person Responsible</b>	<b>How Monitored (Reported)</b>	<b>BRAG</b>	<b>End of Year Comments</b>
1	Lack of good examples of embedding equality and diversity recorded in observations	Coaching of Observers Review observation form Development of equality and diversity resources	A bank of equality and diversity tools.	Amanda Bowns Jane West 2	LOT Meetings		This has improved over the last academic year with teaching staff being more confident in the natural embedding of E & D. The move to online teaching has seen the development of the use of PPT to support delivery and the quality of these have improved generally. Work still needs to be done in this area and is part of the innovative approach to observation practice linked to teacher development for the 2021-22 academic year
2	Review College processes and procedures to provide access for all e.g. bi polar / dementia	Review language used Review processes Engage with industry specialists e.g. Dementia champion	Literature that is accessible for all. An increase in the number of students with LDD	Amanda Bowns Jane West 2	Student awareness, tutorial completion		The introduction of plain language within all college wide documentation has been introduced especially where formal documents (policies and procedures) are accessible to learners. Anecdotal information is available that there has been an increase in learners with LDD however collecting this as hard evidence is not clear as many learners do not want to declare this within formal documentation. Revised EIA document produced for quality assurance on published materials.
3	Develop the awareness of Gender Identity across the College community	Awareness training for all students	A culture of acceptance	Amanda Bowns	Feedback from students		This has been developed as part of staff training which has given staff the confidence to embed this within their classes and the general college ethos, Learners therefore feel confident in discussing this within the

							classroom. Tutorial resources have been made widely available.
4.	The use of blended learning during COVID-19	Assessment of individual learner needs Targeted use of bursary and any other grants	No learner is disadvantaged through blended learning due to their personal circumstances.	Jane West 2 Jane West	Feedback Student results		All students who required testing for Access Arrangements were assessed as normal, if their normal way of working was a laptop, then they were allocated a college laptop. Other students were assessed on an individual basis through discussions with tutors and allocated a laptop if appropriate. All bursary students were provided with a laptop if required, over 60 were distributed. Support with connectivity was also provided to 3 students without broadband. All requests for support to access blended learning were successfully actioned. Applications for government financial support to purchase laptops for students were made by the finance director. The bursary was used to purchase some laptops for students.
5.	Refresh awareness of British Values	Embed British Values into College community, use Black Lives Matter as live example	An understanding of British Values across the student population Awareness of Black Lives Matter	Amanda Bowns	Feedback Student Survey results Notice board use		Black history month used to promote student research into BLM as part of tutorial process British values included in tutorial programme and embedded into the learning experience. Although vastly improved this is something that needs to be refreshed as part of general staff training as an awareness to maintain this standard. Tutorial resources have been made widely available.
6.	Build community contacts and support areas in need	Identify community areas who can be supported by students	An increased awareness of Newbury College in the community Positive impact on the wellbeing of students	Lee Hunt Jo Houghton	Student Survey results Press Releases Governor Feedback		The college focussed on this work which was linked to the development of curriculum. Student participation was limited because of the Lockdown expectations and Covid position. Overall, the College has worked

							with key stakeholders linked to Community United, the local Muslim community and female participation in sport.
7.	Staff Survey comments from BAME students	Identify any issues as a result of staff survey feedback	An improved understanding of feedback. Student action Plan	Lee Hunt Shaun Daubney	Student survey results		The student survey has allowed for scrutiny of this area linked to the SAR (Self-Assessment Reporting) process. This has highlighted several areas for further analysis and actions linked to student support. However, due to GDPR and other policies, comments from BAME students cannot be isolated.
8.	The majority of HE students are mature students in established pathways	Build relationships with local schools and sixth forms and recruitment opportunities with employers	Increase the proportion of students in EIMD quintile 1 by 1	Shelly Van Meter	Student analysis		This target was achieved in 2020-21: EIMD has increased by 7%.
9.	The local demographic of Newbury is predominantly in quintiles 4 and 5	Aim to improve HE access to young students in quintile 1	Increase the number of 18- and 19-year olds in POLAR4 quintile 1 by one student	Shelly Van Meter	Student analysis		This target was achieved in 2020-21.
10	Participation of BAME students in HE	Positive and inclusive promotion of HE offer to BAME communities	Increase participation from BAME students	Shelly Van Meter	Student analysis		BAME has improved in the UCN since 2019/20 where the ethnic diversity of full and part time students improved by 4.7% from 7.5% in 2019/20 to 12.2% in 2020/21. Marketing materials have used BAME imagery.
11	The majority of HE students are mature students	Build relationships with local schools and sixth forms and	Recruit 10 more students under age 21	Shelly Van Meter	Student analysis		This outcome is ongoing and more work is needed to build relationships with schools and to increase marketing in this area.

		recruitment opportunities with employers					A contact list of all sixth form heads in the local area has been created and some information has been shared.
12	Low declaration levels of disability or learning difficulty	Develop confidence in applicants and students to disclose information	Increase number of students declaring whether they have a disability or learning difficulty to 75% of students	Shelly Van Meter	Student Analysis		This outcome is ongoing. In 2020-21 14.6% of students self assessed as having a learning difficulty or disability, however the current declaration does not make it clear that if you do not have LLDD you should disclose no LLDD.

**Appendix 2**  
**Students Achievement Rates**

Ethnic group	2017/18		2018/19		2019/20		2020/21	
	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %
White	2,865	88.8%	2,725	85.4%	2,175	89.8%	2539	75.3%
mixed	75	86.7%	77	88.3%	60	91.7%	100	66%
Asian	147	93.2%	130	93.8%	114	85.1%	84	83.3%
Black	79	86.1%	63	85.7%	73	87.7%	69	71%
other	38	100.0%	29	86.2%	5	100%	31	74.2%
Not known	3	100.0%	13	92.3%	15	80%	16	68.8%
All	3,207	<b>89.0%</b>	3,037	<b>85.9%</b>	<b>2,442</b>	<b>89.6%</b>	2839	<b>75.1%</b>
Gender	2017/18		2018/19		2019/20		2020/21	
	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %
Female	2,067	90.9%	1,952	88.4%	1,534	92.7%	1696	82.3%
Male	1,140	85.6%	1,085	81.4%	908	84.3%	1143	63.7%
All	3,207	<b>89.0%</b>	3,037	<b>85.9%</b>	<b>2,442</b>	<b>89.6%</b>	2839	<b>75.1%</b>

Disability	2017/18		2018/19		2019/20		2020/21	
	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %
Has difficulty/disability/health problem	994	85.3%	935	82.8%	720	82.4%	714	86.1%
No difficulty/disability/health problem	2,205	90.7%	1,998	86.9%	1,689	92.5%	2038	78.8%
No information provided by the learner	8	100.0%	104	94.2%	33	97.0%	87	67.8%
All	3,207	<b>89.0%</b>	3,037	<b>85.9%</b>	<b>2,442</b>	<b>89.6%</b>	2839	<b>75.1%</b>

Age	2017/18		2018/19		2019/20		2020/21	
	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %
16-18	1,118	81.2%	938	77.4%	756	85.1%	1005	61.1%
19+	2,089	93.2%	2,099	89.7%	1,686	91.6%	1834	82.8%
All	3,207	<b>89.0%</b>	3,037	<b>85.9%</b>	<b>2,442</b>	<b>89.6%</b>	2839	<b>75.1%</b>

### Appendix 3 - Staff

#### 2020-21 Equality & Diversity Action Plan - Staff

No	Issue	Actions	Expected Outcomes	Person Responsible	How Monitored	BRAG	Comments
1.	Develop awareness and confidence of mental health & community health concerns	MHFA training MHFA for young people training Awareness sessions	A culture of Wellbeing, measured through the staff survey and student survey Confidence in supporting colleagues and students	Cathy Wright	Feedback from staff via staff survey	GREEN	Wellbeing site set up on Sharepoint. Confidential help line has been invested in and promoted. Wellbeing sessions held at 3 out of 5 training days 1 additional person training in MHFA
2.	Develop knowledge and understanding of College and British Values	Awareness sessions in training day Regular activities within the College Black Lives Matters to be a live topic	Staff lead by example A culture of respect across the College Staff Survey results in this area improve	Cathy Wright	Training Day content Appraisal completion Value's activities	GREEN	Values have been reviewed and amended. These are based on feedback from employees. Unfortunately, this area of the staff survey has decreased. Dignity at work session to be held in September 21
3.	Develop understanding of gender identity	Awareness sessions Fact file	A safe and diverse environment for all students	Cathy Wright	Training day content	GREEN (dates booked)	Unable to deliver in this academic year. Sessions planned for October and December training days to build awareness
4.	Continue to address the Gender Pay Gap issue	Complete actions from 2019/20 Gender Pay Gap report. Analysis of 2019/20 report	Reduction in Gender Pay Gap	Cathy Wright	Gender Pay Gap Report	GREEN	Actions being completed, continue with ongoing issue of only female applicants for roles on lower pay scales. Salary increase in April 2021 for all those on lower rate to reduce the gap.
5.	Conduct resource planning and review to ensure a mix of employees	Departmental human resource planning sessions held Succession planning strategy implemented	A high performing diverse work force at Newbury College.	Cathy Wright	Senior Leadership Meetings	RED	Restructure at management level held this year. All curriculum managers were reviewed as part of the process. Leadership development began CMI training planned for 2021 Succession Planning to be introduced in 2022.

**Appendix 4**

**Employee Key Priority Information 2019-20 (SIR Data insights – no data available since 2019 and regional information)**

**Age**

Age Band	Newbury College				National (College)			Local Area
	2017/18	2018/19	2019/20	2020-21	2016/17	2017/18	2018/19	2020 estimate
Under 25	11.6%	7.3%	2.6%	5.9	12.4%	13.8%	6.8%	10.4%
25-29	9.3%	6.0%	4.9%	5.6	10%	9.8%	8.2%	4.9%
30-34	11.7%	9.0%	8.4%	8.1	10.9%	10.9%	(9.7%	17.8%
35-39	19.5%	12.6%	12.8%	12.2	11.6%	11.5%	11.5%	
40-44	21.7%	12.6%	12.9%	11.5	14.8%	15.2%	11%	
45-49	16.4%	14.1%	11.9%	11.9	15.4%	15%	14.1%	22.6%
50-54	8.6%	17.3%	20.8%	18.9	12.7%	11.8%	15.5%	
55-59	6.3%	11.7%	14.9%	11.1	6.6%	5.2%	12.95%	
60+	1.1%	9.4%	10.8%	15.5	1.6%	1.2%	9.1%	25.8%
Unknown	3.7%	--			1.8%	3%	(0.2%	

### Ethnicity Data

Ethnicity	Newbury College				Similar colleges			Local Area
	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2011 census
White – English/Welsh/Scottish/Northern Irish/British	85.4%	85.4%	(91.6%)	38.9%	81.85%	85.2	85.4%	90.4%
White – Irish	0.5%	1.5%	1.2%		1.4%	0.8%	1.5%	0.8%
White – Gypsy or Irish Traveller	--	--	--		0.6%	0.5%	0%	0.1%
White – Any other	4.8%	4.1%	3.9%	14.5%	4.8%	3.6%	6.5%	3.5%
Mixed/Multiple ethnic groups – White & Black Caribbean	0.6%	0.8%	--		0.75%	1.8%	1.05%	0.5%
Mixed/Multiple ethnic groups – White and Black African	0.4%	0.2%	0.5%		0.4%	0.5%	0.8%	0.2%
Mixed/Multiple ethnic groups – White and Asian	--	--	--		0.65%	0.6%	0.9%	0.5%
Mixed/Multiple ethnic groups – Any other	0.1%	0.2%	0.8%	0.4%	0.6%	0.8%	0.65%	0.3%
Asian/Asian British – Indian	1.5%	1.2%	0.2%	0.4%	1.5%	1.5%	1.7%	1.1%
Asian/Asian British – Pakistani	1.0%	0.6%	--		1%	1.65%	1.2%	0.3%
Asian/Asian British – Bangladeshi	--	--	--		1.6%	2.5%	1.7%	0.1%
Asian/Asian British – Chinese	0.3%	0.4%	--	0.4%	0.7%	0.65%	0.7%	0.4%
Asian/Asian British – Any other	0.6%	0.6%	0.8%	0.7%	0.9%	0.8%	0.9%	0.5%
Black/African/Caribbean/Black British – African	1.3%	1.6%	1.0%		1.1%	1.05%	1.2%	0.5%
Black/African/Caribbean/Black British – Caribbean	--	0.5%	--		0.95%	0.6%	4.5%	0.3%
Black/African/Caribbean/Black British – Any other	--	--	--	0.4%	0.7%	0.8%	0.7%	0.1%
Other ethnic group – Arab	--	--	--		0.8%	1.1%	0.95%	0.1%
Other ethnic group – Any other	0.9%	0.5%	0.4%		0.8%	0.8%	1.25%	0.1%
Prefer not to say	--	--	--		--	--	--	
Unknown	2.0%	3.1%	2.3%	44%	3.7%	5.5%	2.3%	0

### Gender

	Newbury College					Local Area
Gender	2016/17	2017/18	2018/19	2019/20	2020-21	2020 review
Male	29.4	28.10	28.5	29.3	23	49.5
Female	70.6	71.90	71.5	70.7	77	50.4

### Disability

	Newbury College				Similar colleges			
Disability	2017/18	2018/19	2019/20	2020-21	2016/17	2017/18	2018/19	2020-21 National (AOC)
Yes - rather not say	2.10%	1.40%	0.60%	3.3%	2%	2.10%	1.40%	5%
Yes - physical impairment	1.60%	1.70%	0.10%		1.35%	0.80%	2.40%	
No	89.90%	89.20%	97.70%	49.6	90.30%	90.70%	89.55%	
Yes - learning difficulty	0.90%	1.70%	0.60%		1.10%	1%	1.70%	
Yes - mental ill health	1.10%	1.50%	0.60%		0.80%	1%	1.20%	
Prefer not to say	0.10%	0.60%	--		1.50%	0.10%	0.50%	
Unknown	4.30%	3.90%	0.30%	47	2.30%	6.40%	4.50%	

## Appendix 5

### 2021-22 Equality & Diversity Action Plan - Students

No	Issue	Action	Expected Outcomes	Person Responsible	How Monitored (Reported)
1	Lack of good examples of embedding equality, diversity and inclusion recorded in observations	Re-launch observation process to curriculum.  Mentor any teacher where lack of knowledge/skill is identified, recorded as reflective practice	Equality, Diversity and Inclusion teaching practices shared via Staff Hub	Amanda Bowns	Report progress and examples at the next E,D & I meeting  Feedback from teaching staff
2	The majority of HE students are mature students	Supporting internal progression from Level 3  Build relationships with local schools and sixth forms and recruitment opportunities with employers	Recruit 10 more students under age 21	Shelly Van Meter	Student analysis
3	Low declaration levels of disability or learning difficulty	Review of enrolment process for HE  Develop confidence in applicants and students to disclose information	Accurate data  Increase number of students declaring whether they have a disability or learning difficulty to 75% students	Shelly Van Meter	Student analysis
4.	Raise the profile of hidden disabilities	Raise awareness through student induction  Promote flexibility of courses to meet student needs  Promote success stories, Signposts, using the student hub, community awareness	A culture of acceptance  Widen participation in support services	Naomi Cripps	Staff and student survey question improvements  Number of student stories to share
5.	Gender Identity understanding	Included in mandatory tutorial programmes  Digital Welcome Pack contains information re support	A culture of acceptance	Amanda Bowns  Shelly Van Meter	Feedback from students

## 2021-22 Equality & Diversity Action Plan - Staff

No	Issue	Actions	Expected Outcomes	Person Responsible for Action	How Monitored	CRAG	Comments
1.	Develop awareness and confidence of hidden disabilities	MHFA training MHFA for young people training Awareness sessions	A culture of Wellbeing, measured through the staff survey  Confidence in supporting colleagues and students	Cathy Wright	Feedback from staff via staff survey		
2.	Develop understanding of gender identity	Awareness sessions Fact file	A safe and diverse environment for all staff and students	Cathy Wright	Training day content  Information on Staff Hub		
4.	Continue to address the Gender Pay Gap issue	Complete actions from 2019/20 Gender Pay Gap report. Analysis of 2020/21 report	Reduction in Gender Pay Gap	Cathy Wright	Gender Pay Gap Report		
5.	Raise the awareness of Equality, Diversity and Inclusion for Managers	CMI Management Training Departmental human resource planning sessions held Succession planning strategy implemented	A high performing diverse work force at Newbury College.	Cathy Wright	Training feedback  Senior Leadership Meetings		
6.	Encourage the sharing of Equality, Diversity & Inclusion data by employees	Awareness created Time on training day	Realistic figures, upon which to base plans	Cathy Wright	Employee Analysis		