

Equality, Diversity, and Inclusion 2022/2023

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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, OFS, 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 including colour, nationality, ethnic or national origin
- VII. Religion or Belief
- VIII. Sex
- IX. Sexual Orientation

To show how we are complying with the Act, in line with our values we will:

Aspirational

- Monitor the progress and achievement of all groups of students and take positive steps to address any significant gaps in outcomes.

Integrity

- Monitor the diversity of staff through new starters and the staff mix and take positive steps to address any significant gaps.

Respect

- Agree with staff and students the key features of our culture of respect and ensure that this is promoted and reinforced throughout the College.

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) and a representative from the Governing body attends and reviews actions.

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 Governance Professional and Vice Principle of Central Services ensures that governors are trained in equality and diversity matters and are fully up to date with all relevant legislation.
- The Head of Quality & Essential Skills ensures evaluation of teaching practices to promote equality, diversity, and inclusion.
- 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 three 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. Advancing 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 Diversity and Inclusion 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 continues to follow the 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 2022-23

The 2022/23 action plan was based on the analysis of students, apprentices, and staff, in line with the Equality and Diversity Priorities. In 2022/23, the College had 3,944 enrolled students of whom 769 were on Study Programmes, and 3,175 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 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 (particularly in Engineering).

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 the On-Programme 2022/2023 Student Feedback survey, 92% of students agreed that students are treated fairly and equally. This remains fairly stable, dropping only 1 percentage point since 2021/2022 but remaining 1 point higher than the external benchmark.

Over 91% of students agree that there are processes in place to deal effectively with poor behaviour, which is also 1 point above the external benchmark, and 94% agree that Newbury College / UCN promotes a culture where people are treated with respect and tolerance. These views are consistent across sex, ethnicity, and disability, with no significant areas of dissatisfaction or discrimination identified.

Students on Apprenticeships, Essential Skills, Professional and Higher Education programmes were asked if "Any changes in the course teaching have been communicated effectively". Overall, 89% agreed with this statement, however, students self-assessed as having disability were less satisfied (83%) than those with no disability (90%). There was also a significant difference between Female (96%) and Male (83%) respondents. The majority of ethnic minority groups rated this area higher than those identifying as "White - British", with only 3 individuals outside of this classification disagreeing with the statement.

The action plan for Equality, Diversity & Inclusion 2022-23 for students can be found in Appendix 1, and for staff in appendix 3. All actions except 1 have been completed or are being progressed. The College is proud to have continued to progress and to establish itself as a welcoming environment, open to all.

Protected Characteristics Overview

Newbury College has compared its data to the government Census Data 2021.

In Newbury the population size is 113,400 , and 19% are students in full time education (aged 5 years and over)

- 23.5% are aged 19 and under,
- 57.4% are of working age (20-64),
- 19.3% are aged 65 and over.
- 49.4% of the population are male
- 93.1% are white
- 6.9% are of non-UK identity only
- 6.2% of the West Berkshire area define themselves as being from a 'Black, Asian or minority ethnic community'
- 14.8% are disabled under the Equality Act
- 26.8% of workers aged 16 years and over in employment, work part time hours
- 41.2% 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.

Ethnicity: Analysis of College achievement rates on the basis of students self-defined ethnicity illustrates that, overall, students defining themselves as being from a 'Black, Asian or minority ethnic community' (BAME) achieve at a similar rate than those defining themselves as 'White British'. However, further analysis, where students are defined into broad 'ethnicity groups' (as shown above), shows that the achievement of Asian students, black students and students of 'mixed' heritage is sometimes positive or negative in relation to the average (i.e. no systematic difference).

Gender: In accordance with the national picture on achievement, the headline achievement rate for women is consistently higher than for men. However, this apparent difference is again affected by the differing profile of the two groups, where women are significantly over-represented amongst adult students undertaking short courses. When achievement rates for men and women are compared on the basis of their broad age groups (16-18s and 19+), there are no systematic achievement gaps on the basis of gender.

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 lower achievement rate than the average. However, within this very diverse category it is, primarily, those students whose disability or health problem may have a direct impact on their ability to study during their course, who achieve less well than their peers (e.g. students with medical conditions and those with mental health difficulties). In both cases, the achievement of students with these conditions is similar to the national averages for students with these problems, but lower than the overall College average.

Retention of High Needs learners across the college remains strong and indicates that learners feel supported within the College environment. Achievement of main qualification, as with all learners, is higher than achievement in maths and English. However, High Needs learners do achieve better than other students within maths and English mainly due to encouragement from the wrap around support team ensuring attendance and engagement in the subjects. However, data across the board indicated that last year's positive upward trend has not been sustained and results have returned to previous levels.

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

The College employs on average 289 staff, with an FTE of around 180, 25% of staff are employed to support our Foundation Learning students. Approximately 24% of staff are established teachers and 10% are hourly paid teachers.

In May 2022, the annual staff survey highlighted that 91% of staff felt they were treated fairly with dignity and respect, this is an improvement on last year (84%). We continue to take action to provide an open and fair work environment, including e-learning awareness training, face to face training, staff forum and staff survey.

The Gender Pay Gap report shows a similar position to last year. The data was collected on the snapshot date of 31st March 2023., at this time Newbury College employed 289 relevant staff, the gender mix remains like last year with 71% of our staff being female, compared to 73% last year. 82% of our curriculum support roles are filled by females, in fact 56% of all females employed by the College work within curriculum support.

The College is a Disability Confident Employer and is looking to take the next step in accreditation. 5% of staff have a declared disability.

16% of staff have not declared their ethnic background and 3% of staff have declared themselves as non-white, a decrease on previous years. Work will continue building confidence in disclosing all protected characteristics.

Adverts are placed on media sites such as Indeed and FE Jobs to attract a wide range of applicants. Typically, staff live in and around the Newbury area.

The College uses a blind shortlisting process for all new recruits and a clear marking system for the interview stage, all managers are trained in safer recruitment practices and Equality and Diversity.

The monitoring of equal opportunities is based on a voluntary process, staff declare their equal opportunities information via a self-service system that was introduced in 2020.

The action plan for Equality, Diversity & Inclusion 2022-23 for staff can be found in appendix 3, all actions except 1 were completed and where appropriate are embedded in processes. The focus of support and development in 2022-23 has been the development of awareness and acceptance of social change and the continued development of the understanding of mental health.

Our gender split has remained consistent with last year, The Foundation Learning team remains predominantly female, with only 3% male staff employed.

The age distribution across our workforce has stabilised during the year, 50% of our employees are aged between 41 and 60 years, there has been a slight increase in the number of under 30-year-olds employed by the College.

Data

Data for 2022/23 has been reviewed and presented in the appendix as follows.

- Appendix 1 identifies action against areas of priority for students during 2022-23
- Appendix 2 identifies the achievement rates of students within the priority areas.
- Appendix 3 identifies action against areas of priority for staff during 2022-23
- Appendix 4 provides staffing information within the priority areas, compared to data from the census and SIR Data insights.

Appendix 1: Review of 2021-22 Student Action Plan

No	Issue	Action	Expected Outcomes	Person Responsible	How Monitored (Reported)	End of year update
1	Achievement rates in learners with learning difficulties or disabilities are below national average (NA): <ul style="list-style-type: none"> With LLDD 83.3% Ach (89.1% NA), Retention 92.6% (91.2% NA) No LLDD 95.0% Ach (90.5% NA), Retention 97.9% (92.4% NA) 	To be reviewed with QIP	Raise achievement rates in learners with learning difficulties or disabilities to above national average (NA):	Amanda Bowns and Lee Hunt	Report progress and examples at the next E, D & I meeting	Improvements needed. Achievement rates for individuals with or without a disability have reduced this year. Retention has improved year on year. With LLDD 74% Ach (87% NA), Retention 91.2% (93.2% NA) No LLDD 76.6% Ach (90.5% NA), Retention 84.2% (92.4% NA)
2	The majority of HE students are mature students	Supporting internal progression from Level 3 Developing new curriculum to support level 3 progression. Build relationships with local schools and sixth forms and	Recruit 10 more students under age 21	Shelly Van Meter	Student analysis	Applications from L3 Art & L3 Media to L4 Graphics has improved: 7 internal L3 students have progressed to L4 Graphics for 2023-24. New L4 Sport course for 2023-24: 23 enrolled. Progression talks delivered to L3 Business in 2022-23.

		recruitment opportunities with employers				
3	Barriers to declaring disability or learning difficulty.	Encourage access to support services	Accurate data	Shelly Van Meter Jane West2	Student analysis	<p>HE PASC support was offered to 44 students. Positive feedback from Student Voice and National Student Survey: 100% students agreed staff have supported their learning.</p> <p>All students are able to declare disability or learning difficulty on both application and enrolment form. All students are then asked to complete an Access Arrangements form which is a further opportunity for them to declare their support needs.</p>

4.	Student voice needs to be more involved in developing life at the College	Student council to reflect the diversity of the college. Structure of student council implemented. Implement and promote student voice across different formats. Student Voice training for students Identify barriers to using Student Hub and encourage adoption of the platform and space to compliment student experience	Student Survey results Student Hub Analytics	Steve Greenwood Naomi Cripps	Feedback from events Student Council outputs Student Hub feedback	Student survey at end of 22-23 shows: <ul style="list-style-type: none"> • 85% agree - I am asked for my views about the programme. • 92% agree - I feel free to express my ideas, opinions, and beliefs. • 88% agree - My views about the programme are taken seriously. • 83% agree - I am told what has been done because of student feedback. • 82% agree - The Student Council / Representatives effectively represent my interests. Positive inclusion of students supporting Open Events
5.	Awareness and acceptance of social change	Provide a community hub for Newbury, working with local partners. Development of tutorial provision to support social change	Students supporting events to improve awareness. Events held to support Community.	Steve Greenwood Cobie Milsom Jane West2	Feedback from events Student Survey Feedback	Community Hub is ongoing, awareness events have been: Equality & Diversity tutorial Trans Gender Glossary Consent tutorials Drugs & Alcohol

						Harassment and Bullying Mental Health (Boy Band)
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Appendix 2: Students Achievement Rates

Table 1 Achievement by age

Further Education		Overall (includes E&M)					National Average	Difference	Excluding E & M
		College							2022/23
		2018/19	2019/20	2020/21	2021/22	2022/23			
16-18	Leavers	938	756	940	1,011	1,091			609
	Achievement%	77.4%	85.1%	65.9%	71.6%	62.8%	83.2%	-20.4%	71.6%
19+	Leavers	2,099	1,686	1,625	1,454	2,947			2,632
	Achievement%	89.7%	91.6%	84.3%	87.1%	81.2%	90.5%	-9.3%	83.2%
Total	Leavers	3,037	2,442	2,565	2,465	4,038			1,849
	Achievement%	85.9%	89.6%	77.5%	80.8%	76.2%	88.6%	-12.4%	85%

Table 2 – Overall Achievement by Gender

Gender	2018/19		2019/20		2020/21		2021/22		2022/23	
	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %
Female	1,952	88.4%	1,534	92.7%	1,696	82.3%	1,350	83.8%	2761	81%
Male	1,085	81.4%	908	84.3%	1,143	63.7%	1,115	77.1%	1313	67%
All	3,037	85.9%	2,442	89.6%	2,839	75.1%	2,465	80.8%	4074	76.5%

Table 3 - Overall Achievement by Ethnic Group

Ethnic group	2018/19		2019/20		2020/21		2021/22		2022/23	
	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %
White	2,725	85.4%	2,175	89.8%	2539	75.3%	2116	80.3%	3504	77.2%
Mixed	77	88.3%	60	91.7%	100	66%	107	83.2%	164	65.3%
Asian	130	93.8%	114	85.1%	84	83.3%	87	86.2%	177	83.6%
Black	63	85.7%	73	87.7%	69	71%	114	82.5%	159	85.5%
Other	29	86.2%	5	100%	31	74.2%	32	84.4%	64	56.5%
Not known	13	92.3%	15	80%	16	68.8%	9	66.7%	6	60%
All	3,037	85.9%	2,442	89.6%	2839	75.1%	2465	80.8%	4074	76.5%

Table 4 – Overall Achievement by Disability

Disability	2018/19		2019/20		2020/21		2021/22		2022/23	
	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %
Has difficulty/ disability/ health problem	935	82.8%	720	82.4%	714	86.1%	730	77.5%	926	70%
No difficulty/ disability/ health problem	1998	86.9%	1689	92.5%	2038	78.8%	1704	82.1%	3096	76.5%
No information provided by the learner	104	94.2%	33	97%	87	67.8%	31	83.9%	52	84.6%
All	3037	85.9%	2442	89.6%	2839	75.1%	2465	80.8%	4074	74.5%

Table 5 – High Needs Learners- Overall Achievement - Main Qualification

High needs Main qual	College				National Average
	2019/20	2020/21	2021/22	2022/23	
Leavers	63	81	129	147	
Retention	96.8%	98.8%	94.6%	91.2%	93.2%
Achievement	87.3%	75.3%	85.3%	74%	87%

Table 6- High Needs Learners – Overall Achievement - English

High needs English	College				National Average
	2019/20	2020/21	2021/22	2022/23	
Leavers 16-18	16	24	27	29	
Leavers 19+	15	22	24	15	
Achievement	93.8%	32%	70.6%	40.9%	88.9%

Table 7 – High Needs Learners – Overall Achievement – Maths

High needs Maths	College				National Average
	2019/20	2020/21	2021/22	2022/23	
Leavers 16-18	8	20	25	29	
Leavers 19+	17	16	20	18	
Achievement	47.1%	30.6%	75.6%	27.7%	87.6%

Appendix 3: - Staff, 2020-21 Equality & Diversity Action Plan - Staff

No	Issue	Actions	Expected Outcomes	Person Responsible for Action	How Monitored	End of year update and BRAG rating
1.	Develop awareness and confidence of mental health	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	MHFA for young people ran in Jan 23 – 14 attended. Menopause training held on staff development day and information held on staff hub. Neuro Diversity on staff development day 86% of staff agree that leaders and managers are considerate of their workload. And 92% agree that they can approach their line manager with problems.
2.	Low levels of employees with disability	Move to accreditation at Level 3 Develop links with Job Centre	An increase in the diversity of staff to improve success of college	Cathy Wright	Accreditation Number of disabled employees	Not yet actioned, move to 2023-24 action plan

3.	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	Improved the difference in mean hourly pay by 7% and the median hourly pay by 6% 2022 has seen similar results to 2021, with a slight improvement in the quartile spread.
4.	Only 84% of staff feel respected and valued at the College	Focus Groups Communication Management training	When employees feel respected and valued, they will enjoy work more and perform better	Cathy Wright	Question in staff survey improves	91% of respondents felt treated with fairly with dignity and respect. Work started in FL as part of action plan
5.	Awareness and acceptance of social change	Speakers to keep up to date with societal issues. Time to discuss/round table. College swap Volunteer option	Employees feel equipped to deal with challenges at work. Employee voice is effective	Cathy Wright	Question in staff survey improves.	91% feel safe in their working environment. Staff training delivered – how the brain works, differences and empathy

Appendix 4: Employee Key Priority Information

Table 1: Age of Staff

Age Band	Newbury College				National (College)	
	2019/20	2020-21	2021-22	2022-23	2018-19	2022-23
Under 25	2.6%	5.9	4.6%	4%	6.8%	7.83%
25-29	4.9%	5.6	4.6%	14%	8.2%	9.23%
30-34	8.4%	8.1	5.6%	19%	(9.7%	19.3%
35-39	12.8%	12.2	10.8%		11.5%	
40-44	12.9%	11.5	12.3%	26%	11%	21.33%
45-49	11.9%	11.9	11.3%		14.1%	
50-54	20.8%	18.9	13.8%	24%	15.5%	25.99%
55-59	14.9%	11.1	18.5%		12.95%	
60+	10.8%	15.5	18.5%	13%	9.1%	16.31%

Table 2: Ethnicity Data of Staff

Ethnicity	Newbury College			Similar colleges			Local Area
	2020/21	2021/22	2022/23	2017/18	2018/19	2022/23	2011 census
White – English/Welsh/Scottish/Northern Irish/British	38.9%	44.2%	49%	85.2	85.4%	80.67%	90.4%
White – Irish			0.01%	0.8%	1.5%	0.72%	0.8%
White – Gypsy or Irish Traveller		0.5%		0.5%	0%	0.04%	0.1%
White – Any other	14.5%	14.2%	10.01%	3.6%	6.5%	4.6%	3.5%
Mixed/Multiple ethnic groups – White & Black Caribbean		0.5%	0.01%	1.8%	1.05%	1.24%	0.5%
Mixed/Multiple ethnic groups – White and Black African		0.5%		0.5%	0.8%	0.25%	0.2%
Mixed/Multiple ethnic groups – White and Asian		0.5%		0.6%	0.9%	0.75%	0.5%
Mixed/Multiple ethnic groups – Any other	0.4%	1%	0.01%	0.8%	0.65%	0.94%	0.3%
Asian/Asian British – Indian	0.4%	1.0%	0.01%	1.5%	1.7%	2.24%	1.1%
Asian/Asian British – Pakistani				1.65%	1.2%	1.75%	0.3%
Asian/Asian British – Bangladeshi			0.01%	2.5%	1.7%	0.62%	0.1%
Asian/Asian British – Chinese	0.4%			0.65%	0.7%	0.29%	0.4%
Asian/Asian British – Any other	0.7%		0.01%	0.8%	0.9%	1.15%	0.5%
Black/African/Caribbean/ Black British – African		0.5%	0.01%	1.05%	1.2%	1.51%	0.5%

Black/African/Caribbean/ Black British – Caribbean			0.01%	0.6%	4.5%	0.63%	0.3%
Black/African/Caribbean/ White Black British – Any other	0.4%		0.01%	0.8%	0.7%	1.24%	0.1%
Prefer not to say		33%	24.9	--	--		
Unknown	21.5%	4.1%	16%	5.5%	2.3%	1.36	0

Table 3 Gender of Staff

Gender	Newbury College					FE Workforce Survey	Local Area 2020 review
	2018/19	2019/20	2020-21	2021-22	2022-23		
Male	28.5	29.3	23	32%	29%	34.37%	49.5
Female	71.5	70.7	77	68%	71%	64.33%	50.4

Table 4 Disability analysis of Staff

Disability	Newbury College				2017/18	Similar colleges		
	2019/20	2020-21	2021-22	2022-23		2018/19	2022-23	2020-21 National (AOC)
Yes - rather not say	0.60%	3.3%	5%	4%	2.10%	1.40%	6.91%	5%
Yes - physical impairment	0.10%				0.80%	2.40%		
No	97.70%	49.6	95%	76%	90.70%	89.55%	93.09%	
Yes - learning difficulty	0.60%				1%	1.70%		

Yes - mental ill health	0.60%			1%	1.20%		
Prefer not to say	--		19%	0.10%	0.50%		

Appendix 5

2023-24 Equality & Diversity Action Plan – Students

No.	Theme	Key Action	Person Responsible	Start Date	Achievement Date	Desired outcome
1.	Achievement rates in learners with learning difficulties or disabilities	Identify areas of concern and address within Collee QIP Review provision with alternative colleges.	Head of Foundation Learning	Dec 2023	July 2024	Achievement rates are above the national average.
2.	Empowerment	Developing students' knowledge – how to use speech and communicate beliefs without offending Develop students' knowledge by providing and delivering a wide ranging offer of EDI training/awareness	Head of Student Behaviour	Jan 2024	July 2024	All students to complete Personal Development tutorial
3.	Student Voice	Continue to develop the student voice opportunities across the college, including offsite provision. To improve participation in student focus groups including those with protected characteristics	VP Students and Curriculum	Jan 2024	July 2024	Evidence of student voice activities and student feedback

Appendix 6 – 2023-24 Equality, Diversity & Inclusion Action Plan for Staff

No.	Theme	Key Action	Person Responsible	Start Date	Achievement Date	Desired outcome
1	Staff Declaration	To continue to encourage staff to declare fully across the strands	VP Central Services	December 2023	Ongoing	100% declaration level in all areas.
2	Number of employees with disabilities	To engage with staff currently employed with disabilities and seek their views and suggestions on a possible approach. Implement disability Confidential activities	HR Manager	January 2024	September 2024	The % of employees with declared disabilities increases above 7%
3	Targeted support for employees with Neuro diversity	Review Screening process for new employees Develop a support pack for individuals	VP Central Services	January 2024	July 2024	There is effective support for all staff with neuro diversity.
4.	Empowerment	Continue to educate employees in the protected characteristics	VP Central Services	February 2023	Ongoing	95% of employees feel respected in their workplace.