

## Equity, Diversity, and Inclusion 2023/2024

Published January 2025



## Contents

<b>INTRODUCTION .....</b>	<b>5</b>
NEWBURY COLLEGE’S EQUITY, DIVERSITY, AND INCLUSION STATEMENT. ....	5
COMMITMENT .....	5
LEADERSHIP & MANAGEMENT.....	6
AIMS .....	7
DELIVERY OF THE POLICY.....	8
<b>EQUITY AND DIVERSITY OUTCOMES 2023-24.....</b>	<b>9</b>
QUALITATIVE FEEDBACK - STUDENTS.....	9
GENERAL HIGHLIGHTS.....	9
ANALYSIS BY DEMOGRAPHIC GROUPS.....	10
AGE-BASED DIFFERENCES IN QUALITATIVE FEEDBACK.....	10
DISABILITY-BASED DIFFERENCES IN QUALITATIVE FEEDBACK.....	11
ETHNICITY-BASED DIFFERENCES IN QUALITATIVE FEEDBACK.....	11
<b>EVALUATION OF STUDENTS – QUANTATIVE DATA .....</b>	<b>12</b>
AGE – QUANTATIVE DATA .....	12
GENDER – QUANTATIVE DATA.....	12
ETHNICITY – QUANTATIVE DATA .....	13
DISABILITY: .....	14
<b>EVALUATION OF STAFF .....</b>	<b>15</b>
<b>STAFF QUALITATIVE DATA .....</b>	<b>15</b>
<b>STAFF QUANTITATIVE DATE .....</b>	<b>16</b>
DISABILITY .....	16
ETHNICITY .....	16
GENDER .....	16
AGE .....	17
<b>DATA .....</b>	<b>17</b>
<b>APPENDIX 1:.....</b>	<b>18</b>

REVIEW OF 2023-24 STUDENT ACTION PLAN .....	18
<b>APPENDIX 2: STUDENTS ACHIEVEMENT RATES .....</b>	<b>21</b>
TABLE 1 ACHIEVEMENT BY AGE .....	21
TABLE 2 – OVERALL ACHIEVEMENT BY GENDER .....	21
TABLE 3 - OVERALL ACHIEVEMENT BY ETHNIC GROUP .....	21
TABLE 4 – OVERALL ACHIEVEMENT BY DISABILITY .....	22
DISABILITY .....	22
2018/19.....	22
2019/20.....	22
2020/21.....	22
2021/22.....	22
2022/23.....	22
2023/24.....	22
TABLE 5 – HIGH NEEDS LEARNERS- OVERALL ACHIEVEMENT - MAIN QUALIFICATION.....	22
TABLE 6 – HIGH NEEDS LEARNERS- OVERALL ACHIEVEMENT - MAIN QUALIFICATION.....	23
TABLE 7- HIGH NEEDS LEARNERS – OVERALL ACHIEVEMENT - ENGLISH.....	23
TABLE 8 – HIGH NEEDS LEARNERS – OVERALL ACHIEVEMENT - MATHS .....	23
<b>APPENDIX 3 - ADULT LEARNER ACHIEVEMENTS .....</b>	<b>24</b>
TABLES SHOWING LEARNING DIFFICULTY/DISABILITY FOR 23/24 (BY COURSE) .....	24
TABLES SHOWING MALE VS. FEMALE ACHIEVEMENT FOR 23/24 (BY COURSE).....	25
TABLES SHOWING ETHNICITY FOR 2023/2024 (BY ADULT COURSE).....	26
<b>APPENDIX 4 APPRENTICESHIP ACHIEVEMENT .....</b>	<b>27</b>
AGE - APPRENTICESHIPS .....	27
LEARNING DIFFICULTY/DISABILITY - APPRENTICESHIPS.....	28
GENDER ACHIEVEMENT - APPRENTICESHIPS .....	29
ETHNICITY - APPRENTICESHIPS .....	29
<b>APPENDIX 5 – UCN ENROLMENTS .....</b>	<b>30</b>
HE ENROLMENTS (NEW STARTS PLUS CONTINUERS).....	30
WIDENING PARTICIPATION BASED ON ENGLISH INDEX OF MULTIPLE DEPRIVATION (EIMD) FOR HE ENROLMENTS.....	30
BAME ENROLMENTS.....	31
MALE VS FEMALE ENROLMENTS .....	31

<b>APPENDIX 6:</b> .....	<b>32</b>
STAFF, 2023-24 EQUITY & DIVERSITY ACTION PLAN - STAFF .....	32
<b>APPENDIX 5: EMPLOYEE KEY PRIORITY INFORMATION</b> .....	<b>33</b>
TABLE 1: AGE OF STAFF.....	33
TABLE 2: ETHNICITY DATA OF STAFF .....	34
TABLE 3 GENDER OF STAFF .....	35
TABLE 4 DISABILITY ANALYSIS OF STAFF .....	35
<b>APPENDIX 6</b> .....	<b>36</b>
GOVERNMENT CENSUS DATA 2021 .....	36
<b>APPENDIX 7</b> .....	<b>37</b>
2024-25 EQUITY & DIVERSITY ACTION PLAN – STUDENTS .....	37
<b>APPENDIX 8</b> .....	<b>39</b>
2024-25 EQUITY, DIVERSITY & INCLUSION ACTION PLAN FOR STAFF .....	39

## 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 deliver Careers not Courses to all students, enabling the opportunity for individual success and an environment where staff and students can flourish. The Equality, Diversity and Inclusion Policy, 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 a 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

## 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 to 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 full compliance with the Equality Act 2010, with emphasis on section 149.

5. Working to eliminate unlawful discrimination, harassment, victimisation, and any behaviour prohibited by the Act.
6. Promoting equity of opportunity between those who share a protected characteristic and those who do not.
7. Encourage positive relations between individuals with protected characteristics and those without.

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:

#### **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 equity and diversity starts with the Senior Leadership Team, a member of which chairs the Equity, 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 equity 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 equity, diversity, and inclusion.
- The Governance Professional and Vice Principal 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 Skills ensures evaluation of teaching practices to promote equity, diversity, and inclusion.
- The Head of Behaviour ensures equality and diversity information is monitored on student disciplinary and behaviour incidents and reports on trends or patterns. Data is analysed to evaluate the recall of Equality and Diversity of the PPD programme and to review ways that positive behaviours can be supported to the benefit of protected characteristic groups.
- All policyholders are normally 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 equity 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 Equity 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 equity 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 equity, 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, learning walk reviews, 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 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 Equity 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 equity 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 2023-24

### Introduction

The 2023/24 action plan was based on the analysis of students, apprentices, and staff, in line with the Equality and Diversity Priorities. In 2023/24, the College had 3,888 enrolled students of whom 956 were on Study Programmes, and 2,932 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).

### Qualitative Feedback - Students

- 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 2023/2024 Student Feedback survey, 92% of students agreed that students are treated fairly and equally. This has remained the same as last year and is on par with the external benchmark.
- 96% of students agree that they feel safe at college. An increase from 94% last year. Our rating is 4 points above the external benchmark.
- 91% of students agree that there are processes in place to deal effectively with poor behaviour. This has remained the same as last year. Our rating is 3 points above the external benchmark.
- 94% agree that Newbury College / UCN promotes a culture where people are treated with respect and tolerance. This has remained the same as last year. Our rating is 8 points below the external benchmark.

This year's student satisfaction data highlights Newbury College/UCN's commitment to creating a safe, inclusive, and respectful learning environment. Key indicators show steady improvement or alignment with external benchmarks, with 92% of students agreeing that they are treated fairly and equally, matching last year's results and aligning with the external benchmark. Additionally, 96% of students report feeling safe at college, marking a 2% increase from last year and placing the college 4 points above the external benchmark.

### General Highlights

- **Safety and Fair Treatment:** 96% of students feel safe at college, an increase from last year and above the external benchmark. Furthermore, 92% agree that students are treated fairly, indicating consistent performance in fostering equity.
- **Behavioural Standards:** 91% of students believe effective processes are in place to address poor behaviour, which aligns with last year's satisfaction and surpasses the external benchmark by 3 points.

- **Respect and Tolerance:** While 94% of students feel that the college promotes respect and tolerance, this remains 8 points below the external benchmark, indicating potential for growth in enhancing inclusivity.

## Analysis by Demographic Groups

### 1. Ethnicity:

- **Facilities and Resources:** White British and Asian students rated facilities and resources highly, with scores around 83, while Black Caribbean students rated these areas lower, particularly in access to digital learning resources, with a score of 63. This suggests disparities in perceived access and satisfaction with resources across different ethnic backgrounds.
- **Cultural Inclusiveness:** Students from Asian backgrounds, such as Indian and Pakistani, rated inclusivity and fair treatment highly, with scores of 83. Conversely, Black Caribbean students rated cultural inclusiveness and equality in behaviour standards lower, around 63. Addressing these perceptions may support a more uniformly inclusive experience.

### 2. Disability:

- **Safety and Support Services:** Students with disabilities expressed lower levels of safety and awareness of support services, with a safety rating of 73 compared to 80 among non-disabled peers. They also reported lower awareness of complaint procedures, highlighting a need for improved communication about available resources.
- **Academic Support and Inclusivity:** Disabled students reported challenges with academic guidance and understanding assessment appeals, scoring 58 on the latter compared to 67 by non-disabled students. This gap suggests a need for more accessible academic support and clear communication around assessments.

### 3. Age:

- **Career Relevance and Academic Expectations:** Older students (19+) demonstrated stronger alignment between their studies and career goals, scoring 72, while younger students (16-18) rated this at 69. In academic areas, younger students expressed higher clarity regarding submission standards (72) than older peers (68), indicating areas where tailored career guidance could be beneficial.

## Age-Based Differences in Qualitative Feedback

### 1. Facilities and Wellbeing:

- **16-18 Age Group:** Rated the adequacy of learning facilities at home higher than older students, with a score of 69 compared to 63 in the 19+ group. This suggests that younger students felt they had more conducive study environments outside college.
- **Safety:** 16-18 students rated their sense of safety slightly lower, at 75, compared to 79 by the 19+ group. This may indicate a need for enhanced safety measures or communication for younger students.

### 2. Teaching and Academic Support:

- **Guidance on Submitting Work:** Younger students (16-18) rated understanding of submission processes at 72, while older students rated it at 68. This points to older students feeling less supported in understanding submission guidelines.

- **Setting Academic Targets:** Students aged 16-18 scored slightly higher (77) in feeling clear about attendance and punctuality standards than the 19+ group (75), suggesting younger students may receive more targeted communication on expectations.
- 3. **Career Preparedness:**
  - **Career Relevance:** Students aged 19+ felt a higher alignment between their studies and career goals, rating this at 71 compared to 72 for the younger group. This suggests older students may have a clearer perspective on their career trajectory.

## Disability-Based Differences in Qualitative Feedback

1. **Facilities and Safety:**
  - **Awareness of Support Services:** Students with disabilities rated their awareness of available support services, like well-being and academic assistance, lower than their peers without disabilities, scoring 68 versus 79. This gap suggests that communication or access to support resources may not be adequately reaching students with disabilities.
  - **Feeling Safe:** Disabled students rated their sense of safety at college at 73, lower than the 80 reported by non-disabled students. This gap may reflect physical accessibility challenges or broader safety concerns for disabled students.
2. **Teaching and Support:**
  - **Clarity in Assessment Appeals:** Disabled students scored 58 on understanding how to appeal assessment decisions, compared to 67 by non-disabled students. This indicates that students with disabilities may benefit from additional support in understanding assessment-related processes.
  - **Engagement in Learning:** Disabled students reported feeling intellectually stimulated less frequently, scoring 50 compared to 60 by non-disabled peers, possibly pointing to a need for more inclusive teaching methods.

## Ethnicity-Based Differences in Qualitative Feedback

1. **Facilities and Wellbeing:**
  - **Access to Learning Resources:** White British students rated access to learning resources (eBooks, websites, etc.) highly at 83, whereas Black Caribbean students rated it significantly lower, at 63. This suggests potential disparities in digital or material resources for Black Caribbean students.
  - **Safety Perception:** Asian students rated feeling safe at college highly, with scores up to 96, while Black African students rated it lower, at 75. This highlights a possible difference in the perceived safety among ethnic groups, which needs further investigation.

## 2. Cultural Inclusion and Equal Treatment:

- **Inclusiveness:** Asian students (e.g., Indian and Pakistani backgrounds) rated the college's culture as inclusive, scoring around 83, while Black Caribbean students rated it lower, at around 63. This discrepancy may indicate that Black Caribbean students feel less integrated or acknowledged within the college environment.
- **Fair Treatment:** Black Caribbean students also rated fair treatment in behaviour standards at 61, compared to the college average of 74, suggesting they may perceive or experience biases in disciplinary or conduct expectations.

## 3. Clarity in Assessments:

- **Understanding Marking Criteria:** Asian students (e.g., Indian) rated the clarity of marking criteria at 81, whereas Black Caribbean students rated it much lower, at 62. This indicates that some ethnic groups may not feel equally informed or supported in understanding assessment criteria, potentially affecting their academic outcomes.

## Evaluation of Students – Quantative Data

The College carefully monitors achievement rates between students on the basis of key protected characteristics. The overall FE achievement rate has risen by 6% points to 82.2% and has improved the gap between the 2022/23 current national average, sitting 2% points below.

### Age – Quantative Data

The overall achievement rate for FE (Further Education) 16-18s has seen a significant increase of 14.8 percentage points, bringing it to 77.6%. Despite this improvement, it remains 3.8 percentage points below the current national average<sup>1</sup>. For FE adults, the achievement rate has risen by 3.9 percentage points to 85.1%, which is 1.7 percentage points below the national average. This data suggests that while both age groups have made notable progress, there is still a gap to close in comparison to the national averages. The higher achievement rate for adults can be attributed to the nature of the programs they undertake, in that many adults undertake short programs and have chosen to support immediate career or life choices.

Apprentices aged 19-23 achievement rates are over 15% higher than the national average, those aged 24+ are just above the national average, unfortunately those aged 16-18 are significantly lower, these apprenticeships cover areas in technology and construction.

### Gender – Quantative Data

In 2023/24, the achievement rate for females increased to 84.7% with 2,226 leavers. Compared to the national average of 84.4% in 2022/23, the achievement rate for females was slightly lower in 2022/23 but higher in 2023/24. In 2023/24, the achievement rate improved to 77.3% with 1,495 leavers. Compared to the national average of 84.0% in 2022/23, the achievement rate for males was consistently lower. More female learners enrol on FENNS courses. In 2024-25 courses will be developed to encourage more males to attend. Male learners do not achieve as well as female learners and this will be monitored closely in 2024-25, with additional support provided where required.

There is a noticeable disparity between the achievement rates of male and female students. Female students consistently have higher achievement rates compared to male students across all three years. Both male and female achievement rates saw a decline in 2022/23 but improved in 2023/24. However, the improvement for males was more significant, indicating a potential area of focus for further improvement. When compared to national averages, both male and female achievement rates were lower in 2022/23. However, female achievement rates surpassed the national average in 2023/24, while male rates remained below the national average.

Within HE there is a three-year trend of fewer female learners than males (Table 1.4). This is attributed to Higher Education's largest provision being Engineering, where most students are male. This is a country wide situation as in the UK 15.7 % of the engineering workforce are female (2023). Whereas UCN % of females overall are 16.7% but for engineering female participation is only 9% which is well below the engineering sector in general. However, the females in UCN perform really well with all 6 in engineering achieving and 83.3% (5) gaining high grades.

### Ethnicity – Quantative Data

In 2022/23 nearly 16% of our students were non white, compared to just under 14% in 2023/24. Overall, the achievement rates for most ethnicity groups in 2023/24 are below the national rate of 84.2%, with the Mixed and White groups being the closest to the national rate. One factor is the lower achievement in FENNS (Appendiz \*) which was substantially caused by the sudden relocation of local asylum seekers. This has meant a significant lowering in the normally high rates of FENNS achievement – with significant numbers of our students from minority ethnic communities undertaking these courses.

**Asian:** There is a significant drop in the achievement rate from 84.3% to 69.9%, which is well below the national rate of 84.2%.

**Black:** The achievement rate has remained relatively stable but is still significantly below the national rate.

**Mixed:** There is a notable improvement in the achievement rate, bringing it closer to the national rate.

**Other:** There is a slight decrease in the achievement rate, which remains well below the national rate.

**White:** There is an improvement in the achievement rate, bringing it closer to the national rate.

When we consider the three year time series of the data the achievement rate for 'Asian' students is low in 23/24 but was much higher than the rate achieved by 'white' students in the previous two years. This illustrates that the differences between these groups are not systematic, the average achievement rate for 'Asian' students over the last three years was 80% - which is exactly the same average as that for 'white' students.

2023/24 HE enrolments for BAME students has doubled from last year and is above the regional demographic by 4%. The target set last year was to increase the total to meet the target set of 6.1% which has been surpassed this year by 2.9%. Due to the low BAME enrolments on apprenticeships a national average comparison would not be relevant, however it should be noted that achievement is 100%.

### Disability:

In 2022/23, the achievement rate for students with disabilities was 76.2%, there was a notable increase in 2023/24 to 81.7% which is equal to the College achievement level but lower than those students with no disability which is 83.2%. Those with Dyslexia achieve almost as much as the national average. Students with hearing and physical disabilities exceeded the College and national achievement rates, further analysis is needed for those with visual disabilities who had the lowest achievement rates and is significantly below the national average.

Unfortunately the achievement rates of those with learning difficulties fall below the national levels. Upon further investigation there are two impacts on these levels. Firstly English and Maths results, where the College moved to a GCSE model, this has impacted on the overall results. The lower achievement rate was substantially impacted by the errors in the correct registration of students on to their various courses in foundation learning. These students were reported as having made good progress, with high retention levels but the achievement rates were much lower.

Apprentices with declared learning difficulties had an achievement rate of over 11% higher than the national average.

The action plan for Equity, Diversity & Inclusion 2023-24 for students can be found in Appendix 1, All actions have been progressed with 2 still to complete. The College is proud to have continued to progress and to establish itself as a welcoming environment, open to all where the vast majority feel safe.

## Evaluation of Staff

The College employs on average 300 staff, with an FTE of around 201, 20% of staff are employed to support our Foundation Learning students and 10% in our football academy, the football academies are located in Oxford, Brackley, Evesham, Milton Keynes and Newbury. Approximately 26% of staff are teachers and 11% of those are hourly paid teachers. This year managers have received personal development through self-awareness training, difficult conversations and introductory management skills. Staff have received training on how to be critical friends and to support each other.

Recruitment adverts are placed on media sites such as Indeed and FE Jobs to attract a wide range of applicants. Typically for our on-site provision, staff live in and around the Newbury area. Other areas include Swindon, Reading, Andover and Southampton. The College uses an anonymised shortlisting process for all new recruits and a clear short list marking system for the interview stage, all managers are trained in safer recruitment practices and Equity 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. FE Jobs our application portal, provides EDI information to us, of 439 applications, 88% completed the equality form status.

## Staff Qualitative Data

In May 2024, the annual staff survey highlighted that 91% of staff felt they were treated fairly with dignity and respect, 19 points ahead of the external benchmark, this equal's last year, when reviewing the result in detail some departments have gone backwards and some have improved, department action plans can address this. The question "I feel valued by the college" has increased by 9 points to 89%, above the external benchmark. 95% of staff felt safe within their workplace, 13 points above the external benchmark.

When summarising our comments, strengths were having a safe and inclusive campus and a strong sense of community and collaboration among staff. Suggestions to improve were fostering a more inclusive decision-making process involving staff feedback and look at our support for staff returning from illness, particularly mental illness. 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.

## Staff Quantitative Data

### Disability

The College is a Disability Confident Employer and is looking to take the next step in accreditation. We have seen a slight rise in staff who have a declared disability to 7.5%, the College is working with Access to Work as appropriate. Additionally, nearly 7% of applications were from those declaring a disability, similar to the current employed ratio.

### Ethnicity

The number of staff who have not declared their ethnic background or chosen to prefer not to say has decreased year on year. Those staff that have declared themselves as non-white, has increased from 3% in previous years to 5.2%. From the online completed applications, 48% were white British/English and 15% preferred not to say. 27% of those applying for roles with us declared themselves as non-white, a significant difference to the number employed.

### Gender

Our gender split has changed year on year, although it remains female dominated, the male % has increased to 32.5% compared to 29% last year. When comparing to the FTE equivalent, the % remains consistent. 30% of all applications were from those identifying as male.

The Gender Pay Gap report shows a further improvement, with the gender gap reducing further to 12.6%. The data was collected on the snapshot date of 31<sup>st</sup> March 2023. At this time the College employed 296 relevant staff, the gender mix has changed by 3% with a lower 69% of our staff being female, compared to 71% last year. A further change is the decrease in curriculum support roles that are filled by females, and in fact 55% of all females employed by the College work within curriculum support. Impacts on the gender pay gap include the increase in male employees within the Foundation Learning department, higher hourly pay for key project staff between January and March, over two thirds of the project group were female.

## Age

The data highlights that the majority of staff fall within the 35-44 age range, followed by those in the 45-54 age range. Here is a summary of the age distribution:

- **16-24 years:** 5%
- **25-34 years:** 20%
- **35-44 years:** 30%
- **45-54 years:** 25%
- **55-64 years:** 15%
- **65 years and over:** 5%

This distribution indicates that the college has a relatively balanced age profile, with a significant proportion of staff in their mid-career stages (35-54 years). The presence of younger staff (16-24 years) is relatively low, which might suggest opportunities for initiatives aimed at attracting and retaining younger professionals. In comparison to national statistics we have a similar age profile, with one exception – our over 60s is slightly lower.

The action plan for Equity, Diversity & Inclusion 2023-24 for staff can be found in appendix 3, all actions except 1 were achieved or progresses and where appropriate are embedded in processes. The focus of support and development in 2023-24 has been the development of management skills, and acceptance of social change and the continued development of the understanding of mental health.

## Data

Data for 2023/24 has been reviewed and presented in the appendix as follows.

- Appendix 1 identifies action against areas of priority for students during 2023-24
- Appendix 2 identifies the achievement rates of students in FE within the priority areas.
- Appendix 3 identifies the achievement rates of students in HE within the priority areas
- Appendix 4 identifies action against areas of priority for staff during 2023-24
- Appendix 5 provides staffing information within the priority areas
- Appendix 6 Government Census Data for West Berkshire from 2021
- Appendix 7: Action Plan for 2024-25 – students
- Appendix 8: Action Plan for 2024-25 - staff

## Appendix 1:

### Review of 2023-24 Student Action Plan

No.	Theme	Key Action	Person Responsible	Start Date	Achievement Date	Desired outcome	Outcome
1.	Achievement rates in learners with learning difficulties or disabilities	Identify areas of concern and address within College QIP Review provision with alternative colleges.	Head of Department – High Needs	Dec 2023	July 2024	Achievement rates are above the national average.	On track but not achieved Students with hearing and physical disabilities exceeded the college achievement rates and the national achievement rates of 2022/23. Those with learning difficulties fall below the national levels.
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	Not achieved but plans implemented for 2024-25 with resource funded.
3.	Student Voice	Continue to develop the student voice opportunities across the	Director of Safeguarding and Support.	Jan 2024	July 2024	Evidence of student voice activities and student feedback	Achieved Improved during the year.

		college, including offsite provision. To improve participation in student focus groups including those with protected characteristics	Head of Student Behaviour			146 students' attendance over the student council meetings.	Single Sex focus groups held.  Off Site student voice procedure in place.  Student survey completed with 80% completion rate.
4.	Fewer UCN female than male students recruited	Female enrollment met 2022/23 QIP target and increased by 23%, but female vs male enrolment continues to be low. Continue promotional activities to encourage gender diversity onto courses and extend the curriculum offer to increase opportunities.	HoD UCN & Adults	Sept 2023	July 2024	Increase female enrolments by 10%.	Achieved Female enrolments have increased by 32.4% from 2022/23, meeting the action plan target.
5.	HE BAME of 4.5% is below target of 6.1%	BAME improved by 1.5% in 2022/23 but has not met the target of 6.1%. Continue promotional activities to encourage BAME diversity onto courses and extend the curriculum offer to increase opportunities.	HoD UCN & Adults	Sept 2023	July 2024	Increase HE BAME by 1.6% to align to regional BAME of 6.1%.	Achieved BAME target of 6.1% has been met.

6.	Track the impact of disciplinaries and exclusions on vulnerable students.	Track the correlation between neurodiversity and low-income (free school meals) families against disciplinary and exclusion rates. Compare this with neurotypical and higher income families. Compare GCSE results and success rates between the two.	Head of Department – Behaviours & Attitudes	April 2024	July 2024	To have a clear understanding of the situation.	Achieved Full report available
----	---	---	---	------------	-----------	---	--------------------------------

## Appendix 2: Students Achievement Rates

Table 1 Achievement by age

Further Education		Overall (includes E&M)						National Average	Excluding E & M
		College							
		2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2022/23	
16-18	Leavers	938	756	940	1,011	1,091	1,463		609
	Achievement%	77.4%	85.1%	65.9%	71.6%	62.8%	77.6%	83.2%	71.6%
19+	Leavers	2,099	1,686	1,625	1,454	2,947	2252		2,632
	Achievement%	89.7%	91.6%	84.3%	87.1%	81.2%	85.1%	90.5%	83.2%
Total	Leavers	3,037	2,442	2,565	2,465	4,038	3,712		1,849
	Achievement%	85.9%	89.6%	77.5%	80.8%	76.2%	82.2%	88.6%	85%

Table 2 – Overall Achievement by Gender

Gender	2018/19		2019/20		2020/21		2021/22		2022/23		2023/24	
	Leavers	Ach %	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%	2,223	85.1%
Male	1,085	81.4%	908	84.3%	1,143	63.7%	1,115	77.1%	1313	67%	1,492	77.8%
All	3,037	85.9%	2,442	89.6%	2,839	75.1%	2,465	80.8%	4074	76.5%	3,715	82.2%

Table 3 - Overall Achievement by Ethnic Group

Ethnic group	2018/19		2019/20		2020/21		2021/22		2022/23		2023/24	
	Leavers	Ach %	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%	3264	83.2%
Mixed	77	88.3%	60	91.7%	100	66%	107	83.2%	164	65.3%	151	82.8%
Asian	130	93.8%	114	85.1%	84	83.3%	87	86.2%	177	83.6%	133	71.4%
Black	63	85.7%	73	87.7%	69	71%	114	82.5%	159	85.5%	126	71.4%
Other	29	86.2%	5	100%	31	74.2%	32	84.4%	64	56.5%	38	63.2%
Not known	13	92.3%	15	80%	16	68.8%	9	66.7%	6	60%	3	66.7%
All	3,037	85.9%	2,442	89.6%	2839	75.1%	2465	80.8%	4074	76.5%	3715	82.2%

**Table 4 – Overall Achievement by Disability**

Disability	2018/19		2019/20		2020/21		2021/22		2022/23		2023/24	
	Leavers	Ach %	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%	942	74.7%
No difficulty/ disability/ health problem	1998	86.9%	1689	92.5%	2038	78.8%	1704	82.1%	3096	76.5%	2748	78.4%
No information provided by the learner	104	94.2%	33	97%	87	67.8%	31	83.9%	52	84.6%	25	92%
All	3037	85.9%	2442	89.6%	2839	75.1%	2465	80.8%	4074	74.5%	3715	82.2%

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

High needs Main qual	College					National Average
	2019/20	2020/21	2021/22	2022/23	2023/24	
Leavers	63	81	129	147	163	
Retention	96.8%	98.8%	94.6%	91.2%	93.3%	93.2%
Achievement	87.3%	75.3%	85.3%	74%	68.7%	87%

**Table 6 – High Needs Learners- Overall Achievement - Main Qualification**

High needs Main qual	College					National Average
	2019/20	2020/21	2021/22	2022/23	2023/24	
Leavers	63	81	129	147	252	
Retention	96.8%	98.8%	94.6%	91.2%	90.1%	93.2%
Achievement	87.3%	75.3%	85.3%	74%	69.4%	87%

**Table 7- High Needs Learners – Overall Achievement - English**

High needs English	College					National Average
	2019/20	2020/21	2021/22	2022/23	2023/24	
Leavers 16-18	16	24	27	29	28	
Leavers 19+	15	22	24	15	29	
Achievement	93.8%	32%	70.6%	40.9%	42.1%	88.9%

**Table 8 – High Needs Learners – Overall Achievement - Maths**

High needs Maths	College					National Average
	2019/20	2020/21	2021/22	2022/23	2023/24	
Leavers 16-18	8	20	25	29	31	
Leavers 19+	17	16	20	18	31	
Achievement	47.1%	30.6%	75.6%	27.7%	43.1%	87.6%

## Appendix 3 - Adult Learner Achievements

Tables Showing Learning Difficulty/Disability for 23/24 (by Course)

Study Online					
Disclosed (Yes/No)	Number of Learners	Ret%	Ach%	Nat Ach%	Difference Ach % - Nat %
Yes	249	86.9	86.9	86.2	+0.7
No	1515	89.5	89.5	86.1	+3.4

Functional English for Non-Native Speakers (FENNS)					
Disclosed (Yes/No)	Number of Learners	Ret%	Ach%	Nat Ach%	Difference Ach % - Nat %
Yes	5	80	40	77.3	-37.3
No	210	78.1	71.9	75.7	-3.8

Access					
Disclosed (Yes/No)	Number of Learners	Ret%	Ach%	Nat Ach%	Difference Ach % - Nat %
Yes	6	83.3	83.3	78.2	+5.1
No	8	87.5	87.5	78.6	+8.9

Adult Languages					
Disclosed (Yes/No)	Number of Learners	Ret%	Ach%	Nat Ach%	Difference against average 82.1%
Yes	2	50	50	n/a	-32.1
No	37	83.8	83.8	n/a	+1.7

Essential Digital Skills					
Disclosed (Yes/No)	Number of Learners	Ret%	Ach%	Nat Ach%	Difference Ach % - Nat %
Yes	4	50	50	69.3	-19.3
No	4	50	50	69.3	-19.3

### Tables Showing Male vs. Female Achievement for 23/24 (by Course)

Study Online					
Gender	Number of Learners	Ret%	Ach%	Nat Ach%	Difference Ach % - Nat %
Male	321	86.8	86.8	85.6	+1.2
Female	1455	89.7	89.7	86.2	+3.5

Functional English for Non-Native Speakers (FENNS)					
Gender	Number of Learners	Ret%	Ach%	Nat Ach%	Difference Ach % - Nat %
Male	65	67.7	56.9	78.8	-21.9
Female	152	82.9	77.6	74.5	+3.1

Access					
Gender	Number of Learners	Ret%	Ach%	Nat Ach%	Difference Ach % - Nat %
Male	3	100	100	81.3	+18.7
Female	12	83.3	83.3	77.9	+5.4

Adult Languages					
Gender	Number of Learners	Ret%	Ach%	Nat Ach%	Difference against average 82.1%
Male	16	88.9	88.9	n/a	+6.8
Female	21	76.2	76.2	n/a	-5.9

Essential Digital Skills					
Gender	Number of Learners	Ret%	Ach%	Nat Ach%	Difference Ach % - Nat %
Male	2	50	50	69.3	-19.3
Female	6	50	50	69.3	-19.3

Tables Showing Ethnicity for 2023/2024 (by Adult Course)

<b>Study Online</b>					
<b>Ethnicity</b>	<b>Number of Learners</b>	<b>Ret%</b>	<b>Ach%</b>	<b>Nat Ach%</b>	<b>Difference Ach % - Nat %</b>
White	1564	89.2	89.2	86.2	+3
Other	212	89.0	89.0	85.6	+3.4

<b>Functional English for Non-Native Speakers (FENNS)</b>					
<b>Ethnicity</b>	<b>Number of Learners</b>	<b>Ret%</b>	<b>Ach%</b>	<b>Nat Ach%</b>	<b>Difference Ach % - Nat %</b>
White	2	100	100	78.9	+21.1
Other	215	78.1	71.2	75.8	-4.6%

<b>Access</b>					
<b>Ethnicity</b>	<b>Number of Learners</b>	<b>Ret%</b>	<b>Ach%</b>	<b>Nat Ach%</b>	<b>Difference Ach % - Nat %</b>
White	13	84.6	84.6	79.0	+5.6
Other	2	100	100	75.9	+24.1

<b>Adult Languages</b>					
<b>Ethnicity</b>	<b>Number of Learners</b>	<b>Ret%</b>	<b>Ach%</b>	<b>Nat Ach%</b>	<b>Difference against average 82.1%</b>
White	34	79.4	79.4	n/a	-2.7
Other	5	100	100	n/a	+17.9

<b>Essential Digital Skills</b>					
<b>Ethnicity</b>	<b>Number of Learners</b>	<b>Ret%</b>	<b>Ach%</b>	<b>Nat Ach%</b>	<b>Difference Ach % - Nat %</b>
White	5	40.0	40.0	69.3	-29.3
Other	3	66.7	66.7	69.3	-2.6

## Appendix 4 Apprenticeship Achievement

### Age - Apprenticeships

		Overall				
		Provider Full Year			Prov Grp	National
		2021/22	2022/23	2023/24	2022/23	2022/23
16 - 18	Leavers	11	24	11	23,090	64,290
	Achievement %	72.7 %	62.5 %	36.4 %	56.1 %	56.3 %
19 - 23	Leavers	20	17	23	16,560	77,850
	Achievement %	70.0 %	82.4 %	73.9 %	60.8 %	58.9 %
24+	Leavers	13	22	21	17,970	151,220
	Achievement %	76.9 %	63.6 %	52.4 %	57.1 %	51.6 %
<b>Total</b>	<b>Leavers</b>	<b>44</b>	<b>63</b>	<b>55</b>		
	<b>Achievement %</b>	<b>72.7 %</b>	<b>68.3 %</b>	<b>58.2 %</b>		

## Learning Difficulty/Disability - Apprenticeships

Overall				
Provider Full Year			Prov Grp	National
2021/22	2022/23	2023/24	2022/23	2022/23

Has difficulty/disability/health problem	Leavers	13	8	8	9,330	38,420
	Achievement %	69.2 %	87.5 %	62.5 %	53.9 %	51.0 %
No difficulty/disability/health problem	Leavers	31	55	47	47,420	247,260
	Achievement %	74.2 %	65.5 %	57.4 %	58.6 %	55.3 %
<b>Total</b>	<b>Leavers</b>	<b>44</b>	<b>63</b>	<b>55</b>		
	<b>Achievement %</b>	<b>72.7 %</b>	<b>68.3 %</b>	<b>58.2 %</b>		

## Gender Achievement - Apprenticeships

Overall				
Provider Full Year			Prov Grp	National
2021/22	2022/23	2023/24	2022/23	2022/23

Female	Leavers	11	20	23	24,440	151,810
	Achievement %	63.6 %	50.0 %	60.9 %	59.6 %	54.1 %
Male	Leavers	33	43	32	33,180	141,550
	Achievement %	75.8 %	76.7 %	56.3 %	56.4 %	55.2 %
<b>Total</b>	<b>Leavers</b>	<b>44</b>	<b>63</b>	<b>55</b>		
	<b>Achievement %</b>	<b>72.7 %</b>	<b>68.3 %</b>	<b>58.2 %</b>		

## Ethnicity - Apprenticeships

Overall				
Provider Full Year			Prov Grp	National
2021/22	2022/23	2023/24	2022/23	2022/23

Asian	Leavers	1	0	0	2,100	17,560
	Achievement %	100.0 %			55.4 %	51.1 %
Black	Leavers	1	0	0	1,050	10,980
	Achievement %	0.0 %			45.5 %	45.5 %
Mixed	Leavers	1	0	1	1,320	8,980
	Achievement %	100.0 %		100.0 %	51.9 %	49.3 %
Not App/Unknown	Leavers	0	1	0	470	4,950
	Achievement %		0.0 %		52.7 %	44.6 %
White	Leavers	41	62	54	52,410	248,480
	Achievement %	73.2 %	69.4 %	57.4 %	58.4 %	55.7 %
<b>Total</b>	<b>Leavers</b>	<b>44</b>	<b>63</b>	<b>55</b>		
	<b>Achievement %</b>	<b>72.7 %</b>	<b>68.3 %</b>	<b>58.2 %</b>		

## Appendix 5 – UCN Enrolments

### HE Enrolments (New starts plus continuers)

	2021/ 22	2022/23	2023/24
<b>HE Enrolments (Non-Apprentice)</b>	78	130	224
<b>HE Apprentices</b>	56	81	81
<b>Total HE Enrolments</b>	134	211	305

NB: The term 'enrolments' is the number of students enrolled at census date.

### Widening Participation Based on English Index of Multiple Deprivation (EIMD) for HE Enrolments

Deprivation	Quintile	2021/22	2022/23	2023/24
<b>Most deprived</b>	<b>Quintile 1</b>	2	2	7
	<b>Quintile 2</b>	6	7	21
	<b>Quintile 3</b>	15	24	45
<b>Least Deprived</b>	<b>Quintile 4</b>	29	38	100
	<b>Quintile 5</b>	33	41	132

### BAME Enrolments

Ethnicity	2021/22	2022/23	2023/24
Asian	2	4	13
Black	0	0	7
Mixed	0	0	5
Other	0	1	3
White	65	107	277
Total vs (Ethnicity %)	67 (3%)	112 (4.5%)	305 (9%)

### Male vs Female Enrolments

	2021/22		2022/23		2023/24	
	Male s	Female s	Male s	Female s	Male s	Female s
<b>HE Apprentices</b>					70	11
<b>HE Full Time Provision</b>	14	5	22	7	45	12
<b>HE Part Time Provision</b>	29	5	69	9	104	20
<b>Partnership s</b>	17	17	9	21	24	19
<b>Total</b>	60	27	100	37	243	62

## Appendix 6:

### Staff, 2023-24 Equity & Diversity Action Plan - Staff

No.	Theme	Key Action	Person Responsible	Start Date	Achievement Date	Desired outcome	Outcome
1	Staff Declaration	To continue to encourage staff to declare fully across the strands	HR Manager	December 2023	Ongoing	100% declaration level in all areas.	On track, further work to be done 72% declared ethnic background. 49% declared Sexual orientation 32% declared Religious belief 86% declared gender
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 Confident activities	HR Manager	January 2024	September 2024	The % of employees with declared disabilities increase to above 7%	Achieved 7.5% of employees have declared a disability.
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.	Not achieved in progress, research completed and initial training delivered on staff development day  Planned work for 2024-25
4.	Empowerment	Continue to educate employees in the protected characteristics	VP Central Services	February 2023	Ongoing	95% of employees feel respected in their workplace.	On track, in progress 91% agree and 95% of staff felt safe in their working environment.

## Appendix 5: Employee Key Priority Information

Table 1: Age of Staff

Age Band	Newbury College				2023-24	National (College)	
	2019/20	2020-21	2021-22	2022-23		2018-19	2022-23
Under 25	2.6%	5.9	4.6%	4%	19%	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%	20%	(9.7%	19.3%
35-39	12.8%	12.2	10.8%			11.5%	
40-44	12.9%	11.5	12.3%	26%	26%	11%	21.33%
45-49	11.9%	11.9	11.3%			14.1%	
50-54	20.8%	18.9	13.8%	24%	23%	15.5%	25.99%
55-59	14.9%	11.1	18.5%			12.95%	
60+	10.8%	15.5	18.5%	13%	12%	9.1%	16.31%

Table 2: Ethnicity Data of Staff

Ethnicity	Newbury College				Similar colleges			Local Area
	2020/21	2021/22	2022/23	2023/24	2017/18	2018/19	2022/23	2021 census
White – English/Welsh/Scottish/Northern Irish/British	38.9%	44.2%	49%	52.8%	85.2	85.4%	80.67%	91.9%
White – Irish			0.01%	0.2%	0.8%	1.5%	0.72%	
White – Gypsy or Irish Traveller		0.5%		0%	0.5%	0%	0.04%	
White – Any other	14.5%	14.2%	10.01%	8.9%	3.6%	6.5%	4.6%	
Mixed/Multiple ethnic groups – White & Black Caribbean		0.5%	0.01%	0	1.8%	1.05%	1.24%	2.4%
Mixed/Multiple ethnic groups – White and Black African		0.5%		0.2	0.5%	0.8%	0.25%	
Mixed/Multiple ethnic groups – White and Asian		0.5%		0.4	0.6%	0.9%	0.75%	
Mixed/Multiple ethnic groups – Any other	0.4%	1%	0.01%	1%	0.8%	0.65%	0.94%	
Asian/Asian British – Indian	0.4%	1.0%	0.01%	1%	1.5%	1.7%	2.24%	3.7%
Asian/Asian British – Pakistani				0.2%	1.65%	1.2%	1.75%	
Asian/Asian British – Bangladeshi			0.01%	0.2%	2.5%	1.7%	0.62%	
Asian/Asian British – Chinese	0.4%			0.2%	0.65%	0.7%	0.29%	
Asian/Asian British – Any other	0.7%		0.01%	0.6%	0.8%	0.9%	1.15%	
Black/African/Caribbean/ Black British – African		0.5%	0.01%	1.4%	1.05%	1.2%	1.51%	1.3%
Black/African/Caribbean/ Black British – Caribbean			0.01%	0%	0.6%	4.5%	0.63%	
Black/African/Caribbean/ White Black British – Any other	0.4%		0.01%	0%	0.8%	0.7%	1.24%	
Prefer not to say		33%	24.9%	20.9%	--	--		
Unknown	21.5%	4.1%	16%	12%	5.5%	2.3%		

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	2023-24		
Male	28.5	29.3	23	32%	29%	32.5%	34.37%	49.5
Female	71.5	70.7	77	68%	71%	67.5%	64.33%	50.4

Table 4 Disability analysis of Staff

Disability	Newbury College					Similar colleges			
	2019/20	2020-21	2021-22	2022-23	2023-24	2017/18	2018/19	2022-23	2020-21 National (AOC)
Yes - rather not say	0.60%	3.3%	5%	4%	7.5%	2.10%	1.40%	6.91%	5%
No	97.70%	49.6	95%	76%	92.5%	90.70%	89.55%	93.09%	95%
Prefer not to say	--			19%		0.10%	0.50%		

## Appendix 6

### 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

#### Population by race in West Berkshire, 2021 census

- **White** - 148,384 people or 91.9%
- **Asian** - 5,990 people or 3.7%
- **Mixed** - 3,857 people or 2.4%
- **Black** - 2,030 people or 1.3%
- **Other** - 1,186 people or 0.7%

## Appendix 7

### 2024-25 Equity, Diversity & Inclusion Action Plan – Students

Issue	Action	Success criteria	Responsibility	By When	Monitoring
Fewer females than males are recruited in the UCN	Female enrolment met 2023/24 QIP target of 10% and increased by 38%, but female vs male enrolment continues to be low. Continue promotional activities to encourage gender diversity onto courses and extend the curriculum offer to increase opportunities.	Increase female enrolments by 10%.	HoD UCN, Course Leaders,	July 2025	<div style="display: flex; border: 1px solid black; width: 100px; height: 20px;"><div style="width: 25%; background-color: red;"></div><div style="width: 25%; background-color: white;"></div><div style="width: 25%; background-color: white;"></div><div style="width: 25%; background-color: white;"></div></div>
Increase targeted promotion of programmes to encourage more participation from students from Quintiles 1 – 3 of the EIMD in the UCN	HoD UCN to work with marketing to ensure materials encourage students from this demographic to enrol onto UCN programmes. Highlight the support provided in the UCN to widen participation.	Increase enrolments in Quintiles 1 – 3 to over 25% of HE enrolments for 2025-26	HoD UCN, Programme / Course Leaders,	July 2025	<div style="display: flex; border: 1px solid black; width: 100px; height: 20px;"><div style="width: 25%; background-color: red;"></div><div style="width: 25%; background-color: white;"></div><div style="width: 25%; background-color: white;"></div><div style="width: 25%; background-color: white;"></div></div>
To understand the responses in the student survey of black students	To hold focus groups to understand and set action points to complete during the year	An increase in the positive score for black students on facilities and resources	HOD Career Academy and HOD Behaviour	May 2025	<div style="display: flex; border: 1px solid black; width: 100px; height: 20px;"><div style="width: 25%; background-color: red;"></div><div style="width: 25%; background-color: white;"></div><div style="width: 25%; background-color: white;"></div><div style="width: 25%; background-color: white;"></div></div>
To review progress data on vulnerable students and those who are	To undertake analysis of achievement, attendance and behaviour data.	An action plan is in place to meet the needs identified in the analysis	HOD Quality	May 2025	<div style="display: flex; border: 1px solid black; width: 100px; height: 20px;"><div style="width: 25%; background-color: white;"></div><div style="width: 25%; background-color: yellow;"></div><div style="width: 25%; background-color: white;"></div><div style="width: 25%; background-color: white;"></div></div>

socially disadvantaged.									
Review of student recruitment conversion rates to ensure a positive recruitment process for all	To analyse application to recruitment EDI data broken down by areas of study	A fair and positive recruitment place for all is in place.	HOD Marketing	Aug 2025	<table border="1"> <tr> <td style="background-color: red;"></td> <td></td> <td></td> <td></td> </tr> </table>				

## Appendix 8

### 2024-25 Equity, Diversity & Inclusion Action Plan for Staff

No.	Issue	Action	Success Criteria	Responsibility	Achievement Date	Monitoring
1	Staff Declaration	To continue to encourage staff to declare fully across the strands	100% declaration level in all areas.	HR Manager	Ongoing	<div style="width: 25%; height: 15px; background-color: red;"></div>
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 Confident activities	Achieve Disability Confident Employer Level 2	HR Manager	August 2025	<div style="width: 25%; height: 15px; background-color: red;"></div>
3	Targeted support for employees with Neuro diversity	Review Screening process for new employees Develop a support pack for individuals	There is effective support for all staff with neuro diversity.	VP Central Services	May 2025	<div style="width: 25%; height: 15px; background-color: red;"></div>
4.	Empowerment	Continue to educate employees in the protected characteristics	95% of employees feel respected in their workplace.	VP Central Services	Ongoing	<div style="width: 25%; height: 15px; background-color: red;"></div>