

Equity, Diversity, and Inclusion 2024/2025

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Introduction

Our annual Equity, 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 Equity, 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 Equity, Diversity, and Inclusion Policy, through its implementation, will support us in this success.

This statement reflects the consensus of us, the whole College Community. It has been drawn up because of a review of the Equality Act 2010.

Commitment

Principal's message of commitment to the Equity, Diversity and Inclusion (EDI) 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 EDI action plan and equality duty priorities.

- The link governor for EDI 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 EDI.

- The Governance Professional and Executive Director Corporate Services ensures that governors are trained in EDI matters and are fully up to date with all relevant legislation.
- The Head of Quality ensures evaluation of teaching practices to promote EDI.
- The Student Development Manager, with the Head of Faculty, ensures EDI information is monitored on student disciplinary and behaviour incidents and reports on trends or patterns. Data is analysed to evaluate the recall of EDI 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 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 EDI, 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, EHCR 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 walks, surveys, deep dives thematic reviews, 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 EDIC 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 will follow the Equity objectives for 2025-27:

1. Develop student and staff voice, to improve its effectiveness for the individual and College community, particularly for 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. Review processes to identify and support the needs of vulnerable learners and apprentices.
4. Develop staff confidence to disclose and discuss protected characteristics and support learners through the promotion of our values.

Equity, Diversity and Inclusion Outcomes 2024-25

Introduction

The 2024/25 action plan was based on the analysis of students, apprentices, and staff, in line with the Equality and Diversity Priorities. In 2024/25, the College had 4,413 enrolled students of whom 1097 were on Study Programmes, 387 were apprentices and 2,929 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

As part of creating a culture where the views of all can be heard student surveys are used. Overall, student feedback taken this way, says we have strengths in safety and behaviour management, and an opportunity to improve perceptions of respect and tolerance relative to external comparisons. Key details from the On-Programme 2024/2025 Student Feedback survey report are:

- 90% of students agreed that students are treated fairly and equally. This has decreased slightly on last year but remains on par with the external benchmark.
- 95% of students agree that they feel safe at college. A decrease of 1% last year. Our rating stays at 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 four 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, which remains below the external benchmark.

General Highlights

- **Aspiration:** 94% of students felt able to express their ideas, opinions and beliefs, females felt more positive about this than the males in the College.
- **Integrity:** 94% of our students believe we promote a culture where people are treated with respect and tolerance, which is below the external benchmark, indicating room for improvement in fostering a more inclusive culture. Of notes are our students from the Asian/Asian British-Chinese ethnic group who gave this the lower rating, although a high number of this group felt safe in the College, they did not feel able to express their views. Our Asian /Asian Britain – Indian group felt the least safe in college.

- **Respect and Tolerance:** While 94% of students feel that the college promotes respect and tolerance, this remains seven points below the external benchmark, indicating potential for growth in enhancing inclusivity. When further reviewed, students with a disability or those that provided no information were significantly below the external benchmark. 16–18-year-old students felt less safe than our 19+ students

Evaluation of Students – Quantative Data

The College carefully monitors achievement rates between students on the basis of key protected characteristics. The college's overall achievement rate for Education and Training (E&T) has seen a year-on-year increase to 84.6% in 2024/25, a rise of 2.4 percentage points from 82.2% in 2023/24. This marks a significant cumulative increase of 8.4 percentage points since 2022/23, demonstrating a clear and effective strategic focus on improving learner outcomes.

Age – Quantative Data

The overall achievement rate for FE (Further Education) 16-18s has seen an increase of 4.1 percentage points, bringing it to 81.7%. Despite this improvement, it remains 1.2 percentage points below the current national average. For FE adults, the achievement rate has risen by 1.2 percentage points to 86.4%, which is 1 percentage points below the national average. This data highlights 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, which often include part-time courses with high success rates.

Apprentices aged 19-23 achievement rates are 7 percentage points higher than the national average, those aged 24+ are 23 percentage points above the national average, unfortunately those aged 16-18 are 8 percentage points lower, these apprenticeships cover areas in technology and construction.

Gender – Quantative Data

In 2024/25, the overall achievement rate for females increased to 85.7% with 2,787 leavers. Compared to the national average of 85.5% in 2022/23, the achievement rate for females has increased by 5.3% over the previous 3 years and is 0.2 percentage points above the national average. We have also seen the achievement rate for males increase by 5 percentage points to 82.8%, this remains under the national achievement rate but the gap has closed to 2.2%.

The male achievement of 16-18 year olds % increased by nearly 6 percentage points in 2024-25 and surpassed the female achievement rate, which only increased by less than 1 percentage point. This means that we have removed the noticeable disparity between the achievement rates of male and female students that we saw last year. When compared to national averages, male achievement rates for 16-18 year olds were higher than the national average, however the female achievement rate was under.

Female enrolments in our UCN (HE Provision) are strong as per Quality Improvement Plan action 2023/24 to support female participation. For 2024/25 female participation is 29 students (Apprenticeship students included).

There is a three-year trend of fewer female learners than males. 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 16.9 % of the engineering workforce are female (2024). Whereas UCN % of females overall are 20.7%, for engineering female participation is only 17.3% however this is slightly higher than the engineering sector in general. Females in the UCN perform well with the achievement rate for female students studying engineering at 83.3%.

81% of female apprentices achieved in 2024-25, over 20 percentage points above the national average, whereas male apprenticeship achievement rate was lower but in line with the national average of 60.5%.

Ethnicity – Quantative Data

The demographic of West Berkshire as of the 2021 Census shows 8.1% of the local population declares as ethnic minority. The college's intent is that recruitment of ethnic minority students aligns to the regional demographic.

In 2022/23 nearly 16% of our students were non white, compared to just under 14% in 2024/25. Overall, the achievement rates for most ethnicity groups in 2024/25 are below the national rate of 85.2%, the Asian and Black ethnic groups have made significant progress, in addition to the Not known group.

Asian: There is a significant improvement in the achievement rate bringing it to 1.5 percentage points below the national rate of 85.2%.

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

Mixed: There is a notable decrease in the achievement rate, taking it further away from the national rate.

Other: There is a significant improvement in the achievement rate, but it remains well below the national rate.

White: There is a notable improvement in the achievement rate, making it equal to the national rate.

Nearly 77% of our 16–18-year students declare as white, their achievement rate is lower than the national average, our African and minority ethnic groups generally outperform national averages, but all others are slightly below.

Only 5% of our apprentices are non-white, their achievement rate was 67%, like that of white apprentices.

For 2023/25 HE enrolments for ethnic minority students has increased 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 6.2%.

Disability:

In 2024/25, the achievement rate for students with disabilities was 80.1%, which is lower than the College achievement level and 1.4 percentage points below the national achievement rate. 86.5% of our students do not declare a disability, their achievement rate is 86.1%.

Those with visual, mobility, multiple, physical and profound complex disabilities exceeded the College and national achievement rates, further analysis is needed for those with hearing and temporary disabilities who had the lowest achievement rates and are significantly below the national average. It needs to be noted that the number of students within these groups are very low.

Unfortunately, the achievement rates of those with learning difficulties fall two percentage points below the national levels, further investigation is being completed to support improvement.

86% of our 16-18 students declare no disability, their achievement rate is below that of the national average. Those with mental health disabilities achieved less than our other areas in this age group and 6 percentage points less than the national average, whilst all other disabilities out performed the national average.

Only 4.7% of our apprentices have declared disabilities, the overall achievement rate for this group was similar to those who declared no disability.

Action Plan

The action plan for EDI 2024-25 for students can be found in Appendix 1; it shows positive work in the development of awareness of students and analysis work that will impact on processes to support inclusion.

Evaluation of Staff

The College employs just over 310 staff, with an FTE of around 205, 31% of staff are employed to provide face to face support for our students, 23% of staff are teachers, with 22% of those being hourly paid. 12.5% of our staff work for our football academy, the football academies are in Oxford, Brackley, Evesham, Milton Keynes and Newbury.

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, Oxford, 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 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.

Staff Qualitative Data

In July 2025, the annual staff survey highlighted that 88% of staff felt they were treated fairly with dignity and respect, which is a 10-point decline on last year, but remains nine points ahead of the external benchmark. Further analysis highlights three departments where further work is needed to develop their feeling of value, this continues across all areas. The question “I feel valued in my work” has decreased by 15 points to 79%, Restructure and changes currently are a key factor in the responses. 93% of staff felt safe within their workplace, six points above the external benchmark.

When summarising our comments, nearly everyone understands their part in the College and feeling appreciated by your colleagues was our greatest strength when comparing us to our external benchmarks. Other strengths show that most of our staff enjoy the inclusive, community feel, and the professional development opportunities available at the College.

Suggestions to improve include addressing poor behaviour promptly and providing safe spaces for staff, we also need to strengthen our communication during change. We will continue to take action to provide an open and fair work environment, through communication, training and inclusive decision making.

Staff Quantitative Data

Disability

The College has achieved recognition as a **Disability Confident Employer** and is working toward **Leader status**. This is significant because:

- It demonstrates commitment to inclusive recruitment and retention.
- Achieving Leader status will require evidence of best practice, such as mentoring, sharing success stories, and influencing other employers.

6% of our staff have declared a disability, in comparison to 6.5% of applications, the College is working with Access to Work as appropriate. This suggests that the proportion of staff with disabilities is broadly aligned with the applicant pool, which indicates fair recruitment practices. However, the figure is slightly below the national average for disability prevalence in the working-age population (around 19% under the Equality Act), meaning there is room to improve representation.

Ethnicity

The number of staff who have not declared their ethnic background y has decreased year on year, with over 82% of staff declaring. Those staff that have declared themselves as non-white British/English, has increased to 25%.

FE Jobs our application portal, provides EDI information to us, of 1,852 applications, 90% completed the equality form status, 6.5% of all applications declared themselves as disabled and 45% declared their ethnicity as white British/English, 16% preferred not to say.

Gender

Our gender split has changed year on year, although it remains female dominated, the male % has increased from 32.5% to 35.4%. 30% of all applications were from those identifying as male.

The Gender Pay Gap report shows little improvement, with the gender median gap reducing slightly to 23.6%. The data was collected on the snapshot date of 31st March 2025. At this time the College employed 319 relevant staff, the gender mix has changed by just over 6%, caused by changes within management, sessional teaching and curriculum support. A further change is the decrease in curriculum support roles that are filled by females, and a slight decrease to 53% of all females employed by the College working within curriculum support.

Impacts on the gender pay gap include the increase in male employees within Curriculum support areas but negatively impacted by an increase in the number of males within management roles.

71% of all curriculum support roles are filled by females compared to 43% in teaching. 83% of our business support roles are filled by females compared to 52% in management roles. Whilst the % of women in our lower pay quartile and third pay quartile have reduced, the other two quartiles remain similar.

Age

The data highlights that the distribution of ages across the staff group is becoming more balanced. Here is a summary of the age distribution:

- **16-24 years:** 12% an increase of 12%
- **25-34 years:** 13% a decrease of 7%
- **35-44 years:** 24%
- **45-54 years:** 24%
- **55-64 years:** 21.5% an increase of 6.5%
- **65 years and over:** 5.5%
-

The increase of younger staff (16-24 years) remains in our football academy areas, plus additions to our administration teams, in comparison to national statistics we continue to have a similar age profile.

Training and Awareness

The focus of support and development in 2024-25 has been the development of teaching skills through our pedagogy approach, to support all our students in their learning.

Mandatory training completion for Equality and Diversity Awareness was 98%.

Leadership training continued with developing self-awareness and understanding impact of self on others and recognising needs of individual staff members.

Curriculum support team developed their understanding and skills in assessment processes and neurological diversity.

Action Plan

The action plan for EDI 2024-25 for staff can be found in appendix 6, it shows positive changes to support a wider workforce and support individuals working at the College.

Data

Data for 2024/25 has been reviewed and presented in the appendix as follows.

- Appendix 1 identifies action against areas of priority for students during 2024-25.
- Appendix 2 identifies the achievement rates of students in FE within the priority areas.
- Appendix 3 identifies the achievement rates of students in Apprenticeship within the priority areas.
- Appendix 4 identifies the achievement rates of students in HE within the priority areas.
- Appendix 6 identifies action against areas of priority for staff during 2024-25.
- Appendix 7 provides staffing information within the priority areas.
- Appendix 8 Government Census Data for West Berkshire from 2021
- Appendix 9: Action Plan for 2025-26 – students
- Appendix 10: Action Plan for 2025-27 – staff

Action Plan Key

	Action if fully completed
	Action is on track but there remains ongoing work to complete
	Action has fallen behind target, progressing slower than anticipated
	No action taken.

Appendix 1:

Review of 2024-25 Student Action Plan

Issue	Action	Success criteria	Responsibility	By When	Monitoring & comments
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, HOD Marketing	July 2025	Promotional activities are carried out throughout the year to encourage more females to enrol on HE courses. As there are less non-Engineering courses in the UCN 2024-25 the target of increasing female enrolments will not be met, but work will continue to increase participation of females on our HE courses.
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, HOD Marketing	July 2025	The OfS wave two project has enabled some targeted promotion of the Embedded Electronic Degree to students in Quintiles 1-3. Open events also aim to promote HE courses to a wider range of students. We will continue to promote HE in more deprived areas of our region but the target for 2024-25 has not been met

					with only 19% of students in quintiles 1 - 3
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 Behaviour	May 2025	 Due to other priorities this did not move forward in 2024-25. Plans are in place for the following year
To review progress data on vulnerable students and those who are socially disadvantaged.	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	 Improved processes in place to support our vulnerable learners, to allow further analysis. Behaviour data produced, which made analysis and presented to the EDIC.
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	 Application data has been reviewed. The recruitment process has been reviewed to be inclusive. Further work to be completed next year, comparing trends.

Appendix 2: FE Student Achievement Rates

Table 1 Achievement by age

Overall						
		Provider Full Year			Prov Grp	National
		2022/23	2023/24	2024/25	2023/24	2023/24
16-18	Leavers	1,091	1,463	1,715	1,088,930	1,414,150
	Achievement %	62.8 %	77.6 %	81.7 %	83.4 %	82.9 %
19 +	Leavers	2,946	2,252	2,753	934,480	1,470,760
	Achievement %	81.2 %	85.2 %	86.4 %	87.8 %	87.4 %
Total	Leavers	4,037	3,715	4,468		
	Achievement %	76.2 %	82.2 %	84.6 %		

Table 2 – Overall Achievement by Gender

Overall						
		Provider Full Year			Prov Grp	National
		2022/23	2023/24	2024/25	2023/24	2023/24
Female	Leavers	2,742	2,223	2,787	1,052,750	1,546,120
	Achievement %	80.2 %	85.2 %	85.7 %	85.6 %	85.5 %
Male	Leavers	1,295	1,492	1,681	970,660	1,338,790
	Achievement %	67.7 %	77.8 %	82.8 %	85.3 %	85.0 %
Total	Leavers	4,037	3,715	4,468		
	Achievement %	76.2 %	82.2 %	84.6 %		

Table 3 - Overall Achievement by Ethnic Group

Overall						
Provider Full Year					Prov Grp	National
2022/23	2023/24	2024/25	2023/24	2023/24		
Asian	Leavers	172	133	215	2,023,410	2,884,910
	Achievement %	84.3 %	71.4 %	83.7 %	85.5 %	85.2 %
Black	Leavers	156	126	162	2,023,410	2,884,910
	Achievement %	71.2 %	71.4 %	81.5 %	85.5 %	85.2 %
Mixed	Leavers	166	151	176	2,023,410	2,884,910
	Achievement %	71.1 %	82.8 %	79.5 %	85.5 %	85.2 %
Not App/Known	Leavers	6	3	6	2,023,410	2,884,910
	Achievement %	66.7 %	66.7 %	83.3 %	85.5 %	85.2 %
Other	Leavers	57	38	63	2,023,410	2,884,910
	Achievement %	64.9 %	63.2 %	71.4 %	85.5 %	85.2 %
White	Leavers	3,480	3,264	3,846	2,023,410	2,884,910
	Achievement %	76.5 %	83.3 %	85.2 %	85.5 %	85.2 %
Total	Leavers	4,037	3,715	4,468		
	Achievement %	76.2 %	82.2 %	84.6 %		

Table 4 – Overall Achievement by Disability

Overall						
Provider Full Year					Prov Grp	National
	2022/23	2023/24	2024/25		2023/24	2023/24
Asperger's	Leavers	39	23	27	2,023,410	2,884,910
	Achievement %	69.2 %	78.3 %	81.5 %	85.5 %	85.2 %
Hearing	Leavers	39	16	19	2,023,410	2,884,910
	Achievement %	76.9 %	93.8 %	68.4 %	85.5 %	85.2 %
Medical	Leavers	72	90	115	2,023,410	2,884,910
	Achievement %	75.0 %	81.1 %	84.3 %	85.5 %	85.2 %
Mental health	Leavers	156	121	154	2,023,410	2,884,910
	Achievement %	67.9 %	73.6 %	80.5 %	85.5 %	85.2 %
Mobility	Leavers	50	40	49	2,023,410	2,884,910
	Achievement %	70.0 %	70.0 %	89.8 %	85.5 %	85.2 %
Multiple	Leavers	58	46	56	2,023,410	2,884,910
	Achievement %	63.8 %	71.7 %	85.7 %	85.5 %	85.2 %
n/a	Leavers	42	59	36	2,023,410	2,884,910
	Achievement %	71.4 %	66.1 %	75.0 %	85.5 %	85.2 %
No disability	Leavers	3,431	3,169	3,864	2,023,410	2,884,910
	Achievement %	76.9 %	83.4 %	84.9 %	85.5 %	85.2 %
Not known/not provided	Leavers	52	25	13	2,023,410	2,884,910
	Achievement %	84.6 %	92.0 %	76.9 %	85.5 %	85.2 %
Other	Leavers	42	69	68	2,023,410	2,884,910
	Achievement %	66.7 %	75.4 %	80.9 %	85.5 %	85.2 %
Physical	Leavers	18	20	24	2,023,410	2,884,910
	Achievement %	94.4 %	85.0 %	87.5 %	85.5 %	85.2 %
Profound/Complex	Leavers	4	8	18	2,023,410	2,884,910
	Achievement %	75.0 %	75.0 %	94.4 %	85.5 %	85.2 %
Temporary	Leavers	3	4	4	2,023,410	2,884,910
	Achievement %	100.0 %	100.0 %	50.0 %	85.5 %	85.2 %
Visual	Leavers	31	25	21	2,023,410	2,884,910
	Achievement %	74.2 %	56.0 %	100.0 %	85.5 %	85.2 %
Total	Leavers	4,037	3,715	4,468		
	Achievement %	76.2 %	82.2 %	84.6 %		

Table 5 – Overall Achievement by Learning Difficulty

Overall						
		Provider Full Year			Prov Grp	National
		2022/23	2023/24	2024/25	2023/24	2023/24
Autism	Leavers	169	196	225	2,023,410	2,884,910
	Achievement %	63.9 %	78.6 %	76.4 %	85.5 %	85.2 %
Dyscalculia	Leavers	19	13	12	2,023,410	2,884,910
	Achievement %	89.5 %	76.9 %	91.7 %	85.5 %	85.2 %
Dyslexia	Leavers	203	227	246	2,023,410	2,884,910
	Achievement %	67.5 %	82.8 %	80.5 %	85.5 %	85.2 %
Moderate	Leavers	59	56	76	2,023,410	2,884,910
	Achievement %	59.3 %	44.6 %	88.2 %	85.5 %	85.2 %
Multiple	Leavers	41	29	40	2,023,410	2,884,910
	Achievement %	80.5 %	72.4 %	85.0 %	85.5 %	85.2 %
n/a	Leavers	42	59	36	2,023,410	2,884,910
	Achievement %	71.4 %	66.1 %	75.0 %	85.5 %	85.2 %
None	Leavers	3,371	3,007	3,678	2,023,410	2,884,910
	Achievement %	77.5 %	83.6 %	85.7 %	85.5 %	85.2 %
Not Known/Not Provided	Leavers	52	25	13	2,023,410	2,884,910
	Achievement %	84.6 %	92.0 %	76.9 %	85.5 %	85.2 %
Other	Leavers	29	62	81	2,023,410	2,884,910
	Achievement %	69.0 %	69.4 %	71.6 %	85.5 %	85.2 %
Other Spec	Leavers	33	20	38	2,023,410	2,884,910
	Achievement %	72.7 %	90.0 %	81.6 %	85.5 %	85.2 %
Severe	Leavers	19	21	23	2,023,410	2,884,910
	Achievement %	78.9 %	85.7 %	91.3 %	85.5 %	85.2 %
Total	Leavers	4,037	3,715	4,468		
	Achievement %	76.2 %	82.2 %	84.6 %		

Appendix 3: Apprenticeship Student Achievement Rates

Table 6: Overall Achievement - Apprenticeships

Overall			
Provider Full Year			National
2022/23	2023/24	2024/25	2023/24

Leavers	63	55	64	290,680
Achievement %	68.3 %	58.2 %	67.2 %	60.5 %

Table 7: Age - Apprenticeships

Overall				
Provider Full Year			Prov Grp	National
2022/23	2023/24	2024/25	2023/24	2023/24

16 - 18	Leavers	24	11	25	24,620	65,640
	Achievement %	62.5 %	36.4 %	52.0 %	59.5 %	60.5 %
19 - 23	Leavers	17	23	17	16,080	76,940
	Achievement %	82.4 %	73.9 %	70.6 %	65.4 %	63.6 %
24+	Leavers	22	21	22	15,950	148,100
	Achievement %	63.6 %	52.4 %	81.8 %	63.3 %	58.8 %
Total	Leavers	63	55	64		
	Achievement %	68.3 %	58.2 %	67.2 %		

Table 8: Gender - Apprenticeships

Overall						
Provider Full Year			Prov Grp		National	
2022/23	2023/24	2024/25	2023/24	2023/24	2023/24	
Female	Leavers	20	23	21	21,330	146,120
	Achievement %	50.0 %	60.9 %	81.0 %	65.1 %	60.4 %
Male	Leavers	43	32	43	35,310	144,570
	Achievement %	76.7 %	56.3 %	60.5 %	60.5 %	60.5 %
Total	Leavers	63	55	64		
	Achievement %	68.3 %	58.2 %	67.2 %		

Table 9: Ethnicity - Apprenticeships

		Overall				
		Provider Full Year			Prov Grp	National
		2022/23	2023/24	2024/25	2023/24	2023/24
Asian	Leavers	0	0	1	1,960	18,470
	Achievement %			100.0 %	62.9 %	57.2 %
Black	Leavers	0	0	0	970	10,910
	Achievement %				55.3 %	53.9 %
Mixed	Leavers	0	1	1	1,370	9,280
	Achievement %		100.0 %	0.0 %	57.1 %	56.6 %
Not App/Known	Leavers	1	0	0	480	4,250
	Achievement %	0.0 %			63.3 %	55.9 %
Other	Leavers	0	0	1	280	2,510
	Achievement %			100.0 %	57.5 %	54.3 %
White	Leavers	62	54	61	51,600	245,250
	Achievement %	69.4 %	57.4 %	67.2 %	62.5 %	61.3 %
Total	Leavers	63	55	64		
	Achievement %	68.3 %	58.2 %	67.2 %		

Table 10: Disability - Apprenticeships

Overall						
Provider Full Year				Prov Grp	National	
	2022/23	2023/24	2024/25	2023/24	2023/24	
Medical	Leavers	2	0	2	56,640	290,680
	Achievement %	50.0 %		100.0 %	62.3 %	60.5 %
Mental health	Leavers	1	0	0	56,640	290,680
	Achievement %	100.0 %			62.3 %	60.5 %
No disability	Leavers	60	53	61	56,640	290,680
	Achievement %	68.3 %	58.5 %	67.2 %	62.3 %	60.5 %
Other	Leavers	0	1	0	56,640	290,680
	Achievement %		100.0 %		62.3 %	60.5 %
Visual	Leavers	0	1	1	56,640	290,680
	Achievement %		0.0 %	0.0 %	62.3 %	60.5 %
Total	Leavers	63	55	64		
	Achievement %	68.3 %	58.2 %	67.2 %		

Appendix 4: FE Student Achievement Rates

Table 11: Gender - UCN

	2022/23		2023/24		2024/25	
	Males	Females	Males	Females	Males	Females
HE Full Time Provision	22	7	45	12	51	9
HE Part Time Provision	69	9	104	20	72	10
Partnerships	9	21	24	19	17	10
Total	100	37	243	62	226	47

Table 12: Ethnicity - UCN

Overall					
		Provider Full Year			National
		2022/23	2023/24	2024/25	2024/25
	Achievement %	82.40%	90.00%	91.10%	60.50%
Black	Leavers	4	1	5	80,584
	Achievement %	66.70%	100.00%	100.00%	84.70%
Chinese	Leavers	1	1	1	24,366
	Achievement %	100.00%	100.00%	0.00%	85.70%
Pakistani	Leavers	1	0	1	42,283
	Achievement %	100.00%	0.00%	0.00%	85.90%
Other asian	Leavers	1	1	1	38,301
	Achievement %	100.00%	100.00%	0.00%	86.30%
Mixed	Leavers	0	1	4	45,887
	Achievement %	0.00%	100.00%	100.00%	83.50%
White	Leavers	67	83	93	731,938
	Achievement %	82.10%	88.70%	91.40%	85.80%
Total	Leavers	74	87	105	1,039,410
	Achievement %	80.80%	88.60%	88.70%	85.03%

Table 13: Disability - UCN

Overall				
		Provider Full Year		
		2022/23	2023/24	2024/25
Medical	Leavers	3	3	3
	Achievement %	66.7%	66.7%	100%
Mental health	Leavers	3	2	1
	Achievement %	66.7%	100%	100%
No disability	Leavers	68	80	101
	Achievement %	82.4%	87.5%	89.1%
Other	Leavers	1	1	0
	Achievement %	100%	100%	N/A
Visual	Leavers	0	0	0
	Achievement %	NA	NA	N/A
Total	Leavers	78	88	106
	Achievement %	80.8%	86.4%	88.7%

Appendix 5: Review of Strategic EDI Objectives

Strategic Objective	Overview – all areas	Overall & comments
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.	Student council, six times a year, single sex meetings, 6 times a year. Online 'safe space' has been developed for our LGBTQ+ learners.	
Work in partnership with agencies focused on supporting our students and staff and celebrating their diversity.	Work has been completed with a number of local organisations to support individual students and staff training provided.	
Review processes to identify and support the needs of vulnerable learners and apprentices.	Restructure of the student support services held, to ensure that in 2024-25 a personal tutor service provided. We have reviewed of how this data is captured and shared at start of year, as currently this is a manual process. This project will be continued. The Success Coach role for apprentices has worked well.	
Develop staff confidence to disclose and discuss protected characteristics and support learners through the promotion of our values.	Wellbeing information shared with all staff so they understand support available, specific emails sent to those who declare at any time and invited to wellbeing meetings, monthly wellbeing updates to encourage open conversation, promoting awareness of and getting feedback from MHFA network, educating managers on the use of wellbeing action plans.	

Appendix 6:

Staff, 2024-25 EDI Action Plan - Staff

No.	Issue	Action	Success Criteria	Responsibility	Achievement Date	Monitoring & comments
1	Staff Declaration	To continue to encourage staff to declare fully across the strands	100% declaration level in all areas.	HR Manager	Ongoing	82% completion rate
2	Number of employees with disabilities	To engage with staff currently employed with disabilities and seek their views and suggestions on an approach. Implement disability Confident activities	Achieve Disability Confident Employer Level 2	HR Manager	August 2025	
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	Screening process reviewed and implemented. Support pack for managers still needs to be developed.
4.	Empowerment	Continue to educate employees in the protected characteristics.	95% of employees feel respected in their workplace.	HR Manager	Ongoing	Staff Survey 2024-25, 93% of staff feel safe in their work. Strength highlighted is the College's inclusive, community feel

Appendix 5: Employee Key Priority Information

Table 14: Age of Staff

	Newbury College					National (College)	
Age Band	2020-21	2021-22	2022-23	2023-24	2024-25	2018-19	2022-23
Under 25	5.9	4.6%	4%	19%	12%	6.8%	7.83%
25-29	5.6	4.6%	14%		7%	8.2%	9.23%
30-34	8.1	5.6%	19%	20%	6%	(9.7%	19.3%
35-39	12.2	10.8%			10%	11.5%	
40-44	11.5	12.3%	26%	26%	14%		21.33%
					14%	11%	
45-49	11.9	11.3%				14.1%	
50-54	18.9	13.8%	24%	23%	10%	15.5%	25.99%
55-59	11.1	18.5%			14%	12.95%	
60+	15.5	18.5%	13%	12%	13%	9.1%	16.31%

Table 15: Ethnicity Data of Staff

	Newbury College				Similar colleges			Local Area
Ethnicity	2020/21	2021/22	2022/23	2024/25	2017/18	2018/19	2022/23	2021 census
White – English/Welsh/Scottish/Northern Irish/British	38.9%	44.2%	49%	62.5%	85.2	85.4%	80.67%	91.9%
White – Irish			0.01%	0.3%	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%	7.8%	3.6%	6.5%	4.6%	
Mixed/Multiple ethnic groups – White & Black Caribbean		0.5%	0.01%	0.3	1.8%	1.05%	1.24%	2.4%
Mixed/Multiple ethnic groups – White and Black African		0.5%		0.7	0.5%	0.8%	0.25%	
Mixed/Multiple ethnic groups – White and Asian		0.5%		1.3	0.6%	0.9%	0.75%	
Mixed/Multiple ethnic groups – Any other	0.4%	1%	0.01%	0.7%	0.8%	0.65%	0.94%	
Asian/Asian British – Indian	0.4%	1.0%	0.01%	1.6%	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%	1%	2.5%	1.7%	0.62%	
Asian/Asian British – Chinese	0.4%			1%	0.65%	0.7%	0.29%	
Asian/Asian British – Any other	0.7%		0.01%	0.6%	0.8%	0.9%	1.15%	1.3%
Black/African/Caribbean/ Black British – African		0.5%	0.01%	0.7%	1.05%	1.2%	1.51%	
Black/African/Caribbean/ Black British – Caribbean			0.01%	0.3%	0.6%	4.5%	0.63%	
Black/African/Caribbean/ White Black British – Any other	0.4%		0.01%	0.3%	0.8%	0.7%	1.24%	
Prefer not to say		33%	24.9%	3.6%	--	--		0.7%
Unknown	21.5%	4.1%	16%	17%	5.5%	2.3%		

Table 16: Gender of Staff

Gender	Newbury College							Local Area
	2019/20	2020-21	2021-22	2022-23	2023-24	2024-25	FE Workforce Survey	2021 Census
Male	29.3	23	32%	29%	32.5%	35.4%	34.37%	49.4
Female	70.7	77	68%	71%	67.5%	64.6%	64.33%	50.4

Table 17: Disability analysis of Staff

	Newbury College						Similar colleges			
Disability	2019/20	2020-21	2021-22	2022-23	2023-24	2024-25	2017/18	2018/19	2022-23	2020-21 National (AOC)
Yes - rather not say	0.60%	3.3%	5%	4%	7.5%	6%	2.10%	1.40%	6.91%	5%
No	97.70%	49.6	95%	76%	92.5%	83%	90.70%	89.55%	93.09%	95%
Prefer not to say	--			19%		11%	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 8 - Proposed

2025-26 Equity, Diversity & Inclusion Action Plan – Students

Issue	Action	Success criteria	Responsibility	By When	Monitoring & comments			
Fewer females than males are recruited in the UCN		Increase female enrolments by 10%.	HoF Adults and UCN, Course Leaders, HOD Marketing	September 2026				
Increase targeted promotion of programmes to encourage more participation from students from Quintiles 1 – 3 of the EIMD in the UCN		Increase enrolments in Quintiles 1 – 3 to over 25% of HE enrolments for 2026-27	HoF Adults and UCN, Course Leaders, HOD Marketing	September 2026				
Develop the student voice of minority and vulnerable groups		An increase in the positive score for minority and vulnerable groups	Head of Quality	May 2026				
To review progress data on vulnerable students and those who are socially disadvantaged.		The achievement rate meets college and national levels	HOD Quality HOF	May 2025				
Review of student recruitment conversion rates to ensure a positive recruitment process for all		A fair and positive recruitment place for all is in place.	HOD Marketing	Mar 2026				

Appendix 9 - Proposed 2025-26 Equity, Diversity & Inclusion Action Plan for Staff

No.	Issue	Action	Success Criteria	Responsibility	Achievement Date	Monitoring & comments			
1	Limited diversity of employees		Diversity of staff is improved	HR Manager	July 2026				
2	Potential bias in recruitment process		All recruiters attend bias training	HR Manager	March 2026				
3	Targeted support for employees with Neuro diversity		Improved neuro diversity awareness amongst teams	HR Manager	July 2026				
4.	Understanding of how to be “inclusive” in own role.		95% of employees feel respected in their workplace.	EDCS	May 2026				