



Equality & Diversity 2019/2020

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Introduction

Newbury College's Equality & Diversity Statement.

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

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

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

- Students
- Teaching staff
- Support staff
- Governors

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

Commitment

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

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

We commit to

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

The protected characteristics are-

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

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

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

Leadership & Management

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

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

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

Aims

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

The College has due regard for the Equality Duty and its 3 aims, though.

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

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

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

Delivery of the policy

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

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

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

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

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

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

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

1. To 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. To 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 2019-20

The 2019/20 action plan was based on the analysis of students, apprentices and staff, in line with the Equality and Diversity Priorities. In 2019/20, the College had 2,664 enrolled students of whom 519 were on Study Programmes, 2,145 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 seeks to create a culture where the views of all can be heard and opportunities for discrimination, harassment or bullying will be minimised. In July 2020, the College student survey reported that 93% of students felt that the College promotes respecting others and takes bullying seriously. This is a 4-point improvement on the previous student survey and 17-point improvement since 2018 and is consistent across gender and those self-assessed as having a learning disability. 96% of students agree that their teachers encourage them to do their best. Due to the small numbers of non-white English students, further investigation is required into these responses which were not as positive and do not reflect the overall result.

The action plan for Equality and Diversity can be found in Appendix 1, all but 3 actions were not started and 2 are ongoing, this was in the main due to the disruption caused by lockdown.

The College has provided, where possible, adequate equipment and resources for students and staff during lockdown and adapted programmes with the individual at the centre, to allow learning to continue.

Protected Characteristics Overview

Newbury College has compared its data to The ESFA West Berks report taken from the ILR Census Data.

Evaluation of Students:

The College carefully monitors achievement rates between students on the basis of key protected characteristics. There have been significant improvements across the majority of the protected characteristics with some excellent achievement improvements demonstrated by an overall 4%-point increase.

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

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

Disability: Overall achievement rates comparing the broad grouping of students who define themselves as having a learning difficulty, disability or health problem to those who do not, shows that the first group consistently have a lower achievement rate than the average. However, within this very

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

Age: In line with national averages, the headline rates of overall achievement of young people is lower than for adults over the age of 19. However, this difference is substantially based upon the differing nature of the programmes undertaken by these two age groups. The achievement rate for adult students is substantially enhanced by the fact that large numbers of students over the age of 19 undertake part-time programmes, which have very high rates of achievement. Where achievement rates for 16-18s and adults are compared for similar programmes (full time) there is no systematic achievement gap between these two groups of students. The College reviews staffing levels on the basis of key protected characteristics. Training and development opportunities are open to all and a “blind” recruitment process is followed.

Evaluation of Staff:

Ethnicity: The ethnicity distribution of the FE workforce work force has not changed substantially over time; the proportion of White British staff has remained around 85-86%. The proportion of white British staff at the College has increased by 9% in four years, the equivalent of 24 employees.

Gender: 70% of staff are female, the ratio is affected by the high numbers of female employees within our Foundation Learning department which makes up 26% of our workforce. Despite adapting adverts and recruitment training, the staff ratio has remained similar since 2016/17. The Gender Pay Gap has widened in 2019-20, with a 10.8-point increase in the Mean Gender Pay rate to 28.4%- and 15.3-point increase in the Median gender pay rate to 37.6%.

Disability: These statistics are only a snapshot of information received at the point of joining the College. Following a review of reasons for absence, more employees suffer with debilitating mental ill health than the statistics show. Further investigation and education will continue across the College.

Age: The FTE % of 60+ is linked to the higher number of part time staff employed at the College, with 10.8% of the headcount over 60 compared to 20.8% aged between 55-54 years, which is the largest % of our workforce. In contrast with the sector where 16% are 55 or over. The sector has seen an increase in the 50 years over the last 4 years. The decrease in under 25s employed at the College is affected by the decrease in apprenticeships and a change in the staffing in our Foundation Learning area.

Data

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

- Appendix 1 identifies action against areas of priority during 2019-20
- Appendix 2 identifies the achievement rates of students within the priority areas.
- Appendix 3 provides staffing information within the priority areas, compared to data from SIR Data insights.
- Appendix 4 confirms the actions for 2020-21

**Appendix 1
Students**

No	Issue	Action	Expected Outcomes	Person Responsible for Action	How Monitored (Reported)	CRAG	End of Year Comments
1	Achievement of 14 -15 students including the school links programme	To phase out the Pre-16 full time provision To embed the School Links programme To integrate year 11 students into the Curriculum	Improved achievement rates of remaining Pre-16 students in line with at least 2017-18 results	L Hunt	End of year results Feedback from students	GREEN	The school links programme was affected by the pandemic. 50% achievement in Pre-16, this course has now been dissolved 33% of students who started the course have continued onto full time studies with the College in 2020/21
2	Lack of good examples of embedding equality and diversity recorded in observations	Coaching of Observers Review observation form	A bank of equality and diversity tools.	Jackie Heggs	LOT Meetings	AMBER	The extent of embedding has been limited through moving to on-line delivery. Observation form was improved and additional discussions in meetings with observers. To be continued
3	Achievement and retention on the new Achieve Programme	Develop the resilience of students to meet College and work expectations Student listening groups	Meet the College targeted retention and achievement rates	Lee Hunt	End of year results Feedback from students	GREEN	97.7% retention 79.5% achievement The course is continuing
4	Review College processes and procedures to provide access for all e.g. bi polar / dementia	Review language used Review processes Engage with industry specialists e.g. Dementia champion	Literature that is accessible for all. An increase in the number of students with LDD	Ben Broyd	Student awareness, tutorial completion	AMBER	Specific changes not made. General Wellbeing was increased over lockdown for all students. The PASC team was formed to provide additional support, who were

							trained in MHFA for young people.
5	Develop the awareness of Gender Identity across the College community	Awareness training for all students	A culture of acceptance	Ben Broyd	Feedback from students	RED	This has not been actioned during the year. Awareness is increasing
6	Widen knowledge of apprenticeships for post 19 students	Develop internal marketing (Careers not Courses)	Improved numbers of post 19 apprentices	Naomi Cripps	Apprenticeship applications	GREEN	A number of press releases were issued that focused on the achievements and continuation of apprenticeships during lockdown featuring HE students/courses. Within editorial features, a strong emphasis was placed on 19+ focused courses such as AAT, CIPD, Leadership and Management and we included an older demographic within imagery

Appendix 2 - Staff

No	Issue	Actions	Expected Outcomes	Person Responsible for Action	How Monitored	CRAG	Comments
1	Attraction of younger employees	Review advertising procedure Attend career fairs	A balanced workforce	Cathy Wright	Age of vacancies Filled	GREEN	A balanced number of applications across groups up to 55
2.	Develop awareness and confidence of mental health	MHFA training MHFA for young people training	A culture of Wellbeing, measured through the staff survey	Cathy Wright	Feedback from staff via staff survey	GREEN	MHFA and MHFYP run. Regular updates via newsletters during the year. Wellbeing sessions during training day Wellbeing strategy launched
3.	Develop awareness of community health concerns	Awareness sessions in training day Regular activities within the College	Staff are prepared to support learners from the wider community.	Cathy Wright	Training Day content	GREEN	Dementia awareness and mental health support webinars and training sessions held.
4.	Develop understanding of gender identity	Awareness sessions Fact file	A safe and diverse environment for all students	Cathy Wright	Training day content	RED	This was not completed during the year
5.	Continue to address the Gender Pay Gap issue	Complete actions from 2017/18 Gender Pay Gap report. Analysis of 2018/19 report	Reduction in Gender Pay Gap	Cathy Wright	Annual Gender Pay Gap Report	GREEN	Results have improved for snapshot of March 2019
6.	Conduct resource planning and review to ensure a mix of employees	Departmental human resource planning sessions held Succession planning strategy implemented	A high performing diverse work force at Newbury College.	Cathy Wright	Senior Leadership Meetings	RED	This has not been completed during the year.

Appendix 4: Employee Key Priority Information 2019-20 (SIR Data insights – no data for 19/20 available and regional information)

Age

	Newbury College				National (College)			Local Area
Age Band	2016/17	2017/18	2018/19	2019/20	2016/17	2017/18	2018/19	2011 census
Under 25	9.2%	11.6%	7.3%	2.6%	12.4%	13.8%	6.8%	29.9%
25-29	8.7%	9.3%	6.0%	4.9%	10%	9.8%	8.2%	5.5%
30-34	19.8%	11.7%	9.0%	8.4%	10.9%	10.9%	(9.7%	21.5%
35-39	9.1%	19.5%	12.6%	12.8%	11.6%	11.5%	11.5%	
40-44	20.7%	21.7%	12.6%	12.9%	14.8%	15.2%	11%	
45-49	19.3%	16.4%	14.1%	11.9%	15.4%	15%	14.1%	21.4%
50-54	10.2%	8.6%	17.3%	20.8%	12.7%	11.8%	15.5%	
55-59	8.9%	6.3%	11.7%	14.9%	6.6%	5.2%	12.95%	
60+	1.2%	1.1%	9.4%	10.8%	1.6%	1.2%	9.1%	14.7%
Unknown	2.9%	3.7%	--		1.8%	3%	(0.2%	

Ethnicity Data

Ethnicity	Newbury College				Like Me			Local Area
	2016/17	2017/18	2018/19	2019/20	2016/17	2017/18	2018/19	2011 census
White – English/Welsh/Scottish/Northern Irish/British	82.6%	85.4%	85.4%	(91.6%)	81.85%	85.2	85.4%	90.4%
White – Irish	0.8%	0.5%	1.5%	1.2%	1.4%	0.8%	1.5%	0.8%
White – Gypsy or Irish Traveller	--	--	--	--	0.6%	0.5%	0%	0.1%
White – Any other	4.8%	4.8%	4.1%	3.9%	4.8%	3.6%	6.5%	3.5%
Mixed/Multiple ethnic groups – White & Black Caribbean	0.5%	0.6%	0.8%	--	0.75%	1.8%	1.05%	0.5%
Mixed/Multiple ethnic groups – White and Black African	0.4%	0.4%	0.2%	0.5%	0.4%	0.5%	0.8%	0.2%
Mixed/Multiple ethnic groups – White and Asian	--	--	--	--	0.65%	0.6%	0.9%	0.5%
Mixed/Multiple ethnic groups – Any other	--	0.1%	0.2%	0.8%	0.6%	0.8%	0.65%	0.3%
Asian/Asian British – Indian	1.9%	1.5%	1.2%	0.2%	1.5%	1.5%	1.7%	1.1%
Asian/Asian British – Pakistani	1.6%	1.0%	0.6%	--	1%	1.65%	1.2%	0.3%
Asian/Asian British – Bangladeshi	--	--	--	--	1.6%	2.5%	1.7%	0.1%
Asian/Asian British – Chinese	0.7%	0.3%	0.4%	--	0.7%	0.65%	0.7%	0.4%
Asian/Asian British – Any other	1.1%	0.6%	0.6%	0.8%	0.9%	0.8%	0.9%	0.5%
Black/African/Caribbean/Black British – African	2.1%	1.3%	1.6%	1.0%	1.1%	1.05%	1.2%	0.5%
Black/African/Caribbean/Black British – Caribbean	0.4%	--	0.5%	--	0.95%	0.6%	4.5%	0.3%
Black/African/Caribbean/Black British – Any other	--	--	--	--	0.7%	0.8%	0.7%	0.1%
Other ethnic group – Arab	--	--	--	--	0.8%	1.1%	0.95%	0.1%

Other ethnic group – Any other	0.9%	0.5%	0.4%	--	0.8%	0.8%	1.25%	0.1%
Prefer not to say	--	--	--	--	--	--	--	
Unknown	2.0%	3.1%	2.3%	--	3.7%	5.5%	2.3%	0

Gender

Gender	Newbury College					Local Area
	2015/16	2016/17	2017/18	2018/19	2019/20	2011 Census
Male	31.5	29.4	28.10	28.5	29.3	49.6
Female	68.5	70.6	71.90	71.5	70.7	50.4

Disability

Disability	Newbury College				Like Me		
	2016/17	2017/18	2018/19	2019/20	2016/17	2017/18	2018/19
Yes - rather not say	2.40%	2.10%	1.40%	0.60%	2%	2.10%	1.40%
Yes - physical impairment	1.40%	1.60%	1.70%	0.10%	1.35%	0.80%	2.40%
No	89.10%	89.90%	89.20%	97.70%	90.30%	90.70%	89.55%
Yes - learning difficulty	0.70%	0.90%	1.70%	0.60%	1.10%	1%	1.70%
Yes - mental ill health	1.50%	1.10%	1.50%	0.60%	0.80%	1%	1.20%
Prefer not to say	--	0.10%	0.60%	--	1.50%	0.10%	0.50%
Unknown	4.90%	4.30%	3.90%	0.30%	2.30%	6.40%	4.50%

Appendix 5 – Equality & Diversity Action Plan

2020-21 Equality & Diversity Action Plan - Students

No	Issue	Action	Expected Outcomes	Person Responsible	How Monitored (Reported)	CRAG	End of Year Comments
1	Lack of good examples of embedding equality and diversity recorded in observations	Coaching of Observers Review observation form Development of equality and diversity resources	A bank of equality and diversity tools.	Amanda Bowns Jane West 2	LOT Meetings		
2	Review College processes and procedures to provide access for all e.g. bi polar / dementia	Review language used Review processes Engage with industry specialists e.g. Dementia champion	Literature that is accessible for all. An increase in the number of students with LDD	Amanda Bowns Jane West 2	Student awareness, tutorial completion		
3	Develop the awareness of Gender Identity across the College community	Awareness training for all students	A culture of acceptance	Amanda Bowns	Feedback from students		
4.	The use of blended learning during COVID-19	Assessment of individual learner needs Targeted use of bursary and any other grants	No learner is disadvantaged through blended learning due to their personal circumstances.	Jane West 2 Jane West	Feedback Student results		
5.	Refresh awareness of British Values	Embed British Values into College community, use Black Lives Matter as live example	An understanding of British Values across the student population Awareness of Black Lives Matter	Amanda Bowns	Feedback Student Survey results Notice board use		
6.	Build community contacts and support areas in need	Identify community areas who can be supported by students	An increased awareness of Newbury College in the community Positive impact on the wellbeing of students	Lee Hunt Jo Houghton	Student Survey results Press Releases Governor Feedback		

7.	Staff Survey comments from BAME students	Identify any issues as a result of staff survey feedback	An improved understanding of feedback. Student action Plan	Lee Hunt Shaun Daubney	Student survey results		
8.	The majority of HE students are mature students in established pathways	Build relationships with local schools and sixth forms and recruitment opportunities with employers	Increase the proportion of students in EIMD quintile 1 by 1	Shelly Van Meter	Student analysis		
9.	The local demographic of Newbury is predominantly in quintiles 4 and 5	Aim to improve HE access to young students in quintile 1	Increase the number of 18- and 19-year olds in POLAR4 quintile 1 by one student	Shelly Van Meter	Student analysis		
10	Participation of BAME students in HE	Positive and inclusive promotion of HE offer to BAME communities	Increase participation from BAME students	Shelly Van Meter	Student analysis		
11.	The majority of HE students are mature students	Build relationships with local schools and sixth forms and recruitment opportunities with employers	Recruit 10 more students under age 21	Shelly Van Meter	Student analysis		
12.	Low declaration levels of disability or learning difficulty in HE	Develop confidence in applicants and students to disclose information	Increase number of students declaring whether they have a disability or learning difficulty to 75% of students	Shelly Van Meter	Student Analysis		

2020-21 Equality & Diversity Action Plan - Staff

No	Issue	Actions	Expected Outcomes	Person Responsible for Action	How Monitored	CRAG	Comments
1.	Develop awareness and confidence of mental health & community health concerns	MHFA training MHFA for young people training Awareness sessions	A culture of Wellbeing, measured through the staff survey and student survey Confidence in supporting colleagues and students	Cathy Wright	Feedback from staff via staff survey		
2.	Develop knowledge and understanding of College and British Values	Awareness sessions in training day Regular activities within the College Black Lives Matters to be a live topic	Staff lead by example A culture of respect across the College Staff Survey results in this area improve	Cathy Wright	Training Day content Appraisal completion Value's activities		
3.	Develop understanding of gender identity	Awareness sessions Fact file	A safe and diverse environment for all students	Cathy Wright	Training day content		
4.	Continue to address the Gender Pay Gap issue	Complete actions from 2019/20 Gender Pay Gap report. Analysis of 2019/20 report	Reduction in Gender Pay Gap	Cathy Wright	Gender Pay Gap Report		
5.	Conduct resource planning and review to ensure a mix of employees	Departmental human resource planning sessions held Succession planning strategy implemented	A high performing diverse work force at Newbury College.	Cathy Wright	Senior Leadership Meetings		