

Equality, Diversity and Inclusion 2021/2022

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Introduction

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

Newbury College's Equality, Diversity and Inclusion Statement.

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

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

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

- Students
- Teaching staff
- Support staff
- Governors

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

Commitment

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

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

We commit to:

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

The protected characteristics are-

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

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

Aspirational

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

Integrity

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

Respect

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

Leadership & Management

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

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

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

Aims

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

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

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

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

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

Delivery of the policy

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

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

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

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

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

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

To support the College Strategic Plan, the College continues to follow the equality objectives for 2021-25:

1. Develop student and staff voice, to improve its effectiveness for the individual and College community, particularly with those with hidden disability or who have mental health needs.

2. Work in partnership with agencies focused on supporting our students and staff and celebrating their diversity.
3. Increase staff confidence to disclose their protected characteristics.
4. Develop staff confidence to discuss protected characteristics and support learners through the promotion of our values.

Equality and Diversity Outcomes 2021-22

The 2021/22 action plan was based on the analysis of students, apprentices and staff, in line with the Equality and Diversity Priorities amid the background of the impact of COVID on our students and staff. In 2021/22, the College had 1679 enrolled students of whom 604 were on Study Programmes, 1075 were adults on either full or part time programmes, Community Learning programmes, Apprenticeships and HE programmes (including higher and degree apprentices). The College also recruits students on full cost courses.

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

The College seeks to create a culture where the views of all can be heard and opportunities for discrimination, harassment or bullying will be minimised. In July 2022, the College student survey reported that the College promotes respecting others and takes bullying seriously. This has been a gradual improvement over the last 5 years. Overall, this remains consistent with last year's findings and 93% of students agreed that students are dealt with fairly and equally.

An area of improvement since 2020-21 is that 100% of non-white students agreed that Students are treated fairly and equally. When this question was analysed against those students who assessed themselves as having a disability, 89% agreed that Students are treated fairly and equally than those without. When reviewed against curriculum areas, the scores varied between 88% and 100%. The lowest scoring curriculum areas have been identified for action plans.

The College focused on supporting students to return to on-site provision following lockdown, whilst managing bubbles in the first term. English and Maths remained on-line to avoid mixing students from across the College. Learning continued to be impacted by the COVID guidance. Full use of bursary funds was made and there was a significant amount of development of teachers support of students following lockdown.

The action plan for Equality, Diversity & Inclusion 2021-22 for students can be found in Appendix 1, and for staff in appendix 3. All actions have been completed or are being progressed. The College is proud to have continued to progress and to establish itself as a welcoming environment, open to all.

Protected Characteristics Overview

Newbury College has compared its data to the government Census Data 2021 where available, using 2011 census data where it is the only option.

In West Berkshire the population size has increased by 4.9% between 2011 and 2021 to 161,447, during this time there has been an increase of 33.8% in people aged over 65 years and over and no change in people aged 15 to 64 years:

- 23% are aged 19 and under,
- 62% are of working age (20-64),
- 20% are aged 65 and over.
- 49.4% of the population are male
- 92.4% are UK nationals.

The latest ONS Census with this analysis (2011) shows that

- 5.2% of the West Berkshire area define themselves as being from a 'Black, Asian or minority ethnic community'
- 26.7% of the local population declare themselves as having no religion
- The median age for West Berkshire is 43 years.

Evaluation of Students

The College carefully monitors achievement rates between students based on key protected characteristics.

Overall, our outcomes have been impacted by two key issues – the Pandemic and the continuation of online learning for English and Maths to avoid further impact of the Pandemic. The College supports all learners fully respecting their protected characteristics – our structure is modern and supportive, and we focus on all aspects of the student experience. The data measures this and has demonstrated the outcome position.

Achievement breakdown by disability and ethnic group follow general trends shown with other approaches to data, with a general improvement on 2020/21.

Over the last 4 years ethnic groups have shown no real patterns where one area consistently under or over performs, which indicates that ethnic groups are intergrated fully into the learning environment and it is down to the indiviudal and their approach to learning and not their ethnic background or how they are treated within the college by process, by staff or by fellow learners.

Achievement for those learners indicating a disability have dropped this year. Looking more closely at the data this is linked with those who have indicated a mental health issue. This identified group of learners have struggled, despite a wide range of support mechanisms in place to help them, to the long term effects with lockdown, the isolation this brought and then the return to working in an educational establishment and the learning and exam process this brings. A number of learners were unable to adapt to meet the expectations set by the awarding bodies and therefore did not complete work , sit exams or they chose to leave rather than increase their stress/anxiety levels.

As we enter 2022/23 a number of key areas have identified different qualifications that are more flexible in order help support these learners further. Tutorial support is aimed even more at study skills, coping mechanisms and resilience to help all learners with their learning journey

Over the past 4 years the college has attracted more females than males to its learning cohort. In line with national trends they have also out performed males over this time. During 2020/21 there was a substantial difference in achievement but for 2021/22 the difference had reduced to 6 percentage points -the best over the last 4 years with there being an improvement in the male achievement and a decrease in the female to bring the different closer together. In future years the aim should be to return female achievement to its higher levels of achievement and, by improving the achievement in male dominated programmes such as construction, through a range of administrative improvements as identified on the QIP.

Evaluation of Staff

The College employs on average 280 staff, with an FTE of around 170, 29% of staff are employed to support our Foundation Learning students. Approximately 21% of staff are established teachers and 10% are hourly paid teachers.

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

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

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

The action plan for Equality, Diversity & Inclusion 2021-22 for staff can be found in appendix 3, all actions were completed and where appropriate are embedded in processes. The focus of support and development in 2021-22 has been the development of awareness and understanding of Gender Identity and Mental Health for staff to support their colleagues, students, and themselves.

In May 2022, the annual staff survey highlighted that 84% of staff felt they were treated fairly with dignity and respect, action plans are in place and are being monitored to understand this further. Issues identified at the time of writing are not related to protected characteristics.

The diversity of the college is changing, we have a 10% reduction in the split between male and females, with 10% less females than previously. The ratio is affected by the high numbers of female employees within our Foundation Learning department where 96% of the team are female.

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

9.5% of staff have declared themselves as non-white, a slight increase on previous years. The final ETF Workforce Return was completed in 2018-19 and is our main point for evaluation. The return highlights the relatively low proportion of Black, Asian and Minority Ethnic (BAME) staff in colleges (11% compared to 13% nationally, assessment of recruitment practices will be taken.

There has been a significant change to our gender split over the last year, mainly due to the increase in curriculum through football academies, where most employees are male. 68% of college staff are female. This is 10% less than last year and closer to the AOC findings of 64% of employees in Colleges being female in 2019-20. The Foundation Learning team remains predominantly female, with only 4% male staff employed.

The age distribution across our workforce has continued to change and we have seen a reduction in the number of under 35s employed by the College. We have also seen a dip in the number of 50–55-year-olds, whilst the over 60s has increased further. Succession Planning strategy is being developed to support this change in demographics.

Data

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

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

Appendix 1: Review of 2021-22 Student Action Plan

No	Issue	Actions	Expected Outcomes	Person Responsible	How Monitored (Reported)	Update July 2022	BRAG Status
1	Lack of good examples of embedding equality, diversity and inclusion recorded in observations	Re-launch observation process to curriculum. Mentor any teacher where lack of knowledge/skill is identified, recorded as reflective practice	Equality, Diversity and Inclusion teaching practices shared via Staff Hub	Amanda Bowns	Report progress and examples at the next E,D & I meeting Feedback from teaching staff	Positive feedback with regards to new observation process. The final rounds of observations are presently being completed with some good examples of where EDI have been embedded within the general practice New teaching staff with no teaching experience are undertaking Education and training programmes EDI is a key element within this and part of the reflective practice element of these courses. Teachers are now able to put this into practice	Green There has been movement forward – mainly in awareness. However more training is required to embed and give confidence
2	The majority of HE students are mature students	Supporting internal progression from Level 3 Build relationships with local schools and sixth forms and recruitment opportunities with employers	Recruit 10 more students under age 21	Shelly Van Meter	Student analysis	T Levels are being developed in Digital with delivery from Sept 2022. This will be developed as a progression route into HN Graphics from 2024. Continuing to develop link with local 6 th form and Women in STEAM.	GREEN Targeted marketing action has been taken. 4 school visits have taken place

3	Low declaration levels of disability or learning difficulty	<p>Review of enrolment process for HE</p> <p>Develop confidence in applicants and students to disclose information</p>	<p>Accurate data</p> <p>Increase number of students declaring whether they have a disability or learning difficulty to 75% students</p>	Shelly Van Meter	Student analysis	Enrolment process meeting has been scheduled. HE enrolment will be online.	<p>GREEN</p> <p>Enrolment process meeting has been held</p>
4.	Raise the profile of hidden disabilities	<p>Raise awareness through student induction</p> <p>Promote flexibility of courses to meet student needs</p> <p>Promote success stories, Signposts, using the student hub, community awareness</p>	<p>A culture of acceptance</p> <p>Widen participation in support services</p>	Naomi Cripps	<p>Staff and student survey question improvements</p> <p>Number of student stories to share</p>	<p>CCF project – barriers to progression and retention</p> <p>Autism Acceptance– social, press, staff and student hub</p> <p>Mental Health Awareness Week – social, press, staff and student hub</p>	<p>GREEN</p> <p>Actions embedded into our processes</p>
5.	Gender Identity understanding	<p>Included in mandatory tutorial programmes</p> <p>Digital Welcome Pack contains information re support</p>	A culture of acceptance	<p>Amanda Bowns</p> <p>Shelly Van Meter</p>	Feedback from students	<p>UCN CLs attended training in April and will develop a tutorial to be delivered in 2022-23 as part of Induction or Tutorial process.</p> <p>Tutorial team now in place and working with Course Leaders to support the embedding of best practice. staff training days have supported broadening of knowledge and built confidence in how to deliver/embed within programmes and how best to support learners with terminology (use of pronouns/ associated anxiety and acceptance etc)</p>	<p>GREEN</p> <p>Part of the induction process</p> <p>Specific tutorial before the end of October.</p>

Appendix 2: Students Achievement Rates

Table 1 Achievement by age

Further Education		Overall (includes E&M)					National Average	Difference	Excluding E & M
		College							
		2017/18	2018/19	2019/20	2020/21	2021/22		2021/22	
16-18	Leavers	1118	938	756	940	1011			610
	Achievement%	81.2%	77.4%	85.1%	65.9%	71.6%	82.4%	-10.8%	75%
19+	Leavers	2089	2099	1686	1625	1454			1239
	Achievement%	93.2%	89.7%	91.6%	84.3%	87.1%	90.6%	-3.5	89.9%
Total	Leavers	3207	3037	2442	2565	2465			1849
	Achievement%	89%	85.9%	89.6%	77.5%	80.8%	86.6%	-5.8%	85%

Table 2 – Overall Achievement by Gender

Gender	2018/19		2019/20		2020/21		2021/22	
	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %	Leavers	Ach %
Female	1,952	88.4%	1,534	92.7%	1696	82.3%	1350	83.8%
Male	1,085	81.4%	908	84.3%	1143	63.7%	1115	77.1%
All	3,037	85.9%	2,442	89.6%	2839	75.1%	2465	80.8%

Table 3 - Overall Achievement by Ethnic Group

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

Table 4 – Overall Achievement by Disability

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

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

High needs Main qual	College			National Average
	2019/20	2020/21	2021/22	
Leavers	63	81	129	
Retention	96.8%	98.8%	94.6%	93.3%
Achievement	87.3%	75.3%	85.3%	88.8%

Table 6- High Needs Learners – Overall Achievement - English

High needs English	College			National Average
	2019/20	2020/21	2021/22	
Leavers 16-18	16	24	27	
Leavers 19+	15	22	24	
Achievement	93.8%	32%	70.6%	90.2%

Table 7 – High Needs Learners – Overall Achievement - Maths

High needs Maths	College			National Average
	2019/20	2020/21	2021/22	
Leavers 16-18	8	20	25	
Leavers 19+	17	16	20	
Achievement	47.1%	30.6%	75.6%	86.2%

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

No	Issue	Actions	Expected Outcomes	Person Responsible for Action	How Monitored	Comments	BRAG Status
							Blue Complete Green - action on track Amber – action mainly on track or with some minor issues Red – action not on track or with significant issues
1.	Develop awareness and confidence of hidden disabilities	MHFA training MHFA for young people training Awareness sessions	A culture of Wellbeing, measured through the staff survey Confidence in supporting colleagues and students	Cathy Wright	Feedback from staff via staff survey	Mental Health training provided in January for all staff. Training included how to support students	GREEN MHFA training not provided in this year, action will be reviewed in 2022/23 with the Senior Mental Health Lead (JW2)
2.	Develop understanding of gender identity	Awareness sessions Fact file	A safe and diverse environment for all staff and students	Cathy Wright	Training day content Information on Staff Hub	Internal session held with all staff. Copy on Sharepoint 3 sessions with A Wells now held AB to add into the “thought of the day” Wellbeing mentor to develop strategies/activities to support the work.	GREEN Training will continue in 2022-23 and become mandatory rather than voluntary
4.	Continue to address the Gender Pay Gap issue	Complete actions from 2019/20 Gender Pay Gap report. Analysis of 2020/21 report	Reduction in Gender Pay Gap	Cathy Wright	Gender Pay Gap Report	GPG has improved slightly	GREEN

5.	Raise the awareness of Equality, Diversity and Inclusion for Managers	CMI Management Training Departmental human resource planning sessions held Succession planning strategy implemented	A high performing diverse work force at Newbury College.	Cathy Wright	Training feedback Senior Leadership Meetings	Training held, feedback and project work to be reviewed	BLUE
6.	Encourage the sharing of Equality, Diversity & Inclusion data by employees	Awareness created Time on training day	Realistic figures, upon which to base plans	Cathy Wright	Employee Analysis	Audit completed Communication completed	BLUE A reminder will be sent each year.

Appendix 4: Employee Key Priority Information

Table 1: Age of Staff

Age Band	Newbury College				National (College)			Local Area
	2018/19	2019/20	2020-21	2021-22	2016/17	2017/18	2018/19	2020 estimate
Under 25	7.3%	2.6%	5.9	4.6%	12.4%	13.8%	6.8%	10.4%
25-29	6.0%	4.9%	5.6	4.6%	10%	9.8%	8.2%	4.9%
30-34	9.0%	8.4%	8.1	5.6%	10.9%	10.9%	(9.7%	17.8%
35-39	12.6%	12.8%	12.2	10.8%	11.6%	11.5%	11.5%	
40-44	12.6%	12.9%	11.5	12.3%	14.8%	15.2%	11%	
45-49	14.1%	11.9%	11.9	11.3%	15.4%	15%	14.1%	22.6%
50-54	17.3%	20.8%	18.9	13.8%	12.7%	11.8%	15.5%	
55-59	11.7%	14.9%	11.1	18.5%	6.6%	5.2%	12.95%	
60+	9.4%	10.8%	15.5	18.5%	1.6%	1.2%	9.1%	25.8%
Unknown	3.7%	--			1.8%	3%	(0.2%	

Table 2: Ethnicity Data of Staff

Ethnicity	Newbury College				Similar colleges			Local Area
	2018/19	2019/20	2020/21	2021/22	2016/17	2017/18	2018/19	2011 census
White – English/Welsh/Scottish/Northern Irish/British	85.4%	(91.6%)	38.9%	44.2%	81.85%	85.2	85.4%	90.4%
White – Irish	1.5%	1.2%			1.4%	0.8%	1.5%	0.8%
White – Gypsy or Irish Traveller	--	--		0.5%	0.6%	0.5%	0%	0.1%
White – Any other	4.1%	3.9%	14.5%	14.2%	4.8%	3.6%	6.5%	3.5%
Mixed/Multiple ethnic groups – White & Black Caribbean	0.8%	--		0.5%	0.75%	1.8%	1.05%	0.5%
Mixed/Multiple ethnic groups – White and Black African	0.2%	0.5%		0.5%	0.4%	0.5%	0.8%	0.2%
Mixed/Multiple ethnic groups – White and Asian	--	--		0.5%	0.65%	0.6%	0.9%	0.5%
Mixed/Multiple ethnic groups – Any other	0.2%	0.8%	0.4%	1%	0.6%	0.8%	0.65%	0.3%
Asian/Asian British – Indian	1.2%	0.2%	0.4%	1.0%	1.5%	1.5%	1.7%	1.1%
Asian/Asian British – Pakistani	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	0.4%	--	0.4%		0.7%	0.65%	0.7%	0.4%
Asian/Asian British – Any other	0.6%	0.8%	0.7%		0.9%	0.8%	0.9%	0.5%
Black/African/Caribbean/Black British – African	1.6%	1.0%		0.5%	1.1%	1.05%	1.2%	0.5%
Black/African/Caribbean/Black British – Caribbean	0.5%	--			0.95%	0.6%	4.5%	0.3%
Black/African/Caribbean/Black British – Any other	--	--	0.4%		0.7%	0.8%	0.7%	0.1%
Other ethnic group – Arab	--	--			0.8%	1.1%	0.95%	0.1%
Other ethnic group – Any other	0.5%	0.4%			0.8%	0.8%	1.25%	0.1%
Prefer not to say	--	--		33%	--	--	--	
Unknown	3.1%	2.3%		4.1%	3.7%	5.5%	2.3%	0

Table 3 Gender of Staff

Gender	Newbury College						Local Area
	2016/17	2017/18	2018/19	2019/20	2020-21	2021-22	2020 review
Male	29.4	28.10	28.5	29.3	23	32%	49.5
Female	70.6	71.90	71.5	70.7	77	68%	50.4

Table 4 Disability analysis of Staff

Disability	Newbury College				Similar colleges			2020-21 National (AOC)
	2018/19	2019/20	2020-21	2021-22	2016/17	2017/18	2018/19	
Yes - rather not say	1.40%	0.60%	3.3%	5%	2%	2.10%	1.40%	5%
Yes - physical impairment	1.70%	0.10%			1.35%	0.80%	2.40%	
No	89.20%	97.70%	49.6	95%	90.30%	90.70%	89.55%	
Yes - learning difficulty	1.70%	0.60%			1.10%	1%	1.70%	
Yes - mental ill health	1.50%	0.60%			0.80%	1%	1.20%	
Prefer not to say	0.60%	--			1.50%	0.10%	0.50%	
Unknown	3.90%	0.30%	47	0%	2.30%	6.40%	4.50%	

Appendix 5

2022-23 Equality & Diversity Action Plan - Students

No	Issue	Action	Expected Outcomes	Person Responsible	How Monitored (Reported)
1	<p>Achievement rates in learners with learning difficulties or disabilities are below national average (NA):</p> <ul style="list-style-type: none"> • With LLDD 83.3% Ach (89.1% NA), Retention 92.6% (91.2% NA) • No LLDD 95.0% Ach (90.5% NA), Retention 97.9% (92.4% NA) 	To be reviewed with QIP	Raise achievement rates in learners with learning difficulties or disabilities to above national average (NA):	Amanda Bowns and Lee Hunt	Report progress and examples at the next E,D & I meeting
2	The majority of HE students are mature students	<p>Supporting internal progression from Level 3</p> <p>Developing new curriculum to support level 3 progression</p> <p>Build relationships with local schools and sixth forms and recruitment opportunities with employers</p>	Recruit 10 more students under age 21	Shelly Van Meter	Student analysis

3	Barriers to declaring disability or learning difficulty	Encourage access to support services	Accurate data	Shelly Van Meter Jane West2	Student analysis
4.	Student voice needs to be more involved in developing life at the College	Student council to reflect the diversity of the college Structure of student council implemented. Implement and promote student voice across different formats Student Voice training for students Identify barriers to using Student Hub and encourage adoption of the platform and space to compliment student experience	Student Survey results Student Hub Analytics	Steve Greenwood Naomi Cripps	Feedback from events Student Council outputs Student Hub feedback
5.	Awareness and acceptance of social change	Provide a community hub for Newbury, working with local partners. Development of tutorial provision to support social change	Students supporting events to improve awareness. Events held to support Community	Steve Greenwood Cobie Milsom Jane West2	Feedback from events Student Survey Feedback

2021-22 Equality & Diversity Action Plan - Staff

No	Issue	Actions	Expected Outcomes	Person Responsible for Action	How Monitored
1.	Develop awareness and confidence of mental health	MHFA training MHFA for young people training Awareness sessions	A culture of Wellbeing, measured through the staff survey Confidence in supporting colleagues and students	Cathy Wright	Feedback from staff via staff survey
2.	Low levels of employees with disability	Move to accreditation at Level 3 Develop links with Job Centre	An increase in the diversity of staff to improve success of college	Cathy Wright	Accreditation Number of disabled employees
3.	Continue to address the Gender Pay Gap issue	Complete actions from 2019/20 Gender Pay Gap report. Analysis of 2020/21 report	Reduction in Gender Pay Gap	Cathy Wright	Gender Pay Gap Report
4.	Only 84% of staff feel respected and valued at the College	Focus Groups Communication Management training	When employees feel respected and valued, they will enjoy work more and perform better	Cathy Wright	Question in staff survey improves
5.	Awareness and acceptance of social change	Speakers to keep up to date with societal issues Time to discuss/round table College swap Volunteer option	Employees feel equipped to deal with challenges at work. Employee voice is effective	Cathy Wright	Question in staff survey improves