



**Single Equality Duty
2017/2018**
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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 Single Equality Duty 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 discussion with representatives of internal and external members of the College Community, which include:

- Students
- Teaching staff
- Support staff
- Parents
- Governors
- Visitors to the College
- Students on placement
- Employers
- Sub-contractors
- Facilities management

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 Single Equality Duty 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".

1. Help prepare for a fair and flexible labour market that draws on the talents of all and builds a strong economy.
2. Change culture and attitudes; reduce prejudice, which holds people back from achieving their potential and tackle discrimination, hatred and violence in College and the community.
3. Empower individuals and, where possible, communities by promoting greater participation in education and training.
4. Ensure 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

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, irrespective of age, disability, gender, gender reassignment, race, religion or belief, sexual orientation or social-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the College feel proud of their identity and are able to participate fully in College life.

The Equality Act 2010 was introduced to ensure 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.

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. 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 SED

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 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:

- Annual Report to the Governors
- Termly SED Committee Meetings
- Equality & Diversity Action Plan
- Workforce and student data
- Teaching and Learning SED Report
- Tutorial SED Report
- SED Action Plan

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

The SED 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.

SED Outcomes 2017-18

The 2017/18 EDIMS were based on the analysis of students and apprentices, in line with the SED Priorities, the outcomes of these EDIMs are

EDIM 1.0 - apprentices: Improve apprentices' achievement rates for those who are adults, from non-white British ethnic background, and with learning difficulties and disabilities by directing learning support towards such apprentices.

Outcome

In 2016/17, there were two non-white British apprentices and in 2017/18, there was 1 non-white British apprentice. None of these apprentices had learning difficulties and disabilities, therefore we have not had the opportunity to improve these achievement rates.

EDIM 2.0 – Students on classroom provision: Improve students' achievement rates for those who are under the age of 19, male and female, from white British ethnic background and with or without learning difficulties and disabilities by directing learning support towards such students.

Outcome

All classroom achievement for White British, Under 19 was

1617 – 72.1%

1718 – 76.9% - a rise of 4.8%.

For those on the learning register (White British, under 19) the achievement rates were

1617 – 73.0%

1718 – 80.7% - a rise of 7.7%

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. In both cases the achievement of students with those conditions is significantly above the national averages for students with these problems but lower than the overall College average. For apprentices, whilst number of students with disabilities are low, the achievement rate for these learners is not systematically different from their peers.

EDIM 3.0 - Gender: Work closely with marketing to promote more education to adult male students and female apprentices.

Outcome

Marketing activity focussed on these areas, case Studies, STEM events and promotional materials were used.

EDIM 4.0 Quality – raise the percentage of students participation in the in-house E&D programme from 75% to 90%.

Outcome

The percentage of students completing the E&D programme in comparison to last year has improved from 75% in 2016/17 to 88%.

EDIM 5.0 Leadership – encourage all staff to complete E&D distance learning programme at level 2 with at least 25% completing this programme in 2017/18.

Outcome

This has not been achieved, Counselling Level 2 on-line training became the priority to support caseloads. To improve E&D awareness across the College, CPD events were held for staff relating to “anxiety awareness”, “working with the deaf”, “Respect” campaign, “Features of outstanding teaching in high needs students”.

Appendix 1 identifies the achievement rates of students within the priority areas. Appendix 2 provides staffing information within the priority areas.

Age

The College welcomes people of all ages and we seek to create a culture that is strong in relation to mutual respect, removes barriers to achievement and challenges cultural stereotypes. We do not tolerate age-based harassment.

Gender

The College welcomes people of all genders and we seek to create a culture, which is strong in relation to mutual respect, removes barriers to achievement and challenges cultural stereotypes, particularly with respect to occupation. We do not tolerate gender-based harassment.

Ethnicity

The College recognises that whilst the majority of its community belong to the group of ‘White British’, some of its students and staff do not and they may have experienced racial discrimination. The College is committed to being a place where all people feel valued, respected, and able to develop equally. We will take positive action to eliminate racism and its effects and racial harassment will not be tolerated in any area of College life.

LDD

Students with learning difficulties/ disabilities are well represented and supported at the College. The College provides an outstanding specialist LLD provision as well as integration across the rest of the College. We continue to be committed to the development of new and better opportunities for all and therefore the College seeks to be proactive in removing barriers to participation and success for students and employees with a learning difficulty or disability.

Newbury College is slightly higher in employees with disability from 2016/17 SIR data insights report with 6% declared with a disability compared to 4.5% across Colleges similar to Newbury College.

Data

The following data will be reviewed during the year to measure and monitor achievements and changes.

- Single Equality Duty - Equality and Diversity Action Plans
- Single Equality Duty - Workforce Data from SIR Data Insights
- Single Equality Duty Policy
- Equality data relating to staff and students who share selected protected characteristics will be published annually to show how the College is complying with the Public Sector Duty.

2018-19 Priorities

1 Learners								
No	Issue	Actions	Expected Outcomes	Person Responsible for Action	How Monitored (Reported)	By When	CRAG	Comments
1	Ethnicity - students of 'mixed' heritage generally have achievement below the average	<ul style="list-style-type: none"> Examine any specific support needs of students identifying as 'mixed' heritage Provide targeted support for any students in this group at risk of withdrawal or non-achievement 	The achievement rate of students of 'mixed' heritage rises to be similar to the overall average	VP – Students & Curriculum	Curriculum Managers' Meetings	July 2019		
2	Ethnicity - participation in apprenticeships for learners from BAME communities is very low	<ul style="list-style-type: none"> Identify potential barriers to participation and implement actions to address Ensure diversity in images used to market apprenticeships 	The number of apprentices from BAME communities rises to a rate which reflects the local community	Director of Business & Partnerships	Apprenticeship Team meetings	July 2019		
3	Disability – the achievement of students with medical conditions and those with mental health difficulties is significantly above the national averages for students with these problems, but lower than the overall College average	<ul style="list-style-type: none"> Review support needs of students with medical conditions and those with MH difficulties Provide targeted support for any learners in these groups at risk of withdrawal or non-achievement Introduce well-being mentor role Increase MH First Aid training 	The achievement rates of students with medical conditions and those with MH difficulties rise to be similar to the overall average	Student Services Manager	Curriculum Managers' Meetings	July 2019		

2 Staff								
No	Issue	Actions	Expected Outcomes	Person Responsible for Action	How Monitored	By When	CRAAG	Comments
1	Not all teachers are up to date with E&D awareness	Promote the completion of E&D training.	100% completion of E&D training.	Director of HR	CPD progress reports.	April 2019	R	
2.	PT teacher's good or outstanding lesson observation grades are 5.6% lower than FT teachers (90.6%). Statistics to be analysed also by gender	Provide additional support and monitoring of planning for PT teachers ahead of peer observations and announced observations.	PT teacher observations to be similar to FT teacher observations i.e. 90%+ Good and outstanding.	TQM	Coaching and mentoring records. Observation reports	April 2019	R	
3.	Some managers require safer recruitment training and recruitment skills training	Management recruitment training	Staff will not allow bias to affect their recruitments decisions	Director of HR	CPD progress reports	June 2019	R	
4.	Gender pay gap reporting	To take the actions from our first Gender Pay Audit.	To reduce the difference between the average hourly earnings of men and women.	Director of HR	EOM Meetings	June 2019	R	
5.	% of men employed within Foundation Learning Support assistants	To develop marketing material for the recruitment of men into Foundation Learning	An improved % split of men to women, currently at .055. Aim to improve to 1%	Director of HR	EOM Meetings	June 2019	R	

Appendix 1: Student Achievement Rates 2017-18

The College carefully monitors achievement rates between students on the basis of key protected characteristics, including age, gender, ethnicity and disability. Where systematic gaps in achievement are identified, specific actions are undertaken to lessen these differences.

Age Analysis:

Table 1, Achievement rates by age group

Age	2015/16		2016/17		2017/18	
	Leavers Overall	Ach Overall %	Leavers Overall	Ach Overall %	Leavers Overall	Ach Overall %
16-18	1,379	73.7	1,294	78.8	1,118	81.2
19 +	2,266	89.5	1,993	87.5	2,089	93.2
All	3,645	83.5%	3,287	84.1%	3,207	89.0%

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 short programmes, which typically have very high rates of achievement. Where achievement rates for 16-18s and adults are compared for similar programmes (substantial long courses) there is no systematic achievement gap between these two groups of students.

Gender Analysis:

Table 2, Achievement rates by gender

Gender	2015/16		2016/17		2017/18	
	Leavers Overall	Ach Overall %	Leavers Overall	Ach Overall %	Leavers Overall	Ach Overall %
Female	2,102	85.2	1,890	85.5	2,067	90.9
Male	1,543	81.2	1,397	82.2	1,140	85.6
All	3,645	83.5%	3,287	84.1%	3,207	89.0%

Again, 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. For example, the gap between female and male students aged 16-18 in 2017/18 is only 0.5% and has, over the last five years, varied with male achievement being positive or negative in relation to female achievement in different years. This also the case for apprentices, where achievements rates of men and women vary over time, with no systematic achievement gaps.

Ethnicity Analysis:

Table 3, Achievement rates by ethnicity group

Ethnicity Group (QAR)	2015/16		2016/17		2017/18	
	Leavers Overall	Ach Overall %	Leavers Overall	Ach Overall %	Leavers Overall	Ach Overall %
White	3,242	83.5	2,951	83.8	2,865	88.8
Mixed	96	78.1	75	81.3	75	86.7
Asian	170	85.3	130	89.2	147	93.2
Black	93	84.9	95	84.2	79	86.1
Other	44	88.6	36	94.4	38	100.0
Not App/Unknown					3	100.0
All	3,645	83.5%	3,287	84.1%	3,207	89.0%

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 slightly higher rate than those defining themselves as 'White British'. However, further analysis, where students are defined into broad 'ethnicity groups' (as shown above), shows that Asian students typically have higher achievement rates than the College average, the achievement of black students is sometimes positive or negative in relation to the average (i.e. no systematic difference) and students of 'mixed' heritage generally have achievement below the average. For apprentices, no systematic gaps in achievement are discernible, due to very low numbers of learners from Black, Asian or minority ethnic communities. The key area for development for Apprenticeships is, therefore, to increase participation from BAME communities.

Disability Analysis:

Table 4, Achievement rates by learning difficulty, disability or health problem

Disability	2015/16		2016/17		2017/18	
	Leavers Overall	Ach Overall %	Leavers Overall	Ach Overall %	Leavers Overall	Ach Overall %
Has difficulty/disability/health problem	1,042	77.0	985	81.3	994	85.3
No difficulty/disability/health problem	2,595	86.1	2,300	85.3	2,205	90.7
No information provided by the learner	8	100.0	2	100.0	8	100.0
All	3,645	83.5%	3,287	84.1%	3,207	89.0%

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 significantly above the national averages for students with these problems, but lower than the overall College average. For apprentices, whilst numbers of students with disabilities are low, the achievement rate for these learners is not systematically different from their peers.

Family income

Young people whose families receive means-tested benefits and who are, therefore, entitled to free meals, have an achievement rate of 87.5%. This is very significantly above the national average of 67.8% for students in receipt of free meals and above the average for their peers of 80.9%.

Summary findings

Overall, the analysis of achievement rates on the basis of key protected characteristics shows:

- There are no systematic achievement gaps between young people and adults, when the nature of their courses is taken into account
- The achievement rates of men and women are not systematically different, when these are considered on the basis of age group
- The comparison of student achievement by broad ethnic groups shows that all groups achieve at a higher rate than their peers nationally but, within the College, Asian students generally have higher achievement than average and those from mixed backgrounds tend to have lower achievement than average. This trend is also the case for colleges nationally.
- Students defining themselves as having a learning difficulty, disability or health problem generally have a lower achievement rate than those who do not. This is due to the lower achievement of the more significant groups of students with medical problems or mental health problems, which are more likely to affect their ability to study

Appendix 2: Employee Key Priority Information 2017-18

Age - FTE	SIR 2017/18	SIR 2016/17	SIR 2015/16
16-24	11.60	9.2	5.3
25-39	30.50	27.6	22.5
40-44	21.70	20.7	6.9
45-54	25.00	29.5	39.7
55-59	6.30	8.9	11.6
60+	4.80	4.1	14.1

The FTE % of 60+ is linked to the higher number of part time employees, we have 17% of the headcount of employees over 60.

Gender	SIR 2017/18	SIR 2016/17	SIR 2015/16
Male	28.10	29.4	31.5
Female	71.90	70.6	68.5

The wide gender split is apparent in our Foundation Learning department, which has 51 women and only 3 men.

Ethnicity - all staff	SIR 2017/18	SIR 2016/17	SIR 2015/16
Any other	0.10	0.9	0.5
Asian/Asian British - Any other	0.60	1.1	1.8
Asian/Asian British - Chinese	0.30	0.7	0.8
Asian/Asian British - Indian	1.50	1.9	2
Asian/Asian British - Pakistani	1.00	1.6	0.8
Black/African/Caribbean/Black British - African	1.30	2.1	1.3
Mixed/Multiple ethnic groups - Any other	0.50	0.4	0.1
Mixed/Multiple ethnic groups - White and Black African	0.50	0.4	0.4

Mixed/Multiple ethnic groups - White and Black Caribbean	0.60	0.5	0.5
Not provided	-	-	-
Other ethnic group - Any other	0.50	0.9	0.1
White - Any other	4.80	4.8	0.5
White - English/Welsh/Scottish/Northern Irish/British	85.40	82.6	84
White - Irish	0.50	0.8	1.6
Blank	3.10	2	0.8

Disability	SIR 2017/18	SIR 2016/17	SIR 2015/16
Staff Overview	5.70	6	5.2