



New College is committed to Equality, Diversity, Inclusion and Excellence.

The Equality Act 2010

1. The Equality Act 2010 (the Act) replaced previous anti-discrimination laws with a single Act. It simplified the law, removing inconsistencies and making it easier for people to understand and comply with. It also strengthened the law in important ways, to help tackle discrimination and inequality.

2. The public sector **Equality Duty** (section 149 of the Act) came into force on 5 April 2011. The Equality Duty applies to public bodies and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

3. The Equality Duty is supported by **specific duties**, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to publish relevant, proportionate information demonstrating their compliance with the Equality Duty and to set themselves specific, measurable equality objectives. The specific duties require public bodies to:

- publish information to show their compliance with the Equality Duty, at least annually; and
- set and publish (one or more) equality objectives, at least every four years.

4. Information they publish must show that they had due regard to the need to:

- **eliminate unlawful discrimination**, harassment and victimisation and any other conduct prohibited by the Act;
- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **foster good relations** between people who share a protected characteristic and people who do not share it.

The protected characteristics covered by the Equality Duty are:

- age
- disability
- gender reassignment
- marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- pregnancy and maternity
- race - this includes ethnic or national origins, colour or nationality
- religion or belief - this includes lack of belief
- sex
- sexual orientation

5. Public bodies must publish information to show that they consciously thought about the three aims of the Equality Duty (at point 4) as part of the process of decision-making.

The information published must include:

- information relating to employees who share protected characteristics (for public bodies with 150 or more employees);
- and information relating to people who are affected by the public body's policies and practices who share protected characteristics (for example, service users).

Summary information is given in this document. More detail is provided in the charts below. If you would like more information or have a specific information request, email equality@newcollege.ac.uk

6. The specific duties require public bodies to prepare and publish one or more specific and measurable equality objectives which will help them to further the three aims of the Equality Duty. All public bodies subject to the specific duties must publish their first equality objectives by 6 April 2012. Subsequent objectives must be published at least every four years.

Our Employment Practices (Statistics for academic year 2010 - 2011)

7. Recruitment. We seek to recruit staff and students who represent the diversity of our local community, promoting equality of opportunity and encouraging good relations between people of different groups. We follow best practice in recruitment and selection and review our recruitment practices annually to monitor the progress of different groups of applicants through our selection systems. We actively encourage applications from under represented groups. We are part of the national Two Ticks "Positive about Disabled People" scheme whereby we guarantee a job interview to disabled applicants who meet the essential criteria in the job description. We are currently investigating positive actions as defined under the law, to increase the ethnic diversity of the workforce.

8. Our Workforce. We collect information about our workforce at application and encourage staff to update this annually on our database.

Gender. The percentage of female staff is 69% and male staff 31%. 80% of our staff work part time. Of those who work full time female and male are equally represented.

Disability. 3% of our workforce have disclosed a disability.

Ethnicity. At 6% the percentage of our staff who declare themselves to be from a Black, Asian or Ethnic Minority group (BME), is above the average for college staff across the South West. Staff who describe themselves as White but not British are also 6% of the total.

9. Our employment policies are continually reviewed and updated and new ones added as the need arises. The "*Equalising Opportunities Celebrating Diversity*" and "*Gender Reassignment*" policies are amongst those updated recently.

10. Equality and Diversity are given high priority in our Continuous Professional Development Programme with all new staff completing an on line training course and all staff having the opportunity to attend staff development sessions on topics such as the Equality Act 2010, Transgender Equality, Embedding Equality and Diversity in Teaching and Learning, Understanding Aspergers and Autistic Students. Staff in specialist roles are supported to gain specialist professional qualifications and our specialist learning support team who work with students with disabilities and learning difficulties are highly qualified in this area.

11. We employ an Equality and Diversity Coordinator and have a cross college Equal Opportunities Working Group which meets termly. Reports on equality monitoring and action plans drawn from them are presented to senior managers and governors.

Our Teaching and Learning

15. We are subject to the OFSTED inspection framework which requires us to provide evidence of policies, practices, teaching materials and a culture which enables us to exceed the legal requirements. Equality and Diversity feature in learning plans and schemes of work for all our provision. Teachers are observed in their work and feedback is given on the extent to which they are meeting the public duties of the Act, that is, eliminating discrimination, advancing equality of opportunity and fostering good relations. Specialist resources and support services are available to meet the requirements of students who have declared disabilities or learning difficulties. Our specialist Learning Support services have developed to meet the complexity of student requirements and were described as outstanding at our last OFSTED inspection.

16. Equality and Diversity are taught as assessed modules on many of our qualification based courses, for example, Public Services, Health and Social Care, Public Services and Teacher Training. We teach young people and adults subjects within which the nature of society and social policy is examined and debated, for example, Citizenship, Sociology, Politics and Economics. Other employers use our work based learning provision to train their own staff in Equality and Diversity. Our successful English for Speakers of Other Languages provision also provides social support and citizenship education to assist those making a life in Britain.

17. We display positive images of our diverse student group in our prospectus, marketing materials and displays inside and outside the college.

Our Student Population (Statistics for academic year 2010 - 2011)

18. We provide education for over 3,000, 16 -19 year old students and over 7,000 adult students. 80% of our students are from Swindon which has increased ethnic diversity in recent years. We monitor our student intake against the local secondary school population and the local population. We monitor our student achievement and investigate any discrepancies between different groups.

19. We collect information on our students at application and enrolment.

Gender. We attract more female students than male. At age 16-18 the balance is 52% to 48% and at 19+ it is 56% to 44%.

Disability. The percentage of students who declare a disability, learning difficulty or medical condition has grown year on year and is now 15% at age 16-18 and 8% at 19+.

Ethnicity. The percentage of students from Black, Asian or Ethnic Minority group is 14% at age 16-18 and 15% at 19+. We ask students to identify themselves as one of the 18 ethnic groups used in the recent national Census. We have 105 nationalities studying with us.

20. Student opinions on their College experience provide us with valuable feedback. There are many surveys and discussion groups to elicit student views. Amongst the tools we use are student surveys conducted by an external company which indicated that 95% of students aged 16-18 agree that the college is a safe place to learn and 95% agree that they are treated fairly

and equally. Amongst students aged 19+ 92% agree that they are treated equally but were not asked about safety. This data is analysed by the characteristics of the respondents and can be benchmarked against the further education sector.

Our Student Achievement (Statistics for academic year 2010 - 2011)

21. Our overall success rates were 83% for students aged 16-18 and 84% for those aged 19+. We analyse our success rates by student characteristics at College wide level and by course and use national benchmarks to evaluate our work.

Gender. At age 16-18 female success rate was 84% and male 82% while at 19+ female success rate was 81% and male 86%.

Disability. Students who declare a disability, learning difficulty or medical condition achieved an 82% success rate at age 16-18 and 76% at 19+.

Ethnicity. Students from Black, Asian or Ethnic Minority groups achieved 83% success rate at age 16-18 and 78% at 19+. Students from White British backgrounds achieved 83% success rate at age 16-18 and 87% at 19+. We also analyse our success rates by the 18 ethnic groups used in the Census although in many cases numbers are too small to be indicative of trends and vary year on year.

Our relations with our local community

22. We have longstanding relationships with community groups. For many years we have run Diversity Weeks where staff and students interact with representatives from these groups and engage in displays and activities intended to promote equality and recognize the diversity of our College and our community. Recent visitors have included:

Swindon Race Equality	Council Punjabi Community Association
Tamil Association and Hindu Samaj	African Womens' Group
Representatives from the Turkish community	Sikh Temple
Jewish Community	Guide Dogs for the Blind
National Autistic Society	Out of the Can (LGTB Support)
Quakers	Asian Women's Association
Youth for Christ	Evangelical Church
Nepalese Association	Pagan and Witchcraft
Wiltshire Men's Sexual Health	Living Options - Scope

23. In 2010 we joined with our neighbouring college to engage with BME young people, their families and community groups, to gather perceptions and opinions about the work of the Colleges in Swindon. We got very useful feedback and much positive comment from this exercise.

24. Our staff engage with local schools, the police and other agencies on community cohesion issues as the need arises.

Other Protected Characteristics

25. We do not currently collect information from our staff or students on sexual orientation, gender reassignment or religion and belief but we have included these characteristics in policy and procedure such as our equality policy and bullying and harassment procedures. We have a Gender reassignment policy intended to offer guidance to all.

26. We have a College Chaplaincy team, comprising volunteers from local faith groups and a dedicated room that can be used by staff and students for prayer, meditation or similar activities. We invite members of faith groups to join our chaplaincy and monitor the use of the room with a view to ensuring that we support a diversity of beliefs.

Our equality objectives

27. We already analyse much of our work by the diversity characteristics of our employees and students and are developing this through our self assessment processes at course level and for business support functions. As a result there are action plans and objectives at many levels in the organization.

28. We have embarked on a process of assessing the equality impact of our policies and procedures which has in turn highlighted the requirement for more comprehensive data and improved systematic use of diversity data.

29. After consideration of our policies and practices and the equality impact of our work, we have chosen two equality objectives as our focus over the next four years:

- To improve success rates for equality groups performing below College and/or national benchmarks, by narrowing achievement gaps,
- To develop the diversity of the workforce and the governing body.

Action plans will be set in place to achieve these goals and reviewed annually.

Your opinions

This paper has been prepared to meet the requirements of the Equality Act 2010 which requires the College to

- publish information to show their compliance with the Equality Duty, at least annually; and
- set and publish (one or more) equality objectives, at least every four years.

We hope that you have found information useful and interesting. There is more detail in the papers below. If you would like to comment, to ask questions or to give us your opinions on your experience at New College, Swindon, then please email equality@newcollege.ac.uk

Equality and Diversity Coordinator
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**New College 2010/11 Equal Opportunities and Diversity Monitoring Report
Key Facts for Publication**

**Data sources: Students ProAchieve 2011 with 09 10 national benchmarks
Staff Records SIR in College and LSIS FE Workforce Data
Swindon Borough Population Estimates 2008 based on
2001 Census
Swindon Borough 2010 11 Secondary School Population.**

Percentages rounded to nearest whole number and may be over or under 100%.

1. Students. More female than male.

		Female	Male
10 11	Students 16-18	52%	48%
10 11	Swindon Secondary School Students at 15 -16	50%	50%
10 11	Students 19+	56%	44%
10 11	All Ages All Students	55%	45%
09 10		57%	43%
08 09		56%	44%
07 08		59%	41%
2009	Swindon Borough Council Population Estimates based on 2008 estimates	50%	50%

2. Students. BME proportion exceeds local population.

		BME (Not White)	All White	Unknown
10 11	Students 16-18	14%	85%	1%
10 11	Swindon Secondary School Students at 15 -16	12%	86% %	2%
10 11	Students 19+	15%	81%	4%
10 11	All Ages All Students by person	14%	83%	3%
09 10		13%	85%	3%
08 09		14%	83%	3%
07 08		11%	85%	4%
2009	Swindon Borough Council Population Estimates based on 2008 estimates	7%	93%	n/a
10 11	105 Nationalities			

3. Student success rate for aggregated minority ethnic groups equal to or higher than White British at 16-18 and lower at 19+ with much variation between different 16 ethnic groups reported upon.

10 11 Success	BME	National Benchmark 09 10	White British	National Benchmark 09 10	White Other	National Benchmark 09 10	Whole College
16-18	83%	78%	83%	79%	85%	80%	83%
19+	78%	76%	87%	81%	75%	80%	84%

4. Female student success rates higher than male at 16-18 and lower at 19+ but all above national benchmark for 09 10.

10 11 Success	Female	National Benchmark 09 10	Male	National Benchmark 09 10	Whole College
16-18	84%	80%	82%	78%	83%
19+	81%	80%	86%	79%	84%

5. Participation by students declaring a disability, learning difficulty or medical condition increases by 2 percentage points in 10 11 across whole age range.

10 11	Disability/Learning Difficulty/ Medical Condition Disclosed	Success	National Benchmark 09 10	Whole College
16-18	Enrolments	15%	82%	83%
19+	Enrolments	8%	76%	84%

6. Student Opinion Surveys 2010/11. 95% of students aged 16-18 agree that the college is a safe place to learn and 95% agree that they are treated fairly and equally. 92% of students aged 19+ agree that they are treated equally.

7. Staff. More female staff than male and above the national rate.

	10 11	09 10	08 09	07 08	LLUK All Staff 09 10
Female	69%	67%	69%	68%	64%
Male	31%	33%	31%	32%	35%

8. Staff. Percentage disclosing a disability has fallen and is below the national rate. The College is a “Positive about Disabled People” employer, guaranteeing an interview to any disabled applicant who meets the selection criteria.

	10 11	09 10	08 09	07 08	LSIS All Staff 09 10
Disability disclosed	2.7%	3.3 %	2.8%	2.6%	3.2%

9. Staff. The % of staff who describe themselves as from a black or minority ethnic (BME) group is above the rate for College staff in the South West but below the national rate, the Swindon population and our student population.

	10 11	09 10	08 09	07 08	LSIS All Staff 09 10	Swindon Pop 2008 estimates
BME (Not white)	6%	6%	5%	5%	9%	7%
White not British	6%	6%	6%	5%	4%	5%

10. Staff recruitment. The College continues to encourage applications from people from ethnic minority groups who are underrepresented within the workforce. Rate of applications from this group are lower this year.

% of total	10 11 Applications	09 10 Applications	08 09 Applications
BME (Not White) Applicants	11%	16%	17%
White not British Applicants	6%	5%	5%

Trend in success rate by gender

			2008/09	2009/10	2010/11	Provider Group	National
16-18	Male	Starts	3,806	4,080	4,166	574,423	905,247
		Success Rate	74.9 %	77.3 %	81.2 %	80.8 %	80.8 %
	Female	Starts	4,393	5,007	4,896	540,348	911,558
		Success Rate	76.3 %	78.2 %	84.0 %	82.4 %	83.1 %
	Total 16-18	Starts	8,199	9,087	9,062	1,114,771	1,816,805
		Success Rate	75.7 %	77.8 %	82.7 %	81.6 %	82.0 %
19+	Male	Starts	2,516	2,497	2,291	320,857	522,413
		Success Rate	83.5 %	80.2 %	86.4 %	80.1 %	80.7 %
	Female	Starts	3,234	2,654	2,166	475,785	816,088
		Success Rate	86.3 %	80.3 %	80.9 %	81.6 %	81.9 %
	Total 19+	Starts	5,750	5,151	4,457	796,642	1,338,501
		Success Rate	85.1 %	80.2 %	83.7 %	81.0 %	81.4 %
Total	Starts	13,949	14,238	13,519	1,911,413	3,155,306	
	Success Rate	79.5 %	78.7 %	83.0 %	81.3 %	81.7 %	

Provider Group is all General FE Colleges

Our data is available in the same format for a large number of ethnic groups. If you would like to see this, then email equality@newcollege.ac.uk

Trend in success rate by Learning Difficulties/Disabilities/Health Problems (LLDD)

			2008/09	2009/10	2010/11	Provider Group	National	
16-18	LLDD - Yes	Starts	848	1,266	1,355	226,452	339,361	
		Success Rate	77.7 %	79.0 %	82.1 %	82.9 %	81.9 %	
	LLDD - No	Starts	5,487	5,540	5,869	861,410	1,425,059	
		Success Rate	75.2 %	77.5 %	83.0 %	81.3 %	82.1 %	
	LLDD - Unknown	Starts	1,864	2,281	1,838	26,909	52,385	
		Success Rate	76.1 %	77.8 %	82.3 %	78.4 %	78.6 %	
	Total 16-18	Starts	8,199	9,087	9,062	1,114,771	1,816,805	
		Success Rate	75.7 %	77.8 %	82.7 %	81.6 %	82.0 %	
	19+	LLDD - Yes	Starts	250	354	370	130,374	225,857
			Success Rate	76.8 %	77.1 %	76.2 %	81.5 %	81.8 %
LLDD - No		Starts	4,777	4,103	3,342	632,261	1,029,146	
		Success Rate	86.6 %	81.8 %	83.5 %	80.9 %	81.6 %	
LLDD - Unknown		Starts	723	694	745	34,007	83,498	
		Success Rate	77.6 %	72.8 %	88.7 %	81.1 %	78.7 %	
Total 19+		Starts	5,750	5,151	4,457	796,642	1,338,501	
		Success Rate	85.1 %	80.2 %	83.7 %	81.0 %	81.4 %	

Provider Group is all General FE Colleges