



**EQUALITY INFORMATION  
ACADEMIC YEAR 2017-18:**

**EMPLOYMENT PRACTICES  
TEACHING AND LEARNING  
STUDENT POPULATION  
STUDENT ACHIEVEMENT**

**EQUALITY OBJECTIVES  
2016-20**



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

## CONTEXT

1. Our most recent Ofsted inspection in November 2017 graded New College as Good and commended equality and diversity at New College as follows:

- Learners who require additional help receive good support for their needs, whether these are specific to the course or for mental health or social issues.
- Learners looked after, young carers and disadvantaged learners perform well and achieve as well as their peers as a result of close monitoring of their progress and the help given to them by college staff.
- Learners are able to explain the risks posed by extremist groups. They are respectful of one another and of the college facilities.
- In lessons and tutorials, they discuss how democracy, tolerance and the diversity of society are reflected in college and the part they play in maintaining the rule of law.

2. The Equality Act 2010 (the Act) replaced previous anti-discrimination laws with a single Act.

3. The Public Sector Equality Duty came into force on 5 April 2011. The Equality Duty applies to public bodies and others carrying out public functions, including New College. 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. On 31 March 2017 the duty to conduct and publish a gender pay audit was added.

4. The Public Sector Equality Duty is supported by specific duties, 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,
- publish gender pay gap information relating to employees.

5. The information which public bodies 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

6. Public bodies must publish information to show that they consciously thought about the three aims of the Equality Duty (at point 5) 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 on these topics is given in this document. If you would like more information or have a specific information request, email [equality@newcollege.ac.uk](mailto:equality@newcollege.ac.uk)

7. All public bodies subject to the specific duties were required to publish their first equality objectives by 6 April 2012 and set new ones at least every four years.

## EMPLOYMENT PRACTICES (Academic year 2015-16)

8. **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 underrepresented groups. We have previously taken part in the national Two Ticks "Positive about Disabled People" scheme and are now signed up to **Disability Confident**, offering an interview to disabled people who meet the minimum criteria for the job. Support for staff with disabilities, physical or mental health

conditions has been enhanced and includes an independent support service.

9. **Our Workforce.** We collect information about our workforce at application and in service.

- **Gender.** The percentage of female staff was 71% and male staff 29% with 77% of our staff working part time.
- **Disability.** Disclosed by 4% of our workforce.
- **Ethnicity.** Staff declaring themselves to be from a Black, Asian or Ethnic Minority group (BAME) accounted for 9%. Staff who describe themselves as White not British were 7% of the total. Staff declaring themselves to be White British accounted for 82%.

10. 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 apply to staff and students. We surveyed our staff, anonymously, in March 2016 and 83% of the 244 respondents agreed that "I am treated fairly and with dignity and respect in this organization" with 89% agreeing that "Equality of opportunity is embedded into the culture of the College".

### 11. Gender Equality in Pay

We review all our policies and practices to ensure that discrimination does not occur and have conducted gender pay audits in line with new regulations.

In March 2017 our mean male salary was 11.8% above female, well below the national average of 18.4%. Although men and women are paid equally for equal work, the different roles in which men and women work attract different salaries.

Further detail of our analysis and the actions we are taking can be found at <http://www.newcollege.ac.uk/assets/site/New-College-Gender-Pay-Gap-Report-2017-2018.pdf>

Staff with caring responsibilities are well served at New College with options including flexible working patterns, part time and term time contracts, one year career breaks, salary sacrifice child care vouchers and a nursery near the main site. In particular the rate of return after maternity leave is high with contract flexibility available. There have not yet been any requests for shared parental leave.

12. Equality and Diversity are given high priority in our Continuous Professional Development Programme with new staff completing an e learning course and opportunities to attend staff development sessions on topics such as Transgender Equality, Embedding Equality and Diversity in Teaching and Learning, British Values and Mental Health Awareness. 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.

We employ an Equality and Diversity Coordinator. Reports on equality monitoring and action plans drawn from them are presented to senior managers and governors.

## TEACHING AND LEARNING

13. We are subject to the OFSTED inspection framework which requires us to

- ***“actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between***

***different groups of children and learners”***

- ***“actively promote British values”***

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 promotion of equality and diversity thereby meeting the public duties of the Act, that is, eliminating discrimination, advancing equality of opportunity and fostering good relations.

14. Specialist resources and support services are available to meet the requirements of students who have declared disabilities or learning difficulties. We have experience of supporting a wide range of students including those who declared physical impairment, visual impairment, deafness, mental health difficulties and conditions on the autistic spectrum. Our modern building is fully accessible and includes a Skills Development Centre which provides a focus for Additional Support. Our staff have extensive networks with specialist organisations and offer in depth support to vulnerable students.

15. In addition to embedding Equality and Diversity in the full range of learning, these areas are taught as assessed modules on many of our qualification based courses, for example, Public Services and Health and Social Care. We teach young people and adults subjects within which the nature of society and social policy is examined and debated, for example, Sociology, Politics and Economics. Group tutorials within our Tutorial programme include diversity themes. Our successful English for Speakers of Other Languages provision supports those making a life in Britain. We also work with partners to deliver tailored provision to many vulnerable groups such as prisoners and troubled families.

**16. British Values** feature in our taught courses and in the way we manage student life in college. We display positive images of our diverse student group and promote our ethos of respect for all in our prospectus, marketing materials and themed displays.

## STUDENT POPULATION

(Academic year 2016-17)

**17.** The detailed equality analysis in this report covers the 6,500 students in provision falling within the remit of Ofsted inspection. The Swindon population has increased in 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.

**18.** We collected information on our students at application and enrolment.

- **Gender.** We had more female (55%) students than male (45%) at age 16-18 and at 19+, 51% female to 49% male.
- **Ethnicity.** The percentage of students from Black, Asian or Ethnic Minority (BAME) group was 18% at age 16-18 and 22% at 19+.
- **Disability.** The percentage of students who declared a disability, learning difficulty or medical condition was 26% at age 16-18 and 12% at 19+.
- We had 90 nationalities studying with us.

**19.** Student opinions on their College experience provide us with valuable feedback. There are many surveys and discussion groups to elicit student views. In December 2017, 94% of respondents agreed that they knew why British Values such as mutual respect and tolerance are important and 83% agreed that they feel

safe in New College. There was no significant difference in views from disabled students and those with learning difficulties compared with others.

As a result of student requests, our Wellbeing Room where students with mental health difficulties can find sanctuary, has been increased in size.

## STUDENT ACHIEVEMENT

(Academic year 2015-16)

**20.** New College has an inclusive admission policy offering places to those who meet the entry requirements in order of applications received. We make special recruitment and admission arrangements for those who have particular requirements and have extensive transition support for vulnerable school leavers. We aim to ensure that students are on the right course and those who complete courses usually pass. The achievement rates published in this document are lower than pass rates as they take account of students who left courses before completion.

Our 2016 17 overall achievement rates were 85.3% for students aged 16-18 and 84.6% for those aged 19+. We analyse our achievement rates by student characteristics at College wide level and by individual course and use national averages to evaluate our work.

Detailed information for both genders, those learners with learning difficulties, disabilities or medical conditions and aggregated ethnic groups can be found at the end of this document.

We also analyse our achievement 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.

## COMMUNITY RELATIONS

21. The OFSTED inspection framework requires us to

- *“value the diversity of learners’ experiences and provide learners with a comprehensive understanding of people and communities beyond their immediate experience”*
- *“allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain”*

We support student led activities such as a World Hijab Day to raise awareness of different cultures.

We have longstanding relationships with community groups. Our Equality and Diversity Coordinator is a member of the Swindon Equality Coalition. We run events where staff and students interact with visiting groups and engage in displays and activities intended to promote equality and recognize the diversity of our College and our community. Visitors over recent years have included:

- Swindon Interfaith Group
- Pakistani Welfare Association
- Tamil Association
- Jewish Community
- National Autistic Society
- Out of the Can (LGBT Support)
- Asian Women’s Association
- Swindon Black History Group

Our student groups take part in voluntary work which benefit the local community, including organising sports and social activities for migrants in partnership with the Harbour Project.

Many students volunteer in the community and achieve a qualification. Student and staff groups support the Prospect Hospice and other charities through fund raising activities.

Course leaders embed diversity in the curriculum through project work, for example,

- a successful partnership between BTEC Sports students and the Accessible Sports initiatives in Swindon which culminates in participation in prestigious Sports Access Days,
- BTEC Software Development students working on the website for the local Blind Association.

Student groups regularly go on visits, for example, to places of worship, exhibitions and field trips abroad to broaden their experience.

**Further afield....** groups of students support schools in Kenya through voluntary placements, group activities and fund raising.

22. We offer specific support to young carers and looked after people and liaise with other agencies to support students with safeguarding concerns.

## OTHER CHARACTERISTICS

23. We have a growing number of students transitioning from the gender assigned to them at birth and have revised our Gender Reassignment policy and procedures to assist them. We have sought and used feedback on our policy from Trans students and their parents, a trans member of staff and a local trans support group. We have also offered training sessions on this topic and liaised with local and national agencies.

24. We do not currently collect information for our staff or student records on sexual orientation, gender reassignment or religion and belief but we are mindful of

these characteristics in setting policy and procedures. We include these protected characteristics in anonymous surveys and when we address equality issues with students, in displays and in staff training events.

We use research from national sources suggesting that 6% of the population is other than heterosexual and that around 1% experience gender dysphoria difficulties or express gender variance. We use the local 2011 Census and anonymous responses in staff and student surveys to give us an indication of religious beliefs.

**25.** We have a College Chaplaincy team of volunteers. We have a dedicated room, the “Sacred Space”, which is used by staff and students for prayer, meditation or similar activities. Our records for use of this facility show regular use by Christian and Muslim members of the New College community. We monitor use and advertise the facility to ensure that it is accessible to diverse beliefs.

## OUR RESPECT CULTURE

**26.** We have robust policies and procedures covering staff and students in areas such as bullying, harassment and safeguarding in College. Poster campaigns support these and the staff and student inductions ensure all are aware.

We consult with our staff and students through surveys and meetings, including an active student representatives group. Complaints from students, staff and the public are investigated and systems within the College are reviewed to ensure a better experience for all.

We are proud of the 2017 Ofsted observation that learners

- ***“are respectful of one another and of the college facilities. In lessons and tutorials, they discuss how democracy, tolerance and***

***the diversity of society are reflected in college and the part they play in maintaining the rule of law.”***

**27. The Prevent Duty.** All colleges are required by law to help prevent people being drawn into terrorism and extremism. At New College we have conducted risk assessments and reviewed procedures covering use of the internet, external speakers and events, welfare of students and awareness of the risks. We have established relationships with local police and regional coordinators and our Safeguarding Manager has had extensive training. Staff have ‘Prevent’ training and tutors run awareness sessions with students. In 2017 Ofsted found that

- ***“Learners are able to explain the risks posed by extremist groups.”***

## OUR EQUALITY OBJECTIVES

**28.** We report on equality and diversity through our annual self-assessment process at course level and for business support functions. Equality aspects such as outcomes, including achievement rates, for different groups of learners and the promotion of equality and diversity in learning are subject to internal quality review. As a result there are quality improvement plans and objectives at many levels in the organization. We are mindful of equality considerations when making business decisions, for example, our catering contractors are asked to provide food that fits with different dietary requirements, provide food from different cultures, and promote sustainability and corporate responsibility.

**29.** We assess the equality impact of our policies and procedures. We use staff and student opinion to inform these processes. We analyse the use of Student Services by different groups.

**30. Equality Objectives.** In 2012 we set the following as our focus until 2016:

- 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.

Although our headline success rates reveal few gaps between equality groups, our tracking reveals patterns for different age and gender groups which we continue to address through our Quality Improvement Plan. For this reason we are carrying this objective through to 2020. The diversity of our workforce and governing body has changed little. We have set a new objective around supporting staff.

Our equality objectives for 2016 to 2020 are:

- To improve achievement rates for equality groups performing below College and/or national averages, ie, narrow achievement gaps,
- To enhance support offered to staff with disabilities, physical and mental health conditions.

Action plans are in place to achieve these goals which are reviewed annually.

## YOUR OPINIONS

This paper was prepared by the Equality and Diversity Coordinator to meet the requirements of the Equality Act 2010. There is more detail below. Comments or questions to [equality@newcollege.ac.uk](mailto:equality@newcollege.ac.uk)

(First published 31 01 12. Revised 10 05 12, 30 01 13, 17 07 13, 29 01 14, 05 03 14, 28 01 15, 20 01 16, 26 07 16, 30 01 17, 22 03 17 and 27 03 18)

## 2016-17 EQUALITY AND DIVERSITY KEY FACTS FOR PUBLICATION

### Data sources:

Students from ProAchieve (Ofsted Rules) at 25 October 2017 and SFA QAR March 2018. General Further Education and Tertiary Colleges (FE) 2016-17 averages.

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

Participation and Achievement (Achievement Rate % = Retention % x Pass %)

New College has an inclusive admission policy offering places to those who meet the entry requirements in order of applications received. We aim to ensure that students are on the right course and those who complete courses usually pass. The achievement rates published here are lower than pass rates as they take account of students who left courses before completion.

### 1. Student participation by gender. More female than male.

	New College Participation	Female	Male
16 17	Students 16-18	55%	45%
16 17	Swindon Secondary School Students age 16	50%	50%
16 17	Students 19+	51%	49%
16 17	All Ages All Students	53%	47%
15 16		59%	41%
	Swindon Borough Council 2011 Census	50%	50%

### 2. Students participation by ethnicity. Black, Asian and Minority Ethnic (BAME) proportion exceeds local population and within Swindon schools.

	New College Participation	BAME (Not White)	White British	White Other
16 17	Students 16-18	18%	76%	4%
15 16	Swindon Secondary School Students age 16	13%	White 85%	
16 17	Students 19+	22%	64%	12%
16 17	All Ages All Students	20%	71%	8%
15 16		17%	72%	9%
	Swindon Borough Council 2011 Census	10%	85%	5%
16 17	90 Nationalities represented in student population			

### 3. Students participation by learning difficulty or disability (LDD). Includes any student reporting a medical, physical or mental health difficulty. Examination access arrangements were made for over 400 students.

	New College Participation	LDD
16 17	Students 16-18	26%
16 17	Students 19+	12%
16 17	All Ages All Students	19%
15 16		12%

4. Student achievement by gender. Female achievement rates are higher than male at 16-18 and below male at 19+. 19+ both genders are below the 2016 17 FE national averages.

2016 17 Achievement	NC Female	Female FE Ave 2016 17	NC Male	Male FE Ave 2016 17	Whole College 22 03 18
16-18	86.8%	82.1%	83.3%	80.9%	85.3%
19+	83.3%	87.5%	85.9%	88.4%	84.6%
All Ages	85.9%	84.9%	84.1%	83.9%	85.1%

5. Student achievement by ethnicity. The achievement rates for black and minority ethnic groups (BAME) and white groups are generally higher than the national average (NA) at 16-18 but lower at 19+ with much variation between the 18 different ethnic groups.

16 17 Achievement	NC Asian	FE Ave 16 17	NC Black	FE Ave 16 17	NC Mixed	FE Ave 16 17	NC Other	FE Ave 16 17	NC White	FE Ave 16 17
16-18	87.8%	83.9%	82.7%	80.4%	76.1%	78.4%	82.5%	81.9%	85.3%	81.5%
19+	80.5%	88.3%	79.2%	85.4%	80.9%	84.8%	76.6%	88.2%	86.4%	88.4%
All ages	86.1%	86.3%	80.9%	83.6%	77.3%	81.1%	80.2%	86.0%	85.6%	84.4%

6. Students declaring a disability, learning difficulty or medical condition (LDD). The 16-18 achievement rate is above the national average for that group, with 19+ below.

2016 17 Achievement	NC Disability, learning difficulty or medical condition (LDD) disclosed	LDD FE Ave 2016 17	College not LDD
16-18	83.2%	79.8%	86.0%
19+	84.9%	86.3%	84.7%
All ages	83.5%	82.3%	85.6%

7. Staff recruitment. The College made 94 job offers in 2016 17, of which 8 were made to applicants to people of BAME ethnicity and 3 were made to applicants disclosing disabilities. As a “Disability Confident” employer, New College guarantees an interview to any disabled applicant who meets the essential selection criteria. Staff FE average from the Education and Training Foundation.

16 17 Gender	NC Staff	15 16 FE Average	More female than male in both teaching and support roles.
Female	71%	63%	
Male	29%	47%	

16 17 Ethnicity	NC Staff	15 16 FE Average	Swindon Pop 2011
BAME (Not White)	9%	10%	10%
White British	82%	84%	85%
White Other	7%	5%	5%
Unknown	2%	-	

16 17 Staff with Disability	NC Staff	15 16 FE Average
Disability disclosed	4%	6%
Unknown	8%	3%