

New College and Swindon College Equality and Diversity Report

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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.
 - New College merged with Swindon College on 31st August 2020 to form the New College Swindon. This information is reporting the two college as separate organisations as they were for the 19/20 academic year.
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 quality@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 2019-20)

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 encourage applications from underrepresented groups. We are signed up to the national Disability Confident scheme, 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. Current New College Workforce Analysis of staff (548 – New College staff records and 321 – Swindon College staff records) 01 August 2019 to 31 July 2020. Detail at page 11.
- Gender. The percentage of female staff at New College remains 72.45% and is greater than the sector average at 62%. The percentage of female staff at Swindon College 19 20 was 63.86% and is greater than the sector average of 62%.
 - Disability. The proportion of the New College workforce declaring a disability (4.7%) has decreased very slightly from 4.8%. The proportion of the workforce declaring a disability at Swindon College 2019 20 was 1.56%. Applicants and staff are encouraged to disclose disability throughout the application process, at induction and in employment. HR staff monitor the shortlisting process to ensure that disabled applicants who meet the essential criteria for the post are granted an interview, and actively promote the College’s status as a “Disability Confident Employer”. Levels 1 and 2 of this award have been achieved and the College is working towards level 3.
 - Age. New College has 18.79% of staff aged 60 or over with sector average at 14%. The proportion of the workforce over 60 at Swindon College 19 20 was 17.76%.
 - Ethnicity. The percentage of New College staff declaring themselves to be White British is the same as last year (80.1%) and below the sector average of 84%. The BAME (Black, Asian and Minority Ethnic) proportion at 6.6% decreased by 0.8pp and is below the sector average. The number of records where ethnicity is not known has increased very slightly to 5.8%. The percentage declaring themselves to be White British at Swindon College 19 20 is 74.77% and below the sector average of 84%. The BAME proportion is 4.67%. The number of records where ethnicity is not known is 19.3%.
 - Mode. 66.7% of New college staff work part time which is above the sector (47%) with Swindon College having a higher % of Full Time staff (52.02%).
 - There were 48 job offers in the year at New college and 61 at Swindon College.
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.
11. **Gender Equality in Pay.** Under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, New College has a legal duty to report on gender pay.
- Further details about Gender Pay gap will be published in October 2021.
12. 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 and a nursery near the main site. The rate of return after maternity leave is high with contract flexibility available. There have not yet been any requests for shared parental leave.
13. Equality and Diversity are given high priority in our Continuous Professional Development Programme with new staff completing an e learning course and in service opportunities. 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.

Reports on equality monitoring and action plans drawn from them are presented to senior managers and governors.

Teaching and Learning

14. We are subject to the OFSTED inspection framework which requires us to comply with “the relevant legal duties as set out in the Equality Act 2010, including, where relevant, the Public Sector Equality Duty and the Human Rights Act 1998”.

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.

15. 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.

In 2018 New College Swindon was awarded the Dyslexia Friendly Quality Mark by the British Dyslexia Association (BDA). New College employs specialist Dyslexia tutors and assessors.

16. The New college building is modern and fully accessible and includes a Skills Development Centre which provides a focus for Additional Support.
17. Our staff have extensive networks with specialist organisations and offer in depth support to vulnerable students including those with mental health difficulties. Specific support is offered to young carers and looked after children and we liaise with other agencies to support students with safeguarding concerns.

We analyse the use of Student Services by different student groups and plan to ensure services are fully accessible.

18. 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 include diversity themes and students work towards extra qualifications in Citizenship and Equality and Diversity. Our English for Speakers of Other Languages provision supports those making a life in Britain. We also work with partners to deliver education to vulnerable groups in the community.

19. British Values are defined under the government Prevent Duty 2015 as:

- democracy,
- the rule of law,
- individual liberty and
- mutual respect and tolerance of different faiths and beliefs.

These feature in tutorial work, taught courses and the way we manage student life in college.

We display positive images of our diverse student group and promote our inclusive ethos of respect for all in our prospectus, marketing materials and themed displays.

Student Population

(Academic year 2019-20)

20. The equality analysis in this report covers the almost 12,000 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.
21. Our students. Detail at page 9.
- Gender. At New College there were more female (56%) students than male (44%) at age 16-18 and at 19+, 54% female to 46% male. At Swindon College, there are more male 16-18 students (66.7%) compared to the 33.2% of 16-18 females. 19+ females are 79.1% of the student population, with 20.8% of 19+ males.
 - Ethnicity. The percentage of New College students from Black, Asian or Ethnic Minority (BAME) group was 22% at age 16-18 and 16% at 19+. Swindon College students from BAME groups was 37% for 16-18 and 63% for 19+.
 - Disability. The percentage of New College students who declared a disability, learning difficulty or medical condition was 27% at age 16-18 and 11% at 19+. Swindon College students from BAME groups was 37% for 16-18 and 63% for 19+.
 - 72 nationalities studied with us.

Our developing Higher Education (HE) provision attracts more females than males.

22. Student opinions on their College experience provide us with valuable feedback. There are many surveys and discussion groups to elicit student views. 96% agreed that they feel safe in New College. The responses of diversity groups were analysed for any significant variations.

Student achievement

(Academic year 19-20)

23. New College has an inclusive admission policy offering places to those who meet the entry requirements. We make special recruitment and admission arrangements for those who have particular requirements and have extensive transition support for vulnerable school leavers. 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 2018 19 overall achievement rates were 84.2% for students aged 16-18 and 90.3% 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. 19-20 AR is not published due to the significant impact of the global COVID19 pandemic. Centre Assessed Grades (CAGs) were awarded to students to enable progression.

Achievement rates for both genders, those learners with learning difficulties, disabilities or medical conditions and aggregated ethnic groups can be found at pages 9 and 10.

Community Relations

24. The OFSTED inspection framework requires us to prepare learners for life in modern Britain by:
- “equipping them to be responsible, respectful, active citizens who contribute positively to society

- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.”

We have longstanding relationships with community groups. Students took an active part in the development of the Swindon Equality Charter lead by the Swindon Equality Coalition. Staff and students frequently engage in displays, activities and fundraising events which promote equality and recognize the diversity of our College and our community. Many students volunteer in the community and achieve a qualification.

Recent student awareness raising events have included:

- Memorial for a year since Lockdown 1.0
- Wellbeing week
- Holocaust Memorial Day
- LGBT fund raising for Swindon Pride
- Black History Month

25. Programme leaders embed diversity in the curriculum through project work, for example,
- Sports students assisted in Swindon Sports Access Days and coach disabled primary pupils.
 - Many students visited the Houses of parliament and discussed issues with local MPs.
 - Several groups visited Auschwitz.

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

Other Characteristics

26. 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 included 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 inform us on religious beliefs.

27. 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 and procedures 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.
28. We have a volunteer College Chaplain. There is a dedicated room, the “Sacred Space”, which is used by staff and students for prayer, meditation or similar activities. This is regularly used 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

29. We have robust policies and procedures for staff and students covering bullying, harassment and safeguarding. Poster campaigns support these and the staff and student inductions ensure all are aware. Reported incidents are investigated and resolved with disciplinary action taken where required.

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.”

30. 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 staff have 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

31. We report on equality and diversity through our annual self-assessment process at course and team 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.
32. We assess the equality impact of our policies and procedures. We are mindful of equality considerations when making business decisions. We use staff and student opinion to inform these processes.

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

- To improve achievement 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 achievement 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. The diversity of our workforce and governing body has changed little.

Our equality objectives for 2016 to 2020 were:

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

We monitor student achievement carefully and continue to note variations by gender and age. Headline figures are at pages 9 and 10. We have noted progress for certain groups of students with disabilities and learning difficulties and continue to raise achievement for these students. Our HR department is progressing our Disability Confident status.

For these reasons we will retain these 2 objectives for 2020-24. The College Quality Improvement Plan contains detailed targets.

34. Equality Objectives in the context of our College merger continue to be identified. The college will aim to recruit an E&D focused Governor and to set up an E&D working group formulated with staff and students, to address and champion the E&D priorities.

Your Opinions

This paper was prepared by the Quality Manager to meet the requirements of the Equality Act 2010. Send comments or questions to quality@newcollege.ac.uk

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2019-20 EQUALITY AND DIVERSITY KEY FACTS FOR PUBLICATION

Data sources: Students from ProAchieve (Ofsted Rules) at 16th November 2020. General Further Education and Tertiary Colleges (FE) 2017-18 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.

Student participation by gender, learning difficulty or disability (LDD) and ethnicity

LLDD includes any student reporting a medical, physical or mental health difficulty. Black, Asian and Minority Ethnic (BAME) proportion exceeds local population and within Swindon schools.

New College

2019 20 by Person 16 11 20					
Headcount All			As % by Age		
2,712			16-18	45%	
3,348			19+	55%	
6,060			All	100%	
		% of leavers	Age		
F	55%		16-18	56%	
			19+	54%	
M	45%		16-18	44%	
			19+	46%	
LLDD	18%		16-18	27%	
			19+	11%	
BAME	19%		16-18	22%	
			19+	16%	
White British	72%		16-18	72%	
			19+	73%	
White Other	8%		16-18	5%	
			19+	10%	
Leavers all age largest BAME Groups: Indian 5% Other Asian 3% African 2%					
Swindon Borough Population Ethnicity 2011 Census					
BAME	10%	White British	85%	White Other	5%
Swindon Borough Schools 2018 Key Stage 4 Population					
BAME 15.7%	All White 81.6%		F 47.8%	M 52.2%	

Swindon College

2019 20 by Enrolment					
Leavers Overall			As % by Age		
2,272			16-18		36%
4,019			19+		64%
6,291			All		100%
	% of Leavers	Total no of Leavers	As % by Age		
F	63%	3,954	16-18		20%
			19+		80%
M	37%	2,337	16-18		64%
			19+		36%
LLDD	24%	1,553	16-18		69%
			19+		31%
BAME	17%	1,079	16-18		37%
			19+		63%
White British	75%	4,711	16-18		37%
			19+		63%
White Other	7%	455	16-18		22%
			19+		78%
Leavers all age largest BAME Groups: Indian 5% African 3% Other Asian 2%					
Swindon Borough Population Ethnicity 2011 Census					
BAME	10%	White British	85%	White Other	5%
Swindon Borough Schools 2018 Key Stage 4 Population					
BAME	15.7%	All White	81.6%	F	47.8%
				M	52.2%

Student achievement by gender, gender, learning difficulty or disability (LDD) and ethnicity

New College

All										
2019 - 20	16-18	19+	Fe-male	Male	LLDD	BAME	White British	White Other	Whole College	18-19 WTNA
AR%	86.6%	89.5%	86.7%	88.8%	84.5%	84.3%	89.0%	85.5%	87.7%	86.9%
No.	6,308	3,659	5,541	4,426	2,422	2,377	6,808	650	9,967	

There is an AR gap of 4.2pp between learners with **learning difficulty or disability (LLDD)** and not, with the latter having higher achievement. This gap has reduced by 1.3pp from 18/19.

There is an AR gap of 2.1pp between **males and females**, with males performing better than females. This is an increase of 0.9pp from 18/19.

There is an AR gap of 2.9 between **16-18 and 19+** learners with adult learners performing better than their younger peers. This gap has decreased by 3.2pp from 18/19.

There is an AR gap of 4.7pp between **BME and white British** learners, with the latter performing better. This gap has increased by 2.5pp since 18/19.

There is an AR gap of 2.6pp between learners who are eligible for **FSM** and those who are not. The learners who are not eligible perform better than those who are. This is an improvement of 2.8pp on the AR gap from 18/19.

The College provides extensive specialist teaching and support services and over 800 students had Access Arrangements to support them in their examinations.

Swindon College

All										
2019 - 20	16-18	19+	Fe-male	Male	LLDD	BAME	White British	White Other	Whole College	18-19 WTNA
AR%	72.8%	88.1%	85.4%	77.5%	74.3%	84.1%	82.4%	88.8%	82.6%	86.9%
No.	2,272	4,019	3954	2337	1,553	1,079	4,711	455	6,291	

There is an AR gap of 10.1pp between learners with **learning difficulty or disability (LLDD)** and not, with the latter having higher achievement.

There is an AR gap of 7.9 between **males and females**, with females performing better than males.

There is an AR gap of 15.3pp between **16-18 and 19+** learners with adult learners performing better than their younger peers.

There is an AR gap of 1.7pp between **BME and white British** learners, with the BME learners performing better.

Diversity of Workforce.

There is little change in the diversity of the workforce year on year. As a “Disability Confident” employer, New College guarantees an interview to any disabled applicant who meets the essential selection criteria.

	2019 20			Swindon Population
	Swindon College	New College	Sector Average 18/19	
STAFF NUMBER	321	548		
GENDER				<i>Swindon Census 2011</i>
Female	63.86%	72.45%	61%	50%
Male	36.14	27.55%	39%	50%
DISABILITY				<i>Swindon Census 2011</i>
Declared disability	1.56%	4.74%	5%	15.40%
No disability	71.96%	84.13%	90%	84.60%
Not known/provided/	26.48%	11.13%	5%	(Limiting long term illness)
ETHNICITY				<i>Swindon Census 2011</i>
White – British	74.77%	80.11%	84%	84.60%
White – Other	1.25%	7.48%	5%	5.20%
Not known/provided/	19.31%	5.84%		
BAME	4.35%	6.02%	10%	9.90%