



New College Durham

**Single Equality Scheme
Annual Report
August 2017 to July 2018
Objectives 2018/19**

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Foreword

New College Durham is a place where learning and working exists in an environment that advances equality of opportunity, celebrates diversity and allows everyone to achieve their fullest potential. The College is opposed to any form of discrimination and we will ensure that our practices are **legal**, **accessible** and **fair** to students, staff, stakeholders and service users.

We are committed to

- ensuring potential and current staff, students, stakeholders and visitors do not experience discrimination;
- creating a positive and inclusive work and study environment where everyone feels valued and respected;
- raising the awareness with regards to discrimination and ensure that all students, staff, stakeholders and service users are aware of their responsibilities under the current equality legislation;
- supporting the recruitment, retention, progression, personal and professional development of all our students, staff, stakeholders and service users.

In pursuit of the goals, we have developed this Single Equality Scheme, which reflects the vibrant and inclusive environment at New College Durham and serves to complement the Equality, Diversity and Inclusion Policy.

Our scheme has been developed in consultation with staff, students, stakeholders and service users and reflects our commitment to working in partnership to create an inclusive environment for all.

The scheme reviews our equality data for 2017/18 including staff, applicant and student data. A full student data report, once complete, will be appended to this report at the end of July 2018 – Appendix B. Appendix C outlines a range of case studies showing how the College has embedded and promoted Equality, Diversity and Inclusion this academic year.

Quotes and data have been sourced from students surveyed as part of the College's FE/Apprenticeship On-Programme Survey 2017-18 and Leaders in Diversity interviews with staff, students and external partners as part of re-accreditation.

Comparison data has been taken from the Education and Training Foundation published workforce SIR (GFEC data only), March 2018 for FE Colleges in England.



The Impact of Key Legislative Changes in 2017-18

The College consistently monitors changes to legislation that may have an impact on our policies and processes and ensures that we are responsive to change. This academic year the following legislative changes have come into force.

Gender Pay Gap Reporting

Gender pay reporting legislation requires employers with 250 or more employees to publish statutory calculations every year, showing the size of any pay gap between male and female employees. The data has been uploaded Gov.uk website.

Our mean gender pay gap is 13.18% and our median gender pay gap is 25.63%. There are more men in senior roles within the College, although there has been a recent female appointment to the senior tier within the past year. This has been previously presented and reported to Governors.

General Data Protection Regulation (the GDPR)

The Data Protection Act (DPA) came into effect on 25th May 2018. Although currently the Data Protection Act (DPA) goes some way to protecting data subjects' rights, the GDPR aims to embed the principles of data protection throughout the workplace culture. We reviewed:

- Our compliance and privacy statements ensuring our systems are not only operated, but also fundamentally designed with data protection in mind at every stage.
- The maintenance of records and considered specifically how data is used and stored.
- Regulations and shorter periods for the reporting of data breaches.

At every stage of the process, consideration was given to how diversity data is protected and ensuring that diversity monitoring is conducted in a confidential manner in a private environment. This has been previously presented and reported to Governors.

Continued Promotion and Development of Prevent Strategy

Through 2017/18 there were an increased number of terrorist attacks within the United Kingdom, and this saw the threat level remain at severe. The College has continued to demonstrate that all elements of preventing radicalisation and being drawn into terrorism are fully embedded within our safeguarding, equality and wider ranging policies and processes. British Values are promoted and embedded across college.

A range of CPD activities have been offered to staff to continue to raise the profile and ensure that students continue to see preventing radicalisation and terrorism as a strand of safeguarding and their role in the process. There is a comprehensive action plan overseen by the Safeguarding and Prevent Steering Group, which was presented to Governors on 6th June 2018.



Progress Made on Key Objectives for 2017-18

The College action plan to drive forward Equality, Diversity and Inclusion throughout 17/18 contained recommendations from our original accreditation for Leaders in Diversity and the Centre has continued to support us to set objectives that will help us to continuously improve.

Further information is detailed in this report as to the work we have done and the evidence we have to show we have met the actions that were set.

	Objective	Impact measure	Timescale	Key Responsibility	Actions for 17/18
1	All staff adopt a consistently good approach to teaching, learning and assessment that embeds and promotes equality, diversity and inclusion for all students.	Quality processes are effective in monitoring and measuring the promotion and embedding of EDI within lessons.	May 2018	Head of Improving Learning Head of Quality HE Quality Manager Training and Development Manager	Roll out TLA/TEL offer to curriculum teams. Learner walks will be used to assess if EDI is embedded across TLA. SOL and session planning to evidence that EDI is being planned into the curriculum and is relevant to the subject being taught. Targeted EDI training, mentoring and support is delivered for 100% of staff identified as needing to improve EDI in T&L.
2	All managers responsible for recruitment and selection have received appropriate and relevant training.	Ensure that all managers understand the processes and systems to use to ensure effect recruitment, selection, essential employee relations and performance management.	December 2017	Training and Development Manager Heads of School/Departments	Deliver 3 rd cohort Leadership and Management Toolkit ensuring awareness is raised of manager's duty.
3	All staff are aware of the wide range of EDI training and resources available across college and continue to share ideas.	Develop and deliver a highly effective CPD package for teachers and other staff involved in delivering learning that focusses on embedding: <ul style="list-style-type: none"> • Promotion of equality of opportunity • Supporting diversity and inclusion • Tackling discrimination, harassment, stereotyping and victimisation • Promoting awareness of cultural and linguistic sensitivity • Planning for individual needs • Promote spiritual, moral, cultural, social Development - including the embedding and promotion of British Values.	May 2018	Training and Development Leader Development Coordinator	At least 90% of staff have completed planned training activities. Feedback from staff surveys evidence that 90% of staff who completed the training rated it relevant and effective. 20% of planned CPD activities on staff development days have an EDI focus. Students lead a minimum of one EDI event of their choice per site per year and learner engagement increases by no less than 10%. 100% of staff complete EDI refresher training in Autumn term 17/18.

					Roll out TLA/TEL offer to all curriculum teams focusing on those teams where EDI has been consistently under promoted.
4	The tendering process for suppliers needs to be consistent and include supplier's commitment to equality, diversity and inclusion practices and principles.	Review tendering process to ensure that the information requested helps us to identify supplier's commitment to EDI and that it correlates with our ethos.	May 2018	Purchasing Manager Head of Finance	Review tendering process documentation and guidance.
5	Promote to suppliers and work based learning providers our commitment to EDI and ensure they have provided information to meet the minimum criteria set in your supplier policy regarding EDI.	Duty to ensure compliance with Prevent as of July 2015 and promote British Values throughout college.	May 2018	Purchasing Manager Business Development Unit Head of Apprenticeships	Review monitoring of the information shared and received from Suppliers and Work Based Learning Providers to ensure fit for purpose and relevant. Support where necessary to improve information.
6	Maintain Leaders in Diversity	Achievement will demonstrate to staff, students, and partners, prospective and current employees that it is committed to Equality, Diversity and Inclusion.	May 2018	Training and Development Manager	Continue to move forward with action plan. Consultancy support from National Centre of Diversity to help further improve practice up through 17/18.
7	Increase confidence of staff to share personal and sensitive data in the employment/education context.	Be more rigorous in supporting the collection of data. By requesting all staff to review their data to ensure it is up to date and relevant to their circumstances.	May 2018	Human Resources Training and Development Manager	The introduction of new HR system August 2017 will be an opportunity to review and refresh current staff data and opportunity for staff to amend, record data that has previously been absent.
8	Improve current EDI online bank of good practice resources that showcase materials.	Update existing online portal/intranet and Schoology to ensure resources and information: <ul style="list-style-type: none"> • Promotion of equality, supporting diversity and inclusion • Tackling discrimination, harassment, stereotyping and victimisation • Planning for individual needs • Promote spiritual, moral, cultural, social • Development - including the embedding and promotion of British Values 	December 2017	Training and Development Manager Head of Student Progression	100% of staff across college have access to the resources.

9	Deliver Connect 5 training	Promote awareness and understanding of coaching techniques for staff and students around wide range of mental health to reduce and manage sickness absence and learner attendance.	May 2018	Training and Development Manager Head of Education and Supported Learning	Roll out Connect 5 training to staff across college in 3 waves. Wave 1 all staff Wave 2 key staff only Wave 3 key staff only
10	Assessment data provided for consideration at both programme, school and college level needs to be more specific to include consideration of aspects such as gender, age, disability and social class which will enable more detailed analysis.	Work with staff in BIS to provide data at course, school and college level.	May 2018 (termly reviews)	Business Intelligence Systems Quality Unit HE Quality Unit/Quality Manager CM's HOS	A robust procedure will be in place which ensures data is utilised effectively as part of the quality assurance and enhancement processes.
11	Ensure the College responds to changes within the Disabled Students Allowance (HE).	Ensures compliance with the legislation Ensures students are appropriately supported. Ensures compliance with the legislation and that the College continues to provide support to students with additional support requirements.	June 2018	HE Quality Unit	New College Durham has signed up to the NMH Register and is now listed as a registered supplier of Non-Medical Help support on the DSA-QAG website. The College has employed a Disability Adviser for Higher Education, on a part-time basis, to co-ordinate additional support for HE students only.

A Summary of the progress made against 17/18 objectives are below:

1. All staff adopt a consistently good approach to teaching, learning and assessment that embeds and promotes equality, diversity and inclusion for all students.

A Bespoke coaching offer for TLA/TEL has been delivered across the curriculum. It has been identified that the coaching model is effective and working well. Learner walks continued to be used to assess how well Equality, Diversity and Inclusion has been embedded across TLA. Evidence of this can be found in Appendix B.

Schemes of Learning and session planning are used thoroughly to evidence that Equality, Diversity and Inclusion is being planned into the curriculum and is relevant to the subject being taught. The Consultant from the National Centre of Diversity identified that staff continue to work hard on behavioural expectations for students. Discussions with staff indicated a zero-tolerance on all elements of discrimination.

Schemes of Learning and Tutorial resources continue to be refreshed and updated accordingly ensuring that resources are relevant and picking up any key government advice or legislative changes. Targeted Equality, Diversity and Inclusion training, mentoring and support is available to 100% of staff often delivered on an ad-hoc or bespoke basis. This is identified through TLA/TEL interventions, 121s with Managers, feedback from appraisal or identifying CPD opportunities.

Equality, Diversity and Inclusion continues to be celebrated across College and there are a range of activities planned and organised to promote diversity and difference, seek to educate staff, students and the wider community to foster good relations and recognise the benefits of a diverse community – for further information see Appendix B.

This objective will now be monitored informally. This will not form part of our action plan moving forward into 2018/19. An Equality, Diversity, Inclusion student update will in future be appended to this report, which will capture the wide range of activities that enrich the curriculum and learning experience.

2. Managers responsible for recruitment and selection have received appropriate and relevant training.

A third cohort of comprehensive Leadership and Management programme has been delivered. This has included online safer recruitment training and face-to-face full day training for recruitment and selection for new staff or staff where their role has changed this past academic year.

Recruitment and Selection training forms part of the induction process for new staff. 100% of new staff with a management role have completed online training, complemented by a full day and face-to-face session. This has been complemented by staff having the option of attending HR mini sessions which focus on bespoke topics so staff can attend the session that they feel would be of most benefit to them.

This action has now been closed, we now have a robust process in place by which to capture and record training completed by Managers.

3. All staff are aware of the wide range of Equality, Diversity and Inclusion training and resources available across College and continue to share ideas.

91% of staff have participated and completed planned Equality, Diversity and Inclusion staff development activities throughout 17/18. 42% of staff development workshops this academic year have had a focus on Equality, Diversity and Inclusion. The online development portal for new staff and the safeguarding intranet page complements this training. These are now accessible externally and reviewed termly.

129 staff were due to complete their 3-year refresher training this academic year, 100% have completed. There have been 6 events this academic year that have been led by students and attended by staff. These events are reported within Appendix B.

Targeted training, mentoring and support has been offered to all staff identified as needing to improve Equality, Diversity and Inclusion in teaching, learning and assessment.

The “Together We Can” competition displayed entries across college in a gallery format. This academic year there was a 75% increase in entries.

Monitoring of this will be informal, this will not form part of the action plan moving forward into 2018/19. The Training and Development Manager, Learning Development Coordinator and Head of School for Health, Care and Public Services are responsible for ensuring that resources are collated updated and shared using tutorials and the safeguarding page of the intranet.

4. The tendering process for suppliers needs to be consistent and include supplier’s commitment to equality, diversity and inclusion practices and principles.

The tendering process, documentation and guidance were reviewed in line with recommendations made by the Consultant from the National Centre of Diversity combined with legislative requirements. The CPU Manager attended CPC framework training, and further developed the knowledge and skills on changes that we needed to make for large procurements. The Modern Day Slavery Statement and supplier guidance has been incorporated within the tendering process.

This action has now been completed.

5. Promote and support suppliers and work based learning providers to recognise and embed Equality, Diversity and Inclusion including promotion of British values and Prevent Strategy.

Suppliers are supported by identifying their training needs analysis and offering, where practical, solutions and training. This includes access to our online training packages for equality, safeguarding, safer recruitment and health and safety. Evidence provided for Leaders in Diversity demonstrated the College has very strict PQQ and tender documents for suppliers and partners, and policies and processes are governed by CPU.

The strategic plan includes promoting the College's commitment to Equality, Diversity and Inclusion to suppliers and work-based learning providers and the College has strict checks to ensure that the necessary information provided is adequate and suitable.

This action has now been closed. This will be monitored through the Safeguarding and Prevent Steering Group, Lifelong Learning and the Equality, Diversity and Inclusion Steering Group and any actions arising will be assigned to staff accordingly.

6. Maintain Leaders in Diversity.

The College maintained Leaders in Diversity status in April 2018. This demonstrated through the review process our continued commitment to developing and embedding Equality, Diversity and Inclusion across the whole College. The National Centre for Diversity has continued to offer a supportive partnership approach with a stringent oversight of our current practice. They recognise that we are committed to being a place where learning and working exists in an environment that advances equality of opportunity, celebrates diversity and allows everyone to achieve their fullest potential. At the National Centre of Diversity Grand Awards in January 2018 the College was placed 2nd in the top 100 businesses index (we were 3rd in January 2017), this was based on the survey results from 2016 (which were very strong) combined with our ongoing commitment and dedication.

This action has now been closed.

7. Increase confidence of staff to share personal and sensitive data in the employment/education context for monitoring.

Staff are responsible for updating their personal information on our self-serve system. Yearly reminders are sent by the Head of Human Resources, reminding staff of the importance of ensuring that all data held is relevant and up to date. This will continue and be monitored but will not be an objective moving forward.

8. Improve current Equality, Diversity and Inclusion online bank of good practice resources that show case materials

The Improving Learning Team continue to support development and understanding of embedding through TLA activities and mentoring for new staff. This includes support with learning walks and peer observations identifying opportunities to showcase best practice.

There are dedicated resources available on Schoology (VLE) for staff and students to access. Lead tutors continue to be responsible for updating resources on the shared tutorial drive and Schoology site is accessible for all teaching staff. A broad and wide-ranging enrichment programme was developed by ASC that included activities collaboratively delivered by staff and students.

9. Deliver Connect 5 training.

This training has been delivered to 47 key front line staff, as well as a specific request from a Head of Department. This programme was designed as part of a larger research project and was designed to be delivered exactly as it was, however we found that this, was on occasions a little restrictive.

Taking this into consideration the training will continue to be offered but will be tailored to New College Durham and the wider community we work with, as opposed to using national resources. This will be embedded within the range of training and development offered to staff but will not form an objective on the action plan moving forward into 18/19.

10. Assessment data provided for consideration at both programme, school and College level needs to be more specific to include consideration of aspects such as gender, age, disability and social class, which will enabled analysis that is more detailed.

There is continued emphasis on monitoring and analysing student performance to ensure closure of achievement gaps. Equality, Diversity and Inclusion remains an essential aspect of the College performance management framework and teaching observation schemes. Rigorous self-assessment ensures that retention, achievement and success rates are analysed by protected characteristics. Staff continue to be highly effective in ensuring that all students benefit from high quality provision. Where performance issues arise, variations in in-year indicators, for example in retention and attendance, are explored and underlying reasons for non-achievement established. Gaps have narrowed significantly or remain completely closed across protected characteristics.

This action has now been closed. This will continued to be monitored by Heads of School and the Quality Team. This information will feed into the Equality, Diversity and Inclusion Steering Group and any actions arising will be assigned to staff accordingly.

11. Ensure the College responds to changes within the Disabled Students Allowance (HE).

Processes and systems were changed for the academic year 17/18. Any student studying Higher Education with a disability as defined within the Equality Act 2010, may be eligible to apply for disability funding such as Disabled Students Allowance (DSA) to help with any extra costs that may occur as a direct result of disability, learning difficulty, long-term health condition or mental health condition. The College has appointed a HE Disability Adviser who will be integral moving this forward and ensuring that HE students receive the information, advice and guidance they need to enable them to access support to study.



Key Objectives for 2018-19

The remit of the Equality, Diversity and Inclusion Steering Group has consistently been to lead and manage the promotion of Equality, Diversity and Inclusion, through a range of events and initiatives to ensure the College operates in a fair, equitable and legally compliant manner.

As part of the Leaders in Diversity accreditation, the College was robustly measured for additional destinations that were not included within the original accreditation. These included:

- Health and well-being are important in the organisation.
- Effective operational and line management of FREDIE (Fairness, Respect, Equality, Diversity, Inclusion and Engagement).
- Retention, reward and progression processes are fair and where required, there is elimination of any unfair pay gaps.
- Performance management systems are used effectively to improve inclusion, engagement and productivity.

The National Centre of Diversity were encouraged to see that the College was able to demonstrate that they meet the additional requirements of the standard. There were a number of suggestions given by the Consultant, which will form part of our action plan for 18/19 (please see Appendix A). The action plan considers:

- Self-Assessment Report 2017/18
- Quality Improvement Plan 2017/18
- Quality Enhancement Plan (QEP)
- Equality, Diversity and Inclusion Policy

The key strategic objectives for the next academic year are:

- Ensure impact assessments are completed consistently by the appropriate people, including Heads of Department.
- Ensure that FREDIE continues to be proactively discussed in team meetings. Evidence clear links between productivity and FREDIE within performance management/appraisal.
- Continue to develop support for staff and students relating to mental health.

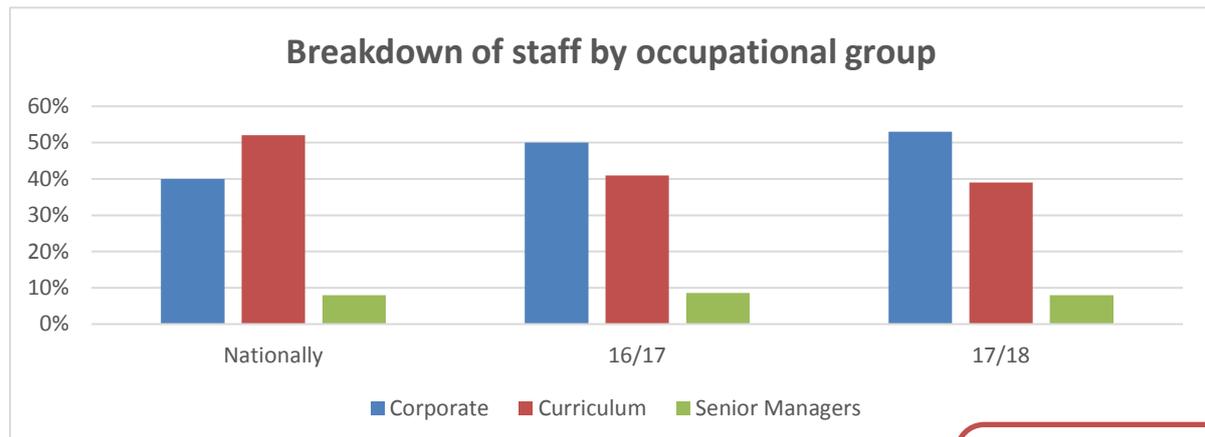
The Equality, Diversity and Inclusion Steering group will monitor and review these objectives.

Currently ranked 2nd in the top 100 organisations supported by National Centre of Diversity.

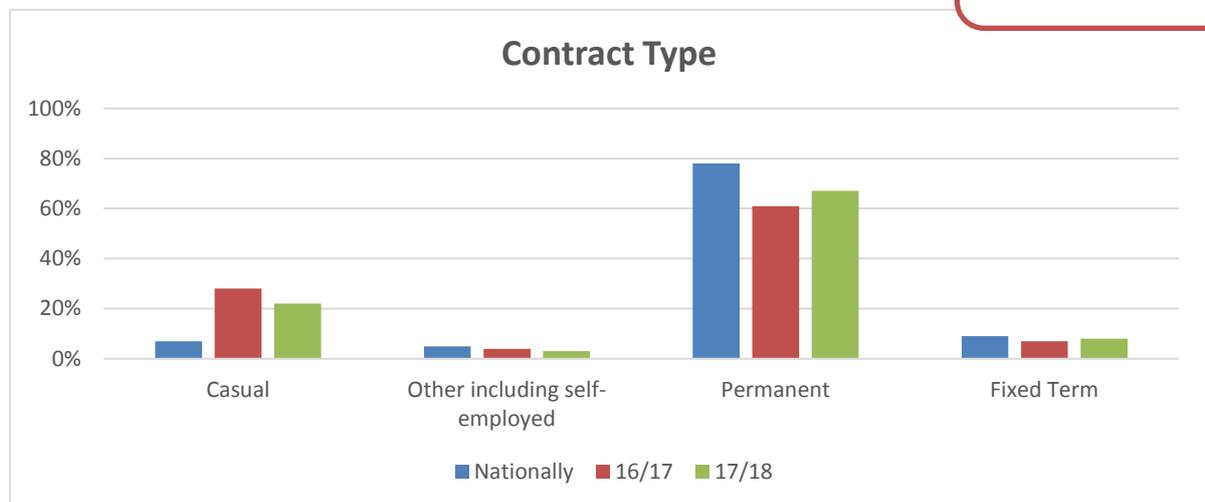


Staff and Student Profile

Data and statistics gathered show how the College’s policies and practices affect equality in the workforce and the delivery of services to students and staff. Data is reported to the Equality, Diversity and Inclusion Steering Group who ensure that we are advancing equality and fostering good relations. Data reported considers staff employed on a substantive, fixed-term and supply pool basis (collectively unless otherwise stated). Currently the College employs 740 staff (inclusive of supply pool and staff employed through external agencies) and of these, 550 staff employed are on permanent or fixed term contracts.



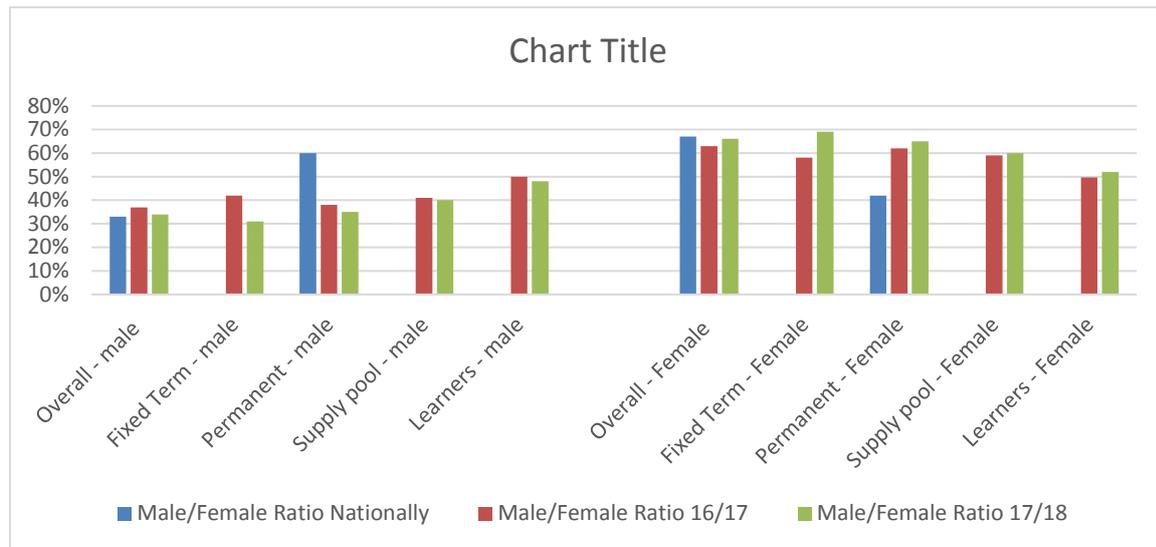
Teaching staff represent close to half of the UK workforce with in FE.



It is also important to note that within the College a large number of part-time opportunities (i.e. term-time only contracts) are available which reflects our business needs/service provision. Female staff predominantly fill those types of roles. Although the College offers flexible working arrangements to all staff, more requests are made by women, which reflects society norms.

“The College is good at promoting women in engineering and men into child care; feeder schools get the experience at the College.”

Gender (Sex)



Pay and grading structure is determined by Job Evaluation and is not driven by gender. This ensures that policies and procedures are in place that are fair to all and will continue to monitor the impact of these policies in terms of our gender pay gap.

The College is confident that men and women are paid equally for doing the equivalent or same job and this was demonstrated in our most recent Equal Pay Audit. This in the main is because the college operates a successful Job Evaluation (JE) Scheme, which has been in place for over 13 years and is reviewed in line with ACAS best practice. The last of these reviews took place in 2014. New College Durham is still one of the few College's in the country that operates a JE scheme.

Nationally within FE Colleges the gender pay gap is just under 3% (in favour of men) for teaching staff. As mentioned above, previous analysis in SIR 23 suggests that the different subjects taught by men and women may drive this gap to a significant extent.

Staff to student profile of male/female ration remains constant as in previous years.

Learner data has been static in relation to male/female split. There appears to continue to be a trend in more female 19+ students than males, specifically within apprenticeships and HE.

Gaps are beginning to close, for example, there are now more males employed within health and social care, which previously had been 100% female and there is a 100% increase in female lecturers within the construction, technical and civil engineering since 15/16. Restructuring of the Principalship now shows an equal split 50% male and female.

Sexual Orientation

We work with other institutions, local communities and partners to eliminate discrimination based on a person's sexual orientation, and encourage and promote good practice. 1% of staff identified as LGBT compared to 1.46% of students. This is the second highest reporting factor where staff and students have preferred not to say or information has not been provided. This has consistently been an area where students and staff have preferred not to say.

Gender Reassignment

The College is a place where the lesbian, gay, bisexual and transgender community is supported and valued. Its contribution to the organisation and wider community is recognised. We do not have any staff who have presented as transgender.

Marriage and Civil Partnership

The College is committed to the development of positive policies and practices to promote equalities and support an appropriate work-life balance for everyone. We are committed to treating civil partners in the same way as married people in employment and training, including flexible working, statutory paternity pay, paternity and adoption leave and flexible benefits. We do not currently report on this for student enrolments.

Pregnancy and Maternity

The College has a flexible working policy in place. This academic year no requests were received for shared parental leave.

Age

We actively tackle age discrimination or practice that disadvantages people because of their age, unless it can be objectively justified. As in previous years we have an ageing workforce, 39% of our overall workforce are aged over 50, with the eldest being 78 currently employed through the supply pool as an exam invigilator. The average age of our workforce is currently 45 years old. This is representative of the overall FE workforce. We continue to develop contingency planning by:

- Staff are supported to upskill and develop knowledge to help them progress, considering future skill gaps.
- Introduction of leadership and management toolkit.
- Revising the training needs analysis so that it is linked to curriculum planning so managers are planning and making the investment in staff at an early stage.

Race/Ethnicity

We foster good relations between different racial or ethnic groups, national origins or nationalities. We encourage staff/students to declare their race/ethnicity. Staff declaring their Ethnicity as 'White British' remains the same as in the previous year at 96%. 93% of the student population report their ethnicity as White British.

Despite this high proportion of White British, the learner population remains slightly more diverse than the general population of County Durham with the 2011 Census reporting 96.6% of the regional population as White British.

SIR data reported, the FE workforce in Colleges is 80-90% white British. The ethnicity of staff in the FE workforce in Colleges has not changed significantly, which is similar to our data presented.

Disability

The College supports and promotes the right of a disabled person to feel valued and have the ability to make decisions, and continues to offer support to staff through Occupational Health and Access to Work. Reasonable adjustments are made to working arrangements and premises to ensure equal access for employees or potential employees who have particular needs or who are disabled. We are a Mindful and Disability Confident Employer.

Physical impairment continues to remain the most common form of disability reported by staff. Reasonable adjustments for those staff, if requested, are in place including supporting a visual impaired member of staff to return to work by adjusting her working environment and providing accessible computer software.

The College is fully accessible, we have a refuge point for fire evacuation, and in place a number of reasonable adjustments, such as medical management plans and how to use hoists.

Data illustrates that 9.56% of the student population described themselves as having a disability; no students described themselves as unknown/prefer not to say. Both the increase in disclosure of disability and the decrease in non-disclosure is due in large part to increased and continued vigilance of staff during recruitment, enrolment and induction. The highest reported category for students was mental health difficulty, at 28%. No staff declared as having mental health difficulties, however we are aware through development activities that this is a growing area, which we are supporting for staff and Managers. This is replicated in growing concerns about young people's mental health and a Mental Health Steering Group has been established, to create a program of actions and to raise awareness. Connect five, mental health and well-being training is being delivered across the College to ensure that managers are skilled and can deal with concerns. Indeed the OH Nurse is current developing a draft Mental Wellbeing Policy which will hope will be considered by Governors in due course

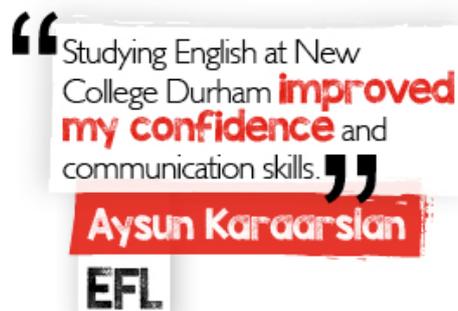
Religion or Belief

The College actively promotes the opportunity for people of different religions/beliefs and encourages cross College activities where relationships are fostered including multi faith events. The trend in relation to staff and learner willingness to disclose their religion/belief appears to continue, however this remains a small percentage of disclosures against total staff employed.

Better use of protected characteristic information and changes to recruitment for students and application gathering of data for staff recruitment has led to improved diversity of staff and student applications and appointments.

Through the process of reaccreditation for Leaders in Diversity the College has had an excellent response from staff and students to the diagnostics, awareness of the Leaders in Diversity status has improved, and points of culture are very good. This is largely due to the investment from Leaders in these areas, the robust work of the steering group and the Single Equality Scheme.

A great experience



Governors

Our Governors make an invaluable contribution to the development of excellence in the College. The governing board set the mission and strategic direction of the College, and scrutinise its performance. Governors have access to relevant and appropriate information, which assists them to plan, implement and monitor actions to carry out their responsibilities under this scheme. The profile of our current governing body is as follows.

Sex

We currently have 15 Governors, 9 male and 6 female with one vacancy.

Sexual orientation

The predominate orientation was heterosexual. No declarations were made to the contrary.

Age

The average age is 53 which has been consistent for the previous 3 years;

19-24	35-39	50-54	55-59	60+
2	1	2	4	6

Race/Ethnicity

80% have declared themselves as White British. At present 1 is of other white background, 1 is of white and Asian, and one did not respond.

Marital Status and Civil Partnership

Single	Married	Divorced	Separated	Partnered	No reply
2	10	0	1	1	1

Disability

Currently fourteen out of fifteen have declared that they do not have a disability and one did not provide a response to this question.

Religion/Belief

Christian	Atheist	Agnostic	No reply
10	1	1	3

Gender Reassignment

At present we don't collect data on gender identity.

Pregnancy and Maternity

At present we don't have any Governors pregnant or on maternity leave.

College Recruitment – Staff

New College Durham is committed to a fair, efficient and effective recruitment and selection process. The College aims to ensure that the most suitable candidates are selected for appointment and that the staffing structure of the College is representative of the community it serves.

This academic year 1017 applications were received for 124 job advertisements of which 75% were for academic posts. For the same period last year we received 815 applications for 94 job advertisements.

The minimum age of an applicant was 19, ranging from applying for technician posts across the curriculum through to Corporate functions. The eldest applicant was 71, who applied for a position of Lecturer in Hospitality and Catering. The average age of applicants for positions is 49 years old.

There has been a broad range of vacancies across College this academic year. There has been a high proportion of female applications at 82%, an increase from 70% in 16/17. The applications received were for a wide range of posts across College including within Technology areas, where historically female applications have been poor.

Vacant positions are advertised in a wide variety of locations to encourage applications from a wide range of ethnic groups. However, applications are still predominately White British (81%). 91% of applicants declared that they were heterosexual, this is consistent with previous year's data. Regarding declaring of religion 38% of applications state none or prefer not to say which is also consistent with previous data.

Fair recruitment and selection processes ensure that the College minimises the risk of compensation claims. A management toolkit has further been developed which incorporates recruitment and selection, essential employee relations and appraisal and updating on the equality act including the Public-Sector Equality Duty and protected characteristics.

Exit questionnaires are used to evaluate employee satisfaction and all employees leaving employment are offered the opportunity to have an exit interview with HR. This process enables the College to identify, and if necessary explore, concerns further.



A candidate for staff interview disclosed Asperger's and we got guidance from our own department on how to make reasonable adjustments and provided the interview panel with some training.

Key Achievements for Staff and Students 2017/18

Students

Through this academic year, there has been a range of opportunities available for students to increase their knowledge, skills and engagement with equality, diversity and inclusion activities. We have repeated some activities from last year, as well as a diverse range of projects and schemes taking place in the different schools/departments throughout 17/18.

A full report outlining a range of activities and marketing events from across College has been appended to this report (see Appendix B).

Staff

Bespoke staff development workshops have been available for staff to participate in, these have included topics such as:

- Communicating and interacting with autistic students
- Dealing with people positively
- Recognising and addressing unconscious bias
- Dementia awareness and the Herbert Protocol
- Effective Questioning/Assessment for learning
- Modern Day Slavery
- Time4Wellbeing
- Restorative Practice
- Holding difficult conversations - preventing radicalisation and terrorism

Quiet Room

September saw the opening of the new Student and Staff Quiet Room. The facility is available for staff and students who wish to use it for the purpose of prayer, meditation and/or reflection. Staff and students are required to sign the "Code of Conduct for Use" and register to use the facility with the Students' Union before the key can be signed out. Only staff and students of the College can use the facility, therefore it is not available for use by visitors.

Occupational Health

The College continues to offer Occupational Health (OH) support to staff. Occupational Health work alongside the Human Resources and Health and Safety teams to provide welfare advice and support. We provide a range of services including Health Surveillance, Health Monitoring, Management Referral service, and the OH survey and stress questionnaire.

If a member of staff or a prospective member of staff is disabled or has a physical or mental health condition that makes it hard for them to do their job, they can apply to Access to Work for support. Once they have applied, an Access to Work adviser will contact them to discuss what help they can get. An adviser may also contact the College (usually the Head of School/Department) to discuss how Access to Work can support the individual.

One claim was submitted this year, this was supported with aids and equipment for hearing loss.

Equality, Diversity and Inclusion competition

There was an increase in the number of overall entries from 24 to 47, this year. Four staff submitted entries compared to one last academic year. The quality of entries was exceptional and the event was sponsored by NOCN. Winners nominated a charity of their choice who received half of their winnings.

Supporting students

The Training and Development Manager worked with a group of Nissan Apprentices to help them to create a bespoke e-learning resource that could be used with the broader Nissan workforce on preventing radicalisation. This was a collaboration between training that was used to train College staff combined with the information that the students already had from their sessions. The resource was widely promoted and utilised in Nissan.

JCQ programme

Staff from Education and Support Learning delivered a comprehensive JCQ programme to staff around requirements of access arrangements for examinations. This was rolled out across the academic year taking into consideration that there are now staggered examination times.

PD North Prevent Steering Group

The College's Training and Development Manager is the Chair for the PD North Preventing Radicalisation Steering Group. They coordinate and organise meetings, events and activities across the region, attended by FE Colleges, Local Authority Providers and Independent providers.

Leaders in Diversity

The College has maintained Leaders in Diversity. Leaders in Diversity helps us in bids where we need to compete; having the standard is best in helping us do this. Leaders in Diversity makes people mindful to respect other people's backgrounds.

Our policies and procedures are impact assessed when renewed to ensure that as result of their implementation we do not treat any group or individual less favourably, reducing any potential discrimination.



Conclusion

The College received a positive review from the National Centre of Diversity and demonstrated our commitment to meeting the new Leaders in Diversity destinations, without any support. This demonstrates that best practice has built up over the years of working towards Leaders in Diversity and continues to develop to be a whole College ethos.

The correlation of data is very similar to previous years and there has not been a noticeable increase/decrease in any staffing or learning data relating to protected characteristics. The College has an ageing workforce and the College has contingency plans in place to fill age skills gap in the future.

Highly effective planning and promotion of Equality, Diversity and Inclusion continues to ensure legislative compliance is met and monitoring through Senior Management meetings drives the Single Equality Scheme, which will continue to be reviewed annually.

Throughout 18/19 the data will be reviewed, and any emerging cross-College trends or themes will be prioritised, and opportunities explored as to ways in which the College can further enhance the experience of staff and students.

Effective CPD planning will ensure that staff continue to be highly effective in ensuring that all students benefit from high quality provision. Where performance issues arise, variations in in-year indicators, for example in retention and attendance, will be explored and underlying reasons for non-achievement established.

The College engenders a very positive social and emotional environment for all staff and students.



Appendix A - Single Equality Scheme Key Objectives for 2018 – 19

Objective	Impact measure	Timescale	Key Responsibility	Actions for 18-19
Ensure Equality impact assessments are completed consistently, nominated individuals.	Managers and staff responsible for equality impact assessments should be competently trained to ensure consistency across the College.	May 2019	Training and Development Manager Curriculum Managers responsible for Equality	Review equality impact assessments conducted and devise training to support staff.
Ensure that Fairness, Respect, Equality, Diversity, Inclusion and Engagement continues to proactively be discussed in team agendas.	Heads of Department to ensure that EDI is referenced throughout team meetings as appropriate based within team objectives.	May 2019	Curriculum, Quality Meeting Departmental meetings Senior Executive Group	Training and Development Manager to obtain sample of minutes to check detail and for objectives throughout 2018/19.
Evaluate the links of the impact of Fairness, Respect, Equality, Diversity, Inclusion and Engagement within performance management.	Leaders value the importance of ensuring FREDIE is embedded within our performance management process.	May 2019	Training and Development Manager Heads of School/Departments	Changes to appraisal documentation to be rolled out September 2018 after a successful pilot. HR mini sessions have been delivered to support all levels of managers.
Enhance existing support for staff and students relating to mental health.	Promote awareness and understanding of coaching techniques for staff and students around wide range of mental health to reduce and manage sickness absence and learner attendance.	May 2019	Training and Development Manager Head of Education and Supported Learning	Connect 5 research project has now commenced, Training and Development Manager to meet Curriculum Manager for LSA to devise training programme. Continue to source and provide staff and students with a wide range of opportunities to learn about and improve mental health and well-being.

Appendix B – Equality for Students – Annual Report

Appendix C – Reference material

Gender Pay Gap Report New College Durham – May 2018

<file:///ncdvprofile01/Redirected%20Folders/110053/Downloads/Gender%20Pay%20Report%20October%202017.pdf>

FE workforce data for England - June 2018

<https://www.sirdatainsights.org.uk/docs/SIR25-final-report.pdf>

General Data Protection Regulations

<https://www.local.gov.uk/our-support/general-data-protection-regulation-gdpr>

Leaders in Diversity Stage 3 report – March 2018 - Bruce Waller – to be uploaded in conjunction with the Single Equality Scheme.