



New College Durham

**Equality For Students  
Annual Report  
August 2017 – July 2018**

## Contents

<b>Introduction</b> .....	3
<b>Evaluative Summary</b> .....	3
<b>Key Achievements – Students</b> .....	4
<b>Curriculum Area Activities</b> .....	4
<b>Health Social Care</b> .....	4
<b>Early Years</b> .....	6
<b>Public Services</b> .....	7
<b>Technology</b> .....	7
<b>Business, Management and Professional</b> .....	9
<b>Sixth Form Centre</b> .....	9
<b>Tourism Digital and Creative Industries</b> .....	9
<b>Education and Supported Learning</b> .....	10
<b>Personal Support Services</b> .....	10
<b>Library Services</b> .....	11
<b>Personal Learning Coach (PLC) Service</b> .....	12
<b>Advice Support Careers (ASC)</b> .....	12
<b>Marketing Activity</b> .....	13

## **Introduction**

New College Durham is firmly opposed to any form of discrimination; it ensures that its practices are legal, accessible, and fair to all learners, service users and employees. The College is committed to Equality of Opportunity and ensuring every learner is fully supported and enabled to achieve to the best (s)he possibly can. The College draws its learners from a wide range of backgrounds; its educational provision, services and partnerships provide opportunities for people with an equally wide range of abilities and aspirations. The College continues to develop and raise awareness of equal opportunities across all aspects of the organisation and to work towards staff and students demonstrating confidence in, and commitment to Equality, Diversity and Inclusion (EDI). EDI is very effectively monitored and supported across the College; it continues to monitor, measure and evaluate the impact of equality, diversity and inclusion policies, provision and action plans. The College's established system to ensure this effective monitoring of data for all learners begins at enrolment and includes details of age, gender, disability, learning difficulty and ethnicity against the number of enrolments.

## **Evaluative Summary**

There continues to be highly effective planning and promotion of Equality, Diversity and Inclusion (EDI) ensuring we comply with legislative changes. This is monitored through Senior Management meetings and driven via the Single Equality Scheme (SES) reviewed annually. The data collected is analysed to identify emerging cross-College trends and themes. The data helps us to prioritise where resources should be focused, to further enhance student experience and opportunities. This is based more on the qualitative data and evidence of how we embed and promote Equality, Diversity and Inclusion across college as opposed to solely focusing on the quantitative data. Quantitative data will be presented in a separate report once the end of year data has been finalised.

The College maintains its commitment to ensuring that it embeds EDI within all of its practices; every opportunity is taken to advance equality, diversity and inclusion and to mitigate all forms of discrimination. Staff and students are encouraged to celebrate diversity and difference; the College continually seeks to educate staff, students and the wider community in order to foster good relations and recognise the benefits of a diverse community. The College was successful in maintaining Leader in Diversity status and demonstrated to College learners, partners, prospective and current employees that it continues to be inextricably committed to EDI.

There is continued emphasis on monitoring and analysing student performance to ensure closure of achievement gaps; EDI 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 learners 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. As a result, across the protected characteristics, gaps have been narrowed significantly or remain closed completely.

The total number of learners enrolled to all courses both in FE and HE in 2017– 2018 was 14,405. As the largest provider of vocational higher education in County Durham the College offers courses and programmes of study across a wide range of vocational areas.

## Key Achievements – 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.

Generic events organised include;

- National Careers Week
- Holocaust Memorial Day
- International Day Against Homophobia and Transphobia

A pilot Mental Health questionnaire was rolled out in September, the idea being that this would help to identify any students who had additional concerns or potential mental health. 1342 students completed the survey – the College was already supporting some of the students who completed the survey however, the survey also identified 71 students who would require immediate action. Either Learning Support Assistants, Personal Learning Coach, Counselling Service or our safeguarding team supported these students. As this was a pilot, the responsiveness of the resources was very reactive, it has been agreed that the survey in this format would not be repeated but alternative methods of collection will be explored.

The College Equality Competition was a great success, the theme this year was “Together We Can”. The range of entries were displayed in gallery format in the College mall prior to the winning presentation-taking place. All of our students took part in an equality and diversity competition as part of the ‘Together We Can’ theme. The students had to create an entry that evidenced their understanding of Equality, Diversity and Inclusion. This was a great opportunity for students to work together to demonstrate their understanding, using creative and innovative ways of conveying a message. The students were very enthusiastic about the task and enjoyed taking part in the competition. The activity encouraged students to develop and express their understanding of diversity, inclusion and equality. The winning entry was created by Level 3 Technical Certificate Childcare and Education students, and was showcased within the College. The event ran in conjunction with a *Celebrating Diversity* event organised by the LDC that included ESOL students providing some interesting and engaging activities for students to participate in during the week.

## Curriculum Area Activities

### Health Social Care

**Tutorials** and ASC sessions (Equality & Diversity awareness, British Values, PREVENT talks and inputs)

**Curriculum content** (L2, L3 and HE) includes Equality & Diversity, Social / Sociological concepts, Contemporary issues, Policies and Legislative content which is taught and assessed across all levels



**Curriculum** (L2, L3 and HE) students collate posters, flyers and wall displays to promote E&D, BV and PREVENT

**Work Based Placement** – E&D is embedded into student learning and placement workbooks to measure understanding

**NCD College E&D Competition** - HSC L3 Y2 Extended entered College E&D competition 2018 which was promoted and supported by tutors and students

**Guest Speakers** (Eg: NHS, British Army, Alzheimer's UK) have presented sessions to groups across FE and HE detailing current practices and expectations within the workplace. Also informing students of the forever changing nature and context of employment and equality legislations and the impacts they can have

**External Partners** - This academic year 2017-18 the HSC team have formed a working relationship with Alzheimer's UK and have attended 'Dementia Friends Training' and some staff have qualified to become trainers themselves. Training and educational input will be provided to students and staff in due course to promote and increase awareness

**External & Engagement Activities** - HSC team have worked to open a 'Dementia Café', opened March 2018 and will be open on the last working Friday of the month. HSC students and staff as a positive environment and again working to forge working relations both internally and externally across the region will staff the café

**Educational Workshops** - HSC team have recently booked students in to attend 'Hate Crime Sessions' in May 2018. Again to increase awareness

**Inter College Skills Competitions** – HSC have had success recently, with students placing in the top three at area, regional and northern competitions. Activities promote good practice and awareness of E&D and H&S

**Fund raising** – HSC team and students participated in Alzheimer's/Dementia Walk (Sept 2017) at Beamish raising monies for the charity/organisation, this was well attended by staff and students from across the School

Students and staff from HSC & EY participated in an Alzheimer's / Dementia walk (fundraising event) which went ahead in September 2017 at Beamish Museum.

**Men Into Care Feb 2018** - New College Durham held an event for local school pupils, in the hope of overcoming the gender imbalance in early years and health care and inspire more young males to embark on a career in this sector. Year 9 pupils from Farrington Community Academy visited the College to participate in Men into Care event. The interactive activities aimed to provide the pupils with an experience that would give them a taste of potential career routes. Throughout the day, the pupils took part in fun theoretical and practical workshops, delivered by our expert Early Years and Health Care lecturers. The workshops included learning how to move and handle patients safely in the ward; communicating with different audiences, such as children and doctors; lifesaving skills; and infection control. The event took place in our on-site industry standard facility, which includes a health care ward with a viewing pane for observation, simulated patients and a nurse's station.

Men into Care' event (Feb 2018) was hosted by the HSC team to promote male roles and prospects within HSC settings.

## Early Years

Early Years practitioners have been involved with an action research project through PD North. The project has involved practitioners returning to practice within early years settings, to ensure that they have broad industry experience and the effect of this on the overall student experience.



Teaching and assessment methods and materials actively promote equality and support diversity. Learners' knowledge and understanding of equality and diversity is effectively reinforced through both their tutorial and academic study programmes again being strongly embedded within the coursework and within placement. Learners gain an understanding of the importance of equality, diversity and inclusive practice. Learners as part of their programme attend practical placements 2 days a week; where they have to be aware of the settings equal opportunity policy, inclusion policy and rights of the child. Through planning of activities for their reflective tasks, learners have to be aware of and plan for children's individual needs.

Programme literature, recruitment activities, and programme delivery strategies contain explicit reference to the approach taken to promote equality of opportunity and eliminating discrimination. Raising awareness of such issues and active promotion of diversity will help to ensure that all learners can achieve their potential. There is a wide range of resources within the classroom to facilitate differentiated learning; these include persona dolls and sensory development resources.

Cultural displays are evident within the classrooms; religious artefacts and books are on display in Gr2.39. Learners regularly produce displays within the classroom and within their settings to promote equality and diversity. All programmes within FE and HE have a stand-alone unit which demonstrates the students understanding of equality, diversity and inclusion. Whilst considering relevant current legislation and procedures to address within their working professional practice and to promote an awareness of equality and diversity. Level 3 Y1 Tech student has submitted an entry to the College EDI competition and successfully won first prize.

Early Years practitioners have been involved with an action research project through PD North. The project has involved practitioners returning to practice within early years settings, to ensure that they have broad industry experience and the effect of this on the overall student experience.

A number of staff have been trained as Dementia Friends. This training has supported staff to understand the care and support people with dementia and those supporting them need. The training has been very useful and has helped to enhance the experience of staff and students. In addition a dementia café has been set up which is ran by staff and students for the wider community.

The Apprenticeship group reflected on their practice in the workplace and how they meet the individual needs of the children. The feedback from them created a picture of a diverse provision - the students were aware of the impact of their practice and the benefits of being a positive role model. The task provided challenge for the students and as a group explored how they could as professionals challenge anti-discriminatory behaviour. This extended their understanding of their role within the children's learning environment and linked to the real world with the current affairs that is tragically unfolding.

## Public Services

All level 3-year 1 learners complete a designated unit on Citizenship & Diversity. The unit provides learners with knowledge, skills, attitudes and values to become thoughtful and informed citizens and public service employees. It develops an awareness of rights and responsibilities as well as respect for different religious, ethnic and national groups within UK society. As part of the unit learners had input from the Police in relation to Hate Crime, within these sessions learner's awareness of different hate crimes and the impact were raised.

In November 2017 Public Services students and staff supported the Royal British Legion Poppy Appeal in the foyer of Sainsbury's supermarket at the Arnison Centre. From 08.00 – 17.30 every day there were public service students from New College Durham selling poppies, engaging with the public and volunteering in their community.



Monies raised came in at £9437.41 for the Royal British Legion. The behaviour and commitment of the students was once again exemplary.

On 6 March 2018, PCSO Rachael Farrimond-Wight from Durham Constabulary came in to speak to over 40 of the current public service students about Stop and Search. They asked the students what they knew of their stop and search knowledge. Then they spoke in length of their rights to stop and search. The use of videos of current stop and search activities were used for the students to provide their own opinions on whether they are carrying out the stop and searches legally. Student Meghan Williams aged 17 commented "*It was good and I didn't know my stop and search rights before this talk*"

## Technology

During Easter United Arab Emirates, students were welcomed to take part in a programme where they participated in engineering, welding and motor vehicle workshops. This is the third time the School of Technology has offered this programme and was delighted to welcome its first group of female students this time round. The students enjoyed taking part in the practical lessons, and using the state-of-the-art equipment available in the Advanced Manufacturing Centre. The wide range of activities offered allowed the students to develop their skills, and gain experience working in industry standard engineering, motor vehicle and welding workshops. School staff form strong relationships with businesses, to enhance learning with visits to industry. The students involved in the programme benefitted from this and participated in bespoke sessions at Nissan and Liebherr Sunderland Works Ltd. They also engaged in cultural trips to London, York and Beamish Museum.

Dhabia, Edgewater Middle East student, said: "It has been a great and interesting experience because I have not been away from my family before. I really enjoyed working with the engineering equipment and the visit to Beamish Museum. "Mohammed, Edgewater Middle East student, commented: "Studying at the College was a fantastic experience. I really liked the engineering programme as I learned a lot. The trips and visits were fantastic and interesting.

United Arab Emirate students were welcomed to take part in a programme where they participated in engineering, welding and motor vehicle workshops.

Girls from Co Durham comprehensive schools were invited to New College Durham to gain first-hand experience of the world of construction, as part of Women into Construction 2018 initiative.

Seven year 10 girls from St Leonards School in Durham and 2 from Seaham High School took part in several hands-on activities throughout the day involving painting and decorating, bricklaying, plumbing and carpentry and joinery.

Marilyn Keaveney, Progression and Partnership Co-ordinator at New College Durham, who organised the Women into Construction event, said: *“We are delighted to be working in partnership with local schools to give girls the opportunity to explore different areas within construction. We are committed to help change perceptions and to inspire girls to consider a career in this exciting industry.”*



The College hopes to encourage more women into male-dominated industries by giving school pupils an insight into careers in the construction sector.

New College Durham are in a partnership with the charitable foundation Weldability Sif. The Weldability Sif Foundation is a charity, registered in the UK, formed in 2012 with the specific objective of facilitating an increase in the provision of vocational welder training at FE Colleges, UTCs, Universities, Schools and Academies across the UK and Ireland. As part of the collaboration, New College Durham held a launch event. Rob Case a Weldability Sif trustee along with guest speakers Kevin Scott of the sector skills council attended the event for Science, Engineering, Manufacturing Technologies (SEMTE) and Keith Temperley of The Welding Institute.

New College Durham invited girls from local comprehensive schools to take part in women into engineering event, to overcome the gender imbalance and to encourage more young females to consider a career in this dynamic sector.

Students came from Farringdon Community Academy, Hetton School and Bishop Barrington School, to get first-hand experience of engineering and to learn more about the career opportunities available to female engineers. Due to the high interest from schools, the event took place over two days.

The event involved an extensive range of hands-on engineering activities that were delivered by our expert engineering team. The activities took place in our industry standard workshops and involved teaching the girls how to spot weld, drill and build a pneumatic circuit.

### **Business, Management and Professional**

New College Durham's Podiatry Society held a bake sale in aid of the College of Podiatry's nominated charity Crisis and the Podiatry Society. Alongside the bake sale, students ran a Foot Health Stall, which focused on how healthy your footwear really is.

Mend the Gap programme showcased in Paris. The idea of gap mending is about bridging divisions between service users and social work students through new approaches to user involvement. It represents an alternative to the current emphasis on elite or fast track options by prioritising user insight over academic qualifications.

Students from New College Durham visited Cámarabilbao University Business School in Bilbao to represent the College in the Trade Mission business event. The College will be the only UK College represented at the event, which aims to promote UK businesses. This is a fantastic opportunity for the nine students involved to develop their business acumen, by promoting a product or service from their home country in a new market. There are 106 students attending and 35 companies from all over Europe being represented.

Two New College Durham students are due to visit Parliament to display their outstanding Higher Education research posters and compete against University students from across the country. After entering New College Durham's first internal Higher Education Research Poster Competition in December. The students are celebrating the opportunity to have their original research posters judged by representatives from Parliament and the Higher Education sector. New College Durham is one of just four Further Education Colleges in the competition. They will be up against students from institutions such as the University of Warwick, York and Leeds, amongst many others. Having two students representing the College in this research project, typically only undertaken at university, perfectly demonstrates the success of the College's higher-level students.

### **Sixth Form Centre**

The Sixth Form Centre is an outstanding learning environment that ensure students develop the knowledge, skills and values required to thrive academically and to progress to university or into employment.

Targeted, specific, additional support is provided to A-Level students, including individual and small group masterclasses and holiday revision sessions.

Students benefit from subject specific workshops, which are additional to timetabled classes, to develop further knowledge and skills. We have excellent links with universities. Our A-Level students attend lectures and workshops in a university setting and visit higher education institutions such as Oxford University, Cambridge University and Durham University, to help prepare them for the next stage in their education journey.

### **Tourism Digital and Creative Industries**

A competition was held for graphic design students, they were given a specification to create posters and a media format that would depict what preventing radicalisation and promoting British Values means to our College. A lot of research and preparation went into the design of a range of posters and a number of posters are now being used as a resource across College. A promotion video that has engaged staff and students encouraging them to give their views on our role in preventing radicalisation and understanding of British Values and what these both mean to our College. This activity had encourage discussion amongst students and staff and the posters and video will help to further increase knowledge.

A number of students from Travel & Tourism and Art & Design have completed two weeks work experience at The Oriental Museum and Palace Green Library. Students have been involved in the assisting of tours at Durham Castle, creating visual pieces for celebrations such as Chinese New Year and helping with art exhibitions such as the Marvels of China.

The Wood Pile is a local community interest company based in Durham that makes and specialises in reclaiming old furniture and craftwork onsite. Their aim is to 'support those who have barriers to work, those who are disadvantaged or disabled into and towards employment'. We have started a new work experience partnership with The Wood Pile this year where we have sent mixed ability students including those with mental health issues and physical disabilities to do a 10-day work placement. The experience has enabled Visual Arts students to gain valuable employability skills in their chosen career paths.

## **Education and Supported Learning**

The College worked in partnership with the National Health Service to create internships for students with disabilities. There was an Initial pilot that involved 23 students from across the North East, 11 of which were College students.

There has been a 100% successful progression rate for our students deemed to be high needs.

Increase and improved care facilities across College to ensure that all students needs where practical are catered for.

A learner who identified that there were fewer social opportunities within County Durham for teenagers with disabilities engaged with BBC fixers. She was disappointed by the lack of provision for young, disabled people and wanted to see opportunities that are more social for others like herself. She identified that there were fewer social opportunities, because you have to plan and make sure that activities and locations are accessible. If not, you think you cannot do that, but abled-bodied friends can and therefore the opportunities are not equal.

The teenager, who uses a wheelchair due to her cerebral palsy, feels that better public access could help others with disabilities live lives that are more independent and do things that most people take for granted.

Her story was on ITV News Tyne Tees on Thursday 7th December and was identified as an inspiration to others. Tackling a hard-hitting subject that was thought provoking and engaging.

The Inclusive Skills National Finals were held at the NEC in Birmingham in November 2017 with representation from the College. The event highlighted the work students had done regionally and had the best of the best competing against each other. The competition was very close with only a few points separating each learner. The standard of this year's competitor's shows how well the students have developed their skills over the past months and how they applied them to the task.

## **Personal Support Services**

As well as academic support, learners are given outstanding personal support. Learners are helped and provided with every opportunity to overcome personal barriers, thereby enabling them to progress.

All staff participate in EDI training and regular updates. The tracking and monitoring of the College's online EDI training continues to successfully maintain awareness of the importance of this area and individual responsibility. Following initial training, staff undertake refresher training on a 3-year basis. Staff development activities continue to be effectively used to share best practice across curriculum areas. Training materials and activities have had a significant impact in improving the learning experience and ensuring equality in outcomes for learners across different groups.

**95%** (upper quartile, +8% external benchmark) of 2276 FE learners responding to the 17 – 18 On-Programme Satisfaction Survey felt College actively promotes Equality and supports Diversity.

**96%** of learners agree that their programme develops an understanding of British values, with 96% (upper quartile, +2 external benchmark) believing that the College encourages learners to respect different cultures, communities and faiths. All of the above response rates places the College in the upper quartile of 156.089 learners from 52 providers.

## **Library Services**

Over the past 12 months, the library has regularly displayed information linked to the regular mall events that are arranged by ASC and the Students Union. The information is displayed as a MS PowerPoint show on a television screen in the library. Some slides are also printed off to be displayed in the HE area of the Neville building. The theme of the current slide show is Autism Awareness Day but several other topics have been covered over the past year, including: Stoptober; World AIDS Day; Holocaust Memorial Day; International Women's Day; World Mental Health Day; International Day Against Homophobia and Transphobia (IDAHOT) and other events. The Library service is to develop the presentations in the future by adding the MS PowerPoint shows to the library area on Schoology too.



### **Autism Awareness Day**

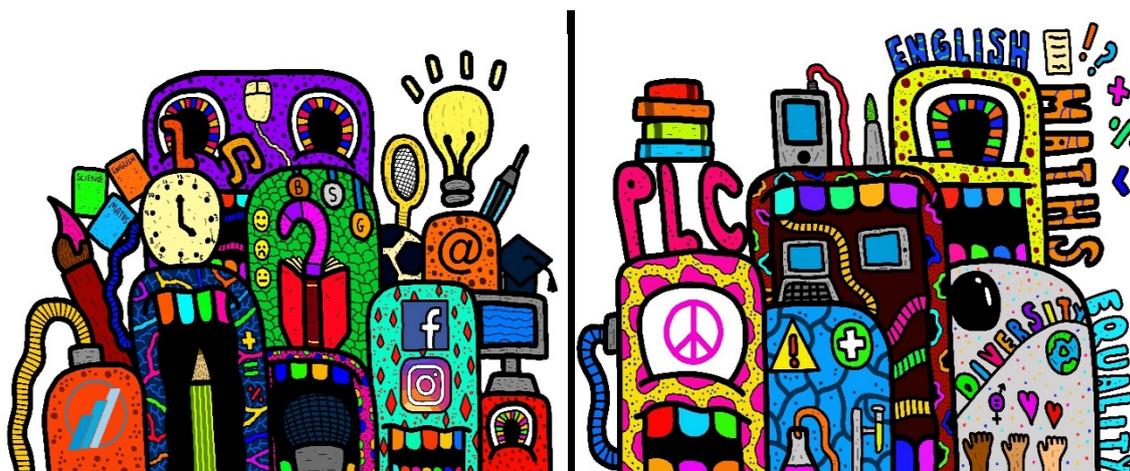
The library has recently submitted two capital bids for touch-screen monitors and stands and for a new library counter. If the bids are successful, the monitors will be used to replace the existing library catalogue computer. The monitors will be secured to adjustable, wall-mounted brackets. This will enable students of all heights, including wheelchair users, to quickly adjust the monitor to a suitable height before using it. Wheelchair users will no longer have to move a chair out of their way, in order to get to the catalogue computer. The bid for a new counter is for a purpose built, modular desk. The outline plans for this include a section of counter which is designed for serving and helping wheelchair users. A section of the counter is low-level and has a knee recess on the customer side. This will allow wheelchair users to get close to the desk which will make it easier for them to hand over or collect books, when taking out or returning loan items.

The library was recently approached about arranging a short work placement for an NCD student. The placement is intended to achieve two things; to give the student confidence to undertake a placement outside College and to provide some experience that can go onto their CV. Next term the student will be tasked with creating a detailed, illustrated price list for *The Media Store*. This will require use of a camera to take photos of stock items which can then be added to the price list. The completed list will be added to Schoology in order to promote stock items to students.

## Personal Learning Coach (PLC) Service

The reconfiguration of the space above the Library to create the Graphics and Media Suite left the Coaching and Learner Zone (CLZ), where the PLCs work, with a large white wall crying out for some creative input.

The College Graphics department have kindly taken on the project to create something bespoke for the space. Given the area is used by learners across all areas of the College, we wanted to have a representative image of College life which all students could hopefully relate to. We were keen for it to encapsulate some key curriculum areas across College, Equality Diversity and Inclusion and the idea of presenting a cohesive and shared environment. A Level 5 Graphic Design student; Lewis Donnelly, has taken a lead on the project and we have been provided with some colourful drafts which are currently in progress. We are looking forward to the murals being in place for the start of the new academic year.



CLZ - Mural 1

CLZ - Mural 2

## Advice Support Careers (ASC)

The Safeguarding Portal on the staff and student intranets has been further developed to include a Wellbeing section and includes specific information and resources related to Looking After Your Mental Health, Sexual Health, Drug & Alcohol Support, and Young Adult Carers, Emergency Contact Numbers and Useful links to External Support Services.

Throughout the academic year, key messages are promoted to students and staff by the counselling service, including how to access the personal counselling and mental health support services. Key themes are identified e.g. World Mental Health Day, New Year – New Start, A Healthy Lifestyle Event , Stress Less – Advice on dealing with exam stress.

Promotional activities take place in the College Mall and key messages are circulated to curriculum staff and displayed on plasmas screens throughout the College.

The Stress Less for Exam Success event included students being issued with bottles of water and leaflets providing hints and tips and useful apps to combat stress.

The Learner Development Coordinator in collaboration with the Student Union have continued to deliver a diversified range of events held in the College mall including the extremely popular Celebrating Difference event which celebrated the culture and beliefs of our students and International Day Against Homophobia and Transphobia (IDAHO).

Celebrating Difference Event activities included participation in African Drumming, have your name written in several languages, sampling foods from around the world, and a display of Cultural artefacts.

## **Marketing Activity**

During this year's summer campaign, we are working with Future Me to target postcodes in low achievement wards. The literature will promote our full offer to target anybody living in the household, regardless of their age or past educational experience. We intend specifically promote free math and English GCSE qualifications and our Access to HE courses to adult learners.

We have once again run a number of taster events to discourage gender divides in programmes including Men into Health and Childcare and Women into Engineering. We have promoted these in press articles to highlight these opportunities further and break down these barriers. These were included in local press articles.

Our recent HE Open Event was promoted widely and to encourage those from different backgrounds to apply. We specifically ran more promotional activity around the Access to HE course to promote our offer in this area.

We have continued working with schools in the local area that cater for students who require additional support (learning or behavioural) including Croft Community School, The Oaks, Durham Trinity, Villa Real and Windlestone. We are also improving the internal application processes to ensure these students are identified so the right support can be put in place, to help them achieve.

We have supported Health and Social Care with the promotion of their monthly dementia café, creating leaflets, press releases and sharing on social media.

We created the safeguarding and British Values fold away card for the staff badges.

In our recent photography shoot, we included students from a variety of backgrounds to ensure that we can promote our brand to a range of people considering different ages, international students, different genders including those, which represent students studying a route, which would not be viewed as a traditional male or female subject area to break down gender divides and stereotypes.

We ran campaigns to promote the English Language short course, which are designed for those living in the UK who are from another country.

We support the Future Me project with promotional materials. This project aims to target students who would not typically progress to Higher Education and who are NEET or at risk of becoming NEET.