



New College Durham

Single Equality Scheme Annual Report from 1 August 2019 to 31 July 2020

College objectives 2020/21

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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 current equality legislation.
- supporting the recruitment, retention, progression, personal and professional development of all our students, staff, stakeholders and service users.

The purpose of our Single Equality Scheme (SES) is to fulfil our duty and responsibility to ensure equality for all students, staff, other members of the College community and service users regardless of their ethnicity, gender, disability, sexual orientation, age or beliefs as defined within existing equalities legislation.

The scheme reflects the vibrant environment at New College Durham and our commitment to;

*Changing lives for the better by enabling people of **all abilities** to fulfil their potential;*

*Celebrating achievement in learning for people of **all abilities**;*

Fulfilling our commitment to equality and diversity and the rights of others.

The scheme serves to complement the Equality, Diversity and Inclusion Policy and the Equality for Students report and has been developed in consultation with staff, students, stakeholders and service users and reviews our equality data for 2019/20 (staff, applicant and student).

The Equality for Students - FE & HE Monitoring Data 2018-2019 report was presented to the Quality, Curriculum and Students' Committee Meeting in November 2019. The report gave further details on student retention, success and achievement supported with examples of how students have been supported within the curriculum and the wide variety of enrichment activities that have promoted and embedded equality, diversity and inclusion across College.

Comparative data used within this Single Equality Scheme data for students has been taken enrolment since September 2019 (individual learners, not enrolments). This data has been used to show a correlation between our staff and students and shows the College is truly representative of the community it signifies.

The key objectives for the College for 2020/21 are appended to this report (Appendix A).

Key Changes in 2019/20

The College has an outstanding reputation for the quality and scope of provision and is committed to promoting widening participation through raising aspirations and achievement and eliminating barriers to engagement. All staff work hard to ensure that the curriculum offer and support we provide meets the needs of government, employers and the regional economy.

To continue to do this it is important that the College keeps up to date with key government policy and legislative changes. The changes that have impacted on the College this academic year specifically relating to equality, diversity and inclusion are stated below.

Keeping Children Safe in Education (KCSIE)

The Department of Education issues annual revised KCSIE guidance, the latest of which was published in May 2019. The College reviews in detail the guidance and amends its practice and processes to ensure compliance accordingly.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who encounters children and their families has a role to play in ensuring their health, safety and well-being no matter their ethnicity, gender, disability, sexual orientation, age or beliefs.

New guidance has been released that will be included within our processes and systems as of September 2020 any impact of this guidance will be reflected in our report for 20/21.

Preventing Radicalisation

The College plays an important role in helping prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

The Safeguarding and Prevent Steering Group has provided a clear focal point for the co-ordination of the College's efforts. The primary focus of the group is safeguarding.

British Values and the Prevent Duty are promoted and embedded across College, wherever possible and practical, especially extending into but not replacing the integration and embedding of equality, diversity and inclusion.

Mindful Employer

The College continues to be proud to be a Mindful Employer.

Mental health is everyone's business and has never been as important as it is now.

Good mental health and resilience are fundamental to physical health, relationships, education, training, work and to achieving our potential.

The annual self-assessment will be completed in July 2020.

Level 2 Disability Confident Employer

The Department for Work and Pensions, Disability Confident scheme aims to help employers engage and retain disabled people and those with health conditions.

Being a Disability Confident employer is a unique opportunity to lead the way in the

community. This standard is demonstrated by completing a self-assessment which focuses on what we are doing well and any additional steps that the College may need to take to ensure that we are compliant. For 2020/21 the College will look to explore the possibility of becoming a Disability Confident Leader, which will mean acting as a champion within our local and business communities.

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.

The College is fully accessible, and arrangements regularly. Regular training is given on manual handling and this has included health, safety and staff within learning support receiving specific training on manual handling (including supporting wheelchair users).

Gender Pay Gap

Legislation requires employers with 250 or more employees to publish statutory calculations every year showing the pay gap (if any) between their male and female employees.

The gender pay gap is the percentage difference between male and females' median hourly earnings; it is not a measure of the difference in pay between male and females for doing the same job.

The following table provides a comparison of the key measures of gender pay (mean and median) reported between 2017 and 2019.

	2017	2018	2019
Mean Gender Pay Gap (%)	13.18	14.84	15.92
Median Gender Pay Gap (%)	25.63	28.84	26.92

The national gender pay gap for all employees as at April 2019 was reported as 17.3% (Source: House of Commons Briefing paper – entitled *The Gender Pay Gap*, dated 02 January 2020). Within the Education sector, this was reported as 20.1%, based on the data submissions of 10,463 organisations. The College's gender pay gap is therefore higher than these national averages, that said we have seen a slight drop from 2018 figures.

New College Durham has introduced most of the Government's recommended actions to close any pay gaps, as part of its pursuit of best HR practice.

That said having such strategies in place have still resulted in the College reporting a higher than national average gender pay gap. This is largely due to the make-up and gender distribution of our workforce, which sees a significant disproportionate number of female staff employed in the lower/middle posts compared to the number of males occupying these roles.

The College has always adopted the policy of recruiting the best applicant for the role, regardless of gender, or any other protected characteristic. We have

supplemented these processes with additional training for key decision makers, notably in relation to raising awareness and understanding of unconscious bias and safer recruitment. The fact however is often for some roles we are faced with just one gender applying for vacancies, despite our best efforts, e.g. part-time domestic assistant.

The College may consider positive discrimination, i.e. appointing a person on basis of gender and this may have an impact on the College's pay gap, but this would mean the College moving away from the central principle of "*recruiting the best applicant for the role*" and undertaking practices which is inconsistent with our core values.

Further analysis of the Gender Pay Gap is contained on the College website.

Leaders in Diversity

The College achieved Leaders in Diversity in April 2018.

The accreditation was due for renewal in April 2020. Leaders in Diversity gave us an excellent platform to continue to build our equality, diversity and inclusion practice and enabled us to measure our success.

Although working towards being a Leader in Diversity gave the College an opportunity to use a varied framework to measure our progress and continued improvement we felt that as the measures within the standard has not changed sufficiently enough in order to offer any additional improvements. We are looking for an alternative quality benchmark to test our practices against. We have notified Leaders in Diversity we will not be perusing re-accreditation but indicated that we are happy to share data/practice to aid development of diversity practice across the country.

Better Health at Work Award County Durham

Promoting a healthy workplace has considerable benefits for employers and can lead to decreased absenteeism, increased productivity and improved performance as well as enhancing an organisation's reputation to support staff, stakeholders and the wider community.

The Training and Development Manager will explore the possibility of the College working towards achieving the Better Health at Work Award in recognition of the efforts of our staff and students in addressing health and wellbeing within the workplace and learning environment.

This Award will recognise the achievements of the College and help to continue to move us forward in a structured and supported way.

Accessibility Regulations

New regulations came into force for public sector bodies on 23 September 2018 which stated that websites and/or mobile applications must be accessible.

Staff have been supported through bespoke training activities to ensure all content is up to date and relevant. All new content that is uploaded to the website, intranet and VLE must be checked to ensure that it is accessible. The system owners have full responsibility for ensuring that all information uploaded is accessible. Staff continue to be supported to make the relevant changes to policies and resources to ensure that we are fully compliant by September 2020.

Access and Participation plan

The College wants to ensure that every student has a fulfilling experience of higher education that enriches their lives and careers. Over the years, the Higher Education provision offered by the College has increased in size and range and currently provides for students studying in both full time and part time study. The Access and Participation plan looks in more detail at equality data to ensure that the College fully supports HE students, specifically those with greater need.

Students who engage in its programmes are supported throughout their programme of study using higher education academic support tutoring, delivered by a small team of Higher Education Academic Support Tutors. The support role is aimed at assisting higher education students develop the skills of academic writing and research. This is in addition to the academic support provided at programme level by programme level tutors and, in some cases, Personal Learning Coaches (PLCs). Such measures have contributed significantly to our high retention trends, by supporting students to access, succeed and progress to higher level study.

British Council

The British Council inspected and accredited New College Durham in January 2020. The predominate focus was on the English Language teaching department of the College and the inspection looked at not only the further education courses in general English and ESOL Skills for Life for adults (18+) and young people (16+) and for closed groups of adults (18+) and young people (16+) but also the overall standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected.

Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, learning resources, course design, learner management, teaching, care of students, accommodation, and leisure opportunities.

Employment Law Changes

As we move through uncertain times dealing with the outcome of Brexit and the changes to employment law that might be seen as a consequence of the impact of coronavirus, it is clear that the College will continue to be flexible and responsive to legislative changes and will ensure that when required any relevant changes to policy or practice are reflected through communication with Trade Unions and our staff. This ensures that there is clarity, fairness and openness for all.

Covid-19

Colleges were asked to stop classroom delivery of education and training from Monday 23 March 2020 for all ages of students. As well as the obvious health implications, the current Covid-19 crisis has created huge uncertainty for staff and students in post-16 education.

As we continue to work and learn remotely it has been evident that staff and students have responded well to the switch from classroom delivery to remote teaching.

Work has begun on preparing the site for what will inevitably be different ways of working for the foreseeable future, certainly over the summer and probably into the next academic year.

Achievements for staff and students 2019/20

Students

Through this academic year, there has been a range of opportunities available for students to increase participate in a range of equality, diversity and inclusion activities.

Further information will be reported in November 2020 through the Equality for Students Report.

Staff Development

Staff have been supported through a wide range of CPD activities to promote and embed equality, diversity and inclusion into working practice and teaching, learning and assessment.

The College's Safeguarding Portal continues to provide advice, guidance, information and resources to support with Safeguarding and PREVENT. A range of the resources available are easily adaptable to the promotion of equality, diversity and inclusion.

The varied CPD offer this academic year has involved workshops and face to face teaching through Autumn and the start of Spring term. This quickly progressed to more online learning and webinars as we responded to ensure staff were supported throughout Covid-19. Examples of the different activities staff have engaged with are given below.

- Regular updates from Counter terrorism including the Prevent Duty locality specific

- Supporting students E-safety – digital citizenship, cybercrime and how safe are you, personal safety using social media

- Holding difficult conversations associated with preventing radicalisation and extremism, promoting British Values and embedding of equality

- Dementia Friends

- ADHD and mental health - LSA/ESL/ASC/PLC

- The use of assistive technologies in learning

- Deaf Awareness

- Visual Awareness

- Mental Health First Aid training

- Understanding universal credit and the impact on low earning students

- Effective differentiation for all students

- If U Care Share – suicide prevention

- Restorative Practice

Some planned activities for staff to participate in through 2020/21 include;

- Ongoing Equality Impact Assessment Training

- Emotional well-being and resilience

- Effective use of LSAs in a classroom environment

- Working with students with Autism

Mental Health and Well-being Level 2 award

Recovery College

Equality, Diversity and Inclusion remains an essential aspect of the College performance management framework and teaching observations including learning walks. Equality, Diversity and inclusion is regularly reported upon and rigorously monitored by Senior Management, Corporation and Course Teams.

Equality, Diversity and Inclusion across all aspects of the organisation are continually reviewed with staff and students demonstrating confidence in, and commitment to Equality, Diversity and Inclusion. This includes regular workshops as part of staff development day, Improving Learning and Training and Development Managers/staff delivering bespoke sessions for individual teams including unconscious bias, managing and maintaining your workforce.

There is an annual equality, diversity and inclusion competition with entries submitted by staff and students.

All staff, including Governors, participate in training; upon appointment, all new staff complete mandatory online training prior to commencing actual employment, in addition existing staff are required to refresh their online training every 3 years.

Learner Support

There were changes within the function of learning support this academic year which has seen the support from Learning Support Assistants, Disability Advisers and Personal Learning Coaches come together within on department. This means that there will be more thorough integration into the curriculum this next academic year with a more triangulated approach between the support function, curriculum and external services.

The combination of these functions will mean that more personalised support can be given to meet the needs of students, promoting independence at every stage. The partnership work across College will ensure that students needs are met and this in turn will support the College in meeting their KPIs through timely intervention.

The team will also be available to deliver training and to provide advice and guidance to staff to ensure high quality provision for students with support needs.

Covid-19

A paper was presented to the Strategy and Resource Committee on 13th May which outlined how well staff and students had responded to the transition from face to face teaching to online learning.

This report identified some key areas;

- Supporting Student Learning;
- Safeguarding;
- College Bursaries;
- Staff Support;
- Mental Health.

Based on evidence to date, staff are not just mitigating any risk but demonstrating exceptional practice to support students. Staff are utilising a range of available

technologies to innovate and ensure we continue to provide exceptional teaching, learning and assessment, as well as maintain communication and support for students.

Staff adapted well to working from home, in often challenging circumstances but were prepared to ensure that the students learning did not falter.

The College remained responsive throughout and ensured that staff were updated through weekly bulletins from the Principal which not only outlined the current situation but also included a range of activities to keep the mind and body active.

We also increased the support for staff through access to our Counsellor and services provided by Advice, Support and Guidance Team.

This was complemented with a fortnightly “Supporting you” update that covered some key themes. These included mental health and wellbeing resources, activities to support those staff who were home schooling, reminders of mandatory training as well as sharing with staff a wide range of resources and online learning available through JISC, Open University and AOC.

Staff valued the informal support that this offered, they were forthcoming in sharing information for the update so much so over the weeks the information started to grow considerably.

Many staff also contributed to supporting the wider community during the pandemic which included kind-hearted college staff have been cooking meals, sewing NHS headbands, printing personal, protective equipment and delivering supplies to support communities.

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.

Equality, Diversity and Inclusion competition

In total 25 entries were received for the competition held on Wednesday 4th March 2020. The entries were received from staff and students and were displayed as part of our Celebrating Diversity event held in the mall. Each year the entries become more elaborate and intricate and it is evident that a lot of thought, time, effort and energy is given to the creation of the entries. The winners received £50 Love2Shop vouchers and a donation of £50 was made to a charity of their choice. Charities supported through the competition this year include Downs Syndrome North East, Durham Food Bank and Human Rights Campaign.

Progress made on key objectives for 2019/20

The College action plan to drive forward Equality, Diversity and Inclusion throughout 2019/20 contained recommendations from our original accreditation for Leaders in Diversity and areas for development identified from the Equality, Diversity and Inclusion Steering Group, QIP, QEP and SAR process. A full summary of the outcomes of these objectives can be found on page 13 of this report.

	Objective	Impact measure	Timescale	Key Responsibility	Actions for 2019/20
1	The Mental Health Charter will be promoted to all staff, students and stakeholders	Staff, students and the wider community will be aware of New College Durham's Mental Health Charter	To be completed by December 2019	Mental Health Steering Group. Training and Development Manager Learning and Development Coordinator Equality, Diversity and Inclusion Steering Group.	Through steering groups, team meetings, newsletters and work with Learning and Development Coordinator throughout the Autumn term 2019 A campaign of promotion of the Mental Health Charter throughout the Autumn term (start of term August until December 2019).
2	The Mental Health Steering Group will continue to reflect and identify the impact and support available for staff and students relating to mental health reflecting on the impact of key national and local agendas and changes in Government legislation and/or policy.	Staff and students continue to report through staff survey and learner voice that they feel supported and engaged in their learning and working environment and that they feel safe and their health and well-being is considered in learning and work.	Throughout 2019/20 his will be reviewed for progress made in Term 1 - December 2019	Members of Mental Health Steering Group. Mental Health Lead Training and Development Manager	Chair of the Mental Health Steering group will continue to work with the Local Authority (including attending local transformational plan meetings) and working in partnership with the AOC to identify where the College should be represented, to ensure that we are able to influence local and national Mental Health agenda and identify any available external funding.
3	Training and development support are required for staff using assistive technologies due to the advances and speed in which there are technological advances to ensure that there is sufficient support available for students with disabilities. First round of training will be rolled out in September	Staff receive regular training on the breadth of assistive technologies available to support teaching, learning and assessment.	Throughout 2019/20 his will be reviewed	Training and Development Manager Head of Improving Learning. SEND Manager.	Data collected on student disability and EHCP along with information ascertained at enrolment will be used initially to focus on teams where there will be students studying who need support through assistive technology in their classes, from September 2019.

	2019.		for progress made in Term 1 - December 2019	Curriculum Managers	
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4	<p>Curriculum planning has identified that there is a range of good practice across College in schools regarding the delivery models for embedding maths and English support for vocational students. This practice needs to be replicated across all areas. Exploration of delivery models within schools including staff from Functional Skills working within the vocational area to ensure that English and maths are blended fully into the subject rather than being standalone staff to be explored further. A pilot will take place in Technology from September to December 2019.</p>	<p>Attendance and engagement in maths and English GCSE exams continues to increase.</p> <p>Support for students with additional needs to achieve GCSE is explored further within curriculum areas including looking at the delivery models available.</p>	<p>Throughout 2019/20</p> <p>his will be reviewed for progress made in Term 1 - December 2019</p>	<p>Curriculum Review and Performance Monitoring Visits.</p> <p>Quality Team</p> <p>Improving Learning Manager</p> <p>Training and Development Manager</p>	<p>Utilise maths and English Lead Practitioners to support staff delivering vocational qualifications more effectively, ensure that there are peer teaching sessions arranged ready for September 2019.</p> <p>Monitor attendance and engagement of students on the pilot programme completing English and maths within their vocational area against previous data – December 2019.</p>
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A summary of the progress made against 2019/20 objectives are stated below:

1. The Mental Health Charter will be promoted to all staff, students, and stakeholders.

The Charter was launched during a two-day Health and Wellbeing event to give students an insight into ways of promoting their own mental health, wellbeing and resilience. A range of activities were on offer including health checks, yoga classes and circus skills sessions to encourage students to be more active, eat healthily, be more self-aware and take up a hobby.

Key features in the Charter include: creating an open and inclusive ethos which advocates respect for those with mental ill health, promoting wellbeing through teaching and training, providing individual mental health support to students who require it and ensuring that all students have information as to how to access support.

The Charter has been published on the safeguarding portal which was created to be used by staff and students. This portal has been extremely successful and although there are a arrange of resources on mental health and wellbeing it has been decided that it would be appropriate to have a separate portal on mental health and wellbeing for 2020/21 and will be created in readiness for launch in September 2020.

2 The Mental Health Steering Group will continue to reflect and identify the impact and support available for staff and students relating to mental health reflecting on the impact of key national and local agendas and changes in Government legislation and/or policy.

The Mental Health Steering Group met regularly throughout 18/19. Due to changes with staff roles and closure of the College due to Covid-19 the group were unable to meet on a regular basis this academic year.

The Chair of the group has continued to develop partnerships with external agencies, sourcing not only funding but also free training opportunities for our staff and students. The partnership working has continued and has given the College an opportunity to share practice and collaborate with others e.g. further work with the Charlie Waller Memorial Trust and further partnership work with the Local Authority included a wide range of free training for staff and workshops for students through 19/20.

3. Training and development support are required for staff using assistive technologies due to the advances and speed in which there are technological advances to ensure that there is sufficient support available for students with disabilities. First round of training will be rolled out in September 2019.

Throughout 2019/20 research continued into establishing and providing relevant training to staff to ensure that there are skilled and able to support students. This has included bespoke training sessions for individual teams, external partners delivering training as part of staff development and continued support to staff and students by the Learning Development Coordinator and the Training and Development Manager.

A dedicated member of the SEND Team has lead responsibility for researching and participating in external training to ensure that the College has a person at the forefront of developments, they are also a member of the NATSPEC (the voice of specialist education association for organisations which offer specialist provision for students with learning difficulties and disabilities) Steering Group.

Since the College closed in March staff have continued to be offered support through our Improving Learning Team who have delivered webinars and Team sessions to ensure that staff keep their skills up to date. Although there will be no formal action this next academic year this will be something that continues to develop especially with a continued focus on learning and working from home.

4. Curriculum planning has identified that there is a range of good practice across College in schools regarding the delivery models for embedding maths and English support for vocational students.

A training plan was developed which included workshops delivered as part of staff development days in November and February. This included working with Curriculum Support and Personal Learning Coaches (PLC) to ensure that individual staff teams were able to access bespoke individualised training relevant to their students.

The PLC team are dedicated to ensuring equality across the service which is offered to all students studying on FE, HE or apprenticeship programmes. The team provide one-to-one support on a range of issues including study skills; time management and organisation, managing College/home pressures and staying motivated to complete their programme of study. There is also a dedicated PLC for maths and English to support students to attend these sessions.

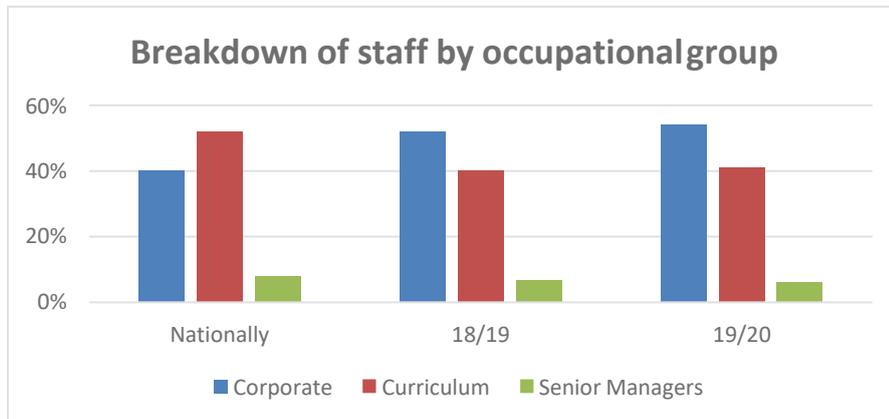
The Improving Learning Team have worked with curriculum teams to further support the embedding of maths and English into vocational learning. This has included staff working across schools to share good practice.

Participation in the Teacher Regional Improvement Project (TRIP) in partnership with Darlington, Middlesbrough and Burnley Colleges gave us the opportunity for collaboration and development of staff and resources. Although primarily around T Level the project brought additional funding into the College that could be reinvested in training to support our staff to continue to explore ways in which maths and English could be further embedded into vocational areas.

Data Analysis (Staff, Students and Governors)

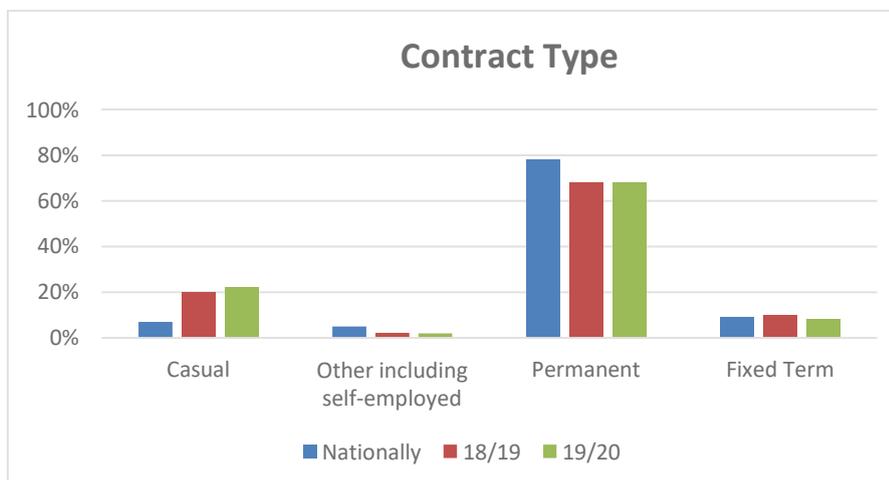
Staff and Student Profile

Data and statistics gathered show how the College's policies and practices affect equality in the workforce and that of our students. Data is reported to the Equality, Diversity and Inclusion Steering Group who ensure that we are advancing equality and diversity and fostering good relations.

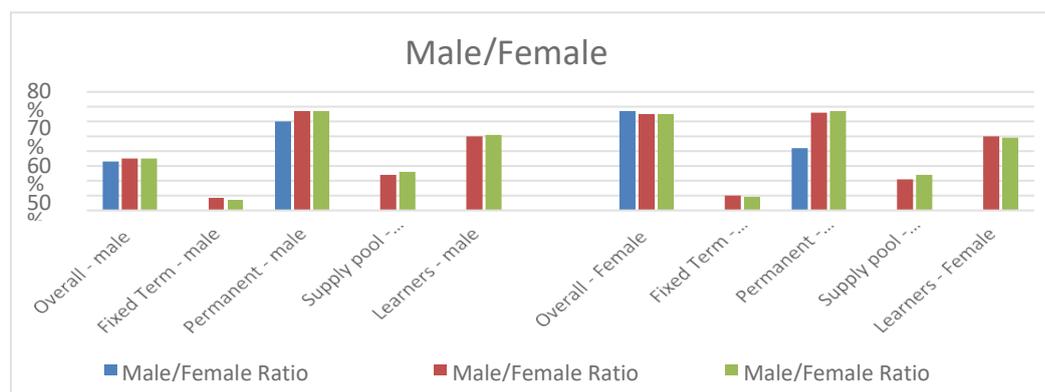


Data reported considers staff employed on a substantive, fixed term and supply pool basis (collectively unless otherwise stated). Currently the College employees 751 staff (733 2018/19) (inclusive of supply pool and staff employed through external agencies) of these 565 staff employed (573 2018/19) on permanent or fixed term contracts.

It is also important to note that within the College many part-time opportunities (i.e. term-time only contracts) are available which reflects our business needs and service provision. The graph below shows the contract type and it is evident year on year the College does not see much change in contract types.



Gender (Sex)



As reported in previous years male/female ratio for staff and students remains consistent and has been static for several years.

Sexual Orientation

The College works with a wide variety of external partners and local communities to eliminate discrimination based on a person's sexual orientation. The College encourages and promotes good practice. Staff engaged in the enrolment process have all received training and information to support them to ensure that we collate relevant and appropriate data from students and students understand that the data will be used to profile and compare and contrast staff and student data accordingly.

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.

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

New College Durham is committed to the development of positive policies and practices to promote equal opportunities and support an appropriate learning and work-life balance. The College aims to promote good relations, equality of opportunity and to alleviate concerns regarding maternity/paternity. All requests are considered and appropriate support would be provided for staff and students to ensure that they can continue to work and learn where practical and possible.

Age

The College actively tackles discrimination or practice that disadvantages people because of their age unless it can be objectively justified. Year on year we have an ageing workforce. This academic year 44% of our staff are aged over 50 compared

with 39% last academic year, with the eldest being 78, currently employed through the agency as an exam invigilator. The average age of our overall workforce is currently 46 years old. This is representative of the overall FE workforce. We continue to develop ways to ensure that we have a competent and qualified workforce which enables us to contingency plan. The age range of our students is consistent with previous years with the highest number of students being 16-18-year olds which makes up 78% of our student population. We continue to offer a range of course and activities to ensure that the College offer is representative of the requirements of the overall community.

Race/Ethnicity

The College continues to foster good relations between different racial and/or ethnic groups, national origins, or nationalities. All staff and students are encouraged to declare their race/ethnicity. Staff declaring their Ethnicity this academic year as White British is at 90% which is in line with SIR data (<https://www.sirdatainsights.org.uk/datacollection>) reported for the overall FE workforce at 80-90% white British.

In general there has been a small shift in a broader representation of staff from a range of race and ethnic backgrounds which helps us to continue to develop our support and curriculum structures to ensure that they are representative of the College community.

The learner population is at 91% for reporting as White British, our College community continues to remain slightly more diverse than the general population of County Durham with the 2011 Census reporting 96.6% of the regional population as White British.

Disability

There is a range of support available to all our staff no matter their disability, this includes, access to work, reasonable adjustments to working environment, flexible working and access to occupational health.

The College continues to be concerned regarding the increase in reported mental health by students and the number of staff supported to return to work from absence related to mental health and well-being. As we move into academic year 20/21 due to the impact of coronavirus there will need to be more focused resources supporting our staff and students which has been reflected in our key objectives for 2020/21.

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.

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 841 applications were received for 135 job advertisements of which 84% were for academic posts. For the same period last year, we received 1010 applications had been received for 131 job advertisements and 78% were for academic posts.

The minimum age of an application was 19 ranging from applying for technician posts across the curriculum through to Corporate functions. The eldest applicant being 70, who applied for a position of Lecturer in Plumbing. The average age of applicants for positions 40 years old.

The male/female ratio of applicants 24% male and 73% female and 3% preferred not to say. There were more jobs advertised this academic year that would more likely attract female applications to the position such as administration, curriculum support coaches and learner support. This data is consistent with the most comparable data presented in the SIR (<https://www.sirdatainsights.org.uk/>).

Vacant positions continue to be advertised in a wide variety of locations to encourage applications from a wide range of ethnic groups. However, applications are still predominately White British at 92%. 92% of applicants declared that they were heterosexual, this is consistent with previous year's data. There was reduction in the number of applications who did not declare or preferred not to state their sexuality to 8% this academic year from 5% last academic year this could be due to a switch in how comfortable applicants now feel in declaring their sexuality, this has been a similar picture for students declaration as well.

There was an increase however in the number of people who stated none/prefer not to say or did not respond to religion from 37% in 18/19 to 51%. There is no obvious reason as to why this should have increased so much and there is no data or statistics generally available to say of this has generally been a trend across recruitment.

The College continues to review methods of attracting applicants for job vacancies generally, making better use of social media, with a view to increasing as far as possible the percentage of appointments made from under-represented Black and Minority Ethnic groups. We will continue to monitor our application process and adapt the application process if necessary. A priority for the future would be to develop a recruitment strategy which would allow us the opportunity to consider and implement the placement of ads, utilising the right advertising mediums (technology) and wording. The College will strive to become an employer of choice and a provider of education and training both nationally and locally.

Exit questionnaires are used to evaluate employee satisfaction and all employees leaving employment are offered the opportunity to have an exit interviews with HR. This process helps to identify any concerns or problems with recruitment and allows for changes where appropriate to be made accordingly.

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. Governors' Diversity Monitoring Data as of 1 May 2020 is stated below:

Sex

We currently have 15 Governors, 8 males (53%) and 7 females (47%), with one vacancy.

Sexual orientation

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

Age

The mean age is 55 with a median age of 57.

16-18	30-34	35-39	45-49	50-54	55-59	60+
1	1	1	1	1	5	5

Race/Ethnicity

87% have declared themselves as White British. At present one is of white and Asian, and one did not respond.

Marital Status and Civil Partnership

Single	Married	Divorced	Separated	Partnered	No reply
2	11	0	1	0	1

Disability

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

Religion/Belief

Christian	Atheist	Agnostic	No reply
11	0	1	1

Gender Reassignment

At present we do not collect data on gender identity

Pregnancy and Maternity

At present we do not have any Governors pregnant or on maternity leave.

Key Objectives for 2020/21

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.

The key objectives for the next academic year are derived from:

SAR 2019/20

Quality Improvement Plan 2019/20

Higher Education Access and Participation Plan

Quality Enhancement Plan (QEP)

Equality, Diversity and Inclusion Policy

Equality, Diversity and Inclusion Steering Group

Mental Health Steering Group

Lifelong Learning Steering Group

Team meetings

Access and Participation Steering Group

The key strategic objectives for the next academic year are to:

- Develop the Mental Health and Wellbeing strategy for staff and students will be published.
- Create an online portal with a focus on mental health and wellbeing.
- Achieve the Better Health at Work Award.
- Ensure the Access Fund is promoted fully across the curriculum.

For further information on the objectives for academic year 2020/21 please see Appendix A.

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

Conclusion

Highly effective planning and promotion of Equality, Diversity and Inclusion continues to ensure legislative compliance is met.

Monitoring through a variety of Steering Groups and the Senior Management Team continues to drive the Single Equality Scheme (SES).

The College continues a journey for **Fairness, Respect, Equality, Diversity, Inclusion and Engagement** for all and this is continuous and thoroughly embedded into the College culture.

On reviewing the requirement to renew Leaders in Diversity it was evident that we continue to demonstrate best practice which has built up over the years and all staff and students continue to develop equality, diversity and inclusion as a whole College ethos.

The correlation of data is very similar to previous years and that there has not been a noticeable increase/decrease in any staffing or learning data relating to protected characteristics. Several senior members of staff retired from the College this academic year and due to effective contingency planning the College was able to reallocate its workforce to ensure that the departments/services were not affected.

The College will continue to explore ways the existing workforce can be developed to ensure that we have a competent and qualified workforce of the future.

Throughout 2020/21 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 experience or 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.

There will be uncertainty as to what working practice and teaching, learning and assessment will look like specifically at the start of this next academic year. What is evident is that staff and students will continue to be supported within their working and learning environment.

Appendix A - Key Objectives for 2020/21

	Objective	Impact measure	Timescale	Key Responsibility	Actions for 2020/21
1	Develop the Mental Health Strategy for staff and students is promoted College wide.	<p>Create a positive working environment that supports staff mental health and well-being by lifting the stigma surrounding mental health.</p> <p>Provide an inclusive, caring and supportive learning community promoting good mental health and wellbeing of our students.</p>	December 2020	<p>Director of Human Resources</p> <p>Head of Inclusion (Mental Health Lead for Students)</p> <p>Training and Development Manager</p> <p>ASC Manager</p>	<p>Use the strategy as a framework for the organisation and individuals to promote mental health and well-being.</p> <p>Demonstrate our commitment to investing in mental health and well-being through the implementation of key initiatives identified in the strategy.</p>
2	Create an online portal with a focus on mental health and wellbeing.	The portal will allow staff and students to explore the range of resources and support for mental health and well-being	September 2020	<p>Training and Development Human Resources</p> <p>ASC Manager</p>	<p>Provide a tool to support and guide staff in promoting mental health and well-being in themselves and in those that they manage.</p> <p>Align student and staff wellbeing resources, policies and initiatives to foster an inclusive and supportive community.</p>
3	Achieve Better Health at Work Award	Enhancing the College's reputation and standing with staff, stakeholders and the wider community as a healthy place to learn and work.	May 2021	<p>Training and Development Human Resources</p> <p>ASC Manager</p> <p>Head of Inclusion (Mental Health Lead for Students)</p>	<p>Demonstrate innovative ways of addressing workplace health and wellbeing.</p> <p>Share good practice and encourage other businesses to participate in the award.</p> <p>Develop a fun and engaging health and wellbeing programme for staff and students.</p>

4	Ensure the Access Fund for those students who require additional support to help them participate in teaching, learning and assessment.	Raise awareness of the Access Fund to allow FE and HE students, and potential students, to determine their eligibility for support from the College to assist them with their study costs.	Ongoing throughout 20/21	Access Fund Manager/Team ASC Team Heads of School All curriculum staff (including support).	Ensure limited funds are distributed effectively and efficiently to those students with the greatest financial need. Ensure all eligible students are supported to apply for free meals, costs to travel to College and funding to help to buy resources or equipment needed to engage in study through bursary funding.
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