



Equality, Diversity, and Inclusion

Annual Report

1 August 2024 to 31 July 2025

College objectives 2025/26

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Foreword

This report complements the Equality, Diversity and Inclusion Policy and recognises our legal responsibilities as set out in the Equality Act 2010 and Public Sector Equality Duty relating to the protected characteristics of sex, gender reassignment, disability, race, age, marriage and civil partnership, religion or belief, pregnancy and maternity and sexual orientation.

As an employer and learning organisation we will conduct our business by following the values of ASPIRE.

Accountability - Accept responsibility for our actions, decisions and policies and their impact on staff, stakeholders, and the environment.

Safeguarding - Maintain a safe and inclusive environment in which students can learn, achieve and progress

Partnerships - Work with those who share our vision and values

Inclusion - Foster an environment that ensures equality of opportunity enabling all to reach their full potential.

Respect - Treat everyone with respect, fostering trust, openness, and honesty.

Excellence - Achieve and maintain high standards in everything we do.

The College is committed to.

- Creating a positive and inclusive environment that is welcoming and supportive.
- Zero tolerance of discrimination or harassment.
- Making sure individual needs are met, so everyone can achieve to the best of their ability.
- Improving what we do to enhance the opportunities we provide.

This report is crucial in demonstrating our commitment to fairness and inclusivity, tracking progress made, and helping to identify areas for improvement. This report.

- validates we are meeting legal compliance,
- highlights achievements,
- shows how the college promotes a culture of belonging and inclusion.

It is important that we continually monitor the impact of our decisions and whether what we do leads to a more successful and equitable workplace and community ensuring that staff and students have an active role in in decision making and planning.

This report contains an overview of staffing data, reports on progress made against our objectives for 2024/25 and highlights examples of good practice from across college.

Progress on objectives for 2024/25

1) Achieve Inclusive Employer Standard

The college achieved Bronze for the Inclusive Employer Standard in June 2025. The standard is in place to enable organisations to understand their culture and current position and identify what is going well and where improvements may be needed.

The process has helped the college to refocus on a whole organisation approach to inclusion and diversity as well as gathering evidence that we can use to demonstrate our position for budgets, legal obligations, and bids/tenders. This has been an excellent outcome as the college was informed that on your first submission it is unlikely that you would achieve anything higher than committed.

The college will be working on developing an action plan allowing us to review internal processes/systems, showing our staff, students, and partners that we are committed to positive inclusivity and diversity practice.

2. Continue progress to Maintaining Excellence – Better Health at Work.

We continued the momentum with the Better Health at Work award and have maintained “Maintaining Excellence” status. We will begin the process of moving to Ambassador status in June 2026.

The annual assessment process allows us to focus on our goals and priorities for the next academic year. Being involved with Better Health at Work has allowed us to use external funding and free activities to promote wellbeing in the workplace.

3. Develop and fully embed Alternative Assessment Plans

Alternative assessment plans are fully embedded in college. A pilot scheme of a disability passport is being rolled out to HE students. The passports have been designed as an action of meeting our responsibilities for the Disabled Student Commitment.

We will continue to ensure that services in college are monitored, and any actions are addressed throughout this next academic year. This will be reviewed through Equality, Diversity and Inclusion, Health and Wellbeing Steering Group, student feedback, SAR validation and curriculum practice.

4. Develop disability specific support in preparation for employment and the recruitment process.

The process for support students to engage in supported employment has been refined this academic year. There have been a number of students who have engaged with supported employment who have also been successful in this leading to employment. Further information relating to success stories is detailed later in this report.

All EDI objectives set for 2024/25 have been achieved in the year, supporting College efforts beyond EDI in for example supporting the embedding of our values and key commitments.

The College as an employer

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. Equality, diversity, and inclusion work is to fostering positive and productive work environments, enhances employee well-being, and improves business outcomes. Having effective policies help attract and retain top talent, boost creativity and innovation, and ensure legal compliance meeting our obligations under the Public Sector Equality Duty, as mandated by the Equality Act 2010.

Staff profile and data (including Governors)

Annual data is monitored and used to ensure that our workforce is reflective of our student body. It also enables the College to continually review policies and practices to ensure they are fit for purpose and relevant in line with government guidelines, policy, and law updates.

Number of staff

683 staff employed

614 staff substantive or fixed term

69 supply pool

Gender

We currently have 441 (65%) female staff and 242 (35%) males. DfE workforce data for 2023/24 ([Further education workforce, Academic year 2023/24 - Explore education statistics - GOV.UK](#) published in June 2025 2024) identified overall breakdown as 71% female, 27% male, with again 2% preferring not to say.

Age

The median age of our overall workforce remains the same as 2023/24 at 46 years old. DfE workforce data for 2023/24 reported that the median age of staff is 46 which demonstrates this is representative of the general FE workforce. The oldest member of our workforce is 82 and the youngest 18.

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. We continue to develop our support and curriculum structures to ensure that they are representative of the college community.

The staff population is 96.1% White British. In the 2021 census 96.8% of people identified their ethnic group within the White British category (residents in County Durham), compared with 98.2% in 2011 which shows that there is a more diverse mix within our communities. Asian or Asian British reported within our staff data at 1.4% which is consistent with the data from the census in County Durham (1.5%). We recognise that we have a diverse workforce which ensures that we can meet the needs of the communities we work with.

Disability

We have worked with DWP (Department for Work and Pensions) to review the Disability Confident Leader assessment, although there is no requirement from DWP to submit a full assessment, we do an internal assessment as matter of course.

9% of our workforce have indicated that they have a disability. In comparison reported data in the DfE workforce data report stated 7.3% of the further education workforce identified as having a disability.

Through our annual staff survey it is evident that our workforce appreciate the support we have in place including Human Resources, Occupational Health and Health and Safety who all work closely with staff and managers to ensure any support required is in place, reasonable adjustments are made and that support is reviewed regularly.

Governors’ Diversity Monitoring Data

Data related to our board of Governors as of August 2025 is stated below.

<p>Sex We currently have 16 Governors, 11 male, 6 female and 1 vacancy.</p> <p>35% female 65% male</p>	<p>Sexual orientation Data</p> <table border="1"> <tr><td>Heterosexual</td><td>11</td></tr> <tr><td>Gay man</td><td>0</td></tr> <tr><td>Lesbian</td><td>0</td></tr> <tr><td>Bisexual</td><td>0</td></tr> <tr><td>Prefer not to say</td><td>2</td></tr> <tr><td>No reply</td><td>4</td></tr> </table>	Heterosexual	11	Gay man	0	Lesbian	0	Bisexual	0	Prefer not to say	2	No reply	4	<p>Age The average age is the same as the previous update (Oct 2024) at 42.</p> <table border="1"> <tr><td>0</td><td>16-18</td></tr> <tr><td>1</td><td>19-24</td></tr> <tr><td>0</td><td>25-29</td></tr> <tr><td>0</td><td>30-34</td></tr> <tr><td>1</td><td>35-39</td></tr> <tr><td>4</td><td>40-44</td></tr> <tr><td>3</td><td>45-49</td></tr> <tr><td>3</td><td>50-54</td></tr> <tr><td>2</td><td>55-59</td></tr> <tr><td>1</td><td>60+</td></tr> <tr><td>2</td><td>Data not held</td></tr> </table>	0	16-18	1	19-24	0	25-29	0	30-34	1	35-39	4	40-44	3	45-49	3	50-54	2	55-59	1	60+	2	Data not held
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<p>Race/Ethnicity 14 out of 17 have declared themselves as White British. 3 did not respond.</p>	<p>Marital Status and Civil Partnership</p> <table border="1"> <tr><td>Single</td><td>2</td></tr> <tr><td>Married</td><td>9</td></tr> <tr><td>Divorced</td><td>0</td></tr> <tr><td>Separated</td><td>0</td></tr> <tr><td>Partnered</td><td>3</td></tr> <tr><td>No reply</td><td>3</td></tr> </table>	Single	2	Married	9	Divorced	0	Separated	0	Partnered	3	No reply	3	<p>Disability Currently 14 out of 17 have declared that they do not have a disability and 3 did not respond.</p>																						
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<p>Religion/Belief</p> <table border="1"> <tr><td>10</td><td>Christian</td></tr> <tr><td>1</td><td>Atheist</td></tr> <tr><td>1</td><td>Agnostic</td></tr> <tr><td>4</td><td>No reply</td></tr> <tr><td>1</td><td>Prefer not to say</td></tr> </table>	10	Christian	1	Atheist	1	Agnostic	4	No reply	1	Prefer not to say	<p>Gender Reassignment At present we don't collect data on gender identity</p>	<p>Pregnancy and Maternity N/A</p>																								
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Recruitment, Promotion and Retention

Recruitment and Selection within the FE section this academic year has again been a challenge. AoC (Association of Colleges) reported that 1 in 5 respondents stated recruitment challenges as their main concern across the academic year 2024/25 this is a trend for the 2nd year running. We have certainly seen and experienced the impact of this.

The College will continue to explore ways in which recruitment can be promoted including recruitment cafes investing in staff development to upskill the current workforce and supporting people in industry with experience to make the transition into education.

We are supporting more people to make the transition into education from industry than we have done before. It has been identified that a more robust induction and mentorship program for staff new to has been developed with allocated remission time through our “New staff/Lecturer development programme.”

The recruitment and retention of staff has been a concern, although we are now seeing a more positive increase in applicants for roles with appropriate experience and skills.

Recruitment Activity

We recognise that in some are of the College, recruitment of staff has at times been challenging. This situation is not unique to New College Durham, and indeed spans across the FE/Education sector. We appreciate that at times this has impacted on staff workloads whilst recruitment activity has been ongoing.

We have been responding with the introduction of several recruitment and selection strategies that puts us in a positive place to attract talent.

Strategies include:

- Application of strong pay awards both consolidated and non-consolidated - making salaries competitive.
- Introduction of Recruitment and Retention Payments for hard-to-fill pots (subject to approval by SLT).
- Increased teaching capacity across many curriculum areas.
- Offered level 3 award in teaching and practice for staff who come to the college from industry but had no prior teaching experience with progression to Level 4.
- Continued the “Working in Education” pilot with employers that have staff nearing retirement and wanting to put something back into the education system through the sing of their skills/knowledge.
- Ran recruitment events including a recruitment café.
- Achieved living wage accreditation in January 2025

We are committed to responding appropriately and positively to these challenges and promoting the College in the best light and the positive reputation that we have both locally and regionally, is a great tool for attracting new staff to the College.

Staff 2024/25

Detailed below are examples of activities that staff have engaged in and the work that has been undertaken to support our workforce.

Gender Pay Gap

The college reported a 4.2% reduction in our median gender pay gap compared to last year.

Real Living Wage Accreditation

As of January 2025, the college was officially accredited as a Real Living Wage Employer. Unlike the government's minimum wage, the Real Living Wage is independently calculated based on the actual cost of living. This step reinforces our values and acknowledges that the effects of low pay extend beyond our staff to their families.

Improved Facilities for Breastfeeding Mothers

Enhancing our workplace facilities for breastfeeding mothers, ensures that we are able to provide a more comfortable and supportive environment for returning mothers.

Neonatal Care Leave and Pay

The college policy and process has been updated in line with the new statutory rights for Neonatal Care Leave and Pay, ensuring affected employees receive the support they need during challenging times.

Sexual Harassment

The college has taken comprehensive steps to prevent sexual harassment in our organisation including raising awareness, reviewing policies and procedures, and promoting a culture of respect and accountability.

AOC College Collective

In November, the college joined the AOC College Collective. Joining the Association of Colleges (AoC) College Collective has offered numerous benefits, primarily for staff through professional development, networking, and access to resources and also leading to increased confidence and growth of knowledge to enable support for students and curriculum design. The collective fosters a learning community, connecting professionals across the UK for experience and knowledge sharing exploring key themes as stated below.

- Leadership and ethos
- Support for students
- Workplace wellbeing
- Evidence and impact

Staff Voice

This year, we have collected staff voice through a number of mechanisms these have included, annual staff survey, staff focus groups, topical staff surveys and drop-in sessions.

Focus groups have been well attended and allow for further probing questions into some key themes that are raised in the surveys.

Staff value these forums and appreciate an alternative method by which they can have a voice and influence change in college.

Staff feedback relating to Equality, Diversity, and Inclusion (themed survey) (EDI) at the college shows that most employees feel either very comfortable (47.4%) or comfortable (43.4%) sharing their unique perspectives at work.

The primary motivation for supporting EDI is building a respectful workplace, followed by alignment with personal values. In terms of EDI education, the majority prefer in-person workshops (40.8%), with online courses and informal discussions being less popular. Celebrations such as Pride, International Women's Day, Mental Health Awareness Days, and Show Racism the Red Card received strong support, indicating a broad interest in diverse cultural and awareness events.

Annual staff survey

The survey was again very positive and through giving staff a voice it allows us to shape and drive forward change within college. The survey has been combined with separate surveys that have focused on embedding EDI in college, change one thing and a specific wellbeing survey.

Introduced departmental descriptors, allowing us to gain more targeted insights at a departmental level (the analysis does not go beyond departmental level). This change will help us direct investment and resources where they are needed most and develop tailored action plans across the College. Key themes of what we do well.

- Supportive work environment
- Investment in staff wellbeing
- Financial management
- Facilities and learning environments
- Inclusive and positive culture
- Areas where improvements could be made.
- Communication and transparency
- Professional development and training
- Facilities and resources
- Workload and staffing

Newsletters

Regular newsletters and emails keep staff informed of developments and activities that not only enhance their own knowledge but also support them to engage and develop an inclusive curriculum for students. Themes include national updates as well as what has been happening in college including.

- Signing up to the Association of Colleges Equity, Diversity, and Inclusion Charter
- Continuing to hold Mindful Employer
- Being recognised as Disability Confident Leader
- Staff Development Days

As well as engaging in termly dedicated development days staff are encouraged to give further prominence to naturally occurring opportunities to raise EDI issues within lessons and lesson planning and are encouraged to challenge inappropriate language and behaviour in the classroom. All new staff receive an induction session with our Training and Development Officer. Engagement in non-mandatory CPD this academic year has been.

87.9% - including supply pool

92.68% - excluding supply pool

The following are examples of training that has been offered.

For managers

Are You Sweating the Right Sprouts? - Managing Stress, Coping Positively
Investigation and report writing training
Stress Awareness for Managers
Sexual harassment in the workplace

For all staff

Curious Arts LGBTQIA+ awareness
How neuroscience holds the key to understanding behaviour
ESOL supporting students and breaking down barriers with communication
Basic Sign language and awareness
Trauma Informed Practice
Collaborate - SEND

Staff have valued the range of workshops that have tackled some key themes that we have been dealing with in college this academic year.

Students 2024/25

Staff support for students throughout this academic year has been outstanding. Staff have gone above and beyond to ensure that all our students have had a positive learning experience.

Recognising the economic challenges and opportunities of the North East, the College holds a prime position to effect real and lasting change for individuals, businesses, and the region. We have developed a strategy and operational plan, taking proactive steps to boost skills development through employer engagement and collaboration for all.

Much of the work the College undertakes is to increase access to, and participation in, education for individuals needing to find their way into work, including adults, under-represented groups, and those in deprived economic areas.

Examples of the support and activities from across college are given below.

Student events

Student Union have worked with curriculum teams to support a number of events in college this academic year including.

Accessible Tennis

Enrichment continues to offer accessible tennis in line with other accessible sports sessions delivered by the Health and Wellbeing Coach. The college is currently in the position of applying for a second grant to widen delivery and participation.

Young Men's Mental Health Group

Successfully developed a second group which is being facilitated at the colleges Langley Moor site on a fortnightly basis. This has allowed for students who are not studying on main site to still engage in activities and access support.

Expansion of enrichment

As part of our wider offer, we have widened access to the non-sport activities, for example Dungeons and Dragon, arts and craft activities and self-defence. Summer term seen the introduction of Deaf Awareness, Crystal Therapy and motivational talks delivered by Loud Speaker.

Wellbeing Group

Our Safeguarding and Support Wellbeing Officer has developed a new Wellbeing Group that is being piloted with students from the Sixth Form and alongside the SU President and Counselling staff developing a Young Carers Group. The purpose of these activities is to offer a wider range of learner development and wellbeing activities.

Fundraising

The college has supported several fundraising events and raised a total of £2339.56 for a wide range of charitable organisations, including the British Legion, MacMillan and Love, Amelia. These events, not only raise much needed funds for charities but also allow our students to develop their understanding of social action, which is a key focus of our enrichment activities moving forward, alongside developing skills in our learners outside of the classroom.

Health, Life Sciences and Early Years

Students have been engaging in supported internship. Amy has a diagnosed visual impairment and autism. Engaging in a placement has meant that she has had the opportunity to develop her independence.

Amy works in Witton Le Wear Primary School, she is working with Nursery and Reception children.

Communication skills have developed significantly. She is now a lot more confident in speaking to all members of staff, and to go and ask a member of staff if she is not sure.

She is showing a growing confidence when walking around the school and is trying hard to overcome her anxiety of walking through busy corridors. She is able to chat more about her feelings and if she is upset, feels unwell or overwhelmed, or if she needs support.

“All staff have lots of time for Amy and she has been supported right across the school. Every staff member goes out of their way to speak to Amy and ask how she is. She was one of the Special Guests at the Christmas Lunch and received a gift to show their appreciation. Amy is emailed a list of her tasks at the beginning of every week so that she knows what is expected of her for that week.”

Foundation Studies

Internships provide hands-on experience for students with Education Health and Care Plans. These internships are designed to help students develop essential work and life skills while gaining practical experience in a real-world setting.

Caitlin, a former New College Durham student, successfully secured a permanent role after completing an internship at Beamish Museum. Caitlin has a severe learning difficulty in speech language and communication and also has a hearing impairment.

CAP

We recognise the significant mental health challenges within the construction industry, particularly the elevated suicide rates among male workers. The North East of England has one of the highest suicide rates in the UK, with construction workers being at a notably higher risk - over three times the national average. Our staff is fully aware of these statistics and the responsibility we have in prioritising mental health support. In CAP we embed mental wellbeing into our daily practice, ensuring that all students understand the importance of seeking help when needed. As Heads of School, I hold regular talks in student forums, during student and parent meetings and through whole school presentations on recognising the early signs of mental wellbeing deterioration, before they escalate into crisis, empowering students to be proactive about their own mental health and look out for their peers. Through regular wellbeing checks, open conversations, and a strong focus on rapport-building, we create a trusted space where students feel comfortable coming forward. We also integrate mental health awareness into our curriculum, encouraging resilience and self-awareness, while signposting students to additional professional support when required. We are becoming increasingly more vigilant of the early warning signs and interventions are being made timelier, thus ensuring the right support is given at the earliest possible stage.

A LEVELS

Sociology

Feminist theory is taught across all topics- education, families and households, Beliefs in society, crime, and deviance. This focuses on inequality in society in terms of gender with particular focus on how to achieve equality through policies such as the 1970 equal pay act and 1975 sex discrimination act as well as policies on education etc.

Marxist theory is taught across all topics- education, families and households, Beliefs in society, crime, and deviance. This focuses on inequality in society in terms of social class. The students study a number of different ideologies about how inequality is created in society with particular focus on capitalism and ruling class ideologies. We study how poverty (material deprivation) impacts on educational achievement as well as rates of crime. We also discuss how Marxists want to achieve equality through the redistribution of wealth.

In beliefs in society the students study religion in a global context, studying the diversity of religious beliefs across the world ranging from religious fundamentalist groups to Hinduism. The students study how religion has developed in a postmodern society as well as different religious organisations such as sects, cults, denominations, and churches.

Criminology

Rule of law - How the UK system should be fair and allow equal access to justice for all.

Rights of individuals – We look at how the CJS supports vulnerable witnesses and victims as well as how offenders are supported including examining case studies such as the Birmingham 6 and Judith Ward.

Biological theories of crime – In year 1 we focus on how mental health conditions such as schizophrenia can cause a person to act in criminal manner.

Racism – Throughout both years we look at how racism and stereotypes have influenced the CJS and in particular police actions, analysing the MacPherson report and Casey report.

Business

Across the team staff incorporate wellbeing within their sessions as and when it arises. Staff encourage students to talk about issues that may affect them that are in the news. Within travel and business, they teach students about diverse customers and their needs. They also look at different requirements that need to be met, linking these to law. Business looks at The Equalities Act. They do a full module on employment law also. Within the degree programmes and across all levels PESTLE factors into lessons, especially the discussion of Ethical issues and relating this to different case scenarios and examples. Aswell as also teaching Corporate Social Responsibilities throughout engagement of topics and modules, from all ranges and learners to level 3 and level 5. Policies and procedures around staff wellbeing and also equality and diversity are also taught in specific modules. Staff explore diverse cultures also; this could be from different countries or within the UK.

Key Objectives for 2025/26

The three key objectives for the next academic year developed with due cognisance of NCD Strategic Priorities and Plan, key strategies (e.g., Curriculum Strategy, Employer Engagement Strategy and Student Engagement Strategy) and supplemented key outcomes from:

Self-assessment
Operational Plan
Feedback from Inclusive Employer Standard
Better Health at Work Award
Quality Improvement Plan
Access and Participation Plan
Quality Enhancement Plan (QEP)

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

1. Submit portfolio for Ambassador status for Better Health at Work

Continue to develop our offer of support to staff and students through strong partnership working with not only Pioneering Care Partnership and external organisations, continuing our 4-year journey demonstrating our continued commitment to ensuring the health and wellbeing of all.

2. Re-brand equality, diversity, and inclusion to Belonging and Inclusion

Strengthen our inclusion work, by adopting a more targeted approach to horizon scanning and external learning, with a particular focus on belonging, inclusion, and cultural change. Reflect the terms equality, diversity and inclusion are not truly representative of a modern workforce or our student body. This will involve engaging with recent research, case studies, and literature on equity, inclusion, and organisational culture change, working with SLT to explore development of practical, evidence-based strategies that lead to meaningful and sustainable cultural change.

3. Achieve SHINE standard

Achieving Shine accreditation will help the college to:

- Strengthen our ability to attract and keep great talent
- Show our staff that we care about fair pay, skills and sustainable growth
- Align our work with national priorities like the Employment Rights Bill
- Develop and use existing tools, support, and recognition to build a better business
- Be a beacon for our staff, our industry, and our region

This will be achieved through demonstrating our commitment to

Beam one: prioritising our employee health, safety, and wellbeing - The foundation of every good employer. Build a workplace that protects and supports your people.

Beam two: community, net zero and social responsibility- take responsibility for our impact – on our community, the environment, and the region.

Beam three: employee voice, communications, and representation - Give our people a voice, build trust through open communication and meaningful dialogue.

Beam four: opportunity for all – inclusivity, upskilling and employee empowerment - Champion inclusion, skills development, and employee growth. Make our workplace a launchpad.

Beam five: fair work and fair pay for all - Commit to fairness, security, and dignity at work – for everyone, at every level.

Conclusion

What is evident from our feedback from the Inclusive Employer Standard assessment and Consultant is that our commitment to Equality, Diversity, and Inclusion (EDI) goes beyond simply meeting any legal obligation, inclusion is a core value which is set and shaped by staff, students, and Governors. It is clear that a great deal of thought and commitment goes into our inclusion work, and the progress we made have is very encouraging. Our governance approach is particularly strong, and policies are of a high standard.

Training offered is impressive and focuses on embedding inclusion within management and leadership. Inclusion is integrated into everyday practices rather than treating it as a separate strand of work.

This report demonstrates the breadth of Equality, Diversity, and Inclusion activity across college and that there is a high level of transparency in how we communicate our inclusion objectives and progress. This openness helps build trust and supportive culture for our staff and students. This work demonstrates that our staff and students are integral in shaping our inclusion journey and that they take ownership over inclusion activity, they are given the space and support to lead their own events and activities which is a powerful way to encourage engagement and build momentum.

It is evidence this academic year that the College has continued to flourish and grow with increased demands in staffing and student numbers, how growth in College has not meant that we have neglected our responsibilities to develop the platform of equality, diversity and inclusion as a whole college approach.

Staff and students continue to ensure that the College remains 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.

New College Durham remains committed to the development of positive policies and practices to promote equal opportunities and support an appropriate learning and work-life balance.

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.

Appendix A - Key Objectives for 2025/26

	Objective	Impact measure	Timescale	Responsibility	Actions for 2025/26
1	Achieve Ambassador Status Better Health at Work	<ul style="list-style-type: none"> Use assessment to ensure that we continue to review processes and policies and that they are fit for purpose and effective. Complete cost analysis of external free support/activities against if we had to source this using Training and Development budget. Monitor the impact of wellbeing in the workplace using annual staff survey and pulse surveys, change one thing or specific wellbeing topics correlate results with staff feedback from Wellbeing Focus Group to understand the impact of interventions and activities. Use our knowledge and skills to support external organisations to develop their culture of wellbeing, work in partnership to promote our good practice but also to learn from others. 	<ul style="list-style-type: none"> Submit portfolio of evidence May 2026. Assessment of submission September 2026. Award notification November 2026. 	<p>Head of Training and Development Manager</p> <p>Head of Human Resources</p> <p>Head of Health and Safety</p> <p>Occupational Health.</p> <p>Equality, Diversity and Inclusion, Health, and Wellbeing Steering Group.</p>	<p>Mentor two external organisations.</p> <p>Evaluate and demonstrate impact of activities, events and support given to staff and students to ensure that it is fit for purpose and relevant to our staff workforce and student body.</p> <p>Prepare portfolio of evidence to be assessed by Pioneering Care Partnership.</p>
2	Re-brand equality, diversity, and inclusion to Belonging and Inclusion	<ul style="list-style-type: none"> Using results from Inclusive Employer Standard to inform planning for embedding a culture of belonging and inclusion in college. Use HIVE external survey engagement tool to complement existing work. Results of staff survey to monitor the impact of change. Develop action plan with clear outcomes that is monitored by SLT and relevant Steering Groups across college. The college to be accountable for their actions through timely feedback to Consultant at Inclusive Employer Standard with regular check ins on progress made. 	<ul style="list-style-type: none"> September 2025 present to SLT findings from Inclusive Employer Standard Consultant feedback. January 2026 rebrand EDI to belonging and inclusion whole college approach. 	<p>Head of Training and Development Manager</p> <p>Executive Director of Human Resources</p> <p>SLT</p>	<p>October 2025 develop 2 year action plan against the 6 pillars of the Inclusive Employer Standard</p> <p>Ensure that staff are engaged in the process and changes are effectively communicated.</p> <p>Change policies and processes so that they are reflective of a culture of belonging and inclusion.</p>

3	Achieve SHINE standard	<ul style="list-style-type: none"> Map outcomes of SHINE across Inclusive Employer Standard and Better Health at Work award using data from HIVE to support the college to do right by our staff through monitoring fair pay, secure work, inclusive practices, and opportunities to gain experience. 	<ul style="list-style-type: none"> October 2025 begin portfolio builder to achieve minimum subscriber status. January 2026 work through feedback of subscriber status to achieve Foundation level. 	<p>Head of Training and Development F&R/Corporation Head of Human Resources Head of Health and Safety Occupational Health.</p>	<p>Collect and collate evidence for 5 beams of good practice</p> <ol style="list-style-type: none"> 1. Prioritising employee health, safety, and wellbeing. 2. Community, net zero and social responsibility. 3. Employee Voice, communications, and representation. 4. Opportunity for all, inclusivity, upskilling and employee empowerment. 5. Fair Work and fair pay for all.
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The action plan complements the College Operational Plan, Mental Health and Wellbeing Strategy for Staff and the Human Resources Strategy specifically relating to culture and wellbeing, workforce planning and leadership.