



Equality, Diversity and Inclusion

Annual Report

1 August 2021 to 31 July 2022

College Objectives 2022/23

Foreword

This academic year has not been without its challenges. What is evident is that the College has continued to contribute to social, economic and environmental wellbeing, changing lives for the better by enabling people of all abilities to fulfil their potential.

The College has a dedicated and committed workforce who want to ensure that our students have the best possible learning experience through the delivery of high-quality professional, technical and general education.

Staff have continued 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. Examples of how this has been achieved are included within this report.

This annual report serves to complement the Equality, Diversity and Inclusion Policy and strategy.

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

Progress on objectives for 2021/22

Equality, Diversity and Inclusion is regularly reported upon and rigorously monitored by Senior Management and Corporation. Curriculum Teams monitor Equality, Diversity and Inclusion through data reported in SAR validations, comparative predicted performance and achievement and against actual performance and achievement of sex, age, gender, disability, race, religion. School newsletters capture the embedding of Equality, Diversity and Inclusion within the individual areas. Some examples of which are included within this report – see Section “Support for students 2021-22”

The Corporation at its meeting on 7 July 2021 approved three key objectives for the academic year 2021/22

- Improve attendance, engagement and achievement in maths and English Functional Skills notably for vulnerable and disadvantage students.
- Ensure policies, processes and training are amended and updated in line with guidance changes for Keeping Children Safe in Education 2021/22.
- All staff to complete SEND online training and this is embedded across curriculum and corporate services are aware of their obligations.

Detailed below is progress the College has made against these objectives:

1. Improve attendance, engagement and achievement in maths and English functional skills notably for vulnerable and disadvantage students?

A Head of English and Head of Maths were appointed. Their roles have oversight of GCSE and Functional Skills maths and English. They have worked closely with curriculum areas to ensure that any students who require additional support receive this in a timely manner. English and maths staff have been working more closely with curriculum teams including working from the same staff office to allow for more joined up working.

The culture of communication around functional skills has helped to support students so that they are more engaged in their learning and value maths and English as part of their wider programme of study. The practical measure to support this goal have included:

- Improved tracking systems for all learners, including those with SEND, EHCP and HNF – to log learning need at the point of entry.
- Improved liaison with Learning Support to ensure maths and English staff have access to the relevant information regarding student need.
- Closely mapped teaching, learning and assessment against student need – logged on lesson plans and group profiles.
- Improved communication with course teams for all students, including vulnerable and disadvantaged groups. Implemented the use of Teams and a modified student concern tracker (Buzzboard) to identify patterns and establish early intervention.
- Modified Initial Assessment to triangulate with prior attainment and learning experience. Students now complete IA that accurately reflects course content and can be used to establish starting point, identify support needs and as a progress measure.
- Re-established the expectations for classroom experience, so that a) All students (including vulnerable and disadvantaged students) receive a consistent experience, b) An engaging and well structured sequence of activity is delivered, c) Progress can be measured in class and over time, and d) Functionality and employability are placed at the core of Functional Skill teaching.
- Conducted regular class visits, work scrutiny and learner voice to identify areas for development quickly, so that they can be addressed in a timely and responsive manner.
- Adopted an 'exam readiness' approach to exam entry, using in class assessment and real mock examinations to determine suitability for exam entry – meaning more students have passed first time, saving money and allowing for quicker progression through the levels.
- Adopted a 'Teach to the Top' approach in class – where reading/writing are sequenced into every session with a focus on skills rather than standards to develop engagement and improve achievement.
- Maintained smaller class sizes to help support students post Covid/lockdown

- Provided Curriculum Support Coaches to offer targets 1:1 and small group work to support students to achieve.
- Organised CPD with DCC EAL (English as an Additional Language) specialists to train staff on how best to teach and support ESOL learners in Functional Skills.

The final collation of the academic result will not be available until end of July, but based on current predictions they are an improvement on the end of year position in 2020/21.

2. Ensure policies, processes and training are amended and updated in line with guidance changes for Keeping Children Safe in Education (KCSIE) 2021/22.

By celebrating diversity and actively promoting equality, we want students and staff to feel valued and respect others within a culturally inclusive environment. To ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core ethos of our business and these principles underpin the College's safeguarding responsibilities.

The Governors receive regular reports on safeguarding via the Link Safeguarding Governor which was supplemented in 2021/22 by an Annual Review of Safeguarding and Prevent considered by Governors on 25 May 2022.

Keeping Children Safe in Education introduced several changes that impacted on our recruitment of staff. There was a strong focus on ensuring all potential applicants are given the right messages about the school and College's commitment to recruit suitable people. We have:

- created a culture that safeguards and promotes the welfare of students in College, by continuing to ensure that our systems are robust and recruitment procedures deter and prevent people who are unsuitable to work with children from applying for or securing employment. This has included training for all managers on their responsibilities for recruitment and selection.
- delivered training for staff and students on child criminal and sexual exploitation and those groups who may be more vulnerable including students with visible and invisible disabilities.
- delivered training and created resources responding to peer-on-peer abuse, including sexual harassment enforcing that sexual harassment is not exclusive to a particular sex, race or religion.
- reviewed processes and systems used for effective recruitment, selection, essential employee relations and performance management which are fair and equal to all.

The Safeguarding and Prevent Steering Group ('the Group') has continued to provide a clear focal point for the co-ordination of the College's efforts meeting regularly throughout the year to continue to develop the risks and actions associated with the College's Risk Assessment methodology.

The College has continued to maintain a robust risk assessment in response to the Prevent Duty. This methodology was expanded in 2019/20 to establish a risk assessment for Safeguarding. Whilst this is not an external requirement, as it is with the Prevent Duty, the mechanism is effective at ensuring a robust College approach to safeguarding. The two risk assessments have now been aligned in terms of reporting.

There is now an established Personal Development Framework used to deliver consistency within Personal Development sessions and is mapped against the PREVENT & Safeguarding Matrices and informed by MyConcern.

The framework provides key resources and background reading which is differentiated by level. Safeguarding continues to be a key focus within Personal Development sessions. Sessions delivered as part of the framework have included:

- PREVENT
- Sexual Harassment
- Anti-Bullying
- Domestic Abuse
- Mental Health Awareness
- Drug & Alcohol Awareness
- County Lines
- Online Safety
- Consent
- Knife Crime
- Gang Culture
- Gambling Awareness
- 'Money Muling'
- Female Genital Mutilation (FGM)
- Honour Based Violence.

Personal Development sessions also commence with a 'Question of the Week' which focus on topical trends, linked to current affairs and emerging issues or incidents across the college community. 'Question of the Week' topics have included:

- Sexploitation
- Sharing inappropriate images
- Local threats such as Right-Wing Extremism
- Covid-19 Safety
- Violence
- Gaslighting.

A range of guest speakers have attended Personal Development sessions across the College with a focus on Safeguarding. Sessions have included 'If U Care, Share' which is an organisation which support families effected by suicide. Durham Constabulary have delivered sessions on anti-social behaviour and disorder along with comprehensive sessions on 'Cyber Prevent'. Kooth, which is an online mental wellbeing community have delivered sessions across several groups around the online support offered to young people. Safeguarding Week took place across the College on week commencing 4th April 2022.

Based on the trends that have been identified through analysing Safeguarding intelligence, the College has taken the following actions through its Pastoral and Support teams:

- Employed two additional agency counselling staff to meet demand on the Counselling and Mental Health Service in College. This has been funded by the NEUCP Project.
- Developed placement opportunities for student counsellors studying on the FdA Counselling degree. One student joined ASC on placement this year and we are offering three student placements next year. All students receive monthly external supervision and support from DSLs.
- Working closely with the Programme Leader of the FdA Counselling degree to develop a 'listening service' ran by level 4 students. The students would receive peer supervision, support from tutors and support from DSLs.
- Developed links with the NHS Mental Health Support Team. The team provide college with a Psychological Therapist one day a week who supports students presenting with low mood and anxiety. A children's nurse from the NHS Mental Health Support Team will also be joining ASC one day a week to support students with crisis interventions e.g., self-harm and suicidal thoughts.
- Established strong links with Personal Development to raise awareness of key risks in college through tutorials.
- Promoting Kooth and Qwell (Portals for student counselling) to students through personal development sessions.

Like most institutions, New College Durham already fully understood its Safeguarding and Prevent-related responsibilities and had established a number of areas of good practice to ensure the welfare of learners, staff and visitors.

The key to much of the work moving forward is to ensure that the work of embedding the key principles of Safeguarding and Prevent continue and that all governors, staff and students are clear about their obligations. The College will continue to work to ensure that it maintains a culture of safeguarding which continues to build on this key objective.

3. All staff to complete SEND online training and this is embedded across curriculum and corporate services are aware of their obligations.

The College has created a bespoke online SEND training package which was split into two modules one specifically for corporate staff on "our" responsibilities and legal duties as a College and the other which outlines key messages for curriculum colleagues in supporting SEND students.

All substantive staff have completed SEND online training and this has been embedded into induction processes and recruitment checks. A check that Supply Pool staff have completed this will be done at the point a booking is made.

Lead Practitioner for SEND has delivered a range of 121 sessions and bespoke workshops for curriculum teams on the importance of planning to support SEND students and the utilisation of EHCP effectively, to ensure those students who require support receive this in a timely planned manner working closely with

Learning Support.

Key changes for staff in 2021/22

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. Detailed below are some of the key changes that have taken place this academic year which have impacted on staff and examples of activities that staff have engaged in work that has been undertaken.

Equality, Diversity, Inclusion and Health and Wellbeing Steering Group

In recognition that there were crossovers and similarities within Equality, Diversity and Inclusion and Mental Health and Wellbeing it was agreed that the two Steering Groups would be combined. The group has met each term and has explored ways in which the College can continue to drive forward both agendas.

Mindful Employer

The College continues to be a Mindful Employer. Mental health is everyone's business and good mental health and resilience are fundamental to physical health, relationships, education, training, work and to achieving our potential.

Level 3 Disability Confident Employer

The College has achieved level 3 disability confident and we are now recognised as a Leader by the DWP. The process was validated by an external partner who verified the evidence presented and recommended the College be awarded as a Leader.

We have since acted as a mentor for 3 external organisations to support them in their journey towards Leaders.

To celebrate the achievement of being a Level 3 Disability Confident Leader and for an opportunity to network with other local employers the College will host a regional event in partnership with the DWP on 28th July 2022.

Better Health at Work Award County Durham

We achieved bronze in February 2022 and have submitted our portfolio for silver at the beginning of May. There was significant evidence to be presented as part of the criteria for the silver award on equality diversity and inclusion and the work we do in college.

In recognition of our journey, we have presented at both national and regional events hosted by Pioneering Care Partnership, NHS and TUC. A case study has been presented to Public Health Durham County Council which will be used within the County Durham Health and Wellbeing Board Annual Report 2021/22.

Staff Survey

It is important that our staff have a voice and we encourage all staff to complete our annual staff survey issued in January. We asked staff to provide honest and constructive feedback about their working experience so that the College can better understand what we're doing well but also to identify areas we can improve. It was important that the College gave feedback to the survey and although there were some areas that required further consideration there were examples of work that had already been completed or was underway. You Said We Are Doing was circulated to staff in March which outlined

our plans and some responses to the survey these included:

Following the newsletter there were five elements identified which the College is committed to exploring further:

- Communication
- Wellbeing
- Workload
- Hybrid Working
- Pace of change

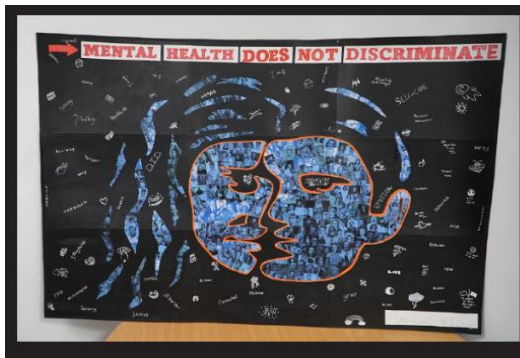
The results of the surveys are being considered and actions will be taken moving forward.

Equality Impact Assessment (EIA)

The College wants to ensure that our policies, practices, events and decision-making processes are fair and do not present barriers to participation or disadvantage any protected groups from engaging. Completing an EIA helps staff identify whether, for the activity being assessed, there is any aspect which could have an adverse or negative impact relating to one or more of the protected characteristics as stated in the Equality Act 2010. It was felt that it would be opportune to have a look at our current process and look at how this can be improved.

Equality, Diversity and Inclusion Competition

The competition was held week of 7th March. All winning entries were displayed for staff and students to observe in the library window. We were overwhelmed with entries. Please see further information below:




BTEC Level 1 Art and Design Group

The theme of our entry is mental health does not discriminate. The students identified successful people in film, music and sport who have disclosed that they have experienced mental health issues. The artwork demonstrates that anyone can be affected by poor mental health.


The images depict both male and females to highlight that both genders can develop mental health difficulties. The students chose the colour blue as it is non-discriminatory and symbolises feeling down.

A few students have included white doodles as they said, "doodling helps them relieve anxiety and stress and to relax."




Level 2 Catering – Abby Harle

This student made LGBTQ, religious symbol, gender and pregnancy/maternity cupcakes (see image). The cupcakes were made to represent the comfort that the student has from baking and the gift of being able to give something to others and the happiness that this brings. Having time to take a minute and pause.



Elisha Davison – Level 3 art and design

The image represents gender reassignment and feeling of dysphonia. The two faces in one represent the emotions of mind and emotions not lining up with physical body and birth gender and how this can impact on mental health and wellbeing.



ESOL Entry Level – all groups

Many of the students involved have lived through almost unimaginable ordeals. They all say that something that really helped them cope was the simple act of having a cup of tea or coffee with someone and being able to talk was so valuable. The entry represents the fact that no matter where you are from, which country, culture or background we as human beings all have this same need and how positive it can be for us just to chat. The chairs depict the sitting together and the copper vessel sharing of tea/coffee.

Please see school updates for further information on the staff entry.

New You Programme

The College also ran a programme for a cohort of 25 staff who have completed a New You programme, and feedback was very good. The group was a positive step forwards for many of the staff, some of which had disabilities that were impacted by their weight and diet, others who felt socially isolated because of their age and being disconnected from colleagues for such a long time, the majority joined for positive mental health and wellbeing. Some staff who engaged had mobility issues, mental health and were suffering with symptoms of the menopause.

Subjects that we explored included:

- Developing healthier eating habits
- Be more active
- Get on track
- Learn something new
- Goals and motivation



New You Group January 2022

Mental Health Awareness Week

We held a big event in College from 9-15 May with a range of activities for staff and students to take part in promoting services that support mental health and wellbeing through to activities for staff and students to engage with in recognition that mental health can impact anyone. There was promotion made relating to connection of poor mental health and protected characteristics of the Equality Act to raise further awareness.

We held chat cafes for staff and students, fitness activities that included running, walk and talk, stretch and flex, badminton and spinning.



Menopause and the Workplace Policy

The College recognises that employees experiencing the menopause, whether before, during, or after this time of hormonal change and associated symptoms, may need additional support and adjustments. The College, through this policy, supports workers experiencing the menopause for them to feel confident to raise issues about their symptoms and ask for reasonable adjustments at work.

We have had several workshops delivered by the NHS, staff feedback was that they were too clinical and would benefit from real life experiences. We are now working with Mis Menopause from Menopause Educator to deliver workshops and drop-in session in

the summer term.

Staff Development

The College has continued to offer a varied CPD offer. Although this has been delivered through a blend of face to face and remote sessions. Staff have responded well to the progression to more online learning and webinars. Some examples of the different activities staff have engaged with are given below.

- Stress management
- Mental Health Awareness
- Mental Health for Managers
- Mental Health for Teachers
- Emotional Intelligence
- ADHD
- Deaf Awareness
- LGBTQ+ for Personal Development Coaches

Staffing data

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.

Annually, data and statistics are gathered to allow the College to continually review policies and practices in line with government guidelines, policy and law. Updates are reported to the Equality, Diversity and Inclusion, Health and Wellbeing Steering Group who ensure that we are advancing equality and diversity and fostering good relations.

Recruitment and Selection within the FE section this academic year has been a challenge. It has been hard to recruit to a range of posts. The reasons include more diverse job market and opportunities for staff, staff choosing to leave working in education, more home/work balance wanted.

Currently there are 696 staff employed in College of these 498 are permanent, 40 fixed term, 139 supply pool, 19 external representatives. There has been a slight increase in the number of staff employed by the College from 687 to 696, the main influence of this increase is the engagement of external agency staff who have supported delivery in those areas where it has been hard to recruit as stated previously.

The current gender split of the workforce is male (36%)/female (64%) and considerable efforts are undertaken each year in terms of addressing the gender equality gap, these efforts and impacts are measured by the Finance and Corporate Services Committee on an annual basis.

The average age of our overall workforce remains the same as 2020/21 at 46 years old. This is representative of the FE workforce in general. The oldest member of our workforce is 79 and the youngest 18. The Finance and Corporate Services Committee received at the last meeting as detailed report which analysed the age of our workforce and potential succession planning opportunities.

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 broadly representative of the students we support, with 94% reporting as White British; our whole College community continues to remain slightly more diverse than the general population of County Durham (2011 Census) reporting 96.6% of the regional population as White British.

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.

Curriculum planning utilising local data and job market intelligence ensures that the College continues to offer a broad range of courses and activities ensuring that the College offer is representative of the requirements of the overall community, monitoring our staff workforce helps to identify any areas where they may be staffing gaps in provision.

Staff support for students throughout this academic year has been outstanding. Covid has continued to challenge us all, but what is evident is that staff continue to go above and beyond to ensure that all our students have had a positive learning experience. Illustration of this effort is reflected in the School newsletters, a few examples are detailed below:

Tourism, Digital and Creative Industries

FdA Visual Arts, Level 3 Art & Design and Level 3 Graphic Design

This year, New College Durham supported the Gilesgate Story Challenge – a charity fundraiser, started in 2019 by Simon Berry, an Optometrist based in Durham, aimed at raising awareness of current world matters.

Students were given the live brief to develop and design illustrations for the stories. In a very short timeframe, the group used their creative freedom to produce some fantastic results using a range of different techniques, from ink work to digital illustrations.



Supporting Friends Together - level 1 beauty students



Are a credit to the College and carried out fantastic nail services and hand treatments on the group members. This boosted their confidence and helped their nail painting skills. They all demonstrated fantastic customer care skills and were very caring towards some of the various abilities of the group members.

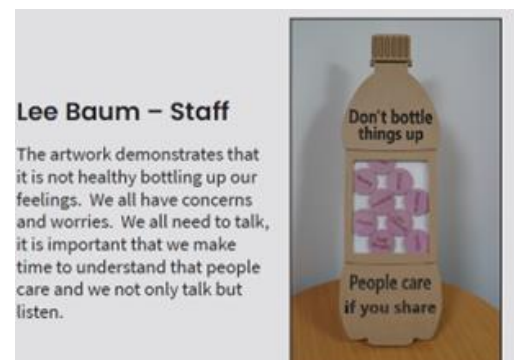
Adult, Professional, Management and International

New College Durham is working in partnership with Newcastle College and a company called Accentuate to offer level 3 students the opportunity to travel abroad and experience new cultures to help develop their skills, experience and preparation for the world of work. There are two exciting opportunities, one focused on those interested in developing their own business idea which is a trip to Boston in America and another which is the opportunity to spend two weeks in Seville, Spain where students will gain valuable work experience, and help develop the next steps in their career.

Construction, Automotive and Plumbing

One of the entries will be duplicated and displayed in main reception, ASC, HE building, Sports and IOT this will be accompanied by a QR code which signposts people to Kooth and Qwell bespoke organisation for mental health and wellbeing as well as signposting staff and students to our internal resource.

In our area of Construction Crafts, we quite often find that our learners bottle up their feelings and are afraid to speak up, so this was a very powerful message from a well-respected Lecturer which was well received from our learners.



The Construction Crafts team have designed and created a placard to celebrate Eid al-Fitr, which marks the end of Ramadan that took place on 2 May 2022 for 3 days. Ramadan is when Muslims are encouraged to engage in dawn-to-dusk fasting for the month. Fasting is considered an act of deeply personal worship in which Muslims seek a raised level of closeness to God.

Health, Care, Life Sciences, Early Years and Education



Health and Social Care students took part in “Prison Me No Way” attended College for our Level 2 and Level 3 students who took part in a full day of activities learning about the impacts of prison life on the prisoners and family. They gained knowledge and understanding on the job role of the role of a Prison Officer and greater awareness of why people may be drawn into criminal activity including poverty, intergenerational mental health, safeguarding, equality, diversity and PREVENT.

Maths and English

Functional Skills English students have been working on securing their full qualification by completing speaking and listening activities. The subjects that they have been researching include the impact of social media on behaviour and wellbeing, climate change, response to Covid 19 and Islam.

GCSE English students have recently studied extracts from speeches by Greta Thunberg, Nelson Mandela and Malala Yousafzai, all of which offered opportunities to discuss race, religion and disability.

Mechanical, Electrical and Built Environment

8th March celebrated International Women’s Day, staff visited Amazon to deliver a talk to celebrate the event and to promote who women can engage in engineering to try to break the bias and support each other to achieve their goals.



Employers joined staff and students in the Institute of Technology Design Suite to learn about our facilities and discuss ways we can work together supporting industry and our student’s future. We had some fantastic conversations about the digital skills divide and how we can work collaboratively to combat this.

Sixth Form, ELC, Sport and Uniformed Services

With no end in sight to the soaring costs Karbon Homes and Citizens Advice Bureau came into College to talk to students in the English Language Centre on budgeting and using less energy in the home. Between them, they delivered 3 very useful workshops, and students were able to take stock of their situation and make positive changes around their homes, including making draught excluders.

Student Support and Engagement

In March, the Students’ Union working with the students and staff from ESOL planned, prepared, and delivered our annual EDI event. Students and staff from ESOL held stalls to raise the awareness of the range of cultures and religions who study at College and to bring the student body together. The event was attended by Jack Drum Arts who ran a Samba drumming workshop and samba dancing class. Level 1 catering students prepared a world food banquet for staff and students from different countries including Mexico, Italy, and Syria. Students’ Union received very positive feedback and the atmosphere in the College was a really happy one, with students and staff from different backgrounds and cultures sitting down together to share food.

Free meal support

The College has continued to support those students who traditionally receive free meals in College through a range of mechanisms. The College has worked with the Local Authority and helped to distribute their winter, spring and summer voucher schemes. In addition, during holidays payments have been made direct to eligible students who would normally access free meals. A pilot scheme was introduced this academic year for students who received free meals to support them to eat healthily and be ready for exams there was an increase made in their free meal allowance so that they were able to come into College and get breakfast meaning that they would be ready to face the challenges ahead of them that day.

Key Objectives for 2022/23

The 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:

- SAR 2022/23
- Quality Improvement Plan 2022/23
- Access and Participation Plan
- Quality Enhancement Plan (QEP)
- Equality, Diversity and Inclusion Policy and Strategy
- Equality, Diversity, Inclusion and Mental Health and Wellbeing Steering Group
- Team meetings

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

1. Explore the business benefit of the College signing up to the Race Equality Charter (REC) – Advanced HE are in the process of extending the REC to smaller, specialist HE providers and HE Colleges.
2. Monitor the Access and Participation Plan to ensure recommendations made by the OFS requesting variations to their 2023-24 APPs are included (by the end of July 2022).
 - Priority A: Make access and participation plans more accessible in a way that prospective and current students, their parents and other stakeholders can easily understand.
 - Priority B: Develop, enhance and expand partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England.
 - Priority C: Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes.
3. Ensure Equality Impact Assessments are completed consistently. Managers and staff responsible for equality impact assessments should be competently trained to ensure consistency across the College.
4. All staff adopt a consistently good approach to teaching, learning and assessment that embeds and promotes equality, diversity and inclusion for all learners.

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

For further information on the objectives for academic year 2022/23 please see Appendix A – action plan. 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. The action plan has also been designed considering the measures outlined in the Wellbeing Strategy for Effective Learning.

Conclusion

All staff work hard to ensure that the curriculum offer and support we provide meets the needs of government, employers and the regional economy.

Highly effective planning and promotion of Equality, Diversity and Inclusion continues to ensure legislative compliance is met and staff and students have an inclusive and enriched place to work and learn.

The report is a summary of the activities, events and work that has been done in College this academic year, the policy and strategy help us to ensure the College's objectives are at the forefront of our work, engaging our staff in the vision for the future and that our students are at the heart of the College, embedding their needs.

The report shows that the College has a set of values which define how we approach life. Our values are our DNA and what we stand for and operate as a system reflecting and shaping our behaviours and organisational culture. We want all staff and students to ASPIRE to ensure that we achieve high standards in everything we do.

The report demonstrates the vibrant environment at New College Durham and our commitment to.

- *Changing lives for the better 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 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 2022/23 data will be reviewed and any emerging cross-College trends or themes will be prioritised, and opportunities explored as to ways in which the College can further enhance the experience for staff and students.

Appendix A - Key Objectives for 2022/23

	Objective	Impact measure	Timescale	Key Responsibility	Actions for 2022/23
1	Explore the business benefit of the College signing up to the Race Equality Charter (REC) – Advanced HE are in the process of extending the REC to smaller, specialist HE providers and HE Colleges.	College can consider the business case to sign up for the REC and if such a case exist then College looks to fully engage in process with a expectation that it completes the assessment and achieves the REC in academic year 2022/23.	July 2023	Vice Principal HE, Lifelong Learning and International Studies Training and Development Manager Equality, Diversity, Inclusion, Health and Wellbeing Steering Group	Recognise, investigate and challenge barriers to recruitment, progression and retention of Black, Asian and Minority Ethnic staff and students.
2	Monitor the Access and Participation Plan to ensure recommendations made by the OFS requesting variations to their 2023-24 APPs are included.	Priority A: Make access and participation plans more accessible in a way that prospective and current students, their parents and other stakeholders can easily understand. Priority B: Develop, enhance and expand partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England. Priority C: Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes.	July 2023	Vice Principal HE, Lifelong Learning and International Studies Head of HE Equality, Diversity, Inclusion, Health and Wellbeing Steering Group	Ensure our policies and processes are transparent and set out our intentions to support those students who would not normally engage in HE. Promote our offer of education and progression opportunities to schools and local organisations. Identify actions to be taken to ensure those students who are at risk are supported to continue with their studies utilising support functions across College ASC, Access Fund HE support.
3	Ensure that the new processes and forms for measuring Equality Impact Assessment are fully embedded across College.	Create accessible and simpler process for reviewing equality impact assessments conducted and devise training to support staff.	December 2022	Equality, Diversity, Inclusion, Health and Wellbeing Steering Group Training and Development Manager Academic Registry	Managers and staff responsible for equality impact assessments should be competently training to ensure consistency across the College.
4	All staff adopt a consistently good approach to teaching, learning and assessment that embeds and promotes equality, diversity and inclusion for all learners.	Quality processes are effective in monitoring and measuring the promotion and embedding of EDI within lessons.	July 2023	Head of Quality Enhancement TLA Manager HE Quality Manager Training and Development Manager	Roll out TLA/TEL offer to curriculum teams. Learner walks will used to assess EDI is embedded across TLA. SOL and session planning to evidence that EDI is being planned into the curriculum and is relevant to the subject being taught. Targeted training, mentoring and support for staff identified as needing to improve EDI in T&L.