

Bishop
Auckland
College

EQUALITY & DIVERSITY

Annual Report
2016 - 17

Contents		Page
1	Introduction	3
2	General Equality Duty	3
3	Single Equality Scheme	3
4	Leadership and Management	4
5	Equality Standard Gold Award	4
6	Equality & Diversity Activities	5
	6.1 Tutorial Programme	5
	6.2 Teaching & Learning	5
	6.3 Enrichment Activities	5
	6.4 Support for Students	5
	6.6 Staff Training	5
7	Local Demographic Data	6
8	Staffing and Human Resources	7
	8.1 Staff Data	7
	8.2 Recruitment Figures	14
	8.3 Maternity/Paternity Leave	20
	8.4 Staff who have left the College in 2015-16	21
	8.5 Comparison of staff profile against students and governors	23
	8.6 Equality and Diversity within Disciplinary	24
	8.7 Equality and Diversity within Grievance	24
	8.8 Equality and Diversity Sickness Absence	24
	8.9 Training and Development 2015-16	25
	8.10 Equality and Diversity in Relation to Promotion Activities	26
	8.11 Gender Pay Gap Analysis	26
	8.12 Staff Benefits	28
	8.13 Mental Health	28
	8.14 Staff Survey 2017	29
9	Student Profile	29
10	Learner Destinations	32
11	Developments for 2017/18	33
12	Conclusion	33

1 Introduction

Bishop Auckland College is committed to creating an environment where students, customers, staff, governors and all stakeholders celebrate equality and diversity and where everyone in the College community is treated with respect and where diversity is valued.

This report for 2016 -17 includes:

- Progress on the areas for development identified in the report of 2015/16
- Equality and Diversity activities within the college during 2016/17
- An update on how the College continues to respond to its responsibilities to meet the required duties and as part of the colleges drive for continuous improvement
- Staffing profile, Governor profile and the Recruitment of Staff analysis
- Areas for development 2017/18

2 General Equality Duty

Within the Equality Act the General Equality Duty means that, as a public body the College is required to have due regard to:

- Eliminate discrimination harassment, victimisation and other prohibited conduct
- Advance equality of opportunity
- Foster good relations

The Colleges values reflect the commitment to the General Equality Duty:

'Promote safeguarding and equality of opportunity in all aspects of our work, valuing the richness of ideas that diversity brings'.

3 Single Equality Scheme

The Single Equality Scheme identifies the relationship between the General Equality Duty and Bishop Auckland College's equality objectives and outlines the College's commitment to ensure that the operational environment is, as much as possible, free from prejudice and discrimination. The scheme also identifies the commitment to increase the satisfaction of its customers, enhance its reputation, strengthen its roots within communities, meet the wider needs of its learners and customers, and match or exceed the requirements of legislation and external funding agencies.

Bishop Auckland College's equality objectives identified in the Single Equality Scheme are:

- Raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role
- Raise the awareness of learners to promote understanding and good relations between diverse groups
- Provide an environment that welcomes, respects and protects diverse people
- Monitor learner representation and success and take action to promote equality
- Monitor representation amongst all staff and take action to promote equality
- Consult and involve representative staff, learners and stakeholders to assess the suitability of these equality objectives and identify priority areas for action
- Evaluate the impact of the College's Equality Policy, Single Equality Scheme and Action Plan.

The College has developed a Single Equalities Action Plan to drive forward developments associated with the equality objectives in line with both the general equality duty and the commitment to fully embedding equality and diversity across college.

4 Leadership and Management

The College Governing Body designates the Principal/Chief Executive as having overall responsibility for compliance with equality legislation including the Single Equality Scheme and overseeing its progress.

The Principal/Chief Executive, supported by Directorate and Senior Leadership Management Team, is responsible for ensuring the organisation takes action to comply with equality legislation.

The Equality and Diversity Working Group is chaired by the Principal/Chief Executive will include staff representation from across the College, learners and external bodies..

The remit of the group is to:

- Develop, implement, and monitor policy to ensure compliance with equal opportunities legislation
- Monitor and review the Singles Equality Scheme in line with legislation, codes of practice and good practice
- Monitor progress in meeting the specific targets relating to the equality objectives

The College has a strategic lead, responsible for Equality and Diversity but recognises that all College managers are responsible for ensuring the effectiveness of the Single Equality Scheme by giving their support and ensuring that staff, learners and customers understand the College's expectations for each person under this scheme. Human Resources will advise staff on their responsibilities under this Scheme with particular regard to employment matters.

Equality and Diversity are firmly embedded within all areas of the organisation. All individuals within Bishop Auckland College including staff, learners, customers and governors are responsible for proper observation of the principles of the Single Equality Scheme. In particular this relates to the treatment of others so that the environment is, as much as possible, free from prejudice and discrimination. The College's commitment to equality and diversity is reflected in the College's strategic plan and Equality and Diversity Policy, located on the college website.

5 Equality Standard Gold Award

Equality is actively and well promoted to staff, learners, employers and parents through a variety of ways including training, curriculum and enrichment activities, documents and focus groups. The college has received recognition of its work through the achievement of the Equality North East Gold Standard. An assessment of the College's ongoing practice in this area took place in March 2017. The College was successful in maintaining the Gold Award. Some of the comments from the Assessor included:

- 'As ever the work you do for learners and promoting E&D is outstanding'
- 'The activities included as examples I know are just one of many fantastic initiatives you have to engage both staff and learners in E&D and the college's objectives'
- 'Continue being that fantastic college you are!'

6 Equality and Diversity Activities

Equality and Diversity are actively promoted through:

- Tutorial and enrichment programme
- Teaching and Learning
- Support for students
- Staff training

6.1 Tutorial programme

A wide range of topics on Equality and Diversity are covered within the group tutorial programme including Equality and Diversity, Challenging Youth Racism, Prevent including British Values, Safeguarding, Anti-Bullying, Student Resilience (Mental Health) and Citizenship.

6.2 Teaching and Learning

Teaching and Learning documents, observation reports, course performance reviews, curriculum and cross college self-assessment reports include specific reference to Equality and Diversity activity within the teaching environment. Activities across the curriculum, monitored through observations of teaching and learning, indicate a good range of relevant and valuable learning and assessment activities and resources are used to promote equality and raise awareness of the diversity that can be beyond learners' usual environment. Staff utilise opportunities very well, planning for and responding to varied cultures and individual needs in the local and wider community. There is ongoing CPD for teaching and support staff to ensure that this is consistent across all curriculum areas.

6.3 Enrichment Activities

A calendar of events includes input from external agencies and partners and a particular focus each month coincides with religious and cultural events. Awareness raising and student participation have included Black History month, Chinese New Year, Holocaust Memorial Day and Easter Celebrations.

6.4 Support for Students

The use of transition information and initial assessments for young learners 16 - 18 with identified needs has resulted in the provision of a wide range of effective support in place for learners. This has included in and out of class support for literacy and numeracy, mentoring, help with housing and referral to external agencies. Support has also been provided to 11 Young Carers and 10 Young Parents during 2016/17.

6.5 Staff Training

The College is committed to the promotion of Equality and Diversity for all the staff which is reflected throughout the journey of a member of staff at Bishop Auckland College. Equality and Diversity is considered within recruitment, induction, training, management training and ongoing awareness raising activities. This results in 100% of staff within Bishop Auckland College being trained in Equality and Diversity.

In addition to this, Advanced Practitioners deliver teaching and learning CPD to those staff working directly with students on a range of topics which include but not limited to reference to resources, questioning techniques and addressing differentiation. Staff also undertake

Fundamental British Values Training which is now embedded into the PREVENT Training that all staff complete.

Staff also have access to an online Equality & Diversity Awareness course which they complete as an annual refresher on Equality & Diversity.

7 Local Demographic Data

Demographic information available in relation to County Durham has been sourced from the Office of National Statistics Mid-year Population estimates (June 2016). There are currently 522,143 people living in County Durham with:

- The gap between the number of males and females is narrowing, mainly due to an increase in the number of men aged 65 and over (a male/female split of 49.2%/50.8%)
- County Durham has had the fifth largest population increase out of the 12 North East Authorities since 2001
- A continuing rise in people aged 65 and over. The increase in the County was higher than that across the region and nationally
- A gradual fall in children and young people aged 0 to 17
- Population growth noticeably higher for the male population. This can be seen regionally and nationally

8 Staffing and Human Resources

The following data is based on staffing within the College in the last year:

8.1 Staff Data

8.1.1 Full Staff Profile data

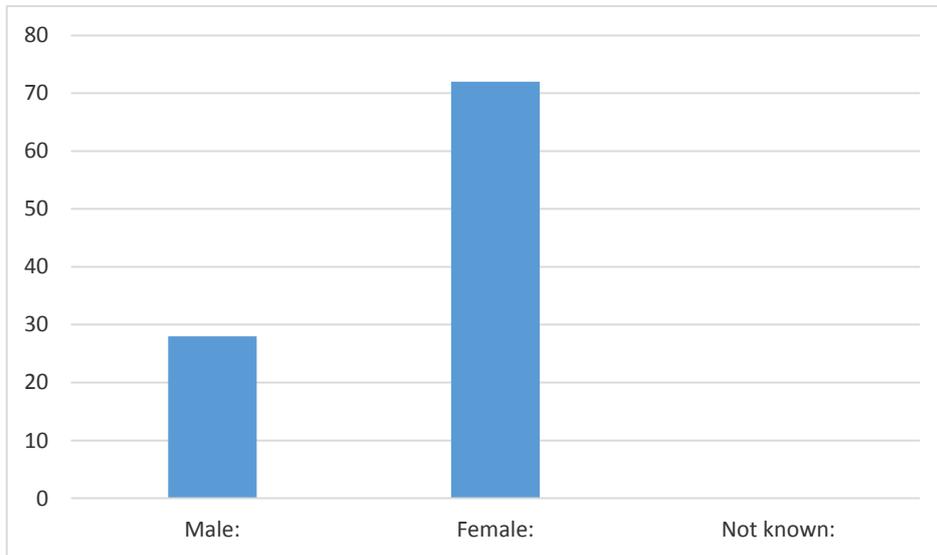
Based on 300 members of staff

	Total	% of Total Staff
Gender		
Male:	83	28
Female:	217	72
Not known:	0	0
Age Band		
20 or under:	10	3
21-30:	59	20
31-40:	81	27
41-50:	90	30
51-60:	51	17
61 or over:	9	3
Not known:	0	0
Sexual Orientation		
Bi-sexual:	2	1
Gay/Lesbian:	8	3
Heterosexual:	243	81
Prefer not to say:	18	5
Not known:	29	10
Ethnic Origin		
Bangladeshi:	0	0
Chinese:	0	0
Asian or Asian British:	1	0.5
Other-Asian:	0	0
Black-African:	2	1
Indian:	1	0.5
Mixed Other:	1	0.5
Black Caribbean:	0	0
Pakistani:	0	0
Black-Other:	1	0.5
White British:	291	96
White Other:	0	0
Not known:	3	1

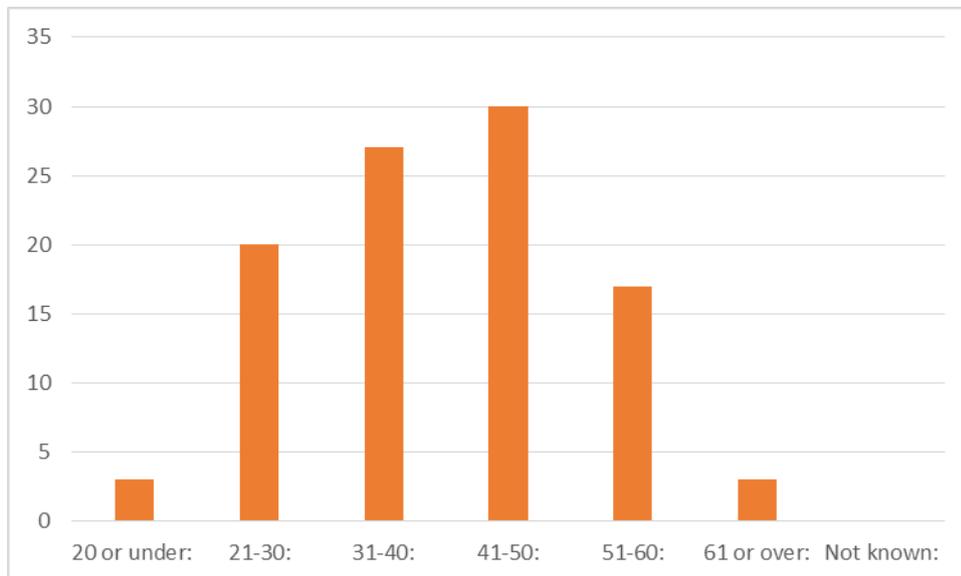
Religion	Total	% of Total Staff
Agnostic	6	2
Christian	23	8
Church of England	124	41
Hindu	1	0.5
Buddhist	1	0.5
Humanist	1	0.5
Methodist	12	4
Prefer not to say	1	0.5
Roman Catholic	28	9
No religion	33	11
Not known	70	23
Disability		
Yes:	10	3
No:	277	92
Not known:	13	5
Transgender		
Yes	1	0.5
No	169	56.5
Not known	130	43
Marriage/ Civil partnerships		
Single	76	25
Married	156	52
Living together	32	10
Divorced	18	6
Civil Partnership	1	0.5
Not known	16	5
Widowed	1	0.5

8.1.2 Staff Profile Graphs

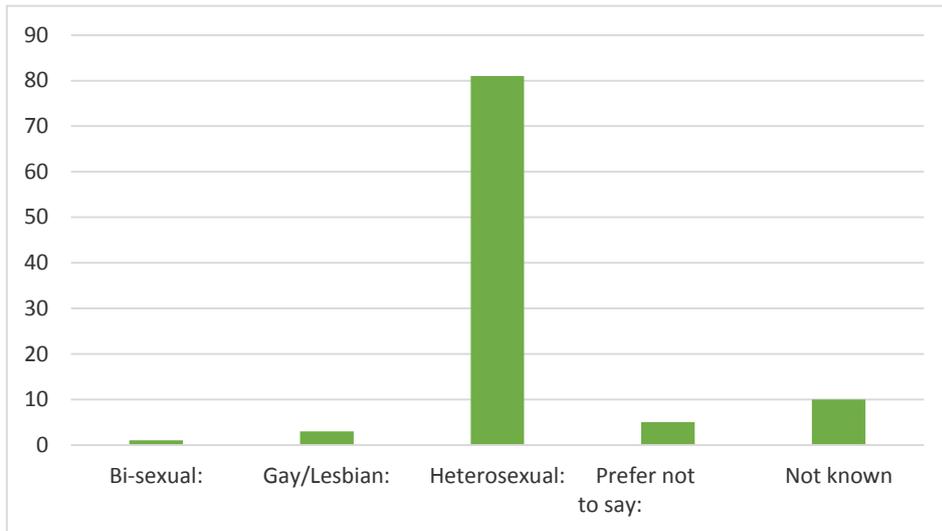
Gender



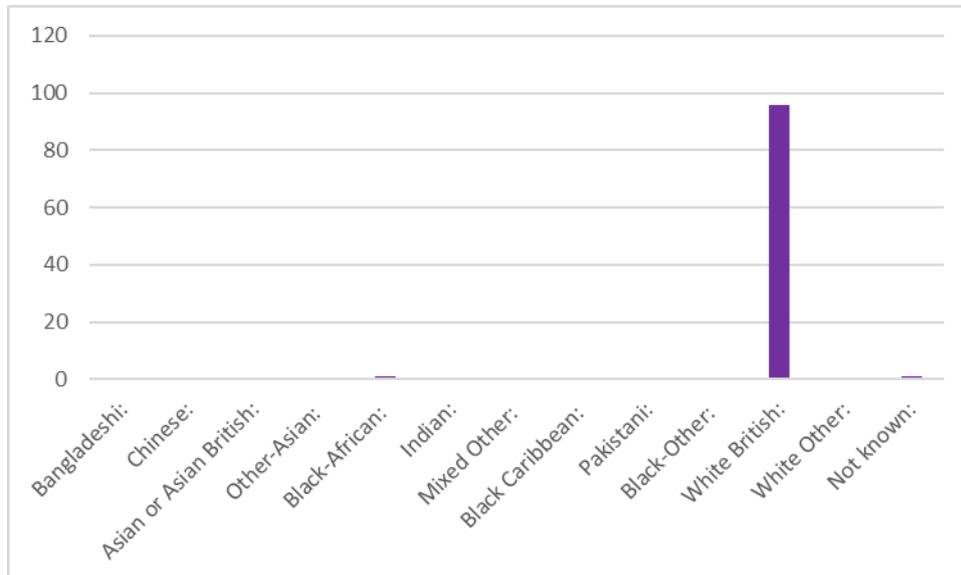
Age Group



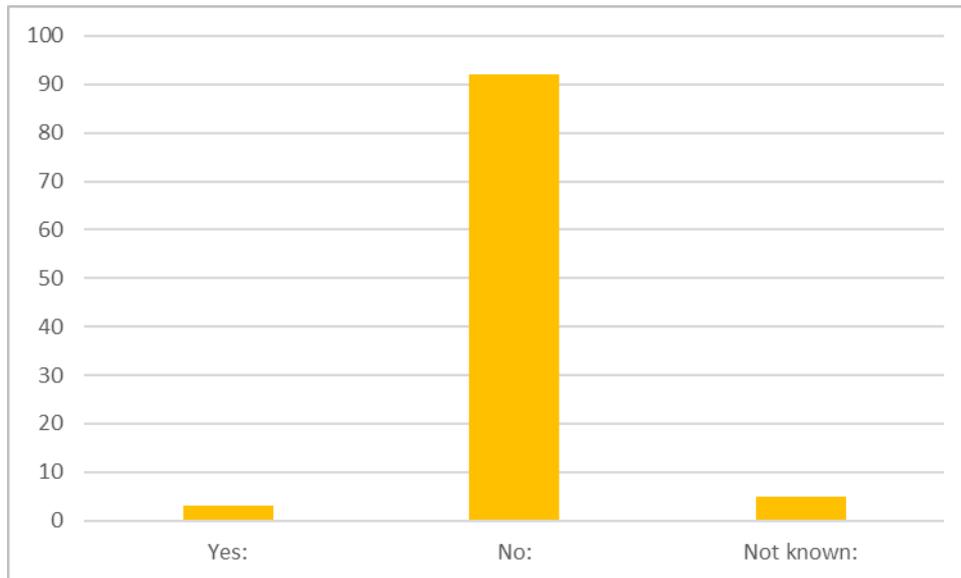
Sexual Orientation



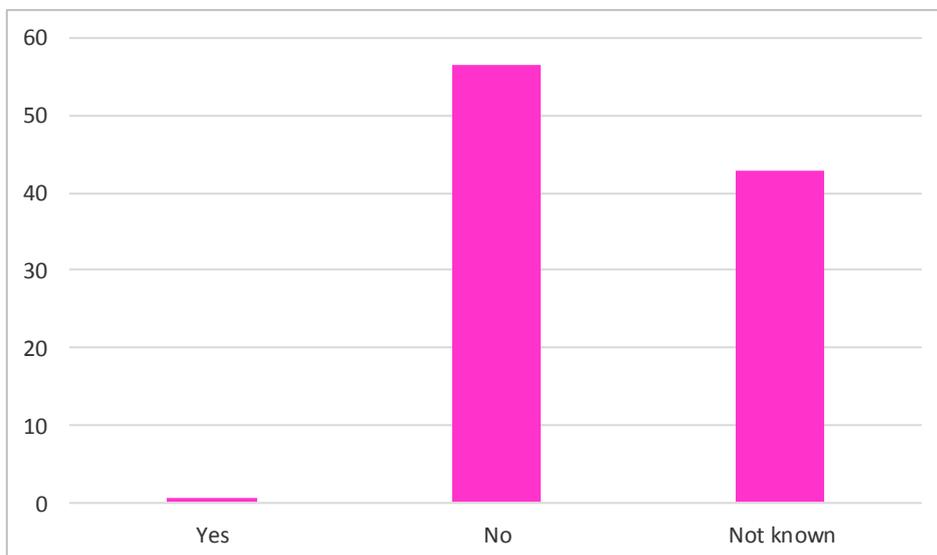
Ethnic Origin



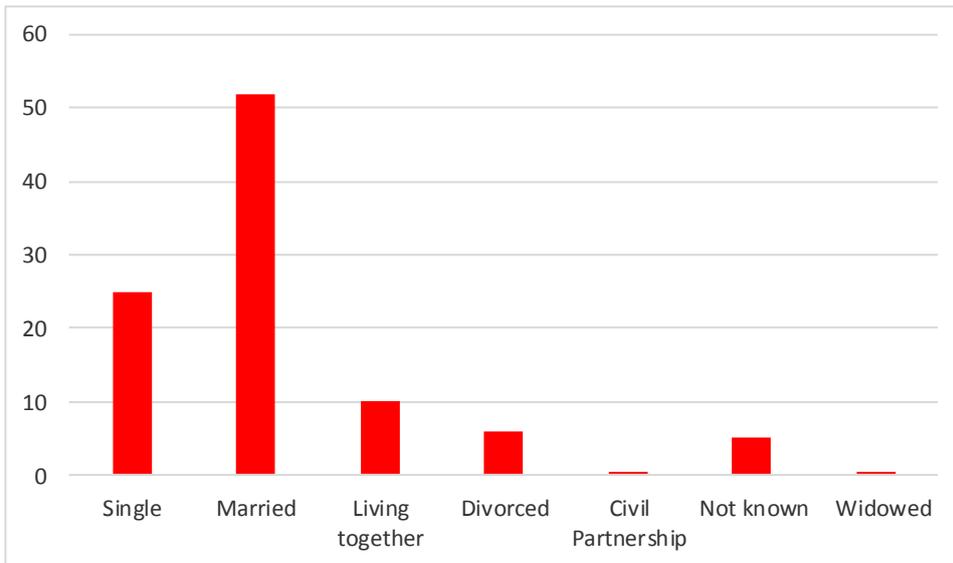
Disability



Transgender



Marital Status



8.1.3 Key facts on Staff Profile

Gender

- The gender gap has remained exactly the same from the 2015/16 report with 28% of males to 72% females.

Age Band

- The numbers of staff members in the 21-30, 51-60 and 61+ age bands have all risen this year.

Sexual Orientation

- The percentages of staff under each category of sexual orientation have remained exactly the same in the last two years.

Ethnic Origin

- There has been a slightly further rise in BME staff at the College again this year.

Religion

- The number of staff belonging to the Church of England has fallen this year with an increase being seen in those not disclosing any information about their religion at all.

Disability

- The number of staff members who have disclosed a disability has further increased this year.

Transgender

- The percentage of transgender/non-transgender staff has remained the same this year, as has the number who have made no disclosure at all.

Marital Status

- The number of staff members under each marital status has again remained largely stagnant this year.

8.2 Recruitment Figures 2016-17

The following figures are taken from recruitment over the last year:

8.2.1 Recruitment Data

Based on 220 applicants...

Gender

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Male	75	34	58	77	28	48
Female	145	66	101	70	51	50
Not known	0	0	0	0	0	0

Age Band

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
20 or under	25	11	14	56	3	21
21-30	69	31	55	80	33	60
31-40	59	27	42	71	22	52
41-50	35	17	25	71	12	48
51-60	23	10	18	78	6	33
61 or over	9	4	5	56	3	60
Not known	0	0	0	0	0	0

Sexual Orientation

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Bi-sexual	3	1	1	33	0	0
Gay/Lesbian	8	4	5	63	2	40
Heterosexual	202	91	147	73	73	49
Prefer not to say	6	3	3	50	2	67
Not known	1	1	1	100	1	100

Ethnicity

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Bangladeshi	0	0	0	0	0	0
Black – African	2	1	2	100	0	0
Black – Caribbean	0	0	0	0	0	0
Black – Other	0	0	0	0	0	0
Chinese	1	1	1	100	0	0
Indian	0	0	0	0	0	0
Not known	0	0	0	0	0	0
Other	1	1	1	100	0	0
Other - Asian	1	1	0	100	0	0
Pakistani	0	0	0	0	0	0
White	215	97	155	70	79	51

Disability

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Yes	6	3	3	50	2	67
No	213	96	155	73	77	49
Not known	1	1	1	100	1	100

Religion

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Agnostic	1	1	1	100	1	100
Anglican	0	0	0	0	0	0
Atheist/No Religion	102	67	68	67	35	51
Buddhist	1	1	1	100	1	100
Church of England	24	11	18	75	8	44
Christian	66	30	54	25	26	48
Hindu	0	0	0	0	0	0
Humanist	0	0	0	0	0	0
Islam	1	0	0	0	0	0
Jehovah's Witness	0	0	0	0	0	0
Jewish	0	0	0	0	0	0
Methodist	1	1	1	100	1	100
Pagan	0	0	0	0	0	0
Not known	6	3	4	67	1	25
Quaker	0	0	0	0	0	0
Roman Catholic	14	6	8	4	3	38
Spiritualist	4	2	3	75	3	100

Marital Status

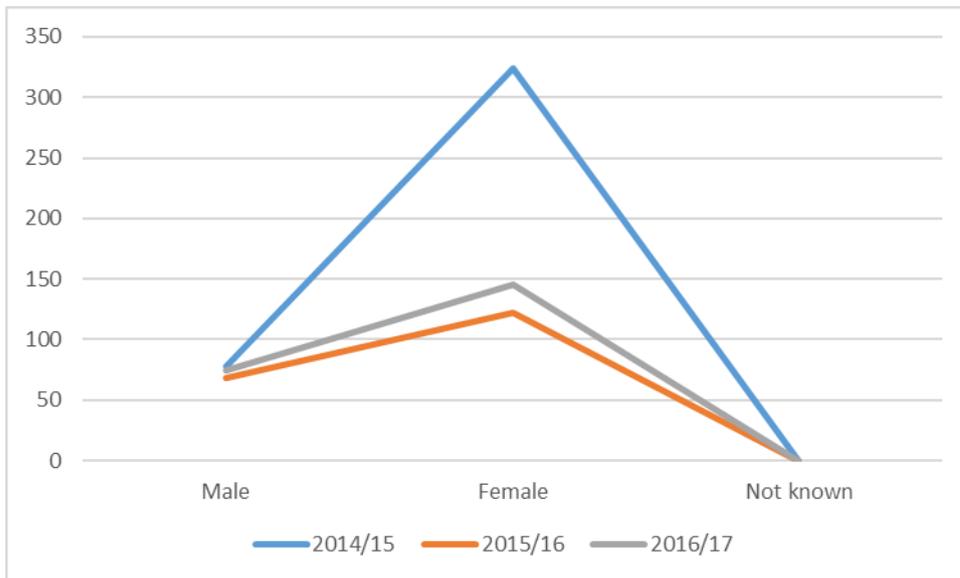
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Married	79	36	63	80	29	46
Single	90	41	62	69	31	50
Civil Partnership	1	1	1	100	1	100
Divorced	20	9	12	60	8	67
Separated	3	1	1	33	0	0
Living together	26	12	19	73	9	47
Not known	0	0	0	0	0	0
Widowed	1	1	1	100	1	100

Transgender

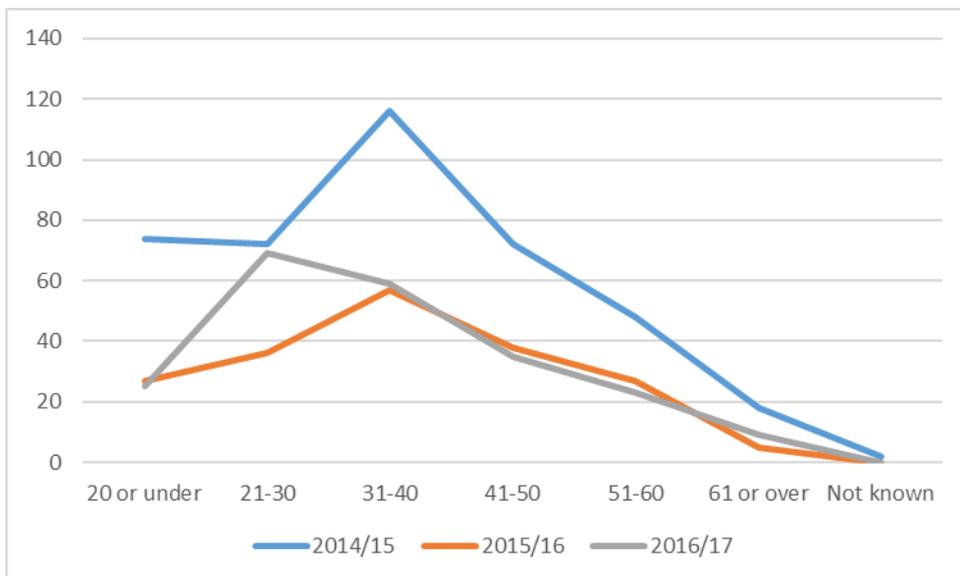
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Yes	1	1	0	0	0	0
No	218	98	158	72	79	50
Not known	1	1	1	100	0	0

8.2.2 Comparative Figures of recruitment applicants 2014-2017

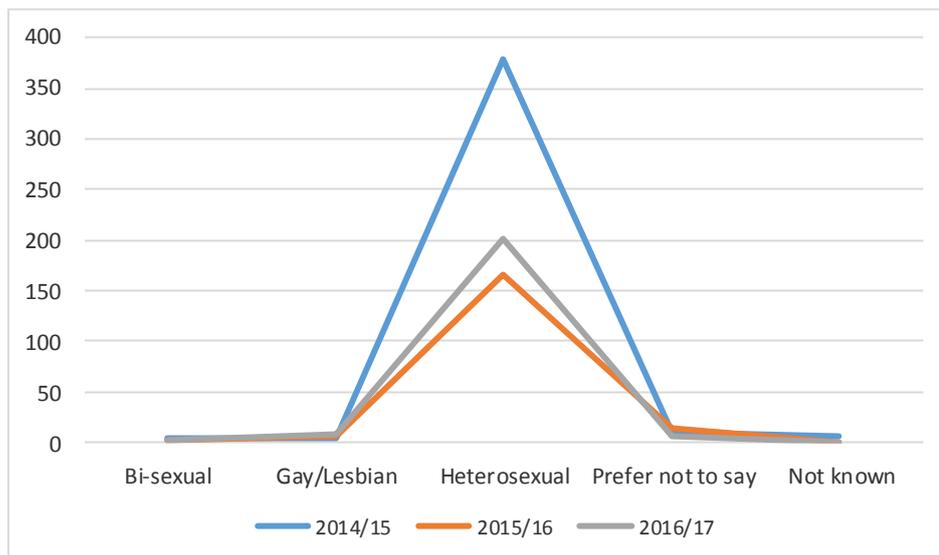
Gender



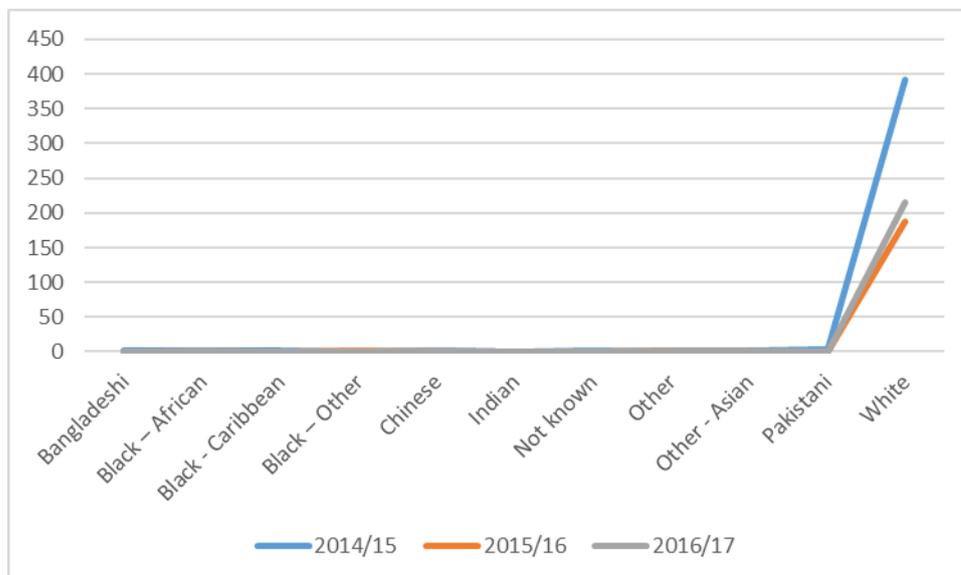
Age Group



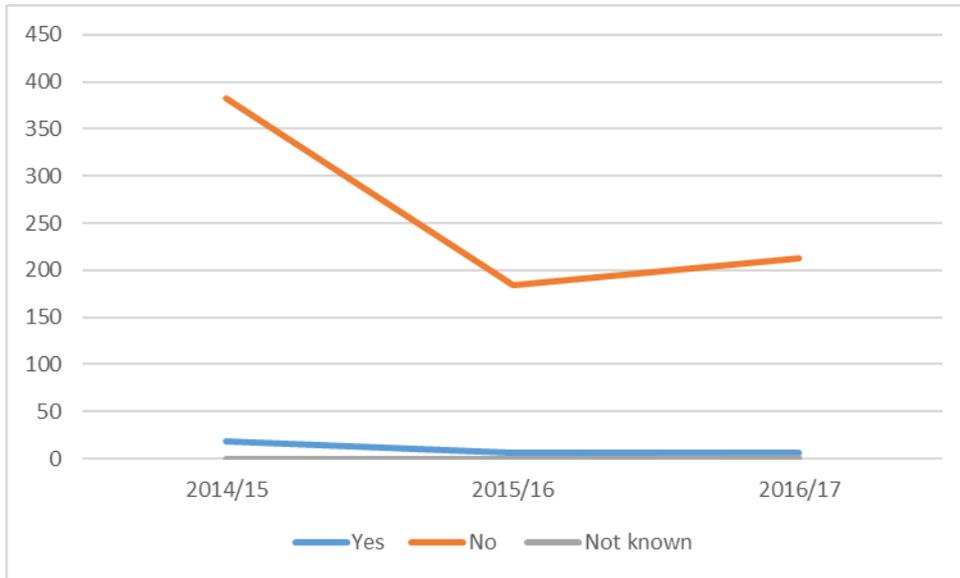
Sexual Orientation



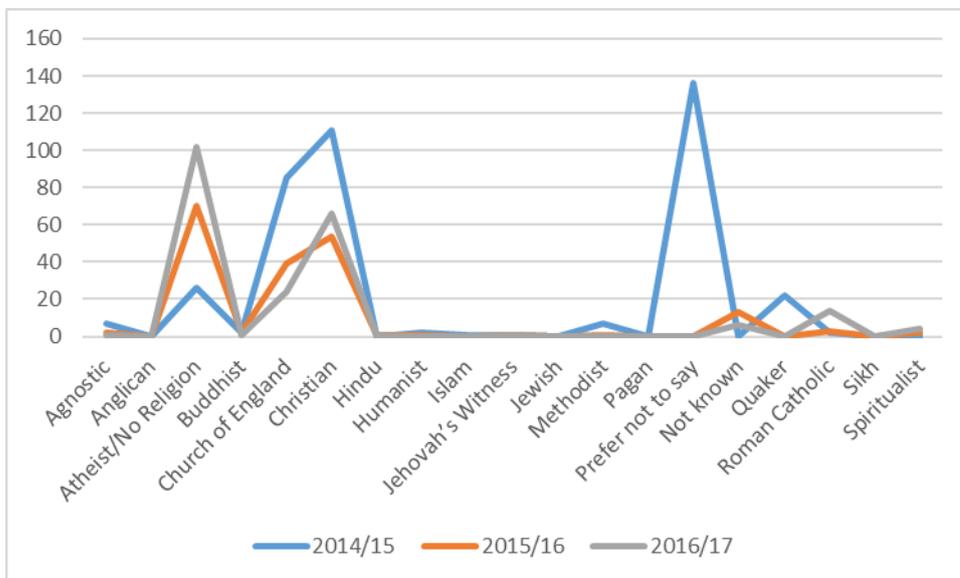
Ethnicity



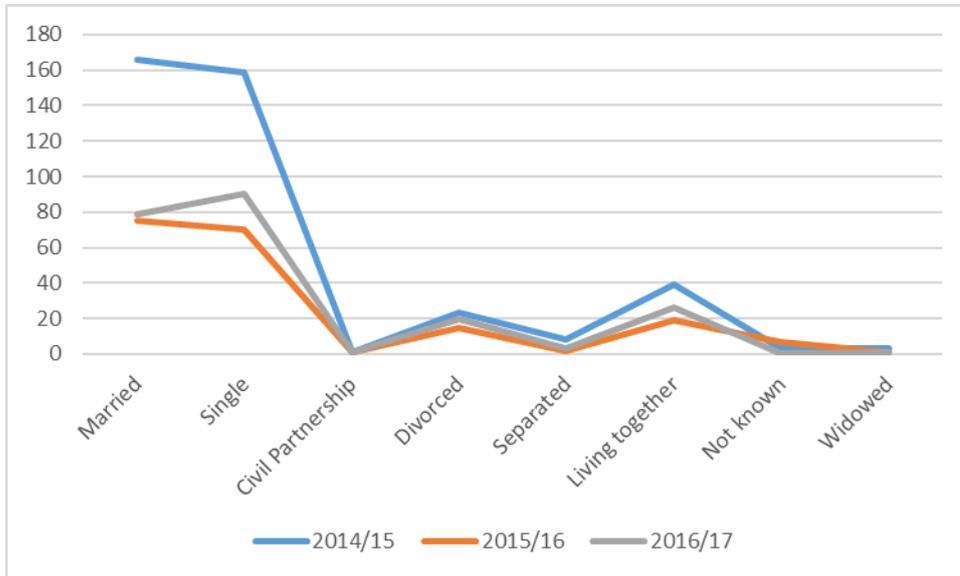
Disability



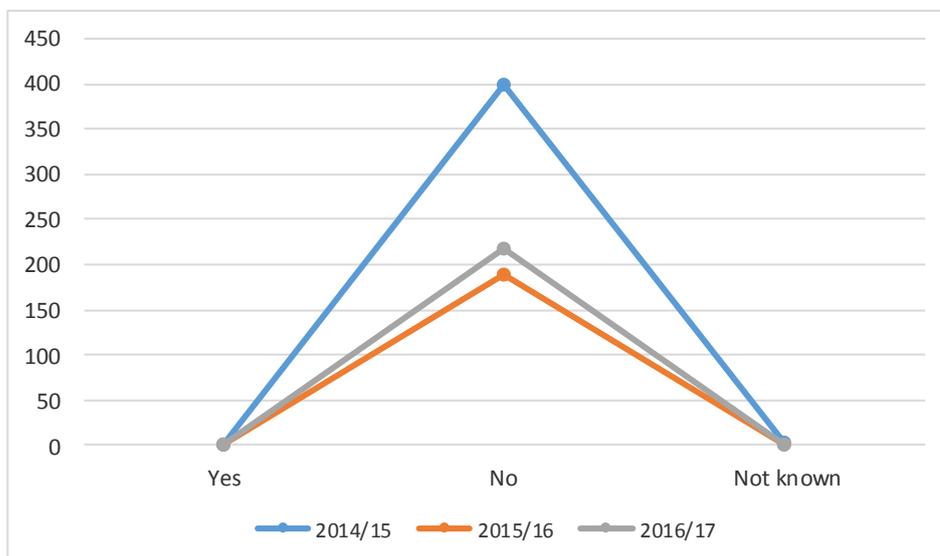
Religion



Marital Status



Transgender



8.2.3 Key Facts on Recruitment Monitoring

- The gap between male and female applicants has further narrowed for a second year running. For the third year running, regardless of the gap, recruitment figures still show that an equal percentage of male staff and female staff were still successful in gaining a position at the college.
- Applications received from those in age groups 21-30 and 61 or over have both seen an increase this year.
- The number of applications from people of all sexual orientation has remained stagnant this year.
- A slight rise in the number of applications from those in BME groups has been seen this year but as in other years, the ethnicity of all applicants follows the same trend as the staff profile with there being an overwhelming majority of White British to BME persons applying.
- The percentages of applicants disclosing they do and do not have a disability has remained the same for a second year running.
- There has been a change this year seen in that the majority of applications were not received from people of Christian denomination as in previous years but were instead from those who stated they were Atheist or of no religion.
- As in previous years, the percentages of applicants in all marital statuses remained much the same aside from those who are single which has seen a large increase.
- A similar pattern can be seen over the 4 years we have collected data on transgender applicants with only a very slight rise being seen this year in those who have disclosed they are transgender.
- No concerns are highlighted in the number of applicants for positions and the % of staff who are successful with regard to each protected characteristic.

8.3 Maternity/Paternity Leave

In 2013-14, the College began reporting on staff who had taken maternity/paternity leave so that it could monitor the number of staff who undertake maternity/paternity leave and the number of staff who do return to work following their leave.

Figures for 2016-17 are as follows:

Maternity Leave – 6 members of staff

Paternity Leave – 0 members of staff

Of the 6 members of staff who took maternity leave in 2016-17, 5 have already returned to work and the remaining 1 is still on maternity leave. Of these 5 staff members already to return, 3 had already reduced their working hours through the Flexible Working Policy following previous occasions of maternity leave.

8.4 Information on staff who have left the College in 2016/2017

8.4.1 Data

Based on 34 leavers...

Gender	Total	% of Total Leavers
Male:	11	32
Female:	23	68
Not known:	0	0

Age Band	Total	% of Total Leavers
20 or under:	1	3
21-30:	6	18
31-40:	11	32
41-50:	6	18
51-60:	7	21
61 or over:	3	8
Not known:	0	0

Sexual Orientation	Total	% of Total Leavers
Bi-sexual:	2	6
Gay/Lesbian:	3	8
Heterosexual:	28	83
Prefer not to say:	1	3
Not known:	0	0

Ethnic Origin	Total	% of Total Leavers
Bangladeshi:	0	0
Chinese:	0	0
Asian British:	0	0
Other-Asian:	0	0
Black-African:	0	0
Indian:	0	0
Other:	0	0
Black Caribbean:	0	0
Pakistani:	0	0
Black-Other:	0	0
White British:	32	100
White Other:	0	0

Disability	Total	% of Total Leavers
Yes:	2	6
No:	32	94
Not known:	0	0

Transgender	Total	% of Total Leavers
Yes:	1	3
No:	17	50
Not known:	16	47

Marital Status	Total	% of Total Leavers
Married:	17	50
Divorced:	4	12
Single:	7	20
Living Together:	5	15
Widowed:	0	0
Not known:	1	3

8.4.2 Analysis

As in previous years, the profile of staff who have left the College since the Equality and Diversity report was produced for the 2015-16 academic year does not show any specific pattern and is relative to the overall profile of the College. Moreover, reasons for leaving discussed in Exit Interviews still show no cause for concern that any person left as a result of unfair treatment on the grounds of being from a minority group.

8.5 Comparison of staff profile against students, and governors

The following is a comparison of the staff, student and the College Corporation Equality & Diversity profiles correct as of 2016-17.

		Staff (%)	Students (%)	Corporation (%)	Comment
Gender	Male	28	39	40	For the second year, figures for male and female students have remained stagnant and the staff and Corporation profiles also mirror this.
	Female	72	61	60	
	Not known	0	0	0	
Ethnicity	Bangladeshi	0	0.06	0	The student profile is slightly more diverse than the staff profile, however both continue to have an overwhelming majority of around 96% of people being White British. The Corporation's profile has remained the same.
	Indian	0.5	0.15	0	
	Pakistani	0	0.08	0	
	Asian or Asian British	0.5	0.15	0	
	African	1	0.30	0	
	Arab	0	0.02	0	
	Caribbean	0	0.12	0	
	Other Black	0.5	0.09	0	
	Chinese	0	0.04	0	
	White/Asian	1	0.17	0	
	Other Asian	0	0	0	
	White/Black African	0	0.15	0	
	White/Black Caribbean	0	0.17	0	
	Other Mixed	0.5	0.04	0	
	White Irish	0	0.23	0	
	White British	96	96.94	100	
	Other White	0	0.95	0	
	Not given	1	0.15	0	
Other	0	0.08	0		
Gypsy/Traveller	0	0.11	0		
Age Group	20 or under	3	26.75	0	Due to there being a higher number of young people in FE, the percentage of those 30 or under is always higher than that of staff.
	21-30	20	22.23	10	
	31-40	27	18.16	0	
	41-50	30	16.85	40	
	51-60	17	12.44	20	
	61 or over	3	3.57	30	
	Not known	0	0	0	
Disability	Yes	3	22.86	0	A trend can be seen from this and previous years' reports in that students do tend to disclose disabilities more frequently than staff or Corporation members do, especially where there are mental health conditions or learning difficulties.
	No	92	77.14	100	
	Not known	5	0	0	

8.6 Equality and Diversity information in relation to staff who were subject to Disciplinary action in 2016-17

Protected Characteristic	Key points	Action Required
Age	Mix of ages between 29 - 64	No action required
Disability	None of the staff who were disciplined has disclosed a disability	No action required
Gender	2 staff members were male and the other 3 were female	No action required
Race	All of the 5 staff disciplined were White British	No action required
Religious Belief	No issues identified	No action required
Sexual Orientation	All were heterosexual	No action required
Gender reassignment	No issues identified	No action required
Maternity/pregnancy related	No staff members who were disciplined were known to be pregnant	No action required
Marriage and Civil Partnership	No issues identified	No action required

8.7 Equality and Diversity information in relation to staff who invoked the Grievance Procedure within 2016-17

No staff took out formal grievances within the year 2016-17, all issues were able to be dealt with informally so there is no monitoring data to be analysed against this procedure. No issues have been highlighted through any staff who have raised informal issues through the HR department with regard to any protected characteristics.

8.8 Equality and Diversity information in relation to staff were absent from work with sickness in 2016-17

Protected Characteristic	Key points	Action Required
Age	A mixture of ages demonstrates no obvious issues in this area	No action required
Disability	Of the top 5% of staff with regard to the highest Bradford Score, four people have declared a disability/long term condition	Staff with a disability/medical condition will continue to be supported by Management and HR and any reasonable adjustments made where required.

Gender	Of the staff in the top 5% of absence in regard to the highest Bradford score, 88% are female.	No action required
Race	Of the top 5% of staff with regard to the highest Bradford score, only one was BME	No action required
Religious Belief	No issues identified	No action required
Sexual Orientation	Of the top 5% with regard to the highest Bradford Score, one member of staff is gay/lesbian	No action required
Gender reassignment	No issues identified	No action required
Maternity/pregnancy related	Of the top 5% with regard to the highest Bradford Score there were no staff members known to be pregnant and absent from work with pregnancy-related illnesses.	No action required
Marriage and Civil Partnership	Of the top 5% with regard to the highest Bradford Score there is a mixture of married, divorced, living together and single staff.	No action required

8.9 Training and Development - Key facts on Training and Development

- All staff have equal access to CPD and are advised of all CPD events by e-mail
- Where staff are on maternity/paternity/adoption leave, are kept up to date with any relevant training through 'Keeping in Touch' days
- Information which is sent out with regard to CPD events does always contain information about how staff can ensure any special requirements are met
- Special requirements have previously been requested and these have been accommodated.
- The Training and Development Co-ordinator maintains a confidential list of special requirements already known. This enables the staff members to be contacted automatically to confirm that their special request has already been accommodated rather than them having to contact the department each time there is a CPD activity they wish to attend.
- In the staff survey for 2016/17, 100% staff who responded agreed that the College was committed to CPD and 99% said that they attended CPD. One specific comment on the question about what was done well in the College was: 'Good support and training & development opportunities are available which I am encouraged to take part in'

8.9.1 Equality and Diversity information relating to attendance on CPD activities

The attendance at CPD activities mirrored the staffing profile and no issues have been highlighted through monitoring of this information.

8.9.2 Equality and Diversity information in relation to evaluations completed in 2016-17

Analysis of evaluations from feedback over the year has highlighted no concerns with any characteristic group.

8.10 Equality and Diversity in relation to promotion opportunities:

Due to the fact that all permanent promotion positions are selected through the recruitment process, this activity is already monitored and no issues have been identified.

8.11 Gender Pay Gap Analysis

Bishop Auckland College Gender Pay Gap Report 2017

The following information is in relation to the pay differences between males and females employed by Bishop Auckland College.

There is a requirement for employers with over 250 staff to publish this information.

The report includes the following:

- Mean gender pay gap
- Median gender pay gap
- Mean bonus gender pay gap
- Proportion of males and females receiving a bonus payment
- Proportion of males and females in each pay quartile
- Written statement

Mean gender pay gap

	Male	Female	Percentage difference
Mean average pay (hourly rate)	£14.19	£13.41	5.5%

Median gender pay gap

	Male	Female	Percentage difference
Median average pay (hourly rate)	£14.28	£12.05	15.6%

Mean bonus gender pay gap

	Male	Female	Percentage difference
Mean	0	0	0.00%

Median bonus gender pay gap

	Male	Female	Percentage difference
Mean	0	0	0.00%

Proportion of males and females receiving a bonus payment

	Male	Female	Percentage difference
Bonus payment	0	0	0.00%

Proportion of males and females in each pay quartile

Gender	Lower	Lower Middle	Upper Middle	Upper
Male	15.3%	30.6%	31.9%	31.5%
Female	84.7%	69.4%	68.1%	68.5%

Written Statement

The gender pay gap indicates that there is a difference between average male and female salaries however, this is lower than the UK national average (currently 18.1%). The College has a salary scale in place. This ensures that all roles, which are the same, are appointed on the same salary scale points. The Directorate of the College also review all structures and roles annually. It is noticeable that there is a slighter larger difference in the females and males in the lower pay quartile, in comparison to the males and females in the College and in the other quartiles. The College however does have a flexible working policy, a range of family friendly policies and offers a number of flexible/term time only contracts. Whilst these are open to males and females, female staff more frequently take them up. This accounts for the larger number of females in the lower pay quartile.

8.12 Staff Benefits – all staff benefits are available to all staff members and there have been no issues identified.

8.13 Mental Health

In College, issues surrounding the mental health of staff and students continues to be a high priority. Alongside national campaigns, the College has continued to promote mental health awareness, including World Mental Health Day in October 2016.

The College also began working towards the Better Health at Work Award including a large focus on the mental health of staff. Staff were given an overview of this at the Staff Conference in July 2017.

The College has also been keen to promote Mindfulness with staff and began with 'Introduction to Mindfulness' Sessions attended by 118 staff and delivered by Karen Hughes of 'Sparklicious' in August 2017. It is hoped that this can be developed and continued with further sessions delivered by our own staff in our Counselling area.

Specific mental health training undertaken by staff based in Health & Safety and HR during 2016-17 includes Mental Health First Aid; Mental Health First Aid Lite; Stress Counselling in the Workplace; Supporting Employee Mental Health; Tackling Stigma and Discrimination of Mental Health; and an Introduction to Mindfulness. A level 2 qualification in Mental Health Awareness

was offered to all staff and completed by 58 of our current staff

8.14 Staff Survey 2017

In the annual Staff Survey undertaken in 2017, 100% of respondents agreed that they are familiar with the College's Equality & Diversity policies.

9 Student Profile

Student data is actively interrogated during both retention and achievement to analyse the achievement rates of different groups of learners and to ensure action is implemented to close any gaps. Functional Skills was included in headline success rates for the first time in 2013/14 which did have a negative impact upon success rates in comparison to the two previous years when functional skills was not included. Following analysis of equality and diversity data, actions identified to reduce any achievement gaps are included within college development plans to monitor and capture progress.

The following headline information is a summary from the analysis completed providing a profile over three years:

Age

	Starts			Success Rate %		
	14/15	15/16	16/17	14/15	15/16	16/17
16 - 18	1649	1346	1389	78.3	76.4	81.4
19+	4822	3053	2513	92.9	91.6	92.8

Learner numbers for young people and adults have continued to reduce over the past three years which is in line with local demographic data on young people and the impact of reduced adult funding. Adults still continue to outperform young people and the gap has reduced by 3.8% to 11.4%. The comparison is not a like for like measure as the majority of 16 – 18 learners are on full time programmes of a one year duration whereas many adult learner programmes are short courses.

Gender

	Starts			Success Rate %		
	14/15	15/16	16/17	14/15	15/16	16/17
Male (all ages)	2439	1648	1514	88.6	85.6	86.9
Male (16-18)	868	725	751	79	77.9	81.0
Male (19+)	1571	923	763	93.9	91.7	92.7
Female (all ages)	4032	2751	2388	89.6	87.7	89.9
Female (16-18)	781	621	638	77.5	74.7	82.0
Female (19+)	3251	2130	1750	92.5	91.5	92.9

The gender balance of young college learners in 2016/17 was 46% female and 54% male. This gap has remained the same as 2015/2016.

Young females have outperformed young males in 2016/17 by 1%. Success for young people has increased across both genders with a greater increase for females.

The gender split between male and female adult learners in 2016/17 was 30%/70% respectively, the same as the previous year.

Adult male learners outperform young male learners by 11.7% and adult female learners outperform young females by 10.9%. The performance gap across adult male and females is 0.2% in favour of females.

Learning Difficulty or Disability

	Starts			Success Rate %		
	14/15	15/16	16/17	14/15	15/16	16/17
Disability (all ages)	1235	1058	1164	85.3	83.9	89.1
Disability (16-18)	516	455	509	79.8	78.7	83.7
Disability (19+)	719	603	655	89.2	87.9	93.3
No Disability (all ages)	5236	3341	2738	90.1	87.9	88.6
No Disability (16-18)	1133	891	880	77.6	75.3	80.1
No Disability (19+)	4103	2450	1858	93.6	92.5	92.6

Overall the number of students disclosing a learning difficulty or disability has remained relatively unchanged on previous years and for 2016/17 it is 30%. Young people declaring a learning difficulty or disability in 2016/17 was 37%; an increase on the previous year of 3.2%. Adults declaring a learning difficulty or disability was 26%, an increase of 7% on the previous year.

Success rates for all learners disclosing a disability is 0.5% above learners with no learning difficulty or disability.

Young people with a disability or learning difficulty outperform learners without a disability or learning difficulty by 3.6%.

Adults with a learning difficulty or disability perform better than young people with a learning difficulty or disability by 9.6%.

At curriculum level there are some significant performance gaps in some areas for young people with the highest gaps in Early Years, Traineeships and Music. Success rates for adults also indicate performance gaps in several learning areas with key areas being Access to HE, Brickwork and Plumbing.

Ethnicity

	Starts			Success Rate %		
	14/15	15/16	16/17	14/15	15/16	16/17
BME (all ages)	189	124	135	86.8	76.6	91.1
BME (16-18)	40	33	43	82.5	60.6	86.0
BME (19+)	149	91	92	87.9	82.4	93.5
Non BME (all ages)	6282	4275	3767	89.3	87.3	88.7
Non BME (16-18)	1609	1313	1346	78.2	76.8	81.3
Non BME (19+)	4673	2962	2421	93.1	91.9	92.8

BME students represent 3.5% of the student cohort an increase of 0.7% on the previous year. The success rate for young BME students has increased by 25.4%% in 2016/17 and is higher than non BME learners by 4.7%. However the number of young BME learners remain low at 3.1%.

Adult BME students make up 2.4% of the student cohort and success rates have increased to 93.5%; an 11.1% increase on 2015/16 figures. Across all learners the performance gap has decreased with non BME learner success rates 2.4% lower than BME learners.

Disadvantage Uplift

	Starts			Success Rate %		
	14/15	15/16	16/17	14/15	15/16	16/17
Ward uplift (all ages)	3543	2541	2177	88.4	84.9	88.2
Ward uplift (16-18)	1025	855	833	78.5	75.1	81.6
Ward uplift (19+)	2518	1686	1344	92.4	89.9	92.3
No uplift (all ages)	2928	1858	1725	90.2	89.8	89.4
No uplift (16-18)	624	491	556	77.9	78.8	81.1
No uplift (19+)	2304	1367	1169	93.5	93.7	93.4

Young learners from disadvantaged wards make up 60% of the 16 – 18 student cohort and the performance gap is relatively the same for young people who are from a disadvantaged ward uplift area and those who are not.

Adult learners from disadvantaged wards make up 53% of the adult learner cohort and those from a non ward uplift outperform learners from a ward uplift by 1.1%.

Headline success rates for all learners from ward uplift areas are under 2 percentage points below those not from a ward uplift area which is a decrease against last year.

Across the curriculum there are some inconsistencies in performance where learners from a ward uplift perform less well. Areas with the higher performance gaps are Music, Beauty, Sport, Painting & Decorating and Motor Vehicle.

Financial Support

	Starts			Success Rate %		
	14/15	15/16	16/17	14/15	15/16	16/17
Support (all ages)	1147	887	794	79.1	79.4	83.4
Support (16-18)	871	695	616	79.8	79.3	81.3
Support (19+)	276	192	178	79	79.7	90.4
No Support (all ages)	5315	3471	3100	91.4	89.2	90.1
No Support (16-18)	778	651	773	77.4	74.3	81.4
No Support (19+)	4537	2820	2327	93.8	92.7	93.0

In 2016/17 the success rates for young people not in receipt of financial support was 0.1% higher than young people in receipt of financial support.

A small number of learners (53) were in receipt of a vulnerable bursary and retention was higher for learners not in receipt of financial support. However success rates were 1.6% higher for learners in receipt of a vulnerable bursary. Success rates for vulnerable learners has increased on the previous year by 16.3%.

The performance gap for adult learner success rates is 9.6%; a decrease of 3.4% on 2015/16.

Additional Learning Support

Learners with a learning disability assessment (EHCP) who were aged 16 – 18 totalled 170 in 2016/17, an increase of 18 on the previous year. Success rates were 2.6 percentage points below the college rate for 16 – 18 year olds without an EHCP.

Adult learners with an LDA totalled 95 for 2016/17; 3.8% of the learner cohort. The success rate overall was 97.9%, 5.1% above college headline rate.

41% of learners aged 16 – 18 received additional learning support; an increase of 3% on 2015/16. Success was 2.2 points lower than the college headline rate.

A small number of adults (2%) received additional learning support with success 4.8% lower overall.

Study Support

Young learners accessing study support was 16% in 2016/17 with success rates 0.1% above the overall college figure for learners aged 16 – 18.

1% of adult learners accessed study support with success rates being the same as young people at 81.5%.

High Needs Learners

High needs learners achieve well at the College. 47 young people aged 16 – 18 studied full time programmes and achieved success rates 10.1% above college headline rate.

79 adult learners were enrolled on full time courses and achieved well with success rates 7.2% above college headline figure.

10 Learner Destinations

Learner destination statistics include the following information in relation to full time learners:

- Gender
- Course Level
- Disadvantage Uplift

Key facts from the information above are:

- Male learners have positive destination outcomes 1.6% higher than females
- Positive destinations of learners from a ward uplift area was 5.4% lower than those not from a ward uplift area
- The lowest positive destinations are for those from a Level 2 programme at 78.7%

11 Developments for 2017/18

Good progress was made on developments identified for 2016/17. Data continues to expand to include additional information on protected characteristics and reducing performance

gaps. Where sufficient progress has not been made, actions will continue as developments for 2016/17 in line with the College's commitment to continuous improvement.

Following detailed analysis of staff and learner data headline developments for 2017/18 are detailed below:

- Reduce the performance gap in success between young people and adults
- Reduce the performance gap between adults and young people with a learning difficulty or disability
- Identify action to reduce performance and success gaps within curriculum area
- Improve performance gaps across curriculum where learners from a ward uplift area perform less well
- Further, strengthen to training for key staff in mental health first aid.
- Review and update the Colleges Single Equalities Action Plan

These developments will be included within the College's overarching Single Equality Scheme Action Plan where progress will be closely monitored through the College's Equality and Diversity working group. Developments in relation to performance gaps within curriculum areas are included within learning area operational plans.

12 Conclusion

Equality and Diversity will continue to be promoted and celebrated through the curriculum and enrichment activities. Rigorous monitoring of both staff and student profiles are in place alongside close monitoring of the performance of groups of learners to identify any action required to address underperformance and under representation

The College remains committed to Equality and Diversity and will continue to advance equality and good relations to ensure equality of opportunity is wholly embedded and offered to all who learn and work at the college.