

**Bishop
Auckland
College**

EQUALITY & DIVERSITY

**Annual Report
2018/19**

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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 2018 -19 includes:

- Progress on the areas for development identified in the report of 2017/18
- Equality and Diversity activities within the college during 2018/19
- 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 2019/20

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 Single 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 and Diversity Activities

Equality and Diversity are actively promoted through:

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

5.1 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), Women in Modern Britain and Minority Awareness.

5.2 Teaching and Learning

College documents related to, and supporting Teacher Development and the Quality Assurance of the Quality of Education, all encourage staff to development of learners' knowledge and understanding of equality and diversity, as well as monitor how well this is done and the on the learner. Curriculum and Quality procedures and policies, such as Course Performance Reviews, curriculum level and cross college self-assessment reports all include specific reference to Equality and Diversity activity within the teaching environment and again its impact on learning and learners' knowledge. Activities across the curriculum, monitored through Quality Assurance of the Quality of Education, 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 well, planning for and responding to varied cultures and individual needs in the local and wider community.

5.3 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.

5.4 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 was also provided to 11 Young Carers and 11 Young Parents during 2018/19.

5.5 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, members of the teaching and learning team deliver mandatory and bespoke 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 a Level 2 Flexible Learning course, as well as an online Equality & Diversity Awareness course which they complete as an annual refresher.
Staff also have access to an online Equality & Diversity Awareness course which they complete as an annual refresher on Equality & Diversity.

6 Local Demographic Data

Between 2001 and 2019 the population of County Durham increased by **36,400** people (7.4%). Population growth has been noticeably higher for the male population. Since 2001 the number of males in Durham has grown by 8.7%, higher than the 6.1% growth in the female population. The gap between the number of males and females is narrowing, mainly due to an increase in the number of men age 65 and over (2019 estimates give a male/female split of 49.1%/50.9%). There has been a fall in the number of children and young people (aged 0 to 17) in the county since 2001 of 4.7% equivalent to 5,000 fewer children and young people, compared to 7.2% increase nationally.

7 Staffing and Human Resources

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

7.1 Staff Data

7.1.1 Full Staff Profile data

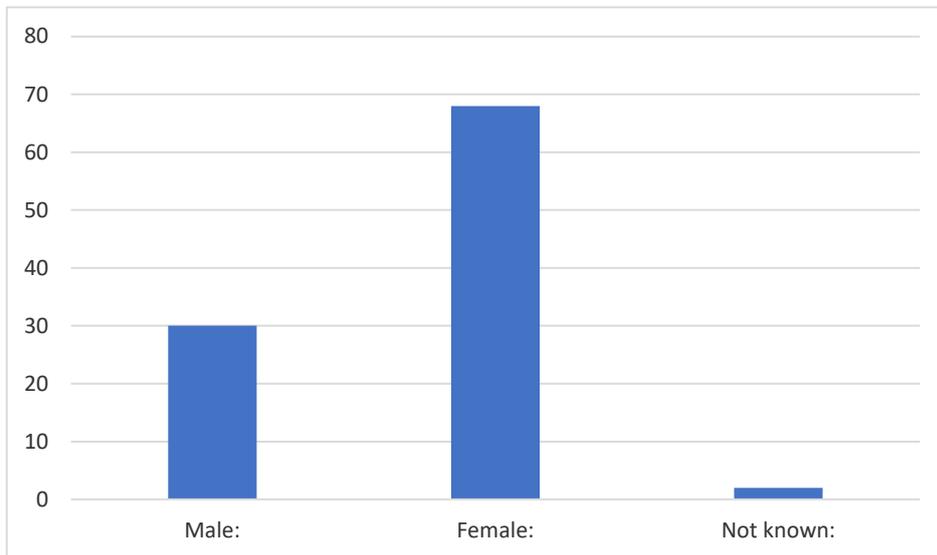
Based on 291 members of staff

Gender	Total	% of Total Staff
Male:	86	30
Female:	199	68
Not known:	6	2
Age Band		
20 or under:	8	3
21-30:	61	20
31-40:	83	29
41-50:	77	26
51-60:	38	13
61 or over:	8	3
Not known:	16	6
Sexual Orientation		
Bi-sexual:	0	0
Gay/Lesbian:	6	2
Heterosexual:	239	82
Prefer not to say:	16	6
Not known:	30	10
Ethnic Origin		
Chinese:	0	0
Asian or Asian British:	1	0.5
Black-African:	0	0
Gypsy or Irish Traveller:	1	0.5
Indian:	1	0.5
Mixed Other:	1	0.5
Black Caribbean:	0	0
Pakistani:	0	0
Black-Other:	1	0.5
White British:	266	91.5
White Other:	0	0
Not known:	20	6

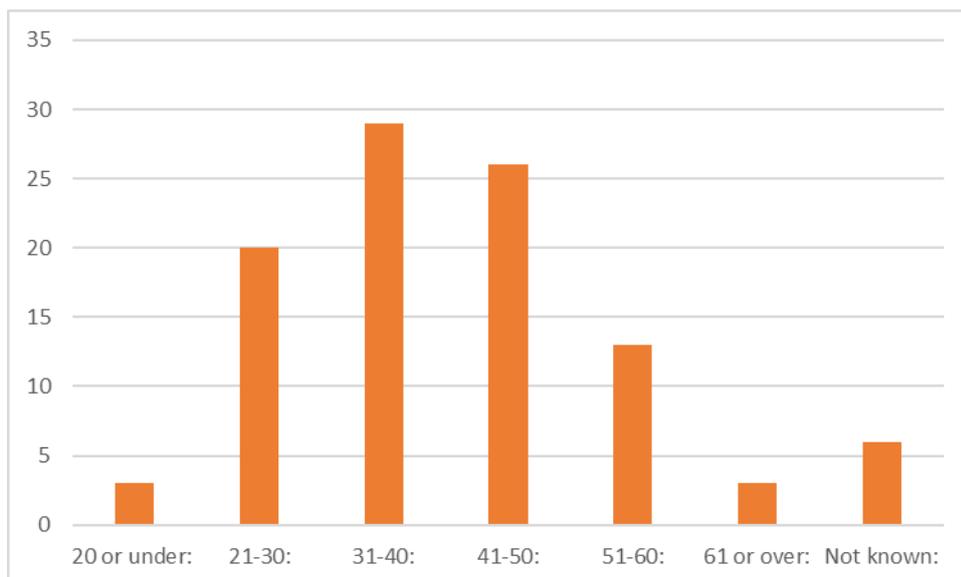
Religion	Total	% of Total Staff
Agnostic	2	1
Christian	24	8
Church of England	133	46
Hindu	1	0.5
Buddhist	1	0.5
Humanist	1	0.5
Methodist	10	3
Prefer not to say	1	0.5
Roman Catholic	26	8
No religion	41	14
Not known	51	18
Disability		
Yes:	12	5
No:	257	88
Not known:	22	7
Transgender		
Yes	0	0
No	195	67
Not known	96	33
Marriage/ Civil partnerships		
Single	74	25
Married	133	46
Living together	32	11
Divorced	20	6
Civil Partnership	3	1.5
Not known	26	9
Separated	2	1
Widowed	1	0.5

7.1.2 Staff Profile Graphs

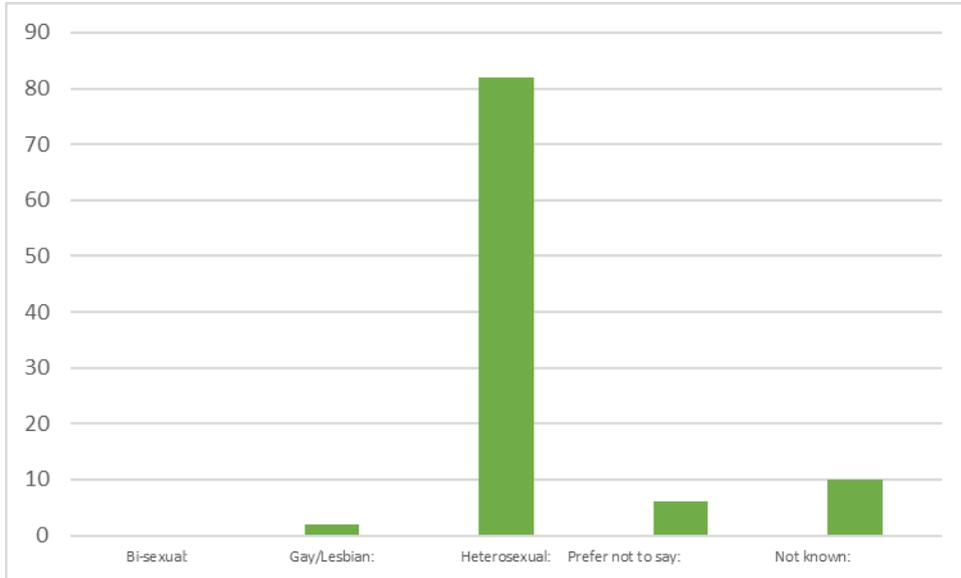
Gender



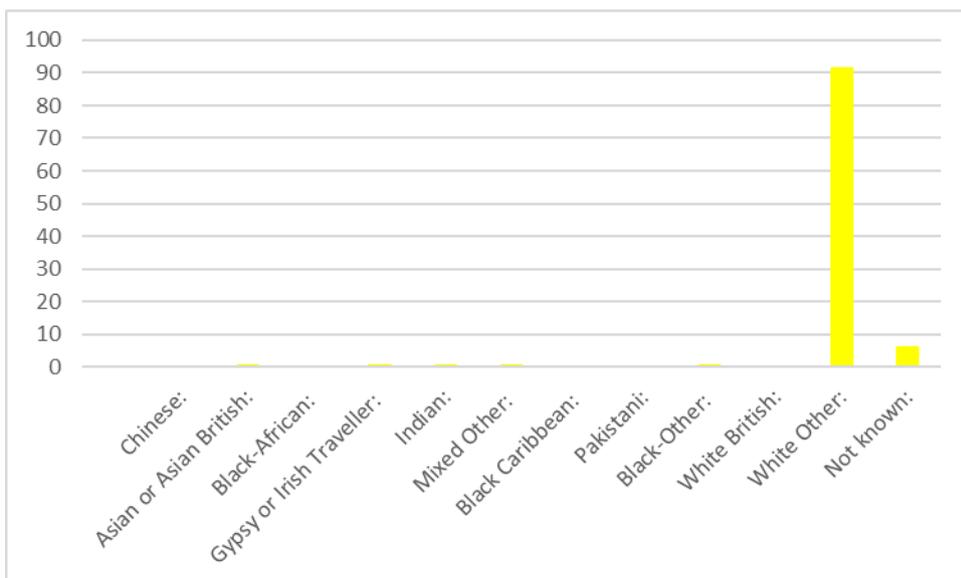
Age Group



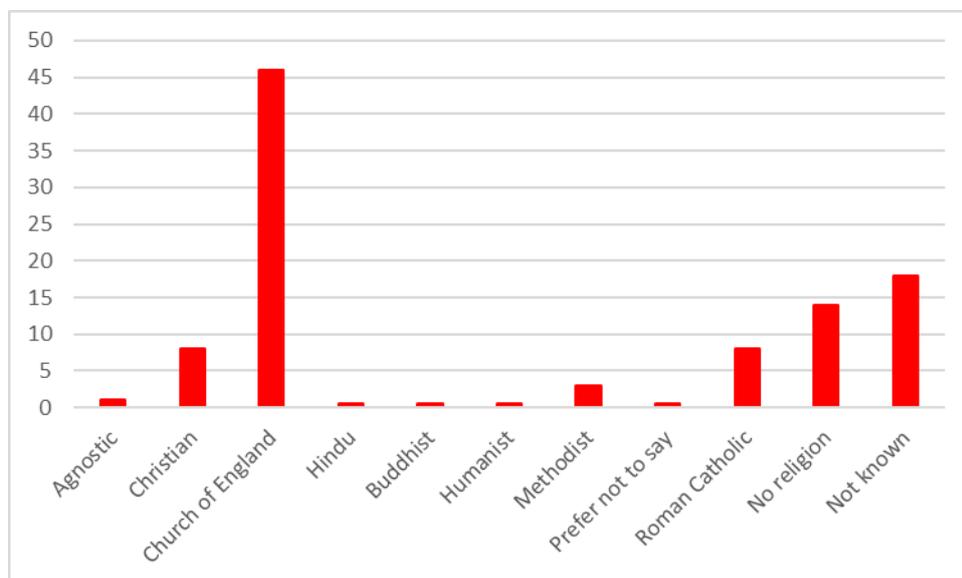
Sexual Orientation



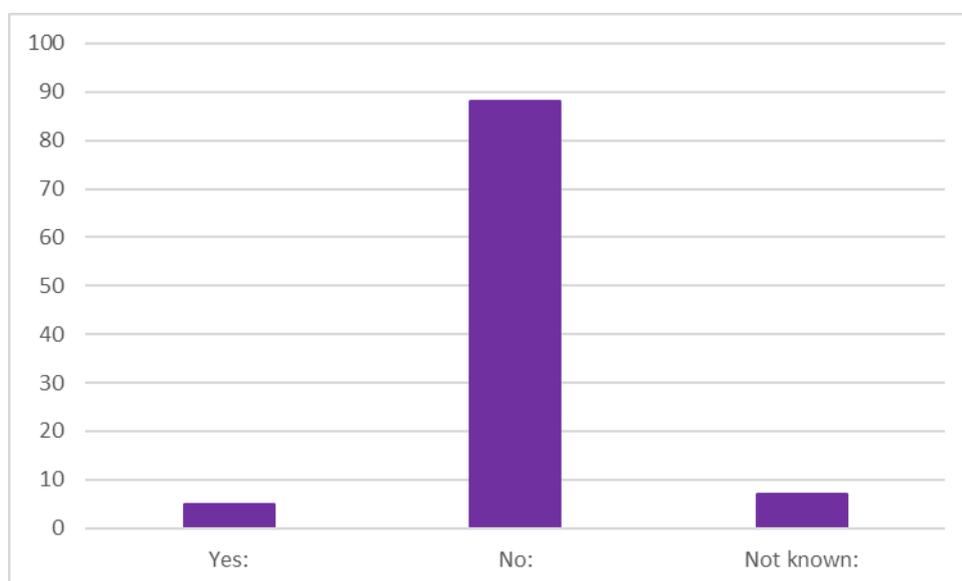
Ethnic Origin



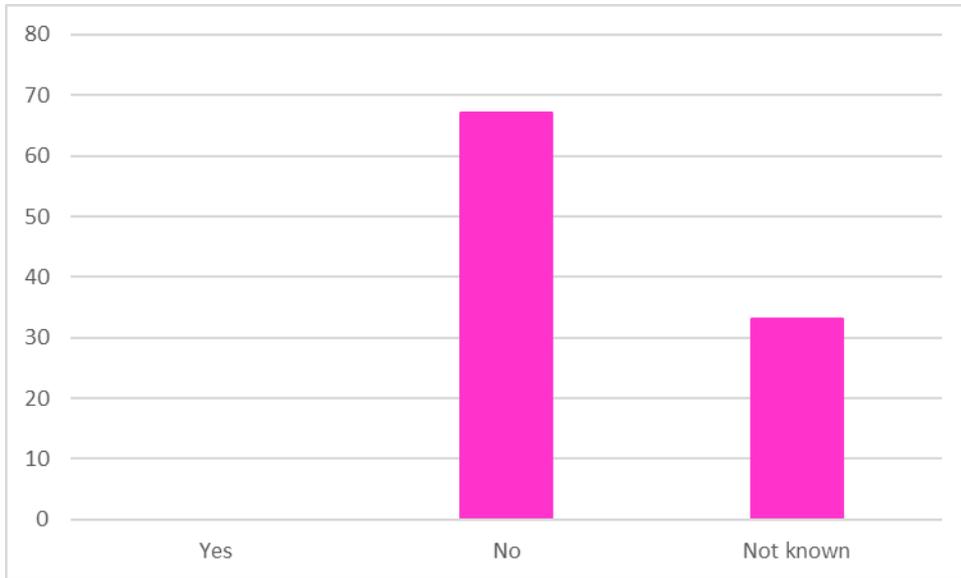
Religion



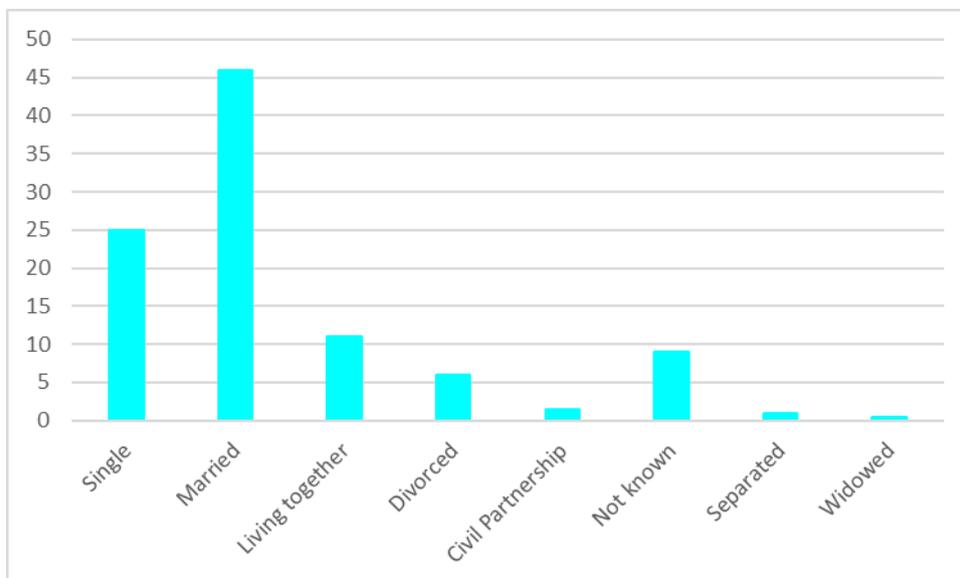
Disability



Transgender



Marital Status



7.1.3 Key facts on Staff Profile

Gender

- There has been a slight increase since the 2017/18 report in the percentage of males employed by the College slightly narrowing the male to female gap.

Age Band

- The number of staff in all age groups remains stagnant this year.

Sexual Orientation

- There has been very slight change to sexual orientation in the staff profile in the last year.

Ethnic Origin

- The number of staff declaring themselves as White British has fallen since 2017/18.

Religion

- The trend from the last report has once again reversed with the number of staff members belonging to the Church of England declining again. The percentage of staff members affiliated to more diverse religions has remained stagnant.

Disability

- As in the last staff profile, the number of staff disclosing a disability has once again slightly increased for 2017/18.

Transgender

- The percentage of people making a disclosure regarding their transgender status has once again risen this year.

Marital Status

- The marital status profile of staff remains much the same however the number of staff in Civil Partnerships has risen since the 2017/18 report.

7.2 Recruitment Figures 2018-19

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

7.2.1 Recruitment Data

Based on 257 applicants...

Gender

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Male	95	37	71	75	30	42
Female	162	63	112	42	50	45
Not known	0	0	0	0	0	0

Age Band

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
20 or under	6	2	5	83	1	20
21-30	68	26	55	81	22	40
31-40	68	26	48	71	24	50
41-50	64	25	40	63	13	32
51-60	40	16	27	68	15	55
61 or over	11	5	8	3	5	2
Not known	0	0	0	0	0	0

Sexual Orientation

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Bi-sexual	1	0.5	0	0	0	0
Gay/Lesbian	5	2.5	4	80	1	25
Heterosexual	238	93	169	71	75	44
Prefer not to say	9	4	6	67	2	33
Not known	4	2	4	100	2	50

Ethnicity

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Bangladeshi	0	0	0	0	0	0
Black – African	0	0	0	0	0	0
Black – Caribbean	1	0.5	0	0	0	0
Black – Mixed	3	1	3	100	3	100
Black – Other	1	0.5	1	100	1	100
Chinese	0	0	0	0	0	0
Indian	1	0.5	0	0	0	0
Not known	0	0	0	0	0	0
Middle Eastern	1	0.5	1	100	0	0
Other	2	1	1	50	0	0
Pakistani	2	1	0	0	0	0
White	246	95	177	72	75	42

Disability

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Yes	5	1.5	2	40	1	50
No	251	98	180	72	78	43
Not known	1	0.5	1	100	1	100

Religion

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Agnostic	0	0	0	0	0	0
Anglican	0	0	0	0	0	0
Atheist/No Religion	137	53.5	97	73	40	41
Buddhist	0	0	0	0	0	0
Church of England	50	19	33	66	22	67
Christian	40	16	29	73	11	38
Hindu	0	0	0	0	0	0
Humanist	0	0	0	0	0	0
Islam	4	2	1	25	0	0
Jehovah's Witness	0	0	0	0	0	0
Jewish	0	0	0	0	0	0
Methodist	4	2	3	75	1	33
Pagan	0	0	0	0	0	0
Not known	3	1	1	33	1	100
Quaker	1	0.5	0	0	0	0
Roman Catholic	18	7	0	0	0	0
Spiritualist	0	0	0	0	0	0

Marital Status

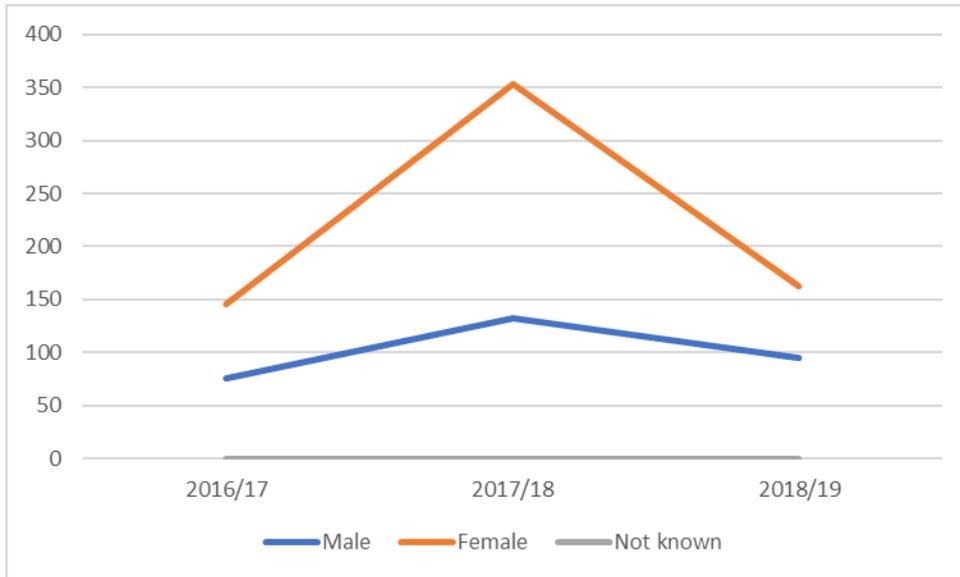
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Married	104	40	66	63	37	56
Single	88	34	65	74	28	43
Civil Partnership	0	0	0	0	0	0
Divorced	12	5	10	83	4	40
Separated	7	3	6	86	3	50
Living together	40	16	31	78	13	42
Not known	0	0	0	0	0	0
Widowed	6	2	5	83	5	100

Transgender

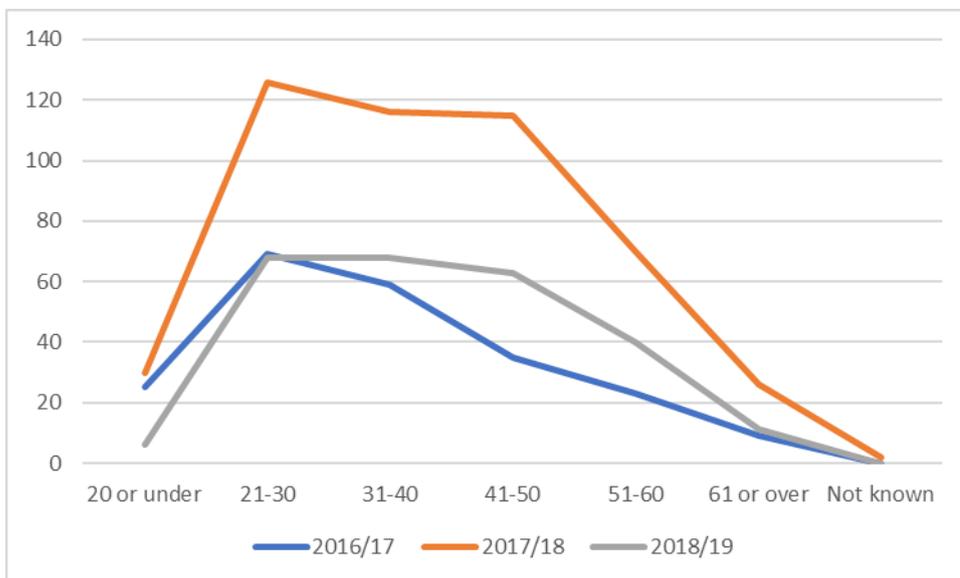
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Yes	0	0	0	0	0	0
No	257	100	183	71	80	31
Not known	0	0	0	0	0	0

7.2.2 Comparative Figures of recruitment applicants 2016-2019

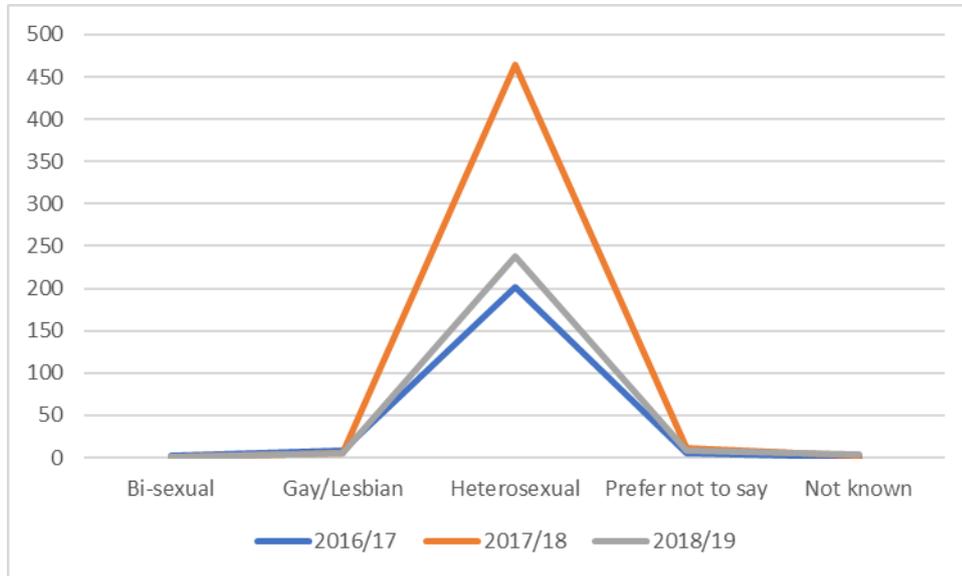
Gender



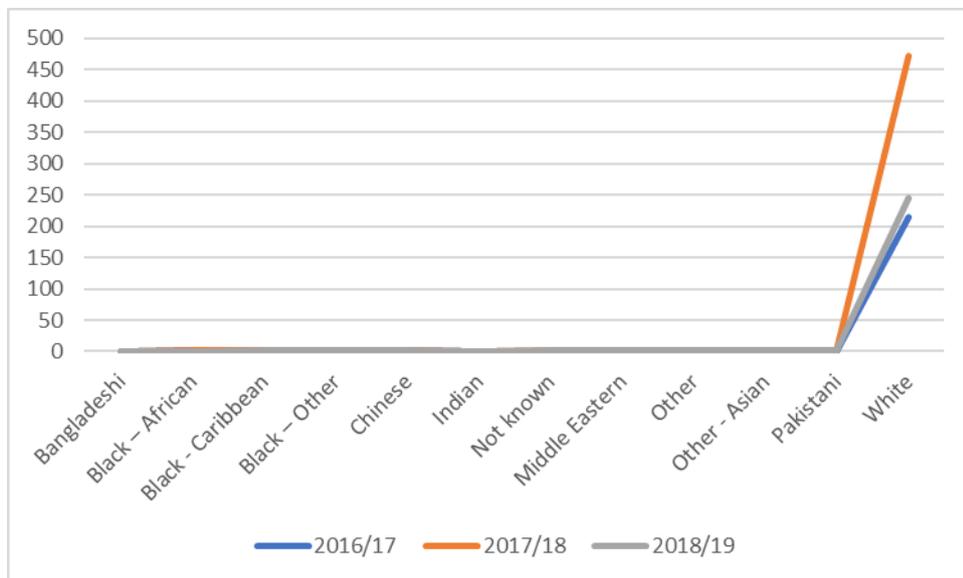
Age Group



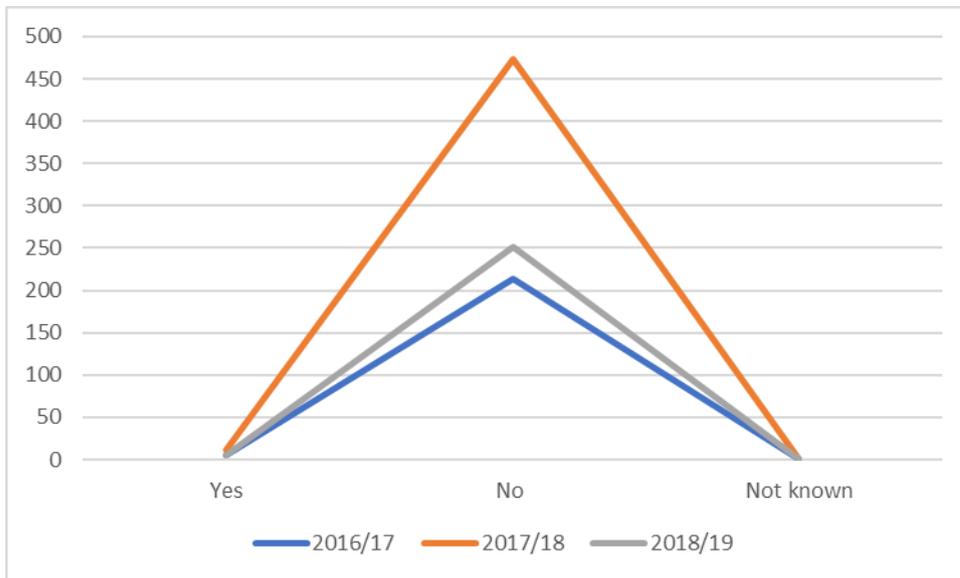
Sexual Orientation



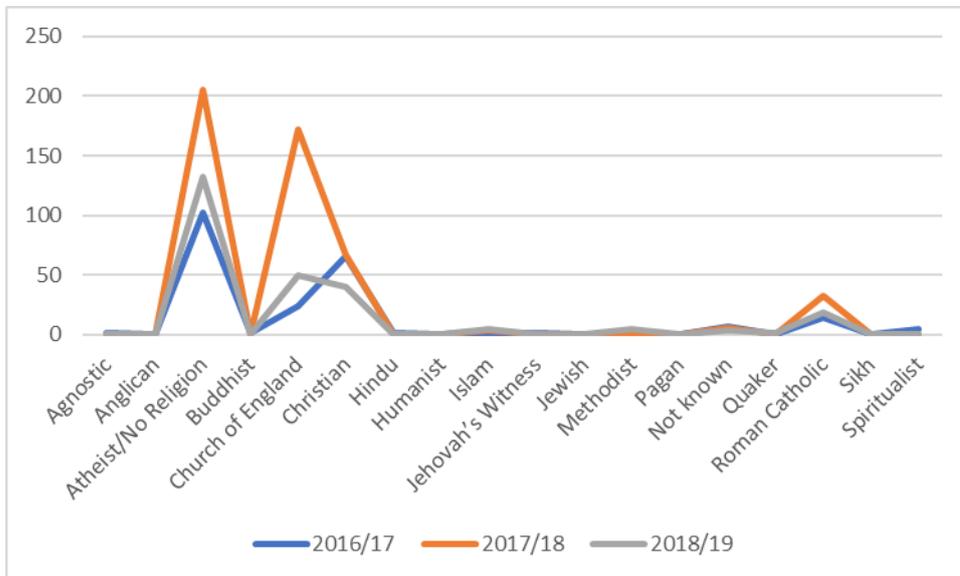
Ethnicity



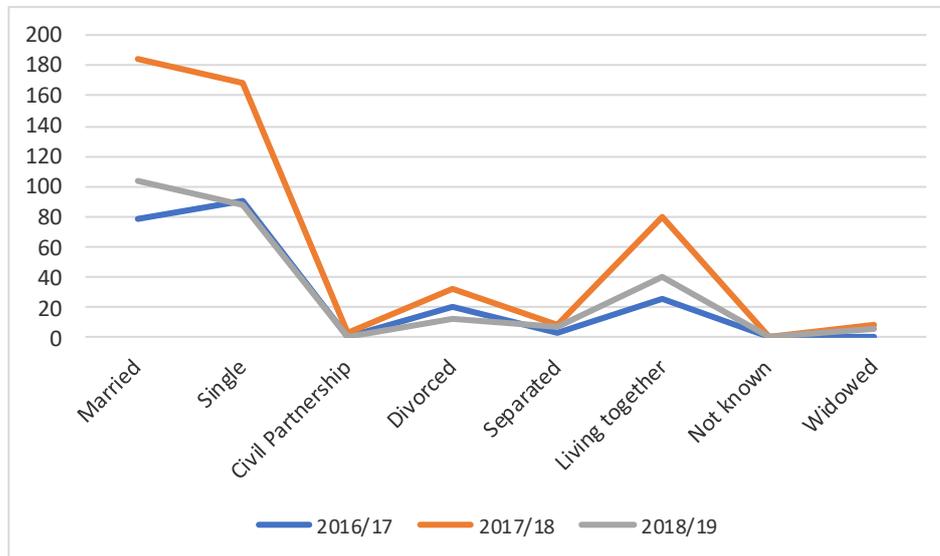
Disability



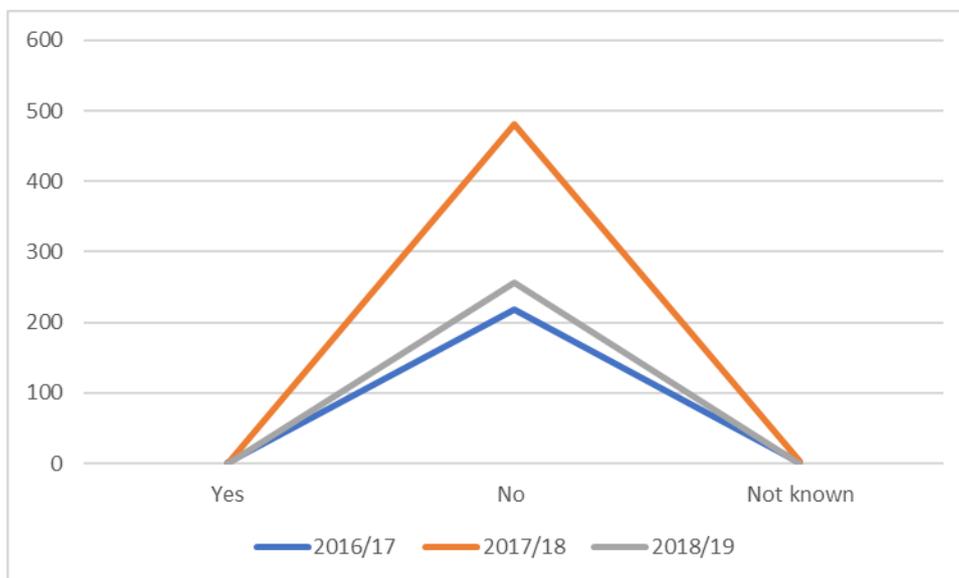
Religion



Marital Status



Transgender



Key Facts on Recruitment Monitoring

- There has been a further, more noticeable increase in male applicants this year from last, which is positive and narrows the gap in male to female applications. The % of male and female applicants actually appointed to positions at the College is much the same.
- The number of applications from those aged 20 or under has fallen for a second year whereas the number received from all other age groups has remained the same.
- Although the percentage of applications received from people of each sexual orientation has remained much the same, those who have stated they would 'prefer not to say' regarding their sexual orientation has actually slightly risen again this year.
- A slight reduction has been seen in the number of applications received from those disclosing a disability this year, however the same percentage of those with a disability have been appointed.
- There has been a large decline in applications from those affiliated to the Church of England which reverses the trend seen in previous years where the majority belonged to that faith.
- As in previous years, numbers of applicants with each marital status have remained much the same.
- 100% of applicants responded regarding their Transgender status this year which mirrors the previous trend in which more and more applicants were making disclosures.
- No concerns are highlighted in the number of applicants for positions and the % of staff who are successful with regard to each protected characteristic.

7.3 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 2018-19 are as follows:

Maternity Leave – 9 members of staff

Paternity Leave – 2 members of staff

Of the 9 members of staff who took maternity leave in 2018-19, 6 have already returned to work and the remaining 3 are still on maternity leave. One of the 6 staff members who has already returned to work, had already reduced her working hours through the Flexible Working Policy following a previous occasion of maternity leave and a second staff member has returned to work on reduced hours this year.

7.4 Information on staff who have left the College in 2018/2019

7.4.1 Data

Based on 33 leavers...

Gender	Total	% of Total Leavers
Male:	16	49
Female:	17	51
Age Band		
20 or under:	1	3
21-30:	9	28
31-40:	7	21
41-50:	7	21
51-60:	7	21
61 or over:	2	6
Sexual Orientation		
Bi-sexual:	0	0
Gay/Lesbian:	1	3
Heterosexual:	29	88
Prefer not to say:	1	3
Not known:	2	6
Ethnic Origin		
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:	33	100
White Other:	0	0
Disability		
Yes:	1	3
No:	29	88
Not known:	3	9
Transgender		
Yes:	0	0
No:	26	79
Not known:	7	21
Marital Status		
Married:	16	49
Divorced:	4	12
Single:	11	33
Living Together:	1	3
Civil Partnership:	1	3
Not known:	0	0

7.4.2 Analysis

As in previous years, the profile of staff who have left the College since the Equality and Diversity report was produced for the 2017-18 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.

7.5 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 2018-19.

		Staff (%)	Students (%)	Corporation (%)	Comment
Gender	Male	30	37.7	40	Similarities can be seen in the males/female split across all three groups. This has not seen much change since previous reports.
	Female	68	62.3	60	
	Not known	2	n/a	n/a	
Ethnicity	Bangladeshi	0	0.09	0	A similar pattern can be seen between staff and student ethnicities in which in both groups the overwhelming majority are White British. This much reflects the Bishop Auckland area on the whole and is also mirrored in the Corporate Board whereby 100% of members are White British.
	Indian	0.5	0.21	0	
	Pakistani	0	0.12	0	
	Asian or Asian British	0.5	0.16	0	
	African	0	0.26	0	
	Arab	0	0.12	0	
	Caribbean	0	0.16	0	
	Other Black	0.5	0.02	0	
	Chinese	0	0	0	
	Other Asian	0	0.12	0	
	White/Black African	0	0.05	0	
	White/Black Caribbean	0	0.23	0	
	Other Mixed	0.5	0.14	0	
	White Irish	0	0.26	0	
	White British	91.5	96.8	100	
Other White	0	0.98	0		
Not given	6	0.09	0		
Other	0	0.07	0		
Gypsy/Traveller	0.5	0.12	0		
Age Group	20 or under	3	29.7	0	As in previous years, the student group has a greater number aged 20 or under but this is due to the nature of the organisation. Numbers of those aged 21-30, 51-60 and 61 or over in both staff and student groups are similar. The Corporate Board follows the same pattern as previous years whereby the majority of members belong to older age groups.
	21-30	20	21.0	0	
	31-40	29	17.5	0	
	41-50	26	14.7	60	
	51-60	13	12.2	0	
	61 or over	3	4.9	40	
	Not known	6	0	0	
Disability	Yes	5	22.7	0	There has been a higher number of disclosures of disabilities among students than in any other group. The majority of students are directly asked this in person on enrolment which may encourage more disclosures than among staff and Corporate Board members who instead, fill in the information on a form.
	No	88	77.23	100	
	Not known	7	0.07	0	

7.6 Equality and Diversity information in relation to staff who were subject to Disciplinary action in 2018/19

Protected Characteristic	Key points	Action Required
Age	A mixture of ages demonstrates no obvious issues in this area	No action required
Disability	None of the staff members subject to disciplinary action have declared a disability	No action required
Gender	There was a 50/50 split of males and females disciplined	No action required
Race	All of the staff members subject to disciplinary action were White British	No action required
Religious Belief	No issues identified	No action required
Sexual Orientation	All of the staff members who made a disclosure regarding their sexual orientation are heterosexual	No action required
Gender reassignment	No issues identified	No action required
Maternity/pregnancy related	No issues identified	No action required
Marriage and Civil Partnership	Of the staff disciplined there is a mixture of married, divorced and single staff.	No action required

7.7 Equality and Diversity information in relation to staff who invoked the Grievance Procedure within 2018/19

Due to the low number of formal grievances taken out in 2018/19, it was felt that staff members may be identified from their profile and therefore it has been decided not to report the breakdown, but it can be noted that no issues were highlighted in those disciplined with regard to any protected characteristics.

7.8 Equality and Diversity information in relation to staff were absent from work with sickness in 2018/19

Protected Characteristic	Key points	Action Required
Age	A mixture of ages demonstrates no obvious issues in this area	No action required
Disability	Of the staff with the top 5% of the highest Bradford Scores in 2018/19, two 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, 82% are female.	No action required
Race	Of the top 5% of staff with regard to the highest Bradford score, all were White British	No action required
Religious Belief	No issues identified	No action required
Sexual Orientation	Of the top 5% with regard to the highest Bradford Score, all staff members are heterosexual	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 one staff member was known to be pregnant and when absent from work with pregnancy-related illness, this was taken into account and disregarded for the purposes of the Bradford Factor score.	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

7.9 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 & Development/HR Advisor 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 2018/2019, 100% of staff completed training on Equality and Diversity.

7.9.1 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.

7.9.2 Equality and Diversity information in relation to evaluations completed in 2018-19

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

7.10 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.

7.11 Staff Benefits

All staff benefits are available to all staff members and there have been no issues identified.

7.12 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 celebrating World Mental Health Week in October 2019. In addition to this six members of staff undertook training to become Mental Health First Aiders.

7.13 Staff Survey 2019

In the annual Staff Survey undertaken in 2019, 99% of respondents agreed that they are familiar with the College's Equality & Diversity policies.

8 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. Maths and English achievements are included in the headline data as they form an integral part of study programmes. 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 %		
	16/17	17/18	18/19	16/17	17/18	18/19
16 - 18	1389	1336	1222	81.4	82.2	82.3
19+	2513	3273	3108	92.8	92.5	94.0

The numbers of starts detailed in the table above relate to enrolments on qualifications and not individual learners. Typically 16-18 year olds study three qualifications as part of their study programme. Adults are more likely to study one qualification. Learner numbers for young people have fallen over the last three years following the demographic decline. This is set to reverse in 2019/20. Achievement rates however for young people have improved over the same period.

Achievement rates for adults have been consistently high and although there appears to be a significant gap between the performance of young people and adults, -11.7 points, 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 %		
	16/17	17/18	18/19	16/17	17/18	18/19
Male (all ages)	1514	1912	1667	86.9	88.3	89.9
Male (16-18)	751	750	621	81.0	79.9	81.2
Male (19+)	763	1162	1046	92.7	93.8	95.1
Female (all ages)	2388	2696	2663	89.9	90.4	91.1
Female (16-18)	638	585	601	82.0	85.3	83.5
Female (19+)	1750	2111	2062	92.9	91.8	93.4

The gender balance of young college learners in 2017/18 was 44% female and 56% male. The balance is much more even in 2018/19 at 49%, 51% respectively.

Young females have outperformed young males in 2018/19 by 2.3points. This gap has closed since 2017/18 when the gap was 5.4 points; this is a result of poorer performance for young females and improved performance for young males.

The gender split between male and female adult learners in 2017/18 was 34%/66% respectively, which is broadly the same as the previous year.

Adult male learners outperform young male learners by 13.9 points (the same gap as 2017/18) and adult female learners outperform young females by 9.9 points. The performance gap between adult males and females is 1.7 points with males outperforming females.

Learning Difficulty or Disability

	Starts			Success Rate %		
	16/17	17/18	18/19	16/17	17/18	18/19
Disability (all ages)	1164	1163	1230	89.1	90.1	88.4
Disability (16-18)	509	470	436	83.7	85.3	79.8
Disability (19+)	655	693	794	93.3	93.4	93.1
No Disability (all ages)	2738	3445	3100	88.6	89.3	91.6
No Disability (16-18)	880	865	786	80.1	80.6	83.7
No Disability (19+)	1858	2580	2314	92.6	92.3	94.3

The proportion of adults disclosing a learning difficulty or disability has risen to 25.5% from 20% in 2017/18 and is close the 2016/17 figure. The gap in performance is negligible at 1.2 percentage points for adults who disclose a learning difficulty. The small gap remains unchanged over a period of three years and evidences the value of support provided to adults by personal tutors.

Over many years the College has performed well in supporting young people with learning difficulties and disabilities, resulting in the group of learners with a learning difficulty or disability outperforming those without. In 2018/19 this has disappointingly reversed with a - 3.9 percentage point gap for those declaring a learning difficulty or disability.

There are significant differences across curriculum areas and as learning support staff are allocated by area further analysis will be carried out to assess the quality of support being provided.

The quality assurance of learning support will be strengthened in 2019/20 along with the specific training and CPD for learning support assistants. The arrangements for assessing special requirements of students will be revised to ensure more timely information is available in 2019/20.

Ethnicity

	Starts			Success Rate %		
	16/17	17/18	18/19	16/17	17/18	18/19
BME (all ages)	135	245	124	91.1	87.3	91.1
BME (16-18)	43	35	27	86.0	85.7	96.3
BME (19+)	92	210	97	93.5	87.6	89.7
Non BME (all ages)	3767	4363	4206	88.7	89.7	90.7
Non BME (16-18)	1346	1300	1195	81.3	82.2	82.0
Non BME (19+)	2421	3063	3011	92.8	92.9	94.1

The proportion of BME students is small but reflects the demographic make up of the area with 2.2% of young people identifying as BME. Achievement rates for BME students are +14.3 points above non BME students with all but one area having 100% achievement. This is positive and provides reassurance that BME students are happy to attend the College. The positive achievement of BME students has been maintained over a number of years.

Disadvantage Uplift

	Starts			Success Rate %		
	16/17	17/18	18/19	16/17	17/18	18/19
Ward uplift (all ages)	2177	2617	2464	88.2	90.1	89.5
Ward uplift (16-18)	833	818	766	81.6	83.6	80.8
Ward uplift (19+)	1344	1799	1698	92.3	93.1	93.4
No uplift (all ages)	1725	1991	1866	89.4	88.7	92.2
No uplift (16-18)	556	517	456	81.1	80.1	84.9
No uplift (19+)	1169	1474	1410	93.4	91.8	94.6

The ward uplift measure highlights the proportion of the College's students who come from disadvantaged areas. For young people this is 62.6% and 45% of adults.

Ward uplift is acknowledged as one of the best indicators of likelihood of a student experiencing difficulties in achieving or remaining in education. The achievement for young people from ward uplift areas is -4.1 percentage points; this is a reversal from 2017/18 when young students attracting ward uplift achieved +3.5 percentage points above those from non-ward uplift areas.

For adults the performance gap is negligible at -1.2 points.

There is a mixed picture across curriculum areas however technology students from ward uplift areas do significantly less well than their peers from non-ward uplift areas. This is another manifestation of the white working class boys performance gap. Early years students from ward uplift areas perform less well than those from non-ward uplift areas -9.9; this gap has remained unchanged since 2017/18. Actions to address this will be implemented at curriculum level, although staffing issues in both years will have had an impact.

Financial Support

	Starts			Success Rate %		
	16/17	17/18	18/19	16/17	17/18	18/19
Support (all ages)	794	633	438	83.4	85	84.7
Support (16-18)	616	493	336	81.3	85.1	84.5
Support (19+)	178	140	102	90.4	87.1	85.3
No Support (all ages)	3100	3911	3892	90.1	90.1	91.3
No Support (16-18)	773	842	886	81.4	81.1	81.5
No Support (19+)	2327	3069	3006	93.0	92.7	94.2

A lower proportion of young people attracted a bursary payment in 2018/19; 27.5% in comparison with 36.6% the previous year.

Achievement of young people in receipt of the discretionary bursary is 3.8 percentage points higher than those who do not receive financial support. This is the fourth year of this positive gap for those learners and highlights the importance of this type of support.

The College returned to monthly payment of the bursary in the hope that a higher monthly sum would act as an incentive to improve attendance and in turn achievement. There was improvement in attendance.

The gap in achievement rates for vulnerable bursary students improved from -6.1 points in 2017/18 to -3.1 in 2018/19. This group of learners is, as would be expected, vulnerable to a number of factors and financial support does not appear to be the overriding factor in improving achievement; achievement for this group of learners has improved by +3.1 points since 2017/18.

A very small proportion of adult learners access the hardship fund (1.7%) or childcare support (0.7%). Achievement rates for these groups of adult learners are low at 77.4% and 66.7% respectively. The picture is patchy across curriculum areas, with 100% achievement in many and 0% in others. The small numbers of students involved make it difficult to assess the impact of the support, however feedback from support services staff inform us the

support is of value to students. It would however suggest, that in some cases the financial support available is insufficient to make a difference to student's ability to remain in learning.

Additional Learning Support

Students in receipt of learning support, which is linked to disclosure of learning difficulties and EHCP, perform in line with their peers (+1.4) better than those who do not receive support. This has been the case for a number of years evidencing that support is effective.

41% of students access learning support; this is higher than the proportion of students who disclose a learning difficulty or disability and the achievement rates do not correlate with that group of students. There is a particular mismatch between the disclosure of learning difficulties or disabilities and numbers of students receiving LSA support in hair and beauty. The retention of those disclosing a learning difficulty is significantly lower than the retention rate for the students receiving learning support in those areas.

The proportion of adults who receive learning support is small at 4.7%. There is a gap in performance, however accurate comparison is difficult as those receiving learning support are studying longer programmes including maths and English.

Study Support

Of the 121, 16-18 learners receiving one-to-one study support, 90.1% successfully achieved their qualification, +2.6% points improvement to last year and +7.8% points above all other 16-18 learners. Whilst very low numbers, the achievement rate of the 12, adult learners receiving study support was 58.3%, showing a significant reduction from the previous year, down by 19.8% and remains below all other adult learners of 94%.

High Needs Learners

High needs learners achieve well at the College. Provision for learners with 'SEND', in the College's designated high needs 'Aspire' Centre, is good. The centre provides a very effective vocational opportunity for learners to progress in post-16 education in the County. Learners follow 4 pathways which include RARPA, independent living, travel and pathway to employment. The College has, once again, included purposeful external work placements for high needs learners this year, with all learners attending. Individual timetabling has been developed to match the aspirations and needs of learners, and a vocational taster and enterprise is embedded into every programme of study. In an initiative with Durham County Council, supported internships were delivered in 2018/19 for high needs learners, with 3 students completing in-year. Further supported internships are planned in for 2019/20, with an initial 6 learners highlighted to follow this programme to date. New to Aspire is a garden area which the students have followed plot to plate.

9 Developments from 2017/18

Support for young males has been further strengthened by providing a positive male role model and with mentor support. The impact has already been clear in a small number of male students.

The College was also assessed by Equality North East in relation to work which it carries out around the equality and diversity agenda. The College was once again recognised with a Gold award from Equality North East. Some of the feedback from the review were: 'It is apparent that E&D is embedded in the college' and 'the college is leading from the top regarding equality & diversity'.

10 Developments for 2019/20

- Further strengthen the work done in College to promote health and well-being for students and staff
- Ensure that the College's commitment to equality and diversity, as well as health and well-being is evident within the recruitment process
- Further develop progression support for low level students who indicate they do not wish to continue in education
- Strengthen positive male role model support for young male students in technology

11 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.