Bishop
Auckland
College

EQUALITY & DIVERSITY
Annual Report 2019-20

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Bishop Auckland College is committed to promoting diversity and equality of opportunity

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 2019 -20 includes:

- Progress on the areas for development identified in the report of 2018/19
- Equality and Diversity activities within the college during 2019/20
- 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 2020/21

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.

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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 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 & Diversity/British Values, Inclusive Environments & Different Cultures, Racism & White Supremacy, World Religion, Disability Awareness and LGBT+Q Awareness.

5.2 Teaching and Learning

College planning and review documents related to, and supporting Teacher Development and the Quality Assurance of the Quality of Education, all encourage staff to develop learners' knowledge and understanding of equality and diversity, as well as monitor how well this is done and the impact on the learner. Curriculum and Quality procedures and policies, such as Curriculum Quality Review, Course Performance Reviews, at 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 the learners' knowledge and understanding. 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 Promotions Calendar has a particular focus each month which coincides with religious and cultural events including Black History month, Remembrance Day, Christmas, 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 personal issues and referrals to external agencies. Support was also provided to 6 Young Carers and 5 Young Parents during 2019/20.

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.

Our staff conference and training week took place from 24th – 28th August 2020 and throughout th2 week, John Chambers, SENCO, delivered a session on Inclusion: Teaching & Learning. We also had an external deliverer, Sarah Le-Good from Derby College, who delivered us a session on 'Your journey from SEND to inclusion at BAC'.

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.

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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 Inclusion Agenda

Bishop Auckland College Group promotes an ethos of inclusion for staff, students and stakeholders. We seek to empower people to achieve their full potential. In order to achieve this aim we strive to ensure that all groups or individuals are culturally and socially accepted and welcomed, and equally treated and we adapt our practices to achieve this outcome. A new management position has been added to the structure to focus on implementing the inclusion strategy and action plan. The Inclusion manager will be in post in 2020/21 and will drive forward this crucially important work.

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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 305 members of staff

Gender	Total	% of Total Staff
Male:	83	27
Female:	222	73
Not known:	0	0

Age Band		
20 or under:	8	3
21-30:	74	24
31-40:	81	26
41-50:	85	28
51-60:	41	13
61 or over:	10	4
Not known:	6	2

Sexual Orientation		
Bi-sexual:	0	0
Gay/Lesbian:	5	2
Heterosexual:	258	84
Prefer not to say:	13	5
Not known:	29	9

Ethnic Origin		
Chinese:	0	0
Asian or Asian British:	1	0.33
Black-African:	0	0
Gypsy or Irish Traveller:	1	0.33
Indian:	0	0
Mixed Other:	1	0.33
Black Caribbean:	0	0
Pakistani:	0	0
Black-Other:	2	1
White British:	290	95
White Other:	0	0
Not known:	10	3

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Religion	Total	% of Total Staff
Agnostic	3	1
Christian	22	7
Church of England	130	43
Hindu	1	0.33
Buddhist	0	0
Humanist	1	0.33
Methodist	12	4
Prefer not to say	1	0.33
Roman Catholic	29	9
No religion	57	19
Not known	49	16

Disability		
Yes:	8	3
No:	277	90
Not known:	20	7

Transgender		
Yes	0	0
No	204	67
Not known	101	33

Marriage/ Civil partnerships		
Single	81	27
Married	146	47
Living together	36	12
Divorced	15	5
Civil Partnership	2	1
Not known	19	6
Separated	3	1
Widowed	3	1

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8.1.2   Staff Profile Graphs

Gender
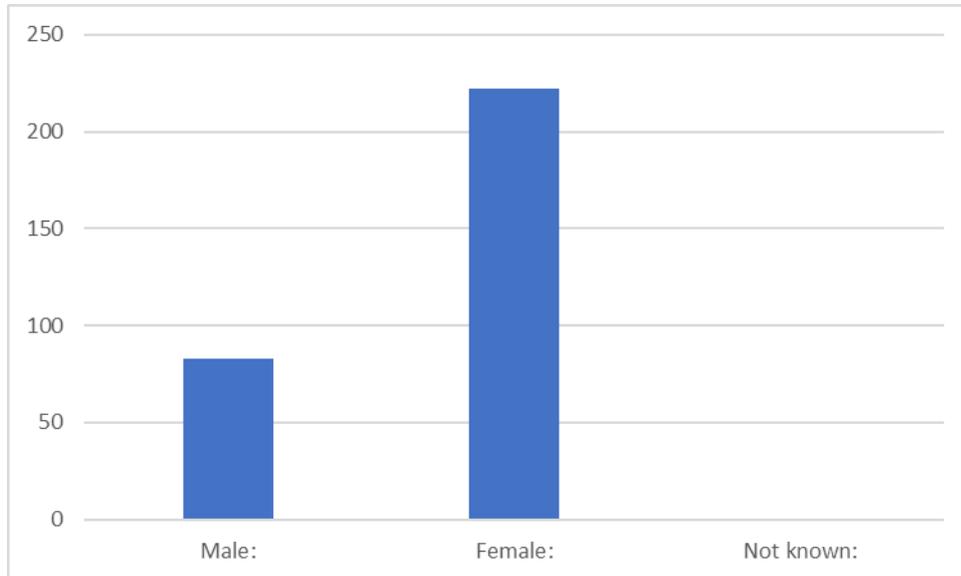
Age Group
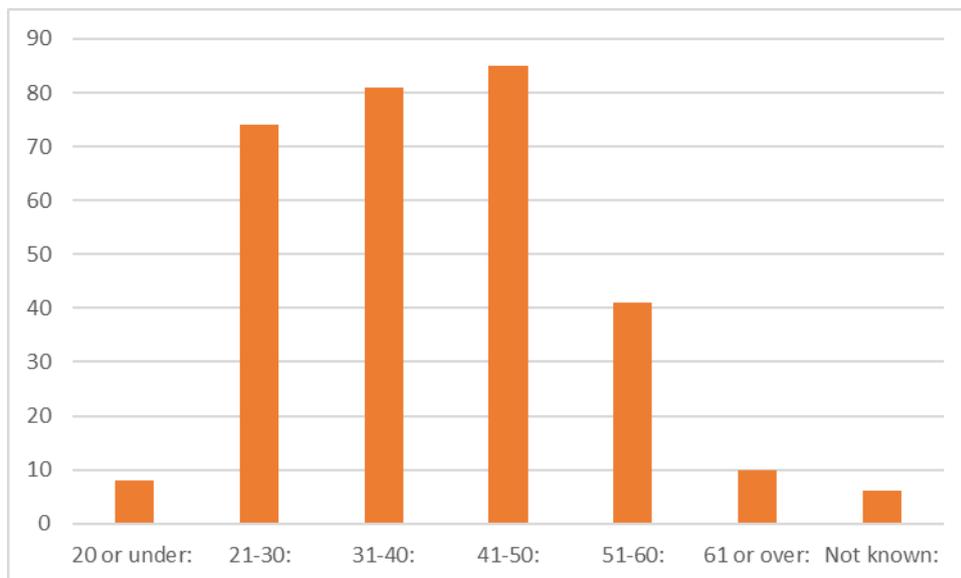
Sexual Orientation

Ethnic Origin

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Religion

Disability
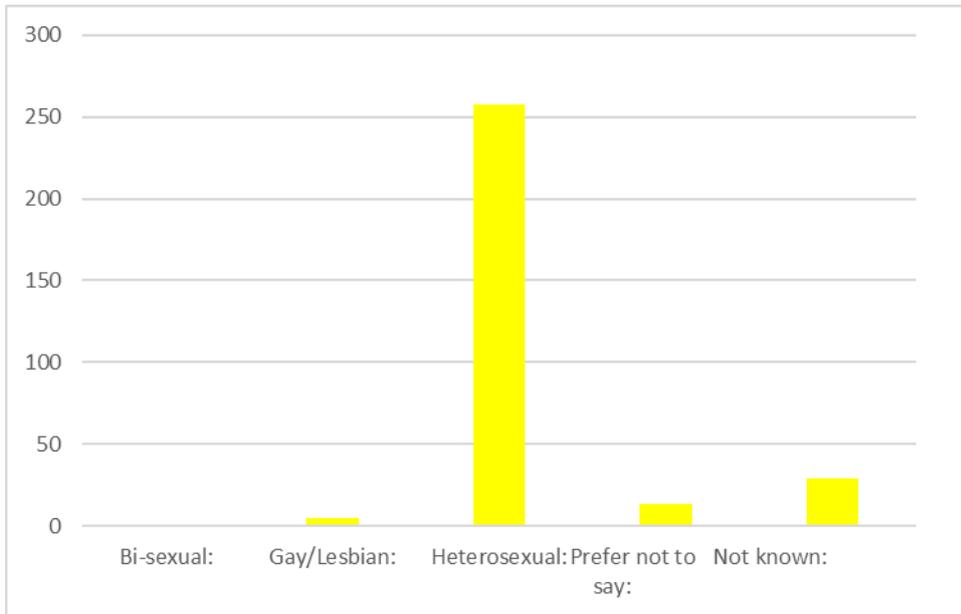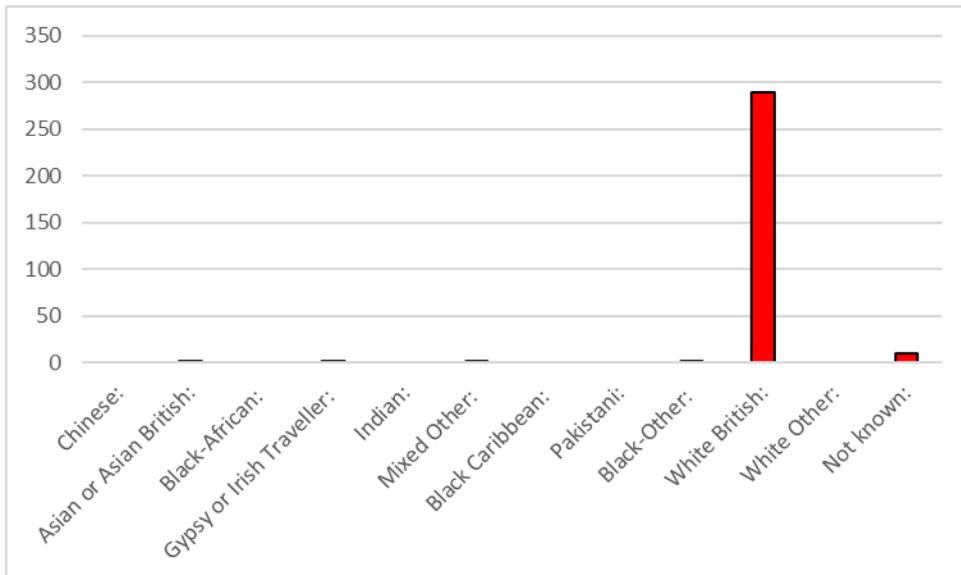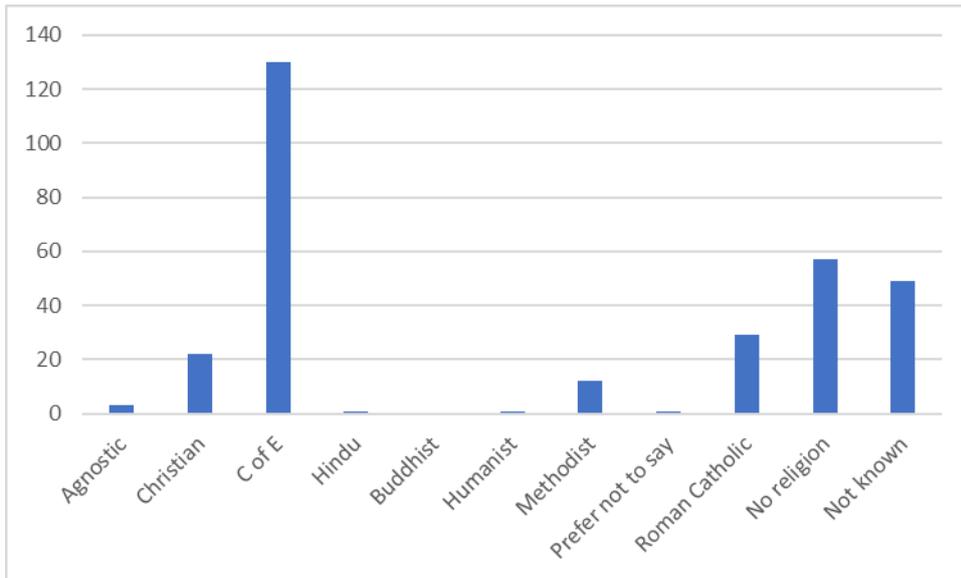
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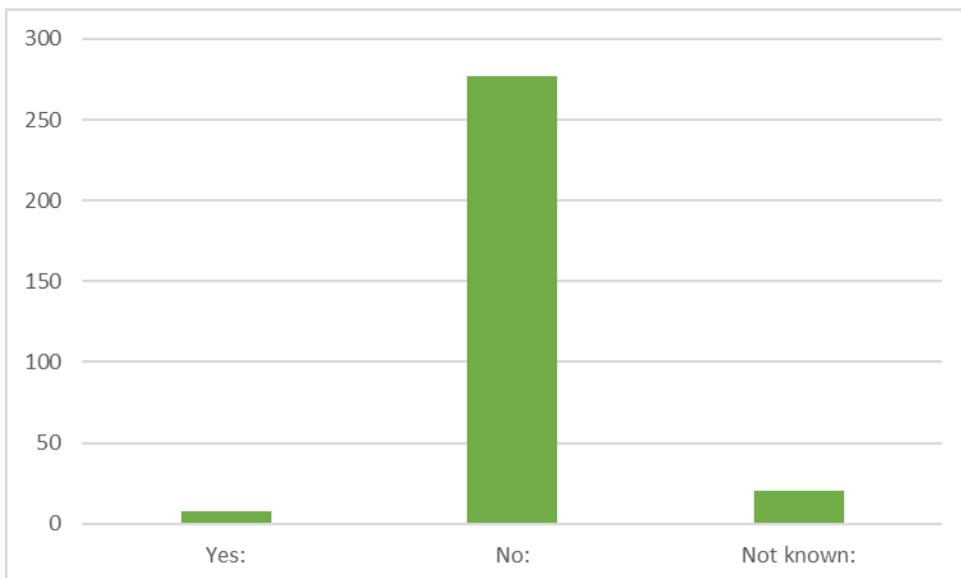
Transgender

Marital Status

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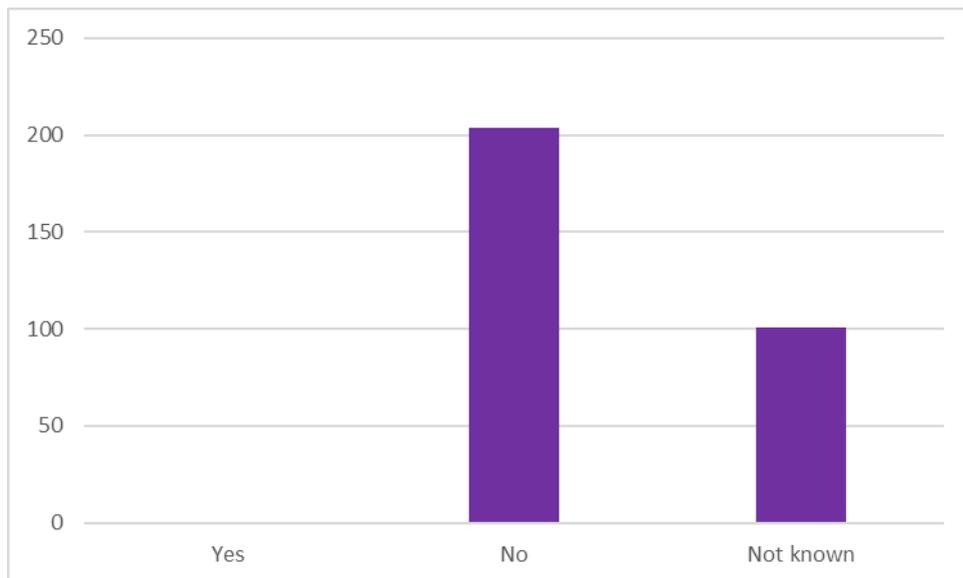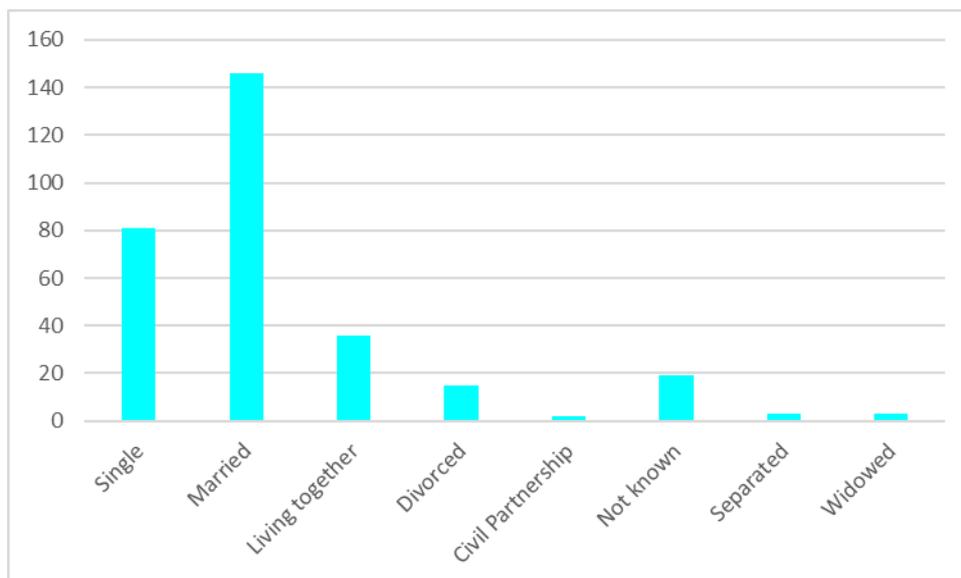
8.1.3 Key facts on Staff Profile

Gender
- The number of female staff at the College in 2019/20 had slightly risen again further widening the gap between the numbers of male and female staff.

Age Band
- Numbers in all age groups remained stagnant in the 2019/20 academic year.

Sexual Orientation
- Numbers disclosing their sexual orientation remained stagnant in the 2019/20 academic year.

Ethnic Origin
- The percentage of staff from BME groups remained the same in the 2019/20 academic year.

Religion
- The numbers of staff disclosing affiliation to each religion in 2019/20 has remained much the same but there has been a further increase as seen in previous reports in those who do not have a religion.

Disability
- The number of staff disclosing that they have a disability did slightly reduce in the 2019/20 academic year.

Transgender
- The percentages of staff disclosing that they do not identify as transgender and who did not make any disclosure regarding this mirrors figures seen in the 2018/19 report**.**

Marital Status
- The numbers of staff disclosing in each stream remained much the same in the 2019/20 academic year.

8.2 Recruitment Figures 2019-20

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

8.2.1 Recruitment Data

Based on 182 applicants…

Gender

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Male	53	29	39	74	24	61
Female	129	71	89	69	48	54
Not known	0	0	0	0	0	0

Age Band

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
20 or under	19	10	13	68	5	38
21-30	51	28	39	76	24	61
31-40	52	29	34	65	18	53
41-50	35	19	24	68	13	54
51-60	20	11	16	80	10	62
61 or over	1	1	0	0	0	0
Not known	4	2	2	50	2	100

Sexual Orientation

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Bi-sexual	2	1	2	100	2	100
Gay/Lesbian	4	2	3	75	0	0
Heterosexual	170	94	119	68	69	58
Prefer not to say	2	1	1	50	0	0
Not known	4	2	1	25	1	100

Ethnicity

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Asian	3	2	3	100	0	0
Black – African	0	0	0	0	0	0
Black – Caribbean	0	0	0	0	0	0
Black – Mixed	0	0	0	0	0	0
Black – Other	0	0	0	0	0	0
Chinese	0	0	0	0	0	0
Indian	0	0	0	0	0	0
Not known	3	2	2	67	1	50
Other	2	1	2	100	0	0
Pakistani	2	1	2	100	1	50
White	172	94	119	69	70	59

Disability

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	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Yes	7	5	6	86	3	50
No	172	94	119	69	67	56
Not known	3	1	2	67	2	100

Religion

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Agnostic	1	1	1	100	0	0
Anglican	0	0	0	0	0	0
Atheist/No Religion	98	53	66	67	40	60
Buddhist	2	1	2	100	0	0
Church of England	23	13	18	78	16	89
Christian	34	18	24	71	10	42
Hindu	0	0	0	0	0	0
Humanist	0	0	0	0	0	0
Islam	4	2	4	100	1	25
Jehovah's Witness	0	0	0	0	0	0
Jewish	0	0	0	0	0	0
Methodist	1	1	1	100	0	0
Pagan	0	0	0	0	0	0
Not known	6	3	4	67	2	50
Quaker	0	0	0	0	0	0
Roman Catholic	12	7	7	58	4	57
Spiritualist	1	1	1	100	0	0

Marital Status

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Married	64	36	43	67	23	53
Single	74	40	52	70	29	56
Civil Partnership	0	0	0	0	0	0
Divorced	5	3	3	60	2	67
Separated	9	5	6	67	6	100
Living together	22	12	19	86	10	52
Not known	4	2	1	25	1	100
Widowed	4	2	3	75	1	33

Transgender

	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of Applicants Appointed	%
Yes	0	0	0	0	0	0
No	180	99	126	70	71	56
Not known	2	1	1	50	1	100

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8.2.2 Comparative Figures of recruitment applicants 2017-2020

Gender

Age Group

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Sexual Orientation

Ethnicity
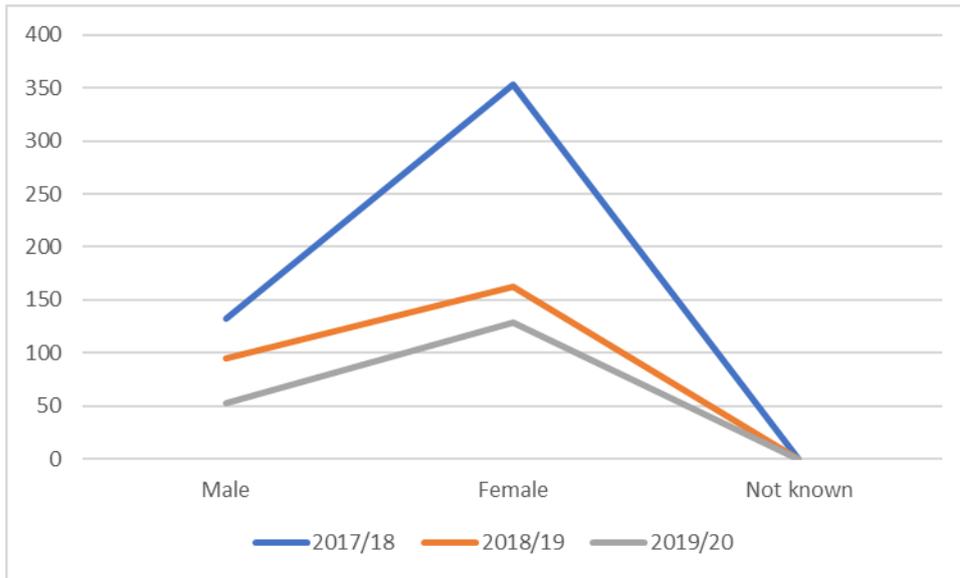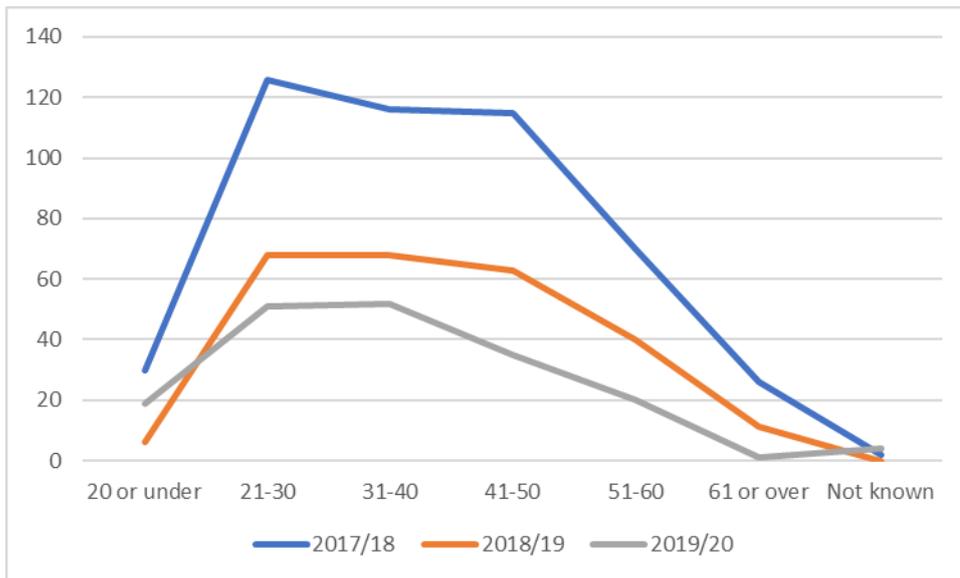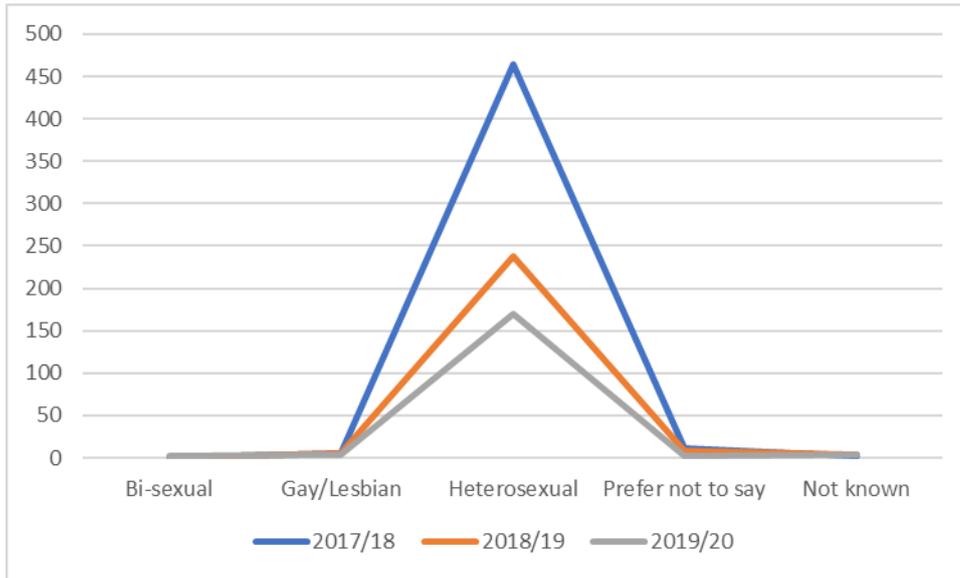
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Disability

Religion

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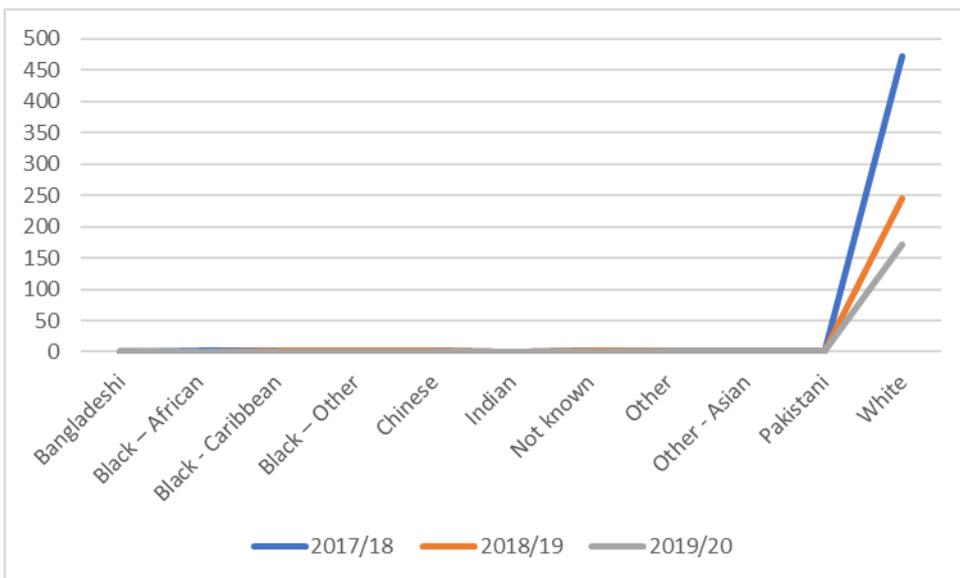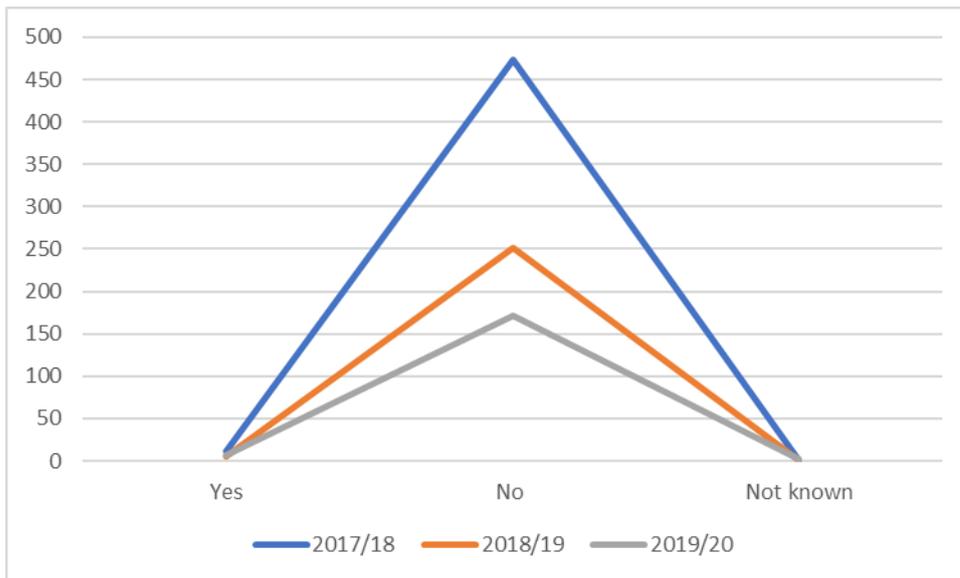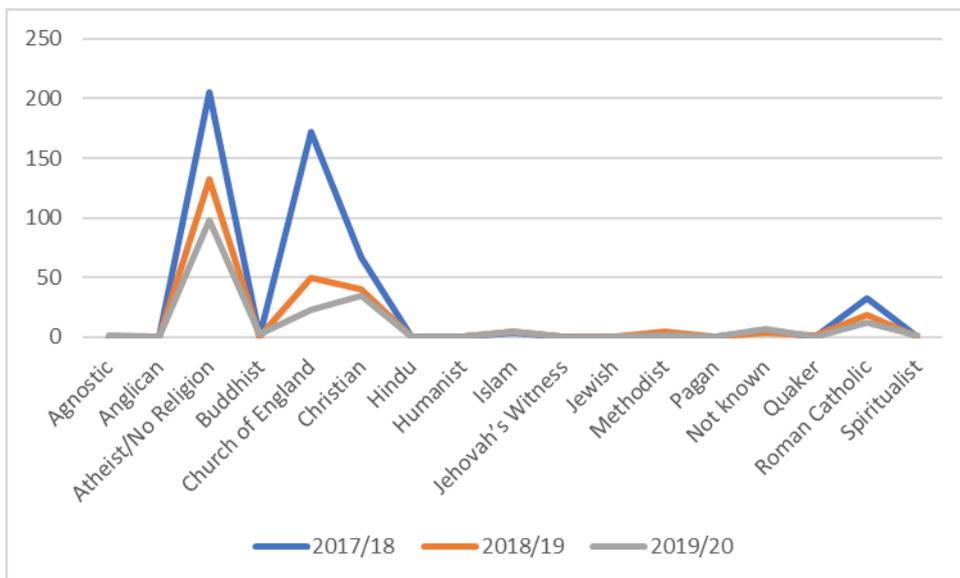
Marital Status

Transgender

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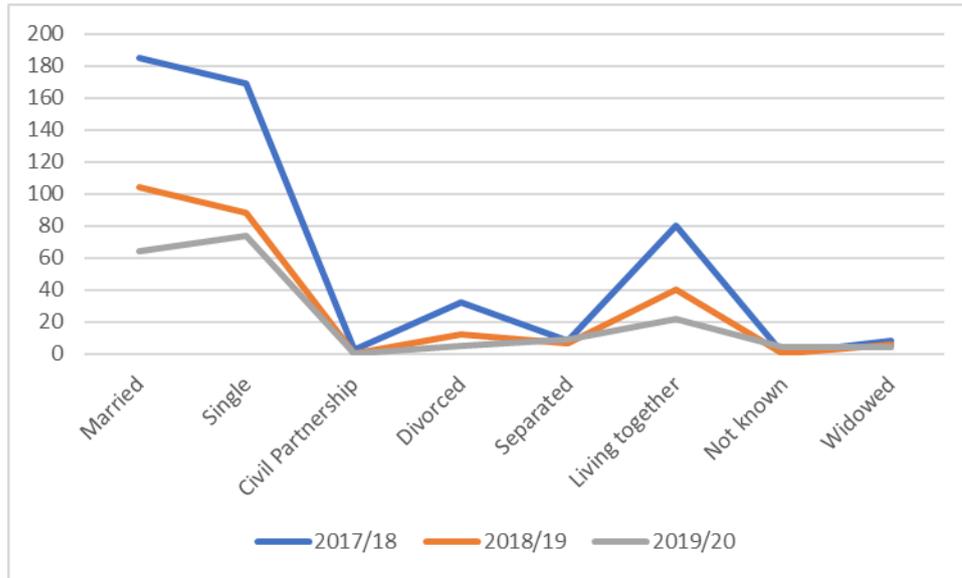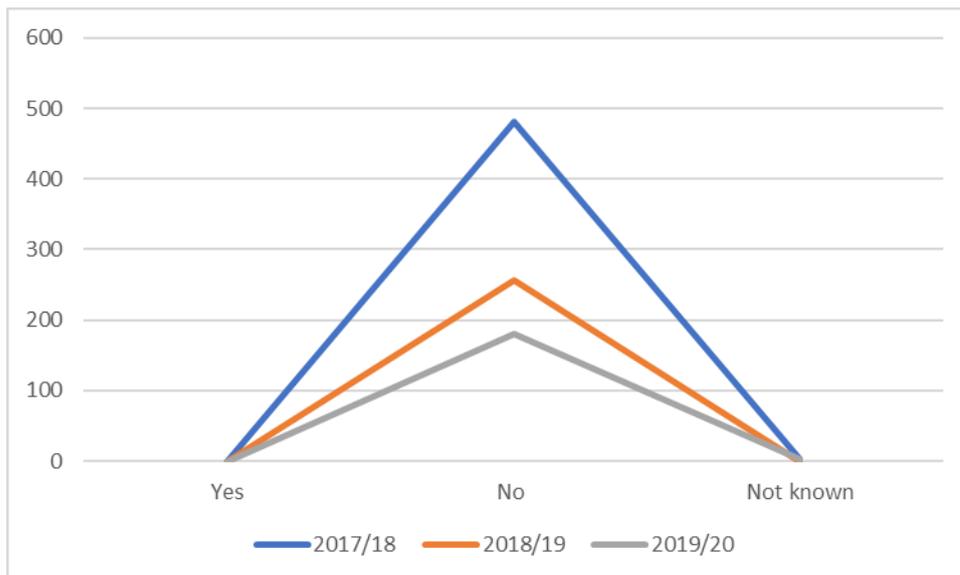
Key Facts on Recruitment Monitoring

- The overall number of applications received in 2019/20 was reduced due to recruitment being put on hold for several months as a result of the pandemic.
- The number of applications from males slightly reduced during the 2019/20 academic year, however a higher percentage of males were successfully appointed than those seen in the previous year.
- An increase can be seen in the number of applications received from those aged 20 or under although a reduction was seen in applications from those aged 61 or over.
- The numbers of applications from those disclosing their sexual orientation remained much the same as figures seen in the previous year.
- The percentage of applications received from BME groups slightly rose meaning the percentage of those received from White British candidates did slightly fall in 2019/20.
- The percentage of applicants disclosing they have a disability increased in 2019/20 and it is hoped that this continues to rise with the College displaying the 'Disability Confident Employer' logo on its adverts going forwards (see 7.3). A higher number of staff disclosing a disability were also appointed this year.
- Percentages of applicants disclosing their religion and marital status almost mirrored those seen in previous years.
- The percentage of applicants who did not make any disclosure as to whether they identify as transgender did slightly rise again in 2019/20.

8.3 Disability Confident Employer

The College signed up to the be 'Disability Confident Committed' in September 2019, an award that lasts for three years. To qualify for this status the College signed up to the following 5 commitments:

1. Ensure your recruitment process is inclusive and accessible
2. Communicate and promote vacancies
3. Offer an interview to disabled people
4. Anticipate and provide reasonable adjustments as required
5. Support any existing employee who acquires a disability or long-term health condition, enabling them to stay in work

8.4 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 2019-20 are as follows:
Maternity Leave – 4 members of staff
Paternity Leave – 1 members of staff

Of the 4 members of staff who took maternity leave in 2018-19, 3 have already returned to work and 1 has decided to resign due to a change in personal circumstances. One of the 2 staff members who have 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.

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8.5 Information on staff who have left the College in 2019/2020

8.5.1 Data

Based on 46 leavers…

Gender	Total	% of Total Leavers
Male:	11	24
Female:	35	76

Age Band	Total	% of Total Leavers
20 or under:	2	4
21-30:	8	17
31-40:	9	20
41-50:	8	17
51-60:	6	14
61 or over:	4	8
Not known:	9	20

Sexual Orientation	Total	% of Total Leavers
Bi-sexual:	0	0
Gay/Lesbian:	0	0
Heterosexual:	34	74
Prefer not to say:	2	4
Not known:	10	22

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:	39	85
White Other:	0	0
Not known:	7	15

Disability	Total	% of Total Leavers
Yes:	2	4
No:	35	76
Not known:	9	20

Transgender	Total	% of Total Leavers
Yes:	0	0
No:	33	72
Not known:	13	28

Marital Status	Total	% of Total Leavers
Married:	15	33
Divorced:	3	7
Single:	10	22
Living Together:	5	11
Civil Partnership:	0	0
Widower:	1	2
Not known:	12	25

8.5.2 Analysis

As in previous years, the profile of staff who have left the College since the Equality and Diversity report was produced for the 2018-19 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.

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8.6 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 2019-20.

		Staff (%)	Students (%)	Corporation (%)	Comment
Gender	Male	27	35	40	Similarities can be seen in the males/female split across all three groups. This has not seen much change since previous reports.
	Female	73	65	60	
	Not known	0	0	n/a	
Ethnicity	Bangladeshi	0	0.06	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	0.33	0.2	0	
	Pakistani	0	0.12	0	
	Asian or Asian British	0.33	0.2	0	
	African	0	0.26	0	
	Arab	0	0.03	0	
	Caribbean	0	0.32	0	
	Other Black	1	0.14	0	
	Chinese	0	0	0	
	Other Asian	0	0.17	0	
	White/Black African	0	0.12	0	
	White/Black Caribbean	0	0.17	0	
	Other Mixed	0.33	0.06	0	
	White Irish	0	0.08	0	
	White British	95	96.76	100	
	Other White	0	0.97	0	
	Not given	3	0.08	0	
	Other	0	0.03	0	
	Gypsy/Traveller	0.33	0.23	0	
Age Group	20 or under	3	34.64	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 in groups of ages 21-50 are similar within staff and student groups with both figures falling after the age of 50. The Corporate Board follows the same pattern as it has in previous years reversing the trend whereby the majority of its members belong to older age groups.
	21-30	24	18.81	0	
	31-40	26	18.44	0	
	41-50	28	13.74	60	
	51-60	13	10.21	0	
	61 or over	4	4.16	40	
	Not known	2	0	0	
Disability	Yes	3	23.6	0	As has happened previously, 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, submit their information in writing.
	No	90	76.3	100	
	Not known	7	0.1	0	

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8.7 Equality and Diversity information in relation to staff who were subject to Disciplinary action in 2019/20

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 and divorced staff.	No action required

8.8 Equality and Diversity information in relation to staff who invoked the Grievance Procedure within 2019/20

Due to the low number of formal grievances taken out in 2019/20, 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.

8.9 Equality and Diversity information in relation to staff were absent from work with sickness in 2019/20

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 2019/20, three 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,	No action required

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	68% are female.	
Race	Of the top 5% of staff with regard to the highest Bradford score, all except one member of staff 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 except one 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

8.10   Training and Development - Key facts on Training and Development (LC/NT)

- 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 2019/2020, 100% of staff completed training on Equality and Diversity.

8.10.1   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.

8.10.2   Equality and Diversity information in relation to evaluations completed in 2019-20

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

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8.11   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.

8.12   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 mental health continue to be a high priority. In the 2019/20 academic year, due to the Coronavirus pandemic and subsequent lockdowns, more staff than in previous years have accessed additional support from Human Resources to help them manage their struggles with mental health.

A health & wellbeing survey undertaken by staff and additional support was offered as required. A health & wellbeing tile was added to the staff portal which is constantly updated with advice and information (covering topics such as working from home, mindfulness, etc) and full staff e-mails on supporting mental health were circulated. Details were distributed for the Employee Assistance Programme which is in place for mental health support for staff (24-hour helpline and app). Referrals have continued to be made to Occupational Health as necessary, there has been a significant increase in the number of staff referred to the counselling service in 2019/20, this service is provided through Occupational Health by Mind. Mental health first aid training had already been undertaken by relevant staff and more staff completed this in December 2020.

8.14 Staff Survey 2020

In the annual Staff Survey undertaken in 2020, 100% of respondents agreed that they are familiar with the College's Equality & Diversity policies.

9   Gender Pay Gap

The following information relates 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

<u>Mean gender pay gap</u>

	Male	**Female**	**Percentage difference**
Mean average pay (hourly rate)	£14.34	£13.99	2.4%

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Median gender pay gap

	Male	Female	Percentage difference
Median average pay (hourly rate)	£12.88	£11.81	8.4%

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	Not applicable

Proportion of males and females receiving a bonus payment

	Male	Female	Percentage difference
Bonus payment	0	0	Not applicable

Proportion of males and females in each pay quartile

Gender	Lower	Lower Middle	Upper Middle	Upper
Male	18.6%	31.4%	30%	32.4%
Female	81.4%	68.6%	70%	67.6%

Written Statement

The snapshot data indicates that there is a difference between the median and mean average salaries for males and females.

Since the last report there has been a significant improvement in the mean difference from males and females with the mean hourly for females at Bishop Auckland College being £13.99 and the mean hourly rate for males being £14.34.

There has also been an improvement in the median difference in hourly rates with the median for females being £11.81 and the median for males being £12.88.

One of the benefits of working for Bishop Auckland College is the flexible working policy, a range of family friendly policies and also a number of flexible/term-time only contracts. Whilst these are open to males and females alike, predominantly these roles attract a higher proportion of females rather than males. A second factor is the higher proportion of females generally working in further education (FE) colleges, which is a general trend across the FE sector. Therefore, when compiling statistics which look at mean and median averages, these factors have an impact on the data.

Further analysis, shows that this method of reporting does not consider equal pay for equal jobs. Evaluation of roles confirms that males and females working in the same role receive the same salary.

The proportion of females across all quartiles is higher than males, which is consistent with the College having a predominantly female workforce. In line with this, the Directorate (Senior Staffing) at the College is made up of 80% female staff, which is actually marginally higher than the overall female ratio of staffing, therefore highlighting that there are no barriers to females progressing within the College.

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Bishop Auckland College always interviews and selects on merit and analyses recruitment data, which highlights no areas of bias. The College always endeavours to encourage applicants from under-represented groups and have a policy in place, should staff feel that their role has been graded incorrectly. We will continue to monitor the gender pay gap and put actions in place, wherever possible and where required to consider this.

10   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 %		
	17/18	18/19	19/20	17/18	18/19	19/20
16 - 18	1336	1222	1313	82.2	82.3	84.3
19+	3273	3108	2249	92.5	94.0	94.5

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 had been falling for a number of years following the demographic decline. This reversed in 2019/20. Achievement rates for young people have improved over the three year 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, -10.2 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 %		
	17/18	18/19	19/20	17/18	18/19	19/20
Male (all ages)	1912	1667	1294	88.3	89.9	87.7
Male (16-18)	750	621	666	79.9	81.2	83.2
Male (19+)	1162	1046	628	93.8	95.1	92.5
Female (all ages)	2696	2663	2268	90.4	91.1	92.5
Female (16-18)	585	601	647	85.3	83.5	85.5
Female (19+)	2111	2062	1621	91.8	93.4	95.2

The gender balance of young college learners in 2019/20 was 49% female and 51% male. .

Young females have outperformed young males in 2019/20 by 2.3 points. This gap has remained the same since 2018/19 ; 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 2019/20 was 28%/72% respectively.

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Adult male learners outperform young male learners by 9.3 points (the gap has closed from 13.9 points the previous year) and adult female learners outperform young females by 9.7 points. The performance gap between adult males and females is 3 points with females outperforming males; a reversal of the previous year's outcome.

Learning Difficulty or Disability

	Starts			Success Rate %		
	17/18	**18/19**	**19/20**	**17/18**	**18/19**	**19/20**
Disability (all ages)	1163	1230	1041	90.1	88.4	87.0
Disability (16-18)	470	436	512	85.3	79.8	82.2
Disability (19+)	693	794	529	93.4	93.1	91.7
No Disability (all ages)	3445	3100	2521	89.3	91.6	92.3
No Disability (16-18)	865	786	801	80.6	83.7	85.6
No Disability (19+)	2580	2314	1720	92.3	94.3	95.3

The proportion of adults disclosing a learning difficulty or disability has fallen slightly to 23.5% from 25.5% in 2018/19. The gap in performance is negligible at 3.6 percentage points for adults who disclose a learning difficulty. The gap has widened slightly however is not significant 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; the gap has closed slightly in 2019/20 to 3.4 points. Work is ongoing to close the gap fully.

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 2020/21 along with the specific training and CPD for learning support assistants including a dedicated conference and recruitment of apprentice learning support assistants.

The arrangements for assessing special requirements of students was revised to ensure more timely information is available in 2019/20 however there remain issues with students coming forward at a late date to request support in exams. Work on this will continue.

Ethnicity

	Starts			Success Rate %		
	17/18	18/19	19/20	17/18	18/19	19/20
BME (all ages)	245	124	122	87.3	91.1	86.9
BME (16-18)	35	27	27	85.7	96.3	63.0
BME (19+)	210	97	95	87.6	89.7	93.7
Non BME (all ages)	4363	4206	3440	89.7	90.7	90.9
Non BME (16-18)	1300	1195	1286	82.2	82.0	84.8
Non BME (19+)	3063	3011	2154	92.9	94.1	94.5

The proportion of BME students is small but reflects the demographic make up of the area with 3.4% of young people identifying as BME. Achievement rates for BME students, from being very high at +14.3 points above non BME students have reduced to leave a negative gap of 4 points. The gap is influenced more heavily by young students performance however the small number of enrolments relates to 9 students.

Disadvantage Uplift

	Starts			Success Rate %		
	17/18	18/19	19/20	17/18	18/19	19/20
Ward uplift (all ages)	2617	2464	1970	90.1	89.5	89.5
Ward uplift (16-18)	818	766	855	83.6	80.8	83.3
Ward uplift (19+)	1799	1698	1115	93.1	93.4	94.3
No uplift (all ages)	1991	1866	1592	88.7	92.2	92.2
No uplift (16-18)	517	456	458	80.1	84.9	86.2
No uplift (19+)	1474	1410	1134	91.8	94.6	94.6

The ward uplift measure highlights the proportion of the College's students who come from disadvantaged areas. For young people this is 65% and 49% 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 -2.9 percentage points.

For adults the performance gap is negligible at -0.3 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. 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 %		
	17/18	18/19	19/20	17/18	18/19	19/20
Support (all ages)	697	438	655	86.4	84.7	85.6
Support (16-18)	493	336	533	85.1	84.5	83.9
Support (19+)	204	102	122	89.2	85.3	95.1
No Support (all ages)	3911	3892	2907	90.1	91.3	91.7
No Support (16-18)	842	886	780	81.1	81.5	84.6
No Support (19+)	3069	3006	2127	92.7	94.2	94.3

A large proportion of young people attracted a bursary payment in 2019/20; 40.6%.

Achievement of young people in receipt of the discretionary bursary is 0.7 percentage points lower than those who do not receive financial support. The gap is negligible and evidences the value of the 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 a significant improvement in attendance.

A very small proportion of adult learners access financial support (5%). Achievement rates for these groups of adult learners are high at 95.1%. 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 below with their peers (-5.3% all ages – 2019-2020) than those who do not receive support. This has not been the case for a number of years. This dip is due to learners struggling with the pandemic particularly with e-learning home support and in particular Maths.

27% of 16-18 students accessed learning support in 19-20. 80% of the learners in this cohort passed their courses. There is a particular issue in the lower levels due to the Maths results. This particularly affected the areas of – Health and Social Care, Foundation Learning, and Painting and Decorating. The proportion of adults who receive learning support is small at 7.29%.

There is a gap in performance - 16-18 year olds 80.2% passed their course while adults 70.8%, however accurate comparison is difficult as many learners have struggled during the pandemic.

Study Support

Of the 116, 16-18 learners receiving one-to-one study support, 80.2% successfully achieved their qualification, -9.9% points reduction from last year and -4.1% points below all other 16-18 learners. The vast majority of these students were studying early years and health and social care at low levels Whilst very low numbers, the achievement rate of the 24, adult learners receiving study support was 70.8%, showing a significant improvement from the previous year, up by 12.5% points, however this remains below all other adult learners of 94.5%.

High Needs Learners

Learners with Education Health and Care Plans (EHCPs) and those with high needs achieve well. The College's Inclusion team currently ensures support is provided for 142 learners with EHCPs, ranging from those on the foundation learning department in Aspire, to those on mainstream programmes across all curriculum areas to level 3. 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 in Aspire can follow 4 pathways which include RARPA, Independent Living, Employability and internships. The College has, once again, included purposeful external work placements for high needs learners this year, with all learners due to attend. However this has been put on hold due to Covid 19. 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. New to Aspire is a garden area which the students have followed plot to plate.

11   Areas for development from 2019/20
- With the pandemic still rife, development of on-line platforms is essential to ensure all students can continue to access learning
- Development of learning support approaches during remote learning sessions to ensure no student is left behind

- As a result of the disruption to learning from lockdown and changes to assessment methods for students, there will be a requirement for both new and progressing students to catch up on missed learning
- Requirements for staff and student mental health support will be increased as individuals battle with the effect of lockdown and anxiety of mixing in public
- Increased unemployment rate will further impact on the probability of younger, lower level students finding work where they choose not to continue in College. Focussed work by careers staff will be needed to ensure choices made are the correct ones and lead to sustainable positive destinations.

12   Developments for 2020/21

- Further strengthen the work done in College to promote health and well-being for students and staff in light of the pandemic and increased demand for mental health support
- Ensure that the College's commitment to equality and diversity, as well as health and well-being is evident within the recruitment process
- Restructure careers guidance and work placement areas to provide sustained focus on supporting all students to achieve a sustained positive destination
- Inclusion Manager to strengthen the process for identifying in class support needs and related allocation of learning support, alongside proposing strategies to help staff and students adapt to specific inclusion needs
- Source funding and resources to ensure digital poverty does not prevent staff or students engaging with learning in the context of Covid 19, lockdown and remote learning

13 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.

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