



Equality, Diversity and Inclusion

Annual Report 2020-21

Bishop
Auckland
College

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1.0 Induction

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

This report for 2020-21 includes:

- Progress on the areas for development identified in the report of 2019/20
- Equality, Diversity and Inclusion activities within the college during 2020/21
- 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 2021/22

2.0 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’.

3.0 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, Diversity and Inclusion 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, diversity and inclusion across college.

4.0 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, Diversity and Inclusion 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, Diversity and Inclusion 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, Diversity and Inclusion 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, diversity and inclusion is reflected in the College's strategic plan and Equality, Diversity and Inclusion Policy, located on the college website.

5.0 Equality, Diversity and Inclusion Activities

Equality, Diversity and Inclusion are actively promoted through:

- Group tutorial programme
- Promotions Calendar of Events
- Teaching and Learning
- Support for staff and students
- Awareness raising for staff and students
- Staff training

5.1 Group tutorial programme

A wide range of topics on Equality, Diversity and Inclusion are covered within the group tutorial programme for full time students including Equality & Diversity, British Values, Black History Month, Inclusion & Tolerance, Discrimination & Hate Crime, Sexism & Sexual Harassment, Holocaust Memorial Day & Antisemitism and LGBTQ+ History Month.

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, diversity and inclusion, 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, Diversity and Inclusion 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 Promotions Calendar of Events

A Promotions Calendar has a particular focus each month which coincides with religious and cultural events including Equality in the College, Black History month, Abilities/Disabilities, LGBTQ, Gender Awareness, Protected Characteristics and Gypsy Roma & Traveller History month.

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.

5.5 Staff Training

The College is committed to the promotion of Equality, Diversity and Inclusion for all the staff which is reflected throughout the journey of a member of staff at Bishop Auckland College. Equality, Diversity and Inclusion 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, Diversity and Inclusion.

Our staff conference and training week took place from 23rd – 27th August 2021 and throughout the week a range of training took place which covered Equality, Diversity & Inclusion –

- Jacqueline Smith, Inclusion Manager, delivered a session on Quality First Teaching. This session included training and discussion around Bishop Auckland College's approach to QFT, differentiated learning, strategies to support SEN pupils', learning in class, on-going formative assessment and utilising summative assessment.
- Jacqueline Smith also delivered a session on 'What does inclusion look like for Bishop Auckland College and it's community'.

- Race & Equality in Bishop Auckland which was delivered by Andrew Dixon, Manager of Teaching & Learning, alongside a past employee.
- Equality & Diversity session delivered by Arthur Wharton Foundation.
- Anti-Semite Approach with Dennese Bloomer
- Supporting learners living with sensory impairment: Quality Teaching for Visual Impairment Needs with Sue Newman, Durham County Council

Bishop Auckland College had a staff team day which took place on 11th June 2021 and the topics that were covered were as follows –

- Equality, Diversity, Inclusion & Fundamental British Values for an FE environment – Dr Anna James, March Training & Development
- Race in the UK – Khembe Clarke, AKD Solution

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.

6.0 Local Demographic Data

Between 2001 and 2020 the population of County Durham increased by 39,500 people (8%) with the North East increasing by 5.5% over the same period. These latest estimates show that the county's population has grown in number for each of the last 15 consecutive years.

ONS predict (2018 projections) that the county's population will continue to grow over the coming years, increasing by 3.7% by 2028 and by 6.6% overall by 2043.

7.0 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.

6.0 Staffing and Human Resources

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

8.1 Staff Data

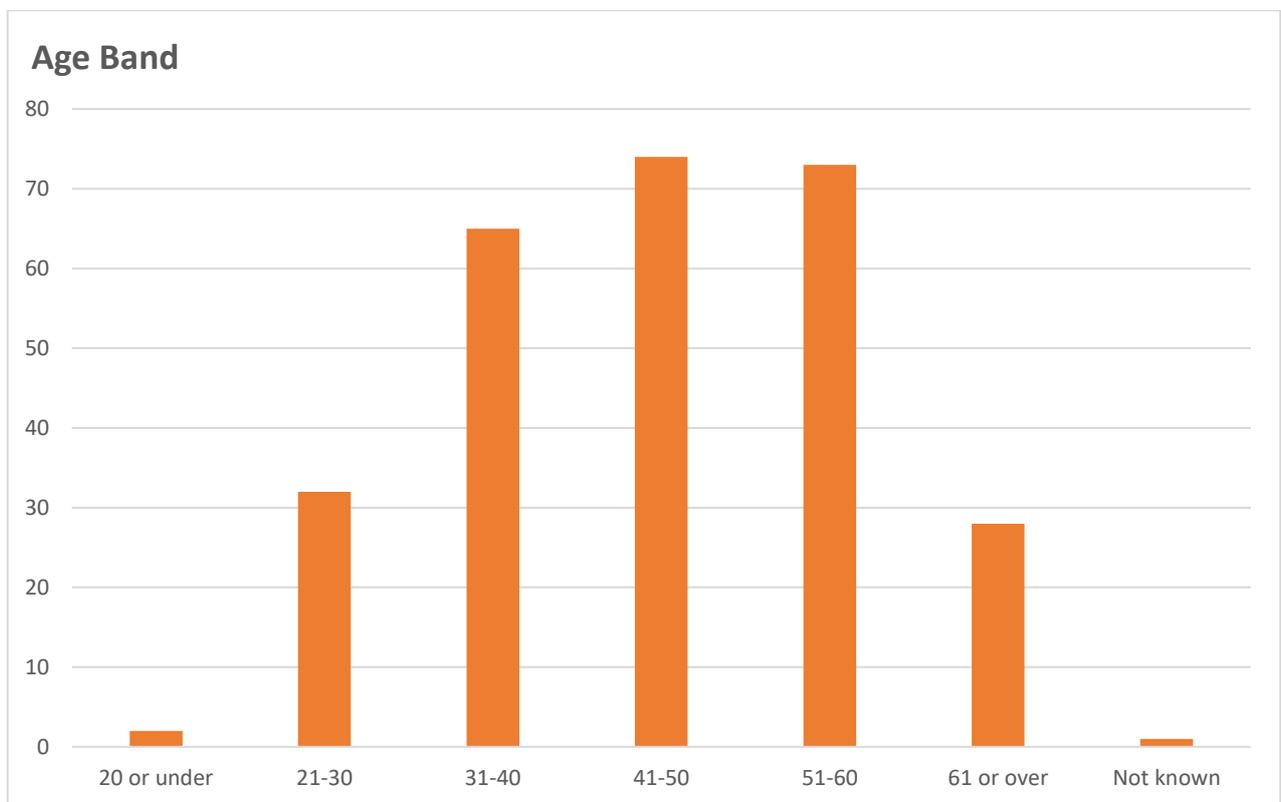
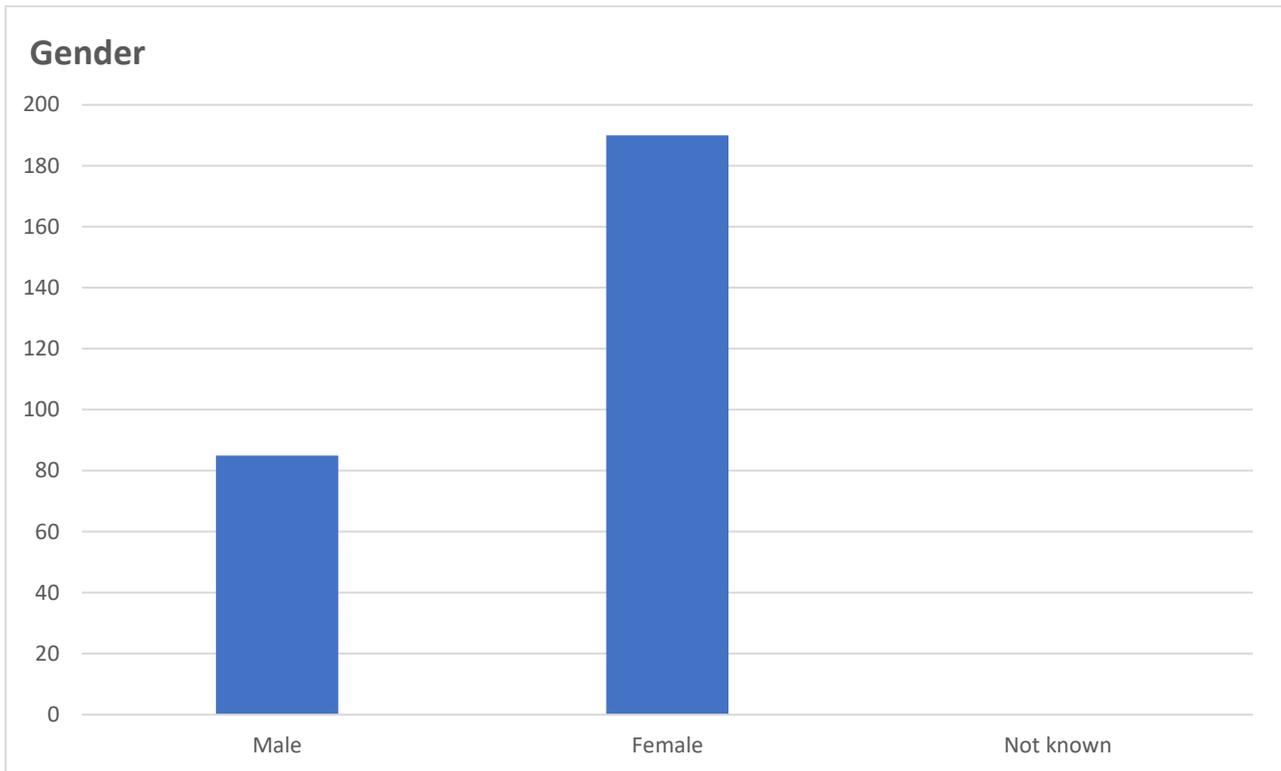
8.1.1 Full Staff Profile data

Based on 275 members of staff

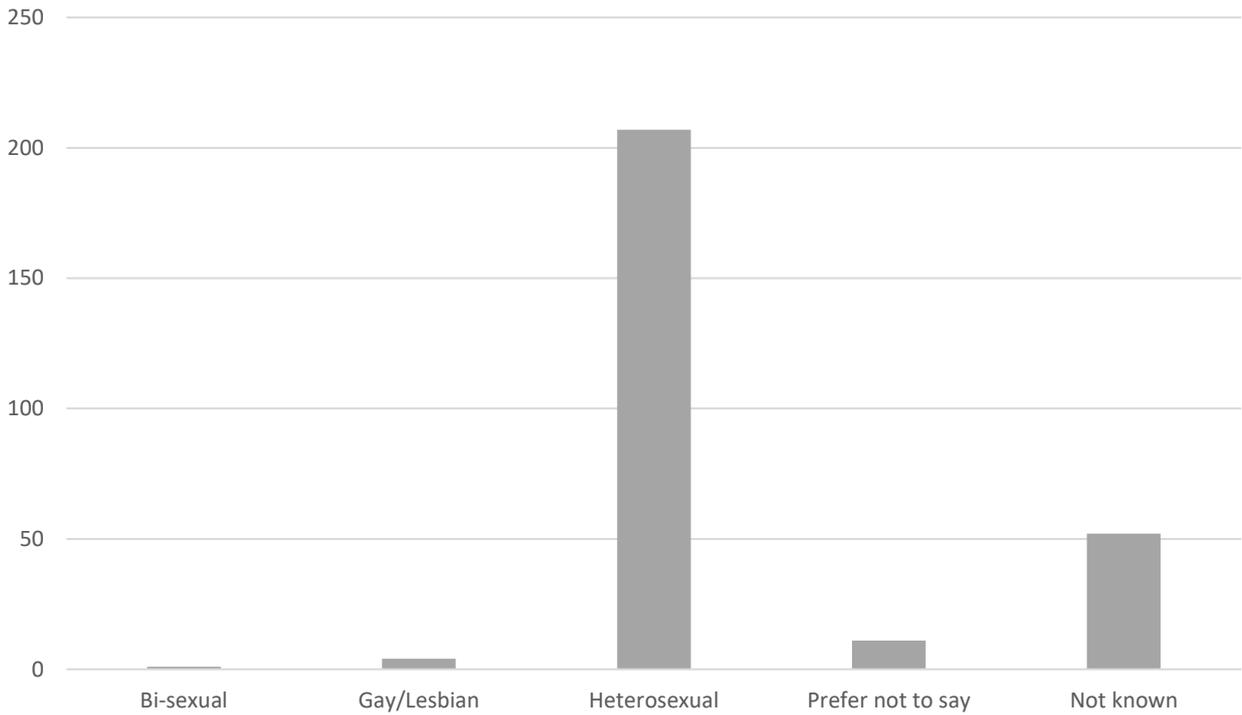
	Total	% of Total Staff
Gender		
Male:	85	31
Female:	190	69
Not known:	0	0
Age Band		
20 or under:	2	1
21-30:	32	12
31-40:	65	24
41-50:	74	26
51-60:	73	26
61 or over:	28	10
Not known:	1	1
Sexual Orientation		
Bi-sexual:	1	1
Gay/Lesbian:	4	1
Heterosexual:	207	75
Prefer not to say:	11	4
Not known	52	19
Ethnic Origin		
Chinese:	0	0
Asian or Asian British:	0	0
Black African:	0	0
Gypsy or Irish Traveller:	1	1
Indian:	0	0
Mixed Other:	1	1
Black Caribbean:	0	0
Pakistani:	0	0
Black-other:	2	1
White British:	233	84
White-other:	1	1
Not known:	37	12
Religion		
Agnostic:	3	1
Christian:	19	6
Church of England:	109	40
Hindu:	0	0
Buddhist:	0	0
Humanist:	0	0
Methodist:	8	2
Prefer not to say:	1	1
Roman Catholic:	29	11
No religion:	39	14
Not known	67	25

	Total	% of Total Staff
Disability		
Yes:	5	2
No:	226	82
Not known:	44	16
Transgender		
Yes:	0	0
No:	184	67
Not known:	91	33
Marriage / Civil partnership		
Single:	68	25
Married:	113	41
Living together:	33	12
Divorced:	11	4
Civil Partnership:	2	1
Separated:	3	1
Widowed:	2	1
Not known:	43	15

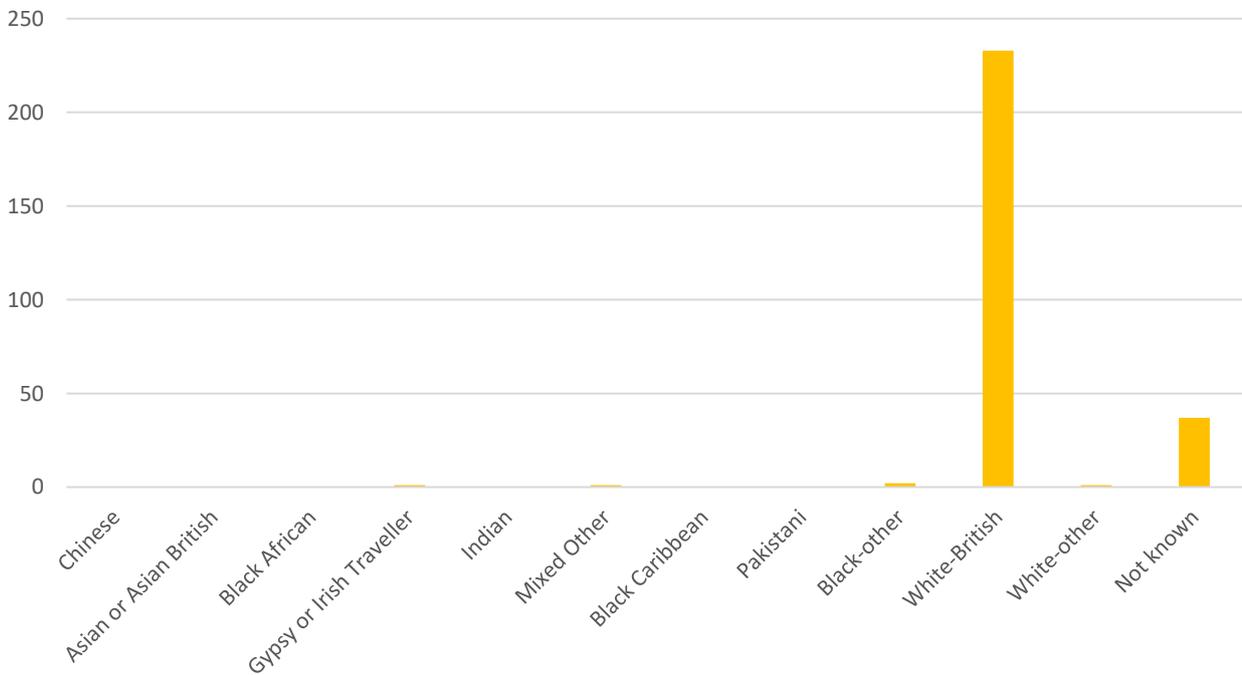
8.1.2 Staff Profile Graphs

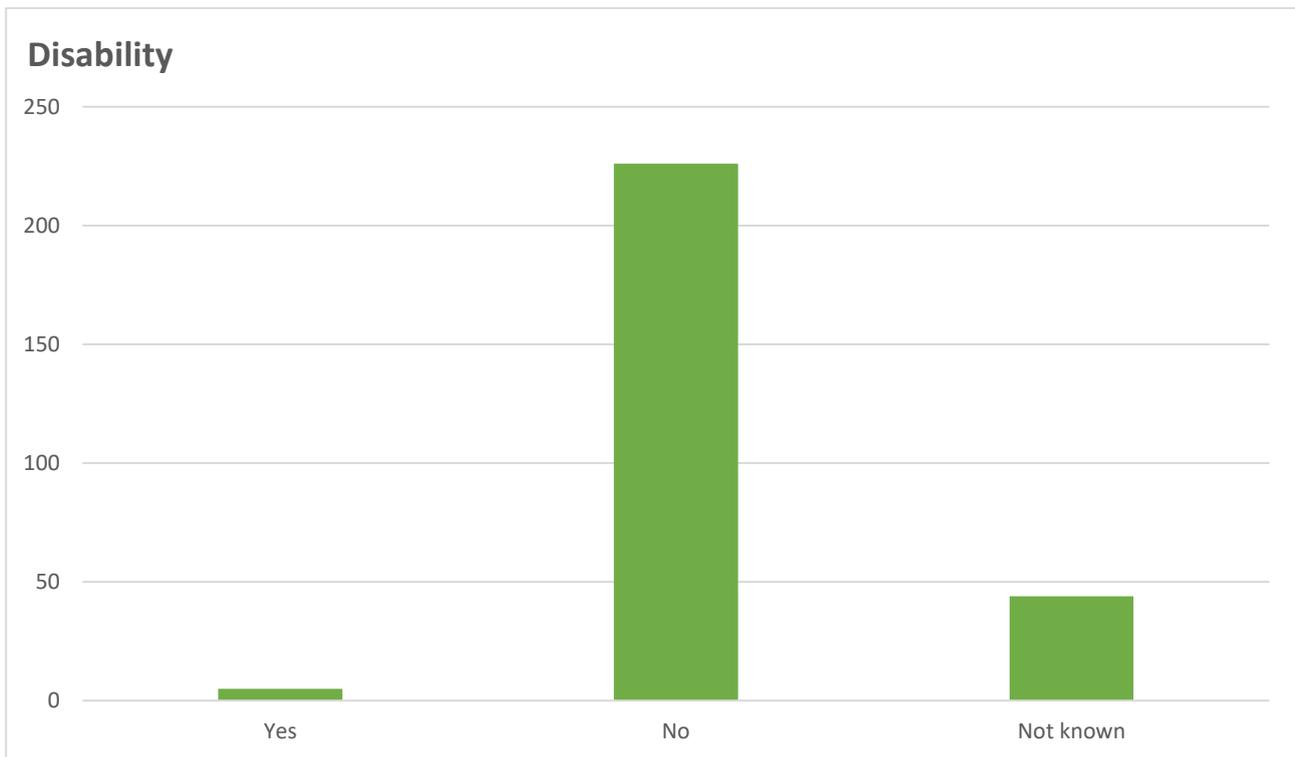
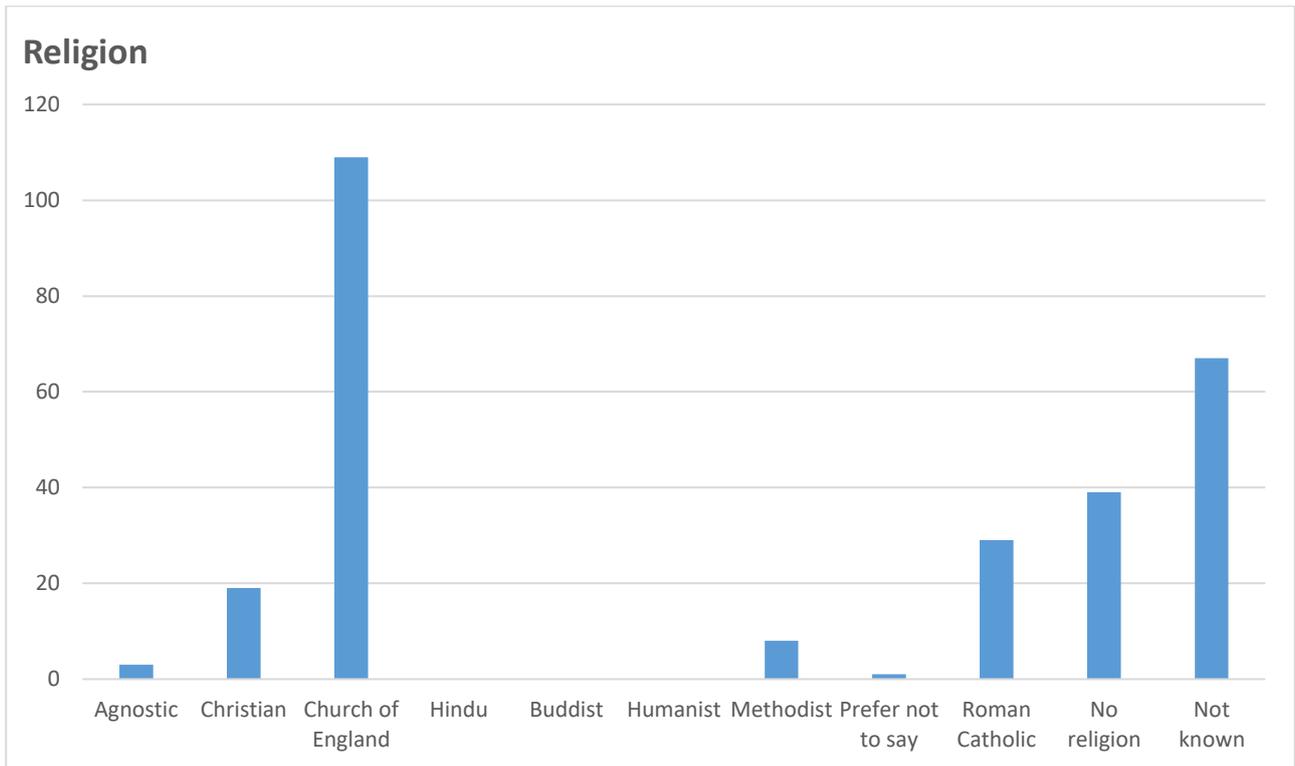


Sexual Orientation

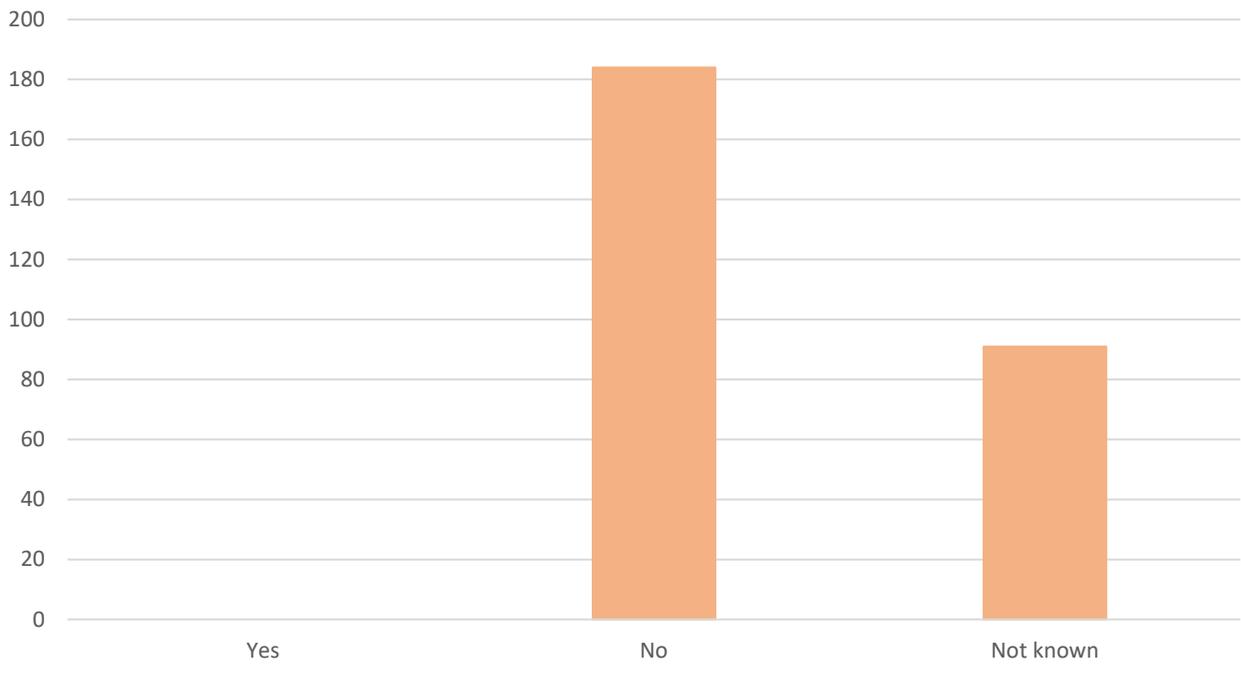


Ethnic Origin

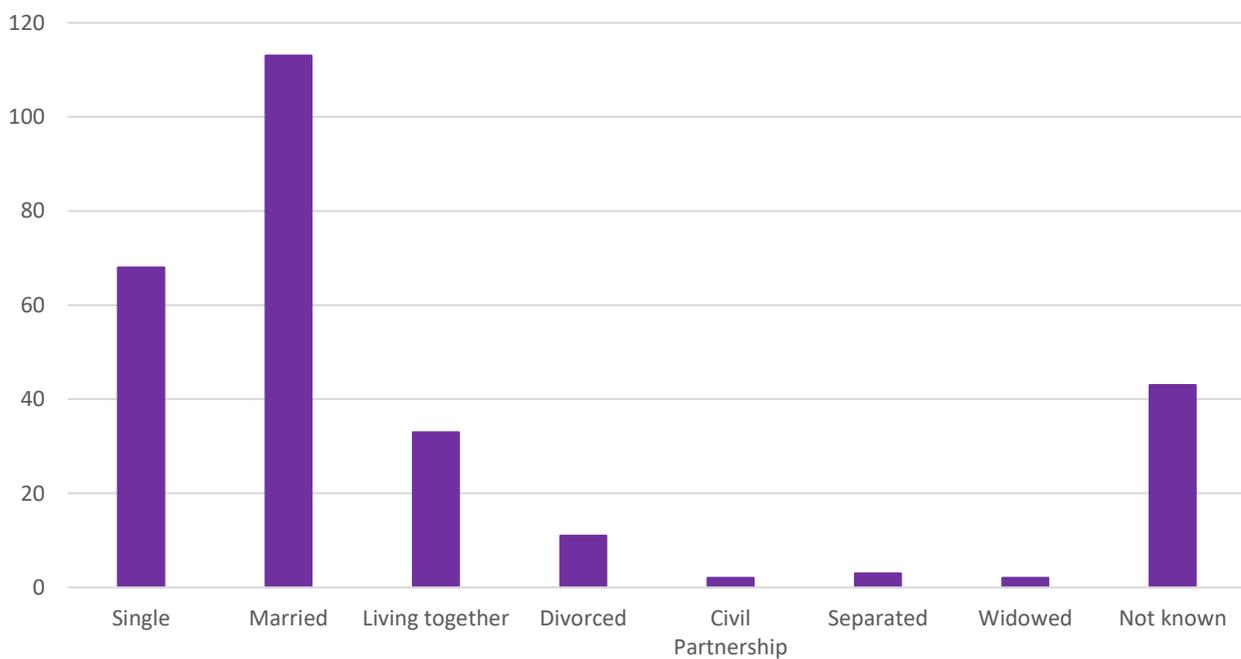




Transgender



Marital Status



8.1.3 Key facts on Staff Profile

Gender

- The number of male staff members at the College in 2020/2021 has slightly increased which has reduces the gap between the numbers of male and female staff.

Age Band

- Numbers in all age groups has remained largely the same in the 2020/21 academic year. It is worth noting, that there appears to be a very small decrease in the percentage of staff at the younger end and at the older end of the age groups.

Sexual Orientation

- Numbers of have in each category have remained largely unchanged in the 2020/21 academic year.

Ethnic Origin

- There appears to be a decrease in the White British category of staff, however it is also notable that there has been an increase in staff who have not completed the information.

Religion

- The number of staff members disclosing affiliation to each religion in 2020/21 has remained much the same but there has been a decrease in those who do not have a religion.

Disability

- The number of staff members disclosing that they have a disability did slightly reduce in the 2020/21 academic year. It is worth noting that it is believed that there are more staff who have a disability however may not have disclosed it during monitoring. Further work will be carried out in this area.

Transgender

- The percentages of staff disclosing they are transgender has remained the same.

Marital Status

- The number of staff members disclosing in each stream remained much the same in the 2020/21 academic year.

8.2 Recruitment Figures 2020-21

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

8.2.1 Recruitment Data

Based on 324 applicants

Gender						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Male	95	29	63	66	21	33
Female	227	70	156	68	44	28
Not Known	1	1	0	0	0	0

Transgender						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Yes	0	0	0	0	0	0
No	320	99	217	68	65	30
Not known	4	1	3	75	0	0

Age Band						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
20 or under	11	3	4	36	0	0
21-30	100	31	65	65	20	31
31-40	97	30	69	71	23	33
41-50	52	17	33	63	7	21
51-60	52	17	43	83	14	33
61 or over	8	2	4	50	1	25
Not Known	0	0	0	0	0	0

Sexual Orientation						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Bi-sexual	8	2	5	63	1	20
Gay/Lesbian	11	3	10	91	4	40
Heterosexual	289	90	193	67	57	30
Prefer not to say	12	4	9	75	3	33
Not known	4	1	3	75	0	0

Ethnicity						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Asian	2	1	2	100	0	0
Black-African	1	1	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

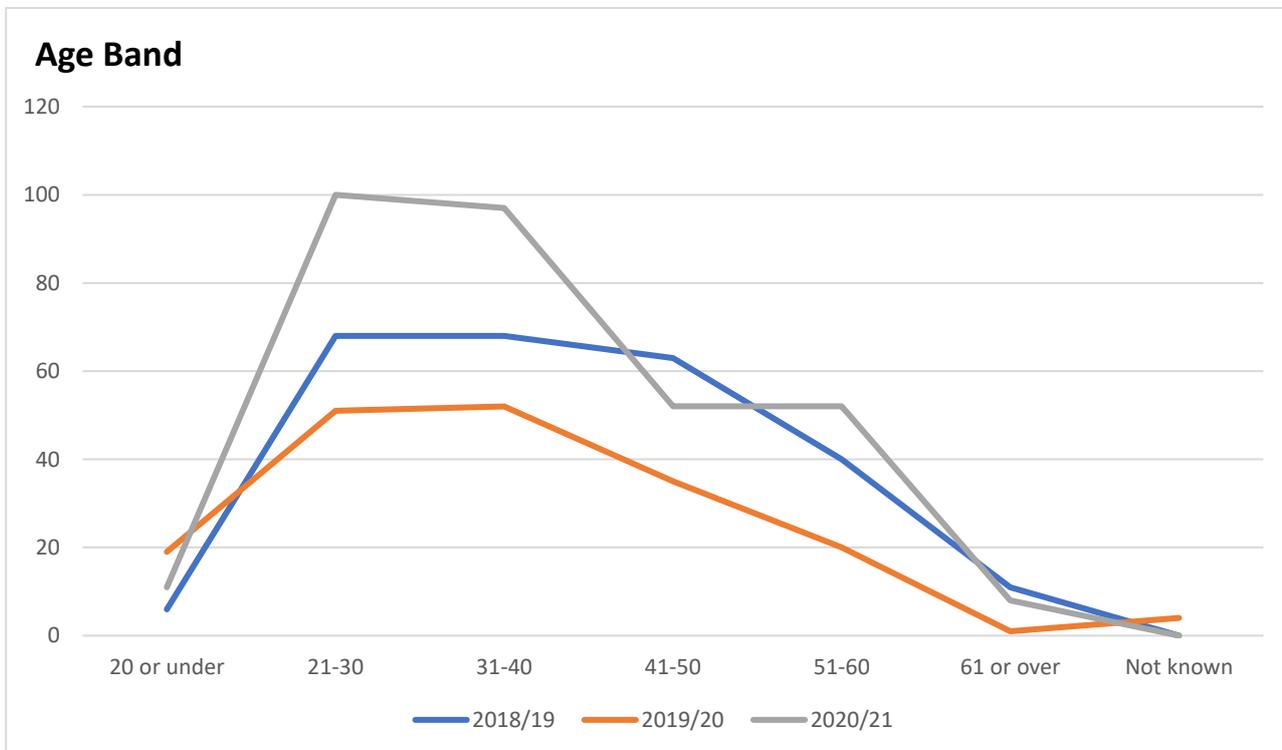
Ethnicity						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Chinese	1	1	1	100	0	0
Indian	0	0	0	0	0	0
Not known	3	1	3	100	0	0
Other	1	1	1	100	0	0
Pakistani	3	1	2	100	0	0
White	312	94	211	68	65	31

Disability						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Yes	12	3	8	67	2	25
No	310	96	211	68	63	92
Not known	2	1	1	50	0	0

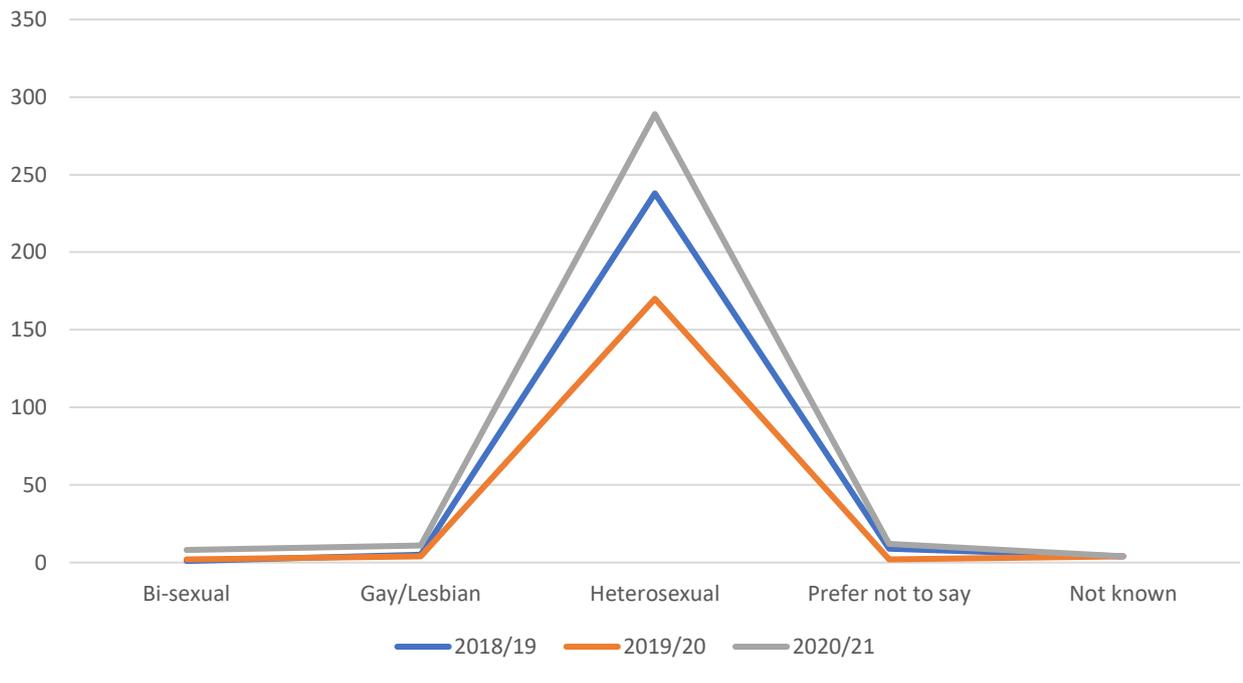
Religion						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Agnostic	6	2	6	100	4	67
Anglican	0	0	0	0	0	0
Atheist/No Religion	120	37	78	65	25	32
Buddhist	0	0	0	0	0	0
Church of England	25	8	19	76	4	21
Christian	78	23	54	69	16	30
Hindu	0	0	0	0	0	0
Humanist	1	1	1	100	1	100
Islam	6	2	4	67	1	25
Jehovah's Witness	0	0	0	0	0	0
Jewish	0	0	0	0	0	0
Methodist	1	1	1	100	1	100
Pagan	1	1	0	0	0	0
Not known	66	19	42	63	9	21
Quaker	0	0	0	0	0	0
Roman Catholic	19	5	14	74	4	29
Spiritualist	0	0	0	0	0	0
Other	1	1	1	100	0	0

Marital Status						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Married	92	28	67	73	23	34
Single	137	42	81	59	21	26
Civil Partnership	3	1	1	34	1	100
Divorced	18	5	15	83	3	20
Separated	6	2	5	83	0	0
Living together	63	20	48	76	17	35
Not known	2	1	2	100	0	0
Widowed	3	1	1	34	0	0

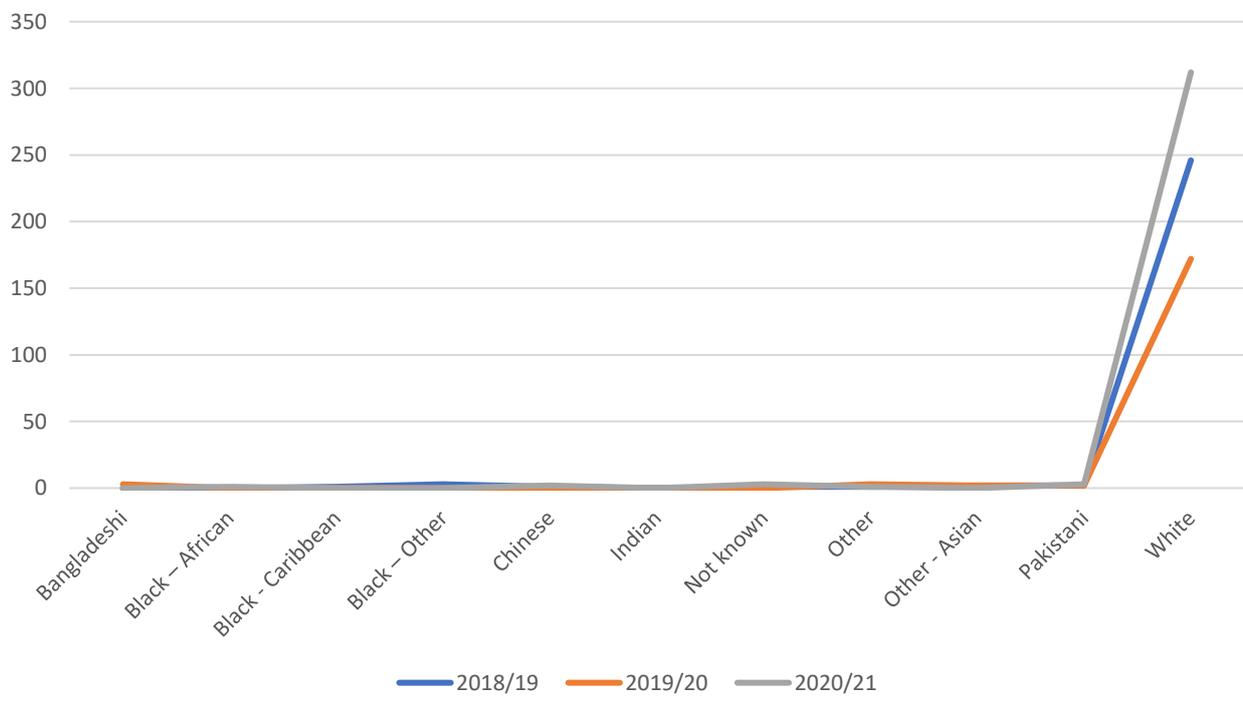
8.2.2 Comparative Figures of recruitment applicants 2018-2021

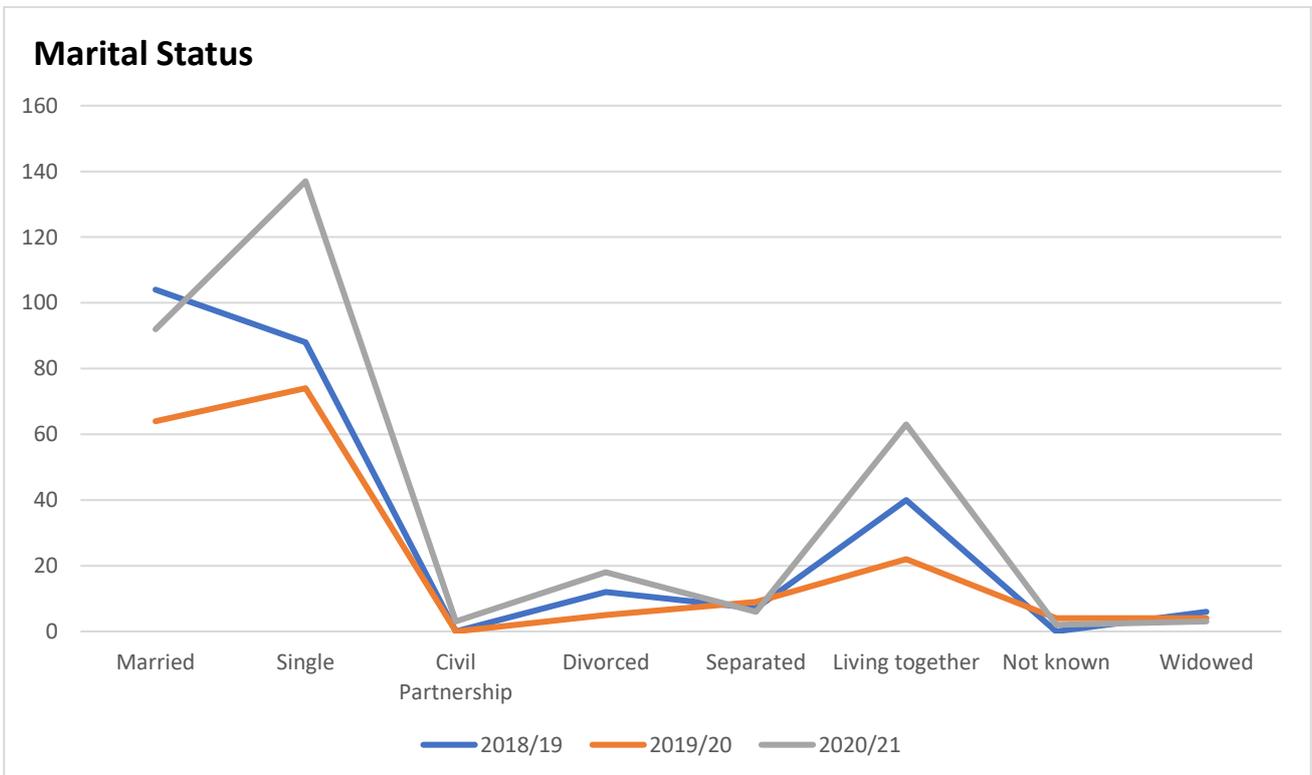
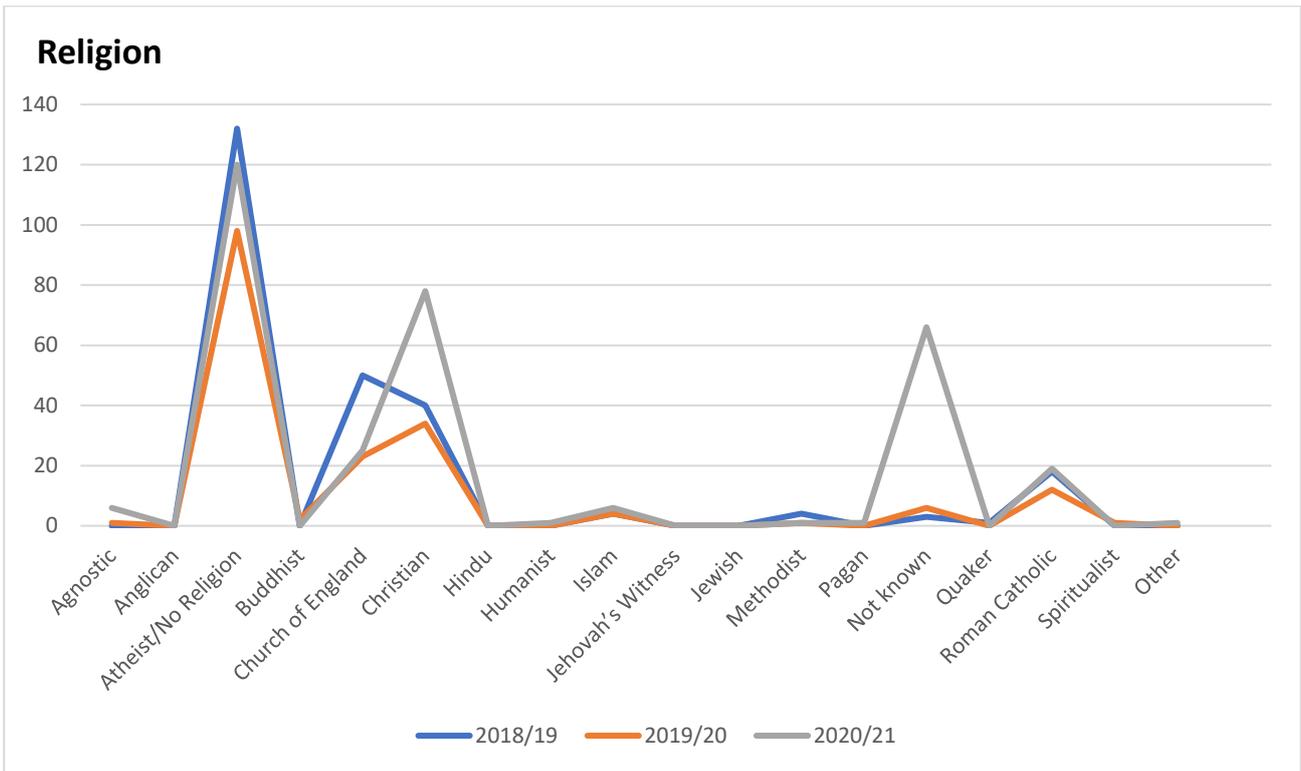


Sexual Orientation

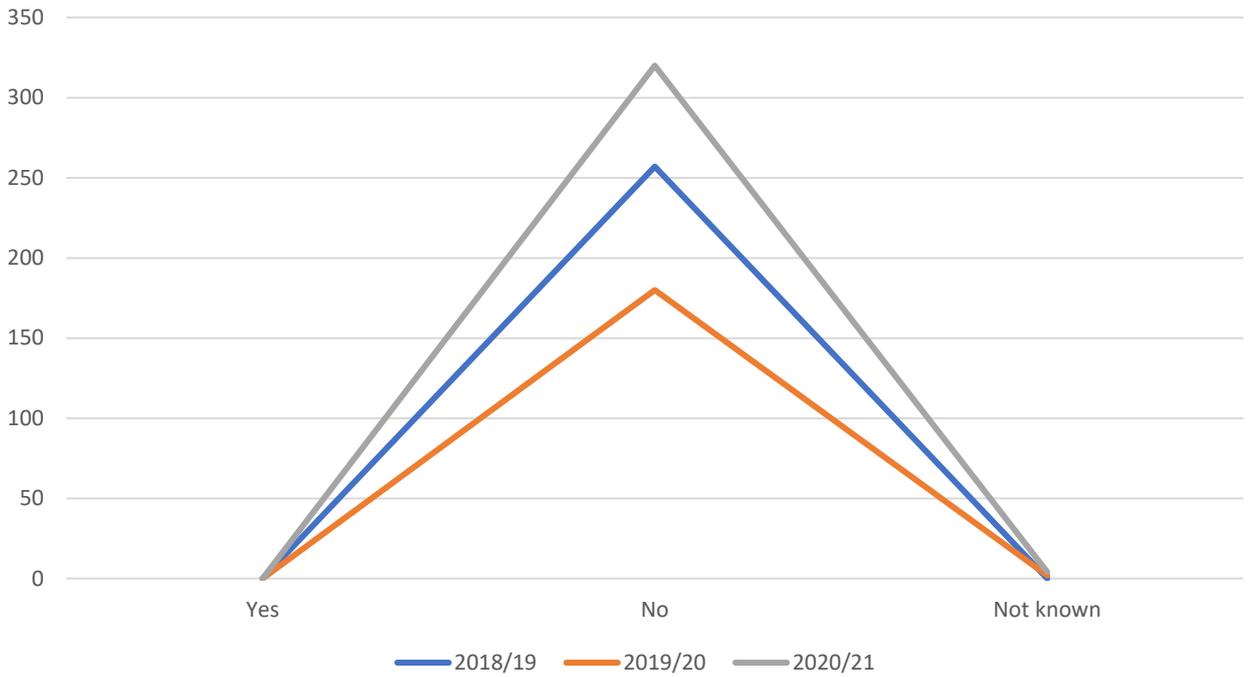


Ethnicity

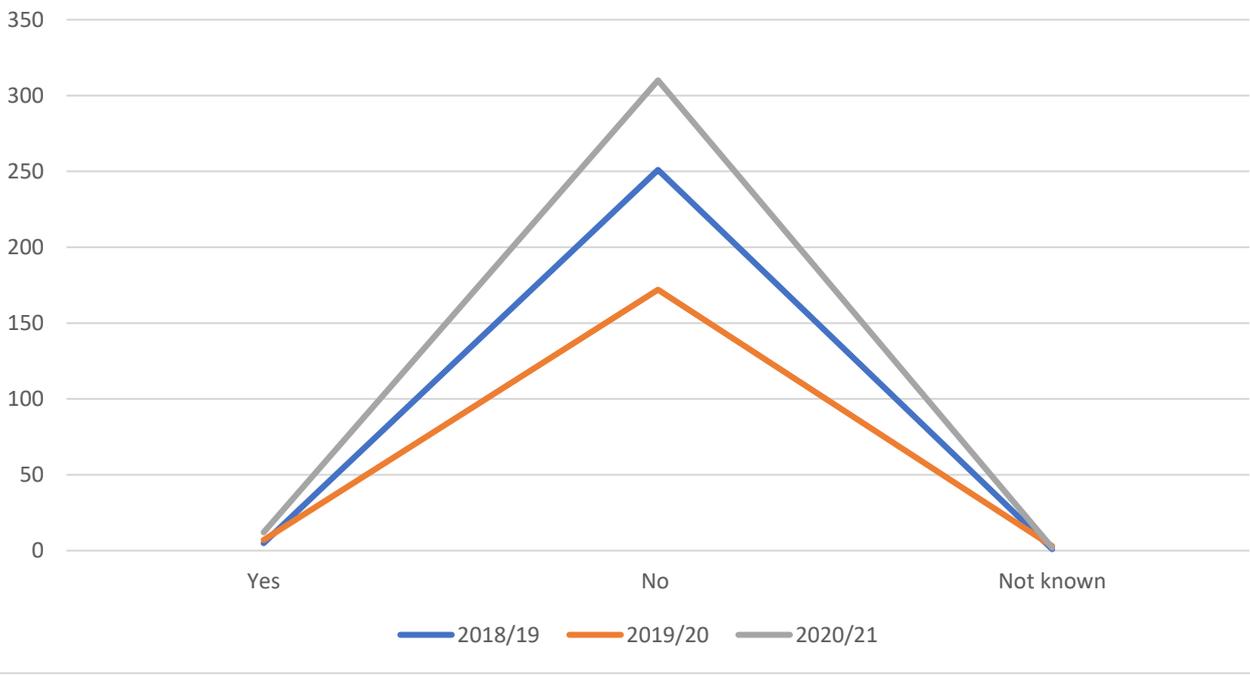




Transgender



Disability



Key Facts on Recruitment Monitoring

- There were an increased number of applications this year as the recruitment freeze during the pandemic was ended and recruitment began to increase.
- The number of applications from males and females mirrored the report of 2019/2020.
- An increase can be seen in the number of applications received and appointments of those aged 20 or under.
- There was a slight increase in those who did not disclose their sexual orientation.
- The percentage of applications received from BME groups slightly remained the same as 2019/20.
- The percentage of applicants disclosing they have a disability increased in 2020/21 and it is hoped that this continues to rise with the College displaying the 'Disability Confident Employer' logo.
- Percentages of applicants disclosing their religion and marital status remained the same as those seen in previous years.
- The percentage of applicants who did not make any disclosure as to whether they identify as transgender remained the same in 2020/21.

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 2020-21 are as follows:

Maternity Leave – 5 members of staff

Paternity Leave – 2 members of staff

Of the five members of staff who took maternity leave in 2020-21; two have already returned to work; two remain on maternity leave; and one has decided to resign due to a change in personal circumstances. Of the two staff members who have already returned to work, one had already reduced her working hours through the Flexible Working Policy following a previous occasion of maternity leave. One of the staff members who is still on maternity leave has had approval to return to work on reduced hours following her leave.

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 2020-21.

		Staff (%)	Students (%)	Corporation (%)	Comment
Gender	Male	31	38.75	50	<ul style="list-style-type: none"> The percentages of males to females have remained much the same as last year when comparing staff and student figures. The percentage of males to females within the corporate board has now levelled out to a 50/50 split.
	Female	69	61.25	50	
	Not known	0	0	0	
Ethnicity	Bangladeshi	0	0.15	0	<ul style="list-style-type: none"> The majority of all students, staff and corporate board members are White British. Numbers of BME students and staff members reflect those seen in previous years. This does reflect the demographic of the Bishop Auckland and surrounding area.
	Indian	0	0.12	0	
	Pakistani	0	0.12	0	
	Asian or Asian British	0	0.18	0	
	African	0	0.49	0	
	Arab	0	0.09	0	
	Caribbean	0	0.03	0	
	Other Black	0	0.06	0	
	Chinese	0	0.15	0	
	Other Asian	0	0.18	0	
	White/Black African	0	0.09	0	
	White/Black Caribbean	0	0.31	0	
	Other Mixed	1	0.15	0	
	White Irish	0	0.06	0	
	White British	84	95.25	100	
	Other White	1	2.27	0	
Not given	12	0.15	0		
Other	0	0.06	0		
Gypsy/ Traveller	0	0.09	0		
Age Group	20 or under	1	37.78	0	<ul style="list-style-type: none"> The age groups that staff, students and corporate board members fall within have remained largely stagnant however a change can be seen in that the number of staff members over the age of 61 has increased where numbers in the same age bracket have fallen in students and corporate board members.
	21-30	12	21.41	0	
	31-40	24	17.41	0	
	41-50	74	12.05	83	
	51-60	73	8.69	17	
	61 or over	28	2.66	0	
	Not known	1	0	0	
Disability	Yes	2	24.46	0	<ul style="list-style-type: none"> The number of disclosures regarding disabilities made by students remains extremely high where the number of staff not making any disclosure has risen again. Staff and corporate board members disclosing they have a disability has remained low.
	No	82	75.51	100	
	Not known	16	0.03	0	

8.6 Training and Development - Key facts on Training and Development

- All staff have equal access to CPD and are advised of all in-house and external CPD events by e-mail
- Staff who are on maternity/paternity/adoption leave, 'Keeping in Touch' days are used to keep them up to date with any relevant training
- 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 2020/2021, 100% of staff completed training on Equality, Diversity and Inclusion.

8.6.1 Equality, Diversity and Inclusion 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.

8.6.2 Equality, Diversity and Inclusion information in relation to evaluations completed in 2020-21

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

8.7 Equality, Diversity and Inclusion 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.

8.8 Staff Benefits

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

8.9 Mental Health

In College, issues surrounding mental health continue to be a high priority. In the 2020/21 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 working group was set up to look at ways in which staff could be further supported in the College Group. A health and wellbeing portal on the staff intranet has also been an invaluable tool to make information readily available to all staff. There is an 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 2020/21, this service is provided through Occupational Health by Mind.

8.10 Staff Survey 2021

In the annual Staff Survey undertaken in 2021, 98% of respondents agreed that they are familiar with the College's Equality & Diversity policy.

9.0 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

Mean gender pay gap

	Male	Female	Monetary difference	Percentage difference
Mean average pay (hourly rate)	£14.32	£13.85	£0.47	3.3%

Median gender pay gap

	Male	Female	Monetary difference	Percentage difference
Median average pay (hourly rate)	£12.11	£11.99	£0.12	1%

Mean bonus gender pay gap

	Male	Female	Percentage difference
Mean	0	0	Not applicable

Median bonus gender pay gap

	Male	Female	Percentage difference
Median	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	22%	29%	35%	26%
Female	78%	71%	65%	74%

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 small increase in the mean difference from males and females with the mean hourly for females at Bishop Auckland College being £13.85 and the mean hourly rate for males being £14.32.

There has been an improvement in the median difference in hourly rates with the median for females being £11.99 and the median for males being £12.11.

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.

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.

10.0 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, diversity and inclusion 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			Achievement Rate %		
	18/19	19/20	20/21	18/19	19/20	20/21
16 - 18	1222	1313	1301	82.3	84.3	83.9%
19+	3108	2249	2006	94.0	94.5	93.7%

- There is a significant 9.8% point gap between adults and young people however both age group have achievement rates above national average; adults +3.8 points and

young people +0.5 points. The gap between young people and adults has narrowed slightly since 2018/19, -1.9% points.

- The overriding factor in the gap in age groups is that adults are primarily enrolled on qualifications which are short in length so improving both retention and 'pass' prospects. The majority of young people are enrolled on study programmes made up of a vocational aim, English and maths. The pandemic has had a significant effect on the balance of enrolments with 60% adult enrolments in comparison with 72% in 2018/19; this is primarily as a result of the lack of referrals from Jobcentre plus to the community department.
- Achievement in functional skills English and maths is less positive than vocational aims. In particular level 1 maths for young people has had very low achievement rates. This is an area of concern and a detailed improvement plan is in place to bring about rapid improvement. However, the effects of the pandemic and the requirement for students to sit exams, where GCSE students were awarded TAGs cannot be ignored. The volume of maths and English functional skills enrolments disproportionately impacts on the overall achievement rates. If the functional skills qualifications were to be excluded from the headline rates, young people would have achieved 91.1% and adults 95.4%. Although the gap remains it can be seen that maths and English are a significant factor in the achievement gap.

Gender

	Starts			Achievement Rate %		
	18/19	19/20	20/21	18/19	19/20	20/21
Male (all ages)	1667	1294	1326	89.9	87.7	88.2%
Male (16-18)	621	666	662	81.2	83.2	84.0%
Male (19+)	1046	628	664	95.1	92.5	92.5%
Female (all ages)	2663	2268	1981	91.1	92.5	91.0%
Female (16-18)	601	647	639	83.5	85.5	83.9%
Female (19+)	2062	1621	1342	93.4	95.2	94.3%

- There was no significant gap in performance between adult males and females when analysed at headline level and females have retained the higher ground (+1.6 points) after a one-year blip in 2018/19 when males had higher rates, (+1.7 points). The balance of adult male enrolments has returned to pre-pandemic levels with approximately one third male and two thirds female. The mix of provision in 2020/21 shifted with an increase in larger diploma size qualifications for adults and a reduction in functional skills; again, a reflection of the lack of referrals from Jobcentre plus.
- The gap between young female and male achievement rates at a headline level has closed +0.1 points. There are larger gaps when analysed at curriculum area level with the male dominated areas of sport, motor vehicle and IT having seen reductions in achievement rates in 2020/21. For females the trouble spot is hairdressing. As results are reported including maths and English enrolments, the functional skills results have impacted disproportionately on the lower levels in these curriculum areas; the root cause of any gap seen in gender is likely to be related to other factors, eg disadvantage, lack of basic skills.
- The pandemic has continued to affect some young people disproportionately with practical subjects and low levels most likely to suffer coupled with areas of disadvantage.

Learning Difficulty or Disability

	Starts			Achievement Rate %		
	18/19	19/20	20/21	18/19	19/20	20/21
Disability (all ages)	1230	1041	1003	88.4	87.0	85.1%
Disability (16-18)	436	512	591	79.8	82.2	82.1%
Disability (19+)	794	529	412	93.1	91.7	89.6%
No Disability (all ages)	3100	2521	2304	91.6	92.3	91.9%
No Disability (16-18)	786	801	710	83.7	85.6	85.5%
No Disability (19+)	2314	1720	1594	94.3	95.3	94.8%

- 45% of young people disclosed a learning difficulty or disability. Inclusion research highlights that areas of disadvantage and learning difficulties are closely linked
- The proportion of adults disclosing a learning difficulty or disability has fallen slightly to 20.5% from 23.5% in 2019/20. The gap in performance has widened to 4.6 percentage points for adults who disclose a learning difficulty. At curriculum area level analysis there are some anomalies and whilst dedicated learning support is not available for adults unless they have an EHCP, areas where tutor support is more individualised have higher achievement rates for students with a learning difficulty; flexible learning, counselling. A review of learning support is underway.
- Historically the College has performed well in supporting young people with learning difficulties and disabilities, however in 2018/19 this trend reversed and students without a learning difficulty or disability outperformed those with. In 2019/20 the gap reduced from -3.9 points in 2018/19 to -3.4 percentage points in 2019/20 and has remained at -3.4 in 2020/21 for those declaring a learning difficulty or disability. The College commenced its focussed inclusion journey in 2019/20 with training on quality first teaching for all staff, recruitment of apprentice LSAs, a redefining of the LSA job description and recruitment of an Inclusion Manager. The deployment of learning support still requires further development.
- There are significant differences across curriculum areas and further analysis is required to assess whether some teachers are already more adept at making adjustments, learning support has not been allocated appropriately or whether the quality of learning support varies across the organisation.
- The quality assurance of learning support has been embedded within the new QA process for 2021/22 rather than viewing it as a separate activity and will impact on the judgement of the overall session.

Ethnicity

	Starts			Achievement Rate %		
	18/19	19/20	20/21	18/19	19/20	20/21
BME (all ages)	124	122	161	91.1	86.9	88.8%
BME (16-18)	27	27	31	96.3	63.0	87.1%
BME (19+)	97	95	130	89.7	93.7	89.2%
Non BME (all ages)	4206	3440	3146	90.7	90.9	89.9%
Non BME (16-18)	1195	1286	1270	82.0	84.8	83.9%
Non BME (19+)	3011	2154	1876	94.1	94.5	94.0%

- The proportion of BME students is small but reflects the demographic make-up of the area with 2.4% of young people identifying as BME, a total of 10 young people. Achievement rates for BME students are +3.2 points higher than non BME students. This is a return to the pre 2019/20 picture; BME students, although small in number have always performed very well at the College.
- There was an increase in the proportion of adult BME students to 6.4%. There is a -4.8 point gap however when analysed at curriculum level there are no significant differences and in the largest enrolment areas, flexible learning and programmes for the unemployed, achievement rates are strong.

Disadvantage Uplift

	Starts			Achievement Rate %		
	18/19	19/20	20/21	18/19	19/20	20/21
Ward uplift (all ages)	2464	1970	1820	89.5	89.5	89.4%
Ward uplift (16-18)	766	855	784	80.8	83.3	84.4%
Ward uplift (19+)	1698	1115	1036	93.4	94.3	93.1%
No uplift (all ages)	1866	1592	1487	92.2	92.2	90.5%
No uplift (16-18)	456	458	517	84.9	86.2	83.2%
No uplift (19+)	1410	1134	970	94.6	94.6	94.3%

- The ward uplift measure highlights the proportion of the College's students who come from disadvantaged areas. For young people this has reduced to 60% in 2020/21 from a high in 2019/20 of 65.1%; and 47.7% 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, however perversely in 2020/21 this has not been the case. The achievement for young people from ward uplift areas is now +1.2 points higher than those from non-ward uplift areas and has improved from -2.9 percentage points in 2019/20 and -4.1 points in 2018/19. The dilemma is in understanding how this relates to the LLDD results where it could reasonably be expected that the gaps would correlate. The positive gap may be a result of the support given to students through the loan of laptops and provision of dongles to access the internet during the year as a result of the pandemic. There is some correlation between LLDD and ward uplift when analysing at curriculum area with sport and employability having lower achievement rates; these areas have a high proportion of students from ward uplift areas and disclosed LLDD.
- For adults the performance gap is negligible at -0.8 points.
- Functional skills maths and English students who attract ward uplift do better than their peers +9.1 points.

Financial Support

	Starts			Success Rate %		
	18/19	19/20	20/21	18/19	19/20	20/21
Support (all ages)	438	655	623	84.7	86.0	84.8
Support (16-18)	336	533	473	84.5	83.9	84.6
Support (19+)	102	122	150	85.3	95.1	85.3
No Support (all ages)	3892	2907	2684	91.3	91.7	91.1
No Support (16-18)	886	780	828	81.5	84.6	83.6
No Support (19+)	3006	2127	1856	94.2	94.3	94.4

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, still perform below with their peers -1.8% 16-18 676/1301 aims than those who do not receive support. Although this is below there has been a significant fall of -5.7%.

In regard to 19+ aims 141/2006 – 9.2% of learners in receipt of learning support performed below their peers. There has been a clear decline on outcomes for this demographic. (-6.3% 19/20). This demonstrates an increased need for support across this provision.

This particularly affected the areas of Employability 81.3%, Sport 83.3%, Hairdressing 83.7%, Foundation learning 85.7%. Motor Vehicle 85.9%, Early years 87.2%, Art and photography 87.5%, These are the targets courses for evaluation in 21-22.

It is hoped that with the new inclusion agenda for transition planning and foresight for need these gaps will significantly reduce during the next academic year.

Study Support

Of the 140, 16-18 learners receiving one-to-one study support, 83.6% successfully achieved their qualification, +3.4% points higher than 19/20 and only -0.3% points below all other 16-18 learners. The majority of these students were studying Brickwork, Motor Vehicle, Early Years or Health and Social Care. 21 Adults received study support with an achievement rate of 81.0%, up from 70.8% in the previous year, (increase of 10.2%), closing the gap further between all other adults achievement rate of 93.7%.

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.

11.0 Areas for development from 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.
- A great deal of work been carried out in relation to health and wellbeing. This has included setting up a health and wellbeing group, the health and wellbeing portal, staff conferences dedicated to health and wellbeing as well as increased individual support where needed.
- Ensure that the College's commitment to equality, diversity and inclusion, as well as health and well-being is evident within the recruitment process.
- As a disability confident employer, it is evident within the recruitment process that the College is committed to inclusion. Further work is being done in this area to update the college website for applicants.
- Restructure careers guidance and work placement areas to provide sustained focus on supporting all students to achieve a sustained positive destination. This area of the College has been completely restructured into the Student Progression Team. This has been extremely successful.
- 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.

12.0 Developments for 2021/22

- Carry out a full staff audit of equality characteristics to reduce the amount of not known information.
- Continue improvements within inclusion in relation to recruitment.
- Close achievement gaps between cross College performance and sport, motor vehicle, hairdressing and IT.
- Deploy learning support to closely match identified need to ensure performance gaps are closed.

13.0 Conclusion

Equality, Diversity and Inclusion 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, Diversity and Inclusion 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