

# **Equality, diversity and inclusion**

## Annual report 2021-22

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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 2021-22 includes:

- Progress on the areas for development identified in the report of 2020/21
- Equality, Diversity and Inclusion activities within the college during 2021/22
- 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 2022/23

## **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, Remembrance Day, 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 are 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.

Equality, diversity and inclusion are regularly incorporated into staff publications, information and staff conferences. The staff conference held on 3rd March 2022 was based on 'Taking inclusion to the next level'. The topics covered were as follows.

- **Neurodiversity**

This session provided an understanding of what neurodiversity is, how it affects those who are neurodiverse and how the college can respond to those who are neurodiverse to help them succeed at college

- **Practical application of knowledge to teaching, learning & support staff**  
This session followed on from Simon Elliot Hall about neurodivergence and move this knowledge to how we can apply this in a practical sense to teaching and learning. Staff will contribute with an exercise, collaborative discussions and reflection.

## 5.6 Inclusion Induction

All new staff who commence employed with us are expected to complete a full induction programme. The purpose of the inclusion induction is to ensure teaching and learning staff are aware of the expectations that relate to inclusion. The Inclusion Manager meets with the relevant staff to discuss points such as; additional learning support provision, utilisation and physical resources for student experience, and learning support finances and learning resources.

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. To date, a total of 212 staff have completed and achieved the level 2 flexible learning course on equality & diversity.

## 6.0 Local Demographic Data

In County Durham, the population size has increased by 1.7%, from around 513,200 in 2011 to 522,100 in 2021. This is lower than the overall increase for England (6.6%), where the population grew by nearly 3.5 million to 56,489,800.

At 1.7%, County Durham's population increase is slightly lower than the increase for the North East (1.9%).

Population change (%) by age group in County Durham in 2011 to 2021

There has been an increase of 20.5% in people aged 65 years and over, a decrease of 3.2% in people aged 15 to 64 years, and an increase of 0.7% in children aged under 15 years.

As of 2021, County Durham is the second least densely populated of the North East's 12 local authority areas, with around two people living on each football pitch-sized area of land.

## 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 appointment has been to the Inclusion Manager post and their initial priority will be implementing the inclusion strategy and action plan.

## 8.0 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 286 members of staff*

	Total	% of Total Staff
<b>Gender</b>		
Male:	82	29
Female:	204	71
Not known:	0	0
<b>Age Band</b>		
20 or under:	2	1
21-30:	33	11
31-40:	72	25
41-50:	66	23
51-60:	83	29
61 or over:	28	10
Not known:	1	1
<b>Sexual Orientation</b>		
Bi-sexual:	1	1
Gay/Lesbian:	5	1
Heterosexual:	240	84
Prefer not to say:	12	4
Not known	28	10
<b>Ethnic Origin</b>		
Chinese:	0	0
Asian or Asian British:	1	1
Black African:	0	0
Gypsy or Irish Traveller:	0	0
Indian:	0	0
Mixed Other:	1	1
Black Caribbean:	0	0
Pakistani:	0	0
Black-other:	2	1
White British:	261	90
White-other:	0	0
Not known:	21	7
<b>Religion</b>		
Agnostic:	3	1
Christian:	19	7
Church of England:	116	41
Hindu:	0	0
Buddhist:	0	0
Humanist:	0	0
Methodist:	8	2
Prefer not to say:	0	0
Roman Catholic:	27	10
No religion:	45	16
Not known	67	23

**Disability**

Yes:	23	8
No:	234	82
Not known:	29	10

**Transgender**

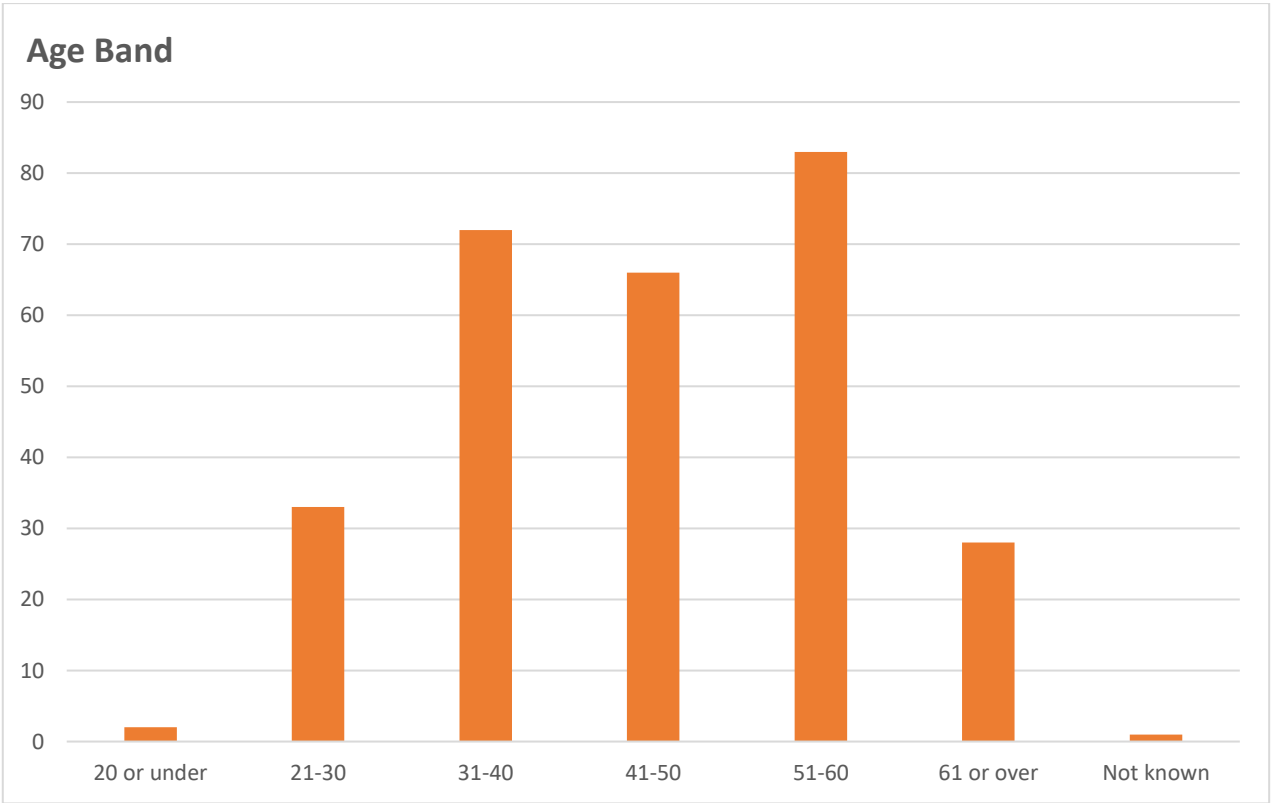
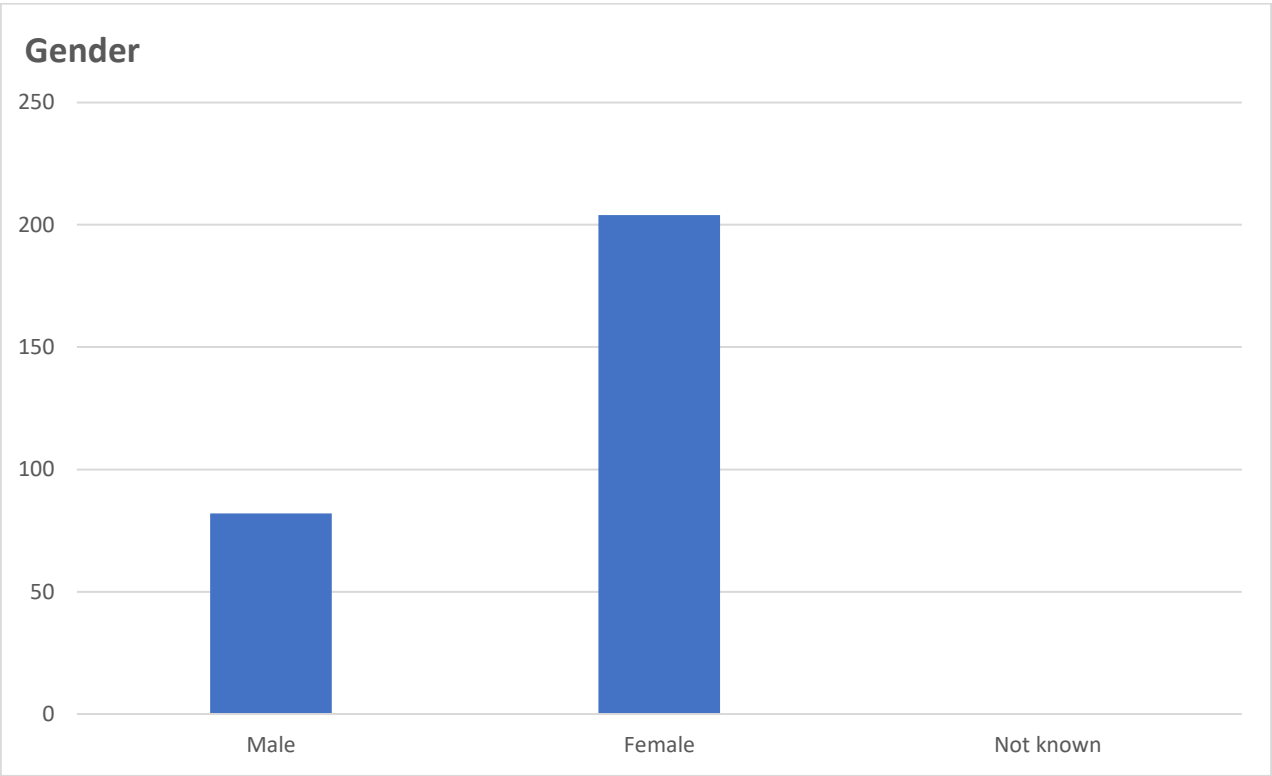
Yes:	0	0
No:	203	70
Not known:	83	30

**Marriage / Civil partnership**

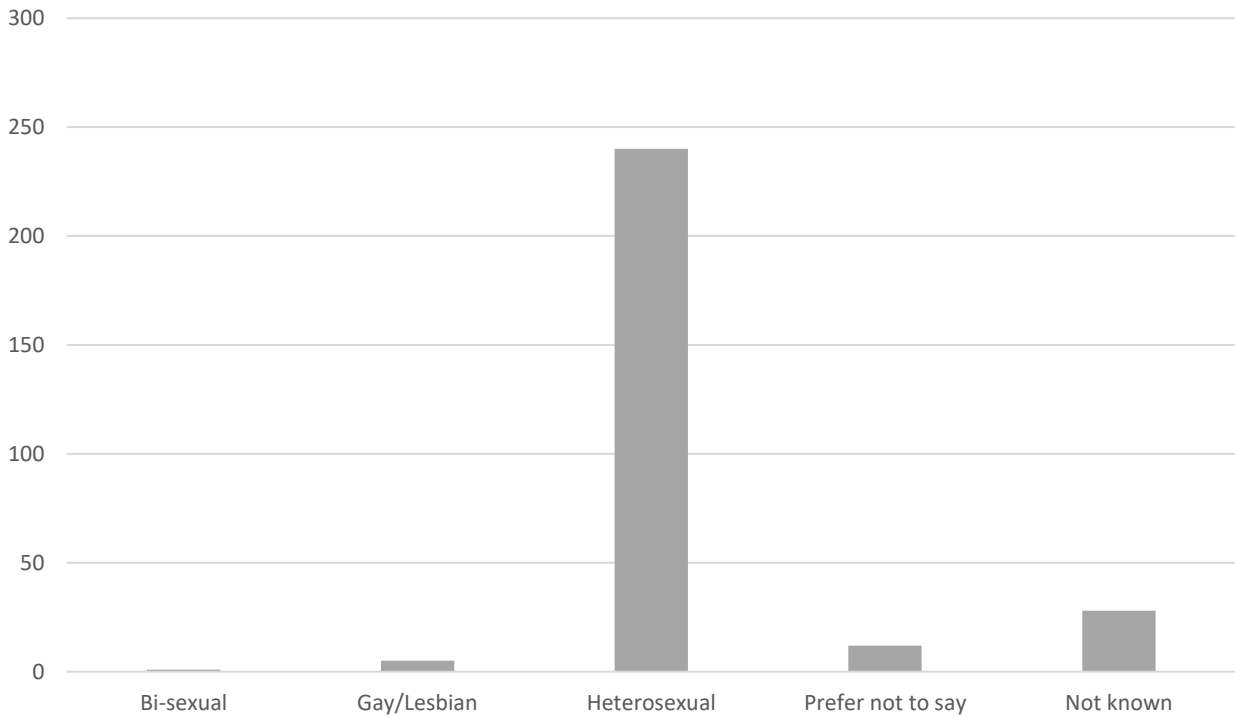
Single:	78	27
Married:	137	49
Living together:	29	10
Divorced:	12	4
Civil Partnership:	2	1
Separated:	5	1
Widowed:	2	1
Not known:	21	7



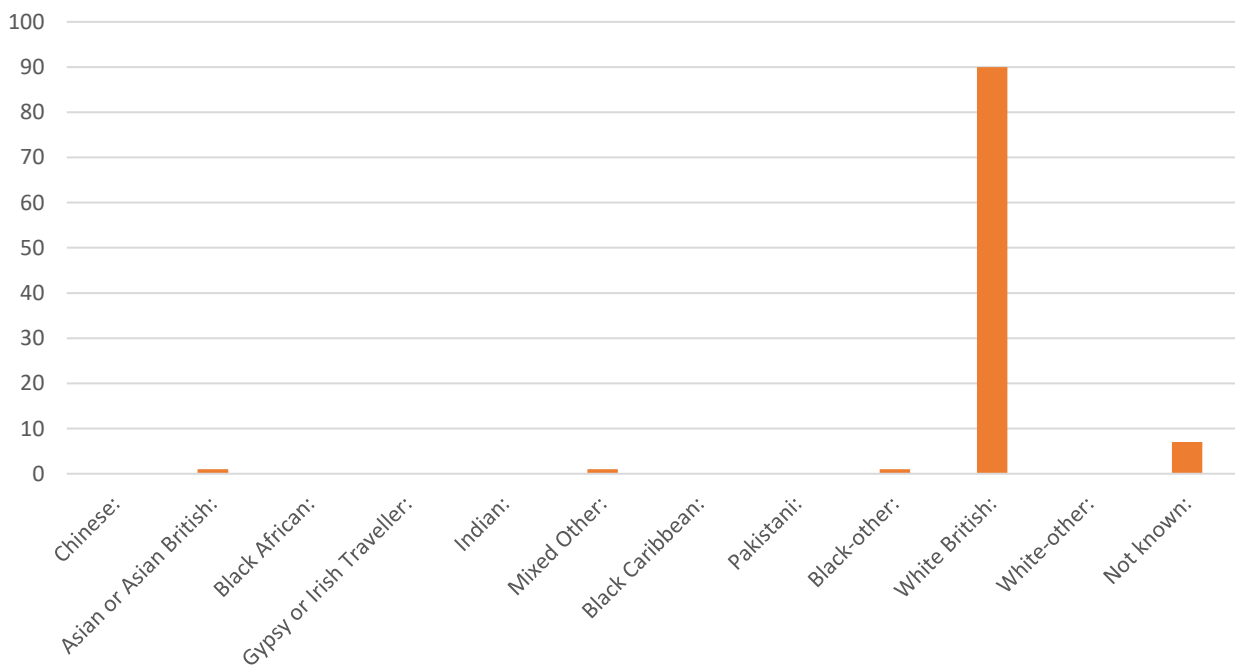
8.1.2 Staff Profile Graphs

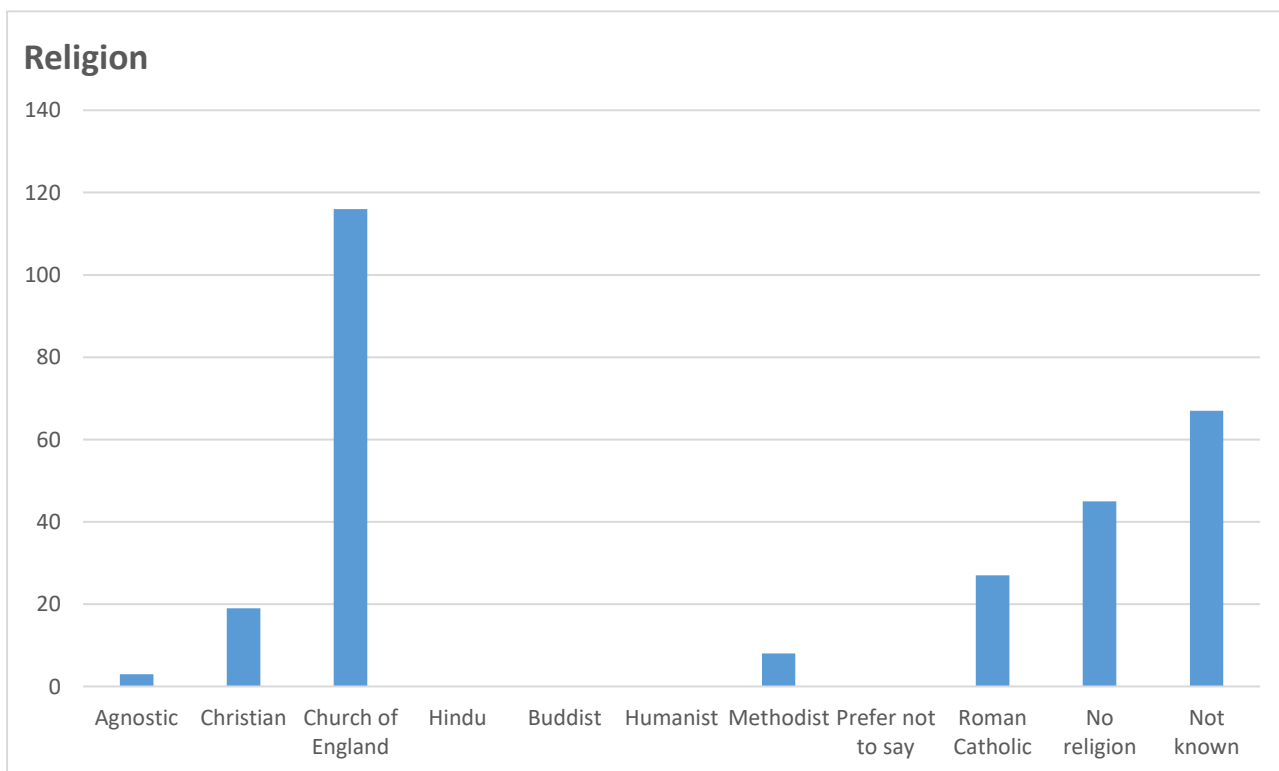
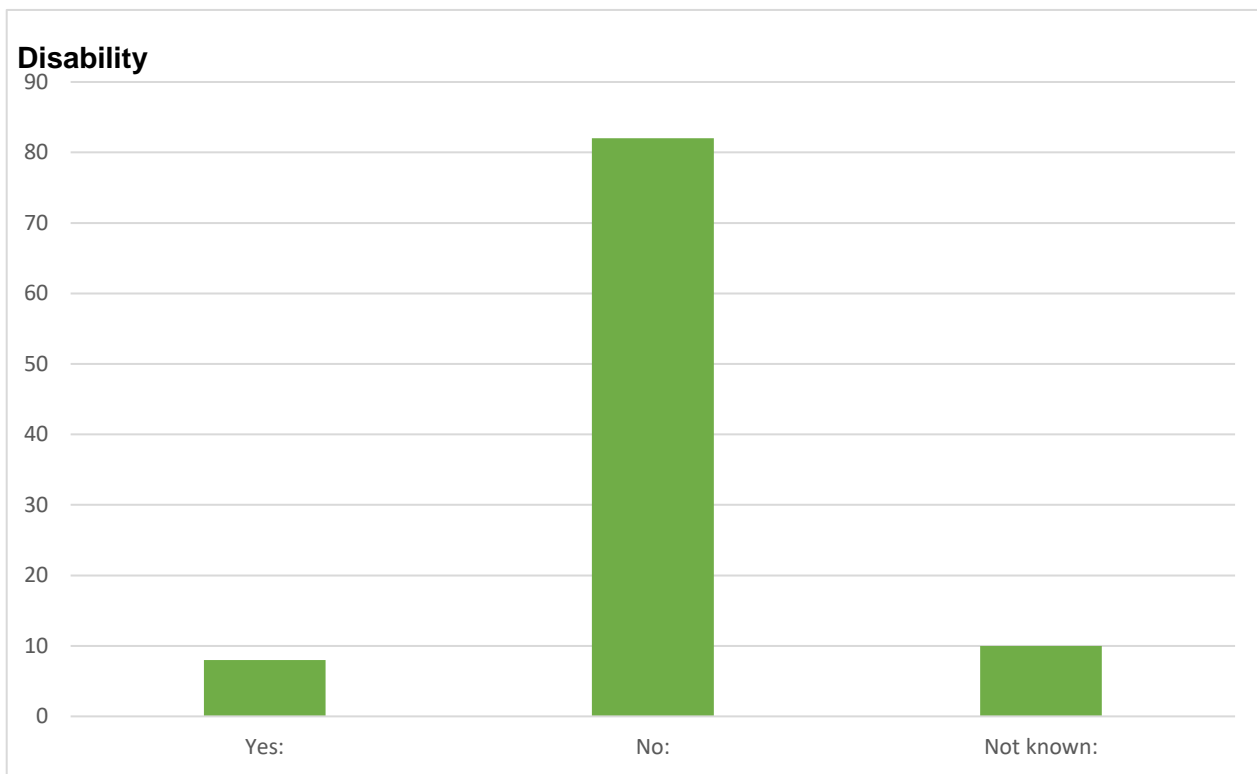


## Sexual Orientation

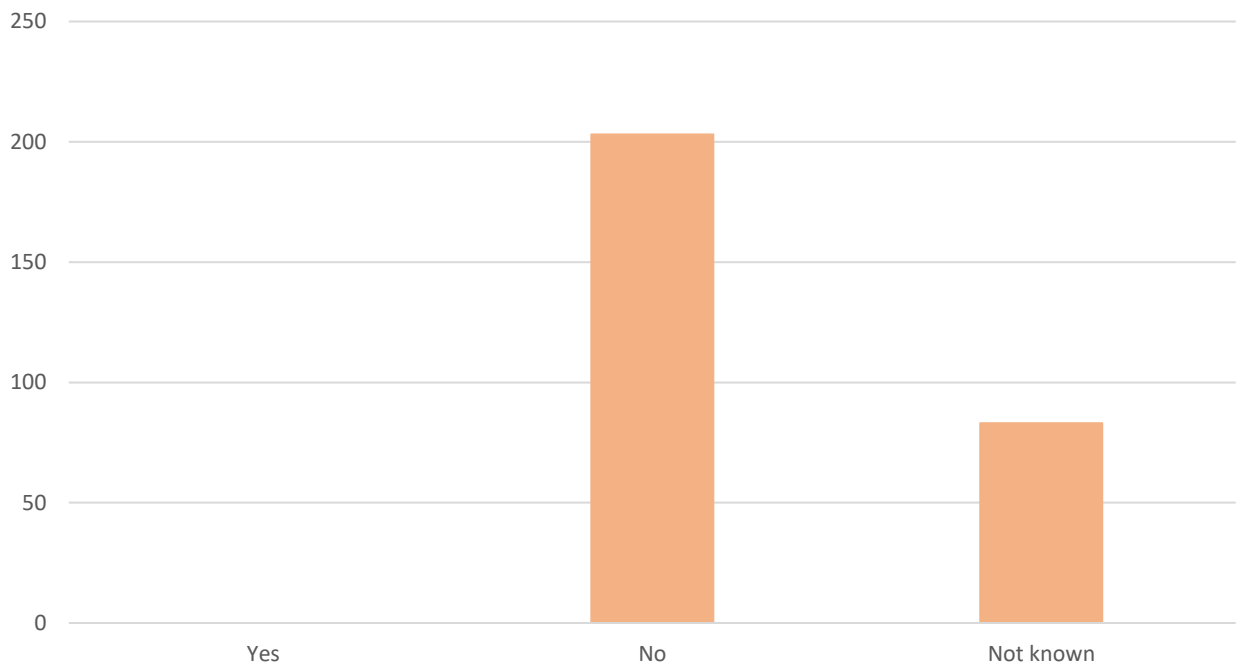


## Ethnicity

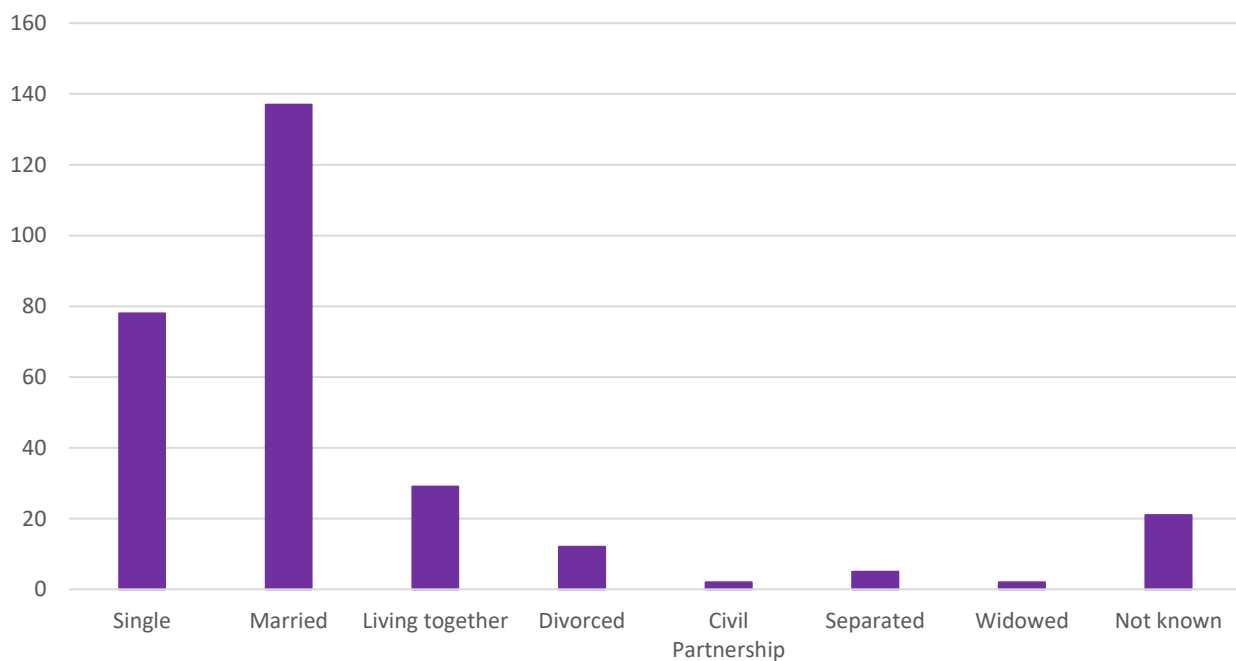




## Transgender



## Marital Status





### 8.1.3 Key facts on Staff Profile

#### **Gender**

- The number of male staff members at the College in 2021/2022 has slightly decreased, which has increased the gap between the numbers of male and female staff.

#### **Age Band**

- Numbers in the majority of the age groups remained largely the same in the 2021/22 academic year.

#### **Sexual Orientation**

- Numbers of staff in each group have remained much the same as in the previous year.

#### **Ethnic Origin**

- The numbers of staff in each ethnic origin have remained much as they were however, there has been a decrease in staff who have not disclosed their ethnicity from previous years.

#### **Religion**

- The number of staff members disclosing affiliation to each religion in 2021/22 has remained much the same but there has been a change in the trend of recent years to show a decrease in those who do not have a religion.

#### **Disability**

- The number of staff members disclosing that they have a disability has increased in 2021/22 academic year. This seems more reflective of the staff profile.

#### **Transgender**

- The percentage 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 2021/22 academic year.

## 8.2 Recruitment Figures 2021-22

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

### 8.2.1 Recruitment Data - Based on 317 applicants

Gender						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Male	102	32	57	56	15	26
Female	212	67	166	78	61	37
Not Known	3	1	1	33	0	0

Transgender						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Yes	0	0	0	0	0	0
No	305	96	216	71	73	34
Not known	12	4	8	67	3	38

Age Band						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
20 or under	16	5	11	69	6	72
21-30	125	39	80	64	23	29
31-40	87	27	67	77	27	40
41-50	44	14	33	75	10	30
51-60	31	10	26	84	8	30
61 or over	11	4	6	54	2	33
Not Known	3	1	1	33	0	0

Sexual Orientation						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Bi-sexual	9	3	7	78	1	14
Gay/Lesbian	10	3	5	50	0	0
Heterosexual	285	90	203	71	71	35
Prefer not to say	8	3	7	88	4	57
Not known	5	1	2	40	0	0

Ethnicity						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Bangladesh	0	0	0	0	0	0
Black African	6	2	0	0	0	0
Black Caribbean	0	0	0	0	0	0
Black other	1	1	0	0	0	0
Chinese	1	1	0	0	0	0
Indian	10	3	1	10	0	0
Pakistani	1	1	0	0	0	0
White	283	89	214	76	74	35
Other-Asian	5	2	3	60	1	34

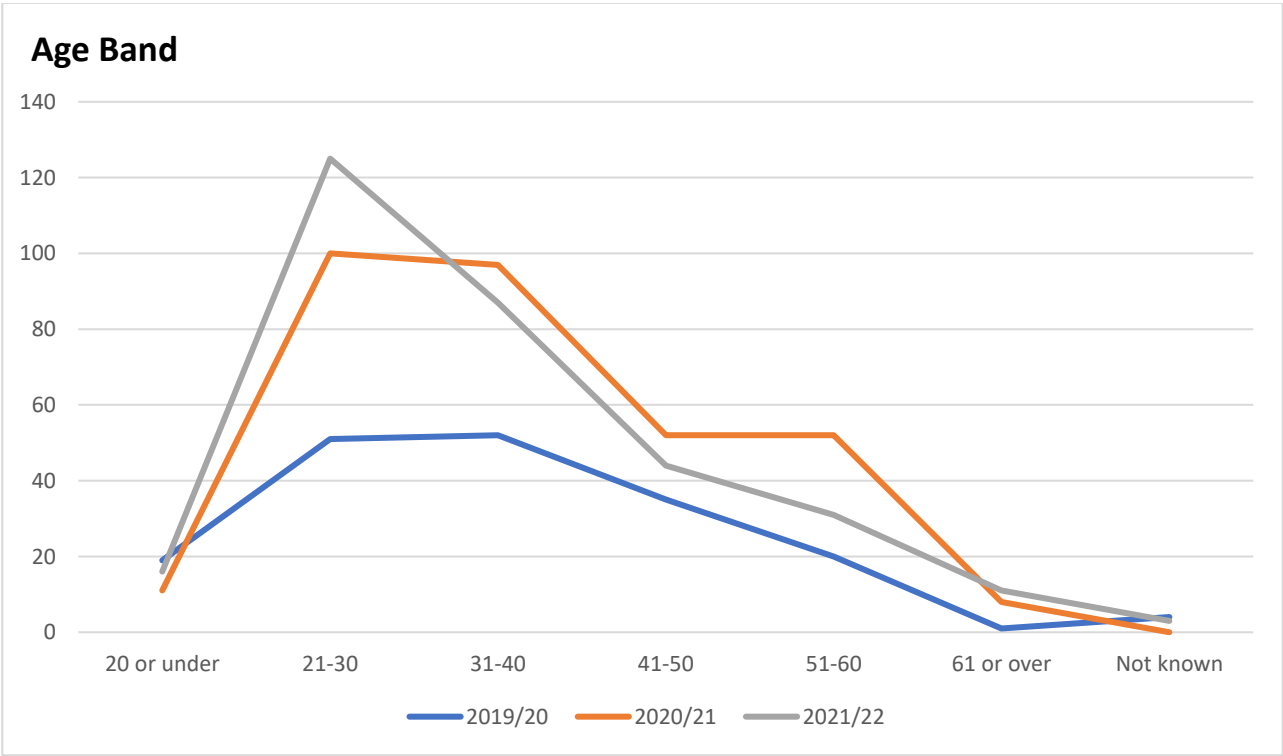
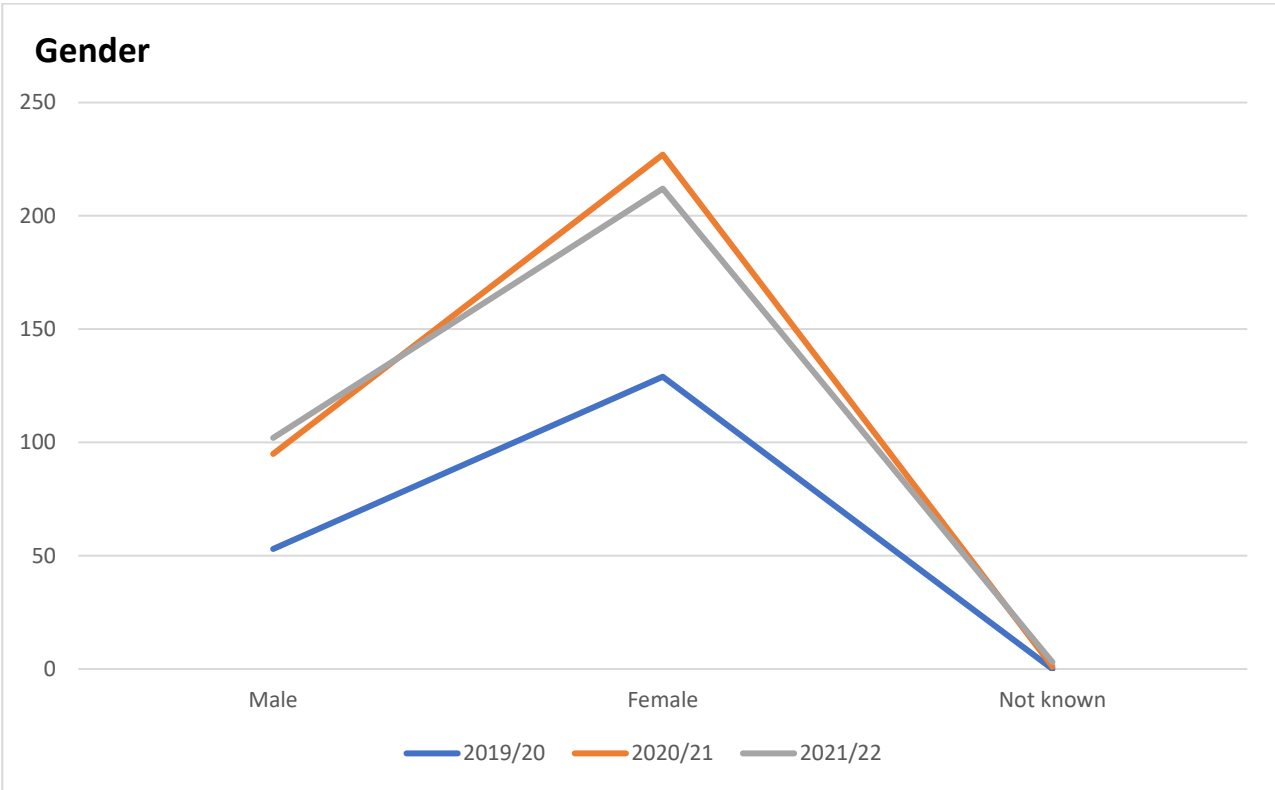
Ethnicity						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Other	1	1	1	100	1	100
Not known	8	2	4	50	0	0

Disability						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Yes	16	5	10	63	3	30
No	297	94	212	71	73	35
Not known	4	1	2	50	0	0

Religion						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Agnostic	4	1	3	75	1	33
Anglican	0	0	0	0	0	0
Atheist/No Religion	141	45	96	68	27	28
Buddhist	0	0	0	0	0	0
Catholic	15	4	12	80	7	58
Church of England	26	9	21	81	5	24
Christian	74	24	57	77	23	40
Hindu	5	1	1	20	0	0
Humanist	0	0	0	0	0	0
Islam	3	1	0	0	0	0
Jehovah's Witness	0	0	0	0	0	0
Jewish	0	0	0	0	0	0
Methodist	0	0	0	0	0	0
Pagan	0	0	0	0	0	0
Not known	39	13	27	69	10	37
Quaker	0	0	0	0	0	0
Roman Catholic	3	1	2	67	1	50
Spiritualist	0	0	0	0	0	0
Wiccan	1	1	0	0	0	0
Other	0	0	0	0	0	0

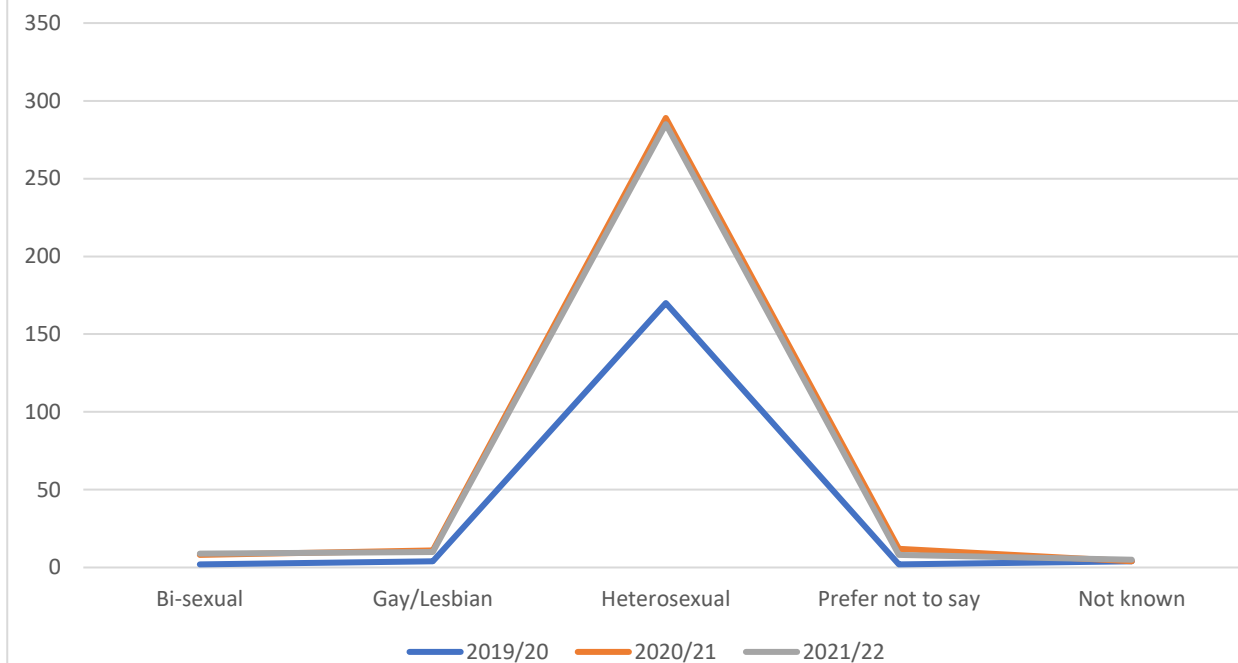
Marital Status						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
Civil Partnership	1	1	1	100	0	0
Divorced	10	3	9	90	2	22
Living together	65	19	51	78	17	33
Married	93	29	67	72	23	24
Not known	6	2	4	67	1	25
Separated	7	2	3	43	2	67
Single	135	43	89	66	31	35
Widowed	0	0	0	0	0	0

8.2.2 Comparative Figures of recruitment applicants 2019-2022

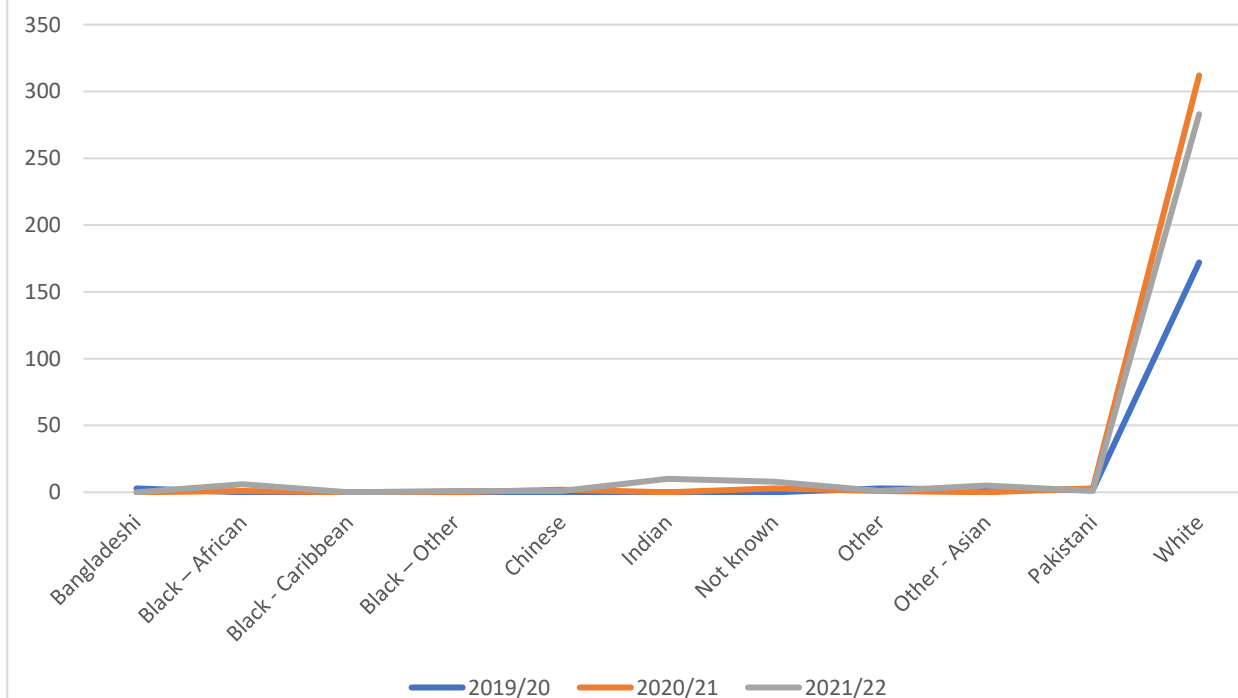




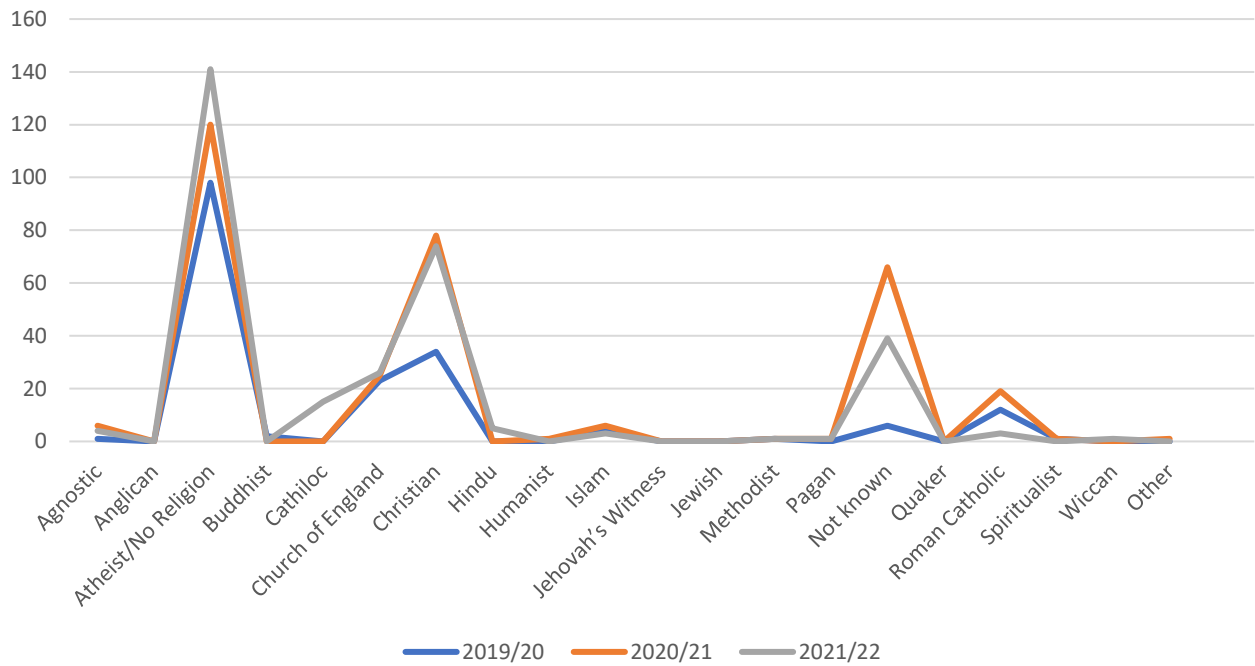
## Sexual Orientation



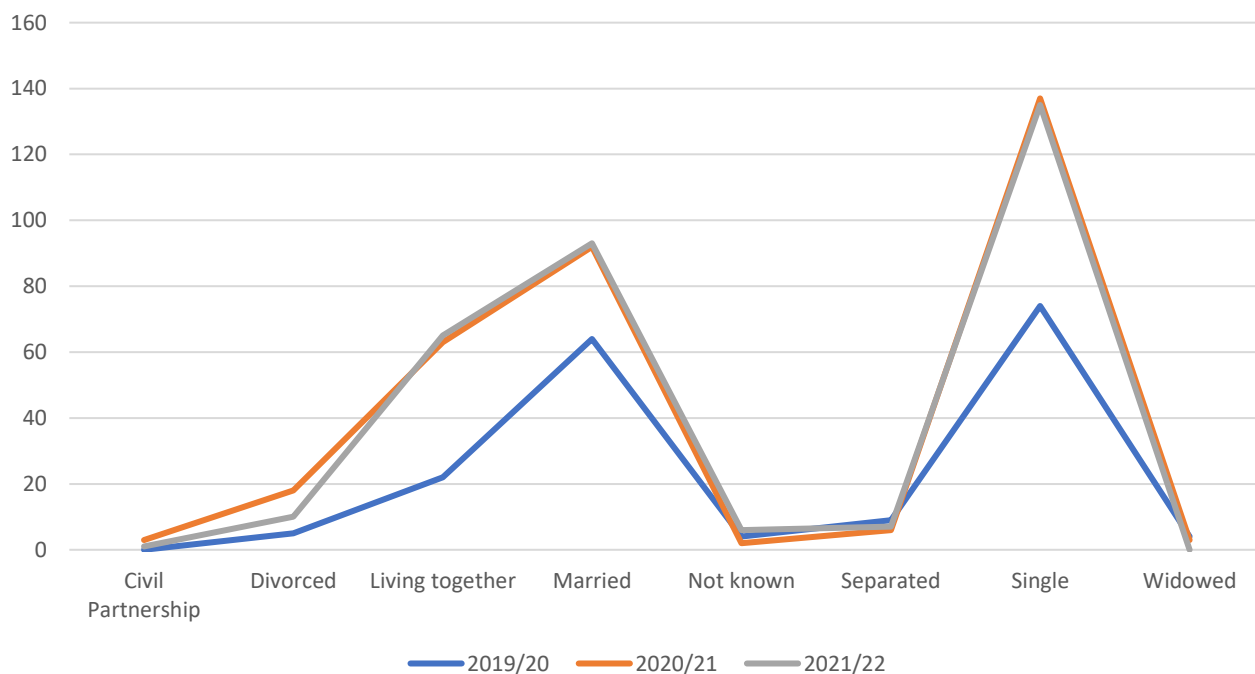
## Ethnicity



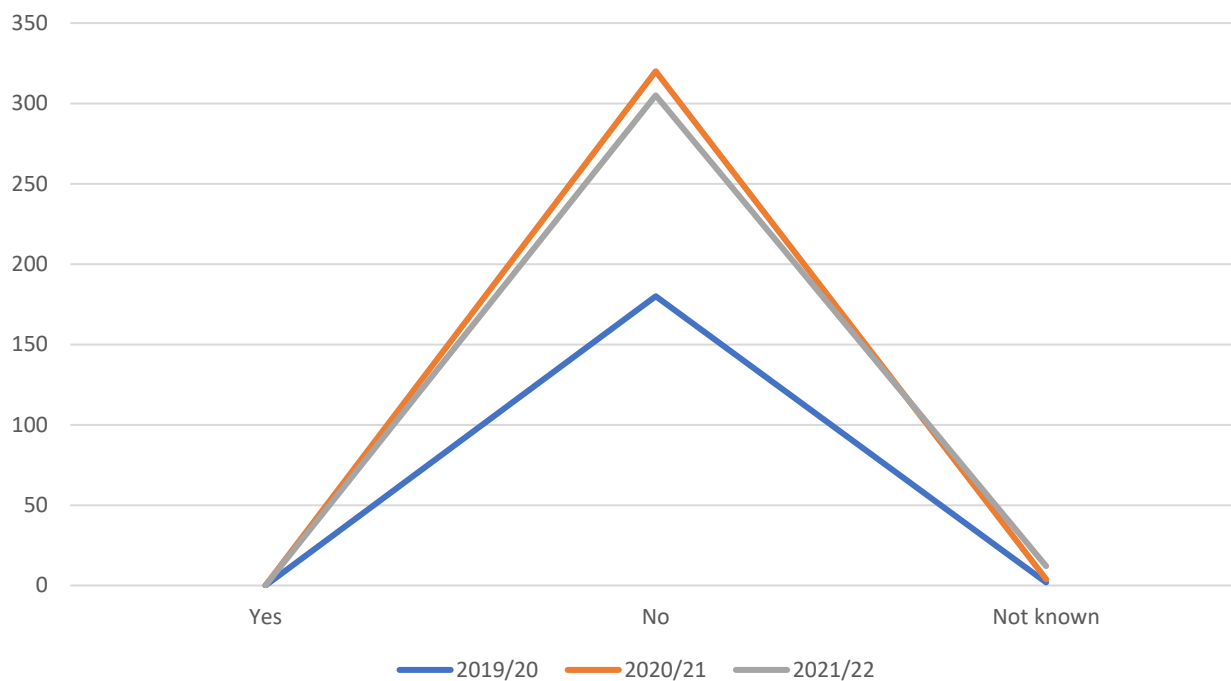
## Religion



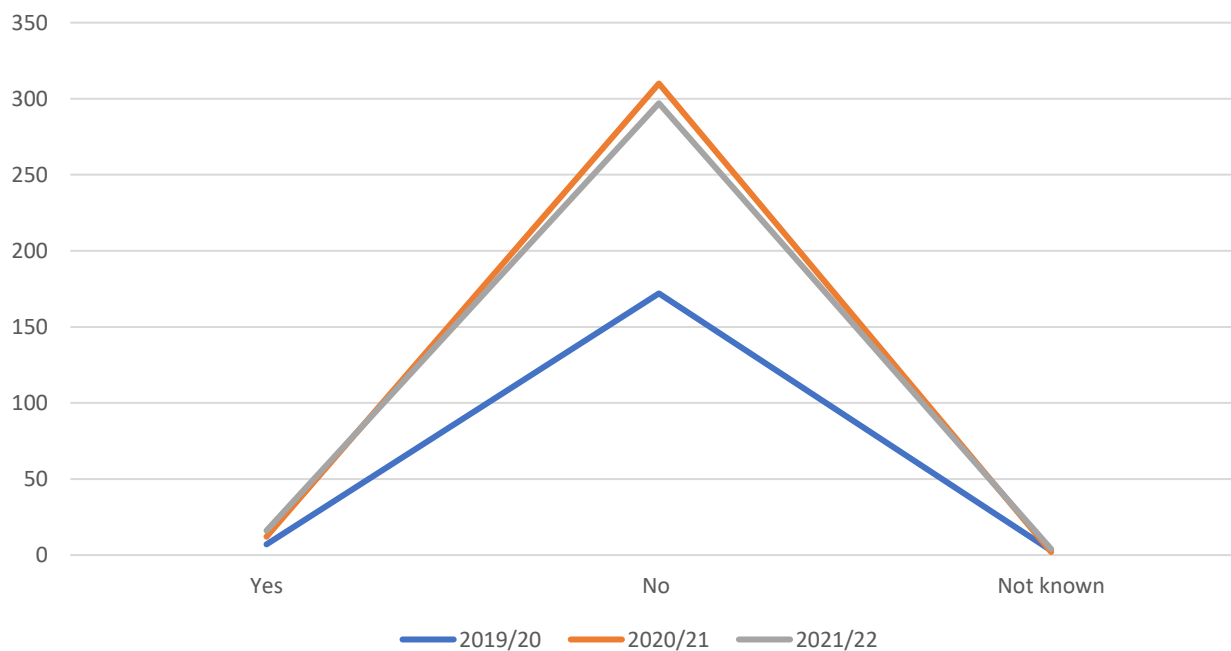
## Marital Status



## Transgender



## Disability



### 8.2.3 Key Facts on Recruitment Monitoring

- The report shows a similar number of applications received overall in comparison to 2020/2021.
- The number of applications from males and females mirrored the report of 2020/2021.
- An increase can be seen in the number of applications received of those aged 21-30 and aged 51-60.
- Those disclosing their sexual orientation mirrored that of the 2020/21 report.
- The percentage of applications received from BME groups slightly increased this year from 2020/21.
- The percentage of applicants disclosing they have a disability increased slightly in 2021/22 and doubled compared to 2019/20. 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 2021/22.
- Equality and diversity information is concealed from the panel when carrying out shortlisting to ensure there is no bias.
- Due to small numbers of applicants sharing some of the characteristics, additional checks are often carried out on files to ensure, where applicants were not successful within recruitment, there is an evident reason. This has shown no cause for concern of any bias within the recruitment processes.

### 8.3 Employer within the local area

Where postcode discrimination is present within organisations, it can be seen as part of the explanation for continued unemployment and worklessness within deprived areas such as that served by the College.

It has been identified that 87% of staff at the Bishop Auckland College Group live within deprived area postcodes. This shows that postcode discrimination does not exist within this organisation.

### 8.4 Disability Confident Employer

The College renewed the be 'Disability Confident Committed' award in September 2022, this will last for a further 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





## **8.5 Maternity/Paternity Leave**

The College reports on staff who had taken maternity/paternity leave so that it can 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 2021-22 are as follows:

Maternity Leave – 4 members of staff

Paternity Leave – 3 members of staff

Shared Parental Leave – 1 member of staff

Of the four members of staff who took maternity leave in 2021-22; one has already returned to work; two remain on maternity leave; and one has decided to resign due to a change in personal circumstances. One member of staff took shared parental leave to take over the remaining duration of their partner's maternity leave.

## 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 2021-22.

		Staff (%)	Students (%)	Corporation (%)	Comment
Gender	Male	29	42.7	50	The percentages of males to females have remained much the same as last year when comparing staff and student figures.
	Female	71	57.3	50	
	Not known	0	0	0	The percentage of males to females within the corporate board has levelled out to a 50/50 split which more accurately reflects the student profile.
Ethnicity	Bangladeshi	0	0.06	0	The majority of 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	0.31	0	
	Pakistani	0	0.15	0	
	Asian or Asian British	1	0.34	0	
	African	0	0.31	0	
	Arab	0	0.09	0	
	Caribbean	0	0.06	0	
	Other Black	1	0.15	0	
	Chinese	0	0.06	0	
	Other Asian	0	0.18	0	
	White/Black African	0	0.06	0	
	White/Black Caribbean	0	0.27	0	
	Other Mixed	1	0.15	0	
	White Irish	0	0.31	0	
	White British	90	94.78	100	
	Other White	1	2.21	0	
	Not given	7	0.15	0	
	Other	0	0.27	0	
	Gypsy/ Traveller	0	0.09	0	
Age Group	20 or under	1	35.9	0	The age groups of students and corporate board members have remained largely stagnant. The staffing profile, reflects a more even spread of staff across all age groups.
	21-30	11	19.6	0	
	31-40	25	17.5	0	
	41-50	23	12.7	83	
	51-60	29	10.8	17	
	61 or over	10	3.5	0	
	Not known	1	0	0	
Disability	Yes	8	26.95	0	The number of disclosures regarding disabilities made by students remains relatively high.
	No	82	73.02	100	
	Not known	10	0.03	0	Corporate board members disclosing they have a disability has remained low.  There has been an improvement in the number of staff declaring whether or not they have a disability.

## 8.7 Information on staff who have left the College in 2021/2022

### 8.7.1 Data

*Based on 54 leavers*

	Total	% of Total Staff
<b>Gender</b>		
Male:	16	30
Female:	25	46
Not known:	13	24

<b>Age Band</b>		
20 or under:	0	0
21-30:	9	17
31-40:	12	22
41-50:	16	30
51-60:	10	18
61 or over:	7	13
Not known:	0	0

<b>Sexual Orientation</b>		
Bi-sexual:	0	0
Gay/Lesbian:	0	0
Heterosexual:	39	72
Prefer not to say:	1	2
Not known	14	26

<b>Ethnic Origin</b>		
Chinese:	0	0
Asian or Asian British:	0	0
Black African:	0	0
Gypsy or Irish Traveller:	0	0
Indian:	0	0
Mixed Other:	0	0
Black Caribbean:	0	0
Pakistani:	0	0
Black-other:	2	4
White British:	38	70
White-other:	1	2
Not known:	13	24

<b>Disability</b>		
Yes:	0	0
No:	39	72
Not known:	15	28

<b>Transgender</b>		
Yes:	0	0
No:	0	0
Not known:	0	0

<b>Marriage / Civil partnership</b>		
Single:	12	22
Married:	21	39
Living together:	7	13
Divorced:	0	0
Civil Partnership:	0	0
Separated:	0	0
Widowed:	0	0
Not known:	14	26

Staff members with varied characteristics of gender, age band, sexual orientation, ethnic origin, disability and marital status left employment during 2021/22. There were no areas of concern relating to equality & diversity raised by staff members in exit interviews.

#### **8.8 Equality, Diversity & Inclusion information in relation to staff who were subject to Disciplinary action in 2021/22**

<b>Protected Characteristic</b>	<b>Key points</b>	<b>Action Required</b>
Age	A mixture of ages demonstrates no obvious issues in this area	No action required
Disability	The majority of the staff members subject to disciplinary action have not declared a disability	No action required
Gender	There was a 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 single staff.	No action required

#### **8.9 Equality, Diversity & Inclusion information in relation to staff who invoked the Grievance Procedure within 2021/22**

Due to the low number of formal grievances taken out in 2021/22, 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.



## 8.10 Equality, Diversity & Inclusion information in relation to staff were absent from work with sickness in 2021/22

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 2021/22, seven people have declared a disability/long term condition	Staff with a disability/medical condition will continue to be supported by management and HR with any reasonable adjustments made where required.
Gender	Of the staff in the top 5% of absence in regard to the highest Bradford score, 78% are female	No action required
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 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 top 5% with regard to the highest Bradford Score there is a mixture of married, divorced, living together and single staff.	No action required

## 8.11 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 kept 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 2021/2022, 100% of staff completed training on Equality, Diversity and Inclusion.

#### **8.11.1 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.

#### **8.11.2 Equality, Diversity and Inclusion information in relation to evaluations completed in 2021/22**

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

#### **8.11.3 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.

### **8.12 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. Since the 2020/21 Coronavirus pandemic, a higher number of staff are now seen to be requesting support from the College with their mental health and wellbeing.

The College has a health & wellbeing working group which looks at ways in which staff could be further supported within 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 continued increase in the number of staff referred to the counselling service in 2021/22, this service is provided through Occupational Health by Let's Connect (formally Mind).

### **8.14 Staff Survey 2022**

In the annual Staff Survey undertaken in 2022, 100% of respondents agreed that they are familiar with the College's Equality & Diversity policy.

## **9.0 Gender Pay Gap 2022**

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)	£14.07	£13.80	£0.27	1.9%

#### **Median gender pay gap**

	Male	Female	Monetary difference	Percentage difference
Median average pay (hourly rate)	£14.42	£13.02	£1.40	9.7%

#### **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	29%	29%	34%	36%
Female	71%	71%	66%	64%

## 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 decrease in the mean difference from males and females with the mean hourly for females at Bishop Auckland College being £13.80 and the mean hourly rate for males being £14.07.

There has been a further increase in the median difference in hourly rates with the median for females being £13.02 and the median for males being £14.42.

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 100% female staff, which is 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 %		
	19/20	20/21	21/22	19/20	20/21	21/22
16 - 18	1313	1301	1261	84.3	83.9%	82.2%
19+	2249	2006	1854	94.5	93.7%	93.6%

- There is a significant 11%-point gap between adults and young people however both age group are in line with national rates; adults +3.3 points and young people –1.2 points. The gap between young people and adults has widened slightly since 2020/21, -1.2% 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 balance of enrolments has remained at 60% for adults.
- Achievement in functional skills English and maths is less positive than vocational aims. In particular level 1 functional skills 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 and involves moving away from problem-based maths qualifications to qualifications more closely aligned to those taught in KS4; GCSE and level 1 number and measure. 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 87.7% (NA 80%) and adults 95.0%, (NA 93%). Although the gap remains it can be seen that maths and English are a significant factor in the achievement gap.

### Gender

	Starts			Achievement Rate %		
	19/20	20/21	21/22	19/20	20/21	21/22
Male (all ages)	1294	1326	1466	87.7	88.2%	90.0%
Male (16-18)	666	662	655	83.2	84.0%	82.7%
Male (19+)	628	664	811	92.5	92.5%	95.9%
Female (all ages)	2268	1981	1649	92.5	91.0%	87.6%
Female (16-18)	647	639	606	85.5	83.9%	81.5%
Female (19+)	1621	1342	1043	95.2	94.3%	91.1%

- There gap in performance between adult males and females has increased and males have taken the higher ground (+4.8 points); in 2020/21 females had higher rates, (+1.8 points). The proportion of adult male enrolments has increased as a result of work done by partners training people for jobs in the manufacturing sector; 44:56 from 33:67 in 2020/21.
- The gap between young female and male achievement rates at a headline level is not significant -1.2 points however has increased since 2020/21 when it was –0.1. There are larger gaps when analysed at curriculum area level with the male dominated areas of motor vehicle, brickwork and joinery. 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, e.g. disadvantage, lack of basic skills.

### Learning Difficulty or Disability

	Starts			Achievement Rate %		
	19/20	20/21	21/22	19/20	20/21	21/22
Disability (all ages)	1041	1003	1011	87.0	85.1%	85.1%
Disability (16-18)	512	591	597	82.2	82.1%	82.4%
Disability (19+)	529	412	414	91.7	89.6%	88.9%
No Disability (all ages)	2521	2304	2104	92.3	91.9%	90.5%

No Disability (16-18)	801	710	664	85.6	85.5%	81.9%
No Disability (19+)	1720	1594	1440	95.3	94.8%	94.4%

- 47% 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 increased slightly to 22.3% from 20.5% in 2020/21. The gap in performance has widened to 5.5 percentage points for adults who disclose a learning difficulty, there are variations across curriculum areas however the issue appears to stem from retention.
- Historically the College has performed well in supporting young people with learning difficulties and disabilities; there is a positive performance gap with those who have declared a learning difficulty or disability marginally outperforming those who do not +0.5. The biggest challenge faced by the College in this area is in recruiting learning support staff
- There are however significant differences across curriculum areas; maths and English are the underlying reason. Achievement rates for students who disclosed a learning difficulty or disability in maths and English are low: 66.9% functional skills and 77.4% GCSE.
- The quality assurance of learning support has been embedded within the new QA process for 2022/23 rather than viewing it as a separate activity and feedback will be provided to the member of staff and their manager

## Ethnicity

	Starts			Achievement Rate %		
	19/20	20/21	21/22	19/20	20/21	21/22
BME (all ages)	122	161	173	86.9	88.8%	87.9%
BME (16-18)	27	31	43	63.0	87.1%	72.1%
BME (19+)	95	130	130	93.7	89.2%	93.1%
Non BME (all ages)	3440	3146	2942	90.9	89.9%	88.8%
Non BME (16-18)	1286	1270	1218	84.8	83.9%	82.5%
Non BME (19+)	2154	1876	1724	94.5	94.0%	93.2%

- The proportion of BME students has increased slightly however still broadly reflects the demographic make-up of the area with 3.4% of young people identifying as BME, a total of 17 young people. Achievement rates for BME students are –10.4 points lower than non BME students. This is unusual for the College but has been disproportionately affected by the functional skills issue already highlighted.
- There was a slight increase in the proportion of adult BME students to 7%. There is no performance gap.

## Disadvantage Uplift

	Starts			Achievement Rate %		
	19/20	20/21	21/22	19/20	20/21	21/22
Ward uplift (all ages)	1970	1820	1824	89.5	89.4%	88.7%
Ward uplift (16-18)	855	784	798	83.3	84.4%	83.3%
Ward uplift (19+)	1115	1036	1026	94.3	93.1%	92.9%
No uplift (all ages)	1592	1487	1291	92.2	90.5%	88.8%
No uplift (16-18)	458	517	463	86.2	83.2%	80.1%
No uplift (19+)	1134	970	828	94.6	94.3%	93.6%



- The ward uplift measure highlights the proportion of the College's students who come from disadvantaged areas. For young people this has increased to 63% and 55% 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 2021/22 as in the previous year, this has not been the case. The achievement for young people from ward uplift areas is now +3.2 points higher than those from non-ward uplift areas and has improved from +1.2 percentage points in 2020/21 and -2.9 points in 2019/20. Achievement rates analysed by ward uplift, learning difficulty or disability and learning support are very close with only small gaps between those with and without each criteria suggesting that support is closely aligned with the need for that support.
- For adults the performance gap is also negligible at -0.7 points.
- Perversely, once again, functional skills maths and English 16-18 students who attract ward uplift do better than their peers +7.1 points (2020/21 +9.1).

### Financial Support

	Starts			Success Rate %		
	19/20	20/21	21/22	19/20	20/21	21/22
<b>Support (all ages)</b>	655	623	651	86.0	84.8	84.3%
<b>Support (16-18)</b>	533	473	513	83.9	84.6	84.8%
<b>Support (19+)</b>	122	150	138	95.1	85.3	82.6%
<b>No Support (all ages)</b>	2907	2684	2464	91.7	91.1	89.9%
<b>No Support (16-18)</b>	780	828	748	84.6	83.6	80.3%
<b>No Support (19+)</b>	2127	1856	1716	94.3	94.4	94.1%

A large proportion of young people attracted a bursary payment in 2021/22; 40.6%.

Achievement of young people in receipt of the discretionary bursary is 3.5 percentage points higher than those who do not receive financial support. The gap is positive and evidences the value of the support increasingly so with recent inflation.

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 (7.4%). Achievement rates for these groups of adult learners are lower at 82.6%. 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 aged 16-18 in receipt of learning support, which is linked to disclosure of learning difficulties and EHCP, still perform below (91.1%) their peers (91.7%) although the gap is negligible and support is clearly having a positive impact.

In regard to 19+ students, 93/1854 - 5% of learners in receipt of learning support performed 3.7% below their peers. There has been an improvement in outcomes for this demographic. (9.2% 20-21). This demonstrates that support is beneficial.

Achievement was less positive in plumbing, 66.7%, foundation learning 82.4%, motor vehicle 82.8%, painting and decorating, 89.5% and catering 88.9%; these areas will receive close scrutiny and intervention in 2022-23.

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 EHCP 91.75% / 94.95% full college. The College's Inclusion team currently ensures support is provided for 129 learners with EHCPs, ranging from those on the foundation learning department in Aspire, to those on mainstream programmes across all curriculum areas up to and including level 3. Provision for learners with 'SEND', in the College's designated high needs 'Aspire' Centre, requires improvement. The centre provides an effective vocational opportunity for learners to progress in post-16 education in the County. Learners in Aspire can follow 3 pathways which include Independent Living, RARPA and Employability. The College has, once again, included purposeful external work placements for high needs learners this year, with all learners due to attend. 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 Developments for 2022/23**

- Strengthen the work done on inclusion.
- Close achievement gaps between cross College performance in sport, motor vehicle and hairdressing.
- Deploy learning support to closely match identified need to ensure performance gaps are closed.

## **12.0 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 within Bishop Auckland College.