

# Equality, Diversity and Inclusion

Annual report 2022-23

**Bishop  
Auckland  
College**

The  
**Bishop  
Auckland  
College**  
Group

**swdt**  
South West Durham Training

 **durham  
gateway**

 **BAC Nursery**

<b>Contents</b>	<b>Page</b>
1.0 Introduction	2
2.0 General Equality Duty	2
3.0 Single Equality Scheme	2
4.0 Leadership & Management	3
5.0 Equality, Diversity and Inclusion Activities	3
5.1 Group Tutorial Programme	4
5.2 Teaching and Learning	4
5.3 Promotions Calendar of Events	4
5.4 Support for Students	4
5.5 Staff Training	4
5.6 Inclusion Induction	5
6.0 Local Demographic Data	5
7.0 Staff and Human Resources	7
7.1 Staff data	7
7.2 Recruitment figures	14
7.3 Employer within local area	20
7.4 Disability Confident Employer	20
7.5 Maternity/paternity Leave	20
7.6 Comparison of staff profile against students and governors	22
7.7 Staff who have left the College in 2022-23	23
7.8 Equality, Diversity and Inclusion in relation to disciplinary 2022-23	24
7.9 Equality, Diversity and Inclusion in relation to grievance 2022-23	24
7.10 Equality, Diversity and Inclusion in relation to sickness absence 2022-23	25
7.11 Training & Development 2022-23	25
7.12 Staff Benefits	26
7.13 Mental Health	26
7.14 Staff Survey 2023	26
8.0 Gender Pay Gap	27
9.0 Student Profile	28
10.0 Equality Objectives 2023-24	32
11.0 Conclusion	32

## 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 2022-23 includes:

- Progress on the areas for development identified in the previous report
- Equality, Diversity and Inclusion activities within the college during 2022/23
- An update on how the College continues to respond to its responsibilities to meet the required duties and as part of the College's drive for continuous improvement
- Staffing profile, Governor profile and analysis on staff
- Areas for development 2023/24

## 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 College's values reflect the commitment to the General Equality Duty:



## 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 and includes staff representation from across the College, learners and contributions from 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's Corporate Board has been trained on the AOC Code of Good Governance which promotes incorporating a stronger focus on Equality, Diversity and Inclusion throughout the organisation.

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 the Bishop Auckland College Group 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 inclusive world, disability, neurodiversity, transgender awareness, poverty in the UK, sustainability and public sexual harassment.

### **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, Remembrance Day, gender-based violence, holocaust, racism, protected characteristics and gypsy roma & traveller history.

### **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 31<sup>st</sup> August 2023 was based on 'Inclusion' and 'ADHD'. The topics covered were as follows.

- **Inclusivity is everyone's business**  
This session was delivered by our Inclusion Manager and provided an understanding of how and why inclusion is everyone's business in the workplace. Staff were informed of how many EHCP's Bishop Auckland College have in place for our students and the importance of identifying support required at an early stage.
- **ADHD**  
This session followed on from the above and was delivered by Elaine Atkinson from Durham County Council. The aim of the session was to identify the needs of CYP with attention difficulties; to look at meeting the needs of children and young people using evidence-based practices; to understand available advice, resources and support across County Durham for schools and families; and to understand the process and graduated approach for accessing further advice and support for CYP with more complex needs.

All staff are encouraged to complete the Level 2 Equality and Diversity flexible learning course which will ensure that once completed, all staff have the same level of knowledge on this subject. Alongside this, staff are expected to complete an annual refresher course on equality and diversity.

## 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.

## 6.0 Local Demographic Data

The population of County Durham is 521,346 according to mid-2021 population figures published by the ONS. County Durham's population growth rate between mid-2020 and mid-2021 was 0.6% per year. County Durham covers an area of 2,226 square kilometres (859 square miles) and has a population density of 234 people per square kilometre (km<sup>2</sup>), based on the latest population estimates taken in mid-2021.

According to the latest 2021 census, the population in County Durham is predominantly white (97%), with non-white minorities representing the remaining 3% of the population.

The median average age in County Durham in 2021 was 44.1, with over 18s representing 84.2% of the population. The sex ratio was 95.6 males to every 100 females. Compare average age by area.

In 2021, the urban population of County Durham was approximately 281,825 or 55%, while the rural population was around 231,417 or 45%.

The largest religious group in County Durham is Christians who account for 55% of the population.

English is spoken as the main language by 98.1% of people in County Durham, and spoken either well or very well by 2% of the population. 0.2% reported having poor English language skills.

**Other key Messages:**

- The number of children aged 0-15 remained relatively static at around 88,000 in County Durham. Across England this group increased by 5.4%,
- Working aged people (16 to 64) fell by 1.7% in County Durham, falling to 326,200. Again, across England this figure increased by 4.5%,
- People aged 40-64 fell by 4.3% compared to a 5.2% increase across England. The fall in County Durham was greater in the male population than the female population.
- The retired population (aged 65+) in County Durham increased by 22.2%, rising to 113,700. Across England this age group increased by 21.7%,
- In County Durham the number of people aged 85 and over increased by 22.8%. Across England this group increased by 19.4%.

## 7.0 Staffing and Human Resources

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

### 7.1 Staff Data

#### Full Staff Profile data

*Based on 281 members of staff*

	Total	% of Total Staff
<b>Gender</b>		
Male:	82	30
Female:	199	70
Not known:	-	-
<b>Age Band</b>		
20 or under:	3	1
21-30:	28	10
31-40:	68	24
41-50:	60	21
51-60:	83	30
61 or over:	39	14
Not known:	-	-
<b>Sexual Orientation</b>		
Bi-sexual:	1	1
Gay/Lesbian:	3	1
Heterosexual:	231	82
Prefer not to say:	10	3
Not known	36	13
<b>Ethnic Origin</b>		
Chinese:	-	-
Asian or Asian British:	-	-
Other Asian	1	1
Black African:	-	-
Gypsy or Irish Traveller:	-	-
Indian:	-	-
Mixed Other:	1	1
Black Caribbean:	-	-
Pakistani:	-	-
Black-other:	-	-
White British:	252	88
White-other:	-	-
Not known:	27	10
<b>Religion</b>		
Agnostic:	3	1
Christian:	22	8
Church of England:	102	36
Hindu:	-	-
Methodist:	6	2
Muslim	1	1
Prefer not to say:	-	-
Roman Catholic:	25	9
No religion:	48	17



Not known	74	26
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**Disability**

Yes:	11	4
No:	240	85
Not known:	30	11

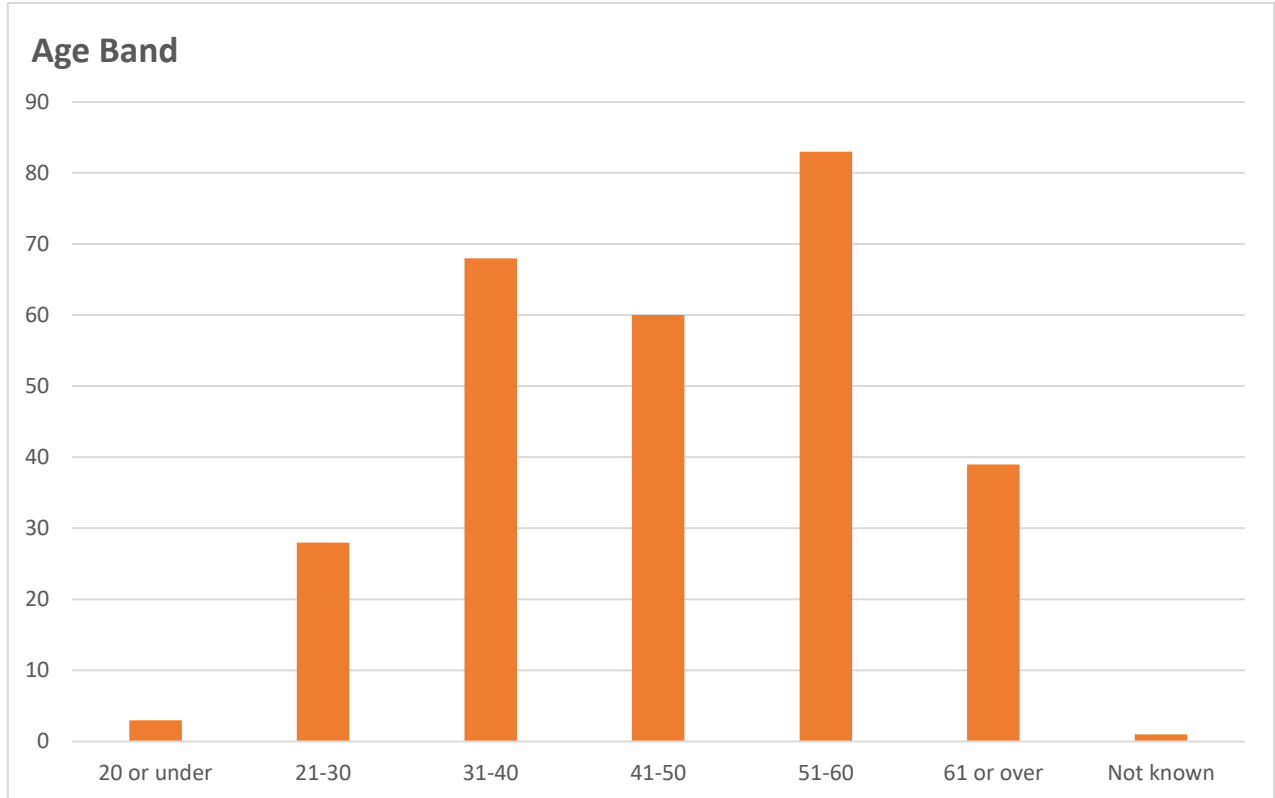
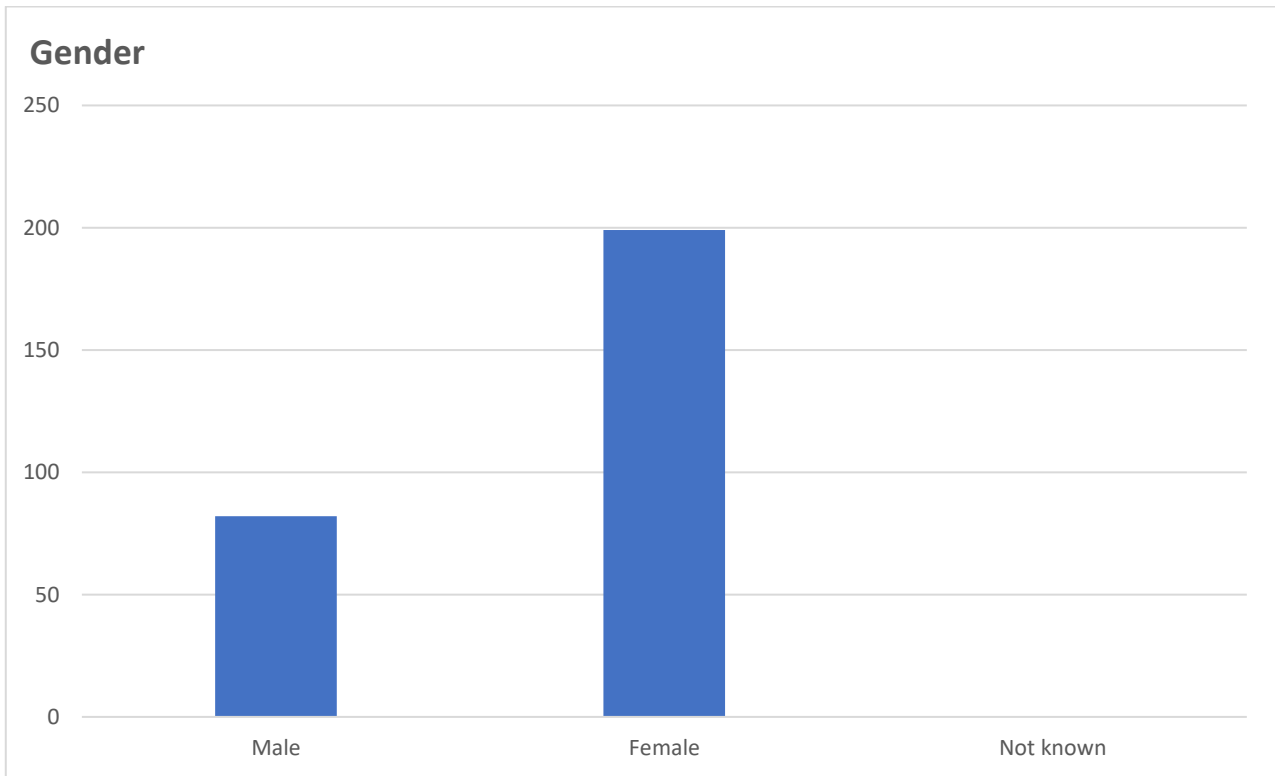
**Transgender**

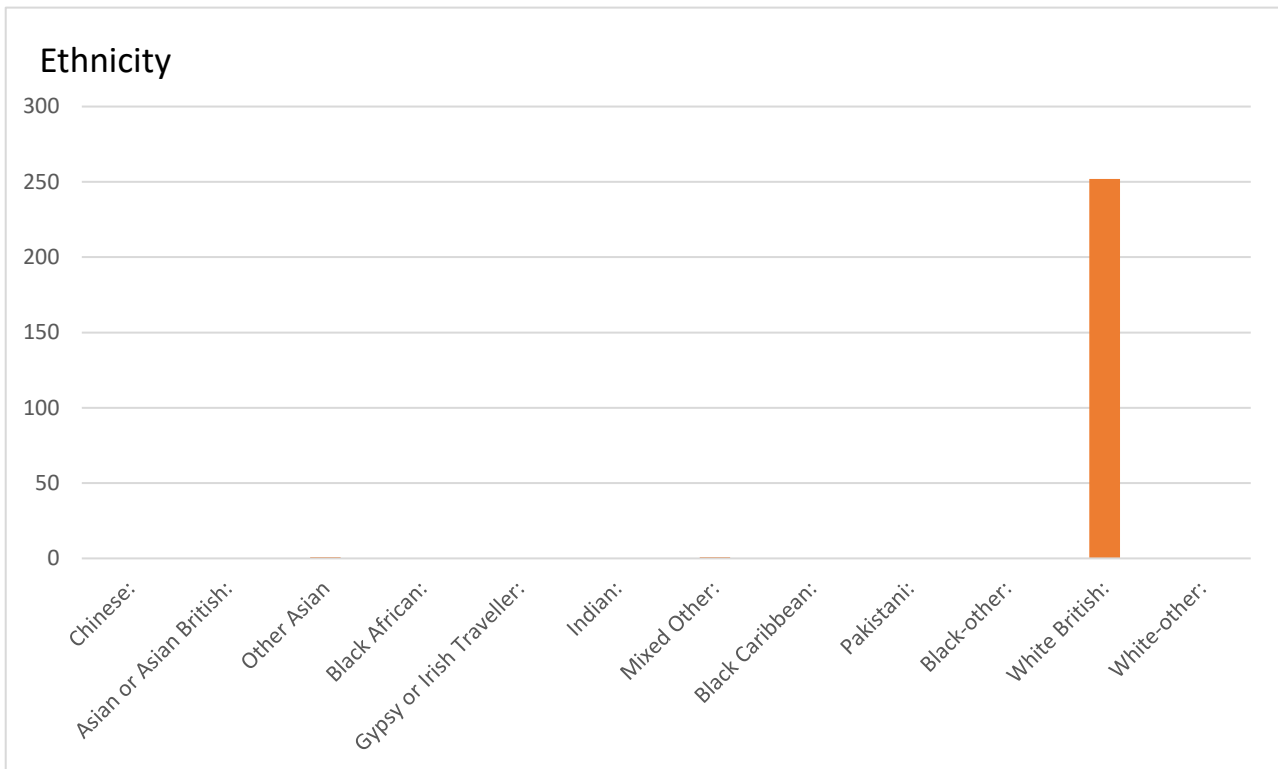
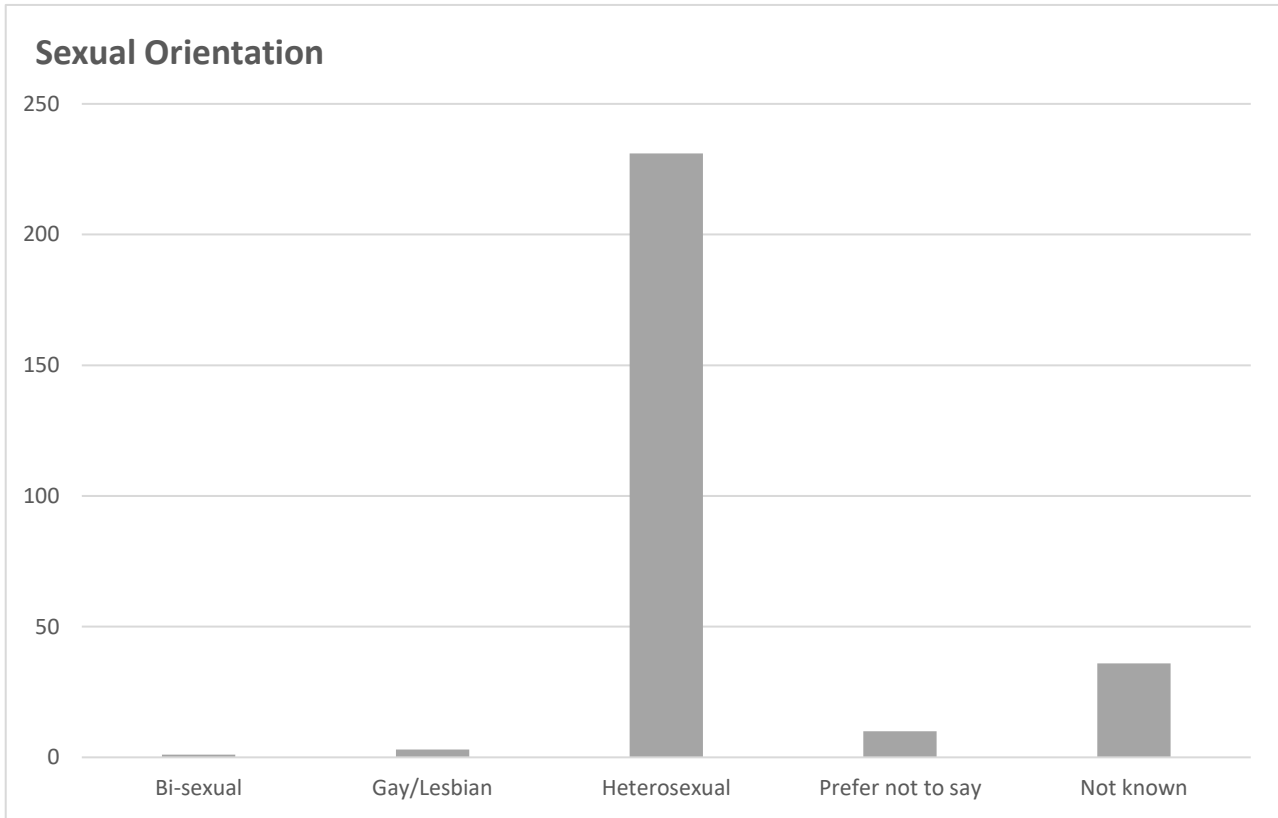
Yes:	-	-
No:	204	72
Not known:	77	28

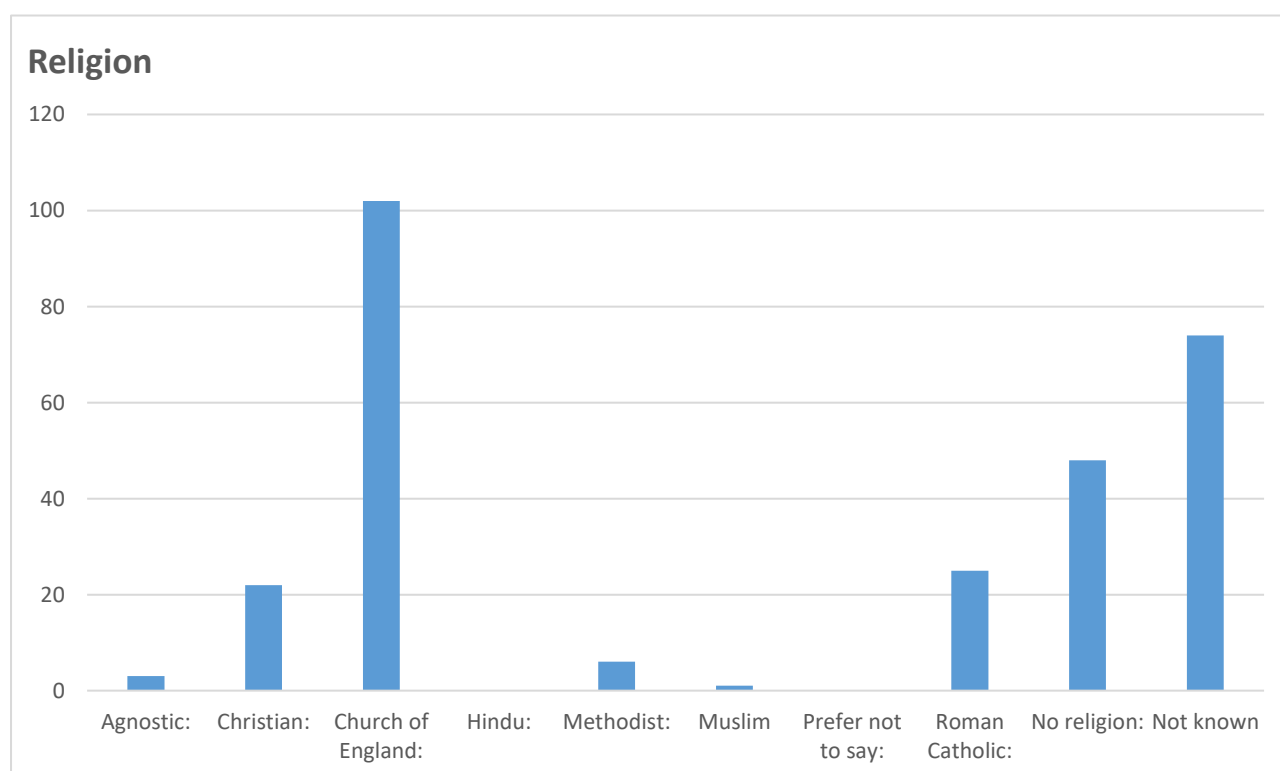
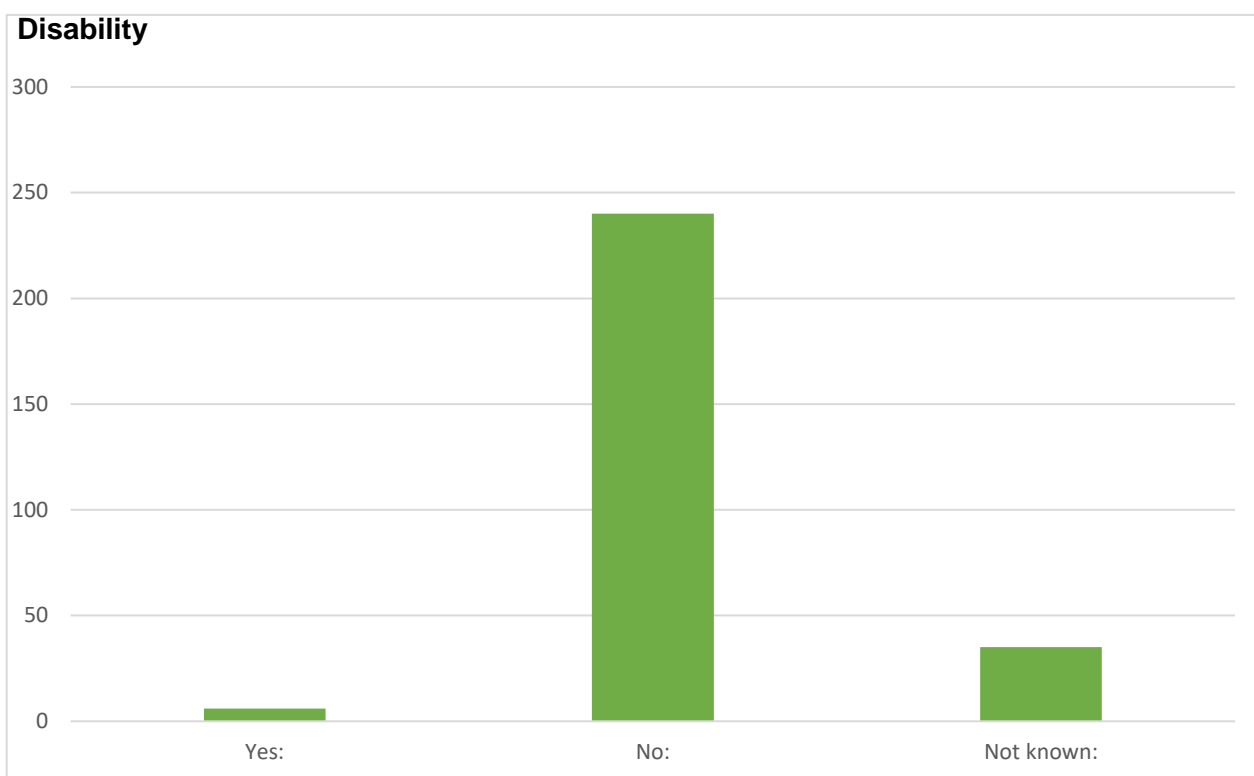
**Marriage / Civil partnership**

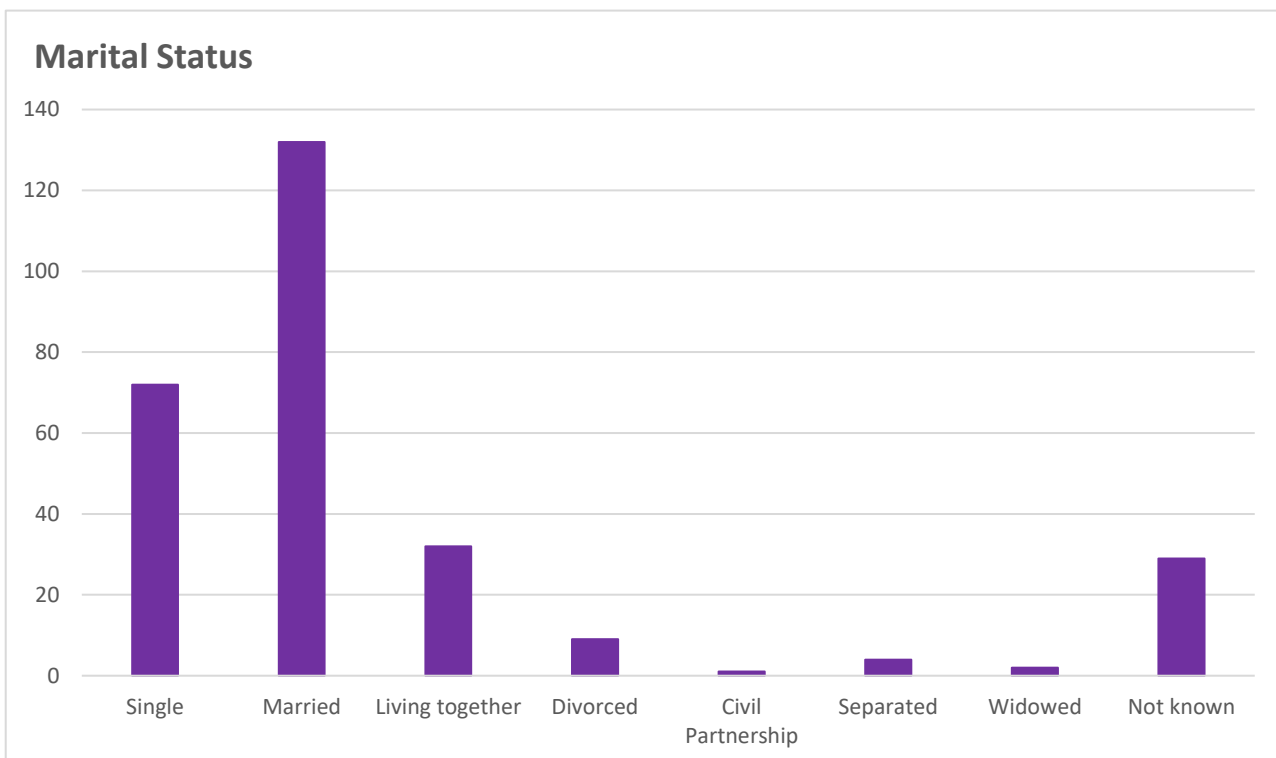
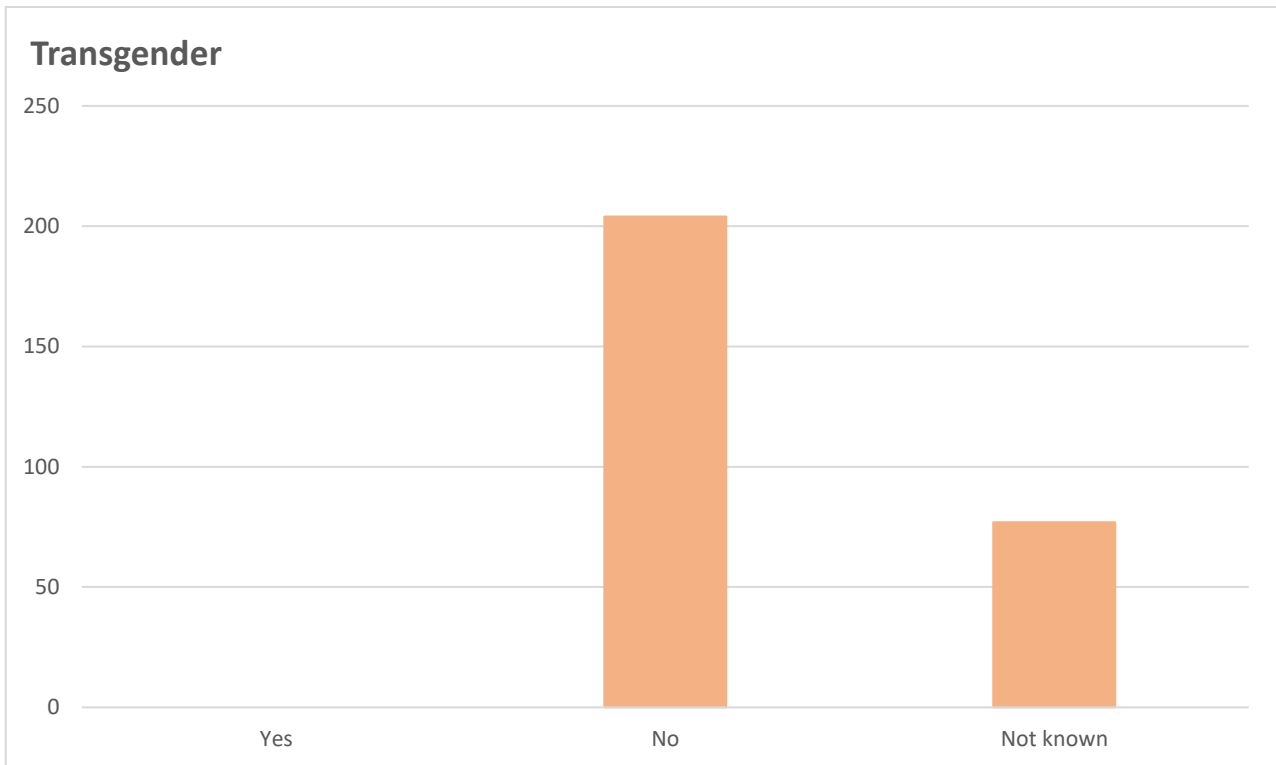
Single:	72	25
Married:	132	47
Living together:	32	11
Divorced:	9	3
Civil Partnership:	1	1
Separated:	4	2
Widowed:	2	1
Not known:	29	10

## Staff Profile Graphs









## **Key facts on Staff Profile**

### **Gender**

- There has been a margin reduction in the gap between male and female staff members.

### **Age Band**

- Numbers in the majority of the age groups remained largely the same in the 2022/23 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 slight increase in staff who have not disclosed their ethnicity from previous years.

### **Religion**

- The number of staff members disclosing affiliation to each religion in 2022/23 has remained much the same but there has been a change in the trend of recent years to show an increase in those who do not disclose.

### **Disability**

- The number of staff members disclosing that they have a disability has decreased in 2022/23 academic year.

### **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 2022/23 academic year.

## 7.2 Recruitment Figures 2022-23

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

### Recruitment Data - Based on 324 applicants

Gender						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Male</b>	84	26	57	68	19	34
<b>Female</b>	220	68	146	66	53	36
<b>Other</b>	1	1	1	100	0	0
<b>Not Known</b>	19	5	11	58	3	27

Transgender						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Yes</b>	0	0	0	0	0	0
<b>No</b>	279	86	189	67	66	35
<b>Not known</b>	45	14	26	58	10	39

Age Band						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>20 or under</b>	17	5	11	65	3	27
<b>21-30</b>	85	26	54	64	18	33
<b>31-40</b>	110	34	74	67	31	42
<b>41-50</b>	36	11	28	78	8	29
<b>51-60</b>	41	13	28	68	10	36
<b>61 or over</b>	13	4	7	54	4	57
<b>Not Known</b>	22	7	13	60	2	15

Sexual Orientation						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Bi-sexual</b>	14	4	9	64	4	44
<b>Gay/Lesbian</b>	10	3	3	30	0	0
<b>Heterosexual</b>	267	82	184	69	69	38
<b>Prefer not to say</b>	12	4	8	67	1	13
<b>Not known</b>	21	7	11	52	2	18

Ethnicity						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Black African</b>	6	1	1	17	0	0
<b>Black Caribbean</b>	1	1	0	0	0	0
<b>Chinese</b>	1	1	1	100	1	100
<b>Indian</b>	6	1	2	17	0	0
<b>Pakistani</b>	9	2	2	22	1	50
<b>White</b>	278	85	196	70	71	36

<b>Ethnicity</b>						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Other-Asian</b>	1	1	0	0	0	0
<b>Other</b>	1	1	0	0	0	0
<b>Not known</b>	21	7	13	62	3	23

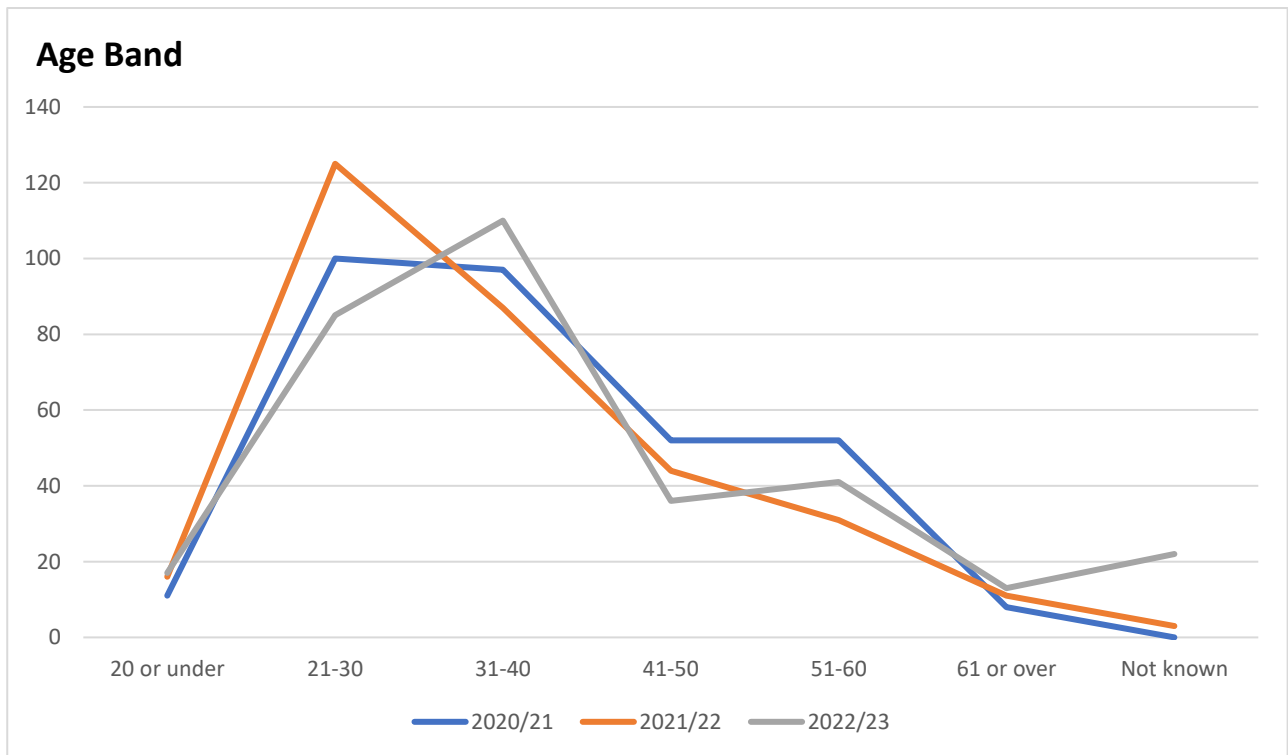
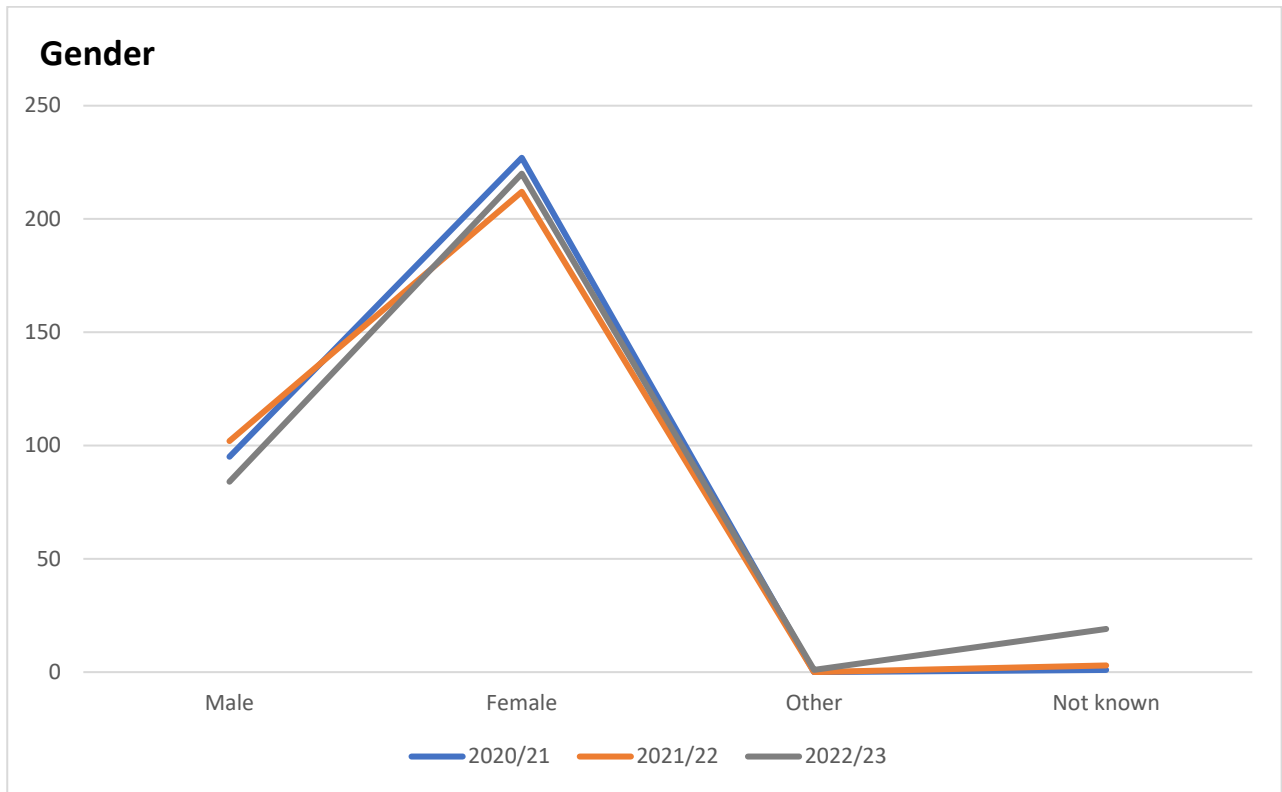
<b>Disability</b>						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Yes</b>	24	8	21	88	5	24
<b>No</b>	281	86	184	66	69	38
<b>Not known</b>	19	6	10	52	2	20

<b>Religion</b>						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Agnostic</b>	8	2	5	63	5	100
<b>Asatru</b>	1	1	1	100	0	0
<b>Atheist/No Religion</b>	128	40	95	74	35	37
<b>Catholic</b>	16	4	10	63	5	50
<b>Christian</b>	98	29	63	64	15	24
<b>Church of England</b>	15	4	12	80	8	67
<b>Hindu</b>	4	1	1	25	0	0
<b>Islam</b>	1	1	1	100	1	100
<b>Jehovah's Witness</b>	1	1	1	100	1	100
<b>Jewish</b>	1	1	1	100	0	0
<b>Methodist</b>	1	1	1	100	1	100
<b>Muslim</b>	4	1	1	25	0	0
<b>Not known</b>	42	12	21	50	5	24
<b>Roman Catholic</b>	3	1	1	34	0	0
<b>Spiritualist</b>	1	1	1	100	0	0

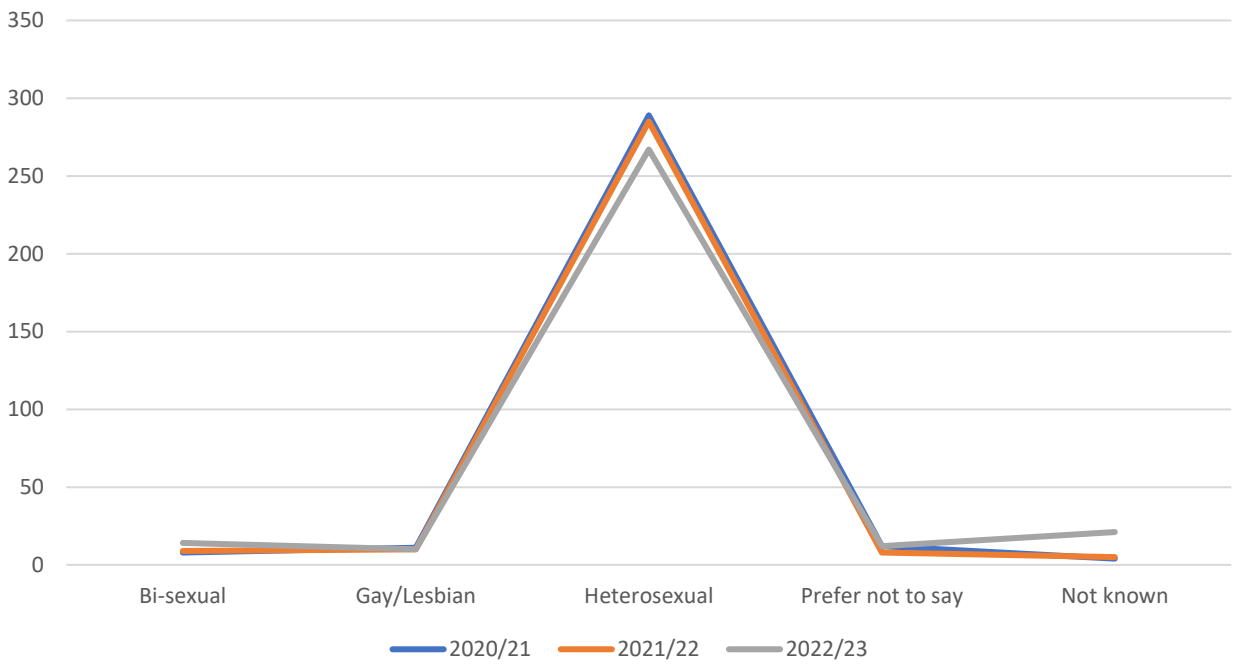
<b>Marital Status</b>						
	No. of Applicants	%	No. of Applicants Shortlisted	%	No. of applicants appointed	%
<b>Civil Partnership</b>	2	1	0	0	0	0
<b>Divorced</b>	11	3	8	73	2	25
<b>Living together</b>	63	19	51	81	20	39
<b>Married</b>	118	36	72	61	28	39
<b>Not known</b>	21	7	11	52	2	18
<b>Separated</b>	11	3	8	73	3	38
<b>Single</b>	95	30	63	66	19	30
<b>Widowed</b>	3	1	2	67	2	100



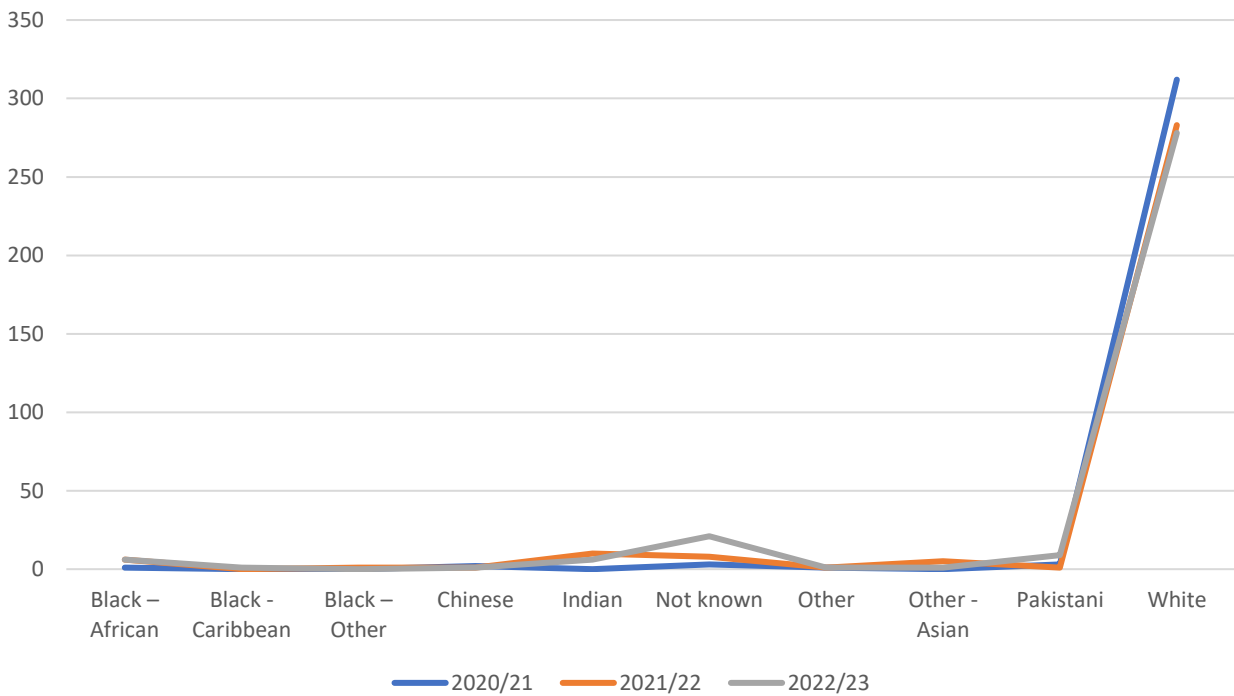
**Comparative Figures of recruitment applicants 2020-2023**

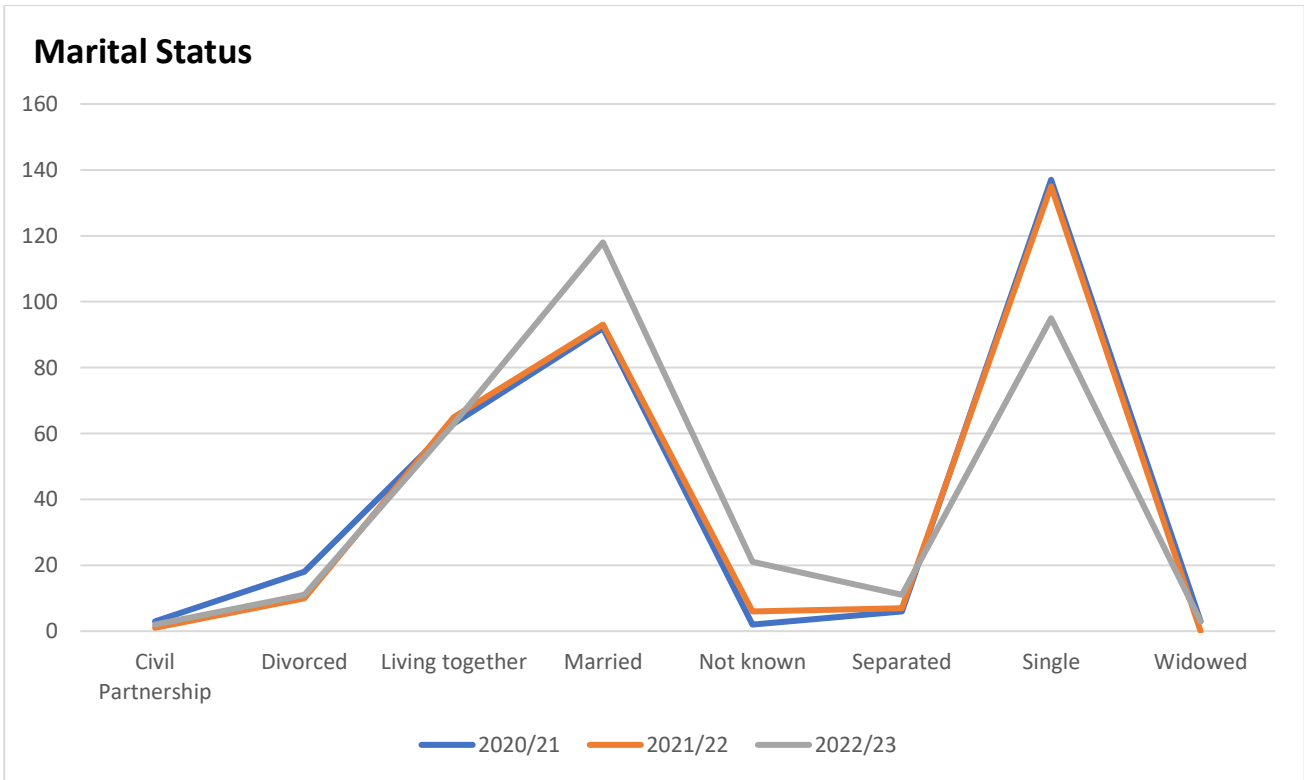
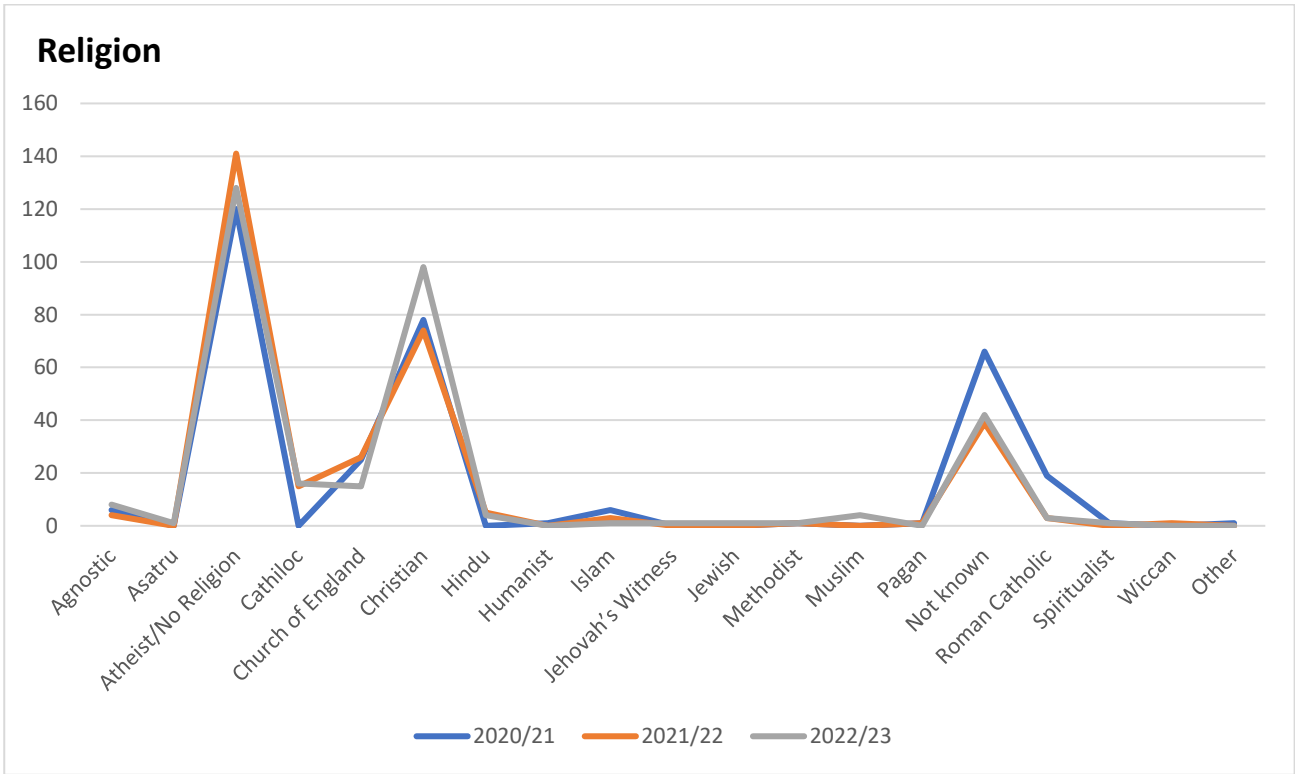


### Sexual Orientation

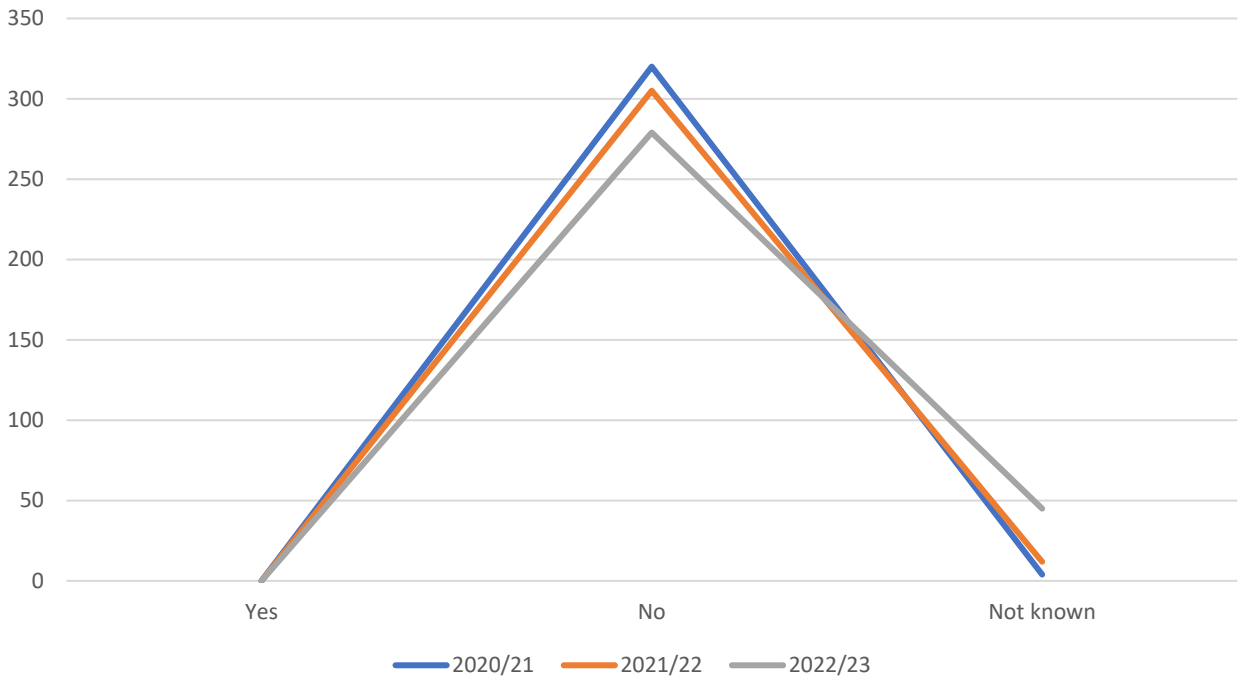


### Ethnicity

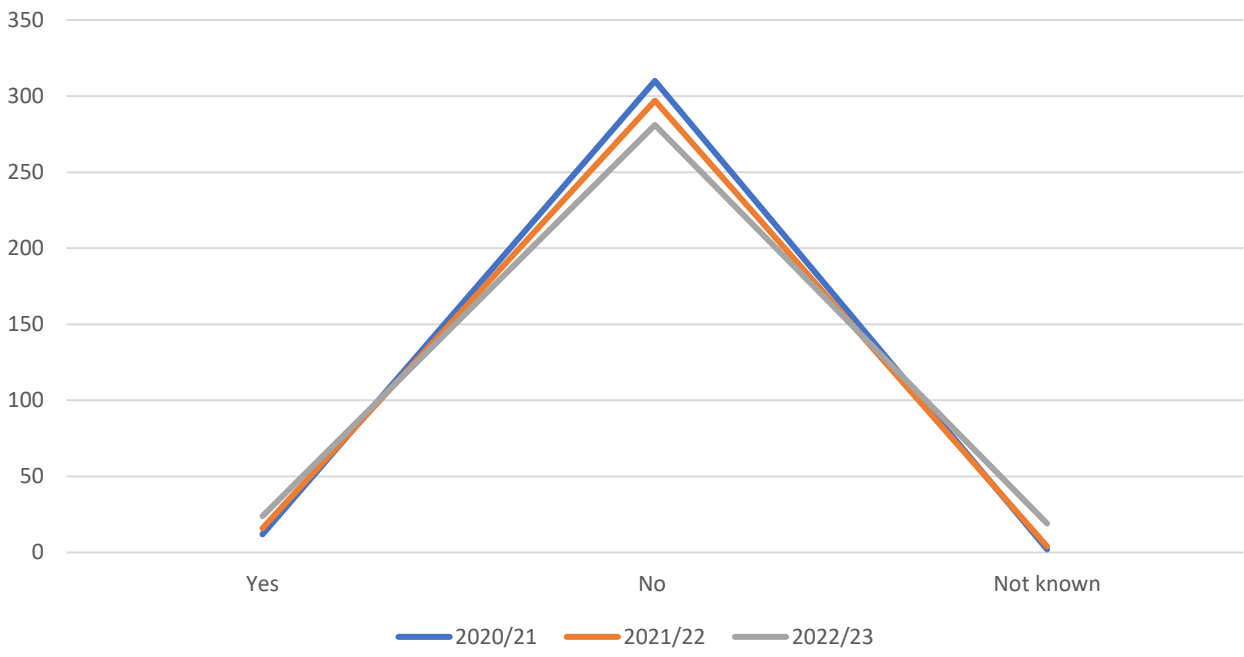




### Transgender



### Disability



## Key Facts on Recruitment Monitoring

- The report shows a slight increase in the number of applications received overall in comparison to the previous year.
- The number of applications from males has fallen from previous years and applications from females has increased slightly.
- Whilst a higher number of applications can be seen from female applicants, and a higher female staffing profile, the percentage of males and females who are shortlisted and appointed is equal which indicates no bias in recruitment.
- An increase can be seen in the number of applications received of those aged 31 - 40 and aged 51-60. There has been a decrease in applications received from those aged 21 – 30 from the previous year.
- Those disclosing their sexual orientation mirrored that of the previous report.
- The percentage of applications received from BME groups mirrored that of the previous report.
- The percentage of applicants disclosing they have a disability decreased in comparison to the previous report.
- Percentages of applicants disclosing their religion and marital status remained the same as those seen in previous years.
- 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 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.

### 7.3 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 those served by the College.

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

### 7.4 Disability Confident Employer

The College renewed the be 'Disability Confident Committed' award in September 2022, this will be in place until September 2025.

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



### 7.5 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 2022-23 are as follows:

Maternity Leave – 2 members of staff

Paternity Leave – 2 members of staff

Of the two members of staff who took maternity leave in 2022-23; one member of staff has already returned to work and one member of staff is still on maternity leave.

## 7.6 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 2022-23.

		Staff (%)	Students (%)	Corporation (%)	Comment
Gender	Male	30	44.1	69	The percentages of males to females have remained much the same as last year when comparing staff and student figures.
	Female	70	55.9	31	
	Not known	-	n/a	-	The percentage of males within the corporate board still remains higher than the staff/student profile, although positive action is being taken to increase the proportion of females on the Board.
Ethnicity	Bangladeshi	-	0.09	-	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	-	0.17	-	
	Pakistani	-	0.09	-	
	Asian or Asian British	-	0.31	-	
	African	-	0.46	-	
	Arab	-	0.23	-	
	Caribbean	-	0.14	-	
	Other Black	-	0.06	-	
	Chinese	-	0.11	-	
	Other Asian	1	0.37	-	
	White/Black African	-	0.17	-	
	White/Black Caribbean	-	0.14	-	
	Other Mixed	1	0.23	-	
	White Irish	-	0.14	-	
	White British	88	94.04	100	
	Other White	-	2.74	-	
Not given	10	0.20	-		
Other	-	0.28	-		
Gypsy/ Traveller	-	0.03	-		
Age Group	20 or under	1	31.63	-	The age groups of students have remained largely stagnant. The staffing profile, reflects a more even spread of staff across all age groups. The corporate board age group has changed slightly to ensure a more even spread.
	21-30	10	18.81	-	
	31-40	24	18.69	15	
	41-50	21	13.97	31	
	51-60	30	11.83	46	
	61 or over	14	5.47	8	
	Not known	-	n/a	-	
Disability	Yes	4	27.45	-	The number of disclosures regarding disabilities made by students remains relatively high.
	No	85	72.44	100	Corporate board members disclosing they have a disability has remained low.
	Not known	11	0.11	-	The number of disclosures from staff has remained similar.

## 7.7 Information on staff who have left the College in 2022/2023

### Data

*Based on 40 leavers*

	Total	% of Total Staff
<b>Gender</b>		
Male:	15	37
Female:	25	63
Not known:	0	0
<b>Age Band</b>		
20 or under:	1	2
21-30:	8	20
31-40:	14	35
41-50:	4	10
51-60	11	28
61 or over:	2	5
Not known:	0	0
<b>Sexual Orientation</b>		
Bi-sexual:	1	2
Gay/Lesbian:	1	2
Heterosexual:	32	80
Prefer not to say:	1	2
Not known	5	14
<b>Ethnic Origin</b>		
Chinese:	1	2
Asian or Asian British:	0	0
Other Asian:	1	2
Black African:	0	0
Gypsy or Irish Traveller:	0	0
Indian:	0	0
Mixed Other:	1	2
Black Caribbean:	0	0
Pakistani:	0	0
Black-other:	0	0
White Asian:	1	2
White British:	31	78
White-other:	0	0
Not known:	5	14
<b>Disability</b>		
Yes:	3	8
No:	33	82
Not known:	4	10
<b>Transgender</b>		
Yes:	0	0
No:	34	85
Not known:	6	15
<b>Marriage / Civil partnership</b>		
Single:	11	28
Married:	15	37
Living together:	6	15



Divorced:	3	8
Civil Partnership:	0	0
Separated:	0	0
Widowed:	0	0
Not known:	5	12

Staff members with varied characteristics of gender, age band, sexual orientation, ethnic origin, disability and marital status left employment during 2022/23. There were no areas of concern relating to equality & diversity raised by staff members in exit interviews.

### 7.8 Equality, Diversity & Inclusion information in relation to staff who were subject to Disciplinary action in 2022/23

Protected Characteristic	Key points	Action Required
Age	A mixture of ages demonstrates no obvious issues in this area	No action required
Disability	There was an equal number of staff members subject to disciplinary action who have/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 living together and single staff.	No action required

### 7.9 Equality, Diversity & Inclusion information in relation to staff who invoked the Grievance Procedure within 2022/23

Due to the low number of formal grievances taken out in 2022/23, 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 raising a grievance with regard to any protected characteristics.

#### 7.10 Equality, Diversity & Inclusion information in relation to staff were absent from work with sickness in 2022/23

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 2022/23, six staff members 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, 80% are female	No action required
Race	Of the top 5% of staff with regard to the highest Bradford score, all 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

#### 7.11 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

- For 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 are requested for various reasons and these have always managed to be 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 2022/2023, 100% of staff completed training on Equality, Diversity and Inclusion.

### **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.

### **Equality, Diversity and Inclusion information in relation to evaluations completed in 2022/23**

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

### **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.

## **7.12 Staff Benefits**

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

## **7.13 Mental Health**

Supporting staff and raising awareness of mental health and wellbeing is a priority for the College Group. The Group has a health and wellbeing working group which looks at ways in which staff could be further supported and awareness raised. 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 2022/23, this service is provided through Occupational Health by Let's Connect (formally Mind).

## **7.14 Staff Survey 2023**

In the annual Staff Survey undertaken in 2023, 98% of respondents agreed that they are familiar with the College's Equality, Diversity & Inclusion Policy.

## 8.0 Gender Pay Gap 2023

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)	£14.47	£14.10	£0.37	2.6%

### Median gender pay gap

	Male	Female	Monetary difference	Percentage difference
Median average pay (hourly rate)	£13.21	£11.88	£1.33	10%

### Mean bonus gender pay gap

	Male	Female	Percentage difference
Mean	0	0	Not applicable

### Median bonus gender pay gap

	Male	Female	Percentage difference
Mean	0	0	Not applicable

### Proportion of males and females receiving a bonus payment

	Male	Female	Percentage difference
Bonus payment	0	0	Not applicable

### Proportion of males and females in each pay quartile

Gender	Lower	Lower Middle	Upper Middle	Upper
Male	11%	32%	31%	32%
Female	89%	68%	69%	68%

## **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 an increase in the mean difference from males and females with the mean hourly for females at Bishop Auckland College being £14.10 and the mean hourly rate for males being £14.47.

There has been a further increase in the median difference in hourly rates with the median for females being £11.88 and the median for males being £13.21.

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.

## **9.0 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 %		
	20/21	21/22	22/23	20/21	21/22	22/23
16 - 18	1301	1261	1103	83.9%	82.2%	81.9%
19+	2006	1854	2124	93.7%	93.6%	92.5%

- There is a significant 10.7%-point gap between adults and young people however both age group are in line with national rates; adults +5.8 points and young people +0.7 points. The gap between young people and adults has narrowed slightly since 2021/22, +0.7% 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 increased to 66% for adults.
- Achievement in functional skills English generally is not good enough. In particular for 16–18-year-olds achievement rates across all levels are below national rates and draws into question the appropriateness of the qualification for this cohort. Achievement rates in functional skills English for adults were below national rates with the exception of level 2 however for adults' retention was the underlying issue.
- 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 87.1%. Although the gap remains it can be seen that low level maths and English are a significant factor in the achievement gap.

### Gender

	Starts			Achievement Rate %		
	20/21	21/22	22/23	20/21	21/22	22/23
Male (all ages)	1326	1466	1500	88.2%	90.0%	88.9%
Male (16-18)	662	655	605	84.0%	82.7%	81.0%
Male (19+)	664	811	895	92.5%	95.9%	94.2%
Female (all ages)	1981	1649	1727	91.0%	87.6%	88.8%
Female (16-18)	639	606	498	83.9%	81.5%	82.7%
Female (19+)	1342	1043	1229	94.3%	91.1%	91.3%

- The gap in performance between adult males and females has decreased slightly however males still outperform females (+2.9 points); in 2021/22 the gap was +4.8 points). The proportion of adult male to female enrolments has remained at a similar ratio as a result of work done by partners training people for jobs in the manufacturing sector; 42:58 from 44:56 in 2021/22.
- The gap between young female and male achievement rates at a headline level is not significant +1.7 points however has reversed since 2021/22 when it was –1.2. 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 %		
	20/21	21/22	22/23	20/21	21/22	22/23
Disability (all ages)	1003	1011	1034	85.1%	85.1%	84.0%
Disability (16-18)	591	597	526	82.1%	82.4%	82.3%

Disability (19+)	412	414	508	89.6%	88.9%	85.8%
No Disability (all ages)	2304	2104	2193	91.9%	90.5%	91.1%
No Disability (16-18)	710	664	577	85.5%	81.9%	81.3%
No Disability (19+)	1594	1440	1616	94.8%	94.4%	94.6%

- 47.6% 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 decreased slightly to 20.5% from 22.3% in 2021/22. The gap in performance has widened further to 8.8 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 +1.0. The biggest challenge faced by the College in this area continues to be 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 basic skills maths and English are low: 61.9%. The correlation between areas of the College with more students enrolled at lower levels, LLDD and low entry qualifications for maths and English is apparent.
- The quality assurance of learning support was embedded within the QA process for 2022/23 however further work is to be carried out to strengthen the outcome of the activity to lead to improvements in the provision of support to lead to independent learners.

## Ethnicity

	Starts			Achievement Rate %		
	20/21	21/22	22/23	20/21	21/22	22/23
BME (all ages)	161	173	199	88.8%	87.9%	83.4%
BME (16-18)	31	43	50	87.1%	72.1%	68.0%
BME (19+)	130	130	149	89.2%	93.1%	88.6%
Non BME (all ages)	3146	2942	3028	89.9%	88.8%	89.2%
Non BME (16-18)	1270	1218	1053	83.9%	82.5%	82.4%
Non BME (19+)	1876	1724	1975	94.0%	93.2%	92.8%

- 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 %		
	20/21	21/22	22/23	20/21	21/22	22/23
Ward uplift (all ages)	1820	1824	1829	89.4%	88.7%	87.6%
Ward uplift (16-18)	784	798	694	84.4%	83.3%	80.5%
Ward uplift (19+)	1036	1026	1135	93.1%	92.9%	91.9%
No uplift (all ages)	1487	1291	1398	90.5%	88.8%	90.5%
No uplift (16-18)	517	463	409	83.2%	80.1%	83.9%
No uplift (19+)	970	828	989	94.3%	93.6%	93.2%

- The ward uplift measure highlights the proportion of the College's students who come from disadvantaged areas. The statistics have remained the same as 2021/22, young people 63% and 53% 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 and this has been the case in 2022/23. The achievement for young people from ward uplift areas is now -3.4 percentage points lower than those from non-ward uplift areas and has declined from +3.2 percentage points in 2021/22. The issue is one of retention and given that economic factors as well as mental health were the main reasons for students withdrawing early, there is clearly a link with disadvantage. 43% of students were eligible for either discretionary or vulnerable bursary and this had a positive impact on retention. There appears to be a gap in the ability of the College to provide financial support to all students from disadvantaged areas which may be one of the root causes of this performance gap.
- For adults the performance gap is negligible at -1.3 points. The gap here is in enrolments with fewer adults enrolling on qualifications, this may also be an economic result.

### Additional Learning Support

Students aged 16-18 in receipt of learning support, which is linked to disclosure of an EHCP, now perform above (94.0%) their peers (93.5%) although the gap is negligible and support is clearly having a positive impact.

In regard to 19+ students, in receipt of learning support, which is linked to disclosure of an EHCP, 87/2124 - 4% of course entries in receipt of learning support performed 5.2% below their peers. This academic year, there was one foundation learning student which in previous years was not the case. If this learner was not considered, the figure would in fact be higher, closing the gap to a much more reasonable variance.

Areas of lower achievement for 19+ include foundation learning (as stated above) at 0%, Brickwork 33.3% and Painting and Decorating 66.7%. These areas will receive close scrutiny and intervention in 2023-24.

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.

Students aged 16-18 in receipt of learning support, with or without an EHCP, still perform below (91.6%) their peers (93.5%) although the gap is larger than previously, support is clearly having a positive impact in previous courses which were a concern. Examples of this are Foundation Learning 82.4% (21-22) compared to 90% (22-23) and Motor Vehicle 82.8% (21-22) compared to 92.9%, Plumbing 66.7% (21-22) compared to 87.2% (22-23) and Painting and Decorating 88.9% (21-22) compared to 100% (22-23).



Areas of notable lower achievement include Employability 83.3% which is known to require a higher level of support due to the number of learner's with disclosed needs. These areas will receive close scrutiny and intervention in 2023-24.

Students aged 19+ in receipt of learning support, with or without an EHCP are performing significantly below their peers at 88.9% compared to 97.4%. This is found primarily in Maths. This has already been identified and interventions have taken place through an increase of LSA support during evening classes.

### **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 adult's achievement rate of 93.7%.

### **High Needs Learners**

Learners with Education Health and Care Plans (EHCPs) and those with high needs achieve well EHCP 93.6% / 93.5% full college. The College's Inclusion team currently ensures support is provided for 129 learners with EHCPs, ranging from those in 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.

## **10.0 Equality Objectives 2023-24**

- Further strengthen the single equality scheme action plan by working with a consultant to independently review the objectives, actions and progress.
- Allocate learning support to adults who would benefit from receiving it to address identified learning difficulties.

## **11.0 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 Group 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 the Bishop Auckland College Group.