

## Equality, Diversity and Inclusion Annual Report 2020-2021

### Data Tables

#### Demographics

**Table 1 - Local and Regional Demographic Information**

	White		BME		Males		Females	
	No. (000)	%	No. (000)	%	No. (000)	%	No. (000)	%
England	45,313	87.5	6,497	12.5	25,515	49.2	26,295	50.8
N East Region	2,447	94.7	138	5.3	1,265	49.0	1,319	51.0
County Durham	488	96.4	18	3.6	248	49.0	258	51.0
Derwentside	86	97.7	2	2.3	43	48.8	45	51.2

(Source: Mid-Year Population Statistics May 2011 – based on census data published by the ONS)

#### Staff Profile (as at 31 July 2021)

**Table 2 - Staff Age and Gender Profile**

	TOTAL		16 – 25		26 – 35		36 – 45		46 - 55		56 – 65		66 +	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Male	42	31	1	0.7	5	3.7	8	5.9	15	11.1	12	8.9	1	0.7
Female	93	69	2	1.5	14	10.4	26	19.3	40	29.6	11	8.1	0	0
Total	135	100	3	2.2	19	14.1	34	25.2	55	40.7	23	17	1	0.7

- 24 staff are aged 56 or over (17.7%). Following a number of retirements last year this number has reduced from 21.8% last year.

**Table 3 - Gender Profile by Job Role**

	All Staff		Job Role					
			Management		Curriculum		Support	
Gender	No.	%	No.	%	No.	%	No.	%
Male	42	31	9	6.7	20	14.8	13	9.6
Female	93	69	4	3	50	37	39	28.9
Total	135	100	13	9.7	70	51.8	52	38.5

- The College's gender balance remains similar to last year, although we have seen a slight increase in the overall proportion of females. The proportion of females in the College is slightly higher than that reported in the Association of Colleges Workforce survey of 2019/20, where 64% are female and 36% are male but we do offer education in many predominantly female industries and the workforce represents our learners (see table 6).

**Table 4 - Staff Disability by Contract Type and Job Role**

	All Staff		Job Role					
			Managers		Curriculum		Support	
Disability	No.	%	No.	%	No.	%	No.	%
Yes	12	8.9	0	0	9	6.7	3	2.2
No	115	85.2	13	9.7	55	40.7	47	34.8
Unknown	8	5.9	0	0	6	4.4	2	1.5
Total	135	100	13	9.7	70	51.8	52	38.5

- Work has been undertaken in recent years to clarify the figures on the number of staff declaring themselves as disabled, and to reduce the number of unknowns. Because the percentage of college staff declaring a disability remains low at 8.9%, a piece of work will be undertaken in 2021-22 to reconcile the data with staff and ensure an up to date and accurate picture is obtained. All job adverts include an equality statement and the College operates a much more visible guaranteed interview scheme than previously. It is acknowledged more work needs to be done in ensuring our vacancies are accessible to different groups and this has been identified in the E,D & I self- assessment and action plan.

**Table 5 - Staff Ethnicity**

	All Staff		Job Role					
			Managers		Curriculum		Support	
Ethnicity	No.	%	No.	%	No.	%	No.	%
BAME	2	1.5	0	0	2	1.5	0	0
White British	128	94.8	11	8.2	67	49.6	50	37
White Other	5	3.7	2	1.5	1	0.7	2	1.5
Total	135	100	13	9.7	70	51.8	52	38.5

- Again, the College has done significant work to ensure the figures represented here are accurate. The College currently has only two members of staff from the Black and Minority Ethnic (BAME) groups and five who are White Other. This profile is lower than that in the local demographic (2.3% BAME in Derwentside and higher across County Durham (3.6%) and the North East region (5.3%)) and the profile of learners (see Table 7). It should also be noted that the two members of staff identifying as BAME are not based in Derwentside. More work is planned in this area and will be explored further with the E,D & I committee this year.

## Learner Profile (Academic year 2020-2021)

**Table 6 – Achievement Rates by Learner Age and Gender Profile**

	16 - 18				19 +				All Ages			
	Participat %		Achievement %		Participat %		Achievement %		Participat %		Achievement %	
	M	F	M	F	M	F	M	F	M	F	M	F
<b>Classroom</b>	43.5%	56.5%	92.2%	95.4%	25.0%	75.0%	96.7%	97.6%	30.4%	69.9%	94.8%	97.1%
<b>Apps</b>	51.4%	48.6%	70.3%	65.7%	24.3%	75.7%	61.9%	60.2%	27.9%	72.1%	63.9%	60.7%

- Female participation is significantly greater (50.0%) than male on 19+ classroom programmes compared to a difference of only 7.4% in 2019-20. This is due to the increased proportion of learners studying on Care centred Sector Based Work Academies and fewer learners taking the more practical Construction and Engineering courses due to COVID-19 restrictions. In apprenticeship programmes, participation of males is 41.6% lower than females due mainly to the significant Health and Social Care provision in a sector that is predominantly female. The College strives to ensure that it positively promotes and portrays both genders in these areas.
- For all ages, there are no significant achievement rate gaps for males and females on both classroom and apprenticeship programmes.

**Table 7 – Achievement Rates by Learner Age and Ethnicity Profile**

	16 - 18				19 +				All Ages			
	Participat %		Achievement %		Participat %		Achievement %		Participat %		Achievement %	
	White	BME	White	BME	White	BME	White	BME	White	BME	White	BME
<b>Classroom</b>	84.5%	15.5%	94.0%	94.2%	95.3%	4.7%	97.5%	94.1%	92.2%	7.8%	96.6%	94.1%
<b>Apps</b>	98.6%	1.4%	68.3%	50.0%	88.2%	11.8%	60.2%	63.4%	89.6%	10.4%	61.4%	63.2%

- The proportion of learners from BME groups on both classroom and apprenticeship programmes overall are 7.8% and 10.4% respectively, demonstrating a small decrease in both compared to the previous year. These values remain higher than in the local demographic area. However, the difference is largely due to the quantity of national delivery mainly in the Health and Social Care. The reduction is due to reduced number of learners on programme out of region. The College will continue to aim towards raising participation among BME groups across all programmes.
- In terms of achievement rates, there are no significant differences in the achievement of White and BMI learners across both classroom and apprenticeships programmes. In 2019-20, BME apprentices performed significantly less well (difference 17.1%) compared to White learners.

**Table 8 – Achievement Rates by Learner Age and Learning Difficulty / Disability / Health Problem Profile**

	16 - 18				19 +				All Ages			
	Participat %		Achievement %		Participat %		Achievement %		Participat %		Achievement %	
	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
<b>Classroom</b>	64.0%	36.0%	94.4%	93.4%	71.4%	28.6%	97.3%	97.6%	69.3%	30.7%	96.5%	96.2%

<b>Apps</b>	88.2%	11.8%	66.1%	82.4%	85.7%	14.3%	61.4%	55.9%	86.0%	14.0%	62.0%	58.8%
-------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

- Overall, 30.7% of college classroom learners have declared they have a learning difficulty / disability / health problem. This is a reduction of around 7% compared to 2019-20.
- In apprenticeship programmes, the participation rate of those with a declared learning difficulty / disability / health issue has increased from 11.6% in 2018-19 and 13.3% in 2019-20 to 14.0% in 2020-21. The College is continuing to look to ensure that prospective apprentices and employers are aware of the support available and not deterred by perceived barriers. Actions to improve progression from learner responsive to apprenticeship provision will be encouraged.
- Achievement rates on Classroom programmes are broadly similar across both groups, with those with a declared learning difficulty / disability / health issue achieving at 96.2%, compared to 96.5% for those without. On apprenticeship programmes, across all ages, there are no significant differences between achievement for those declaring a learning difficulty / disability / health problem compared those who do not. There is a larger difference (5.5%) in the 19+ apprenticeship category which will be monitored during 2021-22.

## **Equality, Diversity and Inclusion – Action Plan**

**August 2021 to July 2022**

<b>Action</b>		<b>Responsibility</b>	<b>Progress Update</b>
<b>Objective 1 – To ensure fair treatment for all learners and staff, particularly with regards to the protected characteristics;</b>			
<b>1.1</b>	<b><u>Policy and Procedure Review</u></b> To review a range of key policies and procedures during the year to ensure they meet the requirements of the Equality Act and represent best practice in this key area. Where necessary, these newly reviewed and any relevant existing policies may be re-launched or highlighted to raise awareness and ensure The College's stance in relation to discrimination, victimisation and harassment is clear to staff and learners. The use of inclusive pronouns should be incorporated into all policy reviews.	Equality, Diversity and Inclusion Committee JCNC	
<b>1.2</b>	<b><u>Equality Impact Assessments</u></b> To review the current process for EIA's and ensure a robust and meaningful exercise is undertaken in College when adopting new policies and practices, with appropriate equality considerations given. A new panel is to be formed with a view to reviewing EIA's on a regular basis, and a revised template is to be developed.	EIA task group (RHo, NWr, JEd, DLo)	
<b>1.3</b>	<b><u>Curriculum and tutorial involvement</u></b> To establish a programme of appropriate learner development, through the use of tutorials, lessons and other staff interactions which challenge discriminatory behaviours and ensure learners have appropriate awareness of equality issues. This should also ensure learners are comfortable to disclose any issues or ask for support. Additional focus to be given to E, D & I issues and activities in learner surveys and focus groups.	Curriculum subgroup	
<b>Objective 2 – To celebrate the diversity of our workforce and learners, and our society, by raising awareness, increasing understanding, leading events and campaigns, and promoting causes;</b>			
<b>2.1</b>	<b><u>External charter sign up</u></b> In addition to those already established (Disability Confident Employer, AoC Mental Health Charter) an exploration of further opportunities to demonstrate our	JCNC for employer schemes Curriculum group for learner schemes	

	<p>commitment to celebrating diversity. For example: Time to Change; Better Health at Work Award; BITC Race at Work Charter.</p> <p>Extending the College's Commitment to the next level of the Disability Confident Scheme (Disability Confident Leader) has already begun but will be pursued.</p>		
2.2	<p><b><u>E, D &amp; I Calendar</u></b></p> <p>Promote and celebrate equality events throughout the year, encouraging staff and learners to participate and sharing information via the E, D &amp; I calendar, potentially to include:</p> <ul style="list-style-type: none"> <li>• World Mental Health Day – 10<sup>th</sup> October</li> <li>• Black History Month - October</li> <li>• Transgender Awareness Week – 13<sup>th</sup> to 19<sup>th</sup> November</li> <li>• National Anti-Bullying Week – 16<sup>th</sup> to 20<sup>th</sup> November</li> <li>• World Aids Day – 1<sup>st</sup> December</li> <li>• International Day of People with Disabilities – 3<sup>rd</sup> December</li> <li>• International Human Rights Day – 10<sup>th</sup> December</li> <li>• Holocaust Memorial – 27<sup>th</sup> January</li> <li>• International Zero Discrimination Day – 1<sup>st</sup> March</li> <li>• International Women's Day – 8<sup>th</sup> March</li> <li>• International Day of the Elimination of Racial Discrimination – 21<sup>st</sup> March</li> <li>• World Autism Day – 2<sup>nd</sup> April</li> <li>• Mental Health Week – Expected 9<sup>th</sup> to 15<sup>th</sup> May</li> <li>• International Day against Homophobia, Biphobia and Transphobia – 17<sup>th</sup> May</li> <li>• Carers Week – Expected Mid June</li> <li>• Men's Health Awareness Month - June</li> </ul>	Equality Diversity and Inclusion Committee	
<b>Objective 3 – To compile and monitor the college's equality action plan;</b>			
3.1	<p><b><u>Annual Equality, Diversity and Inclusion Report</u></b></p> <p>To produce an Annual Equality, Diversity and Inclusion Report, to be published on the College website, covering a wide range of issues and activity that has taken place during the year. This includes the Equality Objectives and this Action Plan and is agreed by the E, D &amp; I Committee and received by the Corporation Board.</p>	Chair of E, D & I Committee	

<b>3.2</b>	<b><u>Review of Terms of Reference and ongoing monitoring of progress against the equality action plan</u></b> Each Term, the Terms of Reference and the Equality Action Plan will be reviewed to ensure they remain relevant and actions are accomplished.	E, D & I Committee	
<b>Objective 4 – To ensure the college meets it's obligations under the Equality Act 2010;</b>			
<b>4.1</b>	<b><u>Review recruitment practices</u></b> Review and redesign (where necessary) the recruitment process to ensure that the College strives to employ a workforce that is representative of the population it serves. Exploration to be undertaken to establish advertising routes (publications, websites and community groups) that attract and encourage applications from different backgrounds and ensure our practices are open and accessible.	JCNC	
<b>4.2</b>	<b><u>Staff Online training</u></b> The current E, D & I e-learning package appears comprehensive and robust however a formal review will take place to ensure it remains so.  It should also be ensured that staff receive regular updates and information on the work of the E, D & I Committee and it's subgroups.	JCNC  E, D & I Committee	
<b>4.3</b>	<b><u>Data gathering</u></b> Expand both staff and learner information reported in the Annual Equality, Diversity and Inclusion report to ensure trends and issues can be identified and resolved where necessary.	E, D & I Committee	
<b>Objective 5 – To monitor gaps in achievement between different groups of learners and make recommendations on how to close them;</b>			
<b>5.1</b>	<b><u>Annual Equality, Diversity and Inclusion Report</u></b> Report to be produced as in 3.1 which identifies any gaps in achievement which in turn is updated, discussed and acted upon at each Curriculum Subgroup meeting, with a view to ensure any previous gaps are closed by the end of the following academic year.	Curriculum subgroup	

Objective 6 – To drive positive attitudes around mental health and wellbeing, and caring for each other at work;			
6.1	<b><u>Health and Wellbeing Policy/Strategy</u></b> A new policy is to be drafted which drives positive attitudes and culture shift, setting out the College's priorities and approach to supporting staff health and wellbeing.	Wellbeing subgroup JCNC	