



# **EQUALITY AND DIVERSITY STATEMENT**

**2021/22**

## **Equality and Diversity Statement 2021/22**

At Gateshead College we want to ensure that we are a place where learners and staff feel they belong, where they are valued for being themselves and where there are no barriers to their success. Our approach to Equality and Diversity is underpinned by the College values, specifically 'Respect Others', 'Take Responsibility', 'Have Courage', 'Be Creative' and 'Work Together'. Working in line with our values enables us to provide a supportive environment and champion equality, diversity and inclusion making sure that we work hard to meet the needs of different people and taking deliberate action to create environments where everyone feels respected and able to achieve their full potential.

Inclusion is an attitude and approach that embraces diversity and differences, celebrates individuality and promotes equal opportunities for all. It is about positively striving to meet the needs of different people and taking deliberate action to create environments where everyone feels respected and able to achieve their full potential.

We will not tolerate any form of prejudice, discrimination, victimisation or harassment against learners, employees, or members of the public. Everyone who studies and works here has a responsibility to ensure that learners and colleagues are free to pursue their College and work lives without any kind of harassment or discrimination. We will continue to develop, promote, embed and evaluate our actions and approach so that college and work life is systematically and continuously improved for everyone.

### **Our Public Sector Duties**

Everyone should have the opportunity to flourish in an inclusive environment. We take a proactive approach to advancing equality and inclusion for all of our learners, staff and stakeholders. Gateshead College has a legal duty to comply with the requirements of The Equality Act 2010 which seeks to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations.

The Equality Act protects individuals from discrimination. It means that discrimination or unfair treatment on the basis of certain personal characteristics are against the law in almost all cases this includes the following 'protected characteristics':

- Age
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual Orientation
- Disability.

### **The Single Equality Scheme**

It is deemed good practice to have a Single Equality Scheme in order to identify and focus on key objectives/priorities. The scheme forms part of our strategic framework to comply with The Equality Act 2010. This framework also includes the College Equality & Diversity Policy. This

scheme describes how we will fulfil our statutory duties to:

- promote equality of opportunity and diversity;
- eliminate discrimination, harassment and victimisation;
- place the advancement of inclusion, equality and diversity at the centre of what we do;
- ensure that the College operates best practice as an employer and service provider in pursuit of equality and diversity.

The equality scheme's action plan is an evolving document that is reviewed and updated annually and monitored via the College's EDI Steering Group.

The action plan is used to assess progress towards improving equality and diversity.

Our objectives are:

1. To continue to build knowledge, understanding and commitment to equality and diversity for all members of the college community.
2. To provide an environment that is inclusive for learners and other customers.
3. To provide a living, studying and working environment where all of our learners can learn, achieve and prosper.
4. To maintain and, where possible, increase the diversity of the staff and deliver a fair and supportive working environment for all.
  - Maintaining mental health and wellbeing, having resilience to be supportive to others in times of change.
  - To build capacity to inclusively manage, advancing equality of opportunity for all employees.
  - To make a strong and visible commitment to equality and diversity, supported by a clear action plan and effective leadership.
5. To better understand and meet diverse customer needs within our college, community and society.
  - To promote and enhance access to our services, premises, facilities and information for the benefit of learners, staff and the wider community.
  - To provide high quality services that are accessible to all and continuously improving.
  - To engage with diverse communities in relation to the provision of further and higher education to the public.
6. To ensure that major strategic decisions are made with an awareness of their consequences for different groups of people and those with managerial responsibilities demonstrate inclusive leadership behaviours.
7. To provide activity which promotes the protected equality characteristics.

## **Our People**

We collect and analyse data across a wide range of college activities to monitor what effect these have on people with protected equality characteristics. The data presented here is a sample of the data we collect. Where the data suggests possible issues of equality any further investigation, remedial action and impact of that action will be recorded in our Single Equality Action Plan. The data in this statement is accurate at the end of the academic year 2021/22.

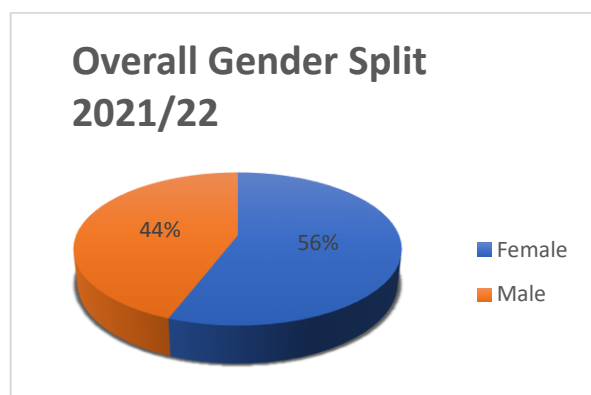
### **Staff Numbers**

As of 31/07/22, we employed 491 people who occupied 520 positions.

### **Overall Gender Split**

This data represents the split between genders (by headcount).

	<b>2021/22</b>	<b>2020/21</b>	<b>2019/20</b>	<b>2018/19</b>
Female	274	272	286	307
Male	217	198	232	244
<b>Total</b>	<b>491</b>	<b>470</b>	<b>518</b>	<b>608</b>



### **Further Gender Data**

#### **Gender by job role (by positions)**

	<b>Female</b>	<b>Male</b>	<b>Total</b>
Curriculum	203	145	348
Executive	2	3	5
Management	11	8	19
Support	79	69	148
<b>Total</b>	<b>295</b>	<b>225</b>	<b>520</b>

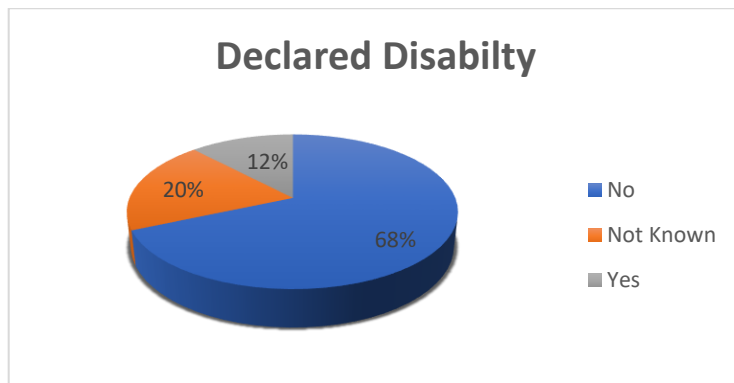
#### **Gender by contract type (by positions)**

	<b>Female</b>	<b>Male</b>
Casual	31	27
Full time	118	145
Part time	146	53
<b>Grand Total</b>	<b>295</b>	<b>225</b>

### Disability

This data shows self-declared disability by headcount.

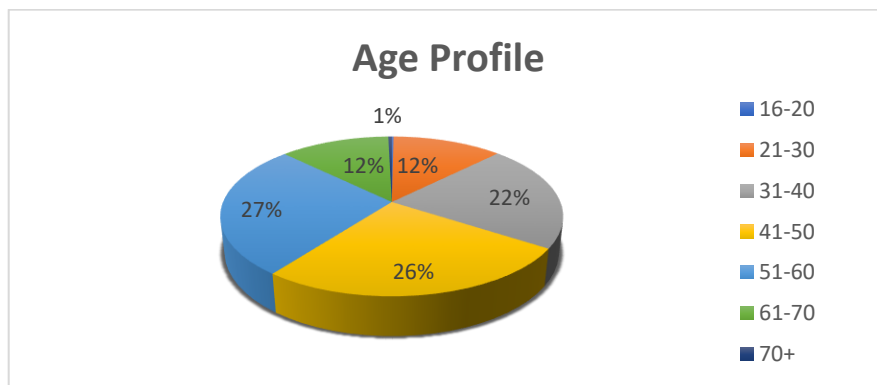
Response	Number	Percentage
No	336	68%
Not Known	96	20%
Yes	59	12%
<b>Grand Total</b>	<b>491</b>	<b>100%</b>



### Age Profile

This data shows the age profile by headcount.

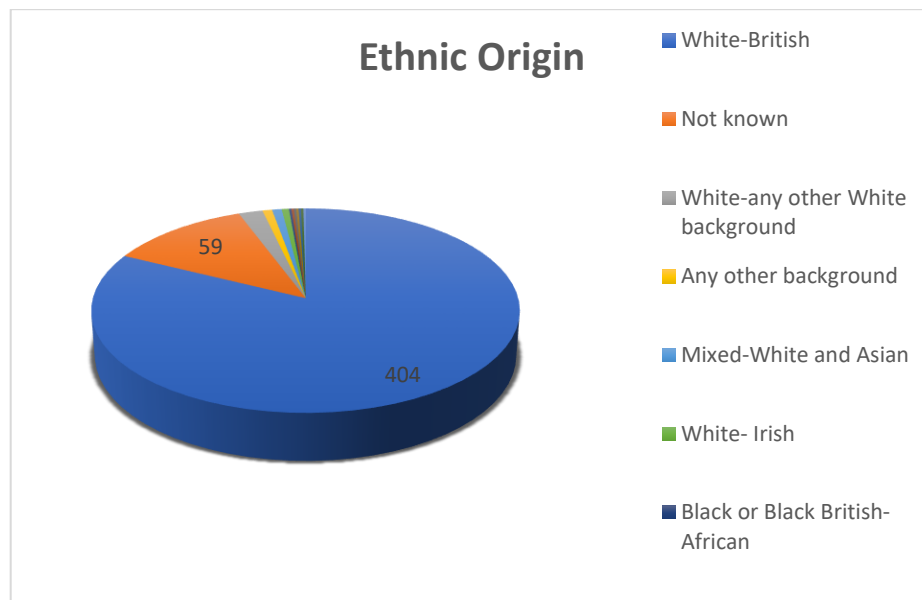
Age	Number	Percentage
16-20	1	0.2%
21-30	57	12%
31-40	104	21%
41-50	132	27%
51-60	134	27%
61-70	61	12%
70+	2	0.4%
<b>Grand Total</b>	<b>491</b>	<b>100%</b>



## Ethnic Origin

This data shows the declared ethnic origin of our employees by headcount.

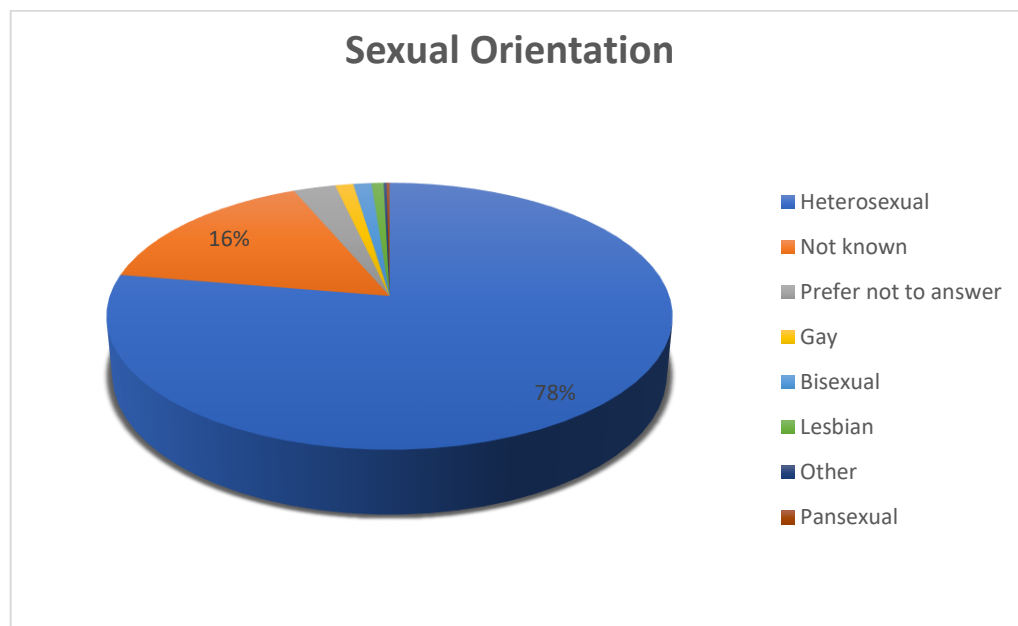
Ethnic Origin	Headcount	Headcount %
White-British	404	82%
Not known	59	12%
White-any other White background	10	2%
Any other background	4	1%
Mixed-White and Asian	4	1%
White- Irish	3	1%
Black or Black British-African	1	0.2%
Prefer not to answer	1	0.2%
Asian or Asian British-any other Asian Background	1	0.2%
Asian or Asian British-Indian	1	0.2%
Mixed-White and Black African	1	0.2%
Mixed-Any other Mixed background	1	0.2%
Asian or Asian British-Bangladeshi	1	0.2%
<b>Grand Total</b>	<b>491</b>	<b>100%</b>



### Sexual Orientation

This data shows the split between sexual orientation of our employees by headcount.

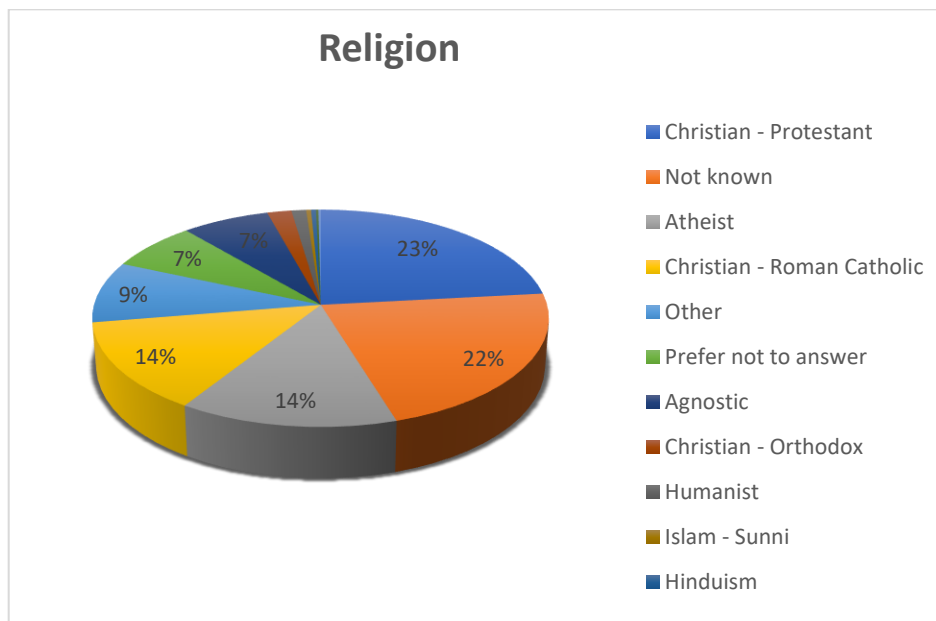
Sexual Orientation	Headcount	Headcount %
Heterosexual	389	79%
Not known	80	16%
Prefer not to answer	14	3%
Gay	6	1%
Bisexual	6	1%
Lesbian	4	1%
Other	1	0.2%
Pansexual	1	0.2%
<b>Total</b>	<b>491</b>	<b>100%</b>



## Religion

This graph represents the split between religions by headcount.

Religion	Number	Percentage
Christian - Protestant	120	24%
Not known	113	23%
Atheist	71	14%
Christian - Roman Catholic	69	14%
Other	47	10%
Prefer not to answer	37	8%
Agnostic	36	7%
Christian - Orthodox	10	2%
Humanist	6	1%
Islam - Sunni	2	0%
Hinduism	2	0%
Confucianism	1	0%
Judaism - Orthodox	1	0%
Total	491	100%

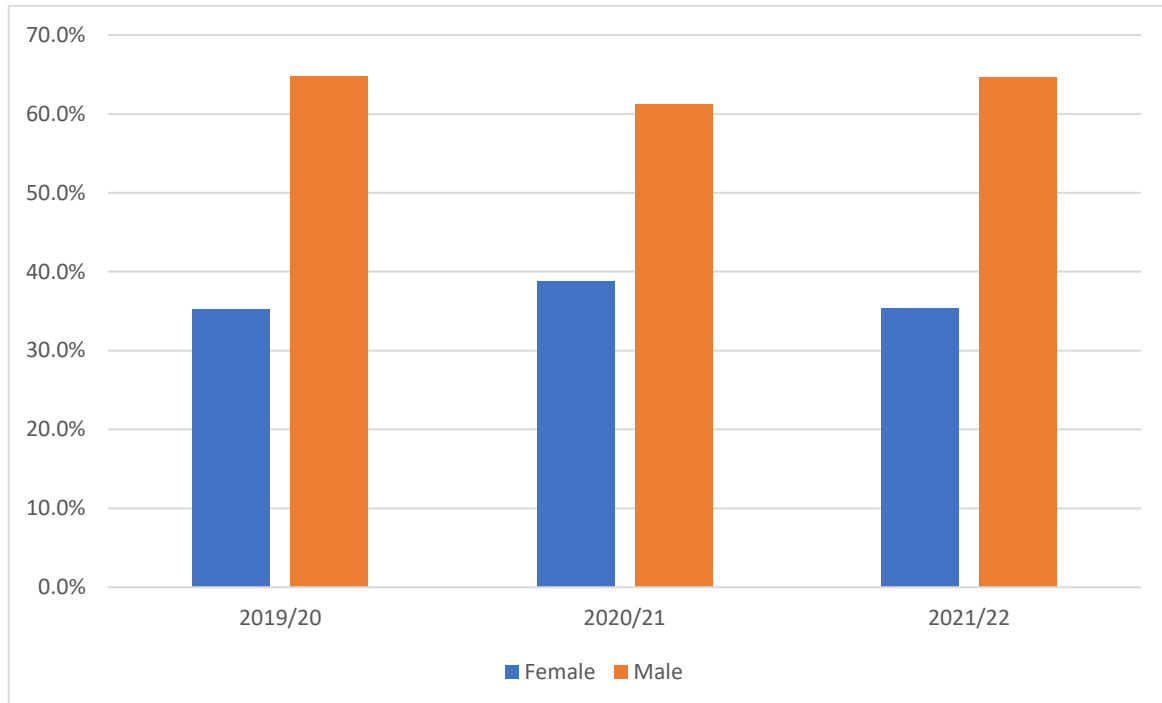




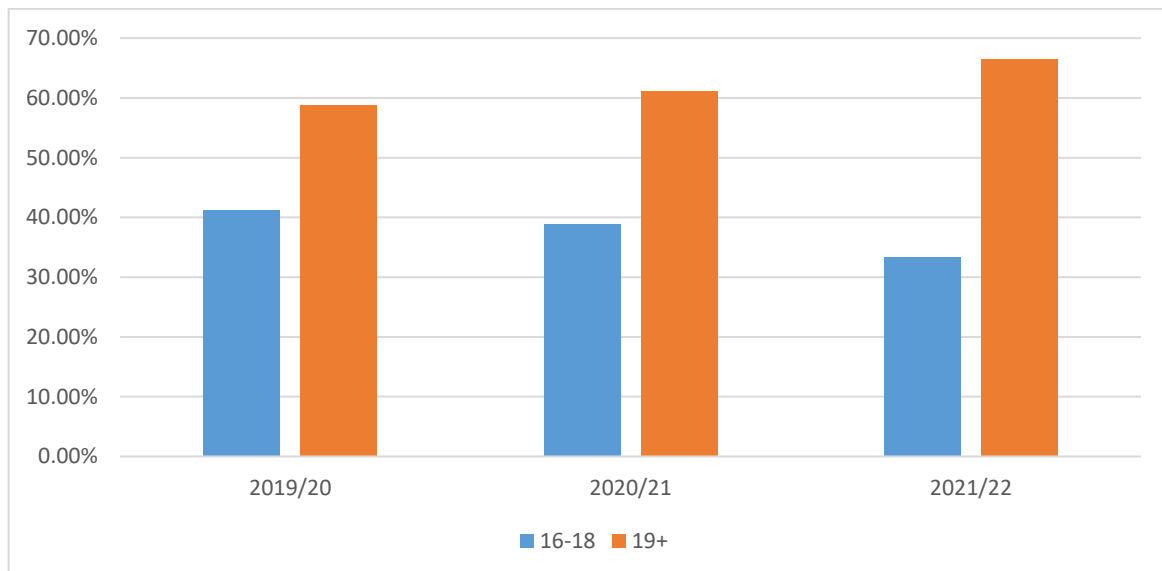
## Our Learners

We collect and analyse data across a wide range of college activities to monitor what effect these have on people with protected equality characteristics. The data presented here is a sample of the data we collect. Where issues are identified, the remedial action and impact of that action will be recorded in our Single Equality Action Plan and through the Self-Assessment process. The data in this statement is accurate at the end of the academic year 21/22.

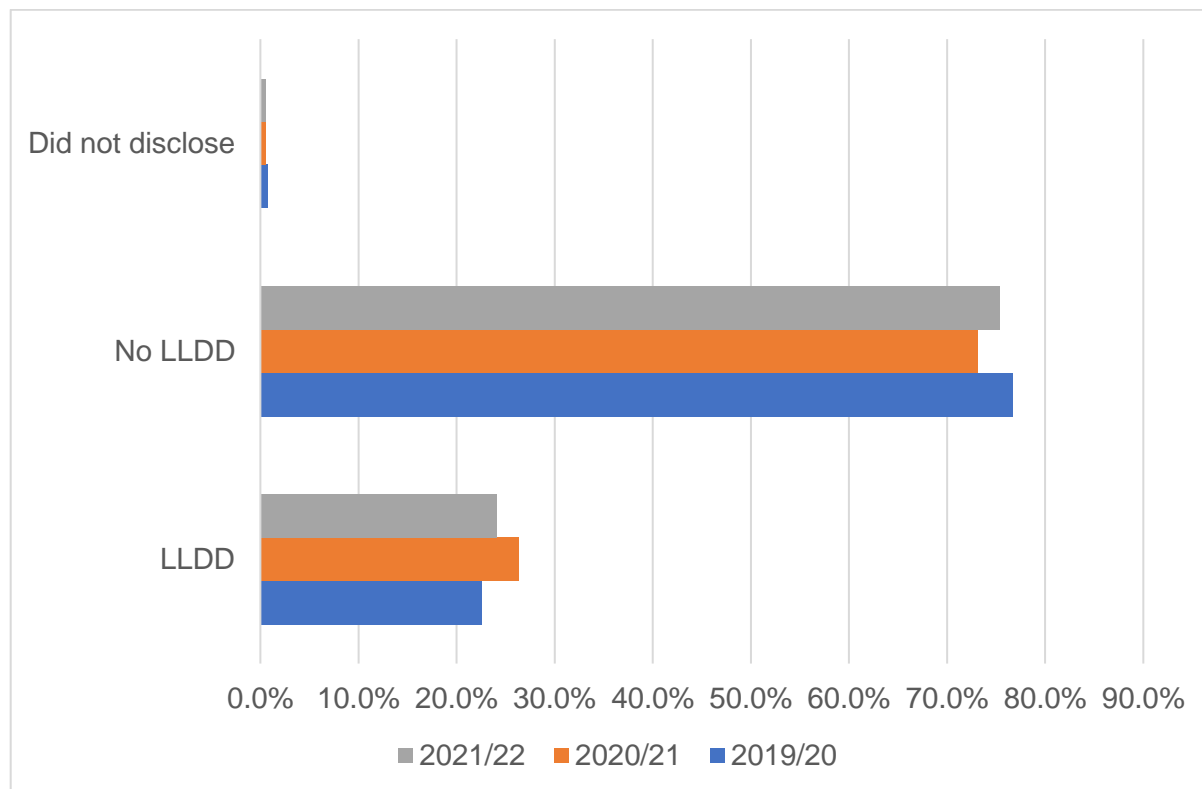
### Gender Comparison 3-Year Trend



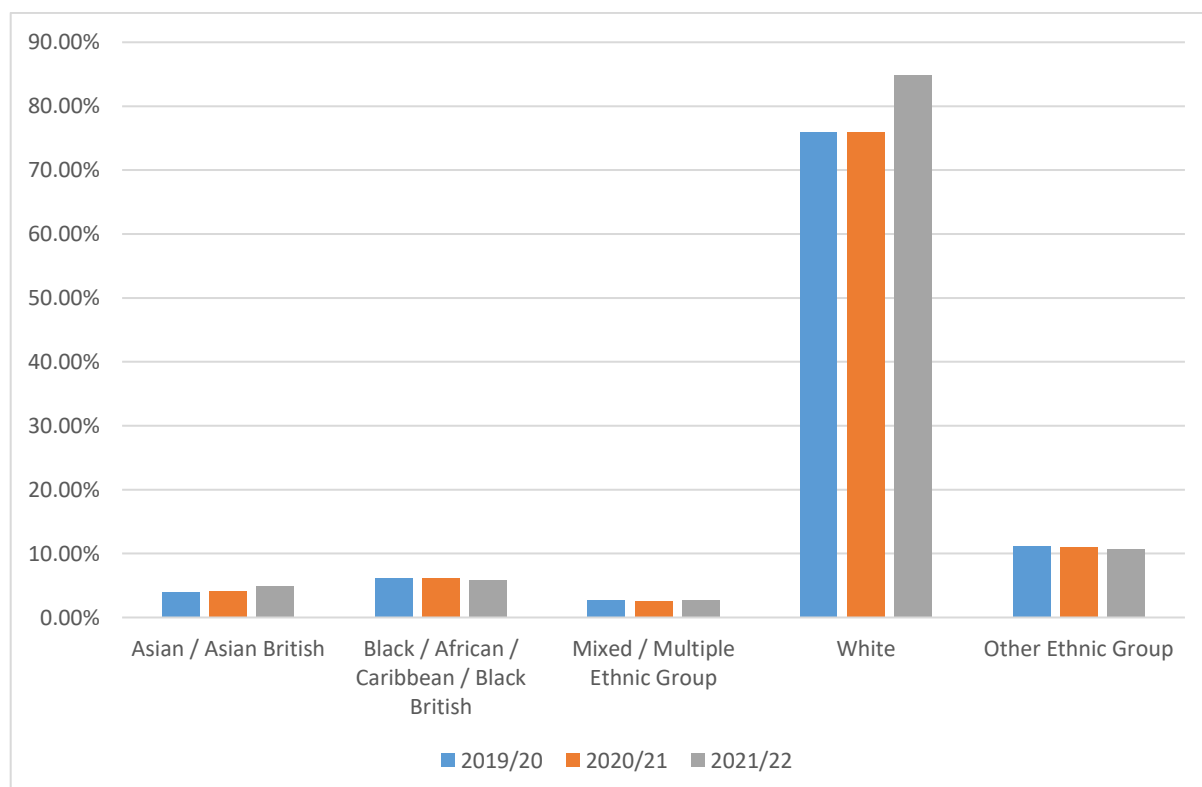
### Age Comparison – 3-year trend



### Learning Difficulty/Disability Comparison – 3-year trend



### Ethnicity Comparison – 3 Year Trend



## Learner Feedback

Gathering feedback from learners is central to what we do to ensure we put their views at the heart of decision making. We gather this in many ways including via Student Governors, learner journey reviews, surveys, focus groups and learner forums. Feedback from the annual end of year survey showed the following over a 3-year trend:

	% Agreeing with statement		
	I feel I am now more resilient and can see tasks through to the end	All students are treated fairly	The College is a safe place to learn and I feel safe at college
21/22	94.2%	93.6%	98.1%
20/21	96.2%	96.2%	98.9%
19/20	95.7%	94.6%	98.9%

## Narrowing Performance Gaps

### Age

16-18-year-olds and 19+ learners in Education and Training (E&T) provision at Gateshead College achieve at rates that are above the most recently published National Rates. In academic year 21/22, 16-18-year-olds achieved at 87.4% (+3.3% above most recent National Rate) and 19+ at 92.0% (+6.5% above most recent National Rate). The reason for a higher adult learner achievement rate is largely due to the higher proportion of short programmes of learning undertaken by adults which have higher achievement levels.

GATESHEAD COLLEGE 2021-22					National Rates 2020-21	
	Level	Leavers	Achievers	Achievement Rate %	Provider NR %	Diff to PNR %
16-18	All Qual Levels	4039	3529	87.4	84.1	+3.3
19+	All Qual Levels	7938	7304	92.0	85.5	+6.5

Young Apprentices aged 16-18 (at 62.3%) achieve at a slightly higher rate than adult apprentices (at 60.8%). Both rates compare favourably to the most recent published all ages national rate 57.7% (age split not available).

Gateshead College Apprentices in 21/22	
Achievement Rates (%)	
<b>16-18</b>	62.3
<b>19+</b>	60.8

## Qualification Levels

At all levels of learning, Gateshead College learners achieve at rates above the most recently published National Rates.

GATESHEAD COLLEGE 2021-22					National Rates 2020-21	
	Level	Leavers	Achievers	Achievement Rate %	Provider NR %	Diff to PNR %
16-18	Entry and 1	771	608	78.9	77.0	+1.9
16-18	2	1413	1233	87.3	83.9	+3.4
16-18	3	1855	1688	91.0	88.3	+2.7
19+	Entry and 1	2738	2396	87.5	87.4	+0.1
19+	2	4917	4655	94.7	84.4	+10.3
19+	3	283	253	89.4	75.7	+13.7

Level 2 provision for adults is particularly strong at 94.7%. Learners at Entry Level and Level 1 achieve at lower rates than learners studying at higher levels. Although this is consistent with national achievement patterns, it emphasises the additional support and encouragement required for learners studying at lower levels.

Level 2 (intermediate) apprentices, Level 3 (advanced) apprentices and Level 4 (higher) apprentices achieved in 21/22 at rates which reflect the increased difficulty of apprenticeships at higher levels.

Gateshead College Apprentices in 21/22	
Achievement Rates (%)	
<b>Level 2 (Intermediate)</b>	66.2
<b>Level 3 (Advanced)</b>	59.8
<b>Level 4 (Higher)</b>	53.3

## Gender

There is very little difference between the achievement rates of male and female learners at age 16-18. For adults, achievement rates differ due to the greater volume of males on high performing short programmes, and the greater volume of females on challenging one year HE Access programmes. A summary by gender and age is shown in the table below:

Gateshead College E&T Learners in 21/22		
	Achievement Rate – Female (%)	Achievement Rate – Male (%)
<b>16-18</b>	87.7	87.0
<b>19+</b>	89.1	93.2

Across all ages, male learners achieved at the rate of 91.6%, whilst Female learners at the rate of 88.5%.

### Disability/ Learning Difficulty

In 21/22, those declaring a learning difficulty or disability achieved at a rate of 88.0%, those declaring not to have a difficulty or disability achieved at 91.3%. The split by age group is as shown in the table below:

Gateshead College E&T Learners in 21/22		
	Achievement Rate – With Learning Difficulty or Disability (%)	Achievement Rate – No Learning Difficulty or Disability (%)
<b>16-18</b>	85.4	88.3
<b>19+</b>	90.1	92.5

### Ethnicity

The achievement rates for different declared ethnicities are shown below. The number of enrolments is small for some of the categories of ethnicity.

Gateshead College E&T Learners in 21/22		
	Leavers (Enrolments)	Achievement Rates (%)
<b>African</b>	549	88.3
<b>Arab</b>	502	82.7
<b>Bangladeshi</b>	43	88.4
<b>Caribbean</b>	10	90.0
<b>Chinese</b>	28	100
<b>Gypsy/Irish Traveller</b>	10	90.0
<b>Indian</b>	39	94.9
<b>Irish</b>	10	100
<b>Other</b>	618	88.5
<b>Other Asian</b>	348	86.5
<b>Other Black</b>	82	95.1
<b>Other Mixed</b>	73	84.9
<b>Other White</b>	704	91.1
<b>Pakistani</b>	80	93.8
<b>White British</b>	8550	91.4
<b>White/Asian</b>	108	89.8
<b>White/Black African</b>	73	91.8
<b>White/Black Caribbean</b>	46	84.8

### Areas of Disadvantage

Gateshead College staff work effectively to raise the expectations of learners who face particular disadvantage outside of College through low income, access to education and employment, skills and training, health and disability, crime, barriers to housing services and the living environment. More than half Gateshead College learners (51.9%) fall into the 20% most deprived according to the Index of Multiple Deprivation measure (IMD).

**Free School Meals**

There is no significant gap between those who are eligible for free school meals at 87.2% and those who are ineligible at 88.3%.