

# Equality and Diversity Report

**2015/16**

November 2016

## **Summary of Document:**

Report on the College's work in achieving its published objectives relating to Equality and Diversity.

Our commitment is to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations within the College community.

## **Manager Responsible for Document:**

Director of Learning  
Development

## **1 Introduction**

This is a whole organisation, strategic report in relation to the College's work in eliminating discrimination, harassment and victimisation; advancing equality of opportunity and fostering good relations.

## **2 Background and local Context**

North Tyneside is ranked as 138 out of 326<sup>[1]</sup> for the key borough level deprivation measure (average Lower Super Output Area score). The recruitment area of the College includes local authority wards that have some of the highest levels of deprivation in the country. The College's immediate catchment area has a mixed profile. 7% of North Tyneside's population (approximately 13,300 people) now live in areas within England's 10% most deprived areas. By contrast, towards the coast are some of the more affluent Tyneside areas.

North Tyneside has a small BME population at 4.9%<sup>[2]</sup>, of which 3.7% are from non-white origins, with a further 1.2% from white minority backgrounds. The largest group is the Asian and Asian British group and the largest minority faith is Islam. Most minority faith and BME groups are projected to grow in size over the next fifteen years.

21% of the population of the borough have a declared disability<sup>[2]</sup>, sensory loss or other long-term health condition. The disabled population is expected to grow slightly in line with an ageing population.

An estimated 1% of the population of North Tyneside are Trans, an estimated 1.1 gay or lesbian and 0.5% bisexual <sup>[2]</sup>.

47% of the population of North Tyneside are married, 0.2% are in a civil partnership, 32% are single, 10% divorced, 3% separated and 8% widowed <sup>[2]</sup>.

## **3 College Commitment**

The College celebrates and values diversity amongst its students, workforce and community. The College will treat all members of the College community with respect and dignity, and seek to promote a positive working and learning environment free from discrimination, harassment and victimisation. By recognising and valuing difference, we will support a cohesive culture in which the potential of each individual can be maximised.

The College seeks to eliminate prejudice and discrimination in both direct and indirect forms and no member of the College community will be disadvantaged for reasons associated with any of the following characteristics:

- Age
- Disability
- Gender
- Gender Reassignment/transgender
- Marriage and civil partnership
- Pregnancy and maternity
- Race, ethnic or national origin

---

<sup>[1]</sup> Indices of Deprivation 2016, see <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>

<sup>[2]</sup> [http://my.northtyneside.gov.uk/sites/default/files/web-page-related-files/Equality%20Annual%20Review%20-%20June%202016\\_0.pdf](http://my.northtyneside.gov.uk/sites/default/files/web-page-related-files/Equality%20Annual%20Review%20-%20June%202016_0.pdf)

- Religion or belief
- Sexual orientation
- Social class

#### **4(i) The College in 2015/16**

The Equality and Diversity Committee, chaired by the Principal, met twice during 2015-16 (March and July). Innovation and Improvement Practitioners (IIPs) and Pastoral, performance and Progression Tutors (PPPTs) were key staff teams in terms of driving forward good practice in promoting Equality and Diversity and British Values.

The College's Strategic Plan 2015/16 identified a core Strategic Objective to further advance equality of opportunity, namely to ensure:

- No significant performance gaps between key groups, such as age, gender, ethnicity, LAC (Looked after Children)

In 2015/16 the College continued to monitor this strategic objective through a series of associated targets to ensure progress was being made (see also section 5 below)

#### **4(ii) Students**

There is an effective and comprehensive induction on Equality and Diversity for all students and this is reinforced throughout their time at College. Learning opportunities, including tutorials, promote understanding of diversity and challenge perceptions and stereotypes. Teachers and tutors set targets for students that recognise and are sensitive to differences.

The effectiveness of Equality and Diversity and the effective promotion of Fundamental British Values within the curriculum is a key focus of the observation process, including themed Learning Walks.

The College uses equality analysis to ensure policies and procedures are carefully considered prior to approval and introduction. Data/information is gathered to advance equality of opportunity such as performance data used to narrow achievement gaps between groups of students; surveys and focus groups to ensure services and provision are fair and equitable and free from bias.

#### **4(iii) Staff**

The application and recruitment process ensures a fair and transparent approach to the recruitment of staff. There is an effective and comprehensive induction for staff in relation to Equality and Diversity and clear processes in place for staff who may feel they are being discriminated or harassed.

Staff CPD supporting the promotion of equality and diversity is good. The lesson observation process ensures focus on practice in equality and diversity and opportunities to embed E&D themes and issues in learning. Curriculum teams have accessed CPD on the promotion and development of British Values and PPPTs have accessed additional training in this area and shared good practice in tutorial approaches.

All staff have received training via an on-line equality and diversity learning module. The induction programme for new staff has been updated and now includes a revised additional session for teaching staff which covers the embedding of Equality and Diversity and Fundamental British Values within teaching contexts. This session explores how to ensure E&D and Fundamental British Values are actively promoted within teaching and learning and links to the Tyne Met Teaching and Learning Framework.

#### **4(iv) Accessibility**

The College's approach to inclusion and accessibility is good with most areas of the College's premises fully accessible to wheelchair users. Support for students with learning or physical disabilities is particularly good and success rates are very high. There are highly effective links established with over forty schools and Connexions in all four local authorities, resulting in effective recruitment, pre-enrolment roll-on, roll-off and home links assessment for students with learning difficulties and disabilities. The College makes effective use of a range of specialist equipment to support students with disabilities and also engages with a range of specialist support services including North Tyneside Wheelchair Services, Speech and Language Therapists, Occupational Therapists and Physiotherapists. The College has also worked with LD North East to support students' awareness of disability hate crimes, Northumberland Sensory Support team and the Leonard Cheshire Charity, who support sensory initiatives.

#### **4(v) Equality Impact Analysis**

Since it is neither practicable nor desirable to apply a formal process to every day decision making, members of staff are expected to show consideration and sensitivity of the diverse needs of colleagues, visitors, students and customers. The College believes that this consideration is of utmost importance and therefore has given priority to ongoing staff training and development in relation to equality and diversity.

The College's Senior Leadership Team systematically evaluates the potential impact on equality of changes to key policies, procedures and decisions. Statistical analysis is prepared where appropriate.

#### **4(vi) Ofsted Views**

*Promotion of equality and diversity is effective in most teaching sessions and the majority of students have a good understanding of the value of a diverse society. Students demonstrate mutual tolerance and respect.*

*Staff make students aware of modern British values, which are discussed appropriately in lessons and tutorials. However, students' understanding of the risks associated with radicalisation and extremism is not consistently good across the college.*

#### **4(vii) Post Ofsted Changes**

Since the summer the College has revised the tutorial framework to ensure a more consistent approach is adopted to Equality and Diversity and the requirements of Prevent. A new Tutorial framework has been introduced so all Pastoral Tutors are clear about the core requirements of a tutorial programme, including sessions to tackle risks of radicalisation. Pastoral tutors have attended a range of training events and also worked together to share practice and resources in these core areas. The apprenticeship team have undertaken training on embedding British Values and Prevent with apprenticeship frameworks and early evidence of observations in 2016/17 demonstrates progress in this area.

### **5 Monitoring**

Effective monitoring continues to be undertaken in relation to different groups within the College community. Statistical and performance data, including that supplied by Ofsted, are formally reviewed by the Equality & Diversity Committee, the Senior Leadership Team and the Board of Governors.

#### **5(i) Performance against published Equality & Diversity Objectives for 2015/16**

**Objective 1:** To improve the retention performance of adult students, on Classroom based Group A programmes, from a baseline of 89.5% retention rate in 2014/15 to 92% retention rate in 2015/16.

Outcome:	<b>Not Achieved</b>	Retention rates for adult students on Classroom based Group A qualifications are 86.1 % are 5.9 percentage points below target %. The main areas of provision significantly below retention target are Access (particularly two year courses), Part-time Beauty Therapy Level 2 & 3, Barbering L2 and L3 Gas Installation (partnership provision). Course recovery plans and / or changes to delivery models are in place for 16/17 to address these issues.
----------	---------------------	--

**Objective 2:** To improve the retention performance of adult students, on Classroom based Group B programmes, from a baseline of 89.0% retention rate in 2014/15 to 92.0% retention rate in 2015/16.

Outcome:	Not achieved	Retention performance of adult students , on Classroom based Group B programmes was 86.3%, which is 5.7% below College target. The key contributory areas are Functional Skills and ESOL. There are robust plans in place to tackle the underperformance of these areas in 16/17.
----------	--------------	---

**Objective 3:** To improve the retention performance of adult female students, Classroom based group B qualifications from a baseline of 87.3% retention rate in 2014/15 to 91.0% retention rate in 2015/16

Outcome:	Not achieved	The retention performance of adult female students in 15/16 was 88.8% which is 2.2% below the College target, although this represents a marginal increase on 2014/15 data.
----------	--------------	---

**Objective 4:** To improve the performance of adult ethnic minority students on Group A provision, particularly Bangladeshi students, to achieve an overall retention rate of 91.7% retention rate in 2015/16

Outcome:	Fully Achieved	The retention rate of adult Bangladeshi students on Group A provision was only 66.7%. However, this figure relates to a very small cohort of only 3 students. The overall retention rate for adult ethnic minority students on Group A provision is 91%, which is only fractionally below the College target.
----------	----------------	---

**Objective 5:** To implement a system of central reporting of individual student progress against target grades in order to identify any differential cohort performance.

Outcome:	Fully Achieved	The central reporting system, linked to National Target grades where applicable) has been developed and is fully embedded within the new Executive review of Performance as a key performance indicator for all departments (excluding apprenticeships where different but comparable reporting metrics are used).
----------	----------------	--

**Objective 6:** To eliminate the differential performance of 16-18 Apprentices on intermediate frameworks by improving the overall achievement rate so that there is no discernible difference.

Outcome:	Not Achieved	Performance of 16-18 year old Apprentices on intermediate frameworks was 57.1% in 15/16 compared to a rate of 82.6% for 16-18 Advanced apprentices.
----------	--------------	---

### **5(ii) Equality & Diversity objectives proposed for 2016/17**

The College proposes that the six Equality & Diversity objectives for this academic year (2016/17) are as follows:

**Objective 1:** To improve the achievement performance of adult students, on Classroom based Group A programmes, from a baseline of 84.7% achievement rate in 2015/16 to 86% achievement rate in 2016/17

**Objective 2:** To improve the achievement performance of adult male students, Classroom based group B qualifications from a baseline of 54.8% in 2015/16 to target of 78%

**Objective 3:** To closely monitor the retention and achievement of the College's LAC cohort (Looked after Children) and to ensure there is no discernible difference within this group's performance, as compared to the College target of 86% achievement rate for 16-18 year old students on study programmes

**Objective 4:** To ensure there is no discernible difference in the achievement performance of students identified as High Needs as compared to 16-18 non High Needs Students on full time Study Programmes, as measured against a college target of 86%.

**Objective 5:** To utilise central reporting of individual student progress against target grades and ensure there is no discernible difference between males and females progress against National Target Grade on Level three provision, with both groups achieving the College target of 85% at or above National Target Grade.

**Objective 6:** To remove achievement rate differentials for 24+ Apprentices so there is no discernible differences in performance between age groups, from a current baseline of 58.6% for 24+ apprentices in 2015/16, as compared with National Benchmark of 70%.

Performance against these measures will be routinely reported through the termly Safeguarding and Inclusion Committee.

## Appendix 1

### Profile of learner cohort 2015/16

	% of all learner starts
Age:	0.0% were under 16 years 71.1% were aged 16-18 years 28.9% were aged 19+ (adult)
Gender:	51.4% were Male 48.9% were Female
Disability:	6.3% recorded a disability 93.7% recorded no disability 0.0% preferred not to say
Learning Difficulty:	13.2% recorded a learning difficulty 86.8% recorded no learning difficulty 0.0% preferred not to say
Ethnicity:	93.4% British 2.4% Other White background (including Irish) 0.8% African 0.2% Other Black/African/Caribbean background 0.1% Arab 0.6% Bangladeshi 0.3% Chinese 0.2% Pakistani 0.1% Indian 1.3% Other Asian background 0.1% Mixed ethnicity 0.5% Other 0.0% Preferred not to say



## Appendix 2

### Profile of staff at 31<sup>st</sup> July 2015

	% of all staff
Age:	0.7% were within age band <21 12.4% were within age band 21-30 22.2% were within age band 31-40 34.7% were within age band 41-50 24.8% were within age band 51-60 4.9% were within age band >60
Gender:	41.5% were Male 58.4% were Female
Disability:	6.7% recorded a disability 93.3% recorded no disability / or not known
Ethnicity:	97.5% were White British 2.5% were from other ethnic groups
Religion or Belief:	17.7% No belief 6.6% Anglican 6.5% Catholic 11.4% Other Christian 1.6% Other religion/belief 0.3% Muslim 55.9% preferred not to say / not recorded