



Equality & Diversity Statement 2020/21



Equality and Diversity Statement 2020/21

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. We 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 issues have been identified, the 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 2020/21.

Staff Numbers

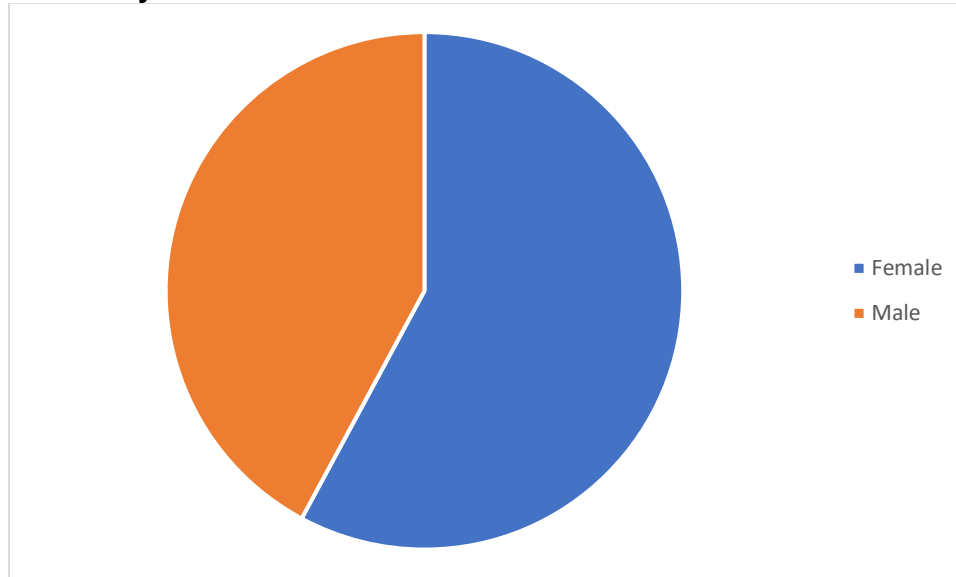
As of 31/07/21, we employed 470 people who occupied 504 positions.

Gender Split

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

	2020/21	2019/20	2018/19
Female	272	286	307
Male	198	232	244
Total	470	518	608

Gender by headcount



Gender by job role (by positions)

	Female	Male	Total
Curriculum	142	123	265
Executive	1	4	5
Management	15	15	30
Support	138	66	204

Gender by contract type (by positions)

	Female	Male
Casual	38	14
Full time	126	140
Part time	118	50
Grand Total	272	198

Gender by Department

Row Labels	Female	Male	Grand Total
A-Level Academy	10	6	16
Art & Design/Media	5	6	11
Assistant Principals	3	2	5
Automotive	3	12	15
Beauty	6		6
Business Development	4		4
Business Development and Planning		1	1
Campus Services	22	24	46
Careers Education and Guidance Service	2	1	3
Catering	4	3	7

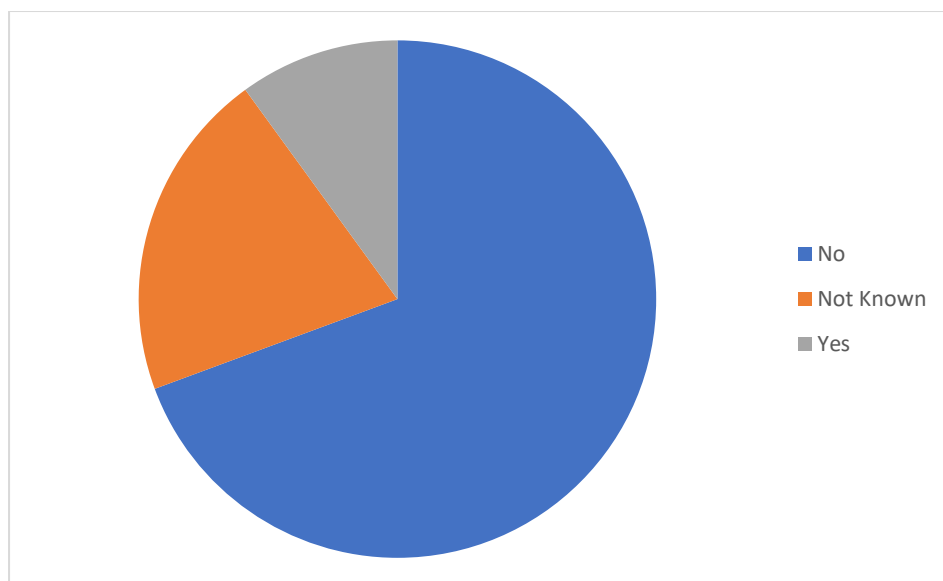
Construction		27	27
Corporate Administration Services	20	3	23
Curriculum and Quality		2	2
Digital Technology	4	6	10
Digital Technology & Business		1	1
E-Learning		1	1
ESOL	9	4	13
Exams	15	2	17
External Funding	2		2
Facilities	3	3	6
Finance	7	2	9
Funding and Data	3	3	6
Games	9	9	18
Hairdressing	4		4
Health and Safety	4	2	6
Health Care and Early Years	26	4	30
High Needs Learners	1		1
Human Resources	6	1	7
ICT Management		8	8
Information Systems Development		2	2
Information Technology	1		1
Jewish Girls Academy	16		16
LDD and Project Choice	9	2	11
Learner & Customer Services	2		2
Learner Services	3	1	4
Learner Support	17	3	20
Learning Centres	6	1	7
Learning Innovation	3		3
Manufacturing, Engineering & Logistics	3	14	17
Marketing and Communications	4	2	6
Marketing, Estates, H&S, & Communications	1		1
Maths - English & ESOL	14	9	23
Music & Performing Arts	8	12	20

Principal/CEO		2	2
Principalship Support	2		2
Quality	5	1	6
Retail and Business	9	2	11
Service Industries	2		2
Sport and UPS	10	19	29
Student Recruitment and Engagement	4	2	6
Travel & Tourism	4		4
Uniformed Public Services		1	1
Visual & Performing Arts		1	1
Grand Total	296	208	504

Disability

This graph shows self-declared disability by headcount.

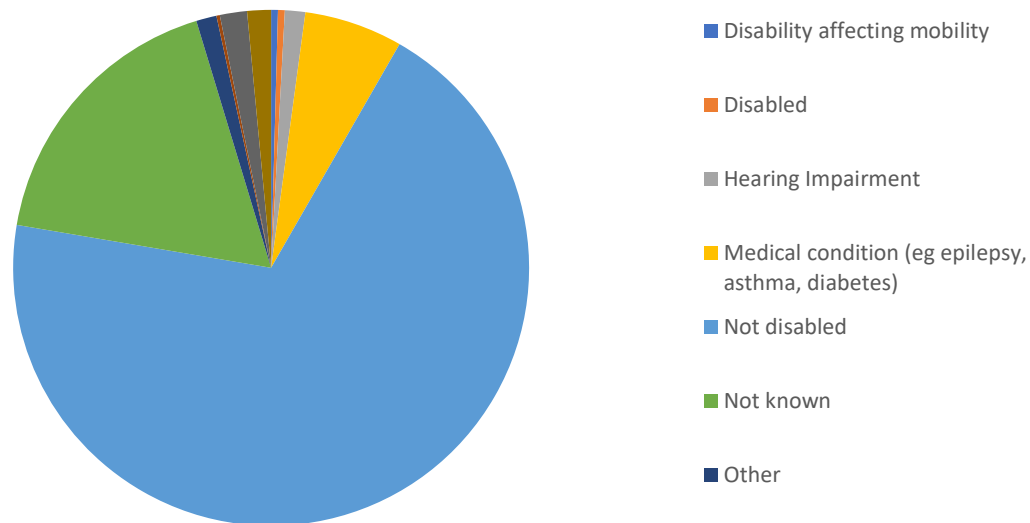
No	326	69.36%
Not Known	97	20.64%
Yes	47	10.00%
Grand Total	470	100.00%



Disability types (some staff have declared multiple disabilities)

Disability affecting mobility	2	0.43%
Disabled	2	0.43%
Hearing Impairment	6	1.28%
Medical condition (eg epilepsy, asthma, diabetes)	29	6.17%
Not disabled	326	69.36%
Not known	83	17.66%
Other	6	1.28%
Other physical disability	1	0.21%
Prefer not to answer	8	1.70%

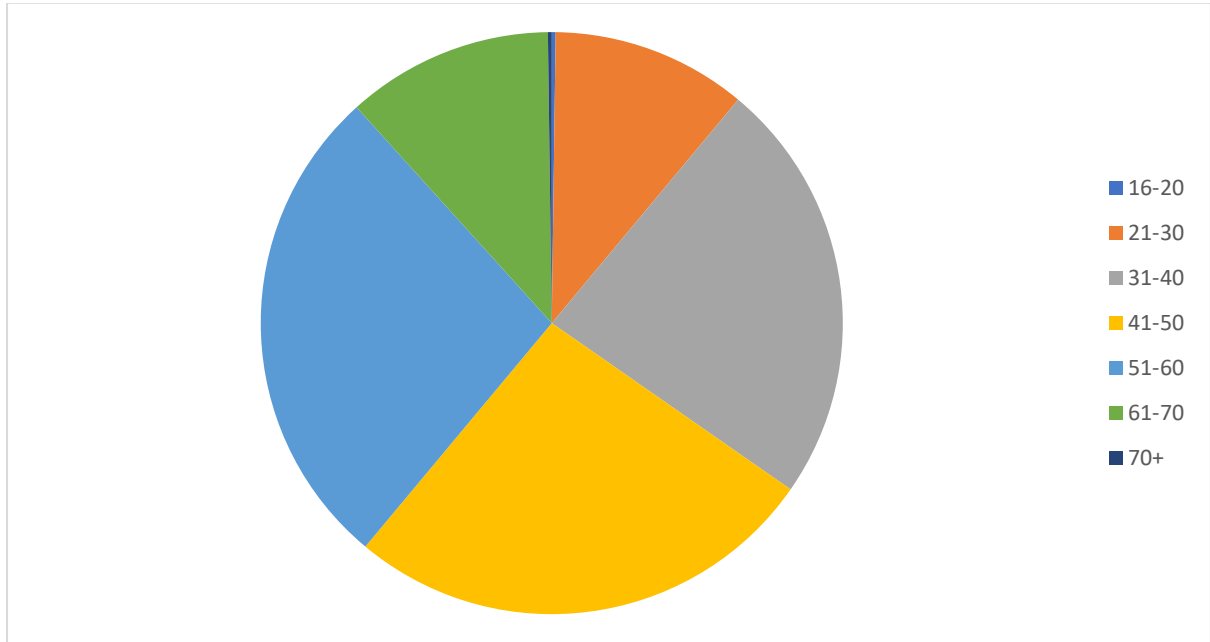
Specific learning disability (eg dyslexia, dyscalculia)	7	1.49%
Grand Total	470	100.00%



Age Profile

This graph shows the age profile by headcount.

16-20	1	0.21%
21-30	51	10.85%
31-40	111	23.62%
41-50	124	26.38%
51-60	128	27.23%
61-70	54	11.49%
70+	1	0.21%
Grand Total	470	100.00%

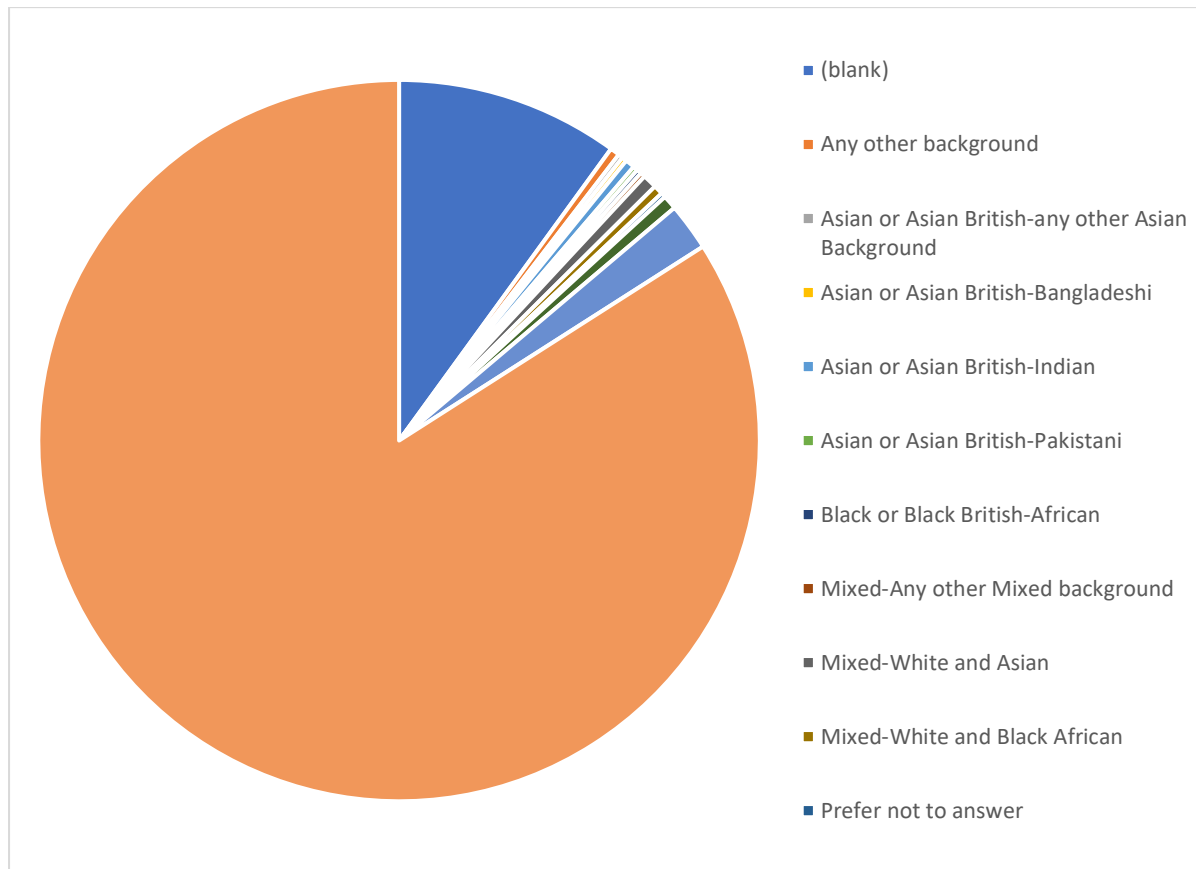


Ethnic Origin

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

(blank)	47
Any other background	2
Asian or Asian British-any other Asian Background	1
Asian or Asian British-Bangladeshi	1
Asian or Asian British-Indian	2
Asian or Asian British-Pakistani	1
Black or Black British-African	1
Mixed-Any other Mixed background	1
Mixed-White and Asian	3

Mixed-White and Black African	2
Prefer not to answer	1
White- Irish	3
White-any other White background	10
White-British	395
Grand Total	470



Nationality

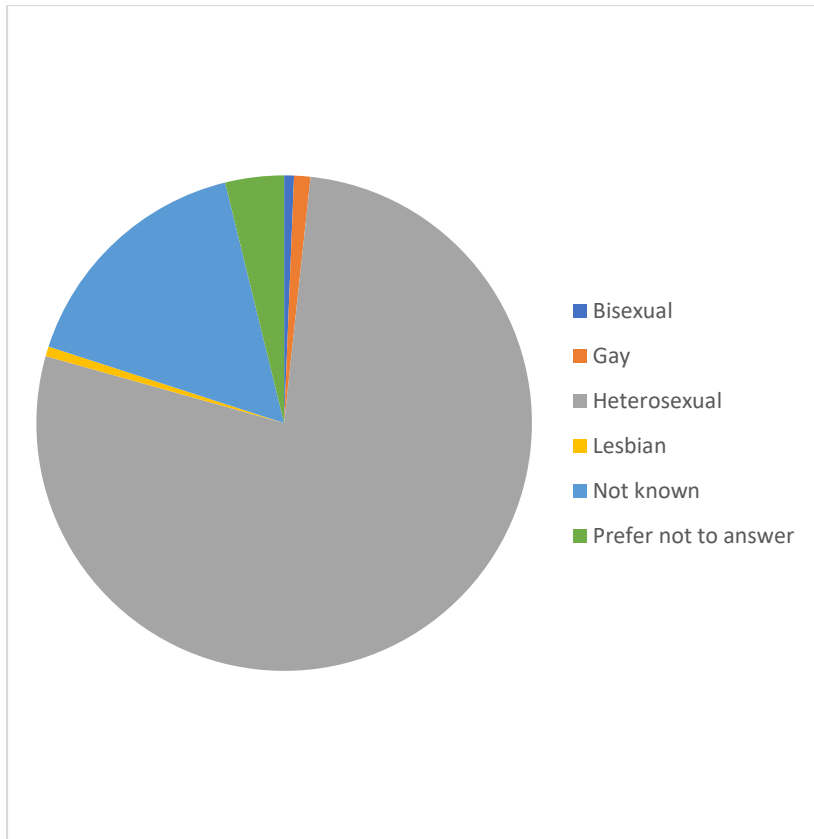
This graph shows the declared nationality of our employees by headcount.

British (not Channel Islands or IOM)	303
English	71
Finnish	1
Ghanan	1
Indian	1
Irish	3
Italian	1
Libyan	1
Not known	84
Polish	2
Prefer not to answer	1
Scottish	1
Grand Total	470

Sexual Orientation

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

Bisexual	3
Gay	5
Heterosexual	365
Lesbian	3
Not known	76
Prefer not to answer	18
Grand Total	470



Marital Status

This graph shows the declared marital status of our employees by headcount.

Civil Partnership	2	0.43%
Divorced	20	4.26%
Married	238	50.64%
Not known	46	9.79%
Partner	51	10.85%

Prefer not to answer	7	1.49%
Single	102	21.70%
Widowed	4	0.85%
Grand Total	470	100.00%

Religion

This graph represents the split between religions by headcount.

Agnostic	26
Atheist	67
Buddhist - Mahayana	1
Christian - Orthodox	12
Christian - Protestant	109
Christian - Roman Catholic	57
Confucianism	1
Hinduism	1
Humanist	3
Islam - Sunni	3
Judaism - Orthodox	1
Not known	118
Other	40
Prefer not to answer	30
Sikhism	1
Grand Total	470

Gender Pay Gap Report

The Gender Pay Gap Report is published in full on our website.

The table below shows our overall mean and median gender pay gap based on hourly rates of pay as at the snapshot date (ie 31 March 2021).

	March 2020		March 2021	
	Mean	Median	Mean	Median
Hourly Pay	7.3%	13.8%	6.1%	13.8%

In comparison to 2020, the mean has decreased by 1.2%, and the median stayed the same. This compares slightly favourably with national average median of 15.4% as at the last report from the Office of National Statistics. The median pay gap is considered the better indicator of average earnings as there is an equal probability of falling above and below. This is analysed further in table 1: Pay Quartiles

Our analysis of our gender pay gap suggests that this is mainly due to the number of females in lower paid administration and cleaning positions. Historic salary protection arrangements are still in place although this is reducing each year due to leavers.

Equality & Diversity Survey

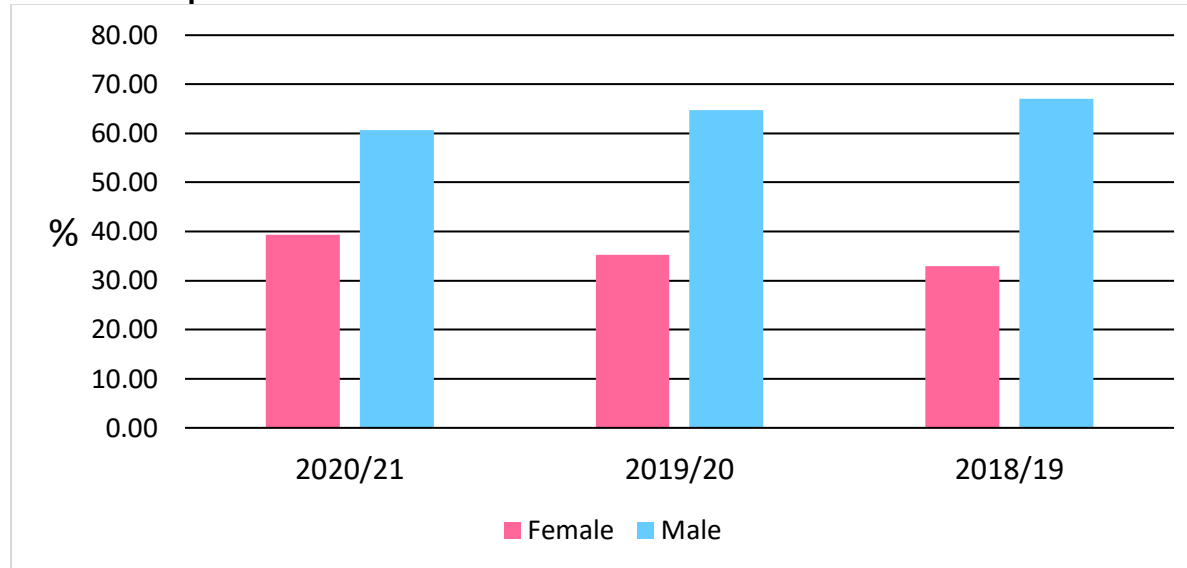
In June 2021, the college asked as part of the annual staff engagement survey, the following questions relating to equality and diversity and the response rate was 44.1%.

Statement	Average score by year		
	2019	2020	2021
I understand my role at the college in relation to Equality and Diversity	9	8.8	9
I believe the College would be supportive of any member of staff who experiences any form of discrimination	8.5	8.3	8.5
The college provides effective training on Equality and Diversity	8.6	8.4	8.5
The College is inclusive and effectively supports those with protected characteristics	8.8	8.6	8.6
I feel I can be myself at work	8.1	8.2	8.3

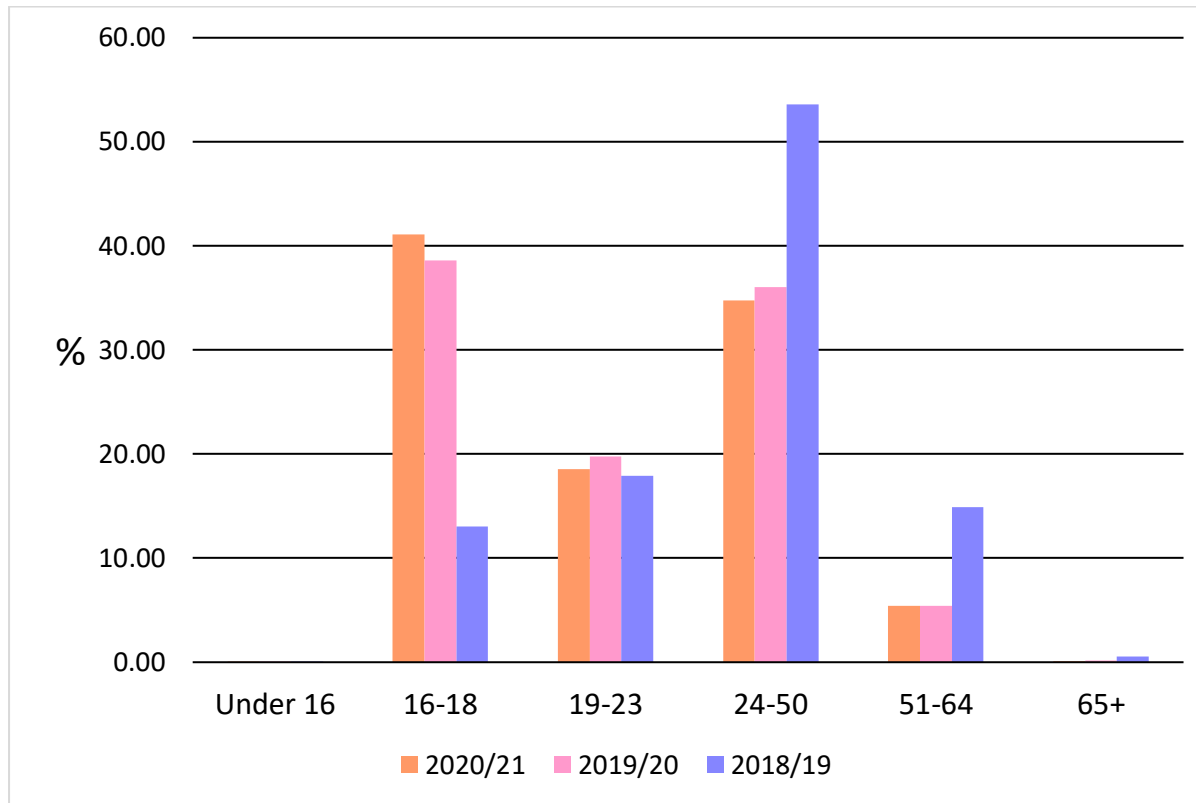
Our Learners

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 have been 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 2020/21.

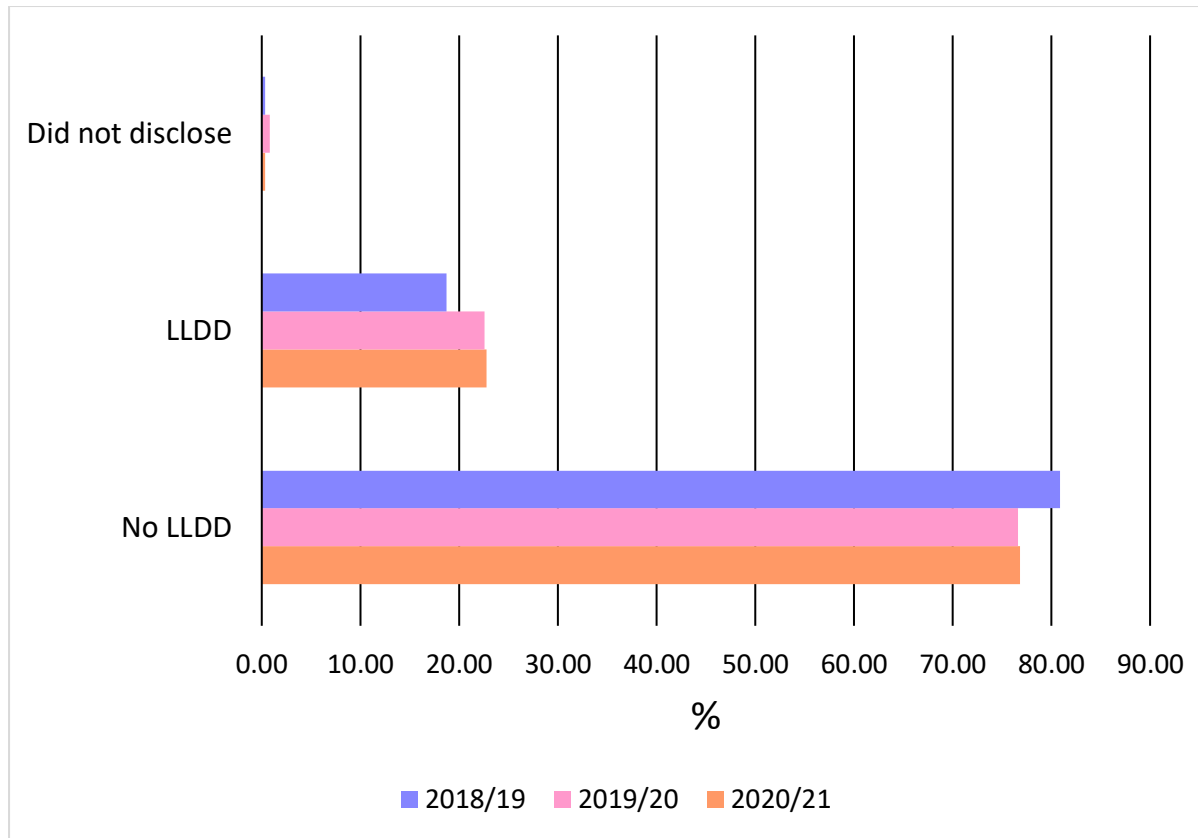
Gender Comparison 3 Year Trend



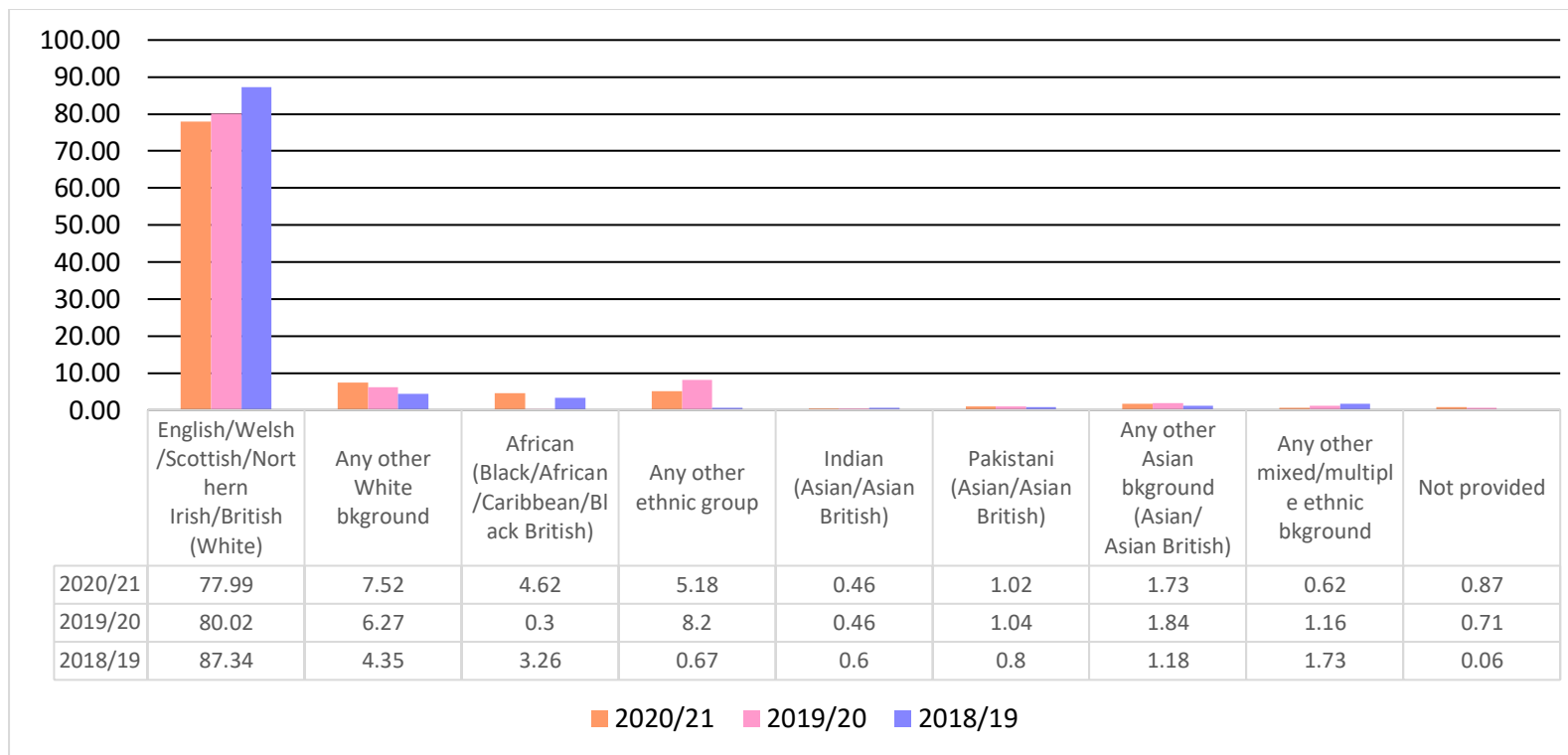
Age Comparison – 3 year trend



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 and focus groups and learner forums. Feedback from the annual end of year survey showed the following over a 3-year trend.

I feel I am now more resilient and can see tasks through to the end (Scale 1 to 4)	All students are treated fairly (Scale 1 to 4)	The College is a safe place to learn and I feel safe at college (Scale 1 to 4)
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20/21	96.2%	96.2%	98.9%
19/20	95.7%	94.6%	98.9%
18/19	95.3%	93.8%	98.4%

Narrowing Performance Gaps

Age

Overall achievement rates for 16-18 are 90.0% and 19+, 87.2%. Classroom-based learning has a 2.9% achievement gap, which is less than the national average achievement gap of 4.6%. The pandemic had a disproportional effect on adults who historically have outperformed young people. Young apprentices aged 16-18 at 61.8%, perform slightly better than adults at 58.2%.

Level

There are no significant gaps in overall achievement between levels for 16 – 18 learners, level 2 at 92.6% and level 3 at 94.0%, but there is a gap between level 1 at 72.7%. The gap reduces to 87.7% when functional skills are removed. Level 1 learners were impacted most by the lockdowns with attendance at virtual sessions being lower for that cohort.

There is some variability within achievement rates across levels for adults. Level 1 is 84.3%, level 2 is 89.4% and level 3 is 83.0%. Level 1, once functional skills are removed, is 90.2% which is more in line with level 2. Level 3 achievement rates have been impacted by more withdrawals than we would normally encounter due to challenges with Covid-19 restrictions.

For apprentices the gap between level 2 and 3 is insignificant at 60.2 and 58.3 respectively. However, the level 4 cohort perform much better at 77.1%. This is a much smaller cohort who have been well supported by their employers during the pandemic.

Gender

There is an achievement gap between 16 - 18 males at 88.4% and females at 91.8% with broadly the same number of learners (circa 2000) and a bigger gap for 19+ males at 89.2% and females at 83.0% with double the number of males to females (around 4000 to 2000) with a large number of males undertaking very short provision with very high success rates. The gender gap for apprentices is marked with females at 51.0% and males at 61.9%. Upon analysis this is relative to the sectors where the volume of males and females are and their own national trends. The College recognises that the categorisation for gender identity needs to expand and future data collection will involve the broader range of gender identities.

Disability/Learning Difficulty

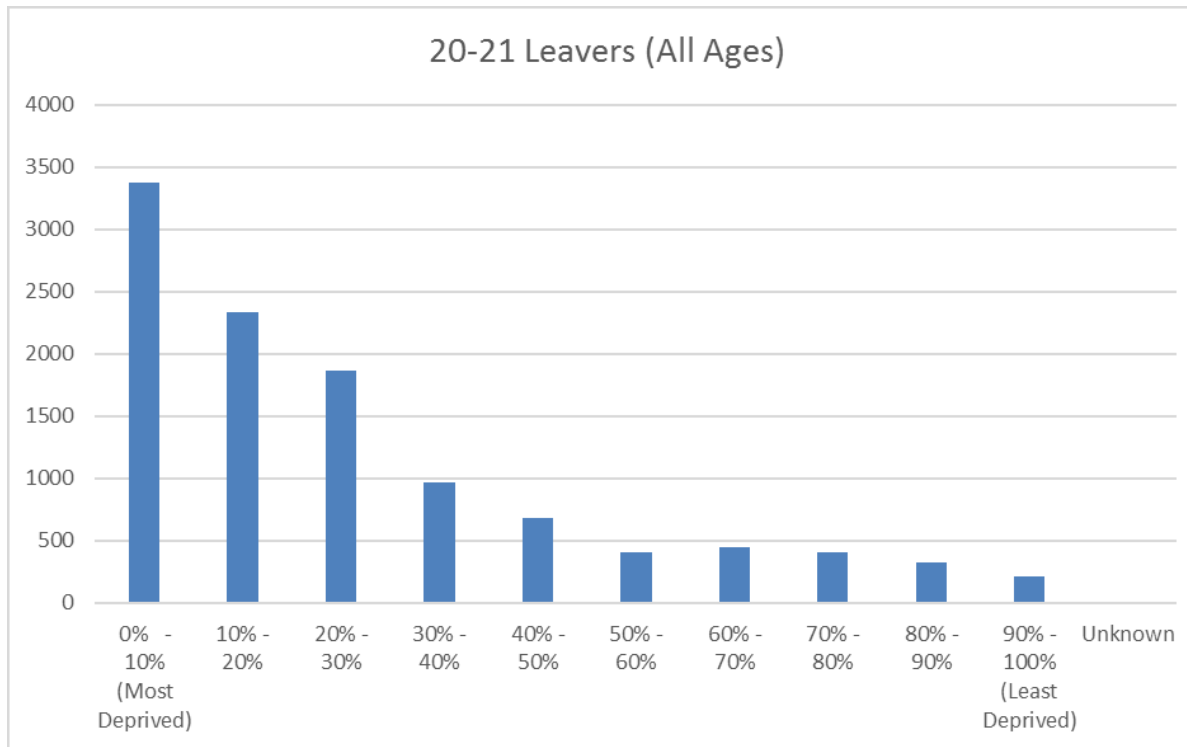
There is no significant gap between those declaring a disability/learning difficulty at 88.8% and not declaring a disability/learning difficulty at 88.2%.

Ethnicity

There is a gap between those who identify as white at 89.2% and those who don't identify as white at 85.3%, however the gap is much reduced at 90.4% if ESOL provision is removed from the non-white cohort. There is also a gap between apprentices who identify as white British at 59.6% and those who don't at 55.0%.

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%.