



Equality, Diversity and Inclusion Annual Report 2022/23

1. Introduction

Gateshead College's Equality, Diversity and Inclusion (EDI) Annual Report sets out key achievements during 2022/23 and covers the period 1 August 2022 to 31 July 2023. Despite another year of challenges, marked by the ongoing impact of the pandemic on our staff and learners, along with the effects of the cost-of-living crisis, it remains crucial to provide the best possible support to our staff and learners. Issues related to equality, diversity and inclusion continue to be a priority and are considered at all levels of the organisation.

This report outlines the EDI work we have undertaken to have a positive impact on the objectives set within the previous year's report relating to staff, learners and partners throughout the year. We will also share the College's objectives and priorities for the current academic year, 2023/24.

2. Equality, Diversity and Inclusion Statement

At Gateshead College, we value and promote diversity and inclusivity. Our core values of respect, responsibility, courage, creativity, and collaboration guide our approach to Equality and Diversity. We strive to create a supportive and inclusive environment where everyone, both learners and staff, feels respected and able to achieve their full potential.

We have a zero-tolerance policy towards any form of prejudice, discrimination, victimisation, or harassment. It is the responsibility of every person who studies or works at Gateshead College to ensure that their colleagues and fellow learners are free to pursue their college and work lives without fear of discrimination or harassment.

We continuously evaluate our approach to ensure that everyone at Gateshead College can thrive and so that college and work life is improved for all.

3. Our Public Sector Duties

The public sector equality duty (PSED) is a legal requirement for public authorities and organisations carrying out public functions.

The purpose of the PSED is to make sure that public authorities and organisations carrying out public functions think about how they can improve society and promote equality in every aspect their day-to-day business. This means that we must consider, and keep reviewing, how we are promoting equality in in:

- Decision-making
- Internal and external policies
- Procuring goods and services
- The services we provide
- Recruitment, promotion and performance management of employees

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.

We also must have due regard for the need to:

- Eliminate discrimination
- Advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not.

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 partners.

4. Our Objectives

Our objectives have been carried over

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.

This report highlights our progress on the objectives set in 2022/23, as detailed in the "Key Initiatives and Achievements" section below. We remain committed to advancing equality and inclusion for all staff and learners, and our priorities for the current academic year (2023/24) are outlined in the "priorities" section of this report.

5. Key Initiatives and Achievements

This section of the report identifies how equality, diversity and inclusion has been promoted at Gateshead College.

5.1 Race

Celebrating Difference: Staff and students celebrated the College's cultural diversity as part of One World Week. This is an annual event, held across all campuses, which showcases the array of cultures represented within the college. Staff and students worked together to deliver activities including student performances, DJ sessions, art and design pop-up shops, food from across the world, Indian head massages and hair braiding. Interactive workshops also took place, including Celtic tattoo design and Latin dancing. A collaboration between TV and Film and English Speakers of Other Languages (ESOL) students showed the range of languages spoken at the college.

Show Racism the Red Card: As part of staff development week in June 2023, 40 colleagues attended anti-racism training with Show Racism the Red Card.

5.2 LGBTQI+

Northern Pride: Staff and students took part in the Northern Pride celebrations which the college sponsored along with Metro Radio. This involved a march through the city centre and a schedule of events at the Town Moor to raise awareness and celebrate the LGBTQI+ community. The event was promoted on the College's social media channels.

5.3 Disability

Occupational Health: In November 2022, the College's Occupational Health provider was changed. Our new provider, Newcastle Premier Health, offers clinics twice a month to provide support and advice to staff including those with long term and disability related conditions. This advice enables line managers and the People team to best support staff with health conditions and to consider appropriate adjustments that can ensure staff are able to remain at work and have the best level of support in place.

Ultimate Walk and Talk – Mental Health Awareness Week: In May 2022, colleagues took part in the Ultimate Walk and Talk. This involved 70 members of staff taking part in a Strava group aiming to increase mental and physical wellbeing.

Neurodiversity Awareness: As part of staff development week, 71 colleagues attended a neurodiversity awareness session with Dr Amy Pearson from University of Sunderland. The session involved an up-to-date understanding of some of the main issues in the lives of neurodivergent people, and what we can do to ensure colleagues and students are able to thrive, regardless of neurotype.

Mental Health Awareness: In July 2022, staff and students participated in a range of activities for World Mental Health Awareness including yoga classes, a cycle challenge, 'crafternoon' creative sessions, and talks from Andy's Man Club to support awareness of male mental health.

5.4 Gender

International Women's Day: As part of International Women's Day, we highlighted two of our inspirational teachers from the Automotive and Engineering departments to encourage more females into careers in the car industry and engineering sector.

Women in Construction on the Rise: As part of Women in Construction Week, students went on site to find out about the variety of careers and local employment opportunities available in the construction industry. The women took part in a six-week Women in Construction (WiC) Employment programme with Gateshead College as part of our BuildNE project where they benefit from classroom training in addition to visiting live sites.

5.5 Widening participation

IT Equipment to Charity: Following an upgrade of our IT, we were able to support a local charity by donating over 200 pieces of equipment to The Hope Foundation. Based in Middlesbrough, this charity supports local people with the aim of reducing digital poverty by cleaning up, refurbishing and distributing our equipment to good causes and disadvantaged families.

Charity Champions: A campaign was launched to implement Charity Champions to take on the important task of supporting our charity partners across the local community. These charities include Gateshead Foodbank and Crisis.

Gateshead College Foundation: The Gateshead College Foundation supports our learners financially when grants can't be accessed through other means. Applications can be made throughout the year by both staff (on behalf of students) and students

to cover things such as; travel to work experience placements, clothes for job or university interviews, travel to interviews, competition entry fees and anything which help students gain Employment Edge and achieve their goals.

Difference North East: 50 partners came together for a North East summit on Disability and Employment. The aim of this was to work together collaboratively and creatively to explore barriers that prevent disabled people from enjoying equality in employment, envision a more inclusive employment culture in the North East and devise actions to make this a reality. Gateshead College representatives attended and shared the practice at Gateshead College as well as learning from other attendees.

5.6 Impact

The positive impact of our work on EDI over 2022/23 has been reflected in responses made by staff in our annual engagement survey, where the College's highest scoring areas were around values and inclusion. This included the statements *"The college is inclusive and effectively supports those with protected characteristics"* (8.5), *"People in my team care for each other"* (8.3), *"I believe the college would be supportive of any member of staff who experiences any form of discrimination"* (8.2), and *"I feel I can be myself at work"* (8.2).

Learner voice is also reflective of the EDI work across the College, with learners responding positively to the following statements: *"People of all cultures and backgrounds are valued here"* (9.7), *"All students are treated fairly"* (9), and *"I feel free to be myself at college"* (9.4).

Both staff and learner voice suggest that Gateshead College has created an environment where staff feel safe to be themselves, feel supported and have a level of belonging. However, for both staff and learners, we recognise the value of diversity and share later in this report the College's EDI priorities for 2023/24.

6. Networks

Network groups play a crucial role in creating an inclusive culture and environment. These groups empower our people by offering them a platform to express their opinions and establish communities of like-minded individuals and allies to champion for diverse perspectives.

The objectives of these networks are to:

4. Facilitate the creation of opportunities for individuals with shared interests to connect, establishing a safe space and fostering a sense of belonging for members.
5. Provide support by facilitating the exchange of problems, knowledge and ideas.
6. Serve as a voice and catalyst for positive change throughout the College.

6.1 Menopause

The Menopause Network aims to play an important role in supporting our colleagues. Including the development of guidelines and training. The group consists of a cross section of staff, including those who are experiencing menopausal symptoms, have been through the menopause and anyone with an interest in supporting family, friends or colleagues.

The Network facilitates 'cafe group' sessions and contributed to the launch of the Manager Toolkit for Menopause.

6.2 Dependable Friends

The Dependable Friends Network aims to provide colleagues from across the College who have caring responsibilities or have sadly suffered a family bereavement get together to share information and experiences.

Meetings take place termly or whenever a group member feels a need to get together for a chat and there's also a dedicated Teams area for group members to communicate with each other as and when they may need some advice or guidance.

A priority for 2023/24 is expanding our network groups to include an inclusion Group to reflect the various characteristics and interest groups across the college and a Parents' Network.

7. Priorities for 2023/24

7.1 Leadership:

- To develop an EDI strategy for the College by the end of the academic year.
- To review the College EDI Steering Group objectives and structure, and review its terms of reference to enable it to oversee EDI activity across the College.
- Directors with EDI responsibility to attend Diversity and Inclusion Leadership training to equip them to develop a new EDI strategy and action plan for the College with the support of the EDI Steering Group.
- To provide EDI awareness and training for the Board, Executive Team and Senior Management Team to improve consistency of awareness and practice, with the aim of ensuring the leadership team have the confidence to challenge actions and behaviours to support diversity of thought. The training plan for academic year 2024/25 is to be developed by June 2024.
- To improve reporting and measurement of EDI data for staff and learners to enable better reporting and visualisation of data and enable data driven insights and decision making.

7.2 Recruitment:

- To complete a comprehensive end to end review of the College's recruitment process, identifying areas for improvement and developing solutions to enhance EDI practices, and increase diversity in areas identified as priority.
- To review the equal opportunities monitoring for applicants as part of the staff and learner recruitment process to identify advertising reach and assess whether action is needed to widen reach to support the growth in diversity of staff at Gateshead College.
- To ensure the concept of 'culture fit' versus 'culture add' is considered in the recruitment process and ensure this part of recruitment training for hiring managers. Training is to be updated during 2023/24 and rolled out in 2024/25.

7.3 Retention:

- To update and improve our current exit interview process with the aim of gathering more quantitative and qualitative data to support decision making and to ensure we can attract, retain and develop retain the best talent. This will include collecting EDI data to report on characteristics of leavers.

7.4 Culture:

- To carry out listening groups to gather feedback from staff and learners to inform the development of the EDI strategy and operational planning for 2024/25.
- To use staff surveys and campus specific focus groups to learn more about the experiences of staff within the College, and provide insight to inform the EDI strategy work.
- To create a calendar of inclusion events to enable more proactive and targeted planning of activity based on data from listening groups, the staff survey and reporting.
- To focus on the health and wellbeing of staff and learners through active promotion of the College's Employee Assistance Programme for staff and the recruitment of a learner wellbeing team to ensure we deliver on our strategic priorities of supporting mental health and wellbeing and creating a safe environment where all learners and staff feel they belong.

7.5 First Impressions:

- To address consistency and diversity of imagery and language through the College branding project and the delivery of tone of voice and diversity awareness training for staff.
- To continuously review all HR policies and procedures to ensure they remain inclusive and accessible.

8. EDI Staff and Learner Data

8.1 Staff

8.1.1 Staff Data Analysis

The data shown below for Gateshead College reflects the workforce for the 1 August 2022 to 31 July 2023, with comparisons made to the same period the previous year. The FE sector benchmark data is drawn from the Further Education Workforce (FEW) Data for England (2021/22)¹.

8.1.2 Full Time and Part Time

Table 1 shows the number of full time, part time and casual staff. 54% of staff are full time, compared to 38% part time, and 8% employed on a casual basis.

Table 1 - Staff by employment type (full time / part time / casual)

Employment Basis	Curriculum		Support		Total	
	Number of Positions	%	Number of Positions	%	Number of Positions	%
Full time	186	54	101	55	287	54
Part time	117	34	83	45	200	38
Casual	43	12	0	0	43	8
TOTAL	346	100	184	100	530	100

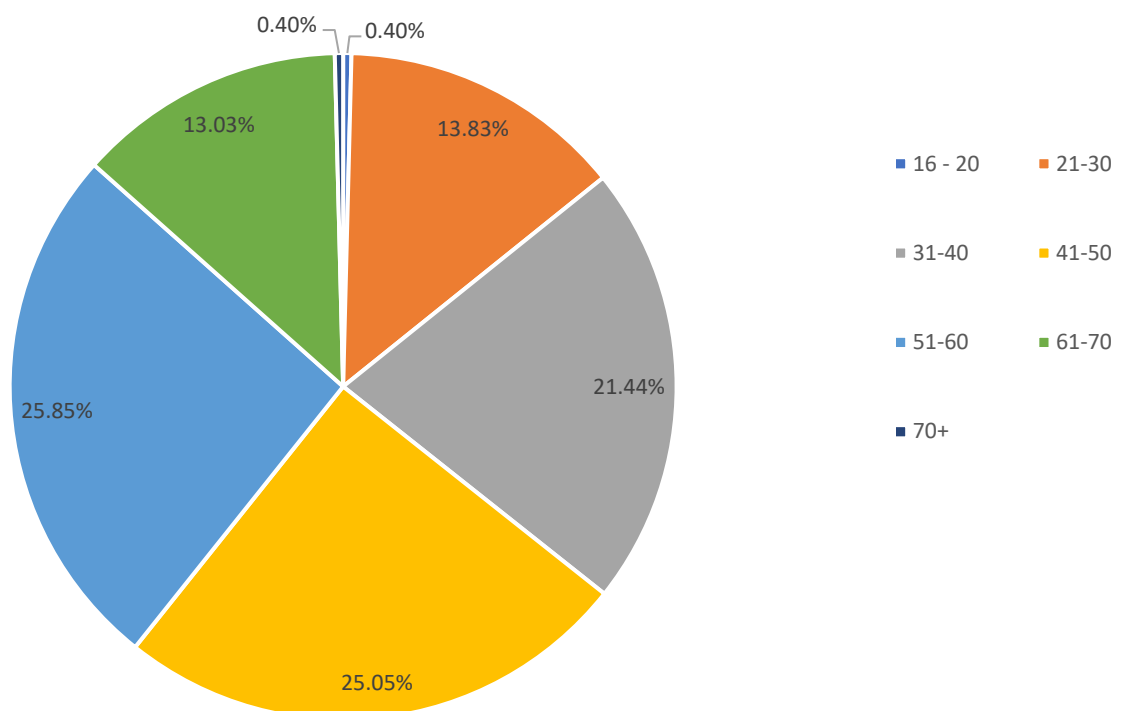
¹ Further Education Workforce (FEW) Data for England (2021/22)

8.1.3 Age

Figure 1 shows that the 51 to 60 age range at 25.85% includes the highest number of staff, closely followed by the 41 to 50 age range at 25.05%. As with the previous year, this demonstrates that over half of the Gateshead College workforce (51%) fall into a 41 – 60 age range. The data suggests that the age distribution of staff at Gateshead College has remained relatively stable since 2021/22; where 54% were in a 41 to 60 age range and indicates a significant presence of older employees. This concentration may have implications for workforce planning, succession planning and considerations related to retirement. A further 21% of staff are within the 31 to 40 age range.

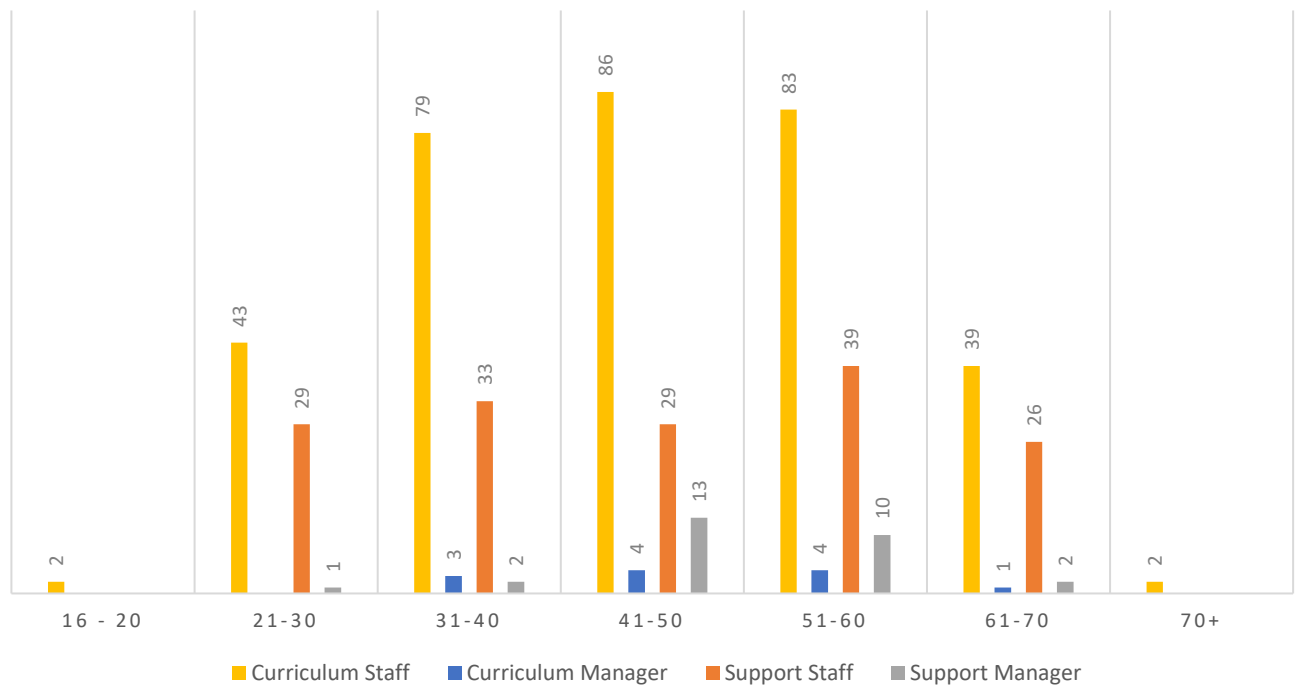
The age distribution at Gateshead College is compared to the Further Education Workforce (FEW) data for England (2021/22), where the patterns observed are generally in line with the national trends, reflecting a similar distribution across age brackets. The percentage of staff at Gateshead College under the age of 30 (14%) is noted to be similar to the England average (15%), indicating the College's composition of younger staff aligns closely with the national picture.

Figure 1 – Percentage of staff by age



The majority of staff in the 41 to 60 age range are within the College’s curriculum areas at 66%. This drops to 58% for the 61 to 70 age range (Figure 2).

Figure 2 – Percentage of staff by age and category (curriculum / support)



It is recognised that knowledge-sharing and differing perspectives are key benefits of age diversity. Research has shown that older age groups can share practical experience and expertise, while older colleagues look to younger groups for skills training and new ways of working (CIPD, 2015). With a significant proportion of workforce in the 41 to 60 age range, there is a need to ensure the transfer of skills and knowledge from experienced employees. Implementing mentorship programs or knowledge-sharing initiatives will be beneficial for continuity, and something we will prioritise during 2023/24. We will also focus on training and development to upskill existing staff, particularly across curriculum areas to prepare them for leadership roles. This will be crucial to addressing potential skill gaps that may arise as older employees retire.

8.1.4 Gender

The proportion of female staff at Gateshead College is 57% and 43% male, shown at Figure 3. This is a more even distribution than can be observed across other FE colleges, who report a 66% female, 33% male workforce and 1% prefer not to say (FEW, 2021/22).

Figure 3 – Percentage of staff by gender

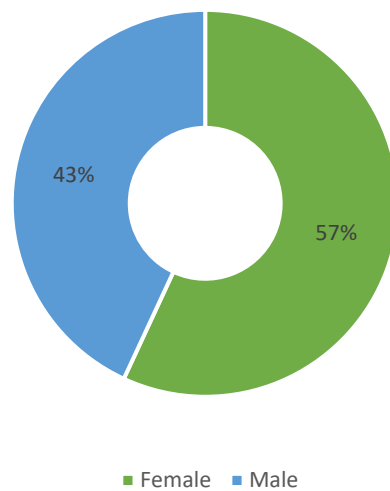
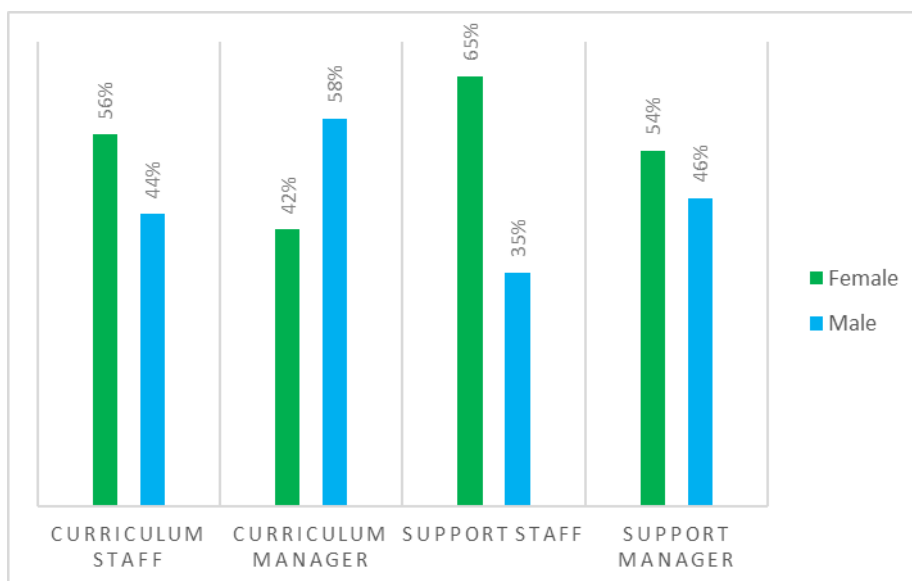


Figure 4 shows that among curriculum staff, 56% are female and 44% are male. Among support staff, there is also a higher proportion of females at 65%. In curriculum management positions, there is a higher proportion of males at 58%, compared to females at 42%. In contrast, support management positions have a slightly higher proportion of females at 54% in comparison to males at 46%.

Figure 4 – Gender by category (curriculum / support)



Full time positions have a similar distribution of male employees at 51%, and female employees at 49%. There is a significant difference in gender distribution for part-time and casual roles. Females constitute 70.5% of the part-time workforce and 60% of casual roles, while males make up 29.5% of part-time and 40% of casual positions (Figure 5).

The gender distribution in part-time and casual roles at Gateshead College aligns with broader UK government research findings, indicating that women are more likely to work part-time (House of Commons, 2023). Trades Union Congress (TUC) research is also supported by the data, revealing that women are three times more likely to work part-time and often engage in flexible working arrangements while carrying out a significant portion of private domestic and care responsibilities.

Figure 5 – Percentage of gender by employment type (full time / part time / casual)



The data suggests that there may be gender-specific patterns in job preferences, with more females choosing part time and casual roles. This may indicate challenges for female staff in terms of job security, career progression and access to benefits. A review of the College's flexible working policy and family friendly policies are a priority for 2023/24. These will be developed and promoted to cater for the diverse needs of staff, making it easier for both male and female staff with caring responsibilities to access full time work and access opportunities for progression, whilst balancing personal responsibilities.

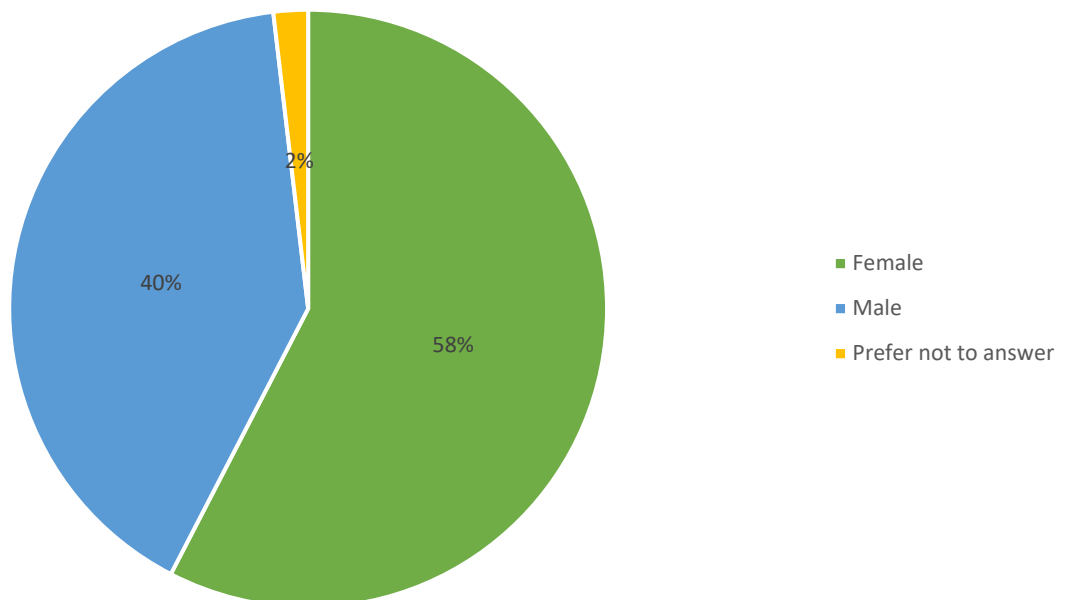
8.1.5 Gender Identification and Reassignment

The College have recently started collecting data on gender identity (in addition to legal sex) and gender reassignment.

8.1.5.1 Gender Identification

25% of staff have not provided information on their gender identity. However, from the staff who have so far responded there is 0% 'identifying in another way' (Figure 6). Nationally, staff 'identifying in another way' is 0.1% (FEW, 2021/22). The absence of any staff members identifying in another way and preferring not to answer is an area to explore further in focus groups and staff survey questions to establish if there is a barrier to disclosing gender identification.

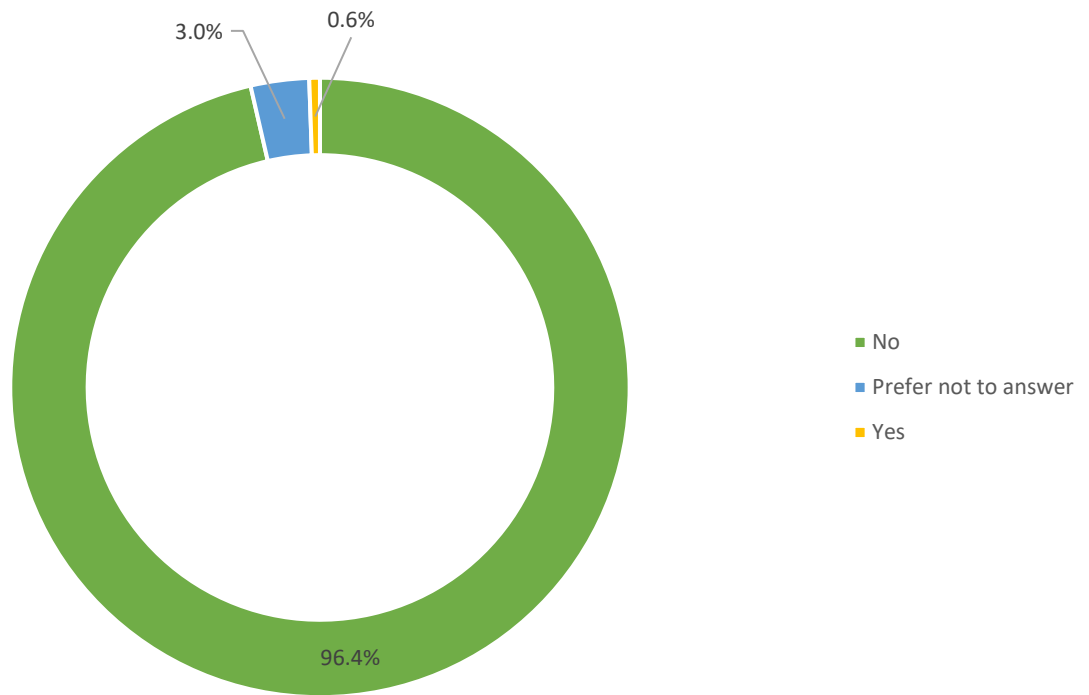
Figure 6 – Gender identification



8.1.5.2 Gender Reassignment

28% of staff have not provided information on gender reassignment. Of those who disclosed their gender reassignment, 0.6% reported that their gender had been reassigned (Figure 7). This is a relatively low percentage but still represents individuals within the workforce who have undergone gender reassignment.

Figure 7 – Gender reassignment



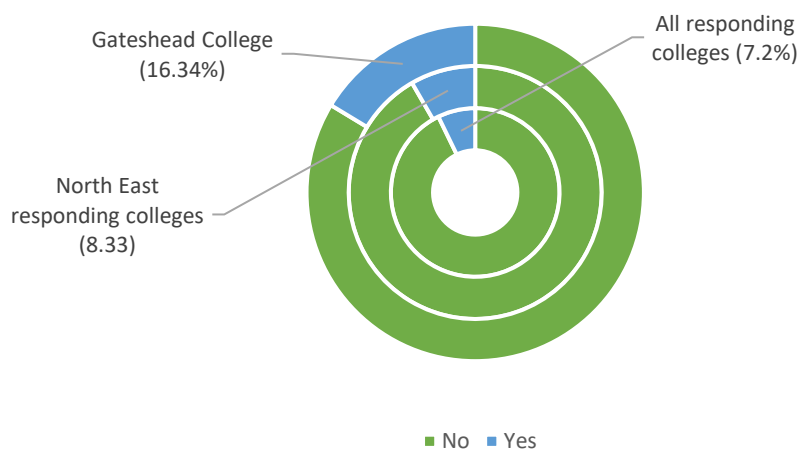
A priority for 2023/24 is to assess the College's policies and practices relating to diversity and inclusion, and to develop a new EDI strategy and action plan for the College. This will create a more inclusive environment which is intended to encourage individuals with diverse gender identities or other minority characteristics to feel comfortable disclosing and being open about their identity.

8.1.6 Disability

Figure 8 represents the percentage of college staff who identify as having a disability at 16.34%, which compares to 6.5% for all responding colleges (FEW, 2021/2022). The proportion of staff with a self-declared disability has grown from 12% from 2021/2022.

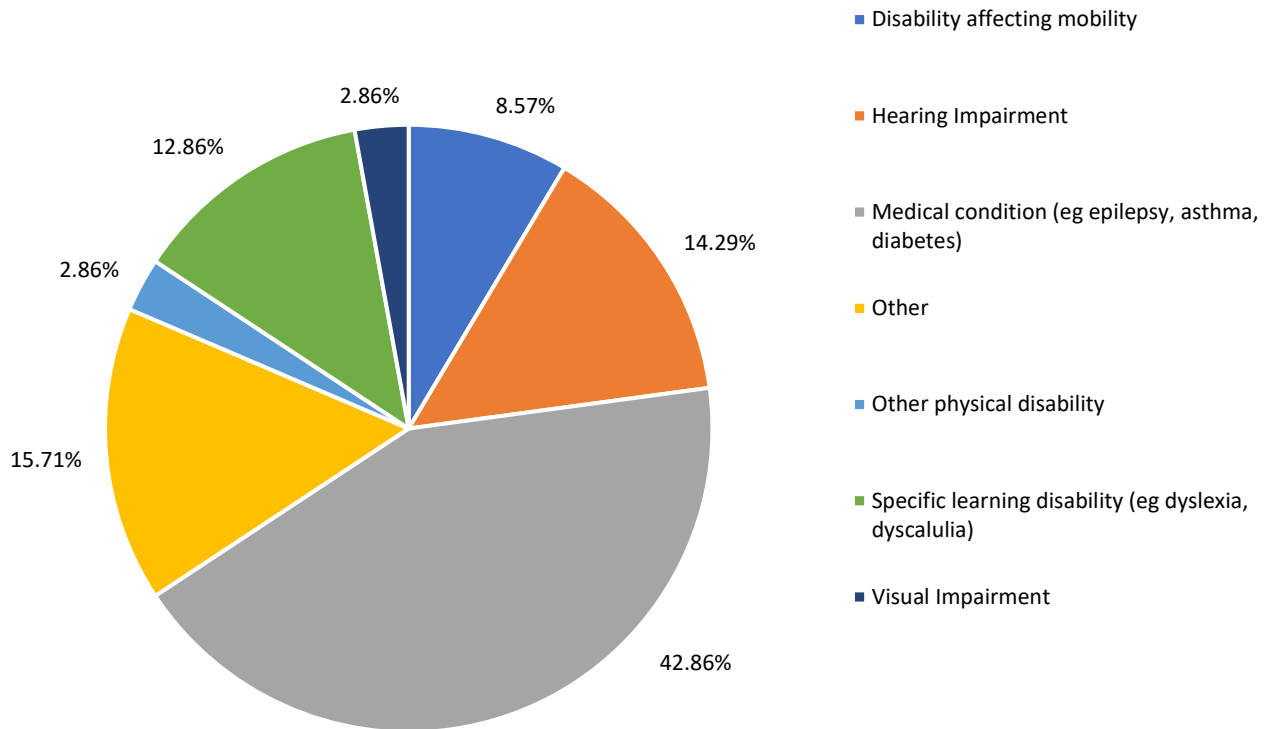
The North East has the highest proportion of disabled people in the UK at 21%. The College's representation of staff with disabilities at 16.34% is lower than the regional trend. The disability rates in the local Gateshead population, as per the Equality Act, indicate that 9.9% have limitations in day-to-day activities "a lot" and 11.5% have limitations "a little". The College's representation of disabled staff might be influenced by these local demographics.

Figure 8 – Percentage of staff by disability



The most common disabilities among college staff are identified in Figure 9 and fall under categories such as 'medical condition' at 43%, 'other' at 16%, 'hearing impairment' at 14%, and 'specific learning disability' at 13%. Understanding the prevalent types of disabilities helps in tailoring support programs and accommodations for staff members.

Figure 9 – Disability types



The data suggests that the College may have implemented inclusive workplace practices, as reflected in the increasing representation of staff with disabilities, contributing to a more diverse and supportive work environment. In 2023/24 the College are prioritising line manager training to ensure there is a clear and consistent approach for requesting and implementing reasonable accommodations, such as modified work schedules, assistive technology, or specialised equipment. We will also ensure the representation of staff with disabilities in the inclusion group to foster a sense of community and provide a platform for sharing experiences and support.

Figure 10 – Percentage of staff by disability and age

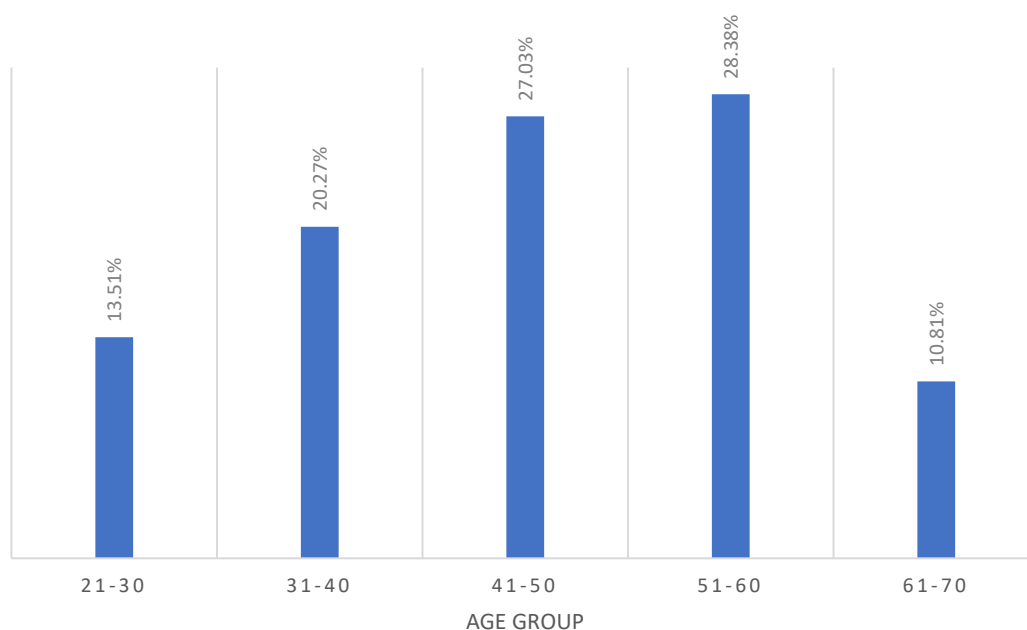


Figure 10 shows that the percentage of total number of staff declaring a disability increases with age. The highest percentage of our disabled staff is observed in the 51 to 60 age range. The 41 to 50 and 51 to 60 age range collectively account for a significant portion of staff who have a declared disability. This suggests that disabilities may become more prevalent or declared during middle age. The 21 to 30 age range has the lowest percentage, and the 61 to 70 age group also shows a relatively lower percentage.

Understanding the age distribution of individuals with declared disabilities allows the College to tailor workplace accommodations and customise support measures. Support measures would be considering flexible working hours or remote working options, ergonomic adjustments in workspaces, and the use of assistive technologies, including specific hardware or software solutions.

8.1.7 Ethnicity and Nationality

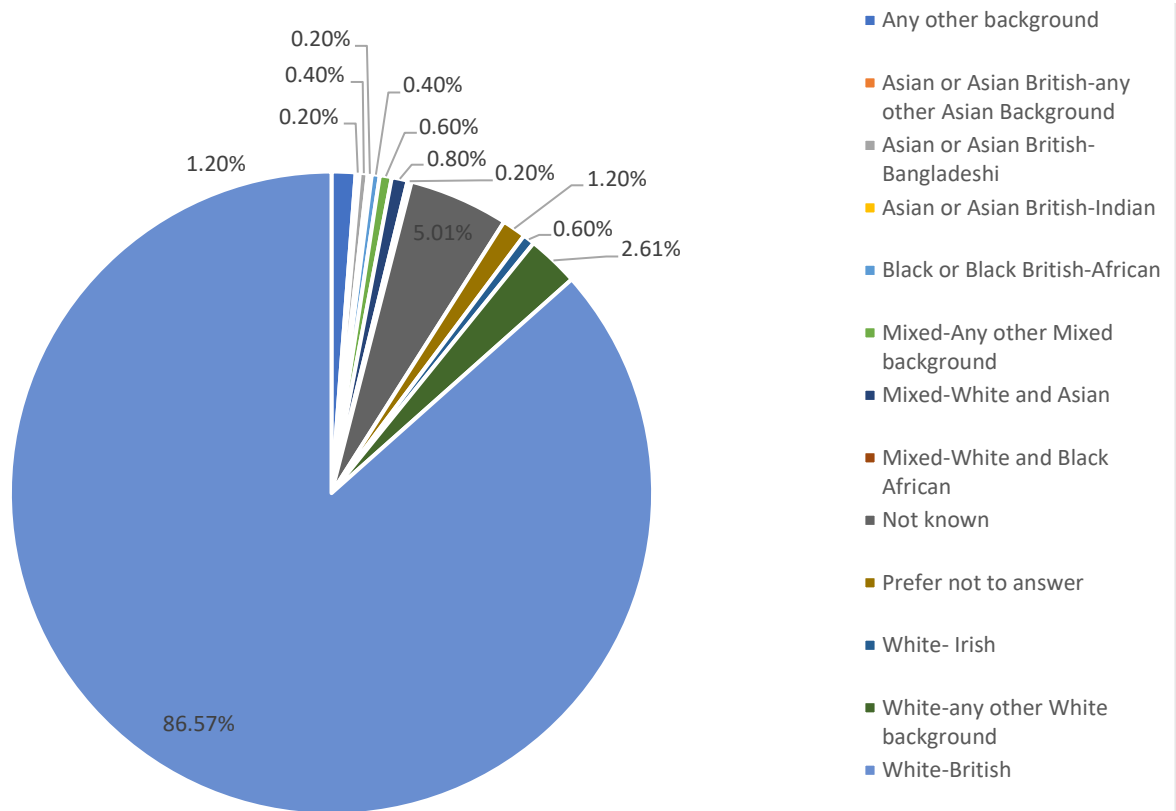
8.1.7.1 Ethnicity

Figure 11 summarises the ethnic origin of staff at Gateshead College. In the academic year 2022/23, 7.2% of Gateshead College's workforce identified as belonging to an ethnic minority group. This figure is lower than responding colleges in England, which stands at 18.9%. There has been an increase from the previous year where the figure was 6.2%. The majority of Gateshead College's workforce identified as White-British at 86.6%, representing a 5% increase from the previous year where the figure was 82%. This is higher than the average for all responding colleges which was 81% (FEW, 2021/22).

Staff identifying as belonging to an ethnic minority group are not equally represented at manager/leadership positions. All managers/leaders at Gateshead College identify as White-British. This is not reflective of leaders across the FE sector, where 11.1% of

leaders identified as belonging to an ethnic minority group, with 3.4% identifying as Asian or Asian British and 1.6% Black or Black British.

Figure 11 – Percentage of staff by ethnic origin



The College staff survey indicates that the College is perceived as inclusive, and staff believe it to be supportive of any member experiencing discrimination. However, there is a recognition that the recruitment and selection process should undergo further positive action to support diversity.

The North East region has a predominantly White-British population, with 90.6% being White-British (Table 2), this is the joint largest percentage in the UK. Recruiting from a population with a high percentage of White-British individuals presents a challenge for achieving diversity in the College staff. To address this, the College will identify areas for improvement in the recruitment process and gather data to develop solutions that will enhance EDI practices and identify action needed to widen reach and support the growth in diversity of staff.

Table 2 – Ethnic diversity of the North East region

Ethnic Origin	Asian	Black	Mixed	White British	White Other	Other
North East	3.7%	1.0%	1.3%	90.6%	2.5%	1.0%

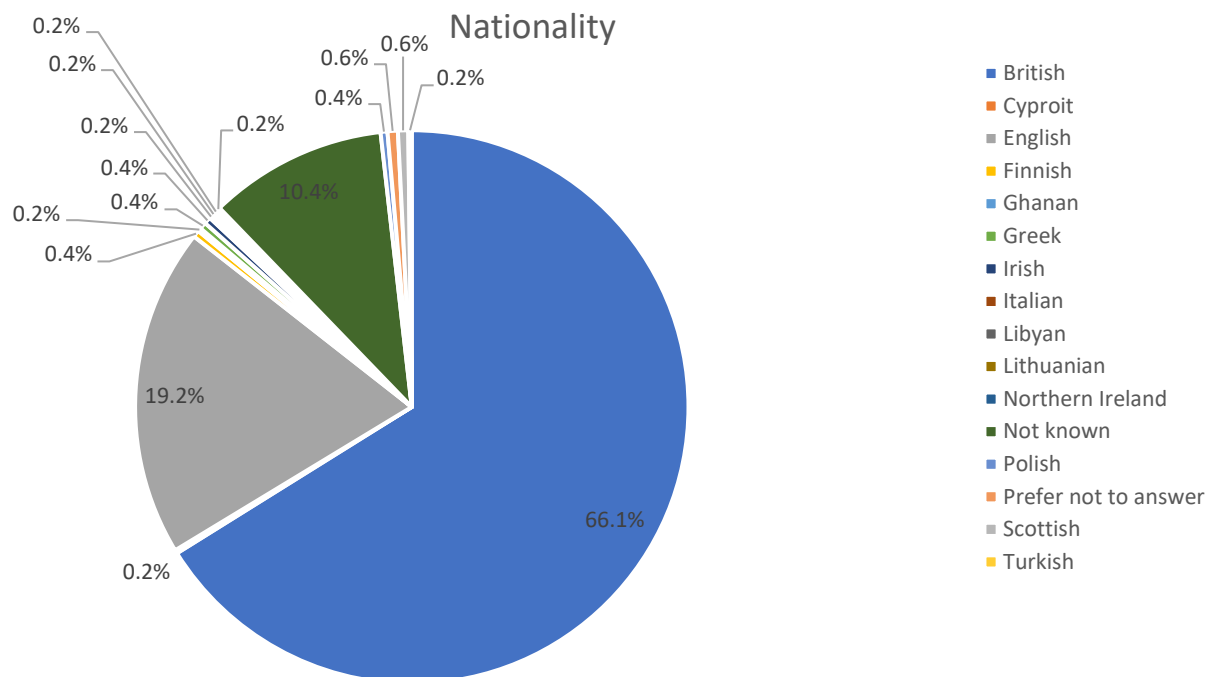
The proportion of staff from outside the UK is 3%. 86% of staff are from the UK and 11% fall into the categories of 'not known' or 'prefer not to answer'. This lack of information is an area for improvement in the College's data collection process. To improve data accuracy, we will provide clear guidance to staff on completion and reinforce confidentiality in the handling of sensitive information.

A priority for 2023/24 is to review the College's recruitment processes to encourage a greater diversity of applicants and eliminate potential bias or barriers. Equal opportunities monitoring will also be a priority for applicants to measure our reach and ensure this is wide enough to support the growth in diversity of staff.

8.1.7.2 Nationality

Figure 12 summarises the nationalities of staff at Gateshead College. The majority of at the College are of British nationality at 66.13%, indicating a significant representation of the local population. English and Scottish nationalities make up 19.24% and 0.60%, respectively. Together, they contribute to a substantial proportion of staff. A variety of nationalities are represented at the College, but each of them contributes a relatively small percentage (less than 1%) individually. Notable examples include Cypriot, Finnish, Ghanan, Greek, Irish, Italian, Libyan, Lithuanian, Northern Irish, Polish, and Turkish. 10.42% of the dataset falls under the "Not known" category, indicating a potential area for improvement in data collection or reporting processes. Additionally, 0.60% prefer not to answer, suggesting some individuals may choose not to disclose their nationality.

Figure 12 – Percentage of staff by nationality

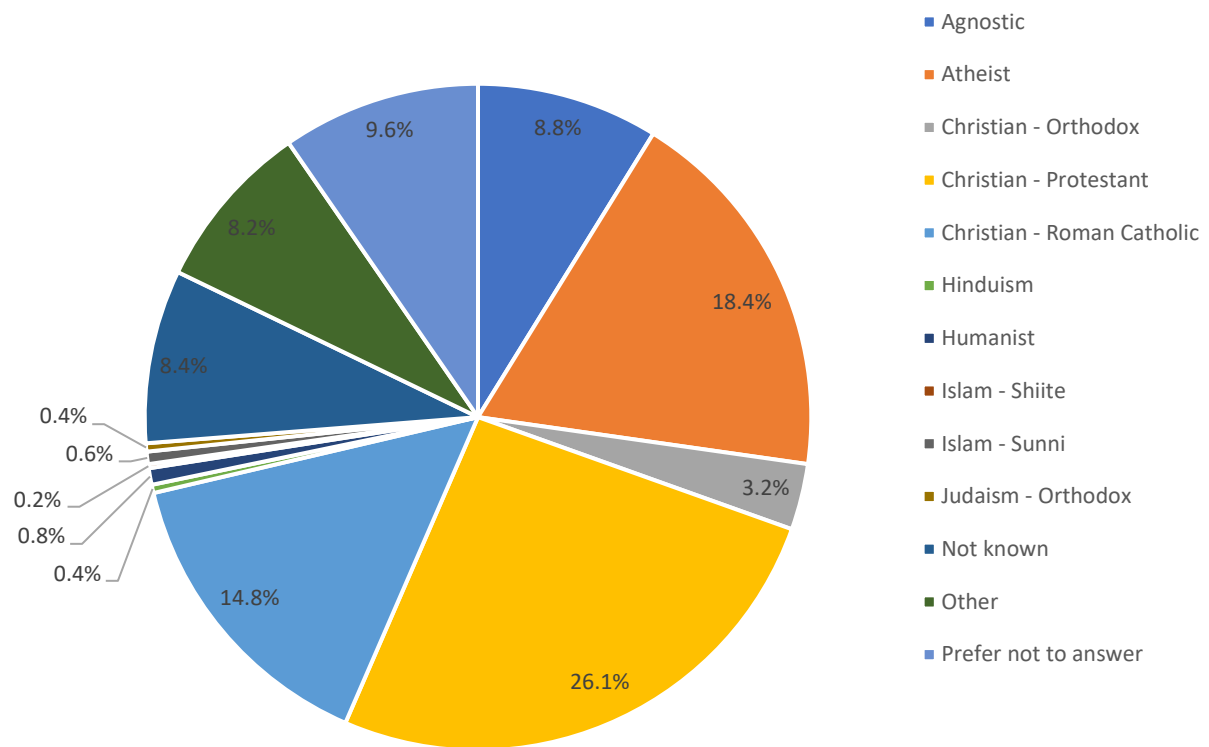


While British nationals are the majority group, the staff at Gateshead College do reflect a degree of international diversity with individuals from various countries. Inclusion events celebrating diversity and the cultural differences within the College will form part of the improved EDI calendar of events for 2023/24.

8.1.8 Religion and Belief

Figure 13 summarises the religion and belief of staff at Gateshead College. The majority of the staff, accounting for 44.1%, identify with Christian religions. This category includes Protestant at 26.1%, Roman Catholic at 14.8%, and Orthodox at 3.2%. Non-religious affiliations such as atheist and agnostic together constitute a significant portion, with 18.4% and 8.8%, respectively. A notable portion of the staff falls under the category of 'other' religion or belief at 8.2%, indicating a diverse range of religious affiliations beyond the major categories mentioned. 18% of staff fall into the categories of; 'not known' at 8.4% and 'prefer not to answer' at 9.6%. This suggests that a significant portion of the workforce either has undisclosed religious affiliations or is not comfortable sharing this information.

Figure 13 – Percentage of staff by religion and belief



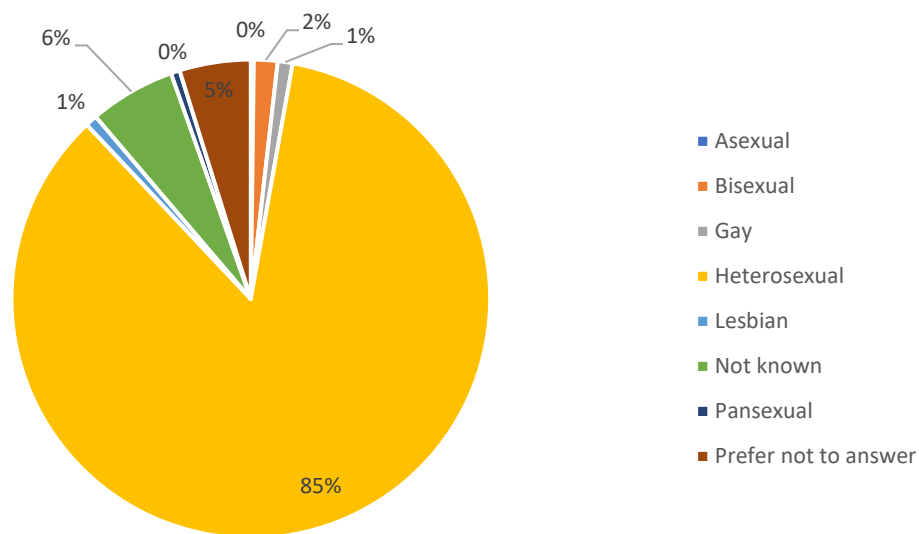
These insights are valuable for understanding the religious diversity within the staff at Gateshead College, which can have implications for workplace dynamics, inclusivity, and cultural considerations. By proactively addressing and celebrating religious diversity, the College can create an enriching environment where staff feel able and safe to share their faith with the potential for a rich exchange of ideas and viewpoints.

The improved calendar of inclusion events will acknowledge and celebrate major religious holidays, ensuring that staff feel recognised and respected and promoting a culture where all faiths and those without faith feel a sense of belonging. We will also promote the use of inclusive language that respects various religious beliefs and address consistency and diversity of imagery and language through a college branding project.

8.1.9 Sexual Orientation

Figure 14 summarises the sexual orientation of staff at Gateshead College. The majority of the staff identify as heterosexual at 85%, indicating that this is the predominant sexual orientation. The percentages for bisexual at 2%, gay at 1%, and lesbian at 1% orientations are comparatively lower. This suggests that non-heterosexual orientations are less prevalent within the staff at Gateshead College, although it's essential to recognise that some individuals may choose not to disclose their sexual orientation. A significant portion of staff fall into the categories of 'not known' at 6% and 'prefer not to answer' at 5%. This highlights a level of uncertainty or a preference for privacy among some individuals regarding their sexual orientation. It is important to respect individual choices not to disclose this information.

Figure 14 - Percentage of staff by sexual orientation



While the majority of staff identify as heterosexual, the presence of individuals with different sexual orientations (bisexual, gay, lesbian) indicates a level of diversity within the staff population.

The data underscores the importance of fostering an inclusive workplace culture and a priority for 2023/24 is to ensure the representation of LGBTQI+ staff in the inclusion group to ensure there is focus on inclusivity for the College's LGBTQI+ community. The group will provide a supportive community for employees, organise events, influence policy development and offer resources for education and awareness. It will also be a priority to ensure that College's policies explicitly prohibit discrimination and provide equal benefits to all employees.

9. Learners

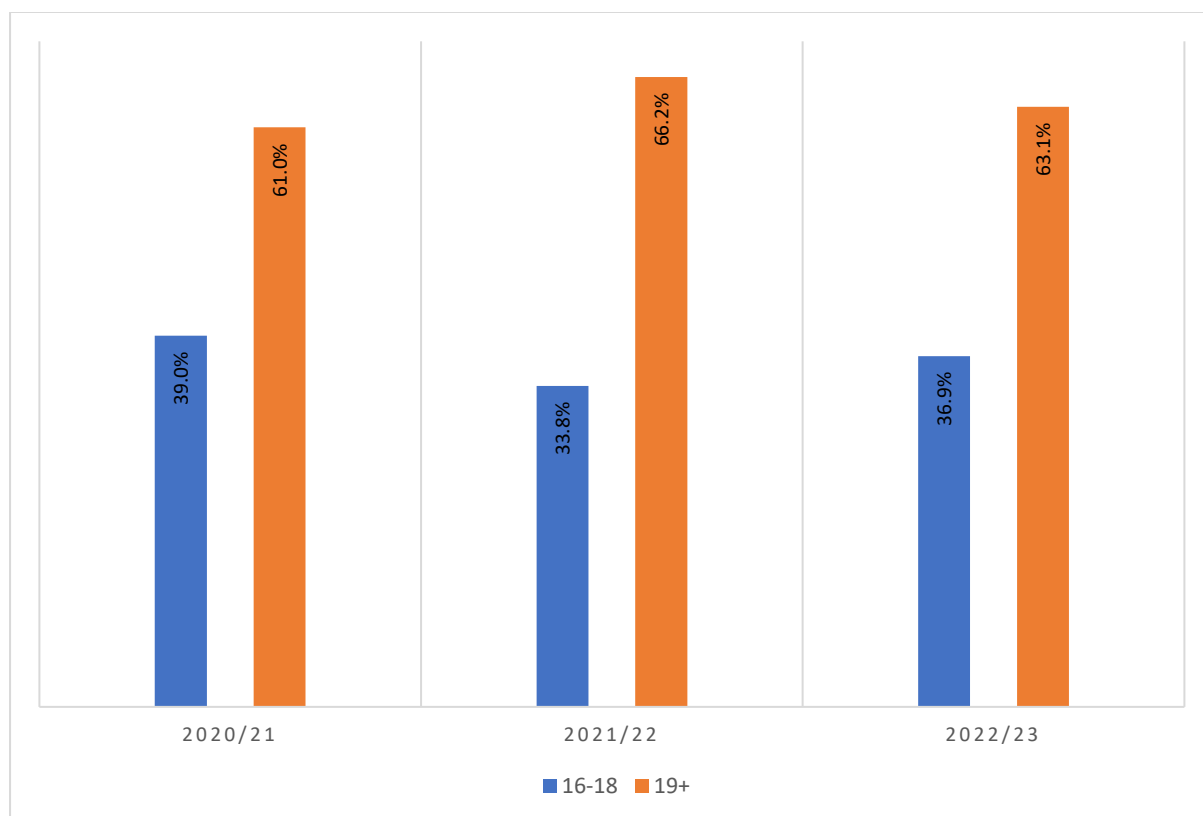
9.1 Learner Data Analysis

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 through the Self-Assessment process. The data in this statement is accurate at the end of the academic year 2022/23.

9.1.1 Age

The age profile over time has remained static with around of one third of education and training learners in the 16-18 bracket and two thirds being adults.

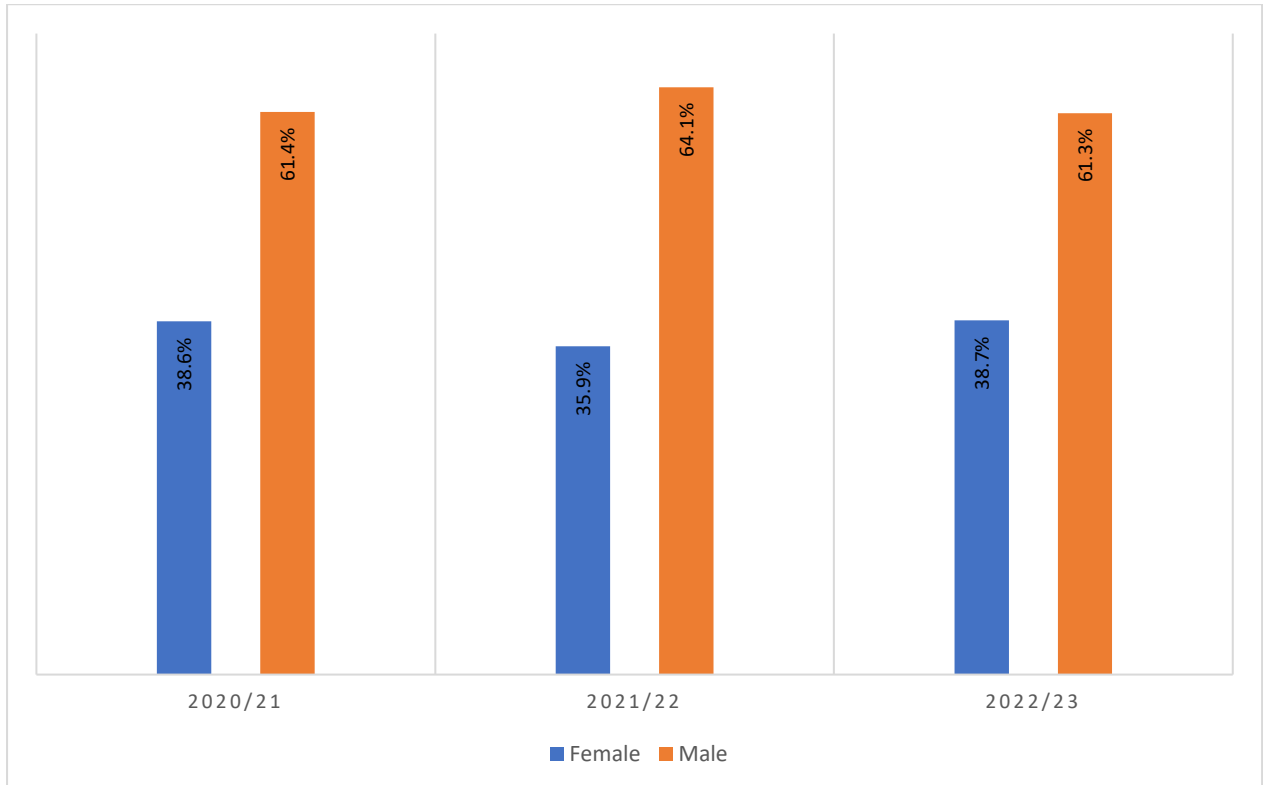
Figure 15 – Percentage of learners Age Comparison – 3-year trend



9.1.2 Gender

The gender profile over time has remained static with around of one third of learners female and two thirds male. There is a 50/50 balance of female and male learners in the 16-18 category but a large disparity in the 19+ category. This reflects the considerable proportion of traditionally male dominated environments that the College delivers in, for example, manufacturing and construction. The College are working hard with employers and partners, such as Women into Construction, to challenge these stereotypes.

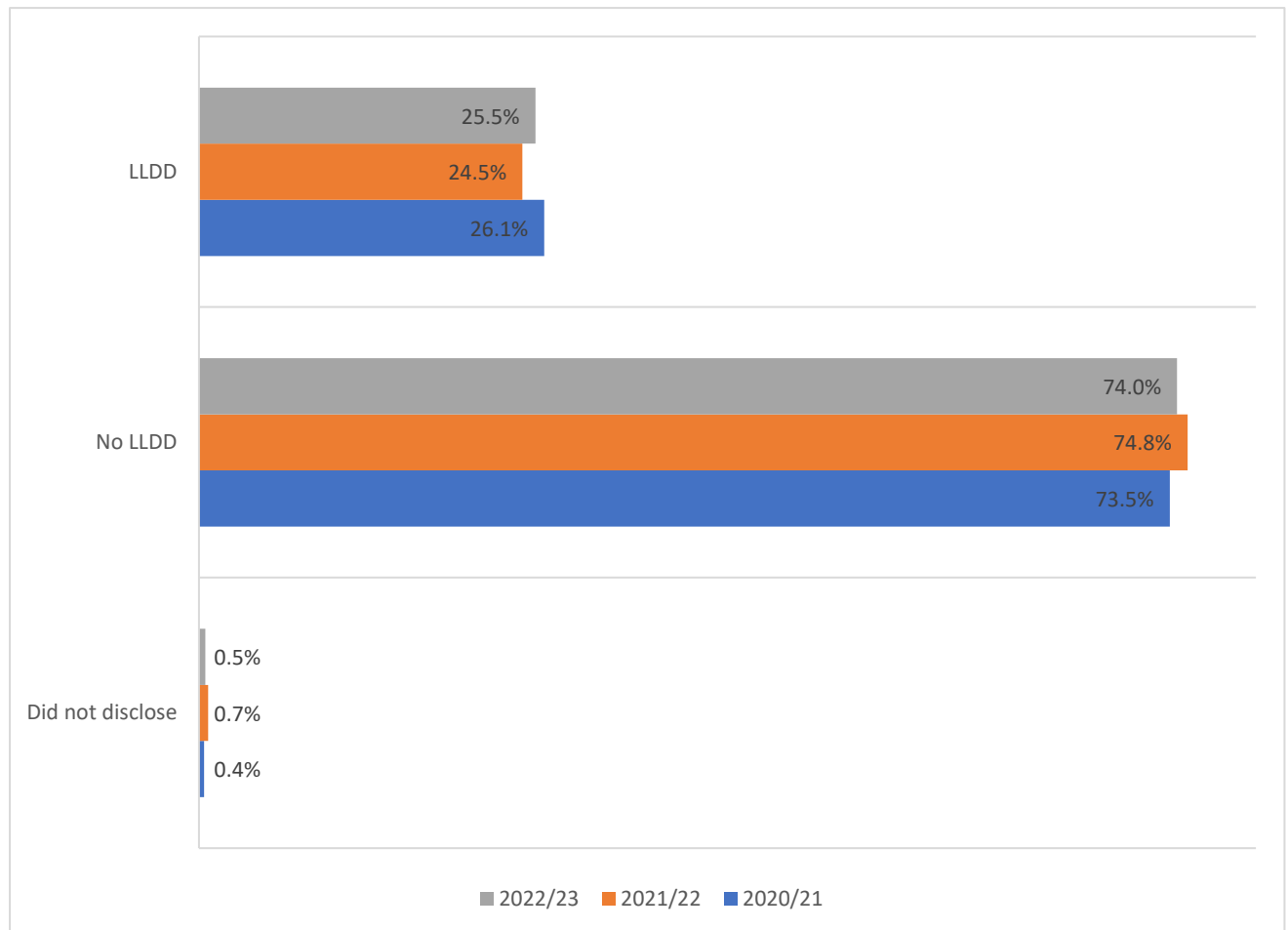
Figure 16 - Percentage of learners Gender Comparison 3-Year Trend



9.1.3 Disability

The number of learners who declare a learning difficulty or disability over time has remained static with around a quarter of its learners declaring a difficulty or disability. The College is well equipped to support and make reasonable adjustments to meet the needs of its diverse student body.

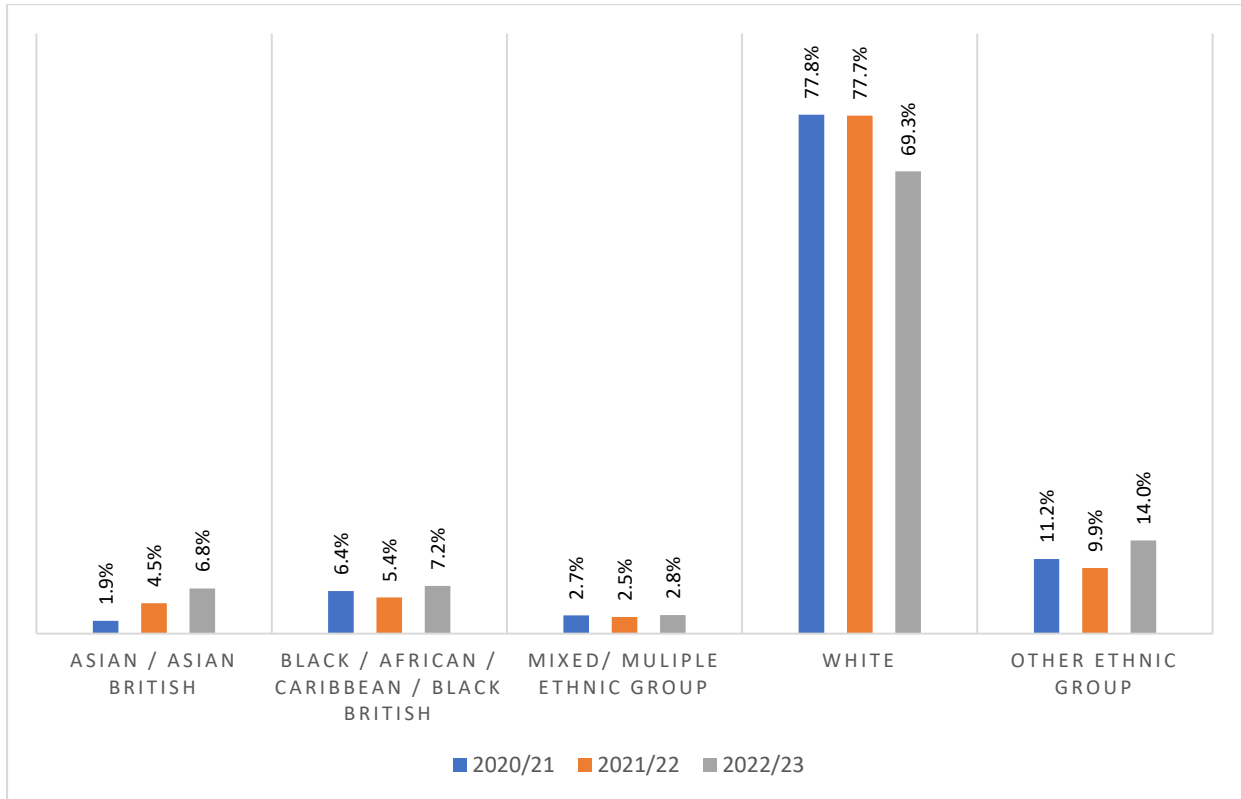
Figure 17 - Percentage of learners with Learning Difficulty/ Disability Comparison - 3-year trend



9.1.4 Ethnicity

Most College learners identify as white. However, the number of learners from Asian / Asian British, and Black / African / Caribbean / Black British has increased and the proportion is greater than the local population. This reflects the growth in the College's popular English for Speakers of Other Languages (ESOL) provision.

Figure 18 - Percentage of learners Ethnicity Comparison - 3 Year Trend



9.1.5 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.

Table 3 – Learner Feedback – 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
2022/23	90.6%	90.2%	95.3%
2021/22	94.2%	93.6%	98.1%
2020/21	96.2%	96.2%	98.9%

9.1.6 Narrowing Performance Gaps

9.1.6.1 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 2022/23, 16-18-year-olds achieved at 86.0% (+3.3% above most recent National Rate) and 19+ at 88.2% (+1.0% 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.

Table 4 – Learner Achievement Rates

	Level	GATESHEAD COLLEGE 2022/23			National Rates 2020-21	
		Leavers	Achievers	Achievement Rate %	Provider NR %	Diff to PNR %
16-18	All Levels Qual	4237	3642	86.0	82.7	+3.3
19+	All Levels Qual	6714	5924	88.2	87.2	+1.0

Young Apprentices aged 16-18 at 68.0%, achieve at a slightly higher rate than adult apprentices at 72.5%. Both rates compare favourably to the most recent published all ages national rate 57.7% (age split not available).

Table 5 – Apprentice Achievement Rates

Gateshead College Apprentices in 2022/23	
Achievement Rates (%)	
16-18	68.0
19+	72.5

9.1.6.2 Qualification Levels

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

Table 6 – Learner Achievement Rates by Qualification Level

		GATESHEAD COLLEGE 2022/23			National Rates 2022/23	
	Level	Leavers	Achievers	Achievement Rate %	Provider NR %	Diff to PNR %
16-18	Entry and 1	915	763	83.4	80.5	+2.9
16-18	2	1353	1141	84.3	81.0	+3.3
16-18	3	1758	1579	89.8	84.8	+5.0
19+	Entry and 1	5433	4924	90.6	88.4	+2.2
19+	2	1233	1062	86.1	85.3	+0.8
19+	3	173	149	86.1	81.5	+4.6

Level 3 provision for young people is particularly strong at 89.8%. 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 4 (higher) and Level 3 (advanced) apprentices in 2022/23 achieved higher rates than Level 2 (intermediate) apprentices.

Table 7 – Apprentice Achievement Rates by Qualification Level

Level	Gateshead College Apprentices in 2022/23
	Achievement Rates (%)
Level 2 (Intermediate)	64.6
Level 3 (Advanced)	75.5

Level 4 (Higher)	79.0
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9.1.6.3 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 Higher Education (HE) Access programmes. A summary by gender and age is shown in the table below:

Table 8 – Learner Achievement Rates by Gender

	Gateshead College E&T Learners in 2022/23	
	Achievement Rate – Female (%)	Achievement Rate – Male (%)
16-18	87.7	87.0
19+	89.1	93.2

Across all ages, male learners achieved at the rate of 98.2%, whilst female learners at the rate of 86.0%.

9.1.6.4 Disability/ Learning Difficulty

In 2022/23, those declaring a learning difficulty or disability achieved at a rate of 84.0%, those declaring not to have a difficulty or disability achieved at 88.3%. The split by age group is as shown in the table below:

Table 9 – Learner Achievement Rates by Learning Difficulty or Disability

	Gateshead College E&T Learners in 2022/23	
	Achievement Rate – With Learning Difficulty or Disability (%)	Achievement Rate – No Learning Difficulty or Disability (%)
16-18	80.7	85.6
19+	87.3	89.9

9.1.6.5 Ethnicity

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

Table 10 – Learner Achievement Rates by Ethnicity

	Gateshead College E&T Learners in 2022/23	
	Leavers (Enrolments)	Achievement Rates (%)
African	668	83.5
Arab	400	78.5
Bangladeshi	81	79.0
Caribbean	22	77.3
Chinese	41	92.7
Gypsy/Irish Traveller	8	75.0
Indian	58	98.3
Irish	20	95
Other	797	85.6
Other Asian	450	84.4
Other Black	93	86.0
Other Mixed	107	83.2
Other White	711	87.6
Pakistani	114	78.1
White British	6851	89.2
White/Asian	98	88.8
White/Black African	68	85.3
White/Black Caribbean	33	69.7

9.1.6.6 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 (55.4%) fall into the 20% most deprived according to the Index of Multiple Deprivation measure (IMD).

9.1.6.7 Free School Meals

There is no significant gap between the achievement rates of those who are eligible for free school meals at 85.2% and those who are ineligible at 87.3%.