



EQUALITY, DIVERSITY AND INCLUSION

ANNUAL REPORT

2021-22

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T=C Partnership
Training • Education • Careers



INTRODUCTION

TEC Partnership has a long-established commitment and reputation for advancing, embedding and promoting equality and diversity for learners and members of the wider community. TEC Partnership insists upon equality of opportunity for all, regardless of background. Additionally, we recognise the need to develop fair-minded, tolerant citizens who acknowledge, value and celebrate diversity.

This commitment is part of a continual drive to maintain outstanding progress for our learners through strong teaching, learning and assessment provision. Well-monitored equality, diversity and inclusion (EDI) practices, enabled by a robust policy, strategy and action plan, ensure EDI is well embedded across TEC Partnership and can be evidenced in our data related to outcomes for students as well as strategic, curriculum and quality processes.

This report considers the performance of different groups of learners and staff as well as showcasing some of the variety of activities undertaken to celebrate diversity throughout 2020/21. The report will inform future strategies and provide an analysis of trends based upon the protected characteristics.



ABOUT US

TEC Partnership is one of England's largest and best performing providers of further and higher education. It serves primarily economically deprived areas across a 140-mile stretch of the East Coast, from Skegness and Mablethorpe in the south, via Hull, Beverley and Bridlington, to Scarborough and Whitby in the north.

TEC Partnership has a long history of providing education to these communities. Table 1 and Table 2 show the makeup of the areas from the Census 2021 and the ranking against local authorities for Indices of Multiple Deprivation. The lower the rank the more deprived the area is. The LSOA rank shows the ranking based on proportion of IMD Decile 1 (the most deprived neighbourhoods).



The Academy Grimsby





TABLE 1 CENSUS DATA (2021)

| Local Authority | North East Lincolnshire Local Authority | Skegness | East Riding of Yorkshire | Scarborough |
|---------------------------------------|---|----------|--------------------------|-------------|
| Population | 160,000 | 20,000 | 334,000 | 109,000 |
| Male / Female % | 49/51 | 48/52 | 49/51 | 48/52 |
| White British | 95% | 93.5% | 96.1% | 95% |
| Irish and Other White | 2% | 0.6% | 2% | 2.3% |
| Mixed / Multi Ethnic Group | 0.7% | 3.6% | 0.7% | 0.8% |
| Asian/Asian British | 1.3% | 1% | 0.9% | 1.3% |
| Black/African/Caribbean/Black British | 0.3% | 0.4% | 0.2% | 0.2% |

TABLE 2 INDICES OF MULTIPLE DEPRIVATION RANK OF AUTHORITY

| | North East Lincolnshire | East Riding of Yorkshire | Scarborough | East Lindsey |
|---------------------------|-------------------------|--------------------------|-------------|--------------|
| Local Authority Rank | 66/317 | 217/317 | 75/317 | 30/317 |
| LSOA in first decile Rank | 17/317 | 109/317 | 70/317 | 55/317 |

LEARNER PROFILE

For 14-16 education programmes we draw learners from schools in Grimsby to our provision at The Academy Grimsby. Table 3 shows the profile of learners and it shows that the profile of learners meets local demographic.

The ERC and STEC learners are provided directly by local schools. 44% of learners in this demographic are from the 10% wards with the most deprivation. These learners are often the hardest to engage as they face multiple socio-economic barriers to learning, living in areas of high unemployment and low educational attainment.

TABLE 3 14-16 LEARNER DEMOGRAPHICS

| 14-16 | SEX | | Ethnicity | | Learner Diff/Dis | | 14-16 Free School Meals | | Child Looked after | |
|-------|-----|-----|---------------|-------|------------------|-----|-------------------------|------|--------------------|------|
| | M | F | White British | Other | Yes | No | Yes | No | Yes | No |
| TEC | 50% | 50% | 95% | 5% | 41% | 59% | 20% | 80% | 1% | 99% |
| GIFHE | 43% | 57% | 96% | 4% | 37% | 62% | 33% | 67% | 1% | 98% |
| ERC* | 60% | 40% | 92% | 8% | 49% | 51% | 0% | 100% | 1% | 99% |
| STEC* | 64% | 36% | 96% | 4% | 32% | 68% | 0% | 100% | 0% | 100% |

| 14-16 | IMD Percentile | | | | | | | | | |
|-------|----------------|-----|-----|-----|-----|----|-----|----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| TEC | 39% | 6% | 8% | 9% | 7% | 4% | 9% | 3% | 7% | 8% |
| GIFHE | 44% | 7% | 9% | 12% | 6% | 4% | 10% | 2% | 5% | 1% |
| ERC* | 29% | 4% | 4% | 4% | 7% | 5% | 8% | 7% | 10% | 22% |
| STEC* | 32% | 14% | 11% | 0% | 21% | 4% | 11% | 0% | 4% | 4% |

*School Link



LEARNER PROFILE

For 16-18 provision learners EDIMS status match the local demographic from which they are drawn. Table 4 shows the demographics and demonstrates the opportunity given in the areas which the colleges are situated to provide education delivering social justice in the communities.

30% of learners in this demographic are from the 10% wards with the most deprivation. These learners are often the hardest to engage as they face multiple socio-economic barriers to learning, living in areas of high unemployment and low educational attainment.

TABLE 4 16-18 LEARNER DEMOGRAPHICS

| 16-18 | SEX | | Ethnicity | | Learner Diff/Dis | | 14-16 Free School Meals | | Child Looked after | |
|-------|-----|-----|---------------|-------|------------------|-----|-------------------------|-----|--------------------|-----|
| | M | F | White British | Other | Yes | No | Yes | No | Yes | No |
| TEC | 59% | 41% | 95% | 5% | 33% | 67% | 9% | 91% | 2% | 98% |
| GIFHE | 58% | 42% | 96% | 4% | 33% | 67% | 9% | 91% | 3% | 97% |
| ERC | 55% | 45% | 95% | 5% | 33% | 67% | 8% | 92% | 2% | 98% |
| STEC | 66% | 34% | 92% | 8% | 29% | 71% | 12% | 88% | 3% | 97% |

| 16-18 | IMD Percentile | | | | | | | | | |
|-------|----------------|-----|-----|-----|-----|-----|-----|----|----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| TEC | 30% | 10% | 11% | 9% | 7% | 6% | 9% | 6% | 7% | 4% |
| GIFHE | 36% | 11% | 13% | 8% | 6% | 4% | 10% | 4% | 8% | 2% |
| ERC | 22% | 6% | 9% | 13% | 4% | 11% | 8% | 9% | 8% | 10% |
| STEC | 21% | 16% | 9% | 9% | 18% | 6% | 8% | 6% | 5% | 1% |



LEARNER PROFILE

For 19+ learners EDIMS status match the local demographic from which they are drawn. Table 5 shows the demographics and demonstrates the opportunity given in the areas which the colleges are situated to provide education delivering social justice in the communities. 25% of learners in this demographic are from the 10% wards with the most deprivation.

TABLE 5 LEARNER DEMOGRAPHICS ADULT

| 19+ | SEX | | Ethnicity | | Learner Diff/Dis | |
|-------|-----|-----|---------------|-------|------------------|-----|
| | M | F | White British | Other | Yes | No |
| TEC | 40% | 60% | 90% | 10% | 22% | 78% |
| GIFHE | 44% | 56% | 90% | 10% | 24% | 76% |
| ERC | 38% | 62% | 90% | 10% | 20% | 80% |
| STEC | 23% | 77% | 85% | 15% | 16% | 84% |

| 19+ | IMD Percentile | | | | | | | | | |
|-------|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| TEC | 25% | 10% | 10% | 10% | 7% | 8% | 10% | 7% | 8% | 5% |
| GIFHE | 30% | 11% | 11% | 9% | 7% | 6% | 9% | 6% | 9% | 3% |
| ERC | 18% | 6% | 9% | 11% | 5% | 11% | 11% | 12% | 7% | 11% |
| STEC | 15% | 14% | 10% | 12% | 14% | 10% | 10% | 11% | 10% | 8% |



EQUALITY, DIVERSITY AND INCLUSION (EDI) OBJECTIVES:

TEC Partnership's key objectives highlight the commitment to:

- Implementing necessary actions and training to ensure that equality is advanced and embedded for all in line with a broad spectrum of corporate and curriculum policies, which guide the delivery of the whole curriculum and wider corporate business;
- Engaging and communicating, both internally and externally, with learners, staff, visitors and the wider community where appropriate, in relation to the above;
- Ensuring an organisational wide commitment to advancing and embedding EDI and that it is understood by all; • Ensuring that TEC Partnership's EDI Policy and Strategy is linked to our mission statement and strategic objectives;
- Embedding the principle of equal opportunities in service delivery and ensuring that gender equality is promoted;
- Ensuring that all activities are fully accessible to disabled people in line with our public duty under the 2010 Equality Act;
- Monitoring impact of equal opportunities policies across the provision and ensuring they are in line with the wider ESF programme targets detailed in the Operational Programme;







EQUALITY STATEMENT

Legislative Context

TEC Partnership has chosen to publish a Single Equality Statement that fully embraces the Equality Act 2010. It extends the characteristics for which people are protected from discrimination and the grounds for positive action based on people being disadvantaged or having additional needs due to those characteristics.

The characteristics are:

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

TEC Partnership formally recognises its legal and moral duty to identify and address the needs and barriers that our students may face in fulfilling their learning potential. We also recognise the continuing relevance of previous legislation until all relevant parts of the Equality Act 2010 fall into place. We will endeavour to address by reasonable adjustments and positive action to remove any barriers that may exist in relation to any of the above-mentioned protected characteristics for both staff and students.

TEC Partnership is committed to:

1. Ensuring equality of treatment for everyone in connection with service delivery, recruitment and Employment
2. The broad principles of social justice and is opposed to any form of discrimination or oppression and accepts all its legal and moral responsibilities in these respects
3. Treating equally everyone with whom its representatives come into contact including current and potential service users, its employees, elected members and job applicants
4. Ensuring that no person is treated in any way less favourably on the grounds of race, colour, national, ethnic or social origin, sex, sexual orientation, religion, age, disability and/or political/other personal beliefs
5. The implementation of necessary actions and training to ensure its commitments with regard to equality of treatment are fulfilled and will establish structures for oversight and scrutiny on a regular six-monthly basis or as when required
6. The engagement and communication, both internally and externally, with staff, students and the wider public where appropriate in relation to the above
7. Ensuring our commitment to Equality and Diversity is understood by all that engage with us

LEARNER ACHIEVEMENT

For 14-16 provision, there are no significant achievement gaps highlighted by protected characteristic. For 16-18 provision there are no achievement gaps of significance. For 19+ there are gaps highlighted at Scarborough TEC there is a gap at Scarborough TEC for those with an LDD and there is an action plan to investigate the cause and solve this issue as there is a 2 year trend in this area. At East Riding college for 19+ there are gaps highlighted those classified as non-white, this will be investigated and monitored as this is a new trend.

TABLE 6 THE ACADEMY GRIMSBY ACHIEVEMENT GAP

| Achievement Rate 14-16 | Female | Male | LDD | No LDD | Non White | White |
|------------------------|--------|------|-------|--------|-----------|-------|
| TAG | 87% | 83% | 88.4% | 84.3% | 82.5% | 85.4% |

TABLE 7 16-18 GAP ANALYSIS

| Achievement Rate 16-18 | Female | Male | LDD | No LDD | Non White | White | FSM | No FSM | LAC | No LAC |
|------------------------|--------|-------|-------|--------|-----------|-------|-------|--------|-------|--------|
| TEC Partnership | 91.1% | 90.8% | 89.8% | 91.6% | 92.8% | 90.9% | 90.3% | 91% | 89.6% | 91.0% |
| East Riding College | 85.6% | 83.5% | 85.3% | 84.1% | 90.6% | 84.1% | 87.4% | 94.1% | 84.8% | 82% |
| Scarborough TEC | 81.6% | 85.8% | 82.9% | 85.1% | 83.0% | 84.5% | 85.2% | 84.3% | 87.8% | 84.4% |
| Grimsby Institute | 93.1% | 92.7% | 91.4% | 93.8% | 96.4% | 92.8% | 92.0% | 93.0% | 91.5% | 92.9% |

TABLE 8 19+ GAP ANALYSIS

| Achievement Rate 19+ | Female | Male | LDD | No LDD | Non White | White |
|----------------------|--------|-------|-------|--------|-----------|-------|
| TEC Partnership | 93.5% | 96.7% | 94.7% | 95.8% | 95.2% | 95.5% |
| East Riding College | 86.8% | 89.2% | 86.7% | 88.4% | 75.8% | 88.8% |
| Scarborough TEC | 88.6% | 81.1% | 77.8% | 89.6% | 87.4% | 87.3% |
| Grimsby Institute | 95.5% | 97.4% | 96.3% | 97.0% | 97.0% | 96.7% |
| | | | | | | |

TABLE 9 APPRENTICESHIP GAP ANALYSIS

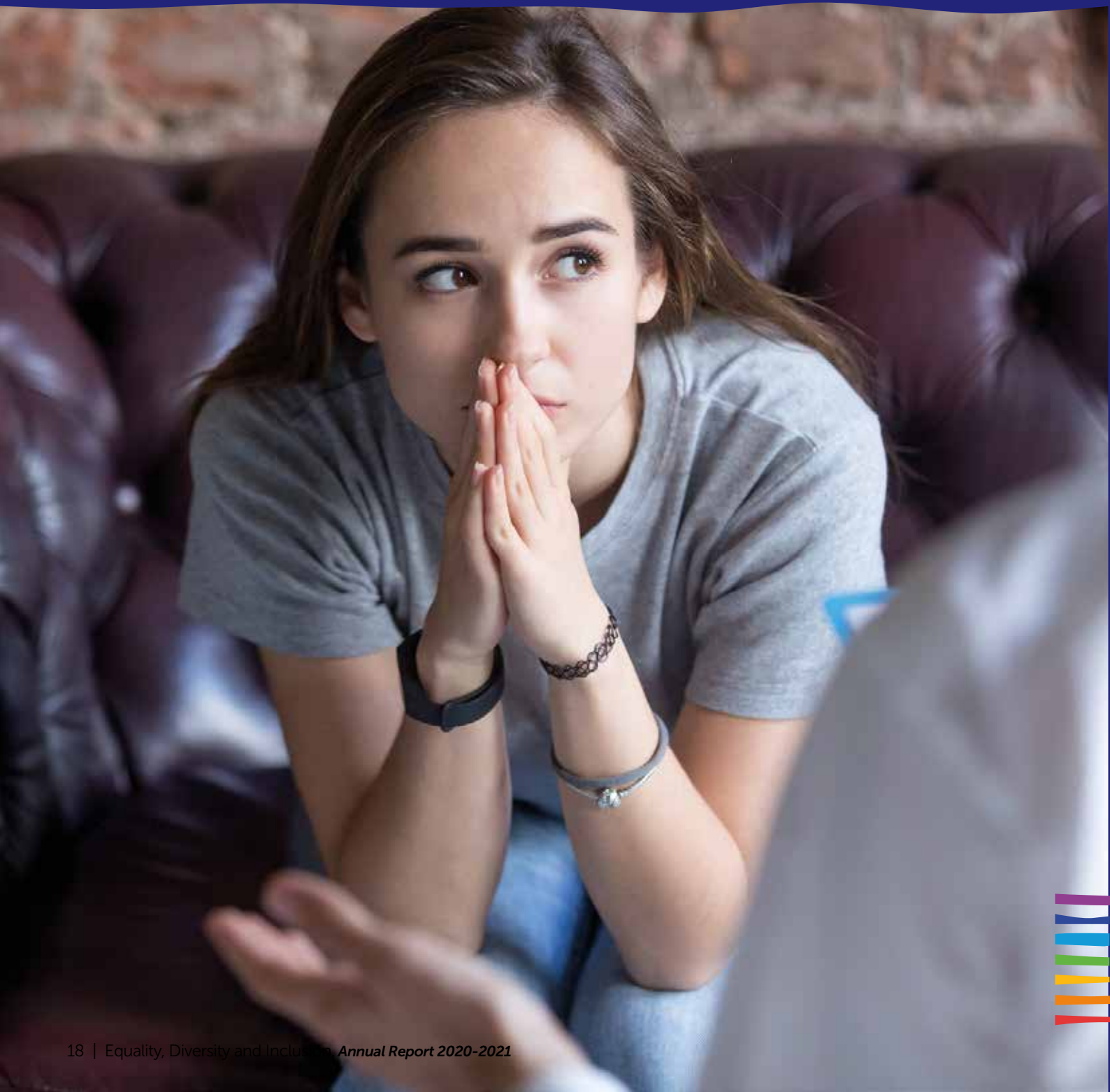
| Achievement Rate Apprenticeship | Female | Male | LDD | No LDD | Non White | White |
|---------------------------------|--------|-------|-------|--------|-----------|-------|
| TEC Partnership | 54.9% | 46.8% | 47.2% | 49.5% | 45.5% | 49.3% |
| East Riding College | 55.1% | 37.3% | 36.4% | 47.4% | 40% * | 47.4% |
| Scarborough TEC | 66.7% | 42.0% | 40% | 46.7% | 0% * | 47.4% |
| Grimsby Institute | 44.6% | 46.5% | 41.4% | 46.6% | 75% * | 45.4% |
| | | | | | | |

*fewer than 10 leavers



ENRICHMENT ACTIVITY

Equality Diversity and Inclusion enrichment activity is completed in all parts of TEC partnership. This activity is planned in each college to best meet the needs of the volumes and type of learners.



STEC

Promotion of EDI, coupled with community engagement activities and events, is an integral part of Scarborough TEC life. The principles of equality, diversity and inclusion are explored by the students through the tutorial system and specific enrichment events, and by staff through training and attendance of meetings, these include:

- Partnership working with the local Contest group continues to take place, providing valuable insight to local Prevent activity
- Students from our most disadvantaged communities visited universities and were supported by the FutureHY project
- EDI and Fundamental British Values were promoted during induction weeks and awareness sessions within tutorials, to ensure the college values and behaviours were well understood
- Tutorial sessions have assisted in embedding EDI into curriculum
- The AFAN (All Faiths and None) room was moved to a larger space to accommodate a greater need for this facility and is conducive to individual prayer, meditation and reflection
- Carers Plus attended campus regularly to support students with caring responsibilities
- Guest speakers came into the college to talk to students regarding a range of topics to increase awareness, these include Carers Plus, Andy's Man Club, PCSOs , Hearing Dogs, Employer talks for Maths and English, Disability Action group
- A focus on mental health continued with tutorial coverage, mental health awareness events and Well-being in mind sessions with students and staff.



GRIMSBY INSTITUTE:

ENRICHMENT AND SUPPORT

A wide range of informative and supportive enrichment events and activities are co-delivered by our Learner Services team along with external stake holders, permeating the full academic curriculum and daily experience for students. These events are both pre planned and shared before the commencement of the academic year, and reactive when local, national, and global issues arise. Effective use of the staff internal communication platform Yammer as well as our social media platforms promote the events, which are well attended, and impact is assessed to further refine and develop the offer.

MENTAL HEALTH

The focus around Mental Health awareness, resilience, and support for ALL was embedded into many aspects of the enrichment calendar encompassing EDI throughout:

- World Suicide Prevention Day 2021
- World Mental Health Day 2021
- Compass Go
- Navigo

RESPECT FOR ALL WEEK

Our 'Respect for All' themed enrichment week, which also incorporated National Coming Out Day, gave learners opportunity to participate in several sessions including:

- Anti-Bullying Workshop
- What our LGBTQ+ Community Wants You to Know
- Cultural Intelligence with The Equality Practice
- Grimsby Town Football Club 'Taking the Knee' Against Racism
- Young Asylum Seekers and Their Journeys with North East Lincolnshire Council
- Period Poverty sanitary product giveaway
- Film Club: 'Concrete Cowboy'

SAFEGUARDING

Our Safeguarding Week included a variety of guest speakers and activities including:

- Inspirational Resilience Talks with Blesma, the military charity for limbless veterans
- An introduction to Safeguarding at Grimsby Institute
- A debate themed "Does Social Media effect Mental Health?"
- A tour of some key support services including Kooth, Healthline, Compass and the Fearless Programme with Crimestoppers

Safer Colleges Day delivered several themed sessions

- Gambling Awareness
- A lived experience with Drugs and Alcohol addiction with the Amy Winehouse Foundation
- "Mixing your life cocktail" with PUSH
- Safeguarding Revisited
- Prevent
- "Abused by my girlfriend": a look at domestic abuse
- Mental Health, Anxiety and Compass Go Services
- Digital Reputation with E Safe
- Sexual Health
- Emotional Wellbeing
- Blue Door Drop in Launch

OTHER WORLD EVENTS

Other world events promoting equality, diversity and inclusion were celebrated with information, documentaries, themed activities, and fundraisers, including:

- Black History Month
- Holocaust Memorial
- World Cancer Day
- Dyslexia Awareness Week

HEALTH HUB

The Health Hub, our drop-in centre for tailored one to one support, advice, and guidance, was relocated to a central space and we held regular drop ins and appointments with external agencies around several topics. These included mental health support, sexual health, and relationship advice.

Members of our Success Coach team also supported the Health Hub offering;

- Pregnancy testing
- Contraception
- Free sanitary products
- We also issued care packages for learners experiencing financial hardship including food, clothing, and toiletry items.



EAST RIDING COLLEGE

The College encourages learners to take part in enrichment activity and effectively promotes diversity through its tutorial programme with a wide range of organisations and communities represented.

Activities in 2021/22 included:

- LGBTQ+ Awareness with Andy Train;
- pronoun badges being made available for staff and students;
- talks by Disability Action, a local charity and social enterprise group that supports disabled people in achieving their life aspirations;
- SEND review with KIDS, a national charity that provides a wide range of services to disabled young people and their families;
- A visit from a Healthwatch Youth and Community Outreach Worker which supported Health and Social Care students to undertake a social action project.

Wellbeing Week

The College introduced Wellbeing Week for the first time in May 2022, during which learners had access to a range of health and wellbeing resources and activities and a range of accredited online courses. Activities included mental health challenges, health MOTs, mindfulness sessions, staff yoga and 'Thirsty Friday' healthy smoothies.

Fundamental British Values

The College also actively promotes the fundamental British Values to learners and the Learner Guide demonstrates how these align directly to the College values. The risk of radicalisation and extremism is promoted through induction and is included within the mandatory induction tutorial. Community events and enrichment projects are designed to encourage learners to understand and appreciate diversity and the College's successful events included displays created by staff and the participation in the Remembrance Day activities.

East Riding College marked Armistice Day with a moving Act of Remembrance and held its inaugural Veterans' Dinner. College staff and students in Beverley and Bridlington gathered to observe the two minute silence and this supported with raising awareness of the British Values, showing support for the armed forces and their families and acknowledging the sacrifices that previous generations have made.



STAFF PROFILE

GENDER REPORTING

The gender results as of 31st March 2021 reported a negative mean of 13.79% difference in the hourly rate females compared to males and a negative 22.65% median difference in the hourly rate between females and males. The gender data includes all roles including casual staff.

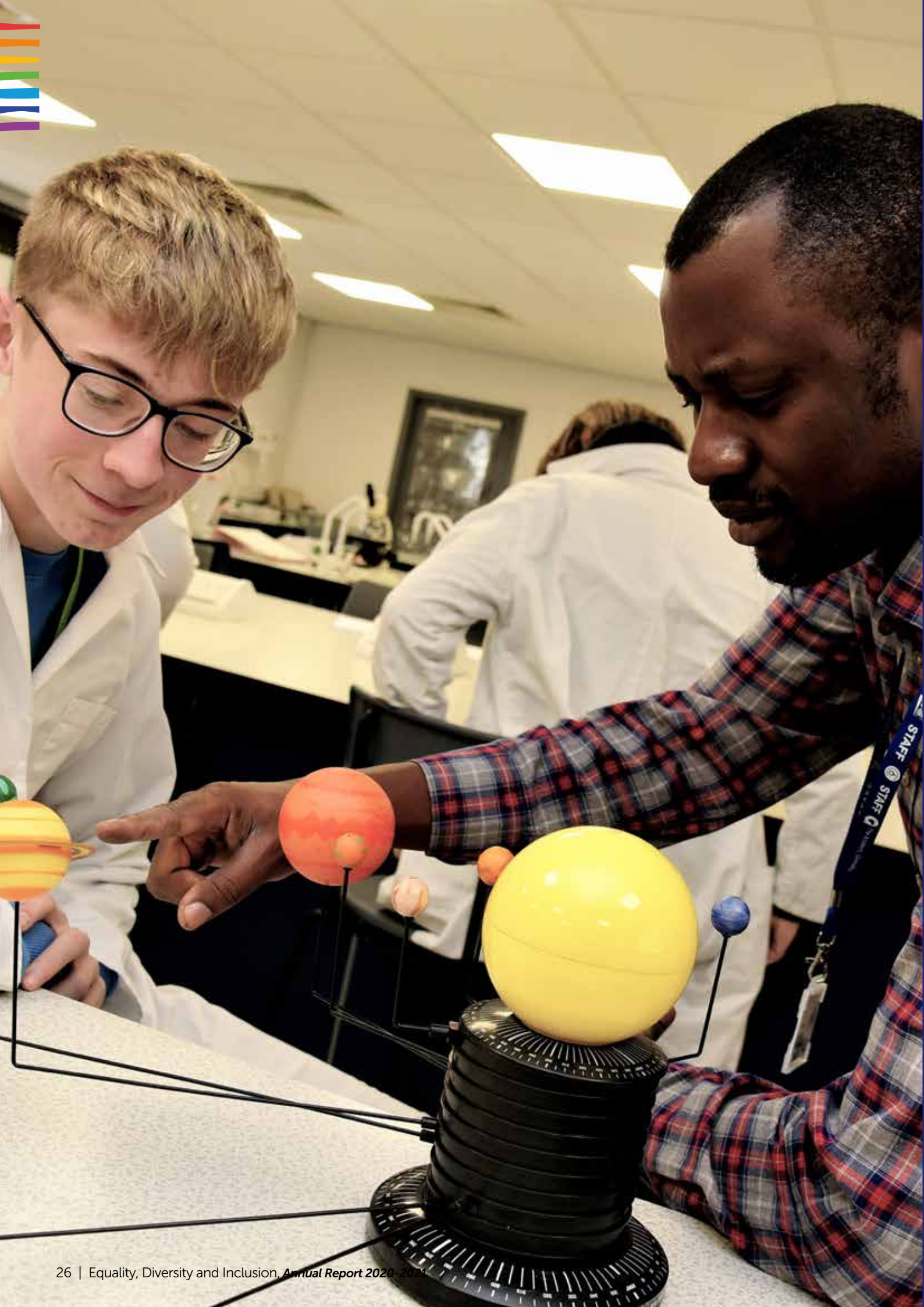
Within the TEC Partnership's three main staff groupings (Support, Teaching and Management) the largest gender difference is between support staff which reflects the disproportionate number of females within that group (over two thirds are female) and the fact that many of them occupy roles that are traditionally lower paid such as cleaning, security, canteen/refectory, child and student care.

The data for TEC Partnership does not appear to indicate any inherent unfairness in the pay rates between males and females but reflects (in common with the sector) the very large difference between the numbers of males/females employed and the roles that they occupy with many female roles covered by the National Living Wage, for example:

OUT OF 1,126 FEMALE ROLES, 29.40% EARN NLW £9.50 PER HOUR
OUT OF 545 MALE ROLES, 15.95% EARN NLW £9.50 PER HOUR

Ethnicity

The BME figure of 2.85% of headcount for the Partnership remains low but reflects the historic situation within the Partnership and the Region. This figure includes Black/Asian/Mixed and other Ethnic Groups. Appendix 1 details this breakdown together with other EDI categories. As a comparison, in respect of NE Lincs, 95.4% of the resident population are "White British" (4.6% ethnic minority with "Other White" making up the largest single group at 1.7%. (NE Lincs Council Community Profile: Equalities 2013/14)



STAFF DEVELOPMENT

Equality, Diversity and Inclusion has remained a mandatory element of the Staff Development training in 2021/22 for all new staff as part of the Educare Induction programme during the first week of their employment. Existing staff are also required to update their training biannually.

During the 2021/22 academic year staff completed the online Educare Equality and Diversity Awareness training this is comprised of 100% new starters, and existing staff who were required to update.

The Access for All Level Up programme has continued to equip staff with digital tools to embed equality and diversity in all lessons, therefore, creating an inclusive environment where learners can thrive.

During the past year there have been other Staff Development initiatives taking place which have further contributed to our commitment to ensure equality and diversity is embedded across the organisation.

As part of our Staff Development activity staff participated in the following training:

- Learner Wellbeing and Resilience
- Sexual Violence
- SEN and Communication
- Suicide Prevention and Support
- Mental Health and Wellbeing for Staff
- Equality, Diversity and Inclusion
- HE Accessibility
- Mental Health Let's Talk
- Wellbeing Workshops
- Setting and Monitoring EHCP Targets for High Needs Learners
- Getting to Grips with Exam concessions
- E-Learning Accessibility Awareness

Three staff members undertook SEND Law for SENCOs training.

Other training that was undertaken this year was:

- Autism and SPELL in Higher Education
- Makaton
- Enabling Students with SpLDs to Succeed in HE through the Effective use of Study Skills
- SDMT
- Next Steps for SEND Provision in England
- L2 Awareness of Mental Health Problems
- L2 Common Childhood Illness
- L2 Adverse Childhood Experiences
- L2 Understanding Nutrition and Health
- L2 Award in Awareness of Dementia
- L2 Understanding Safeguarding and Prevent
- L2 Understanding Autism
- L2 Understanding Specific Learning Difficulties
- L2 Children and Young People Mental Health
- L2 Mental Health First Aid Advocacy
- L2 Mental Health in Early Years

Further developments are planned in 22/23 to ensure that staff continue to develop their knowledge and skills to ensure that learning is accessible for all learners, and that the needs of all individuals, both learners and staff, are met.



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