



EDI Report 2024-2025

www.tecpartnership.com



**TEC
Partnership**

Changing lives every day

Introduction

The TEC Partnership has a long-established commitment and reputation for advancing and embedding equality, diversity and Inclusion for learners and members of the wider community.

The TEC Partnership is one of England's largest providers of further and higher education. It has a rich history of developing innovative training and education solutions for the communities it serves. The Partnership is made up of a range of education providers as listed below:

- **East Riding College**
- **Grimsby Institute**
- **Little Stars Nursery**
- **National Employer Training (NET)**
- **Modal**
- **Scarborough TEC**
- **Skegness College**
- **The Academy Grimsby**
- **University Centre Grimsby**



Scarborough TEC
Changing lives every day
scarboroughtec.ac.uk



National Employer Training
Changing lives every day
nationalemplloyertraining.co.uk



East Riding College
Changing lives every day
eastridingcollege.ac.uk



Transafe Training
Changing lives every day
transafetraining.co.uk



The Academy Grimsby
Changing lives every day
academy.grimsby.ac.uk



Grimsby Institute
Changing lives every day
grimsby.ac.uk



University Centre Grimsby
Changing lives every day
grimsby.ac.uk



Skegness College
Changing lives every day
skegness.ac.uk





Ambition 2030 -

our commitment to EDI is weaved throughout.

- Vision** | Enriching lives through excellent education, community collaboration and employment opportunities
- Mission** | Providing high quality, inclusive education which inspires, equips and empowers
- Values** | Respect, Ambition, Inclusiveness, Sustainability

Strategies	Objectives
#01 Empower students to succeed by delivering an inclusive curriculum that enable students to take the next step on their career path.	<ul style="list-style-type: none">• Inclusion curriculum• Achievement• Reduce barriers to learning• Flexible delivery models• Innovation
#02 Improve Operational Performance by maximising sustainable processes, systems, resource management and employee support.	<ul style="list-style-type: none">• Data analytics & performance• Policies, procedures & processes• Talent development• Technology
#03 Contribute to Economic Development by developing programmes, projects and partnerships that meet regional skills needs.	<ul style="list-style-type: none">• Current markets• Emerging opportunities• Work based learning• Community & stakeholder development
#04 Achieve Organisational Growth by working in partnership to identify and deliver on opportunities for growth	<ul style="list-style-type: none">• Student growth• Partnerships• Creativity• Engagement• Brave



TEC Partnership operates within some of the most deprived communities in the country. North East Lincolnshire in particular has the 4th lowest proportion of 16-64 year olds with qualifications at level 3 or higher in the country. The coastal communities that we serve face high levels of deprivation and low levels of aspiration which we proactively seek to change.

Education, Skills and Training - Rank of proportion of LSOAs in most deprived 10% nationally (of 317 areas)

Local Authority District name (2019)	IMD 2019 - Rank of local concentration (of 317 areas)	Education, Skills and Training - Rank of proportion of LSOAs in most deprived 10% nationally (of 317 areas)
North East Lincolnshire	4	13
East Lindsey	38	34
Scarborough	41	59
East Riding of Yorkshire	127	154



EDI Promotion and Community engagement

A wide range of informative and supportive enrichment events and activities are co-delivered by our Learner Services teams across the partnership along with external stake holders, permeating the full academic curriculum and daily experience for students as a regular punctuation. These events are both pre planned and shared before the commencement of the academic year, and also reactive when issues arise, such as the Ukraine conflict. Events are well attended, and impact is assessed to further refine and develop the offer.

Our Enrichment Annual Plan is shared with colleagues in advance to ensure opportunities for curriculum teams to tie in their own activities with key themes throughout the year.

This document provides an overview of enrichment activities and support provided including various cross college events, workshops and guest speakers.



Students at Grimsby enjoyed a carole service lead by our local chaplain.

Students at Scarborough got together to make candles for the Christmas fair.





Christmas is a season where we celebrate love, generosity and hope. It's an opportunity to reach out to our neighbours and offer kindness and the warmth of connection over anxiety and isolation.

We're inviting you to join with thousands of volunteers across the nation to deliver Bags of Kindness to neighbours in your community who are facing hardship or living alone this Christmas.

In 2023, over 100,000 Bags of Kindness were delivered to vulnerable people in our communities, and since launch, we've reached over 1.5 million people. We hope you'll join us this year.

You can **donate** certain items from the 3rd - 23rd November in a LoveChristmas Collection Basket.

Check out the display to see what we're collecting. You can also "buy a bag of kindness" that will be passed forward. We can also provide you with a pretty gift tag receipt. (Suggested donation, £15 per bag but any amount is welcome) <<< **Scan to donate or "buy a bag"**

You can nominate up to 5 people or households to receive a Bag of Kindness from the 3rd- 23rd November. 300 nominees will be selected to receive a bag. If you nominate, you'll also deliver those bags on behalf of the LoveChristmas community. **Scan to nominate HERE>>>**

You can come and help pack Bags of Kindness at St. Mark's Church on 2nd December (10am-3pm) & 5th December (1pm-4pm). You can also help in the delivery of Bags of Kindness from the 8th December.

Staff and student attended a powerful talk at the Holocaust Memorial Centre.

Staff and students made donations as part of our local chaplains love Christmas campaign. To help members of our community in need.



Students engaging in the 'prison me no way' events. An impactful session that raises awareness of a life of crime and an unsafe community.

We were proud to support the SEND Parent support event held at a local community center.

is designed to equip you with essential knowledge, practical strategies, gain awards from AQA and a supportive network.

<p>1. UNDERSTANDING THE PROGRAMME</p> <ul style="list-style-type: none"> Introduction to the 12-week journey. Set personal goals for your participation. 	<p>2. UNDERSTANDING SEND</p> <ul style="list-style-type: none"> Learn key concepts and categories. Recognise diverse needs and their importance.
<p>3. NAVIGATING EDUCATION & LEGAL FRAMEWORKS</p> <ul style="list-style-type: none"> Understand the SEND Code of Practice and EHCPs. Know your rights and the role of advocacy. 	<p>4. COMMUNICATION & RELATIONSHIPS</p> <ul style="list-style-type: none"> Develop effective communication skills. Strengthen relationships with children and professional.
<p>5. SUPPORTING LEARNING</p> <ul style="list-style-type: none"> Discover strategies to aid your child's learning. Explore resources for skill development. 	<p>6. BEHAVIOURAL CHALLENGES.</p> <ul style="list-style-type: none"> Identify and manage challenging behaviours. Learn positive behaviour support techniques.
<p>7. PROMOTING EMOTIONAL WELLBEING</p> <ul style="list-style-type: none"> Support emotional regulation and resilience. Practice mindfulness and stress-reduction. 	<p>8. SELF-CARE FOR PARENTS & CARERS</p> <ul style="list-style-type: none"> Focus on your own well-being. Reflect on your progress and celebrate achievements.



Learner of the term at Skegness. An excellent initiative to support students being positive members of the college community.

Staff held a very successful sessions for parents and carers as part of our commitment to community engagement.

WELLBEING EVENT FOR PARENTS & CARERS

Does your child study with us? This is a great opportunity to speak to professionals about your teen's wellbeing

Compass Go, NHS Talking Therapies, Counselling Team, JEFF Project, Greater Lincolnshire Sexual Health, We Are With You, Young Care Liaison Team, NELC Wellbeing Service, Humberside Police, Clinical Careers Advisors, Financial Support, Safeguarding, Inclusion Team, Success Coaches, Maths & English

WEDNESDAY 26 FEBRUARY, 4-6PM, UNIVERSITY CENTRE GRIMSBY

Grimsby Institute University of Grimsby



Our success coach team held an event to raise awareness on Dyslexia.

Working with Humberside police and their passive detection dog Elsa. Elsa is a regular visitor to some of our sites; she supports our commitment to keeping students safe and good members of our college community.





Staff and students across the partnership proudly support TEC Partnerships commitment to sustainability by showcasing fashion designs from charity shops and holding a clothes swap event.

Staff and students across the partnership took part in a range of activities during Mental Health Awareness week.

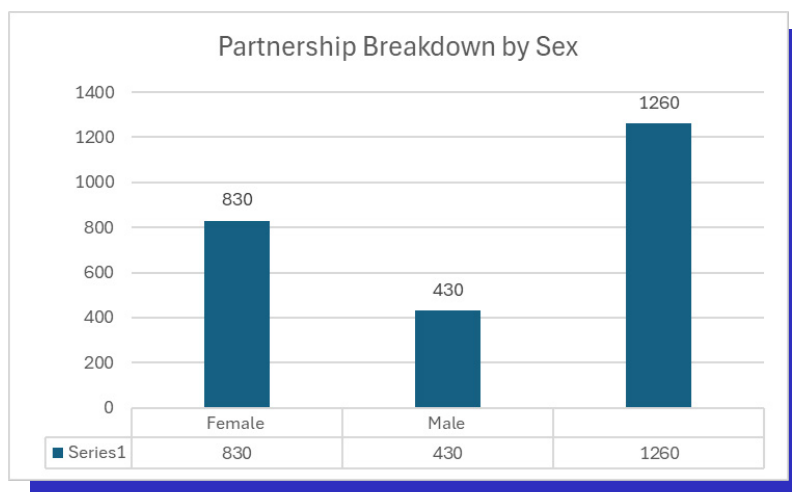




Staffing

The staffing data refers to all roles within the Partnership, including casual, which is a change from the previous format where casual posts were removed. This year's headcount shows an increase of 39 people across the whole Partnership; this comparison takes account of casual colleagues and "substantive" colleagues from both years.

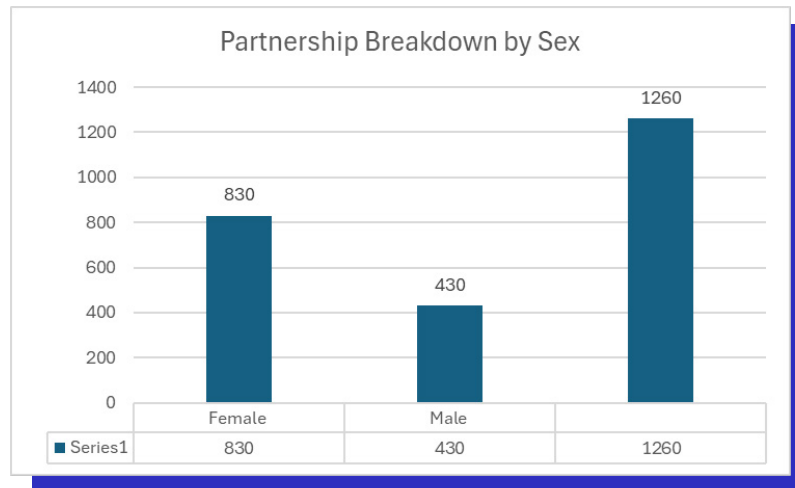
Total group head count by category



The number of Teaching and Management roles within the Partnership are lower than sector norms, with the number of Support staff roles higher. Within the Partnership, several roles that other Colleges still use teaching staff for have been undertaken by support staff for some years e.g. tutorials and inductions. The designation of "Manager" is based purely on the employment contract, which has a higher leave and notice period than a Support staff contract. Several staff who have management roles are on Support staff contracts, which helps to explain why Group management numbers are lower.

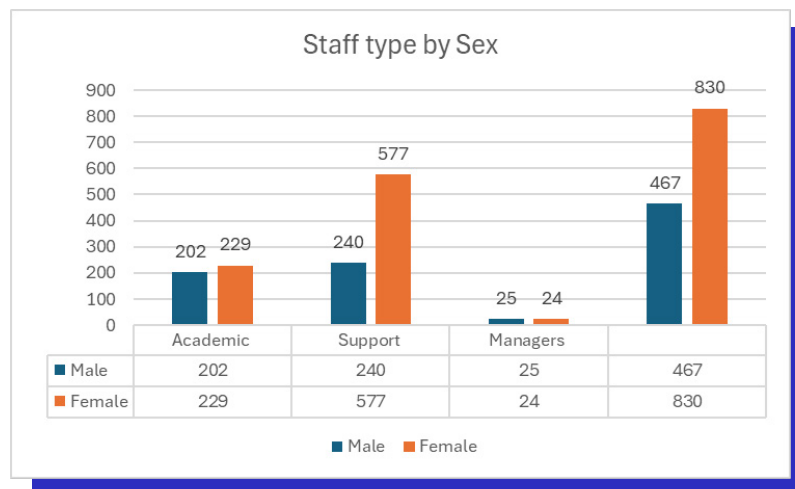


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Total group headcount by gender

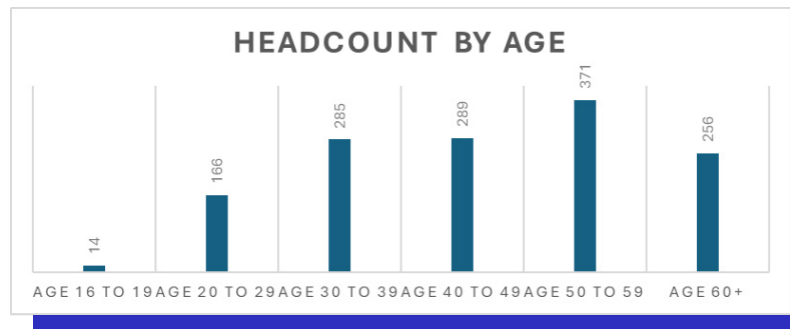


The gender splits within the Teaching, Support and Management groups are in line with AoC comparisons; it is, however, very pleasing to see a close to equal split amongst the management groups within the Partnership.

The biggest gender imbalance remains and will continue to remain within Support staff, where 65.8% of staff are female. This will also continue to have a significant effect upon salary data, especially gender pay gap data as detailed in the section, as most staff in the lowest paid roles are female.



Headcount by age



Headcount by age

The Equality Act 2010 was passed to protect individuals against discrimination in the workplace at all stages of employment e.g. Recruitment, training, pay, promotion opportunities, dismissal/redundancy. It replaced the previous separate anti-discrimination legislation and brought in the concept of protected characteristics.

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The act made it illegal to discriminate against someone as a result of the following:

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

The above are called Protected Characteristics. As a public body, TEC Partnership is required to have due regard to the need to:

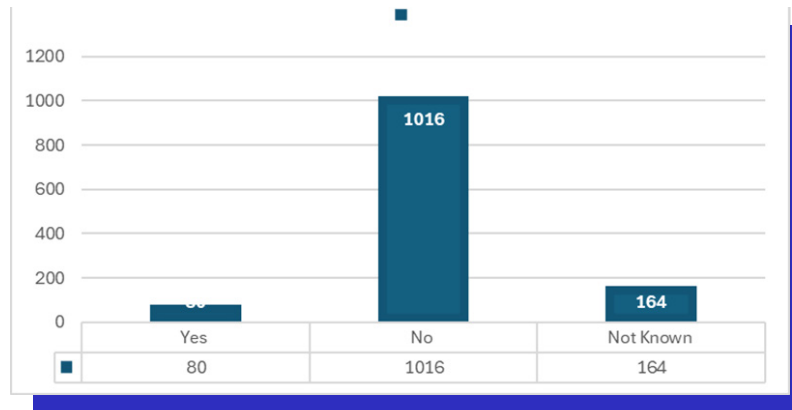
- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different people when carrying out their activities

The act requires organisations to have specific statutory measures in place (e.g. regarding policies, processes and procedures and keep appropriate records), all of which are undertaken.

We currently have no staff undergoing gender reassignment that we are aware of.



Disability



We are a Disability Confident employer. The Disability Confident scheme supports us to make the most of the talents disabled people can bring to our workplace by:

- Challenging attitudes towards disability, increasing understanding of disability, removing barriers to disabled people and those with long-term health conditions, ensuring that disabled people have the opportunities to fulfil their potential and realise their aspirations.

As a Disability Confident Committed Employer, we have committed to:

- Ensuring our recruitment process is inclusive and accessible
- Communicating and promoting vacancies offering an interview to disabled people who meet the minimum criteria for the job, anticipating and providing reasonable adjustments as required

Gender Pay Gap

The compilation and reporting of specific gender data is a statutory requirement for all organisations with over 250 staff and is based upon a "snapshot" date of 31 March each year, including all permanent, apprentice and casual staff roles (not casual staff) on the payroll.

	Year ended 31 March 2024
Mean gender pay gap	7.99%
Median gender pay gap	22.6%
Median gender bonus gap	87.7%
Proportion of males/females receiving a bonus	0.5% / 0.1%



Year-Ended 31st March 2024

The proportion of males and females in each quartile of the pay distribution are:

	Males	Females
1 - Lower quartile	18.7%	81.3%
2	38.7%	61.3%
3	30.5%	69.5%
4 - Upper quartile	58.3%	41.7%

The Partnership publishes its annual gender pay gap data on its website.

Females constitute 65% of all posts and males 35% from the data submitted by TEC at that date

Staff development

Training and Events

Equality, diversity, and inclusion remained a mandatory element of Staff Development training in 24/25. All new staff are required to complete the Equality and Diversity Educare course during the first week of their employment, this is refreshed by all staff biennially.

During the 24/25 academic year 1169 members of staff completed the Equality and Diversity course on Educare. This number is comprised of 100% new starters, and existing staff who were required to refresh their training.

Three internal conferences were held with the theme "Changing Lives Together", each with specific keynotes relating to raising awareness of the challenges our students face and raising aspirations for them. These included: Dr Paul Redmond – Generational Change and the Future of Work, Geoff Ramm - Celebrity Customer Service, North East Lincolnshire Council - Child Criminal Exploitation, and "What Could We Have Done?" Lived Experience in Substance Abuse and Recovery.

Conference presentations also included:

- Visable, Plausible, Viable: Exploring Strategies for Gender-Inclusive Pedagogy in FE & HE
- Accessibility Pilot for Disabled and Neurodivergent Students in HE
- Mental Health First Aid Advocacy in the Workplace
- British Sign Language Workshop
- Epilepsy awareness and signs to look out for as teachers
- "Learning Under Pressure: The Cost of Living and Its Impact on Student Livelihoods"
- This is The Way (maybe): A reflection on the issues facing film education in rural industrial areas.



Digital accessibility training has continued to equip staff with a range of digital tools to embed equality, diversity, and inclusion in all lessons, creating an inclusive environment where learners can thrive. Training on the use of AI and the immersive rooms was included in the conference series. In addition, bespoke training is available for staff teams and individuals to meet specific needs.

Group wide training was delivered to all staff in the form of monthly “One BIG Thing” sessions, which included the following topics:

- Fundamental British Values
- SEND and ALS
- LGBTQ+ Awareness
- Trans Awareness

In addition to the above, individual staff have completed a wide range of courses and training, including:

- Attending a Foresight webinar on preventing violence against women and girls.
- The Well HQ – The Female Body
- AI and Dyslexia
- Mental Health First Aid
- Understanding Orthography and How to Support Orthographic Mapping for Students with Dyslexia
- Making Equality Central to Your Union
- Tenancy Status and Rights – Shelter

Staff Development will continue to develop the training offer throughout 2025/26 to ensure that equality, diversity, and inclusion remain at the heart of our work with learners, stakeholders, and colleagues.

Student profile

Funding Type	16-18	19+	Apprenticeships	Full Cost	Other
TEC Partnership	3912	4575	1063	952	1875
East Riding College	968	284	461	554	395
Grimsby Institute	2086	464	450	225	690
Modal	0	0	0	1	0
National Employer Training	92	3740	0	166	0
Scarborough TEC	458	69	152	6	55
Skegness TEC	113	18	0	0	2
The Academy Grimsby	195	0	0	0	0



EDIMIS Date

16-19

Adult (200 Hours +)	Learners	Enrolments	Attendance	Retention	Pass Rate	Achievement
Criteria	Number	Number	%	%	%	%
Sex						
Female	388	890	85.9%	90.6%	96.3%	87.3%
Male	353	1011	85.6%	87.4%	94.2%	82.4%
Indices Of Multiple Deprivation Quintile						
IMD Q1	237	613	84.1%	82.9%	92.7%	76.8%
IMD Q2	108	264	84.8%	80.9%	94.4%	76.4%
IMD Q3	65	148	88.1%	92%	97.8%	90%
IMD Q4	88	210	87.4%	91.4%	89.1%	81.4%
IMD Q5	73	215	90%	83.9%	95.7%	80.4%
Not Recorded	170	451	82.7%	97.3%	98.6%	95.9%
Care Leaver						
Care Leaver	10	28	76%	81.8%	100%	81.8%
Not Care Leaver	731	1873	85.8%	89.3%	95.3%	85.1%
Looked After Children						
Looked After Child	4	6	87.1%	100%	100%	100%
Not Looked After Child	737	1895	85.7%	89.1%	95.3%	85%
Ethnicity						
White - British	603	1480	85.8%	87.5%	95.4%	83.4%
Other	138	421	85.1%	94.2%	95.4%	89.8%
Learning Difficulty Or Disability						
Has Learning Difficulty Or Disability	192	517	86.3%	86.8%	94.4%	82%
No Learning Difficulty Or Disability	537	1358	85.5%	90%	95.6%	86%
Free School Meals						
Yes	6	24	93.7%	77.8%	57.1%	44.4%
No	735	1877	85.5%	89.3%	95.7%	85.5%
High Needs						
High Needs	-	-	-	-	-	-
Non-High Needs	741	1901	85.7%	89.2%	95.4%	85%
Education Health Care Plan						
EHCP	-	-	-	-	-	-
Non-EHCP	741	1901	85.7%	89.2%	95.4%	85%

14-16

14-16	Learners	Enrolments	Attendance	Retention	Pass Rate	Achievement
Criteria	Number	Number	%	%	%	%
Sex						
Female	198	1235	83.7%	84.4%	86.3%	72.9%
Male	112	736	89%	83.7%	78.2%	65.4%
Indices Of Multiple Deprivation Quintile						
IMD Q1	149	1016	85.7%	83.2%	81.5%	67.9%
IMD Q2	55	313	84.6%	91.7%	87.9%	80.6%
IMD Q3	26	162	87.1%	92.5%	78.4%	72.5%
IMD Q4	28	204	86.2%	75.7%	88.7%	67.1%
IMD Q5	19	141	84.4%	80.8%	83.1%	67.1%
Not Recorded	33	135	87%	83.3%	85.7%	71.4%
Care Leaver						
Care Leaver	-	-	-	-	-	-
Not Care Leaver	310	1971	85.7%	84.1%	83.4%	70.2%
Looked After Children						
Looked After Child	1	8	98.4%	87.5%	100%	87.5%
Not Looked After Child	309	1963	85.6%	84.1%	83.3%	70%
Ethnicity						
White - British	298	1914	85.4%	84.2%	83.4%	70.3%
Other	12	57	93.8%	78.3%	83.3%	65.2%
Learning Difficulty Or Disability						
Has Learning Difficulty Or Disability	138	861	86.4%	83.3%	79%	65.8%
No Learning Difficulty Or Disability	172	1110	85.1%	84.8%	86.8%	73.6%
Free School Meals						
Yes	1	5	61.9%	-	-	-
No	309	1966	85.8%	84.2%	83.4%	70.2%
High Needs						
High Needs	-	-	-	-	-	-
Non-High Needs	310	1971	85.7%	84.1%	83.4%	70.2%
Education Health Care Plan						
EHCP	18	131	74.4%	76.1%	61.1%	46.5%
Non-EHCP	292	1840	86.4%	84.7%	84.7%	71.7%



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