



# EQUALITY, DIVERSITY AND INCLUSION

## REPORT OVERVIEW 2023



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*\*please note all marketing collateral included in this brochure is an example of one brand. They are replicated across all brands.*

This report provides an overview of the work undertaken by Tyne Coast College over the past year to support our commitment to equality and to meet the requirements of the Equality Act 2010.

Statistics show that the importance of EDI is increasingly growing in the region; even more so when compared to other areas of the country. Racial diversity is low in the area. The national average for an area this size is 51,903 racially diverse people, while there are 15,009 here.

Our Equality, Diversity and Inclusion group has been strengthened by us setting clear and focused objectives in order to support our students, staff and community.

The college is extremely proud of the actions we have taken, and will continue to take, to support positive outcomes.



## WE HAVE FOUR CLEAR OBJECTIVES:

- 1 Mainstream the Equality Duty into the every day business of the College
- 2 Personal Development of Students
- 3 Advancing Equality of Opportunity
- 4 Monitor and improve disability disclosures and monitor the implementation of reasonable adjustments across the College







STUDENT SUCCESS



**NAME**  
Lisa McKie

**ASPIRATION**  
Disney Cruise Line (full-time)

**COURSE**  
Foundation Degree in Marine Engineering



Lisa left high school in back 2013 & originally planned to go to Uni to study Criminology and Sociology. However, as she was still unsure on her next steps, she took up a job as a Lifeguard and Fitness Instructor. But in 2020, right before the pandemic hit, Lisa fancied a career change and wanted to be challenged. Given that she always enjoyed fixing things, she discovered the opportunities and pay that come with a career in the Merchant Navy.

Following on from a successful interview with Disney Cruise Line, she then began her sponsored cadetship at South Shields Marine School in partnership with Clyde Marine Training.

Lisa recently returned from her last sea phase, where she spent 6 months at sea, working on both the 'Disney Wish' and 'Disney Dream'. Once she has completed her CoC to become a Third Engineer, she hopes to gain full time employment with the company, as she has loved every

magical moment. We asked Lisa what her most remarkable moment was to-date in her career journey:

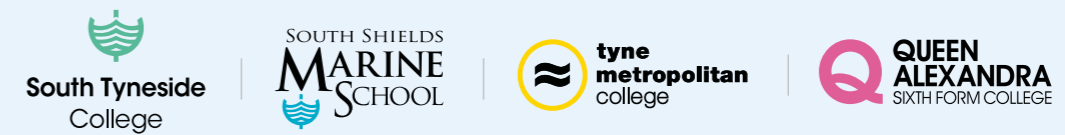
She said: "The highlight so far has been the people I have met at college and while at sea, I have made some great friends around the world and it's been fantastic learning about the different cultures."

For other women who are considering a career at sea, Lisa says: "I feel extremely fortunate to be sponsored by a company who accept women on board and from day one, I've felt much part of the team & I don't feel like I'm treated any different from other cadets.

If you wish to pursue a career at sea and are truly interested in this area of work, then nothing is stopping you. Get your head down and put in the work and you will get to where you want to be."



**TYNE COAST COLLEGE COMPRISES FOUR COLLEGES IN THE HEART OF THE NORTH EAST OF ENGLAND. THIS INCLUDES SOUTH TYNESIDE COLLEGE, TYNE METROPOLITAN COLLEGE, QUEEN ALEXANDRA COLLEGE AND SOUTH SHIELDS MARINE SCHOOL.**



**DID YOU KNOW**

**In 2022, we continued to be awarded the Better Health at Work Award and were certified as 'maintaining excellence standard'. The Award recognises the efforts of employers in addressing health issues in the workplace.**

**In 2023, we were awarded the Healthy Schools Award in South Tyneside.**

**The College is committed to promoting and supporting healthy lifestyles in our staff and a programme of events is scheduled throughout the year.**





AS OF 2021, THE NORTH AND SOUTH REGIONS COLLECTIVELY INCREASED IN POPULATION SIZE BY 2.5% SINCE 2016, GROWING BY 8,876 PEOPLE. POPULATION IS EXPECTED TO INCREASE FURTHER BETWEEN 2021 AND 2026 BY 2.1%.



WE HAVE

**126,514**

PEOPLE 55 OR OLDER WHO WILL BE RETIRING SOON. THIS IS AVERAGE OF AN AREA THIS SIZE.

RACIAL DIVERSITY IS LOW IN THE AREA.

THE NATIONAL AVERAGE FOR AN AREA THIS SIZE IS 51,903 RACIALLY DIVERSE PEOPLE, WHILE THERE ARE 15,009 HERE.



TOP GROWING OCCUPATIONS COME FROM SKILLED TRADES AND SALES/CUSTOMER SERVICES.

JOB INCREASED IN THE REGIONS BY

**6.3%**

THIS IS 4.1% ABOVE THE NATIONAL GROWTH RATE.

26.9% OF RESIDENTS POSSESS A DEGREE OR EQUIVALENT AND ABOVE. THIS IS 6.6% BELOW THE NATIONAL AVERAGE.



THE TOP THREE INDUSTRIES IN 2021 WERE HOSPITAL ACTIVITY, RETAIL AND BUSINESS SUPPORT SERVICE ACTIVITIES.



THE AVERAGE SALARY FOR THE REGION IS

**24.4K**

THIS IS ALMOST 6K LESS THAN THE NATIONAL AVERAGE.



THE MOST IN-DEMAND SKILLS FOR THE REGION RELATES TO NURSING, PERSONAL CARE, WAREHOUSING AND MENTAL HEALTH.



THE HIGHEST EARNERS IN THE REGION COME FROM ELECTRICITY AND GAS, MINING AND QUARRYING, INFORMATION AND COMMUNICATION, AND CONSTRUCTION AND MANUFACTURING.

# EQUALITY, DIVERSITY AND INCLUSION LEADS



CHAIR OF GOVERNORS

**MALCOLM GRADY**



DIRECTOR OF MARKETING AND RECRUITMENT

**LORRAINE SCHAPIRA**



ASSISTANT PRINCIPAL

**DAVID GARDNER**



HEAD OF STUDENT SERVICES AND SAFEGUARDING

**JACKIE GATES**



South Tyneside College



I have always been interested in Drama and Performing Arts and I studied it in Year 10 and 11.

I loved it at school and I wanted to progress it further.

At college, you get a lot more independence and more freedom to be yourself. It has a more mature feel and the support you get is amazing.



NAME

*Demi Tinnion*

SCHOOL

*Boldon School*

STUDYING

*Level 3 Diploma in Performing Arts*



TyneCoastCollege



I chose to do an apprenticeship to develop my existing skills and to help me progress in my career at the Eye Infirmary.

What I loved most about the apprenticeship is the challenge and the fact that at my age (39 when I started), I wanted to prove to myself that you are never too old to learn something new. My tutor was exceptional - so patient and helpful and nothing was ever any trouble for her.

After completing my course, I progressed to the next level of my job and was seconded to a Band 3 Macular Coordinator.



NAME

*Christine Nary*

EMPLOYER

*NHS Eye Infirmary*

CAREER GOALS

*To progress within the Eye Infirmary*



# STOP SEXUAL VIOLENCE AND DOMESTIC ABUSE.

It's NOT consent if you make me afraid to say no.

tyne  
metropolitan  
college

tyne  
metropolitan  
college

tyne  
metropolitan  
college

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sixth form  
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## EDI OBJECTIVES UPDATE

### OBJECTIVE 1:

#### MAINSTREAM THE EQUALITY DUTY INTO THE EVERYDAY BUSINESS OF THE COLLEGE

*A. The College leadership team to identify the key activities and outcomes required to embed equality and diversity within the college's mission, values and governance.*

#### ACTIONS TAKEN:

- A member of SMT has been appointed to lead EDI across Tyne Coast College – David Gardner (Assistant Principal)
- The chair of governors has been appointed as the lead for EDI – Malcolm Grady
- EDI meetings are scheduled every half term with diverse members of staff to support the area at all levels.

*B. All new and amended policies and procedures agreed by CMT have suitable equality impact statements.*

#### ACTIONS TAKEN:

- The safeguarding, student disciplinary, fitness to study and the new EDI (inc. Special Educational Needs and Disabilities (SEND), mental health, well-being, and transgender) policies are all examples of the important changes that have been made to our policies in the last few months. All of which have been approved.

*C. Streamline the College Equality and Diversity policy and associated action plans to capture all protected characteristics into one overall plan*

#### ACTIONS TAKEN:

- EDI Policy (inc. SEND, mental health, well-being, and transgender) has been created as outlined above.

*D. Ensure all staff, students and key stakeholders understand their obligations under the Equality and Diversity Action Plan.*

#### ACTIONS TAKEN:

- EDI included in all new members of staffs' induction. Permanent members of staff must complete this prior to starting.
- Curriculum staff have been provided with a copy of the new policy via the chief executive's briefing and will be available online with the other policies referred to above. EDI is included in schemes of work and is monitored during deep dives and department processes.
- EDI is included as a regular item in the central management team, senior management team, curriculum team meetings, student voice and student forums.



# GET A LIFE DROP THE KNIFE

[stc.ac.uk](http://stc.ac.uk)  
 0191 427 3500  
[info@stc.ac.uk](mailto:info@stc.ac.uk)

 @sthtynecollege  southtynecollege  
 southtynesidecollege  SouthTynesideCollege

[stc.ac.uk/marine](http://stc.ac.uk/marine)  
 0191 427 3517  
[info@tynecoast.ac.uk](mailto:info@tynecoast.ac.uk)

 @smarineschool  southshieldsmarineschool  
 southshieldsmarine  SouthShieldsMarineSchool

## OBJECTIVE 2:

### PERSONAL DEVELOPMENT OF STUDENTS

Learner survey results from November 2022 show that:

94%

I am developing the skills I need to get a job

95%

My tutor and the pastoral team have been supportive in helping me reach my goals

95%

I am making good progress on my main qualification

94%

I receive sufficient advice and guidance

**A. Ensure curriculum and support services deliver activities that support the promotion of E&D and address discrimination throughout the programme of study.**

#### » ACTIONS TAKEN:

- The Tutorial programme has been re-aligned in the academic year 22/23; this is now the personal development team. This includes personal development coaches and prep for work coaches. The coaches embed EDI in their schemes of learning.
- The Recruitment of Student Union presidency.

**B. Analyse the take up of Student Support and enrichment activities which are linked to E&D .**

#### » ACTIONS TAKEN:

- Attendance statistics are sent weekly to Personal Development coaches and Prep for Work coaches to drill down any anomalies and identify early intervention for learners who are not attending.
- Coaches work closely with curriculum to encourage all learners to attend all timetabled sessions.
- Data is collected fortnightly to help develop themes and trends that can be scrutinised over the year. This includes disclosures and engagement.

**C. Analyse student disciplinary reasons by the equality strands and address any adverse impact.**

#### » ACTIONS TAKEN:

- All student policies have been reviewed and amended for the academic year. A representative from Student Services must chair the student disciplinarys to ensure impartiality.
- Fitness to Study and EDI policies have now been created to align with the mental health and wellbeing agenda, transgender and SEND.



# OBJECTIVE 3:

## ADVANCING EQUALITY OF OPPORTUNITY

**A. Continue to monitor FE and HE E&D student data to ensure barriers to success are identified and actions taken to remove them.**



### ACTIONS TAKEN:

- Progress reviews and business planning have been completed to support and all heads of department are accountable to discuss within the EDI section in the pro-forma.
- Sport at TyneMet provides an excellent example of this objective in action and it is intended to extend this vision using business planning meetings.
- The quality review cycle ensures that curriculum teams have a clear monitoring process.

**B. Continue to monitor recruitment of learners in gender-biased subjects to reduce the gender gap.**



### ACTIONS TAKEN:

- Marketing attend EDI group meetings and provide case studies that link to the gender gaps. This promotes the courses in the college and externally using a variety of platforms.
- We have two female lecturers in gender-biased roles - electrical (STC) and engineering (TyneMet). To add to this, the engineering lecturer is part of our EDI group.
- Only 11% of nurses in the NHS are male. Only 15% of engineers are female. These are some examples of posts we have put out on social media recently to promote courses with gaps.

**C. Continue to monitor workforce representation of staff with protected characteristics at all levels within the organisation (please refer to the appendix).**



#### NAME

Ellen Stephenson

#### COURSE

Foundaton Learning

### BRITISH CHAMPION

Our incredible Foundation Learning student, Ellen competed in the British Down Syndrome Swimming Championships back in November and won the 50m, 100m, 200m back, 100m, 200m free, 100m breast and 100m IM!

Ellen also competed in the WORLD Championships in Portugal in October and won the 100m, 200m, 400m, 800m free and 50m, 100m, 200m back.

Her commitment and dedication to her sporting passion is extremely admirable and we couldn't be more proud of her achievements.



# OBJECTIVE 4:

## MONITOR AND IMPROVE DISABILITY DISCLOSURES AND MONITOR THE IMPLEMENTATION OF REASONABLE ADJUSTMENTS ACROSS THE COLLEGE

**A. Improve awareness of, and support for mental health issues through implementation and promotion of the College's Mental Health Strategy and by continuing to enhance support for student and staff wellbeing.**

### ACTIONS TAKEN:

- All staff attended mandatory Mental Health Awareness training in May 2023.
- Mental Health Awareness training will become an annual mandatory training requirement from September 2023.
- All staff have access to an employee assistance programme which offers mental health and wellbeing support including counselling.
- We have a dedicated wellbeing team and counsellors available for learners who require support with mental health.
- Personal Development delivers Mental Health Awareness training to learners.
- Posters and QR codes are displayed across both campuses to signpost learners to the relevant teams.

**B. Enhance support for disabled students through improvements to infrastructure, communications and the implementation of adjustments.**

### ACTIONS TAKEN:

- Disclosure is encouraged at all stages of the learner journey, from pre-enrolment and throughout. The Student Services offer is promoted in all recruitment events, enrolment, student induction and PD sessions.
- Marketing materials are around all campuses promoting the services.
- All learners who have disclosed a SEND need have been contacted to discuss additional support.
- All learners who require additional support have an Inclusion Plan that outlines the learners personalised specific needs and recommended support strategies.
- All learners with SEND are offered monitoring from a SEND Advisor.
- Training has been provided to curriculum around disability awareness and will be developed further by Student Union Reps.

### Further Information:

We have a strong focus on mental health and wellbeing to ensure staff are aware of diversity in mental health. The college invested in training members of staff to deliver Mental Health First Aid to staff. We currently have nine Mental Health First Aiders trained across the college and will be rolling this out to more staff. Another highlight of CPD was training 28 members of staff in L1 and L2 Managing Challenging Behaviour through NAPPI UK.



# CAN'T FACE THE DAY? WE'RE HERE FOR YOU



SCAN HERE TO SELF REFER  
AND OUR COLLEGE  
COUNSELLOR WILL  
GET IN TOUCH



**KAREN AMBELEZ**  
COLLEGE COUNSELLOR  
CALL: 0191 427 3500 (EXT 3773)  
EMAIL: KAREN.AMBELEZ@TYNECOAST.AC.UK



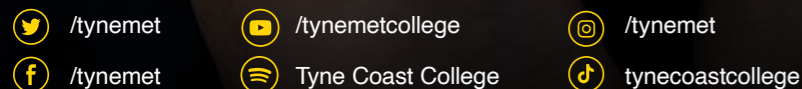
# HAVE YOU BEEN ASKED TO CARRY DRUGS?

**COUNTY LINES** YOUNG AND VULNERABLE PEOPLE ARE TARGETS FOR TRAFFICKING OF DRUGS. DON'T BE EXPLOITED.

## SPEAK UP WE'RE HERE FOR YOU

FIND OUT MORE ABOUT #COUNTYLINES

0191 229 5000 | enquiries@tynemet.ac.uk | visit tynemet.ac.uk



## THE LEARNER

Learner Surveys show high levels of positive responses to the inclusion of equality and diversity in their programmes and the promotion of equality in the college.

The Learner Voice continues to be a crucial mechanism for understanding and responding to the learner experience, to ensure that the college is inclusive in all aspects of the service it delivers. Curriculum across the organisation embrace and promote Equality and Diversity at every opportunity. The learner survey results provide a clear indication of this impact:

### LEARNER SURVEY 1

96%

of learners feel safe on their course

93%

of learners know who to ask for help if their safety and well-being or a fellow student is at risk.

97%

of learners stated the expected standards of behaviour was made clear.

### LEARNER SURVEY 2

95%

of learners state the college encourages respect for those with different backgrounds, faiths and beliefs.

95%

of learners reported that the college has helped them to understand the importance of treating everybody with respect and tolerance.

92%

of learners know who to ask for help if they are struggling with Mental health.

94%

of learners believe they are achieving what they set out to do.



# TRANSGENDER SUPPORT GROUP



*Come and join us in a friendly and welcoming environment!*

**Where: South Tyneside College Wellbeing Hub**

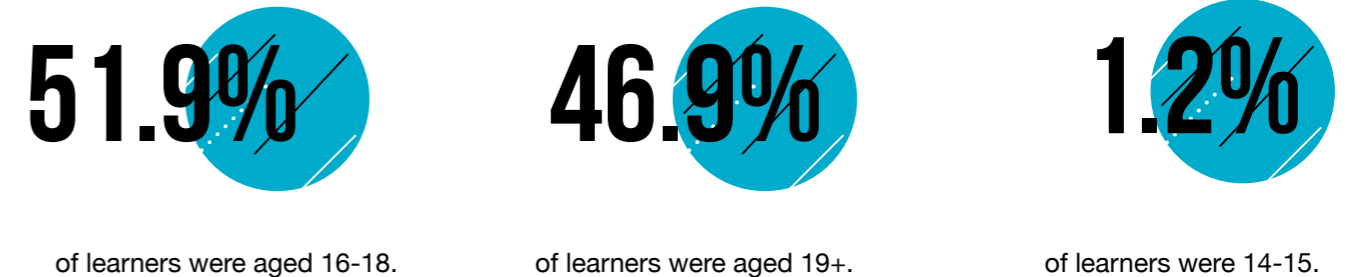
**When: Thursdays 5-7pm**

**Contact: this group is ran by learner Tia Yule, for more information please speak to reception or call 0191 427 3500**

## AGE:

The college offers provision to young people and adult learners. Our organisation actively demands that we meet the needs for these learners as well as adults of an economically active age and those that may be retired.

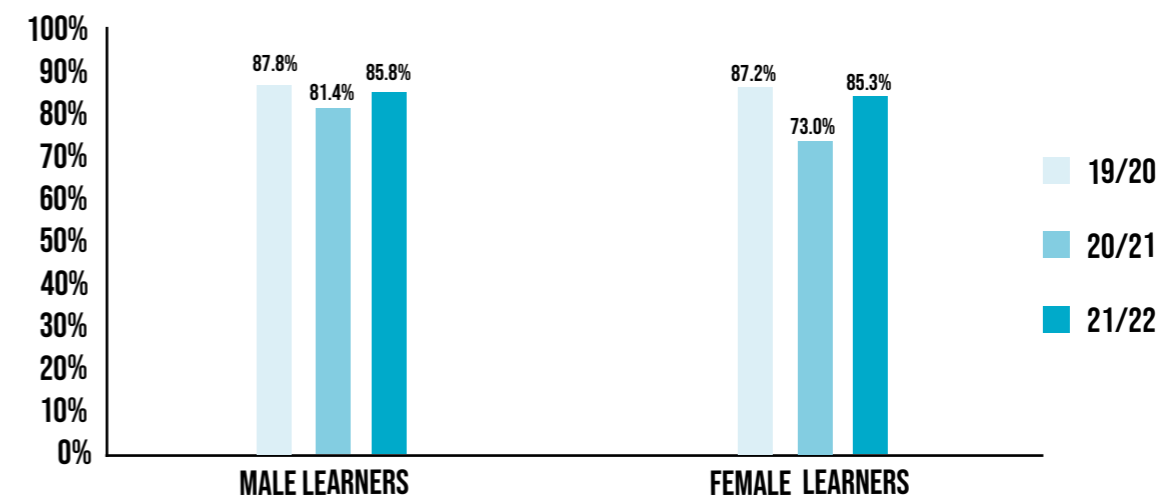
In 2021/2022 the college reported 7,593 enrolments.



## GENDER:

### MALE LEARNER ACHIEVEMENT RATES

Male learners achieved a higher rate than females for the third year in a row in their courses at Tyne Coast College. However, female achievement rates improved dramatically between 20/21 and 21/22. The gap is now at 0.5%.





## ETHNICITY:

As mentioned previously, racial diversity is low in the area. The national average for an area this size is 51,903 racially diverse people, while there are 15,009 here. The ethnic groupings for Tyne Coast College in 2021/2022 were as follows:

| Ethnicity 21/22 | Leavers | % of the cohort |
|-----------------|---------|-----------------|
| Any Other       | 298     | 3.9%            |
| Bangladeshi     | 119     | 1.6%            |
| Black African   | 117     | 1.5%            |
| Black Caribbean | 3       | 0.0%            |
| Black Other     | 3       | 1.5%            |
| Chinese         | 18      | 0.2%            |
| Indian          | 23      | 0.3%            |
| Mixed           | 154     | 2.0%            |
| Other Asian     | 107     | 1.4%            |
| Pakistani       | 29      | 0.4%            |
| Unknown         | 2       | 0.0%            |
| White           | 6693    | 88.1%           |
| TOTAL           | 7593    | 100%            |

## DISABILITIES AND LEARNING DIFFICULTIES:

Data has suggested that the achievement gap over the past three years has closed between learners that have stated they have had a learning difficulty and/or have a disability in comparison to those learners who have not stated they have a disability or a learning difficulty.

The 19/20 data suggested that there was a 5% gap between the two areas mentioned above. This gap has closed in 21/22 to 3.3%. \*Please see the data sheet in the appendix for more information.



# INJECTION SPIKING

## STAY SHARP ON YOUR NIGHT OUT

What to do if you think you have been spiked (by drink or needle)

- If you start to feel strange, sick or drunk when you know that you couldn't be, seek help from a friend or the venue management.
- If you think you have been spiked, get a friend to get you out of the place as soon as possible and take you home or to hospital (if seriously unwell). Or call and ask a friend, relative or partner to come and pick you up.
- Make sure you can trust the person you ask for help. Don't go anywhere with a stranger.
- Once safely home ask someone to stay with you until the effects of the drug have worn off; it could be several hours.
- Don't hesitate to call for medical help if you need it and tell the police what happened.

tyne.ac.uk  
0191 229 5000  
enquiries@tyne.ac.uk

@tyneacuk tyneacuk  
tyneacuk TyneMetCollege

queenalex.co.uk  
0191 229 5000  
enquiries@queenalex.co.uk

@queenalexcoll queenalexcoll  
queenalexcoll QueenAlexandraSixthFormCollege



# STAFFING

## WORKFORCE INFORMATION

- Tyne Coast College will continue to show the importance of being an organisation which provides support to staff through a variety of avenues. In 2022, we continued to be awarded the better health at work award and were certified as 'maintaining excellence standard'. The college also provided all staff with a mental health day on top of the holiday allocation and introduced a half-day finish at the end of each term. Furthermore, CPD is at the forefront of the college agenda for staff development. Teaching and Learning events and bespoke sessions are arranged all year round to support the needs of the business and to upskill staff. We have recently supported many staff through additional courses and qualifications such as distance learning packages, first aid training, teacher training and Masters degrees to name a few. All staff have access to an employee assistance programme which offers mental health and wellbeing support including counselling.
- The 2022 report shows that the College employed 531 permanent staff, 361(68%) of those are full time and 170 (32%) are part time staff. Of which 42.75% Lecturers, 10.55% Managers, 0.56% Apprentices, 46.14% Business Support staff.

- 54% female and 46% male. The former is slightly below the national average as reported in the AOC workforce data.
- The college employs 3 apprentices (0.56% of workforce and this is an area to grow).
- In 2021/2022, 25 staff have identified themselves as having a disability (4.71%), this is a slight increase (3.72%) from the previous year.
- There are currently 56 staff (10.54% of workforce) on management spine contracts, 21 females and 35 males. There are two male members of staff that have declared a disability and three female. One of the 56 are BME.
- 18.3% of college staff are aged 34 and under and 30.3% are aged 55 and over.

| Age Range    | 19/20 |      | 20/21 |    | 21/22 |      |
|--------------|-------|------|-------|----|-------|------|
|              | No    | %    | No    | %  | No    | %    |
| 34 and under | 111   | 20   | 113   | 21 | 97    | 18.3 |
| 34-54        | 278   | 50.3 | 274   | 51 | 273   | 51.4 |
| 55 and over  | 164   | 29.7 | 150   | 28 | 161   | 30.3 |
| Total        | 553   |      | 537   |    | 531   |      |

| Permanent staff  | 19/20 |       | 20/21 |       | 21/22 |       |
|------------------|-------|-------|-------|-------|-------|-------|
|                  | No    | %     | No    | %     | No    | %     |
| Apprentices      | 9     | 1.63  | 8     | 1.49  | 3     | 0.56  |
| Business Support | 273   | 49.27 | 257   | 47.86 | 245   | 46.14 |
| Lecturers        | 227   | 41.05 | 224   | 41.72 | 227   | 42.75 |
| Managers         | 44    | 7.95  | 48    | 8.93  | 56    | 10.55 |
| All Roles        | 553   |       | 537   |       | 531   |       |



**NAME**  
Jake Burdis

**WHAT I STUDIED**  
Biology, chemistry, and physics with AS maths

**WHERE I AM NOW**  
Science teacher at Bedlington Academy



QA helped me to develop my love of biology. My biology teacher at the time helped me to build an enclosed aquatic ecosystem which led to me visiting the Institute of Directors and receiving commendation from them for this project.

That experience spurred me on to study environmental science at university and the rest is history!

QA offered me the opportunity to truly pursue my interests and passions, I honestly don't know where I would be right now if I had not have gone there.







**NAME**

*Crystal Burns*



**ASPIRATION**

*Secure a job in the Hospitality industry*

**COURSE**

*Level 2 Hospitality and Catering*

**THINK CAREERS  
NOT COURSES  
THINK T LEVELS**

**DISTANCE LEARNING**

**COURSES**

**LEARN YOUR WAY WITH OUR NEW ADULT  
DISTANCE LEARNING COURSES**



Not only has the course helped me gain confidence in the kitchen and improve my social skills, but it has also given me confidence to get out the house, make new friends and step out of my comfort zone especially due to lockdown in 2020 as it played a big impact on my anxiety and mental health.

I would recommend this course for anyone who not only wants to improve their cooking skills, but those who wants to work within the industry. Working in a commercial kitchen with paying customers allows you to experience what it would be like in the real world.







STUDENT



**NAME**

Isaac Nokes

**COURSE**

Health and Fitness & Rugby Excellence programme



**FROM NEWCASTLE TO AUSTRALIA**

Our former rugby student, Isaac is now living his dream life as he has moved to the other side of the world to the play for the Ipswich Jets Rugby League Team!

Isaac started on our Rugby Excellence Programme in partnership with Newcastle Thunder back in 2018 and then progressed on to our Health & Fitness course to further develop his knowledge and skills for a sporting career. Following his studies with us, he was then offered the amazing opportunity to play for the Newcastle Thunder first team and continue enjoying his passion for rugby.


Here's what he says about his new journey to Australia:


"I moved to Australia because I wanted to get out of my comfort zone and experience a new style of playing. The courses I studied at TyneMet gave me a great understanding of how to look after myself and stay healthy as well as learning how to develop my strengths and weaknesses from a fitness perspective."


**NEW OBJECTIVES**


2023-2025

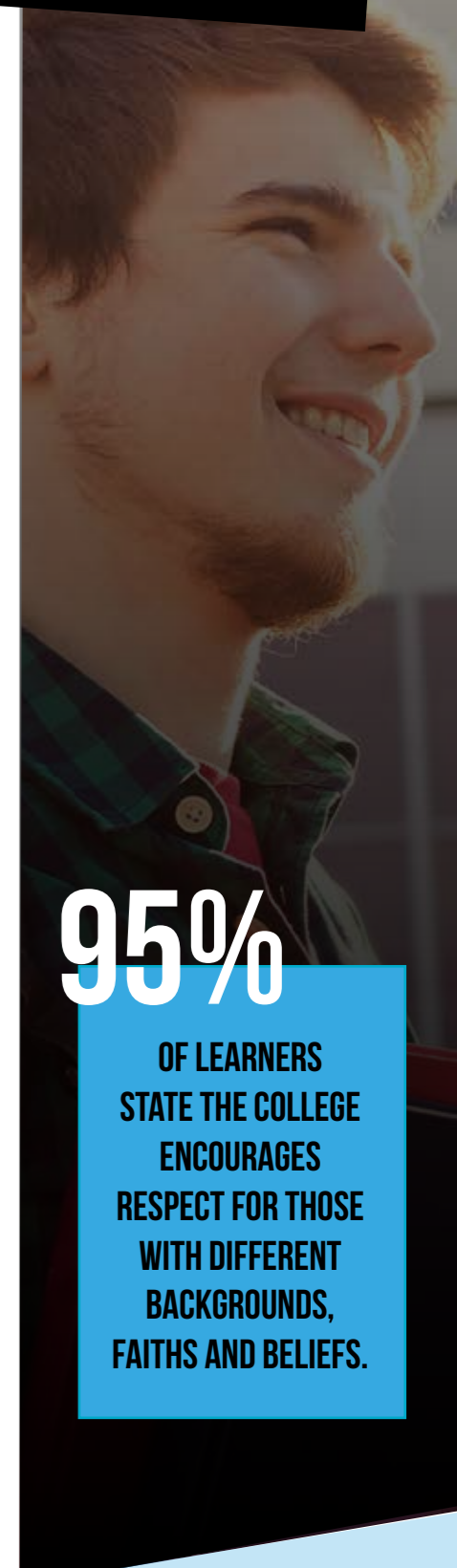
**01** Celebrate diversity through the TCC enrichment programme 

**02** Work towards a number of awards to highlight our commitment to EDI (White Ribbon, Rainbow Flag, Neurodiversity) 

**03** To develop and launch an annual EDI awards event for staff and students 

**04** Positively promote opportunities for employment to enhance a diverse workforce 

**05** Increase the uptake of learners accessing free meals and bursaries 



**95%**

**OF LEARNERS STATE THE COLLEGE ENCOURAGES RESPECT FOR THOSE WITH DIFFERENT BACKGROUNDS, FAITHS AND BELIEFS.**



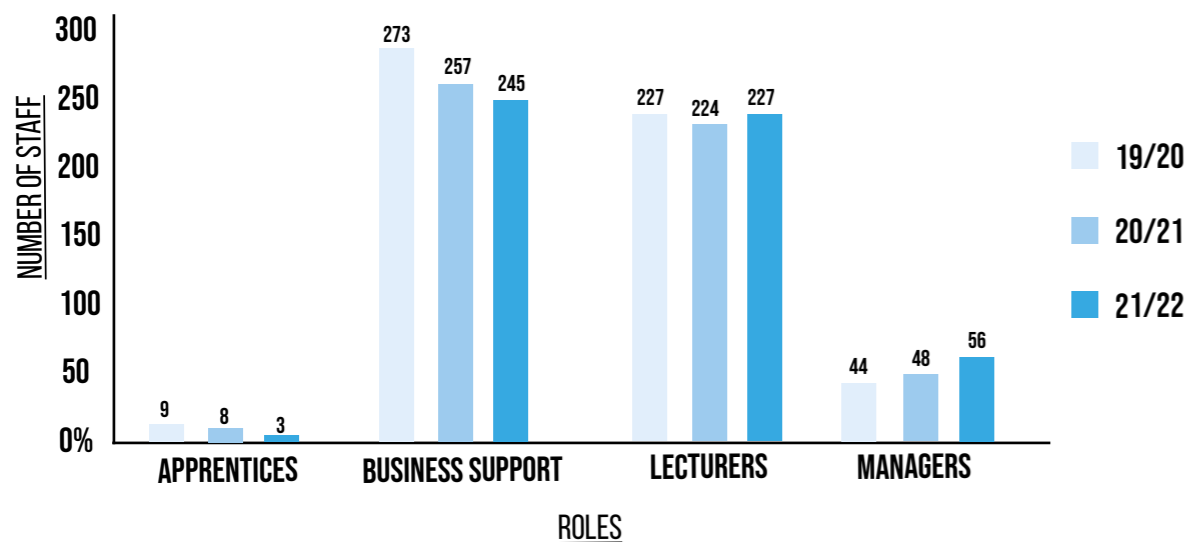
# APPENDIX:

## WORKFORCE DATA:

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| Permanent staff  | 19/20 |       | 20/21 |       | 21/22 |       |
|------------------|-------|-------|-------|-------|-------|-------|
|                  | No    | %     | No    | %     | No    | %     |
| Apprentices      | 9     | 1.63  | 8     | 1.49  | 3     | 0.56  |
| Business Support | 273   | 49.27 | 257   | 47.86 | 245   | 46.14 |
| Lecturers        | 227   | 41.05 | 224   | 41.72 | 227   | 42.75 |
| Managers         | 44    | 7.95  | 48    | 8.93  | 56    | 10.55 |
| All Roles        | 553   |       | 537   |       | 531   |       |

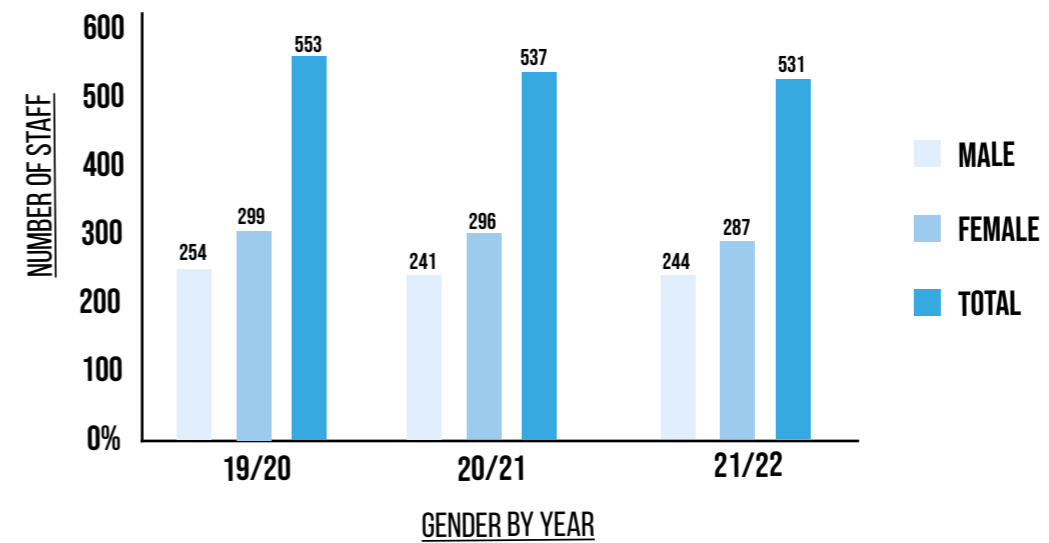
### TYNE COAST COLLEGE PERMANENT STAFF



Of the above staff, 54% are female and 46% are male. The former is slightly below the national average as reported in the AOC workforce data. The college employs 3 apprentices (0.56% of workforce and this is an area to grow).

| Sex of staff | 19/20 |    | 20/21 |    | 21/22 |       |
|--------------|-------|----|-------|----|-------|-------|
|              | No    | %  | No    | %  | No    | %     |
| Male         | 254   | 46 | 241   | 45 | 244   | 45.95 |
| Female       | 299   | 54 | 296   | 55 | 287   | 54.05 |
| Total        | 553   |    | 537   |    | 531   |       |

### TYNE COAST COLLEGE STAFF GENDER

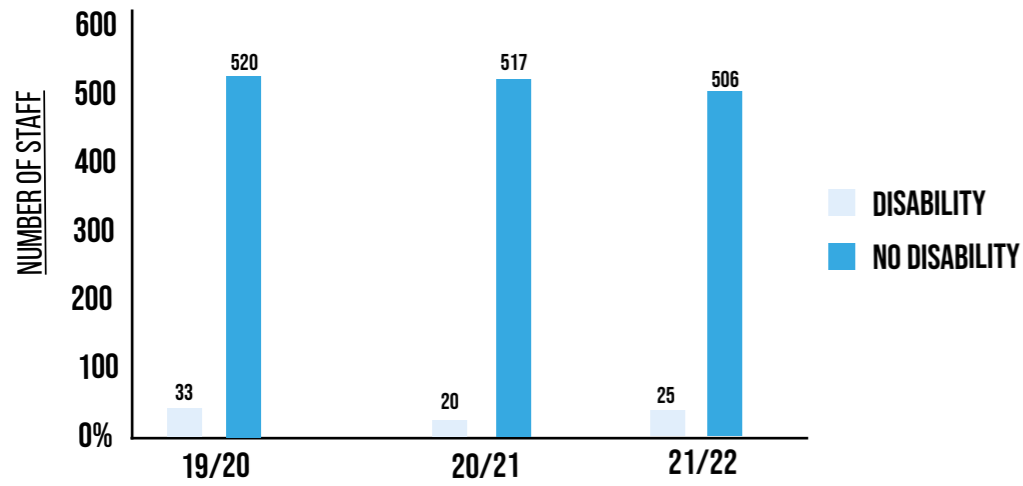


In 2021/2022, 25 staff have identified themselves as having a disability (4.71%), this is a slight increase (3.72%) from the previous year.

| Sex of staff  | 19/20 |       | 20/21 |       | 21/22 |       |
|---------------|-------|-------|-------|-------|-------|-------|
|               | No    | %     | No    | %     | No    | %     |
| Disability    | 33    | 5.97  | 20    | 3.73  | 25    | 4.71  |
| No Disability | 520   | 94.03 | 517   | 98.26 | 506   | 95.29 |
| Total         | 553   |       | 537   |       | 531   |       |



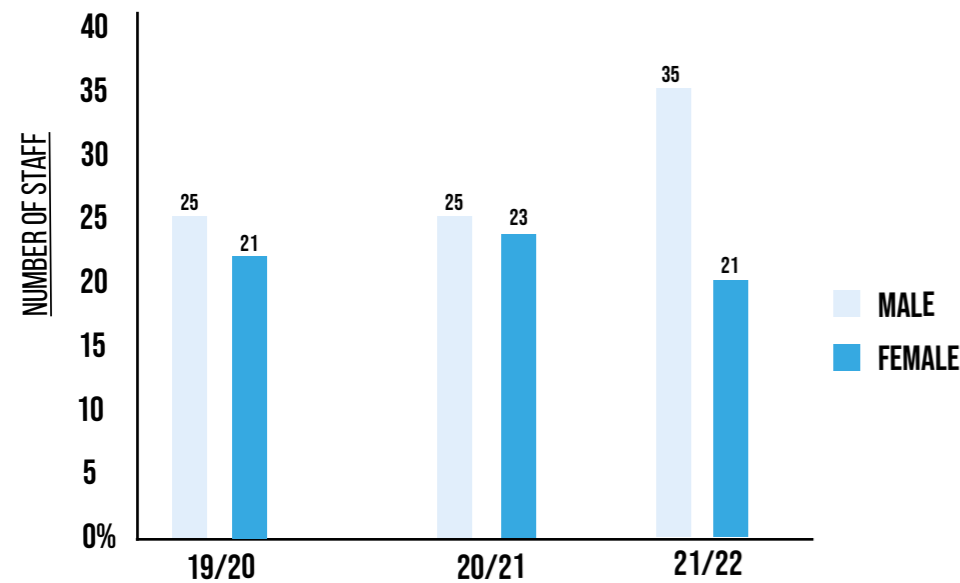
### TYNE COAST COLLEGE - PERMANENT STAFF DISABILITIES



There are currently 56 staff (10.54% of workforce) on management spine contracts, 21 females and 35 males. There are two male members of staff that have declared a disability and three female. One of the 56 are BME.

| Management | 19/20 |    | 20/21 |    | 21/22 |      |
|------------|-------|----|-------|----|-------|------|
|            | No    | %  | No    | %  | No    | %    |
| Male       | 25    | 54 | 25    | 52 | 35    | 62.5 |
| Female     | 21    | 46 | 23    | 48 | 21    | 37.5 |
| Total      | 46    |    | 48    |    | 56    |      |

### TYNE COAST COLLEGE - STAFF ON MANAGEMENT SPINE



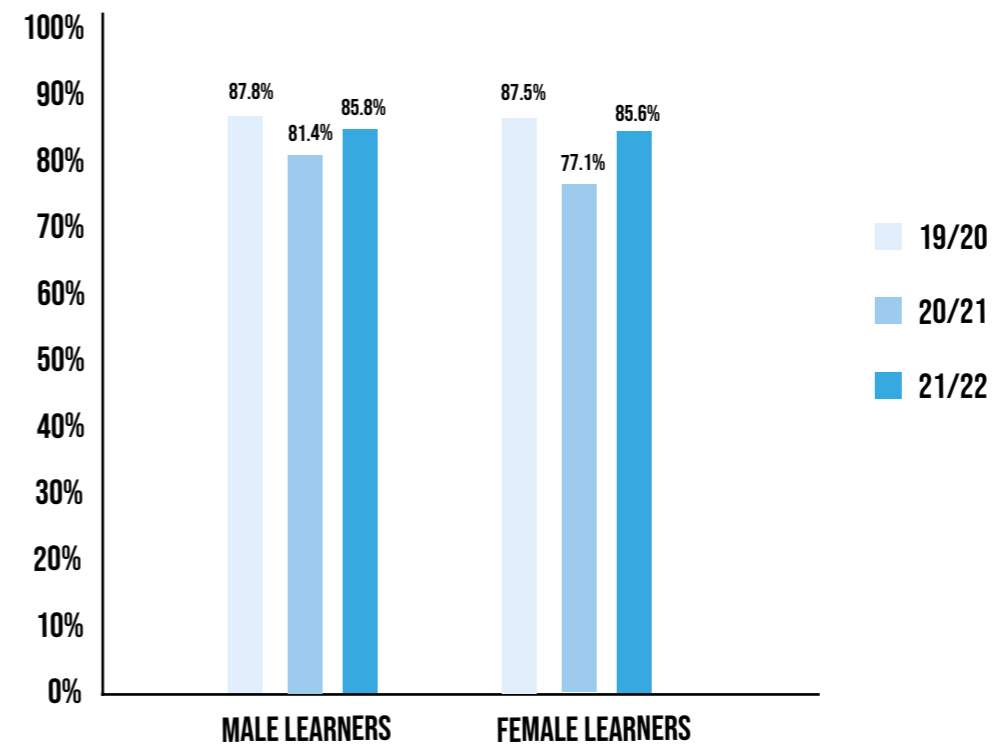
18.3% of college staff are aged 34 and under and 30.3% are aged 55 and over.

| Age Range    | 19/20 |      | 20/21 |    | 21/22 |      |
|--------------|-------|------|-------|----|-------|------|
|              | No    | %    | No    | %  | No    | %    |
| 34 and under | 111   | 20   | 113   | 21 | 97    | 18.3 |
| 34-54        | 278   | 50.3 | 274   | 51 | 273   | 51.4 |
| 55 and over  | 164   | 29.7 | 150   | 28 | 161   | 30.3 |
| Total        | 553   |      | 537   |    | 531   |      |

Additional Learner data:

| Ach with M&E    | 19/20   |       | 20/21   |       | 21/22   |       |
|-----------------|---------|-------|---------|-------|---------|-------|
|                 | Leavers | Ach % | Leavers | Ach % | Leavers | Ach % |
| Male learners   | 3661    | 87.8% | 3906    | 81.4% | 3776    | 85.8% |
| Female learners | 3690    | 87.2% | 4158    | 73.0% | 3726    | 85.3% |
| Total           | 7351    | 87.5% | 8064    | 77.1% | 7502    | 85.6% |

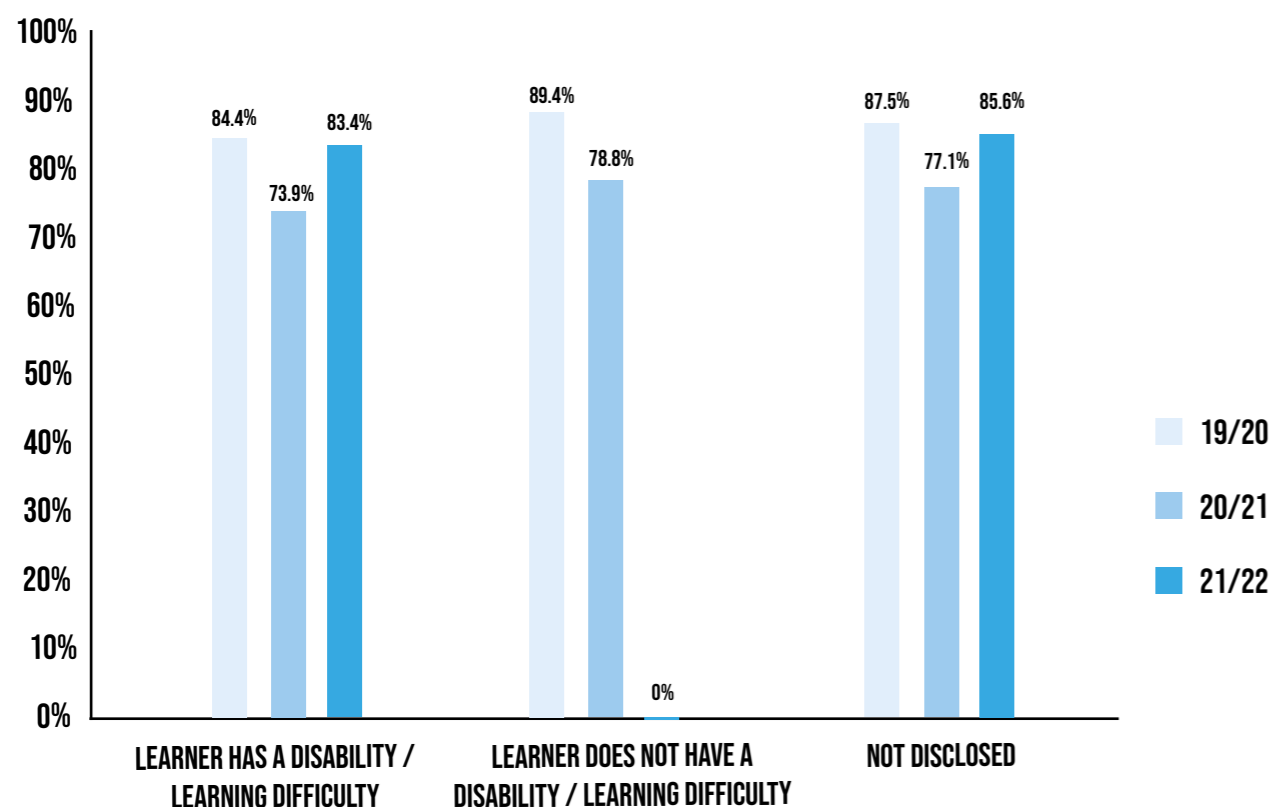
### TYNE COAST - ACHIEVEMENT RATE OF LEARNERS BY SEX





| Tyne Coast College                                       | 19/20   |       | 20/21   |       | 21/22   |       |
|--|---------|-------|---------|-------|---------|-------|
|  | Leavers | %     | Leavers | %     | Leavers | %     |
| Learner has a disability / learning difficulty           | 2798    | 84.4% | 2630    | 73.9% | 2610    | 83.4% |
| Learner does not have a disability / learning difficulty | 4412    | 89.4% | 5327    | 78.8% | 4890    | 86.7% |
| Not disclosed  | 141     | 88.7% | 107     | 71%   | 2       | 0%    |
| Total  | 7351    | 87.5% | 8064    | 77.1% | 7502    | 85.6% |

### TYNE COAST COLLEGE - ACHIEVEMENT RATE BY DISABILITY/LEARNING DIFFICULTY



| Ethnic Group    | Starts |
|-----------------|--------|
| White           | 4325   |
| Any Other       | 300    |
| Bangladeshi     | 93     |
| Black African   | 112    |
| Black Caribbean | 5      |
| Black Other     | 12     |
| Chinese         | 17     |
| Indian          | 26     |
| Mixed           | 136    |
| Other Asian     | 151    |
| Pakistani       | 19     |
| Total           | 5196   |

| Difficulty or Disability                 | Starts |
|--|--------|
| Has difficulty/disability/health problem | 2397   |
| No difficulty/disability/health problem  | 2799   |
| Total                                    | 5196   |

| Education Health Care Plan | Starts |
|----------------------------|--------|
| EHCP                       | 674    |
| Not EHCP                   | 4522   |
| Total                      | 5196   |

| Free Meals Eligible                   | Starts |
|---------------------------------------|--------|
| 16-19 learner eligible for free meals | 1173   |
| Not eligible for free meals           | 3947   |
| Total                                 | 5120   |

| LAC     | Starts |
|---------|--------|
| Is LAC  | 48     |
| Not LAC | 5148   |
| Total   | 5196   |

### 22/23 STARTS: CHARACTERISTICS

| Sex    | Starts |
|--------|--------|
| Female | 2316   |
| Male   | 2880   |
| Total  | 5196   |

| High Needs Students | Starts |
|---------------------|--------|
| High Needs          | 268    |
| Not High Needs      | 4928   |
| Total               | 5196   |

| Special Educational Needs | Starts |
|---------------------------|--------|
| Is SEN                    | 428    |
| Not SEN                   | 4768   |
| Total                     | 5196   |





South Tyneside  
College

## ASSOCIATION OF HAIRDRESSERS AND THERAPISTS AWARDS

# WINNERS

Our Hair and Beauty learners picked up an array of awards at The annual Association of Hairdressers and Therapists (AHT) 2023!

Awards included...

- 1st place in Fantasy Hair Look, Cut and Blow-dry and Hollywood
- 2nd place in Body Art, Face Paint, Bridal Hair and Nail Art
- 3rd place in the Transgender category... and many more!

Not only that, but we also won...  
**COLLEGE OF THE YEAR!**





BIGGER  
BETTER  
STRONGER  
TOGETHER.



Tyne Coast College  
St George's Ave, South Shields NE34 6ET