



Chelmsford College Group

Annual Equality Report

2015/16

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Foreword from the Principal

Equality remains at the centre of all we do and is key to achieving our mission and enabling our students and staff to achieve success. Chelmsford College is an inclusive organisation and believes it is essential that all members of the college community feel valued and able to fulfil their potential. We are committed to providing a working and learning environment that celebrates and promotes diversity. We challenge any form of unfair discrimination or harassment and we expect all members of staff and partner organisations we work with to share this commitment.

The Equality Act 2010 places responsibilities upon the College to give due regard to: eliminating unfair discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations. Since January 2012, the College has been under a duty to publish information annually, so that others are in a position to judge how effective the College is in meeting these responsibilities.

This Equality Report ensures we continue to meet our responsibilities under the Equality Act. It describes our equality 'journey', in terms of our strategy and actions, the information and data we have collected, our analysis and findings, how we engage with members of staff and students and what we intend to do as a result.

The last year has seen further developments towards our commitment to equality, both in terms of the actions and initiatives we have undertaken and the positive results that have been generated. The College was subject to a full Ofsted inspection during 2015, when inspectors identified that we continue to offer a "safe and harmonious environment for learners", and that "cross-college events to celebrate diversity reinforce effectively to learners the importance of understanding the diverse community in which they live and work". Ofsted also recognised that our approach has helped to increase learners' understanding and appreciation of different faiths, beliefs and backgrounds. However, we are not complacent and recognise that we need to do more to ensure that teachers help learners develop their understanding of these topics better within lessons. We will continue to focus on all areas for improvement in order to provide excellent outcomes for all who work, learn or are associated in any other way with the College.

Andrew Sparks
Principal and Chief Executive

Mission and Values of Chelmsford College

Chelmsford College Group has adopted a Mission Statement and a number of core Values to support its aim of becoming an outstanding college.

The College's Mission is:

"Chelmsford College – unlocking potential"

In aiming for excellence, the College has adopted six essential values which are:

- **Excellence** in teaching, learning and assessment
- **Innovation** in how we work and develop
- **Ambition** for all in the College community to be the best we can be
- **Respect** and **support** for every individual
- **Outward looking** in our development

Introduction

Context

The Equality Act 2010 replaced the former race, disability and gender equality duties with one general duty, covering nine “protected characteristics”. The General Duty requires organisations, when exercising their functions, to have due regard to:

- eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it and;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Protected Characteristics

The nine protected characteristics are:

- Race
- Disability
- Gender
- Gender reassignment
- Age
- Sexual Orientation
- Religion or belief
- Pregnancy and maternity
- Marriage and civil partnerships

The General Duty to have due regard to eliminate discrimination, advance equality of opportunity and foster good relations applies to all nine protected characteristics. For marriage and civil partnership, the duty extends to eliminating discrimination only.

Chelmsford College's Vision for Equality

Chelmsford College is committed to eliminating unfair discrimination and promoting diversity and equality of opportunity for all staff and students. Our commitments are expressed in our mission statement, the College's Strategic Plan and our core values, which drive and give shape to all of the College's activities.

The College values and celebrates the diversity in its student cohort and workforce. We believe that everyone benefits from employing people from all equality groups at all levels of responsibility, and working with students from all equality groups at all curriculum levels, over all areas of college activity.

Our vision for equality informs our Mission Statement, Code of Conduct and Ethics, Equality and Diversity Policy and our College Values, and is central to how we plan to achieve equality across all nine protected characteristics.

Our Approach

We have developed our equality strategy and equality report to ensure diversity and equality planning, implementation and review processes are presented to relevant stakeholders in a cohesive way. We are committed to meeting our obligations under the Equality Act 2010, and continuing to promote diversity and equality both within the College and in our relations with external stakeholders. We view the embedding of the principles outlined in equality legislation as essential for good governance and management processes. We aim to support our managers and student representative groups in recognising and meeting the differing needs of people from diverse backgrounds. Consultation with stakeholders is an important part of our work and the College uses a range of methods to seek views from learners, parents/carers, employers, staff and other groups e.g. focus groups, charities, surveys, partnership working, Staff and Student Councils.

Process

We review progress on an on-going basis to ensure we are achieving our equality aims. Our progress is monitored in accordance with the College's Self-Assessment process and the writing of an Equality and Diversity Self-Assessment Report. Actions arising from the self-assessment process are incorporated into the College Improvement Plan. This ensures consistent monitoring and reporting to senior managers and governors through the existing quality assurance processes. An Equality Report is published on at least an annual basis.

Responsibility for Equality and Diversity

The Director of Learner Development and Inclusion and Assistant Principal: People and Services have lead responsibility for equality and diversity relating to students and staff respectively. We recognise that all students and members of staff have a duty to cooperate with arrangements to promote equality and diversity and eliminate discrimination. Training is provided to all who work and learn at the College to support the achievement of these aims.

Equality Strategy

In meeting the requirements of the General Duty, we have identified three broad areas of activity within our equality strategy: governance and the management of equality; consultation and stakeholder involvement; and reporting progress and action planning.

Governance and Management of Equality

The Board of Governors actively promotes equality and diversity to address all forms of discrimination and to hold senior College managers to account for ensuring equality duties are upheld. Board members have received training on equality to ensure they understand their role and responsibilities in relation to equality and regular updates on progress are provided at Board and Committee meetings.

The Board actively considers the diversity of its membership. Despite some success in recent years in recruiting members from minority ethnic groups, the Board has identified a continued need to strengthen this aspect of its diversity further in order to better represent the interests of minority ethnic groups within the College and local community. The Search Committee has responsibility for succession planning for Board members and chairs of Committees to ensure that Board membership reflects the diversity of the local community.

We carry out extensive monitoring and analysis of equality information for both students and staff which are reported to senior managers and governors on a regular basis. Our Senior Management Team (SMT) meets on a weekly basis and equality and diversity is a standing item on SMT agendas, enabling progress to be monitored against our equality objectives and action plans on an on-going basis. We consider all aspects of equality including student outcomes, employment, services for students and other service users, and across all protected characteristics.

We actively identify and use sources of good practice and other resources in our approach to the management of equality within the further education sector, including:

- Association of Colleges reports and guidance
- Association of Colleges Eastern Region conferences and network meetings
- Equality and Human Rights Commission statutory codes of practice and guidance

- Ofsted publications and reports
- Government Equalities Office guidance

Consultation and Stakeholder Involvement

We actively engage with individuals and groups to determine policy and procedure development and to advance equality of opportunity for all. Internally, we consult with students and members of staff through a number of channels. These include:

- Student Council
- Parents and carers
- Learner Voice
- Surveys and polls
- Equality focus groups
- Equality Impact Assessments
- Staff Council
- Trade unions

We engage with individuals and groups externally including:

- Prospective students and staff
- Equality groups, charities and voluntary organisations
- Local authority
- Employers
- Jobcentre Plus (Disability Employment Advisor)

Reporting Progress and Action Planning

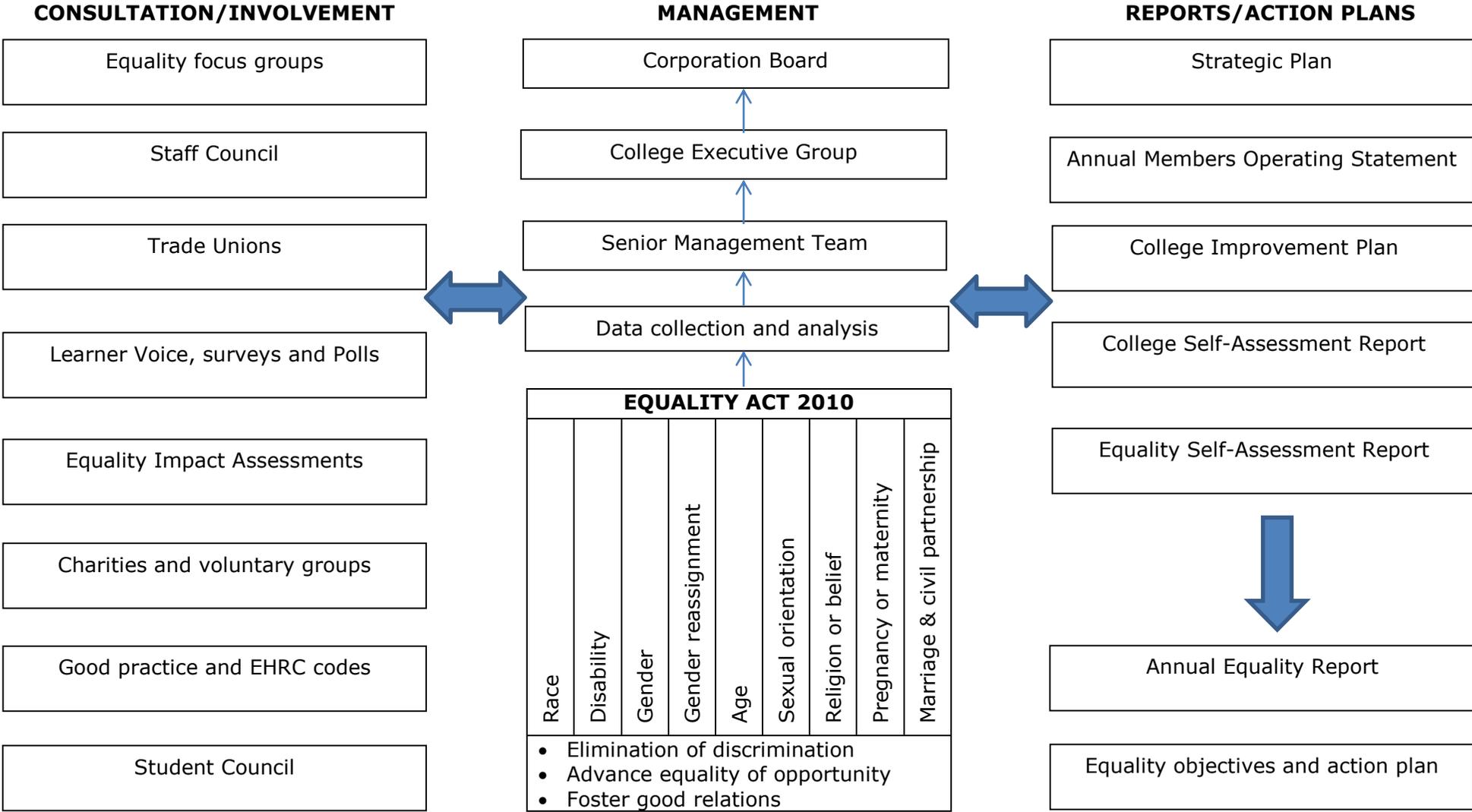
The outcomes of equality monitoring and analysis, including both data and engagement activities, are used to inform our equality objectives and associated action plans. An equality self-assessment is undertaken to identify improvements, capacity to improve further, strategic development requirements and key risks. The full self-assessment report is published externally and allows statutory bodies to judge how effective we are in all areas of our operations, including equality.

We have a robust Improvement Plan, which identifies our improvement objectives and corresponding action plans. Action plans identify intended outcomes, success and evaluation criteria; assign specific responsibility;

and include target completion dates. Progress is reported on a continuous basis to all members of staff and governors.

The following page shows how our approach to the management of equality, consultation and stakeholder involvement, progress reporting and action planning processes are aligned to support us in meeting our general and specific equality duties.

EQUALITY STRATEGIC MAP



Developments in 2015/16

We have continued to actively develop equality within the College in 2015/16:

Healthy U Base – ‘The HuB’

We have continued to invest in an on-site health facility, ‘The HuB’, to provide dedicated health and wellbeing services to students and staff, including those with disabilities. The HuB achieved ‘You’re Welcome’ accreditation from the Department of Health, in recognition of fulfilling stringent quality criteria for providing friendly and accessible health services for young people. We have continued to build on this work through continued investment in a dedicated student support team.

Chaplaincy

We have maintained our support for the Chaplaincy service, which exists for the support of all people within the College community, including students, staff, volunteers and visitors. It is open to all, regardless of faith, age, gender, impairment or sexuality, to create an accepting and supporting environment and to maintain appropriate confidentiality. The Chaplaincy is made up of a group of volunteers and is both ecumenical and multi-faith in principle and practice, working in partnership with the College and faith communities, to meet the needs of students, staff and others of all faiths and none.

Mindful Employer

We have continued our commitment to the awareness and promotion of mental health at work by remaining a signatory to the Charter for employers who are positive about mental health, (Mindful Employer). We use the Charter and resources available to build on good practice in the area of mental health and to ensure that employees and job applicants who declare mental health issues receive the right level of support. We provide facilities for students and members of staff who are experiencing mental health difficulties to receive professional support.



Equality Impact Assessments

In 2010/11 we developed and implemented an equality impact assessment procedure to ensure that all new policies, procedures, practices or decisions receive an initial assessment of their impact to equality. A full impact assessment is undertaken on a prioritised basis if we determine the potential impact to be high. Since the introduction of the policy, all new policies are assessed for their impact to equality.

Promoting Equality and Diversity to Learners

We have continued to provide a programme of delivering equality and diversity awareness to all full time 16-19 learners through the tutorial programme.

Staff Training

We have developed and implemented a differentiated and modularised equality and diversity training programme for all members of staff and governors. We have now been successful in rolling out this training to all members of staff. Refresher training for staff continues to be carried out on a regular basis.

Positive about Disabled People

We remain a 'Positive About Disabled People' employer, as a demonstration of our commitment to disabled people in relation to recruitment, training, retention, consultation and disability awareness.



Health Champions Programme

Seven members of staff have received training and gained a recognised qualification as 'Health Champions', a programme of workplace health initiatives coordinated by the NHS in Mid-Essex. Since being trained, the Health Champions have organised a staff survey in order to identify a range of health concerns and risks that exist among members of staff. Subsequently a range of health promotion events were held and coordinated by the Health Champions including stress awareness and relaxation, exercise, alcohol awareness and smoking cessation support.



We're committed to:
Staying Healthy at Work
Making life better

Equality Monitoring

We have made further developments to our monitoring of protected characteristics for both students and staff and have carried out an information provision and audit programme to encourage those we work with to disclose information, particularly regarding the newer protected characteristics. For staff, we audit equality information annually in order to ensure the accuracy of information held and to encourage additional disclosures.

Mental Wellbeing

We were pleased to receive an award from the North Essex NHS Foundation Trust recognising our outstanding contribution to mental wellbeing and health awareness.

College Group Careers Service

We were also pleased to receive the Essex County Council Recognition of Quality award and have successfully renewed our Matrix Accreditation, in recognition of the quality of our careers, information, advice and guidance services. An assessment of equality forms an integral and important aspect of these quality standards.



Equality Objectives

We carry out regular monitoring of progress towards quality objectives and use this information to inform our annual equality self-assessment review (SAR). Our SAR includes planned actions and targets in support of these objectives, which are also incorporated within our central College Improvement Planning process. This process enables all members of staff and Governors to monitor progress made on equality as part of the College's overall quality system.

These objectives include:

To improve the gender/race imbalance of numbers of learners in those areas where such an imbalance exists

The proportion of learners who identified themselves as belonging to an ethnic minority enrolling onto programmes of study in 2015/16 broadly reflects the local community at 12%. The balance between male and female students remains at 42% female and 58% male, which was the same balance in 2014/15, and this continuing imbalance needs to be addressed. The gender balance within study programmes continues previous trends and improvements still need to be made in Hair and Beauty, Childcare and Construction in particular.

Any gaps in the success rates of learners identifiably related to protected characteristics to be reduced and eliminated

As evidenced in the data below, the all ages student outcomes continue to show positive trends with most of the key criteria showing gaps between different groups of learners reducing. The success rates for students who identified themselves as belonging to an ethnic minority is above the college rate but there are a small number of groups of learners from specific ethnic minorities whose success rates are lower than the College rate and these students need to continue to be a focus for support. All groups of learners with a declared disability achieved a success rate at or above the College rate with the exception of eight students who declared a physical or hearing disability. Students in receipt of additional learning support had a success rate 1% lower those who did not.

To benchmark median hourly earnings between male and female staff and work towards closing the gender pay gap to a level that is above benchmark within the FE sector

In April 2017, regulations will be introduced for certain organisations in the public sector, which includes the College, to report on gender pay in a standard manner. The first such report is required to be published by April 2018. Although Chelmsford College has published gender pay information for some years, the adoption of a standardised national publication scheme for this information will enable Chelmsford College to benchmark itself against similar institutions within the FE sector. We will use this information to enable positive actions to be taken to close the gender pay gap to a level that is at least better than benchmark within the sector within the period 2017/18 to 2021/22.

Equality Information and Analysis – Students

Chelmsford College remains committed to a strategy to reduce and, where possible, eliminate any performance gaps between different groups of learners. In order to achieve this, it is important that all members of the College community are aware of the comparative performance rates of different groups of learners and use this information to improve the outcome for all learners.

The college made significant progress towards reducing or eliminating key performance gaps between different groups of learners during the academic year 2015/16. However, there is still significant work to be done in certain categories and in the development of E&D in the classroom and other learning environments.

The performance gap that was of most significant concern in 2014/15 was a 4.9% gap between male and female learners in the 16-19 age group. It is pleasing to note that this gap was reduced to 0.2% in the 16-19 age group and 0.6% in the 19+ age group in 2015/16.

Chelmsford College continues to recruit learners from an ethnic minority background at a higher rate than they are in the local community. While most groups have a success rate at or above the College rate, some groups underperformed in 2015/16 in comparison to the college rate. Of particular concern are students from a Caribbean ethnic background who have underperformed against the college rate for three years.

All students with a declared disability succeeded at or above the College rate with the exception of 8 learners who were identified as having a hearing or physical disability. who were significantly below the college rate.

A continuing focus in 2015/16 were looked after children. The support that was provided to this group improved during 2015/16 and their achievement rate improved to the college rate. However, their retention rate was below the college rate so further work is needed to ensure this group receive the support they need.

The success rate gap between learners in receipt of Additional Learning Support and those who are not reduced to 1% in 2015/16.

Equality Information and Analysis – Students

Gender Success Rate

2015/16 Success rate by age and gender

Dataset: 19th October 2016

Age	G	Data	12/13	13/14	14/15	15/16	Provider
16-18	Female	Leavers.	3390	2517	2689	2604	
		Success Rate.	79.1	85.2	85.7	80.7	79.4
	Male	Leavers.	4357	3691	3520	3315	
		Success Rate.	76.2	83.2	81.1	80.5	77.6
Total		Leavers.	7747	6208	6209	5919	
		Success Rate.	77.5	84	83.1	80.6	

Age	G	Data	12/13	13/14	14/15	15/16	Provider
19+	Female	Leavers.	978	794	734	599	
		Success Rate.	83.3	85.3	89.8	89	86.4
	Male	Leavers.	961	1129	1033	692	
		Success Rate.	82.3	91.1	92.7	88.4	86.4
Total		Leavers.	1939	1923	1767	1291	
		Success Rate.	82.8	88.7	91.5	88.7	

The most significant gap in learner performance over the preceding three years has been the gender gap. The gender success rate gap between learners of all ages remained static between 2012/13 and 2014/15 but increased to 4.6% in 2014/15 in the 16-18 age group. In 2015/16 this negative trend was reversed and the gender success rate gap between male and female learners aged 16-18 was all but eliminated at 0.2%. Similarly, the gender success rate gap between male and female learners aged 19+ has declined from 2.9% in 2014/15 to 0.6% in 2015/16 and this data continues a positive three year trend.

The actual issues that determine any gender gap in the success rates differ according to the curriculum area and level of learners, therefore, any solutions to resolving the marginal but remaining gender gap issues have to be based on responses to the particular issues in any given area of the curriculum. The need to continue to work to eliminate the remaining marginal success rate gap between male and female learners remains a priority for the college.

Apprenticeship Success rates by Gender

			12/13	13/14	14/15	15/16
Male	All Levels	Leavers	18	110	61	98
		Success	77.8	65.5	86.9	71.4
Female	All Levels	Leavers	51	94	58	105
		Success	84.3	74.5	60.3	59

Male apprentices continue to outperform female apprentices but the gap has declined from 26% in 2014/15 to 12% in 2015/16.

Attendance Rates by Gender in 2015/16

All Ages	
Female	86%
Male	86%
Total	86%

The attendance rate gap by gender was eliminated in 2015/16 across all ages.

Success Rate by Ethnicity.





The number of learners at the college who identify themselves as belonging to ethnic groups other than White British remains small but broadly reflects the diversity of the population in Chelmsford and mid-Essex. The gaps in the success rate between White British and all other groups of learners at 16-18 and 19+ narrowed during the academic year 2015/16.

16-18 Success Rates 2015/16

The gap in the success rates between all learners aged 16-18 from other ethnic groups and British narrowed to 2.6% in 2015/16.

White British	80.3
Other Ethnic Groups	82.6
All	80.6

However, the success rates of learners aged 16-18 who identify themselves as coming from the following ethnic groups were below the college norm in 2015/16:

Ethnic Group	Number of Students	Success Rate
Other	23	73.9
Caribbean	29	51.7
Indian	16	75
White and Black Caribbean	75	72

19+ Success Rates 2015/16

The gap in the success rates between all learners aged 19+ from other ethnic groups and White British narrowed to 1% in 2015/16.

British	88.8
Other Ethnic Groups	87.8
All	88.7

However, the success rates of students aged 19+ who identify themselves as coming from the following ethnic groups were below the college norm in 2015/16:

Ethnic Group	Number of Students	Success Rate
African	21	85.7
Other Asian	14	85.7
Other	6	83.3
White Other	43	79.1
Caribbean	6	66.7
White and Black Caribbean	16	68.8

The underperforming ethnic groups identified above will require particular analysis and action plans put in place to improve outcomes. Of particular concern in 2015/16 is the success rate of Caribbean and White and Black Caribbean learners who appear in both the 16-18 and 19+ age groups as performing below the college success rate.

One group that has persistently appeared as of particular concern over the last few years at a national level has been White Other and it is pleasing to note that this group continue to exceed the college norm in the 16-18 age group for the third year in succession.

Apprenticeship Success rate by ethnic group

Ethnicity	Hybrid End	Leavers	Ach Overall %
White British	15/16	191	66.5
Irish	15/16	1	100.0
Other White	15/16	5	40.0
White/Black Caribbean	15/16	1	100.0
White/Asian	15/16	1	0.0
Other Mixed	15/16	1	0.0
Other Asian	15/16	2	50.0
African	15/16	1	0.0
Caribbean	15/16	0	n/a
		203	65.0

The number of apprentices from non-white British groups remains statistically very small with the single largest group of other white having only five apprentices enrolled although at only 40% achievement, they are significantly below the norm..

Disability

Performance data by disability all ages

Hybrid End	Disability	Leavers Overall	Ach Overall %
15/16	Asperger's	22	81.8
15/16	Hearing	6	50.0
15/16	Medical	64	84.4
15/16	Mental health	9	100.0
15/16	Mobility	1	100.0
15/16	No disability	7,014	82.0
15/16	Not known/not provided	0	n/a
15/16	Other	84	82.1
15/16	Physical	2	50.0
15/16	Visual	8	100.0
		7,210	82.0

Most groups of learners, all ages, who identified themselves as having a disability in 2015/16, achieved success rates at or above that of the college rate.

Learners who identified themselves as having a hearing disability and those who identified themselves as having a physical disability in 2015/16 comprised the two groups who underperformed against the college rate with only 50% success for both groups. Even though these two groups combined comprised of only 8 students, the college remains committed to ensuring all students with a declared disability have an equal opportunity to achieve.

Additional Learning Support Success Rates

Learners in receipt of additional learning support, All Ages, have a marginal 1% lower success rate than those who are not in receipt of the support.

Additional Learning Support Success rates all ages 2015/16

	Leavers Overall	Success Rate
No ALS	5369	82%
ALS	1841	81%
Grand Total	7210	82%

16-18 Additional Learning Support Success rates 2015/16

As in 2014/15, Students aged 16-18 in receipt of ALS in 2015/16 had a success rate below those who were not in receipt of ALS.

With Additional Learning Support	78%
Without Additional Learning Support	81%

19+ Additional Learning Support Success rates 2015/16

As in 2014/15, Students aged 19+ in receipt of ALS in 2015/16 had a success rate higher than those who were not in receipt of ALS.

With Additional Learning Support	89%
Without Additional Learning Support	88%

Equality Information and Analysis – Staff

Gender Analysis*

Employment Group	Overall staffing %	Male %	Female %	Gender pay median index (male = 100%)
Part-time Leadership and Management	0.28	0.00	3.45	~
Full-time Leadership and Management	7.78	44.83	51.72	91.62
Total Leadership and Management	8.06	44.83	55.17	91.62
Part-time Teaching and Training	15.83	10.77	33.08	90.80
Full-time Teaching and Training	20.28	26.92	29.23	101.55
Total Teaching and Training	36.11	37.69	62.31	96.66
Part-time Student & Learning Support	19.44	5.48	90.41	100.00
Full-time Student & Learning Support	0.83	1.37	2.74	~
Total Student & Learning Support	20.28	6.85	93.15	100.00
Part-time Business Support	22.50	9.38	53.91	104.83
Full-time Business Support	13.06	17.19	19.53	110.83
Total Business Support	35.56	26.56	73.44	98.13
Total Part-time staff	58.06	8.33	49.72	69.21
Total Full time staff	41.94	19.72	22.22	101.97
All staff	100	28.06	71.94	74.60

*excluding apprentices

The overall distribution of staff across the organisation is approximately two-thirds female and one third male and has remained largely unchanged over the last five years. There continues to be significant variances within the broad groupings of leadership, teaching, learning support and business support roles, and within part-time and full-time working arrangements. These have also remained broadly consistent with the proportions of male and female staff employed one year ago.

The monitored median hourly pay for female staff in management jobs has increased over the last five years from 77% to 91.6% of comparable

male earnings and the median pay for all full-time female staff has increased from 97% to 102% of comparable full-time male pay. In other monitored categories, namely: full-time teaching and training; student and learning support; part-time and full-time business support, median hourly earnings of female staff meet or are higher than equivalent male staff median earnings. A significantly lower proportion of male staff compared to female staff work on a part-time basis, and of those, a high proportion are employed in teaching jobs. Consequently, the overall median hourly pay for male part-time staff is higher than for female part-time staff.

We continue to apply a variety of flexible employment practices including part-time and term-time opportunities and the overall proportions of male and female staff working part-time and full-time have remained broadly unchanged over the last year. 85% of all part-time staff are female, which has remained consistent over the last year and remains higher than the national average within the FE sector of 72%. For full-time staff, the proportion of male and female staff is more closely matched; 53% of all full-time time staff are female.

Overall, whilst the majority of part-time teachers are female, there has been a shift from part-time to full-time employment. The proportion of female full-time teachers has increased over the last three years from 20% of all teachers employed to 33%. By comparison, the proportion of male full-time teachers has decreased from 38% to 27% of all teachers employed.

Learning support posts remain almost exclusively part-time, and significantly greater numbers of female staff are employed in these posts. Nearly twice as many part-time staff as full-time staff work in business support posts, and three out of four business support staff are female. These proportions have remained largely unchanged over the last year.

Ethnicity Analysis

Employment Group	Overall staffing %	Black/minority ethnic group %	White British %	Not disclosed %
Part-time Leadership and Management	0.27	0.00	3.45	0.00
Full-time Leadership and Management	7.63	0.00	96.55	0.00
Total Leadership and Management	7.90	0.00	100.00	0.00
Part-time Teaching and Training	15.53	4.62	38.46	0.77
Full-time Teaching and Training	19.89	10.00	44.62	1.54
Total Teaching and Training	35.42	14.62	83.08	2.31
Part-time Student & Learning Support	19.07	2.74	89.04	4.11
Full-time Student & Learning Support	0.82	1.37	2.74	0.00
Total Student & Learning Support	19.89	4.11	91.78	4.11
Part-time Business Support	22.07	6.25	54.69	2.34
Full-time Business Support	12.81	3.91	32.81	0.00
Total Business Support	34.88	10.16	87.50	2.34
Part-time apprentices	0.27	0.00	14.29	0.00
Full-time apprentices	1.63	0.00	85.71	0.00
Total apprentices	1.91	0.00	100.00	0.00
Total Part-time staff	57.22	4.36	50.95	1.91
Total Full time staff	42.78	5.18	37.06	0.54
All staff	100	9.54	88.01	2.45

The 2011 ONS Census data for the local area has been used as the benchmark for ethnicity comparison. However, it is probable that the local area has continued to become more diverse than the 9.7% of black or minority ethnic heritages reported in the survey. Within the College, the diversity of staff has continued to increase with 9.5% from black or minority ethnic groups compared with 7.7% two years ago.

The proportion of teachers from black or minority ethnic groups has increased from 9.8% of all teaching staff to 14.6%, which is broadly consistent with the student population and local area.

Disability Analysis

Employment Group	Overall staffing %	Disability disclosed %	No disability/ not disclosed %
Part-time Leadership and Management	0.27	0.00	3.45
Full-time Leadership and Management	7.63	10.34	86.21
Total Leadership and Management	7.90	10.34	89.66
Part-time Teaching and Training	15.53	0.00	43.85
Full-time Teaching and Training	19.89	1.54	54.62
Total Teaching and Training	35.42	1.54	98.46
Part-time Student & Learning Support	19.07	8.22	87.67
Full-time Student & Learning Support	0.82	1.37	2.74
Total Student & Learning Support	19.89	9.59	90.41
Part-time Business Support	22.07	2.34	60.94
Full-time Business Support	12.81	1.56	35.16
Total Business Support	34.88	3.91	96.09
Part-time Apprentices	0.27	0.00	14.29
Full-time Apprentices	1.63	14.29	71.43
Total Apprentices	1.91	14.29	85.71
Total Part-time Staff	57.22	2.45	54.77
Total Full time Staff	42.78	2.45	40.33
All Staff	100	4.90	95.10

Overall, we continue to employ a greater proportion of staff with a declared disability than across the further education sector as a whole, (nationally, 4.4% of staff employed in further education colleges have a declared disability – SIR data 2016).

We consult with all staff at least annually to monitor and update disability disclosures and determine if any reasonable adjustments are required.

Age Analysis

Employment Group	Overall staff %	<25 %	25-29 %	30-34 %	35-39 %	40-44 %	45-49 %	50-54 %	55-59 %	60+ %
Part-time Leadership and Management	0.27	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.45	0.00
Full-time Leadership and Management	7.63	0.00	0.00	10.34	3.45	6.90	31.03	20.69	20.69	3.45
Total Leadership and Management	7.90	0.00	0.00	10.34	3.45	6.90	31.03	20.69	24.14	3.45
Part-time Teaching and Training	15.53	0.00	0.77	2.31	5.38	6.92	5.38	7.69	10.77	4.62
Full-time Teaching and Training	19.89	1.54	6.15	8.46	8.46	3.85	8.46	7.69	8.46	3.08
Total Teaching and Training	35.42	1.54	6.92	10.77	13.85	10.77	13.85	15.38	19.23	7.69
Part-time Student & Learning Support	19.07	4.11	5.48	5.48	2.74	15.07	16.44	24.66	17.81	4.11
Full-time Student & Learning Support	0.82	0.00	0.00	0.00	0.00	1.37	1.37	0.00	1.37	0.00
Total Student & Learning Support	19.89	4.11	5.48	5.48	2.74	16.44	17.81	24.66	19.18	4.11
Part-time Business Support	22.07	5.47	3.13	3.13	1.56	3.91	13.28	11.72	7.81	13.28
Full-time Business Support	12.81	7.03	4.69	3.91	3.13	0.78	2.34	2.34	8.59	3.91
Total Business Support	34.88	12.50	7.81	7.03	4.69	4.69	15.63	14.06	16.41	17.19
Part-time apprentices	0.27	14.29	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Full-time apprentices	1.63	85.71	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total apprentices	1.91	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Total Part-time staff	57.22	3.00	2.45	3.00	3.00	6.81	9.81	11.72	10.35	7.08
Total Full time staff	42.78	4.63	3.81	5.18	4.36	2.45	6.54	5.18	7.90	2.72
All staff	100.00	7.63	6.27	8.17	7.36	9.26	16.35	16.89	18.26	9.81

The distribution of age within the College is broadly consistent with that reported within the FE sector as a whole, with the majority of staff aged 45 or over (around 61% of all staff employed) and the highest proportion of staff employed in the 55-59 age group.

In general there are higher numbers of older staff employed in part-time posts. In the 60+ age range, three quarters of those employed are in part-time posts. This has remained broadly consistent with the figures from one year ago.

We no longer apply any planned retirement age and whilst some members of staff choose to retire on reaching normal occupational pension age or earlier, others continue working well beyond this age.

Other Protected Characteristics

Following staff consultations, in 2012 we commenced collecting data on sexual orientation and religion/belief in addition to our existing equality data. In 2013, this data was published in summary form due to the relatively small number of disclosures that had been made. Over the two years we have encouraged additional disclosures, although there remains a proportion of employees who have to date chosen not to make a declaration. Whilst it is therefore difficult to draw any conclusions from the data, we are however able to use these declarations on an individual basis, to ensure that we are supporting all members of staff, and to encourage members of staff with these protected characteristics to assist us in promoting continuous improvement.

Religion and Belief

Group	Proportion of staff (%)	Local Population (%)
Buddhist	1.09	0.3
Christian	52.32	61.9
Hindu	0.54	0.7
Muslim	1.63	1.2
Other	3.27	7.9
No religion	31.61	27.6
Not declared	9.54	

Sexual Orientation

Group	Proportion of staff (%)
Bisexual	0.54
Gay/Lesbian	1.09
Heterosexual	86.38
Not declared	11.99