



# Chelmsford College Group

## Annual Equality Report

**2022 2023**

**PART ONE**

**Learner outcomes Data**

## Part One

### Learner outcomes equality and diversity data for academic year 2022 - 2023

To inform the Corporation of academic performance by key equality and diversity data for the academic year 2022-23

#### 1. Whole College Performance Summary 2022-23

2022-2023	Achievement %	Retention %
All Ages	84.6	89.8
16-18	83.4	89.1
19+	89.4	92.6

#### 2. Sex and Age Achievement Rate 2022-2023

2022/23 Achievement rate by age and sex

Dataset: 17th October 2023

Age	Sex	Data	19/20	20/21	21/22	22/23	Provider Group
16-18	Female	Leavers.	2276	2334	2501	2275	
		Achievement.	83.9	86.0	81.0	83.6	
	Male	Leavers.	3026	3102	3139	3051	
		Achievement.	82.9	83.5	83.2	83.3	
Total	Leavers.	5302	5436	5640	5326		
	Achievement.	83.3	84.6	82.2	83.4		

Age	Sex	Data	19/20	20/21	21/22	22/23	Provider Group
19+	Female	Leavers.	228	382	422	818	
		Achievement.	84.2	91.6	89.8	89.2	
	Male	Leavers.	503	737	529	567	
		Achievement.	86.9	88.3	89.0	89.6	
Total	Leavers.	731	1119	951	1385		
	Achievement.	86.0	89.5	89.4	89.4		

For 2021–22 there has been a noticeable reduction in the achievement gap between male and female learners both at 16 – 18 and 19+.

In the 16-18 age group, the gender gap at Chelmsford College has reduced from 2.3% between male and female learners, to 0.3% in favour of female learners.

The gender achievement rate gap between male and female learners aged 19+ decreased from 0.8% in favour of female learners in 2021/22 to 0.4% in 2022/23, with male learners slightly outperforming female learners.

Over the last 4 years learners aged 19+ have consistently outperformed those in the 16 – 18 age group. For 2022/23 the difference is 6%, which represents a decrease of 1.2% from 2021/22

### 3. Achievement Rate by Ethnicity 2022-23

2022/23 Qualification Achievement Rates by Ethnicity (16-18) Dataset: 17th October 2023

Age	ETHNICITY	Data	20/21	21/22	22/23	Provider Group
16-18	African	Leavers.	82	86	89	
		Achievement.	75.6	86.0	80.9	
	Any other Asian Background	Leavers.	19	21	6	
		Achievement.	78.9	90.5	83.3	
	Any other Black / African / Caribbean background	Leavers.	41	34	40	
		Achievement.	87.8	88.2	80.0	
	Any other ethnic group	Leavers.	23	30	30	
		Achievement.	100.0	76.7	93.3	
	Any other Mixed / multiple ethnic background	Leavers.	52	57	81	
		Achievement.	92.3	87.7	79.0	
	Any other White Background	Leavers.	163	171	168	
		Achievement.	82.8	86.0	85.1	
	Arab	Leavers.		2	7	
		Achievement.		100.0	57.1	
	Bangladeshi	Leavers.	26	25	22	
		Achievement.	96.2	84.0	86.4	
	Caribbean	Leavers.	15	25	35	
		Achievement.	86.7	72.0	68.6	
	Chinese	Leavers.	5	6	4	
		Achievement.	80.0	100.0	100.0	
	English / Welsh / Scottish / Northern Irish / British	Leavers.	4753	4893		
		Achievement.	84.6	81.8		
	Gypsy or Irish Traveller	Leavers.	7	12	13	
		Achievement.	85.7	100.0	76.9	
	Indian	Leavers.	14	17	22	
		Achievement.	78.6	88.2	90.9	
	Irish	Leavers.	1	12	20	
		Achievement.	100.0	83.3	85.0	
	Not known / Not provided	Leavers.	27	28	15	
		Achievement.	100.0	78.6	93.3	
	Pakistani	Leavers.	20	30	29	
		Achievement.	85.0	86.7	93.1	
	White and Asian	Leavers.	53	55	33	
		Achievement.	73.6	89.1	100.0	
	White and Black African	Leavers.	44	32	39	
		Achievement.	81.8	87.5	82.1	
	White and Black Caribbean	Leavers.	91	104	88	
		Achievement.	89.0	77.9	83.0	
	Total	Leavers.	5436	5640	5326	
		Achievement.	84.6	82.2	83.4	

## 16-18 Achievement Rates by ethnicity

The number of learners at Chelmsford College from ethnic heritage groups other than White British is growing but continues to be a relatively small percentage of the overall learner population which broadly reflects the diversity of the population in Chelmsford and mid-Essex.

In 2022/23 the achievement gap between learners identifying themselves as English/Welsh/Scottish/Northern Irish/British, and other ethnic heritage groups have decreased to 0.5% in favour of other ethnic heritage groups. In 2020/21 the achievement gap was 2.9%.

	2020/21	2021/22	2022/23
E/W/S/NI/B	84.6	81.8	83.3
Other Ethnic Heritage Groups	84.8	84.7	83.8
All	84.6	82.2	84.6

In addition to White British, the achievement rates of learners aged 16-18 who identify themselves as coming from the following ethnic heritage groups were below the college norm of 84.6% in 2022/23.

Ethnic Heritage Group	Number of Leavers	Achievement Rate %
African	89	80.9
White/Black Caribbean	40	80.0
Any mixed/multiple ethnic background	81	79.0
Arab	7	57.1
White and Black African	39	82.1
White and Black Caribbean	88	83.0
Caribbean	35	68.6
Gypsy or Irish traveller	13	76.9

The single largest self-identified ethnic heritage group that achieved below the college norm in 2022/23 is African with 89 leavers who were collectively 3.7% below the college rate.

The lowest achievement rate was Arab with 7 leavers who were 27.5% below the college norm in 2022/23.

## 19+ Achievement Rates by ethnicity

2022/23 Qualification Achievement Rates by Ethnicity (19+) Dataset: 17th October 2023

Age	ETHNICITY	Data	20/21	21/22	22/23	Provider Group
19+	African	Leavers.	21	20	41	
		Achievement.	90.5	90.0	87.8	
	Any other Asian Background	Leavers.	8	10	20	
		Achievement.	87.5	100.0	90.0	
	Any other Black / African / Caribbean background	Leavers.	2	7	11	
		Achievement.	100.0	85.7	81.8	
	Any other ethnic group	Leavers.	8	2	12	
		Achievement.	87.5	100.0	75.0	
	Any other Mixed / multiple ethnic background	Leavers.	116	95	28	
		Achievement.	98.3	94.7	92.9	
	Any other White Background	Leavers.	119	96	129	
		Achievement.	96.6	95.8	93.0	
	Arab	Leavers.	6	5	6	
		Achievement.	83.3	100.0	100.0	
	Bangladeshi	Leavers.	8	2	1	
		Achievement.	25.0	50.0	100.0	
	Caribbean	Leavers.	12	10	13	
		Achievement.	91.7	100.0	76.9	
	Chinese	Leavers.		3	7	
		Achievement.		100.0	100.0	
	English / Welsh / Scottish / Northern Irish / British	Leavers.	710	576	998	
		Achievement.	86.6	85.1	89.4	
	Gypsy or Irish Traveller	Leavers.	12	14	8	
		Achievement.	91.7	100.0	100.0	
	Indian	Leavers.	13	4	22	
		Achievement.	84.6	100.0	81.8	
	Irish	Leavers.	11	23	18	
		Achievement.	100.0	95.7	100.0	
	Not known / Not provided	Leavers.	21	15	11	
		Achievement.	100.0	93.3	72.7	
	Pakistani	Leavers.	6	7	20	
		Achievement.	83.3	100.0	75.0	
	White and Asian	Leavers.	27	22	7	
		Achievement.	100.0	100.0	85.7	
White and Black African	Leavers.	9	10	7		
	Achievement.	100.0	100.0	100.0		
White and Black Caribbean	Leavers.	10	30	26		
	Achievement.	90.0	100.0	92.3		
Total	Leavers.	1119	951	1385		
	Achievement.	89.5	89.4	89.4		

In 2021/2 the achievement gap between learners identifying themselves as English/Welsh/Scottish/Northern Irish/British and other ethnic heritage groups was 7.8% in favour of other ethnic heritage groups.

For 2022/23 there is no overall gap in achievement in learners in the 19+ age group.

	2020/21 %	2021/22 %	2022/23%
E/W/S/NI/B	86.6	85.1	89.4
Other Ethnic Heritage Groups	94.4	96.0	89.4
All	89.5	89.4	89.4

The achievement rates of learners aged 19+ who identify themselves as coming from the following ethnic heritage groups were below the 19+ college norm in 2022/2023:

Ethnic Heritage Group	Number of Leavers	Achievement Rate %
Any other Black / African / Caribbean background	11	81.8
Any other ethnic group	12	75.0
Caribbean	13	76.9
Indian	22	81.8
Not know/not provided	11	72.7

The judgement of the college is that overall, in the 16-18 and 19+ age groups, students from other ethnic heritage groups are broadly in line with those from an English/Welsh/Scottish/Northern Irish/British heritage.

## 4. Learning Difficulty and Disability

2022/23 Achievement rate by age and difficulties and disabilities

Dataset: 17th October 2023

Age	LLDD	Data	20/21	21/22	22/23	Provider Group
16-18	LLDD - Yes	Leavers.	167	434	389	
		Achievement.	87.4	79.0	85.1	
	LLDD - No	Leavers.	5269	5206	4937	
		Achievement.	84.5	82.5	83.2	
	LLDD - Unknown	Leavers.				
		Achievement.				
Total	Leavers.	5436	5640	5326		
	Achievement.	84.6	82.2	83.4		

Age	LLDD	Data	20/21	21/22	22/23	Provider Group
19+	LLDD - Yes	Leavers.	225	206	198	
		Achievement.	83.1	86.9	91.9	
	LLDD - No	Leavers.	889	742	1181	
		Achievement.	91.0	90.0	89.0	
	LLDD - Unknown	Leavers.	5	3	6	
		Achievement.	100.0	100.0	83.3	
Total	Leavers.	1119	951	1385		
	Achievement.	89.5	89.4	89.4		

### 16-18 Achievement Rate by learning difficulty and disability

Historically achievement rates of learners with a declared learning difficulty and disabilities have outperformed those who do not have a declared learning difficulty and disability however this was not the case in 2021/22 when there was a significant dip in achievement. For 2022/23 this has been addressed and learners with a declared learning difficulty and disabilities outperformed those who do not have a declared learning difficulty and disability by 1.9%

### 19+ Achievement Rate by learning difficulty or disability

Learners aged 19+ learners who declared a learning difficulty or disability achieve at a higher rate than learner who did not declare a difficulty or disability. The achievement gap for 2022/23 is 2.9% in favour of those with a declared difficulty or disability.

## Achievement Rates for learners with an Education, Health and Care Plan and those who are Higher Needs Funded

2022/23 Achievement rate by Education, Health & Care Plan Dataset: 17th October 2023

Age	EHCP	Data	22/23	Provider Group
16-18	Has EHCP	Leavers.	367	
		Achievement.	85.3	
	No EHCP	Leavers.	4959	
		Achievement.	83.2	
Total		Leavers.	5326	
		Achievement.	83.4	

Age	EHCP	Data	22/23	Provider Group
19+	Has EHCP	Leavers.	140	
		Achievement.	96.4	
	No EHCP	Leavers.	1245	
		Achievement.	88.6	
Total		Leavers.	6711	
		Achievement.	84.6	

Learners aged 16 -18 who have an Education, Health and Care Plan achieved at a rate of 85.3%, 2.1% above those who do not.

For learners aged 19+ with an Education, Health and Care plan outperformed those who do not by 7.8%.

2022/23 Achievement rate by High Needs Funding Dataset: 17th October 2023

Age	High Needs Funding	Data	22/23	Provider Group
16-18	Has High Needs Funding	Leavers.	124	
		Achievement.	86.3	
	No High Needs Funding	Leavers.	5202	
		Achievement.	83.3	
Total		Leavers.	5326	
		Achievement.	83.4	

Age	High Needs Funding	Data	22/23	Provider Group
19+	Has High Needs Funding	Leavers.	40	
		Achievement.	92.5	
	No High Needs Funding	Leavers.	1345	
		Achievement.	89.3	
Total		Leavers.	1385	
		Achievement.	89.4	

Learners aged 16 – 18 who are in receipt of higher needs funding outperformed those who do not by 3.0%.

For learners aged 19+ who are in receipt of higher needs funding outperformed those who do not by 3.2%



From the data above it is clear that learners with the highest level of need benefit from the support provided.

## 5.0 Looked After Children (Children in care and care leavers)

2022/23 Achievement rate by Looked After Child (LAC) status Dataset: 17th October 2023

Age	Looked After Child	Data	22/23	Provider Group
16-18	LAC	Leavers.	45	
		Achievement.	57.8	
	Is not LAC	Leavers.	5281	
		Achievement.	83.6	
Total		Leavers.	5326	
		Achievement.	83.4	

Age	EHCP	Data	22/23	Provider Group
19+	LAC	Leavers.	0	
		Achievement.	0.0	
	Is not LAC	Leavers.	1385	
		Achievement.	89.4	
Total		Leavers.	1385	
		Achievement.	89.4	

LAC	2021/22 Leavers	2021/22 Ach Rate %	2022/23 leavers	2022/23 Ach Rate%
Yes	48	81.3	45	57.8
No	6543	83.3	5281	83.6

Nationally, looked after children perform less well than the general college population at the same age range because their retention rate is significantly lower, and this is an acknowledged concern in the UK. The achievement rate for LAC of 57.8% for 2022/23 shows a significant decrease on 2021/22. Analysis on the data shows that whilst a number of LAC learners withdrew or did not achieve most went into full time employment or continued education with another provided.

Age	Young Adult Carer	Data	22/23	Provider Group
16-18	YAC	Leavers.	87	
		Achievement.	85.1	
	Is not YAC	Leavers.	5239	
		Achievement.	83.4	
Total		Leavers.	5326	
		Achievement.	83.4	

Age	EHCP	Data	22/23	Provider Group
19+	YAC	Leavers.	1	
		Achievement.	100.0	
	Is not YAC	Leavers.	1384	
		Achievement.	89.4	
Total		Leavers.	1385	
		Achievement.	89.4	

Learner aged 16 – 18 identified as young adult carers (YAC) have outperformed those who are not identified as a YAC by 1.7%. This would indicate learners who have significant responsibility outside of college life are well supported by both the academic and pastoral teams to achieve.

## Learner outcomes Data Actions for 2022-23

In response to the data for 2021-22, the following actions were identified.

Review, address and reduce the achievement gap between male and female learners at 16-18 and amongst apprentices.

**Progress:** In the 16-18 age group, the gender gap at Chelmsford College has reduced from 2.3% between male and female learners, to 0.3% in favour of female learners.

Review, address and reduce the emergent achievement gap between E/W/S/NI/B learners and other ethnic heritage at 16 – 18, 19+ and apprentices.

**Progress:** The judgement of the college is that overall, in the 16-18 and 19+ age groups, students from other ethnic heritage groups are broadly in line with those from an English/Welsh/Scottish/Northern Irish/British heritage

Review, address and reduce the emergent achievement gap between learners who have a declared learning difficulty and disability and those who do not. In particular the disparity in English and mathematics.

**Progress:** From the data above it is clear that learners with the highest level of need benefit from the support provided and they are achieving better than learners without a declared learning difficulty or disability.

Review, address and reduce the achievement gap between 'Looked after Children' and other learners.

**Progress:** Looked after children continue to underperform against the college norm.

Action taken: As a result we have introduced Inclusion Panel meetings that are held every 6 weeks, the week prior to the Curriculum Area Review Board meetings. These panel meetings focus on learners who are at risk of not achieving due to their external situation such as Young Adult Carers (YAC), Looked After Children (LAC) and Previously Looked After Children (PLAC).

### **Developments in the management of Equality and Diversity**

- Reintroduction of a termly Equality, Diversity and Inclusion Committee chaired by the Director of Learner Experience and Progression. Membership includes appropriate academic and business support senior and middle managers, learner voice representatives and a link Governor.
- Development of an EDI action plan that includes appropriate self-assessment against benchmarks, the current status of progress, risk profile, actions and person responsible.
- The action plan is available on the Governors Portal.



# Chelmsford College Group

## Annual Equality Report

**2022/2023**

**PART TWO**

**Staff Data**

## Part Two Staff Equality and Diversity Data for Academic Year 2022/23

6 To inform the Corporation of key equality and diversity data relating to staff for the academic year 2022/23

### 7 Gender Analysis\*

Employment Group	Overall staffing %	Male %	Female %	Gender pay median index (male = 100%)
Part-time Leadership and Management				~
Full-time Leadership and Management	8.49%	41.94%	58.06%	101.95%
<b>Total Leadership and Management</b>	<b>8.49%</b>	<b>41.94%</b>	<b>58.06%</b>	<b>101.95%</b>
Part-time Teaching and Training	14.52%	14.88%	28.93%	92.72%
Full-time Teaching and Training	18.63%	29.75%	26.45%	101.69%
<b>Total Teaching and Training</b>	<b>33.15%</b>	<b>44.63%</b>	<b>55.37%</b>	<b>99.74%</b>
Part-time Learner & Learning Support	15.34%	4.84%	85.48%	96.95%
Full-time Learner & Learning Support	1.64%	1.61%	8.06%	109.64%
<b>Total Learner &amp; Learning Support</b>	<b>16.99%</b>	<b>6.45%</b>	<b>93.55%</b>	<b>96.95%</b>
Part-time Business Support	24.93%	7.28%	53.64%	94.21%
Full-time Business Support	15.99%	16.56%	22.52%	96.81%
<b>Total Business Support</b>	<b>40.92%</b>	<b>23.84%</b>	<b>76.16%</b>	<b>85.30%</b>

Total Part-time staff	54.47%	8.67%	45.80%	65.07%
Total Full time staff	45.53%	20.60%	24.93%	98.83%
All staff	100.00%	29.27%	70.73%	70.34%

\*excluding apprentices

- 7.1 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 six years. There continues to be 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. It compares favourably with the AoC<sup>1</sup> FE workforce figures which show a split of 64% female employees and 36% male.
- 7.2 Although the proportion of male staff compared to female staff working on a part time basis remains significantly lower, this has reduced since the previous report. Of those a high proportion are employed in teaching jobs.
- 7.3 We continue to apply a variety of flexible employment practices including part-time and term-time opportunities. Although the overall proportions of male and female staff working part-time and full-time have remained broadly unchanged over the last year, we have seen a swing back towards more full time working.
- 7.4 Overall, whilst the majority of part-time teachers are female, the split between part time and full time for both male and female teaching staff has remained broadly consistent. The proportion of male full-time teachers has slightly decreased from the previous year.
- 7.5 Learning support posts remain almost exclusively part-time, and significantly greater numbers of female staff are employed in these posts. Twice as many part-time staff as full-time staff work in

<sup>1</sup> AoC College Workforce Survey published November 2020.

business support posts, and three out of four business support staff are female. These proportions have remained largely unchanged over the last year.

## 8 Ethnicity Analysis

Employment Group	Overall staffing %	Black/minority ethnic group %	White British %	Not disclosed %
Part-time Leadership and Management				
Full-time Leadership and Management	8.40		100.00	
Total Leadership and Management	8.40		100.00	
Part-time Teaching and Training	14.36	4.96	37.19	1.65
Full-time Teaching and Training	18.43	10.74	45.45	
Total Teaching and Training	32.79	15.70	82.64	1.65
Part-time Learner & Learning Support	15.18	11.29	79.03	
Full-time Learner & Learning Support	1.63	1.61	8.06	
Total Learner & Learning Support	16.80	12.90	87.10	
Part-time Business Support	24.93	5.30	54.30	1.32
Full-time Business Support	15.99	5.30	33.11	0.66
Total Business Support	40.92	10.60	87.42	1.99
Part-time apprentices				

Full-time apprentices	1.08	25.00	75.00	
Total apprentices	1.08	25.00	75.00	
Total Part-time staff	54.47	5.69	47.70	1.08
Total Full time staff	45.53	6.23	39.02	0.27
All staff	100.00	11.92	86.72	1.36

8.1 The 2021 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 11.4% of black or minority ethnic heritages reported in the survey. Within the College, the diversity of staff has increased since the previous year from 10.1% to 11.9%.

8.2 The proportion of teachers from black or minority ethnic groups has slightly decreased by 0.3% from the previous years. This is still broadly consistent with: the learner population; the local area; and with other sectors of education.

## 9 Disability Analysis

Employment Group	Overall staffing	Disability disclosed	No disability/ not disclosed
Part-time Leadership and Management			
Full-time Leadership and Management	31	1	30
Total Leadership and Management	31	1	30
Part-time Teaching and Training	53	1	52
Full-time Teaching and Training	68	5	63



Total Teaching and Training	121	6	115
Part-time Learner & Learning Support	56	1	55
Full-time Learner & Learning Support	6	1	5
Total Learner & Learning Support	62	2	60
Part-time Business Support	92	3	89
Full-time Business Support	59	2	57
Total Business Support	151	5	146
Part-time Apprentices			
Full-time Apprentices	4		4
Total Apprentices	4		4
Total Part-time Staff	201	5	196
Total Full time Staff	168	9	159
All Staff	369	14	355

- 9.1 Overall, we continue to employ a greater proportion of staff with a declared disability than across the further education sector as a whole. There has been a small decrease in the number of staff employed with a disclosed disability.
- 9.2 We consult with all staff at least annually to monitor and update disability disclosures and determine if any reasonable adjustments are required.

## 10 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										
Full-time Leadership and Management	31		3.23		9.68	6.45	6.45	25.81	29.03	19.35
Total Leadership and Management	31		3.23		9.68	6.45	6.45	25.81	29.03	19.35
Part-time Teaching and Training	53		1.65	1.65	3.31	2.48	5.79	9.09	5.79	14.05
Full-time Teaching and Training	68	0.83	4.13	8.26	5.79	8.26	2.48	6.61	9.92	9.92
Total Teaching and Training	121	0.83	5.79	9.92	9.09	10.74	8.26	15.70	15.70	23.97
Part-time Learner & Learning Support	56	6.45	9.68	6.45	4.84		11.29	12.90	17.74	20.97
Full-time Learner & Learning Support	6	1.61					1.61	1.61	3.23	1.61
Total Learner & Learning Support	62	8.06	9.68	6.45	4.84		12.90	14.52	20.97	22.58
Part-time Business Support	92	5.96	3.97	3.31	5.96	3.97	3.97	8.61	11.92	13.25

Full-time Business Support	59	9.27	5.30	2.65	2.65	1.99	4.64	3.97	2.65	5.96
Total Business Support	151	15.23	9.27	5.96	8.61	5.96	8.61	12.58	14.57	19.21
Part-time apprentices										
Full-time apprentices	4	50.00	25.00			25.00				
Total apprentices	4	50.00	25.00			25.00				
Total Part-time staff	201	3.52	3.79	2.98	4.34	2.44	5.42	8.67	9.76	13.55
Total Full time staff	168	4.88	4.07	3.79	3.79	4.34	3.52	6.23	7.32	7.59
All staff	369	8.40	7.86	6.78	8.13	6.78	8.94	14.91	17.07	21.14

- 10.1 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 and over and the highest proportion of staff employed in the 60+ age group.
- 10.2 In general, there are higher numbers of older staff employed in part-time posts. In the 60+ age range, two thirds of those employed are in part-time posts. These figures have slightly increased from last year.
- 10.3 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.

## **11 Other Protected Characteristics**

- 11.1 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 succeeding years we have encouraged all staff to disclose this data, although there remains a small proportion of employees who have, to date, chosen not to make a declaration. Whilst it is 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.

## 11.2 Religion and Belief

Group	Proportion of staff (%)	Local Population (%)
Buddhist	1.08	0.3
Christian	43.90	61.9
Hindu	0.81	0.7
Muslim	1.08	1.2
Other	3.25	7.9
No religion	44.17	27.6
Not declared	5.69	

## 11.3 Sexual Orientation

Group	Proportion of staff (%)
Bisexual	1.90
Gay/Lesbian	2.98
Heterosexual	85.91
Not declared	9.21