

*“If we cannot now end our differences, at least we can help make the world safe for diversity.”*

*John F. Kennedy*

*“Virtue can only flourish among equals.”*

*Mary Wollstonecraft*

*“Diversity: the art of thinking independently together.”*

*Malcolm Forbes*

# Equality & Diversity Monitoring Report

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## 2013-2014



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# 1. Equality and Diversity

## Annual Report 2013 - 2014

### Introduction

This report includes statistical information on the ethnic, age and gender balance of both learners and staff at Accrington and Rossendale College (AccRoss) during 2014-15 and the impact of our policies on staff and learners. It also includes comparable information for learners with learning difficulties and disabilities. The report aims to provide a detailed picture of recruitment, achievement, retention and success for Learner Responsive and Employer Responsive programmes at the college.

The analysis was undertaken in order to:

- Allow comparisons to be made between retention and achievement rates for all of our learners
- Provide an overview of the staff profile at the college, allowing comparisons with national data and informing future policies and procedures
- Fulfil the requirements of 'The Equality Act' in assessing, monitoring and publishing the impact of our Equality Schemes and policies relevant to equality legislation.

No attempts are made to offer specific reasons for the gender and ethnic make-up of different courses. Clearly these are likely to be complex and interrelated; they may include factors such as:

- Perception of courses among students, the community, parents and school teachers
- Linguistic and cultural factors
- Marketing strategies
- Course curricula.

Equality, diversity and inclusion are at the heart of everything we do at Accrington and Rossendale College. One aim of this document is to inform our equality strategies, schemes and plans which have been established for many years. We also aim to encourage staff to consider how they might increase their awareness and understanding of these factors in order to promote diversity and equality of opportunity and inclusiveness in their own programmes. Appropriate policies, procedures and strategies are in place to ensure that Accrington and Rossendale College fulfils and often exceeds legislative requirements.

### Equality and Diversity Group

The College has made good progress in its response to promoting equality and cultural diversity to our learners, staff and stakeholders. There is an active Equality and Diversity Committee made up of managers and senior managers from across all areas of the college. Members work in task groups and meet on a frequent basis, reporting progress at Equality and Diversity Committee meetings.

**Equality & Diversity Lead:**  
Lorraine Higham, Director of People and Performance & Joanne Crowther, Director of Learner Services

**Data Lead:**  
Head of Funding and Planning

**Teaching, Learning & Assessment Lead:**  
Director of Quality and Standards

**Support for Learners Lead:**  
Director of Learner Services

**Staff Lead:**  
Director of People and Performance

In relation to their designated areas each group:

- Works towards targets contained in the college 'Single Equality Scheme' and college strategic equality and diversity objectives, reporting progress towards these periodically
- Evaluates appropriate data making recommendations to inform strategy and facilitate improvement
- Consults with various groups within the College and external stakeholders, regarding their needs and interests relating to equality and diversity.
- Celebrates and promotes equality and diversity
- Considers the effectiveness of existing arrangements, making recommendations for improvement
- Identifies and helps to eliminate any form of discrimination
- Makes recommendations and contributes to staff training and development in equality and diversity

## Equality Impact Assessments

The College's process of Equality Impact Assessment is progressing well. All policies, procedures and practices are equality impact assessed by college managers across eight equality strands; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation. Records of Equality Impact Assessment are held centrally.

## Profile of Locality

Accross was established as a tertiary college in 1975 as part of the reorganisation of post-16 education. The College serves predominately the three boroughs of Hyndburn, Rossendale and the Ribble Valley. Pennine Lancashire has a population of 522,000. The latest 2012 ONS estimates showed that Blackburn with Darwen (147,700), Ribble Valley (57,600) and Rossendale (68,400) have increased in size from 2011.

The population of Hyndburn was 80,734 in 2011, down from its peak in 2006 at 82,200. 87% are white and 13% are black or minority ethnic. The proportion of young people who are black or minority ethnic is higher than the proportion across the whole population. The largest minority ethnic group is Pakistani. There are around 16,642 young people aged 0 – 15 in Hyndburn.

The 2010 Indices of Deprivation reveals that of the 32,482 lower-layer super output areas (LSOAs) in England, the lowest overall score recorded in Hyndburn by a noticeable margin was in one of the three LSOAs in Central ward (127th lowest figure). One of the three LSOA in Barnfield ward was the second lowest in the authority with a ranking of 416. Hyndburn was the 40th most deprived area out of 326 districts and unitary authorities in England.

Four fifths (81.6%) of Hyndburn's working age population are Economically Active, slightly higher than the North West figure of 75.3%, and the national figure of 76.5%. 2012 Unemployment figures in Hyndburn (7.4%) is lower than neighbouring authorities, with Blackburn with Darwen having the highest levels at 10.1% in East Lancashire, and Ribble Valley the lowest with 3.7%. In the North West, Manchester has the highest proportion with 12.8%.

The proportion of claimants gaining job seekers allowance (JSA) in Hyndburn stands at 3.7% just below the national average of 3.8%. Blackpool has the highest proportion in Lancashire with 6.5%, with Burnley the highest proportion in east Lancashire with 5.1%. Across the North West the average JSA is 4.3%. Across all wards in Hyndburn the ward of Spring Hill has the highest proportion with 7.5% (November 2013), followed by Central ward at 6.5% down to St. Oswald's and Baxenden with 1.1% being the lowest.

The Annual Population Survey includes local authority estimates of the working-age population by level of National Vocational Qualification. In Hyndburn, the proportion of people in the authority qualified to NVQ level 4 is estimated to

be low in comparison with the national average. The County Council's Economic Assessment states that a key issue for Lancashire's economy is an insufficient number of people with higher level qualifications and too many low or unskilled individuals. Employers will, to a greater extent, demand higher level qualifications as the norm and more people with higher level skills are needed to support the shift to a higher value economy and for Lancashire to compete economically. There are high proportions of working age residents in Burnley, Hyndburn, Pendle, Preston, Rossendale and Wyre with no qualifications.

Several barriers to participation in education and learning in Hyndburn have been identified including the following:

- Learners often have low self-esteem and low aspirations
- Parents often have low literacy and numeracy levels and are insufficiently involved in their children's education
- There are a high percentage of Asian Heritage communities with English as an additional language
- Take up of post-16 training and learning for those with young children is limited due to lack of readily available crèche and child care facilities
- Job prospects in the area are poor even with appropriate qualifications
- There is often a lack of available finances within households for education and training

Whilst these indicators are apparent across the whole of Hyndburn, they are more pronounced and evident in the 4 neighbourhood renewal priority wards of Barnfield, Central, Church and Springhill with educational attainment below the regional and national average.

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## Attainment in Pennine Lancashire

*Taken from Performance Data: Hyndburn 2014/5, Hyndburn BC*

Attainment at 5A\*C fell by 4.4%, remaining just above the national level and 3.6% below Lancashire. With English and maths included, attainment rose by 2.4% to 3.4% below the county average and 2.9% below national. Girls continued to attain higher than boys, but boys improved at 5A\*C so the gender gap narrowed slightly and was in line with the national and county gaps. With English and maths included, the gender gap widened and was slightly greater than the Lancashire and national gaps.

Attainment of both White British and Pakistani heritage pupils at 5A\*C fell slightly in 2013, both groups performing similarly to each other but White British pupils slightly below their peers across county. With English and maths included, the attainment of White British pupils rose by 4.5% but for Pakistani heritage pupils fell by 1.5%, now 5% below this ethnic group across Lancashire.

The proportion of pupils eligible for Pupil Premium gaining 5 or more good passes fell by 7%, with their peers falling by 4%, thus widening the Pupil Premium gap by 3% (still 3% smaller than the county gap). With English and maths included, those supported by Pupil Premium improved by 1.4% and their peers by 2.6%, so the gap widened slightly (still around 7.5% narrower than the county gap). In 2013 in Hyndburn, only 2 in 5 pupils eligible for Pupil Premium gained 5A\*C(EM), compared to 2/3 of their less disadvantaged peers.

These statistics (table below) are for the highest level education obtained by the residents of Hyndburn and are from the UK Census of 2011. Hyndburn has a high level of residents with either no qualifications or qualifications equal to 1 or more GCSE at grade D or below, than the national average.

| Qualification     | Hyndburn | Lancashire | England |
|-------------------|----------|------------|---------|
| No Qualifications | 28%      | 23.6%      | 22.5%   |
| Level 1           | 13.8%    | 13%        | 13.3%   |
| Level 2           | 16.2%    | 15.8%      | 15.2%   |
| Apprenticeship    | 5.5%     | 4.5%       | 3.6%    |
| Level 3           | 12.5%    | 13.6%      | 12.4%   |
| Level 4           | 18.9%    | 25%        | 27.4%   |
| Other             | 4.9%     | 4.5%       | 5.7%    |

## 2. Learners

### Learner profile and success rates

Gender and ethnicity analysis are presented throughout this section of the report. In addition to headline data, further in-depth analysis is presented with specific data contained within appendices. Readers should be mindful that where learners are enrolled on more than one course of study, this data will be presented in its entirety. This accounts for some of the differences in the numerical data. Data relating to learners is broken down into 16-18 (LR), 19+ (LR), 16-18 (ER), 19+ (ER) and Apprentices. Data excludes Higher Education and Sub-contracted provision

### Ethnicity

Hyndburn and the surrounding area have a diverse ethnic make-up as was reported in the 2011 census:

| Area                  | Total population | Black and Minority Ethnic Groups (total) (%) | White ethnic groups (total white) (%) | White: Gypsy or Irish Traveller (%) | Mixed ethnic groups (total) (%) | ALL Asian/ Asian British (%) | Black/Black British (%) |
|-----------------------|------------------|--|---------------------------------------|-------------------------------------|---------------------------------|------------------------------|-------------------------|
| Hyndburn              | 81,000           | 12.3   | 87.7                                  | 0.1                                 | 0.86                            | 11.1                         | 0.13                    |
| Rossendale            | 68,000           | 6.2  | 93.8                                  | 0.1                                 | 0.89                            | 5                            | 0.18                    |
| Ribble Valley         | 57,000           | 2.1  | 97.8                                  | 0                                   | 0.63                            | 1.3                          | 0.16                    |
| Pendle                | 89,000           | 20.1   | 79.9                                  | 0                                   | 1.06                            | 18.8                         | 0.14                    |
| Burnley               | 87,000           | 12.6   | 87.4                                  | 0                                   | 1.12                            | 11                           | 0.24                    |
| Blackburn with Darwen | 147,000          | 30.8   | 69.2                                  | 0.1                                 | 1.24                            | 28.1                         | 0.6                     |

[http://www.lancashire.gov.uk/office\\_of\\_the\\_chief\\_executive/lancashireprofile/ia/Ethnicity\\_Census2011/atlas.html](http://www.lancashire.gov.uk/office_of_the_chief_executive/lancashireprofile/ia/Ethnicity_Census2011/atlas.html)

### Enrolments (all learners, excluding Sub-contracting)

#### – Headline Data:

|       | Total | Asian Heritage | %    | British | %     | Others | %    | Unknown | %    |
|-------|-------|----------------|------|---------|-------|--------|------|---------|------|
| LR    | 11473 | 1094           | 9.5% | 9927    | 86.5% | 415    | 4.6% | 67      | 0.6% |
| ER    | 3084  | 161            | 5.2% | 2761    | 89.5% | 165    | 5.4% | 9       | 0.3  |
| Total | 14557 | 1255           | 8.6% | 12688   | 87.2% | 580    | 4%   | 76      | 0.5% |

## Enrolments (LR Long Programmes excluding sub-contracting)

Learner ethnicity is collected at the point of enrolment. The ethnic profile of the learner population on all 'Learner Responsive Long programmes' is represented in the following table:

| Ethnicity   | Age      |            |             |             | Grand Total |
|---|----------|------------|-------------|-------------|-------------|
|   | < 14     | 14 - 15    | 16 - 18     | 19+         |             |
| Arab  |          |            |             | 3           | 3           |
| Asian/Asian British - Any other Asian background        |          |            | 9           | 26          | 35          |
| Asian/Asian British - Bangladeshi                       |          |            | 35          | 46          | 81          |
| Asian/Asian British - Chinese                           |          |            |             | 15          | 15          |
| Asian/Asian British - Indian                            |          | 1          |             | 24          | 25          |
| Asian/Asian British - Pakistani                         |          | 8          | 146         | 222         | 376         |
| Black/Black British - African                           |          |            | 3           | 25          | 28          |
| Black/Black British - Any Other Black Background        |          |            | 6           | 8           | 14          |
| Black/Black British - Caribbean                         |          |            | 1           | 4           | 5           |
| Mixed/Multiple Ethnic Group - Other                     |          | 1          | 2           | 8           | 11          |
| Mixed/Multiple Ethnic Group - White and Asian           |          |            | 5           | 6           | 11          |
| Mixed/Multiple Ethnic Group - White and Black African   |          |            | 3           | 1           | 4           |
| Mixed/Multiple Ethnic Group - White and Black Caribbean |          |            | 6           | 7           | 13          |
| Not Known/Provided                                      | 1        | 4          | 8           | 11          | 24          |
| Other   |          |            | 6           | 26          | 32          |
| White - Any Other White Background                      |          |            | 5           | 55          | 60          |
| White - British   |          | 232        | 1188        | 2976        | 4396        |
| White - Irish   |          |            | 2           | 6           | 8           |
| <b>Grand Total</b>                                      | <b>1</b> | <b>246</b> | <b>1425</b> | <b>3469</b> | <b>5141</b> |

The following key statistics can be reported from this analysis:

|   | 16-18<br>2013/14 | +/-<br>2012/13 | 19+<br>2013/14 | +/-<br>2012/13 | Total<br>2013/14 | +/-<br>2012/13 |
|---|------------------|----------------|----------------|----------------|------------------|----------------|
| <b>White Ethnic Groups</b>              | 84%              | +2-4%          | 88%            | +1.5%          | 87%              | +0.2%          |
| <b>Black and Minority Ethnic Groups</b> | 14%              | +4%            | 10%            | -1.5%          | 11%              | -0.3%          |
| <b>Mixed Groups</b>                     | 1%               | -              | 1%             | +0.2%          | 1%               | -              |



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Enrolment data indicates that overall the college has recruited 2% above local population data.

From this, the following is identified as particularly relevant:

There were a number of programme areas which recruited significantly above the college average (11%) for Asian Heritage (LR) learners.

| Team                           | Starts | % Asian Heritage |
|--------------------------------|--------|------------------|
| Admin, Business and Management | 35     | 48.6%            |
| Science                        | 64     | 37.5%            |
| Travel and Tourism             | 24     | 33.3%            |
| Early Years                    | 64     | 32.8%            |
| Computing                      | 17     | 23.5%            |
| Advanced Skills 19+            | 754    | 21.2%            |
| Motor Engineering              | 261    | 16.1%            |

There were however, a number of programme areas which recruited below the college average (11%) for Asian Heritage (LR) learners:

| Team              | Starts | % Asian Heritage |
|-------------------|--------|------------------|
| Performing Arts   | 47     | 0%               |
| Wood Occupations  | 104    | 2.88%            |
| Facilities Skills | 1583   | 3.03%            |
| Teacher Education | 131    | 3.05%            |
| Gas               | 119    | 3.36%            |
| Brickwork         | 392    | 3.57%            |

Of significance, Performing Arts continue to be particularly relevant having recruited no Asian Heritage learners for a further year.

In Construction Trades this still remains a priority area within the College. Similarly, within the construction industry nationally, whilst the proportion of BME employees in the construction industry has gradually risen over the past decade, current statistics indicate that BMEs represent just 5.5% of the construction workforce in England (Construction Skills England report, 2010).

### Learner retention, achievement and success (All ages, LR Long Programmes) excluding Sub Contracting

The following table represents headline data for retention, achievement and success for Asian Heritage and White British groups of learners (all ages) on LR programmes in 2013/14 in comparison to 2011/12.

|                       | Retention<br>2013/14 | +/-<br>(retention) to<br>2012/13 | Achievement<br>2013/14 | +/-<br>(achievement)<br>to 2012/13 | Success<br>2013/14 | +/-<br>(success) to<br>2012/13 | +/-<br>(success) to<br>college total<br>2013/14 |
|-----------------------|----------------------|----------------------------------|------------------------|------------------------------------|--------------------|--------------------------------|---|
| <b>White British</b>  | 91.9%                | +0.4%                            | 97.5%                  | -0.4%                              | 89.5%              | -0.1%                          | +0.1%   |
| <b>Asian Heritage</b> | 93.2%                | +2.3%                            | 95%                    | -1.3%                              | 85%                | -2.6%                          | -4.4%   |
| <b>Other</b>          | 91%                  |                                  | 96.4%                  |                                    | 87.7%              |                                | -1.7%   |
| <b>College Total</b>  | 92%                  | +0.6%                            | 97.2%                  | -0.5%                              | 89.4%              | +0.1%                          |   |

As can be seen from this data, there appears to be a difference in the success rates of BME learners. This is driven by a lower achievement rate.

### Learner retention, achievement and success (All ages, LR Programmes): By curriculum team

Significant data relating to Asian Heritage and white British learner success rates is as follows (note that this data excludes Sub Contracting provision):

- Within some curriculum areas Asian Heritage learners were reported to have success rates which were considerably higher than the College overall success rates (91.7%) and in addition, higher than those reported for White British learners. The following curriculum areas reported success rates of 100% for Asian Heritage learners: Land Transport, Brickwork, Early Years, Beauty Therapy and Travel and Tourism. Other areas where Asian Heritage learners outperformed White British peers include: Motor Engineering (10% diff), Hairdressing (14.6% diff), Foundation Learning (21.8% diff).
- Conversely, there were some curriculum areas where White British learners significantly outperformed their Asian Heritage peers (in terms of success rates). These include: Computing (42.9%), Admin, Business and Management (11%)

A number of the above teams are monitored by the College Special Measures process.

## Enrolments (all ages ER Programmes EXCLUDING Sub-Contracted Provision)

| Student Ethnicity | Number 2013/14 | %    | Number 2012/13 | %    | +/- (%) |
|-------------------|----------------|------|----------------|------|---------|
| Asian Heritage    | 161            | 5.2  | 131            | 8.5  | - 3.3   |
| White - British   | 2761           | 89.5 | 1321           | 87.0 | +2.5    |
| Any Other         | 165            | 5.4  | 62             | 4.0  | +1.4    |
| Unknown           | 9              | 0.3  | 6              | 0.4  | -0.1    |
| Any Other         | 165            | 5.4  | 62             | 4.0  | +1.4    |
| Unknown           | 9              | 0.3  | 6              | 0.4  | -0.1    |
| <b>Total</b>      | <b>3084</b>    |      | <b>1541</b>    |      |         |

Headline data reports that recruitment of Asian Heritage learners has decreased and continues to be significantly below the local profile. The recruitment of Asian Heritage learners on ER programmes remains a college priority. Individually, the college's ER programmes tend to recruit low numbers and for this reason, analysis by programme is difficult.

## Learner success (ER Programmes)

### Apprenticeship (all) success rates:

|         |                  | All Ethnicities %     | White British      | Black            | Asian             | Other/mixed        |
|---------|------------------|-----------------------|--------------------|------------------|-------------------|--------------------|
| 2011/12 | Success rate (%) | 74%                   | 74<br>(207 starts) | 0<br>(1 start)   | 100<br>(7 starts) | 0<br>(1 start)     |
| 2012/13 | Success rate (%) | 73.3%<br>(383 starts) | 74<br>(367 starts) | 33<br>(5 starts) | 50<br>(6 starts)  | 100%<br>(5 starts) |
| 2013/14 | Success rate %   | 80.7%<br>(410)        | 81.5<br>(374)      | 50<br>(2)        | 63.6<br>(13)      | 81.3<br>(21)       |

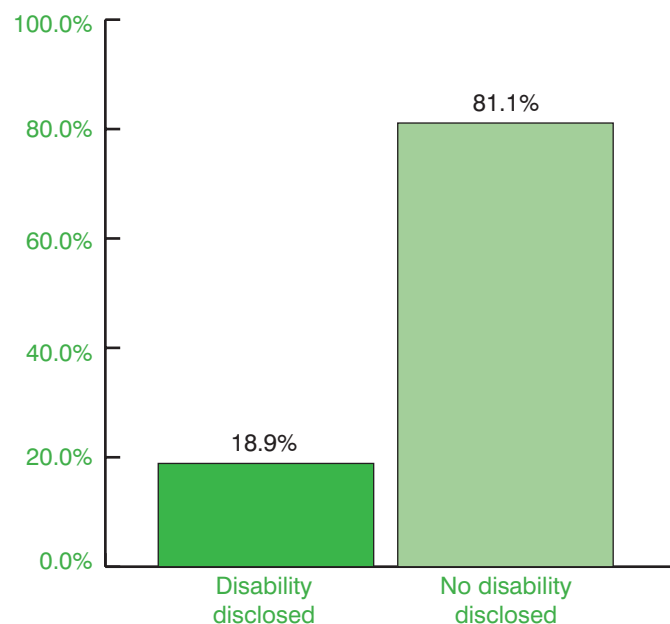
### Work Place Learning success rates:

|         |                  | All Ethnicities % | White British         | Black               | Asian               | Other/mixed        |
|---------|------------------|-------------------|-----------------------|---------------------|---------------------|--------------------|
| 2011/12 | Success rate (%) | 86% (1980 starts) | 86.5<br>(1814 starts) | 89.7<br>(33 starts) | 87.5<br>(98 starts) |                    |
| 2012/13 | Success rate (%) | 88% (982 starts)  | 88%<br>(869 starts)   | 79%<br>(16 starts)  | 91%<br>(79 starts)  | 77%<br>(18 starts) |
| 2013/14 | Success rate %   | 69.3 (264)        | 69.6<br>(208)         | 100<br>(2)          | 64.1<br>(45)        | 77.8<br>(9)        |

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## Disability

### Disability: (All Ages LR Programmes)



*(Learners at Accrington and Rossendale College are under no obligation to disclose a disability so the data presented is based on where there has been a disclosure.)*

There were a total of 2393 'starts' (all ages) where a disability/learning difficulty was disclosed, compared with 1188 in 2012/13.

Success rates by level are as follows:

|             | Learners with disability/learning difficulty Success Rate (%) |
|-------------|---|
| Entry Level | 91.5%   |
| Level 1     | 91.5%   |
| Level 2     | 88.8%   |
| Level 3     | 82.5%   |
| All Levels  | 89.9%   |

## LR – All ages

| Learning Difficulty Description   | Starts       | Retained %  | Achieved %  | Success %   |
|---|--------------|-------------|-------------|-------------|
| Other Medical Condition (For Example Epilepsy, Asthma, Diabetes)        | 112          | 92          | 95          | 88          |
| Mental Health difficulty  | 548          | 94          | 98          | 92          |
| Disability Affecting Mobility   | 171          | 96          | 98          | 94          |
| Multiple Disabilities   | 301          | 94          | 96          | 90          |
| Hearing Impairment  | 190          | 89          | 99          | 88          |
| Visual Impairment   | 99           | 92          | 99          | 91          |
| Medical   | 690          | 90          | 97          | 88          |
| Other Physical Disability   | 101          | 92          | 98          | 90          |
| Emotional/Behavioural Difficulties                                      | 75           | 93          | 94          | 88          |
| Aspergers Syndrome  | 78           | 92          | 97          | 89          |
| Temporary Disability After Illness (For Example Post-Viral) or Accident | 26           | 85          | 100         | 85          |
| Profound Complex Disabilities   | 2            | 100         | 100         | 100         |
| <b>Total</b>  | <b>2,393</b> | <b>92.2</b> | <b>97.5</b> | <b>89.8</b> |

The data above reports that success rates for learners on LR programmes who declare a disability remain broadly in line with their peer groups.

However, as seen in the table below the success rates for ER learners appear lower, but they are broadly in line with the overall timely success rates for Apprentices which stand at 65.4% and the overall timely success rate for Workplace Learning.

## Disability ER Summary All Ages

| Disability             | Starts    | Leavers   | Achieved  | Success %   |
|------------------------|-----------|-----------|-----------|-------------|
| Medical                | 11        | 9         | 6         | 67          |
| Physical               | 2         | 2         | 1         | 50          |
| Hearing                | 2         | 1         | 0         | 0           |
| Other                  | 1         | 1         | 1         | 100         |
| Visual                 | 1         | 1         | 1         | 100         |
| Asperger's             | 4         | 4         | 4         | 100         |
| Emotional/ Behavioural | 2         | 1         | 0         | 0           |
| <b>Total</b>           | <b>23</b> | <b>19</b> | <b>13</b> | <b>68.4</b> |

## Learning Difficulty ER Summary All Ages

| Disability Description | Starts    | Retained  | Achieved  | Success %   |
|------------------------|-----------|-----------|-----------|-------------|
| Moderate               | 5         | 2         | 1         | 50          |
| Dyslexia               | 17        | 12        | 12        | 75          |
| Dyscalculia            | 1         | 1         | 1         | 100         |
| Other Spec             | 1         | 1         | 1         | 100         |
| Multiple               | 1         | 0         | 0         | 0           |
| Other                  | 1         | 0         | 0         | 0           |
| <b>Total</b>           | <b>26</b> | <b>16</b> | <b>15</b> | <b>71.4</b> |

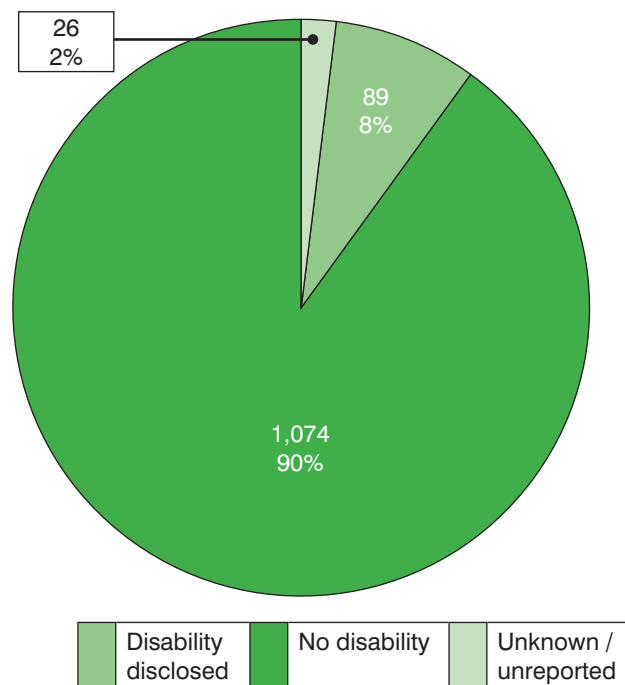
### Identification of Need:

Support needs are identified early to ensure that seamless transition into college gives learners with additional needs the best chance of success. This is achieved by the following:

- Strong links with YPS, Social Care, Health Services, Mental Health Services, Children's Trust, Special Schools, YOT, Probation and Job Centre Plus to identify support needs prior to application so that appropriate transition plans can be put in place
- Robust screening of English, Maths and Personal Learning and Thinking Skills to identify additional need
- At application and interview stage
- On course by referral at any stage
- In 2012 the College moved to using BKSB as a screening tool for English and Maths for all learners in college. This then feeds into a full diagnostic that generates an ILP with online resources for both class based use and personal study for learners to ensure opportunities for skills development are made available to them in a personalised format.

Take up of support is consistently high. Where learners decline learning support additional support is offered through the Personal Tutor framework, English and Maths support or the Safeguarding team to ensure no-one slips through the net. In line with changes in funding learners who are categorised as High Needs are tracked and reported on separately.

## Disability (ER Programmes): Starts



(Learners at Accrington and Rossendale College are under no obligation to disclose a disability so the data presented is based on where there has been a disclosure).

The number of ER 'starts' where a disability has been declared has increased slightly to 8%, and the College Equality and Diversity group has worked hard to ensure that the number of 'unknowns' remains minimal, at 2% however there are still very low numbers of learners with learning difficulties and/or disabilities enrolling on apprenticeship courses.

## Disability (Apprenticeship): Success

The following tables detail success rates for learners with disabilities (by type of learning difficulty/disability) compared with learners who report no disability/learning difficulty.

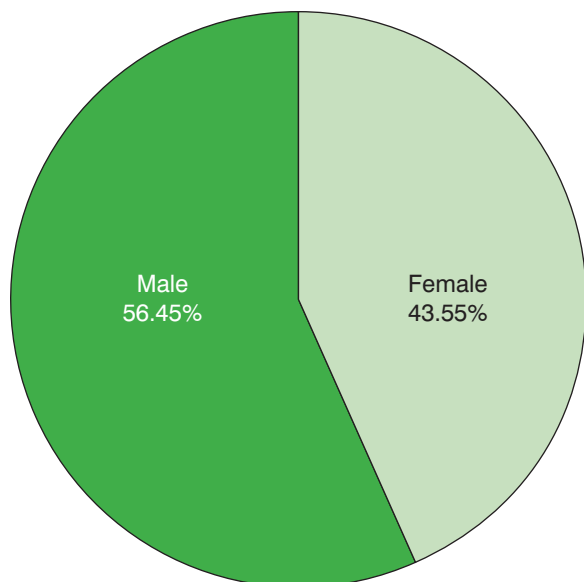
### Apprentices:

|                         | Leavers | Success (%) |
|-------------------------|---------|-------------|
| Medical                 | 9       | 66.7%       |
| Asperger's              | 4       | 100%        |
| Mental                  | 1       | 100%        |
| Hearing                 | 1       | 0%          |
| Other                   | 1       | 100%        |
| Physical                | 2       | 50%         |
| Not Known               | 4       | 100%        |
| Emotional / behavioural | 1       | 0%          |
| No Disability           | 318     | 81.4%       |

Because of the very low numbers when broken down by area it is difficult to draw conclusions that are statistically significant.

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### Gender: Enrolment (16-18 and 19+ LR Programmes) – Excluding SUBCONTRACTING



This represents a continued shift in the enrolment of male and female learners, with numbers of male learners now outweighing females. The continued increase in Sport, CSCS and Motor Vehicle provision has been a contributory factor, as these areas recruit large numbers of male learners

The gaps in male/female enrolments are evident when analysing the data by qualification level, and is represented in the following table.

| Level | Male (starts) | Male (%) | Female (starts) | Female (%) | Total |
|-------|---------------|----------|-----------------|------------|-------|
| Entry | 595           | 70       | 255             | 30         | 850   |
| 1     | 1668          | 56       | 1293            | 44         | 2961  |
| 2     | 1326          | 47       | 1519            | 53         | 2845  |
| 3     | 886           | 52       | 829             | 48         | 1715  |

Some analysis of enrolments (all ages) onto LR qualifications at Accrington and Rossendale College has been carried out to identify relevant statistics in terms of the choice of programme by gender.

The following is deemed to be particularly relevant (with significant numbers of starts).

|                    | Starts       | Comp         | Ach          | Ret%         | Ach%         | Suc%         |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>Female</b>      | <b>5572</b>  | <b>5121</b>  | <b>4989</b>  | <b>91.9%</b> | <b>97.4%</b> | <b>89.5%</b> |
| Entry              | 561          | 520          | 510          | 92.7%        | 98.1%        | 90.9%        |
| L1                 | 1821         | 1719         | 1687         | 94.4%        | 98.1%        | 92.6%        |
| L2                 | 2267         | 2091         | 2016         | 92.2%        | 96.4%        | 88.9%        |
| L3                 | 649          | 549          | 535          | 84.6%        | 97.4%        | 82.4%        |
| L4                 | 25           | 15           | 15           | 60.0%        | 100.0%       | 60.0%        |
| X                  | 249          | 227          | 226          | 91.2%        | 99.6%        | 90.8%        |
| <b>Male</b>        | <b>7057</b>  | <b>6497</b>  | <b>6303</b>  | <b>92.1%</b> | <b>97.0%</b> | <b>89.3%</b> |
| Entry              | 1445         | 1372         | 1348         | 94.9%        | 98.3%        | 93.3%        |
| L1                 | 2563         | 2395         | 2341         | 93.4%        | 97.7%        | 91.3%        |
| L2                 | 2136         | 1934         | 1845         | 90.5%        | 95.4%        | 86.4%        |
| L3                 | 515          | 435          | 414          | 84.5%        | 95.2%        | 80.4%        |
| L4                 | 23           | 17           | 16           | 73.9%        | 94.1%        | 69.6%        |
| X                  | 375          | 344          | 339          | 91.7%        | 98.5%        | 90.4%        |
| <b>Grand Total</b> | <b>12629</b> | <b>11618</b> | <b>11292</b> | <b>92.0%</b> | <b>97.2%</b> | <b>89.4%</b> |

This data reports that there were only marginal differences between male and female success rates.

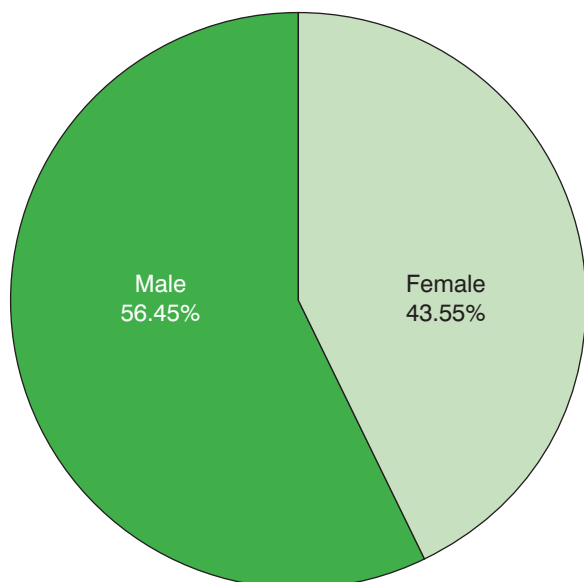
At team level, the following is deemed significant (greater than 10 starts each gender) from the success rate data of 2013/14:

| Team  | Male Success % | Female Success % |
|---|----------------|------------------|
| Brickwork                                   | 97.3           | 71.4             |
| Hairdressing                                | 64.7           | 80.5             |
| Supporting Teaching and Learning in Schools | 61.5           | 89.9             |
| Travel and Tourism                          | 100            | 82.9             |



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### Gender: Enrolment 16-18 and 19+ ER Programmes) - excluding sub-contracting



Some analysis of enrolments in 2013/14 (all ages) onto ER qualifications at AccRoss has been carried out to identify relevant statistics in terms of the choice of programme by gender. It is evident from the data available that there are a small number of significant teams (more than 10 starts) which recruited no female learners. These include:

- Motor Engineering
- Wood Occupations
- Plumbing
- Floor Covering.

### Sexual Orientation

Learner gender identity/sexuality are not recorded upon enrolment and therefore can only be reported on based on the data collected from the Student Perceptions of College (SPOC) survey carried out by college. Similarly, retention, achievement and success rates are not recorded based upon learner's gender identity/sexuality and pregnancy and therefore cannot be reported upon.

In 2013/14, when asked the question "How would you describe your sexuality", the following responses were collected:

|  | AccRoss % Autumn 2013 |
|--|-----------------------|
| Heterosexual/straight                    | 87                    |
| Homosexual/gay                           | 2                     |
| Bi-sexual                                | 2                     |
| I would rather not disclose my sexuality | 6                     |

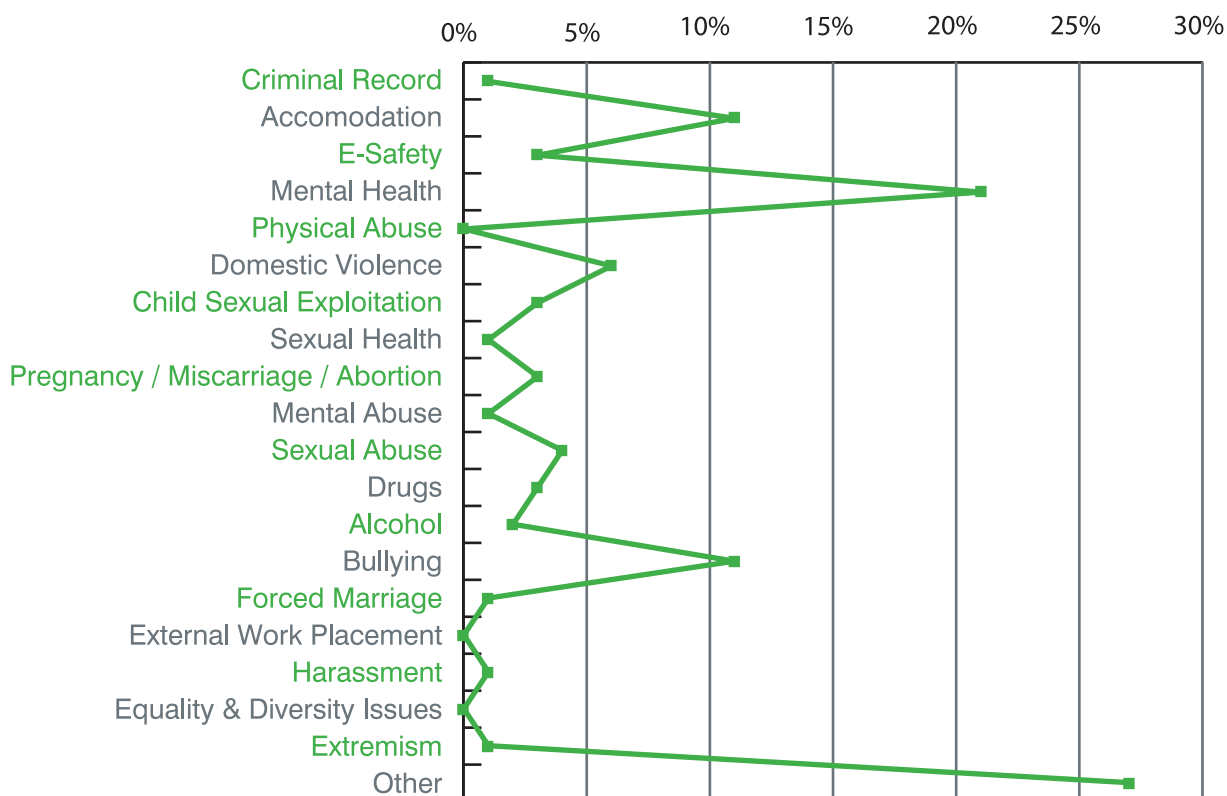
## Safeguarding

SP1 referral data is analysed for impact and to influence provision and training need. In 2011/12 165 referrals were made.

| Year        | Referrals Received |
|-------------|--------------------|
| 2007 / 2008 | 21                 |
| 2008 / 2009 | 74                 |
| 2009 / 2010 | 93                 |
| 2010 / 2011 | 161                |
| 2011 / 2012 | 178                |
| 2012 / 2013 | 165                |
| 2013 / 2014 | 151                |

Safeguarding referrals reflect a wide range of issues and increasing numbers of referrals are due to staff effectively identifying and reporting to ensure early intervention.

### Chart reflecting nature of referrals 2013/14



### Success rates, Safeguarding referrals 2013-14 (165)

Of the learners referred for intervention from the Safeguarding Team the following retention, achievement and success data was reported demonstrating an improvement in success rates in comparison with 2011/12, but a decline of 5% from 2012/13 to 2013/14.

| Year    | Retention | Achievement | Success |
|---------|-----------|-------------|---------|
| 2011/12 | 86.6%     | 93.7%       | 81.2%   |
| 2012/13 | 88.3%     | 95%         | 83.9%   |
| 2013/14 | 83.6%     | 94.3%       | 78.9%   |

### Children Looked After (CLA)

| Year      | CLA or Care Leavers identified | Retention | Achievement | Success |
|-----------|--------------------------------|-----------|-------------|---------|
| 2011/2012 | 20                             |           |             |         |
| 2012/2013 | 15                             | 75.7%     | 96.4%       | 73%     |
| 2013/2014 | 15                             | 80%       | 100%        | 80%     |

Of the CLA learners who completed and achieved their programme, 80% (8) progressed onto further study within the college, 10% (1) gap year (due to mental health difficulties as per their pathway plan under medical advice), 10% (1) positively progressed onto another college.

### Personal Learning Centre (PLC)

The PLC provides personalised support for learners at a particularly high risk of dropping out and leaving their course. Learners are referred to the centre when all other support mechanisms have been exhausted. The table below shows how the number of learners accessing this service has increased and also the high level of success in getting learners back on track to successfully achieve their qualification goals.

| Year    | Number of Learners accessing PLC | Success rates |
|---------|----------------------------------|---------------|
| 2010/11 | 26                               | 88%           |
| 2011/12 | 52                               | 85%           |
| 2012/13 | 57                               | 87.7%         |
| 2013/14 | 63                               | 86%           |

## ‘Getting it Right’

### Number of suggestions, complaints and compliments

The number of suggestions, complaints and compliments received through the Getting it Right process during 2013/14 was 170. This represents 65% increase on 2012/13. This increase may be attributable to learners’ increasing expectations in addition to increased awareness and accessibility of the Getting it Right process.

8% of the getting it right records are reported as compliments. It is however acknowledged that there are an increasing number of compliments which are received by the College, which are not processed formally through this process.

Over the last two years efforts have been made to raise awareness of the process to all learners at the College and as a result of this, the number of records reported have increased significantly year on year. A review of the process led to improvements in the ways in which learners and visitors can submit their comments and complaints. The submission of hand written GIR which are left in the various drop off points at college is still the most popular method. However, submission via the VLE has also increased since its introduction in 2012/13. In 2012/13, 14% of all GIR were received via the VLE. In 2013/14, this increased to 29%.

### Source of suggestions, complaints and compliments

The following identifies who made suggestions, complaints and compliments during 2013/14\*:

|                                      |     |
|--------------------------------------|-----|
| Learner                              | 138 |
| Staff                                | 7   |
| Visitor/Organisation/Employer/Parent | 15  |

| Gender |     |
|--------|-----|
| Male   | 107 |
| Female | 53  |

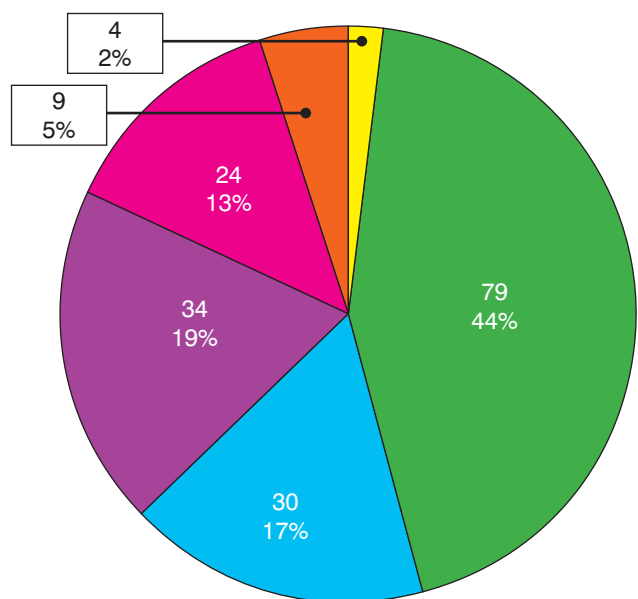
| Ethnicity         |     |
|-------------------|-----|
| White             | 128 |
| Bangladeshi       | -   |
| Black-other       | 1   |
| Pakistani         | 21  |
| Other             | 6   |
| Prefer not to say | 1   |

| Age      |    |
|----------|----|
| Under 20 | 73 |
| 20-24    | 26 |
| 25-49    | 30 |
| 50-59    | 9  |
| 60-65    | 1  |
| 65+      |    |

\* Figures presented may not equate to total number of suggestions, complaints and compliments received as some learners/parents/visitors may have made numerous.

### Nature of complaints

The types of the suggestions and complaints received are broadly categorised below:\*



|  |
|--|
| Equality and diversity related           |
| Service provided by college              |
| Actions/lack of actions by college staff |
| TLA standards                            |
| College provision                        |
| Incident of bullying (inc. cyber)        |

\* Figures presented may not equate to total number of suggestions, complaints and compliments received as some are recorded under multiple categories

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## Key issues arising – Learners

- On level 3 courses there is a significant difference between the success rates of white learners and BME learners.
  - Investigate further at team or course level and actions identified to improve BME success rates.
  - Support for all learners through the Personal Tutor framework.
  - Analysis of Safeguarding / Disciplinary data for any hidden issues.
- There are still programmes that only attract male or female learners.
  - Continued efforts to break down barriers through positive recruitment, promotion and work with schools – to be picked up by the relevant sub group of the Equality & Diversity team.
- Continue to improve access for learners with disabilities.
  - Commission an access report to inform action plan to improve.
  - Improve signage for access for wheelchair users.
  - Improve accessible toilet facilities.
  - Ensure SEND reforms fully implemented .
- For 14/15 include analysis of progression and destination data breakdown.
- Continue to analyse safeguarding information.
  - Address issue regarding bullying as this scored highest.
  - Introduce a breakdown by race/gender/disability.
  - Amend the 'other' group for 2014/15 to give a more informed analysis of the referrals.

# 3. Staff

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## Staff Profile

As at 1st January 2015, the College employed a total of 342 staff in support, teaching and managerial roles. This excludes casual staff employed on an ad-hoc basis.

The College collects equality monitoring data of all potential and current staff. All applicants are requested to complete an equalities monitoring form as part of the recruitment process.

As part of this process the following data is collected;

- Gender
- Marital status
- Ethnicity
- Disability
- Sexual orientation.

Current staff are requested to keep their HR records up-to-date and the College aims to update all staff records every two years through a data protection audit. The latest data audit was undertaken in the Autumn of 2013. The next one will take place in Autumn 2015. 82% of the staff issued with questionnaires responded. We continuously work to improve data collection in these areas through raising awareness amongst our staff. Our investment in a new HR system means that in the medium term, we plan to launch a HR portal which will allow staff to update their own electronic HR records and it is hoped that this will also further improve the accuracy and timeliness of staff data.

The FE College Workforce Data for England is commissioned annually by the Education and Training Foundation (ETF) and provides labour market intelligence on the further education college workforce in England. The latest report was published in September 2014 and is based on analysis of the staff individualised record data from 2013-14. This report is based on responses from approximately one third of FE Colleges provides the best and most appropriate benchmark against which to compare our staff profile.

## Staff profile data as at January 2015

|                                 | Male                |        | Female              |          | Total               |         |
|---------------------------------|---------------------|--------|---------------------|----------|---------------------|---------|
|                                 | Number of employees | % Male | Number of employees | % Female | Number of employees | % Total |
|                                 | 138                 | 40%    | 204                 | 60%      | 342                 | 100.0%  |
| <b>Age (Years)</b>              |                     |        |                     |          |                     |         |
| 16-19                           | 1                   | 1%     | 1                   | 0%       | 2                   | 0.6%    |
| 20-29                           | 19                  | 14%    | 16                  | 8%       | 35                  | 10.2%   |
| 30-39                           | 34                  | 25%    | 50                  | 25%      | 84                  | 24.6%   |
| 40-49                           | 39                  | 28%    | 53                  | 26%      | 92                  | 26.9%   |
| 50-59                           | 33                  | 24%    | 72                  | 35%      | 105                 | 30.7%   |
| 60-65                           | 7                   | 5%     | 10                  | 5%       | 17                  | 5.0%    |
| 65+                             | 5                   | 4%     | 2                   | 1%       | 7                   | 2.0%    |
| <b>Contract Type</b>            |                     |        |                     |          |                     |         |
| Part Time (less than 30 hrs pw) | 21                  | 15%    | 69                  | 34%      | 90                  | 26.3%   |
| Full Time                       | 117                 | 85%    | 134                 | 66%      | 251                 | 73.4%   |
| <b>Ethnicity</b>                |                     |        |                     |          |                     |         |
| Black African                   | 1                   | 0.7%   | 0                   | 0.0%     | 1                   | 0.3%    |
| Black Caribbean                 | 0                   | 0.0%   | 1                   | 0.5%     | 1                   | 0.3%    |
| Indian                          | 0                   | 0.0%   | 1                   | 0.5%     | 1                   | 0.3%    |
| Pakistani                       | 2                   | 1.4%   | 6                   | 2.9%     | 8                   | 2.3%    |
| White                           | 131                 | 94.9%  | 191                 | 93.6%    | 322                 | 94.2%   |
| Other                           | 2                   | 1.4%   | 5                   | 2.5%     | 7                   | 2.0%    |
| <b>Disability</b>               |                     |        |                     |          |                     |         |
| Declared                        | 19                  | 13.8%  | 21                  | 15.2%    | 40                  | 11.7%   |
| Not Declared*                   | 119                 | 86.2%  | 178                 | 129.0%   | 297                 | 86.8%   |

## Teaching staff

|                                 | Male                |        | Female              |          | Total               |         |
|---------------------------------|---------------------|--------|---------------------|----------|---------------------|---------|
|                                 | Number of employees | % Male | Number of employees | % Female | Number of employees | % Total |
|                                 | 65                  | 44%    | 84                  | 56%      | 149                 | 100.0%  |
| <b>Age (Years)</b>              |                     |        |                     |          |                     |         |
| 16-19                           | 0                   | 0%     | 1                   | 1%       | 1                   | 0.6%    |
| 20-29                           | 7                   | 11%    | 7                   | 8%       | 14                  | 10.2%   |
| 30-39                           | 19                  | 29%    | 25                  | 30%      | 44                  | 24.6%   |
| 40-49                           | 23                  | 35%    | 21                  | 25%      | 44                  | 26.9%   |
| 50-59                           | 14                  | 22%    | 27                  | 32%      | 41                  | 30.7%   |
| 60-65                           | 1                   | 2%     | 3                   | 4%       | 4                   | 5.0%    |
| 65+                             | 1                   | 2%     | 0                   | 0%       | 1                   | 2.0%    |
| <b>Contract Type</b>            |                     |        |                     |          |                     |         |
| Part Time (less than 30 hrs pw) | 9                   | 14%    | 25                  | 30%      | 34                  | 26.3%   |
| Full Time                       | 56                  | 86%    | 58                  | 69%      | 114                 | 73.4%   |
| <b>Ethnicity</b>                |                     |        |                     |          |                     |         |
| Black African                   | 0                   | 0.0%   | 0                   | 0.0%     | 0                   | 0.3%    |
| Black Caribbean                 | 0                   | 0.0%   | 0                   | 0.0%     | 0                   | 0.3%    |
| Indian                          | 0                   | 0.0%   | 1                   | 1.2%     | 1                   | 0.3%    |
| Pakistani                       | 0                   | 0.0%   | 2                   | 2.4%     | 2                   | 2.3%    |
| White                           | 65                  | 100.0% | 78                  | 92.9%    | 143                 | 94.2%   |
| Other                           | 0                   | 0.0%   | 3                   | 3.6%     | 3                   | 2.0%    |
| <b>Disability</b>               |                     |        |                     |          |                     |         |
| Declared                        | 4                   | 6.2%   | 6                   | 7.1%     | 10                  | 11.7%   |
| Not Declared*                   | 61                  | 93.8%  | 73                  | 86.9%    | 134                 | 86.8%   |



## Support staff

|                                 | Male                |        | Female              |          | Total               |         |
|---------------------------------|---------------------|--------|---------------------|----------|---------------------|---------|
|                                 | Number of employees | % Male | Number of employees | % Female | Number of employees | % Total |
|                                 | 60                  | 38%    | 100                 | 63%      | 160                 | 100.0%  |
| <b>Age (Years)</b>              |                     |        |                     |          |                     |         |
| 16-19                           | 1                   | 2%     | 0                   | 0%       | 1                   | 0.6%    |
| 20-29                           | 10                  | 17%    | 7                   | 7%       | 17                  | 10.6%   |
| 30-39                           | 12                  | 20%    | 22                  | 22%      | 34                  | 21.3%   |
| 40-49                           | 12                  | 20%    | 24                  | 24%      | 36                  | 22.5%   |
| 50-59                           | 17                  | 28%    | 38                  | 38%      | 55                  | 34.4%   |
| 60-65                           | 5                   | 8%     | 7                   | 7%       | 12                  | 7.5%    |
| 65+                             | 3                   | 5%     | 2                   | 2%       | 5                   | 3.1%    |
| <b>Contract Type</b>            |                     |        |                     |          |                     |         |
| Part Time (less than 30 hrs pw) | 12                  | 20%    | 43                  | 43%      | 55                  | 34.4%   |
| Full Time                       | 48                  | 80%    | 57                  | 57%      | 105                 | 65.6%   |
| <b>Ethnicity</b>                |                     |        |                     |          |                     |         |
| Black African                   | 0                   | 0.0%   | 0                   | 0.0%     | 0                   | 0.0%    |
| Black Caribbean                 | 0                   | 0.0%   | 1                   | 1.0%     | 1                   | 0.6%    |
| Indian                          | 0                   | 0.0%   | 0                   | 0.0%     | 0                   | 0.0%    |
| Pakistani                       | 2                   | 3.3%   | 4                   | 4.0%     | 6                   | 3.8%    |
| White                           | 54                  | 90.0%  | 93                  | 93.0%    | 147                 | 91.9%   |
| Other                           | 2                   | 3.3%   | 2                   | 2.0%     | 4                   | 2.5%    |
| <b>Disability</b>               |                     |        |                     |          |                     |         |
| Declared                        | 13                  | 21.7%  | 13                  | 13.0%    | 26                  | 16.3%   |
| Not Declared*                   | 47                  | 78.3%  | 87                  | 87.0%    | 134                 | 83.8%   |

## Managers

|                                 | Male                |        | Female              |          | Total               |         |
|---------------------------------|---------------------|--------|---------------------|----------|---------------------|---------|
|                                 | Number of employees | % Male | Number of employees | % Female | Number of employees | % Total |
|                                 | 13                  | 39%    | 20                  | 61%      | 33                  | 100.0%  |
| <b>Age (Years)</b>              |                     |        |                     |          |                     |         |
| 16-19                           | 0                   | 0%     | 0                   | 0%       | 0                   | 0.0%    |
| 20-29                           | 2                   | 15%    | 2                   | 10%      | 4                   | 12.1%   |
| 30-39                           | 3                   | 23%    | 3                   | 15%      | 6                   | 18.2%   |
| 40-49                           | 4                   | 31%    | 8                   | 40%      | 12                  | 36.4%   |
| 50-59                           | 2                   | 15%    | 7                   | 35%      | 9                   | 27.3%   |
| 60-65                           | 1                   | 8%     | 0                   | 0%       | 1                   | 3.0%    |
| 65+                             | 1                   | 8%     | 0                   | 0%       | 1                   | 3.0%    |
| <b>Contract Type</b>            |                     |        |                     |          |                     |         |
| Part Time (less than 30 hrs pw) | 0                   | 0%     | 1                   | 5%       | 1                   | 3.0%    |
| Full Time                       | 13                  | 100%   | 19                  | 95%      | 32                  | 97.0%   |
| <b>Ethnicity</b>                |                     |        |                     |          |                     |         |
| Black African                   | 1                   | 7.7%   | 0                   | 0.0%     | 1                   | 3.0%    |
| Black Caribbean                 | 0                   | 0.0%   | 0                   | 0.0%     | 0                   | 0.0%    |
| Indian                          | 0                   | 0.0%   | 0                   | 0.0%     | 0                   | 0.0%    |
| Pakistani                       | 0                   | 0.0%   |                     | 0.0%     | 0                   | 0.0%    |
| White                           | 12                  | 92.3%  | 20                  | 100.0%   | 32                  | 97.0%   |
| Other                           | 0                   | 0.0%   | 0                   | 0.0%     | 0                   | 0.0%    |
| <b>Disability</b>               |                     |        |                     |          |                     |         |
| Declared                        | 2                   | 15.4%  | 2                   | 10.0%    | 4                   | 12.1%   |
| Not Declared*                   | 11                  | 84.6%  | 18                  | 90.0%    | 29                  | 87.9%   |

## Religion and Belief

As at January 2015, College data shows that we had the following religious profile amongst our staff:

- Christian ..... 65%
- None ..... 26%
- Muslim ..... 4.5%
- Other ..... 3.1%
- Buddhist ..... 1.0%
- Sikh ..... 0.3%

*(This is based on the 292 staff for which this information is held)*

Comparing this to data reported as at January 2015, shows very little change in the religious profile of our staff despite a staff turnover of 18.2% in 2013 / 2014.

16.8% of staff have opted not to declare. This figure has increased slightly from 16.3% in 2013 / 2014.

The ETF Workforce data collection did not capture data on religion, so benchmarking in this area is difficult. The 2011 census however shows that of the 1.1m Lancashire population;

- 68.8% ..... identify as Christian
- 19.2% ..... do not identify with a religion
- 4.8% ..... identify as Muslim
- 0.3% ..... identify as Other
- 0.2% ..... identify as Buddhist
- 0.1% ..... identify as Sikh

This demonstrates that the religious profile of our staff team is broadly in line with the general Lancashire area.

Work is currently underway within the College to secure a partnership arrangement with East Lancs. Hospitals NHS trust that would provide the College with access to their chaplaincy service to support staff and learners with spiritual and religious needs. The NHS has Christian chaplains (Church of England, Free Church and Roman Catholic), and Muslim chaplains as well as access to representatives of other faiths if needed.

## Race

In January 2015, the race of all College staff was known,

- 94.2% of College staff identified as being white
- 4.2% staff identified as being from BME groups
- 1.6% identified as "other"

The number of BME staff decreased by 0.8% whilst the number of white staff remained static. The number of staff identifying as 'other' increased by 0.8%.

At Accrington & Rossendale College the majority of BME staff (78.6%) are employed in support roles as in previous years, with 2.7% of our teachers declaring their ethnicity as BME or 'other'. Of the 33 members of the whole College management team, one member of staff declared BME ethnicity.

Increasing the number of staff from BME groups remains a challenge for the College, especially within teaching or management roles. According to the 2011 census, the total BME population of Lancashire was 7.7%. Our ideal would be for our staffing profile to match that of our local communities – and we are working towards this as a cross College target. The increase in our local BME population shown in the last census provides a further imperative for us to pursue this ideal.

We believe one barrier to recruiting teachers from BME groups is the nature of our vocational curriculum which traditionally attracts less BME staff with relevant teaching and vocational qualifications.

According to the ETF report, the percentage of BME teaching staff in FE for 2012/13 was 7.9% a decrease of 0.3% from the previous survey. The report also showed that 8.1% of teaching staff within the sector identify as BME, another indicator that we need to do more to encourage and promote the College as a workplace of choice for teaching staff from BME communities. The College recruitment website continues to feature diverse images and profiles of staff and where appropriate, positive action may be considered in selection to reverse the under representation of BME groups in teaching and managerial roles.

Further interrogation of recruitment data will also be undertaken to identify whether individuals from BME groups are applying for roles at the College and failing to be appointed or whether the issue is more fundamental – attracting candidates in the first place.

The report identifies that for 24.2% of the respondent FE workforce, ethnicity data was not known, not provided or not disclosed by individuals. Ethnicity of our entire workforce is known and recorded.

Out of the total leavers during 2013/14, 9.2% were BME staff, which is significantly higher than the previous year but lower than the overall College attrition rate. Of these, 16.6% (1 individual) left the College due to redundancy, the remaining 83.4% resigned having secured work in other organisations.

## Age

According to the ETF national report, the median age of the FE workforce is 45 years. The College age profile shows that our workforce median age is also 45. Nationally male staff are on average slightly older than female staff (46 vs. 45) whereas in College this trend is reversed, with the median age for males at 42 and for females at 46. The College age profile also follows the national trend when comparing full and part time staff with part time staff tending to be slightly older than full time staff (47 vs. 45).

Nationally, 23% of FE staff are under 35, in College this is broadly similar at 24%. Similarly, 24% of staff are 55 or over, in College this is 23%.

Looking at categories of staff, the median age of our teaching staff is 43, for our business support staff is 47 and for College managers is 43. This compares to a median age of 44 for teachers nationally.

As at 1st January 2015, the College has 8 staff who are over 65 years of age. Of these, 6 are male and 2 are female.

## Disability

The ETF report that in 2012/13, approximately 4% of all further education staff reported having a disability. This represents a slight increase on the previous report. The rate of staff disclosure appears to have improved significantly from previous years, with 11% of records showing not known or not disclosed.

At Accrington & Rossendale College the number of staff with a disability in January 2015 was 10.2% rising by 4% over the past 2 years. The disability of 2% of staff was not known.

Out of the total leavers during 2013/14, 4.6% were staff who had declared a disability. Of these, 66.6% (2 individuals) left the College due to redundancy, both being in unique posts and subject to fair and transparent selection. The remaining member of staff left having secured work in another organisation.

The number of staff with a disability employed by the College is still more than double the national figure reported by ETF. The greatest number of staff with a disability are employed in support areas (6.7%), followed by teaching (2.9%) and then management (0.6%). The ETF report provides only headline figures and does not break down disability statistics further.

75% of our staff with a declared disability work full time with 25% staff working part time. 43% of our disabled staff are male whilst 57% are female.

Despite a relatively high number of staff declaring a disability, it is still accepted that there are staff that choose not to declare. Work around encouraging staff to declare any disabilities is therefore continuous. Opportunities are provided for staff to declare at appropriate times such as at 'return to work'

interviews and welfare meetings. Our occupational health advisor also plays an active role in this and during any appointments will flag any employee who falls within the scope of the DDA and discuss this issue with both them and (where appropriate) the HR team.

It is important that, as a College we are able to identify staff with a disability so that we can ensure they are provided with support at work as appropriate but also to ensure that there is no unintended discrimination through our lack of knowledge of their disability.

The College holds the Positive about Disabled People accreditation by Job Centre Plus. This underlines our commitment to the recruitment and retention of disabled employees. Work is on-going to ensure the College continues to meet the required standards:

- Guaranteed interviews for applicants who declare a disability and who meet the essential job criteria.
- Continuously improving the data we hold, by encouraging more staff to disclose whether or not they have a disability through a variety of methods.
- Provision of support to staff with disabilities to ensure they can continue in work and that positive attitudes are promoted towards disabled people.
- Provision of equipment or appropriate adjustments made to the working environment and/or an individuals working hours where necessary.

## Reasonable adjustments

The Equality Act 2010 provides a duty to make reasonable adjustments to ensure that, as far as is reasonable, a disabled worker has the same access to everything that is involved in doing and keeping a job as a non-disabled person.

The College takes seriously this duty and, with the support of its Occupational Health Advisor, and with advice from external specialists where necessary, has made a number of adjustments in 2013 / 2014 to support staff with disabilities or health issues at work. These have included adjustments in working hours or times of work, phased return to work after absence, reallocation or modification of duties, support with counselling and purchasing of specialised equipment.

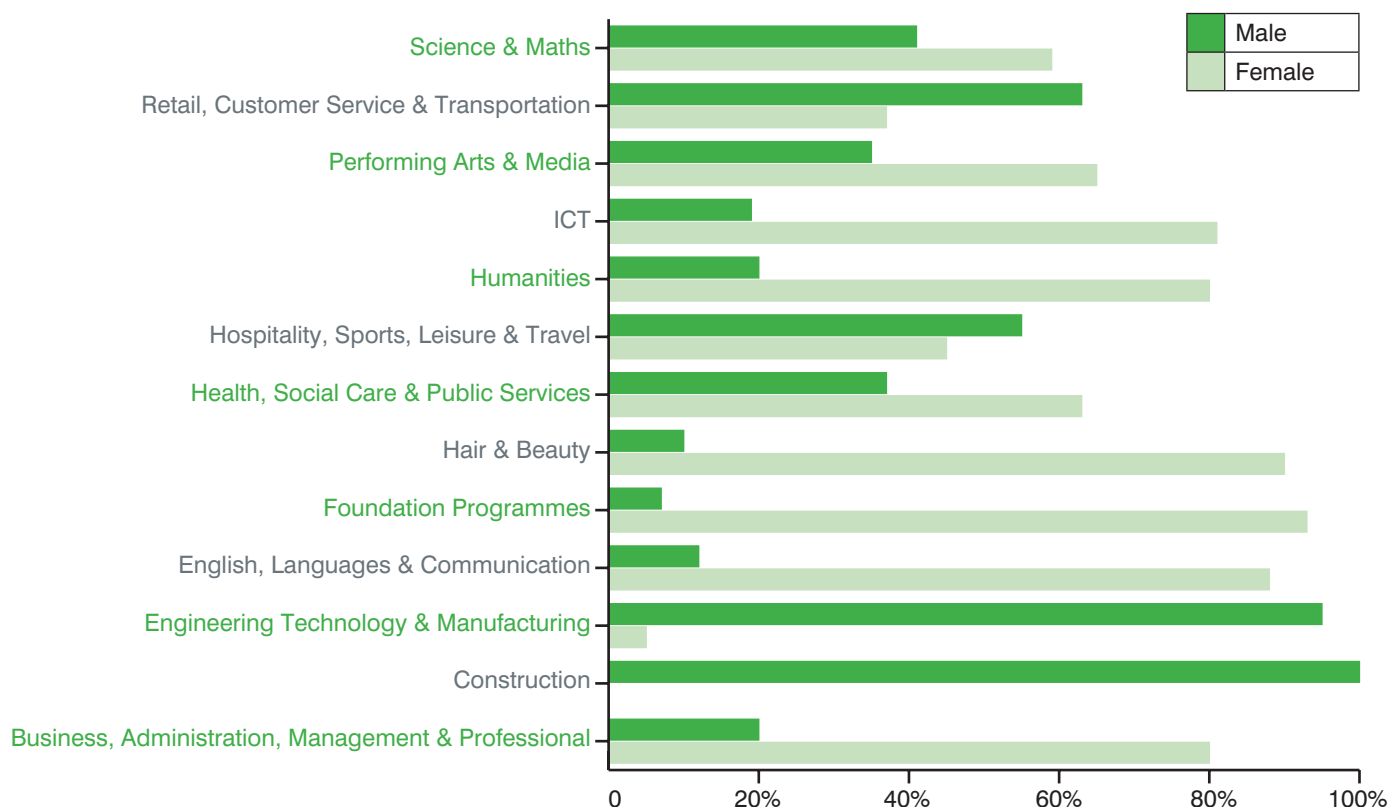
## Sex

The gender profile of staff working at the College as at January 2015 is 59% female and 41% male, which has remained steady in recent years. According to the ETF report, 63.8% of staff were female and 36.2% were male, and there has also been little change nationally in the gender breakdown of staff over the past five years. The Colleges staff gender profile is therefore slightly more evenly balanced than the FE sector as a whole.

When the data is analysed by the occupational group the breakdown shows our teaching staff with 45.5% male and 54.5% female, a shift from the previous year when the split was almost 50% of each. (These figures include non-traditional teaching staff such as trainers and assessors).

This compares favourably to the comparable national statistics for teaching staff which is 59% female and 41% male and again shows that our workforce has a better gender balance than the sector as a whole.

The graph below shows the subjects taught by our teaching staff by gender.



The most recent published report does not provide a breakdown of data for subjects taught by gender. Previous reports have shown that “Hairdressing and Beauty Therapy” tend to be predominantly taught by female staff and “construction” and “engineering, technology and manufacturing” to be predominantly taught by male staff.

As a vocational College, we continue to challenge gender stereotypes and promote study programmes such as Hair and Beauty or Construction Trades to both males and female. Only by raising the number of vocationally qualified females in traditional male trades and vice versa will we see a pool of potential vocational teachers in the future.

Our support staff profile shows the widest gap with 63% female staff and 37% male. This has remained fairly static over the last few years and still compares favourably to national statistics that show a similar trend.

Our whole college management team consists of 61.5% female and 38.5% male. This shows a 6% reduction in female managers since the last report. This is due, in the main to normal turnover. The College male to female ratio at Manager level is not reported in the latest ETF report.

At senior management level the difference is greater still with 90% female and only 10% male. This has shifted over recent years from an even 50:50 split in 2009 / 2010 following a review of the SLT and reduction in number of senior managers. A reduction from 20% to 10% males is evident since the last report with the retirement of a male member of the senior team.

Again, a gender breakdown for senior teams is not provided in the ETF report but previously national reports showed a much more even gender split. This demonstrates that the College must consider opportunities to redress the gender balance wherever possible in the future. Whilst this is not perceived to be a problem at present, it is important that this is kept under review as there are clear benefits to having a good gender balance across the college as a whole and it is important that this is mirrored at the most senior level of the college.

33.6% of our female staff work part time in comparison to 15.1% of our male staff. The number of part time workers has decreased since last year across both male and female staff by approximately 3%. This means that the make-up of our part time workers is 76% female and 24% male. This is higher than the national figure of 72.2% female.

Out of the total leavers during 2013/14, 46% were female. Of our female leavers, 20% left the College due to redundancy (voluntary or compulsory), 10% retired, 6.6% left due to ill health and the remaining 36.6% resigned for a variety of reasons.

Of the male leavers, 25% left the College due to redundancy (voluntary or compulsory), 6.25% retired, 6.25% left due to ill health, 15.6% left through dismissal or end of temporary contracts and the remaining 46.9% resigned for a variety of reasons.

Of the flexible working requests made during the previous 12 months, 83.3% were made by female members of staff and 16.7% by males. All were approved.

## Pregnancy and maternity

During the same period, eight members of staff took maternity leave with four returning to work to date. Of these two made flexible working requests on their return and these were approved.

## Sexual orientation

Over recent years, applicants for College vacancies have been asked to declare their sexual orientation, and in the last HR data audit, existing staff were also asked to declare this (with an option of preferring not to say).

As at January 2015, 89.4% of staff had declared their sexual orientation, a slight increase on last year's figures. The remaining 10.6% of staff either did not declare or preferred not to say.

Of the staff that declared their sexual orientation;

- 97.2% ..... identified as straight / heterosexual
- 0.7% ..... of staff identified as bisexual
- 0.7% ..... of staff identified as gay men
- 1.0% ..... of staff identified as lesbian / gay women
- 0.4% ..... identified as other

Of the staff who declared their sexual orientation to be other than straight / heterosexual

- 50% ..... were teachers
- 25% ..... were support staff
- 25% ..... were managers

At present the College has no transgender staff. The College's Transgender Equality Policy is currently being reviewed and updated and training is planned for all staff to raise awareness and understanding of transgender issues.

Comparisons to national data relating to sexual orientation are difficult as only 26% of records were returned with valid data. In this respect the College is significantly ahead of the sector in understanding the make-up of its workforce. Where sexual orientation was indicated, a very large majority of staff reported themselves as heterosexual.

Previously, LSIS had concluded that “within this exercise, the challenge of balancing the need to monitor and demonstrate the effectiveness of their policies and the need to protect individuals' identity and confidentiality were not overcome, resulting in a poor response. This is a key consideration for the organisation taking on responsibility for managing the data function, given that all attempts by LSIS to encourage the sector to monitor sexual orientation in the workforce via the SIR were unsuccessful. The organisation with future



responsibility for data collection, analysis and reporting will need to consider how to monitor sexual orientation in the workforce by overcoming the high levels of non-disclosure in current data collections.”

Again, it is important that, although our level of disclosure in this area is relatively high, we continue to strive to ensure that all of our staff feel able to not only disclose, but feel comfortable about being open about their sexuality and we are able to celebrate the diversity of our staff team. We also need to ensure that all members of staff are provided with appropriate support at work; that our policies and procedures are relevant and inclusive; that there is no unintended discrimination through our lack of knowledge of their sexual orientation, but also so that we can work with staff as positive role models to encourage and support other staff and students.

Out of the total leavers during 2013/14, none were staff who had identified as LGBT.

## Gender Pay Gap

We monitor and analyse pay levels and discrepancies between genders to ensure that any pay gap is understood, legitimate and more importantly that any unfair disparities are eliminated. According to the EFT report for 2012 / 2013, average annual pay across the whole sector is higher for males than for females although no detailed analysis is provided. According to ETF the gender pay gap has reduced slightly from last year, with the ratio between female and male annual pay increasing from 93.4% to 93.8%. This relates to an average difference of £1,698. It is however acknowledged that this gap could be explained by gender differences in occupation categories, location, or other factors. It is also noted in the report that this gap is smaller than for the total UK workforce.

At Accrington and Rossendale College, all staff, regardless of their gender, race, religion, disability, age or sexual orientation are appointed and paid at the rate of pay or salary scale agreed for the post. Incremental progression (where applicable) is automatic.

For 2014 the overall College pay gap between women and men's median earnings was -0.5%, a shift from the previous year when the gap between women and men's pay was -0.3%. Median pay levels across genders are almost the same with the median salary for all females £129 (or 0.5%) higher than males.

When the issue of the gender imbalance at senior management level is taken into account (and these salaries excluded from the calculation) then the gender pay gap is higher than last year (3.6%), with men's median salaries 5% higher than women's. Further analysis focussing on the pay gap between males and females in the same general roles (for example Directors and Heads of Faculty) where individual are appointed on a fixed point salary, shows no variance in pay between males and females. For other roles (main grade lecturers, administrators etc.) where staff are appointed on incremental pay scales, there are marginal year on year variances in pay gaps for

those staff. This variance is attributed to staff turnover where new starters to posts are often at the bottom of the pay scale and incremental progression of longer serving members of staff through the pay scale and is not gender related.

The College has some areas where occupational segregation is apparent, for example at present, all of our premises staff are male and all library staff are female. Staff turnover in both of these areas has been low over recent years, although all job descriptions, person specifications and job advertisements are routinely screened and assessed to ensure there is no unintended bias or discrimination.

## Grievances and Disciplinary

The College monitors any action taken under the College's Grievance or Disciplinary policies to ensure that there is no discrimination (intentional or unintentional) as a result. Any allegations of discrimination are taken extremely seriously and will always be fully investigated by an appropriate College manager. Support will also be provided to the individual making the complaint.

A disciplinary sanction was applied to one member of staff in 2013 / 2014 with a protected characteristic. One grievance was received from a member of staff alleging discrimination relating to a protected characteristic. This grievance was formally and thoroughly investigated by an experienced College manager and was not upheld.

## Feedback from Staff Survey

The College undertook a whole staff survey in the spring of 2014 and asked two questions specifically around equality, diversity and dignity at work.

In response to the statement 'The College respects the equality and diversity of its staff', 91% of staff agreed or strongly agreed. In response to the statement 'I am treated fairly and with dignity and respect in this College', 84% of staff agreed or strongly agreed.

The College will repeat this survey again in spring 2015. It is our aim to improve agreement with these statements by 5%.

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## Key actions / issues – Staff

The key findings that require further action or investigation are as follows:

- Undertake biannual data audit and update in Autumn 2015 and aim to improve accuracy of data held where data is “not known”.
- Relative low number of staff from BME communities compared to local area.
  - Aim to increase to 10%.
- Low number of BME staff specifically in teaching roles compared to regional data from LSIS.
  - Further interrogation of recruitment data needed to identify whether individuals from BME groups are applying for roles at the College and failing to be appointed or whether the issue is more fundamental – attracting candidates in the first place.
- Continue to promote and encourage the disclosure of disabilities starting with awareness raising, identifying barriers, and develop a common understanding of disability at work. Also through celebration of diversity.
- Continue to monitor gender profile senior management team and consider opportunities to start to redress the gender balance.
- Continue to promote and encourage the disclosure of sexuality starting with awareness raising and identifying barriers. Also through celebration of diversity.

These issues will be the focus of the College's Equality and Diversity Staff task group annual action plan. These issues will form the basis of an action plan which will be monitored through the whole College Equality and Diversity team.











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*Written and designed by the **accross** Marketing Team.*