
Equality and Diversity Statistics Report **2016 - 2017**

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1 Introduction

At Accrington and Rossendale College we believe in working positively to celebrate diversity and advance equality of opportunity and embrace the fact that we work in a multi- faceted and diverse community.

It is our intention to create a positive and inclusive work and study environment where all learners and staff feel valued and respected. We aim to ensure that all staff and learners, whether existing or potential, receive fair and equal treatment when applying to, or working as, members of the College community. We are committed to challenge and eliminate any attitudes and behaviour which deny these fundamental rights.

The report details student and staff statistics for the college by equality measures. It should be read in conjunction with the College's Single Equality Scheme (SES) and the related action plan and ensures that the college complies with the Equality Act (2010).

The College's action plan has six objectives which cover all nine protected characteristics. Delivery against these objectives is monitored by the senior leadership team and the governing board. The SES is reviewed on a three yearly basis and results in a realignment of the objectives. This ensures that the four yearly update required by the Equality Act (2010) is met.

In the College's most recent inspection in January 2018 Ofsted gave the following feedback:

'Senior leaders, managers and teachers promote equality very effectively and celebrate diversity readily.'

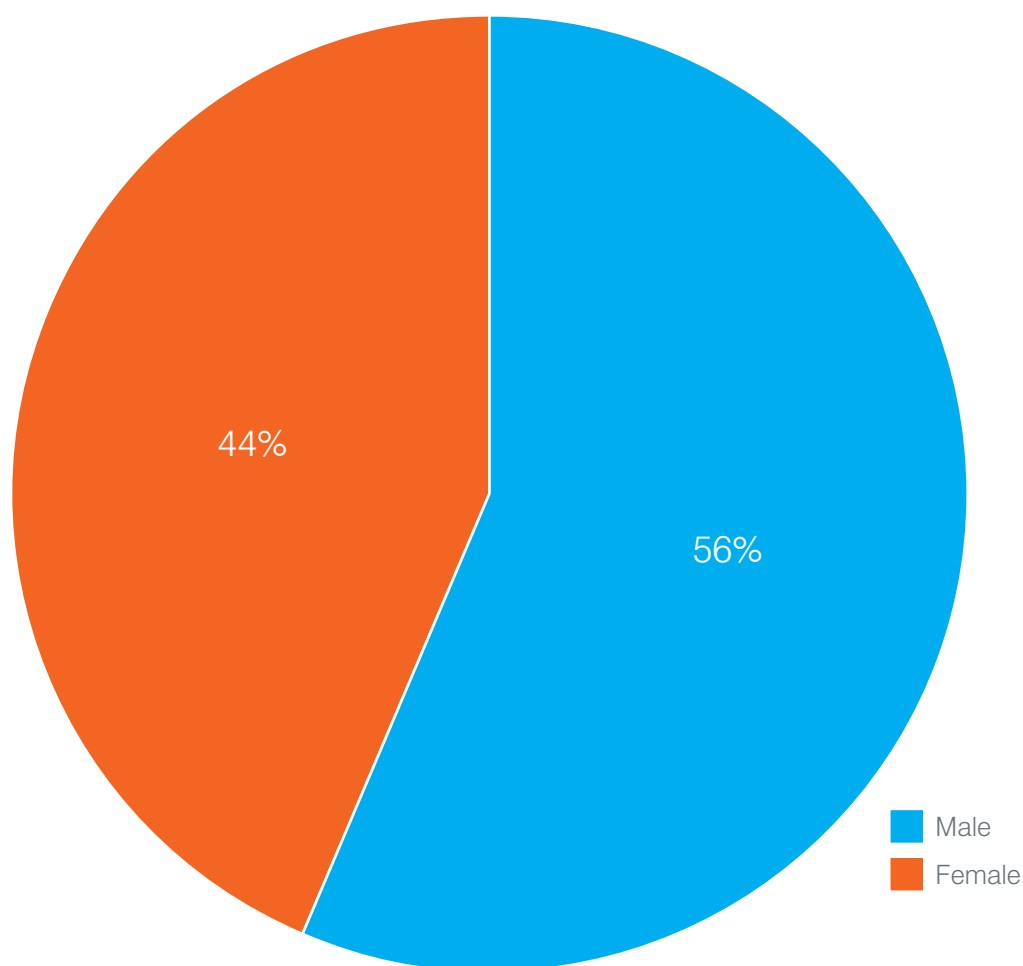
'Learners appreciate the supportive and inclusive culture that celebrates diversity and equality. Learners show high levels of respect and tolerances towards each other, their teachers and visitors.'

The College's Equality and Diversity retention, pass and achievement rate data is detailed in the College SAR 2016-2017.

2 Student Equality and Diversity Statistics

The following statistics are for the whole student cohort in the academic year 2016 - 2017.

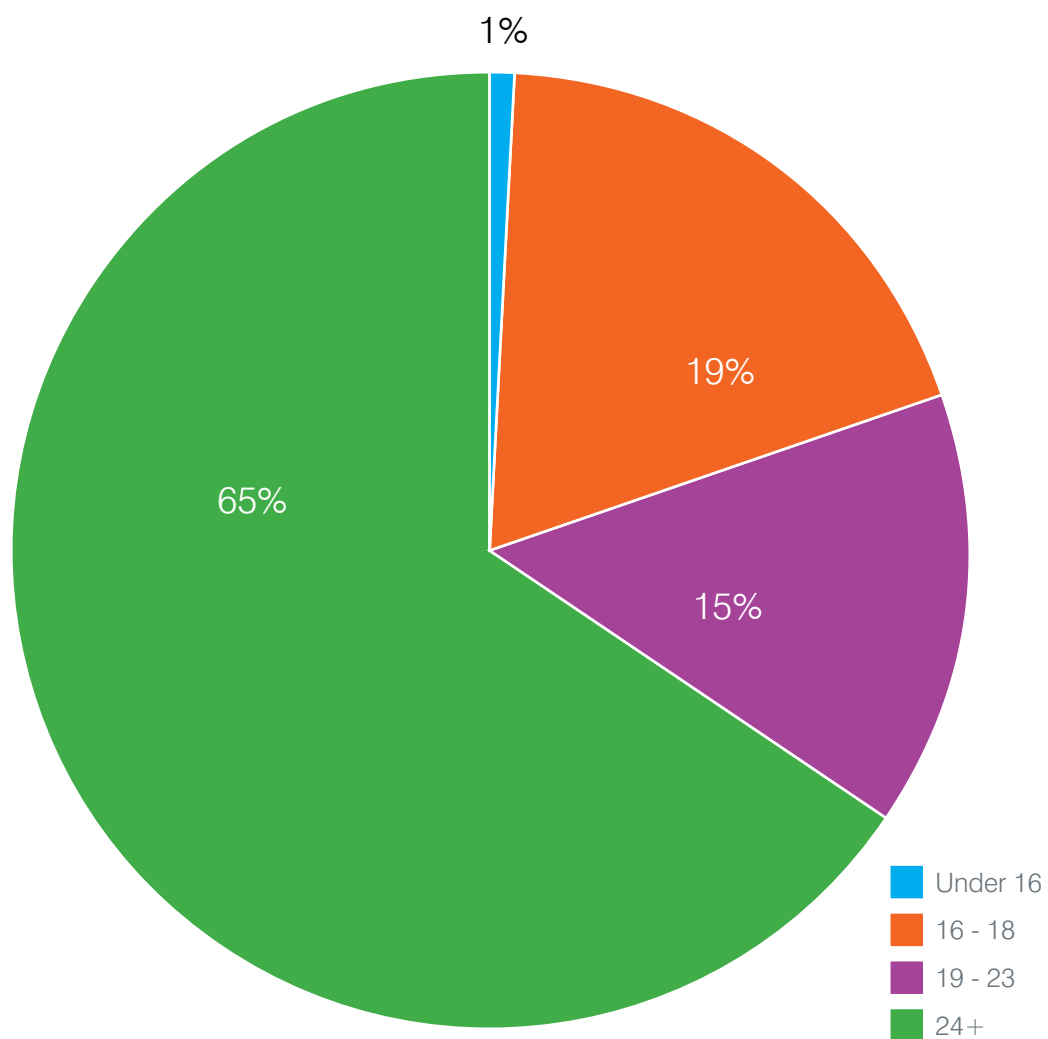
2.1 Students by Gender



Total students	Male	Female
5420	3061	2359

The gender split of learners has remained static over the last five years with no significant shifts in any subject areas.

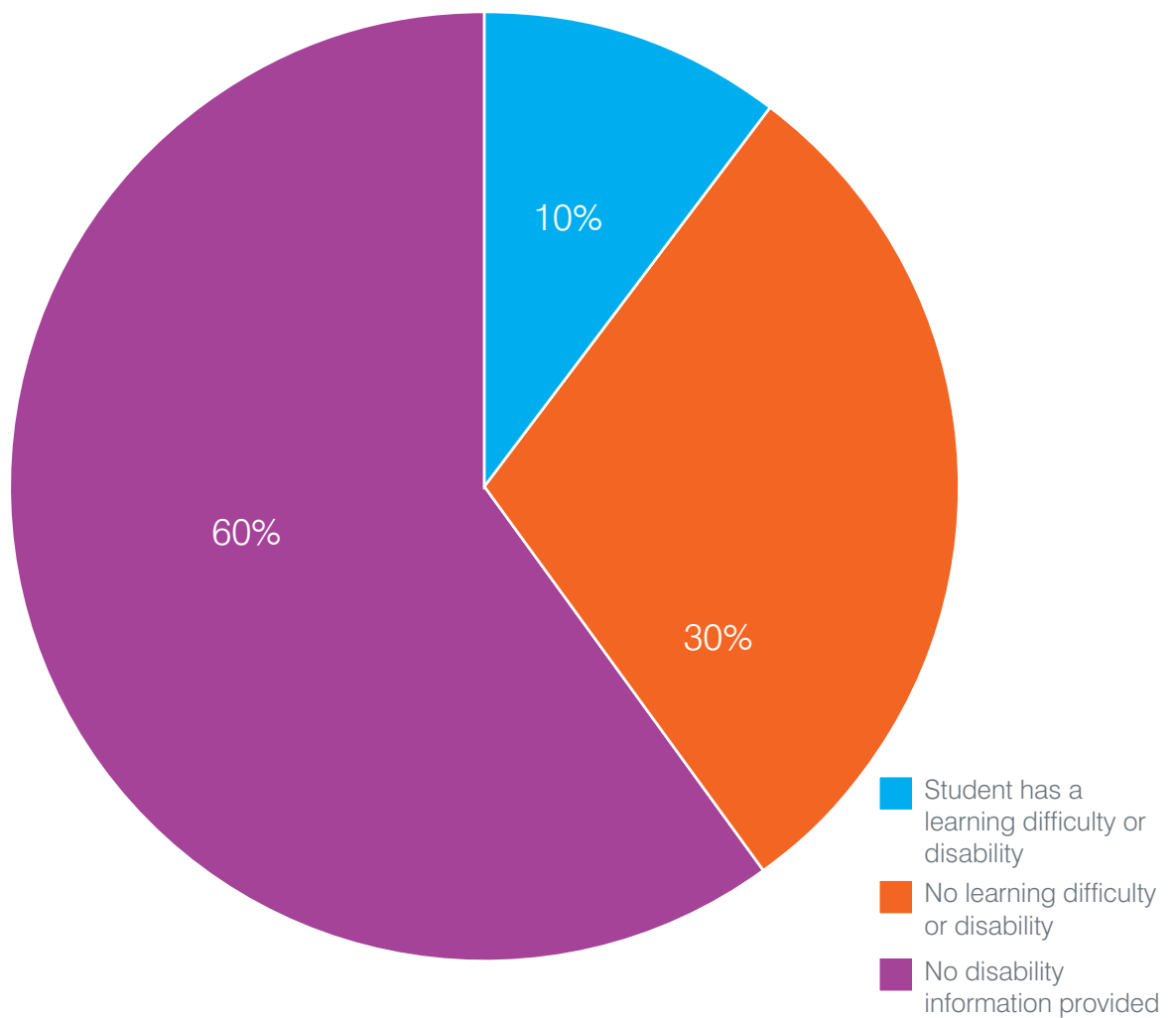
2.2 Students by Age (at date of enrolment)



Under 16	16 - 18	19 - 23	24+
50	1025	805	3540

The volume of 16-18s has decreased in the last five years, particularly so on Study Programmes. The adult cohort has also declined reflecting changes to the funding for adult provision in recent years.

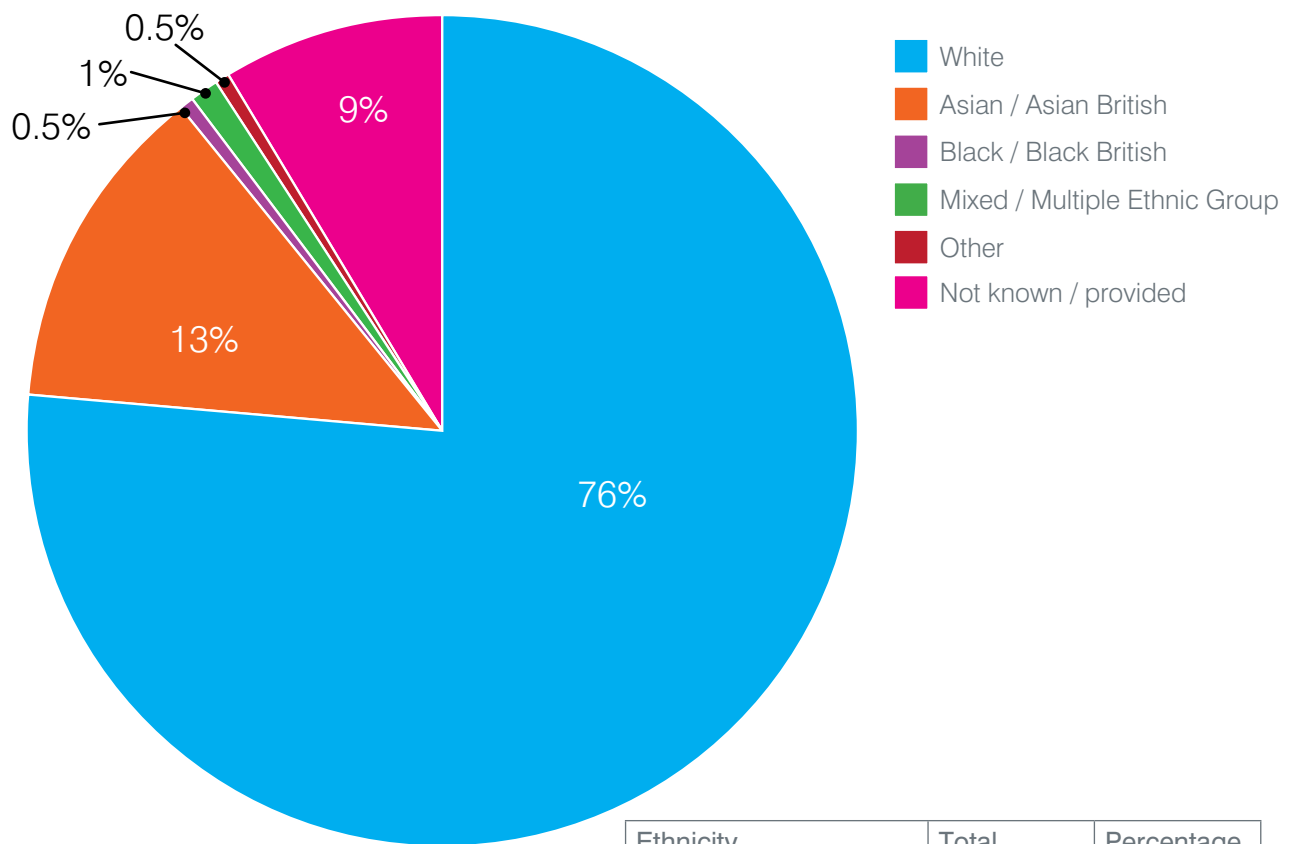
2.3 Students by Disability



Student has a learning difficulty or disability	No learning difficulty or disability	No disability information provided
1598	3196	550

The proportion of learners who have a declared learning difficulty/disability has increased significantly over the last five years, rising from 19% in 2012 - 2013 to 30% in 2016 - 2017.

2.4 Students by Ethnicity

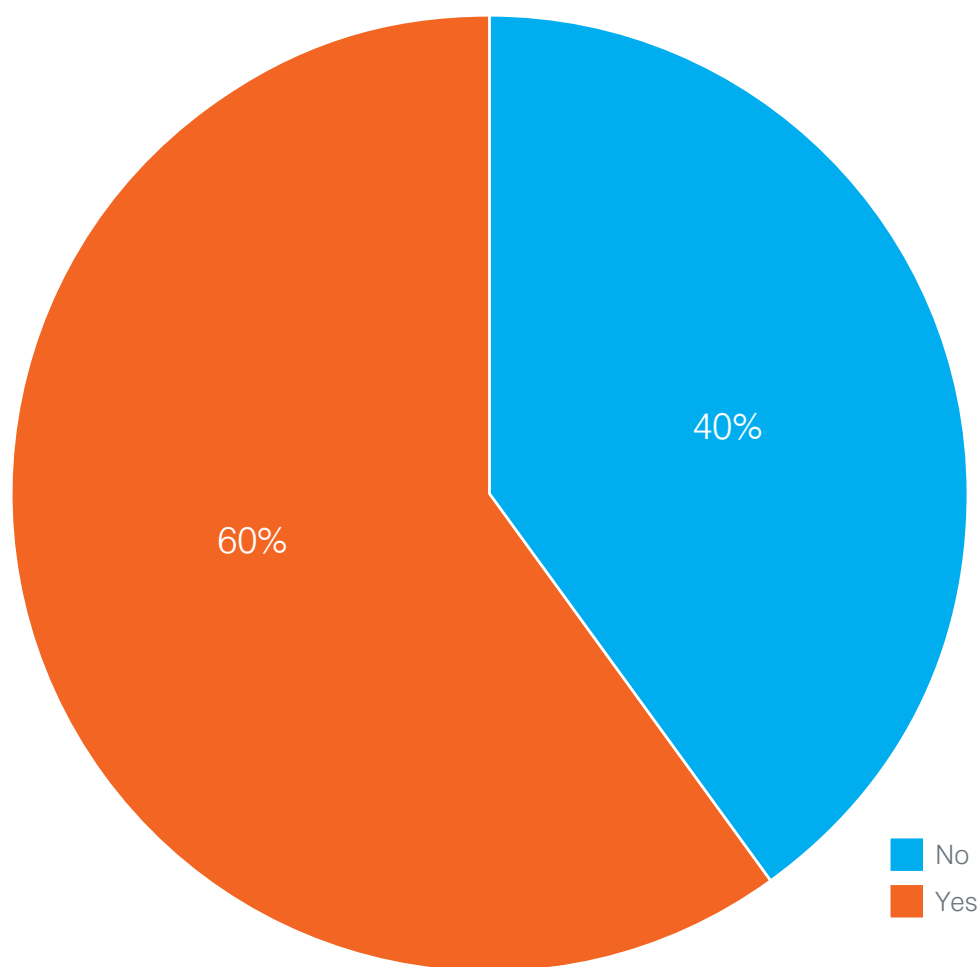


Ethnicity	Total	Percentage
White	4144	76.46%
Asian / Asian British	698	12.88%
Black / Black British	29	0.54%
Mixed / Multiple Ethnic Group	55	1.01%
Other	31	0.57%
Not known / provided	463	8.54%

Figures from the 2011 Census shows that the largest ethnic group was White in both Hyndburn (87.6%) and Rossendale (93.9%). The College's White cohort is also the largest ethnic group but the percentage is significantly lower at 76% and has decreased from 87% in 2012 - 2013.

The second largest ethnic group in the College is Asian / Asian British learners (13%). This percentage is higher than Hyndburn (11.2%) and significantly higher than Rossendale (5%), and has increased from 10% in 2012 - 2013.

2.5 Students by Disadvantaged Post Codes



No	Yes
1552	2349

3 Staff Equality and Diversity Statistics

As at 1 August 2017, a total of 310 staff were employed by Accrington and Rossendale College. A drill down of the staff cohort by Equality and Diversity characteristics is outlined in Table 1 below.

Total number of staff as at 01 08 17	310
Analysis of all staff by gender (Figure 1)	
Of which are female	185 (60%)
Of which are male	125 (40%)
Analysis of all staff by job role (Figure 2)	
(i) Of which are Senior Managers	14 (4.5%)
- Male Senior Managers	3 (0.1%)
- Female Senior Managers	11 (3.5%)
(ii) Of which are Managers	38 (12.2%)
- Male Managers	14 (4.5%)
- Female Managers	24 (7.7%)
(iii) Of which are Lecturer Assessors	120 (39.0%)
- Male Lecturer Assessors	52 (16.7%)
- Female Lecturer Assessors	68 (21.9%)
(iv) Of which are Support Staff	138 (44.5%)
- Male Support Staff	56 (18.1%)
- Female Support Staff	82 (26.5%)
Analysis all staff by ethnicity (Figure 3)	
Of which are White	288 (92.9%)
Of which are BAME	16 (5.2%)
Of which are Other	6 (1.9%)
Analysis of all staff by disability (Figure 4)	
Of which have declared a disability	49 (15.8%)
Of which have not declared a disability	240 (77.4%)
Of which are Not Known	21 (6.7%)
Analysis of all staff by sexual orientation (Figure 5)	
(i) Of which are Heterosexual / Straight	276 (89.0%)
- Of which are Senior Managers	13 (4.19%)
- Of which are Managers	33 (10.75)
- Of which are Lecturer Assessors	109 (35.2%)
- Of which are Support	121 (39.0%)
(ii) Of which are Homosexual / Gay Men	2 (0.6%)
(iii) Of which are Bisexual	2 (0.6%)
(iv) Of which are Lesbian / Gay Women	2 (0.6%)
(v) Of which are Not Known	16 (5.2%)
(vi) Of which Preferred Not to Say	12 (3.9%)
Analysis of all staff by religious belief (Figure 6)	
Of which are Christian	182 (58.7%)
Of which are Muslim	15 (4.8%)
Of which are Buddhist	2 (0.6%)
Of which are Sikh	1 (0.3%)
Of which are No Religion	73 (23.5%)
Of which have Not Declared	31 (10.0%)
Of which are Other	6 (1.9%)

Figure 1
Analysis of all staff by gender

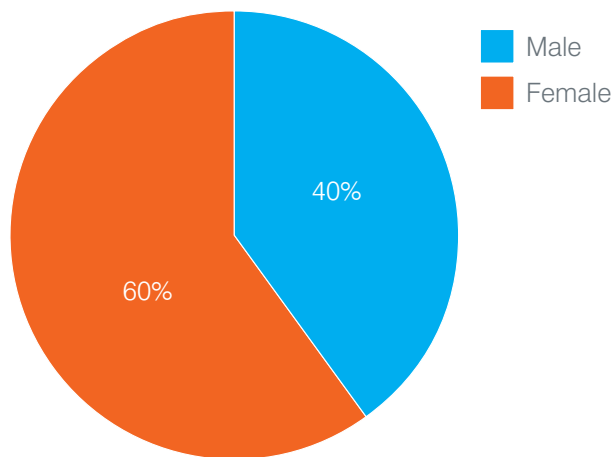


Figure 2
Analysis of all staff by job role

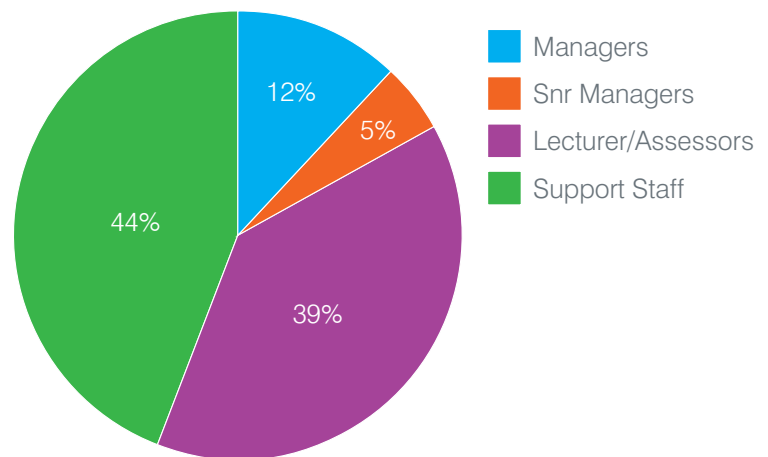


Figure 3
Analysis of all staff by ethnicity

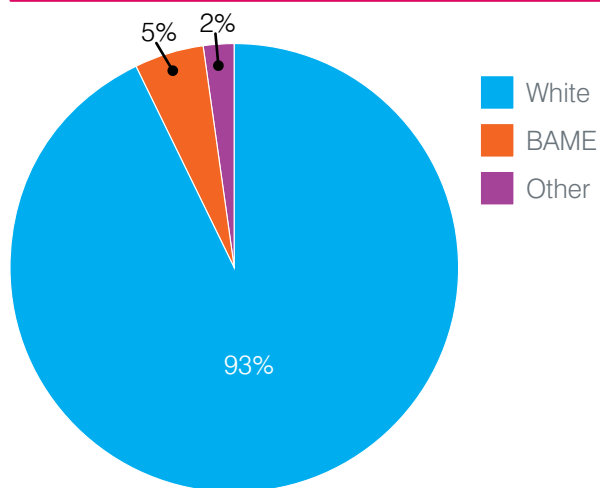


Figure 4
Analysis of all staff by disability

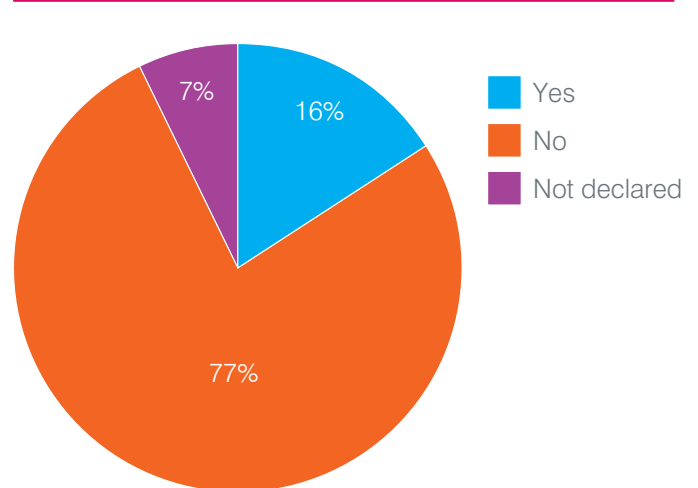


Figure 5
Analysis of all staff by sexual orientation

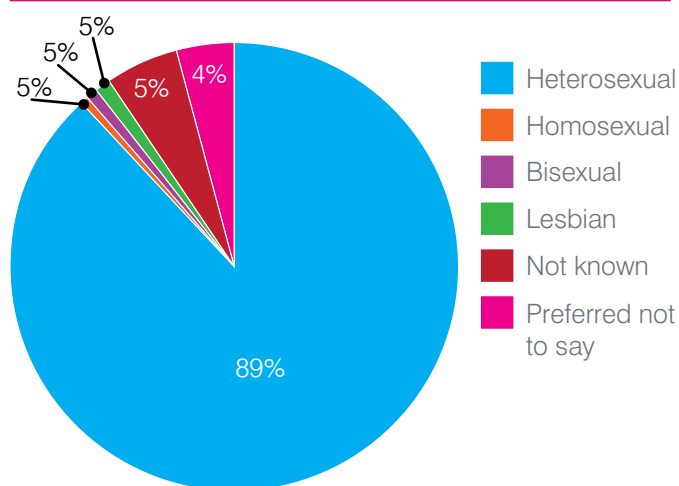
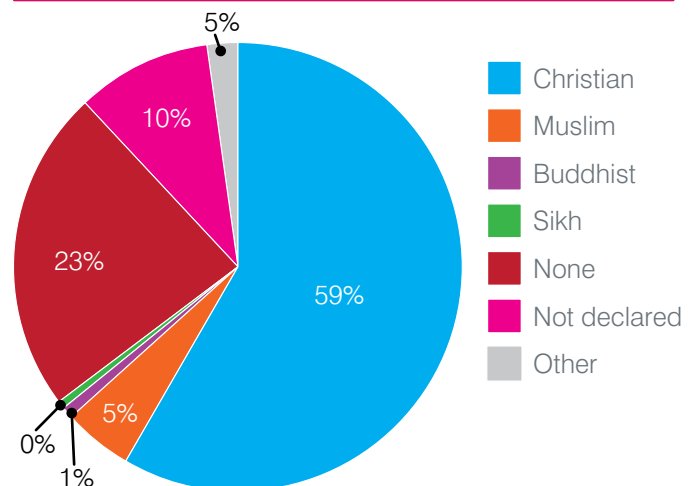


Figure 6
Analysis of by religious belief



To assess whether the College's Staff Equality and Diversity data is representative of the community it serves, comparative data for Hyndburn has been used. The most current reliable data is the 2011 Census, and the comparative factors used were Gender, Ethnicity and Religious Belief.

Figure 7 below shows that the gender split for the College follows the gender split in Hyndburn and Rossendale, that is slightly more females than males.

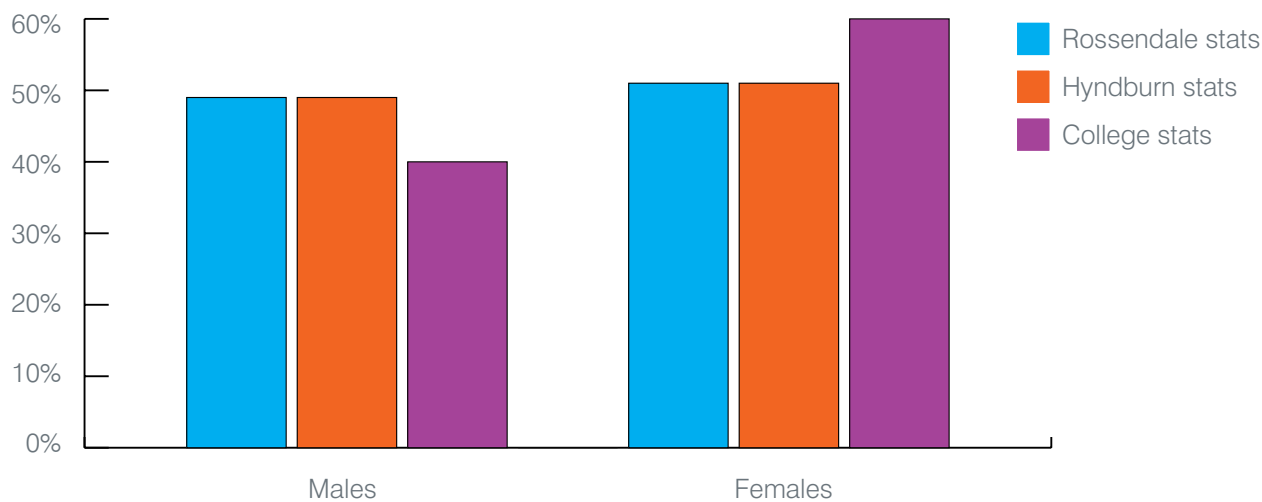


Figure 8 below shows that the ethnicity split for the College broadly follows the ethnicity split for Hyndburn and Rossendale; that is that white employees make up the majority. The proportion of BAME employees employed by the College very closely mirrors the proportion of BAME residents in Hyndburn. This is a welcome statistic as it demonstrates the College's commitment to ensuring we represent the local community.

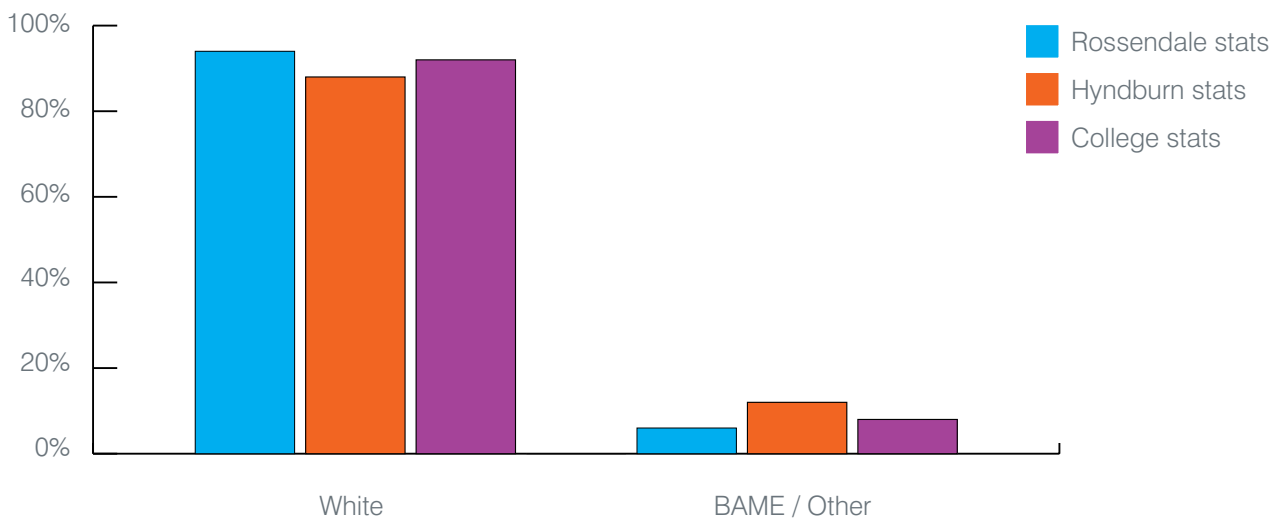
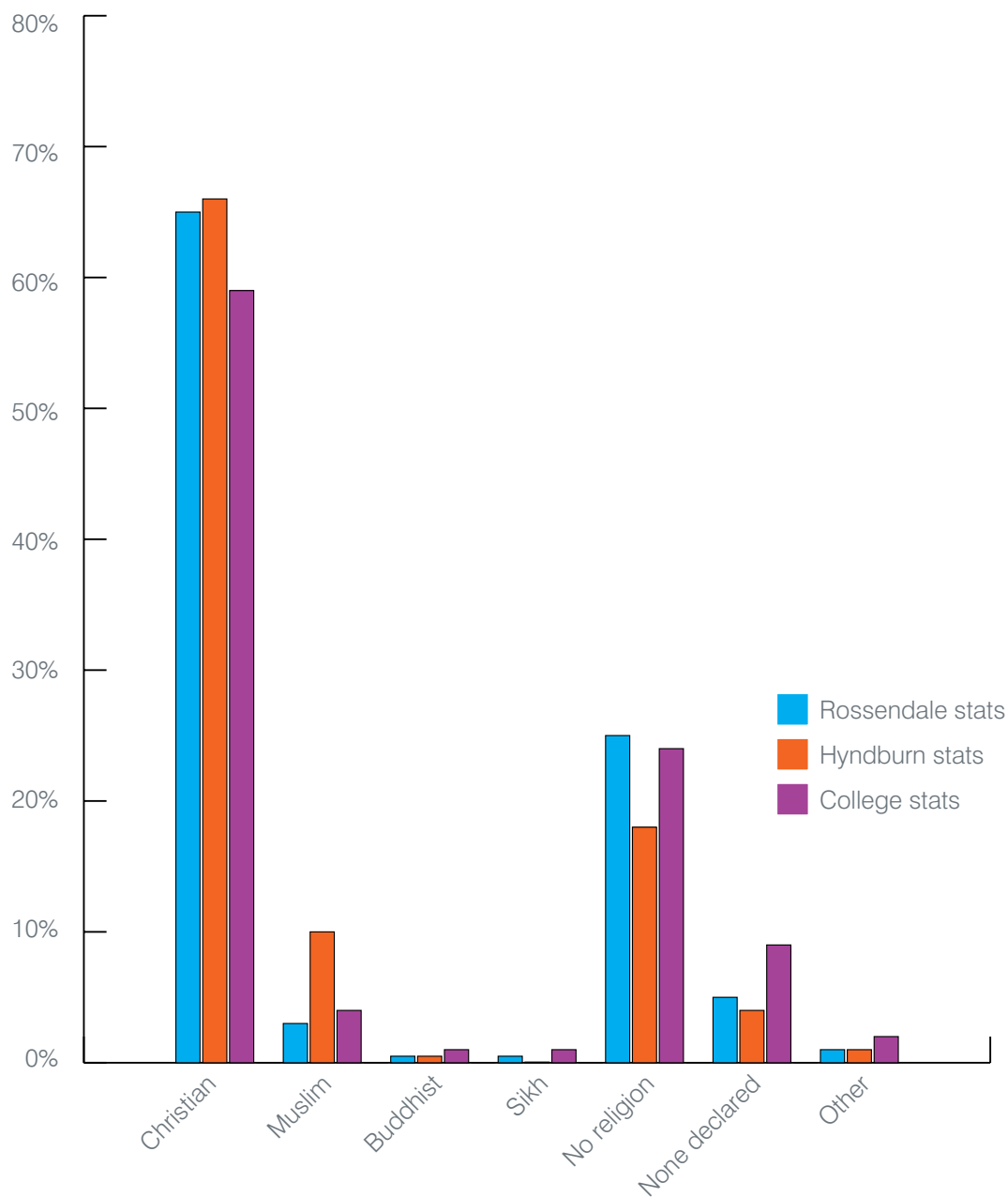


Figure 9 below shows that the religious belief split for the College also broadly follows the religious split for Hyndburn and Rossendale; that is that the highest proportion of employees are Christian, followed by those who are Muslim. Interestingly, the College's proportion of Muslim employees is somewhat higher than the proportion of Muslim residents in Hyndburn and Rossendale. The reasons for this are likely to be because the Census Data is from 2011, and the predicted ethnic mix of Lancashire has increased in that time. Therefore, the College's statistics are likely reflecting the reality now, and not the situation in 2011.



4 Equality and Diversity in Action

10 things we did in 2016 - 2017



Prevent Agenda session delivered by Routes Puppets

1.

We continued to make excellent progress in providing a responsive curriculum. We introduced Supported Internships to enhance our Foundations level offer.



Care and Health had an inspiring Guest Speaker, Zack Kerr

2.

We expanded our provision of health and wellbeing support for students. We also led on a project which aimed to improve FE sector's response to Mental Health Issues in association with the AoC. This included training 60 plus staff in Mental Health First Aid from colleges across Lancashire.



Mental Health Awareness Week activities delivered by Minds Matter.

3.

In partnership with a range of partners such as the Lancashire Care Foundation Trust, Mersey Care and Kemple View we have delivered courses to over 150 students with a range of complex mental health needs.

British Values Poster Competition Winners



4.

We have provided effective packages of support for Looked After Children and Care Leavers during transition, induction and whilst on programme to support achievement and positive progression.

5.

We have continued to offer places all year round for students who were previously not in employment, education or training, and those at risk of permanent exclusion from their school, providing personalised inductions and individualised programmes.

6.

We have delivered a range of awareness raising activities through the enrichment and tutorial programme to promote issues around equality and diversity such as mental health awareness days, disability awareness, British values, safeguarding, LGBT and health and wellbeing. An external specialist also delivered a comprehensive staff training programme on equality and diversity.

7.

We have provided mentoring support for students in receipt of free meals, who are in care, are offenders, pregnant girls or teenage parents. We have also appointed an apprenticeship support officer dedicated to ensure apprentices on and off-site receive timely intervention and support to succeed in their apprenticeship.

Infants celebrate passing the Junior University Days



High school students take part in a catering taster session

8.

We have delivered aspiration raising Junior University Days for local primary school pupils and subject specific taster sessions for secondary school pupils.

9.

We have responded to the demand for increased flexibility in the delivery by developing maths and English blended learning for all our apprentices, which gives them 'on demand' access to a range of video tutorials, tasks and assessments.

10.

We launched a Food Share group to assist learners and people from our community who are facing financial constraints as well as supporting a reduction in the amount of food going to landfill.





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