



**EQUALITY AND DIVERSITY ANNUAL REPORT  
March 2021**

## EQUALITY AND DIVERSITY ANNUAL REPORT March 2021

### Contents

Introduction .....	2
Single Equality Scheme .....	4
Staff Profile .....	4
Student Participation .....	4
Promotion of Equality, Diversity and Inclusion.....	5
Student Performance in 2019/20 .....	6
Gender – Education and Training .....	7
Gender – Apprenticeships .....	8
Ethnicity – Education and Training .....	9
Ethnicity - Apprenticeships .....	9
Disability – Education and Training.....	11
Disability – Apprenticeships.....	13
Complaints Analysis .....	13
APPENDIX A – SINGLE EQUALITY SCHEME .....	14
APPENDIX B: Equality & Diversity Monitoring & Statistics of Staff 2019-2020.....	21

### Introduction

The College is firmly committed to equalising opportunity for all who form part of the College community and to advancing equality for all as an integral part of all operations. We aim to provide a supportive environment where everyone will be treated with fairness, justice, dignity and respect. The College seeks to:

- Eliminate unlawful discrimination
- Eliminate harassment
- Advance equality
- Promote positive attitudes and foster community cohesion
- Actively promote participation and progression.

The College complies with the Equality Act 2010 having met the requirement to publish equality data by 31<sup>st</sup> January 2012 (and annually thereafter) and publishing its equality objectives by 1<sup>st</sup> April 2012.

- The College is firmly committed to advancing equality in our roles as service provider and employer. We aim to provide an environment where everyone will be treated with fairness, dignity and respect. We support this through actively working to eliminate unlawful discrimination as well as actively fostering good relationships between individuals and groups of people
- This policy applies to all members of the College community including all governors, existing and potential staff, existing and potential students, parents, work placement providers/employers, contractors and sub-contractors, visitors and other users and members of the College.
- All College governors and staff are responsible for ensuring that students experience equal opportunity within their learning and College experience and that staff work within a culture and through practices that value equality and diversity.
- To deliver this policy and our College Values, all members of the College community are expected to act and behave in accordance with this policy and undertake regular training in order to deliver the aims of this policy.
- Working practices will be scrutinised and improved to drive forward the aims and principles of this policy.
- The College will ensure learning and teaching is inclusive, actively promoting equality, meeting a wide range of learning needs and incorporating the contributions of a diverse range of people.
- The College will make adjustments to ensure that, as far as is reasonable, a person with disabilities or other protected characteristic has the same access to learning, services or employment as a non-disabled person or persons outside the protected characteristics.

This Equality and Diversity Annual Report reports on the College's performance against the equality indicators of learner participation and success by gender, ethnicity and disability, and reports on the staff profile by equality indicators.

There are nine protected characteristics identified by the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race – including ethnic or national origins, colour or nationality
- Religion or belief – including lack of belief
- Sex
- Sexual orientation

## Single Equality Scheme

The College Single Equality Scheme is attached at **Appendix A**. This replaces the earlier Equality Policy and was first published in October 2017 following merger with Huntingdonshire Regional College; it is updated annually.

## Staff Profile

The HR E&D report is attached at **Appendix B**.

## Student Participation

Here is a summary of staff and student demographics at Cambridge Regional College in 2019/20 compared with the previous year.

<b>2019/20</b>		<b>Staff</b>	<b>Students (FT) Total: 3,353</b>	<b>Apprentices Total: 1,453</b>
<b>Gender</b>	Female	<b>61%</b>	<b>41%</b>	<b>29%</b>
	Male	<b>39%</b>	<b>59%</b>	<b>71%</b>
<b>Disability</b>	Yes	<b>5%</b>	<b>35%</b>	<b>14%</b>
	No/Unknown	<b>95%</b>	<b>65%</b>	<b>86%</b>
<b>Ethnicity</b>	White British	<b>79%</b>	<b>80%</b>	<b>89%</b>
	Any other ethnicity	<b>21%</b>	<b>20%</b>	<b>11%</b>

<b>2018/19</b>		<b>Staff</b>	<b>Students (FT) Total: 3,609</b>	<b>Apprentices Total: 1,988 (506 internal only)</b>
<b>Gender</b>	<b>Female</b>	63%	41%	37% (31%)

	<b>Male</b>	37%	59%	63% (69%)
<b>Disability</b>	<b>Yes</b>	6%	28%	12% (13%)
	<b>No/Unknown</b>	94%	72%	88% (87%)
<b>Ethnicity</b>	<b>White British</b>	74%	80%	84% (89%)
	<b>Any other ethnicity</b>	16%	20%	16% (11%)

<b>2017/18</b>		<b>Staff</b>	<b>Students (FT) Total: 3,654</b>	<b>Apprentices Total: 3,062</b>
<b>Gender</b>	<b>Female</b>	63%	41%	42%
	<b>Male</b>	37%	59%	58%
<b>Disability</b>	<b>Yes</b>	5%	22%	12%
	<b>No/Unknown</b>	95%	78%	88%
<b>Ethnicity</b>	<b>White British</b>	71%	79%	78%
	<b>Any other ethnicity</b>	14%	21%	22%

The percentage of full-time students with a declared disability has risen further to 32% from 17% in 2016-17. Merger with HRC and the increase in the number of High Needs students has contributed to this rise, which continues this year. As a consequence, we have increased the number of learning support staff and have restructured to de-centralise support for students on mainstream programmes and apprenticeships, introducing new Team Leader roles for English, Maths and Support in delivery department. This followed a successful pilot the previous year.

The proportion of apprentices with a disability has risen from 12% to 14% over the last three years; since last year the proportion of male to female apprentices has risen.

### Promotion of Equality, Diversity and Inclusion

Equality, Diversity and Inclusion (EDI) has continued to be promoted to students across the College this academic year. We have raised awareness, regularly drip-feeding information through a variety of ways to students to ensure messages around EDI are reinforced.

TMail, or Tutor Mail has continued to be an effective way in which to disseminate information around EDI to students. It takes the form of a set of resources for tutors, circulated each week for use in group tutorial. There is a version for use with adult learners.

Some examples of how we have promoted EDI in TMail have included student written articles on Braille and how visually impaired people use the cane. Other content in TMail has included current affairs articles such as 'In the News - Ministers must quickly ban LGBT+ conversion therapy.' Every week a section of TMail is dedicated to relevant/current religious festivals that are taking place. We have also advertised in TMail for student Diversity Champions this year. The purpose of introducing these Champions is so that we can gather more specific feedback from the student body on how the College can better support and engage students on areas around protected characteristics.

The enrichment at CRC also covers EDI areas. There is a LGBTQ+ student group that is meeting virtually and other groups meet regularly such as Christian Union and a Muslim Group. The Student Union also organise cross College events such as Show Racism the Card and International Men's Day.

At the start of the academic year students also complete an induction programme. This includes a section on Behaviours & Values, within this EDI is covered along with topics such as British Values. Content within induction is differentiated according to cohort and academic level to ensure content is relevant and appropriate. Students during this online induction programme are asked to watch a video about EDI and complete a word search around protected characteristic words. To support this activity, the student tutorial programme PD+ includes a specific tutorial on Prevent & Radicalisation. This tutorial covers British Values in more detail, while offering students the opportunity to have open discussions around the 5 British Value areas. A Bitesize version of this tutorial has been created for adults and apprentices and can be accessed via the VLE as self-directed student study.

Throughout the academic year the LRCs (Learning Resource Centres) promote a wide range of national and international events. These events tend to be marketed through the creation of visual displays within the LRCs at both campuses and students are actively encouraged to participate and create the material. Displays have included International Women's Day, Remembrance Day and Black History Month.

#### [Student Performance in 2019/20](#)

Colleges are expected to tackle any gaps in performance by groups of students defined by gender, ethnicity or disability and to close the gap over time. The performance of students at CRC by gender, ethnicity and for disabled students in the last three years is as follows. Data is

taken from ProAchieve. We monitor achievement, retention and attendance by a range of characteristics, and where a gap is identified we ask managers to monitor this closely. It should be noted that due to changes and delays in assessment and achievement because of Covid-19 achievement data has not been published for 2019/20 and will not be used for performance management. For this reason, comparisons with previous years should be treated cautiously.

#### Gender – Education and Training

% Overall Achievement Rate	Male		Female		Difference		Overall	
	16-18	19+	16-18	19+	16-18	19+	Male	Female
<b>19/20</b>	<b>84.6%</b>	<b>89.9%</b>	<b>87.4%</b>	<b>88.9%</b>	<b>2.8%</b>	<b>1%</b>	<b>87.3%</b>	<b>88.3%</b>
18/19	84.4	88.1	81.0	89.0	3.4%	0.9%	86.3%	86.6%
17/18	81.9	84.4	83.0	88.9	1.1%	4.5%	83.1%	86.6%

There is no significant achievement gap between male and female adult learners, and a small gap between male and female learners.

16-18 female students achieved at a higher rate than male students in 2019/20. This was the reverse the previous year. Departments with an achievement gap in 2018/19 in this age group have been compared with 2019/20 and female students out performed males in almost all departments. Data is provided below; however, it should be noted that in 19/20 achievements were awarded under Ofqual’s Extraordinary Regulatory Framework (ERF). This included use of Centre Assessed Grades and adapted assessments due to Covid-19.

The number of female students in two departments (IT and Engineering) declined significantly in 2019/20. The number in Engineering has increased from 12 to 20 in 2020/21. In Computing the number of female students has not increased this year, however the Head of Department discussed the plan to attract more female students to their programmes as part of the Curriculum Planning meeting for 2021/22 for this area.

Dept	Age	Male starts	Male ach%	Female starts	Female %	Gap
Catering 18/19	16-18	46	87%	30	77%	-10%
Catering 19/20	16-18	34	82.4%	30	96.7%	+14.3%

Engineering 18/19	16-18	248	88%	16	75%	-13%
Engineering 19/20	16-18	116	81.3%	6	100%	+18.7%
IT 18/19	16-18	214	90%	11	82%	-8%
IT 19/20	16-18	90	93.3%	3	66.7%	-
Music 18/19	16-18	53	96%	13	85%	-11%
Music 19/20	16-18	56	89.3%	18	100%	+10.7%
SEND HC 18/19	16-18	285	94%	47	89%	-5%
SEND HC 18/19	16-18	134	87.6%	32	80%	-7.6%
Sport 18/19	16-18	285	99%	104	93%	-6%
Sport 19/20	16-18	124	91.9%	50	100%	+8.1%

#### Gender – Apprenticeships

% Overall Achievement Rate	Male – achievement rate and leavers			Female– achievement rate and leavers			All Ages– achievement rate and leavers	
	16-18	19-23	24+	16-18	19-23	24+	Male	Female
<b>19/20 all</b>	<b>63.3%</b> <b>158</b>	<b>67.6%</b> <b>102</b>	<b>66.7%</b> <b>75</b>	<b>68.2%</b> <b>88</b>	<b>71.7%</b> <b>60</b>	<b>71.7%</b> <b>53</b>	<b>65.4%</b> <b>335</b>	<b>70.1%</b> <b>201</b>
18/19 all	64.4% 253	59.4% 224	48.5% 237	63.8% 130	57.5% 127	34.2% 476	57.6% 714	66.4% 733
<i>18/19 internal only</i>	<i>69.6%</i> <i>191</i>	<i>68.5%</i> <i>127</i>	<i>69.1%</i> <i>94</i>	<i>66.7%</i> <i>114</i>	<i>69.2%</i> <i>65</i>	<i>66.1%</i> <i>62</i>	<i>69.2%</i> <i>412</i>	<i>67.2%</i> <i>241</i>
17/18 all	70.4% 287	59.4% 382	37.1% 342	59.7% 206	37.3% 327	18.0% 726	55.0% 1011	29.9% 1259
<i>17/18 excluding Decorus and Adaptive</i>	<i>70.9%</i> <i>285</i>	<i>68.1%</i> <i>326</i>	<i>58.1%</i> <i>191</i>	<i>68.8%</i> <i>176</i>	<i>67.5%</i> <i>160</i>	<i>59.4%</i> <i>143</i>	<i>66.7%</i> <i>802</i>	<i>65.6%</i> <i>479</i>

National Averages (all institutions, all age, all level) for 18/19 were 64.9% for male and 64.4% for female apprentices. These are slightly higher for General FE and Tertiary Colleges, at 66.0% for male and 67.5% for female apprentices. Our overall rates continue to rise, and have risen



for all ages and genders; and are now above the GFE national rate for female apprentices and slightly below for male.

### Ethnicity – Education and Training

Overall Achievement Rate	White British		Other		All Age	
	16-18	19+	16-18	19+	White British	Other
<b>19/20 (18/19 NA)</b>	<b>85.8%</b> <b>(82.5%)</b>	<b>92%</b> <b>(89.9%)</b>	<b>85.9%</b> <b>(82.5%)</b>	<b>85.8%</b> <b>(88.6%)</b>	<b>88.8%</b> <b>(85.8%)</b>	<b>85.8%</b> <b>(86.5%)</b>
18/19	83%	89%	83%	89%	86%	87%
17/18	82%	87%	83%	86%	85%	85%

For 16-18 students who identified with 18 different ethnicities completed courses at CRC. Most of those from most other ethnic groups had higher achievement rates than those with White British backgrounds. Four groups, representing a small number of students each had achievement rates that were below the national rate for their cohort:

- Gypsy/Irish Traveller – 8 students, of whom 5 achieved all or part of their study programme
- Irish – 4 students - 3 of whom achieved each part of their study programme
- African – 37 students -30 of whom achieved all or part of their study programme
- Other Black – 13 students – 11 of whom achieved all or part of their study programme

There was a higher incident of non-achievement in English and maths compared to vocational qualification achievement.

For 19+ students some groups had lower achievement rates and this was predominantly where delivery was part-time English or maths or short courses delivered by a subcontractor.

### Ethnicity - Apprenticeships

White British apprentices had an overall achievement rate of 68.5% (65.4% NA); there were 466 apprentices in this cohort, representing 87% of apprentices who completed their apprenticeship in 2019/20.

The numbers of leavers in different cohorts were too low to be included in a comparison, with the exception of 'Other White' and 'White/Black Caribbean' both cohorts had higher achievement rates than 'White British' apprentices.

## Overall Apprentice Achievement by Ethnicity 2019 - 20

Ethnicity	Hybrid End	Leave - L6wks - Xfr - Cont - Exc	Fwrk Ach	Fwrk Ach Overall %	Nat Fwrk Ach Overall %	Ach % - Nat %
African	19/20	1	0	0.0	62.0	-62.0
Bangladeshi	19/20	5	3	60.0	60.8	-0.8
Caribbean	19/20	1	1	100.0	56.3	43.7
Chinese	19/20	2	0	0.0	68.4	-68.4
Gypsy/Irish Traveller	19/20	1	0	0.0	56.9	-56.9
Indian	19/20	4	2	50.0	63.3	-13.3
Irish	19/20	1	1	100.0	59.0	41.0
Not Provided	19/20	1	0	0.0	56.3	-56.3
Other	19/20	3	2	66.7	60.4	6.3
Other Asian	19/20	5	0	0.0	65.7	-65.7
Other Black	19/20	2	1	50.0	57.6	-7.6
Other Mixed	19/20	1	1	100.0	59.5	40.5
Other White	19/20	30	21	70.0	61.6	8.4
Pakistani	19/20	4	3	75.0	63.9	11.1
White British	19/20	466	319	68.5	65.4	3.1
White/Asian	19/20	1	0	0.0	65.3	-65.3
White/Black African	19/20	2	1	50.0	59.0	-9.0
White/Black Caribbean	19/20	6	5	83.3	58.7	24.6
		536	360	67.2	64.9	2.3

## Overall Apprentice Achievement by Ethnicity 2018-19 all

Ethnicity	Hybrid End	Starts	Leave - L6wks - Xfr - Cont - Exc	Fwrk Ach	Fwrk Ach Overall %	Nat Fwrk Ach Overall %	Ach % - Nat %
African	18/19	69	69	9	13.0	69.5	-56.5
Arab	18/19	2	2	0	0.0	60.8	-60.8
Bangladeshi	18/19	15	15	5	33.3	72.1	-38.8
Caribbean	18/19	41	41	12	29.3	61.0	-31.7
Chinese	18/19	2	2	1	50.0	71.5	-21.5
Gypsy/Irish Traveller	18/19	1	1	0	0.0	55.6	-55.6
Indian	18/19	15	15	4	26.7	67.7	-41.0
Irish	18/19	4	4	3	75.0	63.5	11.5
Not Provided	18/19	9	9	3	33.3	62.1	-28.8
Other	18/19	10	10	4	40.0	65.7	-25.7
Other Asian	18/19	19	19	6	31.6	68.6	-37.0
Other Black	18/19	8	8	1	12.5	59.3	-46.8
Other Mixed	18/19	7	7	3	42.9	62.0	-19.1
Other White	18/19	109	109	54	49.5	67.4	-17.9
Pakistani	18/19	12	12	4	33.3	68.8	-35.5
White British	18/19	1,099	1,098	609	55.5	67.6	-12.1

White/Asian	18/19	5	5	4	80.0	65.4	14.6
White/Black African	18/19	6	6	1	16.7	59.5	-42.8
White/Black Caribbean	18/19	15	15	7	46.7	60.8	-14.1
		1,448	1,447	730	50.4	67.3	-16.9

### Overall Apprentice Achievement by Ethnicity 2018-19 internal only

Ethnicity	Hybrid End	Starts	Leave - L6wks - Xfr - Cont - Exc	Fwrk Ach	Fwrk Ach Overall %	Nat Fwrk Ach Overall %	Ach % - Nat %
African	18/19	1	1	0	0.0	69.5	-69.5
Bangladeshi	18/19	3	3	3	100.0	72.1	27.9
Caribbean	18/19	4	4	2	50.0	61.0	-11.0
Gypsy/Irish Traveller	18/19	1	1	0	0.0	55.6	-55.6
Irish	18/19	1	1	1	100.0	63.5	36.5
Other	18/19	2	2	1	50.0	65.7	-15.7
Other Asian	18/19	1	1	1	100.0	68.6	31.4
Other Black	18/19	1	1	0	0.0	59.3	-59.3
Other Mixed	18/19	3	3	2	66.7	62.0	4.7
Other White	18/19	43	43	29	67.4	67.4	0.0
Pakistani	18/19	2	2	1	50.0	68.8	-18.8
White British	18/19	583	582	402	69.1	67.6	1.5
White/Black African	18/19	2	2	1	50.0	59.5	-9.5
White/Black Caribbean	18/19	7	7	4	57.1	60.8	-3.7
		654	653	447	68.5	67.4	1.0

### Disability – Education and Training

Overall Achievement (Success) Rate	With a disability		No disclosed disability/unknown		All	
	16-18	19+	16-18	19+	16-18	19+
<b>19/20</b>	<b>82.9%</b>	<b>97.3%</b>	<b>87.2%</b>	<b>88.6%</b>	<b>85.5%</b>	<b>89.3%</b>
<i>19/20 without Functional Skills/GCSE</i>	<i>88.3%</i>	<i>94.6%</i>	<i>89.4%</i>	<i>93.6%</i>	<i>89.1%</i>	<i>93.9%</i>
18/19	86.6% (80.4% NA)	85.8% (86.8% NA)	82.8% (82.8% NA)	88.8% (88.6% NA)	83.1%	88.6%
17/18	80.5%	86.2% (85.4% NA)	82.5% (82.2% NA)	86.7% (87.25 NA)	82.3% (82% NA)	86.6% (87.1% NA)

Overall Achievement (Success) Rate	With a disability		No disclosed disability/unknown		All	
	16-18	19+	16-18	19+	16-18	19+
<b>19/20</b>	<b>82.9%</b>	<b>97.3%</b>	<b>87.2%</b>	<b>88.6%</b>	<b>85.5%</b>	<b>89.3%</b>
<i>19/20 without Functional Skills/GCSE</i>	<i>88.3%</i>	<i>94.6%</i>	<i>89.4%</i>	<i>93.6%</i>	<i>89.1%</i>	<i>93.9%</i>
<i>17/18 without Functional Skills/GCSE</i>	<i>88%</i>	<i>86.2%</i>	<i>85.9%</i>	<i>89.3%</i>	<i>86.1%</i>	<i>86.6%</i>

The overall performance of students aged 16-18 with a disability fell in 2019-20 and was 4% below those without; this differed from the previous year.

The performance of adult students with a disclosed disability is now significantly above the performance of those without.

We restructured learning support this year, and it is now managed within each delivery department. New Team Leader roles oversee support including monitoring EHCP outcomes. Ofsted sampled provision for students receiving support on mainstream programmes at our Provider Monitoring Visit in February 2021 and found it to be effective:

‘Students with education, health and care plans receive effective support. This helps them make progress towards completing their qualifications and wider personal development goals. Staff frequently review students’ progress against the targets set within the plans, and set appropriate new targets.’ (Ofsted PMV report February 2021)

We have previously identified an achievement gap between 16-18 year olds with a disability and those without who are on level 3 programmes. This is no longer the case; however, there was a gap of 4% in 2019/20 at level 2.

Difficulty or Disability	Age Group QAR	Level	Hybrid End	Leavers Overall	Ach Overall	Ach Overall %	Nat Ach Overall %	Ach % - Nat %
Has difficulty/disability/health problem	16-18	1	19/20	377	282	74.8	81.0	-6.2
No difficulty/disability/health problem	16-18	1	19/20	507	362	71.4	83.3	-11.9
Has difficulty/disability/health problem	16-18	2	19/20	986	834	84.6	81.0	3.6
No difficulty/disability/health problem	16-18	2	19/20	2,144	1,928	89.9	83.3	6.6

Has difficulty/disability/health problem	16-18	3	19/20	248	237	95.6	81.0	14.6
No difficulty/disability/health problem	16-18	3	19/20	1,120	1,023	91.3	83.3	8.0
Has difficulty/disability/health problem	16-18	E	19/20	304	235	77.3	81.0	-3.7
No difficulty/disability/health problem	16-18	E	19/20	124	85	68.5	83.3	-14.8
				5,810	4,986	85.8	82.5	3.3

The achievement rates for those with a disability was 84.6%, compared with 89.9% for those without. Students were on a variety of programme across the college.

### Disability – Apprenticeships

The achievement rate of those without a declared disability was 68.8%, a slight reduction compared to 2018/19, when it was 69.5%. Those with a declared disability or difficulty had an achievement rate of 56.8%, which reduced from 62.1% the previous year. This represents 14.5% of this cohort, or 95 apprentices. The gap has widened, this is likely to have been affected by assessment delays due to Covid 19 and will continue to be monitored. The introduction of Team Leaders for support in each delivery department makes this easier.

The areas affected are: Early Years Educator (Advanced Apprenticeship) – 11 leavers, 63.6% achievement rate; Wood Occupations (Intermediate Apprenticeship) – 5 leavers, 60% achievement rate; Light Vehicle Maintenance (Intermediate Apprenticeship) – 8 leavers, 50% achievement rate; Business and Administration (Intermediate Apprenticeship) – 6 leavers, 34% achievement. All of the retained apprentices achieved their Apprenticeship.

### Complaints Analysis

The table below provides a summary of formal complaints by characteristic. There were fewer complaints from learners with a declared disability in 19/20

	16/17	17/18	18/19	19/20
Total formal complaints	68	98	62	75
Total Compliments	71	112	179	166*
Total Thank You				377
Total Appeals	3	5	2	2
Total Appeals upheld	0	2	0	2
Total SFA/OIA escalations	1	0	1	0
Total SFA/OIA escalations upheld	0	0	1	0
% Complaints with declared disability	22	23	29	19
% Male complainants	46	48	56	49
% Female complainants	54	52	44	51
% White British complainants where known	63	62	56	53
Average initial response time (days)		2	2	0
Average response time (15 working days)	16	15	16	11



## **Cambridge Regional College**

### **Equality Duty**

### **Single Equality Scheme**

This document sets out how we plan to meet our Equality Duty obligations and where practicable to go beyond them.

It covers all the nine protected characteristics within the Equality Act 2010 and applies to students, staff and partners.

## 1. *Introduction and purpose*

- 1.1 This document sets out the overview of how Cambridge Regional College will comply with and apply the principles of the Equality Act 2010 and the Single Equality Duty 2011 requirements within conscious decision-making processes.
- 1.2 This document has been revised following the formal merger of Cambridge Regional College and Huntingdonshire Regional College on 1<sup>st</sup> August 2017.
- 1.3 It will be reviewed and updated at least annually. Future updates will include data relating to our delivery of this policy, to include the characteristics and achievements of our students, and the characteristics of our staff across the whole college
- 1.4 The purpose of this document is to specifically set out the policy and framework, through which we will consciously work, to comply with our legal requirements and where practicable to go beyond these to further the policy's intended outcomes.
- 1.5 Set out below are the legislative context; scope to include our core business working with students and other stakeholders; our role as an employer; and how we will evaluate progress.

## 2. *Context*

- 2.1 The Equality Act 2010 sets out the requirements placed upon publicly funded organisations, including Further Education colleges. The Equality Duty came into force in April 2011. It ensures that all public bodies play their part in making our society fairer by tackling discrimination and promoting equality of opportunity for all.
- 2.2 The Equality Act 2010 identifies nine protected characteristics of:
  - Age
  - Disability
  - Gender reassignment
  - Being married or in a civil partnership
  - Pregnancy and maternity
  - Race – including ethnic or national origins, colour or nationality
  - Religion or belief – including lack of belief
  - Sex
  - Sexual orientation
- 2.3 The Equality Act has three aims for us by having due regard for the:

- Elimination of unlawful discrimination
- Advancement of equality of opportunity
- Fostering of good relations

2.4 The Duty ensures that we consider the needs of each individual in our day-to-day work in shaping our policies, in delivering our services and in relation to our own staff.

2.5 The expectations of Ofsted also include the promotion of equality and diversity, and fulfilling the statutory responsibilities under the Equality Act; these are explicit within the Education Inspection Framework and the guidance provided to inspectors.

2.6 The College's legislative responsibilities for safeguarding and to contribute towards the Prevent agenda. These activities overlap with much of the equality, diversity and inclusion agenda.

2.7 The College's Strategic Plan sets out four aims, with specific objectives and priorities. Each of these has a bearing on the way the College is working to provide equality of learning opportunities for all our students and promote positive awareness of diversity.

2.8 The Strategic Aims are:

1. Excellent student experience
2. Excellent employer engagement
3. Excellent staff performance and experience
4. Strong finances

### *3. Policy statement*

3.1 Cambridge Regional College is firmly committed to advancing equality in our roles as service provider and employer. We aim to provide an environment where everyone will be treated with fairness, dignity and respect. We support this through actively working to eliminate unlawful discrimination as well as actively fostering good relationships between people and groups of people.

### *4. Scope and responsibilities*

4.1 This policy will apply to all members of the College community including all governors, existing and potential staff, existing and potential students, parents, work placement providers/employers, contractors and sub-contractors, visitors and other users and members of the College.

4.2 All College governors and staff are responsible for ensuring that students experience equal opportunity within their learning and College experience and that staff work within a culture and through practices that value equality, diversity and inclusion.



- 4.3 To deliver this policy and our College Values, all members of the College community will be expected to act and behave in accordance with this policy and undertake regular training in order to deliver the aims of this policy.
- 4.4 Equality will be included in corporate planning and throughout the College planning and monitoring cycle.
- 4.5 Working practices will be scrutinised and improved to drive forward the aims and principles of this policy.
- 4.6 The College will ensure learning and teaching is inclusive, actively promoting equality, meeting a wide range of learning needs and incorporating the contributions of a diverse range of people.
- 4.7 The college will make adjustments to ensure that, as far as is reasonable, a person with disabilities or other protected characteristic has the same access to learning, services or employment as a non-disabled person or persons outside the protected characteristics.

## 5. *Monitoring and evaluation of impact and progress*

5.1 The purpose of monitoring and evaluation is to better understand what it like to be a student and a staff member at Cambridge Regional College, so as to inform planned actions for future practices.

5.2 The college will monitor and report on the delivery of this policy though the following formal channels:

- Regular meetings of the College Equality and Diversity Group
- Ensuring all opportunities are taken to collect data on the impact of our services on different groups of people, for example in our quality assurance and improvement processes
- Reviewing the outcomes from student surveys and feedback, staff surveys and employer surveys
- Reviewing the outcomes from formal complaints, staff grievance and disciplinary processes
- Reviewing the attendance, retention, pass rates and achievement of our students
- Regular review and reporting of the recruitment of staff with the intention of ensuring our workforce matches the characteristics of the community we serve
- Self-Assessment monitoring and reporting, with related quality improvement planning

5.3 Updates regarding the impact and progress made with the delivery of this policy will be reported to governors as part of the regular meeting cycle; and to managers and staff through quality reporting and as part of our continuous self-assessment process.

5.4 The college is committed to protecting the personal data of everyone, and all data will be anonymised.

## **6. *Communication strategy and review process***

6.1 The content of this document will be communicated through:

- Publishing on the College web-site
- Updates will be communicated through Staff News updates to all staff
- It will be referenced in other related strategies, policies and documentation
- It will be reviewed annually

*Student Participation 2018/19*

<b>2018/19</b>		<b>Staff</b>	<b>Students (FT) Total: 3,609</b>	<b>Apprentices Total: 1,988 (506 internal only)</b>
<b>Gender</b>	<b>Female</b>	63%	41%	37% (31%)
	<b>Male</b>	37%	59%	63% (69%)
<b>Disability</b>	<b>Yes</b>	6%	28%	12% (13%)
	<b>No/Unknown</b>	94%	72%	88% (87%)
<b>Ethnicity</b>	<b>White British</b>	74%	80%	84% (89%)
	<b>Any other ethnicity</b>	16%	20%	16% (11%)

*Student Performance: Gender*

<b>% Overall Achievement Rate</b>	<b>Male</b>		<b>Female</b>		<b>Difference</b>		<b>Overall</b>	
	<b>16-18</b>	<b>19+</b>	<b>16-18</b>	<b>19+</b>	<b>16-18</b>	<b>19+</b>	<b>Male</b>	<b>Female</b>
19/20	84.6%	89.9%	87.4%	88.9%	2.8%	1%	87.3%	88.3%

*Student Performance: Ethnicity*

<b>Overall Achievement Rate</b>	<b>White British</b>		<b>Other</b>		<b>All Age</b>	
	<b>16-18</b>	<b>19+</b>	<b>16-18</b>	<b>19+</b>	<b>White British</b>	<b>Other</b>
19/20 (18/19 NA)	85.8% (82.5%)	92% (89.9%)	85.9% (82.5%)	85.8% (88.6%)	88.8% (85.8%)	85.8% (86.5%)

*Student Performance: Disability*

Overall Achievement (Success) Rate	With a disability		No disclosed disability/unknown		All	
	16-18	19+	16-18	19+	16-18	19+
<b>19/20</b>	<b>82.9%</b>	<b>97.3%</b>	<b>87.2%</b>	<b>88.6%</b>	<b>85.5%</b>	<b>89.3%</b>

## APPENDIX B: Equality & Diversity Monitoring & Statistics of Staff 2019-2020

### **Equality & Diversity Monitoring and Statistics of Staff**

The data for this report is gathered when staff are recruited, via the equality monitoring section of the application form. Staff are also encouraged to update this information during their induction with HR and through Employee Self Service, which allows staff to update their own equality monitoring information.

Data for variable hours staff is included within the report, as this enables us to provide a truer reflection of the protected characteristics of the people working within the College. Since the last Equality monitoring report, we have provided Employee Self Service access to variable hours' workers which has enabled them to review and update their equality monitoring data.

The College continues to use an eLearning Equality and Diversity training module, which staff are required to complete as part of their induction and as a refresher every 3 years. The training includes an assessment, which staff must pass to complete their training. We have also continued to provide annual updating on Equality matters and delivery staff are supported to embed equality & diversity into the curriculum.

The College has successfully been reaccredited as a Disability Confident Employer and will hold this status until March 2022.

The below profile of staff for 2019/20 is based on 801 staff (Including Variable Hours workers) based over two sites; Cambridge & Huntingdon.

### **Gender Profile**

The gender profile of staff is outlined below. The gender of our workforce has remained consistent over the past year and is in line with other FE colleges in England (FE Workforce data for 2018/19 reports that 62% of staff within the sector are female). The male representation continues to be less than the Cambridgeshire profile (which was 50% in the 2011 Census).

Gender	2019-20		2018-19
	Count	%	%
Female	490	61.17	62.82
Male	310	38.70	37.18

2019/2020						
Gender	Established	%	Variable Hours	VH %	Total	Total %
Female	424	61.18	66	61.11	490	61.17
Male	268	38.67	42	38.88	310	38.70

## **Disability Profile**

Staff declaration of a disability has remained at 5 % this year, which is in line with other FE colleges. (The FE Workforce data 2018-19 identifies that 90% of Colleges workforces have declared not to have a disability and 5% have declared a disability).

The percentage of 'unknown' data, has continued to decrease over the past year. This is a positive reflection on our monitoring processes. We will continue to encourage staff to review their equality data and disclose this information in order to provide a more accurate representation of the disability profile of staff within the College.

<b>Disability</b>	<b>2019-20</b>		<b>2018-19</b>
	<b>Count</b>	<b>%</b>	<b>%</b>
Not disabled	603	75.28	72.59
Disabled	42	5.24	5.85
Declined to specify	9	1.12	1.02
Unknown	147	18.34	20.56

<b>2019-20</b>						
<b>Disability</b>	<b>Established</b>	<b>%</b>	<b>Variable Hours</b>	<b>VH %</b>	<b>Total</b>	<b>Total %</b>
Not disabled	551	79.50	52	48.14	603	75.28
Disabled	39	5.62	3	2.77	42	5.24
Declined to specify	7	1.01	2	1.85	9	1.12
Unknown	96	13.85	51	47.21	147	18.34

## Sexual Orientation and Gender Reassignment Profile

There have been no significant changes to the sexual orientation profile of our workforce over the past year. The percentage of 'unknowns' has continued to decrease. However, encouragement for staff to review their equality data is still evident.

Those identifying as bisexual, gay or lesbian is comparable to other FE providers (The FE Workforce data 2018/19 shows between 0% and 2%) and that across all provider types 17% state that they prefer not to answer the question.

Sexual Orientation	2019-20		2018-19
	Count	%	%
Bisexual	11	1.37	1.02
Heterosexual	599	74.78	73.22
Homosexual	12	1.48	0.89
Prefer not to say	37	4.61	4.70
Unknown	142	17.72	20.18

2019-20							
Sexual Orientation	Established	%	Variable Hours	VH %	Total	Total %	
Bisexual	10	1.44	1	0.93	11	1.37	
Heterosexual	548	79.07	51	47.2	599	74.78	
Homosexual	11	1.58	1	0.93	12	1.48	
Prefer not to say	31	4.47	6	5.56	37	4.61	
Unknown	93	13.42	49	45.4	142	17.72	

Although disclosure of gender reassignment has improved again this year, there is still a large proportion in the 'unknown' category due to the monitoring of this data being relatively new. It is therefore difficult to gauge a true representation of this data. We will continue to encourage Staff to review and update their equality information.

Sex Identifier	2019-20					2018-19
	Established	%	Variable Hours	%	Total %	
Female	62	8.94	10	9.25	8.98	6.98
Male	33	4.76	3	2.7	4.49	3.68
Non-Binary	0	0	0	0	0	0
Declined to specify	0	0	0	0	0	0
Unknown	598	86.29	95	97.96	86.51	89.34

## Marriage and Civil Partnership Profile

There have been no significant changes in this profile over the last year.

Marital Status	2019-20		2018-19
	Count	%	%
Civil Partnership	3	0.37	0.38
Divorced	52	6.49	7.87
Living with Partner	72	8.98	6.98
Married	358	44.69	45.94
Partner	27	3.37	3.17
Separated	15	1.87	1.65
Single	165	20.59	19.42
Widowed	7	0.87	0.89
Prefer not to say	8	0.99	1.02
Unknown	94	11.72	12.69

2019-20						
Marital Status	Established	%	Variable Hours	VH %	Total	Total %
Civil Partnership	3	0.43	0	0	3	0.37
Divorced	49	7.07	3	2.77	52	6.49
Living with Partner	67	9.66	5	4.62	72	8.98
Married	328	47.33	30	27.77	358	44.69
Partner	24	3.46	3	2.77	27	3.37
Separated	13	1.87	2	1.85	15	1.87
Single	147	21.21	18	16.66	165	20.59
Widowed	7	1.01	0	0	7	0.87
Prefer not to say	4	0.57	4	3.70	8	0.99
Unknown	51	7.34	43	39.81	94	11.72



## **Religion, Faith and Belief Profile**

The staff profile for religion, faith & belief hasn't changed significantly over the past year. The level of disclosure has increased, which again demonstrates our equality monitoring processes are working.

2019-20							2018-19
Religion	Established	%	Variable Hours	VH %	Total	Total %	%
Christian (Including Church of England, Catholic, Protestant and all other Christian denominations)	293	42.36	21	19.42	314	39.18	38.45
Hindu	5	0.72	1	0.92	6	0.74	0.89
Muslim	8	1.15	2	1.84	10	1.23	1.14
Buddhist	6	0.86	1	0.92	7	0.87	0.76
Sikh	0	0	0	0	0	0	0
Greek Orthodox	4	0.57	0	0	4	0.49	0.38
Jewish	0	0	0	0	0	0	0
Pagan	2	0.28	1	0.92	3	0.37	0.13
Quaker	2	0.28	0	0	2	0.24	0.13
Taoist	1	0.14	0	0	1	0.12	0.13
No Religion	107	15.44	13	12.03	120	14.98	21.95
Other	15	2.16	1	0.92	16	1.99	2.79
Prefer not to say	27	3.89	8	7.40	35	4.36	4.82
Unknown	125	18.03	49	45.37	174	21.72	25.89

## Ethnic Origin

The workforce profile for ethnic origin is made up of 74% of staff classified as 'White British' and 13% from other ethnic groups (of which 6% from an ethnic minority background). This data is comparable to the sector and Cambridgeshire demographic. (The FE Workforce data 2018/19 highlights 80-90% white British across the sector and Cambridgeshire profile (2011 census) 9.5% are from an ethnic minority group.

2019-20							2018-2019
Ethnic Origin	Established	%	Variable Hours	VH %	Total	Total %	%
Asian/Asian British - Bangladeshi	3	0.43	1	0.92	4	0.49	0.51
Asian/Asian British - Chinese	4	0.57	0	0	4	0.49	0.25
Asian/Asian British - Indian	3	0.43	1	0.92	4	0.49	0.38
Asian/Asian British - Other	9	1.29	1	0.92	10	1.24	1.27
Asian/Asian British – Pakistani	2	0.28	1	0.92	3	0.37	0.25
Black/Black British – African	6	0.86	0	0	6	0.74	0.63
Black/Black British – Caribbean	5	0.72	1	0.92	6	0.74	0.63
Black/Black British - Other	0	0	0	0	0	0	0
Mixed/Multiple - Other	4	0.57	1	0.92	5	0.62	0.76
Mixed/Multiple - White and Asian	3	0.43	0	0	3	0.37	0.38
Mixed/Multiple - White and Black African	1	0.14	0	0	1	0.12	0.13
Mixed/Multiple - White and Black Caribbean	1	0.14	0	0	1	0.12	0
White – British	549	79.22	49	45.37	598	74.65	74.11
White – Irish	5	0.72	1	0.92	6	0.74	1.02
White – Other	44	6.34	3	2.77	47	5.86	6.22
Any other ethnic group	4	0.57	1	0.92	5	0.61	0.51
Prefer not to say	4	0.57	3	2.77	7	0.87	0.63
Unknown	46	6.63	45	41.65	91	11.35	12.31

## Age Profile

The below table shows that the ages profile has remained fairly stable over the past year.

Variable hours workers continue to have a differing profile of that of established staff. Numbers of staff in the under 25s and over 65's age bandings are considerably higher compared to established staff.

2019/20							2018/19
Age band	Established	%	Variable Hours	VH %	Total	Total %	%
Under 25	40	5.77	11	10.18	51	6.37	5.33
25-30	81	11.68	10	9.25	91	11.36	9.77
30-34	51	7.35	9	8.33	60	7.49	7.99
35-39	59	8.51	12	11.11	71	8.86	7.61
40-44	82	11.83	9	8.33	91	11.36	12.6
45-49	88	12.69	6	5.55	94	11.73	11.8
50-54	105	15.15	11	10.18	116	14.48	15.9
55-59	93	13.41	12	11.11	105	13.11	13.3
60-64	66	9.52	8	7.40	74	9.24	9.64
over 65	28	4.04	20	18.51	48	5.99	6.09

## Maternity and Pregnancy

The maternity and pregnancy statistics have increased slightly in 2019/20 and remained fairly stable over the past few years. The data presents no signs that any less favourable treatment is occurring whilst the women is pregnant or on maternity leave. We will continue to monitor this.

	2019-20		2018-19	
	Count	%	Count	%
<b>Maternity and Pregnancy</b>	21	3.03%	18	2.68%

## **Equality & Diversity Monitoring and Statistics of Leavers**

The below profile for 2019/20 is based on 126 leavers.

HR will continue to monitor leaver exit questionnaires and hold exit interviews with leavers to determine the reason for leaving against the protected characteristics under the Equality Act 2010. HR will also continue to equality impact assess any redundancy programmes. No issues or concerns were highlighted for 2019/20.

<b>Gender</b>	<b>Established (Leavers)</b>	<b>% Leavers</b>	<b>VH (Leavers)</b>	<b>% VH (Leavers)</b>	<b>Total (Leavers)</b>	<b>Total % (Leavers)</b>
Female	84	66.66	19	57.57	103	64.77
Male	41	32.53	14	42.42	55	34.59
Unspecified	1	0.79	0	0	1	0.62

<b>Sexual Orientation</b>	<b>Established (Leavers)</b>	<b>% Leavers</b>	<b>VH (Leavers)</b>	<b>% VH (Leavers)</b>	<b>Total (Leavers)</b>	<b>Total % (Leavers)</b>
Bisexual	2	1.58	0	0	2	1.25
Heterosexual	93	73.80	19	57.57	112	70.44
Homosexual	1	0.79	1	3.03	2	1.25
Prefer not to say	5	3.96	2	6.06	7	4.40
Unknown	25	19.84	11	33.33	36	22.64

<b>Sex Identifier</b>	<b>Established (Leavers)</b>	<b>% Leavers</b>	<b>VH (Leavers)</b>	<b>% VH (Leavers)</b>	<b>Total (Leavers)</b>	<b>Total % (Leavers)</b>
Female	6	4.76	0	0	6	3.77
Male	3	2.38	0	0	3	1.88
Non-Binary	0	0	0	0	0	0
Transgender	0	0	0	0	0	0
Declined to specify	0	0	0	0	0	0
Unknown	117	92.85	33	100	150	94.33

<b>Marital Status</b>	<b>Established (Leavers)</b>	<b>% Leavers</b>	<b>VH (Leavers)</b>	<b>% VH (Leavers)</b>	<b>Total (Leavers)</b>	<b>Total % (Leavers)</b>
Civil Partnership	2	1.58	0	0	2	1.25
Divorced	11	8.73	2	6.06	13	8.17
Living with Partner	8	6.34	4	12.12	12	7.54
Married	51	40.47	8	24.24	59	37.10

Partner	8	6.34	4	12.12	12	7.54
Separated	4	3.17	1	3.03	5	3.14
Single	29	23.01	5	15.15	34	21.38
Widowed	2	1.58	0	0	2	1.25
Unknown	9	7.12	9	27.27	18	11.3
Prefer not to say	2	1.58	0	0	2	1.25

Religion	Established (Leavers)	% Leavers	VH (Leavers)	% VH (Leavers)	Total (Leavers)	Total % (Leavers)
Christian (Including Church of England, Catholic, Protestant and all other Christian denominations)	41	32.53	7	17.13	48	49.66
Agnostic	7	5.55	4	0.95	11	7
Buddhist	1	0.79	0	0.95	1	0.63
Greek Orthodox	0	0	0	0	0	0
Hindu	1	0.79	0	0.95	1	0.63
Muslim	3	2.37	0	1.9	3	1.9
Sikh	0	0	0	0	0	0
Yogi	0	0	0	0	0	0
No Religion	14	11.11	7	12.39	21	13.37
Atheist	14	11.11	2	9.52	16	10.19
Pagan	1	0.79	0	0.95	1	0.63
Other	7	5.55	0	0.95	7	4.45
Prefer not to say	8	6.34	1	7.61	9	5.73
Unknown	29	23.01	10	46.66	39	24.84

Ethnic Origin	Established (Leavers)	% Leavers	VH (Leavers)	% VH (Leavers)	Total (Leavers)	Total % (Leavers)
Any other ethnic group	1	0.79	0	0	1	0.62
Asian/Asian British - Chinese	1	0.79	0	0	1	0.62
Asian/Asian British – Pakistani	1	0.79	0	0	1	0.62

Asian/Asian British – Other	1	0.79	0	0	1	0.62
Black/Black British - African	2	1.58	0	0	2	1.25
Black/Black British - Caribbean	1	0.79	0	0	1	0.62
Mixed/Multiple - Other	1	0.79	1	3.03	2	1.25
Mixed/Multiple - White and black African	0	0	0	0	0	0
Mixed/Multiple - White and Black Caribbean	0	0	0	0	0	0
White - British	98	77.77	20	60.60	118	74.21
White - Irish	2	1.58	0	0	2	1.25
White - Other	8	6.34	3	9.09	11	6.91
Prefer not to say	1	0.79	0	0	1	0.62
Unknown	9	7.14	9	27.27	18	34.41

<b>Disability</b>	<b>Established (Leavers)</b>	<b>% Leavers</b>	<b>VH (Leavers)</b>	<b>% VH (Leavers)</b>	<b>Total (Leavers)</b>	<b>Total % (Leavers)</b>
Disabled	12	9.52	1	3.03	13	8.17
Not Disabled	92	73.01	20	60.60	112	70.44
unknown	21	16.65	12	36.36	33	53.01
Declines to specify	1	0.79	0	0	1	0.62

<b>Age band</b>	<b>Established (Leavers)</b>	<b>% Leavers</b>	<b>VH (Leavers)</b>	<b>% VH (Leavers)</b>	<b>Total (Leavers)</b>	<b>Total % (Leavers)</b>
25-30	13	10.31	6	18.18	19	15.08
30-34	8	6.34	1	3.03	9	7.14
35-39	14	11.11	1	3.03	15	11.9
40-44	13	10.31	5	15.15	18	14.29
45-49	13	10.31	4	12.12	17	13.49
50-54	18	14.28	3	9.09	21	16.67
55-59	17	13.49	5	15.15	22	17.46
60-64	11	8.73	5	15.15	16	12.70
Over 65	10	7.93	2	6.06	12	9.52
Under 25	9	7.14	1	3.03	10	7.94

**Formal Processes – Staff in formal Disciplinary, Capability, Probation or Grievance Procedures**

No issues identified for 2019-20. All HR policy and procedures are equality impact assessed and take into consideration the protected characteristics of the Equality Act 2010. HR will continue to monitor.

**Equality & Diversity Monitoring and Statistics of Internal Career Progression**

The below profile for 2019-20 is based on 23 internal promoted staff members.

HR will continue to monitor the recruitment processes to ensure that staff are not disadvantaged in anyway from progressing their careers within the College and will ensure equality of opportunity for staff training to support this.

Gender	Total	%
Female	14	60.86
Male	9	39.13

Sexual Orientation	Total	%
Heterosexual	21	91.30
Homosexual	0	0
Bisexual	1	4.34
Prefer not to say	0	0
Unknown	1	4.34

**Total** **%**

**Marital Status**

Marital Status	count	%
Divorced	3	13.04
Married	13	56.52
Partner	1	4.34
Single	6	26.08

**Total** **%**

**Status**

Religion	Count	%
Christian (Including Church of England, Catholic, Protestant and all other Christian denominations)	7	30.43
Agnostic	1	4.34

Atheist	4	17.39
No religion	5	21.73
Muslim	1	4.34
Other	1	4.34
Prefer not to say	1	4.34
Unknown	3	13.04

Age Band	Count	%
Under 25	2	8.69
25-30	2	8.69
30-34	3	13.04
35-39	3	13.04
40-44	4	17.39
45-49	5	21.73
50-54	2	8.69
55-59	2	8.69
60-64	0	0

Disability	Count	%
Disabled	1	4.34
Not Disabled	20	86.95
Declined to specify	1	4.34
unknown	1	4.34



## **Equality & Diversity Monitoring and Statistics of Applicants**

The below profile for 2019/20 is based on 767 Applicants. The applicant profile is relative to the staff profile. We will continue to monitor this to ensure our application processes and advertising methods do not disadvantage those with protected characteristics.

<b>Gender</b>	<b>Applicants</b>	<b>%</b>
Female	492	64.06
Male	259	33.72
Unspecified	17	2.21

<b>Sexual Orientation</b>	<b>Applicants</b>	<b>%</b>
Bisexual	23	2.99
Heterosexual	630	82.13
Homosexual	16	2.08
Prefer not to say	46	5.99
Unspecified	52	6.77

<b>Marital Status</b>	<b>Applicants</b>	<b>%</b>
Civil Partnership	3	0.39
Divorced	34	4.43
Living with Partner	112	14.60
Married	260	33.89
Partner	37	4.82
Separated	11	1.43
Single	264	34.41
Widowed	9	1.17
Prefer not to say	6	0.78
Unknown	30	3.91

Religion	Applicants	%
Christian (Including Church of England, Catholic, Protestant and all other Christian denominations)	262	34.14
Agnostic	50	6.51
Atheist	78	10.16
Buddhist	11	1.43
Greek Orthodox	10	1.30
Hinduism	14	1.82
Judaism - Orthodox	1	0.13
Muslim	24	3.12
Pagan	3	0.39
Sikh	4	0.52
Spiritualism	6	0.78
Taoist	1	0.13
Yogi	1	0.13
No Religion	206	26.85
Other	10	1.30
Prefer not to say	31	4.04
Unknown	55	7.17

Ethnic Origin	Applicants	%
Any other ethnic group	8	1.04
Arab	4	0.52
Asian/Asian British - Bangladeshi	7	0.91
Asian/Asian British - Chinese	11	1.43
Asian/Asian British - Indian	24	3.12
Asian/Asian British - Other	8	1.04
Asian/Asian British - Pakistani	11	1.43
Black/Black British - African	17	2.21
Black/Black British - Caribbean	4	0.52
Black/Black British - Other	1	0.13
Mixed/Multiple - Other	8	1.04

Mixed/Multiple - White and Asian	2	0.26
Mixed/Multiple - White and Black African	3	0.39
Mixed/Multiple - White and Black Caribbean	4	0.52
White - British	491	64.01
White - Irish	5	0.65
White – Gypsy or Irish Traveller	3	0.39
White - Other	115	14.99
Prefer not to say	8	1.04
Unknown	33	4.3

Age band	Applicants	%
Under 25	103	13.42
25-30	144	18.77
30-34	108	14.08
35-39	91	11.86
40-44	80	10.43
45-49	69	8.99
50-54	54	7.04
55-59	49	6.38
60-64	33	4.30
over 65	7	0.91
unspecified	29	3.78

Disability	Applicants	%
Disabled	47	6.12
Not disabled	659	85.91
Declined to specify	8	1.04
Not known	53	6.9

## **Conclusion & Actions**

Overall the equality monitoring data provided in this report demonstrates fair practice within the College and adherence to the Equality Act 2010. A couple of areas have been identified for further review and action and will be reflected in the College's Equality action plan;

- Continue to encourage staff to update their equality data on Employee Self-Service, particularly encouraging staff to update their gender reassignment information.
- Continue to hold exit interviews and review leaver exit questionnaires to monitor reasons for leaving and the impact on our leaver equality & diversity profile.
- Continue to ensure equality of opportunity to staff training to support career progression for staff i.e. continuing our management development programme to aspiring Managers.
- Continue to offer equality & diversity training to all staff as well as specialist training to address specific protected characteristics. Currently exploring unconscious bias training in relation to recruitment to ensure our processes are not unconsciously bias in anyway.