

**Chesterfield College Annual Equality Report 2017/18.**

The Equality Act 2010 replaces previous anti-discrimination legislation with a single act. It aims to simplify the law, remove inconsistencies and make it easier to understand and comply with. It also aims to strengthen the law and to help tackle discrimination and inequality. The majority of The Equality Act came into force on 1 October 2010.

The college has continued good practice and set a number of equality objectives after a detailed analysis of the data for staff and students and monitored progress against them. Progress is reported to the College Corporation and to the Equality, Diversity and Inclusion Committee.

We aim to use this report to identify future actions to both promote Equality, Diversity and Inclusion (EDI) and remove barriers to achievement and progression for our staff and students.

1. **Student Achievement Gaps – 2017/18**

**Classroom Based Learning**

**Age - Overall Classroom Achievement by Age**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2015/16** | | | **2016/17** | | | **2016/17 PPA** | **2017/18** | | | **2017/18 Var to PPA** |
| **Students** | **Enrols** | **Ach** | **Students** | **Enrols** | **Ach** | **Students** | **Enrols** | **Ach** |
| **16-18** | 3,144 | 6,789 | 81.2% | 2,987 | 7,453 | 84.8% | 81.5% | 2,466 | 5,123 | 82.8% | +1.3% |
| **19+** | 1,395 | 2,051 | 89.0% | 1,309 | 1,976 | 86.1% | 87.9% | 1,256 | 1,686 | 82.4% | -5.5% |
| **GAP** | 1,749 | **4,738** | **7.8%** | **1,678** | **5,477** | **1.3%** | **6.4%** | **1,210** | **3,437** | **0.4%** | **-6.8%** |

There are **no achievement gaps** by age. Both age groups have declined, whilst 16-18 achievement rates have been impacted by the removal of a number of smaller additionality qualifications, these remain strong at 1.3% above national average. Adult achievement has declined and is now 5.5% below provider national average, this is particularly linked to English and maths.

**Gender - Overall Classroom Achievement by Gender**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Overall** | **2015/16** | | | **2016/17** | | | **2017/18** | | | **2016/17 PPA** |
| **Students** | **Enrols** | **Ach** | **Students** | **Enrols** | **Ach** | **Students** | **Enrols** | **Ach** |
| **Male** | 2,400 | 4,697 | 82.5% | 2,304 | 5,011 | 84.5% | 1,921 | 3,608 | 82.4% | 83.9% |
| **Female** | 2,139 | 4,143 | 83.7% | 1,992 | 4,418 | 85.6% | 1,801 | 3,201 | 83.1% | 84.9% |
| **GAP** | **261** | **554** | **1.2%** | **312** | **593** | **1.1%** | **120** | **407** | **0.7%** | **1.0%** |

There are **no significant achievement gaps** by gender, this has been minimal and closing for the last 3 years, with the gap less than the national average.

Our gender profile is broadly in line with the demographics of the local area with 51.6% of students being male and 48.4% female, this compares with the 16-64 year old population of Chesterfield which is 49.7% male and 50.2% female.

**Ethnicity - Overall Classroom Achievement by Ethnicity**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2015/16** | | | **2016/17** | | | **2016/17 PPA** | **2017/18** | | |
| **Students** | **Enrols** | **Ach** | **Students** | **Enrols** | **Ach** | **Students** | **Enrols** | **Ach** |
| **Asian/Asian British** | 89 | 143 | 88.8% | 77 | 138 | 90.6% | **86.3%** | 75 | 107 | 84.1% |
| **Black/African/Caribbean/Black British** | 69 | 120 | 90.8% | 84 | 136 | 77.9% | **83.6%** | 68 | 99 | 75.8% |
| **Mixed/Multiple Ethnic Groups** | 49 | 103 | 91.3% | 56 | 113 | 90.3% | **81.1%** | 46 | 74 | 82.4% |
| **Other Ethnic Group** | 25 | 39 | 84.6% | 21 | 34 | 82.4% | **86.0%** | 24 | 42 | 69.0% |
| **Unknown** | 7 | 11 | 90.9% | 9 | 15 | 86.7% | **81.4%** | 1 | 3 | 100% |
|  |  |  |  |  |  |  |  |  |  |  |
| **Other Ethnic Groups** | 232 | 405 | 89.6% | 238 | 421 | 85.7% | **85.0%** | 213 | 322 | 79.2% |
| **White** | 4,300 | 8,424 | 82.7% | 4,049 | 8,993 | 85.0% | **84.4%** | 3,508 | 6,484 | 82.9% |
| **GAP** | **4,068** | **8,019** | **6.9%** | **3,811** | **8,572** | **0.7%** | **0.6%** | **3,295** | **6,162** | **3.7%** |

The achievement gap by all ethnic groups has widened to 3.7% with other ethnic groups slightly underperforming against their white counterparts; the achievement for Black/African/Caribbean/ Black British and other ethnic groups are lower due to lower achievement in adult maths and English provision.

The proportion students who are Non-White British is small, accounting for 8.9% of all students, this is the same as the previous year and broadly in line with the demographics of the local area where 6% of the population are non-white British.

**Disability/Learning Difficulty - Overall Classroom Achievement by Learning Difficulty and Disability**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Overall** | **2015/16** | | | **2016/17** | | | **2017/18** | | | **2016/17 PPA** |
| **Students** | **Enrols** | **Ach** | **Students** | **Enrols** | **Ach** | **Students** | **Enrols** | **Ach** |
| **No LLDD** | 3,524 | 6,673 | 84.0% | 3,305 | 7,061 | 86.1% | 2,792 | 4,878 | 83.5% | 85.1% |
| **Yes LLDD** | 962 | 2,049 | 80.6% | 964 | 2,304 | 81.7% | 918 | 1,903 | 80.9% | 82.3% |
| **GAP** | **2,562** | **4,624** | **3.4%** | **2,341** | **4,757** | **4.4%** | **1,874** | **2,975** | **2.6%** | **2.8%** |

The achievement gap for students with a self-declared learning difficulty or disability/health problem has reduced from 4.4% in 2016/17 to 2.6% in 2017/18 and is slightly less than the national achievement gap of 2.8%.

Mental health issues are recognised nationally as a concern and we continue to see growing numbers declaring mental health difficulties. Achievement rates for those who declared mental health issues were particularly low in 2015/16 70.1% and as a result support for students was increased, a range of internal and external support mechanisms have been provided to those students requiring support we have seen significant improvements in achievement for this group over the last 3 years, with achievement now at 81.7%.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2015/16** | | | **2016/17** | | | **2017/18** | | |
| **Students** | **Enrols** | **Ach** | **Students** | **Enrols** | **Ach** | **Students** | **Enrols** | **Ach** |
| Asperger's Syndrome | 26 | 51 | 84.3% | 22 | 49 | 81.6% | 9 | 23 | 69.6% |
| Autism Spectrum Disorder | 61 | 160 | 80.6% | 68 | 184 | 82.1% | 75 | 155 | 85.2% |
| Disability Affecting Mobility | 24 | 45 | 60.0% | 17 | 27 | 81.5% | 24 | 36 | 88.9% |
| Dyscalculia | 11 | 22 | 68.2% | 12 | 25 | 88.0% | 6 | 14 | 78.6% |
| Dyslexia | 287 | 593 | 84.8% | 275 | 686 | 80.6% | 225 | 512 | 79.9% |
| Hearing Impairment | 37 | 81 | 84.0% | 29 | 66 | 83.3% | 30 | 55 | 83.6% |
| Mental Health Difficulty | 71 | 147 | 70.1% | 76 | 180 | 78.9% | 113 | 202 | 81.7% |
| Moderate Learning Difficulty | 100 | 256 | 88.3% | 97 | 255 | 84.3% | 78 | 194 | 77.8% |
| Other Disability | 41 | 86 | 79.1% | 39 | 85 | 77.7% | 36 | 84 | 69.0% |
| Other Learning Difficulty | 30 | 59 | 81.0% | 24 | 75 | 73.3% | 27 | 72 | 75.0% |
| Other Medical Condition (for example epilepsy, asthma, diabetes) | 135 | 282 | 79.4% | 162 | 365 | 86.3% | 145 | 268 | 82.8% |
| Other Physical Disability | 11 | 19 | 68.4% | 17 | 37 | 78.4% | 21 | 36 | 91.7% |
| Other Specific Learning Difficulty (e.g. Dyspraxia) | 18 | 41 | 90.2% | 17 | 36 | 86.1% | 8 | 19 | 89.5% |
| Prefer Not to Say | 6 | 17 | 64.7% | 8 | 20 | 90.0% | 10 | 18 | 83.3% |
| Profound Complex Disabilities | 2 | 2 | 100.0% | 1 | 2 | 0.0% | 3 | 6 | 100.0% |
| Severe Learning Difficulty | 9 | 18 | 72.2% | 12 | 27 | 77.8% | 11 | 17 | 76.5% |
| Social and Emotional Difficulties | 41 | 91 | 69.2% | 38 | 89 | 71.9% | 41 | 77 | 77.9% |
| Speech, Language & Communication Needs |  |  |  | 8 | 19 | 79.0% | 14 | 36 | 91.7% |
| Temporary Disability After Accident or Illness | 1 | 1 | 100.0% | 4 | 7 | 100.0% | 6 | 11 | 72.7% |
| Visual Impairment |  |  |  | 32 | 62 | 85.5% | 34 | 66 | 87.9% |
| Not Provided | 41 | 4 | 71.2% | 6 | 64 | 100.0% | 2 | 2 | 0.0% |

There are some small emerging achievement gaps for students who have declared Aspergers Syndrome, other disabilities and temporary disabilities where achievement rates were below 75%, however the number of students are small and statistically sensitive.

**Care Leavers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2015/16** | | **2016/17** | | **2017/18** | |
|  | **Enrols** | **Ach** | **Enrols** | **Ach** | **Enrols** | **Ach** |
| Non Care Leaver | 8,465 | 84.0% | 9,245 | 85.2% | 6,710 | 83.0% |
| Care Leaver | 91 | 75.8% | 83 | 83.1% | 94 | 69.1% |
| GAP |  | 8.2% |  | 2.1% |  | 13.9% |

There is a widening achievement gap between students who have been in care and those who have not, from 2.1% to 13.9%. However, with only 35 care leavers the proportion of students who have been in care accounts for 1.4% of our 16-18 student cohort in 2017/18, therefore comparisons are statistically sensitive. These students were across a range of courses with no specific patterns emerging.

**High Needs Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2015/16** | | **2016/17** | | **2017/18** | |
|  | **Enrols** | **Ach** | **Enrols** | **Ach** | **Enrols** | **Ach** |
| High Needs | 141 | 91.5% | 199 | 88.9% | 121 | 85.1% |
| Not High Needs | 8,695 | 82.9% | 9,229 | 85.0% | 6,683 | 82.7% |
| GAP | 8,554 | 8.6% | 9,030 | 3.9% | 6,597 | 2.4% |

The achievement gap between students with high needs and those without has narrowed significantly since 2015/16. There were 79 high needs students in 2017/18 compared to 55 the previous year.

**Students in Receipt of Disadvantage Funding**

|  |  |  |
| --- | --- | --- |
|  | **2017/18** | |
|  | **Enrols** | **Ach** |
| Disadvantaged Uplift | 2,765 | 81.4% |
| No Disadvantaged Uplift | 4,039 | 83.7% |
| GAP | 1,274 | 2.3% |

There is a marginal achievement gap between students who are in receipt of a disadvantaged uplift in their funding and students who did not receive an uplift. Historical data is not available for this measure. In total there were 1,455 students who were resident in areas which attract disadvantage uplift, this is 39% of total students.

**DfE Performance Measures**

From 2016/17 the DfE Performance Measures included results for the disadvantaged students in our cohort. For most of the measures the progress of disadvantaged students is slightly lower than the progress for all students, however for every measure disadvantaged students account for a very small proportion of the students that are counted.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **2016/17** | | | **2017/18** | | |
|  |  | **All Students** | **Dis-**  **advantaged** | **Difference** | **All Students** | **Dis-advantaged** | **Difference** |
| **A Levels** | **Students** | 102 | 35 | 67 | 63 | 13 | 50 |
| **Average Point Score** | 20.46 | 17.49 | 2.97 | 18.63 | 16.04 | 2.59 |
| **L3 Value Added** | -0.4 | -0.59 | 0.19 | -0.55 | -0.5 | 0.05 |
| **Applied General** | **Students** | 361 | 75 | 286 | 69 | 14 | 55 |
| **Average Point Score** | 27.24 | 25.76 | 1.48 | 22.76 | 21.46 | 1.3 |
| **L3 Value Added** | -0.75 | -0.78 | 0.03 | -0.69 | -0.69 | 0 |
| **Technical Level** | **Students** | 416 | 95 | 321 | 5 | - | - |
| **Average Point Score** | 25.2 | 23.94 | 1.26 | 23.57 | - | - |
| **Completion & Attainment** | -0.66 | -0.96 | 0.3 | -0.94 | - | - |
| **English & Maths** | **Students** | 817 | 326 | 491 | 430 | 200 | 230 |
| **English Progress** | -0.16 | -0.25 | 0.09 | -0.37 | -0.46 | 0.09 |
| **Students** | 623 | 333 | 290 | 474 | 208 | 266 |
| **Maths Progress** | -0.19 | -0.23 | 0.04 | -0.31 | -0.4 | 0.09 |
|  |  | **2016/17** | | | **2017/18** | | |
|  |  | **All Students** | **Dis - advantaged** | **Difference** | **All Students** | **Dis-advantaged** | **Difference** |
| **L2 Technical Certificate** | **Students** | 243 | 77 | 166 | 103 | 32 | 71 |
| **Average Point Score** | 5.51 | 5.39 | 0.12 | 5.69 | 5.71 | 0.02 |
| **Completion & Attainment** | -0.08 | N/A | - | -0.09 | -2.68 | 2.59 |
| **L2 Vocational** | **Students** | 791 | 240 | 551 | 500 | 142 | 358 |
| **Average Point Score** | 5.57 | 5.42 | 0.15 | 5.52 | 5.41 | 0.11 |
| **Completion & Attainment** | 0.05 | N/A | - | -0.25 | -0.3 | 0.05 |

**Apprenticeship Provision**

**Age**

**Overall and Timely achievement by Age - College**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2015/16 QAR** | | | **2016/17 QAR** | | | **2016/17 Provider Profile Average** | | **2017/18** | | | **17/18 Variance to NA** | |
|  | **Cohort** | **Overall** | **Timely** | **Cohort** | **Overall** | **Timely** | **Overall** | **Timely** | **Cohort** | **Overall** | **Timely** | **Overall** | **Timely** | |
| **16-18** | 607 | 70.3% | 58.0% | 565 | 75.8% | 71.4% | **70.7%** | **63.0%** | 547 | 71.8% | 61.3% | 1.1% | -1.7% | |
| **19-23** | 647 | 70.9% | 58.9% | 469 | 69.9% | 63.5% | **70.6%** | **62.8%** | 545 | 71.0% | 63.8% | 0.4% | 1.0% | |
| **24+** | 747 | 75.4% | 59.7% | 564 | 66.1% | 56.2% | **67.0%** | **56.4%** | 855 | 68.7% | 56.3% | 1.7% | -0.7% | |
| **MAX GAP** |  | 5.1% | 1.7% |  | 9.7% | 15.2% | **3.7%** | **6.6%** |  | 3.1% | 5.0% |  |  | |

**Overall and Timely achievement by Age – LU Derby**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2015/16 QAR** | | | **2016/17 QAR** | | | **2016/17 Provider Profile Average** | | **2017/18** | | | **17/18 Variance to NA** | |
|  | **Cohort** | **Overall** | **Timely** | **Cohort** | **Overall** | **Timely** | **Overall** | **Timely** | **Cohort** | **Overall** | **Timely** | **Overall** | **Timely** |
| **16-18** | 144 | 78.5% | 72.0% | 155 | 83.2% | 83.1% | **69.4%** | **63.0%** | 160 | 78.8% | 80.3% | 9.4% | 17.3% |
| **Adult** | 60 | 90.0% | 90.0% | 70 | 88.6% | 88.7% | **67.6%** | **60.6%** | 91 | 81.3% | 81.3% | 13.7% | 20.7% |
| **MAX GAP** |  | 11.5% | 18.0% |  | 5.4% | 5.6% | 1.8% | 2.4% |  | 2.5% | 1.0% |  |  |

There are no significant achievement gaps by age for apprentices at College or LU Derby, both overall and timely achievement gaps are in line with or slightly less than the national averages for the relevant provider types. Both College and LU Derby have narrowed achievement gaps from previous years.

**Gender**

**Overall and Timely achievement by Gender – College**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2015/16 QAR** | | | **2016/17 QAR** | | | **2016/17 Provider Profile Average** | | **2017/18** | | | **2017/18 Variance to NA** | |
|  | **Cohort** | **Overall** | **Timely** | **Cohort** | **Overall** | **Timely** | **Overall** | **Timely** | **Cohort** | **Overall** | **Timely** | **Overall** | **Timely** |
| **Male** | 826 | 71.8% | 57.5% | 683 | 70.0% | 63.6% | **69.0%** | **59.0%** | 806 | 68.2% | 56.5% | -0.8% | -2.5% |
| **Female** | 1,175 | 72.9% | 59.9% | 915 | 71.1% | 63.6% | **69.2%** | **61.5%** | 1,141 | 71.6% | 62.1% | 2.4% | 0.6% |
| **GAP** |  | 1.1% | 2.4% |  | 1.1% | 0.0% | **0.2%** | **2.5%** |  | 3.5% | 5.6% |  |  |

There is a small emerging gap in relation to gender, particularly in timely achievement and is slightly above average. This has been impacted by a fall in achievement rates for construction provision where the number of apprentices is disproportionately male.

**Overall and Timely achievement by Gender – LU Derby**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2015/16 QAR** | | | **2016/17 QAR** | | | **2016/17 Provider Profile Average** | | **2017/18** | | | **2017/18 Variance to NA** | |
|  | **Cohort** | **Overall** | **Timely** | **Cohort** | **Overall** | **Timely** | **Overall** | **Timely** | **Cohort** | **Overall** | **Timely** | **Overall** | **Timely** |
| **Male** | 149 | 79.9% | 74.1% | 163 | 82.2% | 82.2% | **66.0%** | **57.1%** | 175 | 78.9% | 79.3% | 12.9% | 22.2% |
| **Female** | 55 | 87.3% | 85.2% | 62 | 91.9% | 91.9% | **66.3%** | **58.9%** | 76 | 81.6% | 82.7% | 15.3% | 23.8% |
| **GAP** |  | 7.4% | 11.1% |  | 9.7% | 9.7% | **0.3%** | **1.8%** |  | 2.7% | 3.4% |  |  |

Achievement gaps by gender for both overall and timely achievement for LU Derby are minimal and have narrowed from the previous year

**Ethnicity – Overall achievement by Ethnicity**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2015/16** | | **2016/17** | | **2016/17 Provider Profile Average** | **2017/18** | |
|  | **Cohort** | **Ach** | **Cohort** | **Ach** | **Cohort** | **Ach** |
| Asian/Asian British | 56 | 64.3% | 32 | 78.1% | **71.7%** | 41 | 78.1% |
| Black/African/Caribbean/Black British | 23 | 69.9% | 16 | 75.0% | **64.8%** | 37 | 73.0% |
| Mixed/Multiple Ethnic Groups | 38 | 78.9% | 28 | 67.9% | **65.3%** | 33 | 66.7% |
| Other Ethnic Group | 7 | 71.4% | 3 | 66.7% | **64.5%** | 5 | 40.0% |
| Unknown | 0 | 0.0% | 2 | 0.0% | **54.8%** | 24 | 91.7% |
|  |  |  |  |  |  |  |  |
| Other Ethnic Groups | 124 | 70.2% | 79 | 73.4% | **67.7%** | 116 | 71.6% |
| White | 1,877 | 72.6% | 1,517 | 70.6% | **69.4%** | 1,807 | 69.8% |
| **Achievement Gap** |  | 2.4% |  | 2.8% | **1.7%** |  | 1.8% |

**Ethnicity - Timely achievement by Ethnicity**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2015/16** | | **2016/17** | | **2016/17 Provider Profile Average** | **2017/18** | |
|  | **Cohort** | **Ach** | **Cohort** | **Ach** | **Cohort** | **Ach** |
| Asian/Asian British | 52 | 50.0% | 32 | 71.9% | **62.0%** | 42 | 59.5% |
| Black/African/Caribbean/Black British | 19 | 47.4% | 17 | 58.8% | **51.2%** | 36 | 61.1% |
| Mixed/Multiple Ethnic Groups | 31 | 6.3% | 29 | 62.1% | **57.0%** | 32 | 53.1% |
| Other Ethnic Group | 7 | 57.1% | 4 | 50.0% | **54.8%** | 4 | 0.0% |
| Unknown |  |  | 2 | 0.0% | **49.8%** | 51 | 56.9% |
|  |  |  |  |  |  |  |  |
| Other Ethnic Groups | 109 | 53.2% | 82 | 64.6% | **56.9%** | 114 | 56.1% |
| White | 1,718 | 59.3% | 1,524 | 63.6% | **60.7%** | 1,817 | 60.1% |
| **Achievement Gap** |  | 6.1% |  | 1.0% | **3.8%** |  | 4.0% |

There is no significant achievement gap in overall achievement between white British and other ethnic groups, this has narrowed from the previous year, the gap is in line with the national average.

There is however an emerging achievement gap for ethnic groups in timely achievement. This has been impacted by partner delivery.

There were no ethnicity achievement gaps for LU Derby.

**Students with Learning Difficulties and/or Disability (LLDD)**

**Overall Apprenticeship Achievement Gap by LLDD - College**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Overall Achievement** | | | |
| **College** |  | **2015/16** | **2016/17** | **PPA** | **2017/18** |
| **No LLDD** | Leavers | 1808 | 1411 |  | 1688 |
| Achievement | 73.1% | 71.2% | 69.7% | 70.3% |
| **Declared LLDD** | Leavers | 190 | 182 |  | 244 |
| Achievement | 65.8% | 66.5% | 64.7% | 68.0% |
| **Achievement Gap** |  | 7.3% | 4.7% | 5.0% | 2.3% |

There are no significant gaps between students with and without declared learning difficulties and disabilities; the gaps from the previous year have continued to close and are less than national averages.

**Overall Apprenticeship Achievement Gap by LLDD – LU Derby**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Overall Achievement** | | | |
| **LU Derby** |  | **2015/16** | **2016/17** | **PPA** | **2017/18** |
| **No LLDD** | Leavers | 190 | 208 |  | 236 |
| Achievement | 83.7% | 84.6% | 66.3% | 79.2% |
| **Declared LLDD** | Leavers | 14 | 17 |  | 15 |
| Achievement | 57.1% | 88.2% | 65.0% | 86.7% |
| **Achievement Gap** |  | 26.6% | 3.6% | 1.3% | 7.4% |

Although the gap has narrowed, we are committed to ensure no student is disadvantaged and all students are given the full support they need to succeed.  This is often harder for apprenticeships due to the nature of the provision, diverse delivery models and workplaces in which they learn. To address these unique needs, we have recently introduced CognAssist, a nationally recognised assessment and support tool to identify support needs against a framework of eight cognitive processes, or neurodiversity domains, which then allows tailored supportive resources to be delivered to the student and integrated into their wider learning practice.

**Student EDI Summary & Actions**

The College’s student profile, in terms of its diversity, continues to broadly reflect the local community we serve. A range of analysis undertaken of both class based and apprenticeship provision including retention, achievement and progress measures, indicates that in the majority of cases there are minimal gaps between different groups of student performance.

We will continue to monitor student performance carefully between different groups and investigate and address any emerging gaps.

Adult class based achievement, whilst in line with that of 16-18 year olds has fallen below the national average, which is generally higher than the 16-18 age group. The majority of lower performing adult provision is liked to English and maths which is identified as an area for improvement in the College QIP.

Whilst there are minimal gaps for students from disadvantaged areas and those with support needs, we are further developing our reporting and systems to enable us to identify students from particular areas and those accessing support services, including the Wellbeing hub.

The College continues to work closely with Local authority and third party support agencies to ensure students with support needs and care leavers are fully supported whilst studying,

2. **Staff EDI Profiling**

The Equality Act 2010 (Specific Duties) Regulations 2011 came into force from September 2011. The specific duties require the College to publish relevant information demonstrating its compliance with the Equality Duty.

HR produces an annual report known as the ‘Staff Individualised Records (SIR) which is submitted to ‘Frontier Economics’ who publish the annual ‘Further Education Workforce data for England’ report. The report provides a range of labour market intelligence which enables the College to benchmark its Equality, Diversity and Inclusion data against the national FE Sector.

This report provides a brief summary analysis over the previous 3 academic years, where Equality, Diversity and Inclusion data is available.

A snapshot of staff EDI information was taken on the 31 August 2018 (end of the 2017/18 academic year), at this point there were a total 812 salaried staff across the Chesterfield College Group, including variable hours staff. This figure comprises a total of 596 permanent staff (502.96 full time equiavelent). Agency workers and self-employed staff are excluded from this report.

Age

The following table shows the age profilig of staff over the previous 3 academic years.

Table1.

The age profile has remained largely static for the last 3 years. Chesterfield College employs a higher percentage of young people (16-24); 6% compared to the average for FE Colleges of 4%.

The College’s most dominant age band is 45-49, whereas in the previous two years this was 50-54 (currently the same as the wider FE sector). However, of the 157 permanent teaching staff, the dominant age band 55-59 represents 20%, compared to 15% in FE. However the College has already introduced succession plans and has identified and appointed a number of Internship/Graduate roles which have so far proved successful.

Gender

The Chesterfield College workforce is 58% female and 42% male, a profile which has remained static for the last 3 academic years. This is broadly similar to the national pitcure where the overall workforce gender profile is 62% female and 38% male.

Table 2.

The largest gender ‘gap’ is found within Business Support roles, with 65% female to 35% male. The management gender gap is more balanced with 52.5% female to 47.5% male.

Nationally, women have made up 53-56% of teaching staff roles within the last 3 academic years, with no significant change across that period. This is broadly similar to the college, with women accounting for 60% of teaching roles. This is a significant shift from the previous year, as the teaching gender ratio was 47% female to 53% male in 2016/17, and 45% female to 55% male in 2015/16.

Females within Business Support roles account for 74%. The Business Support roles are paid relatively lower then teaching and management roles and this ‘gap’ part explains the college’s median Gender Pay Gap of 11.3%. However it is worth noting that the education sector median pay gaps is 26.4%. The college’s Gender Pay Gap report, published on the college website, outlines actions to address our pay gap.

Disability

Our workforce data tells us that 4.7% of staff declared a disability, the same as in 2016/17.

Table 3.

|  |  |  |  |
| --- | --- | --- | --- |
| **Disabled** | **2017-18** | **2016-17** | **2015-16** |
| No | 72.48% | 92.70% | 94.40% |
| Not Known | 22.82% | 2.60% | 2.10% |
| Yes | 4.70% | 4.70% | 3.40% |

The SIR FE Workforce Data report shows 6% of FE staff are disabled across FE Colleges nationally. The college’s 1.3% ‘gap’ should be seen in the context that ten years ago (HR Annual report 2008/9) only 2.2% of staff declared a disability.

Assessed and accredited as a ‘Disability Confident Employer’ (replacing the disability ‘two ticks’ symbol), the College are committed to employing people with a disability. The College guarantees an interview for all applicants with a disability, recognised within the definition of the Equality Act, who meet the essential criteria for a job vacancy and assess them on their skills, experience and qualifications. Reasonable adjustments are offered at every stage of the Recruitment & Selection process.

The College contract an Occupational Health provider who advise managers and staff with any issues or concerns they have regarding their disability, health and working environment. We are regularly working with individual’s GPs, consultants and other agencies, such as Access to Work, to support staff into and remain in our employment.

Ethnicity

The college has a Black & Minority Ethinicity (BME) rate of 6%, compared to 5.6% in 2016/17 and 6.5% in 2015/16 (these minor changes can sometimes be accounted for by one individual either joining, leaving the college or failing to disclose their ethnicity).

Table 4.

|  |  |  |  |
| --- | --- | --- | --- |
| **Ethnic Origin** | **2017-18** | **2016-17** | **2015-16** |
| Any other White background | 0.34% | 1.10% | 2.60% |
| Asian/Asian British - Chinese | 0.17% | 0.20% | 0.00% |
| Asian/Asian British - Pakistani | 0.34% | 0.20% | 0.40% |
| Black/African/Caribbean/British- Car | 0.50% | 0.50% | 0.00% |
| Mixed/Multiple ethnic groups - Any other | 0.17% | 0.70% | 0.00% |
| Mixed/Multiple - White and Black African | 0.17% | 0.40% | 0.30% |
| Mixed/Multiple - White and Black Carib | 0.84% | 0.40% | 1.00% |
| Not Provided | 0.84% | 0.00% | 0.40% |
| White and Black African | 0.17% | 0.40% | 0.30% |
| White and Black Caribbean | 0.17% | 0.40% | 1.00% |
| White - Any other | 1.85% | 1.10% | 2.60% |
| White - English/Welsh/Scottish/N Irish | 93.96% | 94.40% | 93.50% |
| White - Irish | 0.50% | 1.10% | 0.50% |

Business Support staff have a BME rate of 8.3%, management 8.7% and teachers 8.75%, whereas Business Support (Teaching) staff, such as Learner Support Assistants, have a lower BME rate of just 0.6%.

Nationally, the FE Sector has a BME rate of 16%, compared to Chesterfield, as reported by 2011 Census (updated August 2018), which has a BME rate of just 3.3%.

The college advertises and recruits staff using a wide range of local and national media. Our recruitment and selection processes help eliminate unlawful discrimination by anonymising applications so that candidates are shortlisted for job interview and assessment on the basis of objective criteria such as skills, qualifications and experience.

Ethnicity Pay Gap Reporting

In October 2018, the Government announced its plans to commence consultation on whether mandatory reporting will help address disparities between the pay and career prospects of minorities, with specific reference made to the potential for statutory ethinicity pay gap reporting.

In anticipation, the College have undertaken a premilinary pay gap audit which has revealed a mean ethnicity pay gap of 17.5% and median ethnicity pay gap of 18.5%. Further analysis will be required to establish potential causes and remedies.

Little benchmarking data currently exists, with the Independant newspaper reporting in August 2018 that only 3% of UK employers undertake ethnicity gap analysis.

Religion or Belief

There are currently 58.5% of staff who have ‘not specificed’ their relgion or belief. In the last 12 months the HR Team have sent regular reminders to request that staff complete their personal details using the online iTrent system. This information is kept securely and cannot be viewed by managers and/or colleagues and is only used for EDI reporting.

We are, however, hopeful that the recent online and confidential ‘Great Place to Work Survey’, which closed on 8 January 2019, will encourage staff to record this type of information in the future. Likewise, we are also encouraging staff to regularly update their information in line with GDPR advice.

Of the 41.5% of staff overall that did report their religion and belief, 78% are Christian (including both Protestant and Roman Catholic), 12% Atheist and 4% Agnostic.

The latest ‘Further Education Workforce data for England’ does not currently include information relating to religion or belief.

Marital Status

In percentage order (high to low), 42% of staff are married, 26% single, 18% have not specified, 6% are divorced, 6% have a partner and 0.5% are widowed.

Again, the college will explore new ways in which to encourage to record this information securely using the iTrent system.

The latest ‘Further Education Workforce data for England’ does not currently include information about marital status.

Gender Reassignment

Chesterfield College asks the question at the time of application as to whether staff present either full time or part time in a gender which is different to that which they were assigned at birth.

Only 29% of staff have responded to the question. 2 members of staff (0.4%) have identified themselves as having a different gender to which they were assigned at birth, which is slightly higher than the transgender population of 0.3% nationally.

The latest ‘Further Education Workforce data for England’ does not currently include information about marital status.

Sexual Orientation

The ‘not specified’ response rate of 40% is more than double of the FE Sector, which is just 16%.

Of the 60% of staff who did specify, in percentage order (high to low), 97% of staff have recorded their status as ‘hetrosexual’, 0.9% have stated ‘bisexual’, 0.9 ‘gay’ and 0.5% as ‘other’.

The College’s figure of 2.3% for Gay/Lesbian/Bisexual is very similar to the FE comparison of 2%. However both figures are well below the estimated 5% to 7% quoted by Stonewall for the proportion of the population.

Pregnancy & Maternity

The number of employees that were on maternity leave at some point in the academic year 2017/18 was 18, equating to 3% of the College’s workforce.

Of the 18 staff, 15 remain on maternity leave and have already requested and been approved for reductions in their contracted hours upon their return to work. 2 staff have returned to work, with 1 returning on reduced hours. 1 member of staff left the college as part of the Voluntary Severance (VS) scheme in June 2018.

The College also received and approved its first request for Shared Parental Leave (introduced in the UK April 2015).

The college provides for occupational maternity pay (above the statutory level) and supports flexible working for staff with care responsibilities.

1. **Job Applicants EDI Profiling**

The college’s recruitment and selection software is provided by NetworxRecruitment and the following information is provided using a suite of available EDI reports.

In 2017/18 the college advertised a total of 238 job vacancies, of which 147 roles were advertised externally. The following is a brief analysis of ‘headline’ Equality, Diversity and Inclusion profiling of its 1,531 external job applicants received and processed during 2017/18. This profiling compares the rates of current staff and job offers and aims to establish possible barriers to recruitment and thus eliminate potential unlawful discrimination.

**Job Applicants Age Profiling**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Job Applicants**  **Age Band** | **2015-16** | **2016-17** | **2017-18** | **CCG Staff**  **2017-18** | **Job Offers 2017-18** |
| **16-24** | 20.4% | 22.0% | 23% | 6.2% | 17% |
| **25-29** | 16.1% | 13.3% | 15% | 9.2% | 17% |
| **30-34** | 8.8% | 8.9% | 11% | 8.6% | 13% |
| **35-39** | 8.1% | 9.8% | 9% | 12.2% | 7% |
| **40-44** | 12.1% | 13.1% | 10% | 11.7% | 12% |
| **45-49** | 10.7% | 9.9% | 11% | 16.4% | 14% |
| **50-54** | 12.0% | 12.3% | 10% | 14.3% | 9% |
| **55-59** | 8.9% | 7.4% | 6% | 12.9% | 6% |
| **60-64** | 2.7% | 3.0% | 4% | 6.9% | 4% |
| **65+** | 0.3% | 0.3% | 1% | 1.5% | 2% |

The job candidate age profiling broadly reflects the College’s staff profile, the notable exception can be found within the ‘job offers 17-18’ column which shows significantly higher percentages of job offers between the ages 16 – 24 when compared to the current staff profile. Otherwise, the job applications, staff and job offers profiles are similar.

**Job Applicants Gender Profiling**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Job Applicants Gender** | **2015-16** | **2016-17** | **2017-18** | **CCG Staff 2017-18** | **Job Offers 17-18** |
| Female | 55.3% | 59.0% | 61% | 58.0% | 56% |
| Male | 44.7% | 41.0% | 38% | 42.0% | 43% |
| Declined to Specify | 0.0% | 0.0% | 1.0% | 0% | 1% |
| Unknown | 0.0% | 0.0% | 0% | 0% | 0% |

The percentage age of job applicants is once again broadly similar to the College’s staff profile. Likewise, the ‘job offers 17-18’ age profiling remains broadly similar when compared to both the College and national gender profile (62% female, 38% male).

**Job Applicants Disability Profiling**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Job Applicants Disability Status** | **2015-16** | **2016-17** | **2017-18** | **CCG Staff**  **2017-18** | **Offered 17-18** |
| No | 95.9% | 95.0% | 95% | 72.48% | 95% |
| Yes | 4.1% | 5.0% | 5% | 4.7% | 5% |
| Decline to specify | 0.0% | 0.0% | 0% | 0.0% | 0% |
| Unknown | 0.0% | 0.0% | 0% | 22.8% | 0% |

As previously reported in section 3, the College, assessed and accredited as a ‘Disability Confident Employer’ (replacing the disability ‘two ticks’ symbol), demonstrates the College’s commitment to recruiting to and employing people with a disability. The College guarantees an interview for all applicants with a disability, recognised within the definition of the Equality Act, who meet the essential criteria for a job vacancy and assess them on their skills, experience and qualifications. Reasonable adjustments are offered at every stage of the Recruitment & Selection process.

The percentage of candidates who received a job offer and who had declared a disability was 5%, marginally higher than the percentage staff profile of 4.7%, and identical to the rate of job applicants in 2016-17.

**Job Applicants Ethnicity Profiling**

The college has a Black & Minority Ethnicity (BME) rate of 6%, compared to 5.6% in 2016/17 and 6.5% in 2015/16.

In 2017/18, the percentage of BME job applicants was 8% and continues a continuing trend of increased diversification of job applicants. The increases potentially reflect an increasingly diverse range of advertising media used when compared to recent years, which previously comprised of mainly local newspaper advertising. Media now includes not just the FE sector, but also trade and non-FE sector specialist advertising such as business development and sales, as the College seeks to recruit more applicants from industry and commerce.

However, the percentage of BME job applicants receiving an offer of employment was 5%, lower than the college’s BME staff profile of 6%. Again, the difference may be accounted for by one individual.

**Job Applicants Religion & Belief**

Of the 1,531 external job applicants, 38% were Christian, 55% did not disclose and 7% disclosed a different religion or belief and/or did not respond. Of the job applicants who received a job offer, 39% were Christian, while 61% did not disclose.

**Job Applicants Sexual Orientation**

95% of job applicants chose to disclose their sexual orientation, compared to just 60% of college employees. 92% of job applicants offered a role are heterosexual, compared to 97% of college employees (who disclosed their orientation).

There is no data available on job applicants’ gender reassignment.

**Job Applicants EDI Summary**

The College also looks to diversify using advertising media, including the use of specialist media to address difficult to recruit areas including STEM (science technology, engineering & maths) subjects and business development roles.

The College also continues to seek more opportunities to increase quality candidates, including CV only recruitment (further candidate details are taken at the conditional offer stage), increased graduate and intern opportunities, targeted recruitment events and also advertising within a number of disability related media, such as ‘Living with Disability’, ‘Disability Review ‘and ‘Disabled-Go’.

This diverse approach enables the College to attract staff from around the UK while also maintaining its connection with our local community.

1. **Employee Relations EDI Data**

In 2017/18, HR supported managers in of 76 (109 in 2016/17) cases of disciplinary, grievance, capability (medical and performance) and probationary review procedures, with outcomes ranging from ‘no case to answer’ to dismissal (and in some cases appeal leading to Employment Tribunal or County Court proceedings). The following provides a brief EDI analysis of those staff subject to these policies, procedures and practices.

**Employee Relations Age Profiling**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Age Band** | **2015-16** | **2016-17** | **2017-18** | CCG Staff 2017-18 |
| **16-24** | 21.8% | 15.6% | 6.5% | 6.2% |
| **25-29** | 5.7% | 5.5% | 7.9% | 9.2% |
| **30-34** | 10.3% | 12.8% | 5.3% | 8.6% |
| **35-39** | 5.7% | 5.5% | 3.9% | 12.2% |
| **40-44** | 9.2% | 5.5% | 13% | 11.7% |
| **45-49** | 6.9% | 12.8% | 17% | 16.4% |
| **50-54** | 17.2% | 19.3% | 14.5% | 14.3% |
| **55-59** | 13.8% | 12.8% | 20% | 12.9% |
| **60-64** | 6.9% | 9.2% | 10.5% | 6.9% |
| **65+** | 2.3% | 0.9% | 0% | 1.5% |

The largest number of staff included in employee relations ‘casework’ can be found in the age bracket 45-49 compared to the previous year which was 50 – 54, although there is not one contributory factor for this. The age band 16 – 24 has fallen significantly (21.8% in 2015/16 and 15.6% in 2016/17) and at 6.5% is now almost identical to the college’s staff profile.

Generally, employee relations cases percentages throughout the age profiles are broadly distributed reflecting the College’s overall staff age profile.

**Employee Relations Gender Profiling**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gender** | **2015-16** | **2016-17** | **2017-18** | **CCG Staff 2017-18** |
| **Female** | 54.4% | 54.1% | 50% | 58% |
| **Male** | 45.6% | 45.9% | 50% | 42% |

The ‘gender split’ for the 76 employee relations cases in 2017/18 is exactly 50% female, 50% male, compared to the previous year of 54.1% female to 45.9% male. Percentage profiles over the previous 3 years have remained largely static and in line with overall staff gender profiling.

**Employee Relations Disability Profiling**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Disability Status** | **2015-16** | **2016-17** | **2017-18** | **CCG Staff 2017-18** |
| **No** | 84.4% | 89.9% | 86.8 | 72.5% |
| **Yes** | 8.9% | 5.5% | 7.9 | 4.7% |
| **Unknown** | 6.7% | 4.6% | 5.2% | 22.8% |

Of the total 76 cases in 2017/18, a total of 6 staff (7.9%), declared a disability, compared with 5.5% the previous year. Of the 6 staff declaring a disability, 5 cases were directly related to the individuals’ disability as part of medical capability cases.

**Employee Relations Ethnicity Profiling**

4% of staff subject to employee relations cases have a Black & Minority Ethnicity (BME) profile. This compares to 5.4% in 2016/17. Again, these figures are very broadly in line with the college’s overall staff profiles.

**Employee Relations Religion & Belief**

47% of staff subject to employee relations cases have not disclosed their religion or belief, which is slightly lower than the overstaff staff percentage of 58.5%. Of the 53% of staff who did disclose, 77.5% were Christian, 2.6% Muslim and 1.3% Buddhist.

**Employee Relations Sexual Orientation**

26% of staff subject to employee relations cases have not disclosed their sexual orientation. Of the 74% who did, 93% are heterosexual, compared to 97% of college employees (who disclosed their orientation).

There is no data available on gender reassignment.

1. **Staff EDI Summary & Actions**

The College’s current workforce, in terms of its diversity, continues to broadly reflect the local community we serve. A range of analysis undertaken including current staff, job applicants (including job offers) and staff involved in employee relations cases, indicates that our policies, procedures and practices are fair and equitable in both our recruitment and management of people.

Equality, Diversity and Inclusion is a mandatory element of Staff Induction and together with the Prevent Duty mandatory training, this enhances our understanding of different cultures, values and beliefs.

HR will continue to encourage staff to disclose protected characteristics and sensitive data using, as part of new GDPR guidelines, the College’s secure ‘iTrent System’. We are also hopeful that the recent online and confidential ‘Great Place to Work Survey’ will provide staff with greater confidence to share this information in future.

The college will also continue to review its media for recruitment advertising and monitor our applications EDI data, while seeking to reach minority groups through a blend of online, specialist (‘Living with Disability’, ‘Disability Review ‘, ‘Disabled-Go’) and local media, ensuring we are reaching a local, regional and national audience.

We will continue to develop graduate and intern opportunities, via local universities and targeted recruitment events to support internal succession planning.