Peterborough College

Stamford College

Equality, Diversity and Inclusion Report

2019/20

A summary of this document can be made available to you in your languageor in another format such as Braille, large print, electronic or audio tape.

It is available on the Staff Intranet under Equality and Diversity,Student Virtual Learning Environment (VLE) and College Website.

Please contact: Student Services

You can contact them by telephone or via email at:
Student Support01780 484300
enquiries@stamford.ac.uk

Stamford College

Single Equality Report: January 2021

Overview

The College strives to use the principles, ethos and values of Equality and Diversity to underpin and drive the enhancement and improvement of an inclusive, welcoming, inspiring and safe college culture whose core purpose is to improve outcomes that raise standards and improve lives ofindividuals.

We welcome, value, respect and foster understanding between and protect the characteristics of:

- Age
- Disability
- Gender re-assignment
- Marriage/Civil Partnership
- Pregnancy/Maternity
- Race/Ethnicity
- Religion/Faith/Belief or None
- Sexual Orientation
- Sex

We monitor and analyse statistics in relation to staff and students against the protected characteristics in order to eliminate any potential discrimination and action plan to develop any reasonable improvements andservices and close any achievement gaps.

Summary College Self-Assessment Report

Key Strengths – related to equality and diversity

- **Safeguarding is highly effective and well managed. Learners feelcomfortable, safe and secure, and feel the environment is friendly and inclusive**
  Safeguarding is effective and well managed. The Induction survey indicatesthat 98% of learners stated that they feel safe and 96% stated that theyknew who to contact if their safety and wellbeing or that of a fellow student is at risk. The college has in place a comprehensive safeguardingpolicy and detailed procedure that successfully ensure that staff know what to do if they are concerned about a learner's safety and welfare. Managers' recruitment procedure follows best practice and is very effective in ensuring safe recruitment. The College has developed a detailed Safeguarding Action Plan, and a separate Prevent Action Plan and Risk Assessment that are regularly reviewed and updated

- **During Covid-19 safeguarding arrangements were highly responsive resulting in the most vulnerable learners receiving good levels of remotesupport around their mental health and wellbeing. Learners with high needs were exceptionally well supported throughout Covid-19 lockdown**
  During lockdown over 250 Risk assessments were completed to assess risksand needs of the most vulnerable learners resulting in high levels of support and intervention where appropriate

- **Leaners develop a strong understanding of modern Britain and the local community through opportunities to participate in social action projects,charity work, volunteering, mentoring programmes and fundraising events**
- Assessments are used very well to facilitate high levels of understanding of equality, diversity and inclusive society. For example, Media andCreative Arts learners have undertaken projects dealing with gender equality, violence in video games, stereotypes, the refugee crisis and under-represented female and BAME directors working in the film industry

  Student Services' staff work effectively with teachers and provide very good welfare and pastoral support particularly for learners identified asat risk or vulnerable groups. Young Carers and Lesbian, Gay, Bisexual andTransgender (LGBTQ+) learners are well supported with clearly structuredpolicies and opportunities to engage in network groups

  College works in partnership with Mindspace and is part of Stamford Young People Mental Health and Wellbeing group that promotes and embeds the benefits of the NHS '*five ways to wellbeing'* for staff and learners. Initiatives throughout the year are underpinned by the College's Mental Health and Wellbeing charter

- **Well planned curriculum and effective delivery leads to very good overall achievement rates for learners with High Needs and EHCPs**
  Achievement rates for young people with EHCPs are 84.3% compared to 81.8%for those without. Achievement rates for Adults with EHCPs are 86.9% compared to 85.1% for those without. Achievement rates for young people with High Needs are 83.5% compared to 81.9% for those without. Achievementrates for Adults with High Needs are 87.7% compared to 85.1% for those without

- **Exemplary specialist support is available and implemented for all learners to help them to succeed**
  A range of specialist support services available (VI support, ASD specialist, Dyslexia specialist and LDD provision) to ensure those with High Needs have the best possible opportunity to succeed

- **Learners develop skills to enhance employment and independence through meaningful work experience opportunities**
  Planned work experience logs demonstrate the range of placements and ambitious opportunities all learners, including those with High Needs, have which helps to effectively prepare them for adulthood and working life

- **Staff follow processes effectively in order to be highly effective and responsive to safeguarding concerns**
  Views of learners, parents, staff, and other stakeholders suggest learnersfeel happy and safe at college

- **Highly specialist and experienced staff use their relevant experience toprepare, motivate and enthuse learners (Autism, Visual Impairment, Communication Support, Attachment Disorder Support etc)**
  Staff CPD shows the continuous development of knowledge to support High Needs learners by using new techniques, technology and systems

- **Lecturers designed and implemented a wide range of practical activities so that learners can be taught skills, as independently as possible, to real life situations**

Curriculum planning includes work experience, live briefs, community- based activities, trips and visits which help to contextualise learning for all learners.

Areas for Improvement

- **Learners are made aware of Prevent and fundamental British Values through tutorials and curriculum delivery, however further work is required to measure their understanding of these issues**
  A continuous programme of current affairs and British Values is promotedthrough curriculum delivery and topic of the week, however strategies tomeasure learners' understanding were scheduled during lockdown and were therefore cancelled

- **Learners with Learning Difficulties on academic/vocational qualificationshave lower progress and achievement than their peers**

  Achievement rate for Learners with Learning Difficulties has dropped to 84.2% from 87.1% in 2018/19. Achievement gap between learners with LLD and those without is 2.5 percentage points

- **Variable staff knowledge does not allow for consistent approach to High Needs and SEN learners. Further work required to support them to achieve**Learning walks suggest that not all staff are effectively usingdifferentiation strategies to make the classroom inclusive

  Lesson observations show personal support plans are inconsistent and do not inform lecturing staff to effectively enable learners with high needsto progress.

Stamford College

Equality andDiversity

Workforce Profile

1 August 2019 to 31 July 2020

(Prior to Merger withPeterborough College)

Introduction

This report analyses workforce data for New College Stamford now Stamford College (SC) in relation to protected characteristics against a number of Human Resource stages, processes and procedures, in an attempt to identify any issues or trends which may exist that require action to be taken to enableSC to continue to strive towards meeting our Equality and Diversity Objectives.

The data captured for the academic year 2019/20 from the HR and Recruitmentmodules of the College's HR information system for staff, is the eight fullyear's data held of this type and we have provided an analysis of the comparisons of the previous three reporting periods. Our aim is to continueto capture this data annually to compare year on year and to analyse the statistics and trends in order to identify any positive action measures or appropriate targets that may need to be incorporated into our Single Equalityaction plan.

Executive Summary

Current Workforce

From a relatively stable workforce profile in terms of Full Time Equivalents,this report shows no real shift towards a younger workforce as is our longer-term aim, to support our student first ethos. There is evidence of recruitinga similar staff gender ratio to previous years, but there has been a shift towards recruiting younger staff. Staff ethnicity remains indicative of the South Kesteven community and that of our Governing Body, but does not reflect the ethnicity of our students, who travel from further afield, including theCity of Peterborough. This reporting period saw no real change in the staffdisability statistics and the gender ratio has also been fairly static overthe past 3 years.

Leavers

The age bracket for the highest percentage of leavers at 29% was between 55and 64, which is a slight increase on previous years and probably reflects gradual retirement plans. However, we also recruited a significant number of new staff within this age bracket, resulting in no real change to the workforce age profile. Leavers in the age bracket between 45 and 54 returnedto a familiar 24.8%, following a peak in the previous reporting period, suggesting normal job movement and career change at this age due to people'scareers continuing to a later age. The number of leavers at the younger endof the spectrum has decreased, but the age profile has remained static. Thisreflects a healthy turnover rate of staff fairly early in their careers. Theethnicity and disability of leavers shows very little change. More leaverswere female in this reporting period, which may be the start of a balancingof our gender profile.

Length of Service

The highest percentage length of service was between six months and five years for both business support staff and teaching staff, the majority of whom are part time staff, but there is a more even spread of service for full-time staff, which suggests a higher turnover of part time staff acrossCollege, but with many remaining at SC for a good few years longer in both categories. The high numbers of managers who have between two and five years'service, would reflect career progression fairly early in in their service at SC, which is indicative of the developmental approach to succession planning taken at the College.

Recruitment

Application numbers were down significantly this year in relation to the previous reporting period, from 311 to 71. However, the number of appointments was proportionately higher against the number of applications at 27 compared to 67 in the previous period, reflecting the continuing growingnumbers of our staff profile due to increasing student numbers. Another reasonfor less recruitment was the lead up to merger, where we held back on fillingvacancies that might have alternative solutions once merged with PeterboroughCollege. We had fewer applicants to consider for shortlisting for interviewfor most of our vacancies, but were still able to fill vacancies with good staff. Turnover remains steady, decreasing just slightly, so recruitment also reflects the decrease in vacancies due to staff leaving. We have in the past had some extremely hard to fill teaching areas, but this situationhas improved in general and is not affecting our profile.

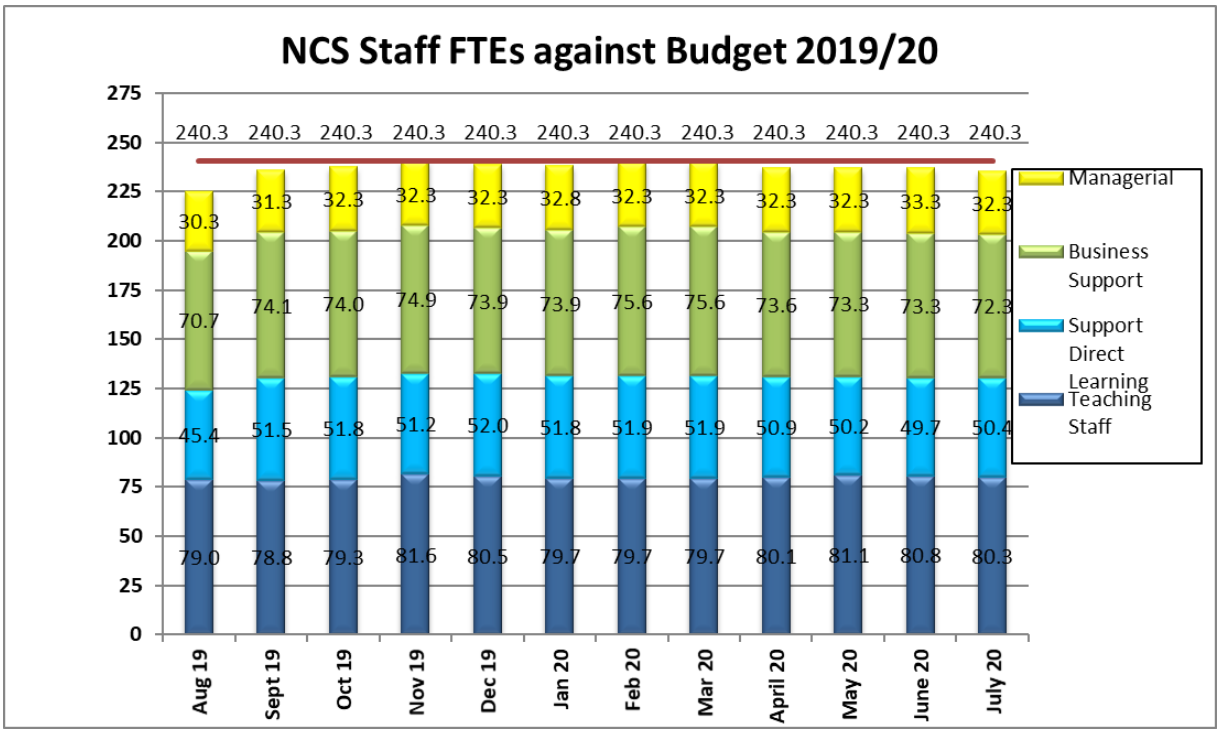
Comparison between the age of applicants and that of the staff appointed inthe reporting period shows a noticeable decrease in applications from and appointment of staff at the older end of the age spectrum, compared to the age profile of all applicants. We recruited significantly more applicants aged 25 – 34 than in the previous year and the age group 25 and under also saw an increase. The number appointed between 33 and 44 compared to the number who applied in that age group was down, which is disappointing, but overall, our recruitment during the period targeted a younger profile, whichshould impact on future statistics.

Ethnicity, gender and disability recruitment statistics remain stable with little impact on the 66/34 ratio of females to males within the workforce profile. Whilst this ratio is indicative of the FE sector, we are still hoping to move towards a more even balance.

Workforce Summary

Figure 1 shows the Full Time Equivalent (FTE) totals for staff employed duringthe reporting period 2019/20 by staff category. The total FTEs of all categories remains reasonably stable throughout the year; with August's and September's slightly lower figures being representative of the recruitment drive typically preceding and at the start of the academic year.

Figure 1



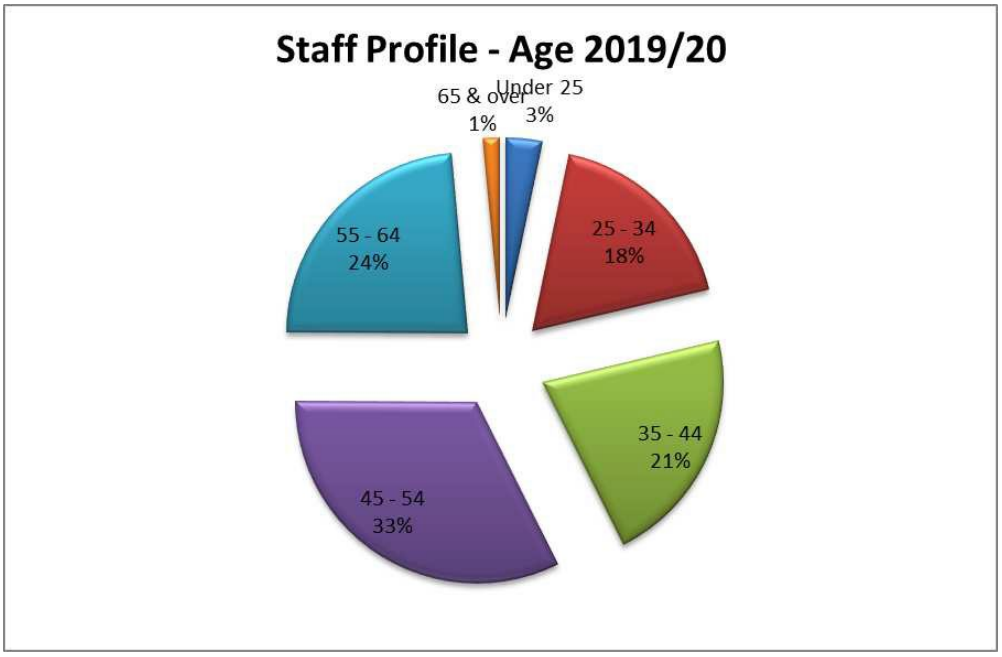
Staff Profile

This section looks at the characteristics of staff employed during the academic year 2019/20, using an average headcount of 277 as the total numberof staff, against which percentages were calculated. Data was taken from the HR database. Our managed services company Quality Resourcing Solutions (QRS) hourly paid associates were not included in the data collection as theyare not employed by the College and their profile changes significantly throughout the reporting period due to the nature of temporary agency assignments. However, staff employed through QRS on salaried contracts wereincluded.

Age

Figure 2 shows the age profile of our staff during 2019/20. This is almostidenticaltothe profile of the previous reporting period, within 1% variationin each category. The age profile of staff has remained static over the pastfew years and is not reducing as we would have hoped, in order to support our student first ethos with a younger workforce. This may change now we are merged with Peterborough College in the next reporting period, where ourstatistics will be combined.

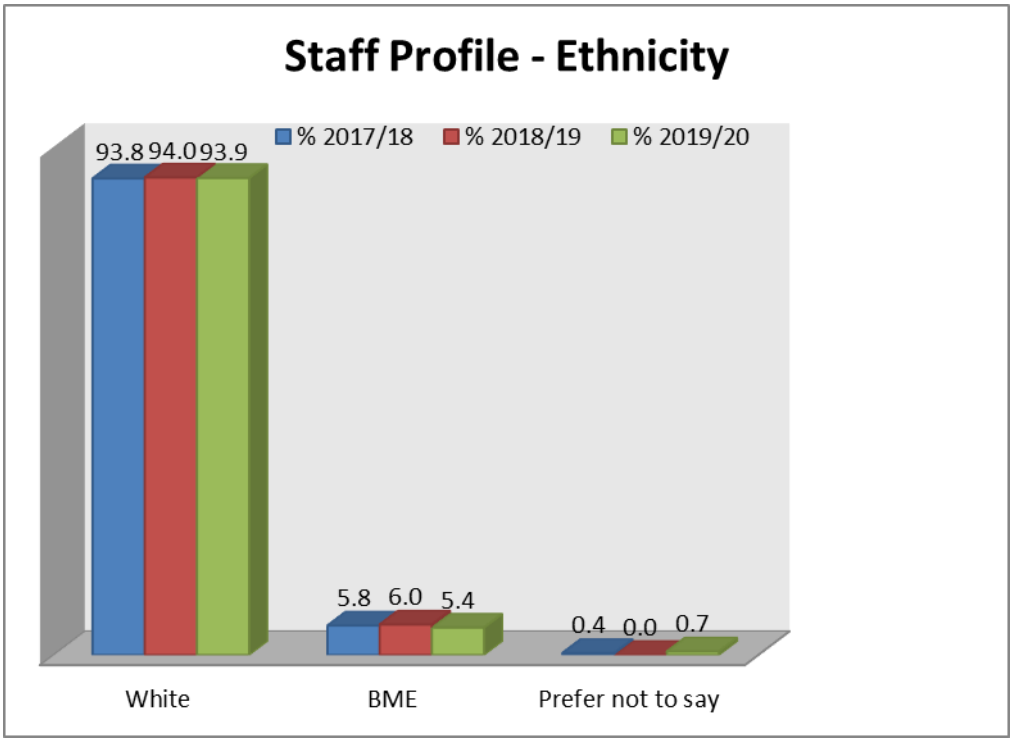
Figure 2



Ethnicity

Figure 3 shows that the vast majority of staff during the reporting period 2019/20 categorised themselves as White British. The percentage from Blackand Minority Ethnic (BME) backgrounds increased slightly last year, but has decreased fractionally in this reporting period. This ratio is still indicative of South Kesteven area, in which 98.4% of the population were White British in the same reporting period and was mirrored in our GoverningBody profile of 96.7%, The College's target is to bring the ethnicity profilein line with that of our students, who are brought in from further afield, as Stamford is a relatively small rural town. The profile is likely to changein the next reporting period, as Peterborough is an ethnically diverse city.

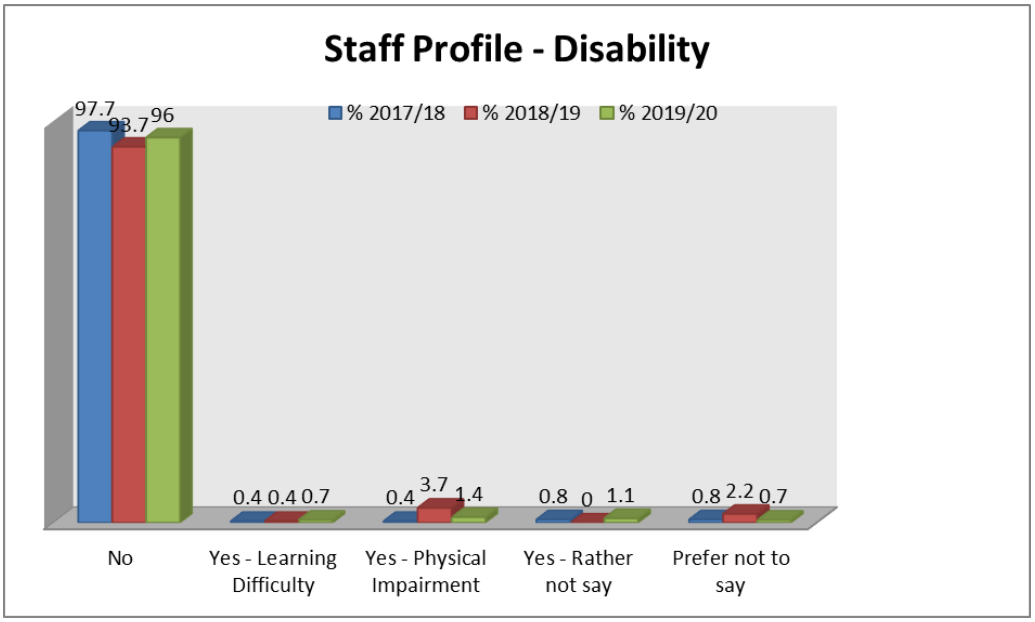
Figure 3



Disability

96% of staff during 2019/20 declared no disability, an increase of 2.3% sincethe last reporting period, but a decrease of 2% from two years' ago – see **Figure 4**. We note that the percentage of staff reporting physical impairments has risen slightly over the years, as has those who preferred not to say. Asa 'Disability Confident' College, we aim to be extremely inclusive where disability is concerned, with many internal mechanisms to support staff andmake reasonable adjustments. Trust over declaring a disability will continue to be closely monitored during this academic year.

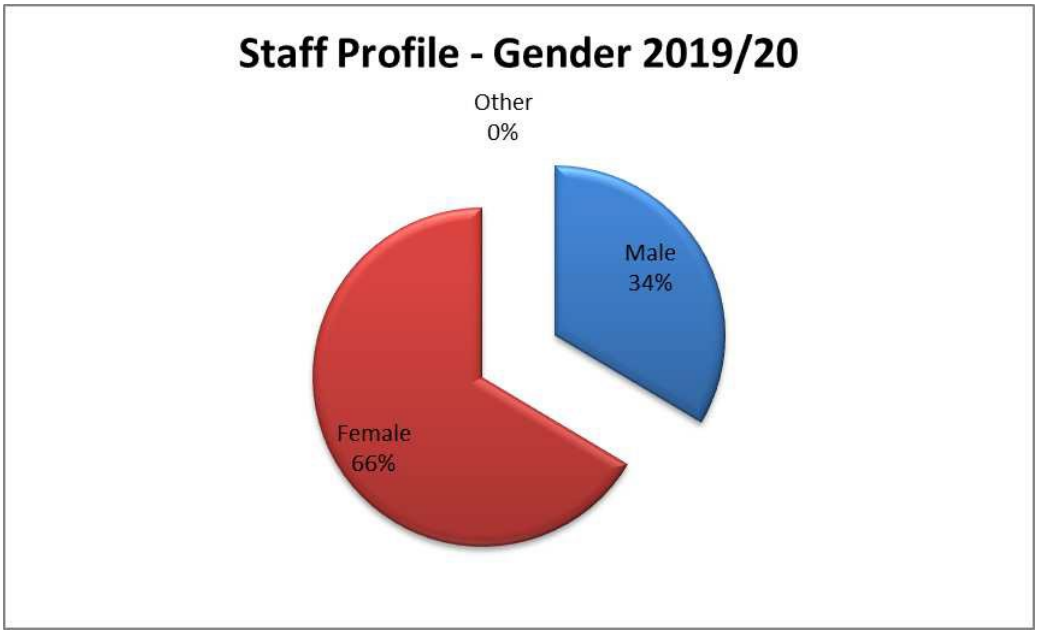
Figure 4



Gender

The gender profile at SC for 2019/20 continues to be quite typical to education as a whole, with 66% female against 34% male – see **Figure 5**. Thisratio has remained relatively static over the past three reporting years, but there has been a 1% increase of male employees since the last reportingperiod.

Figure 5



Management Team

The College-wide management team profile has shifted again slightly from thegender ratio of the whole staff profile for the reporting period 2019/20 – see **Figure 6,** but the number of males in the team has decreased by 2%. Thetotal number of managers is the same as the last reporting period.

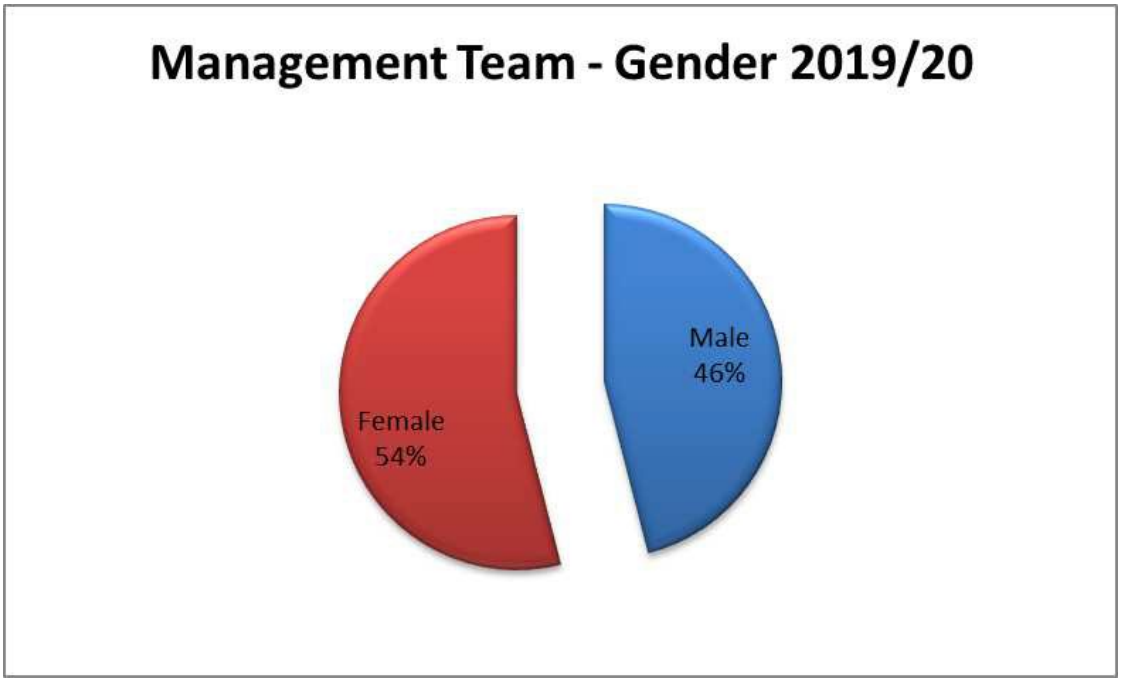


Figure 6

Category

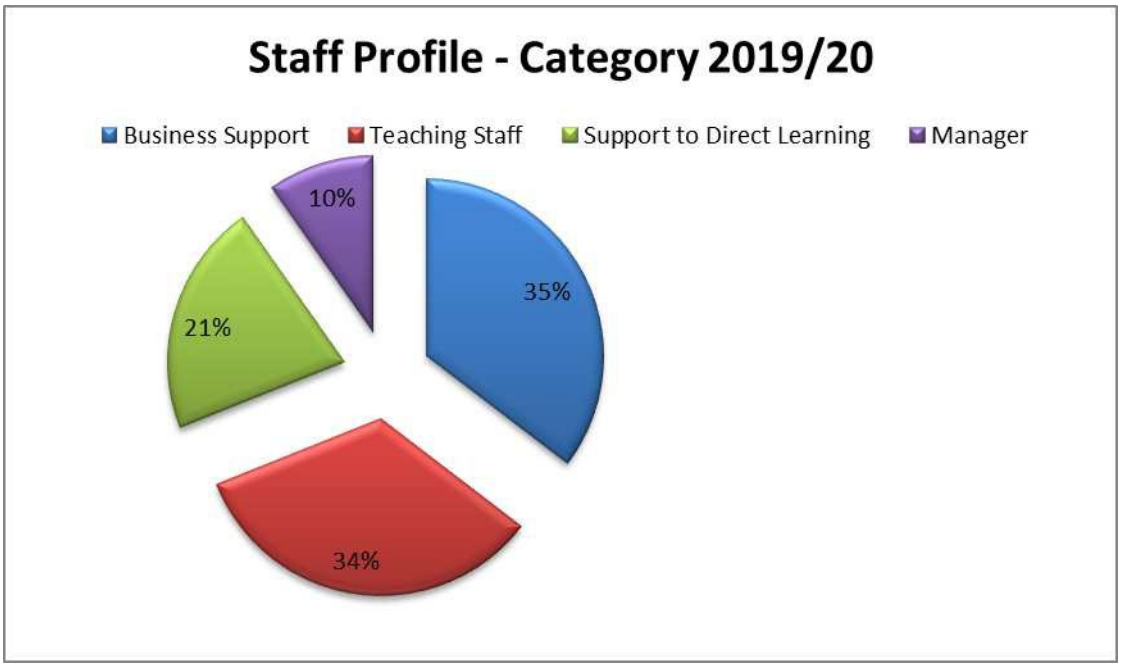


Figure 7

Figure 7 shows the profile of our staff during 2019/20 split by the type of work they undertake. This is almost identical to the profile of the previousreporting period, within 1% in each category. There has been a gradual increase in staff categorised as support to direct learning over the past 3years, which is indicative of the increase in numbers of high needs learnersand students requiring additional learning support, as SC attracts studentsof this nature due to the quality and reputation of our additional learningsupport provision.

Sexual Orientation

Figure 8 shows the sexual orientation within the staff profile for the reporting period 2019/20 compared to the previous periods.

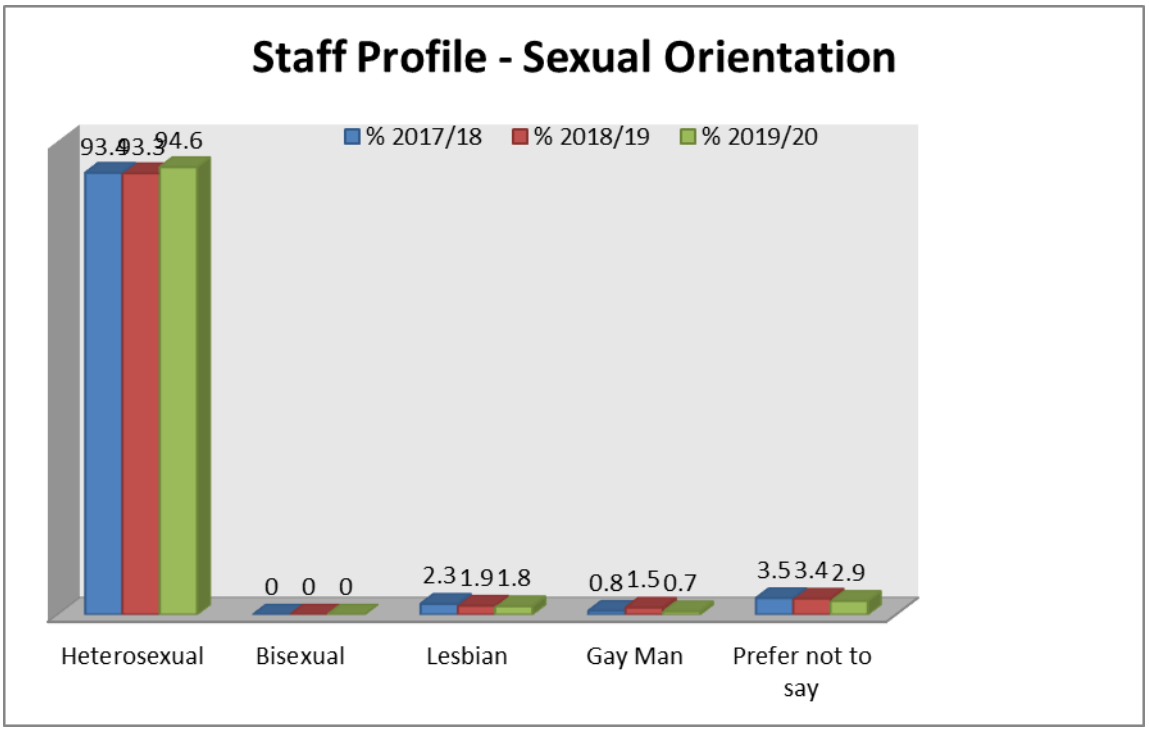


Figure 8

The percentage of employees who have preferred not to declare their sexual orientation since 2017/18 has reduced each year and in 2019/20 was just 2.9%,which suggests we are continuing to remove barriers. With an increase of focus and openness of the LGBTQ+ community, the expectation is that this information will continue to be given more freely in the future.

Staff Leavers

This section looks at the characteristics of staff who left during the reporting period 2019/20 using a headcount of 31 as the total number of staff,for whom percentages were calculated, 14 less than the previous reporting period, which reflects our continued decrease in turnover at SC. This may have also been impacted toward the end of the reporting period by the Covid

pandemic, which saw a vast reduction of the numbers of leavers during 'lockdown'. QRS hourly paid associates were not included in the data collection due to the nature of the use of agency staff on a temporary basis.However, staff employed through QRS on salaried contracts were included.

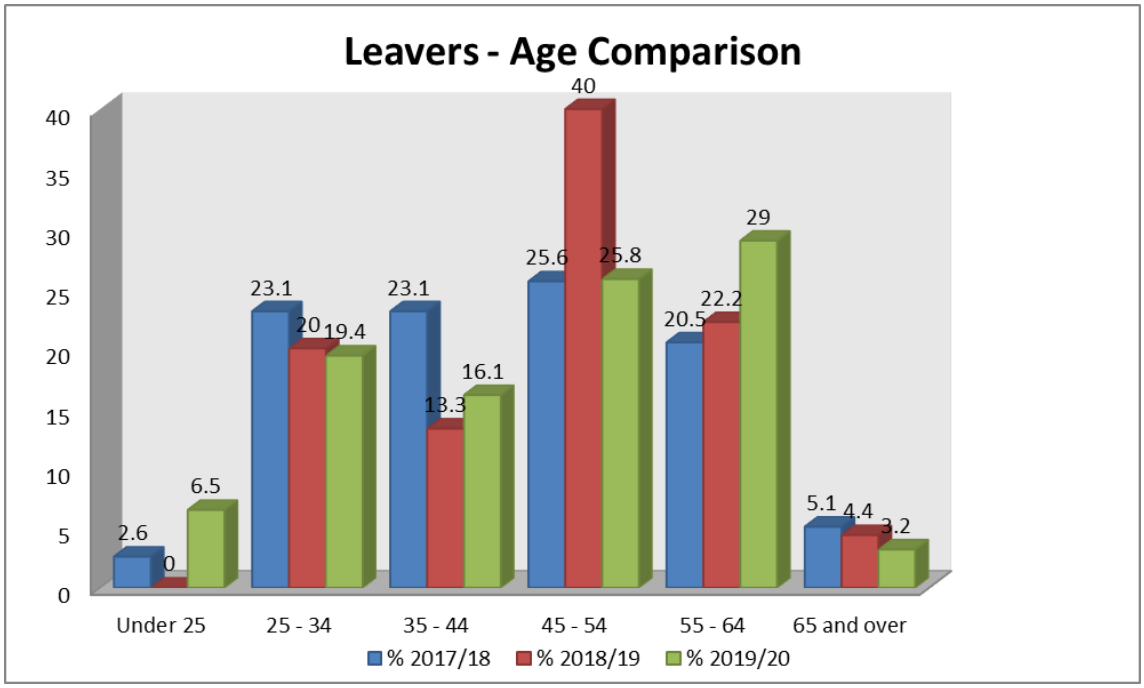


Figure 9

Age

Figure 9 showsthat the age distribution of leavers was fairly even between the ages of 25 and 34, havinglittle impact on the staff profile, but has fluctuated in the other categoriesover the past 2 years. However, the numbers are low and high percentages reflect this. Recruitment has mirrored these fluctuations, resulting in thestatic age profile overall. Leavers aged between 45 and 54 shows the largest fluctuation, with a decrease of 14.2%, following an unusual spike last year. There has been an increasein leavers aged between 55 and 64 of 6.8%, but relatively few in number. Thenumbers of leavers aged 65 and over is also small and the retention of the over 65 age bracket has also remained static in the overall staff profile.

Ethnicity

Figure 10 shows that 93.5% of leavers within this reporting period declaredthemselves as White British, which is similar to the previous two years andreflects the staff profile for 2019/20.

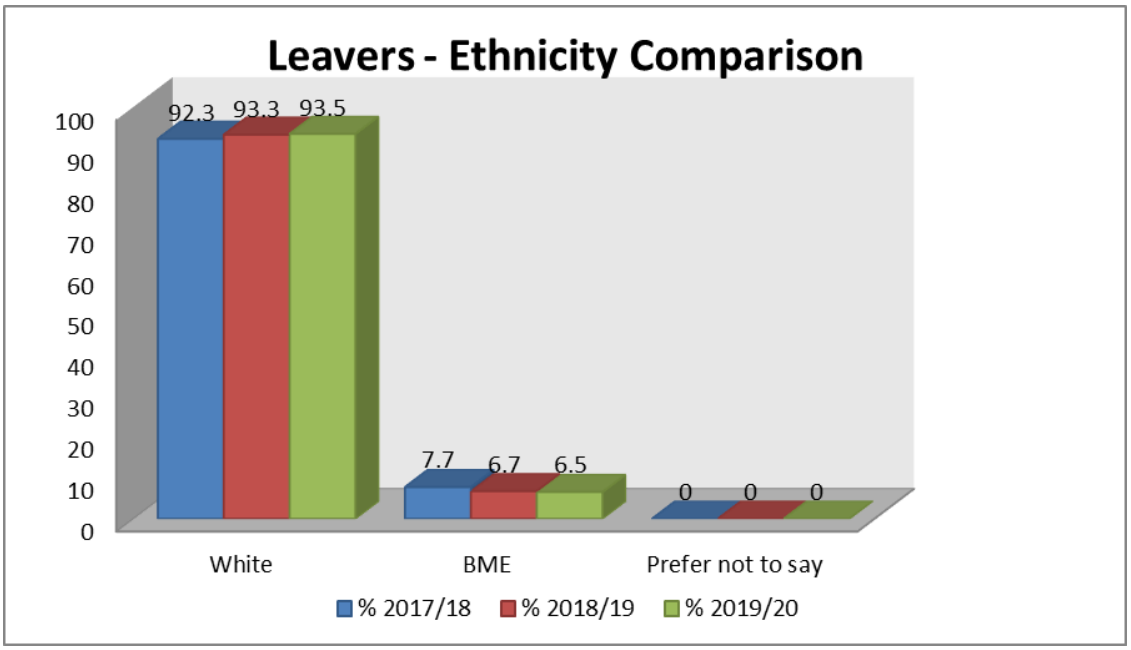


Figure 10

Disability

Figure 11 shows that a percentage of leavers 71% with no disability. 29 % of staff leaving had a physical disability, comparing to 1.4% of staff in that category within the staff profile. This is impacted by the limitationsof our current reporting system, which groups disability due to mental healthwithin the physical impairment category. We have had a number of staff leave within formal procedures to manage long terms absence and/or disciplinary issues compounded by declared poor mental health in the last reporting period,which has increased the numbers significantly in this category. These staffwere all supported with reasonable adjustments to aid their mental health and have not resulted in any employment claims. It is not felt that these statistics raise any concerns that staff with general physical disabilities are leaving SC for reasons relating to their disabilities and it is encouraging that no staff left who had a disability, but had chosen not to give details.

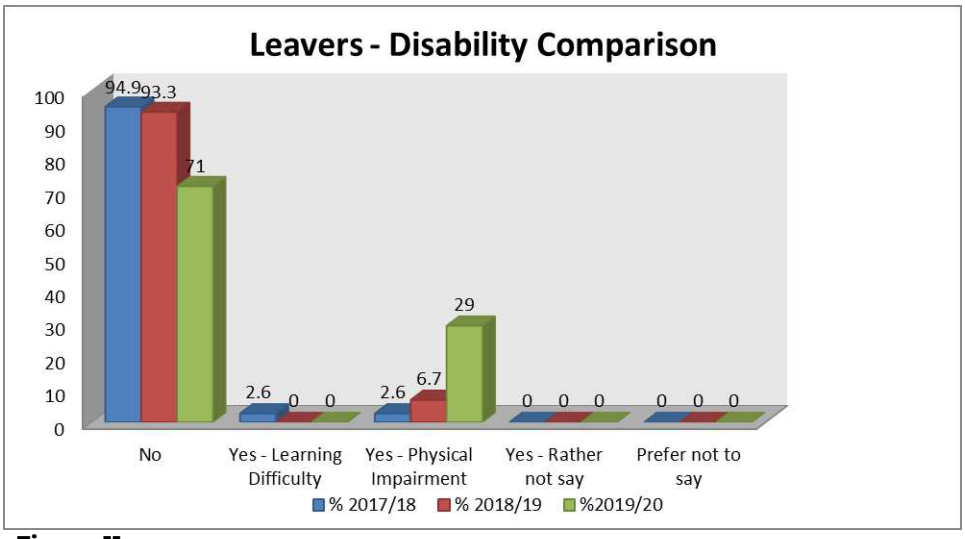


Figure 11

It is intended that future reporting on disability will have the capacity toinclude mental impairment in addition to physical and learning impairments,to obtain a more defined analysis.

Gender

Figure 12 shows another decrease in male leavers and increase in female leavers, which is balanced by fewer male appointments and more female appointments in the recruitment statistics. This indicates why the gender balance overall staff profile remains static.

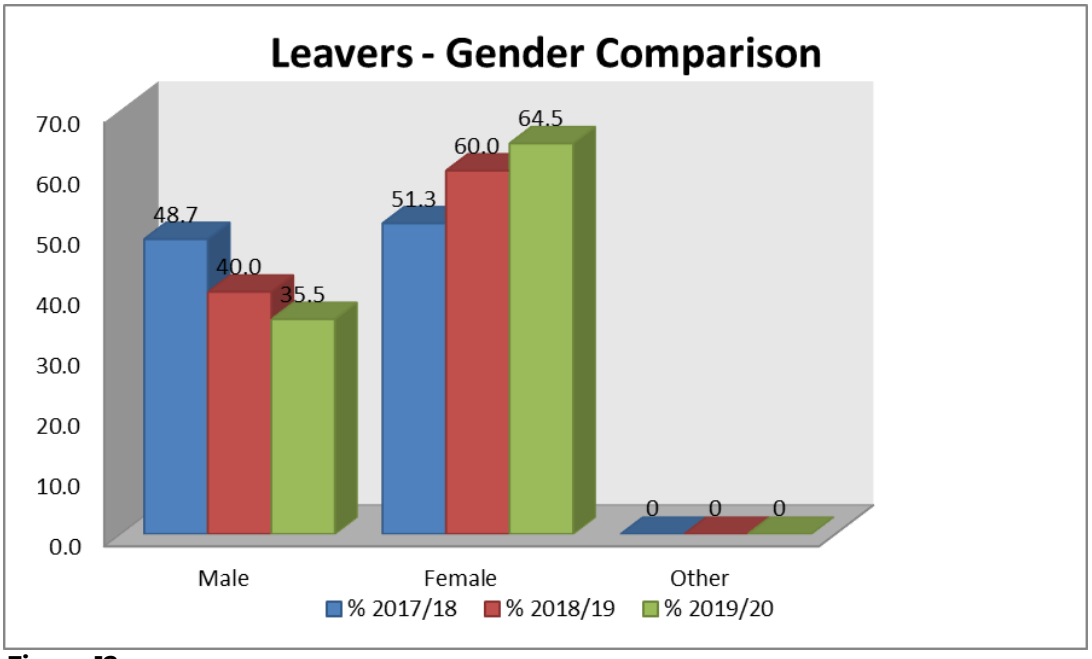


Figure 12

Category

Figure 13 shows a comparison of the distribution of leavers by staff categoryacross the last 3 reporting periods.

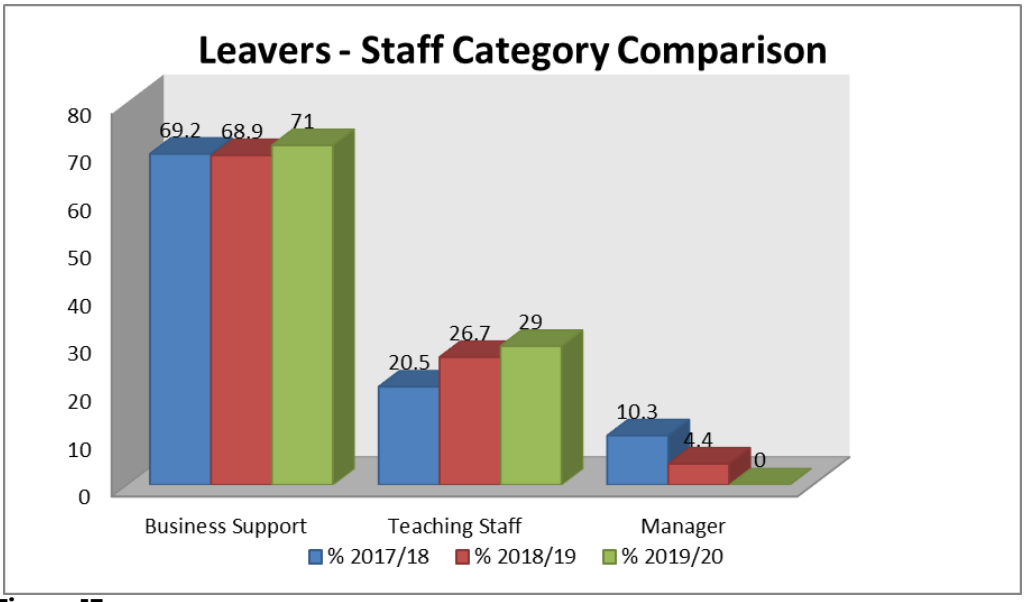


Figure 13

The majority of leavers shown in **Figure 13** in the academic year 2019/20 were business support, showing a trend over the past 3 years. The rate of teachersleaving over the past 3 years is fairly static. The decrease in the turnoverof managers in the reporting period 2019/20 is by only 2 in number and therefore relatively insignificant.

Sexual Orientation

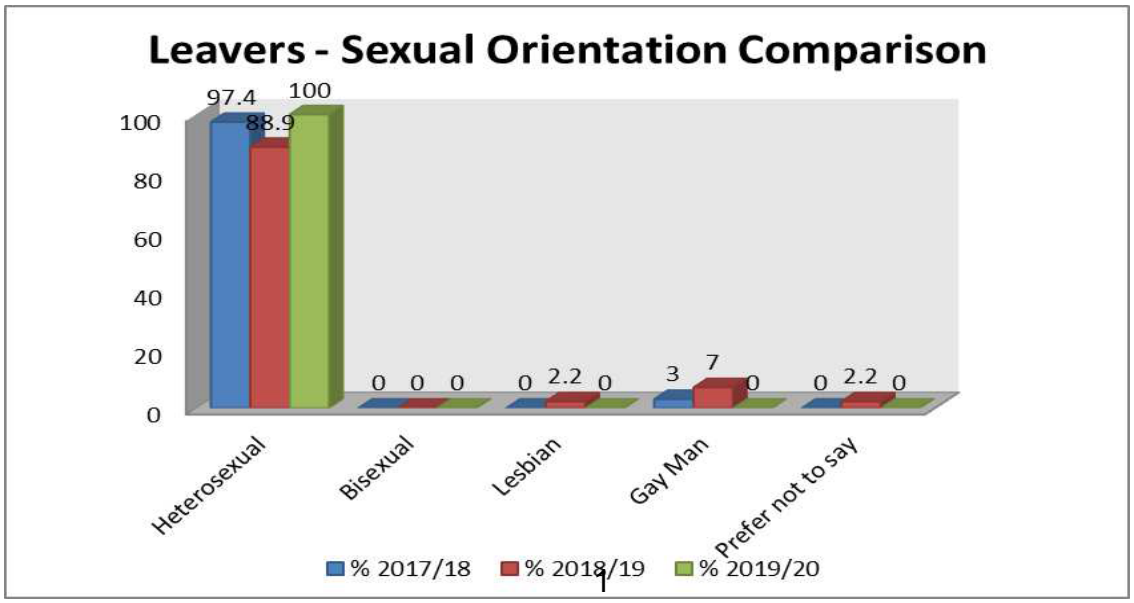


Figure 14

Figure 14 shows that all leavers declared themselves as heterosexual. Zeropreferring not to say is encouraging and suggests an openness to declaring sexual orientation. These statistics will continue to be monitored during the next reporting period, as we wish to continue to strive towards achievingan open, prejudice free environment.

Disciplinary, Grievance and Capability

This section looks at the characteristics of staff who were involved in either a disciplinary, grievance or capability procedure, including failingprobation during the academic year 2019/20. SC handled four disciplinaries,eight capabilities, including four failing probations and zero formal grievances within the reporting period. The disciplinaries involved two female and two male members of staff, the capability procedure was used forseven females and one male. Five of these staff suffered from long term poormental health, but reasonable adjustments were made to try to sustain theiremployment.

Maternity/Paternity/Adoption

Through the reporting period 2019/20, eight members of staff went on maternityleave, three teachers and five business support. No males took paternity leave, but three teachers chose to take annual leave as an alternative, as having a baby is considered exceptional circumstances for taking annual leaveduring term time. There was one case of shared adoption leave in this reporting period, with both parents being employed at SC as teachers.

Flexible Working Requests

There was one formal flexible working request during the reporting period for a member of staff returning after maternity leave, which was accepted. There were continuations of formal flexible working arrangements made in the previous reporting period for three members of staff. We do also have a flexible approach to the work patterns agreed for new staff, particularly tofit in with childcare and school holidays, where possible and for staff whose circumstances change. There was a local informal agreement was made withina support to direct learning department, with HR taking an advisory role.

Length of Service

This section looks at the characteristics of staff in relation to their lengthof service during the academic year 2019/20. As the staff profile changes during the year, data at a fixed point of 31 January 2020 was used as this was mid-way through the academic year, with a total of 277 employees. The same date was used as last year for direct comparison. Data was taken fromthe HR database. QRS hourly paid associates were not included in the data collection as they are subsidiary of SC for agency workers and their profile changes significantly throughout the reporting period. However, staff employed through QRS on salaried contracts were included.

Category

There is a fairly regular pattern to length of service in relation to staffcategory bearing in mind the proportionate split between business support, teaching staff and managers – see **Figure 15**.

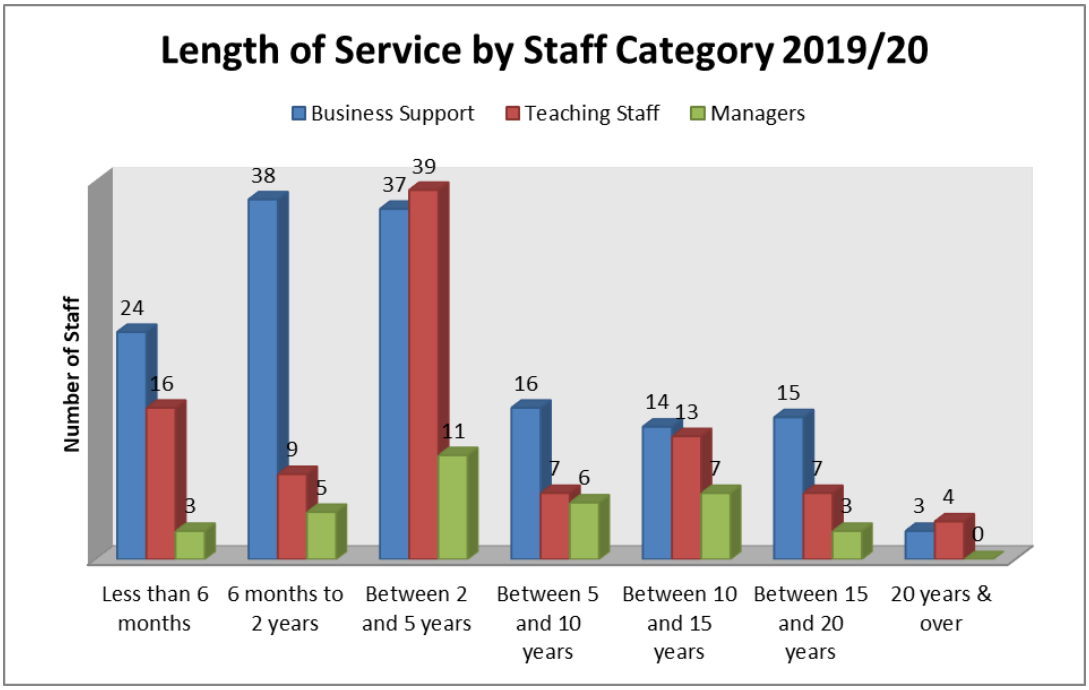


Figure 15

A large proportion of business support staff's length of service is less thanfive years, which does not correlate to the proportion of business support leavers but does mirror the number of younger staff, generally in business support positions. As a whole, the majority of staff remain at SC between six months and five years, which suggests stability. It is encouraging thatmany stay for a good few years longer in most categories.

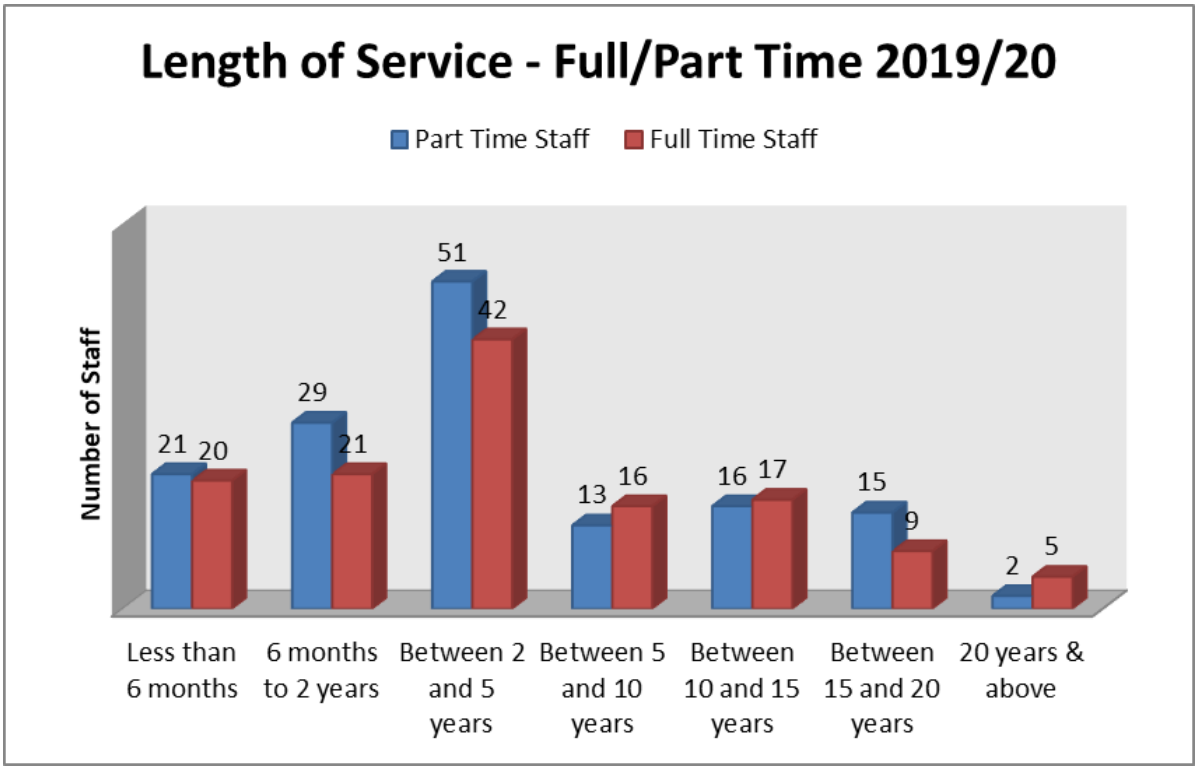


Figure 16

The figures for managers between 2 and 5 years is indicative of succession planning and the promotion of staff to management positions, fairly early intheir careers.

Full Time/Part Time Status

The pattern in **Figure 16** is fairly consistent with the length of service bycategory data, with a steady increase in the bracket between six months andfive years' service, with the majority of newer staff being business supportand part time. The comparison between part-time and full-time staff has levelled off over the past few years, with fewer posts linked to term time and an increase in posts required all year round and full-time. These are posts relating to the College's commercial businesses, work experience, industry placement and Education and Health Care Plans (EHCPs). The lengthof service for part-time and full-time staff between 5 and 20 years is fairlyevenly balanced, but drops slightly for full-time staff between 15 and 20 years. This may be due to a number of factors including the use of flexibleworking contracts at this stage in staff's working careers and staff combininga part-time lecturing role with family commitments. However, it may also benatural attrition and staff pursuing their careers. Numbers are higher forfull-time staff with service over 20 years, which does not reflect flexibleretirement, but these numbers are low and fairly insignificant.

Age

Figure 17 shows that within the majority of staff remain at SC between six months and five years have a fairly even distribution of age. Numbers aged between 25 and 34 years is the highest for the length of service of less than six months, which mirrors the increasein recruitment and the appointment of that age bracket during this reportingperiod.

The high numbers of staff aged 45 to 64 with service between 6 months and 5years through this reporting year mirror the age distribution of our staff profile and suggests that as staff are leaving, we are not replacing them with younger staff. The higher numbers of staff aged between 45 and 54 whohave between 10 and 15 years' service, reflects the norm for staff settled in their careers.

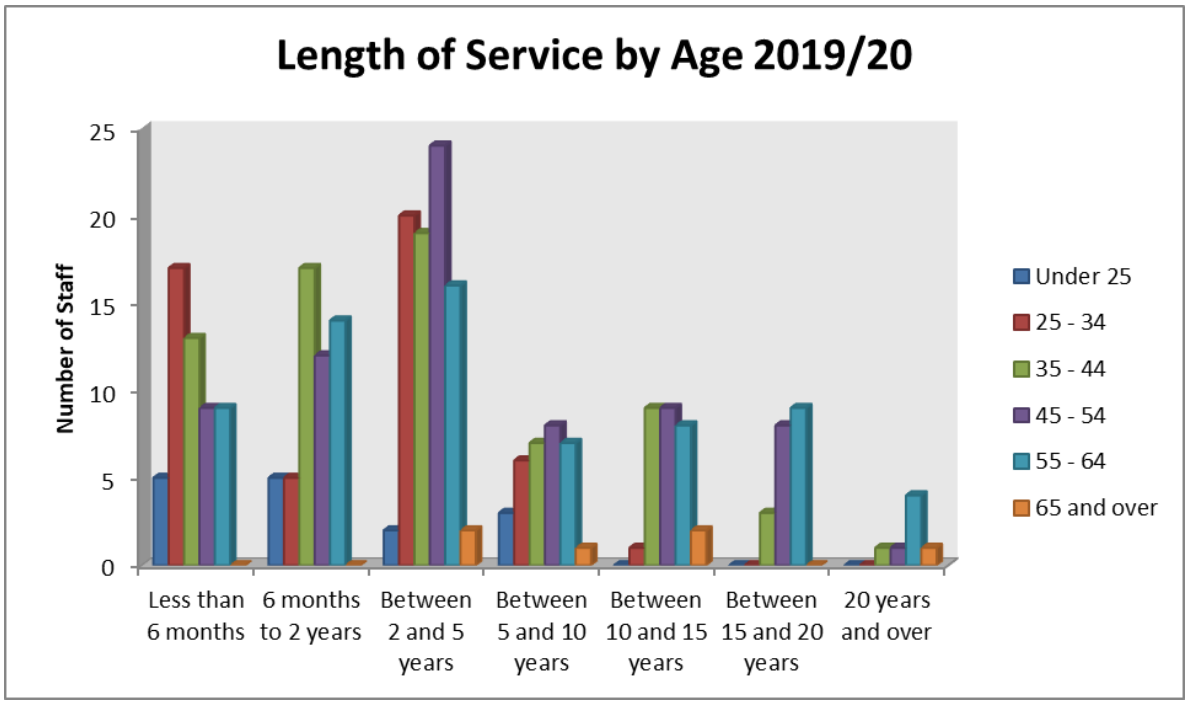


Figure 17

Recruitment

Application numbers were down significantly this year in relation to the previous reporting period, from 311 to 71. However, the number of appointments was proportionately higher against the number of applications at 27 compared to 67 in the previous period, reflecting the continuing growingnumbers of our staff profile due to increasing student numbers. Another reasonfor less recruitment was the lead up to merger, where we held back on fillingvacancies that might have alternative solutions once merged with PeterboroughCollege. We had fewer applicants to consider for shortlisting for interviewfor most of our vacancies, but were still able to fill vacancies with good staff. Turnover remains steady, decreasing just slightly, so recruitment also reflects the decrease in vacancies due to staff leaving. We have in the past had some extremely hard to fill teaching areas, but this situationhas improved in general and is not affecting our profile.

Data was taken from the recruitment module of the HR database and includes data collected through our e-recruitment platform. QRS hourly paid associateswere not included in the data collection. All our vacancies that are advertised externally are advertised internally and during the lead up to merger, were advertised across both colleges.

The data reported as 'preferred not to say', is skewed slightly by campaignswhere CVs were accepted and Equality and Diversity data was not captured atthe time.

Age

Figure 18 shows a lowering of age in our field of applicants for 2019/20 compared to last year, with the highest percentage of applications coming from 25 to 34 year olds. Applications from the 35 to 44 age bracket increasedby 10%. The percentage of applicants aged between 55 and 64 decreased by 8%confirming a slightly younger candidate profile.

Figure 18

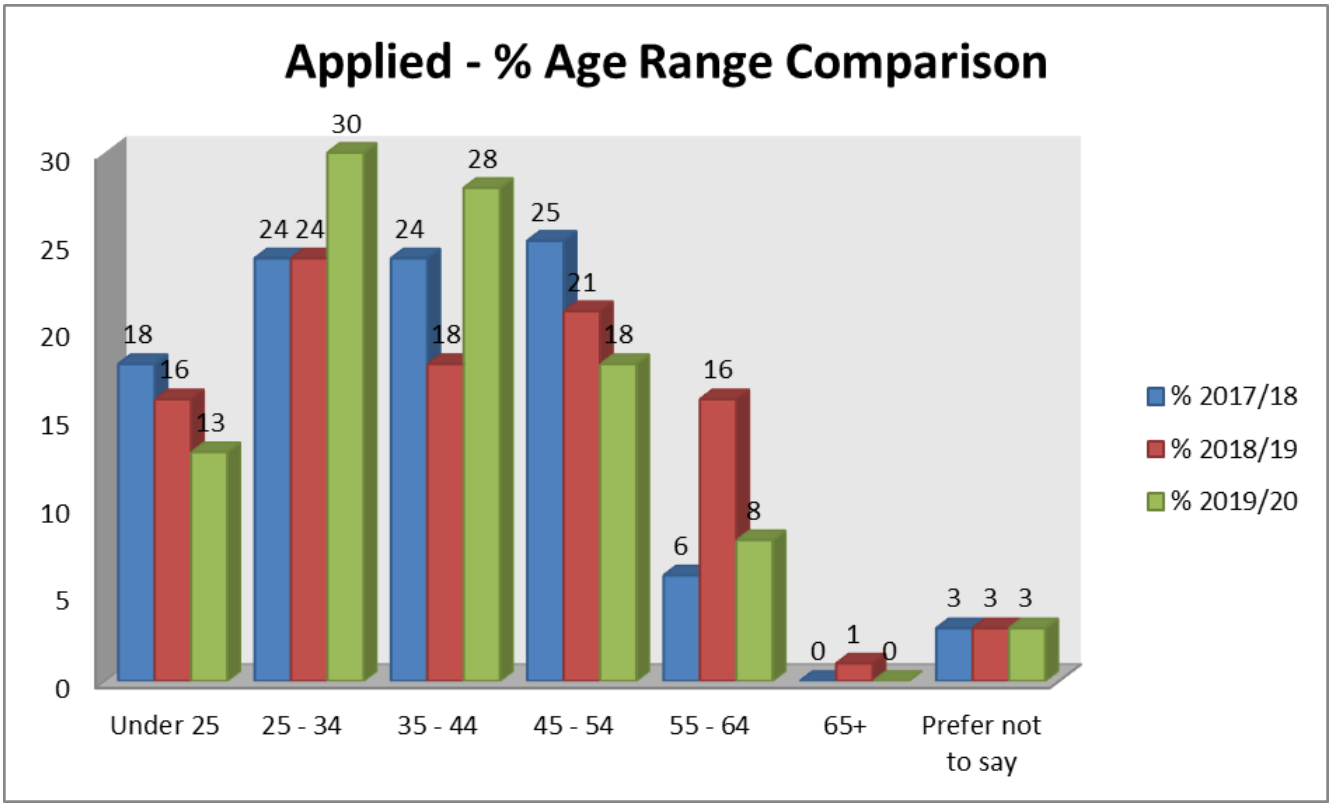
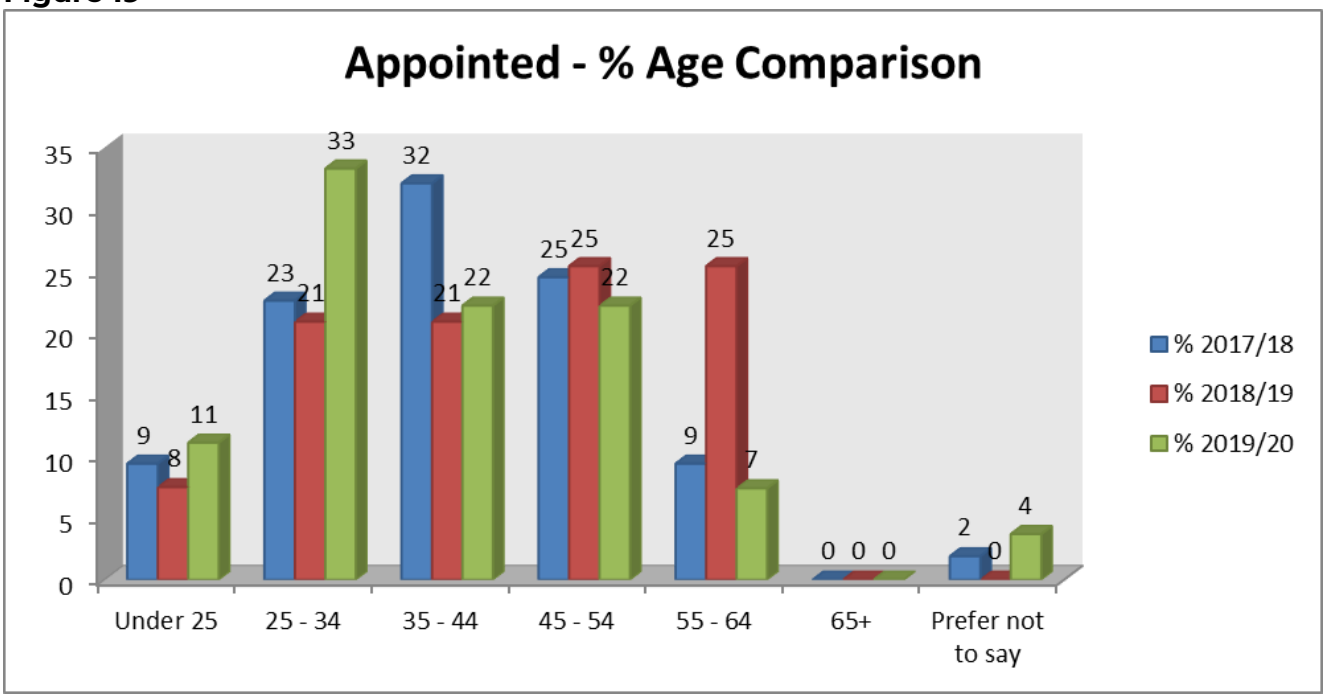


Figure 19 shows a very similar age profile of those appointed to those who applied, which indicates younger new starters in this reporting period thanin last year's, but the number of appointees is significantly lower, which suggests one reason why the overall staffing profile has remained the same.

Figure 19



Ethnicity

Figure 20 table shows a significant majority of applications were from WhiteBritish, with a similar percentage of applications from BME candidates to the last reporting period.

Figure 20

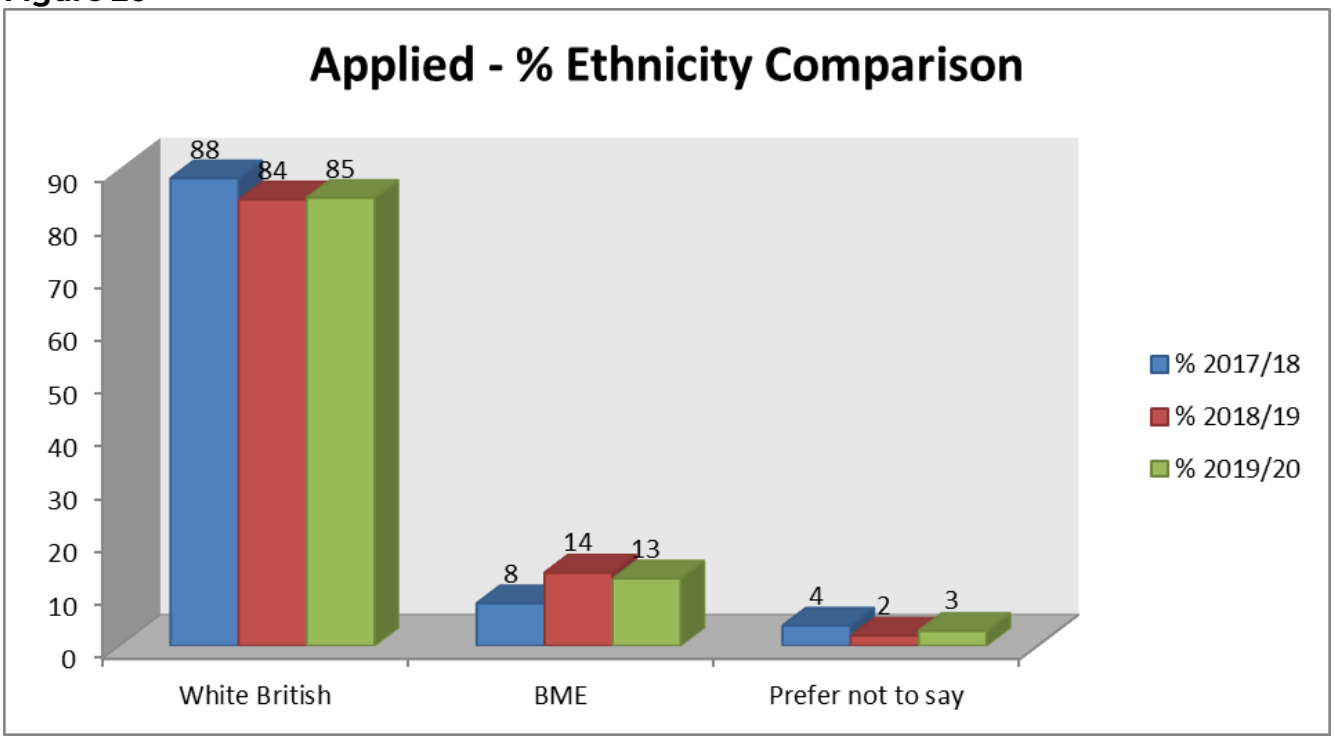


Figure 21 shows a similar ratio of BME candidates to those who applied, suggesting there is no reason to suspect any discrimination. Although the percentage of BME candidates appointed has dropped from 10% in the last reporting period to 7% this year, the numbers are low, a drop of 7 to 2.

Figure 21

Disability

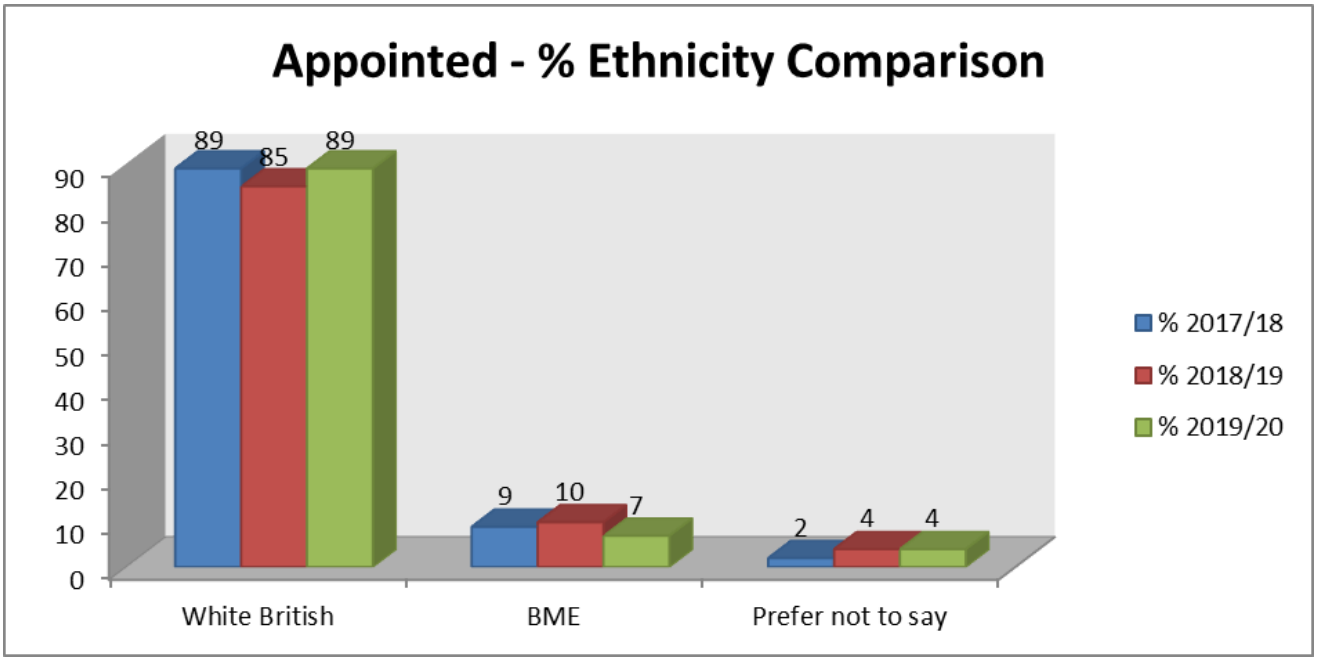


Figure 22 shows the majority of applicants declared no disability, althoughthis has fallen during the previous two reporting periods. The data for those who preferred not to say, is skewed by applications made by CVs wheredata was not captured.

Figure 22

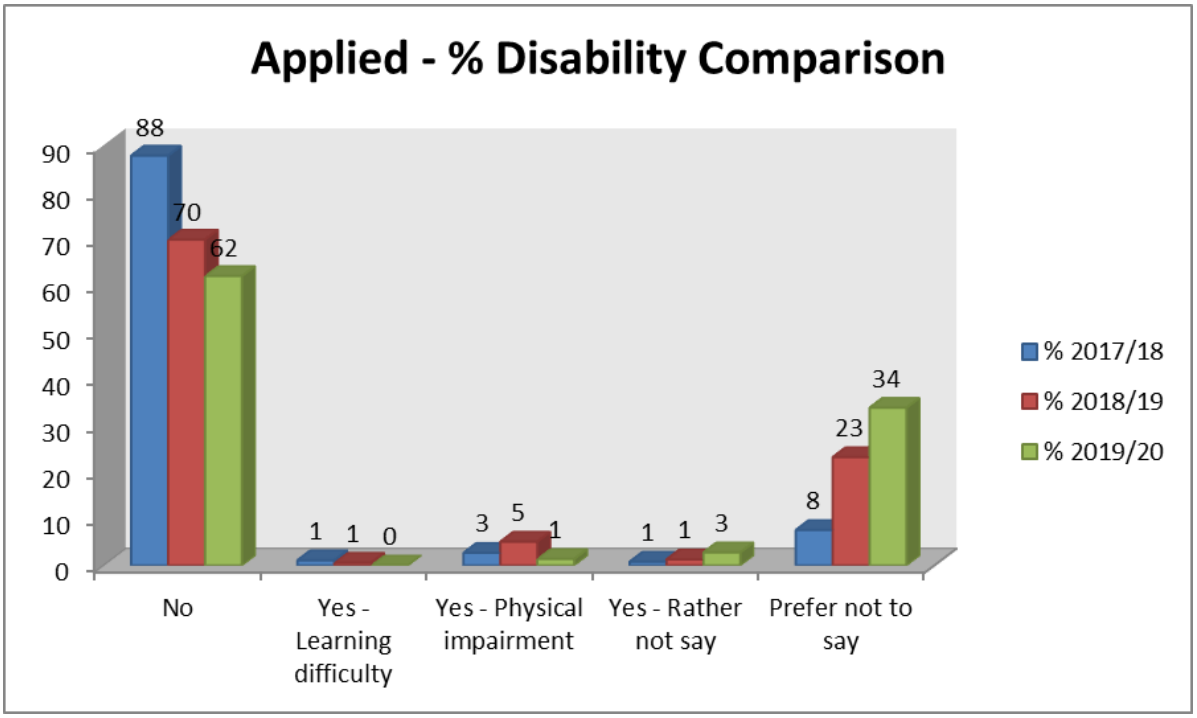
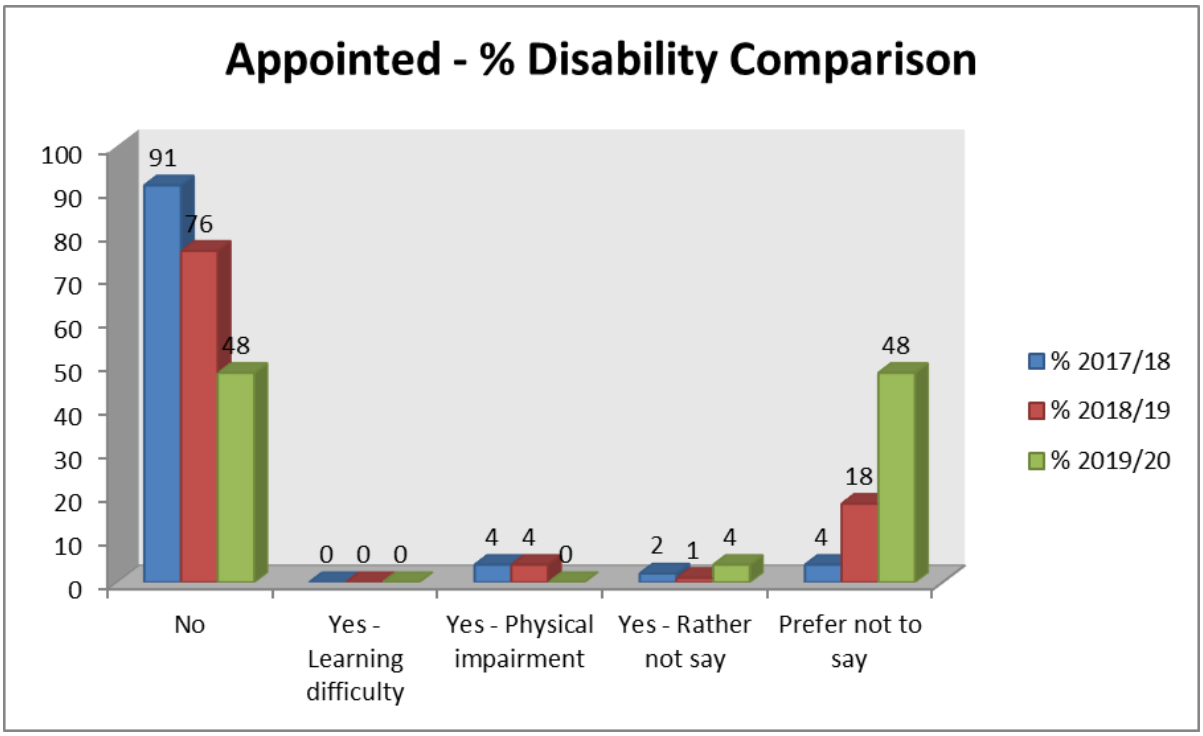


Figure 23 shows a very similar profile of those who were appointed in the reporting period to those who were invited to interview. This suggests neither positive nor negative influence when making selection decisions.

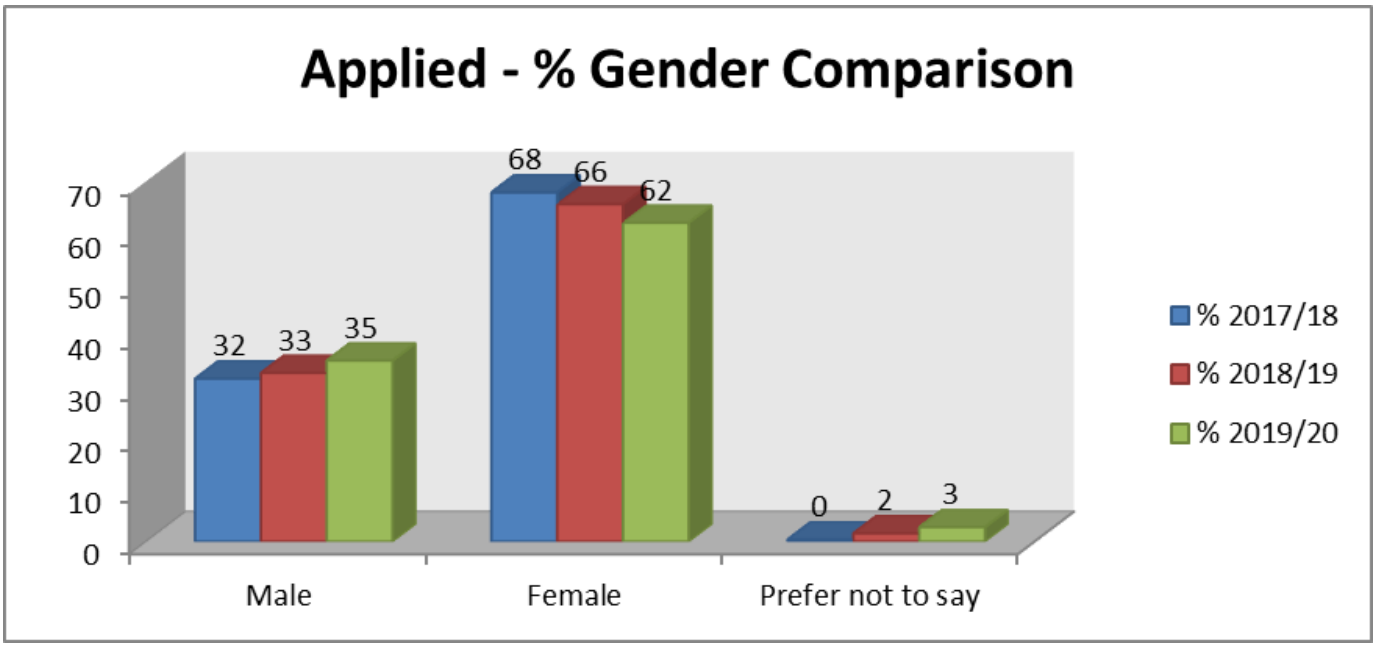
Figure 23



Gender

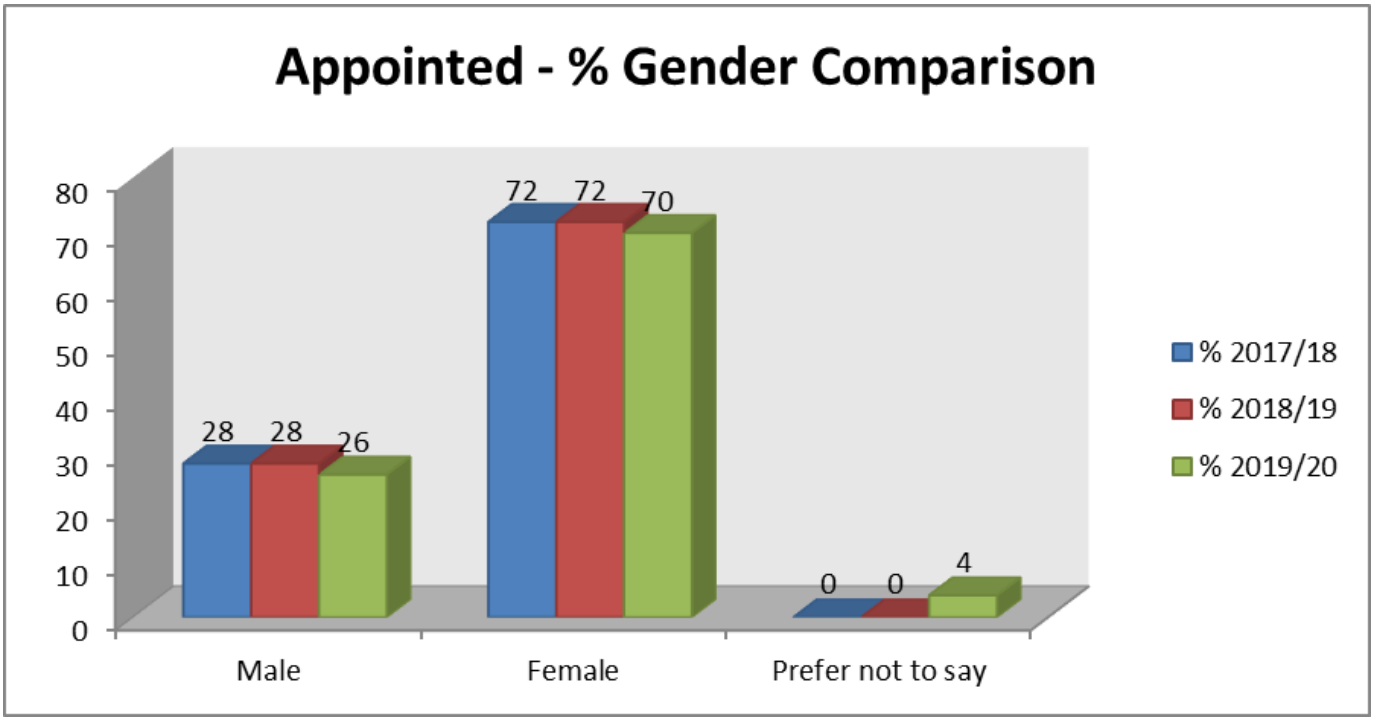
Figure 24 shows that the gender profile of our applicants is fairly balancedwith the ratio of 66% to 34% within our workforce profile for the same reporting period a trend which continues.

Figure 24



Of those appointed, **Figure 25** shows that the ratio of females to males appointed continues to impact our desire to even out the male to female rationof our workforce, although the overall profile remains static due to fewer male leavers than female and continues to be indicative of the sector.

Figure 25



Recruitment Actions
We continue to monitor advertising opportunities in order to target ethnic minority groups and have maintained the interest, but are restricted by costs. We are a Disability Confident accredited college and now merged with Peterborough, our future recruitment reporting is likely to change.

Through the recruitment process we look to ensure that there is no discrimination; one means of checking is through the analysis of annual Equality and Diversity data contained in this report.

Peterborough College EDI Report 2019/20

Equality, Diversity and Inclusion – Annual Report 2019/20

1. Purpose of the Report

The purpose of this annual report is to inform members of the Committee of the college's approach and actions to lead, celebrate and embed Equality, Diversity and Inclusion (EDI) across the organisation and the wider community for the academic year 2019/20. The report highlights key changes, developments, opportunities and challenges. It includes an overarching report on all college activities and specifics relating to students andto the workforce.

2. Summary of key activity 2019/20

Governance

2.1 Over the last 12 months, the college continues with its revised and refocussed Equality, Diversity and Safeguarding Committee, led by the Acting Principal, The focus of governance was on working with colleagues in New College Stamford to align the approach toEDI ready for merger.

Policy and objectives

2.2 The College had reviewed and refreshed the Equality, Diversity and Inclusion Policy and equality objectives in 2019. The policy includes the Equality Objectives which are supported by a range of Equality, Diversity and Inclusion Measures (EDIMs) and an implementation plan which are set annually and monitored by the Equality, Diversity and Safeguarding Committee.

2.3 The 2019/20 equality objectives are listed below. These will be reviewed, revised and republished for the Group in 2020/21 to underpin the new Group EDI Policy

Equality Objectives

- Equality Objective 1 – To create, sustain and celebrate an inspiring working and learning environment which advances equality of opportunity for everyone and fosters good relations
- Equality Objective 2 – To eliminate inequality, harassment and victimization by removing or reducing disadvantages felt by people of different groups
- Equality Objective 3 – To identify learner and student groups with lower achievement, retention and pass rates and put processesin place to narrow gaps and exceed benchmarks
- Equality Objective 4 – To be representative of our community andseek to promote harmony and community cohesion and to work with other organisations across Greater Peterborough with respect toequality, diversity and inclusion

- Equality Objective 5 – To treat all learners, students, staff,stakeholders and visitors with dignity and respect and to builda positive reputation in equality, diversity and inclusion

Equality Impact Assessment Process

2.4 In order to provide assurances that the College is meeting its duties under the Equality Act, there is an equality impact assessment process for all policies, procedures and services is part of the review of all College policies and available on the Happeo – StaffIntranet. All the equality impact assessments for policies are reviewed and if necessary, refreshed at their renewal date.

2.5 (EDIMs) were set in the autumn term after the confirmation of self-assessment data and areas for improvement were identified and actioned as part of College and Faculty Quality Improvement Plans. Below are the areas identified as requiring improvement:

Achievement Data 2019/20

Vulnerable Group (including Math and English)	**Young People**	**Variance + /- in line with peers**	**Adults**	**Variance + /- in line with peers**
LDD	74.4%	-5.3%	83/.7%	-1.3%
Disability Dyslexia	74.7%	-3.4%	84.9%	No Significan t gap
Disability Mental Health	71.5%	-6.6%	87.3%	+2.7%
Autism Spectru m Disorder	76 4%	-1.4%	74.2%	-10.6%
Looke dAfter Children	82.4%	+3.4%	N/A	
EHCP	82%	-2.1%	80.1%	-10.2%
High Needs	71.4%	-6.8%	81.2%	-3.6%
Free School Meals	77.5%	-0.4 no significant gap	64.2% Small number s	-20.8%

Ethnicity	**Young People**	**Variance + /- in line with peers**	**Adults**	**Variance + /- in line with peers**
Black African	73%	-9%	74.6%	-21.5%
Other Asian	90.5% small number s	+8.5%	81.7%	-9.9%

Gender	Young People	Variance + /- in line with peers	Adults	Variance + /- in line with peers
Male/Female learners	No significant achievement gaps		No significant gaps	

Promoting, celebrating and embedding equality, diversity and inclusion

2.6 A range of activities and opportunities have been embedded into the curriculum and the tutorials delivered by the Achievement Support Lead to support the promotion and celebration of equality, diversity and inclusion. Delivery staff make good use of naturallyoccurring opportunities to raise learners understanding and awareness of equality, diversity and inclusion as evidenced in schemes of learning, assignment briefs, learning walks, teachingand learning reviews and student voice feedback.

2.7 Students and staff have also celebrated equality, diversity and inclusion and raised their awareness and understanding by taking part in and contributing to a range of cross college events/information stands including:

- SU & Class Rep elections
- Black History Month
- Wellbeing events through the year, including the mental healthand wellbeing event
- Remembrance Day
- Anti-bullying
- Online/remote Christmas Carol Service
- Diversity Day
- LGBT+ month
- Awareness and celebration of different religious festivalsincluding: Eid, Diwali and Hanukah
- World Mental Health and Managing stress

2.8 In January 2020 learners attended Diversity Day celebrations held in the college hall. Food, music and dance from around the world were enjoyed and information stands to raise awareness of disability, LGB&T, mental health and tackling stereotypes in the work place were well attended. Learner groups contributed to the organisation of the event and held stands for areas they had a particular interest in or knowledge of. Equality, diversity and British Values are promoted effectively through Study Programmes and pastoral tutorials. As a result, the majority of students work respectfully in diverse groups, foster inclusivity and have a goodunderstanding of expectations for living in modern Britain

2.9 Fresher's Fayre was well attended with 1060 students and in January2020, 700 learners attended Diversity Day celebrations. Food, musicand dance from around the world were enjoyed and information standsto raise awareness of disability, LGB&T, mental health and tackling stereotypes in the work place were well attended. 10 of our studentsalso attended the LGBT network day in January. Learner groups contributed to the organisation of the event and held stands for areas they had a particular interest in or knowledge of. Equality,diversity and British Values are promoted effectively through StudyProgrammes and tutorials. As a result, the majority of students workrespectfully in diverse groups, foster inclusivity and have a goodunderstanding of expectations for living in modern Britain.

2.10 The EDI Workforce Report for 2019/20 is in appendix 3. This datais reported for Peterborough Regional College and was presented to the IEG Finance and Resources Committee in January 2021 alongside the Stamford College report. In 2021/21 there will be one Group Workforce Report. The key points are summarised below:

- Although numbers of staff at the College had reduced over the academic year as part of a proactive cost reduction exercise, the proportions of staff distributed across the protected characteristics under the Equality Act (2010) remained stable andin line with sector benchmarking data
- The College workforce was 64% female staff, and 36% male. Half of all full time staff were female, and females were more likely thanmales to be employed in part time and hourly roles
- The ethnicity of the workforce remained in line with the most recentcensus data (2011), although changes to this are anticipated at thenext census.
- Only 5% of staff declared a disability which is slightly under benchmark
- Staff are well distributed across all age groups with less staff ateach end of the age spectrum, the majority of staff are in their late forties and late fifties
- Data on recruitment activity remained similar to previous years although there was almost 60% less recruitment activity because ofthe pandemic, with almost no recruitment taking place after the first national lockdown in March 2020. Proportions of staff by gender, ethnicity and disability are analysed each stage of the recruitment process to check for any inconsistencies. This showed that there were some slight anomalies but data on applications andsuccess at each stage of the process was broadly in line with workforce profile data.

3. Actions for 2020/21

3.1 Actions in place to further promote and support equality, diversityand inclusion are set out below and will be monitored through the Implementation Plan for 2020/21, overseen by the Equality, Diversityand Safeguarding Committee.

Governance and policy

3.2 Working on the Group approach devising new equality objectives and harmonisation of equality and diversity policies and support as part of Merger harmonisation to bring the best of both Colleges.

Workforce

3.3 Actions for workforce are summarised in the action plan andinclude:

- Working on a suite of group workforce reports using data from new HR Information System (to be implemented in June 2021) and extending reporting across the employee life cycle
- Continuing to roll out online mandatory EDI training across both campuses using the same platform (iHasco)
- Ensuring fair and equitable pay for roles across the group through the development of the new IEG pay framework including job evaluation of new IEG roles
- Harmonising work on disability across the group, working on joint action plans and then working towards 'Disability Confident Leader', the next level after Disability Confident Employer Level 2, ourcurrent status.

4. Recommendations

4.1 Governors are asked to recommend the Peterborough Equality,Diversity and Inclusion Annual Report 2019/20 report and the IEG Action Plan for 2021/21 to the Board for approval

Workforce Data Report Peterborough College 201920, (Report to F&R Committee January 2021)

Annual Equality, Diversity & Inclusion Report 2019/20- Workforce Data (Report Prior to Merger)

1. Introduction

1.1 The purpose of this report is to provide an annual report for academic year 2019/20 on workforce equality, diversity and inclusionat Peterborough Regional College prior to merger.

1.2 The report sets out data on the workforce profile and staff recruitment and employee relations data by the protected characteristics in comparison with previous years and with benchmarking data from the sector. This report does not include theinformation on the gender pay gap which has been provided in a separate report to Governors[1]. Workforce profile data is generated by the Peterborough College HR Information System 'SelectHR'.

2. Executive Summary

2.1 Although numbers of staff at the college have reduced over the academic year as part of a proactive cost reduction exercise, the proportions of staff distributed across the protected characteristics under the Equality Act (2010) have remained stablein line with previous years, and also in line with sector benchmarking data.

2.2 The College workforce is made up of 64% female staff, slightly higher than benchmark. Half of all full time staff are female, and femalesare more likely than males to be employed in part time and hourly roles (79% and 70% respectively). The ethnicity of the workforce remains in line with the most recent census data (2011), although changes to this are anticipated at the next census. Only 5% of staff have declared a disability. Staff are well distributed across allage groups with less staff at each end of the age spectrum, the majority of staff are in their late forties and late fifties. The college also collects data on religion, sexual orientation and gender reassignment but numbers are still too small to draw conclusions. Details are in section 3 of this report

2.3 The college collects data on staff recruitment activity and employee relations activity although this is more limited than the workforceprofile data at present. Data on recruitment activity remained similar to previous years although there was almost 60% less recruitment activity because of the pandemic, with almost no recruitment taking place after the first national lockdown in March 2020. Proportions of staff by gender, ethnicity and disability areanalysed each stage of the recruitment process to check for any inconsistencies. This showed that there were some slight anomaliesbut data on applications and success at each stage of the process was broadly in line with workforce profile data. Details are in section 4 of this report.

2.4 Information on employee relations casework is not available throughthe HR System so is limited to analysis by gender until a new HR Information system is put in place in 2021. In 2019/20, the numberof employee relations cases was significantly lower than in previousyears, attributed to COVID-19 college closure and lockdown, but thatthe proportion of cases now reflects the gender composition of theworkforce, and males had previously tended to predominate this category.

[1] In March 2020 the Government paused the requirement to publish a report on the gender pay gap because of theglobal pandemic

2.5 Other factors relevant to workforce EDI are numbers of staff accessing family schemes, and people requesting flexible working opportunities. As with employee relations casework, these are not recorded through the HR information system at present. There were 19 staff on maternity leave over the year, and all returned to work,many with flexible working arrangements and nine staff took paternity leave, and none took adoption or shared parental leave. There were 22 formal flexible working requests from male and femalestaff, all of which apart from two were agreed, and these were agreed with compromises on appeal. Details are in section 7.

2.6 The rest of the report sets out analysis of the statistical data onthe workforce profile and key components of the employee life cycleagainst the protected characteristics and in comparison with benchmarking data

3. Workforce Profile

3.1 At 31st July 2020 the college headcount was 838 (including zero hoursdirectly employed staff) which continued its downward trajectory over the year from 904 in August 2019. The full time equivalent (FTE) was 465.0 FTE which had decreased over the year from 503.8 FTE in August 2019.

3.2 The proportion of staff by staff group remained similar to previousyears, with Support staff representing 57% of all staff, Managers representing 7.0%, and Teaching staff representing 36.0% of all staff, which is in line with AoC benchmarking data. Tables of databy staff group and department/faculty are in Annex A, tables 1 and2.

3.3 The reduction in staff numbers over the year was attributed to theimpact of the pay cost reduction exercise in 2018/19 and the increased level of scrutiny of recruitment requests. The steeper decline in June and July reflected lockdown with less staff movingjobs and a number of vacancies on hold. It is anticipated there willbe a modest increase in FTE in 2020/21 although not significantly as headcount will decrease as the college moves from a model of directly employed zero hours staff to employment through QRS.

4. Staff Profile - Protected Characteristics

4.1 The following workforce data illustrates the college's profile against a number of the protected characteristics under the EqualityAct 2010. The data is produced annually at the end of the academic year, and compared to data from previous years. Analysis of the data is reported to the Equality, Diversity and Safeguarding Committee which then determines specific workforce actions requiredfor its action plan. Tables of data against the protectedcharacteristics are in Annex A.

Gender

4.2 The majority of the workforce were female (64%). This is exactly the same as the previous year and has remained stable over the lastthree years. Full time staff are 50/50 male and female. Similar toprevious years, there are proportionately more females working parttime (79% of part time staff), and proportionately more females inhourly paid roles (70% female).

4.3 Analysis of the data by staff group showed that there were slightlymore females in the management staff group compared to the workforcecomposition (67% compared to 64%), there were proportionately morefemale support staff (70% female) and proportionately less femalesin the teaching staff group (51%). The proportion of females in management in the college was higher than benchmark and had increasedfrom 61% the previous year.

Ethnicity

4.4 By ethnicity the College was broadly in line with most recent censusdata, but proportions of all groups are less than census data (2011)percentages, which is caused by the data including those who do notstate their ethnicity (11%). Proportions of each ethnic group havealso remained broadly the same over the last few years. Of all staff, including those who do not state their ethnicity, 80% classified themselves as 'White', compared to census data of 83%.Thenext largest group by ethnicity was 'Asian/Asian British' (6.0% ofstaff, compared to census data of 11%), followed by 'Black/Black British' (2.0% compared to census data of 2%). The 'Mixed Race' group (2.0%, compared to 3% census data), and 'Chinese/Other' group(0.1% compared to 1% of census data). All percentages are broadlythe same as the percentages reported last year and the previous three years.

Age

4.5 The proportions of staff in each age group were similar to previousyears (between 10 – 13% in each group), other than the under 25s and over 60 age groups, which have less staff at 6-8% each. The mostpopulated age groups were age 45-49 and age 55-59 (both 13%).Thishas remained stable over the last three years, and shows a healthydistribution of staff by age across the workforce, although over aquarter (27%) are aged 55 and over, and therefore may be consideringretirement (known as the 'retirement cliff').

Disability

4.6 The percentage of the workforce who declared a disability dropped slightly from 6% to 5%, having hovered between 4% and 6% over the last few years. Although numbers are too small to draw definite conclusions, it is hoped that the positive effect of the DisabilityConfident Employer Scheme (for which the college has been awarded Level 2 status) along with increased guidance for managers on recruiting and employing people with a disability will have an impact on these numbers.

Other Protected Characteristics

4.7 The College also monitors staff by religion, sexual orientation andgender reassignment, but as data gathering on these characteristicshas been more recent, with large proportions of data 'not known', it is not possible to able to draw conclusions. Tables of the dataare in Annex A.

Benchmarking Data

4.8 The college workforce data was broadly in line with benchmarking data for the FE Sector (SIR Data Insights FE Workforce data report,and the Association of Colleges [AoC]Workforce survey report), whichhas remained the case for the past few years since the college hasbeen tracking this data[2].

4.9 The most recent AoC workforce survey[3] reported that 63% of all college employees were female, and 37% were male, compared to 64% and 36% in the college. By staff group, 56% of managers, 58% of teachers and 69% support staff were female – this is less than thecollege in the management group and more in the teaching group andsimilar to the support group (67%, 51% and 70% respectively).

4.10 The most comparable data in the SIR Data Insights report[4], was that61% of the FE workforce were female, and that females were more likely to work part time than males broadly in line with the college.In terms of ethnicity, it reported that the overall workforce remained predominantly 'White British' (80 %– 90%) across all provider types, which had not changed over time. The median age for

staff working in the sector was age 47 across all provider types, and the mode age group (the age group with the largest number of staff) was age group 50-54, and 5% of staff in the sector declareda disability. SIR data collection on sexual orientation remains low, and is in line with college data. All of this data is in broadly line with data for the College with no significant differences other than a slightly lower percentage of female staffin the workforce overall in comparison with the college.

5. Recruitment and Selection Data

5.1 Data on the key stages of the recruitment and selection process forall posts advertised during 2019/20 has been produced through the online job application system E-recruit which links data with the HR information system. This report includes the categories of gender, ethnicity and disability. Data on religion, gender reassignment and sexual orientation is also gathered during the recruitment and selection process but due to high volumes of 'not known' data, it is not possible to provide meaningful analysis yet.

5.2 In 2019/20 there were 695 applications for vacancies, which was almost 60% less than previous years because of the COVID-19 pandemic, with staff recruitment ceasing in the first lockdown in March 2020 and remaining minimal for the rest of the academic year.Of the total number of applications, 279 people were shortlisted (40% of applications), 95 offered a post (34% of those shortlisted)and 78 people took up appointments (82% of those offered posts and11% of all applicants).

5.3 Whilst there were some statistical differences in the data at eachstage of the recruitment process compared to the workforce profileand Census data, they were not of a significant enough nature to indicate bias. The main points are summarised below, with further statistical data in Annex A.

Gender

5.4 The proportion of applicants by gender at each stage of the recruitment and selection process was similar to the composition ofthe workforce. Females represented 63% of the applicants, comparedto the college workforce (64% female), but were slightly less likelyto be shortlisted offered a role and appointed (58.4%, 59% and 60.3%respectively). In the previous year females were slightly more likely to be successful than males in comparison to the compositionin the workforce, and since 2016/17 this phenomenon has flipped between males and females each alternate year. There was a very small number of 'not knowns' which are not reflected in overall workforce gender data, but should not skew the numbers.

Ethnicity

5.5 In terms of ethnicity, 80% of the workforce is classified in the 'White' group, however the data on recruitment shows that 'White' applicants were slightly less likely to apply for roles (72%), andalso slightly less likely to be shortlisted, offered a post and veryslightly more likely to be appointed (77.7%, 79% and 80.7% respectively).However, they were still more successful than the proportion of applicants in the White group would suggest, becoming proportionately more successful at each stage of the process.

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[2] Both of the current surveys report on data for academic year 2017-18, which were published in 2019, and delayed again because of COVID, and therefore will be two years older than the data inthis report for the college, which is taken at 31st August 2020.

[3] Association of Colleges AoC College Workforce Survey 2018 Summary of Findings 2019

[4] SIR Data Insights Report Further Education Workforce Data for England, analysis of the 2017-18Staff Individualised Record (SIR) data, frontier Economics, April 2019, ETF

5.6 As reported in previous years, there was also a higher proportion of people from ethnic groups applying for jobs and being successful.In particular the candidates from the 'Asian /Asian British' groupwere appointed to 10% of jobs, in line with the percentage applying,and higher than the composition of the workforce (6%) and closer tocensus data for this group (11%). Numbers of applicants and candidates in the other ethnic groups was much smaller than previousyears because of the reduction in recruitment which makes meaningfulanalysis and drawing conclusions difficult. There was still a numberof 'unknowns' (7% of applicants), but this proportion is graduallyreducing. The data for all groups is similar to that reported overthe last three years with a gradual increase in staff from ethnic minority groups going through the recruitment process. Although differences in data are small compared to workforce composition thisis being monitored as the situation has not altered over previous years.

Disability

5.7 The number of applicants declaring a disability was comparatively low (there were 46 applications out of a total of 695 overall), butthe data showed that the slightly more people declaring a disabilitythan compared to the workforce composition applied for posts (6.7%applicants compared to 5% in post), and they were slightly more likely to be shortlisted (7.9%) but less likely to be appointed toa post (2.6%). These proportions are lower than in previous years when candidates declaring a disability more closely reflected workforce numbers and have in recent years been proportionately moresuccessful in the recruitment process. This is also in the context of a gradual increase in the percentage of the workforce declaringa disability over the last few years from 3.9 % to 5%.

6. Employee Relations Activity

6.1 Employee relations casework reduced significantly in 2019/20, mainlybecause of COVID-19 and college closure: there were 103 cases, only
22 of which lodged after March 2020, which is less than half of cases compared to previous years. Employee relations casework activity includes all disciplinary, grievance, capability, sicknessabsence and bullying and harassment cases as well as redundancies, TUPE transfers, flexible working appeals, Employment Tribunals andcases requiring mediation.

6.2 Analysis of casework by gender showed that 65% of cases were attributed to females, an increase from 57% of all cases the previousyear, and correspondingly 35% of cases were attributed to males. This continues the upward trend of an increase in casework attributedto females over the last few years, when previously staff involvedin employee relations cases were disproportionately more likely tobe male than the proportion in the workforce suggested. The proportion of cases by gender is now in line with the workforce profile. This type of data is currently analysed by gender and staffgroup and analysis will be extended to other protected characteristics including ethnicity and disability.

7. Other Factors

7.1 Other factors relevant to workforce EDI which are monitored by the college are numbers of staff accessing family schemes, staffreturning to work after taking leave, and people requesting flexible working opportunities. As with employee relationscasework, these are not recorded through the HR information systemat present.

Family schemes

7.1 In 2019/20, 19 staff were on maternity leave, all of whom returnedto work, many of them returning to flexible working patterns. Ninestaff took paternity leave, and no staff took adoption or sharedparental leave.

Flexible working

7.2 There were 22 applications for flexible working made under the flexible working policy and legislative requirements. These weremade by males and females for a number of reasons including caringresponsibilities and flexible retirement. Of these, two employeesdid not have their requests met in full because of operational factors that made their request not feasible. Both appealed against this decision, following which an acceptable compromise was reached. As reported above in the section on gender working patterns, the college has a significant number of staff working flexibly part time, term time only and on hourly contracts. Staffwere also able to optimise remote working following college closure and lockdown.

8. Conclusions and Next Steps

8.1 This data is reviewed by the Human Resources team at the college tocheck for inconsistencies and inform recruitment and retention strategies and is also reported to the Equality, Diversity and Safeguarding Committee to note trends and agree actions as part ofthe EDI action plan.

8.2 In 2020/21 there will be one workforce EDI report for the Group, using data from the new HR Information System which is being implemented on 1st April 2021. This will enable the HR team to gather data directly from the HR Information system to monitor on additional factors in the employment life cycle by the protected characteristics, including induction, probation, training,promotion and leavers.

Peterborough College

Annex A - Equality and Diversity Workforce Data – 31 July 20202

Staff in Post Tables

Table 1: Headcount by staff group compared to AoC national average headcount[5]*
(percentage in brackets)

Staff category	AoC headcount (%)	PRC headcount				
		Aug -19	Oct-19	Dec-19	Apr-20	Jul-20* (%)
Management	55 (7.6%)	67	69	63	58	58 (7.0%)
Support	398 (54.7%)	513	482	475	466	479 (57%)
Teaching	274 (37.6%)	324	311	308	301	301 (36%)
Total	**727**	**904**	**862**	**846**	**825**	**838**

Table 2: Full Time Equivalent (FTE) by Department /Faculty by month

Department/ Faculty	Aug -19	Oct-19	Dec-19	Apr-20	Jul-20
Alternative Learning	26.9	29.1	31.1	29.1	28.1
Built Environment	25.0	24.1	24.1	22.7	22.7
Business & Public Sector	27.6	23.6	23.5	25.2	24.8
Catering	-	-	-	-	13.9
Creative Arts &Land	29.5	27.5	28.5	27.8	26.8
Emp Serv Apprenticeships	29.6	29.1	29.1	29.3	28.7
Eng. & Digital Tech	29.8	29.8	30.8	29.0	28.2
English & maths academy	27.4	27.4	28.1	27.5	27.1
Facilities	37.8	34.2	33.2	33.0	32.6
Finance	6.4	7.4	5.4	4.7	4.7
Human Resources	7.1	5.1	5.2	6.2	6.2
ITSU	7.0	7.0	8.0	6.0	5.0
Learning Resource Centre	5.4	5.7	5.4	5.0	5.0
Leisure & Serv Inds	33.5	32.4	32.0	33.5	33.5
Marketing & Student Rec.	16.4	15.6	16.2	15.3	14.3
MIS & Exams	21.0	15.5	15.0	14.0	13.4
Nursery	17.7	17.5	15.7	13.8	12.8

Principal's Office	7.0	7.7	6.1	5.1	6.1
Procurement & print room	3.9	3.0	3.0	3.0	3.0
Quality Team	11	10.5	10.5	10.0	9.5
UCP	41.7	35.9	36.9	37.4	37.0
Total	**503.8**	**475.5**	**476.5**	**460.1**	**465.0**

Workforce Profile: Protected Characteristics

Table 3: Gender - all staff, full time, and part time, hourly paid

Gender	**2020**	**2019**	**2018**	**2017**	**2016**
Female	64%	64%	62%	63%	61%
Male	36%	36%	38%	37%	39%
Gender by hours	**2020**	**2019**	**2018**	**2017**	**2016**
Full time					
Female	50%	54%	53.6%	52.1%	51%
Male	50%	46%	46.4%	47.9%	49%
Part time					
Female	79%	80%	78.6%	80.7%	77%
Male	21%	20%	21.4%	19.3%	23%
Hourly staff	**2020**	**2019**	**2018**	**2017**	**2016**
Female	70%	70%	64.1%	60.7%	60%
Male	30%	30%	35.9%	39.3%	40%

Table 4: Gender by staff group

Staff group	**Female %**	**Male %**	**AoC average female**
Management	67%	33%	63%
Teaching	51%	49%	58%
Support	72%	28%	69%

Table 5: Ethnicity – all staff, compared to census data for Peterborough (2011)

Ethnicity	2011 Census	2020	2019	2018	2017	2016
Asian/Asian British	11%	6%	6.1%	6.2%	5.5%	5.3%
Black/Black British	2%	2%	1.9%	2.2%	1.7%	1.7%
Chinese/Other	1%	0.1%	0.1%	0.1%	0.3%	0.0%
Mixed	3%	2%	1.5%	1.6%	1.6%	1.3%
Prefer not to say/unknown	0%	11%	9.4%	10.5%	9.2%	11.6%
White	83%	80%	81.0%	79.4%	81.7%	80.1%

Table 6: Disability – all staff

Disability	2020	2019	2018	2017	2016
No/ Not known	95%	94%	94.9%	96.1%	96.1%
Yes	5%	6%	5.1%	3.9%	3.9%

Table 7: Age bands – all staff

Age band	2020 %	2019 %	2018 %	2017 %
<25	6%	6.1%	10.4%	7.5%
25-29	11%	11.0%	11.4%	11.3%
30-34	10%	11.1%	10.2%	10.0%
35-39	10%	10.3%	9.9%	9.2%
40-44	12%	10.8%	11.2%	12.9%
45-49	13%	12.8%	12.2%	12.6%
50-54	12%	12.6%	12.1%	11.8%
55-59	13%	12.8%	10.9%	11.8%
60-64	8%	7.6%	7.4%	7.5%
65+	6%	4.9%	4.4%	5.4%

Table 8: Gender Reassignment – all staff

Gender reassignment	2020	2019	2018	2017	2016
No	78.4%	97.8%	97.8%	78.7%	76.3%
Not known	19.5%	0	0	18.8%	20.5%
Prefer not say	1.7%	1.8%	2.1%	2.4%	3.1%
Yes	0.5%	0.4%	0.1%	0.1%	0.1%

Table 9: Religion – all staff

Religion	2020	2019	2018	2017	2016
Buddhism	0.5%	0.3%	0.1%	0.3%	0.3%
Christianity	37.9%	40.0%	38.3%	40.1%	38.8%
Hinduism	0.9%	1.4%	1.6%	1.4%	1.4%
Jewish	0%	0%	0.1%	0.1%	0.1%
Muslim	2.4%	2.2%	2.7%	2.2%	2.7%
No religion	31.6%	30.7%	29.3%	28.8%	27.4%
Not known	23.0%	12.1%	19.3%	23.8%	20.9%
Other	3.0%	7.5%	3.0%	2.8%	2.5%
Prefer not to say	0%	5.0%	5.1%	0%	5.7%
Sikhism	0.8%	0.8%	0.5%	0.5%	0.3%

Table 10: Sexual orientation – all staff

Sexual orientation	2020	2019	2018	2017	2016
Bisexual	0.5%	0.3%	0.8%	1.1%	0.5%
Gay	0.6%	0.6%	0.9%	0.7%	0.5%
Heterosexual	77.3%	79.0%	75.7%	76.3%	73.8%
Lesbian	0.3%	0.3%	0.3%	0.3%	0.1%
Not known	13.7%	12.8%	15.2%	14.1%	16.8%
Prefer not to say	7.6%	7.1%	7.1%	7.6%	8.3%

Recruitment and Selection Data - Academic Year 2019/20

Table 11: All applicants – gender

Gender for all applicants	Number	Percentage	PRC gender 2020
Female	440	63%	64%
Male	228	33%	36%
Not known	27	4%	0.00%
Total applications	**695**		

Table 12: Application status by gender – appointed, offer shortlisted

Gender by application status	Number	Percentage	PRC gender %
Short Listed	**279**		
Female	163	58.4%	64%
Male	112	40.1%	36%
Not known	4	1.5%	
Offer Made	**95**		
Female	56	59%	64%
Male	39	4.1%	36%
Appointed	78		
Female	47	60.3%	64%
Male	31	39.7%	36%

Table 13: All applicants – ethnicity

Ethnicity	Number	Percentage	PRC ethnicity %	Census 2011
Asian/Asian British	92	13%	6%	11%
Black/Black British	25	4%	2%	2%
Chinese/Other	18	3%	0.1%	1%
Mixed	7	1%	2%	3%
Not known	49	7%	11%	0%
White (any)	504	72%	80%	83%
Total	**685**			

Table 14: Application status by ethnicity – shortlisted, offer, appointed

Ethnicity by application status	Number	Percentage	PRC Ethnicity	Census 2011
Short Listed	**279**			
Asian/Asian British	25	8.9%	6%	11%
Black British	13	4.6%	2%	2%
Chinese/Other	6	2.1%	0.1%	1%
Mixed	5	1.7%	2%	3%
Not known/	13	4.6%	11%	0%
White (any)	217	77.7%	80%	83%
Offer Made	**95**			
Asian/Asian British	10	10.5%	6%	11%
Black British	1	1.0%	2%	2%
Chinese/Other	2	2.0%	0.1%	1%
Mixed	3	3.0%	2%	3%
Not known	4	4.0%	11%	0%
White (any)	75	79%	80%	83%
Appointed	**78**			
Asian/Asian British	7	8.9%	6%	11%
Black British	1	1.2%	2%	2%
Chinese/Other	1	1.2%	0.1%	1%
Mixed	2	2.5%	2%	3%
Not known	4	5.1%	11%	0%
White (any)	63	80.7%	80%	83%

Table 15: All applicants – disability

Disability for all applicants			
	Number	**Percentage**	**PRC disability %**
No / unknown	649	93.3%	95%
Yes	46	6.7%	5.0%
Grand Total	695	100%	100%

Table 16: Application status by disability – shortlisted, offer, appointed

Disability by application status	Number	Percentage	PRC disability %
Short Listed	**279**		
No	257	92.1%	95.0%
Yes	22	7.9%	5.0%
Offer Made	**95**		
No	94	99%	95.0%
Yes	1	1.0%	5.0%
Appointed	**78**		
No	76	97.4%	95.0%
Yes	2	2.6%	5.0%

Employee Relations Data by Gender – Academic Year 2019/20 Table 14: Number of individual cases and percentage by gender compared togender of workforce

Gender	Number of cases	Percentage	Percentage of workforce
Male	36	35%	36%
Female	67	65%	64%
Total	**103**	**100%**	**100%**