



**SOUTH
LEICESTERSHIRE
COLLEGE**



**European Union
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Investing in jobs and skills

Equality, Diversity and Inclusion Review

2011-12

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1. Introduction

This document outlines the developments that have taken place in the College during the year 2011/12 in relation to Equality and Diversity and Inclusion (EDI). It provides a rationale for the revised action plan which details how the college will achieve its equality objectives. It also outlines progress against the Single Equality Scheme Action Plan for 2011/12. It does consider some actions taken more recently in early 2013 as the original scheme was published in March 2012. It complements the SAR, but also provides the framework for continuing to meet the Public Sector Equality Duty and updating information. It therefore reports how the College has met its general duties to:

- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **eliminate unlawful discrimination, harassment and victimisation** and any other conduct prohibited by the Act
- **foster good relations** between people who share a protected characteristic and people who do not share it.

2. Advancing Equality of Opportunity

2.1 Promotion

The College seeks to embrace equality, diversity and inclusion into college life through the promotion of events and activities and throughout the curriculum. The promotion of EDI was featured throughout the 2011/12 plan, through the development of policies, marketing activity and events.

Over the last year the College has sought to embed EDI into the quality assurance processes; for instance EDI was specifically examined during the self- assessment process. EDI is a feature of lesson observation feedback and is now referenced in the college lesson plan template.

The EDI group has been operating in the College for some time and is a cross college group which seeks to monitor and promote EDI. The group is responsible for developing the work around achieving Investors in Diversity status and for championing EDI. This year the group has been strengthened with revised terms of reference and a new focus, leading to a revised action plan created in December 2012. The group is chaired by the Vice Principal and the senior leadership team are strong advocates of EDI.

The College has agreed Equality Objectives for 2012/13. Progress on these is measured through the College-wide EDIMs and actions to achieve them are incorporated into the EDI Action Plan. In the year ahead it is intended that this process will be developed and strengthened to eventually include targets for Faculties and Service areas.

The involvement of the Head of Funding, Information and Planning as part of the group has led to improved reporting and EDI data becoming a more integral part of reporting and monitoring across the college.

The College improved the promotion of financial assistance last summer and this is well used by learners. There is still further work required in this area to ensure that learners with particular needs for instance looked after children are aware of the funds at an early stage.

A learner involvement strategy was a key target for the plan for last year and this was developed in the summer. Learners have been involved in the Equality and Diversity Group and have assisted with events. Learners have raised issues through a range of forums developed from September such as the Student Council and through Course Representatives. This work will be developed further to include learners in all aspects of the college and to provide representatives with training for EDI.

Recruitment activities throughout the year sought to challenge gender stereotypes. This included promoting engineering for women and 'have a go' activities on International Womens' Day. Applications are now being monitored specifically looking at gender to assess the impact of these activities.

2.2 Staff Views

Improvements in EDI can be measured through specific questions in the Staff Survey, which is carried out annually. There has been consistent improvement in the majority of areas relating to EDI, for example:

Statement - % Agree	2012	2011	2010
I am familiar with the College's Equal Opportunities Policy	95	91	93
The College provides equal opportunities for staff	88	80	83
Appropriate attention is given to Equal Opportunities	87	77	83
The College treats men and women equally	92	91	n/a
The College provides support for women who are pregnant or on maternity leave	99	93	n/a
The College provides a suitable environment for those who have disabilities	94	87	93
I would feel able to declare a disability to the College	92	90	92
The College is committed to challenging racism	92	89	94
The College is committed to challenging homophobia	92	89	n/a
The College provides flexible working opportunities for all staff	79	67	n/a
The College recognises and supports diversity	92	84	n/a

In October a specific EDI survey was carried out with over 50 % of staff responding and the results were as follows;

In general most staff were familiar with the terms diversity and inclusion. However, a lesser number were familiar with the term protected characteristics.

A key aspect was around the promotion of equality and diversity many staff felt that the college did have equality and diversity procedures and policies in place but less able to describe the things the college did to promote understanding between different groups of people. This has resulted in a higher promotion of EDI throughout the college and the Marketing Manager is a key and active member of the Equality group.

A high percentage of staff felt that the college is accepting of all people whatever their background.

Most staff felt valued and respected by colleagues; a lesser number felt valued and respected by their line manager and a significantly lesser number felt valued and respected by Senior Management. Although staff felt there was fairness, over 60% said that the college takes Equality and Diversity seriously. There was again a need to promote the value of a diverse workforce.

Staff wanted more time to look into EDI activities, this resulted in the creation of a resource and information base being established on moodle for staff to investigate EDI issues for themselves. This will continue to develop.

Staff felt positive about flexible working but wanted a more consistent approach.

A small but significant number of staff felt that they had been treated differently because of their disability and age.

Staff also said that they had witnessed bullying and this has resulted in a revised bullying and harassment policy being agreed and a dignity at work campaign being launched.

2.3 Staff Development

EDI forms part of induction for all staff and is delivered through a comprehensive on-line package which provides a comprehensive grounding in the law and information about the protected characteristics.

EDI has been an integral part of staff development plans over the last year and have included specialist training for curriculum staff to look at how to bring EDI into the curriculum, training for support staff in dyslexia awareness, improving learning support and for business support in promoting EDI.

Training for managers in legislative and policy changes such as flexible working has also taken place. The Head of Human Resources and the Equality Manager both attended the AoC Equality Conference last year.

Staff Development EDI Sessions	Number Attended
On line disability awareness	196
On line equality and diversity	159
Investors in Diversity induction	7
Managers training flexible working/legislative updates	15
Equality and Diversity general	2

The College has plans to offer more specific training in EDI issues such as LGBT awareness and Race awareness and embedding within the curriculum which started after Christmas.

2.4 College Wide Objectives

The following has been agreed as the college-wide objectives and it is anticipated that curriculum area targets and actions will contribute to their delivery. The objectives are set until July 2013.

These are as follows

- To work towards meeting all the aims of the Equality Duty.
- To ensure all staff and learners are aware of the protected characteristics and their role within promotion and fostering good relations.
- To ensure all equalities development plans cover all functions and delivery, including employment functions, service delivery and contracted out functions.
- Equality Information will be regularly updated and reviewed

- Equality Analysis will be carried out on all policy, procedure and changes across the college.
- We will provide engagement activities with staff and learners to promote all work which is taking place within EDI.
- We will concentrate on the most pressing equalities gaps, particularly the achievement gap for different groups of learners and identify ways that progress will be measured.
- We will ensure that all previous EDI work and development is included in our work towards meeting the Equality Duty.
- We will consider how to capture the voice of people whose opinions are rarely identified, e.g. those with mental health difficulties.
- We will ensure there are links between equalities objectives and strategic/ business objectives.
- We will identify any areas for positive action to address disadvantages experienced by people who share a protected characteristic and address proportionately low participation.

The action plan for 2012/13 specifies how the college intends to move towards the achievement of these objectives. When the objectives are revised in July 2013 some of them will be revised to provide a clearer target. An example of this would be around the most pressing equalities gaps, although these are recognised now throughout the college, producing a specific college wide EDIM would assist in providing focus.

2.5 Workforce

The workforce profile is as presented below as at the end of 2012. The table compares the workforce profile with the learner profile. At the time of preparing the information, the staff profile for the College is outlined in the following table.

379 members of staff were employed as at 14/12/12.

Ethnicity	Staff Profile %	Student Profile %
Asian or Asian British	9.49%	8.54%
Black or Black British	1.31%	5.21%
Chinese	0.26%	0.19%
Mixed	1.58%	2.97%
White or White British	78.62%	81.71%
Other	0.53%	0.89%
Prefer not to say	1.06%	0.00%
Not provided	4.22%	0.45%
Disability	Staff Profile %	Student Profile %
Yes – rather not say	2.37%	1.88%
Yes – physical impairment	6.33%	4.46%
No	83.11%	90.89%
Yes – learning difficulty	1.06%	0.01%
Yes – mental ill health	0.26%	0.62%

Prefer not to say	1.06%	0.00%
Unknown	5.80%	0.84%
Total	10.02%	8.25

The workforce profile is broadly representative of the learner profile and of the local area. However, there are some areas where this is not the case, for instance there is over 3% more Black or Black British learners than staff. Staffing often re-enforces gender stereotypes with a few notable exceptions in childcare and learning support.

In 2012, a BAME staff group was established and meets regularly to discuss issues.

In 2011, it was recognised that the staff profile needed a greater number of young people. This has been achieved by adopting an Apprenticeship Strategy which has had the result of increasing those employed in the 16-24 year old age category from 1.72% to 7.83% largely through the appointment of apprentices throughout the college.

We have seen our disabled staff profile grow from 3.31% in 2010 to 10.37% in 2012. We have noted that our investment in resources and engagement with this staff group has improved our profile of staff to be much more reflective of learners and the wider working population. These successes we hope to duplicate in our BAME statistics and also in other protected strands.

The College uses an online portal for recruitment and advertises all posts online and in the press where appropriate. The College also uses 'Jobs and Careers' publications for the Job Centre Plus to increase exposure to our opportunities and to have a regular signpost to our College as an employer to those actively seeking work.

2.6 Outcomes for Learners

EDI data is increasingly used as a management tool at a college-wide and curriculum area level. Reports are now available on attendance and retention to provide managers with easy access. The Equality and Diversity Committee monitors the data and performance at its meetings.

The College has agreed its Equality Objectives as part of the Equality plan and these will be reviewed by the Equality Group at its review of the academic year taking place in June. The College has developed a number of EDIMs and actions to achieve them form the action plan for 2012/13. Development of the plan has taken longer than would normally be the case due to departure of the Equality Manager in October and obtaining success rate data in November. It was felt that the action plan should not be developed until the data was available. The previous action plan developed as part of the single equality scheme was extensive but perhaps too ambitious for the timeframe.

There has been a real focus this year on understanding the EDI information around the success rates, information taken from the SAR shows that:

Success rates for learners for 2011/12 by age.

All 16-18: 91.2% an increase of 1.8.% from 2010/11.

All 19+: 87.5 % a decrease of 2.9 % from 2010/11.

Success rates for learners for 2011/12 Gender

Female 16-18: 88.7% an increase of 4.7% from 2010/11.

Female 19+:83.9% an increase of 4.2% from 2010/11

Male: 16-18 82.0% an increase of 0.2% from 2010/11.

Male 19+ 76.3% an increase of 1.2% from 2010/11

Female learners continue to succeed at a higher rate than male learners.

Success rate for learners for 2011/12 Learning difficulties/Disability

Disability :16-18 : 86.1 % an increase of 5.4% from 2010/11.

Disability 19+ : 85.8% an increase of 9.3% from 2010/11

Total LLDD 86% an increase of 6.2 % from 2010/11

Success rates for learners who have a registered disability and/or learning difficulty (1104 learners) with success rates of 86.2% perform 2.7% better than their peers (4274 learners) and are 5% above the benchmark.

Success rates for learners 2011/12 Ethnicity

In the 16-18 age-groups, White British learners form the largest group in the College (2,828) and perform slightly better than their peers, with success rates at 85.4% - 3.5% above the benchmark for that group and demonstrate a three year improving profile.

A substantial number (160) of Asian or British-Indian 16-18 learners perform 5% above the benchmark for that group with success rates of 88.8% and also show significant improvement over a three year period.

All 16-18 Pakistani learners (16) were successful – a big improvement on previous years.

Mixed White and Black Caribbean learners have declining success rates and are below their benchmark.

Black or Black British learners show a slight decline in success rates and are 3% below the rest of the College.

British Indian (254) perform 7.1% better than Black or Black British African learners due to the latter not improving at the same rate.

The production of regular data around EDI has led to a number of initiatives aimed at improving success rates where there are performance gaps. These include a clear process for identifying learners at risk and a project aimed at listening to the views and experiences of black and dual heritage learners called Find Your Voice.

3. Eliminating Unlawful Discrimination, Harassment and Victimisation

3.1 Arrangements for learners with learning difficulties and /or disabilities, work well and learners have opportunities to give their views on the provision.

Student Services works with learners, departments and curriculum areas of the College to ensure that individual learners are effectively supported whilst at college and to provide opportunities for all learners to participate in volunteering, sporting and cultural activities that broadens their experience of community. Much of the work within the department is focused on those learners who are at risk of not completing their course for one reason or another. Responsibility for strategic equality and diversity work with students resides with Student Services, as do much of the operational aspects of Child Protection/Safeguarding Adults work in the College. The department is led and managed by the Head of Student Services, and the Learning Support Manager.

Dyslexia assessment is delivered through the Learning Support Team. The Lead in this area has been able to set clear processes and effectively run assessment with the timely completion being swifter than the previous year.

In 2011/12 there were 439 learners who were supported and 676 learners who self-declared as disabled at enrolment. There is concern that the 16-18 enrolments show a significant number of unknowns and this needs addressing in the next academic year.

The College is supported by Disabled Go to enable learners to find out about the accessibility of the building via a website. The new build provides superior accessible facilities and the college has built on this by introducing a card entry system for the mobility lift following learner feedback.

3.2 Bullying, Harassment and Disciplinaries

South Leicestershire College supports the right of all employees and learners to be treated with dignity and respect whilst at work or studying and is committed to providing a safe and supportive working environment free from all forms of bullying and harassment. The College further recognises its responsibility to protect the victims of any incident and aims;

To raise awareness amongst staff, students and other stakeholders of the nature of bullying and harassment and its harmful effect;

To establish anti-bullying work as an integral part of the College's strategy for implementing our safeguarding policies and the healthy college agenda , so that the emphasis is on creating a safe and healthy environment for all students to thrive, rather than just dealing with incidents once they occur;

To maintain a clear and consistent procedure for the reporting, monitoring and follow up of all bullying and harassment incidents, which informs any future review;

To ensure that all students are aware of their entitlement to support, the reporting procedures and what they should expect in terms of follow up action.

Tutorials are offered at induction to tutor groups and we held an anti -bullying week in November.

Learners are referred effectively for counselling and support and both are offered where appropriate. Counsellors also work with staff within the College and external agencies to offer appropriate support to students who experience mental ill health whilst at college.

In recognising the results of the EDI survey the Head of HR reviewed the bullying policy and began to develop a ' Dignity at work' policy.

Data is not currently monitored in relation to characteristics of staff involved in grievances, disciplinaries etc.

In addition to a revision of the staff anti bullying policy, a review is underway of the student bullying procedures. It is felt that a greater clarity and publicity around the procedures would assist in achieving our aims around anti-bullying.

In 2012, the College undertook a voluntary redundancy exercise followed by a small number of compulsory redundancies. An impact analysis of the results found that where the VR was concerned this tended to be given to older workers. It was felt however, that this was likely to be the case due to the fact that they stood to benefit the most from VR. The compulsory process was very small in number and was conducted in conjunction with the Trade Unions to agree a fair and objective process.

3.3 Recruitment of Learners

The majority of our learners are adults, on either work based or part-time programmes. The need to increase numbers in 16-18 across the Board has led to a variety of curriculum developments including the introduction of new areas of the curriculum such as hairdressing. There is also a need to attract 16-18 year olds from across the county as the current numbers of young people within the immediate locality are declining.

In 2011/12 we recruited more males than females in 16-18 year old category but slightly more females at 19+. The number of younger males has risen over the past three years, this can be explained due to the introduction of Sport and the expansion of Public Services. Work is being undertaken within Sport to increase the number of girls that apply and enrol. This has involved looking at the range of sports on offer through the academy programmes and trying to develop a greater range of sports. The applications team now track applications by gender to look at trends throughout the process.

A number of 'have a go activities' have been run particularly designed to attract women into engineering and construction. The current figures for 2012/13 shows that there may be a slight reverse to the 16-18 trend due to recruiting larger numbers onto Health and Social Care courses. Health and Social Care is predominately female, so the curriculum team planned to try and attract more males through promotion to boys. This work will take some time to start to impact in any significant way.

Monitoring of gender imbalance on programmes started in 2012, but impact measures and targets will need to be developed over the next year. At present various activities take place but tracking and monitoring are not sufficient.

Diversity amongst apprenticeships is not high with the majority (around 85%) to date being from White British/White other backgrounds. This reflects no change from 2010/11. The split between males and females is largely equal. Very few apprentices have a disability. The college has seen an increase in the number of apprenticeships being recruited at 19+ from 2010/11.

4. Fostering Good Relations

4.1 Community Cohesion and Inclusion

The college has been developing activities to promote community cohesion and inclusion, through taking part in community forums and leading around projects such as Supersonic Boom, an event for the whole community. The learner voice informs new initiatives and the college tries to respond effectively to issues raised which promote inclusion.

- During 2012, the enrichment team sought to offer a wider range of activities as learner feedback had indicated that females felt that it was biased towards males. Women only sessions have been put on at the gym and yoga and zumba have been added to the range of activities. There is a thriving women's football team.
- The college introduced a comprehensive learner voice strategy at the beginning of the year and this has been developing throughout the year. Learners are able to provide feedback to the college through the Student Council and have met with Senior Managers to raise issues. Time is given in classes for reps to give and get feedback from their course members. Minutes of councils and forums are produced and collated in the You Said We Did posters that show learners the impact of their comments.
- At a college wide level, course reps and the Student Union Officers raise issues at the Student Council which are followed through by the Learning Support Manager. It is hoped that this will develop further in the next year.
- There are 2 student governors and an active SU Executive of 7 officers.
- Last year students from the college were actively involved with the elections of the Police Commissioner for Leicestershire, over 70 took part in hustings attended by all of the candidates.
- Weekly services held in the multi faith centre where members of the local community hold church services and Friday prayers.
- A number of faith celebratory awareness events have been held including Diwali, Christmas and Ede.
- Learners from ESOL programmes visited the Golden Mile.
- During Black History month there were displays, and resources created to encourage tutors to deliver tutorials across college.
- International Women's day events were held- The focus was on equal pay and a special event was held in partnership with the Youth Service to which was attended by over 30 young women across the county.

- Taught enrichment sessions and displays were developed on a range of E and D issues and this will be further developed.
- The Inclusion football academy has been promoted throughout the college and enjoys success.
- A Diversity week held in January included a wide range of activities from 'religious speed dating to an exhibition of LGBT history and an exhibition which attracted over 20 different community and faith based organisations.

5. Summary and Conclusions - Impact of Previous Action

- Equality and Diversity is now more visible across the college, evidenced by attendance at events by learners and staff.
- Curriculum areas are now more aware of the need to consider EDI in recruitment.
- Learner voice has influenced the activity within engagement and enrichment.
- The membership of the EDI Group is broad and represents the whole college including curriculum.
- Performance gaps are identified, understood and acted upon, although it is too early to judge the impact of these actions.
- Data is now more readily available and is used to monitor.

6. Strengths

- EDI outcomes are now effectively monitored and it is increasingly embedded in quality assurance processes.
- There is a range of EDI training delivered to all staff which is developing and resourced.
- A range of learner voice and enrichment activities enable learners from all backgrounds to input into College policy and decision making.
- There is a demonstrable commitment to EDI across the college.
- There is good capacity to improve in this area

7. Areas for Improvement

- Revise equality objectives to be more specific and able to be translated to department level.
- Look to introduce positive action to increase the representation of BAME staff.
- Implement the findings of the Find your voice project introduced to hear the views of Black and dual heritage learners.
- Plan an extensive and targeted programme of EDI training for staff.
- Develop the learner voice in under- represented areas.
- Work with curriculum areas to address all performance gaps.
- Introduce a revised student bullying and harassment policy, to increase awareness.
- Analyse further statistics for breakdown of the performance of different groups, particularly surrounding retention and work based learners.
- Continue to develop recruitment activities designed to challenge gender stereotypes.

Appendix 1

Information suggested for publication by the Government Equalities Office.

(The college must update information by January 2013)

www.homeoffice.gov.uk/equalities

The specific duties do not require public bodies to ask every member of staff or student about such issues as their age, sexual orientation, or religious beliefs. It is left to individual public bodies to decide whether such information is necessary for them to demonstrate their compliance with the Equality Duty.

Suggested information for publication is as follows:

Information about employees:

The Equality Duty requires public bodies to consider how their activities as employers affect people who share different protected characteristics. The specific duties require public bodies with 150 or more employees to publish information to show they did this.

This could include information they considered relating to:

- the make-up of the overall workforce;
- the gender pay gap and pay equality issues more generally for the public body;
- recruitment and retention rates for staff with different protected characteristics;
- applications for flexible working and their outcomes for different protected characteristics;
- applications for learning and development opportunities and their outcomes for staff with different protected characteristics;
- grievances and disciplinary issues for staff with different protected characteristics.

Published information could also include details of policies and programmes that have been put in place to address equality concerns within the workforce, and information from staff surveys.

Information about policies and services:

The Equality Duty requires public bodies to consider how the decisions that they make, and the services they deliver, affect people who share different protected characteristics. The specific duties require public bodies to publish information to show they did this.

This could include information they considered relating to:

- the number of people with different protected characteristics who access and use services in different ways;
- customer satisfaction levels and informal feedback from service users with different protected characteristics and results of consultations;
- complaints about discrimination and complaints from people with different protected characteristics;
- service outcomes for people with different protected characteristics.
- Published information could also include details of policies and programmes that have been put in place to address equality concerns in service delivery.

Appendix 2

Where are we now - Apprenticeships 11/12

Total Learners: 376

Gender	Count	%
female	171	45.5%
Male	205	54.5%
Ethnicity	Count	%
Arab	0	0.0%
Bangladeshi	0	0.0%
Black African	4	1.1%
Black Caribbean	2	0.5%
Black Other	1	0.3%
Chinese	0	0.0%
Indian	12	3.2%
Not Provided	1	0.3%
Other	2	0.5%
Other Asian	4	1.1%
Other Mixed	0	0.0%
Pakistani	1	0.3%
White & African	2	0.5%
White & Asian	2	0.5%
White & Caribbean	2	0.5%
White British	339	90.2%
White Irish	2	0.5%
White Other	2	0.5%
Age Band	Count	%
16-18	226	60.1%
19-24	92	24.5%
25-49	49	13.0%
50+	9	2.4%
Disability	Count	%
No	358	95.2%
Yes	18	4.8%

Where are we now - Apprenticeships 12/13

Total Learners: 474

Gender	Count	%
Female	234	49.4%
Male	240	50.6%
Ethnicity	Count	%
Arab	0	0.0%
Bangladeshi	1	0.2%
Black African	8	1.7%
Black Caribbean	3	0.6%
Black Other	4	0.8%
Chinese	0	0.0%
Indian	36	7.6%
Not Provided	0	0.0%
Other	1	0.2%
Other Asian	3	0.6%
Other Mixed	4	0.8%
Pakistani	3	0.6%
White & African	2	0.4%
White & Asian	1	0.2%
White & Caribbean	3	0.6%
White British	390	82.3%
White Irish	0	0.0%
White Other	15	3.2%
Age Band	Count	%
16-18	196	41.4%
19-24	137	28.9%
25-49	125	26.4%
50+	16	3.4%
Disability	Count	%
No	464	97.9%
Yes	10	2.1%

Where are we now - Work Based Learning 11/12

Total Learners:		783
Gender	Count	%
Female	389	49.7%
Male	394	50.3%
Ethnicity	Count	%
Arab	0	0.0%
Bangladeshi	5	0.6%
Black African	17	2.2%
Black Caribbean	6	0.8%
Black Other	5	0.6%
Chinese	1	0.1%
Indian	45	5.7%
Not Provided	0	0.0%
Other	5	0.6%
Other Asian	4	0.5%
Other Mixed	1	0.1%
Pakistani	7	0.9%
White & African	0	0.0%
White & Asian	3	0.4%
White & Caribbean	0	0.0%
White British	595	76.0%
White Irish	2	0.3%
White Other	87	11.1%
Age Band	Count	%
16-18	2	0.3%
19-24	134	17.1%
25-49	530	67.7%
50+	117	14.9%
Disability	Count	%
No	757	96.7%
Yes	26	3.3%

Where are we now - Work Based Learning 12/13

Total Learners:		1999
Gender	Count	%
Female	948	47.4%
Male	1051	52.6%
Ethnicity	Count	%
Arab	3	0.2%
Bangladeshi	6	0.3%
Black African	54	2.7%
Black Caribbean	36	1.8%
Black Other	8	0.4%
Chinese	0	0.0%
Indian	115	5.8%
Not Provided	5	0.3%
Other	2	0.1%
Other Asian	19	1.0%
Other Mixed	7	0.4%
Pakistani	12	0.6%
White & African	2	0.1%
White & Asian	1	0.1%
White & Caribbean	10	0.5%
White British	1539	77.0%
White Irish	44	2.2%
White Other	136	6.8%
Age Band	Count	%
16-18	0	0.0%
19-24	270	13.5%
25-49	1289	64.5%
50+	440	22.0%
Disability	Count	%
No	1980	99.0%
Yes	19	1.0%

Where are we now 2011/12 - Learner Responsive

Total Learners:		3051
Gender	Count	%
Female	1572	51.5%
Male	1479	48.5%
Ethnicity	Count	%
Arab	8	0.3%
Bangladeshi	8	0.3%
Black African	106	3.5%
Black Caribbean	26	0.9%
Black Other	0	0.0%
Chinese	13	0.4%
Indian	243	8.0%
Not Provided	16	0.5%
Other	93	3.0%
Other Asian	40	1.3%
Other Mixed	26	0.9%
Pakistani	32	1.0%
White & African	69	2.3%
White & Asian	37	1.2%
White & Caribbean	54	1.8%
White British	2221	72.8%
White Irish	6	0.2%
White Other	53	1.7%
Age Band	Count	%
<14	32	1.0%
14-15	213	7.0%
16-18	1393	45.7%
19+	1413	46.3%
Disability	Count	%
No	2738	89.7%
Yes	313	10.3%

Where are we now 2012/13 - Learner Responsive

Total Learners:		1999
Gender	Count	%
Female	948	47.4%
Male	1051	52.6%
Ethnicity	Count	%
Arab	3	0.2%
Bangladeshi	6	0.3%
Black African	54	2.7%
Black Caribbean	36	1.8%
Black Other	8	0.4%
Chinese	0	0.0%
Indian	115	5.8%
Not Provided	5	0.3%
Other	2	0.1%
Other Asian	19	1.0%
Other Mixed	7	0.4%
Pakistani	12	0.6%
White & African	2	0.1%
White & Asian	1	0.1%
White & Caribbean	10	0.5%
White British	1539	77.0%
White Irish	44	2.2%
White Other	136	6.8%
Age Band	Count	%
16-18	0	0.0%
19-24	270	13.5%
25-49	1289	64.5%
50+	440	22.0%
Disability	Count	%
No	1980	99.0%
Yes	19	1.0%

Where are we now 2011/12 - School Links

Total Learners: 280

Gender	Count	%
Female	97	34.6%
Male	183	65.4%
Ethnicity	Count	%
Arab	0	0.0%
Bangladeshi	0	0.0%
Black African	2	0.7%
Black Caribbean	4	1.4%
Black Other	0	0.0%
Chinese	0	0.0%
Indian	14	5.0%
Not Provided	1	0.4%
Other	3	1.1%
Other Asian	4	1.4%
Other Mixed	0	0.0%
Pakistani	3	1.1%
White & African	3	1.1%
White & Asian	2	0.7%
White & Caribbean	1	0.4%
White British	242	86.4%
White Irish	0	0.0%
White Other	1	0.4%
Age Band	Count	%
<14	32	11.4%
14-15	198	70.7%
16-18	49	17.5%
19+	1	0.4%
Disability	Count	%
No	218	77.9%
Yes	62	22.1%

Where are we now 2012/13 - School Links

Total Learners: 270

Gender	Count	%
Female	101	37.4%
Male	169	62.6%
Ethnicity	Count	%
Arab	0	0.0%
Bangladeshi	2	0.7%
Black African	4	1.5%
Black Caribbean	1	0.4%
Black Other	1	0.4%
Chinese	0	0.0%
Indian	12	4.4%
Not Provided	0	0.0%
Other	4	1.5%
Other Asian	1	0.4%
Other Mixed	0	0.0%
Pakistani	1	0.4%
White & African	0	0.0%
White & Asian	1	0.4%
White & Caribbean	4	1.5%
White British	236	87.4%
White Irish	3	1.1%
White Other	0	0.0%
Age Band	Count	%
<14	39	14.4%
14-15	184	68.1%
16-18	47	17.4%
Disability	Count	%
No	238	88.1%
Yes	32	11.9%

Where are we now - Advanced Apprenticeships 2011/12

Total Learners: 374		
Gender	Count	%
Female	188	50.3%
Male	186	49.7%
Ethnicity	Count	%
Arab	0	0.0%
Bangladeshi	1	0.3%
Black African	1	0.3%
Black Caribbean	2	0.5%
Black Other	2	0.5%
Chinese	0	0.0%
Indian	5	1.3%
Not Provided	0	0.0%
Other	0	0.0%
Other Asian	2	0.5%
Other Mixed	0	0.0%
Pakistani	0	0.0%
White & African	0	0.0%
White & Asian	1	0.3%
White & Caribbean	1	0.3%
White British	350	93.6%
White Irish	2	0.5%
White Other	7	1.9%
Age Band	Count	%
16-18	122	32.6%
19-24	76	20.3%
25-49	154	41.2%
50+	22	5.9%
Disability	Count	%
No	361	96.5%
Yes	13	3.5%

Where are we now - Advanced Apprenticeships 2012/13

Total Learners: 430		
Gender	Count	%
Female	215	50.0%
Male	215	50.0%
Ethnicity	Count	%
Arab	0	0.0%
Bangladeshi	1	0.2%
Black African	3	0.7%
Black Caribbean	3	0.7%
Black Other	0	0.0%
Chinese	0	0.0%
Indian	13	3.0%
Not Provided	0	0.0%
Other	2	0.5%
Other Asian	3	0.7%
Other Mixed	1	0.2%
Pakistani	0	0.0%
White & African	0	0.0%
White & Asian	2	0.5%
White & Caribbean	4	0.9%
White British	387	90.0%
White Irish	1	0.2%
White Other	10	2.3%
Age Band	Count	%
16-18	143	33.3%
19-24	94	21.9%
25-49	169	39.3%
50+	24	5.6%
Disability	Count	%
No	416	96.7%
Yes	14	3.3%