



Equality and Diversity Annual Report

2012-13

Introduction

NCG is the trading name of Newcastle College Corporation which works nationally to meet diverse education and training needs in partnership with its subsidiary companies. Currently there are five operating Divisions: Newcastle College, Newcastle Sixth Form College, West Lancashire College, The Intraining Group Limited and Rathbone Training. These are supported by Group Services.

Our mission is “to develop people through learning and achievement for the benefit of themselves, society and the economy” and a key objective underpinning this mission is to “promote diversity and social mobility”. Taking steps to advance equality is an important part of pursuing our mission and this objective for our communities. We have an excellent track record for equality and Ofsted has recognised the strength of our approach.

The NCG Single Equality Scheme 2010-14 sets out our equality objectives, action plan and specific targets.

The purpose of the Equality and Diversity Annual Report 2012-13 is to describe the progress we have made in the third year of the Scheme.

Compliance with general and specific legal duties

Section 149 of the Equality Act 2010 places a General Equality Duty on public authorities.

A public authority must, in the exercise of its functions, have due regard to the need to –

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Our equality objectives and their relationship with this general duty are shown on page 2. Our objectives align well with the general duty and describe our approach to fulfilling the general duty in the context of our organisation.

The Equality Act 2010 (Specific Duties) Regulations 2011 place specific duties on public authorities to publish:

- information to demonstrate their compliance with the Equality Duty, at least annually
- equality objectives at least every four years.

Our Single Equality Scheme 2010-14 and our Equality and Diversity Annual Reports are published in accord with these duties.

The table below shows how NCG's equality objectives fulfil the requirements of the General Equality Duty

NCG Single Equality Scheme – equality objectives	Requirements of the General Equality Duty		
	Eliminate discrimination, harassment, victimisation and other prohibited conduct	Advance equality of opportunity	Foster good relations
1. Raise the awareness and skills of staff to promote fairness, equality and good relations	X	X	X
2. Raise the awareness of learners to promote understanding and good relations between diverse groups	X		X
3. Provide a hospitable and multi-cultural environment that welcomes, respects and protects diverse people	X	X	X
4. Monitor learner representation and success and take action to promote equality		X	
5. Ensure that all learners achieve good outcomes, whatever their background		X	
6. Monitor representation amongst all staff types and take action to promote equality		X	
7. Consult and involve representative staff, learners and outside organisations	X	X	X
8. Embed the evaluation of equality impact evidence into policy development, business planning and quality assurance processes	X	X	
9. Ensure that partner organisations meet NCG's standards and requirements for equality	X	X	X

Update on progress in relation to NCG's equality objectives

1. Raise the awareness and skills of staff to promote fairness, equality and good relations

New staff have received mandatory equality and diversity training during induction and existing staff have completed bi-annual refresher training. Human Resources have provided monitoring reports on progress to assist managers with ensuring participation.

Training for specific roles in 2012-13 has included

- Stretch and Challenge – raising aspirations and attainment
- Initial assessment and use of assessment tools
- Differentiation in delivery and planning to meet individual needs
- Effective use of Learner Support in Classrooms and Workshops
- Excellence and objectivity in assessment practice
- Supporting the Needs of Learners with Specific Learning Difficulties
- ILT & Assistive Technologies
- Disability Awareness
- Dyslexia Awareness
- Mental Health and Wellbeing Awareness
- Physical Disabilities Awareness
- Autism/Asperger Awareness
- Sensory Awareness
- Transgender awareness
- Observing teaching and learning
- Equality implications of the Common Inspection Framework

Specialist staff have also carried out self-directed study to ensure awareness of detailed legal requirements.

An external consultant assisted with the development of a module on Overcoming Bias for NCG's Leadership Academy. The consultant also delivered training on embedding Equality and Diversity into the curriculum and this is being cascaded throughout the organisation.

The Learning Support Service at Newcastle College has provided training sessions for staff across the organisation. Practice has also been shared through focus groups, steering groups and management meetings.

College quality days have focussed on ensuring an inclusive curriculum offer and identifying ways of effectively embedding equality and diversity within lessons.

The Colleges arranged for trained inspectors to observe teaching and learning and received some very positive feedback in relation to equality and diversity. This included: feedback at Newcastle College about the use of images representing a broad range of themes of equality and diversity and the promotion of equality and diversity at naturally occurring opportunities; feedback at West Lancashire College about the inclusive and mutually respectful classroom and learning environment.

Intraining provided sub-contractors with seminars on NCG's equality and diversity objectives and expected strategies.

Rathbone arranged a three day conference with representatives from Rathbone Youth Forum presenting to Managers and used the feedback gained to inform an action plan.

In Newcastle, learner surveys showed that 98% and 99% of learners, respectively, reported that they were made to feel welcome and settled in well to their studies; 95% and 92% respectively reported that the Learning Support Service responded to requests for support efficiently. In the FE survey 98% of learners felt safe in College, 97% felt the assessment of their work was fair and 96% felt they were treated fairly and with respect.

In West Lancashire, a staff survey found that 93% believe that staff are treated equally in line with the college's equality and diversity policy, that college staff treat each other with respect, that the college values diversity in its staff and that the college has effective systems for dealing with harassment and bullying. Learner surveys indicated that 96% of learners believe they are treated with respect, 97% that the college provides a safe environment in which to learn and 95% that they have been treated in a fair and supportive manner. During 2012-13 there were two complaints relating to disability issues and both were satisfactorily resolved; there were no complaints relating to any other protected characteristic.

At Intraining, staff contributions to the self-assessment process have shown improved understanding of equality and diversity. Intraining has received positive feedback from learners about: adaptations to delivery patterns for learners with childcare commitments; structured support provided; support for learners with disabilities or learning difficulties; adjustments to timetables to accommodate religious practices.

At Rathbone, a staff survey found that employees feel treated fairly, valued and respected for individual differences. Learners provided positive feedback about treatment by staff through learner reviews. Positive feedback was also received by the senior management team from members of the Rathbone Youth Forum.

2. Raise the awareness of learners to promote understanding and good relations between diverse groups

Learner induction included equality and diversity topics and briefing on the policy on respect and consideration. Learner awareness has also been developed through tutorials and embedding of Equality and Diversity in the curriculum. Diversity was promoted through marketing materials and display boards.

College activities were inspired by an Equality and Diversity Calendar: this included Black History Month, IDAHO (International Day against Homophobia), Deaf Awareness Week, National Braille Week, Mental Health Awareness Week and World Aids Day. Disability awareness training was praised by students for its hands on approach which helped them to think about disability differently.

The Annual Diversity Awards at the colleges were again successful. Preparations were embedded in curriculum plans. In West Lancashire, there was the largest ever participation and highest standard of final entries. In Newcastle, the Awards focused on working within the community. The college was selected as a finalist in the "Educational & Training Organisations of over 50 Staff" category of the 2013 North

East Equality Awards and nominated as a finalist in the 'Outstanding Practice' category for this activity.

At Newcastle, the School of English and Maths held a regular conversation group for ESOL students and the School of Learning Development introduced a 'signers club' to give learners the opportunity to learn basic sign language. The Student Union took part in a wide range of activities including Mental Health Awareness and Autism Awareness alongside the Learning Support Service. The Student Union has an active LGBT group.

At West Lancashire College, there have been Equality and Diversity themed exhibitions in Learner Zones. There has been sustained support for the Student Union's LGBT Group from nominated Learner Gateway staff. The College has continued its involvement with Kick Racism out of Football and has encouraged community volunteering projects linked with diverse groups with protected characteristics.

At Intraining, enrichment activities are designed to foster good relations and encourage friendships amongst different backgrounds and age groups. There was a visual presentation on Equality and Diversity in all delivery centres and festivals such as Diwali, Christmas, Eid, and Ramadan were actively promoted and celebrated in the centres. Learners in work-based learning received a standard induction and an Equality and Diversity workbook; assessors checked progress during workplace visits.

At Rathbone, learner awareness of Equality and Diversity was developed through induction, workbooks, discussions in tutorials, classes and meetings and activities embedded in the curriculum. External groups have been invited into centres to deliver sessions such as 'Show Racism the Red Card' with news stories appearing on the Rathbone website and intranet. Standards of behaviour were set through Rathbone's Behaviour Management Policy.

The college surveys of FE students found that 96% felt they were treated with respect.

Feedback from learner surveys and forums indicated that learners felt respected irrespective of protected characteristics and were aware of the importance of good relations between diverse groups.

3. Provide a hospitable and multi-cultural environment that welcomes, respects and protects diverse people

The policy on respect and consideration was promoted through staff and learner induction, tutorials, class discussion, curriculum enrichment activities, handbooks and intranets.

In Newcastle, notices on zero tolerance to bullying were displayed in school buildings and diversity campaign posters were displayed in offices. Newcastle College's Wellbeing Group supported the provision of an environment in which staff feel safe and healthy at work and where strategies to support improvements to wellbeing are developed. A staff recognition scheme recognised exceptional performance. Other wellbeing initiatives included free gym membership, counselling services and travel to work schemes.

At West Lancashire College, standards for respectful behaviour were communicated through staff and learner codes of conduct.

At Intraining, staff received mandatory training on the respect and consideration policy. Learners received briefing at induction and were asked to agree to a code of conduct. Reminders were provided via Equality and Diversity notice boards and feedback from staff. Respect and consideration was part of the core curriculum for Personal and Social Development and Workskills.

At Rathbone, staff and learners were briefed on the respect and consideration policy at induction. The policy was also promoted through a network of 'champions' and through local meetings. Staff were provided with information leaflets on topics such as forced marriage, bullying and cyber bullying. Rathbone centres have 'chill out' rooms.

Very few concerns were raised in relation to respect and consideration. In Newcastle there were two investigations involving several learners stemming from allegations of cyber-bullying; from these, new cyber-bullying training sessions are being developed for cross-college delivery. At West Lancashire College there were no disciplinary cases relating to harassment or victimisation associated with any protected characteristic.

Appropriate adjustments were made to accommodate disabled staff. Applications were monitored and support was provided prior to appointment as required. Workplace assessments were carried out and adjustments were made to work locations, workstations, timetables, equipment, assistive technologies and resources as appropriate. Temporary adjustments were implemented where members of staff were temporarily disabled. Accessible parking spaces were provided.

Needs of disabled learners were assessed at interview to ensure that adjustments and support were put in place at the earliest opportunity.

Newcastle College provided resources in a range of alternative formats, loop systems at every reception point and mobile loop systems for individuals, signing for students whose first language is BSL, an Autism base room, a Wellbeing group, an Assistive Technology Suite, sighted guides for visually impaired learners and the Ability Counts Football team for learners with disabilities. Newcastle College's Learning Support Service provided an extensive Disability Support Service to over 850 learners; this was a significant increase from the previous year. A very successful 'Sport for All' event was held to encourage participation and access; the event included participants from the local community with a very wide range of abilities and disabilities.

West Lancashire College made adjustments to work locations, workstations, timetables, equipment, assistive technologies and resources to accommodate learners with permanent and temporary disabilities. The Learner Support Service at West Lancashire College provided specialist as well as general support to learners. West Lancashire College holds the Positive about Disabled People Kite Mark.

Intraining provided adaptations to computers and software, Dyslexia software, BSL interpreters and deaf advisors and referrals for additional structured support. In subcontracted provision, support for learners with disabilities included BSL interpreters, scribes, additional time for examinations and specialised tutorials.

Rathbone also made appropriate adjustments to resources and facilities to accommodate individual needs.

Some Intraining and Rathbone centres do not currently comply with accessibility requirements. Improvements are planned and accessibility for disabled people will be a consideration for any new premises.

NCG provided guidelines to staff on supporting gender re-assignment. Human Resources staff provided gender reassignment awareness sessions, as required. The organisation has provided support to individuals during gender transition and, when requested, has provided referrals to support networks and agencies for additional practical support or guidance. The support provided was sensitive to individual needs and wishes concerning, for example, use of toilet facilities and whether the individual wished to be involved in helping others to learn more about gender re-assignment.

There has been no evidence of unlawful behaviour towards women when breast-feeding. Newcastle College has introduced a baby changing area in a dedicated washroom.

Support to meet diverse needs associated with protected characteristics has been publicised via websites, Facebook, prospectuses and publicity materials, admissions and enrolment procedures, induction, tutorials, staff and learner handbooks, notice boards and intranets. West Lancashire College also publicised its range of support via its Learner Gateway, Learner Zones and Student Union. Intraining highlighted the support available at careers events. Rathbone publicised support available through information, advice and guidance provided by staff to learners, posters in all locations and information leaflets. At Newcastle College, a widespread advertising campaign for the college transcription service had a direct impact and three-fold increase for requests for transcription. This has resulted in blind and partially sighted learners getting access to reading materials much sooner in the academic year in line with their peers.

Premises have provided space for prayers and catering facilities have provided for a wide range of dietary needs. Halal food has not been provided: due to the risk of cross-contamination it is not feasible to produce authentic Halal food on-site; when bought in Halal sandwiches were offered there was no demand. Staff and learners had the opportunity to take authorised absence or annual leave to attend religious festivals. At Intraining and Rathbone, working times for staff and timetables for learners were made flexible to accommodate prayer times and fasting. Rathbone made special arrangements for opening outside of normal working hours to accommodate learners from the Orthodox Jewish Community in Manchester.

Feedback from staff, learners and customers in 2012-13 suggested that people across the organisation feel safe to be open about their identity. The successful LGBT groups at Newcastle College and West Lancashire College seem to reflect a growing confidence amongst these learners to be open about their identity. We are aware that there are some staff and learners who prefer not to be open about their sexual orientation; we accept and respect this.

4. Monitor learner representation and success and take action to promote equality

During the year we took action to ensure access to our education and training services for learners from diverse sections of our local communities. In addition to general publicity, we continued to target different types of employers, publicise our offer at jobs fairs, communicate with local support groups and community associations and work in partnership with other training providers and specialist providers.

Learner data presented at appendices 1 to 5 includes learners at NCG's subsidiary companies. The data excludes learners on the Work Programme activities being delivered on behalf of the Department for Work and Pensions.

The learner profile by gender and age in 2012-13 is presented at appendix 1.

Overall there were more female than male learners. At Newcastle College and Rathbone the gender balance was approximately even. Elsewhere in the organisation around 6 of every 10 learners were female. The proportion of male learners at West Lancashire College has increased significantly in recent years.

Data on the sexual orientation of learners was not gathered. A survey by HM Treasury and the Department of Trade and Industry in 2005 estimated that around 6% of the total population in Britain were gay or lesbian; this suggests an estimated number of 3710 gay or lesbian learners were with the organisation in 2012-13.

The age profile of learners was very broad. Around 30% of learners were under 19 and 70% of learners were over 19. A wide range of programmes was provided and the age profile of learners reflects demand for these.

Appendices 2 and 3 show the profile of disabilities and learning difficulties. Around 11% of learners declared a disability and the range of disabilities and learning difficulties was broad.

The proportion of learners with declared disabilities at Intraining and Rathbone was relatively high due to the nature of provision. We set a target in our Single Equality Scheme to increase the proportion of disabled learners at Newcastle College and West Lancashire College by 2% by 2013 and this has been achieved. Progress towards the target is shown in the following table.

Proportion of disabled learners	2009-10	2010-11	2011-12	2012-13	2013 target
Newcastle College	4.99%	5.11%	5.86%	7.51%	6.99%
West Lancashire College	6.69%	6.95%	7.75%	9.33%	8.69%

We recruited disabled learners by: communicating the support we provide and sharing success stories; engaging with external service providers, local schools and the Connexions service; offering transition events and summer Schools and publicising these well in advance.

We encouraged learners to declare disabilities and receive support by: encouraging declaration of any disabilities on application, at interview, at enrolment, at induction, in

tutorials, whilst on course and to learner support staff at any time; following up with every learner who indicated a disability or support need; making specialist advice available at enrolment activities and during induction; operating an efficient process for referral and assessment of needs.

At Newcastle College, all marketing materials were produced to appeal to all sections of the community and visual images included those with disabilities. The college website is fully accessible. All learners were given the opportunity and encouraged to declare any disability during advice, guidance and enrolment. The college has robust processes for identifying suitable resources and support to ensure learners are not disadvantaged in the successful completion of their studies. Support across the college is provided by specialist teams with expertise in areas such as mental health and well-being, acquired brain injury, sensory and dyslexia, learning difficulties, physical disabilities and autism. For many learners, assistive technology is vital in promoting independence. The college's dedicated Assistive Technology Centre provides outstanding resources where learners access enabling technology with support and training from specialist staff; advances in technology are monitored to provide the most up-to-date advice and equipment to learners. The support provided includes transcription services and specialist Braille tuition. A specialist IT 'Drop-in Zone' is available in the library with trained staff on hand to assist learners make full use of equipment.

Newcastle College was selected as a finalist in the "Organisations Supporting Disabled People into Employment" category of the 2013 North East Equality Awards for its range of Learner Services including Learner Support and Learning Development. Learners with learning difficulties or physical disabilities, including some with complex and multiple disabilities, were offered opportunities to learn in real working environments and gain work experience opportunities in retail, catering and horticulture. Much support is required to access these opportunities and this was provided by a team of tutors offering group and one-to-one support as appropriate to each learner's needs. These opportunities enabled learners to gain not only the skills and experience required in a particular sector but the confidence to consider real employment opportunities in the future.

At West Lancashire College, prospective learners with disabilities are advised of support available through marketing activities and links with local schools. Learners were encouraged to declare disabilities on application, at interview, at enrolment, at induction, in tutorial, whilst on course and to the Learner Gateway at any time. The most common learning difficulties amongst learners were dyslexia and other difficulties impacting on literacy skills. The most common declared disabilities for learners were medical conditions, mental health or mobility disabilities.

The profile of learner ethnicity is shown at appendix 4. The diversity of learners was very broad and reflected the diversity of the communities served. Marketing materials included images representing a cross section of our communities. The proportion of college students from Black, Asian and Minority Ethnic communities was greater than in the local communities. Intraining and Rathbone monitored the diversity of learners at a local level. Rathbone's offer to its learners in Wales included making all documents and learning resources available in English and Welsh.

Data on the religion or belief of learners was not gathered. Appendix 5 shows estimated learner numbers based on the 2011 Census; at present this appears to

provide the best available indication of the profile. The data provides a reminder of the likely diversity of faiths amongst learners.

Learner success was monitored through quality assurance processes in each Division to ensure local action was taken to address any concerns. Overall there were no significant gaps in achievement between protected groups in 2011-12. Overall achievement data for 2012-13 is not available at the time of writing.

5. Ensure that all learners achieve good outcomes, whatever their background

We provided advice and guidance to ensure learners made informed choices. We identified learner needs through applications, enrolment, induction, tutorials and during teaching and training sessions. Our qualified staff provided support and adjustments to meet these needs, including specialist Learning Support, as appropriate. We encouraged teaching staff to include equality and diversity in lesson plans and schemes of work and to screen teaching materials for suitability.

We monitored learner success through quality assurance processes in each Division to ensure local action was taken to address any concerns. The School of Creative Industries at Newcastle College increased retention of learners aged 16-18 from minority ethnic backgrounds by 14% in comparison with the previous year. West Lancashire College improved the retention of male learners by 8% for ages 16-18 and 5% for learners over 19. Intraining sourced alternative provision from supply chain partners designed to encourage more male learners to participate. The Workforce Development Division of Intraining identified an Additional Support Coach in each region to ensure the consistency of additional support with literacy and numeracy and interpreters were available to assist with delivery. At Rathbone, the analysis of retention and achievement data in Quality Reviews included consideration of protected groups; improvement actions were set to address local variations and monitored through staff appraisal.

6. Monitor representation amongst all staff types and take action to promote equality

We continued to operate fair and systematic processes for staff. Managers were suitably trained and there was an objective approach to decision making. Selection decisions were made on merit alone. Staff pay was fair: no equal pay claims were upheld in 2012-13.

Staff data presented at appendices 6 to 12 includes staff at Intraining and Rathbone. The integration of HR systems for Rathbone was completed during the year and addition of the staff profile for Rathbone has impacted on the staff profile for the group as a whole.

The staff gender profile is presented at appendix 6. Around 6 out of every 10 employees were female and there were more female than male staff for all staff types. The greatest difference was for part-time staff, a significant proportion of the total. Amongst full time staff there were marginally more male lecturers than female lecturers; female full time staff outnumbered male full time staff in other staff types.

A survey by HM Treasury and the Department of Trade and Industry in 2005 estimated that around 6% of the total population in Britain were gay or lesbian; this suggests an estimated number of 210 gay or lesbian staff at NCG. Appendix 7 is

NCG’s second report of its staff profile by sexual orientation. Staff were not obliged to disclose their sexual orientation and actual data is incomplete. The available data at appendix 7 confirms that all staff types included people attracted to the same sex.

The profile of disabled staff is presented at appendix 8. The proportion of disabled staff fell from 5.44% to 4.51% during the year. The change occurred across the organisation and was not associated with any particular policy or decision. We operated fair selection processes during the year and provided encouragement and support to disabled candidates.

In our Single Equality Scheme we set a target to increase the proportion of disabled people amongst managers by 0.5% by 2013. Progress is as follows.

	Proportion of total staff				
	2009-10	2010-11	2011-12	2012-13	2013 target
Disabled - Managers	2.99%	2.99%	3.69%	3.08%	3.49%

The decline in the proportion of disabled people amongst managers in 2012-13 reflects the decline amongst all staff types and we have not achieved the target we set in the Single Equality Scheme. We remain committed to advancing equality for disabled people through initiatives such as the two ticks scheme.

The profile of staff from ethnic minorities is presented at appendix 9. The number of staff from ethnic minorities has grown steadily over the past four years. In our Single Equality Scheme we set targets to increase the proportion of Black and Minority Ethnic (BME) people amongst each staff type by 0.5% by 2013. Progress towards these targets is shown in the following table.

	Proportion of total for staff type				
	2009-10	2010-11	2011-12	2012-13	2013 target
BME - Lecturers	2.71%	3.57%	7.01%	3.37%	3.21%
BME - Learning Support	7.74%	9.36%	14.80%	12.12%	8.24%
BME - Business Support	4.95%	4.53%	7.36%	7.24%	5.45%
BME - Managers	1.99%	2.99%	5.90%	4.09%	2.49%
BME – Hourly Paid	3.14%	5.83%	7.45%	5.35%	5.54%

The table shows that we achieved the targets set in our Single Equality Scheme. However, we are not complacent. Although representation is strong in Business Support and Learning Support roles in our subsidiary companies, representation is weaker amongst Lecturers and Managers and in Newcastle. We continue to encourage applications from people with ethnic minority backgrounds.

Appendix 10 is NCG’s second report of its staff profile by religious belief/faith. Staff were not obliged to disclose their religious belief/faith and actual data is incomplete. The available data shows that all staff types included people with a wide range of beliefs.

The staff age profile is presented at appendix 11. Overall staff numbers increased during the year and this was reflected by increased numbers in all age groups. There is a broad range of ages amongst full time and part time staff in each staff type.

An analysis of reasons for staff dismissals by Division and protected characteristic is presented at appendix 12. Around two thirds of dismissals were due to a salaried or hourly paid fixed term contract coming to an end. The data raises no concerns in relation to the relative treatment of protected groups.

7. Consult and involve representative staff, learners and outside organisations

NCG engaged with protected groups through forums, surveys, team meetings, one to one meetings and the colleges' annual Diversity Awards.

Learners were consulted about the approach to meeting their needs on entry.

Staff reviewed the effectiveness of learning support with individual learners as a matter of routine. In Newcastle, the Learning Support Service carried out a survey of students who received disability support to inform planning for improvement. At West Lancashire College, the Additional Learning Support Coordinator also considered learner feedback in her review of the effectiveness of learner support. At Intraining and Rathbone, the effectiveness of support was monitored through regular review with learners to provide for continuous improvement of the approach. Intraining also used comment cards at centres to gather customer feedback on areas for improvement.

Equality matters were considered by Newcastle College's Equality and Diversity Group, Rathbone's Equality and Diversity Steering Committee and the West Lancashire College Advisory Committee. At Intraining and Rathbone, senior managers encouraged innovation and Diversity Champions supported teams at centres to ensure responsiveness to customer needs. Members of staff were encouraged to contribute ideas for improvement through quality review and business planning processes.

8. Embed the evaluation of equality impact evidence into policy development, business planning and quality assurance processes

Our overarching policies and procedures encouraged fair treatment of staff, learners and customers. The focus of our effort during the year has been on advancing equality in our practice. The numbers, performance and feedback of diverse learners were monitored through Quality Review. This informed local action to advance equality for protected groups.

Equality was considered as an integral part of business planning and budget submissions included resources to support equality action plans.

Teaching staff in all parts of the organisation have reviewed plans for curriculum delivery to embed equality in a thematic and relevant way.

Throughout Business Planning, West Lancashire College paid particular attention to ensuring that its curriculum plan provision met the needs and aspirations of disadvantaged and disengaged learners aged 16-18.

Intraining Workforce Development further developed its initial assessment process to guide discussions around learners' needs and situational influences to improve awareness of learners' backgrounds and difficulties and enable more focussed support. The aim is to enhance the engagement of young people and improve their prospects of maintaining employment. Intraining Workforce Development has also required greater emphasis on initial assessment by subcontractors to identify support needs.

Intraining Employment Related Services monitored engagement activities to ensure these met the needs of protected groups. Staff are employed who speak local community languages.

9. Ensure that partner organisations meet NCG's standards and requirements for equality

We operated approval and monitoring processes for subcontractors and placement providers that set out expectations for equality, required an equal opportunities policy to be in place and actively monitored equality through tutorial and observation processes. Equality criteria were written into contract conditions, as appropriate. We provided best practice sharing network events for subcontractors which included equality and diversity. Where learners or customers were placed with external organisations, rigorous checks were made to ensure that equality standards and requirements were met.

Conclusion

NCG made strong progress in the third year of implementing each of the objectives set in the Single Equality Scheme 2010-14.

We achieved the targets we set to increase the proportion of disabled learners at Newcastle College and West Lancashire College and to increase the proportion of people from minority ethnic backgrounds amongst all staff types. However, we fell short of our target to increase the proportion of disabled people amongst managers. We will sustain our commitment to advancing equality for protected groups.

The whole organisation took a pro-active approach to equality for staff, learners and customers during the year. This responded to the needs of individuals and achieved compliance with equality legislation.

Contacts

Alternative Formats

If you would like this report in audio, DAISY, large print, Braille or in a language other than English, please contact:

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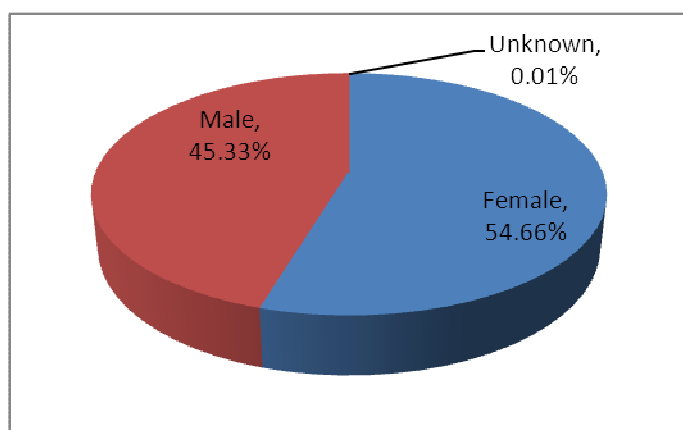
Sharing your view about our approach to equality

To provide feedback or suggestions about NCG's approach to equality, contact:

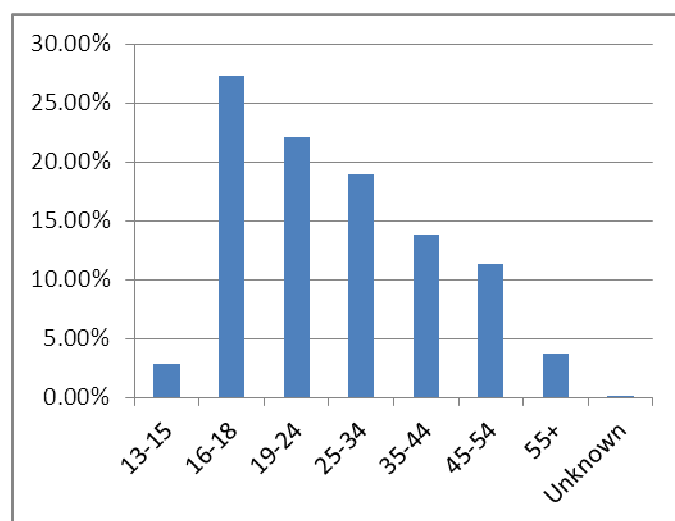
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Learners by Gender and Age 2012-13

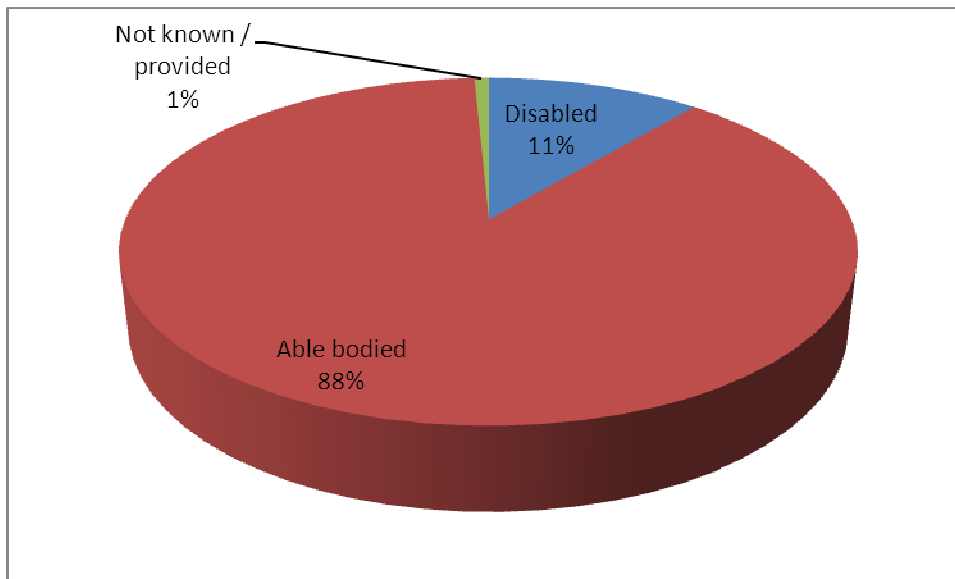


Gender	Number	Percentage
Female	33835	54.66%
Male	28062	45.33%
Unknown	9	0.01%
Total	61906	100.00%



Age	Number	Percentage
13-15	1736	2.80%
16-18	16869	27.25%
19-24	13665	22.07%
25-34	11705	18.91%
35-44	8578	13.86%
45-54	7025	11.35%
55+	2289	3.70%
Unknown	39	0.06%
Total	61906	100.00%

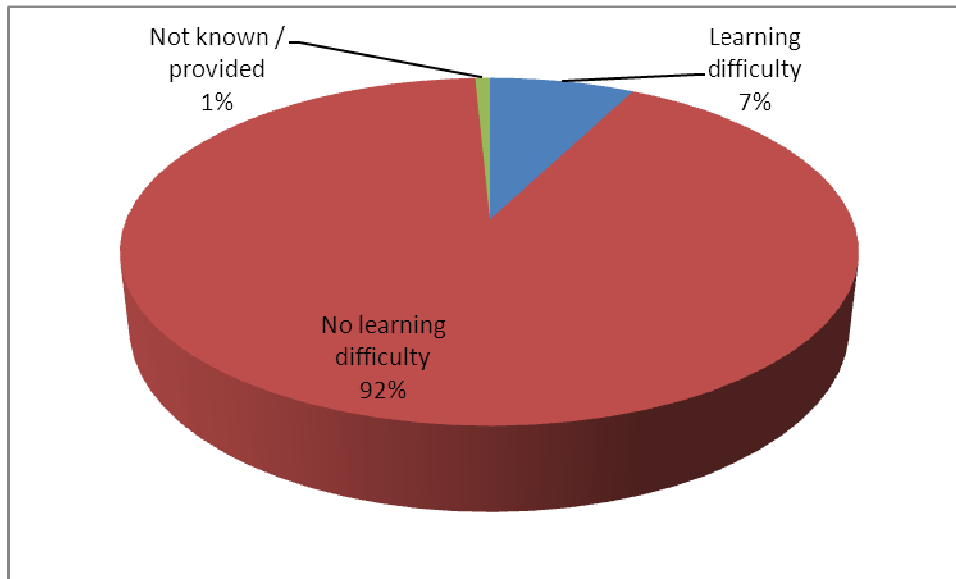
Learners with Disabilities 2012-13



Whether Disabled	Number	Percentage
Disabled	6902	11.15%
Able bodied	54533	88.09%
Not known / provided	471	0.76%
Total	61906	100.00%

Disability	Number	Percentage
Asperger's Syndrome	149	2.16%
Disability affecting Mobility	312	4.52%
Emotional/Behavioural difficulties	752	10.90%
Hearing Impairment	411	5.95%
Mental Ill Health	624	9.04%
Multiple disabilities	691	10.01%
Other	683	9.90%
Other Medical condition (eg asthma)	2223	32.21%
Other Physical Disability	361	5.23%
Profound/Complex disabilities	9	0.13%
Temporary Disability after illness	23	0.33%
Visual Impairment	664	9.62%
Total	6902	100.00%

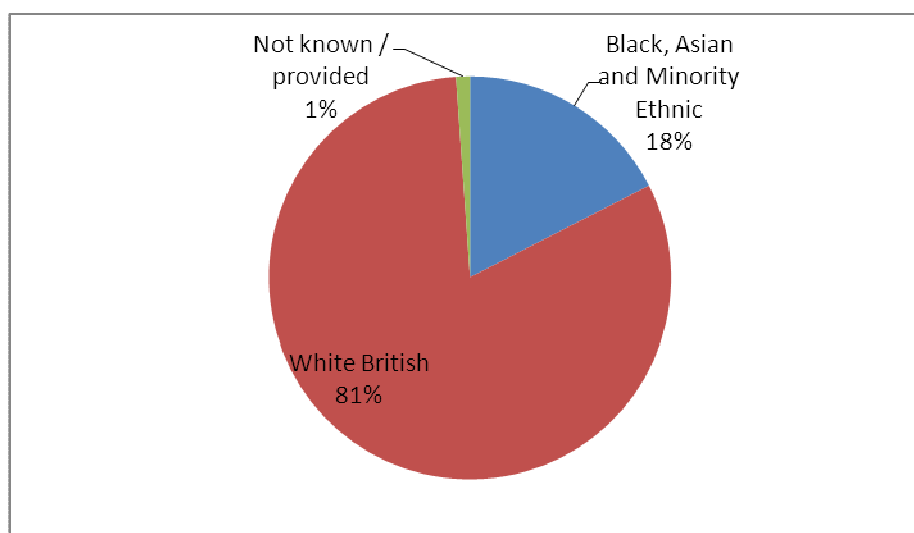
Learners with Learning Difficulties 2012-13



Whether a Learning Difficulty	Number	Percentage
Learning difficulty	4689	7.57%
No learning difficulty	56745	91.66%
Not known / provided	472	0.76%
Total	61906	100.00%

Learning Difficulty	Number	Percentage
Autistic Spectrum Disorder	262	5.59%
Dyscalculia	82	1.75%
Dyslexia	2424	51.70%
Moderate Learning Difficulty	1005	21.43%
Multiple Learning Difficulties	151	3.22%
Other	577	12.31%
Other Specific Learning Difficulty	110	2.35%
Severe Learning Difficulty	78	1.66%
Total	4689	100.00%

Learners by Ethnicity in 2012-13



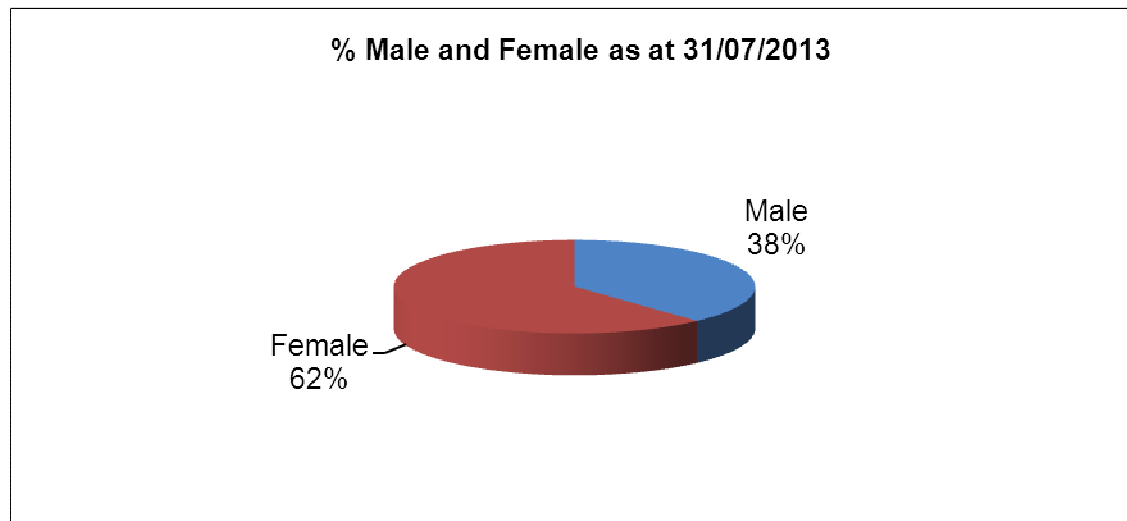
Ethnicity Summary	Number	Percentage
Black, Asian and Minority Ethnic	10809	17.46%
White British	50405	81.42%
Not known / provided	692	1.12%
Total	61906	100.00%

Ethnicity Detail	Number	Percentage
Arab	144	0.23%
Asian or Asian British - Any other	690	1.11%
Asian or Asian British - Bangladeshi	655	1.06%
Asian or Asian British - Chinese	188	0.30%
Asian or Asian British - Indian	900	1.45%
Asian or Asian British - Pakistani	1257	2.03%
Black or Black British - African	1295	2.09%
Black or Black British - Any other	370	0.60%
Black or Black British - Caribbean	525	0.85%
Mixed - Any other	278	0.45%
Mixed - White and Black Caribbean	457	0.74%
Mixed - White and Asian	237	0.38%
Mixed - White and Black African	220	0.36%
Not known/not provided	692	1.12%
Other	601	0.97%
White - Any other	2738	4.42%
White - British	50405	81.42%
White - Gypsy or Irish Traveller	30	0.05%
White - Irish	224	0.36%
Total	61906	100.00%

In the following table, percentages for the population of England and Wales identified in the 2011 census have been applied to the total number of learners to estimate the number of learners with each religion and belief.

	Census in 2011 (England and Wales)	Estimated learner numbers
Christian	59.3%	36710
Muslim	4.8%	2971
Hindu	1.5%	929
Sikh	0.8%	495
Jewish	0.5%	310
Buddhist	0.4%	248
Other	0.4%	248
Not stated	7.2%	4457
No religion	25.1%	15538
total	100%	61906

All Staff by Gender as at 31 July 2013



Trend

Gender	31/07/10	31/07/11	31/07/12	31/07/13
Female	1812	1708	1697	2168
Male	1328	1261	1171	1338
% Female	57.71%	57.53%	59.17%	61.84%
% Male	42.29%	42.47%	40.83%	38.16%
Total	3140	2969	2868	3506

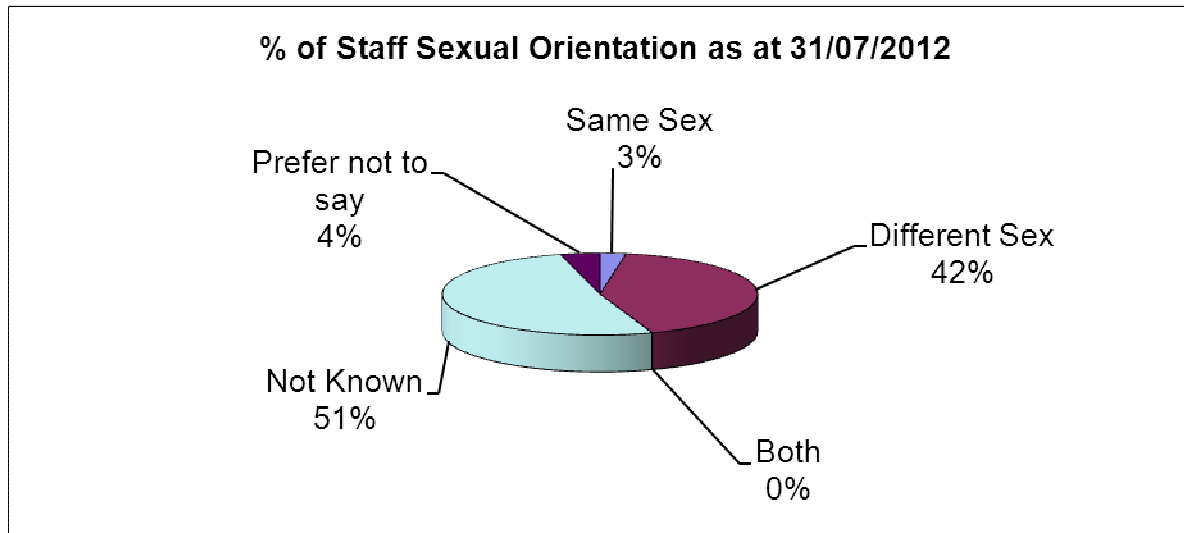
Analysis by staff type and whether full time or part time as at 31 July 2013

Key

L – Lecturer BS – Business Support HP – Hourly Paid
 LS – Learning Support M – Management

Gender	L	LS	BS	MGT	HP
Female	261	914	596	198	256
Male	214	505	330	144	174
% Female	55%	64%	64%	58%	60%
% Male	45%	36%	36%	42%	40%
Full Time - Female	156	656	420	191	0
Full Time - Male	164	441	308	142	0
Part Time - Female	105	258	176	7	256
Part Time - Male	50	64	22	2	174
Total	475	1419	926	342	430

All Staff by Sexual Orientation as at 31 July 2013



Trend

Sexual Orientation	31/07/12	31/07/13
Same Sex	68	93
Different Sex	911	1471
Both	4	2
Not known	1804	1799
Prefer not to say	81	141
Same Sex %	2.37	2.65
Different Sex %	27.12	41.96
Both %	0.14	0.06
Not known %	62.90	51.31
Prefer not to say %	2.82	4.02
Total	2868	3506

All Staff by Sexual Orientation, staff type and whether full time or part time as at 31 July 2013

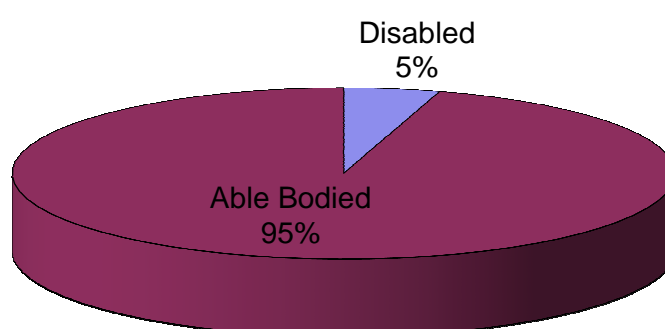
Key

L – Lecturer BS – Business Support HP – Hourly Paid
 LS – Learning Support M – Management

Sexual Orientation	L	LS	BS	MGT	HP
Same Sex	2	48	17	8	19
Different Sex	97	667	384	117	231
Both	-	1	1	-	1
Not known	369	631	495	208	155
Prefer not to say	7	72	30	9	24
Same Sex %	0	3	2	2	4
Different Sex %	20	47	41	34	54
Both %	0	0	0	0	0
Not known %	78	44	53	61	36
Prefer not to say %	1	5	3	3	6
Full Time - Same Sex	1	40	14	8	-
Full Time - Different Sex	73	560	314	112	-
Full Time - Both	-	1	-	-	-
Full Time - Not known	241	432	380	204	-
Full Time - Prefer not to say	5	64	20	9	-
Part Time - Same Sex	1	8	3	-	19
Part Time - Different Sex	24	107	70	5	231
Part Time - Both	-	1	-	-	-
Part Time - Not known	128	199	115	4	155
Part Time - Prefer not to say	2	8	10	-	24
Total	475	1419	927	342	430

All Staff by Disabled/Able Bodied as at 31 July 2013

% of Disabled and Able Bodied Staff as at 31/07/2013



Trend

Disabled/Able Bodied	31/07/10	31/07/11	31/07/12	31/07/13
Disabled	156	130	156	158
Able bodied	2984	2839	2712	3235
Unknown				113
% Disabled	4.97%	4.38%	5.44%	4.51%
% Able bodied or Unknown	95.03%	95.62%	94.56%	95.49%
Total	3140	2969	2868	3506

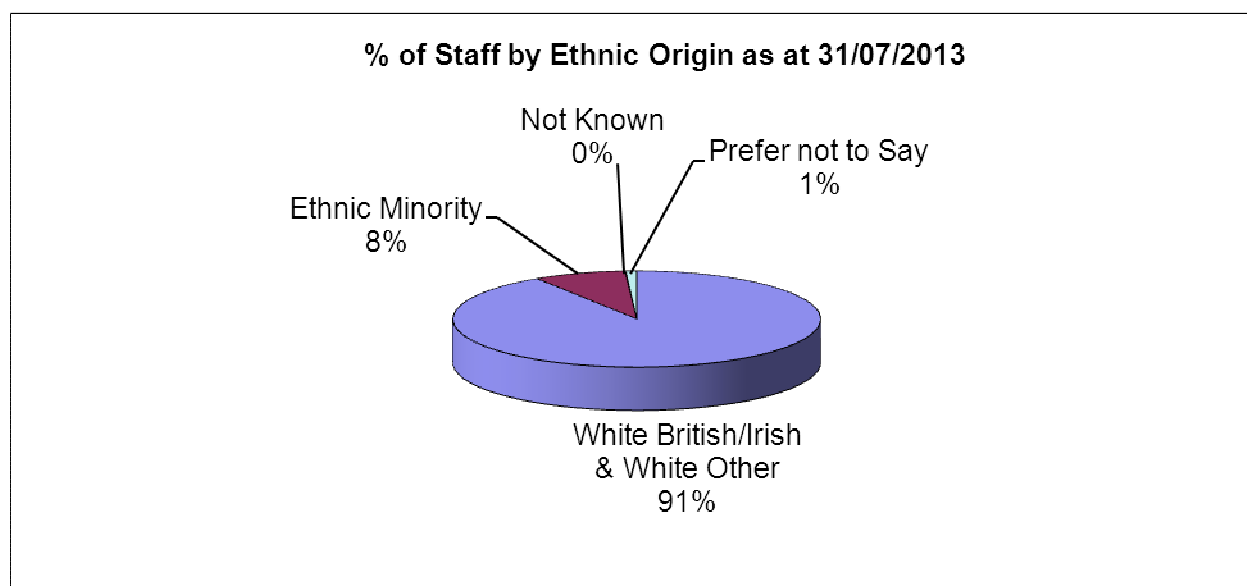
Analysis by staff type and whether full time or part time as at 31 July 2013

Key

L – Lecturer BS – Business Support HP – Hourly Paid
 LS – Learning Support M – Management

Disabled/Able Bodied	L	LS	BS	MGT	HP
Disabled	14	68	40	10	30
Able Bodied	460	1278	859	325	395
% Disabled	3%	5%	6%	3%	7%
% Able Bodied	97%	95%	94%	97%	93%
Full Time – Disabled	11	43	31	10	-
Full Time – Able Bodied	308	988	674	316	-
Part Time – Disabled	3	25	9	-	30
Part Time – Able Bodied	152	290	185	9	395
Total	474	1346	899	335	425

All Staff by Ethnicity as at 31 July 2013



Trend

Ethnicity	31/07/10	31/07/11	31/07/12	31/07/13
White British	2945	2695	2623	3185
Ethnic Minority	166	175	204	285
Not known	23	76	16	2
Prefer not to say	6	23	25	34
White British %	93.79%	90.77%	91.46%	90.84%
Ethnic Minority %	5.29%	5.89%	7.11%	8.13%
Not known %	0.73%	2.56%	0.56%	0.06%
Prefer not to say %	0.19%	0.77%	0.87%	0.97%
Total	3140	2969	2868	3506

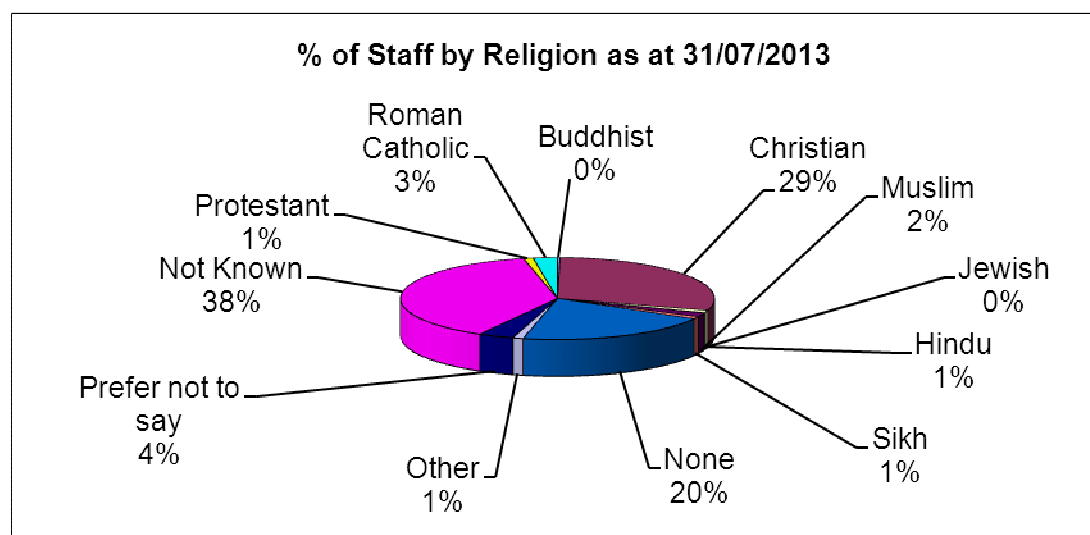
All Staff by Ethnicity and staff type as at 31 July 2013

Key

L – Lecturer BS – Business Support HP – Hourly Paid
 LS – Learning Support M – Management

Ethnicity	L	LS	BS	MGT	HP
Asian or Asian British - Bangladeshi	-	9	3	2	-
Asian or Asian British - Indian	3	59	13	6	2
Asian or Asian British - Pakistani	-	16	18	1	3
Asian or Asian British - any other	4	8	3	2	3
Black or Black British - African	-	18	4	-	2
Black or Black British - Caribbean	-	26	5	-	3
Black or Black British - any other	-	4	1	-	-
Chinese	2	2	4	-	1
Mixed - White and Asian	2	6	3	1	3
Mixed - White and Black African	2	-	2	-	1
Mixed - White and Black Caribbean	1	8	7	-	1
Mixed - any other	-	12	2	2	1
White – British	440	1180	832	319	391
White – Irish	1	14	3	1	2
White - any other	8	16	5	2	3
White - Other European	7	14	11	4	11
Any other	2	4	2	-	3
Not known	-	2	-	-	-
Prefer not to say	3	21	8	2	-
% Asian or Asian British - Bangladeshi	0.0	0.6	0.3	0.6	0.0
% Asian or Asian British - Indian	0.6	4.2	1.4	1.8	0.5
% Asian or Asian British - Pakistani	0.0	1.1	1.9	0.3	0.7
% Asian or Asian British - any other	0.8	0.6	0.3	0.6	0.7
% Black or Black British - African	0.0	1.3	0.4	0.0	0.5
% Black or Black British - Caribbean	0.0	1.8	0.5	0.0	0.7
% Black or Black British - any other	0.0	0.3	0.1	0.0	0.0
% Chinese	0.4	0.1	0.4	0.0	0.2
% Mixed - White and Asian	0.4	0.4	0.3	0.3	0.7
% Mixed - White and Black African	0.4	0.0	0.2	0.0	0.2
% Mixed - White and Black Caribbean	0.2	0.6	0.8	0.0	0.2
% Mixed - any other	0.0	0.8	0.2	0.6	0.2
% White – British	92.6	83.2	89.8	93.3	90.9
% White – Irish	0.2	1.0	0.3	0.3	0.5
% White - any other	1.7	1.3	0.6	0.6	0.7
% White - Other European	1.5	1.0	1.2	1.2	2.6
% Any other	0.4	0.3	0.2	0.0	0.7
% Not known	0.0	0.1	0.0	0.0	0.0
% Prefer not to say	0.6	1.5	0.9	0.6	0.0
Total	475	1419	926	342	430

All Staff by Religious Belief/Faith as at 31 July 2013



Trend

Religious Belief/ Faith	31/07/12	31/07/13
Buddhist	8	9
Christian	777	1032
Hindu	25	36
Jewish	4	5
Muslim	40	53
Sikh	20	32
None	479	709
Other	32	37
Prefer not to say	107	128
Not Known	1243	1343
Protestant	41	35
Roman Catholic	92	87
% Buddhist	0.28	0.26
% Christian	27.09	29.44
% Hindu	0.87	1.03
% Jewish	0.14	0.14
% Muslim	1.39	1.51
% Sikh	0.70	0.91
% None	16.70	20.22
% Other	1.12	1.06
% Prefer not to say	3.73	3.65
%Not Known	43.34	38.31
%Protestant	1.43	1.00
%Roman Catholic	3.21	2.48
Total	2868	3506

All Staff by Religious Belief/ Faith, staff type and whether full time or part time as at 31 July 2013

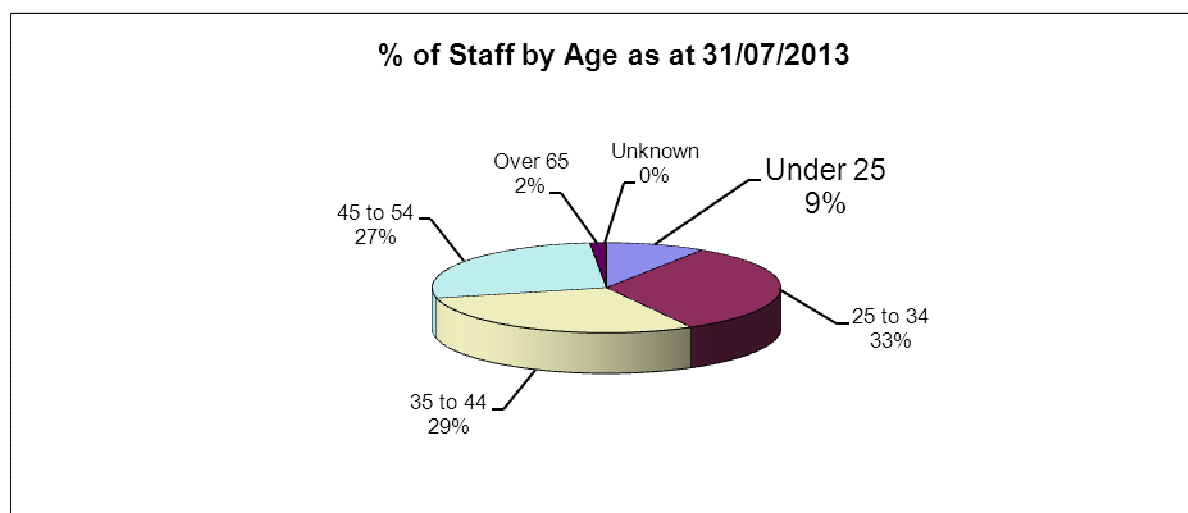
Key

L – Lecturer BS – Business Support HP – Hourly Paid
 LS – Learning Support M – Management

Religious Belief/ Faith	L	LS	BS	MGT	HP
Buddhist	1	5	2	-	2
Christian	86	434	230	122	181
Hindu	-	24	8	2	2
Jewish	1	4	-	-	-
Muslim	2	30	18	2	2
Sikh	-	25	3	3	1
None	52	292	222	44	114
Other	4	19	8	2	4
Prefer not to say	7	65	32	7	18
Not Known	317	450	380	144	99
Protestant	1	22	8	3	1
Roman Catholic	4	49	15	13	6
% Buddhist	0.2	0.4	0.2	0.0	0.5
% Christian	18.1	30.6	24.8	35.7	42.1
% Hindu	0.0	1.7	0.9	0.6	0.5
% Jewish	0.2	0.3	0.0	0.0	0.0
% Muslim	0.4	2.1	1.9	0.6	0.5
% Sikh	0.0	1.8	0.3	0.9	0.2
% None	10.9	20.6	24.0	12.9	26.5
% Other	0.8	1.3	0.9	0.6	0.9
% Prefer not to say	1.5	4.6	3.5	2.0	4.2
% Not Known	66.7	31.7	41.0	42.1	23.0
% Protestant	0.2	1.6	0.9	0.9	0.2
% Roman Catholic	0.8	3.5	1.6	3.8	1.4

Religious Belief/ Faith	L	LS	BS	MGT	HP
Full Time - Buddhist	1	3	2	-	-
Full Time - Christian	61	355	179	118	-
Full Time - Hindu	-	22	7	2	-
Full Time - Jewish	1	3	-	-	-
Full Time - Muslim	1	27	13	2	-
Full Time - Sikh	-	23	2	3	-
Full Time - None	35	248	189	43	-
Full Time - Other	3	18	8	2	-
Full Time - Prefer not to say	6	58	25	7	-
Full Time – Not Known	207	280	290	140	-
Full Time – Protestant	1	18	5	3	-
Full Time – Roman Catholic	4	42	8	13	-
Part Time - Buddhist	-	2	-	-	2
Part Time - Christian	25	79	51	4	181
Part Time - Hindu	-	2	1	-	2
Part Time - Jewish	-	1	-	-	-
Part Time - Muslim	1	3	5	-	2
Part Time - Sikh	-	2	1	-	1
Part Time - None	17	44	33	1	114
Part Time - Other	1	1	-	-	4
Part Time - Prefer not to say	1	7	7	-	18
Part Time – Not Known	110	170	90	4	99
Part Time – Protestant	-	4	3	-	1
Part Time – Roman Catholic	-	7	7	-	6
Total	475	1419	926	342	430

All Staff by Age as at 31 July 2013



Trend

Age	31/07/10	31/07/11	31/07/12	31/07/13
Under 25	288	270	233	283
25-34	829	797	833	999
35-44	776	761	692	896
45-54	727	728	719	831
55-64	479	383	356	450
Over 65	41	30	35	47
unknown	0	0	0	0
% under 25	9.17	9.09	8.12	8.07
% 25-34	26.40	26.84	29.04	28.49
% 35-44	24.71	25.63	24.13	25.56
% 45-54	23.15	24.52	25.07	23.70
% 55-64	15.25	12.90	12.41	12.84
% Over 65	0.00	0.00	0.00	1.34
% unknown	0.00	0.00	0.00	0.00
Total	3140	2969	2868	3506

All Staff by Age, Staff Type and whether full time or part time as at 31 July 2013

Key

L – Lecturer BS – Business Support HP – Hourly Paid
 LS – Learning Support M – Management

Age	L	LS	BS	MGT	HP
Under 25	4	65	180	1	38
25-34	121	467	260	65	111
35-44	152	375	180	118	93
45-54	130	334	173	107	111
55-64	63	159	125	49	63
Over 65	5	19	8	2	14
unknown	-	-	-	-	-
% under 25	0.8	4.6	19.4	0.3	8.8
% 25-34	25.5	32.9	28.1	19.0	25.8
% 35-44	32.0	26.4	19.4	34.5	21.6
% 45-54	27.4	23.5	18.7	31.3	25.8
% 55-64	13.3	11.2	13.5	14.3	14.7
% Over 65	1.1	1.3	0.9	0.6	3.3
% unknown	0.0	0.0	0.0	0.0	0.0
Full Time – under 25	2	49	163	1	-
Full Time – 25-34	82	374	215	65	-
Full Time – 35-44	104	288	134	114	-
Full Time – 45-54	88	270	126	106	-
Full Time – 55-64	42	111	88	45	-
Full Time – Over 65	2	5	2	2	-
Full Time – unknown	-	-	-	-	-
Part Time – under 25	2	16	17	-	38
Part Time – 25-34	39	93	45	-	111
Part Time – 35-44	48	87	46	4	93
Part Time – 45-54	42	64	47	1	111
Part Time – 55-64	21	48	37	4	63
Part Time – Over 65	3	14	6	-	14
Part Time – unknown	-	-	-	-	-
Total	475	1419	926	342	430

Analysis of reasons for staff dismissals

The Percentage of Dismissals by Gender 2012-13

Sum of Count		Leaving Reason							Grand Total
Division	Gender	Dismissal - Capability	Dismissal - Disciplinary	Dismissal - Dismissal	Dismissal - End of Fixed Term Contract	Dismissal - End of HPFT Contract	Dismissal - Ill Health	Dismissal - Unsatisfactory Probation	
GS	Female	0.00%	0.00%	0.00%	0.96%	0.00%	0.00%	0.48%	1.44%
	Male	0.00%	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%
NCL	Female	0.00%	0.00%	0.00%	8.17%	12.50%	0.48%	0.96%	22.12%
	Male	0.00%	0.96%	0.48%	4.81%	17.79%	0.96%	1.92%	26.92%
RBT	Female	0.00%	2.40%	0.00%	10.10%	0.00%	0.48%	0.48%	13.46%
	Male	0.48%	1.92%	0.00%	1.44%	0.00%	0.48%	0.48%	4.81%
TIG	Female	0.48%	0.48%	0.00%	3.85%	0.48%	0.48%	6.25%	12.02%
	Male	0.00%	2.40%	0.48%	5.77%	0.00%	0.00%	5.29%	13.94%
WLC	Female	0.00%	0.00%	0.00%	0.48%	0.00%	0.48%	1.44%	2.40%
	Male	0.00%	0.48%	0.00%	0.48%	0.00%	0.48%	0.00%	1.44%
Grand Total		0.96%	8.65%	0.96%	37.50%	30.77%	3.85%	17.31%	100.00%

The Percentage of Dismissals by Religion 2012-13

Sum of Count		Leaving Reason					Grand Total
Division	Religion	Dismissal - Capability	Dismissal - Disciplinary	Dismissal - End of Fixed Term Contract	Dismissal - Ill Health	Dismissal - Unsatisfactory Probation	
RBT	Christian	0.00%	2.63%	10.53%	2.63%	0.00%	15.79%
	None	0.00%	7.89%	18.42%	0.00%	2.63%	28.95%
	Not Known	2.63%	5.26%	28.95%	2.63%	2.63%	42.11%
	Prefer Not To Say	0.00%	7.89%	2.63%	0.00%	0.00%	10.53%
	Roman Catholic	0.00%	0.00%	2.63%	0.00%	0.00%	2.63%
Grand Total		2.63%	23.68%	63.16%	5.26%	5.26%	100.00%

The Percentage of Dismissals by Sexual Orientation 2012-13

Sum of Count		Leaving Reason							
Division	Sexual Orientation	Dismissal - Capability	Dismissal - Disciplinary	Dismissal - Dismissal	Dismissal - End of Fixed Term Contract	Dismissal - End of HPFT Contract	Dismissal - Ill Health	Dismissal - Unsatisfactory Probation	Grand Total
GS	Of different sex	0.00%	0.00%	0.00%	1.44%	0.00%	0.00%	0.48%	1.92%
	Unknown	0.00%	0.00%	0.00%	0.96%	0.00%	0.00%	0.00%	0.96%
NCL	Of different sex	0.00%	0.00%	0.48%	11.54%	7.69%	0.00%	2.40%	22.12%
	Of same sex	0.00%	0.00%	0.00%	0.00%	0.48%	0.00%	0.48%	0.96%
	Prefer not to say	0.00%	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%	0.48%
	Unknown	0.00%	0.96%	0.00%	1.44%	21.63%	1.44%	0.00%	25.48%
RBT	Of different sex	0.00%	1.92%	0.00%	3.85%	0.00%	0.48%	0.48%	6.73%
	Of same sex	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%	0.00%	0.48%
	Prefer not to say	0.00%	1.44%	0.00%	0.96%	0.00%	0.00%	0.00%	2.40%
	Unknown	0.48%	0.96%	0.00%	6.25%	0.00%	0.48%	0.48%	8.65%
TIG	Of different sex	0.48%	0.96%	0.48%	8.17%	0.00%	0.00%	10.10%	20.19%
	Of same sex	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%	0.48%	0.96%
	Prefer not to say	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.48%	0.48%
	Unknown	0.00%	1.92%	0.00%	0.96%	0.48%	0.48%	0.48%	4.33%
WLC	Of different sex	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%	0.96%	1.44%
	Of same sex	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.48%	0.48%
	Prefer not to say	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%	0.00%	0.48%
	Unknown	0.00%	0.48%	0.00%	0.00%	0.00%	0.96%	0.00%	1.44%
Grand Total		0.96%	8.65%	0.96%	37.50%	30.77%	3.85%	17.31%	100.00%

The Percentage of Dismissals by Disability Status 2012-13

Sum of Count		Leaving Reason							
Division	Disability	Dismissal - Capability	Dismissal - Disciplinary	Dismissal - Dismissal	Dismissal - End of Fixed Term Contract	Dismissal - End of HPFT Contract	Dismissal - Ill Health	Dismissal - Unsatisfactory Probation	Grand Total
GS	Not disabled	0.00%	0.00%	0.00%	1.92%	0.00%	0.00%	0.48%	2.40%
	Unknown	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%	0.00%	0.48%
NCL	Disabled	0.00%	0.00%	0.00%	1.92%	1.44%	0.00%	0.00%	3.37%
	Not disabled	0.00%	0.96%	0.48%	11.06%	27.88%	1.44%	2.88%	44.71%
	Unknown	0.00%	0.00%	0.00%	0.00%	0.96%	0.00%	0.00%	0.96%
RBT	Disabled	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.48%	0.48%
	Not disabled	0.00%	2.40%	0.00%	5.29%	0.00%	0.48%	0.00%	8.17%
	Prefer not to say	0.00%	0.96%	0.00%	0.00%	0.00%	0.00%	0.00%	0.96%
	Unknown	0.48%	0.96%	0.00%	6.25%	0.00%	0.48%	0.48%	8.65%
TIG	Disabled	0.48%	0.00%	0.00%	0.48%	0.00%	0.00%	0.96%	1.92%
	Not disabled	0.00%	2.88%	0.48%	9.13%	0.48%	0.48%	10.10%	23.56%
	Unknown	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.48%	0.48%
WLC	Disabled	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%	0.48%	0.96%
	Not disabled	0.00%	0.48%	0.00%	0.48%	0.00%	0.96%	0.96%	2.88%
Grand Total		0.96%	8.65%	0.96%	37.50%	30.77%	3.85%	17.31%	100.00%

The Percentage of Dismissals by Ethnicity 2012-13

Sum of Count		Leaving Reason								Grand Total
Division	Ethnicity	Dismissal - Capability	Dismissal - Disciplinary	Dismissal - Dismissal	Dismissal - End of Fixed Term Contract	Dismissal - End of HPFT Contract	Dismissal - Ill Health	Dismissal - Unsatisfactory Probation		
GS	Not Known	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%	0.00%	0.48%	
	White - British	0.00%	0.00%	0.00%	1.92%	0.00%	0.00%	0.48%	2.40%	
NCL	Asian or Asian British - Any Other	0.00%	0.48%	0.00%	0.00%	0.00%	0.00%	0.00%	0.48%	
	Black or Black British - African	0.00%	0.00%	0.48%	0.00%	0.00%	0.00%	0.00%	0.48%	
	White - Any Other	0.00%	0.00%	0.00%	0.00%	0.96%	0.00%	0.00%	0.96%	
	White - British	0.00%	0.48%	0.00%	12.98%	28.37%	1.44%	2.88%	46.15%	
	White - Irish	0.00%	0.00%	0.00%	0.00%	0.96%	0.00%	0.00%	0.96%	
RBT	Not Known	0.48%	0.96%	0.00%	5.29%	0.00%	0.00%	0.48%	7.21%	
	Prefer Not To Say	0.00%	0.96%	0.00%	0.00%	0.00%	0.00%	0.00%	0.96%	
	White - British	0.00%	2.40%	0.00%	6.25%	0.00%	0.96%	0.48%	10.10%	
TIG	Asian or Asian British - Indian	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%	0.48%	0.96%	
	Black or Black British - Caribbean	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.48%	0.48%	
	Mixed - White and Black African	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%	0.00%	0.48%	
	Mixed - White and Black Caribbean	0.00%	0.48%	0.00%	0.00%	0.00%	0.00%	0.48%	0.96%	
	Prefer Not To Say	0.00%	0.48%	0.00%	0.00%	0.00%	0.00%	0.00%	0.48%	
	White - Any Other	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.48%	0.48%	
	White - British	0.48%	1.92%	0.48%	8.65%	0.48%	0.48%	9.13%	21.63%	
	White - Irish	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.48%	0.48%	
WLC	White - British	0.00%	0.48%	0.00%	0.96%	0.00%	0.96%	1.44%	3.85%	
Grand Total		0.96%	8.65%	0.96%	37.50%	30.77%	3.85%	17.31%	100.00%	

The Percentage of Dismissals by Age 2012-13

Sum of Count		Leaving Reason								Grand Total
Division	Age	Dismissal - Capability	Dismissal - Disciplinary	Dismissal - Dismissal	Dismissal - End of Fixed Term Contract	Dismissal - End of HPFT Contract	Dismissal - Ill Health	Dismissal - Unsatisfactory Probation		
GS	25 to 34	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%	0.00%	0.48%	
	35 to 44	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%	0.48%		
	45 to 54	0.00%	0.00%	0.00%	0.96%	0.00%	0.00%	0.00%		
	55 to 64	0.00%	0.00%	0.00%	0.48%	0.00%	0.00%	0.00%		
NCL	25 to 34	0.00%	0.48%	0.00%	2.40%	8.17%	0.00%	0.96%		
	35 to 44	0.00%	0.00%	0.48%	2.40%	5.29%	0.48%	0.00%		
	45 to 54	0.00%	0.00%	0.00%	2.40%	8.65%	0.48%	1.44%		
	55 to 64	0.00%	0.48%	0.00%	0.96%	4.81%	0.48%	0.48%		
	Over 65	0.00%	0.00%	0.00%	0.00%	1.92%	0.00%	0.00%		
	under 25	0.00%	0.00%	0.00%	4.81%	1.44%	0.00%	0.00%		
RBT	25 to 34	0.48%	1.92%	0.00%	2.40%	0.00%	0.00%	0.00%		
	35 to 44	0.00%	1.92%	0.00%	0.48%	0.00%	0.96%	0.00%		
	45 to 54	0.00%	0.00%	0.00%	0.96%	0.00%	0.00%	0.48%		
	55 to 64	0.00%	0.48%	0.00%	0.00%	0.00%	0.00%	0.00%		
	under 25	0.00%	0.00%	0.00%	7.69%	0.00%	0.00%	0.48%		
TIG	25 to 34	0.48%	0.48%	0.48%	1.44%	0.00%	0.00%	1.92%		
	35 to 44	0.00%	1.92%	0.00%	0.00%	0.00%	0.00%	2.88%		
	45 to 54	0.00%	0.00%	0.00%	2.40%	0.00%	0.00%	1.92%		
	55 to 64	0.00%	0.00%	0.00%	0.48%	0.48%	0.00%	0.00%		
	under 25	0.00%	0.48%	0.00%	5.29%	0.00%	0.48%	4.81%		
WLC	25 to 34	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.44%		
	45 to 54	0.00%	0.48%	0.00%	0.48%	0.00%	0.48%	0.00%		
	55 to 64	0.00%	0.00%	0.00%	0.48%	0.00%	0.48%	0.00%		
Grand Total		0.96%	8.65%	0.96%	37.50%	30.77%	3.85%	17.31%		