



Equality and Diversity Annual Report

2014-15

Introduction

NCG works nationally to meet diverse education and training needs in partnership with its subsidiary companies. NCG has six operating Divisions: Newcastle College, Newcastle Sixth Form College, West Lancashire College, Kidderminster College, The Intraining Group Limited and Rathbone Training. The operating divisions are supported by Group Services.

The NCG Equality Strategy 2014-18 sets out our equality aims, specific equality objectives and roles and responsibilities. This is our first report on our progress in relation to the Equality Strategy. This progress builds on progress made under the NCG Single Equality Scheme 2010-14.

In September 2015, the Equality Strategy was updated to take account of the Prevent Duty. The Equality Strategy now states our expectation that our staff will challenge extremist ideas.

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 aims for 2014-18 and their relationship with this general duty are shown on page 2. Our equality aims align well with the general duty and describe our approach to fulfilling the general duty in the context of our organisation. We also set specific equality objectives and progress in relation to these is described in this report.

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 Equality Strategy 2014-18 and our Equality and Diversity Annual Reports are published in accord with these duties.

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

NCG Equality Strategy – equality aims	Requirements of the General Equality Duty		
	Eliminate discrimination, harassment, victimisation and other prohibited conduct	Advance equality of opportunity	Foster good relations
(a) Raise the awareness and skills of staff to promote fairness, equality and good relations	X	X	X
(b) Embed Equality and Diversity in Teaching, Learning and Assessment	X	X	X
(c) Raise the awareness of learners to promote understanding and good relations between diverse groups	X		X
(d) Provide a hospitable and multi-cultural environment that welcomes, respects and protects diverse people	X	X	X
(e) Monitor learner representation and success and take action to promote equality		X	
(f) Ensure that all learners achieve good outcomes, whatever their background		X	
(g) Monitor representation amongst all staff types and take action to promote equality		X	
(h) Consult and involve representative staff, learners and outside organisations	X	X	X
(i) Embed the evaluation of equality impact evidence into policy development, business planning and quality assurance processes	X	X	
(j) Ensure that partner organisations meet NCG's standards and requirements for equality	X	X	X

Update on progress in relation to NCG's equality aims

(a) Raise the awareness and skills of staff to promote fairness, equality and good relations

The purpose of equality and diversity training has been to ensure that employees are competent to incorporate equality issues into their work including sensitivity to needs and consideration for differences relating to the protected characteristics.

The general approach in 2014-15 was as set out in the Equality Strategy:

- Mandatory staff training on equality and diversity on induction with bi-annual refresher training
- Equality and diversity training and development for specific roles, including for those with responsibility for delivery of teaching, learning and assessment as well as those responsible for delivery of initial advice and guidance
- Sharing of practice on ensuring an inclusive approach to delivery and on embedding equality and diversity within teaching, learning and assessment
- Consideration of feedback from learners, customers and staff

NCG has also used the Great Place to Work survey to gather and share employee perceptions about the workplace including equality and diversity. The findings are used locally to inspire improvement.

At Intraining, staff training included the Assessor Academy as well as training on standardisation. Staff responsible for teaching, learning and assessment and initial advice and guidance received training conducted both on and off the job through one-to-one coaching and group training sessions. Colleagues received coaching following observation of teaching, learning and assessment including equality and diversity matters. Colleagues received training on the Prevent Duty. The Great Place to Work survey identified that colleagues feel they are treated fairly in relation to protected characteristics.

At Kidderminster College, a range of training was provided for teaching and support staff and those supporting learning in the workplace. Curriculum support staff received person-centred training to enable equality of opportunities for learners. Personal Care team members attended training to support specific learners, including Hoist training and the roll-out of a physiotherapy plan. Information was also shared through equality and diversity calendars and promotion for International Autism Awareness day. All staff received training on the Channel process, together with how to identify factors that can make people vulnerable to radicalisation. The Exit survey showed that 96% of learners felt welcome at the college. 96% of learners surveyed at induction said that they felt safe at college.

At Newcastle College, staff training included monthly awareness sessions delivered by the Learning Support Service on a wide range of topics related to equality and diversity. The Digital Skills Academy arranged Deaf Awareness training for its staff. In the School of Access to Learning, training was delivered to all Young People's Learning staff to enable improved support to autistic learners. The HE Student Survey for 2014-15 reported that: 85% feel that the timetable is convenient to them; 85% feel the assessment of their work is fair. The FE First Term Survey for 2014-15 reported that: 87% feel their teachers treat them fairly and equally and 87% feel the college is a safe place to learn.

At Newcastle Sixth Form College, all staff received update training on the protected characteristics and equal opportunities in the curriculum. Staff also received training on Prevent to raise awareness of extremism. Training also took place on student anxiety. The first term survey results identified that 89% of learners felt that teachers treated all learners fairly and equally.

At Rathbone, managers and Employee Forum representatives attended Overcoming Bias training. Overcoming Bias training was incorporated into the Excellence Academy attended by all new Tutors/Assessors. The senior leadership team circulated all-colleague communications about the Prevent Duty and British Values and all colleagues were tasked with completing Channel training. Rathbone invites subcontractors to join its in-house equality and diversity training.

At West Lancashire College, training for teaching staff and staff supporting learning included a focus on understanding and responding to learners' differing needs. Staff also received a motivational talk which promoted a positive image of disability. An e-recruitment system for staff was introduced in March 2015. All recruiting managers and potential panel members at the college have received appropriate training. On-line Prevent training for staff was introduced which includes promotion of 'British Values' including tolerance of other faith and non-faith groups. In the first term learner survey, 94% of respondents reported fair and equal treatment by their teachers.

(b) Embed Equality and Diversity in Teaching, Learning and Assessment

The general approach in 2014-15 was as set out in the Equality Strategy:

- Equality and diversity embedded in the curriculum
- Equality and diversity topics delivered at induction and through tutorials

Lesson plans and schemes of work were monitored to ensure that equality and diversity were embedded. The promotion of equality and diversity was also monitored through the lesson observation process which provides feedback to staff as well as monitoring by managers.

At Intraining, colleagues in skills centres shaped enrichment activities for young people around equality and diversity calendars to raise awareness of religious diversity.

At Kidderminster College, the observation team received support from Group to accurately identify good practice in embedding equality and diversity into the curriculum. All teaching staff attended training on embedding equality and diversity into the curriculum.

At Newcastle College, the Teaching and Learning Coach delivered a session on equality and diversity for all staff to raise awareness and update staff to support delivery in the classroom. The process was supported by Equality and Diversity Champions and trained coaches in schools. Staff developed and shared a range of resources for embedding equality into the curriculum.

At Newcastle Sixth Form College, professional development sessions reviewed examples of good practice in planning equality and diversity topics in curriculum delivery. Equality and diversity is firmly embedded into the College's curriculum and

during the year the emphasis moved to more active promotion of equality and diversity.

At Rathbone, embedding Equality, Diversity and Inclusion in the curriculum was incorporated into the Excellence Academy attended by all new Tutors/Assessors.

At West Lancashire College, staff development sessions provided by the Inspiring Learning Zone have focused on embedding equality and diversity into the curriculum. Construction and Engineering students gained a global awareness with world maps located in classrooms and consideration given to the car industry abroad, health and safety regulations around the world and where different types of wood come from. Business learners studied coffee supply chains and the impact of consumers' choices on coffee farmers. Public Services learners studied ethnic diversity by using number and English; this included analysis of ethnicity data, case study role models and study of diverse cultural backgrounds.

(c) Raise the awareness of learners to promote understanding and good relations between diverse groups

The general approach in 2014-15 was as set out in the Equality Strategy:

- Equality promoted through marketing materials and display boards / exhibitions
- Equality and diversity topics delivered through curriculum enrichment activities
- Consideration of feedback from learners, customers and staff

At Intraining, the Work Programme customer induction process is well developed in relation to equality and diversity and enrichment activities are designed to foster good relations between diverse groups. Notice Boards at Employment Related Services centres promote celebrations and cultural festivals. Learners at Morrisons' discuss equality and diversity during reviews with assessors and all learners' complete units on team working and avoiding stereotyping. Within Work Force Development, learners' awareness is raised through induction, workbooks and regular reviews. 99% of all Intraining learners and customers reported that they are treated fairly throughout their programme.

At Kidderminster College, learners with a range of protected characteristics acted as guides at open events. Initiatives promoted at the college included anti-bullying week and International Autism Awareness Day. Foundation learners participated in a self-advocacy programme leading to their involvement in external community groups. The college is actively engaged in collaborative fundraising and awareness raising activities for Muscular Dystrophy, led by a Creative Industries learner. Equality and diversity is embedded in the curriculum and the lesson observation process has provided encouragement for staff to use unplanned as well as planned opportunities to promote equality. The Learning Resource Centre has also provided displays to raise awareness. Positive feedback has been received from supported learners. Learners commented that they would like to work with a diverse company in future.

At Newcastle College, student induction highlighted zero tolerance to bullying, harassment or victimisation. Awareness was also raised through enrichment activities, notice boards and an on-line Equality and Diversity Diary. Staff and learners took part in the 12th Annual Diversity Awards which focused on working with the community. The School of Creative Industry's community of learning project Dramarama was nominated by South Tyneside Primary Care Trust for their project on

Bullying and won an award from South Tyneside Council. In the FE First term Survey for 2014-15, 87% reported that they feel the college is a safe place to learn.

At Newcastle Sixth Form College, tutorial topics included Holocaust Memorial Day, taboo language, global citizenship, mental health and wellbeing and media perceptions of disability. All tutor groups participated in the college's second Equality and Diversity awards. Students participated in cultural activities with Ghanaians arising from the Connecting Classrooms link with Ghana. Students also engaged in enrichment activities with sessions being delivered for students by students; this included British Sign Language and disability awareness.

At Rathbone, equality, diversity and inclusion has been promoted through learner induction, curriculum embedding, a monthly half day enrichment session, themed events throughout the year and notice boards. Rathbone has shared relevant materials with employers and its subcontractors.

At West Lancashire College, equality and diversity matters have been publicised through a range of media, including TV screen displays on LGBT, International Women's Week, pregnancy and sexual health. The college has arranged talks to encourage learners to succeed from inspirational guest speakers who themselves represent challenges to stereotypes.

(d) Provide a hospitable and multi-cultural environment that welcomes, respects and protects diverse people

The general approach in 2014-15 was as set out in the Equality Strategy:

- Promotion of NCG's policy on Respect and Consideration for Others through staff, learner and customer induction, tutorials, class discussion, curriculum enrichment activities, handbooks, notice boards and intranets
- Notices on zero tolerance to bullying
- Reasonable adjustments for disabled staff and students based on assessment of need on entry or when disabilities arise
- Publication of support available to meet diverse needs
- Space provided and activities scheduled where possible to accommodate prayers
- Catering facilities which meet a wide range of dietary needs (although it is not feasible to produce authentic Halal or Kosher food on site)
- Encouragement of activities relating to protected characteristics such as Lesbian, Gay, Bisexual and Transsexual (LGBT) groups

At Intraining, no complaints of bullying or harassment were received during the year. Customer and learner forums raised no concerns related to equality and diversity and confirmed that learners would approach staff if they had concerns. Centres are subject to an NCG audit process to ensure accessibility. Support to meet diverse needs is publicised in a variety of ways including Equality and Diversity Champions, focus groups and progress reviews. Learning resources have been provided in a variety of formats and support has been provided to meet specific needs. Where employees requested support relating to gender reassignment, this was provided.

At Kidderminster College, no complaints of bullying or harassment were received during the year. Respect and consideration for others is an integral component of all programmes as part of learners' social and emotional development. The building is

fully accessible and support is arranged to meet individual needs. The availability of support publicised through a range of media. 95% of learners said that the facilities and support available to students with learning difficulties and disabilities are good. A Contemplation Room was introduced during the year. Several learners joined the transgender support group and feel safe to discuss issues with peers as well as the college counsellor and safeguarding team.

At Newcastle College, there were no formal complaints relating to a protected characteristic and no concerns were raised at the Wellbeing Group and Staff Council meetings to suggest staff had any issues with harassment and victimisation. The Wellbeing Group supports the provision of an environment in which staff feel safe and healthy at work and where strategies to support wellbeing are developed. The Great Place to Work Survey reported increased perception of fair treatment in comparison with the previous year. Learner services held an Access All Areas event to encourage more disabled learners to enrol on programmes and to declare their disability so that appropriate support could be put in place. There is provision for a wide range of learning support needs. The college has two Autism base rooms. The availability of multi-faith rooms was publicised across the campus. Learners requiring time off from the college for religious reasons are supported to stay on target with their work. Lifestyle Academy continued to develop the menus of the real work environments with themed menus to reflect the cultural calendar. The range of treatments offered within The Retreat spa has been made available in a range of languages. The International Office encourages students to become actively involved in a social programme which promotes awareness of different cultures.

At Newcastle Sixth Form College there were few incidents of bullying and harassment and these were resolved quickly. The building has full disabled access. The school provides multi-faith rooms and guidelines for their use. The school is using a Performance Tracker with half termly reviews to assist with the identification of support needs and a range of support is provided. Some learners have special arrangements for exams and this was extended to cover internal formal assessments.

At Rathbone there were no complaints of harassment or victimisation. The Great Place to Work survey showed improvement of staff perceptions during the year. New premises provided improved accessibility. Prayer/quiet rooms were made available. The availability of support to meet individual needs was communicated through a range of media.

At West Lancashire College, only two incidents relating to respect and consideration for others were reported during the year and both were resolved. Support to meet individual needs was publicised through a range of media. All disabled staff receive an individual risk assessment to assess needs. Learners are encouraged to disclose disabilities at an early stage to enable support to be arranged promptly. A wide range of support is available. A Multi-Faith Prayer and Reflection Room was introduced during the year.

(e) Monitor learner representation and success and take action to promote equality

The general approach in 2014-15 was as set out in the Equality Strategy:

- Accessible websites and marketing materials
- Activities and publicity targeted at under-represented sections of the community

- Communication to learners, customers and relevant external organisations of the support available to meet needs
- Encouragement for the disclosure of disabilities at all stages of the learner journey and efficient processes for referral and assessment of needs
- Monitoring of learner success through quality review and self-assessment with action to address achievement gaps

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 2013-14 is presented at appendix 1. The overall gender balance was nearly even.

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 4950 gay or lesbian learners were with the organisation in 2014-15.

The age profile of learners was very broad. 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 8% of learners declared a disability and the range of disabilities and learning difficulties was broad.

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.

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 learner achievement data for 2014-15 is not available at the time of writing.

Intraining provides provision over a wide geographical area including to deprived areas. Provision is tailored to engage learners and efforts are focused on closing gaps in achievement.

At Kidderminster College, promotional materials include images representative of the community. The representation of ethnic minorities at the college is greater than in the local population.

The representation of ethnic minorities at Newcastle College is also greater than in the communities served.

The representation of ethnic minorities at Newcastle Sixth Form College was broadly in line with the population in Tyne and Wear, although the proportions of Bangladeshi and Chinese students were slightly higher than in the local population.

At Rathbone Training, female students are underrepresented on Study Programmes. A specific equality objective has been set to address this and the investigation of causes is on-going.

At West Lancashire College, the representation of ethnic minorities is broadly in line with the local population.

(f) Ensure that all learners achieve good outcomes, whatever their background

The general approach in 2014-15 was as set out in the Equality Strategy:

- Appropriate advice and guidance to ensure learners make informed choices
- Identification of needs at all stages of the learner journey
- Arrangement of support to meet individual needs
- Monitoring of learner outcomes through quality review and self-assessment with action to address achievement gaps

Intraining centres provided shorter courses to facilitate attendance by lone parents. Intraining also provided tailored support from dedicated specialist advisors for Work Programme Payment Group 6 customers, leading to improved performance

Kidderminster College provided specialist support for the most vulnerable learners including counselling.

Newcastle College provided increased learning support, workshops and one-to-one mentoring to meet identified needs. The School of Creative Industries developed specific programmes for late starters and those starting again.

Newcastle Sixth Form College provided students with access to self-help advice and external agencies, successfully increasing the number of self-referrals to the Student Engagement team.

West Lancashire College makes early contact to feeder schools to provide opportunities for learners to identify needs at a very early stage. Further opportunities are also provided. Support is arranged at the earliest opportunity.

(g) Monitor representation amongst all staff types and take action to promote equality

The general approach in 2014-15 was as set out in the Equality Strategy:

- Fair and systematic Human Resources practices
- Recruitment processes which encourage applications from under-represented groups
- Reasonable adjustments for disabled staff based on assessment of need on entry or when disabilities arise
- Consideration of feedback from staff

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: more male lecturers than female lecturers; more female learning support staff than male learning support staff; marginally more male business support staff than female business support staff; more female managers than male managers.

Appendix 7 shows NCG's 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. 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 190 gay or lesbian staff at NCG and its subsidiary companies.

The profile of disabled staff is presented at appendix 8. The proportion of disabled staff rose from 5.29% to 5.40% during the year. The actual number of disabled staff fell but a reduction in overall staff numbers was proportionately greater.

Appendix 9 shows NCG's staff profile by ethnicity. The proportion of staff with Black and Minority Ethnic (BME) backgrounds fell from 7.74% to 5.93% during the year. The main cause was a reduction of staff numbers in NCG's national training business which serves geographical areas with higher BME population than areas served by NCG's colleges. Another factor is the integration of data for Kidderminster College which merged with NCG at the start of the year.

Appendix 10 shows NCG's 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. Over three quarters of staff were aged between 25 and 54 and this proportion has been stable in recent years. In the last year, the proportion aged below 25 fell from 7.32% to 5.80% and the proportion aged over 54 rose from 15.39% to 17.56%.

An analysis of reasons for staff dismissals by Division and protected characteristic is presented at appendix 12. Around three fifths 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.

(h) Consult and involve representative staff, learners and outside organisations

The general approach in 2014-15 was as set out in the Equality Strategy:

- Consultation with learners, customers and staff about individual needs
- Consider individual needs when providing initial advice and guidance
- Engagement with protected groups through forums, surveys, team meetings, one to one meetings and curriculum enrichment activities
- Liaison with relevant outside organisations including the supply chain

Management of equality and diversity at the operational level was carried out at divisional level.

Members of staff were involved in quality assurance processes and the development of equal opportunities action plans as an integral part of business planning to address local needs. Learners were consulted about the approach to meeting their needs on entry and through the review of individual learning plans. Staff reviewed the

effectiveness of learning support with individual learners as a matter of routine. The organisation engaged with protected groups through forums, surveys, team meetings and one to one meetings.

(i) 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 needs of staff, learners and customers were considered when policies and procedures were reviewed. An equality impact assessment tool was provided but the approach did not rely on use of this.

Members of staff were encouraged to advance equality in practice. Those responsible for delivery were encouraged to make provision accessible and to embed equality and diversity in the curriculum. This was monitored through lesson observation. The performance of diverse groups of learners was monitored through Quality Review and this informed the development of action plans at local level.

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

An internal audit of Equality and Diversity was undertaken during the year. The overall report classification was “low risk” and there were two “low risk” findings. The first finding related to completion of mandatory refresher training on equality and diversity. Progress was disappointing during the year and further reminders are being issued to staff. The Equality Strategy includes a specific objective to improve the completion rate. The second finding related to planned embedding of Equality and Diversity into the curriculum. The audit found insufficient evidence of embedding in one subject area at one location. Support is being provided across NCG to promote embedding of Equality and Diversity into all curriculum areas.

The auditors also observed several areas of good practice:

- The NCG Equality Strategy sets out NCG’s commitment to equality and the ways in which the organisation intends to fulfil this commitment;
- All NCG divisions follow the Equality Strategy, helping to ensure consistency of the approach across the Group;
- The NCG Equality Strategy clearly sets out the roles and responsibilities of staff regarding Equality and Diversity;
- Checks are performed to ensure subcontractors are compliant with the NCG’s Equality and Diversity requirements;
- A wide range of methods is used to communicate appropriate information in relation to Equality and Diversity to learners;
- Every division has its own action plan which clearly sets out its objectives in relation to Equality and Diversity;
- A clear process is in place for reporting divisional progress in respect of Equality and Diversity to the Group Head of Equality and Diversity;
- Procedures are in place for staff to report allegations of discrimination and harassment.

(j) Ensure that partner organisations meet NCG's standards and requirements for equality

NCG 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.

Partner organisations were invited to participate in training activities and networking opportunities.

In training monitored equality and diversity outcomes with its supply chain partners; the Employment Related Services mandatory training package was made available to the supply chain partners for use with their staff.

Update on progress in relation to NCG's equality objectives

NCG has set specific and measurable equality objectives to provide focus. The pursuit of these objectives is in addition to routine activities to meet NCG's equality aims.

Staff across NCG

- Raise the completion rate for mandatory staff training modules on Equality and Diversity and on Disability Awareness to 85% by July 2015.

On 31 July 2015, 73% of staff were up to date with the mandatory training on Equality and Diversity and 86% were up to date with the mandatory training on Disability Awareness. Whilst the target for the training on Disability Awareness was achieved, the outcome for the training on Equality and Diversity is disappointing. NCG is developing an automated process for reminding its staff to refresh this training and this is expected to provide an improved outcome in 2016. Progress will continue to be monitored and reported.

- Raise the proportion of disabled people amongst managers to from 3.02% in 2013-14 to 3.76% by July 2016 and the proportion of people from ethnic minorities amongst managers to from 3.85% in 2013-14 to 4.51% by July 2016.

On 31 July 2015, the proportion of disabled people amongst managers was 3.57% and the proportion of people from ethnic minorities amongst managers was also 3.57%. NCG operates fair recruitment processes and welcomes applications from all sections of the community; the need for on-going vigilance to ensure equality is recognised. Progress will continue to be monitored and reported.

Newcastle College

- Increase the proportion of female students in Construction, Engineering and Science (5.72% in 2013-14) and at the Digital Skills Academy (9.5% in 2013-14) to 12% by September 2018.

The School of Construction, Engineering and Science has undertaken a variety of activities to encourage more females into the sector and these include: increase in female engineering staff being recruited; primary and secondary school engagement; PechaKucha events.

In 2013-14 across the whole School, there was a total of 274 female learners (15.6%) and in 2014-15 to date there were 213 females (14.1%) on main programmes, excluding GCSE/Functional Skills English and Maths. These provide evidence that the School's 12% target is being exceeded.

Within the Digital Skills Academy, the proportion of females amongst enrolments to all courses fell to 5% in 2014-15. Efforts to improve recruitment of females are on-going. Activities have focussed on promoting the IT and digital sector to female learners. These have included: key female speakers from industry; balanced male/female staffing structure; code clubs; West End Women and Girls' Centre; Dynamo Group. There has been a positive impact on female enrolments to Digital Skills Academy FE full-time programmes which have risen from 5 in 2012-13 to 20 in 2014-15. The trend for FE full-time programmes is encouraging.

- Hold 20 learner forums during each year dedicated to identifying and addressing disadvantages suffered by learners who share protected characteristics.

Newcastle College reviewed its approach during the year. Rather than set up dedicated forums, Schools have addressed the need to identify and address disadvantages through normal learner focus groups and within tutorial sessions. The senior management team at the college received detailed feedback from learners gathered from a range of sources including surveys, forums and presentations by students. Issues raised were addressed and none concerned protected characteristics.

Newcastle College will review its objectives within the NCG Equality Strategy during 2015-16.

Newcastle Sixth Form College

- Increase the proportion of male learners aged 16-18 on academic Programmes of Study from 36% to 46% by September 2018

The proportion of male learners enrolled in 2015 was 37.2%. There is a need for on-going effort to improve the gender balance.

- Improve the retention of learners with learning difficulties and disabilities from 90% in 2012-13 so that by September 2018 it is equal to, or above the NSFC average (91% in 2012-13)

Retention of learners with learning difficulties and disabilities fell to 83% in 2014-15. Retention was poor for students with emotional/behavioural disabilities, mental health issues, Asperger's syndrome and autism. The approach to supporting these students is to be reviewed in 2015-16.

- Improve the achievement of learners with learning difficulties and disabilities from 83% in 2012-13 so that by September 2018 it is equal to, or above the NSFC average (87% in 2012-13)

Achievement of learners with a disability fell to 79% in 2014-15. The approach to support is to be reviewed in 2015-16.

Kidderminster College

- Narrow the achievement gap of female learners, aged 16-18, on level 2 courses by increasing their success rates from 69.8% to 84.0% during 2014-18

The success rate in 2014-15 was 71.7%. Whilst learner retention was good, achievement was below that of males.

- Narrow the achievement gap of non-white learners on long courses by increasing their success rates from 78.6% to 84.5% during 2014-18

The success rate in 2014-15 was 65.4%. Whilst learner retention was good, achievement was below that of white learners.

Pakistani learners have a high success rate, at 93.8%, with similarly very good retention and achievement rates. However, the success rate for Bangladeshi learners is weak at 60.6% but with an excellent retention rate of 93.9%. Black Caribbean learners had a 100% success rate but on statistically insignificant numbers.

In 2015-16, Kidderminster College plans to carry out further investigation of relevant programmes and to consult staff and returning learners to inform the development of support strategies to improve the success rates.

West Lancashire College

- Increase the proportion of adult male learners on accredited programmes from 30% in 2013-14 to 40% by July 2018

Adult male learners accounted for 46.6% of learners in 2014-15. This improvement in the gender balance is largely due to an increase in enrolment of males aged 35-44 years.

- Continue to close the gaps in the success rates of all groups of learners to achieve parity of performance within +/- 2% of their counterparts throughout the period 2014-18, with a particular focus on male learners, learners from widening participation backgrounds and learners with learning difficulties and disabilities.

Information on progress in relation to this objective is not available at the time of writing.

Intraining

- Produce an annual Diversity and Equality Delivery Plan for each Intraining division which includes all subcontractors and is developed in consultation with learners, building on plans in place for Employment Related Services and Work Force Development in 2013-14.

An Equality and Diversity Plan has been produced within each of the contract areas where Intraining delivers the Work Programme, in line with Department for Work and Pensions (DWP) contractual requirements. Work Programme Equality and Diversity Plans for Direct Delivery and Supply Chain are monitored by the DWP on an annual basis, as part of the NCG Business Planning Process, and Divisional Monitoring which is reported to NCG. Where Intraining delivers Work Programme as a subcontractor, monitoring is also carried out as part of audit by the prime contractor.

For skills provision, actions relating to Equality and Diversity are embedded within over-arching Quality Improvement Plans for each Directorate. A need has been identified to map these actions back to the Equality Strategy, to ensure that requirements of the Equality Strategy are being met, and this is planned to be done in the coming year.

- Extend training in “Embedding Equality and Diversity in Delivery” as delivered for Employment Related Services into Work Force Development and Corporate Accounts by August 2015.

The Work Force Development and Corporate Accounts Directorates have now joined to form a Skills directorate. Equality and Diversity training has taken place for all delivery colleagues in this part of the organisation. Emphasis is now focussed on delivery-based implementation and sharing of best practice, which in the most part is done through standardisation.

An example of implementation is encouragement by Assessors for learners to research a topic related to Equality and Diversity relevant to their place of employment, such as how the employer manages bullying and victimisation. Plans are now in place to ensure that this approach is common practice across the whole Skills Directorate.

Within the former Work Force Development Directorate, Equality and Diversity training had been embedded into the Assessor Academy, ensuring that all new assessors were given a clear set of expectations, guidance and links to resources to support them to embed Equality & Diversity into learning programmes. The same session was also rolled out to all regions for existing assessors.

In Employment Related Services refresher training has taken place in two centres and is planned to take place in the remaining centres during 2015-16.

Rathbone Training

- Improve representation amongst learners during 2014-18 by increasing:
 - the proportion of Black and Minority Ethnic (BME) learners participating in Rathbone Training's Traineeship programmes in Wales from 4.6% to 8.0%
 - the proportion of females accessing Study Programmes amongst Youth Programmes from 41% to 46%

There was little change in representation during 2014-15. Analysis to understand the reasons for underrepresentation is on-going. The reasons might be related to the curriculum offer.

- Narrow achievement gaps during 2014-18 by increasing:
 - the proportion of BME learners who achieve a qualification or progress positively from Traineeships in Wales from 69% to 74%

Rathbone Wales have entered into partnership with a new partner who specifically works with BME learners. This is expected to have a positive effect on participation by BME learners and their success.

- the proportion of male learners who achieve a qualification or progress positively from Traineeships in Wales from 83% to 85%

Information on progress in relation to this objective is not available at the time of writing.

- the proportion of learners with learning difficulties and disabilities completing apprenticeship frameworks through indirect delivery in Employer Based Training from 68% to 73%

The proportion of learners with learning difficulties who completed their apprenticeship frameworks increased to 77% in 2014-15.

- the proportion of BME learners completing apprenticeship frameworks through indirect delivery in Employer Based Training from 80% to 85%

The proportion of BME learners completing apprenticeship frameworks has declined to 75%. To address this, Rathbone is seeking partners in areas where there is a high BME population.

- Embed Equality, Diversity and Inclusion (EDI) into the curriculum by introducing sessions in Wales delivered through the medium of Welsh and raising the proportion of such sessions to 10% by 2018.

Rathbone has commenced discussions with an awarding body to access resources for delivery in Welsh.

Three employees attended training relating to bi-lingual delivery. Training has been made available to staff to learn and refresh Welsh language skills.

Conclusion

The Equality Strategy 2014-18 was implemented in all NCG Divisions during the year. The whole organisation took a pro-active approach to equality for staff, learners and customers. Internal audit of the approach identified many areas of good practice.

The Equality Strategy identified specific and measurable objectives to address particular challenges relating to equality. Some progress was made in some areas during 2014-15 although much remains to be done. These objectives continue to provide a focus for improvement efforts.

During the past year, NCG has demonstrated its on-going commitment to equality and diversity. We have 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:

Learning Support Service
Rye Hill Campus
Scotswood Road
Newcastle upon Tyne
NE4 7SA

Telephone: 0191 200 4189
Learning.Support@ncl-coll.ac.uk

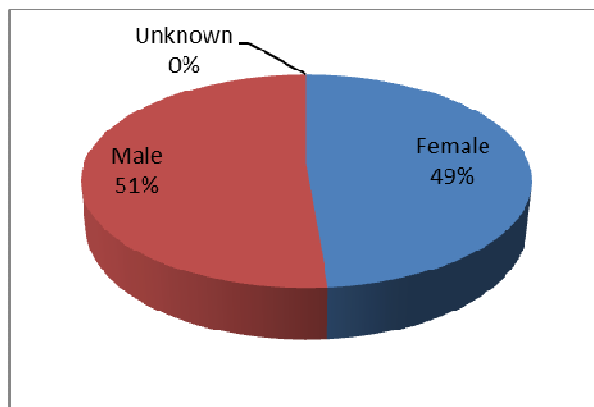
Sharing your view about our approach to equality

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

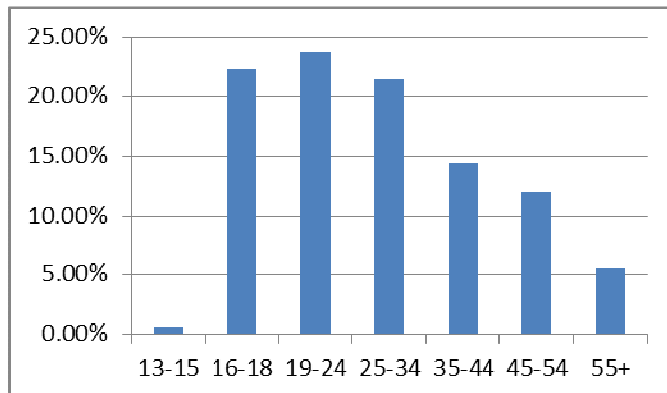
Mark Sacco
Group Head of Equality and Diversity
NCG
Scotswood Road
Newcastle upon Tyne
NE4 7SA

Telephone: 0191 200 4300
mark.sacco@ncgrp.co.uk

Learners by Gender and Age 2014-15



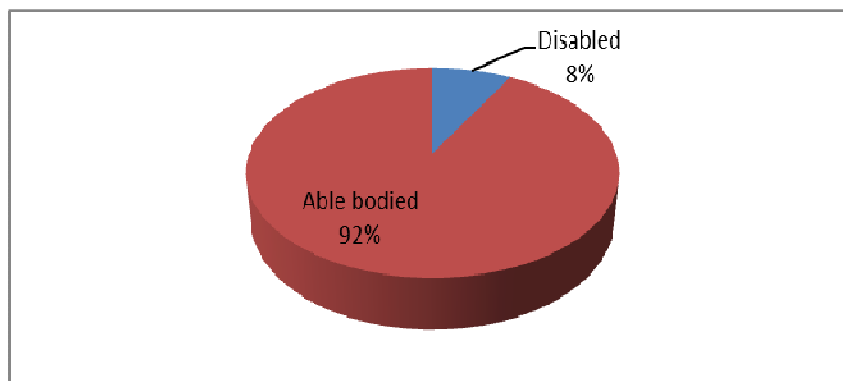
Gender	Number	Percentage
Female	40198	48.73%
Male	42288	51.27%
Unknown	2	0.00%
Total	82488	100.00%



Age	Number	Percentage
13-15	508	0.62%
16-18	18395	22.30%
19-24	19596	23.76%
25-34	17685	21.44%
35-44	11861	14.38%
45-54	9914	12.02%
55+	4529	5.49%
Total	82488	100.00%

The above includes learners and customers on all programmes except the Work Programme.

Learners with Disabilities 2014-15

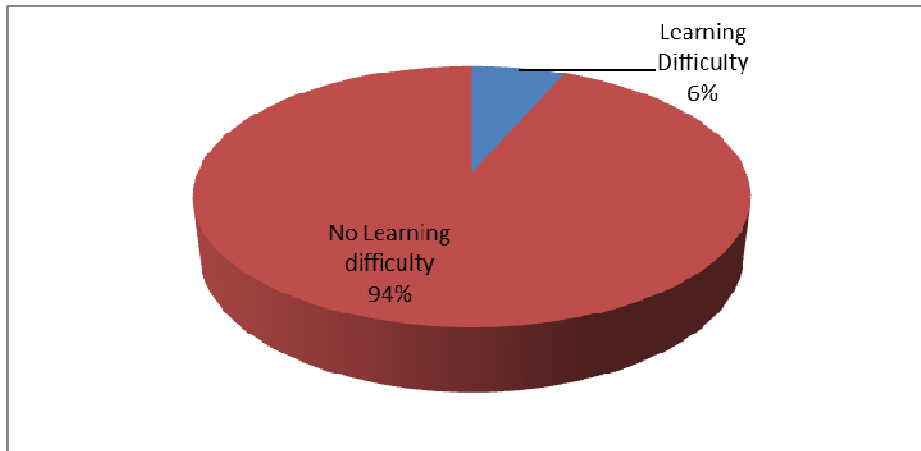


Whether Disabled	Number	Percentage
Disabled	6750	8.18%
Able bodied	75738	91.82%
Total	82488	100.00%

Disability	Number	Percentage
Aspergers syndrome	242	3.59%
Disability affecting mobility	345	5.11%
Emotional/behavioural difficulties	583	8.64%
Hearing impairment	479	7.10%
Mental health difficulty	759	11.24%
Multiple disabilities	377	5.59%
Other	1051	15.57%
Other medical condition (e.g. asthma)	2077	30.77%
Other physical disability	273	4.04%
Physical and/or medical difficulties	13	0.19%
Profound complex disabilities	11	0.16%
Speech, language and communication difficulties	5	0.07%
Temporary disability	37	0.55%
Visual impairment	498	7.38%
Total	6750	100.00%

The above includes learners and customers on all programmes except the Work Programme.

Learners with Learning Difficulties 2014-15

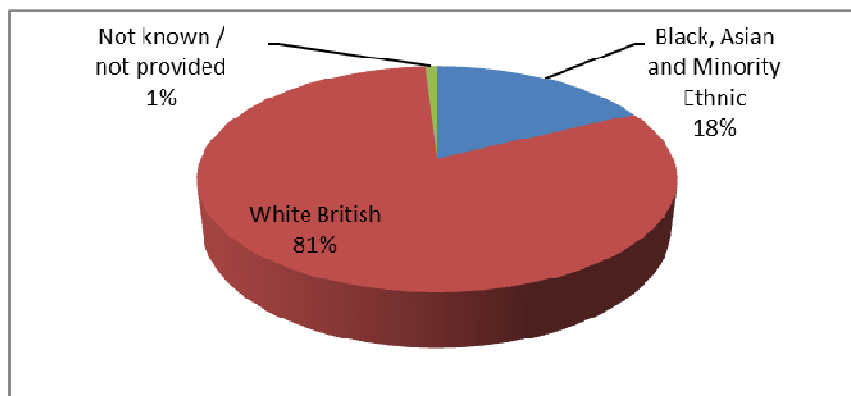


Whether a Learning Difficulty	Number	Percentage
Learning Difficulty	5348	6.48%
No Learning difficulty	77140	93.52%
Total	82488	100.00%

Learning Difficulty	Number	Percentage
Attention Deficit Hyperactivity Disorder	18	0.34%
Autism spectrum disorder	365	6.82%
Dyscalculia	97	1.81%
Dyslexia	2911	54.43%
Moderate learning difficulty	792	14.81%
Multiple learning difficulties	167	3.12%
Other	816	15.26%
Other specific learning difficulty	116	2.17%
Severe learning difficulty	66	1.23%
Total	5348	100.00%

The above includes learners and customers on all programmes except the Work Programme.

Learners by Ethnicity in 2014-15



Ethnicity Summary	Number	Percentage
Black, Asian and Minority Ethnic	14744	17.87%
White British	67003	81.23%
Not known / not provided	741	0.90%
Total	82488	100.00%

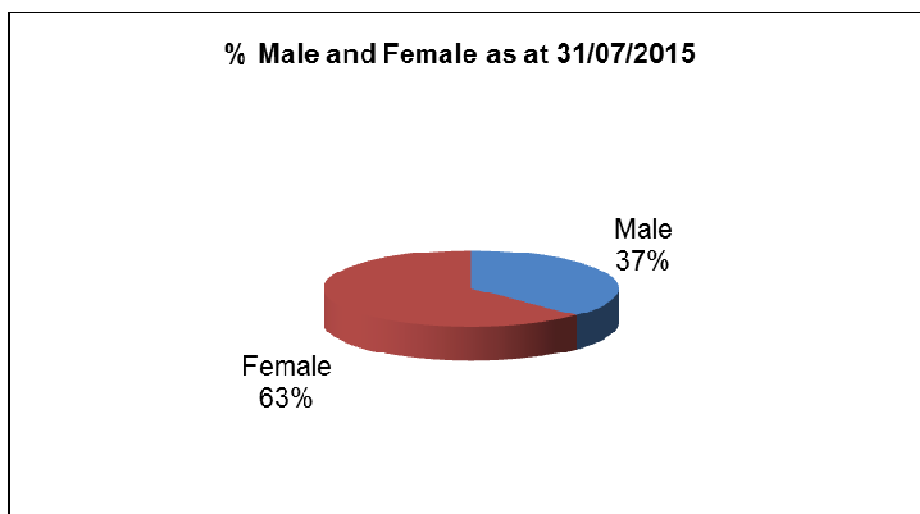
Ethnicity Detail	Number	Percentage
Arab	340	0.41%
Asian or Asian British - Any other	865	1.05%
Asian or Asian British - Bangladeshi	820	0.99%
Asian or Asian British - Chinese	451	0.55%
Asian or Asian British - Indian	1090	1.32%
Asian or Asian British - Pakistani	1726	2.09%
Black or Black British - African	1767	2.14%
Black or Black British - Any other	504	0.61%
Black or Black British - Caribbean	677	0.82%
Mixed - Any other	464	0.56%
Mixed - White and Black Caribbean	711	0.86%
Mixed - White and Asian	336	0.41%
Mixed - White and Black African	281	0.34%
Not known/not provided	741	0.90%
Other	829	1.00%
White - Any other	3535	4.29%
White - British	67003	81.23%
White - Gypsy or Irish Traveller	57	0.07%
White - Irish	291	0.35%
Total	82488	100.00%

The above includes learners and customers on all programmes except the Work Programme.

Estimated learner numbers by religion and belief**Appendix 5**

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%	48916
Muslim	4.8%	3959
Hindu	1.5%	1237
Sikh	0.8%	660
Jewish	0.5%	412
Buddhist	0.4%	330
Other	0.4%	330
Not stated	7.2%	5939
No religion	25.1%	20705
Total	100.0%	82488

**Trend**

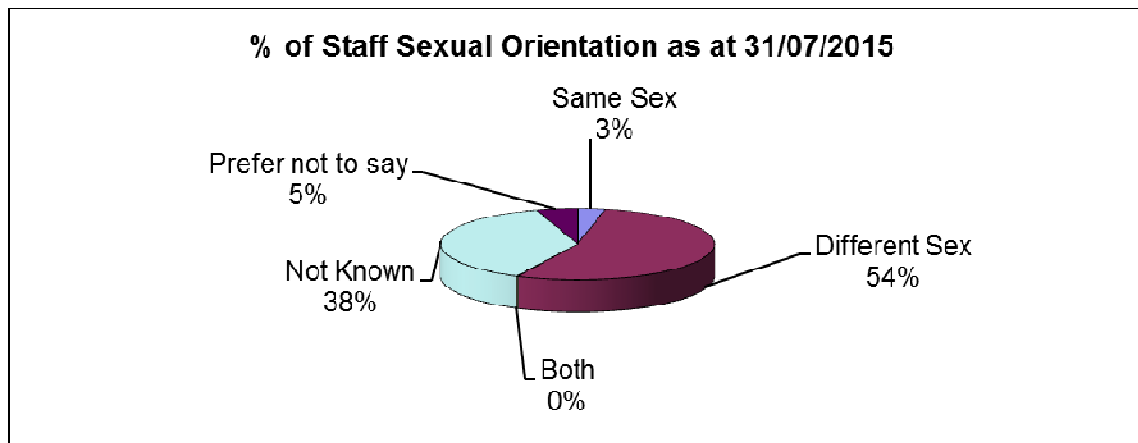
Gender	31/07/12	31/07/13	31/07/2014	31/07/2015
Female	1697	2168	2223	2019
Male	1171	1338	1331	1204
% Female	59.17%	61.84%	62.55%	62.64%
% Male	40.83%	38.16%	37.45%	37.36%
Total	2868	3506	3554	3223

Analysis by staff type and whether full time or part time as at 31 July 2015**Key**

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

Gender	L	LS	BS	MGT	HP
Female	348	715	552	195	307
Male	277	378	283	141	172
% Female	55.68%	65.42%	66.11%	58.04%	64.09%
% Male	44.32%	34.58%	33.89%	41.96%	35.91%
Full Time - Female	192	455	335	180	-
Full Time - Male	231	297	349	137	-
Part Time - Female	156	260	217	15	307
Part Time - Male	46	81	34	4	172
Total	625	1093	835	336	479

All Staff by Sexual Orientation as at 31 July 2015



Trend

Sexual Orientation	31/07/12	31/07/13	31/07/2014	31/07/2015
Same Sex	68	93	108	105
Different Sex	911	1471	1845	1737
Both	4	2	6	6
Not known	1804	1799	1461	1218
Prefer not to say	81	141	134	157
Same Sex %	2.37%	2.65%	3.04%	3.26%
Different Sex %	27.12%	41.96%	51.91%	53.89%
Both %	0.14%	0.06%	0.17%	0.19%
Not known %	62.90%	51.31%	41.11%	37.79%
Prefer not to say %	2.82%	4.02%	3.77%	4.87%
Total	2868	3506	3554	3223

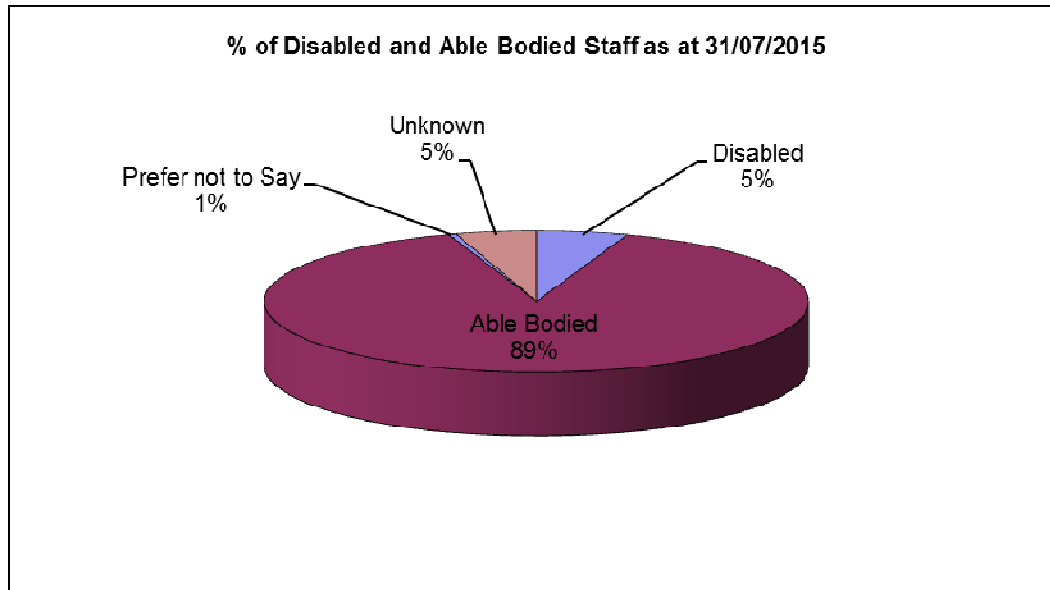
**All Staff by Sexual Orientation, staff type and whether full time or part time
as at 31 July 2015**

Key

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

Sexual Orientation	L	LS	BS	MGT	HP
Same Sex	18	46	22	9	16
Different Sex	290	633	446	117	261
Both	2	2	1	1	-
Not known	283	359	325	139	175
Prefer not to say	32	53	41	10	27
Same Sex %	2.88%	4.21%	2.63%	2.68%	3.34%
Different Sex %	46.40%	57.91%	53.41%	52.68%	54.49%
Both %	0.32%	0.18%	0.12%	0.30%	0.00%
Not known %	45.28%	32.85%	38.92%	41.37%	36.53%
Prefer not to say %	5.12%	4.85%	4.91%	2.98%	5.64%
Full Time - Same Sex	15	35	18	9	-
Full Time - Different Sex	210	469	330	167	-
Full Time - Both	2	2	1	1	-
Full Time - Not known	175	200	206	131	-
Full Time - Prefer not to say	21	46	29	9	-
Part Time - Same Sex	3	11	4	-	16
Part Time - Different Sex	80	164	116	10	261
Part Time - Both	-	-	-	-	-
Part Time - Not known	108	159	119	8	175
Part Time - Prefer not to say	11	7	12	1	27
Total	625	1093	835	336	479

All Staff by Disabled/Able Bodied as at 31 July 2015



Trend

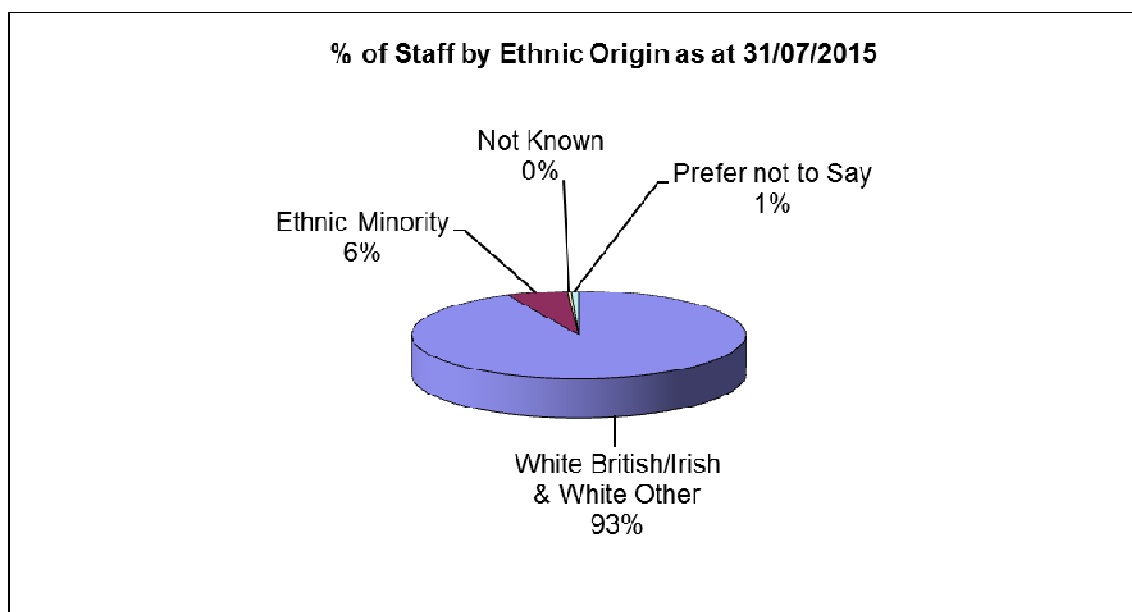
Disabled/Able Bodied	31/07/12	31/07/13	31/07/2014	31/07/2015
Disabled	156	158	188	174
Able bodied	2712	3235	3346	2880
Prefer not to say		17	19	14
Unknown		96	1	155
% Disabled	5.44%	4.51%	5.29%	5.40%
% Able bodied	94.56%	92.27%	94.15%	89.36%
% Prefer not to say	-	0.48%	0.53%	0.43%
% Unknown	-	2.74%	0.03%	4.91%
Total	2868	3506	3554	3223

Analysis by staff type and whether full time or part time as at 31 July 2015

Key

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

Disabled/Able Bodied	L	LS	BS	MGT	HP
Disabled	29	60	49	12	29
Able Bodied	559	1019	747	318	350
Prefer not to say	-	8	6	-	-
Unknown	37	6	33	6	100
% Disabled	4.64%	5.49%	5.87%	3.57%	6.05%
% Able Bodied	89.44%	93.23%	89.46%	94.64%	73.07%
% Prefer not to say	0.00%	0.73%	0.72%	0.00%	0.00%
% Unknown	5.92%	0.55%	3.95%	1.79%	20.88%
Full Time – Disabled	22	34	40	11	-
Full Time – Able Bodied	387	709	533	302	-
Full Time – Prefer not to say	-	7	2	-	-
Full Time - Unknown	14	2	9	4	-
Part Time – Disabled	7	26	9	1	29
Part Time – Able Bodied	172	310	214	16	350
Part Time – Prefer not to say	-	1	4	-	-
Part Time - Unknown	23	4	24	2	100
Total	625	1093	835	336	479



Trend

Ethnicity	31/07/12	31/07/13	31/07/2014	31/07/2015
White British	2623	3185	3244	2999
Ethnic Minority	204	285	275	191
Not known	16	2	11	11
Prefer not to say	25	34	24	22
White British %	91.46%	90.84%	91.28%	93.05%
Ethnic Minority %	7.11%	8.13%	7.74%	5.93%
Not known %	0.56%	0.06%	0.31%	0.34%
Prefer not to say %	0.87%	0.97%	0.68%	0.68%
Total	2868	3506	3554	3223

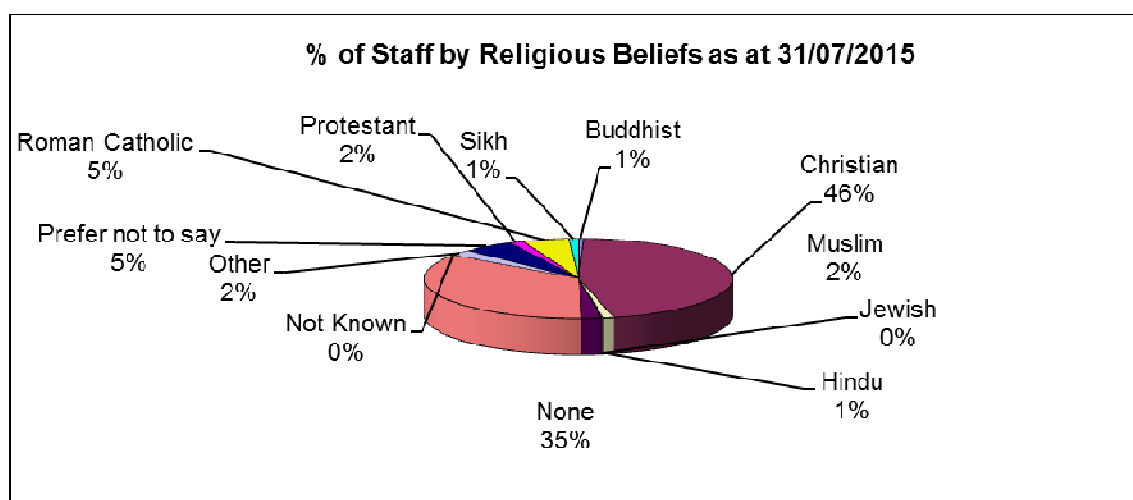
All Staff by Ethnicity and staff type as at 31 July 2015

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	1	7	2	1	1
Asian or Asian British - Indian	6	31	12	7	2
Asian or Asian British - Pakistani	5	9	15	-	3
Asian or Asian British - Chinese	2	-	2	-	2
Asian or Asian British – any other	5	6	3	1	2
Black or Black British - African	3	7	1	-	4
Black or Black British – Caribbean	-	7	1	-	4
Black or British – any other	-	3	-	-	-
Mixed - White and Asian	-	2	4	1	2
Mixed - White and Black African	1	-	1	-	2
Mixed - White and Black Caribbean	1	7	5	-	-
Mixed - any other	3	6	1	2	-
White – British	569	971	766	319	433
White – Irish	3	9	3	1	2
White - any other	20	16	12	4	13
Any other	3	3	1	-	5
Prefer not to say	3	9	6	-	4
Not known	-	-	-	-	-
% Asian or Asian British - Bangladeshi	0.16%	0.64%	0.24%	0.30%	0.21%
% Asian or Asian British - Indian	0.96%	2.84%	1.44%	2.08%	0.42%
% Asian or Asian British – Pakistani	0.80%	0.82%	1.80%	0.00%	0.63%
% Asian or Asian British – Chinese	0.32%	0.00%	0.24%	0.00%	0.42%
% Asian or Asian British - any other	0.80%	0.55%	0.36%	0.30%	0.42%
% Black or Black British - African	0.48%	0.64%	0.12%	0.00%	0.84%
% Black or Black British - Caribbean	0.00%	0.64%	0.12%	0.00%	0.84%
% Black or Black British - any other	0.00%	0.27%	0.00%	0.00%	0.00%
% Mixed - White and Asian	0.00%	0.18%	0.48%	0.30%	0.42%
% Mixed - White and Black African	0.16%	0.00%	0.12%	0.00%	0.42%
% Mixed - White and Black Caribbean	0.16%	0.64%	0.60%	0.00%	0.00%
% Mixed - any other	0.48%	0.55%	0.12%	0.60%	0.00%
% White – British	91.04%	88.84%	91.74%	94.94%	90.40%
% White – Irish	0.48%	0.82%	0.36%	0.30%	0.42%
% White - any other	3.20%	1.46%	1.44%	1.19%	2.71%
% Any other	0.48%	0.27%	0.12%	0.00%	1.04%
% Prefer not to say	0.48%	0.82%	0.72%	0.00%	0.84%
% Not known	0.00%	0.00%	0.00%	0.00%	0.00%
Total	625	1093	835	336	479

All Staff by Religious Belief/Faith as at 31 July 2015



Trend

Religious Belief/ Faith	31/07/2012	31/07/13	31/07/14	31/07/2015
Buddhist	8	9	15	13
Christian	777	1032	1197	1043
Hindu	25	36	33	26
Jewish	4	5	4	3
Muslim	40	53	60	47
None	479	709	794	803
Not Known	1243	1343	1102	943
Other	32	37	55	53
Prefer not to say	107	128	120	124
Protestant	41	35	33	34
Roman Catholic	92	87	108	111
Sikh	20	32	33	23
% Buddhist	0.28%	0.26%	0.42%	0.40%
% Christian	27.09%	29.44%	33.68%	32.36%
% Hindu	0.87%	1.03%	0.93%	0.81%
% Jewish	0.14%	0.14%	0.11%	0.09%
% Muslim	1.39%	1.51%	1.69%	1.46%
% None	16.70%	20.22%	22.34%	24.91%
%Not Known	43.34%	38.31%	31.01%	29.26%
% Other	1.12%	1.06%	1.55%	1.64%
% Prefer not to say	3.73%	3.65%	3.38%	3.85%
%Protestant	1.43%	1.00%	0.93%	1.05%
%Roman Catholic	3.21%	2.48%	3.04%	3.44%
% Sikh	0.70%	0.91%	0.93%	0.71%
Total	2868	3506	3554	3223

**All Staff by Religious Belief/ Faith, staff type and whether full time or part time
as at 31 July 2015**

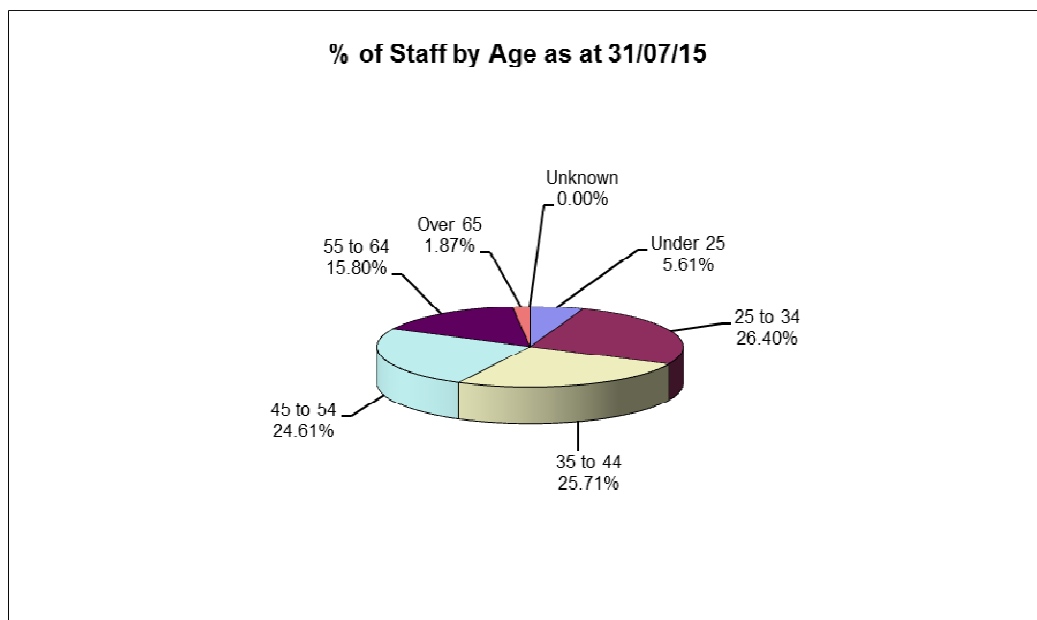
Key

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

Religious Belief/ Faith	L	LS	BS	MGT	HP
Buddhist	4	5	2	0	2
Christian	169	393	229	123	178
Hindu	4	10	7	3	2
Jewish	2	1	0	0	0
Muslim	8	18	16	2	4
None	149	264	238	74	110
Not Known	228	268	261	98	137
Other	11	17	15	4	8
Prefer Not To Say	27	45	28	8	23
Protestant	2	20	5	5	2
Roman Catholic	19	37	30	18	12
Sikh	2	15	4	1	1
% Buddhist	0.64%	0.46%	0.24%	0.00%	0.42%
% Christian	27.04%	35.96%	27.43%	36.61%	37.16%
% Hindu	0.64%	0.91%	0.84%	0.89%	0.42%
% Jewish	0.32%	0.09%	0.00%	0.00%	0.00%
% Muslim	1.28%	1.65%	1.92%	0.60%	0.84%
% None	23.84%	24.15%	28.50%	22.02%	22.96%
% Not Known	36.48%	24.52%	31.26%	29.17%	28.60%
% Other	1.76%	1.56%	1.80%	1.19%	1.67%
% Prefer not to say	4.32%	4.12%	3.35%	2.38%	4.80%
% Protestant	0.32%	1.83%	0.60%	1.49%	0.42%
% Roman Catholic	3.04%	3.39%	3.59%	5.36%	2.51%
% Sikh	0.32%	1.37%	0.48%	0.30%	0.21%

Religious Belief/ Faith	L	LS	BS	MGT	HP
Full Time - Buddhist	4	4	2	114	
Full Time - Christian	119	293	155	3	
Full Time - Hindu	4	9	6		
Full Time - Jewish	2			2	
Full Time - Muslim	6	16	6	71	
Full Time - None	107	192	183	94	
Full Time - Not Known	143	139	175	4	
Full Time - Other	7	12	13	6	
Full Time - Prefer Not To Say	15	31	20	4	
Full Time - Protestant	2	16	1	18	
Full Time - Roman Catholic	13	29	20	1	
Full Time – Sikh	1	11	3		
Part Time - Buddhist	50	1	74	9	2
Part Time - Christian		100	1		178
Part Time - Hindu		1			2
Part Time - Jewish	2	1	10		
Part Time - Muslim	42	2	55	3	4
Part Time - None	85	72	86	4	110
Part Time - Not Known	4	129	2		137
Part Time - Other	12	5	8	2	8
Part Time - Prefer Not To Say		14	4	1	23
Part Time - Protestant	6	4	10		2
Part Time - Roman Catholic	1	8	1		12
Part Time – Sikh		4			1
Total	625	1093	835	336	479

All Staff by Age as at 31 July 2015



Trend

Age	31/07/12	31/07/13	31/07/2014	31/07/2015
Under 25	233	283	260	187
25-34	833	999	994	853
35-44	692	896	898	835
45-54	719	831	855	782
55-64	356	450	497	505
Over 65	35	47	50	61
unknown	0	0	0	0
% under 25	8.12%	8.07%	7.32%	5.80%
% 25-34	29.04%	28.49%	27.97%	26.47%
% 35-44	24.13%	25.56%	25.27%	25.91%
% 45-54	25.07%	23.70%	24.06%	24.26%
% 55-64	12.41%	12.84%	13.98%	15.67%
% Over 65	0.00%	1.34%	1.41%	1.89%
% unknown	0.00%	0.00%	0.00%	0.00%
Total	2868	3506	3554	3223

All Staff by Age, Staff Type and whether full time or part time as at 31 July 2015

Key

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

Age	L	LS	BS	MGT	HP
Under 25	8	43	107	1	30
25-34	168	319	238	58	106
35-44	200	264	178	133	91
45-54	157	281	167	97	127
55-64	85	166	134	43	104
Over 65	7	20	11	4	21
unknown	0	0	0	0	0
% under 25	1.28%	3.93%	12.81%	0.30%	6.26%
% 25-34	26.88%	29.19%	28.50%	17.26%	22.13%
% 35-44	32.00%	24.15%	21.32%	39.58%	19.00%
% 45-54	25.12%	25.71%	20.00%	28.87%	26.51%
% 55-64	13.60%	15.19%	16.05%	12.80%	21.71%
% Over 65	1.12%	1.83%	1.32%	1.19%	4.38%
% unknown	0.00%	0.00%	0.00%	0.00%	0.00%
Full Time – under 25	8	30	82	1	0
Full Time – 25-34	128	230	181	55	0
Full Time – 35-44	132	180	116	124	0
Full Time – 45-54	94	191	118	94	0
Full Time – 55-64	58	114	83	40	0
Full Time – Over 65	3	7	4	3	0
Full Time – unknown	0	0	0	0	0
Part Time – under 25	0	13	25	0	30
Part Time – 25-34	40	89	57	3	106
Part Time – 35-44	68	84	62	9	91
Part Time – 45-54	63	90	49	3	127
Part Time – 55-64	27	52	51	3	104
Part Time – Over 65	4	13	7	1	21
Part Time – unknown	0	0	0	0	0
Total	625	1093	935	336	479

Analysis of reasons for staff dismissals

Appendix 12

Key

GS – Group Services
 NCL – Newcastle College
 NSFC – Newcastle Sixth Form College
 RBT – Rathbone Training
 TIG – The Intraining Group
 WLC – West Lancashire College
 KID – Kidderminster College

The Percentage of Dismissals by Gender 2014-15

%		Leaving Reason						
Division	Gender	Dismissal - Capability	Dismissal - Disciplinary	Dismissal - End of Fixed Term Contract	Dismissal - End of HPFT Contract	Dismissal - Ill Health	Dismissal - Unsatisfactory Probation	Grand Total
GS	Male	0.00%	0.00%	5.76%	0.00%	0.72%	0.00%	6.47%
NCL	Female	0.00%	0.00%	12.95%	4.32%	0.72%	0.72%	18.71%
	Male	0.00%	2.16%	7.91%	2.16%	0.72%	1.44%	14.39%
NSFC	Male	0.00%	0.00%	2.16%	0.00%	0.00%	0.00%	2.16%
RBT	Female	0.72%	1.44%	11.51%	0.00%	0.00%	1.44%	15.11%
	Male	0.00%	2.16%	2.16%	0.00%	0.00%	2.16%	6.47%
TIG	Female	0.72%	2.88%	5.04%	0.00%	0.72%	4.32%	13.67%
	Male	0.72%	4.32%	0.00%	0.00%	0.00%	4.32%	9.35%
WLC	Female	0.00%	0.00%	1.44%	1.44%	1.44%	0.00%	4.32%
	Male	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%
KID	Female	0.00%	0.00%	5.04%	0.72%	0.00%	0.00%	5.76%
	Male	0.00%	0.00%	2.16%	0.00%	0.00%	0.00%	2.16%
Grand Total		2.16%	12.95%	57.55%	8.63%	4.32%	14.39%	100.00%

The Percentage of Dismissals by Sexual Orientation 2014-15

		Leaving Reason							
Division	Sexual Orientation:People	Dismissal - Capability	Dismissal - Disciplinary	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%	5.04%	0.00%	0.00%	0.00%	5.04%	
	Unknown	0.00%	0.00%	0.72%	0.00%	0.72%	0.00%	1.44%	
NCL	Of different sex	0.00%	0.00%	15.83%	6.47%	0.72%	2.16%	25.18%	
	Of same sex	0.00%	0.00%	3.60%	0.00%	0.00%	0.00%	3.60%	
	Unknown	0.00%	2.16%	1.44%	0.00%	0.72%	0.00%	4.32%	
NSFC	Of different sex	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%	
	Of same sex	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%	
RBT	Of different sex	0.72%	2.88%	10.79%	0.00%	0.00%	3.60%	17.99%	
	Of same sex	0.00%	0.72%	0.72%	0.00%	0.00%	0.00%	1.44%	
	Prefer not to say	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%	
	Unknown	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%	
TIG	Of different sex	1.44%	4.32%	5.04%	0.00%	0.72%	7.91%	19.42%	
	Prefer not to say	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%	1.44%	
	Unknown	0.00%	2.16%	0.00%	0.00%	0.00%	0.00%	2.16%	
WLC	Of different sex	0.00%	0.00%	2.88%	1.44%	0.00%	0.00%	4.32%	
	Unknown	0.00%	0.00%	0.00%	0.00%	1.44%	0.00%	1.44%	
KID	Of different sex	0.00%	0.00%	2.16%	0.00%	0.00%	0.00%	2.16%	
	Prefer not to say	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%	
	Unknown	0.00%	0.00%	4.32%	0.72%	0.00%	0.00%	5.04%	
Grand Total		2.16%	12.95%	57.55%	8.63%	4.32%	14.39%	100.00%	

The Percentage of Dismissals by Disability Status 2014-15

		Leaving Reason						
Division	Disability Type:People	Dismissal - Capability	Dismissal - Disciplinary	Dismissal - End of Fixed Term Contract	Dismissal - End of HPFT Contract	Dismissal - Ill Health	Dismissal - Unsatisfactory Probation	Grand Total
GS	Disabled	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	Not disabled	0.00%	0.00%	5.04%	0.00%	0.72%	0.00%	5.76%
NCL	Disabled	0.00%	0.00%	2.16%	0.72%	0.72%	0.00%	3.60%
	Not disabled	0.00%	1.44%	17.99%	5.76%	0.72%	2.16%	28.06%
	Unknown	0.00%	0.72%	0.72%	0.00%	0.00%	0.00%	1.44%
NSFC	Not disabled	0.00%	0.00%	2.16%	0.00%	0.00%	0.00%	2.16%
RBT	Disabled	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	Not disabled	0.72%	3.60%	12.95%	0.00%	0.00%	3.60%	20.86%
TIG	Disabled	0.00%	0.00%	0.00%	0.00%	0.72%	1.44%	2.16%
	Not disabled	1.44%	7.19%	5.04%	0.00%	0.00%	7.19%	20.86%
WLC	Not disabled	0.00%	0.00%	2.88%	1.44%	1.44%	0.00%	5.76%
KID	Disabled	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	Not disabled	0.00%	0.00%	3.60%	0.00%	0.00%	0.00%	3.60%
	Unknown	0.00%	0.00%	2.88%	0.72%	0.00%	0.00%	3.60%
Grand Total		2.16%	12.95%	57.55%	8.63%	4.32%	14.39%	100.00%

The Percentage of Dismissals by Ethnicity 2014-15

		Leaving Reason						
Division	Ethnic Origin: People	Dismissal - Capability	Dismissal - Disciplinary	Dismissal - End of Fixed Term Contract	Dismissal - End of HPFT Contract	Dismissal - Ill Health	Dismissal - Unsatisfactory Probation	Grand Total
GS	White – English/Welsh/Scottish/Northern Irish/British	0.00%	0.00%	5.04%	0.00%	0.72%	0.00%	5.76%
	Asian/Asian British – Chinese	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
NCL	White - Any Other	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%
	White – English/Welsh/Scottish/Northern Irish/British	0.00%	2.16%	17.27%	6.47%	1.44%	2.16%	29.50%
	Not provided	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	Asian/Asian British – Indian	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	Black/African/Caribbean/Black British - Caribbean	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
NSFC	White – English/Welsh/Scottish/Northern Irish/British	0.00%	0.00%	2.16%	0.00%	0.00%	0.00%	2.16%
RBT	White – English/Welsh/Scottish/Northern Irish/British	0.72%	3.60%	11.51%	0.00%	0.00%	2.88%	18.71%
	Asian/Asian British – Indian	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	Mixed/Multiple ethnic groups - White and Asian	0.00%	0.00%	0.72%	0.00%	0.00%	0.72%	1.44%
	Mixed/Multiple ethnic groups - White and Black Caribbean	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
TIG	White - Any Other	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	White – English/Welsh/Scottish/Northern Irish/British	0.72%	3.60%	4.32%	0.00%	0.72%	5.04%	14.39%
	Asian/Asian British – Indian	0.72%	0.00%	0.00%	0.00%	0.00%	0.72%	1.44%
	Asian/Asian British – Pakistani	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%	2.88%
	Black/African/Caribbean/Black British - Caribbean	0.00%	0.72%	0.00%	0.00%	0.00%	0.00%	0.72%
	Black/African/Caribbean/Black British - African	0.00%	0.72%	0.00%	0.00%	0.00%	0.00%	0.72%
	Mixed/Multiple ethnic groups - White and Black Caribbean	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%	1.44%
	Other ethnic group - Any other	0.00%	0.00%	0.00%	0.00%	0.00%	0.72%	0.72%
WLC	White – English/Welsh/Scottish/Northern Irish/British	0.00%	0.00%	2.88%	1.44%	1.44%	0.00%	5.76%
KID	White - Any Other	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	White – English/Welsh/Scottish/Northern Irish/British	0.00%	0.00%	6.47%	0.72%	0.00%	0.00%	7.19%
Grand Total		2.16%	12.95%	57.55%	8.63%	4.32%	14.39%	100.00%

The Percentage of Dismissals by Religion 2014-15

Division	Religion:People	Dismissal - Capability	Dismissal - Disciplinary	Dismissal - End of Fixed Term Contract	Dismissal - End of HPFT Contract	Dismissal - Ill Health	Dismissal - Unsatisfactory Probation	Grand Total
GS	Christian	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%
	None	0.00%	0.00%	2.16%	0.00%	0.00%	0.00%	2.16%
	Not Known	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	Other	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	Unknown	0.00%	0.00%	0.72%	0.00%	0.72%	0.00%	1.44%
NCL	Christian	0.00%	0.72%	7.19%	3.60%	0.72%	1.44%	13.67%
	None	0.00%	0.00%	10.07%	2.88%	0.00%	0.72%	13.67%
	Not Known	0.00%	0.72%	0.72%	0.00%	0.00%	0.00%	1.44%
	Other	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	Prefer Not To Say	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	Sikh	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	Unknown	0.00%	0.72%	0.72%	0.00%	0.72%	0.00%	2.16%
NSFC	Christian	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	None	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%
RBT	Buddhist	0.00%	0.00%	0.00%	0.00%	0.00%	0.72%	0.72%
	Christian	0.00%	2.16%	6.47%	0.00%	0.00%	2.16%	10.79%
	None	0.72%	1.44%	5.04%	0.00%	0.00%	0.00%	7.19%
	Not Known	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	Other	0.00%	0.00%	0.00%	0.00%	0.00%	0.72%	0.72%
	Roman Catholic	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	Sikh	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
TIG	Christian	0.00%	2.16%	2.88%	0.00%	0.00%	2.88%	7.91%
	Hindu	0.72%	0.00%	0.00%	0.00%	0.00%	0.00%	0.72%
	Muslim	0.00%	2.16%	0.00%	0.00%	0.00%	0.72%	2.88%
	None	0.72%	2.16%	1.44%	0.00%	0.72%	4.32%	9.35%
	Not Known	0.00%	0.72%	0.72%	0.00%	0.00%	0.00%	1.44%
	Prefer Not To Say	0.00%	0.00%	0.00%	0.00%	0.00%	0.72%	0.72%
WLC	Christian	0.00%	0.00%	0.00%	0.72%	1.44%	0.00%	2.16%
	None	0.00%	0.00%	1.44%	0.72%	0.00%	0.00%	2.16%
	Roman Catholic	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%
KID	Christian	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%
	None	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	Not Known	0.00%	0.00%	4.32%	0.72%	0.00%	0.00%	5.04%
	Other	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
Grand Total		2.16%	12.95%	57.55%	8.63%	4.32%	14.39%	100.00%

The Percentage of Dismissals by Age 2014-15

Division	Age Cat	Dismissal - Capability	Dismissal - Disciplinary	Dismissal - End of Fixed Term Contract	Dismissal - End of HPFT Contract	Dismissal - Ill Health	Dismissal - Unsatisfactory Probation	Grand Total
GS	25 to 34	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%
	45 to 54	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	55 to 64	0.00%	0.00%	0.72%	0.00%	0.72%	0.00%	1.44%
	under 25	0.00%	0.00%	2.88%	0.00%	0.00%	0.00%	2.88%
NCL	25 to 34	0.00%	0.00%	9.35%	0.72%	0.00%	0.72%	10.79%
	35 to 44	0.00%	1.44%	2.16%	1.44%	0.00%	0.72%	5.76%
	45 to 54	0.00%	0.72%	2.16%	2.88%	1.44%	0.00%	7.19%
	55 to 64	0.00%	0.00%	1.44%	1.44%	0.00%	0.72%	3.60%
	under 25	0.00%	0.00%	5.76%	0.00%	0.00%	0.00%	5.76%
NSFC	45 to 54	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	55 to 64	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	under 25	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
RBT	25 to 34	0.00%	1.44%	5.04%	0.00%	0.00%	0.72%	7.19%
	35 to 44	0.00%	0.72%	2.16%	0.00%	0.00%	0.72%	3.60%
	45 to 54	0.00%	0.72%	1.44%	0.00%	0.00%	0.00%	2.16%
	55 to 64	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%	1.44%
	under 25	0.72%	0.00%	5.04%	0.00%	0.00%	1.44%	7.19%
TIG	25 to 34	0.00%	1.44%	1.44%	0.00%	0.00%	1.44%	4.32%
	35 to 44	0.72%	2.88%	0.72%	0.00%	0.00%	1.44%	5.76%
	45 to 54	0.72%	2.16%	0.72%	0.00%	0.72%	2.16%	6.47%
	under 25	0.00%	0.72%	2.16%	0.00%	0.00%	3.60%	6.47%
WLC	25 to 34	0.00%	0.00%	0.00%	0.00%	1.44%	0.00%	1.44%
	45 to 54	0.00%	0.00%	0.72%	1.44%	0.00%	0.00%	2.16%
	Over 65	0.00%	0.00%	0.72%	0.00%	0.00%	0.00%	0.72%
	under 25	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%
KID	25 to 34	0.00%	0.00%	2.88%	0.00%	0.00%	0.00%	2.88%
	35 to 44	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%
	45 to 54	0.00%	0.00%	0.00%	0.72%	0.00%	0.00%	0.72%
	55 to 64	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%
	under 25	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	1.44%
Grand Total		2.16%	12.95%	57.55%	8.63%	4.32%	14.39%	100.00%