Equality and Diversity Annual Report

2013-14

Introduction

NCG works nationally to meet diverse education and training needs in partnership with its subsidiary companies. At the time of writing there are six operating Divisions: Newcastle College, Newcastle Sixth Form College, West Lancashire College, Kidderminster College, The Intraining Group Limited and Rathbone Training. NCG merged with Kidderminster College on 1 August 2014. The operating divisions are supported by Group Services.

The NCG Single Equality Scheme 2010-14 set out our equality objectives, action plan and specific targets for 2010-14. This is the final report on our progress in relation to the Scheme. The successor to the Scheme is the NCG Equality Strategy 2014-18.

This report includes commentary relating to Kidderminster College. However, data for Kidderminster College are not included in statistics provided at the appendices. The integration of systems is in progress following the merger.

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 for 2010-14 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. We also set specific targets 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 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

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.

New staff received mandatory training on Equality and Diversity as well as Disability Awareness during induction and existing staff completed bi-annual refresher training. Human Resources provided monitoring reports on progress to assist managers with ensuring participation. The constant requirement to refresh meant that completion never reached 100% of staff and a specific objective for completion of this training has been set in the Equality Strategy 2014-18.

Training and development needs have been identified through staff appraisal.

Training and development for specific roles in 2013-14 has included:
- Equality, diversity and inclusion in teaching, learning and assessment
- Sharing practice in embedding equality and diversity into teaching and learning
- Development for teaching staff on equality and diversity arising from lesson observations and quality review
- Equality and Diversity training for supporting learners in the workplace
- Person-centred training
- Differentiation/Stretch and Challenge at A Level
- Supporting learners on the Autism Spectrum
- Autism/Asperger awareness
- Dyslexia awareness and training
- Epilepsy awareness
- Deaf awareness
- Visual awareness
- Sighted guiding
- ADHD awareness
- Moving and handling people and personal care
- Supporting the use of assistive technology
- Overcoming bias

At Newcastle College, a survey of further education learners found that: 88% of learners felt that tutors treated them fairly and promoted good working relationships in class; 91% of learners felt safe at college. A survey of higher education learners found that: 93% felt welcome and settled in well to their studies; 76% felt that the Learner Support Service responded to requests for support efficiently; 83% felt that assessment arrangements and marking had been fair. Newcastle College was a winner in the Equality North East Equality Awards 2013 and is a finalist in 2014.

At Newcastle Sixth Form College, a survey in the first term found that 88% of learners felt that tutors treated them fairly and promoted good working relationships in class. A survey on exit found that 96% of learners felt they had been treated in a fair and supportive manner.

At West Lancashire College, learner surveys identified that: 88% of learners felt that tutors treated them fairly and promoted good working relationships in class; 96.2% believed that the college provided a secure and welcoming environment; 95.1% believed they had been treated in a fair and supportive manner; 96% of learners who received specialist support from the Learning Support Service believed the support addressed their needs. The feedback on the Learning Support Service was a significant improvement on the previous year in which only 66% believed this was the case.

At Kidderminster College, learner surveys found that 95% of learners felt welcome at the college, 97% of learners felt safe at the college and 97% of supported learners felt that their tutor treated them equally and fairly. The Elements Salon at Kidderminster College received the 'No Barriers Award' from Wyre Forest District Council in October 2013 in recognition of their supreme efforts to ensure that people with disabilities have equal access to services and facilities.

At Intraining, learner/customer surveys found that 98% of learners and customers felt welcome and 98% felt they were treated fairly.

At Rathbone Training, learner satisfaction surveys found an average satisfaction rate across all sub-divisions of 96.35% with better than average satisfaction for: all groups in Scotland; BME learners in Employer Based Training; learners with learning difficulties and disabilities in Wales; BME learners and learners with learning difficulties and disabilities in Youth Programmes England. Ofsted inspected Employer Based Training in summer 2014 and praised pastoral care, employers' work with tutors to meet learning needs in the workplace and narrowing of the small performance gap between male and female apprentices.

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

Teaching and learning was planned to include equality and diversity topics. Activities to raise learners' awareness of equality and diversity were embedded in learner induction, curriculum delivery, tutorials and curriculum enrichment activities. Positive messages were also presented through display boards and marketing materials.

Learner induction across NCG included briefing on the policy on Respect and Consideration: there is zero tolerance to bullying, harassment and discrimination of any kind. Learner Support Services at Newcastle College delivered disability awareness sessions as part of student induction. Learner induction at Kidderminster College included briefing on the College's ethos of respect for others, tolerance and awareness of the community as a diverse whole.

Curriculum enrichment activities included events linked to Equality and Diversity Calendars. The events promoted included Deaf Awareness week, IDAHO (International Day Against Homophobia), World Aids Day, Disability Awareness month, Anti-Bullying week, an Anti-Bullying writing competition, Jeans for Genes Day and Black History month. The Calendars also raised awareness of diverse festivals and cultures.

Diversity competitions are embedded in the cycle of activities at Newcastle College and West Lancashire College. At Newcastle College the focus in 2013-14 was on working with the local community; the maturity and ambition of entries was particularly

high. At West Lancashire College the range of curriculum areas participating was successfully extended.

Newcastle College Student Union promoted equality through a range of activities including: screening of the film "Made in Dagenham" for International Women's Day and voting nationally on policy relating to LGBT, Mature, Disabled and International Students.

Newcastle Sixth Form College offered over fifty curriculum enrichment activities which provided opportunities for learners from different groups to integrate in a relatively informal setting.

At Kidderminster College, customer service guides at College open events included learners from protected groups. Foundation learners participated in a self-advocacy programme leading to involvement in external community groups which encourage integration into the wider community. At learner reviews in Business and Training, news articles were discussed with learners to ensure a good level of awareness of equality and diversity issues.

At Intraining, learner awareness was raised through learner induction, training materials, the display of information by Equality and Diversity champions in centres, assessor visits and reviews.

Rathbone Training delivered "Think Project" sessions across all centres in Wales. This project is specific to Wales and seeks to equip young people with knowledge, understanding and experiences to refute and challenge racist myths.

A learner survey following induction at Newcastle College reported that 79% of students agreed they had a better understanding of equality and diversity and how it affects them and others around them.

At Newcastle Sixth Form College, a survey following induction reported that 87% of students agreed that the induction service made them feel welcome and settle in quickly. A survey on exit found that 91% of students agreed that the college provided a safe environment for students to learn.

At West Lancashire College there were no complaints from learners or staff relating to protected characteristics during the year.

At Kidderminster College, learners' respect for protected groups was particularly evident through lesson observations, comments by learners that they would like to work with a diverse company in future and feedback related to a case of gender reassignment.

High levels of learner satisfaction at Rathbone Training provided evidence that learners showed respect for protected groups.

Surveys of learners and customers at Intraining found that 98% felt that they were treated fairly and 98% felt welcome.

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 discussions, forums, curriculum enrichment activities, handbooks, notices displayed, intranets and websites. Newcastle Sixth Form College devised a briefing for students based around being their 'BEST' by showing respect for the Building, Each other, your Self and your Teachers. At Kidderminster College respect and consideration was also promoted through events, a Learner Council, an E&D forum and learner contracts. Very few concerns were raised in relation to respect and consideration. Feedback from learners through surveys and forums found that learners felt safe.

Appropriate adjustments were made to accommodate disabled staff across NCG. 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. Flexible working was arranged, as appropriate. Accessible parking spaces were provided.

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

Disabled (or temporarily disabled) learners were subject to an individual risk assessment to assess their immediate needs and a Personal Emergency Evacuation Plan (PEEP) to ensure their safe evacuation in the event of an emergency situation.

At Newcastle College, the Learning Support Service provided an extensive Disability Support Service to over 1350 learners; this was a significant increase from the previous year. The College provided resources in a range of alternative formats, notices that alternative formats were available, loop systems at every reception point and mobile loop systems for individuals, signing for students whose first language is BSL, two Autism base rooms, an Assistive Technology Suite, sighted guides for visually impaired learners and the Ability Counts Football team for learners with disabilities. A 'Sport for All' event included participants from the local community with a very wide range of abilities and disabilities. In March 2014, the Autism team at Newcastle College won the 'Inspirational Education Provision' Award at the National Autism Professional Awards Ceremony in Harrogate.

Newcastle Sixth Form College arranged for individual assessment of students by the Learning Support Service and for appropriate support plans to be established. A survey of students on exit reported that 95% of students who accessed support felt that the Learning Support Service responded quickly to their request for support, 94% felt the support subsequently arranged met their needs and 94% felt that support and subject staff worked well together to support their needs.

West Lancashire College encouraged disclosure of disabilities as advice events, on application, on enrolment and on programme. Learners were involved in assessing how their needs could be met and a wide range of support resources were provided. The building was fully accessible. Communication support and a range of assistive technology and other specialist equipment were provided in classrooms and study areas.

Specialist support at Kidderminster College was delivered by a highly trained personal care team. Close links with NHS agencies and local authority specialists were maintained. The College provided assistance in canteens and purchased specialist toilet equipment.

Intraining provided adaptations to computers and software, Dyslexia software, BSL interpreters and deaf advisors. Intraining provided e-learning for a corporate client with both sound and text and made a paper-based version available. 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 is a high priority for new premises.

NCG provided guidelines for staff on supporting gender re-assignment. Support provided was in accord with individual needs and wishes identified through confidential discussion.

There has been no evidence of unlawful behaviour towards women when breast-feeding. Newcastle College has a baby changing area in a dedicated washroom. West Lancashire College has a Wellbeing Room available to parents and parents to be on a drop in basis. Intraining provides adjustments including a comfortable and private room for female staff to express and a separate fridge for storing breast milk.

Support to meet diverse needs associated with protected characteristics has been publicised via websites, Facebook, prospectuses and publicity materials, admissions and enrolment processes, induction, tutorials, staff and learner handbooks, notice boards and intranets. Newcastle College highlighted the availability of the college transcription service which enables blind and partially sighted learners to access reading materials in line with their peers. West Lancashire College highlighted support available through Equality and Diversity enrichment activities and the Learner Gateway. Kidderminster College highlighted support arrangements in a staff booklet and via an Equality and Diversity Virtual Learning Environment site. Intraining highlighted support available through focus groups and progress reviews. Rathbone highlighted the availability of support through the cascade of information through networks.

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. Newcastle College provided a social programme for international students. Newcastle Sixth Form College made timetable adjustments, where possible, to accommodate prayer times. Kidderminster College promoted awareness of religious practices and diverse cultures; arrangements were flexible to meet individual needs.

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.

Feedback from staff, learners and customers in 2013-14 suggested that people across the organisation feel safe 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. Whilst the commentary presented here reflects feedback from Kidderminster College, the data at appendices 1 to 5 excludes Kidderminster College; the integration of systems is in progress following merger.

The learner profile by gender and age in 2013-14 is presented at appendix 1.

Overall the gender balance was even. At Kidderminster College and Rathbone Training around 6 out of 10 learners were male and at West Lancashire College around 6 out of 10 learners were female. At Newcastle College there was underrepresentation of females in Construction, Engineering, Science and the Digital Skills Academy; specific objectives to address this have been included in the NCG Equality Strategy 2014-18.

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 4700 gay or lesbian learners were with the organisation in 2013-14.

The age profile of learners was very broad. Around 24% of learners were under 19 and 76% 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 9% 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. Progress is shown in the following table. The target levels were achieved in 2013 and 2014.

Proportion of disabled learners	2009-10	2010-11	2011-12	2012-13	2013-14	2013 target
Newcastle College	4.99%	5.11%	5.86%	7.51%	7.26%	6.99%
West Lancashire College	6.69%	6.95%	7.75%	9.33%	9.10%	8.69%

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, learning difficulties, acquired brain injury, physical disabilities, autism, sensory and dyslexia. A Central Assistive Technology Team is integral to the service. 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. This includes transcription services and specialist Braille tuition; advances in technology are monitored to provide the most up-to-date advice and equipment to learners. 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 Sixth Form College is inclusive, with lower entry criteria than some neighbouring school sixth forms, and excellent support for those with learning difficulties and disabilities.

At West Lancashire College, prospective learners with disabilities were advised of support available through marketing activities and links with local schools. The links with local schools provided opportunities to consider specific cases at an early stage and identify needs. Learners were encouraged to declare disabilities during advice and guidance, on application, at interview, at enrolment, and on programme. The college promoted a positive approach to disability and took swift action to improve the accessibility of courses where this was feasible. Support arrangements were monitored to ensure that learners' needs were met.

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 learners from Black, Asian and Minority Ethnic communities was in line with the local community at West Lancashire College and greater than in the local communities at Newcastle College, Kidderminster College and Rathbone Training.

Newcastle Sixth Form College draws students from Tyne and Wear and from Nortunumberland; the proportion of learners from Black, Asian and Minority Ethnic communities was below the proportion for Newcastle but greater than the proportion for the North East.

At Rathbone Training centres in England, the proportion of learners from ethnic minority backgrounds was higher than the communities served. However, ethnic minorities were underrepresented amongst learners in Wales. A specific objective to address this has been included in the NCG Equality Strategy 2014-18.

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.

At Intraining, the geographical spread of activities has made comparisons between the learner profile and communities difficult. Many learners have been referred rather than recruited directly so there were limited opportunities for sections of the community to be targeted. The focus at Intraining has therefore been on performance rather than participation. Delivery takes place in some of the most deprived areas where learners face multiple barriers to both employment and progression in the workplace. Provision is tailored to engage learners form all groups and efforts are focused on closing any gaps in achievement where they exist.

Learner success was monitored through quality assurance processes in each Division to ensure local action was taken to address any concerns. Overall achievement data for 2013-14 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. We provided adjustments for disabled learners and specialist Learning Support to meet needs, 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. Action included monitoring the attendance and performance of groups and individual learners, counselling, additional support and tuition, language support and support for Work Programme customers from specialist advisors.

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. Interviews were competency-based and selection decisions were made on merit alone. Staff pay was fair: no equal pay claims were upheld in 2013-14. Very few concerns were raised in relation to respect and consideration. Monitoring of staff grievances identified no bias against protected groups.

Staff data presented at appendices 6 to 12 includes staff at Intraining and Rathbone Training but not staff at Kidderminster College.

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 and its subsidiary companies. Appendix 7 is the organisation'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 rose from 4.51% to 5.29% during the year. 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	2013-14	2013 target
Disabled - Managers	2.99%	2.99%	3.69%	3.08%	3.11%	3.49%

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. In 2013-14, Newcastle College placed all external recruitment advertisements on the DisabledGo website. Further action is needed and a specific target to increase the proportion of disabled people amongst managers has been included in the NCG Equality Strategy 2014-18.

The profile of staff from ethnic minorities is presented at appendix 9. The proportion of staff from ethnic minorities has grown over the past four years although this did fall in the last year. 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	2013-14	2013 target
BME - Lecturers	2.71%	3.57%	7.01%	3.37%	4.18%	3.21%
BME - Learning Support	7.74%	9.36%	14.80%	12.12%	12.03%	8.24%
BME - Business Support	4.95%	4.53%	7.36%	7.24%	6.01%	5.45%
BME - Managers	1.99%	2.99%	5.90%	4.09%	3.95%	2.49%
BME – Hourly Paid	3.14%	5.83%	7.45%	5.35%	5.45%	5.54%

The targets set in the Scheme were achieved for all staff types with the exception of hourly paid staff although improvement was achieved for this category over the life of the Scheme. We recognise the need for further action and we continue to encourage applications from people with ethnic minority backgrounds. In view of the relatively low representation amongst managers and the decline in representation amongst this staff type, a specific target to increase the proportion of people from ethnic minorities amongst managers has been included in the NCG Equality Strategy 2014-18.

Appendix 10 is the organisation's third 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 very slightly during the year. 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 number aged below 25 reduced by around 8% and the number aged over 54 increased by around 10%.

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

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, one to one meetings and the annual Diversity Awards at Newcastle College and West Lancashire College.

Representative staff and learners were consulted on the approach for the NCG Equality Strategy 2014-18.

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 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.

9. 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. We provided best practice sharing network events for subcontractors which included equality and diversity.

Intraining 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. Rathbone Training assessed and managed partner organisations against NCG's requirements, invited partner organisations to attend training and shared good practice.

Kidderminster College raised the profile of equality and diversity within employer groups including promoting gender equality in apprenticeships.

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 implementing each of the objectives set in the Single Equality Scheme 2010-14. NCG's sustained commitment to advancing equality for protected groups is set out in the Equality Strategy 2014-18.

We achieved targets we set in the Single Equality Scheme 2010-14 to increase the proportion of disabled learners at Newcastle College and West Lancashire College. We also achieved targets to increase the proportion of people from minority ethnic backgrounds amongst all staff types except the target for hourly paid staff which we nearly achieved. We fell short of our target to increase the proportion of disabled people amongst managers and have set a new target for this in the Equality Strategy 2014-18.

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

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Learners by Gender and Age 2013-14
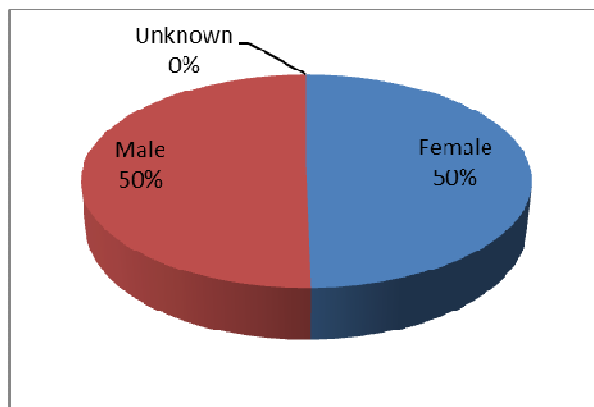
Gender	Number	Percentage
Female	38952	49.72%
Male	39381	50.27%
Unknown	9	0.01%
Total	78342	100.00%
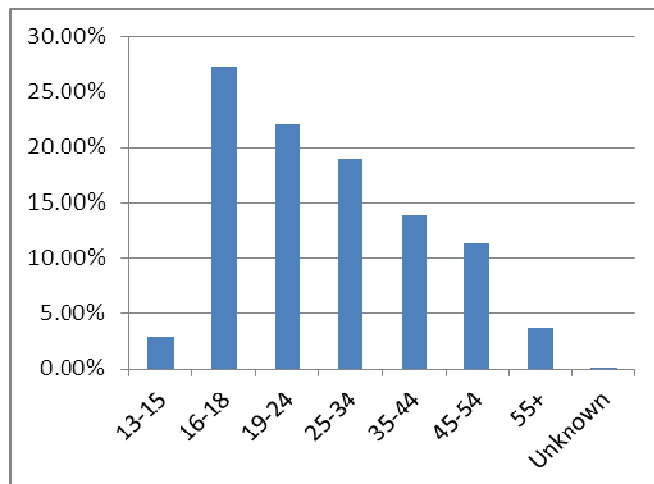
Age	Number	Percentage
13-15	212	0.27%
16-18	18287	23.34%
19-24	18792	23.98%
25-34	16699	21.31%
35-44	10731	13.69%
45-54	9564	12.20%
55+	4087	5.21%
Total	78372	100.00%

Learners with Disabilities 2013-14
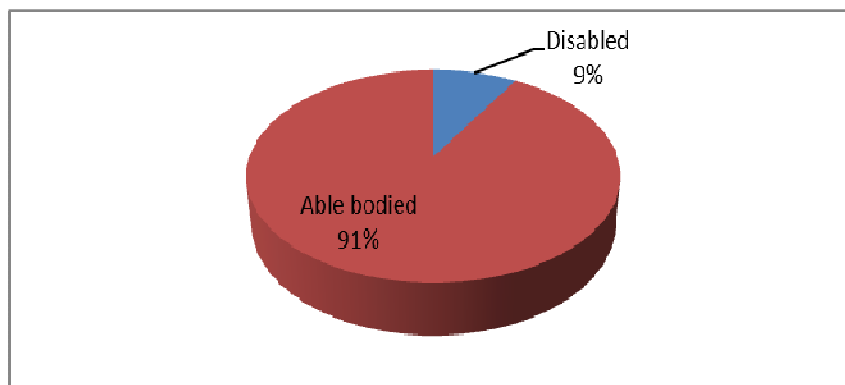
Whether Disabled	Number	Percentage
Disabled	6780	8.65%
Able bodied	71562	91.35%
Total	78342	100.00%

Disability	Number	Percentage
Aspergers syndrome	180	2.65%
Disability affecting mobility	380	5.60%
Emotional/behavioural difficulties	650	9.59%
Hearing impairment	446	6.58%
Mental health difficulty	742	10.94%
Multiple disabilities	393	5.80%
Other	863	12.73%
Other medical condition (e.g. asthma)	2240	33.04%
Other physical disability	314	4.63%
Physical and/or medical difficulties	8	0.12%
Profound complex disabilities	4	0.06%
Speech, language and communication difficulties	6	0.09%
Temporary disability	31	0.46%
Visual impairment	523	7.71%
Total	6780	100.00%

Learners with Learning Difficulties 2013-14
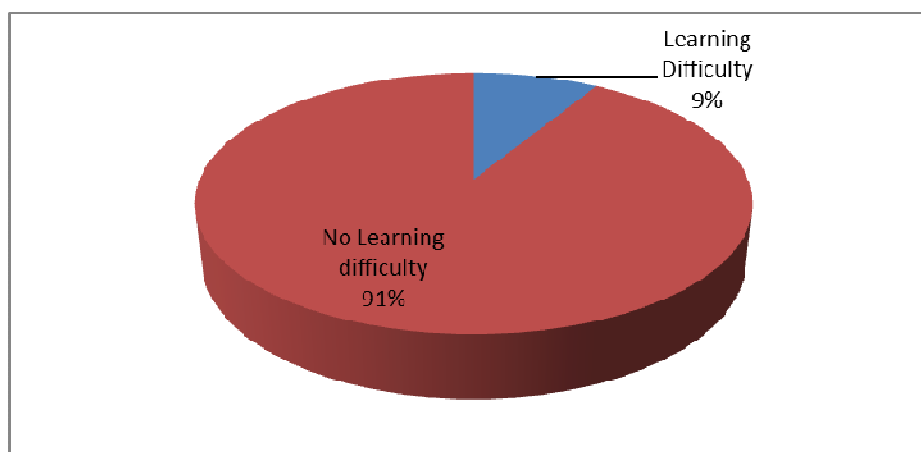
Whether a Learning Difficulty	Number	Percentage
Learning Difficulty	5056	6.45%
No Learning difficulty	73286	93.55%
Total	78342	100.00%

Learning Difficulty	Number	Percentage
Attention Deficit Hyperactivity Disorder	2	0.04%
Autism spectrum disorder	298	5.89%
Dyscalculia	99	1.96%
Dyslexia	2803	55.44%
Moderate learning difficulty	804	15.90%
Multiple learning difficulties	169	3.34%
Other	696	13.77%
Other specific learning difficulty	109	2.16%
Severe learning difficulty	76	1.50%
Total	5056	100.00%

Learners by Ethnicity in 2013-14
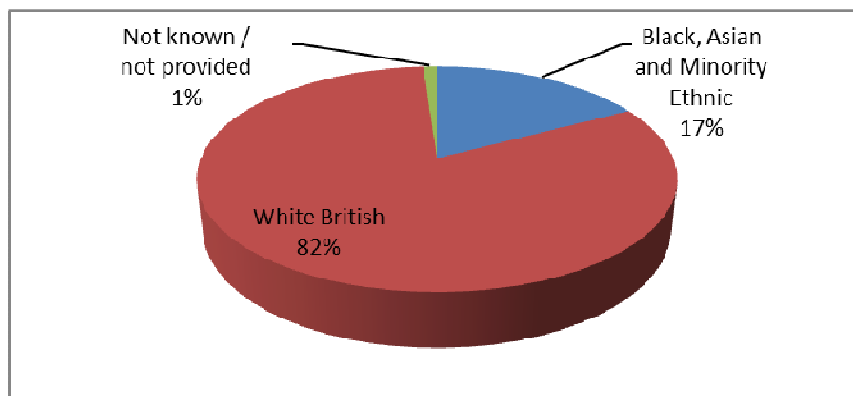
Ethnicity Summary	Number	Percentage
Black, Asian and Minority Ethnic	13477	17.20%
White British	64011	81.71%
Not known / not provided	854	1.09%
Total	78342	100.00%

Ethnicity Detail	Number	Percentage
Arab	298	0.38%
Asian or Asian British - Any other	751	0.96%
Asian or Asian British - Bangladeshi	716	0.91%
Asian or Asian British - Chinese	426	0.54%
Asian or Asian British - Indian	969	1.24%
Asian or Asian British - Pakistani	1685	2.15%
Black or Black British - African	1618	2.07%
Black or Black British - Any other	520	0.66%
Black or Black British - Caribbean	693	0.88%
Mixed - Any other	351	0.45%
Mixed - White and Black Caribbean	672	0.86%
Mixed - White and Asian	360	0.46%
Mixed - White and Black African	244	0.31%
Not known/not provided	854	1.09%
Other	680	0.87%
White - Any other	3178	4.06%
White - British	64011	81.71%
White - Gypsy or Irish Traveller	46	0.06%
White - Irish	270	0.34%
Total	78342	100.00%

Estimated learner numbers by religion and belief

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%	46459
Muslim	4.8%	3760
Hindu	1.5%	1175
Sikh	0.8%	627
Jewish	0.5%	392
Buddhist	0.4%	313
Other	0.4%	313
Not stated	7.2%	5641
No religion	25.1%	19662
Total	100.0%	78342

All Staff by Gender as at 31 July 2014
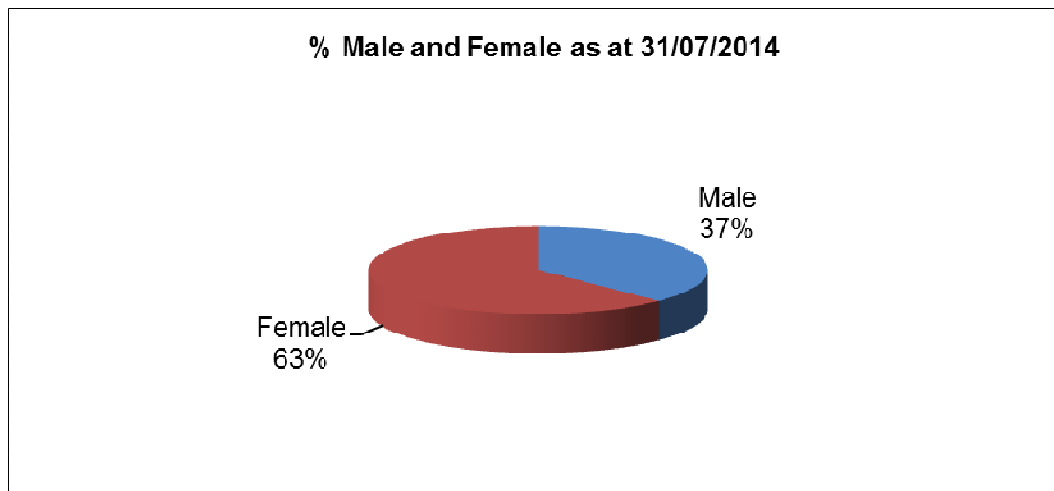
Trend

Gender	31/07/11	31/07/12	31/07/2013	31/07/2014
Female	1708	1697	2168	2223
Male	1261	1171	1338	1331
% Female	57.53%	59.17%	61.84%	62.55%
% Male	42.47%	40.83%	38.16%	37.45%
Total	2969	2868	3506	3554

Analysis by staff type and whether full time or part time as at 31 July 2014

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

Gender	L	LS	BS	MGT	HP
Female	276	971	592	199	250
Male	226	509	323	155	154
% Female	54.98%	65.61%	64.70%	56.21%	61.88%
% Male	45.02%	34.39%	35.30%	43.79%	38.12%
Full Time - Female	163	696	416	189	0
Full Time - Male	175	445	300	148	0
Part Time - Female	113	275	176	10	250
Part Time - Male	51	64	23	7	154
Total	502	1480	915	354	404

All Staff by Sexual Orientation as at 31 July 2014

% of Staff Sexual Orientation as at 31/07/2014

Same Sex 3%

Prefer not to say 4%

Not Known 41%

Different Sex 52%
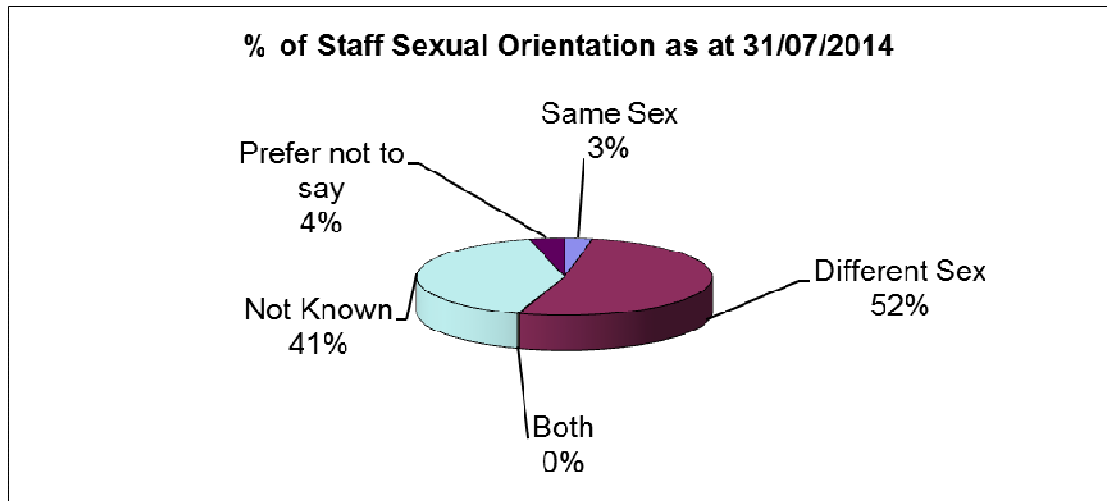
Both 0%

Trend

Sexual Orientation	31/07/11	31/07/12	31/07/2013	31/07/2014
Same Sex	-	68	93	108
Different Sex	-	911	1471	1845
Both	-	4	2	6
Not known	-	1804	1799	1461
Prefer not to say	-	81	141	134
Same Sex %	-	2.37%	2.65%	3.04%
Different Sex %	-	27.12%	41.96%	51.91%
Both %	-	0.14%	0.06%	0.17%
Not known %	-	62.90%	51.31%	41.11%
Prefer not to say %	-	2.82%	4.02%	3.77%
Total	-	2868	3506	3554

All Staff by Sexual Orientation, staff type and whether full time or part time as at 31 July 2014

Key

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

Sexual Orientation	L	LS	BS	MGT	HP
Same Sex	11	61	20	7	10
Different Sex	190	819	485	159	234
Both	0	3	2	0	1
Not known	287	531	377	178	141
Prefer not to say	14	66	31	10	18
Same Sex %	2.19%	4.12%	2.19%	1.98%	2.48%
Different Sex %	37.85%	55.34%	53.01%	44.92%	57.92%
Both %	0.00%	0.20%	0.22%	0.00%	0.25%
Not known %	57.17%	35.88%	41.20%	50.28%	34.90%
Prefer not to say %	2.79%	4.46%	3.39%	2.82%	4.46%
Full Time - Same Sex	9	48	17	6	0
Full Time - Different Sex	132	684	392	150	0
Full Time - Both	0	3	2	0	0
Full Time - Not known	187	348	282	172	0
Full Time - Prefer not to say	10	58	23	9	0
Part Time - Same Sex	2	13	3	1	10
Part Time - Different Sex	58	135	93	9	234
Part Time - Both	0	0	0	0	1
Part Time - Not known	100	183	95	6	141
Part Time - Prefer not to say	4	8	8	1	18
Total	502	1480	915	354	404

All Staff by Disabled/Able Bodied as at 31 July 2014
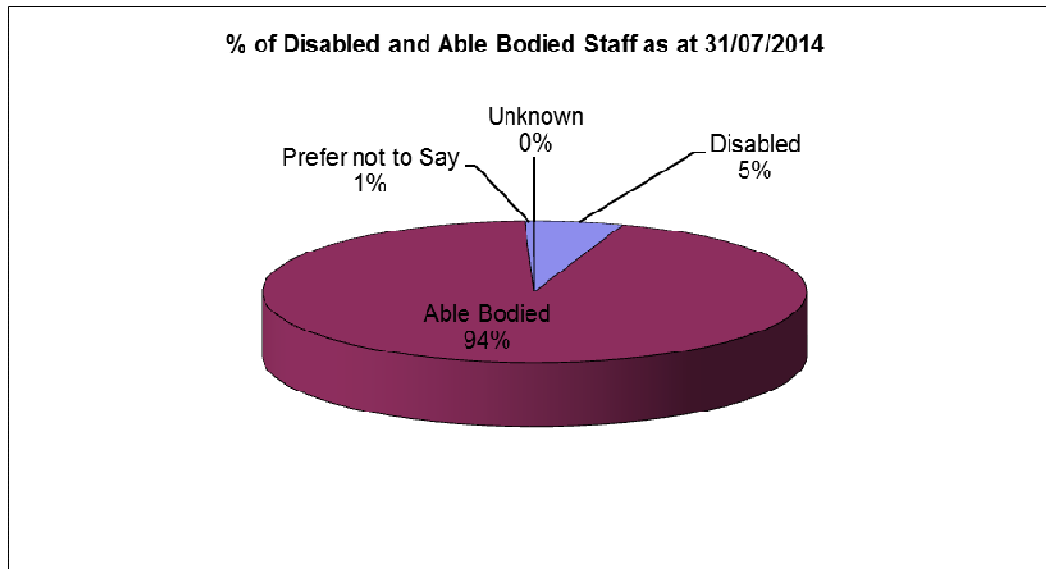
Trend

Disabled/Able Bodied	31/07/11	31/07/12	31/07/2013	31/07/2014
Disabled	130	156	158	188
Able bodied	2839	2712	3235	3346
Prefer not to say			17	19
Unknown			96	1
% Disabled	4.38%	5.44%	4.51%	5.29%
% Able bodied	95.62%	94.56%	92.27%	94.15%
% Prefer not to say	-	-	0.48%	0.53%
% Unknown	-	-	2.74%	0.03%
Total	2969	2868	3506	3554

Analysis by staff type and whether full time or part time as at 31 July 2014

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

Disabled/Able Bodied	L	LS	BS	MGT	HP
Disabled	19	86	47	11	29
Able Bodied	483	1380	862	343	375
Prefer not to say	0	14	5	0	0
Unknown	0	0	1	0	0
% Disabled	3.78%	5.81%	5.14%	3.11%	7.18%
% Able Bodied	96.22%	93.24%	94.21%	96.89%	92.82%
% Prefer not to say	0.00%	0.95%	0.55%	0.00%	0.00%
% Unknown	0.00%	0.00%	0.11%	0.00%	0.00%
	14	59	38	9	0
Full Time – Disabled	324	1068	676	328	0
Full Time – Able Bodied	0	14	2	0	0
Full Time – Prefer not to say	0	0	0	0	0
Full Time - Unknown					
	5	27	9	2	29
Part Time – Disabled	159	312	186	15	375
Part Time – Able Bodied	0	0	3	0	0
Part Time – Prefer not to say	0	0	1	0	0
Part Time - Unknown					
Total	502	1480	915	354	404

All Staff by Ethnicity as at 31 July 2014

% of Staff by Ethnic Origin as at 31/07/2014

Not Known 0%

Prefer not to Say 1%

Ethnic Minority 8%

White British/Irish & White Other 91%

Trend

Ethnicity	31/07/11	31/07/12	31/07/2013	31/07/2014
White British	2695	2623	3185	3244
Ethnic Minority	175	204	285	275
Not known	76	16	2	11
Prefer not to say	23	25	34	24
White British %	90.77%	91.46%	90.84%	91.28%
Ethnic Minority %	5.89%	7.11%	8.13%	7.74%
Not known %	2.56%	0.56%	0.06%	0.31%
Prefer not to say %	0.77%	0.87%	0.97%	0.68%
Total	2969	2868	3506	3554

All Staff by Ethnicity and staff type as at 31 July 2014

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	12	2	2	2
Asian or Asian British - Indian	5	64	10	6	4
Asian or Asian British - Pakistani	2	18	15	0	5
Asian or Asian British - any other	4	10	3	2	2
Black or Black British - African	2	16	1	0	3
Black or Black British - Caribbean	0	20	4	1	2
Black or Black British - any other	0	9	0	0	0
Chinese	1	2	3	0	1
Mixed - White and Asian	0	4	5	1	1
Mixed - White and Black African	1	0	1	0	0
Mixed - White and Black Caribbean	1	7	8	0	0
Mixed - any other	1	11	1	2	0
White – British	459	1252	832	334	363
White – Irish	1	14	4	2	2
White - any other	9	10	9	1	3
White - Other European	9	14	8	3	12
Any other	3	5	2	0	2
Prefer not to say	3	12	7	0	2
Not known	0	0	0	0	0
% Asian or Asian British - Bangladeshi	0.20%	0.81%	0.22%	0.56%	0.50%
% Asian or Asian British - Indian	1.00%	4.32%	1.09%	1.69%	0.99%
% Asian or Asian British - Pakistani	0.40%	1.22%	1.64%	0.00%	1.24%
% Asian or Asian British - any other	0.80%	0.68%	0.33%	0.56%	0.50%
% Black or Black British - African	0.40%	1.08%	0.11%	0.00%	0.74%
% Black or Black British - Caribbean	0.00%	1.35%	0.44%	0.28%	0.50%
% Black or Black British - any other	0.00%	0.61%	0.00%	0.00%	0.00%
% Chinese	0.20%	0.14%	0.33%	0.00%	0.25%
% Mixed - White and Asian	0.00%	0.27%	0.55%	0.28%	0.25%
% Mixed - White and Black African	0.20%	0.00%	0.11%	0.00%	0.00%
% Mixed - White and Black Caribbean	0.20%	0.47%	0.87%	0.00%	0.00%
% Mixed - any other	0.20%	0.74%	0.11%	0.56%	0.00%
% White – British	91.43%	84.59%	90.93%	94.35%	89.85%
% White – Irish	0.20%	0.95%	0.44%	0.56%	0.50%
% White - any other	1.79%	0.68%	0.98%	0.28%	0.74%
% White - Other European	1.79%	0.95%	0.87%	0.85%	2.97%
% Any other	0.60%	0.34%	0.22%	0.00%	0.50%
% Prefer not to say	0.60%	0.81%	0.77%	0.00%	0.50%
% Not known	0.00%	0.00%	0.00%	0.00%	0.00%
Total	502	1480	915	354	404

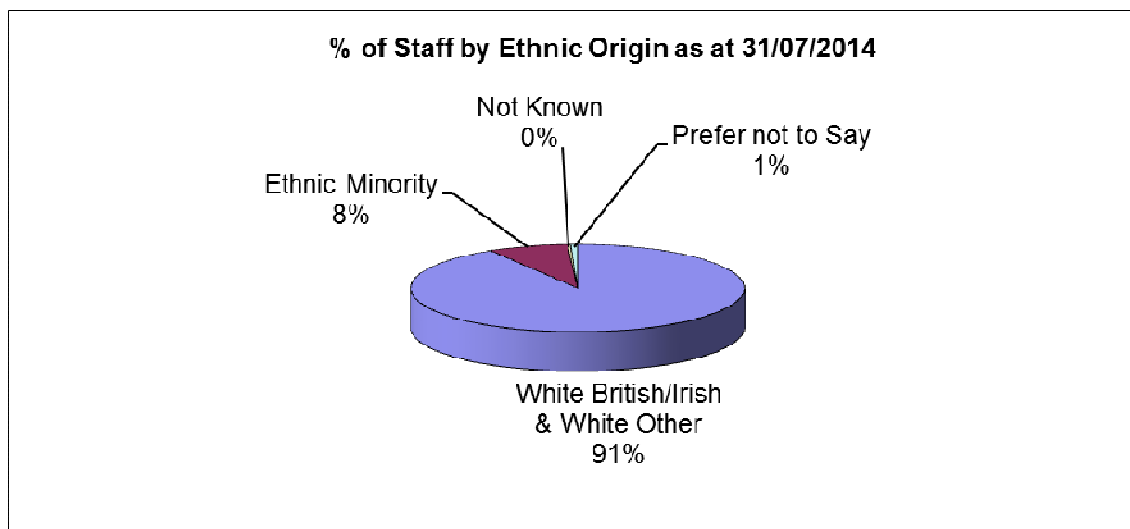**All Staff by Ethnicity and whether full time or part time as at 31 July 2014**

Key
L – Lecturer   BS – Business Support   HP – Hourly Paid
LS – Learning Support   M – Management   FT – Full Time
                                             PT – Part Time

Ethnicity	L	LS	BS	MGT	HP
FT – Asian or Asian British - Bangladeshi	1	9	2	2	0
FT – Asian or Asian British - Indian	2	56	6	6	0
FT – Asian or Asian British - Pakistani	1	16	8	0	0
FT – Asian or Asian British - any other	3	8	3	2	0
FT – Black or Black British - African	2	16	1	0	0
FT – Black or Black British - Caribbean	0	19	3	1	0
FT – Black or Black British - any other	0	8	0	0	0
FT – Chinese	1	2	2	0	0
FT – Mixed - White and Asian	0	4	4	1	0
FT – Mixed - White and Black African	1	0	1	0	0
FT – Mixed - White and Black Caribbean	1	6	8	0	0
FT – Mixed - any other	1	8	1	2	0
FT – White – British	307	953	655	318	0
FT – White – Irish	1	6	3	2	0
FT – White - any other	6	9	6	1	0
FT – White - Other European	6	6	6	2	0
FT – Any other	2	4	1	0	0
FT – Prefer not to say	3	11	6	0	0
FT – Not known	0	0	0	0	0
PT – Asian or Asian British - Bangladeshi	0	3	0	0	2
PT – Asian or Asian British - Indian	3	8	4	0	4
PT – Asian or Asian British - Pakistani	1	2	7	0	5
PT – Asian or Asian British - any other	1	2	0	0	2
PT – Black or Black British - African	0	0	0	0	3
PT – Black or Black British - Caribbean	0	1	1	0	2
PT – Black or Black British - any other	0	1	0	0	0
PT – Chinese	0	0	1	0	1
PT – Mixed - White and Asian	0	0	1	0	1
PT – Mixed - White and Black African	0	0	0	0	0
PT – Mixed - White and Black Caribbean	0	1	0	0	0
PT – Mixed - any other	0	3	0	0	0
PT – White – British	152	299	177	16	363
PT – White – Irish	0	8	1	0	2
PT – White - any other	3	1	3	0	3
PT – White - Other European	3	8	2	1	12
PT – Any other	1	1	1	0	2
PT – Prefer not to say	0	1	1	0	2
PT – Not known	0	0	0	0	0
Total	502	1480	915	354	404

All Staff by Religious Belief/Faith as at 31 July 2014

% of Staff by Religion as at 31/07/2014
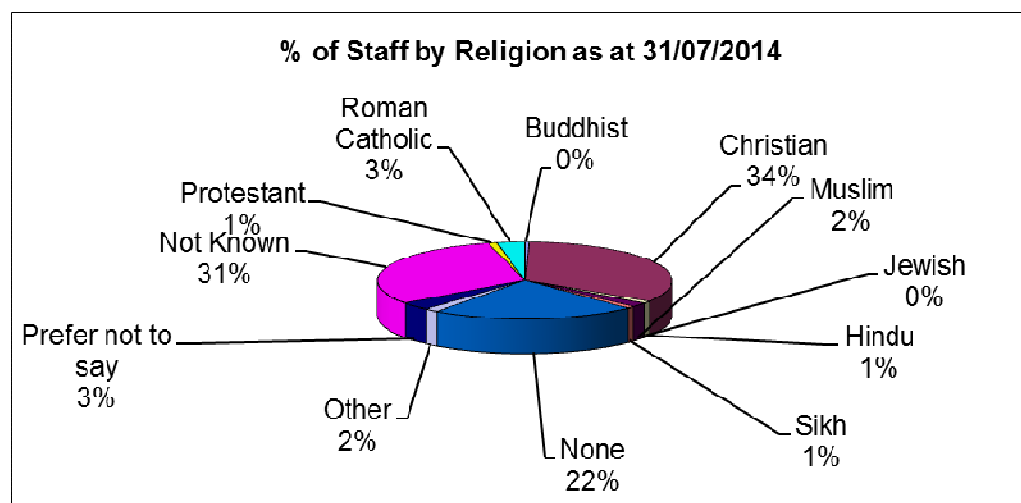
Trend

Religious Belief/ Faith	31/07/2011	31/07/12	31/07/13	31/07/2014
Buddhist	-	8	9	15
Christian	-	777	1032	1197
Hindu	-	25	36	33
Jewish	-	4	5	4
Muslim	-	40	53	60
None	-	479	709	794
Not Known	-	1243	1343	1102
Other	-	32	37	55
Prefer not to say	-	107	128	120
Protestant	-	41	35	33
Roman Catholic	-	92	87	108
Sikh	-	20	32	33
% Buddhist	-	0.28%	0.26%	0.42%
% Christian	-	27.09%	29.44%	33.68%
% Hindu	-	0.87%	1.03%	0.93%
% Jewish	-	0.14%	0.14%	0.11%
% Muslim	-	1.39%	1.51%	1.69%
% None	-	16.70%	20.22%	22.34%
%Not Known	-	43.34%	38.31%	31.01%
% Other	-	1.12%	1.06%	1.55%
% Prefer not to say	-	3.73%	3.65%	3.38%
%Protestant	-	1.43%	1.00%	0.93%
%Roman Catholic	-	3.21%	2.48%	3.04%
% Sikh	-	0.70%	0.91%	0.93%
Total	-	2868	3506	3554

All Staff by Religious Belief/ Faith, staff type and whether full time or part time as at 31 July 2014

Key

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

Religious Belief/ Faith	L	LS	BS	MGT	HP
Buddhist	2	10	2	0	3
Christian	134	534	273	134	153
Hindu	2	22	4	3	2
Jewish	3	1	0	0	0
Muslim	5	32	18	2	4
None	91	329	241	57	96
Not Known	237	366	301	122	119
Other	6	24	15	5	6
Prefer Not To Say	14	62	27	6	14
Protestant	1	22	7	2	1
Roman Catholic	6	52	24	21	5
Sikh	1	26	3	2	1
% Buddhist	0.40%	0.68%	0.22%	0.00%	0.74%
% Christian	26.69%	36.08%	29.84%	37.85%	37.87%
% Hindu	0.40%	1.49%	0.44%	0.85%	0.50%
% Jewish	0.60%	0.07%	0.00%	0.00%	0.00%
% Muslim	1.00%	2.16%	1.97%	0.56%	0.99%
% None	18.13%	22.23%	26.34%	16.10%	23.76%
% Not Known	47.21%	24.73%	32.90%	34.46%	29.46%
% Other	1.20%	1.62%	1.64%	1.41%	1.49%
% Prefer not to say	2.79%	4.19%	2.95%	1.69%	3.47%
% Protestant	0.20%	1.49%	0.77%	0.56%	0.25%
% Roman Catholic	1.20%	3.51%	2.62%	5.93%	1.24%
% Sikh	0.20%	1.76%	0.33%	0.56%	0.25%
Total	502	1480	915	354	404

Religious Belief/ Faith	L	LS	BS	MGT	HP
Full Time - Buddhist	1	8	2	0	0
Full Time - Christian	93	442	217	125	0
Full Time - Hindu	2	19	3	3	0
Full Time - Jewish	2	1	0	0	0
Full Time - Muslim	3	29	13	2	0
Full Time - None	61	268	197	56	0
Full Time - Not Known	156	225	225	116	0
Full Time - Other	3	21	15	5	0
Full Time - Prefer Not To Say	9	47	21	6	0
Full Time - Protestant	1	18	3	2	0
Full Time - Roman Catholic	6	41	19	20	0
Full Time – Sikh	1	22	1	2	0
Part Time - Buddhist	1	2	0	0	3
Part Time - Christian	41	92	56	9	153
Part Time - Hindu	0	3	1	0	2
Part Time - Jewish	1	0	0	0	0
Part Time - Muslim	2	3	5	0	4
Part Time - None	30	61	44	1	96
Part Time - Not Known	81	141	76	6	119
Part Time - Other	3	3	0	0	6
Part Time - Prefer Not To Say	5	15	6	0	14
Part Time - Protestant	0	4	4	0	1
Part Time - Roman Catholic	0	11	5	1	5
Part Time – Sikh	0	4	2	0	1
Total	502	1480	915	354	404

All Staff by Age as at 31 July 2014

% of Staff by Age as at 31/07/2014
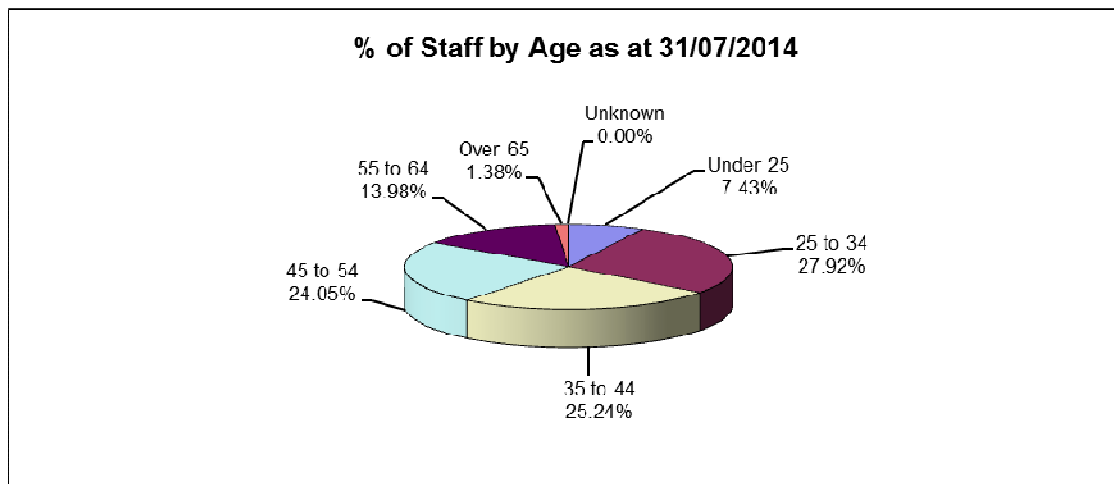
Trend

Age	31/07/11	31/07/12	31/07/2013	31/07/2014
Under 25	270	233	283	260
25-34	797	833	999	994
35-44	761	692	896	898
45-54	728	719	831	855
55-64	383	356	450	497
Over 65	30	35	47	50
unknown	0	0	0	0
% under 25	9.09%	8.12%	8.07%	7.32%
% 25-34	26.84%	29.04%	28.49%	27.97%
% 35-44	25.63%	24.13%	25.56%	25.27%
% 45-54	24.52%	25.07%	23.70%	24.06%
% 55-64	12.90%	12.41%	12.84%	13.98%
% Over 65	0.00%	0.00%	1.34%	1.41%
% unknown	0.00%	0.00%	0.00%	0.00%
Total	2969	2868	3506	3554

All Staff by Age, Staff Type and whether full time or part time as at 31 July 2014

Key

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

Age	L	LS	BS	MGT	HP
Under 25	6	65	164	0	27
25-34	135	453	263	66	105
35-44	159	385	179	120	78
45-54	137	355	167	120	109
55-64	57	204	133	45	73
Over 65	8	18	9	3	12
unknown	0	0	0	0	0
% under 25	1.20%	4.39%	17.92%	0.00%	6.68%
% 25-34	26.89%	30.61%	28.74%	18.64%	25.99%
% 35-44	31.67%	26.01%	19.56%	33.90%	19.31%
% 45-54	27.29%	23.99%	18.25%	33.90%	26.98%
% 55-64	11.35%	13.78%	14.54%	12.71%	18.07%
% Over 65	1.59%	1.22%	0.98%	0.85%	2.97%
% unknown	0.00%	0.00%	0.00%	0.00%	0.00%
Full Time – under 25	4	51	145	0	0
Full Time – 25-34	101	350	216	66	0
Full Time – 35-44	110	306	131	114	0
Full Time – 45-54	81	283	125	114	0
Full Time – 55-64	39	148	95	41	0
Full Time – Over 65	3	3	4	2	0
Full Time – unknown	0	0	0	0	0
Part Time – under 25	2	14	19	0	27
Part Time – 25-34	34	103	47	0	105
Part Time – 35-44	49	79	48	6	78
Part Time – 45-54	56	72	42	6	109
Part Time – 55-64	18	56	38	4	73
Part Time – Over 65	5	15	5	1	12
Part Time – unknown	0	0	0	0	0
Total	502	1480	915	354	404

Analysis of reasons for staff dismissals

Key

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

The Percentage of Dismissals by Gender 2013-14

Division	Gender	Leaving Reason							Grand Total
		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%	3.95%	0.00%	0.00%	0.00%	3.95%
	Male	0.00%	0.56%	0.00%	6.78%	0.00%	0.00%	0.00%	7.34%
NCL	Female	0.00%	0.00%	0.56%	18.64%	0.56%	0.56%	0.56%	20.90%
	Male	0.00%	0.56%	0.00%	9.60%	0.00%	1.69%	1.69%	13.56%
NSFC	Female	0.00%	0.00%	0.00%	1.69%	0.00%	0.00%	0.00%	1.69%
	Male	0.00%	0.00%	0.00%	2.26%	0.00%	0.00%	0.00%	2.26%
RBT	Female	0.00%	0.56%	0.00%	6.21%	0.00%	0.00%	2.26%	9.04%
	Male	0.00%	1.13%	0.00%	3.39%	0.00%	0.00%	1.13%	5.65%
TIG	Female	0.56%	1.13%	0.00%	9.04%	0.00%	1.13%	5.65%	17.51%
	Male	0.00%	0.56%	0.00%	8.47%	0.00%	0.00%	4.52%	13.56%
WLC	Female	0.00%	0.00%	0.00%	2.82%	0.00%	0.00%	1.69%	4.52%
Grand Total		0.56%	4.52%	0.56%	72.88%	0.56%	3.39%	17.51%	100.00%

The Percentage of Dismissals by Sexual Orientation 2013-14

Division	Sexual Orientation: People	Leaving Reason							Grand Total
		Dismissal - Capability	Dismissal - Disciplinary	Dismissal - Dismissal	Dismissal - End of Fixed Term Contract	Dismissal - End of HPFT Contract	Dismissal - Ill Health	Dismissal - Unsatisfactory Probation	
GS	Of different sex	0.00%	0.00%	0.00%	8.47%	0.00%	0.00%	0.00%	8.47%
	Prefer not to say	0.00%	0.00%	0.00%	1.69%	0.00%	0.00%	0.00%	1.69%
	Unknown	0.00%	0.56%	0.00%	0.56%	0.00%	0.00%	0.00%	1.13%
NCL	Of different sex	0.00%	0.00%	0.00%	22.03%	0.00%	0.00%	1.69%	23.73%
	Of same sex	0.00%	0.00%	0.00%	1.69%	0.00%	0.00%	0.56%	2.26%
	Prefer not to say	0.00%	0.00%	0.00%	0.56%	0.56%	0.00%	0.00%	1.13%
	Unknown	0.00%	0.56%	0.56%	3.95%	0.00%	2.26%	0.00%	7.34%
NSFC	Of different sex	0.00%	0.00%	0.00%	2.26%	0.00%	0.00%	0.00%	2.26%
	Of same sex	0.00%	0.00%	0.00%	1.13%	0.00%	0.00%	0.00%	1.13%
	Unknown	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
RBT	Of different sex	0.00%	0.00%	0.00%	7.34%	0.00%	0.00%	3.39%	10.73%
	Prefer not to say	0.00%	1.13%	0.00%	0.00%	0.00%	0.00%	0.00%	1.13%
	Unknown	0.00%	0.56%	0.00%	2.26%	0.00%	0.00%	0.00%	2.82%
TIG	Of different sex	0.00%	1.69%	0.00%	10.73%	0.00%	1.13%	7.91%	21.47%
	Of same sex	0.00%	0.00%	0.00%	1.69%	0.00%	0.00%	1.13%	2.82%
	Prefer not to say	0.00%	0.00%	0.00%	1.69%	0.00%	0.00%	1.13%	2.82%
	Unknown	0.56%	0.00%	0.00%	3.39%	0.00%	0.00%	0.00%	3.95%
WLC	Of different sex	0.00%	0.00%	0.00%	2.26%	0.00%	0.00%	1.69%	3.95%
	Unknown	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
Grand Total		0.56%	4.52%	0.56%	72.88%	0.56%	3.39%	17.51%	100.00%

The Percentage of Dismissals by Disability Status 2013-14

Division	Disability Status	Leaving Reason							Grand Total
		Dismissal - Capability	Dismissal - Disciplinary	Dismissal - Dismissal	Dismissal - End of Fixed Term Contract	Dismissal - End of HPFT Contract	Dismissal - Ill Health	Dismissal - Unsatisfactory Probation	
GS	Disabled	0.00%	0.00%	0.00%	1.70%	0.00%	0.00%	0.00%	1.70%
	Not disabled	0.00%	0.57%	0.00%	8.52%	0.00%	0.00%	0.00%	9.09%
NCL	Disabled	0.00%	0.00%	0.00%	1.14%	0.00%	0.57%	0.57%	2.27%
	Not disabled	0.00%	0.57%	0.57%	27.27%	0.57%	1.70%	1.70%	32.39%
NSFC	Not disabled	0.00%	0.00%	0.00%	3.98%	0.00%	0.00%	0.00%	3.98%
RBT	Not disabled	0.00%	1.14%	0.00%	7.95%	0.00%	0.00%	3.41%	12.50%
	Unknown	0.00%	0.57%	0.00%	1.70%	0.00%	0.00%	0.00%	2.27%
TIG	Disabled	0.00%	0.00%	0.00%	2.27%	0.00%	0.00%	1.14%	3.41%
	Not disabled	0.57%	1.70%	0.00%	15.34%	0.00%	1.14%	9.09%	27.84%
WLC	Disabled	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.57%	0.57%
	Not disabled	0.00%	0.00%	0.00%	2.84%	0.00%	0.00%	1.14%	3.98%
Grand Total		0.57%	4.55%	0.57%	72.73%	0.57%	3.41%	17.61%	100.00%

The Percentage of Dismissals by Ethnicity 2013-14

Division	Ethnicity	Leaving Reason							Grand Total
		Dismissal - Capability	Dismissal - Disciplinary	Dismissal - Dismissal	Dismissal - End of Fixed Term Contract	Dismissal - End of HPFT Contract	Dismissal - Ill Health	Dismissal - Unsatisfactory Probation	
GS	Asian or Asian British - Indian	0.00%	0.00%	0.00%	0.57%	0.00%	0.00%	0.00%	0.57%
	Black or Black British - African	0.00%	0.00%	0.00%	1.70%	0.00%	0.00%	0.00%	1.70%
	Mixed - White and Asian	0.00%	0.00%	0.00%	0.57%	0.00%	0.00%	0.00%	0.57%
	Prefer not to say	0.00%	0.00%	0.00%	0.57%	0.00%	0.00%	0.00%	0.57%
	White - British	0.00%	0.57%	0.00%	6.82%	0.00%	0.00%	0.00%	7.39%
NCL	Asian or Asian British - Any Other	0.00%	0.00%	0.00%	0.57%	0.00%	0.00%	0.00%	0.57%
	Asian or Asian British - Pakistani	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.57%	0.57%
	Black or Black British - African	0.00%	0.00%	0.00%	0.57%	0.00%	0.00%	0.00%	0.57%
	Black or Black British - Caribbean	0.00%	0.00%	0.00%	0.57%	0.00%	0.00%	0.00%	0.57%
	Mixed - White and Asian	0.00%	0.00%	0.00%	1.14%	0.00%	0.00%	0.00%	1.14%
	White - Any Other	0.00%	0.00%	0.00%	0.57%	0.00%	0.00%	0.57%	1.14%
	White - British	0.00%	0.57%	0.57%	24.43%	0.57%	2.27%	0.57%	28.98%
	White - Irish	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.57%	0.57%
	White - Other European	0.00%	0.00%	0.00%	0.57%	0.00%	0.00%	0.00%	0.57%
NSFC	White - Any Other	0.00%	0.00%	0.00%	0.57%	0.00%	0.00%	0.00%	0.57%
	White - British	0.00%	0.00%	0.00%	3.41%	0.00%	0.00%	0.00%	3.41%
RBT	Mixed - White and Black Caribbean	0.00%	0.00%	0.00%	0.57%	0.00%	0.00%	0.57%	1.14%
	White - British	0.00%	1.70%	0.00%	8.52%	0.00%	0.00%	2.84%	13.07%
	White - Irish	0.00%	0.00%	0.00%	0.57%	0.00%	0.00%	0.00%	0.57%
TIG	Asian or Asian British - Any Other	0.00%	0.00%	0.00%	0.57%	0.00%	0.00%	0.00%	0.57%
	Asian or Asian British - Indian	0.00%	0.00%	0.00%	0.57%	0.00%	0.00%	0.57%	1.14%
	Asian or Asian British - Pakistani	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.57%	0.57%
	Black or Black British - Any Other	0.00%	0.57%	0.00%	0.00%	0.00%	0.00%	0.00%	0.57%
	Black or Black British - Caribbean	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.14%	1.14%
	White - Any Other	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.57%	0.57%
	White - British	0.57%	1.14%	0.00%	15.91%	0.00%	1.14%	7.39%	26.14%
	White - Other European	0.00%	0.00%	0.00%	0.57%	0.00%	0.00%	0.00%	0.57%
WLC	White - British	0.00%	0.00%	0.00%	2.84%	0.00%	0.00%	1.70%	4.55%
Grand Total		0.57%	4.55%	0.57%	72.73%	0.57%	3.41%	17.61%	100.00%

The Percentage of Dismissals by Religion 2013-14

Division	Religion	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
					Leaving Reason				
GS	Christian	0.00%	0.00%	0.00%	7.34%	0.00%	0.00%	0.00%	7.34%
	None	0.00%	0.00%	0.00%	1.69%	0.00%	0.00%	0.00%	1.69%
	Not Known	0.00%	0.56%	0.00%	0.56%	0.00%	0.00%	0.00%	1.13%
	Prefer Not To Say	0.00%	0.00%	0.00%	1.13%	0.00%	0.00%	0.00%	1.13%
NCL	Christian	0.00%	0.00%	0.00%	9.60%	0.56%	0.00%	1.69%	11.86%
	Muslim	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
	None	0.00%	0.00%	0.00%	13.56%	0.00%	0.00%	0.00%	13.56%
	Not Known	0.00%	0.56%	0.56%	1.69%	0.00%	2.26%	0.00%	5.08%
	Other	0.00%	0.00%	0.00%	1.13%	0.00%	0.00%	0.00%	1.13%
	Prefer Not To Say	0.00%	0.00%	0.00%	1.69%	0.00%	0.00%	0.00%	1.69%
	Roman Catholic	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.56%	0.56%
NSFC	Christian	0.00%	0.00%	0.00%	1.69%	0.00%	0.00%	0.00%	1.69%
	Not Known	0.00%	0.00%	0.00%	1.13%	0.00%	0.00%	0.00%	1.13%
	Prefer Not To Say	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
	Roman Catholic	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
RBT	Christian	0.00%	0.56%	0.00%	2.26%	0.00%	0.00%	2.26%	5.08%
	None	0.00%	0.00%	0.00%	4.52%	0.00%	0.00%	1.13%	5.65%
	Not Known	0.00%	0.56%	0.00%	2.26%	0.00%	0.00%	0.00%	2.82%
	Prefer Not To Say	0.00%	0.56%	0.00%	0.00%	0.00%	0.00%	0.00%	0.56%
	Roman Catholic	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
TIG	Buddhist	0.00%	0.00%	0.00%	1.13%	0.00%	0.00%	0.56%	1.69%
	Christian	0.56%	0.56%	0.00%	5.08%	0.00%	0.56%	3.95%	10.73%
	Hindu	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.56%	0.56%
	Jewish	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
	Muslim	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.56%	0.56%
	None	0.00%	0.56%	0.00%	6.21%	0.00%	0.56%	3.95%	11.30%
	Not Known	0.00%	0.00%	0.00%	2.82%	0.00%	0.00%	0.00%	2.82%
	Prefer Not To Say	0.00%	0.00%	0.00%	1.13%	0.00%	0.00%	0.56%	1.69%
	Protestant	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
	Sikh	0.00%	0.56%	0.00%	0.00%	0.00%	0.00%	0.00%	0.56%
WLC	Christian	0.00%	0.00%	0.00%	1.13%	0.00%	0.00%	0.56%	1.69%
	None	0.00%	0.00%	0.00%	1.13%	0.00%	0.00%	1.13%	2.26%
	Not Known	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
Grand Total		0.56%	4.52%	0.56%	72.88%	0.56%	3.39%	17.51%	100.00%

The Percentage of Dismissals by Age 2013-14

| Division | Age | Leaving Reason | | | | | | | Grand Total |
		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%	3.95%	0.00%	0.00%	0.00%	3.95%
	35 to 44	0.00%	0.00%	0.00%	1.69%	0.00%	0.00%	0.00%	1.69%
	45 to 54	0.00%	0.56%	0.00%	1.69%	0.00%	0.00%	0.00%	2.26%
	55 to 64	0.00%	0.00%	0.00%	2.26%	0.00%	0.00%	0.00%	2.26%
	Over 65	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
	under 25	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
NCL	25 to 34	0.00%	0.00%	0.56%	8.47%	0.00%	0.00%	0.56%	9.60%
	35 to 44	0.00%	0.56%	0.00%	9.04%	0.00%	0.00%	1.13%	10.73%
	45 to 54	0.00%	0.00%	0.00%	3.95%	0.00%	1.13%	0.00%	5.08%
	55 to 64	0.00%	0.00%	0.00%	0.56%	0.56%	1.13%	0.00%	2.26%
	under 25	0.00%	0.00%	0.00%	6.21%	0.00%	0.00%	0.56%	6.78%
NSFC	25 to 34	0.00%	0.00%	0.00%	1.13%	0.00%	0.00%	0.00%	1.13%
	35 to 44	0.00%	0.00%	0.00%	1.69%	0.00%	0.00%	0.00%	1.69%
	45 to 54	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
	Over 65	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
RBT	25 to 34	0.00%	1.13%	0.00%	1.69%	0.00%	0.00%	0.56%	3.39%
	35 to 44	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	1.13%	1.69%
	45 to 54	0.00%	0.56%	0.00%	0.00%	0.00%	0.00%	0.56%	1.13%
	55 to 64	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	1.13%	1.69%
	under 25	0.00%	0.00%	0.00%	6.78%	0.00%	0.00%	0.00%	6.78%
TIG	25 to 34	0.00%	0.56%	0.00%	4.52%	0.00%	0.56%	2.26%	7.91%
	35 to 44	0.56%	1.13%	0.00%	2.82%	0.00%	0.00%	2.26%	6.78%
	45 to 54	0.00%	0.00%	0.00%	3.39%	0.00%	0.00%	3.95%	7.34%
	55 to 64	0.00%	0.00%	0.00%	0.56%	0.00%	0.56%	0.00%	1.13%
	under 25	0.00%	0.00%	0.00%	6.21%	0.00%	0.00%	1.69%	7.91%
WLC	25 to 34	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.13%	1.13%
	35 to 44	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.56%	0.56%
	45 to 54	0.00%	0.00%	0.00%	1.69%	0.00%	0.00%	0.00%	1.69%
	55 to 64	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
	under 25	0.00%	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%	0.56%
Grand Total		0.56%	4.52%	0.56%	72.88%	0.56%	3.39%	17.51%	100.00%