



West Kent and Ashford College

**Annual Equality and Diversity
Report**

2017/18

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Executive Summary

West Kent and Ashford College (WKAC) is compliant with the **Equality Act 2010** and meets the requirements of the three **General Equality Duties**.

1. There are no trends of discrimination, harassment or victimisation. There were no formal complaints in 2017/18 relating to equality and diversity. There are no trends of bullying and harassment and the reported incident number remains low at 19 throughout 2017/18. Students continue to state they feel safe and bullying is dealt with effectively. Staff incidents of discrimination, harassment or victimisation remain low with no significant discrimination case in relation to the protected characteristics.

2. Students and staff are provided with equality of opportunity. The student data table indicates that for the primary learning goal achievement under the four categories, varies for the different categories and ages, with overall achievement for all ages for Gender, Ethnicity and disability within the 3% variance.

For age there is a bigger variance however due to the support provided and commitment and nature of the adult learners this does not pose a concern.

Gender: Females at all age achieve slightly better at 80.3% compared to males who achieve at 77.9% giving a 2.4% variance. Females at 19+ achieve at 83.5% compared to males at 85.2% giving a 1.7% variance and females at 16-19 achieve at 76.9% compared to males at 71.7% giving a variance of 5.2% which is slightly outside the 3% tolerance.

Age: Adult 19+ students achieve higher at 84.3% compared to students on the 16-19 study programme who achieve at 74.1%, giving an 10.2% variance.

Ethnicity: The category of White British at all ages achieve at 78.9% compared to 79.5% for EMG, giving a variance of 0.6%. White British at 19+ achieve higher at 86.9% compared to EMG at 81.0%, giving a variance of 5.9% and White British at 16-19 achieve lower at 73.6% compared to EMG at 76.0%, giving a variance of 2.4%.

Disability: Students disclosing a disability at all ages achieve at 78.1% compared to those who declare they do not have a disability at 79.5%. The variance is low at 1.4%. For 19+ students with a disability their achievement is 84.2% compared to 84.4%, perfectly aligned. For the 16-19 study programme, students with a disability achieve at a higher rate of 74.9% compared to 73.6%, giving a variance of 1.3%.

Students disclosing a disability with a High Need achieve higher at 81.8% compared to 79.0%, giving a variance of 2.8%. 16-19 study programme high need students achieve higher at 86.7% compared to 73.5%, giving a variance of 13.2% and 19+ high need students achieve at 75.4% compared to 84.6%, giving a 9.2% variance.

3. Fostering good relations between people who share a Protected Characteristic and people who do not share it continues through tutorials and activities.

The Leaders in Diversity Report identified effective messages and identified staff development and induction along with student resources such as College handbooks as a way to foster good relationships between groups of people.

Staff quotes from the reports outline effective approaches currently in place:

'I've seen a change in the way students behave; even the way they walk along the corridors is more respectful'

'Our role is to be that challenge'.

Areas to develop

The Equality Objective remains the same, 'To be an inclusive college where all feel safe, and respected'. The key performance indicators (KPIs) have been reduced as part of the revised Strategic and Operational Objectives during 2016/17.

To ensure that the Equality Objective action plan has the greatest positive impact on the biggest number of stakeholders, an updated action plan has been written to support the intended outcome. This compliments the revised KPIs. Equality Objective Action Plan and Table 1.

Leaders in Diversity was awarded in March 2017. This was a new accreditation for WKAC by the National Centre for Diversity and will last for two years. The report states that: 'Throughout the assessment process, the organisation has demonstrated a commitment to EDI'. The report continues to state that it is clear that a paradigm shift has occurred since joining the Hadlow Group. Staff feel more included in EDI meetings, there is an open door policy and superb support from HR.

Other quotes in the report reflect the views of staff and stakeholders and include:

'The way the refugee students are taught and the patience given to them; empathy and support is amazing'

'The College regularly hosts events and information days/weeks including the celebration of key events like LGBT, black history week etc.'

'Including everyone in the office in conversation e.g. BSL students when they come into the office we include them by all using BSL'

'We foster good relations through Group Tutorials and CPD Days. But mostly because I teach health and social care I look it up all the time and embed in all of my practices'

'It's not a pigeon-hole structure; there are opportunities for people to surpass their expectations'

'I'm made aware of issues around access as a wheelchair user...just walking around the College you see signage...I run an event and the College is fully engaged in that; learners from all levels are involved' (External stakeholder)

The survey results have increased in most areas for staff, learners and external stakeholders. Many more staff are aware that EDI is everyone's responsibility. The recommendations outlined in the report have been developed into an action plan against which the College will continue to work.

The focus links directly to the Equality Objective and includes areas such as increased ensuring supply chains formalise their EDI credentials and commitment, inappropriate staff behaviours, improving visibility of EDI on the College website, improving students awareness of EDI and staff perception of SMT with regard to trust and feeling valued and respected. In the latter action, the required improvement must be by a minimum of 20% by March 2019.

WKAC was placed at number 48 in the top 100 index and the Hadlow Group was nominated for EDI team of the year and Resources Procurement Manager of the Year.

Ofsted Inspection

During October 2018 WKAC was inspected and was awarded 6 Good grades and two requires improvement, giving an overall Requires Improvement grade. The Ofsted report identifies areas of good practice and clearly outlines areas where students are the most vulnerable, those with high needs, are judged to be good.

Adult learners, students studying on the Study Programme also benefit from a provision that is good enabling them to achieve well. Personal Development, Behaviour and Welfare also benefit from a provision that is good and students state they feel safe.

Legislative Changes and reporting on Gender Pay Gap

An amendment to the Specific Duties and Public Authorities Regulations 2017 states that public sector organisations must publish information on Gender Pay Gap by 30 March 2018.

In April 2017 a snap shot of the Pay Gap was taken. The mean average pay gap is 8.3% and our median, middle value is 9.28% which is significantly better than the national average. According to the Office for National Statistics (ONS) figures, the national median pay gap for all employees of 18.1% in 2016.

AOC Equality and Diversity Conference

The focus of the November 2018 conference was on the drafted Ofsted framework due to be implemented from September 2019 and legislation compliance, particularly in relation to the specific duties bestowed upon public sector organisations.

The Equality Human Rights Commission conducted an audit on thirty colleges, monitoring compliance with the Equality Act and specific duty to publish data annually and produce equality objectives every four years. West Kent and Ashford College was not included in the audit but to ensure compliance, a full review against the 2013 published guidance will take place during 2018/19.

Conclusion

The College continues to embed an inclusive culture, where diversity is embraced, opportunities are available to all and fairness is demonstrated through policies and daily practices in all areas of the College.

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Introduction, Legal Context and Scope

Introduction

During 2017/18, WKAC continued to formalise its commitment to embrace and embed into working practices, policies, procedures and plans the Equality Duties outlined in the Equality Act 2010 by continuing to work within the framework of the equality kite mark set for both Investors in Diversity and Leaders in Diversity and to maintain a strong working group.

The College built on its previous success of achieving Investors in Diversity and was rewarded by receiving accreditation for Leaders in Diversity in March 2017. This will be reaccredited in March 2019.

Diversity is promoted and embedded into everyday working practices and celebrated through a range of activities such as the 'Globetrotting' events and wellbeing days that form the framework of the enrichment and training programmes.

The College ensures that all stakeholders are treated fairly and are given an equal opportunity to succeed or attain their individual goals from application through to recruitment and progression.

Through consultation, raising awareness and training programmes, a wide range of stakeholders were involved in the formalisation of the equality action plans, decision making process of the College and the strategic and operational direction.

The Equality Duties remain at the core of the equality strategic and operational objectives and excellent progress continues to be made towards the three duties:

1. Eliminating unlawful discrimination; including harassment, victimisation and other inappropriate behaviours.
2. Advancing equality of opportunity for all students, irrespective of their Protected Characteristic or socio-economic background.
3. Fostering good relations between people who share a Protected Characteristic and people who do not share it.

WKAC continues to consider the impact of decisions, planning and processes in relation to the Protected Characteristics on all stakeholders including: employees, students and visitors to the College, whether here to enjoy the services and events, through the recruitment process as applicants or as contracted service providers.

The Legal Context within the College setting

Raising awareness of the Equality Duties outlined in the Equality Act 2010 continues to be raised through the rolling programme of staff development programme and induction for new staff, student induction, training sessions and an annual review and update of key documents, handbooks, policies and procedures.

The key areas of the Equality Act 2010 highlighted to stakeholders and embedded into the development programme include key dates and duties pertinent to WKAC as a public sector organisation.

The Equality Act 2010 Specific Duties for Public Sector Organisations continue to be monitored through the Equality and Diversity Committee.

The specific duties require colleges to publish:

1. Relevant information demonstrating their compliance with the Equality Duties by the 31st of January each year and at least annually thereafter. An amendment to the Specific Duties and Public Authorities regulations 2017 states that by the 30th March 2018 private sector organisations must publish information on Gender Pay gap within their organisation.

This will be achieved annually by the production of the “Equality and Diversity Annual Report” available upon request through the WKAC websites and uploading the gender Pay Gap report to the government portal.

The General Data Protection Regulations (GDPR) came into force in May 2018. This has impacted on how the College gathers permission from stakeholders on holding information, for how long and the purpose of holding and using data.

2. To set and publish Equality Objectives which are specific and measurable initially established for April 2012 and then at least every four years thereafter.

WKAC produced a three year Strategic Plan which incorporates the Equality Objectives. WKAC launched the new Strategic and operational Objectives for 2016-2019 which will be reviewed and consulted on within the four year period stated by the Equality Act 2010. This will coincide with the consultation for the 2019-2021 Strategic and Operational objectives for the College.

During 2017/18 the WKAC Strategic Plan outlined the Equality Objective and the Key Performance Indicators (KPIs) developed and monitored through the Senior Management Team and Governing Body.

The Equality Objectives set will focus on the greatest equality challenge in order to have the greatest impact on furthering the aims of the Equality Duty. The number of Equality Objectives set is determined by WKAC.

WKAC will demonstrate on an annual basis through the “Equality and Diversity Annual Report” and the Self-Assessment Report how the actions of all stakeholders show due regard to the Equality Duties:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advancing equality of opportunity between people who share a Protected Characteristic and those who do not.
- Fostering good relations between people who share a Protected Characteristic and those who do not.

With the consolidation and change in legislation, several previously required areas are no longer necessary under the Equality Act.

WKAC will continue with several of these previously required obligations as a matter of good practice during 2018/19 and to ensure the robustness of working practices are maintained.

There is no legal requirement to:

1. Publish one Single Equality Scheme (SES), as the new specific duties are less prescriptive.

WKAC recognised the consolidation of previous equality legislation into the Equality Act 2010 and has produced an all-encompassing WKAC Equality, Diversity and Inclusion Policy.

2. Carry out Equality Impact Assessment (EIA).

The term EIA has been replaced by the term Equality Analysis (EA). This forms part of the mandatory staff development and has been embedded into the delivery of induction and refresher training for all staff.

3. Gather information from employees, applicants and other stakeholders on each of the Protected Characteristics, though information gathered may demonstrate compliance with the Equality Duty.

The published information should include the effect that the College’s policies, practices, plans and procedures have had on people who share a relevant Protected Characteristic, to demonstrate the extent to which it furthered the aims of the Equality Duty for its employees and for others with an interest in the way WKAC manages and operates its business.

The Protected Characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race, ethnic or national origin, colour or nationality
- Religion and belief, including lack of belief
- Gender
- Sexual orientation

Note: The Equality Duty only applies to Marriage and Civil Partnership in relation to Eliminating Unlawful Discrimination.

The Scope of the Annual Equality and Diversity Report

The Annual Equality and Diversity Report outlines the successes and achievements of the 2017/18 academic year, compliance with the Equality Duties and highlights the priorities for 2018/19.

1. Strategic Plan and Objectives
2. Equality, Diversity and Inclusion Policy: Protected characteristics action points and intended outcomes
3. Ofsted Inspection
4. Projects
5. Equality Analysis
6. Staff development and training
7. Student awareness and training
8. Initiatives to support the Equality Duties
9. Equality and Diversity Impact Measures (EDIMs)
10. Data monitoring and reporting
11. Analysis of equality performance during 2017/18
12. Gender Pay Gap Report

The Equality and Diversity Committee will monitor the progress against each action point during 2018/19.

1. Strategic Plan and Objectives: Overview of targets, progress against targets and further action.

WKAC Strategic Plan 2016-19

A new Strategic Plan and Objectives were developed in 2016. There are five strategic objectives, each outlining operational objectives and associated key performance indicators (KPIs), several of which are particularly relevant as they outline the Equality Objectives:

Strategic Objective 1. To inspire all students to achieve their best.

Strategic Objective 2. To meet the needs of businesses and our community.

Strategic Objective 3. To create, develop and sustain a culture that empowers everyone.

Strategic Objective 4. To be an inclusive College where all feel safe and respected.

Strategic Objective 5. To ensure a sustainable economic future for the College.

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Action Plan and Progress against Strategic Objective 4.

To be an inclusive College where all feel safe and respected.

Table 1

Strategic Objective 4 – To be an inclusive college where all feel safe and respected. The objective encompasses the Equality Objective and outlines the targets for 2016-19.

4.1: All students, staff and stakeholders to be safe and inclusive	Target	Progress Against Targets
<p>4.1.1 To meet the annual targets set within the Equality and Diversity Impact Measures (EDIMS), including narrating the achievement gap to no greater than 3% and to be fully compliant with the Equality Act 2010.</p>	<p>-To monitor and narrow the achievement gap for the following:</p> <ul style="list-style-type: none"> -Age -Gender -Ethnicity: Ethnic Minority Groups and White British -Disability <p>Additional groups include:</p> <ul style="list-style-type: none"> -High Needs -EHC plans -Free College Meals -Children in Care (CiC) and Care Leavers including unaccompanied asylum seekers (UAS) -LGBT <p>-To review EDIMs annually and set targets through the EDIM Group</p> <p>-Targets to be monitored in year through the Equality, Diversity and Inclusion committee, SMT and Governing Body</p> <p>-Ensure Equality Objective is updated in line with the review of the Strategic Plan and KPIs monitored throughout the year</p>	<p>EDIMS reviewed and updated.</p> <p>EDIMs monitored throughout the year in line with the KPIs and SAR and QIAP.</p> <p>All groups are monitored to ensure achievement gaps are narrowed as part of the in-year EDIM committee and as part of the self-assessment process.</p> <p>Students with these protected characteristics achieve well against those without the characteristic.</p> <p>Achievement gaps are within the 3% variance for gender, ethnicity, and disability and over for adults compared to the 16-19 students on the study programme.</p> <p>Students with High Needs achieve at a higher percentage compared to those without.</p>

	<p>The three general equality duties are met</p>	<p>Percentage of students stating their sexuality is low. Those that have stated they are not heterosexual achieve at a lower percentage. The College is compliant with the Equality Act 2010 as outlined in the report.</p>
<p>4.1.2 To ensure all activities are equality analysed and all reasonable adjustments are made to ensure maximum % accessibility to all activities and complaints about discrimination remains negligible</p>	<p>-Staff to attend training on Equality Analysis and to embed the practice into every day working practices</p> <p>-Monitor complaints against the protected characteristics and for unfair treatment and exclusion</p>	<p>-Staff Induction covers equality analysis for all new staff and the three year update has the process of embedding equality Analysis within the training.</p> <p>There are no complaints or concerns regarding unfair, discriminatory action</p> <p>Activities and facilities are not complained about with regard to accessibility</p>
<p>4.2 To be fully compliant with all safeguarding and Prevent legislation</p>		
<p>4.2.1 All staff involved with the business to have an appropriate DBS, safer recruitment full compliance, which is reviewed in line with the College policy and protocols.</p>	<p>-To annually review the Safer Recruitment Policy in line with government change</p> <p>-Single Central Record to be fully complete</p> <p>-HR and managers involved with recruitment to attend safer recruitment training</p> <p>-Staff to follow safer recruitment procedures</p>	<p>HR staff and managers trained in safer recruitment</p> <p>Additional safer recruitment training delivered annually</p> <p>Single Central record audited and up to date</p> <p>Safeguarding judged as effective during the WKAC Ofsted Inspection in February 2017. Safer recruitment formed part of this judgement</p>

<p>4.2.2 All personnel to be compliant with Safeguarding and Prevent updates, which encompasses the latest legislative requirements and best practice guidance.</p>	<ul style="list-style-type: none"> -Staff Induction to include safeguarding and Prevent -Three year full refresher -Annual updates on safeguarding mandatory for all -Bespoke CPD for different groups dependant on role e.g. Designated Member of Staff (DMS), DSL etc. -Monitor staff attendance through quality Team and Safeguarding Committee 	<p>All staff received annual updates with regard to KCSiE and safeguarding changes and the prevent agenda.</p> <p>Safeguarding judged as effective during the WKAC Ofsted Inspection in February 2017. Compliance with the Prevent agenda and training formed part of this judgement.</p> <p>British Values is an area requiring further development as too few students understood what this meant.</p> <p>British Values conference, CIC conference and DSL training attended by SSS staff.</p> <p>A planned survey, activity and resurvey to be delivered during 2017/18</p>
<p>4.3 Staff to feel safe, valued and respected</p>		
<p>4.3.1 Staff feel safe and respected, with no unlawful discrimination.</p>	<ul style="list-style-type: none"> Monitor complaints and grievances raised through HR and Complaints reporting. Monitor incidents and prevent trends occurring Implement Staff Survey and analyse results 	<p>There are no trends, complaints or grievances.</p> <p>The Leaders in Diversity survey showed a requirement to increase the percentage by 20% with regards to how staff feel valued and respected. Several working groups have been set up.</p> <p>Staff Survey due 2017/18</p>

<p>4.3.2 Students feel safe and respected, with a zero tolerance approach to bullying and unlawful discrimination.</p>	<p>Monitor how safe students feel, how well bullying is tackled and whether there are incidents or complaints regarding discrimination</p>	<p>97% of students stated in induction and exit surveys that they feel safe and 92% stated they know where to go for support if feeling bullied or lonely.</p> <p>Two incidents regarding discrimination due to sexuality and ethnicity were addressed effectively.</p>
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2. Equality, Diversity and Inclusion Policy

In line with the Ofsted Common Inspection Framework, the SAR for each area and College SAR embeds strengths and areas for improvement within each aspect or provision type.

All actions arising in relation to EDI will be monitored through the Quality Improvement Action Plan (QIAP) by the manager responsible for the department. The College QIAP is monitored by the Senior Management Team and Governing Body.

The policy is reviewed at the Equality, Diversity and Inclusion Committee on an annual basis.

3. Ofsted Inspection

WKAC was inspected in October 2018.

The Overall Effectiveness was judged as Requires Improvement. The contributing areas were:

- Effectiveness of leadership and management Good
- Quality of Teaching, learning and assessment Good
- Personal development, behaviour and welfare Good
- Outcomes for learners Requires Improvement
- 16-19 study programmes Good
- Adult learning programmes Good
- Apprenticeships Requires Improvement
- Provision for learners with high needs Good

As part of the rolling programme of staff development the key area of Behaviour Management is delivered and underpins the two mandatory areas of Safeguarding and Equality, Diversity and Inclusion.

The Ofsted report identifies, through the separate judgement areas, how the fundamental Equality Objective 'To be an inclusive College where all feel safe and respected' is being embedded.

Safeguarding was judged to be effective. The report states that:

'Staff responsible for safeguarding are tenacious in their investigation of safeguarding concerns and they give excellent support to students in need.....Students are confident in the support and guidance they receive from safeguarding staff and, as a result, they refer themselves on many occasions.'

'Staff responsible for safeguarding have set up excellent links with local agencies and voluntary organisations that they use to ensure that students get the help they need. These include support for drug addiction, for mental health and for those in danger of forced marriage or trafficking.'

Managers are thorough in their recruitment processes to ensure that new staff are suitable to work with young people.'

'Staff receive frequent training in safeguarding matters to make sure they are up to date with the current challenges students face in their daily lives.'

'Apprentices have a good understanding of the 'Prevent' duty and British values...Apprentices know what to do if they see radicalised behaviour.'

'Students on entry level courses benefit from a carefully researched supported learning project in the teaching of the 'Prevent' duty. This provides bespoke resources and simple clear messages to support students, particularly those on the autism spectrum, to understand the key messages more effectively.'

'Students' understanding of British values is good, and they are aware of their rights and responsibilities. They behave very well, respect each other and enjoy working alongside peers who have different viewpoints, identifies and backgrounds. Students take part in a variety of challenging debates, for example relating to female genital mutilation, and the relationship between sexual identify and religious beliefs.'

'Students learn about diversity and change in society. They improve their understanding of equality, gender and employment. As a result, students can challenge stereotypical and inappropriate comments confidently.'

The report continues to state that:

An area to develop is the area around British values.

‘Too many employers are unaware of the ‘Prevent’ duty.’

‘Students with autism spectrum disorders and those with sight or hearing impairments improve their abilities to interact and communicate in a wider range of settings.’

Ofsted February 2017 Report

The previous report was conducted in February 2017. Comparison grades and comments outlined below show that a significant improvement has taken place during 2017/18.

The Overall Effectiveness was judged as Requires Improvement. The contributing areas were:

- Effectiveness of leadership and management Requires Improvement
- Quality of Teaching, learning and assessment Requires Improvement
- Personal development, behaviour and welfare Requires Improvement
- Outcomes for learners Requires Improvement
- 16-19 study programmes Requires Improvement
- Adult learning programmes Good
- Apprenticeships Requires Improvement
- Provision for learners with high needs Good

As part of the rolling programme of staff development the key area of Behaviour Management is delivered and underpins the two mandatory areas of Safeguarding and Equality, Diversity and Inclusion.

The Ofsted report identifies, through the separate judgement areas, how the fundamental Equality Objective ‘To be an inclusive College where all feel safe and respected’ is being embedded.

Safeguarding was judged to be effective. The report states that:

‘Staff have established a safe and welcoming environment where learners and apprentices feel safe....students know who to report concerns to.’

‘Managers maintain accurate records of safeguarding incidents and deal with them effectively.’

'They have effective links with external agencies and such as the police and social services which they use appropriately to ensure that learners receive the support they need.'

'Leaders ensure that they comply with the 'Prevent' duty and work closely with partners to identify potential threats to learners' safety from extremist ideology. All staff attend effective annual safeguarding, health and safety and 'Prevent' training. Staff identify concerns quickly and take effective action.'

'Managers ensure that safe recruitment processes are robust. New staff are vetted thoroughly and comprehensive background checks are carried out.'

The report continues to state that:

'Learners' behaviour is generally good. They arrive well prepared to learn and enjoy their studies. Most learners acquire the attributes they need, including improving their communication and team work skills.' Students state that they 'feel safe'.

'Tutors and assessors give learners strong pastoral support. This creates a safe and supportive learning environment, which helps learners overcome a wide range of personal barriers to learning. Learners value the support they receive and display positive attitudes to succeed.'

An area to develop is the area around British values.

'Too few learners understand British values well enough. Their teachers do not always introduce activities about living in modern Britain within a meaningful context. A small minority of less confident teachers allow a few dominant learners to express strongly held views, which make other learners uncomfortable to participate in group discussion.'

'Apprentices have a poor understanding of British values and the dangers of radicalisation and extremism'

Areas judged to be good include some of the most vulnerable groups: adult learners including refugees, asylum seekers, ESOL learners and students identified with a high need.

'Provision for adults reflects the needs of an increasingly diverse community of learners, including those in disadvantaged communities or who are socially isolated. Adults who may not have been successful at school, or whose social circumstances

previously prohibited their access to learning, are supported well to take qualifications to help them progress in learning and work.'

The report states how well students with high needs are supported.

'Managers and teachers use information, gathered from education, health and care plans, initial assessment...to produce well-structured learning programmes'. 'These programmes enable learners to develop skills...'

'Teachers use a range of techniques to integrate learners into lessons, who then interact well with others and make good progress.'

Examples include 'the use of handouts with different fonts and different levels of challenge dependent of each learner's starting point and current ability.'

'Teachers show adapted video clips that include British sign language interpreter so hearing-impaired participate as fully as their peers'

4. Projects

Bringing about Cultural Change and raising awareness throughout the College departments

Leaders in Diversity

The National Centre for Diversity assesses organisations on how committed they are to embracing diversity and bringing about a culture change within organisations.

During 2014/15 WKAC started to work towards Leaders in Diversity. Stage 1 and stage 2 were successfully completed and the College was awarded the stage 2 Investors in Diversity level. This recognises culture change and investment in a commitment to embrace diversity.

The College continued to build on the Investors in Diversity stage throughout 2015/16 and into 2016/17 as part of the action plan working towards Leaders in Diversity, which was successfully achieved in March 2017.

WKAC was placed at number 48 in the top 100 index and the Hadlow Group was nominated for EDI team of the year and Resources/Procurement Manager of the year.

5. Equality Analysis (EA)

EA replaces the previous legal requirement to carry out Equality Impact Assessment (EIA) of policies, procedures, practices and plans.

Under the Equality Act 2010 there is no legal requirement to carry out an Equality Analyse.

EA is regarded by WKAC as an essential process for ensuring all the equality duties are met. Therefore, a rolling programme of staff development was introduced to ensure that EA is fully embedded into the working practices of all College departments; this continued to be delivered to staff during 2017/18 embedded as part of the EDI training.

As part of staff induction and refresher training, completion of the training session Equality, Diversity and Inclusion and Equality Analysis is mandatory, ensuring that staff are aware of the requirement to Equality Analyse their work and are able to put this into practice effectively.

The impact of the training is measured through the College Complaints procedure and Safeguarding Reports which comment on bullying and discrimination trends. The Staff development Reports monitors' staff uptake.

During 2017/18 there were five formal complaints which related to Equality and Diversity. all were investigated, two were not upheld, one related to access to disabled parking at Fresher's Fair, a second to a course closure and lack of access to another course due to a physical disability and the third to access to ALS for a part time evening student. All three complaints were addressed as appropriate.

There are no trends of bullying or discrimination at WKAC.

6. Staff Development and Awareness Raising

Raising awareness of Equality and Diversity continues to be a priority for WKAC which is reflected in a staff development programme which is reviewed and updated annually and after each term.

An Equality and Diversity Training Plan prioritising key areas for staff development has been formalised and is updated annually to reflect the changing needs and external drivers of the College.

Induction for new staff

- Equality, Diversity and Inclusion with EA embedded into the training

Mandatory Refresher training monitored through Staff Talent and Performance Review

- Equality, Diversity and Inclusion and EA three year refresher training for all staff
- Statutory Guidance updates as appropriate for example SEND code of Practice and General Data Protection Regulations (GDPR).

Additional areas to be covered on a rolling programme as appropriate for individual staff

- Level 2 Mental Health Awareness course (distance learning)
- Mental Health First Aid training
- Embedding Equality, Diversity and Inclusion into teaching, learning and assessment
- How to make Reasonable Adjustments – a practical approach
- Positive Behaviour Management and Tackling Inappropriate Behaviours
- Promoting an Inclusive Environment through marketing materials and events
- Putting Equality, Diversity and Inclusion into context: looking at the Protected Characteristics
- Understanding Disabilities: Hidden, Learning and Physical Barriers - putting strategies in place
- Understanding SENDA and students with EHCPs
- Working effectively with the ALS department to support students individual needs

This is not an exhaustive list and is reviewed annually to meet the needs of the College.

During 2017/18, the requirement for all new staff to attend the Equality and Diversity Induction within the first three months of starting at the College continued to be implemented.

During 2017/18 the following staff development took place:

Description	Date	Number of attendees
Equality, Diversity and Inclusion	Across the year	158
Suicide Awareness	11 Dec 2017 – Staff Dev Day	8
Critical Incident Training	6 June 2018 – Leadership & Management	15
Critical Incident Training	12 Dec 2017 – Leadership & Management	10
Deaf Awareness & Communication	21 Feb 2018	8

DSL with Viv Hammond	15/16 Jan 2018	8
Moor House Speech & Language	1 Sep 2017, 12 Dec 2017	13
Safer Recruitment	15 Jan 2018, 5 Feb 2018	10
Safeguarding update at Principal's presentation	Feb/Mar 2018	119
Mental Health Awareness	Feb 2018	14

External training attended included:

Description	Organising Body	Number of attendees
DSL Training	KCC	1
Youth Mental Health First Aid	West Kent Mind	1
Mind Fitness - Train the Trainer	West Kent Mind	3
Managing Organisational Coaching and Mentoring	OCM	1
Putting Children First -improving outcomes for looked after children	Public Policy Exchange Group	1
Understanding self harm in children and young people	KCC	3
Rights and entitlements of children in care and care leavers	Care Leavers Progression Partnership (CLLP)	2
Prevent WRAP training session	KCC	1
Mental Health First Aid	MHFA	1
Drug use screening tool	KCC	1
Wellbeing Symposium	The Wellbeing Symposium	1
AOSEC Student Support Services Network	AOSEC	1
Advanced Safeguarding for DSLs	Andrew Hall, Success in Schools	1
Prevent and Safeguarding Network	AOSEC	1

Integrated Support for Care Leavers	KCC	3
Skills for Learning Support Practitioners	I can do (Hilary Nunns)	2
Safeguarding and Prevent Network	AOSEC	1
AOSEC Mental Health Network	AOSEC	2
Drug Awareness Training	Ashford Police Station	2
Mini conference on gangs, guns and knife crime	NAMSS	2
Safeguarding Refresher	KCC	2
Wow Psychology 2018/9	Tutor2u	1
Using the tools of CBT with Children/Young People	KCC	1
Oral Language Modification	CIEA University of Hertfordshire	13

The staff development plan for 2018/19 will continue to include Equality, Diversity and Inclusion.

Staff new to the College will be required to attend an Induction on Equality, Diversity and Inclusion and a refresher every three years. This will include Equality Analysis.

7. Student Awareness and Training

Learner involvement in Equality, Diversity and Inclusion continues to be strong. Student Representatives are invited and attend the Equality, Diversity and Inclusion Committee and Safeguarding Committee ensuring that the importance continues to grow and is fully embedded into College life.

A range of educational materials including student handbooks and posters that relate to EDI were produced and made available electronically and in hard copy to students during 2017/18.

These resources include information on British Values and on the Government's nine Protected Characteristics that support Equality, Diversity and Inclusion. These publications help students to recognise their rights and responsibilities, understand the law and know about national and global festivals and events.

Student Course and Programme Representatives received training through Student Support, which included Equality, Diversity and Inclusion. Attendance at Learner Voice

Forums over the year was good at each campus with a wide range of relevant and interesting comments and questions raised and answered effectively.

The Student Union (SU) Executive was chosen through elections in the autumn term with roles and responsibilities reflecting the student cohort and the interests of the officers. The SU received bespoke training and ongoing support from the Student Support team. The SU were influential in the development of the Enrichment and Health and Wellbeing programmes at each campus.

Student Governors have been active in promoting the College in the wider community, participating in College events and delivering welcome speeches at student celebrations. They represent the student voice at Governor meetings and are strong role models for the student population.

Over the course of the year, the student cohort across College have been involved in activities targeted at raising awareness and understanding through the Group Tutorial, Health and Wellbeing and Enrichment programmes. These have included annual cultural diversity events, for example, celebrations of Black History Month and LGBT and events relating to raising awareness of mental health and promoting positive relationships. We also introduced a British values awareness week of which the impact was measured through two student surveys.

There is a contemplation room available at all sites that is accessible for all members of the College community. The rooms provide a peaceful reflective space for people from all faiths and none.

The College has a DMS at each campus who works closely with Virtual School Kent and other external agencies that focus on supporting CiC and Care Leavers (CL), including UAS.

During 2017/18 the DMS attended VSK partnership meetings and Care Leavers Progression Partnership forums in-order to continue to share information and offer bespoke support to learners who are care experienced. This support starts pre College, through transition into College, on course and life beyond College.

Student Representative training continues to be delivered by Student Support to ensure consistency and equality of opportunity for all students. The FE Conference was held in the Spring term and featured a session on Equality, Diversity and Inclusion delivered by Steve Brown. The Student Union elections have taken place prior to the summer 2018 break with further elections following enrolment in the autumn term. There will be bi-weekly meetings with SU Officers along with further meetings for planning and organising events. The HE event has been reviewed to be a series of smaller events that all HE students are invited to in 2018 and the FE Conference will be an event for

Course Representatives across the Hadlow Group. Plans for 2018/19 are to continue to build on the strong foundations built in previous years.

Students in positions of responsibility are invited to attend College meetings including Equality, Diversity and Inclusion, Safeguarding and Learner Involvement.

8. Initiatives to support the Equality Duties and Leaders in Diversity Accreditation

CiC and Care Leavers

WKAC has a DMS who works closely with external agencies and support groups focussing on supporting CiC and CLs.

A proactive approach has been taken by the College to work collaboratively with the multi-agency groups and virtual schools who are key workers with the CiC to ensure that bespoke support is offered appropriate to each individual.

Princess Christian's Farm

Students studying on a range of programmes at WKAC have attended work related sessions at Princess Christian's Farm in-order to undertake Project Led Learning activities.

This has enhanced the student experience of working on real projects and within a setting for students and clients with a diverse range of learning difficulties and disabilities.

Learning Resource Centres (LRCs)

The LRCs across the Hadlow Group work to include all learners in the LRC offer.

In Hadlow, there is a long established close working relationship with PCF students. This has included visits to PCF by LRC staff to develop a local book collection that reflects the students' interests. The team welcomed a PCF work experience student to the LRC over several weeks in 2017/18 and it is looking forward to a further PCF work experience placement early in the Spring term of 2019.

Work experience placements are also a regular feature of life in West Kent LRC, involving several Foundation and ESOL students throughout 2017/18. This has continued into 2018/19.

The LRC at Ashford College is building upon a successful ICT work experience placement in 2017/18 to offer similar opportunities to further ICT students, from levels 1 and 3, in 2018/19.

West Kent LRC staff worked closely with students from the Foundation, Open Curriculum and ESOL areas on the Reading Ahead programme in 2017/18. Sixty nine students received Reading Ahead certificates from the Mayoress in the summer term of 2018, many having completed more than the required six books. We are continuing to build upon this support in 2018/19. Students from different levels are engaging more with reading for pleasure on all sites.

Diversity is reflected in the collections on all sites. This includes cultural diversity, LGBTQ+ and resources to engage students at all levels. These resources feature in displays that appear in all centres to highlight diversity throughout the year. An emphasis is placed on making these displays as interactive as possible, a good example being the interactive whiteboard in Ashford on which students are encouraged to share their thoughts.

All sites offer a range of wellbeing books to meet particular needs. These are complemented by collated links to online wellbeing resources created by the Ashford LRC team and on the LRC Moodle pages of both colleges.

Positive Role Models and activities

During 2017/18 the concept of 'Team Spirit' continued through a range of coaching, mentoring and motivational sessions led by Steve Brown, the wheelchair rugby captain and face of the 2012 Paralympics and currently working as a TV presenter and motivational speaker. The objective being to promote an inclusive and respectful culture whilst raising awareness of difference and fostering good relations between different groups.

Activities that further develop the College strategic objective and equality objective: to be an Inclusive college where all feel safe and respected.

Activity	Outcome and Progress
1. Continued accreditation of the quality kite mark Leaders in Diversity from the National Centre for Diversity	Successful completion of Investors in Diversity during 2014/15 leading to the award of Leaders in Diversity in March 2017 which is accredited until March 2019.
2. Using positive role models such as Steve Brown, former Paralympian, as part of enrichment in inspire and motive.	The 2012 GB Wheelchair Rugby Team Captain, Steve Brown worked across the curriculum areas in 2017/18 on topics including developing confidence and raising aspirations through motivational and target setting skills development. This will continue into 2018/19.
3. Fostering Good relationships between different groups as outlined by the Equality Act 2010.	'Globetrotting' activities are embedded into enrichment and group tutorial activities throughout the year ensuring the Annual Cultural and Diversity Calendar of events are highlighted and shared through awareness raising activities with students. This includes examples such as LGBT awareness month and Black History Month.
4. Annual Cultural and Diversity Calendar of events	The calendar of events that represent aspects of the Equality Act 2010 and named Protected Characteristics was developed and shared with the curriculum staff to underpin the Group Tutorial Programme.
5. Chaplaincy Team to become part of the Student Support Services Team and the Multi-Faith room to be refocused on contemplation in addition to religion and belief.	The Chaplaincy Team has been incorporated into the Student Support Services Structure and have attended activities throughout the year such as the Freshers' Fair, Remembrance Service and a variety of enrichment activities. The team will continue to work closely with the staff and students to offer support and guidance as appropriate. The Contemplation Room has now been reviewed and was relaunched as such to the students. The use of the room will be monitored by Student Support Services.

<p>6. Resources and information guides and leaflets</p>	<p>Student Resources such as the Respect handbook and Safeguarding handbooks have been embedded into the Group Tutorial programme and issued to students. The College has a range of promotional posters, leaflets and handbooks displayed and issued to stakeholders as appropriate throughout the year, for example Blue Monday Posters recognising key dates in the calendar when depression, self-harm and suicides are high and support for students and staff with mental ill-health.</p>
<p>7. Hot Topics from around the world</p>	<p>Raising Awareness of global events through Hot Topic displays and Discussion Groups will be included in the Enrichment and Group Tutorial Programmes for 2018/19. Areas to be include are news updates on world crises and extremist attacks, politics, cultural events etc.</p>
<p>8. Diversity Champions</p>	<p>Students created a diversity logo during the 2014/15 student conference which features in Student Handbooks. A new addition to this logo for 2016/17 is the development of the Diversity Champion representing WKAC similar to the Haddie Hadlow Diversity Champion. The character to be further developed during 2018/19 with more of an input and engagement from students.</p>
<p>9. Prevent Competition</p>	<p>Students awareness of the prevent agenda raised through group tutorial and enrichment activities. During 2016/17 and induction the Prevent Competition increase awareness of the Prevent Agenda quickly. More work is required for raising awareness of British values in 2018/19 particularly with external stakeholders such as employers.</p>
<p>10. Curriculum and Enrichment Activities</p>	<p>Curriculum teams provide opportunities for students to engage in a range of activities throughout the year supporting and enhancing students' experiences. This will be further developed during 2018/19 with the introduction of a full curriculum Enrichment programme</p>

	aimed at breaking down barriers and peer work.
11. Additional Learning Support and SEND legislation	The College has a range of leaflets and handbooks to support staff and students. This will be promoted through bespoke training. During 2018/19 resources will be further enhanced.
12 LGBTQ plus other Support and raising Awareness Groups	Support groups are in place for LGBTQ. This was expanded to support and encompass other groups such as Women's' rights during 2016/17. A link to the EDI committee and student representatives for each of the Protected Characteristics will be further developed in 2018/19.
13 Behaviour, Safeguarding and EDI overlap projects	Safeguarding handbook for students and staff was introduced in 2015/16 covering the abuse categories as outlined in Keeping children Safe in Education guidance. Subjects covered further support and raise awareness of differences and how groups with a characteristic trait can be victimised. Staff training focused on aspects of these abuse categories, including Child Sexual Exploitation, and FGM. During 2018/19 throughout the year the Enrichment focus will continue to be on these categories. Behaviour and attitudes will be linked into these areas to ensure students understand British values and their rights and peer respect.
14 Positive Behaviour Management:	All staff and managers received training on Behaviour Management, including a practical approach and how to address inappropriate behaviours. This training will continue into 2018/19. This full College approach will support and tackle discrimination, harassment, victimisation whilst fostering good relationships between the groups and narrowing the achievement gap (with support and reasonable adjustments)

9. Equality and Diversity Impact Measures

During 2015/16 internal Equality and Diversity Impact Measures (EDIMS) were set and data capturing is now in place.

A working group to set the Baseline and Action Plan was established in 2016/17. The EDIMs and progress against the Action Plan will be monitored through the EDI Committee and reported on an annual basis in the Equality and Diversity Annual Report.

WKAC EDIMs

No.	Priority	Baseline	Actual 2015/16	Actual 2016/17	Actual 2017/18	Progress and Action
DM1	Improve data capture regarding the participation of learners with learning difficulties or disabilities	1% of learners recorded as no information provided	1.4%	0.9%	0.25%	-SD to ensure Interviewees ask appropriate questions regarding LLDD. -Reduce to below 1% -Capture for 2017/18 at 0.25%
DM2	Improve data capture regarding the participation of learners from black and ethnic minority backgrounds	1% of learners recorded as not known	0.4%	0.8%	0.61%	-SD to ensure Interviewees ask appropriate questions regarding LLDD. -Reduce below 1% - Capture for 2017/18 at 0.61%
DM3	Improve data capture regarding the participation of male/female learners	0% of learners recorded as not known	0%	0%	0%	-Maintain capture 0% -Capture for 2017/18 at 0%
DM4	Improve data capture regarding the participation of (CiC and UAS) and Care Leavers	1% recorded as not known. Current % shows number within the student body	80 starts	222 starts	211 starts	-DMS to work with multi agency, VSK and schools to ensure disclosure of CiC increases year on year. -Capture for 2017/18 at 211 starts -Note. There is no requirement for

						students to disclose
DM5	Improve data capture regarding the participation of students re receipt of Free College Meals	1% recorded as not known. Current data shows number within student body.	n/a	234 starts	173 starts	-Establish process of gathering information for students previously in receipt of Pupil Premium -Capture for 2017/18 is 173 starts recorded.
PM1	Increase participation in learning by people from non-white British groups	Participation is 5.2% compared to their representation in the population at 6.1%	Can't break this down to British non white See PM2	Not recorded	Not recorded	-Establish process for capturing this group -Capture for 2017/18 not reported on. MIS to identify capture process in year for current students.
PM2	Increase participation in learning by people from non-white groups	Representation in the population at 3.5%	12.4% Non white	14.4% Non white	14.77% Non white	- Participation to reflect demographics at all sites -Gather local demographics data and reset baseline -Participation for 2017/18 recorded at 14.77%
PM3	Increase participation in learning of males	Male representation in the population is at 49%	54%	53.3%	51.16%	-maintain participation to within a 3% variance of demographics -Participation for 2017/18 recorded at 51.16%
PM4	Increase participation of LLDD learners	Participation of LLDD learners 19.7% benchmark	26.8%	28%	25.32%	- Participation to reflect demographics at all sites -Gather local demographics

						data and reset baseline -Participation of LLDD learners recorded for 2017/18 at 25.32%
PM5	Increase participation of CiC learners	Starts recorded	80 starts	222 starts	221 starts	-DMS ensure all CiC students recorded reflect actual numbers participating in College -Participation for 2017/18 recorded at 221 starts
PM6	Increase the achievement rate of learners from Black and Minority Ethnic Groups	Within 3% of White British	Success Rate: Pakistani 85.7% Other Asian 77.3% Mixed 66.2% Indian 84.8% Chinese 55.3% Black Other 52.9 Black Caribbean 77.3% Black African 78.4% Bangladeshi 73.3%	Achievement Rate: Pakistani 83.3% Other Asian 75.6% Mixed 73.5% Indian 89.1% Chinese 66.7% Black Other 83.3% Black Caribbean 86% Black African 84.9% Bangladeshi 66.1% WB 78.6%	Achievement Rate: Pakistani 100% Other Asian 81.71% Mixed 81.13% Indian 90.91% Chinese 93.75% Black other 80.0% Black Caribbean 85.29% Black African 75.54% Bangladeshi 68.42% WB 77.13%	-Include quantum of students against each category -Identify courses students study on and support in place in order to raise achievement for aggregate groups to within 3% variance of all other groups. Continue to cross cut data.
PM7	Increase the achievement rate of learners with a learning difficulty or disability (LLDD)	Within 3% of no LLDD	Success Rate: High Needs 80.5% EHCP 74.5% LDA 14.3% EHCP&LDA 83.7%	Achievement Rate: High Needs 79.6% EHCP&LDA 75.9% No LLDD 78.9%	Achievement Rate: High Needs 74.72% EHCP&LDA 77.5% No LLDD 79.33%	-Ensure students access ALS as identified in the LDA/EHCP -All students to succeed within 3% variance of all other groups
PM8	Increase the success rate of males learners	Within 3% of female groups	73.6% Success Rate (rules applied)	73.9% Ach Rate (rules applied)	74.82% Ach Rate (rules applied)	-To be within 3% variance of all other groups

				Females 76.2%	Females 80.37%	-Identify sites and courses where male students perform below 3% and support/action plan students
PM9	Increase the achievement rate of CiC and Care Leavers	Within 3% of other groups	60.3% Success Rate (rules applied)	72.5% Ach rate (rules applied) Not in care 78.8%	65.40% Ach rate (rules applied) Not in care 77.99%	-To be within 3% variance of all other groups -Identify sites and courses where male students perform below 3% and support/action plan student -Research external benchmark from Virtual Schools
PM10	Increase the success rate of students in receipt of Free College Meals		n/a	74.0% Not eligible 78.9%	64.75% Not eligible 78.39%	-Identify students in receipt of Free College Meals and capture data

SM1	Increase the number of staff with disability	The percentage of Kent & Medway working population (aged 16-64) who consider themselves disabled is 21.9% and for Tonbridge & Malling is 17.6%.	3.56% as of July 2016	4.32%	6.94%	-Positively encourage staff to disclose disability -Positively promote Disability Confident Employer status -Demographics of those recruited to reflect the local demographic data - Review recruitment advertisements – format, wording and postings
SM2	Increase the number of non-white staff	The working population of Kent which is 6.3% (Census 2011)	4.22% as of July 2016	3.38%	3.35%	- Increase the working population within College to reflect census data. -Positively encourage

						<ul style="list-style-type: none"> applications from non-white staff - Review recruitment advertisements – format, wording and postings
SM3	Increase the number of staff under 44 years of age	The population aged 15-44 in Kent and Medway is 36.7% (Population Estimates ONS - Presented by Strategic Business Development & Intelligence, KCC June 2016)	163 or 36.22% as of July 2016	33.33%	40.67%	<ul style="list-style-type: none"> Actively encourage applicants from the 16-44 age bracket through positive action advertising -To be within a 3% variance of demographic data - Review recruitment advertisements – format, wording and postings
SM4	Increase the number of male staff	The representation in the population of in Kent is 49%(Census 2011, released September 2012)	36% as of July 2016	35.25%	34.93%	<ul style="list-style-type: none"> Ensure male staff equate to the student population -Increase the applicants from male staff through positive actioning recruitment processes - Review recruitment advertisements – format, wording and postings -To be within a 3% variance of census data

10. Data Monitoring and Reporting

During 2013/14 there was very little data recorded for staff and students. This was addressed during 2014/15 through the setting of EDIMs and establishing the data requirements from a staff and student perspective against local demographics and the protected characteristic groups. The data continued to be monitored during 2017/18 robustly as data capturing has improved.

Data collection and analysis continues to become more sophisticated as a response to the need for more detailed reporting to improve self-assessment and ensure compliance with the General Equality Duties.

WKAC Staff Profile

Data is collected and analysed by the Group Head of Human Resources (HR) on an annual basis and reported to the Board, providing opportunity for workforce profile analysis and the identification of any Equality, Diversity and Inclusion issues in the same way as is currently produced at Hadlow College.

Workforce equality targets are set in a three yearly cycle aiming for the College profile to match or exceed that of the local area.

The recording of data in relation to recruitment activity commenced on 1st May 2016. As a result of this there was limited data to include in the 2016/17 report, however, the data for 2017/18 has been recorded with greater accuracy which will allow for greater statistical analysis of data in future reports and provides a useful snapshot for 2017/18.

DRAFT

Staff data

Equality & Diversity – WKAC Staff Profile

Age Profile

Age	31/07/2015		31/07/2016		31/07/2017		31/07/2018	
	No. of Staff	%	No. of Staff	%	No. of Staff	%	No. of Staff	%
17 - 20	3	0.67%	4	0.89%	1	0.24%	2	0.48
21 - 25	15	3.36%	12	2.67%	12	2.88%	17	4.07
26 - 30	26	5.82%	37	8.22%	29	6.95%	25	5.98
31 - 35	39	8.72%	30	6.67%	28	6.71%	29	6.94
36 - 40	48	10.74%	47	10.44%	42	10.07%	40	9.57
41 - 45	54	12.08%	51	11.33%	50	11.99%	57	13.64
46 - 50	82	18.34%	89	19.78%	79	18.94%	71	16.99
51 - 55	86	19.24%	97	21.56%	84	20.14%	80	19.14
56 - 60	59	13.20%	55	12.22%	56	13.43%	59	14.11
61 - 65	31	6.94%	27	6.00%	32	7.67%	35	8.37
Over 65	4	0.89%	1	0.22%	4	0.96%	3	0.72
Total	447	100%	450	100%	417	100%	418	100

As at 31st July 2018, average age of all staff = 47. This is the same as was reported in 2016/17. According to the Business Intelligence Statistical Bulletin (July 2018), it is estimated that the mean age in Kent is 41 years.

Gender Profile

Gender	31/07/2015		31/07/2016		31/07/2017		31/07/2018	
	No. of Staff	%	No. of Staff	%	No. of Staff	%	No. of Staff	%
Female	290	64.88%	288	64%	270	64.75%	272	65.07
Male	157	35.12%	162	36.00%	147	35.25%	146	34.93
Total	447	100%	450	100%	417	100%	418	100

The headcount reduced from 2015/16 to 2016/17 due to organisational restructuring and restrictions on recruitment activity, however, the ratio of female to male employees has remained fairly static over the last five years at approximately 65:35.

Ethnicity Analysis

Ethnic Origin	31/07/2015		31/07/2016		31/07/2017		31/07/2018	
	No. of Staff	%	No. of Staff	%	No. of Staff	%	No of Staff	%
African	1	0.22%	5	1.11%	3	0.72%	1	0.24%
Asian - Other	3	0.67%	0	0	7	1.68%	7	1.67%
Caribbean	0	0.00%	2	0.44%	0	0.00%	2	0.48%
Indian	3	0.67%	4	0.89%	3	0.72%	2	0.48%
Mixed - Other	1	0.22%	1	0.22%	1	0.24%	0	0
Not Known	2	0.45%	0	0	0	0	0	0
Other - Asian	6	1.34%	6	1.33%	0	0.00%	0	0
Pakistani	1	0.22%	1	0.22%	1	0.24%	1	0.24%
Prefer not to say	3	0.67%	4	0.89%	11	2.64%	9	2.15%
White - British	413	92.39%	408	90.67%	372	89.21%	378	90.43%
White - Irish	2	0.45%	2	0.44%	2	0.48%	2	0.48%
White - Other	9	2.01%	15	3.33%	16	3.84%	15	3.59%
White & Asian	2	0.45%	2	0.44%	1	0.24%	1	0.24%
White- other European	1	0.22%	0	0	0	0	0	0%
Total	447	100%	450	100%	417	100%	418	100%

	Kent & Medway (based on 2011 Census)	Tonbridge & Malling (based on 2011 Census)	WKAC 31/07/15	WKAC 31/07/16	WKAC 31/07/17	WKAC 31/07/18
Non-White	6.90%	4.10%	3.80%	4.67%	3.84%	3.35%

There was a further reduction in the percentage of non-white staff, from 3.84% in 2016/17 to 3.35% in 2017/18.

Based on the data that is available to the College, the ethnicity profile is below the local demographical profile for Tonbridge & Malling.

Disability Analysis

Disability	31/07/2015		31/07/2016		31/07/2017		31/07/2018	
	No. of Staff	%	No. of Staff	%	No. of Staff	%	No. of Staff	%
No	430	96.20%	417	92.67%	375	89.93%	375	89.71
Prefer not to say	5	1.12%	3	0.67%	2	0.48%	2	0.48
Yes - Physical impairment	2	0.45%	5	1.11%	6	1.44%	7	1.67
Yes - rather not say	6	1.34%	6	1.33%	4	0.96%	6	1.44
Yes- learning difficulty	1	0.22%	5	1.11%	8	1.92%	14	3.35
Yes- mental ill health	3	0.67%	0	0.00%	0	0.00%	2	0.48
Unknown	0	0.00%	14	3.11%	22	5.27%	12	2.87
Total	447	100%	450	100%	417	100%	418	10

According to the 2011 Census: 4.8% of the population in Kent & Medway (aged 16-74) have a disability/long term limiting illness and 2.5% of the population in Tonbridge & Malling (aged 16-74) have a disability/long term limiting illness.

The 'Disability in Kent' Business Intelligence Statistical Bulletin, published by Kent County Council in December 2018, provides research in relation to the number of people aged 16-64 in Kent local authority districts who considered themselves disabled in the 12 month period July 2017 to June 2018. For Kent & Medway, the figure is 21.9%. With sites in Ashford and Tonbridge, it is useful to note the figures for the local areas; Ashford is quite high at 28.2%, while Tonbridge & Malling is much lower at 17.6%. These figures differ considerably from those originally recorded in the 2011 Census (as shown above).

There has been an increase in the percentage of staff disclosing that they have a disability, up from 4.32% in 2016/17 to 6.94% in 2017/18. The HR team are aware, through sickness management activities, that this is unlikely to be a true reflection and that there are likely to be a number of staff with hidden disabilities that have either developed since the last data capture or they have chosen not to disclose.

Marital Status

Marital Status	31/17/2016		31/07/2017		31/07/2018	
	No. of Staff	%	No. of Staff	%	No. of Staff	%
Civil Partnership	1	0.22%	2	0.48%	3	0.72%
Co Habiting	6	1.33%	6	1.44%	8	1.91%
Divorced	28	6.22%	29	6.95%	24	5.74%
Married	169	37.56%	214	51.32%	216	51.67%
Prefer not to say or unknown	145	32.22%	21	5.04%	22	5.26%
Separated	5	1.11%	5	1.20%	9	2.15%
Single	94	20.89%	139	33.33%	135	32.30%
Widowed	2	0.44%	1	0.24%	1	0.24%
Total	450	100%	417	100%	418	100%

The 2017/18 data shows minimal change compared to that reported in 2016/17.

Sexual Orientation

Sexual Orientation	31/07/2018	
	No. of Staff	%
Blank	341	81.58%
Bisexual	1	0.24%
Gay man	1	0.24%
Gay woman/lesbian	2	0.48%
Heterosexual	56	13.40%
Prefer not to say	1	0.24%
Unknown	16	3.83%
Total	418	100%

This information was not previously recorded but following a data capture during 2017/18, the above table reflects the data held as at 31st July 2018.

Religion and Belief

Religious Belief	31/07/2018	
	No. of Staff	%
Blank	355	84.93%
Christian	17	4.07%
No religion	13	3.11%
Prefer not to say	4	0.96%
Spiritualist	1	0.24%
Unknown	28	6.70%
Grand Total	418	100%

This information was not previously recorded but following a data capture during 2017/18, the above table reflects the data held as at 31st July 2018.

Pregnancy and Maternity

Maternity and Pregnancy	31/07/2018	
	No of Staff	%
Staff pregnant and/or on Maternity Leave during period 1 st August 2017 and 31 st July 2018.	13	3.11%

The 2016/17 figure of 4 (0.96%) reported last year, only reflected those on maternity leave. The information shown above includes those who were pregnant and/or on maternity leave during 2017/18.

Recruitment of Candidates applying for vacancies with a closing date between 1st August 2017 and 31st July 2018

The number of applicants reduced further in 2017/18 due to restrictions on recruitment activity. The total number of applicants was down from 671 in 2016/17 to 593 in 2017/18.

Job applicants, shortlisted candidates and staff appointments by age

Age	Applicants	Applicants	Applicants	Applicants	Offered/ Appointed	Offered/ Appointed	Offered/ Appointed	Offered/ Appointed
	No.	No	%	%	No.	No	%	%
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
16-20	15	23	2%	3.88%	1	2	2%	2.56%
21-25	68	60	10%	10.12%	7	5	11%	6.41%
26-30	70	65	10%	10.96%	6	5	9%	6.41%
31-35	60	52	9%	8.77%	5	6	8%	7.69%
36-40	64	53	10%	8.94%	7	4	11%	5.13%
41-45	87	57	13%	9.61%	9	11	14%	14.10%
46-50	88	58	13%	9.78%	10	8	16%	10.26%
51-55	67	51	10%	8.60%	2	8	3%	10.26%
56-60	46	37	7%	6.24%	8	2	13%	2.56%
61-65	26	23	4%	3.88%	3	7	5%	8.97%
Over 65	7	5	1%	0.84%	0	2	0%	2.56%
Not Provided	73	109	11%	18.38%	6	18	9%	23.08%
	671	593	100%	100%	64	78	100%	100%

Job applicants, shortlisted candidates and staff appointments by disability

Disability	Applicants	Applicants	Applicants	Applicants	Offered/ Appointed	Offered/ Appointed	Offered/ Appointed	Offered/ Appointed
	No.	No	%	%	No.	No	%	%
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Disabled	47	42	7%	7.08%	8	4	13%	5.13%
Not Disabled	404	486	60%	81.96%	30	67	47%	85.90%
Not Provided	220	65	33%	10.96%	26	7	41%	8.97%
	671	593	100%	100%	64	78	100%	100%

Job applicants, shortlisted candidates and staff appointments by Ethnic Origin

Ethnic Origin	Applicants	Applicants	Applicants	Applicants	Offered/ Appointed	Offered/ Appointed	Offered/ Appointed	Offered/ Appointed
	No.	No	%	%	No.	No	%	%
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
White British	453	406	68%	68.47%	52	60	81%	76.92%
Other Ethnic Background	165	120	25%	20.24%	8	10	13%	12.82%
Not provided	53	67	8%	11.30%	4	8	6%	10.26%
	671	593	100%	100%	64	78	100%	100%

Job applicants, shortlisted candidates and staff appointments by gender

Gender	Applicants	Applicants	Applicants	Applicants	Offered/ Appointed	Offered/ Appointed	Offered/ Appointed	Offered/ Appointed
	No.	No	%	%	No.	No	%	%
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Female	361	362	54%	61.05%	40	52	63%	66.67%
Male	310	231	46%	38.95%	24	26	38%	33.33%
	671	593	100%	100%	64	78	100%	100%

Job applicants, shortlisted candidates and staff appointments by marital status

Marital Status	Applicants	Applicants	Applicants	Applicants	Offered/ Appointed	Offered/ Appointed	Offered/ Appointed	Offered/ Appointed
	No.	No	%	%	No.	No	%	%
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Civil Partnership	29	23	4%	3.88%	3	5	5%	6.41%
Co Habiting	2	0	0%	0.00%	0	0	0%	0.00%
Divorced	31	34	5%	5.73%	3	3	5%	3.85%
Engaged	0	0	0%	0.00%	0	0	0%	0.00%
Married	188	230	28%	38.79%	23	37	36%	47.44%
Separated	16	11	2%	1.85%	1	2	2%	2.56%
Single	140	225	21%	37.94%	7	18	11%	23.08%
Widowed	3	5	0%	0.84%	0	1	0%	1.28%
Did not Wish to Disclose	99	48	15%	8.09%	7	10	11%	12.82%
Not Provided	163	17	24%	2.87%	20	2	31%	2.56%
	671	593	100%	100%	64	78	100%	100%

Job applicants, shortlisted candidates and staff appointments by sexual orientation

Sexual Orientation	Applicants		Applicants		Offered/ Appointed		Offered/ Appointed	
	No.	No	%	%	No.	No	%	%
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Heterosexual	396	427	59%	72.01%	33	62	52%	79.49%
Homosexual	11	9	2%	1.52%	1	1	2%	1.28%
Not Provided	262	150	39%	25.30%	29	14	45%	17.95%
Bisexual	2	7	0%	1.18%	1	1	2%	1.28%
Pansexual	0	0	0%	0.00%	0	0	0%	0.00%
	671	593	100%	100%	64	78	100%	100%

Job applicants, shortlisted candidates and staff appointments by religion and belief

Religious Belief	Applicants		Offered/ Appointed	
	No	%	No	%
	2017-18	2017-18	2017-18	2017-18
Buddhist	8	1.35%	2	2.56%
Christian	245	41.32%	35	44.87%
Hindu	7	1.18%	0	0.00%
Jehovah's Witness	2	0.34%	0	0.00%
Muslim	16	2.70%	0	0.00%
No religion	204	34.40%	25	32.05%
Pagan	1	0.17%	0	0.00%
Prefer not to say	32	5.40%	5	6.41%
Spiritualist	3	0.51%	1	1.28%
Unknown	68	11.47%	8	10.26%
Yes-unspecified	7	1.18%	2	2.56%
	593	100%	78	100%

Narrative

Applicants by religion/belief were not routinely recorded by the College during 2016/17. This data is now recorded and the data captured for 2017/18 is displayed above.

There were 102 vacancies during 2017/18. The above figures include external and internal candidates. The number of applicants for the period was 593.

The College continues to ensure that all eligible applicants with a disability are automatically invited for interview, in accordance with the Disability Confident accreditation, which is actively promoted on recruitment documents:

“As an equal opportunities employer, the College offers a *Guaranteed Interview* for applicants with disabilities who meet the minimum criteria as specified in the job description.”

In addition to the Occupational Health clinic that is run once a month by an external provider, the College introduced a counselling service for staff in 2017/18. An external counsellor visits the Hadlow campus once a month to meet with staff in need of assistance. Initially, the College will pay for three sessions and staff have the option to continue to see the external Counsellor on College premises if they wish to continue with the support, at their own expense.

There were eight flexible working requests during 2017/18.

In addition to the Staff Development Programme, Equality, Diversity and Inclusion is promoted during the HR induction and through the Management Training for New and Aspiring Managers. The HR Team deliver the Equality, Diversity and Inclusion and Equality Analysis – Putting it into Practice training to all staff. During 2018/19 the HR Team will be working with Beverley Cleves, Group Vice Principal Student Support Services, to update the training and ensure that relevant and up to date information is made available to staff so as to continue to raise awareness of EDI related matters.

Employees involved in disciplinary or capability proceedings were monitored in accordance with their Protected Characteristics (where known).

Based on all of the above information, there were no emerging patterns or concerns identified during 2017/18.

Gender Pay Gap Report

The new gender pay gap obligations have been introduced alongside the existing requirements for specified public bodies, including publishing annual information to demonstrate compliance under the Public Sector Equality Duty (PSED) and publishing equality objectives every four years. West Kent & Ashford College has carried out a snapshot data, with a requirement that work is undertaken to narrow any gaps.

The Mandatory Gender Pay Gap Reporting proposes that organisations should, for the first mandatory report, capture data as a snapshot on 5th April 2017 and then publish their findings no later than 4th April 2018. This cycle will then continue year on year going forward with organisations being required to maintain the data on their websites for three years in order to show progress made.

The Equality and Human Rights Commission defines the difference between equal pay and the gender pay gap as follows:

1. Equal pay means that men and women in the same employment performing equal work must receive equal pay, as set out in the Equality Act 2010.
2. The gender pay gap is a measure of the difference between men's and women's average earnings across an organisation or the labour market. It is expressed as a percentage of men's earnings.

West Kent & Ashford College - Snapshot 5th April 2017

The data below represents the gender pay gap snapshot data for West Kent & Ashford College as at the end of March 2017. The data where appropriate has been broken down by both full-time and part-time staff. This has been done to aid our understanding and also to help identify if there are issues arising within the part time staff population.

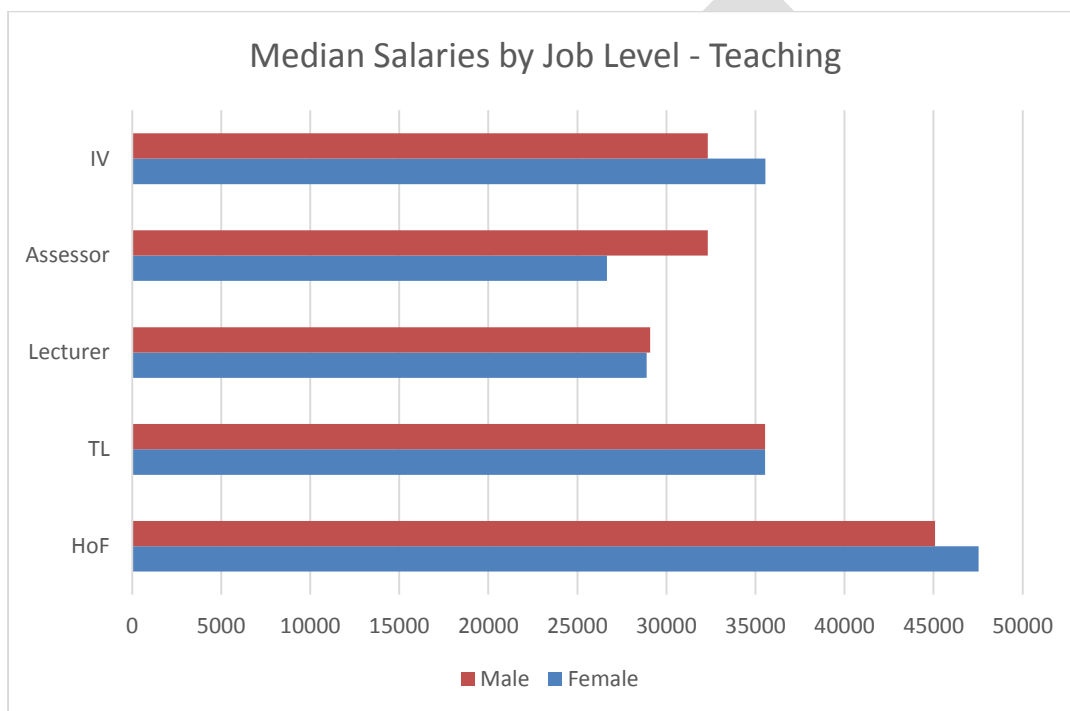
Our mean pay gap is 8.3% and our median is 9.28% which is significantly better than the national average. According to the Office for National Statistics (ONS) figures, the national median pay gap for all employees of 18.1% in 2016.

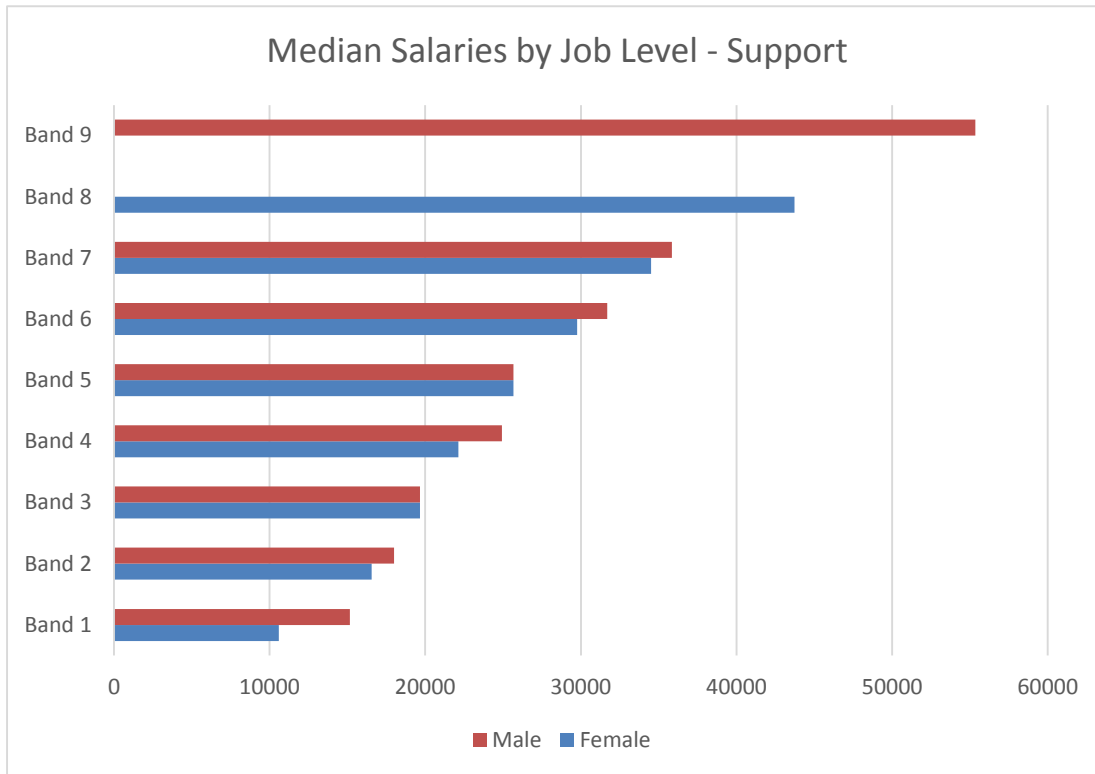
As part of the mandatory reporting process, employers are required to publish the gender pay gap within their bonuses. We did not award bonuses this year and therefore will not be able to report a bonus gender pay gap.

This information will be updated annually with the picture on the 'snapshot' date each year.

		Mean hourly wage £	Pay Gap %
Female	320	13.04	8.3
Male	184	14.22	

		Median hourly wage £	Pay Gap %
Female	320	12.91	9.28
Male	184	14.23	





Our aim is to ensure gender balance in our senior leadership roles. At a senior level, of our 12 Senior Management Team members, five are women. Of our 13 board members, seven are women.

In our lower middle and lower pay quartiles, the balance of the workforce is significantly female (approximately 70%) dominated compared to our upper quartile which changes to 55% female and 45% male. The percentage of males significantly increases in the upper quartile, and we have a larger majority of female staff occupying lower paid roles. This suggests that, even though the upper quartile remains a majority of female staff, the increase in number of male staff in comparatively higher earning roles is driving an increase in our overall gender pay gap and is therefore the area in which we should concentrate.

One key driver for the gender pay gap on a national scale is that part time or sessional roles are more likely to be occupied by women. Higher-paid roles are more likely to be full time which causes a correlation between part time/sessional work being comparatively lower paid. West Kent & Ashford College have a higher proportion of part time and sessional roles that are occupied by women. This contrasts with the upper quartile where the majority of roles are full time and we see the male percentage significantly increase.

Upper Quartile	Female	69	54.76%
	Male	57	45.24%

Upper Middle Quartile	Female	76	60.32%
	Male	50	39.68%

Lower Middle Quartile	Female	85	67.46%
	Male	41	32.54%

Lower Quartile	Female	90	71.43%
	Male	36	28.57%

Salaries at West Kent & Ashford College are determined through a job evaluation scheme and evaluates the job and not the post holder. It makes no reference to gender or any other personal characteristics of existing or potential job holders. Therefore, the College is confident that it is paying the same salary to roles of equal value.

DRAFT

Student Achievement

During 2017/18 there were no trends of discrimination or unfair treatment recorded and all behaviour concerns relate to low level disruption were addressed appropriately.

The WKAC Self-Assessment Report (SAR) data identifies the achievement of students according to age, gender, ethnicity and disability.

Students identified as vulnerable or requiring support have been reported on.

Outcomes for Learners

- The College provides study programmes across a range of vocational subject areas for 1693 learners aged 16 to 19 and 2153 learners on adult programmes. There are 234 (6% of the College's provision) learners on apprenticeship programmes at intermediate and advanced levels and 116 High Needs Learners.
- Overall QAR achievement rates have increased by 2.2 percentage points to 77.5%.
- There has been a positive improvement in retention rates for 19+ from 94.5% to 95.7%.
- Pass rates have improved for both 16-19 and 19+ by 1.4% and 4.7% respectively.
- Achievement rates have improved for Adults by 5.5% to 86.2%.
- Achievement rates at Ashford remain comparable with Tonbridge overall.
- Continued improvement in Apprenticeship Overall Achievement by 11 percentage points to 59%.
- 16-18 HNL students and those in receipt of EHCP have very good achievement rates which are significantly above All students at 86.7% and 82.7% respectively (main qualification only).
- Achievement rates for Ethnic minority groups are at least as good or no less than 3 percentage points different.
- Achievement of A Levels, Diploma Level 2 in the majority is now good.
- High grades for all ages Level 3 are 44% with particular strength in Creative Studies and Care where 58% of students achieve Merits or Distinctions. Achievement of Target Grades at Level 2 is 57% and 37% achieved their Aspirational Target Grade, whilst at Level 3 63% achieved their Minimum Target Grade and 29% achieved their Aspirational Target Grade. This is linked to the improvement in Teaching and Learning and the use of stretch and challenge within teaching and the robust use of target setting within tutorials.
- Significant improvement in the Pass rates at A Level show that 98% passed in 2017/18 compared to 93% in 2016/17. Progress has also shown a significant

improvement with A Level students achieving at least at the level of which they are capable with a score of +0.08 compared to -0.09. High grade analysis has also improved and is now 28% against 17% in 2016/17 and A*-C has improved from 49% to 63%.

- There are very good levels of internal progression to the next level. 69% of Entry Level students progressed with the College 73% of Level 1 students progressed with 55% progressing to Level 2 and 48% of Level 2 progressed, with 36.3% progression to Level 3. 90% of Level 2 students from 2016/17 had positive destinations into either employment or further study. Overall 94% of known completing students in 2016/17 have positive intended outcomes. Of the Level 3 students completing in 2016/17 42% entered.
- There is good positive progression for vulnerable groups, particularly High Needs Learners, CiC, FSM and EHCP which are all above 91%.
- There is excellent achievement of grades 9-4 in English GCSE at 16-19 and Adult which is 32% and 60% respectively.
- Overall improvement in Functional Skills outcomes at Entry and Level 1 achieving the College target of 57%, an improvement of 11 percentage points.

Outcomes for High Needs Learners

- In 2017/18 the College had 133 High Needs Learners (HNL). 32% of HNL are enrolled within the Foundation curriculum on Entry Level provision. Overall 53% are enrolled on Entry Level provision across the College, 33% at Level 1, 11% at Level 2 and 3% at Level 3.
- Managers have high aspirations for students. They work collaboratively with local authorities and other agencies, parents and carers so that students can access a wide range of disability support and make informed personal choices in planning their pathways to adulthood.
- Primary Learning Goal (PLG) outcomes for HNL is excellent with achievement rates at 82% against the overall College PLG achievement of 79%. Pass rates at 89% are significantly better than the College pass rates at 87%.
- Positive destinations for HNL is excellent at 81%. 80% of Foundation Studies students make 'same stage progress' or progress to the next level, depending on skill development.
- The College has excellent resources for students within Entry programmes at Tonbridge including a model flat, kitchens and gardens and this supports students to develop good independent skills preparing them for their future.
- Most students make good progress because of the well-planned, holistic support they receive. Entry level students improve their communication, timekeeping, teamwork and choice of appropriate clothing through the year-long programme of work experience. For example, students undertake apple picking at a local orchard and take part in community engagement programmes

- such as the Clean Britain campaign in a local country park. Students on vocational courses benefit from individual coaching and mentoring, time management and study skill improvements, as well as stress management for those with high anxiety conditions. Teachers do not use assistive technologies including smart phones routinely to enhance learning or encourage students to take greater responsibility for their own learning.
- The profile of HNLs remains consistent year on year. The College's staff are well trained and specialists in being able to help the specific needs they have. For example, the College is well known for its Deaf Services provision and attracts deaf and hearing impaired learners from other Local Authorities, the majority of supported deaf students are HNLs. Communication Support Workers (CSWs) ensure learners can access all aspects of the curriculum and receive the appropriate level of communications support such as: British Sign Language (BSL), Sign Supported English (SSE), Oral Language Modification (OLM) or voice over.
- Managers use funding well to design individual programmes which take good account of students' strengths and long-term goals. As a result, students develop high levels of independence and work skills. Entry level students develop their social skills, knowledge and community awareness through interesting and varied activities in Art, Music, Drama and Sports alongside their classroom-based learning, preparing them well for work and independent living.
- The recording of learners' progress and achievement is individualised through the eILP and this contributes to good achievement. However, there is further development that is required to support a more robust approach focusing on a wider variety of small steps both personally and educationally to further support positive progression in this area.
- There are good dedicated support areas at both campuses which enable students to develop their skills as well as feel safe and secure within the College. The Additional Learning Support Hub at the Ashford campus comprises of a dedicated space that includes a teaching/support area equipped with PCs and tables. Students can use this space as a quiet study area and to access 1:1 or small group and workshop support. Social skills sessions also take place first thing in the morning for Foundation learners and others identified as benefiting from or needing this. There is a smaller room which provides a "Safe Space" for learners who are vulnerable or find it difficult to interact and use the main college facilities. Additional office space serves as individual ALS teaching space. For the Tonbridge campus, the ALS Support Hub consists of bright airy rooms with reception area and soft seating. Students use this first thing in the morning, during unstructured times or when waiting for appointments. This "Safe Space" is specifically for learners who find accessing the main College facilities difficult, those with ASD or other vulnerable learners.

- Adjoined to this area, are a number of small rooms used for individual teaching, assessment or support sessions. There is also a large open area equipped with PCs and tables for students to use as a quiet study area or to receive 1:1 or small group and workshop support. The Deaf Services Hub at Tonbridge includes a teaching room and additional office space that doubles up as a dedicated area for Deaf Learners to meet and communicate with staff and their peers.
- Students' develop good English and mathematical skills. Attractive visual displays in classrooms and social areas reinforce key learning points well. For example, entry level students during their Hair and Beauty work experience measured temperatures of water and various salon equipment as part of health and safety and numeracy work.
- Students benefit from frequent, clear feedback on their academic progress and on essential personal and social skills development. They gain confidence in practising new skills and dealing with situations they find difficult. Staff make good use of an on-line tracking system to record their progress carefully. LSPs set challenging targets based on students' individual barriers to learning as they strengthen and improve skills, or as areas for further improvement emerge.
- Students on entry level courses benefit from a carefully researched supported learning project in the teaching of 'Prevent' duty. This provides bespoke resources and simple clear messages to support students, particularly those on the autistic spectrum, to understand the key messages more effectively.
- The College has good assistive technologies at both sites including Read Write Gold, Text Help Speak, my Study Bar, Mind Genius, Dragon on specified computers, Clicker six and Widget. Students can loan digital recorders and there is also specific software for blind and visually impaired students.

EDIMS

Achievements And Standards College SAR 2017/18

Academic Course Review - FE 2017/18

*Note: Report based on "Rules Applied".

Primary Learning Goal Only	Start	Withdrawals (after 42 days)	Complete Overall	Achieved Overall	Leavers Overall	Ret Rate Overall (Comp%Leavers)	Pass Rate Overall (Ach%Comp)	Achievement Overall (Ach % Leavers)
College	3898	449	3359	2976	3762	89.3%	88.6%	79.1%
16-19 Study Programme	1929	374	1587	1419	1916	82.8%	89.4%	74.1%
Adult (19+)	1969	75	1772	1557	1846	96.0%	87.9%	84.3%

Primary Learning Goal Only		16-19 Study Programme				Adult (19+)				All			
		Start	Ret Rate Overall	Pass Rate Overall	Achieve. Overall	Start	Ret Rate Overall	Pass Rate Overall	Achieve. Overall	Start	Ret Rate Overall	Pass Rate Overall	Achieve. Overall
	Total	1929	82.8%	89.4%	74.1%	1969	96.0%	87.9%	84.3%	3898	89.3%	88.6%	79.1%
Gender	Female	882	83.8%	91.7%	76.9%	985	95.8%	87.2%	83.5%	1867	90.1%	89.2%	80.3%
	Male	1047	82.0%	87.4%	71.7%	984	96.2%	88.6%	85.2%	2031	88.5%	88.0%	77.9%
Ethnicity	White British	1605	82.2%	89.5%	73.6%	1172	95.8%	90.6%	86.9%	2777	87.7%	90.0%	78.9%
	EMG	314	85.6%	88.8%	76.0%	783	96.2%	84.1%	81.0%	1097	93.2%	85.3%	79.5%
	Not Provided	10	90.0%	100.0%	90.0%	14	92.9%	84.6%	78.6%	24	91.7%	90.9%	83.3%
Disability	LLDD disclosed	640	85.1%	88.0%	74.9%	347	94.6%	89.0%	84.2%	987	88.4%	88.4%	78.1%
	No information provided	1	100.0%	100.0%	100.0%	9	88.9%	87.5%	77.8%	10	90.0%	88.9%	80.0%
	No LLDD	1288	81.7%	90.1%	73.6%	1613	96.3%	87.6%	84.4%	2901	89.6%	88.7%	79.5%

High Needs	High needs learner	75	90.7%	95.6%	86.7%	57	93.0%	81.1%	75.4%	132	91.7%	89.3%	81.8%
	N/A	1854	82.5%	89.1%	73.5%	1912	96.1%	88.1%	84.6%	3766	89.2%	88.6%	79.0%
EHCP/Plan	N/A	1819	82.4%	89.2%	73.5%	1902	96.2%	88.1%	84.8%	3721	89.3%	88.6%	79.1%
	EHCP	110	89.1%	92.9%	82.7%	67	91.0%	80.3%	73.1%	177	89.8%	88.1%	79.1%
Free School Meals	N/A	1769	83.1%	89.9%	74.7%	1956	96.1%	87.9%	84.5%	3725	89.7%	88.8%	79.7%
	Eligible	160	79.9%	83.5%	66.7%	13	84.6%	81.8%	69.2%	173	80.2%	83.3%	66.9%
LGBT	Heterosexual	1465	83.3%	90.1%	75.0%	1135	95.5%	90.3%	86.2%	2600	88.4%	90.2%	79.7%
	Prefer not to Say	409	81.4%	88.6%	72.1%	806	97.1%	84.5%	82.1%	1215	91.7%	85.8%	78.6%
	Bisexual	48	83.0%	79.5%	66.0%	11	72.7%	87.5%	63.6%	59	81.0%	80.9%	65.5%
	gay/lesbian	7	71.4%	60.0%	42.9%	17	88.2%	93.3%	82.4%	24	83.3%	85.0%	70.8%
Children in Care /Care Leaver	Not in Care	1873	83.5%	89.5%	74.7%	1949	96.2%	88.0%	84.7%	3822	89.8%	88.7%	79.7%
	Child in Care	56	60.7%	85.3%	51.8%	20	75.0%	73.3%	55.0%	78	64.5%	81.6%	52.6%