



Equality, Diversity and Inclusion Annual Report

2019-20

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Introduction



Moulton College is on a journey to reassert itself as an outstanding provider of high-quality education and training for a diverse range of students.

I am proud to see the high levels of respect between our staff and our students who seek to enquire, understand and embrace the diversity of backgrounds and experiences that we bring to the College.

It is very important to me that we don't just accept difference – we celebrate it, we support it, and we thrive on it for the benefit of our students, our colleagues and our community.

Our staff and students are devoted to raising our standards and expectations, and to not just meet our equality and diversity obligations, but to surpass them to ensure that the college is a diverse, inclusive and safe organisation, acting as a driving force for equality of opportunity.

This means that there should be no barriers in the College for students and staff to achieve their potential. To do this, we have a refreshed EDI Committee, we learn from our staff and student representatives during regular meetings and surveys, monitor performance of specific groups and ensure that all EDI related concerns appropriately responded to and monitored. Where any gaps are identified they will be investigated, and action taken to remove inequalities.

This report encapsulates the position of the college for 2019-20, along with setting out our objectives and improvement priorities for 2020-21.

I am really excited to see the progress for 2020-21 and the positive impact that this will have on our students, staff and other stakeholders, in allowing them to work within an environment where they can develop and progress safely.

Corrie Harris
Principal and Chief Executive

Our Commitment to the Public Sector Equality Duty

Equality, diversity and inclusion are part of the core values of Moulton College.

We aim to offer a stimulating and supportive environment for all students and staff, renowned by a commitment to high standards and respect for the individual.

Our commitment to equality, diversity and inclusion remains to be a priority despite ongoing economic uncertainty. Through engaging, motivating and valuing our employees, we strive to maintain organisational success during difficult periods.

Moulton College wholeheartedly supports the principles of equality, diversity and inclusion (EDI) and opposes all forms of unlawful or unfair discrimination on any grounds. We are committed to recognising and actively promoting EDI within our community. We aim to provide a working and learning environment that acknowledges the richness of diversity and recognises the positive contributions of people of different social backgrounds, cultures, religions, abilities, ages and sexual orientation.

Moulton College seeks to ensure equality of opportunity and treatment for all persons in relation to all of its activities, such as the recruitment and employment of staff, consultants and contractors, the provision of educational opportunities and the provision of training and other services to individuals.

The College will work actively towards eliminating discrimination, harassment, bullying and any other conduct prohibited by the Equality Act. The College recognises the existence of institutionalised discrimination, including institutional racism and is committed to making changes in any area of College

practice where there is evidence of failure to provide an appropriate and professional service. It is committed to closing equality gaps in relation to student outcomes and employment issues.

The Duty covers equality issues both in employment and in-service delivery.

We will:

- comply with the law in promoting equality and where appropriate go beyond the legal requirements
- ensure that all learners succeed and can progress in ways that match their abilities and aspirations
- be an organisation that embraces and recognises the talents of all and does
- not tolerate any form of discrimination or harassment.

We will judge our success by:

- our progress in improving participation, retention and achievement in areas where there is currently inequality
- our ability to maintain the progress of all students
- evidence of all staff adopting a positive approach to equality, diversity and inclusion and their ability and success in implementing this duty
- our progress towards embedding equality, diversity and inclusion within the curriculum
- the completion of the action plan relating to equality, diversity and inclusion
- the views of learners, staff and stakeholders on the efficacy of the duty
- our progress in recruiting a diverse work force and the demonstration of best practice in relation to employment.

This report details the work undertaken by the College during 2019-20 and also provides the results of equality and diversity monitoring undertaken during this period.

This report is divided into four parts:

Part 1 gives a summary of our overall approach and outlines our statutory obligations.

Part 2 outlines our key achievements and activities which we have undertaken in the past year to advance equality, prevent discrimination and make progress in relation to our Equality Action Plan.

Part 3 details our Student Equality Data. This data is compared with internal historical data and benchmarked where possible with external data. An analysis of this data is produced and used to inform change.*

Part 4 details Staff Equality Data. We have considered how the profile of our staff compares with external information where possible, and have analysed recruitment and selection statistics to gauge the diversity of applicants, and to consider and monitor trends in this process.*

** Please note that the data produced is correct at the time of publication, however indicative data was used. Therefore, the data as included in this report may vary from the final R14 outcomes.*

Part 1: Summary and Statutory Obligations

At Moulton College we are committed to the development of a balanced, inclusive and diverse College community which welcomes all students, staff, visitors and members of the public.

Moulton College aspires to excellence and a positive attention to values and behaviours is an essential part of that process, including:

1. We are student-centred organisation with ambition and high expectations
2. We are here to make a difference to people's lives
3. We deliver a high-quality service
4. We work together positively as a team
5. We work with integrity, openness and honesty

Some of the ways in which the College promotes equality include:

- Embedding equality into our curriculum activities, tutorials and training.
- Student enrichment programmes which cover a range of strands including equality, diversity and inclusion.
- Our Learning Support and Student Services teams who provide a wide range of support for students with learning difficulties or disabilities, or who need help to overcome economic or social barriers to their participation or success.
- Provision of facilities for reflection
- Family friendly policies to support staff needs including; flexible working, job sharing, leave of absence, parental and adoption leave.

Objectives

For 2020-24, the College has agreed four key equality and diversity objectives in line with its strategic objectives and best practice in response to appropriate equality legislation.

Objective 1 – Seek to improve Equality, Diversity and Inclusion knowledge and understanding, at all levels, within the college.

Objective 2 – Further improve the identification and reduction of retention and achievement gaps within student attainment data.

Objective 3 – Seek external validation from EDI partners to ensure that the college is meeting and exceeding expectations.

Objective 4 – Gain a full understanding of the mix of our college stakeholders through full collection of protected characteristics for anonymous analysis and reporting.

1. Statutory Reporting Obligations

Under the Public Sector Equality Duty (PSED) which was created by the Equality Act 2010, the College has a duty to have a Single Equality Scheme (SES) in place. The SES encompasses nine protected characteristics including disability, age, gender, gender reassignment, ethnicity, religion and belief, marriage and civil partnership, pregnancy and maternity and sexual orientation.

The general duty is set out in section 149 of the Equality Act. The duty came into force in April 2011. In summary, those subject to the general equality duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

We are committed to being open and transparent about the information on which we base our decisions, about what we are seeking to achieve and about our results. This includes clearly setting out the equality outcomes we are working towards.

2. Single Equality Scheme

Moulton College has a Single Equality Scheme (SES), Equality and Diversity Policy and EDI Action Plan. The scheme covers all nine protected characteristics or strands of diversity; disability, age, gender, gender reassignment, ethnicity, religion and belief, marriage and civil partnership, pregnancy and maternity and sexual orientation. The scheme forms the terms of reference and remit of the *EDI Committee*.

The College has developed a separate quality improvement plan which aims to embed EDI within teaching, learning and assessment and to ensure we continue to close any identified achievement gaps.

Our equality and diversity strategic aims and objectives form part of the College's Single Equality Scheme (SES) that identifies our strategic aims in terms of our general and specific duties, and what we will strive to achieve over the next three years.

Our Single Equality Scheme is based around what we have learned from previous years and what we need to focus on, to ensure we have a consistent and systematic approach to equality and diversity across the whole of Moulton College.

3. Equality Impact Analysis & Assessment

The Public Sector Equality Duty does not specify a legal requirement to carry out Equality Impact Assessments (EIA). However, there is still a legal requirement to comply with our statutory obligations under the specific and general duties and in most cases an EIA is the most effective way of doing this.

To ensure this analysis and assessment continues formally, an EIA proforma is in place to include equality and diversity as an integral part of any new internal policies, which means it will result in a more systematic and robust approach.

An assessment will be carried out on:

- new policies, procedures and services as they are developed;
- significantly altered policies, procedures and services; and
- existing policies over a period of time.

Our process considers all nine protected characteristics or strands of equality – age, disability, gender, gender reassignment, race, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership.

4. Access to Services and Information

One of the College's priorities is that all of our services should become fully accessible to all parts of the community. Our programme of analysis and assessment of any potential impact should highlight any factors which indirectly discriminate, by making a particular service less accessible to particular groups.

We are committed to taking action to address any barriers experienced by any section of our community.

We recognise the importance of not only communicating our clear commitment to equality, diversity and inclusion, but also the importance of keeping stakeholders regularly informed of the progress being made and the outcomes being achieved. This includes opportunities for the community to take part in this work and help contribute to the improvements that the college is seeking.

Our aim is to publish information in the most customer friendly, accessible, practical and cost-effective way and we communicate our messages by:

- letter
- social media
- text message
- the local and national media
- College website
- at specifically arranged meetings with particular groups and individuals
- email
- telephone, using an interpreter if needed
- a summary report
- using appropriate and accessible multimedia

5. Employment Monitoring

We collect information about the profile of our Corporation members and the workforce in terms of ethnicity, age, gender and sexual orientation on an annual basis. However, we know we have more to do to complete a robust workforce profile analysis. We are committed to ensuring that in 2020-21 we will be able to access robust employment monitoring such as an analysis of: starters and leavers, grievance, disciplinary, harassment and bullying, capability and underperformance. We also aim to report on the profile of job applicants and their success rates.

The data that we hold is continually reviewed and used to identify any differential impact of the College's employment and recruitment practices on people from different protected groups. The College takes appropriate steps to address any gaps as a result of this analysis. Once collated the information is made publicly available via the College's website.

We will analyse and publish this annual report on our website, which includes the full set of employment monitoring information by ethnicity on an annual basis, as required by the Equality Act 2010.

6. Promotion and Communication of Equality and Diversity

The College communication strategy has a focus on equality, diversity and inclusion to ensure all staff are aware of their responsibilities, and also the executive and senior management team's commitment to embedding this into all areas of the college and to increasing stakeholder commitment and awareness.

The equality & diversity sections of the new 'Staff Hub' is developing to include information and resources on all areas of diversity; analysing and assessing the impact of our services, updates on legislation, community information and news updates. News articles are also published on the Staff Hub when cross college communication of equality related information is required.

Equality, diversity and inclusion is promoted to staff, students and Governors upon induction to ensure that the College values and behaviours are well understood from the outset.

There is also a range of resources and materials available on-line to support teachers and assessors. Teachers and trainers explore opportunities to further develop understanding of equality, diversity and inclusion and it is integral to the tutorial framework.

7. Leadership and Management

The Corporation is responsible for:

- ensuring that the College complies with its legislative duties, including the General and Specific duties
- ensuring that adequate strategies and systems are in place to implement the Equality Duty.

The Principal and Senior Leadership are responsible for:

- chairing the Equality and Diversity Committee and ensuring that equality is covered as an agenda item at each cross-College meeting
- providing a consistent and high-profile lead on equality issues
- promoting a general awareness of equality within and outside college
- requiring managerial action to implement the Duty and related policies
- ensuring the Equality Duty and its aims are followed.

Managers are responsible for:

- implementing the Duty and its related aims and strategies
- identify good practice for sharing across the college community
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- following the relevant procedures in taking appropriate action against staff or learners who carry out unlawful discrimination.

All staff are responsible for:

- ensuring they are aware of the College's statutory duties in relation to equality legislation
- eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- promoting positive attitudes towards equality
- attending staff development and information opportunities in order to keep up to date with

legislation and College requirements regarding equality, diversity and inclusion.

Contractors and service providers are responsible for:

- complying with the equality requirements set out in the contract or agreement. (The College is responsible for ensuring the requirements of the positive duty are met in those functions delivered under contract. Contracts and agreements should include a requirement to comply with the College's Equality and Diversity policy).

The Equality, Diversity and Inclusion Committee is responsible for:

- providing a strategic lead and direction for the College
- ensuring that all learners and staff are enabled to achieve their full potential, irrespective of a protective characteristic
- ensuring that Moulton College is seen as a beacon of best practice within the community.

8. Responsibility When Working with Other Organisations

The College is responsible for meeting the general Equality Duty when carrying out functions with other organisations. If the partner is another public authority also bound by the duty, each organisation will be responsible for meeting its general duty and any specific duties.

If the partners are private or voluntary organisations it will be the responsibility of the college to ensure that the work done jointly meets its Equality Duty.

9. Consultation with Stakeholders

The College will endeavour to actively involve people with protected characteristics in policy and decision-making activities. Relevant groups will include:

- current students, inc. student 'reps'
- future students
- Our employees
- local organisations
- local voluntary groups
- members of the wider community and individuals who use the services of the college

A range of methods will be employed such as:

- staff and student satisfaction surveys
- parent/career survey
- employer survey
- focus groups
- existing consultation mechanisms
- Membership of committee

10. Monitoring and Evaluation

The Equality, Diversity and Inclusion Committee will regularly monitor the effectiveness of the Equality Duty (i.e. the action plan) and agree actions to be incorporated into the annual Equality Action plan. The Equality Duty will be reviewed and revised every three years.

An annual report will be published on the progress made towards meeting the targets set in the action plan. The annual report will be approved by the Corporation prior to being disseminated throughout the College and published on the website.

The annual report will review the College's progress towards fulfilling its Equality Duty and meeting its targets. It will include information on consultations with potentially disadvantaged groups and the resulting actions. It will also consider how policies and procedures have been amended in order to eliminate discrimination and promote equality of opportunity.

Part 2: Our Key Achievements and Progress During 2019-20

As a recovering college, our new leadership and management took a *back to basics* approach for 2019-20 to ensure that appropriate foundations were in place for robust equality, diversity and inclusion practices. Whilst these may appear basic, they underpin the focus for development in 2020-21:

1. Updates to Policies and Procedures

College policies and procedures are continuously reviewed and updated, with new ones introduced when deemed necessary. 2019-20 saw the implementation of a new Equality and Diversity policy, alongside the periodic review of our Transgender Policy.

2. Stakeholder Feedback

During 2019-20 the quality department introduced a new plan to obtain feedback from its key stakeholders, both internal and external, in respect of awareness of equality, diversity and inclusion. Surveys were made available online for staff and external stakeholders to complete.

The college's complaint system also identifies complaints that may be EDI concerns and reports numbers of complaints, those upheld and any identified actions to the EDI Committee at each meeting.

Resident groups were also able to share their views relating to inclusion and further provision has been developed to meet student needs.

3. New College Website

Our Moulton College website was fully redeveloped and accessibility was at the core of this development. In terms of accessibility rating, it meets the WCAG 2.1 AA rating and working towards AAA.

All published videos are also captioned for both website and social media.

4. EDI learning and development

The college demonstrates its commitment to equality and diversity by providing a range of training and initiatives that support our values.

A comprehensive online equality and diversity learning package, available on the college VLE, supports the organisation's objectives of promoting equality and diversity and tackling discrimination, and is a mandatory requirement of all college staff.

From July 2020, all staff have been required to complete an online "Equality & Diversity Awareness" course via the college's *Smart Log* training package and to refresh every year. This is monitored centrally through the Human Resource staff development records.

Regular completion reports are provided to SLT and Curriculum and Quality meetings to help inform performance monitoring and compliance purposes.

Recruitment and Selection, and Safer Recruitment (NSPCC) training for college managers reinforce our legislative obligations when recruiting new staff, with 'recruitment and the law' an integral part of this training, referencing:

- Rehabilitation of Offenders Act 1974
- Health and Safety at Work Act 1974
- Employment Protection (Consolidation) Act 1978
- Data Protection Acts 1984 and 1998
- Asylum and Immigration Act 1996 & Immigration Act 2016
- Equality Act 2010

The training also looks at disability discrimination, positive action, and reasonable adjustments.

5. Equality, diversity and inclusion in teaching, learning and assessment

The Director of TLA and two Development Coaches work with other key leaders to effectively improve equality, diversity and inclusion and British Values in teaching, learning and assessment. The implementation of a number of measures has improved the embedding of EDI and British Values in the classroom.

EDI and British Values are promoted at induction to ensure that the College's values and behaviours are well understood. Staff explore and plan for opportunities to further develop students' understanding and they are made integral to the tutorial framework.

Teachers create a positive, welcoming and inclusive environment in their classes ensuring there is a culture of respect that results in appropriate behaviour for learning. Social and cultural diversity and equality of opportunity are valued, promoted and integrated fully into the learning experience.

In lessons, the promotion of EDI and British Values are planned effectively and learning activities motivate and engage students. As a result, students are developing a good understanding.

Staff plan for individual students' diverse needs in teaching sessions, including the use of reasonable adjustments for students with special educational needs and disabilities.

Where they identify particular EDI/British Value themes or activities related to specific lessons or assignments, staff maximise opportunities and students develop a sound understanding of what this means within their vocational field.

6. EDI Committee

The College reviewed and implemented a new EDI Committee in 2019-20 as part of its renewed drive to ensure that consideration of equality, diversity and inclusion was at the core of everything the college does and that it is considered and embedded into the culture of the college.

A key focus for the committee is not only to ensure compliance with our statutory obligations, but to drive forward improvements in the learner experience, particularly within teaching and learning and ensuring a diverse and rich curriculum.

Analytics and targeted action plans will allow monitoring of and any achievement gaps are identified, and action planned appropriately.

All key policies and procedures in the College are being reviewed and impact assessed.

An equality action plan has been developed to target areas for improvement and to ensure there is a clear focus upon closing any identified actions.

Part 3: Analysis of Learner Equality Data 2019-20

Pertinent points relating to 2019-20 equality datasets are highlighted here. However, a full set of equality data for 2019-20 can be seen in *Appendices 1 and 2*.

1. Gender

At college level, we had 54.4% male and 45.6% female students. Females achieved 7.8% higher than males, with achievement of 80.4% and 88.2% respectively.

Appendix 1D demonstrates that Schools of *Construction (17.1%)*, *Supported Learning (15.1%)* and *Landbased & Equine (9.8%)* have the largest achievement gaps and further work is required to identify and reduce these gaps, however apart from Animal, all exceed the 3% gap tolerance.

2. Age

The college had a total number of 2,765 students in 19-20. 64.9% of these were 16-18 and 35.1% were aged 19+. There is a significant achievement gap of 11.7% identified between 16-18 (79.8%) and 19+ students (91.5%). We are aware that 'Vision to Learn' will skew this figure as the achievement rate is high, therefore excluding V2L, the achievement rate is 80.4% a gap of only 0.6%

3. Disability/Difficulty

35.4% of our students declared a disability/difficulty with the college. They achieved 10% less overall (77.5%) than students who had no declared disability or difficulty (87.5%). Although caution has to be applied with last years data as it was very poor, the gap has widened from 0.4% to 10% this year. Further analysis in this area is needed and action taken to reduce the gap to 3% or less.

4. Ethnicity

The top three ethnicity groups at Moulton College in 2019-20, covering 90% of the student population were 'White British' at 79.8%; 'Other White' at 8.3% and 'African' at 1.9%.

White British covered 79.8% of the college. At 83.1% achievement of this group was -0.8% below the college's final achievement rate, of 83.9%. It was also just under SC NR by 1.4% this year (and -3.4% GFE NR). Other White covered 8.3% of the college and were 8.4% above the largest ethnic group, and African covered 1.9% of the college and were 5% above the largest ethnic group.

5. Sexual Orientation

We did not collate this information from our students for the 2019-20 academic year and is an area for development.

5. High Needs

The college has 240 leavers (83 Students), 6% of the college, who have identified as having high needs (HNS). If we were to exclude English and maths from the results, the achievement rate for vocational provision is 92.5%, well above college average. EHCP attendance was 90.3%, 2.3% higher than target and over 4% higher than the college average. However, including M&E, HNS achievement rate for 16-18 was 68.3% and for 19+ it was 71.8%, the gaps were 11.5% and 19.7% respectively. This resulted in HNS achievement declining 13.6% since last year and as a result it is 18.0% below college average of 83.9%. Further analysis must be conducted to identify poor M&E performance. From table G, we can also see that Animal welfare has a 16-18 rate of 61.0% (59 leavers) for overall achievement, 7.3% below the college.

6. In-Care (LAC)

Table J shows that the college had 14 leavers recorded as being 'care leavers' and 52 leavers identified as being 'in care'. Overall, Leaving Care achievement was 71.4% versus 61.5% for those In Care. Against a college rate of 83.9% they are -12.5% and -22.4% respectively. However, leaver numbers are so low, caution must be applied in the analysis.

9. Free School Meals

The college overall retention rate was 92.6% with FSM overall at 93.7%. 1.1% higher than the college and within the 3% gap.

Table I shows that the college had 222 leavers recorded as having Free School Meals (FSM) with an overall achievement rate of 68.9%. This is 15.0% below that of the college average. Departmentally, Animal 64 leavers, with 67.2% achievement, Carpentry and Joinery are identified as having only 37.5% achievement for 8 leavers. Food and Drink achieved only 50% for 10 leavers. These need further work to identify and reduce the achievement to 3% or less gap.

10. Higher Education

Tables L-N are provided for Higher Education within this report, However, a full analysis for the Higher Education is referenced within the Access and Participation Plan and resultant widening participation action plan for the college.

We aim to do more to understand the Higher Education community to be able to understand demographics and report on EDI datasets.

Part 4: Employee Equality Data 2019-20

Pertinent points relating to 2019-20 equality datasets are highlighted here. However, a full set of equality data for 2019-20 can be seen in [Appendix 2](#).

1. Employment

We are committed to embracing the benefits of a diverse community and seek to ensure that employment at Moulton College is accessible to all. We seek to advertise and promote our employment opportunities in a range of media and locations to ensure this is accessible to as many people as possible. In the last year we have re-designed our employment application form to support shortlisting on the basis of qualifications, skills and experience only and to remove the risk of bias. We are also improving the collation of diversity data in the applicant pool by asking specific questions to collate diversity information. We are confident that later this academic year we will be able to monitor our diversity data for employees and are actively looking to develop our knowledge of applicant characteristics.

2. Current Staff Profile

Our systems allow us to monitor EDI data in the following categories;

- Age
- Ethnicity
- Gender
- Sexual Orientation

The current staffing profile of Moulton College as of 1 September 2020 is as follows;

3. Staff Profile by Gender

We continue to see a greater proportion of females in the workforce. This may be indicative of the number of part time and flexible working patterns in a number of roles

that may be particularly appealing to those who are trying to balance personal and professional responsibilities.

4. Staff Profile by Ethnicity

The College continues to see a prevalence of staff that identify themselves as White. This is not necessarily reflective of our local community and as such may provide barrier to some. The areas in which we operate such as agriculture and animal welfare do have a higher proportion of White membership and therefore it is not out of kilter with many industry trends.

5. Staff Profile by Age

The largest proportion of staff sit within the 50 – 64 age category and our smallest proportion of staff are in the 25 and under category. We can see a broadly even spread across most categories indicating a good mix of ages are present in our staffing community. It would be usual to expect a reduction in staff over 65 as this marks the point at which many people retire from work. But we need to look further at engaging people under 25 into our workforce who may bring the latest thinking and practices with them.

6. Staff Profile by Sexual Orientation

This data is not widely provided from the staff community. It is a very manual process and not user friendly. Our current systems do not currently allow for a greater mix of responses, but this will be addressed with a new HR system which is in development and will be launched by the end of the year.

7. The Future

Moving forward the implementation of a new HR system will allow for greater and more detailed tracking of EDI metrics across the staff. The system will allow for updating of some personal details and this will be used to generate a more accurate and detailed breakdown of our staff for anonymous analysis, allowing an understanding of any gaps that may need to be understood and actioned.

Completing this online will also be more secure and allow for greater ownership of data by individuals. In turn I expect improved reporting in future years which will add value to the EDI report and the ability of the TLA Committee to interrogate our data.

Part 5: Our Governors

Our Governors play a significant role in creating and maintaining an inclusive organisation where all can work, learn and reach their full potential.

The Corporation Board at Moulton College consists of local, regional and national based professionals who share a commitment to helping students from a diverse range of social and economic backgrounds to develop the skills required for the world of work and for life.

Members understand their roles and responsibilities in relation to EDI and drive improvements as part of the college's strategy. They hold senior leaders to account for narrowing achievement gaps by scrutinising datasets at regular meetings such as our *TLA Committee* and *Corporation* meetings.

The make-up of our 2019-20 Corporation Board is as follows:

100% of the College's Corporation Board declare themselves as White British, with three members declaring a disability.

Including the CEO, there are now seven female Board members (39%) and eleven males (61%). The largest age group are the 56+ at 41% of the group. 46-55 are the second largest group at 29%. 26-35 are third with 18% of the board. Finally, there is 1x 36-45 and 1x 16-25 year old, both at 0.6% each.

A designated member of the Board, Barry Hansford (Pictured), is our link governor for Equality and Diversity and is proactive in his support and involvement with the college's renewed EDI Committee.



Barry Hansford, Corporation Board Member and Link EDI Governor

The Search and Governance Committee continually reviews the diversity of the Board and continues to remain a significant consideration for the Search and Governance Committee when considering new appointments.

Appendix 1: Student Equality Data 2019-20

Table A – Overall College Ethnicity – Sorted by 19-20 Leaver Numbers (NR - 2018-19 NART)

	2019-20									2018-19				2017-18			
	Lvrs	Ach %	SC NR %	SC Dif %	GFE NR %	GFE Dif %	Ret %	Pass %	Att %	Lvrs	Ach %	Ret %	Pass %	Lvrs	Ach %	Ret %	Pass %
White British	3,160	83.1	84.5	-1.4	86.5	-3.4	92.3	90.0	85.8	2,949	65.6	84.0	78.1	3,337	76.2	88.3	86.3
Other White	331	91.5	86.6	4.9	88.2	3.3	94.6	96.8	84.8	262	70.2	84.4	83.3	357	83.5	92.2	90.6
African	76	90.8	81.6	9.2	86.8	4.0	93.4	97.2	84.1	79	55.7	78.5	71.0	95	80.0	91.6	87.4
White/Black Caribbean	69	66.7	79.5	-12.8	81.7	-15.0	79.7	83.6	84.3	62	64.5	87.1	74.1	104	62.5	76.0	82.3
Indian	55	90.9	90.9	0.0	88.8	2.1	94.5	96.2	87.1	19	84.2	84.2	100.0	30	90.0	90.0	100.0
Other Mixed	43	79.1	81.9	-2.8	84.7	-5.6	93.0	85.0	83.2	27	66.7	85.2	78.3	32	71.9	78.1	92.0
Other Black	36	80.6	81.9	-1.3	85.1	-4.5	88.9	90.6	79.9	37	45.9	64.9	70.8	24	75.0	95.8	78.3
Other Asian	30	96.7	85.7	11.0	87.3	9.4	100.0	96.7	85.2	16	43.8	62.5	70.0	32	68.8	78.1	88.0
Caribbean	28	75.0	84.8	-9.8	83.8	-8.8	96.4	77.8	86.2	38	52.6	84.2	62.5	53	71.7	90.6	79.2
Pakistani	26	88.5	85.0	3.5	86.7	1.8	100.0	88.5	83.5	13	100.0	100.0	100.0	28	71.4	82.1	87.0
Not Provided	25	84.0	83.2	0.8	87.3	-3.3	92.0	91.3	83.6	14	78.6	85.7	91.7	28	78.6	85.7	91.7
White/Asian	21	95.2	83.7	11.5	84.9	10.3	100.0	95.2	90.2	13	76.9	92.3	83.3	20	65.0	100.0	65.0
White/Black African	20	90.0	77.4	12.6	84.1	5.9	100.0	90.0	92.8	15	46.7	73.3	63.6	11	81.8	81.8	100.0
Irish	18	88.9	87.8	1.1	86.1	2.8	94.4	94.1	92.3	16	56.3	75.0	75.0	23	82.6	95.7	86.4
Chinese	11	100.0	87.9	12.1	90.1	9.9	100.0	100.0	98.4	4	100.0	100.0	100.0	6	100.0	100.0	100.0
Bangladeshi	9	66.7	84.4	-17.7	89.3	-22.6	88.9	75.0	85.1	13	61.5	100.0	61.5	19	52.6	68.4	76.9
Arab	2	100.0	86.0	14.0	88.2	11.8	100.0	100.0	93.3	10	60.0	100.0	60.0	6	83.3	100.0	83.3
Gypsy/Irish Traveller	2	100.0	78.1	21.9	77.2	22.8	100.0	100.0	73.8	3	100.0	100.0	100.0	4	75.0	100.0	75.0

Table B – Overall Ethnicity by School 2019-20 (NR - 2018-19 NART)

	Animal				Construction				Land based & Equine				Sport				Supported Learning				V2L			
	Lvrs	Ach %	Ret %	Pass %	Lvrs	Ach %	Ret %	Pass %	Lvrs	Ach %	Ret %	Pass %	Lvrs	Ach %	Ret %	Pass %	Lvrs	Ach %	Ret %	Pass %	Lvrs	Ach %	Ret %	Pass %
African	1	100.0	100.0	100.0	9	88.9	88.9	100.0	9	100.0	100.0	100.0	24	95.8	100.0	95.8	3	66.7	100.0	66.7	27	85.2	85.2	100.0
Arab					1	100.0	100.0	100.0													1	100.0	100.0	100.0
Bangladeshi					1	0.0	0.0						3	33.3	100.0	33.3					4	100.0	100.0	100.0
Caribbean	5	60.0	100.0	60.0	7	71.4	85.7	83.3					6	83.3	100.0	83.3	3	33.3	100.0	33.3	7	100.0	100.0	100.0
Chinese	2	100.0	100.0	100.0	1	100.0	100.0	100.0	2	100.0	100.0	100.0									6	100.0	100.0	100.0
Gypsy/Irish Traveller					2	100.0	100.0	100.0																
Indian	3	66.7	100.0	66.7	4	75.0	100.0	75.0					3	100.0	100.0	100.0					45	93.3	93.3	100.0
Irish	3	66.7	100.0	66.7	3	100.0	100.0	100.0	1	100.0	100.0	100.0									11	90.9	90.9	100.0
Not Provided	2	100.0	100.0	100.0	3	66.7	100.0	66.7	1	100.0	100.0	100.0					3	66.7	100.0	66.7	16	87.5	87.5	100.0
Other Asian	3	100.0	100.0	100.0	5	80.0	100.0	80.0					6	100.0	100.0	100.0					16	100.0	100.0	100.0
Other Black					8	75.0	75.0	100.0	2	0.0	0.0		15	80.0	100.0	80.0					11	100.0	100.0	100.0
Other Mixed	5	80.0	100.0	80.0	9	55.6	88.9	62.5	6	33.3	66.7	50.0	8	100.0	100.0	100.0	6	100.0	100.0	100.0	9	100.0	100.0	100.0
Other White	34	91.2	97.1	93.9	48	72.9	87.5	83.3	18	83.3	88.9	93.8	32	90.6	90.6	100.0					197	97.0	97.0	100.0
Pakistani					2	100.0	100.0	100.0					3	100.0	100.0	100.0	6	50.0	100.0	50.0	15	100.0	100.0	100.0
White British	758	80.9	90.9	89.0	732	75.1	91.3	82.3	462	79.2	89.8	88.2	390	90.5	94.6	95.7	139	72.7	97.1	74.8	670	94.8	94.8	100.0
White/Asian	1	100.0	100.0	100.0	7	100.0	100.0	100.0	1	100.0	100.0	100.0	7	85.7	100.0	85.7	4	100.0	100.0	100.0	1	100.0	100.0	100.0
White/Black African					2	100.0	100.0	100.0	3	100.0	100.0	100.0	9	77.8	100.0	77.8					6	100.0	100.0	100.0
White/Black Caribbean	14	71.4	78.6	90.9	22	63.6	90.9	70.0					23	52.2	60.9	85.7	3	100.0	100.0	100.0	7	100.0	100.0	100.0

Table C – Overall Data, by Gender (NR - 2018-19 NART)

Gender	Age	17/18 % Ach	18/19 % Ach	19/20 % Ach	SC NR %	SC Dif. %	GFE NR %	GFE Dif. %	19/20 Lvrs	19/20 % Ret	19/20 % Pass	Att %
Female	16-18	72.3	62.7	82.2	82.5	-0.3	84.0	-1.8	914	92.0	89.3	85.6
Female	19+	86.2	78.3	94.3	86.7	7.6	89.5	4.8	892	95.1	99.2	81.4
Female	All	79.4	69.0	88.2	84.8	3.4	87.2	1.0	1,806	93.5	94.3	85.2
Male	16-18	72.0	60.3	78.5	81.2	-2.7	83.0	-4.5	1,657	91.9	85.5	86.2
Male	19+	82.7	75.9	86.6	88.5	-1.9	90.4	-3.8	499	91.6	94.5	84.0
Male	All	74.3	63.3	80.4	84.1	-3.3	86.2	-5.4	2,156	91.8	87.6	86.0

Table D – Overall Gender by Programme Area (NR - 2018-19 NART)

		19/20				18/19				17/18			
		Leavers	Ach %	Ret %	Pass %	Leavers	Ach %	Ret %	Pass %	Leavers	Ach %	Ret %	Pass %
Animal	Female	604	81.0	91.6	88.4	492	58.9	82.9	71.1	468	70.1	86.1	81.4
Animal	Male	227	81.5	90.3	90.2	210	57.6	83.8	68.8	213	70.9	90.6	78.2
Construction	Female	24	91.7	100.0	91.7	26	80.8	88.5	91.3	20	60.0	80.0	75.0
Construction	Male	842	74.6	90.7	82.2	996	60.2	83.7	71.9	1,088	70.6	84.7	83.4
Land based & Equine	Female	252	84.1	91.7	91.8	269	65.8	84.8	77.6	278	77.7	86.3	90.0
Land based & Equine	Male	253	74.3	87.4	85.1	306	68.3	88.2	77.4	308	78.6	93.8	83.7
Sport	Female	105	85.7	91.4	93.8	112	65.2	83.9	77.7	112	82.1	92.9	88.5
Sport	Male	424	89.2	94.3	94.5	435	60.9	80.7	75.5	393	75.1	91.1	82.4
Supported Learning	Female	39	84.6	100.0	84.6	59	89.8	96.6	93.0	69	49.3	97.1	50.7
Supported Learning	Male	128	69.5	96.9	71.8	82	86.6	95.1	91.0	102	59.8	98.0	61.0

Table E - Overall Data by Age and Level (NR - 2018-19 NART)

Age	Level	17/18 %Ach	18/19 %Ach	19/20 %Ach	SC NR %	SC Dif. %	GFE NR %	GFE Dif. %	19/20 Lvrs	19/20 %Ret	19/20 %Pass	Att %
16-18	E	72.2	82.6	59.8	-	-	-	-	184	89.7	66.7	90.9
16-18	1	54.4	51.2	56.4	79.0	-22.6	82.3	-25.9	613	90.5	62.3	82.4
16-18	2	77.5	67.3	88.9	85.5	3.4	82.8	6.1	1113	91.8	96.8	83.2
16-18	3	86.6	55.4	91.8	78.3	13.5	85.5	6.3	660	93.9	97.7	88.8
16-18	H	-	80.0	100.0	-	-	79.8	-79.8	1	100.0	100.0	96.7
16-18 ALL		72.1	61.0	79.8	81.9	-2.1	83.4	-3.6	2,571	91.9	86.8	86.0
19+	E	69.4	96.2	80.0	-	-	-	-	25	100.0	80.0	90.7
19+	1	69.5	72.3	73.8	88.6	-14.8	92	-18.2	80	91.3	80.8	84.2
19+	2	87.2	78.8	93.3	86.4	6.9	88.1	5.2	1,231	94.1	99.1	84.2
19+	3	73.1	57.1	83.3	79.0	4.3	80.9	2.4	54	88.9	93.8	79.6
19+	H				75.4		69.7					
19+ ALL		84.9	77.3	91.5	87.3	4.2	89.9	1.6	1,391	93.8	97.5	82.9
All Ages, All Levels		76.4	65.5	83.9	84.5	-0.6	86.7	-2.8	3,962	92.6	90.6	85.7

Table F – Overall Data, by Disability/Difficulty or Health Problem (NR - 2018-19 NART)

LDD Declaration	17/18 % Ach	18/19 % Ach	19/20 % Ach	SC NR %	SC Dif. %	GFE NR %	GFE Dif. %	19/20 Lvrs	19/20 % Ret	19/20 % Pass	Att %
Has difficulty/disability/health problem	71.7	65.8	77.5	82.9	-5.4	84.7	-7.2	1,403	90.9	85.2	85.7
No difficulty/disability/health problem	78.5	65.3	87.5	85.4	2.1	87.4	0.1	2,558	93.5	93.6	85.7
No information provided by the learner		100.0	100.0	86.2	13.8	85.2	14.8	1	100.0	100.0	

Table G – Overall Data by High Needs and Age

		16-18	19+	16-18	19+	16-18	19+	16-18	19+
Programme Area Name	Curriculum Area Name	Leavers Overall		Ret Overall %		Ach Overall %		Pass Overall %	
Animal	Animal Welfare	59		83.1		61.0		73.5	
Landbased & Equine	Floristry	3		100.0		100.0		100.0	
Landbased & Equine	Horticulture	9	3	100.0	0	55.6	0	55.6	0
Sport	Sports Studies	3		100.0		66.7		66.7	
Supported Learning	Supported Learning	127	36	98.4	100.0	72.4	77.8	73.6	77.8
		201	39	93.6	92.3	68.3	71.8	73.0	77.8

Table H - 2019-20 Disciplinary Stages by Type

2010 IMD data based on students registered home postcode

		2019-20			2018-19		
Stage 0-Informal		Total	No	%	Total	No	%
EHCP	N	50	48	96.0%	102	86	84.3%
EHCP	Y	50	2	4.0%	102	16	15.7%
Ethnicity	31 - White - English / Welsh / Scottish / Northern Irish / British	50	41	82.0%	102	90	88.2%
Ethnicity	34 - White - Any Other White background	50	4	8.0%	102	2	2.0%
Ethnicity	35 - Mixed / Multiple ethnic group - White and Black Caribbean	50	1	2.0%	102	1	1.0%
Ethnicity	36 - Mixed / Multiple ethnic group - White and Black African	50	1	2.0%	-	-	-
Ethnicity	37 - Mixed / Multiple ethnic group - White and Asian	-	-	-	102	1	1.0%
Ethnicity	39 - Asian / Asian British - Indian	50	1	2.0%	-	-	-
Ethnicity	40 - Asian / Asian British - Pakistani	50	1	2.0%	-	-	-
Ethnicity	44 - Black / African / Caribbean / Black British - African	50	1	2.0%	102	4	3.9%
Ethnicity	45 - Black / African / Caribbean / Black British - Caribbean	-	-	-	102	1	1.0%
Ethnicity	46 - Black / African / Caribbean / Black British - Any other Black / African / Caribbean background	-	-	-	102	2	2.0%
Ethnicity	98 - Any other	-	-	-	102	1	1.0%
FSM	N	50	49	98.0%	102	89	87.3%
FSM	Y	50	1	2.0%	102	13	12.7%
Gender	M	50	34	68.0%	102	92	90.2%
Gender	F	50	16	32.0%	102	10	9.8%
High Needs	N	50	48	96.0%	102	94	92.2%
High Needs	Y	50	2	4.0%	102	8	7.8%
IMD Decile	0% - 10% (Most Deprived)	50	1	2.0%	102	9	8.8%
IMD Decile	10% - 20%	50	7	14.0%	102	9	8.8%
IMD Decile	20% - 30%	50	3	6.0%	102	11	10.8%
IMD Decile	30% - 40%	50	4	8.0%	102	7	6.9%
IMD Decile	40% - 50%	50	6	12.0%	102	5	4.9%
IMD Decile	50% - 60%	50	3	6.0%	102	4	3.9%
IMD Decile	60% - 70%	50	7	14.0%	102	18	17.6%
IMD Decile	70% - 80%	50	2	4.0%	102	12	11.8%
IMD Decile	80% - 90%	50	7	14.0%	102	15	14.7%
IMD Decile	90% - 100% (Least Deprived)	50	6	12.0%	102	12	11.8%
IMD Decile	NULL	50	4	8.0%	-	-	-

		Total	No	%	Total	No	%
Stage 1-Formal							
EHCP	N	44	40	90.9%	58	49	84.5%
EHCP	Y	44	4	9.1%	58	9	15.5%
Ethnicity	31 - White - English / Welsh / Scottish / Northern Irish / British	44	29	65.9%	58	44	75.9%
Ethnicity	34 - White - Any Other White background	44	3	6.8%	58	3	5.2%
Ethnicity	35 - Mixed / Multiple ethnic group - White and Black Caribbean	44	7	15.9%	58	2	3.4%
Ethnicity	36 - Mixed / Multiple ethnic group - White and Black African	-	-	-	58	1	1.7%
Ethnicity	39 - Asian / Asian British - Indian	-	-	-	58	1	1.7%
Ethnicity	40 - Asian / Asian British - Pakistani	44	1	2.3%	58	2	3.4%
Ethnicity	43 - Asian / Asian British - Any other Asian background	-	-	-	58	1	1.7%
Ethnicity	44 - Black / African / Caribbean / Black British - African	44	2	4.5%	58	2	3.4%
Ethnicity	46 - Black / African / Caribbean / Black British - Any other Black / African / Caribbean background	44	2	4.5%	-	-	-
Ethnicity	98 - Any other	-	-	-	58	2	3.4%
FSM	N	44	42	95.5%	58	54	93.1%
FSM	Y	44	2	4.5%	58	4	6.9%
Gender	M	44	29	65.9%	58	46	79.3%
Gender	F	44	15	34.1%	58	12	20.7%
High Needs	N	44	40	90.9%	58	52	89.7%
High Needs	Y	44	4	9.1%	58	6	10.3%
IMD Decile	0% - 10% (Most Deprived)	44	4	9.1%	58	8	13.8%
IMD Decile	10% - 20%	44	8	18.2%	58	3	5.2%
IMD Decile	20% - 30%	44	5	11.4%	58	4	6.9%
IMD Decile	30% - 40%	44	3	6.8%	58	6	10.3%
IMD Decile	40% - 50%	44	3	6.8%	58	7	12.1%
IMD Decile	50% - 60%	44	4	9.1%	58	5	8.6%
IMD Decile	60% - 70%	44	5	11.4%	58	6	10.3%
IMD Decile	70% - 80%	44	2	4.5%	58	6	10.3%
IMD Decile	80% - 90%	44	7	15.9%	58	8	13.8%
IMD Decile	90% - 100% (Least Deprived)	44	2	4.5%	58	5	8.6%
IMD Decile	NULL	44	1	2.3%	-	-	-

Stage 2-Formal		Total	No	%	Total	No	%
EHCP	N	13	10	76.9%	37	33	89.2%
EHCP	Y	13	3	23.1%	37	4	10.8%
Ethnicity	31 - White - English / Welsh / Scottish / Northern Irish / British	13	13	100.0%	37	30	81.1%
Ethnicity	34 - White - Any Other White background	-	-	-	37	2	5.4%
Ethnicity	35 - Mixed / Multiple ethnic group - White and Black Caribbean	-	-	-	37	2	5.4%
Ethnicity	38 - Mixed / Multiple ethnic group - Any Other Mixed / multiple ethnic background	-	-	-	37	1	2.7%
Ethnicity	44 - Black / African / Caribbean / Black British - African	-	-	-	37	1	2.7%
Ethnicity	47 - Arab	-	-	-	37	1	2.7%
FSM	N	13	11	84.6%	37	34	91.9%
FSM	Y	13	2	15.4%	37	3	8.1%
Gender	M	13	9	69.2%	37	30	81.1%
Gender	F	13	4	30.8%	37	7	18.9%
High Needs	N	13	11	84.6%	37	35	94.6%
High Needs	Y	13	2	15.4%	37	2	5.4%
IMD Decile	0% - 10% (Most Deprived)	13	4	30.8%	37	6	16.2%
IMD Decile	10% - 20%	-	-	-	37	1	2.7%
IMD Decile	20% - 30%	-	-	-	37	1	2.7%
IMD Decile	30% - 40%	-	-	-	37	3	8.1%
IMD Decile	40% - 50%	13	2	15.4%	37	2	5.4%
IMD Decile	50% - 60%	13	1	7.7%	37	3	8.1%
IMD Decile	60% - 70%	13	2	15.4%	37	5	13.5%
IMD Decile	70% - 80%	-	-	-	37	4	10.8%
IMD Decile	80% - 90%	13	1	7.7%	37	3	8.1%
IMD Decile	90% - 100% (Least Deprived)	13	2	15.4%	37	8	21.6%
IMD Decile	NULL	13	1	7.7%	37	1	2.7%

Stage 3-Formal		Total	No	%	Total	No	%
EHCP	N	30	28	93.3%	13	8	61.5%
EHCP	Y	30	2	6.7%	13	5	38.5%
Ethnicity	31 - White - English / Welsh / Scottish / Northern Irish / British	30	22	73.3%	13	9	69.2%
Ethnicity	35 - Mixed / Multiple ethnic group - White and Black Caribbean	30	5	16.7%	-	-	-
Ethnicity	44 - Black / African / Caribbean / Black British - African	-	-	-	13	4	30.8%
Ethnicity	38 - Mixed / Multiple ethnic group - Any Other Mixed / multiple ethnic background	30	1	3.3%	-	-	-
Ethnicity	46 - Black / African / Caribbean / Black British - Any other Black / African / Caribbean background	30	1	3.3%	-	-	-
Ethnicity	34 - White - Any Other White background	30	1	3.3%	-	-	-
FSM	N	30	30	100.0%	13	13	100.0%
Gender	M	30	20	66.7%	13	12	92.3%
Gender	F	30	10	33.3%	13	1	7.7%
High Needs	N	30	29	96.7%	13	11	84.6%
High Needs	Y	30	1	3.3%	13	2	15.4%
IMD Decile	0% - 10% (Most Deprived)	30	4	13.3%	13	3	23.1%
IMD Decile	10% - 20%	30	4	13.3%	13	1	7.7%
IMD Decile	20% - 30%	30	1	3.3%	-	-	-
IMD Decile	30% - 40%	-	-	-	13	2	15.4%
IMD Decile	40% - 50%	-	-	-	13	2	15.4%
IMD Decile	50% - 60%	30	1	3.3%	13	1	7.7%
IMD Decile	60% - 70%	30	7	23.3%	13	1	7.7%
IMD Decile	70% - 80%	30	2	6.7%	13	1	7.7%
IMD Decile	80% - 90%	30	6	20.0%	13	1	7.7%
IMD Decile	90% - 100% (Least Deprived)	30	5	16.7%	13	1	7.7%

Table I - 2019-20 Free School Meals

Programme Area Name	Curriculum Area Name	19/20				18/19	17/18
		Leavers	Ret %	Ach %	Pass %	Ach %	Ach %
Animal	Animal Welfare	64	90.6	67.2	74.1	53.5	58.7
Construction	Brickwork	19	94.7	73.7	77.8	50.0	66.7
Construction	Carpentry and Joinery	8	62.5	37.5	60.0	72.7	60.0
Construction	Construction Management	2	100.0	100.0	100.0	20.0	
Construction	Furniture	11	100.0	72.7	72.7	75	66.7
Construction	Maintenance Operations	17	94.1	64.7	68.8	36.4	57.1
Construction	Plumbing	16	100.0	62.5	62.5	43.5	62.5
Landbased & Equine	Agriculture	10	100.0	80.0	80.0	20.0	33.3
Landbased & Equine	Arboriculture						80.0
Landbased & Equine	Countryside Management	6	100.0	66.7	66.7		
Landbased & Equine	Equestrian	20	100.0	70.0	70.0	62.5	100.0
Landbased & Equine	Floristry					42.9	0.0
Landbased & Equine	Food and Drink	10	70.0	50.0	71.4	0.0	
Landbased & Equine	Horticulture	3	100.0	66.7	66.7	50.0	45.5
Sport	Sports Studies	11	100.0	100.0	100.0	62.1	71
Supported Learning	Supported Learning	25	100.0	72.0	72.0	70.0	53.6
		222	93.7	68.9	73.6	52.5	60.9

Table J - 2019-20 in Care/Leaving Care by School

Curriculum Area Name	19/20				18/19		17/18		
	Leavers	Ret %	Ach %	Pass %	In Care	Ach %	In Care	Ach %	In Care
Animal Welfare	3	100.0	66.7	66.7	Care Lvr			0.0	Care Lvr
Maintenance Operations						50.0	Care Lvr	100.0	Care Lvr
Agriculture	1				Care Lvr				
Arboriculture						50.0	Care Lvr		
Equestrian	1				Care Lvr	0.0	Care Lvr		
Food & Drink	2	100.0	100.0	100.0	Care Lvr				
Floristry						0.0	Care Lvr		
Horticulture	3	100.0	100.0	100.0	Care Lvr				
Sports Studies					Care Lvr	0.0	Care Lvr		
Supported Learning	5	60.0	60.0	100.0	Care Lvr			66.7	Care Lvr
	14	78.6	71.4	90.9		26.7		60.0	
Animal Welfare	18	55.6	33.3	60.0	In Care	37.5	In Care	60.0	In Care
Brickwork	3	100.0	100.0	100.0	In Care	100.0	In Care	50.0	In Care
Carpentry and Joinery	5	100.0	80.0	80.0	In Care		In Care		
Maintenance Operations						33.3	In Care	100.0	In Care
Plumbing	1	100.0	0.0	0.0	In Care				
Agriculture	2	0.0	0.0	0.0	In Care				
Arboriculture								50.0	In Care
Equestrian	9	100.0	100.0	100.0	In Care	100	In Care	75.0	In Care
Floristry						0.0	In Care		
Horticulture						66.7	In Care		
Sports Studies	6	100.0	83.3	83.3	In Care	66.7	In Care	0.0	In Care
Supported Learning	8	100.0	62.5	62.5	In Care	66.7	In Care		
	52	80.8	61.5	76.2		52.3		60.0	

Table K - 2019-20 Trend Data (taken from Moulton College Reporting System)

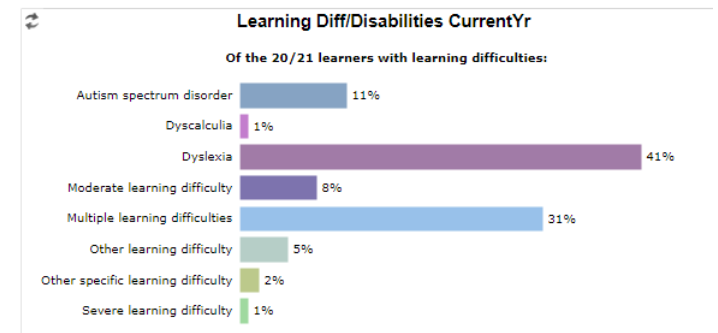
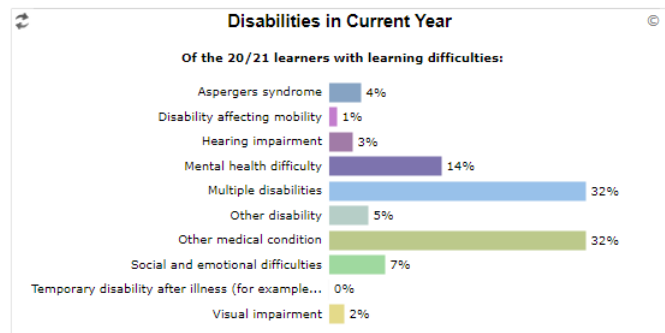
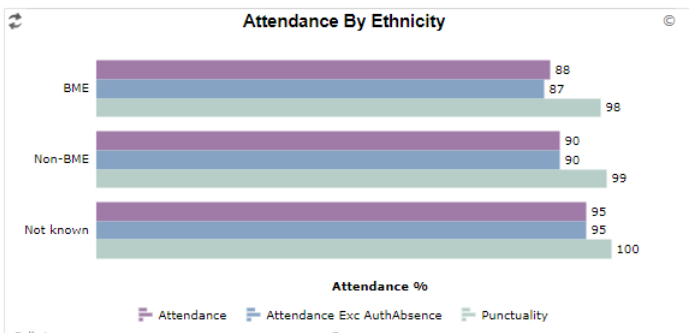
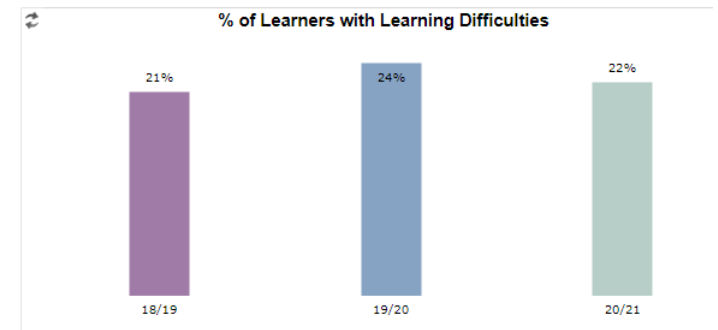
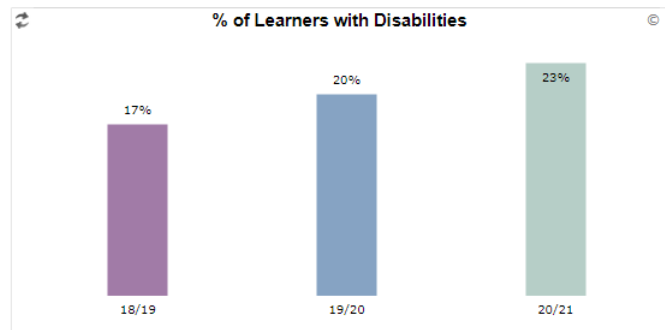
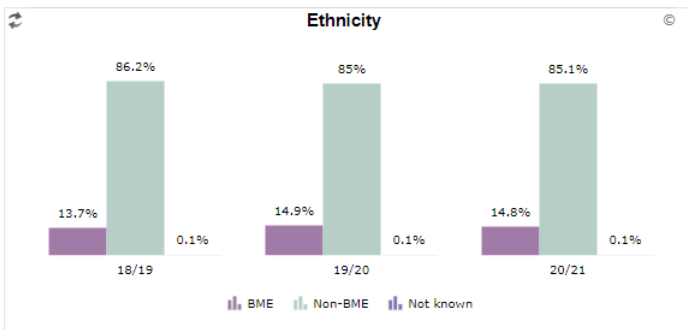
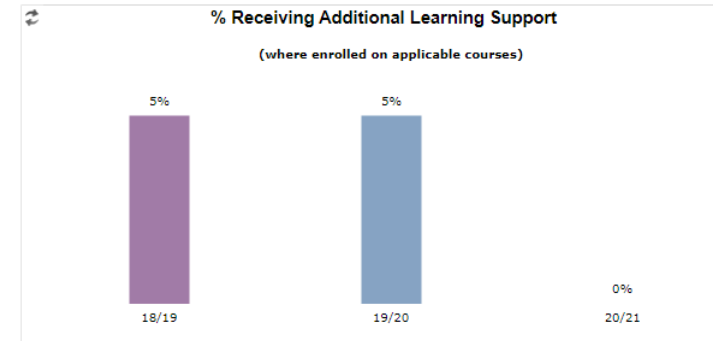
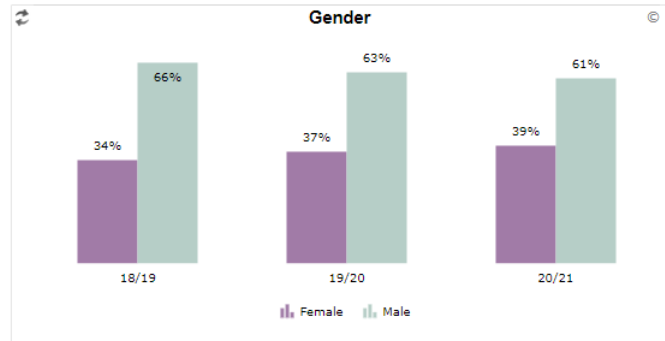
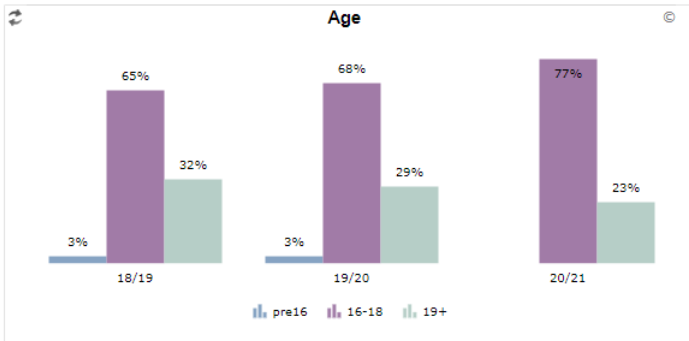


Table L - 2019-20 Higher Education Provision by Age

			19/20		18/19		17/18	
			Leavers	Ach%	Leavers	Ach%	Leavers	Ach%
Animal	Animal	16-18	12	58.3	17	58.8	21	61.9
		19-24	24	54.2	27	51.9	38	57.9
		25+	4	0.0	12	66.7	10	50.0
Construction	Construction Mgt	16-18	1	100.0	2	100.0	3	33.3
		19-24	16	56.3	21	76.2	20	55
		25+	11	36.4	33	72.7	25	60
Land & Equine	Agriculture	16-18						
		19-24			1	100.0		
		25+	2	100.0	1	100.0	3	33.3
Land & Equine	Countryside Mgt	16-18					3	66.7
		19-24			3	100.0	8	87.5
		25+	2	100.0	5	80.0	15	93.3
Land & Equine	Equestrian	16-18	9	22.2	5	60.0	14	64.3
		19-24	10	20.0	5	80.0	8	75.0
		25+	2	50.0	1	0.0	5	80.0
Sport		16-18	10	30.0	11	54.5	13	61.5
		19-24	13	30.8	23	34.8	45	66.7
		25+	7	42.9	9	77.8	10	80.0

Table M - 2019-20 Higher Education Provision by Gender

			19/20		18/19		17/18	
			Leavers	Ach%	Leavers	Ach%	Leavers	Ach%
Animal	Animal	Female	35	48.6	49	63.3	55	60.0
		Male	5	60.0	7	14.3	14	50.0
Construction	Construction Mgt	Female	4	50.0	11	100.0	8	50.0
		Male	24	50.0	45	68.9	40	57.5
Land & Equine	Agriculture	Female			1	100.0		
		Male			1	100.0	3	33.3
Land & Equine	Countryside Mgt	Female	2	100.0	3	66.7	16	81.3
		Male			5	100.0	10	100.0
Land & Equine	Equestrian	Female	21	23.8	11	63.6	27	70.4
		Male						
Sport		Female	11	45.5	28	53.6	27	70.4
		Male	19	26.3	15	40.0	41	65.9

Table N - 2019-20 Higher Education Provision by Ethnicity

	Animal Welfare				Construction Management				Countryside Management				Equestrian				Sports			
	Lvrs	Ach%	Pass%	Ret%	Lvrs	Ach%	Pass%	Ret%	Lvrs	Ach%	Pass%	Ret%	Lvrs	Ach%	Pass%	Ret%	Lvrs	Ach%	Pass%	Ret%
African					4	0.0	0.0	75.0									2	0.0	0.0	0.0
Caribbean																	1	0.0	0.0	0.0
Other Asian	1	0.0	0.0	0.0																
Other Black																	1	0.0	0.0	0.0
Other Mixed					1	100.0	100.0	100.0					1	0.0	0.0	0.0	2	50.0	100.0	50.0
Other White	1	0.0	0.0	0.0	1	0.0	0.0	100.0					1	0.0	0.0	0.0	4	25.0	100.0	25.0
White British	38	52.6	100	52.6	22	59.1	86.7	68.2	2	100.0	100.0	10.0.0	18	22.2	100.0	22.2	19	42.1	100.0	42.1
White/Asian													1	100	100	100	1	0	0	0

Appendix 2: Student Equality Data Analysis 2019-20

Methodology

1. Data used within this report relates to 'overall' data provided within the *college's ProAchieve system for 2019-20*, dated 06 October 2020.
2. This data is the final data prior to ILR submission, however, must still be considered as indicative data.

Key Information

3. There were 3,962 leavers at Moulton College during 2019-20, with:
 - i. 92.6% retention overall, 1% above the SC NR of 91.6% (0.3% below GFE 92.9%)
 - ii. Overall achievement rates were 83.9%, 0.6% below SC NR of 84.5% (2.8% below GFE 86.7%)
 - iii. Overall pass rates were 90.6%, 1.6% below SC NR of 92.2% (2.7% below GFE 93.3%)

Gender

4. 3,962 leavers, made up of an enrolled gender balance of 2,156 (54.4%) male and 1,806 (45.6%) female.
5. There was a top level retention variance of 1.7% between genders. Male was 91.8%, -0.1% below SC NR (91.9%) and Female was 93.5%, 2% above SC NR (91.5%).
6. Male achievement was 80.4%, -3.7% below SC NR (84.1%) and female achievement of 88.2% was 3.4% above NR (84.8%). A variance between genders of 7.8%.
7. Action is needed to:
 - a. *Reduce gender achievement rate gap of 7.8% down to less than 3%*

Age

8. There were 2,571 (64.9%) 16-18-year-old leavers at the college and 1,391 (35.1%) 19+ year old leavers.
9. There was a 1.9% retention variance between age groups, 16-18 was 91.9%, 10% above SC NR (81.9%) and 19+ was 93.8%, 6.5% above SC NR (87.3%).
10. 16-18 achievement was 79.8%, 2.1% below SC NR (81.9%) and 19+ achievement of 91.5% was 4.2% above SC NR (87.3%). A variance between age groups of 5.4%.

11. There is a significant achievement gap of 11.7% identified between 16-18 (79.8%) and 19+ students (91.5%). We are aware that 'Vision to Learn' will skew this figure as the achievement rate is high, therefore excluding V2L, the achievement rate is 80.4% a gap of only 0.6%

Learning Difficulty or Disability (LDD)

12. 1,403 (35.4%) of our 2019-20 leavers had a declared disability, difficulty or health problem. There was only one leaver who did not provide information and are 'unknown'.
13. Learners with LDD were retained -2.6% less well than those with no LDD. Declared LDD retention was 90.9%, 0.8% below NR (91.7%) and retention for those with no LDD was 87.5%, -4.1% below NR (91.6%).
14. Learners with LDD achieved 10% lower than those with no LDD. Declared LDD achievement was 77.5%, 5.4% below NR (82.9%) and no LDD achievement of 87.5% was 2.1% above NR (85.4%).
15. Action is needed to:
 - a. *Reduce the gap between LDD and No-LDD as it is currently 10%*

Ethnicity

(Sorted largest to smallest groups, those with leaver numbers of ten or less are excluded)

16. The top three ethnicity groups at Moulton College in 2019-20 were 'White British', 79.8%; 'Other White' 8.3% and 'African' at 1.9%.
17. Our latest analysis demonstrates that our white British is at 79.8% of the college population Vs 85.7% of Northamptonshire population (2011 Census; ONS, [JSNA](#)). This means that the college has a 20.2% BAME, compared with the 14.4% of Northamptonshire. A difference of 5.8%.
18. **White British** cover 79.8% of the college, compared with 85.7% in Northamptonshire (2011 ONS Census), a difference of 5.9%. Their retention was 92.3%, 0.8% above SC NR (91.5%). Overall achievement was 83.1%, -1.4% below SC NR (84.5%). Achievement of this group was -0.9% below the college's final achievement rate. Attendance rate of 85.8%, 0.8% above the college average of 85%.
19. **Other White** cover 8.3% of the college, compared with 4.7% in Northamptonshire (2011 ONS Census), a difference of 3.6%. Their retention was 94.6%, -2.9% above SC NR (91.7%). Overall achievement was 91.5%, 4.1% above SC NR (87.4%). The achievement of this was 8.4% above the largest ethnic group (White British). Attendance rate of 84.8%, -0.2% below the college average of 85%.
20. **African** cover 8.3% of the college. Their retention was 93.4%, 2.4% above SC NR (91.0%). Overall achievement was 90.8%, 9.2% above SC NR (81.6%). The achievement of this group was 5% above the largest ethnic group (White British). Attendance rate of 84.1%, -0.9% below the college average of 85%.
21. **White/Black Caribbean** cover 1.7% of the college. Their retention was 79.7%, -12.0% below SC NR (91.7%). Overall achievement was 66.7%, -13.2% below SC NR (79.5%). The achievement of this group was 16.4% below the largest ethnic group (White British). Attendance rate of 84.3%, -0.7% below the college average of 85%.

22. **Indian** cover 1.3% of the college. Their retention was 94.5%, -0.9% below SC NR (95.4%). Overall achievement was 90.9%, -4.5% below SC NR (90.9%). The achievement of this group was 7.8% above the largest ethnic group (White British). Attendance rate of 87.1%, 2.1% above the college average of 85%.
23. **Other Mixed** cover 1.0% of the college. Their retention was 93.0%, 3.9% below SC NR (89.1%). Overall achievement was 79.1%, -2.8% below SC NR (81.9%). The achievement of this group was -4.8% below the largest ethnic group (White British). Attendance rate of 83.2%, 1.8% below the college average of 85%.
24. **Other Black** cover 0.9% of the college. Their retention was 88.9%, -2.0% below SC NR (90.9%). Overall achievement was 80.6%, 1.3% below SC NR (81.9%). The achievement of this group was 3.3% below the largest ethnic group (White British). Attendance rate of 79.9%, 5.1% below the college average of 85%.
25. **Other Asian** cover 0.7% of the college. Their retention was 100.0%, 6.8% above SC NR (93.2%). Overall achievement was 96.7%, 11.0% above SC NR (85.7%). The achievement of this group was 12.8% above the largest ethnic group (White British). Attendance rate of 85.2%, 0.2% above the college average of 85%.
26. **Caribbean** cover 0.7% of the college. Their retention was 96.4%, 3.2% above SC NR (93.2%). Overall achievement was 75.0%, -14.8% below SC NR (84.8%). The achievement of this group was -8.9% below the largest ethnic group (White British). Attendance rate of 86.2%, 1.2% above the college average of 85%.
27. **Pakistani** cover 0.7% of the college. Their retention was 100%, 5.3% above SC NR (94.7%). Overall achievement was 88.5%, 3.5% above SC NR (85.0%). The achievement of this group was 4.6% above the largest ethnic group (White British). Attendance rate of 83.5%, 1.5% below the college average of 85%.
28. **Not Provided** cover 0.6% of the college. Their retention was 92.0%, equalling the SC NR (92.0%). Overall achievement was 84.0%, 0.8% above SC NR (83.2%). The achievement of this group was 0.1% above the largest ethnic group (White British). Attendance rate of 83.6%, 1.4% below the college average of 85%.
29. **White/Asian** cover 0.5% of the college. Their retention was 100.0%, 10.1% above SC NR (89.9%). Overall achievement was 95.2%, 11.5% above SC NR (83.7%). The achievement of this group was 12.1% above the largest ethnic group (White British). Attendance rate of 90.2%, 5.2% below the college average of 85%.
30. **White/Black African** cover 0.5% of the college. Their retention was 100.0%, 11.6% above the SC NR (88.4%). Overall achievement was 90.0%, 12.6% above SC NR (77.4%). The achievement of this group was 6.9% above the largest ethnic group (White British). Attendance rate of 92.8%, 7.8% above the college average of 85%.
31. **Irish** cover >0.5% of the college. Their retention was 85.7%, 7.3% below NR (93.0%). Overall achievement was 88.9%, 1.1% above SC NR (87.8%). The achievement of this group was 5.8% above the largest ethnic group (White British). Attendance rate of 92.8%, 7.8% above the college average of 85%.
32. **Chinese** cover >0.3% of the college. Their retention was 100.0%, 6.5% above SC NR (93.5%). Overall achievement was 100.0%, 12.1% above SC NR (87.9%). The achievement of this group was 11.9% above the largest ethnic group (White British). Attendance rate of 98.4%, 13.4% above the college average of 85%.
33. **Excluded Ethnicity** due to numbers lower than 10 are – *Bangladeshi; Arab; Gypsy/Traveller*

34. Action is needed to:
- a. Target and monitor groups who have *achievement* of less than the largest ethnic group:
 1. *White/Black Caribbean achievement is 16.4% below the largest ethnic group.*
 2. *Other Mixed achievement is 4.8% below the largest ethnic group.*
 3. *Other Black achievement is 3.3% below the largest ethnic group.*
 4. *Caribbean achievement is 8.9% below the largest ethnic group.*
 - b. Target and monitor groups who have *retention* of less than the largest ethnic group:
 1. *White/Black Caribbean retention was 12.6% lower than the largest ethnic group.*
 2. *Other Black retention was 3.4% lower than the largest ethnic group.*
 3. *Not Provided retention was 0.4% lower than the largest ethnic group.*
 4. *Irish retention was 6.7% lower than the largest ethnic group.*

Sexual Orientation of Students

35. No central dataset available for 2019-20.
36. Action is needed to:
- a. *Establish centralised dataset for the sexual orientation of students*

Vulnerable Groups

High Needs (HNS)

37. The college has 240 leavers (83 Students), 6% of the college, who have identified as having high needs (HNS).
38. Overall, HNS retention was 93.4% versus 92.6% cross college, a variance of only 0.8%.
39. HNS achievement rate was 68.9%. Disappointingly HNS achievement has dropped 13.6% since last year and as a result it is 18.0% below college average of 83.9%.
40. Action is needed to:
1. *Target the 18.0% gap. This will be due to the English and maths being included within this dataset and further analysis must be conducted to identify poor performance.*
 2. *Identify 2020-21 HNS students and ensure that their progress is regularly monitored to ensure equal or above college rates.*
 3. *Work with Head of Supported Learning to carry out regular monitoring, classroom experience and work sampling*

Free School Meals (FSM)

41. The college had 222 leavers recorded as having Free School Meals (FSM).
42. Overall, FSM student retention was 93.7% versus college average of 92.6%, a variance of 1.1%.
43. A 2019-20 FSM achievement rate of 60.9% is 23.0% below that of the college average.
44. Action is needed to:
 - a. *Reduce FSM achievement gap of 23%. Due to the low pass rate (73.6%), FSM students had low achievement. Support pass rates of FSM students.*

Students who are in or leaving care

45. The college had 14 leavers recorded as being 'care leavers' and 52 leavers identified as being 'in care'.
46. Overall, Leaving Care retention was 78.6% versus 80.8% for those in care, a variance of 2.2%. Against a college retention rate of 92.6% there is a gap of 14% and 11.8% respectively.
47. Overall, Care Leaver achievement was 71.4% versus 61.5% for those in care. Against a college rate of 83.9% they are -12.5% and -22.4% respectively.
48. Action is needed to:
 - a. *Reduce the Leaving Care retention gap. Leaving Care students are retained 12.5% less well than non-care related students.*
 - b. *Reduce the In-Care retention gap. Students 'In Care' are retained 11.8% less well than non-care related students.*
 - c. *Reduce the Leaving Care achievement gap. Leaving Care students achieve 12.5% less well than non-care related students.*
 - d. *Reduce the In-Care achievement Gap. Students 'In Care' achieve 22.4% less well than non-care related students.*

Safeguarded Students

49. No central dataset available at this time.
50. Action is needed to:
 - a. *Establish centralised dataset for safeguarded students*

Young Carers

51. No central dataset available at this time.
52. Action is needed to:
 - a. *Establish centralised dataset for Young Carer students*

Appendix 3: Employee Equality Data 2019-20

Table 1: Employee Age

Age Band	Total	%age
<25	11	3.4
25 – 29	39	12.2
30 – 34	34	10.6
35 – 39	31	9.7
40 – 44	33	10.4
45 – 49	32	10.0
50 – 54	45	14.0
55 – 59	39	12.2
60 – 64	41	12.9
65+	15	4.6
TOTAL	320	

Table 2: Employee Ethnicity

Ethnic Group	Total	%age
Unknown/Not Known	6	1.8
Asian Other	1	0.3
Black African	3	0.9
Black Caribbean	3	0.9
Black Other	1	0.3
Chinese	2	0.6
Mixed Other	1	0.3
Other	1	0.3
Pakistani	2	0.6
White	293	91.6
White Irish	1	0.3
White Other	6	1.9
TOTAL	320	

Table 3: Employee Gender

Gender	Total	%age
Female	198	61.88
Male	122	38.12

Table 4: Employee Sexual Orientation

Sexual Orientation	Total	%age
Unknown	57	17.81
Heterosexual	263	82.19

Table 5: Corporation Board

Gender	Age	Disability	Ethnic group
Female	16-25	No	British White
Female	26-35	No	British White
Female	46-55	No	British White
Female	46-55	Yes	British White
Female	56+	No	British White
Female	56+	No	British White
Male	26-35	No	British White
Male	26-35	No	British White
Male	36-45	No	British White
Male	46-55	Yes	British White
Male	46-55	No	British White
Male	46-55	No	British White
Male	56+	No	British White
Male	56+	No	British White
Male	56+	No	British White
Male	56+	No	British White
Male	56+	Yes	British White

Appendix 4: EDI Committee 2020-21

1. **Committee:**

Chair: Andrew Bailey

Vice Chair: Tony Mangan

Members:

Ann Simson – Quality Standards and Improvement Manager

Barry Hansford – Corporation Board Member and Link EDI Governor

Bradley Billington – Director of Teaching, Learning and Assessment

Carla Hayes – Head of Supported Learning and Learning Support

Caroline Caplan – HE Learning Support Coordinator

David Aldridge – Executive Director, Human Resources

John O'Shea – Vice Principal Curriculum and Quality and Senior Post Holder for EDI

Malcolm Pate – Farm Manager and Staff Governor

Steve Middleton – MIS Manager

Student 1 – Pending

Susan Titmuss – Marketing Manager