



Chelmsford College Group

Annual Equality Report

2019/2020

PART ONE

Learner outcomes Data

Part One Learner outcomes equality and diversity data for academic year 2019/20

- To inform the Corporation of academic performance by key equality and diversity data for the academic year 2019/20

1.1 Whole College Performance Summary 2019/20

2019/20	Achievement %	Retention %
All Ages	83.7	91.9
16-18	83.3	91.9
19+	86	92.2

2. Gender Achievement Rate 2019/20

2019/20 Success rate by age and sex

Dataset: 20th October 2020 (inc Forecast)

Age	Gender	Data	17/18	18/19	19/20	Provider Group
16-18	Female	Leavers.	2192	2570	2276	
		Achievement.	85.7	84.1	83.9	84
	Male	Leavers.	2989	3154	3026	
		Achievement.	86.9	85.5	82.9	83
Total		Leavers.	5181	5724	5302	
		Achievement.	86.4	84.9	83.3	

Age	Gender	Data	17/18	18/19	19/20	Provider Group
19+	Female	Leavers.	513	458	228	
		Achievement.	93.2	87.8	84.2	89.5
	Male	Leavers.	623	678	503	
		Achievement.	2192	90.3	86.9	90.4
Total		Leavers.	1136	1136	731	
		Achievement.	92.9	89.3	86.0	

- One of the traditional gaps in learner performance has been the gender gap in the achievement rate.
 - In the 16-18 age group, the Gender gap at Chelmsford College has narrowed from a peak in academic year 2014/15 of 4.6% to a consistent marginal difference of only about 1% over the last four academic years. In 2016/17, this gap had been reduced to a marginal 1.1% with female learners slightly outperforming male learners.
 - This small gap between 16-18 learners was successfully maintained in 2017/18 with a gap of only 1.2% but with male learners slightly

outperforming female learners. This successful closing of the gap was sustained in 2018/19 with a marginal increase to 1.4% in favour of male learners. In 2019/20, the gap has marginally declined to 1% in favour of female learners.

2.2 However, the gender achievement rate gap between male and female learners aged 19+ has increased very slightly from 2.5% in favour of male learners in 2018/19 to 2.7% in 2019/20, with male learners again slightly outperforming female learners.

2.3 With the marginal difference in performance of 16-18 learners over the past four years, there is no significant gender achievement rate gap to respond to. However, the variation in achievement between male and female learners that has emerged in the 19+ age group in the last three academic years is a concern as it reflects a decline in female achievement from 93.2% in 2017/18 to 84.2% in 2019/20.

2.4 **Apprenticeship Achievement rates by Gender**

Sex	Leavers	Achievement
M	80	65
F	53	83

2.4.1 In 17/18 the gap between male and female apprentices reached a recent peak of 26.6% with female apprentices outperforming male apprentices. In 2018/19, this gap remained significant but was almost halved to 14.3% with female apprentices outperforming male apprentices again. In 2019/20, female apprentices continued to outperform male apprentices and the margin increased by 4% to 18%

2.5 **Attendance Rates by Gender in 2019/20**

All Ages	17/18	18/19	19/20
Female	88%	84%	86%
Male	87%	83%	85%
Total	87%	83%	85%

2.5.1 despite the impact of the Covid19 lockdown, overall attendance rates slightly improved in 2019/20. Over the last three academic years the gap between overall attendance rates between male and female learners has remained marginal at 1%. In 2019/20, the gap between male and female attendance rates remained very small at

only 1%, with female learner attendance continuing to be slightly higher than male learners.

3. Achievement Rate by Ethnicity 2019/20.

2019/20 Qualification Success Rates by Ethnicity (16-18)

Dataset: 20th October 2020 (inc Forecast)

Age	ETHNICITY	Data	17/18	18/19	19/20	Provider Group
	African	Leavers.	82	80	70	
		Achievement.	82.9	75.0	94.3	82.3
	Any other Asian Background	Leavers.	34	23	26	
		Achievement.	79.4	87.0	88.5	84.3
	Any other Black / African / Caribbean background	Leavers.	7	26	15	
		Achievement.	85.7	84.6	100.0	79.8
	Any other ethnic group	Leavers.	21	20	30	
		Achievement.	100.0	100.0	83.3	81.5
	Any other Mixed / multiple ethnic background	Leavers.	30	36	28	
		Achievement.	86.7	97.2	85.7	78.8
	Any other White Background	Leavers.	108	121	110	
		Achievement.	82.0	88.4	82.7	
	Arab	Leavers.	1			
		Achievement.	100.0			
	Bangladeshi	Leavers.	14	19	20	
		Achievement.	100.0	100.0	65.0	82.4
	Caribbean	Leavers.	16	15	18	
		Achievement.	68.8	73.3	83.3	76.3
	Chinese	Leavers.	5	6	2	
		Achievement.	100.0	33.3	100.0	88.4
	English / Welsh / Scottish / Northern Irish / British	Leavers.	4678	5143	4782	
		Achievement.	86.5	84.8	83.3	81.4
	Gypsy or Irish Traveller	Leavers.	12	3	11	
		Achievement.	33.3	100.0	90.9	71.1
	Indian	Leavers.	24	18	10	
		Achievement.	100.0	100.0	100.0	86.4
	Irish	Leavers.	13	12	4	
		Achievement.	76.9	58.3	25.0	76.4
	Not known / Not provided	Leavers.	23	44	22	
		Achievement.	73.9	72.7	95.5	
	Pakistani	Leavers.	18	13	13	
		Achievement.	100.0	92.3	84.6	82.5
	White and Asian	Leavers.	22	54	58	
		Achievement.	86.4	100.0	84.5	81.8
	White and Black African	Leavers.	10	17	28	
		Achievement.	90.0	88.2	64.3	79.3
	White and Black Caribbean	Leavers.	63	74	55	
		Achievement.	85.7	83.8	72.7	76.0
Total		Leavers.	5181	5724	5302	
		Achievement.	86.4	84.9	83.3	

Age	ETHNICITY	Data	17/18	18/19	19/20	Provider Group
19+	African	Leavers.	27	37	13	
		Achievement.	92.6	89.2	92.3	85.3
	Any other Asian Background	Leavers.	17	22	8	
		Achievement.	100.0	77.3	75.0	87.7
	Any other Black / African / Caribbean background	Leavers.	2	1	3	
		Achievement.	100.0	100.0	66.7	85.4
	Any other ethnic group	Leavers.	2	3	5	
		Achievement.	100.0	100.0	80.0	87.5
	Any other Mixed / multiple ethnic background	Leavers.	10	21	12	
		Achievement.	100.0	95.2	75.0	84.6
	Any other White Background	Leavers.	62	53	34	
		Achievement.	95.2	90.6	82.4	88.7
	Arab	Leavers.	4	3		
		Achievement.	100.0	100.0		89.2
	Bangladeshi	Leavers.		2	2	
		Achievement.		50.0	50.0	90.4
	Caribbean	Leavers.	7	4	7	
		Achievement.	100.0	100.0	85.7	85.9
	Chinese	Leavers.	4	1	1	
		Achievement.	100.0	100.0	100.0	88.9
	English / Welsh / Scottish / Northern Irish / British	Leavers.	946	888	613	
		Achievement.	92.4	89.0	86.8	88.4
	Gypsy or Irish Traveller	Leavers.	5	14	3	
		Achievement.	100.0	100.0	100.0	85.9
	Indian	Leavers.	2	9	8	
		Achievement.	50.0	88.9	87.5	88.3
	Irish	Leavers.	13	32	5	
		Achievement.	100.0	96.9	60.0	88.8
	Not known / Not provided	Leavers.	16	17	7	
		Achievement.	100.0	94.1	100.0	85.7
	Pakistani	Leavers.	5	6	3	
		Achievement.	100.0	100.0	100.0	87.2
	White and Asian	Leavers.	5	10	3	
		Achievement.	100.0	70.0	66.7	86.3
	White and Black African	Leavers.	4	6		
		Achievement.	50.0	83.3		84.6
	White and Black Caribbean	Leavers.	5	7	4	
		Achievement.	80.0	85.7	75.0	84.0
	Total	Leavers.	1136	1136	731	
		Achievement.	92.9	89.3	86.0	

3.1 The number of learners at Chelmsford College from ethnic heritage groups other than White British is growing but continues to be a relatively small percentage of the overall learner population but broadly reflects the diversity of the population in Chelmsford and mid-Essex.

3.2 **16-18 Achievement Rates by ethnicity**

In 2019/20, the 16-18 achievement gap between learners identifying themselves as English/Welsh/Scottish/Northern Irish/British, and other ethnic heritage groups was negligible at 0.2% very slightly in favour of other ethnic heritage groups. This continues the positive trend of a very narrow gap over the last three academic years.

	17/18	18/19	19/20
E/W/S/NI/B	86.8	84.8	83.3
Other Ethnic Heritage Groups	86.1	85.9	83.5
All	86.4	84.9	83.3

3.3 However the achievement rates of learners aged 16-18 who identify themselves as coming from the following ethnic heritage groups were below the college norm in 2019/20.

Ethnic Heritage Group	Number of Leavers	Achievement Rate %	Provider Group %
Any Other White	110	82.7	-
Bangladeshi	20	65	82
Irish	4	25	78
White and black African	28	64.3	79
White and black Caribbean	55	72.7	76

3.4 The single largest self-identified ethnic heritage group that achieved below the college norm in 2019/20 is 'Any other white' with 110 leavers who were only marginally 0.6% below.

3.4.1 The ethnic group that defines itself as Caribbean appeared in 'below the college norm' achievement rates for 16-18 year olds for a number of years. However, the achievement rate for this group has increased from 57.1% in 2016/17 to 73.3% in 2018/19, narrowing the gap from the college rate from 29% to 11.6% in the same period. The achievement performance of this group of learners continued to improve in 2019/20 to 83.3% and is now the same as that of the E/W/S/NI/B cohort of learners.

However, the achievement rate of that group self-defined as 'White and Black Caribbean' declined to significantly below the college rate for the first time in three years in 2019/20.

3.4.2 The same trend emerged with the achievement rate for that group identified as 'African' which achieved at 11% above the college rate in 2019/20 while the group defined as 'White and Black African' achieved at 10.6% below the college rate in the same year.

3.4.3 The only group that appears in both the 2018/19 and 2019/20 list of achieving under the college rate is 'Irish' with only one out of four learners achieving in the last academic year.

3.5 **19+ Achievement Rates by ethnicity**

In both 2017/18 and 2018/19, other ethnic heritage learners achieved an achievement rate higher than that of the college rate in the 19+ cohort of learners. This was reversed in 2019/20 with a growing achievement gap as E/W/S/NI/B learners achieved at 4.6% higher than learners from the 'other ethnic heritage group cohort.

	17/18 %	18/19 %	19/20 %
E/W/S/NI/B	92.4	89.0	86.8
Other Ethnic Heritage Groups	95.3	90.3	82.2
All	92.9	89.3	86.0

3.6 The achievement rates of learners aged 19+ who identify themselves as coming from the following ethnic heritage groups were below the 19+ college norm in 2019/20 although the number of leavers in each group was small:

Ethnic Group	Number of Leavers	Achievement Rate %	Provider Group %
Other Asian	8	75	87
Other Black/African/Caribbean	3	67	85
Other Mixed/Multiple ethnicity	12	75	84
Other White	34	34	88
Bangladeshi	2	50	90
Irish	5	60	89
White and Asian	3	67	86
White and Black Caribbean	4	75	84

3.6.1 With the exception of 'Other White', the numbers in all the other categories at 19+ were small and skewed the achievement rate.

3.6.2 It is noted however, that four of the categories at 19+ also appeared in the 16-18 age range.

3.7 The judgement of the college is overall, there continues to be no significant variation in achievement between learners aged 16-19 and 19+ from ethnic heritage backgrounds and the college rates. However, there are issues to note with regard to individual categories in both age ranges.

3.8 Apprenticeship achievement rate by ethnic group

Hybrid End	Ethnicity	Leavers	Achievement
19/20	African	1	100.0
19/20	Arab	1	100.0
19/20	Bangladeshi	1	0.0
19/20	Other	1	0.0
19/20	Other White	1	100.0
19/20	White British	126	73.0
19/20	White/Black Caribbean	2	50.0

3.9 The number of apprentices from ethnic heritage groups continues to be statistically small at only seven from six different self-identified groups. Three of these groups achieved at a higher rate at 100% than the 'White British' cohort that achieved at a rate of 73%. Two groups who had only one apprentice in the category achieved a zero success rate and only one out of two apprentices achieved in the 'White/Black Caribbean' category. While the numbers are very small, the overall achievement rate for apprentices who identify as belonging to an ethnic heritage group is 51% which is 22% lower than 'White British' with 126 apprentices.

4. Learning Difficulty and Disability



2019/20 Success rate by age and difficulties and disabilities

Dataset: 20th October 2020 (inc Forecast)

Age	LLDD	Data	17/18	18/19	19/20	Provider Group
16-18	LLDD - Yes	Leavers.	184	145	94	
		Achievement.	86.4	89.0	85.1	77.2
	LLDD - No	Leavers.	4991	5578	5208	
		Achievement.	86.4	84.8	83.3	79.7
	LLDD - Unknown	Leavers.	6	1		
		Achievement.	100.0	0.0		80.2
Total	Leavers.	5181	5724	5302		
	Achievement.	86.4	84.9	83.3		

Age	LLDD	Data	17/18	18/19	19/20	Provider Group
19+	LLDD - Yes	Leavers.	343	264	186	
		Achievement.	91.3	92	84.9	
	LLDD - No	Leavers.	777	860	539	
		Achievement.	93.6	88.5	86.5	86.8
	LLDD - Unknown	Leavers.	16	12	6	
		Achievement.	93.8	83.3	83.3	83
Total	Leavers.	1136	1136	731		
	Achievement.	92.9	89.3	86.0		

4.1 16-18 Achievement Rate by learning difficulty and disability

In 2017/18, there was no achievement gap at all between 16-18 learners who declared a learning difficulty and disability and those who did not. A 4.2% gap emerged in 2018/19 in favour of learners with a declared difficulty or disability. This gap narrowed in 2019/20 to a 1.8% gap in favour of learners with a learning difficulty or disability.

4.2 **19+ Achievement Rate by learning difficulty or disability**

At 19+, the gap has reduced from 3.5% in 2018/19 in favour of learners with declared learning difficulties or disabilities to 1.6% in 2019/20 in favour of learners with no declared learning difficulties or disabilities.

5.0 **Looked After Children (Children in care and care leavers)**

LAC	Leavers	Achievement	Retention	Pass
Not LAC	5960	83.7%	92%	91%
LAC	73	76.7%	78%	98%

5.2 Nationally, looked after children perform less well than the general college population at the same age range because their retention rate is significantly lower and this is an acknowledged concern in the UK. This is reflected the LAC retention rate at Chelmsford College which is 14% lower than the overall rate of 92% and has an impact on the achievement rate. There are no national retention rates to compare performance to but, anecdotally, it seems that 76.7% retention for this category of learners is high. However, the achievement rate for LAC learners is 7% higher than in 2018/19.

5.3 In 2019/20, looked after children at Chelmsford College had a pass rate which is 7% higher than the college rate for 'Not LAC' learners, which should be considered as a considerable success.



Chelmsford College Group

Annual Equality Report

2019/2020

PART TWO

Staff Data

Part Two Staff Equality and Diversity Data for Academic Year 2020

6 To inform the Corporation of key equality and diversity data relating to staff for the academic year 2019/20

7 Gender Analysis*

Employment Group	Overall staffing %	Male %	Female %	Gender pay median index (male = 100%)
Part-time Leadership and Management				~
Full-time Leadership and Management	7.29%	42.86%	57.14%	97.18%
Total Leadership and Management	7.29%	42.86%	57.14%	97.18%
Part-time Teaching and Training	17.97%	16.18%	34.56%	90.47%
Full-time Teaching and Training	17.45%	26.47%	22.79%	91.81%
Total Teaching and Training	35.42%	42.65%	57.35%	93.56%
Part-time Learner & Learning Support	11.46%	17.39%	36%	99.50%
Full-time Learner & Learning Support	0.52%		2%	~
Total Learner & Learning Support	11.98%	17.39%	38%	99.50%
Part-time Business Support	30.99%	8.62%	59.77%	97.68%
Full-time Business Support	14.32%	13.22%	18.39%	94.00%
Total Business Support	45.31%	21.84%	78.16%	97.48%
Total Part-time staff	60.42%	11.72%	48.70%	63.45%
Total Full time staff	39.58%	18.49%	21.09%	89.67%
All staff	100.00%	30.21%	69.79%	64.39%

*excluding apprentices

7.1 The overall distribution of staff across the organisation is approximately two-thirds female and one third male and has remained largely unchanged over the last five years. There continues to be variances within the broad groupings of leadership, teaching, learning support and business support roles, and within part-time and full-time working arrangements. These have also

remained broadly consistent with the proportions of male and female staff employed one year ago.

- 7.2 The monitored median hourly pay for female staff in management jobs has decreased over the last year, due to the reduction of females within this category of staff.
- 7.3 A significantly lower proportion of male staff compared to female staff work on a part time basis, and of those, a high proportion are employed in teaching jobs.
- 7.4 We continue to apply a variety of flexible employment practices including part-time and term-time opportunities. Although the overall proportions of male and female staff working part-time and full-time have remained broadly unchanged over the last year, we have seen an increase in part time working and decrease in full time working. 80.60% of all part-time staff are female, which is a slight increase over the last 2 years but remains higher than the national average within the FE sector of 72%. For full-time staff, the proportion of male and female staff is more closely matched; 53.29% of all full-time staff are female.
- 7.5 Overall, whilst the majority of part-time teachers are female, the split between part time and full time for both male and female teaching staff has remained broadly consistent. The proportion of female full-time teachers has decreased slightly over the last three years from 25% of all teachers employed to 23%. This is in contrast to the secondary school workforce which has seen an upward trend in the proportion of women employed for the last 5 years.
- 7.6 Learning support posts remain almost exclusively part-time, and significantly greater numbers of female staff are employed in these posts. Twice as many part-time staff as full-time staff work in business support posts, and three out of four business support staff are female. These proportions have remained largely unchanged over the last year.

8 Ethnicity Analysis

Employment Group	Overall staffing %	Black/minority ethnic group %	White British %	Not disclosed %
Part-time Leadership and Management				
Full-time Leadership and Management	7.25		96.43	3.57
Total Leadership and Management	7.25		96.43	3.57
Part-time Teaching and Training	17.88	7.35	38.97	4.41
Full-time Teaching and Training	17.36	8.09	39.71	1.47
Total Teaching and Training	35.23	15.44	78.68	5.88
Part-time Learner & Learning Support	11.40	6.52	86.96	2.17
Full-time Learner & Learning Support	0.52	2.17	2.17	
Total Learner & Learning Support	11.92	8.70	89.13	2.17
Part-time Business Support	30.83	9.20	50.57	8.62
Full-time Business Support	14.25	4.02	27.59	
Total Business Support	45.08	13.22	78.16	8.62
Part-time apprentices				
Full-time apprentices	0.52		100.00	
Total apprentices	0.52		100.00	
Total Part-time staff	60.10	7.51	46.89	5.70
Total Full time staff	39.90	4.92	34.20	0.78
All staff	100.00	12.44	81.09	6.48

8.1 The 2011 ONS Census data for the local area has been used as the benchmark for ethnicity comparison. However, it is probable that the local area has continued to become more diverse than the 9.7% of black or minority ethnic heritages reported in the survey. Within the College, the diversity of staff has continued to increase with 12.44% from black or minority ethnic groups compared with 11.14% last year.

8.2 The proportion of teachers from black or minority ethnic groups has increased from 13.67% of all teaching staff to 15.44%. This is

broadly consistent with: the learner population; the local area; and with other sectors of education.

9 Disability Analysis

Employment Group	Overall staffing	Disability disclosed	No disability/ not disclosed
Part-time Leadership and Management			
Full-time Leadership and Management	28	1	27
Total Leadership and Management	28	1	27
Part-time Teaching and Training	69	3	66
Full-time Teaching and Training	67	4	63
Total Teaching and Training	136	7	129
Part-time Learner & Learning Support	44	2	42
Full-time Learner & Learning Support	2	0	2
Total Learner & Learning Support	46	2	44
Part-time Business Support	119	3	116
Full-time Business Support	55	2	53
Total Business Support	174	5	169
Part-time Apprentices			
Full-time Apprentices	2		2
Total Apprentices	2		2
Total Part-time Staff	232	8	224
Total Full time Staff	154	7	147
All Staff	386	15	371

- 9.1 Overall, we continue to employ a greater proportion of staff with a declared disability than across the further education sector as a whole.
- 9.2 We consult with all staff at least annually to monitor and update disability disclosures and determine if any reasonable adjustments are required.

10 Age Analysis

Employment Group	Overall staff	<25 %	25-29 %	30-34 %	35-39 %	40-44 %	45-49 %	50-54 %	55-59 %	60+ %
Part-time Leadership and Management										
Full-time Leadership and Management	28			3.57	10.71		7.14	32.14	25.00	21.43
Total Leadership and Management	28			3.57	10.71		7.14	32.14	25.00	21.43
Part-time Teaching and Training	69		2.94	2.21	6.62	8.09	8.09	5.88	5.88	11.03
Full-time Teaching and Training	67		5.15	5.88	3.68	6.62	5.15	8.09	11.03	3.68
Total Teaching and Training	136		8.09	8.09	10.29	14.71	13.24	13.97	16.91	14.71
Part-time Learner & Learning Support	44		8.70	6.52	4.35	2.17	17.39	21.74	17.39	17.39
Full-time Learner & Learning Support	2						2.17	2.17		
Total Learner & Learning Support	46		8.70	6.52	4.35	2.17	19.57	23.91	17.39	17.39
Part-time Business Support	119	8.05	5.17	5.75	6.90	4.60	7.47	9.77	8.62	12.07
Full-time Business Support	55	8.62	1.72	1.72	2.30	1.15	3.45	3.45	4.02	5.17
Total Business Support	174	16.67	6.90	7.47	9.20	5.75	10.92	13.22	12.64	17.24
Part-time apprentices										
Full-time apprentices	2	100.00								
Total apprentices	2	100.00								
Total Part-time staff	232	3.63	4.40	4.15	5.96	5.18	8.29	9.07	8.03	11.40
Total Full time staff	154	4.40	2.59	3.11	3.11	2.85	4.15	6.99	7.51	5.18
All staff	386	8.03	6.99	7.25	9.07	8.03	12.44	16.06	15.54	16.58

- 10.1 The distribution of age within the College is broadly consistent with that reported within the FE sector as a whole, with the majority of staff aged 45 and over and the highest proportion of staff employed in the 60+ age group.
- 10.2 In general, there are higher numbers of older staff employed in part-time posts. In the 60+ age range, two thirds of those employed are in part-time posts. This has remained broadly consistent with the figures from one year ago.
- 10.3 We no longer apply any planned retirement age and whilst some members of staff choose to retire on reaching normal occupational pension age or earlier, others continue working well beyond this age.

11 Other Protected Characteristics

- 11.1 Following staff consultations, in 2012 we commenced collecting data on sexual orientation and religion/belief in addition to our existing equality data. In 2013, this data was published in summary form due to the relatively small number of disclosures that had been made. Over the succeeding years we have encouraged all staff to disclose this data, although there remains a small proportion of employees who have, to date, chosen not to make a declaration. Whilst it is difficult to draw any conclusions from the data, we are however able to use these declarations on an individual basis, to ensure that we are supporting all members of staff, and to encourage members of staff with these protected characteristics to assist us in promoting continuous improvement.

11.2 Religion and Belief

Group	Proportion of staff (%)	Local Population (%)
Buddhist	1.56	0.3
Christian	47.41	61.9
Hindu	0.52	0.7
Muslim	1.04	1.2
Other	2.34	7.9
No religion	35.94	27.6
Not declared	11.46	

11.3 Sexual Orientation

Group	Proportion of staff (%)
Bisexual	0.78
Gay/Lesbian	1.56
Heterosexual	85.94
Not declared	11.72