RUNSHAW
COLLEGE

Equality & Diversity

Annual Report 2016-17

Message from the Principal

Thank you for taking the time to read our Equality and Diversity Annual Report for 2016/2017.

Runshaw is a College in which every learner and every member of staff really does matter. We promote equality and diversity in all that we do.

Ensuring equality and celebrating diversity is core to Runshaw and is an integral part of all we do for our learners, our staff, our governors, employers and the wider community.

The college actively seeks to provide an environment in which:

• equality of opportunity is the norm for all learners and staff.
• diversity is promoted, advanced and embraced.
• barriers to learning and progression are removed whenever and wherever reasonably achievable.

We have clear duties under The Equality Act 2010. This report is much more than just meeting those duties. It highlights and celebrates what we have been doing in 2016/ 2017 in order to continue to be a diverse and successful organisation.

This report presents an equality and diversity analysis of the College at this current time. It highlights our key achievements and it also highlights some areas in which we will be taking further actions.

We hope that you find the report interesting, relevant and useful. If you have any comments on the report and/or any ideas as to how we can make further improvements to Equality and Diversity at Runshaw College, please contact me by email at partington.s@runshaw.ac.uk.

Kind regards,

Simon Partington

Principal

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Introduction

1.1   This is Runshaw College's Equality and Diversity Annual Report for 2016/2017. The report is linked to the College Mission Statement and Values, Strategic Plan and Equality and Diversity Strategic Plan Project Plan, and the Equality and Diversity Policy. It also informs our Equality Objectives which are directly aligned to our Strategic Plan. All of these contribute to our vision for equal opportunities for all.

1.2   The purpose of this document is to share and celebrate Equality and Diversity at Runshaw, report on the progress of our equality objectives, as detailed in The College Strategic Plan and Equality and Diversity Strategic Plan Project Plan, and on progress against our statutory duties under The Equality Act 2010.

1.3   The Public Sector Equality Duty states the College must have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

1.4   This is evidenced through and in the contents of this report.

1.5   Equality, diversity and inclusion are at the heart of all aspects of the College's work. Advancement of equality of opportunity permeates the College and has been well established for many years. The College continues to strive to maintain and continually improve this. Appropriate policies, procedures and projects are in place so that the College fulfils and often exceeds legal requirements.

1.6 **Senior Management Team Equality and Diversity Group**

Equality and diversity at Runshaw is led by this senior management group who meet once per term. During 2016/2017 this group comprised:

- HR Director (Chair from December 2015)
- Director of Finance
- Principal
- Deputy Principal, Vocational
- Deputy Principal, A Level
- Head of Professional Studies and The Teaching School
- Assistant Principal, Curriculum and Support
- Assistant Principal, Quality
- Assistant Principal, 19+
- Head of Student Support

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2. Celebration of Equality and Diversity in 2016/17

2.1 The College supported many fund raising activities in 2016 / 2017 including but not limited to Comic Relief, Relief, Children In Need, Breast Cancer Awareness, Wateraid, Help the Homeless, Poppy Appeal, World Aids Day, Help for Heroes, Teenage Cancer trust and Christian Aid.

2.2 Regular themed days and weeks promoting equality and diversity take place to celebrate diversity and to learn and value difference, e.g. Runshaw Respect, One World Week, Anti bullying, Mental Health Awareness, Chinese New Year, Holocaust Memorial, Black History Month.

2.3 Chaplain in post offering support and dialogue to staff and learners of all faiths and none, e.g. weekly group meetings, 1:1s relating to bereavement/personal issues. The Christian Union is run twice a week by our college chaplain. Students meet, chat and share stories and music.
Contemplation and faith rooms are on both sites, used for prayer, contemplation, meditation and reflection.

2.4 Celebration of religion or belief festivals including Christmas and Easter Services, Eid, Hanukkah, Diwali.

2.5 Cross College Themed Weeks in 2016 / 2017 included Chill Week (Mental Health Awareness), Health Awareness and Personal Safety (Healthy Eating, Alcohol, Drugs, Smoking, Breast Cancer, Chlamydia testing, Drink Driving, Internet awareness, Road Safety) Change for Life term and Make a Difference term.

2.6 British Values and Equality and Diversity are standing agenda items on our Student Council with cross college awareness raising events for Political elections, EU referendum, Holocaust Memorial, Black History, Disability Awareness, Celebration of Cultural and Religious Festivals e.g. Eid, Diwali, Easter, Chinese New Year.

2.7 The Student Council membership consists of 75 cross-college members representing all areas of study and meets regularly each month. There is a dedicated Equality and Diversity Officer elected to post on the Council.
The Student Council have a standing agenda item at all meetings to raise awareness of equality and diversity issues, British Values, key dates for themed days/weeks and religious festivals.

2.8   We facilitate a vibrant LGBT group who meet weekly. The meetings are chaired on a rotating basis by the group members supported by staff. Members of this group represent the College at external events including Preston Pride.

2.9   We offer sexual health testing for students. We still offer the 'Wrapped Condom Distribution Scheme' in college. This is a national initiative to significantly improve the sexual health awareness and meet the needs of all young people. Students register with the scheme and receive free condoms in college and are signposted to sexual health advice and screening. In 2016 / 2017 we had over 200 students registered on the scheme.

2.10 Runshaw Radio (The Voice @ Runshaw) – The Radio has between 65 and 70 students each week all doing their own specific role within the radio station. We offer a variety of types of programmes to our listeners, including normal chart music / top 40 themed shows as well as regular, rock and indie shows to a 'Golden Hour'. All Students can request the songs they want to hear throughout the day, in particular at lunchtime during our two-hour request show. We also have a number of special programmes which are produced and presented by the students each week including our weekly 'LGBT' Show and 'The Student Council Programme'. Students can get in touch with the radio station for requests and dedications in a number of different ways including Twitter, Facebook, Email and our dedicated Text Line.

2.11 There is strong differentiated support, in and out of class, to support learning and progression, e.g. bespoke employability skills workshops for High Need Learners with ASD. The College offers excellent resources to support learning including a range of assistive technologies to support the learners and assist independent learning. Bespoke adaptation of resources to meet individual learner needs, e.g. joy sticks, non-hand held cameras and recorders, reading software, voice to text.

2.12 Recreational Sport - The Courts have been open all year weather permitting and student participation in many activities such as Short Tennis, Archery, Basketball, is excellent with approximately 100 students joining in recreational sport activities every day.

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2. Celebration of Equality and Diversity in 2016/17

The 5 a-side league held every Friday lunch time has been a major success for the 5th year. Ten teams signed up and competed in weekly fixtures even through the cold winter months.

We cater for all the sporting needs of the students making sure we run a number of indoor activities in the Enrichment Hall, including badminton, table tennis, pool and board games such as 'Connect 4', 'Jenga', and 'Scrabble' and these have been very popular, with up to 50 students taking part most lunchtimes.

Badminton is an extremely popular activity and once a week attracting as many as 50 students in total. These sessions are seen as a great way to promote an active lifestyle.

3. Our Learners

3.1   Information about the College
      The college aims to provide a wide range of learning
      opportunities, first class facilities and a supportive environment
      where each individual feels valued and able to fulfil their
      potential. It is recognised as an 'Outstanding College' by Ofsted.

      There is a clear focus on ensuring a learning environment
      where any performance gaps are narrowed; annual themes
      ensure that there is a clear focus on the provision of exceptional
      teaching and opportunities for all. The current theme
      "Excellence everywhere" builds on the previous themes that
      include "New adventures, New opportunities to shine", "Find the
      Gap and Make the Difference" and "Smarter Together".

      The college has a strategic goal to advance equality of
      opportunity. Actions around equality of opportunity are
      identified through this report and addressed through the
      college self-assessment report; an appropriate improvement
      plan is put in place.

3.2   Data
      Data used in this report is from the college Quality, Management
      Information and Student Tracking unit (QMIST) or from Study
      Support and was correct at the time of access. Statistical
      analysis is carried out using a Chi- square test at 90%
      confidence intervals to identify any statistically significant gaps.

3.3   Learner Profile and Achievement Rates

      Ethnicity
      The college has a wide catchment area. In 2016/17 the college
      enrolled 7848 funded learners of whom 4937 were full-time
      learners. 8% of learners are from minority ethnic groups. The
      largest ethnic group is white (English/Welsh/Scottish/Northern
      Irish/British) and the largest minority ethnic group is Indian.

      The profile is broadly similar to the local population where in
      Lancashire the largest ethnic group is white (90%) and the
      black and minority ethnic (BME) group forms 10% of the
      population.

      http://www.lancashire.gov.uk/lancashire-insight/population-
      and-households/population-and-households-2011-census/
      population-by-ethnicity.aspx
      (Accessed 04.12.17)

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3. Our Learners

3.3.1 Table 1. Ethnicity by aggregated Status (QMIST 07/12/17)

16-17 Ethnicity by Status

Count of Learner Ref	Status				
Ethnicity Code and Description	Full-time	HE	Part-time	WBL	Grand Total
31 - English / Welsh / Scottish / Northern Irish / British	4023	373	1441	811	6648
32 - Irish	3		4	2	9
33 - Gypsy or Irish Traveller			1	1	2
34 - Any Other White background	60	9	34	19	122
35 - White and Black Caribbean	34	7	11	5	57
36 - White and Black African	12		1	2	15
37 - White and Asian	32	2	8	3	45
38 - Any Other Mixed / multiple ethnic background	28	2	5		35
39 - Indian	168	5	19	6	198
40 - Pakistani	62	6	16	7	91
41 - Bangladeshi	10	1	2	1	14
42 - Chinese	12	2	7		21
43 - Any other Asian background	23		6	1	30
44 - African	20	2	7	2	31
45 - Caribbean	4		5	2	11
46 - Any other Black / African / Caribbean background	5	3	6		14
47 - Arab	10		2		12
98 - Any other ethnic group	3		4	3	10
99 - Not provided	428	4	46	5	483
Grand Total	4937	416	1625	870	7848

3. Our Learners

3.3.2 Table 2. 2016/17 Achievement data for Age Group 16-18 by Ethnicity (QMIST 07/12/17)

16-17 Achievement (Success) by Ethnicity

Ethnicity	Starts	Leavers Overall	Ach Overall %
Grouped By: Age Group - 16 - 18			
African	49	49	94
Arab	28	28	100
Bangladeshi	29	29	59
Caribbean	5	5	100
Chinese	39	39	90
Indian	463	463	94
Irish	7	7	100
Not Provided	973	973	90
Other	5	5	100
Other Asian	43	43	86
Other Black	8	8	100
Other Mixed	60	60	87
Other White	115	115	91
Pakistani	133	133	73
White British	8,228	8,228	90
White/Asian	91	91	97
White/Black African	23	23	96
White/Black Caribbean	68	68	87
16-18 All Totals	10,367	10,367	90

3.3.3 For learners aged 16-18, the achievement rate for the largest ethnic group, White British, is 90% for the academic year 2016/17. There are four ethnic groups with achievement rates lower than the largest ethnic group; however, statistical analysis has shown that there are no statistically significant differences in achievement rates between the largest ethnic group and any of the minority ethnic groups at the whole college level or course level.

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3. Our Learners

3.3.4 Table 3. 2016/17 Achievement rate data for Age Group 19+ by Ethnicity (QMIST 07/12/17)

Ethnicity	Starts	Leavers Overall	Ach Overall %
Grouped By: Age Group - 19+			
African	4	4	50
Arab	1	1	0
Bangladeshi	1	1	100
Caribbean	2	2	50
Chinese	6	6	100
Indian	11	11	82
Irish	1	1	100
Not Provided	6	6	67
Other	1	1	0
Other Asian	5	5	100
Other Black	2	2	50
Other Mixed	3	3	100
Other White	27	27	85
Pakistani	13	13	85
White British	771	771	79
White/Asian	3	3	100
White/Black African	1	1	100
White/Black Caribbean	3	3	100
19+ All Totals	861	861	79

3.3.5 For 19+ learners, the achievement rate for the largest ethnic group, White British, is 79% for the academic year 2016/17. There are some ethnic groups with achievement rates lower than the largest ethnic group; however, statistical analysis has shown that there are no significant differences in achievement rates between the largest ethnic group and the minority ethnic groups at the college level or course level. Robust self- assessment and highly effective strategies continue to address success rates for those minority groups where achievement rates are below the largest ethnic group.

3. Our Learners

3.4 Disadvantaged learners
The college supports learners in making applications to our college bursary fund. In 2016/17, the college enrolled 7848 funded learners of whom 657 received Free College Meals (FCM). 54% were on the Vocational Programme, 44% on the A Level Programme and 2% on the 19+ Programme. Statistical analysis has shown that there are no significant difference in the achievement rates of those on FCM compared to those not on FCM.

3.4.1 Table 4. 2016/17 Achievement rate data for Free College Meals

Programme	No of Student on FCM	FCM Ach %	Non FCM Ach %
A Level	296	93	92
Vocational (Pre-Advanced and Advanced)	359	82	88
19+	2	100	78

3.4.2 In 2016/17, the college supported 15 learners classed as Children Looked After (CLA) across the 16-19 programme. The achievement rate for CLA was 67%; however, statistical analysis has shown that there is no significant difference in the achievement rates, due to the low number of CLA enrolled in 2016/17. Pass rates for all CLA learners retained was 100%.

3.4.3 Table 5. 2016/17 Achievement rate data for Children Looked After

Group	Children Looked After (15 Total)
Retention %	67
A Level Pass Rate %	100
Vocational Pass Rate %	100
Ach Pass Rate %	67

3.5 Learning Difficulty and Disability (LDD)
The college actively encourages learners to disclose a disability and/or learning difficulty as soon as they show an interest in joining Runshaw. Study Support provides a portfolio of learning services to learners aged 16-24 with Special Educational Needs and/or Disability (SEND). These services include the assessment and support for learners with learning difficulties, sensory or physical impairments. Support is also provided on evidence of robust assessment to adult FE and HE learners.

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3. Our Learners

3.5.1 Table 6. 2016/17 Achievement Success rate data for Age Group 16-18 by LDD and 19+ by LDD

16-17 Achievement (Success) by LDD

Hybrid End	Difficulty or Disability	Starts	Leavers Overall	Ach Overall %
Grouped By: Age Group - 16 - 18				
16/17	Has difficulty/disability/ health problem	1,504	1,504	89
16/17	No difficulty/disability/ health problem	5,502	5,502	90
16/17	No information provided by the learner	3,361	3,361	92
16-18 All Totals		10,367	10,367	90
Grouped By: Age Group - 19+				
16/17	Has difficulty/disability/ health problem	118	118	75
16/17	No difficulty/disability/ health problem	373	373	79
16/17	No information provided by the learner	370	370	81
19+ All Totals		861	861	79

3.5.2 14% of 16-18 total starts are learners who have disclosed they have a learning difficulty/disability or health problem. There is a 1.4% difference in achievement rate for all learners (90.4%) compared to learners who have disclosed they have a learning difficulty/ disability or health problem (89%). Statistical analysis shows that this difference in success rates is not statistically significant.

3.5.3 14% of 19 + total starts are learners who have disclosed they have a learning difficulty/disability or health problem. There is a 4.2% difference in achievement rate for all learners (79.2%) compared to learners who have disclosed they have a learning difficulty/ disability or health problem (75%). Statistical analysis shows that this difference in success rates is not statistically significant.

3.6 Study Support data
Study Support provides a portfolio of learning services to learners aged 16-24 with Special Educational Needs and/or Disability (SEND). These services include the assessment and support for

3. Our Learners

learners with learning difficulties, sensory or physical impairments. Support is also provided on evidence of robust assessment to adult FE and HE learners. All learners identified as having additional learning needs via schools, open events or 139a are fully supported to aid a successful transition into college.

The college uses ATLAS which is a web based system to record details of learners whose learning difficulty, disability or health problem requires learning support. Not all learners who disclose a learning difficulty, disability or health problem are recorded on ATLAS if they do not require support.

Reasonable adjustments are made as part of all types of provision.

3.6.1 Table 7. Disability

Disability	16-18	19+
Visual	8	7
Hearing	14	5
Disability affecting mobility	13	6
Other physical	23	15
Other medical	40	30
EBD	22	6
Mental ill health	24	20
Asperger's Syndrome	19	14
Other	1	0
Total	164	103

3.6.2 Table 8. Learning Difficulty

Learning Difficulty	16-18	19+
MLD	25	13
SLD	0	1
Dyslexia	94	65
Dyscalculia	6	8
Other SPLD	26	17
Autistic Spectrum Disorder	75	24
Multiple LD	0	1
Other	80	31
Total	306	159

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3. Our Learners

3.7   Sex
       Table 9. Count of learners

16-17 Sex by Status

Count of Learner Ref	Status				
Sex	Full-time	HE	Part-time	WBL	Grand Total
F	2448	243	1294	593	4578
M	2489	173	331	277	3270
Grand Total	4937	416	1625	870	7848

There are equal proportions of male and female learners on full time courses; 50% female and 50% male.

There is a much higher ratio of female to male learners on part time and WBL courses; we believe that this is due to the college's curriculum offer for these courses, which attract more female learners.

On HE courses there is a higher proportion of female learners (58%) compared to male learners (42%).

3.7.1 Table 10. 2016/17 SRA by Age Group and Sex (QMIST 07.12.17)
16-17 Achievement (Success) by Sex

Hybrid End	Sex	Starts	Leavers Overall	Ach Overall %
Grouped By: Age Group - 16 - 18				
16/17	F	5,347	5,347	90
16/17	M	5,020	5,020	91
16-18 All		10,367	10,367	90
Grouped By: Age Group - 19+				
16/17	F	697	697	79
16/17	M	164	164	79
19+ All		861	861	79

3. Our Learners

3.7.2 At the whole college level there is a 1% difference in success rates for male and female learners aged 16-18. At this level the gap is not statistically significant. At programme level there are no statistically significant gaps between male and female students.
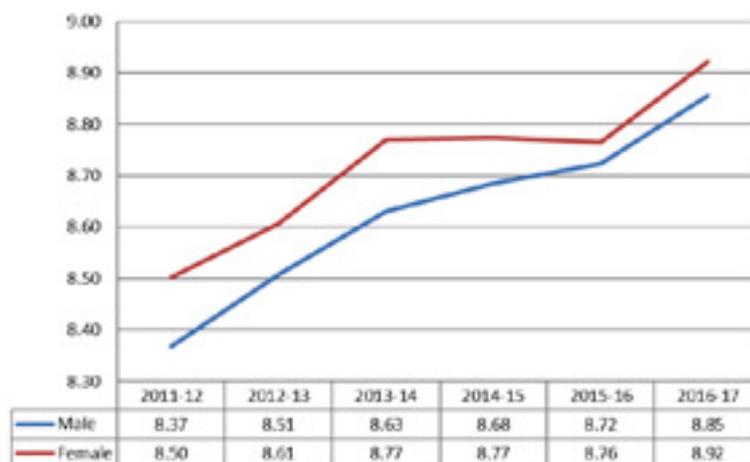
3.7.3 At the whole college level, there is no difference in success rates for male and female learners aged 19+. At programme level there are no statistically significant gaps between male and female achievement on different courses.

3.8 Learner Survey
The 2016/17 College Internal Learner Survey takes into account the views of all learners. Questions on the survey cover learners' overall satisfaction with their learning experience, how well they are related to as an individual and the support offered in the classroom in terms of student welfare, classroom management, respect and safety. At college level, satisfaction ratings remain very high for all demographics.
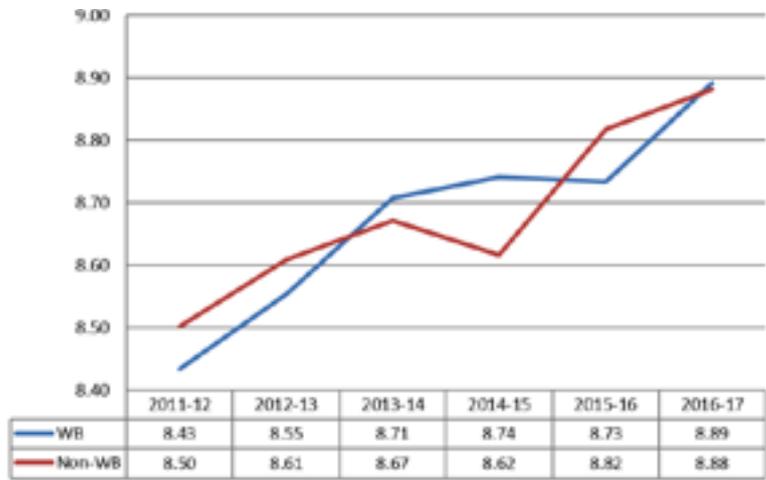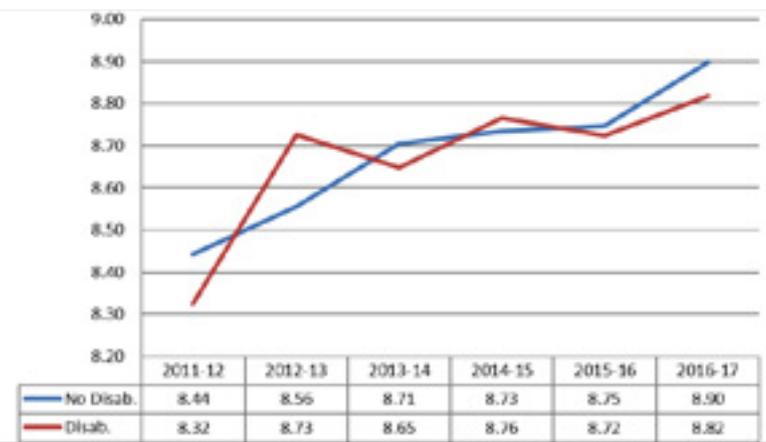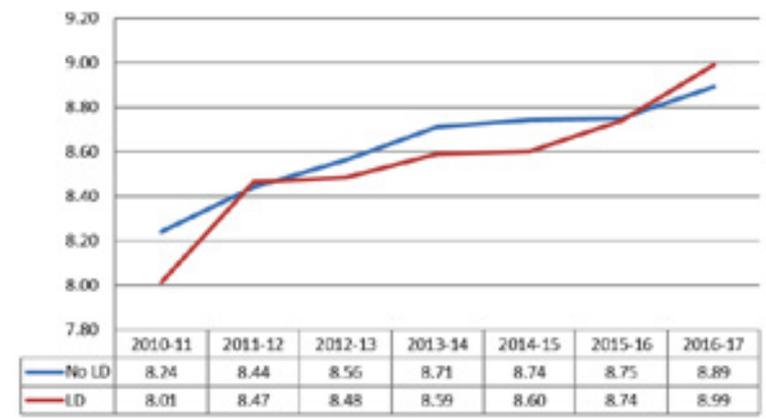
3.8.1 Learner survey demographic trends

Sex

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Male	8.37	8.51	8.63	8.68	8.72	8.85
Female	8.50	8.61	8.77	8.77	8.76	8.92

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3. Our Learners

3.8.2 Ethnicity

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
WB	8.43	8.55	8.71	8.74	8.73	8.89
Non-WB	8.50	8.61	8.67	8.62	8.82	8.88

3.8.3 Disability

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
No Disab.	8.44	8.56	8.71	8.73	8.75	8.90
Disab.	8.32	8.73	8.65	8.76	8.72	8.82

3.8.4 Learning Difficulties

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
No LD	8.24	8.44	8.56	8.71	8.74	8.75	8.89
LD	8.01	8.47	8.48	8.59	8.60	8.74	8.99

4. Staff

4.   Staff

4.1   FE Sector Data
      The Staff Individualised Record (SIR) is supplied by FE Colleges
      for each academic year on a voluntary basis and holds information
      on standard contracts of employment as well as the demographic
      characteristics of their employees.

      Historically, the response rates have varied between years given this
      data is supplied on a voluntary basis. In 2014-15 the response rate
      increased to 115 colleges (a third of all colleges) covering 79,049
      staff contracts. The most recent data available is for the academic
      year 2015-16 when the SIR was extended to cover a broader
      set of providers including Local Authorities, Independent Training
      Providers and Third Sector providers in addition to FE Colleges,
      Sixth Form Colleges and Specialist Colleges. In total, 175 providers
      supplied data this year with a total 66,061 contracts of which 100
      where colleges (30% of all colleges in England)

      To enable a comparison, the SIR 2015-16 has aggregated the
      provider types into three categories: Colleges, Independent, and
      Other. Reference to FE College Workforce data 2015-16 is based
      on Colleges unless otherwise stated.

      Runshaw has always participated in the SIR as this is the most
   comprehensive workforce data available for the FE sector.

4.2   Staff Profile

4.2.1 As at 31st July 2017, the College employed a total of 726 staff in
      manual, support, teaching and managerial roles. This represents a
      full time equivalent workforce of 454.17 (This figure excludes staff
      employed on a casual basis).

      This is a reduction in both headcount (49) and full time equivalent
      staff of 23.11 compared to 2016 and mirrors a longer term trend of
      falling staffing numbers in line with reducing college income. A trend
      which is reflected nationally as the FE workforce has been declining
      over time at an average rate of around 3% per year according to FE
      College Workforce Data 2015-16.

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4. Staff

Table 10 Staff profile by category of staff (headcount and full time equivalent) July 2017
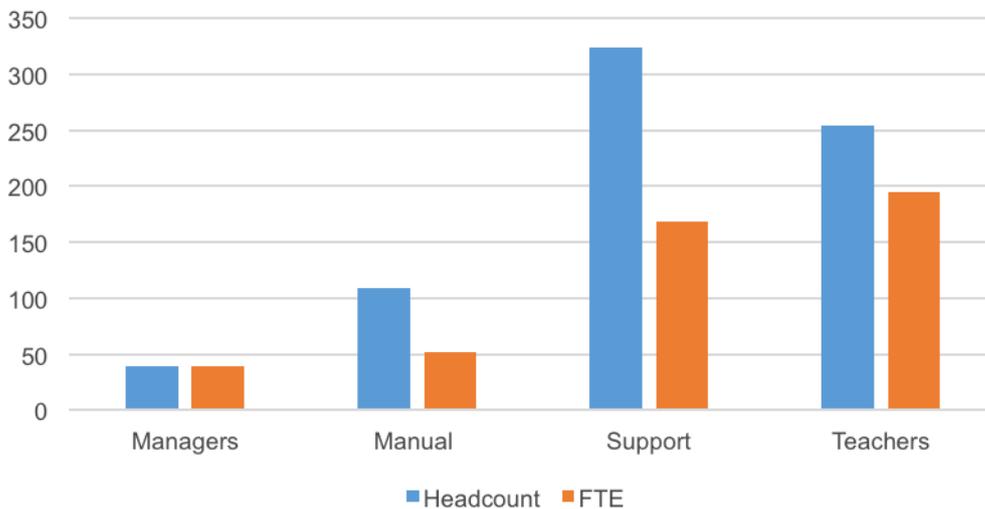
4.2.2 The College collects equalities monitoring data on all job applicants and current staff. All applicants are required to complete an equalities monitoring form as part of the on line recruitment process although they may select 'prefer not to say'. Staff are able to electronically update their equalities data themselves through the HR Portal.

4.3 Ethnicity
On 31st July 2017, 94.6% of all staff self-identified as White British, with 4.82% self-identifying as BME groups (including white minority groups). This closely matches the percentage BME communities of South Ribble at 4.2% and Chorley at 4.9%. (2011 Census). It is considered appropriate to use local benchmarking data from South Ribble and Chorley given that the majority of staff (62.26%) reside in these areas. The workforce in the Further Education sector is predominantly White British at 84%.

The majority of BME staff are employed in support roles (21 staff) followed by teachers (13 staff) and managers (1). BME teachers deliver a variety of subjects and are not concentrated in subjects where traditionally expected, such as ESOL or Computing and ICT.

4. Staff

Table 11. Category of staff by ethnic background (July 2017)
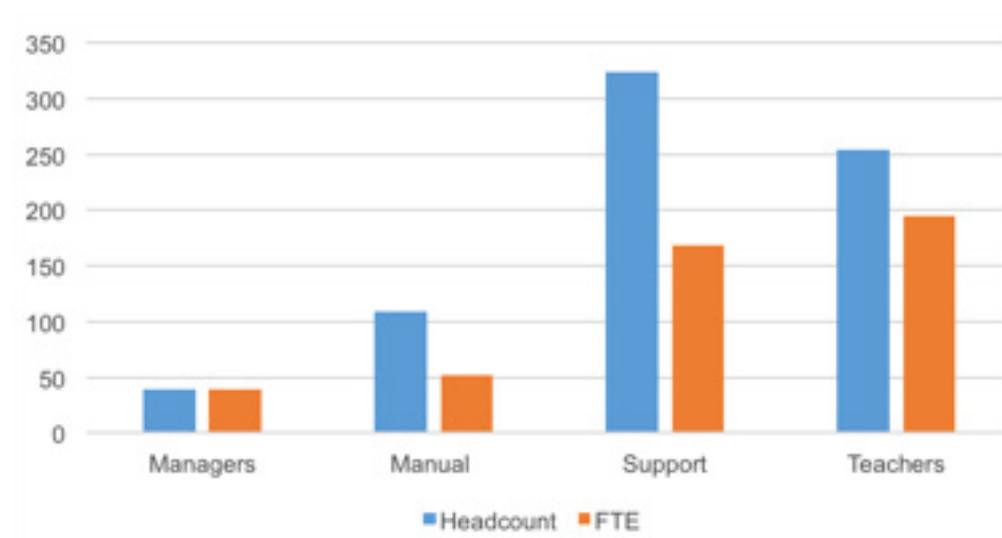

4.4 Disability

FE College Workforce Data for England (all three provider categories) have close to 6% of staff in FE reported having some form of disability. However, over half of these staff members chose not to disclose the nature of their disability. Of those indicating their disability, the most common was a physical impairment (2% of all staff across provider types).

At Runshaw, 9.9% of staff have declared a disability or disabilities which despite being a slight fall compared to the previous year, is significantly higher than the sector average. The areas with the largest numbers of staff with a disability are support (43 staff) with a higher concentration in manual roles and teaching (23 staff).

In 14% of cases, according to the FE College Workforce Data for England, disability status is not known either because no information has been reported or because staff have specified a preference not to disclose their status. The percentage of staff with an unknown disability or who 'prefer not to say' at Runshaw is less than 1%. Such a low rate of non-disclosure is testament to the positive support and inclusive culture in supporting job applicants and staff who have a disability.

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4. Staff

Table 12. Category of Staff by Type of Disability (July 2017)
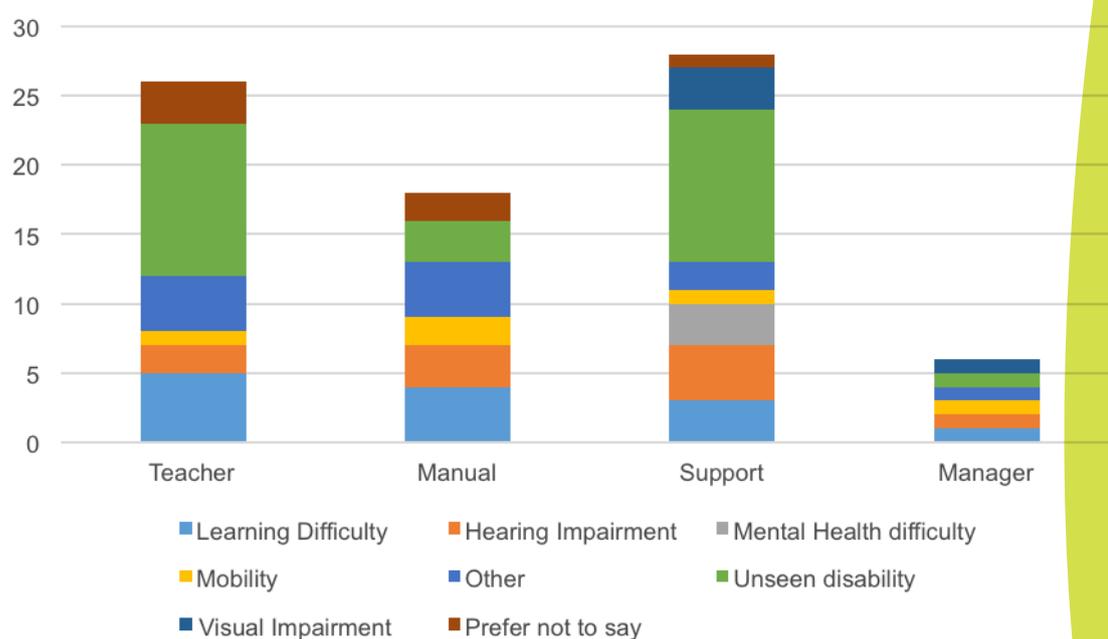
4.4.1 Mindful Employer
In 2017, the College re-signed the voluntary charter as a 'Mindful Employer', an initiative co-ordinated by Devon Partnership NHS Trust. The Charter requires employers to show a positive and enabling attitude towards applicants and staff with mental health issues in all aspects of working life. It is recognised that whilst only a small number of staff have declared mental ill-health as a disability, it is much more prevalent amongst staff.

Strong links have been established with the local NHS service Mindmatters who have delivered staff training sessions on mental health and wellbeing including 'Happy Hour' and a six-week stress control programme, the latter of which is delivered on College premises and open to the local community.

4.4.2 Disability Confident
The College has made a commitment at Level 2 to be a Disability Confident Employer which has replaced the Positive About Disabled People Standard which the College held for many years.

A number of actions have occurred to support our disability confident action plan such as updating our website and Licence to Recruit training materials, providing extensive support from HR caseworkers to managers in how best they can support staff with a disability and

guiding staff to information, advice and support on mental health. This is supported by a responsive Occupational Health provider giving significant guidance on the level of workplace support and adjustments required for staff with a disability or health condition.

Areas where it has been identified that further progress could be made is networking with disability groups, particularly providing work placements for individuals with a disability, placing job adverts in the disability press or on disability websites and encouraging our partners, suppliers and providers to demonstrate their commitment to being Disability Confident. We will be working on these areas in the 2017-18 academic year.

4.4.3 Improvements to Facilities

We have also made significant enhancements to our buildings and estate to improve accessibility and ensure compliance with the latest equality and diversity specifications. Key work undertaken during 2016/17 has included:

Chorley campus
o   New fully installed kitchen top floor.
o   Upgraded main meeting rooms.
o   New large screen interactive plasma TVs.
o   Improved layout to a further main office.
o   New apprentice hub room.

Leyland campus
o   New outdoor gym for all users.
o   New modern boilers to improve heating of Silverdale/Mardale/ Langdale.
o   Air curtain on the Mardale/Silverdale link.
o   New catering stores to help reduce stock movement and handling.
o   Additional meeting room upstairs Mardale.
o   Change of use of some admin/meeting rooms to student classroom space.
o   Installation of safety/security bollards main frontage.
o   New Vaping shelter as per new national guidance.
o   App to give all students information to coach parking positions at the end of day.
o   New extraction systems in Visual Arts workshops.
o   Improvements in CCTV cameras and additional cameras installed.

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4.5   Sex
The FE workforce is predominately female; 60% of all FE staff are female. 54% of all FE staff work part-time although a greater proportion of these are women with 62% working part-time. The proportion of female staff in the FE sector is higher than in the general UK workforce, but lower than in the school workforce where 80% of staff are female (School Workforce in England November 2015)

At Runshaw, 73% of staff are female which is higher than the FE sector as a whole and some of this can be attributed to the fact that we directly employ our service staff, catering and cleaning of whom 83% are female, in occupations which traditionally attract more women and are part-time.

The College has an excellent representation of women in management (59%) with a higher percentage at senior level. 70% of the senior management team are female which is significantly above the sector where just over 55% of senior managers are female.

Table 1.3. % Category of staff by Sex (July 2017)
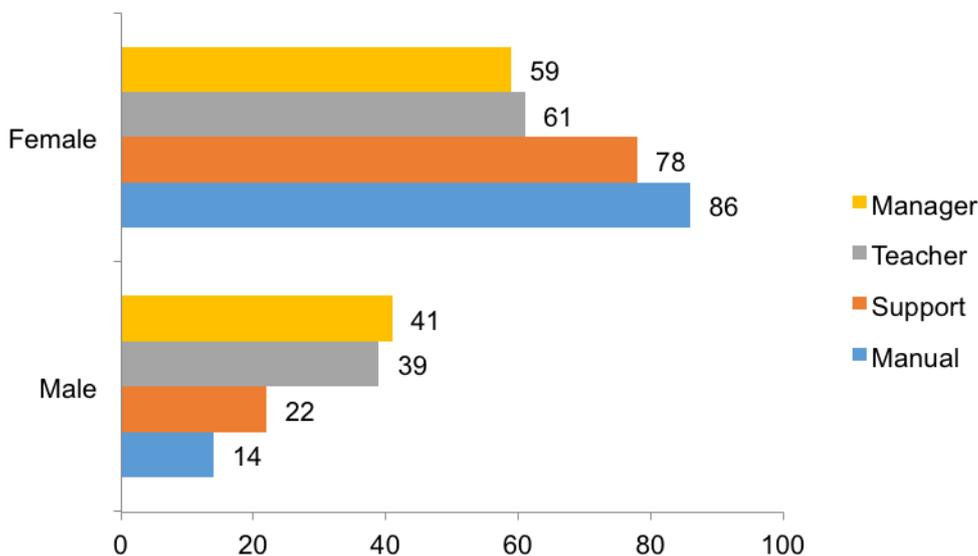
4. Staff

4.6   Age
The median age of the FE workforce is 45 years which has remain unchanged in recent years.

The age profile at Runshaw is very similar to the FE workforce. The median age is 47 (46 for men and 49 for women) with our youngest member of staff aged 21 and our oldest aged 81. The majority of all staff employed at Runshaw are aged between 50-59 years at 30%. There is a fairly even spread of staff employed in each age band, except under 29 years at 7.2%. We will explore opportunities to address this which will include the employment of more apprentices which may attract individuals at an earlier stage in their career.

The College recognises that 45% of staff are aged 50 and over, which is slightly higher than the FE sector at 36%, and continues to look at succession planning for key roles in anticipation of retirement and the loss of experience and knowledge. The College remains positive about employing older workers, employing 5.7 % of staff who are aged 66+. There is no default retirement age and the College supports phased retirement where this meets the needs of the individual and the College. Teaching staff and managers are less likely to work beyond age 60 compared to support staff.

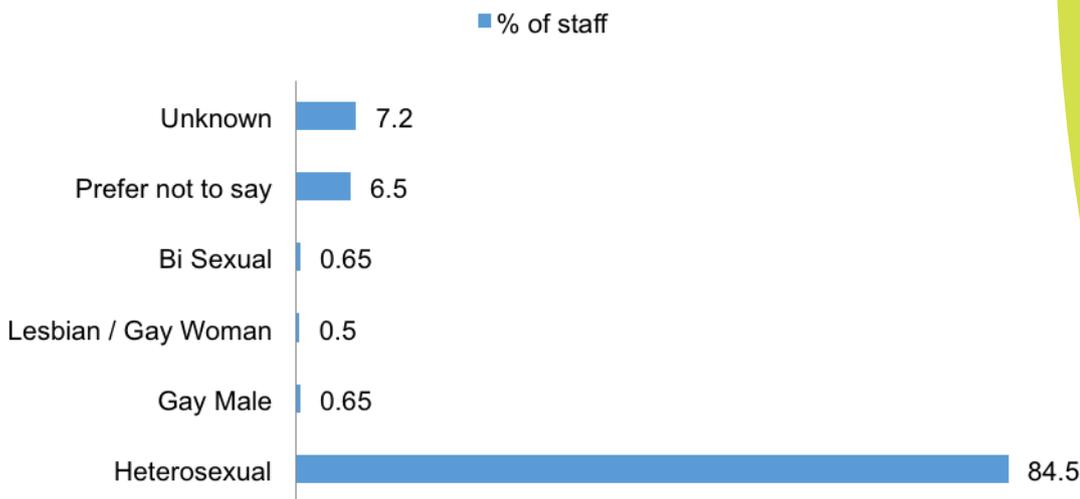Table 14. Category of staff by Age (%) at July 2017

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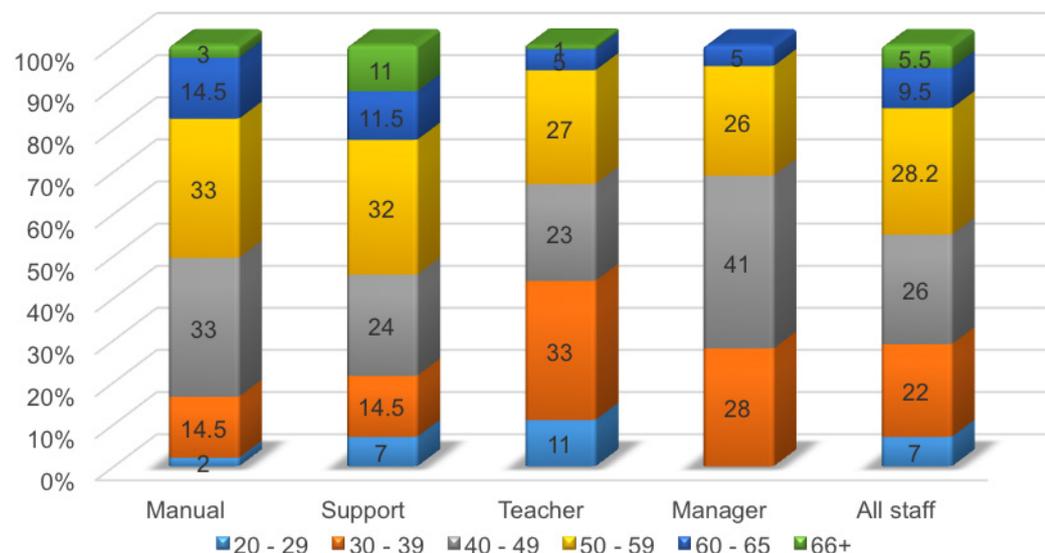
4. Staff

4.7 Sexual Orientation

Applicants and staff have, for a number of years, been asked to declare their sexual orientation. Consequently, the disclosure rate is extremely high at 92.7% with the vast majority (84.3%) describing themselves as heterosexual and a further 1.9% identifying as gay male, lesbian or bi-sexual.

The disclosure rate for sexual orientation at Runshaw is high when compared to the FE sector as a whole (Colleges, Independent and Other). 19.5% of staff in the sector chose not to disclose their sexual orientation or data was missing compared to only 7.3% at Runshaw. Among the staff that chose to indicate their sexual orientation, heterosexuals constitute the largest group (78.4%) with 2% recording themselves as gay, lesbian or bisexual.

Table 15. Category of staff by Sexual Orientation (July 2017)

■ % of staff

Category	% of staff
Unknown	7.2
Prefer not to say	6.5
Bi Sexual	0.65
Lesbian / Gay Woman	0.5
Gay Male	0.65
Heterosexual	84.5

4.8 Religion or Belief

85% of staff had declared their religion or belief, a slight fall of 6% from the previous year. Of those staff who declared their religion and belief, the majority stated Christian (61%) followed by no religion (20%).

There is no sector benchmark data for religion and belief. When compared to the local community profile from the 2011 Census, the College profile is similar; Christianity (75%) being the most popular religion across both Chorley and South Ribble, then no religion (17%) and Muslim in third place for Chorley (1.1%) and Hindu in third place for South Ribble (0.5%).
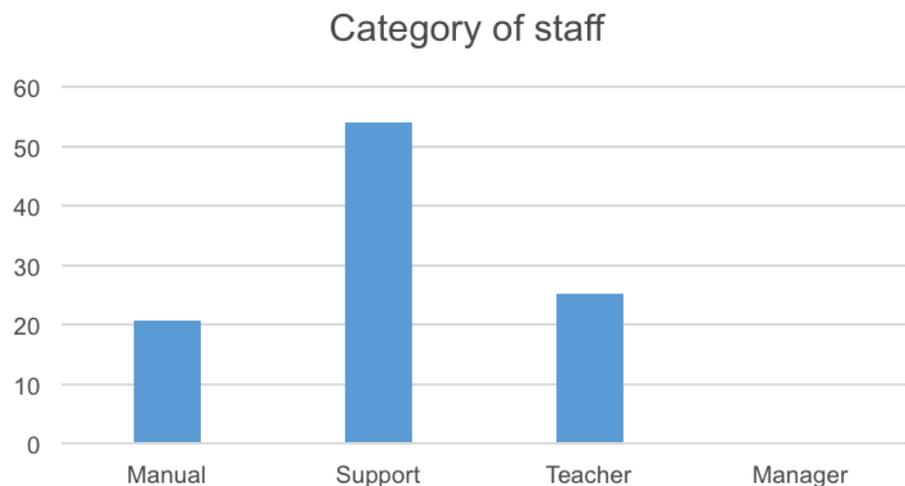
4. Staff

Table 16. Category of staff by Religion / Belief (July 2017)
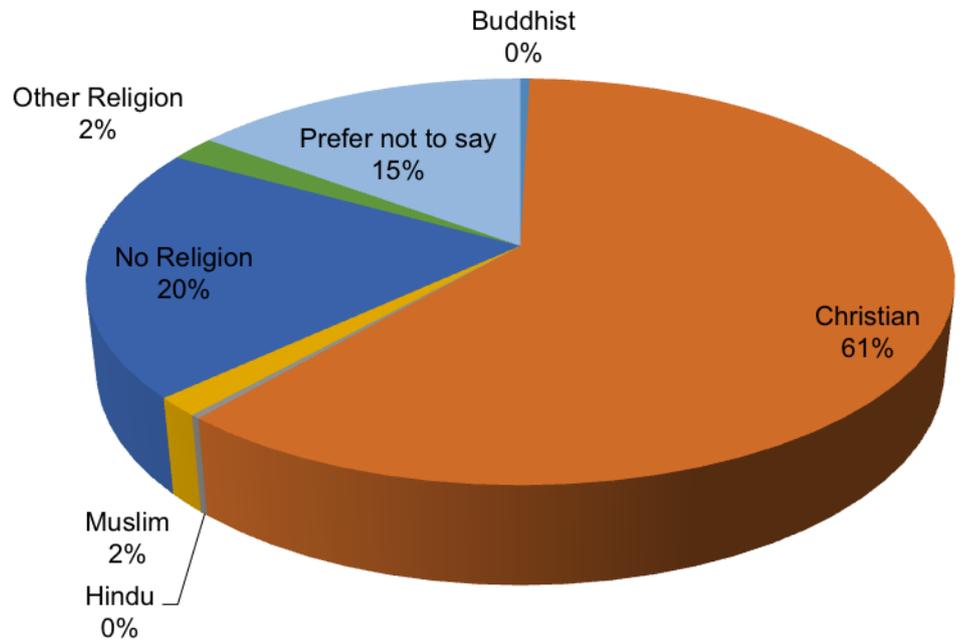
4.9 Working Patterns

When analysing working patterns, the majority of staff at Runshaw work part-time (67%). This is a decrease of 1% compared to last year and slightly higher than the national FE data where 60% work part-time. 75% of women and 44% of men work part-time at Runshaw compared to the FE Sector where 62% of women and 41% of men work part-time.

Table 17. % Part-time contracts by category of staff (July 2017)

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4.10 Flexible Working
The college positively embraces flexible working which is reflected in the number of requests received which increased slightly, with 33 received compared to 26 the previous year. 55% of flexible working requests were made by support staff and 88% by women. Only 1 request for flexible working made by a female member of support staff was rejected.

4.11 Promotions
There were 11 staff who were promoted during 2016/17, 4 teachers, 3 support staff, 2 manual staff and 2 managers. In terms of the equality profile of these staff, the majority described themselves as heterosexual, 55% were female and 9% declared a disability.

Over the past year, there has been a slight increase in the number of females being promoted although there is no evidence to suggest that appointment has not been on merit.

4.12 Disciplinary and Bullying and Harassment
There were 3 disciplinary cases in 2016/17. Due to the small numbers, it is not statistically significant to draw any conclusions. There were no bullying and harassment cases.

4.13 Maternity
The maternity return rate remains consistently high at 95% and this has been the case for many years: out of 22 women who took maternity leave during 2016/17, only one chose not to return to work. This reflects the College's positive and supportive approach to staff on maternity leave, their return to work with breast feeding facilities and accommodation of requests for flexible working to achieve a healthy work-life balance.

Of the 21 staff who did return work, 6 submitted a flexible working request of which all were approved.

4.14 Recruitment and Selection
During 2016 - 17, the College had 132 vacancies. Of applications received, 62% are from women, 36% from men and 2% of applicants did not declare their gender. Of those invited for interview, 60.4% are female. This is a slight reduction on last year's figure of 61.9%. Of appointments made, almost 67.7% are female which again, is a slight reduction on last year's figure of

69%. Strategies such as ensuring panels and other assessment activities reflected a gender balance and strengthening training have been actioned since 2015. Recruitment training is mandatory for all managers and members of interview panels and covers unconscious bias. There is no evidence to suggest that females are not being appointed on merit, although this situation will continue to be closely monitored.

With regard to disability, 7.7% of total applicants declared a disability, 10.8% were invited for interview (which would be expected being a Disability Confident Employer) and 5% were appointed.

The highest proportion of applications came from the 25– 39 year age group, being 39% of total applications received. The lowest proportion was from the more than 65 years age group which was 0.68% of total applications received.

16.6% of applications received were from BME applicants. Of those appointed, 4.4% identified as BME which is representative of the profile of our local communities. 9% of applications received were from applicants who recognised a religion other than Christianity. 30.6% of applications received were from applicants who do not recognise any religion. 4.7% of applications received were from LGBT applicants, and of appointments made 6.1% were from LGBT applicants.

4.15   Surveys
The College regularly conducts surveys seeking the views of staff about a range of issues relating to their employment, including equality and diversity. The two most recent surveys are the Staff Survey and the Leadership Survey both of which are conducted bi-annually, inviting all staff to participate.

Staff Survey 2016
It was pleasing to receive positive feedback about equality and diversity, including high levels of respect between staff and students. On a scale of 1-5 (with 5 being most positive), equality and diversity was 4.09, maintaining a similar result to the 2014 staff survey. Positive qualitative feedback was also provided on equality and diversity including:

- "My manager is incredibly flexible with me as a part-time member of staff and I greatly appreciate her support with arranging my timetable around my young family"

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- "At all levels of staffing, I have been treated with respect and valued"
- "The flexibility I have been afforded to attend my medical appointments as they are vital to me maintain my usually good health – I am not used to taking time off work and worried about this a lot. I have been treated with the utmost respect and care"
- "My line manager is respectful, helpful and friendly"
- "I feel involved in processes at work and feel that my views are sought and respected"
- "I feel valued and my opinions are listened to and heard. I am very lucky to have a talented and caring line-manager who has taught me so much to improve my own management skills and who is approachable and understanding of the difficulties faced when trying to balance work life and home life"
- "The students are…...all wonderfully engaged, polite and respectful to each other and staff ……. all of the time - which is quite an achievement for a 16-19 age group being together day to day in such high numbers, and in a relatively structured environment"
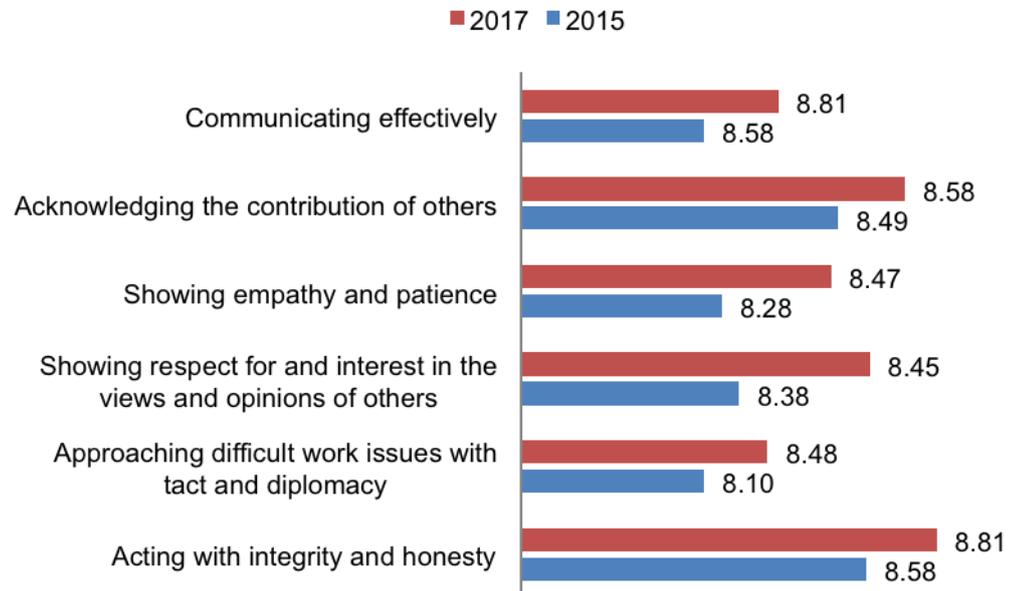
Leadership Survey 2017
This survey is based on an assessment of our defined leadership attributes of our college management team. The results show an overall improving trend with an average of 8.7 (out of a 10 point scale) in 2017. A number of the questions relate to equality and diversity.

Table 18. Overall Results by Leadership Attribute

Year	Total number of responses	Q2. Interpersonal Style	Q3. Customer Focus	Q4. Problem Solving	Q5. Planning and Organising	Q6. Quality Focus	Q7. Leading a Team and Team Work	Q8. Strategic Perspective	Overall
2013	400	8.1	8.6	8.5	8.3	8.7	8.2	8.8	8.4
2015	384	8.4	8.8	8.5	8.4	8.8	8.4	9.0	8.6
2017	343	8.5	8.8	8.6	8.5	8.9	8.5	9.0	8.7

Table 19.   Extract from Leadership Survey 2017

■2017 ■2015

	2017	2015
Communicating effectively	8.81	8.58
Acknowledging the contribution of others	8.58	8.49
Showing empathy and patience	8.47	8.28
Showing respect for and interest in the views and opinions of others	8.45	8.38
Approaching difficult work issues with tact and diplomacy	8.48	8.10
Acting with integrity and honesty	8.81	8.58

4.17   Investors in People

In July 2016, the College was re-assessed as an Investors In People in accordance with the Generation 5 Framework. During the five-day assessment, evidence was gathered through in-depth individual, paired and small group interviews with a random selection of 99 staff – a sample sufficiently robust to meet the requirements which are laid down by the UK Commission for Employment and Skills, which is responsible for developing and maintaining the integrity of the Investors in People Standard and Framework.

The College, was once again, proud to be recognised as a Gold IIP employer. The report included feedback on equality and diversity, acknowledging that *"there are many examples of part time working and reasonable adjustments being made to people's working patterns."*

Specifically, under the criterion that a diverse, talented workforce is created, the report concluded *"Senior leaders described the c ommitment to ensuring everyone is treated equally within college. This is supported by robust HR policies and HR advice to ensure legislative requirements are met. The College strives to employ a diverse workforce, acknowledging the benefits of having a rich blend of individuals within the organisation. As the key aim of the*

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College is to give students the best possible learning experience and to constantly strive for excellence, a diverse staff group reflects the diversity of student needs. Communication, support for learning and development and career opportunities are available to everyone and people confirmed that, within their team, people are equally valued. Managers play to people's strengths and provide the opportunity for people to take the lead on projects that reflect an individual's passion and interest".

4.18   Redundancy
Regrettably, there are times where it is considered necessary to make posts redundant or restructure our provision. During the 2016/17, 12 posts which were made redundant. These were all achieved on a voluntary basis. Working closely with employee representatives, at all stages in the redundancy process, the potential impact on learners and specific groups of staff are considered to minimise any potential discrimination. For example, we will always consider amongst other issues, the profile of those staff at risk and whether this is different to the whole college profile, that selection criterion is transparent and fair and does not inadvertently disadvantage one group compared to another and that all staff affected genuinely have equal opportunity for re-training or redeployment.

No appeals were received regarding the redundancy process.

4.19   Governance
As at 31st July 2017, the College had 17 Governors (inclusive of Principal, Staff, Student and Co-opted Members). 48% (8) were male and 52% (9) female. The majority ethnic profile was White British (94%), with 6% self-identifying as Asian or Asian British: Indian. 12% (2) declared a disability, learning difficulty or health condition. The majority (88%) have a Christian religion or belief. 94% identify their sexual orientation as heterosexual. The majority age range was 40-59 (47%).

The Corporation is committed to ensuring equality of participation for all members of the community. In accordance with its terms of reference, the Search and Governance Committee ensure that appointments are made appropriately, openly and on merit and are drawn widely from the community which the college serves. On the five Committees of the Governing Body, there is a good blend of skills and expertise, with three chaired by females.

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4.20 Professional Development

A comprehensive programme of internal training and continuous opportunities for continuous professional learning in equality and diversity have been available for staff for a number of years. To ensure that everyone who works at the College has a common understanding of what equality and diversity means at Runshaw, all new staff are required to attend a mandatory training session called Introduction to Equality and Diversity. This is delivered as part of induction to ensure that all new staff receive this training when they begin their role at the College. Staff are required to refresh this training every three years, either by attending a training session or working remotely or in college to complete this training. These sessions have been updated to incorporate British Values.

The participation level in mandatory Equality and Diversity training is high, averaging at 95%. In addition, a number of non-mandatory equality and diversity sessions are also available and equality and diversity is embedded in numerous training sessions such as Licence to Recruit.

Table 20. Staff who attended Continuous Professional Learning Equality and Diversity Sessions (December 2017)

Course	No. of Courses run	Number attended
An Introduction to Equality & Diversity	21	132
Equality & Diversity in Practice at Runshaw	21	155
Equality and Diversity On-Line	222	222
Equality & Diversity in the Workplace	1	3
Equality & Diversity	1	2
Meditation	2	23
Pilates	2	24
Prevent	11	185
Secret to Happiness Workshop	2	27
SENDA - Dyslexia On-line	6	6
SENDA 2 – Dyslexia Awareness Stage 1	1	1
Tre70 (Wheelchair Evac)	2	2
Totals	166	782

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5. Strategic Goals 2017/2018

5.   Strategic Goals

5.1   Equality and diversity is recognised and has its own chapter in the College's strategic plan. From the information collated in this report the following key strategic goal for equality and diversity have been identified for 2017/18.

Strategic Goal: To further improve the celebration of diversity and equality of opportunity for all, removing barriers to learning and work whenever reasonably practicable

The key approaches for all staff and students will be to:

i.   Harness new legislation, meeting and exceeding our legal requirements to support and promote inclusivity, equality and diversity; and

ii.   Further improve the celebration and promotion of equality and diversity and British Values through the taught curriculum and across the college

5.2   We will act on, monitor and report on our progress with these goals throughout 2017-2018 through the Equality and Diversity College Strategic Plan Action Plan.

These goals are also our Equality Objectives for 2017/18.

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