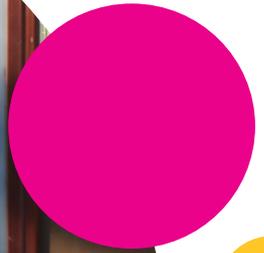


RUNSHAW  
COLLEGE



# Equality & Diversity

Annual Report 2019-20



# Message from the Principal

Thank you for taking the time to read our **Equality and Diversity Annual Report for 2019/20**.

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

Ensuring equality and celebrating diversity are core to Runshaw and are 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 shows that we do much more than just meeting those duties. It highlights and celebrates what we have been doing in 2019/20 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 [Russell.C@runshaw.ac.uk](mailto:Russell.C@runshaw.ac.uk)

Kind regards



Clare Russell  
Principal & CEO



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# Introduction

- 1.1** This is Runshaw College's Equality and Diversity Annual Report for 2019/20. The report is linked to the College Mission Statement and Values, the Strategic 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, the Equality and Diversity strategic plan project plan and the 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.



# Introduction

## Management Forums for Equality and Diversity

**1.6** Equality and diversity at Runshaw is led by various management groups:

- **Student Support Managers (student focus)**

This forum meets weekly and membership includes Assistant Principals, programme Heads of Studies, the Head of Study Support and the Head of Student Services.

- **SMT Quality (quality focus)**

This forum meets six times per year and includes the College Principal, Deputy Principals, Assistant Principals, the Quality Director and the Head of QMIST (Quality, Management Information and Student Tracking).

- **SMT Monitoring (includes staffing focus)**

This forum meets five times per year; at three of these meetings, the HR KPIs are monitored. This group includes the College Principal, both Deputy Principals and Assistant Principals, the HR Director, the Quality Director, the Director of School, Employer and Community Relationships and the Finance Director.

- **Equality and Diversity Champions**

There are 14 Equality and Diversity Champions who meet three times per year with two members of the College Management team.

- **Mental Health Champions**

There are 32 Mental Health Champions who meet three times per year with two members of the College Management team.

## 2. Celebration of Equality and Diversity in 2019 /2020

- 2.1** The college supported many fundraising activities in 2019/20 including, but not limited to: Médecins sans Frontiers, Children in Need, Breast Cancer Awareness, Poppy Appeal, World Aids Day, Help for Heroes, Derian House, St Catherine's Hospice, local foodbanks in Chorley and South Ribble and the local Women's Refuge.
- 2.2** Although COVID restrictions impacted onsite activities, the college continued to deliver a programme of regular themed days and weeks throughout the year to promote equality and diversity. These activities encourage students to celebrate diversity and provide them with the opportunity to learn and value difference. Events included: Inclusive Runshaw, the Fresher's Fair, One World Week, Holocaust Memorial, Chinese New Year, Anti-Bullying Week, Hate Crime Awareness, World Peace Day, Mental Health Awareness Days, Random Acts of Kindness, Black History Month, Remembrance and Dyslexia Awareness. Celebration and recognition of religious or belief festivals included Christmas and Easter Services, Eid, Hanukkah and Diwali.
- 2.3** The college has contemplation and faith rooms at both centres which are used for prayer, contemplation, meditation and reflection; these have been subject to COVID restrictions and national guidelines and use has been limited this year. We have continued to signpost staff and students to multi-faith contacts in the community as appropriate.
- 2.4** British Values and equality and diversity are standing agenda items on our Student Council with cross-college awareness raising events for, EU issues, Holocaust Memorial, Black History, Disability Awareness, Celebration of Cultural and Religious Festivals e.g. Eid, Diwali, Easter and Chinese New Year.
- 2.5** The Student Council membership consists of 65 cross-college members representing all areas of study and meets regularly each month. There is a dedicated elected Inclusive Runshaw Officer on the Council. There is also a College Fair Trade committee with staff and two Student Council members. The Student Council has 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.
- 2.6** The college also facilitate a vibrant LGBT group who meet weekly. The meetings are chaired on a rotating basis by the group members supported by staff.

## 2. Celebration of Equality and Diversity in 2019/20

**2.7** The college continues to offer the 'Wrapped Condom Distribution Scheme' in college. This national initiative was introduced to significantly improve the sexual health awareness and meet the needs of all young people. Students do not need to register with the scheme and can just drop into Student Services to receive free condoms; they are also signposted to sexual health advice and screening. We are also actively participating in the 'Period Poverty' campaign and distribute free sanitary products to any student who wishes to use this service and take-up has been good.

**2.8** Runshaw Radio (The Voice @ Runshaw) continues to broadcast across both sites throughout the college day. As well as the day to day music and awareness notices it has a number of special programmes, which are produced and presented by the students each week including our weekly Asian programme produced by two female students, the 'LGBT' Show, and 'The Student Council Programme'. Students can get in touch with the radio station for requests and dedications in several different ways including Twitter, Facebook, Email and our dedicated Text Line. In the 19/20 academic year we introduced a brief hourly national news bulletin to keep students abreast of current affairs and extended the radio service to our Chorley Campus with a bespoke programming schedule for that site.

**2.9** The College offers a mixture of recreational sport catering for all students and we run a number of indoor activities in the Enrichment Hall, including badminton, keep fit, circuit training, table tennis, glow badminton, yoga, pool and board games such as 'Connect 4', 'Jenga', and 'Scrabble' and these are popular. We have also introduced several mixed ability activities e.g. football and archery. During the COVID restrictions we have continued to offer a variety of activities online e.g. daily workouts, nutrition and wellbeing and yoga.

**2.10** There has been an increased focus on mental health and wellbeing this year and we have introduced a Runshaw Wellbeing Instagram account which is updated daily and accessible to both staff and students. The college has also recruited a full-time Wellbeing and Mental Health Facilitator to take a lead and focus on mental health and wellbeing for students. As a result, we have been able to offer:

- Bespoke 1:1s for students focussing on mental health and wellbeing
- Workshops on Anxiety, Bereavement and Depression
- Several high profile awareness campaigns and events:-
  - World Suicide Day
  - World Mental Health Day

## 2. Celebration of Equality and Diversity in 2019/20

- Action for Happiness
- Movember
- Hygge
- Alcohol awareness
- Grief
- SAD

**2.11** We have also recruited several student mental health champions who meet regularly with the Wellbeing and Mental Health facilitator and encourage and collect student views and issues on mental health and offer support including peer support as appropriate.

## 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. Runshaw has been recognised as an 'Outstanding college' by Ofsted for more than 27 consecutive years.

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 College theme for 2018-20, 'High Expectations', builds on the previous themes that include 'Excellence Everywhere', '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's 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

#### 3.3.1 Ethnicity

The college has a wide catchment area. In 2019/20 the College enrolled 6229 students of whom 5136 were full-time 16- 19 students. In addition to this, approximately 86 were enrolled on Higher Education (HE) programmes and there were 174 apprentices with a planned end date of 2019/20. In addition to this, there were 614 learners on adult learning programmes, which included 193 enrolments on full cost or Advanced Learning Loan enrolments. Approximately 82% of the enrolments were on 16-19 Study Programmes.

16% of students at the College are from minority ethnic groups, this represents a higher proportion when compared to the local population; 2011 census data shows the proportion of BAME in South Ribble area as 4.2% and Chorley as 4.9%.

The largest ethnic group is white (English/Welsh/Scottish/Northern Irish/British) and the largest minority ethnic group is Indian.

## 3. Our Learners

The college profile is closer to that of Lancashire where the largest ethnic group is white (90%) and the black and minority ethnic (BAME) 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 02.11.20)

There are a smaller proportion of students from ethnic minority backgrounds when compared to the sector, where 26% of 16-18 year olds and 32% adults are from ethnic minority groups (AoC College Key Facts 2019/20).

Table 1. **Ethnicity by aggregated Status (QMIST 30/10/20)**

Count of Learner Ref Ethnicity Code & Description	Status				
	Full-time	HE	Part-time	WBL	Grand Total
31 - English / Welsh / Scottish / Northern Irish / British	4216	77	522	389	5204
32 - Irish	11	1	-	2	14
34 - Any other White background	108	1	21	13	143
35 - White and Black Caribbean	44	2	42	3	53
36 - White and Black African	14	-	-	-	14
37 - White and Asian	63	-	3	1	67
38 - Any other Mixed / multiple ethnic background	47	-	3	1	51
39 - Indian	251	2	4	5	262
40 - Pakistani	212	2	3	3	220
41 - Bangladeshi	22	-	-	-	22
42 - Chinese	22	-	2	1	25
43 - Any other Asian background	24	-	6	-	30
44 - African	34	1	5	1	41
45 - Caribbean	6	-	1	1	8
46 - Any other Black / African / Caribbean background	12	-	5	-	17
47 - Arab	15	-	1	-	16
98 - Any other ethnic group	8	-	-	-	8
99 - Not provided	27	-	-	7	34
<b>GRAND TOTAL</b>	<b>5136</b>	<b>86</b>	<b>580</b>	<b>427</b>	<b>6229</b>

## 3. Our Learners

Table 2. **2019/20 Achievement data for Age Group 16-18 by Ethnicity (QMIST 31/10/20)**

Hybrid End	Starts	Starts	Leavers Overall	Ach Overall %
Grouped by: Age Group QAR - 16-18				
19/20	African	57	67	93
19/20	Arab	19	19	95
19/20	Bangladeshi	30	30	97
19/20	Caribbean	8	8	100
19/20	Chinese	34	34	100
19/20	Indian	322	322	93
19/20	Irish	19	19	84
19/20	Not provided	44	44	91
19/20	Other	20	20	100
19/20	Other Asian	31	31	97
19/20	Other Black	20	20	85
19/20	Other Mixed	56	56	86
19/20	Other White	174	174	89
19/20	Pakistani	301	301	92
19/20	White British	5602	5602	92
19/20	White / Asian	93	93	97
19/20	White / Black African	9	9	67
19/20	White / Black Caribbean	54	54	98
<b>16-18 All Totals</b>		<b>6903</b>	<b>6903</b>	<b>92.1</b>

For learners aged 16-18, the achievement rate for the largest ethnic group, White British, is 92% for the academic year 2019/20, representing an increase of 5% compared to 2018/19. There are five ethnic groups with achievement rates lower than the largest ethnic group, compared to four the previous year; 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.

## 3. Our Learners

Table 3. **2019/20 Achievement rate data for Age Group 19+ by Ethnicity (QMIST 30/10/20)**

Hybrid End	Starts	Starts	Leavers Overall	Ach Overall %
Grouped by: Age Group QAR - 16-18				
19/20	African	5	5	80
19/20	Arab	1	1	100
19/20	Caribbean	2	2	100
19/20	Chinese	3	3	67
19/20	Indian	4	4	75
19/20	Other Asian	5	5	100
19/20	Other Black	4	4	25
19/20	Other Mixed	2	2	50
19/20	Other White	24	24	67
19/20	Pakistani	4	4	100
19/20	White British	479	479	76
19/20	White / Asian	2	2	100
19/20	White / Black Caribbean	3	3	100
<b>19+ All Totals</b>		<b>538</b>	<b>538</b>	<b>75.7</b>

For 19+ learners, the achievement rate for the largest ethnic group, White British, is 76% for the academic year 2019/20. 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.

The achievement rate for 19+ learners as a cohort declined in 2019/20 as a result of the COVID-19 pandemic, with some adult learners unexpectedly having to prioritise childcare and work commitments over their studies during the period of national lockdown; robust actions to address this have been included in relevant School and Programme-level Self-Assessment Report (SAR) Quality Improvement Plans (QIPs) as well as the College SAR QIP.

### 3.3.2 Disadvantaged Learners

The college supports learners in making applications to our College bursary fund. In 2019/20, there were 341 learners (502 enrolments) in receipt of Free College Meals (FCM). Of these enrolments 65% were on the Vocational Programme and 35% on the A Level Programme. Statistical analysis has shown that there is a significant difference of 10% in the achievement rates of A level students in receipt of FCM compared to those A level students who are not on FCM. This gap emerged for the first time in 2019/20 (there was no gap in 2018/19) and robust actions to address this gap have been included in the College and A level programme's SAR QIPs.

## 3. Our Learners

There was previously an achievement gap for vocational learners in receipt of FCM that has successfully been reduced over the past three years to 5% in 19/20 and is no longer statistically significant (from 9% in 2018/19 and 11% in 2017/18). Despite this success on the vocational programme as a whole, there is an achievement gap of L2 13% on the Pre-Advanced level programme (compared to 1% in 18/19). Once again robust actions to address this gap have been included in the College and Pre-Advanced Programme SAR QIPs for 2020-21.

**Figure 4. 2019/20 Achievement rate data for Free College Meals (QMIST 30.10.20)**

Programme	No of Student (Enrolments) on FCM	FCM Ach %	Non FCM Ach %
A Level	176	81.3	90.6
Vocational (Pre-Advanced & Advanced)	326	89.9	95.1
19+	0	N/A	N/A

In 2019/20, there were 25 learners classed as Children Looked After (CLA) with an expected end date of 2019/20. Achievement of this group of learners was 84% compared to 61% the previous year, as a result of the robust actions that were agreed in the Student Services' SAR LAC Action plan and implemented during the academic year.

**Figure 5. 2019/20 Achievement data for Children Looked After (QMIST 30.10.20)**

Programme		Pass	Net Avg	Target	Achieve	Nat Avg	Target
All Looked After Children	Target	-	-	-	-	-	-
	19/20	100%			84%		
A Level Yr 2	Target	-	97%	100%	-	83.6%	80%
	19/20	100%	+3%		100%	+16.4%	+20%
Voc L3 Yr 2	Target	-	96.5%	100%	-	89.2%	86%
	19/20	100%	+3.5%		100%	+10.8%	+14%
Voc L3 Yr 1	Target	-	95%	100%	-	87%	92%
	19/20	100%			33.3%		
Voc L2	Target	-	94.5%	98%	-	84%	88.2%
	19/20	100%	+5.5%	+2%	60%	-24%	-28.2%
Voc L1	Target	-	97%	100%	-	87.3%	90%
	19/20	100%	+3%		100%	+12.7%	+10%
Foundation Studies and Skills	Target	-	-	100%	-	-	95%
	19/20	100%			100%		+5%
Entry L3	Target	-	-	100%	-	-	90%
	19/20	100%			100%		+20%

## 3. Our Learners

### 3.3.3 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 to adult FE and HE learners on evidence of robust assessment.

**Figure 6. 2019/20 Achievement rate data for Age Group 16-18 by LDD and 19+ by LDD (QMIST 30.10.20)**

Hybrid End	Difficulty or Disability	Starts	Leavers Overall	Ach Overall %
Grouped by: Age Group QAR - 16-18				
19/20	Has difficulty / disability / health problem	1432	1432	92
19/20	No difficulty / disability / health problem	5389	5389	94
19/20	No information provided by the learner	82	82	0
<b>16-18 All Totals</b>		<b>6903</b>	<b>6903</b>	<b>92.1</b>
Grouped by: Age Group QAR - 19+				
19/20	Has difficulty / disability / health problem	155	155	72
19/20	No difficulty / disability / health problem	382	382	77
19/20	No information provided by the learner	1	1	0
<b>19+ All Totals</b>		<b>538</b>	<b>538</b>	<b>75.7</b>

21% of 16-18 total starts are learners who have disclosed they have a learning difficulty/disability or health problem. This is similar to the sector where the rate of learners with learning difficulties and / or disability is 23% (AoC Key College Facts 2019/20).

The gap in achievement rate between all learners and those who have disclosed that they have a learning difficulty/ disability or health problem has narrowed once again compared to the previous year, to 2%. In 2019/20, there is a 2% difference in achievement rate for all learners (94%) compared to learners who have disclosed they have a learning difficulty/disability or health problem (92%). Statistical analysis shows that this difference in achievement rates is not statistically significant.

29% of 19+ total starts are learners who have disclosed they have a learning difficulty/disability or health problem, compared to 26% the previous year; this is 15% higher when compared to the sector (AoC Key College Facts 2019/20).

In 2019/20, learners who have disclosed that they have a learning difficulty/disability or health problem had an achievement rate 5% lower than the achievement rate for all learners. Statistical analysis shows that this difference in achievement rates is not statistically significant.

## 3. Our Learners

### Study Support data

Study Support provides Additional Learning Support for High Need (HN) students, and all students, who are formally assessed as having and can provide auditable evidence of a learning difficulty, a disability, medical or mental health condition or a physical or sensory impairment.

Additional learning support is delivered by a team of specialist staff including teachers and additional support teams who provide 1:1 and small group support, both in and out of class. Assistive technology and software are also used to remove barriers to learning, promoting learning without limits and independence.

Study Support has a small Study Zone area designed to support study programmes, providing a range of quiet study spaces, meeting the needs of supported students during study periods.

Alongside this the college has a Specialist Support Coordinator, offering bespoke 1:1 or small group Social Skills education for HN students and students with Autism. Working collaboratively with Student Services the Specialist Support Coordinator closely monitors a cohort of students with Autism and low-level mental health needs equipping them with practical strategies to manage their support needs both in and out of college. Additionally, working in collaboration with the Work Placement team, the Study Support team offer Employability Skills support for HN students in readiness for their work placement.

A dedicated Education Health and Care Plan Coordinator ensures all communications and contacts with young people, parents/guardians or carers, Local Authorities and other external agencies are proactive, supportive, timely and constructive. They ensure that all high needs learners receive a high-quality provision with the right level of support.

Working in close collaboration, not only with the student and their multi-agency team, but with curriculum and programme teams ensures that considered, timely interventions are put into place in support of personal growth, successful achievement, outstanding retention and positive progression opportunities.

All students with an EHCP in place are closely monitored by the High Needs Coordinator on a regular basis throughout the year. Fortnightly support around the student takes place with the team of support managers along with a half termly Student Review Board (SRB) meeting using information from progress reports. This high level of monitoring ensures timely effective interventions are put into place and shared with the appropriate people. Students who are not making the expected level of progress are invited to an emergency review meeting which focuses on progress towards the EHCP outcomes and the support in place to prevent under achievement, disengagement and poor retention.

Throughout 2019/20 College had contracts with five local authorities: Lancashire, Wigan, Bolton, Sefton and Cheshire East.

## 3. Our Learners

**Figure 7. 2019/20 students with an EHCP by programme (Study Support)**

Programme	No. Students
Foundation Studies and Skills	22
Future Skills	2
L1 Programme	9
L2 Programme	9
L3 Programme	17
A Level Programme	8
Total No. Funded EHCP places	67
Total No. Unfunded EHC Plans	1
Total No. Ceased EHC Plans	1

**Figure 8. 2019/20 students with an EHCP by Local Authority (Study Support)**

Local Authority	No. Students
Lancashire	61
Bolton	3
Wigan	1
Sefton	1
Cheshire	1

**Figure 9. 2019/20 students with an EHCP by gender (Study Support)**

Male	Female
46	21

### 3.3.4 Sex

**Figure 10. Count of learners (QMIST 30.10.20) 19-20 Sex by Status**

Count of Learner Ref	Status				Grand Total
	Full-time	HE	Part-time	WBL	
F	2638	61	463	253	3415
M	2498	25	117	174	2814
Grand Total	5136	86	580	427	6229

There are a similar proportion of male and female learners on full time courses at the college; 51% female and 49% male. The proportion of female learners is 5% higher at the College compared to the sector (AoC College Key Facts 2019/20).

## 3. Our Learners

There is a much higher ratio of female to male learners on part-time and work-based learning provision at the College; 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 (71%) compared to male learners (29%).

**Figure 11. 2019/20 SRA by Age Group and Sex (QMIST 30.10.20)**

Hybrid End	Sex	Starts	Leavers Overall	Ach Overall %
Grouped by: Age Group QAR - 16-18				
19/20	F	3234	3234	92
19/20	M	3669	3669	92
16-18 ALL		6903	6903	92.1
Grouped by: Age Group QAR - 19+				
19/20	F	413	413	77
19/20	M	125	125	70
19+ ALL		538	538	75.7

At the whole College level there is no difference in achievement rates for male and female learners aged 16-18. At programme level there are no statistically significant gaps between male and female students.

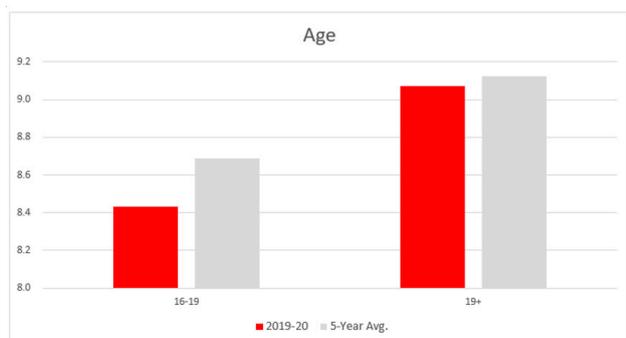
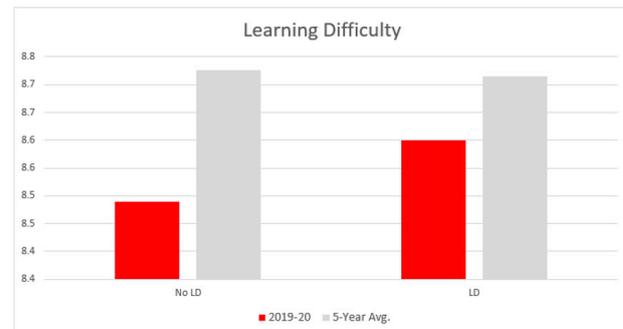
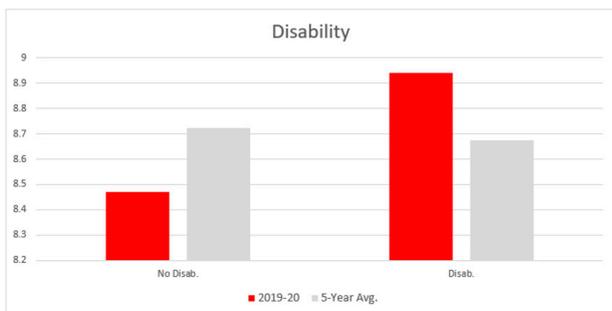
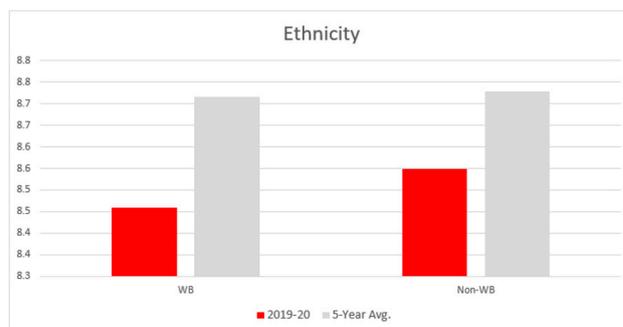
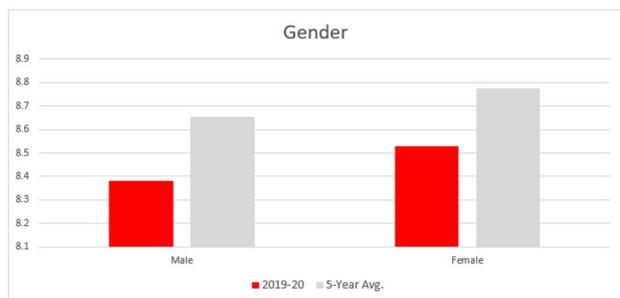
At the whole College level, there is an 7% difference in achievement rates for male and female learners aged 19+, compared to 8% the previous year. At programme level there are no statistically significant gaps between male and female achievement on different courses.

# 3. Our Learners

## 3.4 Learner Survey

The 2019/20 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. As a result of the COVID-19 pandemic and the move to remote learning from March 2019, results are not directly comparable to previous years; there was also a much lower response rate from students. Although not directly comparable to previous years, the average satisfaction ratings remain very high for all demographics.

### Learner survey demographic trends



## 4. Staffing

### 4.1 FE Sector Data

#### **Staff Individualised Record (SIR) 2018/19**

This College has always participated in the voluntary annual national data collection exercise for the FE Sector, the Staff Individualised Record (SIR), which is an extremely useful tool for benchmarking workforce data. The SIR has been collected from colleges in the FE sector since 1993, and from all types of provider since 2015.

The Department for Education is planning to introduce a single DfE-led data collection of the FE workforce from the 2020/21 academic year which will be a compulsory return for all colleges from 2021/22. This will provide a much more comprehensive data set going forward.

The 2018/19 report collects a wide range of information on staff including age, gender, ethnicity, sexual orientation, occupation and annual pay from 186 providers. It is the most comprehensive sector data available based on over 91,800 individual records.

FE providers are classified as one of four types: Colleges, Local Authorities, Independent, and Other. Colleges make up over half of the sample (110 of 186) and the 97 General Further Education Colleges (GFECs) that submitted data constitute over half of GFCEs (168) in England.

#### **Association of Colleges (AoC) College Workforce Survey for 2018/19**

Association of Colleges is the national voice for further education, sixth form, tertiary and specialist colleges in England. Amongst a variety of activities, the AoC collect and publish employment data on colleges, this has been collected from 141 colleges.

The survey focuses primarily on the key headline performance indicators and benchmarks that HR departments in colleges frequently report on such as staff profile, turnover, sickness absence and recruitment.

#### **Data Collection**

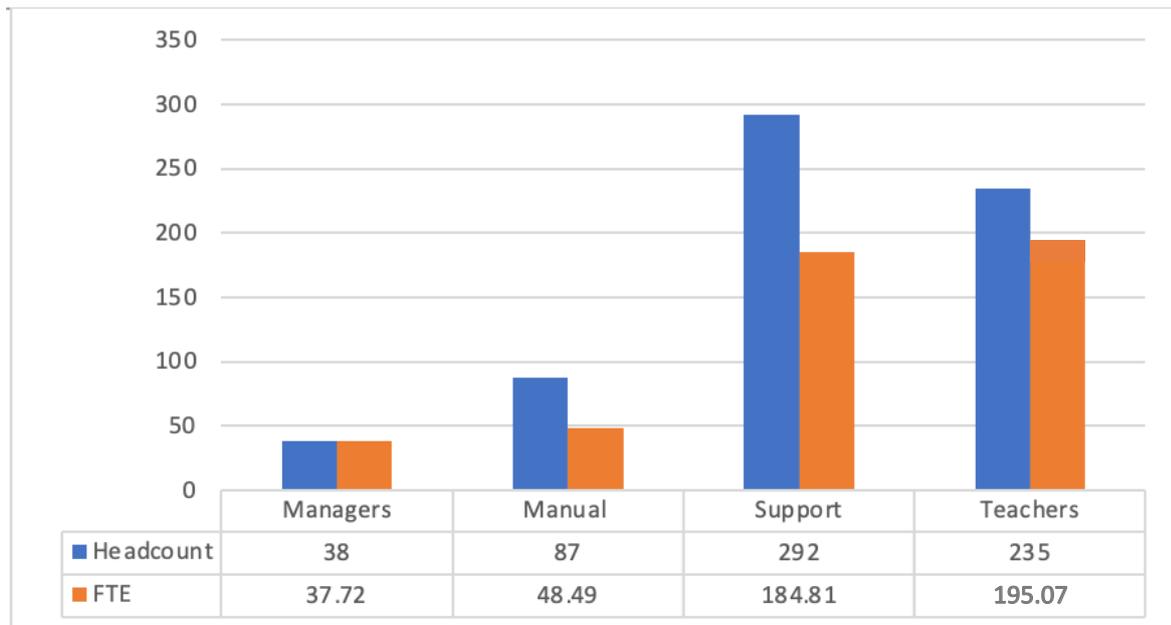
The College collects equalities monitoring data on all job applicants and current staff. All applicants are required to complete an equality monitoring form as part of the online recruitment process although they may select 'prefer not to say'. Staff can electronically update their equalities data themselves through the HR Portal or by directly notifying the Human Resources team.

### 4.2 Staff Profile

As at 31st July 2020, the College employed a total of 652 staff in manual, support, teaching and managerial roles. This represents a full-time equivalent workforce of 466.09 which includes all casual and hourly paid staff. Compared to last year, this is a reduction in headcount by 3.2% (21 staff) and full-time equivalent staff of 2.61 (469.7 – 466.09) reflecting a long-term trend of falling staffing numbers in line with reducing college income.

## 4. Staffing

**Figure 13. Staff profile by category of staff (headcount and full time equivalent)**



Our staffing profile compares favourably to the sector. We employ slightly less teachers than the sector which may be attributable to a number of factors such as more effective staff deployment. The College employs more support staff given it has chosen not to contract out our catering and cleaning services which is common practice in a number of Colleges.

According to the SIR, support staff in a variety of roles, make up the largest group of staff in the sector at 53% followed by teaching staff at 40% and managers at 7%. Over the last five years teaching staff now make up a smaller proportion of all staff (49% in 2014 to 40% in 2019).

At Runshaw, we employ slightly more support staff (58%) than the sector which can be attributed to directly employing catering and cleaning staff as opposed to choosing to contract out these services. This group account for 23% of support staff at Runshaw compared to 7% of staff in the sector who are classed as 'Support- Other'. We employ slightly less teaching staff than the sector (36%) which can be attributable to a wide range of factors.

## 4. Staffing

### 4.3 Ethnicity

93.4% of all staff self-disclose as White British, with a further 5.8% self-reporting as BAME groups (including white minority groups). 0.8% have indicated that they would 'prefer not to say'.

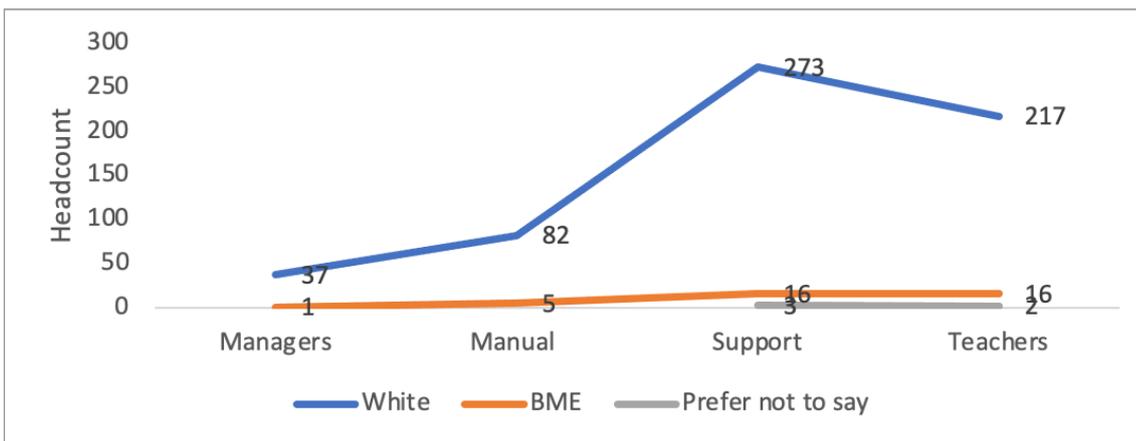
There are 38 staff (5.8%) who are from a BAME background which is above the BAME communities of South Ribble at 4.2% and Chorley at 4.9% (2011 Census). It is considered appropriate to use local benchmarking data from South Ribble and Chorley given that most of our staff reside in these areas.

The largest ethnic minority groups are Asian/Asian British: Indian (1.5%), White-any other background (1.2%), Asian/Asian British – Pakistani (0.8%) and White – Irish (0.8%). The 2011 Census data shows the largest ethnic group in the Chorley and South Ribble areas to be White British (95.1% and 95.3% respectively) and the largest ethnic minority group to be Asian/Asian British: Indian therefore similar to the ethnicity profile of staff at the College.

The majority of BAME staff are employed in support roles (21 staff) followed by teachers (16 staff) and managers (1). When reviewing job roles, there is a representation of BAME teaching staff in a range of subjects and BAME support staff in a variety of professional and technical roles.

The ethnicity of staff in the FE workforce according to the SIR has not changed significantly over time either; it remains predominantly White British at 85% although White -Other is the next largest ethnic group in Colleges.

**Figure 14. Category of staff by ethnic background (July 2020)**



## 4. Staffing

### 4.4 Disability

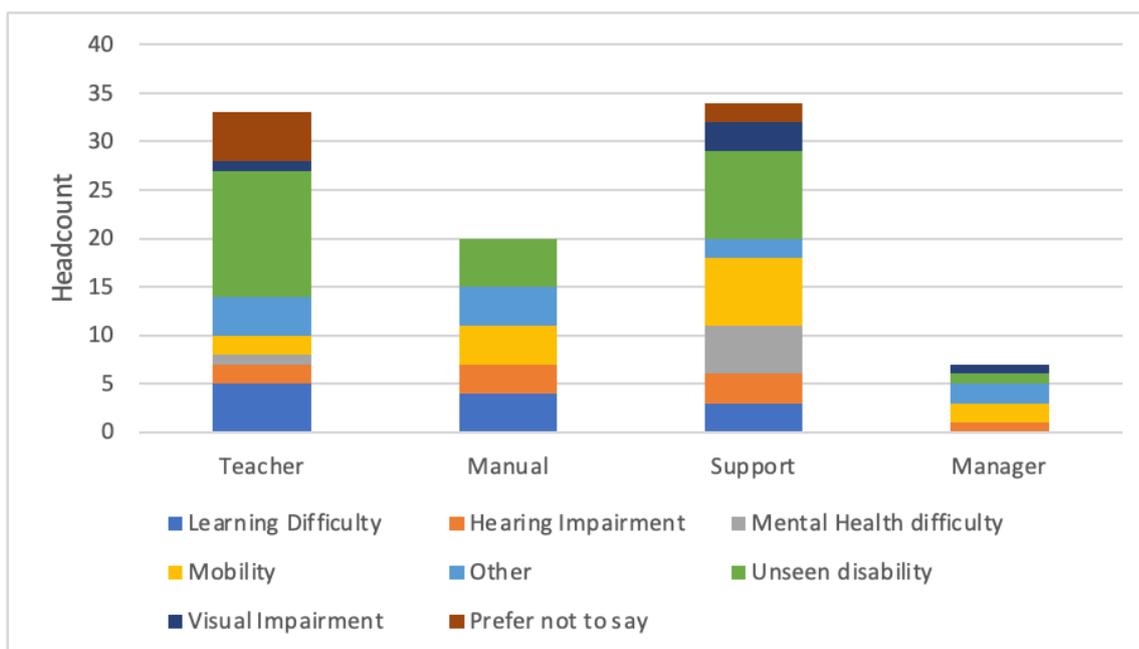
Over the last two years, the number of staff declaring a disability or disabilities has increased from 10.1% to 13.3%. This is higher than the sector at 10%, according to the SIR but still below the working age population who have declared a disability at 19% (ONS – Key Labour Market Statistics by disability Status April – June 2020).

The largest number of staff with a disability are employed in management (18%) followed by support (13.3%) and teaching (12.5%).

Of those respondents that specify their condition, physical impairment is the largest category of disability. At Runshaw, the most common type of disability declared by a third of staff was ‘unseen disability’, followed by mobility issues. Only 0.9% of staff have disclosed a mental health disability, which is much lower than expected given evidence provided from occupational health reports, welfare meetings and the Employee Assistance Programme. Some staff may have used the ‘unseen disability’ category to include mental health, consequently reporting categories are to be reviewed going forward.

The working patterns of staff with a disability are similar; 13.73% of staff with a disability work full-time and 13.13% of staff with a disability work part-time. This is in contrast to national data where working disabled people were more likely to work part-time than non-disabled people, with 34.1% of disabled people working part-time in comparison with 23.1% of non-disabled people (ONS Disability and Employment UK: 2019).

**Figure 15. Category of Staff by Type of Disability (July 2020)**



## 4. Staffing

### 4.4.1 Mindful Employer

The College continues to be recognised as a ‘Mindful Employer’, an initiative co-ordinated by Devon Partnership NHS Trust. This voluntary Charter requires employers to show a positive and enabling attitude towards applicants and staff with mental health issues in all aspects of working life.

Training has been delivered to line managers on different mental health conditions and ways to support staff in the workplace including the adoption of ‘Wellness Action Plans’.

### 4.4.2 Association of Colleges Mental Health and Wellbeing Charter

Runshaw has signed the AoC Mental Health and Wellbeing Charter and since 2019, further work has been undertaken to create an environment that promotes and supports student and staff wellbeing.

A key part of this Charter is to:

- Promote equality of opportunity and challenging mental health stigma
- Provide appropriate mental health training for staff
- Provide targeted individual mental health support where appropriate

A new mental health training package has been devised, initially working in partnership with NHS colleagues from Mindsmatters. Mental health awareness training is now mandatory for all staff, which has proved invaluable given the mental health challenges presented by the COVID-19 pandemic.

Thirty-two Mental Health Champions have been recruited across the College with a remit of:

- Promoting and championing positive mental health, removing any barriers and perceived stigma
- Communicating and sharing the views of staff and students on mental health issues across the college
- Assisting in the communication and embedding of mental health strategies, particularly in their own area of work

### 4.4.3 Disability Confident

The College is a Disability Confident Employer (Level 2) which demonstrates our commitment to create an inclusive and welcoming environment for disabled people and those with long-term health conditions.



## 4. Staffing

### 4.4.4 Voluntary Reporting on Disability, Mental Health and Wellbeing

The College has adopted the Government's voluntary framework aimed at employers with over 250 staff to report information on disability, mental health and wellbeing in the workplace. The College has a variety of organisational policies that support the recruitment and retention of disabled people. This includes a Recruitment and Selection Policy, Equality and Diversity Policy and Special Leave Policy that provides for disability leave.

Significant support is provided to staff with disabilities, based on individual need utilising the services of Occupational Health. Adjustments have included phased returns to work, reduction in working hours on a temporary or permanent basis, modified duties and providing specialist support and equipment.

Reasonable adjustments are also made to HR procedures for staff with a disability, as considered appropriate. For example, trigger points on the College's Management of Attendance Policy may be adjusted to take account of long-term disabilities and chronic health conditions.

All staff have access to a comprehensive 24/7 Employee Assistance Programme, online and face to face counselling and 24/7 GP Helpline.

There has been a key focus on supporting staff with their mental health due to the pandemic. Our Employee Assistance Programme, Care First, have provided a greater online presence with weekly webinars staff can access live or view as a recording at a time to suit. These have covered a variety of subjects such as Finding Joy in 2020, Physical and Mental Wellbeing for Home Workers, How to Improve your Posture and Dealing with Grief. A range of wellbeing practitioners have delivered these sessions such as counsellors, dieticians, coach practitioners and physiotherapists.

Large numbers of staff who have been identified as 'Clinically Extremely Vulnerable' or 'Clinically Vulnerable' have individualised risk assessments, with appropriate adjustments to support their health, safety and wellbeing during the pandemic. Surveys such as 'Working From Home' have identified where additional resources or support is required.

Two new 'Staff Chill Zones' have been created, one on each college campus, as a result of a staff suggestion. These have been kitted out with Himalayan salt lamps, mindfulness colouring books, a mini zen garden, diffusers and essential oils and games to create a quiet space away from the hustle and bustle of work so that staff can 'chill, breathe and just be'.

## 4. Staffing

### 4.5 Sex

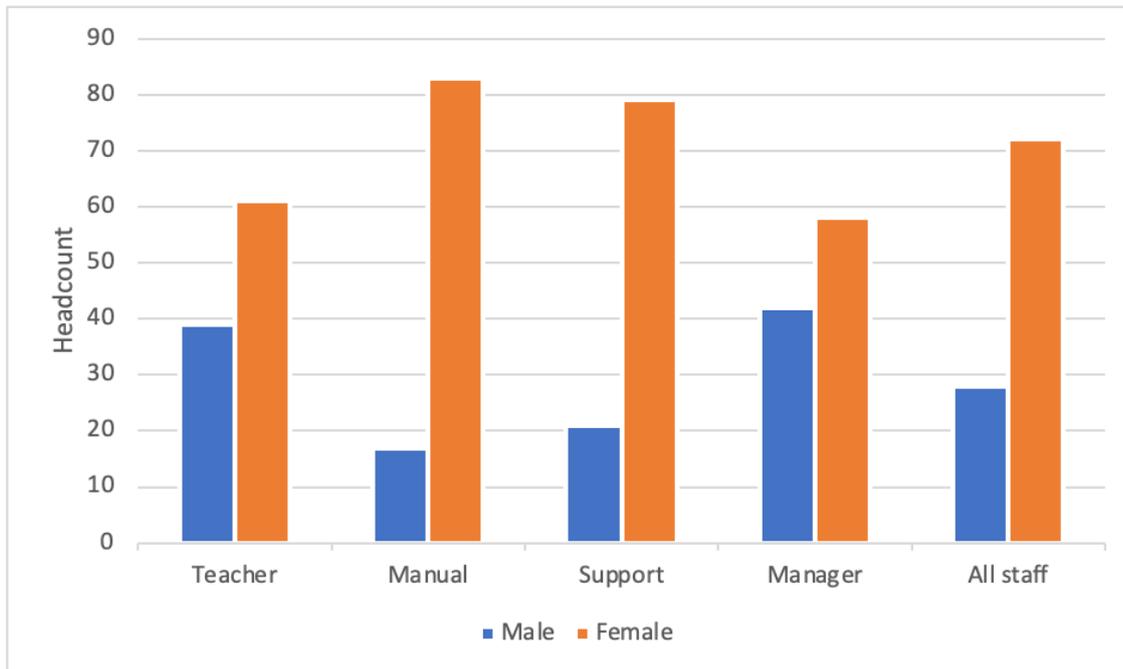
According to the SIR, 62% of the FE workforce is female. At Runshaw 72% of staff are female, a figure which has remained constant over several years.

Data shows that females significantly outnumber males in every category: 78% of support staff, 62% of teaching staff and 58% of managerial staff are female. Support staff, which is the largest female category, includes catering and cleaning services which are traditionally occupations where women predominate.

In terms of management roles, nationally the SIR shows that 62% of middle managers and 56% of senior managers are female. At Runshaw, there is a good gender balance in the management team with 59% of middle managers and 50%\* of senior managers female.

\*excludes vacant senior management post, with appointee commencing after census date. Once in post, this increases female senior managers to 60%.

**Figure 16. % Category of staff by Sex (July 2020)**



### 4.6 Age

The median age at Runshaw is 49 (45 for men and 49 for women) with our youngest member of staff aged 19 and our oldest aged 77. The largest group are aged between 50-59 years at 30%. There is an even spread of staff employed in each age band, except under 29 years at 8% and over 60 years at 17%.

## 4. Staffing

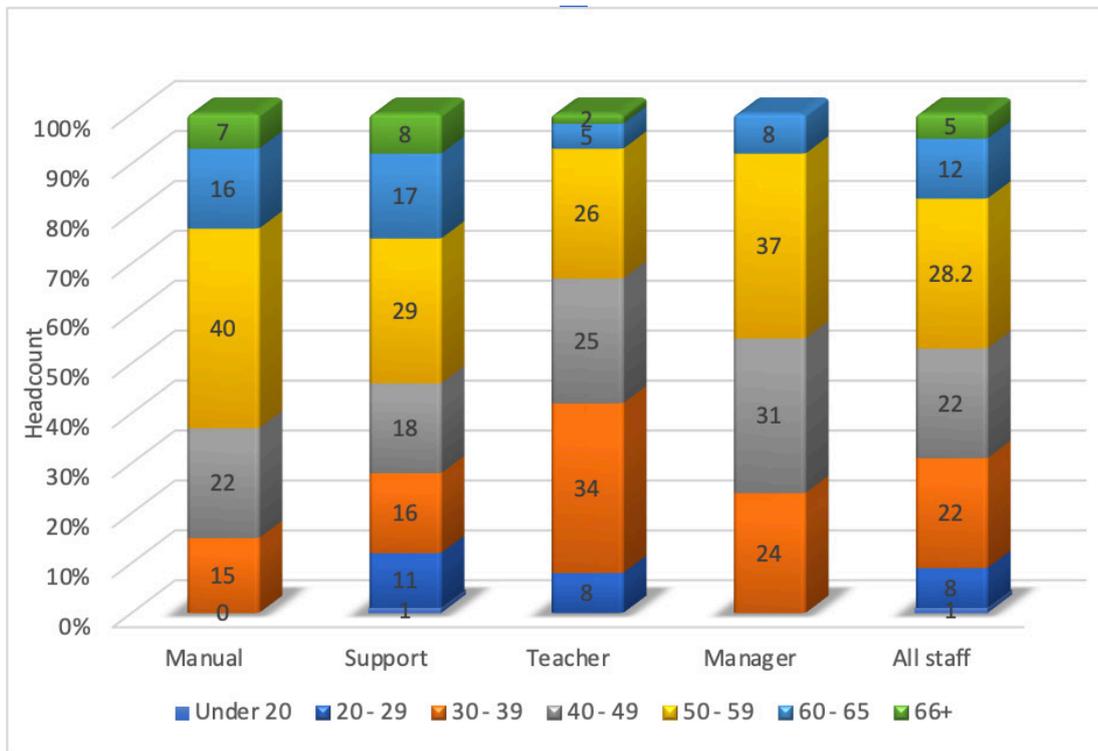
Our age profile has remained constant over several years, including our median age, which is slightly higher than the FE sector.

**Figure 17. Average age of staff**

	Mean age	Median age	Mode age band
Colleges (SIR)	46	47	50 - 54
Runshaw	47	49	50 - 59

The College recognises that a large proportion of the workforce (47%) are aged 50 plus, and continues to have robust succession planning in place for key roles in anticipation of retirement and the loss of experience and knowledge.

**Figure 19. Category of staff by Age (%) at July 2020**



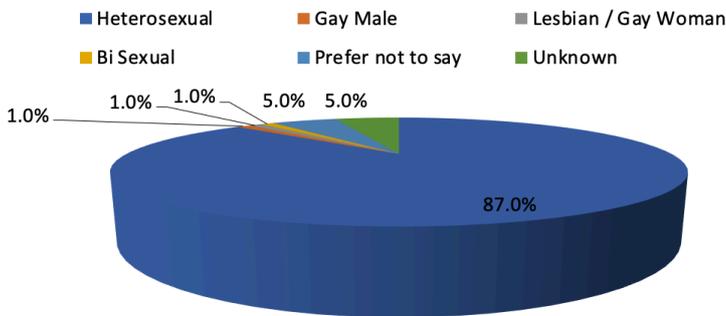
### 4.7 Sexual Orientation

81% of the FE sector self-report as heterosexual; up to 2% identify as bi-sexual, gay or lesbian and 17% state that they prefer not to answer the question.

The picture is very similar at Runshaw. 87% of the workforce self-report as heterosexual, 2.5% identify as bi-sexual, gay or lesbian and 10% state that they prefer not to answer the question.

## 4. Staffing

**Figure 20. Staff by Sexual Orientation (July 2020)**

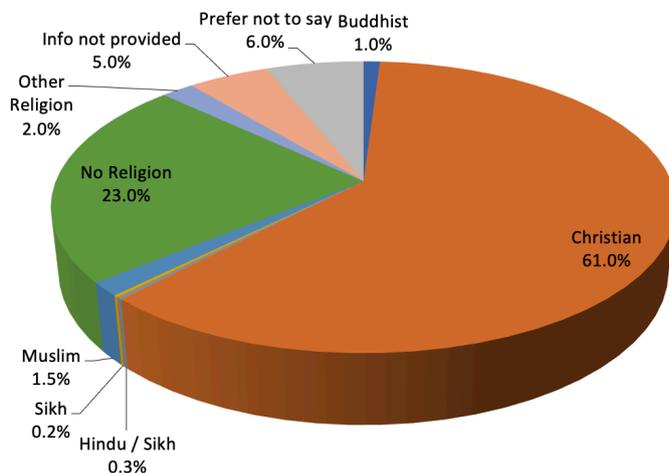


### 4.8 Religion or Belief

89% of staff declared their religion or belief with the majority being Christian (61%) followed by no religion (23%).

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%).

**Figure 21. Category of staff by Religion / Belief (July 2020)**



### 4.9 Part-Time

When analysing patterns of work, the vast majority of staff at Runshaw (64%) continue to work part-time. This is much more prevalent amongst support staff where 78% of staff work part-time, compared to 45% of teachers and 3% of managers. Significantly more women (72%) work part time than men (42%).

According to the SIR, 47% of staff work part-time.

## 4. Staffing

### 4.10 Flexible Working

The College has a Flexible Working Policy and is positive in its approach in dealing with requests to work flexibly. It uses the Government's logo and strapline 'happy to talk flexible working' on the College website, internal staff newsletter and in job packs advertising our commitment to flexible working.



During the 2019/20 academic year, there were 22 applications to work flexibly, which is a reduction by just over half compared to previous years. 27% of requests were submitted by men with the majority of requests submitted by support staff (63%). All requests were approved.

### 4.11 Promotions

There were 14 staff who were promoted during 2019/20 (9 teachers, 4 support staff and a manager) 64% were female.

### 4.12 Disciplinary and Bullying and Harassment

There were two disciplinary and two bullying and harassment cases during 2019/20. Due to the small numbers, it is not statistically significant to draw any meaningful conclusions and both were not related to unfair treatment based on a protected characteristic.

### 4.13 Maternity/Adoption Leave

There were five staff who were on maternity leave during the academic year, one of whom chose not to return to work. The maternity return rate of 80% is still high, given the small numbers taking maternity leave.

### 4.14 Recruitment and Selection

The College's recruitment software, Vacancy Filler, provides recruiting managers with limited personal information including no names to limit any potential tendency for bias. During 2019/20, the College had 124 vacancies, (59 support posts, 45 teaching posts, 15 manual posts and 5 management posts). Of applications received, 63% were from women, 29% from men and just over 7% of applicants did not declare their sex. Of those invited for interview, 67% were female. Of appointments made, just over 78% were female. So significantly more females applied, were shortlisted and appointed than males.

When reviewing the types of vacancies, it is clear that some posts attract more female applicants than males in line with societal norms. Strategies to ensure that appointment is always made on merit includes robust person specifications, using gender neutral language, ensuring panels and other assessment activities reflect a gender balance and mandatory training which includes unconscious bias.

## 4. Staffing

Regarding disability, 6.2% of total applicants declared a disability, 8% were invited for interview (a decrease on last year's figures of 10%) and 5% of appointments were from applicants with a disability.

The highest proportion of applications came from the 20– 29 year age group, being 30% of total applications received. The lowest proportion was from the 60+ years age group which was 2% of total applications received.

15.3% of applications received were from BAME applicants (an increase on last year's figure of 13.2%). Of those appointed, 13.4% identified as BAME which is slightly higher than the profile of our local communities, and an increase on last year's figure of 8.2%. 11.4% of applications received were from applicants who recognised a religion other than Christianity. 30% of applications received were from applicants who do not recognise any religion. 4.1% of applications received were from LGBT applicants, an increase on last year's figure of 3.7%.

### 4.15 Surveys

The College regularly conducts surveys seeking the views of all staff about a range of issues relating to their employment, including equality and diversity. The two most recent surveys include the Staff Survey conducted in July 2020 and the Leadership Survey conducted in January 2019.

#### Staff Survey 2020

There are relatively high levels of staff satisfaction with equality and diversity, specifically being treated fairly and with respect.

Overall, the picture is a very positive one, with high levels of staff satisfaction with equality and diversity.

Staff were requested to rate each question on a scale of 1 to 5 (1 is low, 5 high)

**Figure 22. Staff Survey 2020 by category of staff**

Questions	Support	Teacher	Manager	Overall
Q2a - I feel that college management encourages relationships based on trust, respect and integrity	4.0	4.0	4.4	4.0
Q2e - I am able to cope with the demands made upon me at work	4.3	4.1	4.3	4.2
Q2f - I am treated fairly and with respect at college	4.2	4.2	4.4	4.2
Q2j - Overall, I would recommend the College as a good place to work	4.3	4.2	4.5	4.3

## 4. Staffing

Many staff also provided positive feedback to the question ‘what is good about the College?’ which reflects a diverse and inclusive culture.

*“I work with an excellent staff group and team that provides support and encouragement”*

*“I feel valued for the work I do but also the person that I am!”*

*“Outstanding health and wellbeing support. I’ve used the gym, yoga, counsellor and heart check”*

*“Everyone brings something to the team and everyone is treated with respect”*

*“It is a safe and welcoming environment to work in and all the staff and students and all lovely and helpful whenever they are needed”*

*“The College has a friendly and inclusive environment and it’s a great environment to work in. I enjoy being part of a team and feel comfortable sharing my views. The college makes everyone feel that they are an important part of the whole team. There are lots of opportunities for staff development”*

*“Even from the initial induction with the SMT I felt welcomed, valued and respected. SMT staff knew my name, the induction process and the welcome meal was a fantastic way to understand the values and ethos of the College”*

The results are also segmented by protected characteristics, centre location, part-time working as well as job role. Notably, staff satisfaction was slightly lower with staff from a BAME background and this will be an area for further exploration in 2020/21.

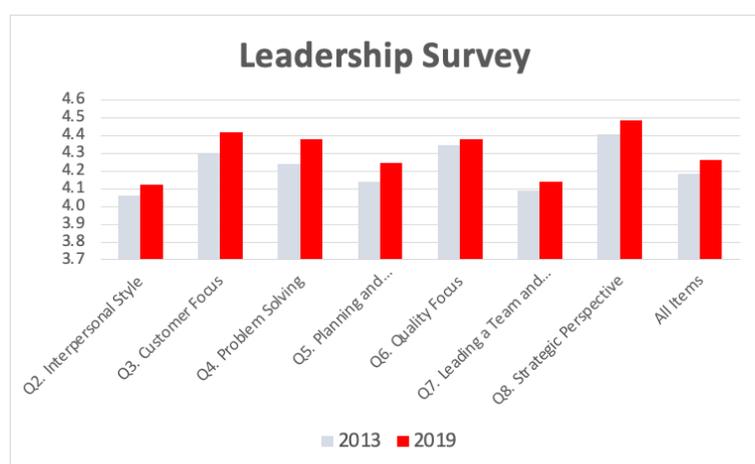
### **Leadership Survey 2019**

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 4.3 (on a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly agree) in 2019. Several questions relate to equality and diversity.

## 4. Staffing

**Figure 23. Overall Results by Leadership Attribute 2013-2019**

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	4.1	4.3	4.2	4.1	4.3	4.1	4.4	<b>4.2</b>
2015	384	4.2	4.4	4.3	4.2	4.4	4.2	4.5	<b>4.3</b>
2017	343	4.2	4.4	4.3	4.2	4.4	4.3	4.5	<b>4.3</b>
2019	304	4.1	4.4	4.4	4.2	4.4	4.1	4.5	<b>4.3</b>



### 4.16 Redundancy

There was no redundancy or restructuring exercises in the academic year 2019/20.

### 4.17 Staff Turnover

Staff turnover was 10.7% during the 2019/20 academic year, which includes staff leaving for any reason other than expiry of a fixed term contract. Turnover at Runshaw is significantly lower than the FE sector at 18.2% (AoC Workforce Survey). The main reason for leaving remains voluntary resignation (69%) with most staff taking up employment elsewhere.

The profile of leavers is very similar to the whole College profile except slightly more women left (79%) compared to the College profile (72%).

## 4. Staffing

### 4.18 Gender Pay Gap

As part of the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, a separate report is available on the Gender Pay Gap.

### 4.19 Governance

As at 31st July 2020 the College had 26 Governors (inclusive of Principal, Staff, Student and Co-opted Members). In terms of gender, there are 14 (54%) men and 12 (46%) women, with a male Chair and female Vice Chair. Of these, 12 are co-opted members, 10 (83%) of whom are male and 2 (17%) are female. The majority ethnic profile was White British (96%), with 4% self-identifying as Asian or Asian British: Indian. 8% (2) declared a disability, learning difficulty or health condition. The majority (83%) have a Christian religion or belief. 100% identify their sexual orientation as heterosexual. The majority age range was 40-59 (54%).

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 that the College serves.

The recruitment process is also informed by the results of the Governor skills audit and the Governor succession plan. On the five Committees of the Governing Body, there is a good blend of skills and expertise, all of which are chaired by women.

Governor recruitment is an open and transparent process, with roles advertised.

### 4.20 Continuing Professional Learning

A range of health and wellbeing activities were delivered in 2019/20 including physical activities as well as free use of the College gym. Although COVID-19 restrictions limited the ability to deliver face to face sessions, more online activities including 'Mindful Mondays' and Yoga have been delivered, with our first online Health and Wellbeing day in July.

Various resources have been promoted from MIND in addition to various apps such as Headspace to support staff through the pandemic.

There is an extensive programme of internal training and opportunities for continuing professional development in equality and diversity available to all staff. This is complimented by numerous opportunities to attend external events and training. To ensure that everyone 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 commence their role.

## 4. Staffing

Staff are required to refresh equality and diversity training every three years, either by attending a training session or working remotely or in college to complete this training. These sessions also incorporate British Values. Attendance at mandatory training sessions is monitored carefully, with electronic reports made available to managers with reminders to staff.

Many of the Mental Health Champions were trained in Mental Health First Aid and a new Mental Health awareness training package was included as mandatory training for all staff as part of our commitment to the AoC Mental Health and Wellbeing Charter. Given the extraordinary times, psychological first aid training was also offered to help people cope with the emotional impact of COVID-19.

**Figure 24. Numbers of Staff attending internal Continuing Professional Development in Equality and Diversity**

Course	Numbers in Attendance
Equality & Diversity in Practice at Runshaw (classroom)	113
Equality and Diversity Online	223
Introduction to Equality and Diversity (Induction)	61
Licence to Recruit	19
Mental Health Awareness	500
Prevent Training	198
SENDA - Dyslexia Online	10
Mental Health First Aid/Psychological First Aid	58
Grand Total	1182

## 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 has been identified for 2020/21.

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

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

- i. Continue to meet and exceed our legal requirements to support and promote inclusivity, equality and diversity;
- ii. continue to refine and enhance our wellbeing and mental health strategies for both staff and students;
- iii. Review and further improve our strategies to inform and celebrate equality and diversity and British values across all aspects of college life.

**5.2** We will act on, monitor and report on our progress with these goals throughout 2020/21. This will be through the Equality and Diversity College Strategic Plan Action Plan.

These goals are also our Equality Objectives for 2020/21.

# RUNSHAW COLLEGE

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This report is available in alternative formats on request.  
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