

## **ANNUAL EQUALITIES REPORT 2015-16**

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### **Introduction**

Landmarks has a general duty under the Equality Act 2010 to advance equality between people who share protected characteristics. Within this report, we shall profile our college community against protected characteristics and for those learners following a Study Programme, we will analyse whether there are any achievement gaps between different groups of learners which are of concern and propose remedial action.

The figures used in this report come from the college's staff and learner databases as recorded in July 2016.

All volunteers, agency workers and self-employed staff are excluded from this report.

All day service learners are excluded from this report, because the information has not yet been requested. They will be included in our next report.

Where possible comparisons have been made with local population data collected in the 2011 Census.

The Equality Act 2010 requires Landmarks to:

- Eliminate unlawful discrimination
- Advance Equality of Opportunity
- Foster good relations between people who share a characteristic and those who do not.

To meet these responsibilities Landmarks has committed to the following organisational objectives:

#### **1. Promote equality for our learners:**

- a) High success rates for all learners
- b) Learners feel safe and experience respect and fair treatment
- c) Take action to address any achievement gaps in our learner profile
- d) All learners have an equal opportunity to plan their own transition

#### **2. Promote equality for our workforce:**

- a) Improve the diversity of our workforce
- b) Investigate and remedy any gender and race pay gaps
- c) Create a culture where staff feel able to declare their disability, religion and sexual orientation.

#### **3. Promote equality in our working practices**

- a) Provide training, support and guidance to enable all our workforce to be confident in promoting Equality, Diversity and Inclusion as well as eliminating unlawful discrimination and harassment

We monitor our progress towards these objectives via our Single Equality Scheme action plan.

The college is in North East Derbyshire and learners attend college within a 25-mile radius, therefore we apply census data taken from our locality, North East Derbyshire.

Protected Characteristics	Notes	2015-16		North East Derbyshire* Population
		Learners	Staff	
<b>Age</b>				
Age 16-18		-	-	-
Age 19-25	1	100%	18%	26.4%
Age 25 to 29		-	14%	4.8%
Age 30 to 44		-	39%	18.2%
Age 45 to 59		-	19%	21.8%
Age 60 to 64		-	10%	7.7%
Age 65 +		-	-	21.1%
<b>Disability</b>				
Yes	2	100%	14%	21.8%
No		-	86%	78.2%
Prefer not to say		-	-	-
<b>Sex</b>				
Male	3	72%	22%	49.00%
Female		28%	78%	51.00%
<b>Race</b>				
White; English/Welsh/Scottish/Northern Irish/British	4	96%	100%	96.9%
White; Irish		-	-	0.3%
White; Gypsy or Irish Traveller		-	-	0.1%
White; Other White		-	-	0.8%
Mixed/Multiple Ethnic Groups; White and Black Caribbean		-	-	0.3%
Mixed/Multiple Ethnic Groups; White and Black African		-	-	0.1%
Mixed/Multiple Ethnic Groups; White and Asian		4%	-	0.4%
Mixed/Multiple Ethnic Groups; Other Mixed		-	-	0.1%

Protected Characteristics	Notes	2015-16		North East Derbyshire* Population
		Learners	Staff	
Asian/Asian British; Indian		-	-	-
Asian/Asian British; Pakistani		-	-	0.2%
Asian/Asian British; Bangladeshi		-	-	0.1%
Asian/Asian British; Chinese		-	-	0.2%
Asian/Asian British; Other Asian		-	-	0.1%
Black/African/Caribbean/Black British; African		-	-	0.2%
Black/African/Caribbean/Black British; Caribbean		-	-	0.1%
Black/African/Caribbean/Black British; Other Black		-	-	-
Other Ethnic Group; Arab		-	-	-
Other Ethnic Group; Any Other Ethnic Group		-	-	0.1%
Prefer not to say		-	-	-
<b>Religion &amp; Belief</b>				
Christian		12%	39%	67.4%
Buddhist		-	-	0.10%
Hindu		-	-	0.10%
Jewish		-	-	0.00%
Muslim		-	-	0.30%
Sikh		-	-	0.10%
Other religion		-	4%	0.30%
No religion		-	50%	24.7%
Religion not stated	5	88%	7%	6.90%
Prefer not to say		-	-	
<b>Sexual Orientation</b>				
Lesbian or Gay		Not requested	4%	Not Available
Bisexual		Not requested	-	Not Available
Straight		Not requested	92%	Not Available
Prefer not to say		Not requested	4%	Not Available
Other		Not requested	-	Not Available

Protected Characteristics	Notes	2015-16		North East Derbyshire* Population
		Learners	Staff	
<b>Gender Identity</b>				
Do you present, either full or part time, in a gender that is different from the one you were assigned at birth?				
Yes	6	Not requested	4%	Not Available
No		Not requested	96%	Not Available
Prefer not to say		Not requested	-	Not Available
<b>Marital Status</b>				
Single		Not requested	26%	Not Available
Married		Not requested	44%	Not Available
Civil partnership		Not requested	7%	Not Available
Separated		Not requested	4%	Not Available
Widowed		Not requested	-	Not Available
Divorced		Not requested	11%	Not Available
Prefer not to say		Not requested	7%	Not Available

\* 2011 Census

### Notes

No.	Observation	Action(s)
1	Whilst all surveyed learners are aged between 16-25, our workforce is predominantly aged 30-59. This reflects the local profile, with a higher proportion of 16-25 year olds and 30-59 year olds.	
2	All learners have a learning difficulty and or disability, whilst we have an overwhelmingly non-disabled staff profile. However, this is reflective of the local profile.	The college needs to develop its profile, it may wish to consider undertaking Disability Confident participation.
3	The sex split between staff and learners is almost totally opposite.	The college must engage in activities that seek to encourage increased male applications.

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| <p>4 Race is in keeping with local profile, the college has a very low rate of diversity within its learner profile and it is non-existent in our staff profile.</p> <p>5 There seems to be an issue of reporting this information.</p> <p>6 Staff felt confident declaring this information, which is positive.</p> | <p>The college should ensure marketing and advertising activities reach diverse communities to increase the diversity of our workforce and learner population. See Landmarks Single Equality Scheme Action Plan.</p> <p>The college must seek this information at application for both staff and learners. The college needs to reflect on how they are meeting the needs of staff who have declared they present either full or part time, in a gender that was different from their birth.</p> |
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### Learner Success Rates

Success is measured in terms of personal target achievements. Personal targets include both accredited and non-accredited learning and therefore measuring success in this way ensures a holistic view on overall success, not just one aspect of a learner’s programme.

Landmarks has determined that achievement variances can be misleading if learner’s numbers are so low as to distort overall success. Where this occurs, an explanatory notice will be referenced.

With all statistics, it is prudent to apply a tolerance level and Landmarks has determined that anything about 4% achievement gap warrants flagging.

### Sex

	Female	Male	Gap
Success Rate 15-16	94.8%	98.7%	3.9%

### Disability

	Success Rate 15-16	Gap
Asperger’s Syndrome	100%	0%
Autism	100%	0%
Emotional, Behavioural Disorder	100%	0%
Hearing Impairment	100%	0%
Communication Difficulties	100%	0%
Downs Syndrome	100%	0%
Epilepsy	100%	0%
Global Developmental Delay	86.4%	13.6%
Multiple Learning Difficulties	87.2%	12.8%
Severe Learning Difficulties	100%	0%
Average	97%	0%

There is an achievement gap within disabilities, specifically GDD and MLD, this effects two learners in this year. One learner completed their programme early, choosing not to pursue work and the other had deteriorating mental health issues towards the end of her programme and could not achieve the targets and goals set.

**Race**

	<b>Success Rates 15-16</b>	<b>Gap</b>
Indian	100%	0%
Asian	55.6%	43.4%
White	99%	1%

One learner’s attendance deteriorated towards the end of her programme, resulting in poor achievement. This is not a trend, but one individual.

**Religion or belief**

The system currently being used does not capture this information against learner progress. This is an action from this report – to capture and report against success.

**Marriage and civil partnership**

The system currently being used does not capture this information against learner progress. This is an action from this report – to capture and report against success.

**Gender reassignment**

The system currently being used does not capture this information against learner progress. This is an action from this report – to capture and report against success.

**Sexual orientation**

The system currently being used does not capture this information against learner progress. This is an action from this report – to capture and report against success.

**Pregnancy and maternity**

The system currently being used does not capture this information against learner progress. This is an action from this report – to capture and report against success.

**Conclusion**

Learner success remains high and because we use percentages to reflect variances, these can present a gap which relates to one or two learners. It is recommended that going forward, percentages are accompanied with numbers to enable readers to retain a contextual perspective when reviewing the statistics.

Having analysed staff and learner profiles, we feel there is some work we can do to improve the diversity of our workforce and our learner diversity. An organisation with a diverse range of employees is well placed to understand the needs of a wide range of learners, and can interact with a broad client base. Not only that, but it is also in a good position to recruit and retain staff

in an increasingly diverse and competitive labour market. Embedding diversity of thought throughout an organisation also means that talent can be properly recognised and nurtured.

To promote the college's disability credentials, it should commit to become Disability Confident and achieve Bronze award as soon as is possible.

The college should dedicate significant resources to collating information from staff and learners about all protected characteristics, so that we can be confident we are minimising achievement gaps, including Lifelong learners.

**Larry Brocklesby**  
**Principal**