

# The Cheadle and Marple College Network

## Equality Duty 2014-2017 (2015-2016 review update)

The Cheadle and Marple College Network is committed to promoting and achieving excellence in equality and diversity principles across every area of activity ensuring equality of opportunity for all employees, students and visitors eliminating all forms of unfair or illegal discrimination, harassment, bullying or victimisation.

The C&M College Network recognises and celebrates diversity amongst employees, students, other customers and visitors across all protected characteristics including age, disability, physical and mental health, marital / civil partnership status, pregnancy or maternity, national origin (including language ability), race, religion or believe, sex, sexual orientation, political affiliation, social background and trade union membership\* and will make reasonable adjustments and proportional changes to processes and procedures in order to meet the needs and circumstances of individuals.

\*This list is indicative and not exhaustive.

The C&M College Network has a statutory public sector Equality Duty to:

- Eliminate harassment, discrimination and victimisation and other conduct prohibited under the Equality Act 2010
- Advance equality of opportunity between people of different groups by removal or minimising disadvantage suffered by individuals due to a protected characteristic, including making reasonable adjustment and proportional changes to meet the needs and circumstances or individuals and encouraging individuals with a protected characteristic to participate in college life and / or other activities where participation is low
- Foster good relations between people from different groups by tackling prejudice and promoting understanding between different groups, including supporting initiatives for minority groups that are under-represented, but not permitting positive discrimination.

The general duty is underpinned by specific duties to

### **Publish information:**

Including information relating to individuals (employees and students) who share protected characteristics

### **Set, publish and monitor progress of specific equality objective(s):**

Objectives must be Specific, Measurable, Attainable, Realistic and Time-bound (SMART)

In order to provide published information relating to participation activity and set Equality Duty objectives, a variety of data reports have been used.

### **Equality Duty Objectives:**

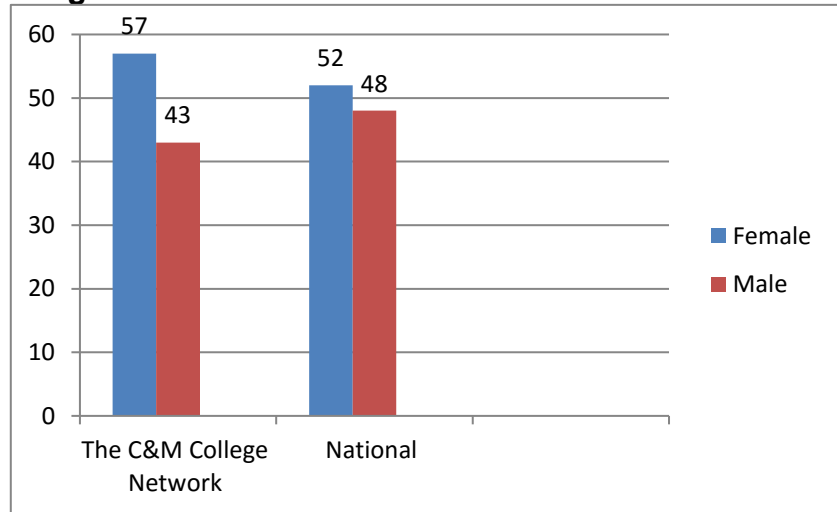
- ❖ **To take action to address participation imbalances (employees and students) who share particular characteristics**
- ❖ **To embed and promote equality and diversity throughout the curriculum and support services functions**

In order to inform progress toward achieving the above objectives and measure the impact of activity the following data has been captured and will be monitored and updated as part of The Cheadle and Marple College Network annual self-assessment and development action planning.

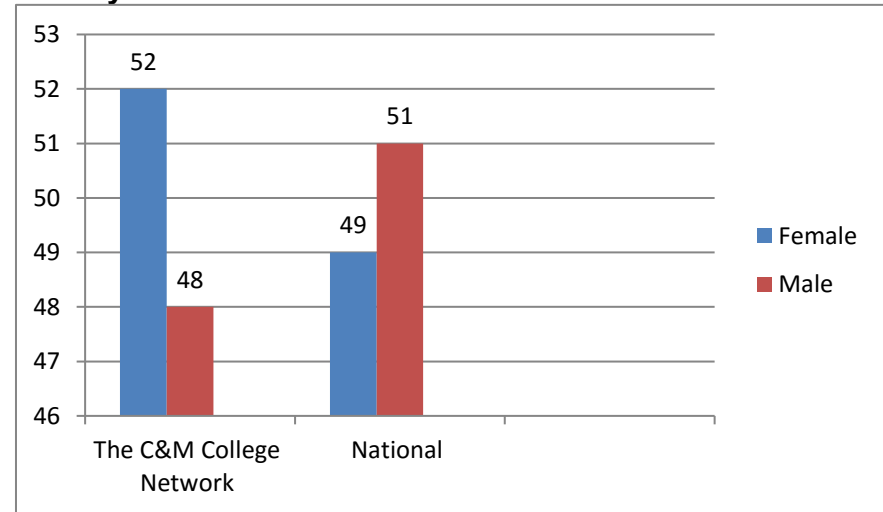
## The Cheadle and Marple College Network Student Profile (2015-16)

### Student Participation Rates: Gender

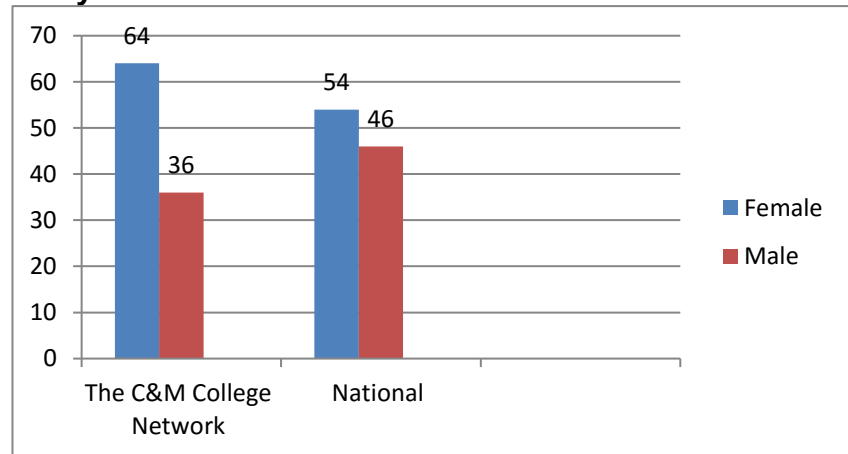
#### All Ages:



#### 16-18 year olds:



#### 19+ year olds:



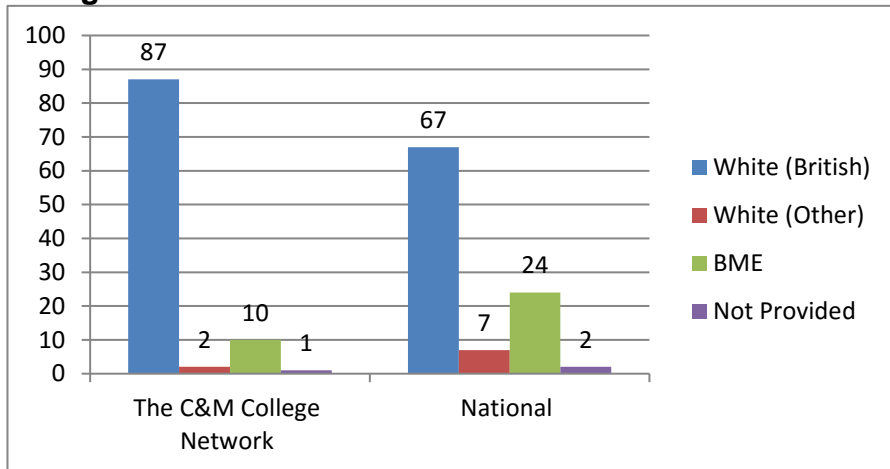
#### Findings Summary:

CMCNET has 5% less male students than the national figure, this gap being 2% less compared to 2014-15. There has been a slight increase in 16-18 year old male students (2%) compared to 2014-15, this being 3% above the national benchmark. The numbers of female 16-18 year old learners has decreased slightly by 1.8% compared to 2014-15. The number of 19+ male students has significantly increased in 2015-16 to 36% (an increase of 18%), where the number of female 19+ students has decreased by 18%.

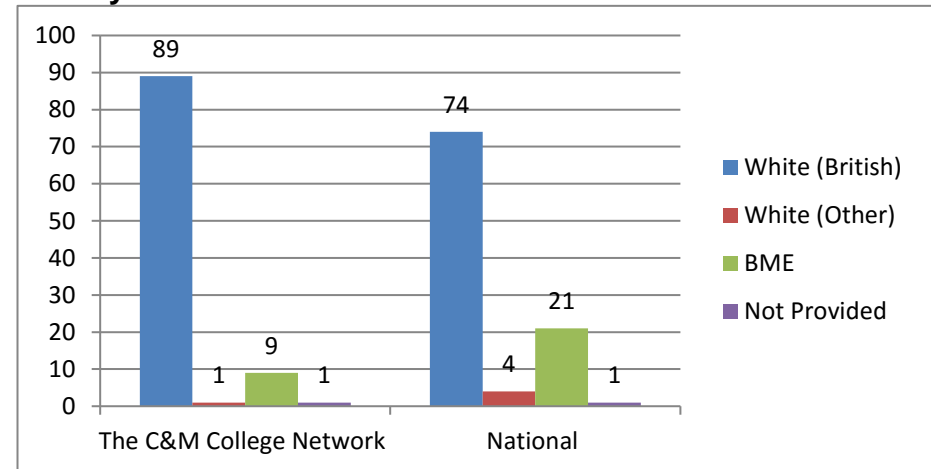
*Data Source: Individual Learner Records (ILR) 2015/2016*

## Student Participation Rates: Race

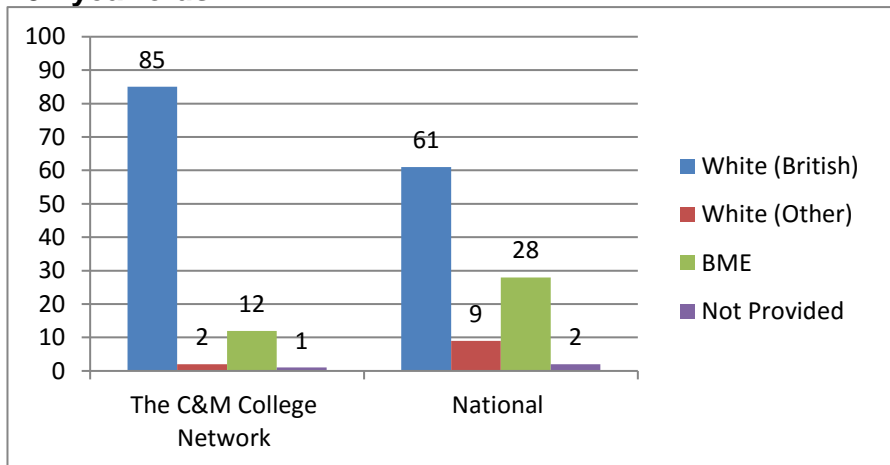
### All Ages:



### 16-18 year olds:



### 19+ year olds:



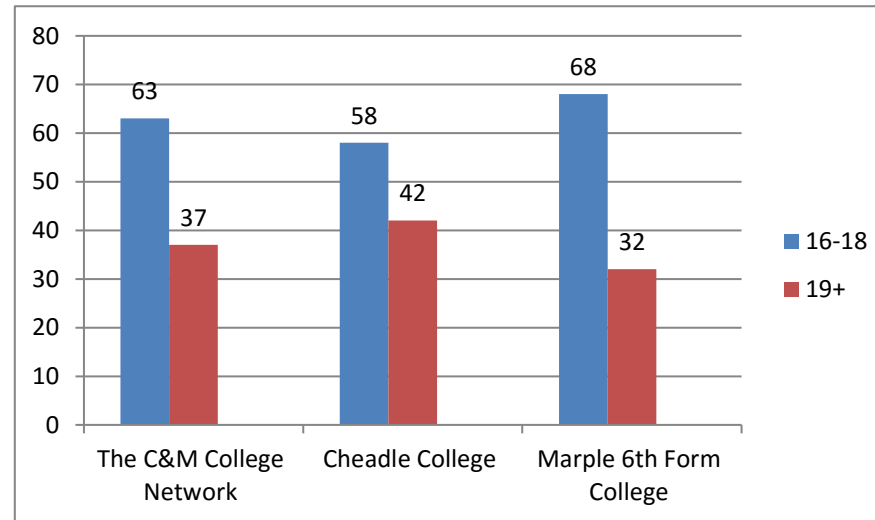
### Findings Summary:

Compared to 2014-15 there has been a slight drop in the numbers of BME in 2015-16 (2.5%) with all other categories indicating no significant change. This has predominantly been seen within the 16-18 age group where a 2.8% increase in White/British students and a 3.5% decrease in the numbers of BME students has been identified. For all ages, we have 20% more White/British students and 14% less BME students compared to the national participation rate. This has remained similar to 2014-15.

*Data Source: Individual Learner Records (ILR) 2015/2016*

## Student Participation: Age

### All Ages:



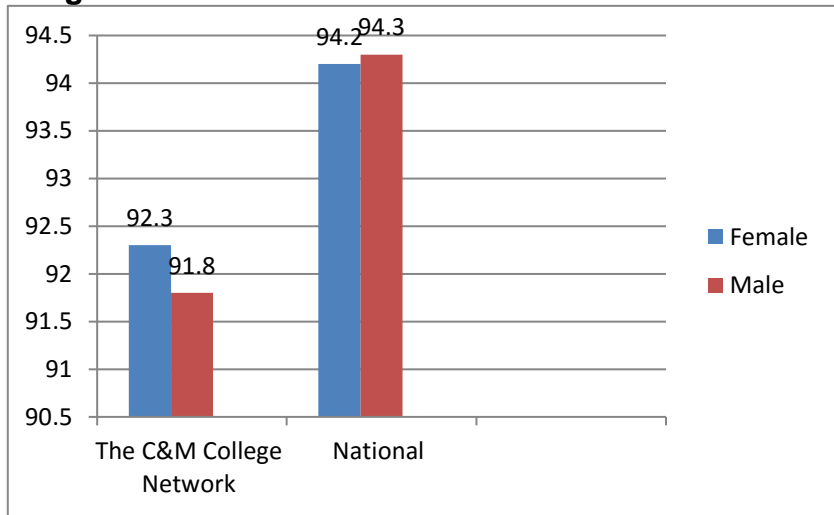
### Findings Summary:

There are 10% more adult learners at the Cheadle College compared to Marple and the numbers of 19+ learners has increased significantly by 28%. This was due to the sub-contracted provision that was introduced in 2015-16 at both colleges. Marple also saw a 24% increase in 19+ learners because of this. This statistically affected the % of 16-18 year olds identified, where decreases were seen at both colleges.

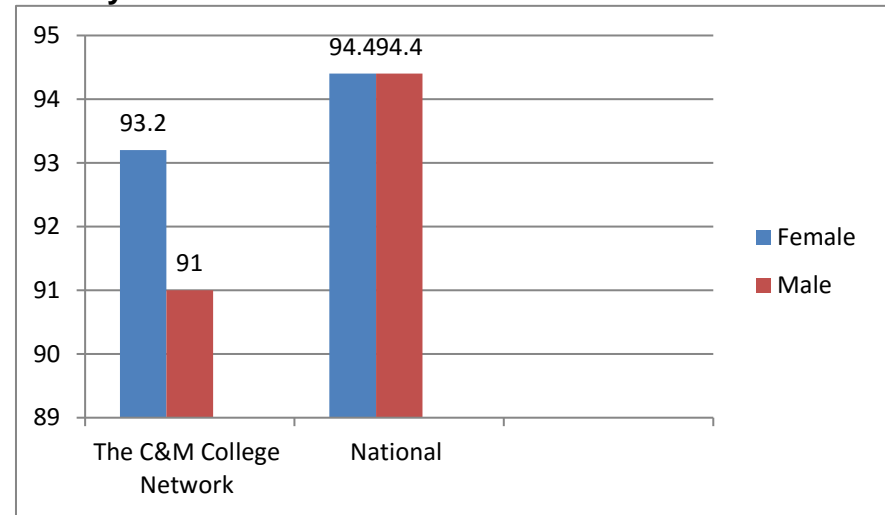
*Data Source: Individual Learner Records (ILR) 2015/2016*

**Student Retention (Students on programme after 6 weeks and remaining to the expected end date of their programme of study)**  
**Student Retention Rates: Gender**

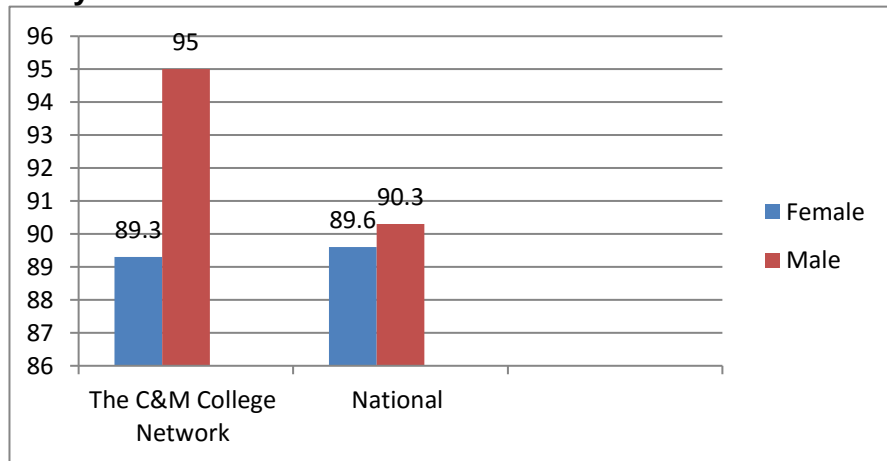
**All Ages:**



**16-18 year olds:**



**19+ year olds:**



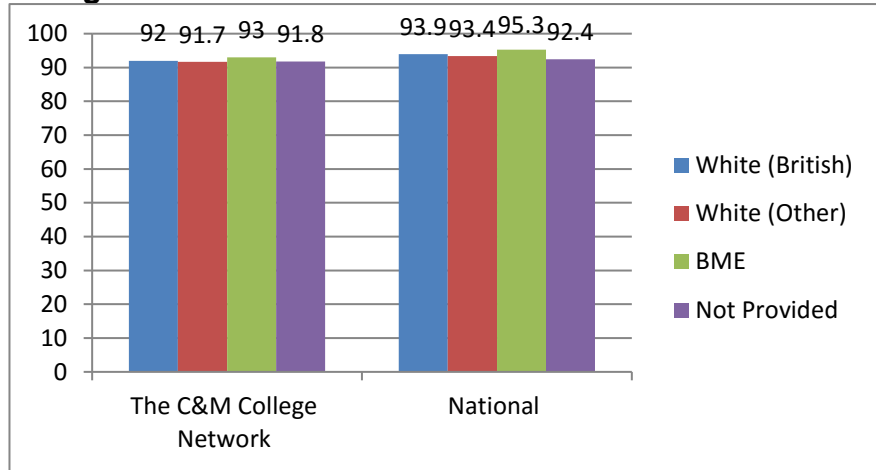
**Findings Summary:**

The retention of female students at The C&M College Network was lower (6%) than the national rate in 2014-15, however this has improved in 2015-16 with the gap reducing to 2%. Retention of male students has improved by 1% for all ages, with a similar number of male 16-18 year old students retained in 2015-16 compared to 2014-15 (91%). Compared to national rates, the college data is currently around 2.5% lower than national rates for male and female (all ages and 16-18), with 5% more male 19+ students compared to 2014-15 where there were 8% less.

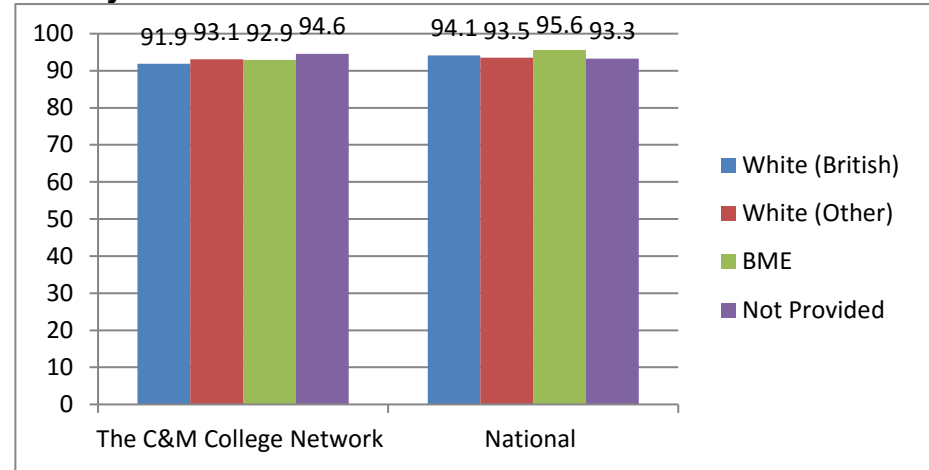
*Data Source: Individual Learner Records (ILR) 2015/2016*

## Student Retention Rates: Race

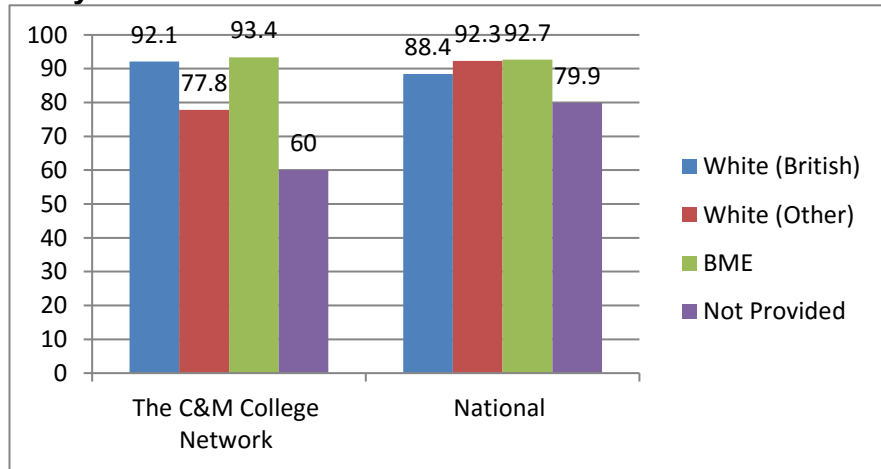
### All Ages:



### 16-18 year olds:



### 19+ year olds:



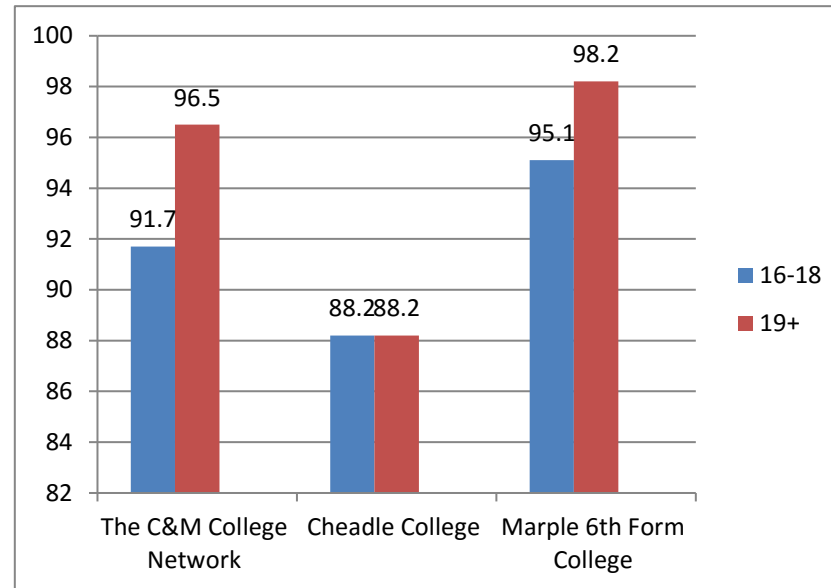
### Findings Summary:

The retention rate of 'white (other)' for all ages has improved in 2015-16 showing an increase of 16% compared to 2014-15, which is now similar to the national rate of 93.4%. All data categories in 2015-16 are now similar to national figures for the 16-18 age group, with only 'white (other)' still falling below the national benchmark for 19+ students; however, this has improved by 27.8% compared to 2014-15.

Data Source: Individual Learner Records (ILR) 2015/2016

## Student Retention: Age

All Ages:



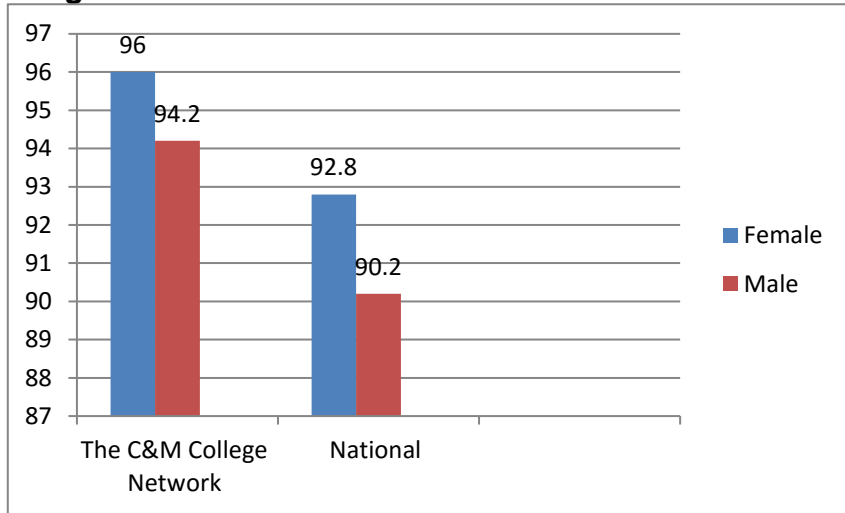
### Findings Summary:

Retention rates have improved since 2014-15 with a significant increase in the retention of 19+ students. This has improved by 19% overall to 96.5% which is 4.8% higher than 16-18 year olds in 2015-16. The Cheadle College has shown a slight drop in retention rates by 1% for 16-18 year olds but an increase of 14% with 19+ students. Marple college retention for 16-18 students has improved by 3% and 19+ by 10%. The increase in the retention of 19+ students was again, a result of the sub-contracted provision introduced in 2015-16 – many learners being retained on the number of short courses running.

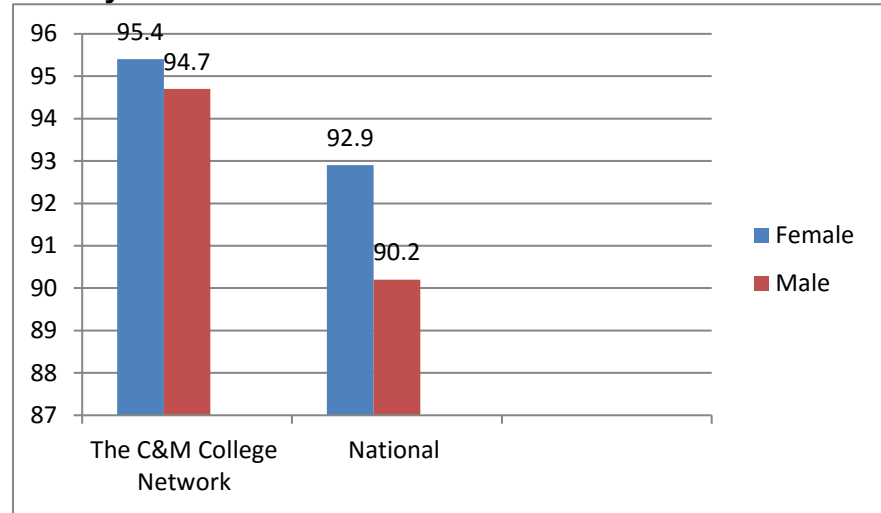
*Data Source: Individual Learner Records (ILR) 2015/2016*

## Student Achievement Rates: Gender

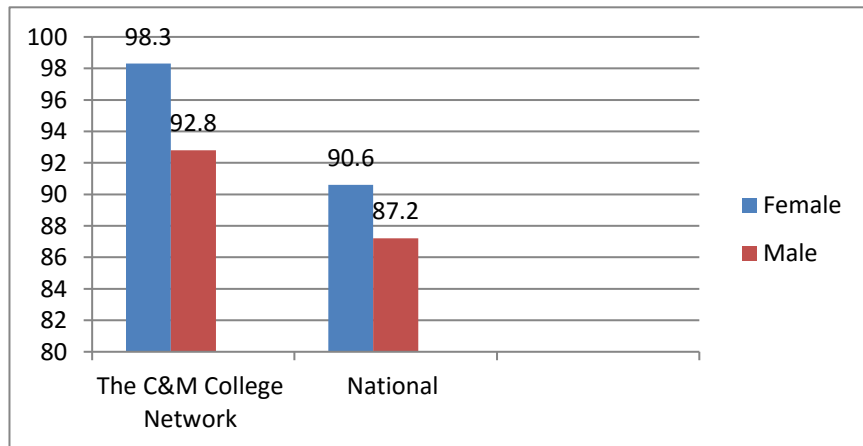
### All Ages:



### 16-18 year olds:



### 19+ year olds:



### Findings Summary:

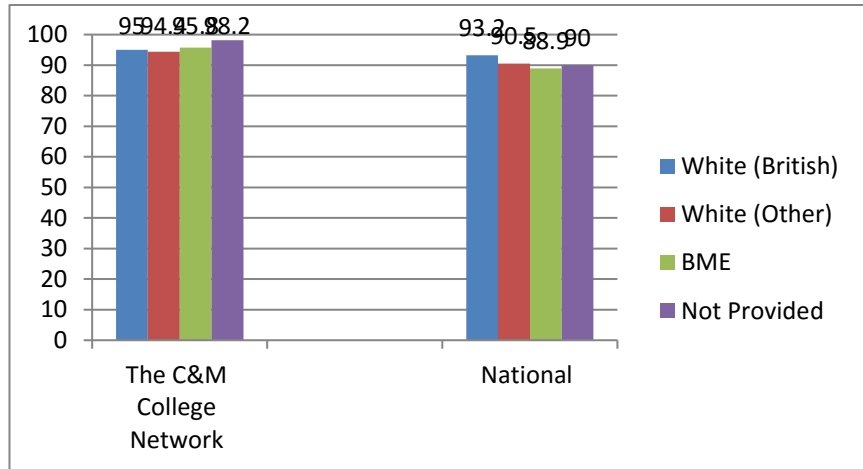
There is still a smaller achievement gap between male and female students at CMCNET compared to the national rate for 16-18 year olds. This is 0.7% compared to 2.7% nationally. For 19+ students the achievement gap is at 5.5% with the national rate at 3.4%. All data has improved when compared to 2014-15 or has remained consistent.

*Data Source: Individual Learner Records (ILR) 2015/2016*

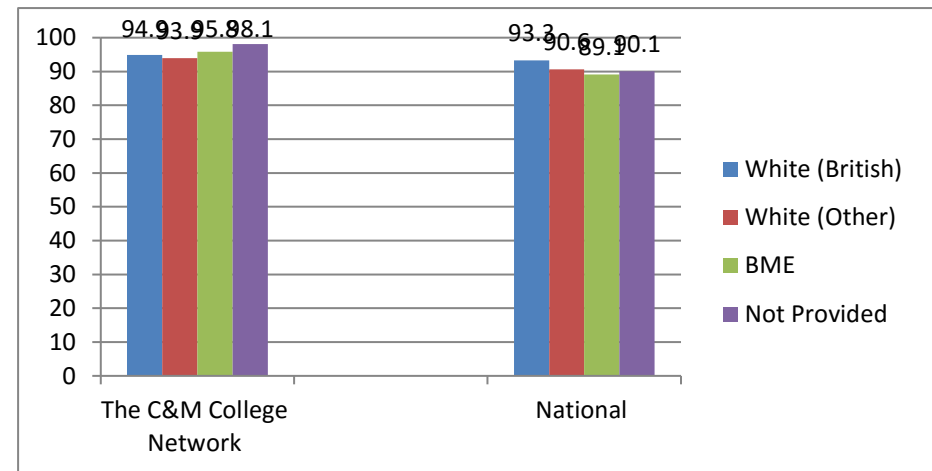


## Student Achievement Rates: Race

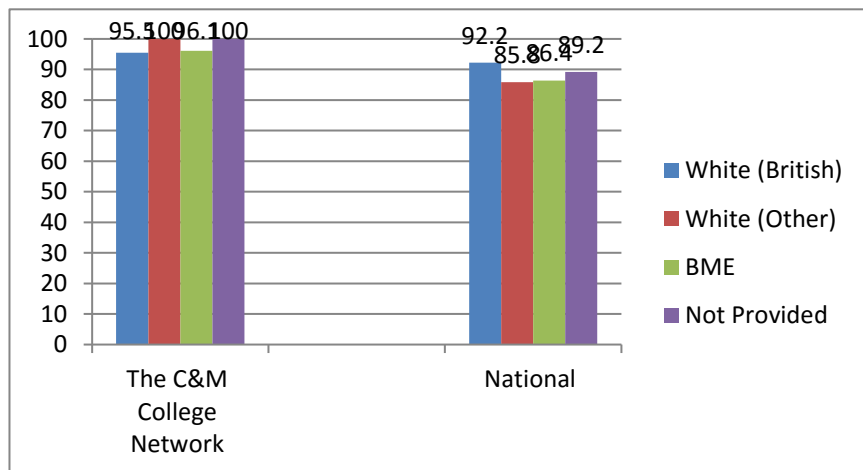
### All Ages:



### 16-18 year olds:



### 19+ year olds:



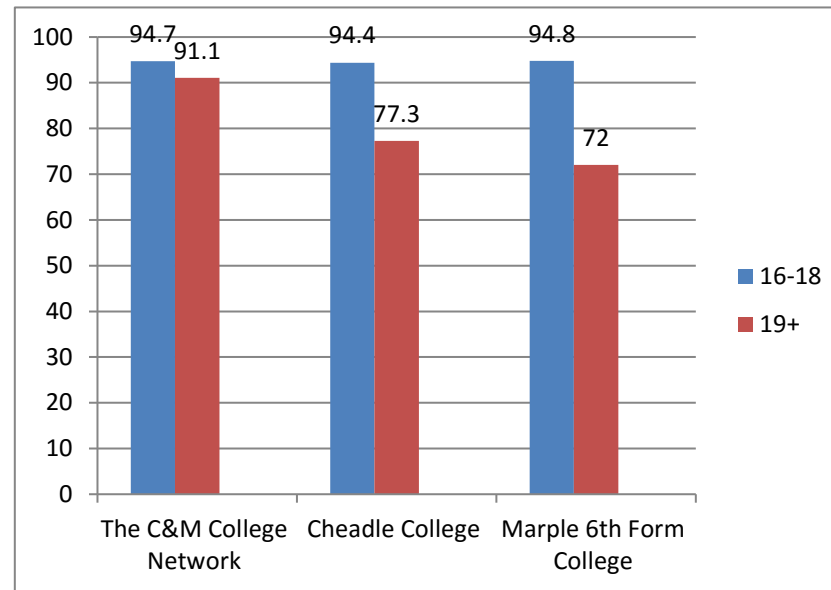
### Findings Summary:

There is again no significant variation between student race achievement rates at CMCNET when compared to the national rates in 2015-16. When compared to 2014 -15 we have seen the greatest improvements in the rates identified for 'white' (other)' within both 16-18 year olds and 19+ students.

Data Source: Individual Learner Records (ILR) 2015/2016

## Student Achievement: Age

### All Ages:



### Findings Summary:

Whilst there is no significant variance between Cheadle and Marple colleges in relation to achievement, in 2015-16 there has been a decrease in the achievement rates for 19+ learners. This again was due to the change in 19+ provision where a number of short, sub-contracted courses were introduced during the 2015-16 academic year. 16-18 achievement across both colleges has remained consistent at 95% (Cheadle) and 94.2% (Marple).

*Data Source: Individual Learner Records (ILR) 2015/2016*

## Narrowing the Gap: Student Participation, Retention and Achievement

Equality Variation	Action Taken Narrow Gaps	Further Action Planned
There has been a slight drop in retention by 1% with 16-18 year olds at Cheadle.	<ul style="list-style-type: none"> <li>Whilst this is not significant, a review of learners leaving during the academic year needs to be carried out, to ensure that no patterns are emerging or particular categories of student have effected this e.g. SEN.</li> </ul>	<ul style="list-style-type: none"> <li>Work with quality team to ensure that SAR monitoring process incorporates discussions in relation to 'at risks' learners and associated support is implemented. Again analysis of any patterns emerging to be fed back to the E+D group.</li> </ul>
There has been a significant increase in male learners at 19+	<ul style="list-style-type: none"> <li>Investigate and analyse data in order to identify any clear reasons for the significant increase.</li> </ul>	<ul style="list-style-type: none"> <li>Review data gathering process to exclude any sub contracted provision that will distort data.</li> </ul>
White (other) 19+ retention is still slightly below the national rate	<ul style="list-style-type: none"> <li>Investigate criteria of "white other" captured nationally. There are some inconsistencies as to what constitutes this category.</li> </ul>	<ul style="list-style-type: none"> <li>Review data gathering report for the E+D duty in order to report on new Ethnicity categories that are more in line with new categories used within the census data fields. This allowing a more accurate comparison.</li> </ul>
2.5% drop in BME has been identified within the 16-18 student group in relation to student participation.	<ul style="list-style-type: none"> <li>Compare data to national sixth form college benchmarking data and also local census data rather than national. A comparison against the local census data for Stockport has already been carried out. This suggests that the college is actually more in line with local demographics where 92% are white and only 8% BME.</li> </ul>	<ul style="list-style-type: none"> <li>Consider further through high school liaison activities and monitor.</li> </ul>

## Teaching, Learning and Assessment: Lesson Observations

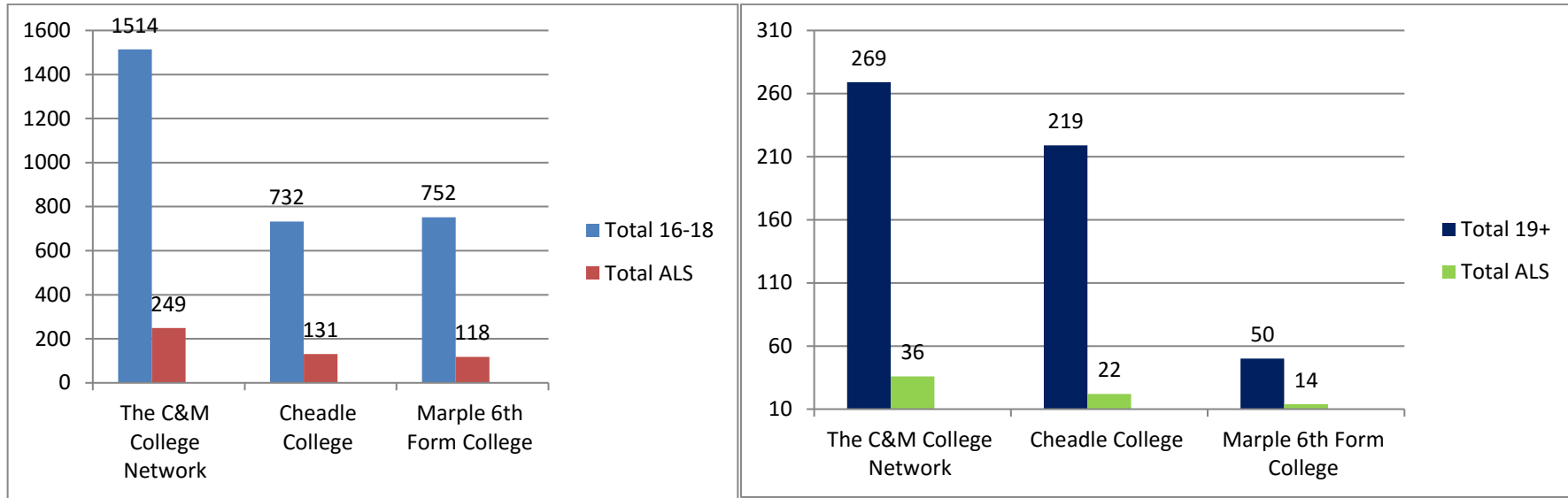
Equality Theme	Context 2014 / 2015	Strength (Graded 1 or 2) 2014/2015	Context 2015 / 2016	RAG rated "Green" 2015/2016
<b>Promoting E&amp;D</b>	Opportunities maximised to promote awareness of E&D & challenge stereotyping and discrimination	<b>6%</b>	E&D is articulated in the lesson plan Students are provided with an understanding of the people and communities beyond their immediate experience All teaching & reference materials promote inclusion through highlighting effective use of diverse examples Prejudice and stereotyping are expertly and constructively challenged The teacher models best practice through use of inclusive language attitudes terminology and promotes equality of opportunity and awareness of cultural and linguistic diversity	Out of all lessons observed, 86% were RAG rated 'green'
<b>Individual Learning Support /SEN</b>	Strategies in place to identify and deliver individual learning support. There is liaison between the LSA and the teacher	<b>14%</b>	Identified strategies to support student needs Documented evidence of individual student needs LSA is actively engaged in the learning process and makes a real difference to the progress of the student The teacher ensures all students are well supported	16% of lessons observed commented on SEN. Of these 100% were rated as 'green'

**Note:** In 2015 / 2016 the procedure for the observation of Teaching Learning and Assessment was revised to a RAG rated system.

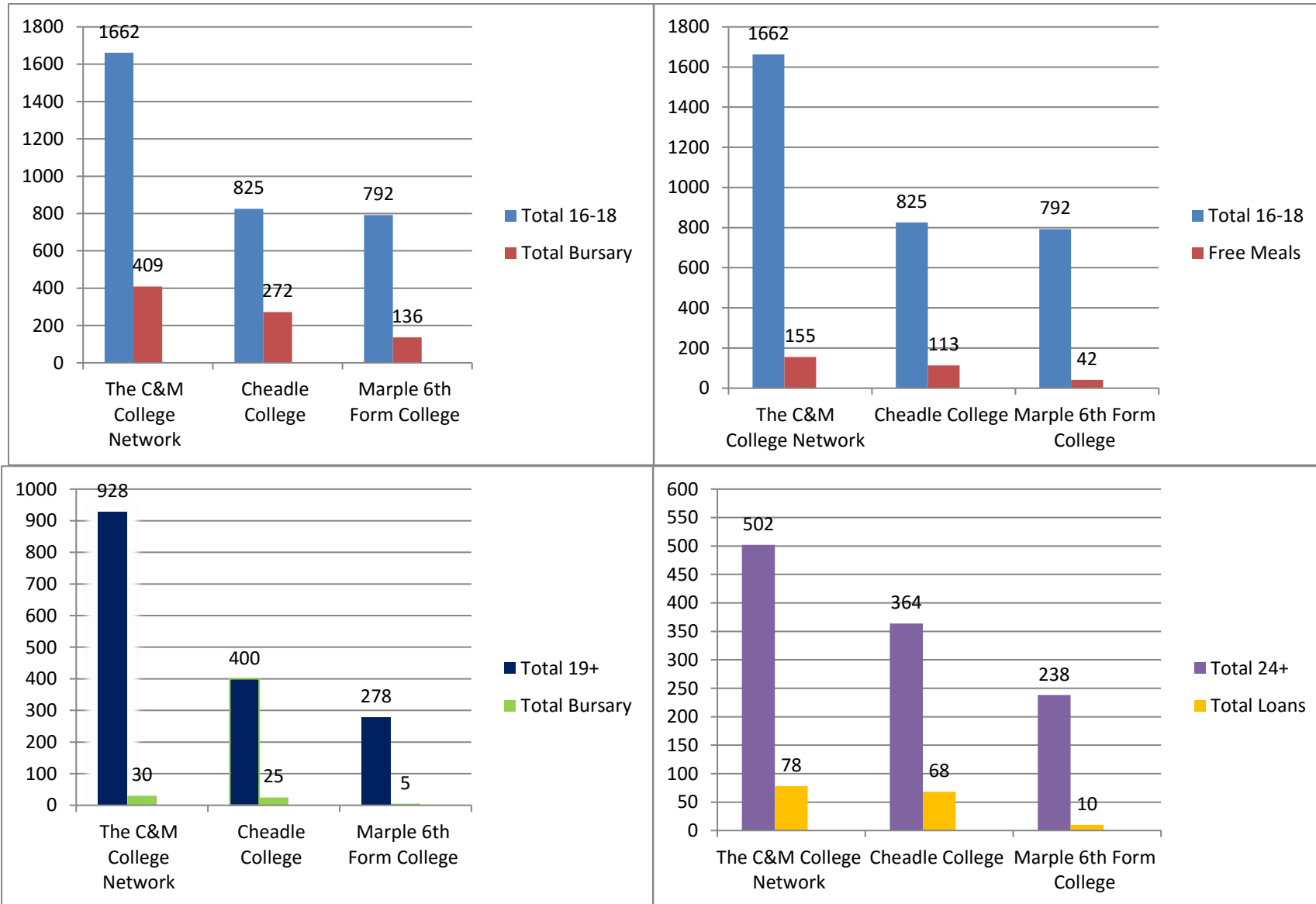
The Equality & Diversity Action Plan incorporates criteria associated with E&D within Teaching, Learning and Assessment

## Additional Learning Support:

Data Source: Individual Learner Records (ILR) 2015/2016 SpirALS Database



## Student Bursaries: 16-18 Bursary, Free Meals, 19+ Discretionary Student Support, 24+ Advanced Learning Loans



### Findings Summary:

ALS figures are consistent with 2014-15 data with more SEND learners at the Cheadle College compared to Marple – however we have seen a slight increase in SEND learners at Cheadle (6.4%). There has been an increase in the numbers receiving FSM at Cheadle – 28%, but a 19% decrease at Marple. This represents 13.6% of the 16-18 cohort at Cheadle receive FSM compared to 5% at Marple. The numbers of students receiving Loans/Bursaries at both colleges has decreased in 2015-16, with only 24+ loans at Cheadle showing an increase. Cheadle has seen a 43% decrease in numbers receiving a bursary, whilst Marple only a slight reduction of 28% (2 learners). The numbers receiving a 24+ loan increased significantly at the Cheadle College due to the increase sub-contracted adult provision, representing 18.7% of the total 24+ cohort. At Marple 0.4% of the total 24+ cohort received a loan.

### Narrowing the Gap:      Differentiation and Inclusion:

Equality Variation	Action Taken Narrow Gaps	Further Action Planned
FSM at Marple has decreased by 19%	<ul style="list-style-type: none"> <li>Examine any bursary and LAC/CIC data in relation to House areas as part of the SAR process.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor closely in SAR monitoring sessions for House areas and identify actions accordingly.</li> </ul>
There is no data included for High Needs learners as required within the new OFSTED inspection framework.	<ul style="list-style-type: none"> <li>Ensure that high needs data is incorporated into SAR process for the Inclusion Team for 2015-16.</li> </ul>	<ul style="list-style-type: none"> <li>Consider breaking down high needs data into specific E+D categories in order to identify any long-term patterns emerging.</li> </ul>
SEND review indicates a possible retention issue in relation to students with ADHD/ADD.	<ul style="list-style-type: none"> <li>Investigate disciplinary records and retention data in relation to specific students in order to identify any patterns emerging.</li> </ul>	<ul style="list-style-type: none"> <li>Raise awareness and monitor future students in relation to teaching strategies and implications on learning and engagement.</li> </ul>

## The Cheadle and Marple College Network Employee Profile (Year 2015-2016)

### Gender:

Total Employees		Female		Male	
288	100 %	182	63%	106	37%
National Benchmark (2013)			47%		53%
Sixth Form College (2014-15 SIR data)			61%		39%

### Age:

Total Employees		<21		21-30		31-40		41-50		51-60		60>	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
288	100%	3	1%	25	9%	39	13%	68	24%	101	35%	52	18%
In line with Stockport Census data fields		1%		46%				53%					

Age		<23	24 - 49	50-64	65>
		%	%	%	%
Stockport Census 2010		29%	34%	19%	18%

### Ethnicity:

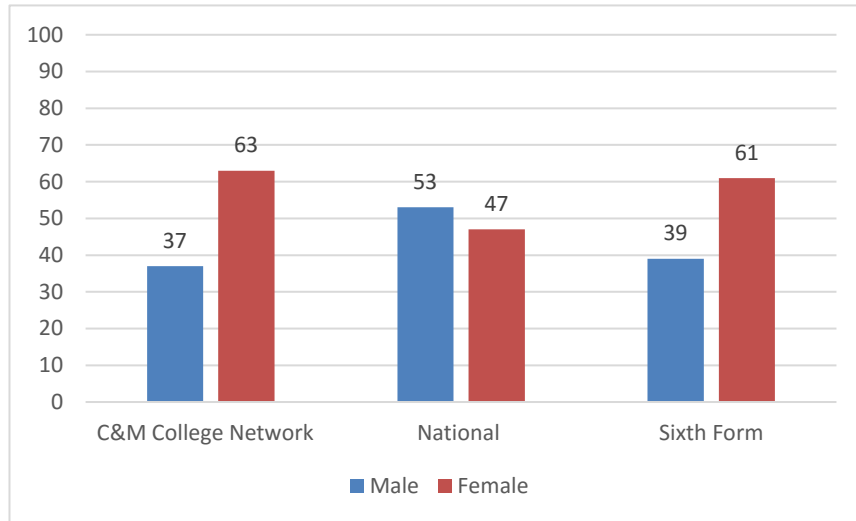
Total Employees		White (British)		White (Other)		BME		Not Provided	
		No.	%	No.	%	No.	%	No.	%
288	100%	236	81.94%	4	1.4%	10	3.47%	38	13.19%
Stockport		89%		3%		8%		N/A	
North West		87%		3%		10%		N/A	
National		79%		6%		15%		N/A	
Sixth Form Colleges		76.8%		6.1%		16.6%		N/A	

Data Source: Census 2011 Ethnic Groups Stockport North West National (England) and internal data records

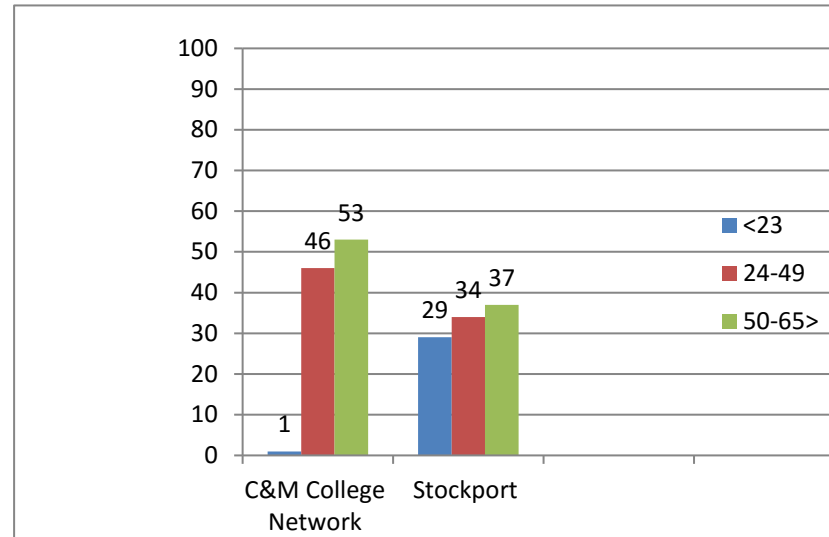
Data Source: EFA analysis of the 2014-15 Staff Individualised Record (SIR) data.



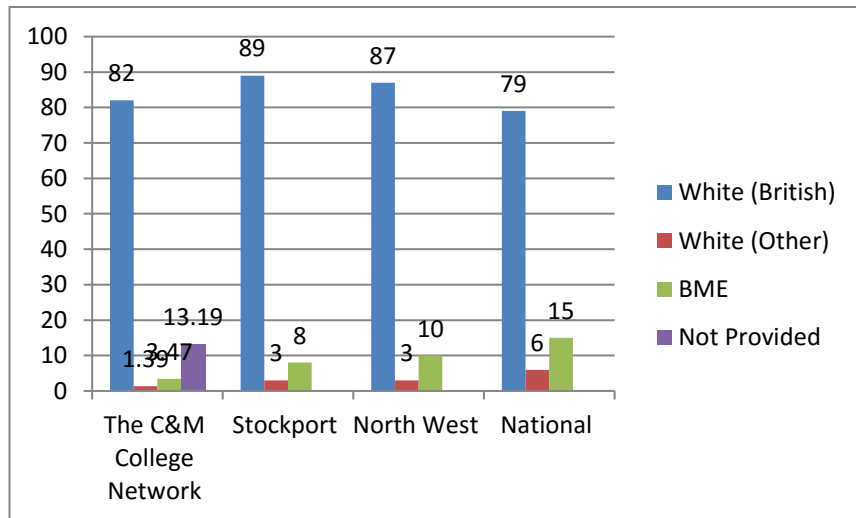
## Employee: Gender



## Employee: Age



## Employees by Ethnicity



**Data Source:** Census 2011 Ethnic Groups Stockport North West National (England) and internal data records

## Findings Summary:

The number of female employees compared to 2014-15 has decreased and the number of males remained consistent. There are 16% more female employees than the national Stockport census data and 16% less males. This is an improvement compared to 2014-15, where it was 19%. Interestingly, if we compare this to the most recent national Sixth Form College SIR data, the college is very close to the sector norm of 61% female and 39% male. Age breakdown of employees indicates a decrease in the <23yrs and 24-49yrs categories, but with an increase in those employed aged 50-65+yrs for 2015-16. When compared against the Stockport Census data we can see that proportionately the college has a similar profile with the exception of having far less employees aged <23yrs category. This largely due to the nature of work undertaken and essential qualifications required meaning a new teacher would be at or above this age on entry. Ethnicity profile of employees again mirrors the Stockport benchmark data however; we have seen a 10% increase in the numbers of white (British) employees since 2014/15 and a decrease of 13% in the numbers not providing any information.

**Employee Recruitment: (including internal and external applications and appointments)**

**Gender:**

		Female		Male	
<b>Total Applicants</b>	<b>249</b>	<b>154</b>	<b>62%</b>	<b>95</b>	<b>38%</b>
<b>Total Appointments</b>	<b>72</b>	<b>42</b>	<b>58%</b>	<b>30</b>	<b>42%</b>

**Age:**

		<21		21-40		41-50		51-60>	
		No.	%	No.	%	No.	%	No.	%
<b>Total Applicants</b>	<b>249</b>	<b>28</b>	<b>11%</b>	<b>108</b>	<b>43%</b>	<b>78</b>	<b>32%</b>	<b>35</b>	<b>14%</b>
<b>Total Appointments</b>	<b>72</b>	<b>0</b>	<b>0%</b>	<b>33</b>	<b>46%</b>	<b>24</b>	<b>33%</b>	<b>15</b>	<b>21%</b>

**Ethnicity:**

		White (British)		White (Other)		BME		Not Provided	
		No.	%	No.	%	No.	%	No.	%
<b>Total Applicants</b>	<b>249</b>	<b>193</b>	<b>78%</b>	<b>7</b>	<b>3%</b>	<b>36</b>	<b>13%</b>	<b>13</b>	<b>5%</b>
<b>Total Appointments</b>	<b>72</b>	<b>64</b>	<b>89%</b>	<b>0</b>	<b>0%</b>	<b>7</b>	<b>10%</b>	<b>1</b>	<b>1%</b>

**Finding Summary:**

The total number of applicants has increased overall by 67% with a similar number of appointments made. Compared to 2014-15 we have seen an increase of 12% in the number of male candidates appointed and a 12% drop in the number of females appointed. This has helped to reduce the gap between numbers of males v females employed at the college. With regard to age, whilst we have seen an increase of 10% in relation to the number of <21 year olds applying this did not translate into actual appointments which dropped to 0%. There has also been an increase of 8% in the number of 21-40 year olds appointed compared to 2014-15 and a 6% drop in the numbers of 51-60> year olds appointed. From actions in 2014-15, we have seen an increase in the numbers of applicants from BME (2%) and an increase of 9% in relation to actual appointments.

*Data Source: Internal Human Resources Records Data 2015 / 2016*



**Positive about Disabled People**

In Nov 2016 the college became a Disability Confident Employer. This replaces the previous disability 2 tick symbol. The Disability Confident scheme aims to help employers successfully employ and retain disabled people and those with health conditions. The scheme is voluntary and access to the guidance, self-assessments and resources is completely free.

As a Disability Confident Employer we:

- Have undertaken and successfully completed the Disability Confident self-assessment
- Are taking all of the core actions to be a Disability Confident employer
- Are offering at least one activity to get the right people for our business and at least one activity to keep and develop our people.

There are 15 employees at CMCNET that have declared a disability (5% of total employees). This has remained the same when compared to 2014-15.

**Narrowing the Gap: Disability and Employment:**

Equality Variation	Action Taken Narrow Gaps	Further Action Planned
Move to achieving the Level 2 certificate of the disability confidence scheme	<ul style="list-style-type: none"> <li>• Move to achieving the Level 2 certificate of the disability confidence scheme.</li> <li>• Promote with all external recruitment information and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider level 3 criteria and assess possibility of moving to the Level 3 framework.</li> </ul>

*Data Source: Internal Human Resources Records Data 2015 / 2016*

## Narrowing the Gap

### Addressing Imbalances in The C&M College Network Employee and Recruitment Profile

Equality Variation	Action Taken Narrow Gaps	Further Action Planned
Ensure data is more robust and examines employee and recruitment data in relation to roles and salary.	<ul style="list-style-type: none"> <li>Investigate and report on E+D data in relation to roles within college.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons to SIR data for sixth form colleges and more local census data that represents local demographics.</li> </ul>
Improve numbers of 'not known' responses from staff in relation to E+D data.	<ul style="list-style-type: none"> <li>Ensure new staff database captures required E+D data accurately</li> </ul>	<ul style="list-style-type: none"> <li>Communicate and train staff in relation to the self-service section and entering personal data.</li> </ul>
Applicants for the <21 age group has increased but this is still not translating into actual appointments.	<ul style="list-style-type: none"> <li>Review interview records and roles applied for in order to highlight any emerging trends.</li> </ul>	<ul style="list-style-type: none"> <li>Identify specific roles in college that attract &lt;21 age group and review essential criteria.</li> </ul>
Whilst the numbers of BME applicants has improved and numbers appointed increased, this needs to be further considered and monitored to improved data further.	<ul style="list-style-type: none"> <li>Investigate job advertisements and appropriate sourcing as to where to advertise.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor closely and investigate in relation to any correlation with specific roles advertised.</li> </ul>