



# **EQUALITY AND DIVERSITY REPORT 2019-2020**

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# Equality and Diversity Annual Report – 2019/20

## Introduction

This year we have reviewed and revised the Equality and Diversity Annual Report with the aim of focusing it on the Protected Characteristics. The first section of the report refers to the profile of staff and the second section to students.

In addition to the Equality and Diversity Committee, the College has, in response to the “Black Lives Matters” campaign, formed a cross-College staff group to gather feedback on issues and experiences related to this campaign.

## Highlights from previous year

- The student population at the College is changing more rapidly, than the staff population, with respect to diversity. Some of this is linked to the changing nature of Harlow, where London Boroughs have purchased social housing and also the growth of English for Speakers of Other Languages (ESOL) provision at the College. In addition, Stansted Airport College (STAC) attracts students from a wider catchment area than the Harlow main campus.
- The College publishes figures for the gender pay gap in line with legislation and has a lower figure than national rates. It also reviewed its Ethnicity Pay gap, although this is not a legal requirement, and found that Black and Minority Ethnic (BAME) staff have a higher median pay rate than White staff.
- The College is reviewing its policies, procedures and reporting for both staff and students, following guidance from the Association of Colleges.

## STAFF:

### 1. Ethnicity

#### 1.1 Ethnic Profile of Staff

As at the 31<sup>st</sup> July 2020, the ethnic profile of staff at the College was 88.34% white and 11.66% BAME, compared to 91.84% white and 8.16% BAME as at the 31<sup>st</sup> July 2019. This is an increase in the BAME staff profile of 3.5%. HR Services continue to gather exit data from staff choosing to leave the College. Reasons for leaving are not believed to be related to issues of race.

The BAME population in Harlow is 11.2%, with White Other (including Eastern European Groups) at 4.2% and White Irish at 1.1%<sup>1</sup>. Nationally in FE colleges 80-90%<sup>2</sup> of employees are White – British, comparing these figures to our workforce profile the College falls within this banding and broadly reflects the racial profile of the local population.

#### 1.2 Ethnic Profile of Managers

<sup>1</sup> Harlow Council Harlow Population Profile 2011 Census

<sup>2</sup> FE College Workforce Data for England (SIR) 2018/19

The ethnic profile of managers has changed a small amount since last year with an increase in the number of managers from the BAME group. As at 31<sup>st</sup> July 2020 90.48% White and 9.52% BAME, compared to 93.55% white and 6.45% BAME as at 31<sup>st</sup> July 2019.

### **1.3 Staff Turnover by Ethnicity**

During 2019/20 87.72% of the leavers were White and 12.28% were BAME.

### **1.4 Recruitment by Ethnicity (application, shortlisting, appointment)**

Due to the limited capability of our HR system in collecting this information, we have been unable to collect information on the ethnic profile of candidates applying for roles and being shortlisted. Going forward we have devised a system to collect this information and will be able to report on this next year.

### **1.5 Ethnicity Pay Gap (EPG)**

Whilst reporting on our Ethnic Pay Gap (EPG) is not a mandatory requirement, this year we have undertaken a review of our EPG (as of 31<sup>st</sup> March 2020), using a similar method of calculation as used when calculating the Gender Pay Gap.

The results show we have a mean EPG of 0.53% and the median EPG of -6% (i.e. staff from the BAME group have a higher median hourly rate than White staff.)

## **2. Gender**

### **2.1 Gender Profile**

As at 31<sup>st</sup> July 2020 the gender split at the College was 37% male and 63% female, this is unchanged from last year. Our gender profile is very similar to the national profile in Further Education colleges which in 2018/19 was 62% females and 38% male<sup>3</sup>.

### **2.2 Gender Profile of Managers**

There has been an increase in male managers as at 31<sup>st</sup> July 2020 compared to 31<sup>st</sup> July 2019. The gender split this year is 35% male and 65% female whereas last year it was 33% male and 67% female. This places Harlow College broadly in keeping with the national FE workforce which shows a gender profile of managers of 62% female and 38% male<sup>4</sup>.

### **2.3 Gender Pay Gap Data (GPG)**

As at the 31<sup>st</sup> March 2020 the College had a mean GPG of 6.29% and a median GPG of 10.98%. This shows an increase in our mean gender pay gap compared to 4.68% as at 31<sup>st</sup> March 2019 and decrease in our median gender pay gap compared to 12.08% as at 31<sup>st</sup> March 2019. The College's median pay gap of 10.98% compares favourably when compared with the UK's median gender pay gap (2019) of 17.3% (as published by the Office for National Statistics) as we are 6.32% below this figure.

<sup>3</sup> FE College Workforce Data for England (SIR) 2018/19

<sup>4</sup> FE College Workforce Data for England (SIR) 2018/19

The Gender Pay Gap continues to be relatively small, but has slightly increased. An analysis of the reasons for this increase will be undertaken and reported as part of the Gender Pay Gap Report March 2021.

#### **2.4 Recruitment (applications, shortlisting, appointments)**

The Gender Profile of applicants is collected as part of the Equality and Diversity information collected from the successful applicants. Further work will be carried out to gather this information for next year.

### **3. Age**

#### **3.1 Age Profile of Organisation**

The majority of staff at the College fall into the 51 - 60 age bracket however this year we have seen an increase in the 31 – 40, 51 - 60 and 61+ brackets and a decrease in the 16 -21, 22-30 and 41 – 50 age brackets. Nationally, in 2018/19, the median age of staff in colleges was 47 years and the mean age was 46 years<sup>5</sup>. The College has a median age of 49 years and a mean age of 47 years.

Whilst the age profile of staff is typical of most FE colleges, it could affect the College's ability to operate so it is actively monitored and addressed by the Principalship Team.

#### **3.2 Age profile of Managers**

The majority of managers fall in the 51 – 60 age bracket (as per the College age profile). Comparing this to last year very little has changed.

#### **3.3 Recruitment (applications, shortlisting, appointments)**

The age profile of applicants is collected as part of the Equality and Diversity information collected from the successful applicants. Further work will be carried out to gather this information for next year.

### **4. Religion and Belief**

#### **4.1 Profile Across College**

The three largest religious groups are Not Disclosed (40.1%), Christian (33.2%) and None (20.4%). This is very similar to last year. Data from the 2011 Census shows that 55.4% of Harlow residents are Christian, 33.9% recorded they had no religion and 6.6% did not state their religion. The remaining 4.1% comprised of Sikh 0.1%, Muslim 2.1%, Jewish 0.3%, Hindu 0.8%, Buddhist 0.4% and Other 0.4%<sup>6</sup>.

#### **4.2 Profile of Managers**

The religion split for managers is Not Disclosed (42.9%), Christian (41.3%), None (11.1%) and Other (4.7%)

#### **4.3 Recruitment (applications, shortlisting, appointments)**

<sup>5</sup> FE College Workforce Data for England (SIR) 2018/19

<sup>6</sup> Harlow Council Harlow Population Profile 2011 Census  
Equality Diversity Report 2017 2018 V2 091118

The religion and belief profile of applicants is collected as part of the Equality and Diversity information collected from the successful applicants. Further work will be carried out to gather this information for next year.

## 5. Disability

### 5.1 Disability Profile of all Staff

The disability profile of staff has not changed from last year. Currently there are 10% of staff with a disability. 83% of Harlow's population do not consider themselves to have a long-term illness and/or a severe disability<sup>7</sup>. Nationally, in 2018/19, around 90% of staff in Further Education colleges do not have a disability<sup>8</sup>.

## 6. Sexual Orientation

### 6.1 Sexual Orientation of all Staff

Very little has changed in the sexual orientation of staff at the College, as at the 31st July 2020 – 87.7% Heterosexual, 10.5% not disclosed, 1.1% Gay/Lesbian and 0.7% Bisexual. Nationally in 2018/19 the sexual orientation of the FE workforce was 81% Heterosexual, Lesbian, Gay or Bisexual 2% and 17% prefer not to say/Not Disclosed<sup>9</sup>.

### 6.2 Recruitment (applications, shortlisting, appointments)

This data is not currently collected but we could consider reporting on this as data is available on the equality and diversity form.

## 7. Staff Training

The College currently ensures that every new employee undertakes Equality and Diversity Training as part of their staff induction programme. This is a mandatory aspect of this programme and is undertaken within 4 weeks of commencement in the job.

	Participants		
	2017/2018	2018/2019	2019/2020
Equality and Diversity Training	76	70	60
Aspiring AAM training			48
Quality of education - behaviour and belonging			All delivery teams
Behaviour management techniques			20
Know your SEND learners			35
<b>Key Findings (strengths, areas for improvement, progress/regression from previous year):</b>			
<ul style="list-style-type: none"> <li>• The College has a very small Ethnicity Pay Gap.</li> <li>• Whilst the ethnic profile of staff appears to match the ethnic profile of the local community it serves, this is based on out of date benchmarks.</li> <li>• An increase of 3.07%, in BAME staff amongst the Manager group.</li> <li>• A small Gender Pay Gap of 6.29% and a reducing Median Pay Gap.</li> </ul>			

<sup>7</sup> Harlow Council Harlow Population Profile 2011 Census

<sup>8</sup> FE College Workforce Data for England (SIR) 2018/19

<sup>9</sup> FE College Workforce Data for England (SIR) 2018/19

- The age profile of staff remains stable and in line with most of the FE sector. The profile has had no adverse effect upon our ability to function.

#### **Actions Required:**

- Continue to try to source accurate, up to date benchmarks of the ethnic profile of the local community.
- Gather further information on BAME Managers' recruitment experience, to investigate any obstacles to progression.
- Collect and report next year on the ethnic profile of those shortlisted and subsequently appointed.
- Assess and establish why the Median Pay Gap has increased but the Mean has slightly increased.
- Analyse and report on the Gender Profile of applicants and those shortlisted
- Consider whether there are ways in which the college could seek to attract staff from younger age groups within the legal requirements.
- Analyse and report on the Age Profile of applicants and those shortlisted.

## **STUDENTS**

The College collects data for student achievement, behaviour and progression by:

- Age
- Gender
- Ethnicity
- Disability

At present we do not collect data for religious belief or sexual orientation. This will be reviewed and discussed during the year.

### **8.1 Student Profile**

The table on the following page shows the makeup of the College:

- By age – there are 2992 students aged 16-18s and 3613 students aged 19+.
- Gender – we have a larger proportion of male students within 16-18 age range in particular.
- Ethnicity – the largest cohort of students is White British, although the number of BAME students has increased in the last couple of years.
- Disability – approximately 25% of students report a learning difficulty or disability.

<b>Learner Count</b>			
	<b>16-18</b>	<b>19+</b>	<b>Grand Total</b>
F	1194	1894	3088
M	1798	1719	3517
<b>Grand Total</b>	<b>2992</b>	<b>3613</b>	<b>6605</b>

<b>Learner Count</b>			
	<b>16-18</b>	<b>19+</b>	<b>Grand Total</b>
Student has a learning difficulty or disability	931	703	1634
No learning difficulty or disability	1912	2440	4352
No information provided	149	470	619
<b>Grand Total</b>	<b>2992</b>	<b>3613</b>	<b>6605</b>
<b>Learner Count</b>			
	<b>16-18</b>	<b>19+</b>	<b>Grand Total</b>
African	95	143	238
Any other Asian background	45	39	84
Any other Black / African / Caribbean background	27	42	69
Any other ethnic group	78	55	133
Any Other Mixed / multiple ethnic background	21	31	52
Any Other White background	182	204	386
Arab	9	9	18
Bangladeshi	22	21	43
Caribbean	24	54	78
Chinese	9	10	19
English / Welsh / Scottish / Northern Irish / British	2311	2268	4579
Gypsy or Irish Traveller	5	3	8
Indian	13	31	44
Irish	8	22	30
Not provided	25	555	580
Pakistani	18	32	50
White and Asian	22	12	34
White and Black African	25	31	56
White and Black Caribbean	53	51	104
<b>Grand Total</b>	<b>2992</b>	<b>3613</b>	<b>6605</b>

## Student Achievement

Learners receive effective support when they have specific barriers to learning (High Needs Funded and Learning Disability and Difficulty). As a result, there is no significant difference between achievement, retention and pass rates for students with difficulties or disabilities. Where gaps exist, they are small and static or reducing for learners for the 3<sup>rd</sup> year running, – see tables 1.2/1.3

Good progress has been made in narrowing the gap between achievements by gender: this gap has reduced by half to a 1.2% difference from 2.4%.

There were no significant gaps in achievement by ethnicity for Study Programmes, Adult and higher education programmes. Achievement rates for learners on Study Programmes from Non White/Other backgrounds improved and this ethnic profile group outperformed learners from White backgrounds.

An analysis of achievement for those who are Children in Care (previously referred to as Looked After Children) or in receipt of Free School Meals is provided in the Keeping Children Safe in Education Annual Report.

**Actions Required:**

- Students studying with an Education, Health and Care Plan (EHCP) achieve good retention, however achievement and pass rates for students with an EHCP fell slightly. Reasons for this need to be analysed and addressed.
- There was a switch in the gender gap in recruitment to Adult courses for 2019-20. Female enrolments were up by 563, while male enrolment dropped by 509. This change is attributed to the e-learning offer. However, this change in the gender profile did not translate into improvement in female achievement.
- There is a new gap in adult gender achievement. The College needs to address the achievement for females on Adult programmes which fell significantly from 89.1% to 66.6%, whilst male achievement remained stable.
- While Adult provision achievement improved by 0.8% as a whole, this excludes e-learning (20% of adult provision). This was introduced in 2019-20 where achievement outcomes were below 50%.
- There is a need to reduce the variability in achievement between different groups of Apprentices (gender, age, ethnicity, disability and learning difficulty) by monitoring the performance of these Apprentices carefully. Identifying reasons for non-achievement and take prompt action to address these causes with respect to ethnicity, disability, learning difficulty and gender to improve timely achievement (Summary Tables 2.2, 2.3, 2.4)

**Student Behaviour and Disciplinary**

Staff and learners work together well and respect each other's views. Through well-planned tutorials and special events, staff promote learners' wider understanding of British Values such as tolerance, mutual respect, the rule of law and the importance of democracy. For example, learners learn about the Holocaust and its causes, the dangers posed by extremism, the importance of Black History to our community and the value of taking an active part in election processes, both in College and in the wider world.

**Actions Required:**

- There was a total of 30 disciplinary cases in 2019/20 compared to 29 in 2018/19 (see table 4.0). The analysis of action by Ethnicity is shown below. The College is considering the make-up of disciplinary panels and the use of advocates to assist students, to ensure fair representation and consistency of application of policies/procedures.



## Supporting Data Tables:

Data from 500 report- Pro Solution – **Table 1.1: BM is the national rates for General Further Education Colleges**

	Ach				Ret				Pass			
	17/18	18/19	19/20	BM	17/18	18/19	19/20	BM	17/18	18/19	19/20	BM
Outcomes for Learners	85.5%	86.0%	82.3%	86.7%	95.3%	94.7%	95.1%	92.9%	89.8%	90.8%	86.7%	93.3%
Study Programmes	77.5%	82.6%	82.7%	83.4%	89.8%	90.9%	92.8%	91.0%	86.2%	90.9%	89.3%	91.7%
Adult learning programmes	91.1%	89.0%	82.0%	89.9%	99.0%	98.0%	97.0%	94.7%	92.0%	90.8%	84.6%	94.9%
Learners with high needs	79.3%	86.8%	83.3%		97.4%	100.0%	95.6%		89.2%	97.4%	87.2%	
Overall English GCSE (9-1)	85.6%	88.8%	92.8%	82.5%	91.9%	94.3%	93.3%	89.4%	93.1%	94.1%	99.4%	92.3%
English FS	62.7%	57.3%	54.9%	74.8%	91.8%	89.9%	88.6%	91.2%	68.3%	63.7%	62.2%	82.0%
Overall Maths GCSE (9-1)	88.5%	87.8%	96.3%	82.5%	92.7%	94.1%	96.7%	89.4%	95.4%	93.3%	99.5%	92.3%
Maths FS	59.5%	51.2%	49.6%	74.8%	92.0%	88.3%	91.3%	91.2%	64.7%	58.0%	54.3%	82.0%
Apprenticeships Overall	64.0%	63.3%	51.2%	66.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Apprenticeships Timely	55.8%	56.2%	35.9%	59.9%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 1.2 – Difficulty and Disability Data

Table 1.2	17/18	18/19	19/20
<b>High Needs Funded</b>			
Leavers	265	349	335
Actual Ach %	78.9%	86.8%	83.3%
Actual Ret %	94.3%	95.1%	95.6%
Actual Pass %	83.6%	91.3%	87.2%
<b>Not HNF</b>			
Leavers	11091	10833	10730
Actual Ach %	85.7%	85.9%	82.3%
Actual Ret %	95.3%	94.6%	95.1%
Actual Pass %	90.0%	90.8%	86.7%

Table 1.3 – Difficulty and Disability Data

<b>Table 1.3</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>
<b>Has difficulty/disability/health problem</b>			
Leavers	3606	3624	3604
Actual Ach %	82.4%	84.6%	83.8%
Actual Ret %	94.1%	94.0%	95.1%
Actual Pass %	87.6%	90.0%	88.3%
<b>No difficulty/disability/health problem</b>			
Leavers	7535	7089	6824
Actual Ach %	87.2%	86.7%	82.9%
Actual Ret %	95.8%	95.1%	95.2%
Actual Pass %	91.0%	91.1%	87.2%
<b>No information provided by the learner</b>			
Leavers	215	469	637
Actual Ach %	82.8%	85.5%	68.3%
Actual Ret %	95.3%	92.3%	94.3%
Actual Pass %	86.8%	92.6%	72.9%

Table 1.4 – Ethnicity

<b>Table 1.4</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>
<b>Any Other</b>			
Leavers	280	391	296
Actual Ach %	78.6%	82.9%	84.8%
Actual Ret %	93.9%	93.1%	93.5%
Actual Pass %	83.7%	89.0%	90.9%
<b>Bangladeshi</b>			
Leavers	76	95	83
Actual Ach %	88.2%	93.7%	86.7%
Actual Ret %	98.7%	100.0%	94.0%
Actual Pass %	89.3%	93.7%	92.3%

<b>Black African</b>			
Leavers	382	557	437
Actual Ach %	84.3%	85.6%	80.5%
Actual Ret %	98.4%	96.9%	95.7%
Actual Pass %	85.6%	88.3%	84.2%
<b>Black Caribbean</b>			
Leavers	153	179	153
Actual Ach %	91.5%	86.0%	76.5%
Actual Ret %	96.1%	95.5%	92.9%
Actual Pass %	95.2%	90.1%	82.4%
<b>Black Other</b>			
Leavers	143	228	133
Actual Ach %	81.1%	81.6%	82.0%
Actual Ret %	94.4%	97.4%	95.6%
Actual Pass %	85.9%	83.8%	85.8%
<b>Chinese</b>			
Leavers	65	32	28
Actual Ach %	83.1%	84.4%	82.1%
Actual Ret %	87.7%	90.6%	89.3%
Actual Pass %	94.7%	93.1%	92.0%
<b>Indian</b>			
Leavers	58	50	59
Actual Ach %	87.9%	80.0%	71.2%
Actual Ret %	93.1%	92.0%	96.7%
Actual Pass %	94.4%	87.0%	73.7%
<b>Mixed</b>			
Leavers	477	573	484
Actual Ach %	83.2%	84.6%	81.4%
Actual Ret %	94.5%	94.2%	95.5%
Actual Pass %	88.0%	89.8%	85.5%
<b>Other Asian</b>			
Leavers	115	189	154

Actual Ach %	91.3%	82.5%	83.1%
Actual Ret %	96.5%	93.1%	96.2%
Actual Pass %	94.6%	88.6%	86.5%
<b>Pakistani</b>			
Leavers	108	112	102
Actual Ach %	81.5%	82.1%	86.3%
Actual Ret %	92.6%	100.0%	95.4%
Actual Pass %	88.0%	82.1%	90.7%
<b>Unknown</b>			
Leavers	38	56	650
Actual Ach %	81.6%	87.5%	54.3%
Actual Ret %	100.0%	92.9%	95.1%
Actual Pass %	81.6%	94.2%	57.5%
<b>White</b>			
Leavers	9461	8720	8486
Actual Ach %	85.9%	86.4%	84.6%
Actual Ret %	95.2%	94.5%	95.1%
Actual Pass %	90.2%	91.4%	89.1%

Table 1.5 – Ethnicity by Age Group

Table 1.5	16-18			19 +		
	17/18	18/19	19/20	17/18	18/19	19/20
<b>Any Other</b>						
Leavers	183	246	217	97	145	79
Actual Ach %	71.6%	82.1%	86.2%	91.8%	84.1%	81.0%
Actual Ret %	91.8%	90.2%	94.1%	97.9%	97.9%	91.9%
Actual Pass %	78.0%	91.0%	91.7%	93.7%	85.9%	88.9%
<b>Bangladeshi</b>						
Leavers	34	38	43	42	57	40
Actual Ach %	85.3%	97.4%	88.4%	90.5%	91.2%	85.0%
Actual Ret %	97.1%	100.0%	90.7%	100.0%	100.0%	97.6%
Actual Pass %	87.9%	97.4%	97.4%	90.5%	91.2%	87.2%
<b>Black African</b>						
Leavers	187	235	206	195	322	231
Actual Ach %	89.8%	91.9%	90.8%	79.0%	81.1%	71.4%
Actual Ret %	98.9%	95.7%	96.6%	97.9%	97.8%	94.9%
Actual Pass %	90.8%	96.0%	94.0%	80.6%	82.9%	75.3%
<b>Black Caribbean</b>						
Leavers	39	43	49	114	136	104
Actual Ach %	79.5%	81.4%	67.3%	95.6%	87.5%	80.8%
Actual Ret %	87.2%	90.7%	79.6%	99.1%	97.1%	99.1%
Actual Pass %	91.2%	89.7%	84.6%	96.5%	90.2%	81.6%
<b>Black Other</b>						
Leavers	54	81	48	89	147	85
Actual Ach %	75.9%	76.5%	85.4%	84.3%	84.4%	80.0%
Actual Ret %	90.7%	93.8%	91.7%	96.6%	99.3%	97.8%
Actual Pass %	83.7%	81.6%	93.2%	87.2%	84.9%	81.9%
<b>Chinese</b>						
Leavers	30	25	15	35	7	13
Actual Ach %	80.0%	92.0%	80.0%	85.7%	57.1%	84.6%

Actual Ret %	83.3%	92.0%	80.0%	91.4%	85.7%	100.0%
Actual Pass %	96.0%	100.0%	100.0%	93.8%	66.7%	84.6%
<b>Indian</b>						
Leavers	25	23	19	33	27	40
Actual Ach %	72.0%	82.6%	73.7%	100.0%	77.8%	70.0%
Actual Ret %	84.0%	87.0%	95.0%	100.0%	96.3%	97.6%
Actual Pass %	85.7%	95.0%	77.8%	100.0%	80.8%	71.8%
<b>Mixed</b>						
Leavers	178	224	216	299	349	268
Actual Ach %	73.0%	78.1%	82.4%	89.3%	88.8%	80.6%
Actual Ret %	87.1%	87.9%	95.1%	99.0%	98.3%	95.7%
Actual Pass %	83.9%	88.8%	86.8%	90.2%	90.4%	84.4%
<b>Other Asian</b>						
Leavers	72	118	85	43	71	69
Actual Ach %	91.7%	80.5%	85.9%	90.7%	85.9%	79.7%
Actual Ret %	95.8%	92.4%	95.3%	97.7%	94.4%	97.3%
Actual Pass %	95.7%	87.2%	90.1%	92.9%	91.0%	82.1%
<b>Pakistani</b>						
Leavers	20	31	33	88	81	69
Actual Ach %	70.0%	87.1%	84.8%	84.1%	80.2%	87.0%
Actual Ret %	95.0%	100.0%	90.9%	92.0%	100.0%	97.4%
Actual Pass %	73.7%	87.1%	93.3%	91.4%	80.2%	89.6%
<b>Unknown</b>						
Leavers	18	20	37	20	36	613
Actual Ach %	83.3%	85.0%	73.0%	80.0%	88.9%	53.2%
Actual Ret %	100.0%	85.0%	76.3%	100.0%	97.2%	96.1%
Actual Pass %	83.3%	100.0%	96.4%	80.0%	91.4%	55.6%
<b>White</b>						
Leavers	3774	4194	4125	5687	4526	4361
Actual Ach %	77.0%	82.3%	82.3%	91.7%	90.2%	86.8%
Actual Ret %	89.2%	90.6%	92.8%	99.2%	98.0%	97.4%
Actual Pass %	86.3%	90.8%	88.9%	92.5%	92.0%	89.3%

## 2. Apprenticeship Data:

Table 2.1 – Overall Data

Table 2.1	17/18	18/19	Current 19/20	Potential 19/20
Overall Achievement	64.0%	64.3%	50.0%	
Awaiting Result	0	0	12	
Overall To Do	0	0	50	
Timely Achievement	56.1%	53.9%	34.6%	
Timely To Do	0	0	54	

Table 2.2 – General Ethnicity

Table 2.2	17/18	18/19	19/20
<b>Non White</b>			
Overall Achievement	66.7%	69.6%	38.9%
Awaiting Result	0	0	0
Overall To Do	0	0	5
Timely Achievement	50.0%	50.0%	15.8%
Timely To Do	0	0	5
<b>White</b>			
Overall Achievement	63.8%	63.2%	51.1%
Awaiting Result	0	0	11
Overall To Do	0	0	45
Timely Achievement	56.6%	54.0%	35.9%
Timely To Do	0	0	48
<b>Unknown</b>			
Overall Achievement	50.0%	100.0%	50.0%
Awaiting Result	0	0	1
Timely Achievement	50.0%	66.7%	66.7%
Timely To Do	0	0	1

**Table 2.3 – Age**

<b>Table 2.3</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>
<b>16 - 18</b>			
Overall Achievement	58.7%	59.6%	39.6%
Awaiting Result	0	0	7
Overall To Do	0	0	26
Timely Achievement	48.8%	53.1%	28.9%
Timely To Do	0	0	27
<b>19 - 23</b>			
Overall Achievement	72.2%	63.1%	70.2%
Awaiting Result	0	0	4
Overall To Do	0	0	15
Timely Achievement	67.4%	51.9%	52.4%
Timely To Do	0	0	18
<b>24+</b>			
Overall Achievement	63.9%	74.0%	46.9%
Awaiting Result	0	0	1
Overall To Do	0	0	9
Timely Achievement	60.0%	56.8%	24.6%
Timely To Do	0	0	9

**Table 2.4 – Difficulty/Disability/Health Problem**

<b>Table 2.4</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>
<b>Has difficulty/disability/health problem</b>			
Overall Achievement	57.7%	63.4%	37.2%
Awaiting Result	0	0	2
Overall To Do	0	0	11
Timely Achievement	51.9%	50.0%	22.2%
Timely To Do	0	0	13



<b>No difficulty/disability/health problem</b>			
Overall Achievement	65.7%	62.8%	52.9%
Awaiting Result	0	0	9
Overall To Do	0	0	31
Timely Achievement	58.1%	53.2%	36.9%
Timely To Do	0	0	34
<b>No information provided by the learner</b>			
Overall Achievement	40.0%	76.7%	55.2%
Awaiting Result	0	0	1
Overall To Do	0	0	8
Timely Achievement	25.0%	63.6%	41.9%
Timely To Do	0	0	7

### 3.0 Adult Provision:

#### 3.1 Gender

Row Labels	17/18	18/19	19/20
<b>Female</b>			
Leavers	1097	1224	1787
Actual Ach %	88.1%	89.1%	66.5%
Actual Ret %	99.2%	98.5%	96.9%
Actual Pass %	88.9%	90.5%	68.9%
<b>Male</b>			
Leavers	5390	4227	3718
Actual Ach %	92.3%	90.4%	91.2%
Actual Ret %	99.6%	98.9%	98.5%
Actual Pass %	92.7%	91.4%	92.6%

#### 4.0 Disciplinary Data by Ethnicity

Ethnicity	Disciplinary Hearings	Exclusions
English/Scottish/Welsh/Northern Irish	72%	55%
Any other ethnic group	7%	11%
Any other mixed/multiple ethnic background	3%	0%
Caribbean /African	6%	22%
White and black Caribbean	3%	0%
Any other white background	3%	0%
Not provided	3%	11%

#### Raising Awareness - Community and Outreach

Protected Characteristic	Event/Activity	Team	Student Engagement	Impact
Gender	Go on Girl Campaign	STAC	25	25%> female recruitment to engineering programmes
Sexuality and disability – mental health	'Disruption' project. Review of artists who explore these themes	Visual arts		Not measured at present
Community awareness	Charity fund raising		All students involved	£1,712.00 raised for
Mental health and cyber bullying	Digital performance to assist tutorial awareness	Performing arts	All students involved	Not measured at present

Useful web-links

<https://www.stanstedairportcollege.ac.uk/study-with-us/go-on-girl>

[www.harlow-college.ac.uk](http://www.harlow-college.ac.uk) (go to About Us/Equality and Diversity)

[www.equalities.gov.uk](http://www.equalities.gov.uk)

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)