



## Statistics and Information on Protected Characteristics: 2012

In terms of gender as a protected characteristic:

### Staff:

| <b>% of support staff by gender employed at the college for the last four years</b>  |             |             |             |             |
|--|-------------|-------------|-------------|-------------|
|  | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> |
| Support staff female   | 64.4%       | 66.7%       | 69.4%       | 66.1%       |
| Support staff male   | 35.6%       | 33.3%       | 30.6%       | 33.9%       |
| <b>% of teaching staff by gender employed at the college for the last four years</b> |             |             |             |             |
|  | <b>2009</b> | <b>2010</b> | <b>2011</b> | <b>2012</b> |
| Teaching staff female  | 69.9%       | 66.7%       | 68.3%       | 68.8%       |
| Teaching staff male  | 30.1%       | 33.3%       | 31.7%       | 31.2%       |

Over the last four years, percentages of staff in relation to gender have remained fairly static. We do have almost twice as many female staff as male.

The % ratio of male to female staff is virtually identical with regard to Adult Education Tutors, being 63.9% females and 36.1% male for the academic year 2010-2011.

### Applications and appointments

| <b>Applications for Teaching posts<br/>2010-2011</b> |     | <b>Appointments to Teaching staff<br/>2010-2011</b> |    |
|--|-----|---|----|
| Number of posts advertised                           | 10  | Number of posts advertised                          | 10 |
| Total applications received                          | 143 | Number of appointments made                         | 5  |
| Number of male applicants                            | 74  | Number of male appointments                         | 5  |
| Number of female applicants                          | 69  | Number of female appointments                       | 0  |

Last year, in terms of recruitment, the number of applications was virtually the same for males and females so our advertising does not seem to be attracting one group over another. The appointment of 5 males to the teaching staff was a chance outcome, and the percentage of female teaching staff is still a great deal higher (see above). However, this will continue to be monitored.

| <b>Applications for Support Staff posts 2010-2011</b> |    |
|---|----|
| Number of posts advertised                            | 5  |
| Total applications received                           | 98 |
| Number of male applicants                             | 50 |
| Number of female applicants                           | 48 |

| <b>Appointments to Support Staff 2010-2011</b> |   |
|--|---|
| Number of posts advertised                     | 5 |
| Number of appointments made                    | 4 |
| Number of male appointments                    | 1 |
| Number of female appointments                  | 3 |

### **Gender and status/promotion**

We have also looked at status and promotions in relation to gender. Females have more head of department responsibilities than males currently. This is approximately in proportion to the gender make-up of the college staff as a whole. The proportion of Senior Managers is balanced with regard to gender.

| <b>Gender of Heads of Department (Teaching)</b> |    |
|---|----|
| Male  | 6  |
| Female  | 12 |

| <b>Gender of Heads of Department (Support)</b> |   |
|--|---|
| Male   | 0 |
| Female   | 7 |

| <b>Gender of Senior Management (Directors and above)</b> |   |
|--|---|
| Male   | 4 |
| Female   | 5 |

### **Students:**

The percentage of female to male students is 55%/45%. The College is not able to discover why there is this disparity in applications (Esher College is open access). It may simply be that boys do not on average achieve so highly at GCSE and therefore do not qualify. With regard to student achievement there is more detailed information in the Equality and Diversity SAR on the website. One interesting area of investigation with regard to gender is destination data. The % of male and female students going to Higher Education is balanced: in 2011, 81.7% of females and 78.4% of males went on to HE.

## In terms of the protected characteristic of pregnancy and maternity:

### Staff:

What is pleasing here for us as an institution is that all our female employees returned to work after maternity leave. Some returned on full time contracts and many on fractions (suggesting that the college is as flexible as it can be around enabling mothers to adjust their contracts and return to work, whilst still spending time at home with their children if they wish to).

#### Maternity Leave for last 3 academic years

| <b>Maternity Leave 2008-2009</b>  |   |
|---|---|
| Number of staff on maternity leave  | 3 |
| No of staff returning on full time fraction   | 2 |
| No of staff returning on same part time fraction  | 1 |
| No of staff returning on reduced fraction   | 0 |
| No of staff not returning after maternity leave   | 0 |
| <i>NB 1 member of staff returned on a full time fraction and left 3 months later, at the end of the academic year</i> |   |

| <b>Maternity Leave 2009-2010</b>   |   |
|--|---|
| Number of staff on maternity leave   | 4 |
| Number of staff returning on full time fraction  | 0 |
| Number of staff returning on same part time fraction   | 1 |
| Number of staff returning on reduced fraction  | 3 |
| Number of staff not returning after maternity leave  | 0 |
| <i>NB 1 member of staff returned on a full time fraction for 2 months until the end of the academic year, then reduced to a part-time fraction and left 4 months later</i> |   |

| <b>Maternity Leave 2010-2011</b>                     |   |
|--|---|
| Number of staff on maternity leave                   | 3 |
| Number of staff returning on full time fraction      | 2 |
| Number of staff returning on same part time fraction | 1 |
| Number of staff returning on reduced fraction        | 0 |
| Number of staff not returning after maternity leave  | 0 |

## In terms of the protected characteristic of ethnicity:

### Staff and Ethnicity:

In the academic year 2010-2011 we had 16% BME staff, which was exactly the same as the % no of BME students. From 2012 this has grown to 17% which is pleasing and fits with our goals of widening participation and broadening the diversity of our college community. There is a broader diversity within the teaching staff than the support staff currently but there does not seem to be any obvious reason for this, and it is not statistically significant.

### Applicants v appointments data for ethnicity:

| <b>Applicants data for ethnicity 2010 - 2011</b> |     |
|--|-----|
| Number of advertised posts                       | 15  |
| Number of applicants                             | 241 |
| Asian or Asian British – Bangladeshi             | 2   |
| Asian or Asian British – Indian                  | 8   |
| Asian or Asian British – Pakistani               | 4   |
| Any other Asian background                       | 8   |
| Black or Black British – African                 | 9   |
| Black or Black British – Caribbean               | 2   |
| Any other Black background                       | 2   |
| Chinese  | 1   |
| Mixed – White and Asian                          | 1   |
| Mixed – White and Black African                  | 1   |
| Mixed – White and Black Caribbean                | 3   |
| Mixed – White and Any other mixed background     | 1   |
| White – British                                  | 136 |
| White – Irish                                    | 3   |
| Any other white background                       | 13  |
| Any other  | 4   |
| Not known/not provided                           | 43  |

| <b>Appointments data for ethnicity 2010 – 2011</b> |    |
|--|----|
| Number of advertised posts                         | 15 |
| Number of appointments made                        | 9  |
| White – British                                    | 7  |
| Black or Black African                             | 2  |

### Promotions and Ethnicity:

| Ethnicity                          | Number of Staff   |               |                   |                      |          |
|------------------------------------|-------------------|---------------|-------------------|----------------------|----------|
|                                    | Senior Management | Head of Dept. | Tutor Team Leader | Extra Responsibility | Support  |
| Asian or Asian British - Indian    |                   | 1             |                   |                      |          |
| Asian or Asian British - Pakistani |                   | 1             |                   | 1                    |          |
| Any Other Asian Background         |                   | 1             |                   |                      |          |
| Black or Black British - African   |                   |               |                   |                      |          |
| Chinese                            |                   | 1             | 1                 |                      |          |
| White - British                    | 9                 | 23            | 5                 | 34                   | 8        |
| White - Irish                      |                   |               |                   |                      |          |
| Any Other White Background         |                   | 1             | 1                 |                      |          |
| Not Know/Not Provided              |                   |               |                   |                      |          |
| <b>TOTAL</b>                       | <b>9</b>          | <b>28</b>     | <b>7</b>          | <b>35</b>            | <b>8</b> |

We have a diverse range of staff in positions of responsibility, with regard to ethnicity, particularly in Head of Department roles. The grid above outlines the current responsibilities as of January 2012.

### **Students:**

We have increased the number of students that we have on roll from different ethnic groups this year i.e. we have more students in the 6.1 year from a broader range of categories and this is pleasing for the diversity of the college.

As part of our widening participation strategy in general, we have carefully investigated take-up rates, i.e. the number of BME students who actually enrol after applying, to check that there is nothing discriminatory in our college policies, practices and procedures (see analysis on website for further information).

Statistics show that we have a greater % take up rate in the academic year 2011-2012 than in the previous two years in many of the categories and in 8 of the categories it is above the average take up rate for White British students. We have also contacted BME students who applied to us but did not enrol to see whether there was anything discouraging them from applying to Esher. In the data from 2010-11 academic year reasons included: not meeting the 5 GCSE grade C or above entry requirements; going to a college nearer home or staying on at school in the main.

With regard to destination data, in 2011, 79 % of White British students went on to higher education and in all other categories the % number of students going on to HE was higher than 79%. The only exception was in two categories where the number of individuals was so small the data is of no significance as it only involved two students. This suggests that in terms of a college there are no issues with certain students being more able to access HE than others under this protected characteristic.

## In terms of the protected characteristic of age:

In terms of age, there is a balance of teaching staff across the college:

| Age range | % no of staff total |
|-----------|---------------------|
| Under 30  | 5.8%                |
| 30 -39    | 19.3%               |
| 40 -49    | 18.1%               |
| 50 -59    | 16.4%               |
| Over 60   | 4.7%                |

As might be expected, there are fewer staff at either end of the age spectrum but this shows the college to be diverse, providing a range of role models for students. With support staff, we have 5.3% of staff over 60 and the majority over 30. This is in part due to staff staying at the college for many years, suggesting that it is a desirable place to work.

## In terms of promotion:

| Age range | Teaching HODs |
|-----------|---------------|
|           |               |
| Under 30  | 0             |
| 30 -      | 2             |
| 40 -      | 7             |
| 50 -      | 8             |
| Over 60   | 1             |

| Age range | Support Staff Managers |
|-----------|------------------------|
|           |                        |
| Under 30  | 1                      |
| 30 -      | 0                      |
| 40 -      | 2                      |
| 50 -      | 2                      |
| Over 60   | 3                      |

| Age range | Senior Management (Directors and above) |
|-----------|---|
|           |   |
| Under 30  | -                                       |
| 30 -      | 2                                       |
| 40 -      | 3                                       |
| 50 -      | 4                                       |
| Over 60   | -                                       |

## **In terms of disability as a protected characteristic:**

### **Staff with declared disabilities:**

We have not broken this down into learning difficulties, physical disabilities etc. on our website due to the small % of staff that this involves and privacy issues (people may be identifiable), however we do have the data available in our own records.

We currently have 10.5% staff with declared disabilities, very similar to the 10.4% last calendar year and 11% the year before. NB: the SAR amalgamates the two years to an average of 11% for 2010-2011.

In terms of applicants versus appointments data for disability, the College has recently joined the Two Ticks Scheme and will monitor to what extent this impacts on our applications and appointments. At the moment it is too early to say, but despite there being a greater number of advertised posts during last academic year, we have had more disabled applicants this year. This may be due to the current economic climate or down to Two Ticks, or to other factors. We need to monitor this over a longer period to attain meaningful data.

| <b>Applicants v appointments data for disability 2010 -2011</b> |     |
|---|-----|
| Number of advertised posts                                      | 15  |
| Number of applicants  | 241 |
| Number of applicants with a disability                          | 4   |
| Number of appointments of applicants with a disability          | 0   |

| <b>Applicants v appointments data for disability 2011 -2012 (current figures)</b> |     |
|---|-----|
| Number of advertised posts  | 10  |
| Number of applicants  | 265 |
| Number of applicants with a disability  | 18  |
| Number of appointments of applicants with a disability                            | 0   |

## Students:

We currently have 10% of students with declared physical disabilities and 6.4% with learning difficulties that are declared (this does/does not include those having learning support who have been identified as having a learning difficulty since joining college).

With regard to our students with declared disabilities and learning difficulties, 81% go on to Higher Education (immediately or after a gap year), which is very similar to the percentage of students who are not declared disabled who go on to university (at 79%). This suggests that things are in place to enable those individuals to access HE, but it is an area that we will continue to monitor.

| <b>Destination of students with a declared disability</b> | <b>Students</b> | <b>%</b> |
|---|-----------------|----------|
| Employment  | 15              | 10.6%    |
| Further Education   | 11              | 7.7%     |
| Gap Year  | 23              | 16.2%    |
| Higher Education  | 93              | 65.5%    |
| <b>Grand Total</b>  | <b>142</b>      |          |

In terms of levels of participation in trips, visits etc. we have had students with quite serious physical disabilities going on residential trips abroad. We have actively sought ways to improve accessibility in this area, utilising additional staff support on trips and purchasing a lightweight, foldable wheelchair as part of this process. As the numbers this involves are small, again we shall not publish details for reasons of privacy but there is departmental and study support information available about this in our records.

## In terms of Religion and Belief as protected characteristic:

| <b>Religion/Belief of current staff from LSIS returns data</b> |    |
|--|----|
| Anglican   | 2  |
| Atheist  | 28 |
| Baptist  | 1  |
| Buddhist   | 3  |
| Church of England  | 40 |
| Church of Wales  | 1  |
| Hindu  | 2  |
| Jewish   | 1  |
| Methodist  | 2  |
| Muslim   | 3  |
| Non-Conformist   | 1  |
| Other Christian Religions                                      | 1  |
| Protestant   | 2  |
| Roman Catholic   | 14 |
| Unknown  | 67 |

We do not currently have formal data on religion and belief % in relation to students, but this is a key goal for the year 2011/12: we have a questionnaire prepared for our student body.

What is clear from the data above is that we have a diverse staff body in terms of religion and belief and we need to continue to work towards ensuring that the college environment and college practices fully support these individuals in their beliefs.

### **In terms of sexuality as a protected characteristic:**

We do not currently have **staff** statistics in relation to sexuality as no data has been collected on this protected characteristic as of January 2012.

With regard to **students**, we have a Gay Straight Alliance and questionnaires from that group have given us some sense of LGBT students within college. On the last audit in January 2012, 19 students completed questionnaires within the GSA. This is not indicative of the full number of LGBT students within college. There are some weeks where up to 30 students attend. However, the group currently comprises mostly females. The LGBT group is working on strategies work to ensure GBT males feel similarly supported within college.

**For further information on Equality and Diversity issues:** Please find the 2010-2011 data analysis for student achievement, attendance, success etc. in the SAR commentary.