Annual Equality, Diversity & Inclusion Report

2021-22

Unlocking potential, fostering success

Ambitious | Resilient | Collaborative | Inclusive | Respectful

THE TRAFFORD COLLEGE GROUP

"Diversity is the one true thing we all have in common. Celebrate it every day. "

Author Unknown

Diversity

CONTENTS

INTRODUCTION

Welcome to the Annual Equality, Diversity and Inclusion Report 2021-22 for the Trafford College Group

Under the Equality Act 2010 (Appendix 1), the Trafford College Group (the Group) has a Public Duty to publish specific information on an annual basis regarding the progress, which has been made on equality, diversity with regard to:

- **Eliminating discrimination, harassment and victimisation.**
- **Advancing equality of opportunity for those who share a protected characteristic.**
- **Fostering good relations between people who share a protected characteristic and those who do not.**

This report provides an analysis of the diversity profile of the Group's workforce and the student population, followed by some key examples of how the Group continues to effectively integrate and embed equality, diversity and inclusion into the student experience. The report is also an opportunity to step back and celebrate the work we have done as an organisation to create an environment where people are encouraged to be themselves and to speak up about issues that matter to them. Through this work, we want to send a clear message to colleagues and potential colleagues about the type of organisation we are. This is necessary, not only because it is the right thing to do but because every individual at the Group contributes to creating an organisation, where the principles of equality, fairness and inclusivity are woven into everything we do – whether that is how we recruit, how we communicate or anything else. We refreshed our values during 2021-22 and added 'Inclusive' as one of our core values to ensure that we made it clear that we are an inclusive place to work, learn and partner with and that this underpins all our activity.

The report captures only a small proportion of the endeavours and experiences that take place across the Group, but we hope that the information provided demonstrates the Group's performance and commitment to promoting equality, diversity and inclusion that not only successfully fulfils our Public Duty but continually improves students' lives. On a final note, we are delighted to be able to report that this year saw the creation and launch of our first ever Equality, Diversity and Inclusion Strategy, which has been developed through extensive collaboration with colleagues, students and stakeholders.

Naomi Harrop, Director of HR and Performance.

ABOUT THE TRAFFORD COLLEGE GROUP

The Group as it stands today has been over fifteen years in the making. In 2007, North Trafford and South Trafford Colleges merged into one college for the borough, Trafford College. In 2018, Stockport College merged with Trafford College to form the Trafford College Group, and more recently in 2021 Trafford College Group merged with Cheadle and Marple 6th Form Colleges, serving the educational needs of young people, adults and businesses extensively across the boroughs of Stockport and Trafford.

The Group provides a broad curriculum offer, meeting the needs of many student groups across the local area and wider sub-region. This offer includes academic, adult education, apprenticeships, commercial programmes, higher education, and vocational / technical courses.

Our aim is to develop a diverse workforce and to ensure that our workforce can work with dignity and respect, protected from any type of prejudice or discrimination.
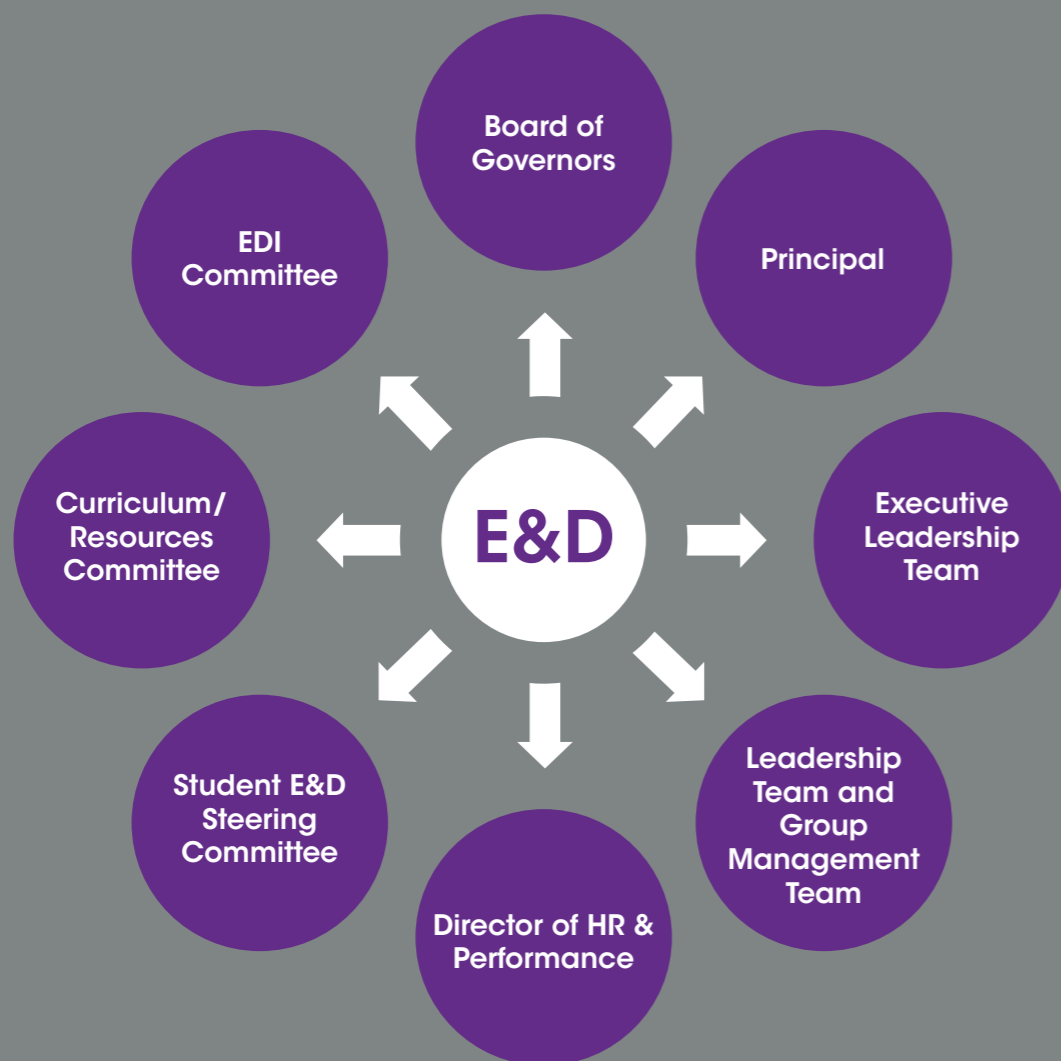
LEADERSHIP, MANAGEMENT AND GOVERNANCE

The Leadership, Management and Governance teams of the Group are committed to driving forward the equality, diversity, and inclusion (EDI) agenda. The Group has created a vital platform to bring the activities of management together with a network of key individuals and groups who collectively work to raise awareness, actively promote, and embed EDI in the culture and operations throughout the Group. The Board of the Corporation (the Board) membership from an ethnic minority background is 35%, this is a 10% increase from the previous year and the gender split has seen a shift from 42% male, 58% female to 30 % males and 70% female.

The Board is strongly committed to ensuring that its membership reflects its local community and stakeholders and is representative across all aspects of equality, diversity, and inclusion. The Board has strong recruitment practices in place to ensure a representative and diverse membership and as can be seen, has in recent years significantly improved its membership from an EDI perspective.

One of our key challenges as a Group is the under-disclosure of staff protected characteristics which is further compounded following the merger of Cheadle and Marple Sixth Form College into the Group as they did not hold any data in this respect. Increasing disclosure rates will be a key focus going forward.

Board of Governors

Principal

EDI Committee

Executive Leadership Team

E&D

Curriculum/ Resources Committee

Leadership Team and Group Management Team

Student E&D Steering Committee

Director of HR & Performance

MONITORING

In line with good practice, The Group continues to monitor the profile of its students and staff. This section looks at each of the protected characteristics for both staff and students (where applicable) and identifies changes or trends in the data. We have researched sources against which to measure our progress in equality, diversity to ensure we benchmark ourselves against diversity trends and developments in the sector and beyond.

DIVERSITY PROFILE – STAFF AND STUDENTS

During the -period 2021-22 the Group employed 1142 staff, with 481 full time, 407 part time and 254 flexi/casual members of staff. At the same time within the Group, app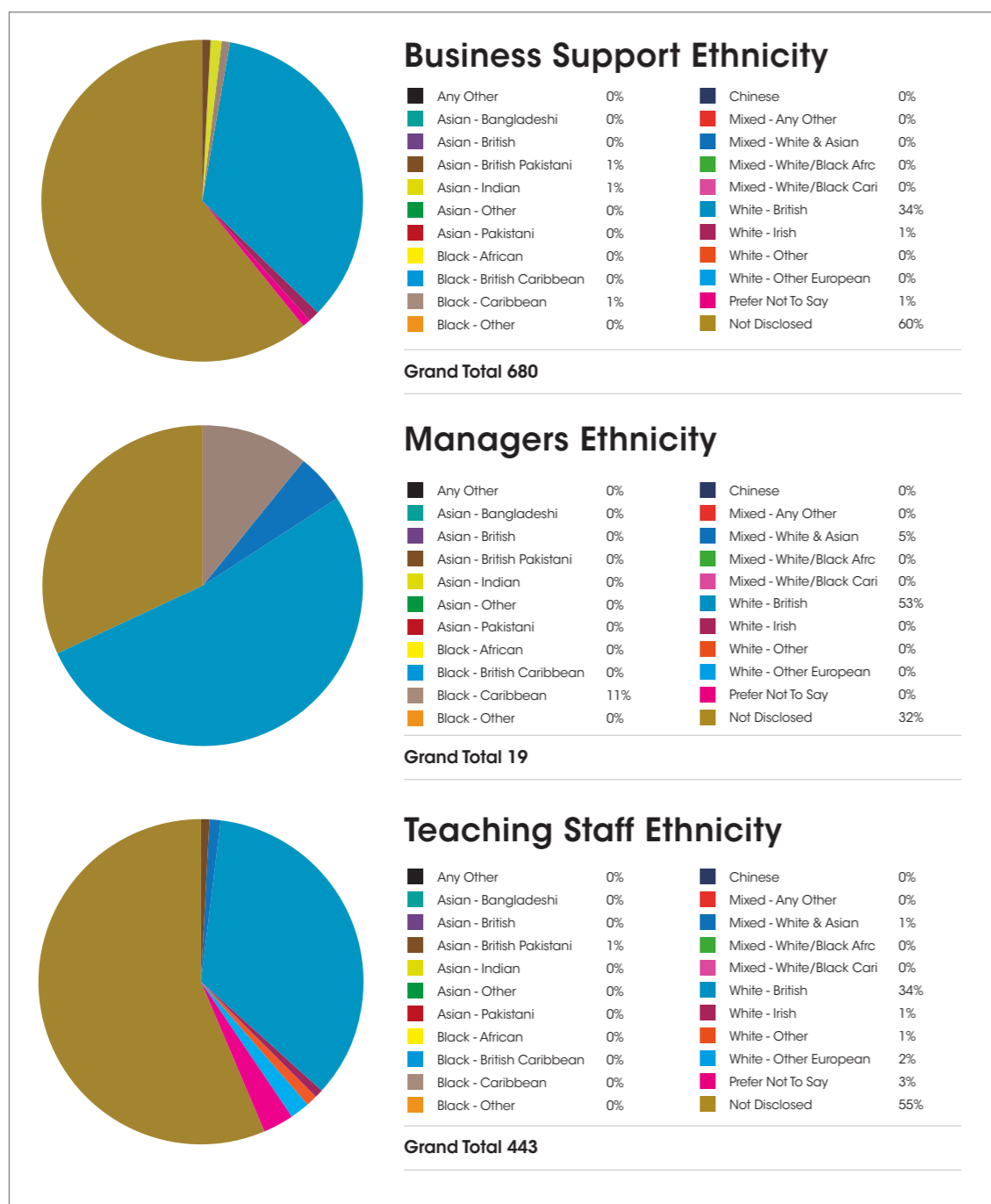roximately 11,368 full time and part time students enrolled on one or more courses. Workforce and student composition is monitored by the Group; this can be viewed in Figures 1 to 4 below.

ETHNICITY

Staff

The proportion of staff declaring they are from an ethnic minority background (Black, Asian, mixed) remains low following the recent merger with declarations at 1% for teaching staff, 3% for business support staff and 11% for management level staff. This compares to those staff declaring they are from a white background (white – British, Irish, other), here

the declarations are 38% for teaching staff, 35% for business support and 53% for management.

NB: As explained disclosure is low following the merger with Cheadle and Marple Sixth Form College during the period as the data was not available. (all pie charts clearly displayed in final report).

Business Support Ethnicity

Any Other	0%	Chinese	0%
Asian - Bangladeshi	0%	Mixed - Any Other	0%
Asian - British	0%	Mixed - White & Asian	0%
Asian - British Pakistani	1%	Mixed - White/Black Afrc	0%
Asian - Indian	1%	Mixed - White/Black Cari	0%
Asian - Other	0%	White - British	34%
Asian - Pakistani	0%	White - Irish	1%
Black - African	0%	White - Other	0%
Black - British Caribbean	0%	White - Other European	0%
Black - Caribbean	1%	Prefer Not To Say	1%
Black - Other	0%	Not Disclosed	60%

Grand Total 680

Managers Ethnicity

Any Other	0%	Chinese	0%
Asian - Bangladeshi	0%	Mixed - Any Other	0%
Asian - British	0%	Mixed - White & Asian	5%
Asian - British Pakistani	0%	Mixed - White/Black Afrc	0%
Asian - Indian	0%	Mixed - White/Black Cari	0%
Asian - Other	0%	White - British	53%
Asian - Pakistani	0%	White - Irish	0%
Black - African	0%	White - Other	0%
Black - British Caribbean	0%	White - Other European	0%
Black - Caribbean	11%	Prefer Not To Say	0%
Black - Other	0%	Not Disclosed	32%

Grand Total 19

Teaching Staff Ethnicity

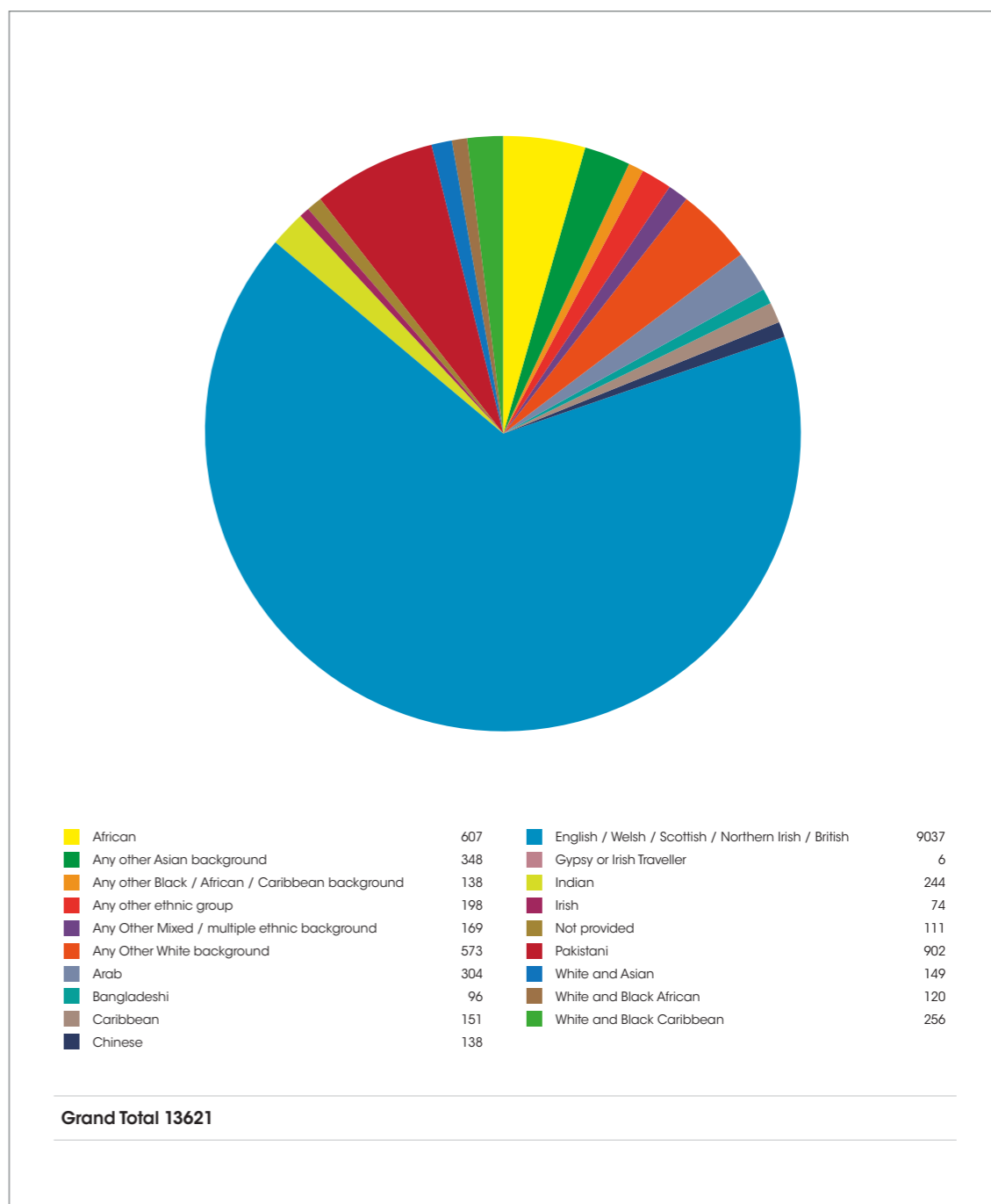|				
Any Other	0%	Chinese	0%
Asian - Bangladeshi	0%	Mixed - Any Other	0%
Asian - British	0%	Mixed - White & Asian	1%
Asian - British Pakistani	1%	Mixed - White/Black Afrc	0%
Asian - Indian	0%	Mixed - White/Black Cari	0%
Asian - Other	0%	White - British	34%
Asian - Pakistani	0%	White - Irish	1%
Black - African	0%	White - Other	1%
Black - British Caribbean	0%	White - Other European	2%
Black - Caribbean	0%	Prefer Not To Say	3%
Black - Other	0%	Not Disclosed	55%

Grand Total 443

ETHNICITY

Students

The proportion of students that come from an ethnic minority background has increased across the group by 1.33% (37.86%) since the previous academic year. In total 36.64% (+3.81%) of our students identified

being within an ethnic minority across 16-18 students, 39.54% (-2.04%) adults and 10.31% (-2.23%) across apprentices. Disclosure was high amongst students with only 0.59% preferring not to disclose their ethnicity.


African	607	English / Welsh / Scottish / Northern Irish / British	9037
Any other Asian background	348	Gypsy or Irish Traveller	6
Any other Black / African / Caribbean background	138	Indian	244
Any other ethnic group	198	Irish	74
Any Other Mixed / multiple ethnic background	169	Not provided	111
Any Other White background	573	Pakistani	902
Arab	304	White and Asian	149
Bangladeshi	96	White and Black African	120
Caribbean	151	White and Black Caribbean	256
Chinese	138		

Grand Total 13621

GENDER

Staff

Following the merger with Cheadle and Marple Sixth Form College, the gender ratio is 53% female: 47% male (teaching staff), 64% female: 36% male (business support) and 47% female 53% male (management). This figure continues to reflect the general trend over the last three years. In comparison, it reveals that the Group has a more balanced workforce than the FE sector-wide figure of 62% female: 38% male.

*FE workforce data for England – SIR records 2018-19

Gender Business Support

Male:	36%
Female:	64%

Gender Managers

Male:	53%
Female:	47%

Gender Teaching Staff
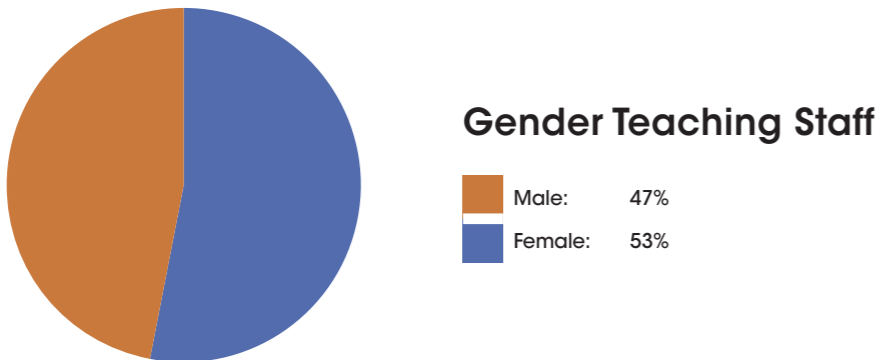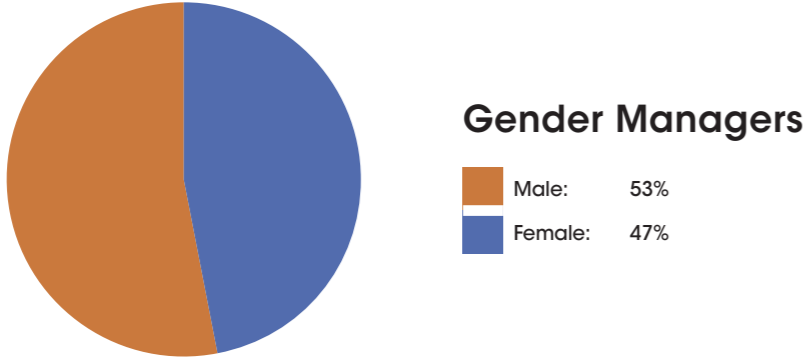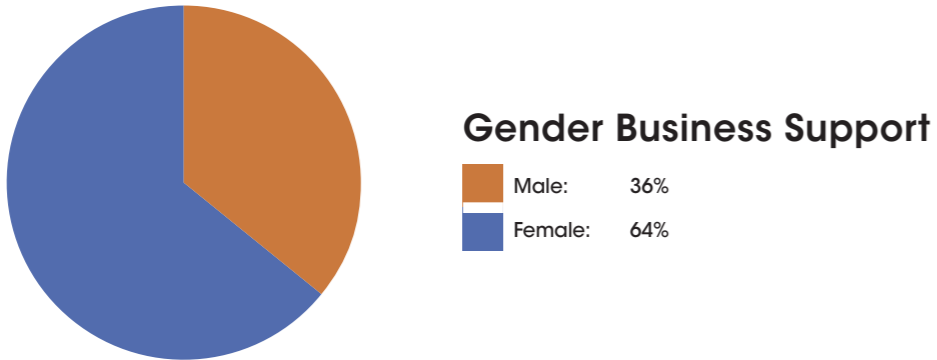
Male:	47%
Female:	53%

GENDER

Student

The overall student gender ratio across the group is as follows male 51.3% and female 48.7%. 16-18's Male 53.94% (-0.91%) Female 46.06% (+0.61%), Apprentices Male 53.51% (+4.21%) and Female 46.49% (-4.21), Adults Male 47.68% (+12.87%) Female 52.32% (12.87%). With an equal balance of student numbers, male (83.1%) and females (83.3%) performed at similar levels.

Age had an impact on achievement with females aged 16-18 more likely to achieve than their male counterparts with 81.1% achieving compared to 77.6% of males. This was reversed when looking at learners aged 19+ with males outperforming females. 91.6% of males achieved their qualification compared to 86% of females.
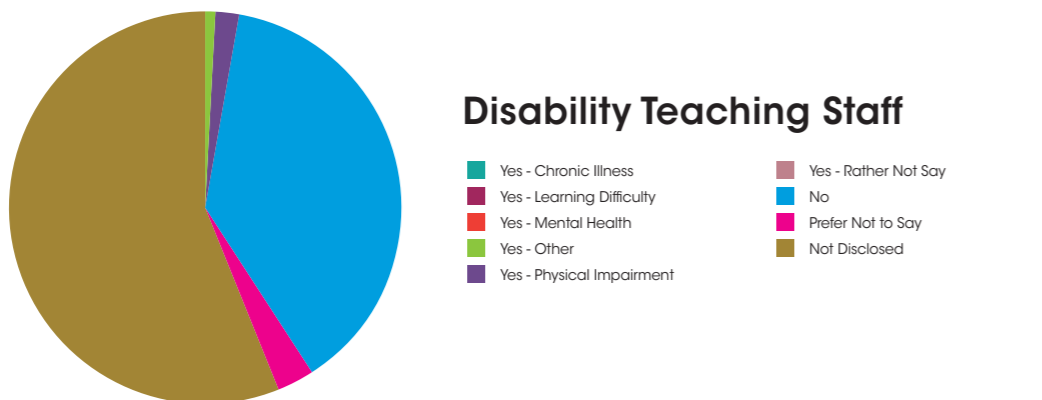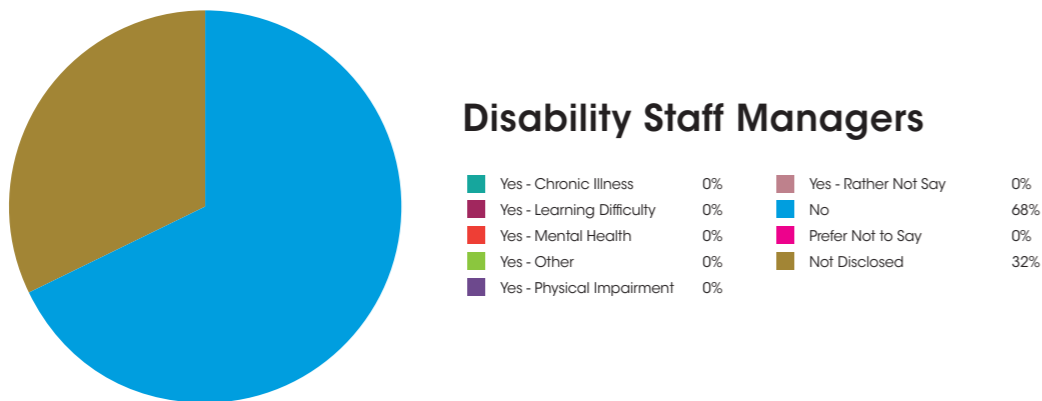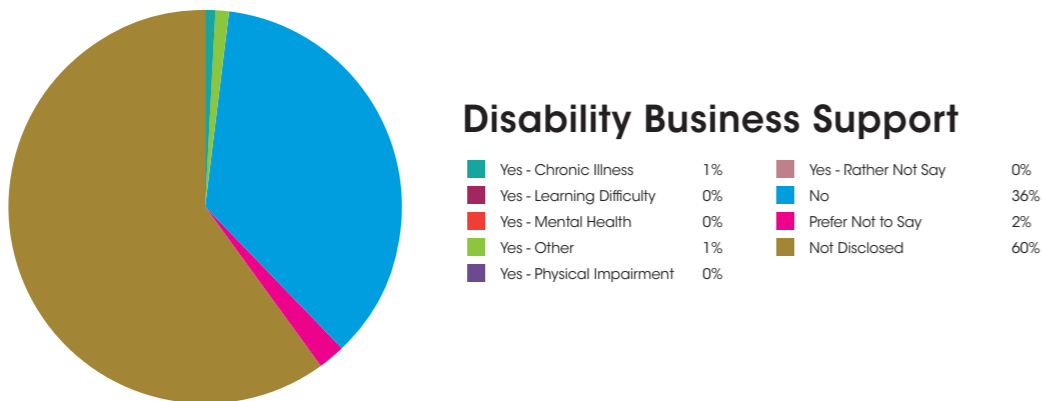
Gender 16-19

Male:	52%
Female:	48%

Gender Apprentices

Male:	52%
Female:	48%

Gender Adults

Male:	52%
Female:	48%
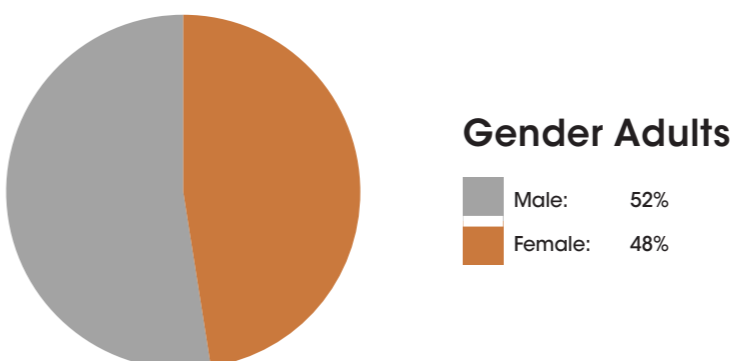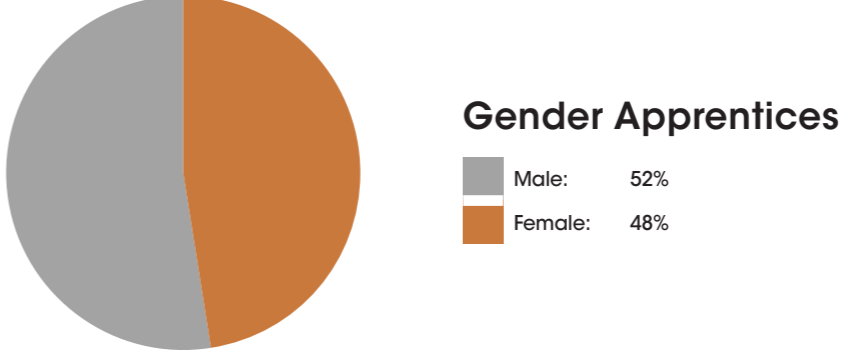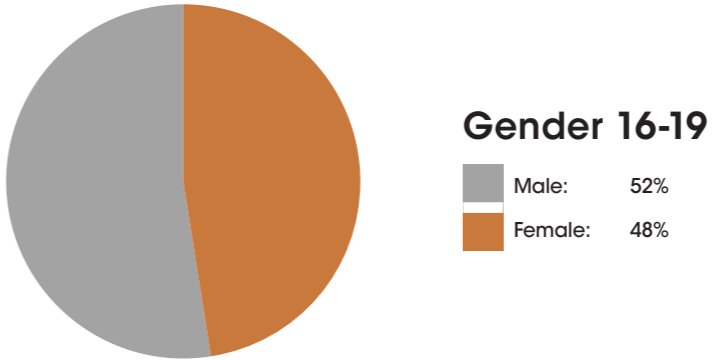
DISABILITY

Staff

The current overall proportion of staff declaring a disability is: 3% - teaching staff, 2% - business support staff, 0% - management level and above staff.

The decrease in staff disclosing as disabled may be attributed to lack of available data from Cheadle and Marple Sixth Form College affecting the overall results. A priority objective during 2022/23 will be to undertake activities across the Group to encourage disclosure.
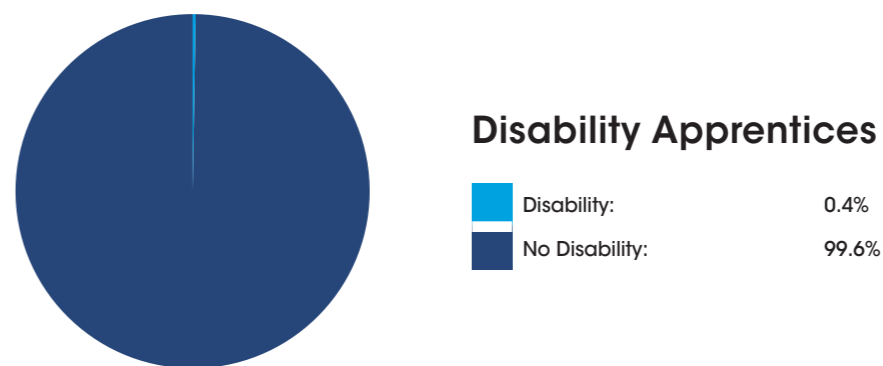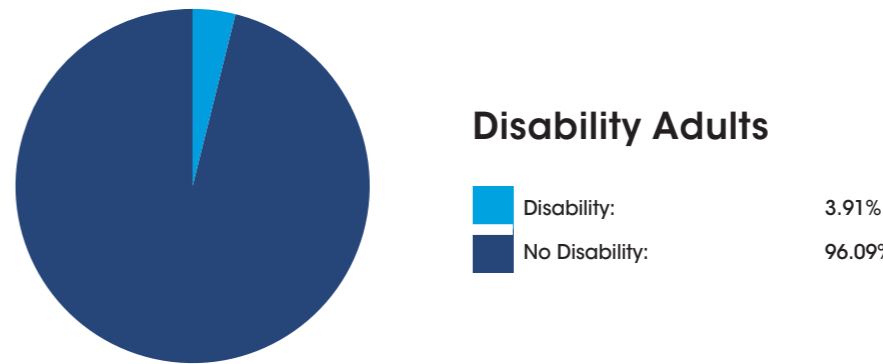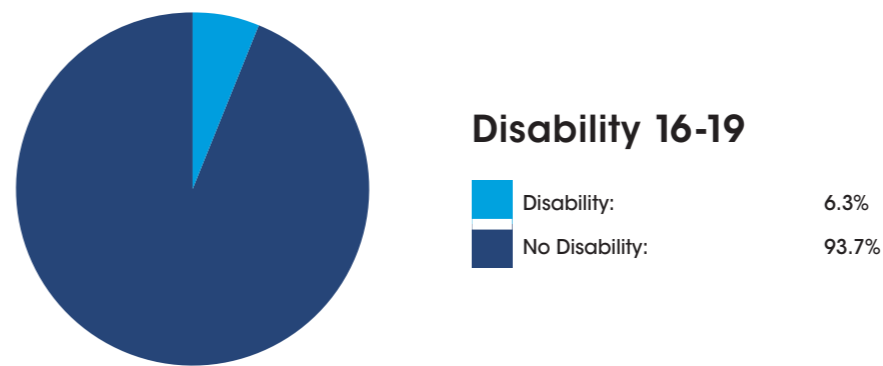

Disability Business Support

Yes - Chronic Illness	1%	Yes - Rather Not Say	0%
Yes - Learning Difficulty	0%	No	36%
Yes - Mental Health	0%	Prefer Not to Say	2%
Yes - Other	1%	Not Disclosed	60%
Yes - Physical Impairment	0%		

Disability Staff Managers

Yes - Chronic Illness	0%	Yes - Rather Not Say	0%
Yes - Learning Difficulty	0%	No	68%
Yes - Mental Health	0%	Prefer Not to Say	0%
Yes - Other	0%	Not Disclosed	32%
Yes - Physical Impairment	0%		

Disability Teaching Staff

Yes - Chronic Illness	Yes - Rather Not Say
Yes - Learning Difficulty	No
Yes - Mental Health	Prefer Not to Say
Yes - Other	Not Disclosed
Yes - Physical Impairment	

DISABILITY

Students

Provision for students with special educational needs and/or disabilities (SEND), including those with High Needs, is well planned and articulated through the Group's "Local Offer". Personalised support is effectively planned with students, parents/carers and the Local Authority through the Transition Coordinators and wider Inclusion Team. There are no achievement gaps for young people 16-18yrs between students with High Needs, identified SEND or students who require learning support.

Across the group 5.93% of learners identified as having a special educational need/ and or disabilities (SEND) including those with high needs. 8.32% of the total number of 16-18 students, 2.36% of adults and 4.66% of apprentices had a learning difficulty and/or disability.

Disability 16-19

Disability:	6.3%
No Disability:	93.7%

Disability Adults

Disability:	3.91%
No Disability:	96.09%

Disability Apprentices

|	
Disability:	0.4%
No Disability:	99.6%

AGE

Staff

At 31%, the 45-54 age group represents the highest proportion of teaching staff and 32% of management. Business support saw the highest proportion of staff in the 55-64 bracket at 24%, a decrease from 2020-21. The Group maintains a good balance between experienced staff and new staff; however, it recognises the proportion of staff aged 55 and over, and will look at succession planning for key posts to anticipate the implications of this profile and to protect the Group in terms of talent, experience and knowledge drain.
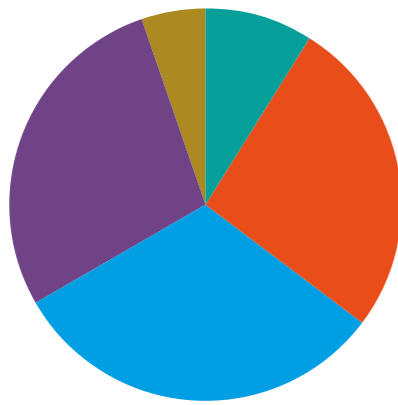

Age Business Support

Under 25	15%
25-34	13%
35-45	17%
45-54	21%
55-64	24%
Over 65	10%
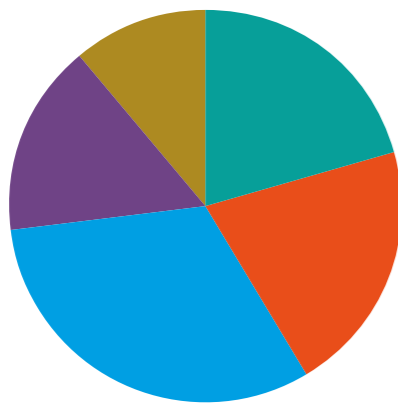
Age Managers

Under 25	0%
25-34	21%
35-45	21%
45-54	32%
55-64	16%
Over 65	11%

Age Teaching Staff

Under 25	0%
25-34	9%
35-45	26%
45-54	31%
55-64	28%
Over 65	5%

STUDENT SEXUAL ORIENTATION

Data for sexual orientation across the group is limited with a combined total of 37% of learners preferring not to say or providing no information. A total of 57% of learners identify as heterosexual. 6% of learners identify as being Gay/Lesbian/Bisexual/other.
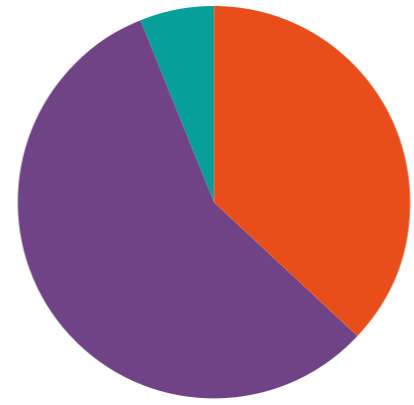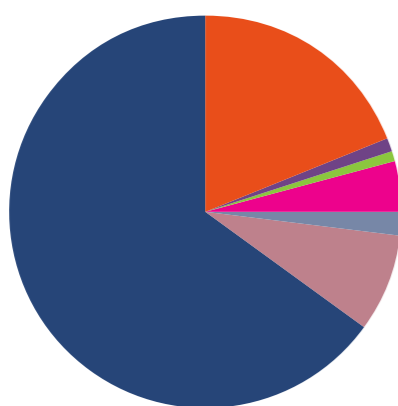

Student Sexual Orientation

Heterosexual	57%
Gay/Lesbian/Bisexual/Other	6%
Prefer not to say	37%

RELIGIOUS BELIEF

Staff

Religious Belief Business Support

■	Agnostic	0%	■ Roman Catholic	1%
■	Buddhism	0%	■ Other	4%
■	Christianity	19%	■ No Religion	2%
■	Hinduism	0%	■ Prefer Not To Say	8%
■	Islam	1%	■ Not Disclosed	65%
■	Protestant	0%		
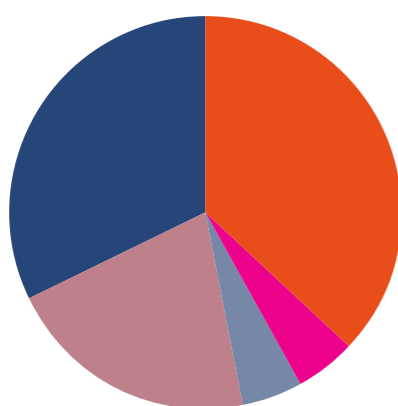
Religious Belief Managers

■	Agnostic	0%	■ Roman Catholic	0%
■	Buddhism	0%	■ Other	5%
■	Christianity	37%	■ No Religion	5%
■	Hinduism	0%	■ Prefer Not To Say	21%
■	Islam	0%	■ Not Disclosed	32%
■	Protestant	0%		
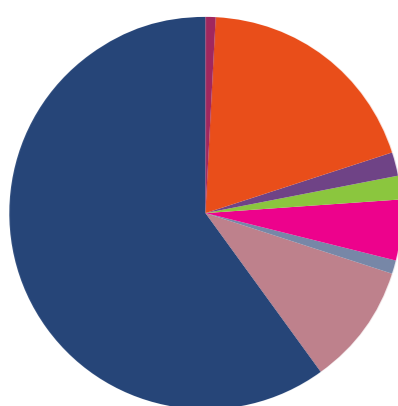
Religious Belief Teaching Staff

■	Agnostic	1%	■ Roman Catholic	2%
■	Buddhism	0%	■ Other	5%
■	Christianity	19%	■ No Religion	1%
■	Hinduism	0%	■ Prefer Not To Say	10%
■	Islam	2%	■ Not Disclosed	60%
■	Protestant	0%		

RELIGIOUS BELIEF

Students

30% of the student population did not disclose/ prefer not to say their religious belief. 29% of learners identify has having no faith or religion. Christianity is the largest faith amongst learners who disclosed as having a faith at 21%.

DISCIPLINE AND GRIEVANCE MONITORING

The Group monitors employees who are involved in disciplinary action, grievances, warnings related to capability and warnings related to absence. However, the full details of the profile are not reported in public due to the low numbers and the need to preserve employee confidentiality.

RECRUITMENT AND SELECTION MONITORING

The Group continues to monitor and take specific action to ensure that there is no complacency in recruitment and selection process.

EQUALITY IMPACT ANALYSIS

Through our commitment to Equality, Diversity and Inclusion, where we believe that any policy or decision that could have a negative consequence upon a protected group, we review it and appropriate action taken. For example,

- Changes to the curriculum offer
- Technological change that could have a significant impact on staff or students
- Major restructuring

Where any negative consequences are identified, possible action to minimise any adverse impact could include provision of addition support for staff with disabilities.

IMPROVE EQUALITY OF OPPORTUNITY

Key actions to improve equality of opportunity at the Group are detailed below.

Governance

The Board runs a Governor Ready Programme, which enables candidates, who have applied for Board membership to be ready to take up a governor appointment through the undertaking of a series of governance related activities. This programme has enabled two members from ethnic heritage backgrounds to complete the programme and be appointed as Board members. The Board also operates a Governor Link Programme and appoints an independent member of the Board as its Equality, Diversity, and Inclusion Link Governor. The member attends all Equality, Diversity and Inclusion

Committee meetings and reports on its activities directly to the Board on a termly basis.

The EDI link governor regularly meets with members of the leadership team with key EDI responsibilities as well as colleagues and students who are members of the EDI focus group and reports on outcomes to the Board on a termly basis. These activities as well as the Board's other monitoring arrangements relating to EDI ensure that the Board retains a strategic focus and oversight of all aspects of EDI at the Group.

ENSURE TRAFFORD COLLEGE GROUP MEETS ITS PUBLIC SECTOR EQUALITY DUTY

Ensure the Trafford College Group meets its Public Sector Equality Duty to publish EDI data and objectives in accordance with the Equality Act 2010 and pro-actively fosters good relations between employees, students and with our local communities. During the last year, the Group continued to support a wide portfolio of events to engage with our local communities, promote our services and celebrate diversity. During 2021/2022, engagement activities aimed at further promoting good relations were extended to include more activities for adult and HE students. EDI employee data collection remains

a significant challenge for the Group. Prior to the recent merger it was a challenge and whilst actions to promote disclosure from employees did result in improvements, the data was still not to a level we believed was satisfactory. Unfortunately, EDI data was not available for colleagues who transferred from Cheadle and Marple Sixth Form College resulting in the Group's overall employee EDI data being less robust. This means that it is difficult to report on meaningful trends and outcomes for employees in relation to Progress and Outcomes 2021.
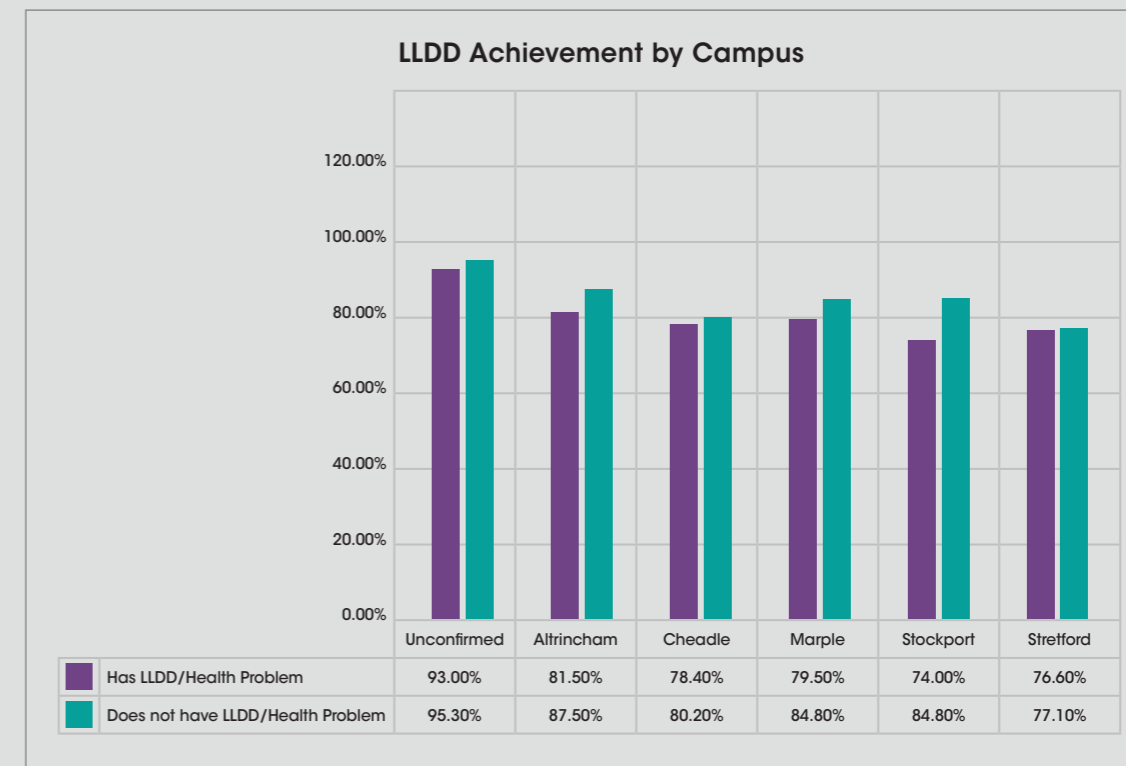
ENSURE TRAFFORD COLLEGE GROUP BUILDS UPON ITS CURRENT EFFECTIVENESS IN ELIMINATING ANY DISCRIMINATION AND HARASSMENT

Ensure the Trafford College Group builds upon its current effectiveness in eliminating any discrimination and harassment. The Group is committed to providing an inclusive and safe environment. To support this, sexual harassment training was developed and during 2021/2022 the delivery of the programme commenced. The programme will continue to be rolled-out during 2022/2023 and the effectiveness of the programme will be reviewed. The Group has an established procedural framework where any complaints of discrimination and/ or harassment can be made and investigated, for example, through

the customer and student complaints procedure, the grievance procedure and the bullying and harassment procedure. The Quality Team reviews customer and student complaints, and the HR team is responsible for monitoring employee complaints. Findings are reported to the EDI Committee. During 2021/2022, the Group continued to review the breakdown of grievance and disciplinary interventions by protected characteristic. Unfortunately, as detailed above, the effectiveness of this process in relation to employees has been compromised due to data gaps

LLDD Achievement by Campus

LLDD Achievement by Campus

	Unconfirmed	Altrincham	Cheadle	Marple	Stockport	Stretford
Has LLDD/Health Problem	93.00%	81.50%	78.40%	79.50%	74.00%	76.60%
Does not have LLDD/Health Problem	95.30%	87.50%	80.20%	84.80%	84.80%	77.10%

> Learners identified as having LLDD/ Health Problem are least likely to achieve at Stockport (74%)
> Altrincham is the best performing site with learners achieving close to the college average for achievement at 83.1% and above the average for learners identified with LLDD/ Health problems (+1%)

TCG ACHIEVEMENT

Group Achievement is 83.1%

TCG Achievement 21/22

Achievement	83.10%
Non Achievement	16.90%

ACHIEVEMENT BY AGE GROUP

> 19+ learners outperform 16–18 learners 9.5%
> 16–18 learners also underperform by -4% when compared to the groups target achievement of 83.1%

Achievement by Age Group

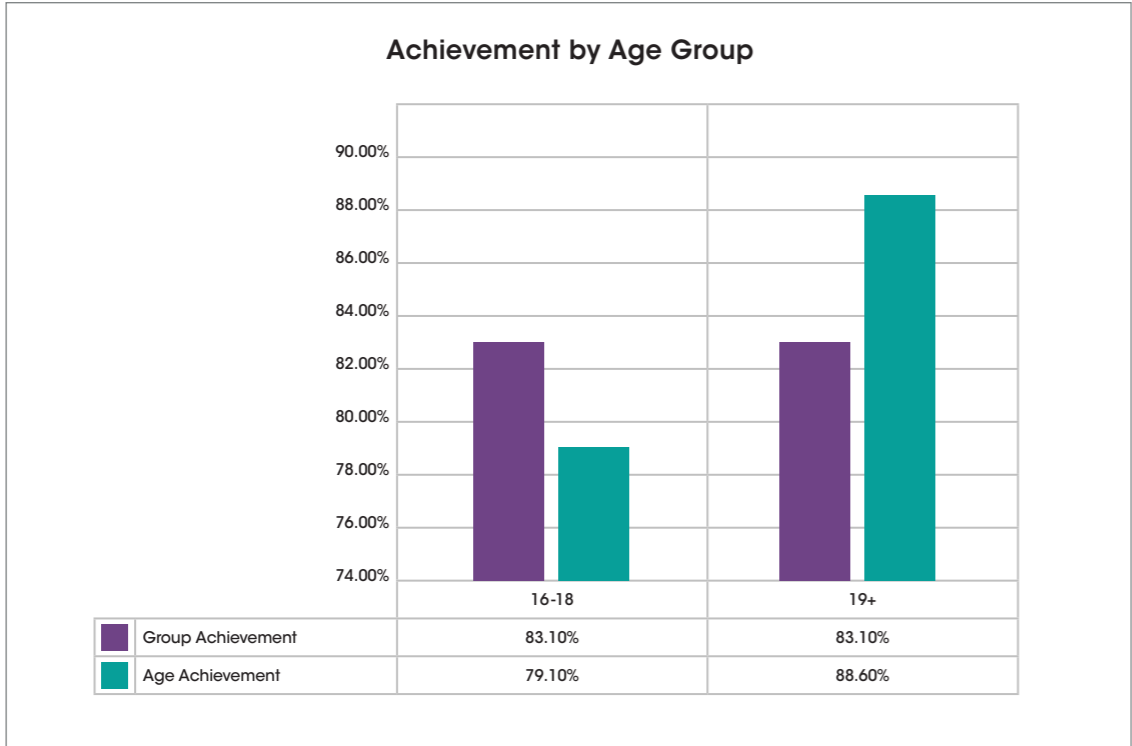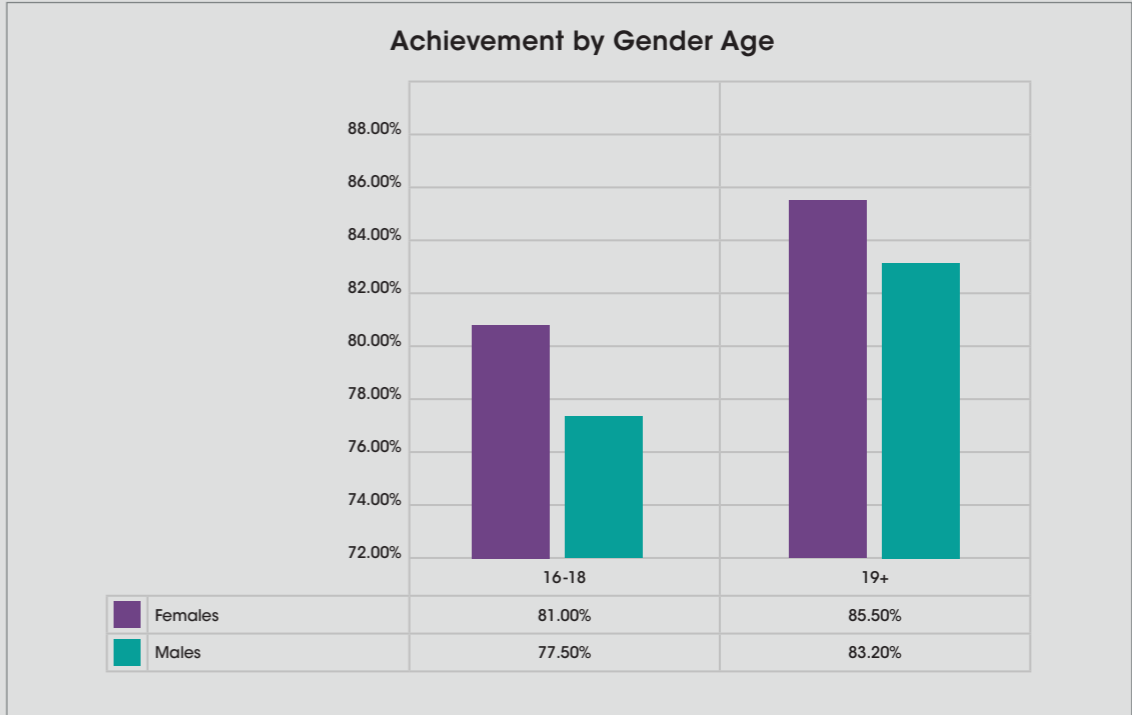|	16-18	19+
Group Achievement	83.10%	83.10%
Age Achievement	79.10%	88.60%

ACHIEVEMENT BY GENDER

> Females outperform males across the group on a whole
> The biggest difference in performance is in the 16–18 category where females outperform ales by 3.5%

Achievement by Gender Age

	16-18	19+
Females	81.00%	85.50%
Males	77.50%	83.20%

> Males outperform females at three of the five campuses
> Altrincham 5.9%
> Cheadle 0.7%

> Marple 5.7%
> The biggest difference in performance between males and females is at Stretford where females out perform males by 12.2%

Achievement by Gender at Campus Level

	Altrincham	Cheadle	Marple	Stockport	Stretford
Females	82.70%	79.60%	80.60%	84.20%	83.90%
Males	88.60%	80.30%	86.30%	79.70%	71.70%

ACHIEVEMENT BY ETHNICITY

Group Performance Minority ethnicity learners (83.93%) perform better than white learners (81.93%)

Group Performance

Minority Ethnicity	83.93%
White	81.93%

> Minority ethnicity learners aged 16–18 are least likely to achieve
> Minority ethnicity learners aged 19+ outperform learners aged 16–18
> White Asian learners perform below the group achievement in both 16–18 and 19+ age categories
> Caribbean learners aged 16–18 are least likely to achieve

Ethnicity

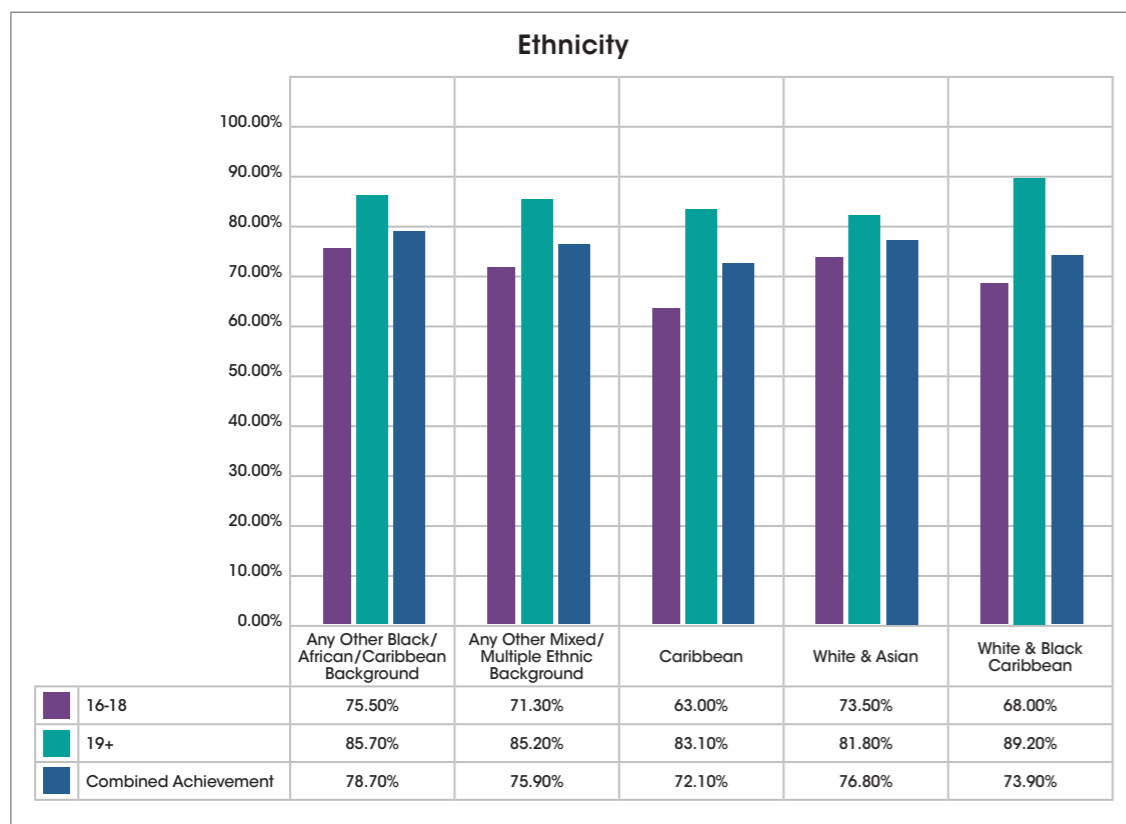|	Any Other Black/ African/Caribbean Background	Any Other Mixed/ Multiple Ethnic Background	Caribbean	White & Asian	White & Black Caribbean
16-18	75.50%	71.30%	63.00%	73.50%	68.00%
19+	85.70%	85.20%	83.10%	81.80%	89.20%
Combined Achievement	78.70%	75.90%	72.10%	76.80%	73.90%

LGBTQ+ SUPPORT AND GUIDANCE

The LGBTQ+ Social Group has been open to for all learners since 2019. By 2021, membership had grown from an initial 13 to 65, with learners meeting weekly to plan events. Social events which members have enjoyed during 2021-22 included trips to The People's History Museum, Manchester Ice Rink and St James and Emmanuel Church. Members also celebrated Trafford Pride with stalls and events at our Altrincham campus and walked in Manchester Pride for the second time.

It's a super and warm space which provides students with a place they can come and speak about anything. This provides me with a group where I can interact with others that are similar. Staff that work in the room are positive, helpful and welcoming. Trafford College gives me the support I need to get through the day.

GCSE STUDENT

The LGBTQ+ group helps to promote a safe space for people; however, they choose to publicly identify. Visibility and exposure promote growth, not only for people inside the group, but also those outside the group, and the college. It encourages people to ask questions, widening perspectives, educating those less informed. Although it's promoted as an LGBTQ+ group, everybody is welcome regardless of self expression.

A LEVEL STUDENT

COMMUNITY COLLEGE KITCHEN

The Group recognises the benefits of working with key partners to improve equality of opportunity. One of the most successful examples of this was the establishment of the Community College Kitchen which provides an inclusive approach to addressing social and societal inequalities that may impact the social mobility and the progression of the college student community. The Community College Kitchen works in partnership with trusted community partner agencies on a voluntary basis to shore up and respond to vulnerabilities currently experienced and provide a robust framework to support students and their families. Whilst it was established in response to the impact of the pandemic on many students and their families it has continued to grow. Last year,

the Community College Kitchen volunteer partners provided food staples and personal hygiene products to address socio-economic vulnerabilities.
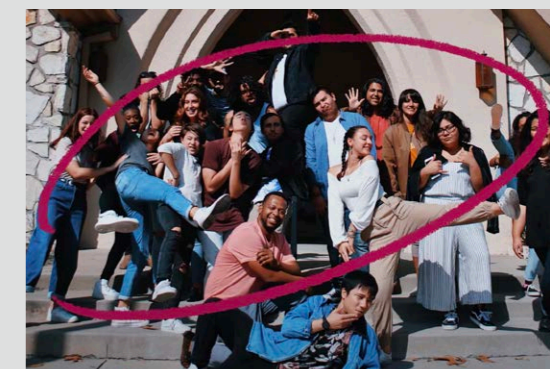
DISABILITY CONFIDENT EMPLOYER

The Group has signed up to being a Disability Confident Employer, which has resulted in disabled applicants who meet the minimum criteria being guaranteed an interview with us.

FLEXIBLE WORKING ARRANGEMENTS

The Group has a number of policies, which support employees' ability to work flexibly whilst meeting the needs of the Group. Requests for flexible working are considered and where employees return to work following ill health the Group reviews the need for reasonable adjustments.

EDI STRATEGY 2022-2025

Following the recent merger with Cheadle and Marple Sixth Form College it was recognised that whilst there were some excellent examples of EDI good practice there was a need for a clearer direction of travel for the whole Group. During 2021/2022, therefore, the EDI Strategy 2022-2025 was developed and approved. From the outset it was decided that we would not adopt an 'off the shelf' strategy but would instead develop the strategy following an exercise to listen to our employees and students so that the strategy reflects the ambitions of our diverse college community.

A strategy working group was established to enable a more inclusive approach to the strategy development process and a strategy focus group, with a mix of employees and students was also established. As well as adding a robustness to the strategy process, the working group and focus group provided an inclusive development opportunity as it enabled individuals to be pro-actively involved in the decision-making and strategic development process. Our strategic objectives go beyond protected characteristics, as defined in the Equality Act 2010, but reflect the polarisation in wealth and opportunity experienced within our local communities and the need to welcome and celebrate different personality types. Going forward, the EDI annual report will reflect on our progress against the objectives set out in the strategy and EDI annual plan.

STAFF AND STUDENT EVENTS THAT WE HAVE SUPPORTED

During 2021-22, we have supported the following events across our multi-site Group:

National Inclusion Week, Black History Month, Muslim Arts & Culture Festival (MACfest) (images below), Time to Talk – World Mental Health Day, Interfaith Week, Autism Acceptance, LGBTQ+ History Month, Pride, Community College Kitchen – supported by staff, students and community volunteers, Anti-Bullying Week, International Day of People with Disabilities, Holocaust Memorial Day, Special Edition Newsletter – International Womens Day, Welcome Wednesday – Age UK, National Poetry Day Competition, Creative Writing Competition – Tales of the Underbank, Parliament Week: Voter registration drive/Student Question Time Event, Climate Action Now Summit, Make Your Mark Campaign, Student presentation at Stockport Council – Children and Families Scrutiny Committee, Student presentation at Trafford Council – Children and Families Scrutiny Committee, Community Partnerships – Stockport Borough and Trafford Borough

MENTAL HEALTH SUPPORT

During 2021-22 we delivered Mental Health First Aid (MHFA) courses to 94 staff following the achievement of Instructor status with MHFA England. This was rolled out to meet the increased emphasis on mental health and well-being. These are group sessions delivered to learners on key aspects of mental health e.g., anxiety, stress, and anger management. Following completion of the course staff provided the following feedback: "fantastic course, the learners would benefit from this too," "Really good course and already using it in my day-to-day life," "I thought the instructors were fantastic. Hard subject made us understand and aware." Learners who have completed the course fed back via the post course survey that they now felt more confident in addressing Mental Health issues. Mental Health First Aiders are promoted through the staff intranet page and are proposed to be used as support for those staff engaging with our Trauma Informed College Project.

Appendix 1

The Equality Act 2010: A Guide

The Equality Act 2010 states that everyone has the right to be treated fairly and equally. The Act streamlines, harmonises and strengthens equality legislation in the UK. The Act introduced the term "protected characteristic" to refer to an aspect of a person's identity which protects them from discrimination. The nine characteristics are:

- Race
- Disability
- Sex
- Age
- Gender Reassignment
- Sexual Orientation
- Religion or Belief
- Pregnancy and Maternity
- Marriage and Civil Partnership

Appendix 1 The Equality Act also introduced a new public sector duty to replace the previous duty. The new duty (known as the general duty) means that public bodies like the Group must:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity for those who share a protected characteristics
- Foster Good relations between people who share a protected characteristics and those who do not The Act also introduced two specific duties:
- To publish equality information by 31st January each year
- To publish equality objectives by 6th April 2012 and then every four years.

Appendix 2

Profile of Learners Accessing Additional Learning Support 2021-22

ETHNIC GROUP	TOTAL
African	96
Any other Asian background	66
Any other Black / African / Caribbean background	15
Any other ethnic group	40
Any Other Mixed / multiple ethnic background	32
Any Other White background	41
Arab	58
Bangladeshi	22
Caribbean	28
Chinese	19
English / Welsh / Scottish / Northern Irish / British	1101
Gypsy or Irish Traveller	2
Indian	34
Irish	8
Not provided	37
Pakistani	142
White and Asian	22
White and Black African	12
White and Black Caribbean	48
Grand Total	**1823**

GENDER	TOTAL
F	913
M	910
Grand Total	**1823**

AGE BAND	TOTAL
16-21	1300
22-27	136
28-33	113
34-39	131
40-45	73
46-51	37
52+	33
Total	**1823**

Appendix 3

Learner Success Rates 2021-22 on Long Courses by Different Protected Characteristics

Gender

		Male 17/18	Female 17/18	Male 18/19	Female 18/19	Male 19/20	Female 19/20	Male 20/21	Female 20/21	Male 21/22	Female 21/22
Under 19	Starts	4214	3111	4133	3088	3577	2673	4393	3456	4998	4692
	No Retained	3894	2799	3773	2766	3261	2458	3995	3157	4298	4035
	No Achieved	3581	2599	3544	2600	3085	2380	3253	2918	3598	3378
	Achievement Rate	85%	84%	86%	84%	86%	89%	74%	84%	89%	78%
Over 19	Starts	2976	4570	3685	5017	2596	4186	2348	4316	3565	3346
	No Retained	2822	4323	4323	4785	2528	3977	2233	4108	3351	3145
	No Achieved	2688	4109	3452	4634	2356	3726	1898	3587	2994	2810
	Achievement Rate	90%	90%	94%	92%	91%	89%	81%	83%	89%	80%
Total	**Starts**	**7190**	**7681**	**7818**	**8105**	**6173**	**6859**	**6741**	**7772**	**8563**	**8038**

Ethnicity

		White 17/18	Other 17/18	White 18/19	Other 18/19	White 19/20	Other 19/20	White 20/21	Other 20/21	White 21/22	Other 21/22
Under 19	Starts	4460	2865	3701	3520	3611	2639	4850	2999	6472	3218
	No Retained	3998	2695	3283	3256	3277	2442	4356	2796	5695	2960
	No Achieved	3666	2514	3057	3087	3127	2338	3688	2483	4919	2607
	Achievement Rate	82%	88%	83%	88%	87%	89%	76%	83%	76%	81%
Over 19	Starts	4848	2698	5672	3030	4260	2522	3781	2883	4315	2296
	No Retained	4594	2551	5477	2886	4063	2442	3588	2753	3797	2112
	No Achieved	4421	2376	5323	2763	3915	2167	3169	2316	3279	1860
	Achievement Rate	91%	88%	94%	91%	92%	86%	84%	80%	76%	81%
Total	**Starts**	**9308**	**5563**	**9373**	**6550**	**7871**	**5161**	**8631**	**5882**	**####**	**5514**

Learner Support Fund

		Yes 17/18	No 17/18	Yes 18/19	No 18/19	Yes 19/20	No 19/20	Yes 20/21	No 20/21	Yes 21/22	No 21/22
Under 19	Starts	1991	4665	1877	4446	2259	3472	2214	5129	1736	7954
	No Retained	1950	4087	1815	3879	2219	3012	2192	4510	1498	7199
	No Achieved	1819	3757	1728	3616	2131	2858	1961	3815	1210	6315
	Achievement Rate	91%	81%	92%	81%	94%	82%	89%	74%	69%	79%
Over 19	Starts	314	7221	313	8369	582	6143	691	5897	1239	5672
	No Retained	310	6824	309	8036	576	5873	674	5603	1069	5133
	No Achieved	289	6497	294	7775	508	5520	581	4850	864	4504
	Achievement Rate	92%	90%	94%	93%	87%	90%	84%	82%	69%	79%
Total	**Starts**	**2305**	**####**	**2190**	**12815**	**2841**	**9615**	**2905**	**11026**	**2975**	**13626**

ALS

		Yes 17/18	No 17/18	Yes 18/19	No 18/19	yes 19/20	No 19/20	Yes 20/21	No 20/21	Yes 21/22	No 21/22
Under 19	Starts	1804	4852	542	5781	1987	3744	1890	5453	789	8901
	No Retained	1640	4397	502	5192	1848	3383	1774	4928	702	8278
	No Achieved	1474	4102	454	4890	1770	3219	1544	4232	608	6943
	Achievement Rate	82%	85%	84%	85%	89%	86%	82%	78%	77%	78%
Over 19	Starts	430	430	227	8455	1059	5666	1216	5372	564	6347
	No Retained	390	390	206	8139	1028	5421	1140	5137	502	5903
	No Achieved	357	357	192	7877	944	5084	977	4454	434	4951
	Achievement Rate	83%	83%	85%	93%	89%	90%	80%	83%	77%	78%
Total	**Starts**	**2234**	**5282**	**769**	**14236**	**3046**	**9410**	**3106**	**10825**	**1353**	**15248**

Widening Participation

		Yes 17/18	No 17/18	Yes 18/19	No 18/19	yes 19/20	No 19/20	Yes 20/21	No 20/21	Yes 21/22	No 21/22
Under 19	Starts	3326	3330	3067	3256	2937	2794	3658	3685	2817	5239
	No Retained	2985	3052	2761	2933	2699	2532	3356	3356	2507	4663
	No Achieved	2717	2859	2582	2762	2558	2431	2902	2874	2169	4034
	Achievement Rate	82%	86%	84%	85%	87%	87%	79%	78%	89%	77%
Over 19	Starts	3617	3918	4274	4408	3184	3541	2821	3767	2107	3458
	No Retained	3422	3712	4099	4246	3040	3409	2678	3599	1875	3078
	No Achieved	3207	3579	3974	4095	2812	3216	2346	3085	1622	2663
	Achievement Rate	89%	91%	93%	93%	88%	91%	83%	82%	89%	77%
Total	**Starts**	**6943**	**7248**	**7341**	**7664**	**6121**	**6335**	**6479**	**7452**	**4924**	**8697**

Disability / Learning Difficulty

		Yes 17/18	No 17/18	Yes 18/19	No 18/19	Yes 19/20	No 19/20	Yes 20/21	No 20/21	Yes 21/22	No 21/22
Under 19	Starts	1716	4940	1590	4733	1723	4008	2374	4969	1196	8494
	No Retained	1557	4480	1444	4250	1590	3641	2201	4501	1076	7390
	No Achieved	1431	4145	1329	4015	1510	3479	1894	3882	933	6116
	Achievement Rate	83%	84%	84%	85%	88%	87%	80%	78%	78%	72%
Over 19	Starts	1126	6409	1330	7352	1195	5530	1077	5511	853	6058
	No Retained	1039	6095	1249	7096	1131	5318	1012	5265	768	5270
	No Achieved	966	5820	1206	6863	1044	4984	862	4569	665	4362
	Achievement Rate	86%	91%	91%	93%	87%	90%	80%	83%	78%	72%
Total	**Starts**	**2842**	**11349**	**2920**	**12085**	**2918**	**9538**	**3451**	**10480**	**2049**	**14552**

Data Analysis Achievement

Group Achievement
- 83.1%

Achievement by Campus
Altrincham = 94.5%	Difference +11.4%
Cheadle 79.9%	Difference = - 3.2%
Marple = 83.2%	Difference = +0.1%
Stockport 82%	Difference = -1%
Stretford 76.8%	Difference = -6.3%

Age Groups
- 16–18 = 79.1% Achievement
- 19+ = 88.6% Achievement
- Total = 83.1% (College Average)

Gender – By Age
16–18
- Female = 81%
- Male Achievers = 77.5%
- Difference Females outperform males by 3.5% across the group

19+
- Female = 85.5%
- Male = 91.6%
- Difference Females outperform males by 6.1%

Gender – By Campus (Altrincham)
- Females = 82.7%
- Males = 88.6%
- Difference males outperform females by 5.9%

Courses where males do not achieve within 3% of college achievement rate
- Extended Project (Starts 12) = 25.0%
- GCE AS Level in Mathematics (Starts 20) = 45.0%
- BTEC National Extended Certificate in Sport (Starts 42) = 50.0%
- Non regulated SFA formula funded provision, Level 2, Crafts, Creative Arts and Design (Starts 8) = 50.0%
- BTEC National Certificate in Business (Starts 34) = 50.0%
- BTEC Certificate in Creative Media Skills (Starts 8) = 62.5%
- Functional Skills Qualification in Mathematics (Entry 1) (Starts 15) = 66.7%
- GCE A Level in Law (Starts 13) = 69.2%
- GCE AS Level in Physics A (Starts 10) = 70.0%
- Award in ESOL Skills for Life (Speaking and Listening) (Entry 1) (Starts 30) = 70.0%
- Award in ESOL Skills for Life (Speaking and Listening) (Entry 3) (Starts 31) = 71.0%
- GCE AS Level in Psychology (Starts 21) = 71.4%
- GCE A Level in History (Starts 11) = 72.7%
- GCE A Level in Sociology (Starts 23) = 73.9%
- BTEC National Extended Certificate in Applied Law (Starts 31) = 74.2%
- Functional Skills Qualification in Mathematics (Entry 2) (Starts 20) = 75.0%
- GCSE (9-1) in Business (Starts 16) 75.0%
- GCE AS Level in Chemistry A (Starts 17) = 76.5%
- BTEC First Certificate in Sport (Starts 9) = 77.8%
- GCE A Level in Business (Starts 9) = 77.8%
- Functional Skills Qualification in English (Entry 1) (Starts 14) = 78.6%
- Award in ESOL Skills for Life (Writing) (Entry 3) (Starts 19) = 78.9%
- GCE A Level in Chemistry A (60152552) (Starts 24) = 79.2%
- BTEC National Foundation Diploma in Business (Starts 73) = 79.5%

Gender – By Campus (Cheadle)
- Females 79.6%
- Males 80.3%
- Difference Males outperform females by 0.7%

Courses where males do not achieve within 3% of college achievement rate
- BTEC National Extended Diploma in Applied Science (Starts 48) = 50.0%
- BTEC Certificate in Preparation for Public Services (Starts 13) = 53.8%
- Access to HE Diploma (Social Science) (Starts 10) = 60.0%
- GCE A Level in Sociology (Starts 12) = 66.7%
- BTEC National Extended Diploma in Uniformed Protective Services (Starts 24) =70.8%
- GCE A Level in Psychology (Starts 34) = 73.5%

Gender – By Campus (Marple)

- Females 80.6%
- Males 86.3%
- Difference Males outperform females by 5.7%

Courses where males do not achieve within 3% of college achievement rate

- GCE A Level in Law (Starts 15) = 46.7%
- Certificate in Criminology (Starts 45) = 57.8%
- GCE A Level in Business (Starts 27) = 70.4%
- Diploma in Criminology (Starts 32) = 75.0%
- GCE A Level in Computer Science (Starts 9) = 77.8%

Gender – By Campus (Stockport)

- Females = 84.2%
- Males = 79.7%
- Difference = Females outperform males by 4.5%

Courses where males do not achieve within 3% of college achievement rate

- BTEC National Diploma in Information Technology (Starts 11) = 9.1%
- Certificate in Motor Vehicle Studies (Starts 26) = 46.2%
- Diploma in Carpentry and Joinery (Starts 50) = 54.0%
- Diploma in Plastering (Starts 11) = 54.5%
- Diploma in Bricklaying (Starts 45) = 55.6%
- Award in ESOL Skills for Life (Speaking and Listening) (Starts 20) = 65.0%
- Award in ESOL Skills for Life (Writing) (Starts 9) = 66.7%
- Functional Skills Qualification in English (Starts 9) = 66.7%
- Diploma in Site Carpentry (Starts 24) = 66.7%
- Diploma in Plastering (Starts 34) = 67.6%
- Diploma in Automotive Maintenance (Starts 69) = 68.1%
- Diploma in Art, Design and Media (Starts 19) = 68.4%
- Award in Art and Design (Starts 10) = 70.0%
- Diploma in Bricklaying (Starts 25) = 72.0%
- Certificate in Employability and Professional Development (RQF)(Starts 26) = 73.1%
- BTEC First Certificate in Business (Starts 35) = 74.3%
- Award in Construction Skills (Carpentry and Joinery) (Starts 18) = 77.8%
- BTEC National Foundation Diploma in Performing Arts Practice (Starts 9) = 77.8%
- Diploma in Painting and Decorating (Starts 10) = 80.0%
- Award in Construction Skills (Plastering) (Starts 20) = 80.0%
- BTEC Extended Certificate in Creative Media Skills (Starts 20) = 80.0%

Gender – By Campus (Stretford)

- Females = 83.9%
- Male = 71.7%
- Difference = Females outperform males by 12.2%

Courses where males do not achieve within 3% of college achievement rate

- Diploma in Electrical Installations (Buildings and Structures) (Starts 69) = 0.0%
- Diploma in Electrical Installations (Buildings and Structures) (Starts 39) = 0.0%
- Diploma in Plumbing and Heating (Starts 9) = 0.0%
- Diploma in Plumbing Foundation (Starts 25) = 32.0%
- Functional Skills Qualification in Mathematics Level 2 (Starts 8) = 37.5%
- Diploma in Electrical Installation (Starts 32) = 43.8%
- NVQ Certificate in Performing Engineering Operations (Starts 10) = 50.0%
- Diploma in Plumbing Foundation (Starts 51) = 51.0%
- BTEC National Extended Diploma in Building Services Engineering (Starts 16) = 56.3%
- Diploma in Engineering (Starts 14) = 57.1%
- BTEC Extended Diploma in Advanced Manufacturing Engineering (Development Technical Knowledge) (Starts 60) = 63.3%
- BTEC National Extended Diploma in Information Technology (Starts 61) = 65.6%
- Non regulated Adult skills formula funded provision, Entry Level, Maths, (Starts 17) = 70.6%
- Diploma in Plumbing Foundation (60125147) 113 70.8%
- GCSE (9-1) in Combined Science: Trilogy 11 72.7%
- Award in ESOL Skills for Life (Reading) (Entry 2) (60142704) 30 76.7%
- Certificate in IT User Skills (ITQ) (50078148) 32 78.1%
- Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) (60142674) 43 79.1%

Course Achievement by Gender

- Male

Achievement By Qualification Type

A Level = 82.9%	Difference = -0.2%
Access to HE = 71.8%	Difference = -11.3%
AS Level = 70.8% =	Difference - 12.3%
Award = 93.5% =	Difference 10.4%
Basic Skills Maths and English = 78.4%	Difference -4.7%
Certificate = 84.6%	Difference 1.5%
Diploma = 74.2%	Difference - 8.9%
ESOL = 85.8%	Difference 2.7%
GCSE Maths and English = 81.4%	Difference 0.1%
GCSE Other = 89.7%	Difference 6.6%
Other Non-Regulated = 96.4%	Difference 13.3%
Other Regulated = 71.8%	Difference -11.3%
QCF Unit = 100.0%	Difference 16.9%

Achievement By Qualification Type and Age for courses below college achievement of 3%

16-18

• AS Level = 69.3%	Difference -13.8%
• Basic Skills Maths and English = 86.1%	Difference 3%
• Diploma = 75.1%	Difference = -8%
• Other Regulated = 51.4%	Difference -31.7%

19+

• Access to HE = 72.3%	Difference -10.8%
• AS Level = 87.5%	Difference 4.4%
• Basic Skills Maths and English = 72%	Difference 11.1%
• Diploma = 65.7%	Difference -17.4%
• Other Regulated = 88.4%	Difference 5.3%

Achievement by Campus for Qualifications below 3% of College Achievement

Basic Skills Maths and English

• Unconfirmed = 100% (4 Starts)	Difference 16.9%
• Altrincham = 83.7%	Difference 0.6%
• Cheadle = 100%	Difference 16.9%
• Stockport = 72.6%	Difference -10.5%
• Stretford = 80.4%	Difference -2.7%

Diploma

• Unconfirmed/Offsite = 53.8%	Difference -29.3%
• Altrincham = 84.2%	Difference 1.1%
• Cheadle = 78.5%	Difference -4.6%
• Marple = 77.6%	Difference -5.5%
• Stockport = 74.2%	Difference -8.9%
• Stretford = 56.2%	Difference -26.9%

Access to HE

• Unconfirmed/Offsite = 0% (1 Start)	Difference -83.1%
• Altrincham = 53.3%	Difference -29.8%
• Cheadle = 72.7%	Difference -10.3%
• Stockport = 76.6%	Difference -6.5%
• Stretford = 100%	Difference 16.9%

AS Level

• Altrincham = 70.7%	Difference -12.4%
• Marple = 100% (1 Start)	Difference 16.9%

Other Regulated

• Altrincham = 76.7%	Difference -3.4%
• Marple = 41.7%	Difference -41.4%
• Stockport = 95.8%	Difference 12.7%

LLDD Status

Has LLDD/ Health Problem

• Average for the Group 80.5%	Difference -2.6%

Has LLDD/ Health Problem by Campus

• Unconfirmed/Offsite = 93%	Difference 9.9%
• Altrincham = 81.5%	Difference -1.6%
• Cheadle = 78.4%	Difference -4.7%
• Marple = 79.5%	Difference -3.6%
• Stockport = 74%	Difference -9.1%
• Stretford = 76.6%	Difference -6.5%

Has LLDD/ Health Problem by Campus

• Average for the Group 84.65%	Difference 1.55%

Does not have LLDD/Health Problem

• Unconfirmed/Offsite = 95.3%	Difference 12.2%
• Altrincham = 87.5%	Difference 4.4%
• Cheadle = 80.2%	Difference -2.9%
• Marple = 84.8%	Difference 1.7%
• Stockport = 84.8%	Difference 1.7%
• Stretford = 77.1%	Difference -6%

Ethnicity, Campus and Programme

Has LLDD/ Health Problem

• Average for the Group 80.5%	Difference -2.6%

Has LLDD/ Health Problem by Campus

• Unconfirmed/Offsite = 93%	Difference 9.9%
• Altrincham = 81.5%	Difference -1.6%
• Cheadle = 78.4%	Difference -4.7%
• Marple = 79.5%	Difference -3.6%
• Stockport = 74%	Difference -9.1%
• Stretford = 76.6%	Difference -6.5%

Has LLDD/ Health Problem by Campus

• Average for the Group 84.65%	Difference 1.55%

Does not have LLDD/Health Problem

• Unconfirmed/Offsite = 95.3%	Difference 12.2%
• Altrincham = 87.5%	Difference 4.4%
• Cheadle = 80.2%	Difference -2.9%
• Marple = 84.8%	Difference 1.7%
• Stockport = 84.8%	Difference 1.7%
• Stretford = 77.1%	Difference -6%

College Programmes With more than 4 Starts

- Diploma in Carpentry and Joinery (5 Starts) 0% Achievement Stockport College
- BTEC National Certificate in Business (4 Starts) 50% Achievement Altrincham (Appears to be a Transfer Issue)
- GCSE (9-1) in English Language (24 Stats) 70.8%
- GCSE (9-1) in Mathematics (35 Starts) 77.1%
- Caribbean 63% (100 Starts) 16–18
- Caribbean 83.1% (83 Starts) 19+
- Total Achievement 72.1%

By Campus

- Altrincham 70% (110 Starts)
- Cheadle 66.7% (6 Starts)
- Stretford 66.7 (33 Starts)

College Programmes With more than 4 Starts

- GCSE (9-1) in Mathematics 12 No Achievement 53.8% 26 Starts
- BTEC National Certificate in Business 4 No Achievement 20% 5 Starts Altrincham
- GCSE (9-1) in English Language (18 Starts) 72.2% Achievement
- English/ Welsh/ Scottish/ Norther Irish/ British 77% (5686 Starts) 16–18
- English/ Welsh/ Scottish/ Norther Irish/ British 89.2% (3610 Starts) 19+
- Cheadle 77% (786 Starts)
- Stretford 67.8% (699 Starts)
- Not provided 80% (40 Starts) 16–18
- Not Provided 88.2% (51 Starts) 19+
- Altrincham 74.2% (31 Starts)
- Stretford 78.6% (14 Starts)
- White and Asian 73.5% (117 Starts) 16–18
- White and Asian 81.8% (77 starts) 19+
- Total 76.8%

By Campus

- Altrincham 78.6% (84 Starts)
- Cheadle 76.5% (17 Starts)
- Stretford 77.8% (54 Starts)
- Stockport 61.5% (26 Starts)
- GCSE (9-1) in Mathematics 24 Starts 75% Achievement 6 No Achievement

College Programmes with More Than 4 Starts

- GCE A Level in Psychology (4 Starts) 50% Achievement (Withdrawn) Cheadle
- GCSE (9-1) in Mathematics (24 Starts) 75% Achievement
- White and Black Caribbean 68% (244 starts) 16 – 18
- White and Black Caribbean 89.2% (93 Starts) 16 – 18
- Total 73.9%

By Campus

- Altrincham 74.6% (181 Starts)
- Marple 75% (8 Starts)
- Stockport 71.8% (78 Starts)
- Stretford 64.9% (37 Starts)

By Programme with 4 or more starts

- BTEC National Extended Certificate in Sport (5 Starts) 20% Achievement Altrincham
- Certificate in Criminology (5 Starts) 20% Achievement) Altrincham
- Extended Diploma in Health and Social Care (8 Starts) 50% Achievement Altrincham
- BTEC National Foundation Diploma in Sports Coaching (6 Starts) 66.7% Achievement (Woodley)
- GCSE (9-1) in Mathematics (51 Starts) 70.6% Achievement
- GCE AS Level in Psychology (4 Starts) 75% Achievement (Altrincham Campus)
- GCSE (9-1) in English Language (30 Starts) 76.7% Achievement

Appendix 4

Workforce Profile August 2021-July 2022 (as at 31.07.22)

Age

Age	Business Support	Management	Teaching Staff
Under 25	15%	0%	0%
25 - 34	13%	21%	9%
35 - 44	17%	21%	26%
45 - 54	21%	32%	31%
55 - 64	24%	16%	28%
Over 65	10%	11%	5%
Grand Total	**680**	**19**	**443**

Gender

Gender	Business Support	Management	Teaching Staff
F	64%	47%	53%
M	36%	53%	47%
Grand Total	**680**	**19**	**443**

Disability

Disability	Business Support	Management	Teaching Staff
Yes - Chronic Illness	1%	0%	0%
Yes - learning difficulty	0%	0%	0%
Yes - mental health	0%	0%	0%
Yes - Other	1%	0%	1%
Yes - physical impairment	0%	0%	2%
Yes - rather not say	0%	0%	0%
No	36%	68%	38%
Prefer not to say	2%	0%	3%
Not Disclosed	60%	32%	56%
Grand Total	**680**	**19**	**443**

Religion or Belief

Religion or Belief	Business Support	Managers	Teaching Staff
Agnostic	0%	0%	1%
Buddhism	0%	0%	0%
Christianity	19%	37%	19%
Hinduism	0%	0%	0%
Islam	1%	0%	2%
Protestant	0%	0%	0%
Roman Catholic	1%	0%	2%
Other	4%	5%	5%
No Religion	2%	5%	1%
Prefer Not To Say	8%	21%	10%
Not Disclosed	65%	32%	60%
Grand Total	**680**	**19**	**443**

Gender Orientation

Gender Orientation	Business Support	Managers	Teaching Staff
Bisexual	1%	0%	1%
Gay Man	0%	0%	1%
Heterosexual	32%	53%	34%
Lesbian	1%	0%	0%
Not Disclosed	64%	37%	61%
Prefer not to say	3%	11%	4%
Grand Total	**680**	**19**	**443**

Ethnic Origin

Ethnicity	Business Support	Managers	Teaching Staff
Any Other	0%	0%	0%
Asian - Bangladeshi	0%	0%	0%
Asian - British	0%	0%	0%
Asian - British Pakistani	1%	0%	1%
Asian - Indian	1%	0%	0%
Asian - Other	0%	0%	0%
Asian - Pakistani	0%	0%	0%
Black - African	0%	0%	0%
Black - British Caribbean	0%	0%	0%
Black - Caribbean	1%	11%	0%
Black - Other	0%	0%	0%
Chinese	0%	0%	0%
Mixed - Any Other	0%	0%	0%
Mixed - White&Asian	0%	5%	1%
Mixed - White/Black Afrc	0%	0%	0%
Mixed - White/Black Cari	0%	0%	0%
White - British	34%	53%	34%
White - Irish	1%	0%	1%
White - Other	0%	0%	1%
White - Other European	0%	0%	2%
Prefer Not To Say	1%	0%	3%
Not Disclosed	60%	32%	55%
Grand Total	**680**	**19**	**443**

Appendix 5

Development Attended Associated with Equality, Diversity and Inclusion 2021-22

Name of E,D & I Development Course	Staff Attending
Asist Suicide Intervention Training	37 Staff
Autism, A Hands on Approach 18th Annual National Conference	1 Staff
Autism Awareness	6 Staff
British Sign Language	1 Staff
Celebrating International Womens Day	1 Staff
Cert In Awareness of Mental Health Problems	1 Staff
Deaf Awareness: Online training for Teachers	1 Staff
Dyslexia Awareness	14 Staff
Equality, Race & Unconscious Bias	1 Staff
ETF Diversity in Leadership Programme	2 Staff
NCFE Level 2 Certificate in Equality & Diversity	8 Staff
NCFE Level 2 Certificate in Understanding Autism	4 Staff
Women In Sport	1 Staff
World Autism Awareness	60 Staff

Appendix 6

Student Actions – Learner Data

There was a 1.8% gap in achievement rates for 16-18 students with High Needs. 25.67% of the total number of 16-19 students and 17.08% of 19+ learners had a declared learning difficulty and/or disability. Learners with LLDD/ Health problem 4.15% less likely to achieve their qualification. Learners identified as having LLDD/ Health Problem are least likely to achieve at Stockport (74%)

Altrincham is the best performing site with learners achieving close to the college average for achievement at 83.1% and above the average for learners identified with LLDD/ Health problems (+1%)

TCG Achievement
Group Achievement is 83.1%

Achievement by Age Group
19+ learners outperform 16 – 18 learners 9.5%

16–18 learners also underperform by -4% when compared to the groups target achievement of 83.1%

Achievement by Gender
Females outperform males across the group on a whole

The biggest difference in performance is in the 16 – 18 category where females outperform ales by 3.5%

Males outperform females at three of the five campuses

Altrincham 5.9%

Cheadle 0.7%

Marple 5.7%

The biggest difference in performance between males and females is at Stretford where females out perform males by 12.2%

Achievement by Ethnicity
Group Performance Minority ethnicity learners (83.93%) perform better than white learners (81.93%)

Minority ethnicity learners aged 16-18 are least likely to achieve

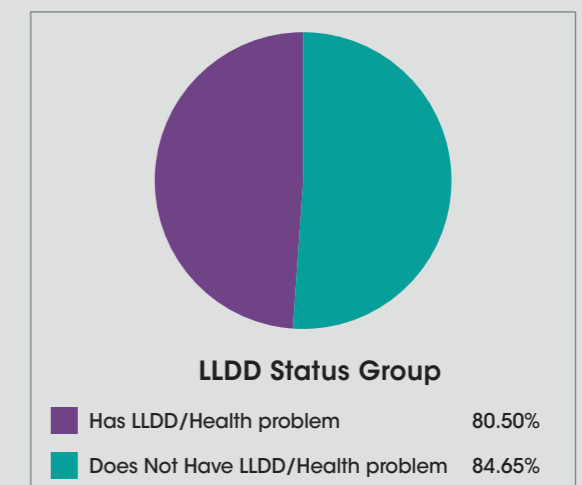Minority ethnicity learners aged 19+ outperform learners aged 16-18

White Asian learners perform below the group achievement in both 16 – 18 and 19+ age categories

Caribbean learners aged 16 – 18 are least likely to achieve

Student Actions

There was a 1.8% gap in achievement rates for 16-18 students with High Needs. 25.67% of the total number of 16-19 students and 17.08% of 19+ learners had a declared learning difficulty and/or disability. Learners with LLDD/ Health problem 4.15% less likely to achieve their qualification. Learners identified as having LLDD/ Health Problem are least likely to achieve at Stockport (74%)

Altrincham is the best performing site with learners achieving close to the college average for achievement at 83.1% and above the average for learners identified with LLDD/ Health problems (+1%)

LLDD Status Group

Has LLDD/Health problem	80.50%
Does Not Have LLDD/Health problem	84.65%

Diversity