



Equality and Diversity Report 2009/10

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Executive Summary

Key Actions from Equality and Diversity Report 2008/09

- To increase the attractiveness of the curriculum offer to males.
 - There has been a 3pp increase in the proportion of male learners between 08/09 and 09/10. In 09/10 there were an equal number of male and female 16-18 learners against a historic 6pp difference. Note 08/09 data is prior to merger so does not include Thurrock and Basildon.
- Investigate options for follow up of ‘unknowns’ to identify if support needs have been identified.
 - Learners are provided with 2 additional “in-year” requests to declare or amend their ethnicity and disability status and the proportion of “unknowns” has continued to decrease. In terms of ethnicity 3% of learners were recorded as “unknown” compared to 6% in 08/09. In terms of disability 6% of learners were recorded as “unknown” compared to 7% in 08/09.
 - Learners recorded as “Unknown” in terms of ethnicity or disability outperform other groups in terms of success rates, suggesting that identification of potential support needs is not a significant issue.
- To improve retention, particularly of male 16-18 learners.
 - Retention rates overall have improved slightly across all programmes, between 07/08 and 09/10. The retention rate improvement for 16-18 year old male learners increased by 1pp to 88%.
 - More significantly the success rate for male learner increased by 6pp to 83%, exceeding the national average by 5pp.

Key Messages from Equality and Diversity Report 2009/10

- In terms of ethnic diversity the College is slightly more diverse than the local population; diversity is greater at the Southend Campus than Thurrock and Basildon campuses.
- The “Achievement Gap” between various groups, measured in overall terms was small (less than 3pp). Specifically, in relation to 16-18 learners the difference in success rates between male and female learners is 2pp, between learners with a disability compared to those without was 1pp and between “white” and “non-white” learners it was 3pp.
- The numbers of learners within each ethnic grouping were small, the largest group being “black” accounting for only 3% of learners. Analysis within specific ethnic groupings e.g. “Black Caribbean”, “Black African” and “mixed Black African or

Caribbean” showed wider variation (79% to 86%) in many instances than between groups.

- Among the highest achieving groups were “Asian or Asian British Indian and Bangladeshi” (89%), “Chinese” (91%), “White Irish & White Other” (93%) and those that did not provide an ethnic group (85%).
- There is significant variation within and between some Subject Sector Areas, with underperformance in some areas contributing significantly to overall performance of equality strands. For example low success on Level 2 Engineering and Retail account for much of the variance between male and female learners at this level. In Engineering this is associated with large numbers of male learners where the overall success levels are low, whereas in Retail the low level of success is specific to male learners on NVQs and contrasts with high levels of success for female learners.
- A significant variation in respect of age groups with success rates for 19+ learners being consistently lower than the 16-19 age range
- There is a higher proportion of declaration of disability and ethnicity in 16-18 learners than in 19+ learners

Actions for 2010/11 (including update):

- Further development of reporting to enable effective identification of performance of specific groups, by course type and duration, within SSAs for 2010/11 data in order to provide directed intervention in 2011/12. This will be highlighted during the self-assessment process and actions will be produced at Academy level to address the issues identified.
 - Updated software and team based training have extended the capacity to report on variance between and within demographic groups within SSAs.
 - Initial analysis of success data will be completed, on available data, in early October 2011 to inform Academy level Self-Assessment and improvement plans.
- Investigate development of learner surveys to obtain feedback from Equality strands.
 - Completed pilot of advanced survey management system collecting information on number and satisfaction of learners against all strands.
 - Pilot Learner Survey collected and reported on comparative data on learner satisfaction between all of the strands of the Single Equality Act.
 - Results showed closely matched levels of satisfaction between all strands.
 - Survey Management System purchased allowing further developments for 2011/12 to include targeted feedback surveys provided to identified groups.
- Continue to promote staff and learner understanding of Equality and Diversity and the importance of embedding promotion and advancement within the curriculum and in all aspects of the College’s work.
 - The Learning Observation Report Template amended to require specific Equality and Diversity judgements, increased focus within observation training.

- More focused Equality and Diversity questions in Self-Assessment templates, training provided to all curriculum areas on self-assessment with emphasis on the importance of advancement of Equality and Diversity.
 - Planning for delivery of training on embedding for all academic staff to be delivered by Advanced Practitioners in September/October 2011.
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- The Human Resources Team will be revising and updating the on-going reporting and analysis of HR data, including staff turnover for the 2010 – 2011 academic year and on-going.
 - Under-represented staff groups should be identified, based on post August 2011 data, and actions put in place to actively encourage appropriate staff to opportunities available. Support organisations to be actively promoted to members of underrepresented groups e.g. the Network for Black Professionals.

Introduction

The College's vision is to 'better serve the learning needs of young people, adults, employers and communities of South Essex, embedding 'Transforming Lives through Learning'.

The values that underpin our approach to our work are the three As - Aspiration, Access and Achievement.

- **Aspiration:** We aim to inspire and empower staff and learners to achieve their full potential
- **Access:** We aim to provide an environment that is inclusive, supportive, welcoming and safe
- **Achievement:** We focus on learners and delivering excellence in learning with high quality services and standards

Creativity, enterprise, team and partnership working will help us achieve our vision and live our values.

The College continues in its aim to help to raise aspirations and to regenerate the South Essex area by working in partnership to meet national, regional and local skill needs. This is achieved by extended networking activities across the Thames Gateway, includes both Further and Higher Education provision, and focuses on the employment sector skills priorities.

The College has extended its focus on employer engagement via its Business Development Team, the Nova Partnership, Train to Gain Consortium and Apprenticeships.

The College's approach to teaching and learning continues to be learner centered and focuses on meeting the needs of the individual whilst continually monitoring the improvements in retention, performance and success rates. The continual development of Equality and Diversity practice is an integral component regarding College improvements and reflects legislative requirement, inclusivity and cultural aims and aspirations.

The Equality and Diversity Report and Summary are published annually and provided to external funders and stakeholders, and other interested parties, as requested. The format of the report and its recommendations reflect key priorities related to Equality and Diversity and impacts on the whole College. The report will be available nationally and internationally via the internet and will be available in electronic and other formats, on request.

What does Equality and Diversity Mean?

The College is committed to the principle of inclusivity and to embedding equality of opportunity into all aspects of its work to meet the needs of individuals, both staff and learners. The College celebrates the diversity of its current population and aims to extend the knowledge and understanding of its learners by awareness raising and exposure to different cultures, faiths and beliefs

The College continues to be well resourced, has high quality facilities and promotes a healthy and safe learning environment where learners are treated as individuals in a way that best suits their learning styles, motivation and aspirations.

The College maintains a well developed Young People's Plan which identifies a range of priorities and activities which supports relevant curriculum delivery, and reflects the local and national priorities of the Children and Young People's Plans which are published by Southend, Essex and Thurrock LEAs

The College is proactive in providing a range of services, activities and opportunities for young people based on the five 'Every Child Matters' outcomes incorporated into the Children's Act 2004.

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a positive contribution
- Achieving economic wellbeing

Management of Equality and Diversity

The Equality and Diversity Group continues to steer the development, implementation and monitoring of the equality and diversity strategies, in line with current and planned legislation. Work completed by the Group in 2009/10 incorporates:

- Investigation of setting up an electronic Equality and Diversity Forum for staff
- Initial development of Single Equality Scheme
- Staff Consultation Group involvement
- Application for Investors in Diversity
- Investigation of e-learning training application for staff
- Internal verification process equality impact assessed and resultant rewrite published
- Library audit undertaken by Disability Group
- Review of Equality and Diversity Group to include Academic Managers

The Equality and Diversity Group meets on a half termly basis. It is chaired by the Vice Principal, Learner Support and Community Links, and reports on the Equality and Diversity Action Plan to the Academic Board. The annual Equality and Diversity Report is produced via a partnership approach and comprises reports from:

- Quality
- Human Resources
- Marketing
- Learner Services

The Equality and Diversity Report continues to encompass the three year Equality and Diversity Impact Measures agreed with the LSC who advised that the College 'reflected best practice in Essex' alongside the reaccredited Matrix Award in that 'equality of opportunity features strongly in promotion of its services'.

Staff development has been facilitated both in house and externally and via the use of the College's intranet system and regular input to the Staff and Student Bulletin.

Policies

The following policies are in place to help monitor and develop a culture of Equality and Diversity:

- Disability Statement
- Code of Practice: Promoting Racial Equality
- Code of Practice: Promoting Equality and Diversity (including Racial Equality)
- Equality and Diversity Policy
- Race Equality Policy
- Learner Harassment & Bullying Policy
- Staff Dignity at Work Policy
- Personal Emergency Evacuation Plan
- Child Protection & Vulnerable Adults Policy
- Learning Support Policy

Policies are reviewed on an annual basis by the Equality and Diversity Group to ensure they are in line with the current legislative requirements and continue to meet the Learner, Staff and College's requirements.

Learner Performance Data

The data in this section has been drawn from ProAchieve based on data from the College ILR reports. Learner number data is provided based on headcount reports and results based data is based on number of enrolments. The appendix contains summary tables of top level data and further detailed analysis was carried out using the ProAcheive database. The appendix also contains historic data on success rates for 07/08 to 09/10 for both South East Essex College and Thurrock and Basildon College was provided by Young People's Learning Agency.

College Overview

The monitoring data used in this report refers to the categories of 'age', 'disability', 'gender' and 'ethnicity', for the College overall as well as separate data of the old South East Essex College and Thurrock and Basildon College to allow for trend analysis.

Student numbers by Age and Gender

The College's student population was made up of 12,681 learners of which 53% fell in the 16-18 age category. Overall, 54% of learners were female and 46% male compared to a regional and national gender balance of 49% males to 51% females. However, closer examination shows that within the 16-18 age category there were almost exactly equal numbers of male and female learners. The difference was isolated to the 19+ category, where there was a significantly higher proportion of female learners (59%), it is notable that, of these, only 20% are full time students compared to 85% of 16-18 learners. This suggests that local employment conditions and the curriculum offer combine to make 19+ courses more attractive to female learners.

Age	Overall	
	No.	%
16-18	6698	53%
19+	5983	47%
Totals	12681	100%

Age	Male		Female	
	No.	%	No.	%
16-18	3329	50%	3369	50%
19+	2480	41%	3503	59%
Totals	5809	46%	6872	54%

Student Numbers by Ethnic Group (Overall and by Age Group)

Overall 88% of our learners report their ethnicity as "white", when aggregated together as "non-white" all other learners who declared their ethnicity account for a further 9% the ethnicity of 3% is recorded as "not known". The 16-18 age category was less diverse than that seen for 19 plus learners where 7% and 11%, respectively, were classified as "non-white". Data for the East of England region shows approximately 6% of the population being recorded as "non-white" indicating that the College's learner profile is proportionately more diverse than would be expected from the local population.

Ethnicity	Overall	
	No.	%
White	11151	88%
Non-white	1130	9%
Not	400	3%

Ethnicity	16-18		19+	
	No.	%	No.	%
White	6138	92%	5013	84%
Non-white	455	7%	675	11%
Not	105	2%	295	5%

Known		
Totals	12681	100%

Known			
Totals	6698		5983

A greater proportion of 19 + learners ethnicity was recorded as “not known” (5%) compared to 16-18 learners (2%), indicating that more learners within the 19+ category did not chose to state their ethnicity.

Student Numbers by Ethnic Group (Overall and by Age Group)

When looking at numbers of learners by individual ethnic groups it can be seen that the numbers, and consequently the percentages, of learners in each group were very small. The largest group overall was “Black” with learners declaring this ethnic group accounting for 3% of all learners. Both “Asian” and “Mixed” learners each account for 2% of learners. In the 19+ age category “Black” learners accounted for 4% and “Asian” learners accounted for 3%.

Ethnicity	Overall	
	No.	%
White	11151	88%
Asian	241	2%
Black	418	3%
Chinese	52	0%
Other	179	1%
Mixed	240	2%
Not Known	400	3%
Totals	12681	100%

Ethnicity	16-18		19+	
	No.	%	No.	%
White	6138	92%	5013	84%
Asian	91	1%	150	3%
Black	150	2%	268	4%
Chinese	13	0%	39	1%
Other	54	1%	125	2%
Mixed	147	2%	93	2%
Not Known	105	2%	295	5%
Totals	6698		5983	

Student Numbers by Disability Groups Overall and by Age Group

Overall 82% of learners declared that they did not have a disability and 12% of learners declared a disability. Only 6% chose not to declare whether or not they had a disability, these are classed as “unknowns”. In the 19+ age category there was a higher proportion of “unknowns” (9%) and a slightly lower proportion who declared a disability.

Disability Declaration	Overall	
	No.	%
No Disability	10398	82%
Declared Disability	1477	12%
Unknown	806	6%
Totals	12681	100%

Disability Declaration	16-18		19+	
	No.	%	No.	%
No Disability	5608	84%	4790	80%
Declared Disability	832	12%	645	11%
Unknown	258	4%	548	9%
Totals	6698		5983	

FE Success, Retention and Achievement by Age, Gender, Ethnicity and Disability

Data provided by the YPLA for both pre-merger Colleges (see Appendix Tables 5&6) show a 3 year improving trend in overall success rates for 16-18 year old learners, with male and female learner success rates being above the national averages. The most notable improvements in success rates have been in relation to male learners, as a result there has been a successive narrowing of the achievement gap, in terms of success rates, between males and females. The success rate for females was slightly higher overall than that for males, though the difference was only 0.4pp for South Essex College and 1pp for Thurrock and Basildon.

Success rates for 19 plus learners were below the national average for both males and females at 77.4% for South Essex College and 75.4% for Thurrock and Basildon compared to a 79.4% national average. There was no significant difference between success rates for males and females in South East Essex College; however the success rate for male learners at 72% was 5pp lower for Thurrock and Basildon. External data sources are only available based on pre-merged data, internal data is aggregated for ease of future comparison.

Long Qualification Success Rates by Age and Gender (merged data)

Age/ Gender	16- 18				19+			
	No.	Success %	Retention %	Achievement %	No.	Success %	Retention %	Achievement %
Long 1,2,3 & H								
All	7976	81	86	94	4090	74	83	89
Female	4392	82	86	95	2583	76	85	89
Male	3584	80	85	94	1507	70	79	89

On long qualifications (all levels) success rates for female learners were higher than for male learners in both age categories. For 14-19 year old learners both male and female learners were 2pp above their respective National Averages and the actual difference is only 2pp. For 19+ learners the success rates are below the national average of 79% with a greater difference between males and females (6pp), this was due entirely to lower retention of male learners.

Success Rates by Level and Gender

Level/duration	Female		Male		Overall
	No.	% Success	No.	% Success	% Success
Overall including short	9139	82	6988	81	81
All levels Long	6977	80	5096	77	78
Long Level 1	1318	75	1493	77	76
Long Level 2	2829	82	1600	76	80
Long Level 3	2711	80	1959	78	79

There is little difference in overall Success rates, by gender, with the difference being less than 1pp. However, when reviewing long qualifications there is a 3pp difference with male learners achieving 77% and females 80%. The pattern on closer examination, by level is mixed, where male success on Level 1 programmes was 1pp higher, whereas on level 2 and

3 female learners were more successful. Closer examination shows that variation was significantly influenced by overall performance of specific Subject Sector Areas (SSAs). For example on long level 2 courses there were significantly more female learners and the female success rate was 6pp higher than the male success rate. Closer examination has shown that virtually all of this difference was accounted for by 3 SSAs, Engineering, ICT and Retail and Commercial Enterprise. In Engineering and ICT there were large numbers of male learners on courses where overall success rates were low, whereas in Retail the success rates for females are high (84%) but for males were very low (66%).

The converse was evident in Science and Animal Science, where success rates overall were slightly below the national average, but female success was significantly (6pp) lower. This reinforces the importance of thorough investigation of factors that may contribute to overall differences in group performance, including curriculum offer, size and performance of curriculum areas. Analysis of relative contribution of specific SSA, qualification and duration will be extended in the analysis of 2010/11 data to direct investigation and support to improve.

Disability

Success, Retention and Achievement rates by Disability and Age

There was a less than 1pp difference between the success rate for learners with (80%) and without (81%) a declared disability, when split by age the success rate for 19+ learners with a declared disability was 2pp lower than those with no disability. Paradoxically the 379 19+ learners who did not provide any information achieved a success rate of 82%, 5pp above those with a declared disability.

Disability	16- 18				19+			
	No.	Success %	Retention %	Achievement %	No.	Success %	Retention %	Achievement %
No Disability	8488	84	88	95	4295	77	86	89
Declared Disability	1805	83	90	92	883	75	85	88
No Information Provided	259	83	91	92	379	82	91	90

There is further variation between levels with learners with a disability on Long Level 1 (including Entry Level) outperforming learners with no disability by 5pp, 80% and 75% respectively. At level 2 the pattern reverses with success rates for learners without a disability being 4pp

Success rate by Ethnicity and Age

The numbers of learners in many of the ethnic groups is generally very low making generalisation problematic. For 16-18 learners the overall success rate for “White” learners was 81% the rate for all other specified ethnic groups was 1pp lower at 80%. Success rates for all ethnic groups (see Appendix Table 2) are above their respective national averages the only category below being “Any Other”. Reflecting the lower success rates overall for 19 plus learners, success rates for a number of ethnic groups are below the respective national averages, however there was significant variation between groups with some above and just

over half falling below the College 19+ and respective national ethnic group average. The net result is that the overall success rate for all “non-white” 19+ learners was 1pp below the respective National Average, whereas the success rate for “white” learners was 3pp below.

It is notable that a number of the groups with the highest success rates for 16-18 learners, e.g. Bangladeshi with 89% have some of the lowest success rates at 19 plus with Bangladeshi at 56%. Also “white other” (i.e. not British or Irish) and Not know /not provided show consistently high success rates.

Success rates by age and aggregated ethnic group

	16- 18				19+			
	No.	Success %	Retention %	Achievement %	No.	Success %	Retention %	Achievement %
White	9736	84	89	94	4584	77	86	90
Other	718	81	88	92	833	72	87	83
Not known	98	85	90	94	158	82	89	91

Despite this individual variation, aggregation of “non-white” ethnic groups demonstrates that overall “non-white” 16-18 learner success was slightly lower (3pp) than that for all “white” learners, 2pp below “white British” learners.

*See Appendices for additional detailed data tables

E & D Headcount Data: Higher Education

Headcount data for all learners on Higher Education programmes is presented. Analysis of performance data by age, gender, ethnicity and disability is not currently available for HE programmes. Systems for reporting on in-year and whole programme success data and analysis by equality strands is currently being developed.

Gender

Based on overall headcount on HE courses female learners accounted for 60% of HE students, this is 8pp above that of the local population. Further analysis and development of data systems will be required to identify the extent to which this is influenced by curriculum offer and/or variation in attrition rate between male and female learners.

Student Numbers by Gender

	No.	%
Female	624	60%
Male	420	40%
Totals	1044	100%

Age

The overall distribution of learners by age, shows 73% of learners are under 30 and 88% are under 40 years old.

Student Numbers by Age (All Age Groups)

Age	No.	%
16-18	227	22%
19-29	536	51%
30-39	159	15%
40-49	99	9%
50-59	17	2%
60-69	6	1%
Totals	1044	100%

Ethnicity:

Overall 123 HE learners classified themselves as belonging to an ethnic minority group representing 10% of the HE student body. Of those classified as being from an ethnic minority 64% were Black, 14% Asian and 12% "Mixed". Minority Groups represented 10% of the cohort, with only 2% of the cohort not declaring their ethnicity; this is a significant decrease from 7% in 08/09. As such the profile of HE learners is more diverse than might be expected from the profile of the local area.

Composition of Minority Groups

Minority Groups	No.	%
Asian	17	14%
Black	79	64%
Chinese	6	5%
Any Other	6	5%
Mixed	15	12%
Totals	123	100%

Disability:

Overall, 88% of HE learners declared that they did not have a disability and 10% declared that they did have a disability. Mental Health, Hearing impairment, "other" and disability affecting mobility were the most commonly declared disabilities.

Dyslexia, Learning Difficulty and Mental Health were the 3 most commonly declared disabilities accounting for 48% of the disabilities declared.

Student Numbers by Declared Disability

	No.	%
No Disability	921	88%
Declared Disability	100	10%
Unknown	23	2%
Totals	1044	100%

Student Numbers by Disability

Disability	No.	%
Dyslexia	40	40%
Learning Difficulty	2	2%
Epilepsy	4	4%
Multiple Disabilities	3	3%
Other Medical Condition	8	8%
Hearing Impairment	8	8%
Mental Ill Health	15	15%
Other Disability	1	1%
Heart Condition	1	1%
Asthma	1	1%
Information not sought	2	2%
Chronic Fatigue (MS/ME)	3	3%
Diabetes	3	3%
Disability Affecting Mobility	6	6%
Other Physical Disability	1	1%
Visual Impairment	2	2%
Totals	100	100%

Equality & Diversity Monitoring of Complaints

All complaints are monitored and reviewed for equality and diversity issues. The following tables show the percentage of complainants by age, gender, ethnicity and disability in comparison with the percentage of students in each category for the College population as a whole.

Stage 1 Complaints by Gender, Ethnicity & Disability*

	% (Number) of Complainants	% of College Population	% (Number) of Complaints Upheld
Age Analysis			
14-19	53% (65)	48%	54% (35)
19+	47% (58)	52%	69% (40)
Gender			
Male	42%(52)	44%	58% (30)
Female	58%(71)	56%	63% (45)
Ethnicity			
White	90% (111)	85%	63% (70)
Other	7% (8)	9%	38% (3)
Not known-prefer not to say	3% (4)	5%	50% (2)
Disability			
No Disability	76% (93)	79%	63% (59)
With a Disability	21% (26)	14%	46% (12)
Not known-prefer not to say	3% (4)	7%	100% (4)

**Data has been collected for our students only (where available) and includes those students for whom a complaint has been made on their behalf by their parent(s). External complainants have been excluded as data is not collected. College data was taken from the College student database (QLS). The complaints data set includes 123 students. Due to rounding data may not always equal 100%.*

Due to the small number of complaints overall, the calculations of percentages can only be seen as indicative and are unlikely to be considered statistically significant. When analysed by age, there was a larger proportion of complaints from 14–18 learners (53%). This is slightly higher than expected based on College population (48%) and may reflect that more 14-18s are enrolled on longer programmes. Complainants who identify themselves as being from an ethnic minority represent 7% of all complaints, which is comparable with the College population. A higher percentage of complaints were received from learners with a disability (21%) than the percentage of learners with a declared disability in the College overall population (14%). However, the percentage of upheld complaints (16%) from learners with a disability, out of all upheld complaints, is closer to the College population.

Stage 2 Complaints by Gender, Ethnicity and Disability*

	% (Number) of Complainants	% of College Population	% (Number) of Complaints Upheld
Age Analysis			
14-19	54% (7)	48%	57% (4)
19+	46% (6)	52%	50% (3)
Gender			
Male	54% (7)	44%	71% (5)
Female	46% (6)	56%	33% (2)
Ethnicity			
White	85% (11)	85%	55% (6)
Other	8% (1)	9%	100% (1)
Not known-prefer not to say	8% (1)	5%	0% (0)
Disability			
No Disability	85% (11)	79%	55% (6)
With a Disability	15% (2)	14%	50% (1)
Not known-prefer not to say	0% (0)	7%	0% (0)

**Data has been collected for our students only (where available) and includes those students for whom a complaint has been made on their behalf by their parent(s). External complainants have been excluded as data is not collected. College data was taken from the College student database (QLS). The complaints data set includes 13 students. Due to rounding data may not always equal 100%.*

There were only 13 Stage 2 complaints in the data set and therefore statistical analysis is of little value other than for reporting purposes and as an overall indicator. The same pattern is seen here as at Stage 1 with 14-19 year olds more likely to complain. The data indicates that more complaints investigated at Stage 2 were made by males and that their complaints are more likely to be upheld with 71% of complaints from males upheld, compared with only 33% of complaints from female students. Only one complainant identified themselves as being from an ethnic minority (8%), this is in line with the College population of 9%. The percentage of complainants with a disability (15%) is also in line with the College population (14%).

As statistical analysis is of little value for such low numbers, further development of the database is required to enable more in-depth analysis and review of complaints relating to or made by members of specific Equality & Diversity strands.

Evaluation of Employee Data

The College's workforce data has been monitored by age, disability, ethnicity and gender for recruitment, performance assessment, promotion and development opportunities, staff and management profiles, staff turnover and complaints.

We have compared this Equality and Diversity report to the report from 2007-08 as this was the last time a full report was completed. The data for 2008-09 has still been used.

Recruitment of Staff

As a result of the College Merger, all vacancies were placed on hold pending the restructure of the College. Hence, no recruitment data has been provided for this report. A separate report exists for the Equality Impact Assessment on staff appointments made during this period.

Staff Profile

Permanent and fixed term appointments

In 2009-10, 151 members of staff (9%) were employed on fixed term contracts and the remaining staff on permanent contracts. Of the 151 on fixed term contracts, 50 were Summer Enrolment Assistants employed for the August-September 2009 enrolment period. The fixed term contract group consisted of 56 female and 29 male staff, none of which had a disability. With regards to age, the youngest age band 15-24 had the highest number of staff of 48%, which includes summer enrolment assistants. Information on ethnicity was not supplied by only 6.0% of the Staff group, or those who did provide details 23% were from the Non-White British group and 71% from the White-British group.

Type of post

There were 1601 members of staff employed in 2009-10, with fewer in the 15-24, 65-74 and 74-84 age bands, with 5.8%, 4.0% and 0.2% respectively, see Table 3. The LLUK's FE Workforce Data for England 2010 report provides data taken from the 2008-09 SIR report for comparisons to other colleges in the FE sector. In 2009-10, the College had 66% of staff over 40. There was a continuing trend found of a decrease in staff with a disability with the number declining to 1.4%; previously in 2007-08, 2.1% of the College staff had a disability, in 2008-09 there were 1.8% staff employed with a disability.

The ethnicity profile of the College has increased to 19%. The FE Workforce Data for England report states that in 2008-09, 12% of all FE staff were Non White-British, while 13% of teaching staff in FE were Non White-British. Therefore the College's workforce has higher level of diversity than FE colleges generally with 19% of all staff and 21% of teaching staff from the Non-White British group. This increase maintains the positive trend found in the previous five year period; from 10% in 2004-05 at 10% to 16% in 2008-09.

There was a higher number of female staff at 65% compared to 35% male staff, this is the same as other colleges with the FE Workforce Data reporting 63.5% of female staff and 36.5% male. This gender difference is less pronounced in the College's teaching staff, with 57% female staff and 43% male staff.

Teaching/Teaching Support/Business Support Staff 2009-10, 2008-09, 2007-08

	Teaching Staff (721 = 45.0%)	Teaching Support Staff (204 = 12.7%)	Business Support Staff (676 = 42.2%)	Total Number of Staff and % 2009-10 (1601)	Total Number of Staff and % 2008-09 (1138)	Total Number of Staff and % 2007-08 (1091)
Age						
Aged 15-24	18	38	37	93 (5.8)	66 (5.8)	75 (6.9)
Aged 25-34	157	31	100	288 (18)	235 (20.7)	232 (21.3)
Aged 35-44	198	42	132	372 (23.2)	305 (26.8)	299 (27.4)
Aged 45-54	192	54	194	440 (27.5)	295 (25.9)	269 (24.6)
Aged 55-64	143	30	168	341 (21.3)	195 (17.1)	175 (16.0)
Aged 65-74	11	9	44	64 (4.0)	39 (3.4)	38 (3.5)
Aged 75-84	2		1	3 (0.2)	3 (0.3)	3 (0.3)
Disability						
Without a Disability	710	202	667	1579 (98.6)	1117(98.2)	1068 (97.9)
With a Disability	11	2	9	22 (1.4)	21 (1.8)	23 (2.1)
Ethnicity						
White – British	514	173	499	1186 (74.1)	964 (84.7)	897 (82.2)
Not Known/Not Provided	56	10	50	116 (7.2)	28 (2.5)	63 (5.8)
Non White-British - Total	151	21	127	299 (18.7)	146 (12.8)	131 (12.0)
Gender						
Female	408	151	485	1044 (65.2)	749 (65.8)	696 (63.8)
Male	313	53	191	557 (34.8)	389 (34.2)	395 (36.2)

NB: Data excludes Summer Enrolment Assistants employed for the August/Sept enrolment period only.

Management status

The management group consisted of 120 members of staff. The average age of the management group was 46 years which was slightly younger than the average age for managers found in FE colleges in 2008-09 at 47 years old (FE Workforce data report 2008-09). The number of managers with disabilities was slightly higher than the College average, with 1.7% of managers and 1.4% of all staff with a known disability. With regards to ethnicity, managers from minority groups were under represented with 16% of managers being from the Non-White British group compared to 20% of all staff, however, this is greater than the 9% of managers reported in the FE Workforce data report. This continues the positive trend of increasing numbers of Non-White British managers found over previous years; from 6% in 2005-08 to 12% in 2008-09.

Gender analysis showed, the college had 57.5% female and 42.5% male managers, this was similar to the FE Workforce Data with 61.5% female managers and 38.5% male managers.

Management Status 2009-10, 2008-09, 2007-08, 2006-07.

	Number and % of Managers 2009-10 (120)	Number and % of Staff 2009-10 (1481)	Number and % of Managers 2008-09 (108)	Number and % of Managers 2007-08 (98)	Number and % of Managers 2006-07 (85)
Age					
Aged 15-24		93 (6.3)			
Aged 25-34	23 (19.2)	265 (17.9)	25 (23.1)	20 (20.4)	20 (23.5)
Aged 35-44	33 (27.5)	339 (22.9)	32 (29.6)	28 (28.6)	20 (23.5)
Aged 45-54	30 (25.0)	410 (27.7)	25 (23.1)	33 (33.7)	32 (37.7)
Aged 55-64	34 (28.3)	307 (20.7)	26 (24.1)	17 (17.3)	13 (15.3)
Aged 65-74		64 (4.3)			
Aged 75-85		3 (0.2)			
Disability					
Without a Disability	118 (98.3)	1461 (98.6)	105 (97.2)	94 (95.9)	81 (95.3)
With a Disability	2 (1.7)	20 (1.4)	3 (2.8)	4 (4.1)	4 (4.7)
Ethnicity					
White – British	98 (81.7)	1088 (73.5)	95 (88.0)	89 (90.8)	79 (92.9)
Not Known/ Not Provided	3 (2.5)	103 (7.0)			
Non White-British	19 (15.8)	290 (19.6)	13 (12.0)	9 (9.2)	6 (7.1)
Gender					
Female	69 (57.5)	975 (65.8)	63 (58.3)	58 (59.2)	49 (57.7)
Male	51 (42.5)	506 (34.2)	45 (41.7)	40 (40.8)	36 (42.4)

Length of Service

In 2009-10, the most frequently held length of service was 0-2 years service, with 29.5% of staff in this group. The data shows more staff in the 15-24 age bands had 0-2 years of service at 83% compared to the College average of 29.5%. The 55-64 age band had a higher number of staff in the 6-10 years and over 10 years plus service. The most frequently held lengths of service for members of staff with a disability were 2-4 years and 10 years plus, at 36% compared to the College Average of 19.3% and 19.4% respectively. From the ethnicity data, the number of staff with 0-2 years service was higher in the White-British group at 32.5% compared to the College Average at 29.5%. The male and female members of staff length of service were similar across the groups except 0-2 years service where 35% of males and 26% of females had this length of service.

Length of service 2009-10

	Number and % of Staff with 0-2 years (487 = 29.5%)	Number and % of Staff with 2-4 years (319 = 19.3%)	Number and % of Staff with 4-6 years (229 = 13.9%)	Number and % of Staff with 6-10 years (296 = 17.9%)	Number and % of Staff with 10+ years (320 = 19.4%)
Age					
Aged 15-24	113 (83.1)	19 (14.0)	3 (2.2)	1 (0.7)	
Aged 25-34	109 (36.9)	76 (25.8)	48 (16.3)	52 (17.6)	10 (3.4)
Aged 35-44	117 (31.5)	78 (21.0)	54 (14.5)	75 (20.2)	48 (12.9)
Aged 45-54	91 (20.7)	84 (19.1)	70 (15.9)	91 (20.7)	104 (23.6)
Aged 55-64	48 (14.1)	48 (14.1)	43 (12.6)	65 (19.1)	137 (40.2)
Aged 65-74	9 (14.1)	14 (21.9)	9 (14.1)	11 (17.2)	21 (32.8)
Aged 75+			2 (66.7)	1 (33.3)	
Disability					
Without a Disability	486 (29.8)	311 (19.1)	228 (14.0)	292 (17.9)	312 (19.2)
With a Disability	1 (4.5)	8 (36.4)	1 (4.5)	4 (18.2)	8 (36.4)
Ethnicity					
White-British	397 (32.5)	241 (19.7)	175 (14.3)	208 (17.0)	201 (16.4)
Not Known/Not Provided	16 (15.0)	34 (31.8)	26 (24.3)	5 (4.7)	26 (24.3)
Non White-British - Total	74 (23.0)	44 (13.7)	28 (8.7)	83 (25.8)	93 (28.9)
Gender					
Female	283 (26.4)	201 (18.8)	161 (15.0)	199 (18.6)	228 (21.3)
Male	204 (35.2)	118 (20.4)	68 (11.7)	97 (16.8)	92 (15.9)

Staff Review Processes

The centralised review processes at the College have also been assessed for equity to ensure we monitor training applications and experience, performance assessment, promotion opportunities and appraisals by ethnic origin, disability, gender and age.

Promotions

During 2009-2010 any promotions were awarded through the College merger and restructure process. Analysis has been provided in the Equality Impact Assessment report.

Marketing Report

Press and PR

Press and Communications actively seeks out stories that have an interesting angle and also relate to specific areas that are actively being promoted by the College, be it courses, sectors, schemes or celebrations.

Stories are most often issue and achievement related so it can be very difficult to ensure a fair split of coverage. Story is paramount for maximum coverage, much of the time background of the person featured is secondary. Wherever possible we will find those stories from people within a wide range of groups but those group areas cannot be forced.

This year, over 20% of stories with images covered people classified as equality and diversity, which is a 100% increase over last year. This is due in part to the expanded areas of criteria.

Last year the majority of stories with images were favoured towards females, but this year there have been more stories with pictures featuring males. This is a trend which is likely to continue in next year's figures (2010/11) due to an increase in NEA and NEETs coverage, often with large group photos, which are predominantly made up of male students.

Proactive and reactive

The generation of stories and features falls into two areas, those that are spearheaded by ourselves, being proactive, or created at the behest of journalists contacting us about a particular local, national or educational issue, thus being reactive.

Limits to counting coverage

The figures however do not paint the full picture from an E&D perspective.

It is not always possible to tell if students or staff fall into the ethnic or disability bracket, as it is not always apparent of their background by name alone, only if a photo accompanies that particular story – the latter which does not necessarily cover disability. An image is always sent with a media release (this is also useful as such stories and quotes are often 'recycled' for the staff bulletin, website and various publications) but its use cannot be guaranteed.

Figuring out the figures

Each story is sent out to all local media, sector media and with selected releases, national media

Most stories are also uploaded to the College website and the staff and student Bulletins. Stories from the website are also linked to the College's Twitter page and Facebook page, both of which are growing in followers.

This means that one story with one female student (and often the same image) can appear in six publications, thus scoring six single hits in the relevant category.

This table shows the number of females, males, minority and disabled students featured in press coverage.

This table shows the number of females, males, minority and disabled students featured in press coverage. Stories are most often issue and achievement related so it can be very difficult to ensure a fair split of coverage. This year, Equality also takes into account age, for example an HE story featuring an Adult learner or a Business Development story, as well as disability, whether that be physical or not. Diversity on the other hand predominantly covers ethnicity, but would also cover people from other countries.

Last year the figures represented the numbers of photos appearing in each story, whereas this year we are counting the number of stories with images rather than each image in each story (a feature for example may have five images).

	Stories	Male	Female	Equality	Diversity
Aug-09	8	19	27	0	0
Sep-09	22	90	49	0	6
Oct-09	37	94	107	5	10
Nov-09	39	106	79	0	8
Dec-09	27	46	44	0	7
Jan-10	25	92	57	0	1
Feb- 10	40	110	83	0	9
Mar- 10	16	27	38	0	1
Apr-10	40	80	84	0	6
May-10	41	100	66	8	1
Jun-10	64	65	76	0	3
Jul-10	25	28	42	15	3
Total	384	857	752	28	55

Variation

Figures often fluctuate throughout the year dependent on particular stories, events or even time of year.

- In September and January figures show a significant amount more males featured than females, a contributing factor being two football stories in September and three stories in January covering a Boy's Dance Day held at the College
- During October the figure of diversity is higher than the rest of the year as Graduation provides the opportunity to feature a diverse range of students in large group shots which are often used multiple times
- In November the figure of male students is high, this is again due to two football stories and two catering stories featuring a total of 40 male students in just 4 photos
- The month of June features a large number of stories due to Southend Festival taking place
- The figures for males and females featured in photos are lower in July due to the summer half term where there are far less students around

Groups

For example if there is a story featuring the football team then the image will more often than not feature the entire squad, thus meaning an increase in male students featured.

Likewise with larger events such as Celebrating Success, A level Results Day and Graduation we also always ensure a nice mix of students are covered and interviewed. Some students and their stories lend themselves to more interesting stories than others however, which means they are more likely to be published irrespective of equality and diversity depending on the angle that particular medium is looking for.

On large celebratory events, such as Celebrating Success, there are always going to be a greater number of photos featuring females, not because they have done better but more because Jan, currently as Principal and Chief Executive, is set to feature in many of the images designated to be sent to the media.

Recycling

Many of the press stories and images also now get utilised within various publications such as the Celebrating Success brochure and the full-range of prospectuses, where we obviously have more control over the types of images used and those people featured in them.

E&D has been used to great effect in many of the case studies that we have specially shot and interviewed for that particular publication, ensuring a diverse mix of students, from their courses and their backgrounds.

The Future

With investment in video equipment and increased reliance on the website and new website materials there will be an increased output of video interviews and video stories, similar in style to those featured on regional news programmes, which will form part of the E&D PR mix next year. Each effort will be made to ensure a good mix of E&D, which helps keep it fresh and interesting as well, but as with print media the overriding aspect that applies is that story is king.

Next year

Youtube

As hinted last year, we've started producing our own videos and launched our own YouTube channel

Age

PR strategy wise, HE has taken a dip in 'importance' for coverage, slipping from second to third place behind Adult provision. This will mostly consist of Business Development and Evening and Weekend courses as 'paid for' courses and education are now taking a front seat in priorities for the College, so this should mean an increase in older students being featured.

Of course, there will still be spikes for HE, including Graduation and Access students perhaps, round Adult Learners' Week, but it is FE that still claims the top spot. As we also build the reputation of the Basildon and Thurrock Campuses and fight for the hearts and minds of future learners, this group of younger people will continue to dominate.

With events, such as the aforementioned Adult Learners' Week and Graduation, pockets of Adult stories will still remain, they'll just be easier to pinpoint in the coverage table next year.

Counting images

We will also be looking at how the numbers for photos are gathered as presently it includes all photos related to that article and not those that we just submit. Appearing in the paper we can include a pertinent image, as we always do, but there is no guarantee that that image will be used as part of it or not, especially if it is a feature we are contributing to.

We would however include images that, although we may not have submitted, have set the photo opportunity up as The Echo, and especially the Yellow Advertiser, often like to take their own images rather than have them sent in.

We have a duty to ensure that we discover student stories from people from different backgrounds and E&D, for example students with disabilities, and these will be covered either in media releases, prospectuses or video, but demand for the story content by the media will drive most stories and articles, especially regarding retention and recruitment as efficiency savings become ever tighter and less money can be spent on advertising as we fight to maintain our reputation as a quality education provider. Part of that quality, of course, is our equality and diversity in both students and the range of courses we offer them.

Publications released during the period - July 2009 – August 2010

Title	Date of publication	Purpose
Student Diary 2009-2010	July 2009	Key dates, useful information
14-19 courses guide	August 2009	Annual update
Merge document	November 2009	Details of new merged college and benefits.
Undergraduate prospectus	March 2010	Annual update of higher education provision
Southend Festival	May 2010	Event listings and features
Adult Skills/Business Directory	July 2010	Annual update of our adult and business course provision.
Student Diary 2010-2011	July 2010	Key dates, useful information, policies and procedures
Learner Steps to Work 2010	August 2010	Details of our work related programmes aimed at learners aged 14-16.
14-19 courses guide	August 2010	Annual update
Evening & Weekend	October 2010	Annual courses update

The Marketing team monitors adherence to equality and diversity targets during the whole production period of publications. As in previous years, the process includes the following aspects:

- At the start of the production process, briefing of photographers to include as many different students and scenarios as possible in the photoshoot to reflect the real life of the College
- Selection of a wide variety of images and testimonies for use in publications (and related adverts) to cover all of the Single Equality Act strands and student backgrounds.
- In conjunction with the press side of marketing, obtaining and printing stories and interviews from a range of different students to give first hand impressions of the College from a wide variety of viewpoints.
- Inclusion of general text and case studies for different sectors of our current and potential student community. For example:
 - Pages of text about our Learner Services for those with disabilities or difficulties
 - Details of our College Chaplaincy – a resource for all students and staff regardless of faith, community or world view, and can provide support and care,

whilst also tackling moral, spiritual, ethical, social and cultural issues within and outside your particular curriculum area. The Chaplaincy holds various events throughout the year.

- College nurse – we have a registered nurse, a sexual health specialist and student peer mentors who can advise you about sexual health issues and other health issues, as needed.
 - Specific text for those from other countries or without English as native language
 - Text about support for financial difficulties
 - Emphasis on College welcoming dialogue with students – eg, free advice and guidance and availability of feedback channels (eg, tutorial sessions, complaints procedure)
- A general ‘voice’ in publications that assumes that the reader has no prior knowledge of the education system. Text is created or edited accordingly to be clear and not to exclude readers from this early stage (eg, exhaustive indexes, also see p18-19 of 2010 FE guide specifically created to ‘demystify’ the qualifications and guide potential students. ‘How to choose your course’ text and National Qualifications Grid also included in most publications to help in a similar way). At least 3 different staff will proof read publications to minimise any subconscious personal biases or inconsistencies in text.
 - Designers briefed to make text as clear as possible through layout (eg, see courses pages of new 2011 HE guide). Course info was printed on white background with black text to make it as clear as possible. We also use largest font possible within economic and aesthetic constraints.
 - Arrangements currently in place to provide large print formats of publications on demand (publication provided to Learner Services).
 - Final checks (counting up pictures) and adjustments before print, to ensure that all areas of diversity are represented at least once where possible in the publication (eg, photos of males, females, able-bodied, with disabilities, various ethnicities).
 - A photo library has now been set up containing hundreds of photos categorised by age, gender etc, to enable easy access to a diversity of photos on demand.
 - Distribution of publications deliberately targeted to areas of maximum traffic of all segments of community (eg, supermarkets, libraries). Publications also distributed to partners and careers libraries (as well as via Call Centre) to ensure they reach as many readers as possible.
 - Research on publications is ongoing – to ensure that publications appeal to all target readers.

Publications which do not relate directly to courses/age sectors (eg, College Charter, Strategic Plan) contain a diversity of images of different aged students.

Appendices

Success, Retention and Achievement Data: FE

Table 1: Success, Retention and Achievement by Gender and Age:

Success, Retention & Achievement – All Learners								
Age	16-18				19+			
Qualification Length	No.	Suc %	Ret %	Ach %	No.	Suc %	Ret %	Ach %
V Short	138	99	100	99	160	90	100	90
Short	2436	91	97	93	1320	85	96	89
Long 1	1732	80	88	91	1079	71	80	88
Long 2	2685	84	88	95	1743	74	83	89
Long 3	3555	80	83	96	1108	77	86	90
Long H	0	0	0	0	155	75	87	87
Totals	10546	83	89	94	5565	77	87	89

Long 1,2,3 & H	7972	81	86	94	4085	74	83	89
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Success, Retention & Achievement - Female								
Age/Gender	16-18				19+			
Female	No.	Suc %	Ret %	Ach %	No.	Suc %	Ret %	Ach %
V Short	55	100	100	100	63	97	100	97
Short	1287	89	97	92	757	83	95	87
Long 1	731	81	89	91	940	76	87	87
Long 2	2839	87	92	94	1541	79	88	89
Long 3	2162	81	84	96	761	78	87	90
Long H	0	0	0	0	160	81	89	90
Totals	5732	84	89	95	3402	78	88	89

Long 1,2,3 & H	4390	82	86	95	2582	76	85	89
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Success, Retention & Achievement - Male								
Age/Gender	16-18				19+			
Male	No.	Suc %	Ret %	Ach %	No.	Suc %	Ret %	Ach %
V Short	83	99	100	99	97	86	100	86
Short	1149	93	98	95	563	87	96	90
Long 1	1097	80	88	91	646	77	84	92
Long 2	987	81	86	94	903	73	83	88
Long 3	1498	78	83	95	550	76	88	86
Long H	0	0	0	0	64	80	91	88
Totals	4814	83	88	94	2163	75	85	89

Long 1,2,3 & H	3582	80	85	94	1503	70	79	89
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Table 2: Success, Retention and Achievement Rates by Ethnic Group for 16-18 learners & 19+ learners

16-18 Long 1,2,3 & H	No.	Retention %	Achievement %	Success %	National Success rate %
Asian or Asian British - Bangladeshi	35	97	91	89	77.8
Asian or Asian British - Indian	31	94	93	87	81.5
Asian or Asian British - Pakistani	0	0	0	0	79.9
Asian or Asian British - any other Asian background	57	93	85	79	79.7
Black or Black British - African	152	89	93	82	78.5
Black or Black British - Caribbean	38	82	97	79	73.8
Black or Black British - any other Black background	39	90	91	82	74.2
Chinese	22	91	100	91	84.7
Mixed - White and Asian	58	84	94	79	78.0
Mixed - White and Black African	35	91	94	86	75.7
Mixed - White and Black Caribbean	93	86	94	81	72.9
Mixed - any other Mixed background	57	82	96	79	75.0
White - British	9507	88	94	83	79.4
White - Irish	24	100	100	100	75.4
White - any other White background	201	96	96	92	80.5
Any Other	72	81	83	67	77.5
Not known / not provided	98	90	94	85	77.5

19+ Long 1,2,3 & H	No.	Retention %	Achievement %	Success %	National Success rate %
Asian or Asian British - Bangladeshi	16	75	75	56	74.6
Asian or Asian British - Indian	46	89	90	80	80.8
Asian or Asian British - Pakistani	0	0	0	0	76.5
Asian or Asian British - any other Asian background	83	90	88	80	76.9
Black or Black British - African	315	89	78	70	74.9
Black or Black British - Caribbean	44	77	88	68	73.6
Black or Black British - any other Black background	21	76	94	71	72.1
Chinese	51	94	92	86	79.0
Mixed - White and Asian	22	82	83	68	76.8
Mixed - White and Black African	30	93	82	77	73.8
Mixed - White and Black Caribbean	35	66	83	54	71.7
Mixed - any other Mixed background	30	80	96	77	75.8
White - British	4256	86	90	77	80.7
White - Irish	33	85	86	73	79.0
White - any other White background	289	90	93	83	80.1
Any Other	125	88	79	70	76.1
Not known / not provided	158	89	91	82	79.2

**Table 3:
Analysis of Declared Disability by Category and Age**

Disability by Category			Disability by Category 16-18			Disability by Category Groups 19+		
Disability	No.	%	Disability	No.	%	Disability	No.	%
Visual	46	3	Visual	26	3	Visual	20	3
Hearing	84	6	Hearing	35	4	Hearing	49	8
Mobility	37	2	Mobility	10	1	Mobility	27	4
Physical	58	4	Physical	21	2	Physical	37	6
Medical	624	41	Medical	389	45	Medical	235	36
Emotional/ Behavioural	171	11	Emotional/ Behavioural	119	14	Emotional/ Behavioural	52	8
Mental Health	53	3	Mental Health	11	1	Mental Health	42	7
Temporary	3	0	Temporary	1	0	Temporary	2	0
Profound/ Complex	18	1	Profound/ Complex	10	1	Profound/ Complex	8	1
Asperger's	28	2	Asperger's	26	3	Asperger's	2	0
Multiple	133	9	Multiple	73	8	Multiple	60	9
Other	263	17	Other	152	17	Other	111	17
Totals	1518		Totals	873		Totals	645	

**Table 4:
Success rates by Disability: By Age Group and Category**

Disability	Under 16-18				19+			
	No.	Suc %	Ret %	Ach %	No.	Suc %	Ret %	Ach %
No Disability	8934	84	88	95	4447	77	86	89
Not known/Not provided	312	84	92	91	411	82	91	90
Asperger's	34	82	85	97	3	100	100	100
Emotional/Behavioural	188	87	95	92	55	89	95	94
Hearing	48	85	94	91	55	76	87	88
Medical	588	81	88	92	269	74	87	85
Mobility	0	0	0	0	21	57	62	92
Multiple	80	86	95	91	78	77	86	90
Mental Health	0	0	0	0	33	64	73	88
Other	238	82	86	95	120	73	86	84
Physical	36	78	94	82	41	88	93	95
Profound/Complex	11	73	73	100	11	91	91	100
Temporary	1	0	0	n/a	2	50	50	100
Visual	45	87	91	95	24	79	88	90
Totals	10515	83	89	94	5570	77	87	89

Table 5: Success Rates for All Qualifications by Age and Ethnicity (YPLA data for South East Essex College)

		2007/08	2008/09	2009/10	National	
16-18	- Bangladeshi Asian or Asian British	Starts	33	16	25	14,137
		Success Rate	72.7 %	87.5 %	88.0 %	77.8 %
	Asian or Asian British - Indian	Starts	25	18	9	18,822
		Success Rate	92.0 %	72.2 %	77.8 %	81.5 %
	- Pakistani Asian or Asian British	Starts	25	23	25	33,257
		Success Rate	76.0 %	82.6 %	84.0 %	79.9 %
	- any other Asian background Asian or Asian British	Starts	18	18	36	17,513
		Success Rate	72.2 %	83.3 %	83.3 %	79.7 %
	Black or Black British - African	Starts	81	114	101	32,120
		Success Rate	76.5 %	75.4 %	82.2 %	78.5 %
	- Caribbean Black or Black British	Starts	10	11	26	20,480
		Success Rate	70.0 %	63.6 %	73.1 %	73.8 %
	Black or Black British - any other Black background	Starts	13	17	20	6,978
		Success Rate	100.0 %	100.0 %	85.0 %	74.2 %
	Chinese	Starts	36	20	21	3,969
		Success Rate	83.3 %	80.0 %	90.5 %	84.7 %
	Mixed - White and Asian	Starts	23	46	47	6,587
		Success Rate	73.9 %	73.9 %	78.7 %	78.0 %
	African Mixed - White and Black	Starts	10	14	28	4,449
		Success Rate	80.0 %	92.9 %	89.3 %	75.7 %
	Caribbean Mixed - White and Black	Starts	49	56	60	17,124
		Success Rate	67.3 %	78.6 %	78.3 %	72.9 %
	background Mixed - any other Mixed	Starts	24	25	36	7,779
		Success Rate	70.8 %	92.0 %	83.3 %	75.0 %
	White - British	Starts	4,348	5,231	5,661	815,139
		Success Rate	79.4 %	81.0 %	83.9 %	79.4 %
	White - Irish	Starts	6	9	10	2,979
		Success Rate	100.0 %	77.8 %	100.0 %	75.4 %
	White - any other White background	Starts	146	168	133	30,665
		Success Rate	89.7 %	88.7 %	90.2 %	80.5 %
Any other	Starts	40	31	48	15,543	
	Success Rate	80.0 %	74.2 %	72.9 %	77.5 %	
Not known/not provided	Starts	52	102	89	13,402	
	Success Rate	67.3 %	80.4 %	86.5 %	77.5 %	
Total 16-18		Starts	4,939	5,919	6,375	1,060,943
		Success Rate	79.4 %	81.1 %	83.9 %	79.1 %

		2007/08	2008/09	2009/10	National	
19+	Asian or Asian British - Bangladeshi	Starts	25	4	8	12,787
		Success Rate	72.0 %	100.0 %	37.5 %	74.6 %
	- Indian Asian or Asian British	Starts	34	19	18	27,398
		Success Rate	67.6 %	73.7 %	77.8 %	80.8 %
	Asian or Asian British - Pakistani	Starts	18	13	11	34,045
		Success Rate	83.3 %	76.9 %	90.9 %	76.5 %
	Asian or Asian British - any other Asian background	Starts	32	22	52	29,830
		Success Rate	71.9 %	72.7 %	84.6 %	76.9 %
	Black or Black British - African	Starts	130	140	234	63,818
		Success Rate	74.6 %	78.6 %	70.5 %	74.9 %
	Black or Black British - Caribbean	Starts	15	12	27	25,085
		Success Rate	80.0 %	66.7 %	70.4 %	73.6 %
	- any other Black background Black or Black British	Starts	20	13	12	10,630
		Success Rate	70.0 %	69.2 %	66.7 %	72.1 %
Chinese	Starts	36	18	32	6,689	

	Success Rate	72.2 %	94.4 %	87.5 %	79.0 %
Mixed - White and Asian	Starts	16	6	14	4,925
	Success Rate	68.8 %	66.7 %	71.4 %	76.8 %
African Mixed - White and Black	Starts	10	3	10	6,470
	Success Rate	100.0 %	66.7 %	70.0 %	73.8 %
Caribbean Mixed - White and Black	Starts	18	17	22	9,129
	Success Rate	77.8 %	88.2 %	59.1 %	71.7 %
background Mixed - any other Mixed	Starts	14	5	15	6,404
	Success Rate	71.4 %	40.0 %	73.3 %	75.8 %
White - British	Starts	1,867	1,869	2,137	694,874
	Success Rate	73.6 %	79.4 %	77.5 %	80.7 %
White - Irish	Starts	15	17	21	6,404
	Success Rate	66.7 %	88.2 %	76.2 %	79.0 %
background White - any other White	Starts	197	176	128	95,591
	Success Rate	77.2 %	85.8 %	85.2 %	80.1 %
Any other	Starts	49	36	67	37,126
	Success Rate	73.5 %	69.4 %	74.6 %	76.1 %
Not known / not provided	Starts	127	166	112	23,107
	Success Rate	83.5 %	81.9 %	85.7 %	79.2 %
Total 19 +	Starts	2,623	2,536	2,920	1,094,312
19+	Success Rate	74.4 %	79.7 %	77.4 %	79.4 %
Total	Starts	7,562	8,455	9,295	2,155,255
	Success Rate	77.7 %	80.7 %	81.9 %	79.3 %

Table 6: Success Rates for All Qualifications by Age and Ethnicity (YPLA data for Thurrock and Basildon College)

		2007/08	2008/09	2009/10	National	
16-18	- Bangladeshi Asian or Asian British	Starts	8	9	10	14,137
		Success Rate	100.0 %	33.3 %	90.0 %	77.8 %
	Asian or Asian British - Indian	Starts	14	21	22	18,822
		Success Rate	78.6 %	71.4 %	90.9 %	81.5 %
	- Pakistani Asian or Asian British	Starts	7	7	6	33,257
		Success Rate	85.7 %	57.1 %	66.7 %	79.9 %
	- any other Asian background Asian or Asian British	Starts	14	32	21	17,513
		Success Rate	78.6 %	90.6 %	71.4 %	79.7 %
	Black or Black British - African	Starts	69	82	51	32,120
		Success Rate	78.3 %	75.6 %	82.4 %	78.5 %
	- Caribbean Black or Black British	Starts	7	10	12	20,480
		Success Rate	57.1 %	70.0 %	91.7 %	73.8 %
	Black or Black British - any other Black background	Starts	13	8	19	6,978
		Success Rate	84.6 %	75.0 %	78.9 %	74.2 %
	Chinese	Starts	12	6	1	3,969
		Success Rate	58.3 %	83.3 %	100.0 %	84.7 %
	Mixed - White and Asian	Starts	8	8	11	6,587
		Success Rate	100.0 %	62.5 %	81.8 %	78.0 %
	African Mixed - White and Black	Starts	12	5	7	4,449
		Success Rate	83.3 %	80.0 %	71.4 %	75.7 %
	Caribbean Mixed - White and Black	Starts	38	36	33	17,124
		Success Rate	76.3 %	75.0 %	84.8 %	72.9 %
	background Mixed - any other Mixed	Starts	9	12	21	7,779
		Success Rate	100.0 %	75.0 %	71.4 %	75.0 %
	White - British	Starts	2,972	3,396	3,865	815,139
		Success Rate	72.4 %	76.3 %	82.3 %	79.4 %
White - Irish	Starts	6	9	14	2,979	
	Success Rate	50.0 %	77.8 %	100.0 %	75.4 %	
White - any other White background	Starts	59	74	68	30,665	
	Success Rate	84.7 %	89.2 %	94.1 %	80.5 %	
Any other	Starts	17	37	24	15,543	
	Success Rate	70.6 %	81.1 %	54.2 %	77.5 %	
Not known/not provided	Starts	3	3	9	13,402	
	Success Rate	100.0 %	33.3 %	66.7 %	77.5 %	
16-18	Total 16-18	Starts	3,268	3,755	4,194	1,060,943
		Success Rate	73.0 %	76.5 %	82.3 %	79.1 %

		2007/08	2008/09	2009/10	National	
19+	Asian or Asian British - Bangladeshi	Starts	0	4	8	12,787
		Success Rate		75.0 %	75.0 %	74.6 %
	- Indian Asian or Asian British	Starts	28	38	28	27,398
		Success Rate	60.7 %	68.4 %	82.1 %	80.8 %
	Asian or Asian British - Pakistani	Starts	12	6	5	34,045
		Success Rate	50.0 %	83.3 %	80.0 %	76.5 %
	Asian or Asian British - any other Asian background	Starts	21	25	30	29,830
		Success Rate	66.7 %	60.0 %	70.0 %	76.9 %
	Black or Black British - African	Starts	92	82	79	63,818
		Success Rate	62.0 %	68.3 %	68.4 %	74.9 %
	Black or Black British - Caribbean	Starts	22	32	17	25,085
		Success Rate	72.7 %	53.1 %	64.7 %	73.6 %
	- any other Black background Black or Black British	Starts	16	13	8	10,630
		Success Rate	68.8 %	53.8 %	87.5 %	72.1 %
Chinese	Starts	11	9	19	6,689	

	Success Rate	63.6 %	66.7 %	84.2 %	79.0 %	
Mixed - White and Asian	Starts	17	7	8	4,925	
	Success Rate	70.6 %	71.4 %	62.5 %	76.8 %	
African Mixed - White and Black	Starts	5	13	20	6,470	
	Success Rate	40.0 %	76.9 %	80.0 %	73.8 %	
Caribbean Mixed - White and Black	Starts	17	27	13	9,129	
	Success Rate	70.6 %	74.1 %	46.2 %	71.7 %	
background Mixed - any other Mixed	Starts	28	14	15	6,404	
	Success Rate	71.4 %	78.6 %	80.0 %	75.8 %	
White - British	Starts	2,677	2,624	2,152	694,874	
	Success Rate	76.2 %	79.0 %	75.9 %	80.7 %	
White - Irish	Starts	21	16	12	6,404	
	Success Rate	81.0 %	81.3 %	66.7 %	79.0 %	
background White - any other White	Starts	166	205	161	95,591	
	Success Rate	78.9 %	83.4 %	79.5 %	80.1 %	
Any other	Starts	52	74	59	37,126	
	Success Rate	75.0 %	77.0 %	61.0 %	76.1 %	
Not known/not provided	Starts	41	37	46	23,107	
	Success Rate	80.5 %	83.8 %	71.7 %	79.2 %	
Total 19+	Starts	3,226	3,226	2,680	1,094,312	
	Success Rate	75.4 %	78.3 %	75.4 %	79.4 %	
19+	Total	Starts	6,494	6,981	6,874	2,155,255
		Success Rate	74.2 %	77.3 %	79.6 %	79.3 %