

Equality Statistics

2022 - 2023



Equality and Diversity Statistics 2022-2023

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Our Commitment

Equality and Diversity is placed at the heart of what we do, and we work actively towards eliminating discrimination, harassment and bullying because of race, ethnic origin, disability, religion or belief, gender, sexual orientation, age or any other grounds.

Background

The report details staff and learner statistics for the College by equality measures, and should be read in conjunction with the College's accompanying Equality and Diversity documentation.

Staff Statistics

1. Headcount

The following points should be noted when reviewing the statistics below:

- This is the established profile at 31 July 2023.
- Reporting on staff profiles for 2022-23 covers the following characteristics: gender, age, ethnicity and disability. Data is collected on our staff profile as part of the recruitment and selection process and regular checking/ updating of the data held has been built into systems and processes.
- A significant number of the academic management team also undertake teaching as part of their core hours.

Headcount	Total no. Staff 31/01/2022
Management	40
Teaching/Assessing	282
Support Staff	288
Total	610

2. Ethnicity

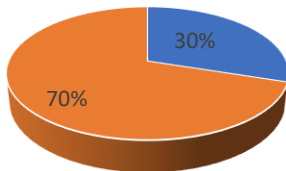
The chart below shows the profile by ethnicity in 2022/23 and 2021/22. This shows a small increase in the proportion of staff from minority ethnic groups across the period.

Ethnicity	2022/23		2021/22	
	%	Total Headcount	%	Total Headcount
White	82.7%	504	84.2%	503
Asian	13.5%	83	11.7%	70
Black	0.5%	3	0.5%	3
Mixed	1.7%	10	1.6%	10
Other	0.7%	4	0.7%	4
Prefer not to say	1.0%	6	1.3%	8
Total	100%	610	100%	598

3. Gender

The total head count is 610 with males making up 30% of the total staffing population and 70% being female. The split across male and female remains similar to the previous academic year (29% male; 71% female 2021/22).

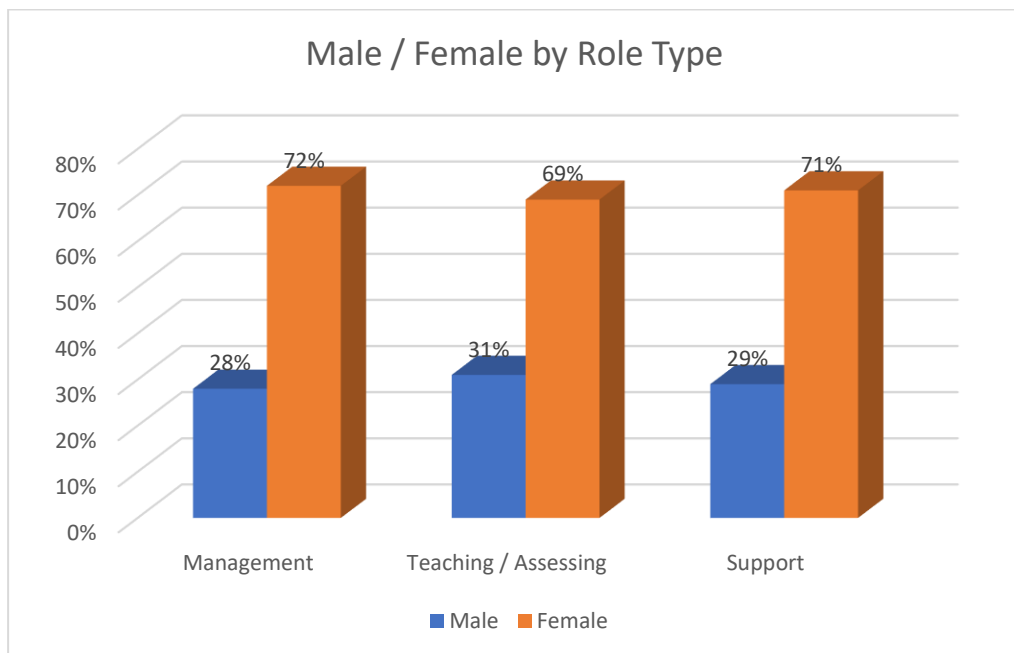
Total staff - Male / Female split



■ Male ■ Female

Gender	Total Staff	Percentage
Male	182	30%
Female	428	70%
Totals	610	100%

The table and chart below show the profile by gender across role types. In all areas, females have a higher representation than men.



	Male (Headcount)	Female (Headcount)	Male (%)	Female (%)
Management	11	29	28%	72%
Teaching/Assessing	87	195	31%	69%
Support	84	204	29%	71%
Total	182	428	30%	70%

4. Disability

Information from staff regarding any disability is on a self-declaration basis. The fact that a member of staff has declared themselves as disabled does not necessarily mean that they are, for example, a disabled badge holder, and similarly if a member of staff does not declare themselves as disabled but has a condition that would be recognised as a disability under the Equality Act, the protections afforded by the Act would still apply.

- 4.8% of all staff declared themselves as disabled.
- 1.5% of all staff declared 'Prefer not to say' when asked whether they consider themselves to have a disability.

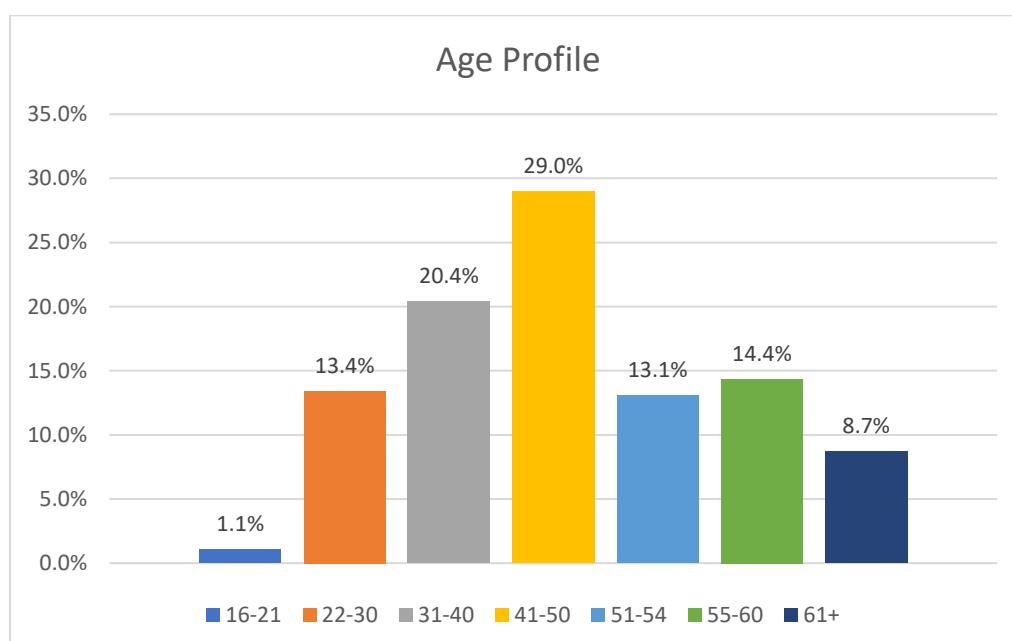
This is a reduction in staff declaring a disability (from 6.4% in 2021/22).

Disability	Staff (%)
Yes	4.8
No	93.7
Prefer Not to Say	1.5

5. Age

The age profile of the College is detailed in the chart below. The highest proportion of staff are aged between 41 and 50, with the lowest proportion aged 16-21.

The age profile of staff is largely in-line with the reported profile in 2021/22, with no significant differences or changes.



	2022/23		2021/22	
Age Category	No of Staff	%	No of Staff	%
16-21	7	1.1%	4	0.6%
22-30	82	13.4%	73	12.2%
34-40	124	20.4%	130	21.7%
41-50	176	29.0%	177	29.6%
51-54	80	13.1%	71	11.9%
55-60	88	14.4%	90	15.1%
61+	53	8.7%	53	8.9%
Total	610	100%	598	100%

Learner Statistics

The statistics below reflect the whole learner cohort for 2022-23. This includes enrolments for courses across both Nelson and Colne College, Accrington and Rossendale College and Lancashire Adult Learning.

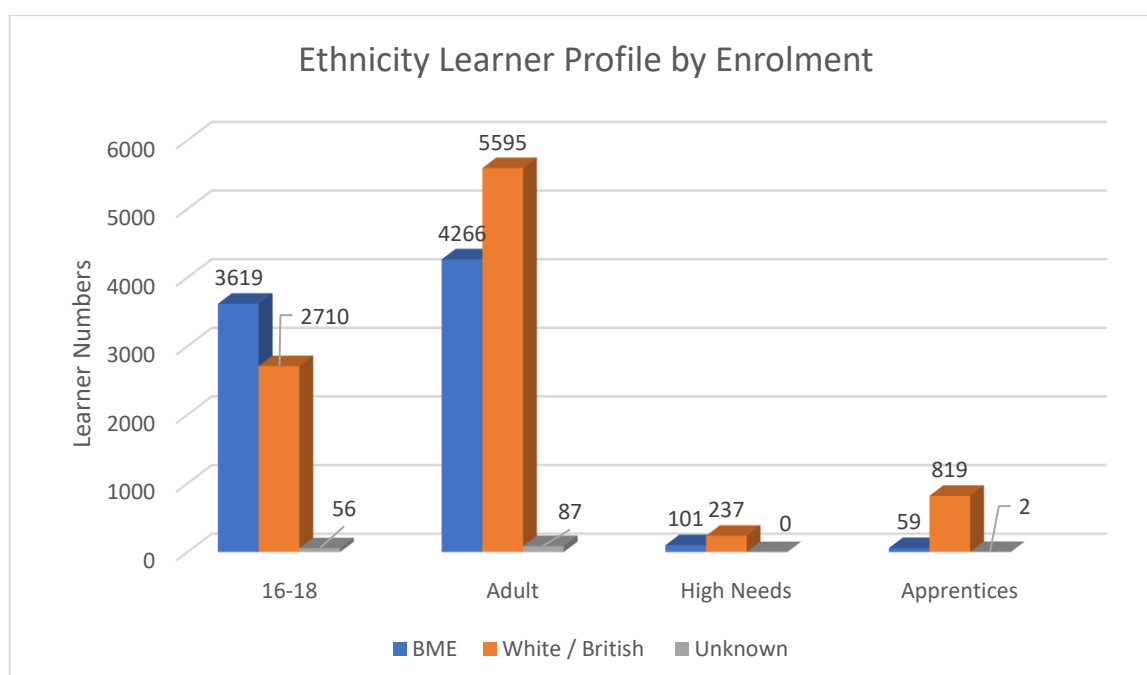
1. Headcount

Below is a summary of whole College enrolments for the academic year 2022 - 2023.

2021-22 Learner Numbers by Site	
Nelson and Colne College Group	16,496
Accrington and Rossendale College	836
Lancashire Adult Learning	10,670
Nelson and Colne College	2414
Of Which High Needs Learners at Nelson and Colne College Group	118

2. Ethnicity

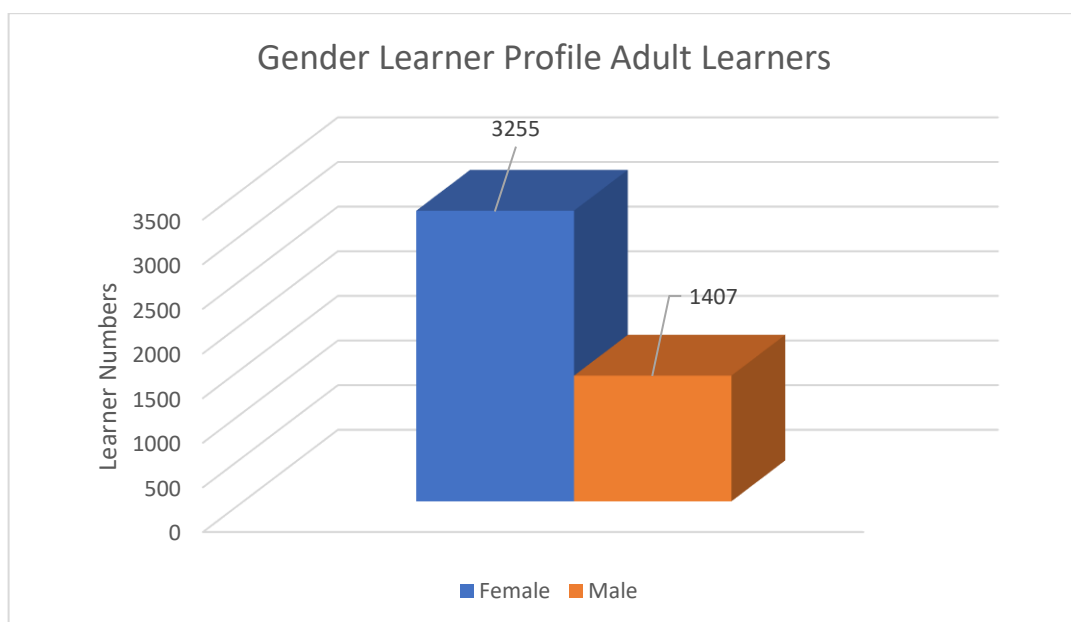
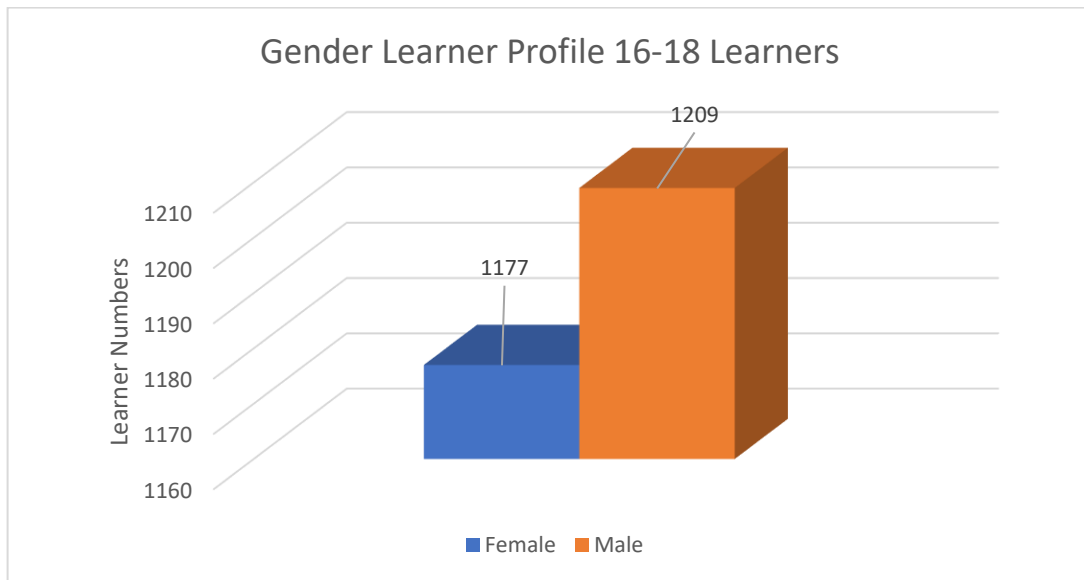
- At the Nelson campus, the percentage of young BME learners has risen from 63.3% in 2020-21 to 64.5% in 2022-23.
- At the Accrington campus, the percentage of young BME learners on full-time programmes has declined from 32.1% in 2021-22, to 27.5% in 2022-23.

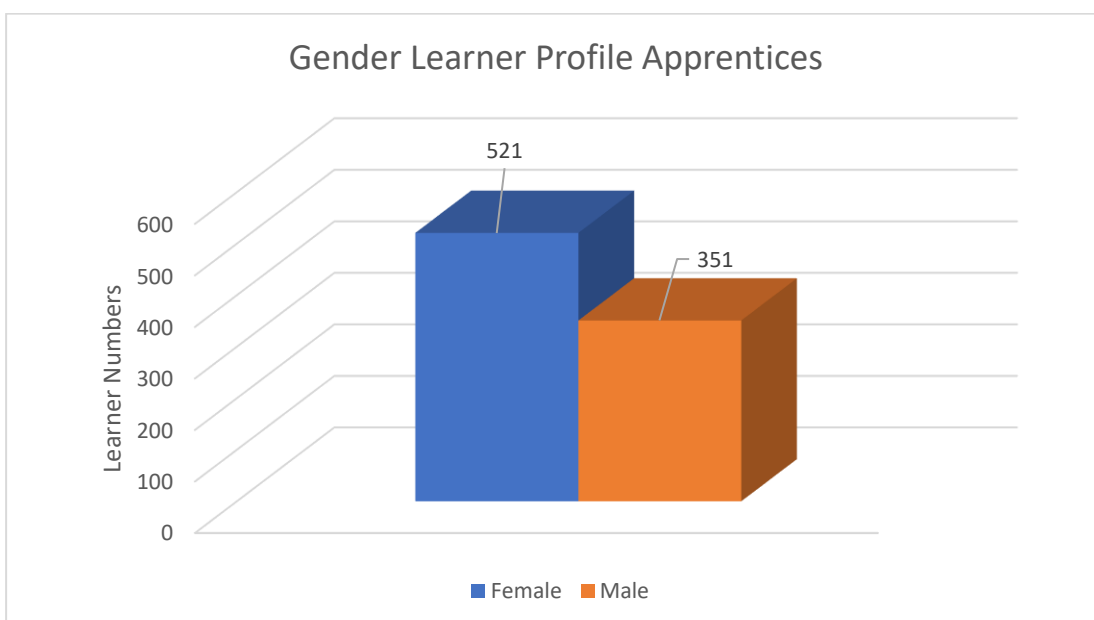
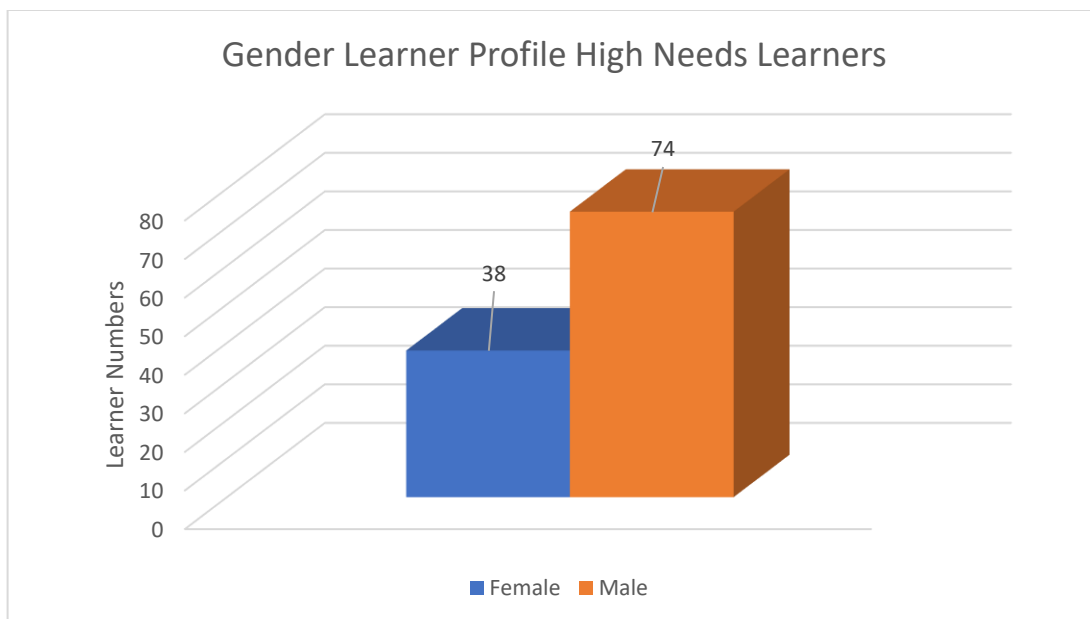


Percentage of Young People by EDI by Site

		% Nelson Site	% Accrington Site	% LAL Site	% Sub-contractor
Gender	Female	51.6%	42.8%	50%	39.8%
	Male	48.4%	57.2%	50%	60.2%
Ethnicity	White/British	35%	71.3%	60.7%	77.1%
	BME	64.5%	27.5%	39.3%	22.9%
SEND inc. High Needs		36.7%	56.2%	28.6%	19.3%
Disadvantaged		69.2%	75.3%	64.3%	80.7%

3. Gender



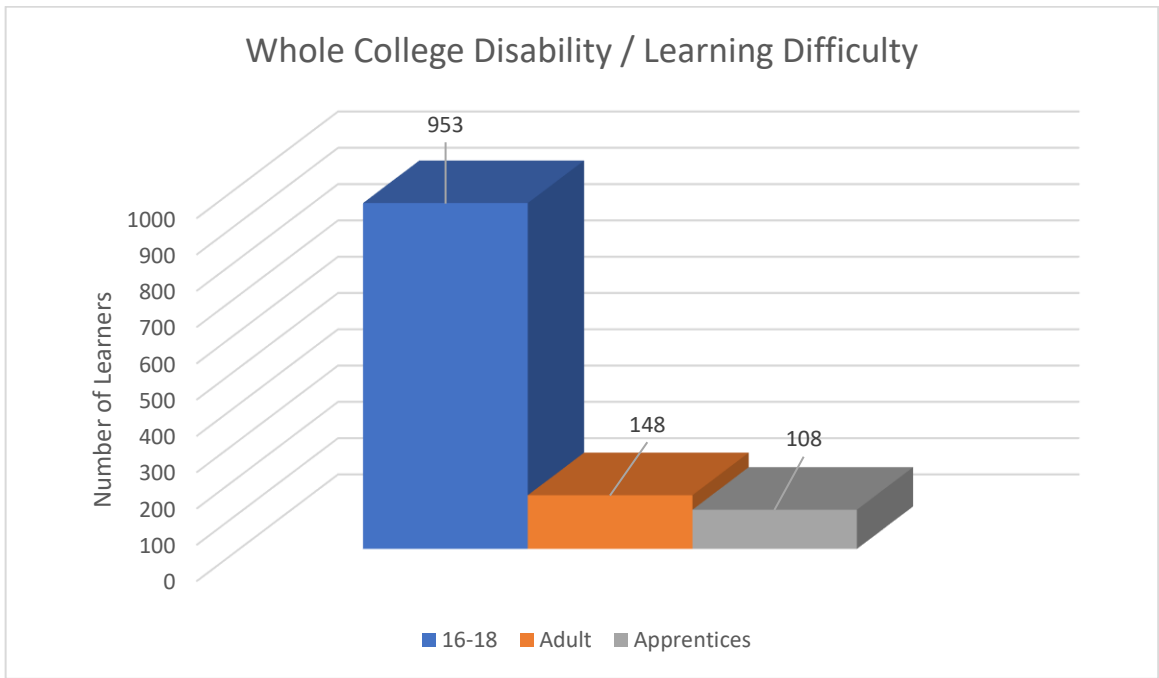


4. Disability, Learning Difficulty

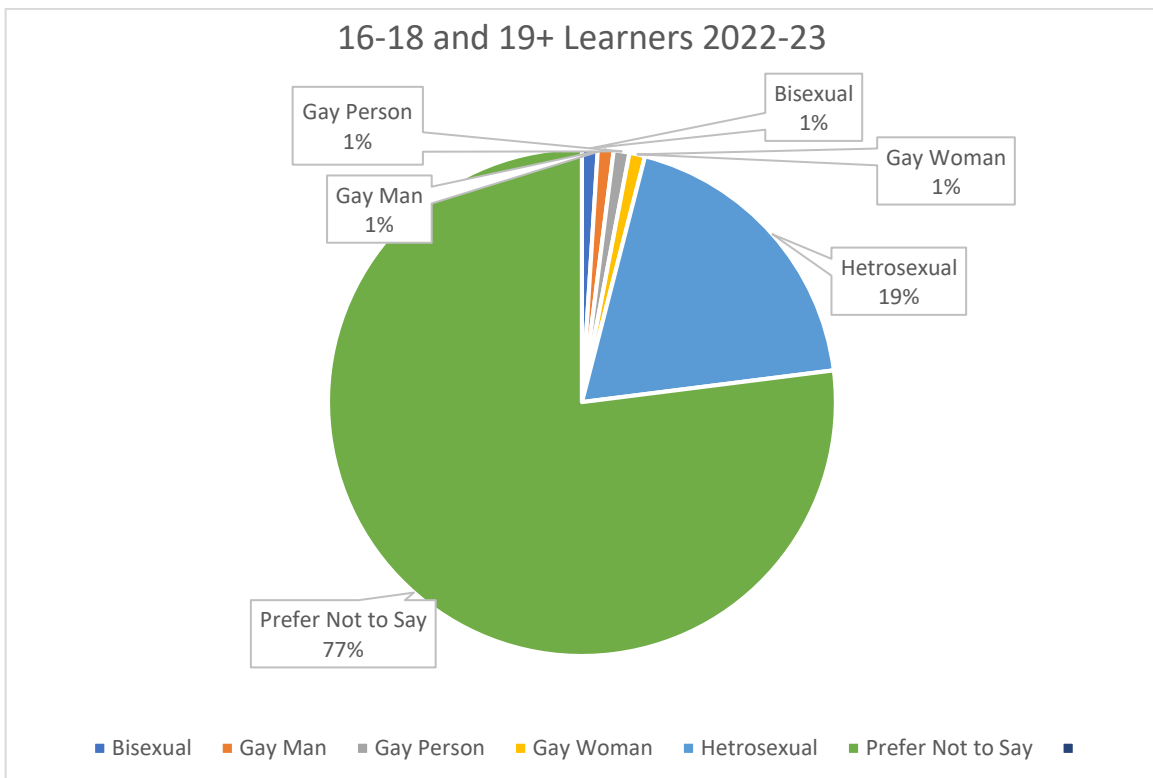
The graph below highlights the learner population across the whole of the College who identify as having a disability/learning difficulty

The high proportion of 16-18-year olds represent those learners who are identified as needing support and are in receipt of support.

There is a higher proportion of young people in receipt of support at the Accrington site compared to those on the Nelson site.



5. Sexual Orientation and Religion or Belief



6. Disadvantaged

The table below demonstrates the numbers of enrolled learners attending the College who are classed as disadvantaged. Learners in scope as disadvantaged include those flagged through post code or were previously in receipt of Pupil Premium at school.

At the Nelson site, the learner profile of young people who are disadvantaged has increased slightly from 64.9% in 2021-22 to 69.2% in 2022-23.

At the Accrington and Rossendale site, the learner profile of young people who are disadvantaged has increased slightly from 69.9% in 2021-22 to 75.3% in 2022-23.

The high proportion of adult learners classed as disadvantaged represent the number of adult learners on learning programmes with Lancashire Adult Learning.

