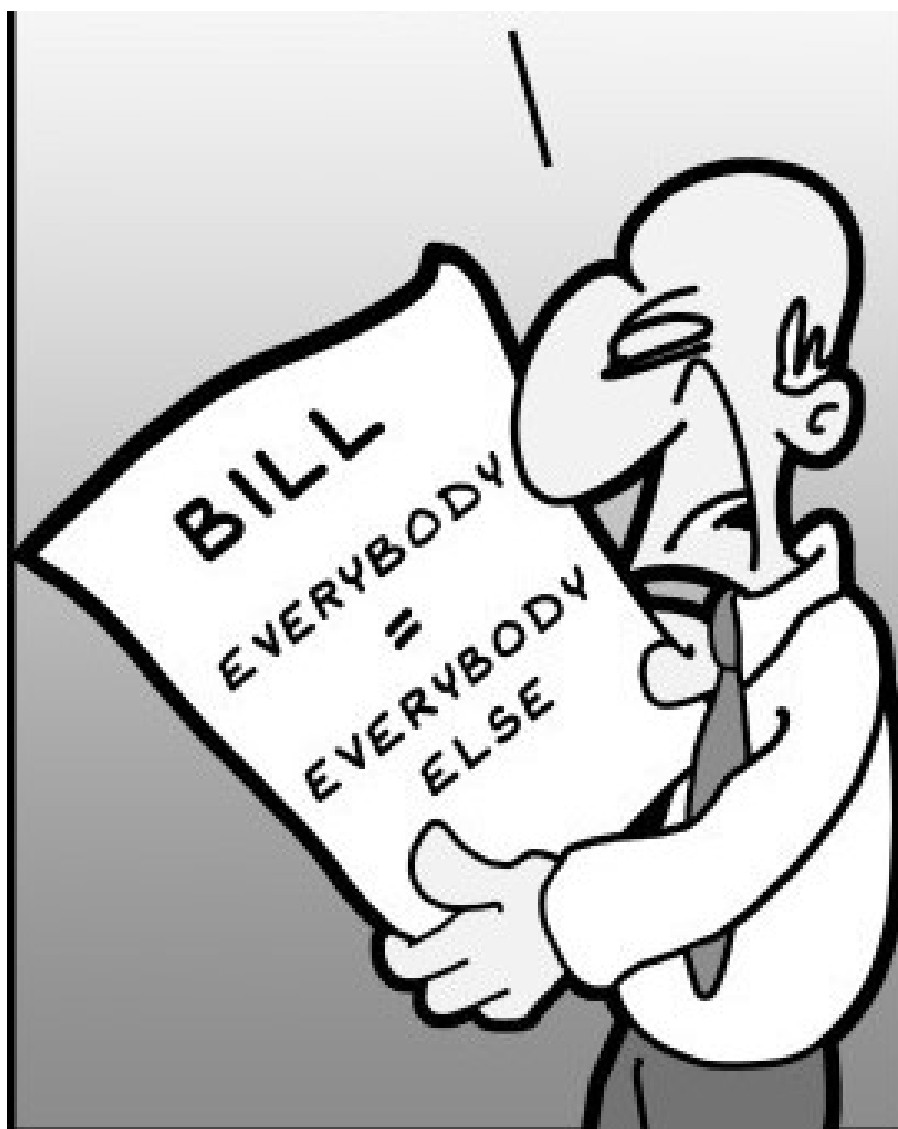


## KAE Equality Scheme 2006 – 2009 (update)



Updated: March 08  
Passed by Governors:  
Next update due: March 09

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## 1. Introduction

### Vision

KAE is fully committed to the principle of equal opportunity for all staff and learners, in accordance with its policies and mission statement, and it is our aim that prospective and actual learners and staff are treated fairly, regardless of differences. Our ultimate objective is to be a wholly inclusive service where learners and staff have equal opportunity to fulfil their potential and where differences are respected.

Participation in a diverse learning programme is proven to have a positive effect on wellbeing and KAE aims to promote an inclusive culture that recognises both this and the need to make its own distinctive programme widely available. We seek to provide a high quality service that is accessible to all and introduce measures to eliminate any direct or indirect discrimination in our work. To this end, KAE will ensure that no individuals or groups are denied access to services because of gender, sexual orientation, culture, race, religion, physical, sensory or learning disability, mental or physical health, age, social or marital status.

### Principles

In assessing potential in both learners and its employees, KAE gives consideration to any identifiable factors which may result in an applicant being disadvantaged and measures are taken to compensate while preserving the validity and integrity of procedures. We will promote equality by removing any barriers to access, progress or achievement wherever possible.

We will continue to tackle discrimination by: providing an accessible curriculum and creating an inclusive learning environment; displaying positive images that reflect the diversity of our community in our marketing, promotional and teaching materials; denouncing patronising, discriminatory or negative attitudes; challenging any and all instances of harassment and direct or indirect discrimination; making our environment as safe and accessible as possible; requiring good practice from our partners and sub contractors.

We have identified the anticipation of future demand and legislation as a priority, which will be borne in mind during programme planning, the allocation of funds and resources, collaboration with existing partners and the forging of new partnerships.

### Conclusion

**KAE sees understanding and addressing the needs of staff, learners and the wider community as a key challenge and this Scheme is a statement of our commitment and approach to equality. We recognise that our duty to produce and implement this Scheme will ultimately benefit both the service and its users and we believe that it will provide the framework for making a positive and lasting difference to the experiences of our staff, learners and the community.**

## **7. Leadership and Management**

### **Responsibility**

The role of the Inclusive Learning Coordinator was expanded in January '06 to include leading on Equality and Diversity within KAE and entails responsibility for writing and reviewing policies, the consultation on, design and development of the Equality Scheme, and promoting inclusive learning through staff development, overseen by the Deputy Principal and with the full support and commitment of all Senior Management.

The Governing Body is responsible for approving this Equality Scheme.

The Principal has the executive responsibility for managing its overall implementation.

The Executive Group is responsible for overseeing the design and implementation of the Scheme and ensuring that its spirit is made known to all employees of KAE and adhered to.

The executive Group is responsible for ensuring that discrimination does not occur in: The provision of KAE services; the recruitment and selection process; the selection of employees for training; the allocation of work.

The Quality & Curriculum Group are responsible for the implementation of the Scheme within their areas and for reporting back to the Executive Group.

Contractors, providers of services to and partners of KAE are required to comply with all aspects of the DES.

**All learners, staff, governors, partners and contractors have a duty to support the aims and ideals and apply the principles of this Scheme in their day to day work and activities.**

## **6. Monitoring, Publishing and Review arrangements**

KAE will use needs analysis data and information about learner profiles to identify gaps in provision and to support the planning and targeting of resources. The Executive Group will regularly review advertising, marketing and promotional material to ensure that they encourage staff application and learner participation which truly reflects the diversity of the local community.

The Equality Scheme and accompanying Action Plan will be available to staff, learners, partners, job applicants and the wider community at all sites and on the KAE website, in various formats (on request). There will be ongoing involvement with staff and learners to identify the priorities and effectiveness of our action plan. The ES Action Plan will be reviewed annually with progress reports produced for publication. The next full version of the ES will be delivered by December 2009, in accordance with regulations. Monitoring and reviews will be led by the Inclusive Learning Coordinator and fed back to the Executive Group.

## **Complaints, Comments and Compliments.**

All Service users and staff are made aware of the complaints procedure.

Any complaints should be dealt with in the following way:-

**By phone:** A simple 'phone call can help solve many problems. A list of contact telephone numbers is printed in the main prospectus.

**In writing:** Forms are widely available at all centres and should be completed by the complainant and handed, or posted, to the centre office. The relevant manager will respond to the complaint.

An oral response will be provided within 5 working days and a written response within 10 working days. Any action taken will be noted on the original form. If a complaint is not resolved to the satisfaction of the complainant or Head of Service, the appeals procedure will then be implemented through the KAE Governing Body, details of which are available in Centres. All complaints are monitored to identify any equality issues.

## **Further Information**

Enquiries about this Scheme or requests for further information should be made to the Principal on 0208 547 6702.

## **Other**

All policies are reviewed annually and impact assessments have previously been drawn up for the Mental Health, Race Equality and Equal Opportunities Policies as well as the Disability Statement. Corresponding plans are regularly reviewed.

The Recruitment and Selection, Staff Development and Health and Safety policies have been identified as priorities for impact assessment on issues relating to disability with a deadline of December 2006.

**This Scheme will now replace the Race, Equal Opportunity and Disability Policies and impact assessments will be carried out for each section.**

## 6. Impact Assessment

It is intended that KAE will review all its policies and procedures in accordance with its duty to promote equality and impact assess them for their effect on equality issues. The following table indicates where this has already been done; those considered a priority; and those it is intended to carry out.

Policy/Procedure	review by	review lead officer	Relevance test/impact assess done	when	lead officer	impact assess to be done	when	lead officer	priority	impact
Disability Statement **	replace by DES	J B	Yes	May 06	JB					
Recruitment & Selection			Yes	Apr 08	KF					
Quality Statement			Yes	Apr 08	KF					
Race Equality Policy**	Dec 06	JB	Yes	May 06	JB					
Staff Development Policy			Yes	Apr 08	KF					
Equal Opportunities Policy**	Dec 06	JB	Yes	May 06	JB					
Refund Policy			Yes	Apr 08	KF					
Health and Safety Policy						Yes	Dec 06	BS	Yes	
Mental Health Policy **	Dec 06	JB	Yes	May 06	JB					
Disability Equality Scheme **	Dec 09	JB	Yes	Dec 06	JB					
Equality Scheme	Dec 09	JB	Yes	Feb 08	JB					
Family Learning Strategy						Yes		KF	Yes	

Following the Disability Discrimination Act 2005 duty to produce a Disability Equality Scheme by December 2006 and the Equality Act 2006 requiring us to produce a Gender Equality Scheme by April 2007, KAE has undertaken to produce an 'Equality Scheme' covering Disability, Race, Mental Health and Gender. The following pages divide Disability, Race, Mental Health and Gender into separate sections so as to allow in depth analysis of the data.

## Section A

### Disability



## Section A

### Disability

Kingston Adult Education (KAE) has adopted the Social Model of Disability with its driving principle of inclusive programme design and delivery. The social model of disability shows that the disadvantage and exclusion experienced by many disabled people are not the inevitable result of impairment or medical condition, but stem from environmental and attitudinal barriers. Therefore, following this scheme requires us to examine how our programme, attitudes, services, facilities, buildings and resources exclude or disadvantage people and, where necessary, change them.

Treating everybody equally may well result in some general or specific disadvantage for disabled people and so we are prepared to take any reasonable steps to promote equality of opportunity, even if it means treating them more favourably than others. However, we also recognise that merely removing the barriers that cause disadvantage does not render impairment irrelevant – it may still involve pain, discomfort, difficulty, fatigue, depression, medicinal side effects and/or illness. We place as much importance on raising awareness of these possible effects, which may vary over time, and endeavour to ensure that people receive due consideration and concession where applicable.

### Priorities

We have identified staff and learner disclosure as a priority for the successful implementation of this scheme and its accompanying plan. We aim to offer a supportive and welcoming atmosphere where learners and staff are encouraged - and given multiple opportunities - to disclose any impairment or difficulty, information is treated as confidential and support services are discreet and non-stigmatised. Disclosure is always desirable if we are to offer appropriate support and make any reasonable adjustments.

#### Legislation

*The DDA 2005 introduced a new disability equality duty, effective from December 2006, to promote disability equality. The general duty requires that we have due regard to the need to:*

- *promote equality of opportunity*
- *eliminate unlawful discrimination*
- *eliminate disability related harassment*
- *promote positive attitudes towards disabled people*
- *encourage participation by disabled people*
- *be prepared to take extra steps to meet the needs of disabled people.*

#### **The specific duties require us to:**

- *produce and publish a Disability Equality Scheme by 4<sup>th</sup> December, 2006*
- *involve disabled people in the development of our scheme*
- *lay out our methods for impact assessment*
- *state our arrangements for gathering information*
- *produce an action plan that demonstrates the steps we will take towards*
- *fulfilling our duties*

The DDA definition of disability is 'A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.'

Long-term is defined as having lasted, or likely to last, 12 months or more and includes effects that are likely to recur.

The Act also covers progressive conditions where impairments are likely to become substantial including: cancer; HIV infection; multiple sclerosis; muscular dystrophy.

People with these conditions are covered from the point of diagnosis.

## **Involving Disabled People.**

**KAE recognises that the participation of disabled people in the production of this Scheme is critical to its success and this will be ongoing.**

### **DIG**

The service has a well established Disabled Inclusion Group (DIG), comprising both former and current learners, carers and staff, disabled and not disabled. The group meets half termly and is viewed by Senior Managers as working in partnership toward the ultimate goal of total inclusion. The remit of the group is wide and includes consultation on the DES and other service policies as well as the implementation, monitoring and evaluation of subsequent plans. Practical support is provided for the group to ensure members can fully participate in meetings and feedback is given regularly by letter.

The Chair of the group, a KAE learner, herself disabled, has delivered Mental Health Awareness Training to administrative staff, managers and senior managers and it is intended to offer this training throughout 06/07 to sessional staff. Two DIG members, also disabled, work for KAE as Learning Support Assistants supporting people with Specific Learning Difficulties. One member was the 2003 'Learner of the Year' and another won both the 2006 'Learner of the Year' and the regional 'Best Learner' awards.

DIG enjoys the support of a 'Governor Champion' whose remit is to lobby Senior Management on its behalf, when necessary, and generally support its findings. The Group has been highly successful and instrumental in the development and adoption of new paperwork procedures and marketing strategies, and will be consulted by centre managers on the priorities of this action plan and projects where it is felt its involvement could prove useful. A selective representation carried out site inspections, the results of which have been fed into this scheme.

### **Learner consultation**

During 05/06, all learners receiving support through the Inclusive Learning Department, disabled and non-disabled, were sent satisfaction surveys for feedback on the support provision. During the summer of '06 all mainstream disabled learners from the 05/06 academic year were sent questionnaires (with e mail, message and anonymity options) to evaluate their learning experience, highlight issues that affected them and suggest how these could be resolved and the service improved. This questionnaire was offered in various formats with help made available on request and the process was repeated for a selection of learners, disabled and non disabled, at the outset of the 06/07 academic year.

### **Staff consultation**

At the outset of the 06/07 academic year employees attending the Principal's Address were invited to contribute suggestions for improvements to the service and its programme with regard to disability. Sessional tutors too were afforded this same opportunity during the summer of '06, as were Inclusive Learning Support Tutors and Learning Support Assistants at the Department's termly meeting.

### **Other**

Opportunity is open to everyone to contribute via notices around the college soliciting suggestions and comments, anonymous or otherwise, by letter, e mail, telephone or in person. Community partners and organisations representing disabled groups were also canvassed for their opinions and suggestions, and invited directly to the Advice and Guidance day in September '06.

## Consultation Findings

- There remains some doubt amongst staff and learners that disclosure can benefit them.
- Returns indicate that there are issues with some staff's understanding of the needs of their learners and the impact of disability on a learner's ability to study.
- Staff development in disability awareness needs to be expanded to include the provision of training that addresses specific impairments and disabilities.
- Training in classroom management, differentiation and the availability and use of resources that can support staff in their roles would help greatly to deter some staff from an over reliance on support services.
- Externally set targets may have an adverse impact on KAE's ability to maintain the number and range of foundation level courses identified as preferred by 60% of our disabled learners during 05/06.
- Funding constraints will result in there being less opportunity for disabled learners and those with learning difficulties to access courses that maintain their skills in literacy, numeracy and ESOL.
- No clear section in the prospectus outlines courses that are accessible for learners with learning difficulties.
- There is a need for more courses for people with learning difficulties.
- The withdrawal of the option to pay in three instalments has caused difficulties for some disabled learners.
- Information about possible concessions is not clear enough in the prospectus.
- No support is available to help with transport problems.
- Support services are largely reactive and need to become more anticipatory.
- Information about the range of available support is not clear enough in the prospectus.
- There is a need for more basic reading, writing and IT resources at the King Charles Centre (KCC).
- Front line staff are not trained to, nor given information that allows them to, advise on course suitability for people with specific disabilities.
- The lift at the North Kingston Centre (NKC) is not easily visible or accessible.
- There are no accessible toilets on the first floor at NKC.
- The lighting at the Open Learning Centre (OLC) could be improved.
- The signage at NKC and OLC has room for improvement.
- Neither the huts nor room 1a at NKC are easily accessible.
- Health and Safety notices should be displayed in different formats (+languages) at all sites, and are inadequate at OLC
- There is no provision for parking mobility scooters at any centre.
- There is a need for more blue badge parking at NKC and KCC.
- There is no loop system (fixed or portable) at OLC.
- OLC rear exit is constantly blocked preventing evacuation of wheelchair users.
- There are no refreshment machines at OLC.
- Handrails are needed at the canteen exit and room 1a at NKC.
- Room 8 at KCC is unsuitable for both its designated use and disabled people.
- More support/choice of seating is needed at all sites.
- Disabled bays are often occupied by non badge holders at NKC and KCC.

## **Current Position**

### **Staff**

There are a number of difficulties with the collection, collation, monitoring and evaluation of data on disabled staff which need addressing. There is, as yet, no recognised procedure to disclose for staff who may have become disabled since appointment. Data is not currently collected that analyses the application rates, retention or promotion of disabled people. There is confusion amongst staff as to what constitutes 'disabled' and an apparent reluctance to disclose an impairment or difficulty that does not affect the ability to carry out roles.

Positive action initiatives need to be considered to increase the percentage of application and successful recruitment of disabled staff. Action is also needed to raise staff's awareness of the positive benefits of disclosure.

### **Training**

During 05/06, 48 staff attended Disability Awareness Training; 15 attended Mental Health Awareness training; 12 staff received training in the use of supportive software; 11 members of staff attended training in Dyslexia Awareness; 1 member of staff received RNIB training.

Front line employees have received training in the distribution and collation of disability detail. Further Disability Awareness and Equalities training for Governors and sessional staff is planned for January '07. A further 14 members of staff have received Mental Health Awareness Training in the current academic year.

Although the audit of staff training is incomplete it is evident that there are still members of staff who have not attended Disability, Race or Mental Health Awareness training.

### **Support**

The Inclusive Learning Support provision has grown and supports increasing numbers of disabled learners in a variety of ways. Reasonable adjustments are made quickly with due regard to resources. Advice and suggestions for reasonable adjustments are made available to teaching staff to help them support their learners. The support service is not sufficiently anticipatory, causing undue pressure to put practical support in place quickly. There is an unequal provision in the funding of support for learners on community courses compared to those on qualification ones.

Three booklets have been produced giving detailed tips for staff supporting disabled learners, dyslexic learners and those with mental health problems. Disability disclosure forms are available around the centre in multiple languages and dyslexia indicator questionnaires have been produced in various languages in an effort to address an imbalance in the assessment and support for ESOL learners.

## **Resources**

Buildings are generally accessible and welcoming with work at the King Charles Centre now complete. The entrance has a dedicated ramp with handrail leading to the reception area, accessed via automatic sliding doors. Both counters are DDA compliant and the ground floor disabled toilet is much improved and alarmed through to reception although in need of some minor adjustments. There is a ramped fire exit to the rear of the building and a wheelchair friendly landscaped garden area.

It is recognised that the lift at NKC is far from ideal and some efforts are being made to improve accessibility. There are plans to install accessible toilets on the first floor of NKC during the summer of '07.

A central register of experienced/qualified staff with disability expertise is being compiled to enable the service to broaden its scope. Support staff qualifications continue to be an issue with suitable general training proving difficult to locate. A policy to recruit only suitably experienced/qualified LSAs is proving successful. We are now utilising volunteers in community courses to try to redress the funding imbalance.

A wider selection of supportive software is now readily available along with a growing supply of other practical dyslexia aids, although consultation replies indicate these are not sufficiently publicised. Funds have been allocated for the purchase of anticipatory aids. There are classrooms with loop systems installed at both NKC and KCC and portable systems available. There are a number of electronic aids available for learner use.

NKC and KCC have wheelchair accessible IT suites with facilities for both visually impaired and hearing impaired learners. In addition there is a good range of equipment and software available for learners to use and borrow. The workstations have adjustable chairs, footstools and paper stands and the rooms are fitted with blinds to prevent glare.

## Facts and figures

### Monitoring and Data

- The curriculum is monitored and evaluated in terms of the participation levels of disabled learners and those with mental health or learning difficulties.
- Service marketing, publicity and teaching materials are monitored to ensure reflection of the diversity of the local community and the presentation of positive images.
- Complaints are now recorded and collated to highlight the disabled status of complainants and trends or barriers to learning.
- The proportional representation of disabled people in promotional, marketing and teaching materials is low but currently being addressed.
- Multiple opportunities for learner disclosure are offered, although low disclosure rates, particularly amongst staff, are an ongoing issue.
- Data on applicants (staff and learner) not subsequently enrolled or employed is not recorded and therefore not monitored.
- Disclosure was not previously requested from sessional staff but this has been addressed for the 06/07 collation of personal detail. Returns are incomplete but indicate an estimated 2.25% of employees are disabled.
- Although complete data is unavailable at this time, it is evident that the current disabled employee rate is low and advertising has been amended to target and welcome disabled applicants.
- The Royal Borough of Kingston Upon Thames (RBK) 2001 census data indicates that 12.9% of the population have 'limiting long term illness' (see below) \*
- The Greater London Authority data shows 17% of the population of RBK as disabled. (see below) \*
- The nationally-**estimated** figure for disabled people as a percentage of the population is 20%. (see below)\*
- 05/06 KAE records show an overall figure of 4.6% of enrolled learners were disabled, whilst 4.9% of learners that successfully completed their courses were disabled.
- The proportion of disabled learners who were catered for in off site, discrete classes as opposed to mainstream was a high 43%, which is an issue that KAE recognises and seeks to address whilst striving to continue to take learning opportunities to the community where more appropriate.
- The number of disabled learners rose 17%, from 247, between 04/5 and 05/6
- The 05/06 withdrawal rate for disabled learners was 5.2% against a service wide figure of 10.1%.

- 29.5% of disabled learners requested and received support
- 24.7% of disabled learners chose not to supply details.
- Nearly 60% of disabled learners studied foundation courses.
- 39% of disabled learners during 05/06 were male against a service wide percentage of 24% male.
- 58% of disabled learners fell into the 19-59 age group.
- While 24% of learners generally were recruited from black and minority ethnic (BME) backgrounds 26.5% of disabled learners were identified as from BME backgrounds. This concurs with the findings of national surveys which indicate that rates of disablement are consistently higher among BME groups.
- No indicators of areas of concern arose from analysis of area of learning or impairment type.

- 

**\* Problems surrounding data comparison:**

The RBK figure of 12.9% (2001 census) of the population with 'limiting long term illness' is not based on the DDA definition of disability and includes those with age related difficulties, so is not suitable for comparative purposes.

The GLA figures, produced for a labour force survey, is based on 16-64 year olds who comply with either the DDA definition of disabled or can be described as having 'work limiting' difficulties, or both. Difficulties that can be described as 'work limiting' do not necessarily fulfil the criteria of the DDA definition. Analysis of breakdowns given by the GLA indicates that *roughly* 60% of the combined figure *usually* conforms to the DDA definition, reducing the RBK figure to approximately 10%. However, this is still based on those aged 16-64 and doesn't include people with learning difficulties.

The collection of data surrounding those with learning difficulties is based on those with 'severe' or 'specific' difficulties and so again cannot be used for comparative purposes.

## Supporting Data 2005-06 – 2006-07 COMPARISON

Learner Numbers	All 2005-06	Disabled 2005-06	All 2006-07	Disabled 2006-07
Enrolled	6539	304	6510	478
Completed	5838	288	5936	442
Withdrew	701	16	574	36
Withdrew %	10.1	5.2%	8.8%	7.5%

	2005-06	2006-07
<b>Total learners</b>	6539	6510
<b>Disabled learners</b>	304	478
<b>%</b>	4.6%	7.3%
	2005-06	2006-07
<b>Total learners completed</b>	5838	5936
<b>Disabled learners completed</b>	288	442
<b>%</b>	4.9%	7.45%

### Mainstream v. offsite discrete

	2005-06	2006-07
<b>Disabled learners mainstream</b>	163	291
	57%	61%
<b>Disabled learners – community courses</b>	125	187
	43%	39%

### Disabled learners - breakdown by age and gender

Male 2005-06			Female 2005-06			Totals
0 - 19	19 - 59	60 +	0 -19	19 - 59	60 +	
0	80	32	1	87	88	288
<b>Total:</b>	<b>Male 112</b>	<b>39%</b>	<b>Total:</b>	<b>Female 176</b>	<b>61%</b>	

Male 2006-07			Female 2006-07			Totals
0 - 19	19 - 59	60 +	0 -19	19 - 59	60 +	
1	107	45	2	188	135	478
<b>Total:</b>	<b>Male 153</b>	<b>32%</b>	<b>Total:</b>	<b>Female 325</b>	<b>68%</b>	

### Disabled learners requesting support

Area	2005-06			2006-07		
	FE	ACL	Totals	FE	ACL	Totals
	70	15	85	42	15	57
% of total disabled(288)	24.3	5.2	29.5	9.5	3.5	13

### Withdrawal by Sector Subject Areas

AOL*	1	2	3	6	7	8	9	10	12	13	14		total
	0	0	0	4	0	2	0	0	0	1	5		16
SSA**	1	2	3	6	7	8	9	10	12	13	14	15	total
	4			1		3	3	1	1		22	1	36

#### AOL – 2005-06 Area of Learning key:

- 1 Science and Mathematics
- 2 Land Based Provision
- 3 Construction
- 4 Engineering, Technology and Manufacturing
- 5 Business Administration, Management and Professional
- 6 ICT
- 7 Retail, Customer Services, Transportation
- 8 Hospitality, Sports and Leisure
- 9 Hair and Beauty Therapy
- 10 Health, Social Care and Public Services
- 11 Visual and Performing Arts and Media
- 12 Humanities
- 13 English Language and Communication

#### SSA – 2006-07 Sector Skills Area key:

1. Health, Public Services and Care
2. Science and Mathematics
3. Agriculture, Horticulture and Animal Care
6. Information and Communications Technology
7. Retail and Commercial Enterprise
8. Leisure, travel and tourism
9. Arts, Media and Publishing
10. History, Philosophy and Theology
12. Languages, Literature and Culture
14. Preparation for Life and Work
15. Business Administration and Law

**Withdrawal by impairment type**

2005-06								
VI	HI	Mobility	Other Physical	Mental Health	Mod Learn Diff	Dyslexia	Unknown	Total
2	1	2	2	1	3	1	4	16
2006-07								
VI	HI	Mobility	Other Physical	Mental Health	Mod Learn Diff	Dyslexia	Unknown	Total
	1	1	4	11	9	5	5	36

**Disabled learners – withdrawal by age/gender**

Male 2005-06			Female 2005-06			Total 2005-06
0-19	19-59	60+	0-19	19-59	60 +	
	5	2		8	1	16
Male 2006-07			Female 2006-07			Total 2006-07
No DOB	19-59	60+	No DOB	19-59	60 +	
2	10	1	4	17	2	36

**Disabled learners - breakdown by ethnicity**

	Description	2005-06 No of disabled	2006-07 No of disabled	2005-06 % of total disabled	2006-07 % of total disabled	2005-06 Total Ls	2006-07 Total Ls	2005-06 % of total Ls	2006-07 % of Total Ls
11	Asian/Asian British – Bangladeshi	0	1	0%	0.2%	12	31	0.2%	0.5%
12	Asian /Asian British – Indian	9	12	3.1%	2.5%	105	132	1.8%	2.0%
13	Asian/Asian British – Pakistani	2	2	0.7%	0.4%	46	50	0.8%	0.8%
14	Asian/Asian British any other Asian b/g	17	39	5.9%	8.2%	461	525	7.9%	8.1%
15	Black/Black British – African	4	11	1.4%	2.3%	81	95	1.4%	1.5%
16	Black/Black British – Caribbean	3	4	1%	0.8%	26	28	0.4%	0.4%
17	Black/Black British – any other Black b/g	1	1	0.3%	0.2%	9	6	0.1%	0.1%
18	Chinese	1	2	0.3%	0.4%	83	82	1.4%	1.3%
19	Mixed – White and Asian	2	2	0.7%	0.4%	33	36	0.6%	0.6%
20	Mixed – White and Black African	4	4	1.4%	0.8%	21	25	0.3%	0.4%
21	Mixed – White and Black Caribbean	1	3	0.3%	0.6%	7	11	0.1%	0.2%
22	Mixed – any other Mixed b/g	2	4	0.7%	0.8%	36	45	0.6%	0.7%
23	White British	197	325	68.4%	68%	3662	4252	62.7%	65.3%
24	White Irish	3	9	1%	1.9%	78	84	1.3%	1.3%
25	White – any other White b/g	11	27	3.8%	5.6%	675	700	11.5%	10.8%
98	Other	3	4	1%	0.8%	102	164	1.7%	2.5%
99	Not known/not specified	28	28	9.7%	5.9%	401	244	6.9%	3.7%
	Totals	288	478	99.7%	100%	5838	6510	99.7%	100%

### Impairment/difficulty - breakdown by type

Code	Impairment/difficulty type	No. 2005-06	No. 2006-07	% 05/06	% 06/07
01	Visual impairment	15	19	5.2%	4.0%
02	Hearing impairment	29	42	9.7%	8.8%
03	Difficulty that affects mobility	19	24	6.4%	5.0%
04	Other physical impairment	9	23	3.1%	4.8%
05	Other medical condition	13	40	4.5%	8.4%
06	Emotional/behavioural difficulty	1		0.3%	
07	Mental Health difficulty	20	82	6.9%	17.2%
08	Temporary following illness	1	1	0.3%	0.2%
09	Profound or complex	1	2	0.3%	0.4%
90	Multiple	10	14	3.5%	2.9%
97	Other	11	40	3.8%	8.4%
99	Not stated	71	95	24.7%	19.9%
	<b>Learning Difficulty</b>				
01	Moderate learning difficulty	8	33	2.8%	6.9%
02	Severe learning difficulty	11	5	3.8%	1.0%
10	Dyslexia	34	38	11.8%	7.9%
11	Dyscalculia	0		0	
19	Other specific learning difficulty	6	7	2.1%	1.5%
90	Multiple learning difficulties	6	1	2.1%	0.2%
97	Other learning difficulty	20		6.9%	
99	Not stated	3	12	1%	2.5%
		288	478	99.2%	100%

### Impairment/difficulty type by Area of Learning

#### Area of learning

Dis	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Tot
01	1					10		2				1		1	15
02				1		1		2			4		1	20	29
03						2					7			10	19
04					1	1		1			1		1	4	9
05	1					2		1	2		1			6	13
06			1												1
07						5		1			1			13	20
08								1							1
09											1				1
90			1			1		1			1			6	10
97						1		3			2		1	4	11
<b>L. Diff</b>															
01						1		1			1			5	8
02								10						1	11
10					1	2		1	3	1	2		4	20	34
11															0
19														6	6
90											1			5	6

<b>97</b>			<b>1</b>			<b>2</b>		<b>2</b>			<b>3</b>			<b>12</b>	<b>20</b>
<b>99</b>		<b>1</b>			<b>1</b>			<b>4</b>	<b>6</b>			<b>2</b>	<b>2</b>	<b>58</b>	<b>74</b>
<b>Total Disabled</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>28</b>	<b>0</b>	<b>30</b>	<b>11</b>	<b>1</b>	<b>25</b>	<b>3</b>	<b>9</b>	<b>171</b>	<b>288</b>
<b>% of total disabled</b>	<b>0.7</b>	<b>0.3</b>	<b>1</b>	<b>0.3</b>	<b>1</b>	<b>9.7</b>	<b>0</b>	<b>10.4</b>	<b>3.8</b>	<b>0.3</b>	<b>8.7</b>	<b>1</b>	<b>3.1</b>	<b>59.4</b>	<b>99.7</b>
<b>% of total learners</b>	<b>1.1</b>	<b>2.3</b>	<b>1.1</b>	<b>0.3</b>	<b>4.3</b>	<b>9.1</b>	<b>0</b>	<b>11.4</b>	<b>2.7</b>	<b>4.6</b>	<b>22.4</b>	<b>2.7</b>	<b>15.7</b>	<b>22.1</b>	<b>99.8</b>

**Area of Learning key:**

- 1 Science and Mathematics
- 2 Land Based Provision
- 3 Construction
- 4 Engineering, Technology and Manufacturing
- 5 Business Administration, Management and Professional
- 6 ICT
- 7 Retail, Customer Services, Transportation
- 8 Hospitality, Sports and Leisure
- 9 Hair and Beauty Therapy
- 10 Health, Social Care and Public Services
- 11 Visual and Performing Arts and Media
- 12 Humanities
- 13 English Language and Communication
- 14 Foundation Programmes

**Impairment/difficulty key see p 16**

## Section B

### Gender



Jaime Huerta, Chile

"EDUCATION OPENS DOORS OF OPPORTUNITIES IN LIVES"

## Section B

### Gender

At KAE we aspire to be employers of choice for both men and women and for both to have equality of chance, treatment and pay. We aim to provide a service that offers male and female learners equal opportunity to access, progress and achieve on a programme designed to appeal to both sexes.

Men and women may experience different forms of disadvantage stemming from their age, ethnicity, religion/belief, sexual orientation, marital or disability status and we strive to consider such complexities when collating and analysing our data. \*

In order to ensure that our services are accessible to men and women KAE will: monitor the application, progress, achievement and satisfaction of staff and learners by gender; assess whether there is any adverse impact by gender in the provision of our services; take positive action to eliminate any inequality, disadvantage or discrimination; encourage the recruitment of men and/or women where evidence suggests either has a low level of participation in any particular area.

The Equality Act 2006 created the Gender Equality Duty which has two parts, the 'general' duty and the 'specific' duty.

The general duty requires us to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women

The specific duty requires us to:

- Produce a Gender Equality Scheme identifying goals and actions needed to meet them
- Monitor and review progress
- Review the scheme every 3 years
- Develop publish and regularly review an equal pay policy, including measures to address promotion, development and occupational segregation
- Conduct and publish gender impact assessment of all major policy developments and the criteria for conducting said impact assessments.

**\*Transsexual people are protected under existing sex discrimination legislation from discrimination or harassment on the grounds of gender reassignment.**

## Consultation

Although extensive consultation had not been carried out at the time of writing, it is intended to survey a wide and specific selection of non-completing learners and all staff for their views on gender equality issues within the service. It is also intended to adapt the comment and suggestion posters developed for the Disability Equality Scheme to include all issues relating to equality.

### **Current Position 05/06 (see 06/07 update report )**

**The gender divide within the Borough is roughly equal, with 49% male and 51% female. Statistics indicate that 3% of working age men work part time and 69% full time. 16% of women work part time and 42% full time.**

**RBK data indicates that 17% of men and 16% of women fall into the 19-30 age range.**

### **Established Staff**

At KAE men make up 14.5% of the established workforce and women 85.5%.

There are no non-white, ethnic minority established male employees although 4% of women fall into this category.

The majority of employees, of both sexes, fall into the 40-54 age category with none of either sex below 30. (born 1977 cut off date used).

There are no disabled men amongst established staff and one disabled female. (1%)

84% of staff falls into the lowest three salary bands of which 16% are men and 84% are women.

16% of staff is in the highest 3 salary bands of which 94% are women and 6% male.

Overall, 90% of men and 83% of women fall into the lower bands.

10% of men and 17% of women fall into the higher salary bands.

Of established staff: 75% work part time of which 14% are male and 86% female.

70% of male established work part time and 76% of female.

Overall, 65% of established staff are female, part time, 10% are part time, male, 21% are full time, female and 4% are full time, male.

**RBK indicators show 28% of working aged people in the borough fall into the KAE equivalent of the higher bands and 41% the lower. Other RBK statistics use levels not applicable to KAE staff.**

## **Sessional Staff**

There are 36 males and 135 females = 21% male to 79% female.

8% belong to non-white, ethnic minority groups (excluding 'white –other'). 25% qualify as BME when 'white-other' is included.

5% of the 36 men are non-white BME and 8% of 135 women. (excludes White Irish and White Other).

Again, the majority fall into the 40-54 age range (46%) although 3.5% (6) are under 30 of which 1 belongs to a BME group.

19% (33) of sessional employees are over 60 of which 10 are men and 23 female.

There are 3 disabled male and 8 disabled female employees making 1.5% and 4.5% respectively. There is one disabled BME female employee and no males.

30% of men and 30% of women fall into the lower grade brackets. Correspondingly, 70% of each falls into the higher ones.

56% overall are receiving the highest teaching grade.

All sessional staff are part time.

78 Members of staff (established and sessional) attended a selection of 5 internal equality training events of which 24% (19) were men and (59) 76% women.

## **Departmental breakdowns.**

Male sessional staff by department

**EFL 15%**

**TfW 14%**

**IT 23%,**

**ESOL 5%**

**ALS 17%**

**Languages (incl BSL, lip reading etc) 28%**

**Humanities/Birkbeck 43%**

**Health & Fitness 36%**

**Art/Photography 29%**

**Music/Performing Arts 23%**

**Craft & Design 0%**

**Childcare/ Personal Development 0%**

**FLLN 12.5%**

**Cookery Food & Wine 33%**

**Bike Maintenance 100% (1 tutor)**

**Horticulture/Flowers 40%**

**Complimentary Therapies 11%**

## Learners

2005/06 data indicated that 76% of learners were female and 24% male.

Analysis of departmental data revealed male participation to be noticeably higher, at or above 30%, in areas including IT, Cookery, Food & Wine, Languages, Humanities, Practical Maintenance and Special Needs, (although the latter two are based on very small figures).

Departments with particularly small numbers of men participating include Craft & Design (11%), FLLN (11%), Health and Fitness (15%), Horticulture (16%) and Personal Skills (18%).

Figures indicate high male withdrawal rates of men in Science and Maths and Other provision but this information is based on participation rates of 5 and 10 men respectively and so is not considered reliable or significant. Male withdrawal rates in Languages and Music/Drama are also high but consistent with departmental figures as a whole.

The overall withdrawal rate for men was 13.5% which is slightly higher than the service figure of 12% but not sufficiently so as to be considered significant.

The withdrawal rate for BME group 12 men appears high at 26% but the combined figure for all Asian males gives a 14% withdrawal rate.

Achievement and Success rates are broadly consistent, or higher, than general service-wide results when analysed by gender and BME groupings, except for Chinese and Mixed White/Black Caribbean. Again, these two statistics are based on very low participation numbers and are not considered significant.

39% of disabled learners were male and 61% female with a fair spread throughout the service apart from a high showing in Community Learning and Basic Education.

## Supporting Data

### 1. Sessional staff 06/07 (05/06 figures in brackets)

Male	%	Female	%	Total	
35 (36)	19% (21%)	147 (135)	81% (79%)	182 (171)	

### Ethnicity

		Male	Female	Total
12	Asian or Asian British - Indian	0 (0)	1 (2)	1 (2)
14	Asian or Asian British - other	0 (0)	2 (2)	2 (2)
18	Chinese	1 (1)	1 (1)	2 (2)
19	Mixed White and Asian	0 (1)	3 (3)	3 (4)
20	Mixed White and Black African	0 (0)	1 (2)	1 (2)
22	Mixed any other mixed background	0 (0)	1 (1)	1 (1)
23	White British	25 (26)	97 (90)	122 (116)
24	White Irish	1 (1)	4 (4)	5 (5)
25	White any other white background	5 (4)	30 (26)	35 (30)
98	Any other	2 (2)	3 (1)	5 (3)
<b>99</b>	Not known/not provided	1 (1)	4 (3)	5 (4)
<b>Total</b>		<b>35 (36)</b>	<b>147 (135)</b>	<b>182 (171)</b>

**Gender as % of BME staff: 55 (48) BME = 30% (28%) total of which 16% (15%) Male, 84% (85%) Female**

**Gender/ethnicity as % of all sessional staff.**

**Male: 9 (7) BME = 5% (4%) (includes White Irish and White Other)**

**Female: 46 (41) BME =25% ( 24%)**

**Gender by Age**

Age	Male	%	Female	%	Total
60+	8 (10)	21% (30%)	30 (23)	79% (70%)	38 (33)
55-60	8 (8)	24% (26%)	25 (23)	76% (74%)	33 (31)
40-54	16 (15)	19% (19%)	67 (64)	81% (81%)	83 (79)
30-39	3 (3)	13% (14%)	20 (19)	87% (86%)	23 (22)
24-29	0 (0)	0 (0)	5 (5)	100% (100%)	5 (5)
19-24	0	0	0 (1)	0% (100%)	0 (1)
	<b>35 (36)</b>		<b>147 (135)</b>		<b>182 (171)</b>

### Gender by Age and Ethnicity 06/07 (05/06 in brackets)

Age	Ethnicity	Code	M	F	Total	Age sub totals
60+	Mixed White & Asian	19	0 (1)	1 (1)	1 (2)	
	White British	23	7 (8)	22 (17)	29 (25)	
	White Irish	24	0 (0)	1 (1)	1 (1)	
	White any other background	25	0 (0)	4 (3)	4 (3)	
	Any other	98	1 (1)	0 (0)	1 (1)	
	Not known/not provided	99	0 (0)	2 (1)	2 (1)	38 (33)
55-59	Mixed White & Asian	19	0 (0)	1 (1)	1 (1)	
	White British	23	7 (7)	19 (17)	26 (24)	
	White Irish	24	0 (0)	0 (1)	0 (1)	
	White any other background	25	0 (0)	4 (3)	4 (3)	
	Any other	98	1 (1)	0 (0)	1 (1)	
	Not known/not provided	99	0 (0)	1 (1)	1 (1)	33 (31)
40-54	Asian/Asian British - Indian	12	0 (0)	1 (2)	1 (2)	
	Chinese	18	1 (1)	0 (0)	1 (1)	
	Mixed White & Asian	19	0 (0)	1 (1)	1 (1)	
	Mixed White & Black African	20	0 (0)	0 (1)	0 (1)	
	Mixed – any other mixed	22	0 (0)	1 (1)	1 (1)	
	White British	23	11 (11)	44 (40)	55 (51)	
	White Irish	24	0 (0)	2 (2)	2 (2)	
	White any other background	25	3 (2)	16 (15)	19 (17)	
	Any other	98	0 (0)	1 (1)	1 (1)	
	Not known/not provided	99	1 (1)	1 (1)	2 (2)	83 (79)
30-39	Asian/Asian British any other	14	0 (0)	1 (1)	1 (1)	
	Chinese	18	0 (0)	1 (1)	1 (1)	
	Mixed White & Black African	20	0 (0)	1 (1)	1	
	White British	23	0 (0)	9 (11)	9 (11)	
	White Irish	24	1 (1)	1 (0)	2 (1)	
	White any other background	25	2 (2)	5 (5)	7 (7)	
	Any other	98	0 (0)	2 (0)	2 (0)	23 (22)
24-29	Asian/Asian British any other	14	0 (0)	1 (1)	1 (1)	
	White British	23	0 (0)	3 (4)	3 (4)	
	White any other background	25	0 (0)	1 (0)	1 (0)	5
19-24	White British	23	0 (0)	0 (1)	0 (1)	0 (1)
			<b>35 (36)</b>	<b>147 (135)</b>	<b>182 (171)</b>	<b>182 (171)</b>

## Gender by age, ethnicity and disability 2006/07 (05/06 in brackets)

ethnicity	code	Male (3)						Female (8)						Total
		60+	55-60	40-54	30-39	24-30	19-24	60+	55-60	40-54	30-39	24-30	19-24	
Mixed White & Asian	19									1 (1)				1 (1)
White British	23		1	0 (2)		0 (1)			0 (1)	3 (4)	1 (2)			5 (10)
White any other	25							1 (0)						1 (0)
				(2)		(1)			(1)	(5)	(2)			7 (11)

### Gender and disability as % of all staff

Total staff 182 (171)

Male disabled 1 (3) = 0.5% (2%)

Female disabled 6 (8) = 3% (5%)

### Gender/disability and ethnicity

BME male disabled = 0

BME female disabled = 2

## 2. Established Staff 06/07 (05/06 in brackets)

Male	%	Female	%	Total
7 (10)	11.5% (14.5%)	54 (58)	88.5% (85.5%)	61 (68)

### Ethnicity

code	ethnicity	male	female	total
21	Mixed White & Black Caribbean	0 (0)	1 (1)	1 (1)
22	Mixed – any other mixed background	0 (0)	2 (2)	2 (2)
23	White - British	6 (8)	40 (47)	46 (55)
25	White – any other white background	0 (1)	5 (5)	5 (6)
99	Not known/not provided	1 (1)	6 (3)	7 (4)
	Totals	7 (10)	54 (58)	61 (68)

**Percentage of all ethnic non-white: 5% (4 %) all female**

**% of all staff excluding White British and Not Provided 13% (13%) all female (1 male, 8 female)**

**Gender as % BME established staff: (excludes 99)**

**8 (9) BME = 13% (13%) total of which 13% female ( 1% Male, 12% Female).**

**BME figures include those classified as 'White Other'.**

### Gender by Age

Age	Male	%	Female	%	Total
60+	1 (2)	25% (50%)	3 (2)	75% (50%)	4 (4)
55-60	1 (1)	7% (10%)	13 (9)	93% (90%)	14 (10)
40-54	4 (5)	11% (12%)	31 (36)	89% (88%)	35 (41)
30-39	1 (2)	15% (15%)	6 (11)	86% (85%)	7 (13)
24-29	0 (0)		1 (0)	100% (0%)	1 (0)
19-24	0 (0)		0 (0)		0
	<b>7 (10)</b>		<b>54 (58)</b>		<b>61 (68)</b>

### Gender by Age and Ethnicity

Age	Ethnicity	Code	M	F	Total	Age sub totals
60+	White British	23	1 (2)	1 (1)	2 (3)	
	White any other white background	25		1 (1)	1 (1)	
	Not provided	99		1 (0)	1 (0)	<b>4 (4)</b>
55-59	White British	23	1 (1)	10 (8)	11 (9)	
	White any other white background	25		1 (1)	1 (1)	
				2 (0)	2 (0)	<b>14 (10)</b>
40-54	Mixed – white & Black Caribbean	21		1 (1)	1 (1)	
	Mixed – any other mixed	22		2 (2)	2 (2)	
	White British	23	3 (5)	23 (29)	26 (34)	
	White any other white background	25		2 (2)	2 (2)	
	Not provided	99	1 (0)	3 (2)	4 (2)	<b>35 (41)</b>
30-39	White British	23	1 (0)	5 (9)	6 (9)	
	White any other White Background	25	0 (1)	1 (1)	1 (2)	
	Not provided	99	0 (1)	0 (1)	0 (2)	<b>7 (13)</b>
24-29	White British	23		1 (0)	1 (0)	1 (0)
	<b>Totals</b>		<b>7 (10)</b>	<b>54 (58)</b>	<b>61 (68)</b>	61 (68)

#### Disability + gender/ethnicity/age

0 (1) disabled (female, ethnicity 25, age 60+ =1%)

61 (71) non disabled 100% (99%)

RBK data: (working age population)

3% of males work part time

69% of males work full time/self employed

16% of females work part time

42% of females work full time/self employed.

KAE comparison (sessional/established staff combined)

19.5% of staff = male

80.5% of staff = female

### 3.Learners Breakdown by gender, department, ethnicity and age (disabled only)

Male

Female

Department	eth	19-39	40-59	60+	Age NK	Total M	19-39	40-59	60+	age NK	Total F	Total ethnic	Dept total dis
Art	23	1	2	1		4	1	1	3		5	9	9
Business/ICT	12	1				1		1			1	2	
*	14			1		1	2				2	3	
	23		4	2	1	7		1	2		3	10	15
Basic Ed	12					0		2	1		3	3	
	13	1		1		2					0	2	
	14			1	1	2	1				1	3	
	15					0	2				2	2	
	16	1				1					0	1	
	17					0		1			1	1	
	19	1				1					0	1	
	20	2				2		1			1	3	
	21		1			1					0	1	
	22	1				1					0	1	
	23	9	4	1		14	7	6	3		16	30	
	25	1				1		1			1	2	
	98					0	1				1	1	
	99				1	1		1			1	2	53
Craft&Design	23		1			1		4	6		10	11	
	25		1			1			1		1	2	13
Community	12		1	1		2		1	2		3	5	
	14			1	2	3		2	2		4	7	
	15					0		1			1	1	
	17					0		1			1	1	
	20					0			1		1	1	
	22					0		1	1		2	2	
	23	4	9	20	8	41		6	54	3	63	104	
	24					0			1		1	1	
	25					0	1				1	1	
	98					0	1				1	1	
	99		1	1		2		1	8		9	11	135
ESL	14		2	1		3		2			2	5	
	15					0		1			1	1	
	18		1			1					0	1	
	19					0			1		1	1	
	25		1			1	1				1	2	10
Health Fitness	16		1			1					0	1	
	23		1			1	1	5			6	7	
	24					0	1		1		2	2	

	25					0	1	1			2	2	
	99					0	1				1	1	13
Dept	eth	19-39	40-59	60+	age NK	Total M	19-39	40-59	60+	Age NK	Total F	Total	
Languages	15					0	1				1	1	
	17					0		1			1	1	
	23	1		3		4	3	1	9		13	17	
	24			1		1					0	1	
	25			1		1					0	1	
	98		1			1					0	1	
	99			1		1			4		4	5	27
Humanities	23			1		1					0	1	1
Music/drama	19	1				1					0	1	
	23	2				2					0	2	3
Other	16					0		1			1	1	
	22					0	1				1	1	
	23		1			1	1				1	2	4
Family Learning	23					0	1				1	1	1
Personal skills	99	1				1		1			1	2	2
Special needs	14	1				1					0	1	
	23	2	1			3	2	6	2		10	13	
	99	1	1			2	2	1			3	5	19
Science/maths	23					0	1				1	1	1
		<b>31</b>	<b>34</b>	<b>38</b>	<b>13</b>	<b>116</b>	<b>33</b>	<b>52</b>	<b>102</b>	<b>3</b>	<b>190</b>		<b>306</b>

#### Learners 2006/07

#### Breakdown by gender, department, ethnicity and age (disabled only)

Department	eth	MALE					FEMALE					Total
		19-39	40-59	60+	Age NK	Total M	19-39	40-59	60+	Age NK	Total F	
Art 06/07	15	1				1						1
	23		3			3	2	4	3	2	11	14
	25						1	1			2	2
	99				1	1		1			1	2
<b>Total</b>		<b>1</b>	<b>3</b>		<b>1</b>	<b>5</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>14</b>	<b>19</b>
Business/ICT	12						1				1	1
	14	1				1	1				1	2
	15						1				1	1
	23	3	4		3	10	4	5	3	2	14	24
	24								1		1	1
	25						1	1			2	2
	99							1			1	1
<b>Total</b>		<b>4</b>	<b>4</b>		<b>3</b>	<b>11</b>	<b>8</b>	<b>7</b>	<b>4</b>	<b>2</b>	<b>21</b>	<b>32</b>
Basic Ed	12		1			1		1			1	2
	13	1				1						1
	14						2				2	2
	15						2		1		3	3
	16							2			2	2
	19	1				1						1
	20	1				1	1				1	2
	21	1	1			2						2
	23	5	6	2		13	8	7	3	1	19	32
	25							1			1	1
	98						1				1	1
99		1			1		1			1	2	
<b>Total</b>		<b>9</b>	<b>9</b>	<b>2</b>		<b>20</b>	<b>14</b>	<b>12</b>	<b>4</b>	<b>1</b>	<b>31</b>	<b>51</b>
Cookery	23							1	1		2	2

<i>Total</i>									<b>1</b>	<b>1</b>		<b>2</b>	<b>2</b>
Craft & Design	23	2	1			3		4	3			7	10
	25		1			1		1				1	2
	99							1				1	1
<i>Total</i>		<b>2</b>	<b>2</b>			<b>4</b>		<b>6</b>	<b>3</b>			<b>9</b>	<b>13</b>
Community	11			1		1							1
	12		1	1		2			3			3	5
	13						1					1	1
	14		1	2	1	4		2	2	14		18	22
	15		2			2				1		1	3
	16						1					1	1
	17							1				1	1
	20									1		1	1
	22									1		1	1
	23	6	6	8	17	37	2	10	12	64		88	125
	24				3	3			1	2		3	6
	25								3	3		6	6
	99						1	3	3	4		11	11
<i>Total</i>		<b>6</b>	<b>10</b>	<b>12</b>	<b>21</b>	<b>49</b>	<b>5</b>	<b>16</b>	<b>24</b>	<b>90</b>		<b>135</b>	<b>184</b>
EFL	98				1	1							1
<i>Total</i>					<b>1</b>	<b>1</b>							<b>1</b>
ESL	12						1					1	1
	14	2	2	1		5	2	2	1			5	10
	15						1					1	1
	18		1			1							1
	25	3	1			4	2	1				3	7
	99		1			1							1
<i>Total</i>		<b>5</b>	<b>5</b>	<b>1</b>		<b>11</b>	<b>6</b>	<b>3</b>	<b>1</b>			<b>10</b>	<b>21</b>
Health Fitness	12							1				1	1
	15						1					1	1
	16		1			1							1
	21						1					1	1
	22						2					2	2
	23	3	1			4	5	1	3			9	13
	98							1				1	1
<i>Total</i>		<b>3</b>	<b>2</b>			<b>5</b>	<b>9</b>	<b>3</b>	<b>3</b>			<b>15</b>	<b>20</b>
Horticulture	23						1	1		1		3	3
<i>Total</i>							<b>1</b>	<b>1</b>		<b>1</b>		<b>3</b>	<b>3</b>
Languages	23	1	3	3	1	8	5	7	4	4		20	28
	24							1				1	1
	25				1	1	1	1				2	3
	98							1				1	1
	99			1		1			2	1		3	4
<i>Total</i>		<b>1</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>10</b>	<b>6</b>	<b>10</b>	<b>6</b>	<b>5</b>		<b>27</b>	<b>37</b>
Humanities	23	2				2							2
<i>Total</i>		<b>2</b>				<b>2</b>							<b>2</b>
Music/drama	14						1					1	1
	20		1			1							1
	23	3	1			4		1				1	5
	25						1					1	1
	99							1				1	1
<i>Total</i>		<b>3</b>	<b>2</b>			<b>5</b>	<b>2</b>	<b>2</b>				<b>4</b>	<b>9</b>
W.F.L.	12						1					1	1
	14				1	1							1
	23						3		1			4	4
	25						1	1				2	2
<i>Total</i>					<b>1</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>1</b>			<b>7</b>	<b>8</b>
F.L.L.N	15	1				1							1
	18							1				1	1
	19						1					1	1
	22							1				1	1
	23		1			1	6	6				12	13
<i>Total</i>		<b>1</b>	<b>1</b>			<b>2</b>	<b>7</b>	<b>8</b>				<b>15</b>	<b>17</b>

P05 - Birkbeck	23	2				2					2		
<i>Total</i>		2				2					2		
Personal skills	23	1		1	1	3	3	3	1		7	10	
<i>Total</i>		3	3		1	7	1		1	1	3	10	
Special needs	14	1				1					1		
	23	9	6	1	1	17					19	36	
	24	1				1					1		
	25										1	1	
	99	1	2			3					2	5	
<i>Total</i>		10	9	1	2	22	10	8	1	3	22	44	
T.F.W.	12	1				1					1		
	23	1				1	1					1	2
<i>Total</i>		1	1			2	1				1	3	
<i>Grand Totals</i>		49	51	21	32	153	80	87	52	106	325	478	

**Borough Comparisons.**

RBK Males - 49%      KAE Males - 24.5%  
 Females - 51%      Females - 75.5%

**Borough Comparisons.**

RBK Males - 49%      KAE Males - 24%  
 Females - 51%      Females - 76%

Age range	M RBK	% RBK	M KAE	% KAE	F RBK	% RBK	F KAE	% KAE
below 25	23776	33%	229	14%	23015	30%	685	14%
25-39	19393	27%	382	24%	19085	25%	1466	29%
40-64	20861	29%	656	42%	21459	29%	2069	42%
over 65	7957	11%	307	20%	11727	16%	756	15%
	71987	100%	1574	100%	75286	100%	4976	100%

Age range 2006-07	M RBK	% RBK	M KAE	% KAE	F RBK	% RBK	F KAE	% KAE
below 25	23776	33%	200	12.5%	23015	30%	418	8.5%
25-39	19393	27%	381	23.9%	19085	25%	1334	27.1%
40-64	20861	29%	648	40.6%	21459	29%	2182	44.4%
over 65	7957	11%	334	20.9%	11727	16%	820	16.7%
No DoB			32	2.0%			160	3.3%
	71987	100%	1595	100%	75286	100%	4915	100%

**Problems with data comparison:**

RBK and KAE age bands differ and have been adjusted manually. RBK figures are based on 2001 census data. Census data does not analyse male/female by ethnicity or disability so no comparison is possible.

## Gender breakdown by ethnicity age and withdrawal 05/06

**Female**

**Male**

ethn icity	No dob	19- 23	24- 29	30- 39	40- 64	65+	tot f	%f w/d	No dob	19- 23	24- 29	30- 39	40- 64	65+	tot m	%m w/d	total	eth %
11	0	1	3	5	3	0	12		0	0	1	1	0	0	2		14	0.2
w	0	0	0	0	1	0	1	8%	0	0	1	1	0	0	0	0%		
12	2	9	6	33	32	18	100		0	3	4	4	10	6	27		127	1.9
w	0	0	0	4	3	1	8	8%	0	1	2	1	2	1	7	26%		
13	0	4	8	23	8	1	44		0	1	1	4	2	1	9		53	0.8
w	0	0	2	0	3	0	5	11%	0	0	0	1	1	0	2	22%		
14	2	36	44	164	146	23	415		3	10	5	32	40	10	100		515	7.9
w	0	7	9	13	7	1	37	9%	0	0	0	7	2	1	10	10%		
15	2	5	9	38	16	1	71		0	5	3	6	4	0	18		89	1.4
w	0	1	0	2	2	0	5	7%	0	0	0	0	0	0	0	0%		
16	0	2	0	6	8	0	16		0	1	2	4	1	0	8		24	0.4
w	0	0	0	0	0	0	0	0%	0	0	0	0	0	0	0	0%		
17	0	0	4	2	5	0	11		0	0	0	0	0	1	1		12	0.2
w	0	0	0	0	0	0	0	0%	0	0	0	0	0	0	0	0%		
18	0	6	9	15	50	2	82		0	3	2	0	5	0	10		92	1.4
w	0	1	6	2	3	0	12	15%	0	0	0	0	0	0	0	0%		
19	0	1	5	12	9	2	29		0	1	1	1	2	0	5		34	0.5
w	0	1	1	0	1	0	3	10%	0	0	1	0	0	0	1	20%		
20	1	4	5	4	2	2	18		0	0	3	2	5	0	10		28	0.4
w	0	0	1	0	0	0	1	6%	0	0	1	0	1	0	2	20%		
21	0	1	0	1	1	2	5		0	1	0	0	1	0	2		7	0.1
w	0	0	0	0	0	1	1	20%	0	0	0	0	0	0	1	50%		
22	0	5	3	14	10	1	33		0	2	1	3	2	3	11		44	0.7
w	0	0	0	4	0	0	4	12%	0	0	0	0	1	0	1	9%		
23	92	197	231	541	1392	597	3050		32	84	67	154	480	252	1069		4119	62.9
w	21	25	50	74	128	52	350	11%	9	11	22	34	65	13	154	14%		
24	2	2	2	7	36	11	60		0	1	1	4	12	6	24		84	1.3
w	0	1	0	1	3	0	5	8%	0	0	0	0	1	0	1	4%		
25	5	81	151	169	190	28	624		1	20	38	49	40	7	155		779	11.9
w	1	5	23	20	17	4	70	11%	0	4	7	5	4	0	20	13%		
98	0	7	13	34	30	4	88		0	0	1	9	8	0	18		106	1.6
w	0	1	1	4	0	0	6	7%	0	0	0	3	1	0	4	22%		
99	19	28	20	56	131	64	318		4	11	7	18	43	22	105		423	6.5
w	3	2	6	15	24	6	56	18%	1	0	3	2	5	1	12	11%		
																	<b>6550</b>	

**Service withdrawal rate = 12%**

**\* m/f withdrawal figures based on gender totals, not withdrawal totals**

**Learner totals:**

**1574 = 24% Male**

**4976 = 76% Female**

**Ethnicity key:**

**11 Asian or Asian British Bangladesh**

**12 Asian or Asian British Indian**

**13 Asian or Asian British Pakistani**

**14 Asian/Asian British/Other Asian**

**15 Black or Black British African**

**16 Black or Black British Caribbean**

**17 Black or Black British Other Black**

**18 Chinese**

**19 Mixed White and Asian**

**20 Mixed White and Black African**

**21 Mixed White and Black Caribbean**

**22 Mixed – any other mixed background**

**23 White British**

**24 White Irish**

**25 White – other White background**

**98 Any other**

**99 Not known/not provided**

2006-07 Gender breakdown by ethnicity age and withdrawal

ethni city	Female								Male								to m	%r w/d	total	eth %
	No dob	19- 23	24- 29	30- 39	40- 64	65+	tot f	%f w/d	No dob	19- 23	24- 29	30- 39	40- 64	65+						
11		4	1	4	4	3	16			3	3	4	2	3	15		31	0.5%		
w					1		1	0.2%				2			2	1.2%	28			
12	2	10	17	38	35	10	112			2	3	3	8	4	20		132	2.0%		
w			5	4	2	1	12	3.0%		1	1		1		3	1.8%	117			
13		6	8	21	9	1	45				2	2	1		5		50	0.8%		
w			1	2			3	0.7%								0.0%	47			
14	9	25	43	162	144	29	412		4	19	8	24	48	10	113		525	8.1%		
w			8	13	9	2	32	7.9%		2	2	4	6		14	8.2%	479			
15	1	3	12	35	25	2	78			1	2	9	5		17		95	1.5%		
w			4	3	1	1	9	2.2%				2			2	1.2%	84			
16	3	2	3	6	11	1	26					1	1		2		28	0.4%		
w		1					1	0.2%								0.0%	27			
17					3		3				1		2		3		6	0.1%		
w								0.0%								0.0%	6			
18		4	11	17	39	4	75				2	2	2	1	7		82	1.3%		
w			2		4		6	1.5%								0.0%	76			
19	1	1	5	8	13	1	29			3		1	1	2	7		36	0.6%		
w	1		1	3	1		6	1.5%								0.0%	30			
20		5	4	6	4	2	21				1	1	2		4		25	0.4%		
w			1				1	0.2%								0.0%	24			
21				3	3	1	7				2	1	1		4		11	0.2%		
w								0.0%				1			1	0.6%	10			
22		9	2	10	12	2	35			1	3	1	2	3	10		45	0.7%		
w								0.0%					1		1	0.6%	44			
23	122	204	200	529	1458	625	3138		22	123	75	167	470	257	1114		4252	65.3%		
w	4	16	30	71	111	18	250	62.0%	2	10	14	22	51	7	106	62.0%	3896			
24			3	13	36	14	66		1			3	9	5	18		84	1.3%		
w				3			3	0.7%					1		1	0.6%	80			
25	5	67	115	148	185	28	548			22	31	58	36	5	152		700	10.8%		
w		4	10	14	18	1	47	11.7%		2	5	10	6		23	13.5%	630			
98	2	12	20	43	46	4	127		1	6	3	8	17	2	37		164	2.5%		
w	1		3	8	4		16	4.0%			1	3	1		5	2.9%	143			
99	11	4	12	25	79	45	176		4	3	2	11	27	20	67		243	3.7%		
w			2	4	8	2	16	4.0%	1	1		4	6	1	13	7.6%	214			
<b>Total s</b>	<b>156</b>	<b>356</b>	<b>456</b>	<b>1068</b>	<b>2106</b>	<b>772</b>	<b>4914</b>		<b>32</b>	<b>183</b>	<b>138</b>	<b>296</b>	<b>634</b>	<b>312</b>	<b>1595</b>		<b>6509</b>			

Service withdrawal rate = 9%

Learner totals:

1595 = 24.5% Male

4914 = 75.5% Female

### Breakdown by Department, Age, Gender and Withdrawal 05/06

Dept	Female								Male								total
	no dob	0- 23	24- 29	30- 39	40- 64	65+	sub f	%f	no DOB	0- 23	24- 29	30- 39	40- 64	65+	sub m	%m	
Art	5	13	22	50	184	112	386	77%	1	4	3	12	54	42	116	23%	502
withdrew	2	5	5	12	13	12	49	*13%	0	0	2	0	8	4	14	*12%	63
Exams etc	3	6	21	53	67	10	160	73%	1	4	8	22	23	2	60	27%	220
withdrew	0	1	4	5	4	0	14	*9%	0	1	0	4	1	0	6	*10%	20
Business ICT	7	10	22	58	200	109	406	67%	3	2	12	22	86	71	196	33%	602
withdrew	0	0	0	4	6	2	12	*3%	1	1	3	4	5	2	16	*8%	28
Basic Ed	3	19	24	37	65	3	151	76%	1	6	9	10	20	3	49	24%	200
withdrew	1	0	1	2	0	0	4	*3%	0	0	0	0	0	0	0	*0%	4
Cook/food	3	0	5	20	27	3	58	68%	0	1	4	10	12	0	27	32%	85
withdrew	0	0	0	1	1	1	3	*5%	0	0	0	1	1	0	2	*7%	5
Craft/design	10	10	32	99	216	73	440	89%	0	1	3	5	25	22	56	11%	496
withdrew	4	3	7	9	13	3	39	*9%	0	0	0	1	2	1	4	*7%	43
Community	20	3	1	18	38	177	257	71%	17	2	1	3	27	55	105	29%	362
withdrew	5	0	0	1	0	20	26	*10%	5	0	0	0	1	5	11	*10%	37
EFL	7	100	114	102	52	2	377	80%	1	13	30	30	20	0	94	20%	471
withdrew	2	8	24	16	12	2	64	*17%	1	0	7	6	4	0	18	*19%	82
ESOL	1	5	29	88	75	11	209	74%	1	4	10	26	26	5	72	26%	281
withdrew	0	0	1	0	0	0	1	*0%	0	0	0	0	0	0	0	*0%	1
Health fitness	16	19	56	177	356	99	723	85%	5	5	11	32	67	10	130	15%	853
withdrew	1	7	17	23	44	14	106	*15%	1	1	2	9	11	1	25	*19%	131
Horticulture	2	1	9	26	68	2	108	84%	0	2	2	1	12	3	20	16%	128
withdrew	0	1	1	1	4	0	7	*6%	0	1	1	0	0	0	2	*10%	9
Languages	9	15	69	104	273	37	507	68%	2	12	21	53	116	31	235	32%	742
withdrew	3	7	22	24	48	7	111	22%	1	4	12	19	28	3	67	*29%	178
Humanities	1	0	1	2	47	61	112	70%	0	1	1	2	17	27	48	30%	160
withdrew	0	0	0	0	3	2	5	*4%	0	1	1	0	4	1	7	*15%	12
Music/ drama	9	15	32	53	110	20	239	63%	3	8	9	27	79	16	142	27%	381

continuation																	
withdrew	2	1	6	13	25	3	50	*21%	1	4	3	5	11	0	24	*17%	74
Other	0	2	3	11	22	0	38	79%	0	0	0	4	6	0	10	21%	48
withdrew	0	0	1	0	0	0	1	*3%	0	0	0	2	2	0	4	*40%	5
Wider FL	11	102	10	30	45	2	200	73%	3	58	1	5	7	1	75	27%	275
withdrew	1	0	1	7	3	1	13	*7%	0	0	0	0	0	0	0	*0%	13
Birkbeck	1	0	0	0	6	26	33	*66%	0	0	0	0	5	12	17	34%	50
withdrew	1	0	0	0	0	1	2	*6%	0	0	0	0	0	0	0	*0%	2
FLLN	4	35	21	93	61	4	218	89%	0	8	0	7	10	2	27	11%	245
withdrew	2	7	3	11	9	0	32	*15%	0	1	0	2	0	0	3	*11%	35
Pract maint	0	0	2	4	7	0	13	62%	0	0	0	1	6	1	8	38%	21
withdrew	0	0	0	0	0	0	0	*0%	0	0	0	0	1	0	1	*13%	1
Personal skill	14	33	38	93	137	3	318	82%	2	10	5	16	33	4	70	18%	388
withdrew	3	3	4	10	7	0	27	*8%	0	1	0	2	4	0	7	*17%	34
Special needs	0	1	1	2	6	2	12	55%	0	1	3	1	4	1	10	45%	22
withdrew	0	0	1	1	0	0	2	*17%	0	0	1	0	0	0	1	*10%	3
Science/Maths	0	1	1	4	7	0	13	72%	0	2	2	1	0	0	5	28%	18
withdrew	0	0	0	0	0	0	0	*0%	0	1	1	0	0	0	2	*40%	2

\* figures show % of m/f that withdrew, not % of withdrawn total that were m/f

### 2006-07 Breakdown by Department, Age, Gender and Withdrawal

Dept	Female								Male								total
	no dob	0-23	24-29	30-39	40-64	65+	sub f	%f	no DOB	0-23	24-29	30-39	40-64	65+	sub m	%m	
Art	1	5	13	59	181	107	366	75.8%	1	4	4	12	50	46	117	24.2%	483
withdrew			1	10	10	3	24	6.6%				2	4	2	8	6.8%	32
Business ICT	16	8	21	56	222	117	440	71.5%	5	7	18	15	66	64	175	28.5%	615
withdrew				6	4	10	20	2.3%		2		2	5	1	10	5.7%	20
Basic Ed	2	12	17	47	76	6	160	76.2%		5	8	12	22	3	50	23.8%	210
withdrew			4	7	6	2	19	11.9%		1		4	3	1	9	18.0%	28
Cook/food	2	4	3	14	26	3	52	61.9%			1	16	15		32	38.1%	84
withdrew							0	0.0%				1	1		2	6.3%	2
Craft/design	10	5	39	100	227	42	423	86.2%			4	15	29	20	68	13.8%	491

withdrew			3	11	5	1	20	4.7%			2		1		3	4.4%	23	
Community	74		4	3	32	229	342	78.6%	12	4	1	2	16	58	93	21.4%	435	
withdrew					1		1	0.3%	1						1	1.1%	2	
EFL	4	63	74	62	37		240	77.2%	1	10	26	23	11		71	22.8%	311	
withdrew		3	5	4	1		13	5.4%		1	3	5			9	12.7%	22	
ESOL	2	12	60	146	129	15	364	74.6%	1	11	12	43	52	5	124	25.4%	488	
withdrew	1		8	15	10	3	37	10.2%		1	1	6	7		15	12.1%	52	
Health fitness	9	19	50	153	357	89	677	84.3%	2	4	17	32	58	13	126	15.7%	803	
withdrew			8	16	29	7	60	8.9%		2	3	6	6		17	13.5%	77	
Horticulture	2	3	6	24	29		64	91.4%				2	4		6	8.6%	70	
withdrew	1			2	3		6	9.4%							0	0.0%	6	
Languages	4	21	62	93	275	35	490	65.9%	1	15	23	48	135	32	254	34.1%	744	
withdrew	1	8	25	25	60	5	124	25.3%	1	3	7	11	31	3	56	22.0%	180	
Humanities		1	1	2	39	57	100	75.2%		3			12	18	33	24.8%	133	
withdrew							0	0.0%							0	0.0%	0	
Music/ drama	2	7	22	46	121	23	221	66.4%		3	8	22	57	22	112	33.6%	333	
withdrew	1		3	9	12	2	27	12.2%		1	2	8	8	1	20	17.9%	47	
Wider FL	6	122	9	38	43	1	219	62.6%	5	91	1	16	18		131	37.4%	350	
withdrew		2		2	3		7	3.2%		3					3	2.3%	10	
Birkbeck				1	8	22	31	70.5%						2	11	13	29.5%	44
withdrew					1	1	2	6.5%							0	0.0%	2	
FLLN	7	30	23	111	63	1	235	90.7%	2	10		3	7	2	24	9.3%	259	
withdrew	1	2	3	8	1		15	6.4%							0	0.0%	15	
Pract maint	1			2	8		11	61.1%				1	1	5	7	38.9%	18	
withdrew					1		1	9.1%							0	0.0%	1	
Personal skill	9	33	42	85	175	24	368	77.6%		13	9	16	52	16	106	22.4%	474	
withdrew	1	3	5	12	10	1	32	8.7%		1	1		2	1	5	4.7%	37	
Special needs	4	3	5	3	10	1	26	55.3%	2	2	2	5	10		21	44.7%	47	
withdrew		1	3	2			6	23.1%	1	1	1	1	3		7	33.3%	13	
Science/Maths	1	3	1	3	6		14	66.7%		1	1	1	2	2	7	33.3%	21	
withdrew		1					1	7.1%							0	0.0%	1	
T F W		3	5	17	39		64	73.6%		2	1	10	10		23	26.4%	87	
withdrew			1	2			3	4.7%				1	1		2	8.7%	5	

\* figures show % of m/f that withdrew, not % of withdrawn total that were m/f

### Achievement and Success analysis by gender, ethnicity and disability

ethnicity	disabled male	male	disabled female	female	achieve m %	achieve disabled m %	achieve f %	achieve disabled f %	success m %	success disabled m %	success f %	success disabled f %
11	0	3	0	18	100	n/a	93	n/a	100	n/a	72	n/a
12	8	26	9	153	100	100	99	100	74	75	87	100
13	6	15	0	76	100	100	92	n/a	75	67	79	n/a
14	15	179	12	807	97	91	95	100	77	73	82	100
15	0	27	12	130	83	n/a	98	100	70	n/a	85	100
16	2	13	3	32	84	100	100	100	72	100	94	100
17	0	1	4	17	100	n/a	93	100	100	n/a	82	67
18	1	9	0	157	78	100	95	n/a	64	100	82	n/a
19	3	8	2	57	87	50	96	100	78	33	81	50
20	5	16	5	23	100	100	100	100	84	100	78	83
21	1	2	0	7	50	100	83	n/a	50	100	71	n/a
22	5	17	7	59	93	60	94	100	76	60	80	71
23	174	1561	277	4878	97	99	96	97	82	84	83	89
24	3	40	6	117	97	100	92	40	87	33	82	33
25	14	258	17	1087	92	91	93	100	73	71	77	88
98	1	23	6	146	93	0	95	100	57	0	84	100
99	16	155	37	426	95	100	96	100	85	100	75	81

- Figures are based on enrolments, not learner numbers, and learners may be enrolled on more than one course.
- 2005/2006 comparative data shows service figures of 87% achievement and 72% success.

## Section C

## Race



**Kingston Adult Education (KAE) seeks to provide a service in an environment that promotes equality of opportunity, respects diversity and refuses to tolerate unlawful discrimination.**

This scheme aims to publicly commit KAE to the promotion of equality of opportunity and good race relations and ensure that these principles are embedded in the service's strategic plans, policies and practices.

At KAE we value our community and are committed to the fair and equal treatment of all individuals. We recognise that learners and staff can be discriminated against because of their colour, race, ethnicity and/or religion. We are opposed to racism in all its forms and aim to ensure that nobody in the service is disadvantaged on these grounds.

**All staff and learners have a duty to report any suspected racial incident or harassment and any such reports will always be treated with the utmost seriousness.**

## **Legislation**

The Race Relations Act 1976 (as amended by the Race Relations Amendment Act 2000) (RRAA) places a general duty on KAE to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people from different groups

In addition, there are specific duties required of the Service, including to:

- Prepare a written Race Equality Policy
- Assess the impact of policies and procedures on learners and staff from different racial groups
- Monitor, by reference to different racial groups, the admission and progress of learners and the recruitment and career progress of staff
- Publish, monitor and assess the policy and publicise the results of this monitoring and assessment.

## **Current Findings: (see 06/07 update report)**

### **Sessional Staff**

Non white, BME staff makes up 7.7% of the total against RBK statistics of 13%.  
RBK figures show 75.9% to be White British against KAE's 67.8%  
KAE employs only one disabled sessional tutor identified as from a BME group.

### **Established Staff**

4% of KAE established staff is identified as from non-white BME groups, all female, this rises to 13% when 'White Other' is included. One is disabled.

### **Learners**

RBK statistics showing ethnicity by age and gender are estimates and not suitable for comparison.

KAE data shows 17.5% of learners were from BME non-white backgrounds against 15.5% similarly identified in RBK.

When the KAE ESOL department is excluded from this calculation the percentage is shown as 10.8%.

6.5% of learners did not provide this information and are excluded from the figures.

The percentage of all learners excluding White British was 30.7%.

62.9% of learners identified themselves as White British against 75.9% in RBK as a whole.

52.5% of learners studying in Area of Learning 14 (Foundation Studies) were from BME groups (including White – Other) reducing to 35.2% when analysing non white BME groups only.

Once ESOL learners are deducted from the figures in AOL 14, 26.3% of learners were from BME groups (including White – Other) and 8.8% when analysing non white BME groups only.

Analysis of individual BME group spread and withdrawal did not indicate any areas of particular concern except where data is based on such low numbers that results are not considered significant.

Analysis of BME groups by achievement and success were broadly consistent with KAE results generally, again with the exception of one group – based on a total of 10 learners and not considered significant.

26.5% of disabled learners were from BME groups, reducing to 16% when analysing BME non white groups only.

## **Aims and Objectives**

**KAE aims to create a learning environment which is inclusive, welcoming and supportive of all minority groups and staff and to this end we will:-**

- Ensure our admission procedures are consistent and fair and that those administering them are aware of their responsibilities under this Scheme.
- Ensure that assessment criterion is explicit and fair to all learners.
- Ensure that our programmes are underpinned by a commitment to race equality, promote cultural diversity and avoid negative stereotyping.
- Ensure that our facilities and services are accessible to and appropriate for all racial groups.
- Monitor, by racial grouping, staff recruitment, training and career progression.
- Improve the use of data to support the measurement of participation, progression and performance.
- Strengthen and expand our links with local minority groups and organisations.
- Use impact assessment results to identify specific race equality targets and actions.
- Monitor grievance, disciplinary harassment cases to identify issues involving race.
- Take positive action, as permitted by legislation, to increase numbers of staff and learners from minority groups.
- Use the data we collect to inform planning, policy and decision making by highlighting, investigating and removing and disadvantage or unfairness to racial groups.

**The following pages show the AOL breakdown. Other statistics are drawn from the tables used in the Disability and Gender ethnicity analysis sections of this Scheme.**

## Ethnicity/Area of Learning (AOL) and RBK comparison

ethnic code ↓	AOL1	AOL2	AOL4	AOL5	AOL6	AOL8	AOL9	AOL10	AOL11	AOL12	AOL13	AOL14	Totals	% of total	RBK comparison %
11	0	0	0	0	0	0	0	1	2	0	2	9	14	0.2	0.2
12	1	2	1	8	12	13	7	3	12	0	19	49	127	1.9	3.6
13	0	2	0	1	3	1	0	4	3	3	7	29	53	0.8	1.3
14	0	7	0	5	16	26	8	15	38	0	60	340	515	7.9	2.6
15	1	0	0	1	4	2	1	3	4	1	5	67	89	1.4	1.0
16	1	1	0	1	3	4	2	3	2	0	1	6	24	0.4	0.5
17	0	1	0	0	3	0	0	0	1	0	1	6	12	0.2	0.1
18	2	2	1	1	4	14	2	1	16	1	17	31	92	1.4	1.4
19	1	0	0	2	0	5	2	1	5	3	5	10	34	0.5	0.9
20	1	0	0	0	2	2	0	0	3	0	3	17	28	0.4	0.3
21	0	0	0	0	0	1	0	1	1	0	2	2	7	0.1	0.4
22	0	2	0	1	2	4	0	2	7	0	6	20	44	0.7	0.7
23	36	95	19	143	407	632	89	155	1027	134	692	690	4119	62.9	75.9
24	1	3	0	3	9	10	3	2	24	3	15	11	84	1.3	2.2
25	5	12	1	24	30	71	12	31	127	14	209	243	779	11.9	6.4
98	0	0	0	2	10	9	3	6	17	0	24	35	106	1.6	2.5
99	5	5	1	16	34	56	11	20	96	19	60	100	423	6.4	0
<b>Totals</b>	<b>54</b>	<b>132</b>	<b>23</b>	<b>208</b>	<b>539</b>	<b>850</b>	<b>140</b>	<b>248</b>	<b>1385</b>	<b>178</b>	<b>1128</b>	<b>1665</b>	<b>6550</b>	<b>100%</b>	<b>100%</b>

**AOL Key:**

**1 Science & Maths**

**2 Land Based Provision**

**4 Engineering, Technology & Manufacturing**

**5 Business, Administration & Management**

**6 ICT**

**8 Hospitality, Sport & Leisure**

**9 Hair & Beauty Therapy**

**10 Health & Social Care**

**11 Visual & Performing Arts & Media**

**12 Humanities**

**13 English Language & Communication**

**14 Foundation**

## Ethnicity/Area of Learning Withdrawal Comparison

ethnic code ↓	AOL1	AOL2	AOL4	AOL5	AOL6	AOL8	AOL9	AOL 10	AOL 11	AOL 12	AOL 13	AOL 14	Total w/d	total began	% w/d
11									1				1	14	7
12									2		6	7	15	127	12
13								2	1		1	3	7	53	13
14				1	2			4	6		12	22	47	515	9
15									1		1	3	5	89	6
16													0	24	0
17													0	12	0
18									5		4	3	12	92	13
19						1			1		2		4	34	12
20											2	1	3	28	11
21									1			1	2	6	14
22					1						1	3	5	44	11
23	5	8	1	4	25	109	6	4	117	6	169	50	504	4119	12
24		1				1			4				6	84	7
25	1	2			5	6			21	4	30	21	90	779	12
98									2		5	3	10	106	9
99	2			2	2	13	3	3	21	1	11	10	68	423	16
<b>Totals</b>	<b>8</b>	<b>11</b>	<b>1</b>	<b>7</b>	<b>35</b>	<b>130</b>	<b>9</b>	<b>13</b>	<b>183</b>	<b>11</b>	<b>244</b>	<b>127</b>	<b>778</b>	<b>6550</b>	<b>12%</b>

Area of learning key: See previous page.



Paresh Nath, India "MILES TO GO"

## Action Plan – Service Delivery

Area *	Recommendation	Key Activities	Deadline	Lead Officer	Resource implications	Suggestions and Comments
D,R,G, A,SO,R &B	Identify and impact assess policies and procedures for their effect on people.	Establish and embed a system for conducting impact assessments on service policies and procedures and agree a review schedule.	Sep 08	EG C&Q	existing resources	Screen key policies and procedures for area relevance and identify those that may require full assessment as a matter of urgency <b>Equalities areas done as is ES (JB)</b> <b>Quality statement done</b>
D	Address funding constraints	Identify ways to overcome the negative effects of funding constraints on disabled learners and those with learning difficulties. Liaise and collaborate with partners and community groups to maximise funding and share resources.	sep 08	LM  JB	existing staff time	Identify target groups and lobby for extra funding Allocate funds for support of ACL learners <b>Community Learning Prog increased – forecast 20% over academic year – varying contributions from partners. Successful new partnerships including triple disadvantaged group at Tolworth Hospital (JB)</b> <b>Increased volunteer bank 07/08</b> <b>Investigate, publicise and promote availability of direct payments to learners. (NML successful &gt;20 mainstream so far 07/08).</b> <b>Forge partnerships with ‘Extended Schools’ participants. (Coombe Hill Jnr – in partnership with KAE – 5 courses expected for 07/08)</b> <b>NLP ran Autumn and continues. (JB)</b>
D	Promote availability and use of assistive technology	Publicise range and availability of assistive technology.  Provide training in the use of assistive technology.	Jul 08	CC	£500	Increase bank of supportive software.

Area *	Recommendation	Key Activities	Deadline	Lead Officer	Resource implications	Suggestions and Comments
D	Raise profile of and expand and improve consultation with DIG group	Publicise existence of group, and its success, more widely. Devise and implement a consultation process for issues around disability. Increase membership and range.	Dec 08	BS LM JB	£100	Group expanded Spring 07 and remit widened (JB) Profile of DIG group raised at Learner Awards ceremony in winner's citation (JB) ESOL dept invited group to xmas party –. Principal's Address will include reference
D	NKC Building improvements	Lift signage H&S notices toilets parking handrails Accessibility of reception area	TBA	LM	prohibitive TBA £100 TBA TBA £200 TBA	improve accessibility Updated May 06 & summer 07 Compliant Upstairs toilets, including accessible completed summer 07; downstairs scheduled for Summer 08 3 spaces reserved for blue badge holders with additional accessible parking available if required Designated loading bay by ramped side door Location to be checked Ramped access completed to Huts 6/7 Reorganised Summer 07. Additional capital funding sought for major overhaul.
D	OLC Building improvements	Obstructed exit Lighting Portable loop system H&S notices	Sep 08 Jul 07	LM	none £150 £150 existing res	consult  LM to speak to JG re OLC building Portable loop system to be ordered
D	KCC	blue badge parking toilets room 8 Handrails	07 07 09 07	LM	TBA	GE confirms works complete except handrail on ground floor - tba

Area *	Recommendation	Key Activities	Deadline	Lead Officer	Resource implications	Suggestions and Comments
D	Identify and increase stock of anticipatory resources	Allocate specific funds for purchase of anticipatory resources. Analyse KAE and wider community data on disability to identify appropriate resources.	Jun 08	LM JB	existing staff time	£400 ringfenced in 2007/08 budget for resources Consult community partners.
D	Produce and provide information in accessible formats	Provide staff guidance and instruction to produce course information/materials and service information in accessible formats	Sep 07	KF/LM	£500	Provide IT training – planned for Spring 08 Policies/course details to be available on website and in large format on request. CDs of course details to be available on request
D	Investigate transport possibilities	Liaise with local councillors and transport companies to investigate possibility of transport assistance.	Dec 07	BS	existing staff time	BS – Approached RAKAT who have capacity problems. The discussion will be continued in 08 with RAKAT making further suggestions.
D,R,G, A,SO, R&B	Consultation - learner	design & distribute (all equality areas) collate and action	Sep- Dec 07	JB	existing staff time	Target specific courses/departments Complete and fed into ES update 06/07
G	Investigate ways to attract male learners into non traditional areas	Examine effect of class days/times/titles. Canvas learners/staff for suggestions.	Dec 07	C&Q	existing staff time	Begin marketing strategy to promote 1 day courses that may appeal to males (26/11/07) Use consultation responses to inform planning ( JB Dec 07/Jan08) in hand and ongoing

Area *	Recommendation	Key Activities	Deadline	Lead Officer	Resource implications	
G	Canvass for ideas to attract more male learners generally	Investigate effect of course titles. Discuss possible prospectus distribution. Examine timing and delivery for its effect on male participation.	Aug 07	EG/C&Q/VJ	existing staff time	Begin marketing strategy to promote 1 day courses that may appeal to males 26/11/07
R	Department with <15% BME to increase BME participation	Audit & redesign elements of curriculum	Sep 08	C&Q	TBA	The recent equalities consultation was targeted at these areas and responses have been collated and fed back to senior management. Family Learning increased male participation to 24%.
G	Target departments with particularly low levels of male participation	Look at possible new courses.	TBA	BM JE VS	TBA	FLLN, horticulture, personal skills, health and fitness
R	Improve recruitment of BME on higher level courses		Sep 08	TBA	TBA	Staff, learners and partners were consulted in Spring 08 and feedback has been passed to the Executive Group.
D,R,G,A SO,R&B	Continue to monitor teaching and marketing materials		ongoing	JB	existing staff time	Ongoing
D,R	Widen and strengthen partnership links with BME community groups and those representing disabled people.	Strengthen existing partnership links and forge new partnerships with community groups representing disabled people and minority groups	Dec 08	BS C&Q	existing resources	BME journal forwarded. DIG group location map – invite contributions to identify target groups + organisations New courses SLLD running. Expanded provision with mental health groups. New policy to allow own supporters to attend class May 07. Attended partner's staff meeting May 07. Joined LLD leisure group August 07. List BME groups compiled. Ongoing through partnership with KVA

Area *	Recommendation	Key Activities	Deadline	Lead Officer	Resource implications	(JB)
D,R,G, A,SO, R&B	Promote and foster 'Inclusive Tutoring'.	Embed disability equality and classroom practice questions into recruitment and selection procedures. Investigate strategies to identify and share good practice. Encourage and foster skills and behaviour that support the needs of learners with disabilities. Provide class management and differentiation training.	Sep 08	KF/JB	£500	Diversity and inclusion workshops – reflection on how behaviour can affect both learners with disabilities, minority groups and the attitudes of peers. <b>Discussed with DIG group Dec 07 – agreed to participate. Chair agreed to facilitate (JB)</b>
<b>Monitoring</b>						
D,R,G, A,SO, R&B	Monitor progress	Provide an annual report on progress made towards achievement of objectives and actions identified in this scheme.	Dec 07	JB	None	<b>In hand – Dec 07. Data not available for full report – anticipate completion Feb 08. (JB)</b>  Feed into Q&C regularly
D,R,G, A,SO, R&B	Data recording and monitoring Improve data collection at point of entry	Improve the quality and reliability of data records and systems for access. Update web enrolment fields.	Dec 07	LM CP	TBA	Front line staff training and awareness of equality issues. Much improved 'not provided' of 6% in 05/06 SAR. Further work to be done re training, application rates. <b>Staff training planned for autumn/spring 07 (LM 26/11/07)</b>

Area *	Recommendation	Key Activities	Deadline	Lead Officer	Resource implications	
D,R,G, A,SO, R&B	Improve learner disclosure rates	Continue to explore methods to increase learner disclosure rates. Identify and resolve issues surrounding poor disclosure rates on website.	Sep 07	LM	existing resources	<p>Introduce disclosure to learner induction? Provide opportunity for feedback/consultation on website for issues surrounding equalities.</p> <p>Check procedures and improve where necessary. Change default and encourage full disclosure DIG group member will conduct mystery shopper exercise (JB) Dec 07 Ensure that disability question is compulsory (LM 26/11/07)</p>
D,R,	Increase recruitment of disabled and minority learners to mainstream programmes	Promote and market learning opportunities available and accessible at KAE to disabled and minority groups. Develop and promote publicity material to widen participation.	Sep 07	BS VJ	£1000	<p>Identify needs of wider community people and barriers to access. Conduct a feasibility study on including accessibility information in course detail. This will be inscribed into the proposed partnership arrangements for RBK / KAE. In the new set up partners will be able to call in provision and invited to promote this provision to clients groups. Major capital bid is being put together for 08/09 to renew 6 classroom spaces with accessibility as a key driver – BS</p>

						<p>Promoted &amp; advertised free buddy/support places to CMHT at RBK (JB) Forged new partnerships with groups representing disabled people (JB). Advertised private enrolment/support etc separately in prospectus – recommended by DIG group 07/08 ALS referrals indicate this is effective. (JB).</p> <p>Use marketing consultancy to identify possible actions for improvement Spring 2007 Consider contacting BME groups (list available) BS</p>
D,R,	Participation of hard to reach disabled people	Monitor and analyse cross curriculum participation of BME disabled learners. Promote and market learning opportunities available and accessible to BME disabled groups.	Sep 07	CP VJ	£1000	<p>Promotion and advertising. New partnerships. Data records Use voluntary groups as a vehicle for promotion of classes – BS – Ongoing Distribute prospectus to target groups/centres that support/represent disabled people. List provided by DIG group Community Learning Provision increased participation projection is at 20% for 07/08 (JB) Community Learning paperwork in place and entered/collated termly. (JB)</p>

## Action Plan - Employment

Area *	Recommendation	Key Activities	Deadline	Lead Officer	Resource implications	Suggestions and Comments
D,R,G	Improve disclosure rates, data collection and monitoring of disabled and minority staff	Identify and agree new strategies for monitoring and analysis of data on staff. Ensure KAE staff awareness of principles of the service and its willingness to support. Augment practices to enable fast and effective analysis of data to identify trends and highlight any issues	Sep 07	LM	existing resources	Provide recruitment materials in accessible format. Develop and publicise a clear procedure for staff who may become disabled after appointment – who to contact Design display boards for staff meetings to emphasise confidential disclosure and personal responsibilities.
D,R,	Increase recruitment of disabled and minority staff	Identify barriers to recruitment of disabled staff. Provide/permit application in alternative formats. Develop new initiatives which promote KAE as disability aware employers. Continue use of welcome riders.	Sep 07	LM JN	existing resources	Provide information in alternative formats for applicants. Appropriate placing of adverts. Provide advice for selection panels on reasonable adjustments. Use welcome riders in advertisements. Target 'underrepresented groups' in advertising. Investigate feasibility of advertising in BME journals and newsletters. Contact RBK BME group for suggestions. <a href="#">Application monitoring form</a>

Area *	Recommendation	Key Activities	Deadline	Lead Officer	Resource implications	developed and in use Sept 07 (JB)
D.R.G, A,SO,R &B	Widen scope of and provide regular staff training	Continue current programme of Disability, Mental Health Awareness and equalities training. Identify and provide a selection of training in awareness of specific impairments.	Sep 09	JB	£800	<p>Sensory impairment – Spring 07 – 2 sessions delivered.</p> <p>1 general equalities, 1 disability, 1 mental health and 1 disability for Governors. (JB)</p> <p>Speech impairment</p> <p>Alternative communication methods</p>
D.R.G, A,SO,R &B	Increase staff awareness of ES, DDA and their responsibilities	Cascade information and arrange appropriate training. Ensure update and dissemination of legislation.	Jul 08	KF C&Q	existing staff time	<p>Build in to staff induction</p> <p>Staff notice boards</p> <p>Team meetings</p> <p>Newsletters</p>
D.R.G, A,SO,R &B	Improve staff monitoring	procedures to allow collation of data that analyses origin/disability age/gender/length of service/training and promotion/grade	Dec 07	LM/KF JN	existing staff time	<p>Design spreadsheet</p> <p>Panel application monitoring form in place</p> <p>Data available for established staff from RBK HR</p> <p>Annual check of Sessional Staff</p>

Area *	Recommendation	Key Activities	Deadline	Lead Officer	Resource implications	Personal Information exercise Suggestions and Comments
D.R.G, A,SO,R &B	Consultation – staff	design and distribute, collate results, action issues arising	May – Dec 07	JB	existing staff time	Done and distribution began Nov 07 – ongoing to Jan 08 for collation(JB) Simplified version available. Distributed to staff learners and partners. (JB)
D,R,G	Encourage staff application by men, BME people and disabled people	Target and welcome in advertisements. Place accordingly	Dec 07	LM	TBA	
D.R.G, A,SO,R &B	Write and publish equal pay policy		Jul 07	LM	existing staff time	See HR's 'Putting People First - Equal Opportunities Policy Statement' on Intranet
D.R.G, A,SO,R &B	Implement specific equalities element to staff induction	Adapt induction checklist	Sept 07	LM/KF  C&Q	existing staff time	EO included on ADMIN staff induction checklist & Section 6 of Curriculum Hand Book LM 26/11/07
D.R.G, A,SO,R &B	Reinforce personal responsibilities inherent in Scheme to all current staff	Via C&Q, team meetings and admin meetings	Dec 07	LM  C&Q	existing staff time	EO scheme discussed in Admin Group meeting
R,G	Increase BME staff (particularly male)		Dec 07	LM	TBA	Target 'underrepresented groups' in advertising. Investigate feasibility of advertising in BME journals and newsletters. Contact RBK BME group for suggestions.
D.R.G, A,SO,R &B	Embed tracking procedures to established staff progression	Create spreadsheet and monitor	Dec 07	LM	existing staff time	Create spreadsheet
D.R.G, A,SO,R &B	Develop monitoring system to record selection and attendance of staff for training events.	Amend and update staff development form	Dec 07	KF/JB LM	existing staff time	Equalities training analysed 06/07 and system in place (JB)

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### Targets – Service Delivery

Area *	Topic	Target	Deadline	Progress	Outcome
D	Participation	75% of disabled learners accessing mainstream courses	Jul 2009		
D	Detail	Improve data returns by reducing number of learners not disclosing detail of impairment/difficulty from 24.7% to 15%	Jul 2009		
D	Satisfaction	Achieve 90% satisfaction returns from surveys of disabled learners	Oct 2008		
R	Curriculum	Increase BME participation in targeted departments by 3%	08/09		
R	Partnerships	Forge new partnerships with 2 new BME organisations	Feb 08		
G	Male learner participation	Increase to 29%	08/09		

## Targets – employment

Area *	Topic	Target	Deadline	Progress	Outcome
D	Staff training	85% of staff to have completed Disability/Race Awareness Training (or equalities)	Dec 2009		
D	Staff training	30% of staff to have completed specific Mental Health Awareness Training	Dec 2009		
D.R.G, A,SO,R &B	Staff awareness	Raise and reinforce staff awareness of personal responsibilities to equalities with 75% of current staff			
D.R.G, A,SO,R &B	Staff awareness	Embed specific equality awareness into induction procedures for all new staff	Sep 07		
G	Established staff	Increase male staff numbers to 17.5%	2008/09		
G	Sessional Staff	Increase male staff numbers to 25%	2008/09		
D.R.G, A,SO,R &B	Salaries	Write and publish an equal pay policy	Jul 07	drafted	

**Key:**

**D**     **Disability**  
**R**     **Race**  
**G**     **Gender**  
**A**     **Age**  
**SO**   **Sexual Orientation**  
**R&B**  **Religion or Belief**

**Although currently there is no statutory duty to promote equality on the basis of sexual orientation, age, religion or belief we aim to reflect the spirit, as well as the letter, of the law and embed these strands into our planning over the coming months.**

## The Equality Scheme: 2006/07 update.

The Equality Impact Assessment Table, Action Plan and learner and staff data tables were updated to include 2006/07 information and comparison. It has been decided to undertake the annual update of the Equality Scheme in March of each year due to other Service commitments in the autumn term.

There has been an increase in the number of disabled learners of approaching 50% which is due to improved disclosure and data entry procedures and shows a corresponding increase in analysis of departmental figures. The withdrawal rate of disabled learners remains below the general withdrawal rate.

There has been a small change in the mainstream/community comparison but this is considered significant since the overall increase in the number of learners disclosing a disability is due to the improvements in the collection, collation and recording of the community based provision. The fall in the percentage of disabled learners receiving support is mainly due to the policy of supporting those individuals in most need within groups instead of supplying general class support. No adequate comparison of subject areas is possible due to the change in data entry fields used.

A 300% increase in both the number of learners disclosing mental health difficulties and those with learning disabilities demonstrates the improved partnership work with the agencies that represent these groups and the expansion of the community learning programme. The higher withdrawal rate of these learners is not entirely unexpected due to the nature of the disabilities. The percentage withdrawal rate for learners with moderate learning disabilities was high enough to warrant further investigation which showed that learners in this group that also had other disabilities were recorded in the various other fields for overall figures whilst the withdrawal rates were drawn entirely from the 'learning disability' field. The actual number of learners with learning disabilities was 60 making the comparative withdrawal rate 15%.

There has been no significant change following analysis of the ethnic origins of disabled learners. The number of learners from BME groups increased to 19.6% during 2006/07 and with the ESOL department excluded the percentage remained strong at 14.1%. Whilst the retention figures were largely equal the achievement and success figures for White Irish, White British and White other were noticeably higher than all other BME groups (excluding Black British which was based on 6 learners) and is an issue that needs to be monitored.

Analysis of 06/07 staff data also shows no significant changes to the 05/06 figures in terms of equalities areas although there has been a 10% overall decrease in the number of established staff.

Seven training sessions have been delivered which covered equality areas including two sensory impairment ones, a disability awareness session for Governors and an LGBT (lesbian, gay, bisexual, trans) awareness raising event held in LGBT History month – February – which was attended by both the Principal and the Deputy Principal. Data monitoring of this equality area is now under further discussion.

The equalities consultation resulted in more than 230 responses and the findings and suggestions are being compiled and will be presented to the executive group. An overview of general equality findings has been collated and is displayed around college sites.



**At KAE  
It's all about overcoming hurdles**

