



LINCOLN COLLEGE

EQUALITY AND DIVERSITY

ANNUAL REPORT 2010/11

CONTENTS

	Page Number
Introduction	1
Statutory Duty	2
College's Values & Strategy	2
Strategic Plan	3
Summary	3
Employee Recruitment Profiles:	
Employee Recruitment by Ethnicity	4
Recruitment and Gender	4
Recruitment and Disability	5
Recruitment Age Ranges	5
Recruitment and Ethnicity	5
Staff Promotions	5
Employee Profiles:	
Staff Ethnicity	5
Staff Gender	6
Staff Disability	6
Staff Age	6
Staff Development	6
Staff Turnover	7
Staff Discipline	7
Staff Grievances	7
Learner Profiles	7
Learner Discipline	10
Learning Disability / Difficulty Disciplinary Data	11
Bullying and Harassment Support Group	11
Action Plan	12

Appendices:

1 – Ethnicity Employee Recruitment	14
2 – Gender Employee Recruitment	15
3 – Disability Employee Recruitment	16
4 – Age Employee Recruitment	17
5 – Fixed Term Contracts	18
6 – Analysis of Promotion	19
7 – Ethnicity and Disability Employee Profile	20
8 – Gender Staff Profile	22
9 – Disability Staff Profile	23
10 – Staff Age Profile	24
11 – Staff Development	25
12 – Staff Turnover	26
13 – Disciplinary Staff Profile	27
14 – Staff Grievance Employee Profile	28

INTRODUCTION

- 1 Lincoln College is committed to the active promotion of Equality of Opportunity for all and opposes unlawful or unfair discrimination. A diverse college community is made up of 11,000 students and 1,000 staff across three main campuses with significant numbers of learners undertaking work place learning via apprenticeships and adult learning programmes. Partnership working with a range of other training providers extends opportunities for learning into rural communities and gives greater access to education and training.

The Ofsted inspection in 2011 judged equality and diversity to be good. "The promotion of equality and diversity is good and the inclusion of learners, particularly those from hard to reach groups is outstanding. The highest priority is given to providing a safe environment."

The college is required to effectively monitor and where appropriate, develop improvement plans in respect of race disability and gender. Additional obligations from April 2011 extend to the collection of data on sexual orientation, gender re-assignment, marriage and civil partnerships, pregnancy and maternity. Data will be used to inform and determine future planning activities, the analysis of which will inform needs.

- 2 Lincoln College has a duty to consider the needs of a wide range of learners and interests and provide them with a safe learning environment. A college respect campaign has provided a vehicle to promote positive behaviour and expectations from others.

The Board of Corporation has the ultimate responsibility for ensuring that legal requirements are met. Data is used extensively to underpin and provide a means of analysis and as a monitoring tool. New areas identified for monitoring will need close attention or refinement to demonstrate trends and actions required for improvements over time.

- 3 Information is collected in a variety of ways to monitor progress and practice. This includes surveys of staff and learners with outcomes reported to the management teams at meetings. Cross college meetings are organised each term for heads of units and directors to present equality and diversity impact measures (EDIMS). Agreed targets are openly discussed and improvements explored. A conclusive Self Assessment Review is completed annually that includes a Quality Improvement Plan.

The impact of all policies and procedures are systematically assessed to ensure documentation meets legal expectations and that there is no adverse effect on individuals and areas identified with specific characteristics. Policies for assessment have been prioritised against those with the most significant potential for impact on staff and students. Monitoring documentation tracks the sponsor date and the levels of outcome.

The college values partnership working with external organisations to ensure the needs of the student population are effectively met. Partnerships include the following Children service and data collection protocols, Lincolnshire and Nottinghamshire Police, Youth offending and Probation Services and the

“INVENT” learners with learning difficulties and or disabilities group. Speakers from partnership groups have been involved in staff development activities and generally provide a branch of expertise as an addition to college resources.

STATUTORY DUTY

- 4 The Single Equality Scheme was published in April 2011. This has been ongoing in terms of review and impact assessment outcomes and prioritised according to college needs.

The Equality Impact Assessment Group was established in April 2011 to systematically update and review the content of all college policies. Prior to the formation of this group some work had been undertaken to categorise policy types. Seventeen policies have been reviewed to date with twelve fully completed and five to be further reviewed against progress. A monthly schedule has been agreed for the ongoing evaluation of policies and procedures.

Colleges and public organisations have a statutory duty to produce an annual report under the specific duties relating to The Equality Act of April 2010. In particular they must have due regard to the following:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act of 2010
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who share it.
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

THE COLLEGE VALUES AND STRATEGY

- 5 The core values are:

- Achieve the highest standards and continuously improve in all our activities;
- Always be honest and fair, transparent and open in all our operations;
- Support all individuals to reach their full potential;
- Be innovative and responsive in seeking opportunities to expand and promote the college;
- Actively involve students in the life and work of the college;
- Value diversity and promote equality

STRATEGIC PLAN

The Strategic Plan identifies the following 5 key targets:

- Aim 1:** To ensure that the college achieves its targets associated to numbers and funding
- Aim 2:** To ensure the college meets the student success targets
- Aim 3:** To value and develop our workforce and to ensure that targets for staff qualifications are achieved.
- Aim 4:** To ensure that the college increases it's responsiveness to employers
- Aim 5:** To ensure that the college maintains its financial health to remain a viable institution and deliver its mission and associated targets.
- Aim 6:** To further engage with the local communities the college serves

SUMMARY

6 Lincoln College has well established resources for collecting a range of data and uses this routinely and systematically as part of the self-assessment process. Reports based on data are periodically requested for all significant meetings and equality and diversity is featured as a standard item on "School and Unit" meeting agendas. The graphs in the appendices provide a top level visual view of key characteristics relating to gender, disability, age and ethnicity. The following paragraphs analyse this data.

Key aspects of the analysis include the following:

- Age profiles of staff
- Analysis of promotions
- Staff Disciplinarys
- Employee recruitment
- Staff profile of disability
- Fixed term appointment analysis
- Staff Grievances
- Staff Development
- Disability profile
- Staff turnover
- Learner profile against success, retention and achievement outcomes
- Student discipline
- Bullying and Harassment Support

There have been no issues of concern that require the attention of the Board of Corporation.

EMPLOYEE RECRUITMENT PROFILES

The following information uses graphical examples of data to show employee recruitment collected routinely as part of the staff advertisement process. Each graph is analysed to consider the impact and implications for the college's monitoring of recruitment at different levels of detail.

EMPLOYEE RECRUITMENT BY ETHNICITY

- 7 Appendix 1 shows that the majority of applicants are white however; the college does attract black and minority heritage applicants above the local profile. Seven percent of posts receive applications from ethnic minority heritage groups. This represents an increase of 1% on mixed race applicants from the previous year but no change for Asian and black applicants. Lincoln College is aware that improvements can still be achieved in aiming for higher levels of diversity from its recruitment process. The college will continue to ensure that it promotes best practice and review the Code of Practice for Recruitment and Selection to ensure fairness and equality for all.

Staff vacancies for management and key posts are advertised in national newspapers and the college will continue to use the "Diversity Group" publication to target a wide range of interests. Potentially, the college has good coverage available but; despite this, the profile trends remain much the same across all groups.

The recruitment profile for support staff has remained the same for the last 2 years with 92% of applicants white.

Applications to management posts by black applicants remain the same (1%) as the previous year but increased by 1% for those of mixed race heritage.

In line with policy reviews, Lincoln College will undertake a policy impact analysis to ensure that there is no negative outcome between policy and practice.

RECRUITMENT and GENDER

- 8 Appendix 2 provides an analysis of applications based on gender for 2010/11. It will be noted that there are only minor fluctuations in terms of male and female applicants to the overall posts advertised.

This is 3% down for females on the previous year. Applications for management spine posts show a 5% increase for females and a 7% drop for males. Three percent of applicants did not complete the documentation. Academic staff applications remain similar to the previous years with no substantial variances.

The college has been through a small restructure of Directors of Schools and experienced the retirement of a female manager. Additionally, a male senior management team member has left and not been replaced.

RECRUITMENT AND DISABILITY PROFILES

- 9 Appendix 3 details equal opportunities monitoring in respect of disability. The number of applicants declaring a disability remains relatively consistent with previous years and 1% rise to 6% in 2010/11 (with 2% not supplying the data). A 1% increase is noted for management spine staff with 6% not declaring information. There was a 3% decrease in applicants for academic staff. Support staff show a 1% increase on the previous year for disabled applicants.

The college will actively explore ways in which more disabled people can be encouraged to apply for positions. "Positive about disabled people" certification was last successfully validated in 2010. The recruitment process will be reviewed to proactively seek to advertise in publications that are most likely to reach people with a disability. Ways to promote the college to disabled people more effectively will be considered.

RECRUITMENT AGE RANGES

- 10 Appendix 4 provides details of the age range of applicants to positions. College advertisements continue to attract a wide age range of people. There is no significant variation within these age groups. The number of 16 to 25 year old applicants has increased over the last 5 years and this will be partly due to the promotion of college based apprenticeship programmes supporting young people into employment and training. The number of applicants aged 56 plus has steadily declined over a 5 year period.

RECRUITMENT AND ETHNICITY PROFILES

- 11 Appendix 5 provides analysis for fixed term post monitoring. Short term projects may be used to staff activities of a limited period. The fixed term posts include a number of apprenticeships across the college in a range of business support capacities. It will be noted that 100% of applicants were white.

STAFF PROMOTIONS

- 12 Appendix 6 considers the use of data for promotions in relation to age, ethnicity, gender and disability. The gender analysis shows that the majority of staff promoted are females and dominate the management spine, support and academic appointments. Additionally, all staff promotions are from white heritage groups. There are no staff promotions for people with a disability.

EMPLOYEE PROFILE

STAFF ETHNICITY PROFILE

- 13 Appendix 7: In comparison with last 3 years there has been no significant change in the ethnicity profile of the college. Lincolnshire has a low population count of 3.4% ethnic minority heritage representation. The college continues to review its Recruitment Code of Practice ensuring the highest level of compliance is maintained. Advertising takes place both locally regionally and

nationally and is targeted at specific interest groups designed to attract the interests of minority groups. A continued focus will be given to promoting positions at the college positively.

STAFF GENDER

- 14 Appendix 8: There has been no significant change in the gender profile of the college. This has remained much the same over a 5 year period. Female staff out number males by 20%. Male staff numbers continue to decline in management spine posts and over five years there has been a 16% reduction. In comparison, a positive trend in female management posts has been achieved. The college will continue to ensure there is a balance of men and women in key decision making responsibilities.

The college will continue to actively support pregnant staff and students by implementing appropriate risk assessments! Policies are reviewed to consider their impact on pregnant staff and students.

STAFF DISABILITY

- 15 Appendix 9: Data on disability for all staff may be incomplete and those that acquire disabilities during their employment may not be updating their change of circumstances. The current representation for staff disabilities is overall 5%. A wide range of support is available to staff which can be accessed anomalously. Disabled employees are encouraged to participate in the Disability Network. This provides a forum where individuals can obtain support and advice as well as proactively improve access to the college. The college values all its staff and well-being groups take an inclusive approach to staff and student welfare. The college committed to the Mindful Employer Initiative in 2010. In some instances staff and students actively campaign in support of specific disabilities and illnesses to raise awareness and funds to support local and national action groups.

STAFF AGE PROFILE

- 16 Appendix 10: The age profile of the college has remained relatively constant over the last five years. The highest cluster of ages is around the 46 to 55 year old group.

STAFF DEVELOPMENT

- 17 Appendix: 11 Staff development identifies participation levels in training activities. This covers both internal and external opportunities. Data for 2010/11 shows an overall increase in male participation from the previous year by 13% whilst female participation has decreased. This situation is not easily explained as training is openly encouraged to meet the professional needs of all staff. Block training days are organised for all staff twice a year and attendance is mandatory. Data on disability and ethnicity attendance remains consistently positive.

STAFF TURNOVER

- 18 Appendix 12 concerns staff turnover has been relatively stable over time. Male staff turn over increased by 7% in 2010/11. Female staff turnover also decreased from the previous year by the same amount. No significant change in the turnover of staff from different ethnic minority heritage groups. Staff declaring disabilities have similar staying on rates to previous years with no areas of concern.

STAFF DISCIPLINE

- 19 Appendix 13 identifies that 9 staff were part of a formal disciplinary process. This represents a reduction of 8 or 53% on the previous year. There were no people with disabilities in this group and all those subject to disciplinary action were white. There was no difference in age groups.

STAFF GRIEVANCES

- 20 Appendix 14 gives details of staff grievances with a total of 9 for 2010/11. No staff with a disability was recorded in this group. The majority of grievances were from white members of staff with the exception of one person who is from Asian/Indian heritage. The college operates a mediation service with trained personnel in support of staff who have particular concerns about their treatment by others.

LEARNER PROFILES

21 Overview

The tables below identifies that the college had a total of 10723 starts in 2010/11. Fifty three percent of learners were male and 47% female. The overall college success rates remain good but represent a drop of 1% on the previous year. Retention has dipped by 1% to 89% and achievement rates have stayed the same at 92%. Nineteen plus long qualifications have shown a 1% drop in success rates and a 5% dip in achievement rates.

All qualifications

Gender

All	Starts Numbers		Success %		Retention %		Achievement %	
	M	F	M	F	M	F	M	F
2008-2009	5081	7584	78%	79%	86%	87%	90%	91%
2009-2010	5072	6965	83%	83%	91%	90%	92%	92%
2010-2011	5003	5720	83% (78)	79%(80)	91%	89%	92%	89%

16-18	Starts Numbers		Success %		Retention %		Achievement %	
	M	F	M	F	M	F	M	F
2008-2009	2893	3200	79%	76%	87%	84%	91%	90%
2009-2010	3000	3215	86%	85%	92%	91%	93%	93%
2010-2011	3236	3137	84% (78)	82%(80)	91%	89%	93%	92%

19+	Starts Numbers		Success %		Retention %		Achievement %	
	M	F	M	F	M	F	M	F
2008-2009	2188	4384	76%	81%	86%	89%	88%	91%
2009-2010	2072	3750	79%	82	89%	89%	89%	92%
2010-2011	1767	2583	81%(79)	75%(80)	90%	88%	89%	85%

Overall success rates for male learners have stayed the same for the last 2 years at 83%. The gap between male and female success rates have marginally widened. Female success rates have fallen by 4% and are 1% below the national average of 80%. Male retention has stayed the same as last year however, female retention shows a dip of 1%. Achievements for males, has remained consistent over 2 years at 93%. Female achievements have declined over 3 years by 2% and are now 89%.

The college actively encourages learners to declare a disability prior to the start of enrolment to plan appropriate support in a timely way. This is a self declaration process and needs may be identified later in the course. Support enables students to have the same opportunities for success as non disabled learners. This is specifically designed to meet individual needs and is often time based to targeted support at course or personal requirements.

It will be noted that there was a decline in the number of learners with a declaration of a disability in 2010/11. This represents 16% of the learners, 1% below the previous year. The biggest reduction on previous years was 19+ learners declaring a disability. There was also a small decline in retention (2%) and achievement (1%).

There were dips in success rates, for 16 to 18 year olds of 5% down from 89% to 84% (but still above the 79% benchmark) A 2% drop in retention and achievement rates are also noted for this age group. All success rates are still above benchmark.

Disability

All	Starts Numbers		Success %		Retention %		Achievement %	
	Yes	No	Yes	No	Yes	No	Yes	No
2008-2009	1584	11081	79%	78%	87%	87%	91%	90%
2009-2010	2063	9974	86%	83	93%	90%	93%	92%
2010-2011	1704	9019	83%(79)	80%(79)	91%	89%	91%	90%

16 to 18	Starts Numbers		Success %		Retention %		Achievement %	
	Yes	No	Yes	No	Yes	No	Yes	No
2008-2009	829	5264	80%	77%	87%	85%	92%	91%
2009-2010	1133	5082	89%	85	94%	91%	94%	93%
2010-2011	1066	5307	84%(80)	83%(79)	92%	90%	92%	93%

19+	Starts Numbers		Success %		Retention %		Achievement %	
	Yes	No	Yes	No	Yes	No	Yes	No
2008-2009	755	5817	77%	79%	87%	88%	89%	90%
2009-2010	930	4892	83%	81	91%	89%	91%	91%
2010-2011	638	3712	81%(79)	76%(79)	89%	89%	90%	86%

The overall percentage of black and minority heritage learners is 12.91%, this is the same as last year. However, the success rate for these learners has dipped by 10% since last year and is of concern at 5% below benchmark. Changes in retention (down 5%) and achievement (down 7%) are also matters that require attention. Positive action is needed to address this anomaly.

Lincoln College is mindful of the needs of looked after young people and this totals 12 students in care and 6 care leavers. Their attendance in particular is monitored to ensure that needs are met with proactive opportunities of support to maintain stability and continuity in the learning experience.

Long qualification by Ethnicity

Ethnic Group	Starts Numbers		Success %		Retention %		Achievement %	
	White	BME	White	BME	White	BME	White	BME
All	12012	653	78%	76%	87%	89%	90%	86%
	11403	634	83%	81	90%	93%	92%	87%
	10116	607	81%(80)	71%(76)	90%	88%	91%	80%

16-18	Starts Numbers		Success %		Retention %		Achievement %	
	White	BME	White	BME	White	BME	White	BME
2008-2009	5884	209	77%	79%	85%	86%	91%	92%
2009-2010	6030	185	85%	88	91%	95%	93%	93%
2010-2011	6159	214	83%(79)	81%(77)	90%	90%	92%	90%

19+	Starts Numbers		Success %		Retention %		Achievement %	
	White	BME	White	BME	White	BME	White	BME
2008-2009	6128	444	79%	75%	88%	90%	90%	83%
2009-2010	5373	449	81%	78	89%	92%	91%	84%
2010-2011	3957	393	78%(81)	65%(76)	89%	87%	88%	75%

Learner Discipline

- 22 Six hundred and four learners were disciplined in 210/11 and 5.6% were from black and minority heritage groups. This is a decrease of 67 learners from the previous year total. Those from black and ethnic minority heritage groups showed a slight reduction of 1.7 %

The percentage of learners disciplined with a disability/learning difficulty in 2010/11 is 15.7%. The overall starts declaring a disability is 19 %. Compared to last year the increase is relatively modest where the totals for this group are recorded as 14% thus giving an increase of 1.7% incidents. This area should be monitored in terms of trends and one of the reasons for increasing numbers could be the result of widening participation and the enrolment of learners with additional behaviour needs.

Disciplinary data

White British - **570**

White Irish - **NIL**

Asian/Bangladeshi - **NIL**

Asian/Asian British – Indian - **1**

Mixed white and black African - **1**

Any other white African - **NIL**

British Pakistani - **NIL**

Asian or British other Asian background - **2**

LEARNING DISABILITY/DIFFICULTY DISCIPLINARY DATA

- 23 Considered not to have a difficulty : **505**
Considered to have a learning disability : **95**
No information provided. : **4**

BULLYING AND HARASSMENT SUPPORT GROUP

- 24 There were 26 cases of bullying and harassment reported 2010/11. The majority of cases were of a student reporting another student.

Of the remaining cases, there were 3 incidents which specifically involved harassment relating to disability. There were 2 reports of sexual harassment and 2 cases of racial harassment. One report detailed an incident of bullying relating to sexual orientation. There were no reports of age related bullying and harassment. There were 2 instances of staff accessing the group for support.

Six of the cases that came to the group involved elements of cyberbullying, mainly through texts and social networking sites such as facebook.

All but one of the cases were resolved by members of support group. The other incident was fully investigated and resolved by a Director of School. External support agencies were offered to support the student concerned.

a) Number of complaints

Male	7
Female	19
Staff	2
Student	24

b) Breakdown on age

Under 19	Over 19
17	9

- c) Awareness Raising. Awareness of the Bullying and Harassment Support Group continues with new members of staff being told about the Group at their induction. The web page is updated on a regular basis. Information on the service is in the Student Handbook. New posters and flyers giving information about the Bullying and Harassment Support Group have been created, and new, updated leaflets and posters have been made.

Action Points

- Updated information for new staff at induction - reviewed each year.
- The Intranet, posters and leaflets to be updated - as required.
- Individual training sessions for new group members - as required.

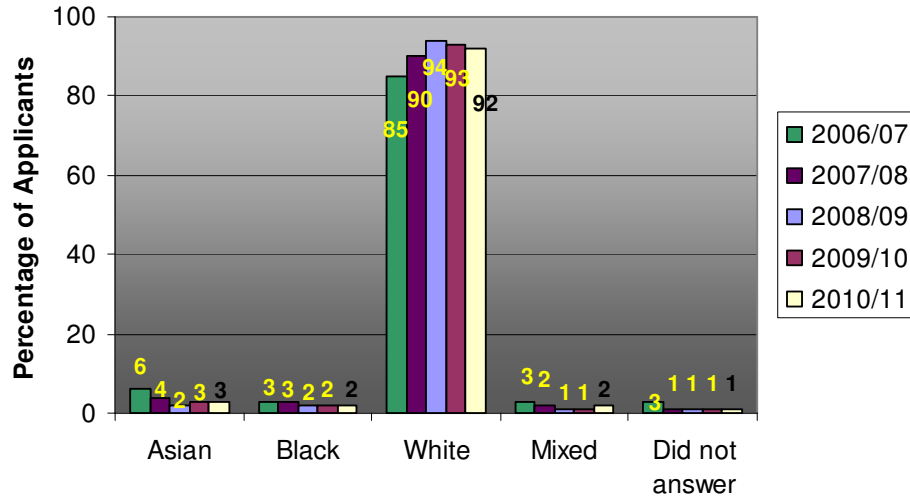
ACTION PLAN TO MONITOR AND ADDRESS IMPROVEMENTS

Area to monitor/improve	Action to be taken	Responsibility assigned	Date to be reviewed	Expected Impact
Consider the spread of advertisements in specialised publications that are used for recruitment in respect of reaching minority groups and including those with disabilities.	Review and explore additional publications that may give a wider coverage of disability and ethnicity in respect of recruitment. Continue to promote positive images of people from minority heritage groups and those with disabilities.	HR	July 2012 -15	Greater diversity in attracting a wider range of people from minority heritage groups and people with disabilities.
Review policies to ensure there are no adverse outcomes on policy implementation	Continue to apply quality and diversity impact measures to a range of policies relate to characteristics of the new Equality and Diversity Act.	Equality and diversity impact measure team.	July 2012 -13	Improved outcomes on key indicators
Improve the declaration of staff with acquired disabilities whilst in employment	Promote the need for this information amongst all staff to ensure that appropriate guidance and support can be offered.	College management team.	2012 -15	Greater knowledge about staff needs.
Underperformance of black and minority heritage students in success rates at 10% below the previous year and 5% below benchmark. Underperformance on retention (down 5%) and achievement (down 7%)	Consider why this change has occurred and monitor particular areas of concern	College management teams	June 2012	Improved success rate outcomes.

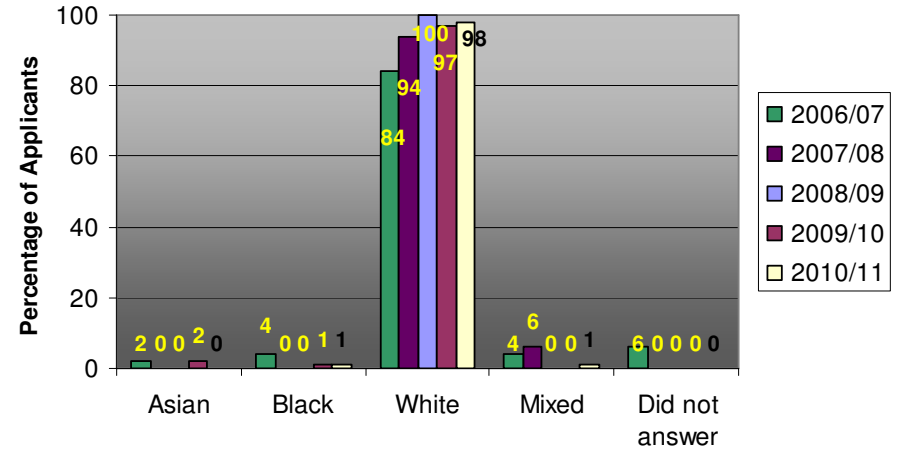
Update bullying and harassment information for staff and learners keeping this high on everyone's agenda.	Review college materials and internet publications.	Team Members	April 2012	Increased promotion of services
Continuously improve the focus on equality and diversity to stretch and challenge our current thinking	Promote innovate thinking to ensure that equality and diversity matters are always high on the agenda	All Schools and Units	2012- 15	An aware college community of staff and students that supports community cohesion and promotes respect for all

Appendix 1 - Ethnicity Employee Recruitment 2006-2011

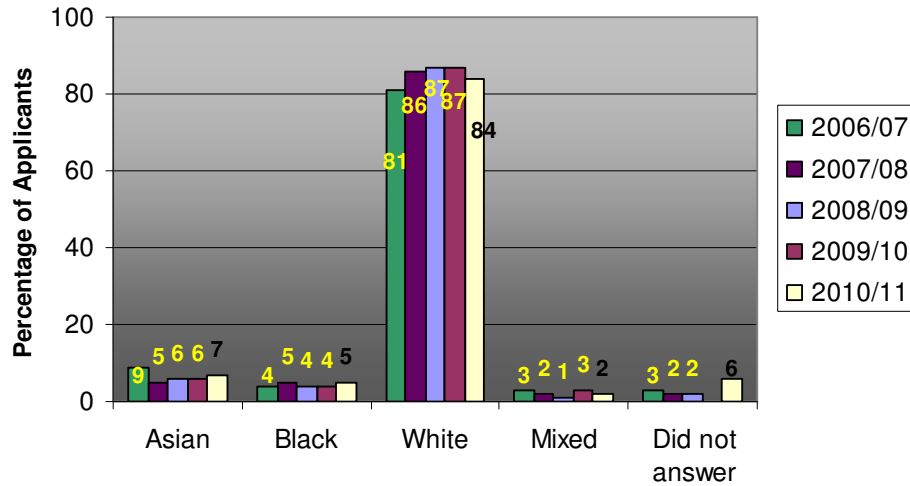
Ethnicity - All Posts



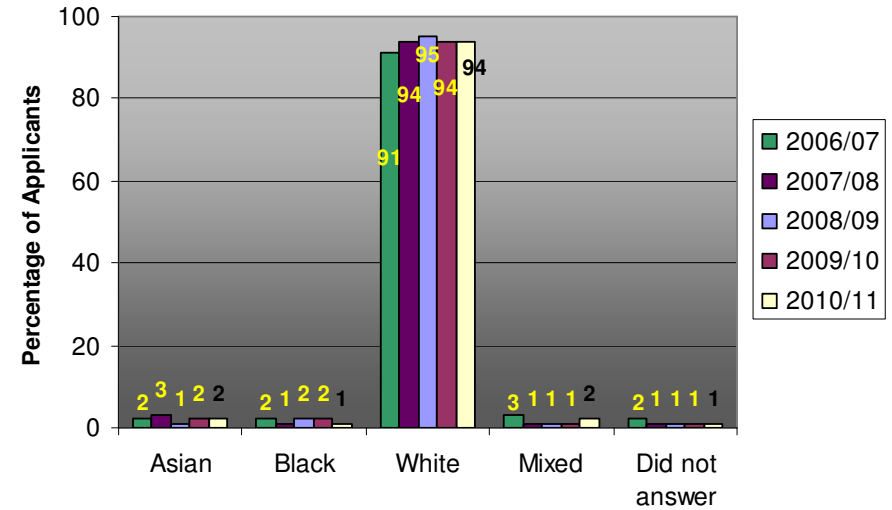
Ethnicity - Management Spine



Ethnicity - Academic Staff

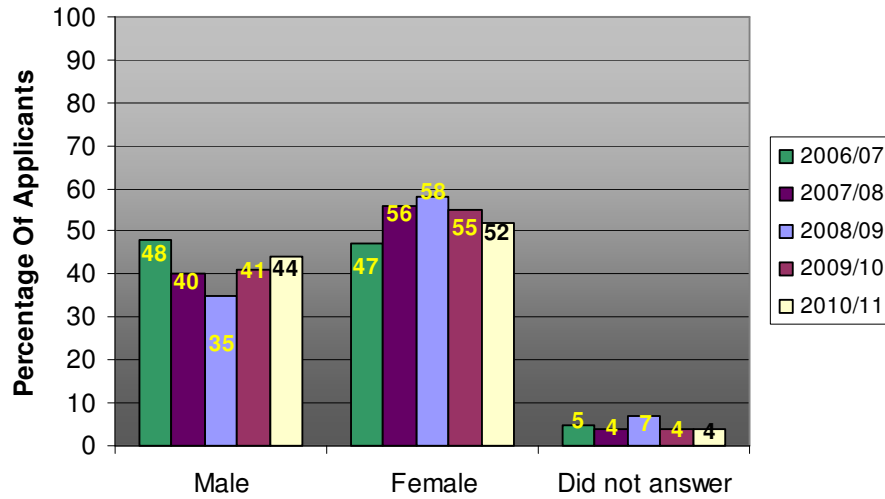


Ethnicity - Support Staff

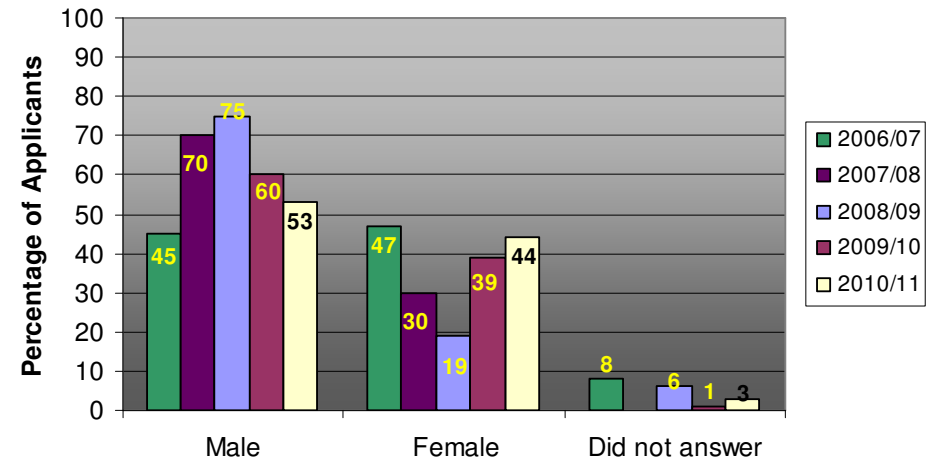


Appendix 2 – Gender Employee Recruitment 2006 - 2011

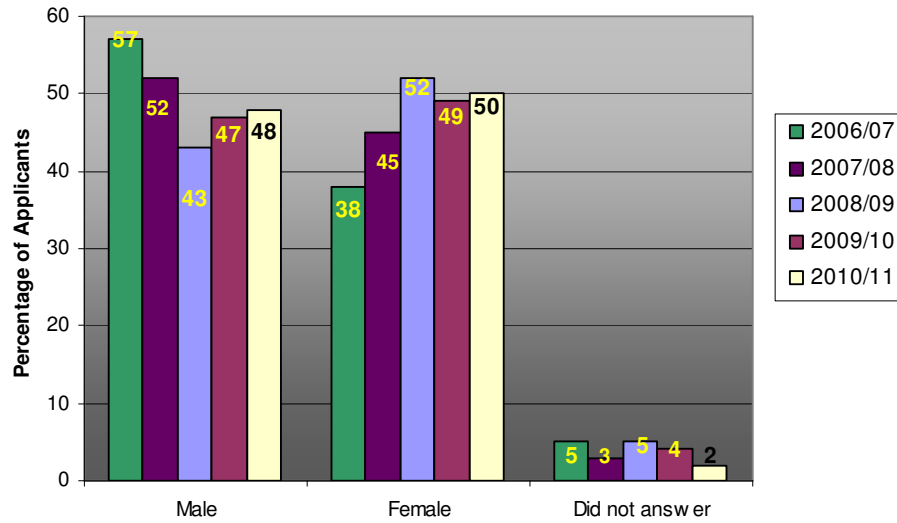
Gender of Applicants All Posts



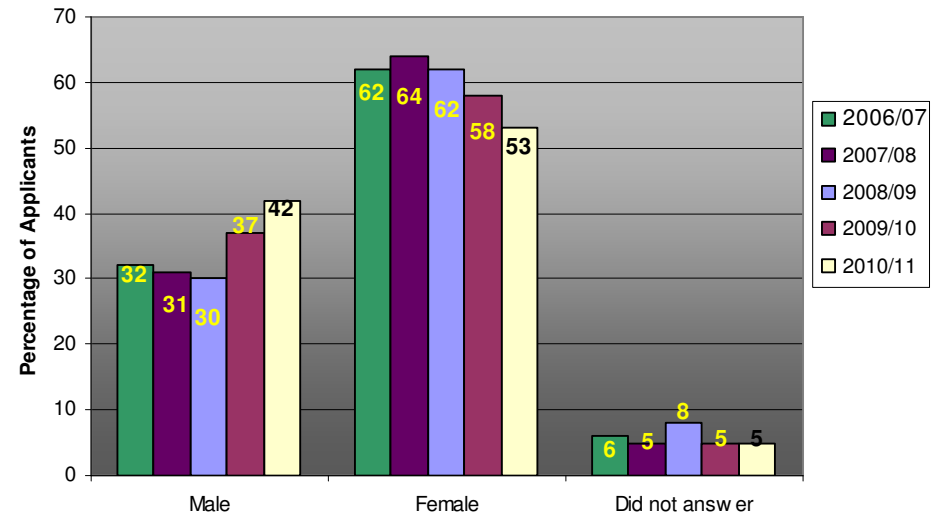
Gender of Applicants Management Spine



Gender of Applicants Academic Staff

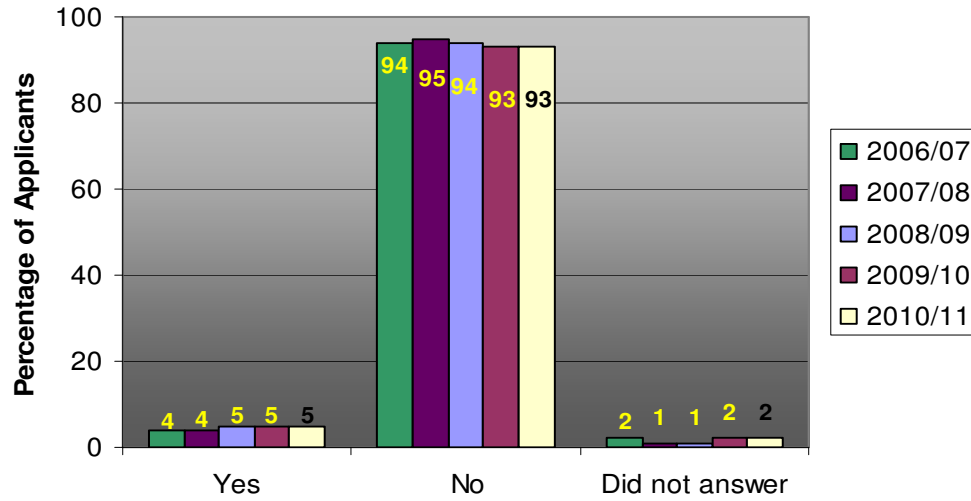


Gender of Applicants Support Staff

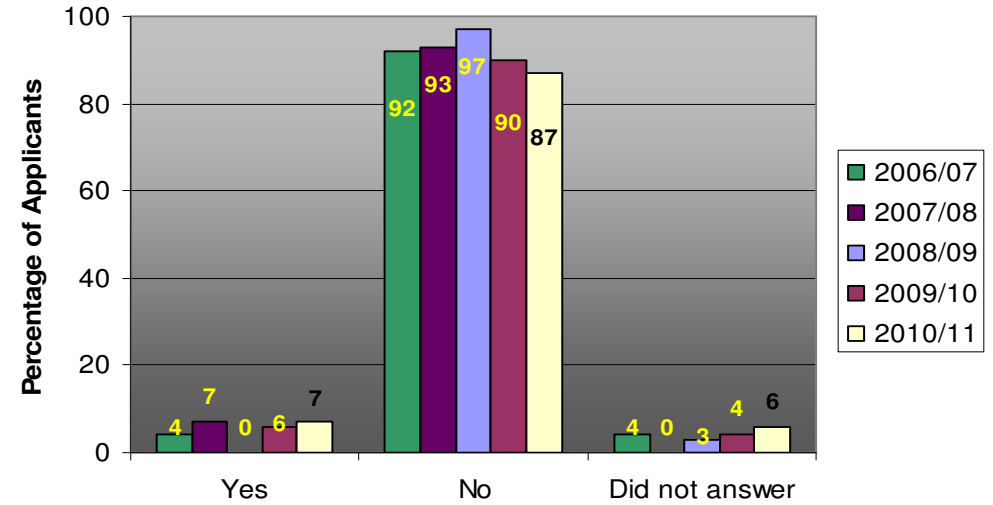


Appendix 3 – Disability Employee Recruitment 2006-2011

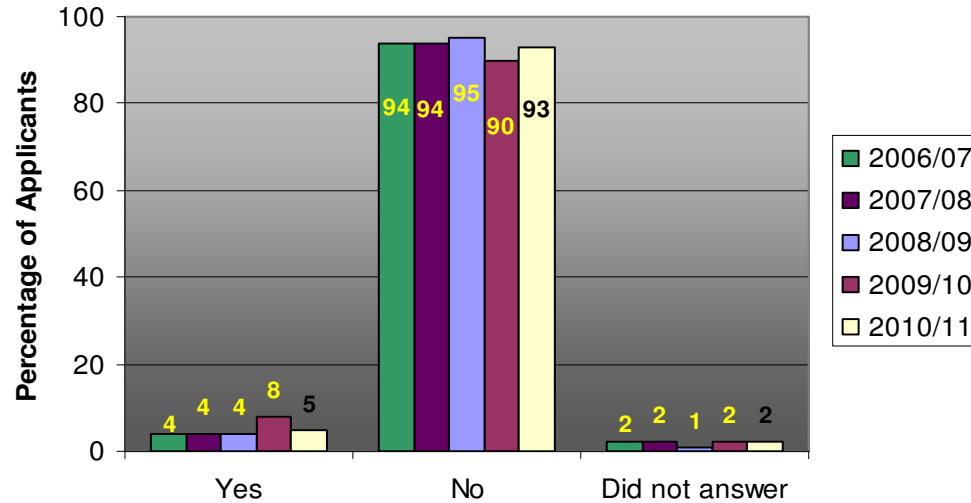
Disability - All Posts



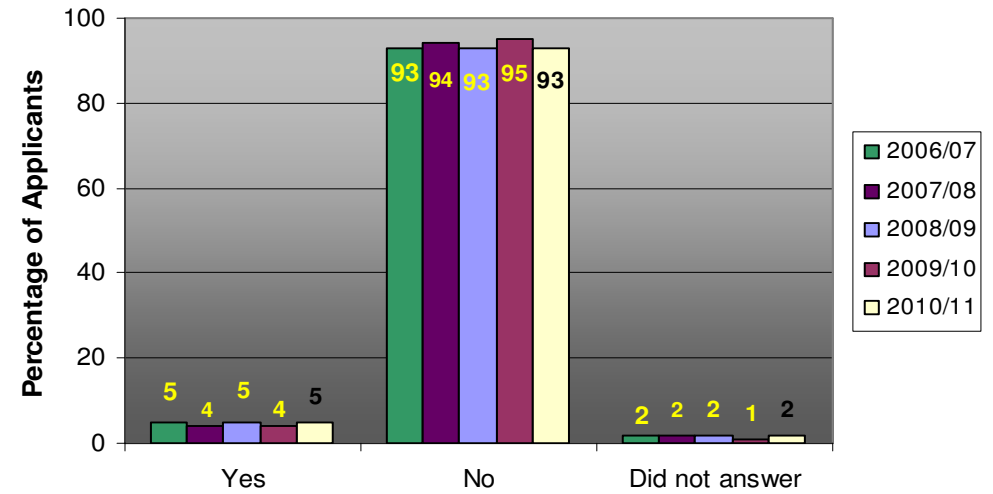
Disability - Management Spine



Disability - Academic Staff

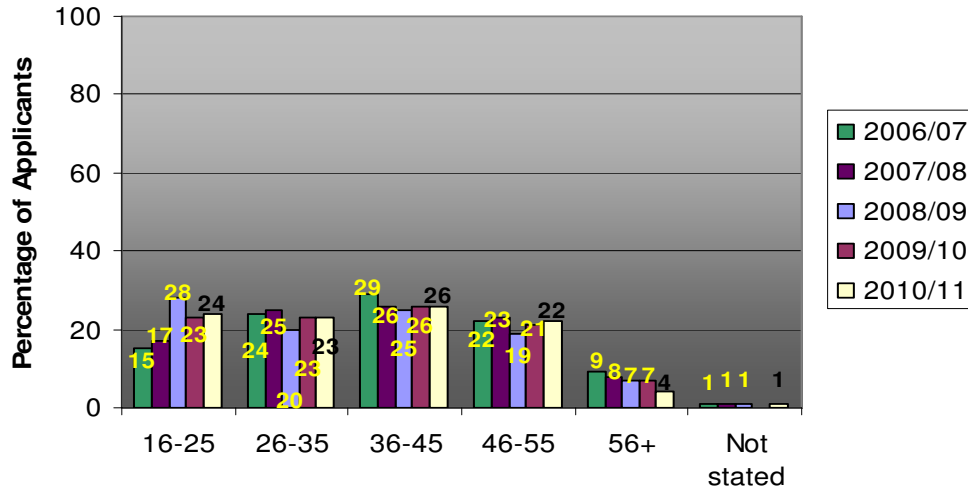


Disability - Support Staff

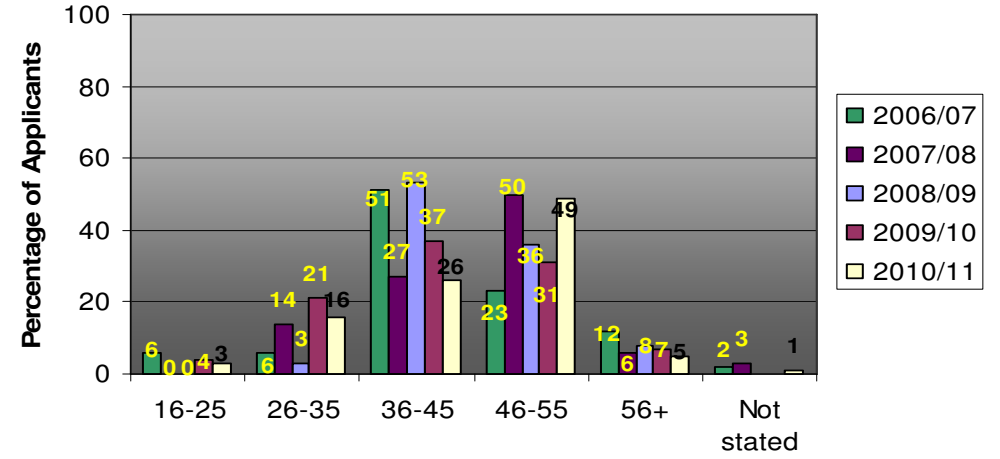


Appendix 4 – Age Employee Recruitment 2006-2011

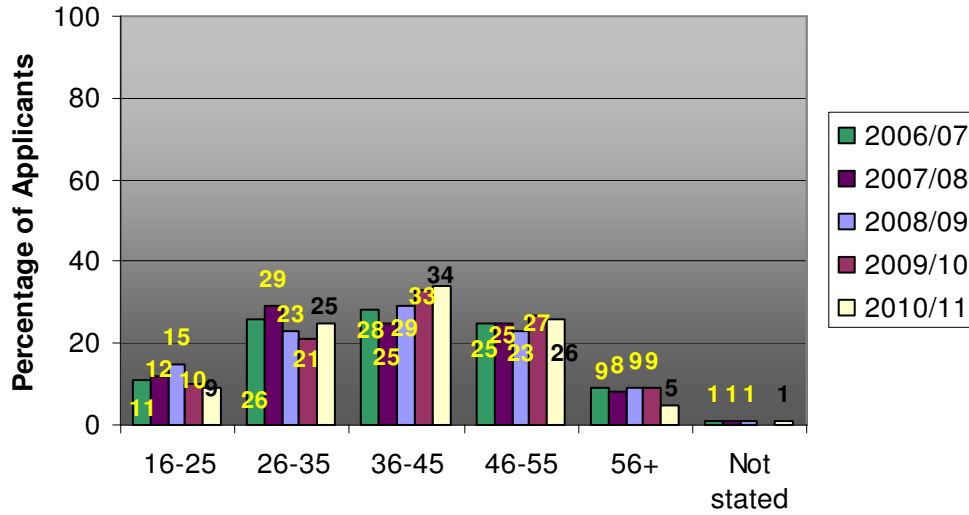
Age of Applicants All Posts



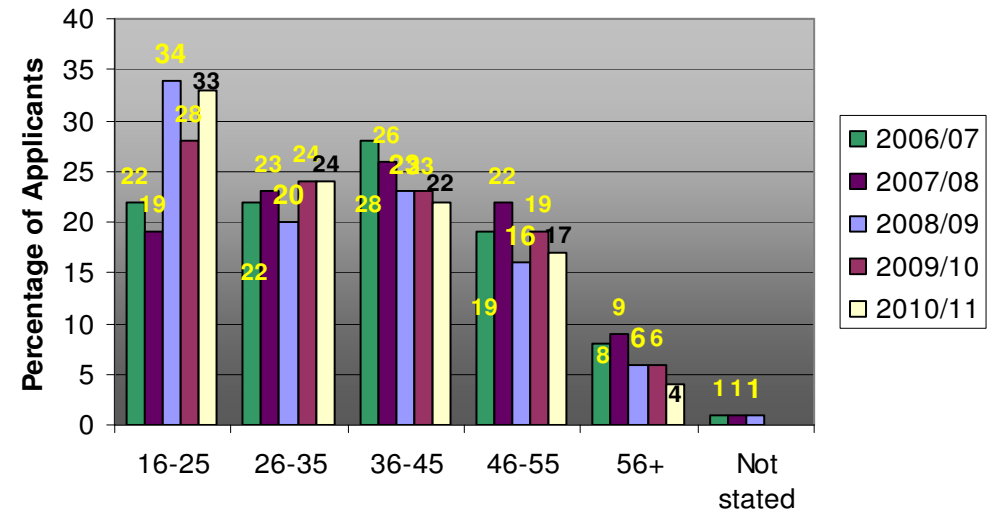
Age of Applicants Management Spine



Age of Applicants Academic Staff

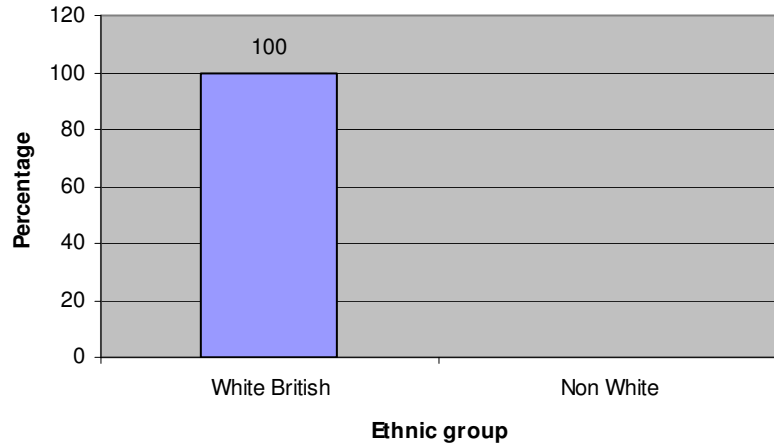


Age of Applicants Support Staff

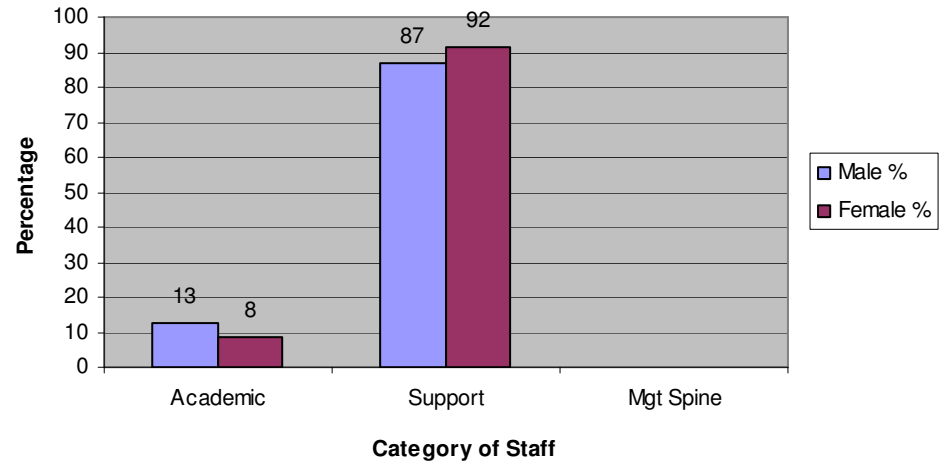


Appendix 5 – Fixed Term Contracts

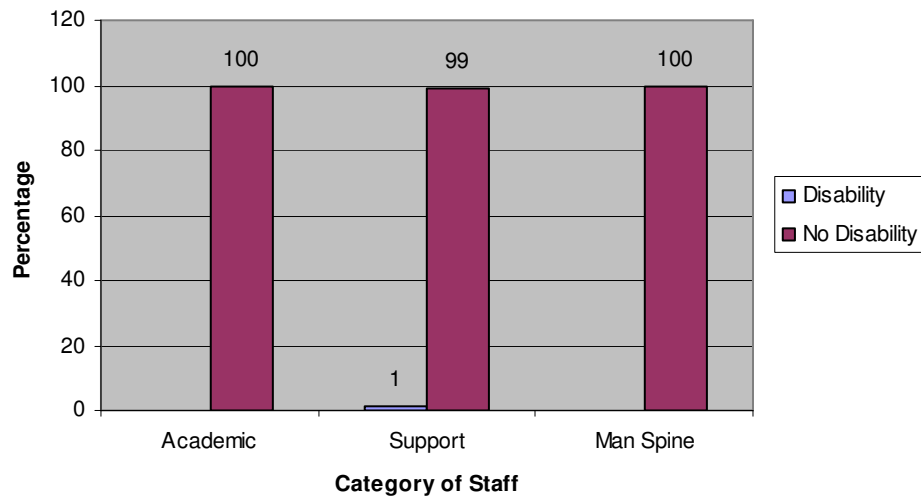
Ethnicity



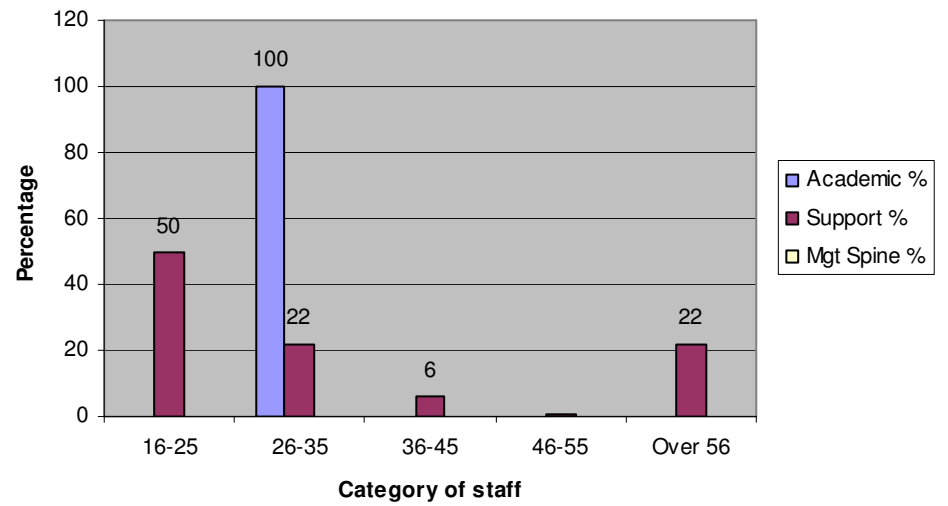
Gender



Disability

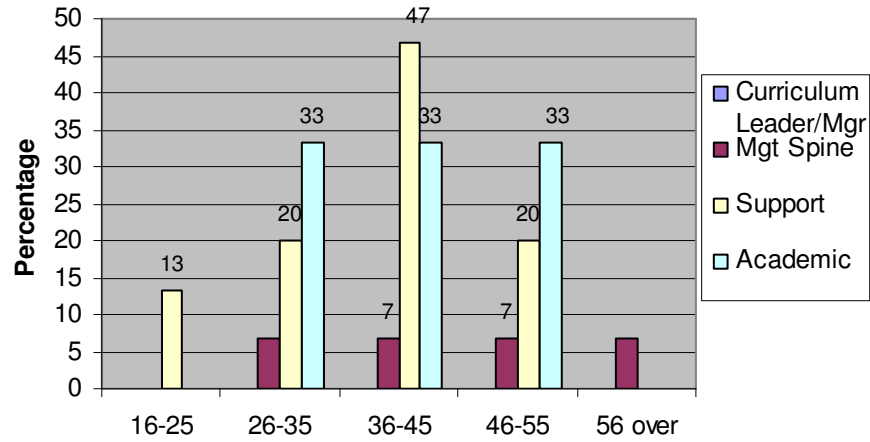


Age

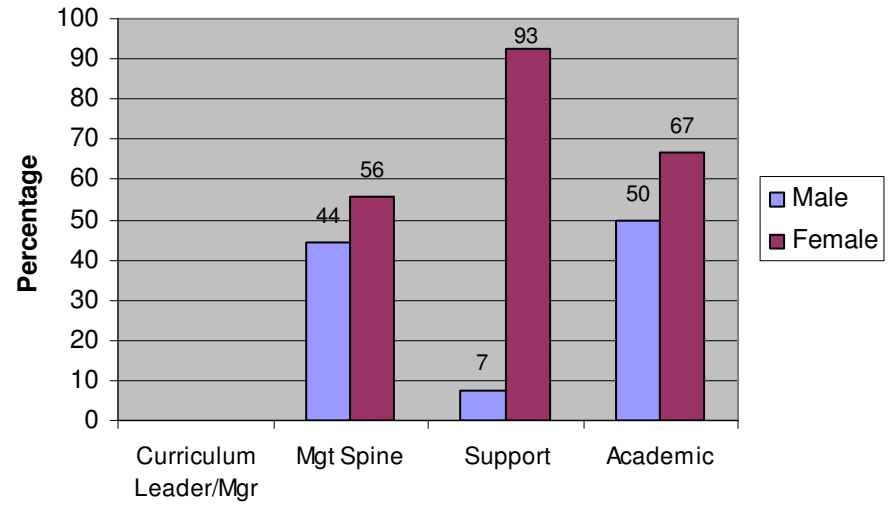


Appendix 6 – Analysis of Promotion 2010/11

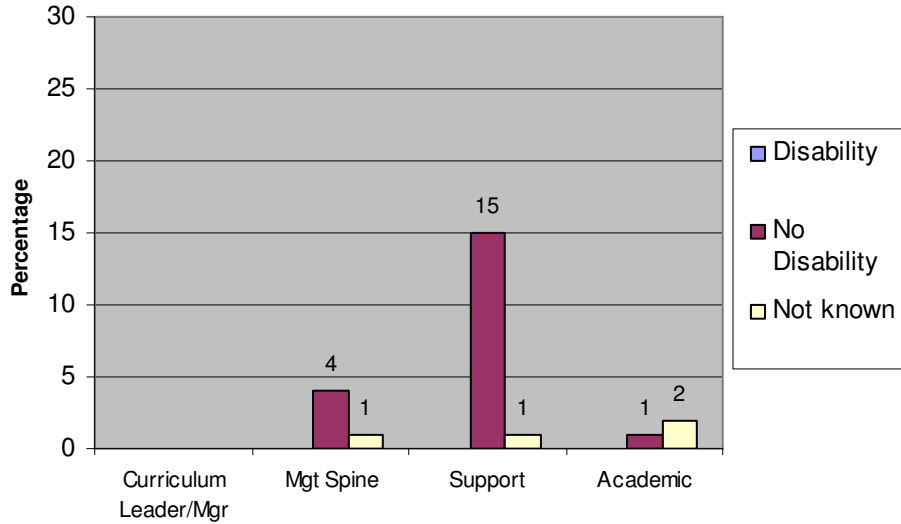
Age Analysis



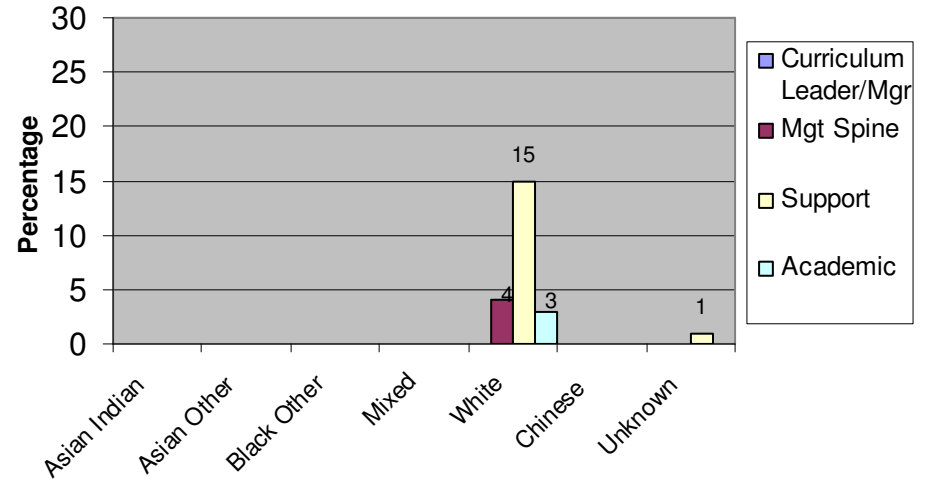
Gender Analysis



Disability Analysis

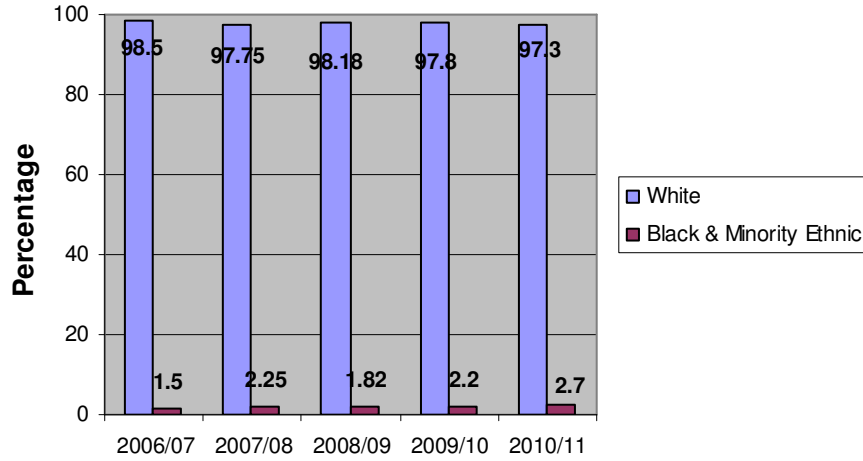


Ethnicity Analysis

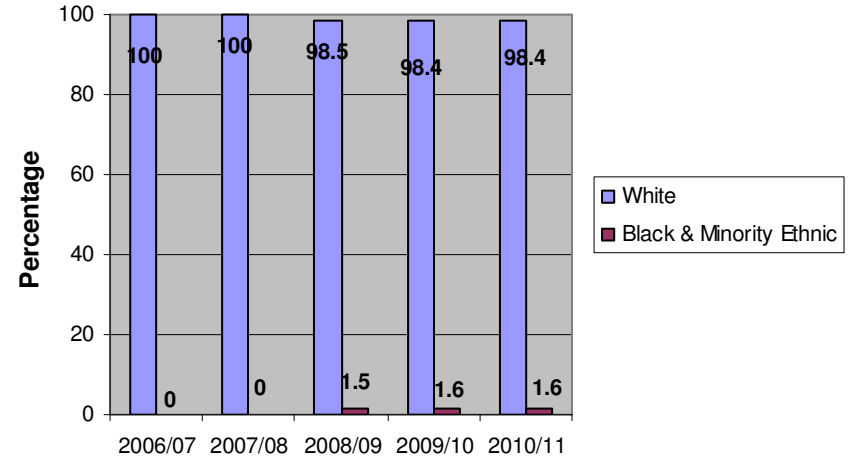


Appendix 7 – Ethnicity and Disability Employee Profile 2010/11

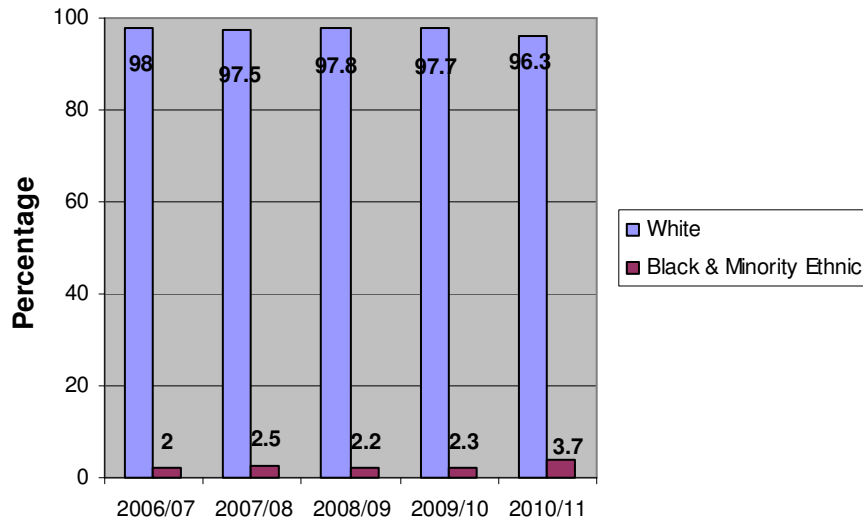
Ethnicity for All Staff



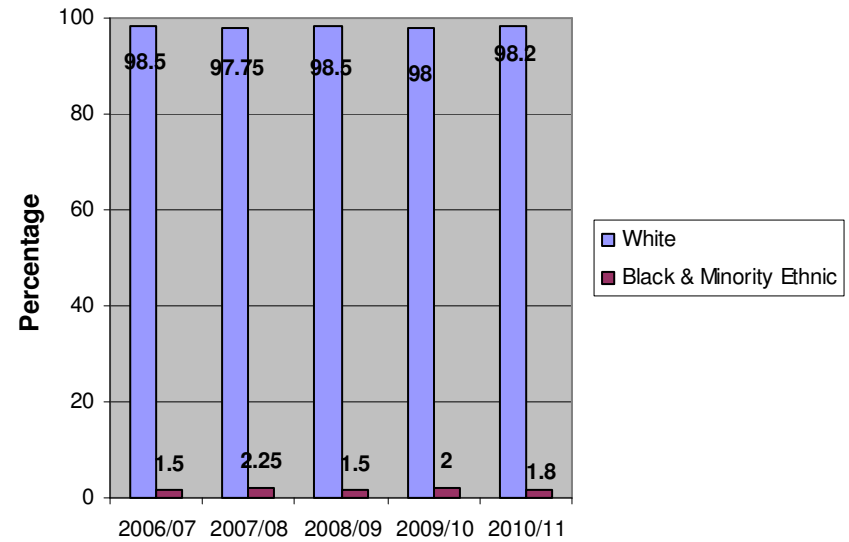
Ethnicity for Management Spine Staff



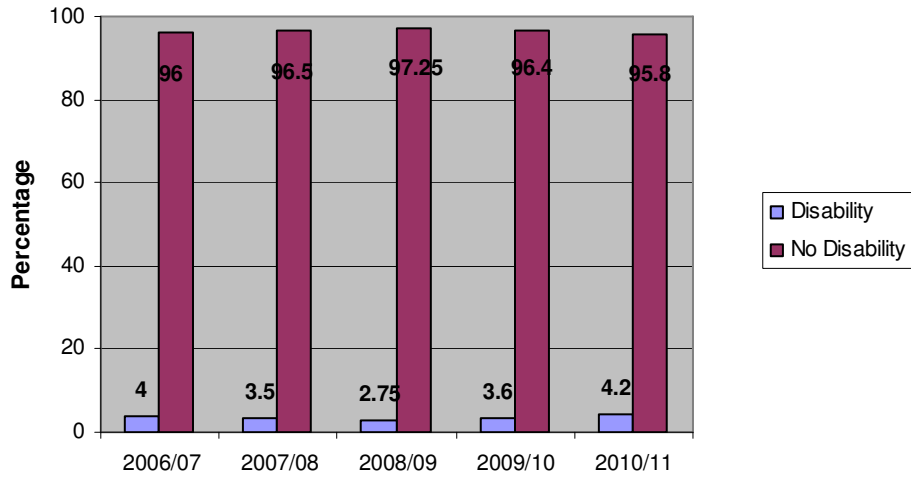
Ethnicity for Academic Staff



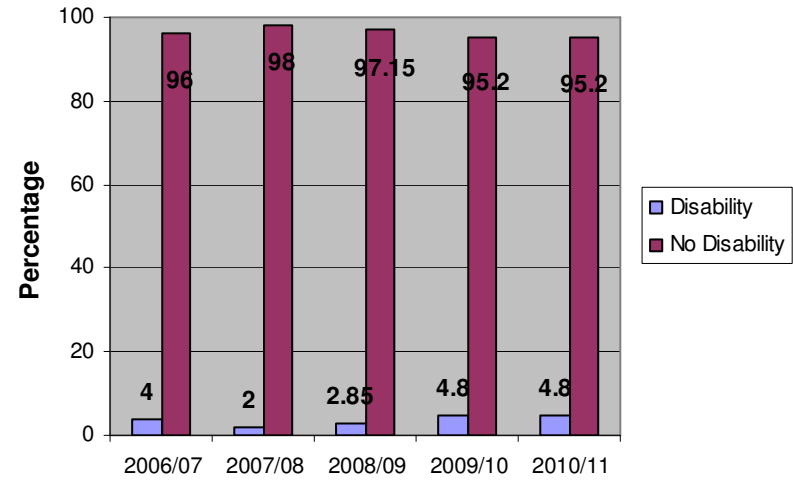
Ethnicity for Support Staff



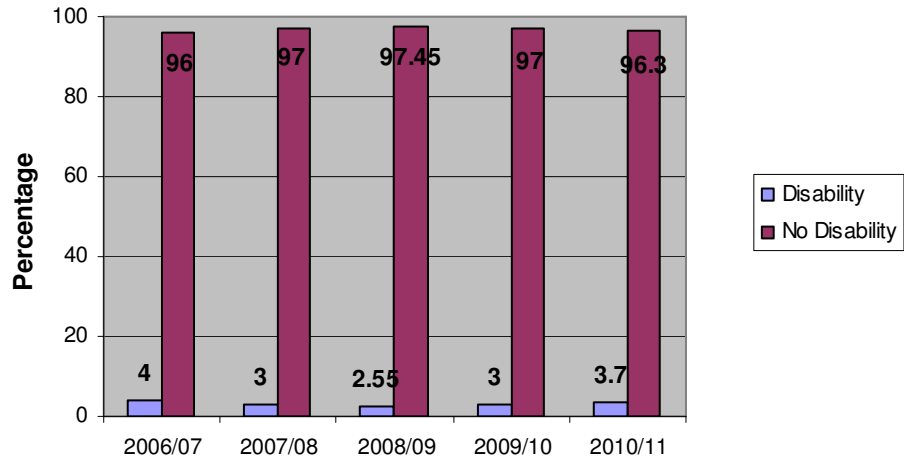
All Staff with/without a Disability



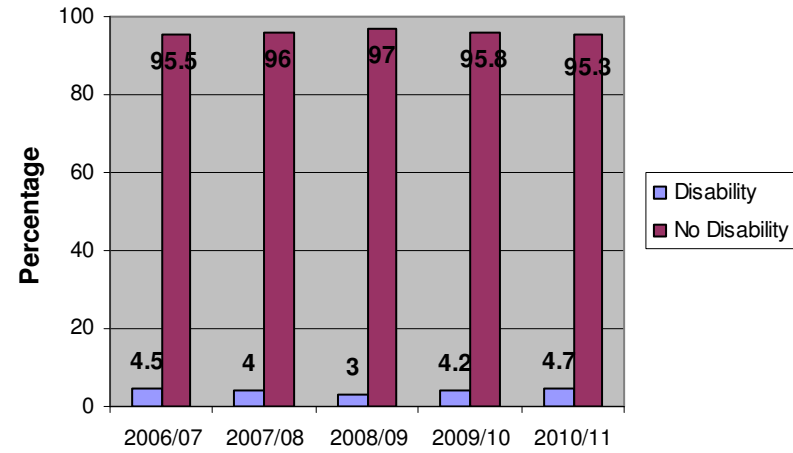
Management Spine Staff with/without a Disability



Academic Staff with/without a Disability



Support Staff with/without a Disability

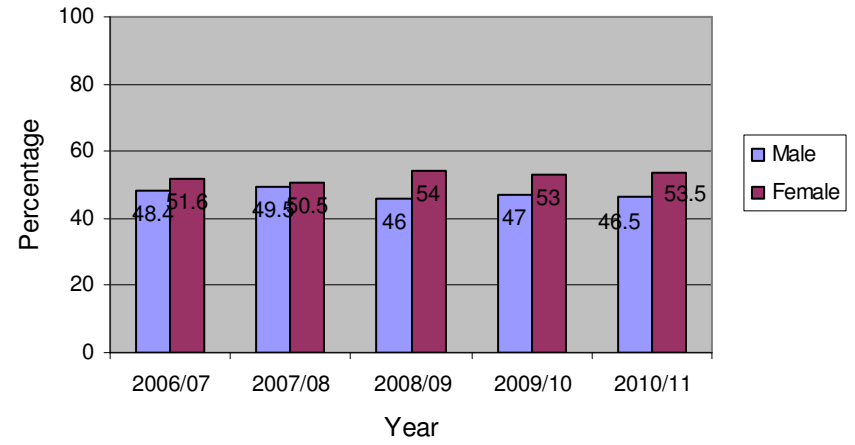


Appendix 8 – Gender Staff Profile 2010/11

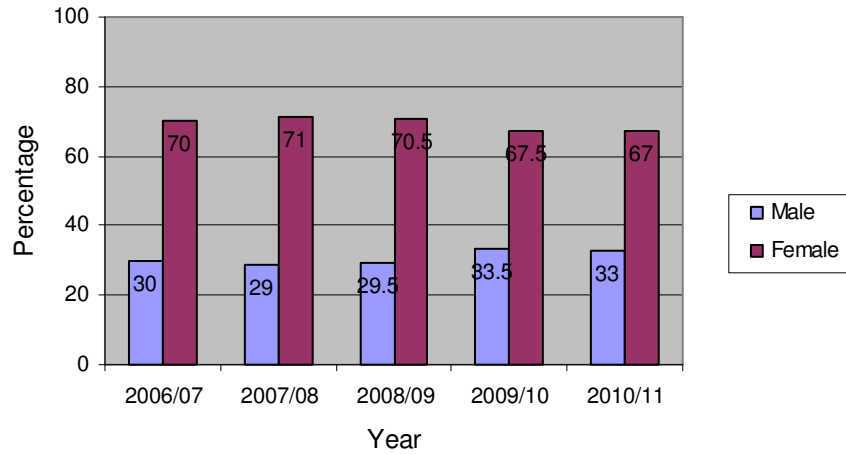
Gender for All Staff



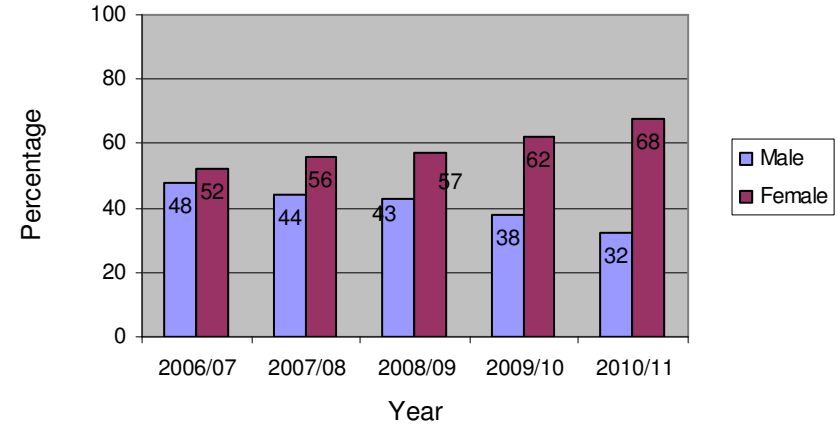
Gender of Academic Staff



Gender of Support Staff

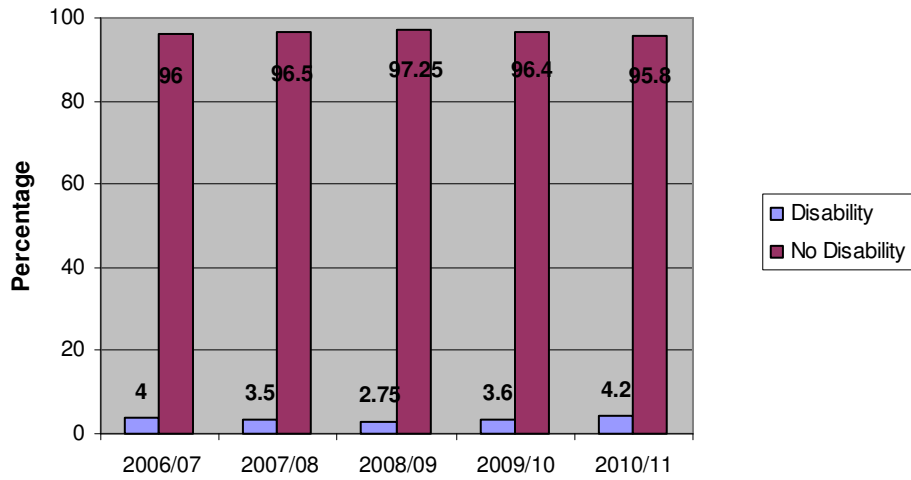


Gender for Management Spine Staff

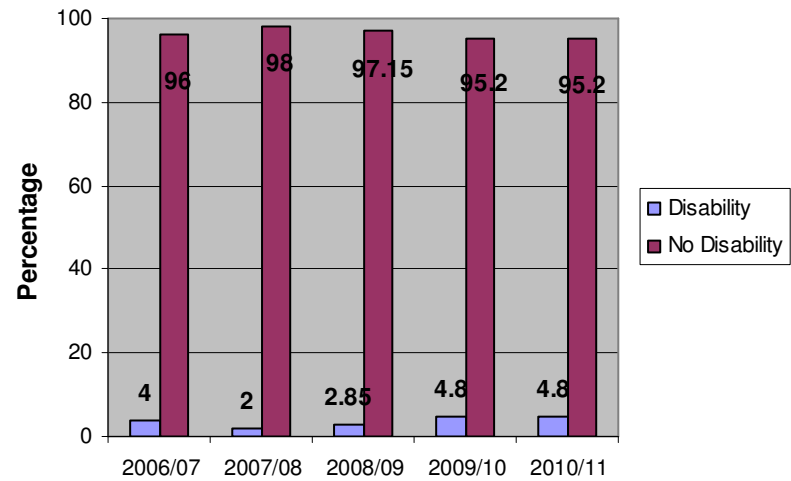


Appendix 9 – Disability Staff Profile 2010/11

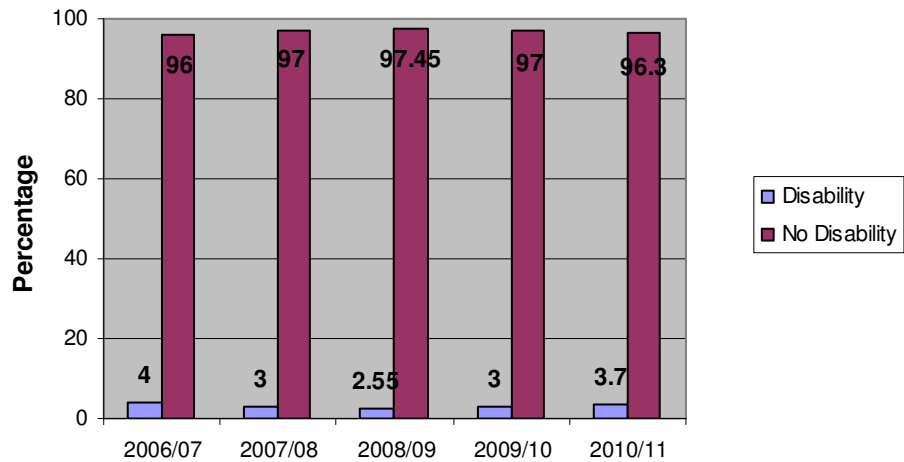
All Staff with/without a Disability



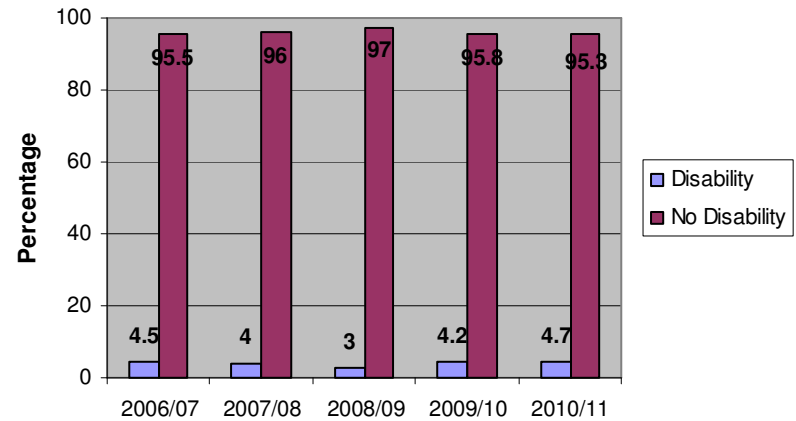
Management Spine Staff with/without a Disability



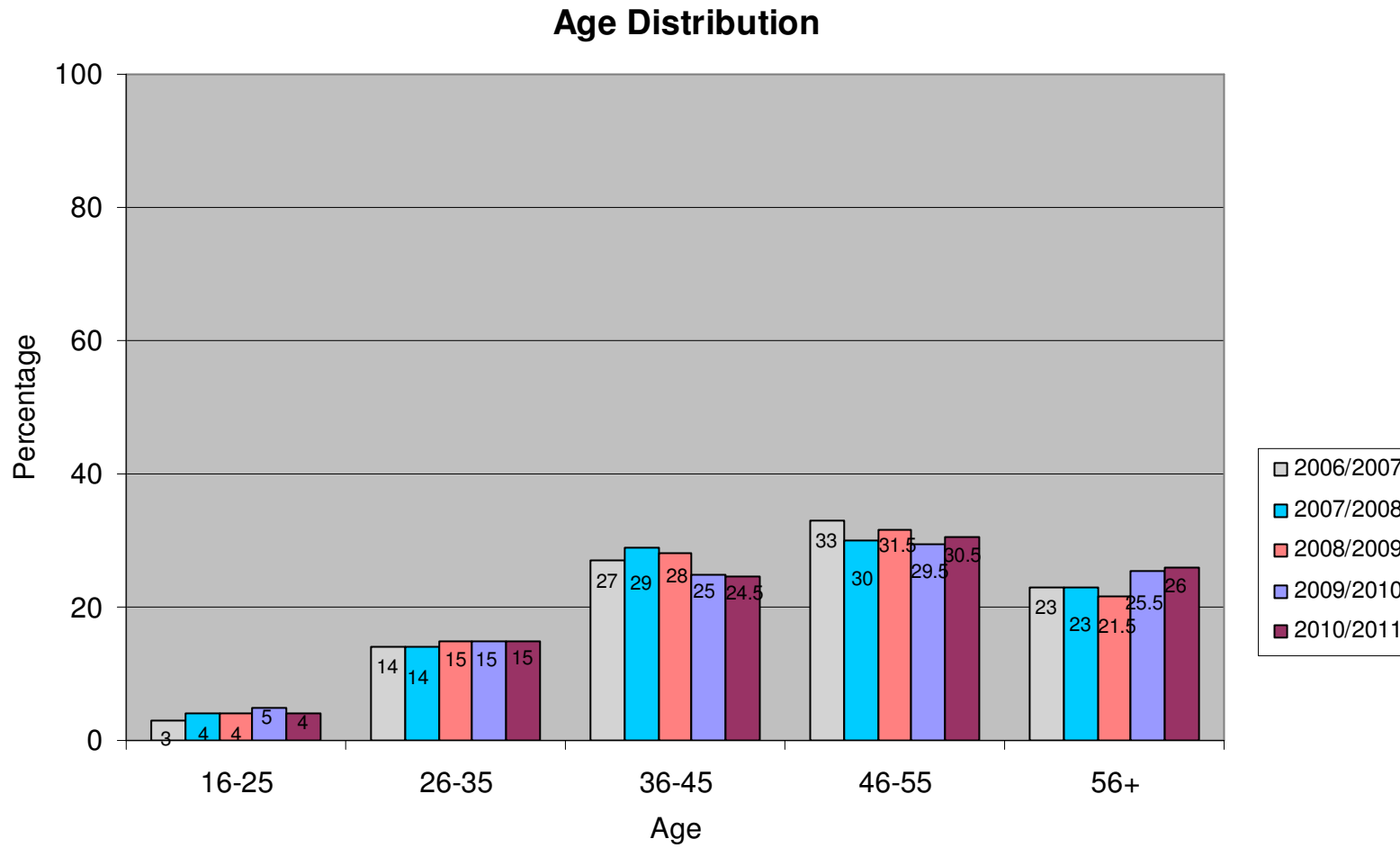
Academic Staff with/without a Disability



Support Staff with/without a Disability

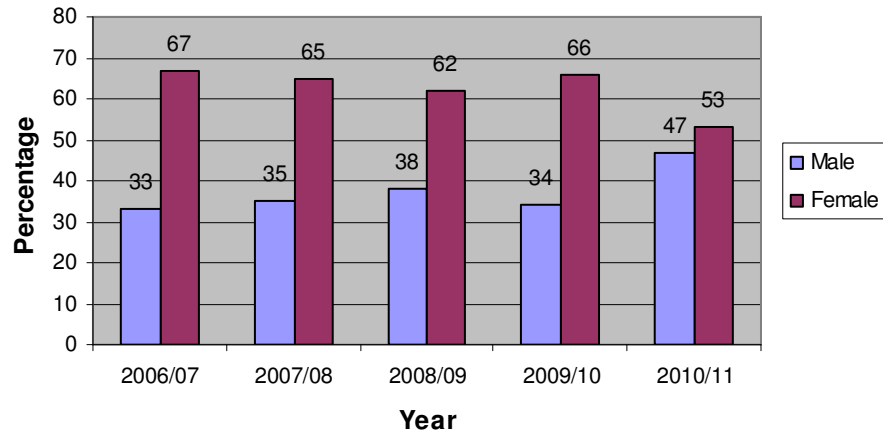


Appendix 10 – Staff Age Profile 2010/11

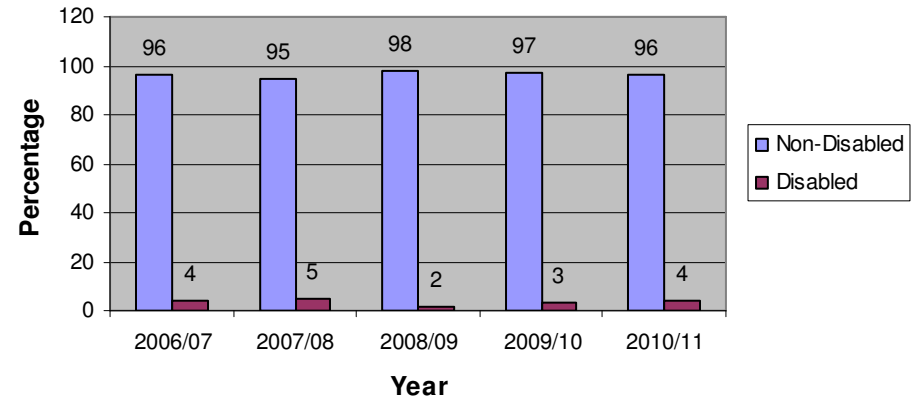


Appendix 11 – Staff Development 2010/11

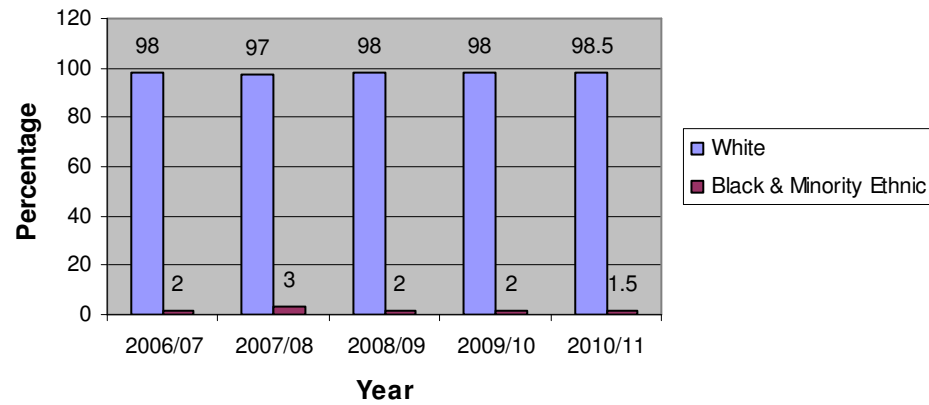
Percentage Male/Female Undertaking Staff Development



Percentage Disabled/Non-Disabled Undertaking Staff Development

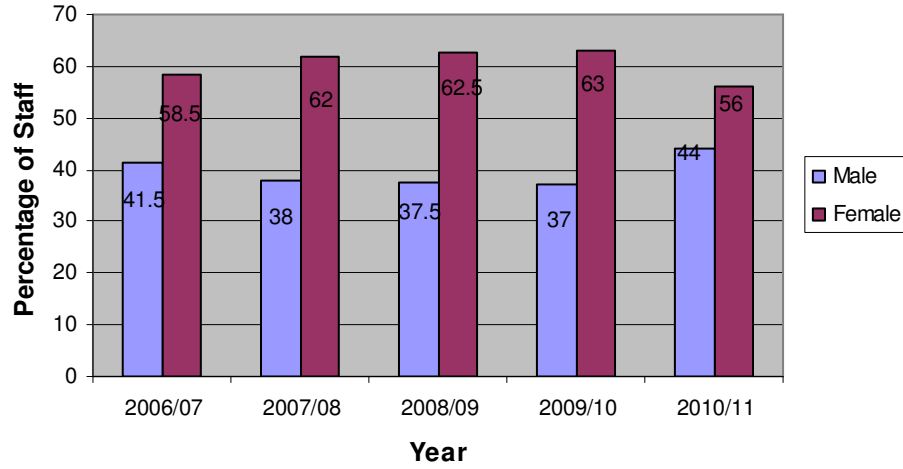


Percentage White/Black & Minority Ethnic Undertaking Staff Development

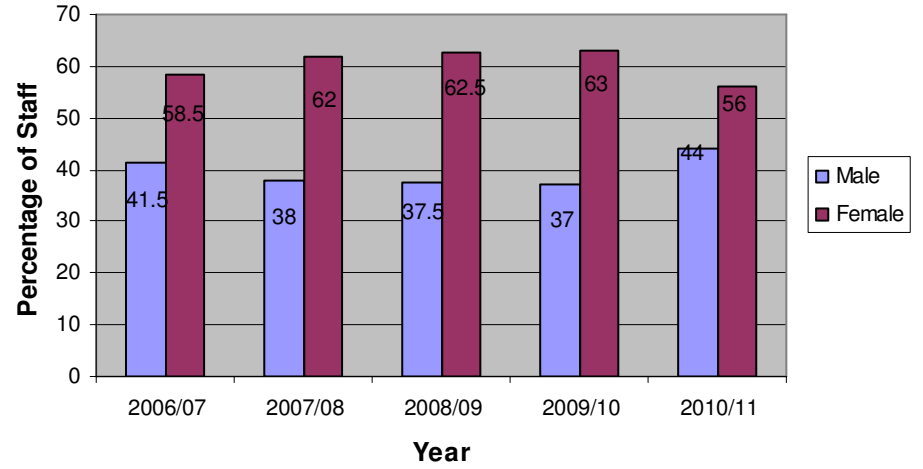


Appendix 12 – Staff Turnover 2010/11

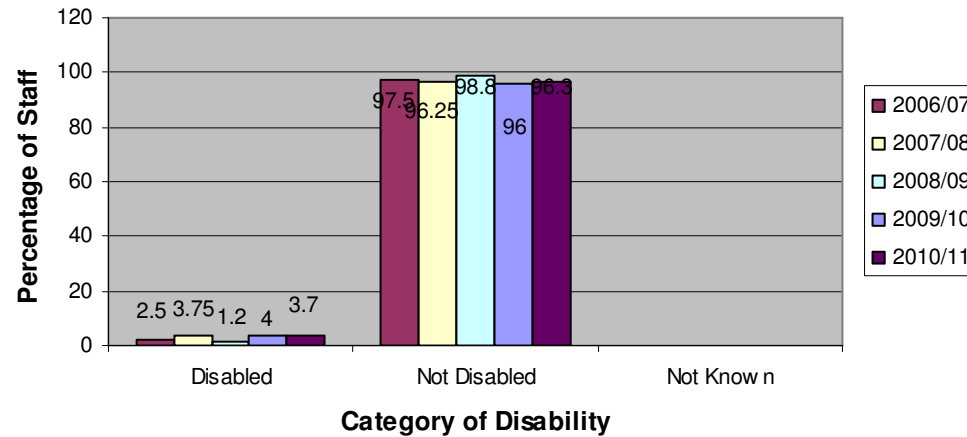
Turnover by Gender



Turnover by Gender

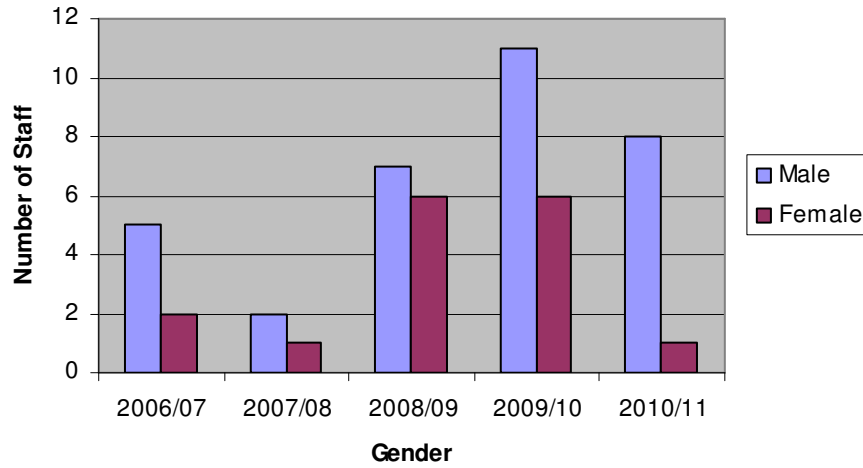


Turnover by Disability

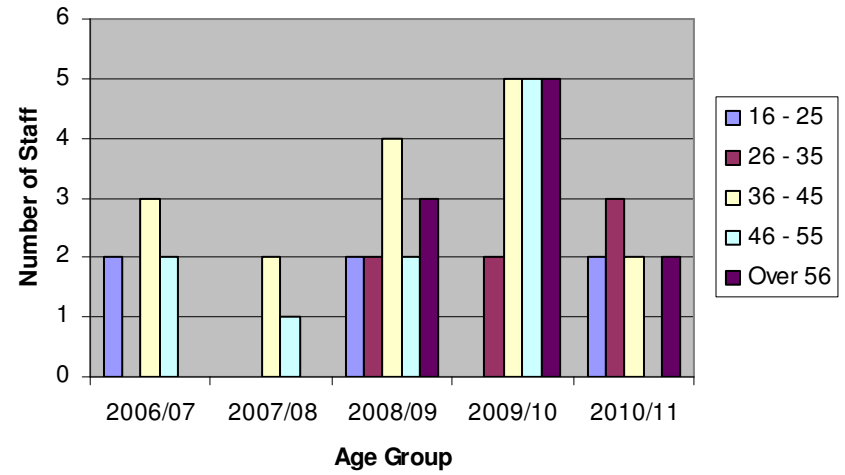


Appendix 13 – Disciplinary Staff Profile 2010/11

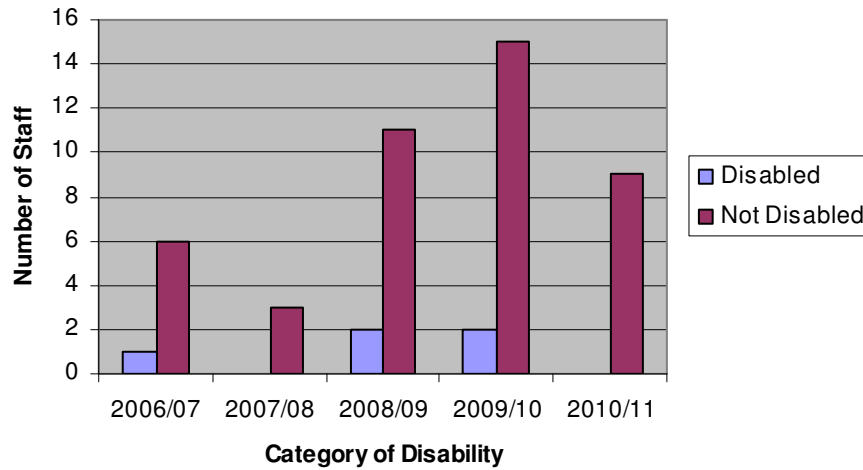
Disciplinary Staff by Gender



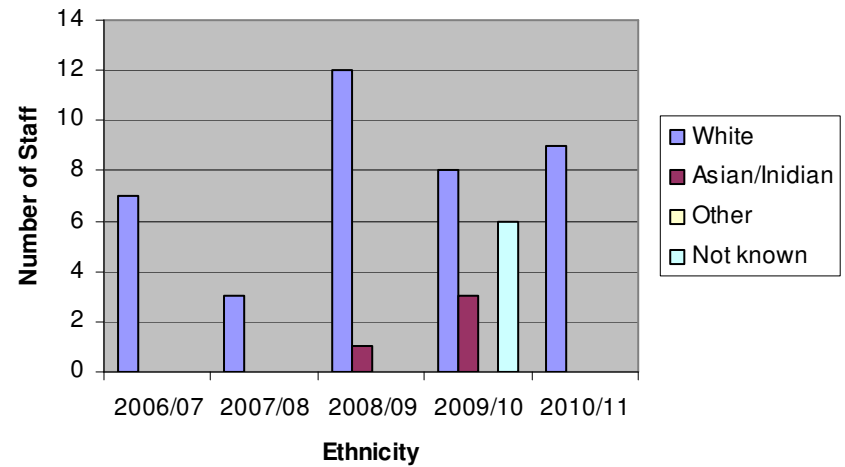
Disciplinary Staff by Age



Disciplinary Staff by Disability

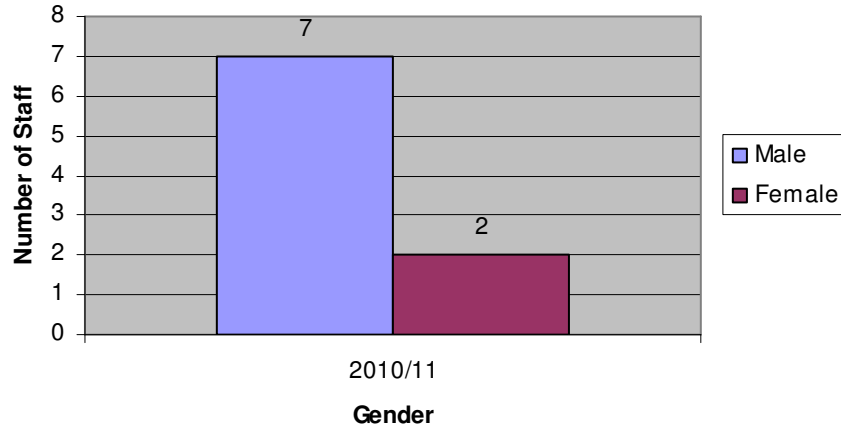


Disciplinary Staff by Ethnicity

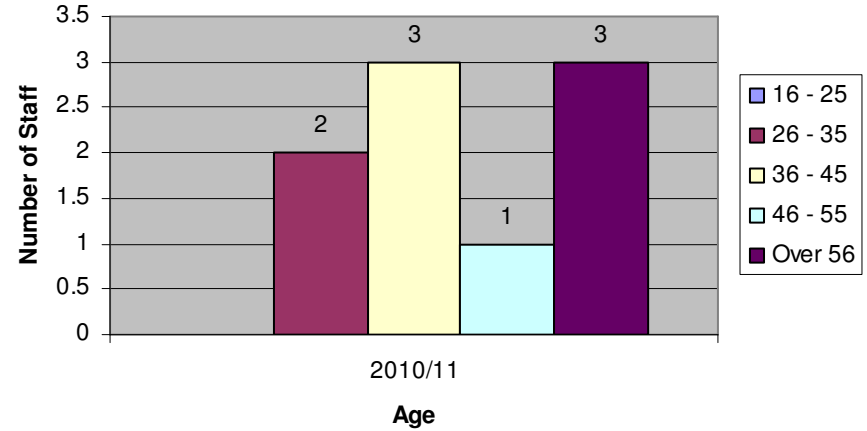


Appendix 14 – Staff Grievance Employee Profile 2010/11

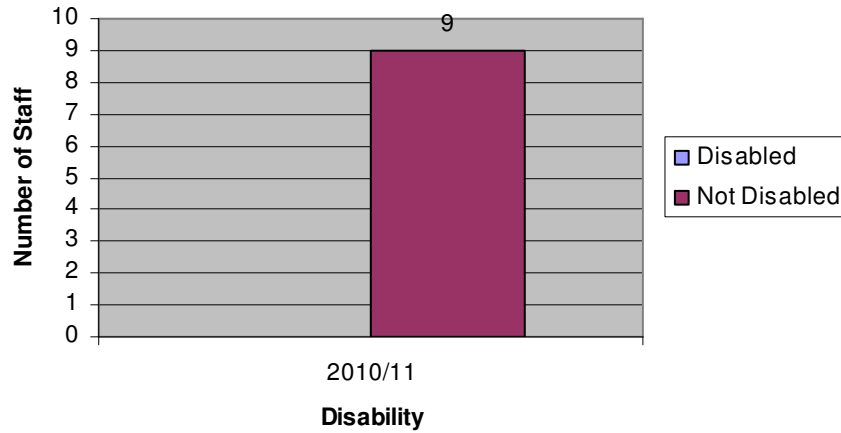
Grievances by Gender



Grievances by Age



Grievances by Disability



Grievances by Ethnicity

