



**Equality & Diversity**  
**2018/2019**  
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## Introduction

### Newbury College's Equality & Diversity Statement.

Our aim is to be an inclusive College where individual differences are respected and where all staff and students have a fair opportunity to fulfil their potential.

Our intention is to be recognised as an outstanding College and the critical factor in this is the success of all students and staff. The Equality & Diversity Policy and Procedure, through its implementation, will support us in this success.

This statement reflects the consensus of opinion of the whole College Community. It has been drawn up as a result of discussion with representatives of internal and external members of the College Community, who include:

- Students
- Teaching staff
- Support staff
- Parents
- Governors
- Visitors to the College
- Students on placement
- Employers
- Sub-contractors
- Facilities management

The College also references key quality bodies including, but not limited to, Ofsted, QAA, Investors in People, Matrix and awarding bodies.

## Commitment

Principal's message of commitment to the Equality & Diversity Policy and Procedure

*"We endeavour to meet the needs of our students, employees and all stakeholders, respecting their protected characteristics within the context of education, learning, training and employment".*

We commit to

1. Helping prepare our students for a fair and flexible labour market that draws on the talents of all and builds a strong economy.
2. Changing culture and attitudes; reduce prejudice, which holds people back from achieving their potential and tackle discrimination, hatred and violence in College and the community.
3. Empowering individuals and, where possible, communities by promoting greater participation in education and training.
4. Ensuring concerted action to embed equality across the College community and contribute to the equality landscape.

The protected characteristics are-

- I. Age
- II. Disability
- III. Gender Reassignment.
- IV. Marriage and Civil Partnership
- V. Pregnancy and Maternity
- VI. Race
- VII. Religion or Belief
- VIII. Sex
- IX. Sexual Orientation

To show how we are complying with the Act, we will:

- Agree with staff and students the key features of our culture of respect and ensure that this is promoted and reinforced throughout the College
- Monitor the progress and achievement of all groups of students and take positive steps to address any significant gaps in outcomes
- Monitor the diversity of staff through new starters and the staff mix and take positive steps to address any significant gaps

## **Aims**

At Newbury College, we are committed to ensuring equality of education and opportunity for every student and to valuing all members of the College community, respecting their protected characteristics. We aim to develop a culture of inclusion and diversity in which all those connected to the College feel proud of their identity and are able to participate fully in College life.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics) This means that colleges cannot discriminate against any members of the College community or treat them less favourably because of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

The achievement of students will be monitored by certain protected characteristics and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that champions respect for all. At Newbury College, we believe that diversity is a strength that should be respected and celebrated by all those who learn, work and visit here.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN convention on the Rights of People with Disabilities and the Human Rights Act 1998.

## **Delivery of the policy**

The College will use its Codes of Conduct as the template against which to evaluate all conduct matters, whether that be students, employers, governors, staff, visitors or contractors.

The College will use its tools and forums to listen to students, including the Student Council, teaching and learning observations, surveys, the complaints system and all forums that enable the student body to be heard and responded to. Similarly, the College will use the Staff Forum, surveys, all-staff briefings, the suggestion scheme, exit interviews and other means to listen to its staff body.

All of the above seeks to create a culture where the views of all can be heard and opportunities for discrimination, harassment or bullying will be minimised.

The College actively plans to address inequalities and its main documents and processes reflect our passion to drive improvements:

- College Self Assessment Report
- Termly Equality and Diversity Committee Meetings
- Equality & Diversity Action Plan
- Workforce and student data
- Teaching and Learning Equality and Diversity Report
- Tutorial Equality and Diversity Report

The College also works closely with strategic stakeholders, which include local authorities and educational partners in order to complement plans that are in place to improve the lives of all those living, studying and working within the region.

The Equality and Diversity Committee and Corporation Board will routinely analyse data to ensure that there are no unwarranted discrepancies between the performances of different groups of students. Any statistically significant achievement gaps will seek to be closed or minimised as a priority.

## Equality and Diversity Outcomes 2018-19

The 2018/19 EDIMS were based on the analysis of students and apprentices, in line with the Equality and Diversity Priorities. In 2018/19, the College had 3,837 enrolled students of whom 612 were on Study Programmes, 2,083 were adults on either full or part time programmes, 834 on Community Learning programmes, 153 on Apprenticeships and 155 on HE programmes (including higher and degree apprentices). The College also recruits students on full cost courses.

The College seeks to create a culture where the views of all can be heard and opportunities for discrimination, harassment or bullying will be minimised. In April 2019, the College student survey reported that 89% of students felt that the college promotes respecting others and takes bullying seriously. This is a 13-point improvement on the previous student survey. The college saw a similar improvement with the view that it deals with poor behaviour appropriately and our students feel confident that their concerns are taken seriously.

The outcomes of these EDIMs are:

**EDIM 1.0 Student of 'mixed' heritage Achievement rate:** The achievement rate of students of 'mixed' heritage rises to be similar to the overall average.  
**Outcome**

In 2018/19 the achievement rate for students of mixed heritage rose to 88.9%, which compares positively to the overall achievement rate of 86.4%. However, further analysis, where students are defined into broad 'ethnicity groups' (as shown above), shows that Asian students typically have higher achievement rates than the College average, the achievement of black students and students of 'mixed' heritage is sometimes positive or negative in relation to the average (i.e. no systematic difference).

**EDIM 2.0 Ethnicity - participation in apprenticeships for learners from BAME communities is very low:** The number of apprentices from BAME communities rises to a rate which reflects the local community

**Outcome**

There were 153 students on Apprenticeships, the overall achievement is outstanding at 83.1%. 2018/19 apprenticeships reported a marginal increase to 3% BAME and to meet the local demographic we need to be at 5%. The achievement rate was 100% for all BAME apprentices, this data is affected by the low number of BAME apprentices.

**EDIM 3.0 Disability:** the achievement of students with medical conditions and those with mental health difficulties is significantly above the national averages for students with these characteristics, but lower than the overall College average. The achievement rate is to rise to be similar to the overall College average.

### Outcome

Overall achievement rates comparing the broad grouping of students who define themselves as having a learning difficulty, disability or health problem to those who do not, shows that the first group consistently have a lower achievement rate than the average. However, within this very diverse category it is, primarily, those students whose disability or health problem may have a direct impact on their ability to study during their course, who achieve less well than their peers (e.g. students with medical conditions and those with mental health difficulties). In both cases, the achievement of students with these conditions is above the national averages for students in this area, but lower than the overall College average. Retention has stayed around the same at 2.9% which is lower than those without these conditions.

### Part 2 - Staff

**EDIM 4.0 E&D Awareness**– raise the percentage completion of E&D training from 85% to 100%

### Outcome

The percentage of staff completing E&D training rose to 95%, this will include those that were due to update their training after 2 years. A Traffic Light System is in place for managers to review and for employees to identify easily any outstanding training.

**EDIM 5.0 Observations** – PT teacher’s good or outstanding lesson observation grades are 5.6% lower than FT teachers (90.6%). Statistics to be analysed also by gender.

### Outcome

The table below shows that slightly more Full time Lecturers are rated good or outstanding in their teaching. Our Community Learning teaching department, who are all part time lecturers have provided a year of teacher development to their team, the results are shown through outstanding teaching results. Over double the part time teaching staff achieved outstanding compared to full time

	Grade 1	Grade 2	Grade 3	Grade 4
<b>Total</b>				
% FT	19.5%	78%	2.5%	0%
	97.5%		2.5%	
% PT	44%	52%	4%	0%
	96%		4%	

**EDIM 6.0 Safer Recruitment** – Some managers require safer recruitment training and recruitment skills training to address any bias which will affect recruitment decisions

**Outcome**

A total of 12 managers trained to Level 2, 5 to Level 1. HR and Quality Manager attended NSPCC Safer Recruitment Course. Course will be run on an annual basis. Recruitment systems have been put in place to support and coach managers as they recruit new teams.

**EDIM 7.0 Gender Pay Gap Report** – to reduce the difference between the average hourly earnings of men and women.

**Outcome**

The report was published and can be found on our website.

- Mean Gender Pay rate for male employees was **22.22%** higher than the mean average pay rate for females
- Median Gender Pay rate was **20.08%** higher for male employees
- Bonus earnings showed no difference between male and female employees

Our results are comparable with other colleges. The College will focus on the lower 2 quartiles of pay at the college where most employees are female.

**EDIM 8.0 % of men employed within Foundation Learning Support Assistants.** An improved % split of men to women, currently at .055. Aim to improve to 1%

**Outcome**

This has increased to men forming 6.6% of the foundation learning team.

**EDIM 9.0 Celebrating the faiths of the wider community.** To maintain a culture of tolerance and respect for faith.

**Outcome**

The College entrance notice board promotes and celebrates faith celebrations during the year. To develop our awareness of the wider community a Diversity Showcase was held in December 2018, where different countries were represented and promoted within the key access area of the College. FENNS students were involved.

## **Protected Characteristics Overview**

The College has compared its data to The ESFA report for West Berkshire taken from the ILR Census Data.

### **Age**

The College welcomes people of all ages and we seek to create a culture that is strong in relation to mutual respect, removes barriers to achievement and challenges cultural stereotypes. We do not tolerate age-based harassment. Regional data showed that 1.3% of all students were over 19. This compares to 82% of College students being over 19.

Newbury College has very similar FTE staff by age band to College's UK wide in 2018-19. A significant year on year difference is the increase in 60+ employees and those aged 50-54, compared to a decrease in those aged under 44.

### **Gender**

The College welcomes people of all genders and we seek to create a culture, which is strong in relation to mutual respect, removes barriers to achievement and challenges cultural stereotypes, particularly with respect to occupation. We do not tolerate gender-based harassment. Regional data found that that 48.7% of all students in 2018/19 were Female. This compared to 65.4% at the college.

Overall, 71.5% of our employees are female. The wide gender split is apparent in our Foundation Learning department, where we have focused on wider recruitment with 88.5% of our learner facing technical staff being female and 92.4% in caring. This is similar to the national position in colleges.

### **Ethnicity**

Whilst the majority of the local community define themselves as 'White British', many College students and staff do not and they may have experienced racial discrimination. The College is committed to being a place where all people feel valued, respected, and able to develop equally. We will take positive action to eliminate racism and its effects and racial harassment will not be tolerated in any area of College life. Regional data shows that 90% of students define themselves as 'white British' compared to 89.8% at the college.

The key area of difference for College Employees, compared to Colleges nationally is the low percentage of staff defining themselves as Black/African/Caribbean/Black British – Caribbean. It is recognised that the employment of BAME employees needs to be addressed at the College and across the FE sector.

### **LDD**

Students with learning difficulties/ disabilities are well represented and supported at the College. The College provides an outstanding specialist LLD provision as well as integration across the rest of the College. We continue to be committed to the development of new and better opportunities for all and therefore the College seeks to be proactive in removing barriers to participation and success for students and employees with a learning difficulty or disability. Overall,

6.2% of our ESFA students have Education, Health & Care Plans. A total of 140 students define themselves as having a mental health problem. The other most significant groups are those with Dyslexia and those reporting 'other medical conditions' such as epilepsy.

The College has 6.3% of employees who have confirmed that they have a learning difficulty or disability, compared to 4.7% of staff in similar colleges. Overall, 1.5% of our employees have mental ill health compared to 0.4% nationally.

### **Data**

Data for 2018/19 has been reviewed and presented in the appendix;

Appendix 1 identifies the achievement rates of students within the priority areas.

Appendix 2 provides staffing information within the priority areas.

The following data will be reviewed during the year to measure and monitor achievements and changes.

- Single Equality Duty - Equality and Diversity Action Plans
- Single Equality Duty - Workforce Data from SIR Data Insights
- Single Equality Duty Policy
- Equality data relating to staff and students who share selected protected characteristics will be published annually to show how the College is complying with the Public Sector Duty.

## 2018-19 Priorities

Learners								
No	Issue	Action	Expected Outcomes	Person Responsible for Action	How Monitored (Reported)	By When	CRAG	Comments
1	Achievement of 14 -15 students including the school links programme	To phase out the Pre-16 full time provision To embed the School Links programme To integrate year 11 students into the Curriculum	Improved achievement rates of remaining Pre-16 students in line with at least 2017-18 results					
2	Lack of good examples of embedding equality and diversity recorded in observations	Coaching of Observers Review observation form	A bank of equality and diversity tools.					
3	Achievement and retention on the new Achieve Programme	Develop the resilience of students to meet College and work expectations Student listening groups	Meet the College targeted retention and achievement rates					
4	Review College processes and procedures to provide access for all e.g. bi polar / dementia	Review language used Review processes Engage with industry specialists e.g. Dementia champion	Literature that is accessible for all. An increase in the number of students with LDD					
5	Develop the awareness of Gender Identity across the College community	Awareness training for all students	A culture of acceptance					
6	Widen knowledge of apprenticeships for post 19 students	Develop internal marketing (Careers not Courses)	Improved numbers of Post-19 apprentices					

<b>2 Staff</b>								
<b>No</b>	<b>Issue</b>	<b>Actions</b>	<b>Expected Outcomes</b>	<b>Person Responsible for Action</b>	<b>How Monitored</b>	<b>By When</b>	<b>CRAG</b>	<b>Comments</b>
1	Attraction of younger employees	Review advertising procedure Attend career fairs	A balanced workforce					
2.	Develop awareness and confidence of mental health	MHFA training MHFA for young people training	A culture of Wellbeing, measured through the staff survey					
3.	Develop awareness of community health concerns	Awareness sessions in training day Regular activities within the College	Staff are prepared to support learners from the wider community.					
4.	Develop understanding of gender identity	Awareness sessions Fact file	A safe and diverse environment for all students					
5.	Continue to address the Gender Pay Gap issue	Complete actions from 201718 Gender Pay Gap report. Analysis of 201819 report	Reduction in Gender Pay Gap					
6.	Conduct resource planning and review to ensure a mix of employees	Departmental human resource planning sessions held Session planning strategy implemented	A high performing diverse work force at Newbury College.					

## Appendix 1: Student Achievement Analysis

### Achievement by Gender.

Gender	2015/16		2016/17		2017/18		2018/19	
	Leavers Overall	Ach Overall %						
Female	2,102	85.2	1,890	85.5	2,067	90.9	1,946	89.0
Male	1,543	81.2	1,397	82.2	1,140	85.6	1,082	81.6

In accordance with the national picture on achievement, the headline achievement rate for women is consistently higher than for men. However, this apparent difference is again affected by the differing profile of the two groups, where women are significantly over-represented amongst adult students undertaking short courses. When achievement rates for men and women are compared based on their broad age groups (16-18s and 19+), there are no systematic achievement gaps on the basis of gender. For example, the gap between female and male students aged 16-18 in 2018/19 is only 0.6% and has, over the last five years, varied only marginally.

### Achievement by Age

Age	2015/16		2016/17		2017/18		2018/19	
	Leavers Overall	Ach Overall %						
16-18	1,379	73.7	1,294	78.8	1,118	81.2	941	77.8
19 +	2,266	89.5	1,993	87.5	2,089	93.2	2,087	90.2
All	3,645	<b>83.5%</b>	3,287	<b>84.1%</b>	3,207	<b>89.0%</b>	3,028	<b>86.4%</b>

In line with national averages, the headline rates of overall achievement of young people is lower than for adults over the age of 19. However, this difference is substantially based upon the differing nature of the programmes undertaken by these two age groups. The achievement rate for adult students is substantially enhanced by the fact that large numbers of students over the age of 19 undertake short programmes, which typically have very high rates of achievement. Where achievement rates for 16-18s and adults are compared for similar programmes (substantial long courses) there is no systematic achievement gap between these two groups of students.

## Achievement by Ethnicity

Ethnicity Group (QAR)	2015/16		2016/17		2017/18		2018/19	
	Leavers Overall	Ach Overall %						
White	3,242	83.5	2,951	83.8	2,865	88.8	2,718	85.9
Mixed	96	78.1	75	81.3	75	86.7	77	88.3
Asian	170	85.3	130	89.2	147	93.2	128	95.3
Black	93	84.9	95	84.2	79	86.1	63	85.7
Other	44	88.6	36	94.4	38	100.0	29	86.2
Not App/Known					3	100.0	13	92.3
All	3,645	<b>83.5%</b>	3,287	<b>84.1%</b>	3,207	<b>89.0%</b>	3,028	<b>86.4%</b>

Analysis of College achievement rates on the basis of students self-defined ethnicity illustrates that, overall, students defining themselves as being from a 'Black, Asian or minority ethnic community' (BAME) achieve at a slightly higher rate than those defining themselves as 'White British'. However, further analysis, where students are defined into broad 'ethnicity groups' (as shown above), shows that Asian students typically have higher achievement rates than the College average, the achievement of black students and students of 'mixed' heritage is sometimes positive or negative in relation to the average (i.e. no systematic difference).

## Achievement by LDD

### Student achievement for All Students with LDD 1819

Disability	2015/16		2016/17		2017/18		2018/19	
	Leavers Overall	Ach Overall %						
Has difficulty/disability/health problem	1,042	77.0	985	81.3	994	85.3	934	83.1
No difficulty/disability/health problem	2,595	86.1	2,300	85.3	2,205	90.7	1,990	87.5
No information provided by the learner	8	100.0	2	100.0	8	100.0	104	94.2
All	3,645	<b>83.5%</b>	3,287	<b>84.1%</b>	3,207	<b>89.0%</b>	3,028	<b>86.4%</b>

Overall achievement rates comparing the broad grouping of students who define themselves as having a learning difficulty, disability or health problem to those who do not, shows that the first group consistently have a lower achievement rate than the average. However, within this very diverse category it is, primarily, those students whose disability or health problem may have a direct impact on their ability to study during their course, who achieve less well than their peers (e.g. students with medical conditions and those with mental health difficulties). In both cases, the achievement of students with these conditions is above the national averages for students with these problems, but lower than the overall College average.

**Appendix 2: Staff Analysis (SIR Data Insights 2019)**

Age Band	Newbury College			National (College)		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Under 25	15.1 (9.2%)	20.2 (11.6%)	12.7 (7.3%)	50 (12.4%)	63.2 (13.8%)	31.4 (6.8%)
25-29	14.3 (8.7%)	16.1 (9.3%)	10.5 (6.0%)	33.8 (10%)	41.1 (9.8%)	39.8 (8.2%)
30-34	16.1 (9.8%)	20.3 (11.7%)	15.6 (9.0%)	38.4 (10.9%)	49.4 (10.9%)	44.1 (9.7%)
35-39	15.0 (9.1%)	16.5 (9.5%)	21.7 (12.6%)	39.6 (11.6%)	48.4 (11.5%)	53.6 (11.5%)
40-44	34.0 (20.7%)	37.7 (21.7%)	21.8 (12.6%)	49.7 (14.8%)	60.8 (15.2%)	51.2 (11%)
45-49	31.7 (19.3%)	28.5 (16.4%)	24.3 (14.1%)	49.9 (15.4%)	61.8 (15%)	68.9 (14.1%)
50-54	16.8 (10.2%)	14.9 (8.6%)	29.9 (17.3%)	43.8 (12.7%)	47.9 (11.8%)	71.6 (15.5%)
55-59	14.6 (8.9%)	10.9 (6.3%)	20.2 (11.7%)	20.4 (6.6%)	20.3 (5.2%)	61.65 (12.95%)
60+	1.9 (1.2%)	1.9 (1.1%)	16.3 (9.4%)	5.2 (1.6%)	4.65 (1.2%)	38.2 (9.1%)
Unknown	4.8 (2.9%)	6.5 (3.7%)	--	7 (1.8%)	14.4 (3%)	1 (0.2%)

The FTE % of 60+ is linked to the higher number of part time employees, we have 9.4% of the headcount of employees over 60 compared to 17.3% aged between 5.-54 years, which is the largest % of our workforce.

Gender	SIR 2018/19	SIR 2017/18	SIR 2016/17	SIR 2015/16
Male	28.5	28.10	29.4	31.5
Female	71.5	71.90	70.6	68.5

## Ethnicity Data

Ethnicity	Newbury College			National (College)		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
White – English/Welsh/Scottish/Northern Irish/British	135.8 (82.6%)	148.2 (85.4%)	147.7 (85.4%)	132.6 (81.85%)	111.7 (85.2%)	106.8 (85.4%)
White – Irish	1.4 (0.8%)	0.9 (0.5%)	2.7 (1.5%)	2.5 (1.4%)	0.95 (0.8%)	2.7 (1.5%)
White – Gypsy or Irish Traveller	--	--	--	1 (0.6%)	1 (0.5%)	0 (0%)
White – Any other	7.9 (4.8%)	8.3 (4.8%)	7.2 (4.1%)	7.4 (4.8%)	5 (3.6%)	7.2 (6.5%)
Mixed/Multiple ethnic groups – White and Black Caribbean	0.8 (0.5%)	1.0 (0.6%)	1.5 (0.8%)	1.45 (0.75%)	2.2 (1.8%)	1.7 (1.05%)
Mixed/Multiple ethnic groups – White and Black African	0.7 (0.4%)	0.6 (0.4%)	0.4 (0.2%)	0.7 (0.4%)	0.9 (0.5%)	1 (0.8%)
Mixed/Multiple ethnic groups – White and Asian	--	--	--	0.95 (0.65%)	0.9 (0.6%)	1.45 (0.9%)
Mixed/Multiple ethnic groups – Any other	--	0.2 (0.1%)	0.4 (0.2%)	1 (0.6%)	1 (0.8%)	1 (0.65%)
Asian/Asian British – Indian	3.2 (1.9%)	2.6 (1.5%)	2.0 (1.2%)	2 (1.5%)	2.1 (1.5%)	2 (1.7%)
Asian/Asian British – Pakistani	2.7 (1.6%)	1.7 (1.0%)	1.0 (0.6%)	1.7 (1%)	2.8 (1.65%)	1.7 (1.2%)
Asian/Asian British – Bangladeshi	--	--	--	2 (1.6%)	3.7 (2.5%)	2.3 (1.7%)
Asian/Asian British – Chinese	1.1 (0.7%)	0.5 (0.3%)	0.8 (0.4%)	1.1 (0.7%)	0.9 (0.65%)	1 (0.7%)
Asian/Asian British – Any other	1.9 (1.1%)	1.0 (0.6%)	1.0 (0.6%)	1.8 (0.9%)	1 (0.8%)	1 (0.9%)
Black/African/Caribbean/Black British – African	3.4 (2.1%)	2.2 (1.3%)	2.8 (1.6%)	2.1 (1.1%)	1.6 (1.05%)	1.8 (1.2%)
Black/African/Caribbean/Black British – Caribbean	0.7 (0.4%)	--	0.9 (0.5%)	1.5 (0.95%)	1.1 (0.6%)	6.6 (4.5%)
Black/African/Caribbean/Black British – Any other	--	--	--	1.25 (0.7%)	0.9 (0.8%)	0.9 (0.7%)
Other ethnic group – Arab	--	--	--	1 (0.8%)	1.6 (1.1%)	1.25 (0.95%)
Other ethnic group – Any other	1.6 (0.9%)	0.8 (0.5%)	0.6 (0.4%)	1.4 (0.8%)	1.4 (0.8%)	1.8 (1.25%)
Prefer not to say	--	--	--	--	--	--
Unknown	3.3 (2.0%)	5.4 (3.1%)	4.0 (2.3%)	7 (3.7%)	5.85 (5.5%)	3.2 (2.3%)

## Disability

	Newbury College			National (College)		
Disability	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Yes - rather not say	4.0 (2.4%)	3.6 (2.1%)	2.4 (1.4%)	3.25 (2%)	3.6 (2.1%)	2.4 (1.4%)
Yes - physical impairment	2.4 (1.4%)	2.8 (1.6%)	3.0 (1.7%)	2.1 (1.35%)	0.95 (0.8%)	3.2 (2.4%)
No	146.4 (89.1%)	156.0 (89.9%)	154.2 (89.2%)	138.9 (90.3%)	128.2 (90.7%)	124.65 (89.55%)
Yes - learning difficulty	1.1 (0.7%)	1.5 (0.9%)	2.9 (1.7%)	1.7 (1.1%)	1.5 (1%)	2.8 (1.7%)
Yes - mental ill health	2.4 (1.5%)	1.8 (1.1%)	2.7 (1.5%)	1 (0.8%)	1 (1%)	1.7 (1.2%)
Prefer not to say	--	0.3 (0.1%)	1.1 (0.6%)	1.8 (1.5%)	0.3 (0.1%)	0.7 (0.5%)
Unknown	8.1 (4.9%)	7.5 (4.3%)	6.7 (3.9%)	2.9 (2.3%)	7.5 (6.4%)	8.1 (4.5%)

Those employees with a declared learning difficulty have increased slightly over the year and we see a slightly lower level of those employees that would rather not say/declare their disability.