



**EQUALITY MONITORING  
REPORT FOR  
NOVEMBER 2009 TO OCTOBER 2010**

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## 1. Introduction

This monitoring report presents diversity data extracted from FCT’s management information system and has made use of Ofsted’s ER Performance Reports. In order to make direct comparisons with year on year data, starts and achievements for apprenticeship programmes have been separated from the Train to Gain and ESF provision. Vocational sectors have also been subdivided where useful, but use of very small numbers has been avoided. Wherever possible, relevant national benchmarks are included, although in some cases the data is not as current as we would hope for.

FCT also engages in ‘full cost’ work with some companies. Data for these learners has not been included in this document.

Each year, FCT also monitors the equality and diversity policy and practice of the companies involved in its work-based learning programmes, in line with the FCT single equality scheme. Practice has been monitored using internal audits and by questionnaire. Detailed responses received from 10 companies are presented in section 3, alongside 5 other companies for whom we have no response. The companies represent a cross section of FCT’s work, with 5 delivering Apprenticeship Schemes and 10 delivering Train to Gain programmes. 4 of these are transport companies, 10 are in health and social care and 1 in the construction sector.

In addition, FCT’s own practice is reviewed, in order to assess the extent to which FCT is acting as a role model to others in this field. The full range of initiatives and improvements in respect of equality and diversity practice are due to be published in FCT’s annual Diversity Bulletin. Statistics are presented here, showing year on year performance where possible.

## 2. Actions taken since November 2009

Action	Action taken
<p><b>1</b> Establish good practice guidelines and broad-brush targets for participating sector companies.</p> <p><b>Rail Sector</b></p> <ul style="list-style-type: none"> <li>• disability -5% target</li> <li>• maintain current participation rates for ethnic groups and gender: Apprenticeships 52% and 20%(female) respectively, Train to Gain 30% and 6% (female) respectively</li> </ul> <p><b>Health and Social Care Sector</b></p> <ul style="list-style-type: none"> <li>• male – 20% target</li> <li>• disability – consolidate at 5%</li> <li>• ethnicity – to reflect regional population - for London this would be 29%</li> </ul>	<p>All targets have been discussed in Client Link meetings with the relevant employer.</p>
<p><b>2</b> Devise and deliver post induction Equality and Diversity awareness programme, including a charter to raise the profile of staff responsibilities.</p>	<p>Staff training delivered at January all staff meeting. Charter written.</p>
<p><b>3</b> Devise and implement an E&amp;D ‘health check’ questionnaire at contracting stage, for new client companies.</p>	<p>Proposal and Service Level Agreements being amended to reflect equality and diversity responsibilities of employers.</p>

**2. Actions taken since November 2009 (continued)**

Action	Action taken
<p><b>4</b> Identify priorities and a time scale for further implementation of FCT's Single Equality Scheme.</p>	<p>SES has been adopted by FCT. Further implementation to be planned in 2010/11.</p>
<p><b>5a</b> Remove disability tick list from enrolment form and replace with election to discuss needs/difficulties further.</p> <p><b>5b</b> Maintain MIS data to reflect disclosure during programme.</p>	<p>Resolved by re-designing enrolment form and welcome pack for learners.</p>

**3. Profile of Companies**

**3.1 Employers' policies and best practice examples**

73% of companies in the sample confirmed that their policies and procedures have been reviewed in the last 12 months. All companies inform employees about their policies at induction and include them in their employee handbooks. A number of companies have been actively involved in specific initiatives to promote equality of opportunity.

**Transport for London (TfL)** aims to have a workforce as diverse as the London population. To this end, TfL has a presence at careers fairs in schools for girls and in schools where a high proportion of pupils are from ethnic minorities. Recruitment adverts are placed through the Black Training and Enterprise Group. TfL also runs two schemes which are aimed at disadvantaged people: "Work Experience for Disabled People" and the "Ex-Offenders' Scheme". They continue to take positive action in line with their own policies and corporate strategy.

With regard to retention of staff, TfL supports staff network groups on the basis of age, disability, race and faith, LGBT, women and carers. Staff are provided with diversity training and Valuing People training to help create an inclusive working environment and reasonable adjustments are made for those who require support.

**UK Power Networks (formerly EDF)** has a "Helping Hands" initiative where employees share a social commitment.

**Tube Lines** advertise for apprentices through STEMNet and the ambassadors programme, through careers fairs and Connexions, however these are not (to my knowledge) aimed at specific disadvantaged groups.

**CERT (formerly CTP)**, working in the construction sector, has attended a "Women in Construction" event earlier this year with a view to improving female participation.

**Foundation 66** has specifically recruited ex-substance users to its Advanced Apprenticeship Scheme in Health and Social Care (Substance Misuse) and has also been involved in service users' forums.

**CRI (Crime Reduction Initiative)** works with volunteers, who have a history of being involved in crime, drug and alcohol abuse, and trains them to work with others to reduce crime. They advertise in specialist publications to appeal to workers from different ethnic backgrounds. CRI aims to retain staff by holding a staff forum, providing support and counselling so that their voices are heard.

**WDP (Westminster Drugs project)** sets itself targets of 50% women and 40% BME. Like Foundation 66, they offer free training to potential volunteers and employees with a target of at least 50% former service users.

**Granta Housing Society (part of MHP, Metropolitan Housing Partnership)** supports workforce groups, such as the LGBT Network, Women’s Forum, BME Staff Group and Disability Support Group. MHP monitors the profile of its workforce regularly and BME / white British employees are roughly 50:50 with gender also equally split. Monitoring has shown a small minority of younger workers (1%) and MHP is attempting to redress this by investing in a work placement scheme for school students and an apprenticeship programme.

They are also trying to recruit more disabled employees and have advertised on the “You’re Able” website and in the “Disability Now” magazine. MHP has targeted this area for 2011 and is working with Remploy to bring about improvement. MHP is proud to be in Stonewall’s top 100 gay-friendly UK employers and has advertised vacancies at 3 large gay pride events in 2010.

**3.2 Recruitment of learners**

Due to the economic climate, only 3 of the companies monitored have recruited Apprentices during the 2009-10 academic year, although one company (TfL) has recruited to two Apprenticeship programmes.

In figure 1 below, it can be seen that TfL has been successful in recruiting 4 females to the Passenger Transport Apprenticeship but only 3 learners from ethnic groups across both schemes. UK Power Networks has improved its percentage of Apprentices from ethnic groups from 20% last year to 25% this year. Tube Lines have not recruited any female apprentices in the past year and apprentices from ethnic groups have gone down from 33% to 27% this year, which is just below the London regional figure of 29%.

**Fig.1 Gender, ethnicity and disability profiles of applicants against newly recruited learners (2009-10)**

		Male	Female	White	Ethnic groups	Disabled
<b>Transport for London (Passenger Transport)</b>	Applicants (1273)	81%	19%	38%	54%	1%
	Selected learners (15)	73%	27%	87%	13%	0%
	London ethnicity			71%	29%	
<b>Transport for London (Management)</b>	Applicants (146)	93%	6%	32%	63%	1%
	Selected learners (4)	100%	0%	75%	25%	0%
	London ethnicity			71%	29%	
<b>Tube Lines (Rail)</b>	Applicants (375)	97%	3%	58%	31%	unknown
	Selected learners (11)	100%	0%	73%	27%	unknown
	London ethnicity			71%	29%	
<b>UK Power Networks (Rail)</b>	Applicants (275)	87%	13%	60%	40%	unknown
	Selected learners (4)	100%	0%	75%	25%	unknown
	London ethnicity			71%	29%	

**3.3 Profile of current learners and total workforce in each company**

Data in Figure 2 illustrates the profile of learners from each of the companies in relation to their workforce. It is interesting to note that the percentage of learners from ethnic groups exceeds that of the workforce in general in the vast majority of rail and other transport companies. This may be related to the nature of the T2G qualifications which are aimed at staff in level 2 work. In respect of female representation, however, in both the Engineering and Construction Sectors, there is an under-representation of female learners from their respective workforces.

**Fig.2 Gender, ethnicity and disability profiles, expressed as percentages of total learners (2009-10 starts) and of the total workforce in each company, and compared with regional ethnicity** \*Data from 2001 census

		Male	Female	White	Ethnic groups	Disability
<b>Engineering and Manufacturing Sector</b>						
Transport for London (Apprentices)	Learners (54)	78%	22%	54%	46%	6%
	Total workforce	78%	22%	47%	25%	2%
	London ethnicity			71%*	29%*	
Tube Lines (Apprentices +T2G)	Learners (50)	96%	4%	74%	24%	2%
	Total workforce	88%	12%	77%	23%	0.5%
	London ethnicity			71%*	29%*	
Arriva the Shires Ltd (Apprentices)	Learners (36)	94%	6%	47%	53%	0%
	Total workforce	unknown	unknown	unknown	unknown	unknown
	Area ethnicity			95%*	5%*	
Babcock Rail (Apprentices)	Learners (7)	100%	0%	100%	0%	0%
	Total workforce	75%	25%	90%	10%	0%
	North west ethnicity			94%*	6%*	
Network Rail (Apprentices)	Learners (3)	100%	0%	100%	0%	0%
	Total workforce	80%	20%	81%	19%	0%
	South east ethnicity			95%*	5%*	
Stagecoach Supertram (Apprentices)	Learners (2)	100%	0%	100%	0%	0%
	Total workforce	unknown	unknown	unknown	unknown	unknown
	Yorkshire ethnicity			93%*	7%*	
Thales (Apprentices)	Learners (12)	75%	25%	67%	8%	0%
	Total workforce	unknown	unknown	unknown	unknown	unknown
	London ethnicity			71%*	29%*	
Invensys (Apprentices)	Learners (9)	100%	0%	75%	25%	0%
	Total workforce	79%	21%	87%	8%	unknown
	W Midlands ethnicity S. West ethnicity			89%* 98%*	11%* 2%*	
ALSTOM Ltd (App. Scheme)	Learners (1)	100%	0%	100%	0%	0%
	Total workforce	89%	11%	unknown	unknown	unknown
	London ethnicity			71%*	29%*	
UK Power Networks (A1, V1 + Apprentices)	Learners (12)	92%	8%	75%	25%	0%
	Total workforce(144)	95%	5%	78%	17%	2%
	London ethnicity			71%*	29%*	
<b>Health, Public Services and Care Sector</b>						
Silvertree Care (T2G)	Learners (4)	0%	100%	50%	25%	25%
	Total workforce	unknown	unknown	unknown	unknown	unknown
	Area ethnicity			95%*	5%*	
Downhurst (T2G)	Learners (5)	0%	100%	0%	80%	0%
	Total workforce	unknown	unknown	unknown	unknown	unknown
	London ethnicity			71%*	29%*	
Homecare Partnership (T2G)	Learners (19)	5%	95%	0%	68%	0%
	Total workforce	unknown	unknown	unknown	unknown	unknown
	London ethnicity			71%*	29%*	
Armstrong Henry (T2G)	Learners (18)	0%	100%	72%	6%	17%
	Total workforce	4%	96%	81%	12%	0%
	London ethnicity			71%*	29%*	
Granta Housing (T2G)	Learners (21)	24%	76%	62%	19%	5%
	Total workforce	31%	69%	81%	19%	16%
	East of England ethnicity			95%*	5%*	

### 3.3 Profile of current learners and total workforce in each company (continued)

		Male	Female	White	Ethnic groups	Disability
Crime Reduction Initiative (T2G)	Learners (11)	18%	82%	82%	9%	9%
	Total workforce	unknown	unknown	unknown	unknown	unknown
	London ethnicity			71%*	29%*	
Foundation 66 (T2G and App Scheme)	Learners (45)	44%	56%	36%	53%	2%
	Total workforce	unknown	unknown	unknown	unknown	unknown
	London ethnicity			71%*	29%*	
SWLSG NHS Trust (T2G)	Learners (36)	39%	61%	8%	31%	3%
	Total workforce	unknown	unknown	unknown	unknown	unknown
	London ethnicity			71%*	29%*	
Oxleas NHS Trust	Learners (22)	50%	50%	23%	73%	0%
	Total workforce	unknown	unknown	unknown	unknown	unknown
	South east ethnicity			95%*	5%*	
Westminster Drugs project	Learners (14)	43%	57%	43%	21%	14%
	Total workforce	40%	60%	69%	31%	3%
	London ethnicity			71%*	29%*	
<b>Construction, Planning and Built Environment Sector</b>						
CERT (formerly CTP) (T2G)	Learners (42) (includes subsidiaries)	100%	0%	83%	14%	0%
	Total workforce (OSAT Ltd)	71%	29%	64%	18%	0%
	East of England ethnicity			95%*	5%*	

It is evident that data gathering for disability in the workforce is inadequate, and does not enable meaningful conclusions to be drawn. Most of the companies sampled stated that workforce disability data was 'unknown.' The recession may well have impacted on data; it is logical that applicants and employees will be less likely to declare their disability or learning difficulty at such a time. Learners have similarly under-declared, and this trend is evident in the year on year Apprenticeship and Train to Gain data presented in figures 3 and 8.

However, where Health and Social Care Sector organisations have specifically targeted equality and diversity initiatives, for example Westminster Drugs Project, this culture appears to have impacted on learner declaration of disability and learning difficulty, as shown in figure 2.

### 3.4 Retention of learners, including additional support provided

In our experience very few work-based learners leave their programme, however, some take longer than the agreed time to complete, and others benefit from extra input from their assessor or from FCT's additional support provision.

During 2009-10, additional support and skills for life support was offered to 3 Apprentices by FCT. One of those received a full dyslexia assessment report with recommendations and was actively supported through assessment of need and support tutorials. The remaining learners, who did not take up the offer, were monitored closely through their progress reviews.

All 6 Train to Gain learners who identified a support need at registration were given the opportunity to meet with the additional support co-ordinator. 1 Rail learner continued to receive support having been diagnosed with dyslexia in the previous year. 1 learner in Health and Social Care received a full dyslexia assessment report with recommendations and was actively supported through assessment of need and support tutorials. 4 other learners took up this offer and were actively supported through assessment of need and support tutorials.

In 2008-09, 31 learners were offered support, whereas only 9 indicated a support need in 2009-10. The reasons for this are already discussed in section 3.3 above.

Two complaints were received by employers from learners during 2009-10. One complaint required a formal intervention. Both instances were of bullying and harassment and were dealt with effectively by the employers.

#### **4. Apprenticeships**

##### **4.1 Equality and Diversity Curriculum**

No changes have been made in 2009-10, but learner and staff induction will be changed next year to reflect the new legislation.

##### **4.2 Starts data: comparison between FCT year on year and national benchmark**

FCT figures for learners on the apprenticeship framework are presented for each year from 2006-07, and are compared with available national statistics (see figure 3 over.) As all but 33 Health and Social Care apprentices were from the Engineering and Manufacturing Sector, it was decided on this occasion to omit the Care data, allowing for comparison with sector benchmark data. However, current equality and diversity benchmark data for the Engineering and Manufacturing Sector has been hard to come by as Statistical First Release reports do not publish sector data by equality and diversity strands. The most recent data available is from 2004, unfortunately.

It should be borne in mind, that although FCT equality statistics appear much more favourable than national data, they may not be statistically significant due to the relatively small number involved in the apprenticeship cohort.

##### **4.3 Gender**

The last available national benchmark data stands at 2.6% females (2006-07) a slight decrease on the 2004-05 figure of 2.8%. FCT's data has consistently shown data above benchmark in respect of gender and last year showed a further significant increase to 20% female. This is partly due to the fact that FCT's largest client, London Underground, took Advanced Apprentices onto their Rail Skills Award (RSA) Scheme. The Scheme constituted a customer service role and attracted a large percentage of females. Without the RSA learners, the figure still stood at a healthy 8.3% last year and 8% this year. (Figures 3a and 3b show the representation of females both with and without this particular group of RSA learners.)

##### **4.4 Ethnicity**

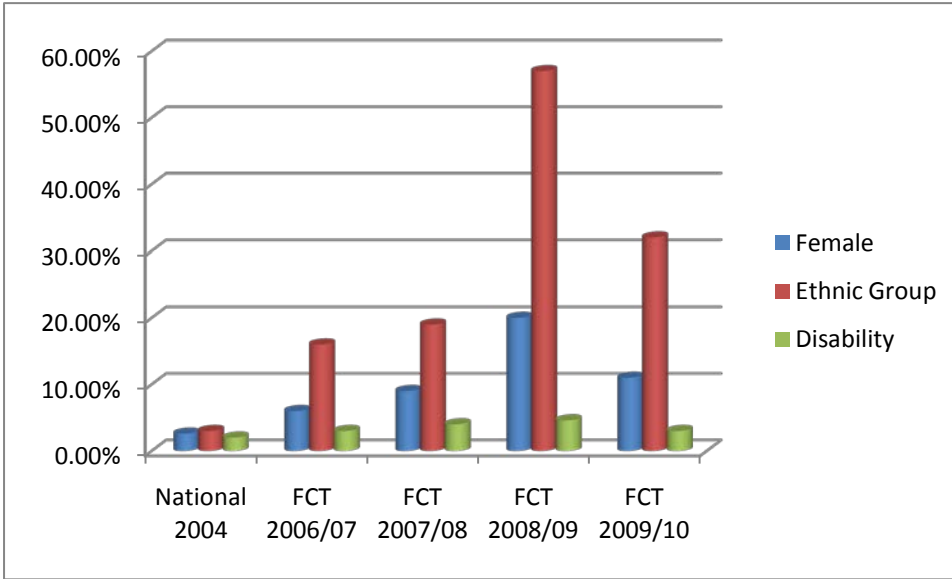
FCT has also seen a year on year growth in representation for ethnic groups and last year saw a significant leap to 57%. London Underground adult apprenticeship recruitment (RSA) at 78% has been the key achiever here and demonstrates effective target setting and diversity policies in this company in respect of ethnicity. Figure 3b removes the RSA learners and shows that learners from ethnic groups still stand at 27%, higher than the 08/09 figure and continuing the overall upward trend.

##### **4.5 Disability**

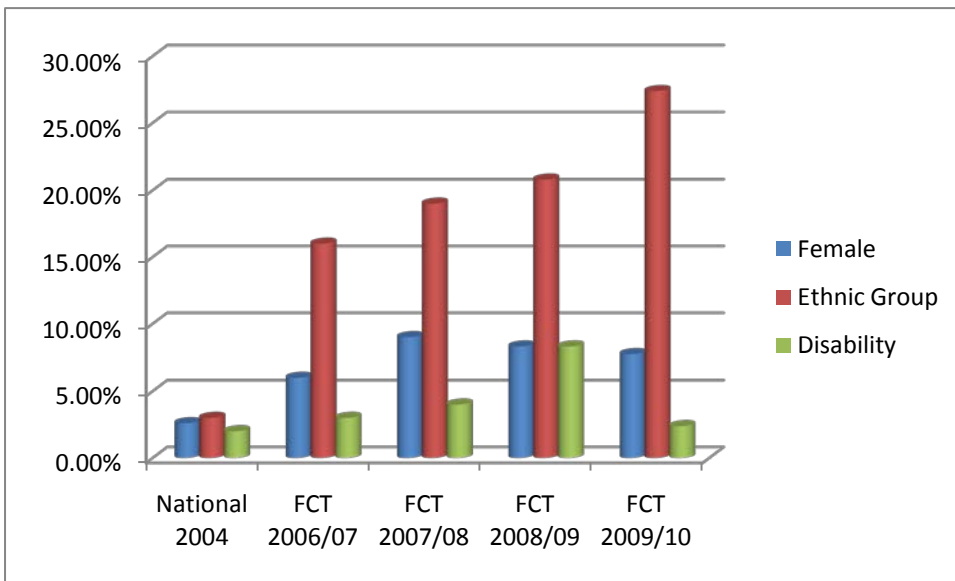
Despite above benchmark levels of representation by learners with declared disabilities/learning difficulties at 3%, FCT is determined to continue to encourage disclosure and the take-up of additional support where this is required. It was thought that the requirement for the SFA course registration form to be counter-signed by a work-based manager may adversely affect disclosure at enrolment, particularly in the current economic climate. In 09/10, we have addressed issues around learner confidence to disclose by amending the welcome letter that goes to individual learners.

Despite these efforts, we have seen a steady decline in 09/10 in referrals for additional support. I can only conclude that learners are less willing to declare a disability during the downturn.

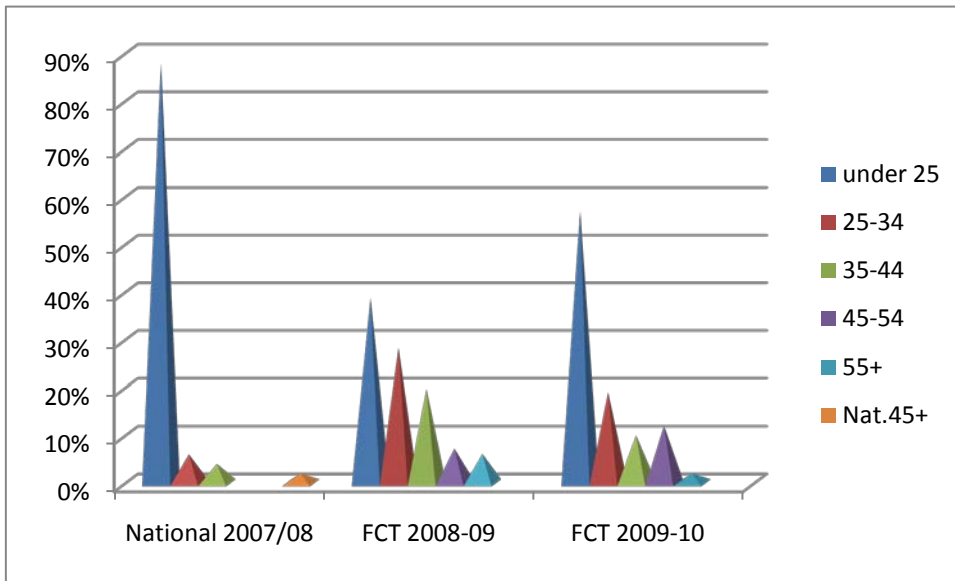
**Fig.3a National and FCT figures for under-represented groups in the Engineering and Manufacturing Sector (Apprenticeships) - includes RSAs in 08/09 and 09/10**



**Fig 3b National and FCT figures for under-represented groups in the Engineering and Manufacturing Sector (Apprenticeships) excluding RSA apprenticeships in 08/09 and 09/10**



**Fig.4 National and FCT figures by age - all Vocational Sectors (Apprenticeship)**



**4.6 Age**

Figure 4 compares the age distribution of FCT’s apprentices with national data. The more even distribution achieved by FCT is attributed to the large number of adult apprentices during 2008-09. In 09/10, because many RSAs have completed, more are below the age of 25, bringing the profile of FCT learners more in line with national figures.

**4.7 Apprenticeship completion and Achievement rates**

Achievement statistics for apprentices have been gathered for an 8 year period, but the data for the last 4 years has been standardised to common criteria and is therefore suitable for year on year comparisons (figure 5). Overall success rate is based on the number of framework completions within the 12 month period indicated (timely or late) as a percentage of the total number of leavers. As you can see, achievement rates are very high across all groups and there is no cause for concern.

**Fig.5 Apprenticeship overall success rate derived from the percentage of achievers among leavers**

Year	Male	Female	White	Ethnic group	Disability/ Learning difficulty
<b>2006/07</b>	91.1%	100%	90.9%	100%	50% **
<b>2007/08</b>	72.4%	No learners	76.9%	33% *	100%
<b>2008/09</b>	92.9%	100%	92.9%	100%	No learners
<b>2009/10</b>	87.2%	90.9%	87.6%	88.5%	92.3%
<b>National benchmark 09/10</b>	73.5%	74.1%	73.9%	71.3%	69.9%

\* 1 out of 3 learners

\*\* 1 out of 2 learners

**5. Train to Gain data: comparison between FCT year on year, and national benchmarks**

It is FCT's view that it is difficult to influence Train to Gain recruitment data. Unlike the apprenticeship schemes, Train to Gain targets existing employees who are not specifically recruited for training. However data comparisons are of interest and under-representation of concern. Once again the data suggests that an area requiring attention is that of disability/learning difficulty disclosure; this has been discussed in earlier sections of this report.

**5.1 Gender**

2008-09 national benchmark data is available for gender in each vocational sector. Figures 6a, 6b, 6c and 6d show how FCT compares for each of the 4 sectors it engages with.

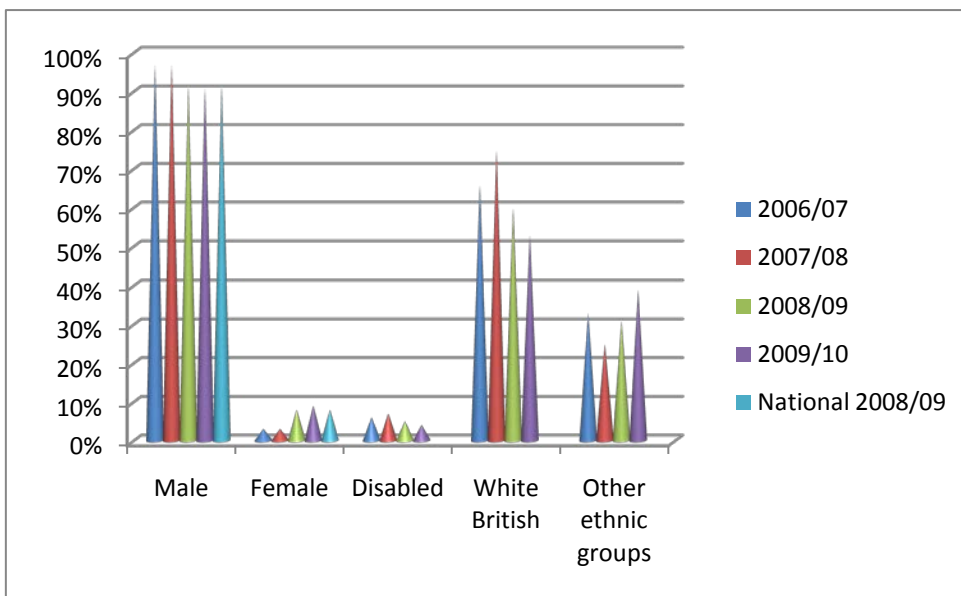
For the Engineering and Manufacturing Sector (figure 6a), FCT has year on year data and has shown a steady increase in the representation of females from 3% in 2006-07 to 9% in 2009-10. This is just above the national benchmark and not surprising, given that our programmes are mostly from the male dominated, rail maintenance sector.

The Health and Social Care programmes are now well established and we are pleased to have achieved an above benchmark representation from males. This is now at 30% compared with 19% in 2008-09 (see figure 6b).

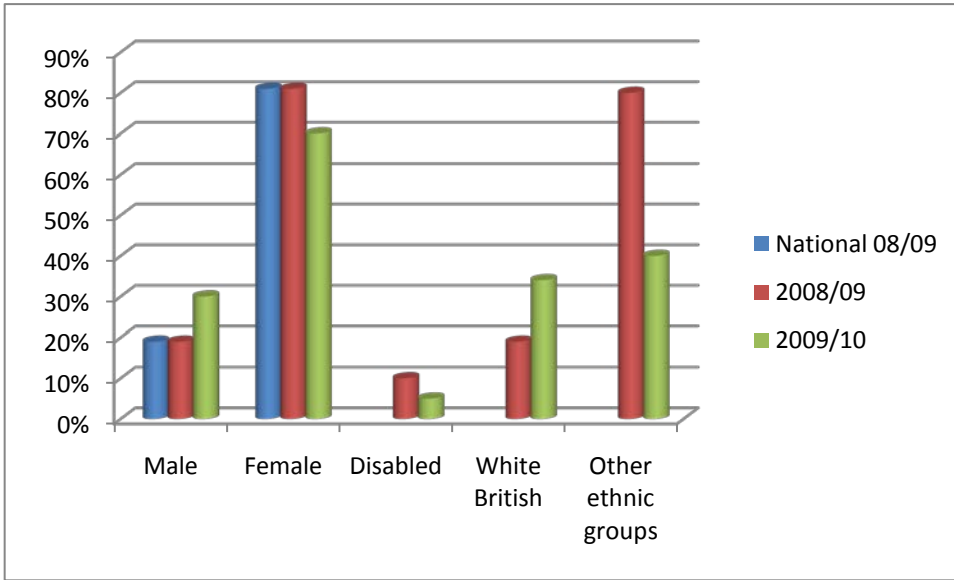
Figure 6c shows that none of our learners from the Construction, Planning and Built Environment Sector is female against 0.4% nationally. We have decided to reduce our business in the Construction industry and have not set any targets in this area this year.

Figure 6d shows for the first time our learners in Business and Administration. Currently we have fewer males than the national benchmark – 27% against 36%.

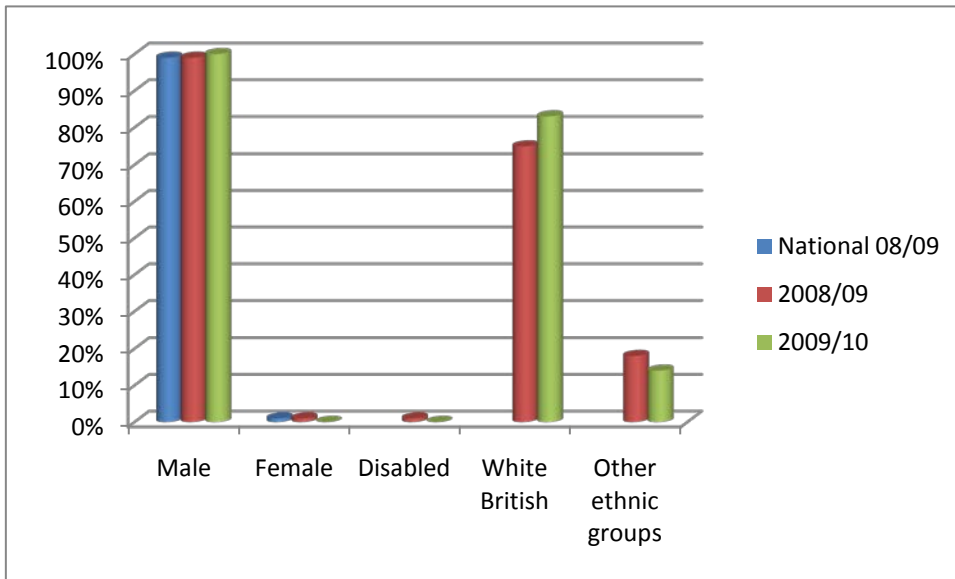
**Fig.6a National and FCT figures for the Engineering and Manufacturing Sector (Train to Gain)**



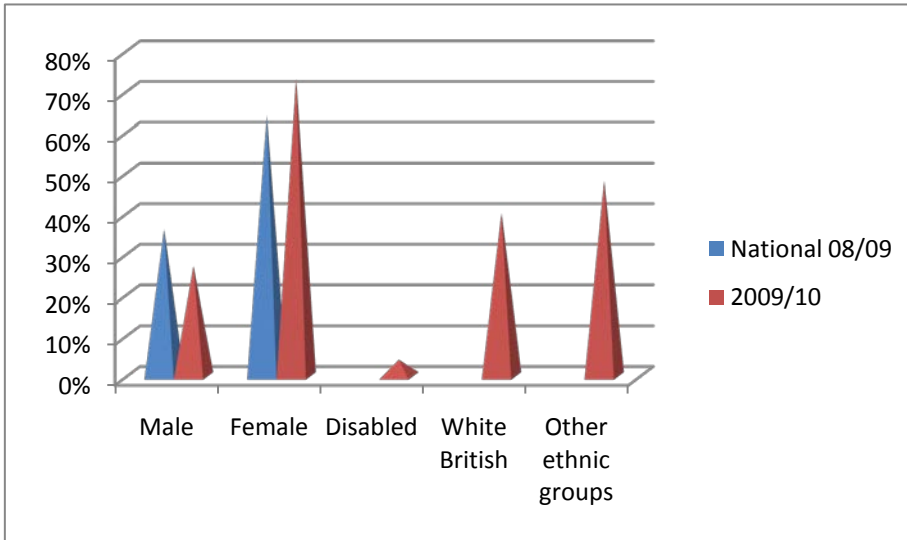
**Fig.6b National and FCT figures for the Health, Public Services and Care Sector**



**Fig.6c National and FCT figures for the Construction, Planning and Built Environment Sector (Train to Gain)**



**Fig.6d National and FCT figures for the Business, Administration and Law Sector (Train to Gain)**



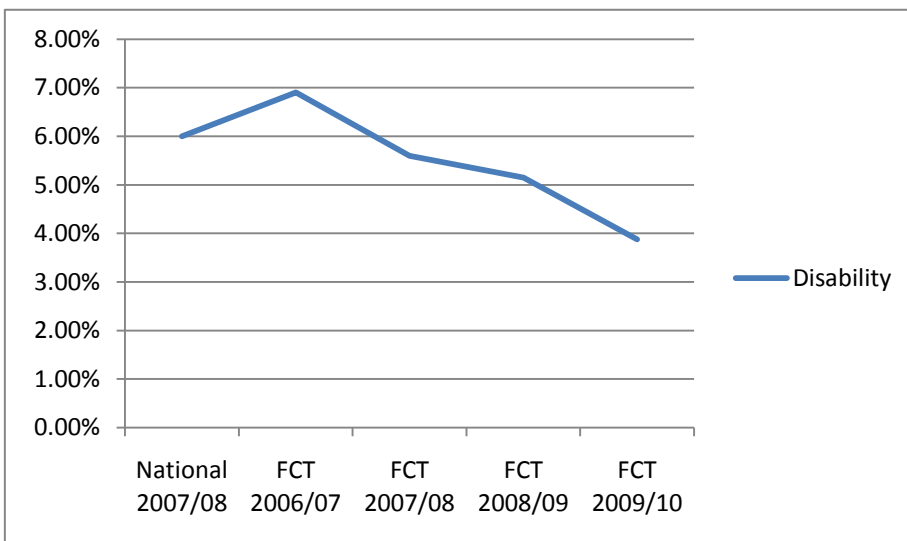
**5.2 Ethnicity**

Vocational sector data is not available nationally for ethnicity, but figures 6a, b, c and d compare FCT data by sector year by year. Representation from ethnic groups in Engineering and Business and Administration reflects the fact that most of our learners are based in London. Learners in Health and Social Care and Construction have declined in 09/10 and this is likely to reflect the fact that we have more learners based in the east of England. Despite this, all sectors apart from Construction have more learners from ethnic groups than the London region ethnicity figure of 29% (at the 2001 census.)

**5.3 Disability**

Again, the under-representation of learners declaring a disability and/or learning difficulty during 2009-10 across all sectors raises a number of concerns previously discussed. See figure 7 below.

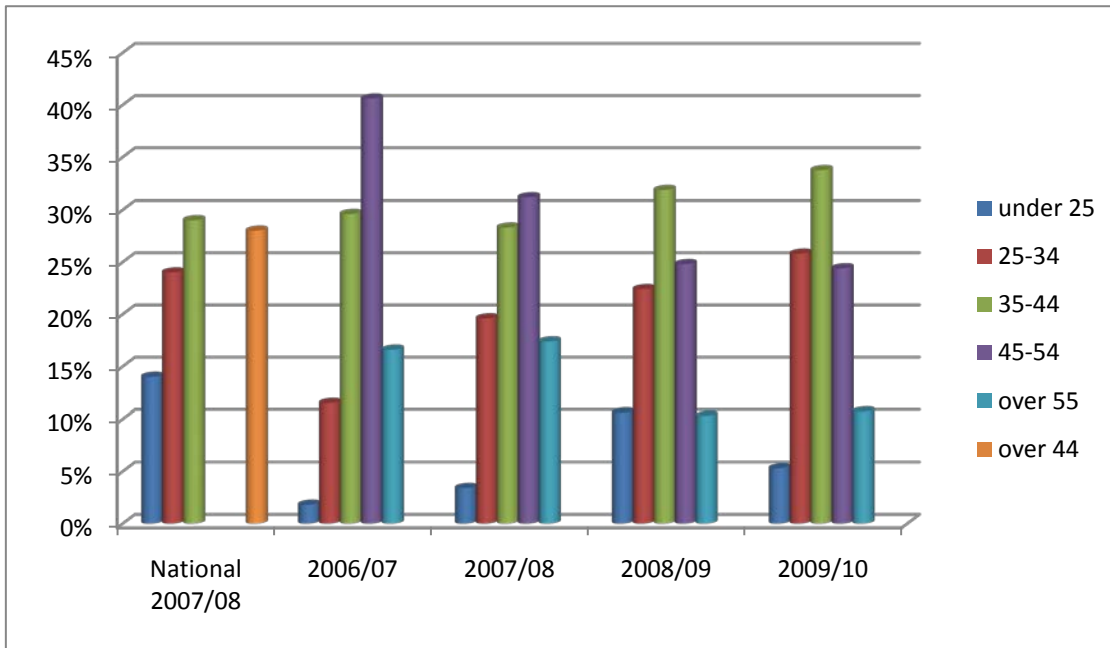
**Fig.7 National and FCT figures by disability/learning difficulty in all Vocational Sectors (Train to Gain)**



### 5.4 Age

Figure 8 illustrates the age distribution for Train to Gain both year on year and against national data. Previously, FCT learner data has tended toward an older mean age compared with the national distribution. What this year's data shows is that the FCT learner age distribution is becoming more evenly spread across the age groups and moving closer to the national distribution and benchmark profile, with the exception of the under 25 age group.

**Fig.8 National and FCT figures by age in all Vocational Sectors (Train to Gain)**



### 5.5 Train to Gain achievement rates

In Overall statistics, leavers are all learners who actually left in 09/10, while in the Timely statistics 'leavers' are learners who planned to leave in 09/10, irrespective of whether they have actually left or are still on programme. I have used Overall statistics in figure 9 below.

**Fig.9 Train to Gain achievement rate derived from the percentage of achievers from leavers**

Year	Totals	Male	Female	White	Ethnic group	Disability/ Learning difficulty
2006-07	97.7%	97.7%	N/A	97%	100%	97.7%
2007-08	97.1%	97%	100%	97%	100%	97.1%
2008-09	79.9%	81%	44.4%	82%	67%	79.9%
2009-10	74.8%	73.5%	84.3%	74%	77%	74.8%
National rate 2009-10	86.9%	87.7%	86%	86.9%	86.3%	86.5%

There was a significant and fast growth into new areas of business during 2008-09 with a consequent growth in the number of qualifications completed, but with some resultant loss in achievement.

Although the female completion rate for 2008-09 shown here appears low, this is based on a small cohort and therefore has limited statistical validity. In 2009-10, there have been a significant number of

Health and Social Care **early** completions that are now shown. This may also have contributed to an increase in the 2009-10 completions by learners from ethnic groups, as there is a high proportion in the Health and Social Care sector.

See also figure 10 for a breakdown of achievements by vocational sector. The trend in the Engineering sector continues to decline and is of concern and as already mentioned FCT is reducing activity in the Construction sector. All other sectors show achievement rates close to or higher than the national benchmark.

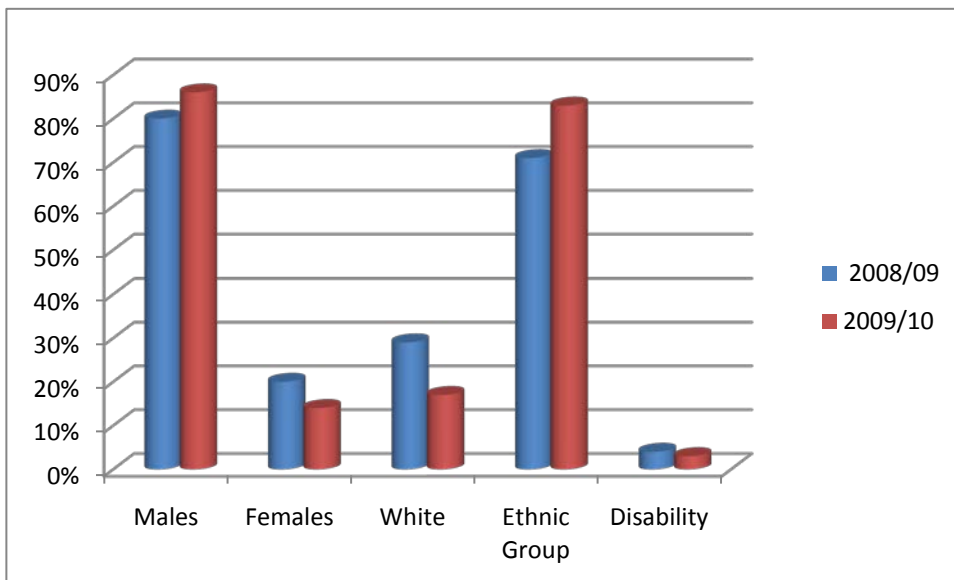
**Fig. 10 Overall achievement rates by sector**

	2006-07	2007-08	2008-09	2009-10	National
<b>Health, Public Services and Care</b>	N/A	N/A	N/A	81.6%	83.3%
<b>Engineering and Manufacturing Technologies</b>	97.7%	97%	79.6%	77.6%	91.3%
<b>Construction, Planning and the Built Environment</b>	N/A	N/A	83.3%	63.5%	88.5%
<b>Information and Communication Technology</b>	N/A	N/A	N/A	75%	74.9%
<b>Business, Administration and Law</b>	N/A	N/A	75%	100%	86.4%

**6. ESF funded projects – DEA course**

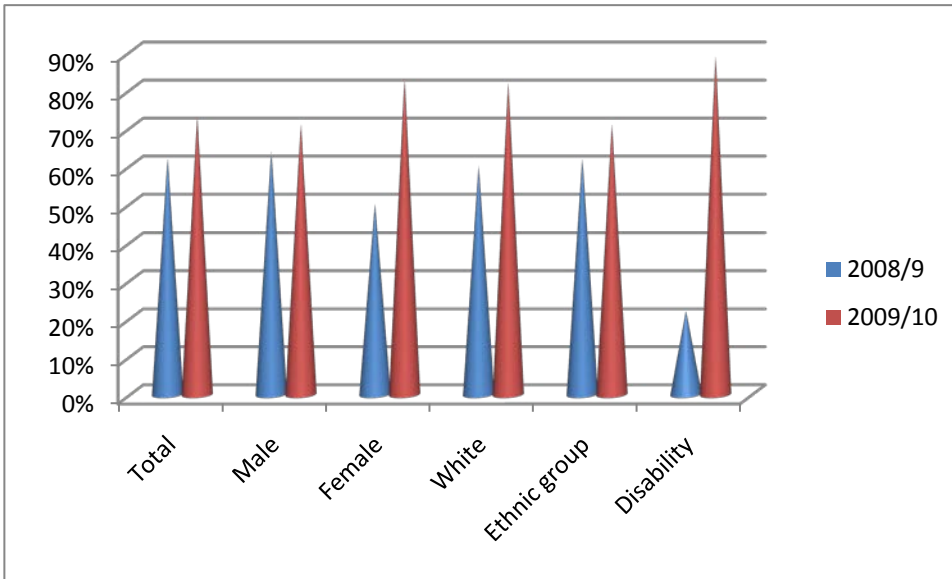
This is the second year that FCT has delivered the DEA (Domestic Energy Assessor) award and there is as yet no available national benchmark. However data is represented here (figures 11a and 11b) for monitoring. It is pleasing that achievement rates have improved overall in 2009-10.

**Fig 11a DEA starts by gender, ethnicity and disability**



### 6.1 DEA completion and achievement rates

**Fig.11b DEA achievement rates derived from the total number of learners in each category shown as a percentage of planned completions**



### 7. FCT Employees

FCT employs a diverse group of staff, in line with the company’s equality and diversity policy. Figure 12a shows the profile of the 37 members of staff in current employment, with 2008-09 figures alongside. Compared with 2008-09, FCT staff are increasingly female which accords with a higher percentage of females working in the adult education sector. Other figures have changed little. There is a trend towards a larger proportion of staff being permanent salaried and consequently fewer self-employed staff.

There is no record of any formal complaint against a staff member during 2009-10.

**Fig.12a FCT staff profile**

	Percentage 2008/9	Percentage 2009/10
<b>Male</b>	43%	41%
<b>Female</b>	57% (up 4%)	59%
<b>White British</b>	49%	49%
<b>Other Ethnic Groups</b>	51%	51%
<b>Disability*</b>	6%	8%
<b>Aged under 25</b>	6% (up 2%)	3%
<b>Aged 25-40</b>	45% (down 6%)	46%
<b>Aged 41-55</b>	26% (up 4%)	35%
<b>Aged over 55</b>	21% (up 1%)	16%
<b>Permanent salaried</b>	68% (up 10%)	73%
<b>Self-employed</b>	30%	27%

\*disability criteria limited to those who have declared medical conditions **excluding** common allergies

### 7.1 Staff training and development

The single equality scheme aims to ensure that all members of staff are treated fairly and that staff will be given fair access to training and development opportunities. Figure 12b shows participation by staff in training activities and shows participation by staff members employed on both types of employment contracts.

The data shows a difference in the amount of training undertaken by permanent salaried and self-employed staff: more salaried staff attend standardisation meetings and training; some freelance staff are employed elsewhere and indeed pursue related training and development activities outside of FCT; and there has been an overall reduction in employment of freelance staff during the summer of 2010.

The amount of short training courses is down overall in 2009-10, as so many staff members are engaged in working towards QTLS (Qualified Teacher Learning and Skills). Of 20 people within scope, 5 are already qualified teachers, 5 people have achieved GPRLS (RPL method) and are working through Professional Formation, 4 people have successfully completed the first year of DTLLS and 2 have just begun the first term, whilst 4 have yet to start.

**Fig.12b Number of training events attended by contract type**

Contract status	Percentage of staff	Average no. of training events per staff member
Permanent salaried	73%	7.1
Self-employed	27%	4.5
<b>2009/10</b>	<b>Total:</b>	<b>6.4</b>
<b>2008/9</b>	<b>Total:</b>	<b>12.6</b>

### 8. Conclusions

Given the economic down-turn, participating companies have done well to maintain their equality and diversity performance, although a smaller number than usual have actively recruited new learners during 2009-10. For FCT there has been a rapid period of expansion into new sectors, with a consequent steep learning curve. Some initiatives, and in particular the growth into the Health and Social Care sector, have most definitely added value to our provision.

We wish to continue to challenge the under-representation of groups through target setting in all areas and to continue to gain the commitment of our clients in supporting us with this.

### 9. Actions planned until September 2011

Action	Responsible Person	Deadline
<p><b>1 Agree targets for rail sector companies.</b></p> <ul style="list-style-type: none"> <li>• Apprenticeships: <ul style="list-style-type: none"> <li>ethnic groups – to reflect regional population - for London this would be 29%</li> <li>females – 10%</li> <li>disability - 5%</li> </ul> </li> <li>• Train to Gain: <ul style="list-style-type: none"> <li>ethnic groups – to reflect regional population - for London this would be 29%</li> <li>females – 10%</li> <li>disability - 5%</li> </ul> </li> </ul>	Chris Brandreth / Marilyn Sang / Lara Newson	February 2011

**10. Actions planned until September 2011 (continued)**

Action	Responsible Person	Deadline
<p><b>2</b> Agree targets for <b>Health and Social Care Sector</b> companies.</p> <ul style="list-style-type: none"> <li>• ethnicity – to reflect regional population - for London this would be 29%</li> <li>• males – 30% target</li> <li>• disability – 5%</li> </ul>	Karen Patterson / Marilyn Sang / Joyce Dargie	February 2011
<p><b>3</b> Provide update training to staff and updated induction for learners on implications of new legislation.</p>	Joyce Dargie / Gosia Torchala	February 2011
<p><b>4</b> To improve management information on learner achievements, by reporting on all disadvantaged groups in each qualification sector.</p>	Ewa Bardell	January 2011
<p><b>5</b> To identify ways of involving learners and consult with staff on how FCT is meeting its Equality Duty. Findings to be included in this annual report from 2011.</p>	Joyce Dargie	April 2011