

Reporting to:	Trust Board – 1 December 2016
Title	Integrated Education Summary Report 2015-16
Sponsoring Director	Workforce Director
Author(s)	Contributions from various education teams co-ordinated by Head of Education, Workforce Directorate
Previously considered by	
Executive Summary	During 2015-16, the Trust has continued to focus on the learning and development of all its staff to deliver Trust objectives and provide caring and effective services to our patients and service users. This summary report shows progress in some key areas of focused activity with other compliance challenges outstanding.
Strategic Priorities	
1. Quality and Safety	<input checked="" type="checkbox"/> Reduce harm, deliver best clinical outcomes and improve patient experience. <input type="checkbox"/> Address the existing capacity shortfall and process issues to consistently deliver national healthcare standards <input type="checkbox"/> Develop a clinical strategy that ensures the safety and short term sustainability of our clinical services pending the outcome of the Future Fit Programme <input type="checkbox"/> To undertake a review of all current services at specialty level to inform future service and business decisions <input type="checkbox"/> Develop a sustainable long term clinical services strategy for the Trust to deliver our vision of future healthcare services through our Future Fit Programme
2. People	<input checked="" type="checkbox"/> Through our People Strategy develop, support and engage with our workforce to make our organisation a great place to work
3. Innovation	<input type="checkbox"/> Support service transformation and increased productivity through technology and continuous improvement strategies
4. Community and Partnership	<input type="checkbox"/> Develop the principle of ‘agency’ in our community to support a prevention agenda and improve the health and well-being of the population <input type="checkbox"/> Embed a customer focussed approach and improve relationships through our stakeholder engagement strategies
5. Financial Strength: Sustainable Future	<input type="checkbox"/> Develop a transition plan that ensures financial sustainability and addresses liquidity issues pending the outcome of the Future Fit Programme
Board Assurance Framework (BAF) Risks	<input checked="" type="checkbox"/> If we do not deliver safe care then patients may suffer avoidable harm and poor clinical outcomes and experience <input type="checkbox"/> If we do not work with our partners to reduce the number of patients on the Delayed Transfer of Care (DTOC) lists, and streamline our internal processes we will not improve our ‘simple’ discharges. <input type="checkbox"/> Risk to sustainability of clinical services due to potential shortages of key clinical staff <input type="checkbox"/> If we do not achieve safe and efficient patient flow and improve our processes and capacity and demand planning then we will fail the national quality and performance standards <input checked="" type="checkbox"/> If we do not get good levels of staff engagement to get a culture of continuous improvement then staff morale and patient outcomes may not improve <input type="checkbox"/> If we do not have a clear clinical service vision then we may not deliver the best services to patients <input type="checkbox"/> If we are unable to resolve our (historic) shortfall in liquidity and the structural imbalance in the Trust's Income & Expenditure position then we will not be able to fulfil our financial duties and address the modernisation of our ageing estate and equipment

Care Quality Commission (CQC) Domains	<input type="checkbox"/> Safe <input type="checkbox"/> Effective <input type="checkbox"/> Caring <input type="checkbox"/> Responsive <input type="checkbox"/> Well led
<input checked="" type="checkbox"/> Receive <input type="checkbox"/> Review <input checked="" type="checkbox"/> Note <input type="checkbox"/> Approve	Recommendation is the Trust Board are asked to RECEIVE and NOTE the Annual Integrated Education Summary Report

DRAFT
Integrated Education Summary Report
2015-16



“We will focus on developing our people; all of our people make a contribution to the care our patients and their families receive.”

SaTH Organisational Strategy 2016

FOREWORD AND CONTENTS

In this Integrated Education Report, we signal our continuing commitment to multi-disciplinary education and learning for all staff. We firmly believe in providing opportunities for every member of staff which help them perform to the best of their ability. This is vital whether staff members are clinical or non-clinical, in patient facing or support roles.

Staff education and learning is one of a number of approaches to addressing the challenges we face. We maintain that efforts in training and developing staff can be frustrated if we fail to organise ourselves effectively, recognise our priorities, and keep our patients at the heart of our decision-making. This is a key priority for the organisation which is reflected in our strategic objectives.

There is a considerable body of evidence, however, that education and learning, together with new ways of working can result in new skills and confidence. This supports staff engagement and commitment to the work of the organisation and improves our services to our patients. As pressures grow in the NHS and time is even more precious, we must continue to release staff from their pressured day-to-day roles so that they have protected time and space to reflect and learn new skills. This is one way in which the Trust will truly become a 'learning organisation'. The process of identifying how we characterise SaTH as a 'learning organisation' will form a key focus of activity for the Trust in 2016-17 and is an explicit element of the People Strategy.

In addition to focusing on getting the basics right, such as our clinical training and meeting our statutory and mandatory training requirements, we will support education and learning that helps staff embrace new technologies and more flexible ways of working, particularly as we embrace service reconfiguration across the healthcare economy.

Detailed supporting information will also be available on request. During 2016-17, we will face more significant changes which will require very high levels of staff resilience to meet the considerable challenges ahead.

Victoria Maher
Workforce Director

Edwin Borman
Medical Director

Sarah Bloomfield
Director of Nursing and Quality

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SECTION A - INTRODUCTION AND LINKS TO STRATEGIC OBJECTIVES

The significant challenges facing the Trust and its staff are identified in the Trust, Care Group and Directorate Strategic plans, and delivery of these is supported by the Trust's People Strategy. We identify, provide and resource learning opportunities for our staff that reflect the Care Quality Commission's guiding principles of services that are Safe, Effective, Caring, Responsive and Well-Led and which are directed by the Trust's Vision, Mission and Values. We continue to respond positively to the findings of the Francis Report, Cavendish, Berwick and Keogh Reviews as well as facing up to the local structural issues that impact negatively on the quality of our services and our performance. In common with many areas of the NHS, we also face significant cultural challenges, changing technologies and an increasingly difficult financial environment.

Throughout all the structural, clinical and organisational changes, the various providers of education and learning within SaTH are challenged to respond flexibly, as well as planning proactively, for a significantly fast moving healthcare environment. Key challenges and the relevant areas of educational focus are shown below.

Identified Area of Challenge	2015-16 Education and Learning Focus
Service Configuration and Pressures	<ul style="list-style-type: none"> Nursing focus on clinical skills assessment and development through Clinical Practice Educator and Facilitator support – including targeted support for Emergency Department nursing skills Targeted education interventions to address specific skills gaps when changing work areas or when services are reconfigured or services relocated to provide improved patient services Leadership Development programmes delivery including Values based programmes
Delivering Core Standards	<ul style="list-style-type: none"> Effective workforce planning and role design includes planning for education Education aligned to Trust objectives, competence based and, wherever practicable, assessed. Redesign and implementation of effective values-based appraisal focused on supporting staff to achieve
Quality of Services	<ul style="list-style-type: none"> Support for the Transforming Care programme which has a systematic approach to engaging staff in learning about and adopting improvement methodologies CQC and CQINN outcomes, focusing staff daily efforts on the highest clinical priorities including reducing falls, pressure ulcers, healthcare acquired infections, serious incidents Focus on three priority areas - end of life care, acute medical needs, dementia care Responding to identified areas of practice that require improvement, particularly as a result of incidents, inspections and audits High quality clinical student placements support a sustainable skilled and caring workforce Medical & Clinical Education meets core Educational Quality standards and fully supports revalidation Improved data for monthly Workforce Performance Indicators show Care Groups how they are doing Effective leadership development programmes designed and supported by Executive Directors Achievement of statutory & mandatory training targets support safe and quality services to patients
Improving Staff Engagement at all Levels	<ul style="list-style-type: none"> Support for Values based recruitment education and implementation Design and launch of values based induction Investment in Leadership and management development to improve effective engagement with staff and teams including embedding the Strengths Deployment Inventory (SDI) diagnostic tool in leadership practice Development of a coaching culture that supports staff engagement and performance Workforce health and wellbeing initiatives to improve attendance, performance & morale The measurement of key engagement indicators is supported by robust action plans
Sustainable Services and Financial Strength	<ul style="list-style-type: none"> The 5-year People Strategy and Workforce Plan outlines the proposed staffing numbers and skill mix required to meet service requirements, including education plans. This is kept under review as service configuration plans are developed. The continuing provision of excellent medical and clinical student placements helps ensure the sustainability of clinical services and are reported quarterly via the Learning and Development Agreement Census to access funding support, Education teams source and manage ring-fenced educational funding from a variety of sources to

Identified Area of Challenge	2015-16 Education and Learning Focus
	release pressure on organisational funds <ul style="list-style-type: none"> • Robust and valid organisational objectives ensure multi-disciplinary Education contribution to Trust performance

The Trust organisational model for Education is that of delegated responsibilities for educational and learning activities that are organised, delivered, recorded and monitored by a variety of teams and individuals in the Trust. Responsibility and oversight at Director Level is maintained by the Workforce Director, Medical Director and Director of Nursing and Quality.

Education activity in SaTH is supported and guided by the Local Workforce Activity Board (LWAB) under the auspices of Health Education England - West Midlands (HEWM). The national NHS Leadership Academy provides a national framework for leadership education and professional bodies provide frameworks and guidance. Additionally we work closely with a range of educational partners to achieve our objectives, including Universities and Higher Educational Institutes.

Continuing to underpin all our education and learning programmes and partnerships is the provision of an excellent and quality assured Library service that supports the delivery of an evidence-based service to our patients and that provides integrated services to our Commissioning and Community Health partners via Service Level Agreements.

ORGANISATIONAL STRATEGY



SECTION B – SUMMARY OF INTEGRATED EDUCATION REPORTS

During 2015-16, a continuing key organisational focus was ensuring that members of staff in clinical roles have access to underpinning knowledge and skills development and the Trust accessed over £240,000 from the ring-fenced Learning Beyond Registration NHS funds for the continuing professional development of registered healthcare staff in nursing, midwifery, allied health professionals and healthcare scientists.

Priority Areas of Activity	Some Key Outcomes 2015-16
Nursing Education and Training	
<p>In nursing, the priority continues to be to provide practical skills training and assessment , particularly in:</p> <ul style="list-style-type: none"> • Medicines management and administration • IV Administration • Cannulation, • Venepuncture • Aseptic Technique • Catheterisation • Dementia • Making Every Contact Count (MECC) • Supporting newly appointed staff in RGN and HCA roles • Supporting multi-professional training • Role development to meet service challenges • Provision of high quality student placements for trainee nurses, Operating Department Practitioners in conjunction with Higher Education Institutes • Management of Learning Beyond Registration funding by Corporate Nursing for registered healthcare Practitioners to meet clinical and service requirements supporting individual Continuing Professional Development 	<ul style="list-style-type: none"> • Clinical assessors identified and trained for all key areas to assess all qualified RGNs • Monthly compliance reports published • 201 staff trained in IV skills - 133 qualified RGNs • 167 staff trained in cannulation – 60 qualified RGNs • 151 RGNs trained in venepuncture – 49 qualified RGNs • Full programme of clinical skills teaching provided by Clinical Practice Instructors to Keele undergraduate medical students to meet curriculum • All FY1s completed clinical skills sessions with additional sessions offered (incl out of hours) to support doctors with specific needs • Extended Simman (simulation) sessions for Trust staff delivered in 2015-16 with excellent evaluation. Aims of sessions include increased communication, leadership, human factors knowledge and teamwork • Practical work experience sessions provided for aspirant doctors • Comprehensive programme for overseas nurses incl deteriorating patient, communications, hospital at night, clinical skills and competency sign off • Preceptorship and ODP Preceptorship programme supported • Support for nearly 800 Nurse Mentors provided • Nurse Training secondment programme run to support HCAs to undertake training to achieve full nurse registration • Introduction of Open University Routes to Registration programme supported by Trust Clinical Practice Facilitators

Women and Children's Service Education and Training	
<p>Priorities in W&C were informed by embedding the services at PRH and responding to service priorities and concerns. These included:</p> <ul style="list-style-type: none"> • Continuing to review skills and competencies across units and embedded skills assessments • Familiarisation training in new teams • Continuing improvement in Education processes & compliance • Safeguarding training at appropriate level • Further development of Midwives advanced skills, Examination of New born, Neonatal Life support and stabilisation training 	<ul style="list-style-type: none"> • Improved training compliance across mandatory training • Increased multi-disciplinary training, including skills, emergency and simulation training • Tailored quality and safety initiatives • Development of trainers and facilitators to enable more effective cascade of training/assessments across units over next year • Midwifery skills and competencies reviewed in line with planned rotations across all units
Audiology Education and Training	
<p>Key priorities for 2015-16 have included:</p> <ul style="list-style-type: none"> • Update clinical knowledge of adult diagnostics and specialist skills, incl Bone Anchored Hearing aids, Advanced diagnostics, Tinnitus and Hyperacusis to deliver the best clinical outcomes and improve patient experience • Improving care quality in staff hearing aid fitting software and diagnostics skills 	<ul style="list-style-type: none"> • Bespoke Audiology courses were delivered on-site to Audiology staff, maximising the funding so that more staff collectively updated their hearing aid fitting software skills and diagnostic skills delivering better quality care for patients. • LBR funded a Tinnitus and Hyperacusis course which resulted in an additional staff member upskilling to be part of the tinnitus team to meet growing clinical demand. Investment in IT/Audiologist specialist skills resulted in 2 staff members becoming part of the IT Audiology team and improving IT reporting mechanisms as required by CCG contracts. Masters level learning & GCP training enabled Shropshire Audiology to be part of Bone anchored Hearing aid Ear Foundation research. 1 staff member is now part of the BSA cognition group involved in writing recommendations for patients with dementia and hearing loss. • Investing in developing Leadership capabilities through e-learning/courses/masters has resulted in improving care pathways and innovative thinking.
Healthcare Scientist and Pharmacy Education and Training	
<ul style="list-style-type: none"> • Support the education of Pharmacy Support Workers, Technicians and Pharmacists • Delivery of Medicines mgmt. on Medical SSU programme, Undergraduate Medical Education and Postgraduate Medical Education Programmes 	<ul style="list-style-type: none"> • Completion of NVQ level 2 and 3 by Pharmacy Support Workers and Technicians • In-house development of pharmacy assessors • Checker Technician education supported • Good results in Pharmacy Quality Assurance programme assessment • Undergraduate placements supported by a range of Pharmacy and Healthcare science departments • Continued embedding of NHS Modernising Scientific Careers programme

Statutory & Mandatory Training	
<p>2015-16 saw a focus on:</p> <ul style="list-style-type: none"> • Improving compliance rates • Completion of action plans • Identifying and offering support to Wards, Depts & individuals with poor compliance records • Further review of content, length and effectiveness of SSU programmes • Supporting the introduction of a fully comprehensive SSU programme by W&C services & other tailored departmental programmes • Improved record keeping and reporting • Improving training facilities for Stat and Mandatory training 	<ul style="list-style-type: none"> • Appraisal rates remained consistently over the 80% Trust target which a high of 89% in December 2015. The stretch rate of 100% was not achieved. • Statutory Safety Update compliance rates remained below the 80% target for the entire year, although performance improved from 71% in April 2015 to 79% in March 2016. Compliance remains a challenge despite significant improvements to programmes. Key challenges are service pressures resulting in staff not being released for training and lack of suitable training facilities at the Shrewsbury site. • Improved monthly reporting arrangements including all items in a single report for line managers • Planning for move into improved statutory and mandatory training facilities at RSH continues • Extension of Health and Safety training portfolio to staff including implementation of internally run First Aid courses following accreditation, enabling flexible delivery to better meet the needs of our wards and departments.
Corporate Education and Widening Participation	
<ul style="list-style-type: none"> • Target of 120 people undertaking an apprenticeship framework (HEWM revised target) • Promote Apprenticeship take-up • Support the HCA Values based recruitment and induction process • Promote Apprenticeship take-up • Support introduction of new roles and access to development at level 4/5 	<ul style="list-style-type: none"> • 120 Apprenticeship frameworks undertaken (11 further members of staff enrolled who were not eligible for apprenticeship pathway as already holding higher level qualifications) • The Trust was recognised again for its activity in this arena at the Health Education West Midlands NHS Apprenticeship Recognition Awards by achieving second place in the Award for Large Employer of the Year category • Bi-monthly road shows held at RSH and PRH and vigorous promotion of vocational qualifications through e-mail, intranet and newsletters • Maintenance of excellent Vocational Centre external assessments • All prospective HCA applicants tested for literacy and numeracy levels prior to interview • Over 60 requests for Functional Skills support received and 27 individuals referred for further support • 30 New apprentice opportunities created including 2 cohorts of Wellbeing Apprentices. Cohort 1 completed with 6 recruited to permanent HCA roles within the Trust. • Apprentice data recorded using the newly introduced National Apprenticeship Monitoring (NAM) portal. • The Trust was again recognised for its continued activity in this arena at the Health Education England - West Midlands Apprenticeship Recognition Awards being Highly Commended in the Large Employer of the Year category. • 3 members of staff completed a Foundation Degree in Oct 2015, 1 continued to Year 2, 6 people commenced FdDs in Sept 2015.

Leadership and Management Education	
<ul style="list-style-type: none"> Continued delivery of Trust Leadership Programme Further development of Trust coaching culture Delivery of Trust Leadership conference Supporting Trust managers through a programme of workshops and development opportunities 	<ul style="list-style-type: none"> Trust Leadership Conference on the theme of Leading Teams run with over 220 attendees Trust leadership programme continued with a further 8 cohorts completed 24 Trust coaches accredited – over 100 staff accessed Trust coaches in 2015-16 Leadership and management development workshops delivered including Values based Interviewing and Values Based Conversations, Managing Finance, Prince Project Management, Appraisal, Equality and Diversity for Managers, HR workshops for Managers
Library & Knowledge Services	
<ul style="list-style-type: none"> Embedding improved profile of service as more than just a student resource. Continued focus on sustainability of information resources in consideration of pressures on expenditure and subscription increases. Expansion of user-driven acquisition with reduced lead-times. 	<ul style="list-style-type: none"> 61,291 loans from stock (increase from 58,629 in 2014-15), 16,867 log-ins to Shrewsbury Health Library PCs Almost 500 visitors to the Learning Centre every day, including use of leisure reading collection Over 1,00 users subscribed to Knowledge Update alerts 21,644 e-books now available Extension of e-book access (now downloadable to all devices including phones) 14% increase in use of Open Athens Highly favourable service user feedback Successful pilot of 24 hour access service in response to user requests. Plan to extend this service into 2016-17. Library and knowledge services support for patient information services Provision of library and knowledge services to the majority of healthcare workers in the Shropshire Health economy – including SaTH, RJAH, Shropshire Community NHS Trust, all Shropshire based Public Health specialists, all commissioners, GPs and practice staff in Shropshire County CCG and Severn Hospice. Further embedding of support for key priority areas, such as resource boxes available in Revalidation, Lean and Staff Engagement.
IT Clinical Systems Training	
<p>The key objective of the Patient Administration System (PAS) Training Team is to identify new starters as soon as they start their roles and provide the PAS training required for them to commence their respective work.</p>	<ul style="list-style-type: none"> Provision of Training in Class room style sessions, Bespoke 'Group' sessions, One to One sessions, Work-place based Register of training maintained to ensure refresher requirements are managed A register of staff and their privilege templates are recorded, reviewed and monitored by the PAS Training Team Data Quality included in PAS training

Medical Education (Undergraduate, Postgraduate and Senior)

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| <ul style="list-style-type: none"> • Improve Trust governance and assurance arrangements for Medical Education • Work with Keele University to plan for increased medical undergraduate placements • Increase inter-professional training with a long-term plan of resource sharing • Development and delivery of programmes of simulation • Improvement in training and education facilities | <ul style="list-style-type: none"> • Launch of Medical Education committee to consider education issues at all levels, Undergraduate, Postgraduate, staff grades and Consultant. • Successful delivery of Keele curriculum to increased number of students. (year 4 numbers increased from 50 to 58) – see letter from Head of School • Provision of access to Clinical Portal to 5th year students • Extension of library facilities (24 hour access trialled and implemented at RSH) following student feedback • Increased number of tutors obtaining formal educational training and formal educational CPD events • Keele University commendations of the Trust including leadership, communications with students, tutor support, inter-professional education simulation events, library services and administration • Excellent student feedback , particularly around access to flexible clinical skills training • Close working between Undergraduates and Doctors in training facilitated • Upgrading of Learning Centre IT teaching facilities completed • Upgrading of postgraduate Education facilities at PRH continues including opening of Clinical Skills training room at PRH • Excellent feedback from doctors in training regarding education team support in most areas • Introduction of robust methodology for taking actions to address junior doctor concerns and quality review recommendations • GMC Accreditation of 157 education supervisors achieved • Extension of PG faculty to 18 to provide increased support for junior doctors • Design and delivery of DEEP education and training sessions (modules 6 & 7) to over 400 medical staff • Medical Appraiser Training for New Appraisers delivered 3 times in 2016 • Educational Supervisors Appraisal requirements delivered 2 times in 2016 • CPD programme for consultants including Reflective writing for doctors • Support for Compact development and delivery, incl focussed work groups • Master class on Compacts and Culture delivered by Mary Jane Kornacki and Jack Silversin • Robust recording and professional and educational support for Revalidation |
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SECTION C – ENSURING EQUALITY OF ACCESS

Ensuring equality of access to education and learning opportunities is one way of demonstrating Trust Values in practice as well as being a legal requirement. An analysis of access by Protected Characteristics (Equality Act 2010) at Appendix A shows considerable correlation between the Trust staff profile and staff accessing training and development. Areas that may require further investigation during 2016-17 are marked with an asterisk (*). These will also be incorporated into the Trust's Equality Delivery System (EDS2) action plan.

SECTION D – SOME KEY AREAS OF PRIORITY FOR 2016-17

- Link Educational Objectives explicitly to Trust Strategic objectives to ensure focused delivery
- Define and start to implement Learning Organisation concept in SaTH with measurable outcomes
- Redesign and re-launch leadership development programmes within the framework of a SaTH Leadership Academy with focus on areas of under-development such as Systems Leadership
- Ensure continuing implementation of Transforming Care Methodology in SaTH with 1,000 staff pa impacted by education programmes and activities
- Support development of coaching culture and practice by introduction of peer coaching supervision and CPD programmes
- Increase manager and supervisor competence – pilot Supervisory Development Programme in Facilities with view to full launch
- Ensure suitable facilities for the provision of Statutory and Mandatory training at RSH to enable expanded capacity and delivery
- Identify and provide key skills development required for flexible and effective service delivery
- Achieve Statutory and Mandatory training compliance targets
- Ensure newly appointed nurses, including overseas, are suitably prepared for role, strengthen overseas induction arrangements
- Increase nursing and clinical role resilience and flexibility
- Continue implementation of Healthcare Assistant Update study days
- Support service reconfigurations
- Improve ability to deliver sustainable services through lean thinking, capacity and demand review and systems analysis, particularly supporting Transforming Care education programmes
- Continue to embed and deepen audiology clinical knowledge in complex adult and paediatric patients such as tinnitus, hyperacusis, balance, dementia to provide the best clinical outcomes
- Increased focus on identifying and evaluating outcomes from education and training activity
- Review Undergraduate Administration and Tutor support arrangements for increased student numbers
- Restart Education Committee with robust governance arrangements

Appendix A – Equality and Diversity Learning and Education Access Data

2015 - 2016

E&D Profile

(calculated by individual staff accesses to Learning and Education as compared to staff headcount and %)

Age Band	Headcount	Percentage	No of accesses	Percentage
16 - 20	40	1%	218	0.70%
21 - 30	1096	19%	4558	15.30%
31 - 40	1209	21%	5434	18.30%
41 - 50	1606	28%	8422	28.30%
51 - 60	1496	26%	10812	36.30%
60+	332	6%	331	1.10%
Grand Total	5779	100%	29775	100.00%

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Disabled	Headcount	Percentage	No of accesses	Percentage
No	4289	74%	23073	77.50%
Not Declared	1361	24%	6022	20.20%
Yes	129	2%	680	2.30%
Grand Total	5779	100%	29775	100.00%

Religious Belief	Headcount	Percentage	No of accesses	Percentage
Atheism	518	9%	2897	9.70%
Buddhism	28	0%	141	0.50%
Christianity	2867	50%	15483	52.00%
Hinduism	84	1%	211	0.70%
I do not wish to disclose my religion/belief	1967	34%	9432	31.70%

Religious Belief	Headcount	Percentage	No of accesses	Percentage
Islam	94	2%	251	0.80%
Judaism	3	0%	5	0.00%
Other	189	3%	1302	4.40%
Sikhism	29	1%	53	0.20%
Grand Total	5779		29775	100.00%

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Ethnicity	Headcount	Percentage	No of accesses	Percentage
Asian or Asian British	314	5%	1189	4.00%
Black or Black British	79	1%	405	1.40%
Chinese or Other Ethnic Group	142	2%	848	2.80%
Mixed	49	1%	282	0.90%
Not Declared	79	1%	397	1.30%
White	5116	89%	26654	89.50%
Grand Total	5779	100%	29775	100.00%

Sexual Orientation	Headcount	Percentage	No of accesses	Percentage
Bisexual	21	0%	134	0.50%
Gay	21	0%	129	0.40%
Heterosexual	3833	66%	20319	68.20%
I do not wish to disclose my sexual orientation	1899	33%	9169	30.80%
Lesbian	5	0%	24	0.10%
Grand Total	5779	100%	29775	100.00%

Gender	Headcount	Percentage	No of accesses	Percentage
Female	4614	80%	25085	84.20%
Male	1165	20%	4690	15.80%
Grand Total	5779	100%	29775	100.00%

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Marital Status	Headcount	Percentage	No of accesses	Percentage
Civil Partnership	12	0%	59	0.20%
Divorced	382	7%	2086	7.00%
Legally Separated	73	1%	370	1.20%
Married	3275	57%	16090	54.00%
Single	1752	30%	9803	32.90%
Not Declared	232	4%	1118	3.80%
Widowed	53	1%	249	0.80%
Grand Total	5779	100%	29775	100.00%