

Confidentiality: n/a

Report to:
Corporation

Date of meeting:
14th October 2015

Paper Number:
4

Report title: Equality and Diversity (Policy, Strategy and Annual Report)

Executive summary:

This report provides Members with an update about the progress against the College's equality objectives set for 2014-15 and how it continues to embed diverse practice across the organisation in line with the Equality Act (2010). The Equality and Diversity Policy and Strategy are included in the paper and outline the EDIMS (Equality and Diversity Impact Measures) for 2015-16. To this end, the current local and national context requires a new set of equality and diversity objectives which have a sharper focus and impact on wider student outcomes and employee effectiveness. The eight equality objectives are outlined in the strategy (pages 17-18) and are more attuned to the current economic and political context and include an emphasis on English and Maths, Destinations, student recruitment, the Prevent Duty and employee well-being.

Action required:

Members of the Corporation are asked to **note** the Strategy and Annual Report.

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Date: 29th September 2015

Equality and Diversity

Annual Report

14/15

1. Introduction

1.1 This Report provides information about the College's progress against its equality targets 14/15, and also sets out new targets for 15/16. The College is required to publish its Annual Equality and Diversity Report to members of the public.

2. Equality and Diversity Impact Measures (EDIM) 2014-15

2.1.1 Equality objectives are set on an annual basis in response to local and national priorities and taking account of the College's specific areas for improvement.

Table 1 Performance against Equality Objectives 14/15

Equality Objective	Progress Against Measure	Risk Rating
1. To raise success rates of 16-18 age group students from the following ethnic groups where performance has been low against all white students and/or the College average. The groups include; Irish, Gypsy or Irish Traveller, White and Black African.	<u>Met</u> : Success rates on 16-18 long qualifications improved in all three targeted student groups to include Irish from 85% to 92% (37 starts), Gypsy or Irish Travellers from 82% to 83% (6 starts) and White and Black African 77% to 100% (31 starts). Two of three of identified groups are significantly above the College average. <i>Met</i>	
2. To raise success rates of 19+ age group students across all groups where performance has been low against all white students and/or the College average. The groups specifically include; Males, specifically at level two, White and Black Caribbean	<u>Met</u> : Success rates for 19+ level two male students against their female counterparts has improved significantly from a 15% gap (Females 87% and Males 72%) to a 6% gap (Females 85% and Males 79%). The performance of 19+ White and Black Caribbean students has improved from 65% to 83% (12 starts). <i>Met</i>	

Equality Objective	Progress Against Measure	Risk Rating
<p>3. Ensure the qualification achievement gap between males and females does not exceed 3%.</p>	<p><u>Met</u>: There is a 1% gap between females and males for 16-18 year olds on long qualifications with success rates at 87% and 86% respectively for both groups.</p> <p><u>Not Met</u>: There is a difference at 19+ with females outperforming males by 4% on long qualifications (87% to 83%). This is compares to a 9% difference last year (86% to 77%).</p> <p style="text-align: right;"><i>Partially Met</i></p>	
<p>4. Maintain high success and achievement rates for students with a declared disability or for those receiving Additional Learning Support so that qualification success rates are within 3% of other students.</p>	<p><u>Met</u>: Success rates on all qualifications at all levels for learners with a declared disability and/or learning difficulty is 90% at all ages, compared to 85% for those without a declared learning difficulty or disability.</p> <p>The success rates for the 330 students receiving additional learning support is 92% compared to the College average of 86% (5621 starts).</p> <p style="text-align: right;"><i>Met</i></p>	
<p>5. Ensure equality and diversity is promoted and embedded consistently across all curriculum areas (formal and informal lessons observations identify good practice which is shared across the College).</p>	<p>Diversity and inclusion is promoted across all curriculum areas. Formal lesson observations have identified areas of best practice and the Teaching and Learning Leaders have delivered sessions in each of the Schools to further develop practice. Further improvement is required to maximize opportunities that 'stretch and challenge' students thinking regarding equality and diversity matters routinely in lessons.</p> <p style="text-align: right;"><i>Partially Met</i></p>	

Equality Objective	Progress Against Measure	Risk Rating
<p>6. To promote opportunities and improve retention of men and women in non-traditional occupations/curriculum areas such as Hairdressing; Construction.</p>	<p><u>Met</u>: Targeted work has continued this year to improve retention of men and women in non-traditional occupations and curriculum areas. Retention rates for males on Care and Early years qualifications was 90% (39 starts) compared to 91% for females. In addition recruitment of males has increased from 12 to 39 starts due to intensified careers guidance activity. Similarly in Engineering targeted activity to raise the aspirations of females has delivered 100% retention (9 starts) and in Construction female retention is 75% (4 from 5 starts).</p> <p>In, Hairdressing and Beauty male retention is 55% (5 from 9 starts) compared to 89% for females. Significant activity has continued this year with the introduction of a Barbering course and the recruitment of an additional male staff member.</p> <p>Partially Met</p>	
<p>7. To increase the level of staff disclosure relating to protected characteristics and narrowing the gap between student and staff ethnic populations. In turn to develop employee engagement activity which meets the needs of the staff population to include all groups.</p>	<p>Information in relation to all protected characteristics is collected as part of the recruitment process. The formal analysis and reporting of this information is currently being developed. The opportunity for existing staff to update their personal details will be launched in October 2015 as part of the new 'Employee Record System' implementation.</p> <p>Partially Met</p>	
<p>8. Provide staff development opportunities which equip staff with the knowledge and skills to embed equality and diversity in their job role. All existing employees will undertake Equality and Diversity training at least every 3 years and new employees will undertake training within two weeks of commencing employment.</p>	<p>The training and development of College employees is on schedule and occurs routinely for both new and existing employees. Training will be delivered in the forthcoming year to include the new Prevent Duty (2015)</p> <p>Met</p>	

Targets not yet fully met will be carried forward into the College's Equality and Diversity Action Plan 2015/16.

3. Students

3.1 Student Enrolments 2014-15

The enrolment profile of the College has remained broadly consistent for the past three years. This includes the number of males and females enrolling at the College with 54% female; compared to 46% male (9636 starts). The numbers of students enrolling at the College from ethnic minority groups reports 21%, a 1% reduction compared to the previous year.

3.1.2 The enrolment levels of students with disabilities and/or learning difficulties has increased by 2% from 16% to 18% compared to the previous year. The retention and achievement rate for these students compares favorably with other students. The College however, continues to see a rise in the number of students reporting mental health issues.

3.2 Student Performance 2014-15

3.2.1 Gender

The qualification success rates for male and female students are positively consistent compared to national trends (87% compared to 86%) for all ages (Table 2).

Table 2 Success Rates By Gender: All Qualifications, All Levels

Age Group	Gender	Starts	Success		Retention		Achievement	
		2014/15	2014/15	2013/14	2014/15	2013/14	2014/15	2013/14
16-18	F	2000	87%	87%	91%	89%	95%	97%
	M	2537	86%	86%	91%	90%	95%	96%
19+	F	702	87%	86%	90%	91%	97%	95%
	M	382	83%	77%	88%	86%	94%	90%
All Ages	F	2702	87%	87%	91%	90%	96%	97%
	M	2919	86%	85%	90%	89%	95%	95%

3.2.2 Disability

The success rate for students, all ages, disclosing a disability and/or learning difficulty is 90% compared to 85% for other students (Table 3). 16-18 students with a disability and/or learning difficulty exceed the achievement of other students by 5% (90% compared to 85%) and 19+ students report 86% compared to 85%.

This year 330 students received one to one Additional Learning Support and 716 students received support via classroom support strategies managed by teachers.

Table 3 Success Rates By Disability: All Qualifications, All Levels

Age	Disability	Starts	Success %		Retention %		Achievement %	
		2014/15	2014/15	2013/14	2014/15	2013/14	2014/15	2013/14
16-18	Y	1227	90%	89	93%	90%	97%	99%
	N	3310	85%	86%	90%	89%	95%	96%
19+	Y	203	86%	85%	89%	89%	97%	95%
	N	881	85%	82%	89%	89%	96%	92%
All ages	Y	1430	90%	88%	92%	90%	97%	98%
	N	4191	85%	85%	90%	89%	95%	95%

3.2.3 Ethnicity

The success rates for ethnic minority students and White students are consistent at 86% (Table 4) compared to the previous year where ethnic minority students outperformed White students by 2% (87% compared to 85% for White students).

Table 4 Success Rates By Ethnicity, All Long Qualifications, All Levels

All Ages All Levels	Starts	Success %		Retention %		Achievement %	
	2014/15	2014/15	2013/14	2014/15	2013/14	2014/15	2013/14
White	4249	86%	85%	90%	90%	96%	96%
All Other Ethnic Groups	1372	86%	87%	91%	90%	94%	95%
Total	5621	86%	85%	91%	89%	95%	96%

3.2.8 All ethnic groups are subject to scrutiny and monitoring at course level through routine Quality Assurance Activity and termly quality improvement meetings as part of the self-assessment process. The table below shows that the majority of specific ethnic groups perform consistently with White British students. Arab and Other Black students perform less favourably than other students and will be a focus for the College this academic year.

Table 5 Success Rates By Ethnicity, All Qualifications, All Levels

All Ages All Levels	Starts	Success %		Retention %		Achievement %	
	2014/15	2014/15	2013/14	2014/15	2013/14	2014/15	2013/14
White British	3739	86%	85%	90%	89%	95%	96%
Irish	45	84%	80%	87%	89%	97%	90%
Gypsy/Irish Traveller	6	83%	83%	83%	92%	100%	91%
Other White	459	90%	87%	93%	90	97%	97
White/Asian	63	87%	84%	90%	85%	96%	84%
White/Black Caribbean	119	80%	84%	87%	88%	91%	96%
White/Black African	39	97%	79%	97%	84%	100%	79%
Other Mixed	79	87%	88%	91%	94%	96%	88%
African	228	89%	92%	93%	95%	97%	92%
Caribbean	180	84%	82%	93%	86%	90%	82%
Other Black	55	78%	83%	85%	95%	91%	83%
Bangladeshi	25	92%	89%	92%	89%	100%	89%
Chinese	23	96%	82%	96%	82%	100%	82%
Indian	129	90%	96%	93%	97%	97%	96%
Pakistani	194	88%	86%	92%	90%	96%	86%
Other Asian	144	83%	86%	89%	91%	93%	86%
Arab	29	72%	100%	90%	100%	81%	100%
Any other ethnic group	65	88%	93%	92%	98%	95%	93%
Total	5621	86%	85%	91%	89%	95%	96%

3.3 Student Attitudes and Behavior 2014-15

3.3.1 Standards of student behavior at the College are generally excellent. Student behavior is managed routinely by all staff across the College and more formally through the Managing Student Behavior Policy. During 2014-15 on 31 occasions formal meetings were held where it was deemed that students had demonstrated inappropriate levels of behavior which were of a nature serious enough to consider suspension or exclusion from the College. The majority of incidents relate to the bullying and harassment of others; theft; and poor attendance. The incidents of this nature have remained consistent with last year (33). Of the 31 cases only seven resulted in exclusion.

3.3.3 The development of student attitudes and behaviors continues to be in sharp focus for the College. The College provides personal, social and employability skills education to students through the Modern Britain programme.

3.4 Student Satisfaction 2014-15

3.4.1 Student satisfaction remains high and above the College's target of 90% satisfaction across a range of groups and indicators. The response rates show no significant differences between student groups.

3.4.2 The College received 51 formal complaints across the year. The complaints focused primarily on teaching, student relationships, and issues outside of the College. All complainants are made aware that they are able to escalate their complaint to the Skills Funding Agency if they are dissatisfied with the College's response / action. All complaints were resolved with none of the complainants taking further action.

4. College Employees

4.1 The College employs 1068 staff, 514 of these are on permanent full-time or part-time contracts and the remaining 554 are non-permanent hourly paid employees recruited as and when needed. Of the 1068, 377 staff are employed on a contract that would be termed 'zero-hours'. This includes hourly paid staff, communicators and specialist learning advisors. While this has received some negative attention in the media the College works hard to ensure these staff have the same benefits as other staff, while allowing the flexibility to meet the needs of our students. This includes agreed schedules of work, statutory and occupational sick pay, holiday entitlement, access to the appraisal process and professional updating and a pay award in-line with that made across College. Tables 6 to 9 below show a breakdown of the profile of employees.

4.2 At point of recruitment, the College collects details on all of the nine protected characteristics (Race; Disability; Gender; Age; Sexual Orientation; Religion or Belief; Gender reassignment; Pregnancy and Maternity; Marriage and Civil Partnership).

4.3 Existing employees will be asked to update their personal information over the coming months following the full implementation of the College's new employee record system.

4.1.1 Gender

Of the 514 permanent staff, 187 (36%) are male and 327 (64%) are female, compared to 213 (38%) males and 341 (62%) females amongst the hourly paid employee cohort. Table 6 indicates the gender split for permanent staff to include the breakdown by managers, teachers, student facing services (Admissions, ALS, GAP, LRC, student support) and business support staff. It is pleasing to note that the split for teachers (55% female and 45% male) matches favorable with the student population (54% female and 46% male).

Table 8 Gender Profile of Permanent Staff

Gender	Manager	Teacher	Student Services	Business Support	Total
Female	25 (61%)	128 (55%)	130 (80%)	44 (56%)	327 (64%)
Male	16 (39%)	103 (45%)	33 (20%)	35 (44%)	187 (36%)
Total	41	231	163	79	514

4.1.2 Age

Table 7 indicates the age profile of both permanent and hourly paid staff. Most notably percentage of staff under the age of 24 is significantly increased during the autumn recruitment period with a number of students employed to support the key enrolment and start of term.

Table 7 Age Profile of Staff

Age	Permanent	Hourly Paid	Total
16-24	26 (5%)	107 (19%)	133 (13%)
25-34	120 (23%)	76 (14%)	196 (18%)
35-44	103 (20%)	99 (18%)	202 (19%)
45-54	135 (26%)	132 (24%)	267 (25%)
55-64	113 (22%)	99 (18%)	212 (20%)
65+	17 (4%)	41 (7%)	58 (5%)
Grand Total	514	554	1068

4.1.3 Disability

Table 8 indicates the number of both permanent and hourly paid staff who have declared disability. .

Table 8 Disability Profile of Staff

Declared Disability	Permanent	Hourly Paid	Total
Yes	22 (4%)	16 (3%)	38
No	492 (96%)	538 (97%)	1030
Grand Total	514	554	1068

4.1.4 Ethnicity

Table 9 indicates the ethnic profile of both permanent and hourly paid staff. 75 (15%) of permanent staff have disclosed that they are from a minority ethnic group and includes employees who declared their ethnic type as Any Other (Table 6). This compares with 65 (12%) of hourly paid staff. The recruitment of staff from a diverse range of backgrounds remains a focus for the College and is embedded in current recruitment practice.

Table 9 Ethnic Profile of Staff

Ethnic Origin	Permanent	Hourly Paid	Total
British/English/Welsh/Scottish/N Irish	359 (70%)	334 (60%)	693 (65%)
Irish	6 (1%)	6 (1%)	12 (1%)
Any other White background	31 (6%)	26 (5%)	57 (5%)
White and Black Caribbean	4 (1%)	1 (1%)	5 (0%)
White and Black African	1 (0%)	0 (0%)	1 (0%)
White and Asian	0 (0%)	2 (1%)	2 (0%)
Any other Mixed background	5 (1%)	4 (2%)	9 (1%)
Indian	15 (3%)	17 (3%)	32 (3%)
Pakistani	10 (2%)	7 (1%)	17 (2%)
Bangladeshi	2 (0%)	2 (1%)	4 (0%)
Chinese	3 (0%)	1 (1%)	4 (0%)
Any other Asian background	8 (1%)	7 (1%)	15 (2%)
African	7 (2%)	9 (2%)	16 (2%)
Caribbean	19 (4%)	7 (1%)	26 (3%)
Any other Black background	1 (0%)	2 (1%)	3 (0%)
Any other ethnic group	5 (1%)	9 (2%)	14 (2%)
Unknown	20 (4%)	81 (15%)	101 (9%)
Prefer Not To Say	18 (4%)	39 (7%)	57 (5%)
Grand Total	514	554	1068

4.2 Employee Training and Development

College employees engaged in 20,059 hours of professional training and development over the past year. 9% of the hours accounted for mandatory training including topics such as safeguarding, health and safety and first aid. 73% of hours was undertaken by teachers and other curriculum-focused employees to meet the new professional standards and to further develop the College's competence at teaching and assessing English and Maths.

4.3 Employee Performance

4.3.1 During the past year twenty two employees accessed the Performance Management procedures due to concerns regarding their performance. The cases included employees from a range of ethnic groups and there was an equal distribution of males and females. Only one employee declared disability and appropriate adjustments were made in this case.

4.4 Employee Satisfaction

In June 2015 the College was re-accredited with the Investors in People (IIP) Standard. The re-accreditation involved interviews with a cross-section of over fifty staff and was overwhelmingly positive. Staff commented favourably in respect of the culture, levels of support, and access to training and development. Two recommendations for consideration were made regarding 'reward and recognition' and 'Employee Inductions'. The College is currently considering how improvements in these areas can be implemented.

Equality & Diversity Policy

2015/16

The College welcomes students and staff from all backgrounds and communities, and we guarantee that you will be treated fairly and with dignity and respect while you are here. We recognise individual needs, situations and goals and will work with you towards removing the barriers to what you can do and what you aspire to be.

We believe in creating an inclusive environment and it's an essential part of our culture. We expect all of our employees to treat each other equally, honestly and with respect. We have zero tolerance of discrimination, harassment or bullying of any kind. This includes on the grounds of age, race, gender, marital status, disability, religion or belief, gender re-assignment, sexuality or on any other grounds, including association to another individual who may be discriminated against because of their protected characteristic.

We want to nurture a culture where diverse perspectives can help drive success for individuals and groups. The College is here to help you achieve your ambitions, whether through learning or employment. We want you to aim high and do well. We do not want anything to stand in your way, so we will provide a wide range of support for those who need it. The support you need to make progress will be provided without question; this is your entitlement.

All staff and students are expected to:

- Treat all individuals fairly, with dignity and respecting different styles, skills and cultures
- Promote a work and education culture in which diversity is highly valued and embedded
- Ensure zero tolerance of all forms of discrimination, bullying and harassment
- Takes steps to resolve personal conflict as early, fairly and amicably as possible

All stakeholders (including students, staff, contractors and partners) are subject to this policy and those related to it. Students, staff and governors will receive regular training, updates and information. We will review our practices to ensure we continually implement best practice and remove any barriers that could restrict access to individuals or groups.

If you believe you have been discriminated against in any way you can use the College Complaints Procedure. If you are a member of staff there are informal and formal routes including policies you can access to resolve any concerns and to get a quick and just resolution. All complaints will be taken seriously and dealt with fairly.

The diversity of our students and staff is one of our great strengths; it contributes to the atmosphere and ethos of the College in which we expect to give you the environment to enjoy working and learning.

Equality and Diversity Strategy

1. Introduction

- 1.1 The Equality and Diversity policy is underpinned by the Equality and Diversity strategy, which sets out in more detail our equality objectives and impact measures and how progress against these will be monitored and reported. It describes how the College seeks to ensure that it is free from unlawful discrimination and promotes diversity across all of its activities and work.

2. Legal Framework

- 2.1 The strategy recognises the requirements and general duties of the Equality Act (2010) by public authorities to:

- To remove or minimise disadvantages experienced by people who share a protected characteristic
- Take steps to meet the needs of people who share a protected characteristic
- Encouraging people with protected characteristics to participate in public life in other activities where their participation is low

- 2.2 In addition to have due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

- 2.3 The general equality duties will be fulfilled by the College, when exercising its functions as follows:

- 2.3.1 *Discrimination* is recognised as when a person is treated less favourably than another person because of a protected characteristic they have or are thought to have. It is also recognised as potentially occurring through association to

another individual who may be discriminated against because of their protected characteristic.

2.3.2 *Harassment* is recognised as unwanted behaviour that has the purpose or effect of violating a person's dignity or creates a degrading, humiliating, hostile, intimidating or offensive environment.

2.3.3 *Victimisation* is recognised when a person experiences disadvantage because they have supported someone in making a complaint or an allegation of discrimination, or because they personally have made an allegation of discrimination.

2.4 The College recognises the definition of disability as 'a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities'. This is recognised to include not just people with obvious physical disabilities, visual or hearing impairments, but also people with dyslexia, diabetes, epilepsy, mental health conditions or long term illnesses that are now in remission.

3. Equality and Diversity Objectives

3.1 Equality and Diversity objectives and impact measures (EDIMs) are in place at both Corporate and School levels. Targets are set on the basis of analysis of student and staff data which relates to enrolments, recruitment, absence, retention, achievement, success and behaviour. These are set and monitored through the Self-Assessment and Quality Improvement Action Plan monitoring activities to ensure that equality is embedded in quality monitoring activities.

3.2 The equality objectives set at corporate level are:

- Reduce the gaps in success rates where performance between groups is above 3% to include all protected characteristics
- Monitor achievement gaps for English and maths to include all protected characteristics applying the 3% threshold between groups
- Develop equality and diversity monitoring arrangements for student destinations

- Ensure equality and diversity practice is embedded in all aspects of the new College student recruitment process
- Ensure that equality and diversity practice is advanced consistently well across all areas of the College including the promotion of fundamental British Values
- Provide Equality and Diversity update training to include the new prevent Duty (2015)
- Provide the opportunity for all staff to disclose information relating to all nine protected characteristics
- Develop management reports which allow the monitoring of protected characteristics to improve performance and the employee experience
 - recruitment and selection
 - retention\staff turnover
 - well-being (including parental leave, work/life balance requests, sickness)
 - grievances, disciplinaries and harassment (where relevant)

4. Monitoring & Reporting Progress

- 4.1 The College Leadership Group and Senior Management Team review the College's performance against its Corporate and local EDIMs. Key student performance indicators are monitored on a weekly basis. These include applications, enrolments, absence, retention, achievement and success.
- 4.2 In-year performance is formally reviewed through the Self-Assessment process and progress is reported twice annually via the Quality Improvement Action Plans. This includes information drawn from a variety of quality indicators to ensure that equality is embedded including key performance indicators, observations, surveys, and focus groups.
- 4.3 Regular monitoring and reporting of associated policies and procedures also takes place on a scheduled basis as detailed within the College's Quality Assurance Plan. This includes a wide range of activity to include for example, the Managing Student Behaviour, safeguarding, learner support fund, additional

learning support, admissions, staff Grievance and Disciplinary policies and the Complaints Policy.

4.4 Equality and Diversity practice is continually reviewed by staff and students. Involvement with College employees takes place through a number of mechanisms, including new employee induction, Staff Forum, training and development and also on an ad hoc basis, as and when required. Students are involved in the development and review of equality and diversity policy and practices through a variety of mechanisms including student representatives, surveys, focus groups, student Council.

4.5 A formal Equality and Diversity report is submitted to the Corporation on an annual basis and meets the reporting requirements of the Equality Act (2010). This includes reporting on a range of student and staff data, for example:

- Students:
 - Profile of students enrolled
 - Retention, success and achievement of students
 - Numbers of students receiving a range of support services
 - Disciplinary and exclusions of students
 - Student feedback
 - Complaints

- Employees:
 - Profile of employees
 - Performance information for staff
 - Access and take up of training

5. External Benchmarks

5.1 The College's work in relation to equality and diversity will, wherever possible, be measured against external benchmarks. Opportunities to work towards external recognition on all aspects of equality and diversity will be actively sought and maintained, for example the disability Two Ticks scheme.