

**ITEM FOR:**

**APPROVAL**

**INFORMATION** X

**DISCUSSION**

**MONITORING/REVIEW**

## **Equality and Diversity Update**

### **1.0 Introduction and purpose of the paper**

- 1.1 This paper provides an update against our equality and diversity objectives and proposes a way forward for the future.
- 1.2 Members will recall that under the provisions of the equality Act 2010 public authorities (of which the college is one) are required to produce an equality scheme, annual action plan and publish data related to equality and diversity on an annual basis. This paper proposes an amended equality scheme, an amended diversity action plan and reports against the college's key equality and diversity data.

### **2.0 Equality and Diversity Data 2012/13**

- 2.1 On an annual basis a sub-group of the college's equality and diversity steering group meet to look at key data related to equality and diversity. This meeting took place in March with outcome shared with Executive and leadership team in May 2014. Data sets relate to both students and employees at the college. The following paragraphs form a summary of key points to note in relation to the data. Full copies of the data reports are available on request.

#### Employee and Student Profiles

- 2.2 For the first time we have included data related to LGB staff across the organisation, however it must be noted that at this time the level of 'unknowns' in this category make any meaningful analysis of the data impossible.
- 2.3 Our employee profile in terms of BME, Disability and Gender remain largely unchanged from the previous year. Our BME staff profile did increase slightly against the previous year; at 5.6% our BME profile is now slightly above the local population profile recorded in the last census of 5.3%. Our gender profile indicates that 64% of our workforce is female and 3.8% of our staff have a declared disability. Our age profile has remained consistent for the last three years with the majority of our staff falling within the 21-35 and 36-45 age groups. We currently have 0.6% of employees who have declared themselves as LGB. We have no declared LGB status for 64% of our employee base.
- 2.4 Table 1 below shows the student population profile:

College Area	Gender		Ethnicity		Disability or learning difficulty	
	Female	Male	BME	White British	LDD	No LDD
Learner Responsive College Based	46%	54%	14%	86%	21%	79%
College based ER Apprenticeships	46%	54%	8.6%	91.4%	11%	89%
College based Work Place Training	13%	87%	17%	83%	3%	97%
Vision workforce skills apprenticeships	37%	63%	21%	79%	10%	90%
Vision Workforce skills work place training	19%	81%	28%	72%	1.2%	98.8%

2.5 In addition to the above we collect data on vulnerable learners for our college based learner responsive provision. Learners would be classed as vulnerable if they were looked after, care leavers, carers, young parents and who had a previous criminal record this shows that in 2012/13, the college had 4% of its learners who would be classified as 'vulnerable'.

2.6 In terms of the college's profile we significantly over recruit BME students against the local population and this has increased steadily over a three year trend period. In terms of gender and LDD our college based learner responsive profile has remained relatively static for the previous three years.

2.7 In terms of our employer responsive profiles for both college based and Vision Workforce Skills, members may note the significant variation in gender profile for work place learning. This will be largely attributed to the predominant sectors within which we work and the gender balance within the industry, whilst we do try and influence employers in relation to their equality and diversity this aspect of the college's work provides training to existing employees who are more likely than not to follow the gender profile for the sector.

#### Employee Data – Key headlines

2.8 A detailed employee data report is attached to this paper at appendix 1. The following areas should be noted:

- The number of applicants that the college attracts from a BME background has increased to 14.9% of all applicants, demonstrating the positive impact that targeted HR recruitment has had. This converts to 16.3% of all successful candidates who are from a BME background.
- Our number of successful applicants in the 16-20 age banding has doubled since the previous year and is indicative of the college's greater use of apprenticeships.
- Our proportion of male candidates and successful candidates has declined on the previous year and whilst not a concern at the present time is being monitored closely to identify any ongoing issues.

- Work on well-being and disability awareness seems to have paid dividends with the number of leavers who have declared a disability reducing from 8.1% to 3.9% in 2012/13; this is now comparable with the workforce profile.
- There are some concerns with regards to our proportion of leavers from BME backgrounds with this group making up 7.4% of leavers and 9% of resignations, whilst there is nothing within the leavers survey to indicate issues, this is being closely monitored and further work being done to identify indicated reasons for leaving.
- In terms of average salary, the college has indicated a salary gap for those employees declaring a disability (-£1145) and the pay gap related to gender has increased from -£2993 to -£3179. Exec should be minded that the college has undergone a robust equal pay audit. Further work is being done to look at pay differentials within roles if any and should issues arise these will be brought back to the Executive Team.
- BME and LGBT salaries are slightly higher.
- In terms of grievances and disciplinaries, 77.8% of all grievances and 81.8% of all disciplinaries were from staff from BME backgrounds; this is against an employee profile of 5.6%. This is of concern and further work is currently being done to examine the reasons for grievance and disciplinary to ascertain any common themes. Similarly 66.7% of all grievances and 72.7% of all disciplinaries were from male employees against a profile of 36%.

#### Student performance data

Learner responsive.

- In terms of gender at overall level, the college has a 3% success gap between male and female students with males out-performing females. This is entirely an issue of retention with achievement rates for both groups being equal. Further analysis would indicate that the predominant issue is at 19+ level 3.
- In terms of ethnicity at overall level there is no success gap between BME and non-BME students. However there is an 8% achievement gap in long qualifications, 16-18 data with white British students out-performing BME students by 8%, this translates to a 3% gap in success rates. At 19+ this gap increases to 13%, translating into a 9% gap in success. Further analysis would indicate that at 16-18 this is at long level 1 and at 19+ is at long level 1 and 3. Exec should note that numbers of students within these areas are relatively low however we are currently analysing if there are specific curriculum areas where the achievement gap is the highest. It should be noted that success rates for BME students have increased over a three year trend period but not at the same rate as other students.
- Students who have declared a learning difficulty or disability out-perform other students at overall level by 4%; this over performance is replicated at 16-18 and 19+ and in all levels. There is an 11% gap between 19+ students with no declared disability studying at level 1.
- Students with a declared mental health issue are the only group of students that under-perform at 16-18 with a 67% success rate, with issues across both retention and success.
- Vulnerable learners significantly under-perform against the rest of the college with a 77% success rate, issues, perhaps unsurprisingly relate to retention with a 9% gap for female students and a 6% gap for male students. The biggest area for concern is those students who have declared some form of criminal record. The targeted support and transition team continue to work with learners to develop strategies to enable them to remain in college.

#### Employer responsive – College based

- There is a 6% gap in terms of gender at overall success level with males out-performing females; this trend is reversed at timely success level where there is a 14% gap in timely success by gender with males significantly under-performing against females.
- There is a 2% gap at overall success and an 8% gap at timely success level for students who are from BME communities.
- There is a 6% gap at overall level and a 15% gap at timely success level for those students who have declared a learning difficulty or disability.
- It should be noted that within BME and LDD categories numbers of students are quite low, as such one student can make a big impact on the data.
- Within work related training there is a 9% gap in timely success by gender, with males out-performing females.
- There is a 4% gap in those students who have declared a disability and those who have not in work place learning at both overall and timely success level.

#### Employer responsive –Vision Workforce Skills

- There is a 14% gap at 19+ apprenticeships between white British and BME students. However with only 17 students declaring themselves as BME, this gap equates to 2 learners.

2.9 Clearly there are some issues of concern within the data; further investigation is taking place to ascertain any particular curriculum area and what support may be put into place for schools of learning and apprenticeship teams to narrow gaps in both retention and achievement. Data for the current year will be made available much earlier, to enable in year planning of remedial action where necessary.

### **3.0 Stonewall Equality Index – results**

3.1 Members will recall that we engaged with Stonewall in 12/13 for the first time by joining their workplace and college champions programme. These programmes are intended to support organisations in creating an environment that is inclusive for LGB staff in particular. The workplace equality index is a questionnaire based assessment of the college's policies and procedures as they specifically relate to the employment, promotion and inclusiveness as it relates to LGB staff.

3.2 We completed the index questionnaire in September and received formal feedback on our progress in late March. Stonewall publish a top 100 companies rating as a result of the survey in January. Whilst the index itself focuses on the employment of LGB staff, the standards used for assessment are useful tools to gauge the entirety of our equality and diversity work.

3.3 The index is split into seven categories: policy; staff engagement; training and development; data and monitoring; community engagement; role models; and the wow factor.

3.4 Our ranking in terms of all organisations who entered the index was 291 out of 369, a further 200+ organisations did not receive a rank. Areas of strength included policy, aspects of training and development and aspects of our community engagement. The main area for improvement is in terms of our staff engagement and in particular the establishment of a vibrant and active staff network to work alongside senior management to take forward initiatives across the college. This will become an area of focus for all protected characteristics and the reformation of the equality and diversity steering group is the first

step towards facilitating this process, with the aim of establishing networks for both staff and students at the start of the academic year. As part of our membership of the Stonewall equality champions programme they will also come into college to run a session for all staff on networks and we would look to schedule this into staff development week in July.

- 3.5 We discussed a range of further actions that the college can take in response to areas for improvement and these will form a key part of the equality and diversity action plan moving forward.

#### **4.0 Equality and Diversity Scheme and Action Plan**

- 4.1 A revised equality and diversity scheme for the years 2014 – 2017 is attached at appendix 1 to this paper. The scheme does not contain any major changes but has been updated to reflect our key data and to provide an update of progress with regards to the action plan 2010-2013. Finally information about the college has been updated.

- 4.2 It is proposed that the action plan has four main strands and an early draft is attached at appendix 2 for information – this will be considered in detail by the equality and diversity steering group in July 2014.

1. Communication and Engagement
2. Positively promoting protected characteristics
3. Addressing achievement gaps
4. Work with partner providers.

- 4.3 At an executive team held in April executive level champions were identified to support the work of equality and diversity moving forward.

#### **5.0 Recommendation**

Members are asked to note the paper and recommend the Equality and Diversity Scheme for board approval.

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