

HARLOW COLLEGE FURTHER EDUCATION CORPORATION

DATE OF MEETING **21 OCTOBER 2010**

TITLE OF PAPER **EQUALITY AND DIVERSITY REPORT 2009/10**

PURPOSE OF PAPER To provide Governors with findings and recommendations on the college's equality and diversity objectives and its workforce and learner diversity profiles.

Actions Requested:	The Corporation to note and approve the report for publication on the college website
Resource Implications:	No direct implications
Risk Assessment:	It is a legal requirement to publish the college's equality and diversity report.
Equal Opportunities Impact Assessment:	This is integral to the purpose of the report
Relationship to the Teaching and Learning Strategy:	Equality and Diversity is a key element of the Teaching and Learning Strategy.
Prior Committee Consideration:	Equality and Diversity 2009/10 Update – May 2010 Equality and Diversity Annual Report – May 2009
Next Stage(s):	Publication of Annual Report
Source:	College Equality Scheme, Equality Act 2010, LSC Self-Assessment in Equality and Diversity, local data.
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Harlow College Equality and Diversity Annual Report 2009/10

Executive Summary

I am delighted to present the Harlow College Equality and Diversity Annual Report for the Academic year 2009/10.

Providing the background and context to the equality strategy of the college, the report highlights changes in equality legislation, the focus of our regulating body Ofsted and how these have impacted on our equality objectives.

In addition, the report provides an analysis of our equality objectives, our policies and our future actions. It also provides a comprehensive breakdown of our staff and learner profiles and sets out our recruitment strategy and our equal pay review.

Since the last equality report in May 2009, we find that our staff and learner profiles have remained relatively unchanged and that we remain representative of the local and wider community in terms of our overall ethnicity and gender profiles. Some factors for consideration have emerged:

- Learners with a declared disability have increased by three per cent
- Staff with declared disabilities and from black minority ethnic communities are not represented at senior management level
- In order to monitor trends for employees aged 65 plus we need to disaggregate our data and provide a separate category for this age group

Our equal pay review does not flag up any immediate concerns; however, we will continue to monitor it in line with the Association of Colleges recommendations and the requirements of the Equality Act 2010.

In terms of Ofsted, we need to concentrate now on evidencing the positive impact that our equality strategy is having on our learners, our staff, our partners and our community.

Whilst our data suggests there are not any significant gaps in our learner achievement this year, we take very seriously the need to consistently monitor our learner outcomes against equality measures and will continue to do this on a regular basis.

The college realises how important it is to consult with its staff, its learners, its partners and its community. In this report, we set out how we have started to strengthen our links with these stakeholders by consulting on our equality objectives, policies and actions.

This year, the new Equality Act has passed through Parliament. In response, Harlow College is consulting on a revised Single Equality Scheme (SES) and Action Plan in order to set its equality objectives for 2010-2013. The SES is available for comment on the Harlow College Website and on QUBE, the staff intranet.

I hope you will find this report both informative and encouraging.

Ruth Braysher (CHAIR)
Harlow College Equality and Diversity Steering Group



Annual Report 2009/10

A. BACKGROUND

1. Since the last Annual Report in May 2009, there have been two significant changes that have impacted on the college's equality objectives.
2. The new Ofsted Framework for colleges was introduced in September 2009. It introduced 'limiting grades', one of which is for equality and diversity. A limiting grade for equality and diversity might mean that the overall judgement for effectiveness could be limited to no better than satisfactory.
3. A new piece of equality legislation was passed through Parliament in April this year. The Equality Act 2010 updates, simplifies and strengthens all the previous equality legislation, delivering a simple, modern and accessible framework of discrimination law to protect individuals from unfair treatment and to promote a fair and more equal society.
4. The college's response to these changes was to dedicate the resource of an Assistant Principal to provide leadership and support across the college to focus on compliance and promoting best practice for equality and diversity.
5. Like all public bodies, the college has a statutory duty to develop frameworks for the promotion of race, disability and gender and to publish an equality scheme and action plan setting out how it will achieve its equality objectives. The Equality Act 2010 introduces further statutory duties covering age, gender-reassignment, pregnancy and maternity, religion or belief and sexual orientation. These different equality strands are known as 'protected characteristics'. The proposed new specific duties are due to come into effect in April 2011. Other elements of the Equality Act 2010 came into force on 1st October 2010.
6. Harlow College published its first Single Equality Scheme (SES) in March 2007. This scheme has been reviewed and a new 'bridging' scheme for 2010/11 has been published for consultation, to gather and consider evidence in relation to all the protected characteristics in order to determine our equality objectives from 2011 onwards. (Annex 1)

B. EQUALITY OBJECTIVES 2009/10

Objective	Status
Single Equality Scheme and Action Plan to be reviewed and a new scheme to be drawn up, published and consulted on	➤ complete
Carry out targeted E&D staff developments with teams and service areas	➤ Complete
Review and re-design Equality Impact Assessment process	➤ Complete
Review Terms of Reference and membership of E&D Steering Group	➤ Complete
Further develop and continue the E&D staff development programme	➤ Complete
Establish an E&D Link Governor	➤ Complete
Incorporate E&D into the Tutorial Framework	➤ complete
Strengthen the system for publishing and gaining feedback on policies, practices and procedures through consultation with staff, students, unions and external groups	➤ partially complete
Review of the framework for policy procedure and review (to include Equality Impact Assessment)	➤ complete
Create a high profile for E&D through publicity, promotion and celebration	➤ improved and continuing

C. EQUALITY OBJECTIVES 2010/11

7. The draft Harlow College Equalities Action Plan 2010/11 is at Annex 2

Equality Work-plan

Objective	Target completion date
Single Equality Scheme and Action plan 2011-2013 published	➤ 31 January 2011
All senior managers to carry out Equality Impact Assessments (EIA) for their area.	➤ Oct 10 - April 11
Disability, Race and Gender schemes are fully aligned to the new Equality Act	➤ November 2010
Implement E&D Staff Development programme	➤ Aug 2010-Jul 2011
Produce an Equality Impact Report on staff and learners	➤ March 2010
Bring all HR practices into line with the Equality Act 2010	➤ Aug 2010 - April 2011 and ongoing

D. OFSTED

8. Currently, the college is sitting between 'satisfactory' and 'good' according to the guidelines in the Ofsted Handbook (Sept 2009). In order to be operating at the level of 'good' the college needs to demonstrate that the equality steps it has taken are having an *impact* and that it is:
 - Ensuring the promotion of equality and diversity is embedded in *all* aspects of our work
 - *effectively* promoting equality and diversity (as opposed to just actively promoting it)
 - *Successfully closing* any identified gaps in achievement
9. The college Equality and Diversity Steering Group has established a working party to scope all data and evidence that demonstrates the impact of our equality and diversity strategy 2010 (objectives).

Resources

10. The college has in place an Equality and Diversity Steering Group to steer and monitor the college's equality strategy.

D. WORKFORCE DIVERSITY PROFILE

11. There has been a continued effort to encourage staff to disclose equality information in order that we may identify diversity trends and developments in our recruitment outcomes and workforce profile.

Ethnicity

12. At October 2010, ethnic minority representation of salaried staff is 8.90% from Black Minority Ethnic (BME) groups, 1.44% from White/Asian and White European groups, giving a total of 10.34%. This figure has increased slightly from 2009 when it was 10%. The majority (89.64%) of staff is from a white background.
13. The BME population in Harlow is 8.2%, with White Other (including Eastern European Groups) at 2.6% and White Irish at 1.4%¹
14. Nationally, the total proportion of BME staff in FE colleges has remained relatively unchanged since 2005 going from 7.8% to 8.5% in 2007²
15. There is no representation of BME or White Asian/White European staff on the Senior Management Team. Of all managers, 7.25% are from BME or Other White groups.

¹ Harlow Council Equality Metric 2008

² LLUK Annual Workforce Diversity Profile 2007/8

16. Nationally, in 2007/08, 4.0 per cent of staff from white backgrounds were in senior management roles compared to only 1.8 per cent of staff from minority ethnic groups³

Disability

17. At October 2010, staff with self-declared disabilities represented 10.60% of the workforce. There is, however a large percentage of 'not-known' sitting at 38.80% of our staff, with 5.60% declaring 'no disability'
18. The estimated disability population of Harlow residents available for work is 11-13%⁴
19. There are no declared disabilities within the Senior Management Team and amongst all managers there are 8.45% self-declared disabilities and just over 60% 'not-known'
20. Nationally, in 2007/08 less than 3 per cent of staff in further education colleges had a declared disability and across management roles there is no major difference in the percentage of staff with and without a declared disability⁵

Gender

21. At October 2010, staff are split 57.59% female and 42.41% male. The split of the Senior Management Team is 57.14% female and 42.86% male. Across other management roles the split is female 54.93% and male 45.07%.
22. Nationally, the workforce in further education colleges has been predominantly female with approximately two-thirds female and one-third male⁶ and males were more likely to be in management roles (7.3%) than females (6.6%) and males were twice as likely to be in senior management roles than females (5.3% and 2.8% respectively)

Pay Equality

Table 1: Harlow College Equal Pay Review (at July 2010)

Salary Range	Female		Male	
	number	%	Number	%
Under £20,000	56	23.14	36	19.46
£20-30,000	79	32.64	60	32.43
£30-40,000	78	32.23	65	35.14
£40-50,000	24	9.92	18	9.73
£50-60,000	3	1.24	3	1.62
£60-70,000	0		2	0.54
£70,000 +	2	0.83	2	1.08
total	242		185	

³ IBID

⁴ Harlow Council Equality Metric 2008

⁵ LLUK Annual Workforce Diversity Profile 2007/8

⁶ IBID

23. Review of this data does not flag up any immediate concerns. Monitoring will continue in line with Association of Colleges (AoC) recommendations and the requirements of the Equality Act 2010.

Age

- 24. As at October 2010, employees representing the age bands 41-50 and 51-60 represent 26.5% and 31.08% respectively of the total workforce. The smallest age bands are represented by 4.10% age 16-21 and age 61 + at 8.43%.
- 25. All of the senior management team fall within the 41-50 and 51-60 age bands. Other managers are represented predominantly by the 51-60 age band (46.48%) with a wider spread across the other age bands (Table 2).
- 26. Nationally, in 2007/08, more than a third of staff (34.7%) in further education colleges was aged 50 years and over. Also, staff in the youngest and oldest age bands represented the smallest staff groups⁷.
- 27. We do not currently set apart data for staff in the 65 years plus age group. It is included in the 60 years plus category. However, we intend to distinguish data for this age band so that we can monitor any trends arising from recent employment legislation.

Table 2: Age banding for all managers

Age	No.	%
16-21	0	0
22-30	3	4.23%
31-40	8	11.27%
41-50	23	32.39%
51-60	33	46.48%
61+	4	5.63%
Total	71	100.00%

Sexual Orientation

- 28. Staff are given the opportunity to disclose their sexual orientation (Table 3).
- 29. Nationally, there are an estimated 1.7 million disclosed lesbian, gay and bisexual people in the workforce⁸.

Table 3: Total Workforce Sexual Orientation (October 2010)

Sexual Orientation	No.	%
Heterosexual	317	76.39%
Lesbian or Gay Man	4	0.96%
Not disclosed	94	22.65%
Total	415	100.00%

⁷ LLUK Annual Workforce Diversity Profile 2007/8

⁸ Sexual Orientation Employer Handbook V.3 Stonewall

Religion and Belief

- 30. Staff are given the opportunity to disclose their religious and non-religious beliefs (Table 4).
- 31. The 2001 Census indicates the following self-identification of religious belief amongst Harlow residents: Christian 68%, Muslim 1.3% with 30% no religious belief or failing to state belief.

Table 4: Total workforce religion/belief

Agnosticism	2	0.48%
Atheism	1	0.24%
Buddhist	3	0.72%
C of E	5	1.20%
Catholicism	6	1.45%
Christian	136	32.77%
Do not wish to disclose	221	53.25%
Hindu	4	0.96%
Jewish	2	0.48%
Muslim	2	0.48%
None	24	5.78%
Other	8	1.93%
Unknown	1	0.24%
Total	415	100.00%

Recruitment

- 32. Equality data is collected through voluntary disclosure at point of application.
- 33. This year, online applications have been posted on the Diversity Group website and Harlow College has an entry in the Diversity Group Directory.
- 34. Recruitment statistics correspond to the present workforce profile with ethnicity and age bands reflecting similar percentage splits. Full recruitment statistics for the academic year 2010/11 are at Annex 3.

E. LEARNER DIVERSITY PROFILE

Ethnicity

- 35. During the academic year 2009-10, the ethnicity of learners was predominantly from white backgrounds at 89.43% with Black Minority Ethnic and Other backgrounds at 10.73% compared to 10.34% BME staff⁹

⁹ Harlow College Credibility Report 2009-10

Learning difficulties/disabilities

36. During the academic year 2009-10, learners with a disclosed learning difficulty or disability made up 18.46% of the learner profile, with 1.17% listed as Not known¹⁰ This represents an increase of disability disclosures from 2008/09 when the figure was around 15%.

Gender

37. During the academic year 2009-10, the gender profile of learners was 46.70% female and 53.30% male. These figures are consistent with the gender profile from the 2008/09 annual report.

Equality Diversity Impact Measures (EDIMs)

38. All college teams and partners are aware of their learner success profiles in terms of EDIMs and take steps to eliminate any identified gaps in achievement.
39. The EDIMS for 2008/09 did not flag up any significant gaps in achievement. Where there were small percentage dips against equality strands it was mostly found to be individuals or small groups.

F. CONSULTATION AND PRACTICE

Staff and Partners

40. Staff and partners are informed and involved in the college's equality and diversity strategy through a variety of means.
- a rolling staff development programme
 - consultation with the three recognised staff unions
 - consultation through an E&D area on our college intranet 'QUBE'
 - a monthly equality and diversity newsletter
 - E&D displays
 - E&D Champions (APEX Partnership)
 - Equality Impact Assessments
 - Delivery of E&D through the Tutorial Framework

Learners

41. The learner voice and learner participation is encouraged through a variety of means:
- Students Union (Equality Officer post is new this year)
 - Student Council
 - Class/Academy Representatives
 - Focus Group activity
 - Student Ambassador Scheme (new this year)

¹⁰ Harlow College Credibility Report 2009-10

42. A learner E&D Champions Scheme is being considered.

Community

43. The college has many formal and informal partnerships in the community and many organisations are involved in providing information and support for our learners.
44. It is our intention to consult more with these organisations on our equality objectives
45. An informal network of Harlow Public Sector organisations has evolved and is working to share good diversity practice and networks. There have already been two events that Harlow College has participated in namely, the Rainbow Day at Harlow Fire Station to raise awareness of LGBT staff in the workplace and the Black History month event in Harlow Town Centre.

G. FINDINGS

Key issues arising from the data/report:

46. The gender and ethnicity profiles for students and staff have not significantly changed since the last report.
47. The declared disability profile of students has increased slightly
48. The gender, ethnicity and disability profiles for students and staff are representative of local and national trends
49. Staff from BME communities and staff with disabilities are under represented at middle and senior management level
50. Women are well represented at senior management level
51. There are no significant gaps in learner achievement
52. Monitoring of pay equality does not flag up any immediate concerns

H. RECOMMENDATIONS

53. This report has provided significant information about the nature and trends of the college, its learner and student profiles and progress on its equality objectives. The report suggests that further strategies to improve equality and diversity of our college community would be:
 - 53.1 To expand on and continue collecting equality data; to monitor the *impact* of the college's equality strategy on learners, staff and the community.
 - 53.2 To strengthen links with the community and other stakeholders by consulting on our equality objectives and our policies.
 - 53.3 To review our recruitment practices in order to encourage more representation from protected characteristic groups and particularly at senior management level.
 - 53.4 To collect and monitor data on the trends of staff in the 65+ age group
 - 53.5 To further refine the monitoring of pay equality in line with the requirement of the Equality Act 2010.

Index of Annexes relating to this Report

Annex 1: Harlow College (Draft for consultation) Equality Scheme 2010/11
www.harlow-college.ac.uk (go to about us/equality and diversity)

Annex 2: Harlow College Equality Action Plan 2010/11
www.harlow-college.ac.uk (go to about us/equality and diversity)

Annex 3: Harlow College Recruitment Statistics 2010 (attached)

Useful web-links

www.harlow-college.ac.uk (go to about us/equality and diversity)

www.equalities.gov.uk

www.equalityhumanrights.com