



Harlow College Equality and Diversity Annual Report 2010/11

Executive Summary

We are delighted to present the Harlow College Equality and Diversity Annual Report for the Academic year 2010/11.

Providing the background and context to the equality strategy of the college, the report highlights how our actions over the last year have impacted on our equality objectives.

In addition, the report provides an analysis of our equality objectives and a breakdown of our workforce and learner profiles, identifying any changes from 2009/10 to 2010/11 and our priorities for the forthcoming year.

Since the last equality report in October 2010, 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. A review of our gender pay equality does not flag up any concerns and suggests that any differentials are substantially lower than the published national and regional averages. Some factors for consideration have emerged:

- The number of student with a disclosed disability has increased by 10%
- More staff have disclosed disabilities and information on their sexual orientation
- Our staff representation from BME groups is above the regional average
- Our gender split for staff is now 50/50 but we have seen male student enrolments surpass female enrolments by 4%.

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.

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

Ruth Braysher (CHAIR) and Sally Appleby (HR Manager)
Harlow College Equality and Diversity Steering Group



A. BACKGROUND

Since the last Annual Report in October 2010:

1. The college has been inspected by Ofsted and was awarded 'Good' for Equality and Diversity.
2. The college's draft Single Equality Scheme and Action Plan was published for consultation with students, staff and stakeholders. The results of the consultation have informed the college's latest Equality Scheme and Action Plan 2011-2015 'Putting People at the Heart of the College Community' (Annex 1)
3. A review of the college's Gender, Race and Disability Schemes was carried out
4. The college updated its Equality and Diversity Policy in line with the Equality Act 2010
5. An Equality Impact Assessment team has been established and over sixty Equality Impact Assessments have been carried out on the college's policies, processes and practices.
6. The Students' Union now have an Equality and Diversity Officer and have represented their views through consultation and membership on the Equality and Diversity Steering Group.
7. The APEX partnership has produced an Equality and Diversity Guide for Employers.

B. EQUALITY OBJECTIVES 2010/11

| Objective | Status |
|--|--------------------|
| Single Equality Scheme and Action plan 2011-2015 | Achieved |
| Establish an Equality Impact Assessment 'Team' | Achieved |
| Carry out a review of the Disability, Race and Gender schemes | Achieved |
| Implement a targeted E&D Staff Development programme on the needs of learners with disabilities, mental ill health and learning difficulties | Achieved |
| Bring all HR practices into line with the Equality Act 2010 | Achieved |
| Promotion of Equality and Diversity both internally and externally | Achieved |
| Make improvements to equalities data collection, monitoring and reporting in line with the Equality Act 2010 | Achieved |
| Improve accessible communication channels/methods | Partially achieved |

C. EQUALITY OBJECTIVES 2011/12

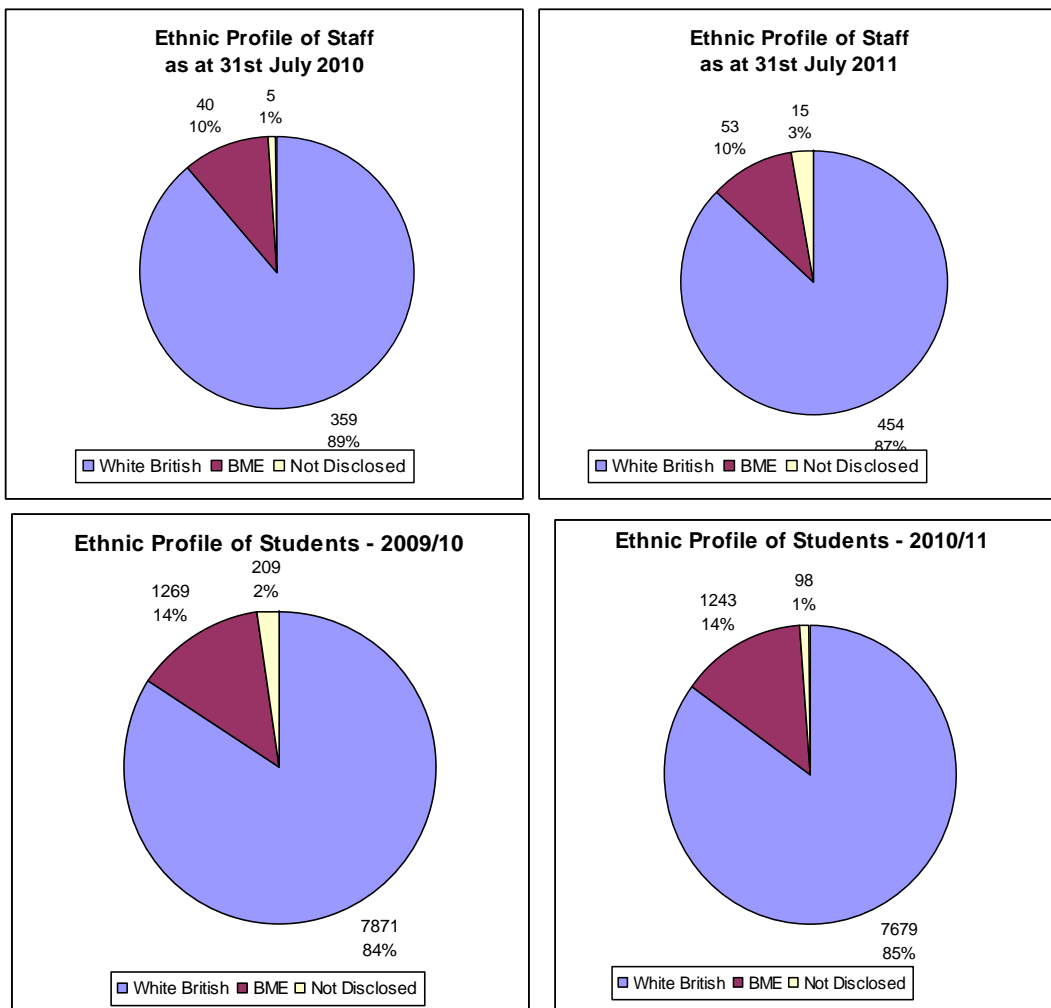
8. The draft Harlow College Equalities Action Plan 2011 - 2015 is at Annex 2

D. WORKFORCE DIVERSITY PROFILE COMPARED TO THE LEARNER PROFILE

9. Over the last year we have reviewed our equality and diversity categories and monitoring systems to ensure they meet current legislative requirements and revised the Equality and Diversity monitoring form used in our recruitment and selection process. We have researched sources against which to measure our progress in equality and diversity and commenced the collection of data to enable us to complete the SIR return so it can be submitted annually to LSIS to ensure that in future years we can benchmark our workforce profiles against other colleges.
10. 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.
11. The sections below look at each protected characteristic for both staff and students (where applicable) and identify any changes or trends in the data.

Ethnicity

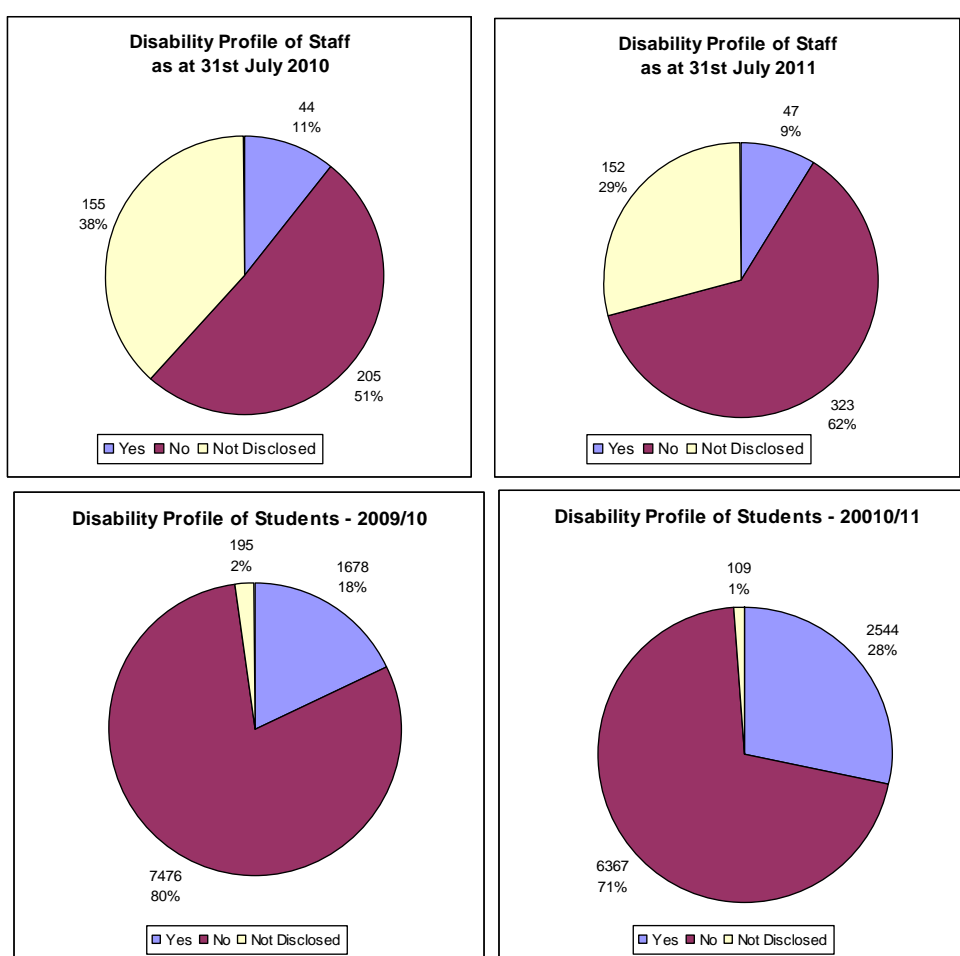
12. The pie charts below show the ethnic profile of all college staff (including casual staff and apprentices) for the last two years as well as the student profile. The percentage split between the groups has remained more or less the same since last year and comparing staff and students the profile is also very similar.



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 in FE colleges 82.6% of employees are White – British, 12.4% BME and 5.1% not disclosed². Comparing these figures to our workforce profile there is very little difference. However, in the East of England 6.2% of employees in FE Colleges are from BME³ groups, therefore we are above average in our profile.

Disability

15. The pie charts below show the disability profile of all college staff (including casual staff and apprentices) for the last two years as well as the student profile, Comparing this to last year there has been no significant change in the number of employees with a disability, however the number of students with a disability has increased.



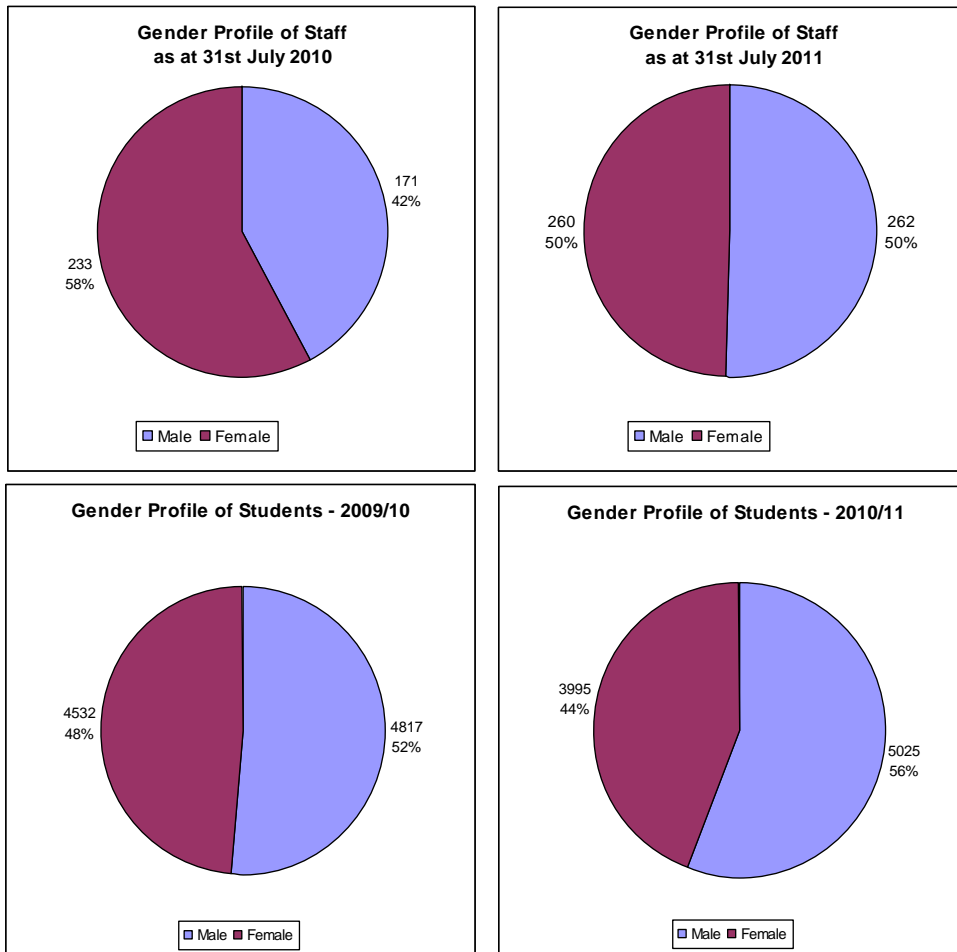
16. The estimated disability population of Harlow residents available for work is 11 to 13%⁴
17. Amongst all managers there are 10.29% with self-declared disabilities and 67.6% 'not-known'

¹ Harlow Council Equality Metric 2008
² FE College Workforce Data for England 2009/10
³ FE College Workforce Data for England 2009/10
⁴ Harlow Council Equality Metric 2008

18. Nationally, in 2009/10 3.2% of staff in further education colleges had a declared disability⁵

Gender

19. There has been a change to the gender profile of staff since last year as shown in the pie charts below and our current profile shows an almost 50/50 split. The increase in male employees is due to the increase in apprentices, the majority of whom are male. There has also been a change in the student gender profile as there is now a larger percentage of male students.

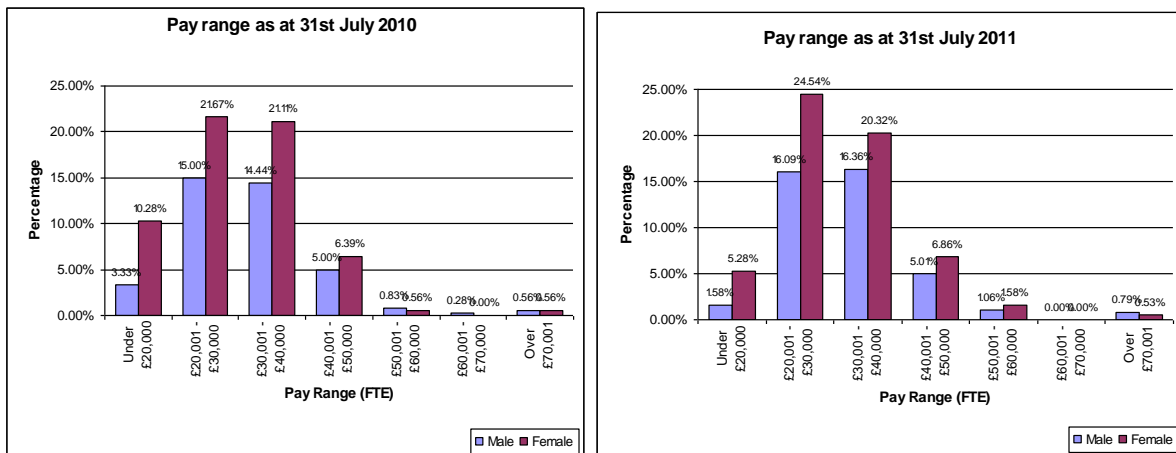


20. Nationally, the workforce in further education colleges has been predominantly female with 63.7% females and 36.3% male⁶

⁵ FE College Workforce Data for England 2009/10

⁶ FE College Workforce Data for England 2009/10

Pay Equality



The pay data above only looks at salaried staff and does not include apprentices and casual staff.

21. As you can see from the bar charts very little has changed since last year.
22. Nationally, the average pay (for full time employees) in FE colleges is £24,802 for females and £26,918 for males⁷. The college's average pay (for full time employees) is £32,581 for females and £33,581 for males, considerably higher than the national average.* In terms of pay gap between genders the college has a smaller gap than the national average.
23. A review of the above data does not flag up any concerns. In fact our gender pay gap is narrower than the LSIS published national average.
24. The percentage of females earning less than 20k has decreased by 5% and there has been a slight increase in women earning between 20—30k.

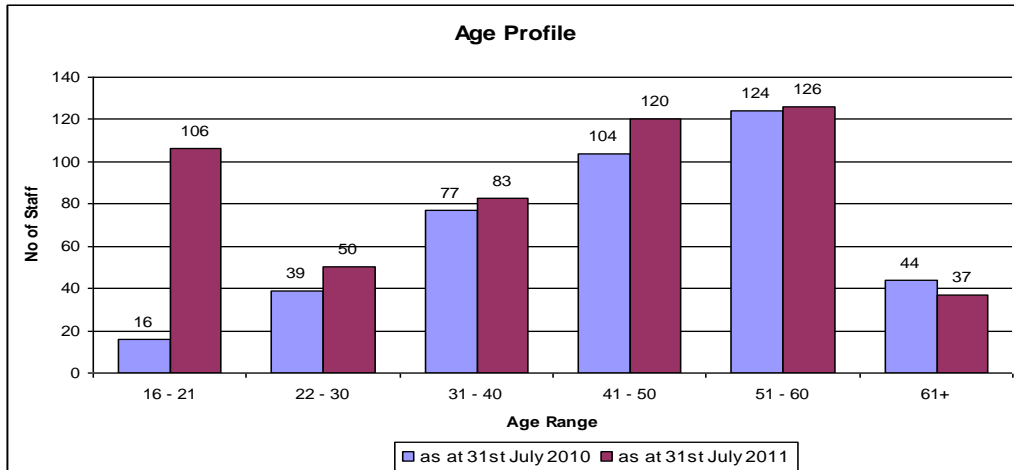
Age

25. The main change in the age profile is in the 16 -21 range. This is because the college has employed 89 more apprentices than last year and the majority fall into the 16 to 21 age bracket. The college's age profile may change in the year 2011/12 as a result of the removal of the default retirement age (w.e.f. 1st October 2011).

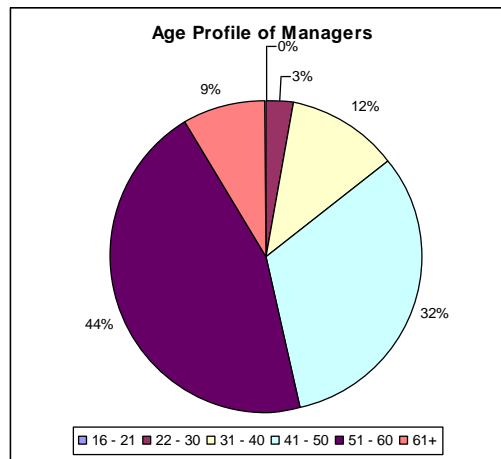
*Regionally, the college also pays above average with colleges in the East of England paying an average of £29,873⁸ compared to Harlow College's average pay of £33,061.

⁷ FE College Workforce Data for England 2009/10

⁸ FE College Workforce Data for England 2009/10



26. All of the senior management team are over 41. Other managers are represented predominantly by the 51-60 age band (44%) with a wider spread across the other age bands as illustrated below:

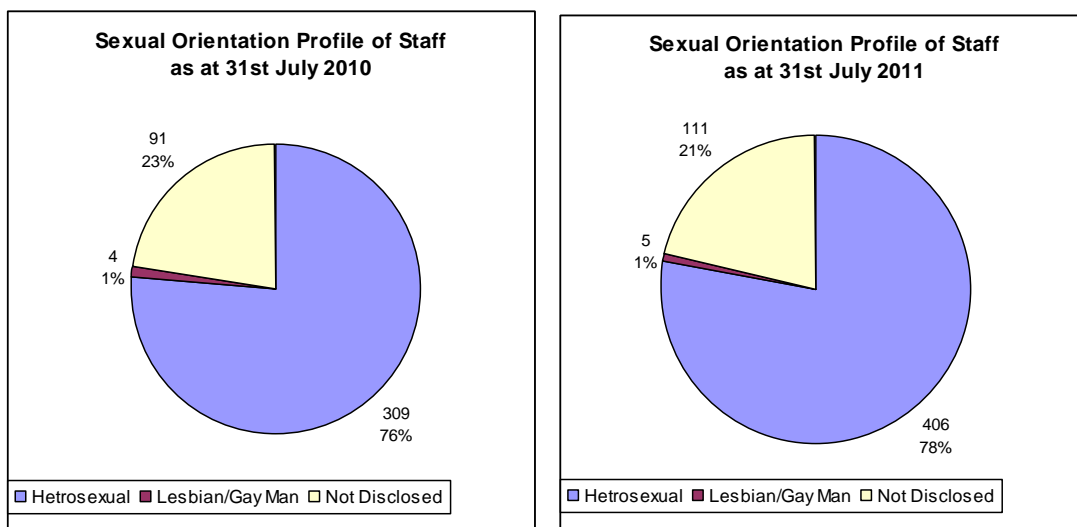


27. Nationally, in 2009/10, more than a third of staff (36.6%) in further education colleges was aged 50 years and over. Also, staff in the youngest and oldest age bands represented the smallest staff groups⁹. Looking at our data, we also have a fairly high proportion of staff aged 50 years and over (31.2%), although this is below the national average. However we are actively looking at succession planning so as to anticipate the implications of this profile and future proof the college in terms of talent, experience and knowledge drain.

Sexual Orientation

28. Employees are given the opportunity to disclose their sexual orientation and the profile for the last two years is shown below. The sexual orientation profile of staff has not changed a great deal over the past two years.
29. Currently we do not collect data on the sexual orientation of students. However, we are working with our Students' Union and the NUS to find ways of collecting this data.

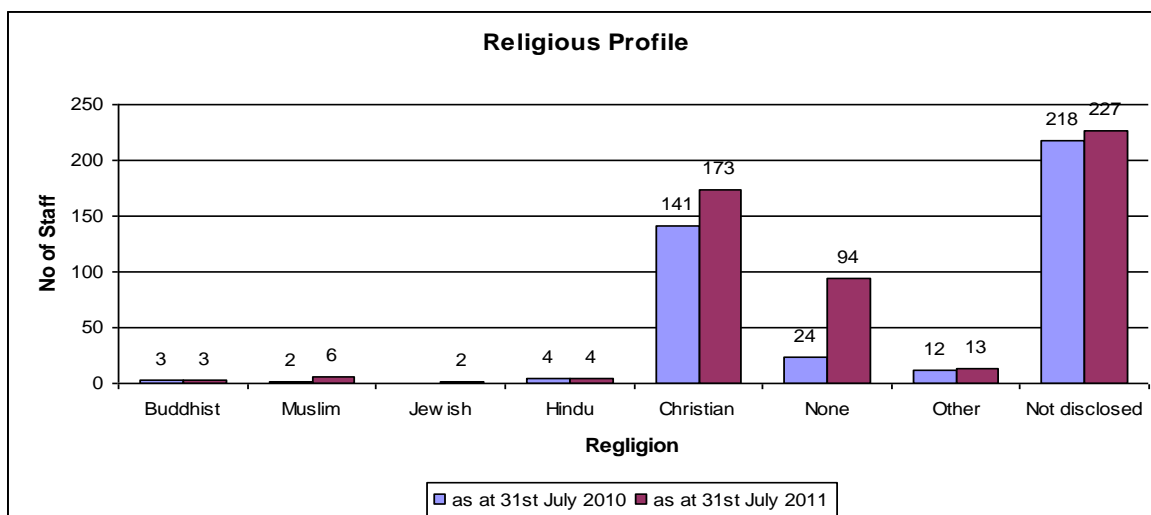
⁹ FE College Workforce Data for England 2009/10



30. There is no national sexual orientation data for FE colleges available as this has not been recorded. However this is being recorded on this year's SIR return and will be available next year.

Religion and Belief

31. Employees are given the opportunity to disclose their religious and non-religious beliefs and the religious profile is shown below:



32. The 2001 Census indicates the following self-identification of religious belief amongst Harlow residents: Christian 68%, Muslim 1.3%, no religious belief or failing to state belief at 30%
33. Currently, we do not collect data on the religious belief and non-belief of students. However we are working with our Students' Union and the NUS on collecting this data.

Recruitment

34. Equality data is collected through voluntary disclosure at point of application.
35. Full recruitment statistics and analysis for the academic year 2010/11 can be seen in Annex 3. The data shows no significant concerns but demonstrates that our processes ensure that we attract and recruit a diverse range of employees.

Equality Diversity Impact Measures (EDIMs)

36. 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.
37. The EDIMS for 2009/10 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.
38. Interestingly, where male and female students have undertaken a 'non-traditional' gender course i.e. females in construction trades or males in hair and beauty, they seem to have a higher success rate. As part of our 'Big Push' equality project this year, the college will be using this information to advance equal take up of courses by both genders.

F. CONSULTATION AND PRACTICE

Staff and Partners

39. 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 and promotional campaigns
 - E&D Champions (APEX Partnership)
 - Equality Impact Assessments
 - Delivery of E&D through the Tutorial Framework

Learners

40. The learner voice and learner participation is encouraged through a variety of means:
 - Students Union Equality Officer Post
 - Student Council
 - Class/Academy Representatives
 - Focus Group activity
 - Student Ambassador Scheme
 - Student Shadow Scheme (strategic learner voice)

Community

41. The college has many formal and informal partnerships in the community and many organisations are involved in providing information and support for our learners.
42. We will continue to consult with these organisations on our equality objectives through Equality Impact Assessment Consultations and by invitation to our Equality Steering Group.

G. FINDINGS

Key issues arising from the data/report:

43. The ethnicity and gender profiles for students and staff have not significantly changed since the last report, though there has been a slight increase in male students
44. There has been a 10% increase in learners with disabilities
45. There are no significant gaps in learner achievement
46. Our recruitment and selection process shows no obvious discrimination and demonstrates that our processes ensure that we attract and recruit a diverse range of employees
47. Our gender pay gap is below the national and regional averages.
48. More staff have disclosed information about their disability and sexual orientation

H. RECOMMENDATIONS

49. This report has provided 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:
 - a. To continue collecting equality data so as to monitor the *impact* of the college's equality strategy on learners, staff and the community.
 - b. To act on, as appropriate, findings and opportunities for improvement flagged up by the data, proactively moving the college towards excellence in its E&D agenda
 - c. To further improve links with the community and other stakeholders by consulting on our equality objectives and our policies
 - d. Note and agree to publish this report

Index of Annexes relating to this Report

Annex 1: Harlow College Equality Scheme 2011 – 2015
www.harlow-college.ac.uk (go to about us/equality and diversity)

Annex 2: Harlow College Equality Action Plan 2011 - 2015
www.harlow-college.ac.uk (go to about us/equality and diversity)

Annex 3: Job Applicants and Appointments report (attached)

Useful web-links

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

www.equalities.gov.uk

www.equalityhumanrights.com