

EQUALITY & DIVERSITY ANNUAL REPORT 2010

1. BACKGROUND

- 1.1 Under equalities legislation, the College as a public authority has various legal duties it must comply with in relation to race, disability and gender.
- 1.2 It has a general duty to promote equality of opportunity, promote good relations and eliminate unlawful discrimination and harassment in relation to race, disability and gender. It also has specific duties in respect of monitoring outcomes of key processes for staff and students; assessing the impact of its policies on staff and students against the equality strands and consulting and involving staff and students in drawing up its equality policies.
- 1.3 The College is also required to publish an annual report on how it has responded to all of the above duties, as well as to publish the equality policies and outcomes of any impact assessments.
- 1.4 The College also recognises its legal responsibilities in relation to age, religion and belief, gender identity and sexual orientation, which are expected to be included in the proposed Single Equality Duty by April 2011.
- 1.5 Equality & Diversity has become a 'limiting' grade under the new inspection framework and consequently may limit other grades, including the grade for overall effectiveness. Therefore it has become more important than ever that the College ensures it complies with the law as well as address the key inspection question for equality and diversity: *'How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?'*
- 1.6 This report will provide a summary of how the College has complied with its duties in respect of equality and diversity legislation and will outline the priority areas for development in the coming year.

2. SINGLE EQUALITY SCHEME

- 2.1 During 2009, the College reviewed its Equality & Diversity Policy which incorporated 3 specific duties on race, disability, and gender. It was decided that in line with good practice and the proposed changes to harmonise equality legislation, that the College would produce a Single Equality Scheme encompassing all the equality strands of race, disability, gender, gender identity, age, religion or belief and sexual orientation to meet its legal duties.
- 2.2 The Single Equality Scheme is currently under development with a draft policy that has already been drawn up and some consultation activity already taken place. Further consultation and involvement is needed with staff, students and external partners in order for the College to establish equality and diversity priorities across the organisation and develop equality objectives which will be used for monitoring and reporting.
- 2.3 The Scheme will run for 3 years and will sit along side a supporting action plan. Progress on the Scheme and Action Plan will be reported on an annual basis.

3. EQUALITY & DIVERSITY STRUCTURE

- 3.1 The College recognised the need for a dedicated Equality and Diversity Manager post to help drive forward the work on Equality & Diversity work within the organisation. An Interim manager was appointed from September 2009 to December 2009 who undertook a review of equality and diversity in the College and started the development of the Single Equalities Scheme.
- 3.2 The post of Equality & Diversity Manager has now been filled and the post holder took up the role in February 2010. The Manager will focus on equality and diversity work in the college from a policy, practice and monitoring perspective. Part of the Equality and Diversity Manager's role will be to complete the Single Equality Scheme and put in place a challenging Action Plan which will help the College ensure legal compliance, meet the minimum inspection requirements and deliver further improvements on embedding equality and diversity throughout the organisation.

- 3.3 At present the College has in place an Equality & Diversity Steering Group and a Disability Equality Sub Group which monitors the progress of the College in relation to equality and diversity. A review of the current processes will be undertaken to ensure that the College has the most appropriate structures in place to monitor and challenge the College's progress on equality and diversity as well as prepare for the inspection process.
- 3.4 The College has also had a Faith & Diversity Officer in place since January 2010 to help develop work on multi-faith and community cohesion work. The funding for this work will cease at the end of March 2010 but the College have applied to Rochdale MBC for continuation of funding which will further support the infrastructure of equality and diversity at the College.

4. EQUALITY IMPACT ASSESSMENT

- 4.1 The College has made slow progress on Equality Impact Assessments (EIAs) and recognises that extra support is needed in this area. In 2009, additional support was brought in to assist managers with the completion of EIAs. This resulted in several priority EIAs being completed. Recommendations to improve the EIA process were also noted which are currently being reviewed.
- 4.2 There have been 12 EIAs completed this year, examples of recent EIAs completed include the Teaching and Learning Policy, Essential Skills Strategy, Acceptable Use and Security, Room Bookings and the Safeguarding Policy.
- 4.3 The key finding from the EIAs were:
- A need for greater data collection, better use of Borough information and on wider equality strands to address data gaps in relation to equality;
 - Collection of socio-economic information;
 - Greater analysis of data and evidence of all groups for EIAs - disaggregated by departmental and curriculum areas;
 - Greater involvement of stakeholder groups in assessing the impact of policies;
 - Changes to EIA form for more coherence.
- 4.4 Further time and effort is needed to develop how the College carries out EIAs in the future. Clearer guidance and support is needed for staff to ensure that due regard is given to equality groups and ensuring carrying out EIAs become an integral part of policy development, review and monitoring.
- 4.5 With a dedicated post on equality and diversity, the College will be better able to monitor and provide support and advice to managers in assisting them to conduct and complete EIAs.

5. SELF ASSESSMENT REPORT (SAR)

- 5.1 The Self Assessment Report (SAR) for 2008/2009 graded Equality & Diversity as 'Satisfactory'.
- 5.2 The areas of key strengths were noted as:
- Successful promotion of respect and tolerance
 - Good recruitment of learners from diverse backgrounds
 - Strong promotion and celebration of equality and diversity
 - Good opportunities for students from a wide variety of backgrounds to access courses.
- 5.3 The areas for improvement were noted as:
- Under developed monitoring of the performance of different groups of learners
 - Under developed equality impact assessments
 - Under representation of staff from ethnic minority backgrounds
 - Staffing structure requiring development to ensure strengthened promotion of equality and diversity
 - Not all staff are confident in embedding equality and diversity in curriculum delivery.
- 5.4 The areas for improvement are key challenges for the College that will need to be actioned in order to maintain and improve upon the College's current inspection 'satisfactory' grade for Equality and Diversity. These points will be used as key developmental areas for equality and diversity in the coming year and progress will be monitored through the Single Equality Action Plan.

6. EQUALITY & DIVERSITY PROFILES

6.1 The College has a mixed learner population which increases in diversity every year. The College continues to recruit a higher percentage of Black & Minority Ethnic (BME) learners compared to the local population of Rochdale Borough. This information also reflects the wider catchment of learners from outside the Borough including Oldham, Manchester and Tameside.

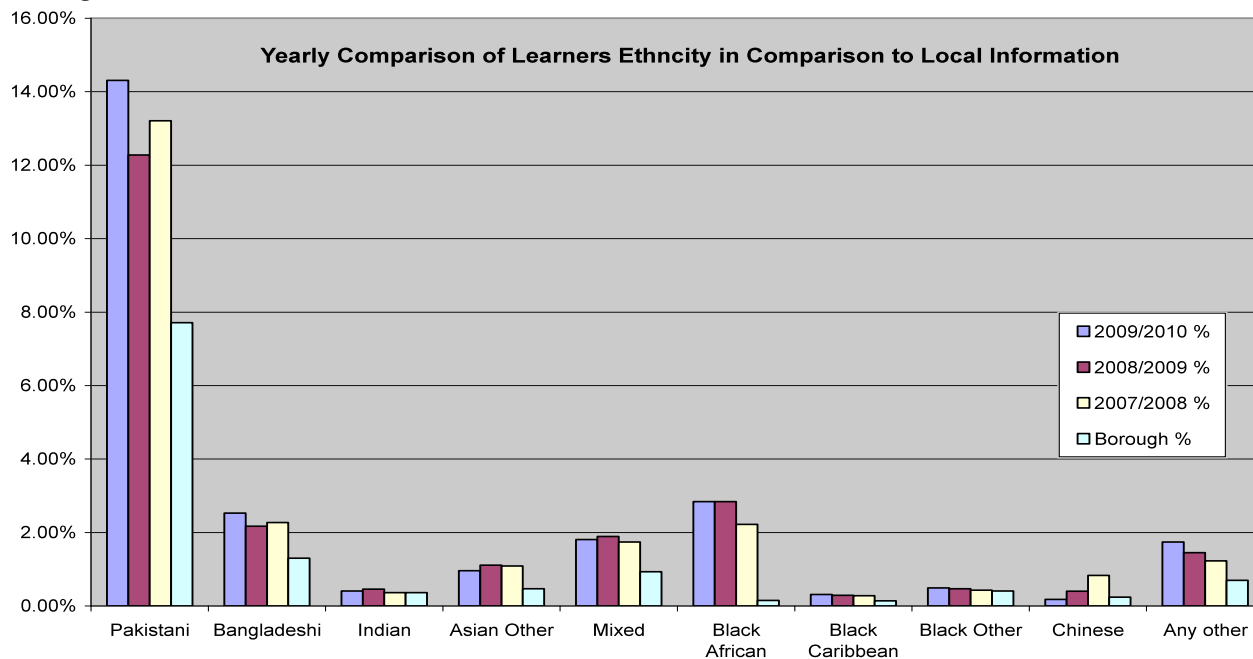
6.2 Figure 1 shows the overall breakdown of ethnic groups by year and local population data. Figure 2 shows the makeup of BME groups by year and local population data. Currently, the four main ethnic groups are White British, Pakistani, Black African and Bangladeshi.

Figure 1:

Ethnic Group	2009/2010	2008/2009	2007/2008	Borough Data
White*	74.33%	70.08%	76.34%	87.59%
Pakistani	14.31%	12.28%	13.21%	7.71%
Bangladeshi	2.53%	2.17%	2.27%	1.30%
Indian	0.41%	0.46%	0.36%	0.36%
Asian Other	0.96%	1.11%	1.09%	0.47%
Mixed	1.81%	1.89%	1.74%	0.93%
Black African	2.84%	2.84%	2.22%	0.15%
Black Caribbean	0.31%	0.29%	0.28%	0.14%
Black Other	0.49%	0.47%	0.43%	0.41%
Chinese	0.18%	0.40%	0.83%	0.24%
Any other	1.74%	1.45%	1.23%	0.70%
Unknown	0.07%	6.57%	0.00%	0.00%
Totals	100.00%	100.00%	100.00%	100.00%

* This also includes White Irish and White Other. (White British is 86.09% Borough Data)

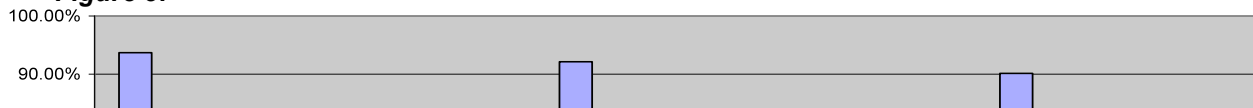
Figure 2:



6.3 Figure 3 shows the yearly comparison of staff ethnicity to learner ethnicity. The data shows that much progress has been made in the last year with a changing workforce profile in relation to BME staff. The College BME staff profile went from 5.39% in September 2007 to 8.70% in September 2009. Although this is not reflective of the learner population (26.28% in September 2009), it is a significant improvement especially in comparison to the BME population of the Borough (13.1%).

6.4 It is worth noting that the percentage of BME staff in management positions are currently at 18.60% which demonstrates that BME staff are progressing or being appointed in senior roles in the College.

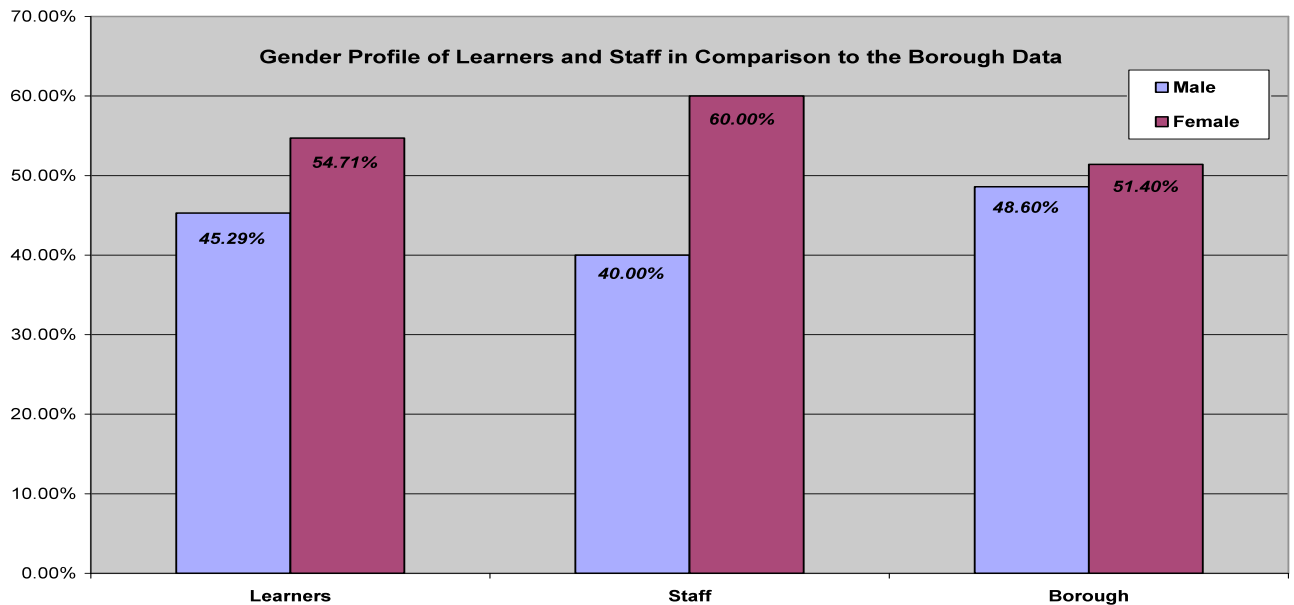
Figure 3:



Yearly comparison of ethnicity of College staff compared to College Learners

6.5 Figure 4 shows the gender profile of learners and staff along with Borough information. The learner gender profile is predominately female which is higher than the percentage of females in the Borough. The Gender profile of staff continues to be predominately female: the ratio is currently 60% female: 40% male (the sector norm is 64% female: 36% male). The staff profile of females is higher than that of the learner profile and the local population.

Figure 4:



6.5 In relation to disability, currently the learner profile is 89.75% with no disabilities, 9.03% with declared disabilities and 1.22% are either unknown or not disclosed. For the College workforce 3.9% of staff have declared a disability with 91.2% declaring no disability. However, 4.9% have declined to state whether or not they have a disability. Knowing that 19% of people with disabilities are of a working age in the Borough, further opportunities for data collection may be needed in order to consider if there are equality gaps in the College. Looking at when and how this information is collected and implementing measures to update staff information may increase the number of staff disability disclosures as disabilities can develop overtime.

7. PROMOTION & CELEBRATION OF EQUALITY & DIVERSITY

- 7.1 There have been some excellent examples of promoting and celebrating equality and diversity at the College. One example of this is the 'One World Week' which takes place every December. This project engaged with students on equality and diversity issues through the creation of positive messages about diversity and how we are all part of 'One World'. There were 88 competition entries with the winning entries posted on the college Moodle site. The impact of the competition was to help embed equality & diversity into the hearts and minds of the college learners and all its users to strengthen the vision and ethos of an environment which embraces equality.
- 7.2 The College is currently rolling out a training programme called 'Daring to do Diversity' to raise awareness on faith and diversity and promote positive attitudes towards community cohesion. The Faith & Diversity Project Officer has delivered training to both staff and students through tutorials and staff training sessions. There have been 30 staff and 15 students so far who have been trained and a further 2 sessions are planned for the staff development day. These sessions have been well received and have provided a good platform to develop future equality and diversity training sessions.
- 7.3 There have been various activities taken place to encourage learner participation and learner voice in relation to equality and diversity. In addition to One World Week, the College's 'Principals Question Time' has proved a useful platform to discuss key issues relating to equality and diversity. Issues such as religious dress and festivals were discussed as well as questions relating college protocol on authorised absence. There is also a faith and belief survey that is currently being used in the College which will collate 500 student and 200 staff views about their faith and beliefs and knowledge of other religions which will be used to promoting respect and tolerance of different groups of people.

8. PRIORITIES FOR DEVELOPMENT / KEY CHALLENGES

- 8.1 The key Equality and Diversity priorities for the College are:
- Significant development, completion and publication of the Single Equality Scheme;
 - Initiating and developing a challenging Equalities Action Plan;
 - Develop and implant robust and effective Equality Impact Assessment (EIA) process;
 - Support the development of equality and diversity in the curriculum and in to teaching and learning;
 - Develop uniformed monitoring and reporting structures for Equality & Diversity;
 - Collect data on all equality groups in order to address equality gaps for staff and learners;
 - Better analysis of performance data and information by different equality groups in all areas of College life;
 - Progressing from an Ofsted 'satisfactory' grade towards a 'good' grade for equality and diversity;
 - Implementation of the new equalities bill and the proposed Single Equality Duty expected by April 2011 including the new socio-economic Duty;
 - Identifying and developing further opportunities to actively promote and celebrate equality and diversity in the College;
 - Development of Hate Crime Reporting system and procedure in the College.
- 8.2 There will be clear issues and challenges that will need to be overcome to complete the above priorities. Ensuring that the College meets this agenda will be time consuming and will require the organisation to adapt a number of its working practices to ensure it complies with the spirit and intention of the law.
- 8.3 Overcoming challenges will be central to how effectively the College embeds equality and diversity. This is especially so in relation to data collection around sensitive equality areas such as sexual orientation and religion and belief, carrying out EIAs and bringing about a culture change by looking at how it genuinely champions and celebrates diversity within the College.