

**CORPORATION MEETING: 30 MARCH 2010**

**EQUALITY AND DIVERSITY REPORT**

**1. AUTHOR**

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**2. PURPOSE**

To receive the College's Equality and Diversity Report 2009-10.

## **EQUALITY AND DIVERSITY ANNUAL REPORT 2009/10**

Cambridge Regional College is firmly committed to equalising opportunities for all the College community and strives to promote equality as an integral part of all its operations. This report summarises the College progress for the academic year 2009/10 and during the early part of the academic year 2010/11.

This is the College's third Equality and Diversity Annual Report. The report charts the College's work over the past year and provides information about what the College is doing to ensure it is accessible, provides an environment of tolerance and inclusion and is a fair and equal employer.

This paper also complies with the requirement to publish an annual update on performance against the general duty under the Equality Act 2010.

During the past year the College has:

- Continued to work towards the aims identified in the College strategic plan and Single Equality Scheme.
- Continued the ongoing programme of equality impact assessments
- Developed and shared regionally recognised good practice in equality support for apprentices and embedded this within College practice
- Continued to embed the monitoring of equality impact measures (EDIMS) from Corporate to Academy level
- Held consultations with learners through the College Learner Voice programme including focus groups, academy boards and the student liaison committee
- Consulted with staff through a series of focus groups related to protected characteristics
- Provided training for the Corporation and College managers on legislative requirements
- Provided information and training to all staff on equality and diversity
- Ensured teachers continue to receive support and guidance on how to embed equality and diversity values into their lessons
- Monitored the progress of teachers in embedding equality and diversity values into their lessons through the observation of teaching and learning programme
- Self-assessed against an external equality and diversity kite mark standard, subsequently achieving the standard (Committed to Equality) at an outstanding level (Gold Award)

- Continued to develop a series of events and activities held in the Mall and other open area of the College to advance opportunities and foster good relationships between diverse groups within the College
- Enhanced arrangements for informing employers of the College position on equality and diversity and seeking commitment from them
- Embedded equality and diversity into all procurement activity
- Continued and developed the monitoring of the staff profile
- Consulted internally and externally on equality and diversity practices through the College Equality and Diversity Operations Group and participation in external projects and network groups

## **Equality Act 2010**

The Equality Act 2010 first came into force in October 2010, however, it is not yet fully implemented and some aspects are still within consultation. The Act has streamlined and strengthened previous legislation. It consists of a general duty with three main aims; these are to:

- Eliminate prohibited conduct
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons with a relevant protected characteristic and persons who do not share it.

The new Equality Duty replaces the three existing public sector equality duties for disability, race and gender with nine protected characteristics. These are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race – including ethnic or national origins, colour or nationality
- Religion or belief – including lack of belief
- Sex
- Sexual orientation
- Marriage and civil partnership – only in respect of having due regard of the need to eliminate discrimination. This characteristic is not applicable to educational provision.<sup>1</sup>

The College considers it has advanced well with its equalities programme; however, the implementation of the new legislation and the still emergent specific duties<sup>2</sup> and codes of practice provide an opportunity to look afresh at

<sup>1</sup> Equality Act 2010: Public Sector Equality Duty; Government Equalities Office, January 2011

<sup>2</sup> Equality Act 2010: The public sector Equality Duty: reducing bureaucracy; Government Equalities Office, March 2011

College practices and consider how best to advance them to optimise equality impacts. The College has already begun this work and will continue with it through the coming months. This work includes:

- Reshaping the College lead Equality and Diversity Group led and chaired by the College Principal and Chief Executive, Anne Constantine
- Review and updating of equality impact assessment to ensure required characteristics and aspects are sufficiently addressed
- Review and updating of the Single Equality Scheme and action plan

### **Single Equality Scheme**

The College has a rolling, three year equality scheme and supporting action plan. The scheme contains the six strands of gender, ethnicity, disability, sexual orientation, age and religion or belief and considers impacts for both learners and staff. It articulates the College strategic direction, particularly the key objective to 'manage the College sustainably and ethically' – commitment to equality and diversity is a key facet of managing the College ethically. The scheme is a key link between the planning and delivery of equality and diversity at academy and service level and the strategic plan. The College has made good progress in delivering the outcomes of the equality scheme action plan and this plan is now due for update to reflect the current College position and the new legislation.

### **Equality Impact Assessment**

All new policies and procedures continue to be equality impact assessed prior to full implementation and existing policies and procedures monitored for evidence of impact. The following policies and procedures have been assessed during this year:

- Health and safety – fire / emergency evacuation
- Working beyond retirement age
- Staff probation
- Staff discipline
- Staff capability
- Career break / sabbatical
- Promotion practice
- Staff turnover
- PPE policy and procedure
- Recruitment
- Employer assessment and recognition process

Monitoring of existing policies and procedures held by HR, facilities and learner services also took place and, where required, processes put in place to strengthen the gathering of a quantitative evidence base help determine impact going forward.

### **Embedding Equality and Diversity in the Curriculum**

The College has a strong structure for supporting and monitoring teaching and learning throughout the College. This includes a small group of specialist teaching staff with remitted time to provide developmental support within individual academies; their remit includes equality and diversity.

There is also a robust observation process that has three strands, using moderated graded observations plus a programme of developmental and peer observations to support staff in the development of their practice. There is an explicit focus on equality and diversity at observations and judgements and comments within reports indicate that practice, whilst still patchy in some areas, is increasingly well embedded by:

- Use of diverse delivery materials
- Challenge to unacceptable behaviours
- Support for individual learner needs
- Consideration of diversity within the vocational area

### **Committed to Equality**

As the College felt it was making good progress with equality and diversity development it seemed timely to assess this against a recognised national equality standard and external scrutiny. This led to the College undertaking the 'Committed2Equality' standard.

This standard validates equality actions and practices throughout the organisation. Undertaking it has helped us build our knowledge and understanding of equality and diversity issues in relation to current and perspective employees, suppliers, learners and other customers.

The College scored very highly at the assessment and was delighted to achieve the highest, gold award in January 2011. However, we are also aware there is still scope for further development and achievement.

The assessment for the standard tested how well equality and diversity was embedded within the College including:

- The scope and range of equality related policies and procedures
- The implementation and monitoring of equality related policies and procedures
- Communication of the College equalities commitment, behaviours and values to
  - Existing staff and learners
  - New applicants (staff and learners)
  - Suppliers
  - Partners
  - Other customers (e.g. employers)
- College equality programme including consultation and training opportunities
- Recruitment and employment practices including performance reviews

## Staff Profile

In 2009/10 Cambridge Regional College employed 824 staff. The College collects and analyses data on a range of characteristics and this is the subject of separate reporting to the Corporation. The information here is a snapshot of available data and analysis.

- Gender

The gender profile for staff is in line with the sector average but significantly different to the student profile.

Gender Profile		
	Females	Males
Overall staff	63%	37%
Teaching staff	56%	44%
Most recently available data for FE colleges	64%	36%
Student profile (CRC)	49%	51%

- Disability

6.2% of the College workforce has a declared disability. This would appear to be a decrease from last year (7.7%). However, the overall size of the workforce has grown over the last twelve months as have the actual number of staff declaring a disability. The College compares favourably with data for other colleges (2.7%). The disclosed

disability for students is 9%. There are a significant number of 'unknowns' in the disclosure rates for both staff and students. The College has provided additional opportunities for disclosure but there continues to be scope to increase these for both groups.

- Race

Ethnic origin data shows that the College proportion of non-white staff (5.9%) is slightly above the Cambridgeshire figure (4.07%) but below that for the FE sector nationally (8.42%). The student profile is 10% non-white; this figure includes international and home students.

Ethnicity profile	
White British	88.0%
White Other	3.9%
White Irish	1.6%
Asian or Asian British	2.5%
Chinese	0.6%
Black or Black British	0.6%
Mixed	1.8%
Other	0.4%
Unknown	0.6%

- Age

The age profile of the College shows that 36% of its workforce is over the age of 50; this is in line with other sector colleges (37%)

Age profile	
< 25	6.4%
25 – 29	8.35%
30 – 34	11.3%
35 – 39	11.5%
40 – 44	14.3%
45 – 49	12.3%
50 – 54	14.0%
55 – 59	12.6%
60 – 64	7.6%
65+	1.7%

- Gender pay gap

As part of our equalities monitoring we are required to monitor gender pay gaps in the organisation. Overall the FTE male salary exceeds that of FTE females by 8%. This is slightly less than the sector average (10%). The data under this figure has been analysed in four groups; manager salaries including SMT, manager salaries excluding SMT, teachers and support staff. Of these groups, one, the support staff showed a disproportionate number of female staff routinely occupying the lowest grade roles. Further investigation of recruitment and other reasons behind this is now necessary to determine any actions needed to address this.

### **Learner Performance Monitoring**

The College uses a range of mechanisms to monitor learner progress and support learners towards successful outcomes. This is fully reported to Corporation at regular intervals via the Learning and Achievement Committee. The information reported includes attendance, success rates, retention and achievement and is currently broken down into three equality strands; gender, ethnicity and disability.

The data given here is for full academic years only and shows overall three year trends for success rates.

- Gender

The student profile by gender is 51% male and 49% female.

	Male	Female
<b>Overall long success rate</b>		
09/10	77%	75%
08/09	67%	68%
07/08	63%	70%
<b>Overall short success rate</b>		
09/10	83%	83%
08/09	88%	89%
07/08	88%	90%

- Race

The student profile by race is 90% white and 10% BME.

	White	BME
Overall long success rate		
09/10	76%	70%
08/09	65%	68%
07/08	65%	64%
Overall short success rate		
09/10	82%	84%
08/09	87%	91%
07/08	88%	88%

- Disability

The student profile by disability is 9% disabled and 91% with no disclosed disability.

	Disability	No disclosed disability
Overall long success rate		
09/10	76%	75%
08/09	68%	66%
07/08	71%	67%
Overall short success rate		
09/10	81%	78%
08/09	83%	87%
07/08	81%	89%

In most areas these overall figures suggest the gap in performance is small. However, the BME performance on long courses in 09/10 compares unfavourably with White. The College is aware that there is considerable variation at course level and is actively increasing its level of analysis and challenge.

## **Self Assessment of Performance**

All areas of the College are required to carry out self assessment against the Common Inspection Framework and as such report on equality and diversity within their area. In addition to this there is a cross-college equality and diversity self assessment report and action plan. A brief summary of key points from the self assessment are:

- There is a strong commitment to equality and diversity which is well understood by staff
- Strong leadership and management of equality and diversity
- Good progress in developing the culture of the college although there is still opportunity for further improvement
- Delivery staff are supported to ensure equality and diversity are appropriately covered although there remains variability in practice and not all aspects are fully embedded
- Good impact on the user experience through the range of provision and strong individual study support enabling learners to achieve their full potential
- Although improving in 2009/10 there remained scope to further develop the effectiveness of the collection and collation of learners' views
- Good facilities and resources meet learner needs
- Excellent links with a range of partners support the equalities agenda
- Some disclosure rates were low.

## **Conclusion**

In 2009/10 the College progressed well with developing and embedding its equality practices. However, as identified in the report, there remain some areas where continued development is needed.

Also as detailed, the legislative changes of 2010 provide a significant challenge for the College. Work has already begun on addressing these and will need to continue over the coming months to ensure a robust response.