

# Stafford College

## Equality Information

January 2012

Equality Information published in accordance with the specific duty to publish information to demonstrate compliance with the general equality duty – Equality Act 2010



Religion/Belief



Age



Gender Reassignment



Race



Sexuality



Gender



Pregnancy/Maternity



Disability



## **STAFFORD COLLEGE**

### **EQUALITY ACT 2010 - SPECIFIC DUTY TO PUBLISH INFORMATION**

**DRAFT TO BE CONSIDERED BY STAFFORD COLLEGE CORPORATION ON 19<sup>th</sup> APRIL 2012**

**JANUARY 2012**

#### **Foreword by Principal**

The College recognises the important developments of the Equality Act 2010 in simplifying, strengthening and harmonising equality legislation. The development of our Single Equality Policy helps us to protect the rights of individuals and advance equality for all.

The College's Mission includes our explicit commitment to promoting and celebrating diversity and valuing people's differences. This commitment is central to all that we do and how we go about it here at Stafford College.

We welcome this opportunity to publish some of the equality information that we collect and we also welcome any views or comments on any of the information which follows. You can make contact with us through Tony Guest, the College's Equality and Diversity Coordinator, [t.guest@staffordcoll.ac.uk](mailto:t.guest@staffordcoll.ac.uk).

Stephen Willis

Principal

## Introduction

The Equality Act 2010 requires public bodies to publish information about their performance on equality (31<sup>st</sup> January 2012) and set equality objectives (from 6<sup>th</sup> April 2012). This must include publishing information about the effect that policies and practices have had on equality for service users and, for those with 150 or more staff, for their employees.

This report demonstrates how Stafford College complies with the general equality duties as set out in the Equality Act 2010. The College already collects, monitors and analyses data in relation to many of the protected characteristics outlined in the Equality Act 2010 and these are discussed in the sections below. Other areas where the College is currently working towards collecting data are also indicated. Timescales are generally referred to in academic years throughout.

Collecting and analysing equality information allows us to develop an understanding of the impact of our policies and practices. It can also help us to identify any areas where more needs to be done and inform our Equality Objectives, which will be published by 6<sup>th</sup> April 2012.

## Staff Equality & Diversity monitoring

### Staff profile

In 2010/11 the College employed 412.26 staff Full Time Equivalent (FTE), a decrease of 7.8 (FTE) on 2009/10:

	2007/08	2008/09	2009/10	2010/11	Change
Teaching staff	257.20	243.34	234.16	222.8	-11.36
Direct Support staff	43.30	48.70	54.42	55.46	+1.04
Support staff	140.02	145.77	131.48	134	+2.52
<b>Total</b>	440.52	437.81	420.06	412.26	-7.8

Teaching staff: Lecturers, Associate Lecturers, hourly-paid part-time Teachers  
Direct Support staff: Library Staff, Models, Technicians, Care Assistants, Learning Support Tutors  
Support staff: Senior Management, Administration, Catering, Invigilators and Maintenance Staff

### Gender profile

There has been an increase in the number of female senior post holders in the past two years. 3 women and 6 men hold the 9 College Senior Management posts and of the 13 Senior and College management positions, 6 are held by women and 7 by men. The College is a member of the Women's Leadership Network and continues to monitor the gender balance in senior posts. The ratio of female to male Governors was 6:11 in 2010/11.

Lecturing posts show that 54% are females working part-time compared to 25% of males working part-time. 8% are females working full-time compared with 13% of males working full-time. During the year promotions by gender were analysed as follows: out of 41 promotions 20% males full-time, 17% males part-time, 20% females full-time and 44% females part-time.

	Men				Women			
	07/08	08/09	09/10	10/11	07/08	08/09	09/10	10/11
Academic Staff	182	175	164	161	295	280	267	259
Support Staff	99	100	100	100	239	231	228	226
<b>Totals</b>	<b>281</b>	<b>275</b>	<b>264</b>	<b>261</b>	<b>534</b>	<b>511</b>	<b>495</b>	<b>485</b>

### Age profile

12% of the workforce were aged 30 years or below in 2010/11 (15% in 2009/10); 46% between 30 and 50 years (as in 2009/10) and 42% (39% in 2009/10) 50 years old or older. The College removed the requirement to retire at the default retirement age of 65 in 2009. There are now 104 employees (14%) aged 61+, a number of whom are 65+.

2007/08	<30	30-39	40-49	50-59	60+
Academic	44	101	149	117	66
Support	68	53	69	91	57
<b>Totals</b>	<b>112</b>	<b>154</b>	<b>218</b>	<b>208</b>	<b>123</b>
2008/09	<30	30-39	40-49	50-59	60+
Academic	41	93	151	108	62
Support	63	55	72	87	54
<b>Totals</b>	<b>104</b>	<b>148</b>	<b>223</b>	<b>195</b>	<b>116</b>
2009/10	<30	30-39	40-49	50-59	60+
Academic	42	77	135	111	66
Support	58	47	77	88	58
<b>Totals</b>	<b>100</b>	<b>124</b>	<b>212</b>	<b>199</b>	<b>124</b>
2010/11	<30	30-39	40-49	50-59	60+
Academic	33	77	128	119	63
Support	51	46	82	93	54
<b>Totals</b>	<b>84</b>	<b>123</b>	<b>210</b>	<b>212</b>	<b>117</b>

### Ethnicity profile

7.6% of staff identify themselves as not from a White British ethnic background in 2010/11 compared to 7.1% in 2009/10. Ethnic diversity in the staff population compares favourably with that of the local catchment area where 5.2% of the population are from non-White British ethnic backgrounds. The percentage of where ethnic origin was undeclared fell to 0.1% in 2010/11 from 0.3% in 2009/10:

	2007/08	2008/09	2009/10	2010/11
Asian or Asian British – Bangladeshi	0	0	0	0
Asian or Asian British – Indian	2	2	2	3

Asian or Asian British – Pakistani	0	1	2	0
Asian or Asian British - any other Asian Background	4	2	2	2
Black or Black British – African	1	2	3	2
Black or Black British – Caribbean	4	6	7	7
Black or Black British - other black background	1	2	3	3
Chinese	2	2	2	3
Mixed or White Asian	1	0	0	0
Mixed - White or Black African	0	0	0	1
Mixed - White or Black Caribbean	0	0	0	0
Other mixed background	2	2	1	3
White British	755	734	705	684
White Irish	0	0	1	1
Other White Background	23	23	21	24
Any Other	8	7	7	6
Not Known/not provided	5	3	3	1
<b>TOTALS</b>	<b>808</b>	<b>786</b>	<b>759</b>	<b>740</b>

The College is a member of the Network of Black Professionals, a social justice, not-for-profit organisation committed to supporting Black, Asian and Minority Ethnic (BAME) professionals to achieve their full career and civic potential.

### **Declared Disability**

The number of staff with a declared disability during academic year 2010/11 increased from 3.03% in 2009/10 to 3.65%. A total of 3.7% of staff with a declared disability are from a Black & Minority Ethnic group.

The College has a Disability Consultative Forum for staff and students, which has makes an active contribution to disability equality. The College was accredited with ‘Positive about Disabled People’ award by Job Centre Plus for the tenth consecutive year in 2011.

### **Transgender and gender reassignment**

The College is not currently aware of any student or member of staff directly affected by issues relating to transgender or gender reassignment. The College recognises that in addition to protection from discrimination, harassment and victimisation under the law, it is also important that guidelines are in place to ensure that appropriate support is provided to anyone who is, has been or is considering gender reassignment. The College has developed guidance for staff in relation to transgender and gender reassignment issues through collaboration with a community-based organisation with expertise in this area.

### **Gender Pay Gap**

The College has been working to analyse information relevant to identifying any gender pay gap.

## **Religion and Belief**

Information concerning the religion and belief of employees has not been collected by the College to date. The College's new equality objectives will include consultation with employees about the collection of information relating to all of the protected characteristics, including religion and belief.

## **Sexuality**

Information concerning the sexuality of employees has not been collected by the College to date. The College's new equality objectives will include consultation with employees about the collection of information relating to all of the protected characteristics, including sexuality.

## **Employees returning from Maternity Leave**

During the year six employees took maternity leave and all returned to work. Three returned to the same post and three returned to the same post with reduced hours.

## **Work Life Balance contract changes**

The College operates a work life balance scheme. This is promoted on an annual basis and during the past year 17 requests were received. All of these were granted.

## **Recruitment**

The College received 289 applications for 12 vacancies during 2010/11 of which 3.8% (11) applicants declared a disability (one of these applicants being successfully appointed).

## **Staff Turnover**

Staff turnover decreased from 10.5% to 8.8% during 2010/11.

## **Grievance and dismissal**

There were 66 leavers during 2010-11 of which 2 were dismissals (1 male full-time employee and 1 female part-time employee).

During the same period two grievances were raised.

## **Employee feedback**

The College conducts an annual staff survey the results of which are analysed by gender, age, ethnicity and disability/learning disability. Results are also compared to those of other similar colleges nationally. These outcomes are reported at senior and Governor level and used to inform decision-making within the College as well as identifying areas for improvement. Employees provided a rating of 83% (+12% against the national average) for the question 'College provides equal opportunities for all' in the staff survey in 2010/11, ranking the College 1<sup>st</sup> out of 30 General Further Education Colleges nationally.

## Student Equality and Diversity monitoring

### Learner profile

Male and female students are equally represented overall in the student population with a slightly greater proportion of 19+ males than females.

Age	2008/09				2009/10				2010/11			
	16-18	19+	Total	%	16-18	19+	Total	%	16-18	19+	Total	%
Female	1,446	1,035	2,481	47%	1,510	1,180	2,690	48%	1915	934	2849	55
Male	1,443	1,390	2,833	53%	1,534	1,418	2,952	52%	1589	753	2342	45
<b>Total</b>	<b>2,889</b>	<b>2,425</b>	<b>5,314</b>	<b>100%</b>	<b>3,044</b>	<b>2,598</b>	<b>5,642</b>	<b>100%</b>	<b>3504</b>	<b>1687</b>	<b>5191</b>	<b>100</b>

The majority of students are 16-18 year olds studying on a full-time, full-year basis. 19+ students continue to predominately study on a part-time basis.

Age	2008/09				2009/10				2010/11			
	16-18	19+	Total	%	16-18	19+	Total	%	16-18	19+	Total	%
Full Time Full Year	2,581	442	3,023	57%	2,757	502	3,259	58%	3139	428	3567	69
Full Time Part Year	17	16	33	1%	9	28	37	1%	36	23	59	1
Part Time	291	1,967	2,258	42%	278	2,068	2,346	42%	329	1236	1565	30
Total	2,889	2,425	5,314	100%	3,044	2,598	5,642	100%	3504	1687	5191	100
%	54%	46%	100%		54%	46%	100%		68	32	100	

Just over 7% of learner responsive students on roll identified themselves as not from a White British ethnic background with 2% being unknown in 2010/11. Ethnic diversity in the student population compares favourably with that of the local catchment area where 5.2% of the population are from non-White British ethnic backgrounds.

Age	2008/09				2009/10				2010/11			
	16-18	19+	Total	%	16-18	19+	Total	%	16-18	19+	Total	%
Bangladeshi	2	9	11	0.2%	3	9	12	0.2%	9	8	17	0.3%
Black African	4	13	17	0.3%	3	19	22	0.4%	4	18	22	0.4%
Black Caribbean	10	17	27	0.5%	11	22	33	0.6%	20	14	34	0.7%
Black Other	6	10	16	0.3%	8	13	21	0.4%	12	5	17	0.3%
Chinese	2	21	23	0.4%	2	23	25	0.4%	4	19	23	0.4%
Indian	11	28	39	0.7%	19	31	50	0.9%	29	8	37	0.7%
Pakistani	3	10	13	0.2%	1	16	17	0.3%	3	20	23	0.4%
Asian Other	10	22	32	0.6%	10	40	50	0.9%	14	52	66	1.3%
White	2,745	2,192	4,937	92.9%	2,838	2,310	5,148	91.2%	3238	1457	4695	90.4%
Mixed	53	36	89	1.7%	80	42	122	2.2%	85	26	111	2.1%
Other	8	34	42	0.8%	9	31	40	0.7%	7	14	21	0.4%
Unknown	35	33	68	1.3%	60	42	102	1.8%	9	46	125	2.4%
<b>Total</b>	<b>2,889</b>	<b>2,425</b>	<b>5,314</b>	<b>100%</b>	<b>3,044</b>	<b>2,598</b>	<b>5,642</b>	<b>100%</b>	<b>3504</b>	<b>1687</b>	<b>5191</b>	<b>100%</b>

19.6% of students declared a learning difficulty or disability in 2010/11. The percentage where learning disability and disability status were undeclared continued to fall to 4.1% (5.2% in 2009/10; 6.6% in 2008/09).

Age	2009/10				2010/11			
	16-18	19+	Total	%	16-18	19+	Total	%
Has LD/D	803	555	1358	23	666	353	1019	20
Has no LD/D	2694	1491	4185	72	2694	1265	3959	76
No info	137	161	298	5	144	69	213	4
<b>Total</b>	3634	2207	5841	100	3504	1687	5191	100

### Religion and Belief and Sexuality

The College has not collected data about the religion, belief or sexuality of students to date and currently has no plans to do so.

### Success rates

The College analyses success, retention and achievement rates by gender, age, ethnicity and disability/learning disability in order to monitor the attainment of different groups as part of its self assessment process. Where attainment gaps are identified, the College develops and implements actions to address these.

There was no significant difference (>5%) between the success rate of female students and the success rate of male students in 2010/11. These were 75% and 72% respectively against the College average (CA) of 74%.

There was no significant difference between the overall success rate of 16-18 students and the success rate of 19+ students in 2010/11. These were 72% and 76% respectively against the College average (CA) of 74%.

Overall success rates for some Black and Minority Ethnic (BME) learners were at or above the College average in 2010/11 while those of Indian, Black Other, Bangladeshi, Other Asian, Caribbean, Chinese, Mixed White and Asian, Mixed White and Black African, Mixed White and Black Caribbean, White Irish and White Other groups were below. The College has thoroughly analysed outcomes for BME learners at learner level. Student numbers in all BME groups are very low and low success rates are mostly due to retention rather than achievement issues. Full time BME students not succeeding in 2010/11 studied a range of course types, subjects and levels. The College will continue to closely monitor and analyse outcomes for BME learners.

Success rates for students with a declared disability/learning disability were slightly higher in 2010/11 than those of those students not declaring a disability/learning disability 76% and 73% respectively against the CA of 74%.

## **User engagement**

The College has a variety of forums for engaging with staff and students on issues of equality and diversity. The College Equality and Diversity (E&D) Committee comprising of staff representing all areas of the College and College Learner Voice Council members, meets each term and oversees the College's compliance with legislation and policy as well as ensuring the promotion of E&D issues within the College.

The College has a Disability Consultative Committee, open to staff and students, which also meet each term and helps raise awareness, promotes the involvement of disabled people in the life of the College and makes recommendations.

Regular learner voice meetings and the annual Learner Voice Conference are other opportunities to engage with students, which includes E&D issues.

The College monitors complaints very closely, specifically those relating to E&D issues and very few complaints are received.

## **Student feedback**

The College welcomes feedback from its students and captures this through a variety of informal and formal mechanisms in line with the College's Learner Voice policy. The College analyses student feedback via formal surveys by gender, age, ethnicity and disability/learning disability and also compares the results to those of other colleges nationally. These outcomes are reported at senior and Governor level and used to inform decision-making within the College as well as identifying areas for improvement.

Students provided positive feedback overall in 2010/11 about equality and diversity issues with a rating of 86% (+11% NA) for the question 'All students are treated fairly and equally' ranking the College 7<sup>th</sup> out of 47 GFECs nationally. They also provided a rating of 76% (+18 NA) for the question 'Students are responsible and show respect'.

A breakdown of key student survey questions by gender, age, ethnicity and disability/learning disability in 2010/11 is shown in more detail on page 9.

	Benchmark	Female	Male	16-18	19+	Asian Bangladeshi	Asian Pakistani	Asian Indian	Asian other	Black African	Black Caribbean	Black other	Chinese	Mixed or White Asian	Mixed White or Black African	Mixed White or Black Caribbean	Other mixed background	White British	White Irish	White other	Any other	Prefer not to answer	Disability	Learning Diff
<b>Induction survey</b>																								
<b>Respondents</b>	2623	1360	1209	1777	788	24	8	25	5	8	12	7	16	6	7	31	10	2238	10	79	11	70	93	245
I feel I am on the right course	92	=	-1	-1	+1	-15	+8	-2	+8	+8	-9	-1	-1	+8	-6	-13	+2	=	-17	+4	-15	-4	=	=
I am satisfied with my course	90	=	+1	=	+1	-13	+10	=	+10	+10	+2	+1	+1	+10	-19	-9	+4	+1	-15	+3	-8	-2	+1	-1
I like coming to the College	87	=	-1	-2	+3	-8	+1	-1	+1	+13	+6	+4	+4	+13	-8	-24	+2	=	-17	+5	-19	-5	-1	-2

**Mid Programme survey**

	Benchmark	Female	Male	14-15	16-18	19+	Asian Bangladeshi	Asian Pakistani	Asian Indian	Asian other	Black African	Black Caribbean	Black other	Chinese	Mixed or White Asian	Mixed White or Black African	Mixed White or Black Caribbean	Other mixed background	White British	White Irish	White other	Any other	Prefer not to answer	Disability
<b>Respondents</b>	2806	1527	1200	4	1852	847	17	12	18	7	10	15	8	14	2	11	29	4	2347	16	88	16	120	123
Teaching on my course is good	87	+1	-1	+1	=	=	+4	+7	+4	+13	-6	+6	-24	-5	-12	+13	-11	+13	=	=	-1	-3	=	+2

**End of Programme survey**

	Benchmark	Female	Male	16-18	19+	Asian Bangladeshi	Asian Pakistani	Asian Indian	Asian other	Black African	Black Caribbean	Black other	Chinese	Mixed or White Asian	Mixed White or Black African	Mixed White or Black Caribbean	Other mixed background	White British	White Irish	White other	Any other	Prefer not to answer	Disability
<b>Respondents</b>	1787	948	782	1099	629	8	5	10	2	3	9	0	5	3	3	9	3	1510	12	0	53	66	96
All learners were treated fairly/equally	86	-4	+2	-1	=	+14	-6	-1	+14	-3	+8	-	-6	-3	+14	-3	+14	-1	-13	-	+7	+4	=
Students responsible & show respect	76	-2	+2	=	-1	+12	-16	+9	-1	+24	-15	-	+4	-1	+7	+7	+7	=	-22	-	+5	-2	-6
Recommend Coll to a friend or relative	85	+1	-1	+1	-1	+3	-25	=	+15	-18	-16	-	+5	-35	-18	+3	-2	=	-10	-	+5	=	-2
Overall, I am happy with course and College	85	+1	-1	+1	-2	+9	-5	+5	+15	+15	-10	-	+15	-35	-2	+4	-2	-1	-2	-	+5	+3	-3

## Conclusions

While we know that challenges remain, the College enjoys many successful and positive Equality and Diversity (E&D) outcomes. Towards the end of 2009 the college was subject of a full Ofsted Inspection and was graded as ‘good’ overall and ‘good for E&D. The inspectors recognised a number of positive outcomes, including for example:

*“The college promotes equality and diversity very effectively”* (Ofsted Report page 12)

*“Students are much more aware of equality and diversity matters and speak confidently about them”* (Ofsted Report page 8)

Inspectors also confirmed that students like *“The harmonious mix of different groups and cultures within the student population”* (Ofsted Report page 6)

E&D continues to be embedded within the curriculum and there are many opportunities for specific E&D events to advance equality of opportunity and foster good relations between people with different protected characteristics. The numbers of people involved in College’s Annual Diversity Day, a full-day event across the whole of the College grows each year.

The marking or commemorating of events such as Black History Month, Lesbian, Gay, Bisexual Trans (LGBT) History Month and a wide-range of others focusing on the other protected characteristics, continues to provide opportunities for staff and students to learn, share and develop their understanding of key E&D issues. For example, a large number of students are currently working with a theatre company developing a performance based on the Holocaust around the time when Holocaust Memorial Day (HMD) is commemorated and the learning and personal development opportunities that this has presented have been considerable. Other recent developments include the introduction of an on-line, e-learning E&D module for students (in addition to the one for all staff members) and this will provide a really useful supplement to the existing E&D tutorials which all students receive.

Compiling a report such as this, containing a range of equality information, helps us to see that some gaps remain either in what information we collect, or how useful what we collect is in providing clarity to our understanding of any potential differential outcomes. We do not, for example collect information about religion and belief or sexuality from staff or students and this is an area that we need to do more work in. Currently we do not have much practical guidance to assist people in providing the best and most appropriate support to a student or staff dealing with issues relating to trans-gender or gender reassignment.

In addition we recognise that we need to do more to monitor and analyse outcomes for learners from Black and Minority Ethnic (BME) backgrounds. Accurate analysis is particularly difficult since numbers are low, meaning that statistical data is not always valid. It is crucial that we have reliable ways of identifying any differences in outcomes, in order that we can address these effectively.

The areas that have been identified as challenges are being considered and will form part of the College’s Equality Objectives when these are published later this year.