

# Chelmsford College Group

## Annual Equality Report



**January 2012**

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## Contents

Foreword from the Principal	3
Chelmsford College Mission and Values Statement	4
Introduction	5
Chelmsford College's Vision for Equality	6
Equality Strategy	8
Key Developments in 2010/11	11
Equality Information and analysis – Students	13
Equality Information and analysis – Staff	16
Conclusions and Next Steps	22

## Foreword from the Principal

Equality is at the heart of all we do. It is central to achieving our mission and enabling our students and staff to achieve success. Chelmsford College is an inclusive organisation and believes it is essential that all members of the college community feel valued and able to fulfil their potential. We are committed to providing a working and learning environment that celebrates and promotes diversity. We challenge any form of unfair discrimination or harassment and we expect all members of staff to share this commitment.

The Equality Act 2010 places responsibilities upon the College to give due regard to: eliminating unfair discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations. The College also has a duty to publish information annually, so that others are in a position to judge how effective the College is in meeting these responsibilities.

This Equality Report ensures we meet our responsibilities under the Equality Act. It describes our equality 'journey', in terms of our strategy and actions, the information and data we have collected, our analysis and findings, how we engage with members of staff and students and what we intend to do as a result. The Conclusions of this report will be used to inform our Equality Objectives, to be published in April 2012.

David Law  
Principal and Chief Executive

January, 2012

## **Mission Statement**

Chelmsford College will enable success for all learners through the provision of high quality, flexible teaching and learning opportunities across a broad range of vocational and academic disciplines.

## **Chelmsford College Values**

- High quality teaching and Learning in a safe environment – directing most resources at raising learners' achievements
- Opportunities for all - providing flexible access to a broad range of provision
- Supporting the individual - identifying specific needs and tailoring the programme for individuals
- Continuous improvement towards excellence - constantly reviewing and evaluating our performance
- Working with partners/teams - working collaboratively within the College and with partners outside.

## Introduction

### Context

The Equality Act 2010 replaced the former race, disability and gender equality duties with one general duty, covering nine “protected characteristics”. The General Duty requires organisations, when exercising their functions, to have due regard to:

- eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it and;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

### Protected Characteristics

The nine protected characteristics are:

- Race
- Disability
- Gender
- Gender reassignment
- Age
- Sexual Orientation
- Religion or belief
- Pregnancy and maternity
- Marriage and civil Partnerships

The General Duty to have due regard to eliminate discrimination, advance equality of opportunity and foster good relations applies to all nine protected characteristics. For marriage and civil partnership, the duty extends to eliminating discrimination only.

## **Chelmsford College's Vision for Equality**

Chelmsford College is committed to eliminating unfair discrimination and promoting diversity and equality of opportunity for all staff and students. Our commitments are expressed in our mission statement, the College's Strategic Plan and our core values, which drive and give shape to all of the College's activities.

The College values and celebrates the diversity in its student cohort and workforce and believes the College will benefit from employing people from all equality groups at all levels of responsibility, and working with students from all equality groups at all curriculum levels, over all areas of college activity.

Our vision for equality informs our Mission Statement, Code of Conduct and Ethics, Equality and Diversity Policy and our College Values, and is central to how we plan to achieve equality across all nine protected characteristics.

### **Our Approach**

We have developed our equality strategy and equality report to ensure diversity and equality planning, implementation and review processes are presented to relevant stakeholders in a cohesive way. We are committed to meeting our obligations under the Equality Act 2010, and continuing to promote diversity and equality both within the College and in our relations with external stakeholders. We view the embedding of the principles outlined in equality legislation as essential for good governance and management processes. We aim to support our managers and student representative groups in recognising and meeting the differing needs of people from diverse backgrounds. Consultation with stakeholders is an important part of our work and the College uses a range of methods to seek views from learners, parents/carers, employers, staff and other groups e.g. focus groups, charities, surveys, partnerships working, Staff and Student Councils.

### **Process**

We review progress on an on-going basis through our Equality and Diversity Committee, to ensure we are achieving our equality aims. Our progress is monitored in accordance with the College's Self-Assessment

process and the writing of an Equality and Diversity Self-Assessment Report. Actions arising from the self-assessment process are incorporated into the College Improvement Plan. This ensures consistent monitoring and reporting through the existing quality assurance processes. An Equality Report is published on at least an annual basis.

### **Responsibility for Equality and Diversity**

The Director of Curriculum and Students and Director of Human Resources have lead responsibility for equality and diversity relating to students and staff respectively. The Equality and Diversity Committee monitors progress and makes recommendations for future actions. A report is made annually to the College's Corporation Board.

## **Equality Strategy**

In meeting the requirements of the General Duty, we have identified three broad areas of activity within our equality strategy: the management of equality; consultation and stakeholder involvement; and reporting progress and action planning.

### **Management of Equality**

We carry out extensive monitoring and analysis of equality information for both students and staff. Our Equality and Diversity Committee, consisting of management, staff and student representatives, meets regularly to establish and monitor progress against our equality objectives and action plans. The Committee monitors our engagement activities and initiatives and makes recommendations to senior management to prioritise action on areas of work and issues that are most relevant to equality. The Equality and Diversity Committee considers all functions and activities, including employment, services for students and other service users, and across all protected characteristics. Senior managers, including those with direct responsibility for equality, meet on a weekly basis and take a lead on all equality issues, including the production of an annual self-assessment report and reports to the Corporation Board.

We actively identify and use sources of good practice and other resources in our approach to the management of equality within the further education sector, including:

- Association of Colleges reports and guidance
- Association of Colleges Eastern Region conferences and network meetings
- Equality and Human Rights Commission statutory codes of practice and guidance
- Learning and Skills Improvement Service guidance and reports
- Ofsted publications and reports
- Government Equalities Office guidance

### **Consultation and Stakeholder Involvement**

We actively engage with individuals and groups to determine policy and procedure development and to advance equality of opportunity for all.

Internally, we consult with students and members of staff through a number of channels. These include:

- Student Council
- Parents and carers
- Learner voice
- Surveys and polls
- Equality focus groups
- Equality Impact Assessments
- Staff Council
- Trade Unions

We engage with individuals and groups externally including:

- Prospective students and staff
- Equality groups, charities and voluntary organisations
- Local authority
- Employers
- Jobcentre Plus (Disability employment advisor)

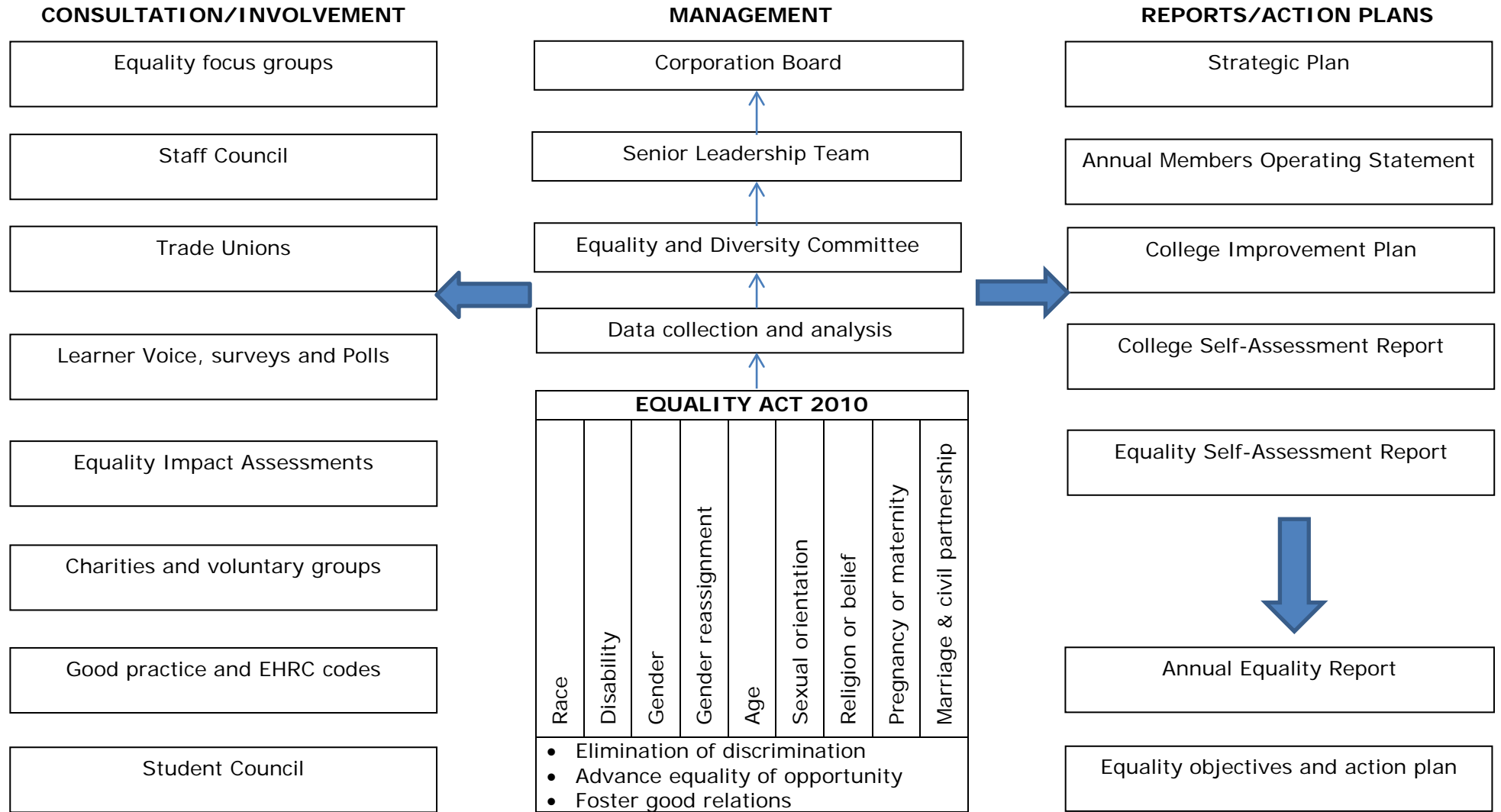
## **Reporting Progress and Action Planning**

The outcomes of equality monitoring and analysis, including both data and engagement activities, are used to inform our equality objectives and associated action plans. An annual equality self-assessment is undertaken to identify improvements, capacity to improve further, strategic development requirements and key risks. The full self-assessment report is published externally and allows statutory bodies to judge how effective we are in all areas of our operations, including equality.

We have a robust Improvement Plan, which identifies our improvement objectives and corresponding action plans. Action plans identify intended outcomes, success and evaluation criteria, assign specific responsibility and include target completion dates. Progress is reported on a continuous basis to all members of staff and governors.

The following page shows how our approach to the management of equality, consultation and stakeholder involvement, progress reporting and action planning processes are aligned to support us in meeting our general and specific equality duties.

# EQUALITY STRATEGIC MAP



## **Key Developments in 2010/11**

We have been active in a number of key areas during 2010/11. Highlights include:

### **'You're Welcome' Accreditation**

We have created an on-site health facility, 'The HuB', (Healthy u Base), to provide dedicated health and wellbeing services to students and staff, including those with disabilities. The HuB has achieved 'You're Welcome' accreditation from the Department of Health, in recognition of fulfilling stringent quality criteria for providing friendly and accessible health services for young people.

### **Chaplaincy**

The Chaplaincy exists for the support of all people within the College community, including students, staff, volunteers and visitors. It is open to all, regardless of faith, age, gender, impairment or sexuality, to create an accepting and supporting environment and to maintain appropriate confidentiality. The Chaplaincy is made up of a group of volunteers and is both ecumenical and multi-faith in principle and practice, working in partnership with the College and faith communities, to meet the needs of students, staff and others of all faiths and none. A dedicated room is available for prayer and is open to all.

### **Mindful Employer**

We have demonstrated our commitment to the awareness and promotion of mental health at work by becoming a signatory to the Charter for employers who are positive about mental health, (Mindful Employer). We use the Charter and resources available to build on good practice in the area of mental health and to ensure that employees and job applicants who declare mental health issues receive the right level of support. In addition, we have agreed to participate in an evaluation study as part of an academic research project into mental health at work.

### **Committed2Equality**

Committed2Equality is a national equality standard, designed to help organisations to reach their equality potential and demonstrate their equality and diversity working practices. Following a programme of development, we were successful in gaining accreditation to the C2E Standard at the highest 'gold' level.

## **Equality Impact Assessments**

We have developed and implemented an equality impact assessment procedure to ensure that all new policies, procedures, practices or decisions receive an initial assessment of their impact to equality. A full impact assessment is undertaken on a prioritised basis if we determine the potential impact to be high. A programme of reviewing all existing policies and procedures will be completed during 2011/12.

## **Promoting Equality and Diversity to Learners**

We have established a new programme of delivering equality and diversity awareness to all full time 16-18 learners through an accredited qualification, 'Working with Others'.

## **Staff Training**

We have developed and implemented a new differentiated and modularised equality and diversity training programme for all members of staff and governors. All members of staff received training appropriate to their role during 2010/11.

## **At Risk Learner Group**

We have established an 'at risk learner group' in order to identify, monitor and provide specific tailored support to students who are at risk of harm or not completing their course because of significant factors, including physical or mental health disabilities.

## **Work Based Learning Champion Programme for Essex**

Our Work Based Learning division, Chelmsford Training Services, has become a member of the Work Based Learning Champion Programme for Essex. This provides access to good practice resources and significant opportunities to promote equality and diversity with our partner agencies and to employers we work with.

## **Positive about Disabled People**

We remain a 'Positive about Disabled People' employer, as a demonstration of our commitment to disabled people in relation to recruitment, training, retention, consultation and disability awareness.

## Equality Information and Analysis – Students

### Headline Performance Indicators

2010/11 performance by gender, disability and ethnic group	Starts %	Success %	Retention %	Achievement %
Male	55	78	85	91
Female	45	83	88	94
Receiving additional learning support	15	86	91	95
No additional learning support	85	79	86	92
Disability disclosed	17	84	89	95
No disability disclosed	83	79	86	92
Black/minority ethnic group	14	85	92	93
White British	86	79	86	92
Total College performance	100	80	87	92

### Gender Performance

There is a 3 percentage point difference between male and female achievement for all courses, at all levels, with female students outperforming males. Similar variances exist in success and retention rates. The gap between female and male achievement rates has widened from 1 percentage point in 2009/10.

### Additional Learning Support

Students in receipt of additional learning support, including those who are disabled, achieved higher success and achievement rates than students not in receipt of additional support. This trend is consistent with results from 2009/10.

### Disability

The success rates for learners with a declared disability or learning difficulty is higher than students who have not declared a disability. Achievement rates and retention of disabled students are also higher than non-disabled students and total performance rates.

## Performance by Disability

2010/11 performance by area of disability	% of declared disability	Success %	Retention %	Achievement %
Physical	3.33	60	60	100
Mobility	2.67	75	100	75
Hearing	2.67	100	100	100
Mental health	11.33	88	88	100
Visual	6.00	89	100	89
Emotional / behavioural	14.00	100	100	100
Profound / complex	0.67	100	100	100
Medical	24.67	78	86	91
Multiple	14.00	81	95	85
Other	20.66	81	97	83
Total College performance		80	87	92

## Performance by Ethnicity

2010/11 performance by ethnic groups	Students %	Success %	Retention %	Achievement %
Black African	2.56	90	99	91
Other Asian	0.74	89	93	96
Pakistani	0.68	72	80	90
Black other	0.33	92	100	92
Bangladeshi	0.55	80	85	94
Chinese	0.41	100	100	100
Mixed	2.13	77	86	90
White other	4.33	90	94	96
Black Caribbean	0.41	80	93	86
Indian	0.33	58	67	88
White British	86.48	79	86	92
Any other	0.84	84	94	90
Unknown	0.22	75	88	86
Total College performance		80	87	92

## **Ethnicity**

The success rates of students from minority ethnic backgrounds are higher overall than for White British students, who form the largest ethnic grouping. Improvements in the success rates of Chinese, Bangladeshi and other Asian students is notable, but offset by a decline in the success rates for Indian, Pakistani and Black Caribbean students.

## Equality Information and Analysis – Staff

### Gender Analysis

Employment Group	Overall staffing %	Male %	Female %	Gender pay median index (male = 100%)
Part-time Leadership and Management	0.25	2.86	0.00	-
Full-time Leadership and Management	8.37	45.71	51.43	77.11
Total Leadership and Management	8.62	48.57	51.43	77.11
Part-time Teaching and Training	15.27	8.16	34.01	92.85
Full-time Teaching and Training	20.94	38.10	19.73	96.52
Total Teaching and Training	36.21	46.26	53.74	96.52
Part-time Student & Learning Support	19.46	12.50	86.25	100.00
Full-time Student & Learning Support	0.25	0.00	1.25	-
Total Student & Learning Support	19.70	12.50	87.50	100.00
Part-time Business Support	24.14	10.42	57.64	100.00
Full-time Business Support	11.33	13.89	18.05	100.00
Total Business Support	35.47	24.31	75.69	97.25
Total Part-time staff	59.11	9.36	49.75	94.86
Total Full time staff	40.89	22.66	18.23	94.08
All staff	100	32.02	67.98	68.54

The overall distribution of staff across the organisation is approximately two-thirds female and one third male. However there are significant variances within the broad groupings of leadership, teaching, learning support and business support roles, and within part-time and full-time working arrangements.

We apply a variety of flexible employment practices including part-time and term-time opportunities and there has been a greater take up of part-time working by female staff, with approximately three-quarters of all female staff working on a part-time basis, compared to approximately one-third of all male staff.

Overall, similar numbers of male and female staff are employed in leadership and teaching posts, although there remains a significantly greater number of part-time female teachers compared to males. Learning support posts are almost exclusively part-time, and significantly greater numbers of female staff are employed in these posts. Twice as many part-time staff as full-time staff work in business support posts, and three out of four business support staff are female.

Due to significant flexibility of employment practices, including part-time, term-time and variable hours working arrangements, we apply a median hourly earnings comparison to determine the percentage difference between levels of male and female pay. Within the broad groups of teaching, learning support and business support roles, median hourly earnings are relatively closely aligned. There remains a more significant difference when comparing management posts. Although there are broadly similar numbers of male and female management staff, fewer female staff are employed in senior management posts, when compared to male staff.

## Ethnicity Analysis

Employment Group	Overall staffing %	Black/minority ethnic group %	White British %	Not disclosed %
Part-time Leadership and Management	0.25	0.00	2.86	0.00
Full-time Leadership and Management	8.37	0.00	97.14	0.00
Total Leadership and Management	8.62	0.00	100	0.00
Part-time Teaching and Training	15.27	4.08	37.41	0.68
Full-time Teaching and Training	20.94	6.12	50.34	1.36
Total Teaching and Training	36.21	10.20	87.75	2.04
Part-time Student & Learning Support	19.46	3.75	92.50	2.50
Full-time Student & Learning Support	0.25	0.00	1.25	0.00
Total Student & Learning Support	19.70	3.75	93.75	2.50
Part-time Business Support	24.14	5.56	60.42	2.08
Full-time Business Support	11.33	3.47	27.78	0.69
Total Business Support	35.47	9.03	88.20	2.77
Total Part-time staff	59.11	4.19	53.45	1.48
Total Full time staff	40.89	3.45	36.70	0.74
All staff	100	7.64	90.15	2.22

Overall, the percentage of staff from minority ethnic backgrounds is greater than the local population of 6.5%.

A higher proportion of staff from minority ethnic backgrounds work in teaching and business support roles, and fewer in learning support. There are no staff from minority ethnic backgrounds currently employed in leadership posts.

## Disability Analysis

Employment Group	Overall staffing %	Disability disclosed %	No disability/ not disclosed %
Part-time Leadership and Management	0.25	0.00	2.86
Full-time Leadership and Management	8.37	11.43	85.71
<b>Total Leadership and Management</b>	<b>8.62</b>	<b>11.43</b>	<b>88.57</b>
Part-time Teaching and Training	15.27	2.04	40.14
Full-time Teaching and Training	20.94	4.76	53.06
<b>Total Teaching and Training</b>	<b>36.21</b>	<b>6.80</b>	<b>93.20</b>
Part-time Student & Learning Support	19.46	7.50	91.25
Full-time Student & Learning Support	0.25	0.00	1.25
<b>Total Student &amp; Learning Support</b>	<b>19.70</b>	<b>7.50</b>	<b>92.5</b>
Part-time Business Support	24.14	6.94	61.11
Full-time Business Support	11.33	0.70	31.25
<b>Total Business Support</b>	<b>35.47</b>	<b>7.64</b>	<b>92.36</b>
<b>Total Part-time staff</b>	<b>59.11</b>	<b>4.68</b>	<b>54.43</b>
<b>Total Full time staff</b>	<b>40.89</b>	<b>2.96</b>	<b>37.93</b>
<b>All staff</b>	<b>100</b>	<b>7.64</b>	<b>92.36</b>

Overall, we employ over twice the percentage of staff with a declared disability than across the further education sector as a whole. (Nationally, in 2009/10, 3.2% of staff employed in further education colleges had a declared disability).

Proportionately, there are a higher number of disabled staff in management positions and overall, part-time staff are more likely to have declared a disability than full-time staff.

We consult with all staff at least annually to monitor and update disability disclosures and determine if any reasonable adjustments are required.

## Age Analysis

Employment Group	Overall staffing %	<25 %	25-29 %	30-34 %	35-39 %	40-44 %	45-49 %	50-54 %	55-59 %	60+ %
Part-time Leadership and Management	0.25	0	0	0	0	0	0	0	0	2.86
Full-time Leadership and Management	8.37	0	2.86	11.43	2.86	17.14	14.29	28.57	11.43	8.57
Total Leadership and Management	8.62	0	2.86	11.43	2.86	17.14	14.29	28.57	11.43	11.43
Part-time Teaching and Training	15.27	0	2.04	3.40	4.76	4.76	8.84	4.76	6.80	6.80
Full-time Teaching and Training	20.94	0.68	5.44	6.12	5.44	6.12	10.2	10.2	10.2	3.4
Total Teaching and Training	36.21	0.68	7.48	9.52	10.2	10.88	19.06	14.98	17.0	10.2
Part-time Student & Learning Support	19.46	0	5.0	2.50	6.25	21.25	23.75	25.0	8.75	6.25
Full-time Student & Learning Support	0.25	0	0	0	0	0	0	0	1.25	0
Total Student & Learning Support	19.70	0	5.0	2.5	6.25	21.25	23.75	25.0	10.0	6.25
Part-time Business Support	24.14	1.39	1.39	2.78	4.86	9.72	11.11	11.11	9.72	15.97
Full-time Business Support	11.33	3.47	7.64	1.39	1.39	1.39	4.17	5.56	4.17	2.78
Total Business Support	35.47	4.86	9.03	4.17	6.25	11.11	15.28	16.67	13.89	18.75
Total Part-time staff	59.11	0.49	2.22	2.71	4.68	9.36	11.82	10.59	7.64	9.61
Total Full time staff	40.89	1.48	4.93	3.69	2.71	4.19	6.40	8.13	6.40	2.96
All staff	100	1.97	7.15	6.40	7.39	13.55	18.22	18.72	14.04	12.57

There is a relatively even distribution of age ranges within all employment groups with the exception of employees under the age of 25, where there are relatively fewer numbers of staff employed in any job type.

The highest numbers of staff fall within the 45-55 age groups, with decreasing numbers employed either side of this range. Excluding 16-18 funded apprentices, the youngest employee is 19 years of age and the oldest, 75.

In general there are larger numbers of older staff employed in part-time posts. In the 60+ age range, three quarters of those employed are in part-time posts.

We no longer apply any planned retirement age and whilst some members of staff choose to retire on reaching normal occupational pension age, others continue working beyond this age.

### **Other Protected Characteristics**

Following a staff consultation we now collect data on sexual orientation, gender reassignment and religion/belief in addition to our existing equality data. We have chosen not to publish this data at this time due to the relatively small number of disclosures that currently exist within the data set. This data is however used on an individual basis, to ensure that we are supporting all members of staff, and to encourage members of staff with these protected characteristics to assist us in promoting continuous improvement.

## Conclusions and Next Steps

We believe there is much to celebrate but we still have a way to go on our journey towards equality and the new equality legislation provides us with an important and useful framework, in order to drive forward the changes necessary for greater equality.

We will continue to collect equality data in order to monitor the impact of our equality strategy on learners, staff and the community. Where we find evidence of disadvantage, we will conduct additional data analysis and qualitative research in order to adjust and refine our strategy and practices.

We will continue to develop stronger links with representative individuals and groups to continue to promote equality for all.

We will identify specific and measurable equality objectives and ensure these are published by April 2012.

We will ensure that an equality report is published at least annually, to incorporate progress made against our equality objectives.