OLDHAM COLLEGE EQUALITY AND DIVERSITY ANNUAL REPORT 2018/19

Introduction

Oldham College is proud of its diverse community of staff, students and visitors. We are committed to creating a positive environment where everybody is treated with dignity and respect. Every year the College reports key information to support monitoring and drive continual improvement, not just to meet our statutory reporting requirements.

Our Commitment to Equality and Diversity

Oldham College and UCO are committed to making sure the education and facilities we provide gives equitable access to all, and that they reduce the barriers and disadvantages for all students and staff in particular vulnerable groups.

At Oldham College and UCO, we work with students and staff to build a culture in which we treat everyone with fairness, respect, equality and dignity and respect their autonomy.

We ensure that our HR policies are fair and transparent.

We regularly review complaints to identify whether discrimination has taken place including violent discrimination or hate crime) we have a procedure in place to record and report discrimination through our Governance structures.

This report shows our commitment to promoting equality and reducing education inequalities, and sets out how we have fulfilled our responsibilities arising from the Equality Act 2010, both to our students and as an employer.

The Legal Context

The information contained in this report also provides evidence that the College has arrangements in place to ensure that we adhere to the Equality Act 2010. Oldham College and UCO believe in inclusivity regardless of any legal duty. However, there is a legal framework to follow and our compliance with this framework is one of the ways our students and staff can hold us to account.

The Equality Act includes specific requirements for public bodies to consider all individuals when carrying out their day-to-day work – in shaping policy, delivering services and in relation to our own staff. As a college, we should also increase our understanding of the ways different people could be affected by our activities. This

helps make sure that all our policies and facilities are appropriate and accessible for all.

The associated Public Sector Equality Duty specifically requires institutions to have due regard to:

• Eliminating unlawful discrimination, harassment and victimisation.

• Advancing equality of opportunity between people who do and do not share a protected characteristic.

• Fostering good relations between people who share and those who do not share a protected characteristic.

Content of the Report

The Annual Equality and Diversity Monitoring Report sets out information to evidence how the College has demonstrated its stated equality and diversity aims and objectives and highlights new challenges. The report identifies future areas for development and demonstrates our approach to inclusion.

The report is divided into two sections, Section 1 reports on data and analysis for staff. An action plan to address the Equality Objectives and the issues identified from the data is set out in Appendix. Section 2 reports on data and analysis for students providing objectives. An action plan for the period of 2019-20 is set out in Appendix 2.

SECTION ONE – STAFF

2.1   Equality Data

This section of the report provides staff equality monitoring data with observations in respect of staff in post as at 4th September 2019. At this date Oldham College and UCO employed a total of 498 staff. Staff data is profiled by the protected characteristics of gender, ethnicity, disability age, sexual orientation, and religion or belief.

2.1.1 Gender
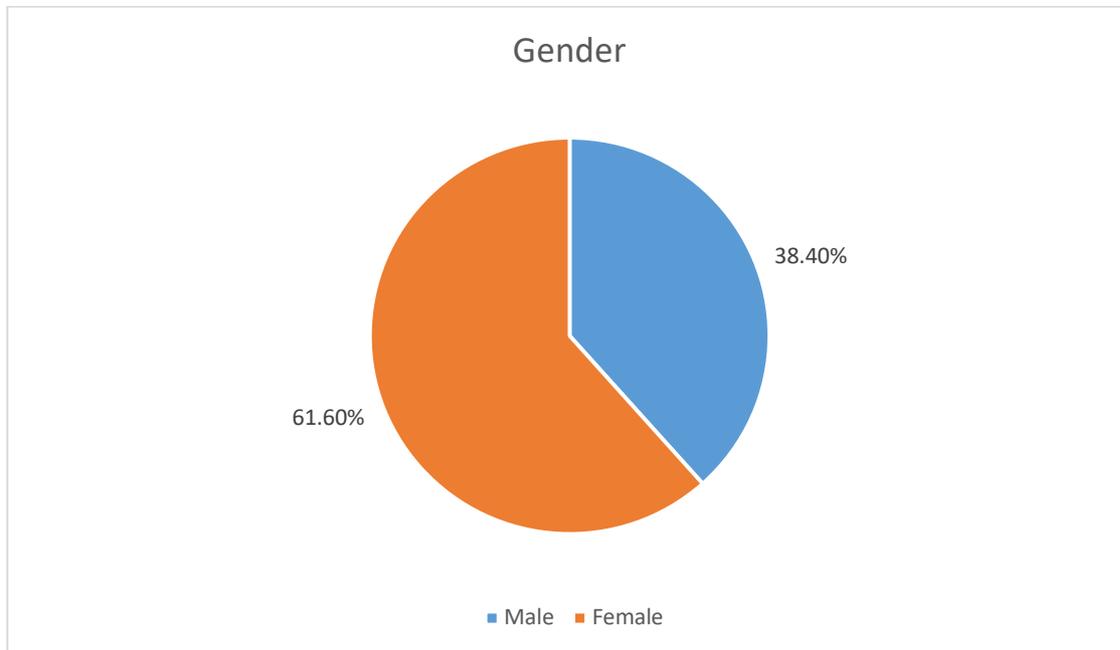
Oldham College's gender split is the same as for the sector nationally. The demographics of the FE college workforce nationally have not changed substantially since the Staff Individual Record (SIR) for 2013-14. Nationally the workforce remains predominantly female: 61% of all staff are female in 2017-18, up slightly from 60% in 2013-14.

2.1.2 Ethnicity

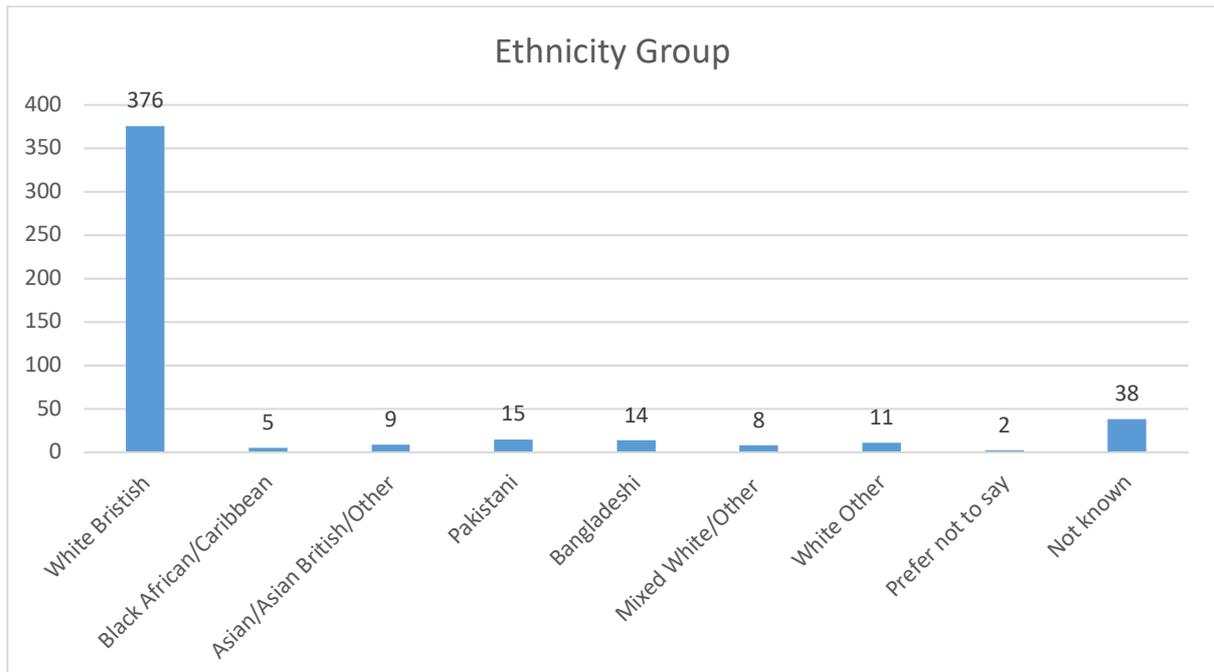|	**2015**	**2016**	**2017**	**2018**	**2019**
Proportion of Staff reporting as BME	19%	20%	14.50%	11.31%	10.40%
Proportion of Staff reporting as White British	81%	80%	85.50%	77.00%	79.80%

Oldham is predominantly white (77.5%), with Pakistani heritage (10.1%) and Bangladeshi heritage (7.3%) as the largest minorities. Oldham has a higher proportion (22.5%) of non-white residents than Greater Manchester (16.3%) or England (14.3%). This value has increased significantly from 13.9% in 2001.

The ethnic composition of Oldham changed considerably between the 2001 and the 2011 censuses. The proportion of the population from white backgrounds decreased from 86.2% to 77.5%. Meanwhile, the South Asian population continued to grow, with residents of Pakistani heritage increasing from 6.3% to 10.1%, and residents of Bangladeshi heritage increasing from 4.5% to 7.3%. These communities primarily live in the wards surrounding the town centre – typically the most deprived areas in Oldham. The Pakistani community is concentrated in Werneth and St Mary's and, more recently, has spread into Alexandra, Medlock Vale and Waterhead. The Bangladeshi community is centred upon Coldhurst but has similarly expanded into neighbouring Chadderton North and Werneth.

Oldham College's staff population is predominantly White British 75%. Nationally the average is 84% and this is the same proportion as in 2013-14.

Just over half (272) of Oldham College's staff population reside in the Oldham area.

Whilst the non-white population of Oldham has increased, the percentage of non-white staff at the College has decreased. The staff profile does not reflect the College's student profile and actions to increase the number of non-white employees are included in the Equality and Diversity Action Plan (Appendix 1).

Ethnicity Group

| Ethnicity	Count
White Brisitsh	376
Black African/Caribbean	5
Asian/Asian British/Other	9
Pakistani	15
Bangladeshi	14
Mixed White/Other	8
White Other	11
Prefer not to say	2
Not known	38

2.1.3 **Disability**

	2015	**2016**	**2017**	**2018**	**2019**
Employee with a Disability	4.20%	5%	4.80%	3.00%	3.00%
Employee with no recorded Disability	95.80%	95%	95.20%	82.00%	97.00%

The College's Equality Monitoring form does not have the 'prefer not to say' option for disability. There is therefore a possibility that there are staff who have stated 'No' who might have a disability but prefer not to disclose.

2.1.4 **Age**
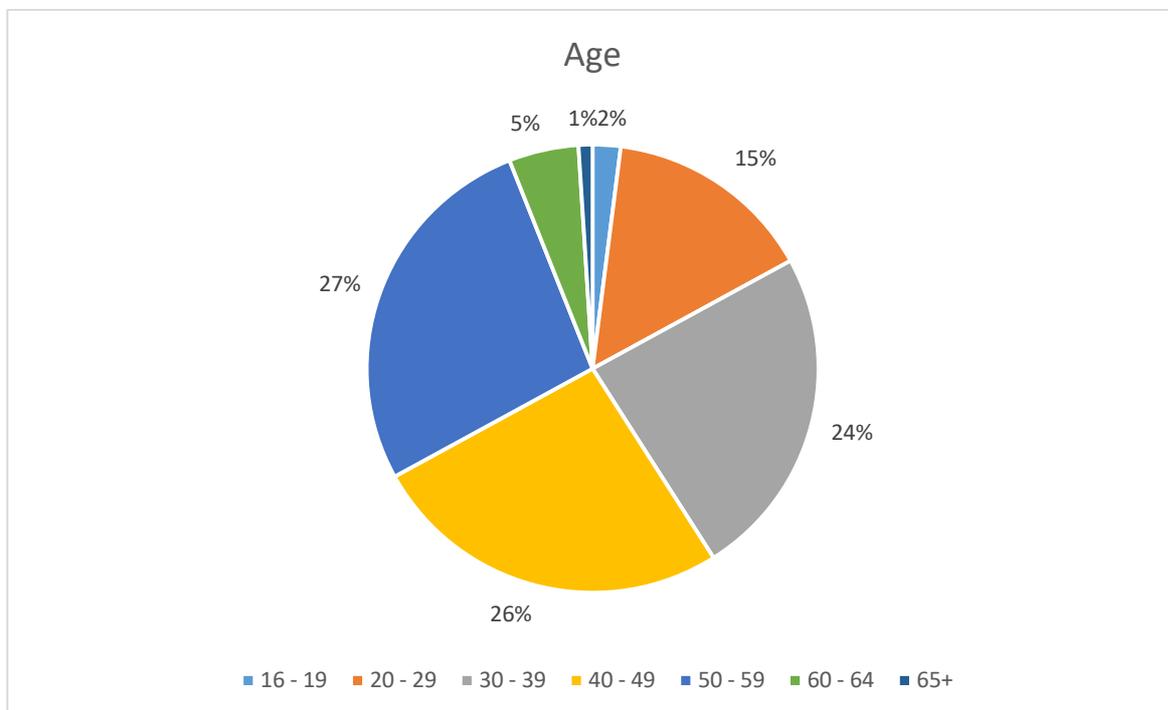
As for last year, the majority of Oldham College's staff are in the 30-59 age groups and the largest group is the 50-59 age bracket (27%) which is an increase of 2% on last year.

Although the median age of all staff and teaching staff in the FE sector has not changed substantially over time, there has been an increase in the proportion of older staff, with the percentage of all staff aged 60 and over rising from 9% in 2013-14 to 13% in 2017-18.

2.1.5 **Sexual Orientation**
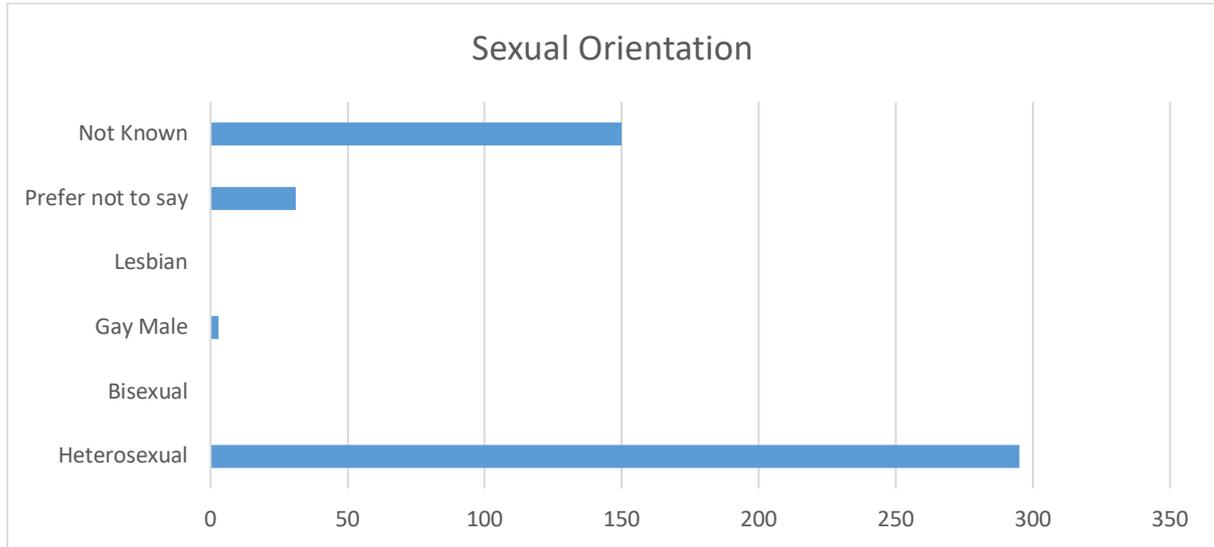
We have a high proportion of staff for whom we do not hold sexual orientation data and those who prefer not to say.

2.1.6 Religion
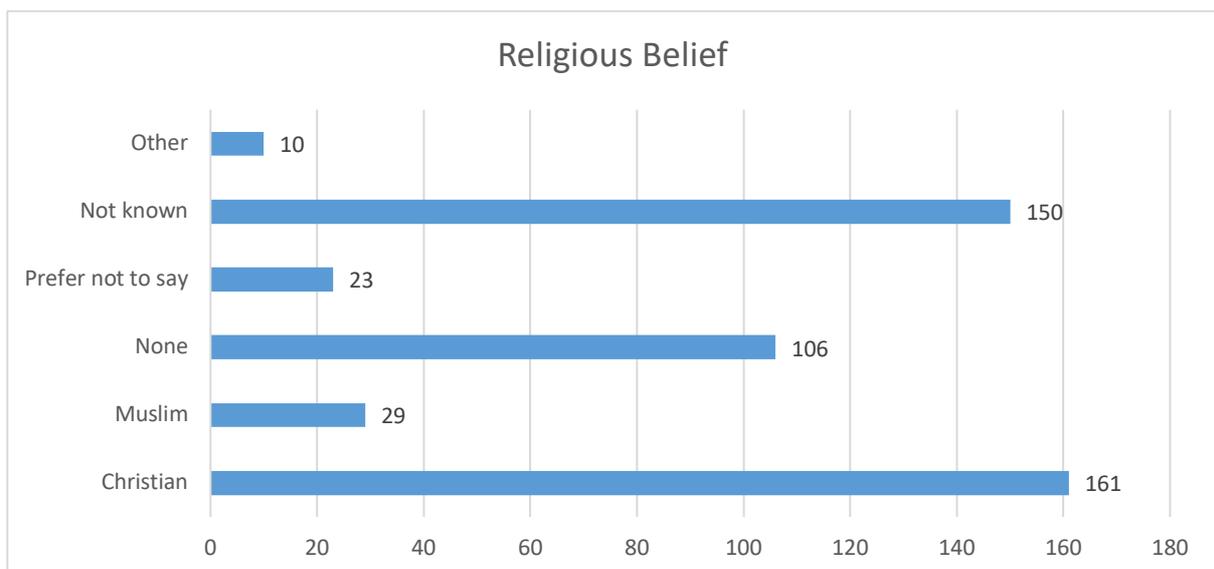
We have a high proportion of staff for whom we do not religious belief data and those who prefer not to say.

2.2   Staff Equality and Diversity Objectives 2018-2023

The College's equality objectives for 2018-2023 to support our strategic plan which were agreed last year are:

- To encourage diversity and eliminate unfair treatment and discrimination (policies, procedures and training)
- Ensure staff have a supportive, safe and harassment –free environment, with family –friendly and flexible working policies that value and respect each other's contributions
- Ensure that all staff will be considered solely on their merits for career development and promotion with equal opportunities for all
- Ensure that all Oldham College and UCO colleagues treat each other with dignity and respect
- Ensure that fairness and inclusion are embedded into our day to day business

An action plan has been created that sets out the specific actions that will be taken in relation to the above objectives.

A People Strategy has been developed to support the College in its achievement of its strategic goals. The People strategy sets out four priorities:

1. Developing a culture of high performance
2. Enabling the College to recruit and retain the best employees
3. Developing a Reward strategy that is fair and transparent and supports the College to recruit and retain the best employees and encourage high performance
4. Ensuring that the College is a great place to work where there is trust, integrity, two-way commitment and communication between the College and its staff.

The HR operational plan 2019/20 sets out specific actions under the four People Strategy priorities. Relevant actions included in the HR operational plan are cross-referenced in the Equality and Diversity plan (Appendix 1) and highlighted in pale blue.

2.3   Future Equality and Diversity Annual Reporting

A new HR system iTrent is currently being implemented and will provide improved reporting capability to increase the breadth of the topics covered in the annual

Equality and Diversity report, and the depth and the ability to drill down lower than the College level data.

It is proposed that, in addition to the staff in post data contained in this year's report, future reports also include data on staff progression, staff leavers, and data split by academic and support services staff groups.

SECTION TWO - STUDENTS

Student Data

The strategy of Oldham College is to be a local college meeting the needs of local residents and the business community. The governors set and review annual KPI's relating to; the participation of learners from disadvantaged postcodes, qualifications on entry, ethnic groups, learners at risk on entry, and level of study, in addition to the standard retention and achievement EDIMS.

Participation

Gender
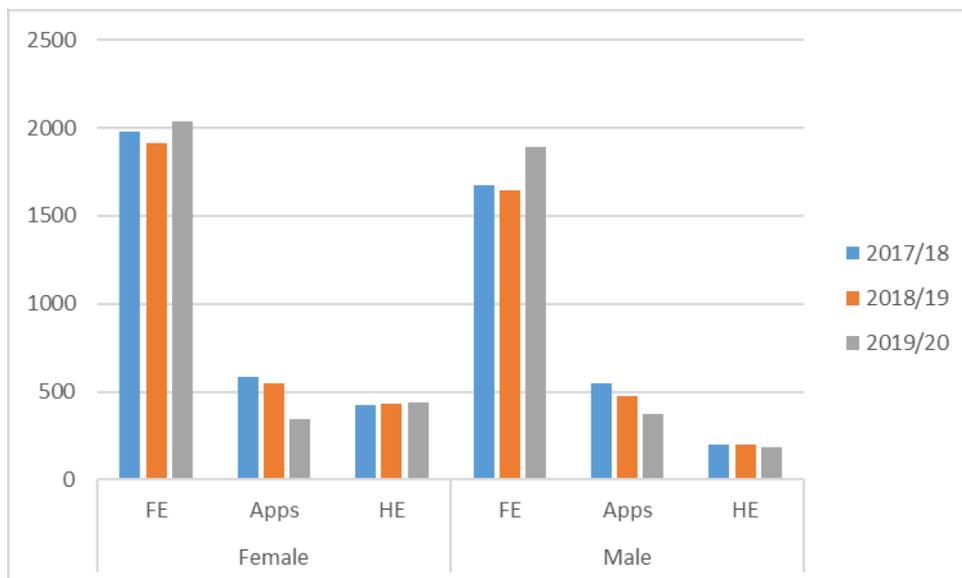
Ethnicity

Participation of BAME residents has gradually increased from 43% to 47% over the last 3 years, reflecting the changes in the local school age population.

Student Applications - Classroom

	Applications		Offers		% of all offers	
	2017/18	2018/19	2017/18	2018/19		
Bangladeshi	268	196	236	172	19%	16%
Black African	30	44	16	30	1%	3%
Black Caribbean	2	5	1	5	0%	0%
Black Other	16	16	10	11	1%	1%
Chinese	4	3	1	3	0%	0%
Indian	2	3	2	3	0%	0%
Other	195	104	128	72	10%	7%
Other Asian	8	25	5	22	0%	2%
Pakistani	277	221	213	183	17%	17%
White	763	716	626	564	51%	53%
TOTAL	1,565	1,333	1,238	1,065	100%	100%

Participation - UCO

	Oldham	College HE
White	77.5%	55%
BAME	22.5	45%
Pakistani	10.1%	16%
Bangladeshi	7.3%	12%
Indian	0.7%	N/A
Black (African/Caribbean)	1.2%	6%
Mixed	1.8%	N/A
Other Ethnic groups	1.4%	N/A

Applications Apprenticeship

	Applications		Offers		% of offers
	2017/18	2018/19	2017/18	2018/19	2018/19
Bangladeshi	51	43	23	25	7%
Black African	20	20	7	6	2%
Black Caribbean	2	2		1	0%
Black Other	3	5		4	1%
Indian	1	1			0%
Other	92	36	24	17	5%
Other Asian	4	3	2		0%
Pakistani	80	59	22	28	8%
White	565	471	386	253	76%
Grand Total	818	640	464	334	100%

Disadvantaged Postcode

The % of learners from disadvantaged postcodes is high at 57% overall, this remains fairly static year on year. This year we have also reviewed participation and achievement rates from one of the most disadvantaged wards in the country- Coldhurst. The data indicates that 10% of our learners are residents of Coldhurst, retention and achievement of learners from this ward are on average 3% above the college average. UCO consistently recruits 30% of students from the town's most disadvantaged wards.

Prior Attainment

The majority of full time learners enter with low prior achievement, only 18% enter with the equivalent of 5 good GCSE's, despite this 35% of learners are studying at L3 or above, and college achievement rates are at or above the national rate.

At Risk on Entry

A quarter of 16-18 learners are identified as being at risk on entry (AROE) by their school because of attendance and/or behaviour issues, a significant number have not been in full time main stream education for several years. Two years ago we tracked this group throughout the year and identified that if they were retained during the first 6 weeks, then they achieved at the same rate as the college average over the year, despite continuing to have lower attendance. As a result we have invested for a second year in a summer transition week for AROE learners. Last year the retention, achievement and behaviour of learners who attended the week were at least as good as the overall college.

Student Retention and Achievement EDIMs

Classroom based provision
The retention of white learners continues to be slightly lower than the average, this is in the main due to variations by subject area. Achievement gaps, especially white males have narrowed over the last 2 years, in part due to improved construction results, although 18/19 data is not yet finalised. High needs achievement is good.

	Retention		Achieved		KPI +/-
	2017/18	2018/19	2017/18	2018/19	
All Ages	94%	94%	87%	86%	-1%
BME	95%	95%	88%	87%	-1%
White	92%	92%	85%	85%	%
Disability	93%	95%	84%	86%	+2%
No Disability	94%	94%	87%	86%	-1%
Female	94%	94%	86%	87%	+1%
Male	93%	94%	87%	86%	-1%
High Needs	97%	98%	85%	86%	+1%
Not High Needs	93%	94%	87%	86%	-1%

Apprenticeship Achievement EDIMs

BME achievement has declined, whilst white male achievement has improved. The team are carrying out further analysis to identify the cause and agree an improvement plan. High needs achievement is good.

	Overall (Actual End Year)					
	2016/17		2017/18		2018/19	
	Leavers	Achieved	Leavers	Achieved	Leavers	Achieved
All Apprenticeships	418	71%	637	73%	489	72%
BME	52	75%	64	70%	70	64%
White	366	70%	573	74%	419	73%
Female	234	75%	318	76%	288	72%
Male	184	66%	319	71%	201	72%
has difficulty/disability	40	63%	52	73%	94	79%
no difficulty/disability	376	72%	582	74%	395	71%

Oldham College

University Campus Oldham
Higher Education at Oldham College

UCO Achievement EDIMS

2017/18	Learner Number	Access	Success	TEF Non Continuation	Attainment
Asian	184	31%	95%	13%	81%
Black	53	9%	83%	11%	56%
Mixed	N/A	N/A	N/A	N/A	N/A
Other	28	5%	94%	7%	79%
White	332	56%	97%	14%	74%
Total	**597**				

Over the last 3 years the percentage of BAME First Class degrees has fallen, while the number of White First Class has risen, the percentage of 2:1's while higher for BAME students from 2013/14 to 2016/17 fell for BAME students in 2017/18. UCO does not reflect the 2017/18 23.1% gap in achievement of higher classification degrees nationally between BAME and White students[1]. The gap at UCO for 2017/18 was 10%. For the majority of years in scope BAME students at TOC have achieved a higher percentage of 2:1s, however, the gap in the achievement of 1sts between BAME and White students requires improvement. This is a key target for the College, to reduce the gap from 10% to equity by 2024/25.

STAFF EQUALITY AND DIVERSITY ACTION PLAN 2019/2020

Objective	1. To encourage diversity and eliminate unfair treatment and discrimination (policies, procedures and training)			
Action		**Date**	**By whom**	**Review/evidence of impact and milestones (RAG)**
1.1	Introduce equality impact assessment to the development of all staff policies and procedures.	November 2019	Director of HR and OD	
1.2	Work with stakeholders to ensure that recruitment advertising is effective, focused, good value for money, uses language and imagery that maximises potential interest from a diverse range of candidates, and is legally compliant.	March 2020	HR Adviser and Assistant HR Adviser	
1.3	Establish contact with Jobcentre Plus to discuss ways that the College can improve recruitment from under-represented ethnic groups.	December 2019	HR Adviser	
1.4	Investigate the process for becoming a Disability Confident Committed employer.	December 2019	HR Adviser	
1.5	Introduce the 'prefer not to say' option on the Equality Monitoring Form for recruitment.	September 2019	HR Administrator	
1.6	Launch awareness campaign of the reasons for, and benefits of disclosing protected characteristics.	January 2010	HR Adviser	

Objective 2	Ensure staff have a supportive, safe and harassment –free environment, with family –friendly and flexible working policies that value and respect each other's contributions			
Action		**Date by**	**By whom**	**Review/evidence of impact and milestones (RAG)**
2.1	**Family Leave & Flexible Working** - Review and revise the College offering of maternity, paternity, shared parental leave and unpaid parental leave, ensuring they fully reflect current legislative requirements. - Communicate the College's provision clearly to employees and prospective employees.	December 2020	HR Adviser	
2.2	Review, revise and implement a new Flexible Working procedure that reflects current legislative requirements and responds to the needs of the College and its employees.	March 2020	HR Adviser	
2.3	**Develop and implement a Wellbeing strategy for the whole College.** - Develop and implement a mental health wellbeing framework, building on the existing provision (Medicash, Occupational Health	February 2020	Head of OD and Talent	

	referrals, flexible working scheme etc.) - Develop the wider Wellbeing offer in response to the Great Place to Work Assessment findings.	June 2020		
2.4	**Develop a coherent and positive approach to employee engagement** - Utilise the Great Place to Work accreditation scheme as a framework and enabler for employee engagement.	Launch GPTW January 2020	Director of HR and OD	
2.5	Re-introduce the Employee Forum to provide all staff with the opportunity for two- way communication	January 2020	Director of HR and OD	
Objective 3	**Ensure that all staff will be considered solely on their merits for career development and promotion with equal opportunities for all**			
Action		**Date by**	**By whom**	**Review/evidence of impact and milestones (RAG)**
3.1	Publish the criteria for selection for support for Higher Education and review all supported applications to ensure they meet the criteria and support the College's strategic objectives.	October 2019	Head of OD and Talent	
3.2	**Develop a pay strategy** - Complete a pay benchmarking exercise.	Proposal to Board of Governors January 2020	Director of HR and OD	

		Develop a Pay Strategy for consideration by the Board of Governors.	October 2019	Director of HR and OD	
		Develop Senior Post holders Pay Policy for approval by Board of Governors.			
Objective 4	**Ensure that all Oldham College and UCO colleagues treat each other with dignity and respect**				
Action			**Date by**	**By whom**	**Review/evidence of impact and milestones (RAG)**
4.1	Develop Oldham College 'Behaviours' - Engage with College managers and employees to develop the College behaviours - Include the behaviours in all relevant 'People' processes including: recruitment, induction, probation and appraisal.		March 2020	HR Adviser	
4.2	Revise the College's Code of Conduct.		November 2019	Josie Elson	
Objective 5	**Ensure that fairness and inclusion are embedded into our day to day business**				
5.1	Include the College's behaviours and Code of Conduct into the recruitment, induction and appraisal processes.		May 2020	Head of OD and Talent/HR Adviser	

Oldham College

Appendix 2

University Campus **Oldham**
Higher Education at Oldham College

STUDENT EQUALITY AND DIVERSITY ACTION PLAN 2019/2020

Objective	1. To reduce the gap in participation and achievement for underrepresented groups at UCO			
Action		**Date**	**By whom**	**Review/evidence of impact and milestones (RAG)**
1.1	Design and deliver a programme of differentiated activities for working with specific groups. Engage with relevant stakeholders and community to implement Access activities for specific groups.			To reduce the gap in participation in HE for students from underrepresented groups in the local town.
1.2	Utilise learner analytics to support tracking of students to inform interventions to reduce non-continuation. Provide Financial support incentives where this is identified as a barrier to continuation. Establish group profiles of learners to inform pedagogical approaches in addressing the needs of learners. Monitor At Risk students and specific triggers e.g. course deadlines.			To reduce the non-continuation gap for students from underrepresented groups to 10%
1.3	Differentiate support activities to include intersections of under-represented groups. Establish and deliver an achievement programme to improve achievements of BAME Male learners. Use group profiles to inform pedagogical approaches			To reduce the attainment gap for students from underrepresented groups

		Date	By whom	
	differentiating for Mature and Young students.			
1.4	Build on existing Career provision to include a range of opportunities for individuals and groups. Mentor Schemes with Employers to highlight access opportunities. Design and implement Graduate Employment Schemes with local employers. Create robust Alumni links, activities of mutual benefit for the College, Learners, ex-students, Employers.			Improve progression into further study and graduate level jobs, with a particular focus on female BAME.
Objective	**2. To reduce the gap in participation and achievement for underrepresented groups in full time education**			
Action		**Date**	**By whom**	**Review/evidence of impact and milestones (RAG)**
2.1	Review participation rates across faculties to further reduce the imbalance by gender.			Narrow the gap in participation rates by gender.
2.2	Extend transition activities to ensure a strong start for learners who have not fully engaged with school.			Narrow the achievement gap for the most at risk learners.
2.3	Extend progression activities to maximise progression for all learner groups.			Increase progression to positive destinations for all learner groups.
Objective	**3. To reduce the gap in participation and achievement for underrepresented groups in apprenticeship**			

Action		Date	By whom	Review/evidence of impact and milestones (RAG)
3.1	Carry out a review of BAME achievement, to include learner and employer interviews and data analysis to identify causes and trends by sector.			Eliminate the achievement gap between white and BAME learners.