



Northern College for Residential Adult Education

Equality Duty in Employment Report 2016

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1.0 Background

- 1.1. This report covers the period 1 August 2015 – 31 July 2016. The purpose of this report is to meet the requirements placed on public bodies under the Equality Act 2010. As a Public Body, Northern College recognises the requirement to give due regard to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
 - advance equality of opportunity between people from different groups; and to
 - foster good relations between people from different groups.
- 1.2 The Equality Duty 2010 replaces the previous public sector equality duties for disability, ethnicity and gender and covers the following protected characteristics:
- Race
 - Disability
 - Age
 - Religion or Belief
 - Sexual Orientation
 - Gender
 - Gender Reassignment
 - Pregnancy and maternity
 - Marriage and civil partnership (in respect of eliminating unlawful discrimination).
- 1.3 Under the specific duties public bodies with 150 or more employees are required to publish information annually to demonstrate their compliance with the Equality Duty 2010. The college had 84 full-time equivalent employees during the 2015/16. The information published in this report represents a proportionate response to the public duty to publish information.

The following employment information is covered in this report:

- The race, disability, gender, age, religion and belief of the workforce.
 - An indication of likely representation on sexual orientation.
 - An indication of any issues for trans staff, based on engagement with trans staff or voluntary groups.
 - Take up of training opportunities.
 - Success rates of job applicants.
- 1.4 Monitoring and reporting on these areas enables us to analyse the information to see if there are barriers to staff with protected characteristics, taking action as necessary to try and remove barriers and promote equality for all groups.
- 1.5 As part of the specific duties the college is also required to set specific, measurable equality objectives and publish these along with an equality policy.

2.0 Status of information

- 2.1 This is the sixth report resulting from the specific duties of the Equality Act 2010.
- 2.2 The majority of the monitoring information has been taken from the college's HR system. A personal data audit was undertaken in March 2016 to ensure that existing data was complete and up to date. This audit is undertaken on an annual basis.

- 2.3 An anonymous survey was also undertaken in March 2016 to collect data on sexual orientation and gender assignment.
- 2.4 The reporting year has been kept to the college's financial year i.e. 1 August to 31 July to reflect other management reporting activities.
- 2.5 The college continues to gather data on recruitment and selection through the operation of an anonymous shortlisting process.

3.0 Training to promote equality and diversity

- 3.1 Equality and diversity is a formal part of the induction process and forms a key strand of the staff development strategy. This work has been recognised with the college once again receiving the Gold standard in the Committed2Equality National Equality Standard. This standard is designed for organisations to enable them to reach their equality potential and demonstrate exemplar equality and diversity working practices.
- 3.2 The HR department aims to send out a series of informative e-mails throughout the year, alerting all staff to religious and cultural festivals, as well as campaigns around issues such as mental health and disability.
- 3.3 The college has celebrated and promoted diversity with displays in the library throughout the year. These have included:
- Black History Month
 - International Day for Persons with Disabilities
 - Lesbian, Gay and Transsexual History Month
 - World Religion Day
 - Lesbian, Gay, Bisexual and Transgender History Month
- 3.4 Over the academic year a varied programme of equality & diversity training has been delivered including:
- Suicide Prevention Training
 - Mental Health Awareness – Understanding Depression and Anxiety
 - Mental Health Awareness - Bi Polar
 - Mental Health Awareness - Understanding Personality Disorder
 - Mental Health First Aid Lite
 - Evac Chair Training

College managers have attended a range of external events and conferences such as equality and diversity networking events with a focus on equality and diversity and sharing good practice. The college is also involved in delivering a nationally funded project on best practice in relation to students experiencing mental illness.

4.0 Update of college policies

- 4.1 In line with equality duties placed on all public organisations, Equality impact assessments are carried out on policies as they are developed.

4.2 All policies continue to be available on the intranet and policies are available in alternative formats upon request e.g. large print, or on coloured paper.

5.0 Breakdown and distribution of the workforce

Staffing figures have been compiled on the basis of staff employed across the whole financial year with the reference point for age taken as 1 August 2015.

5.1 Ethnicity

The tables below show a summary of the ethnic origin of the whole workforce, excluding the figures for those who have not-declared their ethnicity. The first table shows full-time and fractional staff, and the second table shows casual staff.

Ethnic Origin of Full Time/Fractional Staff	Number of Staff	Percentage
White – English/Welsh/Scottish/Northern Irish/British	95	97%
White – Any other white background	1	1%
Mixed/Multiple Ethnic Group – White and Black African	1	1%
Mixed/Multiple Ethnic Group – White and Asian	1	1%
Totals	98	100%

Ethnic Origin of Casual Staff	Number of Staff	Percentage
White – English/Welsh/Scottish/Northern Irish/British	98	91%
White – Irish	1	0.9%
White – Gypsy or Irish Traveller	1	0.9%
White – Any other white background	1	0.9%
Mixed/Multiple Ethnic Group – White and Black Caribbean	1	0.9%
Asian/Asian British – Indian	1	0.9%
Asian/Asian British – Pakistani	2	1.8%
Asian/Asian British – Any other Asian Background	1	0.9%
Black or Black British - Caribbean	1	0.9%
Not Known	1	0.9%
Totals	108	100%

The college recognises that the overall profile of staff in relation to ethnicity does not reflect that of our students. However, it is important to note the staff profile is reflective of the college's local surrounding area. The college advertises all its external vacancies on a range of job boards including the Diversity Job Board. The Diversity Job Board is a diversity focused job site, which supports employers in reaching qualified and suitable jobseekers from diverse ethnic and minority groups. The difficulty around recruiting an ethnically diverse workforce has been discussed with the college's C2E Assessor as part of our accreditation. It was recognised that this was still a challenge for the college and keeping our actions to address this under review was important.

5.2 Disability

Disability - Full Time/Fractional Staff	Number of Staff	Percentage
Disability Declared	10	10%
No Disability Declared	79	81%
No Information Given	9	9%
Totals	98	100%

Disability – Casual Staff	Number of Staff	Percentage
Disability Declared	17	16%
No Disability Declared	87	80%
No Information Given	4	4%
Totals	108	100%

There has been a significant improvement in the number of staff declaring whether or not they have a disability rather than failing to provide information. The college continues to use its poster campaign on raising disability awareness and each classroom displays a notice called ' 10 Advantages of Disclosing Disability, Mental health Issue or Learning Disability' to encourage both staff and students to declare disability. The college continues to encourage staff to declare disabilities and to work with them to ensure that they receive appropriate support and adjustment.

The college is a Disability Confident employer, and is committed to a non-discriminatory recruitment and selection process. This commitment also ensures that we offer an interview to all disabled candidates who meet the essential criteria during the selection process. The college also takes part in the “Mindful Employer” initiative which is aimed at increasing awareness of mental health at work.

5.3 Gender

Overall staffing figures by gender

Gender - Full Time/Fractional Staff	Number of Staff	Percentage
Female	66	67%
Male	32	33%
Totals	98	100%

Gender – Sessional/Casual Staff	Number of Staff	Percentage
Female	58	54%
Male	50	46%
Totals	108	100%

It is evident that the core staff group of the college is two thirds female and one third male compared to the college’s Sessional or Casual split which is more evenly distributed.

Staffing figures by occupational area and gender

Gender - Full Time/Fractional Staff in Support Roles	Number of Staff	Percentage
Female	44	69%
Male	20	31%
Totals	64	100%

Gender – Full Time/Fractional Staff in Academic Roles	Number of Staff	Percentage
Female	22	65%
Male	12	35%
Totals	34	100%

Gender – Casual/Sessional Staff in Support Roles	Number of Staff	Percentage
Female	22	96%
Male	1	4%
Totals	23	100%

Gender – Casual/Sessional Staff in Academic Roles	Number of Staff	Percentage
Female	36	42%
Male	49	58%
Totals	85	100%

There is a relatively balanced split of gender by occupational area proportional to the gender demographic of the workforce for core staff. However, Casual Support roles are dominated by female staff and we employ more male staff in Sessional Academic roles.

5.4 Age

The tables and graph below show the age distribution of staff as at 1 August 2015.

Age of Full Time/Fractional Staff	Number of Staff	Percentage
16-24	2	2%
25-34	9	9%
35-44	24	24%
45-54	32	33%
55-64	30	31%
65-74	1	1%
75 or greater	0	0%
Totals	98	100%

This table shows that over 60% of the college's core workforce is 45 or over. This evidences that the college has an ageing demographic and that consideration should be given to succession planning.

Age of Casual Staff	Number of Staff	Percentage
16-24	4	4%
25-34	9	8%
35-44	18	17%
45-54	29	27%
55-64	37	34%
65-74	10	9%
75 or greater	1	1%
Totals	108	100%

This table shows that over 60% of the college's Casual/Sessional staff are 45 or over which mirrors the demographic of core staff.

6.0 Religion or Belief and Sexual Orientation

The college now collects data on religion or belief and sexual orientation as part of its recruitment procedures, however, has not historically done so. As part of the annual personal data audit undertaken in March 2016 staff were asked to provide information on their religion or belief. In addition, the annual Workforce Monitoring survey was undertaken on an anonymous basis and distributed to ask staff to confirm their sexual orientation.

6.1 Religion or Belief

Religion or Belief of Full Time/Fractional Staff	Number of Staff	Percentage
Christian (Methodist, Catholic, Anglican)	36	37%
Muslim	0	0%
Hindu	0	0%
Jewish	0	0%
Sikh	0	0%
Other	1	1%
No religion	31	32%
Prefer not to say	9	9%
No information given	21	21%
Totals	98	100%

Religion or Belief of Casual/Sessional Staff	Number of Staff	Percentage
Christian (Methodist, Catholic, Anglican)	28	26%
Muslim	2	2%
Hindu	0	0%
Jewish	0	0%
Sikh	0	0%
Other	1	1%
No religion	30	28%
Prefer not to say	8	7%
No information given	39	36%
Totals	108	100%

There are still a number of staff who have either chosen not to provide this information or failed to indicate their religion or belief on their personal details audit form. Further training is planned to promote awareness of religion and tolerance for those with no faith or religion.

6.2 Sexual Orientation

(Figures based on 21% of the workforce who volunteered this information)

Sexual Orientation of staff	Percentage
Heterosexual	90.7%
Lesbian	2.3%
Gay	0%
Other	2.3%
Prefer not to say	4.7%
Totals	100%

Only a small number of staff have participated in this data collection. Since the collection of this data the college has held LGBT awareness training to raise awareness of sexual orientation and trans issues. It is hoped that this will see an increase in staff who are prepared to share this information. Consideration could be given to whether sexual orientation is now included as part of the annual personal details audit which may lead to an increased response rate.

7.0 Consideration of issues for trans staff

Northern College recognises the need to eliminate unlawful discrimination, to promote equality of opportunity and to promote good relations between different groups, including those with trans status or who have been through gender reassignment. The college has a specific Gender Reassignment Policy which sets out how the college will put this commitment into practice and to help trans people and other employees and members of the college community deal with any practical issues that may arise.

As part of the anonymous annual Workforce Monitoring survey we asked staff if their gender identity was the same gender as they were assigned at birth. Again 21% of the workforce responded and none of the respondents stated their gender identity had changed since birth, however, 2.3% stated they would prefer not to say. An identical response was received when staff were asked 'do you live and work full time in the gender role to which you were assigned at birth?'

Over 85% of respondents said they felt able to discuss their gender identity with colleagues at work and 9.5% said they would be able to discuss it with some colleagues but not all.

8.0 Take up of Training Opportunities

During the 2015/16 academic year Northern College staff undertook in excess of 3,000 hours of staff development and training which is an increase on previous years.

Training Hours by Gender	Number of Hours	Percentage
Female	2325.8	74%
Male	804.75	26%
Totals	3130.55	100%

Training Hours by Age	Number of Hours	Percentage
16-24	61.75	2 %
25-34	226.05	7 %
35-44	930.8	30 %
45-54	1422.45	45 %
55-64	463.7	15 %
65-74	25.8	1 %
75 or greater	0	0 %
Totals	3130.55	100%

In terms of the gender split, more female staff appear to be participating in training and development than male staff. Over 60% of training is being undertaken by staff aged 45 plus which is consistent with the age demographic of the college.

9.0 Success rates for job applicants

Individuals applying for posts at the college are asked to complete an application form which includes a monitoring form to record their equality data. This information is collected on an anonymous basis and is not shared with the interview panel. The application form has been reviewed and updated including the equality data which included a review of the equality data gathered at the recruitment stage, however, the impact of the revised data will not be evident until the 2017 Equality in Employment Report is published.

In 2015/16 a total of 152 applications were received for 18 vacancies (including 2 re-advertisements). The following table gives a breakdown by application and appointment.

	Applicants (%)	Appointments (%)
Gender		
Female	78%	78%
Male	22%	22%
Ethnicity		
Asian/Asian British – Bangladeshi	0%	0%
Asian/Asian British – Indian	0%	0%
Asian/Asian British – Pakistani	1%	0%
Asian/Asian British - Any Other Asian Background	0%	0%
Black/African/Caribbean/Black British – African	0%	0%
Black/African/Caribbean/Black British – Caribbean	1%	0%
Black/African/Caribbean/Black British - Any Other Black/African/Caribbean Background	0%	0%
Asian/Asian British – Chinese	0%	0%
Mixed/Multiple Ethnic Group – White and Asian	0%	0%
Mixed/Multiple Ethnic Group – White and Black African	0%	0%
Mixed/Multiple Ethnic Group – White and Black Caribbean	0%	0%
Mixed/Multiple Ethnic Group – Any other mixed/multiple ethnic background	0%	0%
White – English/Welsh/Scottish/Northern Irish/British	91%	94%
White – Irish	1%	0%
White - Any Other White Background	1%	0%
White – Other European	3%	0%
Any other - Arab	1%	6%
Any Other – Gypsy, Traveller. Roma	1%	0%
Not Known/Prefer not to say	1%	0%
Any other	2%	0%
Physical Status		
Disability Declared	6%	6%
No Disability Declared	88%	94%
No Information Given	6%	0%

The college still attracts applications from more female candidates than male some of which may be attributable to the nature of the roles advertised (a high number of applications were received for Cleaning vacancies). Applications received are predominantly from White British candidates and due to the number of applicants received from these groups this translates into a significant proportion of appointments.

10.0 Conclusions and Further Actions

- 10.1 The college still has an issue attracting candidates from BME backgrounds.
- 10.2 10% of the college's core workforce have declared a disability and the college continues to provide support and reasonable adjustments where appropriate.
- 10.3 The college has an ageing demographic and further work needs to be undertaken outline a succession planning strategy. Demographic of management roles?
- 10.4 Further support and encouragement should be given for staff to engaging with monitoring around religion or belief; sexual orientation and gender identity.
- 10.5 The take up of training opportunities and CPD is considerable but a focus on the breadth of equality training needs to be maintained in future Staff Development strategies – the focus in the 2016/17 strategy is on faith and belief.