

Activate Learning Further Education Corporation

The Equality Duty - An Equality & Diversity Update Report 2014/15

The Equality Duty is a duty on public bodies and others carrying out public functions. It ensures that public bodies consider the needs of all individuals in their day to day work – in shaping policy, in delivering services, and in relation to their own employees.

The Equality Duty has three aims. It requires public bodies to have ***due regard*** to:

- **eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;
- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **foster good relations** between people who share a protected characteristic and people who do not share it.

Regulations require public bodies to:

- publish information to demonstrate their compliance with the Equality Duty, at least annually; and
- set equality objectives, at least every four years

Activate Learning has an Equality and Diversity Policy created in 2012 and a set of Equality Objectives for the period 2012-2016. These objectives and a thorough review of our policy will be needed during 2015-16, ready for 2016-2020.

To comply with the Equality Duty, Appendix 1 sets out our Equality Objectives and, in the update boxes - provides a brief status report.

An example of progress being made is in the increased success rate for females studying engineering and for students who declare a disability in construction. The composition of the Governing Body also now better reflects the community we serve. In other areas, less progress is made, for example, the proportion of females studying STEM subjects has decreased and the proportion of males on caring & health course has not increased.

Appendix 1
Activate Learning
EQUALITY OBJECTIVES 2012-2016

1.0 Students

1.1 Student voice

- Conduct regular consultation exercises with students with protected characteristics in order to gather qualitative information about their experiences at the College and address any equalities issues that arise.
- Disaggregate the annual online student survey by protected characteristic, analyse data and take action to address any equalities issues.
- Find sensitive ways of gathering data on the experiences of our students by sexual orientation and religion/belief in order to ascertain whether there are any equalities issues that need to be addressed.

1.2 Student recruitment

- Increase recruitment of female students in the following vocational areas:
 - construction and planning
 - engineering and manufacturing technology
 - information and communications technology

The proportion of male and female students enrolled to activate learning in 14/15 is equal. 49.7% of enrolments are male students and 50.3% are female. This is more balanced than when compared with 11/12 enrolments when 53.7% of enrolments were female.

In engineering and manufacturing technology, 5.9% of 2014/15 enrolments were female students, this is the same proportion as in 12/13 and 13/14 but significantly lower than in 2011/12 when 8.1% of enrolments were by female students.

The proportion of female students studying courses construction and planning has remained at around 3% since 2011/12.

Despite an increase in the number of female students during 2013/14, the proportion of female enrolments to Information and communication technology courses is declining and is now 13.6%, 6.2% lower than in 12/13.

- Increase recruitment of male students in the following vocational area:
 - health and care
 - hair and beauty

The proportion of male students enrolled to hair and beauty courses in 2014/15 has returned to 2012/13 rates of 3.4% after a significant fall in 2013/14 to 1.7%.

The proportion of male students enrolled to health and social courses in 2014/15 has fallen dramatically to 4.2% when compared to 2012/13 rates of 9.7%.

SSA1 Name	Hybrid End Year	Female		Male	
		Starts	%	Starts	%
Information and Communication	14/15	47	13.6%	298	86.4%

Technology	13/14	127	29.3%	307	70.7%
	12/13	79	19.8%	319	80.2%
Engineering and Manufacturing Technologies	14/15	40	5.9%	641	94.1%
	13/14	32	5.0%	614	95.0%
	12/13	40	6.1%	611	93.9%
Construction, Planning and the Built Environment	14/15	12	3.0%	386	97.0%
	13/14	15	2.4%	622	97.6%
	12/13	15	3.2%	460	96.8%
Health, Public Services and Care	14/15	607	95.9%	26	4.1%
	13/14	796	93.1%	59	6.9%
	12/13	3322	89.5%	388	10.5%
Retail and Commercial Enterprise	14/15	345	96.6%	12	3.4%
	13/14	462	98.3%	8	1.7%
	12/13	548	97.0%	17	3.0%

- Increase recruitment of Black and Minority Ethnic students in the following vocational areas:
 - arts, media and publishing
 - retail and commercial enterprise

The proportion of Black and Minority Ethnic students enrolled to Arts media and publishing courses remained at 16.2% during 12/13 and 13/14 before decreasing to 13.8% in 2014/15.

The proportion of Black and Minority Ethnic students enrolled to Retail and commercial enterprise courses has risen to 13.9% after a fall of 2% to 12.3% in 13/14.

SSA1 Name	Hybrid End Year	BME		White		Unknown	
		Starts	%	Starts	%	Starts	%
Arts, Media and Publishing	14/15	167	13.8%	1037	85.9%	3	0.2%
	13/14	182	16.2%	935	83.2%	7	0.6%
	12/13	309	16.2%	1590	83.4%	8	0.4%
Retail and Commercial Enterprise	14/15	103	13.9%	636	85.7%	3	0.4%
	13/14	114	12.3%	813	87.5%	2	0.2%
	12/13	160	14.2%	963	85.5%	3	0.3%

- Increase recruitment of students declaring a disability or learning difficulty in the following vocational areas:
 - business, administration and law
 - science and mathematics

The proportion of students declaring a disability or learning difficulty who are enrolled to business, administration and law courses has risen by 2.0% to 12.0% compared to 2013/14

The proportion of students declaring a disability or learning difficulty who are enrolled to science and mathematics courses has risen significantly by 5.8% to 21.4% compared to 2012/13.

SSA1 Name	Hybrid End Year	LLDD		No LLDD		Unknown	
		Starts	%	Starts	%	Starts	%
Business, Administration and Law	14/15	88	12.0%	603	81.9%	45	6.1%
	13/14	75	10.0%	639	85.1%	37	4.9%
	12/13	127	10.9%	1006	86.0%	37	3.2%
Science and Mathematics	14/15	478	21.4%	1649	73.7%	111	5.0%
	13/14	171	14.7%	904	77.6%	90	7.7%
	12/13	158	15.7%	805	79.9%	44	4.4%

- Increase recruitment of Black and Minority Ethnic students to the College's higher education programmes.

1.3 Student success

- Research the underlying reasons for the lower success rates for our Bangladeshi and Black Caribbean students and implement actions to improve this.
- Increase the success rates of adult students (19+yrs) and part-time students in order to close the success rate gap with 16-18 year olds and full-time students respectively.

In 2013/14 the success rate gap between adult and 16-18 year olds remained the same (5.8%) as in 2012/13 (6.0%). 91.9% of adults enrolments have been retained in 2014/15, 1.7% higher than 16-18 year olds. This is the same retention gap as in 2013/14.

Hybrid End	16-18				19 +			
	Starts	Ret %	Ach %	Suc %	Starts	Ret %	Ach %	Suc %
14/15	11166	91.9%	3.1%	2.8%	6328	93.5%	13.2%	12.4%
13/14	11087	89.0%	85.9%	76.5%	7129	90.7%	91.7%	83.2%
12/13	16266	91.5%	86.6%	79.2%	10819	91.3%	93.4%	85.2%

- Increase success rates for female students in:
 - engineering and manufacturing technology

Success rates for Female students in engineering subjects succeeded at 90.0% in 2013/14, 9.0% higher than males in the area.

- Increase success rates for students declaring a disability/learning difficulty in:
 - construction and planning
 - history, philosophy and theology

Success rates for students declaring a disability/learning difficulty within construction and planning were 3.2% more likely to succeed than students in this area who do not declare a disability/learning difficulty, an improvement from 12/13 when the success rate gap was 7.4%. The gap in retention in 2014/15 is 7.4%. In History, Philosophy and Theology subjects in 2013/14, students who declare a disability/learning difficulty succeeded at a rate 5% below those who did not declare a disability/learning difficulty. In 2014/15 the retention gap between these two groups has reduced from 4.4% to 0.1%.

SSA1 Name	Hybrid End	LLDD				No LLDD			
		Starts	Ret %	Ach %	Suc %	Starts	Ret %	Ach %	Suc %
Construction, Planning and the Built Environment	14/15	116	90.5%	0.0%	0.0%	267	83.1%	0.0%	0.0%
	13/14	165	90.9%	94.7%	86.1%	428	87.9%	94.4%	82.9%
	12/13	121	89.3%	95.4%	85.1%	341	86.2%	90.1%	77.7%
History, Philosophy and Theology	14/15	30	96.7%	0.0%	0.0%	117	96.6%	0.0%	0.0%
	13/14	49	79.6%	92.3%	73.5%	181	84.0%	93.4%	78.5%
	12/13	52	86.5%	93.3%	80.8%	175	88.6%	93.5%	82.9%

1.4 Curriculum

- Fully integrate Equality and Diversity into all aspects of the curriculum across the College.

1.5 Student disciplinary and complaints

- Gather evidence of student disciplinary action and complaints by gender, ethnicity and disability. Analyse data and implement actions to address any equalities issues.

A lead officer for Equality and diversity has been identified to improve reporting and embedding. Revised group-wide policies will ensure better tracking and reporting against policies.

2.0 Staff

2.1 Disclosure of protected characteristics

- Reduce non-disclosure of ethnicity and disability.
- Increase disclosure of other protected characteristics.

Activate Learning is committed to achieving equality for all people who work and study in its learning environments. All Activate Learning policies and working practices are intended to respond to the spirit as well as the letter of the Equality Act and best practice in employment matters.

Activate Learning also aims to promote all other forms and strands of equality and human rights that may be relevant to its work. This goes beyond its statutory positive duties to promote race, gender and disability equality and extends to the legislation protecting against discrimination on the grounds of the 8 protected characteristics.

Group Human Resources collect relevant information and now monitor trends across the workforce as a whole and have developed action plans for monitoring and evaluating the impact of its policies and working practices on all areas of the Activate Learning community. In line with the guidance from the Equality and Human Rights Commission (ECHR), systems are in place for collecting data on sexual orientation and religious belief, where this information is provided by staff. To date Activate Learning has not actively sought to collect this information believing its disclosure to be a matter of choice for the individual.

Activate Learning seeks to employ a workforce which reflects the diverse community at large, because it values the individual contributions of all people. Activate Learning will treat all employees with dignity and respect and provide a working environment free from unlawful discrimination, harassment or victimisation. To this end, within the framework of the law and best employment practice, Activate Learning is committed,

wherever practicable, to achieving and maintaining a workforce which broadly reflects the local community. Regular contact is maintained with local community groups and professional associations to promote Activate Learning both as a destination employer and as a learning provider.

All staff are encouraged to share information with us and are provided with detailed information to enable them to understand why we collect and record 'sensitive data' and how it is used. The number of staff choosing not to declare whether or not they have a disability continues to decrease. We continue to raise awareness with all members of the staffing community, to address any concerns they may have and to increase participation.

In September 2015 we will re-visit the opportunity to establish a 'Disability Focus Group'. The aim of the group will be to gain a better understanding of the challenges facing disabled workers and to ensure that appropriate support is put in place to sustain employment.

Staff enter their own personal data into the iTrent system and therefore collection of sensitive data relating to the full range of protected characteristics is not consistent as these are not mandatory fields. To encourage wider participation, during the DPA audit of personal information in the autumn term 2015, an additional separate form will be included to enable staff who wish to disclose information against the protected characteristics will be able to do so. The information will not be stored in the iTrent system but will be monitored separately.

Employee Ethnicity Analysis

BME	130	76.1	123	70.0	113	75.4	88	61.4
Not Specified	232	86.7	205	95.5	110	39.2	140	34.2
White British	1039	640.2	976	657.3	952	676.9	868	622.2
White Other	108	65.1	118	66.7	79	54.5	59	49.5
Other	16	7.5						
Mixed	4	2.6						
Total	1531	878.2	1422	889.5	1254	846	1155	767.3

2.2 Staff recruitment

- Achieve the Job Centre Plus Two Ticks Disability Award for recruitment of disabled applicants.
- Increase the proportion of BME staff, including managers.

General Demographics - there are over 11 million people with a limiting long term illness, impairment or disability in the UK; the most commonly-reported impairments are those that affect mobility, lifting or

carrying.

The prevalence of disability rises with age; around 6% of children are disabled compared with 16% of the working age adults and 45% of adults over retirement age.

According to the Labour Force Survey, disabled people are now more likely to be employed than they were in 2002; however disabled people remain significantly less likely to be in employment than non-disabled people. In 2012, 46.3 per cent of working-age disabled people are in employment compared to 76.4 per cent of working-age non-disabled people. There is therefore a 30.1% point gap between disabled and non-disabled people, representing over 2 million people. The gap has reduced by 10 percentage points over the last 14 years and has remained stable over the last two years despite the economic climate.

Activate Learning continues to educate and inform staff on disabilities and the potential impact on work and educational outcomes. This education and changes with recruitment practice has significantly reduced the number of staff who do not disclose a disability. (Non-disclosed 22% down from 27% in previous year)

Work continues to gain more understanding on the effects of disability, particularly 'hidden disabilities' on both staff and students and to encourage open dialogue around 'closed subjects'. To support this initiative a Disability Focus Group was formed during 2011/2012; however the group did not meet regularly and a new emphasis will be placed upon reforming the group during 2015/2016

Workforce Declared Disability

Non-disabled 73% (69%)

Disabled 5% (4%)

Non-disclosed 22% (27%)

Activate Learning can identify a small but consistent trend in changes to the ethnicity of its workforce profile over a 3 year period. Numbers of staff who do not disclose their ethnic origin continues to decrease (19% in 09/10, 11% in 10/11 and 9% in 11-12)

Workforce Diversity data is shown below.

Ethnicity Distribution

White British 68% (63%)

BME 7% (7%)

White Other 7% (6%)

Non-disclosed 15% (21%)

Mixed 2% (2%)

Other 1% (1%)

BME staff remain underrepresented in management roles and training and development programmes are being planned as part of an overall workforce strategy to encourage and develop the talents of BME staff.

2.3 Staff voice

- Disaggregate annual staff survey by protected characteristic, analyse data and implement actions to address any equalities issues.
- Conduct regular focus groups and round table discussions with staff with protected characteristics.

2.4 Data collection and analysis

- Disaggregate staff equality and diversity data by curriculum and support staff and take action to address any equalities issues.

- Analyse data on staff training, promotion, turnover, disciplinary and grievance by protected characteristic and implement action to address any equalities issues.

As a restructuring programme took place in 2012/13 and currently in 2014/15 across staff surveys have not been undertaken. However, during the consultation period a confidential 'mail box' was put in place for staff to leave any comments, concerns or suggestions that they may wish to be considered.

Whilst in the main the comments and suggestions related to the effects and impact of college-wide organisational change there were a number of comments relating to equality, diversity and inclusion which are worthy of note.

- The College is a diverse and warm community
- The College must continue to promote EDI (equality, diversity & inclusion) within the new structure.
- The College deals with any discrimination matters quickly and efficiently
- Many of the buildings are old and not suitable for students/staff with physical disabilities

Feedback is however taken from both new entrants to Activate Learning and those leaving the organisation to ascertain their views on the organisations approach to EDI. No significant matters have been raised.

3.0 Environment

- Improve accessibility of buildings to ensure full inclusion of our students and staff with disabilities.

From 2012 we have been actively improving the environment and making significant improvements within the Activate Learning estate to support inclusion of learners, staff and visitors to the college with disabilities. In addition to improving accessibility, where we have invested capital in improving the group estate, we have created more flexible, inclusive work spaces which incorporate varied technological applications to support a wide range of learning styles and accessibility for learners.

Since 2012, we have invested over £35m in major new building and major refurbishment projects which have created 17,000 M2 of DDA compliant accommodation, constructed to current building regulation requirements to provide high standards of accessibility: Key DDA related design features and specifications implemented include:

- New DDA compliant Lifts
- Induction loops to main receptions and group wide WIFI upgrade to improve access and integration
- Doors and access routes designed for wheelchair access
- Culture Change and internal schemes implemented which incorporate tonal contrast to improve access for users with sight impairment
- Flexible mixed height furniture incorporated
- New Disabled toilets
- Increased Disabled parking spaces created

In addition, we are currently influencing the briefing, design and implementation of UTC's, Bicester Studio school to ensure that increasingly the activate group provides totally integrated and DDA assessable environments for its learners.

4.0 Governors

- Continue to increase the diversity of the governing body.

Diversity of the governing body continues to be of importance to the Corporation, where the Search Committee has made efforts to maintain the diversity of the Board through the recruitment of Governors who recognise Equality and diversity as being an integral part to the drive to improve practice and develop strategy. Through the Search Committee efforts are made so that the individual profile of governors reflects the community and so that the individual governors recognise the diversity of the Group and the broader community. The Board has a balanced male/female membership.

The governing body had approved sound policies and procedures on discrimination and harassment

The Governing Body are seeking to actively address under-representation in any particular areas. During an annual review of membership planned for July 2015, a membership audit is to be completed which will consider diversity of the governing body alongside the other skills which are requisite for the Activate learning governing board.

5.0 Equality Impact Assessments

- Complete Equalities Impact Assessments (EIA) on all policies, procedures and processes. Analyse data and implement action to address any equalities issues.
- Collect and analyse evidence of impact of EIAs on advancing equality and diversity at the College.

An Equalities Impact Assessment (EIA) forms part of the core template for policies and procedures. As part of the review process an action plan is formulated to set out how improvements can be made to address any equalities issues emerging from the assessment.

The lead for Equalities is no longer in post and this has had an impact on the extent of the analysis of EIAs. A Group Director has been identified as an Equalities lead by the Group Executive team who will maintain an oversight of the equalities agenda.