



**Northern College for Residential Adult Education**

**Equality Duty in Employment Report 2017**

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## **1.0 Background**

1.1. This report covers the period 1 August 2016 – 31 July 2017. 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. In 2016/17 the college had an average monthly FTE of 78 full-time equivalent employees. 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 any barriers to staff with protected characteristics, taking action as necessary to try and remove any 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 seventh 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 during the year 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 during the year 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 (scoring 98.5% in the assessment) 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 team send out 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 celebrating a number of events throughout 2016/17. These have included:
- black history month
  - world aids day
  - international day for persons with disabilities
  - world religion day – world faiths and initiatives to promote interfaith understanding
  - LGBT history month
  - international women's day – women's history display
  - world autism day
  - adult learners week
  - world environment day
- 3.4 Over the academic year a varied programme of equality & diversity training has been delivered including:
- autism awareness training
  - visual impairment technology training
  - LGBT awareness training
  - 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 was 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 2016.

##### 5.1 Ethnicity

The tables below show a summary of the ethnic origin of the whole workforce. The first table shows full-time and fractional staff, and the second table shows casual/sessional staff.

<b>Ethnic origin of full time/fractional staff</b>	<b>Number of staff</b>	<b>Percentage</b>
White British	90	94%
White – Any other white background	2	2%
Mixed – White and Black African	1	1%
Mixed – White and Asian	1	1%
Prefer not to state	2	2%
<b>Totals</b>	<b>96</b>	<b>100%</b>

<b>Ethnic origin of casual/sessional staff</b>	<b>Number of staff</b>	<b>Percentage</b>
White British	91	93%
Gypsy, Traveller or Roma	1	1%
Mixed White and Black Caribbean	1	1%
Indian	1	1%
Pakistani	2	2%
Any other Asian Background	1	1%
Not Known	1	1%
<b>Totals</b>	<b>98</b>	<b>100%</b>

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 that the surrounding area is reported as 96.4% White (<https://www.barnsley.gov.uk/services/our-council/research-data-and-statistics/demographics/>). The staff profile is marginally more diverse than that of the surrounding area.

Increasing the diversity of our staff group is an ongoing target and the HR team continue to work with the wider college management team to try and attract and appoint a diverse workforce. The college has started to advertise vacancies with local universities and we are proactively sharing vacancies through community networks. It is hoped that this will result in an increase in applications from minority groups. The issue is annually discussed with the college's C2E (committed to equality) assessor as part of our accreditation with a view to identifying how we can further attract under-represented groups.

## 5.2 Disability

<b>Disability - full time/fractional staff</b>	<b>Number of staff</b>	<b>Percentage</b>
Disability Declared	11	11.5%
No Disability Declared	77	80.2%
No Information Given	8	8.3%
<b>Totals</b>	<b>96</b>	<b>100%</b>

<b>Disability – casual/sessional staff</b>	<b>Number of staff</b>	<b>Percentage</b>
Disability Declared	15	15.3%
No Disability Declared	81	82.7%
No Information Given	2	2%
<b>Totals</b>	<b>98</b>	<b>100%</b>

There has been little change in the representation of disabilities within the staff group. 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 fair and 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 is also signed up to the “Mindful Employer” charter which aims to increase awareness of mental health at work and supporting employees experiencing mental health difficulties.

## 5.3 Gender

Overall staffing figures by gender

<b>Gender - Full Time/Fractional Staff</b>	<b>Number of Staff</b>	<b>Percentage</b>
Female	68	68%
Male	31	32%
<b>Totals</b>	<b>96</b>	<b>100%</b>

<b>Gender – Sessional/Casual Staff</b>	<b>Number of Staff</b>	<b>Percentage</b>
Female	49	50%
Male	49	50%
<b>Totals</b>	<b>98</b>	<b>100%</b>

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 evenly distributed. It might be appropriate to consider whether we should try and attract more male candidates for teaching roles.

Staffing figures by occupational area and gender

<b>Gender - full time/fractional staff in support roles</b>	<b>Number of staff</b>	<b>Percentage</b>
Female	42	72%
Male	16	28%
<b>Totals</b>	<b>58</b>	<b>100%</b>

<b>Gender – full time/fractional staff in academic roles</b>	<b>Number of staff</b>	<b>Percentage</b>
Female	23	62%
Male	14	38%
<b>Totals</b>	<b>37</b>	<b>100%</b>

<b>Gender – casual/sessional staff in support roles</b>	<b>Number of staff</b>	<b>Percentage</b>
Female	16	94%
Male	1	6%
<b>Totals</b>	<b>17</b>	<b>100%</b>

<b>Gender – casual/sessional staff in academic roles</b>	<b>Number of staff</b>	<b>Percentage</b>
Female	33	41%
Male	48	59%
<b>Totals</b>	<b>81</b>	<b>100%</b>

There is a relatively balanced split of gender by occupational area proportional to the gender demographic of the core workforce. However, casual support roles are dominated by female staff. There have been no significant changes to these demographics since last year's report.

#### 5.4 Age

The tables and graph below show the age distribution of staff as at 1 August 2016.

<b>Age of full time/fractional staff</b>	<b>Number of staff</b>	<b>Percentage</b>
16-19	0	0%
20-29	6	6%
30-39	14	15%
40-49	30	31%
50-59	29	30%
60+	17	18%
<b>Totals</b>	<b>96</b>	<b>100%</b>

This table shows that 48% of the college's core workforce are 50 or over demonstrating an ageing workforce and emphasising the need for succession planning.

Age of casual/sessional staff	Number of staff	Percentage
16-19	0	0%
20-29	6	6%
30-39	8	8%
40-49	19	19%
50-59	39	40%
60+	26	27%
<b>Totals</b>	<b>98</b>	<b>100%</b>

This table shows that over 60% of the college's casual/sessional staff are 50 or over which is a higher proportion than 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 process (this was introduced in 2016/17). As part of the annual personal data audit staff were asked to provide information on their religion or belief.

### 6.1 Religion or Belief

Religion or belief of full time/fractional staff	Number of staff	Percentage
Baha'i	0	0%
Hinduism	0	0%
Judaism	0	0%
Zoroastrians (Parsi)	0	0%
Buddhism	0	0%
Islam (Muslim)	0	0%
Rastafarianism	0	0%
Christianity (Methodist, Catholic, Anglican)	37	38.6%
Jainism	0	0%
Sikhism	0	0%
Other	2	2.1%
No religion	28	29.1%
Prefer not to say	10	10.4%
No information given	19	19.8%
<b>Totals</b>	<b>96</b>	<b>100%</b>



Religion or belief of casual/sessional staff	Number of staff	Percentage
Baha'i	0	0%
Hinduism	0	0%
Judaism	0	0%
Zoroastrians (Parsi)	0	0%
Buddhism	0	0%
Islam (Muslim)	2	2%
Rastafarianism	0	0%
Christianity (Methodist, Catholic, Anglican)	28	29%
Jainism	0	0%
Sikhism	0	0%
Other	3	3%
No religion	29	29%
Prefer not to say	6	6%
No information given	30	31%
<b>Totals</b>	<b>96</b>	<b>100%</b>

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. Training on faith and belief is due to take place in April 2018 to provide an opportunity for staff to discuss controversial issues and promote tolerance towards all including those with no faith or religion.

## 6.2 Sexual Orientation

Details collected from equality monitoring during recruitment identify the following for staff appointed during 2016/17:

Sexual orientation of staff appointed to posts in 16/17	Percentage
Heterosexual/Straight	86%
Bisexual	0%
Gay Woman/Lesbian	0%
Gay Man	0%
Other	14%
Prefer not to say	0%
<b>Totals</b>	<b>100%</b>

In addition, to the annual personal details audit the college undertakes a workforce monitoring survey. This is done on an anonymous basis and part of this survey asks staff to state their sexual orientation.

Sexual Orientation of staff	Percentage
Heterosexual/Straight	86.2%
Bisexual	0%
Gay Woman/Lesbian	0%
Gay Man	0%
Other	0%
Prefer not to say	13.8%
<b>Totals</b>	<b>100%</b>

Only 29 members of staff responded to the survey so this is a relatively small sample of the workforce. The college continues to offer LGBT awareness training to raise awareness of appropriate language and issues affecting the LGBT community. 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. This would not preserve the anonymity of survey but staff would still have the option to decline to answer.

## 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. The policy has recently been reviewed to bring it up to date with current terminology and best practice.

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. 15% of the college's workforce responded and none of the respondents stated their gender identity had changed since birth, however, 10% 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?'

72% of respondents said they felt able to discuss their gender identity with colleagues at work and 6.9% said they would be able to discuss it with some colleagues but not all.

## 8.0 Take up of Training Opportunities

During the 2016/17 academic year Northern College staff undertook in excess of 1,480 hours of staff development and training which is a drop in comparison to 2015/16.

Training hours by gender	Number of hours	Percentage
Female	939.52	63%
Male	543.6	37%
<b>Totals</b>	<b>1483.12</b>	<b>100%</b>

Training hours by age	Number of hours	Percentage
16-19	0	0%
20-29	48.5	3.3%
30-39	274.8	18.5%
40-49	507.45	34.2%
50-59	505.87	34.1%
60+	146.5	9.9%
<b>Totals</b>	<b>1483.12</b>	<b>100%</b>

In terms of the gender split, more female staff appear to be participating in training and development than male staff although proportionally this is representative of the gender demographic of the college. Again the training undertaken by age is broadly relative to the age demographic of the college workforce.

## 9.0 Success rates for job applicants

Candidates applying for vacancies at the college are asked to complete an application form which includes a monitoring form to record their equality data. Shortlisting is undertaken on an anonymous basis and personal details including equality data are stored within the HR team and not shared with the interview panel. The application form has been reviewed and updated to include a broader range of monitoring information this is the first year the data has been published in this format.

In 2016/17 a total of 125 applications were received for 7 vacant posts (one casual vacancy wasn't appointed to). This compares with 152 applications and 18 vacancies in 2015/16.

The following table gives a breakdown by application and appointment.

	Applicants (%)	Appointments (%)
<b>Gender</b>		
Female	86%	86%
Male	14%	14%
Neutral	0%	0%
Not Known	0%	0%
<b>Ethnicity</b>		
Bangladeshi	0%	0%
Indian	0%	0%
Pakistani	1%	0%
Other Asian Background	1%	0%
Black African	0%	0%
Black Caribbean	0%	0%
Black Other	1%	0%
Chinese	0%	0%
Mixed White and Asian	0%	0%
Mixed White and Black African	0%	0%
Mixed White and Black Caribbean	0%	0%
Mixed – Other Background	4%	0%
White British	78%	57%
White Irish	6%	29%
White - Any Other Background	4%	0%
White – Other European	2%	14%
Arab	1%	0%
Gypsy, Traveller, Roma	1%	0%
Not Known/Prefer not to say	2%	0%
Other	0%	0%
<b>Disability</b>		
Disability Declared	12%	14%
No Disability Declared	88%	86%
Not Known	0%	0%

	Applicants (%)	Appointments (%)
<b>Age</b>		
16-19	0%	0%
20-29	23%	14%
30-39	20%	14%
40-49	26%	29%
50-59	24%	29%
60+	6%	14%
Not known/Prefer not to say	1%	0%
<b>Religion or Belief</b>		
Baha'i	0%	0%
Hinduism	1%	0%
Judaism	0%	0%
Zoroastrians (Parsi)	0%	0%
Buddhism	1%	0%
Islam (Muslim)	1%	0%
Rastafarianism	0%	0%
Christianity (Methodist, Catholic, Anglican)	44%	43%
Jainism	0%	0%
Sikhism	0%	0%
Other	4%	0%
No religion	42%	43%
Prefer not to say	7%	14%
<b>Sexual Orientation</b>		
Bisexual	1%	0%
Heterosexual/straight	90%	86%
Gay Woman/lesbian	2%	0%
Gay Man	0%	0%
Other	1%	0%
Prefer not to say	6%	14%

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 the library assistant post). Applications received are predominantly from White British candidates although the diversity of candidates has increased since 2015/16 where 91% of applications were from White British candidates.

The college received applications from an evenly spread age demographic and appointments were spread across the age range.

## 10.0 Conclusions and Further Actions

10.1 The college still has an issue attracting candidates from BME backgrounds, however, work is ongoing to target these BME groups and this is a key strategic objective for the college.

10.2 11.5% 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 and the governing body have identified this as a medium term priority.
- 10.4 Further support and encouragement should be given to staff to increase response rates in terms of monitoring around religion or belief; sexual orientation and gender identity.