



Equality & Diversity Annual Report

2018 – 2019

February 2020

Annual Report

Approved by the Corporate Board March 2020

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1. Introduction

This report is the annual report on the College's progress against its equality objectives set for the period 2019 – 2022; the report covers the period 2018-2019 and sets out the key staff and student data which was used to monitor and to evaluate the agreed actions to support the achievement of those equality objectives.

2. The Equality Objectives

For the four-year period 2019 – 2022, the College has chosen to focus on the following specific equality objectives (as published on the College's website):

Objective 1: Continue to identify, prioritise, address and reduce any significant gaps in retention, achievement, progression and destination between groups of learners;

Objective 2: Continue to develop and promote a socially inclusive and accessible College for the recruitment of staff and students, by in-year and end of year analysis and targeting of potentially disadvantaged/ under-represented groups; and

Objective 3: Ensure Equality and Diversity and Fundamental British Values continue to be fully and explicitly developed within the curriculum and that all discrimination, bullying or harassment is challenged appropriately.

3. The College Learner Profile 18-19

The College is one of four general further education colleges in Kent, sitting at the centre of three distinct geographies (London, Kent and the Thames Gateway), and has five operational locations – Dartford, Gravesend (the two main sites), Thameside (Maritime), Bluewater (The Learning Shop) and SusCon (business partners' base). There is a student cohort of about 2,738 16-18 year olds and 593 adults, with the College serving a travel to learn area of approximately 300,000 people.

The College provides programmes in 13 sector subject areas across 28 curriculum areas, ranging from pre-entry to higher level programmes. Two organisations, ABM and Quest, provide apprenticeship training on behalf of the College, with approximately 339 apprentices enrolled on work-based learning programmes during 2018-19.

By way of analysis of the student cohort, approximately 18.2% of long enrolments for 16-18 year olds are studying at foundation level courses; 27.3% at intermediate and 54.5% at advanced level. The proportion of enrolments from ethnic minority groups is 21%, which is above the representation of the average population of Dartford and Gravesham Borough Council areas (Census data 2011).

4. College Learner Equality Profile

During the 2018-19 academic year, there were 2,770 FE funded students. Metrics relating to the diversity of these students and their success rates are shown in Appendix A.

- 4.1. The majority (91.5%) of FE funded students were 16-18 year olds in 2018-19.
- 4.2. The gender balance of students was 52% male and 48% female.
- 4.3. 22.2% of our FE Funded students are from Black and Minority Ethnic ("BAME") groups, a higher representation than the Census statistics for Dartford and Gravesend (15.3%).
- 4.4. 31.2% of students have declared a disability / learning difficulty, which has decreased slightly in comparison to 34% of students in 2017-18.
- 4.5. The attainment gap for students aged 19+ has decreased to 5.8%, from 7.8% in 2017-18.
- 4.6. In relation to ethnicity, gender and disability, there are no significant gaps in attainment between these learner groups.
- 4.7. The success rates between students with and without a declared disability or learning difficulty differ by just 0.4%, which reflects that the College has good additional support in place and that it offers an environment that is supportive to individuals with a disability(ies).

5. College Staff Equality Profile

The full annual staff-related metrics are shown in Appendix B, Tables 1 – 6.

During the 2018-19 academic year, the College employed a headcount of 433 permanent staff, totalling 356 FTE (full-time equivalent) staff.

- 5.1. The College employs staff aged from 19 to 79 years old. The average age is 46; this has remained the same as 2017-18.
- 5.2. The gender balance of staff across the College is 34% male and 66% female; this has remained the same as 2017-18.
- 5.3. 12% of staff are from BAME groups; this is a slightly lower representation than the Census statistics for Dartford and Gravesend, which is 15.3%.
- 5.4. 2.3% of staff have declared a disability. 43% of staff have chosen not to make a declaration at all in respect of a disability, a reduction from 48% in 2017-18. The College is confident that it operates supportive processes that enable individuals with a disability(ies) to declare and discuss these freely.

- 5.5. There has been a slight increase in staff declaring their sexual orientation, however 19.7% of staff do not provide any information at all.
- 5.6. The College encourages respect and acceptance of all cultural beliefs and backgrounds, and 4.6% of our staff have declared religious faiths and beliefs other than Christianity. 29.4% of staff have declared that they do not have a religion and 13.6% have not declared any information at all.
- 5.7. There are high proportions of staff who do not declare any information at all, or “prefer not to say”, in respect of the protected characteristics set out by the Equality Act.

Whilst the College encourages individuals to provide data to help it to report on as full information as possible, particularly during the induction stage of an individuals’ employment, the College is also respectful of the individual’s right to choose what information they provide about themselves. It is in the individual’s control to add or remove information in relation to the protected characteristics via a self-service portal of the HR system.

The College does not deem it as a negative if the individual chooses not to provide some, or all, of the information rather than an individual does not provide this information because they do not deem it relevant to their employment either way. However, the College will continue to explain the reasons that this information would assist it achieving a fuller picture in relation to equality and diversity.

6. Where the College is on equality

The College has incorporated a continual cycle of activities into its standard practices to ensure equality and diversity in all of its activities which includes the following:

- 6.1. Equality and diversity are widely promoted in the College both to students and staff;
- 6.2. The Equal Opportunities Group provides an overarching promotion and review body, which operates at a strategic level, and considers equality and diversity related aspects of College life for both students and staff;
- 6.3. Policy impact assessments are thorough and current;
- 6.4. Training and briefings for all staff are planned and delivered on a regular cycle;
- 6.5. Equality and Diversity Training is included in the staff induction programme, with a requirement for this training to be completed by the end of the first month of employment;

- 6.6. Data is reported and reviewed regularly for different equality and diversity categories of students and staff to help inform action plans, quality improvement and course development;
- 6.7. Progress against Equality Objectives is published via this Equality report annually;
- 6.8. Equal Pay audits are undertaken annually;
- 6.9. Embedding equality into lesson plans is a key aspect of the support delivered to the College's teaching staff from its teaching and learning team;
- 6.10. Lesson observations include a focus on equality;
- 6.11. Promoting real student case studies on the College's website; captured from a broad range of students;
- 6.12. Student tutorials include themes on bullying and harassment, citizenship, employability, homophobia, identity, racism, rights and responsibilities and much more;
- 6.13. Promotion of reporting incidents of bullying, cyber-bullying and harassment are available across the college in different formats; and
- 6.14. Continuation of Learner Voice council with representatives from the majority of curriculum areas and regular student survey information reviewed and action planned in direct response.

7. Progress in 2018-19 towards the achievement of our Equality Objectives

- 7.1. Annual analysis of achievement has seen an improvement to success rates between both BAME and White British students and those with additional learning needs and those without additional needs. This could be attributed to the increased publicity relating to the College counselling services for students, particularly on our Gravesend Campus where attendance is lower, with additional support being provided through periods of prolonged absence.
- 7.2. Positive feedback on equality and diversity was collected via the student induction survey with 97% of male and 99% of female respondents reporting that they are treated fairly regardless of any protected characteristic at the College.
- 7.3. Transgender awareness training has been delivered to students across both main campuses;
- 7.4. The annual Prevent, Run Hide and Tell and British Values sessions to both students and staff was extended to provide access to talks online in response to feedback and in an attempt to provide wider access to these key messages.;

- 7.5. In line with legal requirements, the College produced a further annual report on its gender pay gap in 2018-19 and reported outcomes on its website;
- 7.6. Mental health awareness training was delivered to all staff by the Teaching and Learning Team have to increase awareness of how staff can support students with mental health illnesses;
- 7.7. The 'NK CARES' scheme was launched to students and staff to ensure mental health and well-being services are well publicised and that equal access to all is promoted. The launch included promotion of counselling services for students, additional online resources for SEN students and also the further promotion of the employee assistance programme for staff, which resulted in a 20% increase in usage by staff members.
- 7.8. The launch of a scheme to assist teaching staff to further embed equality and diversity, prevent and British Values related content into their lessons has been implemented. This includes the provision of weekly material which reflect these subjects for tutors to use in their discussions with students.

8. Key actions for 2019-20

- 8.1. Further work needs to be done to analyse underperforming groups against the national picture to understand how we can further improve gaps in achievement and retention between groups of learners.
- 8.2. Further analyse the reasons for increases in particular groups applying for a place at the college but then not enrolling to address any barriers to conversion.
- 8.3. Evaluate the impact of the introduction of weekly teaching content for the purpose of further embedding equality and diversity and fundamental British Values into the curriculum.
- 8.4. Incorporate follow up E&D questions into student surveys where responses receive a negative response to further understand and address, where identified, any equality and diversity issues.

APPENDIX A – Student success rates by ethnicity and diversity measure 2018 to 2019

		2016/2017		2017/2018		2018/2019	
		Students	Success Rates %	Students	Success Rates %	Students	Success Rates %
Age	16-18	3,633	88.3	2,926	91.3	3,473	91.2
	19+	523	83.2	364	83.5	322	85.4
	Attainment Gap		5.1		7.8		5.8
Gender	Male	2,155	88.4	1,664	90.6	1,978	90.2
	Female	2,001	87.0	1,626	90.2	1,817	91.2
	Attainment Gap		1.4		0.4		1.0
Ethnicity	White British	3,362	87.5	2,600	90.7	2,952	90.6
	BAME	794	88.9	690	89.3	843	91.1
	Attainment Gap		1.4		1.4		0.5
Disability (inc. LDD)	Has Disability	1,013	87.9	1,120	91.2	1,183	90.4
	No Disability	3,143	87.6	2,170	90.0	2,612	90.8
	Attainment Gap		0.3		1.2		0.4

APPENDIX B – STAFF PROFILES BY PROTECTED CHARACTERISTIC

Table 1: Gender Profile by Post Category at 31 August 2019

	SLT (31/08/18)	SLT (31/08/19)	Teaching (31/08/18)	Teaching (31/08/19)	Support (31/08/18)	Support (31/08/19)	Sessional/ Casual (31/08/18)	Sessional/C asual (31/08/19)	Total % (31/08/18)	Total % (31/08/19)
Full time Males	6	6	79	70	37	37	0	0	23.7	21.9
Full Time Females	4	4	71	56	72	79	0	0	28.5	27
Part Time Males	0	0	11	11	4	5	36	42	10	11.3
Part Time Females	2	2	40	37	115	124	38	42	37.8	39.8
Totals	12	12	201	174	228	245	74	84	100	100

Table 2: Age Profile by Post Category at 31 August 2019

	SLT (31/08/18)	SLT (31/08/19)	Teaching (31/08/18)	Teaching (31/08/19)	Support (31/08/18)	Support (31/08/19)	Sessional/ Casual (31/08/18)	Sessional/ Casual (31/08/19)	Total % (31/08/18)	Total % (31/08/19)
16-24	0	0	2	2	13	14	10	13	4.9	5.6
25-34	0	0	39	28	35	45	12	14	16.7	16.9
35-44	2	2	50	48	42	44	15	15	21.2	21.2
45-54	6	5	54	51	76	71	12	12	28.7	27
55-64	3	4	51	41	58	66	17	21	25.0	25.6
65+	1	1	5	4	4	5	8	9	3.5	3.7
Totals	12	12	201	174	228	245	74	84	100	100

Table 3: Ethnic Origin Profile by Post Category at 31 August 2019

	SLT (31/08/18)	SLT (31/08/19)	Teaching (31/08/18)	Teaching (31/08/19)	Support (31/08/18)	Support (31/08/19)	Sessional/Casual (31/08/18)	Sessional/Casual (31/08/19)	Total (31/08/18)	Total (31/08/19)	% College (31/08/18)	% College (31/08/19)
White: English/Welsh/Scottish/ Northern Irish/British	10	10	160	138	198	213	63	69	431	430	83.4	83.5
White: Irish	0	0	1	1	1	1	1	1	3	3	0.6	0.6
White Gypsy or Irish Traveller	0	0	0	0	0	0	2	0	2	0	0.4	0
White: Other	0	0	1	1	6	6	1	6	8	13	1.6	2.2
Mixed: White/Black Caribbean	0	0	1	0	0	1	1	0	2	1	0.4	0.2
Mixed: White and Black African	0	0	1	0	0	0	0	1	1	1	0.2	0.2
Mixed: White and Asian	0	0	0	0	2	2	1	1	3	3	0.6	0.6
Mixed Any Other / Multiple ethnic background	1	1	3	3	2	2	0	0	6	6	1.2	1.2
Asian/Asian British Indian	0	0	6	5	4	5	0	1	10	11	1.9	2
Asian/Asian British Pakistani	0	0	0	0	0	0	1	1	1	1	0.2	0.2
Asian/Asian British Bangladeshi	0	0	0	0	1	1	0	0	1	2	0.2	0.4
Asian/Asian British Chinese	0	0	0	0	0	0	0	0	0	0	0.0	0
Asian/Asian British Other Asian	0	0	2	2	2	1	1	0	5	3	1.0	0.6
Black/African/ Caribbean/ Black British: Caribbean	0	0	6	4	0	0	1	0	7	4	1.4	0.7
Black/African/ Caribbean /Black British: African	0	0	4	3	2	3	0	1	6	7	1.2	1.4
Black/African/ Caribbean /Black British: Other	0	0	3	4	1	1	0	0	4	5	0.8	0.9
Other ethnic group: Arab	0	0	0	0	1	1	0	0	1	1	0.2	0.2
Other ethnic group: Other	0	0	1	1	0	2	0	0	1	3	0.2	0.6
Not Known	1	1	12	12	8	7	2	3	23	23	4.5	4.5
Totals	12	12	201	174	228	245	74	84	515	515	100	100

Table 4: Disability Profile by Post Category at 31 August 2019

	SLT (31/08/18)	SLT (31/08/19)	Teaching (31/08/18)	Teaching (31/08/19)	Support (31/08/18)	Support (31/08/19)	Sessional/ Casual (31/08/18)	Sessional/ Casual (31/08/19)	Total % (31/08/18)	Total % (31/08/19)
Disabled – Yes	0	0	6	6	5	5	0	1	2.1	2.3
Disabled – No	3	3	95	81	101	126	58	71	49.9	54.7
Unknown	9	9	100	87	122	114	16	12	48	43
Totals	12	12	201	174	228	245	74	84	100	100

Table 5: Religion Profile by Post Category at 31 August 2019

	SLT (31/08/18)	SLT (31/08/19)	Teaching (31/08/18)	Teaching (31/08/19)	Support (31/08/18)	Support (31/08/19)	Sessional/ Casual (31/08/18)	Sessional/ Casual (31/08/19)	Total % (31/08/18)	Total % (31/08/19)
Christian	7	7	88	77	137	142	41	44	52.8	52.4
Buddhist	0	0	0	0	2	2	1	1	0.6	0.6
Jewish	0	0	1	0	0	0	0	0	0.2	0
Sikh	0	0	3	1	4	5	0	0	1.4	1.2
Hindu	0	0	5	5	1	0	0	0	1.2	1
Muslim	0	0	1	1	3	2	1	2	1	1
No religion	3	3	68	57	55	66	19	26	28.2	29.4
Any other religion	0	0	3	3	1	1	0	0	0.8	0.8
Unknown	2	2	32	30	25	27	12	11	13.8	13.6
Totals	12	12	201	174	228	245	74	84	100	100

Table 6: Sexual Orientation Profile by Post Category at 31 August 2019

	SLT (31/08/18)	SLT (31/08/19)	Teaching (31/08/18)	Teaching (31/08/19)	Support (31/08/18)	Support (31/08/19)	Sessional/C asual (31/08/18)	Sessional/ Casual (31/08/19)	Total % (31/08/18)	Total % (31/08/19)
Bisexual	0	0	3	1	1	1	2	2	1.2	0.8
Gay man	0	0	1	1	1	1	0	2	0.4	0.8
Gay woman / lesbian	1	1	7	7	2	2	0	0	1.9	2
Heterosexual / straight	6	6	140	120	184	203	54	62	74.6	75.9
Other	0	0	3	3	1	1	0	0	0.8	0.8
Prefer not to say	3	3	12	11	8	6	4	6	5.2	5
Unknown	2	2	35	31	31	31	14	12	15.9	14.7
Totals	12	12	201	174	228	245	74	84	100	100