

# Equality and Diversity Annual Report January 2012

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# **Welcoming to Oxford & Cherwell Valley College Equality and Diversity Annual Report**

We are pleased to publish our first Equality and Diversity Annual Report as part of our new duties under the Equality Act 2010. Equality and diversity is central to all that we do at OCVC and this report demonstrates our activities and progress in equality and diversity for the academic year 2010/2011.

We want to be at the forefront of good practice in equality and inclusion, modelling excellence in all that we do. The information contained in this report will help inform our four-year equality objectives, which we will publish in April 2012.

Sally Dicketts

Principal

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## **Introduction**

Oxford and Cherwell Valley College is a large general further education college that draws over 11,000 students per year from mainly the Central and North regions of Oxfordshire, with a significant number of students recruited from Oxford City and Banbury.

We have four main campuses (Oxford City, Blackbird Leys, Banbury and Bicester) and a large number of workplace and community based venues. The College offers substantial full and part-time provision from entry level to higher education and our provision covers all vocational areas except land-based industries. Academic, vocational, work-based learning and part-time courses are on offer along with specialist provision for students with learning difficulties and/or disabilities.

## **Our Vision and Values for Equality and Diversity**

We recognise and celebrate the richness that diversity brings to us all. We believe in the right for everyone to be treated fairly and with respect. Our vision is to create and maintain a working and learning environment in which all people have the opportunity to participate fully, give of their best and achieve their full potential in a climate free from discrimination or harassment.

We recognise that all have a right to equality of opportunity irrespective of race, disability, gender, gender reassignment, age, nationality, sexual orientation, religion or belief, marital or civil partnership status, pregnancy or maternity status, or socio-economic status, background or class. Equality and diversity is central to all that we do and is fundamental to our mission and values.

We are committed to advancing equality of opportunity, respecting and celebrating difference, eliminating discrimination, harassment and victimisation and fostering good relations between all who work or learn here or use the services of the College.

# Student Equality information - the student experience

## Equality and Diversity Week

Our Equality and Diversity Week was held in March 2011, following on from a successful event the previous year. We used the event to celebrate the diverse communities represented within the college and to raise awareness of equality issues amongst students and staff.

All campus sites provided a range of activities such as:

- Ziyenge Nhamburo and Munyarandzi Majonga - Traditional Zimbabwean Musicians.
- Caitlyn UK ( Belly Dancer) – Traditional dance
- Hand cut outs – a display of hands on which staff and students wrote what made them unique
- Terrence Higgins Trust – Sexuality and Homophobia Workshops and drop-ins
- Aik Saath ( Together As One) – Workshop deconstructing ‘race’ and challenging racism.
- Oxfordshire MIND – Mental Health Workshop.
- Monica Popa and Troupe - Dabkeh dance workshop – Arabic Dance.
- Rana Hussain – DJ specialising in Multicultural Music.
- Marium Hussain – Henna Tattoos.
- Therivadan Mediation –Buddhism awareness.
- Boccia Wheelchair Sports.

Students led many workshops including:

- Banbury LGBT Support group held a special session around sexuality.
- Dyslexia Anonymous – awareness raising session led by a dyslexic student.
- A Sweet Talk – student led session raising awareness of diabetes.
- Memoires of a Geisha – Student led session on Japanese culture.
- An Audience With Jimmy – Student led session on having ADHD.
- Asian Invasion – Threading and Henna Tattooing by students.
- South East Asian Games – arranged and led by two students.
- Indian head Massage – offered by Hair and Beauty Students
- Bollywood Dancing – BTEC Dance Students

The College restaurants offered speciality food from different cultures:-

- A Taste of Italy
- A Taste of China
- A Taste of Latin America
- A Taste of Kashmir
- Traditional Fish and Chips

A range of DVDs were made available to staff to use during tutorials around relevant themes:

- Memoirs of a Geisha (Tale of 2 girls in Japan who were sold into slavery)
- East is East (Growing up as a mixed race person in Britain and the conflict of cultures)
- The Kite Runner (Set in Afghanistan, the film tackles issues around cast and the Taliban regime)
- Amazing Grace (Focuses on the campaign to abolish slavery in Britain)
- Beautiful Thing (An urban fairytale built around two men and their sexuality)
- Slumdog Millionaire (Explores the divide between sections of Indian society)
- Crouching dragon Hidden Tiger (Explores issues around Chinese cultural history and gender)

Feedback from students about these workshops and activities was very positive and will inform our planning for the next event in 2011/12:

*“ I really enjoyed the Respect session. It was really good”*

*“ A really good activity and a chance to speak and spend time with a different culture”*

*“Opened my eyes to new things that matter to people’s lives”*

*“Opened up new information for discussion”*

## Course Representatives Conference

We work hard to empower students to help us to continually improve our practice and the election of Course Representatives is a key part of this strategy. Each class of students elects a Course Representative to act as a spokesperson for their peers. The role carries influence in college decision-making.

This year we implemented a number of actions to improve opportunities for all students to become course representatives, including those with a protected characteristic. For example, we:

- Trained staff to ensure the election of Course Representatives is equitable
- Provided a variety of methods to engage learners who would not naturally step forward to take these roles
- Ensured a more focused approach to promoting students from under-represented groups to become course representatives

The 375 Course Representatives elected in the Autumn of 2011 broadly match the college profile in terms of ethnicity, gender and age and exceeds the college profile in terms of disability / learning difficulty.

We held our Learner Voice conference for Course Representatives at Blenheim Palace and 56 of these students attended an Equality & Diversity workshop. Key findings from this included:

- Students feel valued and respected at OCVC irrespective of difference.
- Teachers tackle issues around Equality and Diversity in lessons, although they could do more to challenge the negative use of the term 'gay' by students.
- Course Representatives felt that students in general lack interest and awareness in Equality and Diversity issues.
- We could do more to promote Equality and Diversity within the college.

Course Representatives had a number of ideas for how we could further improve Equality and Diversity including:

- Put up posters/leaflets about sexuality and have lessons on it
- Have a transgender awareness campaign
- Invite in speakers with different cultural experiences
- Ensure staff tackle racist name calling in corridors
- Don't just deliver the teaching but check that students understand what equality and diversity means

To help act on these issues and suggestions, we have formed a student Equality and Diversity task force. Some of these students will deliver staff

training while others will work with us to produce tutorial materials for use across the college

### **Faith and Belief project**

We have carried out a number of activities as part of a college-wide Faith and Belief project which included establishing prayer rooms, celebrating different faith festivals and electing students to different 'faith unions'

Staff and students also took part in the 'Oxford Friendship Faith Walk' where we joined with over 700 members of the local community to celebrate and demonstrate our commitment to tolerance and understanding of people from different faiths.

Our students proudly wore branded T-shirts with Oxford and Cherwell Valley College Friendship Faith Walk printed onto them. The walk started at the local synagogue and proceeded to a local church. the procession continued from the church to a local mosque where all participants were received by the Muslim community and the Mayor of Oxford.

# Student Equality information: student recruitment and success

We measure our student performance in a variety of different ways. Two important areas are:

- Recruitment – to ensure we recruit the full diversity of students across all our programmes.
- Success – a measure of the number of students who stay until the end of their programme and successfully complete their qualifications.

The following information provides headline figures for our equality and diversity data, together with key equality gaps for us to address. We have targets to address these gaps within our college improvement plans for this academic year.

## 1. Gender recruitment and success

We have a good gender balance overall and there is no difference in overall success rates between male and female students.

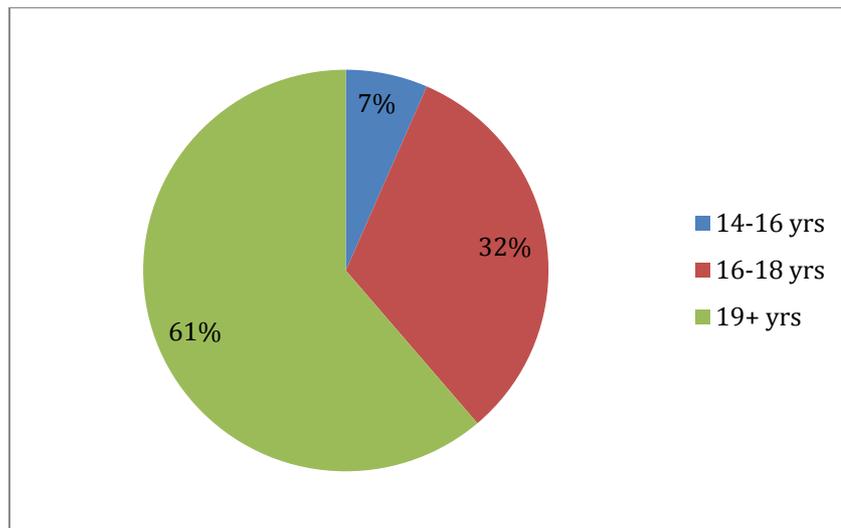
We are still working on the following gender equality gaps in recruitment and success in the following vocational areas:

- Under-representation of females students in
  - Construction
  - Engineering and manufacturing technology
  - Information and communication technology
- Under-representation of males in health, public services and care
- Lower success rates for females in engineering and manufacturing technology.

## 2. Age recruitment and success

The College has over 11,000 students studying with us either on campus, at employers' premises or in the community. Our full time students are largely in the 16-18 age group, whilst our part time students are largely adults (19+ years). The college also has a small cohort of young people aged 14-16 years who come to the College from school one day a week.

**Figure 3: Students by age group**



Age group	No. students
14-16 yrs	767
16-18 yrs	3,773
19+ yrs	7,177
<b>Total</b>	<b>11,717</b>

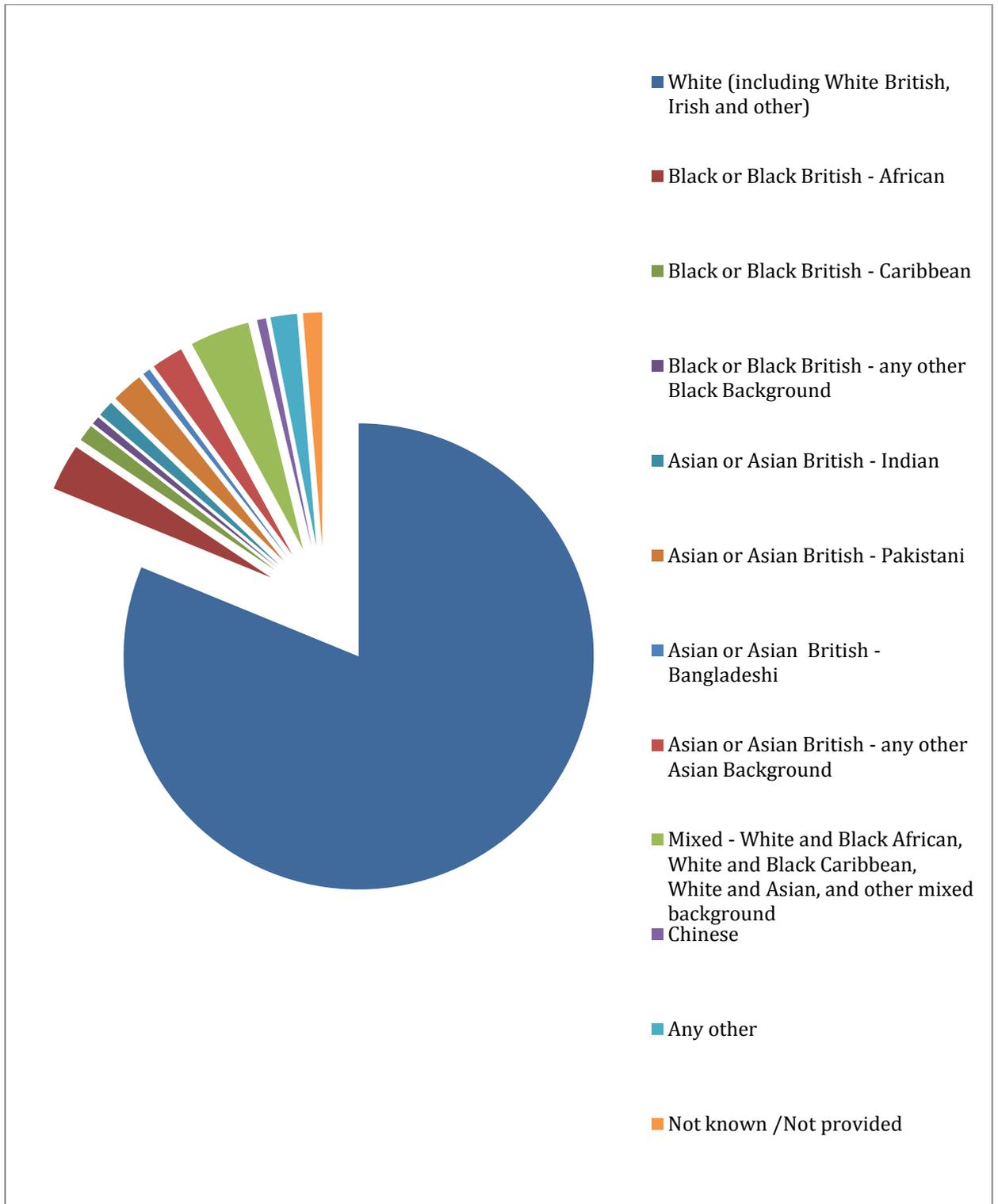
We have the following equality gaps by age group:

- Our adult students have a lower success rate than our 16-18 year old students.
- Our part time students, the vast majority of whom are adults, have a lower success rate than our full time students.

### **3. Ethnicity recruitment and success**

18% of our students are from a Black and Minority Ethnic (BME) background. This is significantly Oxfordshire county's overall BME population profile of 8% and above the Oxford City population profile of 13% BME. Our highest ethnic categories are students from dual heritage backgrounds, followed by students from Black African backgrounds.

**Figure 1: Students by Ethnicity**



<b>Ethnic background</b>	<b>%</b>
White (including White British, Irish and other)	81%
Black or Black British - African	3%
Black or Black British - Caribbean	1%
Black or Black British - any other Black Background	1%
Asian or Asian British – Indian	1%
Asian or Asian British - Pakistani	2%
Asian or Asian British - Bangladeshi	1%
Asian or Asian British - any other Asian Background	2%
Mixed - White and Black African, White and Black Caribbean, White and Asian, and other mixed background	4%
Chinese	1%
Any other BME background	2%
Not known /Not provided	1%

There is good representation of BME students across almost all vocational areas of the College except the following two areas where BME students were under-represented in the last academic year:

- Arts, media and publishing
- Retail and commercial enterprise

Over the last 3 years the College has successfully closed the overall gap in success rates and there is now no significant difference in the overall success rate of our students from BME backgrounds when compared with their white peers. However, within this overall picture, we know that our students from Bangladeshi and Black Caribbean backgrounds still do not succeed as well as their peers and there are actions to address this in the College's improvement plans for this academic year.

#### 4. Disability recruitment and success

19% of our students declared a disability or learning difficulty during the last academic year.

**Figure 2: Students who have declared a disability/learning difficulty by type of disability/learning difficulty.**

(NB. some students are counted in more than one category)

Figure 2.1 Students who declared a learning difficulty

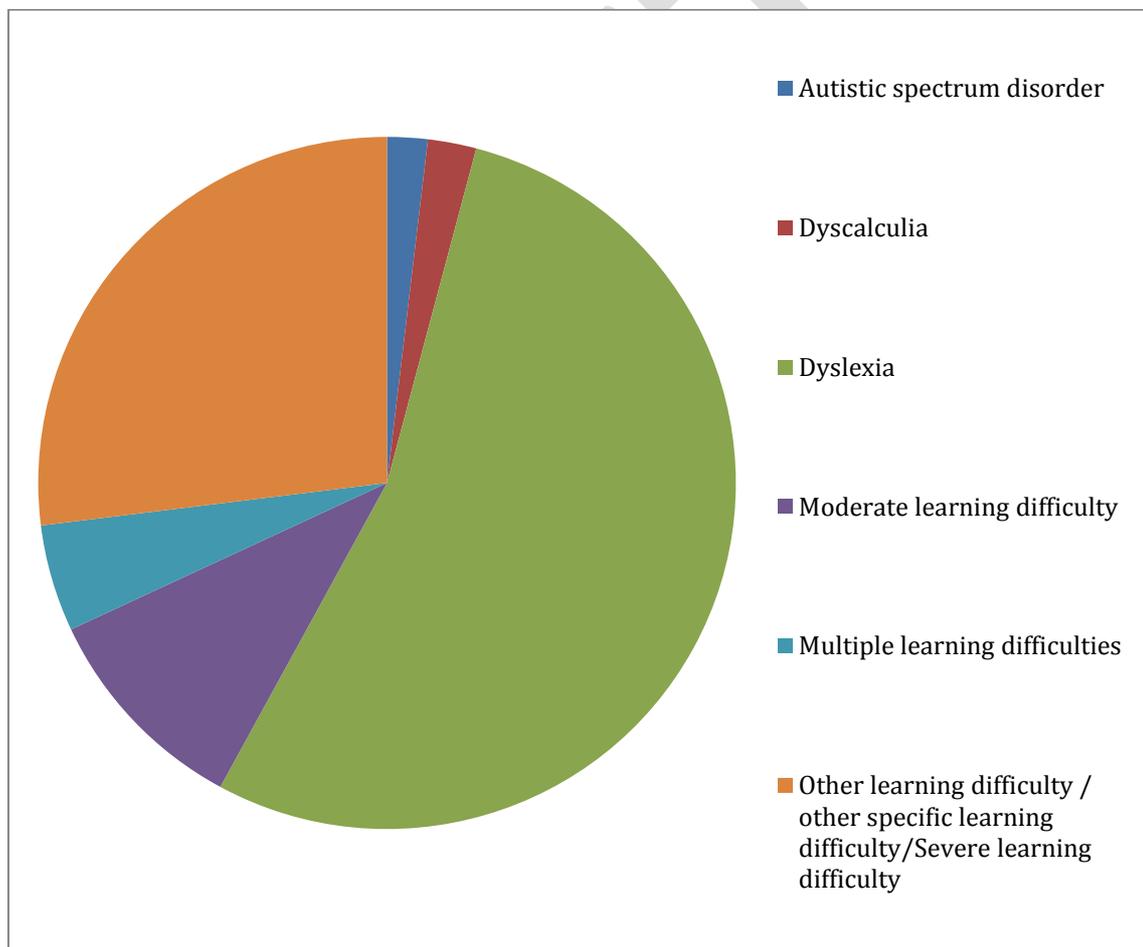
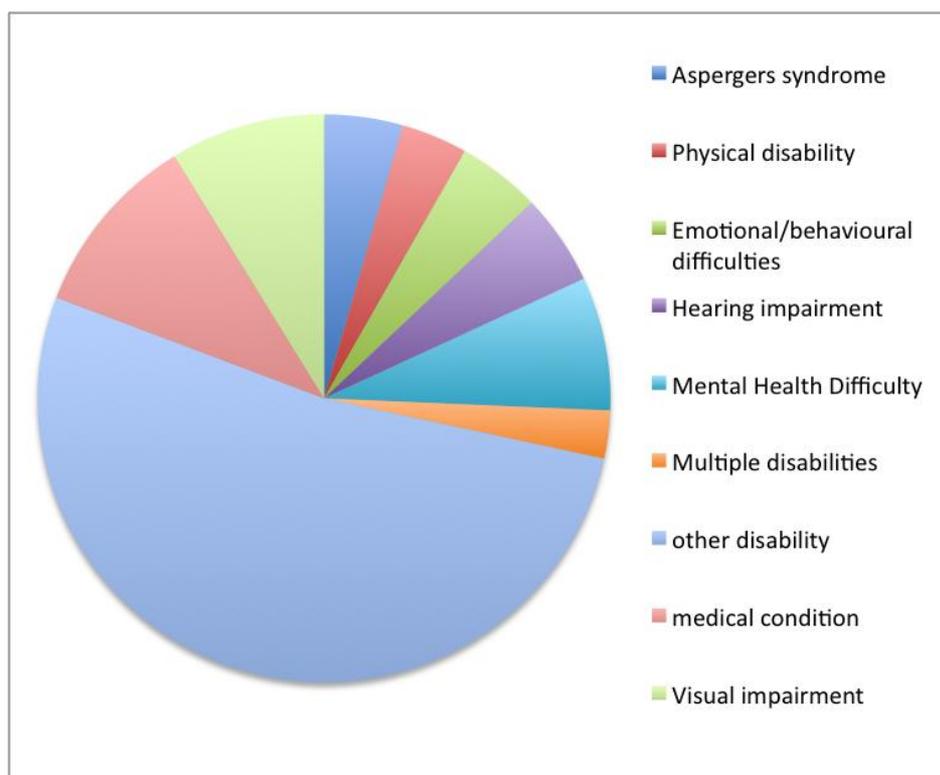


Figure 2.2 Students who declared a disability



Learning difficulty	%	No.	Disability	%	No.
Autistic spectrum disorder	2%	15	Asperser's syndrome	4%	31
Dyscalculia	2%	18	Physical disability	4%	26
Dyslexia	54%	431	Emotional/behavioural difficulties	5%	33
Moderate learning difficulty	10%	81	Hearing impairment	5%	36
Multiple learning difficulties	5%	40	Mental Health Difficulty	8%	53
Other learning difficulty / other specific learning difficulty/ Severe learning difficulty	26%	216	Multiple disabilities	3%	19
			Other disability	52%	365
			Medical condition	10%	73
			Visual impairment	9%	61

Our students with disabilities/learning difficulties succeed as well as or better than their peers across the college as a whole. Within our overall College figures we are aware that we have:

- Lower than average participation of students declaring a disability / learning difficulty in:
  - Business, administration and law
  - Science and mathematics
- Lower success rates for learners with learning difficulties / disabilities than their peers in:
  - Construction and planning
  - History, philosophy and theology

We have actions to address these issues in College improvement plans for this academic year.

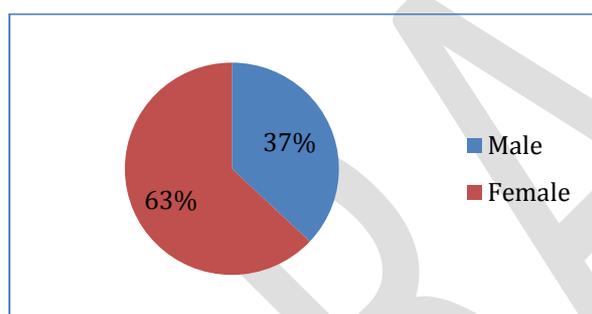
## **5. Equality information for other protected characteristics**

We do not currently collect and analyse information for other protected characteristics such as students' sexual orientation or religion / belief. We recognise that this is sensitive information to collect and store but we also recognise that unless we monitor, we are unable to confirm that we recruit the full diversity of students or that our students of faith and our gay, lesbian and bisexual students have the same high quality experience as their peers. In the short term, we will explore options in consultation with students who share these protected characteristics and this will be one of our equality objectives which we will publish in April 2012.

## Staff Equality information

College has 960 staff who work in all four campuses, in the community and in the workplace. We are committed to creating an increasingly diverse workforce which is representative of our student population. The range of different contract types, the support we provide for unqualified applicants with good potential as teachers to qualify while they work, together with a strong coaching culture, are designed to support all staff. Occupational Health professionals and our Health and Safety team are on hand to advise on any adaptations which may be needed to support staff in the workplace. Staff diversity measures overall indicate a trend of very modest improvement which we aim to accelerate using the positive action measures permitted by the Equality Act 2010.

### Gender



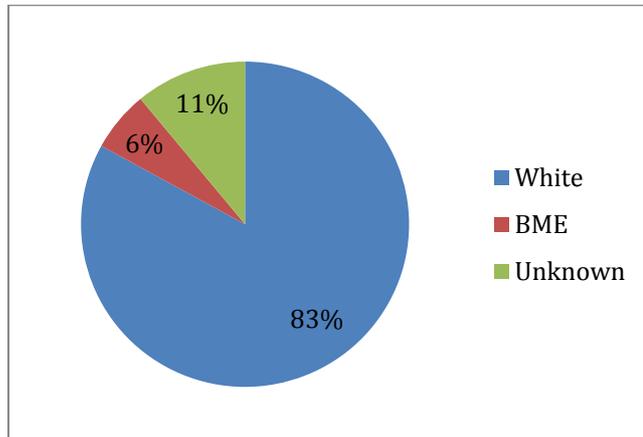
The gender split in the college for the academic year 2010 to 2011 was 63% female and 37% male. The proportion of male staff has increased slightly over the last 2 years (up from 34% in 2009). The overall gender ratio reflects the trend in the Further Education Sector where females typically make up more than 50% of the workforce.

Analysis of male:female ratios by salary indicates that, relative to our overall gender distribution, males were somewhat under-represented at salaries below £27,000 and above £65,000 (senior management level) and somewhat over represented at salaries between £28,000 - £46,000 and above £76,000 (executive management level). This pattern reflects to some extent the national trends with females somewhat over represented in administrative and pre-professional roles and under-represented in technical and managerial occupations. However, OVC gender ratios in management and senior management roles compare favourably with national benchmarks.

## Ethnicity

The ethnicity profile of OCVC staff is:

- White 83%
- BME 6%
- Unknown 11%



Following increased promotion to staff of the reasons why we record data on protected characteristics, the percentage of staff who do not disclose their ethnic origin (ie do not answer the question or choose the “prefer not to say” option) has fallen significantly from 19% in 2009/10 to 11% in 2010/11.

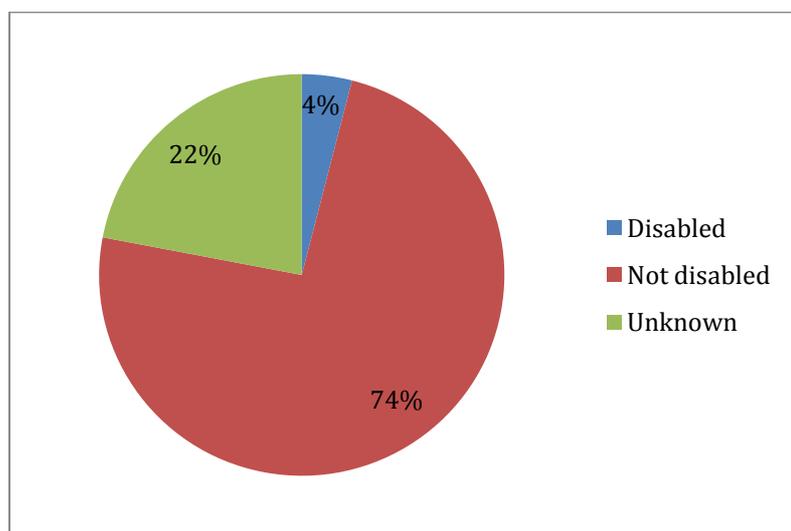
The College’s known staff profile compares reasonably well with the local population profile for Oxfordshire county as a whole which is 92% white: 8% BME. However, our student population profile is 82% white: 18% BME. The College is therefore working towards achieving a known staff profile which reflects this through reducing the number of unknowns and increasing the number of new BME staff recruited.

We have also identified that BME staff are under-represented in management roles and this is being addressed through a talent management programme for aspiring managers.

## Disability

The disability profile of OCVC staff is:

- Disabled 4%
- Not disabled 74%
- Unknown 22%



Following increased promotion to staff of the reasons why we record data on protected characteristics, the percentage of staff who do not disclose whether they have a disability (ie do not answer the question or choose “prefer not to say”) has fallen significantly from 33% in 2009/10 to 22% in 2010/11. Based on known information, the actual level of staff with a disability is significantly higher than 4% and we need to do more to understand why a significant proportion of staff choose not to disclose this information confidentially so that we can address any concerns and encourage full participation.

The proportion of staff declaring a disability is evenly distributed between non-management and management roles.

## Marital Status, Civil Partnership, Sexual Orientation and Religious Belief

When the College’s new HR database went live in October 2010, all staff were encouraged to update their sensitive personal information, including any protected characteristics. Declaration of these sensitive protected characteristics has been low first time round and further promotion will take place this academic year to ensure that all staff understand why the data is collected and to increase disclosure rates.

## **Recruitment of new staff**

In the academic year 2010-11 the College had 1,008 applicants for 94 vacancies.

The proportion of male to female applicants was in line with current employees and there were no significant differences in the proportions of male and female applicants who were shortlisted and appointed.

Candidates who declare a disability at application and who meet the minimum criteria are automatically shortlisted and the College is working towards achieving the Jobcentre Plus Two Ticks Disability Award for recruitment of disabled applicants by 2013. The proportion of applicants who declared a disability was in line with the declared profile of current employees and there was a slightly higher proportion who were shortlisted and appointed.

In April 2011, the College introduced a Two Ticks type approach to BME applicants by ensuring that BME candidates who meet the minimum criteria in the person specification are automatically shortlisted. The proportion of BME applicants during 2010/11 was significantly higher than the College's known BME staff profile. However, the proportion of BME applicants appointed remained in line with current staffing ratios and so did not increase this profile as had been hoped. We are researching the reasons for this during this academic year in order to put in place a strategy to achieve our long term aim to increase our BME staff profile to reflect our student profile.

The college does not currently ask applicants to declare their sexual orientation at application stage.

## **Staff turnover, training and promotion**

Data on staff development and training is not currently linked with the College's new HR database which holds disclosure information on protected characteristics securely and confidentially with a self service option for staff to enter their own data. There is therefore currently a gap in the College's ability to routinely and easily track the take up of training against protected characteristics. This gap will be addressed when the training and development module of the new HR system is implemented this year.

Data on promotions from August 2010 can be tracked by protected characteristic using the new HR system. However a current technical problem with importing full employment history to the new system impacts on the reporting of historic promotion and salary progression data. This is a technical issue that will be resolved this year and will enable us to report on this in our next annual report.

The College will also be able to use the new HR database system to report on staff turnover by gender, ethnicity and disability from next year.

### **Staff views and experiences**

The Equality and Diversity section in the last staff survey received the strongest positive responses of any section in the survey. The questions asked were:

- I am familiar with the College's Equality and Diversity Policy
- Appropriate attention is given to Equality and Diversity in the College
- The College is committed to dealing with institutional racism, sexism, ageism
- In my experience people of all sexual orientations are treated equally at the College
- The College provides a suitable environment for staff and students with disabilities
- The College provides family friendly working arrangements

The lowest score in this section was the new question about family friendly working arrangements. Free text responses provided some insight into the issues, particularly mentioning the impact of the lack of parking/traffic congestion on stress levels when picking up or dropping off children. In response to the feedback the parking arrangements at our Oxford city centre campus were reviewed and there is now a section set aside for members of staff with caring responsibilities who were felt to be disadvantaged by the entirely first come first served approach previously in place.

The staff survey for the academic year 2011/12 was carried out in December 2011 and has been extensively updated to enable the College to report on staff feedback by protected characteristic. We are currently undertaking a detailed analysis of this survey and the results will be reported in our next annual report.

## **College Governing Body**

The College Corporation of 19 governors includes BME governors, governors with declared disabilities and a reasonable balance of male and female governors. The governors' Search Committee pro actively seeks to increase this diversity whenever vacancies arise.

## **Equality Impact Assessments**

The College introduced a rigorous process of Equality Impact Assessments (EIA) at the start of this academic year. Any new policies and procedures now automatically include conducting an EIA. In addition to this, we have a schedule for the year to enable us to conduct EIAs on all previously existing key policies, processes and documents in order to ascertain where we have good practice to share and where improvements can be made. We will report on this process in our next annual report.

## **Next Steps**

In April 2012, the College will publish its equality objectives which arise from:

- the analysis contained in this report
- our legal duties under the Equalities Act 2010
- feedback from students and staff

Our next Equality and Diversity Annual Report for the academic year 2011/12 will be published in January 2013.