

Introduction

Tameside College strives to ensure it delivers programmes to a diverse community of students. We take great pride in advising and supporting each individual student to ensure they are able to achieve their own aspirations. Equality, diversity and inclusivity is at the heart of everything we do. Expectations of our staff and students are high and we strive to be the best in everything we do. We believe in excellence and offer every student the opportunity to develop their potential in a caring college environment.

We believe in excellence and that attending college is about more than achieving a qualification, important though that is. That is why we aim to give every person the opportunity to develop their full potential in a supportive and friendly environment.

Our Mission

Tameside College will transform lives by offering first class education and training in order to improve employability and generate economic prosperity.

College Core Values

- Respect for learners and staff
- Equality and Diversity
- Success for all
- Professionalism
- Excellence in Service Delivery
- Commitment
- Transparency

Valuing Diversity

Tameside College welcomes people from all sections of the community. In all aspects of College life, we aim to provide and promote equal opportunities for potential and existing students and staff. We will pursue policies and establish practices which are non-discriminatory. We will seek to provide fair treatment for potential and existing staff and students and to value diversity in human experience and circumstances. We aim to establish a constructive and positive working environment for all staff and students.

We also recognise that our ability to meet these diverse needs is improved by having a diverse workforce which generally reflects the local population and which has the skills and understanding to achieve our service objectives. We commit ourselves to valuing diversity within our workforce.

We will strive to become an organisation that:

- Accepts that everyone has a right to their distinctive and diverse identities
- Has a workforce generally reflecting the population we serve
- Understands how valuing diversity can improve our ability to deliver better services and so reduce disadvantage
- Provides services which are responsive to the diverse needs of different individuals and communities
- Provides all employees with the training and development they need to enable them to achieve the College's goals
- Provides a supportive, open environment where all employees have the opportunity to reach their highest potential

Key Priorities and Impact Measures

We aim to ensure that equality and diversity themes are embedded throughout the curriculum and the College complies with all applicable legislation. Our key priorities and impact measures for the next three years are:

- No significant performance gaps between different student groups
- Innovative training for staff
- All policies and procedures are regularly reviewed
- To further embed and develop equality, diversity and inclusion into our curriculum and services
- To ensure that our student and staff mix reflects the communities it delivers to and employs

We aim to give all our students an exceptional and inclusive experience.

In order to do this, the College has created an Equality and Diversity Strategy Group to oversee the promotion of positive actions needed to achieve these priorities. This will include ensuring that staff data and learner data for the protected characteristics is evaluated and reported.

Staffing

Data is obtained as part of the recruitment and selection process and, on an annual basis, staff are asked to check and amend their personal information to ensure its accuracy. To date, the College has not collected staff data regarding disability, religious belief or sexuality. A project is to be instigated to quickly gather, report and evaluate this data.

Our current staff data indicates:

- 63% females and 37% males
- Average employee age is around 40 years old
- 95% are White British (which is 4% above the Tameside census figure)
- 3 employees are 65+ years old

We provide mandatory training for all new staff as part of our induction processes and follow this up with other equality and diversity related training during the year. We have redesigned the curriculum self-assessment report to ensure that the promotion of equality and diversity is thoroughly evaluated in each curriculum area. Where this requires improvement, improvement actions are included in the relevant Quality Improvement Plan.

As a result of the findings of the January 2016 Staff Survey a number of actions were implemented, particularly to improve communications within the College. Action included creating regular time for teams to meet, receive College briefings, evaluate performance and agree and monitor the impact of actions taken to improve performance. The results of the December 2017 Staff Survey indicate that much distance has been travelled on achieving improvements. For example:

- 31% more staff are satisfied that communication within the College had improved. At 60%, the overall response is 8% above the national average
- 35% more staff are satisfied that their feedback was valued. At 69%, the overall response is 7% above the national average

Our Human Resources Team support any concerns or grievances relating to treatment as a result of a protected characteristic and during the period from 1 August 2015 until 31 July 2016 there were no E&D related grievances. In total, during this time the Team dealt with 2 grievances. There were no disciplinary cases as a result of employees breaching our commitment to the duty. Our employment practice is that we deal robustly and sensitively with any concerns regarding protected characteristics.

Students

It is important that we close any performance gaps in regard to student performance. In order to do so, data is rigorously evaluated. The full data for 2015-16 is located in the College Qualification Achievement Report and performance is evaluated in the College Self-Assessment Report. In summary, the data shows:

- **Gender:** Overall there is a difference between male (16-18 = 72.8% and 19+ = 78.1%) and female (16-18 = 79.2% and 19+ = 85.8%) students. This is due to the lower performance of curriculum areas in which male numbers are higher than female, e.g. Construction and ICT.
- **Age:** 7.8% difference in overall achievement rate, 75.7% for 16-18 and 83.5% for 19+. This mainly due to the number of 16-18 undertaking Mathematics and English Functional Skills.
- **Learning Support:** Those 16-18 students receiving ALS performed as good (76.26% achievement rate) as those without Learning Support (75.7% achievement rate). For 19+ students 80.4% achieved in comparison to 83.5% for those not in receipt of support.
- **Ethnicity:** There is slight variation between ethnic groups and in most categories, numbers are too small to be statistically significant. There was a difference in the achievement rates of adult Bangladeshi learners, however this is due to the proportion of Bangladeshi adult learners taking Functional Skills. When compared to main qualifications, a higher percentage of adult Bangladeshi learners achieve compared to White – British (the highest population of learners)
- **Learning Difficulty / Disabilities:** The overall achievement rates for those with a learning difficulty or disability were 16 -18 = 77.9% and 19+ = 75.1%. Those without were 16 – 18 = 74.8% and 19+ = 84.9%. Analysis of the difference in 19+ learners indicates that the proportion of enrolments of learners with learning difficulties attributed to functional skills was higher which resulted in lower overall performance.

The ethnicity of the College’s student population compares well to the Tameside Census data. The number of students declaring a difficulty / disability / health difficulty has increased steadily against a context of reducing numbers.

Appendix 1: Supporting Data

Staff Data

| | | | | | | | |
|------------|----------------------|-------------------|-------------------|----------------|-------------------|-------------------|-------|
| Gender | Male | Female | | | | | |
| | 164 | 275 | | | | | |
| Disability | No | Prefer Not To Say | Learning | Mental | Physical | | |
| | Data being collected | | | | | | |
| Ethnicity | White British | | Not Disclosed | | Prefer Not To Say | | BAME |
| | 416 | | 1 | | 2 | | 19 |
| Age | 16-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-64 | 64+ |
| | 3 | 46 | 111 | 125 | 124 | 27 | 3 |
| Religion | CoE / Christian | No Religion | Prefer Not To Say | Roman Catholic | Muslim | Jewish | Other |
| | Data being collected | | | | | | |
| Sexuality | Bi-Sexual | Gay | Lesbian | Hetrosexual | | Prefer Not To Say | |
| | Data being collected | | | | | | |

Student Data

| | | | |
|--|-------|-------|-------|
| Disability | 13/14 | 14/15 | 15/16 |
| No difficulty/disability/health problem | 6262 | 5255 | 4577 |
| Has difficulty/disability/health problem | 992 | 921 | 1044 |

EQUALITY AND DIVERSITY ANNUAL REPORT – JANUARY 2017

| | | | |
|--|-------|-------|-------|
| No information provided by the student | 32 | 78 | 265 |
| Ethnicity | 13/14 | 14/15 | 15/16 |
| White British | 5773 | 5015 | 4672 |
| African | 230 | 175 | 203 |
| Other White | 290 | 261 | 239 |
| Other | 51 | 57 | 49 |
| Other Asian | 67 | 60 | 60 |
| Arab | 25 | 14 | 13 |
| Pakistani | 291 | 192 | 223 |
| Other Black | 13 | 12 | 15 |
| White/Black Caribbean | 59 | 56 | 55 |
| Not Provided | 7 | 10 | 18 |
| Indian | 58 | 41 | 29 |
| White Asian | 20 | 22 | 31 |
| White/Black African | 39 | 23 | 22 |
| Chinese | 23 | 18 | 23 |
| Other Mixed | 28 | 31 | 31 |
| Bangladeshi | 258 | 212 | 161 |
| Caribbean | 29 | 32 | 26 |
| Irish | 24 | 21 | 13 |
| Gypsy/Irish Traveller | 1 | 2 | 3 |

Census Data

| Ethnicity | White | Mixed / Multiple | Asian or Asian British | Black or Black British | Other |
|------------|--------|------------------|------------------------|------------------------|-------|
| Tameside | 90.92% | 1.45% | 6.20% | 0.82% | 0.61% |
| Manchester | 66.6% | 4.6% | 17.1% | 8.6% | 3.1% |