Macclesfield College

EQUALITY & DIVERSITY REPORT
STAFF REPORT

2018 - 2019

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Equality, Diversity and Inclusion HR mid-year report

Reporting period: 01.09.2018 – 31.08.2019

1.   Introduction

1.1   Macclesfield College as an employer of choice and an outstanding learning provider is strongly committed to promoting and embedding in all activities a robust commitment to the advancement of best practice in all equality and diversity activity, thereby enabling the continued advancement of each of the three aims of the Equality Act 2010 Public Sector Equality Duty and fostering an inclusive culture.
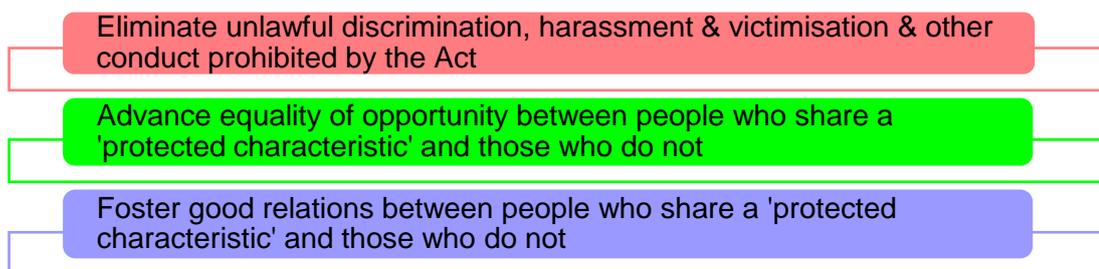
Eliminate unlawful discrimination, harassment & victimisation & other conduct prohibited by the Act

Advance equality of opportunity between people who share a 'protected characteristic' and those who do not

Foster good relations between people who share a 'protected characteristic' and those who do not

Fig 1: Three aims of the Public Sector Duty

1.2   The Equality Duty relates to the 'protected characteristics' of age, disability, gender/gender reassignment, marriage and civil partnership (in terms of the need to eliminate any form of discrimination only) pregnancy and maternity, race, religion, or belief, sex and sexual orientation.

1.3   The College will in publishing the Annual Staff Equality, Diversity and Inclusion report evidence its compliance with the statutory reporting requirements legislated under the Equality Act 2010, Public Sector duty.

1.4   The Corporate Strategic Plan 2018 -2023, HR Strategic Action Plan and the Corporate Equality & Diversity Action Plan each evidence how through its learners, staff, stakeholders and partners the College provides a learning and employment environment which continually promotes and advances 'equality diversity and inclusiveness'.

1.5   Through the identification and understanding of any trends/gaps the College is able to take corrective action to apply appropriate measures to either remove, or narrow the gaps/barriers identified, thereby supporting people from all backgrounds to gain access to education, employment and other services provided by the College.

1.6   The 'Core Values' of Accountability, Ambition, Integrity, Passion and Respect encapsulate the ambitions of the College as a choice provider and are embedded throughout College life fostering positive behaviours to 'promote and provide' an inclusive work and learning environment.

1.7   This report presents the equality-related data collated during the academic year 01.09.18 - 31.08.19 and provides an evidence based approach to support the data profiled within the 'equality dashboard,' identifying any trends, and providing background to their origins.

1.8   For the purposes of this report all data collated is presented by each of the 'protected characteristics.'

2.   Cheshire East Borough Demographic

2.1   The Cheshire East Council Borough Profile 2019/2020 report advises Cheshire East's total population as 378,900, making it the third largest unitary, or district, authority in the North West after Manchester and Liverpool and the sixteenth largest in the country. Of this total population 68.0% are identified as people who are of working age and are in employment.

2.2   The Borough's age profile *(Population estimates for UK, Mid-2017, ONS) are:*

- 0-15 years   17.8% (19.0%)*   16-64 years 59.7%   (62.5%)*

*Age Profile for the North West region

2.3   The Borough's unemployment at the time of report is 3.1%. This is significantly lower than the North-West regional and the national comparators, which are 4.0% and 4.1% respectively. (Source: Office of Statistics Labour Market Profile, Nomis).

2.4   The 'Macclesfield Town Centre Regeneration Consultation Framework – January 2019' and the 'Economic Strategy for Cheshire East 2019 -2024' (June 2019) both advise how a true strength of the local borough area is the high value skills of residents and the occupations within which the local labour market is employed, with many working in science, research, engineering, technological and other professional occupations.

2.5   Within Macclesfield and the wider Borough whilst there is access to a 'talent pool' of individuals who have a 'high-skill set' to perform the duties of vacant College roles (45% are educated to Level 4 and Degree level, compared to 36% nationally), wider market forces influenced by financial constraints, or the impact of wider sector skills shortages, can lead to 'higher-skilled' individuals commuting to alternative employment offering higher reward packages

2.6   Of those employees working within Cheshire East at the time of report the BRES survey (2017 results) – published Sept 2018) ONS, NOMIS informed that 68.0% were employed in a full-time capacity and 32.0% part-time. Of those in employment 6.9% were employed within Education.

2.7   Within the FE sector the Frontier Workforce Survey – April 2019 reports how part-time contracts comprise 46% of a College workforce. The College's contract profile aligns with this with 55% employed in a full-time capacity, 23% in a permanent part-time capacity and 22% employed on other variable contracts. This evidences the College's willingness to offer flexible work opportunities to attract, develop and retain a diverse workforce with high quality skills.

2.8   Opportunities to be employed in a part-time capacity are available throughout the organisation in all operational areas. Complementing these are a broad range of work patterns to accompany each circumstance.

2.9   For the purposes of this report 'part-time' is regarded as working less than 90% of the full-time working hours of 37 hours weekly.

3.   Recruitment Overview

3.1   All recruitment documentation is reviewed by the HR Department prior to a vacant post being advertised to ensure that the recruitment media and selection activities do not either directly, or indirectly, discriminate against an applicant within a ''protected characteristic" group.

3.2   All advertising media whether online, or in print, contains an equal opportunities statement to encourage applications from under-represented and minority ethnic groups to apply for roles with the College and this is monitored.

3.3   For the purposes of compliance with collating, processing and monitoring the applicant and staff equality data, the HR Department at all times complies with the provisions contained within the Data Protection Act 2018, which classifies this information as 'special category data.' Detail of the approach applied is detailed within the College's Data Protection Policy, and the Applicant and Staff Privacy Statements.

4.   Applicant stage

4.1   During the period 01.09.18 – 31.08.19, 68 recruitment activities were managed by the HR Department. Fig 2 identifies the volume of applications received for vacancies within each Business area.
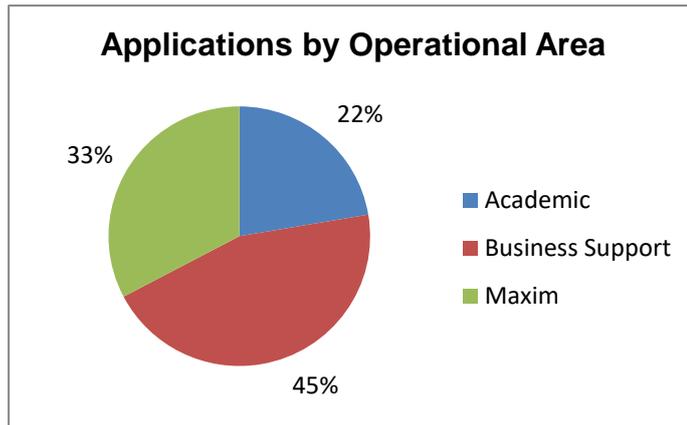
Applications by Operational Area

22%

33%

45%

■ Academic
■ Business Support
■ Maxim

Fig 2 profiles the total applications received for each of the operational areas vacancies

4.2   The response evidenced in Fig 2 is also typical of the wider sector and is attributable to the nature of roles the College is seeking to recruit to, for example during the academic year 'niche roles' in the vocational specialisms of IT and Electrical Installation have been sourced and these attract less applications due to market forces.

4.3   A reason for the heightened percentage of business support applications is the type of roles advertised within the business support area which has attracted a higher ratio of applications from individuals seeking part-time employment.

4.4   Evidence sourced via the Association of Colleges and detailed in the Department of Education College Staff Survey 2018 – November 2018 indicates that primarily female candidates can be attracted to a sessional, or flexible, working contract to complement other external circumstances.

4.5   The ethnicity profile of applications received during the academic year for College vacancies evidences a high correlation to the demographic profile of the borough, with 'White British' being the most represented.   (Cheshire demographic 'White British' is 96.7%   Source: Cheshire East Council Borough Profile 2019/2020). Within the North West Region representation is 90.2%.

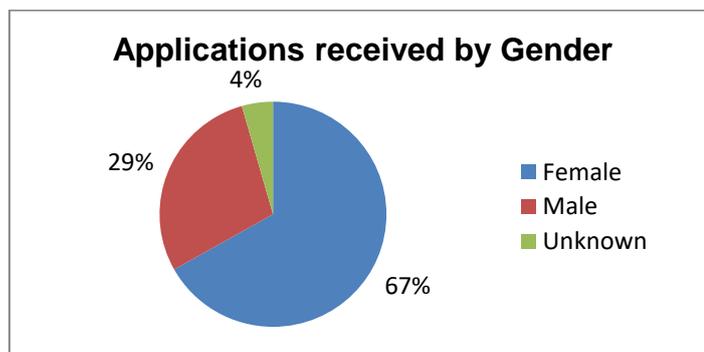4.6   The gender ratio of applications received complements the traditional sector norm.

Applications received by Gender

4%

29%

67%

■ Female
■ Male
■ Unknown

Fig 3 profiles Applicant gender – (01.09.18 – 31.08.19)

5. Shortlisting Stage

5.1 Of the applications received 198 were shortlisted for interview.

5.2 The age profile of shortlisted applicants advising of their age aligns with wider education sector trends with a higher representation primarily between the age ranges 30 – 59 years. However, during the academic year the College has witnessed a constant representation of shortlisted applicants within the age range 20 years – 29 years.

5.3 The gender profile of 'shortlisted' applicants during the reporting period is representative of the ratio of applications received.

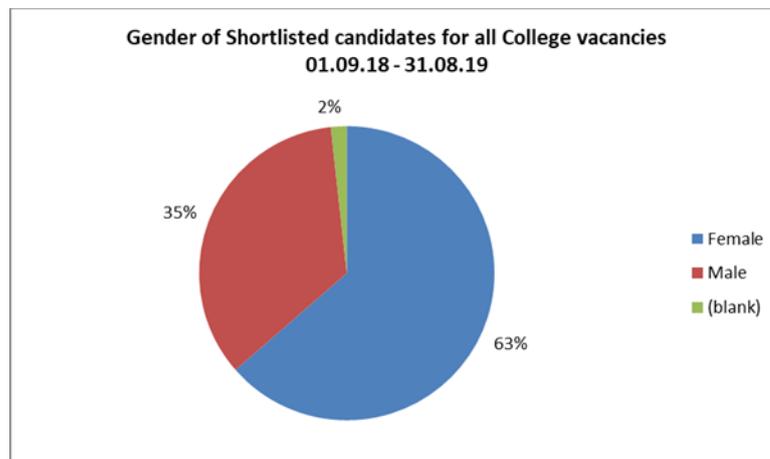*Fig 4 profiles the gender of shortlisted candidates – 01.09.18 – 31.08.19*

5.4 The advised sexual orientation of 'shortlisted' applicants was too small to comment during the reporting year.

6. Appointees

6.1 The age profile has seen a marginal increase in appointees of staff below 30 years, however comment on this growth is too early to accurately report. Fig 5.
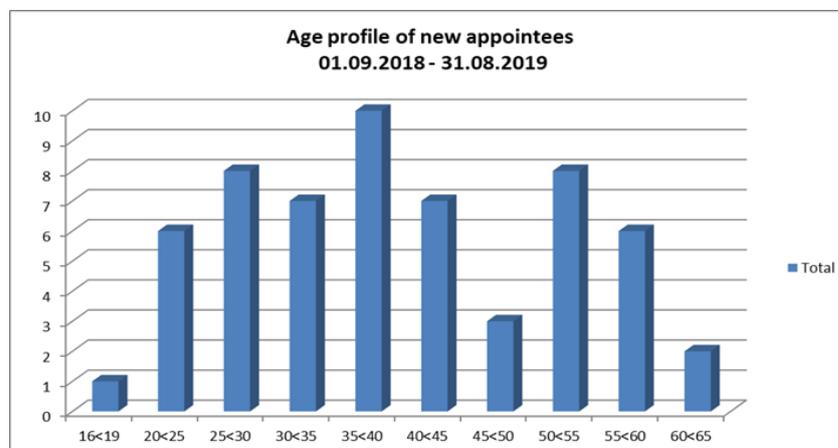

Fig 5 Age Profile of appointees 01.09.18 – 31.08.19

6.2 A higher representation of appointees in the age band 35-40 continues with individuals citing their reasons for applying for College vacancies as: the reputation of the College, its Ofsted rating, opportunities to advance their career, or returning to employment after a maternity break capitalising on the College's commitment as a 'Working Forward' employer for females returning from maternity leave.

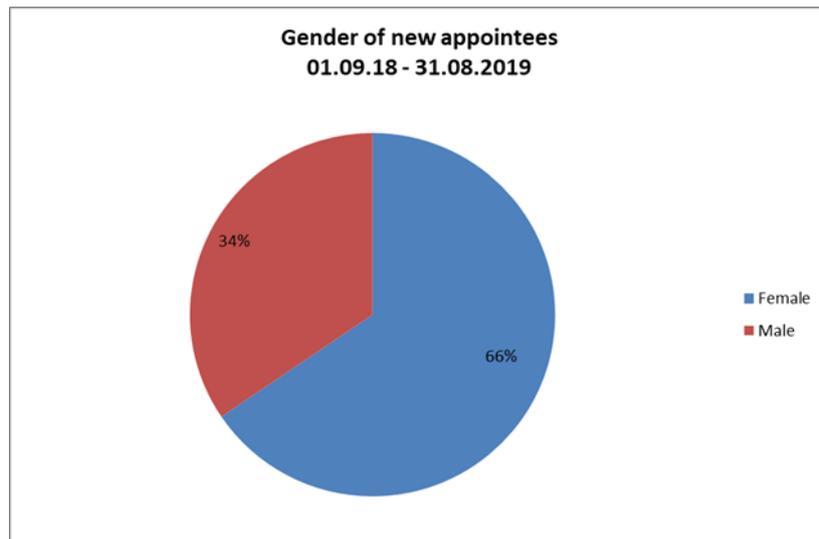6.3 Fig 6 profiles the gender distribution of new appointees.

**Gender of new appointees
01.09.18 - 31.08.2019**

- Female
- Male

*Fig 6 profiles the gender of new appointees for the reporting period
(01.09.18 – 31.08.19)*

6.4 Gender data collated evidences how the College, aligned with wider sector trends, attracts a lower ratio of applications from male applicants for 'Business Support' vacancies. This may be attributable to a higher percentage of these roles being of a part-time, or sessional/casual nature.

6.5 With regard to the gender distribution of 'academic appointees' data shows that the profile can be informed by the curriculum provision where the vacancy exists. Traditionally teaching specialisms predominantly undertaken by males have been identified as:

- Construction
- Engineering

6.6 Whilst in respect of teaching specialisms attracting higher representation by females these have been identified as:

- Hair & Beauty
- Childcare
- Health & Social Care

6.7 This academic pattern of representation was recently identified in the Department of Education College Staff Survey Research Report – November 2018 which in their findings found that the male gender ratios for

Construction and Engineering was (91%) and (86%) respectively. Whilst with regard to female representation Hair & Beauty was (95%), Childcare (92%), and Social Care (89%).

6.8   The College gender ratio within the above academic areas is Construction (88.8% Male), Engineering (100.0% Male), Hair & Beauty (100% Female), Childcare (100% Female) and Health & Social Care (80% Female). This gender representation evidences how the College is, in certain of its curriculum activity, moving away from the traditional role stereotypes.

7.   Ethnicity of candidates – pre/post appointment

7.1   The highest percentage of candidates at the pre-employment stage and post-employment stage advise they are Christian; other religious groups are too small to report at this time without identifying.

8.   Promoting Ethnicity

8.1   HR monitors ethnicity throughout the pre-employment cycle.

The highest proportion of applications received were from applicants advising they were 'White British' candidates. This pattern aligns with the reported ethnicity profile for Cheshire East and also compares with the advised ethnicity of the wider FE Sector. The weighting of the indicators however are cautionary due to 37% of the shortlisted applicants not advising of their ethnicity and other advised ethnic groups too small to accurately report on any trends.

9.   Corporate Equality Profile

9.1   During the recruitment cycle all 'equality data' is migrated to the new employee record. Thereafter, all staff are able to update their 'equality details' through CIPHR *(Computers in Personnel HR e-system)* HR self-service portal.

9.2   Separately, HR following discussion with an employee will also record such detail as, advised changes to an individuals' medical health and any supportive measures taken by the College to assist the employee to enable them to remain in employment. Other equality detail which is captured by HR will include information pertaining to staff who have, or may develop, carer responsibilities.

10.   Age

10.1   The College's age profile has remained relatively stable and is influenced by a blend of different circumstances including, the mobility of staff, the stage in their career, external circumstances including family commitments, the scope of roles and opportunities for progression and lifestyle changes.

Age Profile of Staff	Macclesfield College 2016-2017	FE College Workforce 2016-2017	Macclesfield College 2017-2018	FE College Workforce 2017-2018	Macclesfield College @ 31.08.19
Under 25	5%	6%	5%	4%	5.86%
25-29	4%	8%	4%	7%	4.95%
30-34	9%	9%	5%	10%	4.50%
35-39	9%	10%	11%	11%	11.25%
40-44	16%	12%	12%	11%	13.97%
45-49	12%	14%	14%	14%	10.82%
50-54	15%	15%	17%	16%	15.32%
55-59	20%	13%	22%	15%	21.17%
60 & Over	10%	12%	12%	13%	12.16%

Table 1: College Staff & FE Sector Workforce Composition for the period 31.08.16-31.08.19
External Data Source: Frontier Education Workforce Reports - April 2019

10.2 Within the College the average age of staff is 43 years 5 months. This closely aligns to the FE Sector 'average age' of staff of 46 years. *(Source: AOC College Key Facts 2018/19).*

11. Disability

11.1 At the time of report the proportion of employees identified as having a disability under the Equality Act is 6.0%.

11.2 Within the FE Sector the current advised ratio is 5.0% *(Source: AoC College Key Facts 2018/2019).*

11.3 The higher ratio of College staff identified as having a disability is attributable to a blend of circumstances including: new appointees advising of an existing medical condition, the culture within the College which enables employees to feel confident of advising of a change in their health, the framework of support provided internally by HR, Health & Safety, and College management in partnership with the Occupational Health provider which enables the College to support and retain high quality staff with changing health circumstances.

12. Ethnicity

12.1 Using the 'snapshot date' of 31.08.2019 for the reporting of ethnicity of employees in post, the majority of staff have advised their ethnicity as 'White British.'

- 'White British'   91.00%
- 'Other White British'   4.85%
- 'Asian & Other'   3.15%
- Not advised   1.00%

12.2 The ethnicity ratio for Cheshire East continues to be close to the College's ratios.

13   Gender Profile

13.1   The gender ratio of College staff between the reporting period 2013 – 2019 and the advised FE Sector Trends is profiled below:

Academic Year	College Female Staff	FE Sector	College Male Staff	FE Sector
2013	63.50%	63.50%	36.50%	36.50%
2015	66.00%	66.00%	34.00%	34.00%
2017	60.50%	63.00%	39.50%	37.00%
2019	67.25%	61.00%	32.75%	39.00%

Table 2 – College Gender Profile period at 31.08.19. FE Sector ratios source: the 'Department of Education Report 2018 College Staff Survey Research Report'

13.2   The gender profile for College academic staff is: 61.4% Female and 38.6% Male.

13.3   The gender profile for College business support staff is: 73.1% Female and 26.9% Male.

13.4   The College's gender profile, whilst not aligning with the sector ratios, is not at this time of concern, due to the influencing factors identified at paragraph 4.4.
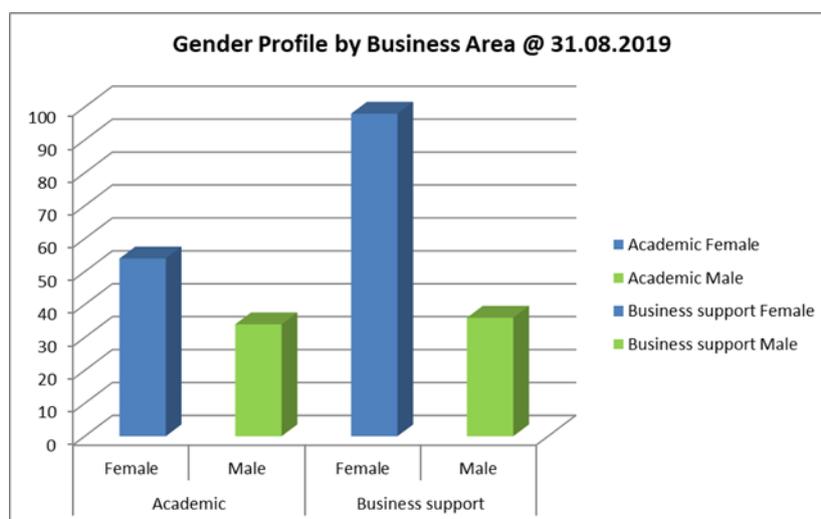

Fig *7 profiles the gender ratios of Academic & Business Support staff at 31.08.19*

14   Maternity

The College as a 'Working Forward Employer' is committed to providing an environment which positively support female staff who are pregnant and wish to resume their employment with the College after maternity leave.

"Keeping in touch" days are encouraged to provide opportunities for staff to keep in contact with the College i.e. participate in Staff Development days, attend training and development and College well-being events.

As appropriate to the individual's personal health circumstances the College's OH provider provides guidance and support to staff pre and post-maternity to ensure they are fully supported at all times within the working environment.

During the 2018/2019 academic year the status of staff taking/returning from maternity is recorded below in Table 3.

Maternity Status	Number of staff
Currently on maternity leave,	6
Remaining part-time upon their return	0
Remaining full-time upon their return	1
Changing to part-time employment upon their return	5
Changing to full-time employment upon their return	0
Leaving the College's employ after maternity leave through personal choice	1

Table 3 Maternity Profile for the period ending 01.08.18 – 31.08.19

15.   Religion, or belief

15.1   Christianity has remained the predominant religion of the staff population, totalling 93.2% of the staffing profile. This representation has remained fairly static over the last three reporting years.

15.2   There are slight fluctuations in the data in relation to staff disclosing other religions, however these are too small upon which to report.

15.3   At present there continue to be no sector benchmarks for religion and belief, however the College continues to align with the community demographic profile Office for National Statistics 2011 census.

16.   Sexual Orientation

16.1   Monitoring of this 'protected characteristic' is a sensitive issue. Aligned to the current FE College Workforce data, the College is unable to undertake an analysis at this time, as the data provided is too low to provide an in-depth analysis, either due to applicants opting not to disclose at the pre-employment stage, or upon commencement, 'opting out' of disclosing certain of their equality data.

17   Fathers' Parental Leave

17.1   During the period of report, four employees exercised their right to take parental leave.

18   Shared Parental Leave

18.1   At the time of reporting, no requests have been received.

19   Adoption Leave

At the time of reporting, no requests for adoption leave have been received.

20   Flexible Working Options

20.1   It is widely acknowledged that by offering flexible working, organisations will develop a more diverse workforce, for example the retention of a higher level of female employees who are able to blend career with outside responsibilities.

20.2   Flexible working patterns also afford individuals who may have a health condition, or carer responsibilities, opportunities to secure meaningful employment. Whilst for employees who have a change in health circumstance, or who take on carer responsibilities, opportunities to continue in employment as a valued employee.

20.3   By making such a commitment to flexible working clear at the pre-employment stage the College is continuing to attract high quality applicants with a diverse skill and knowledge set to its varied roles.

21   Staff Development

21.1   Staff training in the area of safeguarding, equality, diversity and inclusiveness is mandatory for all College employees with compliance reported at regular intervals throughout the academic year to Corporation, SMT, Equality & Diversity Committee and Safeguarding Committee.
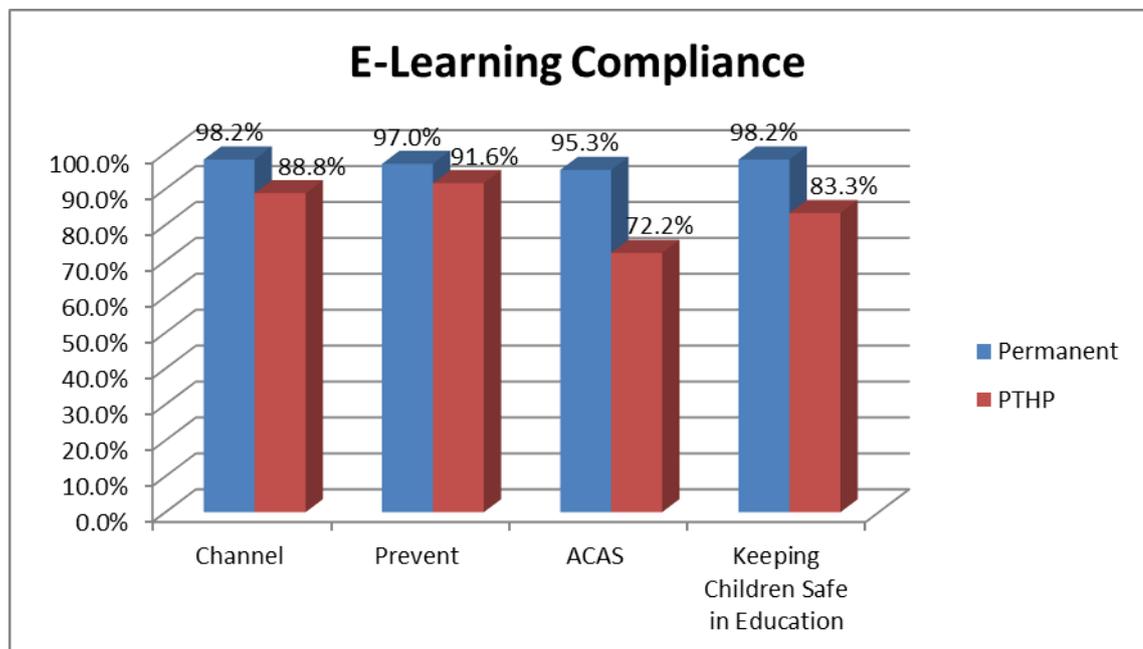
Corporate compliance is evidenced below

Fig 8 profiles E-learning compliance for all staff at 31.08.2019

21.2   During the 2018-19 academic year the College has advanced its commitment to embedding cultural awareness of equality, diversity and inclusion through the provision of new equality related training courses.

This has further contributed to a culture of inclusiveness and ultimately enhanced the learner experience.

21.3   The e-learning staff development programme for the current reporting period includes:

E-Learning Certificated courses

Course	Staff attaining Qual. 2017-18	Staff attaining 2018-19
CACHE Level 2 Certificate in Equality & Diversity	23	6
CACHE Level 2 Understanding Safeguarding & Prevent	10	5
NCFE Level 2 Certificate in Understanding Workplace Violence & Harassment)	New course	3
NCFE Level 2 Certificate in Counselling Skills	"	4
NCFE CACHE Level 2 Certificate in Understanding Specific Learning Difficulties	"	1
NCFE CACHE Level 2 Certificate in Understanding Autism	"	5
NCFE Level 1 Mental Health Awareness	34	-
NCFE Level 2 Mental Health Awareness	40	3

Table 4 – Equality E-learning

21.4   Feedback from the staff development sessions are continuously evaluated to ensure that they are appropriate to the personal needs of the individual and relevant to their development needs.

21.5   During the last two academic years 77 staff attained the NCFE accredited Mental Health Course enabling staff to develop an enhanced awareness and understanding of the symptoms of mental health conditions and the framework of support available.

22   Talent Management

22.1   Upon an individual's appointment their talent is nurtured and developed to enable each individual to have opportunities to personally grow and develop their careers and achieve their personal ambitions whilst at the same time contributing to the wider attainment of the College's strategic objectives.

Examples of CPD activity are listed below:

- Provision of 'Beacon Teachers' (who are considered 'Ofsted outstanding' academic staff) who work closely with all newly appointed academic lecturers throughout their probationary year and also with staff who require additional support in their role.

- Provision of a rolling programme of high quality CPD opportunities, accessible to all staff

- Provision of three themed annual 'All staff development days'

- Senior Management & College Management & Leadership training

- Curriculum Business Managers & Business Support Manager Leadership training

- Staff development activities to complement the personal development of an individual and grow their contribution to their role and the wider College, including supporting staff to attain professional qualifications in their area of work

- Coaching & Mentoring

- Development opportunities, including work-shadowing and secondments

- Mandatory training to comply with both legislative and best practice standards, including: Safeguarding Training according to an employee's responsibilities, CHANNEL & Prevent Training, Safeguarding, Equality & Diversity, Data Protection training.

- Supported opportunities to undertake professional courses of study to complement an employments work specialism

22.2 During the period of report, 22 staff have been promoted/received developmental opportunities.

23. Length of Service

23.1 Representation within each of the bands is partly informed by staff who during the early years progress annually across the 'service bands.' Other factors influencing the service profile are indicative of an individual's life-style cycle and organisational commitment at the time of their employment journey.
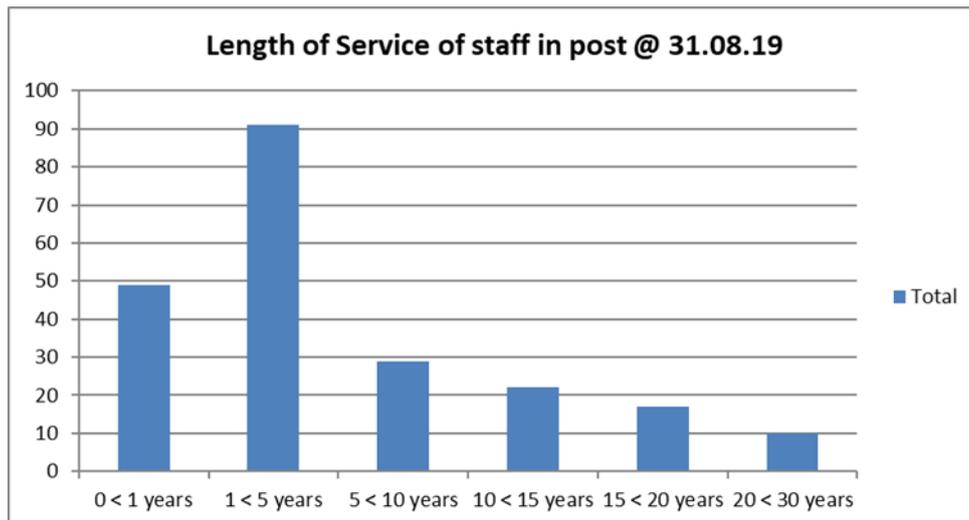
Fig 9 - Overview of the length of staff service at 31.08.19

24. Procurement

24.1 All large commercial organisations carrying on business in the UK are required under the Modern Slavery Act 2015 to publish a statement each year, setting out the action they have taken to ensure that their business and supply chains are slavery free.

24.2 The Home Office has specifically stated that the Act will apply to educational establishments who are:

- is incorporated or is a partnership;
- carries on business in the UK;
- supplies goods or services; and
- has a global turnover of £36 million.

24.3 Whilst the College does not fall fully within the scope of the Act, in order to demonstrate good standards of corporate governance the College annually publishes on its website its commitment to seeking to ensure that there is no modern slavery or human trafficking in any part of the College's business.

24.4 The statement advises how our policies and procedures will demonstrate the College's commitment to acting ethically and with integrity in all business relationships and to implementing and enforcing effective systems and controls to ensure slavery and human trafficking is not taking place.

24.5 Publication of the annual 'Modern Slavery & Human Trafficking Statement' by the College is approach endorsed by the Association of Colleges for education establishments falling outside of the scope of the Act.

25. Employment - Grievances and Disciplinaries

25.1 At the time of report, there have been no grievances or disciplinaries raised which are attributable to any of the protected characteristics.

26   Disability, Mental Health and Well-being Voluntarily Reporting

26.1   Guidance to support a new framework for employers to voluntarily report on disability, mental health and well-being within their workplace was published on the 22 November 2018.

26.2   The new initiative is aimed at employers employing over 250 employees, although organisations employing less than this level of staffing are encouraged to 'voluntarily report' to demonstrate greater transparency in their organisation.

26.3   The framework has been developed by the government in partnership with leading employers and expert partners including leading charities. Its origins stem from the 'Independent Thriving at Work review' (2017) and the governments 'Improving lives' (2017) command paper and its aim is drive culture change to build a more inclusive society.

26.4   For reporting on disability, the College will:

➢ Provide a narrative to explain the activities in the College in relation to the recruitment and retention of disabled people, detailing:
  o   Workplace adjustments
  o   Progression and pay of disabled people
  o   College policies in relation to the recruitment/retention of disabled people

➢ Report the percentage of individuals within the College who consider themselves to be disabled, or who have a long term physical, or mental health condition, advising of the collection methodology.

26.5   When reporting on mental health and wellbeing, the College will:

➢ Provide a narrative to explain the College's activities in relation to supporting the health and wellbeing of staff, this could include:

  o   training offered to employees related to mental health
  o   the percentage of individuals within the College who are comfortable disclosing mental health
  o   whether a public commitment has been made to adhere to both the core and enhanced standards as set out in the 'Thriving at Work' review of mental health providing detail upon how the College is achieving these.

➢ Report the output of staff surveys that provide measures of employee wellbeing

26.6   Voluntarily Reporting

The College is to voluntarily comply with the new framework and will in accordance with the Government 'Voluntary Reporting Working Group' recommendation publicly report its compliance on the Website in December 2019.