



Oldham College

Equality & Diversity Annual Report

2023
—
2024

Introduction

Oldham College is proud of its diverse community of staff, students and visitors. We are committed to creating a positive environment where everybody is treated with dignity and respect. Every year, the College reports key information to support monitoring and drive continual improvement, not just to meet our statutory reporting requirements.

Our Commitment to Equality and Diversity

Oldham College is committed to making sure the education and facilities we provide give equitable access to all, and that they reduce the barriers and disadvantages for all students and staff in particular vulnerable groups.

At Oldham College we work with students and staff to build a culture in which we treat everyone with fairness, respect, equality and dignity and respect their autonomy.

We ensure that our HR policies are fair and transparent.

The Legal Context

The information contained in this report also provides evidence that the College has arrangements in place to ensure that we adhere to the Equality Act 2010. Oldham College believes in inclusivity regardless of any legal duty. However, there is a legal framework to follow and our compliance with this framework is one of the ways our students and staff can hold us to account.

The Equality Act includes specific requirements for public bodies to consider all individuals when carrying out their day-to-day work – in shaping policy, delivering services and in relation to our own staff. As a college, we should also increase our understanding of the ways different people could be affected by our activities. This helps make sure that all our policies and facilities are appropriate and accessible for all.

The associated Public Sector Equality Duty specifically requires institutions to have due regard to:

- Eliminating unlawful discrimination, harassment and victimisation.
- Advancing equality of opportunity between people who do and do not share a protected characteristic.
- Fostering good relations between people who share and those who do not share a protected characteristic.

Equality Objectives

The College's equality objectives are:

- To encourage diversity and eliminate unfair treatment and discrimination (policies, procedures and training);
- Ensure staff have a supportive, safe and harassment –free environment, with family friendly and flexible working policies that value and respect each other's contributions;
- Ensure that all staff will be considered solely on their merits for career development and promotion with equal opportunities for all;
- Ensure that all Oldham College and UCO colleagues treat each other with dignity and respect;
- Ensure that fairness and inclusion are embedded into our day to day business.

Equality Data

This section of the report provides staff equality monitoring data with observations in respect of staff in post as at 1st September 2024. At this date Oldham College, including UCO employed a total of 649 staff. Staff data is profiled by the protected characteristics of gender, ethnicity, disability and age.

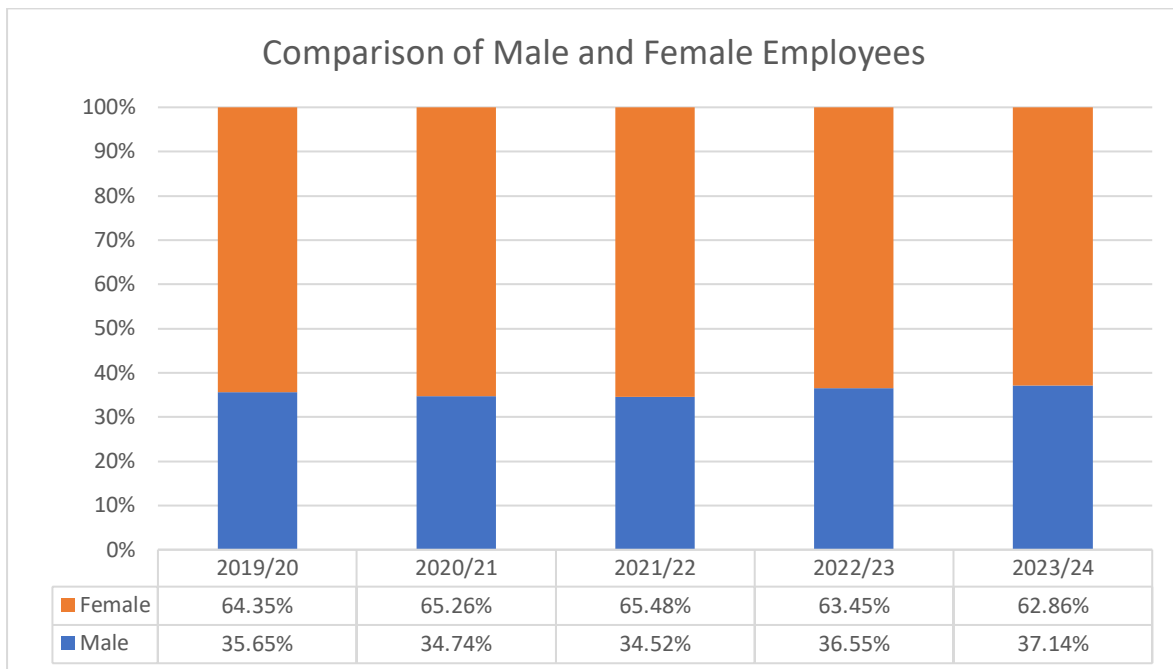
Gender

Oldham College employs a greater percentage of female than male staff. There has been a slight downward trend in the proportion of female to male employees since 2021/22 (down 2.62%).

Figure 1: Gender

Gender	2019/20		2020/21		2021/22		2022/23		2023/24	
Male	164	35.65%	181	34.74%	184	34.52%	242	36.55%	241	37.14%
Female	296	64.35%	340	65.26%	349	65.48%	420	63.45%	408	62.86%

Figure 2: Gender Comparison – historical data



Oldham College’s gender split is similar to the sector nationally. The College workforce is predominantly female (64%). The national further education workforce is also predominantly female (65.2%), and while this is true across all role types, it is particularly prominent in admin and support roles. Almost three out of every five (57.3%) FE teachers nationally are female. [Further education workforce, Academic year 2022/23 - Explore education statistics - GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

The demographics of the FE college workforce nationally have not changed substantially since the Staff Individual Record (SIR) was introduced in 2013-14.

Figure 3: Gender Split – Whole Organisation

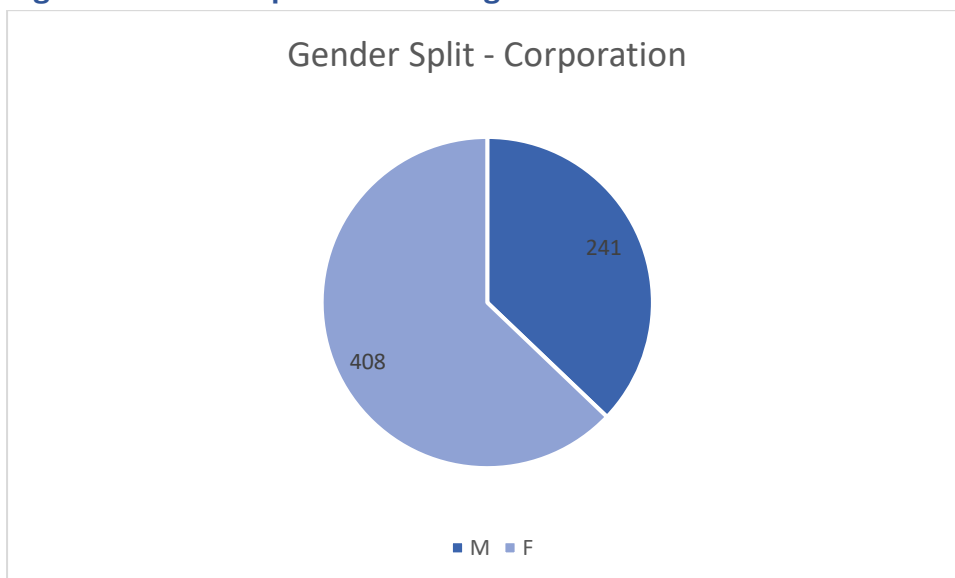


Figure 4: Gender Split Oldham College Campus

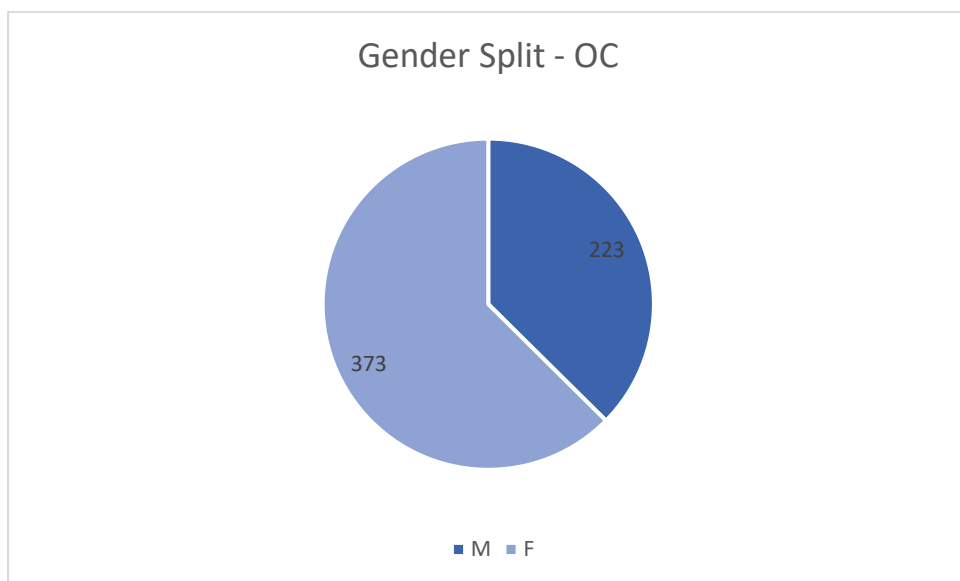


Figure 5: Gender Split – UCO Campus

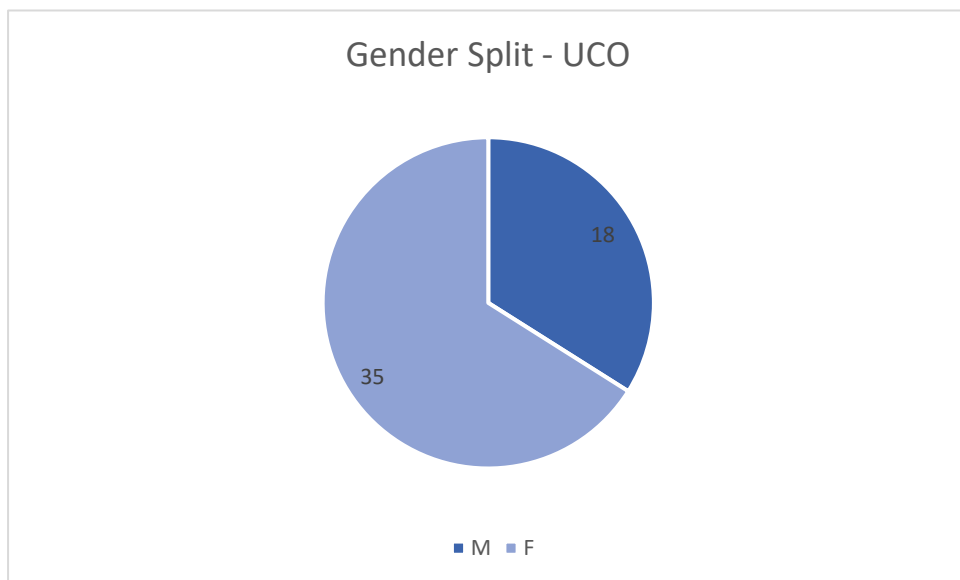
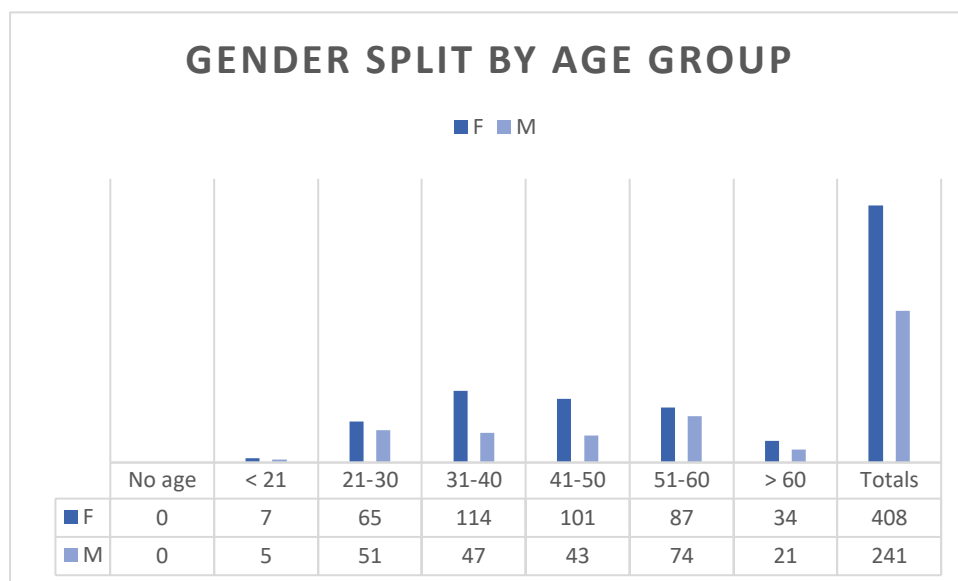


Figure 6: Gender Split – By Age Group



2023/24 Gender Pay Gap Data [can be found here](#)

Hourly pay gap

In this organisation, women earn 83p for every £1 that men earn when comparing median hourly pay. Their median hourly pay is 16.8% lower than men's.

When comparing mean (average) hourly pay, women's mean hourly pay is 17.1% lower than men's.

The percentage of women in each pay quarter

In this organisation, women occupy 47.9% of the highest paid jobs and 74.6% of the lowest paid jobs.

Ethnicity

Oldham College's staff population is predominantly White British 74.73% (which has slightly increased from last year's figure of 72.96%). The proportion of staff reporting as BME has remained shifted very slightly.

In the 2022/23 academic year, 20.6% of the national further education workforce nationally identified as belonging to an ethnic minority group. [Further education workforce, Academic year 2022/23 - Explore education statistics - GOV.UK \(explore-education-statistics.service.gov.uk\)](#)

Some 6.0% of the FE workforce nationally identified as Asian or Asian British, the same as 2021/22. 6.7% identified as white minority groups and 3.7% as Black or Black British, down slightly from 3.8% in 2021/22.

By comparison, 10.1% of the national working age population were recorded as Asian or Asian British, 8.8% white minority groups and 4.4% Black or Black British in the [2021 Census](#)

At a national level, it appears that there are more staff identifying as belonging to an ethnic minority group. The trend has not been replicated at Oldham College as the figures are broadly unchanged from last year. However, it is worth noting that approximately 88.7% of staff disclosed their ethnicity as part of the national workforce survey. This is an increase from 87% in 2021/22. Therefore, the upward national trend may in part be due to the increase in more staff disclosing their ethnicity rather than an actual change in the ethnic makeup of the FE workforce. It is interesting that more staff are happy to disclose their ethnicity at Oldham College with around 93.5% choosing to do so (compared with the national figure of 88.7%).

Chart 6: Ethnicity of Workforce

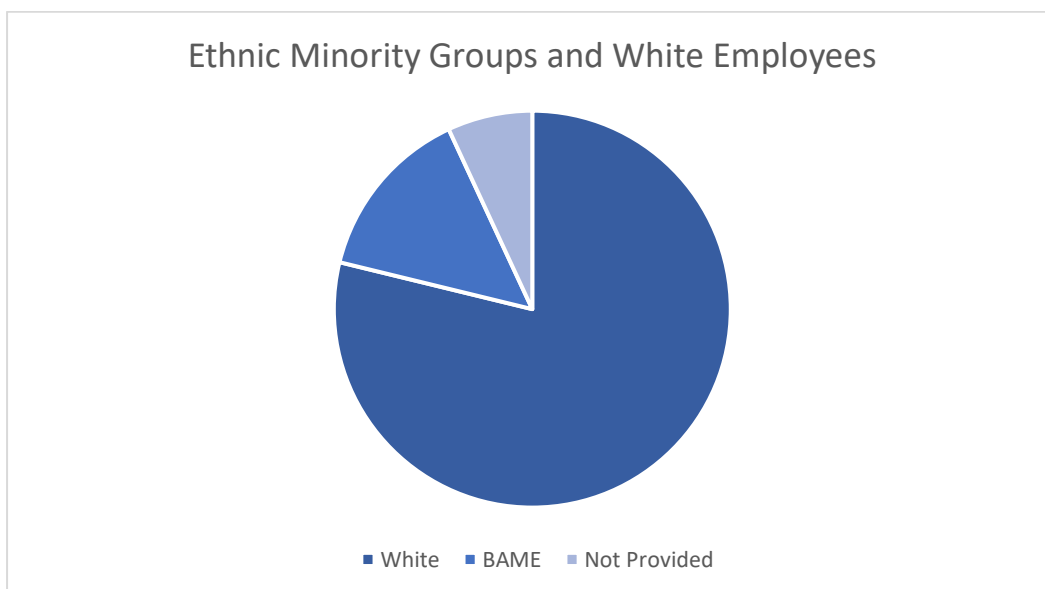


Figure 7: Ethnicity 2023/24

Ethnicity	F	M	Total	%
	Any other	4	5	9
Asian or Asian British: Any other	2	2	4	0.62%
Asian or Asian British: Bangladeshi	18	5	23	3.54%
Asian or Asian British: Indian	3	1	4	0.62%
Asian or Asian British: Pakistani	15	6	21	3.24%
Black or Black British: African	8	4	12	1.85%
Black or Black British: Caribbean	3	1	4	0.62%
Black or Black British: Any Other	0	0	0	0.00%
Mixed: Any other	0	1	1	0.15%
Mixed: White & Asian	2	0	2	0.31%
Mixed: White & Black African	1	1	2	0.41%
Mixed: White & Black Caribbean	6	4	10	1.54%
Not Known	1	2	3	0.46%
Prefer not to say	1	0	1	0.15%
White: Any other	12	6	18	2.77%
White: British	293	192	485	74.73%
White: Irish	7	2	9	1.39%
Withheld	32	9	41	6.32%
	408	241	649	100.00%

Disability

Figure 8: Disability

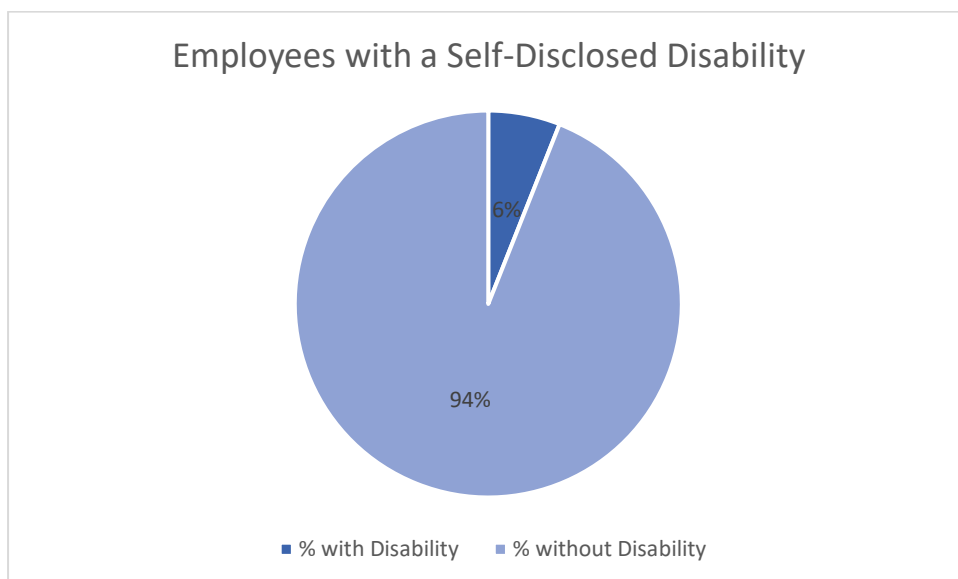
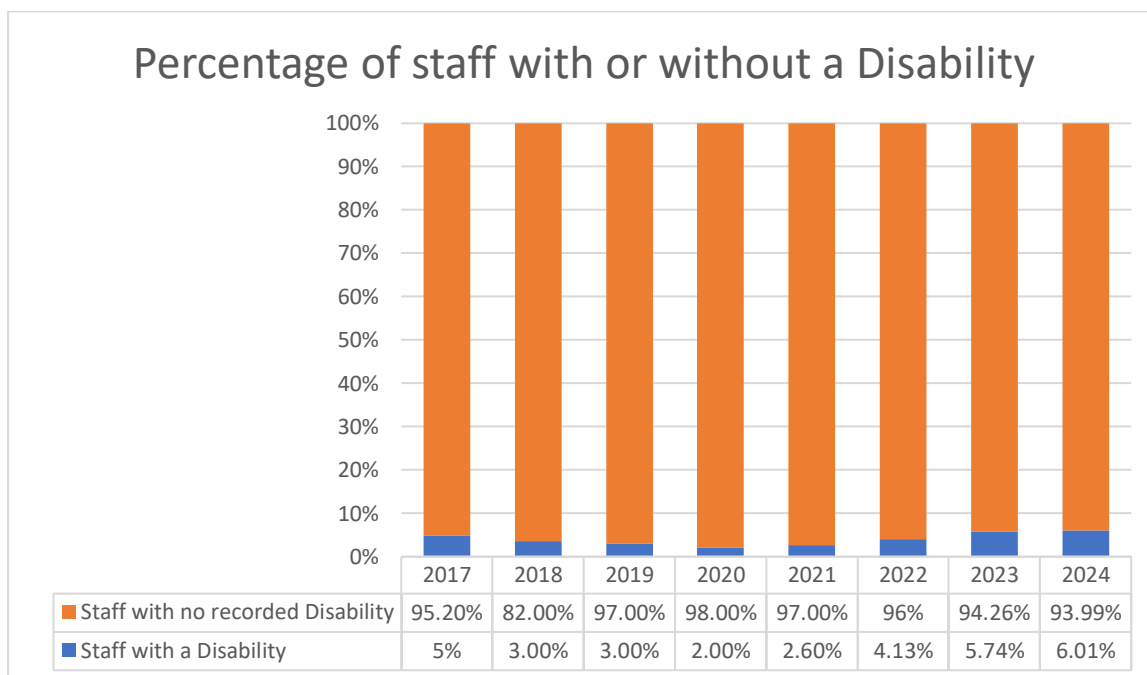


Figure 9: Disabled Staff – Historical data



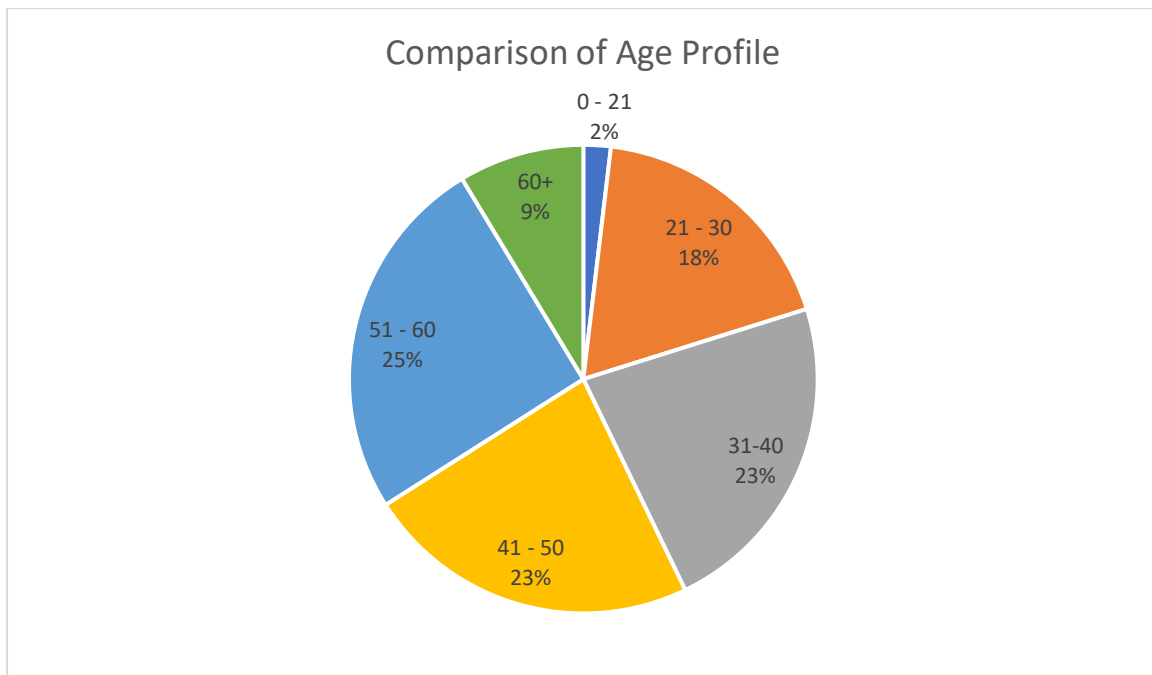
The number of staff who have disclosed a disability has risen by 0.27% since 2022/2023 and is at its highest since 2017 at 6.01%.

Age

The majority of the College's workforce (89%) are aged between 21 and 60. The two highest groups are the age sub groups of 51-60 and 41-50 respectively. In 2022/2023 the two highest groups were 31-40 and 51-60 so there is a shift towards the higher age groups.

In the 2022/23 academic year, the median age of staff in the further education sector nationally was 46, with the median age for all roles being over 40 (noting leadership staff median age was 50 and teaching staff median age was 47). [Further education workforce, Academic year 2022/23 - Explore education statistics - GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

Figure 10: Age Profile 2023/24



EMPLOYEE EDI ACTION PLAN 2023/2024

A copy of the EDI action plan for 2023/2024 is included within the appendix. A new action plan for 2024/2025 is in development.

Student Equality & Diversity Annual Report 2023/24

Our primary cohort continues to be the most disadvantaged young people in Oldham, in terms of both postcode and prior attainment and attendance. The majority of our learners are Oldham residents, 80% live in areas of economic disadvantage, 60% of qualifications completed by learners from ethnic minority groups and 84% have low prior attainment.

The college has established and effective processes to identify and support all learners including those with specific individual needs and those from differing backgrounds. This includes a robust school to college process which includes a highly effective transition programme.

The impact of this programme and on-going work is shown by the % of provision per faculty and how there is minimal differential in achievement across the college.

BME participation and achievement per Faculty: 16-18 (2022/23)

Faculty	% EMG (quals)	Achievement differential
Construction	56%	-1%
Caring Professions	66%	1%
Digital & Creative	52%	-3%
Development Skills	55%	9%
English	91%	1%
ESOL	100%	0%
Financial & Professional Services	78%	3%
Maths	100%	0%
Performing Arts	25%	-3%
Retail & Commercial	43%	1%
Skills & Employability	57%	0%
Sport & Public Services	47%	0%
All college	60%	1%

Disadvantaged Learners (2022/23): 16-18 (2022/23)

Volume % of quals	Characteristic	Retention	Achievement
80%	Economic Disadvantage	0%	0%
60%	BME	1%	1%
26%	Disability	0%	-1%
8%	High Needs/EHCP	1%	-3%
3%	Looked after child (LAC)	-4%	1%
84%	Low prior attainment	0%	0%
25%	At Risk on Entry	-4%	-6%
40%	Pupil Premium	0%	-1%
49%	Female	0%	1%
51%	Male	-1%	-1%

At Risk on Entry learners are defined as those who have been identified by schools during the transition process as being at-risk of achieving due to having either having low attendance, poor behaviour or low prior attainment.

Apprenticeship completers in 2023/24

- 9% were from ethnic minority groups and achieved +4%
- 21% have a difficulty/disability and achieved -5%
- 55% were female and achieved +3%
- 45% were male and achieved -3%

The key benchmark that is the accepted differential tolerance is 5% variance. As these figures demonstrate Oldham College is doing very well in the majority of areas.

Implementation across the College

We have a range of support services that are designed to meet individual and sometimes complex, needs of each learner. Our team of Youth Workers are on hand to engage and support learners through any personal EDI related issues in the aim of achieving their qualifications. If learners are facing more complex issues they can then be referred to the Safeguarding and Welfare team, who are dedicated to the safety and wellbeing of the students in college.

We are a SEND Centre for Excellence and provide exemplary provide in-class support for learners with additional needs including Dyslexia Specialisms and the wide-ranging use of Assistive Technology.

As part of our wider enrichment programme '**Personal Development+**' we hold weekly groups to promote EDI such as our LGBTQAI+ Society and our Sign Language Club. This gives students the opportunity to actively engage with and lead on EDI related themes. We further build on this through **Learner Voice** which gives students of chance to be involved in the decision-making process on the planning of EDI activities and the implementation of EDI initiatives across college.

This year the largest single initiative that came from this feedback was to renovate the refectory to make it a more accessible space for all. Staff promote these initiatives with posters displayed around the college.

We focus on integrating EDI both in and out of classroom. We deliver tutorials throughout the year, including content themed around monthly EDI events, such as LGBT History Month and Women's History Month, as well as British Values, Raising Our Game and Changing Behaviours. We also deliver regular safeguarding tutorials such as:

- Safeguarding, Welfare and Prevent
- Relationships
- Modern Slavery and Human Trafficking
- Digital Footprint
- Domestic Abuse, Violence, and so-call Honour Based Violence/Forced Marriage

EDI events are also held throughout the college year. Over 1,000 students have engaged with these events this year.

In October we held a Culture Month exhibition with examples of cultural dress, food, as well as other cultural aspects to show the different backgrounds of our staff and students. We organised this predominantly with the input of the large cohort of ESOL students. As part of this exhibition we displayed a large world map and gave students the opportunity to place a pin in the map to show their country of origin.

To enhance the promotion of EDI and to give students new perspectives, we invite experts and advocates in the field of EDI to share knowledge and 954 students attending these talks during the last year.

Oldham College hosts EDI competitions at several points throughout the year. Our largest competition of the year was in November where we invited students to submit an entry in any chosen media. Over 50 students submitted entries and the winner was a Level 1 Hairdressing Skills and Employability student. The project looked at how equality and diversity directly impacts hairdressers as industry professionals and how to welcome the clients/build a client bases. It included looking at Afro-Caribbean hair services, clients wearing Hijabs, clients who may have physical disabilities including those with hidden disabilities or those who just feel stressed and overwhelmed.

We have held the Rainbow Flag Award from The Proud Trust since September 2022, with the college becoming the first FE college to receive this accreditation. Have maintained this standard through on-going training and ensuring:

- **Skilled Teacher** Staff, including Senior Leadership Teams and non-teaching staff, can recognise and consistently challenge and report LGBTphobia, and are confidently using positive and appropriate language around LGBT+ identities.
- **Effective Policies**- Effective policies are in place to address LGBTphobia and positively support whole-organisation LGBT+ inclusion.
- **Inclusive Curriculum**- LGBT+ people and identities are positively represented across all areas of the curriculum. This includes lessons and activities that are LGBT+ inclusive, as well as those that are LGBT+ specific.
- **Student Voice**- Student-led initiatives are valued and supported to create an LGBT+ inclusive and positive environment.

The college has also maintained the NNECL Quality Mark and are due for a full re-assessment during 2024/25.

We have recently improved our Contemplation Space and it is the intention to develop this further into a Multi-Faith Space. This is a neutral and welcoming space that is quiet and forms a peaceful environment that can be used flexibly and has the facilities to meet the needs of those with different faiths and those with none.

EMPLOYEE EDI ACTION PLAN 2023/2024

Objective 1	To encourage diversity and eliminate unfair treatment and discrimination (policies, procedures and training)			
Action	Date	By whom	Impact measures and milestones	
1.1	Work with key stakeholders to promote jobs at Oldham College within our local community (hyper local recruitment).	Ongoing	Recruitment Specialist and Recruitment Coordinator	Develop / maintain working relationship with Ingeus to help source candidates Develop / maintain relationship with local faith groups to source candidates
1.2	Hold HR / recruitment events to increase likelihood of 'non-traditional' candidates securing employment.	Ongoing	Recruitment Specialist Recruitment Coordinator	Increase number of recruitment events held locally (on-site, Ingeus, library, etc) Attendance at minimum of two Oldham College student open events
1.3	Training hiring managers to ensure they are aware of unconscious bias and do not discriminate in the recruitment process.	Ongoing	HR	Training completion rate of 85%
1.4	Roll out EDI Training for Managers	Ongoing	HR	Reduction in grievances, improved employee engagement scores

1.5	Training managers to better understand mental wellbeing, to spot signs that someone is not experiencing good mental health, to signpost them to support in a timely manner, manage working relationships to ensure that they do not contribute to poor mental health	Ongoing	HR	Management of Sickness Absence Improved scores for the Great Place to Work survey statement 'The College is a psychologically and emotionally safe place to work'
Objective 2	Ensure staff have a supportive, safe and harassment –free environment, with family–friendly and flexible working policies that value and respect each other’s contributions			
Action		Date	By whom	Impact measures and milestones
2.1	Promoting the Mental Health Wellbeing support on offer to staff Introduce the Employee Wellbeing Advisor (EWA) role to better signpost people to support Promote use of the MH1 diagnostic questionnaire to help employees identify positive steps they can take to improve their mental health, and to signpost them to support available	Ongoing August 2023 September 2023	HR HR HR	Reduce the stigma around mental health (possible increase in reported mental health cases with an overall aim to reduce sickness absence cases) Number of staff accessing the EWA service / MH1 questionnaire Number of staff accessing the external counselling service The College being a psychologically and emotionally safe place to work was also one of our lowest scores in the GPTW survey.
2.2	Introduce Domestic Abuse policy	August 2023	HR	Improved ability to support employees who are at risk, or are affected by domestic abuse

2.3	Workload Principles – Implement agreed principles	End of year 2023	College	Improved ability to manage workload and 'smooth' activities across the year.
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Objective 3	Ensure that all staff will be considered solely on their merits for career development and promotion with equal opportunities for all			
Action		Date by	By whom	Review/evidence of impact and milestones (RAG)
3.1	Introduce clear guidance and process for the identification of training needs linked to the PDR process	2023/4 PDR launch	HR	Improved scores in relation to GPTW survey statements 'promotions go to those who deserve them' and 'I am treated as a full member here regardless of my position.

Objective 4	Ensure that all Oldham College and UCO colleagues treat each other with dignity and respect			
Action		Date by	By whom	Review/evidence of impact and milestones
4.1	Introduce Transgender and Non- Binary Guidance (Staff)	December 2023	HR	Transgender staff feel able to disclose status Managers confident in supporting Transgender and non-binary staff
Objective 5	Ensure that fairness and inclusion are embedded into our day to day business			

5.1	EDI Training for Managers	Ongoing		<p>Improved scores in relation to fair treatment statements in GPTW survey 2024 under the following categories:-</p> <p>People here are treated fairly regardless of their age.</p> <p>People here are treated fairly regardless of their race or ethnic origin.</p> <p>People here are treated fairly regardless of their gender.</p> <p>People here are treated fairly regardless of their sexual orientation.</p>
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