

Equality and Diversity Annual Report 2016- 2017

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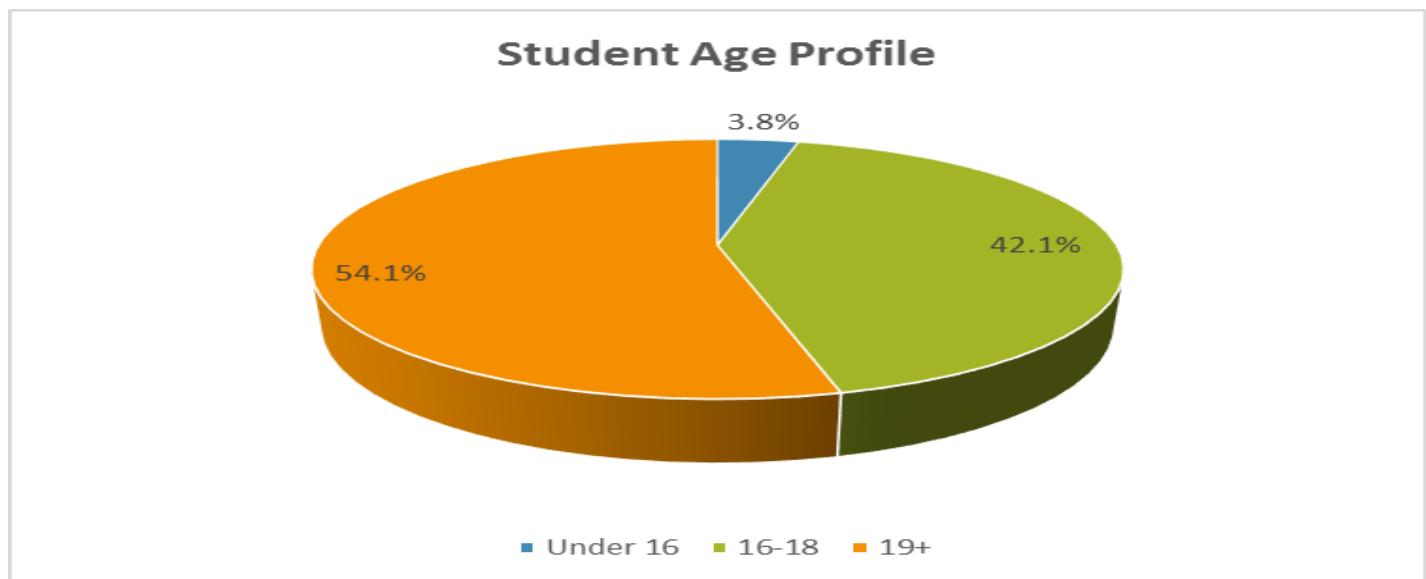
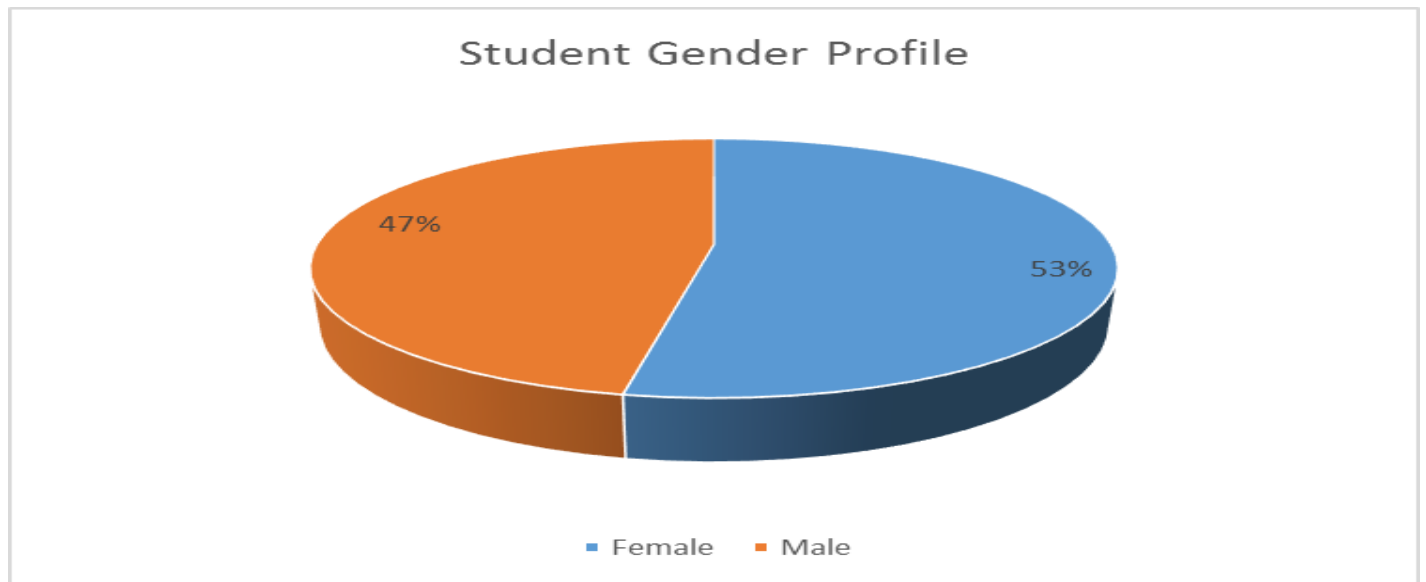
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1 Introduction

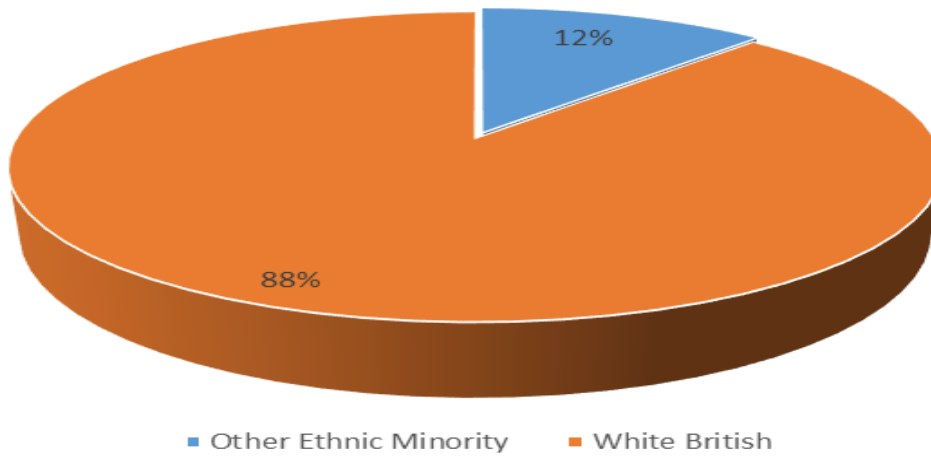
- 1.1 The Annual Equality Report reviews our progress over the last year in relation to equality and diversity is one of the ways we make visible how we are meeting our obligations to recognise diversity and promote equality. The report reflects the work of the College within our diverse communities as well as reporting key equality data/information.
- 1.2 We have firm expectations from our staff and students and work with various internal and external groups to consult and develop how we can improve and maintain our interwoven approach to equality and diversity, reflecting our organisational values of;
- Integrity and honesty - we act honestly, ethically and legally in all we do
 - Openness - we are open to new ideas and share knowledge
 - Trust and mutual respect - we treat everyone with fairness and integrity
 - Courage - we have the courage to act on our convictions
 - Social Responsibility - we are responsible to our colleagues, students and the environment where we live and work
 - Accountability - we are accountable for our actions and seek to improve lives
 - Excellence - we strive for excellence in all we do
- 1.3 Our continual aspiration is to promote equality, social inclusion and regeneration in all that we do. We will achieve this through four key objectives, as stated in our Single Equality Scheme, which are;
- Develop and improve our responses and learning provision to under-represented groups. We will aim to increase participation and improve community cohesion.
 - Develop responses to address social and economic disadvantage. We will develop and deliver projects that seek to engage hard to reach learners.
 - Narrow the gaps in achievement between different groups of learners. We will provide timely support to enable curriculum teams to respond positively to under-achievement.
 - Ensure our learners are well-equipped with the skills and knowledge to live and work in a diverse and multi-cultural society. We will increase opportunities for delivering teaching and learning that improves group cohesion and values diverse contributions and ensure teaching and learning positively represents different groups within society.
- 1.4 Arising from the College's Ofsted Inspection in March 2015, Ofsted commented that "The understanding of equality and celebration of diversity at the college is good and a key component of all learners' programme of study. Dedicated workshops, for example on 'hate crime' covers equality themes in depth and help learners develop a good understanding of tolerance and mutual respect. Managers and teachers manage misbehaviour well. Senior managers' 'Preventing learners from becoming at risk of radicalisation' strategy and action plan is providing a good focus to promote further the positive aspects of British culture".
- 1.5 The College Management Team are responsible for implementing, promoting, and embedding Equality and Diversity across the College, and monitoring and evaluating the impact. At the College the responsibility of equality and diversity is with everyone whom is connected with the organisation. The governing body leads the way in the promotion of equality and diversity and receive training and information on the statutory legislation and training and development within the college.

2 Student Equality and Diversity Statistics 2016 - 2017

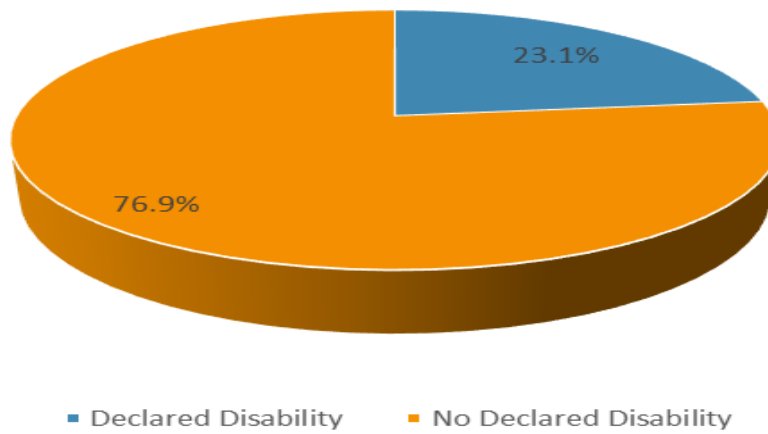
2.1 These figures demonstrate how diverse our student population is and the types of monitoring that we undertake. This monitoring is carried out on an annual basis enabling us to track progression of our students and to take positive action in dealing with inequalities faced by disadvantaged groups. We identify and monitor any equality, diversity and other socio-economic factors that may impact on our students so as to inform future admissions policy and curriculum development.



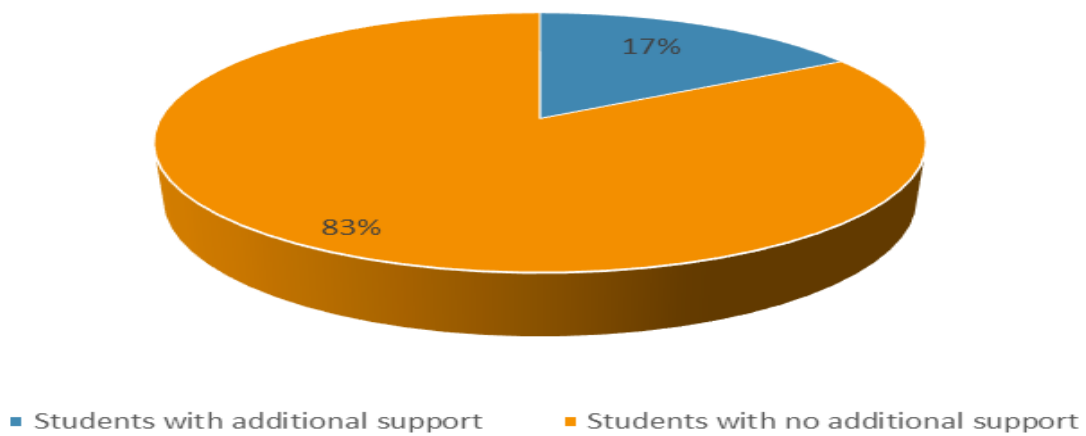
Student Ethnicity Profile



Student Disability Profile



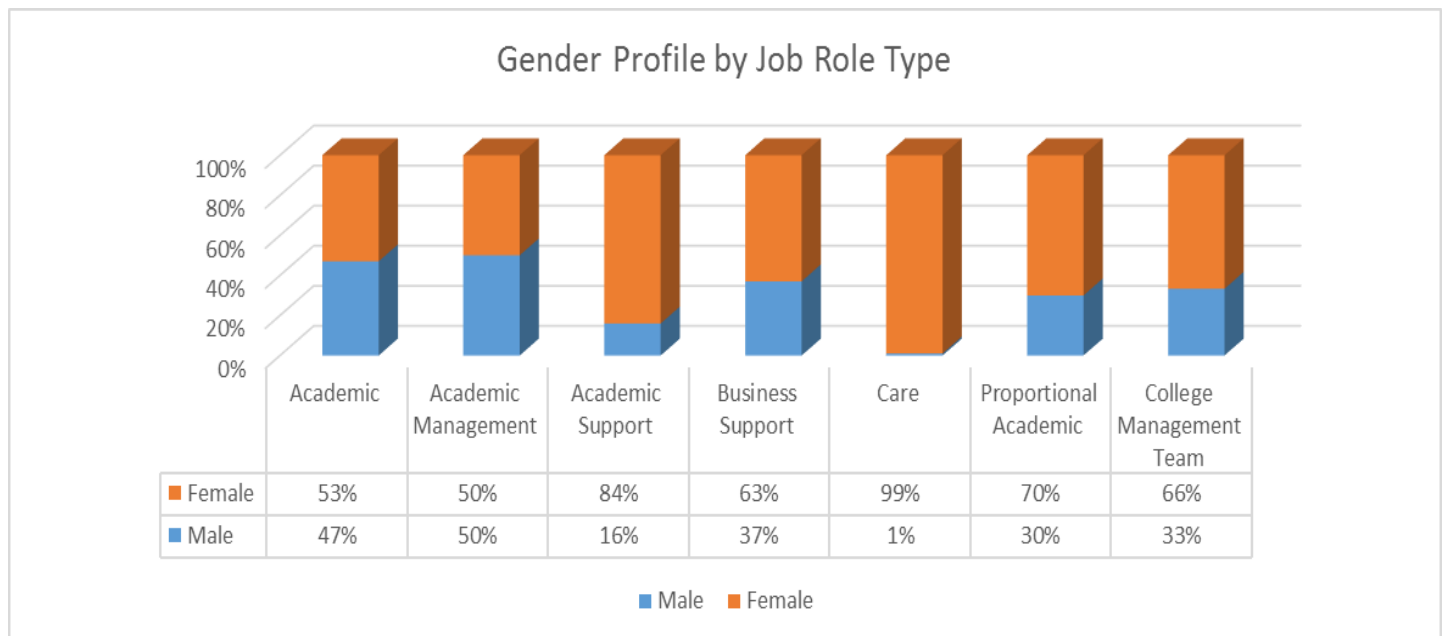
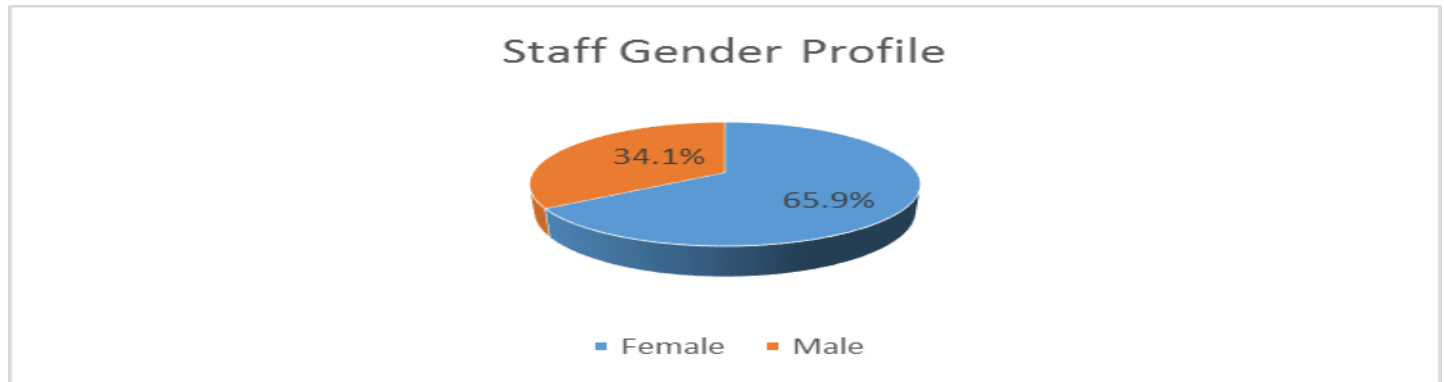
Student Additional Support Learner Profile



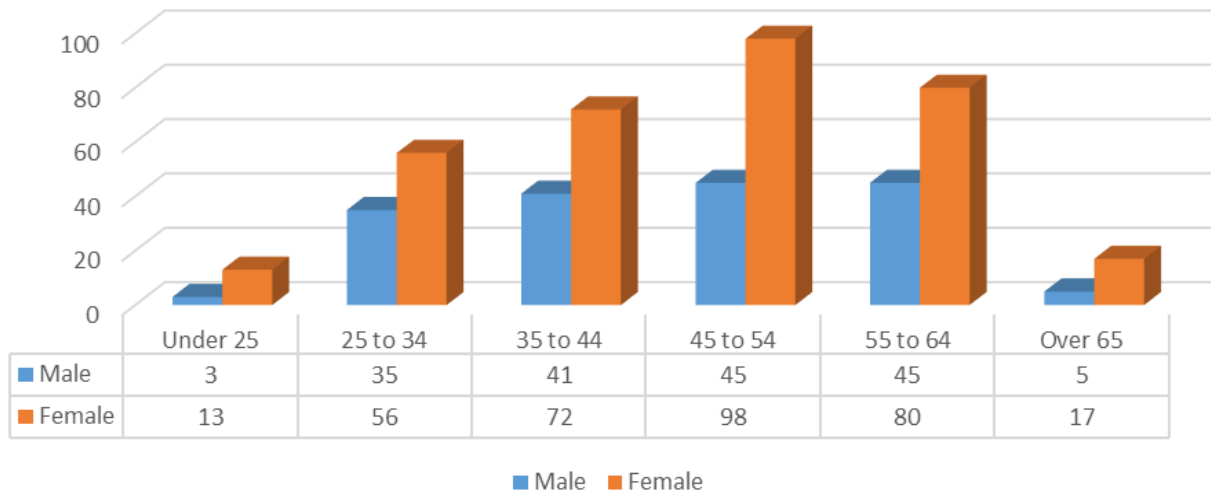
- 2.2 Within the context of improving achievement rates across all cohorts for 2016/17, the achievement rate (exclusive of maths and English) for 16 to 18 year old females is lower than that of 16 to 18 year olds males by 3.4 percentage points and this represents only a modest improvement of 0.2 percentage points from the achievement gap noted in 2015/16.
- 2.3 Whilst the achievement rate (exclusive of maths and English) for adult females is lower than that of adult males by 0.8 percentage points, this represents a significant improvement of 5.2 percentage points from the achievement gap noted in 2015/16.
- 2.4 The College's white British learners do not perform as well as non-white learners, for both 16 to 18 year olds and adults, with white 16 to 18 year olds obtaining an achievement rate that is 6.5 percentage points below that obtained by their non-white peers whilst the equivalent achievement gap for adults is 3.1 percentage points.
- 2.5 It is clearly evident from the College's self-assessment review that it's Additional funding and support are targeted in an outstanding manner to ensure that vulnerable cohorts are able to be retained and achieve and for the majority of cohorts supported in this way retention and attendance rates are above the equivalent rate for the whole College.
- 2.6 Retention rates for 16 to 18 year old learners supported with a number of initiatives, including travel bursaries, subsidised meals, individually costed action plans and hardship funds were all higher than College averages in 2016/17. In addition, adult learners being supported with travel, childcare and hardship arrangements also were retained at higher levels than their peers in the majority of instances.
- 2.7 The effectiveness of the College's support functions is reinforced by achievement gap analysis that shows those students supported through an Education, Health and Care Plan (EHCP) achieve at much higher rates than the remainder of the College cohort. Specifically, achievement rates for 16 to 18 year olds and adults being supported by an EHCP, 91.4% and 95.5% respectively, are 5.2 and 5.6 percentage points above the respective achievement rates for those students not in receipt of support.
- 2.8 Achievement rates for learners in formal receipt of support for a learning difficulty or disability, however, show an emerging gap between 16 to 18 year olds and adults with the achievement rate for 16 to 18 year olds in receipt of support, 85.9%, being 0.4 percentage points below the rate for those not in receipt of support, whilst the adult achievement of 91.9% is 3.5 percentage points above the equivalent rate for those not in receipt of support.
- 2.9 In addition, support provided by learners is not as effective in foundation maths and foundation English qualifications with achievement rates for 16 to 18 year olds and adults being supported for a learning difficulty being 4.7 and 1.9 percentage points below the respective achievement rates for those students not in receipt of support in these subjects.

3 Staff Equality and Diversity Statistics 2016 - 2017

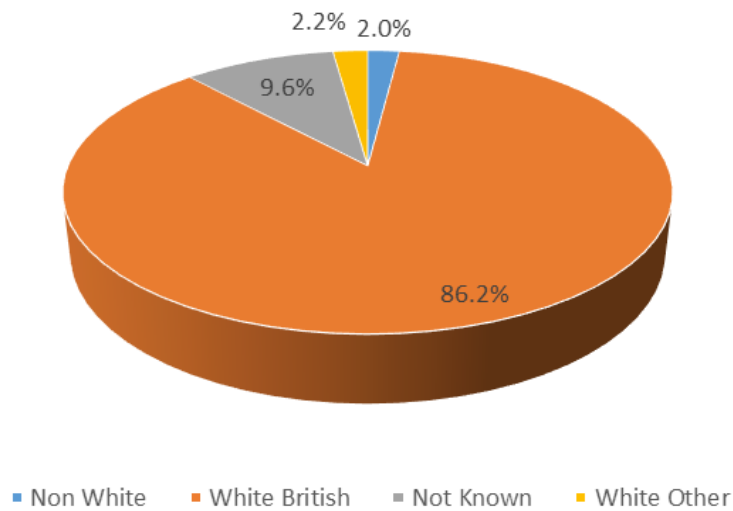
3.1 Our current staff profile shows that we have a diverse group of employees. Data is obtained as part of the recruitment and selection process and following the introduction of Employee Self Service staff can check and amend their personal information to ensure its accuracy.



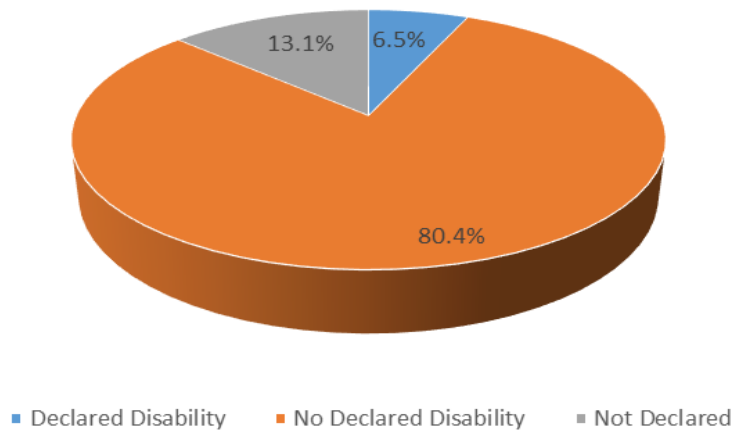
Staff Age Profile



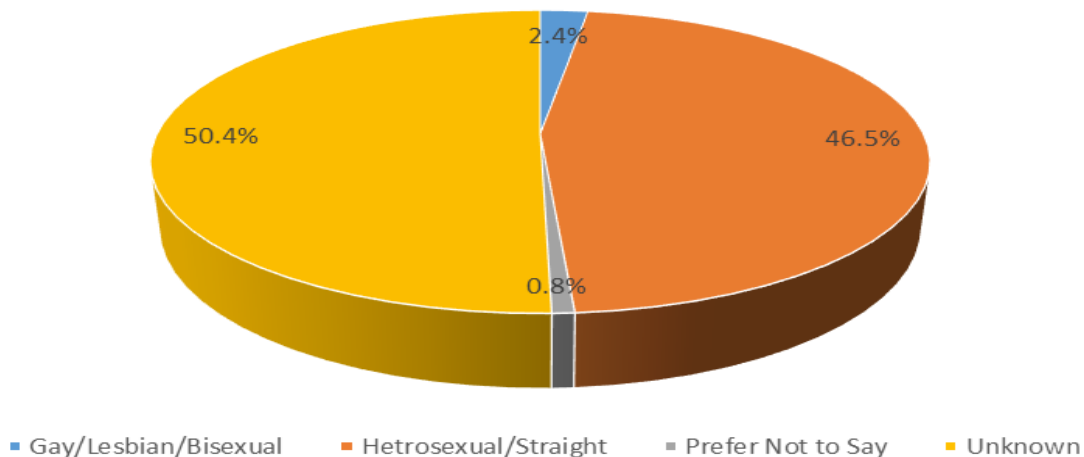
Staff Ethnicity Profile



Staff Disability Profile



Staff Sexual Orientation Profile



3.2 The report of the Further Education Workforce Data for England (2015-16)¹, provides the latest sector analysis of the diversity profile of the further education and skills sector workforce in England. The main diversity challenges are associated with the under-representation of race, gender and disability at various levels in the workforce continue to remain. Improving data quality by reducing the number of “unknowns” across ethnicity and disability protected characteristics remains an issue to be addressed by FE colleges. In addition there are further challenges associated with monitoring sensitive workforce diversity characteristics such as sexual orientation and gender reassignment.

3.3 The workforce diversity profile for FE Colleges as contained within the above summary report states that female staff continue to dominate numerically across the

¹ Further Education Workforce Data for England – Analysis of the 2015-2016 Staff Individualised Record (SIR) Data, (Education and Training Foundation)

sector (66%), and that the sector workforce continues to have an older profile with 49 % of the workforce in Colleges being aged 45 and over, with data in relation to disability showing that 6% of the workforce declare that they have a disability.

- 3.4 The comparative data for the College's work force profile is that female colleagues account for 65.9% (62.7% 2015-16) of the College's workforce, with 56.9% (57.1% 2015-16) of the workforce being aged 45 and over, and 6.5% (6.1%, 2015-16) of the workforce stating they have a disability, with 13.1% (13.9% 2015-16) of colleagues not stating their disability status.
- 3.5 The FE Sector is dominated numerically by women with, for example 58 % of teaching positions being occupied by female colleagues, their representation in management and leadership roles remains above that of male colleagues, with 55% of female colleagues being in management positions. The comparative workforce profile data for the College shows a slightly different local position with 53% (54 % 2015-16) of teaching positions being occupied by female colleagues, and 66% (59% 2015-16) of college management positions being held by female colleagues.
- 3.6 The ethnic workforce profile of the FE College Sector remains predominately White British at 84% of the total workforce. The comparative data for the College's work force profile is that 86.2% (83.1% 2015-16) of the College's workforce state their ethnicity as White British, with 9.6% (12.1% 2015-16) of colleagues not stating their ethnic origin. The College continually aims for the ethnic profile of its staff to reflect the ethnic profile of its students, which continues to be a challenge with 4.2% (4.8% 2015-16) of our staff from a background other than White British, which whilst a slight decline still continues to exceed the local Sefton population at 2.5 % (Census 2011).
- 3.7 Within the FE sector 2% of employees identified as gay, lesbian or bisexual, with 78.4% of employees identifying as heterosexual. The comparative data for the College's workforce is that 2.5% (1.9% 2015-16) of employees identified as gay, lesbian or bisexual, with 50.4% (47.2% 2015-16) of employees identifying as heterosexual. 46.5% (49.7% 2015-16) of employees have not provided information in relation to their sexual orientation, with 0.8% (1.1% 2015-16) stating that they preferred not to disclose their sexual orientation.

4 Key Achievements 2016-17

- 4.1 Every year the College reviews and sets targets within its action plans to improve the equality of opportunity across our College community. The review for 2016-17 shows that there has been significant progress in the achievement of the key targets set as outlined below.
 - In relation to the key target of maintaining the ethnic minority learners in College at, as a minimum, the level of the ethnic population of the Sefton population, 12% (10.8% 2015-16) of the College's student population are from an ethnic minority compared to 2.5% (Census Data 2011) within the Sefton population.

- A significant improvement of 5.2 percentage points from the achievement gap noted in 2015/16 for adult females compared to that of adult males.
- Adult black and minority ethnic learners obtained a significantly improved achievement rate (exclusive of maths and English) in 2016/17; a rate of 92.0% now being 3.1 percentage points above the white adult rate.
- In relation to the target of maintaining at least 15% of learners with learning difficulties and / or disabilities in the whole College cohort, 23.1% (25.0% 2015-16) of learners have declared learning difficulties, disabilities, or both. In addition 17% of students have received additional learner supports.
- 89.4% of observed lessons promoted and embedded Equality and Diversity into lessons during 2016/17 compared to 84% in 2015-16.
- 85% (83% 2015-16) of learners responding to the College's Learner Questionnaire stated that they believed that the College makes sure that all students are treated equally and fairly and 90% (89% 2015-16) stating that they felt safe at College.
- Sustained increase in the number of learners accessing learning opportunities within the community provision, as part of a pathway or re-engaging with learning and/or employment resulting in the student recruitment target number being exceeded by 62.5%, with 611 enrolled on community programmes compared to a target of 376.
- The continual strong focus to promote further the positive aspects of British culture, and to embed British Values into the curriculum. Training for all staff across all areas and levels of the College has taken place and training for students in relation to prevent and British Values (based on our College values) has also been developed and rolled out.
- 89% of our learners stated that they understand the issues associated with radicalisation and extremism, with 87% of learners stating they knew what to do if they become aware of any instances of extremism or radicalisation.
- Staff development for equality and diversity is comprehensive and high quality. Staff are confident reinforcing roles and responsibilities and in developing outstanding equality and diversity practices. The cross college Staff Development Plan includes a compulsory online equality and diversity training programme.
- Successfully obtained in May 2017, the NAVAJO Award, an accreditation that demonstrates the College's ability to be LGBT friendly and all inclusive.
- Successfully implemented a mental health awareness programme for staff with 196 staff having completed Mental Health First Aid Training, and the development of a number of resources to support managers and staff in the maintenance of health and well-being.

5 Next Steps

5.1 Our Equality Objectives are cross college objectives which have been set to drive forward equality and diversity and to meet public sector duties. These are the key areas for development in 2017-18 and onwards:

- Review and revise the College’s Single Equality Scheme and Action Plan to ensure the attainment of key objectives in relation to Equality and Diversity during 2017-18 and beyond
- To continue to support all staff to apply in a fair and consistent manner student policies regarding conduct and discipline, to ensure that all students are treated fairly (target 88%).
- To increase the male participation onto community learning provision from the 2106-17 rate of 14%.
- To continue the College’s wider initiative to support and improve the health and wellbeing, particularly mental health of our staff, with the development and launch of the “Heads Up” portal.
- Continue to ensure that equality and diversity is embedded consistently throughout the curriculum, including supporting and developing the personal development of our learners so that they can respect others and contribute to wider society and life in Britain.
- To proactively manage the detailed analysis of learners’ destinations on completing their programme of study to assess accurately how well the provision helps all learners into sustainable employment, further training and higher education.
- To reduce the achievement gap in foundation Maths and foundation English qualifications of 4.7 and 1.9 percentage points respectively between learners in receipt of support whom achieved a lower rate of achievement compared to those learners not receiving support.
- To develop and deliver upon a clear strategy to close the achievement gap between 16 to 18 year old male and female learners.
- To develop and deliver upon a clear strategy Achievement on the College’s full time 14 to 16 provision improved in 2016/17 but the College recognises that this still requires improvement.
- To reduce the achievement gap in for maths and English of 3.2 percentage points, between adult black and minority ethnic learners, whom achieved a lower rate compared to that obtained by white adults.

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