Equality and Diversity Annual Report 2018 - 2019

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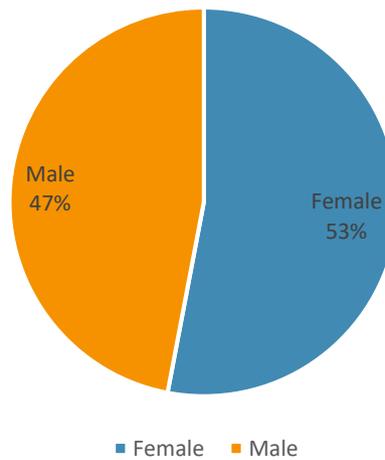# 1 Introduction

1.1 The Annual Equality Report reviews our progress over the previous academic 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 February 2018, Ofsted commented that "Governors and senior leaders promote a highly inclusive ethos. Learners are accepting of each other and behave responsibly. Learners and staff embody a culture that aligns successfully to British values. They demonstrate tolerance and respect for others. Learners from different cultures and backgrounds work harmoniously together."

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.
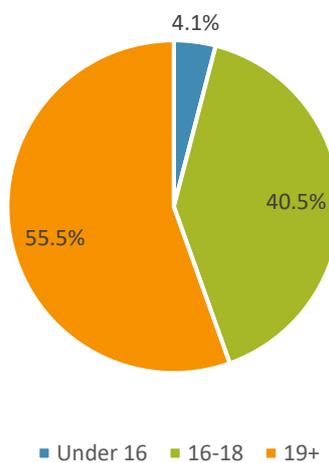
2 Student Equality and Diversity Statistics 2018 - 2019

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.
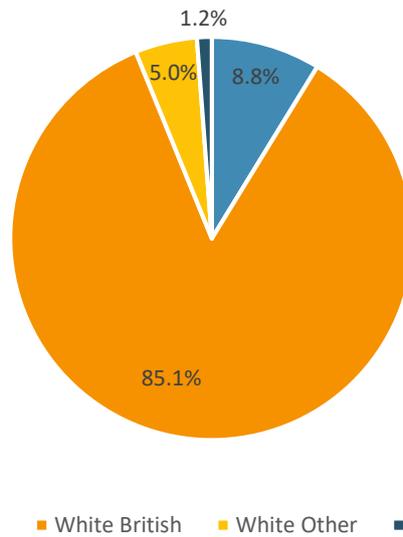
Student Gender Profile

Male 47%

Female 53%

■ Female ■ Male

Student Age Profile

4.1%

40.5%

55.5%

■ Under 16 ■ 16-18 ■ 19+

Hugh Baird COLLEGE

Student Ethnicity Profile

- BAME
- White British
- White Other
- Unknown

1.2%
5.0%
8.8%
85.1%

Student Disability Profile

- Declared Disability
- No Declared Disability
- Not Known

5.4%
30.1%
64.5%
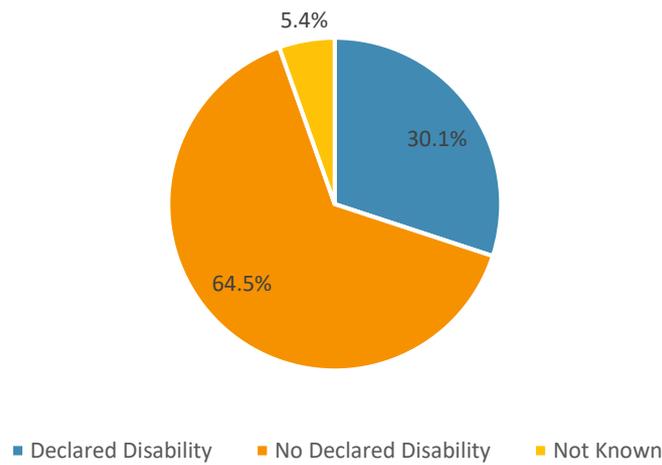
Student Additional Support Learner Profile

- Students with additional support
- Students with no additional support

19%
81%
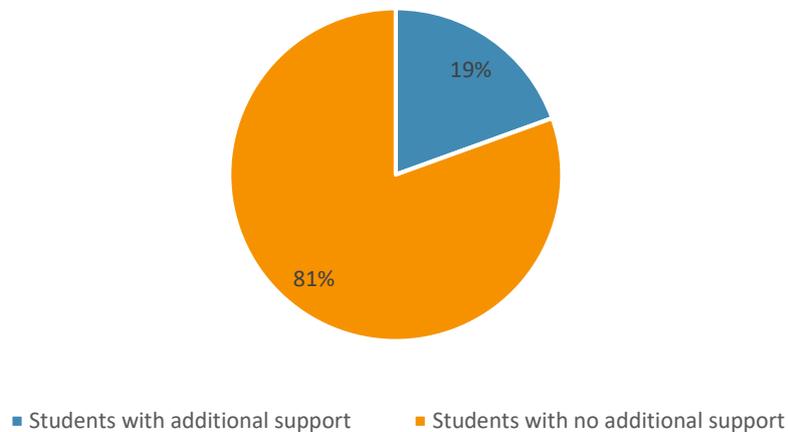
2.2   Within the context of improving achievement rates across all cohorts for 2018/19, the achievement rate for males has remained relatively static from 2017/18 to 2018/19, with rates of 82.6% and 82.1%, respectively. However, the achievement rate of females has 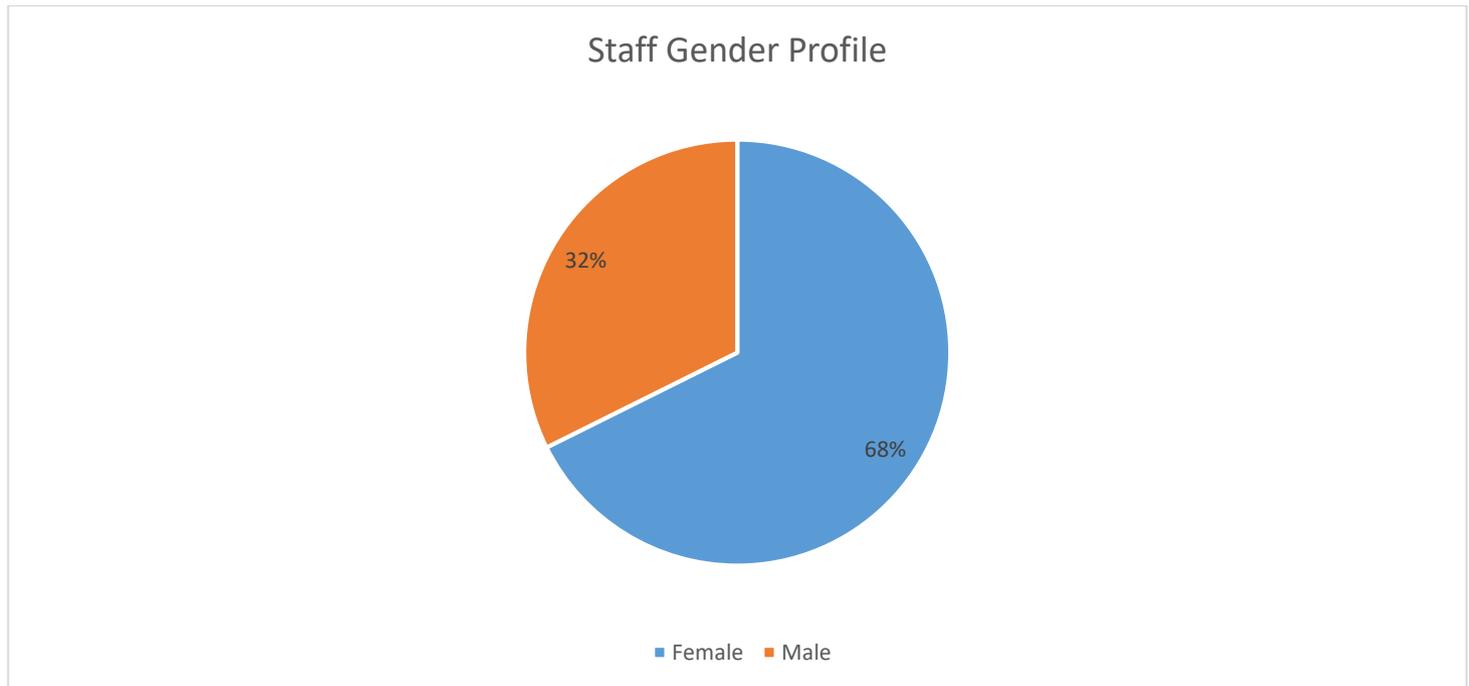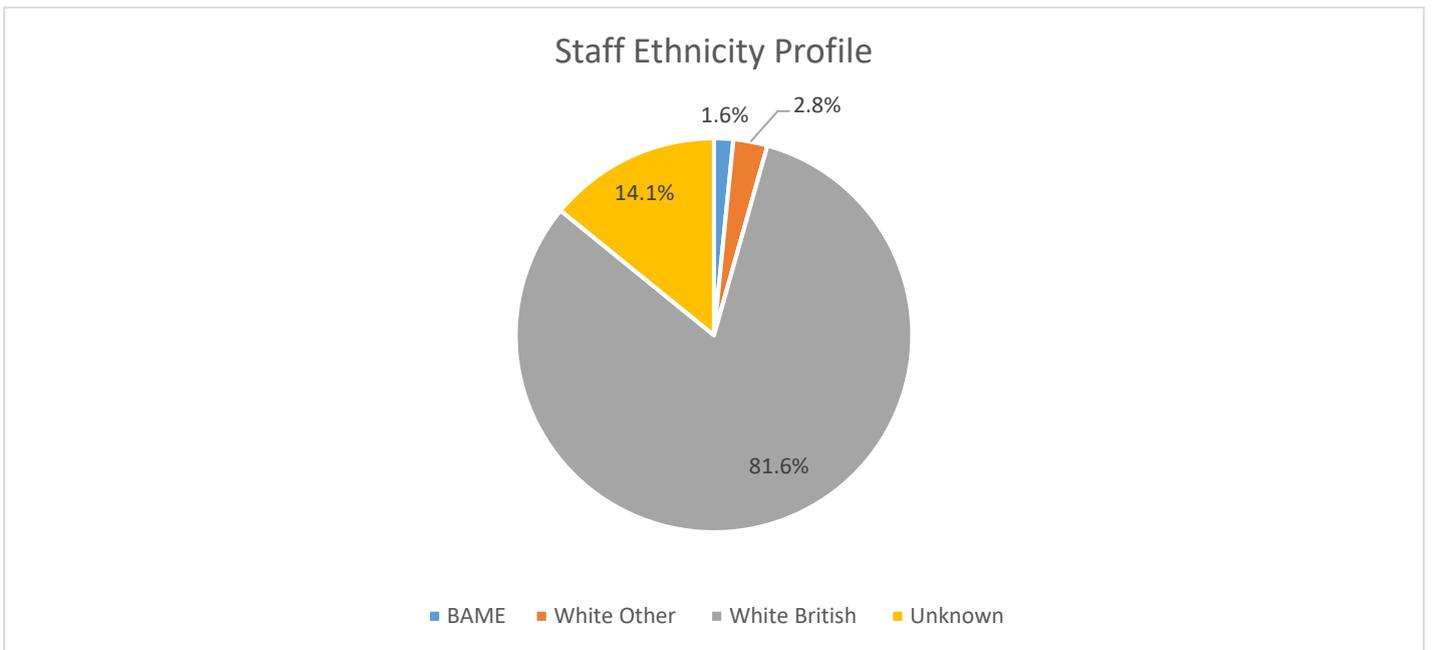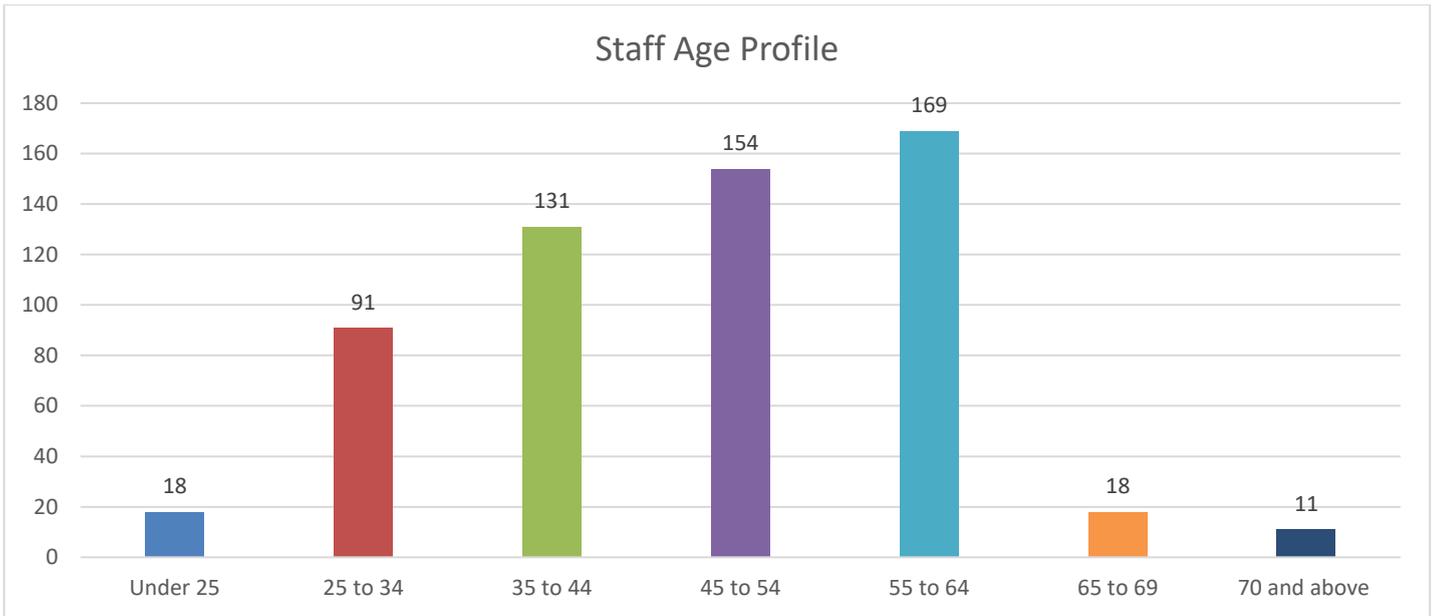improved from 78.7% to 83.2%. The 2018/19 achievement for adults is now 2.6 percentage points higher than 16 to 18 learners, compared to being 2.7 percentage points lower in 2017/18.

2.3   Female adult learners contributed to 60.9% (272) of learners across adult programmes. 91.1% of these learners were retained which was an improvement of +4.9 percentage points on the previous year. The gap between male and female retention lessened by +4.5 percentage points from the previous year to leave a difference of -1 percentage point. The gap between achievement rates of females and males also lessened with females achieving at a rate of 84.7% and males 84.3%. An improvement of the previous year of +3.4 percentage points for males and +7.4 percentage points for females.

2.3   During the academic year 2018/19 the College supported 85 students were identified as Looked After Children. The ICAP support for young people in care has successfully removed barriers for vulnerable 16-18's accessing education, the impact of this fund and subsequent support is demonstrated through a 90% retention rate in 18/19, which is 5% higher than in the previous year.

2.4   The gap in achievement between white British learners and BAME learners has widened. White British students achieved at a rate of 81.3% in 2018/19, compared to BAME students who achieved at a rate of 88.4%, a gap of 7.1 percentage points. This compares to a 2017/18 achievement rate of white British learners of 80.2% and BAME learners of 85.2%, a gap of 5.0 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   Support for students on the Autistic Spectrum is highly effective. A pass rate of 95.5% for those in receipt of OSSME support which is 5.5 percentage points higher than the College average for supported learners.

2.7   In class support is effectively planned and allocated suitably across College. Retention of learners with in-class support is consistent with the overall College average. Pass rate is 91.2% which is 1.2% higher than the College average showing that in-class support is effective without giving students an unfair advantage compared to their peers who do receive such support.

2.8   Student evaluation shows 62% of 16-18 students would not be able to study at HBC without the financial assistance offered, 84% of 19+ students and 89% of Advanced Learner Loan students surveyed would not be able to study at HBC without the financial assistance offered.

2.9   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 learners with EHCPs and high needs learners were 88.6% and 94%, respectively, compared to the College achievement rate of 82.8%.

3   Staff Equality and Diversity Statistics 2018 - 2019

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 Gender Profile

Pie chart showing: Male 32%, Female 68%.

Gender Profile by Job Role Type

	Academic	Academic Management	Academic Support	Business Support	Care	Proportional Academic	College Management Team
Male	41%	40%	18%	39%	0%	32%	29%
Female	59%	60%	82%	61%	100%	68%	71%

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Staff Age Profile

Age Group	Count
Under 25	18
25 to 34	91
35 to 44	131
45 to 54	154
55 to 64	169
65 to 69	18
70 and above	11

Staff Ethnicity Profile

- BAME: 1.6%
- White Other: 2.8%
- White British: 81.6%
- Unknown: 14.1%

Legend: ■ BAME ■ White Other ■ White British ■ Unknown

Staff Disability Profile

1.4%

5.9%

92.7%

- Declared Disability
- No Declared Disability
- Not Declared

Staff Sexual Orientation Profile

2.6%

44.0%

53.4%

- Gay/Lesbian/Bisexual
- Hetrosexual/Straight
- Unknown
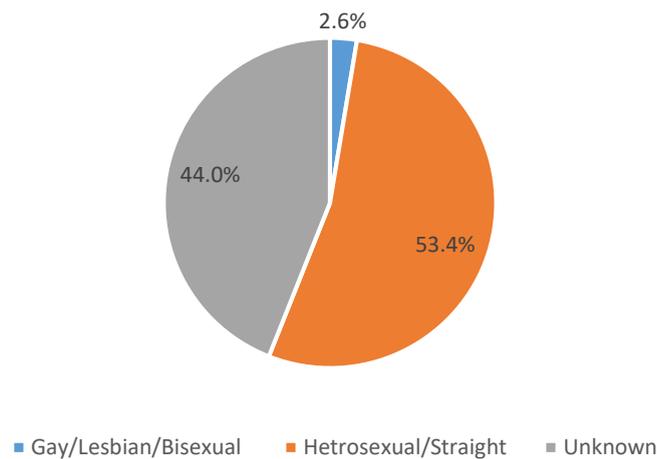
3.2   The report of the Further Education Workforce Data for England (2018-19)[1], provides the latest sector analysis of the diversity profile of the further education and skills sector workforce in England. The main diversity challenges are associated with the under-representation of race, gender and 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 2018-2019 Staff Individualised Record (SIR) Data, (Education and Training Foundation)

sector (61%), and that the sector workforce continues to have an older profile with 54 % of the workforce in Colleges being aged 45 and over, with data in relation to disability showing that 5% 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 68% of the College's workforce, with 61 % of the workforce being aged 45 and over, and 5.9 % of the workforce stating they have a disability.

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 56% of female colleagues being in management positions. The comparative workforce profile data for the College shows a different local position with 59% of teaching positions being occupied by female colleagues, and 71 % 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 85% of the total workforce. The comparative data for the College's work force profile is that 81.6% of the College's workforce state their ethnicity as White British, with 14.1% 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 and the local community, which continues to be a challenge with 1.6% of our staff stating that they are members of the BAME community.

3.7   Within the FE sector 2% of employees identified as gay, lesbian or bisexual, with 81% of employees identifying as heterosexual, and 17% of employees not providing information in relation to their sexual orientation. The comparative data for the College's workforce is that 2.6% of employees identified as gay, lesbian or bisexual, with 53.4% of employees identifying as heterosexual and 44% of employees not providing information in relation to their sexual orientation.

4   Key Achievements 2018-19

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 2018-19 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, 8.9% of the College's student population are from BAME communities compared to 2.5% (Census Data 2011) within the Sefton population.

- Successful programmes of activity for adults on high risk courses and deployment of Student Services targeted at adult learners has contributed to improved retention, particularly for female learners, as evidenced by an improvement of +4.9 percentage points on the previous year. The gap between male and female retention lessened by +4.5 percentage points from the previous year to leave a difference of 1 percentage point. The gap between achievement rates of females and males also lessened with females achieving at a rate of 84.7% and males 84.3%.

- The Supported Internship programme offered by the College had a successful year in 18/19 with 100% retention and 80% of learners having a positive outcome.

- The continual strong focus to promote further the positive aspects of British culture, and to embed British Values into the curriculum. 88% of learners stated that they are encouraged to develop their understanding and knowledge of British values (LQ2), with 89% of learners aware of who to raise concerns with if they become aware of acts of radicalisation or extremism (LQ2). 86% of learners responded that the College promotes equality and diversity (86%)

- Successful delivery of a unique NCOP funded project to enable 269 students who reside in areas of high deprivation across Liverpool and Sefton to attend Raising Aspiration events, which included university visits and attendance at UCAS fair. Evaluation showed that 84% of students had a better understanding about university after participating in the project.

- Sustained increase in the number of learners (579) accessing learning opportunities within the community provision, as part of a pathway or re-engaging with learning and/or employment with the retention rate for 18/19 remaining high at 95%.

- 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.

- During the year, discussions have been facilitated with Mangers to accommodate 12 flexible working requests which have enabled employees to effectively manage personal commitments whilst meeting the College's business needs.

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 2019-20 and onwards:

- To narrow the gap of attendance between Adults and 16-18 learners. For 2018/19 adult attendance was 5% lower than their 16 to 18 counterparts.

- To increase the male participation onto community learning provision from the 2018-2019 rate of 12%.

- To continue the development of resources and activities to support the health & wellbeing of staff. There will be continual work including; generation of individual wellness plans to help manage mental health issues; and facilitating discussions between individual members of staff where there issues with working relationships exist.

- To increase the number of High Needs students on vocational courses who achieve their minimum target grade. 2018/19 shows that 67% of HNF learners on vocational courses met their minimum target grade.

- To 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 develop and deliver upon a clear strategy to narrow the achievement gaps amongst apprentices, focusing on achievement rates based on gender and age and level of apprenticeship. 2018/19 data indicates that there is a 16.5 percentage point achievement gap in the performance of males when compared to females. 16 to 18-year-old learners on level 2 and 3 programmes are less likely to achieve their apprenticeships in a timely manner than their peers aged 19-23 and 24+.

- To improve the achievement rate for GSCE English particularly for 16 to 18 year olds. In 2018/19 there was a 2.2 percentage point improvement for 16 to 18 years old upon the equivalent rate in 2017/18, and a 7.4 percentage point improvement upon the equivalent rate in 2017/18, for adults.

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