

# Equality and Diversity Annual Report 2019- 2020

**Effective Date: 1 September 2020**

**Version Number: 1**

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**Approved by: College Corporation 9 December 2020**

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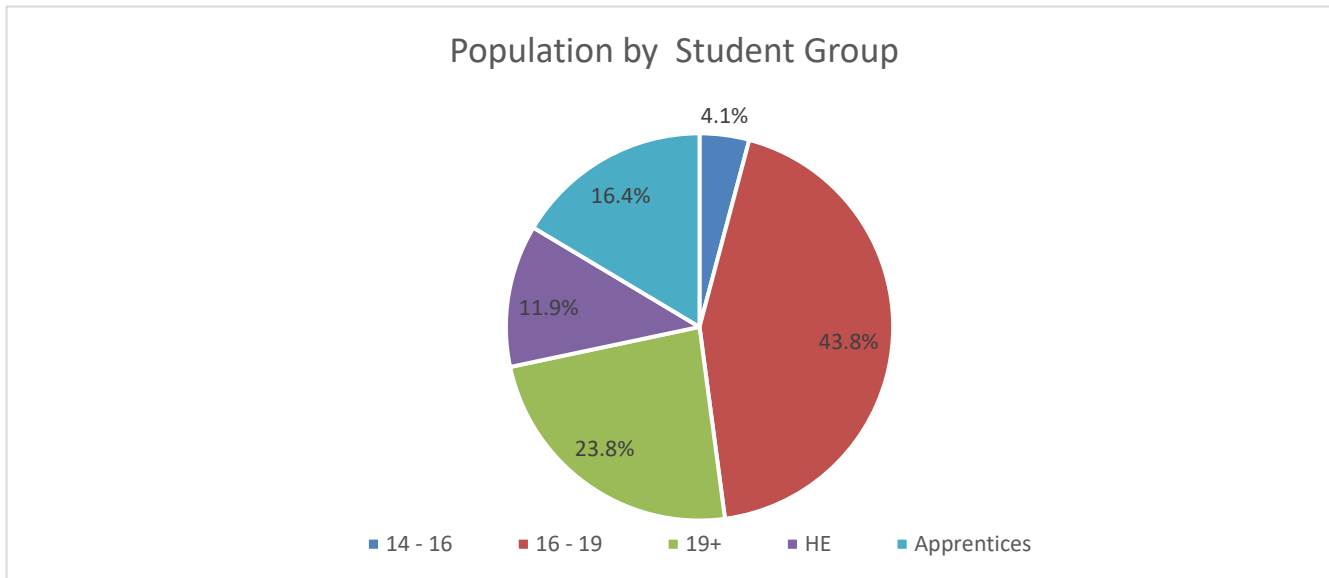
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## 1 Introduction

- 1.1 The Annual Equality Report reviews our progress over the previous academic year in relation to equality and diversity and 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. Our continual aspiration is to promote equality, social inclusion and regeneration in all that we do and strive to achieve this through four key objectives which are;
- Develop and improve our responses and learning provision to under-represented groups to increase participation and improve community cohesion.
  - Develop responses to address social and economic disadvantage developing and delivering projects that seek to engage hard to reach learners.
  - Narrow the gaps in achievement between different groups of learners by providing 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 through the delivery of teaching, learning and enrichment activities that positively represents different groups within society, improves group cohesion and values diverse contribution.
- 1.4 The College Management Team are responsible for implementing, promoting, and embedding equality and diversity across the College, and monitoring and evaluating the impact. The governing body leads the way in the promotion of equality and diversity and receives training and information in order to fulfill their role.
- 1.5 The Colleges Equality, Diversity & Inclusion policy provides guidance on how the College aims to meet its equality duty and how policies, procedures, plans and practices are monitored for adverse impact. The scheme also sets out how action will be planned and delivered to address any concerns which are identified. The Policy also sets out how discrimination and harassment on the basis of any of the protected characteristics will be dealt with and prevented.

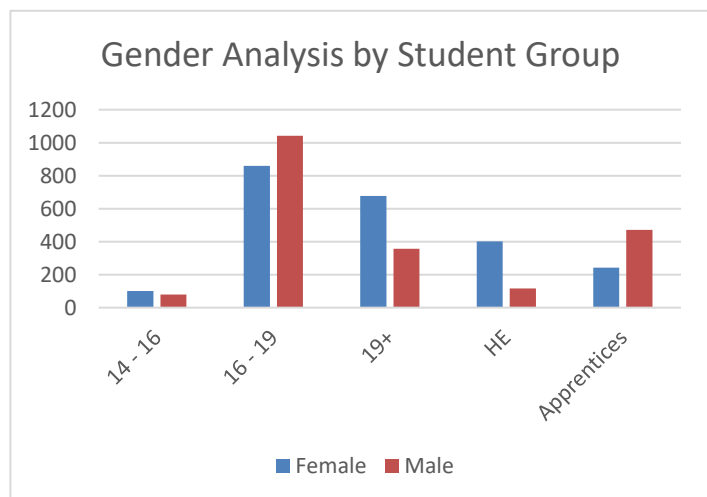
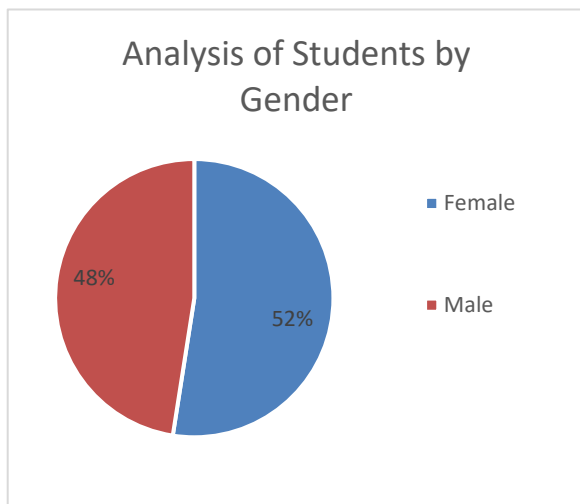
## 2 Student Equality and Diversity Data 2019- 2020

2.1 The chart below provides an overview of the College’s enrolments by main student group.



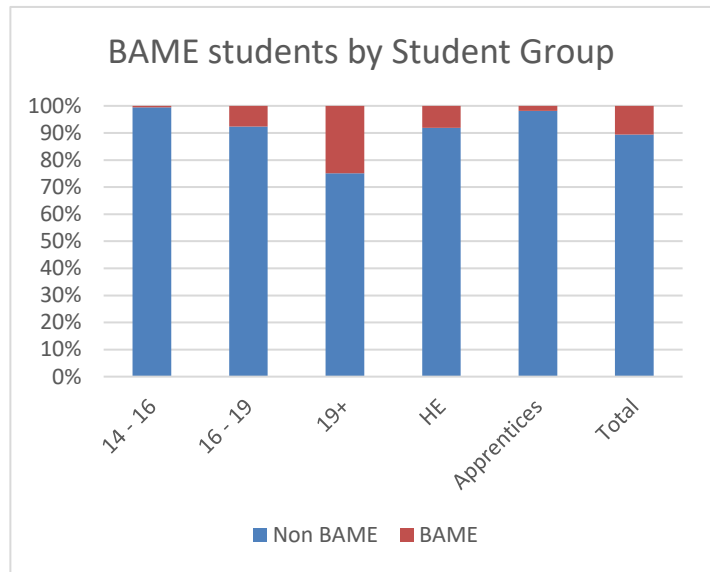
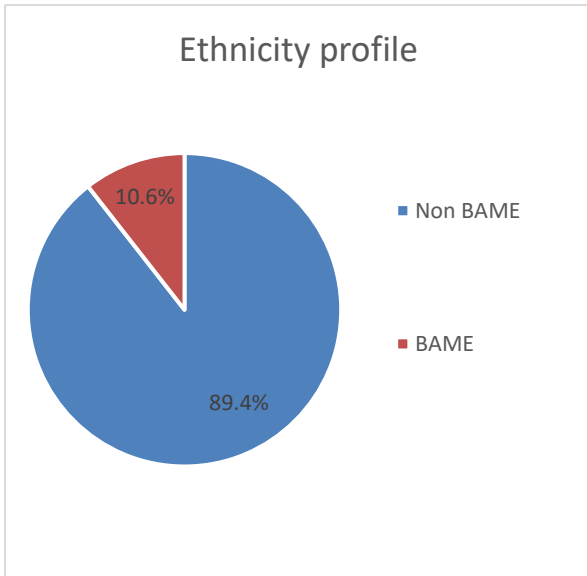
16 – 19 students are predominantly those enrolled on study programmes and 19+ are substantially adults engaged in part-time study.

### Gender Profile



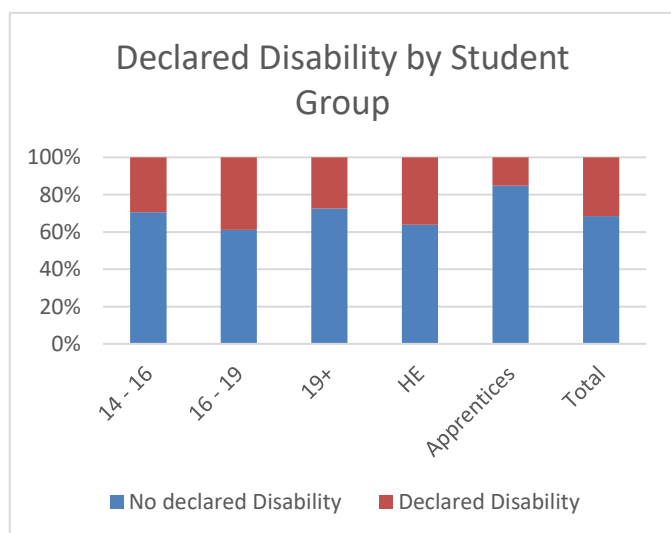
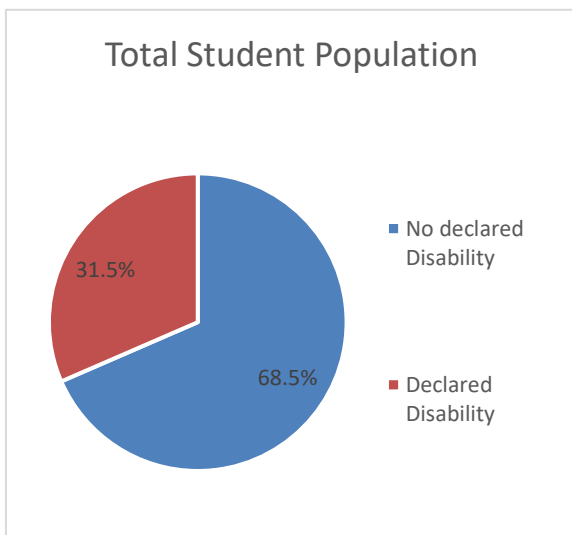
Overall, the College continues to have slightly more female than male students although there was a 1 percentage point shift in favour of males in the last academic year. Breaking this data down to main student types, it can be seen however that there are significant variations across the student groups with greater number of male students within apprenticeships and in the 16 – 19 student group.

### Ethnicity Profile



In 2019/20, the ethnicity profile of learners at the College remained broadly the same as 2018/19 with 89.4% of learners declaring as white British with no other significantly large ethnic cohort amongst the remaining learners. The largest proportion of BAME students were 19+. Although the percentage of non-white students at the College is relatively small at 10.6%, this is significantly higher than the ethnic minority population in Sefton. The Census Data 2011 shows the non-white community in Sefton to make up only 2.64% of the total population.

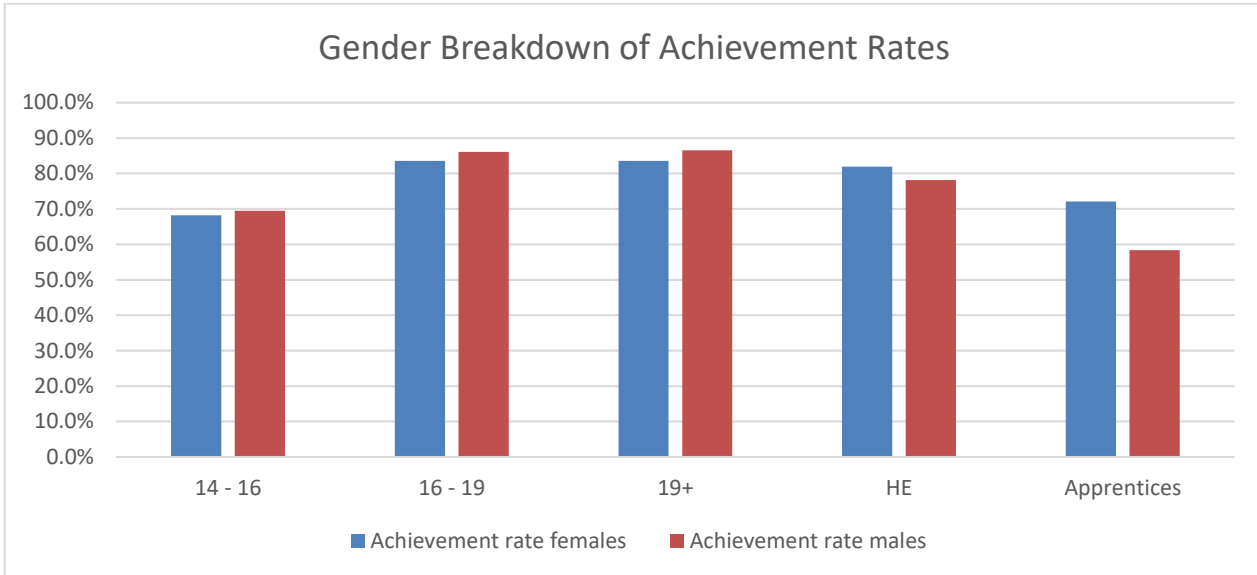
### Disability Profile



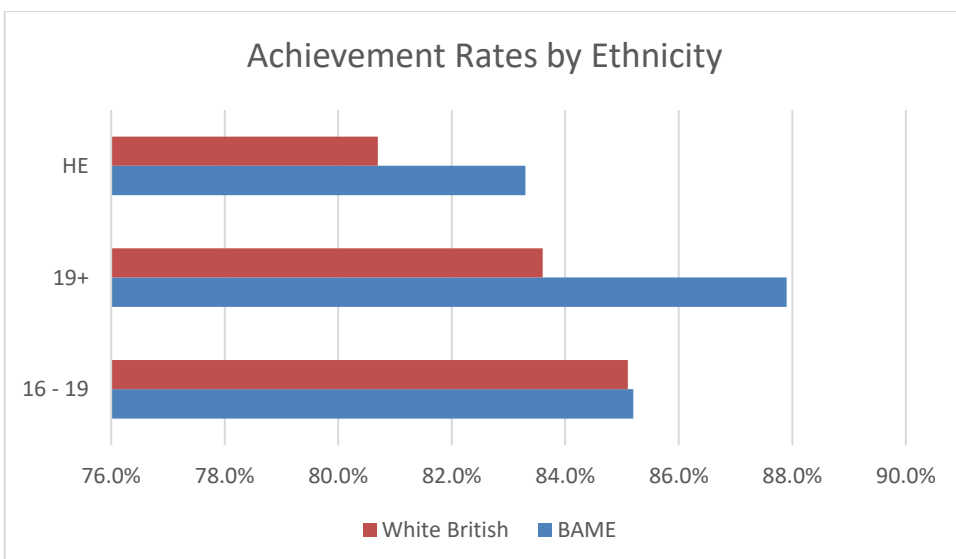
The percentage of learners at the College declaring some form of disability in 2019/20 was 1.5 percentage points higher than in 2018/19 at 31.5%. Of the students who declared some form of learning need, 783 were assessed as requiring additional learner support. This amounts to 18.5% of the student population.

2.2 The progress of all of our students is closely monitored and on an annual basis. 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, curriculum development and facilitate positive action to address identified inequalities.

**Achievement**



2.3 An examination of achievement rates, that is the percentage of learners who passed out of those who started, by gender across all groups shows a small percentage difference in 14 – 16, 16 – 19 study programme and 19+ with males slightly out performing female learners. In HE and Apprentices however the picture is reversed and of particular note is the 13.7 percentage point difference in Apprenticeships. The achievement rate of males was impacted by the collapse of the Carillion group which resulted in a number of withdrawals.

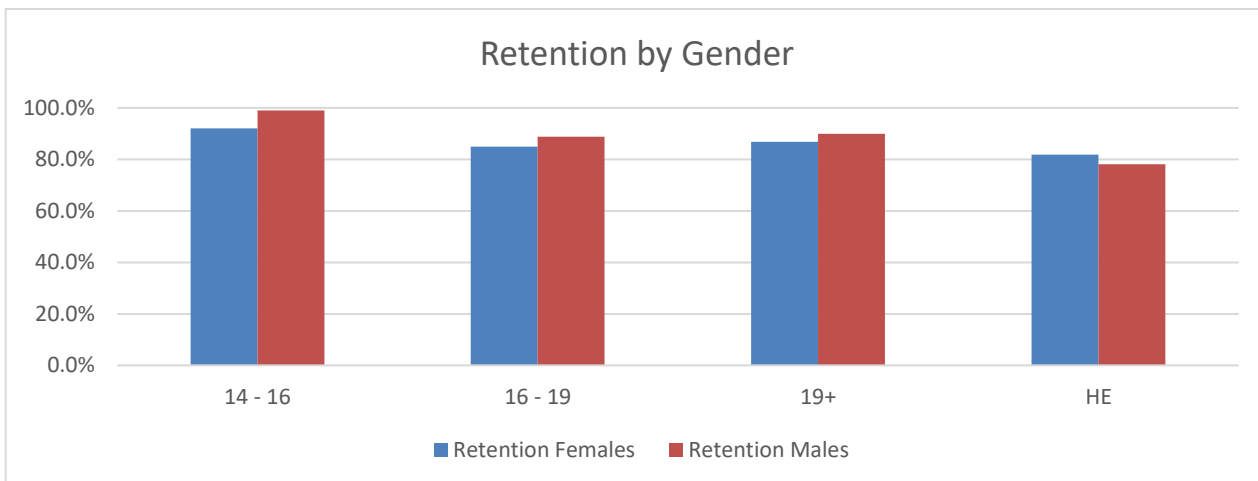


2.4 Analysis of the difference in achievement rates between BAME learners and white British in the three areas which have the highest proportion on non-white learners, shows that BAME students consistently achieved at a higher rate with the biggest difference being 4.3 percentage points for 19+ students.

2.5 Outside of Thornton College, 153 students had either an Education Health Care Plan or were assessed as high needs for whom additional funding was secured to enable individual needs to be met. The effectiveness of this support is demonstrated in an overall achievement rate of 89.1%. The achievement rate of learners provided with additional support in class was 85.4% with a pass rate, that being the % of learners who passed out of those completed, of 96.7%. For learners identified with an Autistic Spectrum Condition (ASC) and in receipt of Outreach Education Support (OSSME) the pass rate was 98.5%.

### Retention

2.6 The largest difference in retention rates by gender in 2019/20 was 7 percentage points. This was between male and female learners in the 14 – 16 cohort. The gap between male and female achievement rate overall was 2.5 percentage points



2.7 During the academic year 2019/20, 152 students were identified as Looked After Children and received financial support through the vulnerable bursary. The ICAP support for young people in care removes barriers for vulnerable 16-18's accessing education. The impact of the fund and subsequent support is demonstrated through an 87.5% retention rate which is in line with a retention rate of 87.6% for all learners.

2.8 The effectiveness of the additional in class support provided to learners is also demonstrated by the 89.4% retention rate and for students in receipt of support from OSSME it was 98.5%.

### General

2.9 The college has a community provision which seeks to engage learners from the local community and deliver a range of courses to meet identified needs. Unfortunately, the pandemic made it necessary to close all face to face community provision however the provision was moved on line, incorporating sessions delivered by college staff and remote learning courses facilitated by The Virtual college. During 2019/20 475 learners (74 males and 401 females) were enrolled on to 580 community courses.

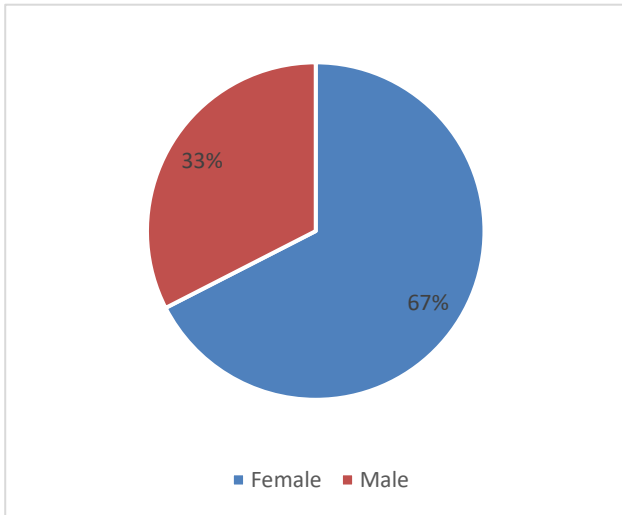
- 2.10 The College was quick to respond to lockdown restrictions and offered a wide range of free online courses to meet the needs of the local and wider community. The courses were aimed at supporting learners to gain new skills, such as IT and building confidence, resilience and mental health/dementia awareness.
- 2.11 The Supported Internship Programme, which offers opportunity for students with an Education, Health and Care plan, is now in its third year. At the start of the last academic year a partnership was developed with Merseycare who offered meaningful work placements for our interns in hospitals and other health settings. Whilst lockdown prevented a timely completion of the internships, these have resumed and there is confidence that a number of students will be offered employment when their internship is complete. All students were retained on the programme and have been offered an extension.
- 2.12 A partnership with Microsoft has been extremely successful in engaging students at our Thornton campus which caters for students with high needs. All students in the higher ability groups now use Microsoft Teams in all sessions; this allows complete engagement using accessibility tools and has had an excellent impact in terms of student progress, engagement and achievement.
- 2.13 A Level 1 Options programme was developed to offer realistic opportunity for students who are, or are at risk of becoming NEET. This course allows students to choose vocational options alongside a core Occupational Studies with the aim of improving retention and importantly, offering the cohort a more stimulating offer to support their progression on to a higher level or into work.
- 2.14 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%)



### 3 Staff Equality and Diversity Statistics 2019 - 2020

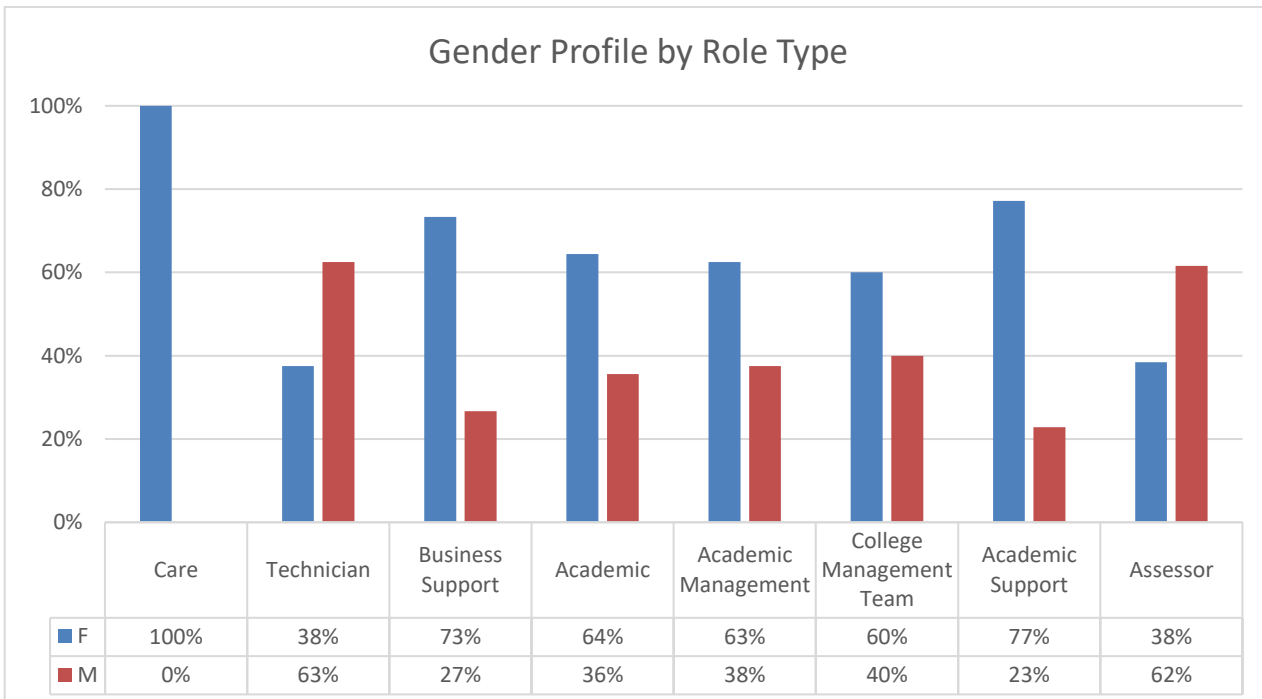
3.1 Data is collected on our staff profile as part of the recruitment and selection process and the following charts provide an overview of the current position.

#### Gender



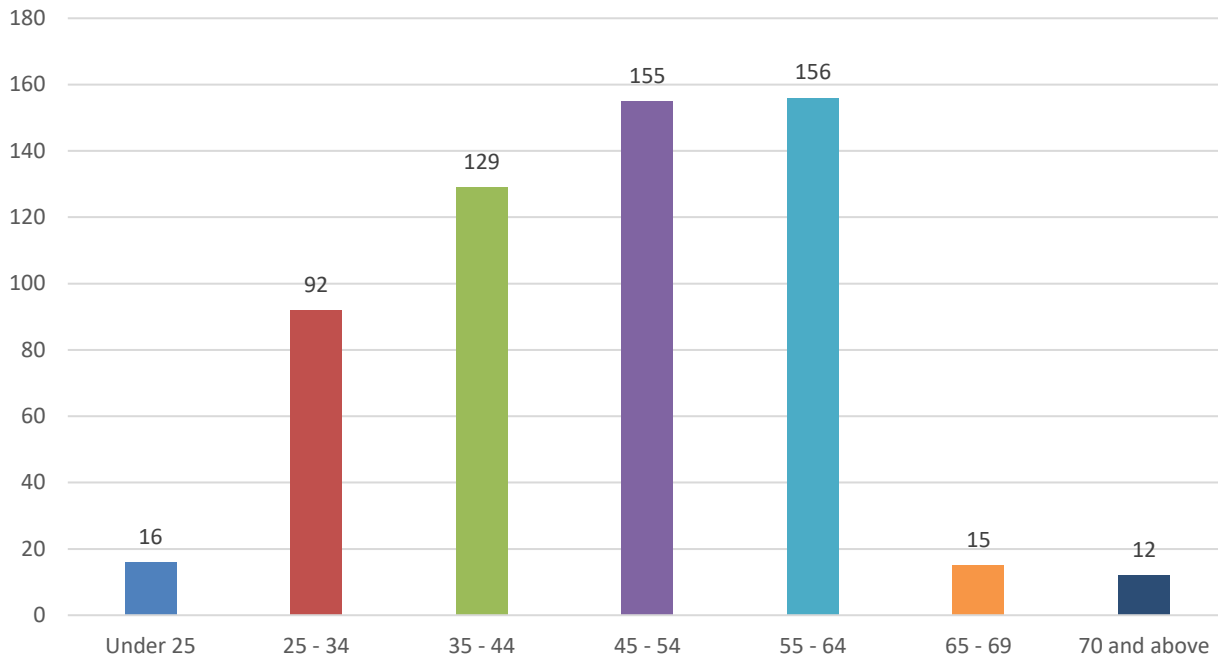
The % split between male and female staff across the College has remained relative static with females making up 67% of the total population compared to 68% last academic year.

The latest available FE sector information, 2018-2019, shows the gender balance across all occupations is 64% of the workforce



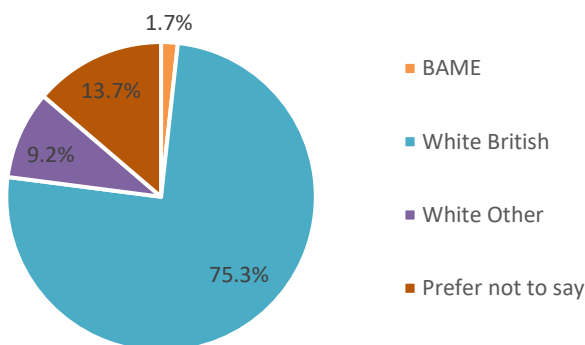
The table shows the profile by gender across role types. As can be seen, only two areas have a high representation of men, Technicians and Assessors. At a sector level, the proportion of women occupying teaching roles was 58% in 18-19 however this has increased to 64% in 19-20. Over the last academic year, the gender balance in College management roles has improved from a relatively low representation of males at 29% to 40%. This position is more in line with the sector position which, in 18-19 showed 57% of women to be employed as managers.

### Age Profile



In 19-20, 54% of the College’s workforce was aged 45 or over and this has increased over the last twelve months to 59% which is in line with the general trend across the sector. The mean age is 46 which is comparable to the sector average, with a median of 48.

### Ethnicity

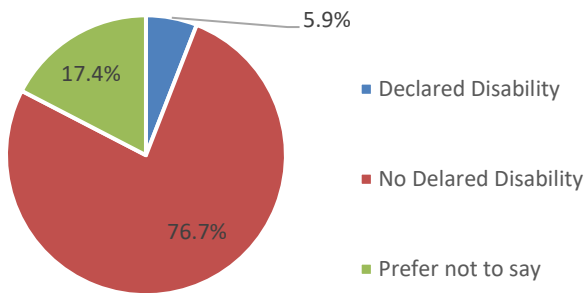


The ethnic workforce profile of the FE Sector remains predominately White British at 85% of the total workforce. This compares with 75.3% of the College workforce who have stated their ethnicity as White British, with 9.2% declaring themselves as white other.

13.7% of colleagues have not provided information on their ethnicity.

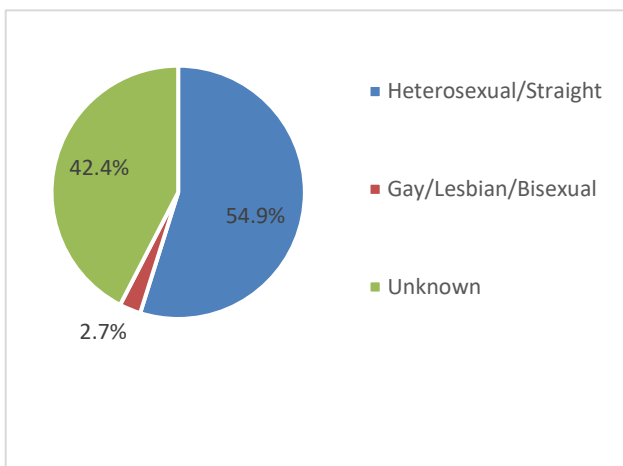
The College continually aims for the ethnic profile of its staff to reflect the ethnic profile of its students and the local community, which continues to be a challenge with only 1.6% of our staff stating that they are members of the BAME community compared to 10.6% for our student population.

### Disability Profile



In the last academic year there has been a slight increase in the percentage of staff declaring a disability from 5% to 5.9%. There has been little change in the number of staff who prefer not to say at 17.4% and this is comparable with numbers across the sector.

### Sexual Orientation Profile



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.

In comparison, 2.7% of employees at the College's identified themselves as gay, lesbian or bisexual, with 54.9% of employees identifying as heterosexual and 42.4% not providing the information.

- 3.2 The main diversity challenges are associated with the under-representation of race, gender and disability at various levels in the workforce. Improving data quality by reducing the number of “unknowns” across ethnicity, disability and protected characteristics remains an issue to be addressed.
- 3.3 All staff are required to complete e-learning training on Equality & Diversity the Prevent Duty and safeguarding every three years and additional measures were put in place during the 19-20 academic year to ensure full compliance with this requirement.

### Gender Pay Gap

- 3.4 The gender pay gap shows the difference between the average (mean or median) earnings of men and women. It is expressed as a percentage of men's earnings, for example, women earn 15% less than men. The gender pay gap differs from equal pay. Equal pay deals with the pay difference between men and women who carry out the same jobs, similar jobs or work of equal value.

3.5 The gender pay gap shows the difference in the average pay between men and women. A particularly high pay gap may indicate issues which need to be addressed. The mean and median gender pay gap for the College as at 31 March 2019 is shown in the table below:

Gender	MEAN			MEDIAN		
	2017	2018	2019	2017	2018	2019
<b>FEMALE</b>	£12.44	£13.38	£13.35	£10.53	£11.77	£11.63
<b>MALE</b>	£13.24	£14.75	£14.15	£13.49	£14.68	£14.30
<b>DIFFERENCE</b>	£0.80	£1.38	£0.81	£2.96	£2.91	£2.68
<b>GENDER PAY GAP</b>	<b>6.0%</b>	<b>9.35%</b>	<b>5.7%</b>	<b>21.9%</b>	<b>19.82%</b>	<b>18.7%</b>

3.6 The use of the two different types of average is helpful in giving a more balanced overview of the overall gender pay gap. The mean average gives a good overall indication but if very large or small pay rates dominate they can distort the picture. The median average is useful in that it indicates what the typical situation is in the middle of the organisation and is not distorted by pay rates at the two extremes. However, used on its own, it may result in gender pay gap issues not being picked up.

3.7 A positive percentage figure, which almost all organisations are likely to have, reveals that typically, overall, female employees have lower pay than male employees. In order to better understand the College's data and identify why a pay gap exists, further calculations have been done to look at the mean and median data by quartile. This is shown in the table below.

Analysis of Staffing as at 31 March 2019								
	Quartile One		Quartile Two		Quartile Three		Quartile Four	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
FEMALE	£8.54	£8.12	£10.29	£9.74	£14.54	£15.24	£22.34	£18.18
MALE	£8.76	£8.83	£10.12	£9.74	£14.57	£15.06	£19.46	£16.58
DIFFERENCE	£0.22	£0.70	-£0.17	£0.00	£0.03	-0.18	£-2.88	£-1.60
<b>Gender Pay Gap</b>	<b>2.5%</b>	<b>8.0%</b>	<b>-1.7%</b>	<b>0.0%</b>	<b>0.2%</b>	<b>-1.2%</b>	<b>-14.8%</b>	<b>-9.7%</b>

3.8 It can be seen that the mean and median at the quartile level provides a different perspective to that available from the whole college information. Quartile one has a high proportion of female employees who are primarily employed in cleaning and care roles which are traditionally female dominated occupations and this is the main factor creating the mean pay gap. The size of the pay gap in favour of female employees in quartile four is largely attributable to the higher proportion of women who are engaged in more senior roles.

## 5 Conclusions

- 5.1 This report provides an overview of the student and staff equality & diversity profile at the College and is one of the ways we make visible how we are meeting our obligations to recognise diversity and promote equality. It provides an oversight of key areas of activity and will form the basis of more detailed discussions to determine areas where changes can be made to further embed equality diversity and inclusion across the College.
- 5.2 a new cross College Equality Diversity & Inclusion working group will be established during the 20\_21 academic year consisting of student & staff representatives from across the College. This group will be responsible for ensuring equality & diversity is embedded and actively promoted across all College activities including marketing & admissions, learner voice strategy, support for learners and teaching & learning.

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