



Hertford Regional College

Annual EDI report, 2022/23



Contents

Introduction	3
Initiatives and programmes	4-5
External reports	6
Progress	7
Challenges and opportunities	8
Data relating to student participation	9-11
Our Staff	11
Appendix 1 – College EDI standards	11-16
Appendix 2 – Staff data	18-21



Initiatives and programmes

HRC has a single equity policy that sets out in detail its equality objectives and the way it assesses its performance in this area. The scheme can be viewed on our website.

The College has comprehensive policies and procedures related to safeguarding, bullying, harassment and discrimination used to protect staff and students. A range of surveys are conducted and analysed with an EDI perspective.

The College has an Equity, Diversity and Inclusion (EDI) group, reconstituted in 2022/23 with members from across the College. The group work to a strategy which is underpinned by the College's strategic plan, values, EDI standards (see appendix 1) and values defined by the Education and Training Foundation.



Honesty Being honest about how who we are, what we have experienced shapes how we think, the choices we make and how prepared we are to change.
Bravery Sometimes this work can be uncomfortable and challenging but still we need to do it.
Humility Nobody has all the answers, and we may make mistakes along the way, as managers we need to accept others may know more or differently.
Willingness We need to be willing to learn, unlearn, challenge, be challenged and commit to doing the work.
Hope That we can make a difference for a fairer, more equitable and compassionate world.

As a Skills Builder partner, HRC offers all staff and students the opportunity to develop essential and wider skills using an industry leading framework. Essential skills support academic outcomes, resilience, and self-belief. There is also evidence that development of essential skills can foster equal opportunities and boost social-mobility by halving the likelihood of being out of work, increasing earnings across a lifetime and improving wellbeing.



For our students, the safeguarding team and personal tutors have strong external multi-agency connections including close contact with Child and Adolescent Mental Health Services (CAMHs), Educational Mental Health Practitioners, Virtual Schools, Child Exploitation and Online Protection (CEOP), social services, key workers, foster carers, police, and child protection officers.

The College also has multiple student support services to advance equality of opportunity, including counselling, careers advice, financial support and Additional Learning Support. Further still, there is an active student council with representatives from across the student body contributing to College decisions.

Induction and group tutorials are used to advise students about how to stay safe and to address issues that are common concerns with the post 16 age group. Students are encouraged to report bullying or e-safety issues through any member of staff, through their personal tutor, through Moodle/Teams or anonymously via Whisper. The College maintains its community position as a centre for reporting hate crimes.



External reports

Matrix Report:

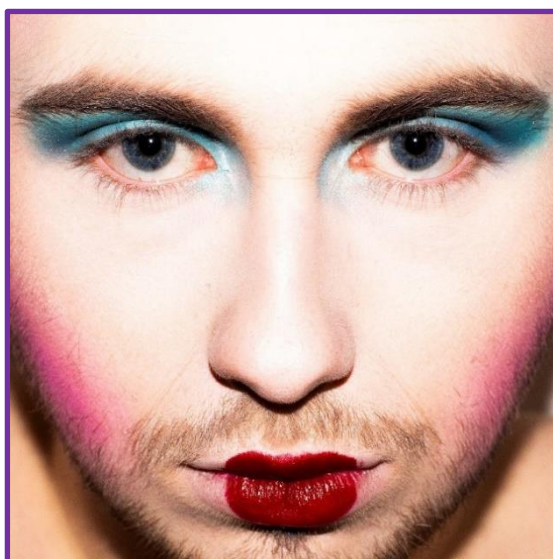
'In summary, this assessment confirmed that HRC provides a high-quality outcome based IAG service that is equipping students with the employability, life, learning and career skills to reach their potential and their destination of choice. This end-to-end IAG entitlement is making a real difference to learners and is implemented by a workforce whose dedication and passion to their cohort is empowering, enabling and firmly student centred'

Ofsted inspection report:

'Learners and apprentices feel and are safe. They fully understand what constitutes inappropriate and unwanted sexual behaviour, and they are confident to report anything they experience themselves or witness happening to someone else. Learners articulate confidently multiple opportunities and methods of reporting sexual harassment, from direct contact to using up-to-date technology to make anonymous reports.'

'Learners and apprentices say they feel extremely safe in the college, and they say it is a safe community. They describe a mature and respectful culture where staff are approachable, and their concerns are taken seriously.'

'Leaders have established an inclusive environment for all learners where learners and staff exhibit high levels of respect and tolerance with each other'



Progress 2022/2023

The College EDI group established actions working towards the following strategic aims:

1. Collect and analyse robust data on our current and future student body,
2. Further develop accessible and inclusive practices in our approach to teaching & learning and student services,
3. Develop and deliver further EDI training at the College,
4. Collect and analyse comprehensive workforce data,
5. Provide accessible buildings and facilities,
6. Use inclusive communications and marketing.

The group made significant progress by:

- Implementing a cross-college EDI monitoring audit of best practice,
- Reviewing and implementing a process of impact assessment for policies and procedures,
- Implementing improvements to systems, enhancing student data collection and management,
- Introducing new digital and written student communications for application and acceptance processes,
- Introducing preferred names guidance for staff and students,
- Resourcing an EDI specialist speaker for staff professional development,
- Further developing tutorial teaching resources through curriculum and student services collaboration,
- Resourcing an additional personal care room at the Ware campus.

In addition, led by areas across the college with significant support from student services and enrichment teams, EDI progress was supported with a variety of activities and events:

- Black History Month - a student driven celebration of soul music,
- HRC Pride group - an active community of LGBT+ students promoting pride,
- Diwali celebration – a student led learning activity involving catering students learning about and creating culturally significant dishes.
- Sign language – 79 students successfully completed an introduction to British Sign Language course,
- Holocaust learning – 15 students visited Auschwitz and Birkenau with further students attending generation to generation' Holocaust survivor seminars,
- Age Concern – a number of students volunteered their time to support this charity within the community.
- Queens Green canopy – a range of students participated in this cross-college sustainability project.
- Mental Health Awareness Month – a range of workshops and activities were delivered to support students with anxiety.



Challenges and opportunities

Whilst the College is making significant progress in its EDI ambitions, there are some challenges which have meant the College not making as much progress as desired. These challenges present through a range of factors, many of which are outside of the Colleges control. Such factors include but are not limited to:

- Cost of living pressures affecting some staff, students, and other stakeholders within the communities we serve,
- The developing and changing personal support needs of some students, particularly related to mental health,
- The developing and changing academic support needs of some students, particularly related to exam access arrangements,
- Changes related to the programmes we can offer and student eligibility for such programmes (namely the introduction of T-Levels),
- Staff recruitment and retention, market conditions.

Despite significant challenges, HRC believe that there are a range of opportunities for making progress towards further improved equity, diversity, and inclusion. Some identified opportunities currently being considered in 2023/24 include:

Some identified opportunities currently being considered in 2023/24 include:

- further EDI events, student projects and activities,
- student mentoring opportunities within corporate service teams for those experiencing deprivation,
- further development of impact assessment processes to include external partners and employers,
- more detailed analysis of data relating to students and their outcomes,
- development of staff recruitment practices,
- further professional development opportunities for staff.



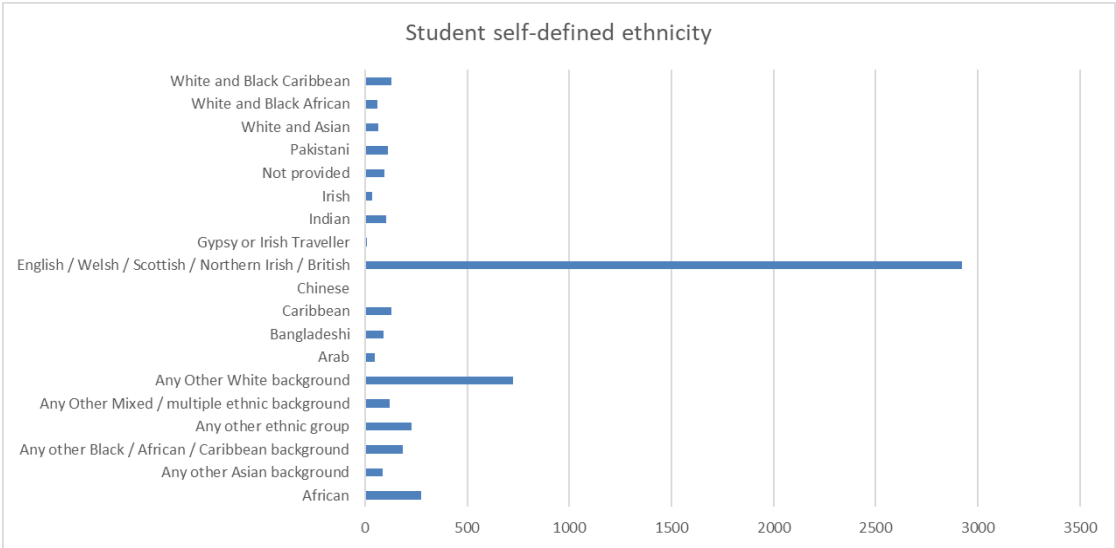
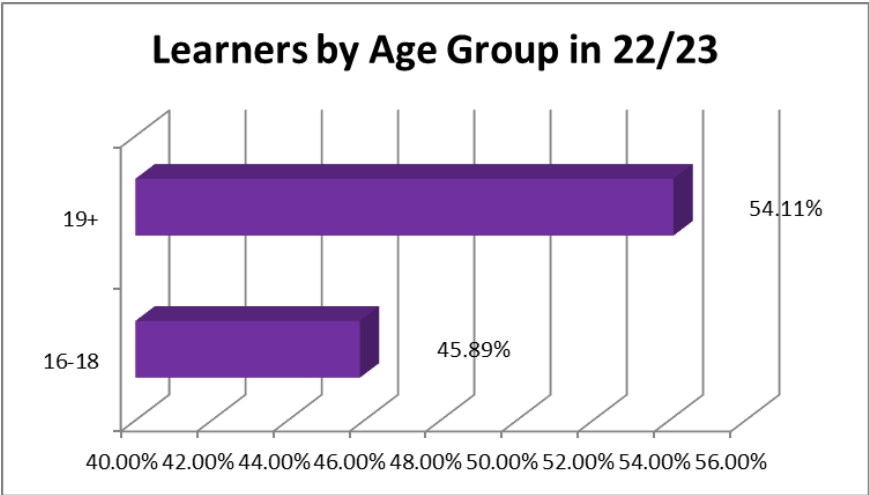
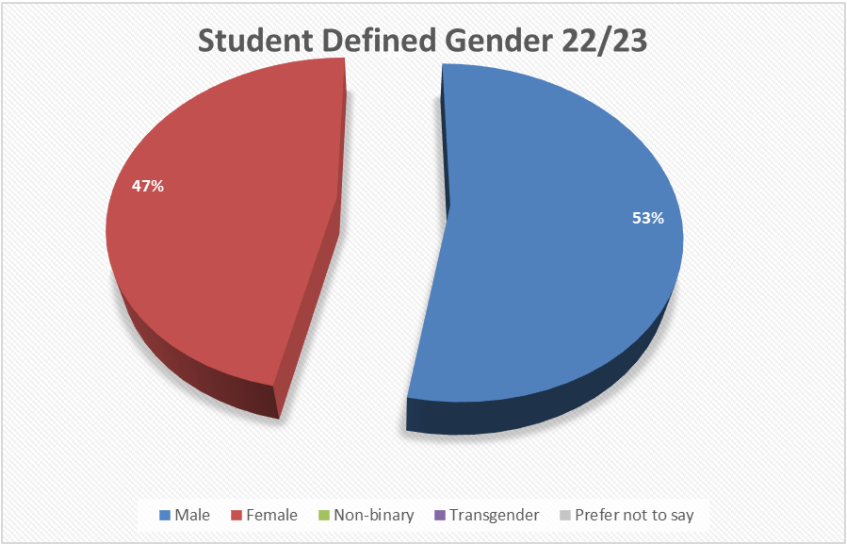
Data relating to student participation

Participation

The table below shows the number of funded learner enrolments for each type of provision in 2022-23

Type of provision	22/23
16-18 Study Programmes	2167
Adults (19+)	2105
Apprenticeships	537
High Needs Learners (counted within the three categories above)	197
School Partnerships	49
Additional referrals from schools	40
Higher Education	235

The graphs below give some information about the characteristics of the E&T (education and training) funded enrolments.



Our Staff

HRC's Equality and Diversity Staffing Profile report for the academic year 2022-2023 and recommendations for 2023-24 are provided as Appendix 2.

In addition, each year an analysis of the staff participation in CPD is compared to the staff profile. The objective of the analysis is to identify whether there are any areas of concerns or any discrepancies in participation, based on the protective characteristics identified, and to take action where necessary. In 2022/2023 there is a very close match between participation in CPD and the staff profile when analysed by protected characteristics.

APPENDIX 1: College EDI standards

Standard 1: Meeting learners' needs

1. Have full awareness of learners' demographics that may have an impact on progress and achievement e.g.
 - gender identity, ethnicity, ESOL needs;
 - living in poverty/signs of deprivation, eligible for free school meals;
 - young people in care, young carers;
 - Travellers, asylum seeker/refugees, homeless, ex-offenders.
2. Have full awareness of learners' additional needs or disability e.g.
 - High needs learners;
 - Mental ill-health;
 - Other health conditions that may impact learning.
3. Make proactive arrangements to accommodate individuals' learning
 - Encourage disclosure with regards to accessibility needs, if not declared on application;
 - Use the information on the student profile to inform session planning;
 - Implement individual support plans and EAA and monitor their impact on learning;
 - Consult with learners on the best strategies to accommodate their learning;
 - Take care to avoid stereotyping students on the basis of their background (socio-economic, accent, disability, skin colour, communication style) or to make assumptions about their identity or abilities.

Standard 2: Communication

1. Your approach
 - Use gender neutral and inclusive language when referring to people;
 - In your non-verbal communication consider accessibility needs and cultural differences, for instance facing the students, gestures, personal space, rephrasing;
 - Use names correctly however difficult some may be;
 - Use language which is at the right level for the learners;
 - Encourage all stakeholders to listen to each other's views even if they are different from their own and to debate issues in a respectful manner.
2. With learners
 - Discuss behaviour expectations, rights and responsibilities at the beginning of the year (code of conduct, respect and tolerance, zero-tolerance approach to bullying) and reinforce these consistently throughout the year (by all staff);
 - Acknowledge every learner's views and use strategies to eliminate the dominance of individuals or small groups of learners.
3. With parents/carers (when applicable)

- Have a process in place to have parents' / carers' current contact details;
- Communicate the department's anti-bullying approach and behaviour expectations via letters/emails, and other communication events;
- Make proactive arrangements for meetings with parents e.g. interpreter, signer, additional support;
- Consult with parents on the department's approach to student experience incl. anti-bullying approach.

4. With employers (work placements, visits)

- Communicate the Colleges Equity and diversity expectation of a workplace free from discrimination, harassment and offensive language and imagery
- Communicate the Colleges expectation of the employer to take reasonable steps to accommodate learners' additional needs (provide guidance if needed).

Standard 3: Teaching and learning

1. Teaching

- Plan in the scheme of learning for opportunities to promote Equity and diversity themes e.g. links to key dates from the diversity calendar, examples of famous people/role models in the sector, news stories, case studies and examples which are reflective of the diversity of the UK population;
- Use naturally occurring opportunities in class to promote diversity and inclusion, and challenge stereotypes and prejudice, for instance a learner's comment or remark;
- Draw upon the existing knowledge and experiences of learners from different backgrounds and cultures.

2. Learning

- Encourage peer support and collaborative group working that enables a range of views to be represented and cliques not to develop;
- Address the needs of individual learners, for example the potential isolation of a learner who is the only male or female in the group, or requests to observe religious practices;
- Avoid drawing unnecessary attention to a student's specific support needs;
- Communicate consistently high expectations of all learners (avoiding impact of own bias in stereotypical expectations of particular groups of learners);
- Ensure that in-class support is deployed effectively to meet students' needs.

3. Assessment

- Consider alternative approaches to teaching and assessment for learners with additional needs e.g. dyslexia, mental health difficulties, autism;
- Use a variety of assessment methods to suit different type of learning;
- Adapt your assessment activities to accommodate learners' needs e.g. extra time; evidence from audio recordings or verbal questioning; flexibility with assignment deadlines; avoid setting tests on culturally significant days or religious festivals;

- Consider anonymous marking, for example assigning a number to a student, so that learners know that the mark they receive has not been influenced by factors other than the quality of their work.

Standard 4: Organisation

1. Recourses and course materials

- Use teaching and learning resources that are free from stereotyping, discrimination and bias (unless this forms part of the learning);
- Use teaching and learning materials that include content and images representing different groups in the society e.g. positive images of older/younger people, different ethnic groups, people with disabilities, a range of family structures and relationships;
- Present your session materials in a clear, accessible language and format;
- Provide glossaries when introducing new terms;
- Provide learning materials in an electronic format and, when suitable, in advance;
- Use technology to meet the needs of individual learners, for example, screen reading software;
- Use media clips with subtitles, and if not available, provide scripts for learners who might be placed at a disadvantage without subtitles;
- Use recommend reading lists and reading materials that are inclusive and from diverse sources.

2. Online platforms

- Ensure that the layout and resources on Moodle or other technology-based platforms are accessible and easy to navigate;
- Use online platforms which are accessible for users with additional needs or reading difficulties.

3. Timetabling

- Ensure that timetabling and the use of teaching facilities has some built-in flexibility to allow for adjustments to accommodate learners with additional needs.

4. Uniforms (where used)

- Use gender neutral uniform requirements;
- When learners are expected to pay for their uniforms, ensure there is a process in place to avoid causing extra hardship to individuals.

5. Meetings and events

- Make proactive arrangements when organising meetings and events (both internal and external) to meet a range of individual needs e.g. accessibility, faith, dietary and other additional needs.

Standard 5: Student outcomes

1. Monitoring

- Monitor in-year the retention and predicted achievement for groups of learners on FE and HE programmes (by Equity factors and for vulnerable learners) for main qualification, maths, English and programme level;
- Have a process in place to identify learners' under-achievement promptly;

2. Addressing disparities

- Implement strategies to address gaps in retention and attainment between different groups of learners irrespective of numbers within a cohort (males - females, disability – no disability, White – individual ethnic groups, high needs – no disability, etc.)
- Ensure teaching staff are aware of achievement gaps and implement approaches to reduce these.

Standard 6: Student experience

1. Bullying

- Ensure all learners are familiar with the ways to report bullying incidents;
- Have full awareness of the number and nature of bullying incidents in the department, including prejudice-based incidents;
- Ensure that timely actions are being taken in response to incidents and issues are followed up rigorously and systematically by the team to address any underlying structural discrimination.

2. Disciplinary actions

- Have full awareness of the number and nature of disciplinary actions and disproportionate rates in relation to gender, disability, ethnicity or any other protected group;
- Ensure that the disciplinary process is applied consistently by all members of staff.

3. Student voice

- Have full awareness of learners' feedback in relation to feeling safe, bullying and unfair treatment expressed in cross-college surveys
- Conduct focus groups with students to gain feedback on specific issues, including diversity and inclusion;
- Ensure that learners' views are reflective of all groups of learners in the department (protected characteristics);
- Act upon learners' views.

4. Enhancement

- Ensure that trips and external educational visits take into consideration additional needs (disability, health conditions, trans learners) and different interests;

- Ensure that speakers or guest lecturers are drawn from diverse sources and backgrounds;
- Ensure that all learners have information and access to cross-college activities, enrichment, events, clubs and societies.

Standard 7: Environment

1. Facilities

- Ensure that toilets and changing facilities for females and males are of equal quality;
- Ensure that there is easy access to an accessible toilet that is available for use by everybody regardless of gender identity or additional needs;
- If there is no easy access to a reflection room for praying or contemplation, make arrangements to provide a quiet private space if requested by staff or learners;
- Ensure the layout of furniture and other equipment in all areas allows access of people with mobility and other accessibility needs.

2. Displays

- Display visual and other materials that promote the full diversity of people across society and avoid using only images that focus on aspects similar to the backgrounds of current staff and learners.
- Monitor displays to ensure that they reflect the community, wider society and current affairs matters (evolve with societal views and norms)

Standard 8: Leadership

1. Culture

- Allocate an E&D slot in your team meetings and encourage meaningful discussion on diversity and inclusion issues relevant to your learners, department and sector;
- Ensure that all staff have a voice and everyone's views are heard and acknowledged;
- Challenge stereotypes, prejudice and inappropriate comments/ behaviour from staff and students and support staff to do the same;
- Review the demographic profile of your team and plan for recruiting from a diverse pool of candidates with support from HR;
- Review the staff experience in relation to the protected characteristics and address issues with support from HR.

2. Staff's competence

- Ensure that all staff complete mandatory E&D training (in probation and E&D refresher);
- Ensure that staff are competent to handle contentious discussions in a sensitive manner, challenge inappropriate comments and language and deal with bullying consistently;

- Use evidence from learning walks and observations of teaching and learning to improve staff's competence for embedding diversity and inclusion in teaching and learning, and meeting the needs of their learners.
- Identify and implement training in EDI as appropriate for all staff

3. Learners

- Have full awareness of the learner profile in the department (type of disability, ethnic make-up, gender balance, vulnerable learners)
- Plan for improving the diversity profile of the learners with support from Marketing (visits to schools, targeted activities at open days and other events);
- Have full awareness of any persistent achievement gaps between groups of students
- Plan for and implement interventions to address underachievement by Equity factors;
- Disseminate information relating to all groups of learners to staff;
- Embed Equity and diversity considerations in course reviews, self-assessment and quality improvement processes.

APPENDIX 2: College Staffing Profile Report

1.0 INTRODUCTION

The purpose of this report is to update the Equality, Diversity and Inclusion group in relation to equality and diversity data relating to employees and candidates. During 2022-23, the college employed 380 staff and 15 hourly paid staff. We had 461 (267 in 2021-22) applications for vacancies advertised internally and externally.

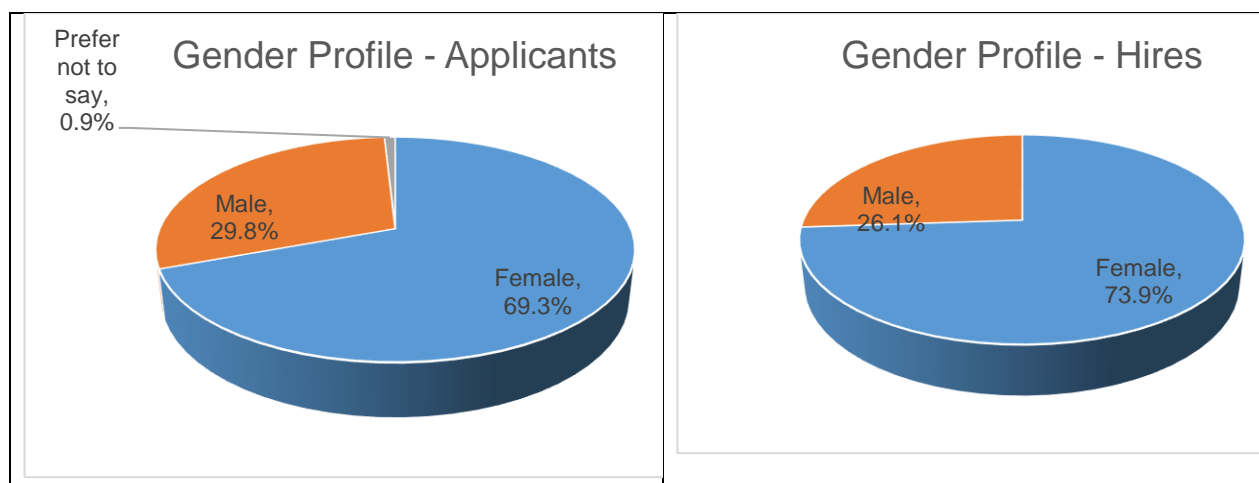
In line with the College's Resourcing Procedure, candidates are shortlisted against the essential and desirable criteria set out in the job description and person specification. As we are a Disability Confident Employer, to enhance opportunities, we do make recruiting managers aware of any applicants declaring a disability to ensure those who meet the essential criteria are invited for interview.

To encourage a wide range of applications, the college advertisements are neutral in their design to encourage applications from all sections of the community as opposed to potentially stereotyping a role with images.

2.0 GENDER PROFILE

2.1 Candidate data

The chart below shows that the college attracts a higher percentage of female applicants than males.



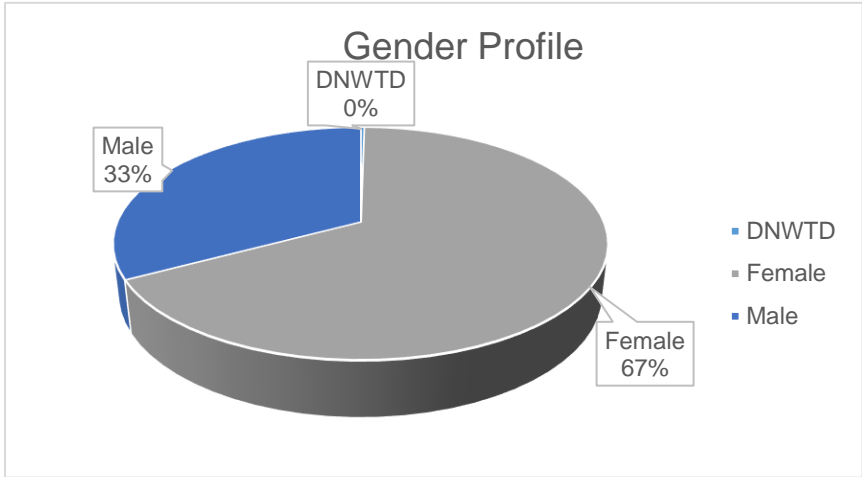
There is a 4% gender gap between the applicant pool and the hires.

2.2 Staff data

The gender balance of salaried staff is identified in the chart below. This has remained static for a number of years and shows a gender profile 67% female, 33% male. This is consistent with the gender profile in colleges where the employment of females is 64% of the workforce.

Flexible working is equally available to men and women and is highlighted at induction

2.3 Senior Leadership Team and direct reports



The gender profile of staff in the senior leadership team and direct reports group is 62% of females. At an SLT level 67% are female.

3.0 DISABILITY PROFILE

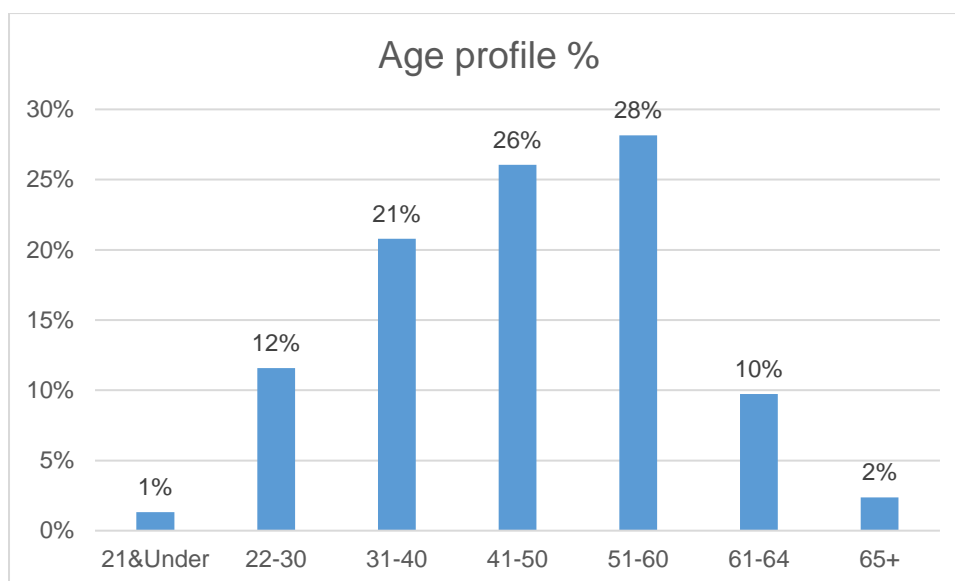
5.5% of the workforce have disclosed a disability which has seen an increase of 3% recorded disclosures when compared with last year. There is far greater functionality to enable our employees to update their details through the new HR system; employees have been reminded to keep their details updated.

3% of candidates applying to work at HRC declared a disability which is a drop of 4% compared with 2021-22.

7% of hires were candidates with a declared disability which was a 4% increase when compared with 2021-22.

4.0 AGE PROFILE

The under 40 age groups within the staff age profile has shown a 5% increase this year, following a 2% increase the previous year. The age profile of the staff employed at the college is representative of the further education sector.



5.0 ETHNICITY PROFILE

The college workforce profile is reported as 82% white British and 18% as an ethnic minority group.

The 2021 national census reported that the proportion of the total population that reported as an ethnic minority group was 18.3%.

6.0 SEXUAL ORIENTATION

81% of employees who have declared their sexuality as Heterosexual, 2% increase when compared to 2021-22. The percentage of staff who identify as LGBTQ+ has remained the same, 4%, when compared to 2021-22.

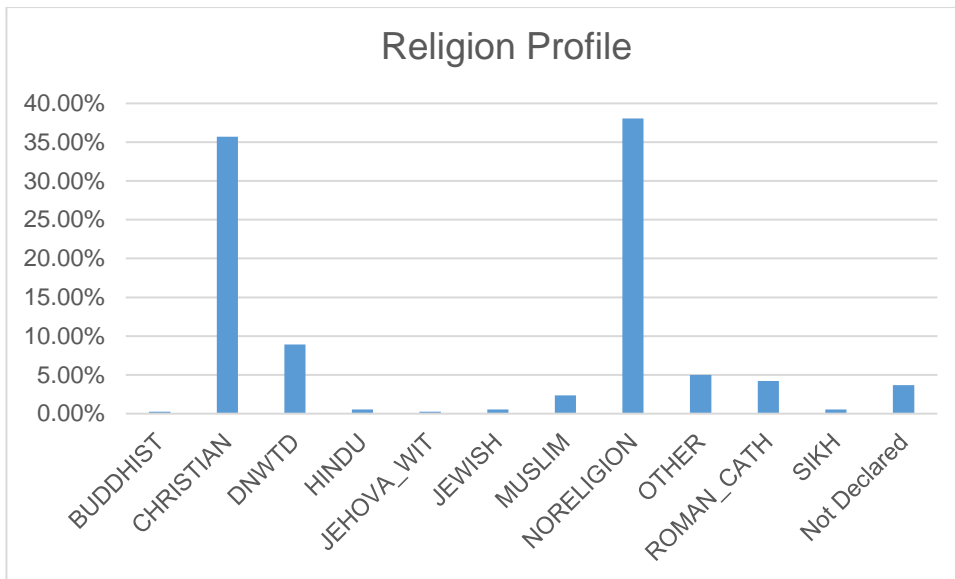
Applicant data

3% of candidates identify as LGBTQ+ and 90% as Heterosexual, with 7% preferring not to say. Of new hires, 7% identified as LGBTQ+ and 85% Heterosexual, with 8% preferring not to say.

7.0 RELIGION

The religion profile showed a significant change last year with an increase in 'No Religion' being declared. This remains at the same level, 38%.

The 2021 census reports 46.2% of respondents describing themselves as "Christian" and 37.2% as having "No Religion."



8.0 CONCLUSIONS AND RECOMMENDATIONS

Suggested actions:

1. Issue an annual all staff data update request with a reminder of the value of declaring protected characteristics
2. Continue to sustain an organisation culture where colleagues feel safe to declare.
3. Ensure inclusion remains a priority in the implementation of the People Strategy Action Plan.
4. Implement more comprehensive reporting for applicant data