



# Hertford Regional College

Equality and Diversity  
Annual Report  
2021-2022



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*HRC Higher Education Graduation 2022*

## Introduction

This report demonstrates how Hertford Regional College (HRC) is meeting the public sector general and specific equality duties, and provides evidence that the College shows due regard to:

- Eliminating discrimination, harassment and victimisation
- Fostering good relations between different groups, and
- Advancing equality of opportunity and creating a truly inclusive environment for all stakeholders

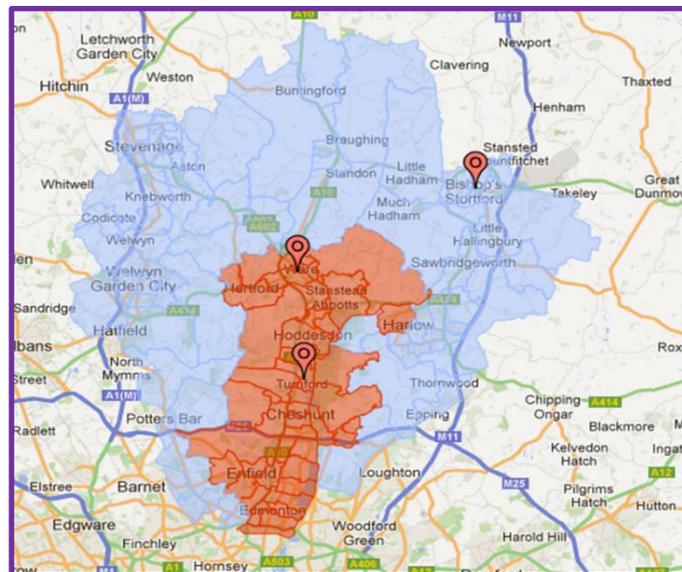
It encompasses quantitative and qualitative data and provides a summary on progress towards the College's equality objectives.

## Single Equality Scheme

Hertford Regional College has a single equality scheme that sets out in detail its equality objectives and the manner in which it assesses its performance in this area. The scheme can be viewed on our website.

## Our community

HRC is a medium-sized general further education College. It serves communities predominantly in East Hertfordshire, Broxbourne and North London. The College operates from its main campuses in Broxbourne and Ware, and also provides courses in a number of smaller community learning venues throughout the area. The majority of the College's learners are drawn from the Hertfordshire local authority area, with the rest travelling from out-of-borough locations such as Enfield and North London.



## Post 16 provision

The College provides a wide range of post-16 education and training including study programmes for 16- to 19-year-old learners, adult learning programmes, apprenticeships, higher education programmes, and provision for learners with high needs. The area in which the College sits is well served by sixth forms in local schools and academies.

## Demographics

The College's catchment area is large, diverse and relatively prosperous, although there are pockets of deprivation, particularly in the south of Broxbourne and in Enfield and North London.

## Eliminate discrimination, harassment and victimisation

The safeguarding team and personal tutors have strong external multi-agency connections including close contact with agencies such as Child and Adolescent Mental Health Service (CAMH), Educational Mental Health Practitioners, Virtual Schools, Child Exploitation and Online Protection (CEOP), social services, key workers, foster carers, police and child protection officers.

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.



Hate reporting campaign

All students are made aware of the limitations of confidentiality at the start of counselling appointments and 1:1s, and safeguarding awareness posters are displayed around college and in all classrooms.

All student surveys and complaints are analysed in relation to equality and diversity to ensure that any concerns in relation to equality and diversity are identified.

## Foster good relations between different groups

Over the past year our enrichment team ran a wide range of activities and awareness campaigns these included performances promoting disability rights, Mental Health stigma challenging campaigns and sessions, Global Acts of Unity anti-hate sessions, workshops on consent and sexism, activities promoting Black History Month, guest speakers to commemorate Holocaust Memorial Day, poster campaign promoting LGBTQ+ awareness month, to name but a few.



HND photography student work

## Advance equality of opportunity

The College has a number of services to advance equality of opportunity, including counselling, careers advice, financial support and Additional Learning Support. Examples of the impact of these services in 2021-22 include:

- In 2021-22 the college returned to a face to face HE parents' evening to raise awareness and aspirations within the college community.
- 447 students were supported by our welfare service and 319 by our safeguarding team.
- An anonymous reporting system was introduced to help overcome any barriers to making a report.
- The College became a 3<sup>rd</sup> party hate crime reporting centre.
- On a star rating of 1 to 5 students on average rated the careers support gained from advisors as 4.8.
- 736 students were supported by our ALS team.

*In the last Matrix Report in March 2022 stated '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'*

In the last published Ofsted inspection report, it was noted that *'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.'*



Public services parade in honour of the late Queen Elizabeth II, 2022



*Construction Learners British Values Flag*

### Promotion of Equality and Diversity across College and in teaching and learning

At HRC, students work well together and have respect for themselves and each other. Good promotion of equality and diversity across College results in a highly inclusive environment and effective embedding within the wider student experience. In particular:

- Comprehensive policies on bullying, harassment and discrimination are well understood and used to protect staff and students.
- A full calendar of events promoting equality and diversity were run by the enrichment team.
- Support for students is permeated by the College's commitment to equality and diversity. It is systematically embedded in the College calendar of events and challenged through partnerships nationally with Investors in Diversity and locally with community groups and employers.
- As part of their mandatory probation training, new staff complete the Education & Training Foundation/Future Learn training course – *Advancing Equality in Further Education*.

## Leadership and Management

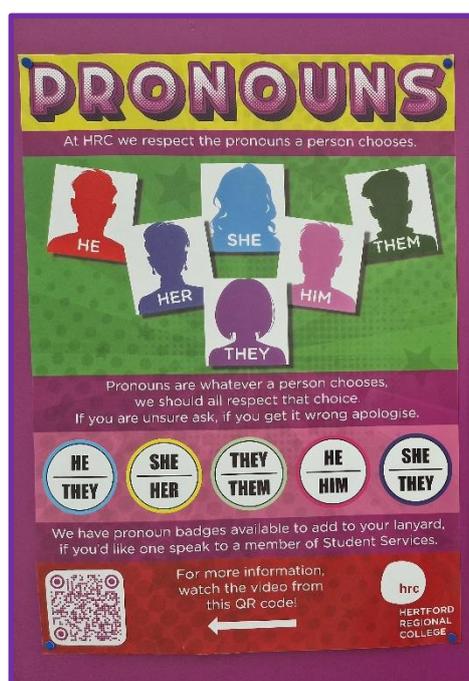
A strong line is taken to avoid discrimination, harassment and bullying. Student disciplinary and complaints are analysed to ensure that no group of learners are over-represented in terms of their ethnicity. The Disciplinary Policy has been recently reviewed and updated to ensure a greater level of positive engagement. An Exclusion Panel is convened in the case of any learner that is being excluded to ensure that all the evidence has been reviewed and that all stakeholders are clear on the action being recommended. Within individual departments there is proactive work around the organisation of positive teambuilding activities, and the rigorous and consistent application of policies relating to behaviour including bullying.

In the last published Ofsted inspection report, it was noted that *'Leaders have established an inclusive environment for all learners where learners and staff exhibit high levels of respect and tolerance with each other'*. Leaders and managers continue to focus on monitoring and where necessary closing any gaps in achievement.

Throughout 2021-22, regular monitoring of progress for different groups of learners where achievement gaps were identified in 2020-21 took place, ensuring improvement actions were identified, and that swift action was taken to reduce the variability in achievement rates between these different groups. The work around closing achievement gaps for groups of learners who have achieved below the national average continues in 2022-23.

## Our partners

We can only achieve an inclusive environment in partnership with our students, staff, parents, employers and community partners. We are fortunate in having many external relationships and work closely with them to our mutual benefit. These range from partnerships with statutory bodies like the police & health services to local businesses and charities.



*Pronouns awareness campaign*

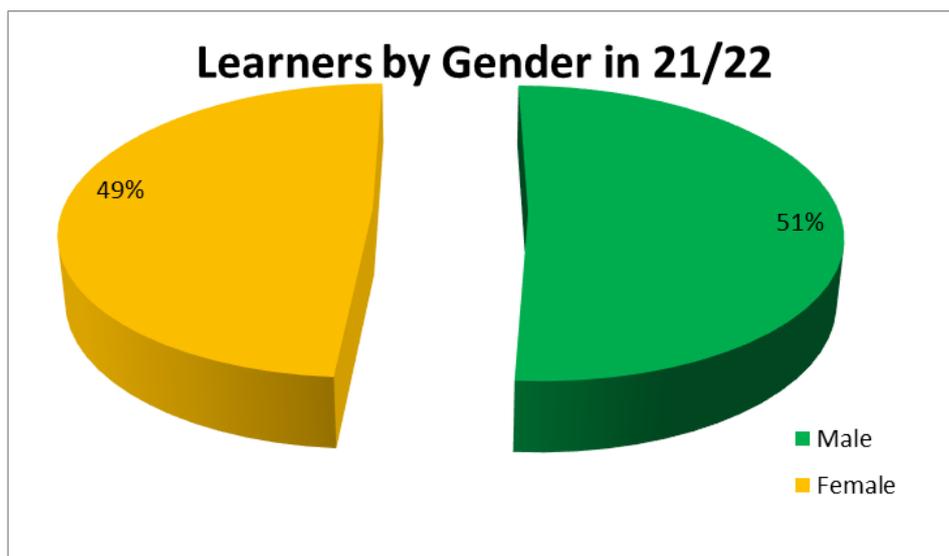
## Data relating to student participation

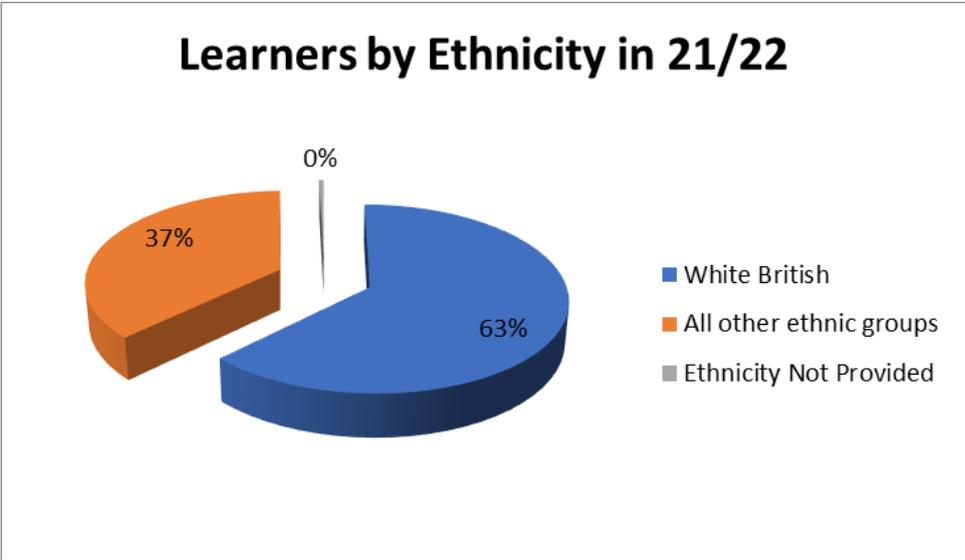
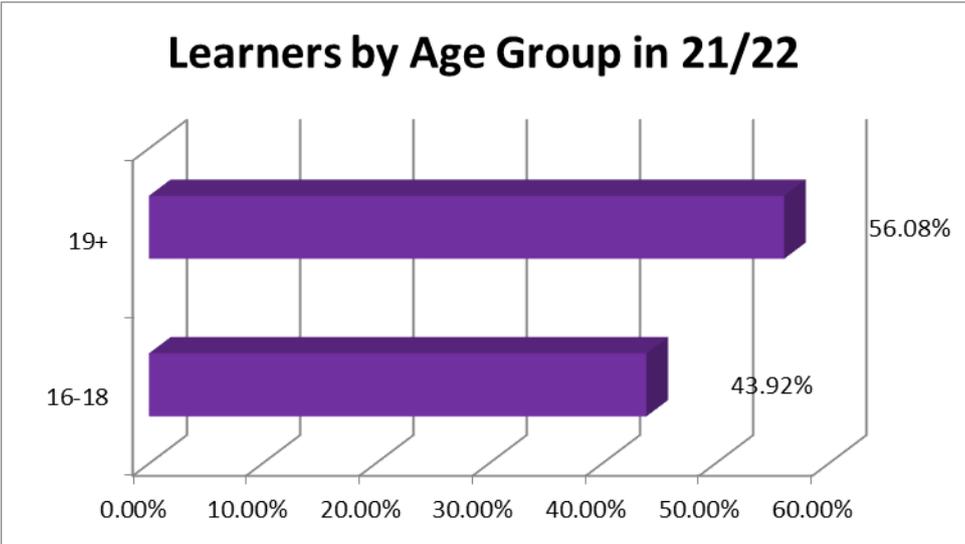
### Participation

The table below shows the number of funded learner enrolments for each type of provision in 2021-22

Type of provision	21/22
16-18 Study Programmes	1559
Adults (19+)	1769
Apprenticeships	398
High Needs Learners (counted within the three categories above)	154
School Partnerships	34
Additional referrals from schools	37
Princes Trust Teams	0
Higher Education	242

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





**Our Staff**

Each year an analysis of the overall staffing profile is provided along with their participation in staff development activities. The objective of the analysis is to identify whether there are any particular areas of concerns or discrepancies in participation based on the protective characteristics identified and to take remedial action where necessary.

HRC’s Equality and Diversity Staffing Profile report for the academic year 2021-22 is provided as Appendix 1.

## Performance against equality objectives

2021-22 concluded with the introduction of the College's new overall strategic plan focussed on making HRC an anchor institution which supports its served communities. To support the strategic plan a new Equity, Diversity & Inclusion group was established to replace the Inclusion & Impact group.

This group now leads on EDI matters for the College and has produced a strategy with objectives, aligned to refreshed EDI values. The College now subscribes to EDI values as prescribed 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.

These values underpin the activities of the EDI group who will set objectives in three main strategic areas:

1. Students – Recruitment, teaching & learning and student services
2. Employees – Recruitment, CPD and reward
3. Central and professional services – Communications and marketing, facilities and procurement.

In 2022/2023 our strategic aims to support EDI progress are to:

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

Specific objectives set for 2022/2023 based on our strategic aims are:

1. Implement a cross college EDI monitoring audit
2. Prepare systems and processes for enhanced data collection
3. Review student communications used at application and enrolment and 'keep warm' to assess for inclusivity and good practice
4. Analysis of disciplinary data at multiple levels
5. Investigate the information given on applicants to hiring managers

## APPENDIX 1

### INTRODUCTION

During 2021\_22, the college employed 359 staff and 13 hourly paid staff. We had 267 applications for vacancies advertised internally and externally.

In line with the College's Resourcing Procedure, recruiting managers are not provided with candidates' diversity information prior to interview. 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 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 stereotyping a role with images.

### GENDER PROFILE

#### 2.1 Candidate data

The college attracts a higher percentage of female applicants than males. This is representative of the gender profile for colleges where the employment of females is around 66% of the workforce.

The proportion of females when considered against male candidates show that 80% of Women are hired against 20% Males (a 2% decrease when compared to 2020\_21) which shows that Female are more successful at interview. Female applicants – 72% vs Males 27%. There is a 12% drop in Male hired applicants when compared to 2020/21 however only 7% of Males were unsuccessful within the recruitment stages which is a similar position for Females.

#### 2.2 Staff data

The gender balance of salaried staff is identified in the chart below. This has remained static for a couple of years.

Flexible working for both men and women to work part-time is equally available to men as it is to women and is highlighted at induction.

#### 2.3 Senior Leadership Team and direct reports

Staff working within the senior team (SLT) and their direct reports shows a high percentage of Females working at a senior level (57%). At an SLT level 67% are female.

### 3.0 DISABILITY PROFILE

2.5% of the workforce have disclosed a disability which has seen a decrease of 2.5% when compared with last year. There is far greater functionality to enable our employees to up-date their details through the new HR system, so it not felt there is barrier. However, turnover has seen an increase and therefore this will have impacted on diversity of the workforce. Declaration rates to be monitored and employees will be reminded to keep their details updated, as profile can change within employment.

7% of candidates applying to work at HRC declared a disability which has remained static compared with 2020\_21.

3% of candidates with a declared disability were appointed which is an increase (3%) when compared with 2020\_21.

### **AGE PROFILE**

The 21-30 and 31-40 age groups within the staff age profile has shown a slight increase (2%) when compared with 2020/21. The age profile of the staff employed is representative of the further education sector. We do not collect age data for applicants.

### **Ethnicity Profile**

The 2011 Census reported that the proportion of the total population that were in a minority ethnic group (i.e. not White-British) was 19.18%. It should be noted 2021 Census statistics in relation to ethnic groups will be released between November and December 2022

The college workforce is generally representative by having 18% non-white-British workforce, which has remained static for the last couple of years.

22% of candidates declared a 'BAME' backgrounds vs 72% White British. 16.% 'BAME' candidates hired vs 83.5% White British. An increase of 4.5% hired 'BAME' candidates when compared to 2020\_21.

### **5.0 SEXUAL ORIENTATION**

The college employs 79% of employees who have declared their sexuality as Heterosexual (+3% increase when compared to 2020\_21). The percentage of staff who identify as LGBTQ+ has increased by 2% when compared to 2020\_21.

3.75% of candidates identify as LGBTQ+ vs 86.5% as Heterosexual. 4.4% LGBTQ+ candidates hired vs 86.8% Heterosexual candidates.

### **RELIGION**

The religion profile shows a significant change from 2020\_21 in relation to No Religion being declared. This will be monitored, but it is felt that as staff have greater functionality of updating their data, this could be more representative. However, 40% of applicants declared No religion at the time of making their application.

### **6.0 CONCLUSIONS AND RECOMMENDATIONS**

Upon analysing the data there are some suggested management actions, detailed below Declaration rates for Disability will be monitored and staff will be reminded of where they can up-date their details, as there is a specific area to record this information. Due to functionality of the HR system, a user defined screen had to be created to capture data more accurately. This may or may not be having an impact. However, there is a 3% increase in applicants with a disability being successful at interview.

Declaration rates have increased significantly within the No Religion category, this category prior to the new HR system was called None, this may or may not be impacting on declaration rates.

It should be noted that Census data is yet to be released for 2021 and therefore a comparison in terms of ethnic groups is referencing data over 10 years old.

An increased of 4.5% candidates hired within 'BAME'.

LGBTQ applicants and hires have increased when compared with last year.

Suggested management actions:

- Investigate Disability declaration rates for existing staff
- Investigate No Religion declaration rates
- Ensure accuracy of data and prompt employee to review and up-date
- Continue to remind staff of the value of declaring protected characteristic as they use new system and continue to sustain an organisation culture where colleagues feel safe to declare.
- Ensure inclusion remains a priority in the implementation of the People Strategy Action Plan.