



Hertford Regional College

Equality and Diversity Annual Report 2018-19



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2019 Diversity Competition entry

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.

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 by clicking on the link below:

[Click here to access the Single Equality Scheme on our website](#) (Please Select "Click here to read the HRC Single Equality Scheme")

Our community

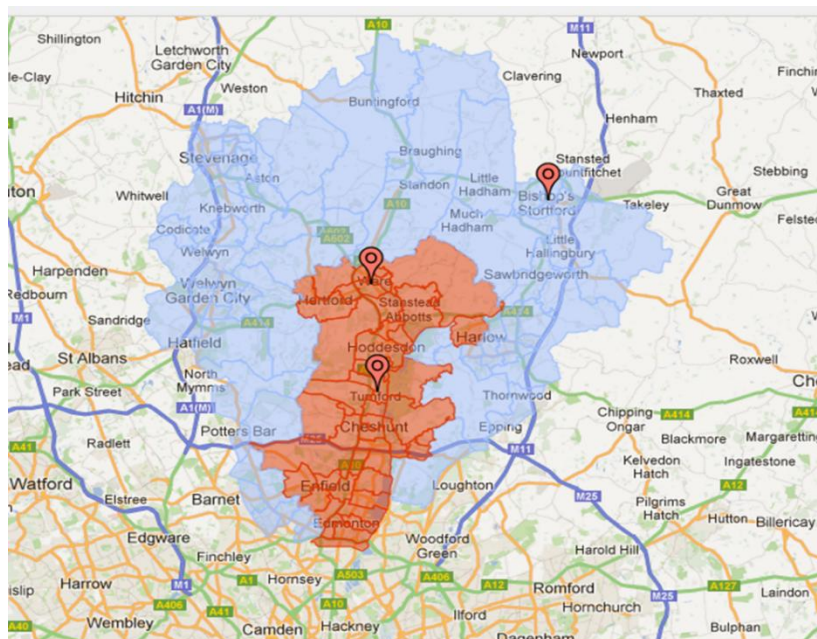
HRC is a medium-sized general further education College. It serves communities predominantly in East Hertfordshire, Broxbourne and North London. The College operates from its main campuses in Broxbourne and Ware, and also provides courses in a number of smaller community learning venues throughout the 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), The Anti Bullying Campaign Kidscape, Child Exploitation and Online Protection (CEOP), London Lesbian & Gay Switchboard, Muslim Youth Helpline, the NSPCC, 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 or through Moodle.

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

The HRC annual Diversity Competition is a celebration of the diversity of our college community. Groups of students and individual students submit entries on the theme of diversity. Judging is held at department and whole college level and the winners are presented with their awards at a formal presentation event.



2019 Diversity Competition entry

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 2018/19 include:

- In 2018/19 careers interventions have continued to increase, 1090 learners were seen by careers advisors compared to 978 in 2017/18.
- On a star rating of 1 to 5 students on average rated the careers support gained from advisors as 4.9. This was an increase on the previous year.
- Apprentices benefit from good support and guidance from trainers and employers, who use their extensive industrial experience to work closely together and ensure that programmes match apprentices' workplace needs and aspirations. All of the 182 completers in 2018/19 remained in employment on completing their apprenticeship programme (+7% on 2017/18), 38% received a pay rise.
- 95.9% of enrolments for High Needs learners on discreet LDD provision achieved the qualification.
- 88% of learners in receipt of Additional Learning Support successfully achieved their qualification, which is a 3% decline from 2017/18.

I have been given useful information to decide what to do when I finish this course: 87%
I know what I am going to do next year: 80%

'Additional careers resources have been much welcomed and have increased outputs and outcomes. In turn these resources will help the College to fulfil the DFE (Department for Education) Careers Strategy guidelines, including the Gatsby benchmarks. From the cited developments over the last 12 months, it is evident that cross college IAG (Information, advice and guidance) practices are being strengthened with the careers programme and implementation plan refresher', Matrix Assessor, April 2018.

'Learners and apprentices receive good impartial careers advice and guidance. Most take advantage of the plentiful opportunities to understand their next steps and shape their plans through careers guidance services provided by a team of appropriately qualified careers advisers and appropriate promotion at tutorials and well-planned cross-college careers events', Ofsted March 2018.



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.
- Highly active Inclusion and Impact Task Group, with strong representation across all departments, promotes significant activity and impact on the student and staff experience. The group regularly monitors progress for different groups of learners where achievement gaps are identified, along with examining underlying reasons and taking relevant action to support learners. In 2018/19, this resulted in improved achievement rates for the large majority of EDIM (Equality and Diversity impact measure) categories.
- An annual Diversity awards celebration takes place which is well attended and represented by the large majority of curriculum areas across college.
- 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. 97% of learners said that they understood what equality diversity meant in the student survey.
- Training in equality and diversity is good and 95% of staff have completed E&D training; of those not completed, 3% are new staff in probation who will need to complete in order to pass their probation. E&D themes are effectively embedded into the wider staff development opportunities.
- An introduction to equality and diversity is included during the college induction event, with additional online training to be completed during the probationary period.
- The College prioritises equality and diversity well by requiring all managers to embed EDIMS into their Quality Improvement Plan.

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.

During the last Ofsted inspection, it was identified that *'Leaders have established an inclusive environment for all learners where learners and staff exhibit high levels of respect and tolerance with each other'*, Ofsted March 2018. Leaders and managers continue to focus on monitoring and where necessary closing any gaps in achievement.

Throughout 2018/19, regular monitoring of progress for different groups of learners where achievement gaps were identified in 2017/18 took place, ensuring improvement actions were identified, and that swift action was taken to reduce the variability in achievement rates between these different groups. This resulted in improved achievement rates in the large majority of EDIM categories, and the work around closing the achievement gap for the groups of learners who have achieved below the national average continues in 2019/20.

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.

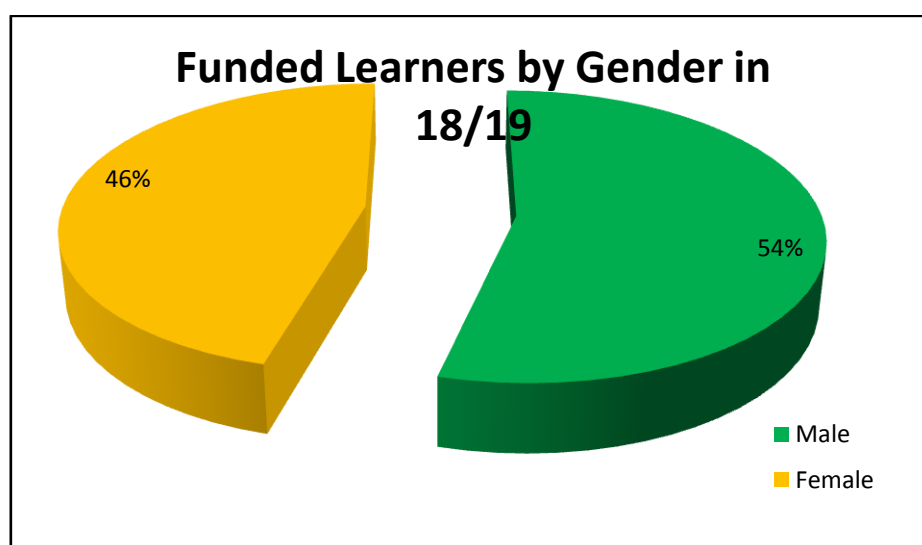
Data relating to student participation

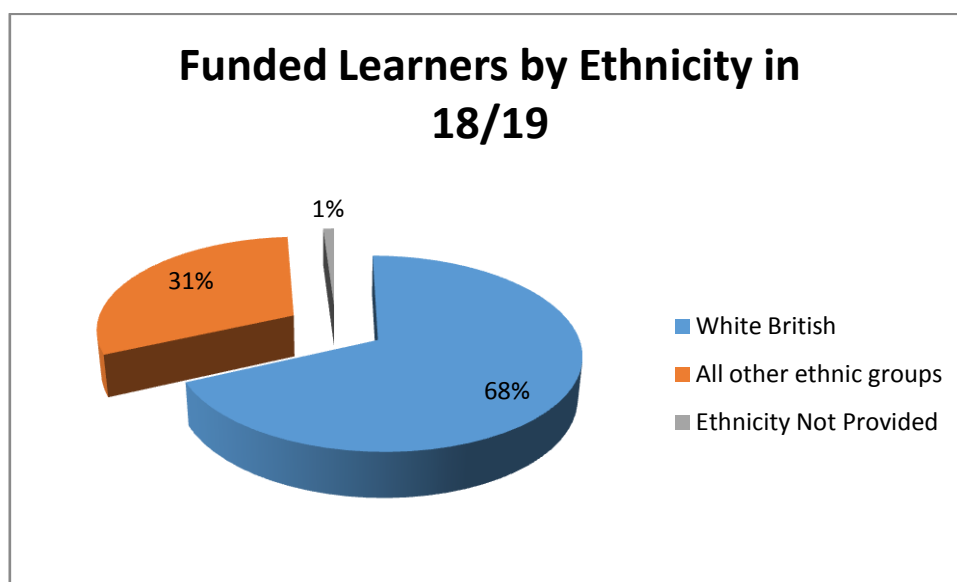
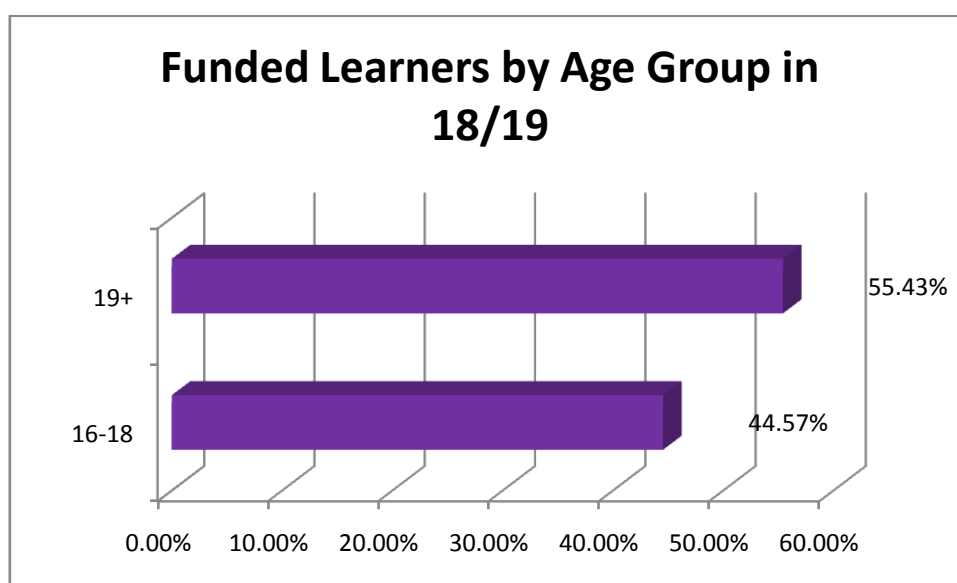
Participation

The table below shows the number of funded learner enrolments for each type of provision in 2018/19

Type of provision	18/19
16-18 Study Programmes	1807
Adults (19+)	1201
Apprenticeships	741
High Needs Learners (counted within the three categories above)	91
School Partnerships	69
Additional referrals from schools	51
Princes Trust Teams	92
Higher Education	275

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 2018/19 is provided as Appendix 1.

Performance against equality objectives

Objectives were originally agreed based on analysis of the student cohort completing in 2013/14 and are reviewed each year by the Equality & Impact Group. The progress against these objectives has been based on an analysis of the student cohort completing in 2018/19.

- **Monitor participation and success of a wider range of learners by increasing the number of groups in the annual equality and diversity report by two per year over the next four years.**

Achievement rates for the majority of EDIM categories improved in 2018/19. The groups that were added for monitoring throughout 2018/19 were 'Free school meals' and 'Looked after children'.

- Achievement for 'Looked after Children' was very good at 94% (38 learners) and an increase of 5% on 2017/18.
- Caribbean learners 86.7% (241 leavers) which is +1.6% NA and +6.4% 2017/18.
- Achievement for 'Free school meals' was very good at 87% (267 learners) and remains at the high level compared to 2017/18.

- **Reduce the gender success gap for three curriculum areas with a traditional gender participation gap.**

Achievement gaps in all curriculum areas are significantly lower than three years ago.

- **Increase the achievement rate of BME (black and minority ethnic) heritage learners at Level 2 by 3% over 4 years.**

Level 2: 2014/15 = 76.0%; 2015/16 = 79%; 2016/17 = 64.9%; 2017/18 = 79.2%; 2018/19 85.1% (excludes White British and Not Known). Over the last 4 years, the achievement rate has increased by 9%.

- **Increase the achievement rates of male 16-18 year-old learners by 5% over 4 years.**

Male 16-18: 2014/15 = 67.5%; 2015/16 = 71.2%; 2016/17 = 71.0%; 2017/18 = 81.3%. 2018/19 83.2% Over the last 4 years, the achievement rate has increased by 15%.

- **Increase BME participation for apprenticeship starts by 5% over 4 years.**

For 2014/15 = 3.2%, 2015/16 = 6.7%, 2016/17 = 8.1%, 2017/18 = 7.1%, 2018/19 = 9.5%. Over the last 4 years, the participation rate has increased by 6.3%.

- **Increase employee declaration rates in all categories to at least 95%.**

Overall employee declaration rate in 2013/14 was 89%, in 2014/15 = 91%, in 2015/16 = 94%, in 2016/17 = 89%, in 2017/18 = 91%, in 2018/19 = 100%

APPENDIX 1 - Hertford Regional College Equality and Diversity Staffing Profile

ACADEMIC YEAR 2018/19

1.0 INTRODUCTION

The purpose of this report is to update the Impact and Inclusion group in relation to equality and diversity data relating to employees and candidates. During 2018/19, the college employed 371 staff and 44 hourly paid staff. We had 422 applications for vacancies advertised internally and externally and an additional 39 applications which were given to HRG and therefore these do not form part of the overall statistics.

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 comply with our duties, we do make recruiting managers aware of any applicants declaring a disability.

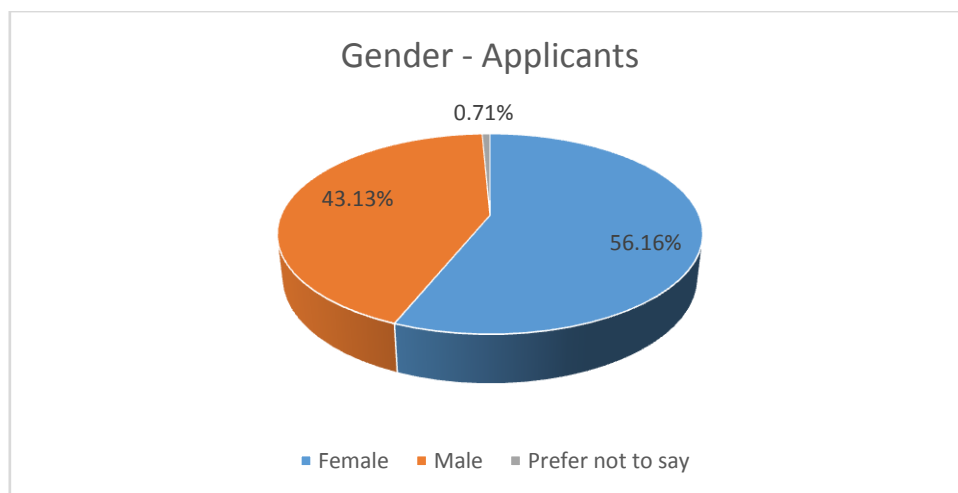
To encourage a wide range of applications, the college advertisements are neutral in their design to discourage applications from all sections of the community and is opposed to stereotyping a role with images.

2.0 GENDER PROFILE

2.1 Candidate data

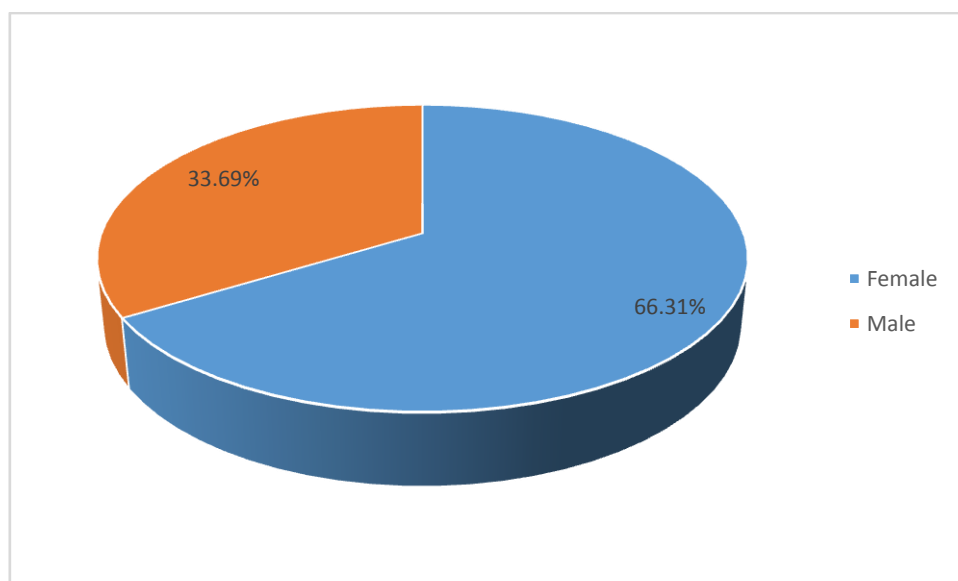
The chart below shows that the college attracts a higher percentage of female applicants than males. This is representative of the gender profile for colleges where the employment of females is around 68% of the workforce. The proportion of female and male candidates that apply are the same proportion as those that are subsequently offered a role. Female applicants – 54% vs Males 43% and female applicants hired 55% vs Males 43%.

It would appear that the gender balance for applicants is more balanced than the staffing profile, which represents a 32% difference. However, 2018/19 the staffing gender profile has decreased by 2% females when compared with previous academic years.



2.2 Staff data

The gender balance of salaried staff is identified in the chart below. Like last year, there is an increase in Males by 1.69% and 2% drop in females.



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 (71%). At an SLT level the split is 15% more females.

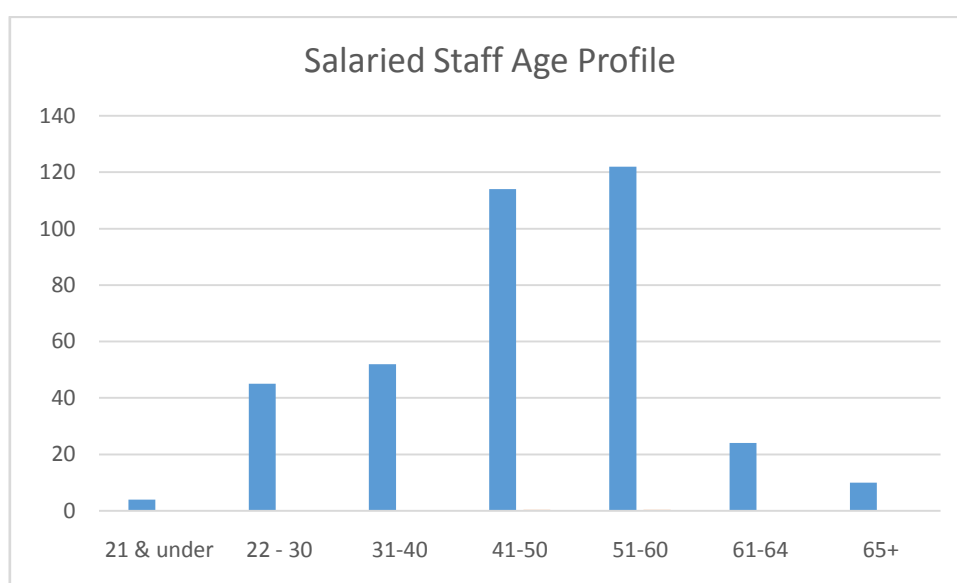
3.0 DISABILITY PROFILE

3.5% of the workforce have disclosed a disability which has seen a 0.15% decrease when compared with last year.

3.8% of candidates applying to work at HRC declared a disability. 3.32% of candidates were selected for interview which is over 99% of total applicants with a disability. This highlights our pledge to interview if those with a disability meet the minimum essential requirements. Out of 65 applicants offered, 6.25% had a disability.

4.0 AGE PROFILE

All groups within the staff age profile have seen a fluctuation. The highest proportion being 31-40 age group which has seen a 4% drop. The age profile of the staff employed is representative of the further education sector. We do not collect age for applicants.



5.0 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%. The college workforce is generally representative by having 17% non-white-British workforce.

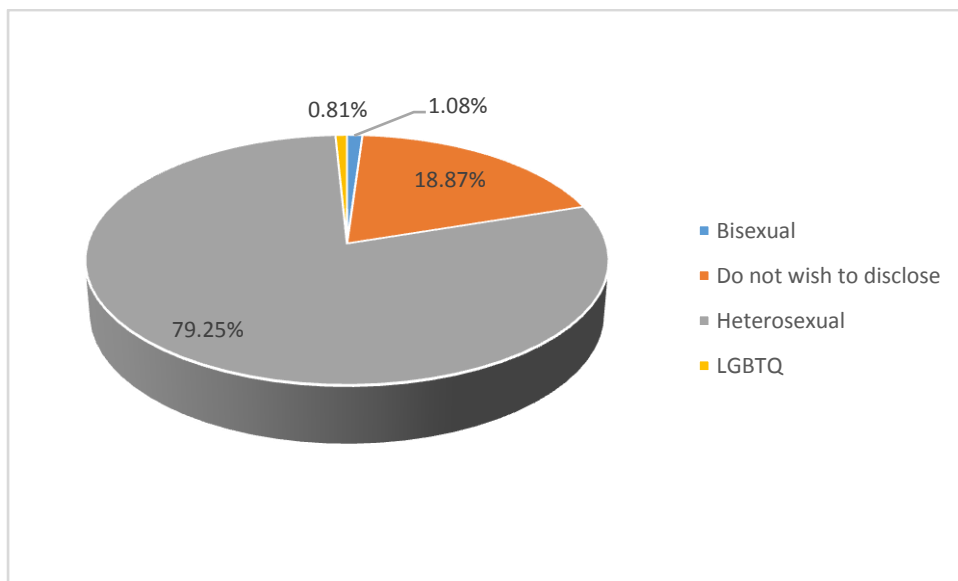
ETHNICITY	COLLEGE ETHNICITY PROFILE %
Asian	2
Black	6.5
Mixed	1
White British	80
White other	5.5
Do not wish to disclose	2
Any other	2

The overall BAME workforce has increased by 2.6%.

30% of candidates declared a BAME backgrounds vs 69% White British. 29% BAME candidates were shortlisted for interview vs 68% White British and 19% were offered a role vs 81% White British.

6.0 SEXUAL ORIENTATION

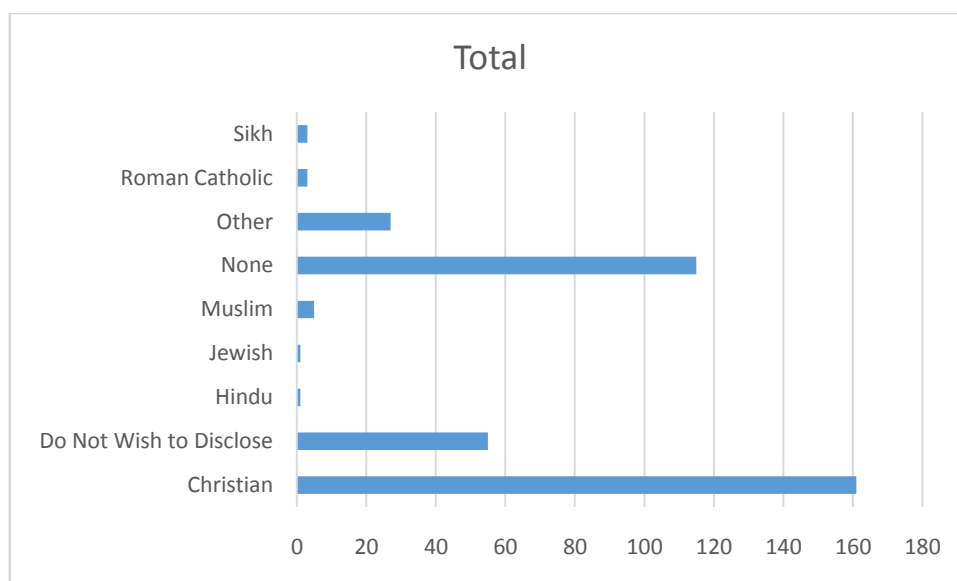
The graph below shows that the college employs 79% of employees who have declared their sexuality as Heterosexual. There has been an increase of 0.5% in LGBTQ and a reduction of unknowns to Zero – last year this accounted for 9%, so has had a positive impact on declaration results.



95% candidates were Heterosexual. Less than 1% of candidates declared themselves as LGBTQ.

7.0 RELIGION

The religion profile does not show any significant changes from 2017/18.



6.0 CONCLUSIONS AND RECOMMENDATIONS

Upon analysing the data there are some suggested management actions, detailed below. Declaration rates have continued to improve, however changes in recruitment methods such as accepting CVs for some roles has impacted on data collection within the applicant tracking system. There is no resolution for this – however keeping this types of application method to a minimum is suggested.

The number of LGBTQ candidates applying for role is low – although it must be noted that they may not wish to disclose. Advertisement methods can be reviewed in light of this. However much of recruitment is through job boards, so perhaps a review of text or commitment to link to LGBTQ organisation such as Stonewall.

Suggested management actions:

1. Look at affiliation to LGBTQ groups to promote HRC as an equal opportunities employer



2019 Diversity Competition entry