

# QUALITY AND STANDARDS COMMITTEE

25th November 2020

## ANNUAL EQUALITY AND DIVERSITY REPORT 2019/20

This report is being submitted for information and approval.

### **1. Safeguarding and Equality and Diversity Committee**

The Equality and Diversity Committee and the Safeguarding Panel continued to meet through the 2019/20 academic year in order to oversee the College's operation within these areas. This Committee meets termly and in 2019/20 met on 23<sup>rd</sup> October 2019, 11<sup>th</sup> March 2020 and 1<sup>st</sup> July 2020. The 1<sup>st</sup> July meeting was undertaken via Microsoft Teams due to the Coronavirus pandemic.

The Committee discussed matters covering Safeguarding, Child Protection, the Prevent Duty, Mental Health and Equality and Diversity. All of these areas are complex and comprehensive discussion took place around the policies, procedures and practices within each of these areas.

Members of the Safeguarding and Equality and Diversity Committee thought this academic year were :-

- Tony Ford, (Link Governor)
- Igor Andronov (Link Governor)
- Laura Johnston (Link Governor),
- Jo Ricketts, Deputy Principal
- Debra Baldwin, Director of Personnel, Designated Safeguarding Lead and Equality and Diversity lead
- Bev Jackson, Head of Student Services, NSC and HLC
- Viv McLaughlin, Head of Student Services, HLC
- Nigel Kedward, Team Leader, HLC
- Alison Wells, Safeguarding Coordinator, HLC
- Carl Morris, Head of Ludlow College and Director of North Shropshire College
- Laura Milatos, Business Development Coordinator, County Training, County Training
- Sally Cassels, Learner Services Officer, Ludlow College
- Sarah Harris, Student HUB Coordinator
- Jonathan Gill, Assistant Principal, Faculty of Technology Studies and Director of County Training
- Alyson Moon, Assistant Principal, Faculty of Community Studies and Faculty of Land Based Studies
- Neil Church, Team Leader, Ludlow College

The Safeguarding and Equality and Diversity Committee covered a wide variety of subjects within both of the areas that it covers which included :-

- Looked After Children and Personal Education Plans update
- MyConcern system update
- DSL and Deputy DSLs meetings update
- ARGUS Counter Terrorism Training – 22.10.19
- Far right extremism, Generation Identity and British Revival
- Peer on Peer policy and arrangements
- Student drugs awareness
- COVID 19 update
- Single Equality Scheme 2019-20 review
- Equality and Diversity promotion update
- Quality and Standards E & D report
- OTL update – best practice update
- Student support during holiday period
- KCSIE 2020 and 2019
- MyConcern v EBS guidelines update
- Fitness to study policy
- Campus security
- Staff training/awareness – 3<sup>rd</sup> April and 10<sup>th</sup> July 2020
- Equality and Diversity week
- Equality and Diversity National days promotion
- Equality and Diversity Annual Report 2018/19
- Contextual safeguarding
- Drugs and knife crime
- Upskirting
- MyConcern training
- Staff briefing 3<sup>rd</sup> April 2020
- Student training/awareness
- Safeguarding Annual Report 2018/19
- HLNSC Prevent Risk assessment
- HLNSC Prevent Strategy and action plan
- HLNSC Safeguarding and Child Protection policy
- HLNSC Safeguarding Action Plan
- Review of individual safeguarding/child protection incidents

## **2. Learner Performance**

Learner Performance is reported in this section for Herefordshire, Ludlow College and North Shropshire College (HLNSC). The data within this report is taken from FE data which is similar to the data used for the College's main retention reports in the QIR and similar also to the Proachieve rules applied data. There are different ways of reporting on student data so these figures may not be the same as those used in other reports.

### **Introduction**

Student achievement data for the 2019/20 academic year is detailed within this section is 85%

The data is shown by protected characteristic groups including gender, age, ethnicity, disability and socio-economic background in order to give an indication of how

students within these groups are performing and being supported whilst at College. In addition data is also provided for those students who are classed as looked after children and/or vulnerable. Vulnerable learners are those recorded on the College's Safeguarding system, MyConcern.

These are the learners who are experiencing issues within their lives to varying degrees that are likely to impact on their ability to learn and succeed at College.

The College continues to provide a comprehensive student support mechanism for all students in need of additional help while studying. Assessments are made as to the best options for support for each individual student and wrap around services are put in place to ensure that the relevant and individual support is provided to each learner depending upon their needs. The College has robust discrimination and bullying procedures in place to deal with any instances that may occur. This is in order to ensure that all students within any of the protected characteristics groups do not suffer a detriment which in turn affects their wellbeing and ability to achieve academically.

Various planned meetings took place during this academic year to ensure the quality of teaching and assessment and to monitor student support and achievement. Quality Summits continued together with Courses with Serious Concerns. These meetings were chaired by College Principal and/or Deputy Principal and included the relevant senior manager and middle manager. In some cases teaching staff were also present to discuss any issues that were occurring within particular courses.. Students who are at risk of not completing their course are also identified and actions put in place to give them the best chance of success.

Each curriculum area undertakes regular team meetings which look at individual students and cohorts. Action are considered and put in place to ensure that individual student performance is monitored and actions implemented where improvement is required.

The Safeguarding and Equality and Diversity Committee and Quality and Standards Committee were provided with reports showing student retention throughout the 2019/20 academic year together with any gaps being seen between groups of protected characteristics. Any larger gaps are discussed and information provided on actions being taken to address these. The data reviewed during the 2019/20 year was extremely encouraging with very few issues being seen.

- **Gender**

This data shows the success rates for the 2019/20 academic year for male and female learners.

Achievement rates for both male and female students are good at 84% (f) and 87% (m) although slightly lower than the previous year of 87% (f) and 88% (m).

	<b>Starts</b>	<b>Ach%</b>
<b>F</b>	4336	84%
<b>M</b>	2450	87%
<b>Total</b>	<b>6786</b>	<b>85%</b>

Data at course level also shows that male and female learner success rates are good with small differences between the two genders. Student numbers should be considered when comparing each level

	Starts		Ach%	
	F	M	F	M
<b>Level 1</b>	635	888	85%	88%
<b>Level 2</b>	2571	750	81%	83%
<b>Level 3</b>	1123	810	90%	89%
<b>Level 4&amp;5</b>	7	2	50%	50%
<b>Total</b>	<b>4336</b>	<b>2450</b>	<b>84%</b>	<b>87%</b>

- **Age**

Data for these two age groups show a gap of 4% which is good. The overall total of 85% is good but slightly lower than the previous year of 88%.

	Starts	Ach%
<b>16-18</b>	3008	87%
<b>19+</b>	3778	83%
<b>Total</b>	<b>6786</b>	<b>85%</b>

When looking at course level the most significant gaps are at levels 1 and 3.

	Starts		Ach%	
	16-18	19+	16-18	19+
<b>Level 1</b>	673	850	82%	90%
<b>Level 2</b>	625	2696	86%	81%
<b>Level 3</b>	1710	223	91%	85%
<b>Level 4&amp;5</b>		9	n/a	50%
<b>Total</b>	<b>3008</b>	<b>3778</b>	<b>87%</b>	<b>83%</b>

- **Ethnicity**

The data below breaks down the achievement rate within the various groups. The group of Asian or Asian British students shows the lowest achievement rate at 78%. Black/African/Caribbean/Black British and Other ethnic Group – Arab had the highest achievement rate of 91%.

	Starts	Ach%
<b>White British</b>	6012	85%
<b>White - any other White background</b>	474	82%
<b>Mixed / Multiple Ethnic Group</b>	74	81%
<b>Asian or Asian British</b>	98	78%

<b>Black / African / Caribbean / Black British</b>	56	91%
<b>Other</b>	20	84%
<b>Other ethnic Group - Arab</b>	34	91%
<b>Not Known/Provided</b>	18	50%
<b>Total</b>	<b>6786</b>	<b>85%</b>

The tables below compare student numbers and achievement rates by course level.

	<b>Starts</b>							
	White British	White - any other White background	Mixed / Multiple Ethnic Group	Asian or Asian British	Black / African / Caribbean / Black British	Other	Other ethnic Group - Arab	Not Known/ Provided
<b>Level 1</b>	1177	234	26	36	6	10	30	4
<b>Level 2</b>	2994	177	30	54	41	9	3	13
<b>Level 3</b>	1833	62	18	8	9	1	1	1
<b>Level 4&amp;5</b>	8	1	0	0	0	0	0	0
<b>Total</b>	<b>6012</b>	<b>474</b>	<b>74</b>	<b>98</b>	<b>56</b>	<b>20</b>	<b>34</b>	<b>18</b>

	<b>Ach%</b>							
	White British	White - any other White background	Mixed / Multiple Ethnic Group	Asian or Asian British	Black / African / Caribbean / Black British	Other	Other ethnic Group - Arab	Not Known/ Provided
<b>Level 1</b>	89%	79%	81%	69%	100%	80%	90%	75%
<b>Level 2</b>	82%	83%	77%	81%	88%	89%	100%	46%
<b>Level 3</b>	90%	93%	89%	100%	100%	n/a	n/a	0%
<b>Level 4&amp;5</b>	50%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>85%</b>	<b>82%</b>	<b>81%</b>	<b>78%</b>	<b>91%</b>	<b>84%</b>	<b>91%</b>	<b>50%</b>

- **Learning difficulty, disability or health problems**

Learners within this category have declared a disability, learning difficulty or health problem at some stage of their studies. Learners are asked at the application stage to declare any conditions that fall within these categories. Data is built on these responses. Learners are then added to this group throughout the academic year as necessary.

The data shows that the achievement rates for both disabled and non disabled cohorts is 85%. This demonstrates that the support mechanisms in place are effective in ensuring that students in both groups are encouraged to achieve their potential.

	<b>Starts</b>	<b>Ach%</b>
<b>Disabled</b>	1702	85%
<b>Not Disabled</b>	5084	85%
<b>Total</b>	<b>6786</b>	<b>85%</b>

The data table below shows achievement rates at the different course levels. This data shows the gap between learners within the two categories. At some levels disabled learners achieved at a higher rate, levels 1 and 2.

	Starts		Ach%	
	Disabled	Not Disabled	Disabled	Not Disabled
<b>Level 1</b>	514	1009	88%	86%
<b>Level 2</b>	732	2589	83%	81%
<b>Level 3</b>	454	1479	88%	91%
<b>Level 4&amp;5</b>	2	7	0%	75%
<b>Total</b>	<b>1702</b>	<b>5084</b>	<b>85%</b>	<b>85%</b>

- **Socio-economic background**

Learners are categorised within 'eligible' or 'not eligible' dependent upon their home post codes. The 'eligible' category is defined by the Government who decide which code areas within Herefordshire and other counties are to be considered as deprived.

The table below showed that the achievement rate within this 'eligible' group was 82% compared to 86% for those classified at 'not eligible'. In 2018/19 the achievement rates were 86% for eligible and 88% for not eligible so slightly higher. The gaps between the two groups however are encouraging.

	Starts	Ach%
<b>Eligible</b>	1279	82%
<b>Not Eligible</b>	5507	86%
<b>Total</b>	<b>6786</b>	<b>85%</b>

When comparing success rates at course level, it can be seen that there are gaps at all levels with the 'not eligible' learners achieving at a higher rate. It is still encouraging however that eligible learners are achieving at 80% +.

	Starts		Ach%	
	Eligible	Not Eligible	Eligible	Not Eligible
<b>Level 1</b>	338	1185	83%	88%
<b>Level 2</b>	767	2554	80%	82%
<b>Level 3</b>	174	1759	86%	90%
<b>Level 4&amp;5</b>	0	9	n/a	50%
<b>Total</b>	<b>1279</b>	<b>5507</b>	<b>82%</b>	<b>86%</b>

- **Looked After Children**

The term 'looked after children and young people' is generally used to mean those looked after by the state, according to relevant national legislation which differs

between England, Northern Ireland, Scotland and Wales. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care.

The term is also used to describe 'accommodated' children and young people who are looked after on a voluntary basis at the request of, or by agreement with, their parents.

The data table below shows that LAC student achievement rate was 82% compared to non LAC of 85%. Even though there is a 3% gap this outcome is still very encouraging as LAC students will be experiencing difficulties in their lives. It shows that the support LAC students receive at College is effective in helping them to succeed in their studies. The rate for 2019/20 of 83% is lower than the 89% reported in 2018/19.

	<b>Starts</b>	<b>Ach%</b>
<b>LAC</b>	58	82%
<b>Non LAC</b>	6728	85%
<b>Total</b>	<b>6786</b>	<b>85%</b>

The data below shows positive results at levels 1 and 2. The gap at level 3 is 46% which would be concerning without taking the low number of LAC starts of 10 at this level compared to 1,923 non LAC starts.

	<b>Starts</b>		<b>Ach%</b>	
	<b>LAC</b>	<b>Non LAC</b>	<b>LAC</b>	<b>Non LAC</b>
<b>Level 1</b>	27	1496	93%	87%
<b>Level 2</b>	21	3300	86%	82%
<b>Level 3</b>	10	1923	44%	90%
<b>Level 4&amp;5</b>	0	9	n/a	50%
<b>Total</b>	<b>58</b>	<b>6728</b>	<b>82%</b>	<b>85%</b>

- **Vulnerable students**

This category of vulnerable learners covers those students who have experience issues within their lives and are recorded on the College's MyConcern system as having safeguarding or child protection situations to deal with. These situations can be low level issues of relationship problems up to high level issues of self harm, suicide thoughts and attempts or have suffered serious abuse. This makes this category of learner the most vulnerable.

The achievement rate for these students of 72% was the same as for the 2018/19 academic year. Retention rates for this group remained strong throughout 2019/20 which is a very good result as these learners are more likely to remove themselves from education due to the pressure they feel from the major issues occurring in their lives. The College has effective methods to support these learners and does all this it can to ensure that they have a safe place to study.

	<b>Starts</b>	<b>Ach%</b>
<b>VL</b>	86	72%
<b>Non VL</b>	6700	85%
<b>Total</b>	<b>6786</b>	<b>85%</b>

The data at various levels shows some significant gaps as would be expected at all levels. Work was undertaken throughout the year by teaching and support staff to provide these students with the best opportunity possible.

	Starts		Ach%	
	VL	Non VL	VL	Non VL
<b>Level 1</b>	50	1473	66%	87%
<b>Level 2</b>	9	3312	56%	82%
<b>Level 3</b>	26	1907	92%	90%
<b>Level 4&amp;5</b>	1	8	0%	60%
<b>Total</b>	<b>86</b>	<b>6700</b>	<b>72%</b>	<b>85%</b>

#### **4. The Single Equality Scheme (SES) 2019/20**

The SES for the 2019/20 academic year was in place and monitored through the Safeguarding and Equality and Diversity Committee as well as the Quality and Standards Committee. The SES was merged in 2019/20 to cover both North Shropshire College and Hereford and Ludlow College. The SES was published on the College's various web sites.

#### **5. The Single Equality Scheme (SES) 2020/21**

The SES for the academic year 2020/21 has been drafted and is being presented to the Quality and Standards Committee on 25<sup>th</sup> November 2020 for approval. After this it will go to CMT and the Safeguarding and Equality and Diversity Committee and finally to the Board.

#### **6. Herefordshire College meetings**

Meetings with the other three Colleges in Hereford did take place during 2019/20 but to a lesser extent due to time constraints on the partners involved. The meetings that did take place covered Equality and Diversity issues that these organisations were experiencing and dealt specifically with actions taken against homophobic and transphobic behaviour. The meetings also looked at the approaches used to ensure that the Equality Duty was fulfilled.

#### **7. Equality and Diversity Week 2019/20**

This event did take place in 2019/20 but was a virtual event due to the Coronavirus pandemic. Materials and resources were available to staff and students together with quizzes and word searches. Staff, students and Governors were encouraged to take part in displaying a personal attribute which defined them. These were photographed and shared.

#### **8. Training**

Staff and student training and development continued through the 2019/20 academic year.

Staff Development focused on:-

- Managing challenging behaviour
- Anti bullying procedures
- Concepts of Pedagogy for the Contemporary Classroom
- Differentiation, Pace, Stretch and Challenge
- Teaching Personal Development, Behaviour and Welfare
- Recognising mental health issues in yourself and others
- Managing stress levels in yourself and your staff
- Prevent duty
- Teaching and learning materials and tips for tutors
- Managing conflict
- Keeping Children Safe in Education part 1
- COVID 19 and working from home
- Lock down procedures
- Autism awareness
- Resilience
- Getting the most out of returning to work following COVID 19 lock down
- Supporting remote learning
- COVID 19 update
- Understanding ADHD, dyslexia and dyscalculia
- Individual review of teaching, learning and assessment

## **9. Observation of Teaching and Learning**

The Safeguarding and Equality and Diversity Committee received reports from Jo Ricketts, Deputy Principal, which highlighted the use of E&D examples within lessons. Teaching staff continue to be provided with support and materials to assist them in bringing E&D into their lessons and making it relevant to their subject areas.

## **10. COVID 19**

At the beginning of the pandemic in March 2020 the College Management Team set about putting additional support, procedures, protocols and risk assessments in place to ensure that both staff and students remained as safe and healthy as possible during the lockdown period. Students were suddenly learning remotely at home where their wellbeing could be a concern without any face to face contact with their teachers. Teaching staff and support staff worked hard to keep contact with learners to ensure that they still had a mechanism for talking about and/or reporting E&D and safeguarding issues that they were still experiencing. Being unable to come into College was for some staff and students an issue and affected their wellbeing. The College supported individuals as much as possible and ensured that the procedures for reporting bullying and discrimination were still in place, relevant and working. During the lock down period reports of E&D related issues continued to be reported and dealt with. An appendix was added to the College's safeguarding policy which outlined this approach.

**Debra Baldwin**  
**Director of Personnel**  
**18<sup>th</sup> November 2020**