

# QUALITY AND STANDARDS COMMITTEE

22nd November 2018

## ANNUAL EQUALITY AND DIVERSITY REPORT 2017/18

This report is being submitted for information and approval.

### 1. County Training

This report covers County Training as well since the merger in on 1<sup>st</sup> May 2016.

### 2. Equality and Diversity Committee

The Equality and Diversity Committee met 3 times during the 2017/18 academic year. Members of the Committee were :-

- Liz Patrick, Governor representative
- Tony Ford, Governor representative
- Jo Ricketts, Deputy Principal
- Debra Baldwin, Director of Personnel and Equality and Diversity lead
- Mandy Davies, Head of Learner Services – part year
- Nigel Kedward, Team Leader
- Alison Wells, Safeguarding Officer
- Carl Morris, Head of Ludlow College and Director of County Training
- Julia Davis, Acting Head of Learner Services – part year
- Laura Milatos, Business Development Coordinator, County Training
- Atlanta Hazlewood, Student Support Adviser

Liz Patrick, Governor, attended her last meeting on 27<sup>th</sup> June 2018. Liz was thanked for her contribution to the committee over the last few years.

Members discussed a variety of matters associated with improving the Equality and Diversity culture of the organisation, these included :-

- E & D week –plans for 2017
- OTL report update
- Training sessions by Anna James and Eve Johnston
- County Training/HLC policies and procedures
- E & D Annual Report 2016/17
- E & D week –plans for 2018
- OTL report update
- Single Equality Scheme 2017/18
- Q & S Reports
- Governors Workshop 3th July 2018
- Annual E & D report 2016-17

The minutes of the last two meetings are attached, 27<sup>th</sup> June 2018 and 24<sup>th</sup> October 2018.

### **3. Learner Performance**

Student success data for the 2017/18 academic year is detailed within this section and is high at 89% compared to 88% in 2016/17. 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 log and now on the MyConcern system which was introduced to Hereford and Holme Lacy campuses in May 2018. These are the learners who are likely to be experiencing a number of minor to major issues in their lives which could impact on their ability to learn and succeed.

The College continues to ensure that the relevant and individual support is provided to each learner depending upon their needs. Mechanisms are in place to ensure that students can achieve their potential whilst being supported and monitored by College staff and systems. College staff are dedicated to ensuring that learners have the best possible experience at College and do not suffer from discrimination or bullying due to any of their protected, or other, characteristics.

Quality Summits continue to take place each year. Attended by the College Principal and/or Deputy Principal. These summits look at each learner studying on courses throughout the College and focus is given to any support that is in place for individuals or any support that would improve the chances of success. 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.

Courses with Serious Concerns meetings continue also. These meetings look at courses which not reaching the required levels of attendance, retention and/or achievement. This can be for a variety of reasons so time is taken to discuss each course and student with the relevant teacher, team leader and assistant principal, head or director. Actions are agreed and put in place in order to improve students succeeding.

Each faculty also undertakes regular curriculum meetings which consider student groups and individuals. Actions are discussed, agreed and implemented in order to ensure that the performance of individuals and groups is monitored and improved where necessary.

The Equality and Diversity Committee and Quality and Standards Committee continue to be provided with an overview on student retention and success gaps. These are discussed at each meeting to ensure that appropriate actions are in place if a significant gap in retention or success data was identified. Data during the 2017/18 year was extremely encouraging with very few issues being seen.

- **Gender**

This data shows the success rates for the 2017/18 academic year for male and female learners.

Achievement rates for both male and female students are good at 90% (f) and 87% (m). This shows only a 3% gap between the two groups. In the academic year 2016/17 the rates were 88% (f) and 89% (m). Female achievement rates have therefore improved in 2017/18 but male achievement has declined by 2%. Staff work hard to ensure that students of both genders are supported. These figures show an improvement on those of the previous year.

	<b>Starts</b>	<b>Ach%</b>
<b>F</b>	3410	90%
<b>M</b>	2025	87%
<b>Total</b>	<b>5435</b>	<b>89%</b>

Data at course level also shows that male and female learner success rates are good and close in the majority. A difference can be seen at levels 3 and 4 and 5 were learner numbers are lower.

	<b>Starts</b>		<b>Ach%</b>	
	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>
<b>Level 1</b>	598	671	94%	93%
<b>Level 2</b>	2000	698	88%	85%
<b>Level 3</b>	801	655	90%	83%
<b>Level 4&amp;5</b>	11	1	9%	100%
<b>Total</b>	<b>3410</b>	<b>2025</b>	<b>90%</b>	<b>87%</b>

- **Age**

Data for these two age groups show a gap of 3% which is not significantly high. The overall total of 89% is good and slightly higher than the previous year of 88%.

	<b>Starts</b>	<b>Ach%</b>
<b>16-18</b>	2257	87%
<b>19+</b>	3178	90%
<b>Total</b>	<b>5435</b>	<b>89%</b>

When looking at course level the most significant gaps are at levels 1, 3 and 4 and 5. At levels 3 and 4 and 5 students numbers are significantly lower than at the other levels. At level 1 there is a 14% gap with 19+ students achieving at 98% and 16-18 at 86%.

	Starts		Ach%	
	16-18	19+	16-18	19+
<b>Level 1</b>	443	826	86%	98%
<b>Level 2</b>	524	2174	84%	88%
<b>Level 3</b>	1289	167	89%	76%
<b>Level 4&amp;5</b>	1	11	0%	18%
<b>Total</b>	<b>2257</b>	<b>3178</b>	<b>87%</b>	<b>90%</b>

- **Ethnicity**

The data below shows consistency within the majority of the ethnicity groups listed. Lower success rates can be seen within mixed/multiple ethnic group and Asian or Asian British. It is however pleasing to see that Black/African/Caribbean/Black British students achievement levels at high at 95% together with White-any other White background at 91% and Other ethnic group-Arab at 90%.

	Starts	Ach%
<b>White British</b>	4742	89%
<b>White - any other White background</b>	281	91%
<b>Mixed / Multiple Ethnic Group</b>	77	83%
<b>Asian or Asian British</b>	170	88%
<b>Black / African / Caribbean / Black British</b>	102	95%
<b>Other</b>	8	100%
<b>Other ethnic Group - Arab</b>	30	90%
<b>Not Known/Provided</b>	25	86%
<b>Total</b>	<b>5435</b>	<b>89%</b>

When comparing by course level that the trend these two groups of students achieving at a lower rate continues particularly at levels 2 or 3.

	<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>	1095	108	15	18	1	4	27	1
<b>Level 2</b>	2269	112	50	139	99	4	3	22
<b>Level 3</b>	1368	60	11	13	2	0	0	2
<b>Level 4&amp;5</b>	10	1	1	0	0	0	0	0
<b>Total</b>	<b>4742</b>	<b>281</b>	<b>77</b>	<b>170</b>	<b>102</b>	<b>8</b>	<b>30</b>	<b>25</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>	93%	96%	100%	100%	100%	100%	89%	100%
<b>Level 2</b>	87%	89%	77%	90%	95%	100%	100%	83%
<b>Level 3</b>	87%	87%	91%	58%	100%	n/a	n/a	100%
<b>Level 4&amp;5</b>	20%	0%	0%	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>89%</b>	<b>91%</b>	<b>83%</b>	<b>88%</b>	<b>95%</b>	<b>100%</b>	<b>90%</b>	<b>86%</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. Most learners inform the College at the application stage but some declare later on in their studies. Effective procedures are in place to assess learner needs at any stage.

Data for disabled and non disabled learners has a gap of 1%. In 2016/17 achievement was the same at 88%. This is still encouraging however to see that disabled learners are succeeding at the same rate as those without any disability. Staff support these learners extremely well and mechanisms are in place to ensure a positive learning experience.

	<b>Starts</b>	<b>Ach%</b>
<b>Disabled</b>	1105	88%
<b>Not Disabled</b>	4319	89%
<b>Not known</b>	11	100%
<b>Total</b>	<b>5435</b>	<b>89%</b>

The data table below shows that learners have achieved similar success rates at the various course levels. Data at level 4 and 5 shows a difference due to there being no disabled students studying at that level.

	Starts			Ach%		
	Disabled	Not Disabled	Not Known	Disabled	Not Disabled	Not Known
<b>Level 1</b>	414	851	4	93%	94%	100%
<b>Level 2</b>	378	2313	7	85%	88%	100%
<b>Level 3</b>	311	1145	0	86%	88%	n/a
<b>Level 4&amp;5</b>	2	10	0	0%	20%	n/a
<b>Total</b>	<b>1105</b>	<b>4319</b>	<b>11</b>	<b>88%</b>	<b>89%</b>	<b>100%</b>

- **Socio-economic background**

Learners are categorised within 'eligible' or 'not eligible' dependent upon their home post codes. The Government defines the post code areas within Herefordshire and other counties which are considered to be deprived.

The high success rates achieved by this group of learners are very encouraging. There is only a 1% gap between eligible and non eligible learners. In 2016/17 the gap was 2. The rate of 88% is a very good achievement and continues to be strong despite issues that students may be facing.

	Starts	Ach%
<b>Eligible</b>	1205	88%
<b>Not Eligible</b>	4230	89%
<b>Total</b>	<b>5435</b>	<b>89%</b>

When comparing success rates at course level, it can be seen that there is a gap at level 4&5. This is due to low numbers of eligible learners studying at this level. The data for the other levels are very close.

	Starts		Ach%	
	Eligible	Not Eligible	Eligible	Not Eligible
<b>Level 1</b>	347	922	94%	93%
<b>Level 2</b>	743	1955	85%	88%
<b>Level 3</b>	112	1344	85%	87%
<b>Level 4&amp;5</b>	3	9	0%	22%
<b>Total</b>	<b>1205</b>	<b>4230</b>	<b>88%</b>	<b>89%</b>

- **Looked After Children**

This category of learners has been added to ensure that any gaps between LACs and non LACs are monitored and actions plans are put in place.

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 outcome for these learners was 81% compared with 82% in the previous year. This is still an encouraging outcome as these students receive a great deal of support during their time at College which culminates in their success. There is an 8% gap between LAC students and Non Lac students which is similar to previous years.

	<b>Starts</b>	<b>Ach%</b>
<b>LAC</b>	62	81%
<b>Non LAC</b>	5373	89%
<b>Total</b>	<b>5435</b>	<b>89%</b>

The data below shows where the differences have occurred within levels 1 and 2. Level 4&5 data shows that no LAC students studied at this level.

	<b>Starts</b>		<b>Ach%</b>	
	<b>LAC</b>	<b>Non LAC</b>	<b>LAC</b>	<b>Non LAC</b>
<b>Level 1</b>	18	1251	72%	94%
<b>Level 2</b>	22	2676	82%	88%
<b>Level 3</b>	22	1434	86%	87%
<b>Level 4&amp;5</b>	0	12	n/a	17%
<b>Total</b>	<b>62</b>	<b>5373</b>	<b>81%</b>	<b>89%</b>

- **Vulnerable students**

This category of learners is, together with LAC learners, the College’s most vulnerable. These learners are those who are, for various reasons, are recorded on the College’s systems. For 2017/18 the central safeguarding log was used until May 2018 when the MyConcern system was introduced. These students still continue to have a ‘vulnerable learner’ flag placed on their QL record so that they can be tracked and supported throughout the College.

The learners within this category have experienced a range of issues within their lives, many very serious and may have received intervention for one or more external agencies such as social care, police, the probation service, housing organisations and drug and/or alcohol associations.

It is therefore still pleasing to see that they have achieved a success rate of 83% although this has dropped from 87% in 2016/17. There was a 6% difference between the two categories in 2017/18, this gap was only 1% in 2016/17. A change in achievement has therefore been seen with these students and additional focus will be required in 2017/18 to ensure that the achievement of these students is improved.

	<b>Starts</b>	<b>Ach%</b>
<b>VL</b>	235	83%
<b>Non VL</b>	5200	89%
<b>Total</b>	<b>5435</b>	<b>89%</b>

The data at various levels shows a gap of 22% at level 1 and 16% at level 2 with vulnerable students having lower achievement rates. However at level 3 vulnerable students performed better. In 2016/17 the gaps were much less at 1% to 2% .

	<b>Starts</b>		<b>Ach%</b>	
	<b>LAC</b>	<b>Non LAC</b>	<b>LAC</b>	<b>Non LAC</b>
<b>Level 1</b>	36	1233	72%	94%
<b>Level 2</b>	55	2643	72%	88%
<b>Level 3</b>	144	1312	90%	87%
<b>Level 4&amp;5</b>	0	12	n/a	17%
<b>Total</b>	<b>235</b>	<b>5200</b>	<b>83%</b>	<b>89%</b>

#### **4. The Single Equality Scheme (SES) 2017/18**

The College continued to plan and monitor its response to its Equality and Diversity within the Equality Duty through the publishing of a Single Equality Scheme. This document was monitored by the Equality and Diversity and the Quality and Standards Committees.

The 2017/18 SES was published on the College's web site as required. A SES for 2018/19 is currently being produced.

#### **5. The Single Equality Scheme (SES) 2018/19**

The SES for the academic year 2018/19 is currently in draft form awaiting profiles to be available and added. As soon as it is completed it will be sent out to members of the College's Equality and Diversity Committee for comment. It will then be presented at the next Quality and Standards Committee.

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

The Herefordshire College leads continue to meet to discuss relevant Equality and Diversity issues. The College's continue to have representation on the Herefordshire Safeguarding Children Board, the Herefordshire Safeguarding Adult Board and the Prevent Channel Panel. Important and up to date information is therefore shared within this forum.



## **7. Equality and Diversity Week 2017/18**

This event continued in the 2017/18 academic year with students and staff participating. Levels on engagement were not as high as expected but material provided by student services staff was accessed by a number of teaching staff and utilised within their lessons. Material for a quiz and discussion with students was available on Moodle and via the noticeboard emailing system.

Daily emails were sent out to all staff providing a different topic and materials.

Analysis of these events took place at the Equality and Diversity Committee which provided an understanding of the involvement of particular curriculum areas. It was agreed that the week would go ahead in 2018/19 when additional emphasis would be put on engaging areas of the College who had not previously taken part.

## **8. Training**

Staff and student training and development continued through the 2017/18 academic year.

Staff Development focused on:-

- Behaviour management
- Attachment and trauma situations
- Staff and College legal responsibilities under the Equality Act
- Resilience and workplace coping strategies
- Mental health issues
- Managing stress in yourself and others
- Prevent agenda and duty
- College lock down procedure

A combination of internal and external trainers were utilised to deliver sessions.

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

Jo Ricketts had provided reports throughout the year regarding the OTL process. The reports showed where E & D had been a strength within a lesson and where opportunities had been missed. The reports have been extremely useful and have provided a mechanism for setting up 10 minute session with staff who have been observed as having a good understanding of E & D matters, how to plan for them within their lesson and how to deal with them as they arise.

## **10. Governors Workshop 3th July 2018**

A workshop was delivered to Governors by the Director of Personnel and E & D Lead. A general update was provided with a focus on the Equality Act and Duty, key legislation, protected characteristics, internal and external arrangements and links and on case studies of College students. The workshop was well received.

**Debra Baldwin**  
**Director of Personnel**  
**13th November 2018**