

QUALITY AND STANDARDS COMMITTEE

27th November 2019

ANNUAL EQUALITY AND DIVERSITY REPORT 2018/19

This report is being submitted for information and approval.

This report covers the whole of the organisation including North Shropshire College who Herefordshire and Ludlow College merged with part way through the academic year on 1st November 2018.

1. Safeguarding and Equality and Diversity Committee

The Equality and Diversity Committee and the Safeguarding Panel were merged in 2018/19. It was felt that the overlap of these areas was sufficient to warrant one meeting. The Equality and Diversity Committee met once in October 2018 and the newly formed Safeguarding and Equality and Diversity Committee met twice, once in March 2019 and once in July 2019. Members of the newly formed Safeguarding and Equality and Diversity Committee 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
- 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
- Atlanta Hazlewood, Student Support Adviser, HLC
- 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
- Bev Jackson, Head of Student Services, NSC
- Anna Gumbleton, Student Support Advisor, Ludlow College

The Equality and Diversity matters discussed at these meetings included:-

- E & D week 2018- report
- Challenging behaviour
- Gender Identity staff training 26th October 2018
- North Shropshire College arrangements
- Staff Training plan
- 2018/19 priorities
- Amalgamation of Safeguarding Panel and Equality and Diversity Committee
- Future SG and E & D arrangements for whole College
- Equality & Diversity Annual Report 2017/18
- Equality & Diversity Week 2018
- Equality & Diversity Report – 27th June 2019
- Equality & Diversity weeks/promotions 2019/20
- Single Equality Schemes review 2018/19

2. Learner Performance

Learner Performance is reported in this section for Herefordshire and Ludlow College (including County Training) (HLC) and for North Shropshire College (NSC).

Introduction

Student success data for the 2018/19 academic year is detailed within this section is:-

For HLC is 88%.
For NSC is 83%.

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 (HLC only). Vulnerable learners are those recorded on the MyConcern system. 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 department 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 subsequently the Safeguarding and 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 2018/19 year was extremely encouraging with very few issues being seen.

Herefordshire and Ludlow College and County Training

- **Gender**

This data shows the success rates for the 2018/19 academic year for male and female learners.

Achievement rates for both male and female students are good at 87% (f) and 88% (m). This shows only a 1% gap between the two groups. In the academic year 2017/18 the rates were 90% (f) and 87% (m). Female achievement rates have declined in 2018/19 by 3% but male achievement has improved by 1%.

	Starts	Ach%
F	3658	87%
M	1891	88%
Total	5549	88%

Data at course level also shows that male and female learner success rates are good and close in the majority. A substantial difference can be seen at levels 3 and 4 and 5 where learner numbers are lower. Achievement data for Level 4 and 5 is particularly low but again this is due to low numbers.

	Starts		Ach%	
	F	M	F	M
Level 1	523	570	93%	94%
Level 2	2300	661	85%	84%
Level 3	818	657	91%	86%
Level 4&5	17	3	57%	33%
Total	3658	1891	87%	88%

- **Age**

Data for these two age groups show a gap of 1% which extremely good. The overall total of 88% is good but slightly lower than the previous year of 89%.

	Starts	Ach%
16-18	2205	88%
19+	3344	87%
Total	5549	88%

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

	Starts		Ach%	
	16-18	19+	16-18	19+
Level 1	388	705	88%	97%
Level 2	513	2448	86%	84%
Level 3	1304	171	89%	82%
Level 4&5	0	20	n/a	50%
Total	2205	3344	88%	87%

- **Ethnicity**

The data below shows that White British, Mixed/Multiple Ethnic Group and Other ethnic Group – Arab had the lowest achievement rates. Other ethnic groups achieved above these three with White – any other white background achieving 95%, the highest in the group.

	Starts	Ach%
White British	4796	87%
White - any other White background	285	95%
Mixed / Multiple Ethnic Group	80	87%
Asian or Asian British	182	90%
Black / African / Caribbean / Black British	132	88%
Other	9	89%
Other ethnic Group - Arab	23	83%
Not Known/Provided	42	89%
Total	5549	88%

When comparing by course level that the trend these three groups of students achieving at a lower rate continues together with the higher achieving group.

	Starts							
	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
Level 1	951	93	12	8	6	1	17	5
Level 2	2462	125	51	156	118	7	6	36
Level 3	1368	65	17	16	8	1	0	0
Level 4&5	15	2	0	2	0	0	0	1
Total	4796	285	80	182	132	9	23	42

	Ach%							
	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
Level 1	93%	100%	92%	100%	100%	100%	82%	100%
Level 2	83%	92%	88%	90%	88%	86%	83%	87%
Level 3	88%	94%	82%	93%	88%	100%	n/a	n/a
Level 4&5	43%	100%	n/a	0%	n/a	n/a	n/a	100%
Total	87%	95%	87%	90%	88%	89%	83%	89%

- **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 2%. This data still encouraging as disabled learners succeeded at a higher rate the same rate as those without any disability. These learners receive excellent support from both teaching and support staff at the College.

	Starts	Ach%
Disabled	1269	89%
Not Disabled	4279	87%
Not known	1	100%
Total	5549	88%

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
Level 1	497	596	0	97%	92%	n/a
Level 2	426	2534	1	86%	84%	100%
Level 3	345	1130	0	82%	90%	n/a
Level 4&5	1	19	0	n/a	50%	n/a
Total	1269	4279	1	89%	87%	100%

- **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 2% gap between eligible and non eligible learners.

	Starts	Ach%
Eligible	1424	86%
Not Eligible	4125	88%
Total	5549	88%

When comparing success rates at course level, it can be seen that there is a gap at level 4&5 as there were no Eligible students studying at those levels. The other gaps are close.

	Starts		Ach%	
	Eligible	Not Eligible	Eligible	Not Eligible
Level 1	335	758	95%	94%
Level 2	951	2010	82%	85%
Level 3	137	1338	86%	89%
Level 4&5	1	19	n/a	50%
Total	1424	4125	86%	88%

- **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 data below is extremely encouraging as LAC student achievement data show 89% compared to Non LAC students at 87%. LAC students experience a number of life related issues and to the achievement rate has risen from 81% compared with 2017/18.

	Starts	Ach%
LAC	63	89%
Non LAC	5486	87%
Total	5549	88%

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

	Starts		Ach%	
	LAC	Non LAC	LAC	Non LAC
Level 1	18	1075	100%	94%
Level 2	16	2945	81%	85%
Level 3	29	1446	86%	89%
Level 4&5	0	20	n/a	50%
Total	63	5486	89%	87%

- **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 MyConcern system.

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.

The achievement rate for these students for 2018/19 was 72% which is disappointing when compared to 2017/18 which was at 83%. This category will be monitored in the following years.

	Starts	Ach%
VL	237	72%
Non VL	5312	88%
Total	5549	88%

The data at various levels shows some significant gaps as would be expected at all levels.

	Starts		Ach%	
	LAC	Non LAC	LAC	Non LAC
Level 1	22	1071	73%	94%
Level 2	32	2929	66%	85%
Level 3	183	1292	73%	91%
Level 4&5	0	20	n/a	50%
Total	237	5312	72%	88%

North Shropshire College

- **Gender**

This data shows the success rates for the 2018/19 academic year for male and female learners.

Achievement rates for male students can be seen at 88.5% and for female students 71.7%. This shows a gap between the two genders of 16.8%. This is a situation that will be monitored in the coming months for students continuing to study and those joining the College in 2019/20.

	Starts	Ach%
F	981	71.7%
M	1338	88.5%
Total	2319	83.2%

Data at course level also shows the differences on all levels.

	Starts		Ach%	
	F	M	F	M
Level 1	264	902	67.0%	95.2%
Level 2	440	225	72.6%	80.4%
Level 3	275	211	73.0%	81.5%
Level 4&5	2		0.0%	
Total	981	1338	71.7%	83.2%

- **Age**

Data for these two age groups show a gap of 20.6% which is significant with 19+ students achieving at higher rates than 16-18 year olds. This are will need monitoring in the future.

	Starts	Ach%
16-18	693	74.4%
19+	1626	95.0%
Total	2319	83.0%

When looking at course level the most significant gaps are at levels 1 and 2. Achievement rates at Level 3 are the closest.

	Starts		Ach%	
	16-18	19+	16-18	19+
Level 1	97	1069	66.7%	98.8%
Level 2	178	487	75.2%	84.6%
Level 3	418	68	77.1%	75.0%
Level 4&5		2		0.0%
Total	693	1626	74.4%	95.0%

- **Ethnicity**

The data below shows the student start figures within the various categories.

	Starts
White British	2141
White - any other White background	43
Mixed / Multiple Ethnic Group	8
Asian or Asian British	43
Black / African / Caribbean / Black British	45
Other	33
Other ethnic Group - Arab	6
Not Known/Provided	
Total	2319

The table below show consistency within the majority of the ethnicity groups listed but lower rates within White British, 82.80% and White – any other White background at 77.80%. These two categories will be monitored during the next academic year.

Ach%	
White British	82.80%
White - any other White background	77.80%
Mixed / Multiple Ethnic Group	100.00%
Asian or Asian British	100.00%
African	100.00%
Caribbean	100.00%
Chinese	100.00%
Indian	100.00%
Irish	85.70%
Pakistani	100.00%
Other ethnic Group - Arab	100.00%
Total	83.00%

- **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 17.2% which is a significant difference. Work will need to be undertaken to ensure that Disabled students are receiving the correct support to achieve and that this gap reduces in the future.

	Starts	Ach%
Disabled	490	70.5%
Not Disabled	1829	87.70%
Not known		
Total	2319	83.0%

The data table below shows that learners have achieved similar success rates at the various course levels. Data at level 1 shows the largest difference where Disabled students are studying.

	Starts			Ach%		
	Disabled	Not Disabled	Not Known	Disabled	Not Disabled	Not Known
Level 1	233	933		68.6%	96.8%	
Level 2	117	548		71.3%	80.4%	
Level 3	140	346		70.2%	79.2%	
Level 4&5		2			0.0%	
Total	490	1829		70.5%	87.7%	

- **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 Shropshire 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 1.3% gap between eligible and non eligible learners.

	Starts	Ach%
Eligible	723	81.8%
Not Eligible	1616	83.1%
Total	2339	83.0%

When comparing success rates at course level, it can be seen that there is the largest gap at level 3.

	Starts		Ach%	
	Eligible	Not Eligible	Eligible	Not Eligible
Level 1			92.0%	91.9%
Level 2			75.0%	77.2%
Level 3			65.0%	78.5%
Level 4&5				0.0%
Total			82.0%	83.0%

- **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 68% compared with 83.9% for students not within this category. This is an area to be monitored in the future due to the significant difference.

	Starts	Ach%
LAC	25	68.0%
Non LAC	2294	83.9%
Total	2319	83.0%

The data below shows where the differences at each level and shows particular large gap at Level 1.

	Starts		Ach%	
	LAC	Non LAC	LAC	Non LAC
Level 1	9	1157	63.3%	94.2%
Level 2	10	655	69.8%	77.4%
Level 3	6	480	88.9%	76.6%
Level 4&5		2		0.0%
Total	25	2294	68.0%	83.9%

- **Vulnerable students**

Data for this category of learners is not available currently for North Shropshire College students.

4. The Single Equality Scheme (SES) 2018/19

The SES continued to be used as the framework for the College's E & D approach during the year. NSC also had a SES in place and it was agreed that the two would be merged for 2019/20 in order to provide a whole College approach. Both SES's showed how the College was adhering to it Equality Duty.

Both 2018/19 SES documents was published on the College's web site as required.

5. The Single Equality Scheme (SES) 2019/20

The SES for the academic year 2019/20 is in draft form and is due to be presented to the Q & S Committee on the 27th November 2019. It will then be presented to CMT, the Safeguarding and Equality and Diversity Committee and to the Board.

6. Herefordshire College meetings

The four Colleges in Hereford continue to meet to discuss relevant Equality and Diversity issue. The meetings discuss the approach taken by each College in respect of E & D but also in respect of the Equality Duty. In Shropshire E & D matters are discussed within Safeguarding forums.

7. Equality and Diversity Week 2018/19

This event continued in the 2018/19 academic year mainly at Hereford and Oswestry Campuses but with materials being shared across the whole of the College. Promotional notice boards were sent out to all staff as well to highlight various E & D issues. Resources, ice breakers and games were shared for staff and students to use together with quizzes and teaching material through the Moodle system.

A report of these events was considered by the Equality and Diversity Committee and it was agreed that focus should remain to be directed at those areas of the College who were not participating in the events.

8. Training

Staff and student training and development continued through the 2018/19 academic year.

Staff Development focused on:-

- Behaviour management
- Anti bullying
- 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 procedures and or Run, Hide, Tell

9. Observation of Teaching and Learning

Jo Ricketts continued to provide the Committee with reports that highlighted the use of E & D subjects within lessons. These instances were becoming more and more frequent and those teaching staff feeling more confident with these subjects are being utilised to provide development to their peers. On line resources continue to be used across the College

10. Governors Workshop 30th April 2019

A Safeguarding workshop was delivered to Governors by the Director of Personnel, Designated Safeguarding Lead and E & D Lead. The workshop was around Safeguarding arrangements and legislation but touched on E & D matters as well particularly around student bullying.

Debra Baldwin
Director of Personnel
18th November 2019