



Harlow College

EQUALITY & DIVERSITY REPORT 2016-2017

Author: Executive team member with responsibility for Equality & Diversity

Review date: December 2018 (for the year 2017-18)



Equality and Diversity Annual Report 2016-2017

Key	
SIR	Staff Individualised Record
EDIMS	Equality & Diversity Impact Measures
E&D	Equality & Diversity
BME	Black Minority Ethnic Groups
STEM	Science, Technology, Engineering & Maths
Stats – to note	Where there has been a variance from last year of less than 5% we have not commented unless it is significant

A. INTRODUCTION

Since the last Annual Report in December 2016:

1. During 2016-17, there has been a drive to address our equality priorities as outlined in our equality action plan 2016-2020. In particular, there has been a large drive towards raising awareness of Prevent and British Values in-line with the new statutory duties placed upon education. We completed a Prevent project in partnership with Luton Sixth Form College that involved developing resources with students. Students from A levels, sport, supported studies and performing arts were involved.
2. We continue to address barriers to women into science, technology, engineering and maths (STEM) subjects and HAMEC launch allowed lots of opportunity to work with schools on the bloodhound project which was very successful.
3. Our college chaplains continue to provide support for all faith groups and non-faith members of the college community. They provide a listening service in addition to our college counselling service.
4. We continue to work to break down barriers to participation due to gender stereotyping and to raise disability awareness. This year we have delivered over five separate staff and six student's sessions on deaf awareness. Work continues to raise awareness and support learners with mental health requirements. MIND completed mental first aid training to performing arts and support staff.
5. We supported the NHS and held a Mental Health Awareness day, with the following partners;
 - Healthy Minds
 - West Essex Mind

- Headway
- U First Care
- Alzheimer's society
- Provide
- Action for carers
- Rainbow Services
- Age UK
- West Essex Commissioning Group.

Members of the public and students accessed this information and this raised awareness. We hope to continue to forge positive relationships with the NHS around projects such as this.

6. Buddying programmes with our foundation learners and learners from mainstream have also been very successful. Collaborative projects where Level 3 and HND sport and foundation learners have worked on practical sessions has been very successful. The impact of this project has been stronger social integration and improved communication skills and awareness. The sport students designed and delivered sport lessons to our foundation learners weekly. Students quickly developed skills to meet the diverse range of needs within the sessions. Foundation learners also liked seeing and talking to these learners across campus. This will be developed further this year.
7. Significant work has been completed on raising awareness of the new EHCP (education and health care plans) and our statutory duties under the SEND Code of practice. Foundation team staff have had in-depth training since the reforms. This is on-going to ensure full understanding and reinforcement by the team. We have partnered with I Essex and they have delivered sessions to our staff.
8. The college continued to provide counselling support on campus for our learners with significant emotion well-being needs. 40 learners accessed this support and the attendance was 68%. The gender split reflects the college population.
9. We continue to increase participation by students, staff and the community in the monitoring of our equality, diversity and inclusion strategy through encouraging participation in our equality projects and feedback through our equality and diversity steering group, our equality impact focus group and the student voice.
10. Staff Development has focused on Embedding Equality and Diversity into the curriculum.

EQUALITY OBJECTIVES 2016/17

Objective	Status
To ensure that the college's equality objectives are driven through the equality, diversity and inclusion strategy agreed by the Executive and Senior Management Team in 2016/20 by the following mechanisms:	

<ul style="list-style-type: none"> • Ownership of the equality action plan across the college • Monitoring of EDIMS data • Equality and Diversity Steering Group • Equality Impact Assessment • Staff development and training 	Achieved
<p>To make progress against the four year Equality Action Plan 2016-2020 by involving all college academies and departments in its delivery:</p> <ul style="list-style-type: none"> • setting and achieving measurable targets against the equality action plan annually identifying two Projects – Prevent and NCS – social inclusion and community awareness. We continue to take steps to put in place activities to advance equality through them. • Focus on staff development to embed excellent equality and diversity practice in the classroom. • Explore ways to encourage staff and students to disclose their sexual orientation, religion/belief and disability. 	<p>Achieved</p> <p>Achieved</p> <p>Partially Achieved</p>

C. QUALITY OBJECTIVES 2016/17

1. The Equality Scheme and Action Plan 2016-2020 contain our equality objectives.
2. Continue to set and achieve measurable targets against all areas of the action plan.
3. Focus on staff development to embed the equality and diversity through tutorial practice in the curriculum.
4. Continue to capture observation information for the promotion of diversity and embedding of this theme within the curriculum.
5. Explore ways to encourage staff and students to disclose their sexual orientation, religion/belief and disability in order that the college may gain a greater understanding of its community and ensure we foster good relations and provide an inclusive environment.
6. Big projects to focus on promoting inclusion. We delivered the term time NCS programme to five curriculum areas. These included the supported studies and ESOL students. We also completed the Home Office Prevent project in partnership with Luton Sixth Form College.
7. Through consultation, review the college Equality Scheme: Putting people at the Heart of Harlow College and monitor our new set of Equality Priorities in the new four-year Equality Action Plan for 2016-2020.

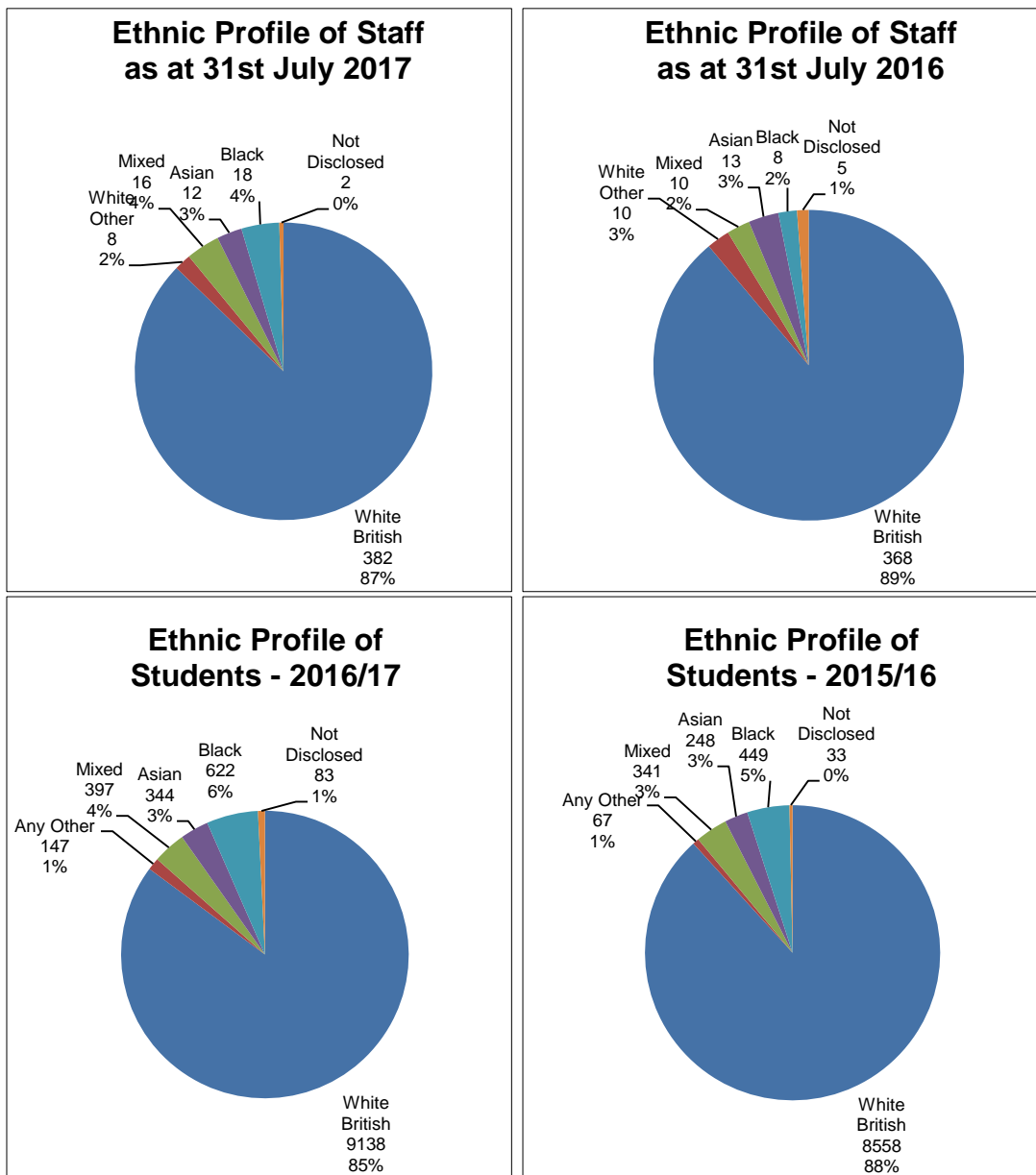
D. WORKFORCE DIVERSITY PROFILE COMPARED TO THE LEARNER PROFILE

1. We have researched sources against which to measure our progress in equality and diversity and continue to collect data to enable us to complete the SIR return which is submitted annually. This ensures that we continue to benchmark our workforce profiles against other colleges.

- There has been a continued effort to encourage staff to disclose equality information in order that we may identify diversity trends and developments in our workforce profile.
- The sections below look at each protected characteristic for both staff and students (where applicable) and identify any changes or trends in the data.

Ethnicity

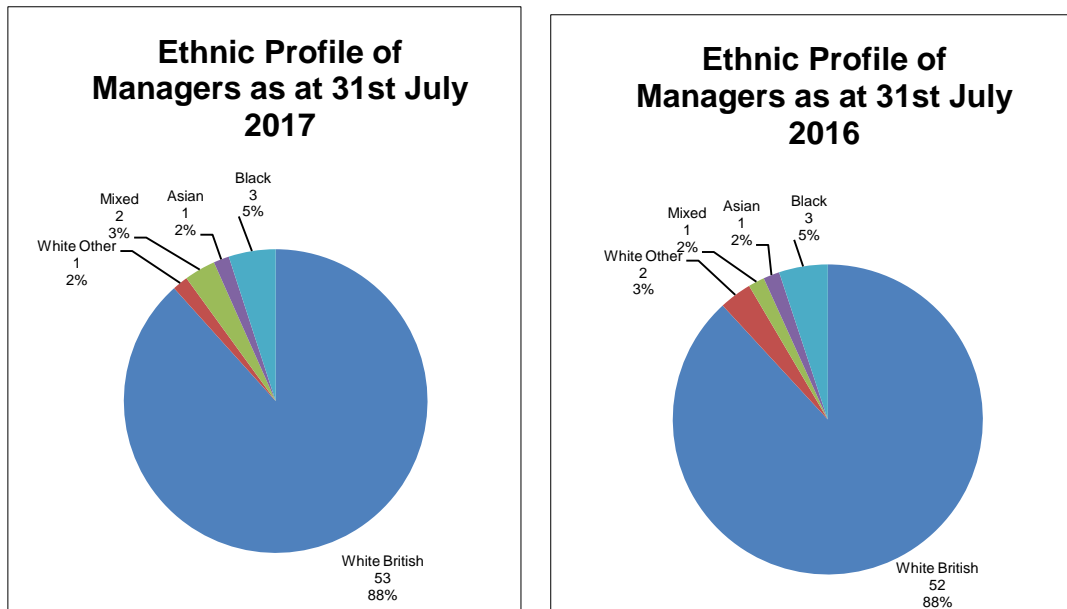
- The pie charts below shows the ethnic profile of all College staff (including casual staff and apprentices) for the last two years as well as the student profile. The percentage split between the groups has remained more or less the same since last year for both staff.



- The BME population in Harlow is 11.2%, with White Other (including Eastern European Groups) at 4.2% and White Irish at 1.1%¹.

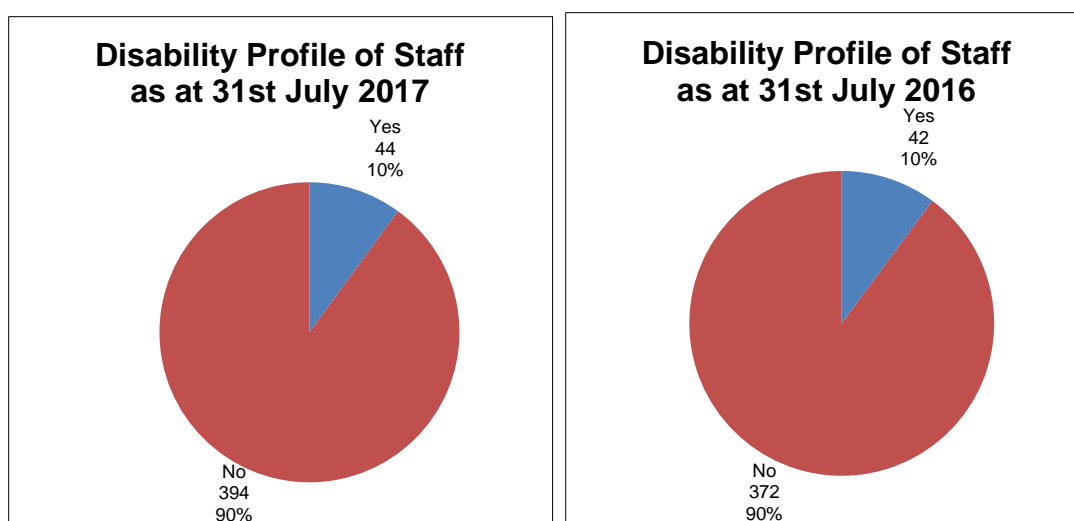
¹ Harlow Council Harlow Population Profile 2011 Census

- Nationally in FE colleges 84%² of employees are White – British, comparing these figures to our workforce profile the college has a slightly higher number of white employees and fewer employees in other ethnic groups.
- The pie charts below show the ethnic profile of managers over the last two years, as you can see very little has changed since last year. Unfortunately the FE College Workforce Data for England (SIR) 2015/16 no longer provides ethnic breakdown for managers.



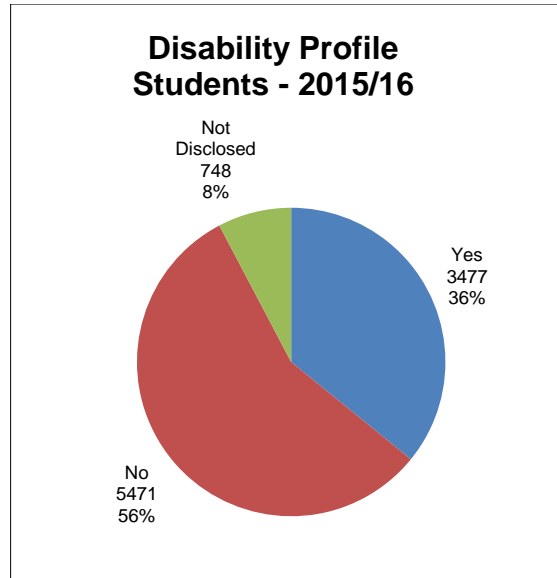
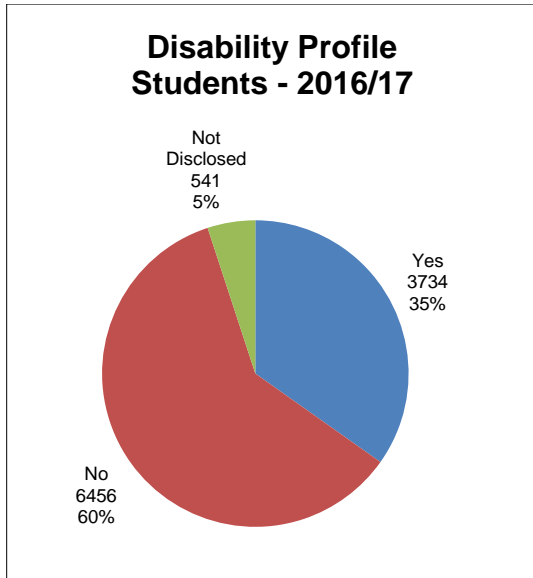
Disability

- The pie charts below shows the disability profile of all college staff (including casual staff and apprentices) for the last two years, as well as the student profile. Comparing this to last year, there has been no percentage change of employees with a disability.



- Students who have chosen not to disclose if they have a disability or not has decreased from 8% to 5%.

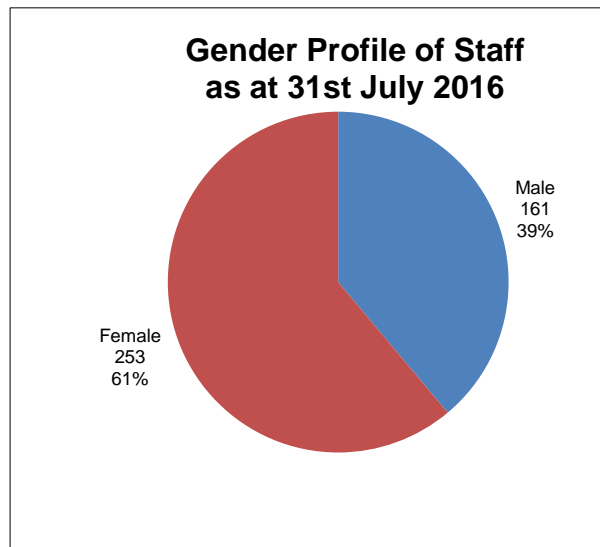
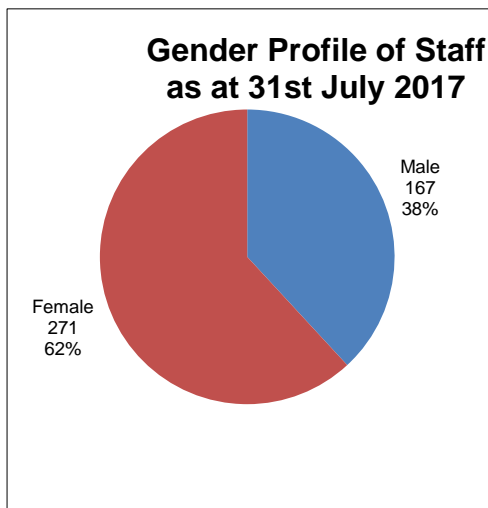
² FE College Workforce Data for England (SIR) 2015/16



- 83% of Harlow's population do not consider themselves to have a long term illness and/or a severe disability³.
- Nationally, in 2015/16, 6% of staff in further education colleges had some form of disability⁴.

Gender

- There has been no real change to the gender profile of staff since last year. Nationally, the workforce in further education colleges has been predominantly female with 60% females and 40% male⁵.

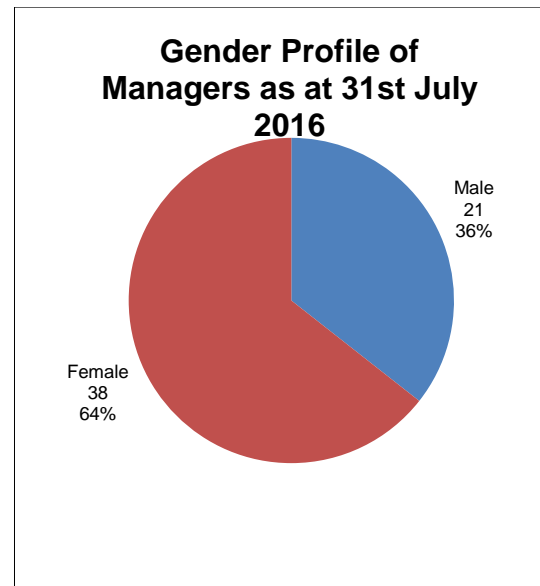
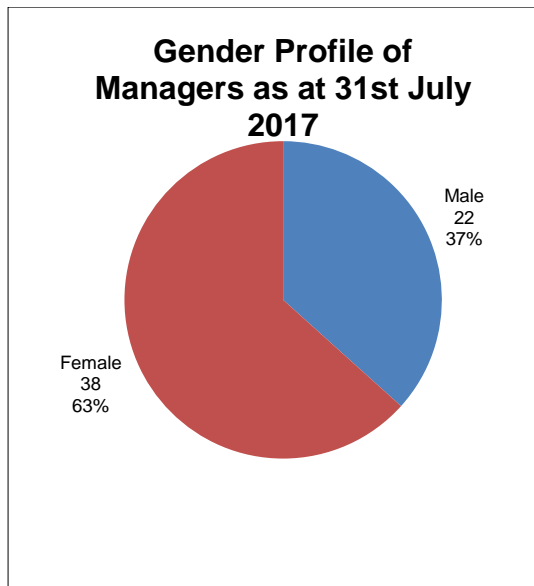


³ Harlow Council Harlow Population Profile 2011 Census

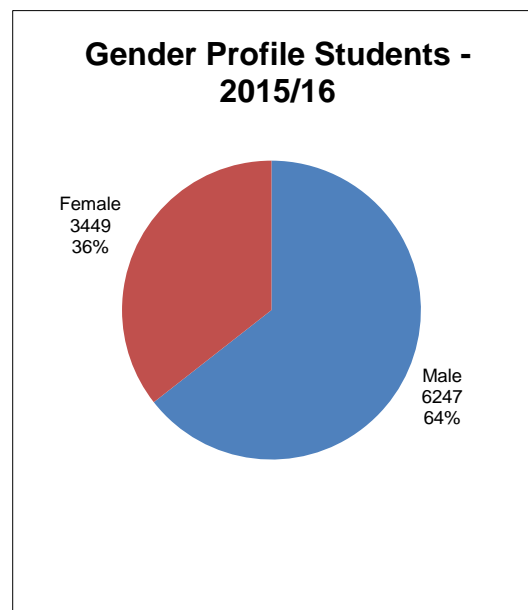
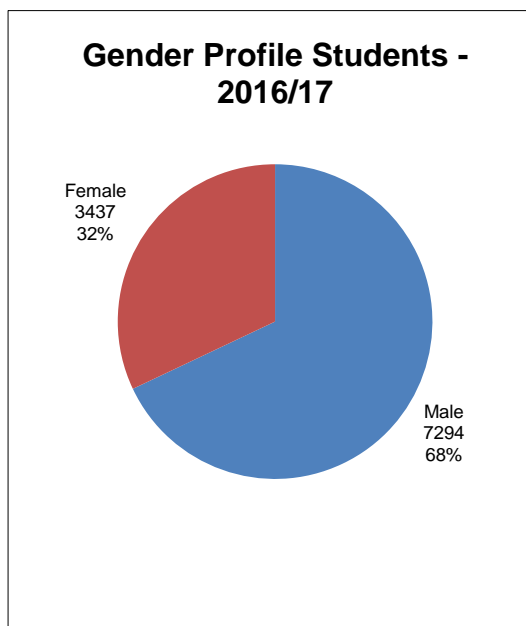
⁴ FE College Workforce Data for England (SIR) 2015/16

⁵ FE College Workforce Data for England (SIR) 2015/16

2. The pie charts below show the gender profile of managers over the last two years as you can see very little has changed since last year. Nationally in FE colleges there is a more even split of male/female managers with 53% female and 47% male⁶



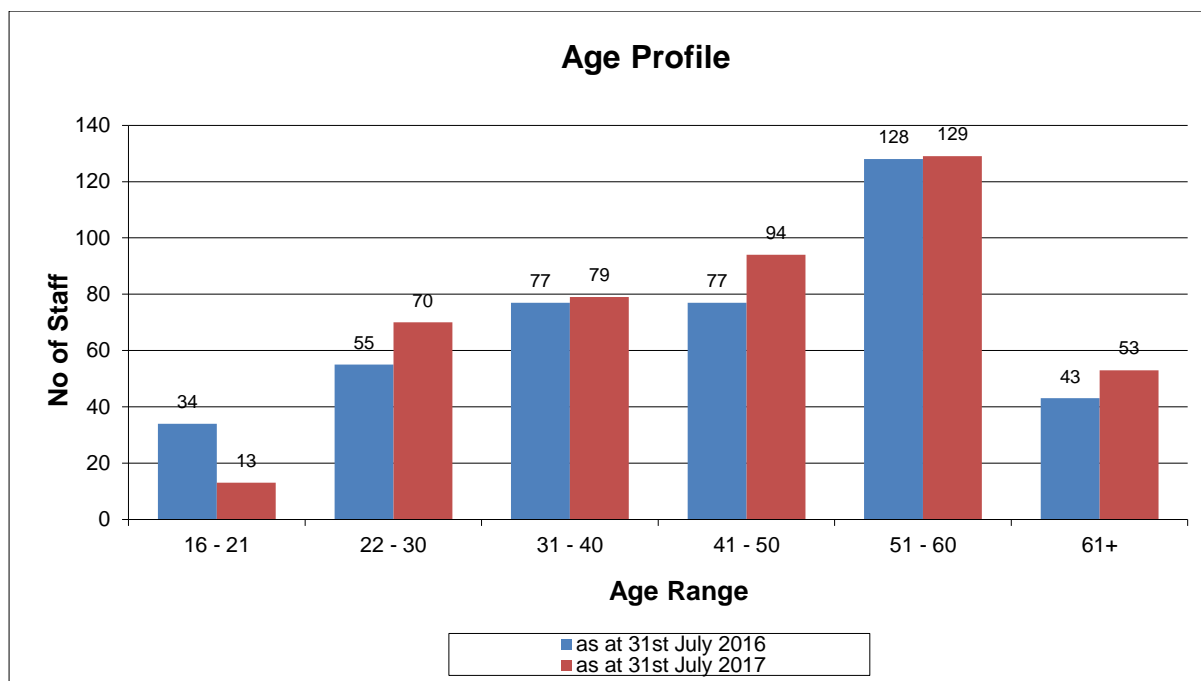
3. Comparing the staff to student gender profile, female staff represent 62% of the workforce, whereas female students make up 32% of the student profile.



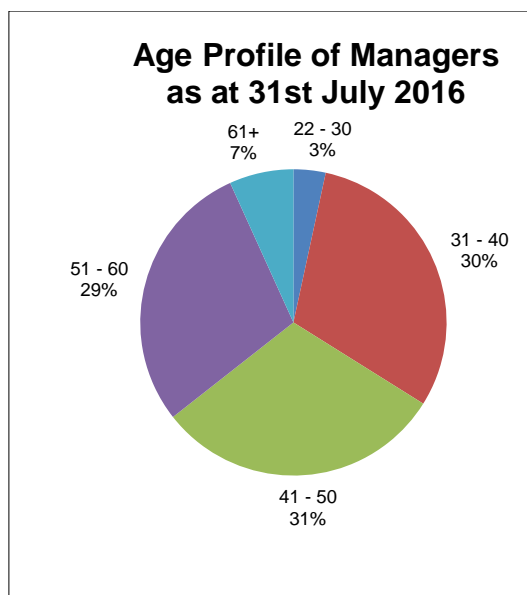
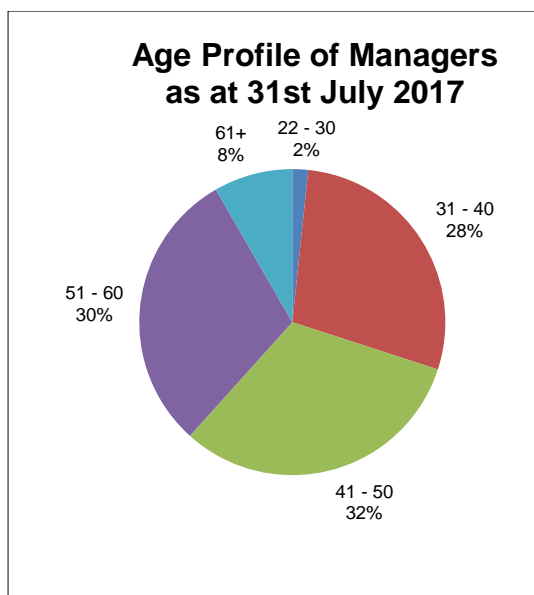
⁶ FE College Workforce Data for England (SIR) 2015/16

Age

1. The main changes in the College's age profile in 2016/17 is a decrease in the 16 -21 age bracket and an increase in the 41 -50 and 61+ brackets.



2. Nationally, in 2015/16, the median age of staff across all occupational categories' was 45 years⁷. The College has a median age of 45 years.
3. All our managers dominant the 41-50 (32%) and 51 – 60 (30%) age bands, this is a change to last year's profile. The dominate group age range for managers in 2015/16 was 31 – 40 and 41 – 50 .Nationally the median age of managers in FE colleges is 51.⁸

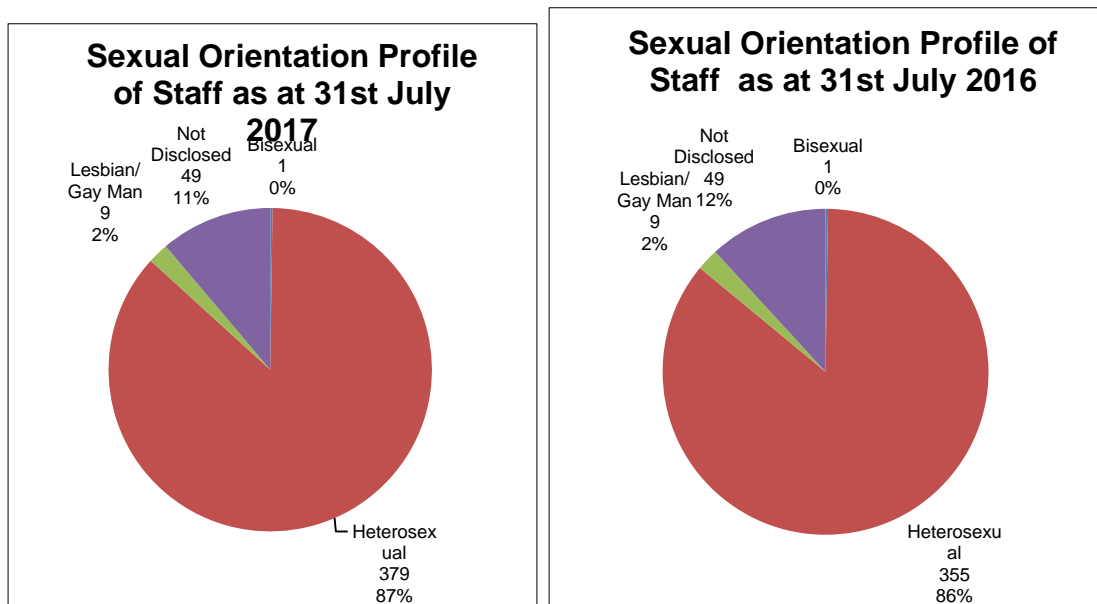


⁷ FE College Workforce Data for England (SIR) 2015/16

⁸ FE College Workforce Data for England (SIR) 2015/16

Sexual Orientation

1. Employees are given the opportunity to disclose their sexual orientation and the profile for the last two years is shown below. The sexual orientation profile of staff has not changed a great deal over the past two years; there has been a decrease in the number of employees who have not disclosed their sexual orientation.

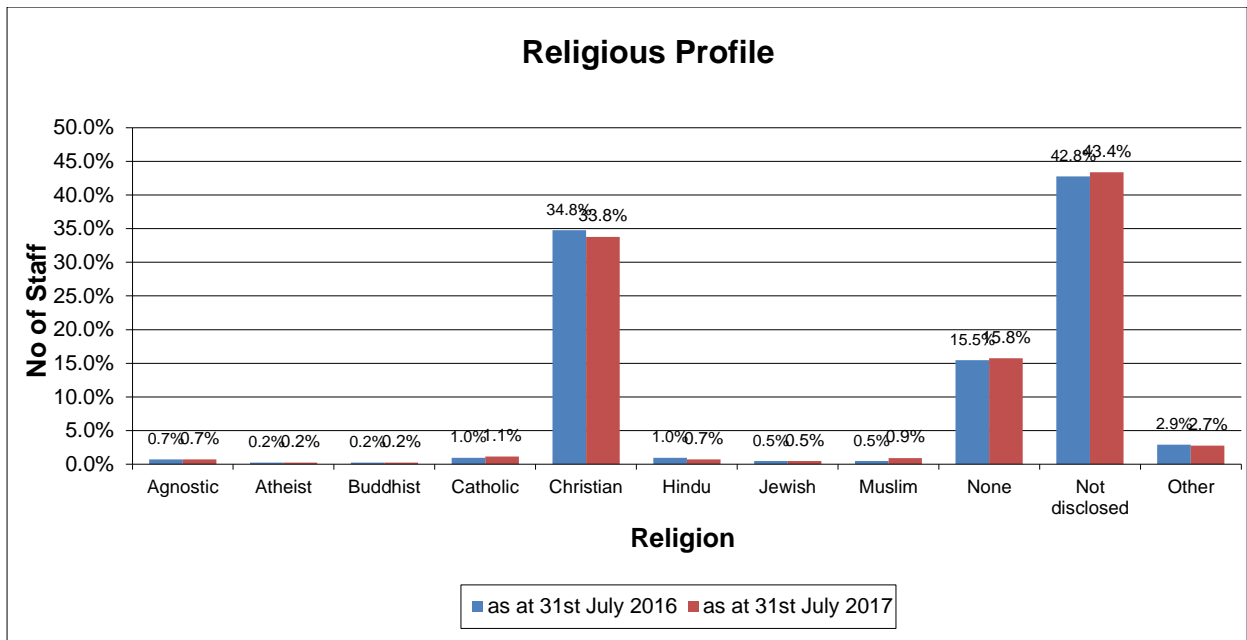


2. Currently we do not collect data on the sexual orientation of students.
3. National comparative data has limited value as the data does not include the share of missing responses and records that report their sexual orientation as 'Unknown'.

Religion and Belief

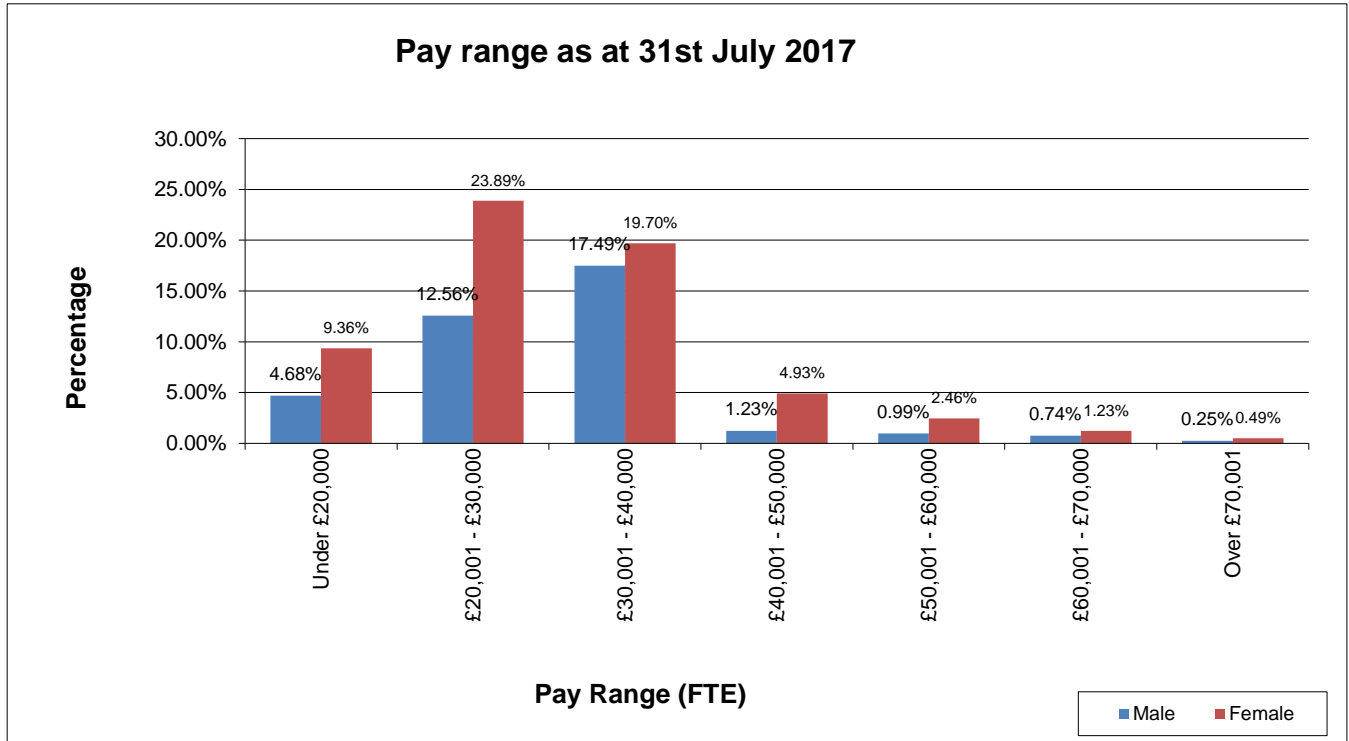
1. Employees are given the opportunity to disclose their religious and non-religious beliefs and the religious profile for the last two years is shown in the bar chart below.
2. Data from the 2011 Census shows that 55.4% of Harlow residents are Christian, 33.9% recorded they had no religion and 6.6% did not state their religion. The remaining 4.1% comprised of Sikh 0.1%, Muslim 2.1%, Jewish 0.3%, Hindu 0.8%, Buddhist 0.4% and other 0.4%⁹.
3. Currently, we do not collect data on the religious belief and non-belief of students.

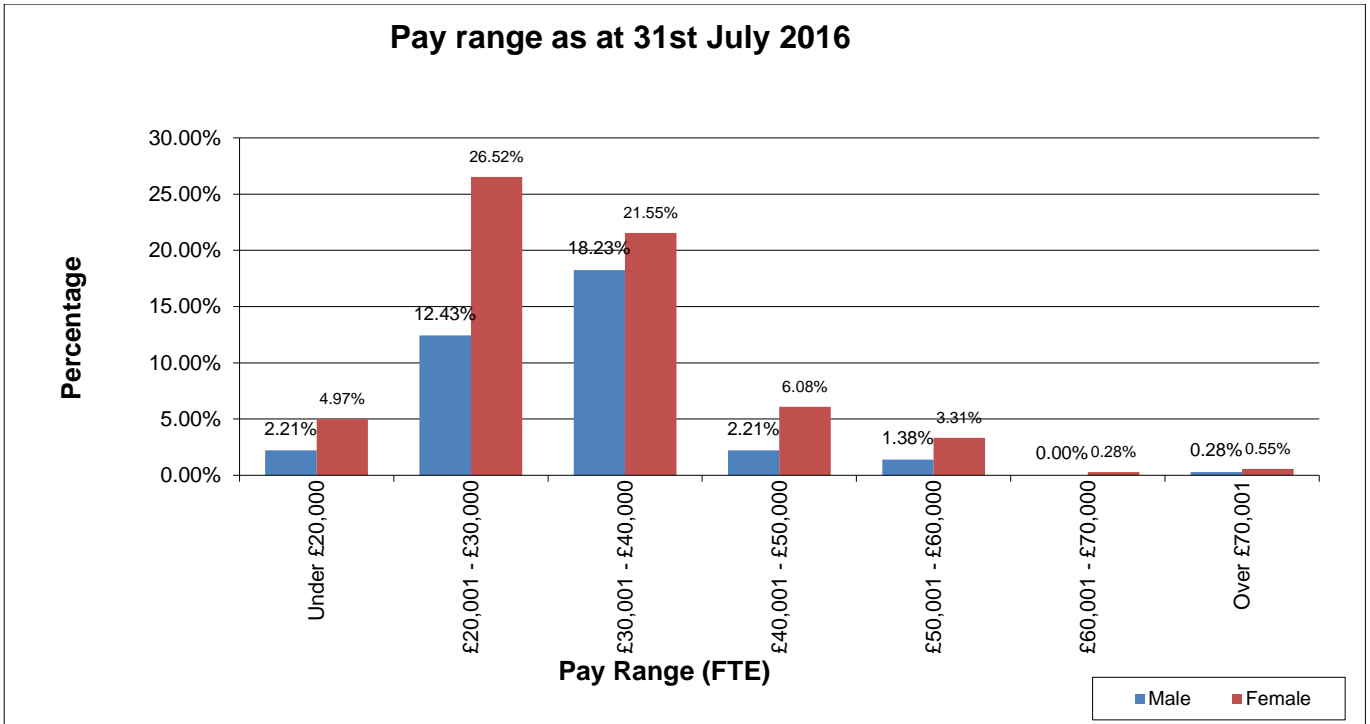
⁹ Harlow Council Harlow Population Profile 2011 Census



E. PAY EQUALITY

- The pay data below only looks at salaried staff and does not include casual staff. As you can see there has been a decrease in the number of people receiving a salary of £20,001 - £30,000 and an increase in the number of people receiving a salary of £30,001 - £31,000 since last year.





2. The College pays above average with the median annual pay for colleges in 2015-16 being £26,609¹⁰ compared to Harlow College's median annual pay being £31,580.
3. On 31st March 2017, the College was required to implement and publish under the Public Sector Equality Gender Duty, our Gender Pay Gap data. The gender pay gap is 4.55% and further analysis can be found in the HR Annual Report presented to the Resources Committee on 30th November 2017.

F. EQUALITY DIVERSITY IMPACT MEASURES (EDIMS)

1. All College teams and partners are aware of their learner success profiles in terms of EDIMs and take steps to eliminate any identified gaps in achievement.
2. Success rates for 2016/17 show an improvement for learners with a disability or learning difficulty and the achievement gap for this learner group has significantly reduced. Learners with a learner difficulty now exceed learners without a difficulty or disability by 4%. Overall success has improved by 10.64% from 81.25% to 91.94% for all enrolments. A new strategy of LSP (Learning Support Practitioner) deployment would appear to have had the intended effect: LSPs now carry a caseload of Keyworker students which allows a strong focus for the planning of support which is the responsibility of the Keyworker who meets with the student and the delivery team four times a year – once for an initial planning session and then termly to review and to agree new strategies and goals if needed. The implementation of support falls to the whole Central SEND team and the delivery teams but is co-ordinated by the Keyworker. This means that close monitoring of progress, problems as they arise and pastoral care needs is maintained throughout the year. The underlying focus for all SEND work on campus is based in the PfA (Preparation for Adulthood) strategy with a primary focus being the outcome for the learner in terms future goals including paid employment if appropriate. This focus gels

¹⁰ FE College Workforce Data for England (SIR) 2015/16

significantly with the funders for SEND students who also want to see very specific outcomes at year ends.

3. The most significant achievement gap in 2015/16 was for Black African learners but analysis of this year shows an improvement from 84.88% to 88.05% in line with overall College rates. This was with an increase of learners from 172 (15/16) to 251(16/17). In 2016/17 there are no significant achievement gaps between white and BAME groups.
4. Achievement for learners in receipt of 'free schools meals' shows an achievement gap of 10.2%. Learners who do not receive 'free schools meals' achieve a success of 87.99% compared to learners who claim 'free schools meals', their success is 77.79%. There has also been a reduction of learners in this category with 633 enrolling in 2015/16 compared to 468 enrolling in 2016/17.

G. STAFF DEVELOPMENT

1. All new staff are required to complete online disability and equality awareness training and prevent training as part of their induction.
2. The monitoring of E&D delivery within the curriculum and how this is embedded is reported upon within lesson observations.
3. On staff development days, training was given to provide staff with strategies to manage potentially difficult situations which could lead to discrimination and tension, particularly with a focus on the safeguarding vulnerable learners, SEND needs and reasonable adjustments, Prevent duties and British Values.
4. We also continued our dedicated sessions for staff on dyslexia awareness, deaf awareness and mental health first aid for support staff and the performing arts team.

H. COMPLAINTS, COMPLIMENTS AND GRIEVANCES

1. The analyses of complaints show that there were no complaints in the E&D category.
2. The analyses of grievances show that none submitted were on grounds of equality and diversity issues.

I. CONSULTATION AND PRACTICE

Staff and Partners

1. Staff and partners are informed and involved in the College's equality, diversity and inclusion strategy through a variety of means.
 - a targeted staff development programme
 - consultation with the three recognised staff unions
 - involving community organisations in equality campaigns & projects
 - an E&D area on our college intranet 'QUBE'
 - E&D displays and promotional campaigns
 - Equality Impact Assessments

- Delivery of E&D topics through the Tutorial Framework
- EDIMS data
- Promotion of E&D activities through social media and the college website. The college now has a social action section on its website to promote the work is completes within the local community.

Students

2. The student voice and student participation is encouraged through a variety of means:
 - Student Ambassador Scheme with a stronger representation from supported studies
 - Student Ambassadors participate in equality monitoring through the Steering Group and the Equality Impact Assessment Forum
 - Class/Academy Representatives
 - Focus Group activity – around Prevent project.

Community

1. The College has many formal and informal partnerships in the community and many organisations are involved in providing information and support for our learners. We have partnered with Hate Crime Ambassadors – three staff were trained by Essex Police to be HCA, to assist them with encouraging victims of Hate Crime to report it. Young Professional briefs included the media students worked with Essex Police to produce a video about Victim care.
3. We will continue to consult with these organisations on our equality objectives through Equality Impact Assessment Consultations and by invitation to our Equality Steering Group. We work with the following groups – Essex police IAG (Independent Advisory Group), Harlow Council and local community faith and non-faith groups.
4. In 2016/17 students and staff raised a total of £6,892.58 for eighteen different charities - including local charity St Claire Hospice, Grove Cottage and Streets2Homes. National charities such as Children in Need, Comic Relief, and Cancer Research continued to be supported.
5. NCS and its social action projects continue to provide substantial support for the community through awareness and fund raising.
6. Business and media students worked with PAH on their patient panel conference and represented the youth views on local services. They also produced the video presentation and assisting in managing the event.
7. Foundation learners are part of 3 social action projects with Harlow Town Park, Daisy May's Farm and Latton Bush Gardening since September 2016 and this is still continuing into 2017/18. At the Town park they have re-developed derelict land to an area that has now been opened to the general public. This project runs twice a week. A positive impact for the community and benefits seen to mental health within learners.
8. Creative and Design carried out 2 social action projects in 16-17. The Level 2 art and design raised money for Safer Places through a Mad Hatters Tea Party. Students chose this local charity to support. They made plates, mugs and cutlery and baked cakes. Safer Places were invited to the tea party in

reception and gave out information about their support services for victims of domestic abuse.

9. The Level 2 photography learners carried out a project with CanalAbility and produced photos and promotional materials to raise disability awareness and the opportunities CanalAbility can offer.
10. Creative arts also took part in the Arts Council funded Baltic Exchange Illustrator project working with Kertu Sillaste a professional children's book illustrator from Estonia and Pop Up projects. To be eligible students had to be from the Baltic States, Eastern Europe or BME students. 6 successful students will have their work displayed at London Book Fair in April 2018.
11. The college community continued to integrate and thrive through sports enrichment and Sports Maker activities but unfortunately the funding for the project has now concluded. The college does still however support some enrichment activities and continues to source funding to assist this area.

Useful web-links

www.harlow-college.ac.uk (go to about us/equality and diversity)

www.equalities.gov.uk

www.equalityhumanrights.com