

QUALITY AND STANDARDS COMMITTEE

30th November 2011

ANNUAL EQUALITY AND DIVERSITY REPORT 2010/11

This report is being submitted for information and approval.

1. Equality and Diversity Committee

Matters reviewed by the Committee during the academic year included :-

- Students and staff data capture
- Promoting E & D
- South West Peer Confederation E & D meetings
- Quality and Standards Committee Reports
- E & D Action Plan 2011/12
- Policies and Procedures
- Tutorial scheme
- Embedding of E & D into the curriculum offer
- E & D Action Plan 2010/11
- Staff profile 2009/10
- Single Equality Scheme
- Staff Appraisal Scheme
- Training

1. Learner Performance

The data within this section reflects student retention for the 2010/11 academic year and compares it with that of the 2009/10 academic year.

Effective monitoring has continued during the year to ensure that gaps appearing in student achievement are quickly identified and actions taken to improve. The practice of Quality Summits and Courses with Serious Concern procedures have vastly improved the College's ability to monitor, highlight and deal with the array of reasons why some learners withdraw from their courses.

3.1 Age and Gender

It can be seen from the information detailed in this section that retention rates for 2010/11 have mainly improved compared to the previous year. These improvements reflect the commitment and work undertaken by teaching and management staff alike.

At **Level 1** female 16-18 learner success rates were only slightly below that for males learners. Retention for female learners was above benchmark

3-year success and retention rates of Level 1 learners aged 16-18 years with variance from national benchmark shown in brackets				
Year	Success		Retention	
	F	M	F	M
10/11	82% (2)	83% (5)	89% (1)	86% (-2)
09/10	73% (-5)	80 (+1)	83% (-4)	85% (-2)
08/09	78% (0)	81% (+3)	88% (+1)	86% (-1)

At **Level 1** learner data is mixed with female success rate higher than male but male retention rates above those for female learners.

3-year success and retention rates of Level 1 learners aged 19+ years				
Year	Success		Retention	
	F	M	F	M
10/11	81% (1)	79% (0)	85% (-4)	86% (-2)
09/10	70% (-8)	86% (+10)	75% (-12)	91% (+5)
08/09	74% (-3)	84% (+9)	80% (-6)	88% (+4)

At **Level 2** success and retention rates for 16-18 female learners was below national benchmark.

3-year success and retention rates of Level 2 learners aged 16-18 years with variance from national benchmark shown in brackets				
Year	Success		Retention	
	F	M	F	M
10/11	73% (-7)	74% (-4)	81% (-7)	86% (-2)
09/10	69% (-8)	74% (-1)	82% (+1)	86% (+1)
08/09	71% (-4)	78% (+5)	85% (+1)	89% (+5)

At **Level 2** retention rates for 19+ females were below male learners and national benchmark.

3-year success and retention rates of Level 2 learners aged 19+ years				
Year	Success		Retention	
	F	M	F	M
10/11	75% (-5)	75% (-4)	79% (-10)	85% (-3)
09/10	62% (-13)	68% (-3)	72% (-12)	77% (-4)
08/09	69% (-5)	76% (+6)	76% (-6)	86% (+6)

At **Level 3** performance for 16-18 female learners was above that for male and above benchmark

3-year success and retention rates of Level 3 learners aged 16-18 years with variance from national benchmark shown in brackets				
Year	Success		Retention	
	F	M	F	M
10/11	87% (7)	82% (4)	90% (2)	87% (-1)
09/10	79% (+1)	78% (+3)	86% (-1)	84% (-2)
08/09	79% (+2)	80% (+7)	88% (+2)	87% (+2)

At **Level 3** 19+ female retention and success rates were below benchmark.

3-year success and retention rates of Level 3 learners aged 19+ years with variance from national benchmark shown in brackets				
Year	Success		Retention	
	F	M	F	M
10/11	77% (-3)	80% (1)	82% (-7)	87% (-1)
09/10	79% (+4)	74% (+3)	83% (0)	82% (0)
08/09	76% (+2)	66% (-4)	79% (-3)	72% (-9)

At **Level 4** success rates at 19+ were below national benchmarks.

3-year success and retention rates of Level 4 learners aged 19+ years				
Year	Success		Retention	
	F	M	F	M
10/11	74% (-6)	77% (-2)	79% (-10)	93% (5)
09/10	83% (+20)	76% (+15)	85% (+1)	81% (0)
08/09	67% (+2)	73% (+12)	70% (-11)	81% (+3)

3.2 Age and Ethnicity

Below are tables showing number of students within this category and their related retention rates for 2009/10 and 2010/11. Actions have been put in place to ensure that any 'gaps' are considered and dealt with. Data shows a mixed picture for students from an ethnic background when comparing the two Academic years. Improvement has been seen within some student groups but not in others. Further analysis is being undertaken to ensure that the relevant courses where retention rates have fallen slightly have been identified and corrective actions put in place.

Level	Age Grp	Gender	Ethnic Group	2010-2011	2009-2010			
				Starts	% Retention	Starts	% Retention	
1	16-18	F	Non White	2	100%	3	100%	
			White	237	89%	140	89%	
		F Total			239	89%	143	89%
		M	Non White	8	75%	5	100%	
			White	539	87%	411	88%	
	M Total			547	87%	416	88%	
	16-18 Total				786	88%	559	88%
	19+	F	Non White	7	71%	10	100%	
			Not Known	2	50%	3	100%	
			White	220	95%	360	93%	
		F Total			229	94%	373	93%
		M	Non White	6	100%	7	71%	
			Not Known	0	0%	1	100%	
			White	206	85%	267	93%	
	M Total			212	86%	275	92%	
19+ Total				441	90%	648	93%	
Level 1 Total					1227	89%	1207	91%
2	16-18	F	Non White	7	86%	8	88%	
			White	275	86%	293	88%	
		F Total			282	86%	301	88%
		M	Non White	7	71%	2	100%	
			Not Known	0	0%	4	100%	
White	415		89%	496	92%			
M Total			422	89%	502	92%		
16-18 Total				704	88%	803	91%	

	19+	F	Non White	134	98%	13	77%	
			Not Known	2	50%	1	100%	
			White	1144	96%	538	86%	
		F Total		1280	96%	552	86%	
		M	Non White	32	100%	9	78%	
			Not Known	0	0%	5	100%	
			White	388	93%	497	92%	
		M Total		420	93%	511	92%	
	19+ Total			1700	96%	1063	89%	
Level 2 Total				2404	93%	1866	90%	
3	16-18	F	Non White	5	100%	6	100%	
			Not Known	0	0%	1	100%	
			White	338	95%	365	90%	
		F Total		343	95%	372	90%	
	M	Non White	8	88%	7	57%		
		Not Known	0	0%	1	100%		
		White	433	92%	339	92%		
	M Total		441	92%	347	91%		
	16-18 Total				784	94%	719	91%
	19+	F	Non White	5	100%	11	82%	
			White	362	93%	437	84%	
		F Total		367	93%	448	84%	
		M	Non White	5	100%	14	86%	
			White	166	91%	193	88%	
M Total		171	91%	207	88%			
19+ Total				538	92%	655	85%	
Level 3 Total				1322	93%	1374	88%	
Level 4	16-18	F	White	3	100%	7	71%	
		F Total		3	100%	7	71%	
		M	White	1	100%	1	100%	
		M Total		1	100%	1	100%	
	16-18 Total				4	100%	8	75%
	19+	F	Non White	1	100%	3	100%	
			White	73	89%	122	97%	
		F Total		74	89%	125	97%	
		M	Non White	0	0%	2	50%	
			White	22	95%	40	95%	
	M Total		22	95%	42	93%		
19+ Total				96	91%	167	96%	
Level 4 Total				100	91%	175	95%	

3.3 Learning difficulty, disability or health problems

Below are tables showing number of students within this category and their related retention rates for 2009/10 and 2010/11.

Level	Age Grp	Gender	Learning Difficulty/ Disability	2010-2011		2009-2010		
				Starts	% Retention	Starts	% Retention	
1	16-18	F	Disabled	85	92%	64	92%	
			Not Disabled	154	88%	79	86%	
		F Total		239	89%	143	89%	
		M	Disabled	194	84%	211	88%	
			Not Disabled	353	89%	203	89%	
			Not Known	0	0%	2	0%	
	M Total		547	87%	416	88%		
	16-18 Total			786	88%	559	88%	
	19+	F	Disabled	76	96%	128	95%	
			Not Disabled	148	93%	229	93%	
			Not Known	5	100%	16	75%	
		F Total		229	94%	373	93%	
		M	Disabled	137	85%	162	95%	
			Not Disabled	73	86%	108	88%	
			Not Known	2	100%	5	80%	
		M Total		212	86%	275	92%	
	19+ Total			441	90%	648	93%	
	Level 1 Total				1227	89%	1207	91%
	2	16-18	F	Disabled	55	84%	65	85%
				Not Disabled	227	86%	236	89%
F Total			282	86%	301	88%		
M			Disabled	83	95%	125	89%	
			Not Disabled	339	87%	373	93%	
			Not Known	0	0%	4	100%	
M Total		422	89%	502	92%			
16-18 Total			704	88%	803	91%		
19+		F	Disabled	107	95%	75	85%	
			Not Disabled	1166	96%	467	87%	
			Not Known	7	100%	10	60%	
		F Total		1280	96%	552	86%	
		M	Disabled	56	84%	103	88%	
			Not Disabled	360	94%	402	93%	
	Not Known		4	100%	6	100%		
	M Total		420	93%	511	92%		

	19+ Total			1700	96%	1063	89%	
Level 2 Total				2404	93%	1866	90%	
3	16-18	F	Disabled	31	94%	54	93%	
			Not Disabled	311	95%	315	89%	
			Not Known	1	100%	3	100%	
		F Total			343	95%	372	90%
		M	Disabled	64	92%	69	94%	
			Not Disabled	376	92%	274	91%	
	Not Known		1	100%	4	75%		
	M Total			441	92%	347	91%	
	16-18 Total				784	94%	719	91%
	19+	F	Disabled	53	94%	74	81%	
			Not Disabled	314	92%	374	85%	
			F Total			367	93%	448
		M	Disabled	28	96%	51	90%	
			Not Disabled	143	90%	156	87%	
M Total				171	91%	207	88%	
19+ Total				538	92%	655	85%	
Level 3 Total				1322	93%	1374	88%	
Level 4	16-18	F	Disabled	0	0%	1	100%	
			Not Disabled	3	100%	6	67%	
		F Total			3	100%	7	71%
		M	Not Disabled	1	100%	1	100%	
			M Total			1	100%	1
		16-18 Total				4	100%	8
	19+	F	Disabled	3	100%	12	92%	
			Not Disabled	71	89%	113	97%	
		F Total			74	89%	125	97%
		M	Disabled	2	50%	3	100%	
			Not Disabled	20	100%	39	92%	
		M Total			22	95%	42	93%
	19+ Total				96	91%	167	96%
	Level 4 Total				100	91%	175	95%

3.4 Socio-economic background

Below are tables showing number of students within this category and their related retention rates for 2009/10 and 2010/11. Actions are in place to ensure that any 'gaps' are considered and dealt with to ensure that improvement is seen.

Level	Age Grp	Gender	Disadvantage Uplift	2010-2011		2009-2010		
				Starts	% Retention	Starts	% Retention	
1	16-18	F	Eligible	39	85%	28	79%	
			Not Eligible	200	90%	115	91%	
		F Total		239	89%	143	89%	
		M	Eligible	51	71%	63	76%	
			Not Eligible	496	89%	353	90%	
		M Total		547	87%	416	88%	
	16-18 Total				786	88%	559	88%
	19+	F	Eligible	61	89%	47	94%	
			Not Eligible	168	96%	326	93%	
		F Total		229	94%	373	93%	
		M	Eligible	52	83%	27	74%	
			Not Eligible	160	87%	248	94%	
		M Total		212	86%	275	92%	
	19+ Total				441	90%	648	93%
Level 1 Total				1227	89%	1207	91%	
2	16-18	F	Eligible	31	87%	35	80%	
			Not Eligible	251	86%	266	89%	
		F Total		282	86%	301	88%	
		M	Eligible	23	91%	34	91%	
			Not Eligible	399	88%	468	92%	
		M Total		422	89%	502	92%	
	16-18 Total				704	88%	803	91%
	19+	F	Eligible	322	96%	56	79%	
			Not Eligible	958	96%	496	87%	
		F Total		1280	96%	552	86%	
		M	Eligible	83	96%	48	90%	
			Not Eligible	337	92%	463	92%	
		M Total		420	93%	511	92%	
	19+ Total				1700	96%	1063	89%
Level 2 Total				2404	93%	1866	90%	
3	16-18	F	Eligible	25	96%	26	88%	
			Not Eligible	318	95%	346	90%	
		F Total		343	95%	372	90%	
		M	Eligible	22	82%	18	83%	
			Not Eligible	419	93%	329	92%	
		M Total		441	92%	347	91%	
16-18 Total				784	94%	719	91%	

	19+	F	Eligible	31	94%	41	78%	
			Not Eligible	336	93%	407	85%	
		F Total			367	93%	448	84%
		M	Eligible	12	92%	17	94%	
			Not Eligible	159	91%	190	87%	
		M Total			171	91%	207	88%
		19+ Total			538	92%	655	85%
Level 3 Total				1322	93%	1374	88%	
Level 4	16-18	F	Not Eligible	3	100%	7	71%	
			F Total	3	100%	7	71%	
		M	Not Eligible	1	100%	1	100%	
			M Total	1	100%	1	100%	
	16-18 Total			4	100%	8	75%	
	19+	F	Eligible	2	50%	9	100%	
			Not Eligible	72	90%	116	97%	
		F Total			74	89%	125	97%
		M	Eligible	2	100%	0	0%	
			Not Eligible	20	95%	42	93%	
	M Total			22	95%	42	93%	
19+ Total			96	91%	167	96%		
Level 4 Total				100	91%	175	95%	

4. Audits and reviews

The College arranged two external reviews to be undertaken on its arrangements for Equality and Diversity to ensure that the correct actions were in place to improve the experience of its learners and staff

4.1 RSM Tenon

RSM Tenon undertook a review in May 2011 as part of the approved internal audit periodic plan for 2010/11 following the Ofsted Inspection in May 2010.

The review culminated in a report which included suggestions for an Action Plan. These actions covered areas such as SMART targets for the College's E & D SAR, a formal training programme, the review of policies and procedures to ensure that they are current and the continued embedding of E & D within the curriculum offer.

These actions had also been highlighted by the College's Senior Management Team and E & D Committee and will form part of the 2011/12 Action Plan.

4.2 South West Peer Confederation

The College is a partner within this Confederation. Part of the terms of reference of the groups is to undertake reviews in relevant areas within partner Colleges. HCT therefore requested that its review be around its E & D arrangements.

The review took place on 6th June 2011 by representatives from LSIS and other partner colleges. Recommendations were made which will also be incorporated into the College's 2011/12 Action Plan.

5. Annual Plan 2010/11

The Action Plan for the 2010/11 Academic year was reviewed on a regular basis by the E & D Committee. Significant progress was made during the year in terms of benchmarking data, training, the promotion of E & D and improvements to the tutorial scheme.

6. Training

Further training has been undertaken during the 2010/11 Academic year. The Government's revised 8 groups has been incorporated into new training programmes provided by the Herefordshire Children Safeguarding Board.

A mandatory on-line introduction to E & D was put in place and has become a condition of employment for new staff. The LSIS management on-line package is also being used to ensure that senior and middle managers have a sound understanding of E & D practices.

Various one off events have taken place throughout the year, including seminars by leading E & D speakers including Trevor Gordon and presentations on specific topics by Herefordshire Council and West Mercia Police Force.

7. Student Ambassador

The student ambassador for the year has not been successful as hoped. The student in question suffered a number of personal issues and was unable to commit as much time as first thought.

8. Teaching, tutorials, communication and events

Work has taken place to ensure that students are made fully aware of the College's arrangements around E & D. This has included an insert in the Student Diary, full page insert into the College prospectus, computer pop ups on student web sites, presentations from West Mercia Police, improved programme of tutorials covering various E & D issues and improved communication including an E & D week in March.

The College's Observation of Teaching and Learning procedures and Staff Appraisal policies have revised to reflect the need to embed E & D in all lessons and College practices.

E & D has been further enhanced within both student and staff induction processes.

Religious events have been detailed within the College's staff monthly newsletter.

9. Annual Plan 2011/12

An Annual Plan for the current academic year is being established to ensure that improvement continues and that an improved E & D culture is developed.

Work has taken place over the Summer to ensure that an appropriate Action Plan is in place to drive further improvements during this year.

The Action Plan is currently in draft form and will be agreed by the E & D Committee at its first meeting on 12th October 2011. Additional Committee meetings have been arranged for this academic year to ensure that the focus continues and that timely improvements are made.

The Action Plan will cover recommendations from both of the reviews explained in point 4.. of this report. It will also covers discussions held at Senior Management and E & D Committee level. An example of areas to be covered include :-

- Further embedding of equality and diversity themes into the curriculum offer
- The implementation of a training matrix for all staff reflecting the Government's 8 Groups.
- SMART targets within the E & D SAR
- A complete review of E & D policies and procedures
- Categorise incidents and complaints
- Review and develop student and staff induction, ensuring that equality and diversity is embedded
- Comprehensive student profile to be established
- Ensure that students are fully aware of equality and diversity policies and procedures
- Continue to monitor staff profile to ensure comparison with students and community
- Promote annual E & D events

Debra Baldwin
Director of Personnel
November 2011