

Equalities Data

2017/18



Hereward College
PROMOTING INDIVIDUAL ACHIEVEMENT

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Vision, mission, values and behaviours

Our vision

Each learner's experience at Hereward College will prepare them for the next stage of their life, with outstanding employability skills and much greater control over their own future. Their growing independence and well-being will enable their talents to shine.

Our mission

Hereward helps learners to make progress and realise their potential and ambitions. The creativity and skills of staff, working in partnership with the community and employers ensure learners develop skills for life and work, achieve appropriate qualifications and develop safe and healthy lifestyles that prepare them for the future.

Our values and behaviours

RESPECT

We believe that we should treat each other with respect, consideration and fairness

We will consider the opinions of others and treat each other fairly

HONESTY

We believe we should all be open and honest with each other

Together we will create a safe and trusting environment where people feel able to share their ideas and opinions and be truthful

ACHIEVEMENT

We believe that learners' progression is the most important goal for the College to achieve

We will use clear shared learning goals and ensure we recognise and celebrate success

INDEPENDENCE

We believe that learners should be more independent at the end of their time at College

We will actively encourage the development of skills which help learners to be more independent and make informed choices

EXCELLENCE

We believe we should all be focused on continuously improving the quality of what we do to achieve excellent services

We welcome and value new ideas that will improve the quality of what we do

Introduction

The College implemented a set of equality, diversity and inclusion (EDI) objectives in 2015 which were reviewed in 2018. These objectives build on the work of previous years to ensure services and provision allow learners and staff to learn, live and work in an inclusive and fulfilling environment. This work is ongoing and the College will continue to be vigilant to the needs of all its users and strive to improve experiences. Progress against the objectives is monitored by Governors and senior leaders using measures against the objectives.

Equality, Diversity and Inclusion Objectives

Objective 1

Create a safe, honest and open environment that enables us all to live, work and learn together whilst challenging each other's understanding of equality, diversity and inclusion

Objective 2

Ensure every learner has the opportunity to meet their optimum level of success

Objective 3

Support learners to develop their skills and confidence to create an inclusive community

Objective 4

Support all staff so that they have the relevant skills and understanding with which to promote an inclusive College environment and deliver the EDI plan

Objective 5

Promote an improved understanding of disability within the local community

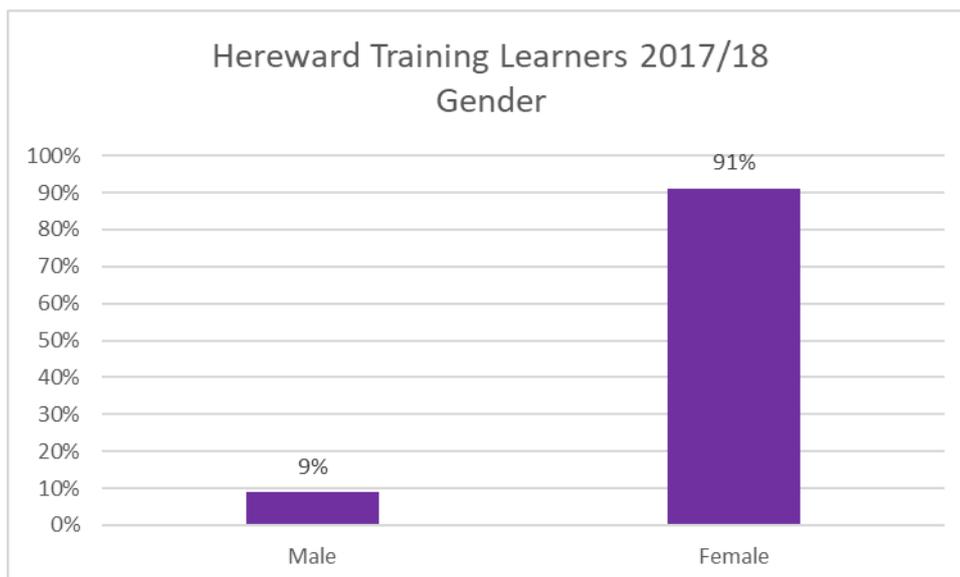
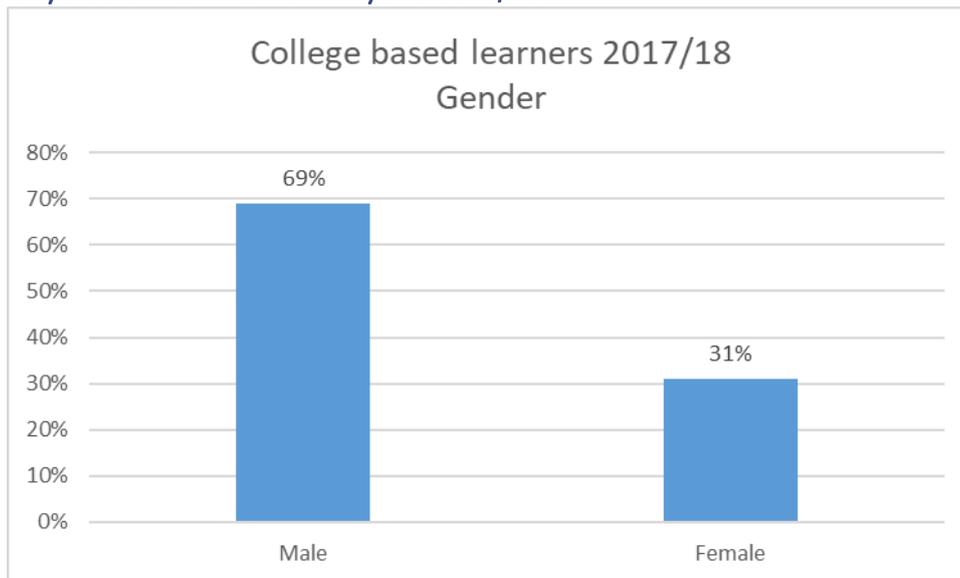
Objective 6

Celebrate all types of diversity including all learners, staff and other stakeholders

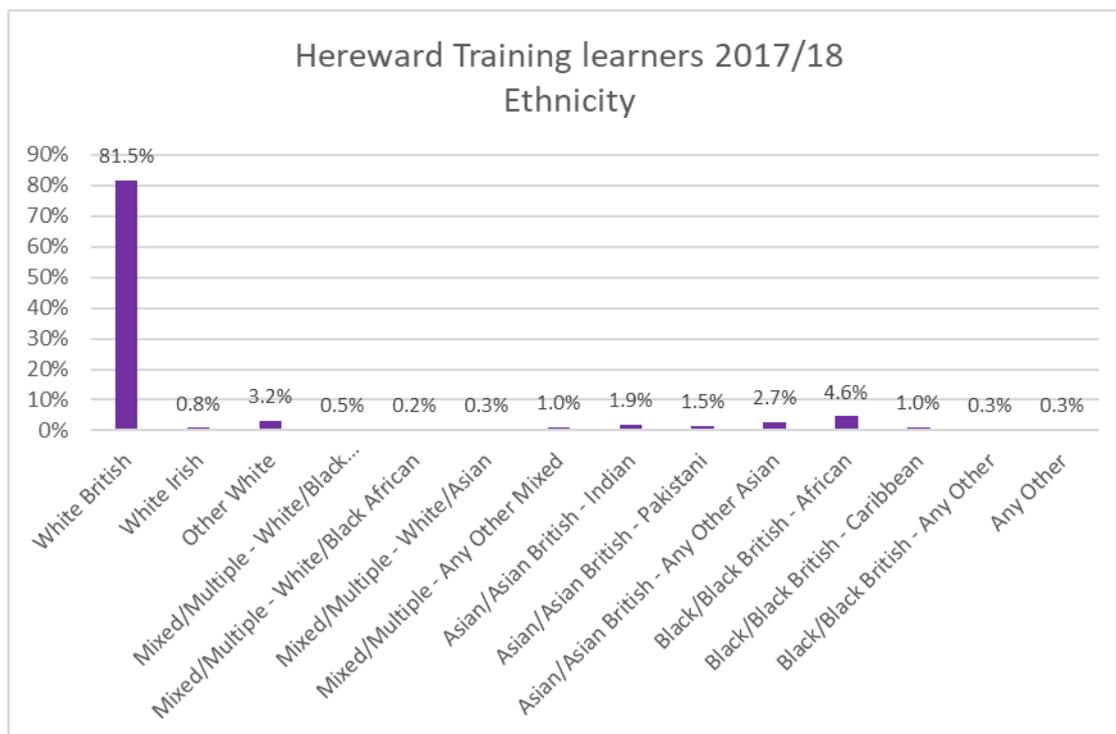
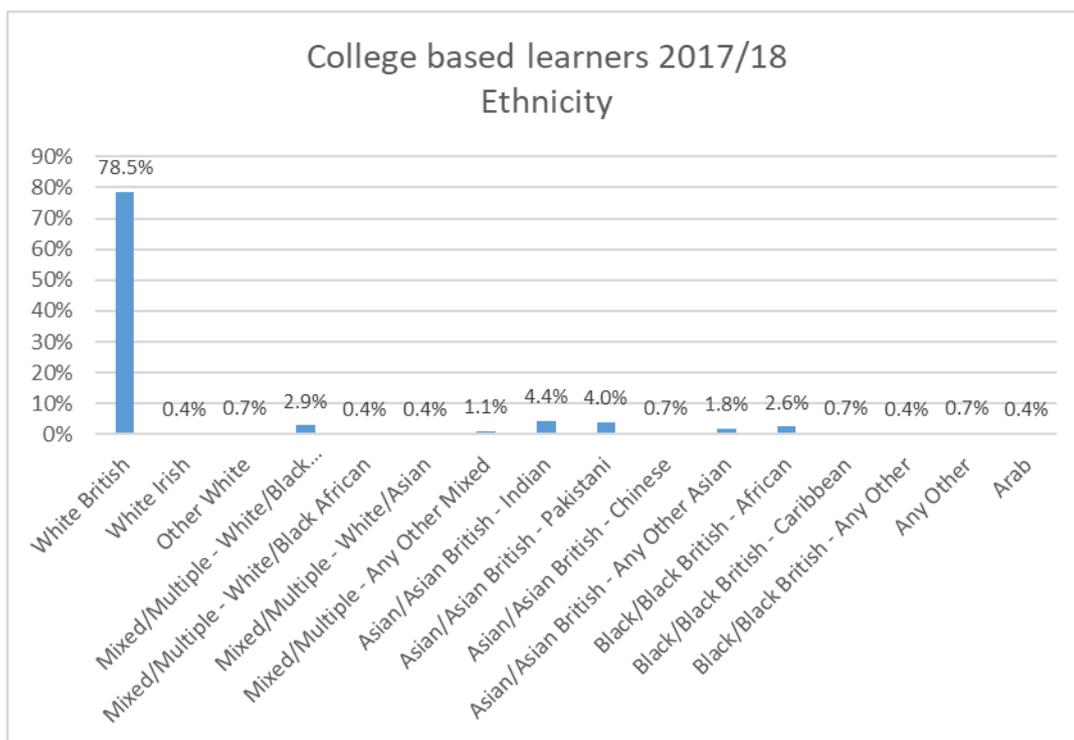
Equality Information – Learners

The data for learners has been split between College-based and Hereward Training. These represent very different cohorts and provision for the College. College-based provision is for learners with special educational needs and disabilities (SEND) while Hereward Training provided work-related qualifications including Apprenticeships, work-placed learning and distance learning courses, predominantly in health and social care related qualifications. The gender imbalance in Hereward Training is a reflection of the profile of the social care sector workforce.

Learner Profile by Gender and Ethnicity in 2017/18

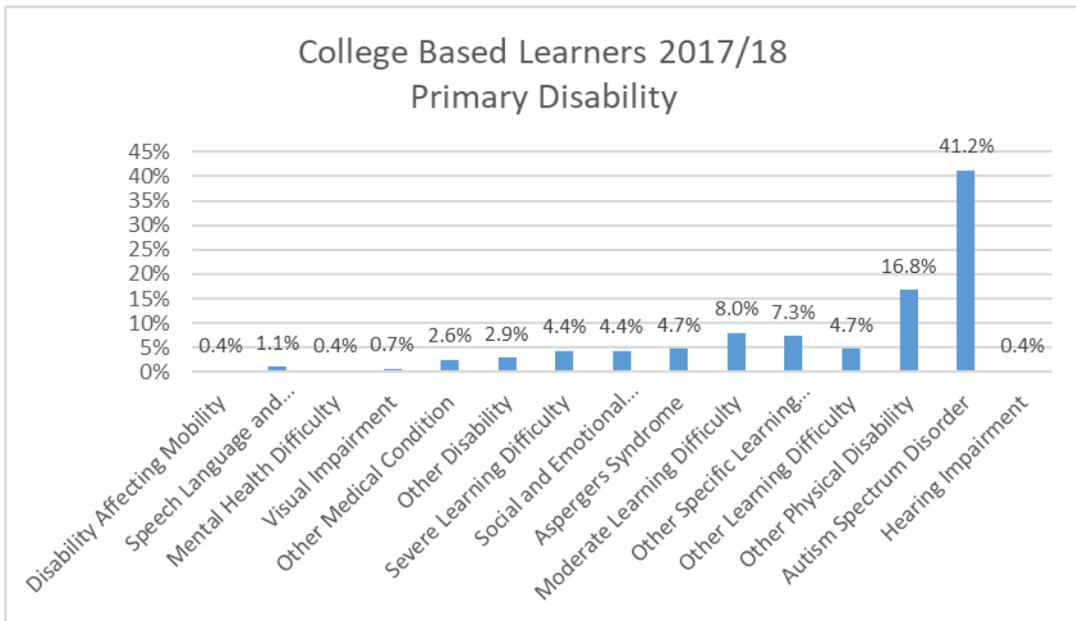


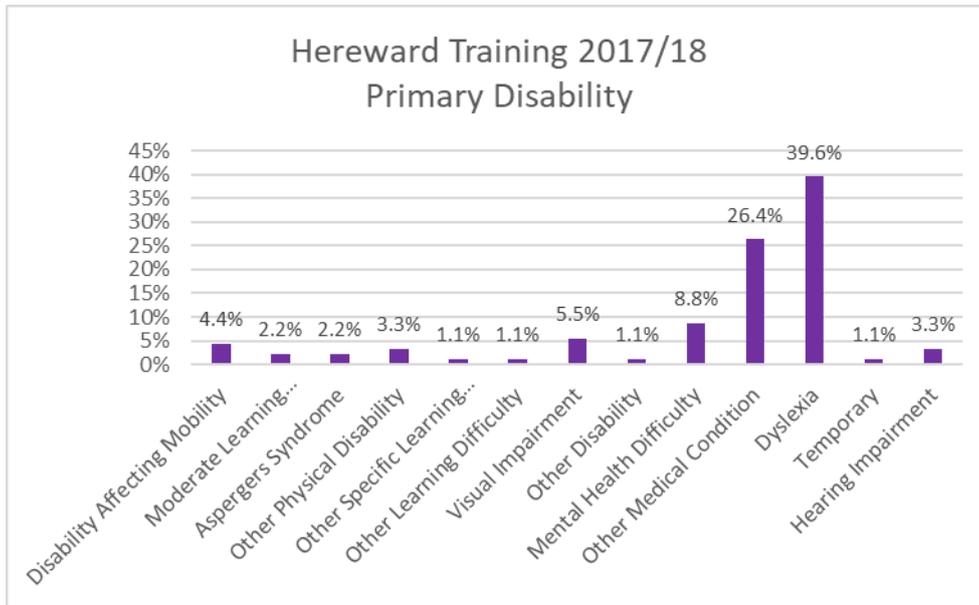
Learner Profile by Ethnicity in 2017/18



Learner Profile by Disability in 2017/18

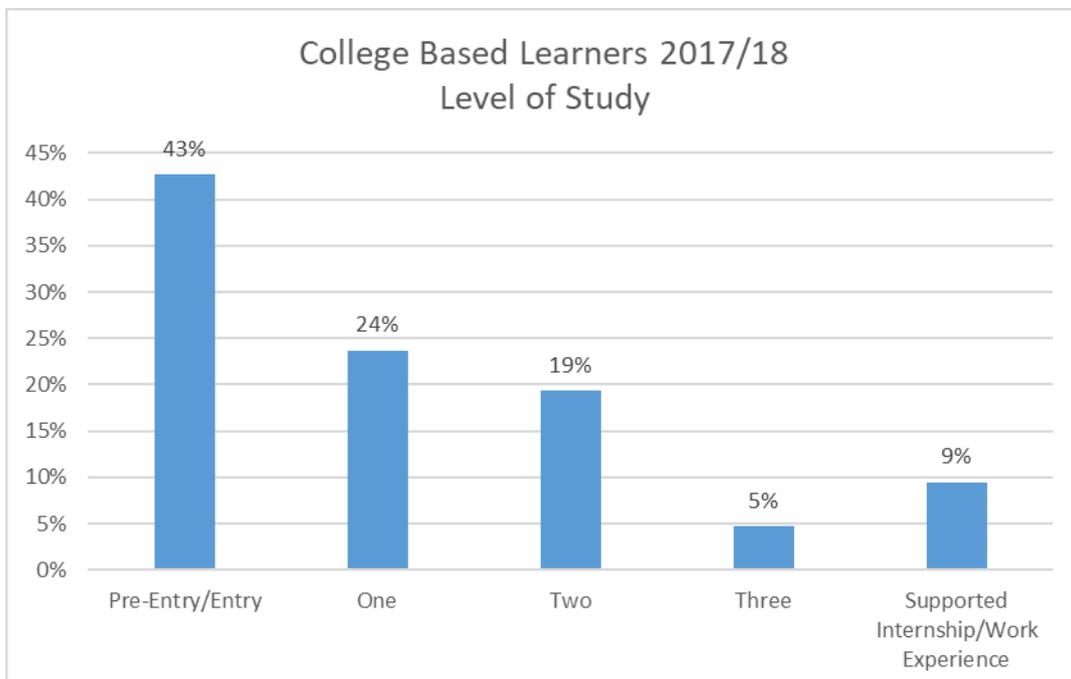
As would be expected for the College, our learners have a wide range of disabilities, with all College-based learners declaring a disability and/or learning difficulty. In recent years there has been an increase in the number of learners with Autism and Asperger’s, which represented over 40% of the College-based learner cohort. 85% of Hereward Training learners did not declare a disability or learning difficulty with a significant majority of those that did, identifying Dyslexia as a primary disability.

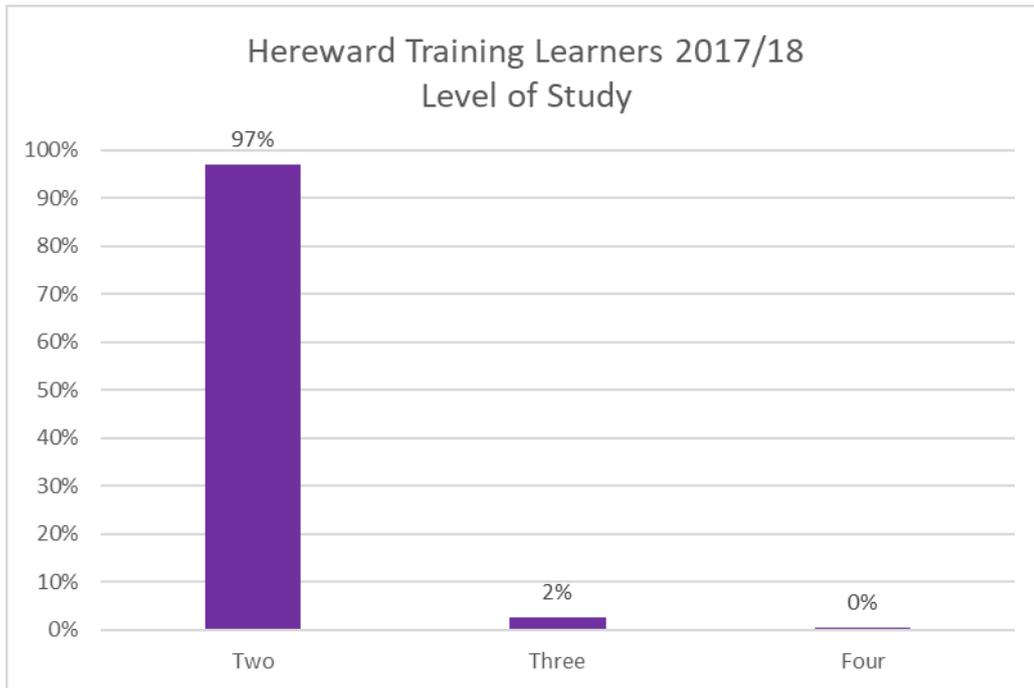




Learner Profile by Academic Level in 2017/18

The analysis of learners by level illustrates a decline of 2 percentage points in learners studying at level 3 compared to 2016/17. The percentage of learners on a Supported Internship have increased from 3% in 2015/16, 6% in 2016/17 to 9% in 2017/18.





Equality Information – Employees

Analysis of current staff at Hereward College

The College employed 177 staff at the end of 2017/2018

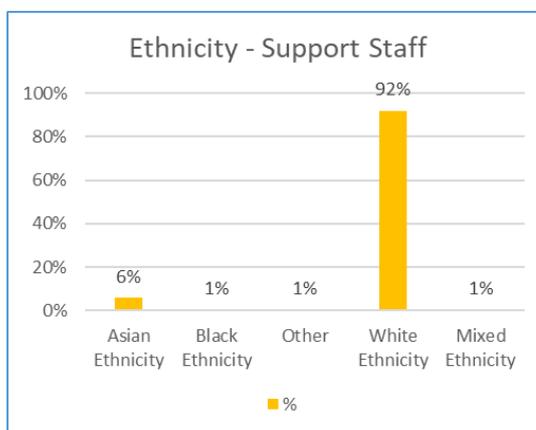
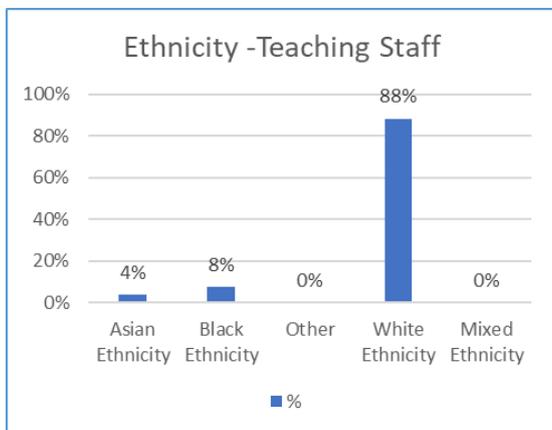
Ethnicity

162 members of staff (91%) were of white ethnicity compared with 73.9% of the Coventry population (2011 Census) and 85.5% of England. Coventry is a very diverse city, but this is not reflected in the ethnicity of the workforce at Hereward.

Ethnic Group	Hereward Staff (2018)	Coventry 2011	England (2011)	Hereward College based Learners (2017)
People of White Ethnicity	162	91%	73.9%	79.6%
People of Asian/Asian British Ethnicity	10	6%	15.9%	10.9%
People of Black/Black British Ethnicity	3	2%	7.0%	3.7%
Other	2	1%	3.2%	5.8%
TOTAL	177	100.0%	100.0%	100%

Of the 15 members of staff who were from a non-white background, 3 were from teaching, 2 from management and business support, 3 ILS residential with the remaining 7 from learner support.

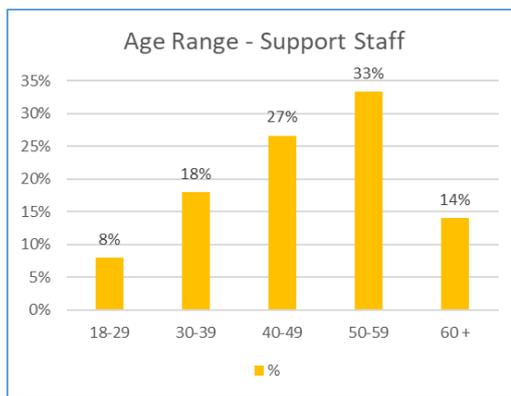
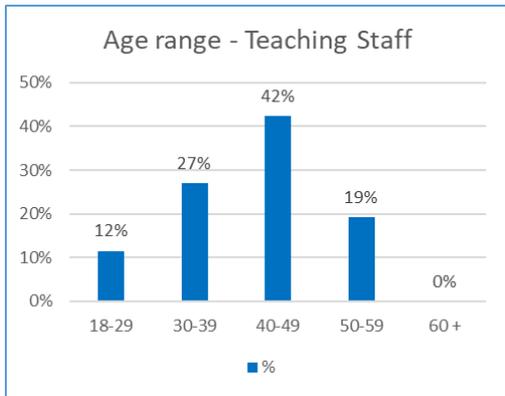
The analysis of the learner cohort in 2017/2018 shows that 21.5% of learners were from an ethnic minority compared with 9% of staff.



Age

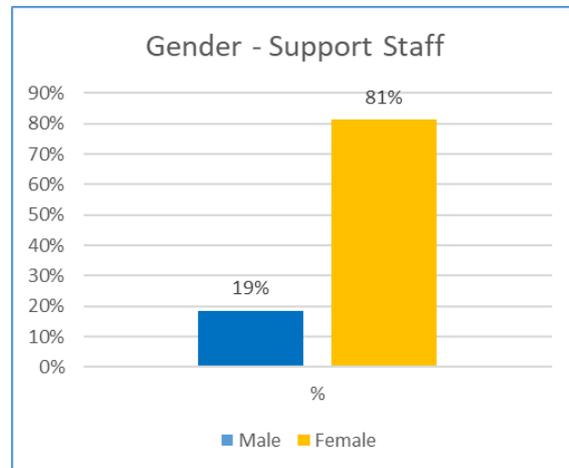
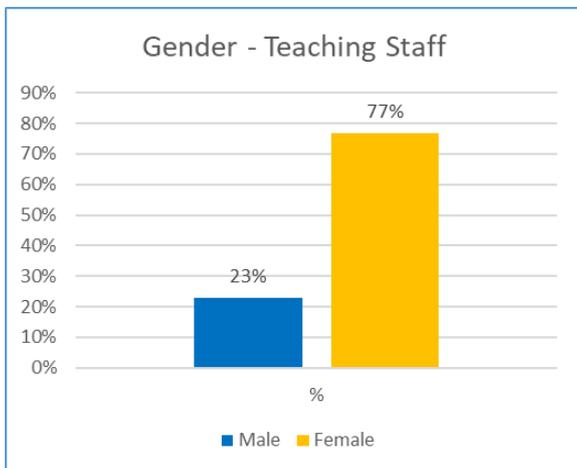
The average age of the workforce was 47 and 72% were aged 40+. 76 were aged over 50 including 21 aged over 60. The Education and Training Foundation report on FE Workforce Data for England 2015-2016 shows that this is broadly consistent with the picture in FE Colleges on age nationally, with the average age being 45.

A breakdown of age for teaching staff and support and management staff is given below.



Gender

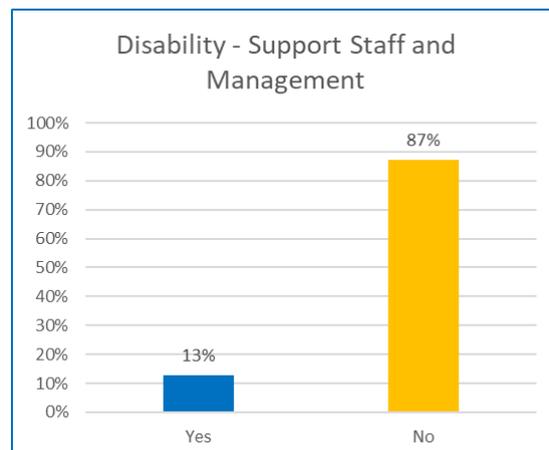
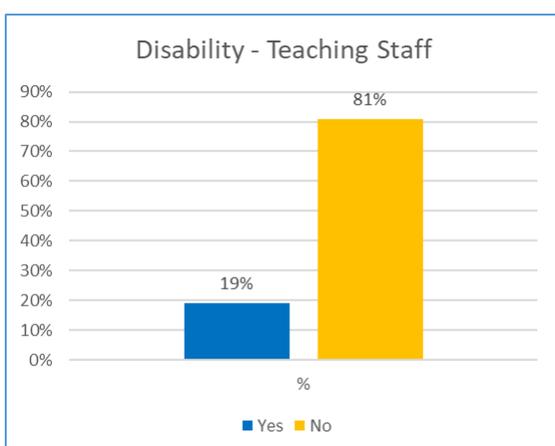
The gender profile of the College continued to show a sizeable majority of female employees. The profile has remained relatively unchanged over the last 5 years with 81% of staff being female. Whilst staff working in FE generally are predominantly female (60% in the ETF report for 2015/16), the proportion at Hereward is higher. This could be attributed, in part, to the care roles in the College.



Disability

14% of staff declared a disability, the same level as in August 2017. There are no guidelines provided for what constitutes a disability, so the declaration is based on the individual's judgement of the impact of their condition on their lives. Almost 1 in 5 people in the UK have a disability, with the number remaining relatively constant over time. 16% of adults of working age have a disability with approximately 7% of the workforce nationally having a disability.

The prevalence of disability rises with age, so it can be expected that with an ageing workforce, the number of staff reporting a disability will increase over time.



Turnover and Sickness

In 2017/2018 voluntary turnover was 11.66% against a target of 15%. There were 26 leavers during the year. An analysis of leavers shows

- 15% were male, 85% female
- All leavers were from white background
- 23% had a disability
- 8% were employed for 1-2 years, 19% for 3-5 years, 15% for 6 – 10 years and 58% for more than 11 years

The figures show that fewer men left than currently reflected in the workforce, and a slightly higher proportion of leavers had a disability than in the rest of the workforce.

Sickness absence for the year was 5.67%, which was higher than the College target of 4%.