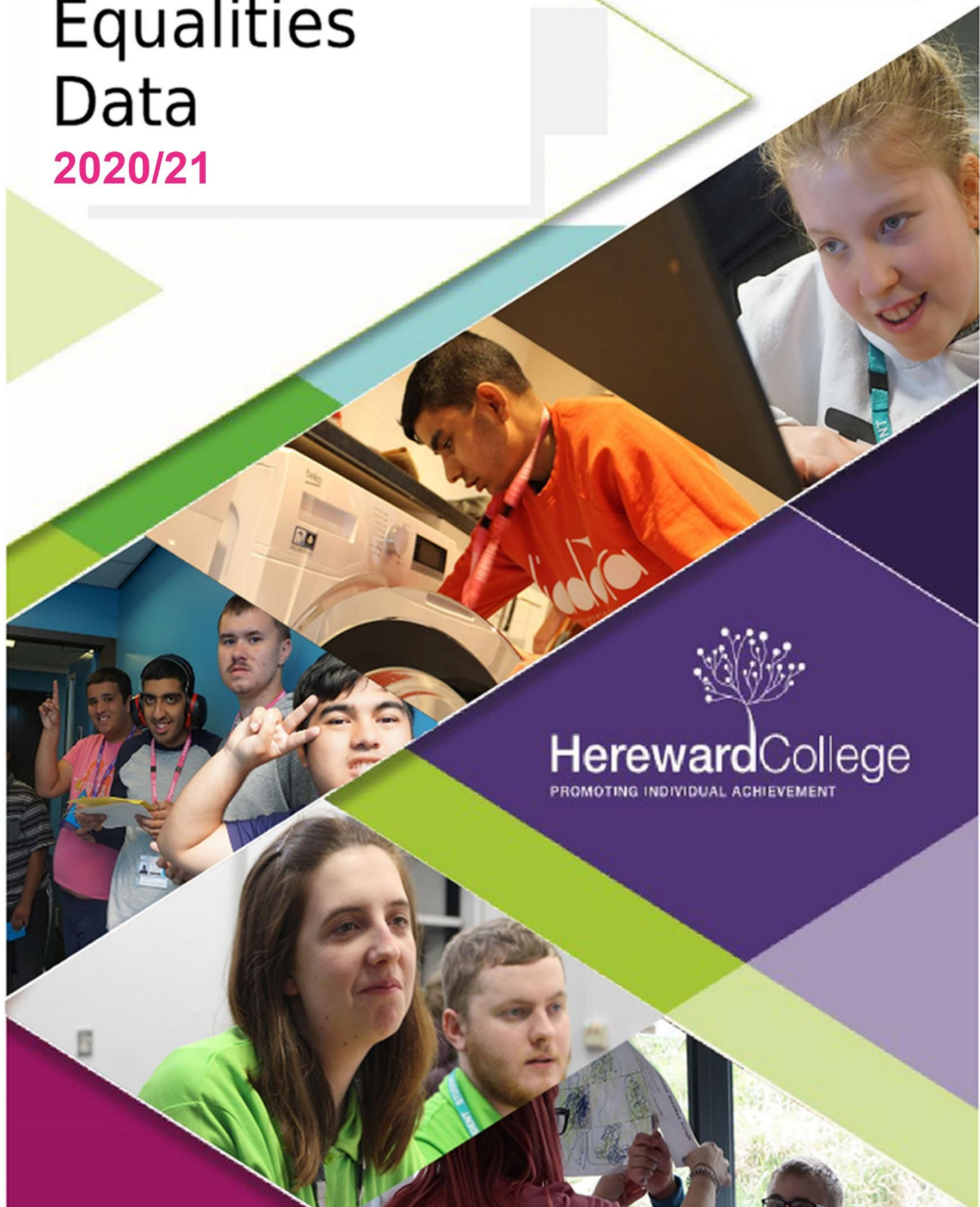


# Equalities Data

2020/21



HerewardCollege

PROMOTING INDIVIDUAL ACHIEVEMENT

## 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 has implemented a set of equality, diversity and inclusion (EDI) objectives since 2015 which are reviewed annually. 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 on-going 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 provides distance learning courses, predominantly in health and social care related qualifications. The gender imbalance in Hereward Training reflects the profile of the social care sector workforce. There was a slight increase in College-based, male learners to 70% in 2019/20 from 69% in 2017/18, and has increase fractionally again to 72% 2020/21.

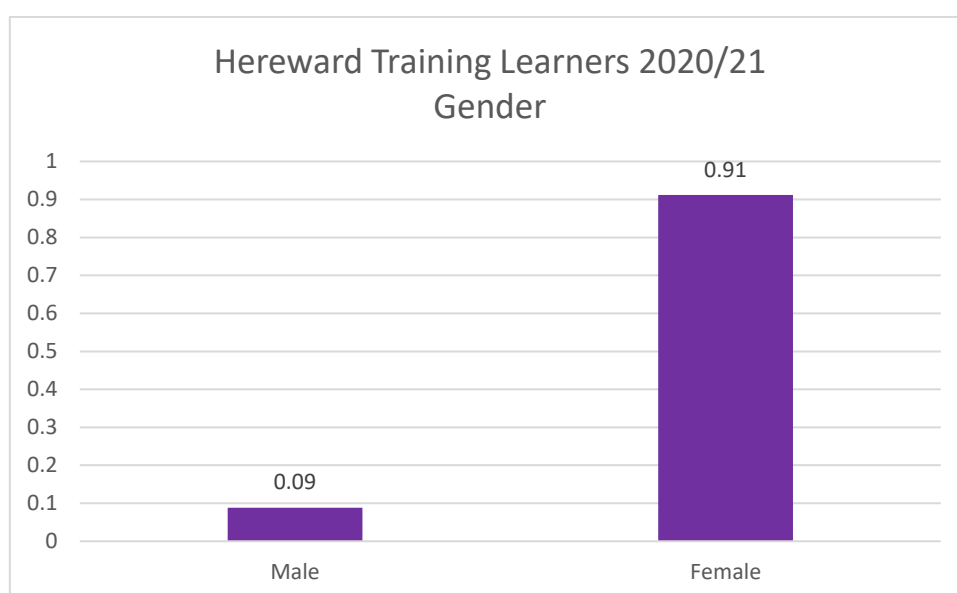
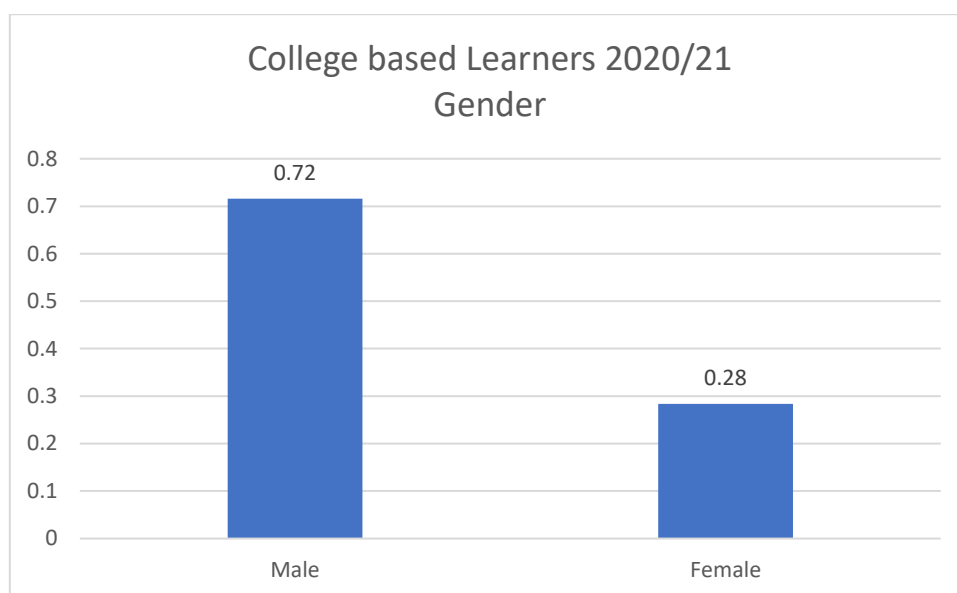
### Learner Profile by Gender and Ethnicity in 2020/21

Analysis is based on the following learner cohorts:

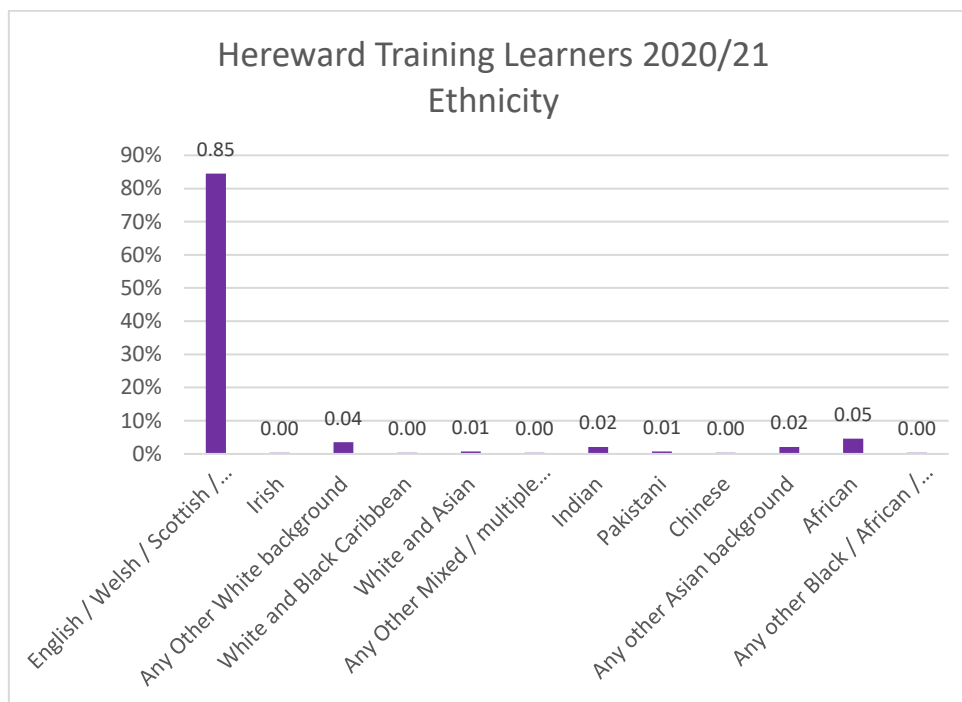
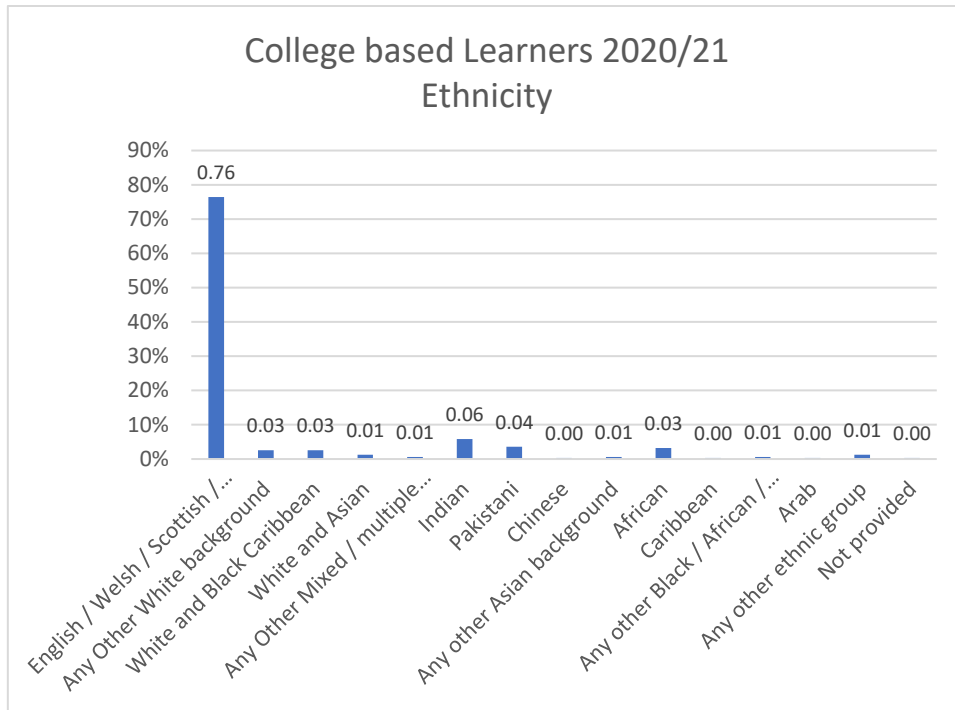
College based learners – 310

Hereward Training provision – 284

#### Gender

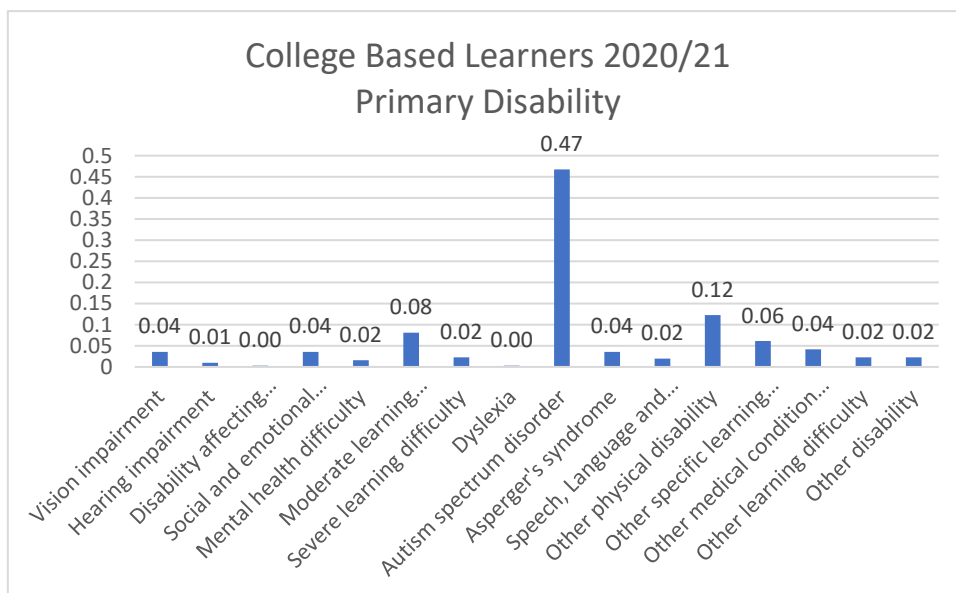


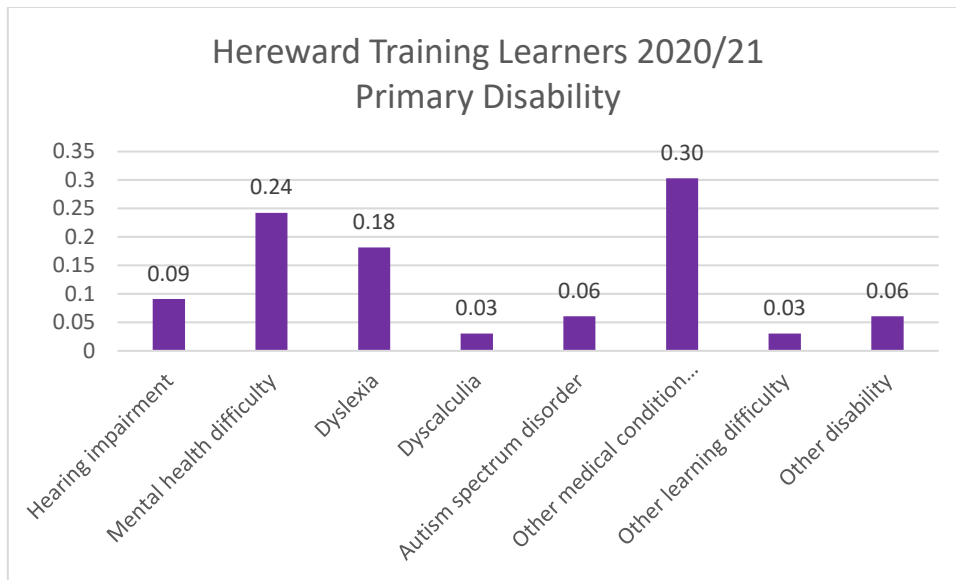
## Ethnicity



## Learner Profile by Disability in 2020/21

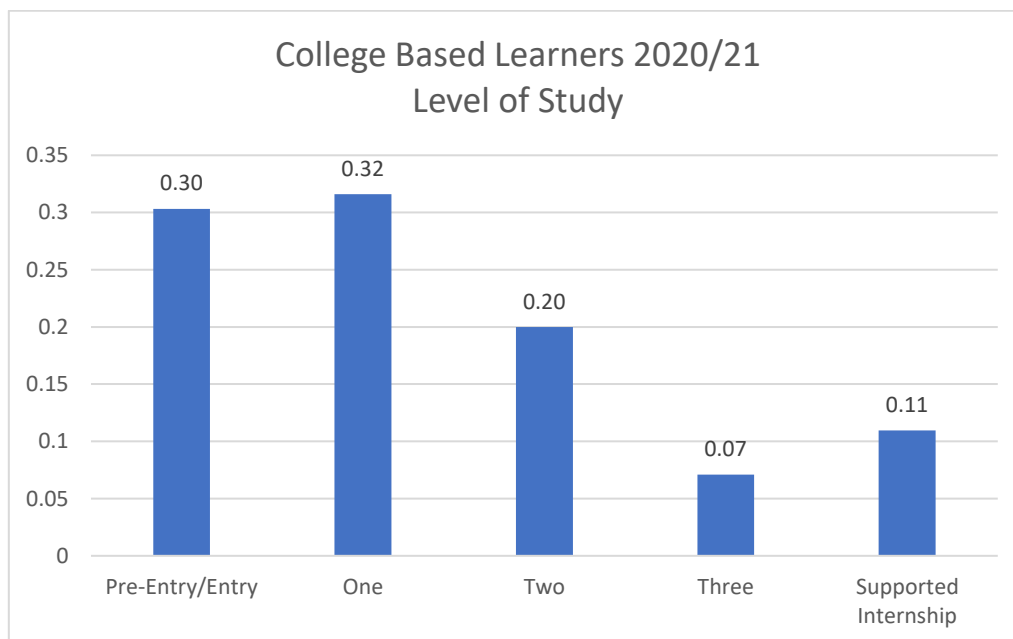
As would be expected for the College, our learners have a wide range of disabilities, with all College-based learners declaring a disability and/or learning difficulty. In recent years there has been an increase in the number of learners with Autism and Asperger’s, which now represents almost 50% of the College-based learner cohort. 89% of Hereward Training learners do not declare a disability or learning difficulty with a significant number of those who do, identifying Dyslexia or other medical condition as a primary disability.





## Learner Profile by Academic Level in 2020/21

The analysis of learners by level illustrates that the percentage of learners studying at level 3 remains static compared to 2019/20. The main increase has been in learners studying at level 1, due largely to the cohort's qualifications on entry. The percentage of learners on a Supported Internship has increased from 3% in 2015/16 to 11% in 2020/21.



Hereward Training courses were all Level 2.

# Equality Information – Employees

## Analysis of current staff at Hereward College

The College employed 220 staff at the end of 2020/2021

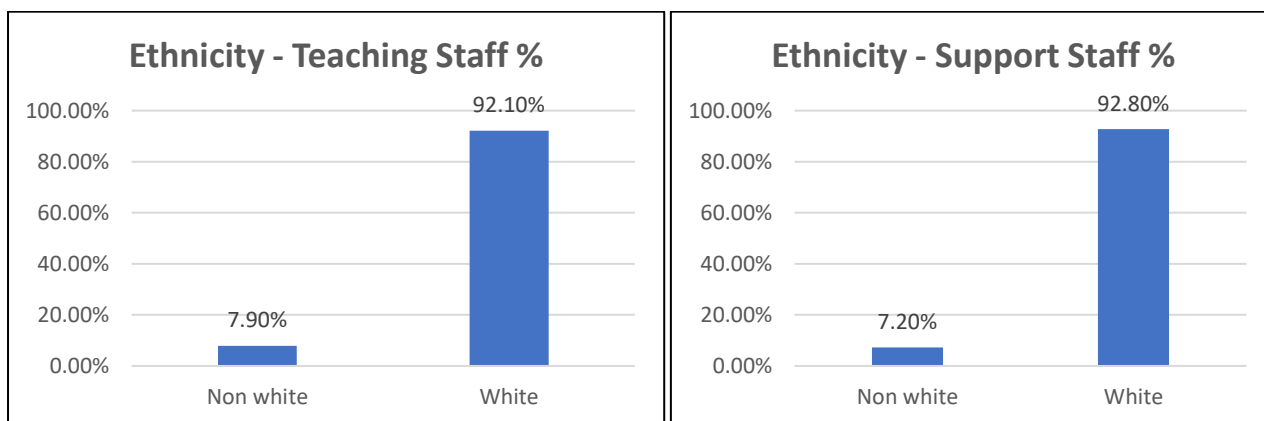
### Ethnicity

203 members of staff (92%) are 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 (2020/21)		Coventry (2011)	England (2011)	Hereward College based Learners (2020/21)
	Count	Percentage			
People of White Ethnicity	203	92.35%	73.9%	85.5%	77.3%
People of Asian/Asian British Ethnicity	10	4.5%	15.9%	7.6%	11.7%
People of Black/Black British Ethnicity	4	1.8%	7.0%	4.5%	3.6%
Mixed – White/Black Caribbean	2	0.9%			
Other	1	0.45%	3.2%	2.4%	7.4%
<b>TOTAL</b>		<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100%</b>

Of the 17 members of staff who are from a non-white background, 3 are from teaching, 1 from management and business support, 2 ILS residential, 5 ILS Pathway, 2 ILS Aspire with the remaining 4 from learner support.

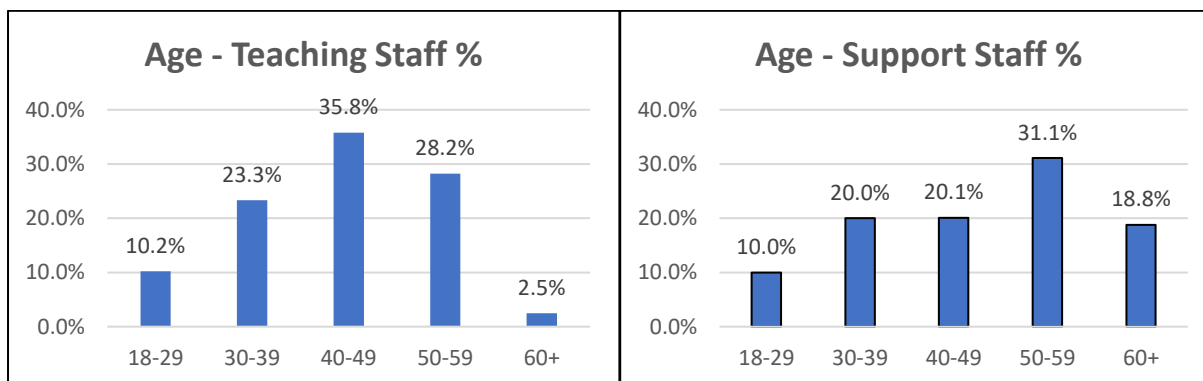
The analysis of the learner cohort in 2020/21 shows that 22.7% of learners are from an ethnic minority compared with 8% of staff.





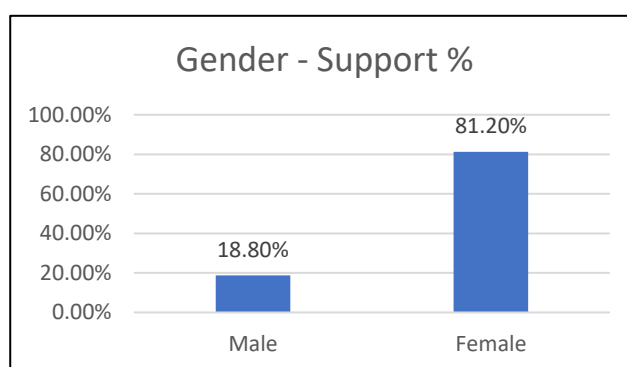
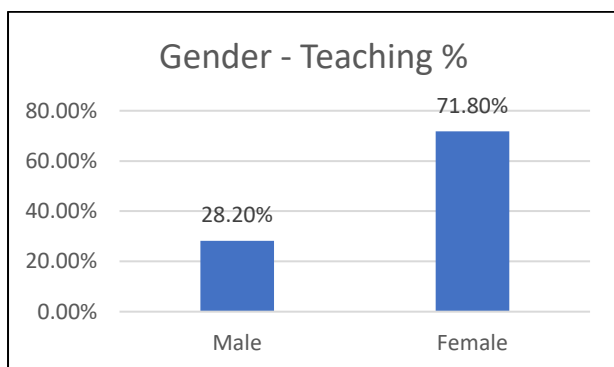
## Age

The average age of the workforce is 47 and 66.5% are aged 40+. 102 staff are aged over 50 including 35 aged over 60. The Education and Training Foundation report on FE Workforce Data for England 2017-18 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 staff is given below.



## Gender

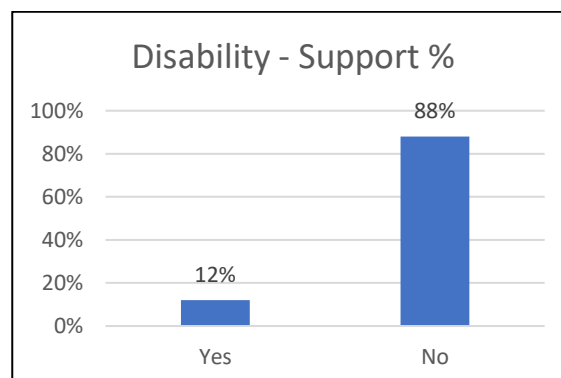
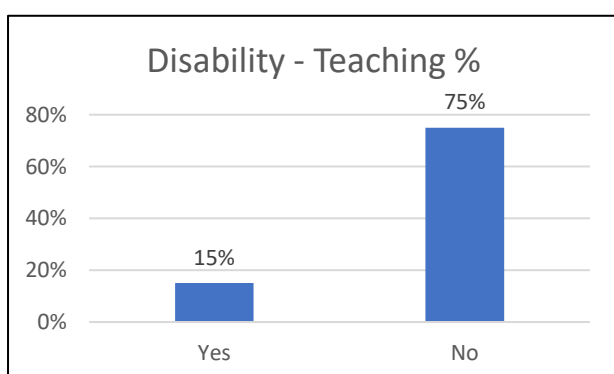
The gender profile of the College continues to show a sizeable majority of female employees, in contrast to the general learn population. The profile has remained relatively unchanged over the last 5 years with 80% of staff being female. Whilst staff working in FE generally are predominantly female (60% in the ETF report for 2015/16), the proportion at Hereward is higher. This can be attributed in part to the care roles in the College.



## Disability

12% of support staff and 15% of teaching staff have declared a disability. 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 2020/21 voluntary turnover was 7.88% against a target of 15%. There were 16 leavers during the year. An analysis of leavers shows;

- 25% were male, 75% female
- 75% were from a White background
- 13% had a disability
- 18.75% were employed for less than one year, 37.5% for 1-2 years, 12.5% for 3-5 years, 12.5% for 6 – 10 years and 18.75% for more than 11 years

Sickness absence for the year was 3.46% which was lower than the College target of 4%.