

Havering College of Further and Higher Education

For Publication

DATE : 10 March 2010

REPORT TITLE : Annual Report on Equality and Diversity for 2008-2009 (Final Version)

PURPOSE : Information

SUMMARY : The report details and evaluates the college's activity related to Equality and Diversity for the academic year 2008-09. It has been amended to include Equality and Diversity targets for 2009-2010.

AUTHOR : Deputy Principal

Background

Havering College of Further and Higher Education (HCFHE) takes a proactive stance on Equality and Diversity issues for both staff and students. The responsibility for progressing all matters related to Equal Opportunities was led by the Vice-Principal Curriculum Quality and Student Achievement (CQSA) during the year. In seeking to achieve its key purpose to serve the educational needs of the whole community, the college has taken significant steps to secure equal opportunities and eliminate unfair discrimination in all of its activities. It values inclusiveness and is proud of its diversity, welcoming the ways in which students, staff and visitors contribute to its diversity which is fully reflected in the Equality Policy. This policy is supported by a number of separate schemes incorporating specific action plans, which address specific areas of equality, as required by statute. These are Race, Disability and Gender. It is the intention for 2009-2010 to incorporate these schemes into a Single Equality Scheme.

The college is very keen to ensure that the aspirations enshrined in its policy and schemes can be practically realised. It has therefore, ensured that Equality and Diversity has been integrated into the self-assessment process and that Equality and Diversity Impact Measures (EDIMs) data and analysis are fully utilised as part of the quality self assessment system.

The Equal Opportunities Management Committee was changed to the Equality and Diversity Committee the previous year to reflect a change of focus. This is a sub-committee of the Academic Council with overall responsibility for the implementation of Equal Opportunities within the college. The college's Equality Policy is overseen by the Corporation. This was reviewed and updated in September 2008. A copy of this policy is attached at Appendix 1.

The College makes effective use of structured data analysis to inform curriculum planning and monitoring and analysis of different student groups to inform improvements in participation, student support and retention and achievement rates to

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support its Equality Policy. This is reported to the Corporation regularly through the relevant committee. Review of data and the emerging conclusions provide the basis for targets and systematic analysis of student information at course level to support course and student target-setting and are reported in the college's two year development plan.

Report

1. Policy initiatives

1.1 The Equality and Diversity Committee considered the following agenda items:

- Reviewing and updating the committee's terms of reference
- Receiving the annual Student Services report
- "Commissioning" and receiving a research report on Equality and Diversity within the curriculum at the college
- Reviewing the Student Journey and conducting Equality Impact Assessments along the journey
- Updating the college's Equality and Diversity action plan
- Reviewing the college's admissions processes and learning support in the context of Equality and Diversity
- Equality and Diversity Impact Measures (EDIMs) data and the college self-assessment report (SAR)
- Staff training in Equality and Diversity
- Anticipating the Equality Bill

The Curriculum, Quality and Student Achievement meeting (CQSA) considered the following agenda items:

- Respect Campaign
- Equality and Diversity Research Summary
- Learning Support

The College Management Team (CMT) considered:

- A consultancy report commissioned to evaluate the college's processes for fair and effective admissions processes for the college. This has led to a full review of the processes with a revised Admissions Policy being drawn up in 2009-2010.

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- Additional learning support for students
- The college's Widening Participation Strategy

1.2 Policies related to Equality and Diversity which were approved:

Policy	Committee	Date
Recruitment Handbook	Employment Policy and Finance	25.11.2008
Criminal Convictions Policy	Employment Policy and Finance	13.01.2009
Maternity Policy	Employment Policy and Finance	13.01.2009
Flexible Working Policy	Employment Policy and Finance	28.04.2009
Adoption Policy	Employment Policy and Finance	28.04.2009

2 Objectives set for Equality and Diversity 2008-09

Key priority 9 in the college's 2D plan (2008-09) was to "Ensure equality of opportunity permeates the college's work". This was to be achieved by the following strategies:-

- continue to provide accessible and detailed EDIMs data so that Curriculum Managers can evaluate performance and take appropriate action.
- evaluate EDIMs data as part of the SAR process
- further develop the role of the Advanced Practitioner (Equality and Diversity)
- continue to promote Equality and Diversity via Student Services and Human Resources.

There were no specific targets set at college level for Equality and Diversity for 2008-2009. This has changed for 2009-2010.

3. Action Plan

The college's Gender/Race/Disability Action plan was completed with many actions achieved. Those actions not achieved but which are still current will be rolled over into the new action plan to accompany the Single Equality Scheme to be drawn up in autumn 2009. (The original action plan is attached at Appendix 2 – please note not available on the web).

4. Staff and Training

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The college ensured that a significant number of staff were trained in a wide range of areas. 23 staff attended external events, whilst 119 attended internal events. Please see Appendix 3 for further information (not available on the web).

4.1 Staff profile (all information taken from HR annual report).

Within the Borough of Havering 95.1%* of the population is White and has a diversity index score of 0.15.

(<http://83.137.212.42/sitearchive/cre/diversity/map/london/havering.html> website last updated November 2006)

In comparison to the College's Learner Profile of 30% non-white British, Havering College staff are on average across the year 21.5% non-white British, which means we do not fully reflect our Learner Profile in terms of Ethnicity. However, the staff profile is much closer to the student profile than that of the local population.

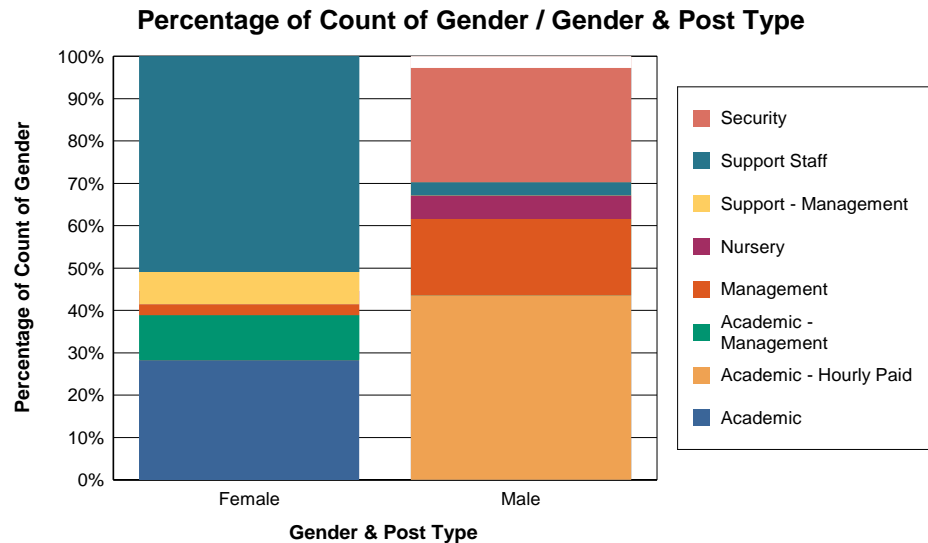
* N.B. Since the HR annual report was produced Havering Council has conducted its place survey which confirms that 90% of the local population is white.

Gender

There is almost the same amount of male as there is female academic staff, with a difference of only 6 staff members. Female employees predominantly occupy support, support management and roles within the Nursery. Full details below:

Post Type	Male	Female
Academic	126	132
Academic Management	52	49
Management	16	12
Nursery	0	15
Security	8	0
Support Management	9	21
Support	78	235

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The number of employees in management positions has increased by 3 in the last 6 months to **159**. **Female staff hold 52% of management posts.**

Age

It is still the case that most employees are aged between **40 and 49** which accounts for **32%** of the total number of employees. This seems to be the case across all post types.

The College currently employs **22 employees** who are over the normal retirement age of **65**.

Equality & Diversity E-Learning Modules

7 diversity packages on Disability, Race, Religious Belief, Age, Sexual Orientation, Gender and Behaviour have been introduced. As the cost of staff attending external courses/seminars increases the college has had to look at ways in which it can deliver development differently. These will be the first of many e-learning packages to be introduced. They are delivered via Blackboard (VLE). The advantages are that staff can access them from any computer at any time.

Staff pay awards are analysed and tracked by ethnicity. This analysis is conducted by HR.

5. Learners

5.1 Learner profile

The college profile 2008-09 for learners is as follows:-

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- 52% were male, 48% were female
- 7% declared themselves to have a learning difficulty and / or disability
- 37% fell into a widening participation category
- 26% were from BME groups

5.2 Learner induction survey

This is conducted annually and sent to all students so has a high completion rate. The responses are analysed by age, gender, mode of attendance and ethnicity. For age and mode of attendance the only noticeable trend is that full-time 16-18 year olds responses are nearly always less positive than all other students, particularly when compared with adults. Male students have marginally less positive responses than females. Those learners with learning difficulties and/or disabilities have generally more positive responses. However, those students with a declared disability and/or learning difficulty answer 23-25 (related to e-learning or ILT) with a more negative response than the overall cohort. This will be investigated as part of a college objective for 2009-2010. These questions relate to studying in their own time, using email and using the college's VLE. This action will be fed into the next action plan. (see Appendix 4 statistics attached, note not available on the web).

When the same questions were analysed by ethnicity Indian, Pakistani and Bangladeshi students answer more positively than Black African, Black Caribbean, Black Other and Chinese students. White students answers tend to follow the college norm. The statistics are attached (note: not available on the web). This concern will also be investigated and underpin one of the college's objectives for 2009-2010. Two other concerns from the student survey are the low ratings from males of LRC/library usage and the overall more negative responses from full-time learners relating to teaching and learning.

5.3 Learner success

The college success rates for 2008-09 are not yet available. The college retention rate was 88%.

This was exceeded by:

	Retention rate
- males	89%
- those with a disability	90%
- those with a learning difficulty	90%

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- | | |
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| - those in receipt of learning support | 94% |
| - mixed white and Asian | 97% |
| - Asian or Asian British Bangladeshi | 90% |
| - Asian or Asian British Other | 93% |

The groups whose retention markedly fell below the college average of 88%.

- | | |
|---|-----|
| - Asian or Asian British Pakistani | 84% |
| - Mixed White or Black African | 82% |
| - Has a widening participation postcode | 85% |

Further analysis on success rates and related EDIMs will be compiled once final data is available. All lead writers for the college SAR for 2008-09 have analysed success rates in terms of ethnicity.

5.4 Student Services

An extract from the annual Student Services report is attached (see Appendix 4 note not available on the web). Many of the service users are analysed by gender, race and age.

6. Strengths and Weaknesses of Equality and Diversity in HCFHE

Strengths:

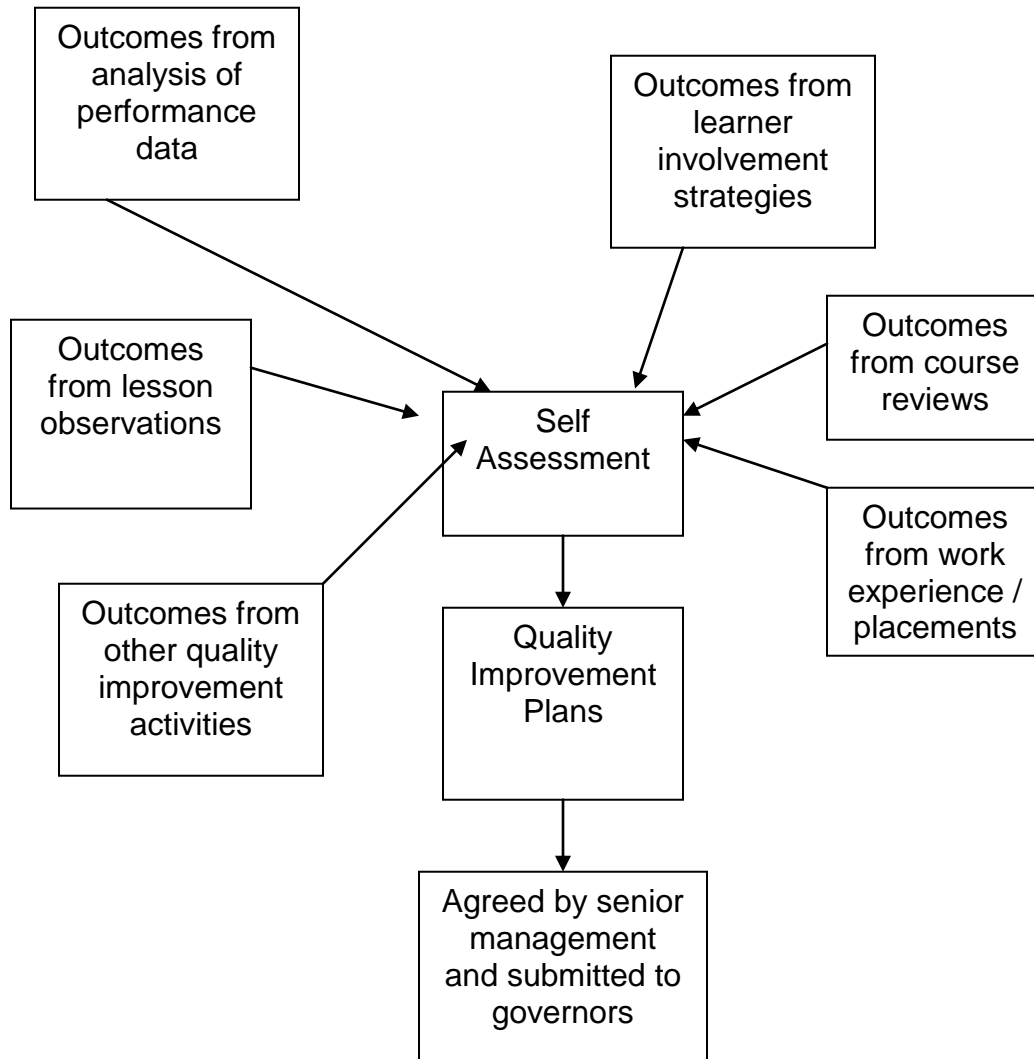
- College culture of commitment to Equality and Diversity
- Ofsted strength “harmonious and respectful community”
- All course teams have access to and use EDIMs data as part of SAR process
- Some innovative practice e.g. Student Ambassadors, ROSE programme
- Student Union active in Equality and Diversity
- Strong performance in supporting learners with multiple learning difficulties and/disabilities
- Comprehensive staff development to support learners with learning difficulties and/or disability

Weaknesses:

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- College staff and governor profile does not reflect learner profile
- Equality and Diversity review has been process rather than outcome driven

6.1 Integrating Equality and Diversity into the fabric of the college. It is the college's intention to use a fully integrated system for implementing Equality and Diversity throughout the college.



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6.2 Aims for Equality and Diversity 2009-2011

1. Reporting evaluating and embedding

Ensure that the annual report for 2009-2010 is predicated on the diagram in 6.1 and therefore evaluates Equality and Diversity throughout the organisation.

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Responsibility: Deputy Principal / Vice Principal

Outcome: Improved and transparent Equality and Diversity annual report 2009-2010

2.a Staffing and governor profile

Aim to reflect learner profile when recruiting staff.

Responsibility: Principal, Director HR

Outcome: Staff profile to reflect learner profile by 2012

2.b Aim to initially reflect community profile when recruiting governors and ultimately learner profile.

Responsibility: Search Committee, Corporation

Outcome: Governor profile to reflect LBH Community profile by 2012 and learner profile by 2016.

3. Investigate concerns raised in learner surveys:-

- (i) Learners with disabilities not engaging with e-mail, the VLE or being able to study in their own time.

Responsibility: Jenny Probert, Carlos Cubillo-Barsi, Bob Lahner

Outcome: Learners response at college average by 2011 survey

- (ii) Black and Chinese learners responding negatively to questions on teaching and learning on the learner survey

Responsibility: Christian Taylor, Jenny Probert, Catherine Foley, Carlos Cubillo-Barsi

Outcome: Satisfaction levels for learners at college norm by 2012

- (iii) Male learners under-utilising the LRCs

Responsibility: Audrey Stranders

Outcome: Improved male usage of LRCs by 2012

- (iv) Full-time learners responding negatively to questions on teaching and learning on the learner survey

Responsibility: Christian Taylor, Jenny Probert, Catherine Foley, Carlos Cubillo-Barsi

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Outcome: Satisfaction levels for learners at norm by 2012

4. Raising awareness of Equality and Diversity with employers

Responsibility: Deputy Principal

Outcome: 2 campaigns per year produced to increase employer participation in events

5. Evaluating the effectiveness of Equality and Diversity promotional activities in cross-college activities

Responsibility: Head of Student Services

Outcome: annual report to include EIAs on learners from baseline 2009-2010 to track impact.

6. Promoting awareness of Equality and Diversity via staff development.

Responsibility: Deputy Principal, Vice Principal

Outcome: → 50 LSAs trained in supporting learners with learning difficulties and/or disabilities by July 2010.

→ 9 staff trained for SpLD dyslexia September 2010

→ 5 staff trained to SpLD level 7 by 2012

→ 2 staff trained to support partially sighted and blind learners (level 3) July 2010

→ 1 member of staff to undertake Aspergers Syndrome training 2011

→ Train 100 staff on supporting hidden disabilities by July 2010

7. In line with the college's 2D plan success rates for BME groups to be no less than 71%.

Responsibility: Vice Principal