***The* HENLEY College**

**EQUALITY, DIVERSITY AND INCLUSION REPORT (November 2012)**

**THIS REPORT CONTAINS DATA COLLECTION FOR THE ACADEMIC YEARS 2008–2009, 2009–2010, 2010-2011**

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**Please see The Henley College EDI website.**



**INTRODUCTION**

The Henley College has made significant advancements in ensuring that Equality, Diversity and Inclusion are fully embedded in all aspects of college life since the publication of the last EDI Report in February 2012.

On 24 February 2012 a successful Love Music Hate Racism event organised by the Henley College Student Union was held. A mural made up of anti-racism, unite against fascism, anti-BNP and Love Music, Hate Racism logos, posters and slogans was made by students prior to the event and is now held by the Student Union executive in readiness for the next event.



Love Music Hate Racism Mural

The Students’ Union is planning to hold another music or entertainment event this year to further promote inclusion.

In May 2012 The College was awarded the Investors in Diversity standard at Stage Two following the Initial Review. The College can now display the Investors in Diversity logo (please see Title Page) which will be set on a purple background when used in conjunction with Equality, Diversity and Inclusion Group (EDI) events.

The College is marking Black History Month (October 2012). There is a display in the large glass cabinet at the end of the long corridor in D1**.** The achievements of black British sportsmen and sportswomen, including many Olympians and Paralympians, are celebrated.

The EDI Group has agreed to promote an equality, diversity and inclusion event which will be held for three consecutive days in the Spring Term. This event will include a keynote lecture, competitions, sports, stories and photographs. There will also be EDI displays and themed meals in the canteen throughout the year.

**Curriculum**

The College demonstrates our commitment to equality, diversity and inclusion through a curriculum offer that has been extended to meet the needs of young people and adults, including learners from those groups traditionally under-represented in further education.

**ACCESS**

The College affirms that individuals with disabilities are entitled to the same equal rights, responsibilities and opportunities as individuals without disabilities and will fulfil its requirements under the Disability Discrimination Act. The College is committed to making any reasonable adjustments that will promote equal access and opportunities for students, staff and members of the public with disabilities/or learning disabilities using college facilities.

There will be no discrimination against staff on grounds of disability in access to employment, training, working conditions, terms of employment, treatment at work, promotion or dismissal. The College undertakes to fulfil its duty to make reasonable adjustments to enable staff to do their work, and not to treat staff with a disability less favourably than those without.

* Admission Arrangements for students are outlined in the College policy on student admission, guidance and induction. For full-time applicants, when the application form indicates a need for support this is established before interview and appropriate action is taken. On entry or on course any needs are identified to the Personal Tutor and support is implemented in line with the Policy for students with learning difficulties and/or disabilities.
* The College has in place an Upgrade Study Support Manager, who provides information and guidance, should a need for support be established appropriate action is taken and the Upgrade Study Support Manager is present at an interview to provide specialist advice.
* The College has appointed specialist teachers and tutors to support students with learning difficulties and/or disabilities.
* Counselling and welfare services are provided at the College. Information concerning this function is published in the College Brochures, Handbooks and Student Newsletters.
* Information on College facilities is contained in the full and part-time brochures and full and part-time student handbooks. Particular needs are addressed and implemented.
* The College endeavours to provide the technology and equipment appropriate to student and staff needs. The College holds a register of equipment for additional needs.
* The College consistently reviews accessibility and ensures compliance with the Disability Discrimination Act 2004 and Equality Act 2010 in all new building projects and developments.
* Physical access audits have informed the basis of funding which has been provided to improve access in and around the 12 College buildings.

**SECTION A - STUDENTS**

1. **STUDENT ETHNICITY AND GENDER DATA**

Following feedback from thepublication of theEquality, Diversity and Inclusion Report in February 2012 this report focuses on any trends in the performance of males and females within the different ethnic groups.

There are 99 individual statistics noted for the three years: 51 for females and 48 for males. Females have outperformed against the national benchmark in 28 instances and males equalled or outperformed the national benchmark in 24 cases. If we break this data down by year:

* 2008 -2009 15 out of 33 performed above the national benchmark. (8 female and 7 male)
* 2009 -2010 19 out of 33 performed above the national benchmark. (10 female and 9 males)
* 2010 -2011 19 out of 33 performed above the national benchmark. (10 females and 9 males)

These figures are consistent and would suggest that there is not a fundamental issue of one gender repeatedly outperforming the other at the Henley College. The College has implemented teaching strategies over the last five years to improve the imbalance in the performance between males and females. This data confirms that performance is more evenly balanced in the three years covered by this report and that the teaching strategies have been successful in addressing the performance imbalance between genders.

Analysis of the respective performance of male and female students by ethnic group reveals that there are some distinctions. For example female African and Bangladeshi students have outperformed their male counterparts twice in the three years covered by this report. Caribbean female students have performed better than male students in all three years whilst male Chinese students have consistently outperformed female Chinese students. The data will be monitored to ascertain if these trends continue.

Male and female Pakistani students in each of the three years covered by this report have performed below the national benchmark. Indian students have also always performed below the national benchmark except female students in 2009 – 2010.

1. **STUDENT DISABILITY DATA**

Please note that this data only deals with disclosed disabilities and there may be more students with disabilities which have not been disclosed.

The College has made great improvements regarding the performance of students with disabilities.

* 2008 -2009 5 out of 10 disability categories met or performed above the national benchmark.
* 2009 -2010 9 out of 12 disability categories met or performed above the national benchmark.
* 2010 -2011 10 out of 11 disability categories met or performed above the national benchmark.

In the last five years there have been changes to the Upgrade provision and Lead Tutor development. There are focused strategies regarding the teaching of students with disabilities delivered by Grade 1 and 2 Tutors in Upgrade and Lead Tutors closely monitor and implement ‘At Risk’ procedures to ensure the welfare of students. The success of these procedures is clear when analysing the data.

There is no one group of students with disabilities which stands out as consistently underperforming and 73% of students with a disability at The Henley College performed above the national average over the three years covered by this report. The data will continue to be monitored to ascertain if this continues to be the case.

**3. UPGRADE**

Gender

Accepting 1-1 support: Females 122 (52%) cf Males 111 (48%)

College: Females 954 (50%) cf Males 948 (50%)

The proportion of male and female students accepting 1-1 support is closely inline with college gender demographics, and shows an improvement on last 2010-11 figures (f 57%, m 43%).

Ethnic breakdown of FT college students compared with those accepting 1-1 support

Total non-white full time students = 14.3%; Total non-white full time students receiving 1-1 support = 22.7% (Shows a greater number of non-white students are accessing support cf college demographics and 2010-11 figures: total 13.4%; supported 16.2%).

These figures are very positive and show a good uptake of 1-1 by members of ethnic minority groups; in particular, Pakistani students have benefitted. For the first time since monitoring, Mixed (White & Black Caribbean) students are accessing the service well. Whilst figures highlighted in red are to be closely monitored, they are very close to the college demographics and in some groups there are very few students in college.

White British students do not access 1-1 support in proportion with college demographics however (college total 79%; supported 67%).

LGBT

Due to the sensitivity of LGBT there are not statistics for this information. However, anecdotally students have found they can disclose issues of this kind to their 1-1 tutor in a safe environment. In the last few years pastoral support has also been discretely offered by the department to transgendering students.

It is recognised that the lack of statistical information in this area makes it difficult to assess impact.

Disability

One of the remits of the department is to allow disabled students the same access to the curriculum as non-disabled students. Classes for disabled students are scheduled on one site where possible.

**SECTION B - STAFF**

**EQUALITY, DIVERSITY AND INCLUSION (EDI) TRAINING FOR STAFF DURING 2011-2012**.

An EDI session for all staff was organised and delivered by the Director of HR & Professional Development on 10 July 2012. The following aspects were covered:-

* An update on the College Equality Scheme. Equality legislation and our statutory duties
* Recap of the protected characteristics and The Equality ‘Wheel’
* The Curriculum & College EDI Data: the requirement for Schemes of Work and Lesson Plans to include opportunities for delivering Equality and Diversity. Why the College monitors the performance of different groups of learners carefully and how that data informs improvement measures.
* Case Studies
* Investors in Diversity (IID): a standard endorsed by the National Centre for Diversity (NCFD) which helps organisations to create, develop and embed a culture of equality, diversity and inclusion. The development of effective behaviours and practices.
* The membership and terms of reference for the Staff Equality, Diversity and Inclusion Group

**THE HENLEY COLLEGE STUDENT UNION (HCSU)**

1 October 2012: The Director of HR & Professional Development met with the HCSU. They responded very positively to embedding EDI in the College and the idea of establishing a Student EDI Focus Group. The Group will consist of 2 representatives from the HCSU and 2 representatives from each School of Study (S of S) who would meet with the Director of HR and Professional Development each half term. The initial areas of consideration for the Student EDI Focus Group will be to highlight examples of best EDI practice in the College and to discuss any difficulties encountered.

They HCSU will also build on the success of the Love Music Hate Racism concert last year by arranging a similar event.

**STAFF EDI GROUP MEETING**

The Group met on 3 October 2012 to discuss EDI events for 2012-2013.

It was decided that a College Lecture should be held in the Spring Term (Wednesday) and used as the lynch pin of a three day Equality and Diversity event. The speaker should be inspirational: achieving against the odds or similar. The 3-day programme will run alongside other Equality and Diversity events throughout the year which will be branded as ‘EDI Events’ on a purple background. These could include displays in the library (Black History month), photography competition, wheelchair Basketball, themed meals in the canteen. It was felt that the College already has EDI activities within the Curriculum such as Health Studies covering disability and visual impairment and these activities could be better highlighted and recorded.

**ADVERTISING**

**IiD Logo:** This is now included in all staff recruitment advertising.

**Enable magazine:** A College advertisement has been placed in the November/December issues

Enable magazine is a forward-thinking, award-nominated disability lifestyle magazine. They focus on what disabled people can do rather than what they can’t. Enable promotes a positive message about all aspects of disability – long-term illness, mobility problems, learning disability, disfigurement and everything in between.

**‘Right 2 Work 2013’:** The College has placed an advertisement in this publication in support of the work of Rehab. ‘Right 2 Work’ is a charitable organisation which assists disabled people to achieve their vocational aspirations by providing information on specialist service providers, proactive employers and other useful resources and job seeking advice.

**STAFF STATISTICAL DATA**

**GENDER PROFILE**

|  |
| --- |
| **The Henley College Data** |
| **Year** | **Male FT** | **Female FT** | **Male PT** | **Female PT** |
| **2011 -2012** | 66 | 86 | 32 | 137 |
|  | 20.6% | 26.8% | 9.9% | 42.7% |
| **2010 -2011** | 47 | 57 | 48 | 143 |
|  | 16% | 20% | 16% | 48% |
| **2009 - 2010** | 49 | 62 | 52 | 153 |
|  | 16% | 20% | 16% | 48% |
| **2008 - 2009** | 52 | 60 | 47 | 143 |
|  | 17% | 20% | 16% | 47% |

Historically the College gender profile has remained stable with a larger number of female employees year on year in comparison to males. In 2011-2012 there were 223 (69.5%) female employment contracts and 98 (30.5%) male contracts. The greatest differential is in Part Time working where there is a significant difference in numbers. Overall in 2011-2012 the College employed almost 43% females across PT work compared to almost 10% males. The national data shows a relatively even gender balance with a workforce of 49.3% of females across FT and PT work and 50.7% of males.

**ETHNICITY PROFILE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **White British** | **Asian** | **Black** | **White** **Other** | **Unknown** |
| **2011 -2012** | 292 | 2 | 7 | 19 | 1 |
|  | 91% | 0.6% | 2.2% | 5.9% | 0.3% |
| **2010 -2011** | 267 | 2 | 4 | 19 | 3 |
|  | 90.5% | 0.7% | 1.4% | 6.4% | 1% |
| **2009 - 2010** | 284 | 3 | 5 | 19 | 5 |
|  | 89.9% | 0.9% | 1.6% | 6% | 1.6% |
| **2008 - 2009** | 271 | 2 | 6 | 20 | 3 |
|  | 89.7% | 0.7% | 2% | 6.6% | 1% |

Historically the College ethnicity profile has remained unchanged with the greatest proportion of employees (91%) in the White British category. In 2011-2012 there are increasing numbers of employees in the Black category.

Director of HR & Professional Development & Equality, Diversity and Inclusion Administrator

November 2012