

Equality, Diversity and Inclusivity Annual Report



2018-19

1 Equality, Diversity & Inclusion Report 2018-19

1.1 Introduction

Reaseheath College is fully committed to the promotion of equality of opportunity and ensures that all students, staff and visitors feel welcomed, valued, safe, included and respected within the community.

In supporting the corporate vision of ensuring that equality, diversity and inclusion (EDI) is at the heart of all College strategy, policy making, planning and training, Human Resources (HR) continue to develop and promote the implementation of policies and procedures that comply with equality and diversity legislative requirements and best practice standards, train and brief staff in equality and diversity and provide strategic business partnership support.

1.2 The Equality Duty

Section 149 of the Equality Act 2010 states that a public authority must in the exercise of its function have due regard to the need to:

- (a) **Eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- (b) **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- (c) **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The broad aim of the general equality duty is to integrate consideration of the advancement of equality into the day-to-day business of all bodies subject to the duty.

The general equality duty is intended to accelerate progress towards equality for all, by placing a responsibility on bodies subject to the duty to consider how they can work to tackle systemic discrimination and disadvantage affecting people with particular protected characteristics.

Compliance with the duty should result in:

- Better-informed decision making and policy development.
- A clearer understanding of the needs of service users, resulting in better quality services which meet varied needs.
- More effective targeting of policy, resources and the use of regulatory powers.
- Better results and greater confidence in, and satisfaction with, public services.
- A more effective use of talent in the workforce.
- A reduction in instances of discrimination and resulting claims.
- Agreed **College Equality Objectives** that will allow the meeting of the duty.
- The College will also commit to **publish information** in order to demonstrate compliance.

2. The Local Community

Reaseheath College is based in Cheshire East in the North West of the UK, although around half of its FE funded learners originate from outside of Cheshire and Warrington.

The most recent population census conducted in Cheshire East was in 2011. Key population facts include:

- A population estimate for Cheshire East (CE) of 370,127. This represents an increase of 5.2% from the 2001 Census, a larger increase than the North West (4.8%) but a smaller increase than England & Wales (7.8%).
- In 2001 the median age of usual residents was 40.6 years and in 2011 this had increased to 43.6 years. Cheshire East ranks 97th of 348 local authorities in England & Wales for median age.
- The proportion of CE residents who classed themselves as White British reduced from 96.2% to 93.6%.
- The proportion of CE residents who classed themselves as Christian reduced from 80.3% in 2001 to 68.9% in 2011, with the proportion of those having no religion almost doubling in the same period to 22.7%.
- 5.1% of CE residents were born outside the British Isles, with 2.7% born outside the EU. The most common non-British Isles countries for residents to have been born in are Poland and India.
- The proportion of adults (aged 16+) with at least level 4 qualifications (degree, NVQ level 4-5, HNC, HND, BTEC Higher level etc.) increased from 23.8% to 32.0%. The national rate is 27.2%.
- 3.0% of CE households have members for whom English is not the main language, and, in half of these households, no members have English as their main language.
- 17.5% of CE residents have a long-term health problem/disability, up from 16.8% in 2001.

The College's Equality of Opportunities Policy enshrines a commitment from the College to promote equality of opportunity and access to education and training for all its clients and staff. The College community is geographically dispersed with around half of FE funded learners originating from outside of Cheshire and Warrington. The College is committed to taking positive action to ensure that awareness of opportunities and the opportunities themselves are available to the whole community it serves. The College strives to prepare all of its students to live and work in increasingly diverse communities.

3. Student Demographics – Key Facts

Ethnicity

The population of Cheshire contains a very small proportion of non-white ethnic groups when compared with the rest of England in general, although there has been growth since the census of 2001. National Census data from 2011 shows Cheshire West and Chester has 2.6% non-white residents and Cheshire East has 3.2%, compared to the England and Wales figure of 14% and the North West of England figure of 9.8%. Around half the College students originate from the Cheshire area; consequently, the percentage of minority ethnic groups reflected in the student population is small.

College analysis of ethnic diversity on full-time and part-time programmes in 2018/19 indicates that this stands at approximately 3%. The College continues to actively depict ethnically diverse learners on its promotional materials. Many of the Black, Asian and Minority Ethnic Groups (BAME) students come from the animal management and food industries for FE and full cost courses.

Gender

Gender balance in the College is very even, with 59% of learners male and 41% female. Within FE provision the split is similar with 52% male and 48% female, however HE programmes demonstrate significantly higher recruitment of females (72%), whilst HE male recruitment is 28%. Apprenticeship programmes recruit significantly more males (80%). Curriculum areas that generally recruit more females include Equine and Animal Management, whilst Engineering/Motor Vehicle and Agriculture recruit more males. College promotional materials and events ensure the use of positive role models from both genders to promote recruitment, with particular focus on non-traditional subjects for male/female.

Age

Within the learning community, the College has a wide range of age groups represented. The largest age group of College learners is the 19+ category, with 53% of the student body falling into this category and with the large majority of these learners not on FE programmes. Within HE provision 55% of learners were 19-23.

There are particular features which define the management of those aged 16 to 18 linked to Safeguarding. This provides particular challenges to the College within the pastoral management of students and, in particular, when they are in College residence where closer levels of supervision are required. An Ofsted Inspection in 2013 confirms the outstanding care and support provided to residential learners and that all standards were met. The College reviews arrangements in place to meet the requirements for under-18 learners through its response to Safeguarding and where an annual self-assessment is undertaken against national standards.

The needs of students in relation to recreational zones between different age ranges is evident and the College has defined different areas for rest, relaxation and study which are not designed to exclude any group, but tend to attract one or other so that some differentiation can occur through natural selection by individuals. There is a separate HE centre and an under-18 recreational area. The College has a positive view of recruiting mature students and operates an “Access to HE” programme to support older students in entering HE.

Disability and Learning Needs

The College encourages all learners to declare confidentially any disability or learning difficulty to enable appropriate support to be offered. Most students choose to declare a disability or learning difficulty and 53% are identified in this category in 2018/19, which is more than 50% higher than the previous year. This area of need is an increasing challenge for the College, with students on both FE and HE programmes joining us with an ever increasing complexity of learning need. The College Learning Support Centre (LSC) services FE and Apprenticeship Provision, whilst HE is serviced by the Higher Education Support Team (HEST), with their core aim to provide an environment that supports all properly qualified and able applicants to successfully complete programmes of study, irrespective of physical disabilities and impairments.

Students on Education and Health Care Plans (EHC) in 2018/19 was 124 learners requiring specialist plans to ensure their learning is supported due to high needs. The College is working with over 10 local authorities at any one time to ensure high needs learners are receiving the appropriate funding and specialist support that is essential for their successful integration and progression in full time FE.

Reaseheath College is a particularly large site; the College has been proactive in its response to ensure that the campus can be accessed by all, and the recent capital investment in modern buildings has made a positive impact on accessibility. The strategy adopted by the College is based on providing accessibility to areas that are commonly used by learners. This is identified in a student centred approach to Risk Assessments. The assessment process involves the participation of the vocational specialist and the student in identifying what needs to be put in place for the individual. The Risk Assessment is based on curriculum and awarding body requirements. The process takes into account the rigour of the qualification and any limiting factors associated with the individual student's condition.

Disadvantaged Learners

The College recruits a number of learners who would be considered disadvantaged due to their socio-economic factors, including postcode of residence and eligibility for 'Free School Meals' (FSM), which is means tested on parental income. In 18/19 approximately 1% of learners across all provision resided in a 'disadvantaged' postcode, none were eligible for FSM.

The aim of the College is to minimise any barriers that may prevent disadvantaged learners from achieving their full potential at the College. As well as the extensive learning support in place, the College also offers a range of financial support including subsidised and free travel to College, subsidised residential accommodation, learning support grants and free/subsidised meals.

Wellbeing/Sexual Orientation/Religious Beliefs

The College Wellbeing Team includes a range of specialist staff and resources to ensure every learner's physical and mental wellbeing is supported. This includes a team of Wellbeing Advisors, Counsellors, Student Life and Safeguarding Officers and a bank of guidance and resources, including a self-help website called BeWell. Learners can access support from the Wellbeing and Safeguarding teams 24/7 for any immediate physical or mental wellbeing issues. In addition, a programme of personal, social and emotional wellbeing topics is delivered to FE and HE learners throughout the year to help equip them for the challenges of life including healthy eating, substance and alcohol abuse, sexual health and consent, avoiding abuse and radicalisation, and financial health.

The College is committed to continuing to make advice available to the learning community and, in particular, to assisting students to be able to express their sexual identity freely and without any persecution. The College's commitment to students is presented in the values of the College and specifically states that the College will not under any circumstances tolerate inappropriate behaviour and/or harassment of any member of its community.

The College continues to provide facilities for religious gatherings and has a College Chaplain. It makes clear to all new students that, if anyone wants to initiate a religious group or organisation, they will be assisted in this task by the College, provided this does not infringe legal considerations or result in alienation or danger to others. A range of cultural, national and international events and festivals are also promoted throughout the College year to ensure the student body has every opportunity to engage in and understand cultural diversity and British Values.

The College provides a variety of diets for learners to address the needs of students and staff and other client groups. This includes vegetarian options and other specific dietary requests. In addition, self-catering accommodation can be made available for students who might have specific dietary requirements and would prefer to cook/prepare their own meals. The College has, as required, assisted students in the sourcing of halal meat for self-catering and would make suitable long-term dietary provision for specific faiths if sufficient demand became apparent.

4. Staff Demographics – Key Facts

Reaseheath College is committed to increasing its mix of staff and welcoming employees from different backgrounds to ensure that the College represents a diverse community.

A large proportion of staff live within the local communities of Cheshire East and Cheshire West, within easy commuting distance of the College, and in most areas the College is representative of its local population.

Key data:

Ethnicity: 1.6% of Reaseheath College’s workforce is non-white, which has reduced slightly from last year’s data. 0.3% of the workforce declined to specify their ethnicity when asked. The non-white percentage of the workforce consists of Asian, Black Caribbean, Chinese, Black Other, and Mixed Heritage.

Gender: The gender split within the workforce of Reaseheath College is 65% female and 35% male. This is a further increase in female staff over last year’s data which was 61% female and 39% male.

The balance of the 9 members of the College Executive team is 33.33% female and 66.66% male.

Age: The College continues to reflect the demographics of its community. It has seen a further rise in the percentage of 65+ employees.

Year	Age Profile					
	<26	26-35	36-45	46-55	56-65	65+
2014/15	8.9%	23.8%	26.8%	28.4%	11.5%	0.6%
2015/16	9%	24%	22%	30%	13%	1%
2016/17	8.7%	25%	22%	31%	12%	1.3%
2017/18	8.7%	25.4%	20%	30%	14.3%	1.6%
2018/19	8.5%	25.4%	20.6%	28.3%	16.2%	1.0%

The College employs a broad and balanced range of ages, the median has increased from 42 to 43 years of age this year. The College workforce at 55 years of age or over has continued to increase from 19% last year to 21% this year. However, the percentage of the workforce under the age of 30 has decreased slightly this year from 20% to 18%.

Disability: Data collected from recruitment information indicates 4.0% of staff within the College have a declared disability. Work continues to expand staff awareness of what is considered a disability and remove any associated stigma. Staff are actively encouraged to review their personal information should they develop a disability during employment. The percentage of staff who chose not to specify whether or not they have a disability continued

to decline from 25% last year to 18% this year. Hopefully, this is a positive reflection of the inclusive and supportive environment we are trying to create.

Religion: 29% of the College workforce are Christian, 15.5% Atheist or Agnostic and 4% other religions. In line with previous years, the largest proportion of the workforce declined to specify their religious beliefs (52%).

Sexual Orientation: 2% of the College workforce are lesbian, gay or bisexual. The percentage of the workforce who are heterosexual increased again from 63% to 64%. The percentage who declined to specify was 34%.

5. Equality, Diversity, Inclusion, Safeguarding and Prevent initiatives

Equality and Diversity is still a key area of focus for the College Equality, Diversity & Inclusion Committee. Representation from across the whole College and Governors ensures that the widest proportion of views are considered, including those of our students. A College wide audit, encompassing staff, student, apprentice and Governor views has been conducted to establish where the College is in terms of Equality, Diversity and Inclusion. This starting point will form the basis for a focused action plan to drive improvement.

This year the Student Association organised a Pridefest celebration jointly celebrating our Pride values and LGBTQ+ social and self-acceptance. It involved the College and a wide range of external stakeholders and raised over £400 for charity. The Student Association also designed the College's EDI poster which displayed difference as an intertwined tree. Following this theme, an EDI real life tree was launched at the Pridefest celebration and has been circulated around departments, allowing students to add leaves to the tree describing positive EDI behaviour, thoughts and feelings.

Be Involved has been promoted to students, including a range of societies such as Art/Pet Therapy, Wellsesh, LGBTQ+ and Transgender discussion groups. A tutorial package for HE students was also developed and launched in September called 'Graduate'.

An online training package covering the main changes to the Keeping Children Safe in Education guidance and Prevent updates was developed and rolled out to all staff across the Reaseheath Group. A training package around mental health and resilience has been developed with the Wellbeing team, who have all been trained as trainers and who have started delivering tailored training to teams across the College, building knowledge, providing tools and techniques, developing confidence, offering reassurance and advice.

During staff development sessions we have delivered an Introduction to EDI and Unconscious Bias training, as well as presentations on looked after children and care leavers. The Exam Access Arrangements team have also provided training for staff invigilating exams to ensure staff are comfortable and confident in supporting students with learning needs.

The North West Prevent Lead, Cheshire and Manchester Counter Terrorism Units and Liverpool University Wellbeing advisors have all helped in supporting the College with its progress in this area over the last year. The College has also reviewed its critical incident protocols and issued a clear plan to staff which includes guidance on how to manage a potential attack and respond appropriately in line with the Run Hide Tell guidance.

6. Wellbeing initiatives

Wellbeing is a key area for the College and has been incorporated into the College's Strategic Plan for a number of years. The College has a clear Wellbeing Strategy which sets out the College's direction in terms of providing support, building resilience and increasing awareness. The Wellbeing team, led by a mental health specialist, deliver support to increasing numbers of students, staff and managers. In-house counselling and wellbeing support is available to staff. The Head of Wellbeing, Pastoral and Careers is part of the Expert Advisory Committee currently considering mental health and wellbeing support within the wider education sector.

The College was highly commended and reached the final shortlist in the Association of Colleges' National Beacon Awards for its outstanding wellbeing provision, education and approach. The College is also a Mindful Employer and a Disability Confident Employer. It has built excellent links with local resources and is committed to supporting its staff and ensuring they feel well equipped to be able to support their students.

7. EDI Committee

The College EDI Committee meets a minimum of four times per year and is chaired by the Assistant Principal for Quality & Learner Services. The Terms of Reference and membership have been carefully considered to ensure this committee has a strategic overview and influence on the College's approach to a positive culture of Equality, Diversity and Inclusion. Membership includes key staff from across the College including management, curriculum delivery (FE, Apps and HE), business support, student representatives and Governors.

Standing agenda items include:

- Reviewing in-year EDI performance data.
- Reviewing and approving relevant policies and College literature for accessibility.
- Debating current College EDI trends/issues and concerns.
- Listening to student voice on topics related to EDI.
- Planning Staff CPD and training.
- Sharing good practice and news stories.

The EDI Committee is also responsible for overseeing the College's annual EDI action plan, with members of the committee forming sub-groups who focus on driving each objective forward (see section 8/9).

In 2018/19 the EDI committee commissioned an EDI audit to be taken with college staff. The audit was led and conducted by HR with the following findings.

EDI Results - Audit

262 members of staff submitted a response to the survey.

Survey Categories		Yes	No	Blank	Sometimes	Partly	Maybe
I have accessed equality training annually since taking on the role		182 (69.5%)	80 (30.5%)				
I independently develop myself around equality, diversity and inclusion		215 (82%)	47 (18%)				
The College has an up to date Equality and Diversity policy that has been consulted on and shared at all levels		232 (88%)	28 (11%)	2 (1%)			
An Equality Diversity & Inclusion action plan is in place for the College and I know where to find it		186 (71%)	69 (26%)	7 (3%)			
I challenge inequality when it happens, is reported to me or when I witness it in College and outside in my personal life		187 (71.4%)	6 (2.3%)		69 (26.3%)		
I have read the College Equality and Diversity policy and can share with others what is in it		100 (38%)	24 (9%)	3 (1%)		135 (52%)	
I lead by example by using inclusive language, demonstrating respectful behaviour and actively promoting equality, diversity and inclusion		236 (90%)		3 (1%)	23 (9%)		
Equality, diversity and inclusion is on all meeting agendas and relevant actions identified		138 (53%)	118 (45%)	6 (2%)			
I am clear on what constitutes inappropriate behaviour and can share my knowledge confidently		249 (95%)	12 (4.6%)	1 (0.4%)			

I think senior management actively support the equality policy and action plan, demonstrate commitment to it and ensure the whole organisation gets behind it		216 (82.4%)	40 (15.3%)	6 (2.3%)			
I can see action taken and progress made towards equality, diversity and inclusion within the College		233 (89%)	26 (10%)	3 (1%)			
Does the College promote a welcoming and diverse culture?		251 (96%)	6 (2%)	5 (2%)			
If you need to make a complaint do you know how to do so?		233 (89%)	25 (9.5%)	4 (1.5%)			
Do you trust the integrity of the College structure/systems to deal fairly with any equality, diversity, or inclusion complaint you might raise?		196 (75%)	11 (4%)	2 (1%)			53 (20%)

Survey Categories		Extremely Comfortable	Very comfortable	Somewhat comfortable	Not so comfortable	Not at all comfortable	Blank
How comfortable and confident would you be in signposting victims of bullying, harassment, victimisation etc. to the appropriate support services		72 (27%)	125 (48%)	51 (19.4%)	11 (4.2%)	2 (1%)	1 (0.4%)

EDI – HE Students Results

23 replied to the survey. This represents a 4% return rate.

How would you describe your experience of your current Teaching and Learning environment	
Hostile	0
Supportive	16
Respectful	12
Cliquey	0
Tolerant	4
Isolating	0
Racist	0
Friendly	16
Homophobic	0
Transphobic	0
Disability Unfriendly	0
Sexist	0
Other	1

Survey Category	Yes	No
Do you feel your course reflects the importance of quality, diversity and inclusion	22 (96%)	1 (4%)
Are you able to bring in your perspective as a black/ white/ trans/ female/ male/ disabled student during lectures, seminars, and/ or tutorial meetings?	20 (87%)	3 (13%)
Are you aware of any equalities policies at University Centre Reaseheath?	16 (70%)	7 (30%)
Does University Centre Reaseheath promote a welcoming and diverse culture?	21 (91%)	2 (9%)
Do you trust the integrity of University Centre Reaseheath's structures/ systems to deal fairly with your complaint?	21 (91%)	2 (9%)

Reaseheath Training – EDI results

102 replied to the survey. This represents a 40% return rate.

Category	Yes	No
Does the College provide a welcoming and diverse culture	101 (99%)	1 (1%)

Category	result
My Course reflects the importance of equality, diversity and inclusion	102 recipients responded - 8.08 Average rating

As a result of the EDI audit, a number of objectives have been identified that the HR team and EDI Committee will lead on in 19/20. These can be seen in the 19/20 EDI objectives action plan – see section 9

8. College Performance 2018-19

Further Education

The percentage of FE learners declaring a learning difficulty or disability has risen in recent years and is understood to be above sector norms. In 2018/19 the percentage of FE learners declaring LLDD was 38%, whilst those with an Education Health Care Plan has risen to 125.

Total Learners

Age Group	16/17	17/18	18/19
16-18	1561	1548	1636
19 +	291	290	375
Total	1852	1837	2011

Those declaring LLDD

Age Group	16/17	17/18	18/19
16-18	618	570	658
19 +	115	98	109
Total	733	667	767

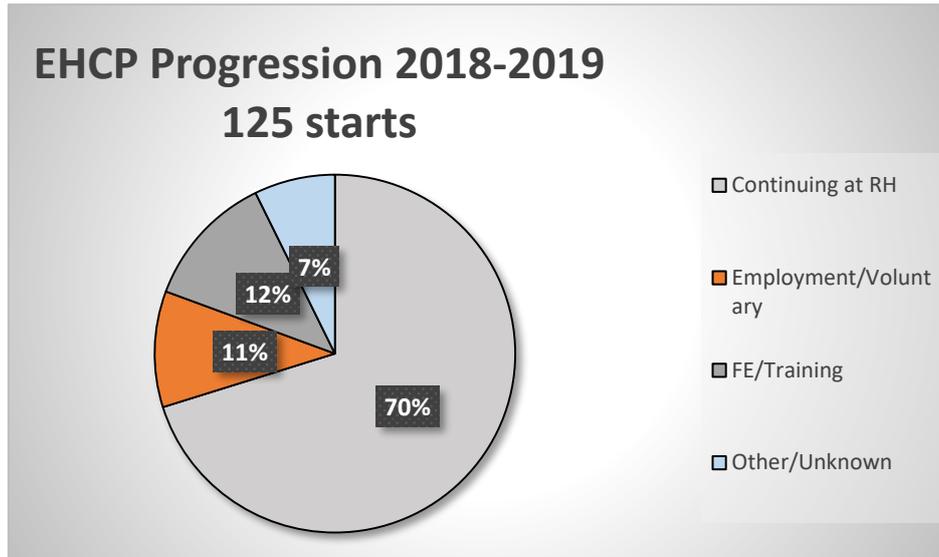
EHCP

Age Group	16/17	17/18	18/19
16-18	77	100	106
19 +	12	16	19
Total	89	116	125

Widening participation data in 18/19 demonstrates very few achievement gaps between at risk and non at risk groups. High needs funded learners achieve higher than the main cohort at both 16-18 and 19+. Apprentices with a learning difficulty achieve within 4 percentage points of those without, which is just within college benchmarks.

AgeGroup	16-18			19 +		
	Ret %	Pass %	Ach %	Ret %	Pass %	Ach %
Female	94.23	94.18	88.74	86.90	92.58	80.46
Male	93.96	92.89	87.27	90.48	88.64	80.20
White British	94.18	93.56	88.12	87.71	91.84	80.56
Other	91.79	94.31	86.57	95.91	81.71	78.36
Disability/Learning Difficulty	94.24	92.06	86.75	90.18	90.43	81.55
Non Disability/No Learning Difficulty	94.01	94.62	88.96	87.48	90.99	79.59
FSM - Yes	95.26	89.90	85.63	78.95	80.00	63.16
FSM - No	94.04	93.81	88.21	88.73	90.98	80.72
High Needs Funded	96.04	92.52	88.86	100.00	96.26	96.26
NO High Needs Funded	94.00	93.65	88.02	87.77	90.36	79.31

Progression of high needs learners is also strong (93% positive), which is in line with college averages.



Apprenticeships

Overall achievement for apprentices With A Learning Difficulty

Prog Type...	SSA1 Name	SSA2 Name	Hybrid End	Starts	Leave - L6wks -...	Withdraw n In Qu...	Contn	Fwrk Ach ...	Nat Fwrk Ach Over...	Ach % - Nat %	Xfr	QAR Excluded	Best Case Fwrk A...
AA	Agriculture, Hort. & Animal Care	Agriculture	18/19	1	1	0	0	0.00	73.5	-73.50	0	0	0.00
A	Agriculture, Hort. & Animal Care	Agriculture	18/19	14	14	0	0	85.71	79.9	5.81	0	0	85.71
A	Agriculture, Hort. & Animal Care	Horticulture and Forestry	18/19	10	10	0	0	80.00	71.0	9.00	0	0	80.00
AA	Agriculture, Hort. & Animal Care	Animal Care & Veterinary Science	18/19	1	1	0	0	100.00	81.0	19.00	0	0	100.00
AA	Agriculture, Hort. & Animal Care	Animal Care & Veterinary Science	18/19	7	4	1	3	50.00	67.9	-17.90	0	0	71.43
A	Engineering & Manufacturing Tech	Transportation Ops & Maint	18/19	2	2	0	0	100.00	69.8	30.20	0	0	100.00
A	Construction & Planning	Building and Construction	18/19	3	2	1	1	0.00	63.3	-63.30	0	0	33.33
Appr...	Retail and Commercial Enterprise	Hospitality and Catering	18/19	3	2	0	1	50.00	70.6	-20.60	0	0	66.67
Appr...	Engineering & Manufacturing Tech	Transportation Ops & Maint	18/19	2	2	0	0	0.00	n/a	n/a	0	0	0.00
				43	38	2	5	68.42	73.2	-4.74	0	0	72.09

Overall achievement for apprentices Without A Learning Difficulty

Prog Type...	SSA1 Name	SSA2 Name	Hybrid End	Starts	Leave - L6wks -...	Withdraw n In Qu...	Contn	Fwrk Ach ...	Nat Fwrk Ach Over...	Ach % - Nat %	Xfr	QAR Excluded	Best Case Fwrk A...
AA	Agriculture, Hort. & Animal Care	Agriculture	18/19	6	6	1	0	100.00	73.5	26.50	0	0	100.00
A	Agriculture, Hort. & Animal Care	Agriculture	18/19	20	20	1	0	85.00	79.9	5.10	0	0	85.00
AA	Agriculture, Hort. & Animal Care	Horticulture and Forestry	18/19	3	1	0	2	0.00	74.4	-74.40	0	0	66.67
A	Agriculture, Hort. & Animal Care	Horticulture and Forestry	18/19	28	27	0	1	59.26	71.0	-11.74	0	0	60.71
AA	Agriculture, Hort. & Animal Care	Animal Care & Veterinary Science	18/19	4	4	0	0	75.00	81.0	-6.00	0	0	75.00
A	Agriculture, Hort. & Animal Care	Animal Care & Veterinary Science	18/19	11	11	1	0	81.82	67.9	13.92	0	0	81.82
AA	Engineering & Manufacturing Tech	Manufacturing Technologies	18/19	7	7	0	0	100.00	86.7	13.30	1	0	100.00
A	Engineering & Manufacturing Tech	Manufacturing Technologies	18/19	8	8	0	0	87.50	68.7	18.80	0	0	87.50
AA	Engineering & Manufacturing Tech	Transportation Ops & Maint	18/19	1	1	0	0	100.00	80.6	19.40	0	0	100.00
A	Engineering & Manufacturing Tech	Transportation Ops & Maint	18/19	14	14	0	0	64.29	69.8	-5.51	0	0	64.29
AA	Construction & Planning	Building and Construction	18/19	11	10	0	1	90.00	83.7	6.30	0	0	90.91
A	Construction & Planning	Building and Construction	18/19	23	21	1	2	61.90	63.3	-1.40	0	0	65.22
Appr...	Retail and Commercial Enterprise	Hospitality and Catering	18/19	4	3	0	1	100.00	70.6	29.40	1	0	100.00
AA	Business, Administration and Law	Administration	18/19	3	3	0	0	33.33	81.2	-47.87	0	0	33.33
Appr...	Agriculture, Hort. & Animal Care	Agriculture	18/19	1	1	0	0	0.00	n/a	n/a	0	0	0.00
Appr...	Engineering & Manufacturing Tech	Transportation Ops & Maint	18/19	19	3	0	16	0.00	n/a	n/a	0	0	84.21
Appr...	Agriculture, Hort. & Animal Care	Horticulture and Forestry	18/19	1	0	0	1	n/a	n/a	n/a	0	0	100.00
				164	140	4	24	72.14	73.0	-0.85	2	0	76.22

Higher Education

The table below shows that the number of UCR students declaring and being supported for various learning needs is increasing exponentially. The national benchmark for HE students in the UK who are known to have a disability (including disability, learning difficulty or medical condition) (Equality Challenge Unit) is 8%, so UCR has a higher than average proportion of students requiring support.

17/18 – Learning difficulty or disability declared = 24.6% of UCR HE population

18/19 – Learning difficulty or disability declared = 27.2% of UCR HE population

Academic year	SpLd declared on Application	SpLd declared & receiving support	ASD declared on Application	ASD declared & receiving support	MH declared on Application	MH declared & receiving support
19-20 (To Date)	124	69 (DSA)	26	15 (DSA)	74	22 (DSA)
18-19	120	79 (DSA)	25	15 (DSA)	62	23 (DSA)
17-18	86	62 (DSA)	16	13 (DSA)	49	21 (DSA)
16-17	48	31 (DSA)	8	7 (DSA)	13	10 (DSA)
15-16	36	23 (DSA)	4	4 (DSA)	10	4 (DSA)

The team have held staff CPD sessions to increase the faculty's understanding of HEST functions and Inclusion Plans. Additional scenario based CPD has been delivered across the faculty and wider HE team, covering specific topics (dyslexia, ASD etc) and wider aspects of inclusion, accessibility and reasonable adjustments, such as accessible document formats and environmental accessibility.

Satisfaction surveys were conducted for those students accessing HEST support and the academic staff. Feedback was very positive, with mean scores ranging from 4.4 to 4.8. Feedback from last year's survey had been used to improve some aspects of support and this has clearly had a positive effect. Examples of this include development of multi-sensory support strategies by our two HE Study Tutors, and development and promotion of Assistive Technologies to aid learning and progression.

HE Student Performance

In receipt of DSA	Total Initial Enrolments	Completed / Continuing	Withdrawn < Nov 1st	Withdrawn November Onwards	Retention From September	Retention From November
False	684	563	25	96	82.31%	85.43%
True	113	99	1	13	87.61%	88.39%
Grand Total	797	662	26	109	83.06%	85.86%

Curriculum area breakdown for Not in receipt of DSA:

Course Details	Total Initial Enrolments	Completed / Continuing	Withdrawn < Nov 1st	Withdrawn November Onwards	Retention From September	Retention From November
Adventure Sport	8	8	0	0	100.00%	100.00%
Agriculture	35	31	1	3	88.57%	91.18%
Animal Management	366	299	14	53	81.69%	84.94%
Business Studies	22	18	0	4	81.82%	81.82%
Countryside	29	25	1	3	86.21%	89.29%
Equine	80	57	2	21	71.25%	73.08%
Food	127	109	7	11	85.83%	90.83%
Higher Education	6	6	0	0	100.00%	100.00%
Horticulture	11	10	0	1	90.91%	90.91%
Grand Total	684	563	25	96	82.31%	85.43%

Curriculum Area breakdown for In Receipt of DSA:

Course Details	Total Initial Enrolments	Completed / Continuing	Withdrawn < Nov 1st	Withdrawn November Onwards	Retention From September	Retention From November
Adventure Sport	1	1	0	0	100.00%	100.00%
Agriculture	4	4	0	0	100.00%	100.00%
Animal Management	80	70	1	9	87.50%	88.61%
Business Studies	2	2	0	0	100.00%	100.00%
Countryside	3	2	0	1	66.67%	66.67%
Equine	19	17	0	2	89.47%	89.47%
Food	1	1	0	0	100.00%	100.00%
Horticulture	3	2	0	1	66.67%	66.67%
Grand Total	113	99	1	13	87.61%	88.39%

18-19 EDI Action Plan Final position

Objective	Actions	What will success look like?	Final position
<p>1 Build and enhance teaching and learning CPD in order to maximise the positive promotion of EDI topics and the College PRIDE values throughout the curriculum</p> <p>Lead Group – AM/CP/JB/LC/LA</p> <p>(Advance equality of opportunity - PSED)</p>	<p>CPD: Develop a progressive package of EDI CPD for teachers.</p> <p>Conduct CPD with lesson Observation Team to standardise.</p> <p>Offer Individual/Departmental CPD for EDI related topics and curriculum accessibility.</p> <p>Maintain visibility of EDI in Lesson Observations, ITT, Tried & Tested & Induction.</p> <p>Promote:</p> <p>SSS – Spot it, Seize it, Share it!</p> <p>Link with QSC to identify & enhance topics & questions in Be Ready.</p>	<p>90% teachers have completed EDI CPD packages.</p> <p>To ensure that % lesson observations demonstrate strong/outstanding practice (PRIDE).</p> <p>At least 1 EDI CPD session has been delivered to each department.</p> <p>Monthly EDI surgery is accessed.</p> <p>Promotion to be visible: Newsletter/minutes of meetings/Tutor Briefing.</p> <p>70% of students have passed the relevant EDI Be Ready questions.</p>	<p>An additional session on EDI has been incorporated into the L3 Award in Education delivery to ensure that all those new to teaching have a raised awareness on the implementation of the Equality Act (2010), wrt teaching. EDI has also been incorporated into all Teacher Training programmes within the college.</p> <p>An additional 41% of staff have completed the on-line module to date, which aims to further embed EDI into their teaching practice. LA is routinely following up & will send a list of remaining staff to PS/SH & MG. Incorporated into teacher training induction</p> <p>EDI How to Guide for lesson observations</p>

			<p>created, to be shared wider with the observation team and then work on a staff guide.</p> <p>90% of lessons demonstrate strong or outstanding practice (PRIDE). EDI report from ProObserve now needs updating to report on EDI comments.</p> <p>EDI departmental CPD offered by T&L Coaches.</p> <p>TLCs offer weekly 'surgeries' in department and feedback including EDI. Staff induction includes Cylix, ITT, on-line module, LW/obs feedback. SSS included in the newsletter of 25.03.2019.</p> <p>Quality monitored achievement of EDI questions as part of the BeWell quiz.</p>
<p>2 Maximise opportunities to develop and promote EDI throughout the College and with external stakeholders including</p>	<p>Promote EDI through Student Association activities and promotions, social stands and</p>	<p>Record and increase the numbers of students and staff actively engaged in events, and</p>	<p>Pridefest celebration held on 13th May 2019 – involving whole College</p>

<p>the successful development of a range of Student Association led projects and initiatives and the regular celebration of good practice through College and Social Media.</p> <p>Lead Group – LN/RJ/DC/TW</p> <p>(Foster good relations - PSED)</p>	<p>events. Investigate and implement more interactive tools which can measure improved learning</p> <p>Develop a BeReady HE package to ensure all HE students have access to valuable EDI and wider resources.</p> <p>Improve accessibility of College activities to promote active engagement by all.</p> <p>Develop an EDI calendar for the College, and promote and celebrate EDI events across College</p> <p>Engage with Curriculum Course Managers and course representatives to utilise social media to drive EDI challenges across the College in line with the EDI calendar.</p> <p>Develop and publish the EDI poster, accompanied by a physical EDI tree, which can tour the College and engage with staff and students in how they are approaching EDI in their areas.</p>	<p>measure learning via interactive questioning. Liaise with marketing to positively promote.</p> <p>Graduate package for HE learners</p> <p>Record and increase the numbers of students and staff engaging in College activities, in partnership with Wellbeing</p> <p>Publish calendar and promote nine events throughout the year to raise awareness</p> <p>Deliver at least 9 events and record numbers of staff and students engaging to raise awareness and educate, captured and promoted via Marketing</p> <p>Growth of the tree to represent activity that is happening across College. Promotion via Marketing.</p>	<p>and wide range of stakeholders. Raised £400 for RAG charity. Well attended and well received. Added to EDI calendar as annual event.</p> <p>Student Association has designed the College EDI poster. This has now been approved and is being displayed.</p> <p>EDI display is now in the bar.</p> <p>Posters created for the bar area and HE Centre, where there has been an EDI board mounted.</p> <p>Graduate –HE tutorial package being developed.</p> <p>SA have supported the Foundation dept in setting up a bespoke LGBT group aimed at those who struggle to access the main college group.</p> <p>EDI real life tree launched at PrideFest and being circulated around</p>
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			<p>departments and each one adding leaves to the tree.</p> <p>Be Involved being promoted to include a range of societies (Art/Pet Therapy, ATypical, Well-sesh, LGBTQ+, Trans-gender discussion group)</p> <p>Be Ready competition to celebrate tutorial programme was successful with wider range of entries – Burrows Lane won with Knife Crime documentary.</p> <p>Strong utilisation and support of learner voice to successfully drive EDI message through college.</p>
<p>3 Deliver effective face to face and online CPD to all staff that promotes best practice and reinforces minimum standards in EDI, safeguarding (including topics focused on consent and peer to peer abuse) and Prevent.</p> <p>Lead Group – NM/MB/BC/LW</p>	<p>Develop and deliver a safeguarding and PREVENT online package to all staff which covers Part A of the Keeping Children Safe in Education guidance to educate staff and ensure their understanding is tested.</p>	<p>All staff completed the online package by end of February.</p> <p>All staff completed the training by 31 July.</p>	<p>Online training package rolled out to all staff Oct 19.</p> <p>Training package around mental health and resilience developed with Wellbeing team. Wellbeing staff now</p>

<p>(Eliminate unlawful discrimination - PSED) (Foster good relations - PSED)</p>	<p>Develop and deliver mental health awareness and wellbeing training for all staff to build resilience and educate.</p> <p>Review the accessibility of our website content and literature, and develop an action plan for improvement in line with new guidance.</p> <p>Develop and deliver training to staff to enhance their knowledge of EDI legislation, reasonable adjustments and their responsibilities.</p>	<p>Review completed and action plan in place by end of February. Start delivery against action plan by 31 July.</p> <p>All staff completed the training by 31 July.</p>	<p>trained and delivering to teams over next academic year.</p> <p>Mindful Employer useful guidance circulated to staff.</p> <p>Website under review along with the DART Training website.</p> <p>EDI sessions delivered for support staff at staff development day July 19 and then rolled out for academic staff – covering intro to EDI and unconscious bias</p> <p>Presentation on LAC and care leavers – raising expectations. Delivered to staff at SDD July 19 Exam access arrangements team provided training and guidance to staff prior to exams. Well received.</p>
<p>4 Drive effective stakeholder engagement, consult and promote equality of opportunity</p>	<p>Conduct an EDI audit for the College by 31 July, ensuring that all stakeholders have an input.</p>	<p>Audit completed by 31 July and all stakeholders provided with an opportunity to input.</p>	<p>EDI audit questions incorporated into Pulse surveys</p>

<p>and diversity, inclusive environment and campus</p> <p>Lead Group – LW/JJ/GF/LG/JS</p> <p>(Advance equality of opportunity - PSED)</p>	<p>Seek best practice guidance from the EDI Network to support the audit process.</p> <p>Investigate the National Centre for Diversity process and award as a possibility for support post-audit.</p>	<p>Stakeholders: staff, students, governors, employers, service users/public</p> <p>Attendance at EDI working groups, advice from specialist expertise and successful audit process.</p> <p>Production of a formal costed proposal around future post-Audit action and support by 31 August to feed into next year's action planning.</p> <p>Support work placement team with EDI training/support for employers receiving students on work placements.</p>	<p>HE developed similar questionnaire for HE students</p> <p>EDI audit questionnaire launched to staff</p> <p>EDI questions incorporated into apprenticeship survey</p> <p>EDI questions sent to governors</p> <p>Group members have attended EDI Network sessions and fed back to action group</p> <p>Guidance and templates obtained from Alison Malach at EDI Network utilised to inform Audit questions.</p> <p>Head of Wellbeing sitting on Expert Advisory Committee considering mental health and wellbeing support within education.</p>
<p>5. Monitor performance measures and drive improvements to narrow achievement gaps across the diversity of the College.</p>	<p>Ensure 'Notice to Improve' and termly monitoring and support is implemented with courses that demonstrate underperformance.</p>	<p>Reduction in 19+ male/female achievement gap to less than 5%</p>	<p>Reduction in 19+ achievement gap reduced to less than 1 percentage point.</p>

<p>Develop a simple dashboard to allow visibility of data.</p> <p>Lead Group – MG, PS, WW</p> <p>(Advance equality of opportunity - PSED)</p>	<p>Continue to raise visibility and focus on at risk groups via the new Termly Performance Reviews and using data dashboards.</p> <p>Develop FE dashboards working in collaboration with MIS</p> <p>Introduce mental health field on ProSolution to allow tracking and reporting to be more effective</p> <p>Ensure themed learning walks focus on EDI topics providing targeted feedback and intervention support to curriculum teams where needed</p>	<p>Maintain achievement gap between learners with/without LLDD of 3% or less</p> <p>A working FE dashboard that displays in year widening participation data for access by Governors, Senior leaders and Curriculum teams</p> <p>Reports available for achievement of learners with identified mental health support needs</p> <p>No significant differences in progression and satisfaction data when comparing at risk/non at risk groups</p>	<p>Achievement gaps between all groups kept to within 3 percentage point gap.</p> <p>Dashboard has made good progress but further development needed in order to be fully effective for monitoring at risk groups.</p> <p>90% of lessons demonstrate strong or outstanding practice (PRIDE).</p>
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9 College EDI Strategic Objectives 19-20

The College reviews and updates its own Equality Objectives on an annual basis taking into consideration the requirements of the 2010 Equality Act as well as external and internal drivers. The 2019/20 Equality Strategic Objectives are as follows:

Eliminate unlawful discrimination

- Deliver high quality training to all staff that promotes best practice and reinforces minimum standards thus ensuring the highest levels of safeguarding and compliance (including to the Prevent agenda).
- Ensure the College values of People, Responsibility, Integrity, Diversity and Excellence are promoted and reinforced with staff, students and visitors.

Advance equality of opportunity

- Promote equality and diversity of opportunity through high quality teaching and learning.
- Recognise and celebrate best practice in equality and diversity.
- Enhance the opportunity for success for those from disadvantaged and minority populations.

Foster good relations

- Maximise opportunities to embed equality and diversity in lessons and through College wide initiatives, events and campaigns.

EDI Operational Objectives 2019/20

The College EDI Committee has agreed the following operational EDI objectives for 2019/20. Progress against these objectives will be reviewed during each Committee meeting with outcomes and impact reported to College Executive and Governors.

Objective	Actions
<i>Culture of Equality, Diversity and Inclusion</i>	<ul style="list-style-type: none"> • Form 'Cultural' working group. • Review audit feedback identifying key areas for development. • Develop/maintain and enhance staff CPD and training that instils and promotes culture of EDI. • Plan and run student led projects/initiatives and events. • Continue to develop x college initiatives inc BeReady in order to promote EDI.
<i>Campus Accessibility</i>	<ul style="list-style-type: none"> • Review current campus layout and accessibility and benchmark against sector norms/standards. • Develop the college website, communication, literature and signage in order to demonstrate best EDI practice and to comply fully with the Equality Act and equivalents. • Develop use of assistive technology.
<i>EDI Performance monitoring</i>	<ul style="list-style-type: none"> • Steering group for dashboard. • More dashboard less spreadsheets. • ALS module in ProSol.
<i>Access & Participation Plan (HE)</i>	<ul style="list-style-type: none"> • Share APP report and actions with EDI committee regularly. • Draw on knowledge, expertise and support from EDI Committee members. • Influence other EDI actions accordingly in order to maximise positive impact for APP progress.