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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 and the Governing Body have explicit responsibility under the Equality Act 2010 for ensuring that the service we provide is fair and equal. Ofsted’s Common Inspection Framework (CIF) identifies responsibility for providing an inclusive environment where all learners can achieve and make the very best progress.

This report provides the Governing Body, our stakeholders and the public with an oversight of this particular aspect of performance. It is a summary report that gives information about the College’s learners and staff, and the key developments in place to address the areas for improvement.

In 2015 the College reviewed its Single Equality Scheme and the objectives within it and has implemented a new set of equality, diversity and inclusion (EDI) objectives for 2015-2018. The objectives build on the work of the past 3 years that the College has undertaken 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 will be 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 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 2015/16

![College based learners 2015/16 Gender](image)

![Hereward Training learners 2015/16 Gender](image)
Learner Profile by Ethnicity in 2015/16

College based learners 2015/16
Ethnicity

Hereward Training learners 2015/16
Ethnicity
Learner Profile by Disability in 2015/16

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 particularly been an increase in the number of learners with Autism and Asperger’s, which now represents over a third of the College-based learner cohort.

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**College based learners 2015/16**

**Primary disability**

- Dyscalculia: 9.6%
- Dyslexia: 31.6%
- Mental Health Issues: 0.3%
- Moderate Learning Difficulty: 1.3%
- Other Disability: 2.0%
- Other Learning Difficulty: 3.0%
- Other Medical Condition: 14.3%
- Other Specific Learning Difficulty: 18.0%
- Severe Learning Difficulty: 7.6%
- Social & Emotional Difficulties: 3.6%
- Visual Impairment: 3.6%
- No declared disability: 1.3%

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**Hereward Training learners 2015/16**

**Declared disability**

- Disability Affecting Mobility: 6.6%
- Hearing Impaired: 0.0%
- Mental Health Issues: 0.3%
- Other Medical Condition: 1.7%
- Severe Allergic Reaction: 0.3%
- Social and Emotional Difficulties: 0.4%
- Visual Impairment: 0.3%
- No declared disability: 1.7%

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Learner Profile by Academic Level in 2015/16

**College based learners 2015/16**
Level of study (main programme)

<table>
<thead>
<tr>
<th>Level of Study</th>
<th>Pre-Entry/Entry</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Supported Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39%</td>
<td>29%</td>
<td>19%</td>
<td>10%</td>
<td>0%</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Hereward Training learners 2015/16**
Level of study

<table>
<thead>
<tr>
<th>Level of Study</th>
<th>Pre-Entry/Entry</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Supported Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>87%</td>
<td>12%</td>
<td>2%</td>
<td>0%</td>
</tr>
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Equality Information – Employees

Analysis of current staff at Hereward College
The College currently employs 208 staff.

Ethnicity
196 (93.3%) members of staff 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.

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</thead>
<tbody>
<tr>
<td>People of White Ethnicity</td>
<td>192</td>
<td>92.3%</td>
<td>73.9%</td>
<td>85.5%</td>
</tr>
<tr>
<td>People of Asian/Asian British Ethnicity</td>
<td>9</td>
<td>4.3%</td>
<td>15.9%</td>
<td>7.6%</td>
</tr>
<tr>
<td>People of Black/Black British Ethnicity</td>
<td>5</td>
<td>2.4%</td>
<td>7.0%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1.0%</td>
<td>3.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>208</td>
<td>100%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Of the 16 members of staff who are from an ethnic minority 7 are from curriculum areas, 3 from management and business support, 2 ILS residential with the remaining 4 from learner support. Of more concern is the lack of representation of ethnic minorities in management positions, with only one post holder.

The analysis of the learner cohort in 2015/16 shows a similar picture with 18.7% of learners being from an ethnic minority compared with 7.7% of staff.

Ethnicity (teaching staff)
Recruitment
The Education and Training Foundation (ETF) annually produce a report on workforce data across the FE sector. The 2014/15 report shows that 85% of staff in FE colleges are white. This is consistent with the national data, which again demonstrates that Hereward needs to do more to increase the ethnic diversity of its workforce. The College is actively working to attract a more diverse workforce and a new recruitment strategy will be implemented in 2016/17.

An analysis of new starters shows:
- 16% were male, 84% female
- 28% were from an ethnic minority
- One (4%) had a disability
- 9 (36%) were 18-29, 4 (16%) were 30-39, 6 (24%) were 40-49, 5 (20%) were 50-59 and 1 (4%) was 60 and over

Recruiting managers undertake Safer Recruitment training to ensure that they comply with best practice and follow the College’s Recruitment Policy.

Age
The average age of the workforce is 45, with 72% being aged 40+. 75 (36%) are aged over 50 including 17 over 60. The ETF 2014/15 report shows a similarly ageing profile across FE with 25% aged 55 or older and 29% aged 45-54.

Of 36 manager roles 2 (5.6%) are aged 18-29, 7 (19.4%) are aged 30-39, 13 (36.1%) are aged 40-49, 12 (33.3%) are aged 50-59 and 2 (5.6%) are aged over 60. This suggests that 18-29 year olds, 50-59 year olds and 60+ are disproportionately represented in management compared to the age profile of the workforce. It also highlights the potential risks around succession planning should significant numbers of senior managers retire in a short timescale.
Gender

171 (82.2%) of the workforce are female. Whilst staff working in FE generally are predominantly female with women constituting around two thirds of staff in FE colleges, the proportion at Hereward is higher. This can be attributed in part to the care roles in the College. The highest proportion of males are in the management and business support area with 30.4%. Males are disproportionately represented at management levels with 28.2% of managers being male compared to 17.8% of the workforce overall.

Disability

25 members of staff (12%) have declared that they have a disability. 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 2015/16 voluntary turnover was 13.32% against a target of 15%. There were 24 leavers during the year.

An analysis of leavers shows:

- 20.8% were male, 79.2% female
- 8.3% were from an ethnic minority, 91.7% were white
- 4.2% had a disability
- 2 (8.3%) were under 24, 3 (12.5%) were 25-34, 13 (54.2%) were 35-44, 3 (12.5%) were 45 – 54 and 3 (12.5%) were 55 and over
- 4 were managers (16.7%)
- 4 had fixed term contracts (16.7%)
- Excluding fixed term contracts 2 (10%) were employed for less than a year, 3 (15%) for 1-2 years, 3 (15%) for 3-5 years, 8 (40%) for 6-10 years with the remaining 4 (20%) over 11 years

Gender, ethnicity and managers are consistent with the makeup of the workforce. The biggest group of leavers were in the 35-44 age category, which is disproportionate to the profile of existing staff and potentially would lead to an increase in the average age of the workforce

Sickness absence was 2.74%, which compares favourably with the Association of College measure of 4%.