

EQUALITIES DATA

2023/24



Our 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, 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, which continues in 2023/24.

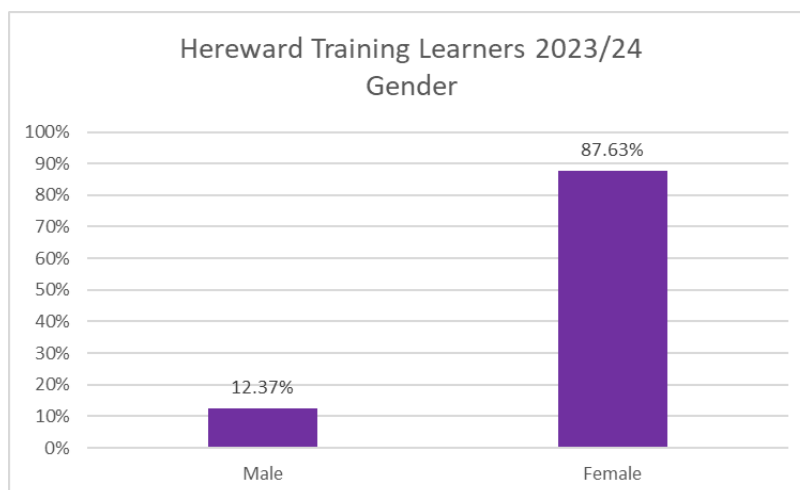
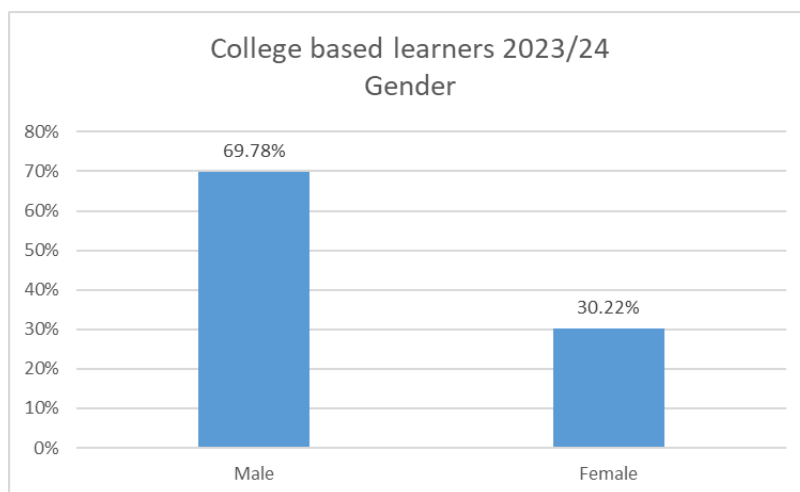
Learner Profile by Gender and Ethnicity in 2023/24

Analysis is based on the following learner cohorts:

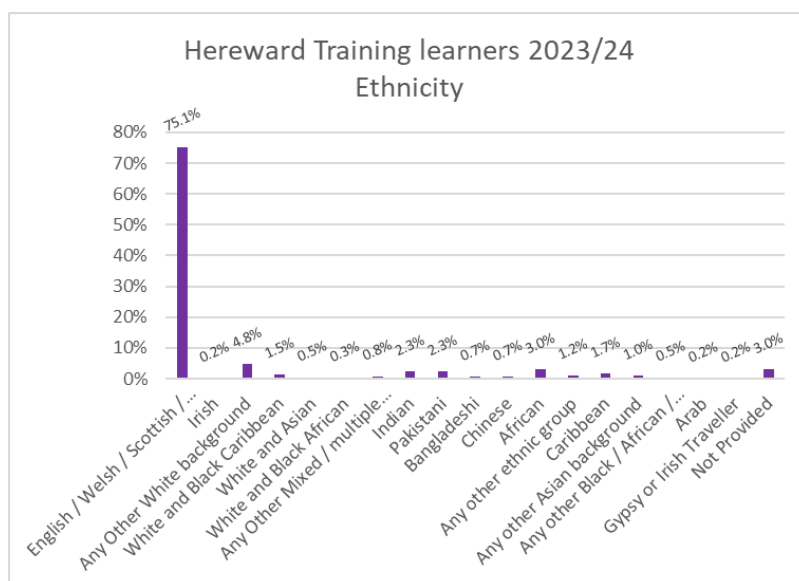
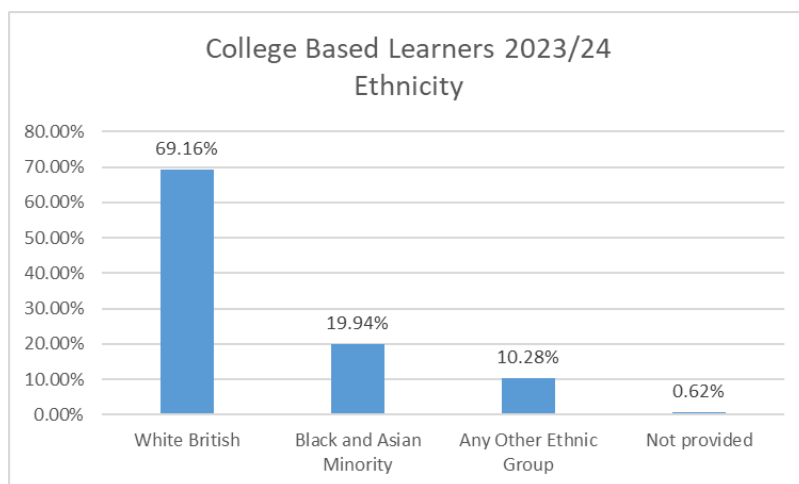
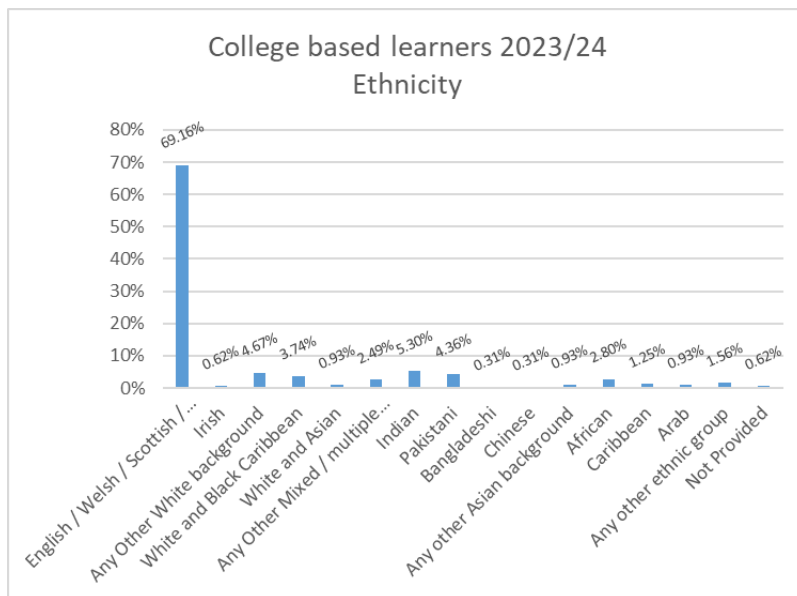
College based learners – 321

Hereward Training provision – 598

Gender

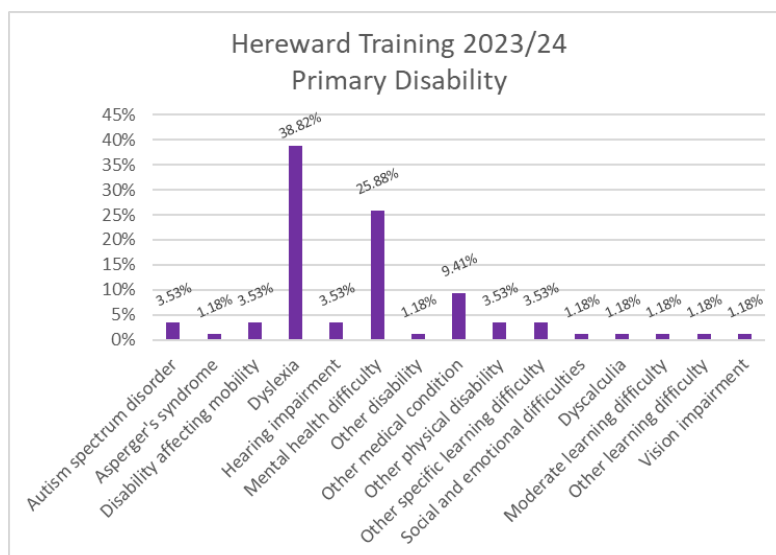
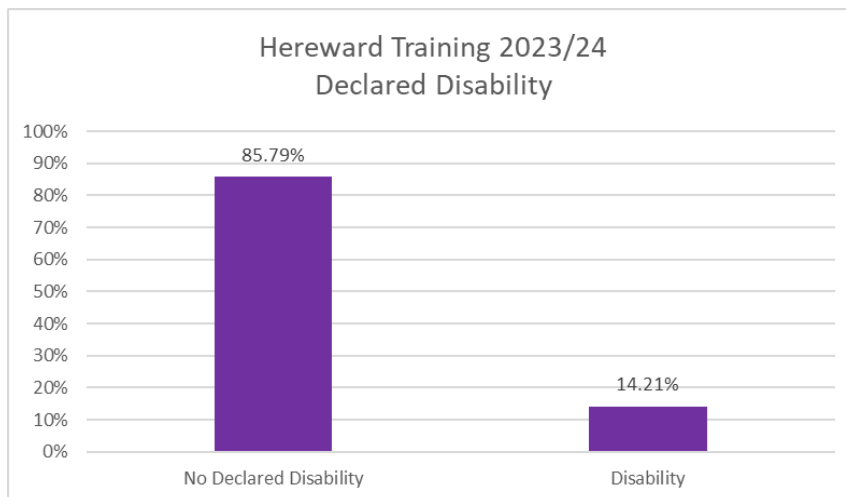
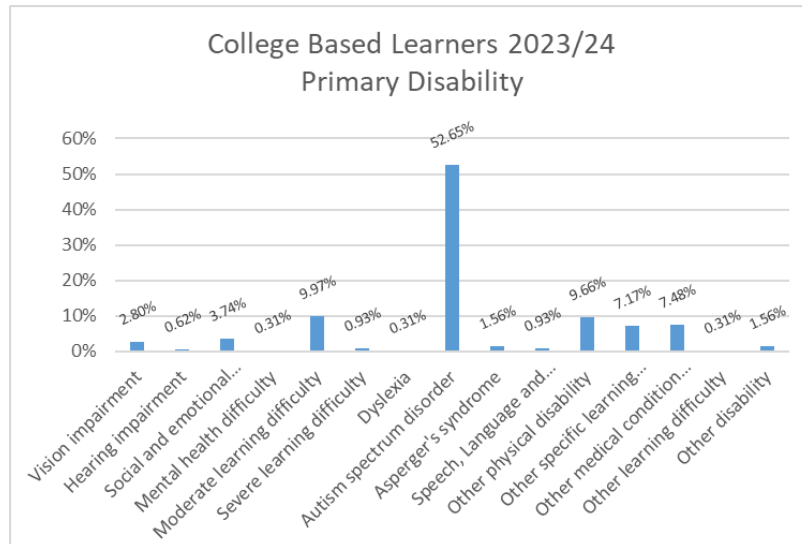


Ethnicity



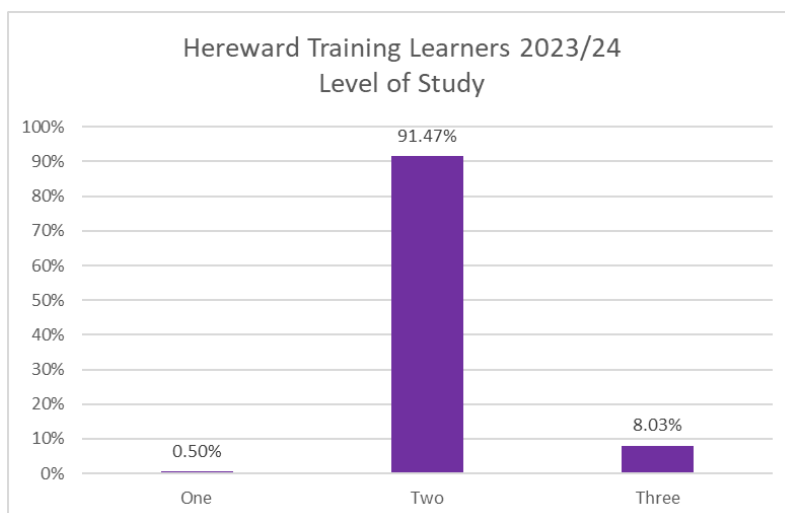
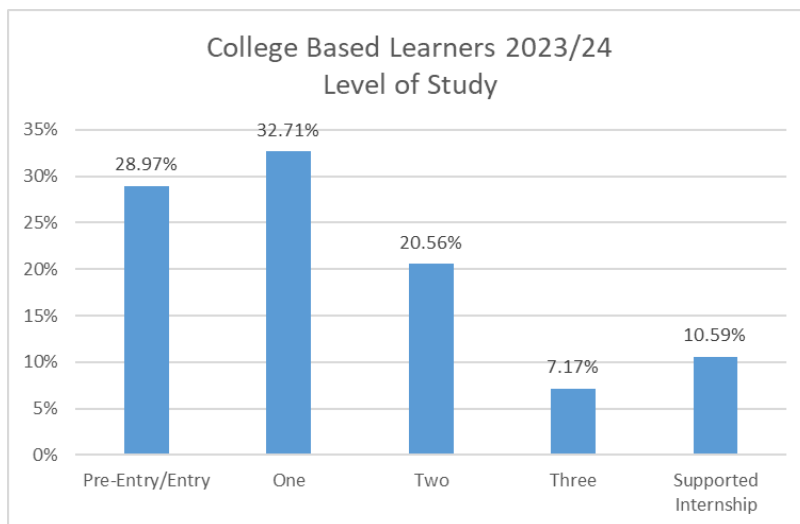
Learner Profile by Disability in 2023/24

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 Autistic Spectrum Condition and Asperger's, which now represents over 54% of the College-based learner cohort. Almost 86% of Hereward Training learners do not declare a disability or learning difficulty with a significant number of those who do, identifying Dyslexia, mental health difficulty or other medical condition as a primary disability.



Learner Profile by Academic Level in 2023/24

The analysis of learners by level illustrates that the percentage of learners studying at levels 2 and 3 remains static compared to 2022/23. The main increase, almost 2-percentage points, has been in learners studying at level 1. The percentage of learners on a Supported Internship has increased from 3% in 2015/16 to almost 11% in 2023/24, a percentage point increase on last year. There has been a marked increase in Hereward Training learners studying at Level 3, by 4 percentage points compared to 2022/23.



Equality Information – Employees and Governors

Analysis of current staff and Governors at Hereward College

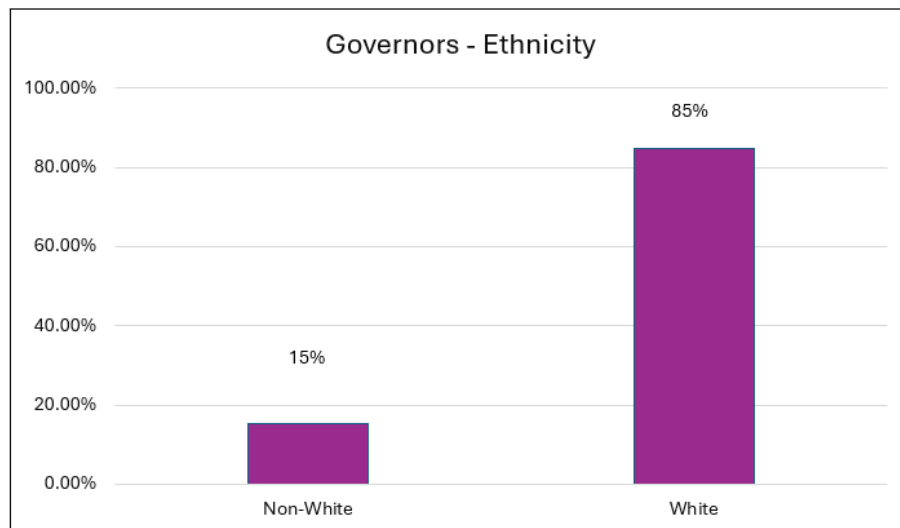
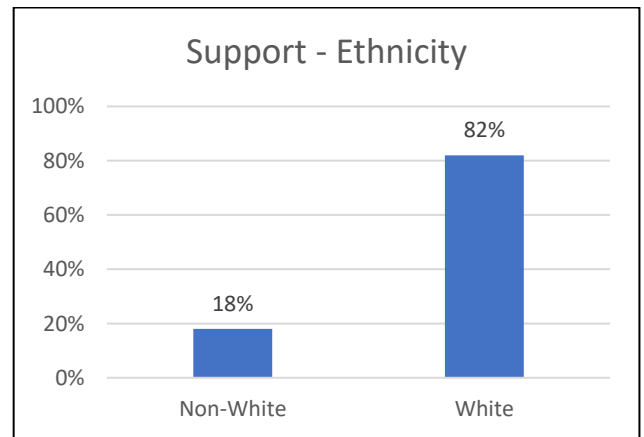
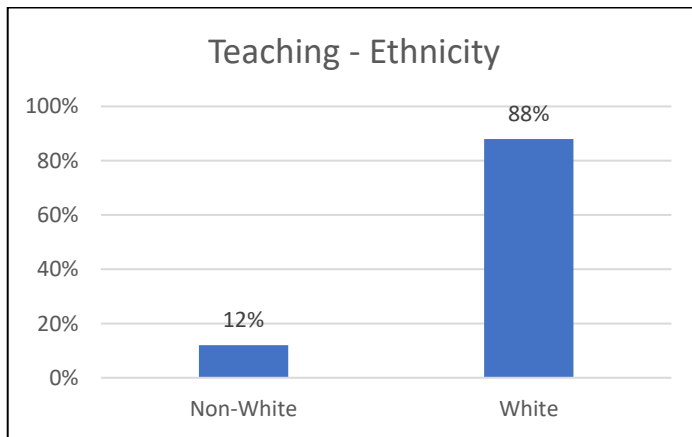
The College employed 246 staff at the end of 2023/2024. There were 13 members of the Corporation in 2023/24, excluding the student governor.

Ethnicity

216 members of staff (88%) and 86% of Governors are of white ethnicity compared with 65.5% of the Coventry population (2021 Census) and 81.7% of England. Coventry is a diverse city, but this is not reflected in the ethnicity of the workforce or the Corporation at Hereward.

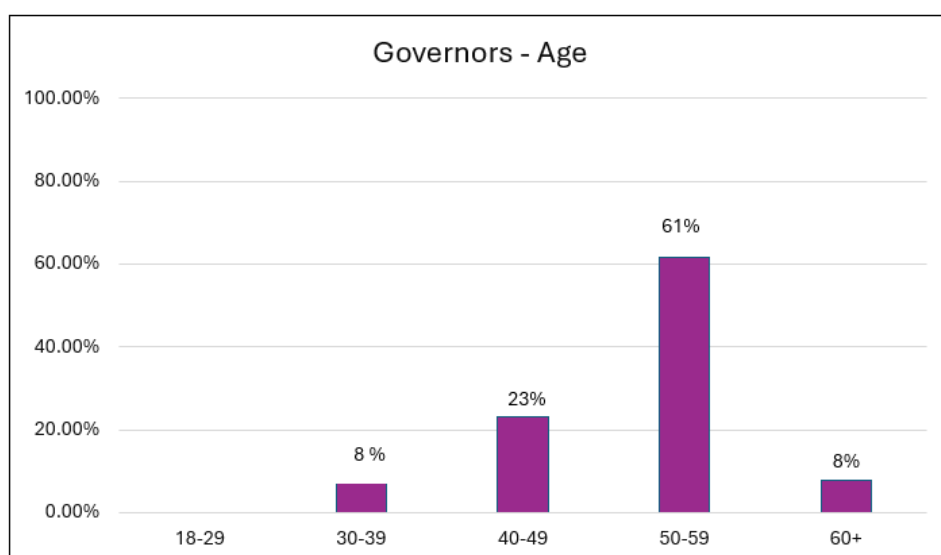
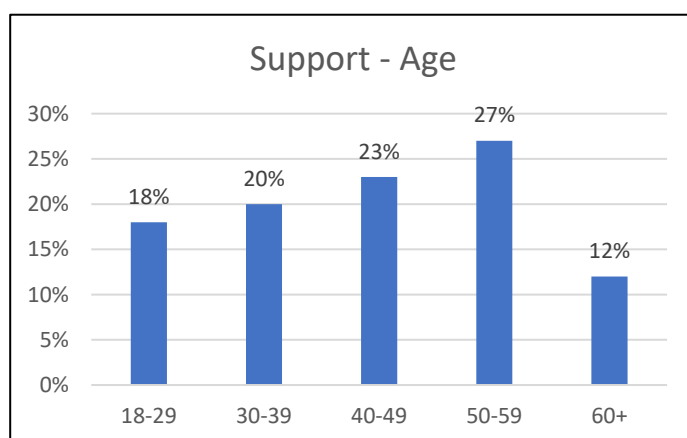
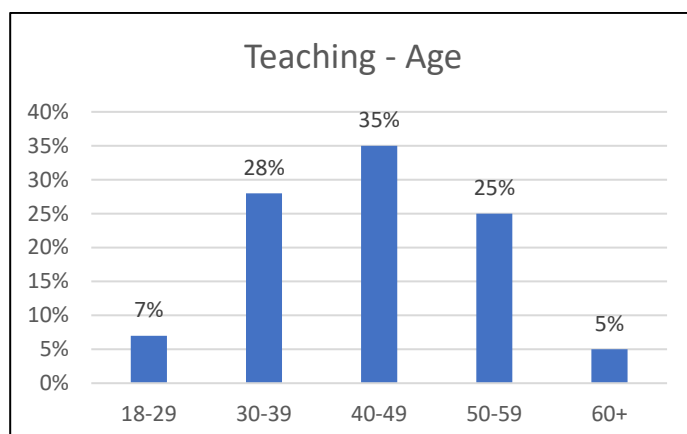
Ethnic Group	Hereward Staff (2023-24)		Coventry (2021)	England (2021)	Hereward College based Learners (2023-24)
People of White Ethnicity	216	88%	65.5%	81.7%	73.83%
People of Asian/Asian British Ethnicity	11	4.4%	18.5%	9.3%	16.5%
People of Black/Black British Ethnicity	12	4.8%	8.9%	4%	2.8%
Mixed – White/Black Caribbean	5	2%	3.4%	2.9%	1.86%
Other	2	0.8%	3.7%	2.1%	5.01%

Of the 30 members of staff who are from a non-white background, 3 are from teaching, 1 from management, 3 from the job coach team, 16 ILS Pathway with the remaining 7 from learner support.



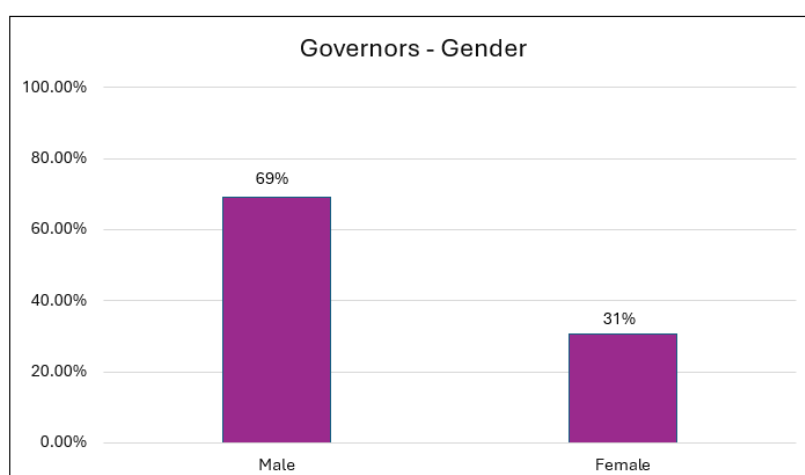
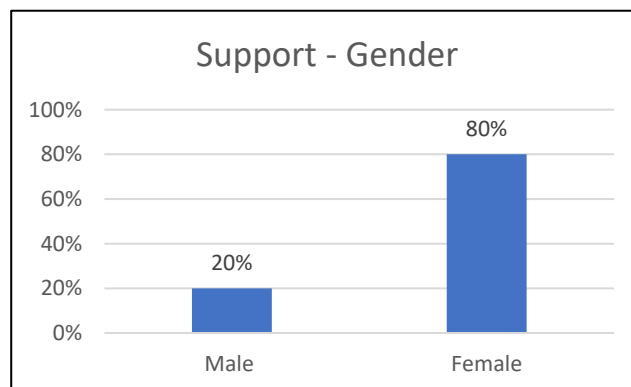
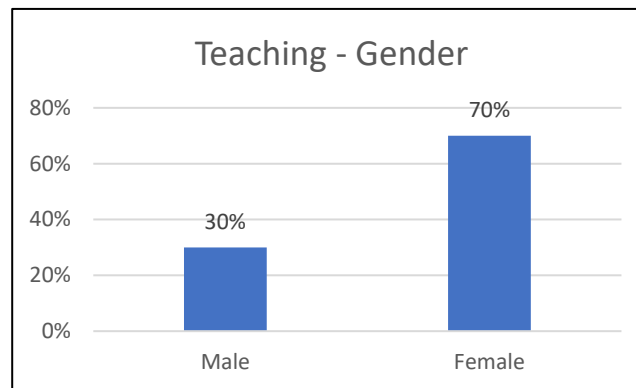
Age

The average age of the workforce is 45 and 64% are aged 40+. 95 staff are aged over 50 including 30 aged over 60. A breakdown of age for teaching staff and support staff is given below.



Gender

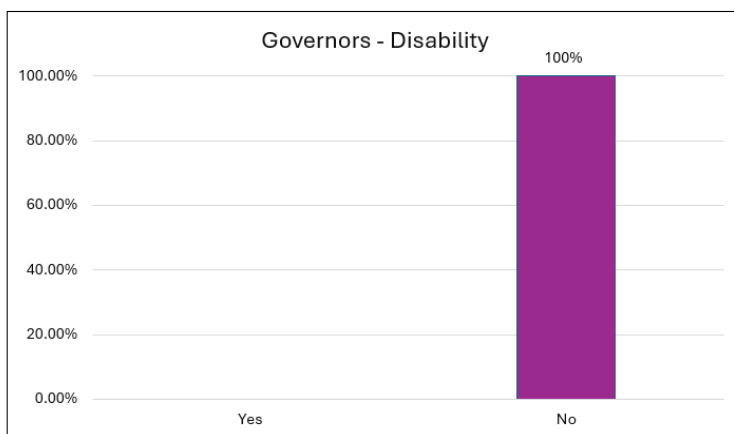
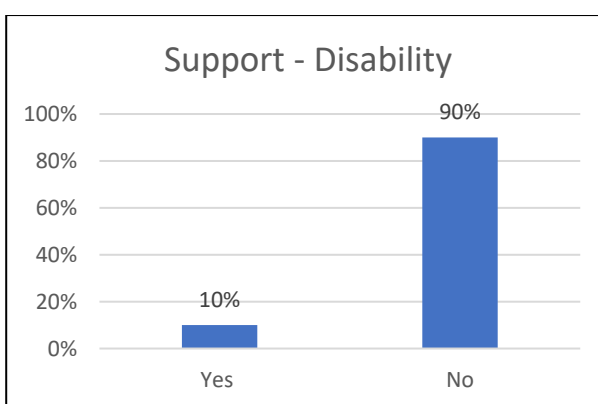
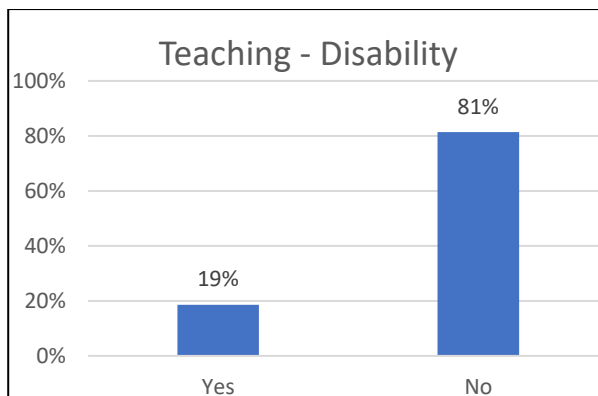
The gender profile of the College continues to show a sizeable majority of female employees, in contrast to the general population. The profile has remained relatively unchanged over the last 5 years, however in the past year, progress has been made, with a reduction from 82% of staff being female to 78%. Whilst staff working in FE generally are predominantly female, the proportion at Hereward is higher. This can be attributed, in part, to the care roles in the College.



Disability

12% of staff have declared a disability. 1 in 5 people in the UK have a disability, with the number remaining relatively constant over time.

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 2023/24 voluntary turnover was 9.155% against a target of 15%. There were 34 leavers during the year. An analysis of leavers shows:

- 14% were male, 86% female
- 82% were from a White background
- 17% had a disability
- 8 were employed for less than one year, 11 for 1-2 years, 3 for 3-5 years, 2 for 6 – 10 years and 10 for more than 11 years

Sickness absence for the year was 4.77%, marginally above the College target of 4%.