



Single Equality Scheme (SES)

2022 - 24

12th October 2022 discussion then via email – Safeguarding and Equality and Diversity Committee

2nd November 2022 – CMT Meeting

23rd November 2022 – Quality and Standards Committee

13th December 2022 – Board Meeting

8th March 2023 – Safeguarding and Equality and Diversity Committee meeting

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Lead on Equality and Diversity**

Single Equality Scheme (SES)

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1. FOREWORD

Herefordshire, Ludlow and North Shropshire College (HLNSC) values social and cultural diversity and aims to ensure you will find the college to be an inclusive and welcoming place to study. We are a learner focused organisation with values based on trust, integrity and respect. We seek to provide a working environment free from harassment, discrimination and victimisation. We will not tolerate any form of discriminatory behaviour against actual or potential learners, visitors or employees. The college aims to actively promote equality of opportunity and challenge discriminatory attitudes.

Equality and diversity affects everyone as we all work in diverse teams with people of different genders, ethnic origins, sexual orientation, ability, beliefs, values, and working styles.

It is important to understand what we mean by equality and diversity, how it impacts on everyday life, and the reasons for and benefits of promoting it.

Equality is about fair treatment

'Equality' means treating all groups of people fairly, providing equality of opportunity and removing barriers to success. It is not about treating everyone the same because different people have different needs. For example, making reasonable adjustments for disabled people removes inequality of opportunity and helps prevent discrimination. Increasing our understanding of the needs of different groups of people promotes good relations between people.

Our equality principles are:

- Challenging Inequality
- Celebrating Diversity
- Committed to Safeguarding

These principles recognise and support the equality characteristics set out in the 2010 Equality Act which are:

- Age
- Disability
- Gender reassignment (transgender)
- Marriage/civil partnership
- Race
- Religion or belief
- Pregnancy/maternity leave
- Sex
- Sexual orientation

Diversity is about respecting difference

'Diversity' refers to individual difference. People are unique and differ from one another in a range of ways. Differences may or may not be visible and may include personal characteristics such as background, culture and personality. We value diversity, which means that we aim to realise the potential of every individual learner or member of staff.

The College encourages everyone to participate in learning and actively combats harassment and bullying.

2. HEREFORDSHIRE, LUDLOW AND NORTH SHROPSHIRE COLLEGE (HLNSC) AND COUNTY TRAINING (CT)

Established in 1949, Herefordshire, Ludlow and North Shropshire College is a high performing further education college located at five distinctive campuses in Hereford, Holme Lacy, Ludlow, Oswestry and Walford.

The Hereford and Oswestry campuses provide a wide range of academic, vocational and university-level courses; Holme Lacy and Walford campuses are specialist land-based colleges and associated commercial farms; and Ludlow College is a sixth form college which focuses on its A level programmes. County Training, an apprenticeship training provider based primarily in Shropshire, is also part of the College. Adult and Community learning programmes are provided in Hereford, Oswestry and at a specialist centre, the Gateway, in Shrewsbury.

The College serves ca. 3,400 full-time and 7000 part-time learners, including those on university-level courses and ca.750 apprentices per annum. University-level programmes are delivered through the Hereford University Centre, a joint initiative with the University of Worcester, the College's principal university partner. The majority of the full-time students, ca 2,100, are aged 16 to 18. Student retention and pass rates are consistently high, and almost all learners progress into further/higher education or employment on completion of their studies.

The former Herefordshire and Ludlow College had been graded 'good' by Ofsted since 2006. Since the November 2018 merger with North Shropshire College, however, the College technically is no longer graded but anticipates a further 'good' grade at the next full inspection. Higher education was reviewed by the Quality Assurance Agency in February 2014 and several areas of good practice were identified, including: the effectiveness of the extensive embedded academic and pastoral support systems; effective preparation of students for higher level study; and the design of programmes which enables students to acquire additional vocationally relevant accreditations.

The College has a talented and well-qualified staff of ca 680, some 400 FTE, making it one of the largest employers in Herefordshire and Shropshire. It owes its ongoing success to staff commitment, professionalism and a strong desire to serve students so they can achieve their very best.

	Shropshire 2019 census	Herefordshire 2020 census
Population	323,136	193,000
Female	162,981	98,044
Male	160,155	94,956
Aged 0-15	15.3%	16.8%
Aged 16-64	58.9%	59.4%
Aged 65+	25.8%	23.8%
Aged 16-29	13.8%	14.7%

It is recognised that to maintain the standard of suitably experienced and qualified staff, particularly at middle and senior management level, the College will continue to attract and recruit personnel from outside of Herefordshire.

The College recognises the need to continually train and develop new and existing staff. 26% of people within Shropshire and 24% within Herefordshire between the ages of 16-74 have no formal qualifications. The College provides Continuous Personal Development to all staff, linked to its 'Strategic Commitments', to ensure its position as a good provider of Further Education is maintained.

At Herefordshire, Ludlow and North Shropshire College the emphasis is on the success of every single student. Students are given the opportunity to excel and succeed in their learning with the support of well qualified and highly professional teachers. The vast majority of students progress in their learning to higher level courses, including university studies, and then into employment.

HLNSC is committed to its whole community of staff who invest so much to ensure that all students benefit from the best possible education and training. The College continually strives to build the capacity of its staff through targeted training, effective team working and open communication. The wish is for all staff to find the College a challenging, stimulating and enjoyable place of work.

College Vision

We support students, communities and businesses to fully realise their potential by delivering high quality academic, technical, professional and community learning.

We take pride in our legacy: successful students who are skilled, knowledgeable, enterprising, professional and resilient.

College Mission

To realise potential and support success

Values and Behaviours

HLNSC staff were asked about values and behaviours during the development of the Strategic Plan. The top 8 have been included; care, commitment, integrity, equity, ambition, partnership and sustainability. Each value and behaviour has been expanded upon.

In terms of E&D related ones, Equity has been further detailed as:

- We are committed to a college that is fair and inclusive in all aspects of its work
- We remain respectful and courteous at all times
- We focus on improving issues of diversity, inclusion and equality within our college and wider communities

Strategic Commitments

We will ensure that teaching and learning is of the highest quality, leading to excellent student outcomes and positive destinations

We will ensure that Herefordshire, Ludlow and North Shropshire College is an excellent and inclusive employer

We will continue to invest in the College estate and infrastructure, developing and maintaining high quality, efficient, sustainable and ethically sound resources for our students

We will ensure that the provision bridges the gap between the needs of our students and the local economies

We will ensure that the College remains financially viable and continues to operate effectively for the benefit of the communities we serve.

People related Commitment

We will ensure that Herefordshire, Ludlow and North Shropshire College is an excellent and inclusive employer

- support staff to improve their health and wellbeing
- involve staff in the creation of strategic and operational plans, policies and procedures, by engaging in meaningful dialogue and taking account of their views
- be mindful of the impact on staff workload when creating or amending policies or procedures

- maintain a positive culture where staff are trusted to be responsible and are held accountable for their work
- enhance the performance of staff through meaningful support, training and development
- support those who wish to advance their career in the College by providing appropriate development opportunities
- encourage all staff equally to achieve their potential
- ensure that the workplace is professional and that interactions between staff at all levels of the organisation are honest, courteous and respectful

3. THE EQUALITY AND PREVENT DUTY

3.1 Equality Duty

Following the introduction of the Equality Act 2010 (Specific Duties) Regulations 2011, the College developed a Single Equality Scheme to ensure that the Duty placed upon it was covered and that due consideration was being given to the requirements of the Duty itself.

The Equality Duty covers the nine protected characteristics. It is unlawful to discriminate against any individual or group on the basis of one, or more, of these protected characteristics :-

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race, including ethnic or national origins, colour or nationality
- Religion or belief, including lack of belief
- Sex
- Sexual orientation

HLNSC directly reports retention and success data for learners within some of these characteristics. The College then has a series of arrangements in place to take due regard of individuals and groups within the other categories. This document outlines the College's approach to ensuring that staff, students, governors and visitors are treated fairly and consistently, and within the legal framework of the Duty.

The Duty requires the College to:

- Publish information annually to show its compliance with the Equality Duty; and
- Set equality objectives and publish them at least every four years after that.

The Single Equality Scheme is available on the College's web site and contains information on how it complies with the Duty together with the objectives that it has set for that academic year. Although the Duty only requires the publishing of objectives every four years, the College does review and publish these each year.

The Duty states that the College must publish information that outlines how it is complying with the Equality Duty and how it is showing due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

The College remains committed to fulfilling these requirements and will continue to focus on its policies and procedures to ensure that this is achieved.

3.2 Prevent Duty

The College continually reviews its practices to ensure that it is complying with the Prevent Duty as set out in the Counter-Terrorism and Security Act 2015. The requirements of the Prevent Duty are covered within this document which is reviewed on a regular basis, annually at least, to ensure that the organisation has sufficient arrangements in place to educate, and keep safe, its students, staff, employers, contractors and visitors and to react to a situation which falls under this legislation.

The College focuses on the development of a culture in which everyone feels safe and respected and has the confidence to inform others of any potential risk to individuals or groups. As part of this ethos the College has considered the Prevent Duty and the importance of collaborative working between College staff, local authorities, police, other educational institutions, policy makers and health providers to identify, detect and safeguard vulnerable people throughout the organisation.

- Partnerships have been established with the Shropshire and Herefordshire local authorities who work with the College on staff and student Prevent related incidents. Advice is sought and referrals made as necessary. Prevent Officers within local agencies including West Mercia and Warwickshire Police, the Department for Business, Energy and Industrial Strategy (BEIS) and the local Channel Panel. These partnerships have worked well when a quick reaction is required to a range of situations. The College continues to work with partners and to develop a working relationship with the relevant local authorities.
- The College has clear and visible policies in place for both staff and learners with regard to risk assessment. Policies are in place to cover College events and external speakers
- College IT policies have been amended to include the Prevent Duty, and additional on-line prevention has been put in place with its provider, Smoothwall. This data is recorded and analysed for trends. Further IT interventions are planned to improve and strengthen the organisation's ability to monitor the use of Prevent related web sites and take action where required.
- Effective support is available for welfare and pastoral care, which ensures that individual needs are taken into account. There are also clear guidance and policies available regarding the use of prayer room and other faith-related facilities on each site.

HLNSC has a Prevent Lockdown procedure in place which uses the Police approach of 'run, hide, tell'. This is being strengthened with an Incident Response Group in place and further arrangements being actioned for each campus.

British Values are promoted and focus continues on embedded these into lesson planning. The College's Observation of Teaching and Learning Processes now take account of the Prevent Duty and British Values:-

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs.

The College has a separate strategy, risk assessment and action plan in place to cover its responsibilities under the Prevent Duty which is reviewed at least annually. The strategy is available on the College's web site. The risk assessment and action plan can be requested and is available on the College's intranet for staff and students to view. These documents are monitored by the Senior Management Team, Safeguarding and Equality and Diversity Committee, Quality and Standards Committee and the Board of Governors.

Staff, student and Governor awareness training continues to take place on a regular basis. A specific student tutorial is in place together with external speakers on an annual basis.

4. STAFF, LEARNER AND GOVERNOR PROFILE

4.1 Staff Profiles as at 31st July 2022

The table below provides a summary breakdown of the HLNSC substantive staff groupings

Staffing Statistics

The table below provides a summary breakdown of the HLNSC substantive staff groupings

Staff Group	FTE		Variance
	31/7/21	31/7/22	
Teaching Staff	147	119	-28
Teaching Support LS, TAs, LRC, IT	42	34	-8
Teaching Departments – Other Staff (Tech. and administrative)	25	31	+6
Other Support Services (Repro, Student Services)	26	29	+3
Admin and Central Services (MIS, Exams, Marketing, Finance, Personnel, Executive and QA)	39	32	-7
Premises	19	24	+5
Other (Nursery, Work Based Learning, Employer Engagement)	55	49	-6
TOTAL	353	318	-35

The table below provides a summary breakdown of all HLNSC staff, substantive and hourly paid

Staff Group	FTE		Head Count		FTE Variance	Head Count Variance
	31/7/21	31/7/22	31/7/21	31/7/22		
All Teaching Staff	184	158	302	264	-26	-38
All Support Staff	216	192	357	336	-24	-21
Totals	400	350	659	600	-50	-59

Staff Turnover – staff numbers

Staff Group	Number of new starters during the previous 12 months

Teaching Staff	21
Support Staff	64
Management	2
Hourly Paid Teaching Staff	36
Hourly Paid Support	49

Staff Group	Number of leavers during the previous 12 months
Teaching Staff	33
Support Staff	61
Management	2
Hourly Paid Teaching Staff	20
Hourly Paid Support	47

Staff Turnover – percentage by group

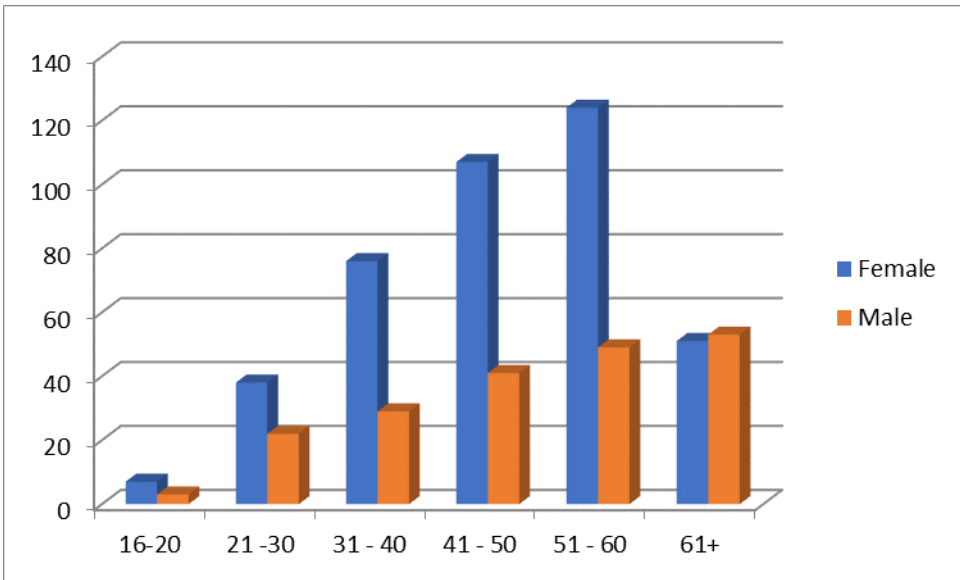
Management (CMT and OMT)	2020/21	2021/22
Management Full Time	5%	3%
Management Part Time	0%	50%
2020 Industry Average – 13.1%		

All Teaching Staff		
Teaching Substantive	18.6%	22.5%
Hourly Paid Teaching	25.1%	27.9%
2020 Industry Average – 19%		

All Support Staff		
Support Substantive	16.5%	19.7%
Support Hourly Paid	6.7%	10.6%
2020 Industry Average – 21.3%		

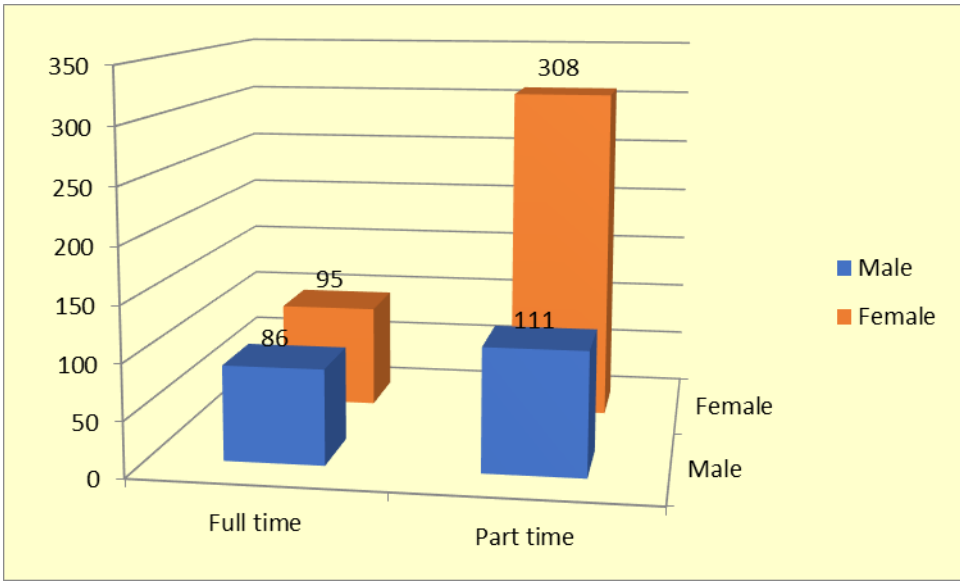
Age Profile

The information below covers all staff. The largest category is 51-60 year old staff. This is a similar trend seen in previous years.



Gender Profile

The information below covers all staff. The College employs 403 (67%) female staff and 197 (33%) male staff. These figures can be broken down into full time staff of 181 (30%) and part time staff of 419 (70%).



Ethnicity Profile

The information below covers all HLNSC staff and students at 31st July 2022. Figures for Shropshire and Herefordshire population are 2020.

Ethnicity	HLNSC Staff	HLNSC	Shropshire	Herefordshire
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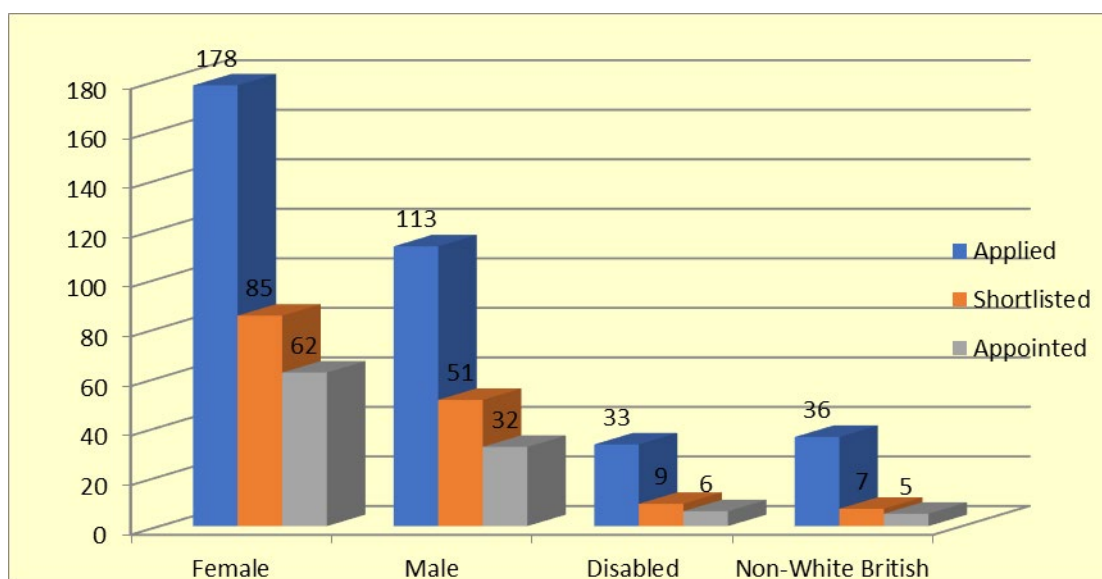
	2022	Students 2022	population 2019	population 2019
Asian or Asian British	0.14%	0.10%	1%	0.8%
Black or Black British	0.23%	0.8%	1%	0.2%
Chinese	0	0.2%	0%	0.0%
Mixed	0	8.0%	1%	0.7%
Other	0	2.4%	1%	1.0%
Unknown	2.46%	0.5%	2%	1.0%
White – Other	5.59%	1.8%	2%	0.1%
White – British	91.58%	86.2%	93%	96.2%

Staff Disabled Profile

The College currently employs 19 members of staff who have declared themselves as having a disability during 2021/22 compared to 17 in 2020/21.

Recruitment and Selection

The information below covers substantive and hourly paid staff



Recruitment percentages by category

	Female	Male	Disabled	Non White British
Total applications	49.44%	31.39%	9.16%	10.00%
Total shortlisted	55.92%	33.55%	5.93%	4.60%
Total appointed	59.05%	30.48%	5.71%	4.76%
Category	47.70%	45.10%	27.20%	19.40%

shortlisted				
Category appointed	34.80%	28.30%	18.10%	13.88%

The Association of College reported in their 2019/20 annual report that 97% of colleges reported having difficulty filling posts. The average college had 21 vacant posts at the start of the academic year (1 September 2020).

HLNSC continues to experience problems in recruiting and has used Agency staff more regularly during the 2021/22 academic year. Previously it was teaching roles that were difficult to fill particularly in construction, agriculture and engineering. These have been joined by maths and English. Support roles are also becoming more difficult to retain staff in and to recruit to. Small gaps in salary levels are now making a difference to turnover figures. and in agriculture in the past, a situation which has worsened since the COVID 19 pandemic. Since the pandemic the College has seen a continuing decline in application for these roles but also has started to experience low applications in other areas such as administration. In the 2019/20 academic year 435 applications were received compared to a slight decline to 392 in 2020/21 and a further decline to 360 in 2021/22.

Staff Absence

The College's overall sickness absence rate for 2020/21 has reduced considerably to 4.1% from 7.3% in 2019/20. The high rate in 2019/20 reflected absences due to COVID self isolation which reduced significantly in the 2002/21 academic year. The 2019/20 figure of 7.3% also reflected a number of long term critical illnesses.

The latest education section absence rate available from the Association of Colleges is for 2018/19 and was 3% which equated to 5.4 days.

External services are still provided by the College to support staff and include Occupational Health providers, wellbeing clinics, counselling services and Doctor referrals.

4.2 Learner Profile as at 31st July 2022

Learner – Age and Gender

Age Band	Gender	HLNSC 21/22 inc M&E	HLNSC 21/22 ex M&E	HLNSC 20/21 inc M&E	HLNSC 20/21 ex M&E	HLNSC 19/20	HLNSC 18/19	HLNSC 17/18
16-18	F	1800	1350	2191	1585	1272	983	1024
	M	2083	1419	2226	1477	1640	1363	1386
19+	F	2618	2388	2632	2339	5162	5476	5565
	M	767	700	731	639	2340	2449	2779
Under 16	F					5	7	10
	M					17	26	31

Age Band	Gender	HLNSC 21/22 inc M&E	HLNSC 21/22 ex M&E	HLNSC 20/21 inc M&E	HLNSC 20/21 ex M&E	HLNSC 19/20	HLNSC 18/19	HLNSC 17/18
16-18	F	46.4%	48.8%	49.60%	51.80%	43.7%	41.9%	42.5%
	M	53.6%	51.2%	50.40%	48.20%	56.3%	58.1%	57.5%
19+	F	77.3%	77.3%	78.30%	78.50%	68.8%	69.1%	66.7%
	M	22.7%	22.7%	21.70%	21.50%	31.2%	30.9%	33.3%
Under 16	F					22.7%	21.2%	24.4%

	M			77.3%	78.8%	75.6%
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Learner – Age and Learning difficulty, disability or health problems

Age Band	Disability Group	HLNSC 21/22 inc M&E	HLNSC 21/22 ex M&E	HLNSC 20/21 inc M&E	HLNSC 20/21 ex M&E	HLNSC 19/20	HLNSC 18/19	HLNSC 17/18
16-18	Disabled	1239	750	1474	889	839	632	655
	Not Disabled	2609	1997	2925	2165	2073	1713	1748
	Not Known	35	22	18	8	0	1	7
19+	Disabled	743	641	732	610	1392	1326	1142
	Not Disabled	2634	2439	2628	2366	6087	6584	7175
	Not Known	8	8	3	2	23	15	27
Under 16	Disabled					0	4	4
	Not Disabled					22	29	37

Age Band	Disability Group	HLNSC 21/22 inc M&E	HLNSC 21/22 ex M&E	HLNSC 20/21 inc M&E	HLNSC 20/21 ex M&E	HLNSC 19/20	HLNSC 18/19	HLNSC 17/18
16-18	Disabled	31.9%	27.1%	33.40%	29.00%	28.8%	26.9%	27.2%
	Not Disabled	67.2%	72.1%	66.20%	70.70%	71.2%	73.0%	72.5%
	Not Known	0.9%	0.8%	0.40%	0.30%	0.0%	0.0%	0.3%
19+	Disabled	21.9%	20.8%	21.80%	20.50%	18.6%	16.7%	13.7%
	Not Disabled	77.8%	79.0%	78.10%	79.40%	81.1%	83.1%	86.0%
	Not Known	0.2%	0.3%	0.10%	0.10%	0.3%	0.2%	0.3%
Under 16	Disabled					0.0%	12.1%	9.8%
	Not Disabled					100.0%	87.9%	90.2%

Learner – Age and Ethnicity

Disability Group	HLNSC 21/22 inc M&E	HLNSC 21/22 ex M&E	HLNSC 20/21 inc M&E	HLNSC 20/21 ex M&E	HLNSC 19/20	HLNSC 18/19	HLNSC 17/18
Asian or Asian British	75	62					
Black or Black British	27	21					

Chinese	16	14				
Mixed	111	81				
Other	102	81				
Unknown	15	12				
White – Other	434	329				
White – British	6488	5257				

Disability Group	HLNSC 21/22 inc M&E	HLNSC 21/22 ex M&E	HLNSC 20/21 inc M&E	HLNSC 20/21 ex M&E	HLNSC 19/20	HLNSC 18/19	HLNSC 17/18
Asian or Asian British	1.0%	1.1%					
Black or Black British	0.4%	0.4%					
Chinese	0.2%	0.2%					
Mixed	1.5%	1.4%					
Other	1.4%	1.4%					
Unknown	0.2%	0.2%					
White – Other	6.0%	5.6%					
White – British	89.3%	89.8%					

Learner – Age and Socio-economic background

Age Band	Dis Uplift	HLNSC 21/22 inc M&E	HLNSC 21/22 ex M&E	HLNSC 20/21 inc M&E	HLNSC 20/21 ex M&E	HLNSC 19/20	HLNSC 18/19	HLNSC 17/18
16-18	Not Eligible	3372	2461	3816	2697	2555	2079	2150
	Eligible	511	308	601	365	357	267	260
19+	Not Eligible	2663	2415	2600	2306	6200	6265	6780

	Eligible	722	673	763	672	1302	1660	1564
Under 16	Not Eligible					22	33	36
	Eligible					0	0	5

Age Band	Dis Uplift	HLNSC 21/22 inc M&E	HLNSC 21/22 ex M&E	HLNSC 20/21 inc M&E	HLNSC 20/21 ex M&E	HLNSC 19/20	HLNSC 18/19	HLNSC 17/18
16-18	Not Eligible	86.8%	88.9%	86.40%	88.10%	87.7%	88.6%	89.2%
	Eligible	13.2%	11.1%	13.60%	11.90%	12.3%	11.4%	10.8%
19+	Not Eligible	78.7%	78.2%	77.30%	77.40%	82.6%	79.1%	81.3%
	Eligible	21.3%	21.8%	22.70%	22.60%	17.4%	20.9%	18.7%
Under 16	Not Eligible					100.0%	100.0%	87.8%
	Eligible					0.0%	0.0%	12.2%

Learner – Age and Children Looked After

Age Band	CLA	HLNSC 21/22 inc M&E	HLNSC 21/22 ex M&E	HLNSC 20/21 inc M&E	HLNSC 20/21 ex M&E	HLNSC 19/20	HLNSC 18/19	HLNSC 17/18
16-18	CLA	98	53	129	69	50	48	51
	Non CLA	3785	2716	4288	2993	2862	2298	2359
19+	CLA	4	2	6	4	3	7	8
	Non CLA	3381	3086	3357	2974	7499	7918	8336
Under 16	CLA					0	0	2
	Non CLA					22	33	39

Age Band	CLA	HLNSC 21/22 inc M&E	HLNSC 21/22 ex M&E	HLNSC 20/21 inc M&E	HLNSC 20/21 ex M&E	HLNSC 19/20	HLNSC 18/19	HLNSC 17/18
16-18	CLA	2.5%	1.9%	2.90%	2.30%	1.7%	2.0%	2.1%
	Non CLA	97.5%	98.1%	97.10%	97.70%	98.3%	98.0%	97.9%
19+	CLA	0.1%	0.1%	0.20%	0.10%	0.04%	0.1%	0.1%
	Non CLA	99.9%	99.9%	99.80%	99.90%	100.0%	99.9%	99.9%
Under 16	CLA					0.0%	0.0%	4.9%
	Non CLA					100.0%	100.0%	95.1%

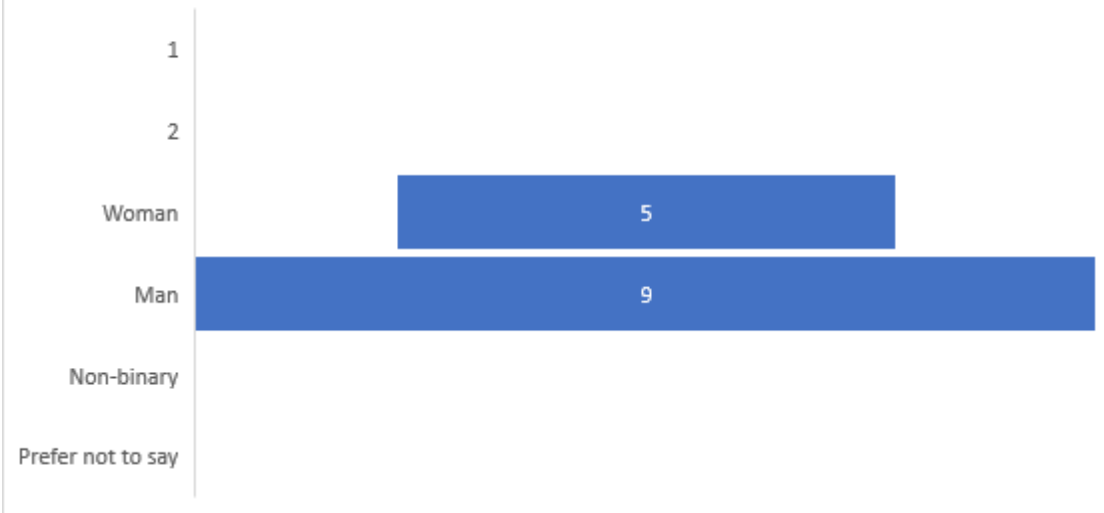
Learner – Age and Vulnerable Learners

Age Band	Vuln	HLNSC 21/22 inc M&E	HLNSC 21/22 ex M&E	HLNSC 20/21 inc M&E	HLNSC 20/21 ex M&E	HLNSC 20/21	HLNSC 18/19	HLNSC 17/18
16-18	VL	296	180	275	185	47	129	169
	Non VL	3587	2589	4142	2877	2865	2217	2241
19+	VL	16	10	45	36	17	61	55
	Non VL	3369	3078	3318	2942	7485	7864	8289
Under 16	VL					0	0	2
	Non VL					22	33	39

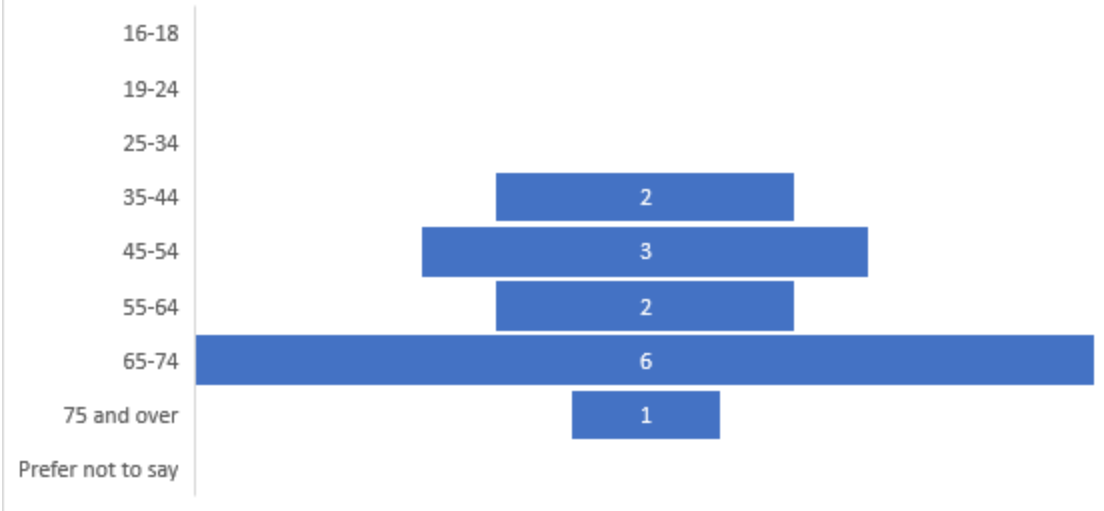
Age Band	Vuln	HLNSC 21/22 inc M&E	HLNSC 21/22 ex M&E	HLNSC 20/21 inc M&E	HLNSC 20/21 ex M&E	HLNSC 20/21	HLNSC 18/19	HLNSC 17/18
16-18	VL	7.6%	6.5%	6.20%	6.00%	1.6%	5.5%	7.0%
	Non VL	92.4%	93.5%	93.80%	94.00%	98.4%	94.5%	93.0%
19+	VL	0.5%	0.3%	1.30%	1.20%	0.2%	0.8%	0.7%
	Non VL	99.5%	99.7%	98.70%	98.80%	99.8%	99.2%	99.3%
Under 16	VL					0.0%	0.0%	4.9%
	Non VL					100.0%	100.0%	95.1%

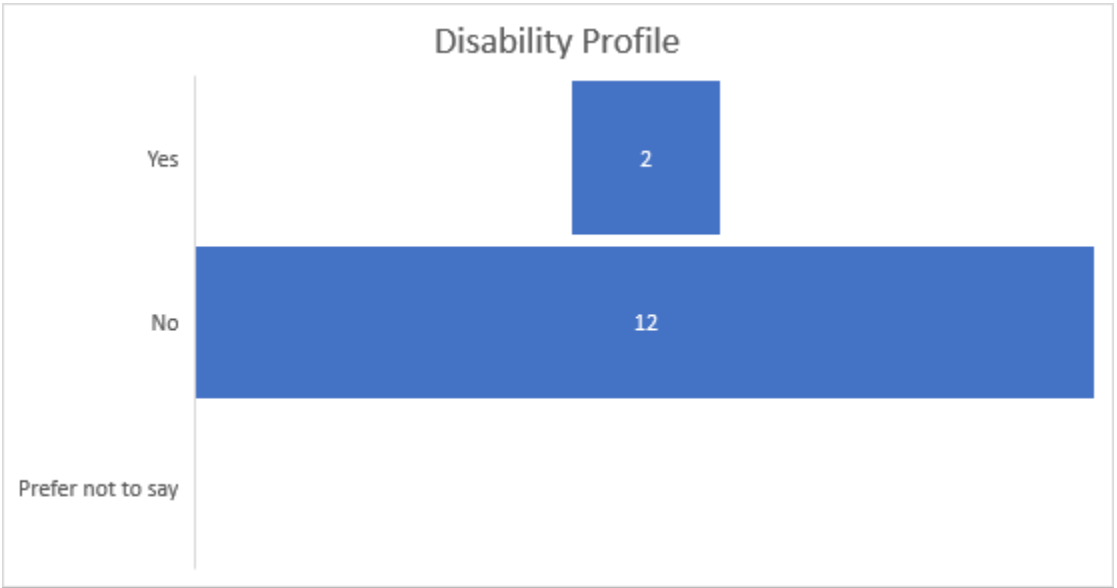
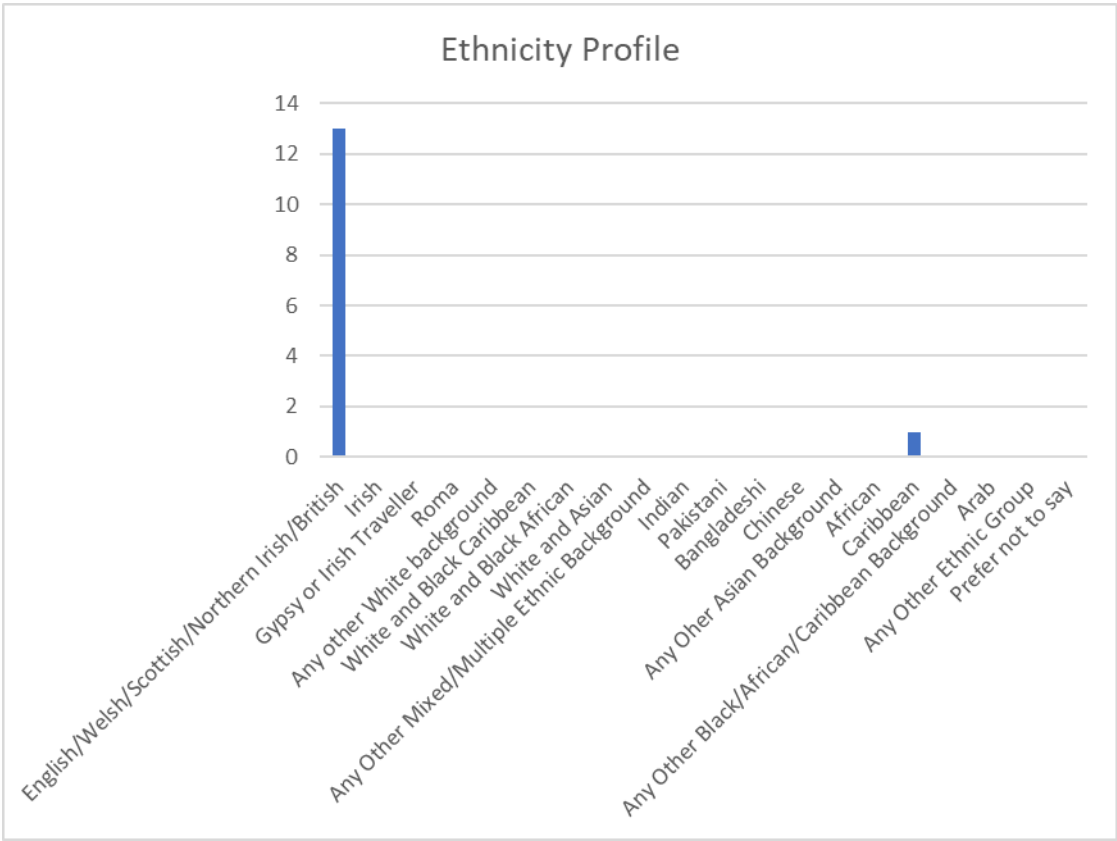
4.3 Governor Profile as at November 2022

Gender Profile



Age Profile





4.4 Protected Characteristics

College systems and procedures include the need for students, staff and Governors to provide information about their protected characteristics. Data is used to monitor groups of learners to ensure that they are provided with the best opportunity to succeed. The College has a robust series of processes in place which identifies and monitors student groups and which allow for appropriate actions to be put in place.

Individuals within protected groups are well supported by initiatives and arrangements that are in place. These show due regard to students, staff and governors and serve to eliminate discrimination. These initiatives and arrangements are detailed in section 7 of this scheme.

5. STUDENT DATA

The College publishes student data for the 2021/22 academic year within the 'Annual Equality and Diversity Report 2021/22' which can be found on the College's web site. Student data is also provided to, and discussed with, Governors, senior managers and members of the College's Equality and Diversity Committee on a regular basis throughout the year.

Each faculty and department of the College will be familiar with, and monitor, equality and diversity data within each of its curriculum areas. This data is detailed within each subject area's Self Assessment Report for each academic year. Further monitoring takes place within the College's comprehensive quality arrangements; these include regular Quality Summits which take place with Senior and Middle managers. Quality summits analyse, in detail, the data for each student and group of students within each of the course areas. Comparison is made against students within the protected characteristics to ensure that all students are being given equal opportunity to succeed.

College Governors receive regular reports on student retention throughout the academic year. Retention data is broken down into protected characteristics and is analysed into course levels. The Annual Equality and Diversity Report provides success rates, at the end of the academic year, again by protected characteristic. Actions are set where gaps are seen and closely monitored to ensure that all students are supported to achieve.

Effective monitoring has continued during the year to ensure that gaps appearing in student achievement are quickly identified and actions taken to improve. The practice of Quality Summits and Courses with Serious Concern procedures have vastly improved the College's ability to monitor, highlight and deal with the array of reasons why some learners withdraw from their courses.

6. EQUALITY OBJECTIVES AND ACTION PLANS

6.1 Introduction

The College seeks review its objectives and action plans on an annual basis rather than the suggested 4 year period within the Equality Duty. This is to ensure that they are always relevant and up to date. Student retention data is reviewed by middle and senior managers and Governors throughout the academic year. Achievement data is provided on an annual basis to Governors within the Equality and Diversity Annual Report.

6.2 Equality Objectives

The Equality Objectives below have been developed as a response to meeting the specific duty and also in response to areas we wish to strengthen.

1. We focus on improving issues of diversity, inclusion and equality within our college and wider communities in light of increased mental health issues, COVID 19 related anxiety and stress, Education and Health Care Plans and safeguarding and pastoral demands.
2. Recruit and maintain a staff and student population which is reflective of the local and wider community.

3. Ensure employers providing Work Based Learning or placement opportunities are aware of their legal responsibilities and are encouraged to actively promote equality and diversity.
4. Ensure that all learning and training programmes reflect, promote and advance equality and diversity in content and delivery in a manner that is appropriate.
5. Ensure staff and learners are protected from discrimination, harassment or bullying and take appropriate and timely action when non-compliance with the policy is identified.
6. Seek the views of all those who use the services of the College and respond to their needs.
7. Monitor, evaluate, review and publish progress on a regular basis to close the equalities gap and actively promote and advance equality of opportunity across all the protected characteristics.
8. To ensure that staff are consulted on all new and revised policies in order to assure they have been impact assessed.
9. To ensure that British Values are embedded in all areas of the College

7. EQUALITY DUTY ACTIVITIES

7.1 Introduction

HLNSC continues to utilise its existing Single Equality Scheme framework to ensure that it complied with its duty under the Equality Duty 2011.

This section outlines the initiatives, activities and arrangements that are in place to ensure that it:-

- Eliminates unlawful discrimination, harassment and victimisation and any other conduct prohibited under the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

The focus for 2020/21 is to heighten the awareness of staff, students and governors regarding the Prevent Duty. This was achieved using a variety of existing and new methods as detailed in section 7.2 below.

7.2 Learners

HLNSC has a wide range of policies, procedures and initiatives in place to ensure that learners from all protected characteristic groups are encouraged to attend the College, are supported and are successful in their education. The College achieves this by providing :-

- Prevent related training sessions arranged each year
- Comprehensive induction including E & D, safeguarding and Prevent themes
- Prevent forms part of tutorials and induction
- British Values posters are displayed around the organisation
- British Values are embedded into lesson planning. Tutorial workshops and campaigns are in place including and an annual E & D week
- E & D information contained within the student handbook which all students receive.
- College web site has clear guidance on the College's stance on E & D, its practices and procedures.
- Publicity material in different format and different forums that encourages all learners to apply and celebrates achievement regardless of ability

- Prospectuses provided in a number of formats, demonstrating a wide range of courses and promoting the high levels of learner support and involvement
- Easy accessible premises
- Revision of the schemes of work to include a more directed section on equality and diversity to be measured through the OTL process.
- A flexible LRC provision to support all learners needs
- A user friendly application and enrolment process with support mechanisms in place
- A student intranet giving information on the College's focus on the promotion of equality
- Posters and displays around College premises advertising equality and providing supportive information such as anti-bullying campaigns
- A comprehensive induction process highlighting equality and success for all
- Effective learner support arrangements covering the assessment of learner needs and educational and emotional support
- A programme of individual and group tutorials for all learners focusing on aspects of equality
- Equality embedded into the curriculum offer providing information and debate on areas such as different religions, cultures and beliefs
- Learner feedback is gathered and analysed each academic year with equality and diversity issues highlighted and dealt with as necessary.
- The provision of support from specific groups and sessions such as the Lesbian Gay Bisexual Transgender (LGBT) group
- College safeguarding procedures in place and available to all learners
- Safeguarding and Equality and Diversity Committee reviewing procedures and incidents on a regular basis and implementing improvements
- Learner tutorials and guest speakers covering specific equality issues
- Wide ranging curriculum offer to suit all learners for example English as a second language (ESOL)
- College Safeguarding and Equality and Diversity Committee reviewing and improving equality arrangements
- The identification of and information sharing to support vulnerable learners through their education including Children Looked After and Safeguarding Logs and vulnerable learner system
- Effective use of My Concern processes, College Pastoral Support Assessment, CPSA, arrangements and Fitness to Study procedure
- Proactive transition planning for new students and co-production of support plans
- The promotion of equality by the use of lesson plans, schemes of work, student newsletters, web page, diversity calendars and an annual College Equality and Diversity week
- Strong external links providing the College with equality advice and guidance i.e. Post 16 Multi Agency Groups (MAGS) and the Herefordshire and Shropshire Safeguarding Children's Boards
- Close links with external agencies such as Age Concern and Disability Go

7.3 Staff

The College values the diversity of its workforce and supports all individual needs in order for all staff to reach their full potential regardless of barriers. The College works hard to provide a comprehensive and effective approach to equality and the promotion of the elimination of all types of discrimination. This is achieved by providing :-

- Equality and Diversity application forms contain all 9 protected characteristics categories in order to allow comprehensive monitoring to take place during the recruitment and selection process
- Relevant Prevent, E & D and Safeguarding training is in place for all staff and is mandatory
- Prevent Duty information is provided within the induction process
- Prevent Duty and British Values information is displayed around the sites
- Regular publicity items showing its diverse range of learners and staff
- Recruitment advertising in a number of publications and media to ensure coverage to all groups
- Robust recruitment and selection processes eliminating discrimination of any kind
- Public support of protected characteristics, for example the use of the Two Ticks symbol to encourage applications from disabled candidates

- A comprehensive induction process promoting the College's approach and arrangements for equality
- A mandatory requirement for the completion, by all staff, of on-line training packages covering equality and diversity and safeguarding
- Promotion of equality via staff newsletters and College web site
- Safeguarding and Equality and Diversity Committee to ensure that procedures are in place to support and protect all staff
- Posters and displays around College premises promote the inclusion of all individuals regardless of race, religion, gender etc
- A Equality and Diversity Committee with published minutes to direct and support staff from all backgrounds and characteristics
- Extensive training and development managed by an annual College Continuous Development Plan which is open to all
- Regular Principal briefings promoting equality and providing specific examples
- Staff meetings with the Principal proving open communication
- Effective Line manager structure to provide support to all staff
- Personnel department to improve communication and provide an alternative confidential support and action mechanism
- Open to all occupational health provision including counselling services and support
- Employee Assistance Programme in place to support staff and their families
- Grievance and bullying procedure to provide a final mechanism for the dealing of unacceptable behaviour

7.4 Governors

The College's Governor profile is monitored every two years and effort is made to ensure that protected groups are represented. Governors support the work of the College and themselves need to understand the equality culture of the organisation in order to be an advocate for the College's equality approach. This is achieved by the College providing Governors with :-

- Governors receive Safeguarding and Prevent Duty updates on a regular basis
- Governors are provided with updates via meetings and workshops
- Recruitment process providing information on the College's equality culture
- An induction process covering the College's equality approach
- Training and development through regular Governor workshops
- Mandatory equality and diversity and safeguarding training
- Membership on the Quality and Standards Committee which reviews and direct the College's approach to equality and analyses student data and retention including for those with Special Educational Needs or Disabilities, SEND, as an identified cohort
- Membership on the Finance and Employment Committee which reviews employment arrangements around equality and reflects, on an annual basis, the profile of the College's staff
- Membership on the Board which reviews the work of the Quality and Standards Committee and the Finance and Employment Committee
- Providing advice and guidance to College Managers on the College's Equality and Diversity, Prevent Sub Group and Safeguarding and Equality and Diversity Committee

8. EQUALITY DUTY ACTION PLANS

The College's commitment to the elimination of discrimination and the fair and consistent treatment of its staff and learners is paramount. In order to eliminate any unlawful discrimination, advance equality of opportunity and to foster good relationships the College has set out actions for the objectives set in section 6 of this document.. This is in order to ensure that focus is maintained on all aspects of the Equality Duty and Prevent Duty and that progress and improvements are made.

Members of the Equality and Diversity Committee will review and monitor these actions and will task appropriate staff members with the actions outlined.

Objective	Action	By when	By whom	Impact of Action	March 2023 update	June 2023 update
1. Focus on improving issues of diversity, inclusion and equality within our college and wider communities in light of increased mental health issues, COVID 19 related anxiety and stress, Education and Health Care Plans and safeguarding and pastoral demands.	Develop a website that is fully accessible	Jul-23	CMT/MG	Improved inclusion and well being for students and staff		
2. Recruit and maintain a staff and student population which is reflective of the local and wider community.	Review policies to ensure inclusive	May-23	DB/BJ	Improve and ensure inclusivity		
	Track recruitment to check inclusivity	Jun-23	DB/BJ	Improve and ensure inclusivity		
3. Ensure employers providing Work Based Learning or placement opportunities are aware of their legal responsibilities and are encouraged to actively promote equality and diversity.	Review Health and Safety Plan, HASP, to ensure that equality and diversity is sufficiently covered	Mar-23	JG/ Assessors	Improve inclusivity for our students within their workplace		
4. Ensure that all learning and training programmes reflect, promote and advance equality and diversity in content and delivery in a manner that is appropriate.	Review prospectus	Jul-23	Curriculum manager	Improve promotion of E&D as part of the College's curriculum culture		
5. Ensure staff and learners are protected from discrimination, harassment or bullying and take appropriate and timely action when non-compliance with the policy is identified.	Track and report on staff grievances and disciplinaries to Quality and Standards Committee	Jun-23	DB	Protect all from discrimination		

6. Seek the views of all those who use the services of the College and respond to their needs.	Analyse annual learner voice and staff surveys	Jul-23	CMT/OMT	College managers are aware of and take action against any discrimination		
7. Monitor, evaluate, review and publish progress on a regular basis to close the equalities gap and actively promote and advance equality of opportunity across all the protected characteristics.	Add actions taken to Quality and Standards Equality and Diversity Reports	Mar-23	JR/DB	Actions taken to address any issues within particular cohorts		
8. To ensure that staff are consulted on all new and revised policies in order to assure they have been impact assessed.	Send all policies to staff for comment	Jul-23	CMT	Obtain views of a wider population to ensure no discrimination		
9. To ensure that British Values are embedded in all areas of the College	Develop further resources and sessions to staff and students	Mar-23	CMT/BJ	Open culture of E&D and values		

9. CONSULTATION

Learners are provided with the opportunity to give feedback and comment on the College's arrangements within the Learner Feedback surveys. Any comments made are either dealt on an individual basis or included within action plans for the following academic year.

Staff are able to comment on the SES through the College's noticeboard arrangements and through the College's website. Staff are provided with new and revised policies in order to receive feedback and to assess procedures to ensure non discriminatory practices.

Senior Managers and Governors have the opportunity to directly feed into the forming of the SES on an annual basis. This is achieved through the draft SES being presented at a College Management Team meeting, the Safeguarding and Equality and Diversity Committee, the Quality and Standards Committee and the Board.

10. PUBLICATION OF EQUALITY DUTY REQUIREMENTS

The SES will be published on an annual basis on the College's web site. The SES and action plans included will be updated on an annual basis following authorisation through the relevant committees, Equality and Diversity, College Management Team, Quality and Standards and the Board.

11. APPROVAL OF SES AND ACTION PLANS

The SES will be reviewed, amended and approved on an annual basis by the Safeguarding Equality and Diversity Committee, College Management Team, NSC Management Group, Quality and Standards Committee and at full Board level.

The action plans contained within the SES will be monitored at regular intervals throughout the academic year by the same teams and committees.