

EQUALITY, DIVERSITY & INCLUSION ANNUAL REPORT 2021/2022

PURPOSE

To provide the Corporation with an annual overview of the College's Equality and Diversity practices, procedures and monitoring in relation to staff and students.

BACKGROUND

Fareham College is completely committed to promoting equal opportunities for all members of its community and the College's commitment to this underpins all of the College's work with staff, students and other stakeholders.

The College strives to ensure all of its services are inclusive and accessible to all. Proactively ensuring that any shortfalls are recognised and solutions are in place to rectify. Fareham College aims to ensure that all actual or potential employees and students are treated equally, regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy or maternity; race; religion or belief; sex; sexual orientation; socio-economic disadvantage; trade union activity; unrelated criminal convictions; other irrelevant criteria.

The College is continuing to work towards creating an environment in which cultural diversity and individual differences are positively valued in an atmosphere free from harassment and discrimination, consistently challenging instances where standards may not have been fulfilled. The College takes its legal and moral obligations seriously with respect to equality, diversity and inclusion and seeks, welcomes and encourages dialogue with groups and individuals about ways in which its equality and diversity policies and practice can be enhanced and improved ensuring that it complements the standards expected as an outstanding educational provider.



INTRODUCTION

This report aims to give confidence to the Governing Body, that the College is executing its statutory and moral duties in relation to being inclusive to all.

The principles of both the Equality Act (2010) and the Colleges Equality and Diversity statement are evaluated within this report.

PROGRESS AGAINST ACTION PLAN

The performance of almost all vulnerable groups of students – This is broadly in line with all groups across the College however in many areas was significantly lower than the previous year. Many of these vulnerable groups benefit from face-to-face teaching and were significantly impacted through mental health issues or family concerns during this time. SEN data was positive overall to include declared SEN but identified that some EHCP students did not make expected progress. EHCP students found online learning difficult and although an onsite facility was offered, some were unable to engage due to severe medical issues. Now that classroom-based learning is fully reinstated we do not anticipate the same issue moving forward and data is already looking positive.

Complaints

No external complaints were received about accessibility in 20/21, however our new SENCO identified some issues with accessibility in a disabled toilet and the functionality of the physio room. These were promptly addressed. All wheelchair platforms are now fully functioning.

Student Safety

The 21-22 student exit survey of which 563 students completed, showed that 95% of students felt safe. Of the 5% of students that answered that they did not feel safe, the Health & Wellbeing team attempted to gain feedback from all via phone and email contact. Of the students that were successfully contacted, at least three of those said they incorrectly answered and did indeed feel safe. One student provided feedback that there needed to be more of a focus on sexual harassment particularly within tutorials. This is being proactively addressed for the new academic year, via the tutorial bulletin and newsletters.

Recruitment

We are a Disability Confident Employer Level 2 [Level 2: Disability Confident Employer - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/disability-confident-employer-level-2) and in accordance with the recruitment aspects of this we actively promote our inclusive workforce on our recruitment website through imagery and advert wording and branding. We recognise that there are some refinements to be made to our diverse groups of staff and students and are actively working with our student and staff groups as well as with external networks to broaden our diversity.



STAFF PROFILES

AGE

	NUMBER	%
Under 30	39	13%
30 to 40	80	27%
40 to 50	73	25%
50 to 60	73	25%
Over 60	29	10%

This staff profile is for the academic year 21/22 and we continue to look for ways to further evolve our equality and diversity structure within the staff body.

Additionally we are continually reviewing our recruitment approach in recognition of our gender pay gap to work towards reducing that gap even further on a continuous basis, with the adaptation of recruitment material wherever required to encourage a more even representation of genders across our workforce.

GENDER

	NUMBER	%
Male	96	33%
Female	198	67%

ETHNICITY

	NUMBER	%
White British	192	62%
Other	27	9%
Not provided	90	29%

DISABILITY

	NUMBER	%
Yes	9	3%
No	285	97%

STAFF ROLES

	NUMBER	%
Teaching	122	42%
Support	128	44%
Management	25	8%
Senior Management	4	1%
Full Time	170	58%
Part Time	124	42%

TRAINING

Staff require regular updates and training to remain current in relation to their practices, especially in relation to E&D. with our recently upgraded e learning suite our employees are required to undertake training in various EDI modules, including Disability Inclusion and Mental Health Awareness. Our managers are also required to undertake additional online training in unconscious bias.

In year employee training activities have include:

- ✓ In house wellbeing training
- ✓ Hidden disabilities training
- ✓ Working with children with a visible impairment
- ✓ Using assistive technologies to support students
- ✓ Autism awareness training
- ✓ ELSA – initial training
- ✓ LGBTQ Learning Community and groups.
- ✓ Stress Awareness Training for all Staff
- ✓ Bespoke mental health training

Menopause and The Workplace Training

- ✓ Oxygen Therapy Training and Automated External Defibrillator Training

STUDENT PROFILES

These statistics demonstrate the students' profiles of enrolments in 21/22.

AGE

	2021/2022	
	NUMBER	%
Under 16	16	0.54%
16-18	1,861	55%
19+	1,808	49%
Total	3,685	

ETHNICITY

	2021/2022	
	NUMBER	%
White British	3417	92.7%
Other	255	6.9%
Not provided	13	0.4%

LEVEL

	2021/2022	
	NUMBER	%
No Level	3	0.1%
Entry	142	3.9%
Level 1	398	10.8%
Level 2	1,293	35.1%
Level 3	1,416	38.4%
Higher	422	11%
Total	3,685	

STUDENT NUMBERS

	2021/2022
Full Time	1624
Part Time	2061

GENDER

	2021/2022	
	NUMBER	%
Male	2,084	56.6%
Female	1,601	43.4%

LEARNING DIFFICULTY

	2021/2022	
	NUMBER	%
Learning difficulty	573	15.5%
None disclosed	2,551	69.2%
Not provided	561	15.2%



STAFF PROFILES

We continue to promote, value and celebrate diversity and inclusion within our student body. Fostering a culture of respect, eliminating discrimination and promoting equal opportunity for all. Raising awareness and educating students through the weekly tutorial programme enrichment activities, focus days, student groups, events and guest speakers. In addition to the weekly tutorial students are able to earn badges on key topics including Equality & Diversity and British Values.

Some example of topics, events, groups and focus days in year included:

- ✓ LGBTQ+ Community Corner
- ✓ Daily lunchtime club for students with social, emotional and communication difficulties
- ✓ Mental health awareness
- ✓ Ukraine Crisis – collection and education
- ✓ Black History Month
- ✓ Human Rights Day
- ✓ Be Fabulous for Fitzroy Charity Day
- ✓ International Mens/ Women Days
- ✓ Respect, Anti bullying week
- ✓ Gratitude Wall
- ✓ Dementia café run by health students



ACHIEVEMENT OF KEY GROUPS

Education and Training Data (inclusive of Apprenticeships)

VULNERABLE GROUP (ALL AGES)	2021-22 ACHIEVEMENT	2020-21 ACHIEVEMENT	2019-20 ACHIEVEMENT	2018-19 ACHIEVEMENT	VARIANCE
Care leaver	62.50%	100%	57.1%	62.5%	-37.50%
Declared disability	78.50%	82.7%	83.7%	84.7%	-4.20%
EHCP	77.20%	78.1%	83.3%	76.4%	-0.90%
Free meals	80.90%	84.1%	88.8%	91.1%	-3.20%
HNS	82.70%	82.9%	82.9%	78.3%	-0.20%
LAC	83.30%	59.2%	77.8%	79.1%	24.10%
Safeguarding	81.10%	73.3%	82.2%	79.7%	7.80%

DEVELOPMENTS PLANNED FOR 22/23

Further blended training and development for staff and students proactively supporting the inclusive nature of the College.

- ✓ Leadership development programme for our leaders and managers to include modules on managing their teams wellbeing proactively and with support.
- ✓ Cross-college awareness days to focus on key groups, disabilities or inequalities. Receive greater and more insightful data from our EDI metrics assessing our EDI metrics to ensure that appropriate action has been taken to ensure an equitable employee, student and third party experience.
- ✓ Working with employees and third parties to continually review our recruitment offerings ensuring that our recruitment offering is non discriminatory and accessible to all. Expanding our liaison with external and internal parties that can influence our EDI reach.
- ✓ Continue to reinforce the zero-tolerance strategy of all forms of bullying and harassment across the College, challenging this and holding people to account wherever required.
- ✓ To continue to consult and engage with students, staff, parents and other partners on the promotion of equality and diversity, embedding a culture of participation an inclusivity, where all staff and students feel valued.
- ✓ Working with a broad range of employees to review our people policies, procedures and processes to ensure they remain contemporary, accessible and inclusive, adjusting these where required.

To continue to work towards achieving:

- ✓ Utilising our workforce and student data, and feedback to identify and address areas of under performance and disparity.
- ✓ Eliminate discrimination and grow a positive focus on inclusivity and diversity in all our stakeholder communities.
- ✓ Ensure at Fareham College that staff and applicants are treated fairly and equitably in relation to recruitment, selection, management and training opportunities.
- ✓ Ensure at Fareham College students receive fair and equitable treatment in relation to admission, administration and assessment procedures.
- ✓ Policies and procedures are operated fairly and free from discriminatory practice.

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