

**Ealing, Hammersmith
& West London College**



INTERIM REPORT

Equality & Diversity

Introduction

This Interim Annual Report 2010-2011 sets out the progress the College has made during the year in meeting the our public sector duties and paying due regard for disability, gender and race and other protected characteristics including age, gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, and marriage and civil partnerships, which is for eliminating discrimination only. The College also considers social class an important area of our work.

As a result of the report we will identify actions and build these into our existing equality scheme for action from April 2012.

Data protection has been considered for reporting purposes and this is indicated by a range of <10.

Background

In October 2010 the Equality Act became law followed by newly revised equality duties in April 2011 and more specific revised duties in September 2011. Guidance from the Equality Human Rights Commission and within the FE sector provides suggestions for publishing equality information, to show our performance against equality for staff and learners and this has been helpful.

General Duty

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

Specific Duties

- Publish information which demonstrates our compliances with the General Duty
- Prepare and publish specific and measurable objectives which we will take over the coming four years to achieve the main aims of the General duty by 6 April 2012

Aims of this Report

This report aims to provide sufficient equality information to enable readers to judge for themselves our performance on equality and make an assessment on whether we are meeting Equality Duty obligations.

Publishing information also helps us to further our equality work and identify any patterns that are occurring, enabling us to set appropriate equality objectives.

As this is the first report based on guidance the College will review to ensure that we continue to meet the needs of our learners, staff, external partners and local communities.

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Section 1.0 Our Commitment

1.1 Learner First

The College has developed a 'Learner First' strategy which underpins our approach to learners, staff and the community. It is not a concept, but a reality which means every decision we make starts and ends with students, whoever they are and whatever their needs.

Equality Statement

"Ealing Hammersmith & West London College is proud of its work on equality and diversity. Our learner first strategy is firmly interlinked with diversity, respecting each person as an individual. Our aim is to ensure that we create an open and inclusive learning and working culture in which all backgrounds are treated with respect and dignity, where everyone feels valued and can achieve their aspirations and goals.

We recognise that diversity is a process of engagement, improvement, celebration and an asset to learning and working at the College".

Senior Leadership Team

1.2 Our local environment and influences:

One of West London's key strengths is that it has a diverse and dynamic population with over 32% Black, Asian and minority ethnic groups and while this rich, multi-cultural and international base provides a strong link to communities and markets, it also presents its own distinct challenges for the College. The extremes of contrast across the boroughs include finance, language (ESOL) and skills acquisition. Approximately half of all Ealing Secondary School pupils (49.2%) do not speak English as their first language, compared with 12% nationally.

In Hammersmith there are also significant issues with English as an additional language in schools. This manifests itself in the fact that over 100 languages are spoken at the College and over 30% of College students do not have English as their first language. These all create genuine challenges for the College in terms of its breadth of offer, allocation of resources and capacity to grow which in turn impacts on learners. However, the College believes it is optimally placed to respond strategically and effectively to the diverse needs of its learners, their local communities, employers, and the London context and move forward. The College strategic plan entitled 'Excellence through Learner First - Towards 2012' is designed to address this agenda.

1.3 How we deliver

Because of the sheer breadth of ethnic and cultural diversity at the College, we have a very mature ESOL provision which has evolved to become one of the largest in the UK and this makes a significant contribution to meeting the needs of the large and ethnically diverse local population. The College is also the UK's largest FE provider of programmes for overseas students, supporting over 2500 in 2010/11. Some courses offer work placements and to date, over 1800 students have been placed with over 700 employers.

1.4 Values

Our aim is to provide a welcoming multi-cultural environment for our learners, staff and visitors that will continue to grow. We are totally committed in taking a proactive approach to equality of opportunity, removing any unfairness or perception of, advancing our work and taking every opportunity to foster good relations amongst learners, staff and our local communities.

Our values are fully supported and endorsed by Governors and senior staff, and are well known across the College, they are:-

- We put learners at the heart of everything we do.
- We provide a safe and inspiring environment in which to work and study.
- We believe diversity is an asset to learning.
- We value and celebrate the pleasure of learning and support students and staff in meeting their potential.
- We treat students and staff as individuals, listening, respecting and responding to their needs.
- We value our students beyond their time at our College and will, wherever possible, continue to support them for as long as they need us.
- We value the importance of meeting the needs of employers, partners and our local community through responsive, innovative and high quality services.

1.5 Our capabilities

Clear leadership from our Governing body and Senior Management is vital for delivering equality across the College. Governors and managers are regularly informed on our equalities work through monthly reporting from our Safeguarding and Equality & Diversity Steering Group, chaired by the Principal and with good representation across College functions, students and external partners. The Group's remit is to progress safeguarding and diversity and focuses on maintaining and developing inclusive approaches and behaviours with actions and initiatives as a result that are engaging to influence learners and staff understanding, their behaviours and practices to ensure that our provision and place of work meets the needs of each individual.

Our Ofsted inspection in January 2011 assessed equality and diversity, we received a Grade 2. Ofsted's report described equality at the College as

"Ealing, Hammersmith & West London College has adopted a whole organisation approach to ensuring that our learners are able to work and develop in a safe, secure and inspiring environment. We recognise and celebrate our individual differences, respecting equality, embracing diversity and valuing our varied contributions.

Our overall Outstanding Safeguarding provision is made up of a range of interlocking approaches, such as the College strategy, the CRB policy, eSafety policies and procedures and dedicated policies for the onsite Alan Green Nursery provision.*

We carry out our legal and moral responsibilities to eliminate discrimination, harassment and victimisation; advance equality of opportunity and foster good relations".

**Ofsted, January 2011*

2.0 Organisational Approach

2.1 Policies & Schemes

The College's Equal Opportunities Policy [click here](#) states that we are "committed to equal opportunities beyond legislation and our wish to ensure that all our services, courses and programmes are available without discrimination, harassment or victimisation. It is our policy to provide equality to all learners, staff and visitors irrespective of:

- Age
- Disability
- Gender, including gender reassignment
- Marital or civil partnership status
- Pregnancy & maternity
- Race
- Religion or belief
- Sexual Orientation

In addition to the equal opportunities policy the College has a range of other supporting policies relating to equality, these include:-

- A student disability statement
- Policies against bullying and harassment both learners and staff
- Codes of conduct
- Admissions and recruitment and selection policy

Equality and diversity is well embedded into the learner journey and our inclusive working practices. Our Single Equality Scheme describes our duties and how we meet these through the learner journey and while working at the College. To read the full scheme, [click here](#). Some outcomes from the scheme in 2010-2011 are shown in table 1 below.

Table 1

Equality Outcomes		
A review of the student induction programme and student planner resulted in the inclusion of more equality information.	Wider access to MIS data for equality, available to all Heads of Department helping the College to better identify gaps and areas for improvement.	Raising awareness sessions for E&D in the Curriculum which looked at inclusive approaches and attended by approx. 80 teaching staff.
Disability confidence training focussing on welcoming disabled students and visitors.	Cultural awareness training covering identities, what this means to us as individuals, and how it can be supported in everyday College life, through our communications, language, and increasing our awareness of each other's cultures.	An online equality training programme for all staff, mandatory, available at all times covering legislation, breaking down barriers, promoting with the College's harassment and bullying policy embedded. Our course evaluation has helped us to identify further training needs.

Equality Outcomes (continued)

<p>Our staff intranet page has been enhanced and now includes more reference information on equalities.</p>	<p>Policy updates on the Equality Act, in particular the new protected characteristics, new duties and areas of discrimination, harassment and victimisation.</p>	<p>A new monthly report for equality aimed at raising awareness and sharing current work by department.</p>
<p>Equality assessments on Health & Safety, Safeguarding, HR policies and a College restructure.</p>	<p>New areas of policy identified around student Pregnancy & Maternity.</p>	<p>Staff Wellbeing day, open to all staff, this event provided opportunities to take part in an interactive day of activities and exhibition all focussed on health and wellbeing, including mental health and lifestyle checks.</p>
<p>A sample CPD session from All Faiths & None aimed at tutors. The CPD session has led to further sessions being arranged for 2012 through an LSIS/AFAN cluster programme.</p>	<p>An Access audit (partial completion) across 4 campus'</p>	<p>Raising awareness of national equality work, for example Hidden in Plain Sight by the Equality & Human Rights Commission's Inquiry into harassment of disabled people The report highlights key areas of work for Schools and Colleges.</p>
<p>Raising awareness of new resources available to the sector, such as the new Teaching and Learning materials from the Equality Human Rights Commission with lesson plans and other many resources.</p>	<p>Peer mentoring scheme</p>	<p>Celebratory events such as Learning Disability Week, Black History month, Anti-bullying week, Celebrating Diversity Essay competition and Refugee Week.</p>
<p>Managers training on how to carry out an investigation built into management training programme.</p>	<p>Our Agenda and Student & Staff Forum templates now include E&D as a standing item.</p>	<p>New resource materials made available on Gender Reassignment.</p>

2.2 The West London Student Trust

Putting Learners First

No one should be denied an education because they cannot afford to study. The Trust exists to provide practical help to the students of Ealing, Hammersmith and West London College to make that belief a reality.

We work by attracting donations which we then use to offer grants to students who apply for them. The two parts of the Trust's work go hand in hand: the more money we attract through donations, the more grants we can make.

Our initial focus is students who cannot get the money they need from the College's main student support funds, which we know are too limited to help everyone. Money for everyday costs which get in the way of their study, and money for fees and books and equipment. As the Trust builds up, we will be able to help more students and to be more ambitious in what we support.

2.3 Promoting E&D

Celebratory and raising awareness events are planned throughout the year, these include, Learning Disability Week, Black History Month, Anti-Bullying week, Keep Safe week, Volunteering and Charity Fundraising Fair, World Aids Day, Refugee Week, Talent Show, Climate Week, No Smoking Day, Global Music Week, Sports Relief Fundraising a Celebrating Diversity competition, Fair Trade promotions and a Staff Well-Being day.

The College also takes part in external initiatives. This year we are taking part in a cluster pilot scheme run by Learning and Skills Improvement Service [LSIS] and All Faiths and None [AFAN] and are supporting Stonewall in the development of a programme for Further Education.

2.4 Expected Behaviours

Our values are based on safeguarding, respect and dignity for all. Learners are introduced to these during induction together with the desirable behaviours we expect and that each individual has a responsibility to uphold. The values and behaviours are stated in the Student Planner and Student Contract at induction when learners are also informed about equality and diversity, appropriate behaviours, our policies, what to do if they witness an incident or are being bullied or harassed, and how to make a complaint.

We are very proud of the positive and stimulating atmosphere at our College. We encourage all students and staff to help us keep it that way and if there is any misconduct that it will be investigated and the appropriate disciplinary action may follow.

2.5 Individual Learning Plans

The induction period is used to get to know as much as possible about each learner personal preferences, how they are motivated most effectively, their learning styles, personal, social and domestic information particularly aspects that may have an impact on learning and where appropriate these are recorded confidentially in individual learner records.

Learners are introduced to and provided with support on developing independent learning and assessment techniques to help them with the learning and assessment methods they will encounter on their learning programme. This is a good basis to the beginning of studies, the student charter and code of conduct.

2.6 Harassment & Bullying

The College mechanisms in place to deal with harassment, bullying and intimidating behaviours ensure that such behaviours will not be tolerated and the consequences of not following the College's codes of conduct, harassment and bullying policies will be adhered to. These include reference to all forms of harassment i.e. gender, gender identity, race, disability, sexual orientation, religion or belief, age and pregnancy/maternity.

2.7 Incident reporting

All staff have specific responsibilities to ensure that all forms of prejudice and harassment behaviour is tackled. Where incidents occur procedures are in place through our Health & Safety Department and Safeguarding programme where incidents and concerns are recorded.

2.8 In Class

To facilitate well in class teachers consider how well they are meeting the needs and interests of their learners. Professional Development supports the 'facilitation' of inclusiveness in lessons through materials and training on how to develop schemes of work, lesson planning which incorporates diversity.

2.9 Self-Assessment

Teaching staff are encouraged to use all opportunities to promote all aspects of equality and diversity and this is evidenced through Lesson Observation.

Our annual self-assessment process includes equality and diversity by curriculum and service area and validated by our internal quality systems. Assessments for 2010/11 are shown in table 2.

Table 2

Curriculum Service Area	Assessment Rating	Service Area	Assessment Rating
Health, Public Services and Care	2	Finance	2
Science & Mathematics	2	Estates	1
Construction, Planning and the Built Environment	2	Infrastructure Services	1
Information and Communication Technology	3	Human Resources	2
Hospitality and Catering, Hair and Beauty	2	IT services	2
Leisure, Travel and Sport	2	Learner Services	1
Arts, Media and Publishing	2	Health & Safety	2
History, Philosophy and Theology	2	Marketing	2
Social Sciences	2	Management Information Systems	2
Languages, Literature and Culture	2	Commercial Services	2
Education and Training	2	Registry & Exams	2
Skills for Life ESOL	1	Front of House & Administration	2
Preparation for Life and Work	1	Systems Development	2
Literacy and Numeracy	2		
Business Administration and Law	3		
International	1		

We regularly monitor student performance and retention rates by gender, ethnicity and disability and/or learning difficulty ensuring we set challenging targets to close any gaps and provide appropriate support and interventions in the

right place at the right time. A summary of student performance by success, retention and achievement can be seen on page 22 table 15 , [click here](#).

2.10 The Curriculum

The curriculum is the primary method for tackling discrimination, harassment and victimisation. It is the responsibility of all staff to ensure that an ethos is maintained across the College that promotes our commitment to inclusivity. It is the responsibility particularly of Heads of Department to ensure their teams deliver an all-inclusive programme of learning that considers what is taught, how it's taught, where and when teaching takes place, what is expected of learners and how learners are supported.

Our heads of department have responsibilities for ensuring curriculum is current and meets the needs of all our learners.

2.11 Equality Analysis (*previously known as Equality Impact Assessment*)

Analysis of our policies and practices and key business decisions form a fundamental part of equality, identifying any areas of concern and actions as a result.

This means that when a policy is being developed or reviewed or a business decision is being taken that equalities are considered prior to implementation or taking that decision, to ensure that no learner or member of staff is adversely impacted.

The College keeps a written record of the steps we have considered and taken in relation to policy development/practices and business decisions. Some of the policies and business decisions assessed during 2010/11 include our Health & Safety policy, proposed staffing structures and some of our HR policies.

2.12 Engagement

Our aim is to provide an open and accessible means of communication with all learners and staff. This is achieved through termly newsletters, plasma screens, posters, visible notice boards, and access to a comprehensive student and staff intranet keeping everyone informed on events and signposting to areas of interest.

Our Learner Forums provide learners a place to voice any issues on equality which is a standing item. A selection of items raised over the past year include disability access to lifts, the room size of the multi-faith rooms, and vegetarian options.

The College has run two highly successful campaigns, Safeguarding and Community Cohesion. Both are well publicised through a mixture of posters, the student and staff portals, promotional materials and pamphlets. The Safeguarding campaign is around Respect Protect Detect with key messages around treating others how you want to be treated, taking care of yourself and your environment, and recognising when something isn't right, and specifically referring to discriminatory abuse, providing a safe and inspiring environment to study in embracing our diversity and treating each other with respect and as an individual.

Staff communication mechanisms are mainly through the staff intranet where bulletins and initiatives on equality are posted. For example recent updates from the Equality Human Rights Commission for Teachers. Equality items are also circulated through the monthly report and in the HR newsletter. The College Buzz newsletter will also feature regular articles. Staff forums with the Principal provide an opportunity for staff to raise items of concern.

2.13 Student Services

Student services are proud of its work to support equalities. Additional funding is available for childcare for lone parents and residential trips to support low income.

The personality and atmosphere of our College really surfaces through our enrichment programmes as we provide both 16-19 year olds and adult students with a significant and effective tutorial practice as well as arranging educational outings aimed at improving retention and achievement. Enrichment activities across campus providing a diverse range of termly activities.

The Students Union works with College staff to organise student forums, trips, parties and leisure activities including football, basketball and other clubs and various clubs providing good opportunities to socialise in our multi-cultural community where learners can value each other's skills and broaden their knowledge and understanding of their diversity in terms ages, ethnicities, religions and beliefs, male and female to have fun and achieve together.

The College takes part in many volunteering and charity fundraising events and raising awareness events are run from Sexual Health Awareness and Clinics, Drug and alcohol awareness, NHS Lifestyle checks.

We run extensive sport and leisure activities whose mission is to supply a range of sports and fitness classes that will suit everyone, whatever their abilities. Separate sessions are organised for LLDD & ESOL students, and women only.

A team of college Mentors based at each campus are available to lend a hand so that learners can stay on track. Their mission is to support and guide learners in their studies through one-to-one mentoring. Mentoring is designed to help learners to develop the skills, attitudes and behaviour necessary to accomplish their learning goals.

Our Looked after Children have access to their own mentor who provides advice available on housing, budgeting and financial issues, travelling to and from college, on course and much more including a liaison point with social workers and tutors on their behalf.

2.14 Training

The following equality training took place in '10/11 across Teaching and Support departments.

- E&D Essentials an online training course mandatory for all staff that cover rights, equality legislation, breaking down barriers, stereotypes, promoting equality and diversity, behaviour and raises awareness on language/communication and tackling discrimination and harassment.
- E&D in the Curriculum sessions were available for Teaching staff during development week in July 2011. The sessions covered materials and resources in class, assessment, teacher as a role model, managing the classroom environment and the social and emotion aspects of learning.
- Our equalities programme is embedded in the overall College Annual training plan for 2011/12 and in response to requests for specific training from staff.
- A programme of management training has equality and diversity embedded.

2.15 Networks

The College has links both internally and externally with equality related networks and organisations, helping us to develop our knowledge and keep up to date on new practices.

2.16 Internal Networking

Black and Ethnic Minority Network

- Invitations to work together on policy development, equality analysis and to support the work of the BME.
- Presenting annual reporting outcomes,

Student Union, Equality Representatives

Mature Students Officer	Women’s Officer	International Officer
Black Students Officer	LGBT Officer	Disability Officer
Equality & Diversity Officer		

Each representative (voted annually) receives training through our online equality essentials training and are supported by the Student Liaison Team and the College’s equalities office.

Representatives are signposted to various equalities materials for example through the Equality Human Rights Commission, promotional posters and literature, and link in with the College’s activities to promote equality and diversity.

Staff Trade Unions (UCU, Unison, Amie)

Equality items are discussed through Joint National Committee [JNC] monthly meetings. During the year discussions have included policies, conditions of service and flexible working as well as training and pay.

2.17 External Networking

The College is involved with many equality organisations, a sample of some are listed below in table 3.

Table 3

London Borough of Hammersmith, Sensory Team	To ensure the smooth transition for students with disability in the Borough.
London Borough of Ealing	Initial contact to meet and discuss supporting disabled residents in education.
Ealing Community police	Safeguarding and advising the College on any serious related issues.
Twining [psychological therapies]	Providing independent advice and support for people experiencing stress or anxiety. Free access to service if living in the London Borough of Ealing and promoted to students and staff on a self-referral basis.
NHS Ealing [health trainers]	Supporting the College and Staff Wellbeing during the staff wellbeing day providing lifestyle checks, weight, BMI, blood pressure checks, diabetes awareness stop smoking help).
LSIS/AOC	Regular attendance at Network events attended in 10’11 <ul style="list-style-type: none"> • Equality Act • Sexual Orientation/ Religions • Procurement Access to the LSIS Visual Learning Environment is promoted where video materials are available on a range of equality related topics from Advancing Equality, Disability Equality and Visible & Valued.
Freshwaters	Providing consultancy and training/personal improvement workshops to BME staff and other interested staff.

Table 3 continued

Employers Forum on Disability	We use materials from the Employers Forum on Disability to support raising awareness, line management, customer services and staff development.
Brooks Gendered Intelligence	Providing specialist training and DVD materials supporting gender identity.
RNIB	Presenting to students on risks of smoking and diabetes and blindness.
Stonewall	College working with Stonewall on developing new materials/programme for further education.
All Faiths & None [AFAN] Continued/	CPD introduction to staff on the resources available and the benefits of using their materials which include teaching session plans.
Job Centre Plus	The College is a Positive About Disabled People [insert hyperlink] employer we have 5 commitments.
Youth Volunteering	Volunteering for Young People
Young Women and Leadership Programme	Young women’s leadership programme on behalf of Ealing Youth and Connexion Service.
Don’t Panic	Sexual Health Advisers and Service providers.

2.18 Positive Action

Positive action is about taking certain steps to redress the effects of previous inequality, examples are special encouragement or training for people who are a minority in the workplace, advertisements and promotional marketing. The College supports positive action and uses it to develop learners, staff and encourage applicants to apply for jobs or courses.

2.19 Multi-faith

The College provides multi-faith room facilities at each campus for individual worship. Washing facilities are also available.

2.20 Student Surveys – regular surveys take place to assess the learners’ experience. We also run a parent survey and link in with national surveys, for example the Framework for Excellence survey.

2.20.1 Induction Survey

Learners are asked to rate their level of satisfaction with the College under 5 headings and results are reported by age, ethnicity and gender. The headings are choice of the college, choice of course, enrolment process, Induction process and the level of support received. The survey is adapted for ESOL and LLDD students where appropriate.

2.20.2 Parent Survey

The Parents’ Survey was carried out in November 2010. The survey was aimed at the parents and guardians of all 16-19 students at the College. Questions covered teaching, communication, college life, demographics, i.e. by campus and any additional comments. No equalities data was collected but this is an action in our Single Equality scheme to collect equalities data in all College surveys.

2.20.3 Framework for Excellence Survey

Framework for Excellence, a national survey reports response rates by gender. This is only reference to equality. A good mix of gender responded.

2.21 Student Complaints

Complaints are monitored and reported by disability, gender and ethnicity. 72 complaints were received in 2010/11. Of these less than 10 complaints were directly related to areas of equality and were resolved, with one partially and is still being investigated.

2.21.1 Gender

Over two thirds of complaints received were from female learners compared to male learners. See table 4.

Table 4

By Gender	No of learner complaints	% of complaints	Learner population%
Female	49	68.1%	51.1%
Male	23	31.9%	48.9%
Group of students	8	unknown	
Not known	<10	<10	
Total known	72		

2.21.2 Ethnicity

The total number of complaints received by ethnic grouping is 69. Black minority ethnic groups reported 35 or 50.5% of complaints compared to 19 or 27.5% from White learners. These figures in both instances compare less than the population at the College for BME and White learners. See table 5.

Table 5

Groups	No of learner complaints	% of complaints	Learner population	Learner population %
BME	35	50.7%	11,552	61.20%
White	19	27.5%	612	35.5%
Not Known	15	21.7%	6,704	3.20%
Total	69	100.0%	18,868	100.00%

2.21.3 Disability

A total of 13 complaints were received from learners with a disability and/or learning difficulty.

Table 6

By Disability	No of complaints	% complaints	Learning population number	Learner population %
Disability/learning difficulty	13	16.0%	637	3.4%
No disability / learning difficulty	54	66.7%	18,231	96.6%
Group complaint	12	14.8%		
Unknown/not provided data available	<10	<10	0	
Totals	81	100.0%	18,868	100.0%

2.22 Procurements

All potential suppliers are asked to provide equality information on their company policies and practices on equality and treating their staff and clients with respect and dignity.

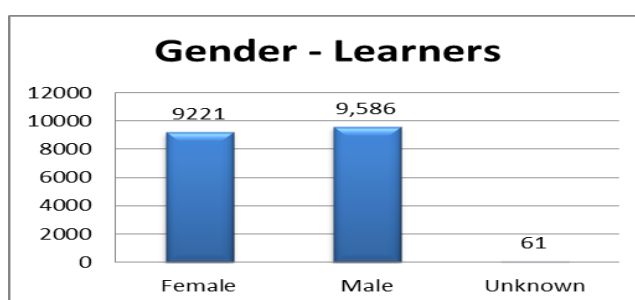
3.0 Learner Profiles

The following tables show our learner profiles by gender, ethnicity and disability and/or learning difficulty. Some equality information data is not gathered, for instance sexual orientation and religion and belief. The College is aware of the issues to consider regarding publishing information that demonstrate compliance with the Equality Duty and will consult with learners and staff on this.

3.1 Gender

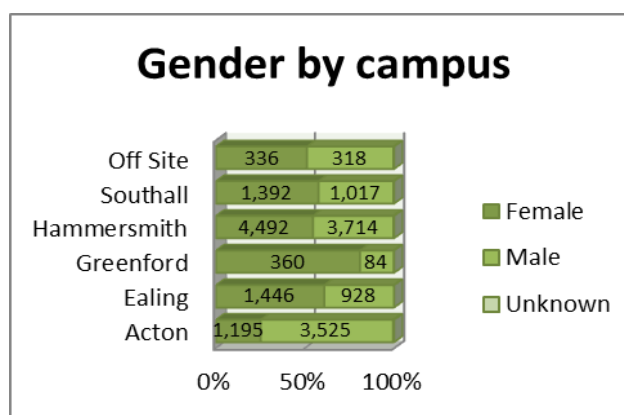
The gender balance is relatively equal at female 48.9% and male at 50.8%, see table 7.

Table 7



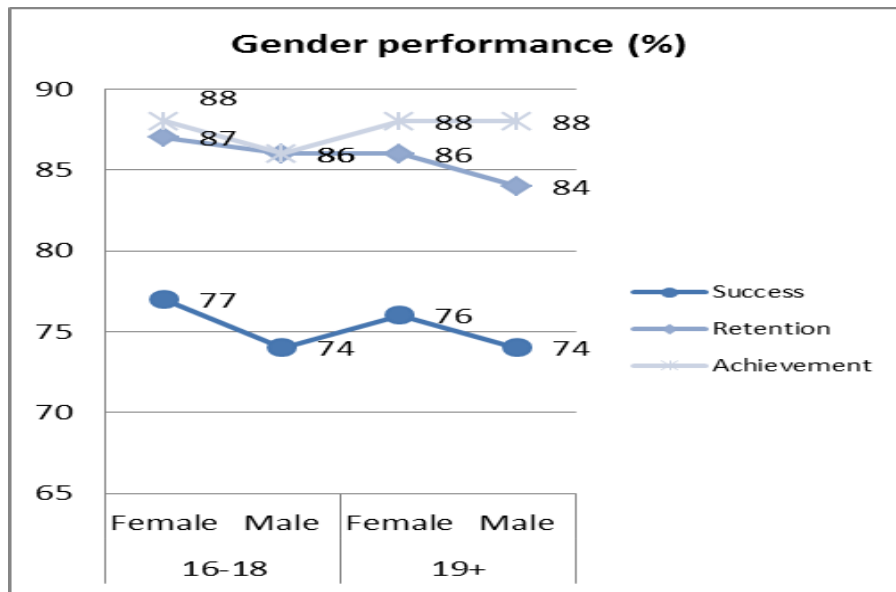
Gender can vary by campus and department; this is mainly due to course provision as some courses attract a greater number of female or male learners, shown in table 8.

Table 8



We regularly review learner’s performance by success, retention and achievement rates. The overall analysis is shown in table 9 and by 16-18 and 19+. Female learners generally perform better than male learners on average by 2% and this is confirmed in both 16-18 and 19+ age groups and consistent with national figures. Shown in table 9.

Table 9



The total number of learners completely withdrawn is 1871, female learners 972 (52%) and male learners 899 (48%) and proportionate with College populations, see table 10.

Table 10

Gender	No of Learners Completely Withdrawn	% of leavers
Female	972	52.0%
Male	899	48.0%
Grand Total	1,871	
Total number of learners	18,868	

Disciplinary data shows that more male learners went through the disciplinary process than female at each stage 1, 2 and 3 of the disciplinary process. See tables 11 and 12.

Table 11

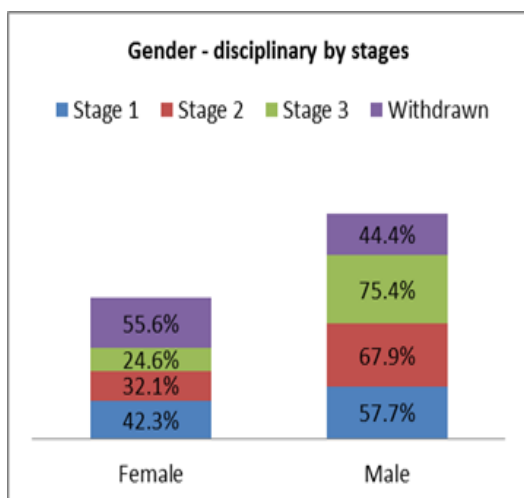


Table 12

Stage	Female number	Female %	Male number	Male %	Grand Total
Stage 1	121	42.3%	165	57.7%	286
Stage 2	61	32.1%	129	67.9%	190
Stage 3	17	24.6%	52	75.4%	69
Withdrawn	<10	<10	<10	<10	18
Grand Total	209		354		563

3.1.1 Gender Participation

Some departments show a gender imbalance, see table 13. While this is nationally recognised the College sets targets to increase participation by gender and this may involve greater targeted marketing to engage under-represented gender groups.

Table 13

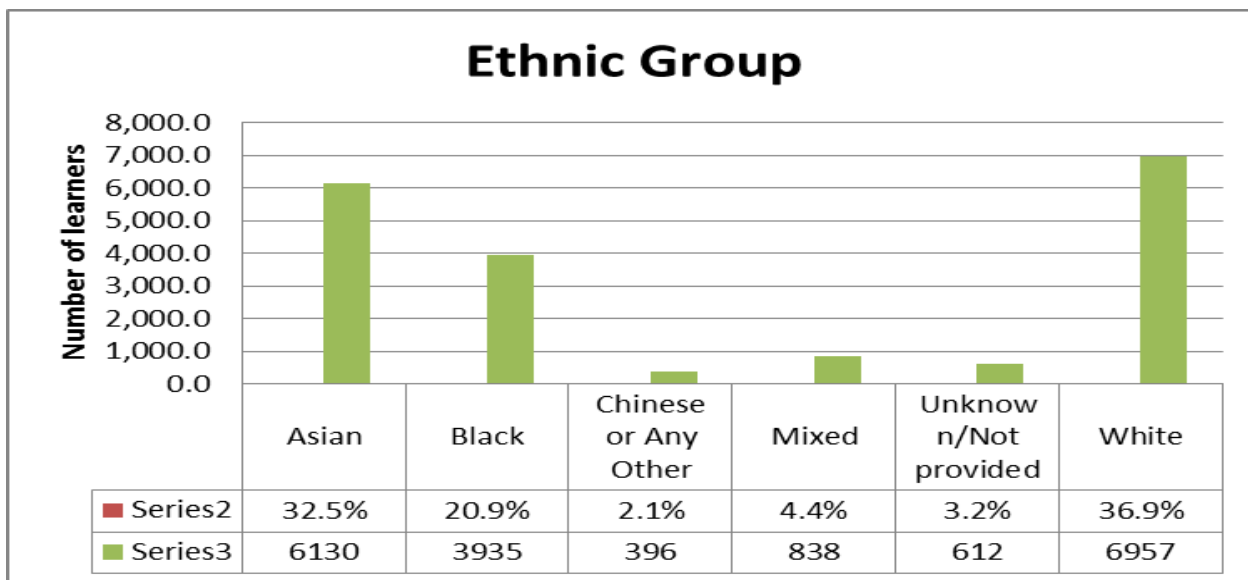
Department	Participation target % - set '10/11
Women into Engineering	5.6% increase over 2 years
	(national average 9% women)
	From 3.45% to 9%
Men into Health, public services and care	10% increase over 3 years
	(national average 25.2% men)
	From 14.3% to 24.3%
Women into Information and communication technology	16.4% increase over 3 years
	(national average 52% women)
	From 35.6% to 52%
Men into Leisure, Travel and Tourism	24% increase over 3 years
	(national average 59% men)
	From 35.6% to 59%
Men into Social Sciences	8% increase over 2 years
	(national average 42.5% men)
	From 34.5% to 42.5%
Men into Preparation for Life and Work	4.0% increase over 2 years
	(national average 40.9% men)
	From 36.5% to 40.9%

3.2 Ethnicity

3.2.1 Ethnic Groups

Ethnicity across the College is hugely diverse and a profile by ethnic group is shown in table 14 below.

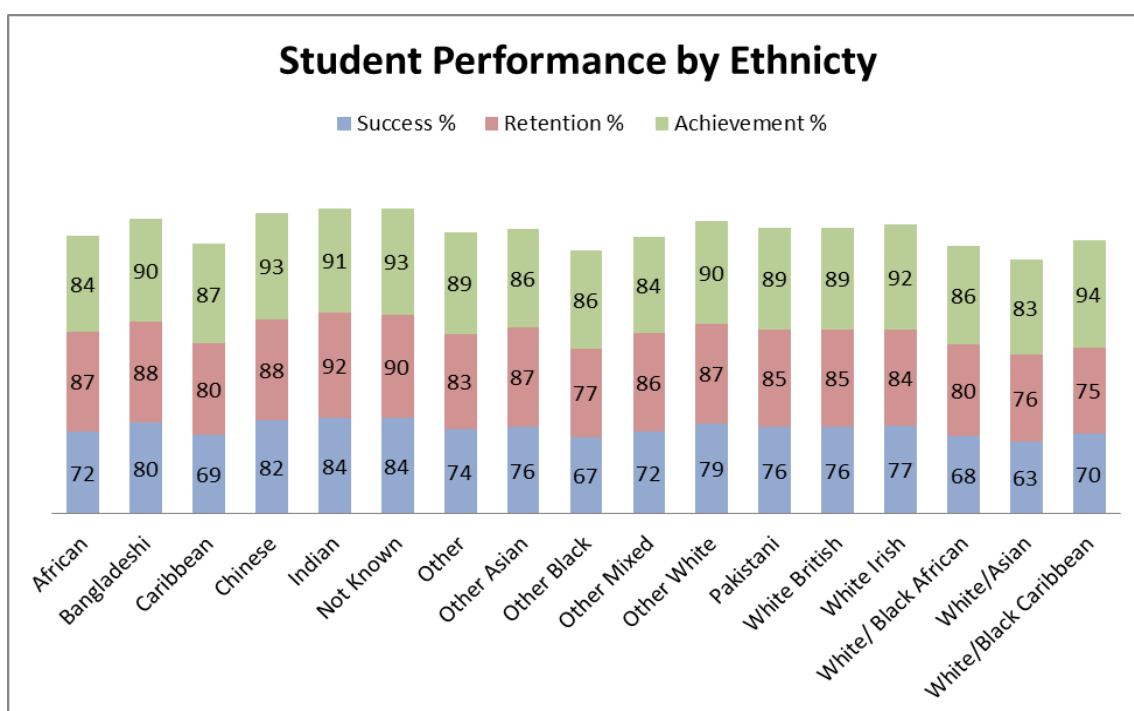
Table 14



3.2.2 Student Performance

Success, retention and achievement rates by ethnicity are shown in table 15. Departmental targets are set to close performance gaps and advice is available to Heads of Department on typical actions to improve performance by equality.

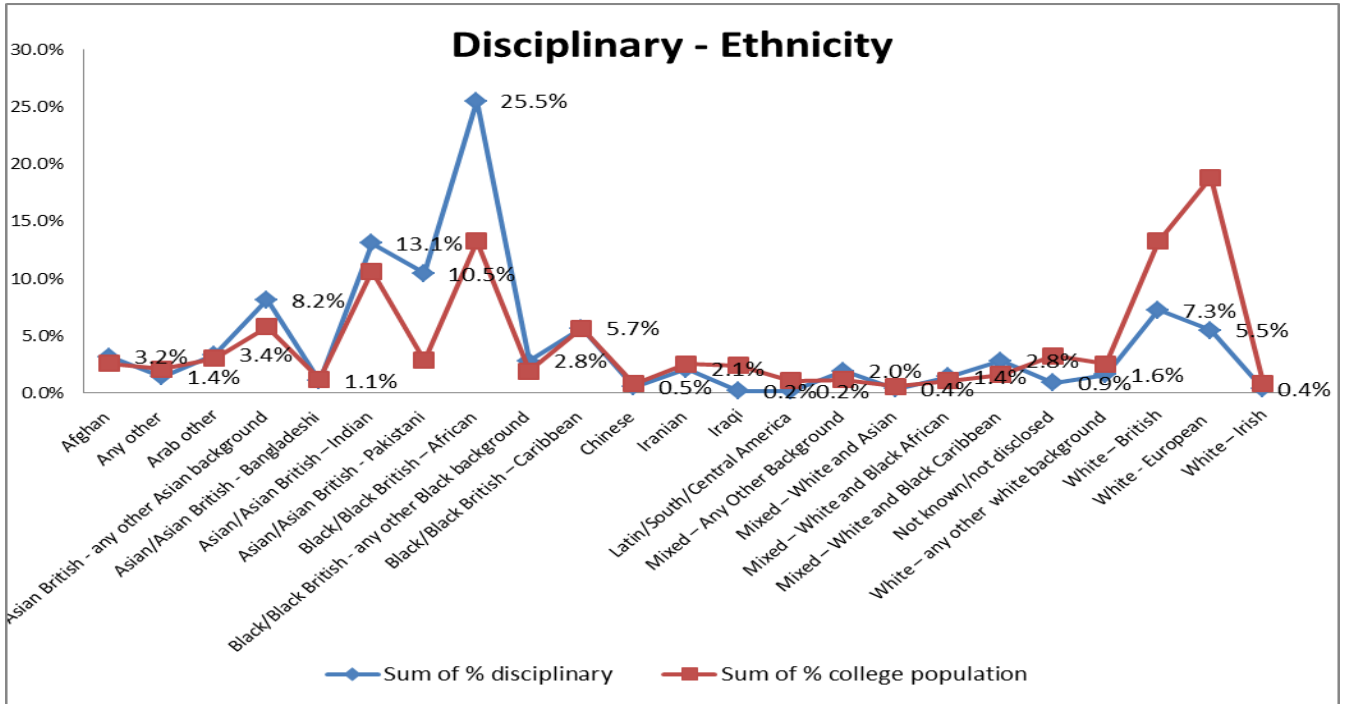
Table 15



3.2.3 Student Disciplinary

Disciplinary data is shown in table 16.

Table 16



3.2.4 Student Complaints

In total 69 complaints were recorded by ethnic group. See table 17.

Table 17

Complaints by Ethnic Group			
Ethnic Group	Number of complaints	% of complaints	% college population
Asian	12	17.4%	32.5%
Black	14	20.3%	20.9%
Chinese and Any Other	<10	<10	<10
Mixed	<10	<10	<10
Not known/not provided	15	21.7%	3.2%
White	19	27.5%	36.9%
Totals	69	100	100

3.3 Disability

3.3.1 Disclosure

Our rate of disclosure for a disability/learning difficulty is 3.4%. See table 18.

Table 18

Campus	No	Yes	Grand Total	%
Acton	4,562	178	4,740	3.8%
Ealing	2,317	58	2,375	2.4%
Greenford	441	<10	445	<10
Hammersmith	7,954	283	8,237	3.4%
Southall	2,336	79	2,415	3.3%
Off Site	621	35	656	5.3%
Grand Total	18,231	637	18,868	3.4%

3.3.2 Performance

When comparing students with a disability and/or learning difficulty against non-disabled peer group’s performance there is a difference of -2% in success rates and retention. Achievement rates show +1% above. See table 19.

Table 19

	Age	Starts	Success %	Retention %	Achievement %
16-18 Disability/Learning Difficulty	Age	2010/11	2010/11	2010/11	2010/11
Yes	16-18	567	74	85	88
	19+	819	73	84	86
No	16-18	6792	76	87	87
	19+	8294	75	85	88
Unknown	16-18	64	55	70	78
	19+	482	79	89	89

3.3.3 Withdrawals

In 2010/11 there were 155 withdrawals from students with a declared disability and/or a learning difficulty, shown below in table 20 and represents a leaving rate of 8.2%.

Table 20

Disability	No of Learners Completely Withdrawn
Asperger's Syndrome	<10
Disability –mobility	<10
Emotional/behavioural	<10
Hearing impairment	<10
Mental ill health	19
Multiple disability	<10
No disability	1,716
Not known/not provided	55
Other	<10
Other medical condition	37
Other physical disability	10
Temp disability from illness/accident	<10
Unknown	<10
Visual impairment	<10
Grand Total	1,871

Section 4 - Staff

This section of the report covers employment data for the period 1 August 2010 to 31 July 2011 including staff profiles and information on the effects of our HR policies and practices on employees.

- Working at the College
- Accreditations - Positive About Disabled People
- Staff profiles (including Governors)
- The number of part-time/full time staff by protected group
- Recruitment, training, performance assessment, promotion, redundancy and leavers
- Grievances including incidents of harassment
- Pay & Remuneration
- Flexible working requests`
- Staff surveys

4.1 Working at the College

Our main policies and procedures have equality and diversity embedded. Each policy has been equality assessed prior to implementation and are regularly monitored.

Staff are made aware of equalities through departmental induction, mandatory staff training, equal opportunities policies, and the single equality scheme, codes of conduct and harassment and bullying policies.

4.1.2 Recruitment and promotion

Our policy aims to set out transparent procedures for recruitment and promotion that are equally accessible to all applicants. Our job descriptions focus only on objective criteria that are related to the job and do not impact negatively on any particular group. Where some groups are under-represented our procedures are to take positive action.

4.1.3 Discrimination, harassment & bullying

Our policies sets out the behaviours that you would expect in the workplace and state clearly the importance of treating others with dignity and respect, explaining discrimination and harassment, the consequences of unacceptable behaviour and how to raise a complaint. This information is found in our Harassment & Bullying policy and Code of Conduct. Other College policies dealing with this area are the Equal Opportunities Policy and Single Equality Scheme.

Our policies and procedures are included at induction and with more specific training identified for managers so they may act promptly and confidently when dealing with complaints.

4.1.4 Disciplinary and grievance

Our policies set out the procedures that are followed consistently by all staff. The procedures are fair to all and do not negatively impact on particular groups of employees. The College is currently establishing a dispute resolution process to handle cases where there is disagreement.

4.1.5 Family Friendly

Our policies meet statutory regulations for maternity, paternity, adoption leave, flexible working and time-off for dependents.

All employees (not just those who have statutory rights) have the right to make an application to work flexibly provided they have at least 26 weeks continuous service with the College. The College does not operate a retirement age,

abolished in 2010 and supports any applications from older workers to continue working if they wish to, after state pension age.

The take-up rate is low which suggests the culture in the organisation may not be as supportive of the provision in place. This year the College received 10 applications, <10 female and <10 male staff members. Of the 10 received the majority were granted.

4.1.6 Absence/special leave

Our sickness absence policy aims to be clear on absence, understood by line managers and staff. The policy takes into account pregnancy-related sickness and disability and aims to help employees back to work through phased returns and taking into account their individual needs in doing this and making any reasonable adjustments.

The College's Special Leave policy provides up to 5 days paid/unpaid leave in any one year. Requests are supported for a family event, compassionate leave, religious observance and sabbatical leave. Family leave requests, for example to look after a child or member of the family are also supported through this scheme. In 2010/11 the College received 302 requests and of these 85% were granted.

4.1.7 Performance management procedures

We aim to provide performance management procedures that take individual needs into account and are objective and transparent to all employees, for example our appraisal policy includes a section on equalities that is intended to provide staff the opportunity to discuss something that they may like to. Staff are also encouraged to raise items at any time and this is communicated at induction.

4.1.8 Leaving the College

Our policies aim to support staff when leaving the College, whether this is through their own choice or when business needs require a change in structure. The key policies are our exit interviews, restructure and redundancy policies.

4.1.9 Other working practices

College staff are encouraged to let us know about any practices that are outside our policies and values.

An anonymous survey took place in 2010/11 to assess HR policy against practice. Response rates were extremely poor and this may be an indication of employees' willingness and confidence to disclose information.

4.1.10 Staff Surveys

Our staff survey is 3 yearly and due in 2012. A summary of outcomes from the survey will be published in our report for 2011/12 in January 2013.

A survey on HR policy and practice was carried out in 2010/11, however response rates were poor and therefore no actions at this time.



5.0 Accreditations - Positive About Disabled People

In 2007 the College was presented with the Job Centre Plus 'Positive about Disabled People' accreditation.

The nationally recognised standard is awarded to organisations that are positive about employing disabled people and are keen to know about abilities. It means we have agreed to meet five commitments in the areas of recruitment, career development, retention, raising awareness and finally to review these.

The scheme recognises the College's commitment to the employment of disabled people, is an endorsement of disability equality across the College and is one way of showing our commitment through the award.

5.1 Positive about Disable People Actions

- Induction - access to disability materials around communications and a line managers guide for managing disability.
- Mental Health – 'Twining' programme available to staff. Twining is an established London-based charity providing vocational support to people with mental health needs, also referred to as Independent Access to Psychological Therapies.
- Wellbeing day – successfully run by our HR Department and included mental health.
- We continue to work more closely with external organisations to support the recruitment and retention of staff. This may be through disability publications, editorials in Disability journals.
- Continuing to raise awareness with line managers on setting appropriate minimum essential criteria used as part of the Guaranteed Interview Scheme. This is carried out by the Recruitment Team, and internal recruitment & selection training.
- Guaranteed Interview Scheme – a review the shortlisting data to ensure that those applying with a disability through the GIS scheme are guaranteed an interview if the applicant meets the minimum essential criteria.

Activities that we are working on in the 2011/12 include a process for increasing disability awareness and disclosure among staff and the benefits of disclosure, at any time.

6.0 Staffing Profile

6.1 Staff

The staff details in table 21 below refer to the total number of permanent and temporary staff recorded at 31 July 2011. All subsequent data refers to permanent staff (794 as at 31 July 2011) unless specifically mentioned otherwise.

Table 21

• Permanent Staff	794
• Full Time Equivalent [FTE]	722
• Temporary	222
• Total Staff	1,016

6.2 Staff profile by categories

A profile of staff is illustrated in table 22 by category and shows comparative data by Management, Teaching and Support staff categories, by ethnic group and disability.

Table 22

	All staff (Permanent)	Management (SMT & HOD's)	Teaching Staff (incl Programme Managers)	Support Staff
Gender				
Male	340 (43%)	18 (5.3%)	169 (49.7%)	153 (45%)
Female	454 (57%)	18 (4.0%)	191 (42%)	245 (54%)
Total	794	36	360	398
Ethnic Group				
BME	261 (32%)	<10 (<10)	112 (42.9%)	144 (55.2%)
White	408 (51%)	31 (7.6%)	204 (50%)	173 (42.4%)
Unknown/Not provided	125 (16%)	0 (0%)	44 (35.2%)	81 (64.8%)
Total	794	36	360	398
Disability				
Disabled	20 (2.5%)	0 (0%)	<10 (<10)	11 (55%)
Non-Disabled	620 (78%)	36 (5.8%)	295 (47.6%)	85 (46.6%)
Unknown/Not provided	154 (19.3%)	0 (0%)	56 (36.4%)	302 (63.6%)
Total	794	36	360	398

6.3 Gender

The gender profile at the college shows female staff of 456 (57%) and 338 (43%) male.

This compares favourably to the national SIR gender balance at 63.5% female and 36.5% male. A breakdown of full-time and part-time shows 53% full-time female and 46.7% male, compared to part-time female of 71.4% and 28.6% male, shown in table 23.

Teaching shows a higher proportion of staff are female (55.4%). When compared to the total proportion of female staff in the further education college (49.5%) workforce this figure is higher by 5.9%. Almost two-thirds of support staff are female (61.3%)

Two thirds of the male workforce are full-time compared to just over half of the female workforce, see table 23.

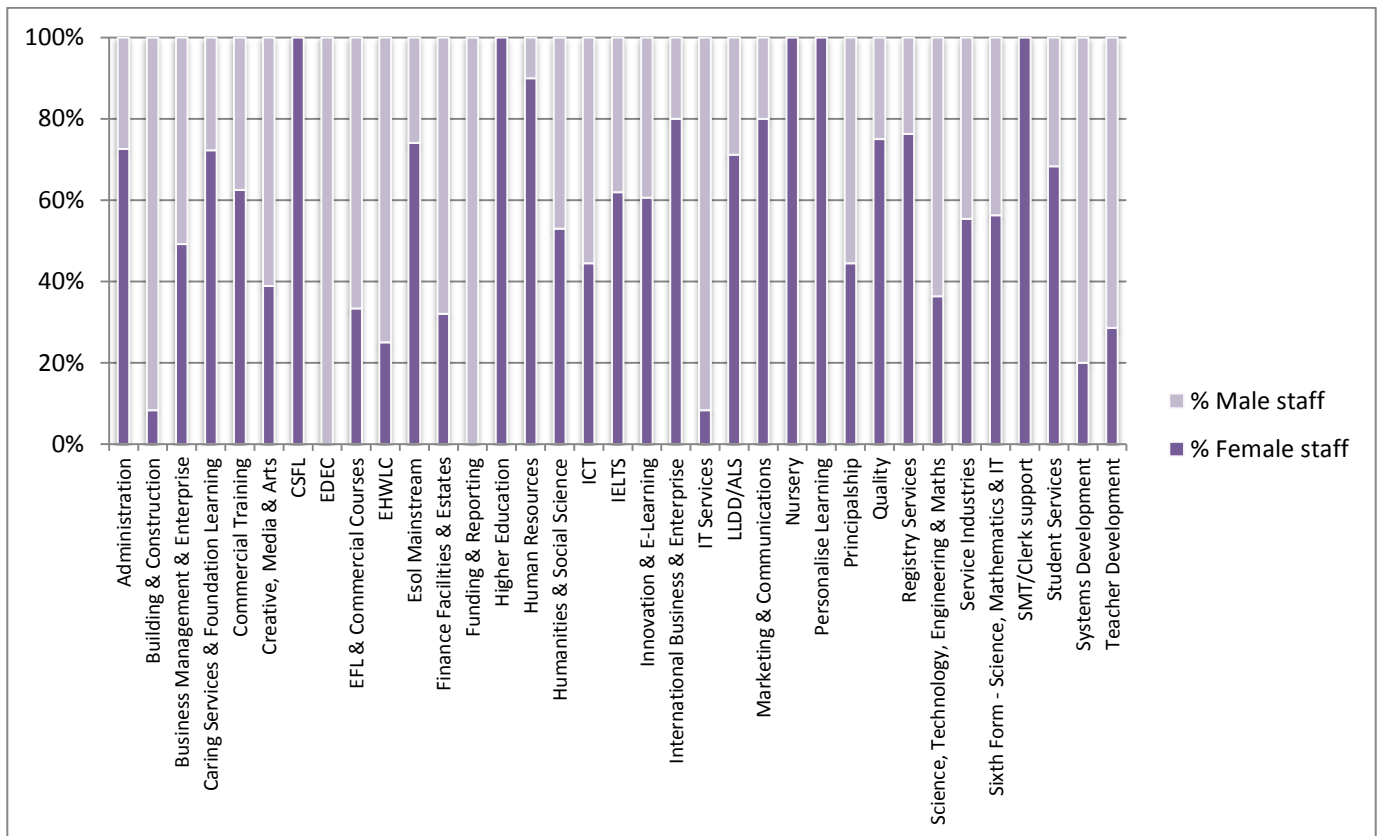
Table 23

Gender	Full-time %	Part-time %	Grand Total	Total %
Female	53.3%	71.4%	456	57.4%
Male	46.7%	28.6%	338	42.6%
Grand Total	100.0%	100.0%	794	100.0%

6.4.1 Gender by department

To view gender by department see below table 24.

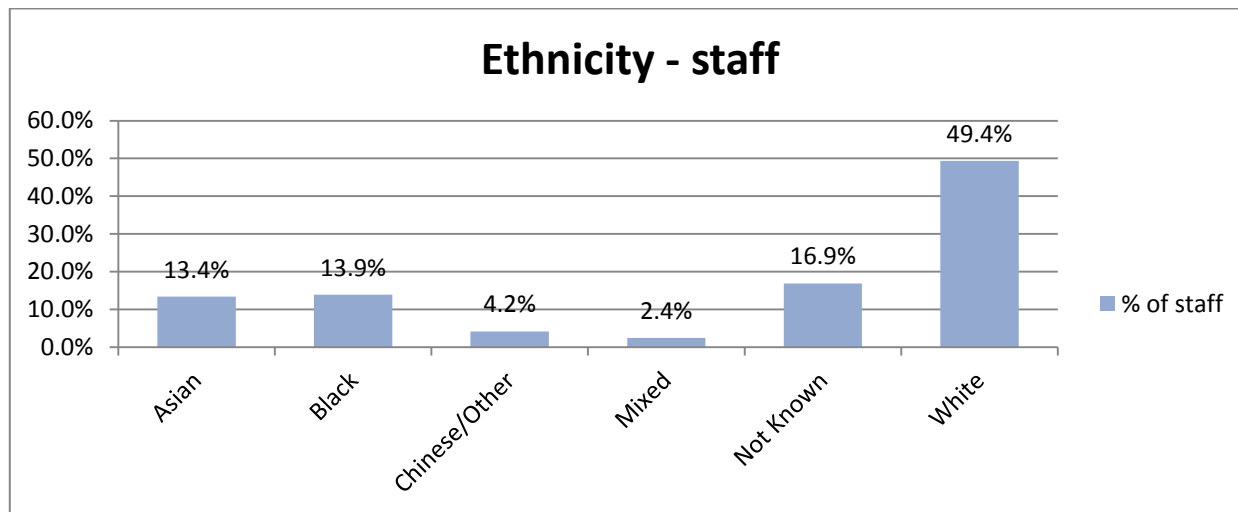
Table 24



6.4 Ethnic Groups

With one of the most diverse College in the country and this is shown in the ethnic group table 25 below.

Table 25



6.5 Age

Workforce data shows a difference in age by Teaching and Support staff.

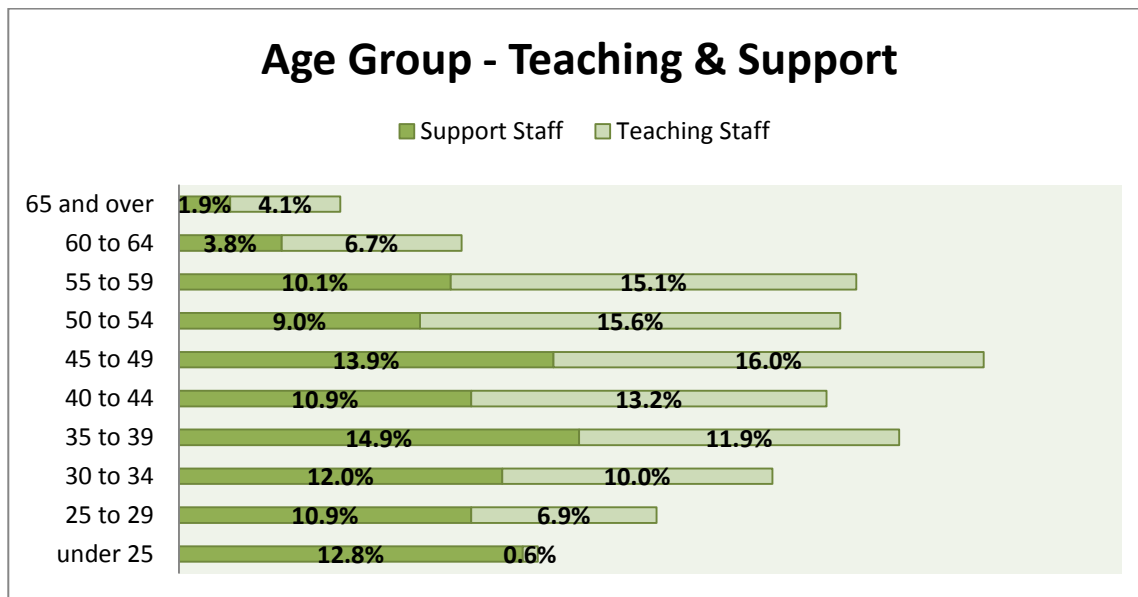
Teaching staff up to the age of 44 represent 42.6% of the teaching workforce and from the age of 45 and over 57.4%. Support staff are younger with 62% aged up to 44. See tables 26 and 27.

The College seeks to ensure good workforce management and succession planning which will be important to deal with staff leaving or working past the previous default retirement age and working flexibly.

Table 26

	Support staff	Teaching staff	FE Sector teaching comparison
up to 44	61.3%	42.6%	45.5%
45 and over	38.7%	57.4%	54.4%

Table 27



7.0 Casework

In 2010/11 there were 43 cases. These included sickness absence, disciplinary, capability, grievance and sickness absence and <10 Employment Tribunal.

7.1 Disciplinary

Summary - 18 cases of disciplinary took place. Analysis of the figures are too small to disclose due to Data Protection legislation. The College keeps this under review.

7.2 Grievances

Between 2010 - 2011 there were 22 Grievances. The number of cases related to one or more characteristic is under ten and too small to disclose. The College keeps this under review.

8.0 Appraisal

During the year a new appraisal scheme was launched applicable to all staff including Visiting Teachers. The new scheme places appraisal as part of the planning process with an appraisal “window” for completion between August and November. It also emphasises the Learner First Agenda and ensures that appraisal is a performance as well as developmental process. Our data shows 84% completion rates and where there are any outstanding these are followed up with Heads of Department.

During appraisal staff are prompted to consider equalities and whether there is anything they might like to discuss. The response rate on this question is low, however of the items raised they will be valuable to each individual and the College’s response as a result. The low response rate may be an indicator of staff confidence.

9.0 Health & Safety

Clear policies and procedure are in place and accessible. Regular risk assessments are carried out for pregnant women and staff with a disability in association with other external experts to assessing risk.

10. Pay

A new HR Director has recently been appointed who is currently developing an HR Strategy which will take account of equal pay requirements.

11.0 Recruitment

Our vacancies are advertised internally and externally and provide accessible and transparent processes for all applicants. Job descriptions and selection methods are written on objective criteria. Our selection procedures are flexible and take into account the needs of applicants where applicable. Where staff are under-represented we have positive action strategies in place, for example Positive About Disabled People, and targeted advertising. Tables 28,29 & 30 show recruitment by gender, disability and ethnic group during the three stages of recruitment, these are Application, Shortlisted and Appointment.

Table 28

Gender - Recruitment					
Number of Applicants	Number of Female Applicants	Female %	Number of Male Applicants	Male %	Totals
1455	755	51.9%	700	48.1%	1455
Number Shortlisted Applicants					0
398	214	53.8%	184	46.2%	398
Number of Applicants Appointed					0
103	55	53.4%	48	46.6%	103

Table 29

Disability- Recruitment							
Number of Applicants	Yes	%	No	%	Unknown/not provided	%	Totals
1455	29	2.0%	1345	92.4%	81	5.6%	100.0%
Number Shortlisted Applicants							
398	10	2.5%	349	87.7%	39	9.8%	100.0%
Number of Applicants Appointed							
103	<10	<10	86	83.5%	13	12.6%	100.0%

Table 30

Ethnic Group - Recruitment								
Ethnic Group	Applicant	Applicant %	Shortlisted	Shortlisted %	Appointed	Appointed %	Borough of Ealing	London Borough of Hammersmith
Asian	306	21.0%	69	17.3%	12	11.7%	20.7%	8.2%
Black	246	16.9%	46	11.6%	<10	<10	8.9%	9%
Chinese/Any Other	66	4.5%	18	4.5%	10	9.7%	4%	3.2%
Mixed	48	3.3%	25	6.3%	<10	<10	3.8%	3.7%
White	674	46.3%	211	53.0%	46	44.7%	62.7%	76%
Unknown	115	7.9%	29	7.3%	20	19.4%		
Total	1455	100.0%	398	100.0%	103	100.0%	100.1	100.1

12.0 Promotion

The College defines promotion as follows:-

When an advancement to a more senior job /grade occurs and so a noticeable ‘step’ difference in the size of a job (advancement is permanent and not fixed term/temporary).

On the basis of the above definition 23 staff were internally promoted over the period. The number of cases related to one or more characteristic is under ten and too small to disclose. The College keeps this under review.

13.0 Training & Development

All staff complete mandatory E&D training that covers key legislation by protected characteristic, breaking down barriers, stereotypes, promoting E&D, behaviours, communications and tackling discrimination and harassment.

More targeted training is available throughout the year. Areas of delivery for example include disability awareness, cultural awareness, Learner First equality and diversity in the classroom.

The College promotes online access to FE sector videos such as Challenging Behaviours, Disability Equality and Visible and Valued, developed by the Learning Skills and Information Service [LSIS].

All requests for training are monitored annually ensuring equal access, however it is noted that data for 2010/11 is currently unavailable due to systems. As a result data from 2009/10 is published. Data for 2010/11 will follow.

13.1 Training Data

The overall percentage of staff attending at least one formal training course (internal and external) is 27%, 294 staff out of a possible 1088. Additionally the College held Staff Development days for teaching and support staff (note this data is not included in above total figures).

More detailed training records are required for staff development programmes and other in-house training sessions.

13.2 Disability

Of those attending training/development events, 3% of staff had a disability and comparable to the College workforce. See table 31.

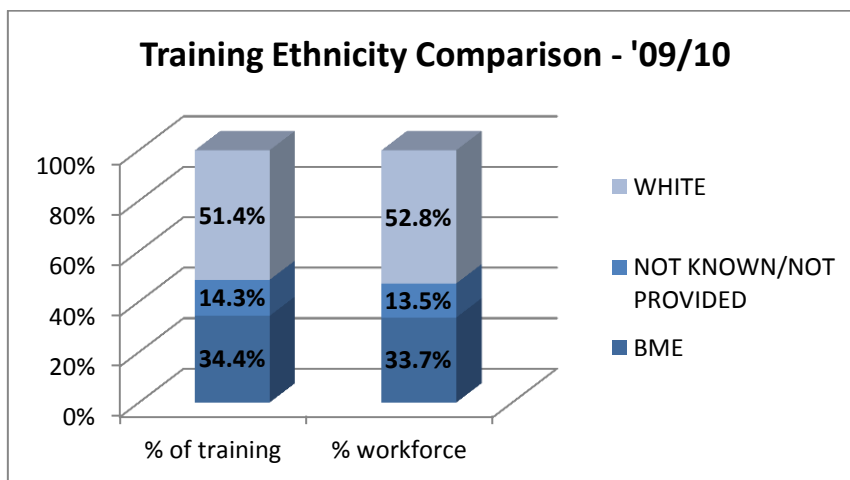
Table 31

Disability	Nos	%
Attendees	2009/10 (294)	
Unknown/not provided	54	3%
No	231	
Yes	<10	

13.3 Ethnic Group

Training records show a good balance by ethnic group and when compared to the College’s profile. See table 32.

Table 32



13.4 Full-time/Part-time

Full-time and part-time staff attending training and data is comparable to the overall workforce and therefore shows a good take-up of training for all staff. See table 33.

Table 33

	Nos	Training	% of workforce
FULL-TIME	217	73.83%	72.2%
PART-TIME	77	26.2%	27.7%

13.5 Age

Training is delivered across all age ranges. Data suggests training percentages are relatively proportionate across all College age ranges, with slightly increased representation in the 41-50 and 51-60 age ranges, and slightly lower representation amongst 16-20 and 21-30 age ranges, see table 34.

Table 34

Age Range	16-20	21-30	31-40	41-50	51-60	61 and over
Training %	0.3%	12.6%	21.1%	34.0%	28.2%	3.7%
Staff Profile %	1.50%	13.60%	23.90%	28.10%	24.30%	8.60%

13.6 Gender

For the period more female staff than male attended training.

Table 35

Gender	Training	Staff Profile	Variance against staff profile
	%	%	
Female	59.8	56.6	+/- 3.2
Male	40.1	43.3	

14.0 Maternity

In order to provide relevant information for 2010/11 it is useful to consider data for 2009/10 due to nature of the leave that can extend over 12 months with annual leave. See table 36.

Table 36

Maternity leave status	2009/10	2010/11
Staff on maternity leave	13	15
Staff returned from maternity leave	10	<10
Staff who did not return	<10)	<10
Still on maternity leave	0	<10

15.0 Leavers and Turnover

The College turnover rate for the year was 17.5 % (139 leavers) excluding annual VT/VH leavers. This higher figure can be attributed to the significant restructuring exercises including a number of voluntary and compulsory redundancies most of which occurred before 31 July 2011 and are therefore included in the figures. Excluding these redundancies (voluntary and compulsory) the turnover rate would have been 13.5%. The rate in 2009/10 was 14.1%.

We are not permitted to provide details of leaving as this would involve small numbers being disclosed. In line with best practice guidance, small number are noted as <10.

Table 37

Reasons	Managers	Teachers	Support	Total
Resignation	<10	21	39	X
Redundancy	<10	20	<10	32
Dismissal	<10	<10	<10	<10
Retirement	0	11	14	25
End of Contract	0	<10	12	X
Other	<10	<10	0	<10
Total	<10	56	75	139

Note - Retirements include early, ill health and those above age 65 (11). In respect of the latter, as a result of new legislation in October the College will require an appropriate reason to terminate employment over the age of 65.

15.1 Ethnic Group

The majority of leavers were from White Groups 56.8%, see table 37. Age provides us with analysis by age range and shows the highest number of staff leaving were among the 61 and over. See table 39.

Table 37

Ethnic Group by Leavers	Number	% leavers	College population %
Asian	23	16.55%	12.8%
Chinese & Any other	<10	<10	4.7%
Black	11	7.91%	13.5%
Mixed	<10	<10	2.7%
Not known	17	12.23%	17.3%
White	79	56.83%	49.0%
Total	139	100.00%	100.0%

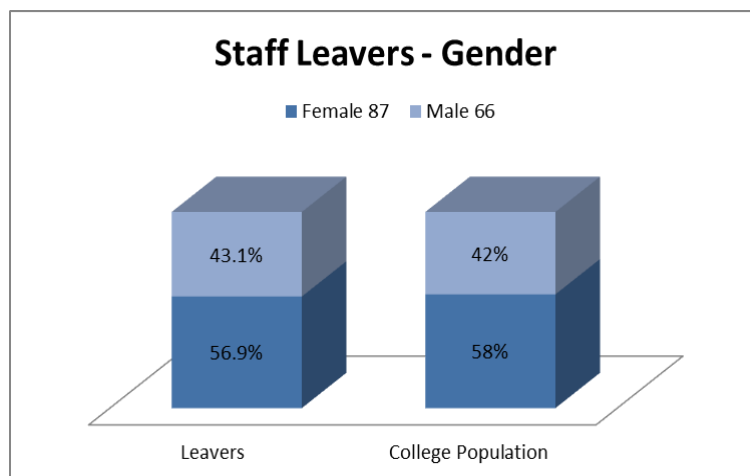
Table 38

Age Range by Leavers	Leavers	% leaver	% college
under 25	11	7.9%	6.6%
25-30	13	9.4%	8.8%
31-34	10	7.2%	11.0%
35-40	15	10.8%	13.4%
41-45	<10	<10	12.0%
46-50	16	11.5%	15.0%
51-55	11	7.9%	12.3%
56-60	20	14.4%	12.6%
61-65	26	18.7%	5.3%
65 and over	<10	<10	3.0%
Grand Total	139	100.0%	100.0%

15.2 Gender

Leaving data by gender is shown in table 39 below.

Table 39



16.0 Conclusion

Our equalities data provides the College with valuable information about our learners and staff. We use this information to set appropriate equality objectives that we will publish by 6 April 2012. If you have any queries regarding the information in this report please contact Jackie Smyth, Equality & Diversity Advisor on 020 8231 6364.

Ealing Hammersmith & West London College is proud of its work on equality and diversity.

Our learner first strategy is firmly interlinked with diversity, respecting each person as an individual. Our aim is to ensure that we create an open and inclusive learning and working culture in which all backgrounds are treated with respect and dignity, where everyone feels valued and can achieve their aspirations and goals.

We recognise that diversity is a process of engagement, improvement, celebration and an asset to learning and working at the College”.