



PUBLIC SECTOR

Equality Duty
Report 2019/20



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Foreword

Alongside our unrelenting commitment to ensuring that our offer meets the needs of the labour market, we also ensure that meeting learners' needs is at the heart of what we do. Our mission and values are underpinned by a detailed personal development programme that ensures all of our learners explore the themes of respect, equality, diversity, and inclusion, and fundamental British values throughout their learning journey.

Hull College continues to be a leader in providing fully qualified and highly skilled employees to meet the needs of local employers and industries. We raise aspirations by inspiring learners through teaching and learning whilst ensuring support is always available and accessible to everyone. Our staff have specialist knowledge and skills, energy and resilience, coupled with a genuine commitment to raising the aspirations and educational achievement of young people and adults. We provide an environment that promotes equality for all and celebrate our diverse and inclusive community. Opportunities are available for all learners to access enrichment activities that encourage and extend knowledge beyond what is available in the classroom.

During a significant period of uncertainty and challenge for all colleges and following the imposition of COVID-19 lockdown restrictions in March 2020 we were able to confront successfully the challenges posed by the pandemic and we acted swiftly at the start of the period of restrictions to support our tutors to move to online learning. During this period we recognised and understood the extent of digital poverty and inequality across the city of Hull and as a result invested significantly in laptops and internet dongles for learners to use at home. We also provided additional support for learners who might otherwise not have been able to access their learning remotely. Vulnerable learners and those learners with Education Health and Care Plans were invited into the college once the restrictions were lifted so that staff could monitor and check on their health and well-being. We prioritised support for learners already known to be vulnerable during the restrictions and deployed specialist staff to provide personal support in the form of home visits and maintained regular and consistent telephone contact with vulnerable learners, signposting and referring them to external support agencies when required. Additionally, our counselling service adapted quickly deploying their services via telephone and on-line to provide essential emotional support and regular well-being checks to our learners.

This annual report provides an important opportunity to reflect on how we are achieving our objectives and what further steps are necessary as we consider and continue to engage in the next stages of our equality journey.

David Greenway
Equality, Diversity & Inclusion Coordinator and Deputy Safeguarding Lead

Introduction

Hull College has a long-established commitment and reputation for advancing, embedding and promoting equality, diversity and inclusion for our learners and staff, and members of our wider communities in Hull and Goole. Hull College insists upon equality of opportunity for all, regardless of background. Additionally, we recognise the need to develop fair minded, tolerant citizens who value and celebrate diversity, and who understand the importance of British Values to our everyday lives.



Hull College is committed to equality, diversity and inclusion in all our activities and for everyone who learns and works here. Across our large organisation we are proud of our multi-cultural communities in Goole and Hull and we recognise the need to prepare our learners for living and working in a multi-cultural society. We respect, value and celebrate differences in culture and ethnic origin, sex, gender reassignment, disability, mental health, sexual orientation, age, religion and belief, additional learning needs, and economic and social background. We place a high value on showing fairness, courtesy and mutual respect. We understand and we are committed to best practice in equality, diversity and inclusion and ensuring we operate within the legal framework of the Equality Act 2010.

The large majority of learners at Hull College understand issues relating to equality, diversity and inclusion due to the embedding of British Values within all types of provision, though we recognise there is always more work we need to do. Learners have this aspect reinforced through induction, lessons and tutorials, and themed activities and events that take place throughout the academic year. Apprentices' knowledge and understanding relating to equality, diversity and Inclusion is reinforced through progress reviews with their Skills Coaches.

This report is published to demonstrate the Group's commitment and response to the Equality Act 2010's Public Sector Equality Duty. The focus is to provide annual equality information to explain how we are fulfilling the three aims of the general equality duty i.e:

- having due regard to the need to eliminate unlawful discrimination
- advance equality of opportunity, and
- foster good relations between different protected characteristics.

These aims underpin the nine protected characteristics covered by the Equality Act: age, disability, race, sex, sexual orientation, gender reassignment, religion/belief, pregnancy and maternity, marriage and civil partnership.

Please note that further and more detailed statistical information is available on request.

About Us

Hull College continues to be a leader in providing fully qualified and highly skilled employees to meet the needs of local employers and industries, including the NHS, Hodgson's, Willerby Limited and Sonoco Trident. We enhance economic growth and success within the region through developing and maintaining robust partnerships with Jobcentre Plus, Humber LEP, as the lead provider for Skills Support for the Workforce and Skills Support for the Unemployed, third sector organisations including Hull CVS, MIND and local authorities. This ensures our learners and apprentices are given the greatest opportunities to show case their knowledge and gain vital work experience.

Hull College ensures all variations of learner success is recognised, whether it be attendance awards or winning a National competition. Learner success, safety and progress is central in everything we do. Pastoral and academic systems work together to ensure that learners receive an education as personalised to their talents and needs as possible.



Hull College has some of the best facilities in the region including industry-standard engineering workshops, Lee Stafford hair salons and state of the art kitchens. The Performance Theatre and HU1 Riverside Restaurant are extremely popular and the perfect venues for events. There are specialist facilities across the campuses including the Steve Prescott Sports Centre fully equipped with a gym, sports hall, climbing wall and 3G pitch. A partnership with Hobson and Porter, a large local construction company, provides sponsorship for the Construction

Apprentice Centre, so that apprentices are trained in a high quality industry-standard environment. Local city-centre resources such as markets and museums are used to encourage responsible, active citizenship on employability programmes, whilst digital resources, such as SMART Assessor are used within the Apprenticeship programme.

When looking at the age profile of Kingston upon Hull and Goole it is clear that Hull College Group provides a solid educational platform with wide ranging provision for all ages. We aim to provide employers with a well-educated and skilled workforce. Life expectancy in Kingston upon Hull and Goole is the fourth lowest in the country. There are many factors which have a direct impact on this such as health care provision, means tested benefits, classification of criminal activity and the fact that Hull sits fourth on the league table for the highest number of 'looked after children' in the country. These statistics have a direct impact on Hull College's strategy for curriculum planning and enrolment.

Hull College currently works with fourteen local secondary schools/academies. Hull has an average Progress 8 score of -0.12% and Goole -0.14%. When comparing that to one of the highest Progress 8 scores in the country, Barnet at 0.58%, it is clear that progressing learners in Hull face a greater challenge in achieving higher grades. Hull College Group has 18% of 16-19 learners with both English and mathematics (9-4 / A-C) on entry compared to 45% nationally. According to the latest Ofsted reports the majority of secondary schools from which Hull College Group recruit are judged to be either good or requires improvement.

Six of the local schools have a Sixth Form College attached to them with the provision being mixed between A Levels and Level 3 vocational courses, this makes direct access to those

learners more difficult throughout Year 11. There are two Sixth Form Colleges in the city with three FE Colleges all within a fifteen mile radius of Hull and Goole College. The curriculum offer within these colleges is mixed which creates strong competition in learner recruitment.

There is a robust schools liaison programme in place which enables a presence in over 60% of schools within the Hull and East Riding area. Partnerships with other stakeholders, including employers provides learners with the opportunity to develop their industry related skills. For example, the Industry Placement Project engages successfully with employers to create work experience opportunities for learners on technical education and training programmes.

The Apprenticeship programme supports employers in Construction and the Built Environment and the Corporate and Commercial Sectors by providing tailored training and assessment to meet local and regional employment needs. Employers include long-established clients such as Airkool where the college provide an Apprentice recruitment and training solution and SGS who have used the Apprenticeship Programme to grow their management, team leading and business administration capability in the last two years.

Employer-led courses, known as Sector Based Work Academies, provide a vital local recruitment solution for employers such as ResQ, Precision Stevedores, Orridge, Civil Service and Modality Partnership. Through provision of vocational training with wrap around employability support, workplace visit and interview skills, those learners furthest away from the labour market and facing significant barriers to employment and learning are supported with their move in to employment. Despite challenges of the pandemic, 45.2% of learners progressed into employment. In addition, courses such as Employability Booster, Future Steps and IT contribute to local regeneration and create new employment opportunities.

Towards the end of the year an educational partnership was formed between Hull Kingston Rovers Rugby League Club, a local school sixth form and Hull College Group. The Hull College Craven Park Learning Partnership gives greater opportunities in collaborative working, recruitment and work experience, as well as through providing learning locally in East Hull. It will be exciting to see this develop through 2020/21. A partnership with the PaTT (Plant a Tree Today) Foundation provides volunteering and project work experience opportunities for students, which will be further extended in 2020/21.

Equality and Diversity Statement

Hull College is committed to providing an environment that promotes equality for all and celebrates its diverse community. We value everyone equally and do not treat anyone less favourably on the basis of gender, disability, race/ethnicity, sexual orientation, age, religion/faith/belief, gender reassignment, pregnancy/maternity or marriage or civil partnership status. These are the protected characteristics as defined in the Equality Act 2010. The Group expects all staff, students, visitors and on-site contractors/temporary staff to do the same.



We expect and encourage staff and students to work together to overcome all forms of discrimination and harassment. Through our shared values every individual is respected as of right and this should always be reflected in our language, behaviours and actions.

The Group is fully committed to the ongoing implementation of its Single Equality Scheme and to complying with all equality legislation, aiming to achieve the following objectives:

- That no unfair or unlawful discrimination will be applied in education, training or employment opportunities.
- That the diverse nature of our College communities will be reflected and celebrated at all levels within the Group.
- That the needs and interests of our diverse College communities will be fairly represented within the curriculum offered by the Group.

At induction staff and students are provided with further information about Equality and Diversity and what they can do to make a difference. Following this, all staff are required to undertake mandatory Equality and Diversity, Prevent and Safeguarding training modules.

If staff or students become aware of discriminatory behaviour or actions taking place, they are encouraged to report this by either contacting their course tutor (if appropriate), line manager, or the Group Equality, Diversity & Inclusion Coordinator. Any instances of discriminatory behaviour will be taken very seriously and will be investigated.

Copies of the Group's equality and associated policies and procedures e.g. Single Equality Scheme, Personal Harassment Code of Practice (staff), bullying and harassment procedure are available on the Group's intranet (Portal: staff, Canvass: students). They are also available in alternative formats upon request from the Marketing Department.

Management of Equality and Diversity within the Group

The Group has a Single Equality Scheme and Action Plan covering all protected characteristics. Operational direction and policy development is coordinated through the Group's Equality, Diversity and Inclusion Coordinator. The Students Union also have an important role to play with an elected Officer who supports the Group's commitment to Equality, Diversity and Inclusion through promotion, engagement activities and events directly with students.

Outcomes for Learners

The overall achievement rate for learners on classroom-based programmes has increased from 85.8% in 18/19 to 87.1% in 19/20. Achievement is now slightly above GFE national rate by 0.4%. The rate of achievement for adults is 90.6%. This is a slight improvement on 18/19 and 0.7% above GFE national rate. Although there has only been a slight improvement to adult achievement rates in 19/20, this is significant considering the volume of adult qualification aims reduced by 50% in 19/20 due to the lockdown period where planned new starts were not realised. The achievement rate for adult provision, delivered directly in 19/20 is 88.2% compared to 85.2% the previous year.

Achievement rates remain high at 94.8% and above GFE national rate for sub-contracted adult provision. The vast majority of the curriculum is made up of short, industry specific courses. For example, warehousing and storage, data protection and safe handling of medication in health and social care.

There has been a 6% improvement on achievement rates for 16-18 year olds compared to 18/19 with rates now at 81.1%. However, whilst there has been improvement and a halt to a three year decline, achievement rates remain below the GFE national rate by 2.3%.

Achievement rates are above the GFE national rate for learners studying law and legal services (+16.8%); sociology and social policy (+15.5%); science (+9.9%); social sciences (+8.9%); mathematics and statistics (+6.9%); ICT practitioners (+4.6%); retailing and wholesaling (+4.3%); hospitality and catering (+4%); other languages, literature and culture (+3.4%); language and literature (+3.1%); service enterprises (+2.8%); ICT for users (+2.7%); and preparation for work (+1.6%).

Achievement rates, whilst not above GFE national rate, have significantly improved in 19/20 for learners studying ESOL (+8.8% to 85.8%); administration (+17.6% to 93.1%); business management (+15.8% to 87.2%); performing arts (+7% to 85.1%); and sport, leisure and recreation (+25.9% to 81.8%). Achievement rates require significant improvement for learners studying travel and tourism; level 1 construction and the built environment; public services and basic skills English and mathematics; and for 16-18 year olds studying level 3 certificate and diploma qualifications.

Adult learners studying employability courses, which forms 29.6% of adult provision delivered internally, make good progress and achievement rates remain high and above national rate at 94.6%. Learners who are closest to the labour market and study vocational courses to improve their skills progress to positive destinations. Despite challenges of the pandemic, 45.2% of learners who are furthest from the labour market progressed into employment.

The overall achievement rate for learners on apprenticeship programmes is 56.7% (49.3% direct and 65% partners). The timely achievement rate is 49.7% (34.6% direct and 74.8%

partners). The achievement rates, overall and timely, have remained the same for apprenticeships delivered directly in 19/20. This is mainly due to an increased number of carry-in learners due to the impact of COVID and the final year of legacy issues. Overall achievement is 11.5% below the GFE national rate and timely is 10.2% below the national rate. 53% of the provision is below the 62% minimum standard.

Learners on intermediate and advanced apprenticeships (approx. 93% of the cohort) make better progress than those on higher apprenticeships. The timely achievement rate for 24+ year olds (approx. 34% of the cohort) is 60.8% which is 4.3% above the GFE national rate; and learners on intermediate apprenticeships (approx. 58% of the cohort) make better progress than those on advanced and higher apprenticeships. 36 apprentices in 19/20 undertook an End-Point Assessment. Of the 36 apprentices, 9 achieved passes (25%) 12 achieved merits (33%) and 15 achieved distinction grades (42%) and there were zero fails.

Learners in 14-16 College develop knowledge and skills to prepare them for a range of assessments. A well-constructed, well-taught core curriculum led to 98.6% core pass rate and 42.8% high pass rates. There has been a significant increase in high grades compared to 18/19. Learners have benefited from a different form of assessment in 19/20 with assessment being based on mock exams, class work and progress checks. Learner spiky profiles have also been taken into account and there have been no pressures examination preparation and taking an exam can present.

Disadvantaged learners and learners with SEND acquire the knowledge and skills they need to succeed in life with 100% planned positive destinations and specialist one-to-one IAG plans in place linked to their future learning and career goals. 33.9 % achieved a grade 4 or above in GCSE English and mathematics to support their next step.

GCSE English and mathematics achievement rates have improved. The good passes (grade 4+) profile shows improvement for both age categories in English and mathematics compared to 18/19. When making comparisons against national average high grades, GCSE mathematics is above GFE national rate with GCSE English remaining below. It is realistic to apportion some of this improvement to learners not having to sit an exam in 19/20 due to COVID. However, good passes have been based on work at the required standards which was internally moderated. Functional skills achievement rates, whilst improved from the previous year, remain low and are significantly below the national rate for both age groups.

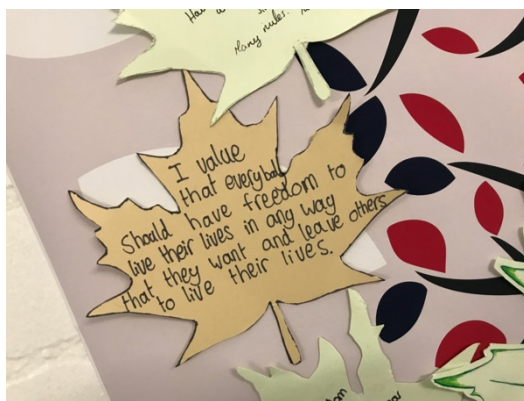
Achievement rates for learners with a learning difficulty or disability (LDD) have increased and are now at GFE national rate. Adults with a LDD are above the GFE national rate by 4%, however 16-18 remain below the GFE national average, although the gap has closed by 4% since 18/19. For 16-18, there are low rates of achievement for learners studying construction, sport, public services, health and social care and basic skills English and mathematics.

Learners from black and minority ethnic (BME) backgrounds, who form 20% of the learner population, achieve, on average, at the same rate as learners who are White British at 87%. At age 16-18, BME students achieve at a higher rate (86.4%) than those that are White British (+6%). For adults, BME students achieve at a lower rate than White British students (-4%). However, this gap has been closed by 4% from 18/19. There is consistency of improvement across departments in the reduction of gaps in attainment.

Overall achievement rates for adult learners receiving additional learning support (ALS) is 4% lower than those not receiving ALS. However, this gap has closed by 5% from 18/19. This difference accounts for learners on short or very short programmes in English and mathematics. For example, the achievement rate for learners with ALS on short courses in English and mathematics is 68% compared to the national rate of 87.5% in this category.

Promotion of Equality, Diversity & Inclusion

The promotion and implementation of Equality and Diversity goals are successfully built into the college's strategic plans and the impact of policies and procedures analysed. Arrangements to ensure all students can participate, in particular for students with learning difficulties or a disability, are very good. The college ensures it promotes Equality, Diversity, and Inclusion above and beyond its responsibilities under legislation. An annual Single Equality Scheme Rolling Action and Improvement Plan with resultant Quality Improvement Plan takes place and is undertaken by the college's Equality, Diversity & Inclusion Coordinator.



Equality and diversity is all about people, illustrating how the college can provide everyone with an equal chance to aspire, thrive, succeed and feel respected and valued whatever an individual's background, culture, language, or characteristics.

As with students through the Student Voice mechanism and student reps, staff are engaged in the decision making process of the college through a variety of means. The Staff Consultative Group consists of representatives from all areas of the college's organisation,

meet twice termly and provide useful fora for discussing proposed changes within the Group and for collecting feedback on staff morale, suggesting new ideas and discussing issues of concern. Additionally, the college recognises a variety of trade unions and meets termly at a Joint Consultative Committee and informally on a one to one basis with individual representatives in-between. The Senior Leadership Team meets weekly for updating and discussion on key issues and developments and the meeting minutes are cascaded via the CEO's Canvass page.

The college has an established annual appraisal system and encourages regular team meetings and one to one meetings between individuals and their line manager. Staff benefits are publicised via a page on the intranet site, so that all staff are aware of their entitlements and are able to take full advantage of the various benefits on offer. Team Staff Briefings are held on a regular basis across the college sites. The Chief Executive Officer and other members of SLT provide a brief overview of the college's status closing with a Q and A session.

The college has signed up to the 'Charter for Employers who are Positive about Mental Health.' Being a Charter signatory indicates a willingness to work towards improved practice in supporting employers and developing a healthier workplace. Being a 'Mindful Employer' provides businesses and organisations with easier access to information and support for staff who experience stress, anxiety, depression or other mental health conditions. We believe it is important to foster good inter-staff relationships as well as looking after the needs of our students.

The vast majority of learners have a good understanding of the fundamental British values. These are promoted at induction, embedded into curriculum and addressed in tutorial

delivery. Learners' knowledge and understanding are measured by 'Ten Minute Takeovers' carried out in each curriculum area. This reinforced that the vast majority of learners had long term recall of these topics. British values is a key feature of the e-portfolio system and is embedded into learning reviews throughout the apprenticeship journey. Apprentices develop their understanding through their work place experience, delivery within college and one to one support from their skills coaches. Employers are also involved in regular learning reviews to ensure there is a joint commitment and understanding of fundamental British values.



Learners are engaged with a wide range of activities across the College that focus on health, wellbeing and life in modern Britain. Activities are well organised throughout the year which support learners to make good choices about their lifestyles, relationships and personal health and well-being. Examples of events throughout the academic year, which were received positively by learners and well attended, were the British values and equality and diversity themed puppet show (Routes Puppets), Run, Hide, Tell activity, health and well-being week and sexual health advice and guidance week. A particularly effective enrichment activity saw 800 learners attend The National Holocaust Centre near Newark in Nottinghamshire, securing an understanding of the roots of discrimination, oppression, and prejudice, and the development of ethical values, leading to a greater understanding of these important issues within society.

Hull College Group Themed Weeks 2019/20

When	Theme
1 st half term 21 st Oct – 25 th October 2019	#smileandbreathe (Health & Well-Being)
2 nd half term 2 nd December – 6 th December 2019	#ME1st (Importance of Maths & English)
3 rd half term 10 th – 14 th February 2020	#safeandsound (Safeguarding & Prevent)
4 th half term 30 th March – 3 rd April 2020	#unitedandproud (Fundamental British Values)
5 th half term 18 th – 22 nd May 2020	#thisisme (Equality & Diversity)

Additionally the college promotes a variety of health and well-being services that target some of our most disadvantaged and vulnerable students, and have a dedicated well-being room that facilitates weekly information, advice and drop-in services provided by local specialist agencies, including:

- Drug and alcohol support
- Sexual health, family planning and contraceptive services
- Domestic Abuse

Learners from disadvantaged backgrounds and vulnerable groups are supported well to achieve. During lockdown Student Support Officer's and the wider support team provided exceptional pastoral support, providing weekly contact, including out of term time. As a consequence, learners remained engaged, had swift referrals to external agencies and retained on programme to achieve their qualifications. A risk based approach during lockdown, targeted the most vulnerable learners and provided them with support; and whilst expectantly the volume of vulnerable learners increased, managers knew who these learners were and provided appropriate support; including working throughout the summer to ensure they re-engaged in September.

A positive working and learning environment is created by staff where all learners and staff feel welcome and diversity is celebrated. Staff dedicate time to supporting the many learners who face significant barriers to learning. As a result, many learners, who without support would not, participate and remain in education and training. Learners feel valued members of the college community and they develop their self-esteem and confidence as a result.



Learner and Staff Data

Age

Students

A total of 10,946 students were enrolled in 2019/20. 2% of students fall into the 14-16 age range, with 36% in the 16-18 age range, and 62% in the 19+ age range.

Staff

For the college as a whole, the majority of staff fall into the 31 to 60 age bands with the largest age band being 41-50 which represents 26.53% of the workforce. The percentages of staff in the different age bands across the college have all declined to a greater or lesser extent. Employment of increased numbers of apprentices when the Levy came into effect from March 2017 has provided the college with an opportunity to employ more of young people and offer pathways for their retention and promotion within our various organisations.

Sex

Students

The gender balance shows there are 49% M / 51% F across Hull College. The gender balance is likely to reflect the balance of curriculum on offer. The college uses a variety of positive messages in publications and promotions to encourage all genders to participate, reviewing any gender imbalance and appropriate actions via internal quality management processes.

Staff

There are 39% male, with 61% female employed by Hull College. Notably therefore 22% more females than males are employed by the college. The sex imbalance again is likely to reflect our curriculum offer, and the college continues to encourage and support male, female, and trans people to apply for positions of employment.

Disability and/or learning difficulty

Students

Across the Group, 17.3% of students fall into this category who declared a disability/learning disability at enrolment (excludes unknowns). No learning difficulty/disability 82.7%, of these 97 students required high needs support and 141 were students with Education, Health and Care Plans (EHCP). The college has excellent specialist facilities and provides additional support to students identified with additional learning needs via initial diagnostic testing and pre-enrolment interviews and assessment with transition and additional learning support staff. 11% of 19+ students received additional learner support.

Staff

For the college as a whole, 4.3% of staff have disclosed a disability/learning Difficulty, which is an increase on previous years.

Ethnicity

Students

The BAME/non-British diversity of the college's student population is 17.1%% of the total student population. There has been a steady increase in BAME/non-British students enrolled year on year at Hull and Goole colleges, reflecting the changing ethnic and cultural populations of Hull and Goole.

Staff

The College's staff ethnicity profile is predominantly 'white British' (40.83%), with 0.96% other ethnic groupings, 58.21% 'not known' which is a large amount. Messages to group staff quarterly via the intranet remind staff to complete their monitoring profile of protected characteristics. The 2012 Census reported 85.8% were 'white British' in Yorkshire and Humberside.

Sexual Orientation

Students

Following enrolment learners are contacted via email and asked to complete an electronic monitoring form that includes details about sexual orientation, a process that is entirely voluntary. Data obtained from the college's Prosolution system for 2019/20 has not been sufficiently robust enough to provide valuable statistical information about sexual orientation, with a 98% non-completion rate. This is disappointing and we recognise further work needs to be done to gather more reliable information on this important area from our learners.

Staff

Data collated in relation to sexual orientation is not sufficiently complete to produce an accurate staff profile for this characteristic due to the large number of 'unknowns' i.e. 71%, a significant increase on previous years. Disclosure of this information is voluntary.

Religion/Belief

Students

Following enrolment learners are contacted via email and asked to complete an electronic monitoring form that includes details about religion/belief, a process that is entirely voluntary. Data obtained from the Group's Prosolution system for 2019/20 has not been sufficiently robust enough to provide valuable statistical information about sexual orientation, with a 98% non-completion rate. This is disappointing and we recognise further work needs to be done to gather more reliable information on this important area from our learners.

Staff

Data collated in relation to religion/ belief is not sufficiently complete to produce an accurate staff profile for this characteristic due to the large number of 'unknowns' i.e. 70.9% across the college.

Pregnancy and Maternity

Students

The Student Pregnancy, Maternity, Paternity and Adoption Leave Policy was reviewed and updated in 2019 to further support students to continue or resume studies.

A total of 18 students withdrew or suspended studies from their course due to pregnancy and maternity in 2019/20.

Staff

In 2019/20 9 staff are recorded as having taken maternity leave, and 5 staff recorded as having taken paternity leave. Staff embarking on and returning from maternity leave are given additional advice and support through the Human Resources and their line managers.

Details of staff that are pregnant or on maternity leave and if/when they return to work, are recorded on the Human Resources system against individual personnel records.

Gender Reassignment

Staff

In 2019/20 no staff self-identified as transgender.

Students

Following enrolment learners are contacted via email and asked to complete an electronic monitoring form that includes details about gender reassignment, a process that is entirely voluntary. Data obtained from the Group's Prosolution system for 2019/20 has not been sufficiently robust enough to provide valuable statistical information about sexual orientation, with a 98% non-completion rate. This is disappointing and we recognise further works needs to be done to gather more reliable information on this important area from our learners.

Free School Meals

Eligibility for free school meals is a key indicator of familial unemployment and social deprivation. 25% of the total number of students in the relevant age brackets qualified for, and were provided with free school meals

Equal Pay analysis

The Group conducts an annual equal pay audit. The vast majority of roles are part of a salary scale with automatic incremental progression up the pay spine. The exceptions to this are senior post holders, whose pay and conditions are set by the Remuneration Committee and the Corporation, and managers, whose pay increases are dependent on performance and affordability. The pay grades for support staff are being gradually phased out in favour of spot salaries. Data for 2019/20 shows that the number of women is greater than men in three quartiles, despite the pay gap.

Complaints, Grievances and Disciplinary

Students

Complaints are dealt with using the Group's published Praise and Complaints Policy. Any relating to the protected characteristics have been recorded since January 2011

In 2019/20 624 students went through the formal stages of a disciplinary procedure. 63% were male and 37% were female. Of these 84% were from White British backgrounds, with 16% from black and ethnic minority backgrounds. The vast majority, 89% were in the 16-18 age group with 11% aged 19+. 3 of the disciplinary cases in 2019/20 were based on cases of discrimination on grounds of sexual orientation, ethnicity, and sex.

Staff

In 2019/20 there were 8 staff disciplinaries and 5 staff grievances. 1 staff grievance was alleged harassment and discrimination on the grounds of perceived sexual orientation. Hull College has robust policy and procedures in place for managing staff disciplinary and grievances, and providing support to those affected..

Strategic Objectives 2019/20 and Culture Code

The Group's Strategic Plan is made up of 'Five Big Priorities' that are in place until 2022, and mirror our Recovery Plan, and each one has a new set of performance outcomes each year.

- **Financial recovery and Stability** - Pay our own way and get value for money
- **People and Culture** – We are Hull College group and have valued and supported staff
- **Market Share and Reputation** – To have more learners than ever before⁴ and improve the reputation with learners and employers
- **Estates and Infrastructure** – An inviting and warm environment that is fit for purpose and where things work
- **Learner Success and Outcomes** – Learners leave with more than they came with

Our Culture Code

We are open, honest and respectful.

Transparency, integrity and consideration of others is present in everything we do.

- Honesty always.
- We share information with each other, for the benefit of all.
- We welcome opinion, feedback and respectful challenge.
- We listen generously to each other.
- We discourage silent disagreement which goes against our better judgement.

We are accountable.

We enjoy the freedom to make our own decisions and take ownership of them.

- Each of us has a valuable contribution to make. Our thoughts and ideas are needed to inspire and shape our future.
- We trust each other to do a good job and it's this trust that empowers us to make our own decisions.
- Each of us has the ability to think and act independently and we accept this responsibility.
- We have a responsibility to actively seek out information which enables us to make high-quality decisions in our interests and those of our customers.
- Being empowered means getting some things right and some things wrong. That's OK. It's how we get better at doing things.

We have a can do spirit.

We believe anything is possible.

- We think about what we can do, not what we can't. We live in the possible.
- We challenge prevailing assumptions and push ourselves to find more creative and innovative ways of doing things.
- We make sure we're clear about the outcome we want, collaborate with each other to pursue it and look at all the options available to us to achieve it.
- We are resourceful and have conviction.

We celebrate difference.

We are not mere cogs in a machine.

- We are a diverse, professional team united to support our customers.
- We acknowledge there are recognised and acceptable ways of doing things. And we freely give support to each other.
- Difference is positive when it helps the College to achieve its ambitions.
- We value individuality and celebrate our differences.

Equality, Diversity and Inclusion (EDI) Objectives 2019/20

Hull College Group has a Single Equality Scheme Rolling Action and Improvement Plan which details our objectives

1. To further develop how the Group collects and reports on information about the characteristics of our staff and students. This includes information on: age, gender, disability, race/ethnicity, religion/faith/belief, sexual orientation, pregnancy & maternity, and marriage & civil partnership. This will help us to understand the profile of our college community, identify potential support issues, gaps and set realistic targets.
2. To continue to ensure that all decision-making, policies, procedures, plans etc. are appropriately assessed for the way they may impact on equality groups, through the process of Equality Analysis. As this is no longer a legal requirement this objective will be reviewed in 2019/20.
3. To continue to develop a culture of respect across the Group where everyone feels valued and included.
4. To ensure that all staff, students and potential members of the college community can understand and support the Group's commitment to treating everyone equally and valuing their differences as set out in its Single Equality Scheme and Action Plan.
5. To provide college sites and services that are accessible to all.
6. To ensure the curriculum remains inclusive and reflects the Group's commitment to equality, diversity and inclusion, and meets the needs of our communities.

Additionally, the Group is committed to the following:

- The promotion and embedding of Fundamental British Values in teaching, learning and assessment
- All training ensures that equality, diversity, and inclusion are embedded
- Engaging and communicating, both internally and externally, with students, staff, visitors and the wider community
- Ensuring an organisational wide commitment to advancing and embedding Equality, Diversity, and Inclusion and that it is understood by all
- The principle of equal opportunities is embedded in service delivery, curriculum, and college life, and that gender equality is promoted
- All activities are fully accessible to disabled people in line with our public duty under the 2010 Equality Act
- Monitoring impact of equal opportunities policies across the provision
- Ensuring that the policy is informed by current legislation, the current Ofsted Framework for Inspection, as well as Ofsted's eight strategic themes for the inspection of Equality and Diversity

Moving Forward

This January 2021 annual report provides key information demonstrating underpinning good practice and how the Group continues to promote positive equality, diversity and

inclusion messages and ensure these approaches are embedded in recruitment of staff and learners, enrolment, inductions, and teaching, learning and assessment, and across all support areas. The Group acknowledges this is an on-going and evolving process, and we expect to make progress year on year.

Progress continues to be slow in improving data on both staff and learner protected characteristics, particularly in relation to additional protected characteristics for learners not included in our formal Learning Agreement. However, resolving gaps in providing information, particularly for staff, and for the newer protected characteristics remains a key focus in 2020/21.

Equality and Diversity Data

Key

	2 percentage points above benchmark (GFE)
	0 and <= 2 percentage points above benchmark (GFE)
	Below benchmark (GFE)

Disability

	2017/18	2018/19	2019/20	GFE18/19	Leavers
Yes	81.2	83.4	84.6	84.7	2,817
No	82.1	86.5	87.9	87.4	7,930
Not provided/Unknown	75.0	90.6	80.0	85.2	20

Disability (16-18 and High needs 19-24 only)

	2017/18	2018/19	2019/20	GFE18/19	Leavers
Yes	76.1	75.5	79.7	82.0	1,377
No	76.4	76.2	81.5	84.1	2,577
Not provided/Unknown	-	76.0	62.5	81.5	8

Disability (19+)

	2017/18	2018/19	2019/20	GFE18/19	Leavers
Yes	86.4	88.0	89.3	88.5	1,440
No	85.5	89.8	90.9	90.3	5,353
Not provided/Unknown	75.0	94.6	91.7	88.6	12

High Needs students

'EFA' funded learners only (ie 16-19 and 19-24 high cost)

	2017/18	2018/19	2019/20	GFE18/19	Leavers
Yes, High Needs	83.1	78.9	86.9	N/A	213
No, not High Needs	76.3	75.9	80.5	N/A	3,749

EHCP students

'EFA' funded learners only (ie 16-19 and 19-24 high cost)

	2017/18	2018/19	2019/20	GFE18/19	Leavers
EHCP students	74.2	83.5	86.7	N/A	286
Not EHCP	76.4	75.4	80.4	N/A	3,676

Ethnicity

	2017/18	2018/19	2019/20	GFE18/19	Leavers
White British	81.4	86.8	87.0	N/A	8,760
BME/non-British	83.0	82.9	87.0	N/A	2,007
Not provided/Unknown	75.0	86.4	N/A	N/A	N/A

Ethnicity (16-18 and High needs 19-24 only)

	2017/18	2018/19	2019/20	GFE18/19	Leavers
White British	74.3	74.8	80.2	N/A	3,522
BME/non-British	85.1	81.1	85.9	N/A	440
Not provided/Unknown		84.2	N/A	N/A	N/A

Ethnicity (19+)

	2017/18	2018/19	2019/20	GFE18/19	Leavers
White British	87.6	91.8	91.6	N/A	5,238
BME/non-British	82.2	83.4	87.3	N/A	1,567
Not provided/Unknown	75.0	87.1	N/A	N/A	N/A

Gender

	2017/18	2018/19	2019/20	GFE18/19	Leavers
Male	83.2	85.3	87.0	86.2	5,403
Female	80.3	86.3	87.0	87.2	5,364

Additional Learning Support – 19+ CBL/24+ loans

ALS Support provided	2017/18	2018/19	2019/20	GFE18/19	Leavers
Yes	81.6	80.1	85.1	N/A	389
No	86.1	89.8	90.9	N/A	6416

Additional Learning Support – 19+ CBL/24+ loans - long duration

ALS Support provided	2017/18	2018/19	2019/20	GFE18/19	Leavers
Yes	76.3	75.8	85.0	N/A	326
No	74.4	75.7	83.7	N/A	1885

Additional Learning Support – 19+ CBL/24+ loans - short/very short duration

ALS Support provided	2017/18	2018/19	2019/20	GFE18/19	Leavers
Yes	90.2	87.5	85.7	N/A	63
No	93.3	93.0	94.0	N/A	4531

Bursary/Hardship Funds - 16-18 year olds

Hardship	2017/18	2018/19	2019/20	GFE18/19	Leavers
Yes	76.2	78.2	82.4	N/A	2104
No	76.4	74.1	79.1	N/A	1858

'EFA' funded learners only (ie 16-19 and 19-24 high cost)

Bursary/Hardship Funds - 19+

Hardship	2017/18	2018/19	2019/20	GFE18/19	Leavers
Yes	81.3	82.4	87.4	N/A	1645
No	87.3	90.7	91.6	N/A	5160

Bursary/Hardship Funds - 19+ - long duration

Hardship	2017/18	2018/19	2019/20	GFE18/19	Leavers
Yes	77.8	77.3	87.4	N/A	991
No	72.0	74.7	81.0	N/A	1220

Bursary/Hardship Funds - 19+ - short/very short duration

Hardship	2017/18	2018/19	2019/20	GFE18/19	Leavers
Yes	89.7	88.0	87.5	N/A	654
No	93.6	93.4	94.9	N/A	3940

Children who are looked after

	2017/18	2018/19	2019/20	GFE18/19	Leavers
Yes	82.3	82.0	84.0	N/A	106
No	76.1	75.7	81.0	N/A	3856

'EFA' funded learners only (ie 16-19 and 19-24 high cost)

Free School Meals (16-18)

	2017/18	2018/19	2019/20	GFE18/19	Leavers
Yes	73.9	74.8	82.3	N/A	823
No	77.0	76.3	80.5	N/A	3,139

'EFA' funded learners only (ie 16-19 and 19-24 high cost)