

EQUALITY AND DIVERSITY ANNUAL SUMMARY 2009/2010

October 2010

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1.0 Introduction

Huddersfield New College is a Sixth Form College committed to providing an excellent educational experience for young people, in an inclusive and supportive learning environment, one which inspires young people to achieve their potential. At the heart of the College's mission is a commitment to ensuring students are supported to achieve to the best of their ability, irrespective of their background, gender and gender identity, ethnicity, disability, sexual orientation, religious belief and age. In essence, the College's mission statement summarises the inherent commitment to actively promoting equality and diversity and tackling discrimination, and narrowing the achievement gap between different groups of students.

In an OfSTED inspection in 2008 Huddersfield New College was assessed as 'outstanding' for providing equality of opportunity to its students. To maintain and develop on this judgement, in the 2009/10 academic year equality and diversity became increasingly high profile concepts and priorities for the College, with particular emphasis on social and moral obligations as a high quality Further Education (FE) provider.

The purpose of this report is to provide a comprehensive overview of the College's approach to equality and diversity throughout the 2009/10 academic year. This will include a review of data as it relates to students and their success, by ethnicity, gender and disability, with comparative data for the College's workforce, the community of Huddersfield, sector specific demographics and census data. This report will also summarise the development of the College's Single Equality Scheme (SES), the commitment of working towards achieving Investors in Diversity status at Level 2 and a celebration of College activities that have had a focus on equality and diversity.

The final section of this report is dedicated to moving forward in a planned and structured manner, to ensure that equality and diversity (and related themes) are at the heart of the College's mission, values and daily operation.

2.0 Equality and Diversity and the Organisational Structure

In mid 2010 a number of positions with a specific equality and diversity remit were introduced into the College structure. The positions and those appointed are detailed below.

Equality and Diversity Manager

Equality and Diversity Teaching and Learning Champion

Equality and Diversity Staff Mentor

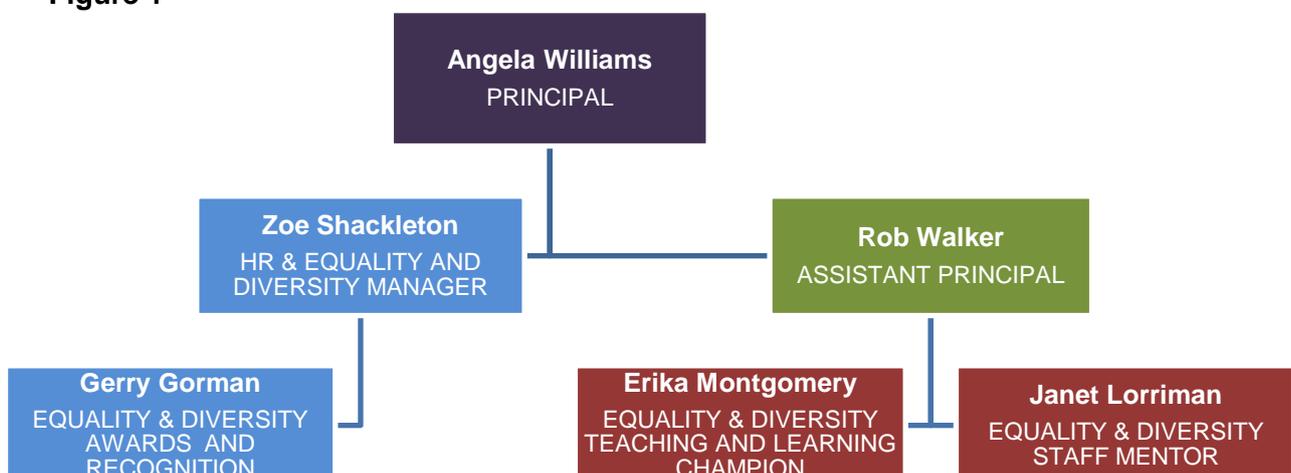
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At present these are all fixed-term positions, and their continuation will largely be dependent on the added value to the College and its stakeholders. The position of these roles within the College structure is demonstrated in **Figure 1** below.

Figure 1



Throughout the 2010/11 academic year the designated roles will be continuously assessed to measure the added value to the entire college community, in order to justify their continuation or otherwise.

3.0 The Legal Context

On 1st October 2010 the main provisions of the Equality Act 2010 became law. The Equality Act combines current separate pieces of legislation into one single Act, consolidating and extending anti-discrimination law. The aim is to simplify and strengthen the law, and remove inconsistencies.

3.1 The main provisions implemented on 1st October 2010 are as follows:

The Act protects employees (and students and people who access the College's goods, services and facilities) from discrimination on the basis of 'protected characteristics', which include:

- age (employees only at this stage)
- disability (or something connected with their disability)
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- gender
- sexual orientation

These "protected characteristics" reflect existing law, with some changes. The definition of disability has been widened so that it is no longer necessary for employees' impairments to affect specified "capacities" (such as mobility). Under the Act, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities including, for example, using a telephone, reading a book or using public transport.

Gender reassignment will now also cover those whose reassignment process is not medically supervised.

It is anticipated that existing public-sector equality duties, with which the College complies, will be replaced (on a date to be confirmed, but not before April 2011) by an overarching equality duty. The proposals to revise the public sector Equality Duty currently consist of a general duty, set out in the Act itself, and specific duties imposed through regulations.

3.2 The General Duty

The new public sector Equality Duty is expected to cover all of the protected characteristics apart from marriage and civil partnership and will require public sector bodies to have due regard to the need to:

- eliminating unlawful discrimination, harassment and victimization
- advancing equality of opportunity between different groups; and
- fostering good relations between different groups

3.3 The Specific Duties

Current proposals for the specific equality duties for public sector bodies in England are as follows:

- public bodies will need to develop and publish equality objectives based on relevant evidence, and publicly set out how they intend to achieve them (to be renewed at least every 4 years)
- public bodies will be required to publish a range of equality data relating to their workforces and the services they provide on an annual basis
- public bodies with 150 or more employees will need to publish their gender pay gap figures and their employment rates for black and minority ethnic staff and disabled staff on an annual basis
- public bodies will be required to be open about how they have engaged with people as part of their work towards fulfilling the aims of the Equality Duty
- public bodies will need to demonstrate how the impact on equality has been assessed in the design of key policy and service delivery initiatives
- public bodies will need to proactively consider the equality requirements of every contract they tender

Huddersfield New College's commitment to equality and diversity is set out in documents such as our Equal Opportunities Policy (to be revised in October 2010) and more recently in a Single Equality Scheme (SES). The Single Equality Scheme is a public commitment of how the College intends to meet the duties placed on it by the equality legislation. The SES is relevant to all operations of the College, its students and other stakeholders.

Public consultation on the SES was launched in July 2010 and concluded on 30th September 2010. Consultation consisted of:

- Staff briefing sessions in July 2010, outlining the purpose of the SES and encouraging individuals to respond to the consultation questions;
- The SES and a covering letter were given to Corporation members via the Clerk to the Corporation;
- Parents of current upper sixth students were written to, inviting them to respond to consultation on the SES and to complete a questionnaire as part of the Investors in Diversity accreditation process; and
- Public consultation on the SES was conducted via the College's website, from which the consultation document and questions could be accessed.

A total of 38 responses to the public consultation were received. These responses will now be analysed and the SES will be amended accordingly to reflect the views collated through the consultation process. It is anticipated that the SES and action plan will be modified and published by the end of December 2010.

4.0 Working Towards Investors in Diversity

In July 2010, running concurrently with consultation on the Single Equality Scheme, the College engaged with a variety of stakeholders to complete a series of diagnostic questionnaires as the initial step towards achieving Investors in Diversity status. The Investors in Diversity Award is recognised as much more than just a highly prized and prestigious quality mark. It is an all-encompassing approach to managing Equality, Diversity and Inclusion (EDI) effectively. It enables organisations to take a structured and planned approach to embedding equality and diversity at the heart of what they do.

The College is working towards achieving the Investors in Diversity standard at Level 2; the award at this level is for those organisations which are proactively looking to promote positive cultural change. The process of reflecting, planning and implementing agreed actions, benchmarked against the required standard, will take up to 12 months, at which time the College will be subject to a final assessment to establish whether the award has been achieved.

The diagnostic questionnaires, which form part of the initial assessment process, were completed by representatives from the following groups:

- Employees and Corporation members (internal stakeholders)
- Senior Management Team
- Students
- Parents/carers
- External stakeholders

The results of these questionnaires have now been analysed, resulting in the College being awarded Investors in Diversity status at Level 1, in late September 2010.



The action plan for continuous improvement against the five key areas of assessment at Level 2 (Committing; Learning; Developing; Improving; Communicating) is currently being developed and will be finalised, to correspond to the SES action plan, by the end of October 2010.

5.0 Equality and Diversity in the Common Inspection Framework

This section of the report is dedicated to how the College needs to provide evidence which will enable inspectors to make judgements against the Common Inspection Framework (CIF) for FE and Skills 2009. Equality and diversity evaluative statements, relevant to the CIF, are detailed below. In addition, evidence from the five key 'Every Child Matters' outcomes – be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic wellbeing – will contribute to the single grade for equality and diversity. The statements relating to ECM are indicated below using the relevant initials. For each statement and question listed, the College will need to be in a position to evidence to ensure inspectors can once again award a grade of 'outstanding' for equality and diversity. The College's Single Equality Scheme action plan addresses each of the evaluative statements in the CIF; the objectives to which each point relates on the action plan are included in the summary below.

The two operating principles for the inspection of equality and diversity are:

- How effectively a provider is narrowing the achievement gap.
SES action plan - objectives 4, 5 and 7.
- How effectively a provider actively promotes equality and diversity and tackles discrimination.
SES action plan – objectives 1, 2, 3, 6, 8, 9, 10, 11, 12, 13.

Further evaluative statements and how these relate to the SES action plan are detailed in the following table.

Figure 2	Evaluative Statements	SES Action Plan Objectives
Outcomes for Learners	How well do learners achieve and enjoy their learning?	Objectives 7, 10, 14.
	How well do learners improve their economic and social well-being through learning and development? (EWB)	Objective 7.
	Do learners feel safe? (SS)	Objectives 3, 6, 7, 12 and 14.
	How well do learners make a positive contribution to the community? (MPC)	Objective 7.
Quality of Provision	How effectively do teaching training and assessment support learning and development?	Objectives 4, 5, 6, 7 and 14.
	How effectively does the provision meet the needs and interests of users?	Objectives 6, 13, 14 and 16.
	How effective are the care, guidance and support learners receive in helping them to attain their learning goals?	Objectives 7 and 14.
Leadership and Management	How effectively does the provider engage with users to support and promote improvement?	Objectives 5, 6, 11, 12 and 14.
	How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	Objectives 1, 2, 3, 6, 8, 9, 10, 11, 12 and 13.

While the annual self-assessment process will help to identify areas of strength and areas where development is required in respect of the questions above, consideration also needs to be given to how these points relate to the SES and Investors in Diversity action plans. The action plans, once finalised, will ensure that each of the above areas is adequately incorporated into planned initiatives and that supporting evidence can be gathered to support action taken.

6.0 Demographic Data

This section of the report is dedicated to analysis of relevant demographical data, looking at characteristics of the population of Huddersfield and the Sixth Form College sector, in comparison with the College's employee profile. The purpose of this is to establish any patterns and areas in which the College's staffing might not be representative of the community it serves, the sector and the country.

6.1 Ethnicity

Like many former mill towns, Huddersfield has a higher than average number of residents from ethnic minorities. The white population comprise 81% of the population comparing to 91.3% for England as a whole. The largest ethnic minority group are those who have described themselves as being Asian or British Asian originating from Pakistan with 10,837, or 8.9% (compared to 1.4% for England). An ethnicity summary of the town's 121,620 population is 98,454 (81.0%) white, 15,072 (12.4%) Asian or British Asian, 4,328 (3.6%) Black or Black British, 328 (0.3%), 259 (0.2%) Other and 3,131 (2.6%) Mixed.

In comparison, the Further Education College Workforce Data for England, derived from the Staff Individualised Record (SIR) return for 2008/09, revealed that:

- More than 80% of employees in each occupational group were white British. 'Senior managers' and 'Assessors and verifiers' were most likely to be from this group (89.6% and 89.1% respectively) and least likely to be from minority ethnic groups.
- Greater London had the highest percentage of black and minority ethnic2 (BME) staff (43.9% of the BME teaching workforce) but has seen one of the largest falls (of almost one percentage points) since 2007-2008. The rise was highest in West Midlands since 2007-2008 (of 1.8 percentage points).
- BME employees include individuals in the 'Asian', 'Black', 'Chinese or any other' and 'Mixed' ethnic groups.

The table shows the staff ethnicity profile for Huddersfield New College.

Figure 3

Employees by Ethnicity		
Not Known/Prefer Not to Say	72	28.02%
Asian/Asian British (Indian)	6	2.33%
Asian/Asian British (Other)	1	0.39%
Asian/Asian British (Pakistani)	3	1.17%
Black/Black British (Caribbean)	1	0.39%
White (British)	163	63.42%
White (Irish)	1	0.39%
White (Other)	10	3.89%
Totals	257	100%

This table shows us that the College's employee population does not mirror either the local or sector profiles for ethnicity, with comparatively fewer individuals describing themselves as White (British). There is a strong possibility that a high percentage of those whose ethnicity is not known would fall into the White (British) group, based on a visual assessment of the College's workforce.

BME employees currently comprise 4.28% (11 employees) of the workforce, which although higher than the percentage for England as a whole, is still significantly lower than the percentage for Huddersfield. Further consideration will be given to possible contributory factors in the analysis of recruitment and selection monitoring information below.

Other White employees also constitute 4.28% of the College's workforce, although this is perhaps less surprising than the BME profile.

6.2 Religion

Huddersfield is slightly above the English average for those who have no religion and also for the number of Muslims. Conversely, it is below average for its number of Christians. There are a number of churches, Gurdwaras, mosques and temples covering a wide spectrum of religions in the Huddersfield area. These include the established Christian denominations — Church of England Anglicanism, Baptist, Methodism, Presbyterianism and the Roman Catholic Church. Plus increasingly religions of other countries — Buddhism, Hinduism, Islam, Jehovah's Witnesses, Mormon and Sikhism.

Figure 4

Denomination	Population	Percentage	Comparative percentage for England
Christian	77,843	64.0	71.7
Buddhist	133	0.1	0.3
Hindu	577	0.5	1.1
Jewish	70	0.1	0.5
Muslim	12,147	10.0	3.0
Sikh	2,250	1.9	0.6
Other religions	341	0.3	0.3
No religion	18,694	15.4	14.8
Religion not stated	9,604	7.9	7.7

Source – Wikipedia

This table is included to further emphasis the diversity of the Huddersfield population in terms of cultural and religious background. Although data on employees' religion/belief is not currently readily available, this information has been captured through an all staff survey and will be included in the next Equality and Diversity annual report.

6.3 Gender

The Further Education College Workforce Data for England, derived from the Staff Individualised Record (SIR) return for 2008/09, shows us that:

- In 2008-2009, 63.5% of the Further Education college workforce was female and 36.5% was male.
- 70.1% of part-time staff and 53.5% of full-time staff in the FE sector were female. The male to female ratio for full-time teaching staff was almost 50:50 whereas the gender breakdown of part-time teaching staff was similar to the sector average. These figures have not changed much since 2004-2005. 'Senior managers' and 'technical staff' were the only occupational groups where males outnumbered females.

The table below shows the gender profile of Huddersfield New College, as at October 2010.

Figure 5

Employees by Gender			
Not Known	Female	Male	Total
1	160	96	257
0.39%	62.26%	37.35%	100%

This data shows that the percentage of male employees is slightly higher than the average for the sector and the percentage of female employees slightly lower. The breakdown of full and part-time staff by gender is not currently available, however, the College has a high

percentage of female employees in managerial positions with 77.78% of the College's academic board being female, and 57% of the Senior Management Team also being female.

6.4 Age

Statistics for the Further Education workforce, from the 2008/09 SIR return highlight that:

- The average age of further education teaching staff was 45. The percentage of teachers aged between 40 and 49 was 30.8%; the percentage of all staff aged between 40 and 49 was 29.0%.
- Over a quarter of all staff were in the 50 to 59 age group.
- It was also found that only 2.7% of teaching staff were aged below 25 whereas 6.5% of the workforce in the 2008-2009 SIR dataset was in this age group.
- The proportion of staff aged 60 to 64 increased by more than 2.4 percentage points between 2004-2005 and 2008-2009, which may be a result of female staff working beyond retirement age.
- The workforce tended to be in the older age groups and this has not changed radically over time. This could mean that during the next few years, a relatively large part of the workforce retires. Equally, with the current economic climate there could be an increase in older workers joining the sector from other industries. Therefore, succession planning is crucial for the sector to deal with the potential loss of staff, staff working beyond retirement age and requirements to work flexibly.

Figure 6 contains the staff age profile by gender for the College (as at October 2010), as a comparison to the sector data.

Figure 6

Employees by Age Ranges				
	Not Known	Female	Male	Totals
Under 25	0	17	9	26
25-34	1	21	26	48
35-44	0	40	15	55
45-54	0	49	29	78
55-64	0	30	15	45
65+	0	3	2	5
Totals	1	160	96	257

This table shows that almost a third of the College's workforce (30.35%) is aged between 45 and 54, and the next largest category is 35-44 at 21.40% of the total. Of those aged over 65, one is working on an extended basis in line with a mutual agreement made under the Employment Equality (Age) Regulations 2006. The College's default retirement age is 65, although this will be reviewed to reflect changes in legislation in 2011.

6.5 Disability

The 2008/09 SIR data for the further education workforce revealed that 2.9% of all further education staff and 2.8% of teaching staff in England disclosed having a disability. This has increased slightly since 2004-2005, however the rate of staff disclosure remains extremely low for a sector that is mainly represented by older staff, where the likelihood of acquiring impairment increases with age.

The College's disability profile is demonstrated by Figure 7 below.

Figure 7

Employees by Disability	
Prefer Not to Say	71
No	172
Unknown	1
Yes – Learning Difficulty	5
Yes – Physical Impairment	8
Total	257

The percentage of employees who have disclosed a disability is 5.06% of the total workforce, which is higher than the sector average. Possible reasons for this include increased awareness of employment legislation relating to disability and the benefits to the individual of making a disclosure, as employees have attended equality and diversity briefing sessions both recently and historically. Much work goes into supporting both staff and students with any difficulties and/or disabilities that might impact on their ability to work and study in the College environment. It is also possible that a greater percentage of employees have a disability, which they have not disclosed. Through the commitment to achieving Investors in Diversity accreditation at Level 2 it is hoped that the College's culture will evolve sufficiently to enable a greater number of employees to disclose disabilities and other, perhaps more sensitive, personal information such as sexual orientation and religion/belief.

7.0 Recruitment and Selection Monitoring Data (2008/09)

An executive summary of the main points of note from the monitoring data is as follows:

- In the 2008/09 academic year, applications for employment were received from 169 men and 200 women. Of those who were short-listed for interview, 59 were male and 83 were female. A total of 42 appointments were made, split equally with 21 male and 21 female. Therefore, these statistics show that comparatively, male applicants have a greater chance of success at interview than female applicants.
- Of the 369 applications received, only 8 disclosed a disability. Of these 8 applicants 4 were short-listed for interview. None of these applicants were appointed.
- 54 applicants were from a BME background. 20 of the 54 applicants described themselves as Asian/Asian British (Pakistani); this is the largest of the BME groups and is consistent with the ethnicity profile of Huddersfield.
- 315 applications were received from white candidates, the majority being White (British) at 89.84% of the group.
- Candidates interviewed comprised 9.86% BME and 90.14% White (including 2.82% where ethnicity was not disclosed/not known). Of these, 3 BME and 39 White candidates were appointed, which demonstrates that White candidates were more successful at interview.
- Disclosure of sexual orientation was high, with 351 (95%) out of 369 applicants making a disclosure. Of these, 286 (81.48%) described themselves as Heterosexual, 8 (2.28%) as Homosexual and 1 (0.28%) as Bisexual. The short-listed applicants comprised: 109 Heterosexual (76.76%), 4 Homosexual (2.82%) and 29 (20.42%) Not Known. The majority of those who were subsequently appointed to a role (32 (76.19%)) were Heterosexual and the other 10 appointees had not made a disclosure.
- Disclosure of religion or belief was also high, with 344 applicants making a disclosure. The applicant profile by religion/belief is: 178 (51.74%) Christian; 20 (5.81%) Muslim; 53 (15.41%) Other; 82 (23.84%) Not Known; 1 (0.29%) Buddhist; 2 (0.58%) Hindu; 1

(0.29%) Jewish; 7 (2.03%) Sikh. The majority of those candidates interviewed, fell into the categories of Christian, Other and Not Known respectively, with only 7 people of other faiths being short-listed. Half of those appointed were Christian (21) and 1 candidate was Muslim; the remaining 20 people appointed did not disclose their religion/belief.

- The College's application form contains a detachable section on which all equal opportunities monitoring data is contained. At no stage in the selection process does anyone other than the Human Resources Manager see the information on the monitoring forms, and even candidate names and gender of those short-listed are not revealed until interview stage.

SES Action Plan – Objective 15

The College could give further consideration to the type of media used to advertise vacancies to attract as a diverse a pool of applicants as possible. Consideration could also be given to the diversity of short-listing and interview panels, to ensure balance and objectivity throughout the process.

SES Action Plan – Objective 3

The College's application form needs to be impact assessed, and consideration also could be given to delivery training workshops in the community on how the application form should be completed.

8.0 Summary of Student Achievement 2009/10

This section is dedicated to analysis of student performance on different types of course, with regard to gender, ethnicity and disability and/or learning difficulties. The data used is the raw data on success, by retention and achievement. For the purpose of the next report, further consideration will be given to value-added data on student performance.

8.1 National Diploma

- The success rate for male and female students was 89% and 82% respectively. Success rates were comparatively low for students whose ethnic origin was Mixed – White and Black Caribbean (75%) and Mixed – any other Mixed (50%), although it should be noted that the percentage for the latter group is potentially misleading as only two students started and only one completed, hence the 50% success rate.
- Students with disabilities and/or learning difficulties achieved greater success than those without disabilities or learning difficulties. The success rates are: students with disabilities 90%; learning difficulties 95%; and, no disabilities or learning difficulties, 84%. These statistics emphasise the positive impact of additional support for students with identified disabilities or learning difficulties.

8.2 National Award

- Success rate by gender was 70% for female students and 67% for male students.
- White students were comparatively less likely to succeed than non-white students at 68% and 71% respectively.
- Retention of White (British) students was lower than other ethnic groups, resulting in a success rate of 67% for this group.
- The success rate for students with learning difficulties was high at 86%, but comparatively low for disabled students (33%) and for students with no disabilities or learning difficulties (66%). The students who disclosed all had a medical condition, which could have been the main contributory factor to the success rate for this group, as only 2

out of 6 students completed the course, but both of these two students achieved at a high level.

8.3 AS Level

- Success rate by gender was 79% for female students and 72% for male students.
- There are no significant conclusions to be drawn from an analysis of success rates by ethnicity as the variance between different groups is minimal. It would be more beneficial to examine success on the individual courses and draw conclusions from course-level data; this is done in departmental Self Assessment Reports.
- Retention of students with learning difficulties was high at 94%; however achievement was lower at 84%, resulting in an overall success rate of 79%.
- Although retention of students with no disabilities or learning difficulties was 88%, 86% of these students achieved. The overall success rate for these students was 76%.
- Retention of students with a disability was comparatively low at 78%, although achievement was high at 86%. Of these students, the following disabilities appear to have had the greatest impact on success rates: visual impairment; hearing impairment; disabilities affecting mobility; and, multiple disabilities.

8.4 A2 Level

- The success rate at A2 Level was high at 90% of all students studying at this level. The success rate percentage was the same for both male and female students.
- With regard to students' ethnicity, 6 groups achieved a success rate of 100%. There was some variance in performance with BME groups, and the overall success rate for non-white students was 88%. Success in relation to ethnicity will be further examined in the annual self-assessment report.
- Retention of students from the perspective of disabilities, learning difficulties and no disabilities/learning difficulties was high across all groups (93% or above). The overall success rate of 90% for A2 students was slightly lower at 88% for students with a disability.

The information above is intended to be a headline summary of the salient points arising from retention and achievement data for 2009/2010 (2008-2010 for vocational courses). More detailed analysis will form part of the SAR for individual curriculum areas.

9.0 Summary of Events 2009/10

Figure 8

Charity Events	Money Raised
Children in Need	£889.00
Pink Day	£2,207.11
Macmillan Coffee Morning	£250.00
Haiti Appeal	£
HNC Tea Room – Tanzania	£
Non-Charity Events	
Leavers' Lunch – U6 students	
Skiing Trip	
Lifestyle Week	
2 x Staff Wellbeing Days	
Science Week	
World Cup Pizza Party	
Castle Hill Special School Art Project	
Staff Training Days – July 2010	

The events detailed above were predominantly organised by the Enrichment Manager and Events and Enrichment Coordinator, with input from other members of staff according to the activity. While raising money for charitable causes, as a staff we have also had a lot of fun, from buying and wearing 'coppafeel' t-shirts for Pink Day to establishing our own HNC Morris Dancing team for Children in Need (check out the video on You Tube!). At the end of another year in which everyone worked hard to support each other and our students to achieve, employees were rewarded with a variety of wellbeing events, including massage, reflexology, manicures pedicures and the opportunity to try something different, such as belly dancing!

All of these activities have relevance to equality and diversity, in terms of raising awareness of worthy causes and providing people with opportunities to develop their own skills.

The training days held in July 210 had a specific focus on equality and diversity. The purpose of these sessions was to encourage a renewed focus on equality and diversity, also introducing some of the key principles of the Equality Act 2010, enabling the newly appointed Equality and Diversity post holders to introduce themselves and their roles, and providing an opportunity to celebrate existing good practice. These sessions also marked the launch of consultation on the College's Single Equality Scheme and were the first step in the journey towards achieving Investors in Diversity accreditation.

Seven briefing sessions were held and were generally well received, albeit with a few raised eyebrows from those of a superstitious nature. The participative activity involved all employees writing on clear plastic umbrellas an activity or practice, with an equality and diversity focus, of which they were particularly proud. The umbrellas were symbolical of the overarching concepts of equality and diversity and related strands, while also relating to the College's equality and diversity rainbow logo.

Staff comments from the briefing sessions are included on the following page.

"In English Literature lessons we use texts that explore different cultures."

"I make sure that I face my student with a hearing impairment, when talking to them in lessons."

"My team supported a student with a physical disability on a trip to Disneyland, Paris."



Equality & Diversity

"I communicate with the Support Assistants in my classes about adapting teaching materials for students' individual needs."

"I support a student who cares for a parent with a disability."

"I support students and parents with EMA finance queries."

"On the BTEC Science course we refer to the religious background of students when discussing the origins of the universe."

"I provided support for a student regarding their gender identity."



Equality and diversity training – 8th July 2010

Options for further equality and diversity training initiatives are currently being considered. It is likely that the staff training day scheduled for 1st November 2010 will incorporate an equality and diversity workshop. The Equality and Diversity Manager is also researching the benefits of a modular-based training package to be completed online, with a final assessment in the form of multiple choice questions, to assess learning. It is anticipated that a package of this kind could be rolled out to all employees and students and in time become integral to the tutorial curriculum and the induction programme for new staff. A rolling programme of completion will also be considered, particularly for employees, to refresh and update knowledge in line with national and legislative developments relating to equality and diversity.

8.1 Summary of Actual and Planned Events 2010/11

Figure 9

Charity Events	Money Raised
Pakistan Flood Appeal	£800 +
Macmillan Coffee Morning	£160.31
Pink Day (October)	
Children in Need (November)	
Themed Events	
Better Health at Work Launch (September)	
Black History Month (October) (Quiz for Students)	
Anti-Bullying Week / Respect Month (November) (Respect competition)	
World Aids Day / International Day of Disabled People (December)	
Holocaust Memorial (January)	
Lesbian, Gay, Bisexual, Transgender History Month (February)	
International Women's Day / Women's History Month (March)	
Mental Health Awareness Month (April)	
Stress Busting / 'Focus on the Finish' Month (May)	
The Wrong Trousers Day (June) (Equality and Diversity competition)	

For the first time, Huddersfield New College has a diversity calendar for the 2010/11 academic year. The Equality and Diversity Manager led on its development, through consultation with various stakeholders. For each month of the year (with the exception of July and August) the principal religious festivals/celebrations are noted, along with charity events and a theme that will be the focus of internal promotion and activity. For example, September saw the launch of 'Better Health at Work', which is predominantly an employee-centred campaign promoting the benefits of healthy eating, exercise and lifestyle choices. The Better Health at Work team will be running a series of events in College over a six-month period; the first of these was a 'meet the team' tearoom event, where employees were invited to attend for tea/coffee and cake (donated by members of staff) and the opportunity to meet representatives of the Better Health at Work team. Employees were asked to make a voluntary donation for cakes and funds raised were donated to the Pakistan Flood Appeal. From this, and other events in College, over £800 has been raised for the flood appeal. Support for charitable causes will continue in October, in the form of 'Pink Day', followed by 'Children in Need' in November.

8.2 Celebrating Diversity

The final section of this report is dedicated to a visual celebration of the College's initiatives to actively promote equality and diversity. A selection of photographs from various events that have been held throughout the 2009/10 and current academic years are included, to celebrate the good work that has been done and to give a taste of things to come. Further visual images are available from Ashleigh Carr or Emily Zubak within the Marketing department.



Breast Cancer Awareness Day – October 2009



Sport Relief – March 2010



Better Health at Work Launch – September 2010



Tea and Chat day – 7th October 2010