



Hertford Regional College

Annual EDI report, 2024/25

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Introduction

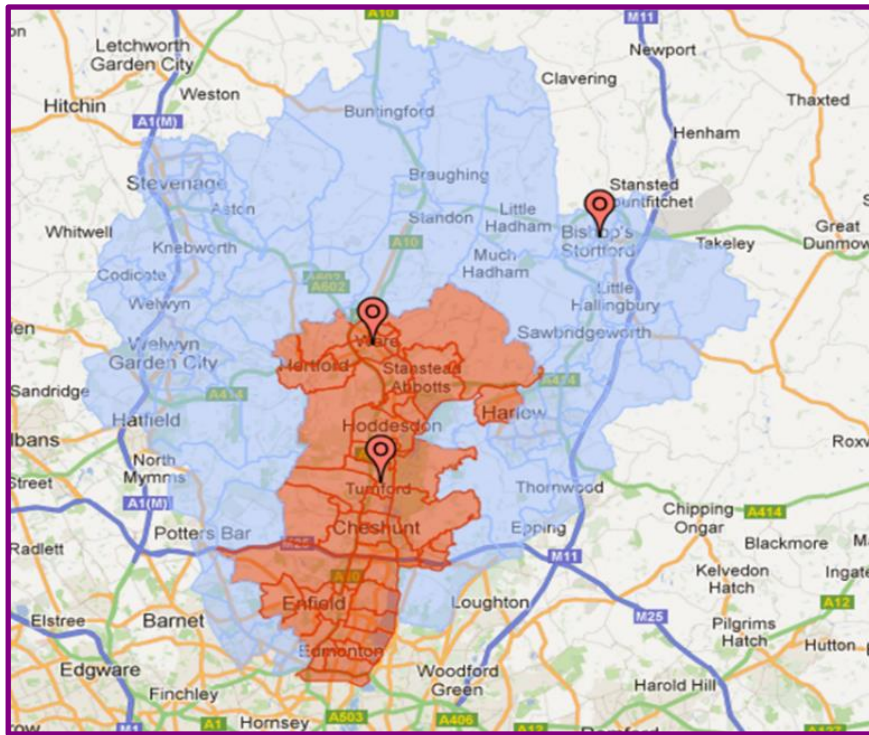
This report demonstrates how Hertford Regional College (HRC) is meeting the public sector general and specific equality duties, and provides evidence that the College shows due regard to:

- Eliminating discrimination, harassment and victimisation
- Fostering good relations between different groups, and
- Advancing equality of opportunity and creating a truly inclusive environment for all stakeholders

Hertford Regional College (HRC) is a medium-sized general further education College. It serves communities predominantly in East Hertfordshire, Broxbourne and North London. The College operates from its main campuses in Broxbourne and Ware and provides courses in several smaller community learning venues throughout the area. The majority of the College's learners are drawn from the Hertfordshire local authority area, with the rest travelling from out-of-borough locations such as Enfield and North London.

The College provides a wide range of post-16 education and training including study programmes for 16- to 19-year-old learners, adult learning programmes, apprenticeships, higher education programmes, and provision for learners with high needs. The area in which the College sits is well served by sixth forms in local schools and academies.

Given the College's location, the catchment area is large, diverse, and relatively prosperous, although there are pockets of deprivation, particularly in the south of Broxbourne and in Enfield and North London.



EDI Monitoring Initiatives and programmes

HRC has a single equity policy that sets out in detail its equality objectives and the way it assesses its performance in this area. The scheme can be viewed on our website.

The College has comprehensive policies and procedures related to safeguarding, bullying, harassment and discrimination used to protect staff and students. A range of surveys are conducted and analysed with an EDI perspective.

The College has an Equity, Diversity and Inclusion (EDI) group with members from across the College. The group work to a strategy which is underpinned by the College's strategic plan, values, EDI standards (see appendix 1) and values defined by the Education and Training Foundation.

For our students, the safeguarding team and personal tutors have strong external multi-agency connections including close contact with Child and Adolescent Mental Health Services (CAMHs), Educational Mental Health Practitioners, Virtual Schools, Child

Exploitation and Online Protection (CEOP), social services, key workers, foster carers, police, and child protection officers.

The College also has multiple student support services to advance equality of opportunity, including counselling, careers advice, financial support and Additional Learning Support. Further still, there is an active student council with representatives from across the student body contributing to College decisions.

Induction and group tutorials are used to advise learners about how to stay safe and to address issues that are common concerns with the post 16 age group. Learners are encouraged to report bullying or e-safety issues through any member of staff, through their personal tutor, through Moodle/Teams or anonymously via Whisper. The College maintains its community position as a centre for reporting hate crimes.

External reports

The 2025 Matrix Report confirms that HRC's approach to Information, Advice and Guidance is fully aligned with the principles of equality, diversity, and inclusion. The report highlights that "the whole organisation IAG delivery model is robust, with effective interconnectivity and resource optimisation," and that "values of equity prevail across Inclusive Learning with a curriculum team that is highly skilled in ensuring that IAG approaches... are meaningfully applied to excite and motivate learners to aim higher." These strengths underpin HRC's ambition to be an anchor institution for social and economic impact in the community.

1. Whole-College Commitment to EDI

The Matrix Report recognises that HRC's approach to Information, Advice and Guidance (IAG) is "deeply embedded" across the college, supporting a diverse student body. The report states:

"A key driver for the College is the deeply embedded 'Destination Curriculum' model that supports the full range of learners to realise their learning, work, career and life goals. Integral to this model is the end to end Information Advice and Guidance (IAG) service that is given a high priority across the college..."

This model ensures that EDI is not an add-on, but a core part of the college's mission and daily practice.

2. Inclusive Curriculum and Targeted Support

HRC's curriculum is designed to be inclusive, with specific mention of support for SEND and ESOL learners:

"The College provides a curriculum that includes opportunities for 14-16 year olds, young people aged 16-18, adults, apprentices, an Inclusive Learning offer for learners with Special Educational Needs and Disability (SEND) and a small higher education offer."

The report highlights the growth in ESOL provision as a "social driver of raising the aspirations and improving the employment and life prospects of local residents," demonstrating a commitment to social mobility and inclusion.

3. Values-Based, Respectful Support

The Matrix assessment praises the college's values-based approach:

“Throughout the assessment, the full range of staff brought to life how they provide an IAG experience that is values based. Bursary and welfare related IAG is implemented with sensitivity, dignity and respect, with recognition of the need to manage rigour and assessment with timeliness so that learners in need of financial support receive it as swiftly as possible.”

This approach ensures that all students, regardless of background, receive equitable and respectful support.

4. EDI in Tutorials and Curriculum Activities

The tutorial programme is a key vehicle for embedding EDI:

“Comprising mandatory units (Equality & Diversity, British Values, Prevent, E-Safety, Five Ways to Wellbeing, Sexual Harassment and Knife Crime/County Lines) and a broad menu of optional units, the programme is IAG rich. Throughout the assessment it was evident that differentiation approaches to tutorials is the order of the day with some very positive examples of how activities are customised to have greater impact with, for instance, Inclusive Learning students.”

The report also notes that curriculum areas, such as Art and Design, “incorporate and celebrate diversity, equality and British Values through the use of fabrics.”

5. Staff Development and Representation

Staff at HRC are empowered and valued, which supports an inclusive culture:

“Staff feel valued, supported and listened to and were effusive about how the senior leadership team is visible across all aspects of IAG. The assessment captured a clear sense of recognition and pride across Student Services, with everyday acknowledgements from the Principal and Vice Principals highlighting to these teams that they have parity with their curriculum colleagues.”

Opportunities for career development are “plentiful across the College with many tutors describing how their career has progressed internally from sessional support roles.”

6. Impact and Continuous Improvement

The report evidences the positive impact of inclusive practices:

“HRC takes great pride in how the combined IAG approaches of the workforce are significantly contributing to an especially high retention rate at 95.7%, against this year’s target of 93%.”

Student feedback is also highlighted:

“Feedback from 37 learners described how an impact delivered IAG service has made a difference with learners consistently confirming that they feel safe, whether in campus, learning online or at the workplace.”

7. Community and Citizenship

The college’s impact extends beyond the campus:

“HRC’s IAG impact includes a deeper commitment to citizenship and community, with learners describing how they are embracing volunteering opportunities locally. This local communities impact is viewed highly by senior managers across the college as a core facet to being an ‘anchor institution’.”

EDI in Action at HRC 2024/2025

Social Action

HRC enrichment opportunities have recently focussed on social action and there have been significant steps to secure more social action projects to support the development of learner skills. Social action enrichment refers to activities and projects that empower learners to make a positive impact on their communities, develop citizenship skills, and foster equality, diversity, and inclusion (EDI). These initiatives go beyond academic learning, encouraging learners to engage with real-world issues and contribute to society. Taking part in community volunteering can significantly support the development of Equality, Diversity, and Inclusion in several ways:

1. **Promoting Equal Opportunities:** Community volunteering can create spaces where individuals from diverse backgrounds can come together, work collaboratively, and share their experiences. This promotes fairness and equal opportunities, ensuring that everyone, regardless of their background, has the chance to contribute and participate.
2. **Encouraging Diversity:** Volunteers often come from a wide range of cultural, socioeconomic, racial, and ethnic backgrounds. By working together on community projects, individuals can learn to appreciate diversity and develop a deeper understanding of different perspectives, which helps to challenge stereotypes and biases.
3. **Building Inclusive Environments:** Volunteering encourages the creation of inclusive environments where all voices are heard, valued, and respected. This can empower underrepresented or marginalized groups by providing them with opportunities for leadership, involvement, and visibility within the community.
4. **Fostering Empathy and Understanding:** Volunteering allows individuals to work with people from different walks of life, fostering empathy and understanding. This increased awareness of others' needs and challenges helps to create a more inclusive and supportive community.
5. **Developing Cultural Competence:** Through volunteering, individuals can gain exposure to various cultural practices, languages, and social dynamics, leading to enhanced cultural competence. This helps volunteers understand and navigate cultural differences more effectively, which is crucial for building inclusive and welcoming environments.
6. **Advocacy for Social Justice:** Many community volunteer projects focus on supporting vulnerable groups and advocating for social justice. Volunteers in such initiatives often help raise awareness about issues like discrimination, inequality, and exclusion, which directly contribute to the broader EDI goals.
7. **Strengthening Social Connections:** Volunteering helps individuals build connections across diverse social networks, breaking down barriers and promoting a sense of belonging. By connecting people from varied backgrounds, it fosters an environment where everyone feels they have a stake in the community's success.

In summary, social action plays a vital role in advancing EDI by creating opportunities for individuals to collaborate, learn from each other, and work toward a more equitable and inclusive society. There are examples of social action projects and activities throughout the college and some of these are evidenced in this report.

- Age Concern – a number of learners volunteered their time to support this charity within the community with hot meals and help cleaning.
- Skills share - Learners from a range of areas shared their skills with learners from our inclusive learning department.

- St Cuthberts Church gardening, Hoddesdon
- McMillan Cancer Research Coffee morning
- Fundraising walks for Charity
- Remembrance Parade – Public Service learners do their remembrance parade in November.
- Hertfordshire Zoo – working with the Zoo to make repairs and improvements.

Cultural and Religious Awareness

Understanding religious and cultural backgrounds is important at HRC because it helps create an inclusive and respectful learning environment. Awareness of these factors allows everyone to plan activities, resources, and support that reflect the diversity of the student body, avoid stereotyping, and accommodate individual needs—such as dietary requirements, religious observances, and cultural practices. This understanding fosters a sense of belonging, encourages mutual respect, and helps all students feel valued and supported, which can positively impact their engagement and achievement.

We promote awareness of religion and cultural events such as:

- Embracing Diversity competition
- Black History Month
- Holocaust Awareness
- Easter
- Christmas
- Ramadhan
- Diwali
- Chinese New Year
- Remembrance day
- PRIDE groups
- Mental Health Awareness Month

Learners and Curriculum

Learners at HRC are offered additional qualifications and skills to enhance their accessibility or understanding of EDI through developing knowledge, skills and behaviours that they may need or desire.

- A new ESOL 16-19 provision to support young, displaced people.
- Employability qualifications to support adult learners.
- SWAP courses to enhance the offer for those seeking employment.
- The Café for inclusive learning serves seasonable and celebratory food cooked and served by the student, celebrating food from different cultures.
- Use of assisted technology with the use of DocsPlus.
- Inclusive Learning facilities have a Mental Health corner for all students.
- Client sessions carried out by Hair and Beauty learners develop fairness accessibility and adapting treatments for customers from a wide range of ethnic backgrounds through client care and after-treatment.
- Hair and Beauty learners develop their customer service skills, fair treatment and accessibility for customers with disabilities and learning difficulties.

- Hospitality learners cater for events and asses, allergens and preparation of food and drink from different cultures and backgrounds which corroborates with themed events in the Atrium Restaurant.
- Travel and Tourism learners investigate different cultures when completing units like tour guides and world-wide destinations.
- Increased Laptop banks in both construction and Motor vehicle classrooms to enhance access.
- Duke of Edinburgh course
- Cybercrime tutorials/workshops
- British Sign Language course
- Foreign language courses offered with the Open University
- Mental Health awareness tutorial
- Healthy Relationships tutorial and workshops
- Herts Police Hate Crime pop up stand.

All student access for Enrichment totals 1741 of those who have engaged with enrichment activities the below table summarises some accessibility information related to EDI:

EHCP	Ethnic Minority	Gender	14-15	16-18	18+
Yes 235 13.51%	Yes 604 34.73%	M 51.41%	57 3.28%	1521 87.46%	161 9.26%
No 1504 86.49%	No 1135 65.27%	F 845 48.59%			

The data shows that enrichment activities at HRC are accessed by a wide range of students, including those with additional needs and from ethnic minority backgrounds. There is a healthy gender balance, and while most participants are 16–18, there is still engagement from younger and older learners. These figures reflect the college’s efforts to make enrichment accessible and relevant to all, supporting broader EDI (Equity, Diversity, and Inclusion) goals.

Enrichment Calendar

The college offers a range of enrichment activities through various departments and the college central team – some of the central offer is available in the calendar below.

HRC ENRICHMENT CALENDAR 2024-2025						
Month	W/C	Mon	Tues	Wed	Thurs	Fri
Sept	02.09.24	Student Enrichment Inductions				
	09.09.24	Freshers Broxbourne	Student Enrichment Inductions	Freshers Ware	Student Enrichment Inductions	
	16.09.24	Student Rept Election				
	23.09.24	Mindfulness Workshops	Stretch & Stress Relief Sessions	Mandala Drawing	Cross Stitch Workshop	Introduction to Diary writing
Oct	30.09.24	HRC Club Signup	HRC Pride	HRC Gaming Competition 2024	Chess Club	Walking Club
	07.10.24	Student CPD - Wellbeing Workshops: Managing Stress	Broxbourne Student Council	World Mental Health Day	Ware Student Council	Black History Month Completion Launch
	14.10.24	Student CPD - Your Voice Your Choice Consent Workshops				
	21.10.24	National Recycling Week				
	28.10.24	Half term				
Nov	04.11.24	National Competition Week	HRC Photography	HRC Poetry	HRC Bake-off	On-line Gaming Competition Begins
	11.11.24	Student CPD - Cyber Security Awareness Workshops		BRAKE Road Safety Week		
	18.11.24	Celebrate Diwali the festival of lights	Meditation for beginners	Candle Making Workshops	Henna Tattoo Activity	Diwali Dinner with Indian Sweet
	25.11.24	International Mens Health Week	Early Detection Workshop	Male charity Fundraising Focus Group	Explore Mental Health in Young Men Workshops	
DEC	02.12.24	Christmas Bake Off Begins	Broxbourne Student Council	Christmas Bake Off	Ware Student Council	Christmas Bake Off Final
	09.12.24	Seasonal Foodbanks Collection	Seasonal Foodbanks Collection	Community Engagement/Volunteering Week		
	16.12.24	Know your limits Week	Smoking Workshop	Drugs Workshop	Christmas Jumper Day	Stress Workshop
	23.12.24	Christmas Closure				
Jan	30.12.24	Christmas Closure				
	06.01.25	Staff Planning Day	National Fitness Week			
	13.01.25	Student CPD Personal Finance Workshops (Next Steps to independent living)				
	20.01.25	Student CPD Sign Up	BSL	Theory Lessons	First Aid	Learn a Foreign Language
	27.01.25	National Holocaust Workshop	Broxbourne Student Council	National Holocaust Workshop	Ware Student Council	National Holocaust Workshop
Feb	03.02.25	LGBTQ History Month	Herts Pride Volunteering Opportunities	National Pension Day	HRC Pride Conference Focus Group	Pride Themed Art Attack Workshop
	10.02.25	NCS Sign up		Enrichment Feedback Focus Group	Staff CPD Day	Staff Conference
	17.02.25	Half term				
	24.02.25	Diversity Competition Launch	Student CPD - PREVENT Workshops			
Mar	03.03.25	Cross College Peer Learning Skills Sharing Workshops				
	10.03.25	International Womens Day	Female Gym Induction	Early Detection Workshop	Female Charity Focus Group	Empowerment of female voice workshop
	17.03.25	National Foreign Language Week - Extra Qualifications sign up				
	24.03.25	Student CPD Gangs & County Line Workshops				
April	31.03.25	Enrichment Feedback Focus Group	Broxbourne Student Council	Student Council Lunch	Ware Student Council	Diversity Competition Celebration
	07.04.25	Easter Closure				
	14.04.25	Easter Closure				
	21.04.25	Easter Monday	JustGiving Fundraising Week sign up - Sponsored Walk, Run, Swim Cycle			Transgender Day of Visibility
MAY	28.04.25	Outdoor Adventure Week	Orienteering	Tent Building	Sponsored Walk	Rock Climbing
	05.05.25	Bank Holiday	Mindfulness and Wellbeing Workshops sign up	Stretch & Stress Relief Sessions	Mandala Drawing	Cross Stitch Workshop
	12.05.25	National Volunteer Week sign up	Litter Picking	Age Concern Support	Water Vole Clearing	Blind Hide Painting
	19.05.25	Mental Health Awareness Week - Healthy Relationships/Conflict/Tipping Point/Mindfulness Workshops				
	26.05.25	Half term				
June	02.06.25	National Pride Month	Pride Month Trivia Competition	T-Shirt Design Workshop	Pride Postcards Activity	Rainbow Salad Buffet
	09.06.25	Pride Logo for HRC Competition	Pride Building Scenario Debate	Rainbow of Love Craft	Pride Mindfulness Workshops	Pride Peer to Peer Support Group
	16.06.25	Pride Month Dress Code Competition	Virtual Pride Parade	Trans Pride Flag Day	Documentaries and Film Focus Group	End of Term

Marketing

Our Marketing team have worked to enhance progress made by continuing promotional campaigns and updates that encompass the inclusive nature of HRC:

- Wherever possible we use inclusive language in marketing materials.
- On marketing materials we try to illustrate our courses using photos of real students, with a range of different gender, ethnic background, age and learning ability to showcase the inclusive nature of the college through representation. See our [Website](#) / [Corporate video](#) / [Work with Us](#).
- We have amended our HRC branding artwork and style to be more accessible. We have removed background patterns and textures from artwork to make it cleaner and easier to read.
- The website aims to improve user experience and are awaiting an accessibility report which will include recommendations for improvement. We are currently busy adding 'Alt text' for all images to support this.
- We work with different departments across the college to ensure there is appropriate representation. We support many college-wide initiatives, including enrichment activities such as LGBTQ+, religious festivals / [Community Volunteering](#) / [Supported Internship graduation](#).

Further to this, there are curriculum developments college-wide supporting EDI at HRC focussing on teachers and students. Below are some examples of the work embedded in our programmes of study which highlights the inclusive nature at HRC:

Staff

- All new staff do ETF Advancing Equality Training as part of HRC staff Induction
- There has been an introduction of a smaller 'quiet' group option for staff conference activity to meet needs of staff and ensuring EDI applies to the workforce.
- Trauma Informed Teaching CPD will be delivered annually which develops on Adverse Childhood Experiences and root causes of barriers to learning due to trauma.
- Equity, Diversity, and Inclusion training provided college-wide developing on protected characteristics and expectations in education.
- Trainee Teachers research and present with recordings on EDI/SEND and application in teaching practice, including guest speakers on SEND and EAL to plan for adaptations.
- Mental Health workshops and coffee mornings offered through the year.
- College incentives which offer additional support through the Employer Assistance Programme.
- Increased female staff recruitment in STEM to role model and demonstrate how to positively over-come sector specific barriers.
- Positive use of digital assistive technology to support staff with workloads and making adaptations to daily operations.

Challenges and opportunities

The College continues to face some challenges in making progress due to a range of factors, many of which are outside of its control. Such factors include but are not limited to:

- Cost of living pressures affecting some staff, students, and other stakeholders within the communities we serve,
- The developing and changing personal support needs of some students, particularly related to mental health,
- The developing and changing academic support needs of some students, particularly related to exam access arrangements,
- Changes related to the programmes we can offer and student eligibility for such programmes (namely the introduction of T-Levels and Inclusive Learning),
- Staff recruitment and retention, due to market conditions.

Despite significant challenges, HRC believe that there are a range of opportunities for making progress towards further improved equality, diversity, and inclusion.

HRC already supports learners with some of the difficulties above through the following college-wide incentives:

- Breakfast club offered to learners with options for hot and cold food in the morning.
- Bursary for learners who have financial difficulties.
- Bus passes for learners who have financial difficulties.
- Lunch clubs at both sites to support learners who need a quieter place to eat.

Some identified opportunities currently being considered in 2024/25 include:

- further EDI events, student projects and activities,
- more detailed analysis of data relating to learners and their outcomes,
- development of staff recruitment practices,
- further professional development opportunities for staff.

Data relating to student participation

This section highlights the various HRC data which is collected and reported on through a range of college systems and processes.

Participation

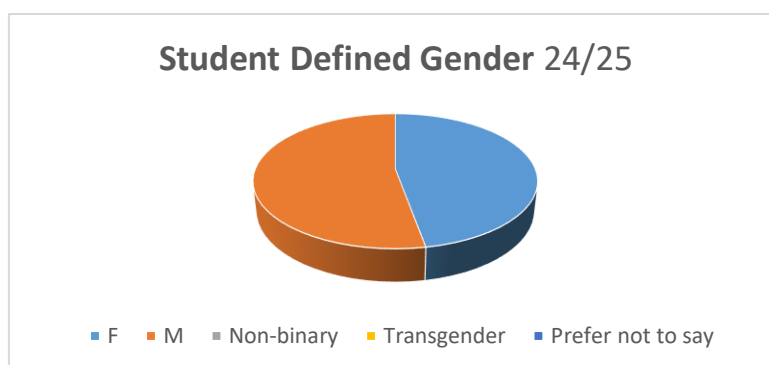
The table below shows the number of funded learner enrolments for each type of provision in 2022-23 and 23/24

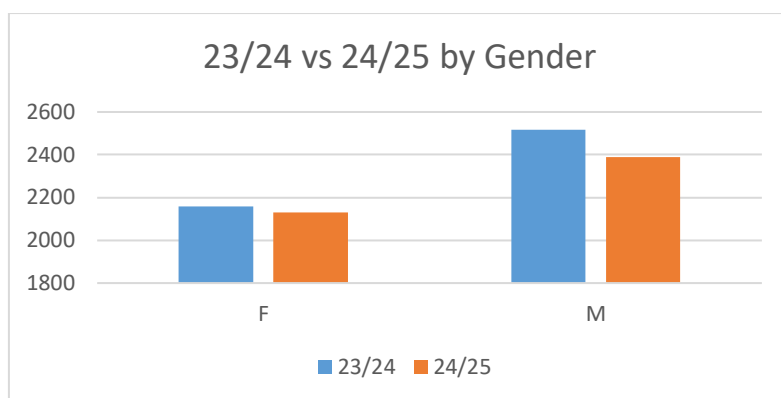
Type of provision	22/23	23/24	Dif
16-18 Study Programmes	1923	2240	317
Adults (19+)	1555	1955	400
Apprenticeships	541	662	121
High Needs Learners (counted within the three categories above)	214	228	14
School Partnerships	37	44	7
Additional referrals from schools	37	44	7
Higher Education	257	247	-10
Prince Trust	4	5	1

The graphs below give some information about the characteristics of the E&T (education and training) funded enrolments.

Student Defined Gender:

Student Defined Gender	23/24	24/25
F	2159	2130
M	2517	2388
Non-binary	0	0
Transgender	0	0
Prefer not to say	0	0

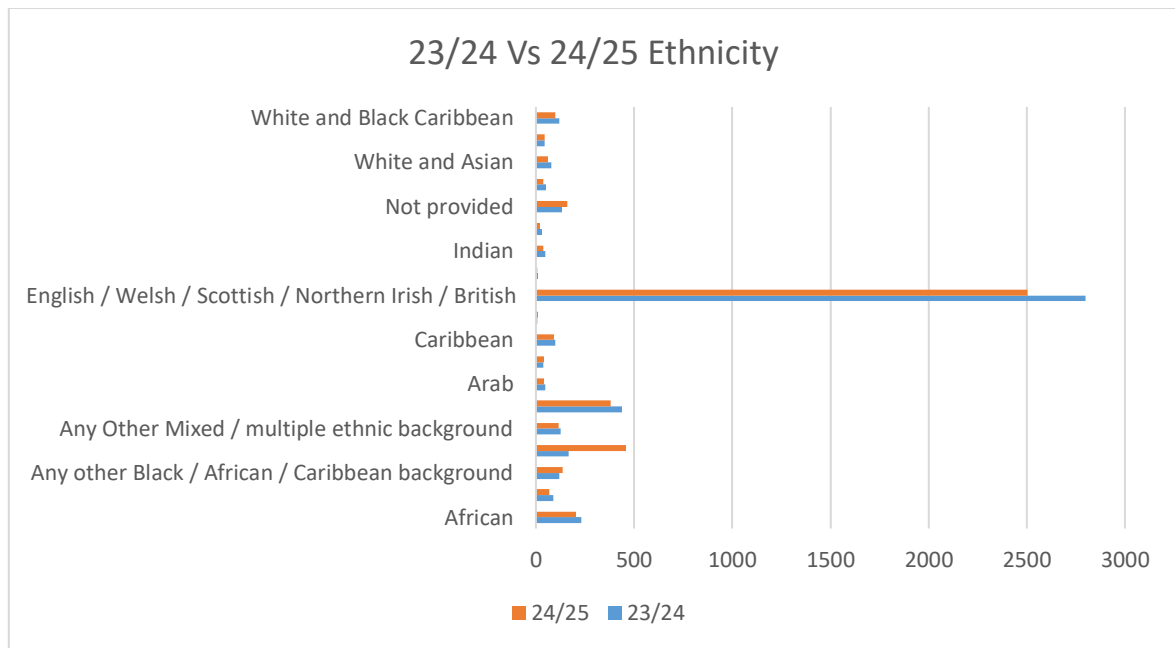
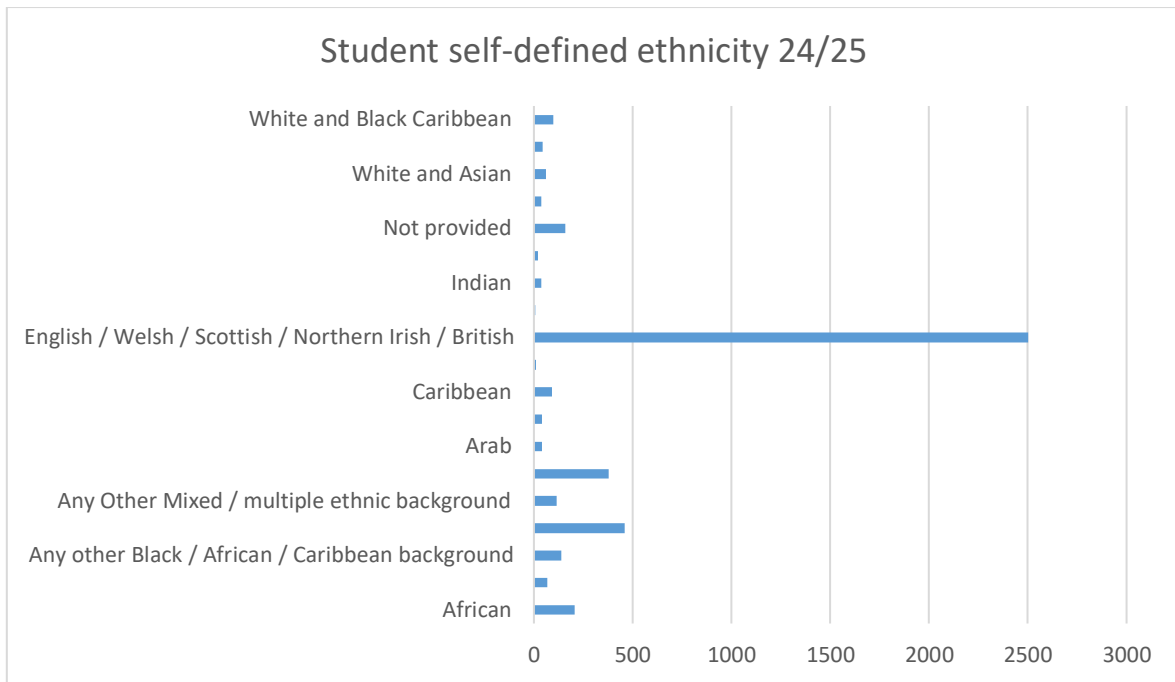




Based on the data in the report, the graphs show that there has been a decrease in the number of male learners at the college. The majority of learners at Hertford Regional College identify as either female or male, with no recorded enrolments for non-binary, transgender, or 'prefer not to say' categories 2024/25.

Student Defined Ethnicity:

Ethnicity breakdown	23/24	23/24 %	24/25	24/25 %
African	231	4.94%	205	4.54%
Any other Asian background	90	1.93%	67	1.48%
Any other Black / African / Caribbean background	119	2.55%	137	3.03%
Any other ethnic group	168	3.59%	459	10.16%
Any Other Mixed / multiple ethnic background	126	2.70%	116	2.57%
Any Other White background	437	9.35%	380	8.41%
Arab	47	1.01%	42	0.93%
Bangladeshi	39	0.83%	41	0.91%
Caribbean	100	2.14%	93	2.06%
Chinese	7	0.15%	11	0.24%
English / Welsh / Scottish / Northern Irish / British	2799	59.87%	2503	55.40%
Gypsy or Irish Traveller	10	0.21%	6	0.13%
Indian	47	1.01%	37	0.82%
Irish	32	0.68%	20	0.44%
Not provided	134	2.87%	159	3.52%
Pakistani	50	1.07%	38	0.84%
White and Asian	77	1.65%	62	1.37%
White and Black African	44	0.94%	43	0.95%
White and Black Caribbean	118	2.52%	99	2.19%
Total	4675		4518	



Ethnicity	24/25
White British	2503
All other ethnic groups	1856
Ethnicity Not Provided	159
Total	4518

The ethnicity data shows that the majority of learners at Hertford Regional College identify as White British, making up 55.4% of the student body in 2024/25. All other ethnic groups collectively account for 41.1%, with the largest minority groups including African, Any Other Ethnic Group, and Any Other White Background. There is also a small proportion of learners whose ethnicity was not provided. Overall, the college continues to serve a diverse student population, with representation from a wide range of ethnic backgrounds.

Student enrolments across types of provision:

Type of provision	23/24	24/25	Dif
16-18 Study Programmes	2160	2528	368
Adults (19+)	1895	1990	95
Apprenticeships	666	636	-30
High Needs Learners (counted within the three categories above)	227	235	8
School Partnerships	44	47	3
Additional referrals from schools	44	60	16
Higher Education	231	186	-45
Prince Trust	5		-5

Hertford Regional College experienced an increase in enrolments across most categories in 2023/24 and 2024/25, with notable growth in 16–18 Study Programmes, and adult learners.

There were small increases in high needs learners, school partnerships, and additional referrals from schools, while Apprenticeships and higher education enrolments saw a slight decrease. Overall, the data reflects expanding participation in further education and training at the college.

High Needs by Department:

Row Labels	Count of Ref No (Dbl click)
C01 - Care Professions and Active Industries	20
C02 - Built Environment & Motor Vehicle	29
C04 - English & ESOL	1
C06 - Art & Design	18
C07 - Digital, Media, Music & Performing Arts	28
C08 - Business, Accounting, Travel & Hospitality	12
C09 - SEND, ATFE, Hair & Beauty	125
C13 - Subcontractors	2
Grand Total	235

The high needs by department table shows how learners with high needs are distributed across different curriculum areas at Hertford Regional College. It reveals that high needs learners are present in all departments, with particularly high numbers in SEND, ATFE, Hair & Beauty, Built Environment & Motor Vehicle, and Art & Design.

High Needs by Ethnicity:

High needs / ethnicity	African	Any other Asian background	Any other Black / African /	Any other ethnic group	Any Other Mixed / multiple ethnic	Any Other White background	Arab	Bangladeshi	Caribbean	Chinese	English / Welsh / Scottish / Northern Irish /	Gypsy or Irish	Indian	Irish	Not provided	Pakistani	White and Asian	White and Black African	White and Black Caribbean	Grand Total
C01 - Care Professions and Active Industries	19	4	22	58	11	25		2	18		281		1	1	6		7	5	15	475
C02 - Built Environment & Motor Vehicle	25	9	16	114	25	48	2	4	22		343	2	2	5	11	1	9	14	23	675
C03 - Electrical & Engineering	7	6	11	43	4	19	2	3	2		136	1	2	2	1	1	3	4	8	255
C04 - English & ESOL	16	6	6	74	11	130	10	5	1	8	19	1	2		9	1	18	1	4	322
C05 - Maths & Science	11	3	4	23	4	16	2		4		31		2		28	4		2	2	136
C06 - Art & Design	9	4	16	15	14	37	1		4	3	516		3	5	101	2	8	2	11	751
C07 - Digital, Media, Music & Performing Arts	14	3	8	38	20	20	1		6		215		2	1	6	1	6	7	7	355
C08 - Business, Accounting, Travel & Hospitality	12	8	17	71	13	40	3	2	12		219		2	1	4		4	3	12	423
C09 - SEND, ATFE, Hair & Beauty	7	4	2	45	7	21	1		2		428	2	1	2	5	1	7	2	18	555
C11 - Apprenticeships	6	2	4	8	8	23	2	2	5	2	407		1	3	6		5	2	6	492
C12 - Commercial	21	12	8	10	7	19	2	2	7	1	155		2		12	3		3	4	268
C13 - Subcontractors	75	21	37	38	14	99	17	24	32	2	314	1	23	3	5	27	9	7	18	766
C14 - Quality			1	18	1	1					21		1		6					49
Grand Total	222	82	152	555	139	498	43	44	115	16	3085	7	44	23	200	41	76	52	128	5522

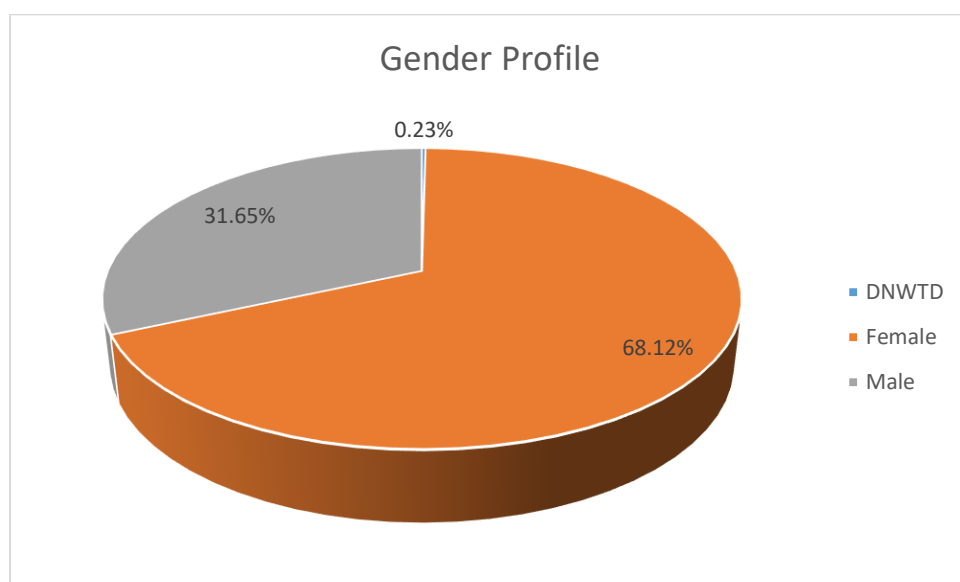
The high needs / ethnicity table provides insight into how learners with high needs are distributed across different ethnic groups and curriculum areas at Hertford Regional College. It shows that high needs learners come from a wide range of ethnic backgrounds, with the largest numbers in categories such as English / Welsh / Scottish / Northern Irish / British, Any Other Ethnic Group, and Any Other White Background. The data also highlights that high needs learners are present in all curriculum areas, with particularly high counts in SEND, ATFE, Hair & Beauty, Built Environment & Motor Vehicle, and Art & Design. This reflects the college's commitment to supporting diverse learners and ensuring that provision for high needs learners is accessible across the curriculum.

Equality, Diversity and Inclusion Staff Profile

The purpose of this report is to provide information relating to the organisation's equality and diversity data for the employed workforce. During 2024_25, the college employed **431 staff** and **5 hourly paid staff**.

Gender profile of staff

The gender balance of salaried staff is identified in the chart below. This has remained static for a number of years and shows a gender profile 68% female, 32% male. This is consistent with the gender profile in colleges where the employment of females is 65.5% of the workforce.



Flexible working is equally available to men and women and is highlighted at induction

Senior Leadership Team and direct reports

The gender profile of staff in the senior leadership team and direct reports group is 66.7% of females, a 10% increase on 2023_24. At an SLT level 67% are female.

Disability profile of staff

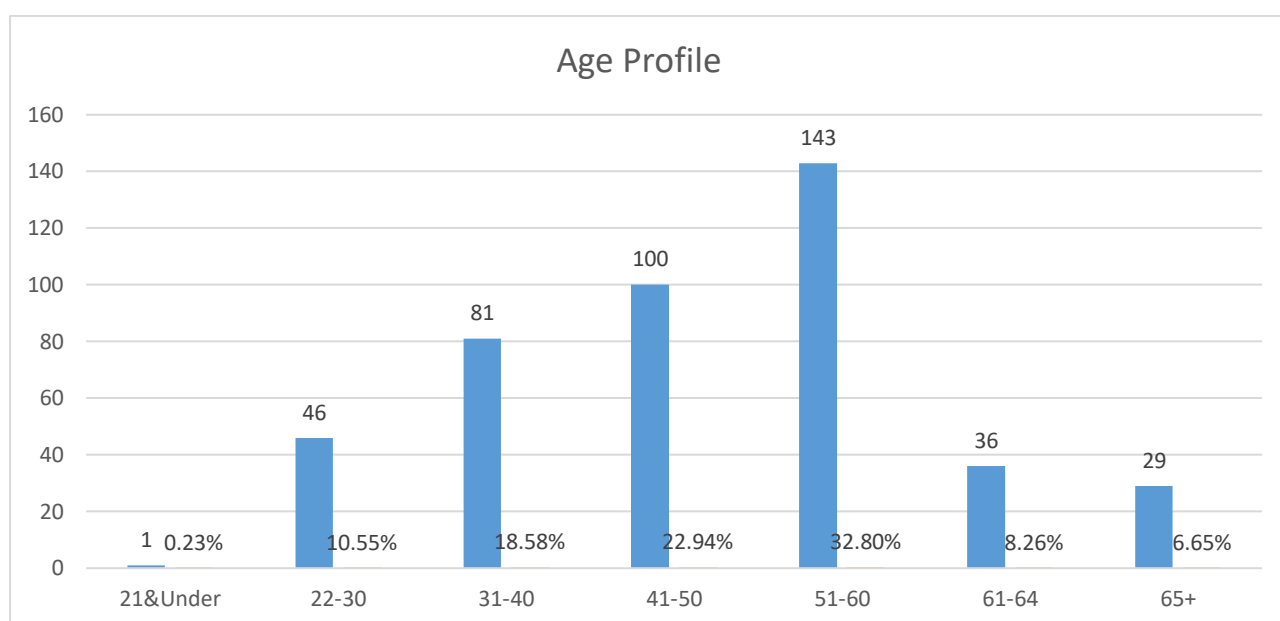
5.5% of the workforce have disclosed a disability which has seen a slight increase of 0.2% recorded disclosures when compared with last year. There is far greater functionality to enable our employees to update their details through the new HR system; employees have been reminded to keep their details updated.

Age profile of staff

The workforce age distribution remains broadly consistent, with most staff aged between 41 and 60. There are small shifts across most age bands rather than major changes, suggesting a generally stable staff profile.

The aged category 22-30 has seen a slight rise (+1.7%), suggesting more younger recruits joining the organisation. Age category 41-50 (-2.86%) some movement out of this age band, possibly due to career progression or turnover.

The age profile of the staff employed at the college is representative of the further education sector.



Ethnicity profile of staff

The college workforce profile is reported as 78.67% White British – 3.33% decrease against 2023_24. white British and 19% (+1% increase) as an ethnic minority group.

The 2021 national census reported that the proportion of the total population that reported as an ethnic minority group was 18.3%.

Sexual orientation of staff

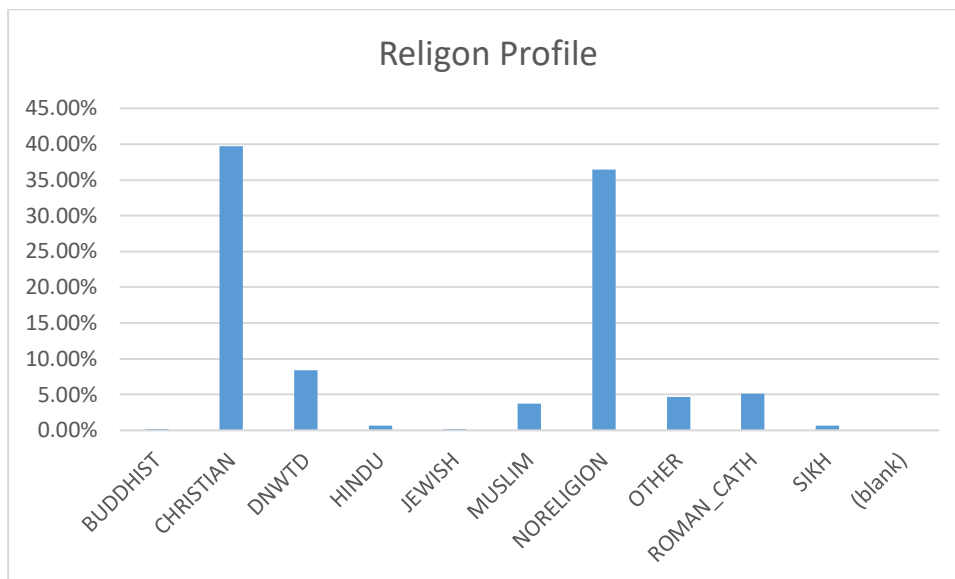
84% of employees who have declared their sexuality as Heterosexual, 1% increase when compared to 2023-24. The percentage of staff who identify as LGBTQ+ has remained broadly similar 4%, when compared to 2023-24.

Religious profile of staff

The religious belief profile remains broadly the same, with **Christian (39.7%)** and **No Religion (36.5%)** accounting for over three-quarters of the workforce.

There's a **small increase in disclosure** (fewer people choosing 'Prefer not to say') and **slight growth in minority faith representation**, particularly among Muslim, Hindu, and Roman Catholic staff.

The 2021 census reports 46.2% of respondents describing themselves as "Christian" and 37.2% as having "No Religion."



Conclusion

The staffing profile for 2024–25 shows a broadly stable workforce with gradual shifts across several diversity characteristics. Gender remains consistent, with a predominantly female workforce (68%), a long-standing trend typical in the FE sector. Female representation in senior roles is strong and has increased compared to last year, reflecting continued progress in leadership diversity.

Age distribution mirrors FE sector norms, with most staff aged 41–60. There is a small but notable increase in younger staff aged 22–30, which may help support pipeline and succession planning.

Ethnicity data shows positive movement, increase in representation from ethnic minority groups (now 19%). The workforce profile aligns closely with national population data.

Overall, the College's workforce profile is consistent with sector benchmarks, shows steady incremental progress in representation, and demonstrates a workforce that is stable with early signs of increased diversity and improved data quality.

Recommendations

1. Strengthen data completeness and confidence

Continue promoting the importance of accurate demographic data through internal campaigns, induction, and periodic reminders.

2. Enhance disability inclusion and disclosure

Review and promote reasonable adjustment processes so staff feel supported to disclose disabilities.

3. Support leadership diversity

Maintain and expand initiatives that support leadership progression for under-represented groups, particularly in senior roles.

4. Workforce planning for age balance

Build on the rise in younger staff by reviewing entry-level pathways and early-career development.

Strengthen succession planning in areas with higher concentrations of staff aged 51+ to safeguard future workforce capability.

APPENDIX 1: College EDI standards

Standard 1: Meeting learners' needs

1. Have full awareness of learners' demographics that may have an impact on progress and achievement e.g.
 - gender identity, ethnicity, ESOL needs;
 - living in poverty/signs of deprivation, eligible for free school meals;
 - young people in care, young carers;
 - Travellers, asylum seeker/refugees, homeless, ex-offenders.
2. Have full awareness of learners' additional needs or disability e.g.
 - High needs learners;
 - Mental ill-health;
 - Other health conditions that may impact learning.
3. Make proactive arrangements to accommodate individuals' learning
 - Encourage disclosure with regards to accessibility needs, if not declared on application;
 - Use the information on the student profile to inform session planning;
 - Implement individual support plans and EAA and monitor their impact on learning;
 - Consult with learners on the best strategies to accommodate their learning;
 - Take care to avoid stereotyping learners on the basis of their background (socio-economic, accent, disability, skin colour, communication style) or to make assumptions about their identity or abilities.

Standard 2: Communication

1. Your approach
 - Use gender neutral and inclusive language when referring to people;
 - In your non-verbal communication consider accessibility needs and cultural differences, for instance facing the students, gestures, personal space, rephrasing;
 - Use names correctly however difficult some may be;
 - Use language which is at the right level for the learners;
 - Encourage all stakeholders to listen to each other's views even if they are different from their own and to debate issues in a respectful manner.
2. With learners
 - Discuss behaviour expectations, rights and responsibilities at the beginning of the year (code of conduct, respect and tolerance, zero-tolerance approach to bullying) and reinforce these consistently throughout the year (by all staff);
 - Acknowledge every learner's views and use strategies to eliminate the dominance of individuals or small groups of learners.
3. With parents/carers (when applicable)

- Have a process in place to have parents'/ carers' current contact details;
 - Communicate the department's anti-bullying approach and behaviour expectations via letters/emails, and other communication events;
 - Make proactive arrangements for meetings with parents e.g. interpreter, signer, additional support;
 - Consult with parents on the department's approach to student experience incl. anti-bullying approach.
4. With employers (work placements, visits)
- Communicate the Colleges Equity and diversity expectation of a workplace free from discrimination, harassment and offensive language and imagery
 - Communicate the Colleges expectation of the employer to take reasonable steps to accommodate learners' additional needs (provide guidance if needed).

Standard 3: Teaching and learning

1. Teaching

- Plan in the scheme of learning for opportunities to promote Equity and diversity themes e.g. links to key dates from the diversity calendar, examples of famous people/role models in the sector, news stories, case studies and examples which are reflective of the diversity of the UK population;
- Use naturally occurring opportunities in class to promote diversity and inclusion, and challenge stereotypes and prejudice, for instance a learner's comment or remark;
- Draw upon the existing knowledge and experiences of learners from different backgrounds and cultures.

2. Learning

- Encourage peer support and collaborative group working that enables a range of views to be represented and cliques not to develop;
- Address the needs of individual learners, for example the potential isolation of a learner who is the only male or female in the group, or requests to observe religious practices;
- Avoid drawing unnecessary attention to a student's specific support needs;
- Communicate consistently high expectations of all learners (avoiding impact of own bias in stereotypical expectations of particular groups of learners);
- Ensure that in-class support is deployed effectively to meet students' needs.

3. Assessment

- Consider alternative approaches to teaching and assessment for learners with additional needs e.g. dyslexia, mental health difficulties, autism;
- Use a variety of assessment methods to suit different type of learning;
- Adapt your assessment activities to accommodate learners' needs e.g. extra time; evidence from audio recordings or verbal questioning; flexibility with assignment deadlines; avoid setting tests on culturally significant days or religious festivals;

- Consider anonymous marking, for example assigning a number to a student, so that learners know that the mark they receive has not been influenced by factors other than the quality of their work.

Standard 4: Organisation

1. Recourses and course materials

- Use teaching and learning resources that are free from stereotyping, discrimination and bias (unless this forms part of the learning);
- Use teaching and learning materials that include content and images representing different groups in the society e.g. positive images of older/younger people, different ethnic groups, people with disabilities, a range of family structures and relationships;
- Present your session materials in a clear, accessible language and format;
- Provide glossaries when introducing new terms;
- Provide learning materials in an electronic format and, when suitable, in advance;
- Use technology to meet the needs of individual learners, for example, screen reading software;
- Use media clips with subtitles, and if not available, provide scripts for learners who might be placed at a disadvantage without subtitles;
- Use recommend reading lists and reading materials that are inclusive and from diverse sources.

2. Online platforms

- Ensure that the layout and resources on Moodle or other technology-based platforms are accessible and easy to navigate;
- Use online platforms which are accessible for users with additional needs or reading difficulties.

3. Timetabling

- Ensure that timetabling and the use of teaching facilities has some built-in flexibility to allow for adjustments to accommodate learners with additional needs.

4. Uniforms (where used)

- Use gender neutral uniform requirements;
- When learners are expected to pay for their uniforms, ensure there is a process in place to avoid causing extra hardship to individuals.

5. Meetings and events

- Make proactive arrangements when organising meetings and events (both internal and external) to meet a range of individual needs e.g. accessibility, faith, dietary and other additional needs.

Standard 5: Student outcomes

1. Monitoring

- Monitor in-year the retention and predicted achievement for groups of learners on FE and HE programmes (by Equity factors and for vulnerable learners) for main qualification, maths, English and programme level;
- Have a process in place to identify learners' under-achievement promptly;

2. Addressing disparities

- Implement strategies to address gaps in retention and attainment between different groups of learners irrespective of numbers within a cohort (males - females, disability – no disability, White – individual ethnic groups, high needs – no disability, etc.)
- Ensure teaching staff are aware of achievement gaps and implement approaches to reduce these.

Standard 6: Student experience

1. Bullying

- Ensure all learners are familiar with the ways to report bullying incidents;
- Have full awareness of the number and nature of bullying incidents in the department, including prejudice-based incidents;
- Ensure that timely actions are being taken in response to incidents and issues are followed up rigorously and systematically by the team to address any underlying structural discrimination.

2. Disciplinary actions

- Have full awareness of the number and nature of disciplinary actions and disproportionate rates in relation to gender, disability, ethnicity or any other protected group;
- Ensure that the disciplinary process is applied consistently by all members of staff.

3. Student voice

- Have full awareness of learners' feedback in relation to feeling safe, bullying and unfair treatment expressed in cross-college surveys
- Conduct focus groups with learners to gain feedback on specific issues, including diversity and inclusion;
- Ensure that learners' views are reflective of all groups of learners in the department (protected characteristics);
- Act upon learners' views.

4. Enhancement

- Ensure that trips and external educational visits take into consideration additional needs (disability, health conditions, trans learners) and different interests;
- Ensure that speakers or guest lecturers are drawn from diverse sources and backgrounds;
- Ensure that all learners have information and access to cross-college activities, enrichment, events, clubs and societies.

Standard 7: Environment

1. Facilities

- Ensure that toilets and changing facilities for females and males are of equal quality;
- Ensure that there is easy access to an accessible toilet that is available for use by everybody regardless of gender identity or additional needs;
- If there is no easy access to a reflection room for praying or contemplation, make arrangements to provide a quiet private space if requested by staff or learners;
- Ensure the layout of furniture and other equipment in all areas allows access of people with mobility and other accessibility needs.

2. Displays

- Display visual and other materials that promote the full diversity of people across society and avoid using only images that focus on aspects similar to the backgrounds of current staff and learners.
- Monitor displays to ensure that they reflect the community, wider society and current affairs matters (evolve with societal views and norms)

Standard 8: Leadership

1. Culture

- Allocate an E&D slot in your team meetings and encourage meaningful discussion on diversity and inclusion issues relevant to your learners, department and sector;
- Ensure that all staff have a voice and everyone's views are heard and acknowledged;
- Challenge stereotypes, prejudice and inappropriate comments/ behaviour from staff and learners and support staff to do the same;
- Review the demographic profile of your team and plan for recruiting from a diverse pool of candidates with support from HR;
- Review the staff experience in relation to the protected characteristics and address issues with support from HR.

2. Staff's competence

- Ensure that all staff complete mandatory E&D training (in probation and E&D refresher);

- Ensure that staff are competent to handle contentious discussions in a sensitive manner, challenge inappropriate comments and language and deal with bullying consistently;
- Use evidence from learning walks and observations of teaching and learning to improve staff's competence for embedding diversity and inclusion in teaching and learning, and meeting the needs of their learners.
- Identify and implement training in EDI as appropriate for all staff

3. Learners

- Have full awareness of the learner profile in the department (type of disability, ethnic make-up, gender balance, vulnerable learners)
- Plan for improving the diversity profile of the learners with support from Marketing (visits to schools, targeted activities at open days and other events);
- Have full awareness of any persistent achievement gaps between groups of learners
- Plan for and implement interventions to address underachievement by Equity factors;
- Disseminate information relating to all groups of learners to staff;
- Embed Equity and diversity considerations in course reviews, self-assessment and quality improvement processes.