



Equality and Diversity Report 2010/2011

1. EXECUTIVE SUMMARY

BACKGROUND

The College has developed this report to Governors to outline its activities and success in promoting Equality and Diversity. It will provide an overview of work carried out and the policies developed as well as reporting on key targets.

This report updates Corporation members on the analysis of enrolment and student achievement for the academic year 2010/11.

The publication of this report meets the requirements of the Race Relations Amendment Act 2000.

FRAME WORK FOR E&D WITHIN THE COLLEGE

1. Equality & Diversity Policy and Race Equality Statement

These documents together outline the College's overall policy with respect to Equality and Diversity generally, and its specific duties under the Race Relations Amendment Act. The overarching E and D policy was revised and approved in 2009. Equality and Diversity implications are taken into account during the review of all other College policies and the College has developed an impact assessment process which will be utilised in reviewing College processes and policies in accordance with the Equality and Diversity Action Plan for 2010/11.

2. Equality and Diversity Co-Ordinator

The co-ordination of Equality and Diversity across the College was overseen the Student Participation Manager in partnership with the Student Services Manager.

3. Equality and Diversity Committee

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There is a group of core members who make up the E and D committee. They comprise of the Principal; both Directors of Teaching and Learning; Student Participation Manager, Student Services Manager and Personnel Manager. This group meets half termly.

A secondary whole E and D group is made up of the Core Members and Section representative from each section area including support staff and the E and D Governor representative. This group meets termly.

Core Values

Core Values were developed in July 2008 and reconfirmed on an annual basis to reflect broad policy and to guide every aspect of the College's work. Promoting equality and diversity is fundamental to these values which are:

- Teaching & Learning is our First Priority
- Ensuring Equal Opportunities for all
- Achieving Excellence
- Meaningful Relationships

Within these Core Values, the college is committed to:

- Embracing and celebrating diversity
- Creating a welcoming and inclusive environment
- Removing barriers to access
- Raising awareness of Equality and Diversity issues
- Combating all forms of discrimination and harassment

These are undertaken within a culture of support for students and staff. These values are embedded into all College document, plans and publicity materials.

Equality and Diversity Action Plan

The E&D Action Plan is a tool for:

- Embedding the College E&D values and policy within College life
- Complying with key E&D legislation (the special Educational Needs and Disabilities' Act, the Race Relations Amendment Act, new regulations on Religion and Belief and Sexual Orientation);
- Setting actions to address issues identified through the College's monitoring and quality assurance processes, and detailed within the annual report
- Meeting actions and targets which link to those of *the Local Education Authority*

Progress on the 2010/11 Action Plan

A number of actions have taken place including:

- The embedding of data has been significant across the college. Data systems have been developed and all teaching staff has been trained in the use of these systems. Each class has a spreadsheet of data which informs the teaching. All teaching staff used this data in their analysis of student performance and 2011 results including January and June modules. Teaching staff continue to use this data in their every day roles in order to analyse and act upon any emerging trends and address underperformance. E&D is embedded in

Curriculum SARs. Analysis of Student achievement and retention by gender, socio-economic group, in receipt of EMA, ethnicity, disability, and learning disability is rigorous with actions in place in subject areas with underachievement of any group.

- The Awareness of Equality and Diversity continues to be high amongst staff:
 - All new teaching staff have been trained in E&D issues during induction programme
 - Equality and diversity has continued to be a significant contributor to lesson observation feedback and grading
 - Each section has an Equality and Diversity representative who attends the whole E and D group meeting, cascading ideas to their section teams.
 - The professional development centre has continued to provide staff training in the promotion of E&D including carousels on dealing with discrimination in the class room and challenging inappropriate or offensive language

- The awareness of Equality and Diversity Issue uses among students has continued to be promoted:
 - Through the tutorial programme all students have been informed of how to raise an issue about harassment or discrimination.
 - Displays throughout the college are positive and celebratory of key dates and address stereotyping.
 - All major religious and cultural events continue to be incorporated into the college tutorial programme. Visiting speakers, posters, plasma screens, LRC book displays and food in the refectory have played a key part in celebrating these events
 - Global issues were written into the tutorial programme and delivered to students using videos and discussions to tie in with international awareness days e.g. Jeans for Genes Day
 - Stress awareness sessions were delivered in tutorials during Mental Health Action Week
 - Student diaries continue to promote Equality and Diversity. Religious and cultural events have been fully integrated into the diary and promoted in tangent with tutorial activities

- Support available to students has continued to be promoted through:
 - Tutorial Activities, induction, leaflets and posters
 - Whole staff training has been delivered termly by the Student Services Manager
 - Student Services Manager has been an integral part of new staff induction; delivering both teaching and support staff training
 - Student diaries have integrated pages of student support available in addition to key services highlighted at points regularly within the year

- The tutorial programme has significantly promoted E&D through:
 - Weekly tutorial resources including a range of activities, moving image resources and workshops
 - monitoring and reviewing tutorial delivery including tutorial observations, student focus groups on the delivery of tutorial, staff focus groups on the tutorial programme
 - Transition days and taster days including discussion of equality issues and challenging stereotypes through tutorial activities

- College policies and plans have been reviewed for equality and diversity and updated where necessary
- Marketing material is positive, diverse and inclusive
 - The prospectus shows photos of males and females in traditionally gender based subjects

- The college website uses images to reflect the diversity of students at the college
- Marketing materials and course information handouts are monitored by marketing manager to ensure consistency

2. RESULTS OF MONITORING AND ASSESSMENT

ENROLMENTS

The local ethnicity profile, based on the 2001 census, is 4%. The college has, for a number of years, enrolled a profile of students for sixth form education well above this level. This is testament to the continued inclusivity of our curriculum, the open access admissions procedures as well as our energetic promotion of Equality and Diversity in marketing literature, College displays, open evenings and school liaison.

We continue to exceed the local ethnic profile with enrolments of BME at 8% which is above the local area we serve in Rother but this is an area in which we are going to continue to develop closer liaisons with feeder schools. In 2009/10 we exceeded with an intake of 7%, total ethnic profile across our sixth form provision; this is the same as in 2008/09. Of the ethnic minority groups, the largest in terms of population, for our 16-19 cohort in last year's enrolment is the Asian or Asian British –other at 4.1%. There is some under representation of the Pakistani community with 10 enrolments.

**Actions: Continue to liaise closely with feeder schools in areas of social deprivation
Continue to develop our provision to serve the local community**

Gender Profile

	Starts 10/11	08/09	09/10	10/11
Female	1969	54	51	50.5
Male	1933	46	49	49.5

Our gender profile in terms of as a sixth form shows that we have taken great steps towards addressing previous gender enrolment balances. Our curriculum offer is good and where there are traditionally gender biased subject take up HoS have worked hard to promote these courses and address imbalances where possible.

Socio-Economic Enrolments

By Uplift Area

	Starts 10/11	07/08	08/09	09/10	10/11
From uplift area	994	18	26	18	24

From non-Uplift Area	3137	82	74	82	76
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Twenty four percent of our starters are from an area of deprivation. This high number reflects our inclusive environment and our open access enrolments as well as our outstanding provision. The percentage has increased to reflect our growing number of courses and increased offer.

In addition to this 52% of our learners are in receipt of EMA which an indicator of social deprivation reflects our excellent provision.

**Actions: Continue to liaise closely with feeder schools in areas of social deprivation
Continue to develop our provision to serve the local community**

SUCCESS RATES

Success rates by Ethnic Group

Whole College performance in 2010/11 for all levels

	Success			
	07/08%	08/09%	09/10%	10/11%
BME	81	86	87	87
White	82	83	86	85

The data above illustrates the performance of learners by ethnic group. It is pleasing to see that overall the College is serving its BME students well.

Success rates for Black Minority Ethnic have continued to be on an upward trend and are above national benchmark by 2%. BME learner's achievements are in line with college success rates performing slightly over the whole college success rate.

It should be noted that, for the majority of BME categories, actual student numbers are small. It is, therefore, difficult to form anything more than impressions. Please see appendix for a more detailed breakdown of this data.

Within this data there are positive trends such as success rates going up by 8% for African students who make up 30 students. However, there is one negative trend which is that of Pakistani students retention rates being at 50% accounting for 5 students leaving the college.

Action: Monitor and act upon low retention rates for Pakistani students.

Gender Success Rates 2010/11

Overall 16-18

	Success			Retention			Achievement		
	08/09	09/10	10/11	08/09	09/10	10/11	08/09	09/10	10/11
Male	85	83	83	94	93	91	90	91	90
Female	86	87	87	93	92	92	93	94	94

Level 1: 16-18

	Success			Retention			Achievement		
	08/09	09/10	10/11	08/09	09/10	10/11	08/09	09/10	10/11
Male	75	89	86	93	90	89	90	98	97
Female	82	89	91	90	96	91	92	93	100

Level 2: 16-18

	Success			Retention			Achievement		
	08/09	09/10	10/11	08/09	09/10	10/11	08/09	09/10	10/11
Male	86	88	86	88	91	87	98	97	99
Female	87	86	86	89	87	87	97	99	98

Level 3: 16-18

	Success			Retention			Achievement		
	08/09	09/10	10/11	08/09	09/10	10/11	08/09	09/10	10/11
Male	85	81	81	96	93	93	89	87	87
Female	86	87	87	94	96	94	93	93	93

All Levels: There is an achievement gap between males and females of 4% in success rates widening the gap from previous year due to decreased retention in male students.

Level 3: In the largest area of our provision females continue to outperform male students with the same gap as previous years. Success rates have levelled for both males and. Retention rates for both genders are similar so it is in achievement where males are underperforming.

Level 2: The gap between male and female success has narrowed with both genders having equal success rates. Achievement rates are, for the first time in the three year trend, the same for both genders. It is worth noting that rates are the same because retention has fallen in level 2 boys.

Level 1: The number of female learners on level one is the same as in with males for the first time in a three year trend reflecting our increased provision. There is now a gap between male and female success due to significantly higher achievement rates.

Lifelong Learning: numbers were too small to allow any conclusions to be drawn.

Actions:
Address underachievement in AS. Monitor and provide data by gender achievement in all levels.

Performance by Uplift Area

Uplift area	Success			Retention			Achievement		
	08/09	09/10	10/11	08/09	09/10	10/11	08/09	09/10	10/11
Uplift area	82	85	88	93	91	93	90	93	95
Non-uplift area	84	85	85	92	95	92	90	92	92

Success rates from students from an uplift area have improved by 3%. There is a gap of 3% with both retention and achievement being higher those from an uplift area.

The take up of EMA in the College is high with 52% of students receiving it in 10/11. This is an indicator of low income and economic status. The performance of both groups of learners indicates that both those in receipt of EMA and those not are doing equally well. As it is a clear indicator of socio-economic status we decided to report on it. However, as it has been cut we no longer report on this.

Students with Learning difficulties and disability

	Success Rates 11-18		
	08-09	09-10	10-11
Disabled	89	82	77
Not disabled	84	86	85

Success rates have decreased dramatically since previous years. While achievement has decreased by 1% to 92% it is retention where the most dramatic change has occurred with a drop of 11% to 84%.

Action: Improve retention rate of students with learning difficulties and disabilities.

By Additional Support

	Success			Retention			Achievement		
	08/09	09/10	10/11	08/09	09/10	10/11	08/09	09/10	10/11
Additional Support	85	87	84	94	93	87	92	95	92
No Additional Support	86	85	89	93	94	91	90	92	92

Eight percent of learners at the college receive additional support. Success rates as a whole for those in receipt of additional support fell by 3% increasing the gap between those not in receipt. This was down to both success rates and retention rates falling.

Action:

Using study centre monitor the success rates of those on additional support- spot these through reviews and MEGs and form part of class monitoring forms.

STUDENT ATTITUDES

The Student Participation Manager worked together with members of the Senior Student body to gage the views of the student body and carryout research into attitudes of students around equality and diversity.

The focus groups were carried out by a senior student with a role in equality and diversity on the student council. In addition to this the Student Participation Manager carried out focus groups with a range of students.

The main findings of this research relating to E&D were:

- Students felt cared for and supported by staff
- Most staff challenged discriminatory behaviour and abusive stereotypical language in the classroom
- Tutorial activities contained lots of information on Equality and Diversity and issues around it
- The college feels safe for students
- Data from the QDP end of year questionnaire supported the assertion that students feel that they are fairly treated by their teachers and tutors with the rating being at 77 which is +4 above averages.

Action:

Continue to monitor student perception of Equality and Diversity

Equality & Diversity Amongst Staff

Ensuring equality and diversity amongst staff has always been a priority for the College leadership. This is reflected in the Personnel policies and the diversity of the staffing body itself. Under the new Equality Act, as a public sector organisation the college is required to publish equality data in the public domain. The Colleges approach was to carry out a monitoring exercise which took place in September 2011.

From 1 September 2010 until 31 August 2011 the College employed a total of 204 staff: 101 support staff and 103 teaching staff. The mean age of staff during this time was 41 years of age compared with a mean age of 44 in 09/10. The Equality and Diversity breakdown is as follows: The College prides itself on providing an ethos which celebrates diversity and one in which people from all cultures feel welcome. The Equality & Diversity breakdown is as follows:

Teaching Staff

Posts	Part time	Full time
Number of Posts	31	72
Male	8	31
Female	23	41
Number with Disability	0	2
Ethnicity		
White	26	63
White – Other		2
White – Other European	3	1
Asian or Asian British		
Asian or Asian British – Indian		1
Asian or Asian British – Pakistani	1	1
Black or Black British		
Black or Black British – African		1
Other – Arab		1
Japanese	1	
Chinese		
Any Other		1
Unknown		1

Support Staff

Posts	Part time	Full time
Number of Posts	78	23
Male	22	10
Female	56	13
Number with Disability		
Ethnicity		
White	72	20
White – Other	1	1
White – Other European	2	1
Asian or Asian British		
Asian or Asian British – Indian	1	
Asian or Asian British – Pakistani		
Black or Black British	1	
Black or Black British – African		
Other – Arab		
Japanese		
Chinese	1	

Any Other		1
Unknown		

The ethnicity profile of the staff is broader than that of the local community and different cultures are well represented. The number of staff declaring a disability is low however, a significant number have chosen not to declare this information in comparison to ethnicity information.

Action:

To encourage all staff to declare equality and diversity information accurately so action can be taken to address under-representation where it occurs.

Other staff characteristics

Age profile

The age profile of the staff is as follows:

Age Group	No	%
25 and under	22	11
26-34	37	18
35-44	53	26
45-54	44	22
55-64	40	20
65+	8	4

Staff Recruitment

The College seeks to ensure equality is applied to its recruitment process. It analyses its applications and appointments according to E&D information on an annual basis. The data for recruitment for September 10 – August 11 is given below.

The average number of applicants per teaching post is lower than that for support staff but has maintained the improved levels shown last year. In terms of gender, more females apply for support staff and part time teaching posts in the College. This is most marked in support staff posts where the application numbers from females outweighs applications from males by 2 to 1. There is a slightly different picture for full time posts where in teaching, we received two male applications for every female application and in support staff it was 1:2 male/female.

Despite the equality information being required as part of the application form, the number of applicants completing the equality information in full remains disappointing with a number not completing the ethnicity section evidenced by the number of 'unknown'. It is difficult to address this as providing personal information is not 'legal' requirement.

EQUALITY AND DIVERSITY AND RECRUITMENT STATS REPORT

TEACHING POSTS 2010-11

Post	Part Time		Full Time	
Number of posts	9		6	
Number of applicants	44		58	
Male	9		37	
Female	35		21	
		Shortlisted		Shortlisted
Number with disability	4	0	1	0
<u>Ethnicity</u>		Shortlisted		Shortlisted
White	29	19	50	22
Asian	0	0	0	0
Black African	0	0	0	0
Black Caribbean	0	0	0	0
Chinese	0	0	0	0
Other	0	0	4	0
Unknown	15	5	4	0
Mean age	41		38	
Appointed: Male	1		5	
Female	5		2	
<u>Ethnicity</u>				
White	6		7	
Asian	0		0	
Black Caribbean	0		0	
Chinese	0		0	
Indian	0		0	
Other	0		0	
Unknown	0		0	
Disability	0		0	

Note: 1 role F/T - 2 people appointed
 1 position P/T - no appointment made
 1 position P/T - did not proceed with role
 2 position P/T - declined offer but 1 appointment made

SUPPORT STAFF POSTS 2010-11

Post	Part Time		Full Time	
Number of posts	21		5	
Number of applicants	191		65	
Male	79		16	
Female	112		49	
Unknown	0		0	
Number with disability	4	Shortlisted 2	2	Shortlisted 0
Ethnicity		Shortlisted		Shortlisted
Bangladeshi				
Black African	1	1	0	0
Black Caribbean	0	0	0	0
Black Other	0	0	0	0
Chinese	0	0	1	0
Indian	0	0	0	0
Nepalese, Gurkha	0	0	0	0
Other	7	0	0	0
Other Asian	2	0	0	0
Pakistani	0	0	0	0
Polish	0	0	0	0
Unknown	33	8	4	0
White	148	54	60	17
Mean age	36		41	
Appointed: Male	8		1	
Female	13		4	
Ethnicity				
White	21		5	
Asian	0		0	
Black Caribbean	0		0	
Chinese	0		0	
Indian	0		0	
Other	0		0	
Unknown	0		0	
Disability	0		0	

Governing Body

The maximum membership of the Governing body is 20 members. The College currently has 17 members, including staff and student member, with a representation as follows:

GENDER	Number	%
Male:	11	65
Female:	6	35

Ethnicity	Male	Female	Total %
White	10	6	94
African	1	0	6

Actions

Continue to monitor teaching staff appointments by ethnicity
To recruit Governors to continue to address the gender balance and increase cultural representation.