**hills road sixth form college**

**Equality and Diversity Report 2011-12**

**1.0 Introduction**

1.1 Governors have a responsibility to ensure that the College fulfils its duty in relation to equality and diversity (E&D) legislation. This paper describes some of the ways in which the College is meeting its duty.

**2.0 Single Equality Scheme (SES)**

2.1 The Corporation will review the SES (appendix 1), together with the equality and diversity report, annually.

* 1. The review of the SES action plan 2011-12 (appendix 2) demonstrates the activities that have taken place to further our commitment to E&D within the College
  2. The draft SES action plan for 2012-13 is attached to reflect the next stages of delivery anticipated in seeking to remove barriers to opportunity and to celebrate diversity (appendix 3)

**3.0 The Equality Forum**

3.1 Comprising ten members of staff (5 volunteers and 5 *de facto* roles), the Equality Forum oversaw many of the E&D developments for 2011-12 through their regular meetings. Key projects in 2011-12 included:

* becoming a Stonewall School Champion
* working with The Manor to raise aspirations for a group of year 11 students which resulted in a 100% increase in the number of students starting in September 2012 when compared to the previous year
* rolling out the online E&D training for all staff and students
* an online survey for L6 students to gather information regarding the use of homophobic language within college and its effect on students
* Introduction of the new Equality Analyses for all policies and procedures

**4.0 Data monitoring**

**4.1 Full-time students 2010-12**

The full monitoring data for this section is attached as appendix 5. For five different groupings of students (by gender; prior ability; receipt of Additional Learning Support (ALS) – as an imperfect signifier of disability; the Educational Maintenance Allowance (EMA) has been superceded by the 16-19 Bursary Fund and is taken as an imperfect proxy for economic disadvantage; and ethnicity), the data examines average grades per entry, retention rates and added value for the four year period 2009-2012.

4.1.1 *Gender*

As in previous years the girls arrive with a slightly higher grade per entry score (4.3) than boys (4.1), but they continue to share the same average added value (0.0). The retention rate in both boys and girls has dropped marginally in 2011-12, however there is now a 2% differential between the gender retention rates, with boys at 97% and girls on 95%, the largest difference recorded in the last 4 years. This will be an indicator that we will wish to monitor through the 2012-13 Action Plan.

4.1.2 *Ability*

In the previous 4 year period the retention rate in the lowest GCSE ability band is significantly lower than that of the other three bands and 10% lower than the top two bands; it is the lowest it has been. This correlates with the lower added value for this ability band and further investigation is required to establish the reason for this and how this can be addressed. This will be part of the focus of the College’s Strategic Plan and will also be monitored as part of the remit for Equality Forum.

The new e-tracker system and STaR (Student Tracking and Review) Group were implemented to provide a mechanism for identifying any potential issues at the earliest opportunity. More specific benchmarking information within e-tracker should allow staff to pick up under-performance in students at an early stage. Early indications are that attendance has also significantly improved, particularly in the L6, during the start of the 2012-13 academic year. The system will be closely monitored over the forthcoming year.

4.1.3 *Disability*

Overall the 4-year average grade per entry of students receiving Additional Learning Support (ALS) is marginally down at 4.0 from 4.1 compared with a College average of 4.2. However, the figures for 2011-12 show that the average grades per entry for students in receipt of ALS was 3.9. It is important to remember that the sample size is very small which inevitably distorts the picture, however, the added value for these students matched the overall college figure of 0.0 indicating that the support provided has enabled them to at least fulfil their potential. For retention (100%) these students have exceeded the College average of 95%.

4.1.4 *Economic disadvantage*

The Education Maintenance Allowance (EMA) was replaced in 2011 with the 16-19 Bursary Scheme and the figures shown for 2012 (appendix 5) use the data from this source. As a result the numbers are significantly lower for the last academic year (although there have been more applications for the current academic year) and therefore it is difficult to draw any precise conclusions and make any recommendations. However, the relatively small sample does show a lower added value result (-0.2) compared to the rest of the college (0.0). We are continuing to ensure that all students are fully integrated in all learning activities regardless of socio-economic background (see 2012-13 SES Action Plan). However we remain concerned about the lower added value for students presenting for the Bursary Scheme. National evidence would suggest some correlation between grades per entry score and socio-economic indicators.[[1]](#footnote-1) Since we do not currently connect Bursary Award applications with GCSE scores we are not in a position to cross-reference individual cases of particular need. This will be an action for the forthcoming 2012-13 Action Plan, along with incorporating information from pre-16 settings about students in receipt of Free School Meals.

* + 1. *Ethnicity*

Our percentage of ‘non-white’ students within our full time 16-19 community has exceeded that of the local population for the past four years, based on the 2001 local population census (7.6% compared to 4%)[[2]](#footnote-2).

As reported in previous years, the numbers of non-white students are small and therefore the fluctuations in the statistical data are often artificially inflated. The downward trend of lowering added value in the ‘black’ ethnicity group has been completely reversed this year with this particular group achieving the highest added value (0.1) when compared with the college average (0.0). Of concern this year is the significant drop in the added value for the ‘Asian’ ethnic group (-0.3). This will be investigated further (action point on the 2012-13 Action Plan) however initial analysis indicates this may be related to the national decline in results in Maths and Science subjects – of the 37 students identifying as Asian, 33 are doing at least one subject in either Maths or the sciences and over half are doing at least two. However, this is an area into which Equality forum will conduct some further analysis and research to understand the specific issues that relate to our local context at Hills Road.

**4.2 Adult students**

4.2.1 *Disability*

Disabled adult students continue to be invited to declare their disability via the enrolment form, which are logged and monitored, and to contact the AE office to discuss their needs. The disabled students often require disabled parking and access to ground floor teaching rooms. This is monitored by the AE Department and appropriate support is given. Some students may have multiple disabilities, requiring unique support from their carers and AE tutors. Disabled students who use wheelchairs are able to attend classes by being provided with a map detailing lift locations and the route to their class. In addition they are given the mobile number for the caretakers so they can be met at the lifts (key operated) to help facilitate their way around college.

The AE team have recently worked alongside colleagues in the Study Skills department to identify the needs of a blind student who is attending an introductory course in counselling, autumn 2012. The student attended a guidance interview and his specific needs were identified. He is now following the course and participating fully, with the support of his tutor (who received further training and guidance in the use of teaching and learning resources for visually-impaired students).

4.2.2 *Ability*

AE students are provided with pre-entry guidance in a number of ways, including the telephone guidance provided by the trained ‘front line’ administration team and individual coordinators. Post-entry guidance is also provided in special circumstances, for example, in relation to levels of achievement within modern languages and digital photography courses. The ability of students to cope with long, accredited courses is recorded within the progress review system and records are maintained in the AE office by each relevant coordinator. In the case of Level 4 unit 2 training for counselling students, a self-reflection application process is now completed by students (supported by a tutor reference) to ensure that they are prepared to cope with the demands of this course and related placement/supervision activities. The records retained for counselling students are confidential and meet the requirements of the AQA awarding body.

4.2.3 *Gender*

In 2011-12 67% of the AE cohort were females (2856 enrolments) and 33% males (1425 enrolments). This gender imbalance did not appear to be related to any issues. For example, withdrawals and failure to complete courses did not appear to be influenced by gender.

4.2.4 *Ethnicity*

The recording of ethnicity for AE students is not a statutory part of the student record system. However, AE students are invited to complete the relevant section of the enrolment form or to give a response during a telephone enrolment. The question of ethnicity is now a regular feature of the dialogue between AE assistants and new students at the time of enrolment. No issues have been identified in relation to this data at this point since the students choosing to disclose ethnicity are an almost exact reflection of the 2001 census data for the local community population.

**4.3    Staff**

4.3.1  *Disability*

There are currently eight members (2.5%) of the staff who have chosen to declare a disability. This is a slight decrease on the previous year.

4.3.2  *Gender*

The College staff gender balance has remained broadly similar for a number of years. 52% of the daytime teaching staff are female and 48% male which is a narrower split than the gender balance in the student body. 63% of the support staff are female and 37% male. The combined figures for both populations are 56% female and 44% male. The gender balance in the teaching and support staff population compared to the most recent data for the sixth form college sector shows a bias at the College towards males in the support staff population and consistency with the figures for teaching staff, (ref Sixth Form Colleges’ Forum survey 2011[[3]](#footnote-3)). There is much higher incidence of females in the adult tutor population at 77% with males at 23%

4.3.3  *Ethnicity*

87% of the daytime staff have declared their ethnicity as ‘white’. This is consistent with previous years. 2% of the staff come from other ethnic groupings. This analysis is broadly consistent with the ethnicity origins of the College’s 16-19 students where the majority are white but with a slightly higher incidence of students from other ethnic groups. The 2001 census data for South Cambridgeshire shows 96% of the population as white and in Cambridge 89%.  56% of the adult tutors declare themselves as white but 39% choose not to declare; the majority of the adult students choose not to declare their ethnicity. Data for the sector shows 91% of the staff across the sector declaring themselves as white, 7% in other ethnic groupings and 2% choosing not to declare.

4.3.4 *Age*

         The age profile of daytime staff aged 40 and above, which has been in the range 70% to 75% over the previous four years, has now risen to just under 80%. The main increases are in age ranges 65 and above and 40 to 49. The College has 6% of staff aged 29 and below, similar to the previous year; many of the posts attracting staff in this age range are support roles. Staff recruitment and turnover has slowed in the last couple of years so inevitably this has resulted in the age profile shifting towards the mid to older age ranges. Teaching staff are recruited from a national

pool and younger teachers may choose to benefit from gaining experience with a broader spectrum of ages before moving into sixth form. In addition the cost of housing in the area remains an obstacle, especially in the current economic climate. The population of staff who are 60 and above has been steadily increasing and now stands at 15% compared to 6% ten years ago.

4.3.5 *Other protected characteristics*

The College has gathered and analysed the information relating to gender reassignment, sexual orientation, religion and belief and status for the first time this year. The following information has been obtained:

Gender reassignment

41% of staff declared they had not undergone gender reassignment with 59% either not responding or not wishing to declare.

Sexual orientation

1% of the daytime and evening staff have declared themselves Gay/Lesbian and 53% have declared themselves as straight. 46% of staff either did not respond or did not wish to answer.

Religion or belief

33% of daytime and evening staff have declared themselves as being Christian, 1% Muslim, 1% Buddhist, 2% Humanist, 2% ‘Other’ religion or belief and 17% have declared they do not have a religion or belief. 44% of daytime and evening staff either did not respond or did not wish to answer.

Status

40% of daytime and evening staff have declared themselves as being married or in a civil partnership, 9% are single/not married, 4% have a partner or are co-habiting, 2% are separated, 4% are divorced and 1% have declared that they are widowed. 40% of staff either did not respond or did not wish to answer.

4.3.6 *Applicants for posts at the College*

The completion of Equality and Diversity monitoring forms by job applicants, while increased from last year to just below 40% is still not sufficient enough for us to extract any meaningful data.

**Appendix 1** Single Equality Scheme

**Appendix 2** Review of action plan 2011-12

**Appendix 3** SES Action Plan (draft) 2012-13

**Appendix 4** E&D monitoring staff, autumn 2012

**Appendix 5** E&D monitoring (full-time students)

1. *The Role of attitudes and behaviours in explaining socio-economic differences at age 16,* ESRC funded research paper, Institute of Fiscal Studies, July 2010 [↑](#footnote-ref-1)
2. The 2011 census data is not currently available (due for full release Feb 2013) [↑](#footnote-ref-2)
3. Sixth Form Colleges Forum ‘Annual salaries and numbers survey 2011’ [↑](#footnote-ref-3)