

Equality and Diversity Review 2010/11

Forward

Collyer's is committed to valuing diversity. Our approach aims to respond to the existing legal duties and new duties under the Equality Act 2010.

The Equality Act 2010 (Specific Duties) Regulations 2011, which aim to allow public authorities better to perform the general equality duty, came into force on 10 September 2011. The general duty requires us to continue to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between those who share relevant protected characteristics and those who do not.

I hope this information gives you the information you require for an insight into Collyer's continued positive approach to equality and diversity.

The Collyer's Equality and Diversity Committee

Introduction

The Equality and Diversity Committee, chaired by the Assistant Principal (Progress) has met three times during the academic year. The committee comprises representation from Study Support, Adult Education, Child Protection (Safeguarding), Learning Resources; Personnel, Academic and Support staff; MIS; Estates, Admissions, the student governor and the Student Council. As part of the annual cycle, the committee reviewed and updated the Race Equality Scheme Action Plan, the Gender Equality Scheme Action Plan and the Disability Equality Scheme Action Plan. This action planning feeds directly into the college's Quality Cycle, in the form of the 2010/11 SAR, the 2011 Quality Improvement Plan Review, the 2012 Quality Improvement Plan and the Equality and Diversity Action Plan 2012.

Targeted Equality & Diversity training has run alongside Safeguarding sessions. These have been well received by support and academic staff, representatives from the governing body and the student council. These sessions have focussed on the new Inspection Framework, Equality Bill and Equality and Diversity action to be incorporated within academic/cross-college QIPs/SARs.

The work of the Equality and Diversity Committee continues to inform, guide and support staff on Equality and Diversity issues.

Reporting

The Assistant Principal (Student Progress) on behalf of the Equality and Diversity Committee, reports to the Quality and Standards Committee and the Joint Staff Governors Consultative Group on the achievement and retention of students by recorded protected characteristics. The analysis continues to show that students assessed by these categories

are in line with the average level of achievement and retention across all groups at the college. It is worth noting that the Equality and Diversity Committee is working with MIS and Personnel to analyse further the broadening “Protected Characteristics” (where appropriate) outlined in the Equality Bill.

The Equality and Diversity Committee feels that there is a better understanding of Equality & Diversity at subject level, reflected in improved monitoring within the annual SAR/QIP process and lesson observation cycle. Further work is required and Equality & Diversity within academic planning/delivery remains a key focus for the college. Good progress has also been made regarding Equality Impact Assessments (EIA). The EIA schedule is now subsumed within college-wide policy review.

The promotion and support of nationwide initiatives across the college community is also being encouraged. In January 2012 Holocaust Day and an event in the refectory celebrating Chinese New Year have proved extremely successful. A formal link-up with the QE2 School in Horsham (for children with severe or profound learning disability) has also been established in 2012.

The committee has also worked closely with the Admissions and Learner Support teams to maintain the good quality of LLDD (Learners with Learning Difficulties or Disabilities) disclosure from an ever growing number of feeder schools (including international schools). The work of the Equality and Diversity Committee is reflected in the annual Equality and Diversity SAR (**see Appendix 2**).

We welcome the opportunity to publish sufficient information to demonstrate compliance (S.149 - 1 of the Equality Act 2010) and training will also continue to support Equality and Diversity, linking closely with the Safeguarding agenda. The Equality and Diversity Committee has helped Collyer’s to keep up to date with changes and enabled the college to maintain high standards in relation to the college’s continued commitment to equality and diversity amongst students, staff, governors and the local community.

The report is based on analysis of the protected characteristics recorded for Equality and Diversity monitoring, which are currently: age, disability, pregnancy and maternity, ethnicity (race) and gender (sex). Marriage and civil partnership, religion or belief, gender reassignment and sexual orientation were not routinely recorded for 2010/11. Any issues which may arise with regard to these protected characteristics will be dealt with sensitively on an individual basis, fully in the spirit of the Equality and Diversity Act 2010.

Student Information

With regard to gender representation (**see page 1 of Appendix 1**), in 2010/11 the split between all male (44%) and female (56%) course starters remained the same from 09/10; the gap closing from male (43%) and female (57%) split in 08/09. Within the most significant group 16-18 the split between male (45%) and female starters (55%) continues to close (from a male 43%/57% female split in 08/09).

September 2011 Enrolment: The gap between female and male recruitment for 1A, continues to close; female recruitment fell, down by 12 on last year, while male numbers increased by 30. Last year 694 of the total number of 16-18 students at Collyer's were males (44.2%); this year the number of males has increased to 724 (45.7%) up more than a percentile.

Across the 08/09, 09/10 and 10/11 years retention across male and female has consistently remained within a percent. Across the 08/09, 09/10 and 10/11 years achievement across male and female has consistently remained within 2%.

Participation in the wide variety of enrichment activities is extremely high across the college. We are looking to formally record participation in enrichment activity by Protected Characteristic ready for the 2011/12 Review.

With regard to representation of race (**see pages 2, 3 and 4; Appendix 1**) in 10/11 91% of all course starters were White, compared to 92% in 09/10. In 10/11 course retention across the board is well matched; the low numbers for some groups not creating statistically viable percentages (such as "Other" category for Course Retention at 57% - literally only representative of a handful of students).

In 09/10 the non white group A2 level retention figure fell by 1.2% to 98.8%. The AS comparison showed retention percentile reduction, falling 4.7% to 92.8%. The White students had 93.5% retention, a fall of 1.6% compared to last year. In 09/10 for students with some form of learning difficulty, retention of 94.7% was maintained for both A2 and AS, however for A2, it fell by 4.1%, improving by 3.6% for AS.

In 09/10 the colleges' non-white entries for A2 level courses did fall by 15% to 84 students, but all attained an impressive 100% achievement (contextual note: the figures for non-white entries rose by an astonishing 71% in 08/09). Most non-white students attained a better grade than targeted and improved achievement, 1.4% better than the white population.

The AS achievement for non white students improved by 11% to 84.9%, possibly because the retention dipped by 4.7% to 92.8%. The White students had 91.7% achievement, 6.7% up from last year. The growth of non white students doing A2 climbed in 10/11. Where statistically significant, Achievement is even across groups.

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With regard to representation of people with disabilities (**see pages 4, 5, 6 and 7 of Appendix 1**) 5% of all students have a recorded disability for 10/11; compared to 3% in 09/10 and 2% in 08/09.

In 10/11 course retention for students of all ages with no disability was 92%, for students with a disability it was between 90 and 93%. This represented improved parity when compared to 09/10 (although the "Other" category which fell significantly below the 90% mark was representative of only a handful of students).

In 10/11 course achievement for students of all ages with no disability was 93%, demonstrating parity with medical and other disabilities (both 95%) but below that recorded from students with a mental disability (82%); although this represented a 2% improvement from 09/10 after a 94% high in 08/09.

In the statistically significant area of 16-18 there was an almost identical parity to that detailed above, with an improvement across the board from 09/10.

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Staff Information

In terms of gender representation (**see page 8 of Appendix 1**), of 279 staff, 184 (66%) are female; with 95 male (34%). 67% of applicants in the past year have been female, 33% male.

In terms of representation of race (**see page 8 of Appendix 1**) in 2011, of 279 staff, 254 (91%) classify themselves as White British; 21 (7.5%) as White Other/White Irish or White other European. 4 (1.4%) classify themselves as Black British – African/Mixed White and Black Caribbean or Other. 12% of applicants in the past year have come from non White British.

In 2011 just over 1% of staff have recorded a disability (**see page 8; Appendix 1**). This is directly in line with the number of applicants stating a disability.

In 2011 of 279 staff, approximately 16% are under 34; 20% are between 35 and 44 with 29% between 45 and 54. 25% are between 55 and 64, while 8% are over 65. In the past year approximately 37% of applicants are under 34, 26% of applicants are between 35 and 44; 27% are between 45 and 54, while less than 9% are 55 or over (**see page 8 of Appendix 1**).

In 2011 63% of staff chose not to state their religion, while 7% stated that they had no religion (note: this is in line with that stated on applications for jobs in the past year). 27% of current staff stated that they were Christian, 0.35% (1 person) stated that they were Jewish, 0.35% stated that they were Buddhist; 1% recorded "Other" religious beliefs and 0.7% were Roman Catholic (**see page 9 of Appendix 1**).

With regard to Pregnancy and Maternity, 1% (3 in total) of staff were on maternity leave at some stage in the past year.

Governor Information

Governor information is available for gender, race and age. Information regarding disability is not available for 2010/11. The other protected characteristics were not measured for 2010/11.

In terms of gender representation (**see page 9; Appendix 1**), over the course of the year the gender balance positively shifted from 13 Males and 5 Females, to 10 male 8 female owing to changes in parent and student governors.

The Governing body seek to recruit from all backgrounds (**see page 9; Appendix 1**). The current make-up is: 2 White, 14 White British, 1 Asian or Asian British Pakistani and 1 Unknown.

Although the age range of the Governing Body is wide, the majority are over the age of 55 (**see page 9; Appendix 1**). The current make-up is: 2 - Under 25, 0 - 25-34, 0 - 35-44; 7 - 45-54, 4 - 55-64 and 4 at 65+. (note: 1 unknown).

Annex 1: Protected Characteristics

The protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, marriage and civil partnership.

Protected characteristics identified in the Equality Act 2010:

Age

Someone of a particular age or in a range of ages

Disability

Someone who has, or has had, a physical or mental impairment with a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

Gender reassignment

A transsexual person, i.e. someone who is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex (No requirement for medical supervision is specified)

Marriage and Civil Partnership

Someone who is married or is a civil partner

Pregnancy and maternity

Someone who is pregnant or within 26 weeks following the date of giving birth or taking maternity leave

Race

Someone of a particular racial group defined by colour, nationality, ethnic or national origins

Religion or belief

Someone of any religion or philosophical belief, including a lack of religion or belief

Sex

Whether someone is a man or a woman

Sexual orientation

Someone's sexual orientation towards persons of the same sex, opposite sex or either sex

Note: There is also a "duty" to tackle inequalities relating to **socio-economic background**.