

Equality and Diversity Review 2018-19

Foreword

Equality and diversity are integral values to life at Collyer's. The college policy sets out four key aims in relation to the most recent equality and diversity legislation, namely the Equality Act (2010) and the Public Sector Equality Duty (2011). This legislation applies to the nine protected characteristics as specified in the equality duty (see Appendix 1). It also ensures that all public bodies: eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations by promoting understanding and tackling prejudice.

The aims of the college as defined in the Equality and Diversity Policy are:

- To support all members of the Collyer's community to reach their full potential, regardless of individual characteristics.
- To uphold a culture of respect where all staff, students and visitors feel welcome and safe by ensuring that all expressions of prejudice are challenged and resolved.
- To celebrate and make visible the diversity of the college.
- To ensure compliance with all legal obligations as informed by the Equality and Diversity Act (2010) and with due regard to the Public Sector Equality Duty (2011).

This report summarises the work of the Equality and Diversity Committee in 2017-18 and the developments across the college, which have advanced equality and diversity in all areas. It also provides an overview of the monitoring data collected for students, staff and governors.

The Equality and Diversity Committee

The Equality and Diversity Committee met 3 times in the last academic year. Membership of the committee comprises the Equality and Diversity Officer; Director of Study Support and Student Wellbeing; Director of Admissions and Marketing; HR Manager; Director of Higher Education and Progression; Director of Learning Resources; Information Services Manager; Estates Manager; Student Services Manager and Safeguarding Officer, Head of Sports Academy; and student representatives from the RCU, ID Society and Multicultural Society. Where members are unable to attend, they will send a representative.

As in previous years, the committee has been a source of interesting discussion and has elicited a range of innovative ideas such as the newly introduced Wellbeing Week. It has also been a useful source of feedback for the Equality and Diversity officer on initiatives, such as the International Women's Day poster campaign. The work of the committee feeds directly into the college's Quality Cycle through the annual Self-Assessment Review and Quality Improvement Plan.

The Equality and Diversity Committee has worked with external groups, in particular the S7 colleges. Collyer's has sent a representative to all S7 Equality and Diversity meetings in the last year. This has encouraged the sharing of good practice between colleagues in different colleges, particularly in terms of changes to policies and practices.

Achievements and progress

Training

All new staff have completed inductions with the Equality and Diversity Officer, including an introduction to the applicable legislative duties; and overview of the college Equality and Diversity policy and handbook; and a discussion of how to get involved in the various ways equality and diversity are promoted at Collyer's. All staff were encouraged to consider their contributions to equality and diversity through the annual appraisal cycle, and this was also a key element of lesson observations for teaching staff.

Additionally, all staff were updated on the Equality and Diversity Policy and Handbook at the November planning day. This short update was used to remind all staff of the legislative duties outlined in the policy, and how they are implemented at Collyer's. This was a useful reminder for staff who had not recently attended an induction.

The Equality and Diversity handbook was updated in the spring term to better reflect the views of current Collyer's students. Focus groups with various student societies were used to ensure the handbook is relevant and useful, and the Equality and Diversity committee also contributed to the updates made. This was shared with staff and in particular team leaders for use in the Self-Assessment Review process.

A new suggestion from the Equality and Diversity committee was the introduction of less formal training for smaller groups. This led to a group discussion with the library staff about working with diverse students, including reminders on the use of inclusive language to support transgender and non-binary students. This was a useful update for support staff and has been offered through the Equality and Diversity committee to other staff teams that may find it of interest.

Student Engagement

Student societies including Feminist Society, ID Society and the Christian Union have maintained their visible presence around the campus, most noticeably at the ever-popular Freshers Fair event. These societies continue to provide safe social spaces for discussion and debate for a diverse range of students. Student societies contributed to the design of tutorial materials that were shared with all students, for example the presentation during LGBT History month on the history of Pride and LGBT activism.

Students were also highly involved in organising cross college events which engaged a high number of students. The Wellbeing Week, held in November 2018, was supported by the RCU. Students were encouraged to improve their wellbeing through doing good deeds for others by carrying out 'Random Acts of Kindness' in return for doughnuts, which was certainly a popular scheme. The ID Society organised the inaugural Pride showcase in February, which celebrated the talents of Collyer's LGBT+ students and their allies through music, dance and fashion.

Feminist society and ID society had a visible presence at freshers fair and gave suggestions for creating E&D tutorial resources for all students; students from various societies and the RCU attended all E&D committee meetings; the RCU contributed to the running of Wellbeing Week and the ID society ran the Pride showcase event. Focus groups were held to update the E&D handbook.

The Equality and Diversity committee was well attended by students throughout the year, making valuable contributions and suggestions. The Equality and Diversity officers were instrumental in implementing the Red Box project to provide free sanitary supplies for students.

Facilities

2018 saw the introduction of the 'Red Box' to the library and student services. This was the result of a partnership with a local charity which aims to combat period poverty by giving all students access to free sanitary products if needed. This has been kindly supported by staff donations and is a useful resource for students.

Another new initiative was the introduction of pronoun badges designed by students, with options of: she/her; he/him; they/ them and 'ask me for my pronouns' to support trans and non-binary students and raise awareness of the importance of not assuming pronouns, and respecting others' gender identity. The were made available in the library and in student services, and can be seen on many staff and students, and more were ordered at the end of the year to meet demand.

The library continues to celebrate equality and diversity at all opportunities, displaying a range of resources and information related to events in the equality and diversity calendar. The student-made decorations for LGBT History month were particularly well received.

Visible Promotion and Advancement

Several initiatives introduced in 2017-18 were continued into 2018-19, including the equality and diversity bulletin updates and the specific equality and diversity induction element of the Ready to Learn Day.

Four key dates were celebrated across the college. The first was Black History Month in October, with tutorial materials on the issues of every-day racism and a poster campaign about inspirational black figures. Wellbeing Week in November provided a range of events for staff and students to improve their wellbeing, with tutorial materials focused on proactive ways to promote good mental health. During LGBT history month in February tutorial materials on activism and the history of Pride were shared, and ID Society ran the Pride showcase event. Finally, for International Women's Day in March staff were encouraged to display posters showcasing their most inspirational women, which was used as a discussion point for tutorial lessons.

Most visibly, the rainbow flag was flown for all of February to promote LGBT History month. The college also participated in global celebrations for the 70th anniversary of the UN declaration of human rights by flying a commemorative flag designed by Ai Weiwei and flown from public buildings around the world.

Study Support and Student Wellbeing

Study Support and Student Wellbeing continues to provide a wide range of support for an increasing number of students. At a universal level, all students can access support with their studies via the Study Skills Drop in Hubs. For those students with identified study support needs, there are small group lessons for those resitting Maths and/or English GCSE. Students may also be identified as requiring a weekly 1-2-1 support session with a designated Study Support Assistant and a small number of students have in-class support. A new initiative for 2018-19 was the introduction of a 'life skills' course for those students with 'high needs' looking to develop their ability to live more independently after college.

To support students' wellbeing, the department offers a range of information, services and courses. In the year 2018-19, a new Student Wellbeing booklet was introduced which students can access electronically or via paper versions. This booklet signposts key support available in college and

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identifies sources of external help to support physical and mental wellbeing. In terms of wellbeing courses, the .b mindfulness course was run over both the Autumn and Spring terms. In addition, the department ran a new rolling 4-week course for students seeking help with academic anxiety. This proved successful and will be continued and developed for 2019-20.

As the range of additional support needs amongst the student body have increased both in terms of number and complexity, the services and support available have adapted and grown. Towards the end of the academic year, the department was re-structured and two new posts, Head of Student Wellbeing and EHCP Co-ordinator, were introduced. This will ensure the support for students with additional needs can remain responsive and inclusive as demand continues to grow.

Meeting legislative duties

The Self-Assessment Report and Quality Improvement Plan were both published to deadline in January 2019. The Equality and Diversity Policy and handbook provide staff with an overview of the aims and priorities of the college, as well as practical ways in which to achieve this. The handbook has been updated to better reflect the needs and interests of current Collyer's students.

Review of Monitoring Data

This report is the annual review of the equality and diversity data. The data used to inform this report is available in the separate appendix, and further data can be accessed on request. Some data is not collected, for example students are not required to share their sexuality. The report is based on analysis of the protected characteristics as recorded for Equality and Diversity monitoring. Where fewer than 5 individuals belong to a certain group, the exact numbers will not be reported to protect anonymity.

Data on retention, achievement (pass rate), high grades and value added is used where available.

Student Information

Gender

In 2018-19 there were 2577 female course starters and 2092 male course starters. Female retention rates were 90.3% and male retention rates were 88.8%. This has not varied significantly in the last 3 years, consistently falling between a 1 and 1.5% difference. For student over the age of 19 the pattern was reversed, with a female retention rate of 92.6% and a male retention rate of 96.2%, which also represents a significant increase from the 83.3% male 19+ retention rate in 2018-18

In terms of A Level courses specifically, male students had an 87.3% retention rate compared to an 89.4% retention rate for female students, representing a slightly increased difference from 2017-18. In other Level 3 courses, there was a narrower difference, with a retention rate of 91.8% for female students compared to 92.8% for male students, representing a decreased gap from 2017-18.

In terms of achievement across the college (pass rate) there was almost exact parity between male and female students. The male achievement rate for 2018-19 was 96.5%, which reduced slightly from 97.9% in 2017-18, compared with the female achievement rate of 96.7%, which increased slightly from 95.9% in 2017-18.

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Achievement rates specifically for A Level courses was again very balanced. The A Level achievement rate for 2018-19 was 98.7% for males and 99.3% for females. There was generally parity for other Level 3 courses, with achievement rates at 93.3% for females and 92.2% for males, representing a smaller gap than the 5.3% achievement gap in 2017-18.

In terms of student 'value-added data', there were limited changes from 2017-18. The overall Alps value added score for female students was 1.00 in 2018/19, compared to the 1.03 score in 2017-18. The overall Alps value added score for male students was 1.00 in 2018/19, compared to the 0.99 score in 2017-18. This represents a slight closing of the gap, with both genders achieving an overall Alps value-added grade of 3 in 2018-19.

There was some disparity in terms of A Level high grades, with 63.5% of females achieving high grades in 2018-19 compared with 50.2% of males. This is a slightly wider gap than the 11.4% difference recorded in 2017-18. However, when considering target grades, male students were slightly more likely to reach their target grades than female students. In 2018-19 78.5% of male students achieved their target A Level grades compared with 76.1% of female students. This suggests that the disparity in high grades is more a reflection of the differing target grades based on GCSE scores.

Some subjects continue to attract students of a particular gender however this is not a common pattern. Textiles and Dance for example had entirely female A Level cohorts. Almost all subjects achieved relative parity between genders, although a small minority of subjects saw some disparity. In Law for example the Alps value-added grade was 4 for female students compared with 7 for male students, although this does not represent a long-term trend.

Ethnicity

Compared to the ONS census statistics from 2011, whereby 92.2% of Horsham residents were recorded as white, the college continues to increase in diversity as it recruits more widely. In 2018-19, 85.4% of course starters reported themselves to be "white", whilst significant minorities of students reported themselves as "white other", "mixed", "black", "Asian" and "other". Therefore, whilst data on BAME students is important to analyse, it must be noted that it is difficult to show clear trends for relatively small groups of students.

In terms of retention rates, all ethnic groups had retention rates of 86% or over in 2018-19. There was a significant increase in course retention rates for "Asian" students, which increased from 80% in 2017-18 to 92% in 2018-19; and for "Chinese" students, which increased from 83% in 2017-18 to 100% in 2018-19. The lowest retention rates were for "white other" students at 86%, and for "white" students at 89%.

Student achievement across all courses was mixed. "Chinese" and "other" students had the highest achievement rate, at 100%, with "white" students the only other group to achieve over 85% achievement rates. The variation has decreased from 2017-18 however, with no groups in 2018-19 achieving below 71% success rates. The lowest achievement rate was for "white other" students at 71%. It must be remembered that the lower number of students from ethnic minority backgrounds does mean that the results can change significantly year on year.

There was a range of scores when considering high grades at A Level in 2018-19. The greatest rate of high grades was achieved by "white" students, at 52%, followed by "mixed" students at 51% and "black" students at 50%, whereas 25% of students who identified as "other" achieved high grades in 2018-19, although this does represent a relatively small number of students.

In terms of value added, there was some variation, although the smaller categories used by Alps means that it is not possible to give more details as the grades for many groups apply to very small

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numbers of students. Generally, the majority of groups achieved grades 2 or 3 for value added, with some achieving grades from 6-8. The data does not show any long-term trends across the three years provided, suggesting that the small number of students involved can cause anomalies to appear.

Students with disabilities

In 2018-19, 18% of course starters reported themselves to have some form of learning difficulty or disability. The largest category of need reported was dyslexia, affecting 5% of course starters, but there are a range of other needs affecting students.

There were limited differences in retention rates between those students with learning difficulties and disabilities and those without, with all groups achieving over 78% retention rates. Students with hearing and visual impairments had higher retention rates (97%) than students with no learning difficulty or disability (90%). Retention rates were lowest for students with physical disabilities at 78%. This was also the only group to see a reduction from 2017-18, from 79%.

In terms of achievement, there was generally parity between different groups, with all achieving over 93% in 2018-19. The highest course achievement was experienced by students with AAMES needs, those with hearing and visual impairments and those with no extra needs, all at 97%. The lowest achievement rate was for students with learning dyslexia at 93%, which has decreased slightly from 96% in 2017-18.

There was some variation in terms of high-grade achievements. The highest performing group were students with hearing and visual impairments, with 36% achieving high grades, followed by students with AAMES needs and those with no learning difficulties or disabilities, both achieving rates of 29% for high grades. The lowest high-grade achievements were for students with dyslexia at 15% which represented a large decrease from 25% in 2017-18.

Socio-economic disadvantage

Although not a legislated protected characteristic, socio-economic disadvantage is evidently a pertinent category when considering potential barriers to student achievement. The Department for Education defines disadvantaged students as those who received pupil premium funding at the end of Key Stage 4.

In 2018-19, Collyer's had 29 'disadvantaged' students who achieved a progress score of 0.15, compared to the college average of 0.31. This represents a change from 2017-18, when the 63 'disadvantaged' students achieved a progress score of 0.27, compared to the college average of 0.22.

Student voice

As in previous years, student perceptions of the college were gathered through the annual student survey. Although there are not any specific equality and diversity related questions, responses to broader questions can be used as useful indicators.

A particularly positive result shows that 97% of students either agree or strongly agree with the statement "overall I have been satisfied with my college experience and would recommend Collyer's to others", and that 45% strongly agree. 98% of students either agree or strongly agree that "the college offers a safe, clean and well-ordered environment in which to study", and 45% strongly agree, a slight decline from the 48% who strongly agreed in 2017-18.

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In terms of support services and facilities, 98% of students agreed or strongly agreed with the statement “the college provides the services and facilities that I need to study”. 97% of students agreed or strongly agreed with the statement “support staff are helpful and responsive”. These high scores suggest a strong level of student satisfaction, regardless of individual characteristics.

Staff Information

Information on sexual orientation is not collected. Information on gender identity is collected but there are fewer than 5 members of staff that this applies to and therefore the data is not reported.

Gender

Based on a snapshot from September 1st, 2019, of 298 members of staff, 189 (63.4%) were female and 109 (36.6%) were male. This is a negligible change from the previous year. Of the 303 applications for jobs made in 2018-19, 73% of applicants were female and 27% were male, which again shows a negligible change from 2017-18. Of the 57 successful applicants in 2018-19, 65% of appointees were female and 35% were male, representing a slight decrease in the gap from 2017-18. In the Senior Management Team, 40% (2) are female.

In 2019 Collyer's produced its second Gender Pay Gap report. This shows that, as with many educational establishments, Collyer's does have a gender pay gap, whereby the median pay is lower for women than men. This is in the context of the fact that at Collyer's, pay is determined by qualification, experience and length of service and therefore males and females in equivalent roles are paid the same. Cleaning and catering are lower paid (term time only) roles and as they are not outsourced, accentuating the pay gap in the report. Among teaching staff, the pay gap appears to have narrowed since 2017-18 as the data used has been updated to better reflect teacher contracts and full annual directed time. The college works to reduce the gender pay gap through flexible working arrangements, career breaks, an on-site nursery and encouragement of shared parental leave.

Ethnicity

Of 298 members of staff as of September 1st, 2019, 89.26% were “white British”. There were fewer than five members of staff in most other categories other than “white – other European” which constitutes 6.38% of staff. Applicants for positions are more diverse as 73% of applicants were “white British” in 2018-19, similar to the 71% in 2017-18. Of the staff appointed in 2018-19, 79% were “white British”.

Age

With regard to age, based on the September 1st, 2019 snapshot 4% of staff are under 25 and 10.7% are over 65. The majority of staff (29.5%) fall in the 45-54 age range. The age range of applicants was similar to previous years, and generally reflected by the age of appointees. The main exception to this is the under 25 age group, which represented 18% of applicants but 39% of appointees in 2017-18. This is a significant increase from previous years. 25-34 year olds represented 19% of applicants but 11% of appointments, and 35-44 year olds represented 23% of applicants but 14% of appointments. This is quite a decrease from previous years but does not seem to be part of a long-term trend.

Religion and Belief

A large proportion of staff did not report their religion (30.9%). The largest reported religion was Christian (36.2%) followed by no religion (31.2%). There were also staff who are Buddhist, Jewish,

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and belonging to a religion under the category of "other", however there were fewer than five members of staff belonging to each of these groups. In terms of job applications, 35% of applicants in 2018-19 stated that they were Christian and 46% chose no religion. 29% of new appointees in 2018-19 described themselves as Christian.

Disability

As of 1st September 2019, 13 members of staff reported that they have a disability. 5% of applicants in 2018-19 reported that they had disabilities in comparison with 9% of appointees.

Pregnancy and Maternity

With regard to pregnancy and maternity, fewer than five people took maternity or paternity leave in 2018-19.

Governor Information

Governor information is available for gender, race and age. Data has been collected on disability but concerns fewer than five individuals. Whilst the Governing Body may consist of no more than 19 governors at any one time, there were 23 governors in total during the academic year.

In terms of gender representation, there were 11 females and 12 males. In terms of race, in 2018-19 83% of governors identified their ethnicity as White British, and 17% as from ethnic minorities. Although the age range of the Governing Body as at end July 2019 was wide (with a span of 59 years), the average age was 46 compared with 42 in 2017-18. In summary, recruitment efforts in the 2017-18 academic year continued to pay dividends in terms of a more diverse Governing Body across the recorded protected characteristics.

During the annual review at the end of 2018-19, 100% of governor respondents agreed that they had not suffered any inequality of opportunity on the grounds of any of the protected characteristics.

Appendix 1: Protected characteristics

Adapted from Equality and Human Rights Commission (2014) Technical Guidance for Schools in England, Accessible from

https://www.equalityhumanrights.com/sites/default/files/technical_guidance_for_schools_england.pdf

The Equality Act (2010) protects people from discrimination, victimisation and harassment based on nine protected characteristics.

Discrimination includes direct discrimination, which can be based on perception or association, as well as possession of a protected characteristic; and indirect discrimination.

Unlawful harassment includes harassment related to a relevant protected characteristic; sexual harassment; and less favourable treatment of a pupil because he or she submits to or rejects sexual harassment or harassment related to sex.

The nine protected characteristics are:

- Disability: A person is disabled if he or she has, or has had, a physical and/or mental impairment that has what the law calls 'a substantial and long-term adverse effect on [his or her] ability to carry out normal day-to-day activities'. What matters is the effect of the impairment, not the cause.
- Gender reassignment: Gender reassignment is a personal process that involves a person moving away from his or her birth sex to his or her preferred gender. This personal process may include undergoing medical procedures or it may simply include choosing to dress in a different way as part of the personal process of change.
- Race: Race means a person's: colour, and/or nationality (including citizenship), and/or ethnic or national origin. Racial groups can comprise two or more distinct racial groups, such as 'British Asians'.
- Religion or belief: The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief. A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable, and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. New religious movements may also be considered religions or beliefs.

'Religious belief' goes beyond beliefs about and adherence to a religion or its central articles of faith and may vary from person to person within the same religion. A person does not have to prove that the manifestation of their religion or belief is a core component of the religion or philosophical belief they follow, but it may instead be a means by which they choose to express their adherence to their religious belief. A belief need not include faith or worship of a god or gods, but must affect how a person lives his or her life or perceives the world.

For a belief to be protected by the Act, it must have the following features: It must be genuinely held; it must be a belief, and not an opinion or viewpoint based on information available at the moment; it must be a belief as to a weighty and substantial aspect of human life and behaviour; it must attain a certain level of cogency, seriousness, and importance; it must be worthy of respect in a democratic society; it must be compatible with human dignity and not conflict with the fundamental rights of others.

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- Sex: A person's sex refers to the fact that he or she is male or female. This may be separate to gender identity.
- Sexual orientation: Sexual orientation means the attraction that a person feels towards one sex or another (or both), which determines with whom he or she forms intimate relationships or to whom he or she is attracted. Everyone is protected from being treated worse or differently because of sexual orientation, whether they are bisexual, gay, lesbian, straight, or any other orientation which is less easily labelled. Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation, such as someone's appearance, the places that he or she visits or the people with whom he or she associates.
- Age
- Pregnancy and maternity: This applies to a woman (including a female pupil of any age) who is, or has been, pregnant, has given birth in the last 26 weeks, or is breastfeeding.
- Marriage and civil partnerships: Only the employment duties of the act refer to this protected characteristic.