

Equality and Diversity Review 2019-20

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 2019-20 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, with the last meeting held online. Membership of the committee comprises the Equality and Diversity Officer; Director of Study Support & Student Wellbeing; Head of Student Wellbeing; Admissions and International Support Manager; HR Manager; Director of Higher Education and Progression; Director of Learning Resources; Information Services Manager; Estates Manager; Student Services Manager, Head of Sports Academy; and student representatives from the RCU.

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 attended an E&D induction. S7 Equality and Diversity meetings were attended to share good practice, as was a 'train the trainer' event on Unconscious Bias. This has been used to develop resources for staff.

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The College of Richard Collyer

Student Engagement

Feminist society, Multicultural society and SAGA society (the newly named LGBTQ+ 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 SAGA society ran the Pride showcase event. Student engagement with some college events for example the PAT dogs was particularly high. Students were particularly eager to get involved in the Black Lives Matter movement in the summer term, and focus groups were held to discuss ways forward, including the sharing of educational resources via the RCU Social Media account.

Facilities

The college is now signed up for the DfE period product scheme to ensure period poverty does not stop girls accessing lessons. There has been continued use of pronoun badges to support trans and non-binary students and to raise awareness of using correct pronouns, accompanied by new Collyer's Pride badges for Pride month. As always, the Library and Student Services Teams have been particularly involved and have supported E&D events through decorations and displays.

Visible Promotion and Advancement

There has been continued use of 'E&D updates' in the bulletin to raise awareness of key dates in the E&D calendar, and continued inclusion of E&D induction for all new students in Ready to Learn resources. Four key E&D dates have been celebrated across the college: Black History Month had a tutorial session on the Windrush Generation and a carnival event run by Multi-Cultural society; Wellbeing Week promoted mental wellbeing with a week of different events for staff and students including a visit from Therapy Dogs; LGBT History month was celebrated with tutorial materials on different LGBTQ+ identities, a week of charity events for akt. and the flying of the rainbow flag; and International Women's Day was marked with tutorial materials on everyday sexism and posters celebrating the women who have inspired different members of staff. The History department held an event for Holocaust Memorial Day in the Duckering Hall, where students presented resources they had produced.

Study Support and Student Wellbeing

There has been continued work from study support to provide support for all students and ensure use of exam concessions. Wellbeing and study support were particularly important during the period of online learning in supporting those students with EHCPs but also extending provision to any student who was being supported prior to lockdown and taking referrals as time progressed where students declared their struggles with remote learning and/or their wellbeing.

Other key developments this year included: the implementation of the new departmental structure; an extension of wellbeing provision to include a new CBT short course; the introduction of PAT dogs; a new Wellbeing SharePoint page and taking a wellbeing 'snapshot' of the student body to provide a clearer picture of student wellbeing overall.

In terms of supporting International students, The International Social Hub was initiated this year and bespoke courses were also run for students from Rikkyo School and prospective students from Guangya.

Meeting legislative duties

The Equality and Diversity review and objectives were published to deadline.

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 (2), 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 may not be reported to protect anonymity.

The results data for academic year 2019-20 was based on centre assessment grades (CAGs), meaning comparisons to previous years should be treated with caution as the comparison is not 'like for like'.

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

Student Information

Gender

In 2019-20 there were 2709 female course starters and 2170 male course starters. Female retention rates were 2% higher than male retention rates at 90.6% compared to male retention rates of 88.6%. This has not varied significantly in the last 3 years. For students over the age of 19 the gap was narrower and reversed, with a female retention rate of 89.7% and a male retention rate of 89.9%. *Graph 1, Graph 2*

A Level courses saw the largest gap in retention rate of 2.8%; male students had an 87.3% retention rate compared to a 90.1% retention rate for female students, however this represents a slight narrowing of the gap compared to 2018-19 (it closed by 0.4%). In other Level 3 courses, there was a narrower difference, with a retention rate of 91.1% for female students compared to 90.4% for male students. *Graph 32*

In terms of achievement across the college (pass rate) the difference between male and female students was 0.9%. The male achievement rate for 2019-20 was 97.1%, which increased slightly from 96.5% in 2018-19, compared with the female achievement rate of 96.2%, which decreased slightly. The gender gap in 2018-19 in terms of achievement was only 0.2%, but reversed with a higher achievement rate for female students compared to males, and the year before that the trend was reversed again back in favour of male achievement, suggesting no overall pattern, and the differences small enough to be fluctuations rather than trends. *Graph 4*

The A Level achievement rate for 2019-20 was 98.5% for males and 97.6% for females, a 0.9% gap. The gap was narrower with other Level 3 courses, with achievement rates at 96.4% for females and 96.2% for males, continuing the 0.2% difference also seen in 2018-19 and therefore representing continued progress from the 7.5% achievement gap in other level 3 courses in 2017-18. *Graph 34*

In terms of student 'value-added data', the overall Alps value-added score for female students was 1.04 in 2019-20, and the overall Alps value added score for male students was 1.03 in 2019-20, both representing an increase on the 2018-19 value-added scores, but conclusions should be drawn with caution considering the different examination arrangements for 2019-20 (centre-

assessed grades). Both genders achieved an overall Alps value-added grade of 2 in 2019-20, an increase in the grade 3 for both genders in 2018-19. *Appendix 2, page 12*

There was some disparity in terms of A Level high grades, with 68.1% of females achieving high grades in 2019-20 compared with 62.7% of males, however this is a smaller gap of 5.4% this year between genders compared to the 13.2% gap last year. High grades across all qualifications are much more evenly matched, at 34.6% for female students and 33.9% for male students. *Graph 55, Graph 56*

In 2018-19, male students were slightly more likely to reach their target grades than female students as 78.5% of male students achieved their target A Level grades compared with 76.1% of female students. However, this year this was reversed, with 74% of male students achieving their target grades and 75.7% of female students achieving their target grades. *Appendix 2, page 12*

In sum, female students have slightly higher retention rates, were this year slightly more likely to reach their target grade, and they achieved higher rates of high grades (particularly at A level), while male students overall this year had slightly higher achievement (pass) rates.

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 2019-20, 81% of course starters reported themselves to be “white”, whilst significant minorities of course starters reported themselves as “white other” (5.6%), “mixed” (4.8%), “Asian” (3.7%), “black” (2%), and “Chinese” (1.9%). 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. *Graph 7*

In terms of retention rates, all ethnic groups had retention rates of 84% or over in 2019-20. In 2018-19, the lowest retention rates were for “white other” students at 86%, and for “white” students at 89%. This year, the lowest retention rates were for black course starters at 84% (a noticeable drop from 91% last year) and “mixed” course starters at 88% (a 3% drop from 91% retention last year). White student retention was maintained at 90%, whilst “white other” increased by 6%. Chinese students’ course retention increased from 88% last year to 93% this year. *Graph 8*

In terms of achievement (pass rates) across all courses, this was noticeably higher for white course starters (97%) compared to all other ethnic groups, with the second highest course achievement rate achieved by students defined as “other” ethnicity (84%), and with the lowest course achievement rate coming from black course starters (68%). The difference between white and black students is larger than last year, with a white achievement rate of 96% and a black achievement rate of 80%. Course achievement for “white other” students has improved by 7%, from 72% 2018-19 to 79% 2019-20. 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. *Graph 13*

The greatest rate of high grades at A level was achieved by Asian students (74%), followed by ‘other’ (62%). Black, White and Chinese students achieved similarly, between 57 and 60% high grades. Students of Mixed background had the lowest rate of high grades at A level at 49%, but achieved more highly across all courses, where all courses data saw White high grades of 30% and Mixed high grades of 29%. *Graph 57, Graph 58.*

In terms of value added, there was 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

numbers of students. All ethnic groups achieved grades 2 or 3 for value added, except for Black / Black British Caribbean, Chinese and Arab achieving 7s and Black or Black British of any other background achieving an 8. Trends are difficult to identify, for example, Black or Black British Caribbean students achieved an Alps grade 2 last year and a 7 this year. Black or Black British African students achieved an Alps grade 7 last year and a 2 this year. The data therefore does not show any clear long-term trends across the three years provided. The only trend that appears to be consistent is for the category “Black or Black British of any other background” who have scored consistently 7-8 in the last three years, but this group has comprised of only one student in all three years, and so should not be considered a wider trend. *Appendix 2, page 14.*

Students with disabilities

In 2018-19, 17% 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. *Graph 19*

There were limited differences in retention rates between those students with learning difficulties and disabilities and those without, with all groups achieving over 85% retention rates. Students with hearing and visual impairments (100%), a physical disability (93%) and medical issue (91%) had higher retention rates than students with no learning difficulty or disability (90%). Retention rates were lowest for students with “AAMES” (Asperger’s, Autism, Mental health difficulties, Emotional or behavioural difficulties, Social and emotional difficulties) at 85%. *Graph 20*

In terms of achievement, there was general parity between different groups, with all achieving over 94% in 2019-20 except for the physically disabled, with 85% course achievement, down from 92% in 2018-19, but it should be considered that the physically disabled are the smallest group within our student cohort identified as having a learning difficulty or disability, so the percentage discrepancies overstate changes within a small group. The highest course achievement was experienced by students with Dyslexia, with an increased achievement rate from 93% in 2018-19 to 99% in 2019-20. *Graph 25*

There was some variation in terms of high-grade achievements. The highest performing group were students with medical issues, outperforming students with no disability or learning difficulty by 6%. The lowest high-grade achievements were for students with disabilities at 11%, which now shows a fairly steep three-year decline (31% in 2017-18, 20% in 2018-19, 11% 2019-20), however again this is our smallest grouping within our cohort of students with learning difficulties or disabilities, so although the trend suggests decline for high grades, the steepness might be misleading and can be contrasted by the continually increasing retention rate for this group over the same period (from 75% in 2017-18 to 93% in 2019-20). *Graph 20, Graph 57.*

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 and students in care. The [data on the achievements of disadvantaged students](#) for 2018-19 (the government did not collect this data for 2019-20) shows that Collyer’s had 29 disadvantaged students, that their average grade of C+ matched the national average grade for non-disadvantaged students, but our number of disadvantaged students completing their main study programme was only 74% compared to a national average of 92.4% for non-disadvantaged children (a national comparison for disadvantaged students isn’t available, but appears to compare poorly to our own college average of 89.6% retention in 2019-20).

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 96% 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 41% strongly agree. 99% of students either agree or strongly agree that “Collyer’s is a safe environment in which to study”, and 49% strongly agree.

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.

There were only 150 applicants in 2019-20, just under half the number of the previous three years, and fewer than 1/3 of the number of appointments (17 appointments were made compared to 57 last year). It would therefore be fair to conclude that percentage comparisons with previous years should be treated with caution, considering this far smaller cohort size.

Gender

As of September 2020, of 260 members of staff, 66% were female and 34% were male. Of the 150 applications for jobs made in 2019-20, 69% of applicants were female and 31% were male, a very slight closing of the gap compared to the previous two years. Of the 17 successful applicants in 2019-20, 71% of appointees were female and 29% were male, representing a slight increase in the gap from 2018-19, and indeed the largest gap in five years, although this is based on a much smaller cohort size of 17, thus accentuating the percentage difference. In the Senior Management Team, 20% (1) are female.

In 2020 Collyer’s produced its third [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. The report explains that as cleaning and catering are lower paid (term time only) roles, dominated by women, and as they are not outsourced, the pay gap in the report is accentuated.

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 260 members of staff as of September 2020, 89% were “white British”. There were fewer than five members of staff in all other categories other than “white – other European” which constituted 5% of staff. Applicants for positions were more diverse as 78% of applicants were “white British” in 2019-20, but due to the overall reduced number of applicants this year, all other categories saw fewer than five people, other than ‘white any other’ which made up 5% of applicants (seven people). Of the staff appointed in 2019-20, 16 out of 17 were “white British”.

Age

As of September 2020, 4% of staff were under 25 years old (10 people) and 11% were over 65. The majority of staff (31%) fall in the 45-54 age range, and similarly more applicants (29%) came from this age range than any other and they had by far the highest appointment rate of 53%, (9 out of 17 appointments). Appointments from all other age groups fell compared to last year to allow for this increase.

Last year's uptick in younger appointments, which saw 39% of appointments given to the under 25 age group was not sustained this year where they made up 18% of appointments. However, there were only 17 new appointments in the academic year 2019-20 compared to 57 appointments in the academic year 2018-19, so percentage comparisons are less useful,

That said, there is now a three-year trend of decline in appointing people from the age groups 25-34, 35-44, and a five-year trend of increase in appointments of 45-54, 55-64 age groups, despite the number of applications from these age groups staying fairly consistent over the same period. Therefore, although the far smaller number of appointments made this year should be used with caution, there does appear to be an emerging trend.

Religion and Belief

As of September 2020, a large proportion of staff did not report their religion (31.5%). The largest reported religion was no religion (32.7%), followed by Christian (31%), followed by Roman Catholic (2.7%). There were also staff who are Buddhist, Jewish, Hindu and belonging to a religion under the category of "other", however these four categories in total account for only 5 members of staff. In terms of job applications, 37% of applicants in 2019-20 stated that they were Christian and 39% were of no religion. 41% of new appointees in 2019-20 described themselves as Christian, 47% were of no religion. Other categories accounted for only five people or under.

Disability

As of September 2020, 13 members of staff (5%) reported that they have a disability (defined as physical impairment, learning difficulty, mental ill health, and an option to not say). 7% of applicants in 2019-20 reported that they had disabilities in comparison with 12% of appointees.

Pregnancy and Maternity

In 2018-19, fewer than five people took maternity or paternity leave. This increased in 2019-20 to five people taking maternity leave, four paternity leave and one shared parental leave.

Governor Information

Governor information is available for gender, race, age and disability. The other protected characteristics were not measured for 2019/20. There were 19 governors in total during the academic year.

In terms of gender representation, 47% were female and 53% were male for the last academic year. 94.7% of governors identified their ethnicity as White British and 5.3% (1) as from an ethnic minority background, a reduction from 17.4% (4) governors coming from a minority ethnic background in 2018-19. The age range of the Governing Body as of July 2020 was wide with a

span of 59 years. The average age was 47 compared with 46 in 2018-19. No governors reported a disability in 2019-20 compared with 1 in 2018-19.

Previous successful efforts to recruit a more diverse Governing Body across the recorded protected characteristics were recognised by the Nominations Committee to have been affected by subsequent resignations owing to the pressure of work or family commitments alongside governance duties. Ongoing recruitment efforts would therefore continue to aim to reflect diversity whilst addressing the broader skills needs of the Governing Body.

During the annual review at the end of 2019/20, 100% of governor respondents agreed or strongly agreed (79%) 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.

- 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.