

## EQUALITY AND DIVERSITY ANNUAL REPORT

Covering academic year 2013/14 success rates and 2014/15 student and staffing profile

### Introduction

St Vincent College values equality and diversity and is committed to promoting mutual respect throughout the College community. It is the aim of the college to take a strategic and inclusive approach to addressing the perceptions of Equality and Diversity within the college environment.

This report identifies progress made against the Equality Objectives for the period 2014-2017 and provides headline data regarding student success rates and narrowing of the achievement gap. These objectives are identified in the colleges Single Equality Plan and Equality Objectives & Statement of Compliance.

### Significant developments relating to Equality and Diversity

Since the last report to Governors the following developments have been made regarding Equality and Diversity:

- A new Single Equality Plan (2015-2018) approved by Governors
- Review of all equality related policies and procedures led to a streamlining of these in to three primary documents which have been approved by Governors (Single Equality Plan, Equality and Diversity Policy and Equality Objectives & Statement of Compliance)
- Equality and Diversity Committee re-launched and actively working to support improvements and development across the college
- All staff provided with an Equality and Diversity update in September 2014
- Equality and Diversity section developed on our new college website with information and resources
- Equality and Diversity section created for staff and students on the VLE with information and resources
- Investment in resources to support accessibility to the college campus and increase security, safety and welfare of students and staff.

### Progress against the Equality Objectives

Following a review of the information we have gathered regarding equality of opportunity for all stakeholders the College identified the following key objectives. Below you will find details of progress made against these objectives.

<b>Objective 1</b>	<b>To ensure all areas of the college are accessible to students and staff with identified and known disabilities.</b>
<p>The College continues to invest in developing the campus and resources for students and staff. A new lift was installed in the Main Building with an independent power supply which enables this lift to be used in the event of emergency. This was in response to growth in the number of students with physical disabilities accessing classes and services located on the First Floor.</p>	

A recent decision has been taken to allocate the parking area outside of the Learning Support Unit (LSU) as a bespoke drop-off area for students provided with HCC transport due to their physical disabilities and learning difficulties. This decision was taken to improve safety for these learners and staff when arriving and leaving college.

We are continuing work with Computer Services to identify ways of improving accessibility to our Virtual Learning Environment (VLE) for students with moderate to high level learning difficulties and have made some progress with this however, we seek to find new ways of enabling these learners to access IT facilities.

The college is compliant with our legal duties regarding accessibility in accordance with the Disability and Discrimination Act and we continue to seek ways to improve our campus facilities and resources for students and staff.

**Objective 2** To identify curriculum areas with a significant gender imbalance and to actively promote equality of opportunity for all in those areas.

We continue to see gender imbalance across a range of our curriculum. Courses such as Carpentry, Engineering and IT predominantly enrol male learners with Health & Social Care, Child Care and Hairdressing recruiting female learners.

We have worked to develop marketing materials to promote equality of gender however this requires further development for specific course promotion.

**Objective 3** To work with colleges, schools and the internet industry to address issues with cyber-bullying and help create a safer environment online.

The College has substantially developed our online safety resources and policies to promote a safe learning environment for students online. All students access cyber-safety tutorial activities and we have been working with Hampshire Police to lead on the development of a county wide resource tool for schools and colleges relating to the Police's Social Media Cybersecurity and Cyber-Crime Awareness Initiative. This has seen our resources identified as 'Good Practice' by the Development Officer at Hampshire Police Constabulary.

We have participated in a Community Online Seminar which has led to a partnership with Chichester College with whom we will develop resources for this Police initiative. This in turn will see the continued development of our resources.

We have received one report of online bullying this academic year compared to five at this stage in 2013/14. Our Student Support Team have acted swiftly to address any concerns regarding online safety for students and we continue to promote online safety via tutorial activities and liaison with the local PCSO's who regularly come in to college to speak to students.

We have contacted the Police regarding one safeguarding disclosure from a student on an alternative pathway as part of a school link programme who raised concerns that her Facebook account had been hacked leading to threats being made against her welfare. This prompted Police intervention and led to a multi-constabulary criminal investigation. We have also supported the Police with investigations in to the alleged grooming of vulnerable young students in the LSU online by a paedophilia ring which has led us to do additional work with students and their families to support their online safety.

**Objective 4** Encourage greater voluntary disclosure of disability from staff.

This objective has been discussed at length by the E&D Committee in March 2014 following concerns that were raised that some staff had not disclosed existing disabilities to the College. It was acknowledged whilst applicants to the College are asked to make disclosures at the point of interview the fact remained that people do not have to disclose any disabilities.

The Committee debated if we needed to develop more formal opportunities for staff to disclose information about disabilities with staff who had done this expressing that the college had provided assessments and support where appropriate.

It was agreed that Committee members would liaise with colleagues regarding their thoughts on how to proceed in methods of disclosure. Since this time the college has changed its process regarding staff induction and now raise awareness of the support the college can offer to staff and we have increased the use of Occupational Health Assessments for staff with ongoing health problems or persistent absences from work. The earlier use of the assessments and improved monitoring of staff absence patterns via our Personnel database system (Cintra) have enabled the needs of staff to be more effectively identified and where a disability or support need is a factor appropriate assessments and actions taken to support the staff member.

We continue to seek ways in encourage staff to make voluntary disclosures regarding disabilities and support needs and have, and continue to review ways in which we can promote vacancies to wider groups of staff.

**Objective 5** To address the under representation in the current workforce diversity profile.

The data at the start of the 2014/15 academic year shows our current ethnic breakdown of staff represents that 95.4% declare themselves as White British with 3.7% stating they are White (other European). This means that only 0.9% of staff are from non-white ethnic origin backgrounds and is an area the college needs to address. It should be noted however that this profile of White British is higher than our full-time student cohort who represent 96% of this student group. These figures represent our local demographic profile.

Our gender profile is unevenly balanced with males representing only 26.9% of the workforce with 73.1% female. The male to female distribution of staffing is largely male dominated in Senior Management with a roughly even gender distribution across the middle management team. The uneven split of staff is evident in teaching and support staff where posts are largely filled by females. This is largely linked to the high number of Learning Support Assistants (LSA's) who are predominately female and make up a significant proportion of this staffing group.

The age profile of staff again shows an uneven split with only 36% of staff under the age of 40 and 64% aged 40 or over.

It should be noted that recent recruitment of staff has not seen a significant shift in these profiles but is largely linked to localised recruitment strategies being implemented. As a college we continue to explore appropriate recruitment avenues however at a time where recruitment of new staff is restricted we are not expecting to see a significant shift in these profiles within the next twelve months.

### **Success Rates 2013/14 - headline data by protected characteristic**

The following data is provided within the Qualification Success Rate (QSR) and Minimum Standards Reports produced by the Skills Funding Agency which were published in January 2015. The full reports are available to Governors and other college stakeholders for review.

Protected characteristic	Headline information regarding Success Rates for this group in 2013/14
<b>Ethnicity</b>	<p>In 2013/14 91% of learners classified themselves as White British, 5% as White (other European) and 4% from a BME group. This year we have seen an increase of 1% in White British learners to 92% whilst 4% identify themselves as White (other European) with 4% from a BME group. This modest increase of white learners is reflective of the local community but not significant enough to suggest a change in</p> <p>Due to the high proportion of learners identifying themselves as White British Success Rate analysis of BME groups is challenging due to the low numbers of each sub-ethnicity category.</p> <p>A highlight of the data is that the Success Rates for 16-18 year old White British students increased 4.9% in 2013/14 from 74.2% to 79.3%. A similar highlight is that this success is reflected in 19+ learners whose overall Success Rate increased 10.7% from 69.4% to 80.1%, however this remains nearly 8% below National Benchmark.</p> <p>An area for consideration and ongoing review is that whilst 16-18 entries for 'Any other White Background' increased the Success Rates for this group fell from 92.3% to 78.4% (-13.9%).</p>
<b>Gender</b>	<p>In 2013/2014, there was a ratio of 37 % male students compared to 63% females. In the current academic year (14/15) there is a ratio of 38% males to 62% females showing a minor change.</p> <p>Success rates for males and females in both 16-18 and 19+ groups showed overall increase in Success Rates although females continue to show a modestly higher level of success at 16-18 with a larger gap in achievement in 19+.</p> <p>The achievement gap has been narrowed for 16-18 males' success which has increased from 73.2% to 78.2% with females improving from 76.5% to 80.4%. This represents a narrowing of the age achievement gap for this group by 1.1%.</p> <p>The achievement gap for 19+ learners has not changed significantly despite a 10% increase in success rates for both male and female learners.</p>
<b>Disability and / or Learning Difficulty</b>	<p>9% of the college population declared themselves to have a Learning Difficulty and/or Disability in 2013/2014, whilst currently the figure is recorded as 12%. This growth can be largely attributed to an increase in students accessing specialist curriculum for learners with moderate to high level LDD and the development of the Cross-College Learning Support Team. The creation and development of this team has seen significant improvements in processes for identifying students with LDD across the College.</p> <p>As such 91% of the 2013/14 cohort did not disclose any form of disability or</p>

	<p>learning difficulty. The success rates for this group at 16-18 was 80.1% compared to the Overall College Success Rate of 79.4%. This is in line with the previous two years and suggests that there is a minimal achievement gap in the success between students with and without a disability or learning difficulty.</p> <p>This is not reflected in the achievement of 19+ students where the Success Rate for students with no disability or learning difficulty is 0.8% below the Overall College Success Rate for this group (82.5%) compared to 1.2% above in 12/13.</p>
<p><b><u>Summary</u></b></p> <p>This information suggests that with the improvements seen in College Success Rates in 2013/14 that we have begun to make inroads to narrowing the achievement gaps between male and female learners and students with disabilities. Whilst our ethnicity profile remains predominantly White British and White European it will be difficult to accurately assess any specific issues which may be impacting on the success of BME groups.</p> <p>We are pleased with the developments we have made with improving our Success Rates and staff continue to work hard to ensure that these improvements are sustained.</p>	

Report compiled for the Curriculum and Quality Committee of the Full Corporation by:

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